

Test Administration Manual



Aspire
ACT

P L U S

Spring 2021



Contents

How to Contact the Pearson Help Desk and the Utah State Board of Education (USBE).....	5
Introduction	7
This Manual.....	8
What’s New.....	8
Testing Policy and Procedures	8
Purpose	8
Confidentiality and Security.....	8
Reporting	9
Testing Ethics Policy	10
Investigations	10
Administration Schedule.....	10
Test Facilities.....	12
Selecting Testing Rooms	12
Quiet Test Sessions	12
Room Setup.....	12
Test Staff Roles and Responsibilities.....	13
Selecting Testing Staff	13
Who May Act as Testing Staff	13
Who May Not Act as Testing Staff	13
Relatives.....	13
Staff Roles	13
Number of Required Proctors.....	14
District Testing Administrator Responsibilities.....	14
School Testing Administrator Responsibilities.....	14
Technical Coordinator Responsibilities.....	15
Teacher Responsibilities	15
Proctor Responsibilities	16
Test Materials	17
Materials You Receive from Pearson	17
Additional Orders.....	17
Additional Materials Needed for Test Administration.....	17

Security of Test Materials	19
Online Testing	20
PearsonAccess ^{next} and TestNav	20
Technical Requirements.....	20
Preparation for Online Testing.....	20
Testing Accommodations and Supports	22
Personal Needs Profile (PNP).....	22
Manually Assign Accommodations and Update PNP Settings for a Student.....	22
Assign Accommodations through a File Export and Import	24
Embedded Supports.....	27
Accommodations	39
What Are Accommodations and When Are They Used.....	39
Modifying a Student Response	61
Transcribing Answers for Paper Accommodations.....	61
Preparing for the Test Administration	62
Standard Test Administration and Testing Ethics Training.....	62
Test Administration Manual	62
Testing Windows and Schedules.....	62
Eligibility of Students for Utah Aspire Plus	62
PearsonAccess ^{next} Training Site and the Utah Aspire Plus Question Samplers.....	62
Student Tutorial	63
Student Demographic Information	64
Manual Student Transfers.....	64
Request Student Transfer	64
Approve Student Transfer.....	65
Enrollment Transfer Export/Import Method	65
Prepare Staff	67
User Accounts	67
Training Requirements.....	67
Prepare Students	68
Utah Aspire Plus Question Samplers	68
Format.....	68
Security	68

Reporting	68
Student Tutorial	68
PearsonAccess ^{next} Test Session Management.....	70
Definition of a Test Session.....	70
Create a Test Session	70
Indicate a Parental Exclusion on a Student Test.....	70
Session Management - Create/Move through Import/Export Process.....	71
Edit Test Sessions.....	72
Prepare Test Sessions	72
Start and Unlock a Test Session	73
Delete a Test Session	73
Add Students to Existing Test Session(s)	73
Remove Students from a Test Session.....	74
Move Students from One Test Session to Another	74
Edit a Student Test.....	75
Student Breaks During Testing.....	75
Resume/Resume Upload Student Tests	75
Test Day Set Up.....	77
Test Day Process Overview	77
Test Irregularities and Invalidations.....	80
Test Irregularities	80
Test Interruptions	80
Scoring of Interrupted Tests	80
Wrong Test Form/Accommodation	80
Extended Time Accommodation Issues	81
Test Invalidation.....	81
Test Device Management	82
Loss of Connectivity	82
Device Failure.....	82
Chromebooks.....	82
Set Up Secondary Save Locations in PearsonAccess ^{next}	82
Check Managed Chromebook Settings.....	82
Ensure Wireless Access Points Can Support the Number of Chromebooks Used.....	82

Properly Exit Tests After Completing a Test	83
Track Student Testing Devices	83
Administering the Online Tests.....	84
Test Directions	85
English Test Directions	85
Reading Test Directions	88
Math Test Directions.....	91
Science Test Directions	94
Spanish Transadaptive Test Directions	97
INSTRUCCIONES PARA EL EXAMEN DE INGLES	97
INSTRUCCIONES PARA EL EXAMEN DE LECTURA.....	100
INSTRUCCIONES PARA EL EXAMEM DE MATEMATICAS	103
INSTRUCCIONES PARA EL EXAMEN DE CIENCIAS.....	106
Administering the Paper Tests.....	109
Paper Test Directions	109
Teacher/Proctor Post-test Activities.....	110
Collect and Return Materials to School Testing Administrator	110
Remove Students in Ready Status	110
Mark Tests Complete	110
Participation Codes	110
Apply Participation Code	111
Assign Participation Code through a File Export and Import.....	111
Stop a Test Session.....	114
Collecting, Packing, and Returning Test Materials	115
School Testing Administrators Collect Materials from Teachers/Proctors.....	115
Pack the Test Materials.....	115
Materials Pickup.....	115
Reporting	116
PearsonAccess ^{next} Operational Reports	116
Accessing Student Results – Published Reports	116
Accessing Student Results – OnDemand Reports.....	117
Accessing Student Results – Parent Portal	117

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

Test Administration Window Hours

Then the hours are ...

6: 30 a.m.–4 p.m. MT

6: 30 a.m.–7 p.m. MT

Phone and Email

If you are calling about ...

Test Administration, PearsonAccess^{next},
Technology Issues, Packaging and Delivery,
Test Materials, Test Procedures, Shipments,
Reporting

Then contact ...

Pearson Help Desk

Phone: (877) 227-5009

Chat: <https://ut.pearsonaccessnext.com>

Help Desk Support Form:

<http://download.pearsonaccessnext.com/ref/WebToCase.html?p=UTAH>

General Information (Test Content, Timing,
Interruptions), Testing Windows, Scheduling,
Ethics Policy

Rebecca Peterson

Phone: (801) 538-7694

Email: rebecca.peterson@schools.utah.gov

Jared Wright

Phone: (801) 538-7871

Email: jared.wright@schools.utah.gov

Accommodations and Special Education

Tracy Gooley

Phone: (801) 538-7887

Email: tracy.gooley@schools.utah.gov

Always include the following information:

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

If you are calling the Pearson Help Desk about any of the following, provide the listed information.

PearsonAccess^{next}

- Are you using a PC or a Mac?
- What is your role (school testing administrator, technical coordinator, teacher, proctor)?
- What screen are you on? Provide the path, if possible.
- What task were you trying to complete when you encountered an error?
- What was the error message? If there wasn't an error message, what are you unable to do?
- If you were working from the manual, what page were you on?

TestNav

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

If you are using Proctor Caching

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

Introduction

Based on Utah statute [53E-4-304](#), the Utah State Board of Education adopted the assessment, Utah Aspire Plus, which is a hybrid of ACT Aspire and Utah Core test items. This is a computer delivered, fixed form high school assessment for students in grades 9 and 10. The assessment includes subtests for Reading, English, Math, and Science. Utah Aspire Plus is used to calculate student academic growth between 9th and 10th grades, and it provides students with a predictive score for the ACT, which is taken by all Utah grade 11 students and is the most commonly submitted college readiness assessment for local universities.

This manual outlines the testing policies and procedures for Utah Aspire Plus.

This Manual

As required by Board Rule R277-404 (<https://rules.utah.gov/publicat/code/r277/r277-404.htm>), all staff members involved in the administration of Utah Aspire Plus assessments must follow the directions for administering the test as outlined in this document. For questions concerning information presented in this manual or about administration of the Utah Aspire Plus, please contact your School Testing Administrator or local education agency (LEA—school district or charter school) Assessment Director.

What's New

Below is a high-level summary of new functionality and administration processes for the Spring 2021 Utah Aspire Plus assessments.

- Students will be asked Opportunity to Learn survey questions at the end of the science assessment. These questions will provide information about student learning experiences during the COVID-19 pandemic. More information on the survey questions can be found on page 11.
- Testing times are decreased for the reading and mathematics assessments. See page 10 for more information.
- Students taking the math and science assessment have access to both an online Desmos calculator and an online Texas Instruments (TI) calculator. See pages 18 and 30 for more information.
- A new alternate mouse pointer accommodation is available. Accommodated mouse pointer size options include medium, large, and extra-large. Accommodated mouse pointer color options include, extra-large black, extra-large green, and extra-large yellow. See page 61 for more information.
- Set student accommodations on the newly redesigned Personal Needs Profile (PNP) Settings screen. More information can be found starting on page 22.
- Test Administrators can create test sessions using a .csv batch upload process. More information can be found on page 71.
- Updates to the Parent Portal allow parents to have access to a PDF of their child's Individual Student Reports.

Testing Policy and Procedures

Purpose

It is important to follow the procedures outlined in this manual to ensure that the Utah Aspire Plus is administered securely and uniformly. If you have questions about policy or procedures not covered in this manual, please contact Rebecca Peterson, Utah Aspire Plus Assessment Specialist, at rebecca.peterson@schools.utah.gov.

Confidentiality and Security

The Family Educational Rights and Privacy Act (FERPA) permits the disclosure of personally identifiable information (PII) from education records to third parties. Generally, FERPA requires written consent from parents or “eligible students” (students who are at least 18 years of age or attending a

postsecondary institution) to release PII from education records. In the absence of the written consent, FERPA permits an educational agency or institution to disclose PII from an education record of a student if the disclosure meets one or more of the conditions outlined in 20 U.S.C. § 1232g(b) and (h) – (j) and 34 CFR § 99.31. Specifically, FERPA 34 CFR § 99.31(a)(6) permits the disclosure of PII from student education records for, or on behalf of, an educational agency or institution, to a. Develop, validate, or administer predictive tests; b. Administer student aid programs; or c. Improve instruction. This FERPA exception requires a written agreement if a third-party administers the test. In this case, the Utah State Board of Education (USBE) has entered into an agreement with Pearson.

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

Utah Aspire Plus assessments are **secure** assessments that follow the Utah Aspire Plus blueprints (<http://utah.pearsonaccessnext.com/additional-services/>) for each assessed subject area. **Utah Aspire Plus assessments are summative end-of-grade-level assessments.** All test items are secured items and may not be reviewed with students, discussed as a class, or reviewed during instructional conversations. Discussing, reviewing, recording, or transcribing test questions in any format is a violation of test security. All test security requirements of Utah Aspire Plus must be met. Personnel involved in test administration must complete testing ethics training. For information regarding the testing ethics policy, please contact Jared Wright at jared.wright@schools.utah.gov or Rebecca Peterson at rebecca.peterson@schools.utah.gov.

Reporting

The Utah Aspire Plus score reports contain an overall composite score, ACT predictive score, and score indicating how well a student performed in each subject area assessed: reading, English, math, and science.

LEAs can access and download .pdf versions of individual student reports and a .csv data file of students’ scores. Individual student reports contain an overall predicted ACT score, predicted ACT scores for each subject area (English, reading, math, and science), and information on whether the student’s predicted ACT scores meet ACT Readiness Benchmark scores (<http://www.act.org/content/act/en/college-and-career-readiness/benchmarks.html>). Score reports also contain scale scores for each subject area and show whether the student’s performance in each subject area meets Utah Proficiency Standards. LEAs can access and download a .csv data file containing all their students’ scores. It is anticipated that preliminary scores for reading, English, and mathematics scores will be available in the end of June 2021 and final scores for reading, English, mathematics, and science will be available by the end of October 2021 after standard setting for the new science test is complete.

Testing Ethics Policy

Information about the standard test administration and testing ethics policy can be found at <https://schools.utah.gov/file/47844e6b-59f1-4213-8701-1c1edf5b8423>.

Investigations

Suspected or documented irregularities must be reported to USBE, and all testing personnel must cooperate with the requests of USBE. Response to any requests from USBE must be made in a timely manner.

Administration Schedule

Utah Aspire Plus will be administered within the testing window of March 8–May 14, 2021. For information regarding Testing Windows and Scheduling, please contact the Pearson Help desk at (877) 227-5009 or use the online support form at <http://download.pearsonaccessnext.com/ref/WebToCase.html?p=UTAH>. You may also contact Rebecca Peterson at rebecca.peterson@schools.utah.gov or Jared Wright at jared.wright@schools.utah.gov.

The LEA Assessment Director is responsible for ensuring that each student has an appropriate opportunity to demonstrate knowledge, skills, and abilities related to Utah Aspire Plus-assessed courses. This ensures that each student has a standardized (similar and fair) testing experience.

Each LEA is responsible for determining school testing schedules. Utah Aspire Plus may be administered as a complete test battery with all tests administered in one sitting, similar to the ACT, or it may be administered on a subject-by-subject basis. Subject tests do not have to be administered in the order specified in the *Test Times* table below. For example, a school may choose to administer English tests, and then mathematics tests prior to reading and science. Subject tests may not be divided into multiple sessions. Once a subject test session begins, the subject test must be completed within that sitting. The *Test Times* table outlines testing times for each Utah Aspire Plus assessment.

Test Times

Course	Number of Sessions	Testing Time
English	One session	45 minutes
Reading	One session	75 minutes
Mathematics	One session	75 minutes
Science	One session	60 minutes
Opportunity to Learn (OTL) Survey Questions	OTL section immediately follows student submission of answers on the science test.	5-10 minutes (not timed)

Opportunity to Learn (OTL) Survey Questions

The Spring 2021 Science assessment is composed of two sections. The first section is the 60-minute science test, and the second section is the six-question Opportunity to Learn (OTL) survey. After students complete the science assessment and review their answers, they will move to “Section 2.” Once students leave the science test questions in “Section 1,” they will be unable to return to that section. Students may notice that the “Section 2” screen states that there are zero questions in the section. The reason for this is that survey items are not counted as test questions. There are six survey items.

“Section 2” should take approximately 5-10 minutes for students to complete. Please ensure that adequate time is allotted in your testing schedule for completion of both the science test and the survey questions. The survey questions will be used to gather contextual information about the impact of the COVID-19 pandemic on students’ learning experience across all content areas.

Students taking an alternate test form (i.e., standard print, large print, braille, screen reader, or other form) will not be asked the survey questions as part of their science assessment. A Qualtrics survey link for students taking alternate test forms will be emailed to district testing coordinators on March 8, 2021.

Extra Testing Time

Students whose IEP, 504, or English Learner plan specifies an accommodation for extended time may use extended time accommodations on Utah Aspire Plus as appropriate. Extended time must be selected by the school or LEA testing administrator in the student’s Personal Needs Profile (PNP) by selecting the appropriate time extension in the **Extra Time** drop-down subject box(es). Directions on updating the PNP can be found on pages 23–25.

If extra time has been designated for the student (time and a half, double time, or triple time), the test will stop when the extended time runs out, as it does for standard timing. Timing is also built in for students with accommodations for stop-the-clock breaks or securely extended sessions over multiple days who are using the default English text-to-speech form or the Spanish transadaptive form. Timing must be locally managed for students using the screen reader form or the other assistive technology form.

For Utah Aspire Plus, it is recommended that students with extended time or stop-the-clock accommodations be tested in an appropriate setting to minimize disruption for all students. If students with various combinations of timing accommodations are tested in the same room as students without extended time accommodations, or if students with time and a half- or double-time accommodations are tested in the same room (or any other timing accommodation combination), then there will likely be testing disruptions that would not provide an appropriate testing setting for all students.

Test Facilities

Selecting Testing Rooms

Testing rooms must meet the following requirements

- The testing room must be accessible to persons with disabilities, or other arrangements must be made for these students and testing personnel.
- Testing rooms should be comfortable, have good lighting, and be at an appropriate temperature.
- Testing rooms must be quiet and free of distractions.
- There should be sufficient workspace for students and their test materials.
- Students must be seated in a way that limits the possibility of prohibited behavior. Students must not be able to see each other's testing screens or testing materials. If necessary, visual blocks can be used.
- Testing rooms should have convenient access to restrooms.
- All testing rooms should have high speed internet access.
- The testing room must have a computer available to testing personnel to actively monitor online testing.

Quiet Test Sessions

To ensure a quiet testing environment, a *TESTING—Please Do Not Disturb* sign should be placed outside the testing room. Additionally, announcements and class bells or signals should not be broadcast during the testing session.

Room Setup

Testing rooms must be set up to allow the room supervisor and proctors to actively walk around the testing space. The room supervisor should be able to monitor all students in the room from a central location. All visual testing aids, such as posters with testing subject matter, must be covered or removed.

Test Staff Roles and Responsibilities

Selecting Testing Staff

The school testing administrator is responsible for selecting testing staff.

Who May Act as Testing Staff

Current faculty members, school administrative or clerical employees, student teachers, or paraprofessionals may be selected as teachers and proctors. Retired faculty members and substitute teachers may be selected as proctors if they receive proper training in administration of Utah Aspire Plus and complete required testing ethics training. The LEA must ensure that testing staff are trustworthy and have been trained in test administration of Utah Aspire Plus, test security, and have completed required testing ethics training.

Who May Not Act as Testing Staff

Volunteers and high school students may not act as testing staff.

Relatives

If a relative (spouse, sibling, child, stepchild, niece, nephew,) or person under your guardianship is testing at your site, you must abide by the following guidelines.

- All supervisory responsibilities must be delegated to qualified personnel on the day in which the examinee is testing.
- You may not access secure test materials prior to the test day, and you may not access the examinee's test materials prior to, during, or after testing.
- You may not serve as a teacher or proctor in the test room in which the examinee is testing.

Staff Roles

District Testing Administrator: District testing administrators are responsible for coordinating test operations within their LEA. District testing administrators ensure that school testing administrators are trained on procedures and policies for Utah Aspire Plus test administration. District testing administrators also have access to LEA and school-level operational and published reports, they create user accounts for all school-level users, approve additional testing materials orders in PearsonAccess^{next}, and manage and approve all student enrollment transfers for students who move after being assigned to a test session.

School Testing Administrator: School testing administrators are responsible for coordinating test operations, including staff test administration training, at a specific testing school. School testing administrators ensure that test conditions are standardized and secure. School testing administrators can also access operational reports, handle accommodations assignments, oversee session management, create user accounts for teachers, school technical coordinators, and proctors, and order additional testing materials in PearsonAccess^{next}.

Technology Staff: Technology staff are responsible for setting up the testing infrastructure for online testing, including setting up testing devices and installing and configuring testing software. Technology staff must be available to troubleshoot technical issues on the day of testing.

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

Teacher: Teachers can access operational, published, and on-demand reports.

Number of Required Proctors

Standard Testing Room

Number of Students	Proctors Required
1–30	Teacher*
31–50	Teacher and 1 Proctor**
51–100	Teacher and 2 Proctors**

Accommodations Testing Room

Number of Students	Proctors Required
1–20	Teacher *
21–30	Teacher and 1 Proctor**
more than 30	one additional proctor per 10 students

*Proctors are not necessary in rooms with 1–30 students since a teacher is already in the room.

**one Proctor per room for rooms of 31 or more students may support supervision virtually by monitoring testing actively through PearsonAccess^{next}. The virtual proctor must be in the building where the testing is taking place.

District Testing Administrator Responsibilities

School testing administrators are responsible for the following tasks:

- Train school testing administrators
- Create PearsonAccess^{next} Operational Site and Training Center accounts
- Ensure technical readiness for LEA
- Ensure post-test activities are completed in PearsonAccess^{next} for all schools in your district
- Verify the completion and return of all required documentation
- Oversee documentation of test irregularities

School Testing Administrator Responsibilities

School testing administrators are responsible for the following tasks:

- Train school testing staff
- Assist District Testing Administrator with creating school-level PearsonAccess^{next} and Training Center accounts
- Receive and distribute testing materials
- Select and prepare testing locations
- Work with technical coordinator to conduct infrastructure trials at the testing site(s)
- Work with technical coordinator to prepare all testing devices prior to test administration
- Coordinate accommodations assignments
- Create test sessions within PearsonAccess^{next}
- Oversee test session management during testing
- Coordinate issue resolution
- Ensure testing personnel abide by the testing policies and procedures
- Complete post-test activities in PearsonAccess^{next}
- Verify the completion and return of all required documentation, including any paper accommodated test materials
- Oversee documentation of test irregularities at the school level
- Collect all test materials and securely destroy any scratch paper and student testing tickets

Technical Coordinator Responsibilities

Technical coordinators are responsible for the following tasks:

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

Teacher Responsibilities

Teachers are responsible for the following tasks:

- Attend testing staff training
- Assist with session creation, as directed by School Testing Administrator.
- 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
- Report testing irregularities
- Ensure students correctly log out of TestNav
- Collect test materials, including scratch paper, upon completion of testing
- Return all test materials to the school testing administrator including used scratch paper and student testing tickets

Proctor Responsibilities

Proctors are responsible for the following tasks:

- Assist teacher in admitting and seating students
- Help distribute and collect student testing tickets
- Help students log in to TestNav, as necessary
- Monitor testing progress and student testing behavior
- Report testing irregularities to the teacher
- Accompany students on restroom breaks if more than one student leaves at a time
- Ensure students correctly log out of TestNav

Test Materials

Materials You Receive from Pearson

Paper test materials must be ordered during the Accommodation Material Order window from February 15, 2021, to May 12, 2021. Return shipping materials may be ordered until May 21, 2021.

Additional Orders

To place an additional order, navigate to **Setup > Orders & Shipment Tracking**. From the **Tasks** pane, select **Create / Edit Orders**, and select **Start**. Complete the required fields and click on the **Add Items** button to select the necessary items. Once you have made your selections click on the **Save** button. Once all your information is entered and items selected, click on the **Create** button to finalize the order.

Additional 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. These tickets must be handled in a secure manner and should be stored securely before use and returned to the school testing administrator after testing. Separate student testing tickets are needed for each subject.
 - Student testing tickets should be printed prior to the administration of the assessment. Student testing tickets are available to print from the Resources drop-down menu in PearsonAccess^{next} at **Testing > Students in Sessions**. For more details on printing student testing tickets, refer to the PearsonAccess^{next} Online Support at <https://support.assessment.pearson.com/x/HxpgAQ>.
- **Session Student Roster**
 - Student session rosters list all the students scheduled in an online test session. Session student rosters should be used to confirm students have been assigned to the correct online test session(s). They also provide student testing status information, for example, that the student is ready to test, is actively testing, has resumed testing, or has completed the test.
 - Session student rosters may be printed prior to the administration of the assessment to assist teachers or proctors with verifying testing eligibility status of students with whom they may be unfamiliar. Session student rosters are available to print from the Resources drop-down menu in PearsonAccess^{next} at **Testing > Students in Sessions**. For more details on printing the rosters, refer to the PearsonAccess^{next} Online Support at <https://support.assessment.pearson.com/x/HxpgAQ>.
- **Allowed materials**
 - Headphones
 - Text-to-speech is a built-in support that is available to all students. Students will need headphones to listen to text-to-speech.
 - 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.

School testing administrators should determine the number of headphones needed prior to testing.

- Scratch and/or graph paper (blank) and pencil

Students may be provided with blank scratch paper and a pencil prior to the start of a test session. Any student-provided paper must be checked prior to starting a test session to make sure that it is blank. The scratch paper becomes part of the secure testing materials. Students may not take their scratch paper with them. The teacher or proctor should always collect scratch paper at the end of every session. After the testing window has closed, the school testing administrator must ensure that all scratch paper is destroyed.

- Calculators as appropriate according to Utah Aspire Plus policy

Mathematics: Calculator allowed on all items

- A Desmos graphing calculator and TI graphing calculator are available 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. A list of prohibited calculators can be found in the Calculator Policy at <http://www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf>.
 - 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 Desmos scientific calculator and TI scientific calculator are available onscreen within TestNav.
- Students may also provide their own calculator or use a classroom calculator that was used during classroom instruction (e.g., scientific calculator). Permissible calculators include 4-function, scientific, or graphing calculators. A list of prohibited calculators can be found in the Calculator Policy at [URL].
 - 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. A list of prohibited calculators can be found in the Calculator Policy at <http://www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf>.
 - 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.
 - The periodic table can also be downloaded from the USBE website. Please use the periodic table throughout the year as appropriate, so that the students are familiar with it prior to testing. The periodic table is located at <https://schools.utah.gov/file/7bbfda23-a06e-4c7c-84c7-013c6a52a9b7>.

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
- Used scratch paper
- Printed paper test materials

Online Testing

PearsonAccess^{next} and TestNav

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

Technical Requirements

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

- PearsonAccess^{next}: <https://support.assessment.pearson.com/x/NYDy>
- TestNav: <https://support.assessment.pearson.com/x/HwYcAQ>

Preparation for Online Testing

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

- Create or confirm LEA and school staff user accounts.
 - Each school must ensure that current staff members have appropriate user accounts in PearsonAccess^{next}. Each user should have a unique username and password. User accounts are role based. Please ensure that the account role is appropriate for the user. Information regarding user roles can be found at <http://utah.pearsonaccessnext.com/technology-resources>.
 - For instructions on creating and managing user accounts, refer to the PearsonAccess^{next} Online Support at <https://support.assessment.pearson.com/x/N4Dy>.
- Ensure that each device students will use is able to support Utah Aspire Plus testing.
 - Check local configuration, including bandwidth.
 - Ensure that the up-to-date TestNav app is downloaded. The app can be found at <https://download.testnav.com/>
 - Information about TestNav system requirements are located at <https://support.assessment.pearson.com/x/HwYcAQ>.
 - Ensure that keyboards and headphones are in working order.
- Run the Infrastructure Trial on each computer or device prior to testing.
 - The Infrastructure Trial is available starting the last week of It simulates the loading and processing that occurs in an operational test administration. Additional information on running an Infrastructure Trial can be found in the Infrastructure Trial Guide at <http://utah.pearsonaccessnext.com/training>.
- Ensure that all staff involved in testing become familiar with the Utah PearsonAccess^{next} Training Site at <https://trng-ut.pearsonaccessnext.com>:
 - To learn the functionality of PearsonAccess^{next} and understand district/school testing administrator and teacher permissions within the site.
 - To practice managing student information, creating test sessions, and managing test sessions.
 - To manage the practice test sessions.

Contact the Pearson Help Desk at 877-227-5009 or use the online support form at <http://download.pearsonaccessnext.com/ref/WebToCase.html?p=UTAH> with any technical questions.

Testing Accommodations and Supports

Most of Utah students in grades 9 and 10 will be able to access and participate in Utah Aspire Plus assessments. To meet students' special needs, assessment accommodations and supports are allowed in specific situations to enable students to better demonstrate their knowledge.

These decisions apply to:

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

Accommodations are determined by an EL, IEP, or Section 504 team. Both federal and state laws require that all students be administered assessments intended to hold schools accountable for the academic performance of students. These laws include state statutes that regulate Utah's Accountability Systems. Additional laws include the 2015 reauthorization of ESEA, the Every Student Succeeds Act (ESSA), and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

All students are expected to participate in the state accountability system. This principle of full participation includes EL students, students with an Individualized Education Program (IEP), and students with a Section 504 plan.

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

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

Personal Needs Profile (PNP)

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

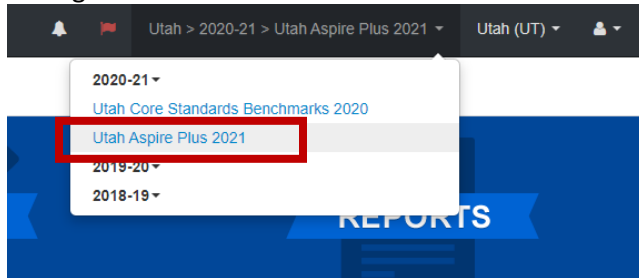
The accuracy of the PNP is important because it determines the test form that a student will take (e.g., assistive technology). Additionally, the PNP provides a record of certain accessibility features and accommodations used by a student.

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

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

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

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



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

Embedded Support

Text-to-Speech Spanish

All Subjects

English Reading Mathematics Science

Word-to-Word Dictionary (locally provided)

All Subjects

English Reading Mathematics Science

Accommodations

Screen Reader: English audio + orienting description

All Subjects

English Reading Mathematics Science

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

NOTE: If **All Subjects** is selected, then embedded supports and accommodations will be applied to all subject tests and accommodations and supports cannot be selected for individual subject tests.

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

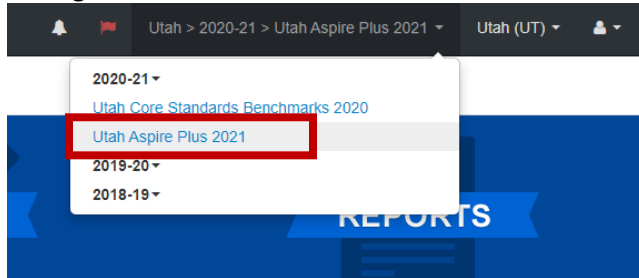
Note that accommodations must be assigned to students before sessions are prepared so the correct accommodations and form is ready when testing starts.

[Assign Accommodations through a File Export and Import](#)

To make PNP updates to all students within an organization using file export and import in PearsonAccess^{next}, use the following directions. Refer to the Personal Needs Profile Layout for a description of the fields within the PNP File.

Download the School’s Personal Needs Profile Export from PearsonAccess^{next}

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



3. Go to **Setup** and select **Import/Export Data**.
4. In the **Tasks** pane, select **Import/Export Data**, and select **Start**.
5. In the **Type** dropdown, select **Student PNP Export**.
6. Select **Process**.
7. Refresh your screen until the process has completed. Then select **Download File**.
8. Save the file in a location that you can find easily (e.g., your computer’s hard drive).

Prepare the Personal Needs Profile File

1. Open the Personal Needs Profile 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 accessibility features or accommodations 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
Text-to-Speech Spanish	Text-to-Speech Spanish ALL/ENG/READ/MATH/SCI	Y, N, true, 1, false, 0	Y=Yes, N=No, true, false, 1=Yes, 0=No
Word-to-Word Dictionary (locally provided)	Word-to-Word Dictionary ALL/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 ALL/ENG/READ/MATH/SCI	Y, N, true, 1, false, 0	Y=Yes, N=No, true, false, 1=Yes, 0=No
Other Form	Other Form ALL/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
Other Assistive Technology	Other Assistive Technology ALL/ENG/READ/MATH/SCI	Y, N, true, 1, false, 0	Y=Yes, N=No, true, false, 1=Yes, 0=No
Paper	Paper ALL/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 ALL/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 ALL/ENG/READ/MATH/SCI	SP, LP, blank	Blank, SP=Standard Print, LP=Large Print
Extra Time	Extra Time ALL/ENG/READ/MATH/SCI	1.5, 2.0, 3.0, blank	Blank, 1.5=Time and a Half, 2.0=Double Time, 3.0=Triple Time
Stop-the-clock Supervised Breaks	Stop-the-clock Supervised Breaks ALL/ENG/READ/MATH/SCI	Y, N, true, 1, false, 0	Y=Yes, N=No, true, false, 1=Yes, 0=No
Breaks: Securely Extend Session Over Multiple Days	Breaks: Securely Extend Session Over Multiple Days ALL/ENG/READ/MATH/SCI	Y, N, true, 1, false, 0	Y=Yes, N=No, true, false, 1=Yes, 0=No
Signed Exact English - Directions Only	Signed Exact English - Directions Only ALL/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 ALL/ENG/READ/MATH/SCI	Y, N, true, 1, false, 0	Y=Yes, N=No, true, false, 1=Yes, 0=No
Cued Speech	Cued Speech ALL/ENG/READ/MATH/SCI	Y, N, true, 1, false, 0	Y=Yes, N=No, true, false, 1=Yes, 0=No
Personalized Auditory Notification of Remaining Time	Personalized Auditory Notification of Remaining Time ALL/ENG/READ/MATH/SCI	Y, N, true, 1, false, 0	Y=Yes, N=No, true, false, 1=Yes, 0=No
Abacus (locally provided)	Abacus ALL/ENG/READ/MATH/SCI	Y, N, true, 1, false, 0	Y=Yes, N=No, true, false, 1=Yes, 0=No
Human Scribe	Human Scribe ALL/ENG/READ/MATH/SCI	Y, N, true, 1, false, 0	Y=Yes, N=No, true, false, 1=Yes, 0=No
Home Administration	Home Administration ALL/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
Translated test in student's native language (locally provided)	Translated test in student's native language ALL/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 ALL/ENG/READ/MATH/SCI	Y, N, true, 1, false, 0	Y=Yes, N=No, true, false, 1=Yes, 0=No
Alternate Mouse Pointer	Alternate Mouse Pointer ALL/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 ALL/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 Personal Needs Profile File

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

Confirm that All Records Have Been Successfully Imported

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


Embedded Supports


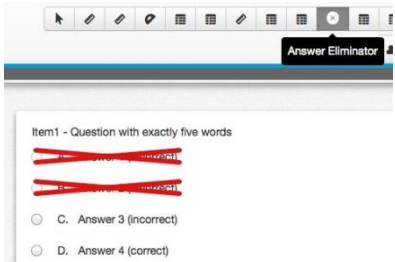
Embedded supports may be made available to all students during testing. Some embedded supports are built into or delivered through the online system. Others are locally arranged by the test administrator.

- 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 to promote continuity between instruction and assessment.

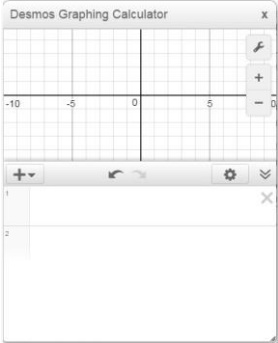

Teachers/proctors and school testing administrators should pay special attention to locally administered features to ensure they are prepared to make these features available to students during the assessments.

Refer to the Enabling Instructions column of the following table for information on how to enable each 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 200% 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: 	Online system	Embedded

Embedded Features			
Feature	Details	Delivered Via	Enabling Instructions
	<ul style="list-style-type: none"> • Pinch out to zoom in. • 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 can access the Desmos Calculators within TestNav for the Mathematics and Science assessments.</p> <p>Students access the on-screen digital calculator by selecting one of the Calculator icons 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 (http://www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf).</p>	<p>Online system</p>	<p>Embedded</p>

Calculator – TI Graphing



Science (TI Scientific)



Students can access the TI Calculators within TestNav for the Mathematics and Science assessments.

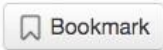
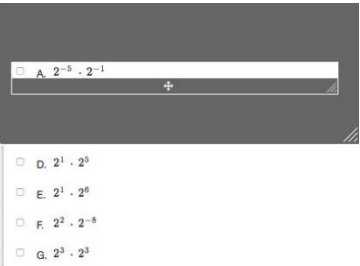
Students access the on-screen digital calculator by selecting one of the **Calculator** icons from the toolbar.



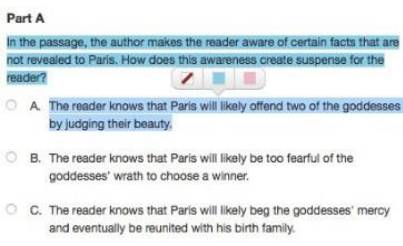
When the embedded calculator is not appropriate for the student, or if the student is taking the paper test, the student may use an alternative approved physical calculator.

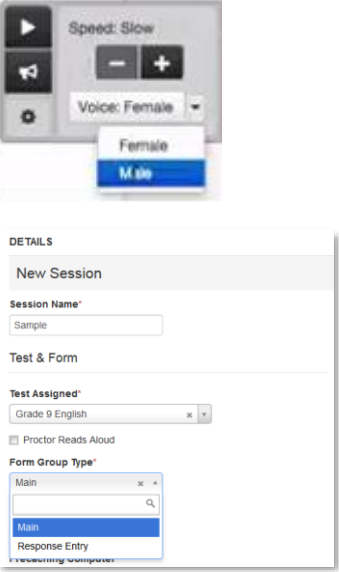
Approved physical calculators are listed on the ACT Calculator Policy (<http://www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf>).

Online system

Embedded

<p>Bookmark items for review</p> 	<p>This tool allows students to mark items they will want to review during the assessment.</p> <p>The student activates the bookmark tool by selecting the Bookmark icon on the toolbar. The student will then be prompted to review the bookmarked items before leaving the session or the test.</p>	<p>Online system</p>	<p>Embedded</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' window with a close button (x). It lists seven options: '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 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 are four yellow answer options, each with an eye icon. The bottom option is 'E. Stop' and its eye icon is highlighted with a red arrow pointing left.</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 'Part A' of a reading passage. A blue highlighter tool is active over the text: '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 are three multiple-choice options (A, B, C) with their respective text.</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>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>Directions re-read (text-to-speech)</p>	<p>When using the text-to-speech feature, the student may reread directions multiple times by reselecting the play button.</p>	<p>Online system</p>	<p>Embedded</p>

<p>Word-to-word dictionary</p>	<p>For languages other than English, students may be provided a word-to-word dictionary in the student’s native language.</p>	<p>Local arrangements</p>	<p>Test 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. Select All Subjects, or the individual subject(s) you need to edit. 5. One of these 3 test form options must be selected for this accommodation <ol style="list-style-type: none"> 1. Text-to-speech English. Access to the built-in text-to-speech in English is the default setting and is available for all students. Leave this setting enabled if options 2 or 3, listed below, do not apply. 2. Screen Reader: English audio + orienting description: select the subject(s) you require. 3. Other Form: select the subject(s) you require for assistive technology other than a screen reader or accommodated paper forms.
--------------------------------	---	---------------------------	---

			6. Select Save .
Personalized visual notification of remaining time	When students reach the first test item in the assessment, a timer will appear on the screen. The student has the option to show or hide the timer during the assessment by clicking the timer icon on their TestNav screen.	Online system	Embedded
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> <p>School testing administrators are responsible for ensuring that scratch paper is securely destroyed.</p>	Local arrangements	No enabling required
Line Reader	Students may be provided a physical straight edge tool.	Local arrangements	Embedded

Supervised breaks within each day	If the test is administered as a battery during the same school day, students may be provided with supervised breaks in between each test session. Once a test session begins, the session needs to be completed during the allotted time for that test.	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

Administration and optimum time of day	<p>Students requiring extended time should begin testing early in the school day to allow sufficient time to complete the assessment. Local arrangements can be made to determine the most appropriate testing schedule for students. For example, the assessment can be administered as a battery or subject by subject.</p> <p>Some students may benefit from an administration schedule that aligns with times of day they are less fatigued, such as early in the school day or after a lunch break.</p>	Local arrangements	No enabling required
Special lighting	Students may be provided special lighting (bright lights or dimmer lights) as needed.	Local arrangements	No enabling required
Adaptive equipment/furniture	Students may be provided access to adaptive equipment or furniture in the testing location.	Local arrangements	No enabling required
Wheelchair accessible room	Students who use a wheelchair should be tested in a wheelchair accessible room and provided a work surface that is positioned appropriately for the wheelchair.	Local arrangements	No enabling required

Accommodations

What Are Accommodations and When Are They Used

Accommodations are changes in procedures or alterations to materials designed to provide students with fair and equitable access to assessment content by presenting the assessment in a way that aligns as closely as possible with how the student accesses content in the classroom setting.

Accommodations are made available for a student for a specific content area as outlined on the student's IEP, 504, or EL plan.

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

1. Students with disabilities who have accommodation needs documented on an Individualized Education Program (IEP).
2. Students with disabilities who have accommodation needs documented on a Section 504 Plan.
3. Students who are learning English (often referred to as English learners [ELs]).
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 Aspire Plus accommodations require that students test in a one-on-one setting. For example, scribe accommodations require a one-on-one testing environment because the student is speaking out loud their answers and other students could hear. Utah Aspire Plus accommodations are determined and administered at a local level (unlike the accommodations for ACT). Each school/LEA may determine the most appropriate way to administer accommodated testing for their students.

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> <p>Students requiring this accommodation may also need extended time.</p> <p>The online assistive technology test form will not include a built-in timer. Timing for this test must be locally managed in accordance with the student's IEP or 504 plan.</p> <p>If students are provided extended time (1.5 times, 2 times, or 3 times the standard time for the assessment) this information should still be indicated in PearsonAccess^{next} even</p>	Online system	<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. Select All Subjects or the subject(s) you require for the Screen Reader: English audio + orienting description section. 5. Select the appropriate Braille format for All Subjects or the subject(s) you require in the Braille + tactile graphics drop-down menus (UEB/Unified English Braille or UEB/Nemeth). 6. Select Save (you will receive a warning message that you must order materials through orders and shipment tracking). <p>Remember to place an additional order for the braille kit, which includes tactile graphics if needed.</p>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
	though the timing of the assessment will be locally administered. See extended time instructions.		
Speech to Text – Assistive Technology Scribe	<p>Students who have access to a microphone and are provided access to the Assistive Technology enabled form will be permitted to speak responses.</p> <p>Students using this accommodation must be tested in a separate environment.</p> <p>Students requiring this accommodation may also need extended time.</p> <p>If text-to-speech is required in addition to other assistive technology, the student will need to be provided a human reader and must be tested individually in a separate testing environment. Students requiring this accommodation may also need extended time.</p> <p>The online assistive technology test form will not include a built-in timer. Timing for this test must be locally managed in accordance with the student’s IEP or 504 plan.</p> <p>This accommodation must be approved at the state level. Request forms can be found at https://schools.utah.gov/specialeducation/p</p>	Online system (with use of assistive technology)	<p>Contact Tracy Gooley at the Utah State Board of Education, tracy.gooley@schools.utah.gov, to confirm the assignment of this accommodation after the request form has been approved.</p> <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 All Subjects or the subject(s) you require for the Other Form check boxes. 5. Check All Subjects or the subject(s) you require in the Other Assistive Technology check boxes. 6. Select Save. <p>A human reader companion book will need to be ordered via the Additional Order system in PearsonAccess^{next}.</p>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
	https://www.pearsonaccessnext.com/programs/accessibility/accommodations/assessment?mid=4946&tid=3		
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, magnification software, 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 and must be tested individually in a separate testing environment. Students requiring this accommodation may also need extended time.</p> <p>The online assistive technology test form will not include a built-in timer. Timing for this test must be locally managed in accordance with the student's IEP or 504 plan.</p>	Online system (with use of assistive technology)	<p>Contact Tracy Gooley at the Utah State Board of Education, tracy.gooley@schools.utah.gov, to confirm the assignment of this accommodation after request form has been approved.</p> <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 All Subjects or the subject(s) you require in the Other Form check boxes. 5. Check All Subjects or the subject(s) you require in the Other Assistive Technology check boxes. 6. Select Save. <p>A human reader companion book will need to be ordered via the Additional Order system in PearsonAccess^{next}.</p>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
	<p>If students are provided extended time (1.5 times, 2 times, or 3 times the standard time for the assessment) this information should still be indicated in PearsonAccess^{next} even though the timing of the assessment will be locally administered. See extended time instructions.</p> <p>This accommodation must be approved at the state level. Request forms can be found at https://schools.utah.gov/specialeducation/programs/accessibilityaccommodationsassessment?mid=4946&tid=3.</p>		
Paper Accommodation - Standard Print	<p>A standard print (12-point font size) version of the paper test will be created 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 	Printed materials	<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 Students PNP Settings, and select Start. 4. Check All Subjects or the subject(s) you require in the Other Form check boxes. 5. Select All Subjects or the subject(s) you require in the Paper check boxes. Select Standard Print from the Type of Paper

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
	<ul style="list-style-type: none"> • Pencil to record responses or cross out (eliminate) choices • Color overlays to adjust the background (paper) color • Post-it flags to “bookmark” items for later review • An approved physical calculator from the ACT Calculator Policy (http://www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf) <p>If students are provided extended time (1.5 times, 2 times, or 3 times the standard time for the assessment) this information should still be indicated in PearsonAccess^{next} even though the timing of the assessment will be locally administered. See extended time instructions.</p>		<p>Accommodation in the subject(s) drop-down menus.</p> <p>6. Select Save.</p> <p>Remember to place an additional order for the Standard Print kit. The kit will include the human reader companion book. Additional Orders must be placed two weeks prior to student testing start time. Proctor will log into TestNav and transcribe responses online.</p> <p>District or school testing administrators must ensure these students are placed in a session with Response Entry selected as the Form Group Type.</p>
Paper Accommodation - Large Print	<p>A large print (18-point font size) version of the paper test will be created and distributed to students who have been identified as requiring a printed large-print 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>	Printed materials	<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
	<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 • Post-it flags to “bookmark” items for later review • An approved physical calculator from the ACT Calculator Policy (http://www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf) <p>If students are provided extended time (1.5 times, 2 times, or 3 times the standard time for the assessment) this information should still be indicated in PearsonAccess^{next} even though the timing of the assessment will be locally administered. See extended time instructions.</p>		<ol style="list-style-type: none"> 4. Check All Subjects or the subject(s) you require in the Other Form check boxes. 5. Select the All Subjects or the subject(s) you require in the Paper check boxes. Select Large Print in the Type of Paper Accommodation in the subject(s) drop-down menus. 6. Select Save (you will receive a warning message that you must order materials through orders and shipment tracking). <p>Remember to place an additional order for the Large Print kit. The kit will include the Large Print paper test and regular print in case of transcription and the human reader companion book. Additional Orders must be placed two weeks prior to student testing start time. Proctor will log into TestNav and transcribe responses online.</p> <p>District or school testing administrators must ensure these students are placed in a session with Response Entry selected as the Form Group Type.</p>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
Braille + Tactile Graphics	<p>A braille version of the paper test will be created 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.</p> <p>Where applicable, tactile graphic supplements will be provided.</p> <p>Students requiring this accommodation may also need extended time.</p> <p>If students are provided extended time (1.5 times, 2 times, or 3 times the standard time for the assessment) this information should still be indicated in PearsonAccess^{next} even though the timing of the assessment will be locally administered. See extended time instructions.</p>	Printed materials	<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 All Subjects or the subject(s) you require in the Other Form check boxes. 5. Check All Subjects or the subject(s) you require in the Other Assistive Technology check boxes. 6. Select the appropriate Braille format in the subject(s) Braille + Tactile Graphics drop-down menus (UEB/Unified English Braille or UEB/Nemeth). 7. Select Save (you will receive a warning message that you must order materials through orders and shipment tracking). <p>Remember to place an additional order for the Braille kit. The kit will include the braille paper test and regular print in case of transcription and the human reader companion book. Proctor will log into TestNav and transcribe responses online.</p>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			District or school testing administrators must ensure these students are placed in a session with Response Entry selected as the Form Group Type.
Personalized auditory notification of remaining time	Students may be provided an auditory notification of the time remaining by the teacher/proctor.	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. 4. Check the boxes for All Subjects or the subject(s) you require for Personalized auditory notification of remaining time. 5. Select Save.
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 PearsonAccessnext, 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 All Subjects or the subject(s) you require for Personalized auditory notification of remaining time. 5. Select Save.
Extra Time	Students may be provided extended time to take the assessment. Extended time options include 1.5 times, 2 times, or 3 times the standard time for the assessment.	Online System, Local Arrangements for Paper Testing, Assistive Technology Testing, or testing using a locally provided translator for a language other than Spanish	<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. Select All Subjects or the subject(s) you require in the allotted time multiplier (Time and a Half, Double Time, or Triple Time) option in the Extra Time drop-down menus. 5. Select Save. <p>Note that Response Entry should be selected as the Form Group Type, if the student has one of the following accommodations in addition to Extra Time: Standard Print, Large Print, Braille + Tactile Graphics, Home Administration, or Human Scribe.</p>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
Stop-the-clock supervised breaks	<p>The test may be paused, stopping the clock, and resumed by the teacher/proctor to provide the student with supervised breaks during the administration of an assessment.</p> <p>To stop the test for a break and then resume the test in PearsonAccess^{next}, use the following steps.</p> <ol style="list-style-type: none"> 1. Direct the students to select Sign out of TestNav from the user drop-down menu within the online test. 2. An Exit Test pop-up screen will appear. Have students select Save and Return Later. 3. When the break is over, go to the Students in Sessions screen within PearsonAccess^{next}. 4. Resume the student tests in one of the following ways. <ol style="list-style-type: none"> a. Resume individual students – Click the arrow next to the student’s status and select either Resume or Resume Upload. b. Resume multiple students – Select the checkbox next to the student tests, select Resume Student Tests in the Tasks pane, and select Start. 	Online System and Local Arrangements for Paper Testing and Assistive Technology Testing	<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 boxes for All Subjects or the subject(s) you require for Stop-the-clock supervised breaks. 5. Select Save.

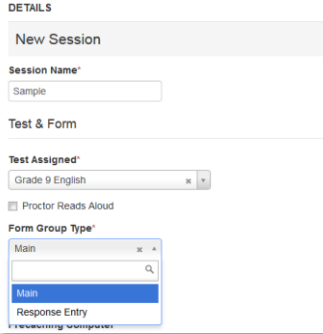
Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
	<p>5. Once the test is resumed, the student can use the student testing ticket to sign back into the test and resume where he or she left off.</p> <p>Students testing with stop the clock supervised breaks should test in a separate testing environment and may need to test individually.</p> <p>For students using the default TTS English form, or the TTS Spanish form, the timing will be kept by the system, and each time the test is resumed, the timing will pick up where it left off. Students testing using a screen reader or non-screen reader form will not have a built-in timer. Timing will need to be tracked and managed locally for those students.</p>		
Breaks: securely extend session over multiple days	<p>Students may be provided extended time over multiple days to take test sessions as described in an IEP or 504 plan.</p> <p>Teachers/proctors are responsible for maintaining the security of the assessment when a test session is administered across multiple days to ensure that students do not return to items responded to on the previous day.</p>	Online System or Local Arrangements for Paper Testing and Assistive Technology Testing	<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
	<p>To stop the test at the end of a day and then resume the test on the next day, use the following steps.</p> <ol style="list-style-type: none"> 1. Direct the students to select Sign out of TestNav from the user drop-down menu within the online test. 2. An Exit Test pop-up screen will appear. Have students select Save and Return Later. 3. When the student will begin testing again, go to the Students in Sessions screen within PearsonAccess^{next}. 4. Resume the student tests in one of the following ways. <ol style="list-style-type: none"> a. Resume individual students – Click the arrow next to the student’s status and select either Resume or Resume Upload. b. Resume multiple students – Select the checkbox next to the student tests, select Resume Student Tests in the Tasks pane, and select Start. 5. Once the test is resumed, the student can use the student testing ticket to sign back into the test and resume where he or she left off. 		<ol style="list-style-type: none"> 4. Check the boxes for All Subjects or the subject(s) you require for Breaks: securely extended session over multiple days. 5. Select Save.

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
	<p>Students testing using the securely extend session over multiple days accommodation should test in a separate testing environment and may need to test individually.</p> <p>For students using the default TTS English form, or the TTS Spanish form, the timing will be kept by the system, and each time the test is resumed, the timing will pick up where it left off. Students testing using a screen reader or non-screen reader form will not have a built-in timer. Timing will need to be tracked and managed locally for those students.</p>		
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> <p>Students requiring this accommodation may also need extended time.</p> <p>This accommodation must be approved at the state level. Request forms can be found at https://schools.utah.gov/specialeducation/programs/accessibilityaccommodationsassessment?mid=4946&tid=3.</p>	Local Arrangements	<p>Contact Tracy Gooley at the Utah State Board of Education, tracy.gooley@schools.utah.gov, to confirm the assignment of this accommodation after request form has been approved.</p> <p>Proctor will log into TestNav and transcribe responses online.</p> <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.

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			<ol style="list-style-type: none"> In the Tasks pane, select Student PNP Settings, and select Start. Check the boxes for All Subjects or the subject(s) you require for Other Form. Select All Subjects or the subject(s) you require for Paper and select the Standard Print from the Type of Paper Accommodation drop-down menus. Select Save. <p>District or school testing administrators must ensure these students are placed in a session with Response Entry selected as the Form Group Type.</p>
<p>Text-to-Speech — Spanish (Spanish Trans-adaptation)</p> 	<p>The student is presented with a test form that has been trans-adapted from English to Spanish. Test directions, assessment content (as appropriate), and all on-screen instructions are presented to the student in Spanish.</p> <p>A trans-adaptive form is a translated version of the English form. The form is translated in a way that fits the need and/or cultural linguistic requirements of the target language. In other words, it is not a literal, word-by-word translation. Items are adapted so that they are appropriate in the translated language. The Spanish trans-</p>	Online system	<ol style="list-style-type: none"> Within PearsonAccess^{next}, go to Setup and select Students. Search for the student whose test you need to edit and select the check box next to the student name. In the Tasks pane, select Student PNP Settings, and select Start. Check the boxes for All Subjects or the subject(s) you require for Text-to-Speech Spanish. Select Save.

Accommodations

Accommodation	Details	Delivered Via	Enabling Instructions
	<p>adaption is most appropriate for students who test at WIDA level 1 or 2.</p> <p>Student preferences for this support are enabled through the student’s PNP.</p> <p>The embedded text-to-speech option provides the student with the option to hear pre-generated text-to-speech content in Spanish and to see synchronized on-screen text highlighting. Text-to-speech will be provided for appropriate assessment content.</p> <p>The student accesses 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>		

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
Online Test Translation – Languages other than Spanish or English	<p>Students may be provided a translation of test directions, assessment content (as appropriate), and all on-screen instruction into the student’s native language. Students taking the Online Spanish trans-adaptive form will receive this accommodation through the online test. Students who require translated test directions in a language other than Spanish will receive this accommodation through a local translator. Translating a test into a student’s native language is most appropriate for students who test at WIDA level 1 or 2.</p> <p>Students requiring this accommodation may also need extended time. If students are provided extended time (1.5 times, 2 times, or 3 times the standard time for the assessment) this information should still be indicated in PearsonAccess^{next} even though the timing of the assessment will be locally administered. See extended time instructions.</p> <p>If the student will need language support to enter their responses the translator or test administrator may act as a scribe to enter student responses into TestNav as appropriate, but this accommodation must be approved at the state level. Request forms can be found at https://schools.utah.gov/specialeducation/p</p>	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. 4. Check the boxes for All Subjects or the subject(s) you require for Translated test in student’s native language (locally provided) and/or Translated test directions in student’s native language (locally provided). 5. Select Save. <p>Translators will interpret the directions and/or test using the standard text-to-speech form.</p> <p>District or school testing administrators must ensure that if student answers are being transcribed, students must be placed in a session with Response Entry selected as the Form Group Type. Student entering their own responses can remain in a session with Main selected as the Form Group Type.</p>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
	rograms/accessibilityaccommodationsassessment?mid=4946&tid=3.		
Signed Exact English, directions only	Students may be provided, through a qualified human signer, Signed Exact English (SEE) translations of the assessment directions only.	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. 4. Check the box for All Subjects or the subject(s) for Signed exact English - Directions Only (locally provided). 5. Select Save.
Sign Language Interpretation	Students who require an accommodation to receive a sign language interpretation of assessment content may be provided signed content by a qualified human signer as outlined in the Interpreter Guidelines for State Standardized Assessment (https://schools.utah.gov/specialeducation/programs/accessibilityaccommodationsassessment?mid=4946&tid=3).	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
	Students requiring this accommodation may also need extended time.		<ol style="list-style-type: none"> 4. Check the boxes for All Subjects or the subject(s) you require for Sign Language Interpretation (locally provided). 5. Select Save. <p>District or school testing administrators must ensure that if student answers are being transcribed, students must be placed in a session with Response Entry selected as the Form Group Type. Student entering their own responses can remain in a session with Main selected as the Form Group Type.</p>
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 Transliterater.</p> <p>Students requiring this accommodation may also need extended time.</p>	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. 4. Check the boxes for All Subjects or the subject(s) you require for Cued Speech (locally provided). 5. Select Save. <p>District or school testing administrators must ensure that if student answers are being transcribed, students must be placed in a session with Response Entry</p>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			selected as the Form Group Type. Student entering their own responses can remain in a session with Main selected as the Form Group Type.
Home administration	<p>Students who are not able to participate in testing at a school testing site as described in an IEP or 504 plan may be provided a home administration accommodation. The use of this accommodation is intended for students who are homebound and have a documented need for home instruction/home administration on an IEP or 504 plan.</p> <p>Home administration must comply with all administration and security policies outlined in the administration manual.</p> <p>This accommodation must be approved at the state level. Request forms can be found at https://schools.utah.gov/specialeducation/programs/accessibilityaccommodationsassessment?mid=4946&tid=3.</p>	Local arrangements	<p>Contact Tracy Gooley at the Utah State Board of Education, tracy.gooley@schools.utah.gov, to confirm the assignment of this accommodation after request form has been approved.</p> <p>Remember to place an additional order for the appropriate kit (Standard Print Kit, Large Print Kit, or Braille Kit). Additional orders must be placed two weeks prior to student testing start time.</p> <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 boxes for All Subjects or the subject(s) you require for Other Form. 5. Check the boxes for All Subjects or the subject(s) you require for Paper. Select All Subjects or the subject(s) you require in the

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			<p>Type of Paper Accommodation drop-down menus.</p> <p>6. Select Save.</p> <p>District or school testing administrators must ensure these students are placed in a session with Response Entry selected as the Form Group Type.</p>
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 	Online system	<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. Select All Subjects or the subject(s) you require in the Alternate Mouse Pointer drop down boxes. 5. Select Save.

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
	<ul style="list-style-type: none"> • Extra-large green pointer • Extra-large yellow pointer 		
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	<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 All Subjects or the subject(s) you require in the Zoom Percentage drop down boxes. 5. Select the zoom percentage you require in the subject drop down boxes. 6. Select Save

Modifying a Student Response

Teachers/proctors should **not** modify a student's response in any way. For example, if a student indicates that a point should be plotted at a particular position on a grid, the proctor must plot that point exactly where indicated. In this example, if the teacher/proctor moves the point to the intersection of two grid lines, the assessment has been modified.

For Utah Aspire Plus assessments, any modification of an assessment must result in the assessment being marked as "modified." Modified assessments result in the student being assigned a proficiency of 1. Modifying Utah Aspire Plus assessments invalidates the student's score.

Transcribing Answers for Paper Accommodations

Answer documents will not be produced for any student. Should a student need a paper version of the test, as documented in an IEP, section 504, or EL plan, the student should record answers directly in the paper test book. An appropriate educator may transcribe the student responses into TestNav after the student finishes testing.

For online testing if the student has state approval for use of a human scribe accommodation, an appropriate educator will directly enter student responses into TestNav. For paper testing if the student has state approval for use of a human scribe accommodation, an appropriate educator will record answers in a paper test book and then 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

Standard Test Administration and Testing Ethics Training

It is extremely important that every staff member involved in the administration of the Utah Aspire Plus assessments receive training in testing ethics and follow the directions for administration carefully as outlined in the *Standard Test Administration and Ethics Policy* (<https://schools.utah.gov/file/64d20555-0790-45dc-afbc-f328a29db9f9>). Ethics training is provided under the direction of each LEA Assessment Director. This policy is approved by the Utah State Board of Education and updated as needed.

- For more information regarding the Standard Test Administration and Testing Ethics Training, please contact Jared Wright at jared.wright@schools.utah.gov or Rebecca Peterson at rebecca.peterson@schools.utah.gov.

Test Administration Manual

Testing personnel must 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 Aspire Plus Spring 2020 Test Administration Manual,
- PearsonAccess^{next} Online Support (<https://support.assessment.pearson.com/x/BYDy>), and
- TestNav 8 Online Support (<https://support.assessment.pearson.com/x/BAACAQ>).

Testing Windows and Schedules

Follow local testing windows established by each LEA and school. Ensure that the assessments are scheduled to be administered during times when the TestNav system is available.

Please contact the Pearson Help desk at 877-227-5009 or use the online support form at <http://download.pearsonaccessnext.com/ref/WebToCase.html?p=UTAH>. You may also contact Rebecca Peterson at rebecca.peterson@schools.utah.gov or Jared Wright at jared.wright@schools.utah.gov for information regarding testing windows and schedules.

Eligibility of Students for Utah Aspire Plus

Ensure that all students are appropriately registered in the school's student information system (SIS), and that these data are accurately represented in PearsonAccess^{next}.

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

PearsonAccess^{next} Training Site and the Utah Aspire Plus Question Samplers

Ensure that each teacher/proctor uses the Utah PearsonAccess^{next} Training Site at <https://trng-ut.pearsonaccessnext.com>:

- To learn the functionality of PearsonAccess^{next} and understand teacher/proctor permissions within the site.
- To practice managing student information, creating test sessions, and managing test sessions.
- To manage the practice test sessions.

Ensure that students, teachers, proctors, and technology coordinators have reviewed the nonsecure and/or secure Question Samplers to become familiar with the Utah Aspire Plus assessments.

- **Nonsecure Question Samplers** are available at <http://utah.pearsonaccessnext.com/question-samplers>. These nonsecure Question Samplers allow students to practice the following:
 - Answering various item types
 - Navigating in the interface and through the assessment
 - Becoming familiar with the accessibility tools
- **Secure Question Samplers** are available in the PearsonAccess^{next} Training site. The secure Question Samplers are the same as the nonsecure Question Samplers, but they allow schools to practice setting up sessions and printing student testing tickets.
 - Schools will need to generate sample students and create test sessions within the Training site to conduct the secure Question Samplers. Information on generating sample students can be found at <https://support.assessment.pearson.com/x/FgRgAQ>. Information on setting up sessions can be found at <https://support.assessment.pearson.com/x/KoDy>.
 - These secure Question Samplers allow students to practice the following:
 - Answering various item types
 - Navigating in the interface and through the assessment
 - Becoming familiar with the accessibility tools
 - Alternate Mouse Pointer
 - Note: The alternate mouse point will only be available through the secure Question Samplers and can be activated using PearsonAccess^{next}. More information is available in the accommodations section of the manual.
 - Zoom tool
 - Note: The zoom tool can now be turned on in PearsonAccess^{next} and will be activated once the student logs in to their test. More information is available in the accommodations section of the manual.

Please refer to the [Utah Aspire Plus Question Samplers](#) section of this manual for more detailed information on this step.

Contact the Pearson Help Desk at 877-227-5009 or use the online support form at <http://download.pearsonaccessnext.com/ref/WebToCase.html?p=UTAH> with any technical questions.

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 Aspire Plus assessment. **It is not an actual test.**

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

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

also provides the students an opportunity to practice answering different types of sample test questions and submitting final answers.

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

It is strongly recommended that students access the question samplers and tutorial so that they can become familiar with the item types on the Utah Aspire Plus assessment and to learn how to use the TestNav 8 tools before testing.

Student Demographic Information

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

- Student data is loaded into PearsonAccess^{next} via Application Program Interface (API). API is a daily transfer of student information from the UTREx system. School personnel should update their UTREx information as needed to ensure that the information loaded into PearsonAccess^{next} via API is correct. It may take up to 48 hours for changes made in your Student Information System (SIS) to be reflected in PearsonAccess^{next}. School personnel may also update student data directly in PearsonAccess^{next}. Instructions for editing student records can be found at <https://support.assessment.pearson.com/x/SoR8AQ>.
- Updates can be made in PearsonAccess^{next} to indicate appropriate accommodations and test settings through the Personal Needs Profile (PNP). Refer to the PearsonAccess^{next} Online Support at <https://support.assessment.pearson.com/x/YwUHAQ> for instructions for editing student PNP information after sessions are created.
- Refer to the Testing Accommodations section of this manual for additional information on testing accommodations and testing tools.

Manual Student Transfers

If a new student arrives in a district but was already in a session in another district or already began testing in another district, the district or school testing administrator must complete the transfer request in PearsonAccess^{next}. Prior to transferring the student manually, make sure that UTREx has the correct school enrollment listed for the student. Use the following directions to request student transfer.

Request Student Transfer

After a student arrives in a district, the student information, including student ID number, first and last name, and date of birth. Then the district or school testing administrator must request to initiate the transfer process, as outlined below.

1. Within PearsonAccess^{next}, go to **Setup** and select **Work Requests**.
2. In the **Tasks** pane, select **Request / Delete Enrollment Transfer**, and select **Start**.
3. Enter the information of the student who you would like to transfer into your organization and select **Search**.
4. The system will search for the student, and once the student is found, select the organization to which you would like to transfer the student in the **Change Enrollment To** drop-down menu.
5. Select **Send Request**.

6. The new school district may contact the previous school district and request that they approve the transfer. The previous school district will also see a notification indicated by the red bell in the PearsonAccess^{next} banner at the top of each PearsonAccess^{next} page.

[Approve Student Transfer](#)

After a transfer has been requested from the new school, the previous school must accept the transfer request in PearsonAccess^{next}.

1. Within PearsonAccess^{next}, go to **Setup** and select **Work Requests**.
2. In the **Tasks** pane, select **Approve / Reject Enrollment Transfer**, and select **Start**.
3. Select the enrollment request and select **Approve** or **Reject**, as appropriate.
 - If the transfer request is rejected, enter a reason before selecting the **Reject** button.
 - If the request is approved, the student data will automatically follow the student being transferred.

Enrollment Transfer Export/Import Method

If multiple student transfers need to be requested by the new school or approved or rejected by the previous school, the export/import method may be used.

1. Within PearsonAccess^{next}, go to **Setup** and select **Import/Export Data**.
2. In the **Tasks** pane, select **Import / Export Data**, and select **Start**.
3. Select **Enrollment Transfer Export** from the **Type** drop-down menu and select **Process**.
4. Download the CSV file, add the necessary student information to the downloaded file, and save as a new CSV file. Note that only the following fields are required: **Student Code** (student ID), **Last Name**, **First Name**, **Transfer To Organization Code**, and **Action** (C for Create, A for Approve, and R for Reject).
 - C is used by the new school to create multiple transfer requests.
 - A is used by the previous school to accept multiple transfer requests.
 - R is used by the previous school to reject multiple transfer requests.

Note: You can find more information and acceptable values for the **Enrollment Transfer Import** file on the Utah Aspire Plus Resource Center at this location:

<http://utah.pearsonaccessnext.com/training/>

5. **Tip:** Save a blank file as a template for subsequent transfers. From **Setup**, select **Import/Export Data**.
6. In the **Tasks** pane, select **Import / Export Data**, and select **Start**.
7. Select **Enrollment Transfer Import** from the **Type** drop-down menu, browse for and select the CSV file you created, and select **Process**.

Note: You can find more information and acceptable values for the **Enrollment Transfer Import** file on the Utah Aspire Plus Resource Center at this location:
<http://utah.pearsonaccessnext.com/training/>
8. If you receive any error, fix those entries, and re-import the file. It is recommended that you leave only rows populated that you intend to modify with the import on which you are currently working. If you are not transferring or approving/rejecting every entry in the spreadsheet, temporarily removing those rows you aren't modifying will reduce the likelihood of errors.

NOTE: If a student that is being transferred was in a session at their previous organization, upon completion of the enrollment transfer, they will appear in the new organization in a session labelled “TRANSFER” session. To test newly transferred students, move the students from the “TRANSFER” session to an existing session or simply create a new session for the students.

Prepare Staff

User Accounts

PearsonAccess^{next} user accounts must be created by the school testing administrator for all technical coordinators and teacher/proctor prior to test day. Refer to “Preparation for Online Testing” in this manual for more information on creating accounts.

Training Requirements

It is extremely important that every staff member involved in the administration of the Utah Aspire Plus assessments receive training in testing ethics and follow the directions for administration carefully as outlined in the *Standard Test Administration and Ethics Policy* (<https://schools.utah.gov/file/64d20555-0790-45dc-afbc-f328a29db9f9>). Ethics training is provided under the direction of each LEA Assessment Director. This policy is approved by the Utah State Board of Education and updated as needed.

- For more information regarding the Standard Test Administration and Testing Ethics Training, please contact Jared Wright at jared.wright@schools.utah.gov or Rebecca Peterson at rebecca.peterson@schools.utah.gov.

Additionally, the school testing administrator must provide training to teachers/proctors prior to testing that covers the testing system, test materials security, room preparation, and responsibilities on the day of testing and after testing.

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 Aspire Plus Spring Test Administration Manual
- PearsonAccess^{next} Online Support
- TestNav 8 Online Support

Prepare Students

Utah Aspire Plus Question Samplers

Schools are encouraged to have students take the [Question Samplers](http://utah.pearsonaccessnext.com/question-samplers) (<http://utah.pearsonaccessnext.com/question-samplers>) prior to the administration of the Utah Aspire Plus assessments. Each LEA and school should be strategic in deciding how it wants to use the Question Samplers with its students.

Best practices for using the Question Samplers include:

- Working through sample items as a class, discussing how to navigate the assessment, use tools, and answer each item type.
- Having individual students use the TestNav app to log in (for secure Question Samplers), navigate the assessment, use tools, and answer each item type.
- Having faculty and staff use the PearsonAccess^{next} Training Center to experience how to use PearsonAccess^{next} firsthand during a staff meeting or professional learning community (PLC) meeting.

Format

The Question Samplers contain items for both grades 9 and 10. They are aligned to the Utah Core Standards and represent the variety in both difficulty and item format that students may see on the Utah Aspire Plus assessments. Students may have difficulty with content within the Question Samplers; this should not interfere with students' ability to interact with an item for its intended training purpose. If an item appears to be too difficult, encourage your students to experiment with the tools, choose the best answer, and move on to the next item.

Security

Question Sampler test questions are not secure and should be used liberally to help students understand how to enter responses, access testing tools, and navigate through a test. Note that there are two types of Question Samplers: secure and nonsecure. However, these labels designate how the samplers are accessed (PearsonAccess^{next} versus <http://utah.pearsonaccessnext.com/question-samplers>), not the security of the test questions themselves.

Reporting

The Question Samplers **do not provide scores** for students and **should not be used to measure students' content knowledge**.

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 Aspire Plus assessment. **It is not an actual test.**

The TestNav 8 tutorial can be found on the Utah Resource page (<http://utah.pearsonaccessnext.com/tutorial/>) or through the Support documents found on PearsonAccess^{next} (<http://ut.pearsonaccessnext.com>).

The tutorial explains what students will see when they first open TestNav and how they will log in. Students will learn how to navigate through the pages and questions, reviewing and bookmarking test questions, submitting answers, and exiting the test. Students will also learn will learn how to use the

tools that could be available on the test and be able to practice using those tools. The TestNav8 Tutorial also provides the students an opportunity to practice answering different types of sample test questions and submitting final answers.

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

It is strongly recommended that students access the question samplers and tutorial, so that they can become familiar with the item types on the Utah Aspire Plus assessment and to learn how to use the TestNav 8 tools before testing.

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 placed into a test session to take a test. Additional information on setting up and managing a session can be found in the PearsonAccess^{next} Online Support at <https://support.assessment.pearson.com/x/J4Dy> and <https://support.assessment.pearson.com/x/loDy>.

Create a Test Session

Students are automatically placed in pre-built grade level and subject area test sessions based on grade level enrollment information from UTREx (e.g., grade 9 mathematics, grade 9 science, grade 9 English, grade 9 reading). If you would like to create additional sessions and move students, please follow the steps below. Test sessions must be created prior to the test day. Test sessions must be created through the Create/Edit Test Session Task in PearsonAccess^{next}. Use the following directions to manually create a test session.

1. Within PearsonAccess^{next}, go to **Testing** and select **Sessions**.
2. In the **Tasks** pane, select **Create / Edit Test Sessions**, and select **Start**.
3. Enter the required fields.
 - Session Name: Create an easily identifiable session name.
 - 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, or Response Entry. Only select Response Entry if the student requires a human reader or has a paper form that requires Response Entry.
 - 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 created.
4. If you want to add students at this time, use the following steps.
 - 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 sections.
7. Select **Exit Tasks** when you are done creating sessions.

Instructions for creating test sessions can also be found within the PearsonAccess^{next} Online Support at <https://support.assessment.pearson.com/x/KoDy> for directions.

Indicate a Parental Exclusion on a Student Test

Use the following directions to mark a parental exclusion for a student.

NOTE: Adding a Parental Exclusion participation code will not prevent test tickets from being printed for students who have this participation code applied if the students are assigned to a test session.

The parental exclusion participation code can be added to a student even if that student isn't assigned to a test session.

1. Within PearsonAccess^{next}, go to **Setup** and select **Students**.
2. Search for the student(s) who have a parental exclusion and select the check box for the student(s).
3. In the **Tasks** pane, select **Manage Student Tests**, and select **Start**.
4. For each student, select the **battery (horizontal arrow)** and select the **subject test** you need to edit.
5. Select **Parental Exclusion** from the **Participation Code** drop-down menu.
6. Select **Save**.
7. Do not mark student test assignments complete for any students who have a parental exclusion.

Helpful hint:

To prevent the possibility of inadvertently generating test tickets for students with parental exclusions, you may wish to create a new test session called "Parental Exclusion Session" and add only students who have this participation code. Then, after completing testing, if you added students to a "Parental Exclusion Session," remove any students from the session and delete the parental exclusion session. Do not mark their test assignments complete.

Session Management - Create/Move through Import/Export Process

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

Prepare the Session Create/Move File

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

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

<http://utah.pearsonaccessnext.com/training/>

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

Import the Session Create/Move File

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

Confirm that All Records Have Been Successfully Imported

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

Edit Test Sessions

Use the following directions to edit an existing session.

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 **Create / Edit Test Sessions**, and select **Start**.
4. Select the session name.
5. Update the session information and select **Save**.
6. Repeat steps 1–5 to edit additional sessions.
7. Select **Exit Tasks** when you are done creating sessions.

Instructions for editing test sessions can also be found within the PearsonAccess^{next} Online Support at <https://support.assessment.pearson.com/x/KYDy> for directions.

Prepare Test Sessions

The school testing 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. Determine if you want to prepare all sessions or a single session.
 - a. To prepare all sessions, select multiple sessions in the **Session List** pane and select the **Combined View**. Select **Prepare All Sessions**.

- b. To prepare a single session, select the session name in the **Session List** pane. Select **Prepare Session**.
5. Depending on the number of sessions being prepared, you may need to wait a few minutes. Select **Refresh**.

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

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

Start and Unlock a Test Session

Use the following directions to start a session.

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

Instructions for starting and unlocking a test sessions can also be found within the PearsonAccess^{next} Online Support at <https://support.assessment.pearson.com/x/JoDy>.

Delete a Test Session

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

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

Instructions for deleting a test sessions can also be found within the PearsonAccess^{next} Online Support at <https://support.assessment.pearson.com/x/KIDy>.

Add Students to Existing Test Session(s)

If you want to move a student to an existing session, follow the steps below. Students who take a test in the same room are considered a testing group and must receive the same subject test, the same instructions, and take the same breaks (i.e., math 9 can test with math 10, but math 9 cannot test with science 9). Student should be assigned to test sessions with this in mind. Students with different accommodations or different test formats should not be in the same testing room. **NOTE:** Some accommodations require individuals testing in a separate environment. See the “Accommodations” section for more details.

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

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

Instructions for adding students to a test session can also be found within the PearsonAccess^{next} Online Support at <https://support.assessment.pearson.com/x/K4Dy>.

Remove Students from a Test Session

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

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

Move Students from One Test Session to Another

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

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

Instructions for moving a students from one test session to another can also be found within the PearsonAccess^{next} Online Support at <https://support.assessment.pearson.com/x/oQAHAQ>.

Edit a Student Test

Use the following directions to edit a student test.

1. Within PearsonAccess^{next}, go to **Testing** and select **Student Tests**.
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 **Edit Student Tests**, and select **Start**.
4. Select the battery (horizontal arrow) and select the subject test you need to edit.
5. Make the required edits to the student test.
6. Select **Save**.
7. Select **Exit Tasks** when you are done.

Instructions for editing a student test can also be found within the PearsonAccess^{next} Online Support at <https://support.assessment.pearson.com/x/UwMcAQ>.

Student Breaks During Testing

For all students, except for students with stop-the-clock accommodations, the test clock continues to run once the test is started until it is completed. If during testing a student requires a restroom break the proctor should instruct the student to stay signed into their test. While the student is away for a restroom break the proctor must monitor the student's testing device. If the device is portable the student can give the device to the proctor. If the student is testing with a desktop or other non-portable device the proctor must monitor the student device until they return.

Resume/Resume Upload 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. There are two options for resuming a test—Resume and Resumed Upload. Note that in most cases, the test must be completed in one sitting. The only time a student should purposely exit a test that needs to be resumed is if the student has a stop-the-clock accommodation or an accommodation to test over multiple days. In these cases, the student will need to exit TestNav by selecting **Sign out of TestNav** from the User drop-down menu and selecting **Save and Return Later**. If an emergency occurs that causes students to evacuate a classroom during the test, the LEA must contact the state prior to resuming testing.

- **Resume** uses only the test data last sent to the Pearson server, rather than data saved on a specific testing computer.
- **Resumed Upload** prompts TestNav to check for a saved response file (SRF) on the testing computer when the student signs in to continue. This is generally used if a student needs to resume testing on a different device, and the SRF needs to be located. Refer to <https://support.assessment.pearson.com/x/DAACAQ> for directions on locating the SRF.

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 either **Resume** or **Resume Upload**, whichever option appears.

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

Test Day Set Up

- Ensure all materials for the test, including student testing tickets and session student rosters, are printed and/or prepared for the students.
- Remove or cover visual aids in the room.
- Place a Testing—Do Not Disturb sign on the testing room door.
- Launch the TestNav application on the testing computers.
- Start the test session in PearsonAccess^{next}.

Test Day Process Overview

Stage	Who	Does What
All day	Technology Staff	<ul style="list-style-type: none"> • Assist with technical issues
Before admitting students	District or School Testing Administrator	<ul style="list-style-type: none"> • Conduct staff briefing session to discuss test day procedures and responsibilities • Distribute test materials to teachers • Put up signs directing students to test rooms • Verify that test rooms and computers are prepared • Make cell phone and electronic device policy announcements to students • Print student test tickets or direct appropriate teacher/proctor to print test tickets
	Teacher/Proctor	<ul style="list-style-type: none"> • Print test tickets if directed to do so by district or school testing administrator. • Prepare the room for testing • Prepare the room's computers for testing • Start test sessions in PearsonAccess^{next} • Unlock test sessions in PearsonAccess^{next}
Admitting students to the test room	Teacher/Proctor	<ul style="list-style-type: none"> • Ensure students are in the appropriate testing room • Direct students to assigned seats (proctors may assist)

During testing	Teacher/Proctor	<ul style="list-style-type: none"> • Make sure students turn off and put away all non-approved electronic devices including cell phones, smart watches, and other communication devices. • Read test administration directions (in the “Administering the Online Tests” and “Administering the Paper Tests” sections of this manual) • Distribute student testing tickets to students • Distribute scratch paper (if needed) • Monitor the test session • Monitor students and room during breaks • Advise test administrator of any testing irregularities
	Teachers/Proctors as assigned	<ul style="list-style-type: none"> • Monitor halls • Assist the teacher • Assist the district or school testing administrator as needed
After testing	Teacher/Proctor	<ul style="list-style-type: none"> • Collect and account for all student testing tickets and scratch paper • Dismiss students • Lock the student test between testing times in PearsonAccess^{next} if a student has an accommodation to test over multiple days • Close TestNav and PearsonAccess^{next} • Return all materials to the school testing administrator
	District or School Testing Administrator	<ul style="list-style-type: none"> • Account for all test materials and secure them • Review reports of any irregularities and follow through as necessary

- Return materials to Pearson after all testing is completed
- When testing is complete for all students in the session who will test, complete post-test activities outlined below

Test Irregularities and Invalidations

Test Irregularities

Test irregularities are non-standard situations that occur during test administration that affect one or more students. This includes students experiencing computer problems, experiencing a sudden illness, having to leave the room, or becoming unduly disturbed by the testing situation.

Testing staff should become familiar with the policy around unexpected/unforeseen circumstances prior to testing.

Some students may be unable to participate in regular testing schedules due to absence, technical difficulties, or other unforeseen circumstances. Opportunities for these students to complete each assessment must be provided within the school's testing window. If there is an emergency that interrupts testing for an entire class or school, decisions about whether a test can be started again or not will be made on a case-by-case basis by working with the Utah State Board of Education assessment team. Whether intentional or not, a drill of any kind does not constitute an emergency. In cases of actual emergency and test interruption, USBE may direct the LEA to use condition code 111 – USBE Excused; approval needed. In the event of an emergency, please contact Jared Wright at jared.wright@schools.utah.gov or Rebecca Peterson at rebecca.peterson@schools.utah.gov.

Test Interruptions

If a student gets sick, must leave, and cannot return during the test, or for any other reason does not complete a test which has already begun, the test must be concluded and submitted immediately. To maintain the security and validity of the test questions, students will not be allowed to re-start or take a test over again. This is an example of a situation where the condition code 107, "health emergency," should be used. Schools can use condition code 107 if the student was only able to complete part of the test. Refer to the "Participation Codes" section of this manual for more information on participation codes.

Scoring of Interrupted Tests

If a student is interrupted and completes only part of a test before it is concluded and submitted, the student may not receive a score. A student must attempt 85% of the questions to receive a score. If a student does not attempt at least 85% of the test questions, a score cannot be generated, and no test score will be reported for that test.

Overall composite scores will not be available for students who have missing subject test scores because the composite score is calculated using all four subject tests.

Wrong Test Form/Accommodation

If a student begins a test using a test form or accommodation that they are not supposed to have, the teacher/proctor should immediately stop the test. The teacher/proctor will mark the test complete and select WRA - Wrong Accommodation from the drop-down option. The district testing administrator will need to mark the test as "invalidated" via the participation code and then check the **Unlock - Create Student Tests** box on the personal needs profile screen. According to policy, only the district testing administrator can set the test to "**Unlock - Create Student Tests**". A new test assignment will need to be created via the Manage Student Test task. In the upper left-hand corner of the screen click on **Create Student Tests** and complete the required fields and select **appropriate accommodation** and then click

on **Create**. After creating the new test assignment add the student to the appropriate/new test session and print the student test ticket. The student may then log in and begin the new test using the new test assignment. Testing may proceed as normal from that point.

Extended Time Accommodation Issues

Extended Time accommodations **must** be applied before preparing and starting sessions. However, in the event the accommodation is applied after the session has been prepared and started, the following process can be followed:

Once time expires in TestNav, all students receive a time expired warning that has a link for “Proctor only”. Once this is selected it prompts the proctor for a password that allows the proctor to either add a specific amount of time or to un-time the test. This password is not found in PearsonAccess^{Next} but can be provided by Pearson.

1. Teacher/proctor notices a student with an extended time accommodation does not have the extended time on his/her test.
2. Teacher/proctor contacts the Pearson Help Desk for assistance at (877) 227-5009.
3. Teacher/proctor is instructed by the Help Desk to update/ensure the student’s PNP contains this accommodation.
4. Pearson provides the proctor password to the teacher/proctor.
5. Teacher/proctor will enter the proctor password.
6. Student can continue testing with the extended time given by the teacher/proctor.
7. Pearson will track which students were given the extended time via the password and provide information to USBE.

Test Invalidation

Tests should be invalidated when a student’s performance is not an accurate measure of their ability (e.g., the student cheated, used inappropriate materials, etc.). If a test is invalidated, the student is not given another opportunity to take the test. **Invalidating a test must be completed by a district testing administrator.** Refer to the “Participation Codes” section of this manual for instructions on noting a test invalidation.

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 <https://support.assessment.pearson.com/x/LIDy> for instructions on configuring response file backup locations.

[Check Managed Chromebook Settings](#)

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

[Ensure Wireless Access Points Can Support the Number of Chromebooks Used](#)

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

Properly Exit Tests After Completing a Test

If a student must be away from their Chromebook, either because they will not continue on to another test immediately or because they have an accommodation for breaks or to test over multiple days, 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.

Administering the Online Tests

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

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

- Ensure that blank scratch paper, pencils, headphones, appropriate test materials, and student testing tickets are distributed.
- Make sure students do not have cell phones, smart watches, or devices with internet, recording, or communication capabilities during testing. Any devices should be turned off and put away prior to testing.
- Have students clear their desks of everything but their testing device and allowed test materials.
- Unlock the test session in PearsonAccess^{next} by selecting the unlock icon on the slider on the Students in Sessions screen.
- Ensure the TestNav app is launched on each device students will use for testing. Ensure that all students have headphones and a keyboard. Instructions on setting up TestNav is available at <https://support.assessment.pearson.com/x/HgACAQ>. For information on launching TestNav, select the Setup link for your specific device.
- Hand out the student testing tickets. Teachers or proctors may help students log in. For information on generating student testing tickets from PearsonAccess^{next}, refer to PearsonAccess^{next} Online Support at <https://support.assessment.pearson.com/x/HxpgAQ>. Note that each subject 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 early should be encouraged to use any remaining time to check their answers before submitting the test for scoring. Teachers or proctors cannot answer any student questions about or discuss the content of the assessment with students, even if the students are finished with their testing session.

The test section must be completed within the testing times listed below. Note that the test timer will appear next to the student name at the top left of the screen. Teachers or proctors administering assessments to students who require locally provided timing should use the times below. These test times will be different for students with an extended testing time accommodation.

- English: 45 minutes
- Reading: 75 minutes
- Math: 75 minutes
- Science: 60 minutes

Test Directions

English Test Directions

SAY Today you will be taking the Utah Aspire Plus English Assessment.

Look at your student testing ticket and make sure it has your name on it. Raise your hand if you do not have the correct student testing ticket. If you do not log in with the correct student testing ticket, your test may be invalidated.

Provide assistance to any student who raises his or her hand. If a student has a wrong student testing ticket or a student doesn't have a student testing ticket, contact the school testing administrator.

SAY You should see a screen that says "Sign In." At the bottom are the words "Test Audio." Select the words "Test Audio," listen to the sound of the bells, and adjust the volume as needed.

Now find the Username and Password fields on the Sign In screen. Enter your Username and Password exactly as they appear on your student testing ticket, and then select the *Sign In* button.

Following sign in, the students will see the Welcome screen.

SAY You should see the Welcome screen with your name in the upper right corner. Please raise your hand if you do not see the Welcome screen or if the name on the Welcome screen is not yours.

Pause to make sure that all students have proceeded to the Welcome screen. If a student raises his or her hand, note the student name on the screen. Then have the student exit the test. Verify the credentials used and have the student sign in again. If you are unable to solve the problem, contact your school testing administrator.

SAY You are now ready to take the Grade [9 or 10] English test. This test is designed to measure your understanding of Utah Core Standards for Grade [9 or 10] English.

Begin working on the test when you are told to do so.

If you finish the test before time is called, you should use the remaining time to review your work. If you find that you do not know how to enter your responses, please raise your hand.

Pause to answer any questions the students may have.

SAY Select the *Start* button.

Pause to make sure students have selected the Start button.

SAY You should see a Terms and Conditions box. You must agree to the Terms and Conditions before you can begin the test. By checking the box below, you agree that no part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval systems, except as may be expressly permitted in writing by the Utah State Board of Education.

Select “I agree to the Terms and Conditions,” and then select the *Continue* button.

Pause for students to complete the Terms and Conditions screen.

SAY You should see a screen that says, “Section 1.”

During this test you may use scratch paper. If you need scratch paper, raise your hand and I will assist you.

Pause to provide scratch paper to any student who raises his or her hand.

SAY When you come to the screen with the words “Submit Final Answers,” you have finished the test. If you are ready to submit your answers, select the *Submit Final Answers* button. Then you will see a confirmation screen. After you select the *Yes, Submit Final Answers* button, you will not be able to return to this section. Select the *Yes, Submit Final Answers* button only if you are sure you are ready to submit your test.

After you have submitted your test, you may sit quietly or read a book. You may *not* continue to use your computer. You may not leave the room until all tests are submitted and all scratch paper and test materials have been collected. Are there any questions?

Pause to answer any questions the students may have.

SAY We will now begin. You will have 45 minutes to complete the test. Once you click the *Start* button, your time will begin counting down. A warning message will appear when you have five minutes left in the test. Put on your headphones and select the *Start* button.

During the test, walk around the room to monitor student behavior and ensure there is no prohibited behavior. Monitor student progress within PearsonAccess^{next}.

When the testing time is up, ensure students have submitted their test.

SAY The test session is now over. If you have not selected the *Submit Final Answers* button, select it now. On the Test Submit Warning screen, select the *Yes, Submit Final Answers* button. If you need help submitting your test, raise your hand. Once you have submitted your test, I will collect your testing materials. Please remain quiet as I do so.

Help any students who need assistance. Collect all testing materials including scratch paper. Once you have all materials, you may dismiss students.

Reading Test Directions

SAY Today you will be taking the Utah Aspire Plus Reading Assessment.

Look at your student testing ticket and make sure it has your name on it. Raise your hand if you do not have the correct student testing ticket. If you do not log in with the correct student testing ticket, your test may be invalidated.

Provide assistance to any student who raises his or her hand. If a student has a wrong student testing ticket or a student doesn't have a student testing ticket, contact the school testing administrator.

SAY You should see a screen that says "Sign In." At the bottom are the words "Test Audio." Select the words "Test Audio," listen to the sound of the bells, and adjust the volume as needed.

Now find the Username and Password fields on the Sign In screen. Enter your Username and Password exactly as they appear on your student testing ticket, and then select the *Sign In* button.

Following sign in, the students will see the Welcome screen.

SAY You should see the Welcome screen with your name in the upper right corner. Please raise your hand if you do not see the Welcome screen or if the name on the Welcome screen is not yours.

Pause to make sure that all students have proceeded to the Welcome screen. If a student raises his or her hand, note the student name on the screen. Then have the student exit the test. Verify the credentials used and have the student sign in again. If you are unable to solve the problem, contact your school testing administrator.

You are now ready to take the Grade [9 or 10] Reading test. This test is designed to measure your understanding of Utah Core Standards for Grade [9 or 10] Reading. If you finish the test before time is called, you should use the remaining time to review your work. If you find that you do not know how to enter your responses, please raise your hand.

Pause to answer any questions the students may have.

SAY Select the *Start* button.

Pause to make sure students have selected the Start button.

SAY You should see a Terms and Conditions box. You must agree to the Terms and Conditions before you can begin the test. By checking the box below, you agree that no part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval systems, except as may be expressly permitted in writing by the Utah State Board of Education.

Select “I agree to the Terms and Conditions,” and then select the *Continue* button.

Pause for students to complete the Terms and Conditions screen.

SAY You should see a screen that says, “Section 1.”

During this test you may use scratch paper. If you need scratch paper, raise your hand and I will assist you.

Pause to provide scratch paper to any student who raises his or her hand.

SAY When you come to the screen with the words “Submit Final Answers,” you have finished the test. If you are ready to submit your answers, select the *Submit Final Answers* button. Then you will see a confirmation screen. After you select the *Yes, Submit Final Answers* button, you will not be able to return to this section. Select the *Yes, Submit Final Answers* button only if you are sure you are ready to submit your test.

After you have submitted your test, you may sit quietly or read a book. You may *not* continue to use your computer. You may not leave the room until all tests are submitted and all scratch paper and test materials have been collected. Are there any questions?

Pause to answer any questions the students may have.

SAY We will now begin. You will have 75 minutes to complete the test. Once you click the *Start* button, your time will begin counting down. A warning message will appear when you have five minutes left in the test. Put on your headphones and select the *Start* button.

During the test, walk around the room to monitor student behavior and ensure there is no prohibited behavior. Monitor student progress within PearsonAccess^{next}.

When the testing time is up, ensure students have submitted their test.

SAY The test session is now over. If you have not selected the *Submit Final Answers* button, select it now. On the Test Submit Warning screen, select the *Yes, Submit Final Answers* button. If you need help submitting your test, raise your hand. Once you have submitted your test, I will collect your testing materials. Please remain quiet as I do so.

Help any students who need assistance. Collect all testing materials including scratch paper. Once you have all materials, you may dismiss students.

Math Test Directions

SAY Today you will be taking the Utah Aspire Plus Math Assessment.

Look at your student testing ticket and make sure it has your name on it. Raise your hand if you do not have the correct student testing ticket. If you do not log in with the correct student testing ticket, your test may be invalidated.

Provide assistance to any student who raises his or her hand. If a student has a wrong student testing ticket or a student doesn't have a student testing ticket, contact the school testing administrator.

SAY You should see a screen that says "Sign In." At the bottom are the words "Test Audio." Select the words "Test Audio," listen to the sound of the bells, and adjust the volume as needed.

Now find the Username and Password fields on the Sign In screen. Enter your Username and Password exactly as they appear on your student testing ticket, and then select the *Sign In* button.

Following sign in, the students will see the Welcome screen.

SAY You should see the Welcome screen with your name in the upper right corner. Please raise your hand if you do not see the Welcome screen or if the name on the Welcome screen is not yours.

Pause to make sure that all students have proceeded to the Welcome screen. If a student raises his or her hand, note the student name on the screen. Then have the student exit the test. Verify the credentials used and have the student sign in again. If you are unable to solve the problem, contact your school testing administrator.

SAY You are now ready to take the Grade [9 or 10] Math test. This test is designed to measure your understanding of Utah Core Standards for Grade [9 or 10] Math.

Pause to answer any questions the students may have.

SAY Select the *Start* button.

Pause to make sure students have selected the Start button.

SAY You should see a Terms and Conditions box. You must agree to the Terms and Conditions before you can begin the test. By checking the box below, you agree that no part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval systems, except as may be expressly permitted in writing by the Utah State Board of Education.

Select “I agree to the Terms and Conditions,” and then select the *Continue* button.

Pause for students to complete the Terms and Conditions screen.

SAY You should see a screen that says, “Section 1.”

During this test you may use a calculator and scratch paper to help you solve the problems. If you need scratch paper, raise your hand and I will assist you.

Pause to provide scratch paper to any student who raises his or her hand.

SAY When you come to the screen with the words “Submit Final Answers,” you have finished the test. If you are ready to submit your answers, select the *Submit Final Answers* button. Then you will see a confirmation screen. After you select the *Yes, Submit Final Answers* button, you will not be able to return to this section. Select the *Yes, Submit Final Answers* button only if you are sure you are ready to submit your test.

After you have submitted your test, you may sit quietly or read a book. You may *not* continue to use your computer. You may not leave the room until all tests are submitted and all scratch paper and test materials have been collected. Are there any questions?

Pause to answer any questions the students may have.

SAY We will now begin. You will have 75 minutes to complete the test. Once you click the *Start* button, your time will begin counting down. A warning message will appear when you have five minutes left in the test. Put on your headphones and select the *Start* button.

During the test, walk around the room to monitor student behavior and ensure there is no prohibited behavior. Monitor student progress within PearsonAccess^{next}.

When the testing time is up, ensure students have submitted their test.

SAY The test session is now over. If you have not selected the *Submit Final Answers* button, select it now. On the Test Submit Warning screen, select the *Yes, Submit Final Answers* button. If you need help submitting your test, raise your hand. Once you have submitted your test, I will collect your testing materials. Please remain quiet as I do so.

Help any students who need assistance. Collect all testing materials including scratch paper. Once you have all materials, you may dismiss students.

Science Test Directions

SAY Today you will be taking the Utah Aspire Plus Science Assessment. Following the science assessment, you will be directed to a six-question Opportunity to Learn (OTL) survey. The purpose of the OTL survey is to gather information on your learning experience in all courses this year due to COVID-19.

Look at your student testing ticket and make sure it has your name on it. Raise your hand if you do not have the correct student testing ticket. If you do not log in with the correct student testing ticket, your test may be invalidated.

Provide assistance to any student who raises his or her hand. If a student has a wrong student testing ticket or a student doesn't have a student testing ticket, contact the school testing administrator.

SAY You should see a screen that says "Sign In." At the bottom are the words "Test Audio." Select the words "Test Audio," listen to the sound of the bells, and adjust the volume as needed.

Now find the Username and Password fields on the Sign In screen. Enter your Username and Password exactly as they appear on your student testing ticket, and then select the *Sign In* button.

Following sign in, the students will see the Welcome screen.

SAY You should see the Welcome screen with your name in the upper right corner. Please raise your hand if you do not see the Welcome screen or if the name on the Welcome screen is not yours.

Pause to make sure that all students have proceeded to the Welcome screen. If a student raises his or her hand, note the student name on the screen. Then have the student exit the test. Verify the credentials used and have the student sign in again. If you are unable to solve the problem, contact your school testing administrator.

You are now ready to take the Grade [9 or 10] Science test. This test is designed to measure your understanding of Utah Core Standards for Grade [9 or 10] Science. If you finish the test before time is called, you should use the remaining time to review your work. If you find that you do not know how to enter your responses, please raise your hand.

SAY Select the *Start* button.

Pause to make sure students have selected the Start button.

SAY You should see a Terms and Conditions box. You must agree to the Terms and Conditions before you can begin the test. By checking the box below, you agree that no part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval systems, except as may be expressly permitted in writing by the Utah State Board of Education.

Select “I agree to the Terms and Conditions,” and then select the *Continue* button.

Pause for students to complete the Terms and Conditions screen.

SAY You should see a screen that says, “Section 1.”

During this test you may use a calculator and scratch paper to help you solve the problems. If you need scratch paper, raise your hand and I will assist you.

Pause to provide scratch paper to any student who raises his or her hand.

SAY When you come to the screen with the words “Submit Final Answers,” you have finished the test. If you are ready to submit your answers, select the *Submit Final Answers* button. Then you will see a confirmation screen. After you select the *Yes, Submit Final Answers* button, you will not be able to return to this section. Select the *Yes, Submit Final Answers* button only if you are sure you are ready to submit your test.

After you have reviewed and submitted “Section 1” you will be prompted to move to “Section 2,” the Opportunity to Learn (OTL) survey. Once you leave “Section 1,” you will *not* be able to make changes to the answers. When prompted, select the *Start* button to begin “Section 2.” If you have questions or need clarification on “Section 2”, please raise your hand and I will assist you. You may notice the “Section 2” screen states there are zero questions in that section. Once you click “Start”, there will be six Opportunity to Learn survey questions for you to answer. Question #1 asks students to describe the number of days attending school this year. If your LEA only attends school 4 days a week regularly, please direct student to mark option A, for in-person only.

You may clarify or explain survey questions to students during Section 2.

After you have submitted your test and survey questions, you may sit quietly or read a book. You may *not* continue to use your computer. You may leave the room until all tests are submitted and all scratch paper and test materials have been collected. Are there any questions?

Pause to answer any questions the students may have.

SAY We will now begin. You will have 60 minutes to complete the test. Once you click the *Start* button, your time will begin counting down. A warning message will appear when you have five minutes left in the test. Put on your headphones and select the *Start* button.

During the test, walk around the room to monitor student behavior and ensure there is no prohibited behavior. Monitor student progress within PearsonAccess^{next}.

When the testing time is up, ensure students have submitted their test.

SAY The test session is now over. If you have not selected the *Submit Final Answers* button, select it now. On the Test Submit Warning screen, select the *Yes, Submit Final Answers* button. If you need help submitting your test, raise your hand. Once you have submitted your test, I will collect your testing materials. Please remain quiet as I do so.

Help any students who need assistance. Collect all testing materials including scratch paper. Once you have all materials, you may dismiss students.

Spanish Transadaptive Test Directions

INSTRUCCIONES PARA EL EXAMEN DE INGLES

DIGA Hoy tomarás el examen de Inglés de Utah Aspire Plus.

Mira tu boleto de examen del estudiante y asegúrate de que tenga tu nombre. Levanta la mano si no tienes el boleto de examen del estudiante correcto. Si no inicias la sesión con el boleto de examen del estudiante correcto, tu examen puede ser invalidado.

Provea asistencia a aquellos estudiantes que levanten la mano. Si un estudiante tiene un boleto de examen incorrecto o si no tiene un boleto de examen, comuníquese con el administrador de exámenes de la escuela.

DIGA Verás una pantalla que dice "Sign In." En la parte inferior están las palabras "Test Audio." Selecciona las palabras "Test Audio," escucha el sonido de las campanas y ajusta el volumen según sea necesario.

Ahora encuentra los campos Username y Password en la pantalla de Iniciar sesión. Ingresa tu nombre de usuario y tu contraseña exactamente como aparecen en tu boleto de examen del estudiante, y luego selecciona el botón *Sign In*.

Después de iniciar sesión, los estudiantes verán la pantalla de bienvenida.

DIGA Verás la pantalla de bienvenida con tu nombre en la esquina superior derecha. Por favor levanta la mano si no ves la pantalla de bienvenida o si el nombre que aparece en la pantalla no es el tuyo.

Haga una pausa para asegurarse de que todos los estudiantes hayan pasado a la pantalla de bienvenida. Si un estudiante levanta su mano, vea el nombre del estudiante que aparece en la pantalla. Luego haga que el estudiante salga del examen. Verifique las credenciales utilizadas y haga que el estudiante vuelva a iniciar sesión. Si no puede resolver el problema, comuníquese con el administrador de exámenes de la escuela.

DIGA Ya estás listo para tomar el examen de Inglés de Grado [9 o 10]. Este examen está diseñado para medir tu comprensión de los Estándares Comunes de Utah para Inglés de Grado [9 o 10]. Empieza a trabajar en el examen cuando se te indique que lo hagas.

Si terminas el examen antes de que se acabe el tiempo, debes usar el resto del tiempo para revisar tu trabajo. Si no sabes cómo escribir tus respuestas, por favor, levanta la mano.

Haga una pausa para contestar cualquier pregunta que puedan tener los estudiantes.

DIGA Selecciona el botón de *Empezar*.

Haga una pausa para asegurarse de que los estudiantes hayan seleccionado el botón Empezar.

DIGA Verás un recuadro con Términos y condiciones. Debes aceptar los términos y condiciones antes de poder comenzar el examen. Al marcar el recuadro de abajo, aceptas que ninguna parte de este trabajo puede ser reproducido o transmitido en ninguna forma ni por ningún medio, electrónico o mecánico, incluyendo fotocopias y grabación, o por cualquier sistema de almacenamiento o recuperación de información, excepto con el consentimiento por escrito de la Junta Estatal de Educación de Utah.

Selecciona "Acepto los Términos y condiciones," y luego selecciona el botón *Continuar*.

Haga una pausa para que los estudiantes completen la pantalla de Términos y Condiciones.

DIGA Verás una pantalla que dice "Sección 1."

Durante este examen puedes usar hojas de papel para tomar notas. Si necesitas papel, levanta la mano y yo te ayudaré.

Haga una pausa para proveer papel en blanco a aquellos estudiantes que levanten la mano.

DIGA Cuando llegues a la pantalla con las palabras "Enviar respuestas finales," has llegado al final del examen. Si estás listo para enviar tus respuestas, selecciona el botón *Enviar respuestas finales*. A continuación verás una pantalla de confirmación. Después de seleccionar el botón *Sí, enviar respuestas finales*, no podrás volver a esta sección. Selecciona el botón *Sí, enviar respuestas finales* solo si está seguro que estás listo para enviar tu examen.

Después de que hayas enviado tu examen, puedes quedarte sentado en silencio o leer un libro. No puedes continuar a usar tu computadora. No puedes salir del salón de examen hasta que se hayan

enviado todos los exámenes y se hayan recopilado todos los papeles y otros materiales del examen.
¿Hay alguna pregunta?

Haga una pausa para responder a cualquier pregunta que los estudiantes puedan tener.

DIGA Ahora iniciaremos el examen. Tendrás 45 minutos para completar el examen. Una vez que oprimas el botón *Empezar*, el tiempo del examen comenzará. Aparecerá un mensaje de advertencia cuando quedan cinco minutos para completar el examen. Ponte los audífonos y selecciona el botón de *Empezar*.

Durante el examen, camine por el salón para monitorear el comportamiento de los estudiantes y asegurarse que no haya ningún comportamiento inapropiado. Supervise el progreso del estudiante dentro de PearsonAccess^{next}.

Cuando termine el tiempo de examen, asegúrese de que los estudiantes hayan enviado su examen.

DIGA La sesión del examen ha terminado. Si no has seleccionado el botón *Enviar respuestas finales*, selecciónalo ahora. En la pantalla Advertencia de envío de la prueba, selecciona el botón *Sí, enviar respuestas finales*. Si necesitas ayuda para enviar tu examen, levanta la mano. Una vez que hayas enviado tu examen, recogeré tus materiales del examen. Por favor, guarda silencio mientras lo hago.

Ayude a aquellos estudiantes que necesitan su asistencia. Recoja todos los materiales del examen incluyendo las hojas de papel provistas a los estudiantes. Una vez que recoja todos los materiales, permita que salgan los estudiantes.

INSTRUCCIONES PARA EL EXAMEN DE LECTURA

DIGA Hoy tomarás el examen de Lectura de Utah Aspire Plus.

Mira tu boleto de examen del estudiante y asegúrate de que tiene tu nombre. Levanta la mano si no tienes el boleto de examen del estudiante correcto. Si no inicias la sesión con el boleto de examen del estudiante correcto, tu examen puede ser invalidado.

Provea asistencia a aquellos estudiantes que levanten la mano. Si un estudiante tiene un boleto de examen incorrecto o si un estudiante no tiene un boleto de examen, comuníquese con el administrador de exámenes de la escuela.

DIGA Verás una pantalla que dice "Sign In." En la parte inferior están las palabras "Test Audio." Selecciona las palabras "Test Audio," escucha el sonido de las campanas y ajusta el volumen según sea necesario.

Ahora encuentra los campos Username y Password en la pantalla de Iniciar sesión. Ingresas tu nombre de usuario y tu contraseña exactamente como aparecen en tu boleto de examen del estudiante, y luego selecciona el botón *Sign In*.

Después de iniciar sesión, los estudiantes verán la pantalla de bienvenida.

DIGA Verás la pantalla de bienvenida con tu nombre en la esquina superior derecha. Por favor levanta la mano si no ves la pantalla de bienvenida o si el nombre que aparece en la pantalla no es el tuyo.

Haga una pausa para asegurarse de que todos los estudiantes hayan pasado a la pantalla de bienvenida. Si un estudiante levanta la mano, vea el nombre del estudiante que aparece en la pantalla. Luego haga que el estudiante salga del examen. Verifique las credenciales utilizadas y haga que el estudiante vuelva a iniciar sesión. Si no puede resolver el problema, comuníquese con el administrador de exámenes de la escuela.

DIGA Ya estás listo para tomar el examen de Lectura de Grado [9 o 10]. Este examen está diseñado para medir tu comprensión de los Estándares Comunes de Utah para Lectura de Grado [9 o 10]. Empieza a trabajar en el examen cuando se te indique que lo hagas.

Si terminas el examen antes de que se acabe el tiempo, debes usar el resto del tiempo para revisar tu trabajo. Si no sabes cómo escribir tus respuestas, por favor, levanta la mano.

Haga una pausa para contestar cualquier pregunta que puedan tener los estudiantes.

DIGA Selecciona el botón de *Empezar*.

Haga una pausa para asegurarse de que los estudiantes hayan seleccionado el botón Empezar.

DIGA Verás un recuadro con **Términos y condiciones**. Debes aceptar los términos y condiciones antes de poder comenzar el examen. Al marcar el recuadro de abajo, aceptas que ninguna parte de este trabajo puede ser reproducido o transmitido en ninguna forma ni por ningún medio, electrónico o mecánico, incluyendo fotocopias y grabación, o por cualquier sistema de almacenamiento o recuperación de información, excepto con el consentimiento por escrito de la Junta Estatal de Educación de Utah.

Selecciona **“Acepto los Términos y condiciones,”** y luego selecciona el botón *Continuar*.

Haga una pausa para que los estudiantes completen la pantalla de Términos y Condiciones.

DIGA Verás una pantalla que dice **"Sección 1."**

Durante este examen puedes usar hojas de papel para tomar notas. Si necesitas papel, levanta la mano y yo te ayudaré.

Haga una pausa para proveer papel en blanco a aquellos estudiantes que levanten la mano.

DIGA Cuando llegues a la pantalla con las palabras **"Enviar respuestas finales,"** has llegado al final del examen. Si estás listo para enviar tus respuestas, selecciona el botón *Enviar respuestas finales*. A continuación verás una pantalla de confirmación. Después de seleccionar el botón *Sí, enviar respuestas finales*, no podrás volver a esta sección. Selecciona el botón *Sí, enviar respuestas finales* solo si estás seguro de que estás listo para enviar tu examen.

Después de que hayas enviado tu examen, puedes quedarte sentado en silencio o leer un libro. No puedes continuar a usar tu computadora. No puedes salir del salón de examen hasta que se hayan enviado todos los exámenes y se hayan recopilado todos los papeles y otros materiales del examen. ¿Hay alguna pregunta?

Haga una pausa para responder a cualquier pregunta que los estudiantes puedan tener.

DIGA Ahora iniciaremos el examen. Tendrás 75 minutos para completar el examen. Una vez que oprimas el botón de *Empezar*, el tiempo del examen comenzará. Aparecerá un mensaje de advertencia cuando quedan cinco minutos para completar el examen. Ponte los audífonos y selecciona el botón de *Empezar*.

Durante el examen, camine por el salón para monitorear el comportamiento de los estudiantes y asegurarse que no haya ningún comportamiento inapropiado. Supervise el progreso del estudiante dentro de PearsonAccess^{next}.

Cuando termine el tiempo de examen, asegúrese de que los estudiantes hayan enviado su examen.

DIGA La sesión del examen ha terminado. Si no has seleccionado el botón *Enviar respuestas finales*, selecciónalo ahora. En la pantalla Advertencia de envío de la prueba, selecciona el botón *Sí, enviar respuestas finales*. Si necesitas ayuda para enviar tu examen, levanta la mano. Una vez que hayas enviado tu examen, recogeré tus materiales del examen. Por favor, guarda silencio mientras lo hago.

Ayude a aquellos estudiantes que necesitan su asistencia. Recoja todos los materiales del examen incluyendo las hojas de papel provistas a los estudiantes. Una vez que recoja todos los materiales, permita que salgan los estudiantes.

INSTRUCCIONES PARA EL EXAMEN DE MATEMÁTICAS

DIGA Hoy tomarás el examen de Matemáticas de Utah Aspire Plus.

Mira tu boleto de examen del estudiante y asegúrate de que tiene tu nombre. Levanta la mano si no tienes el boleto de examen del estudiante correcto. Si no inicias la sesión con el boleto de examen del estudiante correcto, tu examen puede ser invalidado.

Provea asistencia a aquellos estudiantes que levanten la mano. Si un estudiante tiene un boleto de examen incorrecto o si no tiene un boleto de examen, comuníquese con el administrador de exámenes de la escuela.

DIGA Verás una pantalla que dice "Sign In." En la parte inferior están las palabras "Test Audio." Selecciona las palabras "Test Audio," escucha el sonido de las campanas y ajusta el volumen según sea necesario.

Ahora encuentra los campos: Username y Password en la pantalla de Iniciar sesión. Ingresas tu nombre de usuario y tu contraseña exactamente como aparecen en tu boleto de examen del estudiante, y luego selecciona el botón *Sign In*.

Después de iniciar sesión, los estudiantes verán la pantalla de bienvenida.

DIGA Verás la pantalla de bienvenida con tu nombre en la esquina superior derecha. Por favor levanta la mano si no ves la pantalla de bienvenida o si el nombre que aparece en la pantalla no es el tuyo.

Haga una pausa para asegurarse de que todos los estudiantes hayan pasado a la pantalla de bienvenida. Si un estudiante levanta su mano, vea el nombre del estudiante que aparece en la pantalla. Luego haga que el estudiante salga del examen. Verifique las credenciales utilizadas y haga que el estudiante vuelva a iniciar sesión. Si no puede resolver el problema, comuníquese con el administrador de exámenes de la escuela.

DIGA Ya estás listo para tomar el examen de Matemáticas de Grado [9 o 10]. Este examen está diseñado para medir tu comprensión de los Estándares Comunes de Utah para Matemáticas de Grado [9 o 10]. Empieza a trabajar en el examen cuando se te indique que lo hagas.

Si terminas el examen antes de que se acabe el tiempo, debes usar el resto del tiempo para revisar tu trabajo. Si no sabes cómo escribir tus respuestas, por favor, levanta la mano.

Haga una pausa para contestar cualquier pregunta que puedan tener los estudiantes.

DIGA Selecciona el botón de *Empezar*.

Haga una pausa para asegurarse de que los estudiantes hayan seleccionado el botón Empezar.

DIGA Verás un recuadro con **Términos y condiciones**. Debes aceptar los términos y condiciones antes de poder comenzar el examen. Al marcar el recuadro de abajo, aceptas que ninguna parte de este trabajo puede ser reproducido o transmitido en ninguna forma ni por ningún medio, electrónico o mecánico, incluyendo fotocopias y grabación, o por cualquier sistema de almacenamiento o recuperación de información, excepto con el consentimiento por escrito de la Junta Estatal de Educación de Utah.

Selecciona **“Acepto los Términos y condiciones,”** y luego selecciona el botón *Continuar*.

Haga una pausa para que los estudiantes completen la pantalla de Términos y Condiciones.

DIGA Verás una pantalla que dice **"Sección 1."**

Durante este examen, puedes usar una calculadora y hojas de papel para tomar notas. Si necesitas papel, levanta la mano y yo te ayudaré.

Haga una pausa para proveer papel en blanco a aquellos estudiantes que levanten la mano.

DIGA Cuando llegues a la pantalla con las palabras **"Enviar respuestas finales,"** has llegado al final del examen. Si estás listo para enviar tus respuestas, selecciona el botón *Enviar respuestas finales*. A continuación verás una pantalla de confirmación. Después de seleccionar el botón *Sí, enviar respuestas finales*, no podrás volver a esta sección. Selecciona el botón *Sí, enviar respuestas finales* solo si estás seguro de que estás listo para enviar tu examen.

Después de que hayas enviado tu examen, puedes quedarte sentado en silencio o leer un libro. No puedes continuar a usar tu computadora. No puedes salir del salón de examen hasta que se hayan enviado todos los exámenes y se hayan recopilado todos los papeles y otros materiales del examen. ¿Hay alguna pregunta?

Haga una pausa para responder a cualquier pregunta que los estudiantes puedan tener.

DIGA Ahora iniciaremos con el examen. Tendrás 75 minutos para completar el examen. Una vez que oprimas el botón *Empezar*, el tiempo del examen comenzará. Aparecerá un mensaje de advertencia cuando tengas cinco minutos restantes en el examen. Ponte los audífonos y selecciona el botón de *Empezar*.

Durante el examen, camine por el salón para monitorear el comportamiento de los estudiantes y asegurarse que no haya ningún comportamiento inapropiado. Supervise el progreso del estudiante dentro de PearsonAccess^{next}.

Cuando se termine el tiempo del examen, asegúrese de que los estudiantes hayan enviado su examen.

DIGA La sesión de examen ha terminado. Si no has seleccionado el botón *Enviar respuestas finales*, selecciónalo ahora. En la pantalla Advertencia de envío de la prueba, selecciona el botón *Sí, enviar respuestas finales*. Si necesitas ayuda para enviar tu examen, levanta la mano. Una vez que hayas enviado tu examen, recogeré tus materiales del examen. Por favor, guarda silencio mientras lo hago.

Ayude a aquellos estudiantes que necesitan su asistencia. Recoja todos los materiales del examen incluyendo las hojas de papel provistas a los estudiantes. Una vez que recoja todos los materiales, permita que salgan los estudiantes.

INSTRUCCIONES PARA EL EXAMEN DE CIENCIAS

DIGA Hoy tomarás el examen de Ciencias de Utah Aspire Plus. Al terminar el examen de Ciencias, serás dirigido a una encuesta de cinco preguntas de la Oportunidad de Aprender (OTL, por sus siglas en inglés). El propósito de la encuesta de la Oportunidad de Aprender (OTL, por sus siglas en inglés) es recopilar información sobre tu experiencia de aprendizaje en todos los cursos de este año debido a COVID-19.

Mira tu boleto de examen del estudiante y asegúrate de que tiene tu nombre. Levanta la mano si no tienes el boleto de examen del estudiante correcto. Si no inicias la sesión con el boleto de examen del estudiante correcto, tu examen puede ser invalidado.

Provea asistencia a aquellos estudiantes que levanten la mano. Si un estudiante tiene un boleto de examen incorrecto o si un estudiante no tiene un boleto de examen comuníquese con el administrador de exámenes de la escuela.

DIGA Verás una pantalla que dice “Sign In.” En la parte inferior están las palabras “Test Audio.” Selecciona las palabras “Test Audio,” escucha el sonido de las campanas y ajusta el volumen según sea necesario.

Ahora encuentra los campos Username y Password en la pantalla de Iniciar sesión. Ingresa tu nombre de usuario y tu contraseña exactamente como aparecen en tu boleto de examen del estudiante, y luego selecciona el botón *Sign In*.

Después de iniciar sesión, los estudiantes verán la pantalla de bienvenida.

DIGA Verás la pantalla de bienvenida con tu nombre en la esquina superior derecha. Por favor levanta la mano si no ves la pantalla de bienvenida o si el nombre que aparece en la pantalla no es el tuyo.

Haga una pausa para asegurarse de que todos los estudiantes hayan pasado a la pantalla de bienvenida. Si un estudiante levanta su mano, vea el nombre del estudiante que aparece en la pantalla. Luego pida que el estudiante salga del examen. Verifique las credenciales utilizadas y pida que el estudiante vuelva a iniciar sesión. Si no puede resolver el problema, comuníquese con el administrador de exámenes de la escuela.

DIGA Ya estás listo para tomar el examen de Ciencias de Grado [9 o 10]. Este examen está diseñado para medir tu comprensión de los Estándares Comunes de Utah para Ciencias de Grado [9 o 10]. Empieza a trabajar en el examen cuando se te indique que lo hagas.

Si terminas el examen antes de que se acabe el tiempo, debes usar el resto del tiempo para revisar tu trabajo. Si no sabes cómo escribir tus respuestas, por favor levanta la mano.

Haga una pausa para contestar cualquier pregunta que puedan tener los estudiantes.

DIGA Selecciona el botón de *Empezar*.

Haga una pausa para asegurarse de que los estudiantes hayan seleccionado el botón Empezar.

DIGA Verás un recuadro con Términos y condiciones. Debes aceptar los términos y condiciones antes de poder comenzar el examen. Al marcar el recuadro de abajo, aceptas que ninguna parte de este trabajo puede ser reproducido o transmitido en ninguna forma ni por ningún medio, electrónico o mecánico, incluyendo fotocopias y grabación, o por cualquier sistema de almacenamiento o recuperación de información, excepto con el consentimiento por escrito de la Junta Estatal de Educación de Utah.

Selecciona "Acepto los Términos y condiciones," y luego selecciona el botón *Continuar*.

Haga una pausa para que los estudiantes completen la pantalla de Términos y Condiciones.

DIGA Verás una pantalla que dice "Sección 1."

Durante este examen puedes usar una calculadora y hojas de papel para tomar notas. Si necesitas papel, levanta la mano y yo te ayudaré.

Haga una pausa para proveer papel en blanco a aquellos estudiantes que levanten la mano.

DIGA Cuando llegues a la pantalla con las palabras "Enviar respuestas finales," has llegado al final del examen. Si estás listo para enviar tus respuestas, selecciona el botón *Enviar respuestas finales*. A continuación verás una pantalla de confirmación. Después de seleccionar el botón *Sí, enviar respuestas finales*, no podrás volver a esta sección. Selecciona el botón *Sí, enviar respuestas finales* solo si estás seguro de que estás listo para enviar tu examen.

Después de que hayas revisado y enviado la "Sección 1" recibirás la instrucción de moverte a la "Sección 2", la encuesta "Oportunidad de Aprender (OTL, por sus siglas en inglés). Una vez que dejes la "Sección 1", no podrás hacer cambios a las respuestas. Cuando recibas la instrucción, selecciona el botón de

Empezar para iniciar la “Sección 2”. Si tienes preguntas o necesitas clarificación acerca de la “Sección 2”, favor de levantar la mano y yo te ayudaré.

Después de que hayas enviado tu examen y las preguntas de la encuesta, puedes quedarte sentado en silencio o leer un libro. No puedes continuar a usar tu computadora. No puedes salir del salón de examen hasta que se hayan enviado todos los exámenes y se hayan recopilado todos los papeles y otros materiales del examen. ¿Hay alguna pregunta?

Haga una pausa para responder a cualquier pregunta que los estudiantes puedan tener.

DIGA Ahora iniciaremos el examen. Tendrás 60 minutos para completar el examen. Una vez que oprimas el botón **Empezar**, el tiempo del examen comenzará. Aparecerá un mensaje de advertencia cuando quedan cinco minutos para completar el examen. Ponte los audífonos y selecciona el botón de **Empezar**.

Durante el examen, camine por el salón para monitorear el comportamiento de los estudiantes y asegurarse que no haya ningún comportamiento inapropiado. Supervise el progreso del estudiante dentro de PearsonAccess^{next}.

Cuando termine el tiempo de examen, asegúrese de que los estudiantes hayan enviado su examen.

DIGA La sesión de examen ha terminado. Si no has seleccionado el botón **Enviar respuestas finales**, selecciónalo ahora. En la pantalla Advertencia de envío de la prueba, selecciona el botón **Sí, enviar respuestas finales**. Si necesitas ayuda para enviar tu examen, levanta la mano. Una vez que hayas enviado tu examen, recogeré tus materiales del examen. Por favor, guarda silencio mientras lo hago.

Ayude a aquellos estudiantes que necesitan su asistencia. Recoja todos los materiales del examen incluyendo las hojas de papel provistas a los estudiantes. Una vez que recoja todos los materiales, permita que salgan los estudiantes.

Administering the Paper Tests

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

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*. **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, 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, and document any testing anomalies that occur. Students who finish early should be encouraged to use any remaining time to check their answers before they turn in their test. Teachers or proctors cannot answer any student questions about or discuss the content of the assessment with students, even if the students are finished with their test.

The test section must be completed within the testing times listed below. For paper assessments, write the time that the test ends on the board. These test times will be different for students with an extended testing time accommodation.

- English: 45 minutes
- Reading: 75 minutes
- Math: 75 minutes
- Science: 60 minutes

Paper Test Directions

For paper test directions use the Human Reader Companion book.

Teacher/Proctor Post-test Activities

Collect and Return Materials to School Testing Administrator

All test materials, including student testing tickets and scratch paper, must be collected from all subject tests, and returned to the school testing administrator at the end of testing. If students are testing on different subjects over multiple days, the school testing administrator must securely store the collected test materials until all testing is complete. Once all testing is complete, the school testing administrator will securely destroy the test materials.

Remove Students in Ready Status

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

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

Mark Tests Complete

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

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

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

If there are any tests which must be invalidated, contact your LEA assessment director LEA assessment directors. **Invalidating a test must be completed by an LEA-level user.** When appropriate, LEA-level users may invalidate a test by setting Participation Code 203 – Invalidated. Refer to the “Participation Codes” section for directions on setting participation codes.

Participation Codes

The default participation code for students taking Utah Aspire Plus is 200 – Standard Participation. Any test participation that is different from participation code 200 - Standard Participation should be indicated in PearsonAccessnext. If a student has not completed the test, the test must be marked

complete before the participation code is applied. Refer to the “Mark Tests Complete” section for instructions.

Apply Participation Code

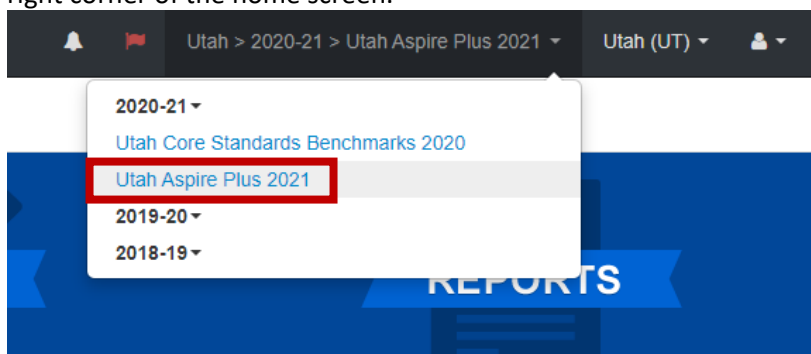
1. Within PearsonAccess^{next}, go to **Setup** and select **Students**.
2. Search for the student whose test you need to edit and select the check box next to the student name.
3. In the **Tasks** pane, select **Manage Student Tests**, and select **Start**.
4. Select the correct participation code in the **Participation Code** drop-down menu.
5. Select **Save**.

Assign Participation Code through a File Export and Import

To make Participation code updates to all students within an organization using file export and import in PearsonAccess^{next}, use the following directions.

Download the Student Test Update Export from PearsonAccess^{next}

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



3. Go to **Setup** and select **Import/Export Data**.
4. In the **Tasks** pane, select **Import/Export Data**, and select **Start**.
5. In the **Type** dropdown, select **Student Test Update Export**.
6. To export data, you can select from the following options:
 - Include Attempts
 - Include Test Assignments
 - Include Test In Progress
7. Select **Process**.
8. Refresh your screen until the process has completed. Then select **Download File**.
9. Save the file in a location that you can find easily (e.g., your computer’s hard drive).

Prepare the Student Test Update File

1. Open the Student Test Update Export.
2. Enter student’s numeric participation code in the appropriate column.
3. Save the file as a .CSV file.

Note: You can find more information and acceptable values for the **Student Test Update Import** file on the Utah Aspire Plus Resource Center at this location:

<http://utah.pearsonaccessnext.com/training/>

Import the Student Test Update 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 Test Update Import**.
4. Choose the .CSV you previously saved and select **Process**.

Confirm that All Records Have Been Successfully Imported

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

Refer to the following table for the list of Participation Codes.

Code	Participation Code Title	Description
101	Absent – Did not take test	Student was enrolled at the school and eligible to test with or without reasonable accommodations, but still did not test.
103*	EL First Year in U.S. April 15 or Later Student did not test	The student is an English learner (EL) and first enrolled in the U.S. on or after April 15 of current school year. Student is not required to test, but testing is made available.
104*	EL First Year in U.S. Before April 15 Student did not test	The student is EL and first enrolled in the U.S. before April 15 of current school year. Student must take ELA, Math, and Science. Countable for participation only for school grades and federal reporting.
106	Student Refused to Test	Student refuses to start the assessment or refuses to complete at least six items of the assessment.
107	Excused – Health Emergency	Student is unable to test during the testing window due to an unanticipated health circumstance.
109	Course Instruction Not Provided	Student was not enrolled in a course in a tested content area (math, or English, or science) in any public school at any time in the school year.
110	Test has already been taken	Student has already taken the same test during a previous administration year.
111	USBE Excused – Approval Needed	Requires USBE authorization
112	Student Transferred Before Testing Window	Student transferred out of school before the LEA had a reasonable opportunity to administer the assessment.
200	Standard Participation	Student took the test under normal circumstances.
201	Accommodated	Students took the test with any of the following accommodations: <ul style="list-style-type: none"> • Extended time • Stop-the-clock breaks • Securely extend test over multiple days • Personalized auditory notification of remaining time • Braille • Standard print • Large print

		<ul style="list-style-type: none"> • Screen reader • Speech-to-text • Magnification • Other assistive technology • Signed exact English • Sign language interpretation • Cued Speech • Human scribe • Home Administration • Abacus
202	Modified	Student took the assessment with non-allowed modifications which interfere with the validity/reliability of the test.
203	Invalidated	LEA determines that the test was spoiled or invalid (e.g., Student cheated; test administrator broke protocol).
204	Parental Exclusion	A parent or guardian has requested in writing that the student be exempt from testing.
205*	EL Second School Year in U.S. Student tested	Student is EL and first enrolled in the U.S. during the 2016-2017 school year. Student must take ELA, Math, and Science.
208	Test System Interruption – USBE Approval Needed	Requires USBE authorization.

*103, 104, 205 - This exclusion is only created by USBE if the student's first date enrolled in US and EL Status fields are correctly marked in UTREx. See the Accountability Technical Manual for clarification on participation codes and EL student testing requirement at https://utahschoolgrades.schools.utah.gov/Documents/TechnicalManual2019_2.2.pdf.

Stop a Test Session

Once all students still in the session are in in a **Completed** or **Marked Complete** status, stop the test session in PearsonAccess^{next} using the directions below.

1. From the Students in Sessions screen, ensure your session is selected. If it is not, select **Add a Session**, enter your session name, select the session, and select **Add Selected**.
2. Select **Stop Session** at the top of the screen.

Directions for stopping test sessions can be found at <https://support.assessment.pearson.com/x/coJ8AQ>.

Collecting, Packing, and Returning Test Materials

School Testing Administrators Collect Materials from Teachers/Proctors

School testing administrators should ensure that all test materials are collected from the teachers/proctors.

- The math reference sheet and periodic table can be kept by the teachers/proctors for classroom use.
- All scratch paper should be collected by the school testing administrator and securely destroyed.
- Paper test forms (standard print, large print and braille test book and Human Reader Companion book) must be collected by the school testing administrator and kept in secure storage until it is time to pack materials.

Pack the Test Materials

All secure paper test forms listed above should be replaced in one of the original shipping cartons in which the materials were received by the school. Once all materials are packaged close all cartons with secure sealing tape. Apply the pumpkin-colored Pearson inbound label that was included in your materials kit. Use a black marker to number each box (i.e., "1 of 4", "2 of 4," etc.)

Pearson has provided prepaid UPS shipping label(s) for use in returning the testing materials. Place a UPS shipping label over the original shipping label on each carton, covering the original label completely.

Materials Pickup

Call UPS at 1-800-823-7459 prior to the final day for pickup, May 25, 2021

You will:

- Tell the UPS representative that you are calling for a pickup request for Pearson and will be using Pearson's return service.
- Provide UPS with the address where the packages are to be picked up.
- Provide UPS with the number packages to be picked up.
- Once the pickup is confirmed, you will receive a confirmation number from UPS. Keep this number for reference if there are questions or changes to the pickup request.
- Please retain a copy of all tracking numbers. Each box returned to Pearson will have a unique tracking number.

Reporting

PearsonAccess^{next} Operational Reports

PearsonAccess^{next} can provide various types of operational reports that detail data gathered on operations before, during, and after testing sessions to help with necessary assessment administration tasks. Some of the report types that are available are:

- Online Test Session Reports
 - Online Student Tests Marked Complete
 - Organizations that have Precaching Server Configuration
 - Session Counts
 - Session List
 - Session Roster
 - Students Currently Testing Online
- Orders and Shipment Tracking Reports
 - Material Summary
 - Material Details
 - Packaging List
- Organizational Reports
 - Enrollment Count
 - Organizations Count and Status
- Student and Registration Reports
 - Do Not Report Tests
 - Not Tested Student Tests
 - Student Counts
 - Student Registration Summary
 - Student Test Counts
 - Students that have been Assigned but have not yet Completed
- User Reports
 - Users with Org Access
 - Users with Role Access

To access Operational Reports, from **Reports**, select **Operational Reports**. Click the checkbox next to the report category. Click the report. Additional resources to access your operational reports can be found at <https://support.assessment.pearson.com/display/PAsup/Operational+Reports>

Accessing Student Results – Published Reports

Student results will be available for Utah Aspire Plus (October 2021). Once student results are available, results can be accessed within PearsonAccess^{next} under Published Reports. Instructions for accessing Published Reports are available at <https://support.assessment.pearson.com/x/IAIqAQ>.

1. From **Reports**, select **Published Reports**.
2. Type the file name into the search field and click **Search** (or apply filters).
3. Double-click on a report to download.

You can also select multiple reports:

- a) Click **Select Tasks**, click **Published Report**, and click **Start**.
- b) Re-select the reports.
- c) Click **Download**.

Files and reports available in Published Reports:

- District level test events file
- District level test scores file
- Individual student reports posted at the school level

Accessing Student Results – OnDemand Reports

Once they are available, results can be accessed within PearsonAccess^{next} under OnDemand Reports. Instructions for accessing Published Reports are available at

<https://support.assessment.pearson.com/display/PAsup/View+OnDemand+Reports>

1. From Reports, select **OnDemand Reports**.
2. Type student names into the search field and click **Search**.
3. Click the information icon to view the student report.

Accessing Student Results – Parent Portal

Parents and guardians can access student results, including the student's individual student report (ISR), within the Parent Portal. Parents must create an account within the portal to access student information. To set up an account, parents will need the student's administration claim code. Claim codes are available on the student's Individual report, OnDemand report, and on the PearsonAccess^{next} claim code operational report. Once an account is created, parents can access student results in the Parent Portal at <https://results-ut.pearsonaccessnext.com> by entering the student's first name, last name, and the claim code. This URL appears at the bottom of the student's individual student report (ISR).