# AMP
## ALASKA MEASURES OF PROGRESS

## 2015–2016

# Paper-Based Test Administration Directions

## Grades 9–10

**English Language Arts | Mathematics | Science**

## Alaska Department of Education and Early Development

# Important Dates: Paper-Based AMP

| DATE | EVENT |
| --- | --- |
| January 15, 2016 | Pre-ID deadline for enrollment, TEC uploads, and PNP settings for paper-based AMP summative assessment |
| March 23, 2016 | Deadline for ordering additional materials from Questar |
| March 28–April 8, 2016 | AMP paper-based assessment window |
| April 15, 2016 | Paper-based materials return date |
| Summer 2016 | AMP scores released |

# Contact Information

Test Administrators should contact the Building Test Coordinator for assistance with the preparation and administration of the Alaska Measures of Progress (AMP). The District Test Coordinator is the primary contact at the district level for the Building Test Coordinator.

The Building Test Coordinator (BTC) at my school is _____

The best way to contact the BTC is _____

The District Test Coordinator (DTC) in my district is _____

The best way to contact the DTC is _____

**TABLE 1.**   Contact Information for Alaska EED

| NAME | TITLE | E-MAIL ADDRESS | PHONE |
|------|-------|----------------|-------|
| Margaret MacKinnon | Director of Assessment and Accountability | margaret.mackinnon@alaska.gov | (907) 465-2970 |
| Elizabeth Davis | Standards Implementation Administrator | elizabeth.davis@alaska.gov | (907) 465-8431 |
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# SECTION 1: OVERVIEW

The Alaska Measures of Progress (AMP) assessment system is designed to measure the skills and concepts in the *Alaska English Language Arts (ELA) and Mathematics Standards* for students in grades 3–10. When fully developed, the Alaska Measures of Progress system will include a yearly summative assessment, as well as optional interim assessments and formative resources.

The Alaska Measures of Progress system does the following:

1. Measures claims and targets within the Alaska ELA and Mathematics Standards

2. Provides information for calculating Annual Measurable Objectives (AMOs), the Alaska School Performance Index (ASPI), and school star ratings, which are part of Alaska's school accountability system

3. Reports individual student scores and performance levels

4. Provides total scores and subscores, which can be used with local assessment scores to identify needed improvements in a building's or district's ELA, mathematics, or science programs

The AMP Science assessment is part of the AMP system. However, it measures the Alaska Grade Level Expectations (GLEs), reports on the strands in the GLEs, and is scored on a different scale. For more information about the science assessment, visit https://education.alaska.gov/AKAssessments/#c3gtabs-amp.

## Assessed Students for 2016

All public school students enrolled in an Alaska school in the grades assessed, grades 3–10 for ELA and math, and grades 4, 8, and 10 for science, must take the general AMP assessment unless they qualify for the alternate assessment.

## Summative Assessment Window: Paper-Based

The test administration window for the paper-based administration of AMP is March 28–April 8, 2016. Students who are taking the paper-based administration as an accommodation must complete the assessment during the paper-based test administration window.

## Determining a Student's Grade Level for AMP

The grade level at which a student is assessed is based on the student's grade as reported in the district information system on the first day of the Alaska Measures of Progress (AMP) window. Student grade level is determined locally. For the 2016 assessment window, the date is March 28, 2016.

## Summative Assessment Structure in 2016

### English Language Arts

For ELA, the AMP summative assessment will have 70 items delivered in four parts, in all grades. The first part will contain 25 items, followed by three additional parts of 15 items each. The paper-based assessment will be delivered via two forms which will arrive already spiraled, as needed. Students will mark their answers directly in the test booklet.

#### Listening Items

On each ELA form in each grade, the listening item sets will be the same.

### Mathematics

The AMP summative assessment in Mathematics will consist of 70 items. Grades 3-5 will have four parts. In order to group calculator-allowed items and non-calculator-allowed items together appropriately, Grades 6-10 will have three parts. The paper-based assessment will be delivered via two forms which will arrive already spiraled, as needed. Students will mark their answers directly in the test booklet.

### Science

The science assessment will be delivered to students in grades 4, 8, and 10. Each science assessment will have three parts. The parts of the fourth-grade assessment will contain 25 items, 15 items, and 15 items, respectively. The parts of the eighth- and tenth-grade assessments will contain 25 items, 20 items, and 20 items, respectively. The paper-based assessment will be delivered via one form. Students will mark their answers directly in the test booklet.

## Paper-Based Assessment Scheduling Requirements

All assessment sessions (including makeups and administrations with accommodations) must be administered during the established two-week assessment window.

Although the assessment is not timed, each content assessment will take most students between two and three hours. This estimated time is for scheduling purposes; students should be allowed the time they need to complete the assessment.

It is the responsibility of the school or district to determine the specific assessment schedule. Schools may also choose the order of content assessments; the English language arts, mathematics, or science assessment may be administered first. The parts of each content assessment should be taken in order; however, the listening items in English language arts may be group administered at the beginning or end of an ELA test session. Additionally, schools may administer one or more parts of the content assessment during one assessment session. Schools may also assess multiple grades in the same assessment session and room.

Districts must schedule the paper-based assessment on the same day(s) for students in the same grade. For example, all fifth grade students must take the same parts of the ELA assessment on the same day(s).

Students who are not able to take the AMP assessment on the scheduled assessment day(s) due to absences may complete the assessment on make-up days scheduled anytime within the paper-based assessment window. Make-up days should not occur prior to the scheduled assessment day unless extenuating circumstances exist. Contact your Building Test Coordinator for guidance.

## Scheduling Summative Assessment Sessions

All assessments are untimed, and it is important to allow students a reasonable time frame to complete each part of the assessment. This ensures that all students have a standardized experience. Plan ahead so students have time to complete the part they are working on before the school day ends. A general guideline is to not allow a student to start a new part with less than one hour remaining in a school day or before lunch. In the rare event that a student has not completed a part before lunch or by the end of the school day, the school may allow the student to continue the assessment into lunch or beyond the school day, if it is age appropriate to do so.

# SECTION 2: STUDENT SUPPORTS AND ACCOMMODATIONS

### Universal Tools

Universal Tools are supports or preferences that are available to all students taking the AMP computer-based assessment or paper-based assessment. Universal tools are available at all times and their use is based on student choice, need, and preference. For the paper-based assessment, Test Administrators must provide the Universal Tools to the students. The Universal Tools do not alter the test construct (what the assessment is measuring) or change the reliability or validity of the assessment scores. Universal Tools do not change score interpretation. Similarly, Universal Tools require no additional test security measures.

**TABLE 2.**  Universal Tools for AMP Paper-Based Test Administration

| UNIVERSAL TOOLS | |
|---|---|
| Available to all students<br>Provided by the Test Administrator | |
| **UNIVERSAL TOOL** | **TOOL DESCRIPTION** |
| Headphones | Allows all students to hear listening passages and questions. |
| CD player | Unless group administered, students must access a CD to hear audio for listening passages. |
| Highlighter | Students may use a highlighter to highlight desired assessment questions or selections; **if a highlighter is used in a student test booklet, answers should be transcribed into a clean test booklet in order to be properly scored.** |
| Visual magnification | Students may use devices that magnify text such as a magnifying glass. |
| Graph paper or scratch paper | Scratch or graph paper must be securely destroyed after assessment session. |
| Item to mask portions of the assessment to direct attention to uncovered questions | Students may use blank paper or another unmarked item to mask portions of the assessment to help them focus on one question at a time. |
| Place markers | Students may use an item, such as an unmarked ruler to help track assessment questions. |
| Tape or magnets to secure papers to work area | Students may use items to secure papers to the work area; care must be taken to not damage the paper for scanning and scoring. |
| A device to screen out extraneous sounds | Students may wear noise-blocking headphones for the assessment (not including music devices). |
| Calculator | Available only for selected parts of the assessment. |

## Calculator Use for the AMP Summative Assessment

**Mathematics**

Alaska mathematics standards were developed with a strong focus on building foundational skills and fluency in arithmetic, specifically in Kindergarten through grade 5. Arithmetic is a foundational skill that requires fluency as well as building conceptual richness, which is a precursor for algebraic concepts. The standards were developed to have students gain a deeper understanding of mathematics and to use a variety of strategies to come to mathematical solutions. Thus, working with numbers by hand was purposeful in the design of the standards in the formative grades. Based on this information, calculators are not allowable for grades 3, 4, and 5 on the AMP mathematics content assessment. Calculators are allowed in grades 6–10; however, calculators are not allowed on Part 3 of the paper-based assessment for grades 6–10.

**Science**

For the science content assessment, students in grades 4, 8, and 10 should have access to the basic calculator.

# Overview of Accommodations

Accommodations are practices and procedures that provide equitable access to grade-level content during instruction and assessment without altering the validity of the assessment scores, score interpretation, reliability, or the security of the assessment. Accommodations must be made available to students with disabilities on an IEP or 504 Plan, students with transitory impairments, and ELL students as documented in student files.

All accommodations must be documented in the student's IEP, 504, ELL, or Transitory Impairment Plan. This includes accommodations which are universal tools in a computer-based assessment and are provided to all students. Documenting the student's need ensures the accommodations will be provided in both instruction and assessments.

Accommodations should not be used on state assessments unless they have been a regular part of instruction. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. For example, providing a spell-checker for classroom assignments is appropriate; providing a spell-checker on an English language arts (ELA) standardized assessment would change what the assessment items are measuring and would compromise the validity of the assessment scores. Refer to the *Alaska Participation Guidelines for Alaska Students in State Assessments* and the *Handbook for the Participation Guidelines*: "How to Select, Administer, and Evaluate the Use of Student Supports for Assessment."

Students with disabilities are students who are eligible to receive services identified through the Individuals with Disabilities Education Act (IDEA) or Section 504.

An English language learner (ELL), also referred to as a Limited English Proficient (LEP) student, is an individual whose first language is not English or 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.

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., a student who has a broken arm and can have a scribe). On a case-by-case basis, where appropriate documentation exists, students identified with a transitory impairment may receive assessment accommodations.

**TABLE 3.** Accommodations for AMP Paper-Based Administration

| ACCOMMODATIONS | |
| --- | --- |
| For students with disabilities, as documented in an IEP or 504 plan<br>Provided by the Test Administrator | |
| **ACCOMMODATION** | **DESCRIPTION OR USE** |
| Administering the assessment individually or in a small group in a separate location | Students who need individual or small-group assessment administration should take the assessment in a separate location. |
| Using a specific Test Administrator | For students who need a familiar Test Administrator. |
| Frequent breaks or additional time | For students who need frequent breaks. |
| Reading and re-reading, if requested, directions and embedded directions | In individual or small-group assessment administrations, the Test Administrator may read directions. |
| Clarification of assessment directions<br>• a student requests clarification<br>• a student restates directions | The Test Administrator may provide clarification of assessment directions. (This does not apply to assessment questions or answer choices.) |
| Signing to student<br>• directions<br>• embedded directions<br>• questions and answer choices | Interpreters must agree to a Test Security Agreement and may not provide additional information to students, such as drawing pictures of math problems.<br><br>Signing of reading passages would be a modification and is not allowed.<br><br>NOTE: ASL translation DVDs will be provided for listening passages and questions in the ELA assessment. |
| Braille edition provided by test contractor | The test contractor will provide a paper braille assessment by special order. |
| Large-print form | The test contractor will provide a large-print form by special order. |
| Adaptive devices, equipment, or furniture | Some adaptive devices may require a scribe to transcribe student responses verbatim into the test booklet. |
| Audio CD of text-to-speech for math, ELA, or science assessment questions and answer choices | Use of the test-contractor provided audio CD is required if the student's IEP requires read aloud by a Test Administrator. The CD includes assessment questions and answer choices.<br><br>Reading of reading passages is not allowed. |

| ACCOMMODATIONS (CONTINUED) | |
|---|---|
| For students with disabilities, as documented in an IEP or 504 plan<br>Provided by the Test Administrator | |
| **ACCOMMODATION** | **DESCRIPTION OR USE** |
| Alternative responses<br>• oral response<br>• signing<br>• pointing<br>• recorded response<br>• use of a word processor | A scribe may type student responses verbatim into the test engine or test booklet. For use, a word processor must have other programs disabled and spelling, grammar check, and other features turned off. |
| Allowing students to mark in the test booklet | Students may strike out unwanted choices, make notes etc. A scribe may be needed to transcribe answers into a clean test booklet. |
| Math manipulatives | Students may use physical objects for math questions as defined in guidance. |
| A special pen or non-#2 pencil | This requires a scribe to transcribe responses verbatim into a clean test booklet. |
| Auditory amplification device | Assistive listening devices help amplify sounds, especially when background noise is present. |
| Detailed monitoring to ensure student marks responses in correct answer area | The Test Administrator monitors student responses individually or in small groups. |
| Additional room for writing responses | This may require a scribe to transcribe responses verbatim into the test booklet. |
| Graphic organizers | Students may create items such as basic flow charts and story webs that do not contain text. |

| **Common instructional supports not allowed as accommodations for the AMP assessments** |
|---|
| Mathematics reference sheets |
| Calculators on all parts of the mathematics assessment |
| Reading aloud the reading passages |
| Spell check |

**TABLE 4.** Accommodations for ELLs for Content Assessments

| ACCOMMODATIONS FOR ELLs | |
|---|---|
| Documented in the LEP student file | |
| **ACCOMMODATION** | **DESCRIPTION OR USE** |
| Administering the assessment individually or in a small group in a separate location | Students who need additional assistance that may be disruptive to others must take the assessment in a separate location. |
| | Note: Many accommodations that require a small group or individually administered assessment when using a paper-based assessment may be provided successfully in the standard assessment group when using a computer-based assessment. For example, text-to-speech (read aloud) does not require small group or individually administered assessment. Educators should evaluate each student's needs carefully and only use individual and small group testing when absolutely necessary for students to be successful. In addition, as with all accommodations, it should be a frequently used and successful instructional strategy if used for the assessment. |
| Use a specific Test Administrator | For students who need a familiar Test Administrator |
| In English or the native language provide written version of written/oral assessment directions | Written version of assessment directions must be verbatim of what is provided in the *AMP Test Administration Directions*. |
| Read aloud and/or repeat written and/or oral assessment directions, including embedded directions, in English or the native language | Translation should be an exact translation, as much as possible; additional clarifying ideas or examples are not allowed. |
| Clarify assessment directions in English or the native language:<br>• a student requests clarification<br>• a student restates directions | Clarification should not provide additional directions or examples. |
| Provide a commercial word-to-word bilingual dictionary | Dictionaries that include pictures or word definitions are not allowed. Electronic dictionaries are not allowed. |
| Provide the native language word for an unknown word in an assessment item when requested by student | Translation should not include additional words, ideas, or examples.<br><br>Not allowed for reading passages. |
| Allow the student to respond orally to constructed response items in English for math, and/or science items | Requires a scribe to transcribe verbatim into the test engine or test booklet. Not allowed for English language arts items. |
| Note: ELL students with disabilities may be given ELL-responsive accommodations as well as accommodations that are afforded all students with disabilities, according to documented student need. | |

**TABLE 5.** Text-to-Speech and Read Aloud for ELLs for Content Assessments

| ACCOMMODATIONS FOR ELLs | |
| --- | --- |
| Documented in the LEP student file | |
| ACCOMMODATION | DESCRIPTION |
| Paper-Based AMP | |
| Audio CD of text-to-speech for AMP English language arts, mathematics, and science assessments<br><br>• Questions<br>• Answer choices<br>• Embedded directions | Use of the audio CD provided by the test-contractor is required. Use of a test administrator to read aloud the questions and answer choices must be justified in the ELL Plan and is considered a rare accommodation. |

## Additional Accommodations

The accommodations tables are not an exhaustive list of the allowable accommodations for students with disabilities for content assessments. Refer to the *Alaska Participation Guidelines for Alaska Students in State Assessments* and the *Handbook for the Participation Guidelines* for the following:

• Additional accommodations allowed for the AMP Computer-Based Assessment

• Additional accommodations allowed for the AMP Paper-Based Administration

• Procedures for determining whether an adaption not found in the accommodations tables is an accommodation or modification

## Modifications

Modifications refer to practices that change, lower, or reduce learning expectations. While modifications may be appropriate for instruction, they are not allowed for assessments. Modifications will invalidate an assessment. Modifications change what the assessment is measuring and/or give the student an unfair advantage.

**TABLE 6.** Comparison of Accommodations and Modifications for the AMP Assessment

| ACCOMMODATION | MODIFICATION (NOT ALLOWED FOR ASSESSMENTS) |
|---|---|
| Read aloud math content assessment | Read aloud ELA reading passages |
| Clarification of assessment directions | Clarification of assessment items |

The following are additional examples of modifications that are not allowed for the assessment. This is not an exhaustive list of modifications.

- Paraphrasing assessment items
- Use of spell or grammar check
- Use of a dictionary or thesaurus (this does not include the specific type of dictionary allowed for ELLs as an accommodation)
- Use of a mathematics or English language arts resource guide or reference sheets
- Use of a calculator on items where it is not permitted
- Use of multiplication tables or number lines (unless created by the student during testing)
- Test Administrators providing synonyms for unknown words

# SECTION 3: GUIDANCE FOR SPECIFIC PAPER-BASED ASSESSMENT ACCOMMODATIONS

## Paper-Based Accommodations

Students may take a paper-based assessment if they are physically unable to use a computer. This will be a very small percentage of students and documentation is required.

Questions to ask about the child when considering a paper-based accommodation:

• Has the student used the computer for other assessments?

• Does the student have barriers to using the computer in individual or group instructional settings that require alternative assignments when the class is using the computer?

• Is the paper-based accommodation regularly used in the classroom for both instructional materials and assessments?

A student's need for the paper-based accommodation must be documented on one of the following plans: IEP, 504, ELL, or Transitory Impairment.

## Braille and Large Print Accommodation

Braille and large print editions of the Alaska Measures of Progress (AMP) are available for any students who require them. Special accommodations may be necessary when administering the assessment to these students. Please check the student's IEP, 504, or ELL Plan for special accommodations that may be needed. In addition, please refer to the *AMP Test Administration Directions* included in the shipment of materials.

Students will mark their answer choices in the Braille or large print test booklet. Answers will then be transcribed by trained district employees into the standard test booklet that came with the large print or braille kit. The transcriber/scribe must sign and date the inside cover of the standard test booklet when transcription is complete. See Scribing and Transcribing sections for additional information.

## Use of Audio CD on the Paper-based Assessment

The audio CD accommodation is for students who need the entire assessment (except the English language arts passages) read aloud. A student who needs an audio CD accommodation is one whose ability to convey knowledge of the content area is severely limited by his or her inability to read the assessment materials. The student cannot or would not be successful in the classroom without the read-aloud accommodation. To use the audio CD accommodation on the state assessment, the student must have the read-aloud accommodation provided in the classroom on a regular basis (i.e., as an on-going practice for both classroom instruction and assessments). Neither English Language Learners nor students who receive Title I or special education services automatically qualify for the audio CD accommodation.

On the paper-based assessment, the use of the audio CD is considered an accommodation for mathematics, English language arts, and science.

It is the local district's responsibility to define "severely" and to quantify "regular basis" for classroom instruction and assessments. Individual districts may select the tools and resources used to determine need. However, the general expectation is that students who receive the audio CD accommodation are more than one year below grade in reading and that the accommodation is being systematically applied at least 50% of the time on classroom assignments and 100% of the time on classroom assessments that contribute to classroom grades.

## Scribes

A scribe is a qualified person who writes down what a student dictates by using an assistive communication device, pointing, communication by the student via interpretation or transliteration (e.g., American Sign Language, signed English, cued speech), or speech. See appendix A for further information on qualifications and allowed practices.

## Transcribing

Transcribing is the process of moving the student's assessment responses to another medium by a trained district employee. Assessment situations that require transcribing include the following:

- Moving student's responses from the large print test booklet to the standard test booklet.

- Moving student's responses from a damaged test booklet that cannot be scored to a standard test booklet.

- Moving student's responses from his/her assigned test booklet to a standard test booklet because of writing in the scoring area.

## Qualifications for Transcribing

The district employee must be trained prior to transcribing.

The employee must sign the Test Security Agreement.

## Procedures for Transcribing

The assessment is transcribed exactly as the student answered the assessment items.

The district employee signs and dates the inside cover of the standard test booklet when transcription is complete. If the transcription is from a paper-based booklet to the computer-based assessment, document locally the date of the transcription, name of student, and name of transcriber.

# SECTION 4: ETHICS AND SECURITY

## Ethics

In broad terms, an unethical assessment practice is any act that deliberately harms a child, intervenes in a student's learning or demonstration of knowledge, or violates the proprietary security of the assessment.

For example, teaching the specific content from an assessment does not support student learning and is an unethical practice. Developing a curriculum informed by the *Alaska English Language Arts and Mathematics Standards* is an appropriate practice that provides students with the skills and knowledge that will be assessed.

Due to the complexity of a standardized assessment process, any practice not specifically permitted should be presumed inappropriate until and unless specifically authorized by the Alaska Department of Education & Early Development (EED).

It is a breach of professional ethics for school personnel to provide verbal or nonverbal clues or answers, teach items on the assessment, share writing prompts, coach, hint, or in any way influence a student's performance during the test administration. A breach of ethics may result in invalidation of test results and school, district, or EED disciplinary action.

## Maintaining Test Security

Test security involves maintaining the confidentiality of assessment items and answers; it is critical in ensuring the integrity and validity of an assessment. In order to ensure test security and confidentiality, Test Administrators need to keep assessment materials in a secure place to prevent unauthorized access, keep all assessment content confidential and refrain from sharing information or revealing assessment content with anyone, and return all materials as instructed.

Maintaining security throughout the assessment process is essential for valid and interpretable evaluation results. Furthermore, test security is required by law. According to Alaska test security regulation 4AAC 06.765, all Alaska Measures of Progress (AMP) assessment materials must be kept secure and all procedures outlined in the assessment manuals must be followed. District and school personnel responsible for testing should carefully adhere to the guidelines and regulations below. All breaches of test security will be investigated; 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).

Any breach of test security or loss of materials must be reported to the Building or District Test Coordinator immediately.

## Test Security Regulations

The following test security regulations apply to all required assessments in the Alaska Comprehensive System of Student Assessment (4 AAC 06.710):

1.  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 test coordinators, associate test coordinators, proctors, or test administrators 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 associate test coordinator for each center. The district test coordinator or associate test coordinator shall assign as many test administrators or proctors to each school test center as necessary to ensure adequate supervision or monitoring of students taking the assessment. Each test coordinator, associate test coordinator, proctor, 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.

2.  4 AAC 06.765. Test security; consequences of breach

    (a) All test questions 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 test 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 tests before distribution to school test centers and after their return;

3) control distribution of tests to and from school test centers;

4) control the storage, distribution, administration, and collection of tests;

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) code 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, 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;

2) provide training in test procedures to all district staff involved in testing as directed by the department, and ensure that staff complete the training;

3) 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.

Failure to adhere to these practices may constitute a test irregularity or a breach of test security and must be reported and investigated according to Alaska's testing policies. School personnel report irregularities and breaches to the District Test Coordinator. District Test Coordinators report to the Alaska Department of Education and Early Development (EED). If an investigation is warranted, it is the responsibility of the District Test Coordinator to gather required evidence and submit it to the Assessments Administrator at EED.

## Test Security Violations

The following list includes the most common and egregious test security violations and breaches. This list is provided to assist teachers in the proper administration of the AMP assessments.

- Before, between, and after the assessment, materials must be kept in a secure, locked area to prevent unauthorized access.

- Assessment materials may not be duplicated or reproduced at any time using any means. This includes screenshots, photographs, videos, and notes taken on the assessment items or content.

- No copies of paper test booklets may be retained by teachers or administrators.

- Except for the person testing, no person, including the Test Administrator, is permitted to read assessment items on the AMP assessment prior to, during, or after administration. The only exception is when a Test Administrator is reading the item in order to provide an accommodation. *Please note: Test Administrators may inadvertently read an item when assisting a student with directions, scanning to ensure students are answering items correctly, or monitoring the testing room. The appropriate use of the information obtained by inadvertently reading items is part of the professional responsibility of testing personnel.*

- No one, including Test Administrators, may have electronic communication devices in the assessment room during the assessment session. This includes cell phones and any other technology capable of transmitting information either by picture, text,

or voice. If a Test Administrator is required to have a cell phone in the classroom for security reasons, it must be on silent and out of sight during assessment.

- Students should never be left unattended in a room with access to assessment materials. Additionally, students should only be tested in monitored situations.

- Test Administrators are responsible for collecting and destroying (shredding or burning) student notes, scratch paper, and drawings at the end of each assessment session.

- Only trained district employees are allowed in the testing room.

- Accommodations must be provided to students who have them listed in their IEP or ELL plans and must be administered according to the guidelines of the assessment. Providing accommodations not in student IEP or ELL plans or misadministering accommodations (e.g., reading the reading passages) is not allowed

# SECTION 5: TEST ADMINISTRATOR RESPONSIBILITIES

Test Administrators are trained district employees who administer the Alaska Measures of Progress (AMP) assessment to students. Training must be provided by the District Test Coordinator using either local materials or the EED eLearning Assessment Training Module. Adequate time must be provided for Test Administrators to ask questions and receive further clarification. Test Administrators, like all testing personnel, must read and sign (indicating their understanding) a Test Security Agreement.

*Test Administrators are not required to have a teaching certificate. Substitute teachers may administer the assessment if they are trained prior to the assessment session and if they sign a Test Security Agreement.*

It is the Test Administrator's responsibility to

- review this entire manual prior to administration, with special attention given to the script for each assessment session;

- maintain the security of all assessment materials and sign the appropriate Test Security Agreement;

- prepare the room for assessment;

- ensure standardized assessment conditions in which no coaching or prompting occurs;

- follow the instructions given in this manual when administering the assessment to students;

- conduct make-up assessments for students absent from scheduled assessment sessions.

To ensure that you have completed all the steps required to prepare for a successful administration of the assessment, use the "Checklist for Test Administrators" provided in Appendix B. However, the checklist covers only the major steps in the assessment process and should not be used as a substitute for reading all the instructions in this manual.

## Assessment Environment

The assessment environment must be prepared before the administration of the AMP assessment to ensure standard assessment conditions for all students in Alaska. Rooms used for the assessment must have adequate lighting and heating.

To provide the quiet atmosphere required for assessment, do the following:

- Turn off or remove items that make or could make noise, including alarms and bells.
- Do not play music or soundscapes during the assessment.
- Allow only trained staff involved in the assessment administration to be in the assessment environment.
- 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.

When seating students, do the following:

- Create enough space between students to prevent answer sharing.
- Provide an adequate writing surface for students to use scratch paper.
- Monitor students with extra diligence in assessment environments that use study carrels or table dividers. Study carrels or table dividers allow multiple students to take the assessment at the same table. If carrels or dividers are used in classroom assessment, they may be used for the AMP summative assessment as well. 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.

## Posted Material Guidance

Anything posted in a classroom or lab used for the AMP administration that provides information that could direct students to the correct answer for any assessment item must be covered or removed. Materials that must be covered or removed 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. Always refer to the general guidelines when making decisions about what should and should not be posted during AMP administrations. Test Administrators should discuss the appropriateness of any specific displays with their Building Test Coordinator.

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

- multiplication tables
- number lines that demonstrate odd and even or decimal and fractional parts or that contain counting dots, fractions, decimals, or irrational numbers

- tables of mathematical facts or formulas

- tables of scientific facts or formulas

- fraction equivalents

- step-by-step posters, for example, a poster showing how to do long division

- writing aids

- posters that define different kinds of writing (narrative, expository, descriptive, etc.)

- punctuation charts

- spelling or vocabulary lists

- phonics charts

- periodic tables

- 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

## Materials Needed for AMP Assessment

The Building Test Coordinator will provide the following to each Test Administrator:

- the assessment schedule with the length of time for each assessment session, including which content assessment and parts are to be completed in each assessment session

- a list of students in the assessment session

- a list of students receiving accommodations, the accommodations to be provided, and any special materials needed

- labeled test booklets, one for English language arts, one for math, and one for science for grades 4, 8, and 10, for each student being assessed (Check labels for accuracy and immediately alert the Building Test Coordinator if there is an error.)

- periodic table reference sheet for students taking the science assessment

- unlabeled test booklets for students who do not have labels

- sharpened No. 2 pencils

- blank scratch paper and graph paper

- "Testing: Do Not Disturb" and "No Electronic Devices" signs to place outside the assessment room

- binder clips if students are taking fewer than four parts in an assessment session

- a clock visible to students

- one copy of the *Test Administration Directions* (this manual) for each Test Administrator assisting in the administration

- a copy of the "Assessment Log and Irregularity Report"

- headsets for audio CDs or DVD players, as needed

- CD players for Audio CDs, as needed

- DVD player for ASL DVDs, as needed

## Standardized Assessment Administration

In order to ensure that all students are assessed under the same conditions, Test Administrators must adhere strictly to the guidelines and directions in this manual and in the Test Security Regulations.

The following test administration practices address the most common situations:

**Monitoring Students**

- Ensure each student is taking the correct assessment.

- Do not leave students unattended in a room with access to assessment materials.

- Continuously circulate through the assessment room to ensure that students do not access unauthorized electronic devices, such as cell phones, or other unauthorized resources or tools at any time during the assessment.

- Do not engage in activities that interfere with active monitoring, such as using a computer or other device, preparing lesson plans, or grading papers.

- Regularly check to see that students are providing their answer choices correctly in the test booklet.

- Adequately supervise restroom trips and breaks to ensure students do not discuss the assessment with other students.

**Maintaining Security of Materials and the Testing Room**

- Do not photocopy or duplicate any portion of the assessment materials at any time; this includes photographs.

- Do not use or allow the use of the AMP summative assessment materials for any purpose other than those described in this manual.

- Keep materials under supervision at all times or in a locked room or cabinet.

- Do not allow students to transport secure materials, such as test booklets. Materials may only be transported to Test Administrators or returned to Building Test Coordinators by district employees who have signed a Test Security Agreement.

- Do not allow untrained district staff, parents, or persons not employed by the district in the testing room.

**Reporting Events that Threaten Test Security**

- Contact your Building Test Coordinator immediately if you witness or suspect a test security incident that could potentially affect the integrity of the assessment. The student should continue testing unless the Building Test Coordinator or building administrator tells you to stop the student's assessment.

**Providing Appropriate Assistance to Students**

- Do not read test questions or answer choices to any student for any content assessment unless specified as an accommodation.

- Provide assistance to any student having problems following assessment directions.

- If a student asks for assistance in answering an assessment question, appears to be answering randomly, or has concerns about a test question, follow the procedures provided in the General Assessment Directions script section of this manual.

- Prior to administering the assessment, confirm with the Building Test Coordinator which students will receive accommodations and receive training in the appropriate use of the accommodation.

## Procedures for Maintaining the Assessment Environment as Individual Students Finish

Follow the established procedures to maintain a quiet environment throughout the assessment session, recognizing that some students will finish more quickly than others. If students are allowed to leave the assessment room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave the assessment session. If students are expected to remain in the assessment room until the end of the session, they may read a book or quietly complete other individual work in a location in the room that does not disrupt others. The use of electronic devices by non-testing students is not allowed.

## Invalidating an Assessment

Assessments should be invalidated when a student's performance is not an accurate reflection of his or her ability or there has been a misadministration. If you believe there has been a situation that warrants an invalidation, contact your Building Test Coordinator immediately. The Building Test Coordinator will work with the District Test Coordinator regarding all assessment invalidations.

Every effort should be made by all assessment personnel to prevent invalidations. Assessments that are invalidated will not be scored. Students will not receive a score report and will not be counted as participating in the assessment.

Examples of assessment situations that will invalidate an assessment include the following:

- The Test Administrator provides an accommodation that is not allowed or not included in the student's IEP or ELL plan.
- The Test Administrator or other adult provides assistance to the student in answering assessment items.
- The Test Administrator looks through the student's assessment.
- The Test Administrator allows unauthorized persons in the assessment room.
- The Test Administrator does not provide adequate supervision (e.g., the student is given the assessment in an unmonitored location, such as in a room by themselves or in the hallway, or the student is given an unmonitored break with access to resources).
- An educator assigns the student to a test at the wrong grade level.
- The Test Administrator assesses the student outside of the assessment window.
- An educator allows the student to return to completed portions of the assessment.
- The student cheats on the assessment.
- The student copies test items or transmits test items via an electronic device.
- The student uses reference or support materials that are not allowed.

## Instructions for Returning Assessment Materials to the Building Test Coordinator

When assessment sessions are complete, all test materials, both used and unused, must be returned promptly by a trained staff member to the Building Test Coordinator as follows:

1.  Organize all test booklets, including large-print and braille test booklets and Read Aloud CDs, in security ID number order with the lowest number on top and the highest number on the bottom.

2.  Verify there are no extraneous materials inside test booklets.

3.  Verify that **all** test booklets assigned are accounted for.

After Test Administrators return materials to the Building Test Coordinator, the Building Test Coordinator will organize and inventory all materials from all classes, ensure that no materials are missing, and return materials to the District Test Coordinator.

## Scripts

Read the directions **(in bold)** verbatim when administering the assessment. The script must be followed exactly. Do not paraphrase or change the wording; this ensures students are not put at a disadvantage or given an unfair advantage. Changing the directions given to students may invalidate the assessments. If you make a mistake in reading the directions for a content assessment script, stop and say, "I made a mistake. Listen again." Then read the direction again.

## *Script:* Mathematics Directions to Students

Provide each student with graph paper, scratch paper, and appropriate universal tools. Universal tools can be provided to each individual student (such as a highlighter) or on a table for students to access as needed (such as a magnifying tool).

Say: **"Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.**

**"You are about to take the AMP math assessment. This test is one way for you to show what you know about math. It is important for you to do your best work. You can use the scratch paper and graph paper to solve the problems. You can also use the highlighters to mark parts of the questions. Do NOT use highlighters on the answers. Other tools that you can use are on this table."** (Test Administrators can name other allowed tools and substitute words for where the other tools are.) Note: Test Administrators should monitor the use of highlighters carefully. If the highlighter ink bleeds through the paper, the test booklet will need to be transcribed.

**"Please sit quietly as I hand out the test booklets. Do not open the materials until I tell you to do so."** (Hand out a test booklet, face down, to each student, making sure all students get their own test booklets.)

**"Before we begin, please check that the name on the student label or the name filled in on your test booklet matches your name."** (Pause. If any student has a test booklet with the wrong label or name, make sure the student receives the correct test booklet before starting the assessment.)

**"This math assessment is in three parts: parts 1, 2, and 3. On parts 1 and 2, you may use a basic calculator and a graphing calculator. If you do not have a calculator at your work area and you would like one, please raise your hand and let the proctor know. You may use a calculator on any items in parts 1 and 2 in the math assessment. Calculators are not allowed on part 3. You may also use your scratch paper and graph paper to calculate answers. Today we will complete part(s) _____.** (Provide the part number being administered.)

"This assessment includes a variety of questions. Some ask you to complete several steps. Some ask you to provide more than one answer. Carefully read the question before answering to make sure you understand what to do.

"Take your time and do your very best work. You do not have to answer a question to go on to the next question. You can go back to questions that you are unsure about. Please try to answer all questions, even if you have to guess. If you are not sure about the correct answer, try to rule out answers that you think are not correct.

"When you have answered the last test item, check your work. Then raise your hand and I will collect your test booklet.

"At (the time agreed upon with the Building Test Coordinator), I will stop the assessment session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions? (Pause.) Flip over your test booklet. The first part of the test is made up of six sample test questions. The sample questions are just for practice and may not be at your grade level. Please complete them now; if you have a question, please raise your hand and I will help you. When you finish the last sample test question, stop and look up."

Note: The Test Administrator may choose to have students complete one sample question at a time.

When students are finished with the sample items,

Say: "Does anyone have any questions about the sample questions? (Answer any questions the students may have.) You may begin part ___ (the part number being administered) of the assessment."

When it is the designated time to stop,

Say: "This is the end of the assessment part. Put your pencil down. Raise your hand if you need more time. Leave your scratch paper and graph paper on your desk, and I will collect them." (Collect all test booklets, scratch paper, and graph paper. Provide students with instructions on completing the assessment.)

## *Script:* Science Directions to Students

Provide each student with graph paper, scratch paper, and appropriate universal tools. Universal tools can be provided to each individual student (such as a highlighter) or on a table for students to access as needed (such as a magnifying tool). Provide each student with one periodic table reference sheet, which was included in the paper-based AMP science assessment materials.

Say: **"Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.**

**"You are about to take the AMP science assessment. This test is one way for you to show what you know about science. It is important for you to do your best work. You can use the scratch paper, graph paper, the provided periodic table reference sheet, and a calculator to solve the problems. You can also use the highlighters to mark parts of the questions. Do NOT use highlighters on the answers. Other tools that you can use are on this table."** (Test Administrators can name other allowed tools and substitute words for where the other tools are.) Note: Test Administrators should monitor the use of highlighters carefully. If the highlighter ink bleeds through the paper, the test booklet will need to be transcribed.

**"Please sit quietly as I hand out the test booklets. Do not open the materials until I tell you to do so."** (Hand out a test booklet, face down, to each student, making sure all students get their own test booklets.)

**"Before we begin, please check that the name on the student label or the name filled in on your test booklet matches your name."** (Pause. If any student has a test booklet with the wrong label or name, make sure the student receives the correct test booklet before starting the assessment.)

**"This science assessment is in three parts: parts 1, 2, and 3. Today we will complete part(s) _____.** (Provide the part number being administered.)

**"This assessment includes a variety of questions. Some ask you to complete several steps. Some ask you to provide more than one answer. Carefully read the question before answering to make sure you understand what to do.**

**"Take your time and do your very best work. You do not have to answer a question to go on to the next question. You can go back to questions that you are unsure about. Please try to answer all questions, even if you have to guess. If you are not sure about the correct answer, try to rule out answers that you think are not correct.**

**"When you have answered the last test item, check your work. Then raise your hand and I will collect your test booklet.**

**"At** (the time agreed upon with the Building Test Coordinator), **I will stop the assessment session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?** (Pause.) **Flip over your test booklet. The first part of the test is made up of six sample test questions. The sample questions are just for practice and may not be at your grade level. Please complete them now; if you have a question, please raise your hand and I will help you. When you finish the last sample test question, stop and look up."**

Note: The Test Administrator may choose to have students complete one sample question at a time.

When students are finished with the sample items,

Say**: "Does anyone have any questions about the sample questions?** (Answer any questions the students may have*.*) **You may begin part** ___ (the part number being administered) **of the assessment."**

When it is the designated time to stop,

Say: **"This is the end of the assessment part. Put your pencil down. Raise your hand if you need more time. Leave your scratch paper and graph paper on your desk, and I will collect them."** (Collect all test booklets, scratch paper, and graph paper. Provide students with instructions on completing the assessment.)

## English Language Arts Directions to Students

Provide each student with graph paper, scratch paper, and appropriate universal tools. Universal tools can be provided to each individual student (such as a highlighter) or on a table for students to access as needed (such as a magnifying tool).

There are two ways the listening items can be administered to students: group administration or by students using the CD to individually hear the listening items. Directions and scripts for these two methods of administering the listening items follow and are separated by method. Group administration directions are described first, followed by directions for individually administering the listening items.

| **Group Administration Option for Listening Items** |
|---|

For the paper-based assessment, the listening item sets may be group-administered. There are two options for group administration: 1) all students take all listening items at the **beginning** of the assessment session or 2) all students take all listening items at the **end** of the assessment session.

To group-administer the listening item sets, insert the CD for the appropriate grade. Play the listening recording for the first part. Be sure that all students can hear the recording. Replay the recording a second time. Once students have answered the two questions, go on to the next recording. Repeat until all three listening sets are complete. Ask students to raise their hands to request that the recording be played again.

For all grades, the listening item sets are in the following parts of the ELA assessment:

- Part 1: Questions 24 and 25
- Part 3: Questions 14 and 15
- Part 4: Questions 14 and 15

There are no listening items in Part 2.

Each listening set begins at the top of a page and is preceded by a directions box. If needed, use the part number at the top of the page and the directions box to help students locate the correct items during group administration (see Figure 1).

**FIGURE 1.** Illustration of Part Number and Directions Box for Group Administration of Listening Item Sets



Part 1

Directions: Listen to the recording carefully. Then read and answer each question.

## *Script:* Group Administration of Listening Items at the Beginning of the Assessment

Say: **"Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.**

**"You are about to take the AMP English language arts assessment. This test is one way for you to show what you know about reading, writing, and listening. It is important for you to do your best work. You can use the scratch paper and graph paper. You can also use the highlighters to mark parts of the questions or the reading passages. Do NOT use highlighters on the answers. Other tools that you can use are on this table."** (Test Administrators can name other allowed tools and substitute words for where the other tools are.) Note: Test Administrators should monitor the use of highlighters carefully. If the highlighter ink bleeds through the paper, the test booklet will need to be transcribed.

Say: **"Please sit quietly as I hand out the test booklets. Do not open the materials until I tell you to do so."** (Hand out a test booklet, face down, to each student, making sure all students get their own test booklets if labels have been affixed or student information has been entered and coded.)

**"Before we begin, please check that the name on the student label or the name filled in on your test booklet matches your name."** (Pause. If any student has a test booklet with the wrong label or name, make sure the student receives the correct test booklet before starting the assessment.)

**"This English language arts assessment is in four parts: part 1, 2, 3, and 4. Today we will complete part(s) _____.** (Provide the part number being administered.)

**"You will have three types of test questions: reading comprehension questions, writing and editing questions, and listening questions. For the reading comprehension, you will read a passage of text and answer questions. For the writing and editing questions you will use what you have learned about good writing. For the listening questions, we will listen to a recording of the passages, and then you will answer related questions. I will replay the recording as often as needed.**

**"This assessment includes a variety of questions. Some ask you to complete several steps. Some ask you to provide more than one answer. Carefully read the question before answering to make sure you understand what to do.**

**"Take your time and do your very best work. You do not have to answer a question to go on to the next question. You can go back to questions that you are unsure about. Please try to answer all questions, even if you have to guess. If you are not sure about the correct answer, try to rule out answers that you think are not correct.**

**"At** (the time agreed upon with the Building Test Coordinator), **I will stop the assessment session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?** (Pause.) **Flip over your test booklet. The first part of the test is made up of eight sample test items. The sample questions are just for practice and may not be at your grade level. Please complete them now; if you have a question, please raise your hand and I will help you. When you finish the last sample test question, stop and look up."**

Note: The Test Administrator may choose to have students complete one sample question at a time.

When students are finished with the sample items,

Say: **"Does anyone have any questions about the sample questions?"** (Answer any questions the students may have.)

Say: **"Together, we will now listen to the passages for the listening questions. In your test booklet, turn to Part 1, questions 24 and 25. I will play the recording, and then you will answer the two questions. Then I will replay the recording. Listen carefully."**

Play the recording and wait for students to answer the questions. Once students have answered the questions,

Say: **"I will replay the recording. Listen carefully. Please raise your hand if you need me to play it again."**

Wait for students to respond, and then go on to the next passage.

Say: "**In your test booklet, turn to Part 3, questions 14 and 15. I will play the recording, and then you will answer the two questions. Then I will replay the recording. Listen carefully."**

Play the recording and wait for students to answer the questions. Once students have answered the questions,

Say: **"I will replay the recording. Listen carefully. Please raise your hand if you need me to play it again."**

Wait for students to respond, and then go on to the next passage.

Say: "**In your test booklet, turn to Part 4, questions 14 and 15. I will play the recording, and then you will answer the two questions. Then I will replay the recording. Listen carefully."**

Play the recording and wait for students to answer the questions. Once students have answered the questions,

Say: **"I will replay the recording. Listen carefully. Please raise your hand if you need me to play it again."**

Wait for students to respond, and then

Say: **"You may now turn to the beginning of your test booklet and begin Part 1 of the assessment."**

When it is the designated time to stop,

Say: **"This is the end of the assessment section. Put your pencil down. Raise your hand if you need more time. Leave your scratch paper on your desk, and I will collect it."** (Collect all test booklets and scratch paper. Provide students with instructions on completing the assessment.)

### *Script:* Group Administration of Listening Items at the End of the Assessment

Say: **"Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.**

**"You are about to take the AMP English language arts assessment. This test is one way for you to show what you know about reading, writing, and listening. It is important for you to do your best work. You can use the scratch paper and graph paper. You can also use the highlighters to mark parts of the questions or the reading passages. Do NOT use highlighters on the answers. Other tools that you can use are on this table."** (Test Administrators can name other allowed tools and substitute words for where the other tools are.) Note: Test Administrators should monitor the use of highlighters carefully. If the highlighter ink bleeds through the paper, the test booklet will need to be transcribed.

Say: **"Please sit quietly as I hand out the test booklets. Do not open the materials until I tell you to do so."** (Hand out a test booklet, face down, to each student, making sure all students get their own test booklets if labels have been affixed or student information has been entered and coded.)

**"Before we begin, please check that the name on the student label or the name filled in on your test booklet matches your name."** (Pause. If any student has a test booklet with the wrong label or name, make sure the student receives the correct test booklet before starting the assessment.)

**"This English language arts assessment is in four parts: part 1, 2, 3, and 4. Today we will complete part(s) _____.** (Provide the part number being administered.)

**"You will have three types of test questions: reading comprehension questions, writing and editing questions, and listening questions. For the reading comprehension, you will read a passage of text and answer questions. For the writing and editing questions, you will use what you have learned about good writing.**

**"For the listening questions, we will listen to a recording of the passages, and then you will answer related questions. I will replay the recording as often as needed.**

**"This assessment includes a variety of questions. Some ask you to complete several steps. Some ask you to provide more than one answer. Carefully read the question before answering to make sure you understand what to do.**

**"Take your time and do your very best work. You do not have to answer a question to go on to the next question. You can go back to questions that you are unsure about. Please try to answer all questions, even if you have to guess. If you are not sure about the correct answer, try to rule out answers that you think are not correct.**

**"At** (the time agreed upon with the Building Test Coordinator), **I will stop the assessment session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?** (Pause.) **Flip over your test booklet. The first part of the test is made up of eight sample test items. The sample questions are just for practice and may not be at your grade level. Please complete them now; if you have a question, please raise your hand and I will help you. When you finish the last sample test question, stop and look up."**

Note: The Test Administrator may choose to have students complete one sample question at a time.

When students are finished with the sample items,

Say: **"Does anyone have any questions about the sample questions?"** (Answer any questions the students may have.)

Say: "**You may begin part ___** (the part number being administered) **of the assessment. Please do not answer the listening questions now. When everyone has completed part ___** (part number being administered)**, I will play the recording for the listening questions."**

When students have completed the test parts and are ready for the listening items,

Say: **"Together, we will now listen to the passages for the listening questions. In your test booklet, turn to Part 1, questions 24 and 25. I will play the recording, and then you will answer the two questions. Then I will replay the recording. Listen carefully."**

Play the recording and wait for students to answer the questions. Once students have answered the questions,

Say: **"I will replay the recording. Listen carefully. Please raise your hand if you need me to play it again."**

Wait for students to respond, and then go on to the next passage.

Say: "**In your test booklet, turn to Part 3, questions 14 and 15. I will play the recording, and then you will answer the two questions. Then I will replay the recording. Listen carefully."**

Play the recording and wait for students to answer the questions. Once students have answered the questions,

Say: **"I will replay the recording. Listen carefully. Please raise your hand if you need me to play it again."**

Wait for students to respond, and then go on to the next passage.

Say: "**In your test booklet, turn to Part 4, questions 14 and 15. I will play the recording, and then you will answer the two questions. Then I will replay the recording. Listen carefully."**

Play the recording and wait for students to answer the questions. Once students have answered the questions,

Say: **"I will replay the recording. Listen carefully. Please raise your hand if you need me to play it again."**

Wait for students to respond then,

Say: **"This is the end of the assessment part. Put your pencil down. Raise your hand if you need more time. Leave your scratch paper on your desk, and I will collect it."** (Collect all test booklets and scratch paper. Provide students with instructions on completing the assessment.)

## Individual Administration Option for Listening Items

### *Script:* Individual Administration of Listening Items Using CDs

Say: **"Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.**

**"You are about to take the AMP English language arts assessment. This test is one way for you to show what you know about reading, writing, and listening. It is important for you to do your best work. You can use the scratch paper and graph paper. You can also use the highlighters to mark parts of the questions or the reading passages. Do NOT use highlighters on the answers. Other tools that you can use are on this table."** (Test Administrators can name other allowed tools and substitute words for where the other tools are.) Note: Test Administrators should monitor the use of highlighters carefully. If the highlighter ink bleeds through the paper, the test booklet will need to be transcribed.

Say: **"Please sit quietly as I hand out the test booklets. Do not open the materials until I tell you to do so."** (Hand out a test booklet, face down, to each student, making sure all students get their own test booklets if labels have been affixed or student information has been entered and coded.)

**"Before we begin, please check that the name on the student label or the name filled in on your test booklet matches your name."** (Pause. If any student has a test booklet with the wrong label or name, make sure the student receives the correct test booklet before starting the assessment.)

**"This English language arts assessment is in four parts: part 1, 2, 3, and 4. Today we will complete part(s) _____.** (Provide the part number being administered.)

**"You will have three types of test questions: reading comprehension questions, writing and editing questions, and listening questions. For the reading comprehension, you will read a passage of text and answer questions. For the writing and editing questions, you will use what you have learned about good writing.**

**"For the listening questions, you will listen to a recording of a passage, and answer questions. You may replay the recording as often as you like.**

**"This assessment includes a variety of questions. Some ask you to complete several steps. Some ask you to provide more than one answer. Carefully read the question before answering to make sure you understand what to do.**

**"Take your time and do your very best work. You do not have to answer a question to go on to the next question. You can go back to questions that you are unsure about. Please try to answer all questions, even if you have to guess. If you are not sure about the correct answer, try to rule out answers that you think are not correct.**

**"At** (the time agreed upon with the Building Test Coordinator), **I will stop the assessment session. Most of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?** (Pause.) **Flip over your test booklet. The first part of the test is made up of eight sample test items. The sample questions are just for practice and may not be at your grade level. Please complete them now; if you have a question, please raise your hand and I will help you. When you finish the last sample test question, stop and look up."**

Note: The Test Administrator may choose to have students complete one sample question at a time.

When students are finished with the sample items,

Say: **"Does anyone have any questions about the sample questions?"** (Answer any questions the students may have.)

**"You may begin part** ___ (the part number being administered) **of the assessment."**

When it is the designated time to stop,

Say: **"This is the end of the assessment part. Put your pencil down. Raise your hand if you need more time. Leave your scratch paper on your desk, and I will collect them."** (Collect all test booklets and scratch paper. Provide students with instructions on completing the assessment.)

## *Scripts:* General Assessment Directions

Provide assistance to any student having problems following assessment directions. Read the directions to the student and clarify what is expected. Test Administrators may define or explain words used in the directions. Do not use the actual assessment item as an example.

- If a student asks for assistance in answering an assessment item, say the following statement to let the student know you cannot help.

> **SAY** **"I cannot help you answer a test question. Try to do your best."**

- Make certain students are on task. If a student is off task, say the following statement to get the student focused.

> **SAY** **"It is important that you get back to your test and answering the questions."**

- If a student appears to be answering randomly or isn't showing effort, say the following statement in an effort to get the student focused.

> **SAY** **"It appears that you are not giving your best effort. It is important that you take the test seriously."**

If the student does not respond, contact the Building Test Coordinator and record the student behavior in the "Assessment Log and Irregularity Report" (see Appendix C).

- If a student raises his or her hand and says there is a problem with an assessment item, say the following statement in a one-on-one conversation with the student.

> **SAY** **"Tell me the question number, and I will let someone know that you have a concern with the question. Meanwhile, answer the question the best that you can the way the item is written."**

Write down the student's Alaska ID number, content assessment, item number, test stage number, and grade level and provide this information to the Building Test Coordinator. The Building Test Coordinator should notify the District Test Coordinator who will report it to EED.

# SECTION 6: FREQUENTLY ASKED QUESTIONS

### Can teachers look at the assessments prior to administering them to students?

No. For computer-based assessments or paper-based assessments, teachers are permitted to read individual test assessment items only if providing an accommodation. The Building Test Coordinator should review the *AMP Test Administration Directions* with teachers prior to administration of the assessment. This time may be used to address any questions.

### Can an IEP team or educator ask for a small-group administration, extended time, a change in location, or another accommodation for a general education student?

In most cases, yes. Please see the *Alaska Participation Guidelines for Alaska Students in State Assessments* and the accompanying *Handbook for the Participation Guidelines* for guidance on selecting appropriate accommodations. Check with your Building Test Coordinator.

### Who is responsible for appropriate assessment practices?

Any educator (paraprofessional, computer lab aide, etc.) involved in the administration of an assessment is responsible for appropriate assessment practices.

### What if a student has an electronic device during the assessment?

If a student has an electronic device, immediately take the device and contact the Building Test Coordinator. In most cases, the student should discontinue testing and the test should be invalidated. Students are not allowed to have mobile phones or similar electronic devices in their possession during assessment. Electronic devices create both the potential for added distractions due to noise and the possibility of cheating. Examples of cheating include students entering assessment information into their mobile phones, sending test information to others via text messaging, or taking pictures of the assessment from a concealed phone or other electronic device.

## What does good assessment monitoring look like?

Active assessment monitoring includes walking around the room to ensure all students are answering questions correctly, filling in bubbles completely, and doing their own work.

Active monitoring also includes ensuring the procedures in the *AMP Test Administration Directions* (TAD) are followed exactly and being aware of student behaviors during assessment.

Test Administrators are an important part of students' assessment experience. During the assessment, Test Administrators can assist in ensuring that the importance of the assessment and the good faith efforts of all students are not undermined.

## What information should be given to parents to prepare students for assessments?

Parents are encouraged to help prepare students for assessment. This preparation begins with encouraging students to be engaged in learning throughout the school year and working to help students master concepts they do not understand.

Immediate preparations for assessment should include ensuring that students are aware of the assessment, are in attendance to complete the assessment, and that students receive adequate rest and nutrition prior to the assessment.

## I have become aware of an unethical testing situation in my school or district. What are my next steps?

Ethical violations should be reported immediately to at least one of the following:

- Building Test Coordinator
- School Administrator
- District Test Coordinator
- State Assessment Director

If inappropriate practices are found, teachers involved may receive further training or a reprimand, be subject to disciplinary action, be terminated, or be reported to the Professional Teaching Practices Commission.

## Can I use AMP results in calculating student grades?

No. Alaska Department of Education & Early Development does not recommend this as a best practice.

## What if a student gets sick during an assessment session?

Students should be escorted out of the assessment room immediately. If necessary, move students to a new room or give them a supervised break while cleaning up any mess that may have occurred. Note the irregularity on the "Assessment Log and Irregularity Report." Maintain security of all test booklets during the transition. If a student's test booklet becomes damaged with vomit or other bodily fluids, the answers must be transcribed into a clean test booklet and the damaged test booklet securely destroyed. Do not send soiled test booklets back to Questar. Students may not retake completed portions of the assessment.

## What if a student becomes disruptive during an assessment session?

Remove the student from the assessment room and note the irregularity. Maintain the security of the student's test booklet. If the student resumes testing, the student may not return to items that have been answered.

## What if a student refuses to take the assessment?

Follow local procedures. If the student does not begin testing, the District Test Coordinator or Building Test Coordinator must record the reason not tested as "Refusal by Student." If a student answers fewer than five items, the assessment can be recorded as "Refusal by Student."

## Can I check to see if all the items have been answered?

No. When a student indicates that he or she is finished, you may ask the student if they have answered all the questions and checked their work. Test Administrators may not, under any circumstances, flip through the test booklet to check that all items were answered.

## What if I think a student is cheating?

Immediately contact the Building Test Coordinator. In most cases the student should stop testing and be removed from the room. Document the irregularity.

# Appendix A

## Qualifications for the Scribe

The scribe must be an employee of the school district.

The scribe must sign a Test Security Agreement.

The District Test Coordinator is responsible for ensuring that scribes are trained in the specific procedures required for scribing.

It is preferable for the scribe to be a familiar person, such as the teacher or the paraprofessional who is typically responsible for scribing during regular instruction. If the scribe is new to the student, give them time to work together during instruction prior to the assessment day.

For students who are deaf, the scribe must be fluent in American Sign Language (ASL) or signed English.

## Process for Scribe Accommodation

A scribe may only administer the scribe accommodation to one student at a time during an assessment session. This accommodation must be administered so that other students are not able to hear the accommodated student's response.

Before the administration of the assessment, the assigned Building Test Coordinator should provide the scribe a copy of the *AMP Test Administration Directions* so the scribe can become familiar with the directions and format of the assessment.

The scribe may handwrite or type to record the student's work. For computer-based assessments, the scribe must enter student responses directly into the computer-based assessment.

On the assessment, the student will dictate sentences or paragraphs in the same manner used during instruction. The scribe should have the student proofread the dictation and the scribe may also read it aloud at student request. The student may dictate changes to the scribe, and the scribe will make those changes exactly as dictated by the student. Students may proofread to add punctuation and may change any capitalization or spelling they wish, even if it is incorrect.

- The scribe may not question or correct student choices.
- The scribe may ask the student to restate (or sign) words or parts, as needed.

- The student is responsible for punctuation and may indicate punctuation in several ways.

  o The student may punctuate during dictation. For example, when stating the sentence "The dog ran", the student will say, "The dog ran period."

- The student may dictate more than one sentence at a time and add punctuation afterwards when given the scribed sentences to proofread.

- The scribe may automatically capitalize in these cases:

  o The scribe should capitalize the first letter in the beginning of a sentence if the student has indicated punctuation ending the previous sentence. For example, if the student said, "The cat ran period. The cat jumped period." The scribe would write, "The cat ran. The cat jumped."

- The scribe should capitalize the first word in any paragraph.

- The student must specify capitalization in these cases:

  o The student must specify to capitalize the first letter in the beginning of a sentence if the student has not indicated punctuation ending the previous sentence. For example, if the student said, "The cat ran the cat jumped."

  o The student must specify to capitalize other words (e.g., proper nouns, acronyms, etc.)

- The scribe must produce legible text.

- The scribe session may be recorded for accuracy.

## Additional Parameters

The following are a list of **acceptable** parameters:

1. The scribe may ask "Are you finished?" or "Is there anything you want to insert or delete?"

2. The scribe may respond to procedural questions asked by the student, such as, "Do I have to use the entire space to answer the question?" In this case the scribe can indicate "no."

The following are **unacceptable** parameters:

1. The scribe cannot give the student specific directions (e.g., "First, set the equations equal to one another" or "Make sure that the equation is set equal to zero").

2. The scribe cannot tell the student if the selected answer is correct or incorrect.

3. The scribe cannot answer the student's questions related to the content (e.g., "Is this the right way to set up the problem?" or "Can you tell me what this word means?").

4. The scribe cannot alert the student to mistakes made during the assessment.

5. The scribe cannot prompt the student in any way that would result in a better response or essay.

6. The scribe cannot influence the student's response in any way.

There are special consideration when scribing for a student using ASL or cued speech:

• When ASL is being used during scribing, the scribe may ask clarifying questions regarding the use of classifiers.

• The scribe will make conceptual translations from ASL to English.

• The scribe will write exactly what is said.

   o Probing or clarifying questions are not allowed.

   o Classifiers are permitted for students using ASL. Classifiers give descriptive information about a noun or verb such as: location, kind of action, size, shape, and manner.

• The scribe must sign and date the inside cover of the standard test booklet when the content assessment is complete.

• For clarification, please contact the Alaska Department of Education and Early Development (EED) Assessment Administrator.

# Appendix B

## Checklist for Test Administrators

### Before Assessment Session(s)

☐ Read all directions in this manual. Clarify any questions you have with your Building Test Coordinator.

☐ Receive training in any accommodations that you are responsible for providing and gather needed specialized materials.

☐ Ensure students know to bring No. 2 pencils, and have a supply for students to use. Tests cannot be scored if another type of pencil or writing instrument is used.

☐ Gather the universal tools needed for student use: highlighters, magnifiers, graph and scratch paper, masking devices, place markers, tape or magnets, and (if applicable) noise-blocking headphones.

☐ Remove or cover all visual aids in the room that might provide clues or answers.

☐ Post "TESTING: DO NOT DISTURB" and "NO ELECTRONIC DEVICES" signs on the classroom door.

☐ Be sure that students have comfortable and adequate workspace.

☐ Review the appropriate script before beginning each assessment session.

☐ Receive assessment materials from the Building Test Coordinator:

  o Ensure that there is a test booklet for each student.

  o Check labels for accuracy.

  o Keep materials secure in a locked drawer or cabinet until the assessment session begins.

☐ Complete the "School/Classroom Daily Check In-Check Out" worksheet found at the end of this Appendix, according to the instructions provided in this manual or by your Building Test Coordinator.

☐ Confirm where students should go to finish testing if they are not done with the part when the assessment session is complete.

☐ Arrange assessment materials for each session so that you will be able to distribute them to students efficiently.

☐ If students have completed parts of the assessment in previous assessment sessions, place binder clips on the completed parts to assist students in remembering not to return to these completed parts.

☐ If needed, confirm that a student's CD or DVD player is working appropriately.

**Notify the Building Test Coordinator immediately if materials are missing or have errors.**

## During Assessment Session(s)

☐ Ensure that each student has the correct test booklet.

☐ Ensure standardization, documentation, and equity throughout the assessment process.

☐ Read the directions verbatim from the script when administering the assessment.

☐ Circulate through the room and monitor students throughout the assessment sessions.

☐ Do not coach, clarify assessment items, or otherwise perform actions that might influence a student's answer on the assessment.

☐ Document any irregularities on the "Assessment Log and Irregularity Report" (or on locally provided documents); provide this information to the Building Test Coordinator immediately following the assessment session.

☐ If students have completed parts of the assessment in previous assessment sessions, monitor students to ensure that they do not return to these parts.

☐ Monitor the use of highlighters to prevent students from using them on the answer choices or using them in a way that causes the ink to bleed through the pages.

☐ Collect test booklets from students as they finish. **Before** taking the test booklet from the student, ask them if they have completed all items. Test Administrators may not look through the test booklet.

☐ Inform the Building Test Coordinator of students needing make-up sessions.

## After Assessment Session(s)

☐ Securely escort students who are not done testing, with their test booklets, to the appropriate location.

☐ Collect and inventory all test booklets.

☐ Check booklets for highlighter marks that have bled through the page. These books will need to be transcribed. Inform your Building Test Coordinator.

☐ Return test booklets to the Building Test Coordinator. Materials may only be transported by district employees who have signed a Test Security Agreement.

☐ Destroy all scratch and graph paper used by students.

☐ Verify that each booklet without a student label has the name spaces and ID number filled in, and that the information is correct and properly coded.

☐ After all parts of a content assessment have been completed, prepare assessment materials according to the instructions in this manual and return them to the Building Test Coordinator.

# Spring 2016 Alaska Measures of Progress (AMP) School/Classroom
# Daily Check In-Check Out of Test Materials

*This Classroom Daily Check In-Check Out Worksheet is designed for use when administering the Alaska Measures of Progress (AMP).*

Please copy this classroom security list to assist with inventory each day during testing. It may be necessary to make multiple copies to meet the needs of all Test Administrators in one building. Use this form to sign out secure materials to each student. Space has been provided to assign a test booklet and security code to each student. Do not draw lines downward to indicate sign in; identify the time for each student record. See sample below.

This procedure will ensure no test items are missing and provide resolution to any discrepancies. After testing, be sure to provide the checklist to the Building Test Coordinator.

School _____        Teacher _____        Grade _____

*TB = Test Book

| Item* | Security Number | Student Name | ELA Date | | Science Date | | Math Date | | Reason if Item is Not Returned |
|---|---|---|---|---|---|---|---|---|---|
| | | | Out | In | Out | In | Out | In | |
| TB | 39209257 | John Doe | 9:00 | 11:38 | 9:00 | 11:20 | 9:00 | 11:00 | |
| TB | 39206258 | Jane Smith | 9:00 | 11:15 | 9:00 | 11:49 | 9:00 | 10:53 | |
| TB | | | | | | | | | |
| TB | | | | | | | | | |
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# Appendix C

## Assessment Log and Irregularity Report

Test Administrators should follow local procedures for documenting any irregularities, misadministrations, technology issues, or security violations during their testing sessions. Contact your Building Test Coordinator for guidance.

*The Assessment Log and Irregularity Report* is an optional form which provides comprehensive documentation of the AMP assessment administration at a school.

EED recommendation:

- This form is completed by the Test Administrator(s) in each testing room on a daily basis.

- The Building Test Coordinator compiles and finalizes the form and:

- Scans and emails this form to the DTCs once testing is completed.

- Maintains this form at the school **for two years** as part of the assessment documentation process and file.

The following information must be documented on the form:

- Any reason why a student did not test during that session, including any test part, e.g. suspension, absent, illness, student refusal, and parent refusal. Please provide supporting documentation to your Building Test Coordinator. This could include an email, letter, noted phone call, etc. Building Test Coordinators may need to 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.

  o 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.

  o List all parties involved in the incident and actions taken by all staff. Additional pages may be attached as needed.

# AMP ASSESSMENT LOG AND IRREGULARITY REPORT – 2016

| SCHOOL | BUILDING TEST COORDINATOR | | SIGNATURE | |
|---|---|---|---|---|

| Name of Student | Grade | AKSID | Test and Stage | Test Administrator(s) | Reason not Tested/Irregularity |
|---|---|---|---|---|---|
| Date | | | | | |

**Supporting Notes**

| Name of Student | Grade | AKSID | Test and Stage | Test Administrator(s) | Reason not Tested/Irregularity |
|---|---|---|---|---|---|
| Date | | | | | |

**Supporting Notes**

| Name of Student | Grade | AKSID | Test and Stage | Test Administrator(s) | Reason not Tested/Irregularity |
|---|---|---|---|---|---|
| Date | | | | | |

**Supporting Notes**

| Name of Student | Grade | AKSID | Test and Stage | Test Administrator(s) | Reason not Tested/Irregularity |
|---|---|---|---|---|---|
| Date | | | | | |

**Supporting Notes**

| Name of Student | Grade | AKSID | Test and Stage | Test Administrator(s) | Reason not Tested/Irregularity |
|---|---|---|---|---|---|
| Date | | | | | |

**Supporting Notes**

| Date | Name of Student | Grade | AKSID | Test and Stage | Test Administrator(s) | Reason not Tested/Irregularity |
|------|-----------------|-------|-------|----------------|-----------------------|-------------------------------|
|      |                 |       |       |                |                       |                               |

**Supporting Notes**

| Date | Name of Student | Grade | AKSID | Test and Stage | Test Administrator(s) | Reason not Tested/Irregularity |
|------|-----------------|-------|-------|----------------|-----------------------|-------------------------------|
|      |                 |       |       |                |                       |                               |

**Supporting Notes**

| Date | Name of Student | Grade | AKSID | Test and Stage | Test Administrator(s) | Reason not Tested/Irregularity |
|------|-----------------|-------|-------|----------------|-----------------------|-------------------------------|
|      |                 |       |       |                |                       |                               |

**Supporting Notes**

| Date | Name of Student | Grade | AKSID | Test and Stage | Test Administrator(s) | Reason not Tested/Irregularity |
|------|-----------------|-------|-------|----------------|-----------------------|-------------------------------|
|      |                 |       |       |                |                       |                               |

**Supporting Notes**

| Date | Name of Student | Grade | AKSID | Test and Stage | Test Administrator(s) | Reason not Tested/Irregularity |
|------|-----------------|-------|-------|----------------|-----------------------|-------------------------------|
|      |                 |       |       |                |                       |                               |

**Supporting Notes**