Utah Local Adaptive Assessments

Proctor Handbook

Spring 2013

NWEA™
Northwest Evaluation Association
Partnering to help all kids learn

Change History

Date	Version	Description
2.5.13	1	Version 1 release

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Utah Local Adaptive Assessments (ULAA) Blended Model System

T he Northwest Evaluation Association's Utah Local Adaptive Assessments (ULAA) will be administered in spring 2013 by all participating districts and schools. The purpose of these tests is to provide both summative information that addresses federal NCLB requirements and instructionally informative results that can be productively used in classrooms.

Utah Local Adaptive Assessments contain two segments. Segment 1 delivers a proficiency level used in summative Adequate Yearly Progress (AYP) reports. This segment follows Utah's CRT test blueprints and uses item pools specific to the student's grade level and contains approximately 40 items.   Segment 2 delivers an Overall RIT score and includes approximately 20 items and may use item pools spanning more than one grade level.

The difficulty of the test is adjusted to the student's performance. That is, the difficulty of each question is based on how well the student has answered all of the questions up to that point. As the student answers correctly, the questions become more difficult. If the student answers incorrectly, the questions become easier. Within an optimal test, the student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student's achievement level.

All MAP tests developed by NWEA use the RIT scale to measure student achievement and student growth. The RIT score relates directly to the curriculum scale in each subject area. It is an equal-interval score, like feet and inches, so scores can be used to calculate accurate class or school averages. RIT scores range from about 100 to 300. RIT scores make it possible to follow a student's academic growth from year to year.

ULAA Blended Model System Parts

The testing system is made up of four primary parts: the Network Test Environment (NTE), the NTE Admin 2, TestTaker, and the Participation and Accommodation Code Editor (PACE).

Network Test Environment (NTE)

The NTE is a shared data folder housed on the district's or school's server.   NWEA-generated data is downloaded to the NTE, using the NTE Admin 2. TestTaker looks to the NTE for the data it needs to properly launch and operate.

NTE Admin 2

NTE Admin 2 is used to transfer data from and to NWEA. Tasks completed by using the NTE Admin 2 include:

- Download pertinent files from NWEA to the NTE to allow TestTaker to operate properly
- Roster new students as they come into the district (student data will be validated against the USOE database)
- Change teacher or class assignments for a student
- Modify incorrect student information
- Upload data to NWEA each day after testing

TestTaker

TestTaker is the software students use to take the assessments. It can be installed either on a district's local server or on each workstation where the student takes the test, depending on the district's preference. MAP Coordinators, proctors, and students will interact with TestTaker on a daily basis during the testing window.

TestTaker is used to:

- Select the correct test for a student
- Select the student name for testing
- Indicate whether a student is accommodated/home schooled
- Administer the tests to students
- Provide preliminary scores for students immediately following the test event

Participation and Accommodation Code Editor (PACE)

NWEA will provide the Participation and Accommodation Code Editor (PACE) website for the collection of non/participation codes and changes to accommodation codes previously assigned in TestTaker. The application will allow NWEA MAP Coordinators, school administrator or proctor logins to gain access to the system. The NWEA permission hierarchy will be used to determine for which school(s) a user can view / modify data.

Roles and Responsibilities

Everyone plays a unique role in the administration of the ULAA. It is important for each person to understand the key players and their roles.

- MAP Coordinator
- Technical Coordinator
- Class Roster File (CRF) Coordinator
- School Administrators
- Teachers
- Proctors

MAP Coordinator

The MAP Coordinator is the main contact for NWEA and for school and district staff. This person is the primary contact who will receive all information and updates from NWEA. The MAP Coordinator should work closely with the Technical Coordinator and the Class Roster File (CRF) Coordinator to ensure all deadlines are met.

Some responsibilities include:

- Ensuring teachers and proctors understand test administration procedures for ULAA
- Ensuring teachers and proctors are prepared to talk with parents and students about the testing process
- Monitoring progress of the CRF and making sure it is uploaded to NWEA at least two weeks prior to the scheduled testing window.
- Preparing testing schedules for each site in coordination with administrators, technicians, etc., and sharing these schedules with teachers and proctors
- Distributing all user names and passwords to school administrators and other key staff

Technical Coordinator

The Technical Coordinator is the main contact between the district and NWEA's Technical Support team. This person is one of the primary people in the district who will receive all information and updates from NWEA. This person is responsible for all preparation work to make sure the computer lab will be ready for training and testing.

Some responsibilities include:

- Making sure that the latest version of TestTaker, new tests, and new data are downloaded to each site each testing season
- Providing the opportunity for proctors to practice using TestTaker at each site
- Ensuring that all data is uploaded to NWEA on a regular basis
- Working with the NWEA Technical Support team to resolve any issues

Class Roster File (CRF) and Special Programs File (SPF) Coordinator
The CRF Coordinator is responsible for preparing all student data files for testing. All specifications and templates must be closely reviewed to ensure the data is in the correct format.

The CRF provides NWEA with a list of students that will be participating in the current testing term. Every effort should be made to ensure the CRF reflects, as accurately as possible, the testing population at the time of submission. The CRF also establishes the test window. These testing dates are critical because NWEA uses them to determine which test events are included in the final district summary data.

**Refer to the ULAA Administration Guide for further information regarding specific requirements.

School Administrators
School administrators play an important support role throughout the test window. They need to understand how the tests work and be able to help teachers gain this understanding and communicate it to parents. It is critical that school administrators set aside time to work with teachers in order to understand the data they receive and use it to make instructional decisions.

Some responsibilities include:

- Assisting with setting up schedules for labs
- Scheduling time to meet with grade-level teams to review data
- Determining who will be responsible for entering non/participation codes into the PACE

Teachers
Teachers play an important role in testing. It is critical that teachers be comfortable talking with students about the purpose of the tests. They need to understand the value of the data they will receive and how they, as teaching staff, will use it.

Some responsibilities include:

- Working closely with proctors to make sure students are prepared for testing and know what to expect
- Preparing seating charts for the lab
- Helping monitor testing in the lab
- Sharing the data with students and parents

Proctors
Proctors play an important role in test administration. Well-trained proctors will help ensure consistent testing experience for all students. This person has many responsibilities beginning about a week prior to testing.

Some responsibilities include:

- Preparing the lab for testing each day and in between classes of students
- Working closely with teachers to help students be prepared for testing
- Uploading the data to NWEA on a regular basis, if designated by the district to do so
- Working with the Technical Coordinator and NWEA Technical Support to resolve technical difficulties related to TestTaker, if needed

Reminders for Teachers

It is important to be aware of all of the steps necessary to prepare for testing. This section will guide teachers through these steps. Please review it thoroughly and use it as a checklist to ensure all steps have been completed.

Administrative Preparation for Testing

❑ At least one week prior to testing, provide a list of students in the class or period who are scheduled to test so that computers can be assigned. Teachers might prepare a class set of index cards with individual student names in large print written on each card. Group each class set together along with a card with the teacher's name and grade level to give to the proctor.

❑ Help the proctor develop seating arrangements for the lab, keeping in mind possible distractions such as the door, windows, and proximity of other students. A seating chart or a numbered student list can be completed to correspond to numbered computers.

❑ Work with the Special Education teacher and the Title I teacher, or the responsible agent/case manager for students on Individual Education Plans (IEP) to determine if any special testing arrangements need to be made; for example, individual testing, small group testing, use of headphones, magnifying screens, etc. See the **Allowable Accommodations and Modifications** section for more information.

❑ Work with the school administrator, proctor, and other teachers to design a testing schedule for the lab.

Preparing Students for Testing

❑ Read student instructions to the class. It is critical that the following points be discussed with students prior to their first test:

- Students will not see test items in the same order.
- The tests are not timed, but students need to work productively.
- Students are not expected to know the answer to every question.
- Students cannot skip items, and they cannot go back.
- Students may change an answer as many times as they like, but once they have clicked Go On or pressed the Enter key, the answer cannot be changed.
- Students should use their best test-taking skills (review with them: sounding out familiar words; looking for root words; using prefixes and suffixes; looking at surrounding text for clues; reading directions and entire item clearly; and eliminating wrong answers).

❑ Tell students about the assigned seating arrangement.

❑ Ensure all students know how to use the scroll bar and pop-up calculator.

❑ Remind students they cannot use textbooks, other materials, or hand-held calculators unless they receive an accommodation. See the **Allowable Accommodations and Modifications** section for more information.

❑ Discuss the importance of listening to the proctor's directions before beginning the test.

On Testing Day

- ❑ Remind students to go to the restroom and get a drink prior to test time.

- ❑ Have students bring a book to read when they have completed testing.

- ❑ Make every effort to get classes to the lab on time for their designated time slot.

- ❑ As students enter the lab, help the proctor ensure that each student is seated at his/her assigned computer.

- ❑ Remain in the lab with the students throughout the testing session. Teachers are a second set of eyes and ears for the proctor. This also models the importance of this test to the students.

Remember, teachers are vital to the testing process. Students generally do better in testing situations when their teacher is positive and encouraging!

Reminders for Proctors - One Week Prior to Testing

A few important steps need to be completed prior to the scheduled testing window. We strongly recommend these items be completed up to one week before the scheduled start date. Proctors can use this document as a check-list to make sure each step in the process has been completed.

Data

☐ Teachers should provide a list of student names for each of their classes to the proctor. One option is to have the teacher put every student's name on an index card in large print, group each class set together, and give it to the proctor with a card that includes the teacher's name and grade.

☐ Write on the back of each index card, or place a label on the back of each index card with the different subjects that will be administered; for example, mathematics, reading, and language usage. As students take the test, a check mark can be placed by the subjects they have taken. This will provide an easy check for students who may need a make-up test.

☐ Give each teacher a copy of the lab schedule indicating the time and date the teacher will accompany that group to the testing lab.

☐ Give each teacher a copy of **Reminders for Teachers**, located on the prior page.

☐ Plan ahead for students with special needs. It may be necessary to test some students in small groups or alone.

Computer Lab Set Up

☐ Verify that there are enough computers in the lab. Every student will need a computer. If there are not enough computers, some creative scheduling may be necessary. There is no problem with bringing students from different grade levels together for a testing session as long as they are assigned the correct test.

☐ Test all machines. It is critical that all equipment is working properly. If possible, have an extra computer or two in the lab, in case technical issues occur.

Seating Plans

☐ Number each computer station and then assign students by numbering each class list to correspond with the computer numbers. Another option is to arrange the index cards in the order the students are to sit in the lab.

☐ Work with teachers to determine where the students should sit in the testing area to maximize their testing potential, keeping in mind distractions such as proximity to the door, windows, and fellow students.

☐ Make sure both the proctor and the teacher have copies of the seating plan and/or the numbered class list.

Reminders for School Administrators

☐ Confirm the lab schedule for the testing window with the administrator. Only one group of students should be scheduled in each lab the first day of the testing window. This gives proctors the opportunity to test the systems and procedures to make sure everything is working properly.

☐ Remind the school administrator and/or office staff to make any pre-determined bell accommodations for the testing days and to hold PA announcements to a minimum.

Reminders for Proctors - One Day Prior to Testing

A few tasks need to be completed in advance of students entering the lab. This document can be used as a check-list to make sure each step in the process has been completed.

Supplies

❑ Provide sharpened pencils with good quality erasers for students to use during the Mathematics test.

❑ Place scratch paper at each computer area for use on the Mathematics tests.

❑ Hand-held calculators are not permitted on any test unless a student is receiving an accommodation. See the **Allowable Accommodations and Modifications** section for more information. For all students, when a calculator can be used for an item, one will appear on the screen.

Computers

❑ Clean all computer screens for better viewing.

❑ Check to make sure resolution is set at 800 x 600.

❑ Secure all cords to avoid power loss.

❑ Number the computers by writing large numbers on heavy stock paper and taping the paper to the top of the monitor to cover the screen. There are several advantages to having the screen covered in this manner:

  ▪ It provides clearly visible computer numbering.
  ▪ It will block the Start Test button on the screen and give the proctor better control at the start of testing.
  ▪ It offers privacy for students as their RIT scores are displayed at the end of the test.
  ▪ It will alert proctors and teachers when a student is finished testing (by folding it back over the screen).

Materials to Review (included in this handbook)

❑ **Student Directions** - for each subject
❑ **ULAA Allowable Accommodations**

Other Materials to Have Available

❑ ***Problem Item Report Form*** – to document any items that do not display properly http://www.nwea.org/support/article/966/problem-item-report-form

❑ Seating chart or lists of names to correspond with computers for each group of students.

❑ **Do Not Disturb** sign(s) for the door(s).

❑ Library books for students to read when they finish testing.

Reminders for Proctors – During Testing

Use the check list below to ensure all preparations are made for the day of testing.

Preparing the Lab:

❑ Verify that each computer is set to the correct date and time. The reports are dependent on correct dates. A wrong date can seriously compromise testing data.

❑ Once logged into TestTaker with the proctor login, select the correct test to administer to each individual student. The test names are listed as they will appear in TestTaker. Students taking the ULAA tests should not take standard MAP Assessments in spring.

Reading	Language
2013_ULAA_Reading_Grade 3	2013_ULAA_Language_Grade 3
2013_ULAA_Reading_Grade 4	2013_ULAA_Language_Grade 4
2013_ULAA_Reading_Grade 5	2013_ULAA_Language_Grade 5
2013_ULAA_Reading_Grade 6	2013_ULAA_Language_Grade 6
2013_ULAA_Reading_Grade 7	2013_ULAA_Language_Grade 7
2013_ULAA_Reading_Grade 8	2013_ULAA_Language_Grade 8
2013_ULAA_Reading_Grade 9	2013_ULAA_Language_Grade 9
2013_ULAA_Reading_Grade 10	2013_ULAA_Language_Grade 10
2013_ULAA_Reading_Grade 11	2013_ULAA_Language_Grade 11
Math	**Science**
2013_ULAA_Math_Grade 3	2013_ULAA_General Science_Grade 4
2013_ULAA_Math_Grade 4	2013_ULAA_General Science_Grade 5
2013_ULAA_Math_Grade 5	2013_ULAA_General Science_Grade 6
2013_ULAA_Math_Grade 6	2013_ULAA_General Science_Grade 7
2013_ULAA_Math_Grade 7	2013_ULAA_General Science_Grade 8
2013_ULAA_Math_Pre-Algebra	2013_ULAA_Science_Biology_EOC
2013_ULAA_Math_Algebra I	2013_ULAA_Science_Earth Systems_EOC
2013_ULAA_Math_Algebra II	
2013_ULAA_Math_Geometry	
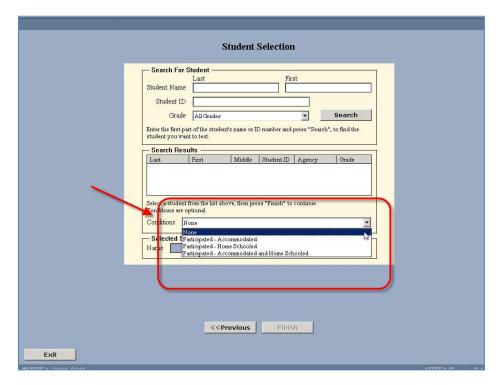
❑ Select each student by ID number and/or name. Search on the broadest criteria possible, such as the first two or three letters in the student's last name. This will allow the proctor to find students who may have been previously entered with a misspelled name, a nickname, etc., and reduce the chance of adding duplicate students.

❑ Verify that the correct test is assigned to the student. The test name is listed at the top of the screen.

❑ Proctors should select a Participation/Accommodation code from the Conditions drop down menu on the Student Selection screen in TestTaker at the time of the test event. The accommodation(s) a student received will not be recorded.

> Participated - Accommodated
> Participated - Private or Home-school

If no action is taken, the program will default to Participated which means the student participated without accommodations.

❑ This brings the screen to the Start Test position. Confirm the correct test has been selected.

❑ Ensure that the lab remains secure upon the completion of setup to prevent student access.

❑ Have the appropriate **Student Directions**, provided in this handbook, for the tests that will be administered that day.

Getting Started

❑ When students have located their testing stations, advise them that they must not begin the test, but should wait for directions.

❑ Read student directions to the students and have them begin. Remind students it may take a minute or two for the test to load before the first question appears.

Reminders for Proctors – During Testing (cont'd)

It is important to monitor students during testing. Proctors have some general duties that need careful attention. Teachers will help with many of these responsibilities while they are in the lab with their class.

Some general reminders are listed below:

- **Protect the Proctor Password**. Be extremely careful that students or other staff members do not see or hear the Proctor's Password, either when logging on at the beginning of the testing session or when it is necessary to access the Proctor Administration Menu by pressing Ctrl+Shift+P for Windows® or Intel® Mac® operating systems or Apple+Shift+P for Mac OS®. Do not leave the Password written on anything the students may find.

- **Provide a comparable test environment for all students**. It is very important to ensure that exactly the same information is given to all students. No students should be given a particular advantage or put at a disadvantage.

- **Tests are NOT timed.** Every student should be allowed sufficient time to complete the test.

Proctoring duties are listed below (to be shared by teachers and Proctors):

- **Record absent students**. If a student is absent, exit his or her test by accessing the Proctor Administration Menu by pressing Ctrl+Shift+P for Windows® or Intel® Mac® operating systems or Apple+Shift+P for Mac OS®. Select Terminate. Absent students need to be scheduled for a make-up session.

- **Observe and monitor students.** Be aware of student progress during the test. If necessary, advise students moving too slowly to continue to make progress or students moving too quickly to pay careful attention to the items.

- **Monitor for books and talking**. Students should not have access to reference books or other instructional materials during the test, nor should there be any visiting.

- **Record student scores.** When students finish the test, they should raise their hands. Go to the student's computer and either **print** the final score screen or **record** the final RIT score displayed on the screen.

Special situations are listed below:

- **Choosing answers.** If a student struggles with the mouse to select answers, the up and down arrow keys or the keyboard letter/numbers can be used.

- **Breaks.** If students, especially younger ones, need a wiggle or water break, it is allowable. Access the Proctor Administration Menu by pressing Ctrl+Shift+P for Windows® or Intel® Mac® operating systems or Apple+Shift+P for Mac OS® and leave the blue screen up. The test will have to be resumed by clicking the Close button and entering the Proctor Password. *Note:* When a test is resumed, the test will return to the same item number but display a different question.

- **Pausing tests.** If a test needs to be paused to be continued at a later time, follow the instructions below. **Please note that End of Course Science Assessments cannot be paused.**

  - Access the Proctor Administration Menu by pressing Ctrl+Shift+P (Windows® or Intel® Mac® operating systems) or Apple+Shift+P (Mac OS®).
  - Click Terminate.
  - Enter the Proctor Password.
  - Select the Yes radio button when asked if you want to resume test.
  - Click OK.

- **Display problems.** If an item does not display correctly, try refreshing the screen by pressing Ctrl+Shift+R for Windows® or Intel® Mac® operating systems or Apple+Shift+R for Mac OS®.
- **Item problems.** If there is a problem with any question, such as missing answers, questions, or instructions, try refreshing the screen. If this does not work, record the name of the test being administered, the item number found in the upper right hand corner of the item screen, and a description of the problem on the *Problem Item Report Form* and email it to NWEA.

As students finish their tests:

- **When all students from one group** have finished, complete the set up for the next group of students. Collect any scratch paper from the previous group and dispose of it. Place new scratch paper and pencils at each computer station. Secure both the computer lab and Passwords.
- **When testing is finished for the day,** exit TestTaker on all machines. Upload all data to NWEA, if this is one of the Proctor designated responsibilities. Secure both the computer lab and Passwords and do anything necessary to get ready for the following day.

	Windows/Intel Mac	Mac OS	Notes
Refresh test item	Ctrl-Shift+R	Apple+Shift+R	If item isn't displaying as expected
Access Proctor Menu	Ctrl+Shift+P	Apple+Shift+P	
Short Break	Ctrl+Shift+P	Apple+Shift+P	Leave at blue screen
Pause a Test	Ctrl+Shift+P	Apple+Shift+P	Click Terminate; enter password, slect YES to allow test to be resumed later
Terminate a Test	Ctrl+Shift+P	Apple+Shift+P	Click Terminate; enter password; select NO to fully terminate test
Unlock Go On button at the end MAP for Primary Grades tests	Ctrl+Shift+K	Click anywhere on screen, then Apple+Shift+K	This is intentional to be sure the score is seen by the proctor

Student Directions for the Mathematics Tests
Read to all students.

Look at your computer screen. Check to be sure that it has your name. If it does not, please raise your hand now.

The test is not timed. You will have enough time to read and answer all the questions. Some questions will be easy; others will be more difficult. Be sure to read the directions to each item first, then the problem, and finally, read **all** of the answer choices. If you really do not know the answer to a question, use your best test-taking skills to eliminate some answer choices. Then choose the best answer of the choices that remain. You cannot skip questions.

There are different ways to choose your answer for each question. The ***best option*** for most students is to use the mouse to click anywhere on the answer.

There are two ways to move on to the next question. The ***best option*** for most students is to use the mouse to click on the Go On button. The other option is to press the Enter key on the keyboard.

You may click on as many answers to a question as you like, but once you click Go On or press the Enter key, you are finished with that question. Your answer is locked into the system, and you cannot change it. You also **cannot** go back to a previous question.

Next to your computer are paper and a pencil. You can use them to solve problems. For some questions, a calculator will appear on the screen. You may use the calculator, but you are not required to do so. If you need to move the calculator, raise your hand and a Proctor/teacher will show you how. If you want to remove it from the screen, click the Hide Calculator button at the bottom of the screen. The calculator will not always be there. It will not be there if you're not allowed to use it.

If you are unsure about a word in a Mathematics question, raise your hand and a Proctor/teacher will pronounce the word for you. We cannot tell you what the word means, and we cannot explain any symbols.

If you come across a question that appears to be missing answers, questions, or instructions, raise your hand so we can help you.

When you come to the end of the test, your score will be displayed on the screen. Please raise your hand and an adult will record your score and set your station for the next student to use while others are finishing. At this time, you will be instructed to read your book until the rest of the group is finished.

If you have any concerns once the test has started, raise your hand and a Proctor/teacher will come to you. We are not allowed to provide you with any additional information during the test other than pronouncing a word in a question for you.

I can now reread any part of the instructions if you have questions. Are there any questions?

You may begin by clicking the Start Test button.

Student Directions for the Science Tests
Read to all students.

Look at your computer screen. Check to be sure that it has your name. If it does not, please raise your hand now.

The test is not timed. You will have enough time to read and answer all the questions. Some questions will be easy; others will be more difficult. Be sure to read the directions to each item first, then the problem, and finally read **all** of the answer choices. If you really do not know the answer to a question, use your best test-taking skills to eliminate some answer choices. Then choose the best answer of the ones that remain. You cannot skip questions.

There are different ways to choose your answer. The ***best option*** for most students is to use the mouse to click anywhere on the answer. If this is difficult for you to do, raise your hand and a Proctor/teacher will show you another way to select your answers.

There are two ways to move on to the next question. The ***best option*** for most students is to use the mouse to click on the Go On button. The other option is to press the Enter key on the keyboard.

You may click on as many answers to a question as you like, but once you click Go On or press the Enter key, you are finished with that question. Your answer is locked into the system and you cannot change it. You also **cannot** go back to a previous question.

If you come across a question that appears to be missing answers, questions, or instructions, raise your hand so we can help you.

When you come to the end of the test, your score will be displayed on the screen. Please raise your hand and an adult will record your score and set your station for the next student to use while others are finishing. At this time, you will be instructed to read your book until the rest of the group is finished.

If you have any concerns once the test has started, raise your hand and a Proctor/teacher will come to you. We are not allowed to provide you with any additional information during the test other than pronouncing a word in a question for you.

I can now reread any part of the instructions if you have questions. Are there any questions?

You may begin by clicking the Start Test button.

Student Directions for the Reading Tests
Read to all students.

Look at your computer screen. Check to be sure that it has your name. If it does not, please raise your hand now.

The test is not timed. You will have enough time to read and answer all the questions. Some questions will be easy; others will be more difficult. Be sure to read the directions to each item first, then the problem, and finally read **all** of the answer choices. If you really do not know the answer to a question, use your best test-taking skills to eliminate some answer choices. Then choose the best answer of the ones that remain. You cannot skip questions.

There are different ways to choose your answer. The ***best option*** for most students is to use the mouse to click anywhere on the answer. If this is difficult for you to do, raise your hand and a Proctor/teacher will show you another way to select your answers.

There are two ways to move on to the next question. The ***best option*** for most students is to use the mouse to click on the Go On button. The other option is to press the Enter key on the keyboard.

You may click on as many answers to a question as you like, but once you click Go On or press the Enter key, you are finished with that question. Your answer is locked into the system and you cannot change it. You also **cannot** go back to a previous question.

If you come across a question that appears to be missing answers, questions, or instructions, raise your hand so we can help you.

When you come to the end of the test, your score will be displayed on the screen. Please raise your hand and an adult will record your score and set your station for the next student to use while others are finishing. At this time, you will be instructed to read your book until the rest of the group is finished.

If you have any concerns once the test has started, raise your hand and a Proctor/teacher will come to you. We are not allowed to provide you with any additional information during the test other than pronouncing a word in a question for you.

I can now reread any part of the instructions if you have questions. Are there any questions?

You may begin by clicking the Start Test button.

Student Directions for the Language Tests
Read to all students.

Look at your computer screen. Check to be sure that it has your name. If it does not, please raise your hand now.

The test is not timed. You will have enough time to read and answer all the questions. Some questions will be easy; others will be more difficult. Be sure to read the directions to each item first, then the problem, and finally read **all** of the answer choices. If you really do not know the answer to a question, use your best test-taking skills to eliminate some answer choices. Then choose the best answer of the ones that remain. You cannot skip questions.

There are different ways to choose your answer. The ***best option*** for most students is to use the mouse to click anywhere on the answer. If this is difficult for you to do, raise your hand and a Proctor/teacher will show you another way to select your answers.

There are two ways to move on to the next question. The ***best option*** for most students is to use the mouse to click on the Go On button. The other option is to press the Enter key on the keyboard.

You may click on as many answers to a question as you like, but once you click Go On or press the Enter key, you are finished with that question. Your answer is locked into the system and you cannot change it. You also **cannot** go back to a previous question.

If you come across a question that appears to be missing answers, questions, or instructions, raise your hand so we can help you.

When you come to the end of the test, your score will be displayed on the screen. Please raise your hand and an adult will record your score and set your station for the next student to use while others are finishing. At this time, you will be instructed to read your book until the rest of the group is finished.

If you have any concerns once the test has started, raise your hand and a Proctor/teacher will come to you. We are not allowed to provide you with any additional information during the test other than pronouncing a word in a question for you.

I can now reread any part of the instructions if you have questions. Are there any questions?

You may begin by clicking the Start Test button.

Allowable Accommodations and Modifications

The adaptive nature of ULAA makes it an appropriate assessment for students with a wide range of skills and achievement levels. The test design automatically provides one accommodation (extended time) and permits districts and/or schools to select accommodations appropriate for the needs of an individual student.   The following accommodations apply to all students:

Changes in timing or scheduling the assessment
- o Extended time
- o Breaks as needed
- o Administer at time of day most beneficial to student

Test Directions
- o Directions should be read aloud. May be reread if needed.
- o Simplify language in directions
- o Clarify directions

Changes in Test Setting
- o Test an individual student in a separate setting
- o Test a small group of students in a separate, but familiar location (for example, Title 1 room)
- o Minimize distractions (for example, study carrel)

References and tools
- o Scratch paper
- o Markers to limit distractions (for example, student may use a sticky note to move down the screen as they are reading)

Note: When a calculator can be used on a test item, one will appear on screen. Only if a student's approved accommodation calls for a calculator can one be used throughout the test.

Note: CRT formula sheets for Math are NOT allowed.

The information in the next two pages describes accommodations offered for students with IEP, 504 and/or ELL plans.   Currently, twenty separate accommodations to the test may be employed to ensure that the ULAA is available to the largest number of students possible. These identified accommodations neither impact the validity nor the alignment of the ULAA assessment. Any and all special program students taking the ULAA will be subject to the same reporting as the general population.

If students need additional accommodations beyond those offered, those students should take the corresponding Utah CRT.

Definition of Terms

X	Accommodation allowed
No	Accommodation not allowed
---	Not applicable
SWD	Students with Disabilities Students who have disabilities and are eligible for special education services under the Individuals with Disabilities Education Improvement Act (IDEA).
504	Students with Section 504 Plans Students who have a physical or mental impairment that substantially limits one or more major life activities and impacts their education.
ELL	English Language Learner
P	Pre-Emergent Level: The student has limited or no understanding of oral or written English, so he/she participates by listening.
E	Emergent Level: The student has begun to understand that written language represents oral language.
I	Intermediate Level: The student understands and uses more abstract, academic, and formal language and literacy skills.
A	Advanced Level: The student has developed proficiency in the English language and literacy skills.

OVERVIEW OF ASSESSMENT ACCOMMODATIONS

	Accommodations	Plan	ELL Level*	Utah Local Adaptive Assessment		
				Reading Language Arts	Math	Science
Presentation Accommodations	Directions read aloud in English	ELL, SWD, 504	P,E,I,A	X	X	X
	Questions read aloud in English	ELL, SWD, 504	P,E,I,A	X*	X	X
	Directions signed	SWD, 504		X	X	X
	Questions signed	SWD, 504		X**	X	X
	Screen reader	SWD, 504		NO	NO	NO
	Directions - oral translation	ELL	P,E,I,A	X	X	X
	Questions - oral translation	ELL	P,E,I,A	NO	X	X
	Large print	SWD, 504		NO	NO	NO
	Magnification devices	SWD, 504		X	X	X
	Braille	SWD, 504		NO	NO	NO
	Tactile graphics	SWD, 504		NO	NO	NO
	Audio amplification devices	SWD, 504		X	X	X
	Visual cues –hearing impaired	SWD, 504		X	X	X
	Talking materials	SWD, 504		X	X	X
	Bilingual word lists	ELL	P,E,I,A	---	---	---
	Translated formulas	ELL	P,E,I,A	---	NO	---
Response Accommodations	Word processor (no spell check)	SWD, 504		---	---	---
	Calculation devices	SWD, 504		---	X***	X***
	Write in test booklet	SWD, 504		---	---	---
	Scribe	SWD, 504		---	---	---
	Visual organizers	SWD, 504		X	X	X
	Graphic organizers	SWD, 504		X	X	X
	Speech-to-text conversion	SWD, 504		---	---	---
	Brailler	SWD, 504		---	---	---
	Recording device	SWD, 504		---	---	---
Setting	Reduce distractions to student	SWD, 504		X	X	X
	Reduce distractions to others	ELL, SWD, 504	P,E,I,A	X	X	X
	Physical access – ADA	SWD, 504		X	X	X
Timing	Extended time	ELL, SWD, 504	P,E,I,A	X	X	X
	Multiple breaks	ELL, SWD, 504	P,E,I,A	X	X	X
	Schedule change	SWD, 504		X	X	X
	Temporary accommodations	504		X	X	X

*Questions Read Aloud in English (ELL, SWD, 504)
A qualified adult with documented training in ethical testing procedures approved by the district/charter school may be allowed to read orally to students who are unable to decode text visually or for English language learners who are unable to read. Readers should use even inflection so that the student does not receive any cues by the way the information is read. It is important for readers to read test items/questions and text word for word, exactly as written. Readers need to be familiar with the terminology and symbols specific to the content. This is especially important for high school mathematics and science. Only words associated with graphic materials may be described. The graphic itself should not be described. Best practice would indicate that students receive this accommodation individually.

> **Readers may not clarify, elaborate, provide assistance to students, or inadvertently give clues that indicate the correct answer or help eliminate some answer choices.**

**Questions Signed (SWD, 504)
Sign language interpreters may be required for students who are deaf or hard of hearing. Some students may need all print materials interpreted while learning to read print. Interpreters need to be able to translate in the same method of sign language typically used by the student (e.g., American Sign Language, Cued Speech). Interpreters must not paraphrase, clarify, elaborate, or provide assistance with the meaning of words, intent of test questions, or responses to test items. Graphic materials may be described but should also be available in print or tactile formats. Best practice would indicate that students receive this accommodation individually.

> **Sign language interpreters may not clarify, elaborate, provide assistance to students, or inadvertently give clues that indicate the correct answer or help eliminate some answer choices.**
>
> **A student's teacher should not be the interpreter in testing situations unless a second person is present to monitor for quality and fairness.**
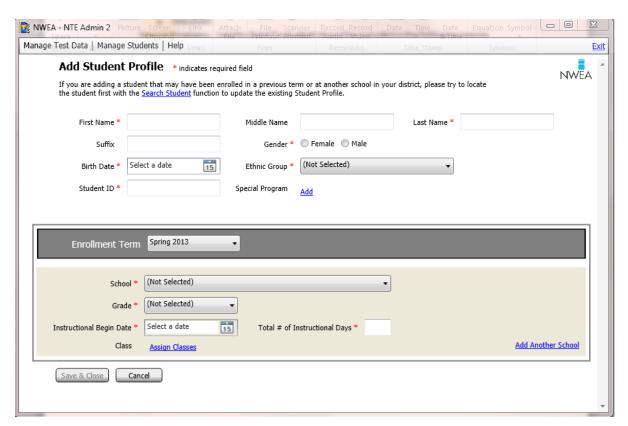
***Calculation Devices (SWD, 504)
If a student's disability affects mathematics calculation, a calculator or other assistive device (e.g., abacus, arithmetic table, multiplication table, manipulatives, or number chart) may be used. It is important to determine whether the use of a calculation device is a matter of convenience or a necessary accommodation. It is important to know the goal of instruction and assessment before making decisions about the use of calculation devices. For example, if students are learning subtraction with regrouping, using a calculator would not give a student an opportunity to show regrouping. On the other hand, if students are learning problem solving skills that include subtraction (e.g., bargain shopping for items with a better value), the use of a calculation device may be a valid accommodation. Calculators may be adapted with large keys or voice output (talking calculators). In some cases, an abacus may be useful for students when mathematics problems are to be calculated without a calculator. The abacus functions as paper and pencil for students with visual impairments.

Rostering students using NTE Admin 2

Students who were not included in the Class Roster File should be rostered using NTE Admin 2. Student data added through NTE Admin 2 will be validated against the USOE database throughout the testing window. NWEA will request corrections if the following fields are not a match: SSID, Last Name, First Name, Middle Initial, DOB, Gender, Grade, Ethnic Group. Detailed instructions for adding a student: http://www.nwea.org/support/article/692 .

- Student ID: Use SSID only
- Ethnic Group (use only the following options):
  - Asian
  - Black
  - Caucasian
  - Hispanic
  - American Indian
  - Pacific Islander
  - Multiple Races
  - Unknown
- Special Programs : Use this field if a student should be included in the following special programs. Otherwise, leave this field blank.
  - Special Education
  - ELL
  - Free and Reduced Lunch
- A student must be associated with at least one class.

Invalid Scores and Make up Testing

It may be necessary to invalidate a student's test during the test itself, due to one of the following:

> Student copies or receives verbal help from another student.
>
> Student refuses to take or continue the test.
>
> Student seems unable to comprehend directions or questions.
>
> Student exhibits disabling anxiety.
>
> Student becomes ill during the test.

Make-up Testing and Retesting

Make-up Tests:

Students who are absent or need to retest during the testing session must be rescheduled during the testing window. Be sure extra time slots are built into the testing window to allow for this.

Retesting:
- For all tests except Algebra 1 and Algebra 2, the first test taken is the valid test event. IF a student takes a second test, it will not be a valid score.
- For Algebra 1 and Algebra 2 tests, the test with the highest score is the valid test event. A student may take these tests more than once during the test window.

If a Student Takes an Incorrect Test

If a student takes an incorrect test (i.e. wrong grade level, wrong End of Course test), notify your MAP Coordinator. The MAP Coordinator can submit a Data Repair Request to have the incorrect test event removed. An example of the Data Repair Request can be found at the end of this handbook and in the Appendix of the 2013 ULAA Administrative Guidelines.

Frequently Asked Questions About Test Administration

- **If a student who speaks English as a second language does not know a word in an item, may I pronounce that word for the student?**
  Answer: Refer to the ULAA Allowable Accommodations chart in this handbook.

- **If a student has an IEP that specifically states that the student should be administered tests individually, may I administer the tests to that student alone?**

  Answer: Yes.

- **What do I do if an error message appears onscreen during a test?**

  Answer: Record the error message, especially the error number if one is displayed. Most error numbers will appear at the bottom of the error message and will have ten digits. Try to resume testing. If you cannot, close and restart TestTaker. Then, reselect the test and the student. You should be prompted to resume that student's test. If you are, have the student finish the test. If the test is not resumable, the student will need to be scheduled for a retest. If there is time that day, the student may begin the test and either finish or resume and finish on another day.

- **What do I do if a question does not display properly; for example, missing answers, questions, or instructions, or garbled appearance, etc.?**

  Answer: You need to refresh the screen by pressing Ctrl+Shift+R for Windows® or Intel® Mac® operating systems or Apple+Shift+R for Mac OS®. If the problem persists after refreshing the screen, you should terminate the test with the option to resume, and then try to resume the test. If you are on a PC and continue to have graphics specific problems, go into the device manager on your machine to locate the video adapter. Turn down the hardware acceleration on the video adapter properties. This is usually a slide bar arrangement with a low, medium, and high scale. Simply click on the bar and move it down from the higher end of the scale to somewhere in the medium range. You may need to reboot the computer after this adjustment. If you still experience the same problems, record the item number shown in the upper right corner of the screen (after the sequence number) on the ***Problem Item Report Form*** and email it to NWEA.

- **Do I have to print the test score that shows on the screen when a student completes a test?**

  Answer: No. You *may* print this screen if you choose, but it is not necessary. You may write the scores down as another option.

- **What should I do if a student has not completed his/her test, but the rest of the class is finished?**

  Answer: Because the tests are not timed, you have some options. You may dismiss the class and allow that student to finish while you prepare the lab for the next group. Alternately, you may terminate the student's test with the option to resume and allow him or her to finish it at another time. We recommend that secondary students finish the test in one sitting.

- **How do I resume a test that has been terminated with the option to resume?**

  Answer: The Proctor loads the test and selects the student's name. TestTaker will automatically notify the Proctor that there is an unfinished test for that student. At that point, simply resume the paused test, and the student will resume at the question number where the test was terminated. **Secondary End of Course Science tests cannot be paused.**

- **Are students allowed to do a practice test?**

  Answer: No.

- **What do I do if a student is obviously cheating, is making no effort to select correct answers, or refuses to continue to take the test?**

  Answer: Select terminate with the option to resume, and contact the School Administrator who will make the final decision. If the test will be invalidated, the School Administrator should terminate it without the option to resume.

  - **How to *terminate* a test in TestTaker:**
    - Access the Proctor Administration Menu by pressing Ctrl+Shift+P (Windows® or Intel® Mac® operating systems) or Apple+Shift+P (Mac OS®).
    - Click Terminate.
    - Enter the Proctor Password.
    - Select the No radio button when asked if you want to resume test.
    - Click OK.

  - **How to *pause* a test in TestTaker:**
    - Access the Proctor Administration Menu by pressing Ctrl+Shift+P (Windows® or Intel® Mac® operating systems) or Apple+Shift+P (Mac OS®).
    - Click Terminate.
    - Enter the Proctor Password.
    - Select the Yes radio button when asked if you want to resume test.
    - Click OK.

- **Why does the TestTaker screen appear to lock or go white after the student clicks on the Start Test button?**

  Answer: This occurs when several computers are trying to access data from your NTE directory at the same time. Nothing is wrong with the test computer. It is on standby and will resume as soon as it is able to access the data it needs. Typically, this should happen within a couple of minutes. One way to prevent this is to stagger the students' start times

- **Who do I contact should technical issues arise?**

  Answer: First, contact your MAP Coordinator and/or Technical Coordinator in your school or district. The Technical Coordinator may need to contact NWEA's Technical Support Team.

Delete Test Event

> **By submitting this form, you are authorizing NWEA to perform the data repair as described in this Data Repair Request (DRR) and/or any accompanying documentation for this submission.**

This Data Repair Request will remove the test (s) from all report detail and modify all summary calculations.

Instructions for secure site DRR submission:

STEP 1: Fill in the table below with information for up to 10 tests. If you are requesting more than 10 tests be repaired, mark the check box below and submit the information on a separate spreadsheet along with this DRR cover letter. See Steps 2 and 3 below for submission instructions.

☐ My Data Repair Request is for more than 10 tests. I am submitting a separate spreadsheet with the request information, along with this DRR coversheet.

- OR -

☐ Repair the following tests:

	Student Name	Student ID	Name of Test	Test Date or RIT Score* *Provide enough information for NWEA to determine which test(s) to delete
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Additional Information

STEP 2:   Fill in the information below.

Name		**Date**	

District		**School(s)**	

Phone		**Email**	

Number of students affected

How many students are included in this Data Repair Request?

Number of tests affected

How many tests are included in this Data Repair Request?

Client Tracking (optional – for your own use)

To help you track your DRR submissions, enter your district's tracking name or number here, and it will be included on the email notification when the DRR is complete.

STEP 3:   Follow the instructions below to submit this form and any pertinent accompanying documentation through the secure upload function of the NWEA Reports Site.

- Save this document and any accompanying documentation to your local computer or network.

- Log on to the NWEA Reports Site (https://reports.nwea.org).

  NOTE: Logins for MAP Coordinators and School Administrators have the appropriate permissions to submit Data Repair Requests through the "Upload Files" feature.

- From the left-side navigation panel, under the **Actions** section, click the Upload Files link.

  NOTE: Be sure to click the Upload Files link, not the Upload Roster link.

- In the **Primary Contact** fields, enter the contact information of the person that will be available to answer questions about this data repair if it becomes necessary. Space is provided for an optional secondary contact person if desired.

- In the **Notes** field, enter "**Attn: DRR**." Additionally, you can include in this field any pertinent information that is not included in the request form.

- Click the ⎡Add Files⎤ button. The **Add Files** browser window appears.

- Browse to the location where this document and any accompanying documentation are saved. Select the document(s) and click the ⎡Open⎤ button. The files are added to the **Files** box of the **Upload Files** page.

- Click the ⎡Start Upload⎤ button.