

# Test Administration Manual



**Aspire**  
**ACT**

---

P L U S

**Spring 2019**



Copyright © 2019 by the Utah State Board of Education. All Rights Reserved. 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, 250 East 500 South, P.O. Box 144200, Salt Lake City, Utah 84114-4200.

## Contents

How to Contact the Pearson Help Desk and the Utah State Board of Education (USBE).....	5
Introduction .....	7
This Manual.....	8
Testing Policy and Procedures .....	9
Purpose .....	9
Confidentiality and Security.....	9
Reporting .....	10
Testing Ethics Policy.....	10
Investigations.....	10
Administration Schedule.....	10
Test Facilities.....	12
Selecting Testing Rooms .....	12
Quiet Test Sessions .....	12
Room Setup.....	12
Test Staff Roles and Responsibilities.....	13
Selecting Testing Staff.....	13
Who May Act as Testing Staff .....	13
Who May Not Act as Testing Staff .....	13
Relatives.....	13
Staff Roles .....	13
Number of Required Proctors.....	14
District Testing Administrator Responsibilities.....	14
School Testing Administrator Responsibilities.....	14
Technical Coordinator Responsibilities.....	15
Teacher Responsibilities .....	15
Proctor Responsibilities .....	15
Test Materials .....	17
Materials You Receive from Pearson.....	17
Additional Orders.....	17
Additional Materials Needed for Test Administration.....	17
Security of Test Materials .....	19

Online Testing .....	20
PearsonAccess <sup>next</sup> and TestNav .....	20
Technical Requirements.....	20
Preparation for Online Testing.....	20
Testing Accommodations and Supports .....	22
Personal Needs Profile (PNP).....	22
Manually Assign Accommodations and Update PNP Settings for a Student.....	22
Assign Accommodations through a File Export and Import .....	23
Embedded Supports.....	24
Accommodations .....	38
Modifying a Student Response .....	62
Transcribing Answers for Paper Accommodations.....	62
Preparing for the Test Administration .....	63
Standard Test Administration and Testing Ethics Training .....	63
Test Administration Manual .....	63
Testing Windows and Schedules.....	63
Eligibility of Students for Utah Aspire Plus .....	63
PearsonAccess <sup>next</sup> Training Site and the Utah Aspire Plus Question Samplers.....	63
Student Tutorial .....	64
Student Demographic Information.....	65
Manual Student Transfers .....	65
Request Student Transfer .....	65
Approve Student Transfer.....	65
Enrollment Transfer Export/Import Method .....	66
Prepare Staff .....	67
User Accounts .....	67
Training Requirements.....	67
Prepare Students .....	68
Utah Aspire Plus Question Samplers .....	68
Format.....	68
Security .....	68
Reporting.....	68
PearsonAccess <sup>next</sup> Test Session Management.....	69

Definition of a Test Session.....	69
Create a Test Session .....	69
Indicate a Parental Exclusion on a Student Test.....	69
Edit Test Sessions.....	70
Prepare Test Sessions .....	70
Start and Unlock a Test Session .....	70
Delete a Test Session .....	71
Assign Students to a Test Sessions.....	71
Remove Students from a Test Session.....	72
Move Students from One Test Session to Another .....	72
Edit a Student Test.....	72
Student Breaks During Testing.....	73
Resume/Resume Upload Student Tests .....	73
Test Day Set Up.....	74
Test Day Process Overview .....	74
Test Irregularities and Invalidations.....	76
Test Irregularities.....	76
Test Interruptions .....	76
Scoring of Interrupted Tests .....	76
Wrong Test Form/Accommodation .....	76
Submitting an Irregularity Report.....	77
Test Invalidation.....	77
Test Device Management .....	78
Loss of Connectivity .....	78
Device Failure.....	78
Chromebooks.....	78
Set Up Secondary Save Locations in PearsonAccess <sup>next</sup> .....	78
Check Managed Chromebook Settings.....	78
Ensure Wireless Access Points Can Support the Number of Chromebooks Used.....	78
Properly Exit Tests After Completing a Test .....	79
Track Student Testing Devices .....	79
Administering the Online Tests.....	80
English Test Directions .....	81

Reading Test Directions .....	83
Math Test Directions.....	86
Science Test Directions .....	89
Administering the Paper Tests.....	92
Paper Test Directions .....	92
Teacher/Proctor Post-test Activities.....	92
Collect and Return Materials to School Testing Administrator .....	92
Remove Students in Ready Status .....	92
Mark Tests Complete .....	93
Participation Codes .....	93
Apply Participation Code.....	93
Stop a Test Session.....	95
Collecting, Packing, and Returning Test Materials .....	96
School Testing Administrators Collect Materials from Teachers/Proctors.....	96
Pack the Test Materials.....	96
Materials Pickup.....	96
Accessing Student Results.....	97

## 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<sup>next</sup>,  
Technology Issues, Packaging and Delivery,  
Test Materials, Test Procedures, Shipments,  
Reporting

#### Then contact ...

##### **Pearson Help Desk**

Phone: (877) 227-5009

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

Help Desk Support Form:

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

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

##### **Rebecca Peterson**

Phone: (801) 538-7694

Email: [rebecca.peterson@schools.utah.gov](mailto:rebecca.peterson@schools.utah.gov)

##### **Jared Wright**

Phone: (801) 538-7871

Email: [jared.wright@schools.utah.gov](mailto:jared.wright@schools.utah.gov)

Accommodations and Special Education

##### **Tracy Gooley**

Phone: (801) 538-7887

Email: [tracy.gooley@schools.utah.gov](mailto:tracy.gooley@schools.utah.gov)

**Always** include the following information:

- District or school testing administrator name
- SSID(s) of affected student(s)

**Do NOT provide any other student information, as doing so may violate FERPA policies.**

- 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<sup>next</sup>**

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

#### **TestNav**

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

#### **If you are using Proctor Caching**

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



## Introduction

Based on Utah statute [53E-4-304](#), the board adopted a new high school assessment. This assessment, Utah Aspire Plus, 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 9<sup>th</sup> and 10<sup>th</sup> grades, and it provides students with a predictive score for the ACT, which is taken by all Utah grade 11 students and is the most commonly submitted college readiness assessment for local universities.

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

## This Manual

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

## Testing Policy and Procedures

### Purpose

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

### Confidentiality and Security

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

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

Utah Aspire Plus assessments are **secure** assessments that follow the 2019 Spring Utah Aspire Plus blueprints (<http://assessments.jordandistrict.org/assessments/utah-aspire-plus/>) for each assessed subject area. **Utah Aspire Plus assessments are summative end-of-grade-level assessments.** All test items are secured items and may not be reviewed with students, discussed as a class, or reviewed during instructional conversations. Discussing, reviewing, recording, or transcribing test questions in any format is a violation of test security. All test security requirements of Utah Aspire Plus must be met. Personnel involved in test administration must complete testing ethics training. For information regarding the testing ethics policy, please contact Jared Wright at [jared.wright@schools.utah.gov](mailto:jared.wright@schools.utah.gov) or Rebecca Peterson at [rebecca.peterson@schools.utah.gov](mailto:rebecca.peterson@schools.utah.gov).

## Reporting

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

LEAs will be able to access and download .pdf versions of individual student reports and a .csv data file of students' scores. Individual student reports will contain an overall predicted ACT score, predicted ACT scores for each subject area (English, reading, math, and science), and information on whether the student's predicted ACT scores meet ACT Readiness Benchmark scores (<http://www.act.org/content/act/en/college-and-career-readiness/benchmarks.html>). Score reports will also contain scale scores for each subject area and show whether the student's performance in each subject area meets Utah Proficiency Standards. LEAs will also be able to access and download a .csv data file containing all their students' scores. It is anticipated that scores will be available after standard setting is completed (October 2019).

## Testing Ethics Policy

Information about the standard test administration and testing ethics policy can be found at <https://www.schools.utah.gov/File/23262a5f-48b1-4658-b79e-343ea6e578b7>.

## 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 25–May 17, 2019. For information regarding Testing Windows and Scheduling, please contact the Pearson Help desk at (877) 227-5009 or use the online support form at <http://download.pearsonaccessnext.com/ref/WebToCase.html?p=UTAH>. You may also contact Rebecca Peterson at [rebecca.peterson@schools.utah.gov](mailto:rebecca.peterson@schools.utah.gov) or Jared Wright at [jared.wright@schools.utah.gov](mailto:jared.wright@schools.utah.gov).

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

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

## Test Times

Course	Number of Sessions	Testing Time
English	One session	45 minutes
Reading	One session	90 minutes
Mathematics	One session	90 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 chosen by the school or LEA testing administrator in the student's Personal Needs Profile (PNP) by selecting the appropriate time extension in the **Extra Time** drop-down menu. Directions on updating the PNP can be found on pages 23–24.

If extra time has been designated for the student (time and a half, double time, or triple time), that timing will be built into the system. The test will stop when the extended time runs out, as it does for standard timing. Timing will also be built in for students with accommodations for stop-the-clock breaks or securely extended sessions over multiple days who are using the default English text-to-speech form or the Spanish transadaptive form. Students using the screen reader form or the non-screen reader assistive technology form will not have timing built into the system, so it must be locally managed. Consequently, timing must be locally managed for students with stop-the-clock breaks and securely extending sessions over multiple days who are also using the screen reader form or the non-screen reader assistive technology form. Note that other accommodations that require time to be locally managed are Speech to text – assistive technology scribe, assistive technology screen reader (English audio+ orienting description), and Other Assistive Technology.

For Utah Aspire Plus, it is recommended that students with extended time or stop-the-clock accommodations be tested in an appropriate setting in order 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 students with and without extended time accommodations.

## 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 in order 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.

## 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 or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, or paraprofessionals may be selected as teachers and proctors. Ensure that testing staff are trustworthy and have been trained in test administration and test security.

### Who May Not Act as Testing Staff

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

### Relatives

If a relative (spouse, sibling, child, stepchild, niece, nephew, in-law) 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 proctor in the test room in which the examinee is testing.

### Staff Roles

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

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

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

**Teacher and/or Proctor:** The teacher and/or proctor is responsible for testing activities within a testing room and must be in the room for the entire test session. Teachers and proctors can assist with session management activities including preparing and starting sessions, printing student testing tickets, and

performing post-test activities (e.g. marking tests complete, removing tests in ready status from sessions).

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

## Number of Required Proctors

### Standard Testing Room

Number of Students	Proctors Required
1–25	Teacher*
26–50	Teacher and 1 Proctor
51–100	Teacher and 2 Proctors

### Accommodations Testing Room

Number of Students	Proctors Required
1–10	Teacher *
11–20	Teacher and 1 Proctor
21–30	Teacher and 2 Proctors
more than 30	one additional proctor per 10 students

\*Proctors are not necessary in rooms with 1–25 students since a teacher is already in the room.

## District Testing Administrator Responsibilities

School testing administrators are responsible for the following tasks:

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

## School Testing Administrator Responsibilities

School testing administrators are responsible for the following tasks:

- Train school testing staff
- Assist District Testing Administrator with creating school-level PearsonAccess<sup>next</sup> and Training Center accounts
- Receive and distribute testing materials
- Select and prepare testing locations



- Work with technical coordinator to conduct infrastructure trials at the testing site(s)
- Work with technical coordinator to prepare all testing devices prior to test administration
- Coordinate accommodations assignments
- Create test sessions within PearsonAccess<sup>next</sup>
- Oversee test session management during testing
- Coordinate issue resolution
- Ensure testing personnel abide by the testing policies and procedures
- Complete post-test activities in PearsonAccess<sup>next</sup>
- Verify the completion and return of all required documentation, including any paper accommodated test materials
- Oversee documentation of test irregularities at the school level
- Collect all test materials and securely destroy any scratch paper and student testing tickets

### Technical Coordinator Responsibilities

Technical coordinators are responsible for the following tasks:

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

### Teacher Responsibilities

Teachers are responsible for the following tasks:

- Attend testing staff training
- Assist with session creation, as directed by School Testing Administrator.
- Print and distribute student testing tickets
- Help students log in to TestNav, as necessary
- Perform session management activities during testing
- Monitor testing progress and student testing behaviors
- Report testing irregularities
- Ensure students correctly log out of TestNav
- Collect test materials, including scratch paper, upon completion of testing
- Return all test materials to the school testing administrator including used scratch paper and student testing tickets

### Proctor Responsibilities

Proctors are responsible for the following tasks:

- Assist teacher in admitting and seating students
- Help distribute and collect student testing tickets

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

## Test Materials

### Materials You Receive from Pearson

Paper test materials must be ordered during the Accommodation Material Order window from February 25, 2019, to April, 22, 2019. Return shipping materials may be ordered until May 20.

### Additional Orders

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

### Additional Materials Needed for Test Administration

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

- **Student Testing Tickets**
  - Student testing tickets contain the Username and Password each student will use to log in to his or her assessment. These tickets must be handled in a secure manner and should be stored securely before use and returned to the school testing administrator after testing. Separate student testing tickets are needed for each subject.
  - Student testing tickets should be printed prior to the administration of the assessment. Student testing tickets are available to print from the Resources drop-down menu in PearsonAccess<sup>next</sup> at **Testing > Students in Sessions**. For more details on printing student testing tickets, refer to the PearsonAccess<sup>next</sup> Online Support at <https://support.assessment.pearson.com/x/HxpgAQ>.
- **Session Student Roster**
  - Student session rosters list all of 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 should be printed prior to the administration of the assessment. Session student rosters are available to print from the Resources drop-down menu in PearsonAccess<sup>next</sup> at **Testing > Students in Sessions**. For more details on printing the rosters, refer to the PearsonAccess<sup>next</sup> Online Support at <https://support.assessment.pearson.com/x/HxpgAQ>.
- **Allowed materials**
  - Headphones
    - All students will need headphones to listen to audio in assessments.
      - Students can use text-to-speech to listen to stimuli or test items.
      - Students with the appropriate accommodation can use screen reader assistive technology to listen to information onscreen. The screen reader technology provides additional support not available with text-to-speech.

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

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

- Calculators as appropriate according to Utah Aspire Plus policy

**Mathematics:** Calculator allowed on all items

- A Desmos graphing calculator is available onscreen within TestNav.
- Students may also provide their own calculator or use a classroom calculator that was used during classroom instruction (e.g., graphing calculator).  
Permissible calculators include 4-function, scientific, or graphing calculators.
  - Calculators with internet capabilities, cell phone or smart watch calculators, and calculators with built-in or downloaded computer algebra system functionality are NOT allowed during testing.
  - TI-84, TI-84 plus, and the Sharp EL 9600 are allowed.
  - Calculators with programs or documents must have programs and documents removed, tape must be removed from calculators with paper tape, sound must be turned off on all calculators, power cords must be removed, and infrared data ports must be completely covered.

**Science:** Calculator allowed on all items

- A scientific calculator is available onscreen within TestNav.
- Students may also provide their own calculator or use a classroom calculator that was used during classroom instruction (e.g., scientific calculator).  
Permissible calculators include 4-function, scientific, or graphing calculators. A list of prohibited calculators can be found in the Calculator Policy at [URL].
  - Calculators with internet capabilities, cell phone or smart watch calculators, and calculators with built-in or downloaded computer algebra system functionality are NOT allowed during testing.
  - 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 them prior to testing. The periodic table is located at <https://www.schools.utah.gov/file/2206347e-2cf3-40c6-8474-f48cc69b5b8c>.

### Security of Test Materials

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

- Student testing tickets
- Used scratch paper
- Printed paper tests materials

## Online Testing

### PearsonAccess<sup>next</sup> and TestNav

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

### Technical Requirements

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

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

### Preparation for Online Testing

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

- Create LEA and school staff user accounts.
  - Each school must ensure that **current** staff members have appropriate user accounts in PearsonAccess<sup>next</sup>. Each user should have a unique username and password. User accounts are role based. Please ensure that the account role is appropriate for the user. Information regarding user roles can be found at <http://utah.pearsonaccessnext.com/technology-resources>.
  - For instructions on creating and managing user accounts, refer to the PearsonAccess<sup>next</sup> Online Support at <https://support.assessment.pearson.com/x/N4Dy>
- Ensure that each device students will use is able to support Utah Aspire Plus testing.
  - Check local configuration, including bandwidth.
  - Ensure that the up-to-date TestNav app is downloaded. The app can be found at <https://download.testnav.com/>
  - Information about TestNav system requirements are located at <https://support.assessment.pearson.com/x/HwYcAQ>.
  - Ensure that keyboards and headphones are in working order.
- Run the Infrastructure Trial on each computer or device prior to testing.
  - The Infrastructure Trial is available starting the first week of February 2019. It simulates the loading and processing that occurs in an operational test administration. Additional information on running an Infrastructure Trial can be found in the Infrastructure Trial Guide at <http://utah.pearsonaccessnext.com/training>.
- Ensure that all staff involved in testing become familiar with the Utah PearsonAccess<sup>next</sup> Training Site at <https://trng-ut.pearsonaccessnext.com>:
  - To learn the functionality of PearsonAccess<sup>next</sup> and understand district/school testing administrator and teacher permissions within the site.
  - To practice managing student information, creating test sessions, and managing test sessions.
  - To manage the practice test sessions.

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

## Testing Accommodations and Supports

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

These decisions apply to:

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

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

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

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

To obtain detailed information about the official state policy for assessment accommodations, examine the document entitled *Utah Participation and Accommodations Policy*. This document is available at <https://www.schools.utah.gov/file/59595716-56ed-4dc0-a400-698c2e936f71>

### 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 will use during testing.

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

Students are imported into PearsonAccess<sup>next</sup> from UTREx. After students are in PearsonAccess<sup>next</sup>, school personnel must assign accommodations and create sessions.

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

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



1. Within PearsonAccess<sup>next</sup>, ensure the correct administration and school are selected in the top right corner of the home screen.
2. Go to **Testing** and select **Student Tests**.
3. Search for the student whose accommodations/PNP settings you need to update and select the check box next to the student name.
4. In the **Tasks** pane, select **Edit Student Tests**, and select **Start**.
5. Select the battery (horizontal arrow) and select the subject test you need to edit.
6. Update the selections and then select **Save**.

**NOTE:** PNP settings can also be updated in PearsonAccess<sup>next</sup> from Setup > Students > Manage Student Tests.

Refer to the Accommodations chart in the “Accommodations” section of this manual for information on how to assign specific accommodations to a student. You may also refer to the Accommodations Manual at <http://utah.pearsonaccessnext.com/training>. Note that accommodations must be assigned to students **before testing** in order for the student to receive the correct test form.

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

To make PNP updates to all students within an organization using file export and import in PearsonAccess<sup>next</sup>, 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<sup>next</sup>](#)

1. Within PearsonAccess<sup>next</sup>, ensure the correct administration and school are selected in the top right corner of the home screen.
2. Go to **Setup** and select **Import/Export Data**.
3. In the **Tasks** pane, select **Import/Export Data**, and select **Start**.
4. In the **Type** dropdown, select **Personal Needs Profile Export**.
5. Select **Process**.
6. Refresh your screen until the process has completed. Then select **Download File**.
7. 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.
3. Save the file as a .CSV file.

#### [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 **Personal Needs Profile Import**.
4. Choose the .CSV you previously saved, and select **Process**.

#### [Confirm that All Records Have Been Successfully Imported](#)

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

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


## Embedded Supports

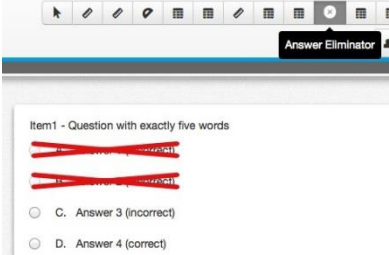
Embedded supports may be made available to all students during testing. Some embedded supports are built into or delivered through the online system. Others are locally arranged by the test administrator.

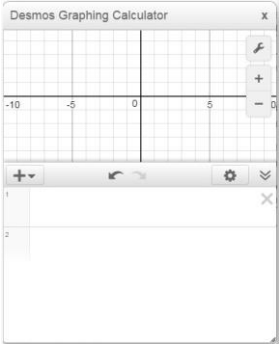

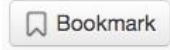
- Students should be provided opportunities to practice the use of these features in advance of the assessment.
- Students may choose to use or disable embedded features based on individual preference.
- The most appropriate use of these embedded supports is to encourage students to use those features that most closely align with the supports they use daily in the classroom setting in order to promote continuity between instruction and assessment.

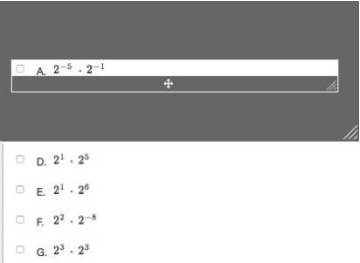
Teachers/proctors and school testing administrators should pay special attention to locally administered features to ensure they are prepared to make these features available to students during the assessments.



Refer to the Enabling Instructions column of the following table for information on how to enable each support feature.

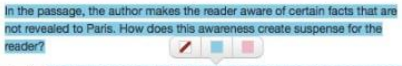
Embedded Features			
Feature	Details	Delivered Via	Enabling Instructions
<p>In Browser/App Zoom</p> <p>Full Screen</p>  <p>Zoomed In</p> <p>Which expressions are equivalent to <math>\frac{1}{2^6}</math>?</p> <p>Select <b>all</b> that apply.</p> <p><input type="checkbox"/> A. <math>2^{-5} \cdot 2^{-1}</math></p> <p><input type="checkbox"/> B. <math>2^{-3} \cdot 2^2</math></p> <p><input type="checkbox"/> C. <math>2^{-2} \cdot 2^{-4}</math></p> <p><input type="checkbox"/> D. <math>2^1 \cdot 2^5</math></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"> <li>• In Windows <ul style="list-style-type: none"> <li>○ Press <b>Ctrl +</b> to zoom in.</li> <li>○ Press <b>Ctrl -</b> to zoom out.</li> <li>○ Press <b>Ctrl 0</b> to reset to default zoom.</li> </ul> </li> <li>• In OS X or MacOS <ul style="list-style-type: none"> <li>○ Press <b>Cmd +</b> to zoom in.</li> <li>○ Press <b>Cmd -</b> to zoom out.</li> <li>○ Press <b>Cmd 0</b> to reset to default zoom.</li> </ul> </li> <li>• TestNav on Chrome OS <ul style="list-style-type: none"> <li>○ Press <b>Ctrl +</b> to zoom in.</li> <li>○ Press <b>Ctrl -</b> to zoom out.</li> <li>○ Press <b>Ctrl 0</b> to reset to default zoom.</li> </ul> </li> <li>• TestNav on Android and iOS <ul style="list-style-type: none"> <li>○ To zoom, use two fingers on the screen and: <ul style="list-style-type: none"> <li>• <b>Pinch out</b> to zoom in.</li> </ul> </li> </ul> </li> </ul>	Online system	Embedded

Embedded Features			
Feature	Details	Delivered Via	Enabling Instructions
	<ul style="list-style-type: none"> <li>• <b>Pinch in</b> to zoom out.</li> </ul> <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>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 <b>Answer Eliminator</b> 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 <b>Answer Eliminator</b> icon in the toolbar again.</p>	Online system	Embedded

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

Embedded Features			
Feature	Details	Delivered Via	Enabling Instructions
	The student will then be prompted to review the bookmarked items before leaving the session or the test.		
<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 <b>Show Line Reader Mask</b> 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 <b>Hide Line Reader Mask</b> 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.</p> <p>The Line Reader Mask box color will change depending on the color contrast option selected.</p>	Online system	Embedded

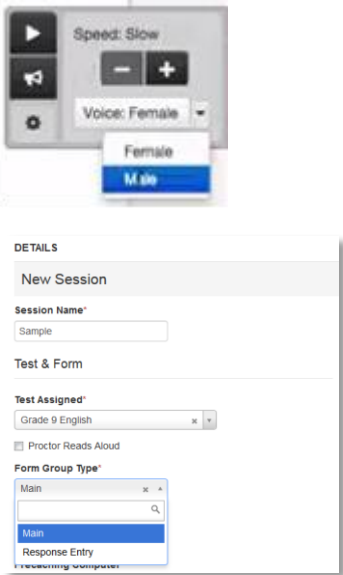
Embedded Features			
Feature	Details	Delivered Via	Enabling Instructions
<p>Color Contrast</p> 	<p>This features offers a range of high contrast foreground and background color settings and a low contrast foreground and background color setting.</p> <p>The student will be presented with the default color setting. The student may change the color contrast option or disable this feature during testing by selecting <b>Contrast Settings</b> in the user drop-down menu.</p>	Online system	Embedded
<p>Answer Masking</p> 	<p>This features 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 <b>Enable Answer Masking</b> in the user drop-down menu.</p> <p>The student may disable this feature during testing by selecting <b>Disable Answer Masking</b> in the user drop-down menu.</p>	Online system	Embedded


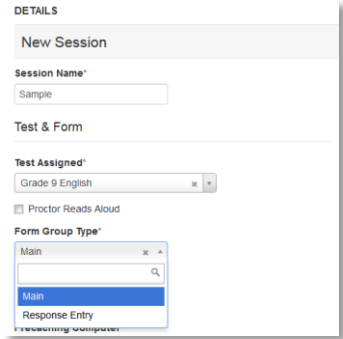
Embedded Features			
Feature	Details	Delivered Via	Enabling Instructions
<p>Highlighter</p> <p>Part A</p> <p>In the passage, the author makes the reader aware of certain facts that are not revealed to Paris. How does this awareness create suspense for the reader?</p>  <p><input type="radio"/> A. The reader knows that Paris will likely offend two of the goddesses by judging their beauty.</p> <p><input type="radio"/> B. The reader knows that Paris will likely be too fearful of the goddesses' wrath to choose a winner.</p> <p><input type="radio"/> C. The reader knows that Paris will likely beg the goddesses' mercy and eventually be reunited with his birth family.</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>	Online system	Embedded
Keyboard Navigation	<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>	Online system	Embedded
Online Test – Spanish Transadaptation	<p>The student is presented with a test form that has been transadapted from English to Spanish. Test directions, assessment content (as appropriate), and all on-screen instructions are presented to the student in Spanish.</p> <p>A transadaptive form is a translated version of the English form. The form is translated in a way that fits the need and/or cultural linguistic requirements of the target language. In other words, it is not a literal, word-by-word translation. Items are adapted so that they are appropriate in the translated language. The Spanish transadaptation is most appropriate for students who test at WIDA</p>	Online system	<p><b>Embedded Feature Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> </ol>



Embedded Features			
Feature	Details	Delivered Via	Enabling Instructions
	<p>level 1 or 2.</p> <p>Student preferences for this support are enabled through the student's PNP.</p>		<ol style="list-style-type: none"> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> <li>5. Uncheck Text-to-speech English.</li> <li>6. Check the box for Text-to-speech Spanish.</li> <li>7. Select the Spanish option in the Alternate Language field.</li> <li>8. Select Spanish option in the Translated test navigation field if the toolbar and use options in TestNav are to be in Spanish.</li> <li>9. Select <b>Save</b>.</li> </ol> <p>District or school testing administrators must ensure these students are placed in a session with <b>Main</b> selected as the Form Group Type.</p>

Embedded Features			
Feature	Details	Delivered Via	Enabling Instructions
Online Test Translation – Languages of than Spanish and English	<p>Students may be provided a translation of test directions, assessment content (as appropriate), and all on-screen instruction into the student’s native language. Students taking the Online Spanish transadaptive form will receive this accommodation through the online test. Students who require translated test directions in a language other than Spanish will receive this accommodation through a local translator. Translating a test into a student’s native language is most appropriate for students who test at WIDA level 1 or 2.</p> <p>Students requiring this accommodation may also need extended time. If students are provided extended time (1.5 times, 2 times, or 3 times the standard time for the assessment) this information should still be-indicated in PearsonAccess<sup>next</sup> even though the timing of the assessment will be locally administered. See extended time instructions</p> <p>A human reader companion book will need to be ordered via the Additional Order (AO) system in PearsonAccess<sup>next</sup> for anyone not ordering standard print kit, large print kit or braille kit; the human reader companion book is already included in these kits.</p> <p>If the student will need language support to enter their responses the translator or test administrator may act as a scribe to enter student responses into TestNav as appropriate, but this accommodation must be approved at the state level. Request forms can be found at <a href="https://schools.utah.gov/specialeducation/resources/assessment?mid=3780&amp;tid=2">https://schools.utah.gov/specialeducation/resources/assessment?mid=3780&amp;tid=2</a>.</p>	Local arrangements	<p><b>Embedded Feature Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> <li>5. Uncheck Text-to-speech English.</li> <li>6. Check the box for Non screen reader form.</li> <li>7. Check the box for Translated test directions in student’s native language.</li> <li>8. Select <b>Save</b>.</li> </ol>

Embedded Features			
Feature	Details	Delivered Via	Enabling Instructions
			District or school testing administrators must ensure that if student answers are being transcribed, students must be placed in a session with <b>Response Entry</b> selected as the Form Group Type. Student entering their own responses should be in a session with <b>Main</b> selected as the Form Group Type.
<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 <b>Click to Hear</b> button to listen to a selected sentence or phrase.</p>	Online system	<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>District or school testing administrators must ensure these students are placed in a session with <b>Main</b> selected as the Form Group Type.</p>

Embedded Features			
Feature	Details	Delivered Via	Enabling Instructions
Directions re-read (text-to-speech)	When using the text-to-speech feature, the student may reread directions multiple times by reselecting the play button.	Online system	Embedded
Text-to-Speech — Spanish 	<p>The embedded text-to-speech option provides the student with the option to hear pre-generated text-to-speech content in Spanish and to see synchronized on-screen text highlighting. Text-to-speech will be provided for appropriate assessment content.</p> <p>The student accesses controls for the text-to-speech player within a menu for the player. Through this menu, the student can choose one of three rates of speed. The student can also change from the default female voice to an optional male voice.</p> <p>Students can use the <b>Click to Hear</b> button to listen to a selected sentence or phrase.</p>	Online system	<p><b>Embedded Feature Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> <li>5. Uncheck Text-to-speech English.</li> <li>6. Check the box for Text-to-speech Spanish.</li> </ol>
			

Embedded Features			
Feature	Details	Delivered Via	Enabling Instructions
			<p>7. Select the Spanish option in the Alternate Language field.</p> <p>8. Select Spanish option in the Translated test navigation field if the tool bar and user options in TestNav are to be in Spanish.</p> <p>9. Select <b>Save</b>.</p> <p>District or school testing administrators must ensure these students are placed in a session with <b>Main</b> selected as the Form Group Type.</p>
Personalized visual notification of remaining time	When students reach the first test item in the assessment, a timer will appear on the screen. The student has the option to show or hide the timer during the assessment by clicking the timer icon on their TestNav screen.	Online system	Embedded
Scratch Paper	<p>Students may be supplied blank scratch paper (i.e., either unlined, lined, or graph).</p> <p>Students with visual impairments may also use braille paper, raised line paper, bold line paper, raised line graph paper, bold line graph paper, or other assistive technology tools that serve the purpose of scratch paper.</p>	Local arrangements	No enabling required

Embedded Features			
Feature	Details	Delivered Via	Enabling Instructions
	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. School testing administrators are responsible for ensuring that scratch paper is securely destroyed.		
Line Reader	Students may be provided a physical straight edge tool.	Local arrangements	Embedded
Supervised breaks within each day	If the test is administered as a battery during the same school day, students may be provided with supervised breaks in between each test session. Once a test session begins, the session needs to be completed during the allotted time for that test.	Local arrangements	No enabling required
Special seating/grouping	Special or preferential seating or grouping may be provided.	Local arrangements	No enabling required
Location for movement	Students may be moved to a location that provides space to move, stand, or pace during testing provided that this location will not create a distraction for others and that the student cannot see other students' work.	Local arrangements	No enabling required
Separate/alternate location	Students may be moved to a separate or alternate location. For example, a student taking the large print or braille version of the test may need to move to a different location in the room or to another location which provides a larger work surface.	Local arrangements	No enabling required
Minimized distractions	Students may require adjustments to minimize distractions both inside and outside the testing	Local arrangements	No enabling required

Embedded Features			
Feature	Details	Delivered Via	Enabling Instructions
	locations. For example, position a student away from windows, doors, walkways, pencil sharpeners, or other distractions.		
Food or medication for individuals with medical need	Students with a medical need can be provided access to food or medication during testing as appropriate.	Local arrangements	No enabling required
Administration and optimum time of day	<p>Students requiring extended time should begin testing early in the school day to allow sufficient time to complete the assessment. Local arrangements can be made to determine the most appropriate testing schedule for students. For example, the assessment can be administered as a battery or subject by subject.</p> <p>Some students may benefit from an administration schedule that aligns with times of day they are less fatigued, such as early in the school day or after a lunch break.</p>	Local arrangements	No enabling required
Special lighting	Students may be provided special lighting (bright lights or dimmer lights) as needed.	Local arrangements	No enabling required
Adaptive equipment/furniture	Students may be provided access to adaptive equipment or furniture in the testing location.	Local arrangements	No enabling required
Wheelchair accessible room	Students who use a wheelchair should be tested in a wheelchair accessible room and provided a work surface that is positioned appropriately for the wheelchair.	Local arrangements	No enabling required

## Accommodations

### What Are Accommodations and When Are They Used

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

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

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

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

Some Utah 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. Because Utah Aspire Plus accommodations are determined and administered at a local level (unlike the accommodations for ACT), each school/LEA may determine the most appropriate way to administer accommodated testing for their students.



Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
Assistive Technology Screen Reader (English audio + orienting description)	<p>A student who is blind or has a visual impairment and relies on a screen reader or screen reader with refreshable braille display to access content in the classroom setting can be provided with a form that has been enabled for use with assistive technology. Students who take the screen reader test may also be provided a full braille test book.</p> <p>TestNav supports the use of Job Access with Speech (JAWS), Non-Visual Desktop Access (NVDA), VoiceOver, and ChromeVox as well as a range of refreshable braille devices.</p> <p>Students accessing content with a screen reader and refreshable braille device must wear headphones or be tested in a separate environment.</p> <p>Students requiring this accommodation may also need extended time.</p> <p>The online assistive technology test form will not include a built-in timer. Timing for this test must be locally managed in accordance with the student's IEP or 504 plan.</p> <p>If students are provided extended time (1.5 times, 2 times, or 3 times the standard time for the assessment) this information should still be indicated in PearsonAccess<sup>next</sup> even though the timing of the assessment will be locally administered. See extended time instructions.</p>	Online system	<p><b>Accommodations Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> <li>5. Remove the check on Text-to-speech English.</li> <li>6. Select Yes from the Screen reader drop-down menu.</li> <li>7. Check the box for Assistive technology screen reader - English audio + orienting description.</li> <li>8. Select <b>Save</b> (you will receive a warning message that you must order materials through orders and shipment tracking).</li> </ol> <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
			District or school testing administrators must ensure these students are placed in a session with <b>Main</b> selected as the Form Group Type.
Speech to text – assistive technology scribe	<p>Students who have access to a microphone and are provided access to the Assistive Technology enabled form will be permitted to speak responses.</p> <p>Students using this accommodation must be tested in a separate environment.</p> <p>Students requiring this accommodation may also need extended time.</p> <p>If text-to-speech is required in addition to other assistive technology, the student will need to be provided a human reader and must be tested individually in a separate testing environment. Students requiring this accommodation may also need extended time.</p> <p>The online assistive technology test form will not include a built-in timer. Timing for this test must be locally managed in accordance with the student’s IEP or 504 plan.</p> <p>This accommodation must be approved at the state level. Request forms can be found at <a href="https://schools.utah.gov/specialeducation/resources/assessment?mid=3780&amp;tid=2">https://schools.utah.gov/specialeducation/resources/assessment?mid=3780&amp;tid=2</a>.</p>	Online system (with use of assistive technology)	<p>Contact Tracy Gooley at the Utah State Board of Education, <a href="mailto:tracy.gooley@schools.utah.gov">tracy.gooley@schools.utah.gov</a>, to confirm the assignment of this accommodation after the request form has been approved.</p> <p><b>Accommodations Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> <li>5. Remove the check on Text-to-speech English.</li> <li>6. Check the box for Non screen reader form.</li> <li>7. Select <b>Save</b>.</li> </ol> <p>District or school testing administrators must ensure these students are placed in a session with <b>Main</b> selected as the Form Group Type.</p>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			A human reader companion book will need to be ordered via the Additional Order system in PearsonAccess <sup>next</sup> .
Magnification (up to 20x)	<p>Students who rely on extreme levels of magnification to access online content will be provided access to the Assistive Technology enabled test form. This will permit the use of external magnification software, such as ZoomText.</p> <p>Students requiring this accommodation may also need extended time.</p> <p>If text-to-speech is required in addition to other assistive technology, the student will need to be provided a human reader and must be tested individually in a separate testing environment. Students requiring this accommodation may also need extended time.</p> <p>The online assistive technology test form will not include a built-in timer. Timing for this test must be locally managed in accordance with the student's IEP or 504 plan.</p> <p>This accommodation must be approved at the state level. Request forms can be found at <a href="https://schools.utah.gov/specialeducation/resources/assessment?mid=3780&amp;tid=2">https://schools.utah.gov/specialeducation/resources/assessment?mid=3780&amp;tid=2</a>.</p>	Online system (with use of assistive technology)	<p>Contact Tracy Gooley at the Utah State Board of Education, <a href="mailto:tracy.gooley@schools.utah.gov">tracy.gooley@schools.utah.gov</a>, to confirm the assignment of this accommodation after request form has been approved.</p> <p><b>Accommodations Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> <li>5. Remove the check on Text-to-speech English.</li> <li>6. Check the Non screen reader form.</li> <li>7. Select <b>Save</b>.</li> </ol> <p>District or school testing administrators must ensure these students are placed in a session with <b>Main</b> selected as the Form Group Type.</p>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			A human reader companion book will need to be ordered via the Additional Order system in PearsonAccess <sup>next</sup> .
Other Assistive Technology	<p>Students may use a range of assistive technology hardware and software on test forms enabled for use with assistive technology.</p> <p>This includes software and devices compatible with TestNav and permitted for use during a secure test, as well as those used externally on a separate computer.</p> <p>Assistive technology support includes alternative input devices such as adaptive keyboards and mice, switch devices, and other approved assistive technology hardware and software.</p> <p>If text-to-speech is required in addition to other assistive technology, the student will need to be provided a human reader 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>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<sup>next</sup> even though the timing of the assessment will be locally administered. See extended time instructions.</p>	Online system (with use of assistive technology)	<p>Contact Tracy Gooley at the Utah State Board of Education, <a href="mailto:tracy.gooley@schools.utah.gov">tracy.gooley@schools.utah.gov</a>, to confirm the assignment of this accommodation after request form has been approved.</p> <p><b>Accommodations Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> <li>5. Remove the check on Text-to-speech English.</li> <li>6. Check the Non-Screen reader form.</li> <li>7. Select <b>Save</b>.</li> </ol> <p>District or school testing administrators must ensure these students are placed in a session with <b>Main</b> selected as the Form Group Type.</p>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
	<p>This accommodation must be approved at the state level. Request forms can be found at <a href="https://schools.utah.gov/specialeducation/resources/assessment?mid=3780&amp;tid=2">https://schools.utah.gov/specialeducation/resources/assessment?mid=3780&amp;tid=2</a>.</p>		<p>A human reader companion book will need to be ordered via the Additional Order system in PearsonAccess<sup>next</sup>.</p>
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"> <li>• Blank paper to mask answer options or portions of the test book</li> <li>• A straight-edge or line reader tool</li> <li>• Highlighter to mark important content in passages or items</li> <li>• Pencil to record responses or cross out (eliminate) choices</li> <li>• Color overlays to adjust the background (paper) color</li> <li>• Post-it flags to “bookmark” items for later review</li> </ul>	Printed materials	<p><b>Accommodations Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> <li>5. Select Standard Print from the Paper Accommodation drop-down menu.</li> <li>6. Select <b>Save</b>.</li> </ol> <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. District or school testing administrators must ensure these students are placed in a session</p>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
	<ul style="list-style-type: none"> <li>An approved physical calculator from the ACT Calculator Policy (<a href="http://www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf">http://www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf</a>)</li> </ul> <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<sup>next</sup> even though the timing of the assessment will be locally administered. See extended time instructions.</p>		with <b>Response Entry</b> selected as the Form Group Type.
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 assessments 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"> <li>Blank paper to mask answer options or portions of the test book</li> <li>A straight-edge or line reader tool</li> <li>Highlighter to mark important content in passages or items</li> <li>Pencil to record responses or cross out (eliminate) choices</li> <li>Color overlays to adjust the background (paper) color</li> </ul>	Printed materials	<p><b>Accommodations Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> <li>5. Uncheck the Text-to-speech box.</li> <li>6. Check the Non-Screen reader form.</li> <li>7. Select Large Print from the Paper Accommodation drop-down menu</li> </ol>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
	<ul style="list-style-type: none"> <li>• Post-it flags to “bookmark” items for later review</li> <li>• An approved physical calculator from the ACT Calculator Policy (<a href="http://www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf">http://www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf</a>)</li> </ul> <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<sup>next</sup> even though the timing of the assessment will be locally administered. See extended time instructions.</p>		<p>8. Select <b>Save</b> (you will receive a warning message that you must order materials through orders and shipment tracking).</p> <p>Remember to place an additional order for the Large Print kit. The kit will include the Large Print paper test and regular print in case of transcription and the human reader companion book. Additional Orders must be placed two weeks prior to student testing start time. Proctor will log into TestNav and transcribe responses online.</p> <p>District or school testing administrators must ensure these students are placed in a session with <b>Response Entry</b> 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> <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</p>	Printed materials	<p><b>Accommodations Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> <li>5. Uncheck the Text-to-speech box.</li> </ol>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
	the assessment) this information should still be indicated in PearsonAccess <sup>next</sup> even though the timing of the assessment will be locally administered. See extended time instructions.		<ol style="list-style-type: none"> <li>6. Check the Non-Screen reader form.</li> <li>7. Select the appropriate Braille format for the test subject in the Braille + tactile graphics drop-down menu (UEB/Unified English Braille or UEB/Nemeth).</li> <li>8. Select <b>Save</b> (you will receive a warning message that you must order materials through orders and shipment tracking).</li> </ol> <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 testing administrators must ensure these students are placed in a session with <b>Response Entry</b> selected as the Form Group Type.</p>
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><b>Accommodations Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> </ol>



Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			<ol style="list-style-type: none"> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> <li>5. One of these 4 test form options must be selected for this accommodation:               <ol style="list-style-type: none"> <li>1. Text-to-speech English. Access to the built-in text-to-speech in English is the default setting and is available for all students. Leave this setting enabled if options 2, 3, or 4 listed below do not apply.</li> <li>2. Text-to-speech Spanish,</li> <li>3. Yes from the Screen Reader drop-down menu, or</li> <li>4. Non screen reader form for assistive technology other than a screen reader, accommodated paper forms, or use of a translator to translate a test into a student's native language.</li> </ol> </li> <li>6. Check the box for Abacus.</li> <li>7. Select <b>Save</b>.</li> </ol>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			District or school testing administrators must ensure these students are placed in a session with <b>Main</b> selected as the Form Group Type.
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><b>Accommodations Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> <li>5. One of these 4 test form options must be selected for this accommodation: <ol style="list-style-type: none"> <li>1. Text-to-speech English. Access to the built-in text-to-speech in English is the default setting and is available for all students. Leave this setting enabled if options 2, 3, or 4 listed below do not apply.</li> <li>2. Text-to-speech Spanish,</li> <li>3. Yes from the Screen Reader drop-down menu, or</li> </ol> </li> </ol>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			<p>4. Non screen reader form for assistive technology other than a screen reader, accommodated paper forms, or use of a translator to translate a test into a student's native language.</p> <p>6. Select allotted time multiplier (Time and a Half, Double Time, or Triple Time) option in the Extra Time drop-down menu.</p> <p>7. Select <b>Save</b>.</p> <p>District or school testing administrators must ensure these students are placed in a session with <b>Main or Response Entry</b> selected as the Form Group Type. Note that <b>Response Entry</b> should be selected if the student has one of the following accommodations in addition to Extra Time: Standard Print, Large Print, Braille + Tactile Graphics, Human Scribe, Home Administration, or Human Reader.</p>
Personalized auditory notification of remaining time	Students may be provided an auditory notification of the time remaining by the teacher/proctor.	Local arrangements	<p><b>Accommodations Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> </ol>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			<ol style="list-style-type: none"> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> <li>5. One of these 4 test form options must be selected for this accommodation: <ol style="list-style-type: none"> <li>1. Text-to-speech English. Access to the built-in text-to-speech in English is the default setting and is available for all students. Leave this setting enabled if options 2, 3, or 4 listed below do not apply.</li> <li>2. Text-to-speech Spanish,</li> <li>3. Yes from the Screen Reader drop-down menu, or</li> <li>4. Non screen reader form for assistive technology other than a screen reader, accommodated paper forms, or use of a translator to translate a test into a student's native language.</li> </ol> </li> <li>6. Check the box for Personalized auditory notification of remaining time. Select <b>Save</b>.</li> </ol>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			District or school testing administrators must ensure these students are placed in a session with <b>Main</b> selected as the Form Group Type.
Breaks: stop the clock supervised	<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>In order to stop the test for a break and then resume the test in PearsonAccess<sup>next</sup>, use the following steps.</p> <ol style="list-style-type: none"> <li>1. Direct the students to select <b>Sign out of TestNav</b> from the user drop-down menu within the online test.</li> <li>2. An Exit Test pop-up screen will appear. Have students select <b>Save and Return Later</b>.</li> <li>3. When the break is over, go to the <b>Students in Sessions</b> screen within PearsonAccess<sup>next</sup>.</li> <li>4. Resume the student tests in one of the following ways. <ol style="list-style-type: none"> <li>a. Resume individual students – Click the arrow next to the student’s status and select either <b>Resume</b> or <b>Resume Upload</b>.</li> <li>b. Resume multiple students – Select the checkbox next to the student tests, select <b>Resume Student Tests</b> in the</li> </ol> </li> </ol>	Online System and Local Arrangements for Paper Testing and Assistive Technology Testing	<p><b>Accommodations Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> <li>5. One of these 4 test form options must be selected for this accommodation: <ol style="list-style-type: none"> <li>1. Text-to-speech English. Access to the built-in text-to-speech in English is the default setting and is available for all students. Leave this setting enabled if options 2, 3, or 4 listed below do not apply.</li> <li>2. Text-to-speech Spanish,</li> <li>3. Yes from the Screen Reader drop-down menu, or</li> </ol> </li> </ol>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
	<p><b>Tasks</b> pane, and select <b>Start</b>.</p> <p>5. Once the test is resumed, the student can use the student testing ticket to sign back in to 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>		<p>4. Non screen reader form for assistive technology other than a screen reader, accommodated paper forms, or use of a translator to translate a test into a student's native language.</p> <p>7. Check the box for Stop-the-clock supervised breaks.</p> <p>8. Select <b>Save</b>.</p> <p>District or school testing administrators must ensure these students are placed in a session with <b>Main</b> selected as the Form Group Type.</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> <p>In order to stop the test at the end of a day and then resume the test on the next day, use the following steps.</p> <p>1. Direct the students to select <b>Sign out</b></p>	Online System or Local Arrangements for Paper Testing and Assistive Technology Testing	<p><b>Accommodations Assignment Steps</b></p> <p>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</p> <p>2. Search for the student whose test you need to edit and select the check box next to the student name.</p> <p>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</p> <p>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</p>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
	<p><b>of TestNav</b> from the user drop-down menu within the online test.</p> <ol style="list-style-type: none"> <li>2. An Exit Test pop-up screen will appear. Have students select <b>Save and Return Later</b>.</li> <li>3. When the student will begin testing again, go to the <b>Students in Sessions</b> screen within PearsonAccess<sup>next</sup>.</li> <li>4. Resume the student tests in one of the following ways.               <ol style="list-style-type: none"> <li>a. Resume individual students – Click the arrow next to the student’s status and select either <b>Resume</b> or <b>Resume Upload</b>.</li> <li>b. Resume multiple students – Select the checkbox next to the student tests, select <b>Resume Student Tests</b> in the <b>Tasks</b> pane, and select <b>Start</b>.</li> </ol> </li> <li>5. Once the test is resumed, the student can use the student testing ticket to sign back in to the test and resume where he or she left off.</li> </ol> <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</p>		<ol style="list-style-type: none"> <li>5. One of these 4 test form options must be selected for this accommodation:           <ol style="list-style-type: none"> <li>1. Text-to-speech English. Access to the built-in text-to-speech in English is the default setting and is available for all students. Leave this setting enabled if options 2, 3, or 4 listed below do not apply.</li> <li>2. Text-to-speech Spanish,</li> <li>3. Yes from the Screen Reader drop-down menu, or</li> <li>4. Non screen reader form for assistive technology other than a screen reader, accommodated paper forms, or use of a translator to translate a test into a student’s native language.</li> </ol> </li> <li>6. Check the box for Breaks: securely extended session over multiple days.</li> <li>7. Select <b>Save</b>.</li> </ol> <p>District or school testing administrators must ensure these students are placed in a session with <b>Main</b> selected as the Form Group Type.</p>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
	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.		
Human scribe	<p>Students who cannot record responses may be provided a human scribe.</p> <p>Any students speaking answers to a human scribe must be tested individually in a separate testing environment.</p> <p>Students requiring this accommodation may also need extended time.</p> <p>This accommodation must be approved at the state level. Request forms can be found at <a href="https://schools.utah.gov/specialeducation/resources/assessment?mid=3780&amp;tid=2">https://schools.utah.gov/specialeducation/resources/assessment?mid=3780&amp;tid=2</a>.</p>	Local Arrangements	<p>Contact Tracy Gooley at the Utah State Board of Education, <a href="mailto:tracy.gooley@schools.utah.gov">tracy.gooley@schools.utah.gov</a>, to confirm the assignment of this accommodation after request form has been approved.</p> <p>Proctor will log into TestNav and transcribe responses online.</p> <p><b>Accommodations Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> <li>5. Remove the check on Text-to-speech English.</li> <li>6. Check the box for Non screen reader form.</li> </ol>



Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			<p>7. Select Standard Print from the Paper Accommodation drop-down menu.</p> <p>8. Select <b>Save</b>.</p> <p>District or school testing administrators must ensure these students are placed in a session with <b>Response Entry</b> selected as the Form Group Type.</p>
Home administration	<p>Students who are not able to participate in testing at a school testing site as described in an IEP or 504 plan may be provided a home administration accommodation. The use of this accommodation is intended for students who are homebound and have a documented need for home instruction/home administration on an IEP or 504 plan.</p> <p>Home administration must comply with all administration and security policies outlined in the administration manual.</p> <p>This accommodation must be approved at the state level. Request forms can be found at <a href="https://schools.utah.gov/specialeducation/resources/assessment?mid=3780&amp;tid=2">https://schools.utah.gov/specialeducation/resources/assessment?mid=3780&amp;tid=2</a>.</p>	Local arrangements	<p>Contact Tracy Gooley at the Utah State Board of Education, <a href="mailto:tracy.gooley@schools.utah.gov">tracy.gooley@schools.utah.gov</a>, to confirm the assignment of this accommodation after request form has been approved.</p> <p>Remember to place an additional order for the appropriate kit (Standard Print Kit, Large Print Kit, or Braille Kit). Additional orders must be placed two weeks prior to student testing start time.</p> <p><b>Accommodations Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> </ol>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			<ol style="list-style-type: none"> <li>5. Remove the check on Text-to-speech English.</li> <li>6. Check the box for Non screen reader form.</li> <li>7. Select Standard Print (or other required paper form) from the Paper Accommodation drop-down menu.</li> <li>8. Select <b>Save</b>.</li> </ol> <p>District or school testing administrators must ensure these students are placed in a session with <b>Response Entry</b> selected as the Form Group Type.</p>
Word-to-word dictionary	<p>For languages other than Spanish, students may be provided a word-to-word dictionary in the student's native language.</p> <p>Students requiring this accommodation may also need extended time.</p>	Local arrangements	<p><b>Accommodations Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> <li>5. One of these 3 test form options must be selected for this</li> </ol>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			<p>accommodation(Spanish forms are not allowed for this accommodation):</p> <ol style="list-style-type: none"> <li>1. Text-to-speech English. Access to the built-in text-to-speech in English is the default setting and is available for all students. Leave this setting enabled if options 2, 3, or 4 listed below do not apply.</li> <li>2. Yes from the Screen Reader drop-down menu, or</li> <li>3. Non screen reader form for assistive technology other than a screen reader, accommodated paper forms, or use of a translator to translate a test into a student's native language.</li> <li>6. Check the box for Word-to-word dictionary.</li> <li>7. Select <b>Save</b>.</li> </ol> <p>District or school testing administrators must ensure these students are placed in a session with <b>Main</b> selected as the Form Group Type.</p>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
Human Reader	<p>The human reader accommodation is appropriate for students who would benefit from content being read aloud and who are not able to access the built-in text-to-speech feature in the online test. A human reader will read appropriate test content from a human reader companion book.</p> <p>This includes students taking paper tests who will not access an online test form, students who will access the test using a translator, and students taking the test with assistive technology other than screen readers.</p> <p>The list includes:</p> <ul style="list-style-type: none"> <li>• standard print,</li> <li>• large print,</li> <li>• braille,</li> <li>• other assistive technology, or</li> <li>• translation in student’s native language.</li> </ul> <p>Students using a human reader accommodation must be tested individually in a separate testing environment.</p> <p>This accommodation must be approved at the state level. Request forms can be found at <a href="https://schools.utah.gov/specialeducation/resources/assessment?mid=3780&amp;tid=2">https://schools.utah.gov/specialeducation/resources/assessment?mid=3780&amp;tid=2</a>.</p> <p>A human reader companion book will need to be ordered via the Additional Order system in PearsonAccess<sup>next</sup> for anyone not ordering the standard print kit, large print kit, or braille kit;</p>	Local arrangements	<p>Contact Tracy Gooley at the Utah State Board of Education, <a href="mailto:tracy.gooley@schools.utah.gov">tracy.gooley@schools.utah.gov</a>, to confirm the assignment of this accommodation after request form has been approved.</p> <p>Additional orders must be placed two weeks prior to student testing start time.</p> <p><b>Accommodations Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> <li>5. One of these 4 test form options must be selected for this accommodation: <ol style="list-style-type: none"> <li>1. Text-to-speech English. Access to the built-in text-to-speech in English is the default setting and is available for all students. Leave this setting enabled if options 2, 3, or 4 listed below do not apply.</li> <li>2. Text-to-speech Spanish,</li> </ol> </li> </ol>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
	the human reader companion book is already included in these kits.		<ol style="list-style-type: none"> <li>3. Yes from the Screen Reader drop-down menu, or</li> <li>4. Non screen reader form for assistive technology other than a screen reader, accommodated paper forms, or use of a translator to translate a test into a student's native language.</li> <li>6. Select <b>Save</b>.</li> </ol> <p>District or school testing administrators must ensure these students are placed in a session with <b>Response Entry</b> selected as the Form Group Type.</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><b>Accommodations Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> </ol>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			<ol style="list-style-type: none"> <li>5. Check the box for Signed exact English - directions only.</li> <li>6. Select <b>Save</b>.</li> </ol> <p>District or school testing administrators must ensure these students are placed in a session with <b>Main</b> selected as the Form Group Type.</p>
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 (<a href="https://www.schools.utah.gov/file/9f59c42e-7a71-406a-bbed-580e2b5e2b27">https://www.schools.utah.gov/file/9f59c42e-7a71-406a-bbed-580e2b5e2b27</a>).</p> <p>Students requiring this accommodation may also need extended time.</p> <p>A human reader companion book will need to be ordered via the Additional Order system in PearsonAccess<sup>next</sup> for anyone not ordering the standard print kit, large print kit, or braille kit; the human reader companion book is already included in these kits.</p>	Local Arrangements	<p><b>Accommodations Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> <li>5. Uncheck the box for Text-to-speech English.</li> <li>6. Check the box for Non screen reader form.</li> <li>7. Check the box for Sign language interpretation.</li> <li>8. Select <b>Save</b>.</li> </ol> <p>District or school testing administrators must ensure that if student answers are being transcribed, students must be placed in a session with <b>Response Entry</b> selected as the Form Group Type. Student entering their own responses</p>

Accommodations			
Accommodation	Details	Delivered Via	Enabling Instructions
			should be in a session with <b>Main</b> selected as the Form Group Type.
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 through the use of a qualified Cued Speech Transliterator.</p> <p>Students requiring this accommodation may also need extended time.</p> <p>A human reader companion book will need to be ordered via the Additional Order system in PearsonAccess<sup>next</sup> for anyone not ordering the standard print kit, large print kit, or braille kit; the human reader companion book is already included in these kits.</p>	Local Arrangements	<p><b>Accommodations Assignment Steps</b></p> <ol style="list-style-type: none"> <li>1. Within PearsonAccess<sup>next</sup>, go to <b>Testing</b> and select <b>Student Tests</b>.</li> <li>2. Search for the student whose test you need to edit and select the check box next to the student name.</li> <li>3. In the <b>Tasks</b> pane, select <b>Edit Student Tests</b>, and select <b>Start</b>.</li> <li>4. Select the battery (horizontal arrow) and select the subject test you need to edit.</li> <li>5. Uncheck the box for Text-to-speech English.</li> <li>6. Check the box for Non screen reader form.</li> <li>7. Check the box for Cued Speech.</li> <li>8. Select <b>Save</b>.</li> </ol> <p>District or school testing administrators must ensure that if student answers are being transcribed, students must be placed in a session with <b>Response Entry</b> selected as the Form Group Type. Student entering their own responses should be in a session with <b>Main</b> selected as the Form Group Type.</p>

### *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.

Educators transcribing student responses from a paper book must enter the student responses in TestNav in the presence of another educator, under the direction of the school testing administrator or LEA assessment director. Students who have been assigned Response Entry form group types will have a **Launch Test** link in the Answer Input column next to their name on the **Students in Session** screen. The educator will select this link to access a form in TestNav where he/she can enter the student responses. Refer to "Start a Session and Unlock a Test(s)" and the "What's Next" section at <https://support.assessment.pearson.com/x/JoDy> for instructions on starting a test session and then launching the test in TestNav.



## Preparing for the Test Administration

### Standard Test Administration and Testing Ethics Training

It is extremely important that every staff member involved in the administration of the Utah Aspire Plus assessments receive training in testing ethics and follow the directions for administration carefully as outlined in the *Standard Test Administration and Ethics Policy* (<https://www.schools.utah.gov/assessment?mid=1104&tid=5>). Ethics training is provided under the direction of each LEA Assessment Director. This policy is approved by the Utah State Board of Education and updated as needed.

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

### Test Administration Manual

Testing personnel must read through the test administration manual and be familiar with the online support information about the online test management system, PearsonAccess<sup>next</sup>, 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<sup>next</sup> Online Support (<https://support.assessment.pearson.com/x/BYDy>), and
- TestNav 8 Online Support (<https://support.assessment.pearson.com/x/BAACAQ>).

### Testing Windows and Schedules

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

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

### Eligibility of Students for Utah Aspire Plus

Ensure that all students are appropriately registered in the school's student information system (SIS), and that these data are accurately represented in PearsonAccess<sup>next</sup>.

- 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<sup>next</sup> Training Site and the Utah Aspire Plus Question Samplers

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

- To learn the functionality of PearsonAccess<sup>next</sup> 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 in order to become familiar with the Utah Aspire Plus assessments.

- **Nonsecure Question Samplers** are available at <http://utah.pearsonaccessnext.com/question-samplers>. These nonsecure Question Samplers allow students to practice the following:
  - Answering various item types
  - Navigating in the interface and through the assessment
  - Becoming familiar with the accessibility tools
- **Secure Question Samplers** are available in the PearsonAccess<sup>next</sup> Training site. The secure Question Samplers are the same as the nonsecure Question Samplers, but they allow schools to practice setting up sessions and printing student testing tickets.
  - Schools will need to generate sample students and create test sessions within the Training site in order to conduct the secure Question Samplers. Information on generating sample students can be found at <https://support.assessment.pearson.com/x/FgRgAQ>. Information on setting up sessions can be found at <https://support.assessment.pearson.com/x/KoDy>.
  - These secure Question Samplers allow students to practice the following:
    - Answering various item types
    - Navigating in the interface and through the assessment
    - Becoming familiar with the accessibility tools

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

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

## Student Tutorial

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

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

The tutorial explains what students will see when they first open TestNav and how they will log in. Students will learn how to navigate through the pages and questions, reviewing and bookmarking test questions, submitting answers, and exiting the test. Students will also learn 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 have the opportunity to access the question samplers and tutorial, so that they can become familiar with the item types on the Utah Aspire Plus assessment and to learn how to use the TestNav 8 tools before testing.

## Student Demographic Information

Verify that student demographic and accommodation information in PearsonAccess<sup>next</sup> is accurate.

- Student data is loaded into PearsonAccess<sup>next</sup> 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<sup>next</sup> via API is correct. School personnel may also update student data directly in PearsonAccess<sup>next</sup>. Instructions for editing student records can be found at <https://support.assessment.pearson.com/x/SoR8AQ>.
- Updates can be made in PearsonAccess<sup>next</sup> to indicate appropriate accommodations and test settings through the Personal Needs Profile (PNP). Refer to the PearsonAccess<sup>next</sup> Online Support at <https://support.assessment.pearson.com/x/YwUHAQ> for instructions for editing student PNP information after sessions are created.
- Refer to the Testing Accommodations section of this manual for additional information on testing accommodations and testing tools.

## Manual Student Transfers

If a new student arrives in a district but was already in a session in another district or already began testing in another district, the district or school testing administrator must complete the transfer request in PearsonAccess<sup>next</sup>. Use the following directions to request student transfer.

### Request Student Transfer

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

1. Within PearsonAccess<sup>next</sup>, go to **Setup** and select **Work Requests**.
2. In the **Tasks** pane, select **Request / Delete Enrollment Transfer**, and select **Start**.
3. Enter the information of the student who you would like to transfer into your organization, and select **Search**.
4. The system will search for the student, and once the student is found, select the organization to which you would like to transfer the student in the **Change Enrollment To** drop-down menu.
5. Select **Send Request**.
6. The new school district may contact the previous school district and request that they approve the transfer. The previous school district will also see a notification indicated by the red bell in the PearsonAccess<sup>next</sup> banner at the top of each PearsonAccess<sup>next</sup> page.

### Approve Student Transfer

After a transfer has been requested from the new school, the previous school must accept the transfer request in PearsonAccess<sup>next</sup>.

1. Within PearsonAccess<sup>next</sup>, go to **Setup** and select **Work Requests**.
2. In the **Tasks** pane, select **Approve / Reject Enrollment Transfer**, and select **Start**.
3. Select the enrollment request and select **Approve** or **Reject**, as appropriate.
  - If the transfer request is rejected, enter a reason before selecting the **Reject** button.

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

## Enrollment Transfer Export/Import Method

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

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

**Tip:** Save a blank file as a template for subsequent transfers.

5. From **Setup**, select **Import/Export Data**.
6. In the **Tasks** pane, select **Import / Export Data**, and select **Start**.
7. Select **Enrollment Transfer Import** from the **Type** drop-down menu, browse for and select the CSV file you created, and select **Process**.
8. If you receive any error, fix those entries and re-import the file. It is recommended that you leave only rows populated that you intent to modify with the import on which you are currently working. If you are not transferring or approving/rejecting every entry in the spreadsheet, temporarily removing those rows you aren't modifying will reduce the likelihood of errors.
9. **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. In order to test newly transferred students move the students from the "TRANSFER" session to an existing session or simply create a new session for the students.

## Prepare Staff

### User Accounts

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

### Training Requirements

It is extremely important that every staff member involved in the administration of the Utah Aspire Plus assessments receive training in testing ethics and follow the directions for administration carefully as outlined in the *Standard Test Administration and Ethics Policy*

(<https://www.schools.utah.gov/assessment?mid=1104&tid=5>). Ethics training is provided under the direction of each LEA Assessment Director. This policy is approved by the Utah State Board of Education and updated as needed.

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

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

Make sure to read through the test administration manual and be familiar with the online support information about the online test management system, PearsonAccess<sup>next</sup>, 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<sup>next</sup> 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. Each LEA and school should be strategic in deciding how it wants to use the Question Samplers with its students.

Best practices for using the Question Samplers include:

- Working through sample items as a class, discussing how to navigate the assessment, use tools, and answer each item type.
- Having individual students use the TestNav app to log in (for secure Question Samplers), navigate the assessment, use tools, and answer each item type.
- Having faculty and staff use the PearsonAccess<sup>next</sup> Training Center to experience how to use PearsonAccess<sup>next</sup> 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<sup>next</sup> versus <http://utah.pearsonaccessnext.com/question-samplers>), not the security of the test questions themselves.

#### Reporting

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

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

### Definition of a Test Session

A test session is a group of online testers. Students participating in online testing must be placed into a test session in order to take a test. Additional information on setting up and managing a session can be found in the PearsonAccess<sup>next</sup> Online Support at <https://support.assessment.pearson.com/x/J4Dy> and <https://support.assessment.pearson.com/x/loDy>.

### Create a Test Session

Test sessions must be created prior to the test day. Test sessions must be created through the Create/Edit Test Session Task in PearsonAccess<sup>next</sup>. Use the following directions to manually create a test session.

1. Within PearsonAccess<sup>next</sup>, go to **Testing** and select **Sessions**.
2. In the **Tasks** pane, select **Create / Edit Test Sessions**, and select **Start**.
3. Enter the required fields.
  - Session Name: Create an easily identifiable session name.
  - Organization: Select your organization (school or district) from the Organization dropdown menu if it is not already selected.
  - Test Assigned: Select the appropriate test.
  - Form Group Type: Select Main, or Response Entry. Only select Response Entry if the student requires a human reader or has a paper form that requires Response Entry.
  - Scheduled Start Date: Select the date of the test session.
  - Precaching Computer: Discuss this option with the technical coordinator to determine what should be selected. If your school isn't proctor caching, a No Proctor Caching option should be created.
4. If you want to add students at this time, use the following steps.
  - a. Select the **Students** field to see a list of available students.
  - b. Select the student you want to add to the session.
  - c. Repeat these steps to add additional students.

**NOTE:** You can remove a student by selecting the "x" next to the student name.
5. Select **Create**.
6. Repeat steps 1–5 to create additional sections.
7. Select **Exit Tasks** when you are done creating sessions.

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

### Indicate a Parental Exclusion on a Student Test

It is recommended that special test sessions are created for students who have a parental exclusion and will not be testing. Use the following directions to mark a parental exclusion for a student and create a session.

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

1. Within PearsonAccess<sup>next</sup>, go to **Setup** and select **Students**.

2. Search for the student(s) who have a parental exclusion and select the check box for the student(s).
3. In the **Tasks** pane, select **Manage Student Tests**, and select **Start**.
4. For each student, select the battery (horizontal arrow) and select the subject test you need to edit.
5. Select **Parental Exclusion** from the **Participation Code** drop-down menu.
6. Select **Save**.
7. Create a new test session and add only students who have a parental exclusion.

## Edit Test Sessions

Use the following directions to edit an existing session.

1. Within PearsonAccess<sup>next</sup>, go to **Testing** and select **Sessions**.
2. Search for the session name by typing in the session name or using the filters. Select the checkbox next to the session name.
3. In the **Tasks** pane, select **Create / Edit Test Sessions**, and select **Start**.
4. Select the session name.
5. Update the session information and select **Save**.
6. Repeat steps 1–5 to edit additional sessions.
7. Select **Exit Tasks** when you are done creating sessions.

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

## Prepare Test Sessions

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

1. Within PearsonAccess<sup>next</sup>, go to **Testing** and select **Sessions**.
2. Search for the session name(s) that will be administered in the upcoming days, and select the check box(es) next to the session name(s).
3. In the **Tasks** pane, select **Show Students in Sessions & Control Sessions**, and select **Start**.
4. Determine if you want to prepare all sessions or a single session.
  - a. To prepare all sessions, select multiple sessions in the **Session List** pane and select the **Combined View**. Select **Prepare All Sessions**.
  - b. To prepare a single session, select the session name in the **Session List** pane. Select **Prepare Session**.
5. Depending on the number of sessions being prepared, you may need to wait a few minutes. Select **Refresh**.

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

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

## Start and Unlock a Test Session

Use the following directions to start a session.



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

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

## Delete a Test Session

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

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

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

## Assign Students to a Test Sessions

Students who take a test in the same room are considered a testing group and must receive the same subject test (i.e., math 9 can test with math 10, but math 9 cannot test with science 9), the same instructions, and take the same breaks. 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<sup>next</sup>, go to **Testing** and select **Students in Sessions**.
2. Select a session from the Session List or add the session to the Session List to see students in that session.
3. In the **Tasks** pane, select **Add Students to Sessions**, and select **Start**.
4. In the **Session** dropdown, select the session to which students need to be added.
5. Search to find a specific student(s) in the **Find available students** field or select **Show all results** from the **Search** menu.
6. Check the box next to each student you want to add to the session, and then select **Add**.
7. Select **Exit Tasks** when you are done adding students.

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

## Remove Students from a Test Session

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

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

## Move Students from One Test Session to Another

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

1. Within PearsonAccess<sup>next</sup>, 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.
4. In the **Tasks** pane, select **Move Students Between Sessions**, and select **Start**.
5. In the **Sessions** search box, start typing the session to which the student needs to be moved to, and select the session name when it appears. Note that the session to which the student is currently assigned will be marked with a shaded check mark. If you need to create a new session rather than add a student to an existing session, select **Create Session**, enter the required details, select **Create**.
6. Select the check box under the session to which you want to move the student.
7. Select **Move**.
8. Select **Exit Tasks** when you are done.

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

## Edit a Student Test

Use the following directions to edit a student test.

1. Within PearsonAccess<sup>next</sup>, go to **Testing** and select **Student Tests**.
2. Search for the student whose test you need to edit and select the check box next to the student name.
3. In the **Tasks** pane, select **Edit Student Tests**, and select **Start**.
4. Select the battery (horizontal arrow) and select the subject test you need to edit.
5. Make the required edits to the student test.
6. Select **Save**.
7. Select **Exit Tasks** when you are done.

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

## Student Breaks During Testing

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

## Resume/Resume Upload Student Tests

During testing, you may need to update a student's testing status within a test session. If a student is set to Exited status, either because the student purposely exited from the test or due to a device or connectivity issue, the student can be resumed in PearsonAccess<sup>next</sup> 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 would purposely exit a test that needs to be resumed is if the student has a stop-the-clock accommodation or an accommodation to test over multiple days. In these cases, the student will need to exit TestNav by selecting **Sign out of TestNav** from the User drop-down menu and selecting **Save and Return Later**. If an emergency occurs that causes students to evacuate a classroom during the test, the LEA must contact the state prior to resuming testing.

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

Use the following steps to resume a student test.

1. From the **Students in Sessions** screen, select a session from the Session List.
2. Search to find the student whose status you want to view.
3. Select the arrow next to the student status, and select either **Resume** or **Resume Upload**, whichever option appears.

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

## Test Day Set Up

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

## Test Day Process Overview

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

		<p>“Administering the Paper Tests” sections of this manual)</p> <ul style="list-style-type: none"> <li>• Distribute student testing tickets to students</li> <li>• Distribute scratch paper (if needed)</li> <li>• Monitor the test session</li> <li>• Record irregularities in PearsonAccess<sup>next</sup></li> <li>• Monitor students and room during breaks</li> </ul>
	Teachers/Proctors as assigned	<ul style="list-style-type: none"> <li>• Monitor halls</li> <li>• Assist the teacher</li> <li>• Assist the district or school testing administrator as needed</li> </ul>
After testing	Teacher/Proctor	<ul style="list-style-type: none"> <li>• Collect and account for all student testing tickets and scratch paper</li> <li>• Dismiss students</li> <li>• Lock the student test between testing times in PearsonAccess<sup>next</sup> if a student has an accommodation to test over multiple days</li> <li>• Close TestNav and PearsonAccess<sup>next</sup></li> <li>• Return all materials to the school testing administrator</li> </ul>
	District or School Testing Administrator	<ul style="list-style-type: none"> <li>• Account for all test materials and secure them</li> <li>• Review irregularities and test administration forms</li> <li>• Complete the Testing Staff Lists</li> <li>• Return materials to Pearson after all testing is completed</li> <li>• When testing is complete for all students in the session who will test, complete post-test activities outlined below</li> </ul>

## Test Irregularities and Invalidations

### Test Irregularities

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

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

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

### Test Interruptions

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

### Scoring of Interrupted Tests

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

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

### Wrong Test Form/Accommodation

If a student begins a test using a test form or accommodation that they are not supposed to have the teacher/proctor should immediately stop the test. The teacher/proctor will mark the test complete. The district testing administrator will need to mark the test as "invalidated" via the participation code. Then check the Do Not Report box on the personal needs profile screen. According to policy, only the district testing administrator can flag the test as a "Do Not Report". A new test assignment will need to be created via the personal needs profile 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 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.

### Submitting an Irregularity Report

Any test irregularities should be reported in PearsonAccess<sup>next</sup>. Refer to the PearsonAccess<sup>next</sup> Online Support at <https://support.assessment.pearson.com/x/MBpgAQ> for steps to report a test irregularity.

### Test Invalidation

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

## Test Device Management

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

### Loss of Connectivity

If a student temporarily loses connectivity during the test, the student must be resumed in PearsonAccess<sup>next</sup> once connectivity has been established. Refer to “Resume/Resume Upload Sessions” in the “PearsonAccess<sup>next</sup> 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<sup>next</sup>, 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<sup>next</sup> 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<sup>next</sup>](#)

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

#### [Check Managed Chromebook Settings](#)

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

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

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



### Properly Exit Tests After Completing a Test

If a student has to be away from their Chromebook, either because they will not continue on to another test immediately or because they have an accommodation for breaks or to test over multiple days, be certain they properly exit the test by clicking on the user drop-down menu at the top right of the screen and choosing **Sign Out of TestNav**. If the student exits by clicking the red X in the upper right corner or otherwise closes the Chromebook without completing this process, it can cause issues communicating properly with Pearson. **NOTE:** This issue also can occur if the student leaves the Chromebook open but logged in, and the device then goes to sleep.

### Track Student Testing Devices

Keeping records during testing to specifically determine which students use which devices is imperative to resolve potential errors and assist in troubleshooting. This solution does not have to be computer-based. Something as simple as a paper notebook with a written record that can be referenced if needed is sufficient.

## Administering the Online Tests

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

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

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

Once testing begins, actively proctor the test session and document any testing anomalies that occur. Students who finish early should be encouraged to use any remaining time to check their answers before submitting the test for scoring. Teachers or proctors cannot answer any student questions about or discuss the content of the assessment with students, even if the students are finished with their testing session.

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

- English: 45 minutes
- Reading: 90 minutes
- Math: 90 minutes
- Science: 60 minutes

## English Test Directions

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

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

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

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

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

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

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

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

**SAY The screen shows the name of the test and that there is one section. It also lists the number of questions on the test. There are instructions for taking the test listed on this screen. I will read those directions now.**

**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.**

**At the top of your screen, you will find buttons for the following tools, from left to right: the forward and back navigation arrows, the Review button, the Bookmark button, the Pointer tool, the Answer Eliminator tool, and the Clock tool. The Clock tool allows you to view or hide the time remaining. The Text Highlight tool is active but not available on the toolbar. To use the Text Highlight tool, move your cursor to the text you wish to highlight and then click and drag the cursor over the text.**

**On the top right of the screen, you will find a button for the user drop-down menu. From this menu, you may access the following accessibility tools: Contrast Settings, the Magnifier, and the Line Reader Mask. On some interactions, you will also have the Enable Answer Masking tool available. The Line Reader Mask allows you to focus on one section of information at a time by dragging the window over the text. The Answer Masking tool allows you to cover the answer choices and focus on one at a time. On the right of your screen, you will find buttons for Text-to-Speech tools. The Play tool allows you to**

restart the Text-to-Speech at the beginning of an item or a passage. The Megaphone tool allows you to select a specific location to restart the Text-to-Speech. The Settings tool allows you to adjust the speed and volume of the Text-to-Speech.

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

*Pause to answer any questions you 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, exact as may be expressly permitted in writing by the Utah State Board of Education.**

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

*Pause for students to complete the Terms and Conditions screen.*

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

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

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

**SAY This test includes passages that you must read through in order to answer the questions. You should carefully read both the passages and the questions. A scroll bar is located on the right side of the passage. Remember to scroll all the way down to the end of the passage. Are there any questions?**

*Pause to answer any questions you may have.*

**SAY Make sure that you read all of the question before answering. You may need to use the scroll bar at the right of your screen to see all of the questions. Some questions may require that you enter or choose more than one answer. You cannot go to the next question until you complete the current question. Remember that you can bookmark any question you would like to revisit before you submit your test.**

**During the test, I am allowed to help your with directions only. I am not allowed to help you with the questions. If you have any questions about directions, raise your hand and I will help you.**

*Pause to help any students that have questions about the directions.*

**SAY When you come to the screen with the words “Submit Final Answers,” you have finished the test. You may use the Review button to review your responses. 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. 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 question 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. Complete the seating chart if it hasn't been completed, and monitor student progress within PearsonAccess<sup>next</sup>.*

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

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

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

## Reading Test Directions

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

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

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

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

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

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

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

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

**SAY** The screen shows the name of the test and that there is one section. It also lists the number of questions on the test. There are instructions for taking the test listed on this screen. I will read those directions now.

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. At the top of your screen, you will find buttons for the following tools, from left to right: the forward and back navigation arrows, the Review button, the Bookmark button, the Pointer tool, the Answer Eliminator tool, and the Clock tool. The Clock tool allows you to view or hide the time remaining. The Text Highlight tool is active but not available on the toolbar. To use the Text Highlight tool, move your cursor to the text you wish to highlight and then click and drag the cursor over the text. On the top right of the screen, you will find a button for the user drop-down menu. From this menu, you may access the following accessibility tools: Contrast Settings, the Magnifier, and the Line Reader Mask. On some interactions, you will also have the Enable Answer Masking tool available. The Line Reader Mask allows you to focus on one section of information at a time by dragging the window over the text. The Answer Masking tool allows you to cover the answer choices and focus on one at a time. On the right of your screen, you will find buttons for Text-to-Speech tools. The Play tool allows you to restart the Text-to-Speech at the beginning of an item or a passage. The Megaphone tool allows you to select a specific location to restart the Text-to-Speech. The Settings tool allows you to adjust the speed and volume of the Text-to-Speech. Begin working on the test when you are told to do so. If you finish the test before time is called, you should use the remaining time to review your work. If you find that you do not know how to enter your responses, please raise your hand.

*Pause to answer any questions 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, exact as may be expressly permitted in writing by the Utah State Board of Education.**

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

*Pause for students to complete the Terms and Conditions screen.*

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

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

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

**SAY This test includes passages that you must read through in order to answer the questions. You should carefully read both the passages and the questions. A scroll bar is located on the right side of the passage. Remember to scroll all the way down to the end of the passage. Are there any questions?**

*Pause to answer any questions may have.*

**SAY Make sure that you read all of the question before answering. You may need to use the scroll bar at the right of your screen to see all of the questions. Some questions may require that you enter or choose more than one answer. You cannot go to the next question until you complete the current question. Remember that you can bookmark any question you would like to revisit before you submit your test.**

**During the test, I am allowed to help your with directions only. I am not allowed to help you with the questions. If you have any questions about directions, raise your hand and I will help you.**

*Pause to help any students that have questions about the directions.*

**Say When you come to the screen with the words “Submit Final Answers,” you have finished the test. You may use the Review button to review your responses. 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. 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 question the students may have.*

**SAY We will now begin. You will have 90 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. Complete the seating chart if it hasn't been completed, and monitor student progress within PearsonAccess<sup>next</sup>.*

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

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

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

**SAY You have now completed the Reading test. You are dismissed.**

## Math Test Directions

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

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

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

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

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

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

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



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

**SAY** The screen shows the name of the test and that there is one section. It also lists the number of questions on the test. There are instructions for taking the test listed on this screen. I will read those directions now.

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. At the top of your screen, you will find buttons for the following tools, from left to right: the forward and back navigation arrows, the Review button, the Bookmark button, the Pointer tool, the Answer Eliminator tool, a Graphing Calculator, and the Clock tool. The Clock tool allows you to view or hide the time remaining. The Text Highlight tool is active but not available on the toolbar. To use the Text Highlight tool, move your cursor to the text you wish to highlight and then click and drag the cursor over the text. On the top right of the screen, you will find a button for the user drop-down menu. From this menu, you may access the following accessibility tools: Contrast Settings, the Magnifier, and the Line Reader Mask. On some interactions, you will also have the Enable Answer Masking tool available. The Line Reader Mask allows you to focus on one section of information at a time by dragging the window over the text. The Answer Masking tool allows you to cover the answer choices and focus on one at a time. On the right of your screen, you will find buttons for Text-to-Speech tools. The Play tool allows you to restart the Text-to-Speech at the beginning of an item. The Megaphone tool allows you to select a specific location to restart the Text-to-Speech. The Settings tool allows you to adjust the speed and volume of the Text-to-Speech. Unless there is an indication otherwise, assume the following: 1. Diagrams are NOT necessarily drawn to scale. 2. Geometric figures are in a plane. 3. The word “line” indicates a straight line. 4. The word “average” indicates arithmetic mean (for example, 4 is the average of 2, 7, and 3). Begin working on the test when you are told to do so. If you finish the test before time is called, you should use the remaining time to review your work. If you find that you do not know how to enter your responses, please raise your hand.

*Pause to answer any questions 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, exact as may be expressly permitted in writing by the Utah State Board of Education.

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

*Pause for students to complete the Terms and Conditions screen.*

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

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

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

**SAY** Make sure that you read all of the question before answering. You may need to use the scroll bar at the right of your screen to see all of the questions. Some questions may require that you enter or choose more than one answer. You cannot go to the next question until you complete the current question. Remember that you can bookmark any question you would like to revisit before you submit your test.

During the test, I am allowed to help your with directions only. I am not allowed to help you with the questions. If you have any questions about directions, raise your hand and I will help you.

*Pause to help any students that have questions about the directions.*

**Say** When you come to the screen with the words “Submit Final Answers,” you have finished the test. You may use the Review button to review your responses. 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. 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 question the students may have.*

**SAY** We will now begin. You will have 90 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. Complete the seating chart if it hasn't been completed, and monitor student progress within PearsonAccess<sup>next</sup>.*

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

**SAY** The test session is now over. If you have not selected the Submit Final Answers button, select it now. On the Test Submit Warning screen, select the Yes, Submit Final Answers button. If you need

**help submitting your test, raise your hand. Once you have submitted your test, I will collect your testing materials. Please remain quiet as I do so.**

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

**SAY You have now completed the Math test. You are dismissed.**

## 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 his or her hand. If a student has a wrong student testing ticket or a student doesn't have a student testing ticket, contact the school testing administrator.*

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

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

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

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

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

**SAY The screen shows the name of the test and that there is one section. It also lists the number of questions on the test. There are instructions for taking the test listed on this screen. I will read those directions now.**

**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. At the top of your screen, you will find buttons for the following tools, from left to right: the forward and back navigation arrows, the Review button, the Bookmark button, the Pointer tool, the Answer Eliminator tool, a Scientific**

Calculator, and the Clock tool. The Clock tool allows you to view or hide the time remaining. The Text Highlight tool is active but not available on the toolbar. To use the Text Highlight tool, move your cursor to the text you wish to highlight and then click and drag the cursor over the text. On the top right of the screen, you will find a button for the user drop-down menu. From this menu, you may access the following accessibility tools: Contrast Settings, the Magnifier, and the Line Reader Mask. On some interactions, you will also have the Enable Answer Masking tool available. The Line Reader Mask allows you to focus on one section of information at a time by dragging the window over the text. The Answer Masking tool allows you to cover the answer choices and focus on one at a time. On the right of your screen, you will find buttons for Text-to-Speech tools. The Play tool allows you to restart the Text-to-Speech at the beginning of an item or a passage. The Megaphone tool allows you to select a specific location to restart the Text-to-Speech. The Settings tool allows you to adjust the speed and volume of the Text-to-Speech. Below the Text-to-Speech buttons, you will find the exhibit icon. Clicking on the Exhibit button will display a periodic table. Begin working on the test when you are told to do so. If you finish the test before time is called, you should use the remaining time to review your work. If you find that you do not know how to enter your responses, please raise your hand.

*Pause to answer any questions you 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, exact as may be expressly permitted in writing by the Utah State Board of Education.**

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

*Pause for students to complete the Terms and Conditions screen.*

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

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

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

**SAY This test includes passages that you must read through in order to answer the questions. You should carefully read both the passages and the questions. A scroll bar is located on the right side of the passage. Remember to scroll all the way down to the end of the passage. Are there any questions?**

*Pause to answer any questions you may have.*

**SAY** Make sure that you read all of the question before answering. You may need to use the scroll bar at the right of your screen to see all of the questions. Some questions may require that you enter or choose more than one answer. You cannot go to the next question until you complete the current question. Remember that you can bookmark any question you would like to revisit before you submit your test.

During the test, I am allowed to help your with directions only. I am not allowed to help you with the questions. If you have any questions about directions, raise your hand and I will help you.

*Pause to help any students that have questions about the directions.*

**Say** When you come to the screen with the words “Submit Final Answers,” you have finished the test. You may use the Review button to review your responses. 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. 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 question 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. Complete the seating chart if it hasn't been completed, and monitor student progress within PearsonAccess<sup>next</sup>.*

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

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

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

**SAY** You have now completed the Science test. You are dismissed.

## 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: 90 minutes
- Math: 90 minutes
- Science: 60 minutes

## Paper Test Directions

For paper test directions use the Human Reader Companion book.

## Teacher/Proctor Post-test Activities

### Collect and Return Materials to School Testing Administrator

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

### Remove Students in Ready Status

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

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

## Mark Tests Complete

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

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

Directions for marking tests complete can be found at

<https://support.assessment.pearson.com/x/igQHAQ>.

If there are any tests which must be invalidated, contact your LEA assessment director LEA assessment directors. **Invalidating a test must be completed by an LEA-level user.** Refer to the "Participation Codes" section for directions on invalidating a test.

## Participation Codes

After an interruption or invalidation, the district testing administrator should use the following directions to apply a participation code. 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. From **Students in Sessions**, ensure that the appropriate session is selected.
2. Select the check box next to the student to be invalidated.
3. In the **Tasks** pane, select **Manage Student Tests**, and select **Start**.
4. Select the correct participation code in the Participation Code drop-down menu.  
**NOTE:** If a student test should be marked Do Not Report, select the check box in the Do Not Report box and select the appropriate code from the Participation Code drop-down menu.
5. Select **Save**.

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

<b>Participation Code</b>	
Absent – Did not take test	Student is unable to test during any date during the testing window
Accommodated	Students took the test with any of the following accommodations: Extended time <ul style="list-style-type: none"> <li>• Stop-the-clock breaks</li> <li>• Securely extend test over multiple days Personalized auditory notification of remaining time</li> <li>• Braille</li> <li>• Standard print</li> <li>• Large print</li> <li>• Screen reader</li> <li>• Speech-to-text</li> <li>• Magnification</li> <li>• Other assistive technology</li> <li>• Signed exact English</li> <li>• Sign language interpretation</li> <li>• Cued Speech</li> <li>• Human reader</li> <li>• Human scribe</li> <li>• Home Administration</li> <li>• Abacus</li> </ul>
Course Instruction Not Aligned with Course Code	This participation code does not apply to Utah Aspire Plus. Do not apply this code to any Utah Aspire Plus tests.
Course Will Continue Next School Year	This participation code does not apply to Utah Aspire Plus. Do not apply this code to any Utah Aspire Plus tests.
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.
EL First Year in U.S. Before April 15 Student did not test	The student is EL and first enrolled in the U.S. before April 15 of current school year. Student must take ELA, Math, and Science. Countable for participation only for school grades and federal reporting.
EL Second School Year in U.S. Student tested	Student is EL and first enrolled in the U.S. during the 2016-2017 school year. Student must take ELA, Math, and Science.
Excused – Health Emergency	Student is unable to test during the testing window due to an unanticipated health circumstance.
Invalidated	LEA determines that the test was spoiled or invalid (E.g. Student cheated; test administrator broke protocol).
Modified	Student took the assessment with non-allowed modifications which interfere with the validity/reliability of the test.
Parental Exclusion	A parent or guardian has requested in writing that the student be exempt from testing.
Standard Participation	Student took the test under normal circumstances.



Student refuses to test	Student refuses to start the assessment or refuses to complete at least six items of the assessment.
Student Transferred Before Testing Window	Student transferred out of school before the LEA had a reasonable opportunity to administer the assessment.
Test has already been taken	Student has already taken the same test during a previous administration year.
USBE Excuses – Approval Needed	Requires USBE authorization (E.g. student has mistakenly been assigned an assessment which should not have been generated).

## 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<sup>next</sup> using the directions below.

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

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

## Collecting, Packing, and Returning Test Materials

### School Testing Administrators Collect Materials from Teachers/Proctors

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

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

### Pack the Test Materials

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

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

### Materials Pickup

Call UPS at 1-800-823-7459 prior to the final day for pickup, May 24, 2019.

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 numbers.

## Accessing Student Results

Student results will be available after standard setting for the first year of Utah Aspire Plus (October, 2019). Once they are available, results can be accessed within PearsonAccess<sup>next</sup> under Published Reports. Instructions for accessing Published Reports are available at <https://support.assessment.pearson.com/x/IAIqAQ>.

Parents can access student results within the Parent Portal available at <https://results.pearsonaccessnext.com>. This URL appears at the bottom of the student's individual student report (ISR). Parents must create an account within the portal to access student information. Once an account is created, the parent can access student results by entering the student's first name, last name, date of birth, and the claim code at the bottom of a student's ISR.