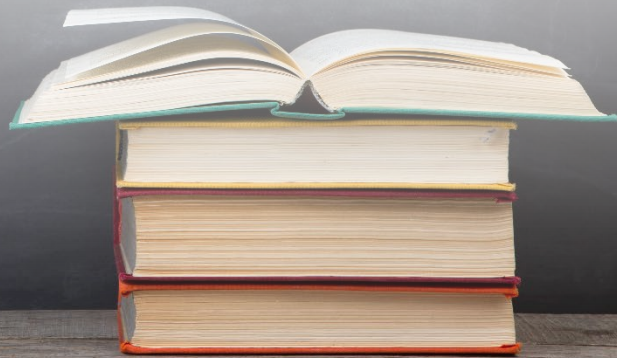




# Alaska Assessment Policy and Test Security Handbook



**2023**

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## Purpose

This manual is designed to communicate Alaska’s policies and assessment regulations across all required assessments. It does not replace the test administration manuals for each assessment but is meant to be used in conjunction with those manuals. Any district staff participating in statewide assessments in Alaska should familiarize themselves with the policies and procedures discussed in this manual.

## Participation Requirements for State Testing

The following are the required statewide assessments in Alaska and the grade levels in which they are required.

Assessment	Grade Levels
Alaska System of Academic Readiness (AK STAR) – English Language Arts and Mathematics	3-9
Alaska Science Assessment	5, 8, and 10
Alternate Assessment (DLM) in English Languages Arts, math, and science Students with significant cognitive disabilities ONLY	3-9 5, 8, and 10 (for science)
English Language Proficiency Assessment (ACCESS for ELLs)	All English Learners in grades K-12
Alternate English Language Proficiency Assessment (Alternate ACCESS for ELLs) Students with significant cognitive disabilities ONLY	All English Learners in grades K-12
National Assessment of Educational Progress (NAEP)	Sampled students in grades 4, 8 and 12
Early Literacy Screener – mCLASS DIBELS 8	K-3
Alaska Developmental Profile	Kindergarten and any 1 <sup>st</sup> graders who did not attend kindergarten

### Determining a Student’s Grade Level

The grade level at which a student is assessed is based on the student’s grade as reported in the district student information system on the first day of the assessment window. Student grade level is determined locally. All students must be assessed at their reported grade level; this includes students with disabilities and English Learners (ELs). Assessments taken outside the assigned grade level will be invalidated.

### Participation of Students with Disabilities

#### *Students with an IEP*

Students who have been identified as having a disability and who have an Individualized Education Program (IEP) will participate in state assessments. All students are expected to be assessed. A student’s IEP team must make decisions on appropriate accommodations a student needs to participate

meaningfully in assessment. IEP teams also make the determination of whether or not a student should take the alternate assessment (DLM) or not.

Refer to the Participation Guidelines for Inclusion of Alaska Students in State Assessments for further guidance on assessing students with IEPs. The Participation Guidelines for Inclusion of Alaska Students in State Assessments can be found on the [DEED Accommodations webpage](#).

### *Students with a 504 Plan or a Transitory Impairment Plan*

Students with a 504 plan or a Transitory Impairment Plan must take the required statewide assessments. Accommodations contained in their plans should be applied when taking the test. Refer to the *Participation Guidelines for Inclusion of Alaska Students in State Assessments* for further guidance on assessing students with 504 or Transitory Impairment plans. The *Participation Guidelines for Inclusion of Alaska Students in State Assessments* can be found on the [DEED Accommodations webpage](#).

## **Participation of English Learners**

### *English Learners*

English Learners (ELs) must take the required statewide assessments. Accommodations in the student's plan should be provided when administering the assessment. For more information about appropriate accommodations for ELs, please refer to the *Participation Guidelines for Inclusion of Alaska Students in State Assessments* on the [DEED Accommodations webpage](#).

### *Assessing Recently Arrived English Learners (RAELs)*

Recently Arrived English Learners (RAELs) are students who have been enrolled in a school in one of the 50 states in the United States or the District of Columbia for less than 12 months and have also been identified as ELs. The 12 months are cumulative, including summer months.

- RAELs, like all other students identified as ELs, must take the English Language Proficiency assessment (ACCESS for ELLs).
- RAELs must take the mathematics assessment.
- RAELs are excused from taking the ELA assessment for one year only. In addition to being excused from participating in the ELA assessment, RAELs are also not included in all measures of school and district accountability: participation, academic growth, academic achievement, and attainment of long-term goals.

## **Assessing Students in Unique Circumstances**

Under no circumstances should districts drop students from enrollment or delay a student's enrollment to avoid assessing a student. The following list provides examples of unique circumstances in which a district is still required to assess students:

- chronically absent students
- correspondence students
- foreign exchange students
- gifted students
- online students
- suspended students

The following are additional unique circumstances that a district might encounter. As in the list above, districts are required to assess students in these situations.

#### ***Detained or Incarcerated Students***

Students who are detained or incarcerated in a regional detention facility or incarcerated by the U.S. Department of Corrections (adult prison) and enrolled in an assessed grade should be assessed. The district responsible for providing educational services at the facility is responsible for administering the assessment.

#### ***Dropout Students***

Dropout students are not assessed as long as the dropout date is recorded in the student information system prior to the start of the assessment window. Under no circumstances should a student be dropped from enrollment to avoid assessing the student.

#### ***Dually Enrolled Students***

When a student is dually enrolled in two schools within a district or two schools within two different districts, both schools/districts must work together to ensure the student is assessed at the proper site.

- When a student is dually enrolled at two sites, the site with the highest percentage of enrollment should assess the student in all content areas.
- When a student is dually enrolled at two sites for equal amounts of instructional time (0.5 FTE), the site where the student receives language arts instruction should assess the student in all content areas.

The district assessing the student is responsible for entering the student record within the assessment management system.

#### ***Expelled Students***

Districts should make every effort to assess an expelled student receiving educational services from the district. If the expelled student has refused educational services from the district, the student does not need to be assessed.

#### ***Part-Time Students***

Students who are enrolled part time for more than 0.25 FTE must be assessed. Students who are enrolled for only 0.25 FTE are only required to test if they are enrolled in instruction in the content area of the assessment.

#### ***Private School Students***

Private school students are not assessed unless they are dually enrolled in an Alaska public school for more than 0.25 FTE.

#### ***Students with Illness or Health Issues***

For students who are enrolled in a school but are not physically able to attend classes due to an illness or accident, the school may assess the student in the home, hospital, or care and treatment facility upon approval by DEED. The following conditions must also be met: the technology is available to support the assessment, trained Test Administrators are available to administer the assessment, and proper security procedures are in place. For information regarding proper security procedures, contact DEED.

### *Students with Unexpected, Severe Medical Conditions*

A district may, on a case-by-case basis, exempt an individual student from a state standards-based assessment (AK STAR or science) as described in [4 AAC 06.737](#) if an unexpected, severe medical condition prevents the student from participating in the administration of the assessment. Additional guidance related to the medical waiver regulations is included in [Appendix C](#) of this manual. Direct any questions regarding this provision to DEED. Students not assessed under this regulation must have their special circumstances (medical waiver) recorded. For more information about medical waivers, please refer to the Medical Waiver Clarification document in [Appendix F](#) of this manual.

### **Students Enrolling or Moving During the Assessment Window**

In general, all students enrolled on the first day of the designated assessment window, must be assessed. It is unethical to delay enrollment of any student until after the assessment window because of the assessment.

When a student enrolls in an Alaska district after the first day of the assessment window, every effort should be made to test the student before the end of the test window.

When a student transfers to a new school in the same district during the assessment window, the student needs to complete the assessment at the new site.

## Test Security

### Introduction

For the purpose of this manual, the term test security refers to maintaining the confidentiality of assessment items and answers. All district staff are responsible for maintaining test security at all times. Test security is important to ensure the integrity, validity, and standardized delivery of the assessment and the interpretation of its results.

Test security is required by regulation. According to Alaska Test Security Regulation [4 AAC 06.765](#), all Alaska assessment materials must be kept secure, and all procedures outlined in the assessment manuals must be followed. Do not photocopy or duplicate any portion of the assessment materials at any time; this includes photographs or screenshots. District and school personnel responsible for testing should carefully adhere to test security regulations.

Furthermore, test security aligns with professional ethics. For example, attempting to teach the specific content from an assessment does not support student learning and is an unethical practice. Other examples of unethical actions include sharing writing prompts, coaching, providing hints, or in any way influencing a student's performance during the test administration.

All district staff involved with administering the assessment must agree to follow all regulations by reading and signing a Test Security Agreement. The complete list of test security regulations appears in [Appendix C: Alaska Assessment Regulations](#).

### Irregularity

An irregularity is any unusual circumstance that may impact an individual or group of students who are taking the assessment. Examples of irregularities include fire alarms, medical emergencies, power outages, discovery of an electronic communication device in the testing room, or any disruption or unexpected event that affects an assessment session, a student taking the assessment, or the assessment itself.

All potential irregularities must be documented and reported to the District Test Coordinator as soon as practicable. There is an Assessment Log and Irregularity Report in [Appendix A](#) of this manual for districts to use to document and track irregularities. Some irregularities have the potential to become test security violations or breaches if they affect student performance on the assessment, test security, or test validity. The District Test Coordinator may make a determination on whether or not the irregularity has compromised the student's assessment and is cause for further action. District Test Coordinators may consult with DEED for guidance.

### Violation

A violation is any behavior, whether intentional or accidental, that fails to comply with regulation and is, therefore, prohibited before, during, or after test administration. A violation has occurred when a student is provided an unfair advantage (or disadvantage) or an action on behalf of the student or staff compromises secure and standardized administration.

### Breach

A breach is an event that exposes test information or otherwise poses a significant threat to the validity of assessment scores (e.g., staff or students copying, discussing, or retaining material for the purpose of distributing assessment items). These circumstances may have external implications for the Alaska assessments, such as removing an item from the test bank.

All potential breaches must be reported immediately by the Building Test Coordinator to the District Test Coordinator. The District Test Coordinator must immediately report the potential breach to the DEED Assessments Administrator.

## **Documentation**

Irregularities, violations, and breaches all have the potential to be investigated. If investigation is warranted, District Test Coordinators are responsible for initiating the investigation and collecting and compiling all information into an investigation report.

DEED may request a copy of the investigation report and supporting documents and, upon review, advise or require the district to alter its process to avoid a repeated occurrence.

When conducting an investigation, answer the following questions:

- What is the allegation and where did it happen?
- Who is investigating the incident (name and title)?
- Did the alleged incident occur?
- What exactly occurred and how did it occur?
- How many individuals were involved or will be affected (staff and students)?
- Who witnessed the event or may have information?
- What is the district's plan to ensure this type of incident does not occur in the future?

Appropriately document the incident, and describe what occurred in the school or classroom during the administration of the assessment:

- Did all school staff follow the assessment procedures completely?
- Have statements been obtained from all individuals who were involved in, or may have information about, the affected school or classroom(s) interviewed?
- Do the report and any provided statements clearly lay out the sequence of events? It should explain what happened, why it happened, and when it happened in detail. Creating a timeline may be necessary to establish when the event(s) occurred.

If evidence or an indication of a violation is discovered, describe a plan to correct, mitigate, and prevent future occurrences of this type of testing violation:

- Does the plan include a description of the specific procedure(s) that will be implemented?
- Does the plan include the name and role (title) of the person(s) responsible to implement the plan?
- Has a final, written determination about what happened and who is responsible been submitted?
- Are all statements ready for submission in letter form on paper or letterhead? Are they signed and dated?

## **Consequences**

### *Invalidations*

If it is determined either by the District Test Coordinator or by DEED that an assessment has been affected or altered to the point that it cannot be considered for scoring, the assessment must be invalidated. An invalid assessment is not an accurate representation of what the student knows and can do, and, therefore, it should not be scored. Below are examples of incidents that will invalidate an assessment.

The Student:

- was assessed at the wrong grade level;



- cheated on the assessment;
- was assessed outside of the assessment window;
- copied assessment items or transmitted assessment items via an electronic device;
- used reference or support materials that were not allowed;
- was given the assessment in an unmonitored location (e.g., in a room by themselves or in the hallway);
- was given an unsupervised and unmonitored break with access to resources; or
- returned to completed portions of the assessment.

The Test Administrator:

- provided an accommodation that was not allowed or not included in the student’s IEP, 504, or EL plan;
- provided assistance to a student in answering assessment items;
- looked through a student’s test booklet or answer document; or
- allowed an unauthorized person in the assessment room.

#### *Consequences for District Staff*

Certified teachers who violate test security regulations are subject to investigation and adjudication by the Professional Teaching Practices Commission per Regulation [4 AAC 06.765\(e\)](#). To see the complete test security regulations, please refer to [Appendix C: Alaska Assessment Regulations](#).

## Training Requirements

District Test Coordinators must ensure that all Building Test Coordinators and Test Administrators are trained prior to test administration. DEED strongly recommends that training is scheduled far enough in advance of testing that staff have ample time to read and understand the applicable material (manuals, checklists, quick guides, etc.). The training should include adequate time for questions and clarifications.

DEED provides eLearning modules for Building Test Coordinators and Test Administrators for AK STAR and the Alaska Science Assessment. There are vendor-provided training modules available for ACCESS for ELLs and DLM. mCLASS DIBELS 8 training is provided through the vendor, Amplify.

Any staff involved in testing MUST complete the applicable training prior to administering any assessments. Administration of assessments by untrained staff could lead to the invalidation of student assessments.

Districts may choose to require test administrators to complete vendor-provided training courses or create their own following the guidelines below. A District Test Coordinator should decide on a method of conducting training that best fits the district (in-person training, VTC or webinar, self-paced modules).

The following topics must be included in the training:

- District assessment schedule
- Student participation guidelines
- Requirements for reading manuals
- Test administration procedures
- Requirements for reading scripts
- Active monitoring
- Completion of the Assessment Log and Irregularity Report
- Maintaining security of test materials
- Communication path should issues arise
- Maintaining environment as students finish testing
- Secure destruction of test materials (scratch paper, test tickets, etc.)
- Tracking assessment completion and scheduling of make-up assessments
- Accommodation considerations
- Complete review of test security procedures and Test Security Agreements
- Special Circumstances and reasons not tested
- Any other information specific to your site or district (e.g., district policy regarding electronics found during testing. See list of suggested district policies in [Appendix D.](#))
- Technology assistance and troubleshooting
- Any assessment-specific administration requirements

## Preparing the Environment

### Assessment Environment

The assessment environment must be thoughtfully and purposefully prepared before administration of assessments. Maintaining a stable assessment environment ensures standard assessment conditions for all students across Alaska. Spaces used for the assessment must have adequate lighting, heating, and provide a quiet atmosphere for students ([4 AAC 06.761\(b\)](#)).

#### *To Prepare for Testing:*

- Turn off or remove items that make or could make noise, including alarms and bells.
- Place a “TESTING: DO NOT DISTURB” sign on the door of the assessment room.
- Place a “NO ELECTRONIC DEVICES” sign on the door of the assessment room.
- Make sure there is a clock visible to all students.

#### *During Testing:*

- Allow only trained staff involved in the assessment administration to be in the assessment environment.
- Do not play music or soundscapes during the assessment.

#### *When Seating Students:*

- Create enough space between students to prevent answer sharing.
- Provide an adequate writing surface for students to use scratch paper.

Study carrels or table dividers may be used if they are already utilized during classroom assessment. The carrels or dividers must be tall enough to prevent students from seeing each other’s work. However, they should be short enough to allow active monitoring. Monitor students with extra diligence in assessment environments that use study carrels or table dividers.

### Posted Reference Material Guidance

Any and all reference materials posted or visible that could offer students in that room an unfair advantage by hinting or directing students to the correct answer must be covered or removed. These materials could include wall charts, visual aids, posters, graphic organizers, and instructional materials specifically related to the content being assessed. No exhaustive list can be created due to limitless possibilities. Test Administrators should discuss the appropriateness of any specific displays with their Building Test Coordinator.

Examples of materials that must be covered up or removed include, but are not limited to, the following:

- multiplication tables
- number lines that demonstrate odd and even or decimal and fractional parts of that contain counting dots, fractions, decimals, or irrational numbers
- tables of mathematical facts or formulas (e.g., value of pi)
- tables of scientific facts
- fraction equivalents

- step-by-step posters; for example, a poster showing how to do long division
- writing aids or rubrics
- posters that define different kinds of writing (narrative, expository, descriptive, etc.)
- punctuation charts
- spelling or vocabulary lists
- phonics charts
- posters with punctuation marks accompanied by the name and correct usage
- all reference materials that a reasonable person might conclude offer students in that classroom or space an unfair advantage over other students in Alaska
- all support materials that may be perceived as influencing student responses
- name tags that include any of the materials listed above, or that provide a writing surface

### **Assessment Materials Necessary for Administration**

In preparation for testing, the following materials must be ready for distribution before the assessment session. Districts decide how and when nonsecure materials (e.g., pencils, erasers, scratch paper) are distributed and collected. Secure materials must not be distributed until directly before assessment sessions and must be collected immediately upon completion of the assessment session.

- the assessment schedule
- a list of students to be assessed
- a list of students receiving accommodations, the accommodations to be provided, and any special materials needed
- pencils and erasers for each student to work out problems on scratch or graph paper
- blank scratch paper or graph paper
- a copy of the Assessment Log and Irregularity report or something similar
- a copy of the *Test Administration Directions* for each Test Administrator
- “TESTING: DO NOT DISTURB” and “NO ELECTRONIC DEVICES” signs to place outside the testing rooms
- a computer or device for each student to be tested OR appropriate test materials
- Test Tickets
- headphones for students needing the text-to-speech accommodation

## **Electronic Communication Devices in the Testing Room**

Please note: The information in the following section only applies to secure assessments and does not apply to the Early Literacy Screener or the Alaska Developmental Profile.

### **Requirements**

Electronic devices in the testing room creates a test security risk. No one, including Test Administrators, may have electronic communication devices in the testing room during the assessment session. This includes cell phones and any other technology capable of transmitting information either by picture, text, or voice (smart watches, fitness trackers, etc.).

The only exception is if cell phones are the only method of communication available between the Test Administrator and the Building Test Coordinator. The cell phone must be turned on silent and use of the cell phone must be limited to this purpose only during assessment sessions.

### **Prevention**

Districts and schools must make every effort possible to eliminate the use of electronic devices during assessment sessions. In addition to the “NO ELECTRONIC DEVICES” posters placed on the testing room door; other efforts could include the following:

On days leading up to scheduled assessment sessions:

- schools could place posters in hallways,
- utilize the morning bulletin, and
- include the use of electronic devices in parent notifications of upcoming assessments.

On days of scheduled assessment sessions:

- continually remind students that no devices are allowed during testing,
- provide a safe place for students to store their devices outside of the testing room, or
- establish collection boxes for electronic devices as students enter the room.

### **Discovery During Assessment Sessions**

The District Test Coordinator is responsible for establishing and implementing a set of policies and procedures for district staff to follow if electronics are discovered in the testing room or during assessment sessions. These policies and procedures should be clearly communicated and used consistently throughout the district. Any district staff member who discovers an electronic device in the testing room must immediately take action according to the pre-established policy. All incidents of electronic devices must be documented appropriately.

## Assessment Observation

### Background

Districts will now be required to conduct observations of the following assessments:

- Content area assessment, Alaska Science Assessment
- Content area assessment, Alaska System of Academic Readiness (AK STAR)
- Content area alternate assessments (i.e., DLM)
- English language proficiency (ELP) assessment (i.e., WIDA ACCESS for ELLs)
- English language proficiency alternate assessment (i.e., ALT ACCESS)

At this time, districts are not required to observe a session of mCLASS DIBELS 8. The purpose of these observations is to see assessment administration as it happens in order to ensure that school personnel involved in test administration adhere to test security and test administration guidelines. Adherence to these guidelines provides a standardized administration for all students and therefore valid and reliable insights from assessment results.

The minimum requirement for observations is one observation per school per assessment. For example, if a school administers the content area assessments, the ELP assessment, and the alternates for each assessment, a minimum of five observations would be required – a minimum of one observation per assessment. If a school does not administer an assessment, for instance the ELP assessment, an observation would not be required for that assessment. Only one assessment session per assessment needs to be conducted. This means only one assessment session for Alaska Science Assessment and AK STAR, one domain of ACCESS for ELLs and only one testlet for DLM needs to be observed.

The observations should be conducted by another employee of the district who has been trained in test administration such as a site administrator. The observer must remain in the testing room for the duration of the assessment session.

### Conducting an Observation

The observations can be conducted using the Assessment Observation Form. Districts may also provide additional district-level oversight by creating their own observation form. If a district elects to create their own form, it must contain at a minimum the elements present on the Assessment Observation Form. That is, a district may for their own purposes add to, but not subtract from or drastically modify, the Assessment Observation Form.

In order to adhere to electronic devices policy, the Assessment Observation Form must be printed and completed by hand.

### *Instructions of Complete the Observation Form*

To complete the observation form:

1. Complete the top portion of Assessment Observation Form, which contains general information about the assessment session:
  - **School Information:** The district and school where the observation is occurring.
  - **Assessment Information:** The name of the assessment, the content area or domain assessed, and whether the administration is computer-based or paper-based.
  - **Staff:** the names of Building Test Coordinator, Test Administrator, and any other staff present in the room

This information is useful for tracking assessments, observations, and any irregularities or mis-administrations that may occur during assessment.

2. The next portion of the Assessment Observation Form presents a series of categories to observe. Mark “Yes” if the category accurately describes the administration of the assessment; mark “No” if it does not. If the category is not applicable to the assessment that is being observed, mark “NA”. In the space allotted, provide additional comments to help a reader understand the administration of the assessment. A comment is required for any category marked “No” or “NA.” Categories are broken up into the following sections:
  - a. **Preparing the Environment:** Observe the testing environment to ensure it has been set up properly.
  - b. **During/After Assessment:** Observe to ensure that all policies and procedures are properly adhered to.
3. After the observation is complete, the observer must print their name and sign the observation form. The form must be kept on file along with other assessment materials.

### *Other Considerations*

In order to avoid distraction and disruption during testing, the observer should be present but unassuming in the test center. “Present but unassuming” includes the following:

- Observers must follow all test administration and security practices.
- Observers may not use phones, laptops, or electronic devices in testing rooms.
- Test administrators, and therefore observers, may not work on tasks or paperwork unrelated to the assessment observation.
- Observers should stand in the back of the room.
- If moving through the room is required, be mindful not to hover over students testing.
- Observers must complete all lines of the form.
- Observers must not leave the testing area until the session is complete, and all secure materials have been collected and inventoried.



## Assessment Observation Form Spring 2024

**School Information:**

<b>District</b>		<b>School:</b>	
-----------------	--	----------------	--

**Assessment Information:**

<b>Date and Time:</b>	<b>Grade Level(s):</b>
-----------------------	------------------------

**Assessment and Content Area Being Assessed:**

- |   |   |   |   |
|---|---|---|---|
| <b>AK STAR</b><br><input type="checkbox"/> ELA<br><input type="checkbox"/> Math<br><b>Alaska Science Assessment</b><br><input type="checkbox"/> Science | <b>DLM</b><br><input type="checkbox"/> ELA<br><input type="checkbox"/> Math<br><input type="checkbox"/> Science | <b>ACCESS for ELLs</b><br><input type="checkbox"/> Reading<br><input type="checkbox"/> Listening<br><input type="checkbox"/> Writing<br><input type="checkbox"/> Speaking | <b>Alternate ACCESS for ELLs</b><br><input type="checkbox"/> Reading<br><input type="checkbox"/> Listening<br><input type="checkbox"/> Writing<br><input type="checkbox"/> Speaking |
|---|---|---|---|

<b>Computer- or Paper-Based Assessment:</b>	<input type="checkbox"/> Computer <input type="checkbox"/> Paper
<b>Number of Students Being Assessed in the room:</b>	

<b>Building Test Coordinator:</b>	
<b>Test Administrator:</b>	
<b>Are there additional staff in the room?</b>	<input type="checkbox"/> No <input type="checkbox"/> Yes, please list name and role below:

Preparing The Environment	Yes	No	NA
The test administrator is a school district employee trained to administer the assessment.			
The test administrator is prepared for the session with all of the necessary materials.			
All classroom materials that may assist students in taking the test are covered or concealed.			
“TESTING: DO NOT DISTURB” and “NO ELECTRONIC DEVICES” signs are posted in an appropriate location.			
The space used for testing has adequate lighting, adequate heating, and a quiet atmosphere for students.			
Students are provided pencils, erasers, and scratch paper.			
Students are provided enough space to prevent answer sharing and an adequate writing surface to use scratch paper.			
**Students are provided the required universal tools (calculators on allowable grade levels and parts of the assessment, highlighters, noise blocking headphones if requested, etc.).			

Please provide additional comments. A comment must be provided if ‘No’ is marked in any category.



During/After Assessment	Yes	No	NA
The test administrator follows established procedures for eliminating the use of personal electronic devices during the assessment session.			
The test administrator does not play music or soundscapes during the assessment.			
The test administrator reads the script exactly as it is written.			
The test administrator actively monitors students testing by circulating the room.			
Restroom trips and breaks are adequately supervised.			
Students were not left unattended at any time, for any reason, during testing			
During assessment, only trained staff involved in assessment administration are present in the assessment environment.			
**The test administrator allows handheld calculators on allowed parts <b>only</b> , according to the calculator policy.			
Students were provided access to ONLY resources permitted for each specific assessment.			
The test administrator ensured standardized conditions with no coaching or prompting.			
The test administrator was aware of which students had accommodations and administered accommodations appropriately.			
The test administrator documented and reported any unexpected challenges that arose during testing.			
*The test administrator assists students with using technology to answer test questions without providing any unscripted assistance.			
As students complete the assessment, the test administrator follows local procedures for maintaining a quiet environment and for dismissal.			
After testing, test administrator inventories all secure materials and returns them to Building Test Coordinator immediately after testing has completed.			

Please provide additional comments. A comment must be provided if 'No' is marked in any category.

\*Applicable to computer-based assessments only.

\*\*Applicable to paper-based assessments only.

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Observer's Printed Name

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Observer's Signature

## Appendix A: Assessment Log & Irregularity Report

The [Assessment Log and Irregularity Report](#) provides comprehensive documentation of the assessment administration at a school. Districts must use this form, or one similar, to have complete assessment documentation.

This document is meant to be printed and filled in by hand because electronic devices are not allowed in testing rooms. This form is also available on the AK STAR and Alaska Science Test Administration webpages.

### Procedures

1. This form is completed by the Test Administrator(s) in each testing room on a daily basis and provided to the Building Test Coordinator at the end of each assessment session.
2. The Building Test Coordinator finalizes all forms and submits them to the District Test Coordinator as soon as practical. The District Test Coordinator may provide specific guidelines for when and how to submit these forms.
3. Copies of these forms must be securely maintained at the district or school **for two years after the administration** as part of the assessment documentation requirements.

Test Administrators must provide the following information on each form:

- **Any reason why a student did not test during that session**, e.g., student is suspended, home sick, dental appointment, student refused to take the test, parent submitted a refusal, etc.
  - Any supporting notes and/or documentation must be provided to the Building Test Coordinator. This could include an email, letter, noted phone call, etc. Building Test Coordinators will need this information to schedule make-ups or potentially document the reason as a Special Circumstance.
- **Any irregularity that occurred during testing.** An irregularity is an event that may disrupt a student's testing session.
  - Include pertinent notes to ensure clear understanding of the irregularity. Examples of irregularities include: fire alarm, power outage, school announcement, a student becoming sick, etc.
  - List all parties involved and actions taken by all staff. Additional pages may be attached as needed.

School				Test Administrator(s)		
Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity
<b>Notes</b>						
Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity
<b>Notes</b>						
Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity
<b>Notes</b>						
Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity
<b>Notes</b>						

Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity

**Notes**

Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity

**Notes**

Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity

**Notes**

Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity

**Notes**

Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity
<b>Notes</b>						
Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity
<b>Notes</b>						
Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity
<b>Notes</b>						
Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity
<b>Notes</b>						

## Appendix B: Glossary of Terms

**504 Plan:** Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based on disability. The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. However, these students do not require specialized instruction.

**Accommodations:** Tools and procedures in the areas of presentation, response, setting, timing, and scheduling that provide equitable access during instruction and assessment for all students. Accommodations do not reduce learning expectations; they provide access. Accommodations do not change the construct of what is being assessed.

**Active monitoring:** Active monitoring includes walking around the room to ensure standardized assessment procedures are occurring and that the security of the assessment is maintained.

**Alternate assessment:** The state assessment for students who have significant cognitive disabilities. A student's IEP team determines whether or not a student will take the alternate assessment.

**Assessment session:** An uninterrupted time or period set aside for assessment.

**Assessment window:** The time period, from the beginning date to the end date, when assessments may be administered. Also called the test window.

**BTC:** Building Test Coordinators oversee assessments at the site level. A BTC's duties are delegated by the DTC.

**DEED:** Alaska Department of Education & Early Development

**DLM:** Dynamic Learning Maps™; see alternate assessment.

**DTC:** The District Test Coordinator oversees all assessments in a district.

**EL:** An English learner, previously referred to as a Limited English Proficient (LEP) student or English Language Learner (ELL), is an individual whose first language is not English or is an American Indian, Alaska Native, or native resident who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency [4 AAC 34.090(a)(2)].  
NOTE: For the purposes of this manual, the term English Learner (EL) refers to currently identified ELs, not former ELs.

**Embedded accommodations:** Embedded accommodations are those that are within the test engine. They are selected for an individual student via the Multiple Student Upload or within the DRC INSIGHT Portal.

**IEP:** The Individualized Education Program is a legally binding document that spells out exactly what special education services a child receives and why.

**Invalidated assessment:** An assessment for which a student's performance is not an accurate reflection of the student's ability or is the result of certain assessment mis-administrations. The student does not receive a score and is counted as not participating on the assessment.

**Manipulatives:** Physical objects used as aids in understanding abstract concepts.

**Non-embedded accommodations:** Non-embedded accommodations are those that are outside of the technology, for example, preferential seating.

**Parts:** Content area assessments may be divided into parts. Between parts, students must review and submit answers. However, once students have submitted answers for a part, they may not return to that section of the assessment.

**POD:** The print on demand assessment is available for students with this need designated in their IEPs/504 plans.

**Recently Arrived English Learners (RAELs):** Students who have been identified as English learners and who have been enrolled in a school in one of the 50 states in the United States or the District of Columbia for less than 12 months.

**Scribe:** The person who writes down student responses dictated by an assistive communication device, pointing, interpretation or transliteration (e.g., American Sign Language, signed English, cued speech), or speech. Also, the process of writing down the student's dictation.

**Special circumstances:** Documented reasons that students were not assessed, or reasons student assessments should not be scored.

**Student Roster:** Document that prints in front of Test Tickets. Includes an alphabetical list of students in the specified test session and any accommodations entered in the DRC INSIGHT Portal.

**Student supports:** Any tool that assists a student in taking the assessment. Student supports include accommodations and universal tools.

**TCM:** *Test Coordinator's Manual*

**Test Administrator (TA):** District staff member who administers the test to students.

**Test Administration Directions (TAD):** The TAD is a Test Administrator's manual. The TAD contains instructions and information for TAs as well as the scripts for TAs to read on the test day.

**Test records:** Records submitted via file upload or individually in the DRC INSIGHT Portal that detail assessment information for students.

**Test sessions:** Assigned to students via file upload or individually in the DRC INSIGHT Portal that detail assessment information for students.

**Test Ticket:** A piece of paper containing the student's username and password for each test subject. Students will use the information on their Test Ticket to access the computer-based assessments.

**Text-to-Speech (TTS):** The Text-to-Speech system presents students with computer-synthesized audio of the text associated with the content on the screen.

**Transcribe:** The process of moving the student's assessment response to another medium, such as from a large print form to the online test engine.

**Transitory impairment:** Students with a transitory impairment are not regarded as individuals with disabilities if the impairment is transitory and minor. A transitory impairment is an impairment with an actual or expected duration of six months or less (e.g., broken arm, concussion). On a case-by-case basis, where appropriate documentation exists, students identified with a transitory impairment may receive assessment accommodations.

**Universal tools:** Supports or preferences that are available to all students taking the assessment.



## Appendix C: Alaska Assessment Regulations

### 4 AAC 06.400 Statewide literacy screening and support

- (a) The department shall provide a statewide screening tool and associated training to all school districts to assess student reading skills. The department shall provide to school districts
  - (1) training on evidence-based instruction based on student needs, assistance in interpreting screening results, and training in the science of reading;
  - (2) training on using the statewide screening tool to identify students who will need an assessment for dyslexia; and
  - (3) assistance in developing an alternative standardized reading screening tool as provided in AS 14.30.760, if requested by a school district.
- (b) Except as provided in (d), each school district shall assess all students in kindergarten through grade three each fall using the statewide screening tool as provided in AS 14.30.760 and shall
  - (1) identify students with reading deficiencies and require these students to take a winter and spring assessment; and
  - (2) identify students with sufficient reading skills, who are not required to take a winter or spring assessment.
- (c) Annually, after the completion of the school year, but not later than July 15, each school district shall provide a report to the department that includes all data required under AS 14.30.760(a)(4).
- (d) A school district may request a waiver from the requirement that it use the department provided statewide literacy screening tool. The department shall make available to all school districts a K-3 literacy screener waiver form. The commissioner will grant the K-3 literacy screener waiver if the district selected screening tool is an evidence-based screening tool consistent with AS 14.30.760 and meets the requirements of this subsection. A K-3 literacy screener waiver granted by the commissioner to a school district becomes void if the school district selects a new screening tool. An application for a K-3 literacy screener waiver must be submitted in writing by April 15 to be considered for use in the following school year and must include
  - (1) a description of the district selected screening tool and how it meets the requirements of AS 14.30.760;
  - (2) a dyslexia screener;
  - (3) the reason for seeking the waiver; and
  - (4) any additional information supporting the district's request for a waiver.

### 4 AAC 06.710 Statewide student assessment system.

The commissioner will develop a statewide student assessment system composed of multiple indicators that include

- (1) a standards-based test to measure student attainment of the state's standards as described in 4 AAC 06.737(a);
- (2) an alternate assessment under 4 AAC 06.775(b);

- (3) biennial participation in the national assessment of educational progress in mathematics and reading in grades four and eight; and
- (4) the assessments included in [4 AAC 34.055](#) to identify English language proficiency.

**[4 AAC 06.712](#). Developmental profile.**

- (a) As part of the comprehensive system of student assessments required by [AS 14.07.020\(b\)](#) and [4 AAC 06.710](#), each district shall submit to the department by November 1 of each school year, on a form provided by the department, a developmental profile for each student entering kindergarten or first grade in each school in the district, including charter schools. A student whose profile was submitted upon entering kindergarten does not need an additional profile upon entering first grade.
- (b) Indicators that must be used in preparing a student's developmental profile under this section include
  - (1) physical health, well-being, and motor development;
  - (2) social and emotional development;
  - (3) approaches to learning;
  - (4) cognition and general knowledge;
  - (5) communication, language, and literacy; and
  - (6) child background.
- (c) For the purposes of this section, "child background" means the factors that affect a child's school performance, such as the child's pre-school experience, whether the child has an individualized education program (IEP), and the child's health data.

**[4 AAC 06.737](#). Standards-based test.**

The commissioner will select a standards-based test to estimate the degree to which students have mastered the state's standards for English language arts, mathematics, and science. For school years after school year 2013-2014, the standards-based test must test for mastery of the English language arts, mathematics, and science standards adopted by reference in [4 AAC 04.140\(a\)](#). Except for students eligible for an alternate assessment under [4 AAC 06.775\(b\)](#), each district shall administer the standards-based test in English language arts, and mathematics annually to every student in grades three through eight and in one or more years, as determined by the commissioner, in grades nine through 12, and each district shall administer the standards-based test in science annually to every student in grades four, eight, and ten. A school that does not assign students to grade levels shall assess students using the grade-level assessment that would apply if the school had standard grade levels based upon the number of years a student has been enrolled in school.

**[4 AAC 06.738](#). Assessment results.**

- (a) Except as provided by this section, all student assessment results as described in [4 AAC 06.710](#) are confidential and may not be disclosed by a district except as provided by 34 C.F.R. Part 99, dealing with family educational rights and privacy.
- (b) The commissioner shall compile the results of the standards-based test, alternate assessment, and English language proficiency assessments by school district, school, classroom, and individual, and shall annually provide school results to the board and the legislature.

- (c) The commissioner shall provide to a school district the district, school, classroom, and individual student results for the district.
- (d) After receiving test results from the commissioner or test publisher, a school district shall distribute
  - (1) class and individual student results to each teacher, for the teacher's classes and students not later than the date decided by the commissioner and announced by the department; and
  - (2) individual student results to each student's parents not later than the date decided by the commissioner and announced by the department.

**4 AAC 06.739. Assessment achievement level scores.**

- (a) The subject matter achievement levels of proficiency for a student enrolled in grades 3-10 will be determined as set out in this section, based on the student's scores on the applicable state assessment described in [4 AAC 06.737](#).
- (b) Achievement levels for English language arts and mathematics are advanced, proficient, approaching proficient, or needs support. Students obtaining achievement levels of proficient or advanced meet standards. To obtain an achievement level of advanced, proficient, approaching proficient, or needs support in English language arts and mathematics, a student must obtain a score as set out in the [following table](#):

**4 AAC 06.761. Test administration.**

- (a) Unless an assessment is specifically exempted, or the department has approved in writing a different process, a district shall administer the statewide assessments described in [4 AAC 06.710](#) in conformance with the requirements of this section.
- (b) A district shall administer an assessment under this section only in a school test center designated by each district. Each school test center must be secure, free of disruptions, have an established seating arrangement, and be well lighted. Only designated district staff may be in the test center rooms at the time of testing students.
- (c) Each district shall designate an employee of the district as the district test coordinator. In districts with two or more school test centers, the district shall designate an on-site building test coordinator for each center. The district test coordinator or building test coordinator shall assign as many test administrators to each school test center as necessary to ensure adequate supervision or monitoring of students taking the assessment. Each district test coordinator, building test coordinator, and test administrator must execute an agreement, on a form provided by the department, affirming that the test procedures of the department and test publisher will be followed.

**4 AAC 06.765. Test security; consequences of breach.**

- (a) All test questions on standards-based tests provided for in [4 AAC 06.737](#), the alternate assessment taken under [4 AAC 06.775](#), and the English language proficiency assessments provided for in [4 AAC 34.055](#) are confidential and may be disclosed only as provided in this section.
- (b) Test questions may be disclosed to
  - (1) a student on the date and at the time specified by the commissioner, to the extent necessary to administer the test;

- (2) testing personnel in the course of fulfilling their duties;
  - (3) a department official as required for the performance of that official's duties; and
  - (4) a test administrator if necessary to fulfill duties under [4 AAC 06.775](#) regarding the delivery of accommodations.
- (c) School and district personnel responsible for test administration shall
- (1) inventory and track secure materials from the time the materials arrive at the school or district office until the time the materials are returned to the test publisher;
  - (2) securely store secure materials before distribution to school test centers and after their return;
  - (3) control distribution of secure materials to and from school test centers;
  - (4) control the storage, distribution, administration, and collection of secure materials; and
  - (5) ensure that no test or test question is copied in any manner, whether on paper or by electronic means.
- (d) School personnel at a school test center shall
- (1) label the tests according to test administration directions before testing;
  - (2) inventory and track test materials from the time the materials arrive at the school until the time the materials are returned to the district;
  - (3) securely store tests before and after each testing session;
  - (4) control distribution of tests within the school test center;
  - (5) ensure that no test or test question is copied, reproduced, or paraphrased in any manner by an examinee or anyone else;
  - (6) ensure that examinees use only those reference materials allowed by the test publisher's testing procedures;
  - (7) ensure that no individual receives a copy of the test, or learns of a specific test question or item, before the test date and time set by the commissioner, under (b) of this section, unless knowledge of the question or item is necessary for delivery of accommodations under [4 AAC 06.775](#);
  - (8) ensure that examinees do not exchange information during a test, except when the test procedure so specifies;
  - (9) ensure that an examinee's answer is not altered after testing is completed;
  - (10) ensure that no examinee is assisted in responding to or review of specific test questions or items before, during, or after a test session.
- (e) A teacher holding a certificate issued under [4 AAC 12](#) who breaches security as described in this section is subject to investigation and adjudication by the Professional Teaching Practices Commission.
- (f) School and district personnel responsible for test administration shall (1) annually execute an agreement, on a form provided by the department, affirming that they will follow the test procedures required under this section;
- (1) provide training in test procedures to all district staff involved in testing as directed by the department, and ensure that staff complete the training;
  - (2) ensure that all district staff involved in testing read and follow all testing procedures and manuals published by the test publisher, unless instructed otherwise by the department.
- (g) All school and district personnel shall maintain the security and confidentiality of electronic test data files, individual student reports, and other testing reports designated as secure.

- (h) District personnel in charge of testing shall immediately report any breach of test security to the department. If a student's IEP requires a modification that violates test security under this section, the modification will be provided only if it does not affect test security for any students other than the student who requires the modification. A modification that violates test security under this section results in an invalid assessment and the assessment will not be scored.

**4 AAC 06.775 Statewide assessment program for students with disabilities.**

- (a) When administering to students with disabilities the statewide assessments under 4 AAC 06.710, a district shall follow the requirements of this section and the department's Participation Guidelines for Inclusion of Alaska Students in State Assessments, 2022 edition, adopted by reference.
- (b) The commissioner shall select an alternate assessment for use in the state for assessment of students with significant cognitive disabilities who are not able to complete either regular curricular offerings or substitute courses under 4 AAC 06.078 that would lead to a diploma. A student's eligibility for an alternate assessment shall be established in the student's IEP in accordance with the criteria in the Participation Guidelines for Inclusion of Alaska Students in State Assessments, adopted by reference in (a) of this section. Each district shall administer the alternate assessment to eligible students whenever it administers the standards-based assessments described in 4 AAC 06.737. Achievement levels for the English language arts, mathematics, and science alternate assessments are advanced, at target, approaching target, or emerging. Students obtaining an achievement level of advanced or at target meet standards. For the purposes of reporting and accountability in 4 AAC 06.800 - 4 AAC 06.899, the department will include as proficient those students who score at the target or advanced achievement levels on the alternate assessment for English language, arts, mathematics, and science. To obtain an achievement level in
  - (1) English language arts, and mathematics on the alternate assessment, a student must obtain a score as set out in the following table: *[table can be found at <https://www.akleg.gov/basis/aac.asp#4.06.775>]*
  - (2) science on the alternate assessment, a student must obtain a score as set out in the following table: *[table can be found at <https://www.akleg.gov/basis/aac.asp#4.06.775>]*
- (c) A student with a disability who is on a diploma track must take all regular statewide assessments required under [4 AAC 06.710](#), with or without accommodations, at the appropriate grade level.
- (d) If the Participation Guidelines do not identify whether a proposed change to an assessment is an accommodation or modification, the district shall follow the procedure described in the Participation Guidelines for determining whether the change is an accommodation or a modification. If a parent requests that a district consult with the department, a district shall consult with the department regarding whether a proposed change to an assessment is an accommodation or a modification. If requested, the department will issue a nonbinding written advisory opinion on whether a particular change is an accommodation or a modification. A decision regarding whether a particular accommodation is appropriate for a student rests with the IEP or section 504 team and the department will not issue an opinion on this issue.
- (e) A district shall provide a description of the assessment requirements and options for graduation from high school to parents of a student with a disability or with a section 504 plan who is in the ninth grade, is a new enrollee in the district's high school, or is newly placed on an IEP or section

504 plan. Unless a different time and place is more appropriate, the description shall be provided during the annual IEP or section 504 team meeting during a student's ninth grade year.

**4 AAC 06.776. Assessment of a student that is an English learner.**

- (a) Except as provided in [4 AAC 06.820\(f\)](#), a student identified as an English learner under [4 AAC 34.090\(2\)](#) shall participate, either with or without an accommodation, in a test included in the statewide student assessment system under [4 AAC 06.700](#) - 4 AAC 06.790.
- (b) A district shall appoint a team that includes, if practicable, a teacher with experience in teaching students who are English learners to determine the necessary accommodations for English learners under the department's Participation Guidelines for Inclusion of Alaska Students in State Assessments, adopted by reference in [4 AAC 06.775\(a\)](#). The team shall document the accommodation decision and may not provide a modification.

**4 AAC 06.820. Participation**

- (c) The participation rate on the state standards-based assessments described in 4 AAC 06.737 is computed by dividing the number of students that took an assessment in each subject by the number of students enrolled in tested grades on the first day of testing. Each school and district in the state shall ensure that all students enrolled in tested grades are given the opportunity to and are expected to participate in the state assessments, and shall have a target of 95 percent participation in assessments. For purposes of this section, a student participates in a state assessment if the student receives a valid test score on the assessment.
- (d) A school or district may not systematically exclude students from assessment.
- (e) Students who are eligible to take the alternate assessment under 4 AAC 06.775(b) will be included in calculating the participation rate under (a) of this section, even if more than one percent of the students in a district take the alternate assessment, if the students are
  - (1) in a grade in which the alternate assessment is offered; and
  - (2) enrolled on the first day of testing.
- (f) For purposes of measures of school and district accountability under [4 AAC 06.800 – 4 AAC 06.899](#), including measurements of participation and graduation rates, attainment of a long-term goal or measure of interim progress, and inclusion in the Alaska school performance system, the score of a student who participates in a state assessment and is enrolled at more than one school at a time will be included in the performance of the school at which the student is counted under 4 AAC 09.040 as more than 0.5 full-time equivalent. If the student cannot be counted under 4 AAC 09.040 as more than 0.5 full-time equivalent at any of those schools, the student's state assessment score and participation will be included in the performance of the school at which the student receives instruction in English language arts.
- (g) A district shall report to the state the enrollment of all students as of the first day of the administration of the state standards-based assessments under [4 AAC 06.737](#). The report must be on a form prepared by the department, and must include the student's student identification number, school, grade, and subgroup membership. The report shall be filed not later than 21 days following the first day of administration of the assessments. If, after reviewing the report, the department determines that a school or district has underreported the number of economically disadvantaged students in a school or district, the department will use data from other sources, including confidential public assistance data, to estimate the actual number of students in that subgroup.

- (h) Notwithstanding any provision in this chapter, if a district enrolls a student who qualifies as an English learner under [4 AAC 34.090\(2\)](#) and who has been enrolled in a school in one of the 50 states in the United States or the District of Columbia for less than 12 months, the district shall exclude
- (1) the English learner who is recently arrived under this subsection from one administration of the state standards-based assessment in English language arts; and
  - (2) the English learner's results on any state standards-based assessment under [4 AAC 06.737](#) or an English language proficiency assessment under 4 AAC 34.055(c) for the first year of the English learner's enrollment in the school for the purposes [as part of measures] of the school and district accountability system under [4 AAC 06.800 – 4 AAC 06.899](#).
- (i) Notwithstanding any provision in this chapter, a district may, on a case-by-case basis, exempt an individual student from a state standards-based assessment described in [4 AAC 06.737](#) if an unexpected severe medical condition prevents the student from participating in the administration of the assessment. The student will not be included as part of measures of school and district accountability under [4 AAC 06.800 – 4 AAC 06.899](#), including measurements of participation, attainment of a long-term goal or measure of interim progress, and inclusion in the Alaska school performance system. The district shall retain documentation regarding the exemption, including medical records of the condition, with the student's permanent record and provide it to the department upon request.
- (j) Repealed 10/9/2015.
- (k) Except as provided in (f) and (g) of this section, a student who is counted as more than one-quarter full-time equivalent under [4 AAC 09.040](#) must be included in the standards-based test described in [4 AAC 06.737](#) or [4 AAC 06.775\(b\)](#). A student who is counted as one-quarter full-time equivalent under [4 AAC 09.040](#) must only be included in the English language arts, mathematics, or science content-area assessment of the standards-based test under [4 AAC 06.737](#) if the student receives instruction in a corresponding subject and grade level.
- (l) A school that misses the 95 percent participation rate target for the all-students group or any subgroup defined in [4 AAC 06.830](#) in English language arts, mathematics, or both for two consecutive years must create and submit an improvement plan to the district. The district must review and approve the plan for each school. The plan must be created with stakeholders and must include documentation of the communication and other efforts the school made to inform parents of the importance of participating in the statewide assessments, while recognizing parents' rights under state law regarding their child's participation in those assessments. The plan must document training that teachers have received in the importance of the assessments and how teachers may communicate with parents and students regarding the assessments. The plan must document the efforts made to encourage participation by all students in all subgroups and that no students have been systematically excluded from testing. The plan must include steps the school will take to increase the participation rate in future years. The plan must include the strategies and samples of the materials that will be used by the school and district to educate parents about the importance of assessments and their role in student learning.

## **Appendix D: DEED Suggested Local Decisions and Policies**

### **1. Training Staff for Test Administration**

- Will the DTC conduct all trainings or use the eLearning courses?
- Will the DTC train test administrators or will this task be delegated to the BTC?

### **2. Test Tickets**

- Who downloads, prints, and disseminates to test administrators?
- What process is used to provide these to test administrators each morning before testing and collection each day after testing concludes?
- What process is used to securely destroy used test tickets and who completes this task?

### **3. As Students Finish Testing**

- What should students do as they finish testing?
- Will students stay in the testing room sit quietly reading a paper book while students finish testing?
- Will students be moved to another location such as library?

### **4. Securely Destroying Scratch Paper**

- What method will be used to securely destroy scratch paper used during testing?
- Who will carry out this task?

### **5. Logging Irregularities**

- Will test administrators use the Assessment Log and Irregularity report or another method that's been successfully used in the past?
- How will BTCs and/or DTCs learn of test irregularities?
- What should Test Administrators do with completed irregularity reports?

### **6. Reporting Technology Challenges**

- What procedures are used when reporting technology issues?
- Who should the test administrator contact and when?
- How are technology issues documented?

### **7. Tracking student test completion**

- How will student test completion be tracked at the test administrator, building, and district levels?

### **8. Testing Documentation File**

- Will all assessment documentation be stored electronically or hard copy?
- At the school or at the district office?

### **9. Electronic Communication Devices Policy**

- What methods will your schools use to communicate electronic communication devices are not allowed in testing rooms?
- What is district policy when it is discovered a student has a cell phone during testing? Does your district have a no-tolerance policy or is each occurrence thoroughly investigated?



**10. Materials Management (Print on Demand (POD), Braille, and Large Print)**

- Who is responsible for keeping materials secure?
- Who is responsible for securely destroying materials after transcription?

**11. Communication During Testing**

- If the BTC needs assistance, how should they contact the DTC?
- If the Test Administrator needs assistance, how should they contact the BTC?

**12. Accommodations**

- Who is responsible for entering student accommodations into the various portals?
- Who is responsible for providing student accommodations to the person responsible (a)?

**13. Family Refusal**

- How can parents request to opt their student out of testing? Will there be an official form?
- Who at the school/district will communicate the benefit of assessment results to the family?

**14. Special Circumstances**

- At the school level, how should these be documented?
- Who is responsible for entering Special Circumstances into the various portals?

## Appendix E: Frequently Asked Questions

Q: Can a student WITHOUT an IEP, 504 Plan, EL Plan, or Transitory Impairment Plan be allowed to take the assessment in a separate location due to behavioral considerations?

A: Yes. This is permissible if it is determined by the Building Test Coordinator in conjunction with other building administrators that it is in the best interest of the student and his/her peers to test in a separate location.

Q: May students have their mobile phones during the test?

A: Students are NOT allowed to have mobile phones or similar electronic devices in their possession during assessment sessions. Electronic devices create the potential for added distractions due to noise and for cheating. Examples of cheating include students entering assessment information into their mobile phones, sending assessment information to others via text messaging, or taking pictures of the assessment from a concealed phone or other electronic device.

Q: Does a Test Administrator have to be a certified teacher in order to administer statewide assessments?

A: No. A Test Administrator must be an employee of the district, have a signed Test Security Agreement (TSA), and have completed all applicable training before administering the test to students. A teaching certificate is not required.

Q: Can a substitute teacher administer the assessment?

A: Yes. The substitute teacher must sign a Test Security Agreement (TSA) and be trained in test administration policies and procedures.

Q: Can a student teacher or intern administer the assessment?

A: No. Student teachers or interns are not paid employees of the school district; therefore, they cannot administer any assessment.

Q: For secure assessments, who can be in or enter a room while students are testing?

A: Only school personnel who have completed the test administration training and who have signed a Test Security Agreement may be in the room while students are testing. This includes staff who are completing an assessment observation.

Q: Are schools required to test part-time students?

A: Students who are enrolled part time for more than 0.25 FTE must be assessed. Students who are enrolled for only 0.25 FTE are only required to take the applicable assessment if they are enrolled in mathematics or English language arts or science instruction.

Q: What do I do if a parent requests to exclude their student from testing?

A: Each district should develop a policy and a procedure to follow if parents wish to exclude their student from testing. Parents should be made aware that when students do not test due to parent action, the school's participation rate is negatively affected. The procedure should also include sharing with parents the benefit of summative assessment results.

If a parent chooses to refuse testing for their student, this information should be documented and recorded as a Special Circumstance or Reason Not Tested in the appropriate assessment platform.

Q: How is it determined which accommodations a student should be provided during assessments?

A: Deciding which accommodations a student should be provided is a decision for the student's instructional team. All accommodations must be documented in a student's plan (i.e., IEP, EL, 504, or Transitory Impairment plan) in order to be provided on the assessment.

Q: Can parents who are teachers or employees of the school district administer the test to their own children?

A: This is not prohibited, but DEED does not recommend this as best practice. Whenever possible, parents should not administer the test to students who are their children.

## Appendix F: Medical Waiver Clarifications

### Clarification on Medical Waiver Regulation Annual Summative Content Assessments

Alaska regulation 4 AAC 06.820 provides for an exemption from a state standards-based assessment in the event of an unexpected severe medical condition. The regulation language is:

4 AAC 06.820. Participation

(g) Notwithstanding any provision in this chapter, a district may, on a case-by-case basis, exempt an individual student from a state standards-based assessment described in 4 AAC 06.737 if an **unexpected severe medical condition** prevents the student from participating in the administration of the assessment. The student will not be included as part of measures of school and district accountability under 4 AAC 06.800 - 4 AAC 06.899, including measurements of participation, attainment of a long-term goal or measure of interim progress, and inclusion in the Alaska school performance system. The district shall retain documentation regarding the exemption, including medical records of the condition, with the student's permanent record and provide it to the department upon request.

This guidance provides considerations for medical waivers in the context of a five-week testing window for the Alaska System of Academic Readiness (AK STAR) and Alaska Science Assessment, and a seven-week testing window for the Dynamic Learning Maps (DLM) Alternate Assessment:

- The testing window will include scheduled testing days determined by each school and district. If a student misses scheduled testing days, it is expected that the student is assessed upon returning to school. For example, if a grade 3 student is scheduled to take the math content assessment during the second week of the window, but is absent due to an illness, the school must schedule make-up testing sessions for the student during week three, four, or five.
- The make-up window for AK STAR, Alaska Science Assessment, and DLM is the entire test window. Test windows are determined annually and published on the department's website.
- Upon approval, districts can arrange for secure administration of the assessment in alternate locations, such as the student's home, when appropriate.

Further clarification on the definition of "unexpected severe medical condition":

- Unexpected: not planned or sudden; outside of the student's control
- Severe: uncommon, life altering, serious
- Medical condition: physical or mental condition or illness

The left column of the chart below provides examples of students who would still be eligible for and expected to participate in AK STAR, Alaska Science Assessment, and DLM. The right column provides examples of students who would qualify for a medical waiver. These are provided as examples only. For specific questions of eligibility, please contact the Assessments Administrator, Elizabeth Greninger, at 465-8728. In direct communication, please maintain the confidentiality of the student's specific medical condition.

Example of student remaining eligible to participate in annual summative content assessments	Example of an unexpected severe medical condition
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Student receiving treatment or in a treatment center for drug rehabilitation.	Student receiving treatment or in a treatment center for drug rehabilitation and has a severe episode that prevents participation in education during the entire test window.
Student has a diagnosed mental illness.	Student has a diagnosed mental illness and has a severe episode that prevents participation in education during the entire test window.
Student is in a car accident at the beginning of the test window and unable to test on scheduled testing days but attends school later in the assessment window.	Student is in a car accident at the beginning of the test window and unable to attend school or participate in education (either in the hospital or at home) during the entire test window.
Student is pregnant.	Student is pregnant and has a pregnancy-related emergency or complications with the birth that prevents participation in education during the entire test window.
Student has a chronic illness.	Student has a chronic illness and is currently in treatment that prevents participation in education during the entire test window (such as chemotherapy).
Student is diagnosed with COVID-19.	Student is diagnosed with COVID-19 and is hospitalized due to severe symptoms and is not able to participate in education during the entire test window.