



Performance Series[®]

Web-based Diagnostics



Test Administration Guide

*Alabama Summative Assessment
Fall 2018--Spring 2019*

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Performance Series Test Administration Guide, Alabama Summative Assessment

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Chapter 1:

Introduction

This manual describes the policies and processes involved in administering Performance Series as a Summative Assessment in the Alabama Public School System. If you are an experienced user of Performance Series as a formative assessment, much of the information contained in this manual will be familiar to you. However, there are some important differences of which you should be aware. These differences are described in the ALERTS on the following pages.

NOTE: If you have not used Performance Series previously, see Appendix A: “Performance Series Administration Basics for Staff” for an overview.

ALERTS for 2018–2019

- Summative Assessments are restricted to the following subjects and grade levels:
 - **Mathematics:** Grades 3–8
 - **Spanish Mathematics:** Grades 3–8 (See policy on administering the Spanish Mathematics test on page 8.)
 - **Reading:** Grades 3–8
 - **Comprehensive Science:** Grades 5 and 7
- **Testing Periods:**
 - **Fall:** 8/6/18–9/28/18
 - **Winter** (optional): 12/3/18–2/28/19
 - **Spring:** 4/8/19–5/3/19
- Testing will be restricted to regular school hours (**7:00 A.M. to 3:30 P.M.**). Districts with virtual schools should take note of this restriction. All students, including those enrolled in a virtual school, must test between 7:00 A.M. and 3:30 P.M.
- Testing will be restricted to computers associated with the school’s IP address (no testing “off campus” without Alabama State Department of Education (ALSDE) approval).
- Special formats of the test are available for Mathematics and Reading, Grades 3–8, and for Comprehensive Science, Grades 5 and 7. Please see Chapter 2: “Accommodations” for additional information.
- Enhancements have been added to the online fixed-form assessments for 2018–2019. Starting in fall 2018, the supported technologies for Alabama Fixed Forms (delivered through the alternate summative platform) will be:
 - PC, using JAWS screen reader
 - Chromebook, using ChromeVox screen reader
 - Mac (not iPad), using Voice Over screen readerRefreshable Braille is also supported on PC, Chromebook, and Mac.
- Tests can be spoiled only by ALSDE Location Controllers. An Irregularity Report must be submitted along with any request to spoil a test.
- Proctors are **required** for testing more than 25 students in a single testing session.
- Computers will be “locked down” via a restricted-mode browser that prevents students from changing applications or performing other standard computer actions.
- The ALSDE Student Assessment **digital device policy will be strictly enforced.**
- The Test Administrator is **required** to complete a seating chart for each test session prior to test administration.
- The Test Administrator is **required** to read the Testing Script to the students before they begin their tests. You can access the script for online tests on page 39, for paper-based tests on page 52, and for enhanced screen reader tests on page 72.
- For the Mathematics assessment, students in Grades 6–8 are allowed to use an approved calculator (**4-function, scientific, or graphing**),
- **Students who finish testing before the end of the testing session must sit quietly and wait for the end of the testing session.**

- Students who do not finish testing by the end of the testing session may stop (pause) the test and resume testing at another time within two weeks of starting the test, and before the testing window closes. For paper-based testing, instructions will differ. Refer to page 46.
- Upon completion of spring testing, Scantron will provide paper copies of a Student/Parent Home Report and labels for student folders. In addition, Scantron will provide three online custom reports: a Principal Report, A Superintendent Report, and a State Superintendent Report, each containing a different level of summary information about achieved proficiency. These reports are described in detail in the *Performance Series Reports Guide: Alabama Summative Assessment*.

Prior to the Start of Testing: System Test Coordinators

- ***Read this manual and use it in your training.***
- Make sure your student and teacher data are correct in iNOW and in the Scantron Performance Series site.
- Order any special formats (braille paper, refreshable braille, large-print paper, screen reader) that are needed.
- Conduct a trial run of testing using the DEMO EXAM provided on the Performance Series site.
- Make sure the Subject/Grade Access parameters for your schools are appropriate for summative testing. For instructions on checking or changing these restrictions, see page 12.
- Make sure that headphones are available for any students who might drop below grade-level 3 on an assessment.
- Refer to and follow the System Test Coordinator Checklist for online testing, starting on page 10, as well as the corresponding checklists for paper-based testing (page 42) and enhanced screen-reader testing (page 54).
- Coordinate with your Technology Coordinator to make sure that:
 - All computer hardware and software are ready for large-scale testing.
 - Content filters and whitelisted IP addresses are set to ensure that students will be able to access the online tests. For details, see “Setting Content Filters and Whitelisting Sites” on page 29.
 - If your system uses a virtual environment (VE), ALSDE is informed so they can take appropriate steps to permit a work-around.
 - The applicable screen reader is downloaded on any computers that will be used for visually impaired students who need a screen reader.

For technical issues, contact Scantron Technical Support at 1.800.445.3141 or via email at support@scantron.com.

Starting Performance Series

Performance Series is a web-based application that you access with a browser. For details on Performance Series requirements, see the *System Requirements*, located in the ALSDE Dropbox (<https://bit.ly/alsdedropbox>), within the Technical Information folder.

NOTE: Be sure to turn off pop-up blockers or set them to allow www.performanceseries.com always to pass through. This is necessary only for the Performance Series Admin site, not for student testing. For details on turning off pop-up blockers, see Appendix A.

To start using Performance Series:

1. Open your browser.
2. Go to www.performanceseries.com.

The Performance Series Home page opens:



3. Near the top of the screen, click **Staff Login** to open the Login page.

Logging In

Because Performance Series is a web-based application, you must log in to preserve the security of the data you access.

The Staff ID and Password follow a specific format. See the following page for details. Your login allows you to access only those features and data appropriate to your role.

To log in

1. Go to www.performanceseries.com and click **Staff Login**.
2. Type your Site ID and click **Next**.

Performance Series® WEB-BASED DIAGNOSTICS | Achievement Series® WEB-BASED ASSESSMENT

Enter Your Site ID
Welcome to Scantron's Admin Site!

Site ID

Next

Version - 17.0.1.4
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SCANTRON®

NOTE: After entering the site ID the first time, the browser will remember it on subsequent logins.

Enter Your Username/Password

Welcome Department of Education user.

I am not a staff member at [Department of Education](#).

Username

Password

Sign In

3. Enter your user name and password.
 - Your user name is your teacher certification number.
 - Your password is the word “password” plus the last 4 digits of your Social Security Number (e.g., “password1234”).

For additional information on how to use Performance Series, refer to Appendix A: “Performance Series Administration Basics for Staff.”

Chapter 1: Introduction

Logging In

Chapter 2:

Accommodations

ALSDE Accommodations Guidelines

- Braille and paper large-print formats of the test are available. Please submit an order form to ALSDE to obtain braille or large-print forms.
- All individual testing requires a proctor.
- A reading accommodation (read-aloud) **is allowed for the Mathematics and Science assessments.**
- A reading accommodation (read-aloud) **is not allowed for the Reading assessment except that students can take the Reading assessment using refreshable braille.**
- A reading (read-aloud) accommodation may be provided via a screen reader or refreshable braille (if the student is familiar with using the tool) or by a human reader.
- Enhancements have been added to the online fixed-form assessments for 2018–2019. The supported technologies for Alabama Fixed Forms (delivered through the alternate summative platform) will be:
 - PC, using JAWS or refreshable braille
 - Chromebook, using ChromeVox or refreshable braille
 - MAC (not iPad), using Voice Over or refreshable braille
- If the reading accommodation is provided by a human reader, the test must be administered in a 1:1 setting with a proctor.
- Students receiving a read-aloud accommodation via a screen reader with the use of headphones may take the assessment either in a small group or in a regular class setting. If headphones are not used, the test must be administered in a 1:1 setting with a proctor.
- Text-to-Speech is not the same as a screen reader. A screen reader is used mostly by a student with very low vision and/or blindness. A screen reader uses a synthesized computer voice and reads text in a choppy format that is not as smooth as the text-to-speech format. **The screen reader option is available for the Mathematics and Science tests only.**
- Students receiving extended time must test in a separate setting. These students may be grouped with others receiving the same or a similar accommodation.
- A crosswalk between ACT Aspire and Scantron for Accessibility Supports and Accommodations is available from the Student Assessment Office.

If you have questions that pertain to the use of accessibility supports or accommodations, contact the Student Assessment Office at 334-242-8038.

Accommodations Built Into Performance Series

- **Magnification**

Students or test administrators can increase the font size of the text displayed on the screen for visually impaired students:

- **PC:** Press **Control** and **+** to increase font size; press **Control** and **-** to decrease font size.
- **Mac:** Press **Command** and **+** to increase font size; press **Command** and **-** to decrease font size.
- **Chromebook:** Press **Control** and **+** to increase font size; press **Control** and **-** to decrease font size.

- **Online Test Delivery—One Item at a Time**

Tests are delivered online, with one item per page as well as any supporting graphics that accompany that item. This clean layout reduces distractions and ensures focus on the current question and associated response options.

- **Oral Readers**

Students who need to read orally for auditory as well as visual input can do so without affecting test results. However, oral readers must be tested individually, away from other students.

- **Assistive Devices**

Assistive devices that replace the mouse for input can be used if compatible with the hardware and browser software. Again, you should test such devices thoroughly before beginning the assessment. If the assistive device is not compatible or if additional assistance is needed, someone else may record a student's answers.

- **Spanish Language Instructions**

Students who fluently read Spanish (Universal Spanish) can view test instructions (login and navigation) in Spanish to help guide them through the test. Students (or the test administrator) can select to view instructions in Spanish from any login screen that appears before they start the test.

- **Mathematics Assessment in Spanish**

English Learner (EL) students will have the opportunity to participate in the Mathematics Assessment in Spanish. ***The decision to administer a state assessment in Spanish is made by the school's EL Committee and becomes part of the student's Individual English Language Plan; therefore, this is not an administrative decision.*** The determination should not be based solely on the fact that the student is a Spanish speaker. The EL Committee should carefully consider the following:

- Is the student able to read Spanish?
- How long has the student been receiving instruction in English?
- Is there enough evidence to indicate that the student will perform better when presented with a Spanish form of the assessment?

- **Point and Click and Fine Motor Skills**

Students can point to any part of an answer and click for their response to be recorded. This eliminates the need for students who experience difficulty with fine motor skills to darken a circle completely, or even to point to a circle to select their response.

- **Keyboard**

If a student has difficulty using the mouse, he or she can use the keyboard to answer questions and scroll up or down.

Chapter 3:

Administering Online Tests

In this chapter:

| | |
|--|---------|
| System Test Coordinator Checklist | page 10 |
| Building Test Coordinator Checklist. | page 20 |
| Technology Coordinator Checklist | page 24 |
| Test Administrator Checklist | page 35 |

General Instructions for Test Administration

All staff who are responsible for administering the Alabama State Summative test must participate in training sessions that include directions for carrying out standard examination procedures. To ensure accurate and reliable results, the Test Administrator must be thoroughly familiar with these procedures before administering the test.

System Test Coordinator Checklist

- ☐ Refer to and follow the “System Test Coordinator Checklist” in the *Alabama Student Assessment Program Handbook for Test Administration*.

Preparing for Testing

- ☐ **Read this manual and use it in your training.**

- ☐ Make sure your student and teacher data are correct in iNOW and in the Scantron Performance Series site.
- ☐ Order any special formats (braille paper, refreshable braille, large-print paper, screen reader) needed.
- ☐ Conduct a trial run of testing using the DEMO EXAM provided on the Performance Series site.
- ☐ Make sure the Subject/Grade Access parameters for your schools are appropriate for summative testing. For instructions on checking or changing these restrictions, see page 12.
- ☐ Make sure that headphones are available for any students who might drop below grade-level 3 on an assessment.
- ☐ Coordinate with your Technology Coordinator to make sure that:
 - ☐ All computer hardware and software are ready for large-scale testing.
 - ☐ Content filters and whitelisted IP addresses are set to ensure that students will be able to access the online tests. For details, see “Setting Content Filters and Whitelisting Sites” on page 29.
 - ☐ If your system uses a virtual environment (VE), ALSDE is informed so they can take appropriate steps to permit a work-around.

For details about the responsibilities of the Technology Coordinator, see page 24.

- ☐ Submit any special accommodation requests to ALSDE. The standard Requesting ALSDE Approval form can be found on the Student Assessment website (Special Populations link).
- ☐ Ensure that each testing site adequately meets standard conditions:
 - ☐ **Bells, intercoms, and public address systems are turned off during testing.**
 - ☐ Test rooms are suitable and able to accommodate the number of students testing.
 - ☐ Test rooms have adequate lighting, temperature, and ventilation.
 - ☐ Test rooms are free of visible materials related to potential test questions.
 - ☐ Test rooms are free from distractions (e.g., changing classes, grass cutting, etc.).
- ☐ Verify that all testing environments have been prepared and that needed materials have been gathered and organized.

During Test Administration

- ☐ Remain accessible to all system personnel during testing days to answer questions and address emergencies.

- Ensure implementation of the ALSDE digital device policy for students and school personnel during assessments.** Confirm that each school has a plan that guarantees students do not enter the testing room with anything other than an approved calculator (Mathematics, Grades 6–8 only).

NOTE: If a student is required to have a digital device on his or her person at all times (for medical reasons, IEP requirements, etc.), submit a Form Requesting Testing Accommodations Needing ALSDE Approval ***prior to testing***.

NOTE ON APPROVED CALCULATORS:

Students are allowed to use **4-function, scientific, or graphing** calculators.

- Coordinate monitoring of test administration procedures in buildings and classrooms.
- Answer questions and be informed of irregularities in testing procedures, and **report all test security violations immediately to ALSDE.**

After Test Administration

- Immediately following any testing irregularity, complete and submit (online) the Scantron Testing Irregularity Report, located here:** <http://bit.ly/IrregularityForm>.
- At the end of each testing session, review the Testing Status reports in Performance Series. For details, see page 15.

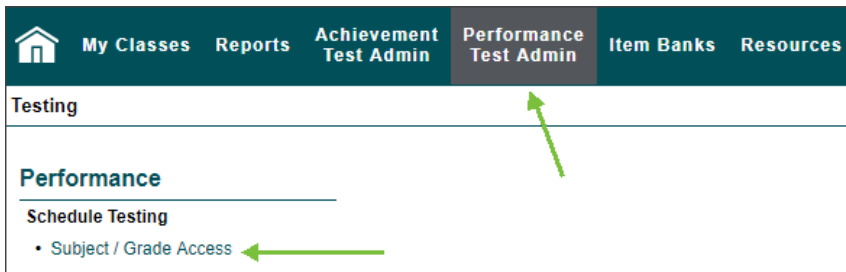
Subject/Grade Access and Restricted Mode Settings

You can choose which subject tests are visible to students when they log in to the Performance Series testing site. Note that it is not necessary to restrict access to any of the available tests; by default, all students can see all tests. Restricting access to some tests is useful for schools that want to display only the tests that they will be administering.

You can also specify, by subject and grade-level, tests that must be taken in Restricted Mode. For example, you can allow access to the Comprehensive Science test for all students in Grades 3 through 8, and you can specify that students in Grades 5 and 7 must take the test in Restricted Mode for summative testing.

To set grade-level access for each subject area:

1. Log in to Performance Series at the school level.
2. At the top of the screen, click **Performance Test Admin**.



3. In the menu on the left, click **Subject/Grade Access**.
4. Use the drop-down menus to select which grade levels will be allowed to view each test. For example, for an elementary school testing students in Grades K-5, you might want to restrict access as follows:

| Allowable Grade Levels By Test | |
|--------------------------------|------------------------|
| Edit Allowable Grade Ranges | |
| Allowable Grade Ranges: | |
| Test Area | Allowable Grade Ranges |
| Mathematics | K ▼ to 5 ▼ * |
| Mathematics (Spanish) | K ▼ to 5 ▼ * |
| Reading | 2 ▼ to 5 ▼ * |
| Reading Foundations | K ▼ to 2 ▼ * |
| Language Arts | 2 ▼ to 5 ▼ * |
| Algebra | None ▼ to None ▼ * |
| Geometry | None ▼ to None ▼ * |
| TEI Demo | None ▼ to None ▼ * |
| Comprehensive Science | 3 ▼ to 5 ▼ * |
| TEI Demo Lab | None ▼ to None ▼ * |

5. Click **Save**.

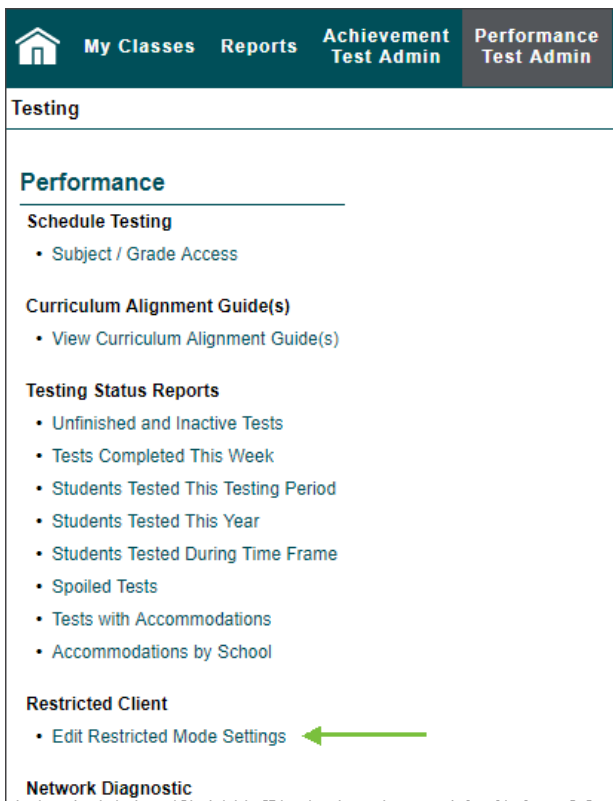
NOTES:

- The grades you choose for each assessment determine which students will be allowed to see the test. Be sure to set your allowable grade ranges so that your students will be able to access the tests you want them to take. In the example above, no students will be able to view the Algebra, Geometry, or TEI Demo assessments.
- Scantron recommends that each building and/or district designate one Location Controller to be responsible for changing these settings.
- If your school tested all students in spring 2018 without any issues, Scantron recommends that you not change these settings.
- As a troubleshooting measure, Test Administrators should check the Subject/Grade Access settings any time students in a particular grade level are unable to see a test icon in the student testing interface that they should be able to see. When a test icon is missing altogether, it is likely because a Location Controller set up the Subject/Grade Access parameters incorrectly.

This is a different scenario than when the test icons are grayed out. When the test icons are grayed out, it is likely because students have logged into the test without using the Restricted Mode application.

To specify, by subject and grade level, which tests must be taken in Restricted Mode:

1. Log in to Performance Series at the school level.
2. At the top of the screen, click **Performance Test Admin**.
3. In the menu on the left, click **Edit Restricted Mode Settings**.



- On the Edit Restricted Mode Settings screen, check the boxes for the subject/grade level combinations for which tests must be taken in Restricted Mode.

Login Security for Student Users Help

Edit Restricted Mode Settings Cancel Save

Restricted Mode Testing: Toggle all checkboxes on this page

| Test Area | Pre | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 12+ |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Algebra | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comprehensive Science | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demo Exam | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Geometry | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Language Arts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mathematics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mathematics (en español) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reading | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reading Foundation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| TEI Demo | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

For example, you can check Mathematics and Reading, Grades 3–8, and Comprehensive Science, Grades 5 and 7, to ensure that all summative tests are taken in Restricted Mode.

NOTE: Only the Subject/Grade combinations you allowed on the Subject/Grade Access screen can be set to require Restricted Mode testing.

- Click **Save**.

Checking Testing Status

Performance Series provides a variety of ways to check testing status:

- Via the Student Profile (**Site Admin Tab > List Students**, then click the student’s name, and then click the **Performance Testing** tab.)
- Via the Testing Status Reports (discussed below)

Use these reports to view status and statistics on test progress.

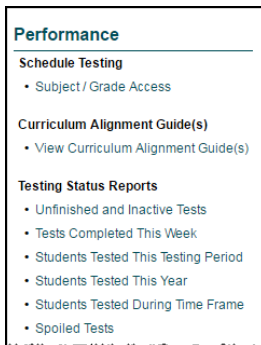
NOTE: These reports show testing status; for details on testing results, see the *Performance Series Reports Guide: Alabama Summative Assessment*, which is available on the Student Assessment website.

To access the Testing Status Reports:

1. Log in to Performance Series.
2. If necessary, change to a school site.

NOTE: You must be logged into/viewing a school-level site to view Testing Status Reports.

3. Click the **Performance Test Admin** tab.
4. Choose one of the Testing Status Reports. See the following pages for details on each report:



Unfinished and Inactive Tests

Use this report to view which students are currently testing or have stopped testing without finishing.

NOTE: Tests that remain unfinished and inactive for two weeks will be spoiled automatically.

To view an “Unfinished and Inactive Tests” report:

On the Performance Test Admin tab, at the school level:

1. Click **Unfinished and Inactive Tests:**

The screenshot shows a report titled "Currently Unfinished Student Tests" with a "Help" link in the top right. Below the title is a "Review Testing Data" section with "Refresh" and "Close" buttons. A message states: "There are 3 unfinished tests as of 4:37 p.m. on 11/13/16." Below this is an "Export CSV" button and a "Count: 3" indicator. The main data is presented in a table with the following columns: Student, Student ID, Started, Last Response, Subject Area, Status, Details, and Spoiled. The table contains three rows of data for students ADKINS, EDDIE R.; ANDERSON, GROVER H.; and ANTHONY, ALBERTO Q., all with a status of "Paused".

| Student | Student ID | Started | Last Response | Subject Area | Status | Details | Spoiled |
|---------------------|------------|--------------------|--------------------|--------------------|--------|---------|------------|
| ADKINS, EDDIE R. | 3102 | 11/13/16 3:32 p.m. | 11/13/16 3:34 p.m. | Language Arts | Paused | Details | Spoil Test |
| ANDERSON, GROVER H. | 1103 | 11/13/16 3:36 p.m. | 11/13/16 3:37 p.m. | Reading Foundation | Paused | Details | Spoil Test |
| ANTHONY, ALBERTO Q. | 2106 | 11/13/16 3:35 p.m. | 11/13/16 3:35 p.m. | Mathematics | Paused | Details | Spoil Test |

Below the table is another "Review Testing Data" section with "Refresh" and "Close" buttons.

2. Click **Details** to view additional information about the test:

Test Details
Help

View Testing Details
Close

Test Details

School: East Elementary (90-0451-9568)

Student ID: 3102

Student: ADKINS, EDDIE R.

Subject: Language Arts

Test Started At: 11/13/16 3:32 p.m.

Test Status: Paused

Sessions

Export CSV Count: 1

| Start At | Browser | Operating System | IP Address |
|--------------------|---------|------------------|---------------|
| 11/13/16 3:32 p.m. | Chrome | Windows 7.0 | 72.174.74.159 |

View Testing Details
Close

3. Click **Close** when you are done viewing details.

Tests Completed This Week

Use this report to check the status and results for students tested during the current calendar week.

To view a “Tests Completed This Week” report:

On the Performance Test Admin tab, at the school level:

1. Click **Tests Completed This Week**:

Tests Completed this Week
Help

Review Testing Data
Close

▶ There was 1 test completed by your students this week.

Export CSV Count: 1

| Student | Student ID | Grade | Finished | Area | Details | Results |
|---------------------|------------|-------|--------------------|-------------|---------|---------|
| ANDERSON, GROVER H. | 1103 | 3 | 11/13/16 4:20 p.m. | Mathematics | Details | Results |

Review Testing Data
Close

2. Click **Details** to view additional information about the test:

Test Details
Help

View Testing Details
Close

Test Details

School: East Elementary (90-0451-9568)

Student ID: 1103

Student: ANDERSON, GROVER H.

Subject: Mathematics

Test Started At: 11/13/16 3:49 p.m.

Test Ended At: 11/13/16 4:20 p.m.

Test Status: Finished

Sessions

Export CSV Count: 1

| Start At | Browser | Operating System | IP Address |
|--------------------|---------|------------------|---------------|
| 11/13/16 3:49 p.m. | Chrome | Windows 7.0 | 72.174.74.159 |

View Testing Details
Close

3. Click **Close** when you are done viewing details.
4. Click **Results** to see results for this student.
5. Click **Close**.

Students Tested This Testing Period/This Year/ During Time Frame

Use these reports as a checklist for which students have been tested vs. which ones need to be tested.

To view a “Students Tested This Period/This Year” report:

On the Performance Test Admin tab, at the school level:

1. Click **Students Tested this Testing Period** or **Students Tested This Year**:

Checklist of Students Tested this Testing Period Help

Review Testing Data Close

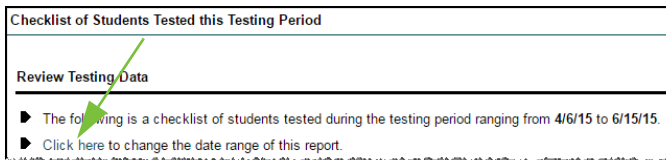
- ▶ The following is a checklist of students tested during the testing period ranging from 4/6/15 to 6/15/15.
- ▶ [Click here to change the date range of this report.](#)
- ▶ To change this testing period, click "Locations", click to edit this school, click to edit the dates of this school year, and make any changes. Note that only the positions Location Controller and Data Entry have access to make these changes.
- ▶ ✔ = Tested ✘ = Not Tested *Blank Cell* = Test not available for students in this grade

X Export CSV
Index: AB - AV ▼ Count: 536 Page 1 of 27 >>

| Student ^ | Student ID | Grade | Reading | Math | Spanish Math | Language | Science | Algebra | Geometry | Reading Foundation |
|---------------------|------------|-------|---------|------|--------------|----------|---------|---------|----------|--------------------|
| ABBOTT, KELLI J. | 200751 | K | ✘ | ✔ | ✘ | ✘ | ✘ | ✘ | ✘ | ✔ |
| ADKINS, EDDIE R. | 3102 | 5 | ✔ | ✔ | ✘ | ✔ | ✔ | ✘ | ✘ | ✘ |
| AGUIRRE, DANIEL E. | 3104 | 5 | ✔ | ✔ | ✘ | ✔ | ✔ | ✘ | ✘ | ✘ |
| ALEXANDER, ANITA A. | 200752 | K | ✘ | ✔ | ✘ | ✘ | ✘ | ✘ | ✘ | ✔ |
| ALSTON, RALPH P. | 1101 | 3 | ✔ | ✔ | ✘ | ✔ | ✔ | ✘ | ✘ | ✘ |
| AMIOT, ANGELA H. | 200602 | 1 | ✘ | ✔ | ✘ | ✘ | ✘ | ✘ | ✘ | ✔ |
| AMUSO, CAROL M. | 2102 | 4 | ✔ | ✘ | ✘ | ✔ | ✔ | ✘ | ✘ | ✘ |

NOTE: These reports can be lengthy; this screen shows a partial list of students tested this testing period. Both reports show the same columns; only the reporting period is different.

2. (Optional) Change the date range of the report:
 - a. Click **Click Here**:



- b. Choose a different start and end date and click **Next**.

The screenshot shows a dialog box titled "Checklist of Students Tested" with a "Help" button in the top right. Below the title bar, there is a section labeled "Enter Date Range Step 1 of 2" with "Cancel" and "Next" buttons. The main area is titled "Date Range" and contains two rows of date selection: "Start Date:" and "End Date:". Each row has three dropdown menus for "(Month)", "(Day)", and "(Year)", followed by an asterisk "*". A note at the bottom right states "* = required information". At the bottom of the dialog, there is another "Enter Date Range Step 1 of 2" section with "Cancel" and "Next" buttons.

Performance Series runs a new report based on the dates you entered. The original report remains open.

- c. Click **Close** to close the modified report and return to the original report.

- 3. Click **Close**.

To View the “Tested During Time Frame” report:

On the Performance Test Admin tab, at the school level:

- 1. Click **Students Tested During Time Frame**:

This screenshot is identical to the one above, showing the "Checklist of Students Tested" dialog box at Step 1 of 2, where the user is prompted to enter a date range.

- 2. Choose a start and end date.
- 3. Click **Next**.

Performance Series creates the report based on the dates you entered:

The screenshot shows the "Checklist of Students Tested" dialog box at Step 2 of 2, titled "Review Testing Data". It includes "Previous" and "Close" buttons. Below the buttons, there is a legend: "The following is a checklist of students tested during the time period ranging from 6/30/15 to 6/30/16." and "✓ = Tested ✗ = Not Tested Blank Cell = Test not available for students in this grade." Below the legend is a table with columns for Student, Student ID, Grade, Reading, Math, Spanish Math, Language, Science, Algebra, Geometry, and Reading Foundation. The table contains five rows of student data, all with red 'X' marks in the subject columns, indicating they were not tested.

| Student | Student ID | Grade | Reading | Math | Spanish Math | Language | Science | Algebra | Geometry | Reading Foundation |
|---------------------|------------|-------|---------|------|--------------|----------|---------|---------|----------|--------------------|
| ABBOTT, KELLI J. | 200751 | K | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ |
| ADKINS, EDDIE R. | 3102 | 5 | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ |
| AGUIRRE, DANIEL E. | 3104 | 5 | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ |
| ALEXANDER, ANITA A. | 200752 | K | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ |
| ALSTON, RALPH P. | 1101 | 3 | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ | ✗ |

4. (Optional) Click **Previous** to change the date range.
5. Click **Close**.

Building Test Coordinator Checklist

Preparing for Testing

- Ensure that all personnel involved in the administration of the Summative Assessment have been appropriately trained.
- Ensure that each testing site adequately meets standard conditions:
 - Bells, intercoms, and public address systems are turned off during testing.**
 - Test rooms are suitable and able to accommodate the number of students testing.
 - Test rooms have adequate lighting, temperature, and ventilation.
 - Test rooms are free of visible materials related to potential test questions.
 - Test rooms are free from distractions (e.g., changing classes, grass cutting, etc.).
- Schedule computer lab times for the classes to be tested. Consider dedicated testing times that do not coincide with tasks that require a significant amount of bandwidth.
- Assist Principal in assigning trained personnel to each testing room.
 - NOTE:** Each testing room must have a Test Administrator assigned. If there are more than 25 students testing simultaneously, a proctor must be assigned as well. (If there are more than 50 students testing simultaneously, a second proctor must be assigned, and so on.)
- (Recommended) Have headphones available for students in Grades 3–5 taking the Mathematics test, as they might encounter questions containing audio.
- Before each testing session, provide the following to each Test Administrator:
 - A seating chart template for the testing session. A sample of the seating chart template is on page 22.
 - The appropriate class roster. For details, see “Printing Class Rosters” on page 23.
- Distribute all materials that are allowed for the assessment to Test Administrators. This includes scratch paper and pencils.

During Test Administration

- Ensure implementation of the ALSDE digital device policy for students and school personnel during assessments. Prepare a plan that guarantees students do not enter the testing room with anything other than an approved calculator (Mathematics, Grades 6–8 only).
 - NOTE:** If a student is required to have a digital device on his or her person at all times (for medical reasons, IEP requirements, etc.), submit a Form Requesting Testing Accommodations Needing ALSDE Approval **prior to testing**.
 - NOTE ON APPROVED CALCULATORS:**
Students are allowed to use **4-function**, **scientific**, or **graphing** calculators.
- Answer questions and be informed of irregularities in procedures during the testing session.

After Test Administration

- Immediately following any testing irregularity, document all details of the incident and report the irregularity to the principal and the System Test Coordinator. You can access the Testing Irregularity form here: <http://bit.ly/IrregularityForm>
- After each testing session, review Testing Status reports to determine which students have/have not completed tests. For details, see “Checking Testing Status” on page 15.
- For any student who did not complete his or her test in the time allotted, schedule additional testing time within a 14-day period. Unfinished tests are spoiled after 14 days.
- Collect all materials, including scratch paper, from each Test Administrator immediately after testing each day.
- Shred all scratch paper daily.**

SAMPLE SEATING CHART

| | | | | | | | |
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Test Date: _____

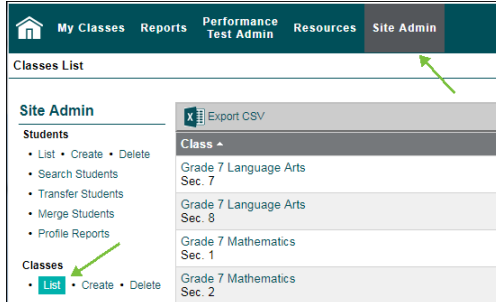
| |
|---|
| Room Number: _____ Room Supervisor: _____ Roster: _____ |
|---|

- Prior to the test, record examinees' names in the boxes on the seating chart, making sure the seating chart mirrors the actual room set-up.
- If an examinee is absent, write **ABSENT** in the appropriate box on the chart.
- After testing, check the roster and seating chart to make sure you have scratch paper for each examinee who was present for testing.

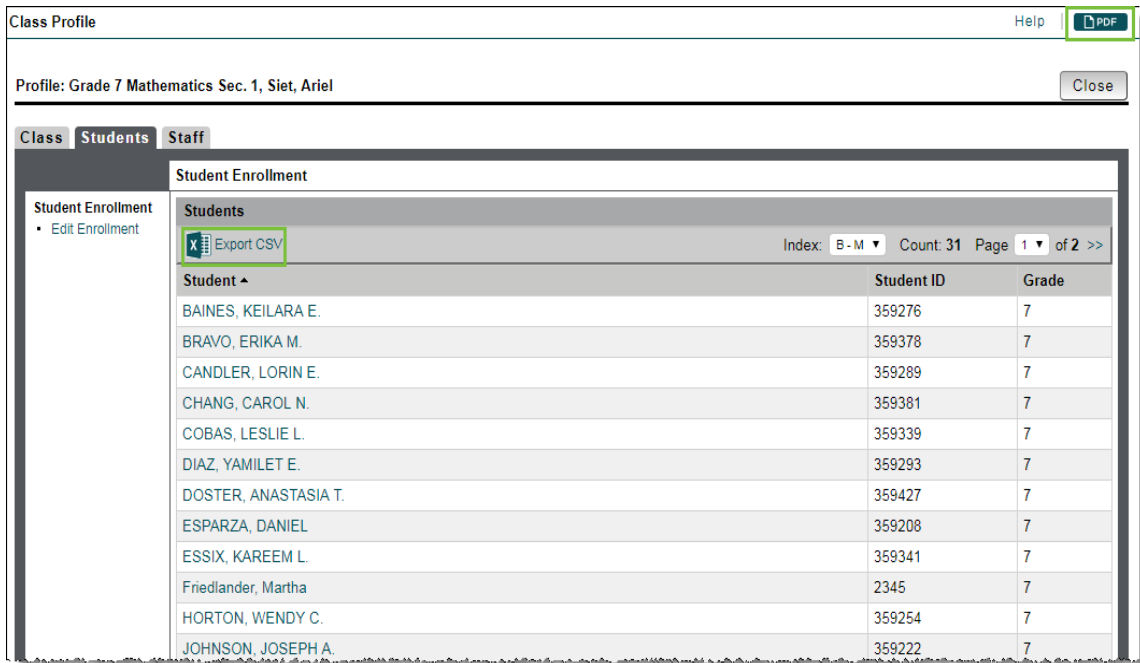
Printing Class Rosters

Follow the steps below to print a class roster for each class taking a Performance Series Summative Assessment.

1. In Performance Series, at a school-level site, click the **Site Admin** tab.
2. In the menu on the left, under Classes, click **List**.



3. Locate the class for which you want to print a roster, and in the Students column, click the number of students associated with that class. The Class Profile is displayed:



4. Export the Class Profile to either PDF (top right corner) or CSV (Excel) (above the Student Name column) and then print it and provide it to the Test Administrator before the testing session.

Technology Coordinator Checklist

- ☐ Reference and follow the *Alabama Student Assessment Program Handbook for Test Administration*.

Preparing for Testing

- ☐ **At each school location**, configure Performance Series to restrict access based on network, to ensure that students can access the test only from within a school location. For details, see “Restricting Network Access” on page 25.
- ☐ Ensure that each computer to be used for testing meets the minimum hardware recommendations, Internet connection requirements, and supported browsers and operating systems. For details, see *System Requirements*, available in the ALSDE Dropbox (<https://bit.ly/alsdedropbox>), in the Technical Information folder.
- ☐ Ensure that computer hardware, including the mouse and monitor, is operating correctly.
- ☐ Performance Series requires a network processing speed of 10 Mbps or higher for every 20 concurrent testers. If you have any concerns about bandwidth issues, test your network’s ability to handle testing load before testing begins. Run diagnostic sessions on each room, lab, or school site being used for testing before assessing students. For details, see “Network Diagnostic Tool” on page 27.

NOTE: We recommend going through this process each time there is an increase in the number of students tested or when using a different lab or room.

- ☐ Set content filters and whitelist IP addresses to ensure that students will be able to access the online tests. For details, see “Setting Content Filters and Whitelisting Sites” on page 29.
- ☐ If your system uses a virtual environment (VE), inform ALSDE so they can take proper steps to permit a work-around. For details, see “Enabling Summative Testing in a Virtual Environment” on page 30.
- ☐ Recommend to Building Test Coordinators that testing be scheduled for times that do not coincide with other tasks that require a significant amount of bandwidth.
- ☐ If necessary, adjust the graphic color display and positioning on the screen to display correctly.
- ☐ Install the Restricted Mode application on any device being used for testing that doesn’t already have it installed. For details, see “Downloading and Installing the Restricted Mode Application” on page 32.

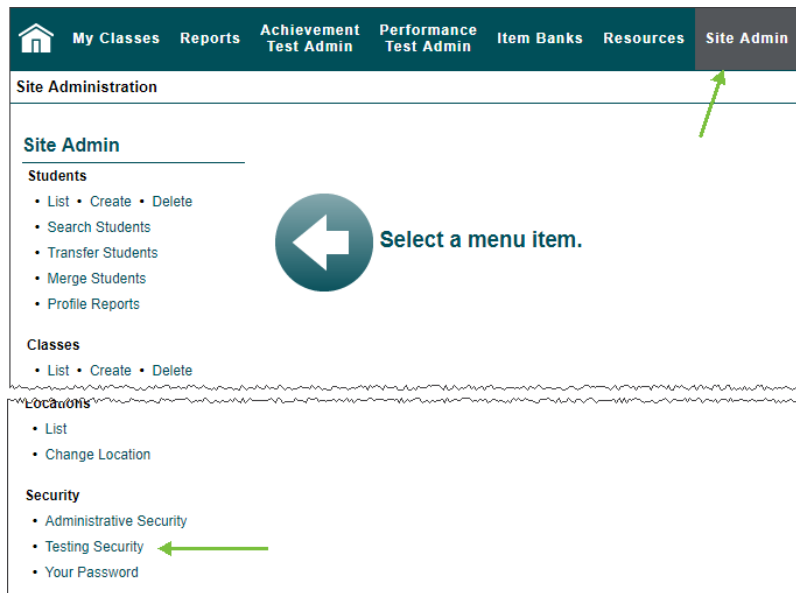
During Test Administration

- ☐ Be available to address any technology issues that arise.

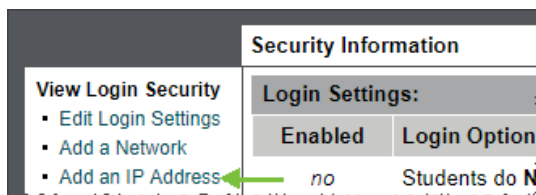
Restricting Network Access

Before testing begins, you must configure Performance Series to restrict access, based on either IP address or network ID and subnet mask **for each location**.

1. On the Performance Series Home page, at the school level, click the **Site Admin** tab.



2. In the menu on the left, under Security, click **Testing Security**.
3. On the Testing Security Settings screen, do one of the following:
 - **To restrict access by IP address:**
 - a. In the menu on the left, click **Add an IP Address**.



- b. Enter the public-facing IP address for the location. If you don't know the IP address, check with your Internet Service Provider.

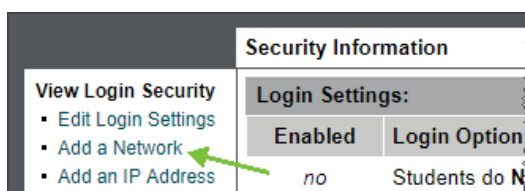
Network Address Settings:

Allow student testing logins to East Elementary from computers assigned the IP address listed below:

IP Address:

- c. Click **Save**.

- **To restrict access by network:**
 - a. in the menu on the left, click **Add a Network**.



b. Specify the Network ID and the Subnet Mask.

Login Security for Student Users

Enter Network Address Settings for Student users and click Save.

▶ Allow student testing logins to **South High School** from computers on the network listed below:

Network Address Settings:

Network ID: *

Subnet Mask: *

c. Click **Save**.

- **Network ID:** The default gateway for the network from which you want to allow access. The default gateway is a node on a network that serves as an entrance to another network (generally your main network router) and is identified by a standard formatted number.
- **Subnet Mask:** The subnet mask represents all the machines on the same local area network and is identified by a standard, formatted number (usually 255.255.255.0). If you don't know what either of these settings are, check with your Internet Service Provider.

NOTE: Districts with virtual schools must notify the ALSDE of each of their virtual schools and make a written request that the testing security restriction be lifted so that virtual school students can test.

The Performance Series Network Diagnostic Tool

What Is the Diagnostic Tool?

Performance Series requires a processing speed of 10 Mbps or higher for every 20 concurrent testers. The Performance Series Network Diagnostic tool enables you to evaluate your network's testing capacity before you begin to test your students. The Network Diagnostic tool uses your computer lab(s) to simulate the kind of Internet traffic that your network would experience in a live testing environment.

The process can help you determine:

- How many students or schools can test simultaneously.
- Where possible network bottlenecks exist.
- How other Internet applications might be affected during testing.

What Happens During the Diagnostic Test?

You must use multiple computers to run diagnostic sessions:


- **Simulator(s):** You will need one or more computers to simulate testing activity for the number of students you specify.
- **Diagnostic Computer:** Use a different computer to create and run the diagnostic session.

The Diagnostic Tool generates network traffic to simulate students actively testing on your network. It analyzes the quality of your Internet connection by measuring the time it takes for simulated students to see a new question after answering one. These results provide an idea of how many students can test simultaneously on your network.

NOTE: You can select a maximum of 10 testers per computer; however, Scanttron recommends that you select no more than 5 testers per computer, for best results. If you plan to have more than 5 students testing at the same time, set up enough room simulators to accommodate all of them, and create a diagnostic session that includes all of the simulators.

How Do I Run the Diagnostic Tool?

Setting Up the Simulator(s)

1. Go to www.performanceseries.com and, in the lower left corner of the page, click **Start Network Diagnostics**.
- 
2. **IMPORTANT!** Read the setup instructions provided on the screen.
 3. Enter your Site ID and Room or Lab Name.
 4. From the drop-down menu, select the number of simultaneous testers.
 5. Click **Login**.
 6. Repeat steps 1–5 on each computer to be used as a simulator.

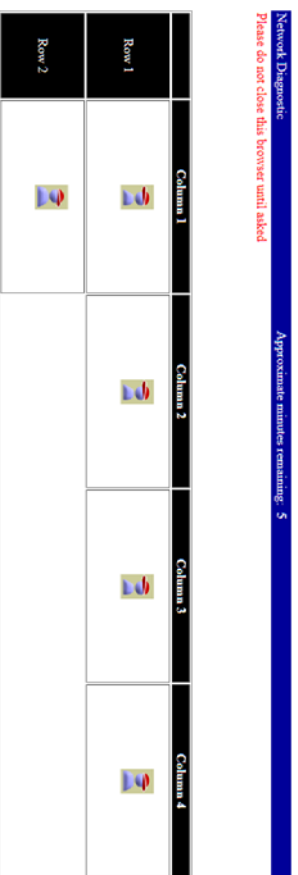
CAUTION: Do not close the simulator window or perform any tasks on the simulator computers until the diagnostic session is complete.

Setting Up the Diagnostic Computer

1. When all simulators are set up, go to the computer that will run the diagnostic session, log in to Performance Series as a Location Controller and, at the top of the screen, click **Performance Test Admin**.
2. In the menu on the left, under Network Diagnostic, click **Create Diagnostic Session**.
3. Click the box(es) in the Select column to select each room simulator you set up. Then click **Next**.
4. Select a **Session Duration**.

TIP: Scanttron recommends testing for at least 30 minutes. Shorter tests might not reveal all the bottlenecks of concern; longer tests can reveal more issues.

- If you want the room simulator(s) to close when the simulation is complete, click the "When simulation is complete" box.
- In the Comments field, enter a descriptive title for the diagnostic session.
- Click **Next**.
- Read the Acknowledgement section on the screen and check the box.
- Click **Begin**. The diagnostic session starts, and the simulator computers display this screen for the duration of the session:



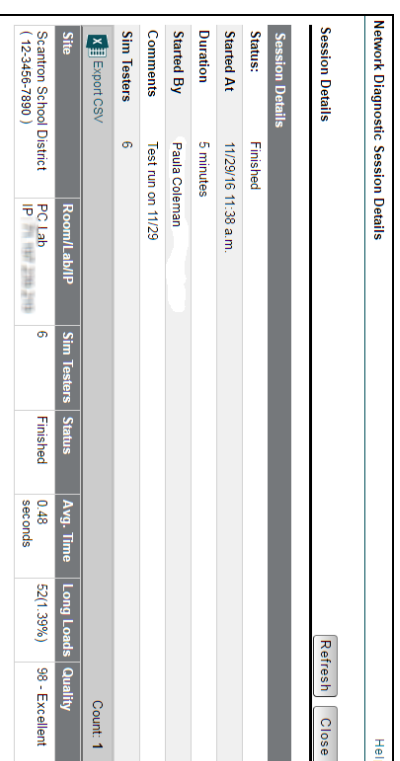
- You can now close the browser windows and use the computers for other purposes.

TIP: If you have multiple simulator computers, you can close all of them at once. In the Performance Series site, on the Performance Test Admin tab, under Network Diagnostic, click **Close All Room Simulators**.

What Information Results from the Test?

When the diagnostic test is complete, you can view the results by following the steps below:

- Log in to Performance Series and, at the top of the screen, click **Performance Test Admin**.
- In the menu on the left, under Network Diagnostic, click **List Diagnostic Sessions**.
- In the list, locate the row for your diagnostic session and, in the far-right column, click **Details**. The Details screen is displayed:



- Avg Time** = The average time, in seconds, that it took for a simulated student to see a new question.
- Long Loads** = The number and percentage of questions with load times exceeding 3 seconds.
- Quality** = A general indicator of the overall quality of the testing experience for the simulated students.

If the quality indicator is Questionable or Unacceptable, work with your network specialist to identify potential causes for the bottleneck. For example, you might need to set Content Filters, Firewalls, and Proxy Servers to bypass testedperformance.com and 208.90.119.88. As you make adjustments to your network, conduct additional diagnostic tests until the results indicate Excellent or Acceptable quality.

For details on how the quality value is calculated and on each step in this process, please refer to "Working with Diagnostic Sessions" in the *Performance Series User's Guide* (either the Administrator's or Proctor's version).

Setting Content Filters and Whitelisting Sites

If your school has experienced an error code 35900, we recommend that you follow the best practices listed below.

- Add exceptions in your content filter for these sites:
 - test.edperformance.com
 - test.achievementseries.com
 - diagnostic.achievementseries.com
 - *.eum-appdynamics.com
- Ensure that HTTPS Inspection is turned OFF. This can be very resource intensive, as it decrypts and encrypts every packet. This setting is usually turned on by default with most firewalls, so it is important to check before testing.
- Check to see if there are any cap limitations on your HTTP and HTTPS communications. If either or both of those are capped at a certain limit of MBs, then that limitation could affect testing.
- Ensure that the following Ports are fully opened and can freely communicate:
 - Http (80)
 - Https (443)
- Ensure that the following IP Addresses are set as approved / unblocked / or given the highest priority:
 - 64.27.100.27
 - 64.27.64.232
 - 206.188.17.0/24
 - 64.106.193.0/24
 - 64.106.220.0/24
 - 208.90.119.0/24

NOTE: The last 4 are IP Ranges, but if your system does not accept '0/24', then please try using just '0' at the end.
- Ensure that the following Domains have been approved and given unrestricted access:
 - http://*.starttest.com
 - https://*.starttest.com
 - http://*.starttest2.com
 - https://*.starttest2.com
 - http://*.startpractice.com
 - https://*.startpractice.com
 - http://*.programworkshop.com
 - https://*.programworkshop.com

NOTE: On some systems it works better if you add the domains in one of these formats: (1) `http://starttest.com` (2) `http://starttest2.com` (3) `*.starttest.com*` (4) `*.starttest2.com*` (5) `*.programworkshop.com*`

- Ensure that **Do not save encrypted pages to disk** is not selected on the Internet Options > Advanced tab in Internet Explorer.
- Ensure that your DHCP Lease Time is set to at least 1 day. If it is set to renew its lease sooner, it can add unnecessary network traffic. Please note, we typically recommend setting it to 1 day, as opposed to the 24 hour option.
- Ensure that any anti-virus, security programs, or other scans are not set to scan daily during testing times. You do not have to totally disable auto-scan, but it would be beneficial to set it so it doesn't scan during testing.

If the previous steps do not resolve the issue, then you may also want to apply these settings to the Windows Firewall or any anti-virus program on the local computers. Try it on just one machine first. You can do this in the Windows Firewall as follows:

1. Open Internet Explorer.
2. Go to the **Tools** menu and select **Internet Options**.
3. Click the **Privacy** tab and then select the **Sites**.
4. Add the Domains above (and/or IP Addresses) as sites in that list and select **Allow**.
5. Click **OK** and then **OK** again to exit that window.
6. Close Internet Explorer and verify that devices in your site can access the testing sites.
7. If, after applying the settings described above, you need further assistance, contact your Scantron Program Manager.

NOTE: The anti-virus or security programs include such programs as Norton, MacAfee, AVG, F-Secure, etc. Adjusting the settings for each will vary, but in general you will want to add the Domains or IP Addresses above to that program's list of safe sites or safe zone.

8. Check all whitelisted sites periodically to ensure that they are still in place.

Enabling Summative Testing in a Virtual Environment

If your system uses a virtual environment (VE), the ALSDE must be informed so that they can take steps to permit a work-around.

To set up your site for testing in a virtual environment:

1. Work with your System/Building Test Coordinator to request permission to use a virtual environment for student testing. The request should be emailed to the ALSDE Student Assessment section.
2. The ALSDE will review the request and, if approved, will request the public-facing IP address for each school with a virtual environment.
3. To determine the IP address:
 - a. Access a PC that is running a virtual machine.
 - b. Open a browser and go to <http://www.whatismyip.com>.
 - c. Note the public IPv4 IP address.

NOTE: Typically, several PCs share the same "external" IP address, sometimes for an entire school district.

- 4.** Provide the IP address to the ALSDE.
- 5.** The ALSDE will, in turn, forward the IP Address to Scantron, requesting that the virtual-machine prohibitions be lifted for test sessions coming from that IP Address.
- 6.** Scantron will inform the ALSDE when the prohibition is lifted.
- 7.** The ALSDE will inform the Technology Coordinator that he or she is free to download the restricted mode browser in a virtual environment.

Downloading and Installing the Restricted Mode Application

The Restricted Mode application must be installed on each computer to be used for testing. This application shows the test in a full-screen, locked browser window. Students cannot change applications, cut and paste, or perform other standard computer actions without exiting the test. If any of your testing devices have not been set up with the Restricted Mode application, follow the instructions below.

1. Go to www.performanceseries.com.
2. On the Landing page, in the lower-left corner, click **Download Restricted Mode Online Test**.



3. Scroll down to the section corresponding to your testing device (PC, Mac, Chromebook, or iPad).
4. Do one of the following:

- **For PC:**

- a. Click the **Download** button.
- b. Save the downloaded file to the computer.
- c. In Windows Explorer, right-click the file name (PsotV2) and select **Pin to Taskbar**, or right-click the file name and select **Send to > Desktop**, for easy access by the Test Administrator.

NOTE: When the Restricted Mode application is installed on a PC, it is always launched in Internet Explorer, regardless of the school's preferred browser.

- **For Mac:**

- a. Click the **Download** button.
- b. Save the downloaded zip file to the computer.
- c. Double-click the zip file to unzip it. The application file is then added to the directory where you saved the zip file.
- d. Copy the application icon to the task bar or the desktop of the computer, for easy access by the Test Administrator.

- **For iPad:**

- a. Tap **Download from the Apple App Store**. The App Store opens and displays the details of the Restricted Mode application.

- b. Tap the **FREE** button and then tap the **INSTALL** button.
 - c. Sign into the App Store using your Apple ID and password.
 - d. When the application is installed, turn on Guided Access as follows:
 - Go to **Settings > Accessibility**.
 - Under Learning, tap **Guided Access**, and then tap to turn on Guided Access.
 - Tap **Passcode Settings**, and then enter a passcode (twice to confirm).
 - e. To launch the Restricted Mode application, tap the icon on the Home screen, and then press the Home button three times.
- **For Chromebook:**
 - For Managed Solution:**
 - a. Click the **Managed Solution Instructions** link.
 - b. Log in to the Google Admin management console at <https://admin.google.com>.
 - c. Go to **Device Management > Chrome Management > Device Settings > Kiosk Settings**.
 - d. (Optional) In Kiosk Settings, select **Allow Public Session Kiosk** for devices in the organizational unit you created.

NOTE: Before you can enable a Public Session, you must first create it by navigating to **Chrome Management > Public Session Settings**.

CAUTION: If the Restricted Mode application is set up as a public session, when a student completes the assessment and closes the browser, the history of who accessed the Chromebook is not recorded. Your district might prefer to record this history; if so, skip step c.

- e. In Kiosk Apps, click **Manage Kiosk Applications**.
- f. Enter the following in the appropriate fields:
 - App ID: bihehlbflnpeielogchbonjologgdccoc
 - URL: <https://chrome.google.com/webstore/detail/performance-series-restri/bihehlbflnpeielogchbonjologgdccoc>
- g. If Auto-Launch to Kiosk App is not configured, the newly configured app will be displayed in the Apps menu on the Login screen; select the appropriate app icon to launch it.

If Auto-Launch to Kiosk App is configured, the application will launch automatically the next time the device is started.

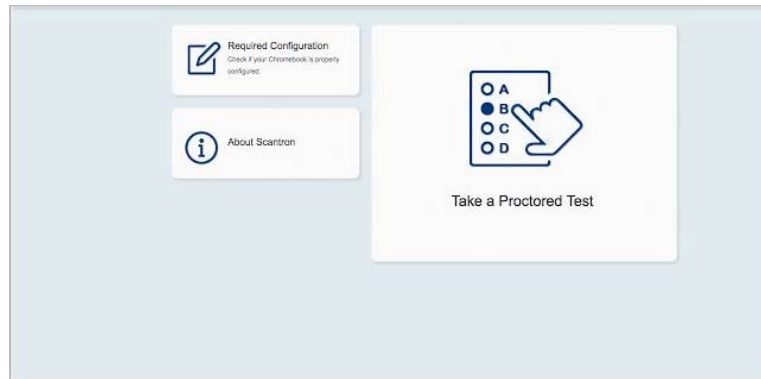
For Unmanaged Solution:

- a. Click the **Unmanaged Solution Instructions** link.
- b. Click the **Download from the Chrome Web Store** button at the bottom of the Instructions screen.
- c. In the address bar in Chrome, enter **chrome://extensions**.
 - Ensure that **Developer Mode** is enabled.

- Click **Manage Kiosk Applications**.
 - In the box under Add Kiosk Application, paste this Application ID: bihehlbflnpei-elogchbonjologgdco
 - Click **Add**.
- d. Shut down and restart the Chromebook.
- e. To launch the Restricted Mode application:
- On the Login page, hover over the **Apps** menu and click the **Performance Series, Restricted Mode App** icon.

NOTE: Make sure the App icon says “Performance Series, Restricted Mode App.” If it says “Scantron Secure Testing,” it is not the correct App for summative testing.

The following screen is displayed:



- Click **Take a Proctored Test**. The test opens to the Enter Your Site ID screen.

Test Administrator Checklist

- ☐ Refer to and follow the *Alabama Student Assessment Program Handbook for Test Administration*.

Before Test Administration

- ☐ Review relevant documentation, including all guidelines and procedures related to test administration provided by Scantron Performance Series and the Alabama State Department of Education (ALSDE).

- ☐ Ensure that appropriate arrangements have been made for any students who require a testing accommodation.

NOTE: Any student requiring a read-aloud accommodation must be tested in a one-on-one setting; group read-aloud is not permitted.

- ☐ Review “Administering an Online Test” on page 38.

- ☐ If headphones are being used so students can hear the questions read to them (Mathematics only), confirm that they are connected and working properly.

- ☐ Clear computer workstations of any extraneous materials.

- ☐ Open the Restricted Mode application on each computer that will be used for testing.



- ☐ For Windows, click the **Restricted Mode** icon (shown in the margin), located either in the task bar at the bottom of the screen, or on the Desktop. Then click **Run**.



- ☐ For Mac OS, click the **Restricted Mode** icon (shown in the margin), located either in the task bar at the bottom of the screen, or on the Desktop.



- ☐ For Chromebook:

- Hover over the **Apps** menu and then click the **Performance Series, Restricted Mode App** icon (shown in the margin). Do NOT click the **Scantron Secure Testing** icon.
- Click **Take a Proctored Test**.



- ☐ For iPad:

- Tap the **Restricted Mode** icon (shown in the margin), located on the Home screen.
- Tap **Take a Proctored Test**, and then press the **Home** button three times.

- ☐ **Enter the Site ID (including dashes) on each computer (the Restricted Mode application opens to the screen on which you enter it). We recommend that you enter this for younger students; you can have older students enter it themselves before they begin their tests.**

- ☐ Be familiar with the testing application and commands.

- ☐ (Optional) Have students take the Demo Exam before the actual test, to increase their familiarity with the test structure.

- ☐ Ensure that all students are able to use a mouse to point and left-click, scroll up and down a web page, and enter necessary student information (if required).

- ☐ Ensure that sufficient scratch paper and pencils are available in the testing room.

- ☐ Ensure that you have received the Class Roster and the Seating Chart from the Building Test Coordinator. Draw your own custom seating chart if needed.

- ☐ Fill in the Seating Chart before students arrive for the test.

During Test Administration

- ☐ Ensure implementation of the ALSDE digital device policy for students and all personnel involved in testing.
- ☐ Ensure that students do not bring any items other than #2 pencils and approved calculators. Calculators are allowed for Mathematics for students in Grades 6–8 only. Students in Grades 3–5 may not use calculators

NOTE ON APPROVED CALCULATORS:

Students are allowed to use **4-function**, **scientific**, or **graphing** calculator.

- ☐ Provide each student with scratch paper and #2 pencil, as needed.
- ☐ Read the scripted instructions to the students before they begin the test. See the Testing Script on page 39.
- ☐ Provide assistance only with tasks that are not related to the actual test content (for example, headphone usage, scrolling, etc.).
- ☐ Remain in the testing room during the entire testing time.
- ☐ If a student needs to pause his or her test (for example, for a bathroom break), ask the student to continue working until he or she has answered the question currently on the screen. Then instruct the student on how to pause and resume the test.

NOTE: It is possible for a student to experience a testing disruption due to a number of potential factors. Should a test disruption occur, you can log the student back into the test, and the test will resume at the same difficulty level as where the student left off. Should the disruption persist, however, we recommend that the student pause the test and resume at a later time.

- ☐ Ensure that, as students finish the test, they remain quietly in their seats for the remainder of the test session.
- ☐ Make note of students who are absent on both the seating chart and the class roster.
- ☐ If any student does not complete the test in the time available, inform the Building Test Coordinator.
- ☐ As a troubleshooting measure, Test Administrators should check the Subject/Grade Access settings any time students in a particular grade level are unable to see a test icon in the student testing interface that they should be able to see. When a test icon is missing altogether, it is likely because a Location Controller set up the Subject/Grade Access parameters incorrectly.

This is a different scenario than when the test icons are grayed out. When the test icons are grayed out, it is likely because students have logged into the test without using the Restricted Mode application.

- ☐ Ensure that students are not pressing the Backspace key or hot keys during testing. Doing so could result in a 16500 error.

After Test Administration

- ☐ Ensure that each student has logged out of his or her computer/device and that no one has clicked an icon to begin another test.

- ☐ Immediately following any testing irregularity, document all details of the incident and report the irregularity to the principal and the Building Test Coordinator. You can access the Testing Irregularity form here: <http://bit.ly/IrregularityForm>
- ☐ Ensure that the Restricted Mode application is closed on each workstation.
 - ☐ **For PC and Mac:** In the upper right corner, click **Close Window**.
 - ☐ **For iPad:** Press the **Home** button three times.
 - ☐ **For Chromebook:** Press **Ctrl+Q**.
- ☐ Return all test materials, including scratch paper, to the Building Test Coordinator *immediately* following test administration each day.

Administering an Online Performance Series Test

Before the testing period, carefully read the *Alabama Student Assessment Program Handbook* and the “Test Administrator Checklist” in this manual for guidelines on administering assessments.

Test Administration Tips

- Have the Site ID and Student IDs ready before beginning the assessment.
- For students in Grades 3–5 taking the Math test, some questions might contain audio, requiring students to use headphones. Make sure you have headphones easily available if students need them.
- Make sure that students are working alone on the test, without assistance or coaching, to allow valid results.¹
- When students complete the test, a congratulatory message appears on screen.
- Make sure that students understand what is expected of them after finishing the assessment. Because students will be finishing at varying times, it is important that students still testing are not distracted.
- Make sure all students—especially higher-performing students—understand the different test questions and lengths.

Read the script on the next page before starting a test. Begin to read the script after you have the full attention of the class.

¹Because the test is adaptive, if the student receives any assistance, his or her test results will show an inaccurate picture of the student’s ability.

Testing Script

Today you will take a test in [subject]. This test helps your teachers understand what you have learned so far and how they can help you learn more.

Today's test is similar to a paper and pencil test, where you read from a test booklet and fill in bubbles on a form, but it's also like using a web page on a computer. If you need help in any way, please raise your hand and I [we] will help you. [Pause]

Each of you will probably have different test questions, and you will probably finish at different times.

It's very important to do your best and answer all items carefully. You cannot return to a question that you have already answered, and you cannot "skip ahead" without answering a question. If you need to stop the test, please raise your hand and I [we] will help you.

When you're finished, you will see "You have finished the test" on your screen. When you see that, raise your hand. Does anyone have a question at this point? [Pause]

If the screen asks for the Site ID, please type _____ [Site ID] and then click "Next." Raise your hand if you have a question. [Pause]

Enter your Student ID. [Survey the room to ensure that all students have entered their Student ID.]

Now click "Sign In." Raise your hand if you have a question. [Pause]

Now your screen should be showing your name. Click "Yes" if the screen is showing your name. If the screen is not showing your name, raise your hand. [Pause. Survey the room to ensure that the names on the screens are correct.]

Use your mouse to click the [Subject] button.

Please read the test instructions as I read them aloud.

You will be taking a [subject] test. Please take your time. Read each question carefully.

Graphics in this test are not to scale.

You may answer a question in one of two ways. You can click your answer choice with your mouse or select your answer choice using the keyboard. When you have selected your answer, to move to the next question, click the arrow/Next button. Once you move to the next question, you cannot go back.

Please raise your hand if you have a question. [Pause]

To begin, click "Yes, Start My Test."

Pausing and Resuming a Test

As with any testing situation, it is best to limit distractions and interruptions. More valid results can be achieved with full student concentration. However, situations such as bathroom breaks, power outages, end-of-period bells, and similar interruptions will arise. If a student must pause the test for any reason, the test can be resumed immediately.

After a student has notified the test administrator that he or she needs to pause the test, the test administrator will advise the student to finish answering the current question, if he or she had begun working on it, and click the **Next** arrow before pausing the test. This will allow the test to resume at the beginning of the next question in the sequence, and reduce unnecessary lengthening of the testing time. Stopping in the middle of a question sequence requires the adaptive system to ask additional questions when the test resumes.

To stop and restart a test:



1. Click the **Stop** sign icon (shown in the margin). You will be asked to confirm that you want to stop.
2. Click **Yes** to stop the test or **No** to return to the test. After clicking **Yes**, you will be brought back to the Select a Test screen.
3. In the upper right corner of the screen, click **LogOut**.
4. Release the student for the break.
5. Upon returning, the student must re-enter his or her Student ID number, click **Next**, and select the test again.

The student will be shown the testing instructions again. The student can then resume testing. The student will be brought back to the appropriate level from which he or she previously exited and with all prior answers saved. The student does not have to resume working on the same computer.

NOTE: If a student must stop in the middle of a reading selection or mathematics problem, he or she may do so. However, when students return to the test, they will find a different reading selection, mathematics problem, or science question of the same level of difficulty as they were working on when they exited.

NOTE: If the test is interrupted for any reason, the student will lose only up to the two most recent responses. The student can be allowed to resume testing when the site once again becomes available. However, the student test login information must be re-entered for the student to begin testing.

Chapter 4:

Administering Paper-Based Tests

In this chapter:

| | |
|--|---------|
| System Test Coordinator Checklist | page 42 |
| Building Test Coordinator Checklist. | page 45 |
| Test Administrator Checklist | page 49 |

General Instructions for Test Administration

All staff who are responsible for administering the Alabama State Summative test must participate in training sessions that include directions for carrying out standard examination procedures. To ensure accurate and reliable results, the Test Administrator must be thoroughly familiar with these procedures before administering the test.

System Test Coordinator Checklist

- Refer to and follow the “System Test Coordinator Checklist” in the *Alabama Student Assessment Program Handbook for Test Administration*.

Preparing for Testing

- Order special format (Braille, large print) test materials no later than 7 business days before the first day of the testing period.**
- Ensure that each testing site adequately meets standard conditions:
 - Bells, intercoms, and public address systems are turned off during testing.**
 - Test rooms are suitable and able to accommodate the number of students testing.
 - Test rooms have adequate lighting, temperature, and ventilation.
 - Test rooms are free of visible materials related to potential test questions.
 - Test rooms are free from distractions (e.g., changing classes, grass cutting, etc.).
- Verify that all testing environments have been prepared and that needed materials have been gathered and organized.
- Verify that the contents of the Test Packet received from Scantron match the Tracking Log (included with the Test Packet). If materials do not match the Tracking Log, contact the ALSDE.

Test Packets include:

- Specified quantity of Test Booklets
- Supply of Test Answer Sheets
- Test Tracking Log
- Internal Tracking Log
- Instruction Sheets
- Return labels
- Ensure that all test materials and student data are securely stored, in accordance with the *Alabama Student Assessment Program Handbook for Test Administration*.

NOTE: As noted in the Handbook, in the “Test Security Policy” section, exam items, exam content (such as passages, graphics, etc. contained within the exam), and answer choices are considered confidential and secure testing materials. Confidential testing materials also include all assessment-related information and discussion, whether oral or written. Failure to maintain security severely jeopardizes district and state accountability requirements and the accuracy of student data.

- Assign and distribute testing materials for paper-based tests to each Building Test Coordinator; complete and sign the Internal Tracking Log, included in the Test Packet, to account for materials.

During Test Administration

- Ensure secure storage of testing materials in a central location in the schools.

- ☐ Remain accessible to all system personnel during testing days, to answer questions and address emergencies.
- ☐ **Ensure implementation of the ALSDE digital device policy for students and school personnel during assessments.** Confirm that each school has a plan that guarantees students do not enter the testing room with anything other than an approved calculator (Mathematics, grades 6–8 only) or a pencil.

NOTE: If a student is required to have a digital device on his or her person at all times (for medical reasons, IEP requirements, etc.), submit a Form Requesting Testing Accommodations Needing ALSDE Approval ***prior to testing***.

NOTE ON APPROVED CALCULATORS:

Students are allowed to use **4-function, scientific, or graphing** calculators.

- ☐ Coordinate monitoring of test administration procedures in buildings and classrooms.
- ☐ Answer questions, account for all test materials, be informed of irregularities in testing procedures, and **report all test security violations immediately to ALSDE.**

After Test Administration

- ☐ **Immediately following any testing irregularity, complete and submit (online) the Scantron Testing Irregularity Report, located here: <http://bit.ly/IrregularityForm>.**
- ☐ Collect materials from each school and verify that the quantity of Test Materials sent to the school is returned. Sign the Internal Tracking Log and retain a copy.
- ☐ Once all Test Materials have been collected, count Test Booklets and Test Answer Sheets to ensure you have accounted for all materials used.
- ☐ Examine each Test Answer Sheet to confirm the following:
 - ☐ All erasures are complete and that there are no stray marks

NOTE: Faint or poorly marked answers should be darkened so that they can be read during scanning. Do NOT change a student's answers.

 - ☐ There are no stray marks in bar code and sheet registration areas, as these marks can cause test documents to be misidentified or rejected.
- ☐ Check that the identifying information on each student's Test Answer Sheet is appropriately filled in with accurate and complete information.
- ☐ Do NOT staple, fold, or apply adhesive tape to Test Answer Sheets.
- ☐ Test Booklets, Test Answer Sheets (used or unused), and the Test Tracking Log must be carefully packaged and shipped using the label and return envelope provided.

NOTE: Keep a copy of the Test Tracking Log for your files.
- ☐ If packaging is damaged, you may ship in your own packaging.

□ Ship to:

Scantron Processing Center
3975 Continental Drive
Columbia, PA 17512-9779

- Ship all testing materials back to Scantron no later than one week after the end of the testing period.

Building Test Coordinator Checklist

Preparing for Testing

- Ensure that all personnel involved in the administration of the Summative Assessment have been appropriately trained.
- Ensure that each testing site adequately meets standard conditions:
 - Bells, intercoms, and public address systems are turned off during testing.**
 - Test rooms are suitable and able to accommodate the number of students testing.
 - Test rooms have adequate lighting, temperature, and ventilation.
 - Test rooms are free of visible materials related to potential test questions.
 - Test rooms are free from distractions (e.g., changing classes, grass cutting, etc.).
- Receive all testing materials from the STC.
- Count all testing materials received from the STC and sign the Internal Tracking Log.
- Count, assign, and distribute testing materials to each Test Administrator and complete and sign the Internal Tracking Log to account for materials distributed and collected each day of testing.
- Schedule testing rooms for the classes to be tested.
- Assist Principal in assigning trained personnel to each testing room.
 - NOTE:** Each testing room must have a Test Administrator assigned. If there are more than 25 students testing simultaneously, a proctor must be assigned as well. If there are more than 50 students testing simultaneously, a second proctor must be assigned, and so on.
- Before each testing session, provide the following to each Test Administrator:
 - A seating chart template for the testing session. A sample of the seating chart template is on page 47.
 - The appropriate class roster. For details, see “Printing Class Rosters” on page 48.
- Distribute all materials that are allowed for the assessment to Test Administrators. This includes scratch paper and pencils.

During Test Administration

- Ensure security of testing materials.
- Ensure implementation of the ALSDE digital device policy for students and school personnel during assessments. Prepare a plan that guarantees students do not enter the testing room with anything other than an approved calculator (Mathematics, Grades 6–8 only) or a #2 pencil.
- Answer questions, account for all materials, and be informed of irregularities in procedures during the testing period.

After Test Administration

- ☐ Immediately following any testing irregularity, document all details of the incident and report the irregularity to the principal and the System Test Coordinator.
 - ☐ For any student who does not complete his or her test by the end of the testing day, contact ALSDE for permission to schedule additional testing time. All testing will end by the end of the day on the last day of the testing period.
 - ☐ Collect all materials, including scratch paper, from each Test Administrator immediately after testing each day.
 - ☐ Shred all scratch paper daily.
 - ☐ Collect materials from each Test Administrator and verify that the number and sequence of Test Booklets and Answer Sheets that were distributed to Test Administrators are collected. Sign the Internal Tracking Log and retain a copy.
 - ☐ Ensure security of testing materials.
 - ☐ Separate used answer documents from non-scannable materials (test booklets, Test Administrator manuals, unused answer documents, scratch paper, etc.). Check to be sure that used answer documents have not been left inside non-scannable materials.
 - ☐ Examine each Test Answer Sheet to confirm the following:
 - ☐ All erasures are complete and that there are no stray marks

NOTE: Faint or poorly marked answers should be darkened so that they can be read during scanning. Do NOT change a student's answers.

 - ☐ There are no stray marks in bar code and sheet registration areas, as these marks can cause test documents to be misidentified or rejected.
 - ☐ Check that the identifying information on each student's Test Answer Sheet is appropriately filled in with accurate and complete information.
 - ☐ Do NOT staple, fold, or apply adhesive tape to Test Answer Sheets.
 - ☐ Return all testing materials to the System Test Coordinator (STC). Sign the Internal Tracking Log, verifying return of materials.
- NOTE:** Keep a copy of the Internal Tracking Log for your files.

SAMPLE SEATING CHART

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Test Date: _____

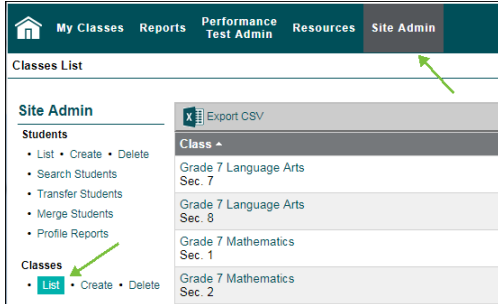
| |
|---|
| Room Number: _____ Room Supervisor: _____ Roster: _____ |
|---|

- Prior to the test, record examinees' names in the boxes on the seating chart, making sure the seating chart mirrors the actual room set-up.
- If an examinee is absent, write **ABSENT** in the appropriate box on the chart.
- After testing, check the roster and seating chart to make sure you have scratch paper for each examinee who was present for testing.

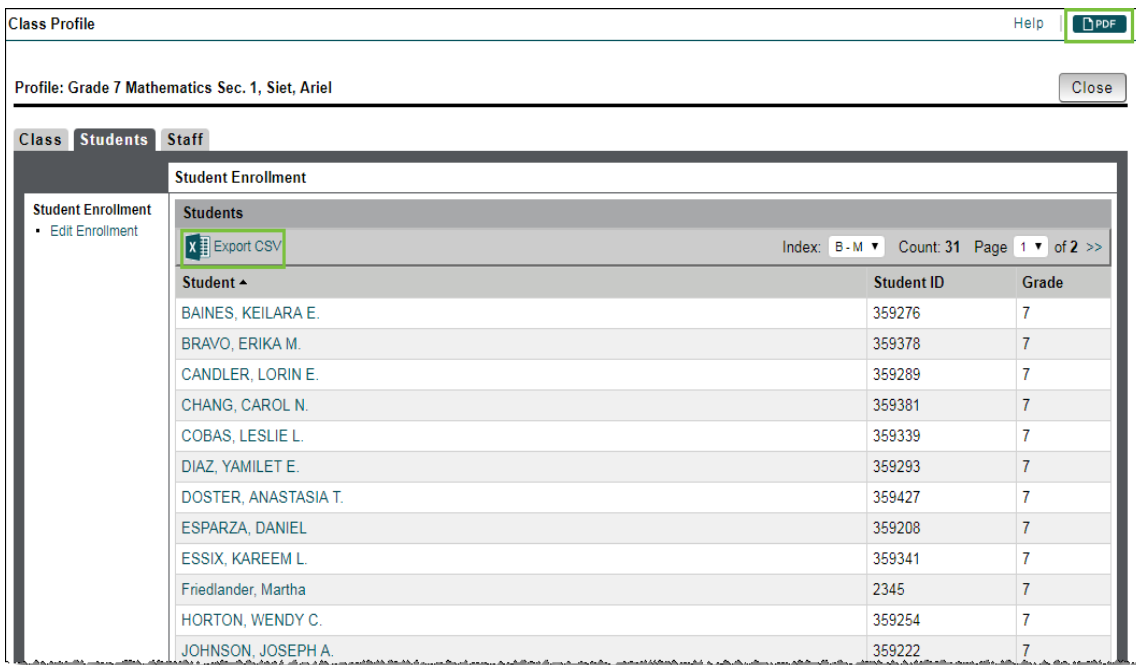
Printing Class Rosters

Follow the steps below to print a class roster for each class taking a Performance Series Summative Assessment.

1. In Performance Series, at a school-level site, click the **Site Admin** tab.
2. In the menu on the left, under Classes, click **List**.



3. Locate the class for which you want to print a roster, and in the Students column, click the number of students associated with that class. The Class Profile is displayed:



4. Export the Class Profile to either PDF (top right corner) or CSV (Excel) (above the Student Name column) and then print it and provide it to the Test Administrator before the testing session.

Test Administrator Checklist

- Refer to and follow the *Alabama Student Assessment Program Handbook for Test Administration*.

Before Test Administration

- Review relevant documentation, including all guidelines and procedures related to test administration provided by Scantron Performance Series and the Alabama State Department of Education (ALSDE).
- Ensure that appropriate arrangements have been made for any students who require a testing accommodation.
 - NOTE:** Any student requiring a read-aloud accommodation must be tested in a one-on-one setting, with a proctor; group read-aloud is not permitted.
- Review the *Test Administration Script*. See “Administering a Paper-Based Test” on page 52.
- On a daily basis and in the presence of the BTC, verify the quantity and sequential numbers of all Test Booklets and other Test Materials as they are received from the BTC, and sign the Internal Tracking Log.
- Clear work stations of papers, books, and other extraneous materials.
- Ensure that sufficient scratch paper and pencils are available in the testing room.
- Ensure that you have received the Class Roster and the Seating Chart from the Building Test Coordinator. Draw your own custom seating chart if needed.
- Fill in the Seating Chart before students arrive for the test.

During Test Administration

- Ensure the security of testing materials.
- Ensure implementation of the ALSDE digital device policy for students and all personnel during assessments.** Prepare a plan that guarantees students do not enter the testing room with anything other than an approved calculator (Mathematics, grades 6–8 only).
- Ensure that students do not bring any items other than #2 pencils and approved calculators. Calculators are allowed for students in Grades 6–8, for the Mathematics test only. Students in Grades 3–5 may not use calculators.

NOTE ON APPROVED CALCULATORS:

Students are allowed to use **4-function**, **scientific**, or **graphing** calculators.

- Provide each student with scratch paper and a #2 pencil, as needed.
- Distribute Test Booklets and Answer Sheets, ensuring that each student receives the appropriate materials.
- Record test booklet numbers on the seating chart.
- Ensure that the following information is carefully filled in on the front cover of the Test Booklet:
 - Name (First and Last)
 - School Name

- Grade Level
- Date
- Teacher's Name
- Ensure that the following information is carefully and completely filled in, using a #2 pencil, on the Test Answer Sheet:
 - Name (First, Last, and Middle Initial)
 - Test Date
 - Student ID
 - Test ID (found in the top right corner of the Test Booklet cover)
 - Student Grade Level
 - Subject
 - School Name
 - School District
- Ask students to verify that the Test ID in the top right corner of the Test Booklet cover matches the Test ID on their answer form.
- Read the scripted instructions to the students before they begin the test. For the paper-based test script, see “Administering a Paper-Based Test” on page 52.
- As the test begins, ensure that students are marking in the correct place on the answer document.
 - NOTE:** Only the student may look at questions or student responses; staff members may NOT view test questions or student responses.
- Remain in the testing room during the entire testing time.
- Ensure that, as students finish the test, they remain quietly in their seats for the remainder of the test session.
- Make note of students who are absent on both the seating chart and the class roster.
- Students taking Large-Print and Braille tests may indicate their answers directly on the Test Booklet. Answers must be transcribed to the Test Answer Sheet per policies outlined in the *Alabama Student Assessment Program Handbook for Test Administration*. Two **certified** school personnel are required for transcribing.

After Test Administration

- Collect all test materials, including scratch paper.
- Ensure that students' answers are transcribed correctly from the Test Booklet to the Answer Sheet.
- Count Test Booklets and Test Answer Sheets to ensure you have accounted for all materials used.
- Examine each Test Answer Sheet to confirm the following:

- ☐ All erasures are complete and that there are no stray marks

NOTE: Faint or poorly marked answers should be darkened so that they can be read during scanning. Do NOT change a student's answers.

- ☐ There are no stray marks in bar code and sheet registration areas, as these marks can cause test documents to be misidentified or rejected.
- ☐ Check that the identifying information on each student's Test Answer Sheet is appropriately filled in with accurate and complete information.
- ☐ Do NOT staple, fold, or apply adhesive tape to Test Answer Sheets.
- ☐ Ensure the security of test materials.
- ☐ Return all test materials, including scratch paper, to the Building Test Coordinator *immediately* following test administration each day. Observe the Building Test Coordinator as he or she verifies the quantity of test materials. Sign the Internal Tracking Log, which the Building Test Coordinator will return to the System Test Coordinator, along with the test materials.

How to Administer a Paper-Based Test

Before the testing period, carefully read the *Alabama Student Assessment Program Handbook* and the “Test Administrator Checklist” in this manual for guidelines on administering paper-based assessments and the handling of testing materials.

Test Administration Tips

- To allow valid results, ensure that students are working alone on the test, without assistance or coaching.
- Make sure that students understand what is expected of them after finishing the assessment. Because students will be finishing at varying times, it is important that students still testing are not distracted.
- Before reading the script below, position yourself near a student’s test booklet so that you can read the test instructions aloud (near the end of the script).

Read the script below before starting a test. Begin to read the script after you have the full attention of the class.

Testing Script

Today you will take a test in [subject]. This test helps your teachers understand what you have learned so far and how they can help you learn more.

Today’s test is a paper and pencil test, where you read a question in the test booklet and then circle the letter next to your answer choice. If you need help circling the answer yourself, I will circle it for you. Please raise your hand if, for any reason, you are not comfortable. [Pause]

The questions in this booklet are multiple-choice. Read the question and each answer choice. Choose the ONE best answer. Use the #2 pencil provided to completely fill in the bubble or circle the letter next to the correct answer.

You must answer each question, and answer them in the order that they appear in the test booklet. Do not skip ahead or go back to a previous question.

If you need to take a break, please raise your hand and I [we] will help you.

When you finish the test, put your pencil down and raise your hand. I [we] will collect your booklet and your answer sheet.

Does anyone have a question at this point? [Pause]

You may begin the test.

Chapter 5:

Administering Online Tests with Accommodations

In this chapter:

| | |
|--|---------|
| System Test Coordinator Checklist | page 54 |
| Building Test Coordinator Checklist. | page 56 |
| Technology Coordinator Checklist | page 59 |
| Test Administrator Checklist | page 68 |

In the 2017-2018 school year, Scantron and ALSDE successfully delivered an alternative version of the Performance Series test to visually impaired students in Alabama. Delivering this alternative version (which is a fixed form test) enabled Scantron to provide additional accommodations for these students, including an interface that supports the JAWS screen reader on Windows-based computers.

Beginning in the fall of 2018, ALSDE and Scantron are expanding support for visually impaired students. Using the same fixed-form test, visually impaired students will now have access to audio support for Chromebook and Mac devices. In addition, refreshable braille devices are now supported for PC, Chromebook, and Mac devices.

This chapter describes the policies and processes for administering testing using these accommodations for visually impaired students.

General Instructions for Test Administration

All staff who are responsible for administering the Alabama State Summative test must participate in training sessions that include directions for carrying out standard examination procedures. To ensure accurate and reliable results, the Test Administrator must be thoroughly familiar with these procedures before administering the test.

System Test Coordinator Checklist

- ☐ Refer to and follow the “System Test Coordinator Checklist” in the *Alabama Student Assessment Program Handbook for Test Administration*.

Preparing for Testing

- ☐ Receive approval notification and these instructions (in digital format) from the State Department of Education for any student(s) who are approved to take the enhanced screen-reader version of the test.
- ☐ Notify the appropriate Building Test Coordinator(s) for any student(s) who is/are approved and forward these instructions to them.
- ☐ Ensure that your system’s Technology Coordinator completes the tasks assigned to him or her on the Technology Coordinator Checklist (see page 59).
- ☐ Coordinate with your Technology Coordinator to make sure that:
 - ☐ All computer hardware and software is ready for large-scale testing.
 - Content filters and whitelisted IP addresses are set to ensure that students will be able to access the online tests. For details, see “Setting Content Filters and Whitelisting Sites” on page 62.
 - If your system uses a virtual environment (VE), ALSDE is informed so they can take appropriate steps to permit a work-around.
 - ☐ The appropriate screen reader is downloaded on any computers that will be used for visually impaired students who need a screen reader.
- ☐ Ensure that each testing site adequately meets standard conditions:
 - ☐ **Bells, intercoms, and public address systems are turned off during testing.**
 - ☐ Test rooms are suitable and able to accommodate the number of students testing.
 - ☐ Test rooms have adequate lighting, temperature, and ventilation.
 - ☐ Test rooms are free of visible materials related to potential test questions.
 - ☐ Test rooms are free from distractions (e.g., changing classes, grass cutting, etc.).
- ☐ Verify that all testing environments have been prepared and that needed materials have been gathered and organized.

During Test Administration

- ☐ Remain accessible to all system personnel during testing days to answer questions and address emergencies.
- ☐ **Ensure implementation of the ALSDE digital device policy for students and school personnel during assessments.** Confirm that each school has a plan that guarantees students do not enter the testing room with anything other than an approved calculator (Mathematics, Grades 6–8 only).

NOTE: If a student is required to have a digital device on his or her person at all times (for medical reasons, IEP requirements, etc.), submit a Form Requesting Testing Accommodations Needing ALSDE Approval **prior to testing**.

NOTE ON APPROVED CALCULATORS:

Students are allowed to use **4-function, scientific, or graphing** calculators.

- ☐ Coordinate monitoring of test administration procedures in buildings and classrooms.
- ☐ Answer questions and be informed of irregularities in testing procedures and **report all test security violations immediately to ALSDE.**

After Test Administration

- ☐ **Immediately following any testing irregularity, complete and submit (online) the Scantron Testing Irregularity Report, located here: <http://bit.ly/IrregularityForm>.**

Building Test Coordinator Checklist

Preparing for Testing

- Receive the following from the System Test Coordinator:
 - These instructions (in digital format)
 - The list of students approved to take the Summative Assessment in the enhanced screen reader format
- Forward these instructions (in digital format) to each Test Administrator who will be administering the test.
- Ensure that all personnel involved in the administration of the Summative Assessment have been appropriately trained.
- Ensure that each testing site adequately meets standard conditions:
 - Bells, intercoms, and public address systems are turned off during testing.**
 - Test rooms are suitable and able to accommodate the number of students testing.
 - Test rooms have adequate lighting, temperature, and ventilation.
 - Test rooms are free of visible materials related to potential test questions.
 - Test rooms are free from distractions (e.g., changing classes, grass cutting, etc.).
- Schedule computer lab times for the student(s) to be tested. Consider dedicated testing times that do not coincide with tasks that require a significant amount of bandwidth.
- Assist Principal in assigning trained personnel to each testing room.
- If more than one student will be testing in the same test session, have headphones available for each student.

NOTE: Unless each student is using headphones throughout the test, this testing scenario is considered a read-aloud accommodation, and each student must be tested individually.

- Before each testing session, provide the following to each Test Administrator:
 - A seating chart template for the testing session. A sample of the seating chart template is on page 58.
 - A list of the students to be tested. This list serves as the class roster.
- Distribute all materials that are allowed for the assessment to Test Administrators. This includes scratch paper and pencils.

During Test Administration

- Ensure implementation of the ALSDE digital device policy for students and school personnel during assessments. Prepare a plan that guarantees students do not enter the testing room with anything other than an approved calculator (Mathematics, grades 6–8 only).

NOTE: If a student is required to have a digital device on his or her person at all times (for medical reasons, IEP requirements, etc.), submit a Form Requesting Testing Accommodations Needing ALSDE Approval **prior to testing**.

NOTE ON APPROVED CALCULATORS:

Students are allowed to use **4-function**, **scientific**, or **graphing** calculators.

- Answer questions and be informed of irregularities in procedures during the testing session.

After Test Administration

- Immediately following any testing irregularity, document all details of the incident and report the irregularity to the principal and the System Test Coordinator.
- For any student who did not complete his or her test in the time allotted, schedule additional testing time **before the end of the testing period**. Testing will be turned off at the end of the testing period.
- Collect all materials, including scratch paper, from each Test Administrator immediately after testing each day.
- Shred all scratch paper daily.**

SAMPLE SEATING CHART

| | | | | | | | |
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Test Date: _____

| |
|------------------------|
| Room Number: _____ |
| Room Supervisor: _____ |
| Roster: _____ |

- Prior to the test, record examinees' names in the boxes on the seating chart, making sure the seating chart mirrors the actual room set-up.
- If an examinee is absent, write **ABSENT** in the appropriate box on the chart.
- After testing, check the roster and seating chart to make sure you have scratch paper for each examinee who was present for testing.

Technology Coordinator Checklist

- ☐ Reference and follow the *Alabama Student Assessment Program Handbook for Test Administration*.

Preparing for Testing

- ☐ Run the System Check tool on each workstation to be used for testing. For details, see page 60.

NOTE: There are several additional Check Readiness Tools provided; however, given the small number of students being tested on this platform, it should not be necessary to run these other tools. Direct any questions about this to Scantron Technical Support.

- ☐ Set content filters and whitelist IP addresses to ensure that students will be able to access the online tests. For details, see “Setting Content Filters and Whitelisting Sites” on page 62.
- ☐ If your system uses a virtual environment (VE), inform ALSDE so they can take proper steps to permit a work-around. For details, see “Enabling Summative Testing in a Virtual Environment” on page 63.
- ☐ Ensure that each workstation to be used for testing has the supported screen reader installed and activated **before installing the Secure Browser**. For details, see page 64.
- ☐ If a refreshable braille device is being used, connect the device via USB or Bluetooth. Refer to device owners’ manual for instructions.
- ☐ Have the student who will use the refreshable braille device set his or her preferences (for example, “UEB Grade 2”) **before installing the Secure Browser**.
- ☐ On each workstation to be used for testing, download and install the Secure Browser. For details, see page 65.
- ☐ Ensure that computer hardware, including the mouse and monitor, are operating correctly.
- ☐ If necessary, adjust the graphic color display and positioning on the screen to display correctly.

During Test Administration

- ☐ Be available to address any technology issues that arise.

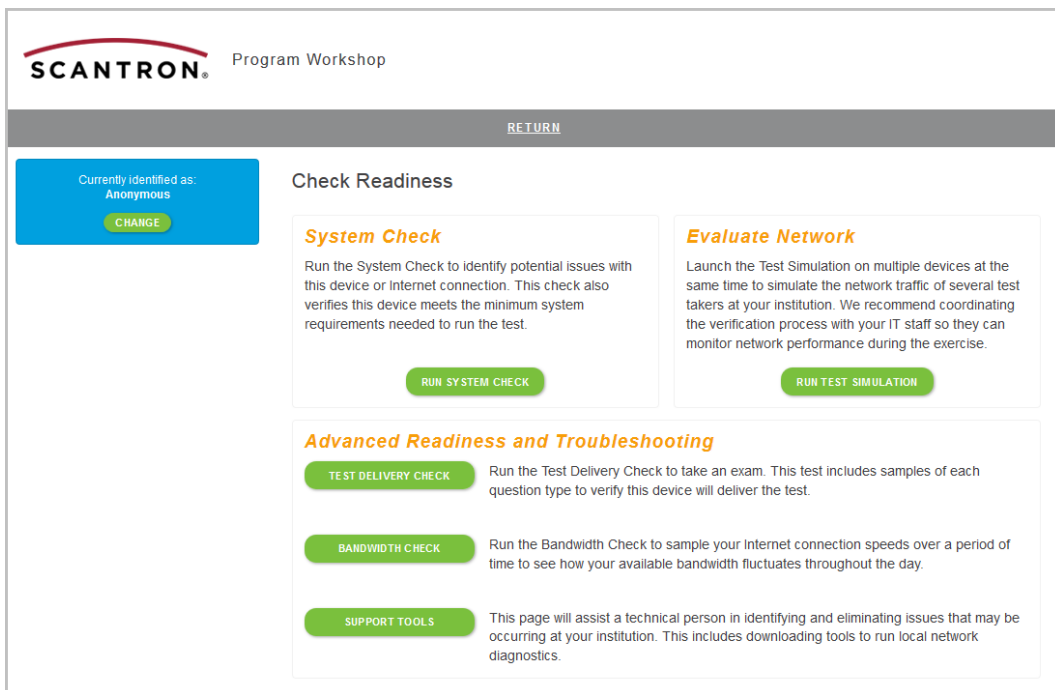
System Check Tool

To access the System Check tool:

1. Go to <https://k12.scantron.com>.
2. On the login page, click **CHECK READINESS**.



The Check Readiness page opens:



3. On the Check Readiness page, click **RUN SYSTEM CHECK**.

System Check

The System Check tests your device to make sure it meets the minimum requirements for test delivery. At the completion of the check, you will be provided with information regarding the specific device used and current internet connection information and possibly a list of potential issues that need to be corrected prior to testing.

System Check Information

Run the System Check on all devices used for testing. For best results, close any applications that may be running on this device as well as any additional browser windows or tabs that may be open.

First and Last Name:

Comments:

RUN CHECK

4. (Optional) Enter your first and last name and any comments about this session.
5. Click **RUN CHECK**. The System Check Results page opens. (This might take a few minutes.) Contact the Department of Education if you have questions about the results.
6. Click **RETURN**. You might have to click **RETURN** more than once to return to the Check Readiness page.

Setting Content Filters and Whitelisting Sites

If your school has experienced an error code 35900, we recommend that you follow the best practices listed below.

- Add an exceptions in your content filter for test.achievementsseries.com.
- Ensure that HTTPS Inspection is turned OFF. This can be very resource intensive, as it decrypts and encrypts every packet. This setting is usually turned on by default with most firewalls, so it is important to check before testing.
- Check to see if there are any cap limitations on your HTTP and HTTPS communications. If either or both of those are capped at a certain limit of MBs, then that limitation could affect testing.
- Ensure that the following Ports are fully opened and can freely communicate:
 - Http (80)
 - Https (443)
- Ensure that the following IP Addresses are set as approved / unblocked / or given the highest priority:
 - 64.27.100.27
 - 64.27.64.232
 - 206.188.17.0/24
 - 64.106.193.0/24
 - 64.106.220.0/24

NOTE: The last 3 are IP Ranges, but if your system does not accept '0/24', then please try using just '0' at the end.

- Ensure that the following Domains have been approved and given unrestricted access:
 - http://*.starttest.com
 - https://*.starttest.com
 - http://*.starttest2.com
 - https://*.starttest2.com
 - http://*.startpractice.com
 - https://*.startpractice.com
 - http://*.programworkshop.com
 - https://*.programworkshop.com

NOTE: On some systems it works better if you add the domains in one of these formats: (1) http://starttest.com (2) http://starttest2.com (3) *.starttest.com* (4) *.starttest2.com*(5) *.programworkshop.com*

- Ensure that **Do not save encrypted pages to disk** is not selected on the Internet Options > Advanced tab in Internet Explorer.
- Ensure that your DHCP Lease Time is set to at least 1 day. If it is set to renew its lease sooner, it can add unnecessary network traffic. Please note, we typically recommend setting it to 1 day, as opposed to the 24 hour option.
- Ensure that any anti-virus, security programs, or other scans are not set to scan daily during testing times. You do not have to totally disable auto-scan, but it would be beneficial to set it so it doesn't scan during testing.

If the previous steps do not resolve the issue, then you may also want to apply these settings to the Windows Firewall or any anti-virus program on the local computers. Try it on just one machine first. You can do this in the Windows Firewall as follows:

1. Open Internet Explorer.
2. Go to the **Tools** menu and select **Internet Options**.
3. Click the **Privacy** tab and then select the **Sites**.
4. Add the Domains above (and/or IP Addresses) as sites in that list and select **Allow**.
5. Click **OK** and then **OK** again to exit that window.
6. Close Internet Explorer and verify that devices in your site can access the testing sites.
7. If, after applying the settings described above, you need further assistance, contact your Scantron Program Manager.

NOTE: The anti-virus or security programs include such programs as Norton, MacAfee, AVG, F-Secure, etc. Adjusting the settings for each will vary, but in general you will want to add the Domains or IP Addresses above to that program's list of safe sites or safe zone.

8. Check all whitelisted sites periodically to ensure that they are still in place.

Enabling Summative Testing in a Virtual Environment

If your system uses a virtual environment (VE), the ALSDE must be informed so that they can take steps to permit a work-around.

To set up your site for testing in a virtual environment:

1. Work with your System/Building Test Coordinator to request permission to use a virtual environment for student testing. The request should be emailed to the ALSDE Student Assessment Office.
2. The ALSDE will review the request and, if approved, will request the public-facing IP address for each school with a virtual environment.
3. To determine the IP address:
 - a. Access a PC that is running a virtual machine.
 - b. Open a browser and go to <http://www.whatismyip.com>.
 - c. Note the public IPv4 IP address.

NOTE: Typically, several PCs share the same "external" IP address, sometimes for an entire school district.

4. Provide the IP address to the ALSDE.
5. The ALSDE will, in turn, forward the IP Address to Scantron, requesting that the virtual-machine prohibitions be lifted for test sessions coming from that IP Address.
6. Scantron will inform the ALSDE when the prohibition is lifted.
7. The ALSDE will inform the Technology Coordinator that he or she is free to download the restricted mode browser in a virtual environment.

Enabling Screen Readers

The following screen readers are supported:

- **For PC: JAWS**
 - JAWS must be downloaded from <https://www.freedomscientific.com/Products/Blindness/JAWS> and installed. For detailed instructions, refer to the manufacturer's documentation.
 - To turn on JAWS, open the application you just installed.
- **For Chromebook: ChromeVox**
 - Most Chromebooks come with ChromeVox installed. If you don't have ChromeVox, download it from the Chrome Web Store <https://chrome.google.com/webstore/category/extensions> and install it.
 - To turn ChromeVox on or off, press the keyboard shortcut Ctrl+Alt+Z.
- **For Mac: VoiceOver**
 - To activate VoiceOver:
 - Go to **System Preferences > Accessibility**.
 - Scroll to VoiceOver and click the check box to **Enable VoiceOver**.
 - To turn VoiceOver on or off, press **Command-F5**.

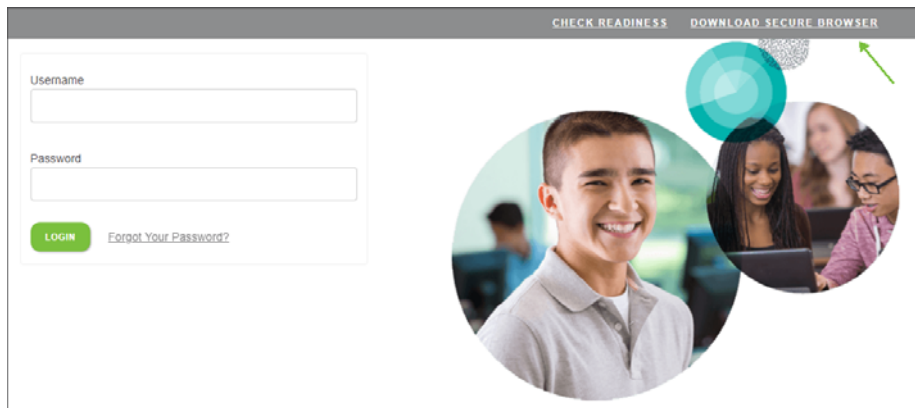
Secure Browser

A secure browser is a "locked down" version of an Internet browser that **does not allow students to access other programs on their computer while they are taking the test**. The secure browser must be installed on each workstation in order for students to access and launch the test.

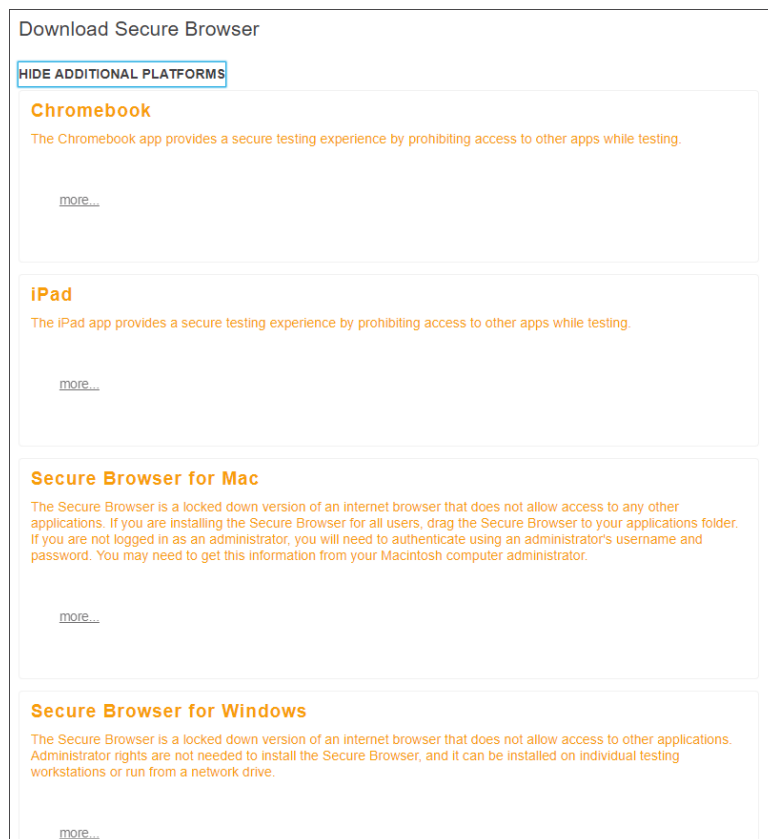
NOTE: The secure browser with screen-reader support is available for PC, Mac, and Chromebook.

To download the secure browser:

1. Go to <https://k12.scantron.com>.
2. On the Login page, click **DOWNLOAD SECURE BROWSER**.



3. Find the section for the device you are using and click **more...**:



NOTE: Although iPad appears in the list of available devices, it is **not supported** for enhanced screen-reader testing.

4. Do one of the following:

- **For PC:**

- a. Click the **Download** button.
- b. Save the downloaded file to the computer.
- c. In Windows Explorer, right-click the file name (Scantron Browser.exe) and select **Pin to Taskbar**, or right-click the file name and select **Send to > Desktop**, for easy access by the Test Administrator.

NOTE: When the Restricted Mode application is installed on a PC, it is always launched in Internet Explorer, regardless of the school's preferred browser.

- **For Mac:**

- a. Click the **Download** button. Your browser will download the file to the default location (usually the desktop).
- b. If your computer does not automatically unzip the file, double-click the zip file to unzip it. The application file is then added to the same location as the zip file.
- c. Copy the application icon to the task bar or the desktop of the computer, if necessary, for easy access by the Test Administrator.

- **For Chromebook:**

For Managed Solution:

- a. Log in to the Google Admin management console at <https://admin.google.com>.
- b. Go to **Device Management > Chrome Management > Device Settings > Kiosk Settings**.
- c. (Optional) In Kiosk Settings, select **Allow Public Session Kiosk** for devices in the organizational unit you created.

NOTE: Before you can enable a Public Session, you must first create it by navigating to **Chrome Management > Public Session Settings**.

CAUTION: If the Restricted Mode application is set up as a public session, when a student completes the assessment and closes the browser, the history of who accessed the Chromebook is not recorded. Your district might prefer to record this history; if so, skip step c.

- d. In Kiosk Apps, click **Manage Kiosk Applications**.
- e. Enter the following in the appropriate fields:
 - App ID: echdfnjlffgjbngojdmphgkjpjmlmfdl
 - URL: <https://chrome.google.com/webstore/detail/scantron-secure-testing/echdfnjlffgjbngojdmphgkjpjmlmfdl>.
- f. If Auto-Launch to Kiosk App is not configured, the newly configured app will be displayed in the Apps menu on the Login screen; select the appropriate app icon to launch it.

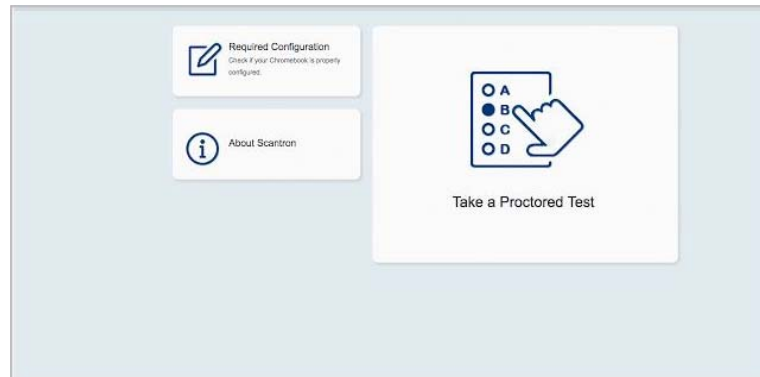
If Auto-Launch to Kiosk App is configured, the application will launch automatically the next time the device is started.

For Unmanaged Solution:

- a. Click the **Download from the Chrome Web Store** button at the bottom of the Instructions screen.
- b. In the address bar in Chrome, enter **chrome://extensions**.
 - Ensure that **Developer Mode** is enabled.
 - Click **Manage Kiosk Applications**.
 - In the box under Add Kiosk Application, paste this Application ID: echdfn-jlffgjbngojdmpgkjpmlmfdl
 - Click **Add**.
- c. Shut down and restart the Chromebook.
- d. To launch the Restricted Mode application:
 - On the Login page, hover over the **Apps** menu and click the **Performance Series, Restricted Mode App** icon.

NOTE: Make sure the App icon says “Performance Series, Restricted Mode App.” If it says “Scantron Secure Testing,” it is not the correct App for summative testing.

The following screen is displayed:



- Click **Take a Proctored Test**. The test opens to the Enter Your Session Number screen.

Test Administrator Checklist

- ☐ Refer to and follow the *Alabama Student Assessment Program Handbook for Test Administration*.

Before Test Administration

- ☐ Review relevant documentation, including all guidelines and procedures related to test administration provided by Scantron and the Alabama State Department of Education (ALSDE).
 - ☐ Ensure that appropriate arrangements have been made for any students who require a testing accommodation.
 - ☐ On each testing device, ensure that the screen reader is turned on:
 - **PC:** Open the JAWS application to activate it.
 - **Chromebook:** Press the keyboard shortcut Ctrl+Alt+Z to turn on Chromevox.
 - **Mac:** Press **Command+F5** to turn on VoiceOver.
 - ☐ Ensure that, if a student is using a refreshable braille device, the braille device is connected and the testing device (PC, Chromebook, or Mac) is muted.
 - ☐ If headphones are being used, confirm that they are connected and working properly.
- NOTE:** Unless each student using a screen reader is using headphones throughout the test, this testing scenario is considered a read-aloud accommodation, and each student must be tested individually.
- ☐ Review “How to Administer an Enhanced Screen Reader Test” on page 71 and the Testing Script on page 72.
 - ☐ Clear computer work stations of any extraneous materials.
 - ☐ Launch the Secure Browser application on each device that will be used for testing.

NOTE: The secure browser with screen-reader support is available for PC, Chromebook, and Mac.



- ☐ **PC:** Click the **Restricted Mode** icon (shown in the margin), located in the taskbar at the bottom of the screen.



- ☐ **Mac:** Click the **Restricted Mode** icon (shown in the margin), located on the desktop or in the taskbar.



- ☐ **Chromebook:** Hover over the **Apps** menu and click the **Secure Testing** icon (shown in the margin). Then click **Take a Proctored Test**.

The Secure Browser opens to a screen showing a prompt for a session number. Do not enter a session number but leave the browser open to this screen until the student arrives to take the test.

- ☐ If the devices being used for the assessment have a Mute button, we *strongly recommend* that you mute each device until after you have read the Testing Script (see page 72) aloud to the students. If devices are not muted, students will hear the screen reader while you are reading the script. Note that students who are taking the Reading test using refreshable braille must have their devices muted for the duration of the test.
- ☐ Be familiar with the testing application and commands.

- ☐ (Optional) Have students take the Demo Exam before the actual test, to increase their familiarity with the test structure and the way it works with the screen reader.
- ☐ Ensure that all students are able to use a mouse to point and left-click, scroll up and down a web page, and enter necessary student information (if required).
- ☐ Ensure that sufficient scratch paper and pencils are available in the testing room.
- ☐ Ensure that you have received the list of students (class roster) and the seating chart template from the Building Test Coordinator. Draw your own custom seating chart if needed.
- ☐ Fill in the Seating Chart before students arrive for the test.

During Test Administration

- ☐ Ensure implementation of the ALSDE digital device policy for students and all personnel involved in testing. Prepare a plan that guarantees students do not enter the testing room with anything other than an approved calculator (Mathematics, Grades 6–8 only).
- ☐ Ensure that students do not bring any items other than a #2 pencil and an approved calculator. Calculators are allowed for students in grades 6–8, for Mathematics only. Students in grades 3–5 may not use calculators.

NOTE ON APPROVED CALCULATORS:

Students are allowed to use **4-function**, **scientific**, or **graphing** calculator.

- ☐ Provide each student with scratch paper and a #2 pencil, as needed.
- ☐ Create a test session. For details, see “Creating a Test Session” on page 73.
- ☐ Have the test session number available to provide to students.
- ☐ Read the scripted instructions to the students before they begin the test. See the Testing Script on page 72.
- ☐ Instruct and/or assist each student in logging in to the testing session and selecting the appropriate assessment. For details, see “Student Access to the Test Session” on page 74.
- ☐ If students’ devices were muted while you read the script to them, instruct or assist each student in un-muting his or her device.

NOTE: If a student is taking a Reading test using refreshable braille, DO NOT un-mute the device. Screen readers are not permitted for the Reading test. Students taking a Mathematics or Science test using refreshable braille have the option to leave their device muted or to un-mute it.

- ☐ As students log in to the testing session, approve them for testing. For details, see “Approving Students for Testing” on page 74.
- ☐ Provide assistance only with tasks that are not related to the actual test content (for example, headphone usage, scrolling, etc.).
- ☐ Remain in the testing room during the entire testing session.
- ☐ If a student needs to pause his or her test (for example, for a bathroom break), ask the student to continue working until he or she has answered the question currently on the screen. Then, on the Proctor tab, pause the test. For details, see “Pausing and Resuming a Test” on page 74.

- ☐ Ensure that as students finish the test, they remain quietly in their seats for the remainder of the test session.
- ☐ Make note of students who are absent on both the seating chart and the class roster.

After Test Administration

- ☐ Immediately following any testing irregularity, document all details of the incident and report the irregularity to the principal and the Building Test Coordinator. You can access the Testing Irregularity form here: <http://bit.ly/IrregularityForm>
- ☐ If any student was absent or did not complete the test in the time available, inform the Building Test Coordinator.
- ☐ Ensure that the Secure Browser application is closed on each workstation. In the upper right corner, click **Close Window**.
- ☐ Return all test materials, including scratch paper, to the Building Test Coordinator *immediately* following test administration each day.

How to Administer Online Tests with an Enhanced Screen Reader

Before the testing period, carefully read the *Alabama Student Assessment Program Handbook* and the “Test Administrator Checklist” in this manual for guidelines on administering assessments.

Test Administration Tips

- Students who require a read-aloud accommodation, including those using a screen reader, must be tested individually. The exception to this policy is that, if students are using headphones to hear the screen reader, multiple students can be tested simultaneously in the same room.
- We recommend that students take the Demo Exam before the actual test date. This increases their familiarity with the test structure and the way it works with the screen reader.
- If the devices being used for the assessment have a Mute button, we *strongly recommend* that you mute each device until after you have read the Testing Script (see the following page) aloud to the students. If devices are not muted, students will hear the screen reader while you are reading the script. Note that, if a student is taking the Reading test using refreshable braille, his or her device **MUST** be muted for the duration of the test. Screen readers are **NOT PERMITTED** for the Reading test.
- Make sure that students are working alone on the test, without assistance or coaching, to allow valid results.
- Make sure that students understand what is expected of them after finishing the assessment. Because students will be finishing at varying times, it is important that students still testing are not distracted.

Read the script on the next page before starting a test. Begin to read the script after you have the full attention of the student or class.

Testing Script

Today you will take a test in [subject]. This test helps your teachers understand what you have learned so far and how they can help you learn more.

You will take today's test on a computer, using a screen reader. If you need help in any way, please raise your hand and I [we] will help you. [Pause]

It's very important to do your best and answer all items carefully. You cannot return to a question that you have already answered, and you cannot "skip ahead" without answering a question. If you need to stop the test, please raise your hand and I [we] will help you.

On your computer screen, enter [session number]. Then click **SUBMIT**. Raise your hand if you have a question. [Pause]

Now you are on the Login page. Click **StudentID and Last Name**, type your ID and Last Name, and click **SUBMIT**.

Raise your hand if you have a question. [Pause]

The Confirmation screen is now displayed. Please confirm that your name appears and then click **YES**. (If it is not your name, please raise your hand.) [Pause]

Now the screen says "Waiting for proctor approval..." When I am finished reading these instructions, I will go to my computer and approve you for testing. The first test question will then be presented, and you may begin.

Does anyone have a question at this point? [Pause]

[For students taking the Reading test using refreshable braille] **Do not un-mute your device at any time during the test.**

[For students taking the Mathematics or Science test using refreshable braille] **You now have the option to un-mute your device, or you can leave it muted for the duration of the test.** [Tell them how to unmute it. Provide assistance as needed.]

[For students not using refreshable braille, if you muted the computer(s) before the test session] **Please un-mute your device now.** [Tell them how to unmute it. Provide assistance as needed.]

Okay, I will approve you for testing now.

Creating a Test Session

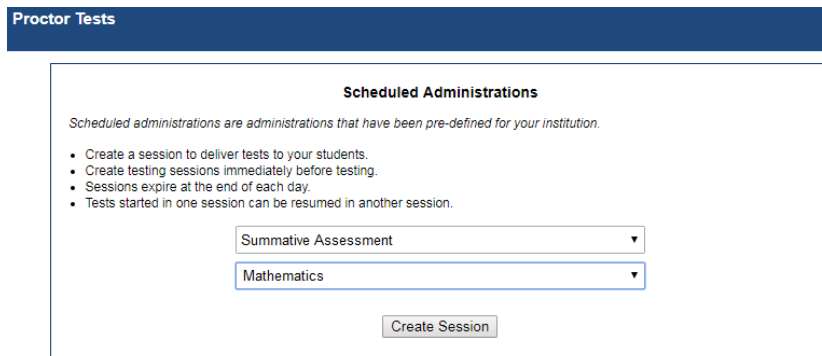
You must create a test session immediately before students begin testing. The test session identifies the course, which is associated with one or more classes and their associated students, who are eligible to take the assessment. Scantron recommends that you create a separate testing session for each group or class of students you are testing each day. Having a smaller group of students in each testing session makes monitoring the session easier; however, you can use the same testing session throughout the day. Test sessions expire at the end of each day at midnight; create a new session to continue testing on a different day.

To create a test session:

1. Go to <https://k12.scantron.com> and log in to the Summative Assessment site.
2. In the far-left area of the menu ribbon, ensure that “Ascensus Growth” is displayed; if it is not, click the program that is displayed and select **Ascensus Growth**.



3. On the Proctor tab, select the following:
 - In the first drop-down menu, select **Summative Assessment**.
 - In the second drop-down menu, select **Mathematics, Reading, or Comprehensive Science**.



NOTE: The Reading assessment can be taken only if the student is using refreshable braille. Students may not use a screen reader for the Reading assessment.

4. Click **Create Session**. A session opens on the Proctor Session page. The Proctor Session page has two tabs, Proctor and Roster. The Proctor tab displays active testing and monitoring for the session. The Roster tab contains the history of what happened during the day in the session.
 - The Proctor tab displays the system generated Test Session Number at the top of the screen. **Be prepared to provide this number to the students; they will need it to access their tests.** The tab will list the students waiting to be approved for testing. The students listed in the Approved section are the students who are actively testing.
 - The Roster tab displays all the students who have completed tests under the session listed on the Proctor tab. In addition, those students who were approved for testing, but have not yet completed the test after 30 minutes are displayed on the Roster tab.

Student Access to the Test Session

Once you have created the test session, students can log in and access the test, as follows:

1. On the first screen of the secure browser, the student enters the session number and clicks **SUBMIT**.
2. The student then selects to log in using either his or her Student ID and Last Name, and then enters the required information and clicks **SUBMIT**.
3. The student then confirms his or her identity.

The student's name will now appear in the Waiting for Approval section of the Proctored Testing > Proctor tab until you approve him or her for testing.

| Waiting for Approval (1) | | | | | | Approve All |
|--------------------------|------------|----|------------|-------|-------------------------|-----------------------------|
| Last Name | First Name | MI | Student ID | Grade | Actions | |
| Northwood | Chloe | -- | 12345 | 6 | Approve | Deny |


Approving Students for Testing

Once a student is logged in to the testing session, he or she will appear in the Waiting for Approval table on the Proctor tab for the applicable test session.

- Select **Approve** to approve him or her for the testing session.
- Select **Approve All** to approve all students listed in the Waiting for Approval section.

| Waiting for Approval (1) | | | | | | Approve All |
|--------------------------|------------|----|------------|-------|-------------------------|-----------------------------|
| Last Name | First Name | MI | Student ID | Grade | Actions | |
| Northwood | Chloe | -- | 12345 | 6 | Approve | Deny |

Students who have been approved to take the test will appear in the Approved table and are able to begin taking the test. The test administrator can observe students' progress on his or her screen in the Location in Test column. The page automatically refreshes every 30 seconds.

| Approved (1) | | | | | | | | Pause All |
|--------------|------------|----|------------|-------|-------------|----------|------------------|---|
| Last Name | First Name | MI | Student ID | Grade | Test | Answered | Location in Test | |
| Northwood | Chloe | -- | 12345 | 6 | Mathematics | 24% | 12 of 50 |  |

While the students take the test, you can monitor their testing status, including the number of questions answered and the percent complete.

Pausing and Resuming a Test

As with any testing situation, it is best to limit distractions and interruptions. More valid results can be achieved with full student concentration. However, situations such as bathroom breaks, power outages, end-of-period bells, and similar interruptions will arise. If a student must pause the test for any reason, the test can be resumed immediately.

After a student has notified the Test Administrator that he or she needs to pause the test, the Test Administrator will advise the student to continue working until he or she has answered the question currently on the screen.

To pause a test:

- On the Proctor tab, under My Sessions Today, click the link for the test you want to pause.
- To pause the test for a single student, click the **Pause** icon (shown in the margin) in the row for that student in the Approved section, and then confirm that you want to pause the test.



- To pause the test for all students, click **Pause All** in the upper-right corner of the Approved section, and then confirm that you want to pause the test.

When the test is paused, the Location in Test on the Proctored Testing tab changes to **Paused**.

Proctor [1 testing]
Roster

Session Number: 262-67

| Directions | Student Lookup |
|--|---|
| <ol style="list-style-type: none"> 1. Each session created is assigned a unique session number. You may want to write this number on the board. 2. Instruct students to launch the "Scantron Browser". If they don't have the secure browser, it can be accessed here: https://scantron.starttest.com. 3. Students will log in by entering the session number above plus their personal credentials. 4. Students start the test. You may monitor their progress below. | <div style="border: 1px solid #ccc; padding: 5px;"> <div style="display: flex; justify-content: space-between;"> <input style="width: 40%; border: none; border-bottom: 1px solid #ccc;" type="text" value="Last Name"/> <input style="width: 40%; border: none; border-bottom: 1px solid #ccc;" type="text" value="First Name"/> </div> <div style="text-align: center; margin-top: 5px;"> <input type="button" value="Search"/> </div> </div> |

| Waiting for Approval (0) | | | | | | |
|---|------------|----|------------|-------|------|---------|
| Last Name | First Name | MI | Student ID | Grade | Test | Actions |
| After logging in, students will need to be approved for testing. Students who are waiting for your approval will appear here. This section will automatically update. Currently, there are no students waiting for your approval. | | | | | | |

| Approved (1) | | | | | | | |
|--------------|------------|----|------------|-------|-------------|----------|------------------|
| Last Name | First Name | MI | Student ID | Grade | Test | Answered | Location in Test |
| Northwood | Chloe | -- | 12345 | 11 | Mathematics | 4% | Paused |

If a student attempts to advance to the next question, a message is displayed, indicating that the proctor has closed the test and all information has been saved. The student clicks **OK** to close the browser.

To resume the test, students log in to the test again, and the Test Administrator approves them on the Proctor tab.

In this section:

Appendix A:
Performance Series Administration Basics
for Staff page A-1

Appendix B:
Frequently Asked Questions. page B-1

Section

2

Appendices



NOTES



Appendix A:

Performance Series Administration Basics for Staff

In this chapter:

| | |
|---------------------------------------|-----------|
| Starting Performance Series | page A-2 |
| Logging In | page A-3 |
| Changing Your Password | page A-7 |
| Navigating Pages | page A-8 |
| Using Lists | page A-10 |
| Using Search | page A-11 |
| Exporting Data | page A-13 |
| Generating PDF Reports | page A-14 |
| Setting Up Preferences | page A-15 |
| Getting Help | page A-18 |

Starting Performance Series

Performance Series is a web-based application that you access with a browser. For details on Performance Series requirements, see *System Requirements*, located in the ALSDE Dropbox (<https://bit.ly/alsdedropbox>).

NOTE: Be sure to turn off pop-up blockers or set them to allow www.performanceseries.com to always pass through.

Turning Off Pop-up Blockers

Microsoft Internet Explorer:

1. In the upper-right corner of the browser window, click the **Tools** icon and select **Internet Options**.
2. On the Privacy tab, do one of the following:
 - Un-check **Turn on Pop-up blocker**.
 - In the Pop-up blocker section, click **Settings**, type www.performanceseries.com in **Address of website to allow**, and click **Add**.

Google Chrome:



1. In the upper-right corner of the browser window, click the **Customize and Control Google Chrome** icon (shown in the margin) and then click **Settings**.
2. Scroll down and click **Advanced**.
3. Under Privacy and Security, click **Content Settings**.
4. Click **Popups**.
5. Do one of the following:
 - Click **Blocked**. The word “Blocked” will then change to “Allowed”.
 - In the Allow section, click **ADD** and enter www.performanceseries.com.



Mozilla Firefox:

1. In the upper-right corner of the browser window, click the Open Menu icon (shown in the margin), and then click **Options**.
2. On the left side of the screen, click **Privacy and Security**.
3. Scroll down to the Permissions section.
4. Check **Block pop-up windows**.
5. To the right of Block pop-up check box, click **Exceptions...**,
6. In the Address of Website field, enter www.performanceseries.com and click **Allow**.
7. Click **Save Changes**.

Apple Safari:

1. In the upper-left corner of the browser window, click **Safari** and select **Preferences**.
2. In the Preferences menu, click the **Security** tab.
3. Ensure that the **Block pop-up windows** box is unchecked.

To Start Using Performance Series

1. Open your browser.
2. In the navigation bar, type:
<http://www.performanceseries.com/>

The Performance Series Home page opens:



3. On the left side of the screen, click **Staff Login** to open the Login page.

Logging In

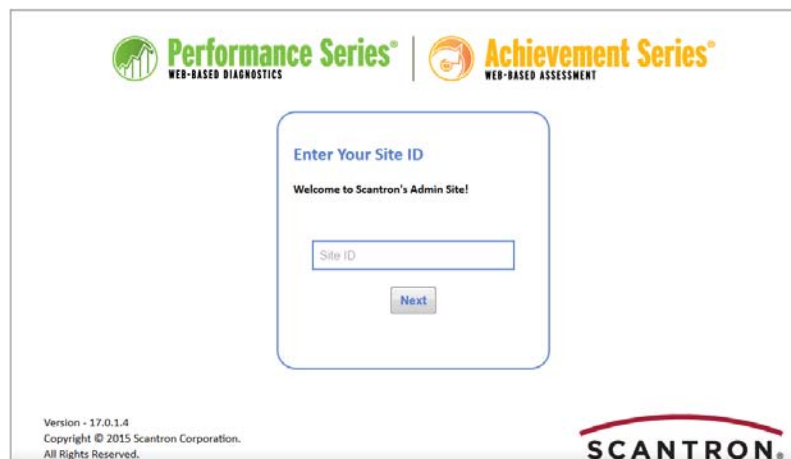
Because Performance Series is a web-based application, you must log in to preserve the security of the data you access.

A specified schema for the Staff ID and Password are followed. Please check with your System Test Coordinator if you do not know your login credentials. Performance Series supports a variety of login and security options, which are discussed in greater detail in the *System Administrator's Guide*. Your login allows you to access only features and data appropriate to your job.

Your primary System Test Coordinator provides your login information.

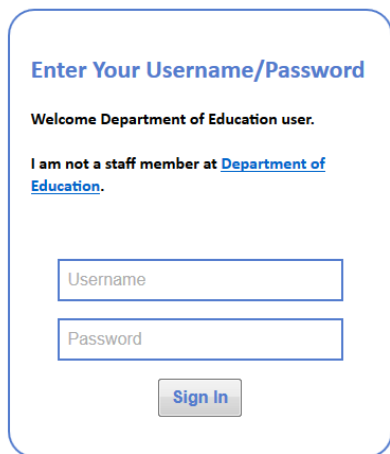
To log in

1. Go to www.performanceseries.com and click **Staff Login**.



2. Type your Site ID and click **Next**.

NOTE: After entering the site ID the first time, the browser will remember it on subsequent logins.



3. Type your user name. Your network specialist may also call this your “user ID” or “staff ID.” This is your teacher certification number.

4. Type your password. For security purposes, the actual text of your password is replaced by asterisks (*) on-screen.

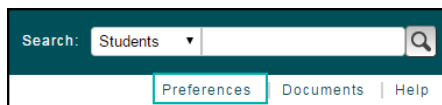
NOTE: If you need to access a different site, click the **I am not a staff member in <site name>** link and enter the appropriate Site ID. Then follow steps 3 and 4 above.

Once you have logged in, we recommend that you create hints to help you remember your password.

NOTE: If your site is using a SAML (Security Assertion Markup Language) integration for authentication, your login process will be different. For more information, consult your Network Specialist.

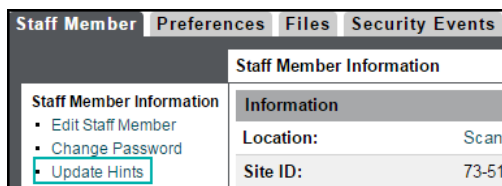
To create password hints

1. In the upper right area of the Home page, click **Preferences**.



2. On the My Preferences screen, click the **Staff Member** tab.

3. Click **Update Hints**.



- On the Change Your Hints screen, type at least one hint that will remind you of your password.

NOTE: Your hint cannot be the actual password. If you enter your password as a hint, an error message will be displayed.

- When you are finished entering hints, click **OK**.

What if I type the wrong user name or password?

If you enter the wrong user name or password, the Failed Login screen is displayed:

If you have forgotten your user name or password, follow the applicable steps below.

NOTE: Depending on how Performance Series logins have been set up, you may be “locked out” of the system after a certain number of unsuccessful attempts to log in. This prevents unauthorized users from repeatedly trying to guess your password. If you have been locked out, wait several minutes before trying again (the length of time varies, as defined by your System Test Coordinator), or contact your System Test Coordinator to reset your password.

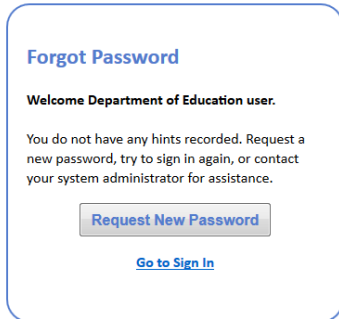
What if I forget my password?

- Click **Forgot Password** (shown above). The following screen is displayed:

2. After viewing your first hint:

- If you remember your password, click **Go to Sign In** and enter your user name and password to log in.
- If you still don't remember your password, click **Show hint 2**, if available.

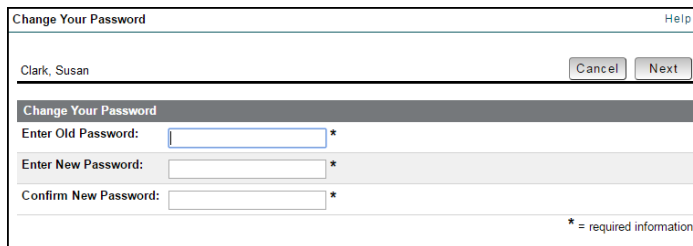
When there are no more hints to display, or if you have not created hints, a Request New Password button is displayed:



3. Click **Request New Password**. A temporary password is automatically sent to the email address indicated in your preferences. Note that it may take several minutes to receive your new password.

NOTE: You must have a valid email address in the system in order to receive a new password in this way. If there is no email address specified in the system, you will be instructed to contact your System Test Coordinator for assistance.

4. When you receive your temporary password, go to the Login screen and enter it in the password field. The Change Your Password screen appears.



NOTE: You must change this password before you can access the application.

5. Follow the steps under “To change your password” on page A-8.

What if I forget my user name?

1. On the Failed Login screen (shown on page A-5), click **Forgot Username**. The Forgot Username screen is displayed:

Forgot Username

Welcome Department of Education user.

If you have forgotten your staff username, please enter the information below. If all other identifying information matches, you will receive an email with your current Staff Username.

Email

Password

Submit

[Go to Sign In](#)

2. Type the correct Site ID, Email address, and Password, and click **Submit**. Your user name is automatically emailed to you.

NOTE: If and only if you enter all three of these correctly, the system will send your user name to your email address listed in Performance Series.

NOTE: If two or more users share an email address, the system will not be able to validate access. In this case, the user must contact the System Test Coordinator for assistance.

Changing Your Password

The format for your password, unless it has been changed, is “password####”, where the last four digits of your Social Security number are used, and the word “password” is all lower case. Be assured that no one else can see your password.

Your network specialist may ask you to change your password at certain intervals. Or, you might have forgotten your password and had a temporary password emailed to you. Under either of these circumstances, you must change your password.

Password Requirements

Performance Series passwords *must*:

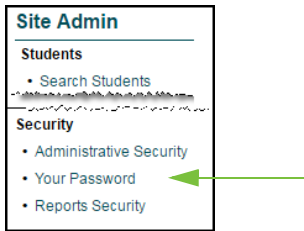
- be at least six characters long
- contain at least one alphabetic and one numeric character (i.e., if your password is all letters, you must add a number and vice versa)

In addition, we recommend that passwords:

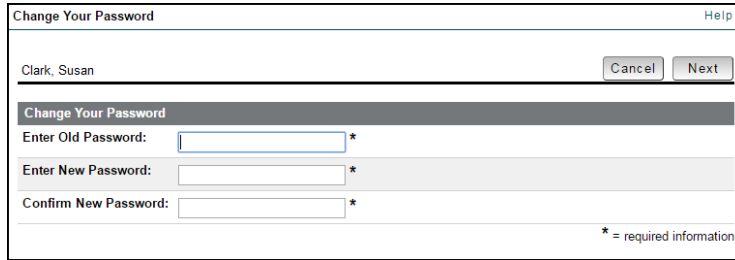
- contain both upper and lowercase letters
- be something easily remembered, but not easily guessed (i.e., avoid your social security number, your birthdate, etc.)
- be changed occasionally for increased data security

To change your password

1. On the Site Admin menu, click **Your Password**.



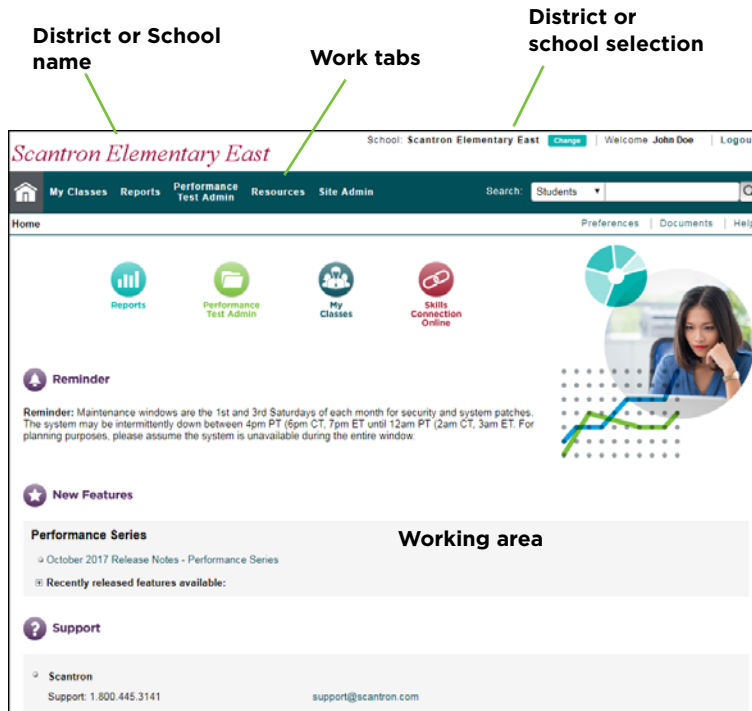
This opens the Change Your Password screen:



2. Type your old password.
3. Type a new password, and then type it again to confirm it.
4. Click **Next**. You are taken to the Change Your Hints screen.
5. Update your password hints, as described on page A-4.

Navigating Pages

After you are logged in, the following screen appears:



To work with the page, do one of the following

- Click a work tab to work in a particular area, such as:
 - **Home**, to access the most commonly used features.
 - **My Classes**, to work with class features.
 - **Reports**, to view score information, aggregated at the district level.
 - **Performance Test Admin**, to work with diagnostic sessions and export features, as well as test spoilage controls.
 - **Resources**, to access any additional resources (such as Skills Connection™ Online) to which your site subscribes.
 - **Site Admin**, to set up or change staff, as appropriate to your login level. See the online Help.

NOTE: Only the features to which your site subscribes appear.

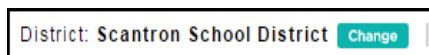
- Click **Change** to switch to a different school or back to the district.

Changing Sites

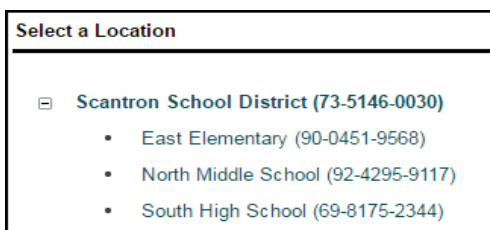
If you are logged in to a district and want to administer a particular school site, you can switch to that school.

To change sites

1. In the upper right corner of the page, click **Change**:



2. Click the name of the site you want to access:



TIP: Click **Cancel** if you decide not to switch sites. You are returned to the work area you were using before you clicked **Change**.

Performance Series switches to the school or district you select. It shows the same work tab you were using before you switched sites (i.e., if you were on Site Administration for the district, you are on Site Administration for the school).

Using Lists

Performance Series allows you to list most of the elements it uses (students, standards, classes, etc.). You use lists extensively. These lists share some common tools:

2. Export

1. Navigation

3. Sorting

4. Record Access

| Student | Student ID | Grade | Date of Birth |
|---------------------|------------|-------|---------------|
| ABBOTT, KELLI J. | 200751 | K | 9/5/01 |
| ADKINS, EDDIE R. | 3102 | 5 | 7/11/97 |
| AGUIRRE, DANIEL E. | 3104 | 5 | 4/17/97 |
| ALEXANDER, ANITA A. | 200752 | K | 10/18/01 |
| ALSTON, RALPH P. | 1101 | 3 | 10/17/98 |
| AMIOT, ANGELA H. | 200602 | 1 | 12/8/99 |
| AMUSO, CAROL M. | 2102 | 4 | 8/9/97 |

1. Navigation:

- Click the **Index** drop-down list and select an element to go directly to that element.
- Click **<<** or **>>** to go to the previous or next page, respectively.
- Click the **Page** drop-down list and select a specific page number to go directly to that page.

2. Export:

See “Exporting Data” on page 13 for details.

3. Sorting:

Click a column heading. Click the heading one time to select it for sorting. Click it a second time to reverse the sorting (e.g., from last to first).

4. Record access:

Click a name in the list to access that element’s record.

Using Search

Performance Series allows staff members to search for the following entities from most screens in the application:

- **Students** (available at all organization levels)
- **Staff** (available only at district level or higher)
- **Locations** (available only at district level or higher)

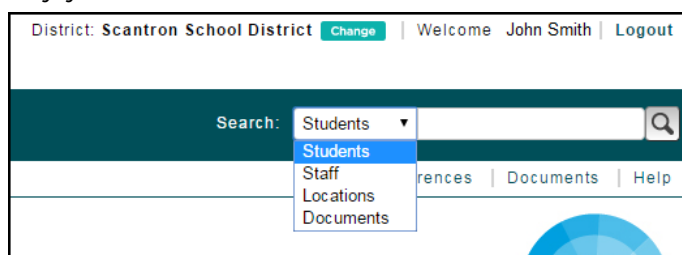
Searches performed at the district level or higher will search all locations to which the user has access; searches performed at the school level will search only within that school.

The following table summarizes the types of data on which search is performed, the data that is displayed in search results, and the filtering options, based on the search entity.

| Entity | Data on Which Search is Performed | Search Results Data that is Displayed | Filtering Options for Search Results |
|----------|--|---|---|
| Student | <ul style="list-style-type: none"> • Student Name • Student ID | <ul style="list-style-type: none"> • Student Name (hyperlink to student record) • Student ID • Grade • Location | <ul style="list-style-type: none"> • Grade Level • Gender |
| Staff | <ul style="list-style-type: none"> • Staff Name • Staff ID | <ul style="list-style-type: none"> • Staff Name (hyperlink to staff record) • Staff ID • Location • Position | <ul style="list-style-type: none"> • Role |
| Location | <ul style="list-style-type: none"> • Location Name • Site ID | <ul style="list-style-type: none"> • Location Name (hyperlink to location record) • Site ID • Location Type | <ul style="list-style-type: none"> • Location Type |

To perform a search

1. In the upper right corner of most screens, click the **Search** drop-down list and select the entity you want to search for.



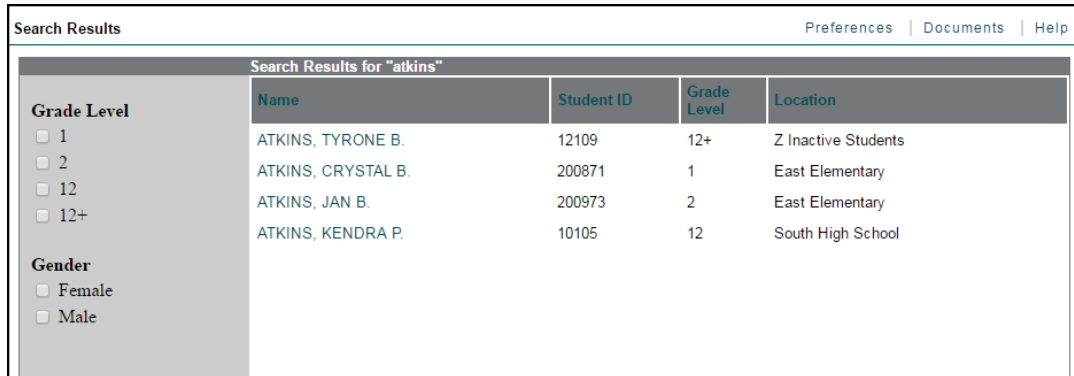
2. In the field next to the drop-down list, type the characters you want to search for and click **Go**. You can type a word, multiple words, a partial word, or numbers.

NOTES:

- Search text is not case-sensitive.
- You can enter partial words followed by an asterisk (*), and search results will include every record containing the letter or number sequence you entered.

- As you type a search term, the tool “predicts” possible terms and displays them below the Search field. If any of the terms displayed are the one you want, click the term and begin your search.
- Articles like “a” and “the,” and any HTML characters are ignored by the Search tool.
- If you enter two words in the Search field, such as a first and last name, the results include records containing both words, as well as records containing only one of the words. The results containing both words are considered most relevant and will be presented first.

After you perform a search, the Search Results page is displayed.



The screenshot shows a web interface for search results. At the top, it says "Search Results" and has links for "Preferences", "Documents", and "Help". Below this is a table titled "Search Results for 'atkins'". The table has five columns: "Name", "Student ID", "Grade Level", and "Location". To the left of the table are two filter sections: "Grade Level" with checkboxes for 1, 2, 12, and 12+; and "Gender" with checkboxes for Female and Male. The table contains four rows of data:

| | Name | Student ID | Grade Level | Location |
|--------------------------|--------------------|------------|-------------|---------------------|
| <input type="checkbox"/> | ATKINS, TYRONE B. | 12109 | 12+ | Z Inactive Students |
| <input type="checkbox"/> | ATKINS, CRYSTAL B. | 200871 | 1 | East Elementary |
| <input type="checkbox"/> | ATKINS, JAN B. | 200973 | 2 | East Elementary |
| <input type="checkbox"/> | ATKINS, KENDRA P. | 10105 | 12 | South High School |

From here, you can do the following:

- Filter the results by the criteria on the left. For example, for Student search results, you can filter by grade level and gender.
- Sort the results by clicking any of the column headings.
- Click a name to view more information. For example, for Student search results, the Student Profile is displayed.

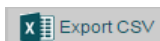
Exporting Data

Most Performance Series screens allow you to export data to a comma-delimited Excel file (.CSV format). Use this file to prepare printed reports or bring Performance Series data into another application for further analysis.

NOTE: This is not the same as requesting a complete Student Export. For details, see “Exporting Student Scores” in the *Performance Series User’s Guide: Administrator’s Version*, located here: <http://docs.achievementseries.com/docsPerformance/PerformanceSeriesUserGuideAdministrator.pdf>.

To export data

From any screen displaying this icon:



1. Click **Export CSV**. Depending on your browser configuration, another window might open and prompt you to either open or save the export file.

NOTE: Your browser might be configured to automatically save the export file to the download folder you specify.

2. Do one of the following:
 - Click **Open** to open the file on your desktop. Excel opens and shows the report information. From Excel, you can save or print the report. See Excel's online Help for details.
 - (Recommended) Click **Save** to save the file to a location on a local or network drive. You are prompted, using a standard Save dialog box from your operating system, to save the file.

TIP: Remember to name the file with the date and the report name. You may want to develop a standard naming convention within your district to help make locating and organizing data files easier.
 - Click **Cancel** to stop downloading the information.

Generating PDF Reports

If you can export a screen to Excel, you can also save it to Adobe's Portable Document Format (PDF). PDF is an operating-system independent "print" format. It creates an electronic "page" that you can send to a printer or save on a local or network drive.

To create a PDF report

On any screen displaying "PDF" in the upper right-hand corner (next to "Preferences"):

1. Click **PDF** (button shown in the margin).



Performance Series opens a new browser window with the PDF page(s):

The screenshot shows a browser window displaying a PDF report. The report is titled "Courses List" and contains a table with the following data:

| Course * | Course Category | Course Number | Grades | Classes |
|------------------------|---------------------------|---------------|--------|---------|
| Grade 2 | Elementary Self-Contained | 011-2 | 2 | 0 |
| Grade 3 | Elementary Self-Contained | 011-3 | 3 | 0 |
| Grade 5 Mathematics | Math | 5124 | 5 | 10 |
| Grade 5 Reading | Reading | 5123 | 5 | 0 |
| Grade 5 Science | Science | 5125 | 5 | 0 |
| Grade 5 Social Studies | Social Studies | 5126 | 5 | 0 |
| Grade 7 Algebra | Middle School Math | 019-TAL | 7 to 8 | 0 |
| Grade 7 Honors Algebra | Middle School Math | 019-7HA | 7 | 0 |
| Grade 7 Pre-Algebra | Middle School Math | 019-7PA | 6 to 7 | 0 |
| Math Grade 5 | Elementary Mathematics | M005 | 5 | 1 |
| test2 | Elementary Mathematics | 01245 | 8 to 9 | 0 |

At the bottom of the page, it says "Printed: 6/6/05 6:52 p.m." and "Page 1 of 1".

NOTE: The screen capture above does not show a full browser window. Your browser settings may vary, but if you have Adobe Reader installed, the Adobe Reader portion looks similar to the example.

From this screen you can:

- View the report
- Save the report to disk

TIP: Remember to name the file with the date and the report name. You may want to develop a standard naming convention within your district to help make locating and organizing data files easier.

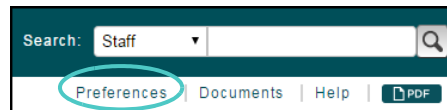
- Print the report
2. Close the browser window when you are done. Your session is still active (depending on the time-out settings your System Test Coordinator has set up).

Setting Up Preferences

Performance Series allows you to set up several preferences.

To set preferences

1. Log in to Performance Series (see “Logging In” on page 3).
2. At the top of the page, click **Preferences**:



This opens the My Preferences screen:

 A screenshot of the 'My Preferences' screen. The top navigation bar shows 'Staff Member', 'Preferences' (selected), 'Files', and 'Security Events'. The main content area is titled 'Preferences' and is divided into several sections:

- Appearance:** Includes fields for 'Email Address' (JohnDoe@scantron.com), 'List Items per Page' (20), 'Date/Time Format' (11/13/16 1:12 p.m.), and 'Name Format' (Last, First M.).
- Technical Support Contact Information:** Includes a 'Display to Users' checkbox (checked) and a 'Language Filter' dropdown (set to None).
- Configuration:** Includes 'Internal Support?' (No) and 'Account Access?' (No) with explanatory text and links to change settings.
- Subscriptions:** A message stating 'You have not subscribed to any email notifications.'

 A left sidebar contains a 'Preferences' menu with options like 'Edit Appearance', 'Support Contact Options', and 'Toggle Internal Support'.

From here you can:

- Change the way names and dates appear.
- Make Scantron Support and internal Support contact information appear on the Performance Series site.
- Indicate whether you can serve as an additional resource for other Performance Series users at your site.
- Indicate whether you want Scantron Technical Support to be able to access your account.

To change appearance

On the Preferences screen (shown on page A-15):

1. Click **Edit Appearance**:

| Appearance Options | |
|---|--|
| List Items per Page: | 20 ▼ |
| District Reports Language Filter | |
| The language filter on District Reports presents languages in alphabetic order. The first choice listed in that filter is the system default. You can override that default here. | |
| Selected | Language |
| <input checked="" type="radio"/> | None |
| <input type="radio"/> | English |
| <input type="radio"/> | Spanish |
| Date/Time Format | |
| Selected | Sample Date/Time |
| <input checked="" type="radio"/> | 11/13/16 1:18 p.m. <i>(default date/time format)</i> |
| <input type="radio"/> | 11/13/16 1:18:03 p.m. |
| <input type="radio"/> | 2016-11-13 13:18 |
| <input type="radio"/> | 2016-11-13 13:18:03 |
| <input type="radio"/> | 2016-11-13 13:18:03.791 |
| <input type="radio"/> | 11/13/16 13:18:03 |
| <input type="radio"/> | November 13, 2016 1:18 p.m. |
| <input type="radio"/> | 13-Nov-16 13:18 |
| <input type="radio"/> | 13-Nov-16 13:18:03 |
| Name Format | |
| Selected | Sample Name |
| <input checked="" type="radio"/> | Last, First M. <i>(default name format)</i> |
| <input type="radio"/> | First M. Last |
| <input type="radio"/> | Last, First |
| <input type="radio"/> | First Last |
| Doe, John | |
| <input type="button" value="Cancel"/> <input type="button" value="OK"/> | |

2. Open the list and set the number of items that should appear on a page.

TIP:The more items appear on a page, the fewer pages you may need to browse for long lists (like students). However, showing more items means you have to scroll up and down more. In addition, showing more items can cause page display to take longer.

3. Select a language filter for district reports.

4. Select a date format.

5. Select a name format.

6. Click **OK** to save your changes and return to the Preferences screen.

To make Scantron Support and internal Support contact information appear on the Home page

Change these settings if you would like Scantron Support contact information and/or your internal Support contact information to appear on the Home page.

1. On the Preferences screen, click **Support Contact Options**.

2. Under Scantron Technical Support, check the **Display to Users** check box to have the Scantron Support information appear on the Home page.
3. Under Other Technical Support:
 - Type the Contact Name, Phone Number, and Email Address of the internal Support contact.
 - Check the **Display to Users** check box to have the information appear on the Home page.
4. Click **OK** to save your changes and return to the Preferences screen.

To display your contact info as a resource for internal support

Change this setting if you can serve as a support resource for other Performance Series users at your site.

On the Preferences screen (shown on page A-15), click **Toggle Internal Support** or **Click here to change to “Yes”**. Your name and email address appear at the bottom of your district or school's Performance Series Home page.

To set up account access

Change this setting if you are willing to allow Scantron Technical Support to access your account for troubleshooting purposes. Typically, you need to do this only if requested to do so by Scantron Technical Support.

On the Preferences screen (shown on page A-15), click **Set Up Account Access** or **Click here to change to “Yes”**. Scantron technical support will have access to your account for one calendar week, after which this setting automatically reverts to “No”.

Getting Help

To use online Help

Performance Series includes a Help button on most screens. To access Help, click the button and choose an item from the page that appears.



To access Performance Series documentation

In addition, you can access Performance Series documentation by clicking the **Documents** button on most screens. Once on the Documents page, click **DOCUMENTATION LIBRARY**. A new page opens, containing links to all product documentation, organized by document type and product area.

NOTE: Many documents have been customized for Alabama. These documents do not appear in the DOCUMENTATION LIBRARY; they are available in the ALSDE Dropbox (<https://bit.ly/alsdedropbox>).

Software Training Classes

Scantron Corporation has a fully staffed Corporate Training & Professional Development Department that offers a variety of options for Performance Series software training:

- online
- on site at your location

Some form of yearly training is recommended to account for both staff turnover and new product updates. Scantron's training team is dedicated to building capacity for change within an organization or institution through comprehensive end-user software training programs.

You can schedule training sessions with the Alabama Scantron team by sending email to alabama@scantron.com.

Technical Support Center

The Scantron Technical Support Department can provide product support in several ways.

Call

(800) 445-3141 between 7:30 A.M. and 6:30 P.M., Central Time, Monday through Friday.

Before contacting Technical Support, gather the following information:

- Type of computer you are using (PC, PC-compatible, Macintosh, etc.)
- Computer operating system (Windows, UNIX, etc.)
- Steps required to reproduce the problem.

Website/Email

www.scantron.com

support@scantron.com.

Live CHAT

You can also choose GoToAssist Live CHAT, an instant messaging solution, for Technical Support. Live CHAT is available during Technical Support's normal business hours from our website.

1. Go to www.scantron.com.
2. Near the bottom of the screen, click **Contact Support**.
3. Complete the form under "Request Support Using Live Chat."
4. Click **Continue**.

Appendix B: **Frequently Asked Questions**

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Test Administration

Is there a limit to the number of students who can take the test at one time?

The number of concurrent testers allowed is based on the school's available bandwidth. Schools should consider establishing dedicated testing times that do not coincide with running attendance, streaming instructional videos, or performing other tasks that require a significant amount of bandwidth. This will help ensure schools have the greatest amount of bandwidth available for high-volume concurrent testing sessions.

Are headphones required for Grades 3–5? What happens if a student is not using headphones when an item with audio support is presented?

No, headphones are not required. However, they are recommended, if possible, for all students in Grades 3–5. In this grade range, a student taking a test could receive an audio-supported item based on how he or she is performing on the assessment.

Depending on the volume setting of the device, other students could hear the audio-supported item. It is recommended that all students in Grades 3–5 be provided with headphones so that other students in the class are not disturbed if an audio-supported item is presented.

Can students who finish a test early engage in alternative activities?

Students can bring only a pencil. Students in Grades 6–8 who are taking the Mathematics test are also allowed to use an approved calculator. So alternative activities are not feasible. Students must sit quietly at their desks until they are dismissed.

What happens to a student's exam if it is interrupted before he or she finishes? Does it resume where the student left off?

Yes, the student can log back in and resume where he or she left off. He or she will not, however, see any previous questions. The student must complete the test within 14 days, and it must be within the Testing Period.

NOTE: If a test remains in a Pause (incomplete) status for more than 14 calendar days, the test will be spoiled automatically.

If a student mistakenly completes the wrong Performance Series assessment, what will happen to the score?

The student's score will be recorded in Performance Series unless the test is spoiled. The System Test Coordinator can submit a request to the Office of Student Assessment to spoil any Performance Series test that a student accidentally takes and completes. If a student launches but does not complete an incorrect Performance Series test, the test will spoil automatically after two weeks, due to inactivity.

Accommodations and Accessibility

What accessibility and accommodation supports are available for students?

The ALSDE's "Guidance for Accessibility Supports and Accommodations" document can be accessed at <https://bit.ly/alsdeddropbox> in the Performance Series Information folder. Refer to the crosswalk.

Which accommodation checklist page for an IEP/504/I-ELP do we use?

The ALSDE's "Guidance for Accessibility Supports and Accommodations" document can be accessed at <https://bit.ly/alsdeddropbox> in the Performance Series Information folder. Or contact the Student Assessment Office at 334-242-8038 for further guidance.

Program Administration

What is the best way to reconcile Staff lists for those who are missing from the list or who are no longer in district?

If Staff are missing, go to the ALSDE Dropbox at <https://bit.ly/alsdedropbox> and in the Technical Information folder, see “Troubleshooting Login and Data Transfer Issues.”

If a Staff member is no longer associated with a location, go to the ALSDE Dropbox at <https://bit.ly/alsdedropbox> and in the Location Controller Information > How-to-Documents folder, see “How to Delete a Staff Member.” A System Test Coordinator should delete those Staff. Contact the district’s or school’s assigned Education Specialist for further assistance.

What is the best way to reconcile Class Lists that are missing some students?

Go to the ALSDE Dropbox at <https://bit.ly/alsdedropbox> and in the Technical Information folder, see “Troubleshooting Login and Data Transfer Issues,” or contact the assigned Education Specialist. If the missing student is not an E99 transfer student, make sure the student has been assigned a full class schedule. The issue might simply be that the student has not been assigned a full schedule.

What can I do about duplicate student records?

Go to the ALSDE Dropbox at <https://bit.ly/alsdedropbox> and in the Location Controller Information > How-to-Documents folder, see “How to Merge Student Records.”

When staff members log in to Performance Series, what information is used for the Staff ID?

The teacher certification number is the only number that can be used for the Staff ID.

Where can I find network diagnostic information?

The Network Diagnostic Tool is described beginning on page 27.

Assessment Development and Psychometrics

How is a computer adaptive test (CAT) scored? How does a CAT assessment determine which items to display during a student's exam?

The Performance Series assessment is an adaptive assessment that determines a student's ability level by administering a set of items that vary based on the student's responses. The overall Scaled Score is an ability estimate that is determined once the student reaches a point in the exam where the stopping criteria has been met. For the fall administration, the initial difficulty level of the first few items presented will be determined as follows:

- For students taking the Performance Series assessment for the first time, initial test items are based on the enrolled grade level of the student.
- For students who have previously taken a Performance Series assessment, initial test items are based on the student's ability level from his or her last administration.

Are items aligned to Alabama standards?

Yes, the Performance Series skills are aligned to the current Alabama standards for Reading, Mathematics, and Science. For detailed alignment information, see the standards alignment guides in the ALSDE Dropbox (<https://bit.ly/alsdedropbox>) -> Performance Series Information folder

-> Standards Alignment Guides folder. Each of the Suggested Learning Objectives (SLOs) documents pertaining to Reading, Mathematics, and Comprehensive Science is provided.

How many items does a student need to see in an adaptive assessment before the test algorithm moves a student up or down?

The test algorithm assesses the student's estimated ability level after each item is administered. Based on the previous item(s) seen, an item in the content unit that is close to that ability estimate is selected. As the student responds to more items, the precision of the ability estimate increases. When an acceptable level of certainty regarding the ability estimate is achieved, the exam ends, and a final score is produced.

NOTE: For additional information, see the *Performance Series Technical Report* document, located under the Documents tab of the customers' ASPS Home page under the Documentation Library -> Technical Documents section and in the Dropbox Performance Series Information folder -> User Guides folder.

What formula does the algorithm use to determine the Scaled Score?

The Scaled Score is a simple linear transformation of the student ability estimate. Since negative ability estimates are possible values, a transformation is applied to make all reported scores positive. This removes any unfavorable associations that a negative value might suggest. The multiplicative factor of a Performance Series Scaled Score in all three subject areas, as well as Spanish Mathematics, is 200 with a center at 2500.

How many students were in the last norm study?

The most recent norm study included 60,000 students per grade, selected from the national data pool by using appropriate statistical procedures to ensure representation across gender and ethnicity (matching the US Census).

What is the difference between target growth and proficiency?

Each student's Growth Target is determined based on his or her earned Scaled Score during the fall test administration. Proficiency levels were established after the 2018 spring testing period with the assistance of a committee of Alabama educators and subject-matter experts (SMEs).

NOTE: For further information, please refer to the documentation on the Performance Series site: Documents -> Documentation Library -> Performance Series -> Quick Reference -> Understanding Performance Series Data.

How is an adaptive test effectively translated into a paper-based test (PBT)?

By its very definition, an adaptive assessment cannot be delivered in a paper-based format. To accommodate students who need a paper-based or Braille format test, Scantron has developed fixed-form assessments. Though not equivalent to an adaptive assessment (based on the different assessment designs and delivery methodologies), a fixed-form assessment can be created that is fair and provides accurate estimates of student ability. The items on the forms will span the ability range identified for students in the state of Alabama (based on past years' performance levels). Additionally, all items on the forms are aligned to the Alabama College- and Career-Ready Standards.

How will the paper-based tests work for visually impaired students (from a development and administration standpoint)?

Forms have been developed, by grade level and subject, using the Performance Series item bank. Items included in each form were selected using the Performance Series content specifications (e.g., number of items required for each unit assessed) and Alabama standards alignments. The items on the forms will span the ability range identified for students in the state of Alabama (based on past years' performance levels). Scantron worked with the Alabama Institute for the Deaf and Blind (AIDB) to convert the paper forms to Braille to provide paper-based versions of exams as required for accommodations. For Spring 2018 Summative Testing, the Mathematics, Reading, and Science tests will all be available in Braille.

NOTE: If you have questions about the use of accessibility supports or accommodations, contact the Student Assessment Office.



Performance Series[®]

As an educator, you are keenly aware that every child learns at a different pace and has different instructional needs. Educators need to know whether students are retaining the prerequisite knowledge necessary to successfully build to the next level. An effective assessment strategy includes an ongoing measurement that shows you where students are on the learning continuum throughout their educational career.

Performance Series provides this ongoing measurement via criterion-referenced and norm-referenced computer-adaptive assessment in Reading, Language Arts, Mathematics, and Life Science and Inquiry. With Performance Series, students experience tests tailored to their proficiencies. The online test adjusts automatically to each student's ability level, so students are not frustrated by test items that are much too difficult or much too simple, leading to greater engagement, less time testing, and more time learning.

Please visit us at www.scantron.com for a complete overview of Performance Series system requirements or call us at 1-800-SCANTRON (1-800-722-6876) for more information.