

Test Administration Manual



Aspire
ACT

P L U S

Spring 2023



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

Pearson Help Desk Hours of Operation

If you are calling on ...

Monday–Friday

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, Reporting,
Editing Test Accommodations, Additional
Orders

Then contact ...

Pearson Help Desk

Phone: (877) 227-5009

[Chat](#)

[Help Desk Support Form](#)

General Information

Aliese Fry

Phone: (801) 538-7568

Email: aliese.fry@schools.utah.gov

Testing Ethics Policy

Kim Rathke

Phone: (801) 538-7876

Email: kim.rathke@schools.utah.gov

Accommodations and Special Education

Jessica Wilhelm

Phone: 801-538-7565

Email: jessica.wilhelm@schools.utah.gov

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

- LEA (district or charter) or school testing administrator name
- SSID(s) of affected student(s)
- Indicate whether Utah Aspire Plus or Utah Core Standards Benchmarks Administration
- Operating system and browser version information
- Any error messages and codes that appeared, if applicable
- Information about your network configuration, if known:
 - Secure browser installation (to individual machines or network)
 - Wired or wireless Internet network setup.

If you are 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 test 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 was not an error message, what are you unable to do?
- If you were working from the manual, what page were you on?

TestNav

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

If you are using Proctor Caching

- Are you using a PC or a Mac?
- Were you setting up proctor caching on a workstation or a server?
- Have you installed the ProctorCache software?
- Did you start the ProctorCache software prior to attempting to proctor cache?
- Did you add an IP address to your proctor caching server locations? This needs to be the IP address of the proctor caching computer.
- Did you add the appropriate port? This is typically port 4480 but could vary depending on your corporation/school firewall or content filtering software.
- Did you add the whitelist URLs to your firewall and content filtering software? The whitelist URLs that need to be added can be found in the [TestNav & Hardware and Software Requirements](#).

Introduction

The Utah 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](#), 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 Test Administrator or Local Education Agency (LEA) Test Administrator.

Note: The following terms are used in this manual.

- LEA – the term used for Local Education Agency that includes school districts and charter schools
- District – organization level in PearsonAccess^{next} that contains all schools in the LEA
- School – organization level in PearsonAccess^{next} where students are rostered
- Charter schools with only one school in their LEA will be assigned both district and school level user accounts in PearsonAccess^{next}

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 policies or procedures not covered in this manual, please contact Aliese Fry, Utah Aspire Plus Assessment Specialist, at aliese.fry@schools.utah.gov.

Confidentiality and Security

Utah Aspire Plus assessments are **secure** assessments that follow the [Utah Aspire Plus blueprints](#) 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.

Testing Ethics Policy

It is important that every staff member involved in the administration of the Utah Aspire Plus assessments receive training in testing ethics and carefully follow the directions for administration as

outlined in the Standard Test Administration and Testing Ethics Policy. Testing Ethics training is provided under the direction of each LEA assessment director. This policy is approved by the USBE and updated as needed. For information regarding the Standard Test Administration and Testing Ethics Policy Training, please contact Kim Rathke at kim.rathke@schools.utah.gov.

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 6–May 12, 2023. For questions on the administration schedule you may contact Aliese Fry at aliese.fry@school.utah.gov or Kim Rathke at kim.rathke@schools.utah.gov.

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

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 Assessment Director 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 for extra time can be found on page 64.

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 adaptive 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 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

Task	District Test Administrator	School Testing Administrator	Technical Coordinator	Teacher	Proctor
Create user accounts in PearsonAccess ^{next} Operational Site and Training Center accounts	✓	✓			
Ensure technical readiness for LEA	✓				
Work with technical coordinator to prepare all testing devices		✓			
Coordinate accommodations assignments		✓			
Oversee test session management (e.g., including preparing and starting sessions, and printing student test tickets)		✓		✓	✓
Coordinate issue resolution		✓			
Ensure testing personnel abide by the testing policies and procedures		✓			
Complete post-test activities in PearsonAccess ^{next} (e.g., marking tests complete and remove tests in ready status from sessions)		✓		✓	
Apply participation codes to student tests	✓	✓			
Ensure testing devices meet all requirements for online testing			✓		
Install necessary software, including TestNav, and if the LEA opts to use proctor caching, install ProctorCache software			✓		
Prepare administrator and student testing devices			✓		
Troubleshoot technical issues during the test administration window			✓		
Communicate with testing administrator about the status of any technical issues			✓		
Assist with session creation, as directed by School Testing Administrator				✓	
Download and print any necessary accommodated assessments (standard paper, large print, Braille, human reader companion books)				✓	
Print and distribute student test tickets				✓	
Help distribute and collect student test tickets				✓	✓
Help students log in to TestNav, as necessary				✓	✓
Monitor testing progress and student testing behavior				✓	✓
Ensure students correctly log out of TestNav				✓	✓

More detailed information regarding staff roles is listed below.

LEA Assessment Director

District testing administrators are responsible for coordinating test operations within their LEA. District testing administrators create user accounts for all school-level users. District testing administrators are responsible for the following tasks:

- Create user accounts for school administrators in PearsonAccess^{next} Operational Site and Training Center accounts
- Ensure technical readiness for LEA

School Testing Administrator Responsibilities

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

- Assist LEA Assessment Director with creating school-level user accounts in PearsonAccess^{next} Operational Site and Training Center accounts
- Work with technical coordinator to prepare all testing devices
- Coordinate accommodations assignments
- Oversee test session management
- Coordinate issue resolution
- Ensure testing personnel abide by the testing policies and procedures
- Complete post-test activities in PearsonAccess^{next}

Technical Coordinator Responsibilities

Technology staff are responsible for setting up the testing infrastructure for online testing, including setting up testing devices and installing and configuring testing software. Technical coordinators are responsible for the following tasks:

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

Teacher Responsibilities

The teacher is responsible for testing activities within a testing room and must be in the room for the entire test session. Teachers can access on-demand reports and will be able to add their own reporting groups. Teachers along with proctors are responsible for the following tasks:

- Assist with session creation, as directed by School Testing Administrator

- Download and print any necessary accommodated assessments (standard paper, large print, Braille, human reader companion books)
- Print and distribute student test tickets
- Help students log in to TestNav, as necessary
- Perform session management activities during testing
- Monitor testing progress and student testing behaviors
- Ensure students correctly log out of TestNav
- Post-test activities (e.g., marking tests complete and remove tests in ready status from sessions)

Proctor Responsibilities

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

- Help distribute and collect student test tickets
- Help students log in to TestNav, as necessary
- Session management activities (e.g., including preparing and starting sessions, and printing student test tickets)
- Monitor testing progress and student testing behavior
- Ensure students correctly log out of TestNav

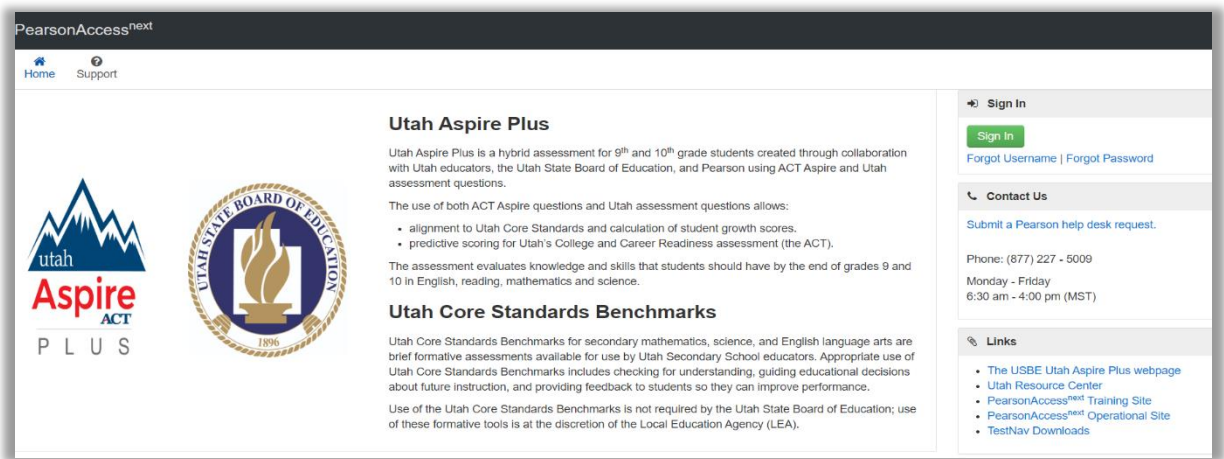
Preparing for Testing

PearsonAccess^{next} and TestNav

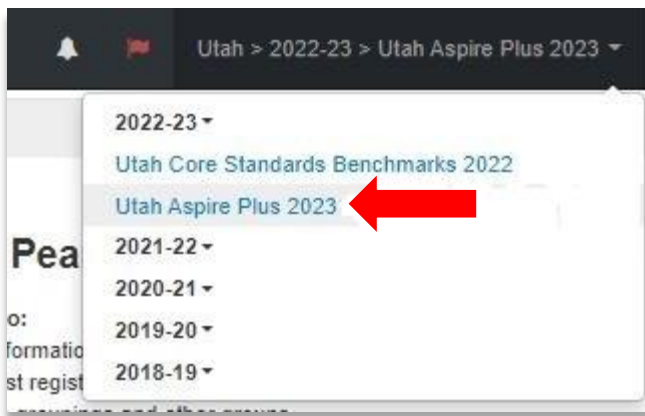
- PearsonAccess^{next} is the online management system that allows districts to manage student data and test data.

[Log into PearsonAccess^{next}](#) (LEA Assessment Directors, School Administrators, Teachers Proctors)

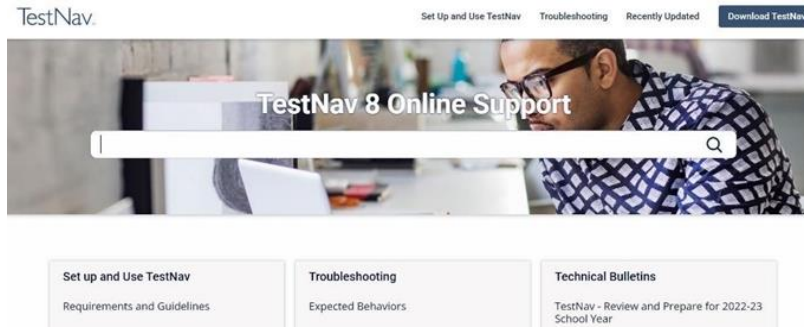
- PearsonAccessnext is the system used to perform different tasks to prepare for and administer the Aspire Plus Summative assessment.
 1. Log in on the PearsonAccessnext home page:
<https://ut.pearsonaccessnext.com/customer/index.action>



2. In the upper right-hand corner, select **“Utah Aspire Plus 2023”**



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



Technical Requirements

Schools must ensure that the technical requirements for PearsonAccess^{next} and TestNav are met for the computers that you will use for testing. Information about requirements can be found at the following locations:

- [PearsonAccess^{next}](#)
- [TestNav](#)

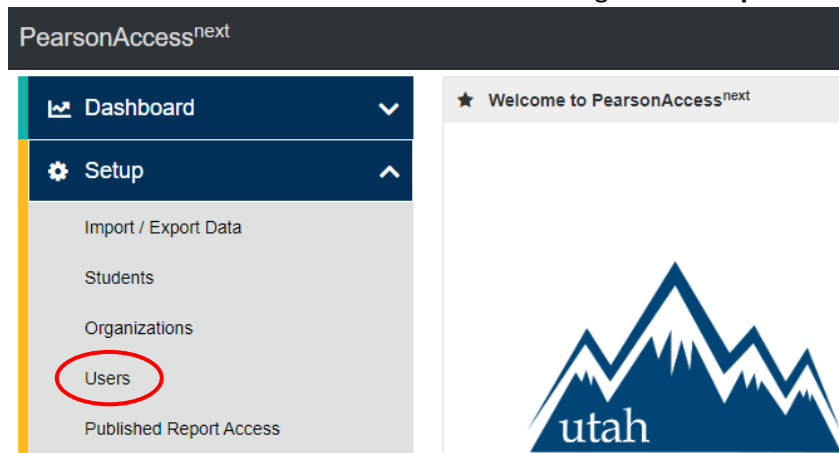
Preparation for Online Testing

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

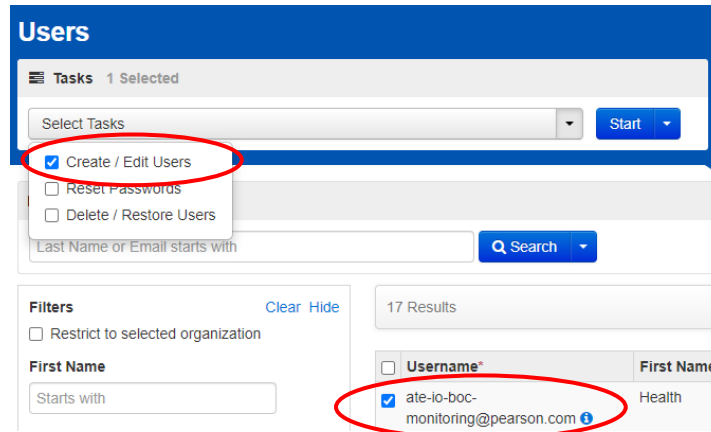
Create or Confirm LEA and School Staff User Accounts (LEA Assessment Directors, School Administrators)

- Each school must ensure that **current** staff members have appropriate user accounts in PearsonAccess^{next}. Each user should have a unique username and password. User accounts are role based. To ensure that the account role is appropriate for the user, please refer to the [User Role Matrix](#).
- For instructions on creating and managing user accounts, use the following steps in PearsonAccess^{next}:

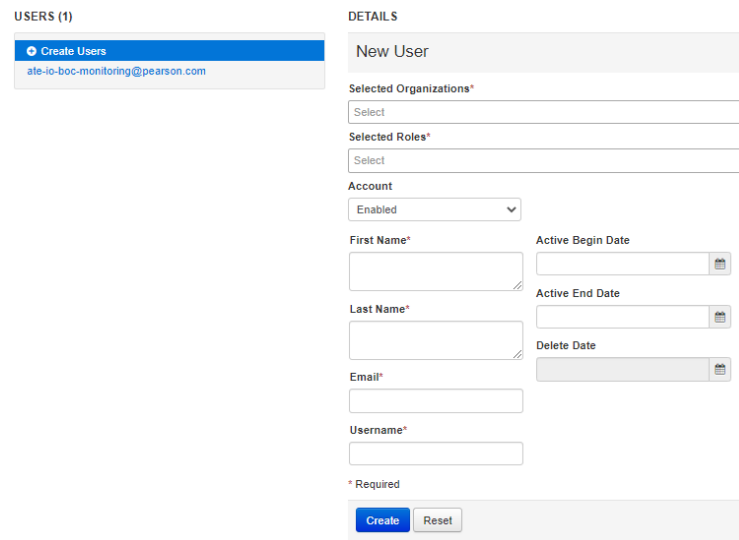
1. Use the dashboard on the home screen to navigate to **Setup > Users**.



2. On the Users screen, select an existing user to edit if applicable and then select **Create / Edit Users** under the Tasks dropdown and select **Start**. The same navigation applies for creating a new user.



3. Select the existing user on the left to edit them or select **Create Users** to create a new user. In either case, fill out the details in the required fields and then select **Create**.



- 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 onto your students' computers. The app can be found on the [TestNav Downloads](#) site.
 - You can find information about system requirements on the [TestNav System Requirements](#) site.
 - Ensure that keyboards and headphones are in working order.
- Ensure that all staff involved in testing become familiar with the [Utah PearsonAccess^{next} Training Site](#):

- To learn the functionality of PearsonAccess^{next} and understand district/school testing administrator and teacher permissions within the site.
- To practice managing student information and creating test sessions.

Contact the Pearson Help Desk at 877-227-5009 or use the [online support form](#) with any technical questions.

- Run the Infrastructure Trial on each computer or device prior to testing.
 - The Infrastructure Trial simulates the loading and processing that occurs in an operational test administration to make sure the student devices and school internet systems work as required. Common problems that prevent successful test administration include interference with firewalls, content filters, and anti-virus software. Additional information on running an Infrastructure Trial can be found in the [Infrastructure Trial Guide](#).
- Find information about site readiness and the Infrastructure Trial Guide on the [Utah Aspire Plus Resource Center](#) under menu **2: Configuration – Provide access to materials and systems**.

2. Configuration – Provide access to materials and systems.

Important Links

PearsonAccess^{next}
 PearsonAccess^{next} is the website used by testing staff (i.e. test coordinators, room supervisors) to access test administration activities such as starting and monitoring the tests when taking the Utah Aspire Plus. It is also used for administration tasks leading up to testing.

TestNav
 TestNav is the testing application students use to take online tests. View the [Set up and Use TestNav](#) page and select your applicable operating system to install TestNav.

Important Information

- [User Role Matrix](#)
- [Support](#)

File Layouts

- [Enrollment Transfer File Layout](#)
- [Session Create/Move File Layout](#)
- [Student PNP Settings File Layout](#)
- [User File Layout](#)

Site Readiness

- [Infrastructure Trial Guide Coming Soon](#)
- [View the TestNav System Requirements and Network Requirements and Guidelines pages on the TestNav 8 Online Support page.](#)
- [View the ProctorCache System Requirements and Set Up and Use ProctorCache pages on the TestNav 8 Online Support page.](#)
- [ProctorCache Overview and training module](#)
- [Early Warning System \(EWS\) Overview](#)
- [January 2023 Technology Training Coming Soon](#)

Additional Materials Needed for Test Administration (*LEA Assessment Directors, School Administrators, Teachers, Proctors*)

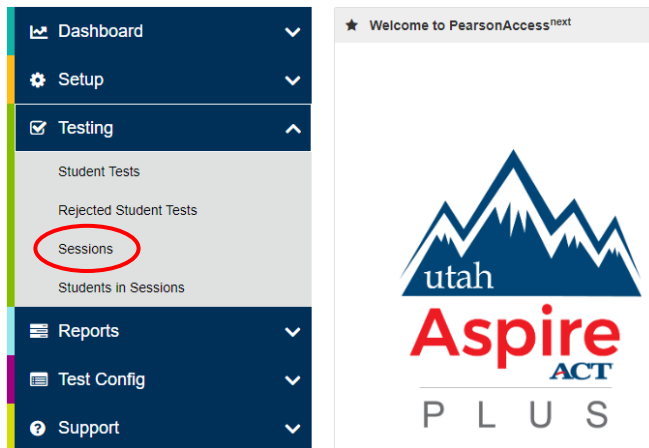
The following test materials are downloaded from PearsonAccess^{next} or provided by the school. These materials should be gathered and prepared prior to the testing day.

- **Student Test Tickets**

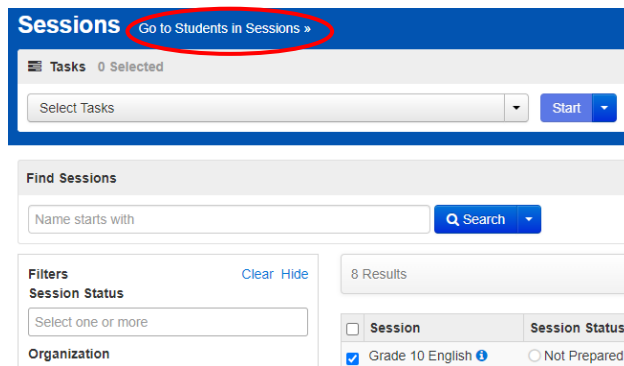
Student test tickets contain the Username and Password each student will use to log in to their assessment. These tickets must be handled in a secure manner and should be stored securely before use and returned to the school test administrator after testing. Separate student test tickets are needed for each subject. **Note:** For students using a scribe to enter responses, even though the tickets are primarily utilized by students for online testing, they should still be printed for the use of teachers to input answers in TestNav for students testing on paper.

Student test tickets should be printed prior to the administration of the assessment. Student test tickets are available to print from the Resources drop-down menu in PearsonAccess^{next} at **Testing > Students in Sessions**.

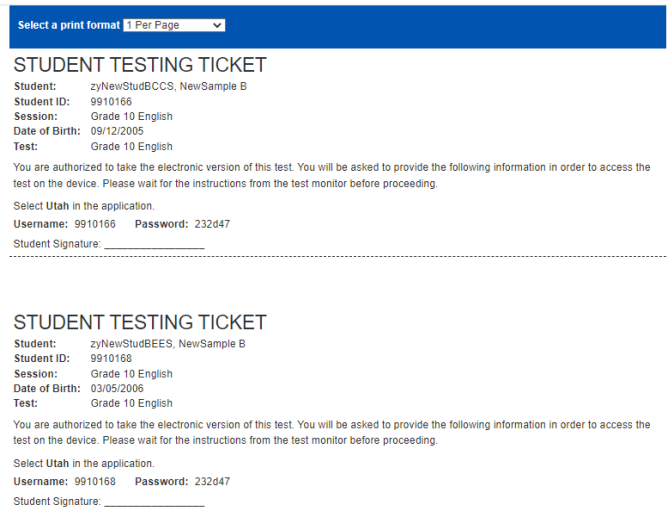
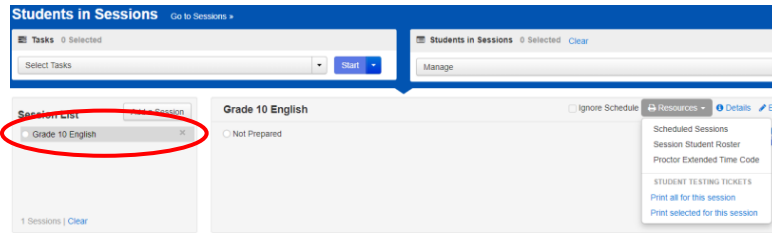
1. From the home page, use the menu to first navigate to Testing > Sessions.



2. On the Sessions screen, select a session from the list by using the checkbox next to the name. Then select the **Students in Sessions** title above the Tasks section.



3. Select the session on the left under **Session List**. Then select the dropdown arrow next to the Resources title on the right to bring up printing options (“all” or “selected” for the test tickets. You can use the “selected” option if you select specific students in the list below on the screen.

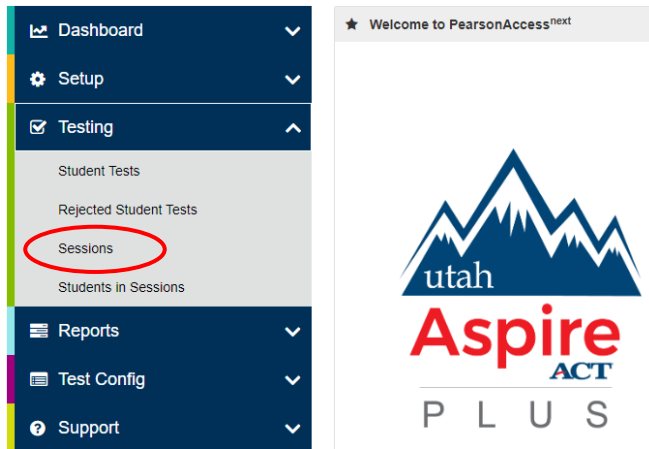


- **Session Student Roster**

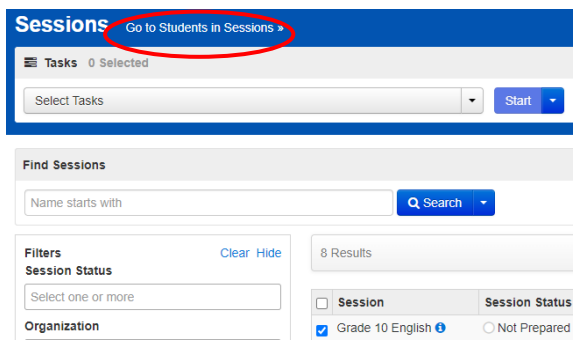
Student session rosters list all the students scheduled in an online test session. Session student rosters should be used to confirm students have been assigned to the correct online test session(s). They also provide student testing status information, for example, that the student is ready to test, 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**.

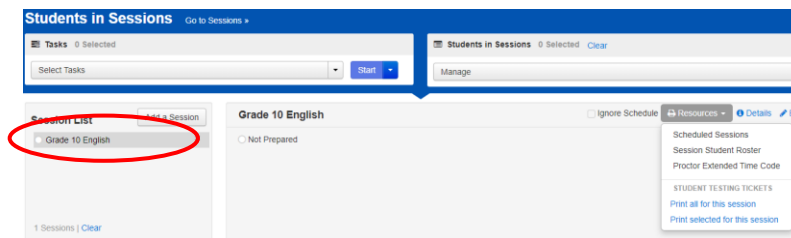
1. From the home page, use the dashboard to first navigate to Testing > Sessions.



2. On the Sessions screen, select a session from the list by using the checkbox next to the name. Then select the **Students in Sessions** title above the Tasks section.



3. Select the session on the left under **Session List**. Then select the dropdown arrow next to the Resources title on the right to bring up the Session Student Roster option. The Roster will display on a separate page.



Session Student Roster

Test Administration	Utah Aspire Plus 2023	Precaching Computer	
Session Status	Not Prepared	Scheduled Start Date	12/02/2022
Session Name	Grade 10 English	Scheduled Start Time	04:01 PM
Organization	SAMPLE SCHOOL 1 (zy001)	Actual Start Date	
Test	Grade 10 English	Actual Start Time	
Proctor Reads Aloud	No	Lab Location	
Form Group Type	Main		
Password	232D47		

39 Results

Student Name	Preferred First Name	Student Code	Date of Birth	Status	Form/Form Group	Username	Signature
zyNewStudBCCS, NewSample B		9910166	2005-09-12	Ready		9910166	
zyNewStudBEEES, NewSample B		9910168	2006-03-05	Ready		9910168	
zyNewStudCHHS, NewSample B		9910197	2006-01-26	Ready		9910197	
zyNewStudCHS, NewSample B		9910198	2006-02-10	Ready		9910198	
zyNewStudCJUS, NewSample B		9910199	2006-02-22	Ready		9910199	

Preparation for Paper Testing

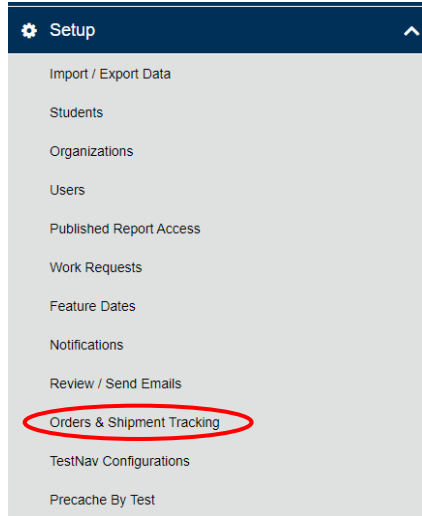
Materials You Receive from Pearson

Paper test materials must be ordered during the Accommodation Material Order window from February 13 to May 12, 2023. Return shipping materials may be ordered until May 19, 2023.

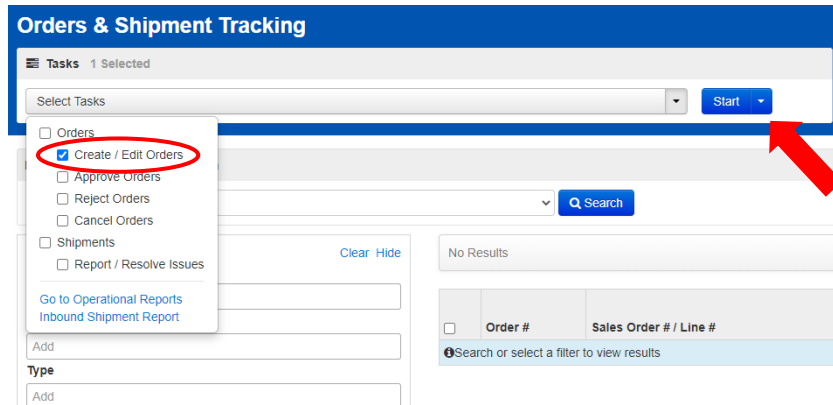
Additional Orders (LEA Assessment Directors, School Administrators, Teachers)

To place an additional order,

1. Navigate to **Setup > Orders & Shipment Tracking**.



2. From the **Tasks** pane, select **Create / Edit Orders** and select **Start**.



3. Complete the required fields and click on the **Add Items** button to select the necessary items.

DETAILS

New Order

Organization (Code)
CANYONS DISTRICT (42)

Date Needed*
12/29/2022

Reason
Accommodation

Special Instruction

Ship To

Use a Stored Contact
Select...

Contact Information

Contact Name*
John Smith

Job Title

Email
johnsmith@canyon.com

Phone* **Ext**
7125551234

Fax

Shipping Address

Address Line 1*
1234 Sample Street

Address Line 2

City*
Sample

State*
UT

Zipcode*
12345

Materials Order

0 Items * **Add Items...**

4. Once you have made your selections click on the **Save** button.

Edit Materials Order Save Cancel

Q, Find Materials Filters (clear)

Description Item # Subject Material Type Grade

22 Results show all items show ordered items Displaying 25

Amount	Description	Item #	Subject	Type	Grade
1	STANDARD PRINT KIT, GRADE 9	UT00002860		Standard Print	Grade 9
0	STANDARD PRINT KIT, GRADE 10	UT00002859		Standard Print	Grade 10
0	LARGE PRINT KIT, GRADE 9	UT00002853		Large Print	Grade 9
0	LARGE PRINT KIT, GRADE 10	UT00002852		Large Print	Grade 10
0	BRAILLE UEB TECH KIT, GRADE 9	UT00002825		Braille	Grade 9
0	BRAILLE UEB TECH KIT, GRADE 10	UT00002824		Braille	Grade 10
0	BRAILLE UEB NEM KIT, GRADE 9	UT00002823		Braille	Grade 9
0	BRAILLE UEB NEM KIT, GRADE 10	UT00002822		Braille	Grade 10
0	HUMAN READER COMPANION KIT, GRADE 9	UT00002842		Human Reader Companion BK	Grade 9
0	HUMAN READER COMPANION KIT, GRADE 10	UT00002841		Human Reader Companion BK	Grade 10
0	...LE RTN LABELS, PUMPKIN	UT00002856		Braille,Human Reader Companion BK,Large Print,Miscellaneous Questions Sampler TB,Standard Print	Grade 10,Grade 9

➔ Save Cancel

- Once all your information is entered and items selected, click on the **Create** button to finalize the order.

DETAILS

New Order ➔ Create Reset

Organization (Code) Date Modified

Allowed Materials for Testing (Online and Paper)

- **Headphones**
Text-to-speech is a built-in TestNav support that is available to all students. Students will need headphones to listen to text-to-speech. Students should be provided with headphones – Bluetooth headphones are not permitted as they interfere with the testing platform.
 - 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 test administrators should determine the number of headphones needed prior to testing.
- **Scratch and/or graph paper (blank) and pencil**
Students should be provided with blank scratch paper (the back of the student’s testing ticket can also be used as 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 test 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](#).
 - 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](#).
 - 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](#).
 - 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 online [here](#).

Security of Test Materials

The school test 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 test tickets
- Used scratch paper
- Printed paper test materials

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](#). 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 Kim Rathke at kim.rathke@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 2023 Test Administration Manual,
- [PearsonAccess^{next} Online Support](#), and
- [TestNav & Online Support](#)

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 (LEA Assessment Directors, School Administrators, Teachers, Proctors)

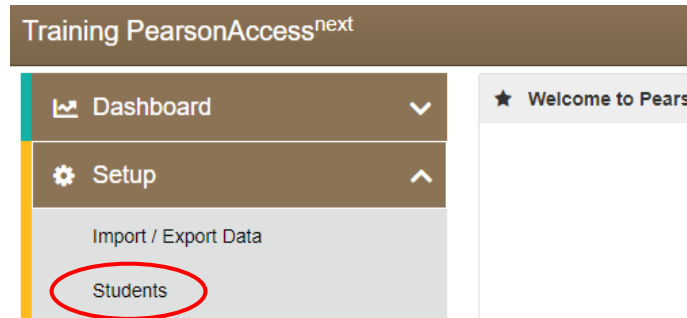
Ensure that each teacher/proctor uses the [Utah PearsonAccess^{next} Training Site](#):

- 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.

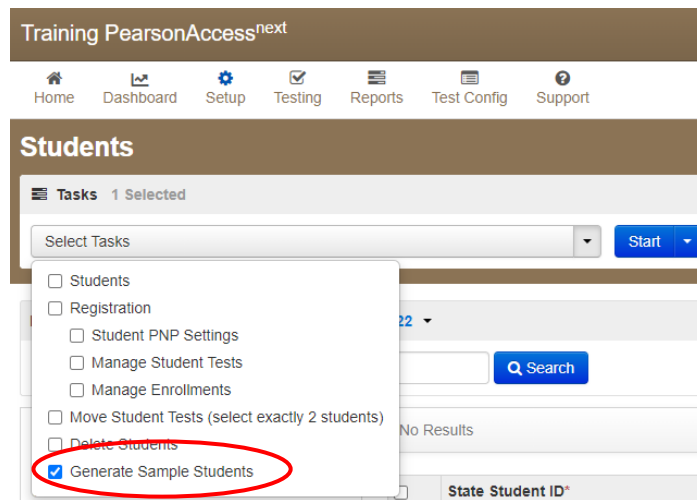
Ensure that students, teachers, proctors, and technology coordinators have reviewed the nonsecure and/or secure Question Samplers to become familiar with the Utah Aspire Plus assessments.

- **Nonsecure Question Samplers** are available [here](#). 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 test tickets.
 - Schools will need to generate sample students and create test sessions within the Training site to conduct the secure Question Samplers. Use the following steps to generate sample students:
 1. From the dashboard on the home screen, navigate to Setup > Students.



2. Use the Tasks dropdown and select Generate Sample Students. Then select the Start button.



3. On the Generate Sample Students screen, fill out all required fields and then select Generate.

Training PearsonAccess^{next}

Tasks for Students

Generate Sample Students

Generate Sample Students

Organization*

Actual Grade of Student*

Test*

Type*

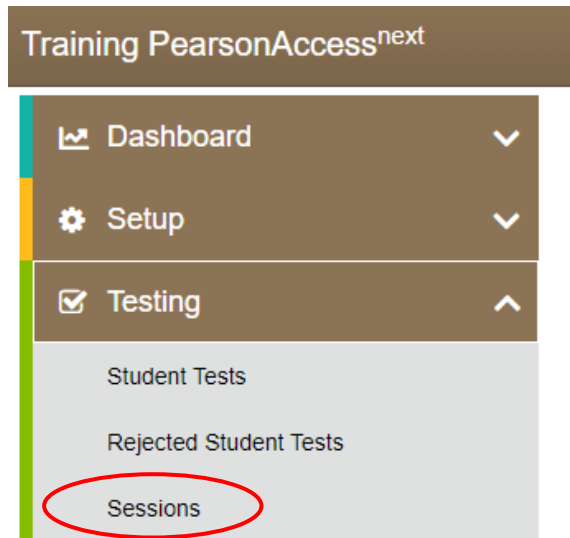
Number of Students*

Between 1 and 99

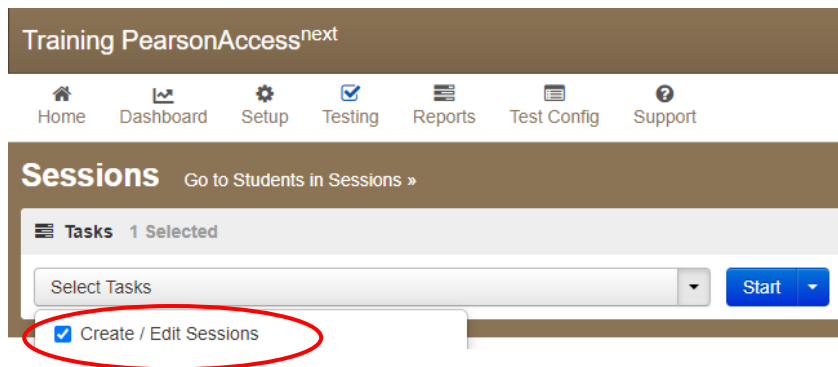
* Required

Once sample students have been generated, create sessions for students to use the sample student credentials in TestNav:

1. From the menu on the Home screen, navigate to Testing > Sessions.



2. From the Sessions screen, use the Tasks dropdown to select Create / Edit Sessions. Then select Start.



3. On the Create / Edit Sessions, fill out all required fields about the new session. Add the new sample students you created in the previous section, then select Create.

Once you have started the new session and given the sample students credentials to students to log in to TestNav, they can take the practice tests. 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](#) with any technical questions.

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}.

- Updates can be made in PearsonAccess^{next} to indicate appropriate accommodations and test settings through the Personal Needs Profile (PNP). Refer to the pages 44-55 in this manual.
- Refer to the Testing Accommodations section of this manual for additional information on testing accommodations and testing tools on pages 44-77.


Embedded Supports


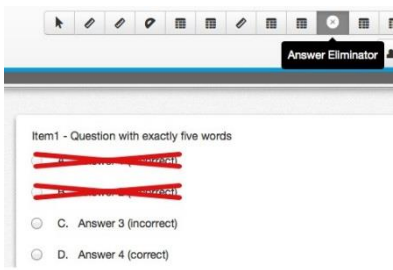
Embedded supports may be made available to all students during testing. Some embedded supports are built into or delivered through the online system. Others are locally arranged by the test administrator.

- 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.

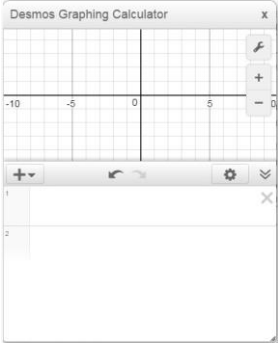

Teachers/proctors and school test administrators should pay special attention to locally administered features to ensure they are prepared to make these features available to students during the assessments.

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.

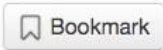
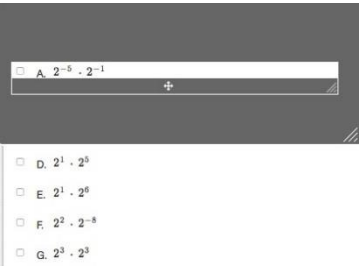
Students access the on-screen digital calculator by selecting one of the **Calculator** icons from the toolbar.



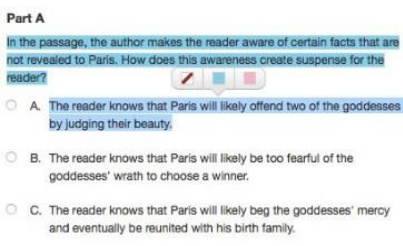
When the embedded calculator is not appropriate for the student, or if the student is taking the paper test, the student may use an alternative approved physical calculator.


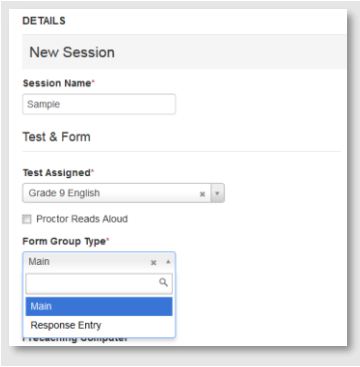
Approved physical calculators are listed on the ACT Calculator Policy (<http://www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf>).

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 with radio buttons: 'Black on White (Default)', '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 first option is 'E. Stop' and has a red arrow pointing to its eye icon.</p>	<p>This feature masks all available options for multiple-choice and multiple-select items. The student will uncover answer options when ready by selecting the eye icon next to each answer option. Students can turn on this feature by selecting Enable Answer Masking in the user drop-down menu.</p> <p>The student may disable this feature during testing by selecting Disable Answer Masking in the user drop-down menu.</p>	<p>Online system</p>	<p>Embedded</p>
<p>Highlighter</p>  <p>The screenshot shows 'Part A' of a reading passage. A blue highlighter tool is shown above the text. Below are three multiple-choice options (A, B, C) with radio buttons.</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>

Word-to-word dictionary	For languages other than English, students may be provided a word-to-word dictionary in the student’s native language.	Local arrangements	<p>Test Assignment Steps</p> <p><i>NOTE: The following steps can be performed by LEA Assessment Directors and School Administrators.</i></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 under the Word-to-Word Dictionary (locally provided) support. 5. 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 will 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</p>	Local arrangements	No enabling required

	<p>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 test administrators are responsible for ensuring that scratch paper is securely destroyed.</p>		
Line Reader	Students may be provided a physical straight edge tool.	Local arrangements	Locally Provided

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

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.

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

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).

Primary Language Translation Guidance

Determining Online Adaptive Translation Eligibility

The Adaptive Translation assessment accommodation is appropriate for students learning English if the LEA language services team, in consultation with the student and parents, has determined the student meets the following criteria. The adaptive translation qualifying criteria applies to all students learning English:

Meets at least one of the following criteria:

- WIDA ACCESS Listening domain score of 2.5 or lower
- WIDA ACCESS Reading domain score of 2.5 or lower
- WIDA Screener Listening domain score of 2.5 or lower
- WIDA Screener Reading domain score of 2.5 or lower

AND meets both of the following criteria:

- The student has been receiving classroom instructional support in the target language for adaptive translation that allows the student to access the content that will be assessed;
- The student has proficient academic language, in the target language for adaptive translation, reading and/or listening capabilities for their age/grade as indicated by the student and parent/guardian if academic records are not available;

AND meets at least one of the following [ESSA, Title I, Part A, Sec.1111\(b\)\(2\)](#), criteria:

- The EL student has been in a US school(s) for 0-3 school years.
- Adaptive translation is allowable during school years 0-3 in the United States. Adaptive language translation is translation that may not be a word-for-word substitution. The translator can make substitutions in the target language to ensure textual meaning and components are not lost, but do not alter the construct of the assessment.
- For EL students that have been enrolled in a US school(s) for 3 or more consecutive school years, an LEA is required to determine the appropriateness of the adaptive translation accommodation on a case-by-case basis. Additional adaptive translation cannot exceed an additional 2

consecutive years for EL students who have been enrolled in a US school for 3 or more consecutive years.

If the LEA language services team has designated this accommodation for a student for a language other than English or Spanish, please submit a completed “Oral Translation Request” form to Kim Rathke at kim.rathke@schools.utah.gov for approval. **The form is not needed for Spanish because the adaptive translation is embedded within the assessment platform.** You can find the [USB E Adaptive Translation Request Form for Summative Assessment](#) on the USB E Assessment and Accountability webpage.

How to Prepare for & Administer Online Test Translation for Languages other than Spanish

Spanish adaptive translation is embedded within the system platform for the math, science, and reading assessments. Students who meet the eligibility criteria for Online Test Translation Administration for languages other than Spanish will receive this accommodation through the standard administration of the online test with a LEA provided translator in a separate session with two adult proctors. It is preferable that the translator is someone the student has worked with during classroom instruction, including classroom assessment. The translator cannot be related to the student. Students requiring this accommodation may also need extended time.

To ensure the test can be translated and administered appropriately, there are several tasks that need to be completed prior to administration. The checklist on the following page is designed to help personnel involved complete these tasks prior to administration.

Task	Status
USBE Adaptive Translation Request Form for Summative Assessment has been submitted to USBE and approved.	
Request the Standard Paper Form of the Reading Test 2-4 weeks prior to test administration from Pearson	
Two adult proctors/test administrators who are not related to the student have been assigned to oversee the session	
LEA provided translator who is not related to the student has been assigned to translate the directions and content of the assessment	
Both proctors and translator have completed required Testing Ethics Training. For information regarding the Standard Test Administration and Testing Ethics Policy Training, please contact Kim Rathke, kim.rathke@schools.utah.gov	
Translator will translate the Standard Reading Paper Form reading passages in a secure setting with a test administrator or school administrator present during translation. No electronic translation of the form is allowed. The translated form must be kept in a secure location within the school at all times.	
Translated Reading test kept in a secure location within the school prior to test administration	
Translator has reviewed and agreed to interpreter guidelines	
The 201 – Accommodated participation code has been applied for the student	
In Student PNP Settings, check boxes for all subjects or the subject(s) you require for the translated test in the student’s primary language, or translated test directions in student’s primary language	
Extended Time should be applied in Student PNP Settings to allow for translation time	
Headphones are available for the translator to enable text-to-speech (TTS)	
Appropriate and secure testing environment has been determined	
Student, translator, and proctors complete a practice test immediately prior to the test administration to ensure all accommodations have been set correctly and to allow the student to practice with procedures and process needed for an adaptive translated assessment	
Student testing ticket is provided so student can log in to TestNav for the translator	
Translation of directions and tool types may be provided for the English assessment, but content, including language/editing tasks cannot be translated	
Translator can provide translation of directions, tool types, and content for math and science assessments using text-to-speech	
Translator can provide translation of directions, tool types, and items (without reading quotes from the passage for the Utah Aspire Plus Reading assessment. The student will read the passages from the translated paper form.	
LEA or school test 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	

Some Utah Aspire Plus accommodations require that students test in a one-on-one setting. For example, human reader accommodations require a one-on-one testing environment. For questions regarding accommodations, contact Jessica Wilhelm at jessica.wilhelm@schools.utah.gov.

Decisions regarding accommodations must be made by an EL, IEP, or Section 504 team and documented in the student's file. EL team members, IEP team members, and Section 504 team members must actively engage in a planning process that addresses the assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments.

Individual teachers may not make decisions regarding assessment accommodations at the time of test administration. These decisions must be made in advance by the appropriate team.

Exceptional Accommodations Request: If an IEP, 504 or EL team has designated an accommodation needed for a student to receive FAPE and that accommodation is not found in the accommodations table on pages 56-77 or is not an accommodation typically used/allowed, please submit an "Exceptional Accommodation Request" form to Jessica Wilhelm at jessica.wilhelm@schools.utah.gov prior to using that accommodation on Utah Aspire Plus. You can find the "Exceptional Accommodations Request" form on the [Special Education Assessment Accommodations webpage](#).

To obtain detailed information about the official state policy for assessment accommodations, examine the document entitled [Utah Participation and Accommodations Policy](#).

[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. Ensuring the accuracy of the PNP must be completed prior to the creation of test sessions.

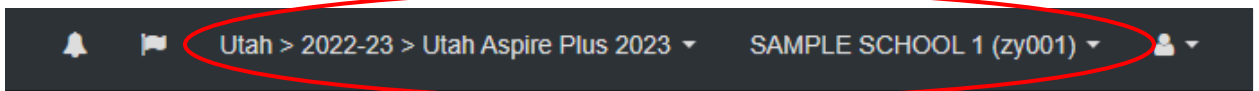
The accuracy of the PNP is important because it determines the test form that a student will take (e.g., assistive technology). Additionally, the PNP provides a record of certain accessibility features and accommodations used by a student.

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.

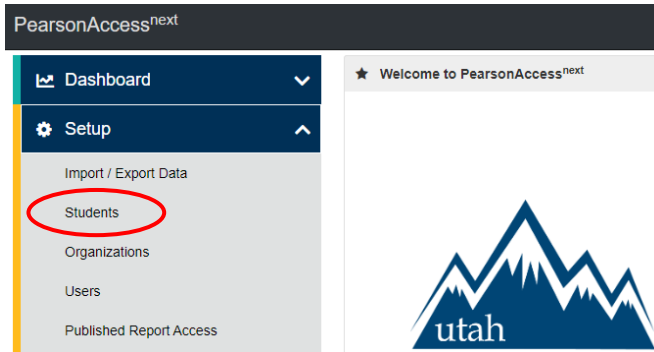
[Manually Assign Accommodations and Update PNP Settings for a Student \(LEA Assessment Directors, School Administrators\)](#)

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

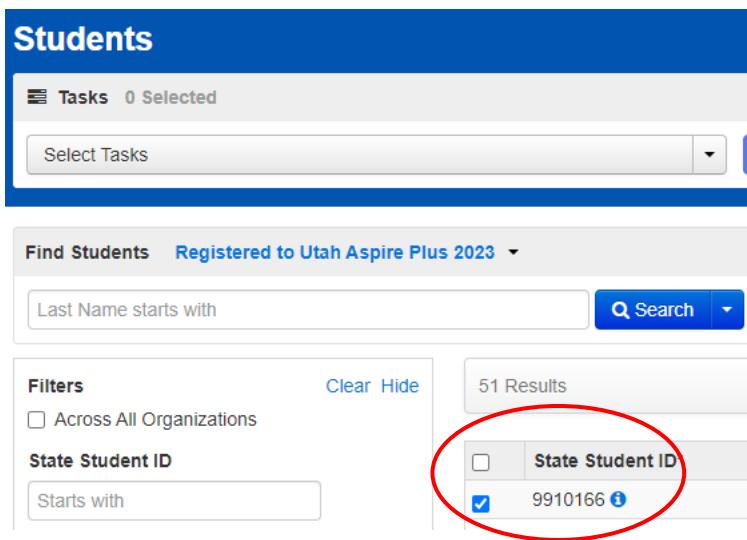
1. Log in to PearsonAccess^{next} here: <http://ut.pearsonaccessnext.com>.
2. Within PearsonAccess^{next}, ensure the correct administration and school are selected in the top right corner of the home screen. Use the dropdown arrow options to change the administration and school options if needed.



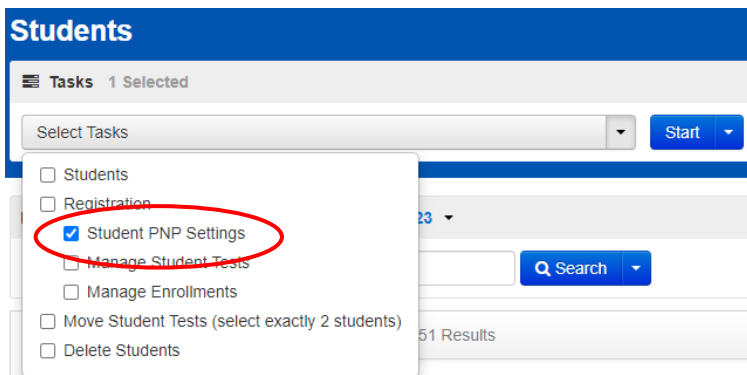
- Using the menu on the left, go to **Setup** and select **Students**.



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



- 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

<input checked="" type="checkbox"/> All Subjects	<input type="checkbox"/> English	<input type="checkbox"/> Reading	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science
--	----------------------------------	----------------------------------	--------------------------------------	----------------------------------

Word-to-Word Dictionary (locally provided)

<input checked="" type="checkbox"/> All Subjects	<input type="checkbox"/> English	<input type="checkbox"/> Reading	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science
--	----------------------------------	----------------------------------	--------------------------------------	----------------------------------

Accommodations

Screen Reader: English audio + orienting description

<input type="checkbox"/> All Subjects	<input type="checkbox"/> English	<input type="checkbox"/> Reading	<input type="checkbox"/> Mathematics	<input type="checkbox"/> 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.

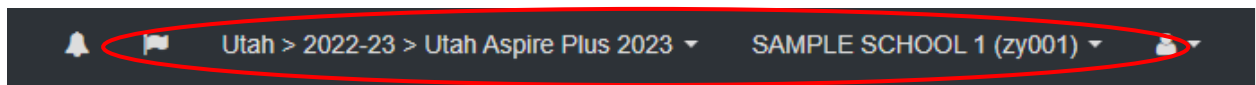
Refer to the Accommodations chart on pages 56-77 in the “Accommodations” section of this manual for information on how to assign specific accommodations to a student.

[Assign Accommodations through a File Export and Import \(LEA Assessment Directors, School Administrators\)](#)

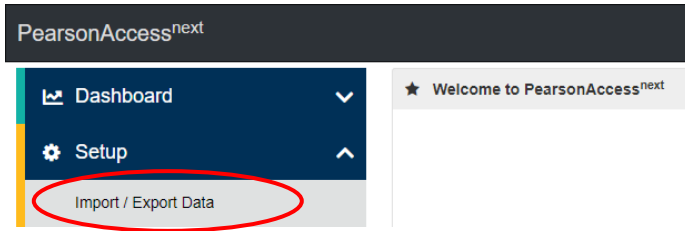
To make PNP updates to all students within an organization using file export and import in PearsonAccess^{next}, use the following directions. Refer to the Personal Needs Profile Layout for a description of the fields within the PNP File.

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

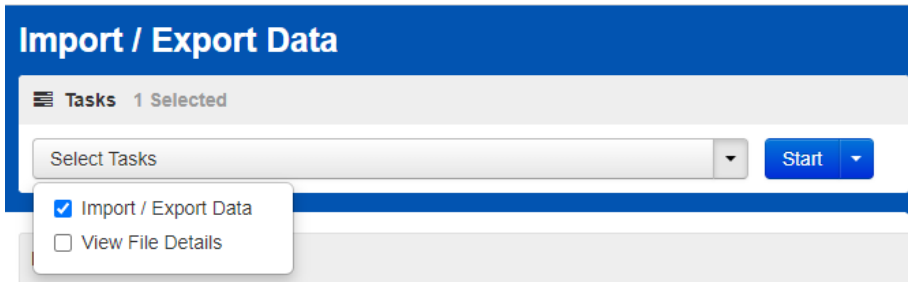
1. Log in to PearsonAccess^{next} here: <http://ut.pearsonaccessnext.com>.
2. Within PearsonAccess^{next}, ensure the correct administration and school are selected in the top right corner of the home screen. Use the dropdown arrow options to change the administration and school options if needed.



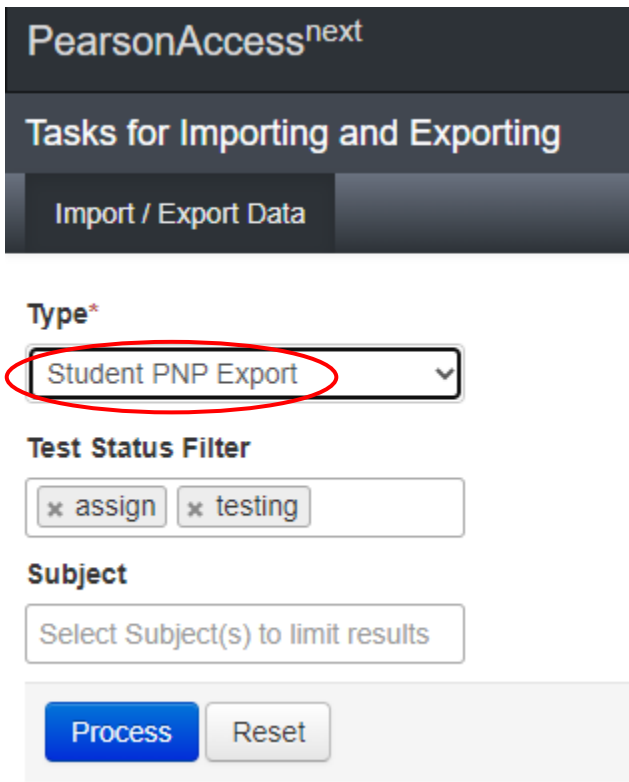
3. Go to **Setup** and select **Import/Export Data**.



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**.

Tasks for Importing and Exporting

Import / Export Data View File Details

FILES (1) DETAILS

Student PNP Export 2022-12-03120.26:20.248+0000.csv

Complete
File is ready for download

File Information

Type
Student PNP Export

Request Date
12/03/2022 01:26:20 PM

Total Records
51

Successful Records
51

Error Records
0

Organization
SAMPLE SCHOOL 1 (zy001)

User
james.nobst@nearson.com

[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.

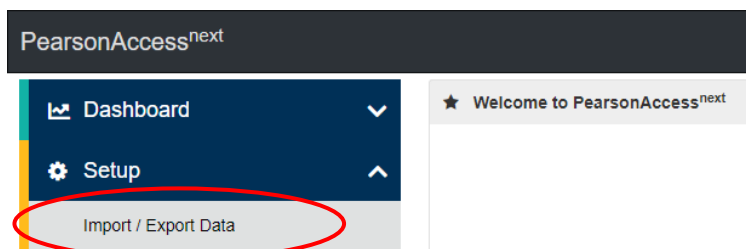
Personal Needs Profile Export/Import Data Field Values			
Accommodation Name	Column Header Names	Valid Values	Legend/Key
Text-to-Speech Spanish	Text-to-Speech Spanish ALL/ENG/READ/MATH/SCI	Y, N, true, 1, false, 0	Y=Yes, N=No, true, false, 1=Yes, 0=No
Word-to-Word Dictionary (locally provided)	Word-to-Word 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
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

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

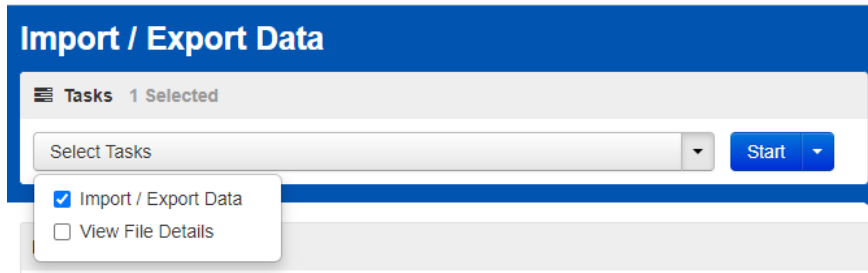
Personal Needs Profile Export/Import Data Field Values			
Accommodation Name	Column Header Names	Valid Values	Legend/Key
Translated test directions in student's native language (locally provided)	Translated test directions in student's native language ALL/ENG/READ/MATH/SCI	Y, N, true, 1, false, 0	Y=Yes, 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.

Tasks for Importing and Exporting

Import / Export Data View File Details

FILES (2)

- Student PNP Export 2022-12-03T20_26_20.248+0000.csv
- Student PNP Export 2022-12-03T20_26_20.248+0000.csv

DETAILS [↻](#)

Complete
Saved information for all records in the file.

File Information

Type Student PNP Import	Organization SAMPLE SCHOOL 1 (zy001)
Name Student PNP Export 2022-12-03T20_26_20.248+0000.csv	User james.pobst@pearson.com
Request Date 12/03/2022 01:38:45 PM	Download File ⓘ
Total Records 51	
Successful Records 51	
Error Records 0	

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.

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 though the timing of the assessment will be</p>	Online system	<p>Accommodations Assignment Steps</p> <p><i>NOTE: The following steps can be performed by LEA Assessment Directors and School Administrators.</i></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
	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 here.</p>	Online system (with use of assistive technology)	<p>Contact Jessica Wilhelm at the Utah State Board of Education, jessica.wilhelm@schools.utah.gov to confirm the assignment of this accommodation after the request form has been approved.</p> <p><i>NOTE: The following steps can be performed by LEA Assessment Directors and School Administrators.</i></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
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 Jessica Wilhelm at the Utah State Board of Education, jessica.wilhelm@schools.utah.gov to confirm the assignment of this accommodation after the request form has been approved.</p> <p><i>NOTE: The following steps can be performed by LEA Assessment Directors and School Administrators.</i></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 here.</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 • Pencil to record responses or cross out (eliminate) choices • Color overlays to adjust the background (paper) color 	Printed materials	<p>Accommodations Assignment Steps</p> <p><i>NOTE: The following steps can be performed by LEA Assessment Directors and School Administrators.</i></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"> • Post-it flags to “bookmark” items for later review • An approved physical calculator from the ACT Calculator Policy (Calculator Policy) <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 test 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> <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> <p><i>NOTE: The following steps can be performed by LEA Assessment Directors and School Administrators.</i></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.

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 (Calculator Policy) <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"> 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. 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 test administrators must ensure these students are placed in a session with Response Entry selected as the Form Group Type.</p>
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>	Printed materials	<p>Accommodations Assignment Steps</p> <p><i>NOTE: The following steps can be performed by LEA Assessment Directors and School Administrators.</i></p> <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.

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
	<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>		<ol style="list-style-type: none"> 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> <p>District or school test administrators must ensure these students are placed in a session with Response Entry selected as the Form Group Type.</p>
Personalized auditory notification of remaining time	Students may be provided an auditory notification of the time remaining by the teacher/proctor.	Local arrangements	Accommodations Assignment Steps

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			<p><i>NOTE: The following steps can be performed by LEA Assessment Directors and School Administrators.</i></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> <p><i>NOTE: The following steps can be performed by LEA Assessment Directors and School Administrators.</i></p> <ol style="list-style-type: none"> 1. Within PearsonAccess^{next}, go to Setup and select Students. 2. Search for the student whose test you need to edit and select the check box next to the student name. 3. In the Tasks pane, select Student PNP Settings, and select Start.


Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			<ol style="list-style-type: none"> Check the boxes for All Subjects or the subject(s) you require for abacus. 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> <p><i>NOTE: The following steps can be performed by LEA Assessment Director and School Administrators.</i></p> <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. 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. 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> <p><i>NOTE: The following steps can be performed by LEA Assessment Directors and School Administrators.</i></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.

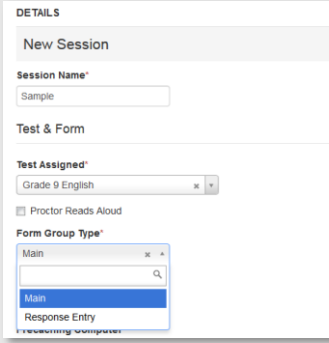
Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
	<p>5. Once the test is resumed, the student can use the student testing ticket to sign back into the test and resume where he or she left off.</p> <p>Students testing with stop the clock supervised breaks should test in a separate 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> <p><i>NOTE: The following steps can be performed by LEA Assessment Directors and School Administrators.</i></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
	<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"> 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 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 here.</p>	Local Arrangements	<p>Contact Jessica Wilhelm at the Utah State Board of Education, jessica.wilhelm@schools.utah.gov to confirm the assignment of this accommodation after the request form has been approved.</p> <p>Proctor will log into TestNav and transcribe responses online.</p> <p><i>NOTE: The following steps can be performed by LEA Assessment Directors and School Administrators.</i></p> <p>Accommodations Assignment Steps</p> <ol style="list-style-type: none"> 1. Within PearsonAccess^{next}, go to Setup and select Students.

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			<ol style="list-style-type: none"> 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 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 test administrators must ensure these students are placed in a session with Response Entry selected as the Form Group Type.</p>
Text-to-Speech — Spanish (Spanish adaptation) 	<p>The student is presented with a test form that has been 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>An 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,</p>	Online system	<p>Accommodations Assignment Steps</p> <p><i>NOTE: The following steps can be performed by LEA Assessment Directors and School Administrators.</i></p> <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.

Accommodations

Accommodation	Details	Delivered Via	Enabling Instructions
	<p>word-by-word translation. Items are adapted so that they are appropriate in the translated language. The Spanish Adaptive Translation assessment accommodation is appropriate for students whose primary language is Spanish if the LEA language services team, in consultation with the student and parents, has determined the student meets the criteria outlined previously on pg. 44. Students taking the Online Spanish adaptive form will receive this accommodation through the online test.</p> <p>Student preferences for this support are enabled through the student’s PNP. 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. Students can use the Click to Hear button to</p>		<ol style="list-style-type: none"> 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 Text-to-Speech Spanish. 5. Select Save.

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
	listen to a selected sentence or phrase.		
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 primary language. Students who require translated test directions in a language other than Spanish will receive this accommodation through a local translator. This accommodation is appropriate for students whose primary language is not Spanish or English, and only applicable if the LEA language services team, in consultation with the student and parents, has determined the student meets the criteria outlined previously on pg. 44, and the Summative Adaptive Translation Request Form has been submitted to USBE and approved.</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 PearsonAccessnext even though the timing of the assessment will be locally</p>	Local arrangements	<p>Accommodations Assignment Steps</p> <p><i>NOTE: The following steps can be performed by LEA Assessment Directors and School Administrators.</i></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 test 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
	<p>administered. See extended time instructions on page 64.</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 also be approved at the state level. Scribe Request forms can be found here.</p>		
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> <p><i>NOTE: The following steps can be performed by LEA Assessment Directors and School Administrators.</i></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).

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			5. Select Save .
Sign Language Interpretation	<p>Students who require an accommodation to receive a sign language interpretation of assessment content may be provided signed content by a qualified human signer as outlined in the Interpreter Guidelines for State Standardized Assessment.</p> <p>Sign language interpreters will interpret the test using the standard text-to-speech form.</p>	Local Arrangements	<p>Accommodations Assignment Steps</p> <p><i>NOTE: The following steps can be performed by LEA Assessment Directors and School Administrators.</i></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 Sign Language Interpretation (locally provided). 5. Select Save. <p>District or school test 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
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> <p><i>NOTE: The following steps can be performed by LEA Assessment Directors and School Administrators.</i></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 test 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
Home administration	<p>Students who are not able to participate in testing at a school test 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 here.</p>	Local arrangements	<p>Contact Jessica Wilhelm at the Utah State Board of Education, jessica.wilhelm@schools.utah.gov to confirm the assignment of this accommodation after the 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> <p><i>NOTE: The following steps can be performed by LEA Assessment Directors and School Administrators.</i></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 Type of Paper Accommodation drop-down menus.

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			<p>6. Select Save.</p> <p>District or school test 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 • Extra-large green pointer • Extra-large yellow pointer 	Online system	<p>Accommodations Assignment Steps</p> <p><i>NOTE: The following steps can be performed by LEA Assessment Directors and School Administrators.</i></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
Zoom percentage	<p>The Zoom percentage accommodation allows the user in PearsonAccess^{next} to set the zoomed percentage on the screen prior to your student logging in to TestNav. When the student logs in to their form, their screen will already be defaulted to the zoom percentage designated in the Student PNP Settings.</p> <p>Available levels of Zoom Percentage are 100%, 110%, 120%, 150%, 175%, and 200%.</p>	Online System	<p>Accommodations Assignment Steps</p> <p><i>NOTE: The following steps can be performed by LEA Assessment Directors and School Administrators.</i></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 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. More instructions for printing the student’s test ticket can be found starting on page 104.

Preparing for the Test Administration

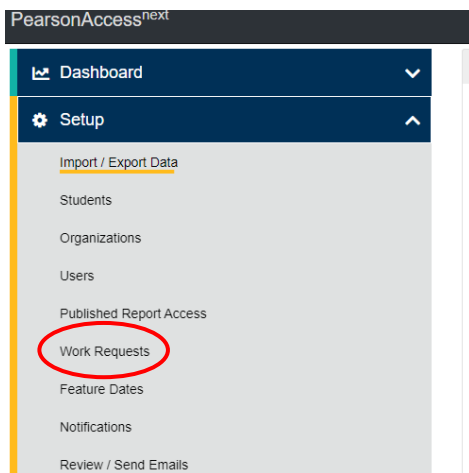
[Manual Student Transfers \(LEA Assessment Directors, School Administrators\)](#)

If a new student arrives in a school but was already in a session in another school or already began testing in another school, the district or school test 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.

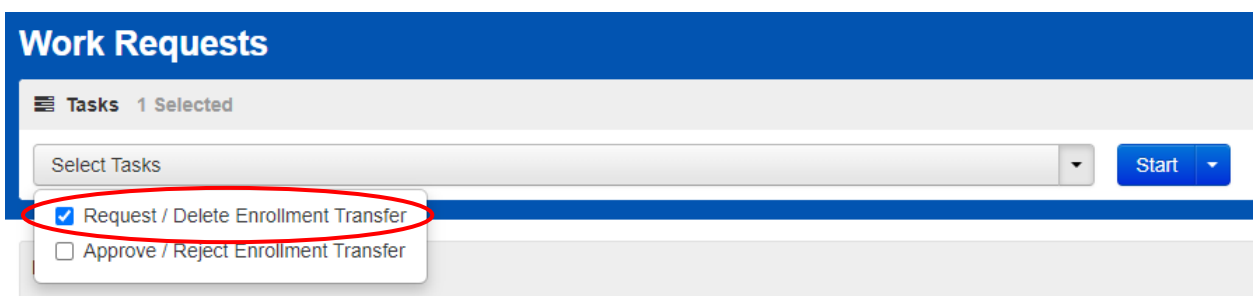
[Request Student Transfer \(LEA Assessment Directors, School Administrators\)](#)

After a student arrives in a school, the student information, including student ID number, first and last name, and date of birth. Then the district or school test 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**.

DETAILS


New Enrollment Transfer

State Student ID*

Last Name*

First Name*

Middle Name

Date of Birth*
 

* Required

- 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.

DETAILS

New Enrollment Transfer

State Student ID*
 9910166

Last Name*
 zyNewStudBCCS



First Name*
 NewSample

Middle Name

Date of Birth*
 09/12/2005

Student found. Enter the new organization below.

Change Enrollment From
 SAMPLE SCHOOL 1 (zy001)

Change Enrollment To*
  

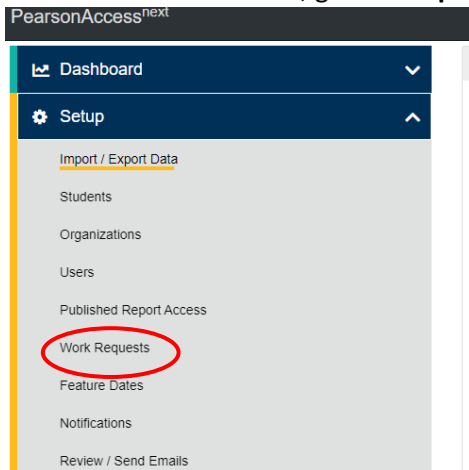
* Required

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

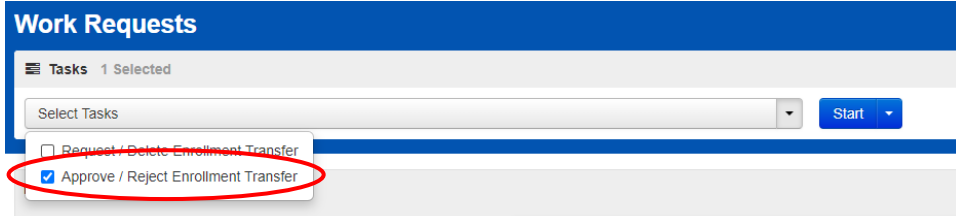
Approve Student Transfer (LEA Assessment Directors, School Administrators)

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.

DETAILS

zyNewStudBCCS, NewSample B (9910166)

State Student ID*
9910166

Last Name*
zyNewStudBCCS

First Name*
NewSample

Middle Name
B

Date of Birth*
2005-09-12

Change Enrollment From
SAMPLE SCHOOL 1 (zy001)

Change Enrollment To
SAMPLE SCHOOL 1 (zz001)

Reject Enrollment Transfer Reason

- If the request is approved, the student data will automatically follow the student being transferred.

Enrollment Transfer Export/Import Method *(LEA Assessment Directors, School Administrators)*

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**.

Import / Export Data

Tasks 1 Selected

Select Tasks

Import / Export Data

View File Details

3. Select **Enrollment Transfer Export** from the **Type** drop-down menu and select **Process**.

Type*

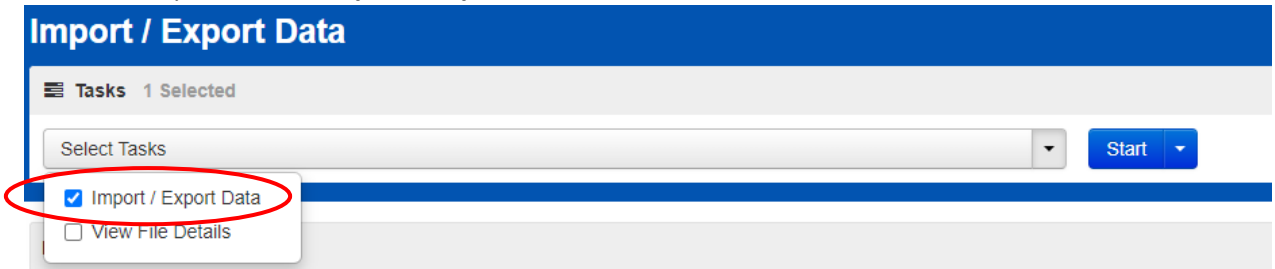
Enrollment Transfer Export

- 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.

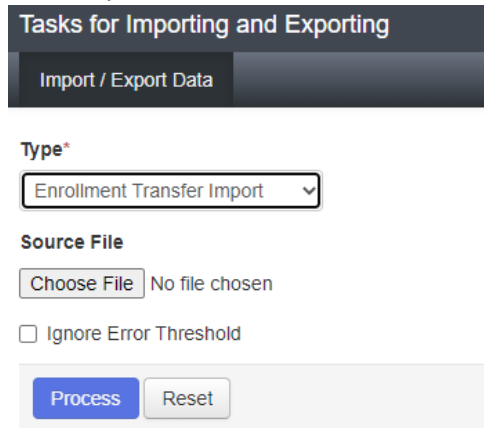
Student Middle Name	Student Date Of Birth	Student Gender	Transfer From Organization Code	Transfer From Organization Name	Transfer To Organization Code	Transfer To Organization Name	Reject Reason	Action
B	9/12/2005	M	zy001	SAMPLE SCHOOL 1	zz001	SAMPLE SCHOOL 1		C

Note: You can find more information and acceptable values for the **Enrollment Transfer Import** file on the Utah Aspire Plus Resource Center [here](#). The file layout is under the “2. Configuration – Provide access to materials and systems” dropdown menu.

- Tip:** Save a blank file as a template for subsequent transfers. From **Setup**, select **Import/Export Data**.
- In the **Tasks** pane, select **Import / Export Data**, and select **Start**.



- 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 [here](#). The file layout is under the “2. Configuration – Provide access to materials and systems” dropdown menu.

- 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 are not 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.

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 Device Management

Prior to testing, work with your technology coordinators to prepare the testing devices to ensure test security.

- Turn off or disable any management software that would allow secure test content on the student's testing device to be viewed by any other device (i.e., LanSchool, NetopVision, Hapara).
- Close all software applications such as internet browsers; cameras; screen capture programs; email; instant messaging; media players (such as iTunes); and printing capability.
- Turn off Automatic Application Launching.
- TestNav must be the only application running on a student's device during the test. If a student attempts to use another application or if the computer automatically launches an application, TestNav will exit the student's testing session.
- Common automatic launching software to disable are anti-virus software; screen savers; email notifications; calendar notifications and software update notifications.

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 or school test 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.

Prepare Staff

User Accounts

PearsonAccess^{next} user accounts must be created by the school test administrator for all technical coordinators and teacher/proctor prior to test day. Refer to “Preparation for Online Testing” in this manual on page 16 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](#). 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 Kim Rathke at kim.rathke@schools.utah.gov.

Additionally, the school test 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](#) prior to the administration of the Utah Aspire Plus assessments. Information for setting up your Question Samplers can be found on pages 26-30.

LEAs can familiarize students with by following the best practices for using the Question Samplers, which 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 [Resource Center 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, [here](#) or through the Support documents found on [PearsonAccess^{next}](#).

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

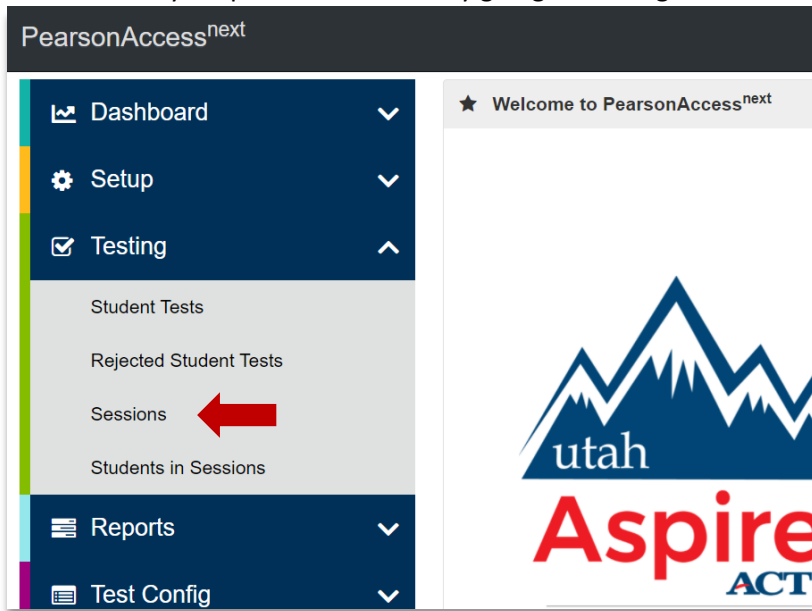
Definition of a Test Session

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.

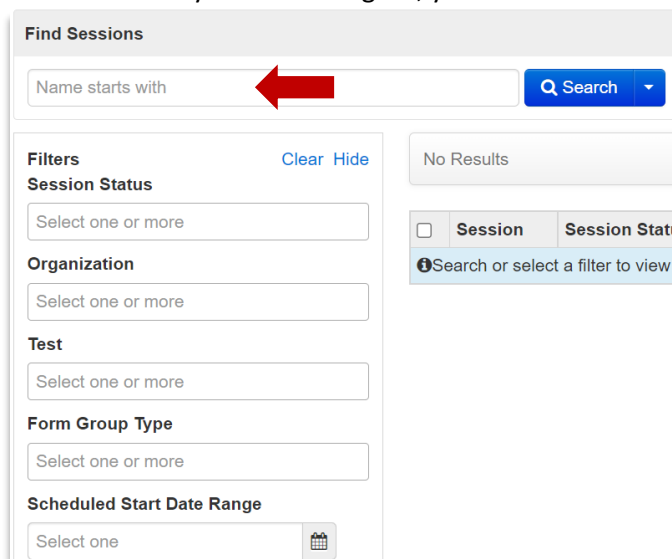
Access and View Your Test Sessions (LEA Assessment Directors, School Administrators, Teachers, Proctors)

For the Utah Aspire Plus administration, students are automatically loaded and placed in a pre-built session based off grade and subject (i.e., Gr. 9 Math) in your school.

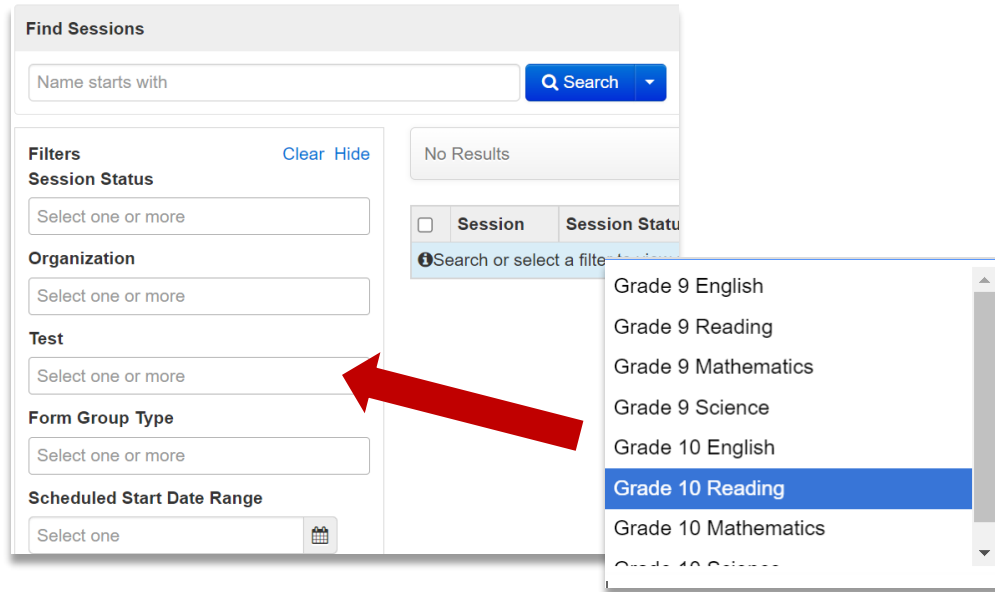
1. You can locate your pre-built sessions by going to Testing and then selecting Sessions.



2. To find sessions you are looking for, you can use the “Find Sessions” search box.



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

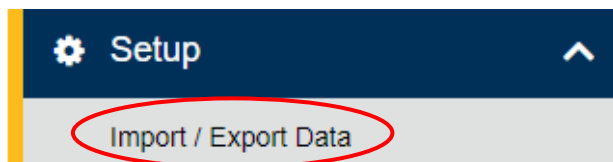


[Session Management - Create/Move through Import/Export Process \(LEA Assessment Directors, School Administrators\)](#)

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

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



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

Tasks for Importing and Exporting

Import / Export Data

Type*
 Session Create/Move Export

Subject
 Select Subject(s) to limit results

Include Completed and Marked Complete Tests

Process Reset

3. Open the exported .csv file.

- a. The session name field will be blank for students not currently in test sessions.

Student Test UUID	Local Site Code	Last Name	First Name	Middle Name	State Student ID	Local Student ID	Session Name	Student Test Status	Test Name	Test Code
75c64e48-7df0-4d52-a6a5-f1a6e38115e2	zy001	zyNewStudBCCS	NewSample	B	9810166	9810166		assign	Grade 10 English	112
23213c78-16f6-491a-a91c-cf9c5188a18d	zy001	zyNewStudBEEES	NewSample	B	9810168	9810168		assign	Grade 10 English	112
b448f6b7-3fa0-412c-bade-aacdb03c48fc	zy001	zyNewStudCHHS	NewSample	B	9810197	9810197		assign	Grade 10 English	112
199a9cd4-252a-45ac-bd2b-9ebfed95040a	zy001	zyNewStudCJJS	NewSample	B	9810198	9810198	Grade 10 English	assign	Grade 10 English	112
87fd16da-15f5-49a8-a28a-44eb874cc7d4	zy001	zyNewStudCKKS	NewSample	B	9810200	9810200	Grade 10 English	assign	Grade 10 English	112
983468fa-2507-471b-a047-411ff84ea783	zy001	zyNewStudCMMS	NewSample	B	9810202	9810202	Grade 10 English	assign	Grade 10 English	112

- b. To move these students in to a test session, populate the **Session Name** in that column of the exported file.

A	B	C	D	E	F	G	H	I	J	K
Student Test UUID	Local Site Code	Last Name	First Name	Middle Name	State Student ID	Local Student ID	Session Name	Student Test Status	Test Name	Test Code
75c64e48-7df0-4d52-a6a5-f1a6e38115e2	zy001	zyNewStudBCCS	NewSample	B	9810166	9810166	NewTestSession	assign	Grade 10 English	112
23213c78-16f6-491a-a91c-cf9c5188a18d	zy001	zyNewStudBEEES	NewSample	B	9810168	9810168	NewTestSession	assign	Grade 10 English	112
b448f6b7-3fa0-412c-bade-aacdb03c48fc	zy001	zyNewStudCHHS	NewSample	B	9810197	9810197	NewTestSession	assign	Grade 10 English	112
199a9cd4-252a-45ac-bd2b-9ebfed95040a	zy001	zyNewStudCJJS	NewSample	B	9810198	9810198	Grade 10 English	assign	Grade 10 English	112
87fd16da-15f5-49a8-a28a-44eb874cc7d4	zy001	zyNewStudCKKS	NewSample	B	9810200	9810200	Grade 10 English	assign	Grade 10 English	112
983468fa-2507-471b-a047-411ff84ea783	zy001	zyNewStudCMMS	NewSample	B	9810202	9810202	Grade 10 English	assign	Grade 10 English	112

- c. If the populated session name does not exist in the system, the system will auto-create the session.

11 Results

Displaying 25 Manage Columns

Session	Session Status	Scheduled Start Date	Test	# Students	Actual Start Date	Organization
<input type="checkbox"/> Allie's Sample Session	<input type="radio"/> Not Prepared	01/06/2023	Grade 9 English			SAMPLE SCHOOL 1 (zy001)
<input type="checkbox"/> Grade 10 English	<input type="radio"/> Not Prepared	01/09/2023	Grade 10 English	28		SAMPLE SCHOOL 1 (zy001)
<input type="checkbox"/> Grade 10 Mathematics	<input type="radio"/> Not Prepared	01/09/2023	Grade 10 Mathematics	34		SAMPLE SCHOOL 1 (zy001)
<input type="checkbox"/> Grade 10 Reading	<input type="radio"/> Not Prepared	01/09/2023	Grade 10 Reading	34		SAMPLE SCHOOL 1 (zy001)
<input type="checkbox"/> Grade 10 Science	<input type="radio"/> Not Prepared	01/09/2023	Grade 10 Science	34		SAMPLE SCHOOL 1 (zy001)
<input type="checkbox"/> Grade 9 English	<input type="radio"/> Not Prepared	01/09/2023	Grade 9 English	7		SAMPLE SCHOOL 1 (zy001)
<input type="checkbox"/> Grade 9 Mathematics	<input type="radio"/> Not Prepared	01/09/2023	Grade 9 Mathematics	3		SAMPLE SCHOOL 1 (zy001)
<input type="checkbox"/> Grade 9 Reading	<input type="radio"/> Not Prepared	01/09/2023	Grade 9 Reading	7		SAMPLE SCHOOL 1 (zy001)
<input type="checkbox"/> Grade 9 Science	<input type="radio"/> Not Prepared	01/09/2023	Grade 9 Science	7		SAMPLE SCHOOL 1 (zy001)
<input type="checkbox"/> NewTestSession	<input type="radio"/> Not Prepared	02/15/2023	Grade 10 English	3		SAMPLE SCHOOL 1 (zy001)
<input type="checkbox"/> Tyler's Gr. 10 Math Session	<input type="radio"/> Not Prepared	01/09/2023	Grade 10 Mathematics			SAMPLE SCHOOL 1 (zy001)

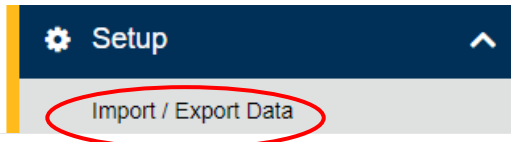
- d. For students currently in a test session, populating a different session name in the **Session Name** column will move that student to a new session.

4. Save your edited exported .csv file.

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

Import the Session Create/Move File

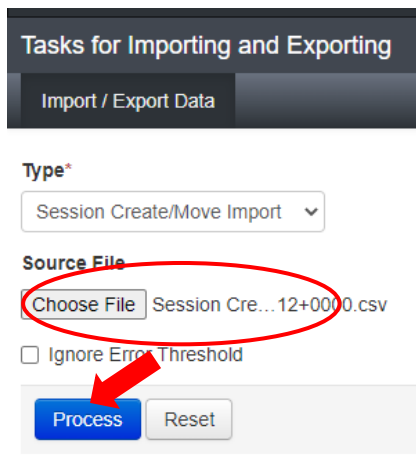
1. Go to **Setup** and select **Import/Export Data**.



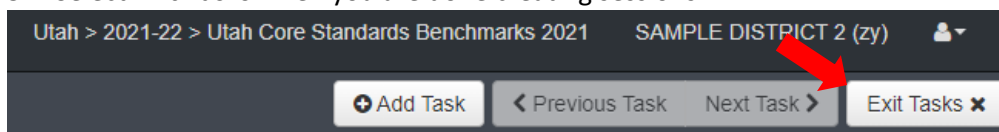
2. In the **Tasks** pane, select **Import/Export Data**, and select **Start**.



3. In the **Type** dropdown, select **Session Create/Move Import**.
4. Choose the .CSV you previously saved and select **Process**.



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



Confirm that All Records Have Been Successfully Imported

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

Tasks for Importing and Exporting

Import / Export Data View File Details

FILES (2) **DETAILS**

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

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

Complete
Saved information for all records in the file.

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

NOTE: If you receive an error stating “Incorrect number of fields found”, you may have the wrong number of columns in your export file. No additional columns should be added in the export file. Double check you have no extra columns and reimport your file.

[Check Your Session Student Roster](#) (LEA Assessment Directors, School Administrators, Teachers, Proctors)

- Select the session(s) by placing a checkmark next to the session name and then click “Students in Sessions” at the top of the screen.

Sessions Go to Students in Sessions »

Tasks 0 Selected Sessions 0 Selected Clear

Select Tasks Start Manage

Find Sessions

Name starts with Search 69 Results Refresh Displaying 25

Session	Session Status	Scheduled Start Date	Test	# Students
<input type="checkbox"/> Grade 10 English	In Progress	10/07/2020	Grade 10 English	533
<input type="checkbox"/> Grade 10 Mathematics	In Progress	10/07/2020	Grade 10 Mathematics	533

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

Session List

[Add a Session](#)

- Combined View
- Grade 10 English
- Grade 10 Mathematics

2 Sessions | [Clear](#)

<input type="checkbox"/>	State Student ID	Last Name	First Name	Middle Name	Username	Session	Student Test Status	Form Group T
<input type="checkbox"/>	1284570 ATSR	inttestfamily04	inttestcheck04	{	1284570	Grade 10 Mathematics (Grade 10 Mathematics)	Ready ▾	Main

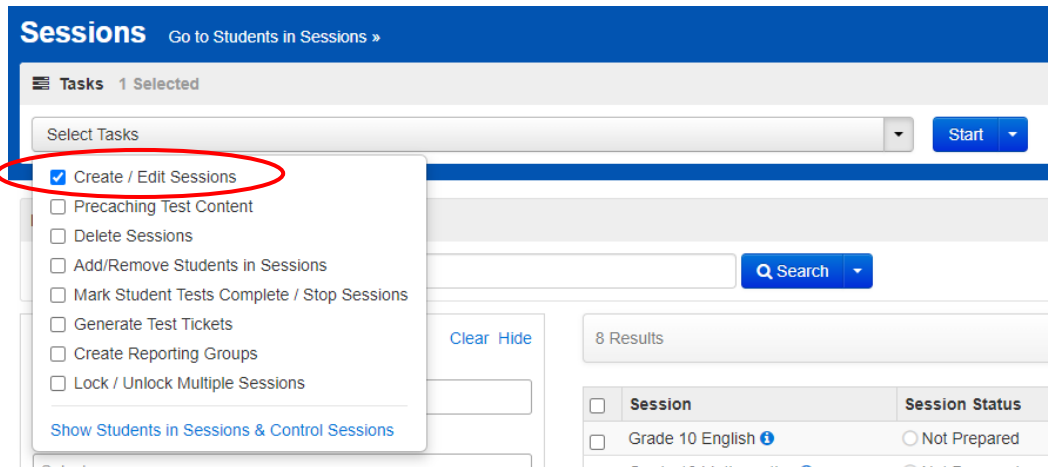
[Create a Test Session \(LEA Assessment Directors, School Administrators\)](#)

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**.

The screenshot shows the PearsonAccess^{next} navigation menu. The 'Testing' section is expanded, and the 'Sessions' option is circled in red. Other options in the menu include Dashboard, Setup, Reports, Test Config, and Support.

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 is not proctor caching, a No Proctor Caching option should be created.

DETAILS

New Session

Session Name*

Organization*

Test & Form

Test Assigned*

Proctor Reads Aloud

Form Group Type*

Precaching Computer*

A pre-caching computer is required when there is one or more available.

Scheduling

Scheduled Start Date*

Scheduled Start Time

Lab Location

4. If you want to add students at this time, use the following steps.
- Select the **Students** field to see a list of available students.
 - Select the student you want to add to the session.
 - 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**.

The screenshot shows a search interface with a dropdown menu set to 'Students'. Below the search box is a button labeled 'Add students to session'. At the bottom, there is a section labeled '* Required' containing two buttons: 'Create' (in blue) and 'Reset' (in grey).

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

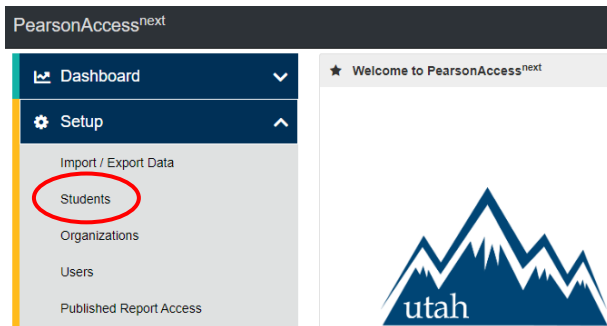
[Indicate a Parental Exclusion on a Student Test \(LEA Assessment Directors, School Administrators\)](#)

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

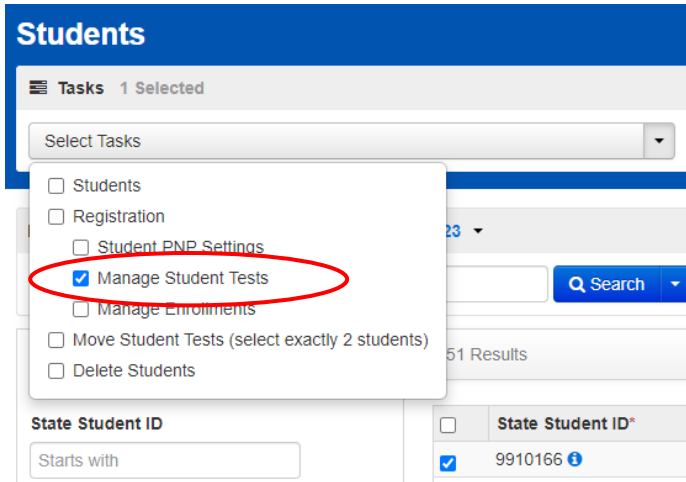
NOTE: Adding a Parental Exclusion participation code will not prevent test tickets from being printed for students who have this participation code applied if the students are assigned to a test session.

The parental exclusion participation code can be added to a student even if that student is not assigned to a test session. If the student has started or completed testing a participation code may still be applied to that student’s test attempt.

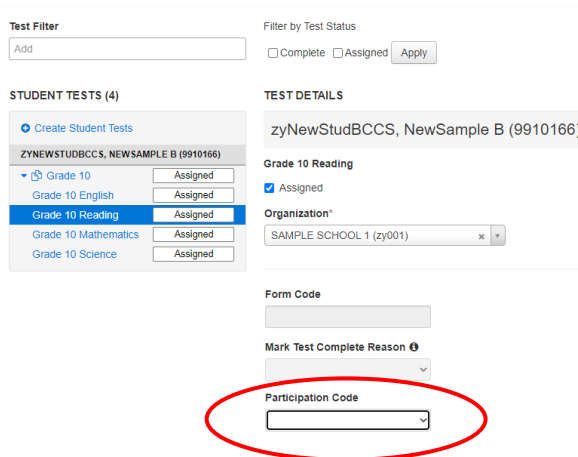
1. Within PearsonAccess^{next}, go to **Setup** and select **Students**.



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 **“204 - 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.

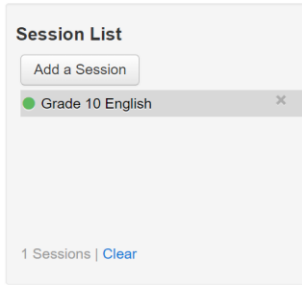
Helpful hint:

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.

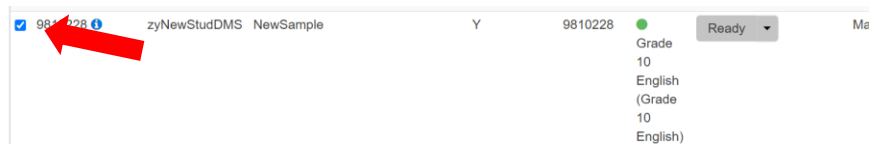
[Marking Tests Complete for Students with Parental Exclusion that Started Their Test Sessions \(LEA Assessment Directors, School Administrators\)](#)

If your student had a parental exclusion, but started their test session, use the following instructions to set their parental exclusion participation code in PearsonAccess^{next}.

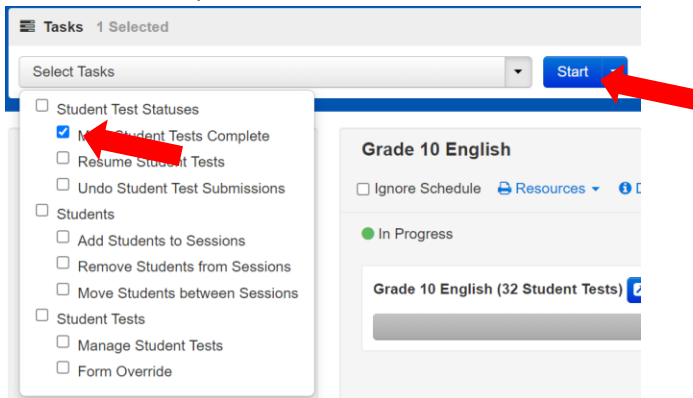
1. From the **Students in Sessions** screen, ensure that the appropriate session is selected from the Session List on the left-hand side of the screen.



2. Select the check box next to the student who needs to be marked complete from the student list below.



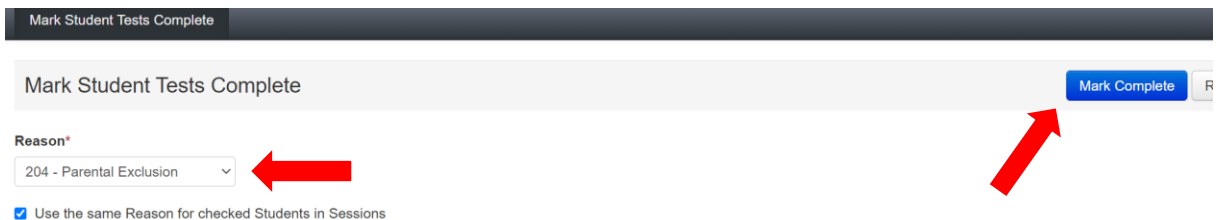
3. In the **Tasks** drop-down menu, select **Mark Student Tests Complete**, and select the **Start** button.



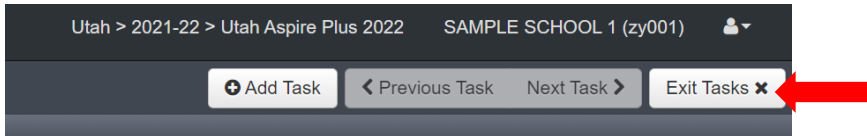
4. From the **Mark Student Tests Complete** screen, select the check box next to the student's name to confirm your selection.

STUDENTS IN SESSIONS (1)	DETAILS
STUDENT NAME (CODE)	SESSION (STUDENT TEST) STUDENT TEST STATUS
<input checked="" type="checkbox"/> zyNewStudDMS, NewSample Y (9810228) ⓘ	Grade 10 English (Grade 10 English) Ready

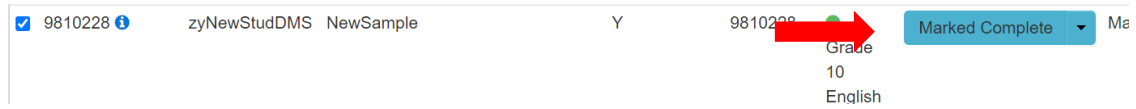
5. In the **Reason** drop-down list, select **204 – Parental Exclusion** and select the **Mark Complete** button.



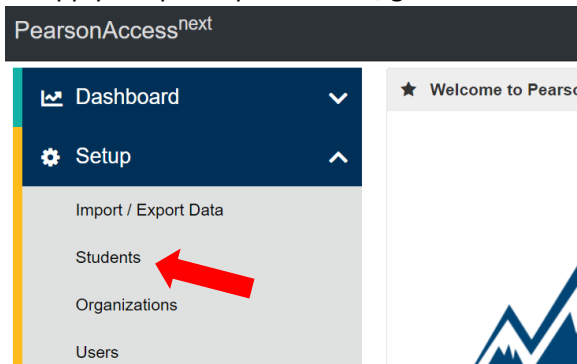
6. Select the **Exit Task** button in the upper right-hand corner of the screen.



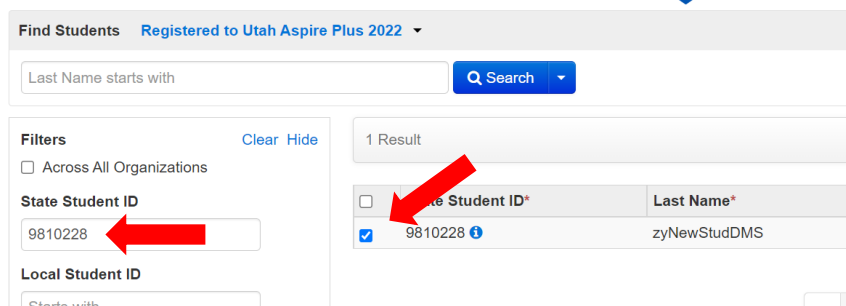
- Back on the **Students in Sessions** screen, you will now notice that your student is in **Marked Complete** status.



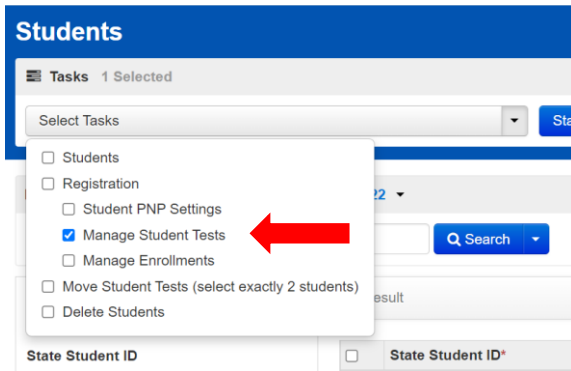
- Next, apply the participation code for the student to **204- Parental Exclusion**. A student requiring parental exclusion that started their test, must have their test marked complete prior to applying their participation code.
- To apply the participation code, go to the main menu, select **Setup** 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 **Manage Student Tests**, and select **Start**.

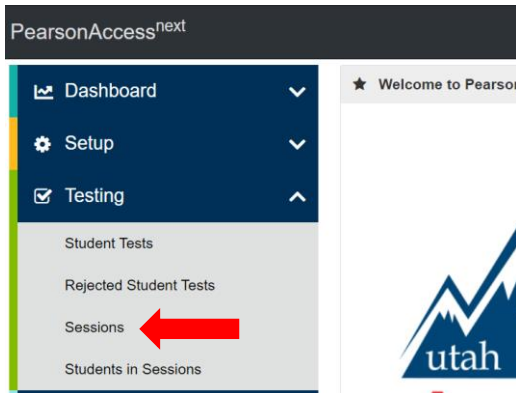


12. In the **Participation Code** drop-down box, select **204 – Parental Exclusion**.
13. Select the **Save** button.

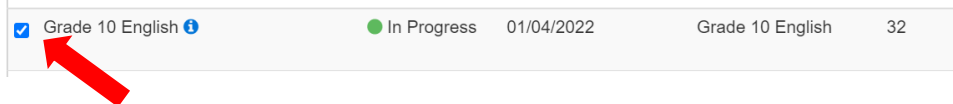
[Removing a Parental Exclusion Student from a Session \(LEA Assessment Directors, School Administrators\)](#)

If your student has a parental exclusion, if they're not marked complete, they will need to be removed from the session. You can't stop a session if there are students with a status of "Ready". Follow these instructions to move your student out of an active session.

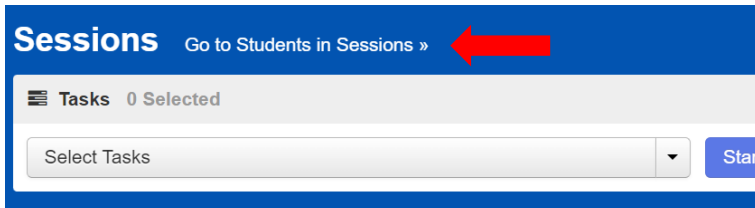
1. To remove your student with a parental exclusion, go to the main menu, select **Testing** and select **Sessions**.



2. Select the check box next to the session name.



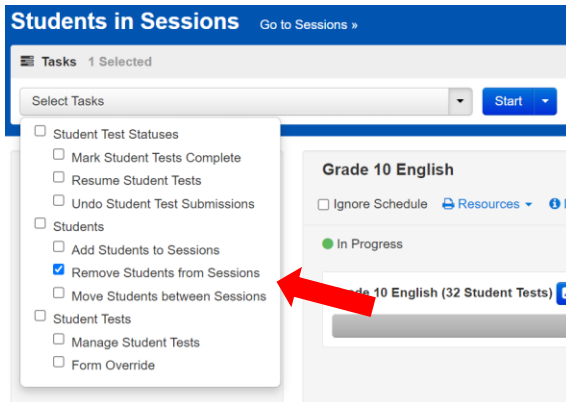
3. Select the **Go to Students in Sessions** link at the top of the Sessions screen.



4. Select the check box next to the student who needs to be removed from the session below.

<input checked="" type="checkbox"/>	9810229 ⓘ	zyNewStudDNS	NewSample	Y	9810229	●	Ready ▾
							Grade 10 English (Grade 10 English)

5. In the task drop-down, select **Remove Students from Sessions** and select the **Start** button.



6. On the **Remove Students from Sessions** screen, select the check box next to the student who needs to be removed from the session and select the **Remove** button.

Remove Students from Sessions Remove Reset

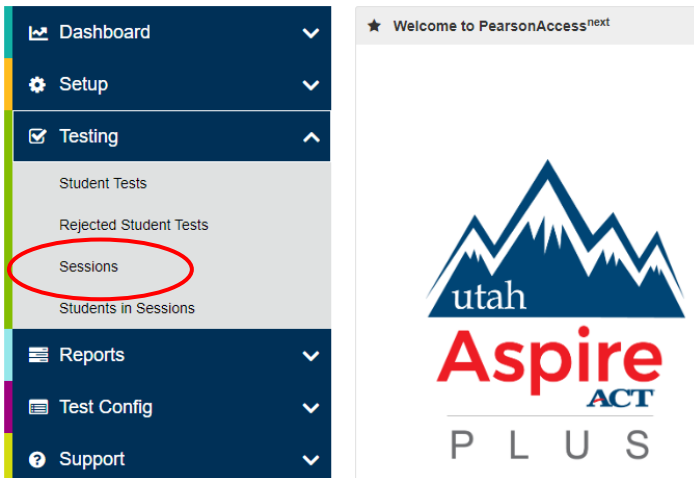
<input type="checkbox"/>	STUDENT NAME (CODE)	SESSION	STUDENT TEST	STUDENT TEST STATUS
<input checked="" type="checkbox"/>	zyNewStudDNS, NewSample Y (9810229) ⓘ	● Grade 10 English	Grade 10 English	Ready

* Required

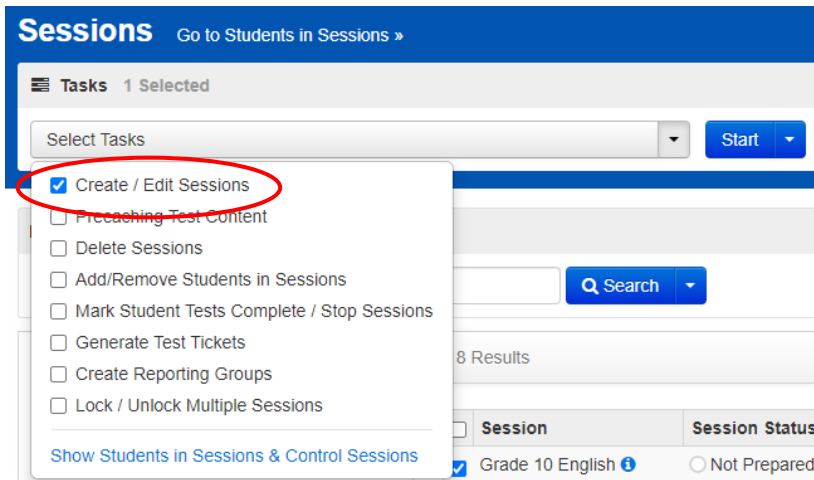
[Edit Test Sessions \(LEA Assessment Directors, School Administrators\)](#)

Use the following directions to edit an existing session.

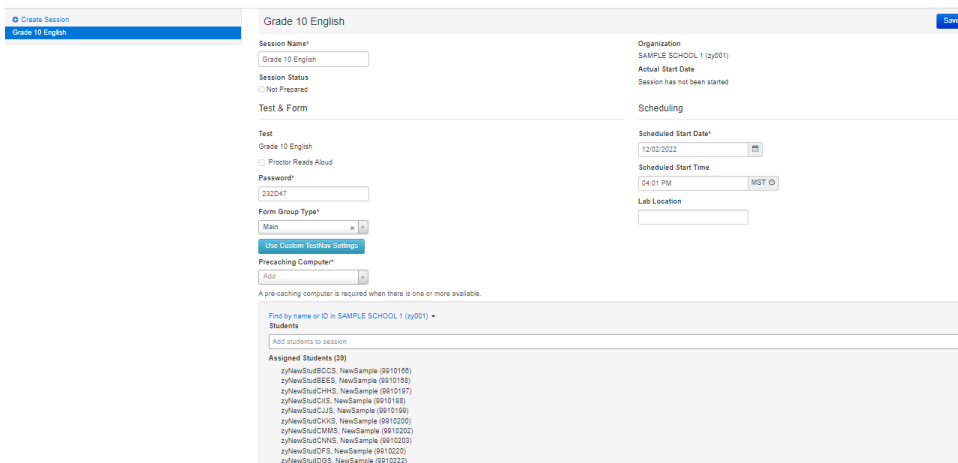
1. Within PearsonAccess^{next}, go to **Testing** and select **Sessions**.



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**.



- Repeat steps 1–5 to edit additional sessions.
- Select **Exit Tasks** when you are done creating sessions.

[Adding Preferred First Name to Student Testing Ticket \(LEA Assessment Directors, School Administrators\)](#)

If a student has a preferred first name that you want to be reflected on their testing ticket and in TestNav, use the following directions to add the preferred name.

- Within PearsonAccess^{next}, go to **Setup** and select **Students**.
- Search for the student(s) that you want to a preferred name for by using the **Find Students** search box or the **Filters** on the left-hand side of the screen.
- Select the check box(es) next to the student(s) you want to add preferred name for.
- In the **Tasks** pane, select **Students**, and select **Start**.
- Enter the student’s preferred name in the **Preferred First Name** text box on the screen and click the **Save** button.

The screenshot shows the 'STUDENT, NEW (1328462)' details page. On the left, there is a 'STUDENTS (1)' list with a 'Create Students' button and a selected student 'STUDENT, NEW (1328462)'. The main 'DETAILS' section contains the following fields:

- Organization***: SAMPLE SCHOOL 1 (zy001)
- State Student ID***: 1328462
- Local Student ID**: (empty)
- First Name***: NEW
- Middle Name**: (empty)
- Preferred First Name**: (empty text box, circled in red)
- Gender***: Non-Binary (dropdown menu)

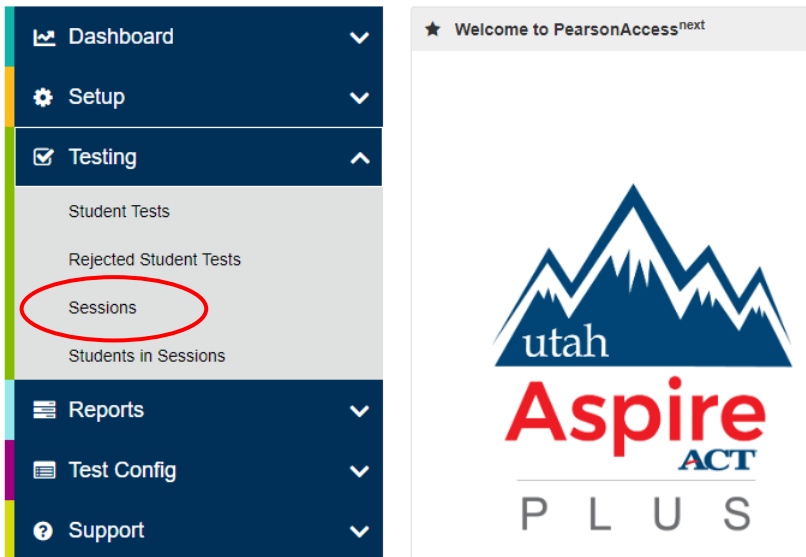
Buttons for 'Save' and 'Reset' are located in the top right corner. There are also links for 'Show Student Details' and 'Show Audit Trail'.

Note: Adding a student preferred first name will not make any changes to the student’s registered first name in UTREx or any other location in PearsonAccess^{next}.

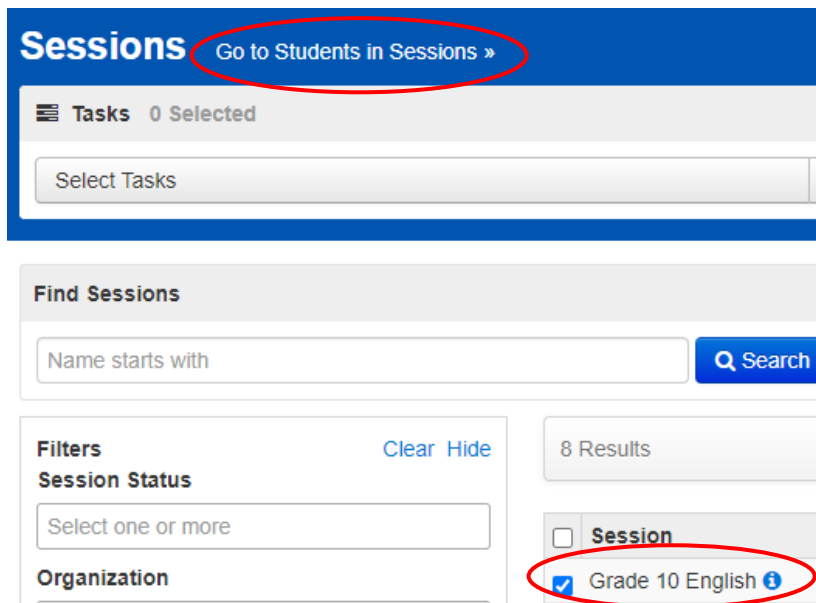
[Print Student Test Tickets \(LEA Assessment Directors, School Administrators, Teachers, Proctors\)](#)

The school test 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.

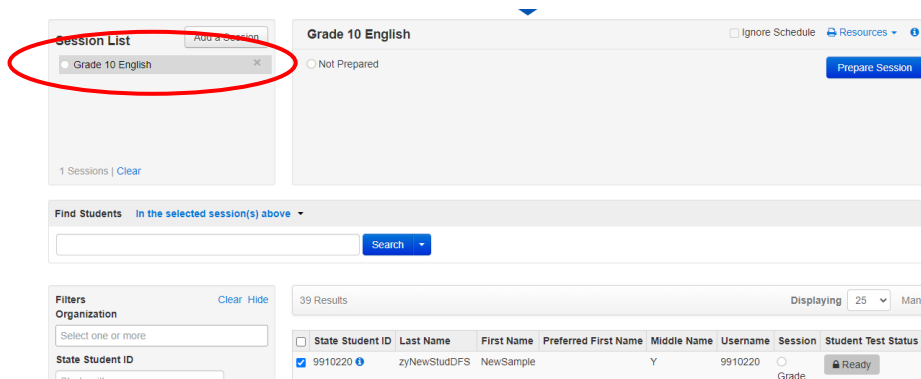
- Within PearsonAccess^{next}, go to **Testing** and select **Sessions**.



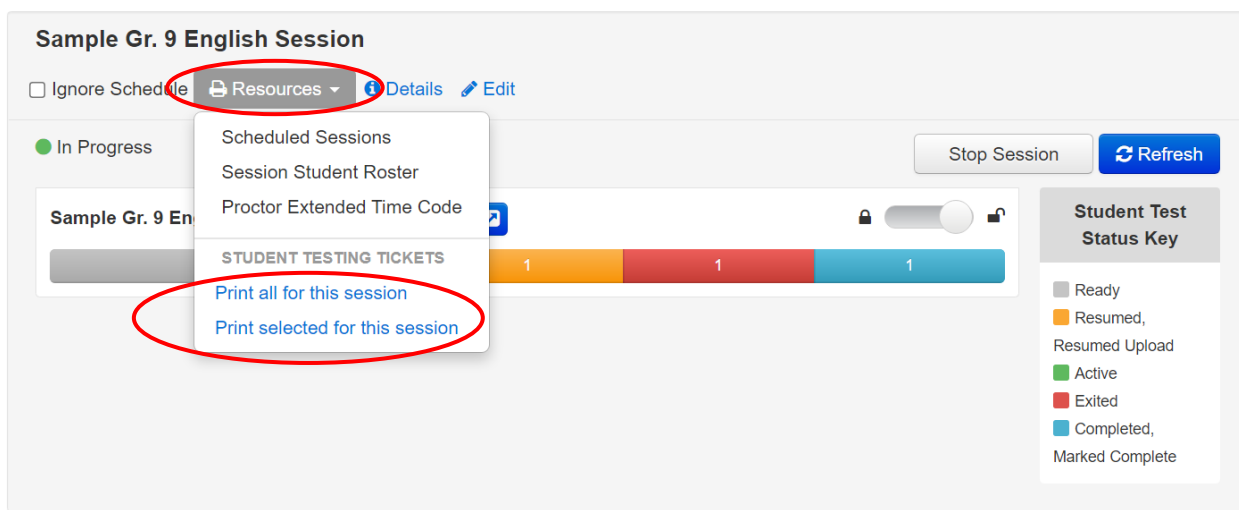
2. Search for the session name(s) that will be administered in the upcoming days and select the check box(es) next to the session name(s).
3. Click the **Go to Students in Sessions** link next to the Sessions title at the top.



4. Select your session(s) from the Session List on the left-hand side of the screen.
5. Select the student(s) you want to print Student Test Tickets for from the student list below by selecting the check box next to that student.



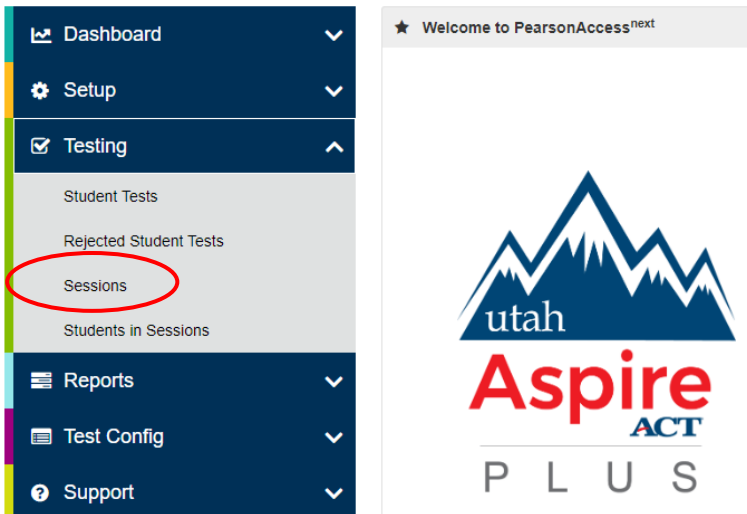
- Click the **Resources** dropdown menu. Under **Student Testing Tickets**, select either **Print selected for this session**, to print the students you selected. You can also **Print all for this session**.



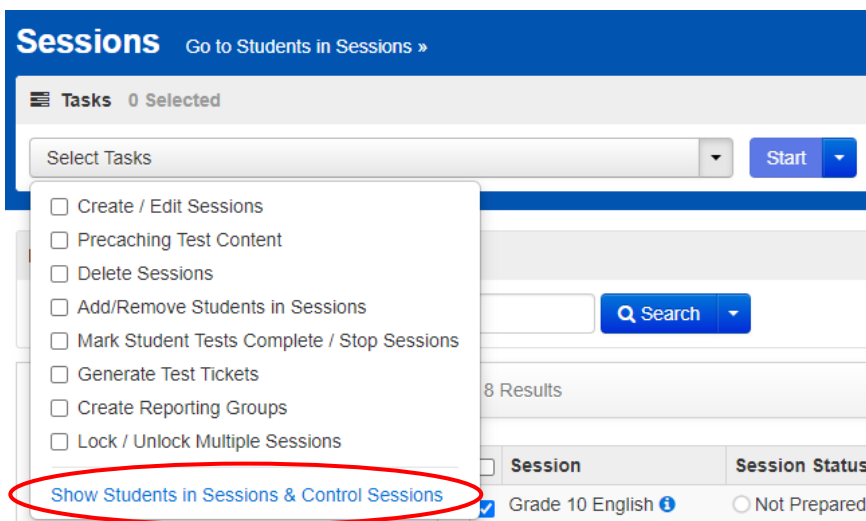
[Prepare Test Sessions \(LEA Assessment Directors, School Administrators, Teachers, Proctors\)](#)

The school test 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.

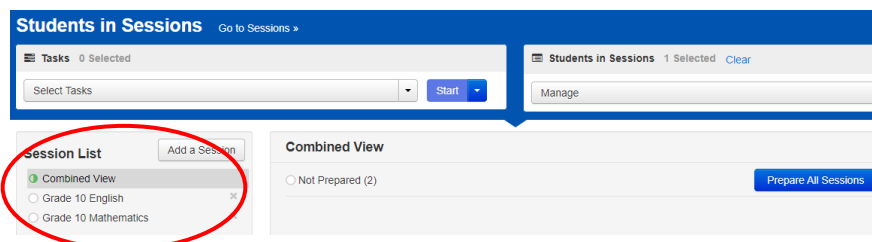
- Within PearsonAccess^{next}, go to **Testing** and select **Sessions**.



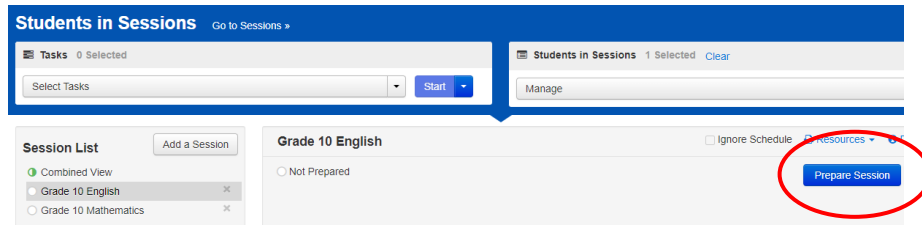
2. Search for the session name(s) that will be administered in the upcoming days and select the check box(es) next to the session name(s).
3. In the **Tasks** pane, select **Show Students in Sessions & Control Sessions**, and select **Start**.



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**.



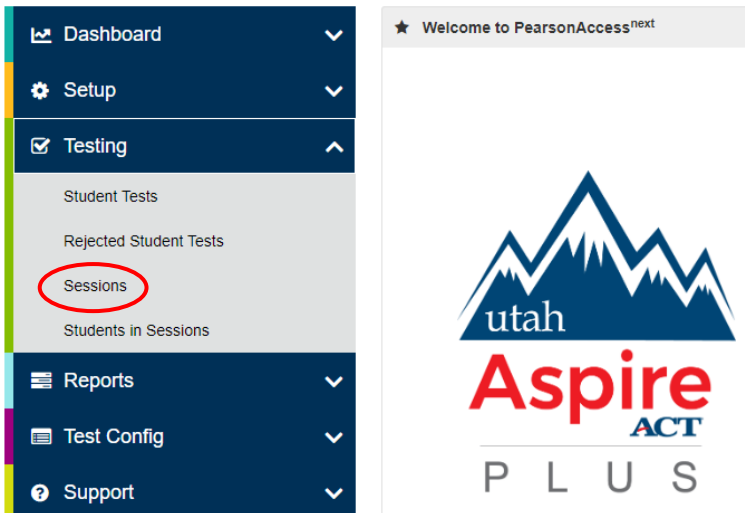
- Depending on the number of sessions being prepared, you may need to wait a few minutes. Select **Refresh**.

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

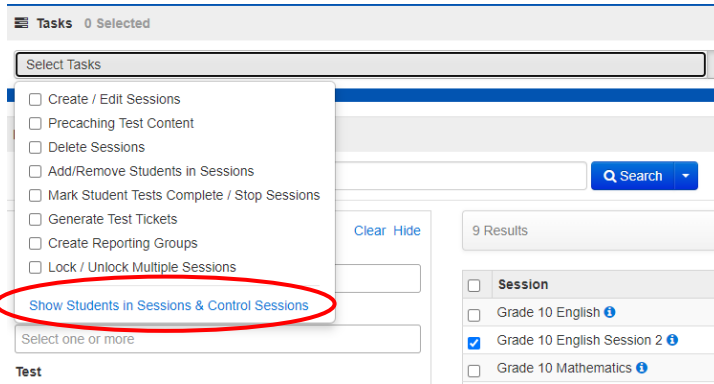
[Start and Unlock a Test Session](#) (LEA Assessment Directors, School Administrators, Teachers, Proctors)

Use the following directions to start a session.

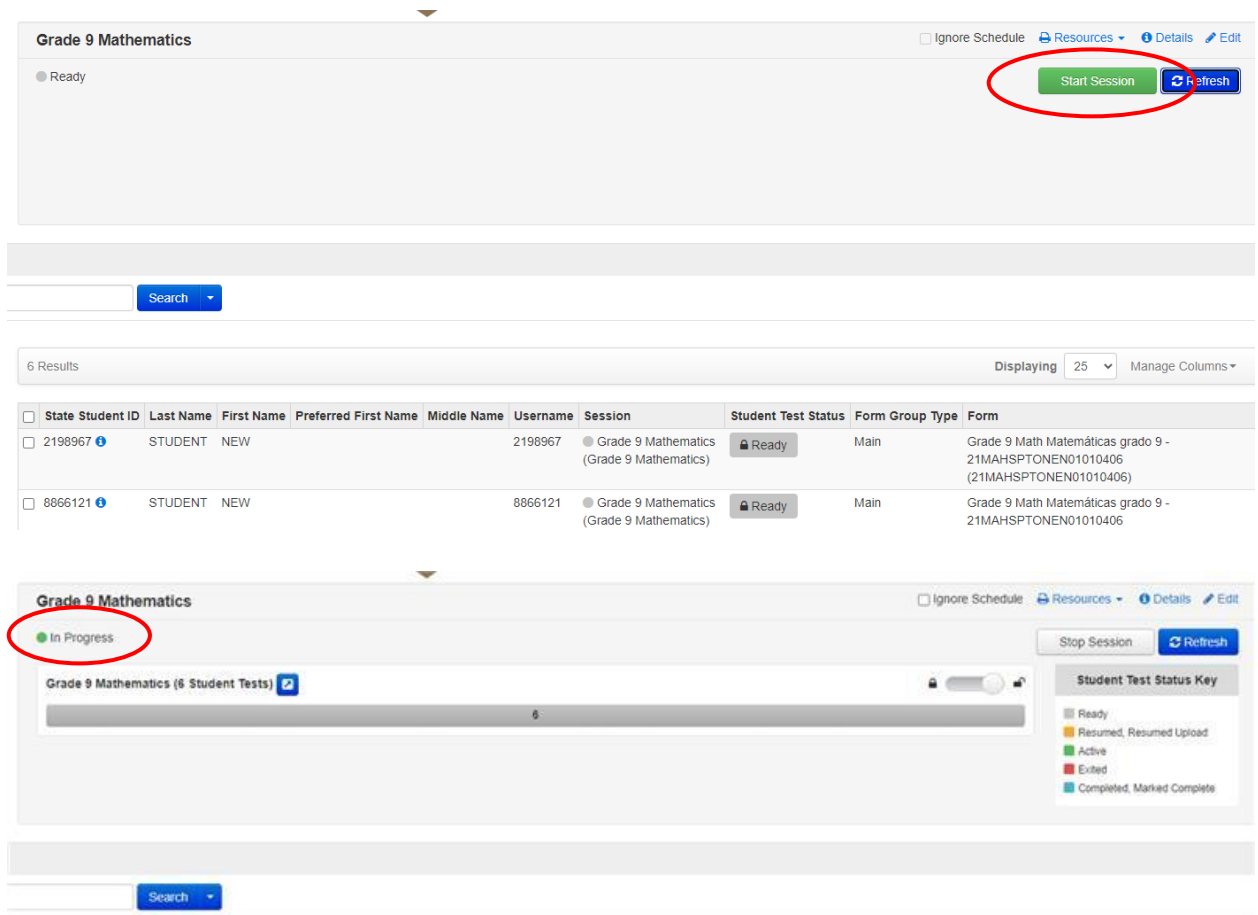
- Within PearsonAccess^{next}, go to **Testing** and select **Sessions**.



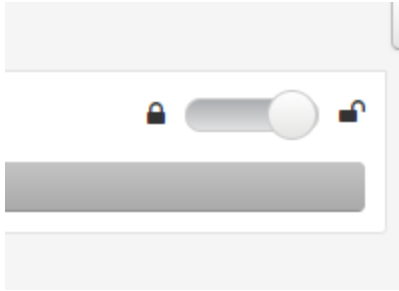
- Search for the session name(s) that will be administered in the upcoming days and select the check box(es) next to the session name(s).
- In the **Tasks** pane, select **Show Students in Sessions & Control Sessions**, and select **Start**.



4. Select **Start Session** for each test session that you would like to make active. The session will now show as “In Progress.”



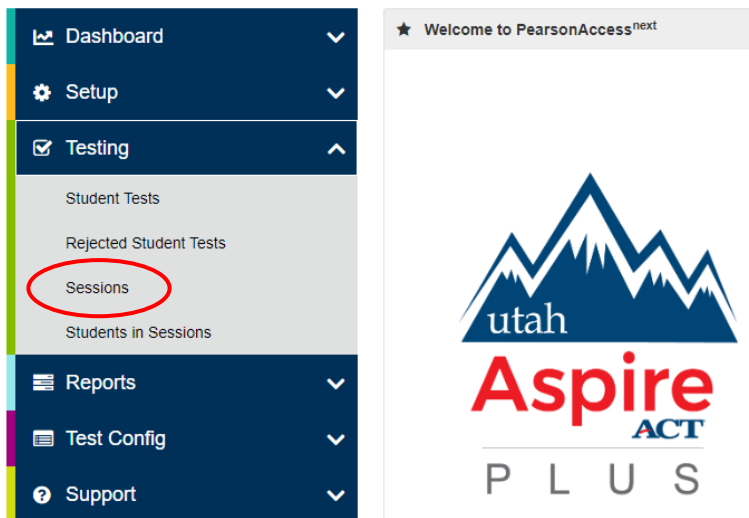
5. Select the slider at the top of the screen to unlock the session.



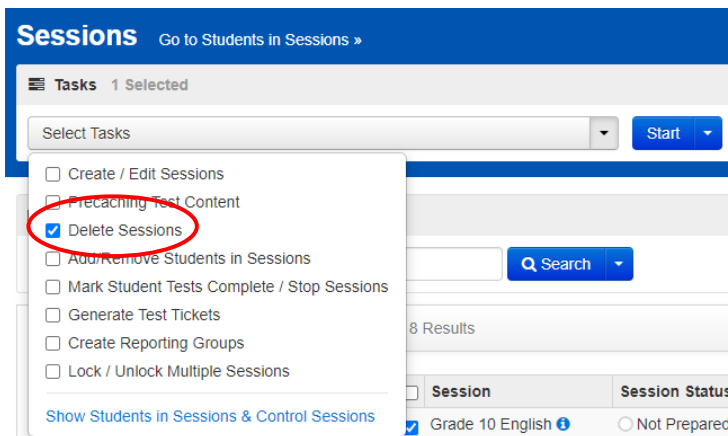
[Delete a Test Session](#) (LEA Assessment Directors, School Administrators, Teachers, Proctors)

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

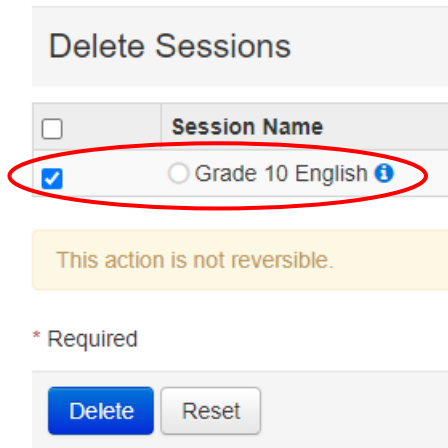
1. Within PearsonAccess^{next}, go to **Testing** and select **Sessions**.



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**.



<input type="checkbox"/>	Session Name
<input checked="" type="checkbox"/>	Grade 10 English ⓘ

This action is not reversible.

* Required

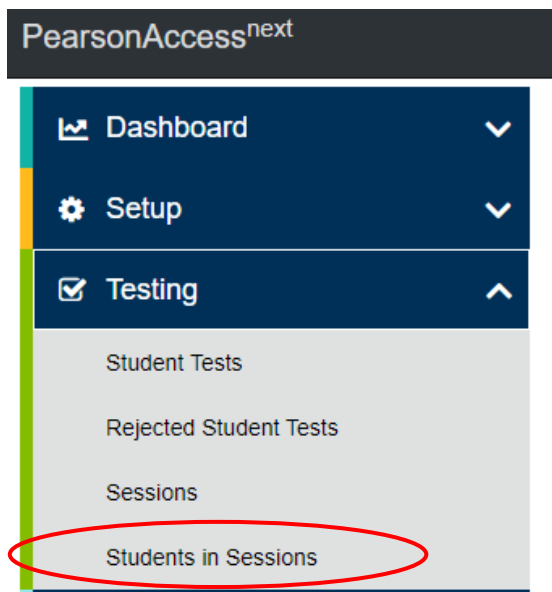
Delete Reset

[Add Students to Existing Test Session\(s\)](#) (LEA Assessment Directors, School Administrators, Teachers, Proctors)

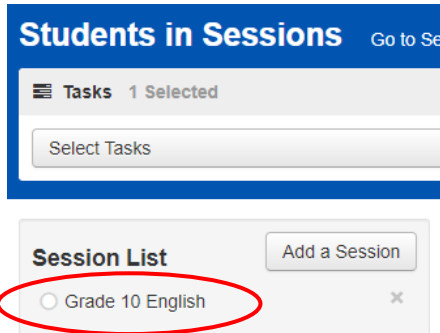
If you want to move a student to an existing session, follow the steps below. Students who take a test in the same room are considered a testing group and must receive the same subject test, the same instructions, and take the same breaks (i.e., math 9 can test with math 10, but math 9 cannot test with 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.

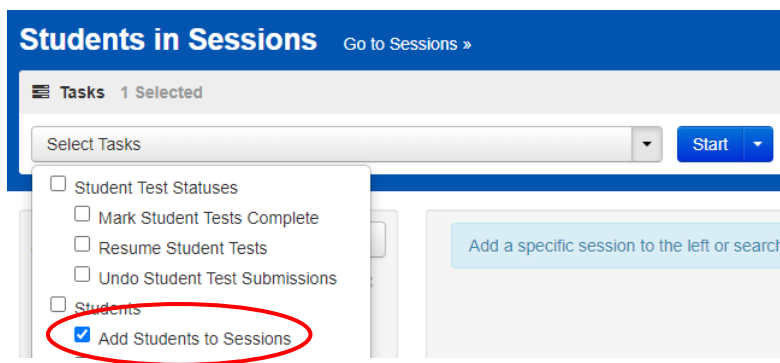
1. Within PearsonAccess^{next}, go to **Testing** and select **Students in Sessions**.



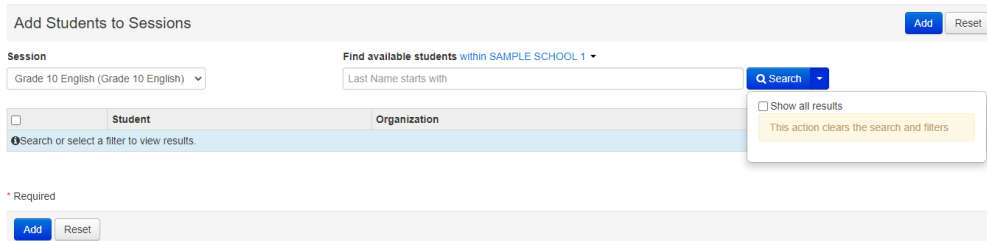
2. Select a session from the Session List or add the session to the Session List to see students in that session.



3. In the **Tasks** pane, select **Add Students to Sessions**, and select **Start**.



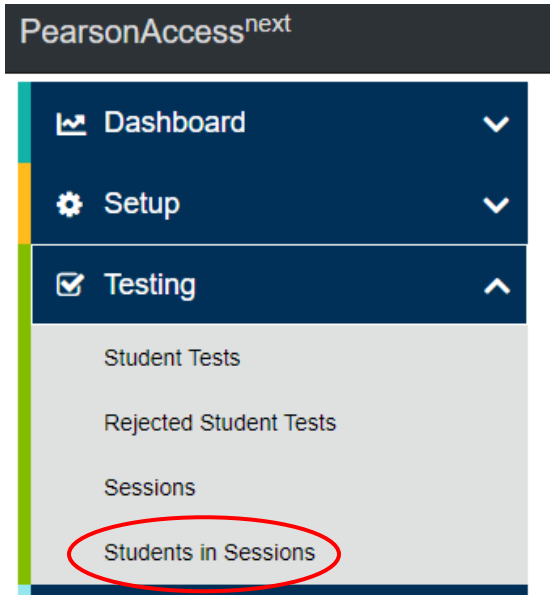
4. In the **Session** dropdown, select the session to which students need to be added.
5. Search to find a specific student(s) in the **Find available Students** field or select **Show all results** from the **Search** menu.
6. Check the box next to each student you want to add to the session, and then select **Add**.



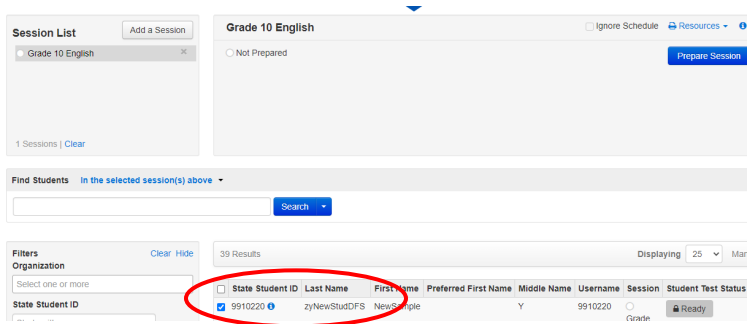
7. Select **Exit Tasks** when you are done adding students.

[Remove Students from a Test Session \(LEA Assessment Directors, School Administrators, Teachers, Proctors\)](#)

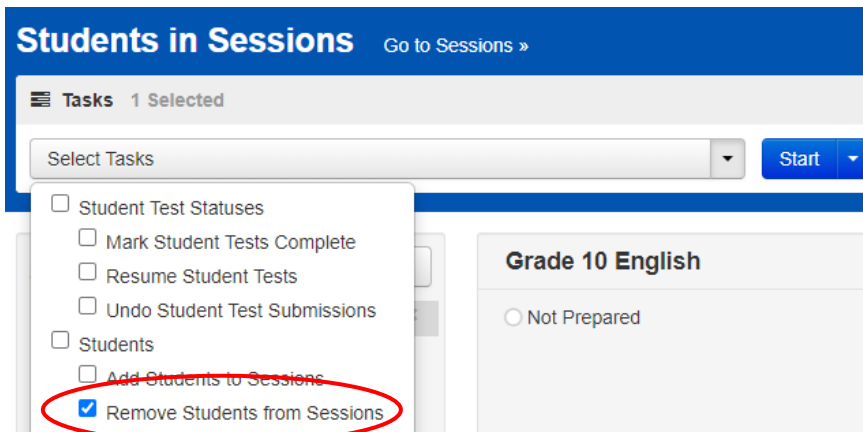
1. Within PearsonAccess^{next}, go to **Testing** and select **Students in Sessions**.



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**.

Remove Students from Sessions				Remove
<input type="checkbox"/>	STUDENT NAME (CODE)	SESSION	STUDENT TEST	STUDENT TEST STATUS
<input checked="" type="checkbox"/>	zyNewStudDFS, NewSample Y (9910220)	<input type="radio"/> Grade 10 English	Grade 10 English	Ready

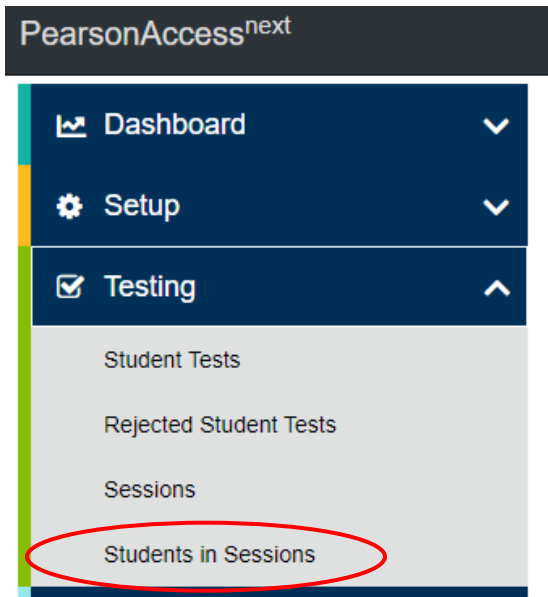
* Required

Remove Reset

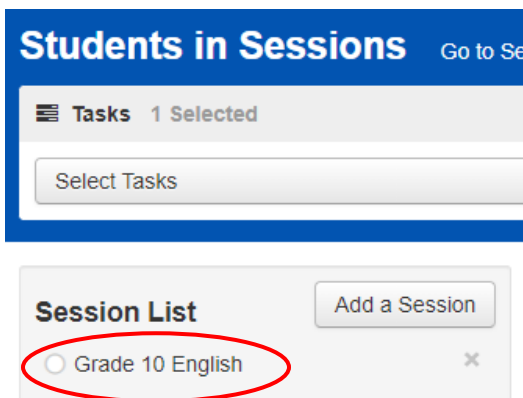
[Move Students from One Test Session to Another \(LEA Assessment Directors, School Administrators, Teachers, Proctors\)](#)

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

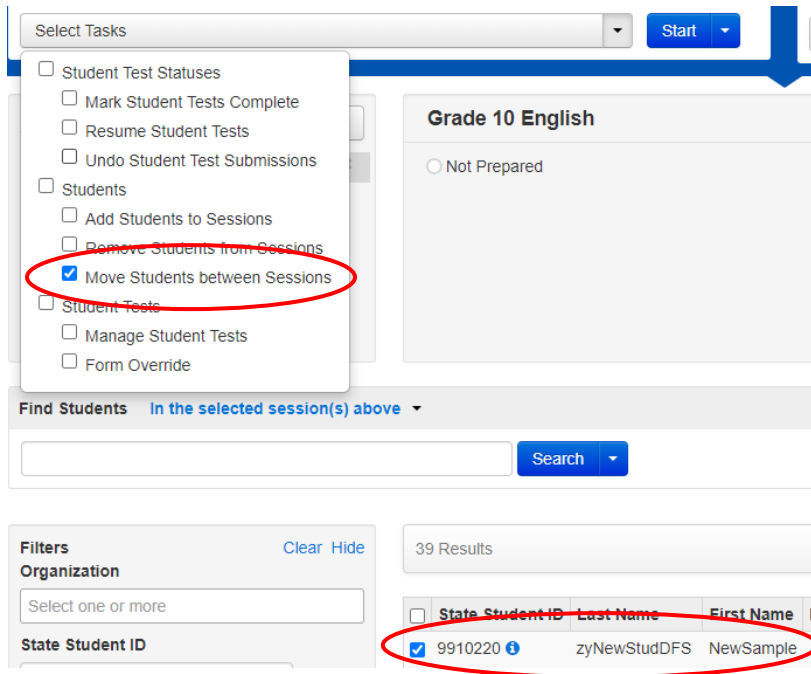
1. Within PearsonAccess^{next}, go to **Testing** and select **Students in Sessions**.



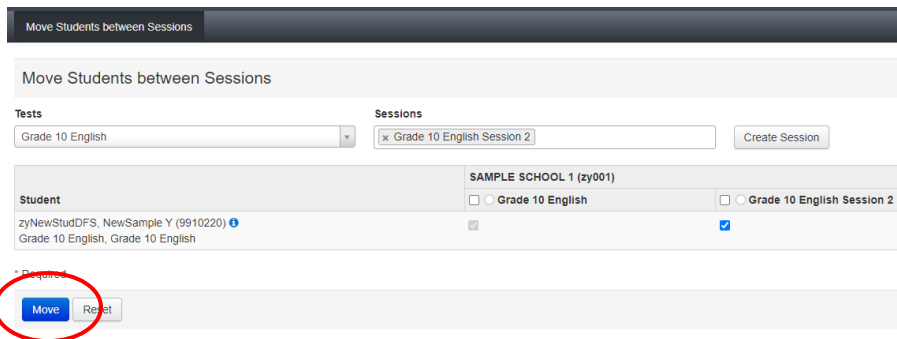
2. Select a session from the Session List or add the session to the Session List to see students in that session.



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**.



- 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**.
- Select the check box under the session to which you want to move the student.
- Select **Move**.

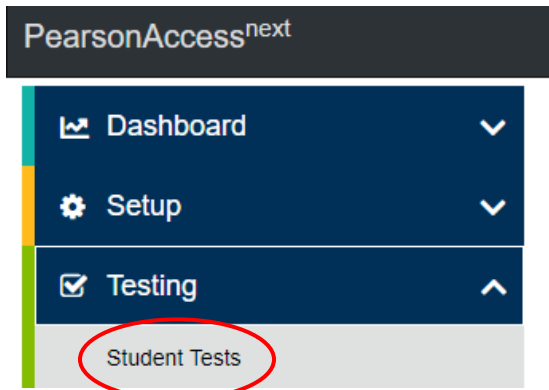


- Select **Exit Tasks** when you are done.

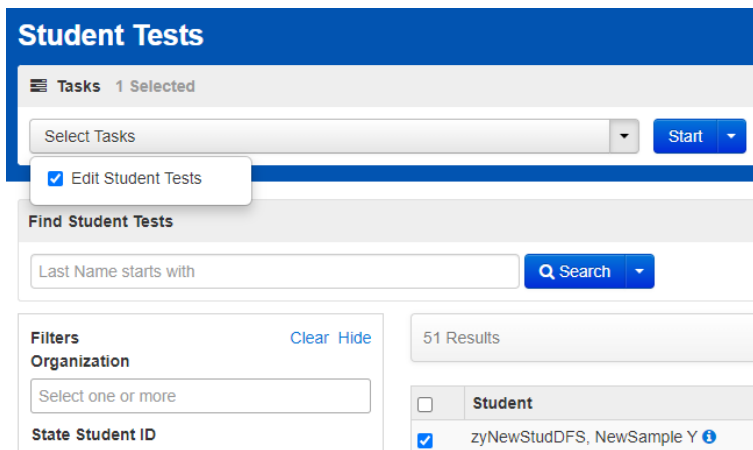
[Edit a Student Test \(LEA Assessment Directors, School Administrators\)](#)

Use the following directions to edit a student test.

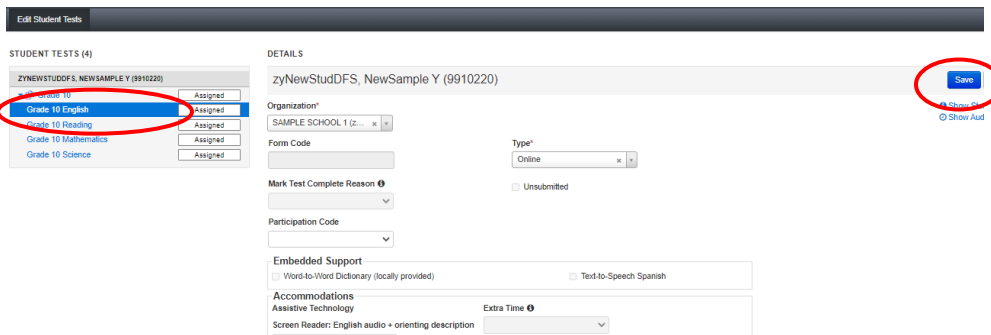
- Within PearsonAccess^{next}, go to **Testing** and select **Student Tests**.



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**. Note: Only half of the Edit Student Tests screen is shown in the image after Step 6.



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**.

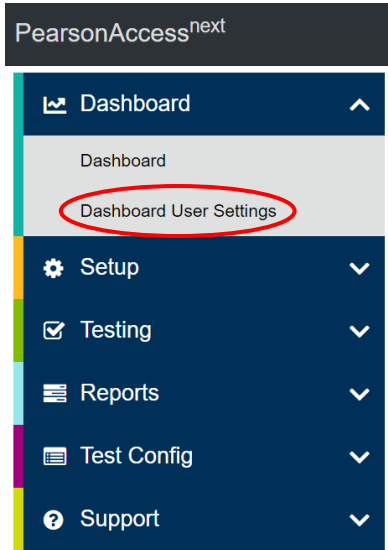


7. Select **Exit Tasks** when you are done.

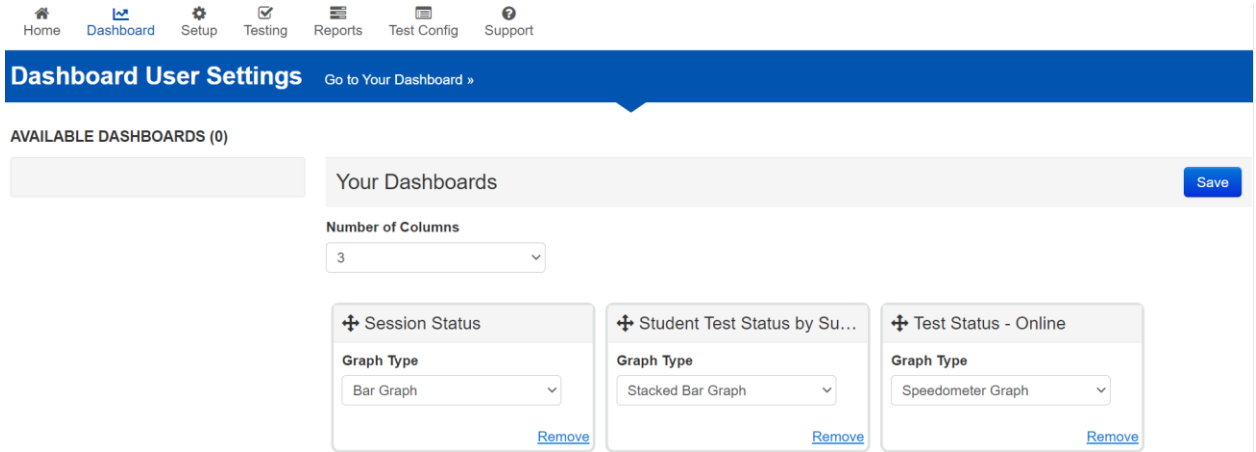
[Using the Dashboard to Monitor Student’s Test Session \(LEA Assessment Directors, School Administrators\)](#)

Test Administrators can now utilize the Dashboard feature in PearsonAccess^{next}. This feature allows you to view your students’ testing status and activity more easily. Use the following directions to monitor students’ Utah Aspire Plus test sessions using the dashboard.


1. Within PearsonAccess^{next}, go to **Dashboard** and select **Dashboard User Settings**.

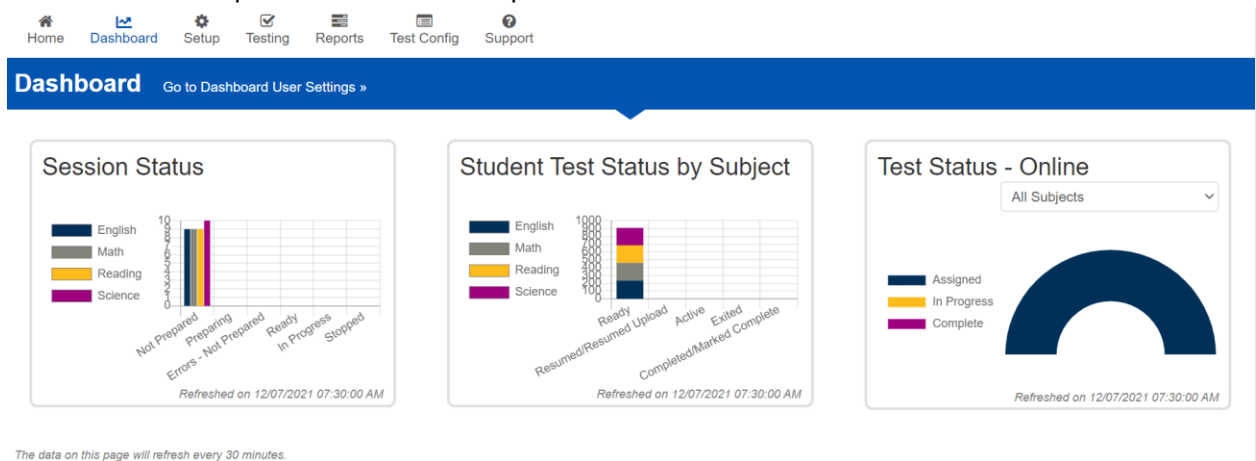


2. Under **Your Dashboards**, you will see that you can configure your dashboard’s configuration using available drop-down menus.



3. You can set the number of columns to be displayed on the dashboard by selecting from the **Number of Columns** drop-down.
 - a. You can select **1, 2** or **3** for columns to be displayed columns.
4. The **Session Status** drop-down will display your students’ different testing status. Student’s status values can be: Not Prepared, Preparing, Errors – Not Prepared, Ready, In Progress and Stopped.
 - a. You can select **Bar Graph, Stacked Bar Graph, Bar Graph – with Filter and Speedometer Graph** from the **Graph Type** drop-down.

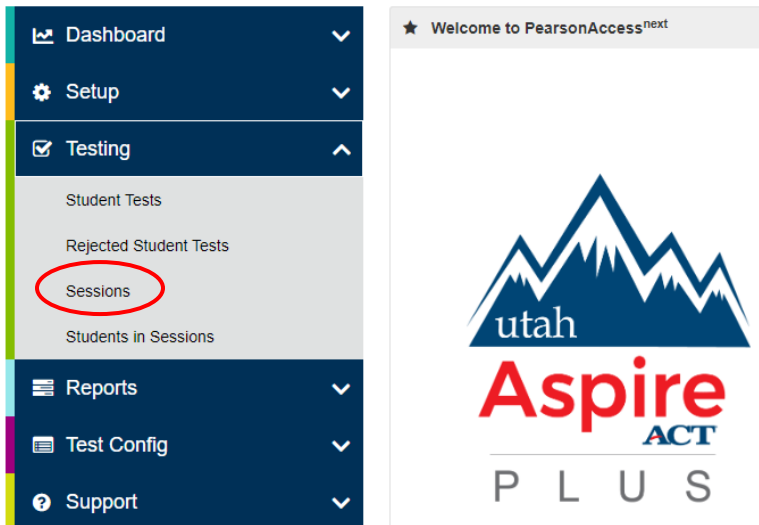
5. The **Student Test Status by Subject** will display your student’s different testing status by subject. Student’s status values can be Ready, Resumed/Resumed Upload, Active, Exited and Completed/Marked Complete.
 - a. You can select **Bar Graph, Stacked Bar Graph, Bar Graph – with Filter and Speedometer Graph** from the **Graph Type** drop-down.
6. The **Test Status - Online** will display a summary of your student’s testing status on the day of testing, by subject. Student’s status values can be Assigned, In Progress and Complete.
 - a. You can select **Bar Graph and Speedometer Graph** from the **Graph Type** drop-down.
7. You can also configure the location of each column by clicking and dragging the columns using the cross-arrow icons .
8. Once you have configured how you would like your dashboard to display, you can click the **Go to Your Dashboard** link at the top of the screen. You can also navigate to your dashboard using the **Dashboard** drop-down menu at the top of the screen.



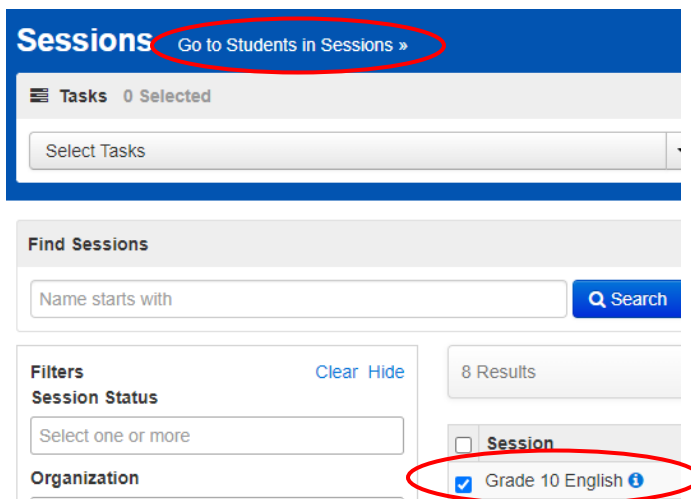
[Using “Students in Sessions” for Monitoring Testing Status and Test Error Codes \(LEA Assessment Directors, School Administrators, Teachers, Proctors\)](#)

You can monitor student testing status (including error codes and exited tests) during testing through the Students in Sessions screen. Test error codes occur when the test communication with the testing server is disrupted. Error codes are useful for troubleshooting connectivity issues. Use the following directions to monitor student testing status.

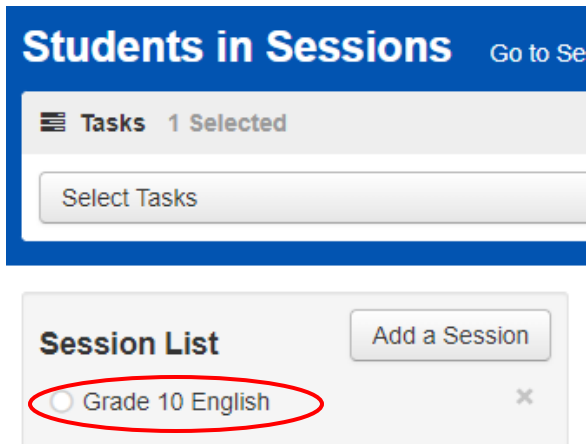
1. Within PearsonAccess^{next}, go to **Testing** and select **Sessions**.



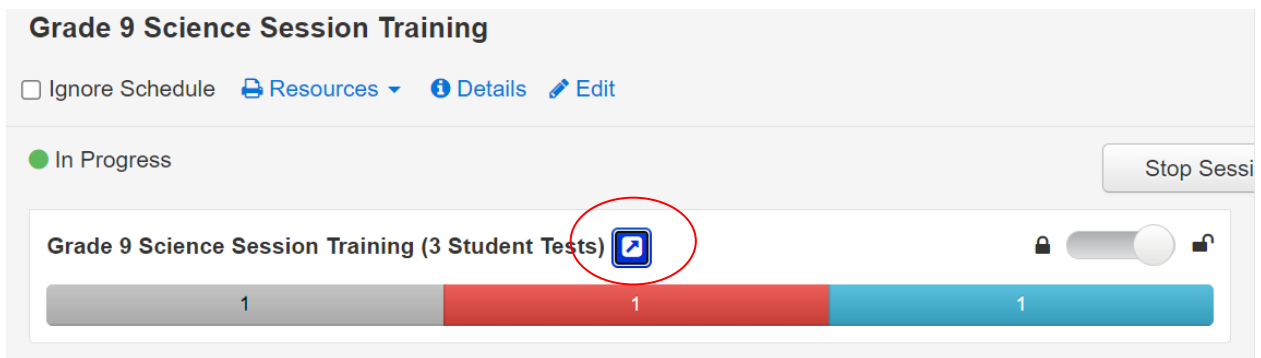
2. From the sessions list, **select** which session(s) you would like to monitor by **checking the box** next to that session(s).
3. **Click the “Go to Students in Sessions” link** at the top of the screen.



4. On the **Students in Sessions** screen, **select** the session you would like monitor from the **Session List** in the top left-hand side of the screen.



- To check the status of your students' test session, **click the blue arrow icon** next to the session name in the middle of the screen.



- By clicking the arrow, you will navigate to the test monitoring screen.

Grade 9 Science Session Training ● In Progress **Grade 9 Science**

All Test Statuses Total Students: 3 Refresh

Test Source: TN APP

■ - Answered
 ■ - No Response Required
 ■ - Visited
 ■ - Remaining

Student Name	Test Status	Test Duration	Battery	Test Progress
STUDENT, NEW (0311161) ⓘ	Completed	00:03:27		<div style="display: flex; width: 100px; height: 10px; border: 1px solid black;"> <div style="width: 20px; background-color: green;"></div> <div style="width: 0px; background-color: blue;"></div> <div style="width: 2px; background-color: orange;"></div> <div style="width: 0px; background-color: red;"></div> </div> 20 0 2 0
STUDENT, NEW (5160685) ⓘ	Fatal Error 01/07/2022 12:35:34 PM	00:00:15		n/a
STUDENT, NEW (5364128)	Ready	--:--:--	n/a	n/a

- If your student has either exited or encountered an error, there will be an error code hyperlink that will take the educator to a page with more information regarding this error. You can see this information in the **Test Status** column.

[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.

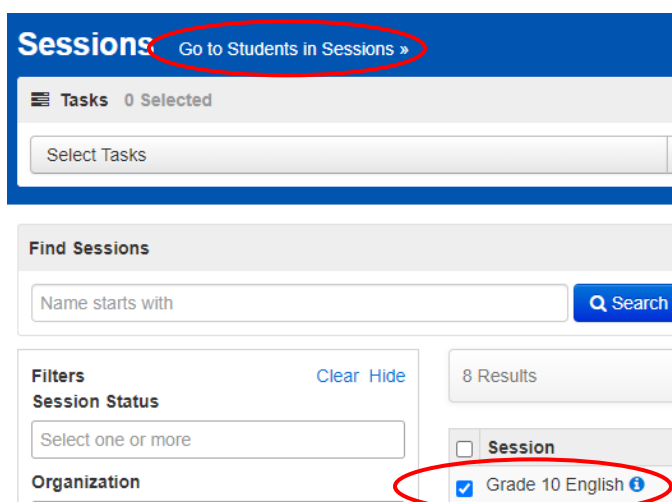
[Resume/Resume Upload Student Tests \(LEA Assessment Directors, School Administrators, Teachers, Proctors\)](#)

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. If you need help locating the SRF, refer to [Find Saved Response File \(SRF\) and Log Files](#) on the TestNav support site.

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.

Find Students In the selected session(s) above

Search

Filters
Organization
Select one or more

State Student ID
Starts with

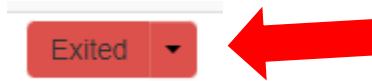
Local Student ID
Starts with

Toggle secondary filters
First Name
Starts with

9 Results

State Student ID	Last Name	First Name	Preferred First Name	Middle Name	Username	Session	Student Test Status	Form Gr
<input type="checkbox"/> 9147409	intabclas170	intabcfirst170			9147409	INT PV GR 10 MATH AF (Grade 10 Mathematics)	Completed	Main
<input type="checkbox"/> 9147417	intabclas178	intabcfirst178			9147417	INT PV GR 10 MATH AF (Grade 10 Mathematics)	Ready	Main
<input type="checkbox"/> 9147425	intabclas186	intabcfirst186			9147425	INT PV GR 10 MATH AF (Grade 10 Mathematics)	Exited	Main

3. Select the arrow next to the student status, and select either **Resume** or **Resume Upload**, whichever option appears.

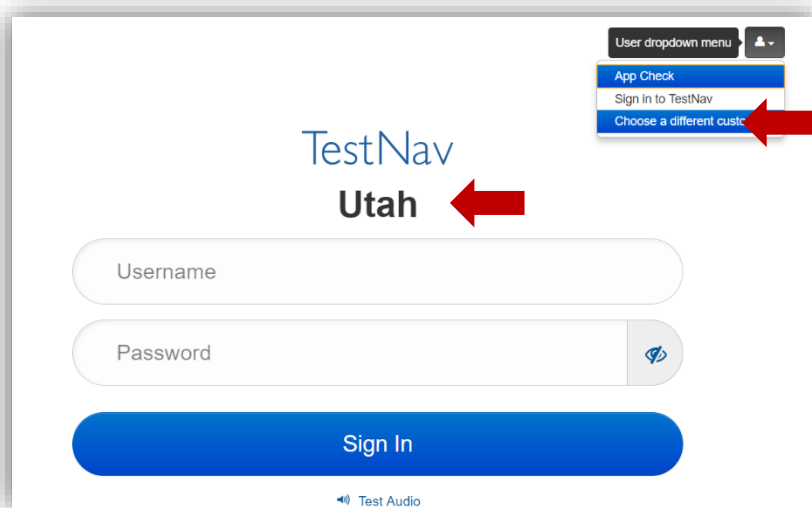


During Testing

Test Day Set Up

- Ensure all materials for the test, including student test tickets and session student rosters, are printed and/or prepared for the students.
- Teachers/proctors should verify that the test tickets are for the correct test (English, reading, math or science) and then passes out test tickets.
- Students should verify that they do not have any electronic devices (including smart watches) and that their test tickets are correct before logging in.
- 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.

Note: When opening TestNav make sure it says **Utah**. If it does not, click on the icon on the upper right-hand side and then click **Choose a different customer** and select **Utah**.



- Start the test session in PearsonAccess^{next}.
- Teacher/proctor reads test direction scripts exactly as written from the TAM for the appropriate test (English, reading, math, or science). See pages 130-153 in TAM for scripts.

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 Test 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 test 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) ○ Make sure students turn off and put away all non-approved electronic devices including cell phones, smart watches, and other communication devices.
During testing	Teacher/Proctor	<ul style="list-style-type: none"> ○ Read test administration directions (in the "Administering the Online

		<p>Tests” and “Administering the Paper Tests” sections of this manual)</p> <ul style="list-style-type: none"> ○ Distribute student test tickets to students ○ Distribute scratch paper ○ 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 test administrator as needed
After testing	Teacher/Proctor	<ul style="list-style-type: none"> ○ Collect and account for all student test 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 test administrator
	District or School Test 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 the event of an emergency, please contact Kim Rathke at kim.rathke@schools.utah.gov or Aliese Fry at aliese.fry@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. 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 (LEA Assessment Directors)

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 LEA Assessment Director will need to mark the test as “invalidated” via the participation code and then check the **Unlock - Create Student Tests** box on the “Manage Student Tests” screen. According to policy, only the LEA Assessment Director can set the test to “**Unlock - Create Student Tests**.”

The screenshot shows the 'Manage Student Tests' interface. On the left, there is a 'STUDENT TESTS (4)' list with 'Grade 10 Mathematics' selected. The main area displays 'TEST DETAILS' for 'zyNewStudDKS, NewSample Y (9810226)'. The 'Form Code' is 'Z3MA10SPONSP01010490'. The 'Type' is 'Online'. The 'Mark Test Complete Reason' is set to 'Unlock - Create Student Tests' (highlighted with a red circle). The 'Participation Code' is set to '203 - Invalidated' (highlighted with a red circle). The 'Organization' is 'SAMPLE SCHOOL 1 (zy001)'. There are 'Save' and 'Reset' buttons. At the bottom, there are sections for 'Embedded Support' and 'Accommodations'.

A new test assignment will need to be created via the “Manage Student Tests” screen. 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.

The screenshot shows the 'Manage Student Tests' interface. At the top, there is a navigation bar with options: Students, Student PNP Settings, Manage Student Tests, Manage Enrollments, Move Student Tests (select exactly 2 students), and Delete Students. Below this is a green success message: 'Success Changes saved'. The main area is divided into two sections. On the left, 'STUDENT TESTS (4)' is shown with a list of tests: Grade 10, Grade 10 English, Grade 10 Reading, Grade 10 Mathematics (LOCKED), and Grade 10 Science. Each test has an 'Assigned' or 'Complete' button. The 'Create Student Tests' button is circled in red. On the right, the 'TEST DETAILS' section is titled 'New Student Test' and includes a 'Create' button and a 'Reset' button. Below this are several form fields: 'Student' (dropdown), 'Test' (dropdown), 'Organization' (dropdown), 'Form Code' (text input), 'Type' (dropdown with 'Add' button), 'Mark Test Complete Reason' (dropdown), 'Participation Code' (dropdown), 'Embedded Support' (checkboxes for 'Word-to-Word Dictionary (locally provided)' and 'Text-to-Speech Spanish'), and 'Accommodations' (text input).

[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:

Students that require the extended time accommodation must test in a separate location from students that do not require the accommodation.

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 LEA Assessment Director.** Refer to the “Participation Codes” section of this manual for instructions on noting a test invalidation.

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 the TestNav app is launched on each device students will use for testing. Ensure that all students have headphones and a keyboard. Instructions on setting up TestNav is available [here](#). For information on launching TestNav, select the Setup link for your specific device.
- Ensure that blank scratch paper, pencils, headphones, appropriate test materials, and student test 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.
- Hand out the student test tickets. Teachers or proctors may help students log in. For information on generating student test tickets from PearsonAccess^{next}, refer to pages 104-106 of this manual. 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 *(LEA Assessment Directors, School Administrators, Teachers, Proctors)*
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 their hand. If a student has a wrong student testing ticket or a student does not have a student testing ticket, contact the school test 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 their 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 test 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.

For the English subject Screen Reader forms ONLY, SAY: Some of the items on this test will measure your knowledge of sentence structure and the correct placement of punctuation marks. To modify your screen reader settings to change the level of punctuation that is spoken, please use one of the following commands. (Note that screen reader commands are typically preceded by a screen reader modifier key. These modifier keys are customizable but Insert can always be used as a modifier key for both JAWS and NVDA, and Control+Option can be used with VoiceOver.)

- **JAWS for Windows:** Press JAWSKey+Shift+2.
- **NVDA:** Press NVDA+P.
- **VoiceOver:** Press VO+V to open the Verbosity rotor. Next, press Left/Right Arrow until you hear “punctuation” and the current setting. Then, press Up/Down Arrow to choose the desired level. Finally, press Space to select, and Escape to close the Verbosity rotor.

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.”

SAY: When you come to the screen with the words “Submit Final Answers,” you have finished the test. If you finish before time is up, you may use the remaining time to review your answers. 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.

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 their hand. If a student has a wrong student testing ticket or a student does not have a student testing ticket, contact the school test 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 their 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 test 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.”

SAY: When you come to the screen with the words “Submit Final Answers,” you have finished the test. If you finish before time is up, you may use the remaining time to review your answers. 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.

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 their hand. If a student has a wrong student testing ticket or a student does not have a student testing ticket, contact the school test 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 their 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 test 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 to help you solve the problems.

SAY: When you come to the screen with the words “Submit Final Answers,” you have finished the test. If you finish before time is up, you may use the remaining time to review your answers. 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.

Science Test Directions

SAY: Today you will be taking the Utah Aspire Plus Science 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 their hand. If a student has a wrong student testing ticket or a student does not have a student testing ticket, contact the school test 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 their 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 test 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 to help you solve the problems.

SAY: When you come to the screen with the words “Submit Final Answers,” you have finished the test. If you finish before time is up, you may use the remaining time to review your answers. 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 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.

Spanish Adaptive 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."

DIGA: Cuando llegues a la pantalla con las palabras "Enviar respuestas finales," has llegado al final del examen. Si terminas antes de que se acabe el tiempo, puedes usar el tiempo que queda para revisar tus respuestas. 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.

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."**

DIGA Cuando llegues a la pantalla con las palabras **"Enviar respuestas finales,"** has llegado al final del examen. Si terminas antes de que se acabe el tiempo, puedes usar el tiempo que queda para revisar tus respuestas. 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.

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. 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 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.

DIGA: Cuando llegues a la pantalla con las palabras "Enviar respuestas finales," has llegado al final del examen. Si terminas antes de que se acabe el tiempo, puedes usar el tiempo que queda para revisar tus respuestas. 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.

INSTRUCCIONES PARA EL EXAMEN DE CIENCIAS

DIGA: Hoy tomarás el examen de Ciencias 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. 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.

DIGA: Cuando llegues a la pantalla con las palabras "Enviar respuestas finales," has llegado al final del examen. Si terminas antes de que se acabe el tiempo, puedes usar el tiempo que queda para revisar tus respuestas. 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 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.

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. More information on ordering that document can be found in the Accommodation section on pages 68-69.

After Testing

Post-test Activities

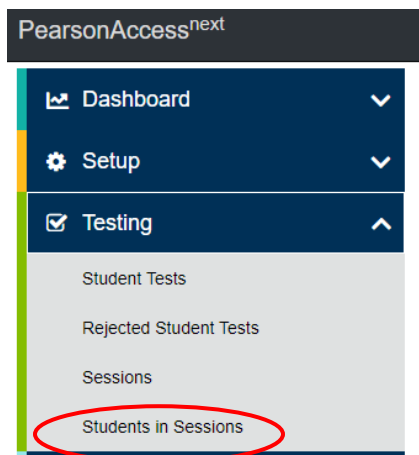
[Collect and Return Materials to School Test Administrator \(Teachers, Proctors\)](#)

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

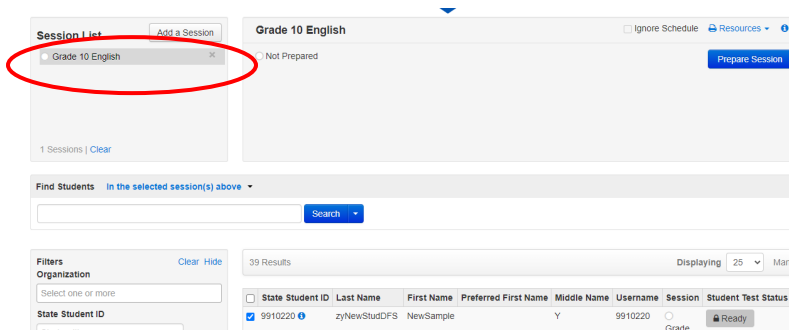
[Remove Students in Ready Status \(LEA Assessment Directors, School Administrators, Teachers, Proctors\)](#)

Students in Ready status should be removed from test sessions before the test session is stopped. If you still have students that need to test, you will want to either move those students to a new session or wait to stop the session until all students have completed testing.

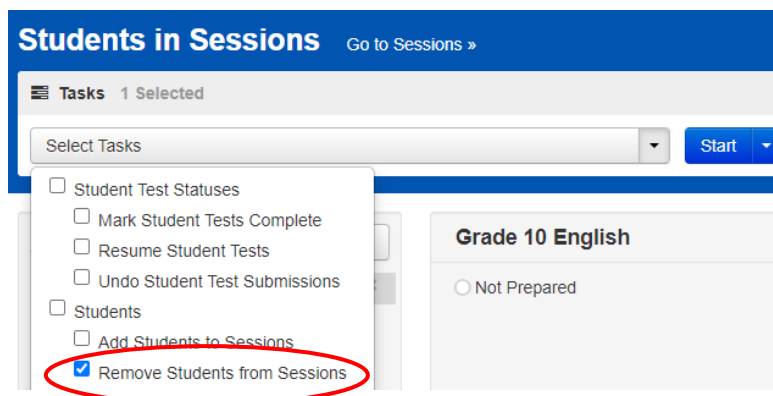
1. Within PearsonAccess^{next}, go to **Testing** and select **Students in Sessions**.



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.

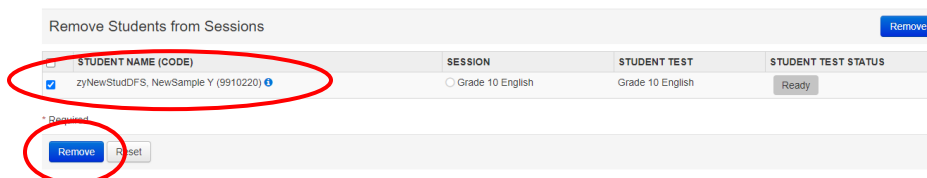


4. In the **Tasks** pane, select **Remove Students from Sessions**, and select **Start**.



5. Select the checkbox next to each student's name to confirm your selection.

6. Select **Remove**.



Mark Tests Complete (LEA Assessment Directors, School Administrators, Teachers, Proctors)

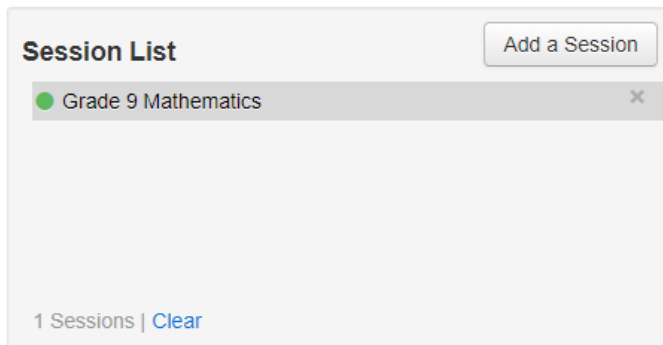
Test sessions cannot be stopped in PearsonAccess^{next} until all students in the session are in a **Completed** or **Marked Complete** status. Students in an **Exited**, **Resumed/Resumed Uploaded** and **Active** status should be **Marked Complete**. **NOTE:** Students with Ready statuses **should not** be marked complete. Any students in a **Ready** status should be removed from the session.

- **Completed:** The test has been submitted by the student through TestNav and the data has been processed.
- **Marked Complete:** The student has exited TestNav and will not resume the same test, or has never logged in to a test, but the test session needs to be stopped.
- **Ready:** The student has not yet or has ever started the test.
- **Exited:** The student has exited TestNav but has not submitted test responses.

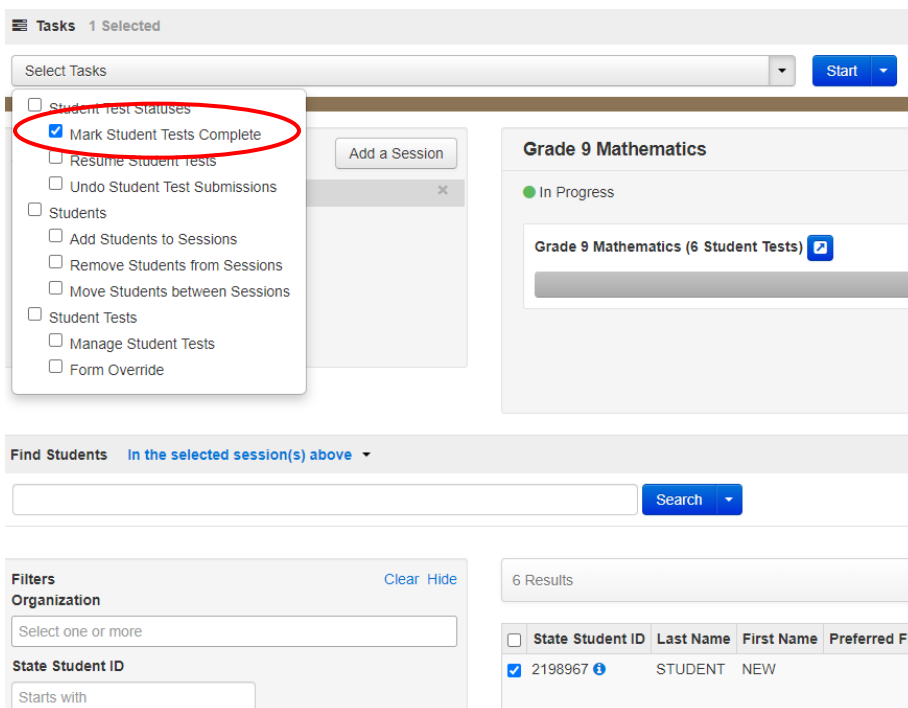
- **Resumed/Resumed Upload:** The student has been authorized to resume the test, but has not yet logged in.
- **Active:** The student has logged in and started the test but has not exited or submitted their test.

To mark a test complete for a student who has an uncompleted test attempt, use the following instructions.

14. From **Students in Sessions**, ensure that the appropriate session is selected.



15. Select the check box next to the student who needs to be marked complete.
16. In the **Tasks** pane, select **Mark Tests Complete**, and select **Start**.



17. Select the check box next to the student name to confirm your selection.

18. Select a reason from the drop-down option list.
19. Select **Mark Complete**.

Tasks for Students in Sessions

Mark Student Tests Complete

Mark Student Tests Complete

Reason*

204 - Parental Exclusion

Use the same Reason for checked Students in Sessions

STUDENTS IN SESSIONS (5)	STUDENT NAME (CODE)	DETAILS
<input checked="" type="checkbox"/>	STUDENT, NEW (2198967) ⓘ	● Grade 9 Mather
<input type="checkbox"/>	STUDENT, NEW (2498901) ⓘ	● Tyler's G9 Math
<input type="checkbox"/>	STUDENT, NEW (2548385) ⓘ	● Tyler's G9 Math
<input type="checkbox"/>	STUDENT, NEW (2975365) ⓘ	● Tyler's G9 Math
<input type="checkbox"/>	STUDENT, NEW (4726023) ⓘ	● Tyler's G9 Math

This action is not reversible.

* Required

Mark Complete Reset

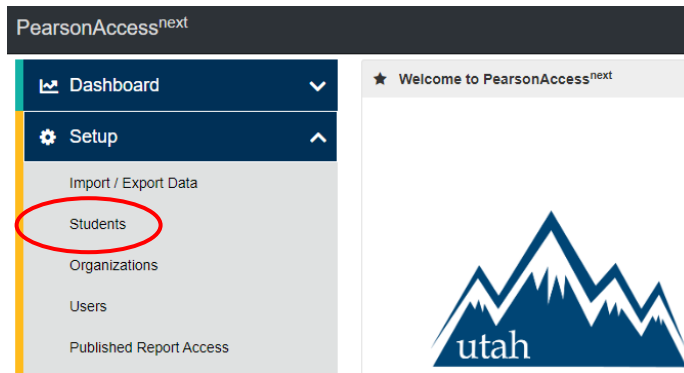
If there are any tests which must be invalidated, contact your LEA Assessment Director. **Invalidating a test must be completed by a district test administrator.** When appropriate, LEA Assessment Director may invalidate a test by setting Participation Code 203 – Invalidated. Refer to the “Participation Codes” section for directions on setting participation codes.

[Participation Codes \(LEA Assessment Directors, School Administrators\)](#)

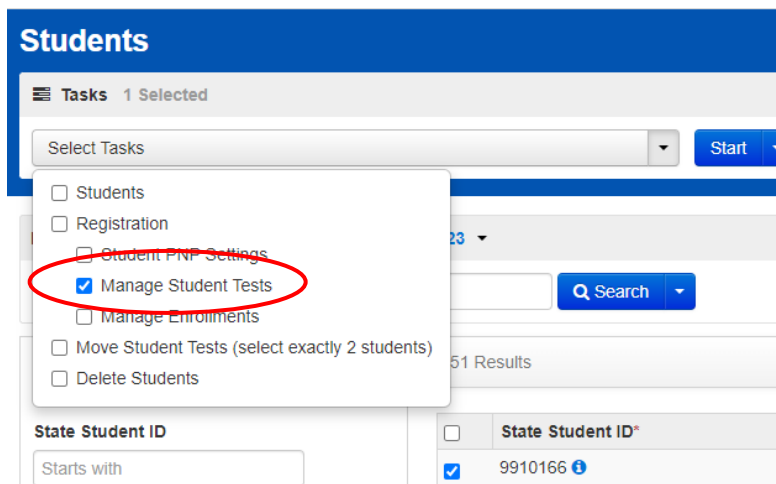
The default participation code for students taking Utah Aspire Plus is 200 – Standard Participation. Any test participation that is different from participation code 200 - Standard Participation should be indicated in PearsonAccess^{next}. If a student has not completed the test, the test must be marked 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. On the left, use the dropdown arrow to select the correct test for the student you want to edit participation for.
5. Select the correct participation code in the **Participation Code** drop-down menu.

Test Filter

Filter by Test Status
 Complete Assigned

STUDENT TESTS (4)

+ Create Student Tests

ZYNEWSTUDBCCS, NEWSAMPLE B (9910166)

Grade 10	Assigned
Grade 10 English	Assigned
Grade 10 Reading	Assigned
Grade 10 Mathematics	Assigned
Grade 10 Science	Assigned

TEST DETAILS

zyNewStudBCCS, NewSample B (9910166)

Grade 10 Reading

Assigned

Organization*

SAMPLE SCHOOL 1 (zy001) x ▾

Form Code

Mark Test Complete Reason ⓘ

Participation Code

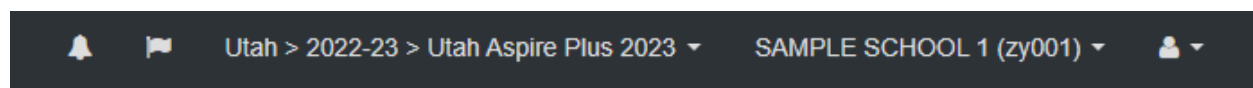
6. Select **Save**.

Assign Participation Code through a File Export and Import

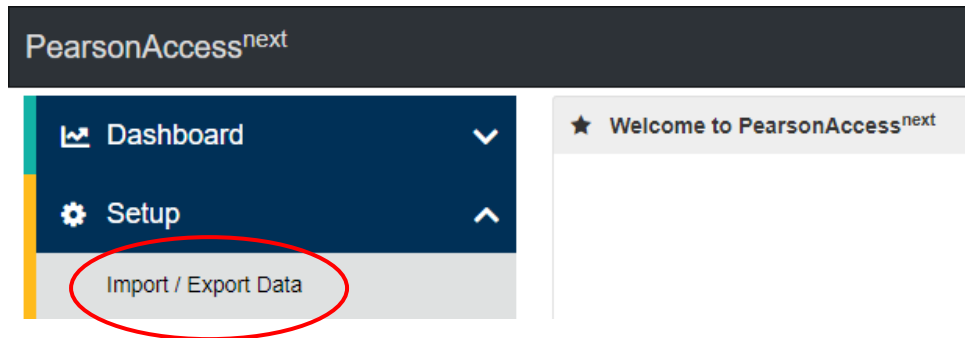
To make Participation code updates to all students within an organization using file export and import in PearsonAccess^{next}, use the following directions. **Note:** You can also verify participation codes that have been applied to a student's test.

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

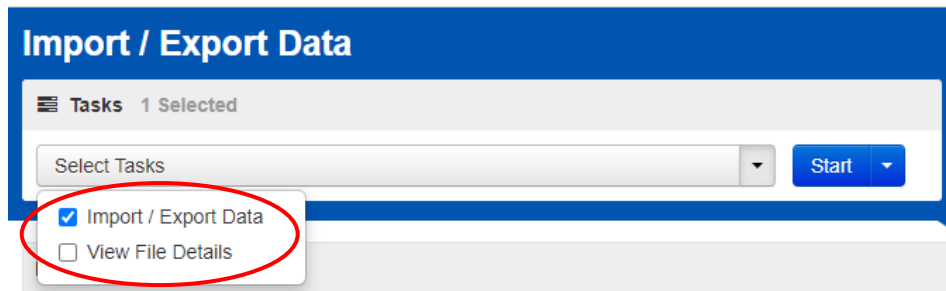
1. Log in to PearsonAccess^{next} here: <http://ut.pearsonaccessnext.com>.
2. Within PearsonAccess^{next}, ensure the correct administration and school are selected in the top right corner of the home screen.



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



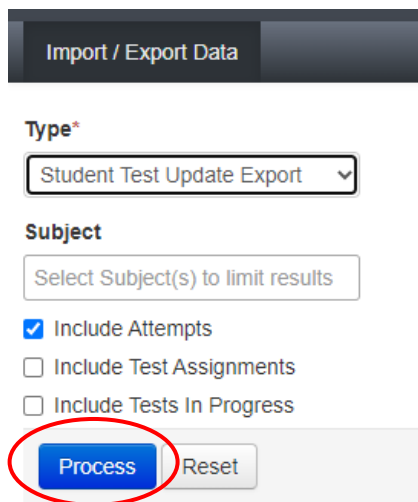
4. In the **Tasks** pane, select **Import/Export Data**, and select **Start**.



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

Note: You must select at least one option to process the file.

7. Select **Process**.



8. Refresh your screen until the process has completed. Then select **Download File**.

Import / Export Data View File Details

FILES (1)

Student Test Update Export 2022-12-08T01:45:26.093+0000.csv

DETAILS

Complete
File is ready for download

File Information

Type Student Test Update Export	Organization SAMPLE SCHOOL 1 (zy001)
Request Date 12/07/2022 06:45:26 PM	User james.pobst@pearson.com
Total Records 9	Download File
Successful Records 9	
Error Records 0	

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

Note: You can use the **Student Test Update Export** to verify participation codes that have been applied to a student's test. You can find that information on **column 'AQ'** on the export file.

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.

Import the Student Test Update File

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

PearsonAccess^{next}

Dashboard

Setup

Import / Export Data

Welcome to PearsonAccess^{next}

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

Import / Export Data

Tasks 1 Selected

Select tasks

Import / Export Data

View File Details

Start

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

Import / Export Data

Type*

Student Test Update Import

Source File

Choose File Student Test...2+0000.csv

Ignore Error Threshold

Process Reset

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.

Import / Export Data View File Details

FILES (2)

Student Test Update Export 2022-12-08T01:45:26.093+0000.csv

Student Test Update Export 2022-12-08T01_45_26.093+0000.csv

DETAILS ↻

Complete

Saved information for all records in the file.

File Information

Type	Student Test Update Import	Organization	SAMPLE SCHOOL 1 (zy001)
Name	Student Test Update Export 2022-12-08T01_45_26.093+0000.csv	User	james.pobst@pearson.com
Request Date	12/07/2022 06:48:41 PM	Download File ⓘ	
Total Records	9		
Successful Records	9		
Error Records	0		

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	Did not test	Student was enrolled at the school and eligible to test with or without reasonable accommodations but 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.
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 assessment during a previous administration year.
111	USBE Excused – Approval Needed	Requires USBE authorization. Used in rare circumstances to capture irregular test circumstances.
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

		<ul style="list-style-type: none"> • Standard print • Large print • Screen reader • Speech-to-text • Magnification • Other assistive technology • Signed exact English • Sign language interpretation • Cued Speech • Human scribe • 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 the assessment.
205*	EL Second School Year in U.S. Student tested	Student is EL and first enrolled in the U.S. during the 2020-2021 school year. Student must take ELA, Math, and Science.
208	Test System Interruption – USBE Approval Needed	The test event was interrupted by a system error without reasonable opportunity to reset or re-open the test. 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.

Stop a Test Session

Once all students still in the session are 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.



Collecting, Packing, and Returning Test Materials

School Test Administrators Collect Materials from Teachers/Proctors

School test 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 test 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 test administrator and kept in secure storage until it is time to pack materials.

Pack the Test Materials (LEA Assessment Directors, School Test Administrators)

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 (LEA Assessment Directors, School Test Administrators)

Call UPS at 1-800-823-7459 prior to the final day for pickup, May 23, 2023

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. It is the responsibility of the LEA to keep track of the UPS tracking number until all tests have been received. Should questions arise about the status of returned test materials, the UPS tracking number is essential for resolving any questions about the materials.

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.

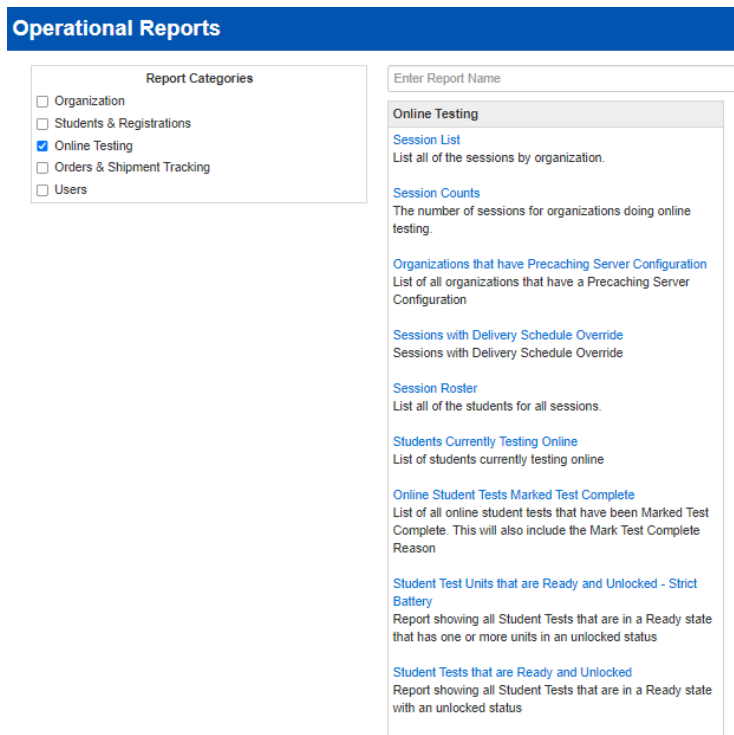
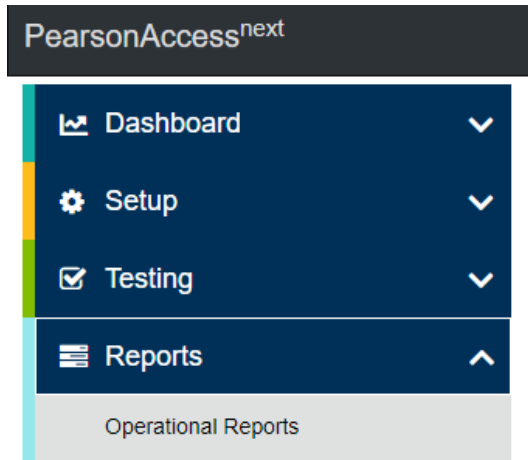
Districts and schools can access and download .pdf versions of individual student reports of students' scores. Individual student reports contain an overall predicted ACT score, predicted ACT scores for each subject area (English, reading, math, and science), and information on whether the student's predicted ACT scores meet [ACT College Readiness Benchmarks](#) . 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. LEA Assessment Directors can access and download a .csv data file containing all their students' scores. It is anticipated that the OnDemand reports (ODRs) for reading, English, mathematics, and science will be available within 24 hours. The ISRs, Test Events and Test Score files are anticipated to be available on May 26th, 2023.

[PearsonAccess^{next} Operational Reports \(LEA Assessment Directors, School Administrators, Teachers, Proctors\)](#)

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. The second image below shows the reports available after the Online Testing category is selected.



[Accessing Student Results – Published Reports \(LEA Assessment Directors, School Administrators, Teachers\)](#)

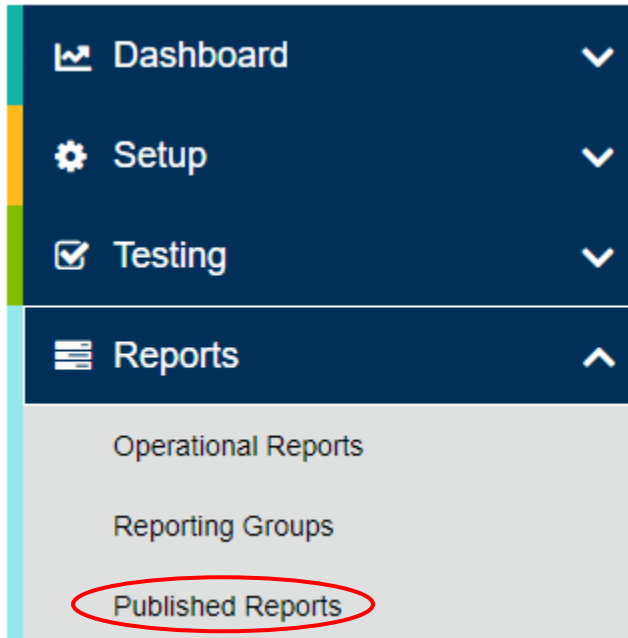
There are three different types of published reports available in PearsonAccess^{next}: individual student reports, district level test events data files and district level test scores data files.

- The Individual Student Report (ISR) provides your student’s Utah Aspire Plus assessment finalized score information. There are two main components to the ISR: postsecondary readiness and Utah core standards-based proficiency.

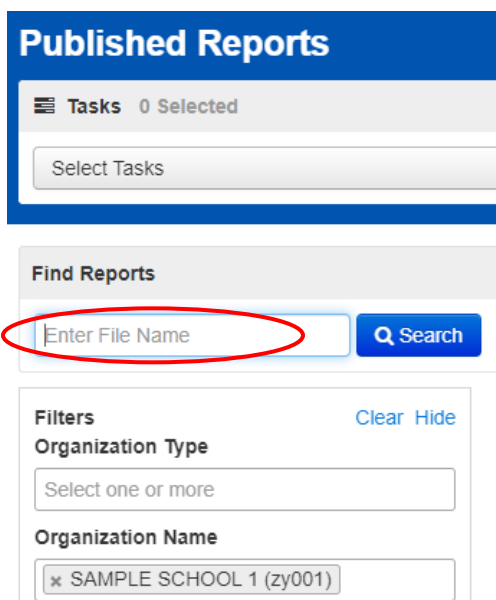
- The district level test events data file will provide a .csv file that has detailed information on the student’s test (i.e., test duration, items attempted, and types of accommodations used).
- The district level test scores data file provides finalized score information for the student’s test (i.e., composite score, proficiency level and raw and scale score).

Student results will be available for Utah Aspire Plus (May 2023). Once student results are available, results can be accessed within PearsonAccess^{next} under Published Reports.

1. From **Reports**, select **Published Reports**.



2. Type the file name into the search field and click **Search** (or apply filters).



3. Select the report(s) you want to download by clicking the hyperlink to the report.

2 Results		
<input type="checkbox"/>	File Name	Size (KB)
<input type="checkbox"/>	Utah Aspire Plus Summative Individual Student Report Grade 10	11,522
<input type="checkbox"/>	Utah Aspire Plus Summative Individual Student Report Grade 9	16,661

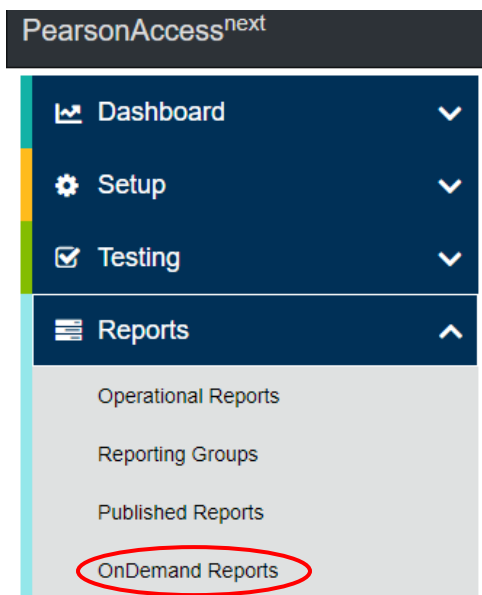
More information regarding Published reports can be found in the [Score Interpretation Guide](#).

[Accessing Student Results – OnDemand Report –Student Detail Reports \(LEA Assessment Directors, School Administrators, Teachers\)](#)

The purpose of the OnDemand Report –Student Detail Report is to provide student performance data on the Utah Aspire Plus summative assessments, prior to the release of the Individual Student Report (ISR). The Preliminary Student Detail Report for the English, math, reading and science tests can be accessed by LEA administrators, school administrators, and teachers in PearsonAccessnext

OnDemand Reports will be available within 24 hours of testing. Once they are available, results can be accessed within PearsonAccess^{next} under OnDemand Reports. More information regarding accessing OnDemand reports can be found in the [Score Interpretation Guide](#).

1. From Reports, select **OnDemand Reports**.



2. Type student names into the search field and click **Search**.

- You can also filter by **Student Name or SSID, Organization Name, Subject Name, Grade, Proficiency Level and more** to help you locate the report for specific students.
- Select certain students by clicking on blue information icon or to print all reports select **Download** and then **Student Detail Report (pdf)**. Administrators can also download the list view that is shown on the screen by selecting the **Student List Report**.

The screenshot displays the 'OnDemand Reports' interface. At the top, there is a 'Find Students' section with a search bar containing the text 'Enter Student Name or Statewide Student ID' and a 'Search' button. Below this is a 'Filters' section with various dropdown menus for 'Organization Name', 'Subject Name', 'Grade', 'Proficiency Level', 'Test Session', 'Test Event Status', and 'Participation Code'. To the right, there is a 'Reports' section with a 'Requested Reports' dropdown menu showing 'Student List Report (pdf)_03_2022-10-21 (1)'. Below the filters and reports sections, there is a table of student reports. The table has columns for 'Statewide Student ID', 'Last Name', 'First Name', 'Middle Name', 'Date of Birth', 'District', 'School', 'Grade', 'Test Name', 'Test Date', 'Subject Score', 'Proficiency Level', 'Predicted ACT Score Range Low', 'Predicted ACT Score Range High', and 'College Readiness'. The first row of the table is highlighted with a red circle around the 'Statewide Student ID' column, which contains the value '9220104'. The table also includes a 'Total Students Reported: 1,728' summary and a 'Download' button.

Statewide Student ID	Last Name	First Name	Middle Name	Date of Birth	District	School	Grade	Test Name	Test Date	Subject Score	Proficiency Level	Predicted ACT Score Range Low	Predicted ACT Score Range High	College Readiness
9220104	PVLASTGAEA	PVFIRSTGAEA	Z	09/08/2005	BOX ELDER DISTRICT (03)	DALE YOUNG COMMUNITY HIGH (03778)	09	Grade 9 Reading	02/22/2022	243	Highly Proficient (4)	25	32	On Target
9220104	PVLASTGAEA	PVFIRSTGAEA	Z	09/08/2005	BOX ELDER DISTRICT (03)	DALE YOUNG COMMUNITY HIGH (03778)	09	Grade 9 English	02/22/2022	209	Proficient (3)	17	22	On Target
9220104	PVLASTGAEA	PVFIRSTGAEA	Z	09/08/2005	BOX ELDER DISTRICT (03)	DALE YOUNG COMMUNITY HIGH (03778)	09	Grade 9 Science	02/22/2022	254	Highly Proficient (4)	25	32	On Target
9220104	PVLASTGAEA	PVFIRSTGAEA	Z	09/08/2005	BOX ELDER DISTRICT (03)	DALE YOUNG COMMUNITY HIGH (03778)	09	Grade 9 Mathematics	02/22/2022	181	Approaching Proficient (2)	14	16	Not on Target
9220104	PVLASTGAEA	PVFIRSTGAEA	Z	09/08/2005	BOX ELDER DISTRICT (03)	DALE YOUNG COMMUNITY HIGH (03778)	09	Grade 9 Spring 2022		N/A	N/A	N/A	N/A	On Target
9220130	PVLASTGAGA	PVFIRSTGAGA	Z	11/10/2005	BOX ELDER DISTRICT (03)	DALE YOUNG COMMUNITY HIGH (03778)	09	Grade 9 English	02/22/2022	166	Approaching Proficient (2)	10	14	Not on Target
9220130	PVLASTGAGA	PVFIRSTGAGA	Z	11/10/2005	BOX ELDER DISTRICT (03)	DALE YOUNG COMMUNITY HIGH (03778)	09	Grade 9 Reading	02/22/2022	224	Proficient (3)	22	26	On Target
9220130	PVLASTGAGA	PVFIRSTGAGA	Z	11/10/2005	BOX ELDER DISTRICT (03)	DALE YOUNG COMMUNITY HIGH (03778)	09	Grade 9 Mathematics	02/22/2022	233	Highly Proficient (4)	23	28	On Target
9220130	PVLASTGAGA	PVFIRSTGAGA	Z	11/10/2005	BOX ELDER DISTRICT (03)	DALE YOUNG COMMUNITY HIGH (03778)	09	Grade 9 Mathematics	02/22/2022	228	Proficient (3)	22	27	On Target

Sample Subject Specific Student Detail Report

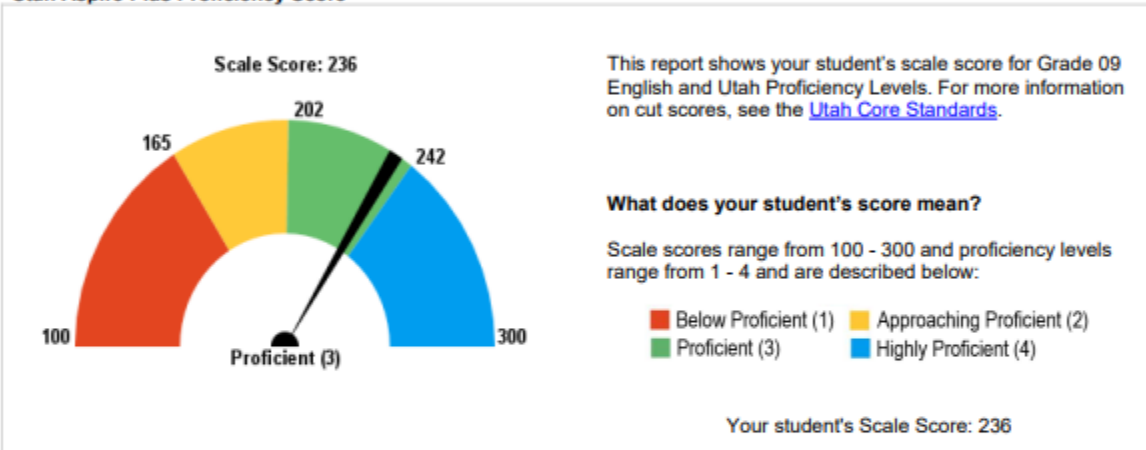


FIRSTNAME | LASTNAME (0201000)

Test Details

Statewide Student ID 0201000	Date of Birth 05/08/2008	Test Name Grade 09 English
District CITY COMMUNITY SCHOOL DISTRICT (XX)	School BRUNSWICK HIGH SCHOOL (XX100)	Test Date 03/21/2023

Utah Aspire Plus Proficiency Score



Based on your student's Utah Aspire Plus scale score, if your student were to take the ACT in Grade 11, your student's predicted ACT score on the English test would be:

Predicted ACT Score

Test	Predicted ACT Subject Test Score Range	ACT College Readiness Benchmark	Postsecondary Readiness
English	24 - 27	18	On Target

To access your student's performance results online, visit the [Utah Aspire Plus Parent Portal](#). To access this student's performance and set up your parent/guardian account access, use claim code **BWNXd4tZpLrH**. If you have additional questions about your student's scores, please contact your student's teacher or guidance counselor.

Sample Composite Student Detail Report



OnDemand Reports Student Detail Report

FIRSTNAME | LASTNAME (0201000)

Test Details

Statewide Student ID 0201000	Date of Birth 05/08/2008	Test Name Grade 09
District CITY COMMUNITY SCHOOL DISTRICT (XX)	School BRUNSWICK HIGH SCHOOL (XX100)	Test Date Spring 2023

Predicted Composite ACT Score Range

Predicted Composite ACT Score Range: 21-24

0 18 36

■ Not on Target ■ On Target

Your student took the Utah Grade 09 Assessment in Spring 2023. This report shows the predicted composite ACT score range.

What does your student's score mean?

Based on your student's performance on the four Utah Aspire Plus subject areas (English, mathematics, reading, and science), this report shows the predicted range for your student's composite ACT score. This score range is provided for students who take all four assessments. Postsecondary readiness is defined by Utah as a composite ACT score of 18 or higher.

Your student's Predicted Composite ACT Score Range: 21 - 24

Your student's College Readiness: On Target

Predicted ACT Composite Score

Test	Predicted Composite ACT Score Range	Postsecondary Readiness Target	Postsecondary Readiness
Composite	21 - 24	18	On Target

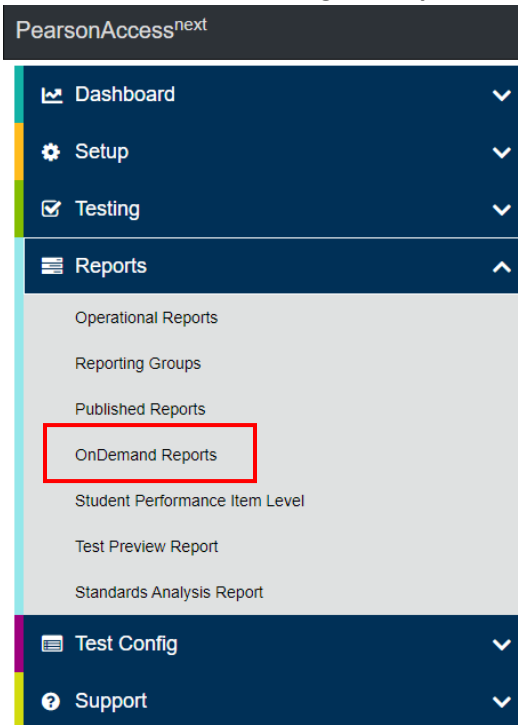
For more information on the predicted ACT score range, see the [Score Interpretation Guide for Parents](#).

To access your student's performance results online, visit the at [Utah Aspire Plus Parent Portal](#). To access this student's performance and set up your parent/guardian account access, use claim code **BWNXd4tZpLrH**. If you have additional questions about your student's scores, please contact your student's teacher or guidance counselor.

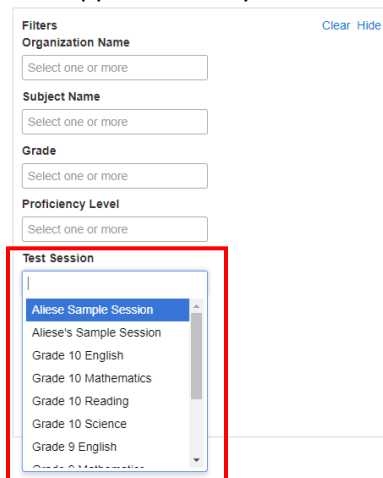
[Filtering by Session for OnDemand Reports \(LEA Assessment Directors, School Administrators, Teachers\)](#)

OnDemand reports can be filtered for you to find your classroom or session's reports more easily. Some administrators choose to create sessions by their class, and this will allow you to filter your OnDemand Reports by your testing sessions. There is a 50-session limit in the dropdown that appears when you use the filter box. Use the following steps to help you filter your OnDemand Reports by session.

1. Within PearsonAccess^{next}, go to **Reports** and select **OnDemand Reports**.



2. If you're filtering by **Test Session**, PearsonAccess^{next} there is a 50-session limit in the dropdown that appears when you click in the filter box.



6. Make note of the name of the session you want to see the OnDemand reports for.

12 Results

<input type="checkbox"/>	Session	Session Status	Scheduled Start Date	Test
<input type="checkbox"/>	Aliese Sample Session i	● In Progress	03/07/2023	Grade 10 Mathematics
<input type="checkbox"/>	Aliese's Sample Session i	○ Not Prepared	01/06/2023	Grade 9 English
<input checked="" type="checkbox"/>	Grade 10 English i	● In Progress	01/09/2023	Grade 10 English
<input type="checkbox"/>	Grade 10 Mathematics i	● In Progress	01/09/2023	Grade 10 Mathematics
<input type="checkbox"/>	Grade 10 Reading i	● In Progress	01/09/2023	Grade 10 Reading
<input type="checkbox"/>	Grade 10 Science i	● In Progress	01/09/2023	Grade 10 Science
<input type="checkbox"/>	Grade 9 English i	● In Progress	01/09/2023	Grade 9 English
<input type="checkbox"/>	Grade 9 Mathematics i	● In Progress	01/09/2023	Grade 9 Mathematics
<input type="checkbox"/>	Grade 9 Reading i	● In Progress	01/09/2023	Grade 9 Reading
<input type="checkbox"/>	Grade 9 Science i	● In Progress	01/09/2023	Grade 9 Science
<input type="checkbox"/>	NewTestSession i	○ Not Prepared	02/15/2023	Grade 10 English
<input type="checkbox"/>	Tyler's Gr. 10 Math Session i	○ Not Prepared	01/09/2023	Grade 10 Mathematics

7. Return to **Reports** and the **OnDemand Reports** option.

PearsonAccess^{next}

Home Dashboard Setup Testing **Reports** Test Config Support

Sessions Go to Students in Sessions

Tasks 0 Selected

Select Tasks

Find Sessions

- Operational Reports
- Reporting Groups
- Published Reports
- OnDemand Reports**
- Student Performance Item Level
- Test Preview Report
- Standards Analysis Report

- On the **OnDemand Reports** screen, the **Filters** box for **Test Session**, you can either copy and paste your session name, or start typing the session name. You will see your session name populate in the list below.

Filters

Organization Name

Subject Name

Grade

Proficiency Level

Test Session

- Grade 10 English
- Grade 10 Mathematics
- Grade 10 Reading
- Grade 10 Science
- Grade 9 English
- Grade 9 Mathematics
- Grade 9 Reading
- Grade 9 Science

- Select your session from the list.
- You will see the students from that session on the **OnDemand Reports** screen.

Total Students Reported: 35

[Download](#)
Displaying 25
Manage Columns

Statewide Student ID	Last Name	First Name	Middle Name	Date of Birth	District	School	Grade	Test Name	Test Date	Subject Scale Score	Proficiency Level	Predicted ACT Score Range Low	Predicted ACT Score Range High	College Readiness
9809482	zyNewStudBSAS	NewSample	BB	11/19/2005	SAMPLE DISTRICT 2 (zy)	SAMPLE SCHOOL 1 (zy001)	09	Grade 9 English	03/03/2023	146	Below Proficient (1)	9	13	Not on Target
9809482	zyNewStudBSAS	NewSample	BB	11/19/2005	SAMPLE DISTRICT 2 (zy)	SAMPLE SCHOOL 1 (zy001)	09	Grade 9 Reading	03/03/2023	100	Below Proficient (1)	11	14	Not on Target
9809482	zyNewStudBSAS	NewSample	BB	11/19/2005	SAMPLE DISTRICT 2 (zy)	SAMPLE SCHOOL 1 (zy001)	09	Grade 9 Science	03/03/2023	155	Below Proficient (1)	12	16	Not on Target
9809582	zyNewStudBSBS	NewSample	BB	11/19/2005	SAMPLE DISTRICT 2 (zy)	SAMPLE SCHOOL 1 (zy001)	09	Grade 9 Science	03/03/2023	177	Below Proficient (1)	13	17	Not on Target
9809582	zyNewStudBSBS	NewSample	BB	11/19/2005	SAMPLE DISTRICT 2 (zy)	SAMPLE SCHOOL 1 (zy001)	09	Grade 9 English	03/03/2023	142	Below Proficient (1)	9	12	Not on Target
9809582	zyNewStudBSBS	NewSample	BB	11/19/2005	SAMPLE DISTRICT 2 (zy)	SAMPLE SCHOOL 1 (zy001)	09	Grade 9 Reading	03/03/2023	165	Below Proficient (1)	12	15	Not on Target
9809682	zyNewStudBSCS	NewSample	BB	11/19/2005	SAMPLE DISTRICT 2 (zy)	SAMPLE SCHOOL 1 (zy001)	09	Grade 9 Science	03/03/2023	164	Below Proficient (1)	12	17	Not on Target
9809682	zyNewStudBSCS	NewSample	BB	11/19/2005	SAMPLE DISTRICT 2 (zy)	SAMPLE SCHOOL 1 (zy001)	09	Grade 9 Reading	03/03/2023	167	Approaching Proficient (2)	12	16	Not on Target
9809682	zyNewStudBSCS	NewSample	BB	11/19/2005	SAMPLE DISTRICT 2 (zy)	SAMPLE SCHOOL 1 (zy001)	09	Grade 9 Science	03/03/2023	145	Below Proficient (1)	9	13	Not on Target

Managing Columns for the OnDemand Reports Screen (LEA Assessment Directors, School Administrators, Teachers)

The OnDemand reports screen has columns of data such as you student demographic information, the student's test information and the scores the student received on their test. You can expand the data to include more score information. For instance, the Predicted ACT Composite scores. Follow the instructions below to add the Predicted ACT Composite Score range.

1. Within PearsonAccess^{next}, go to **Reports** and select **OnDemand Reports**.
2. If you're looking to add additional data to the OnDemand Reports screen, you can click the **Manage Columns** dropdown menu in the upper right corner.

The screenshot shows the 'OnDemand Reports' interface. At the top, there's a search bar and a 'Reports' dropdown menu. Below the search bar, there are filters for Organization Name, Subject Name, and Grade. A table of student data is displayed with columns for Statewide Student ID, Last Name, First Name, Middle Name, Date of Birth, District, School, Grade, Test Name, Test Date, Subject Scale Score, Proficiency Level, Predicted ACT Score Range Low, Predicted ACT Score Range High, and College Readiness. A 'Manage Columns' dropdown menu is open in the upper right corner, highlighted with a red box.

3. Choose the options you're looking for. A commonly added option is the **Predicted ACT Composite Scores Range Low/High**.

The screenshot shows the 'Manage Columns' dropdown menu. The menu is open, showing a list of columns with checkboxes. The 'Predicted ACT Composite Score Range Low' and 'Predicted ACT Composite Score Range High' options are highlighted with a red box. Other options include Statewide Student ID, Last Name, First Name, Middle Name, Date of Birth, District, School, Grade, Test Name, Test Date, Subject Scale Score, Proficiency Level, Predicted ACT Score Range Low, Predicted ACT Score Range High, College Readiness, Composite Scale Score, Predicted ACT Composite Score Range Low, Predicted ACT Composite Score Range High, Test Event Status, Participation Code, Participation Code Description, and Local Student ID.

4. Click on the screen and you will see your updated columns on the OnDemand screen..

[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](#) 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).

More information regarding Parent Portal and accessing reports can be found in the [Score Interpretation Guide](#).

There is also a Score Interpretation guide available for parents if they require additional information regarding reports and accessing them in the Parent Portal. The Score Interpretation Guide for parents can be found on the Resource Center [here](#).