pennsylvania
DEPARTMENT OF EDUCATION

# Pennsylvania Keystone Exams

## Winter 2016–17 Keystone Exams
## Handbook For Assessment Coordinators

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# PART I – GENERAL KEYSTONE EXAM INFORMATION

The Keystone Exams are end-of-course assessments designed to evaluate proficiency in the subject areas of Algebra I, Biology, and Literature. They are offered in both online and paper/pencil formats.

## 1. ADMINISTRATION MANUALS

Building Principals, District Assessment Coordinators, and School Assessment Coordinators who coordinate the administration of the assessments must become familiar with this handbook and the *Directions for Administration Manual*s. The *Directions for Administration Manual*s are subject and mode (i.e., online or paper) specific and are provided to school entities based on whether students will be participating in the assessments via either online or paper/pencil testing.

The purpose of this handbook is to provide guidelines and procedures for online testing and paper/pencil testing. Additional information associated with utilizing the eDIRECT system for online testing can be found in the *eDIRECT Test Setup User Guide* which can be found at https://pa.drcedirect.com. Click on Documents under the General Information tab. Select the appropriate administration and select 'User Guide' under Document Type, and click Show Documents.

**Note:** For school entities that receive their materials directly from Data Recognition Corporation (e.g., ship-to-school districts, IUs, charter schools, non-public and private schools, and other special sites), the School Assessment Coordinator fulfills the responsibilities of the District and School Assessment Coordinator as outlined in this handbook.

Schools may make copies (in full or in part) of this handbook and the *Directions for Administration Manual*s. PDF versions of these documents can be found in eDIRECT and also on the PDE website at www.education.pa.gov.

- Roll over 'K–12' in the dark blue bar across the top of the page.
- Select 'Assessment and Accountability.'
- Click on the 'Keystone Exams' link 'Continue to Keystone Exams Information...' under the paragraph titled, KEYSTONE EXAMS.

## 2. KEY DATES FOR WINTER 2016–17

There are two testing windows or "waves" for the winter Keystone Exams. The District Assessment Coordinator chose the testing "wave" for each subject during the enrollment window. PDE requires that all schools within a district test the same subject in the same "wave" regardless of testing mode (i.e., online or paper).

Materials for the Keystone Exams will be delivered according to the schedule below. Instruct personnel who are responsible for receipt of shipments to contact you as soon as a shipment arrives. Avoid the common error of having shipments placed in the book storage area or the supply room without the Assessment Coordinator's knowledge. Boxes can be identified by a fluorescent label that reads "Test Materials Enclosed: Open Immediately and Inventory."

| DATE | ACTIVITY |
|---|---|
| *By* November 7, 2016 | Non-secure manuals and administrative materials arrive at districts/schools |
| *By* November 21, 2016 | Wave 1 secure test materials arrive at districts/schools |
| Nov. 21–Dec. 15, 2016 | Request Wave 1 additional materials (if needed) |
| **December 5–16, 2016** | **Wave 1 Testing Window** |
| December 21, 2016 | Deadline for districts to return Wave 1 materials to DRC for processing |
| *By* December 14, 2016 | Wave 2 secure test materials arrive at districts/schools |
| Dec. 14, 2016–Jan. 22, 2017 | Request Wave 2 additional materials (if needed) |
| **January 9–23, 2017** | **Wave 2 Testing Window** |
| January 26, 2017 | Deadline for districts to return Wave 2 materials to DRC for processing |

## 3. MATERIALS RECEIPT NOTICE

Boxes should be opened immediately by authorized personnel to inventory the contents. If not inventoried centrally, boxes should be distributed intact to schools, allowing enough time for the School Assessment Coordinator to inventory the materials. District Assessment Coordinators (or School Assessment Coordinators that receive materials directly from DRC) are required to enter the date secure materials arrive at the district/school using the Materials Receipt Notice in eDIRECT. All District Assessment Coordinators have access to the Materials Receipt Notice and are responsible for assigning permissions to School Assessment Coordinators (if appropriate).

After logging in to eDIRECT, click on 'Receipt Notice' under the 'Materials' tab on the left menu. Select the appropriate Administration and then District and School; click 'Show.' Clicking the 'Complete' button certifies that the school listed has received and inventoried its secure testing materials and that any discrepancies from the packing list have been reported to DRC.

**Note:** All secure materials must be returned to DRC. Any materials that are not returned to DRC or accounted for on the school's Materials Accountability Form will be reported to the Pennsylvania Department of Education.

## 4. ADDITIONAL MATERIALS

If additional materials are needed, the School Assessment Coordinator should request them from the District Assessment Coordinator. Additional materials must be requested through eDIRECT at https://pa.drcedirect.com. All District Assessment Coordinators have access to the Additional Materials Request and are responsible for assigning permissions to School Assessment Coordinators (if appropriate).

Additional material requests must be placed for the wave in which a subject will be assessed (i.e., additional material requests for a Wave 2 subject **must not** be placed with wave 1 requests). Please do not order any additional materials until **after** you have inventoried your secure materials. The Additional Materials Request system will be available starting on Nov. 21, 2016.

After logging in to eDIRECT, click on 'Additional Materials' under the 'Materials' tab on the left menu. Select the appropriate Administration and then District and School. Click the 'Add Order' button to see the materials available to order. Fill in the amount of material needed in the 'Request Quantity' box, then click the 'Submit' button. **When ordering additional materials, please enter the exact number needed. DRC will determine final counts and pack sizes.**

This system allows for all users with proper permission to see orders that have been placed. To search or view orders, click on 'Additional Materials' under the 'Materials' tab on the left menu. Select the appropriate Administration and then District and School. Select 'All' under Status and then click the 'Find Orders' button. All orders for that School will be displayed with the current status.

Materials ordered from DRC after 2:00 p.m. EST will be shipped on the following business day. All materials must be ordered **at least** four days prior to the start of a testing window in order to ensure delivery prior to the start of testing. If additional Braille material is needed, please call DRC Customer Service at 1-800-451-7849.

## 5. DISTRICT ASSESSMENT COORDINATOR RESPONSIBILITIES

The District Assessment Coordinator (DAC) is responsible for attending training provided by PDE. The DAC is then responsible for coordinating all training that takes place in the LEA and for determining specifics related to test administration such as a schedule, type of administration (paper and pencil or online) and other LEA-level administrative aspects of the testing. Whereas the DAC is responsible for ALL training in the LEA, the primary training done by the DAC directly is for School Assessment Coordinators (SACs) and LEA-level staff who handle and/or have access to secure test material. Additional information on specific responsibilities was placed into Appendix B.

## 6. SCHOOL ASSESSMENT COORDINATOR RESPONSIBILITIES

Every District Assessment Coordinator must train School Assessment Coordinators before the School Assessment Coordinators can train the Test Administrators. The following topics must be included in the training:

**a.** The district assessment schedule

**b.** Directions in this handbook, emphasizing
- student participation;
- requirements for completing demographic and accommodations information for all participating students;
- barcode labels (for paper testers, every used answer booklet must have a label applied to the front cover);
- required PAsecureID lists; and
- Test Security Certifications

**c.** Procedures for distribution and collection of assessment materials, including Test Tickets for online testers

**d.** Directions in the *eDIRECT Test Setup User Guide*, if testing online

**e.** Test Administrator training

**f.** School Assessment Coordinator responsibility for the security of assessment materials

**g.** Distribution of Parent Information

**h.** A complete review of test security

**i.** School Assessment Coordinators should be given ample time to distribute the *Directions for Administration Manual*s (available online) to Test Administrators and to schedule an orientation session within two weeks prior to the assessment window.

Additional information can be found in Appendix B concerning the SAC responsibilities.

## 7. TEST ADMINISTRATOR RESPONSIBILITIES

Any person who functions as a Test Administrator must complete the PSSA and Keystone Exams Test Administration online training module at www.pstattraining.net at least once during a school year. This interactive course is designed as an individual, one-to-one training for Test Administrators and is a key component of the oversight that School Assessment Coordinators are required to perform as outlined in this manual. School Assessment Coordinators must ensure that their Test Administrators register and complete this training prior to administering the PSSA or Keystone Exams.

At least one week prior to the scheduled assessment dates, School Assessment Coordinators **must** conduct a training session for Test Administrators and Proctors. Teachers, counselors, administrators, and paraprofessionals who meet the following qualifications may be Test Administrators:
- employed by the LEA
- have completed the annual Pennsylvania State Test Administration Training (PSTAT)
- trained by the SAC annually
- not prohibited from being a Test Administrator by the PDE or LEA

Student teachers may be present during the administration of the assessments as part of the professional experience; however, they may **not** be either Test Administrators or Proctors. In this training session, the following topics must be included:

**a. Assessment Schedule**—Be certain that Test Administrators and Proctors know the assessment schedule.

**b. Administration Preparation**—Test Administrators and Proctors must receive and study the *Directions for Administration Manual*s and the *Handbook for Secure Test Administration* (found in Appendix B) prior to training.

c. **Students with Special Needs**—Explain which students are to be included in the assessments and what special accommodations may be provided for these students (see "Student Participation" on page 7 of this handbook).

d. **Assessment Conditions**—Remind Test Administrators and Proctors of the importance of good assessment conditions (e.g., a comfortable, quiet room) and a positive approach to the assessment.

e. **Special Instructions**—Remind Test Administrators and Proctors that all testers using paper/pencil mode must use a No. 2 pencil when responding to the assessment. Additionally, if there is no student specific label, student name and demographic data must be coded using a No. 2 pencil prior to the assessment.

f. **Electronic Devices**—All electronic devices (e.g., cell phones, smart phones, cameras, smartwatches, or any other prohibited electronic devices) are to be collected as students enter the testing site. To ensure students (and parents/guardians) are aware of this policy, school districts and schools should distribute to parents/guardians the letter found in Appendix A before testing.

   The consequences for using and/or having an electronic device during the test administration includes:

   - a "Do Not Score" label must be placed on the student's answer booklet (for online mode, DRC must be contacted to invalidate the assessment and reset the test) and the student must retake the assessment during the same administration testing window in order to receive a score;
   - the electronic device will be confiscated and in the presence of the parent or guardian, and, with the parent/guardian's permission, the electronic device will be viewed to ensure that no information or material regarding the assessment is present;
   - any data (e.g., photos, images, text) that violates the security or integrity of the test must be copied and reported to the Department of Education immediately. Possession of an electronic device where the security or integrity of the test has not been compromised does not have to be reported to the Department of Education.
   - the student will be disciplined in accordance with LEA policy, and that discipline will vary depending on whether test material has been compromised; and
   - the parents and students may be responsible for the cost of replacing compromised items.

   District personnel, school personnel, and students must understand that the integrity of the test cannot be compromised.

g. **Use of Calculators**—Calculators may be used for any part of the following assessments as long as the Pennsylvania Calculator Policy (found in Appendix C) is followed:

   - Algebra I Keystone Exam
   - Biology Keystone Exam

h. **Use of Dictionaries, Thesauruses, Spell- or Grammar-Checkers**—Ensure that all Test Administrators and Proctors are aware that the use of these items is not permitted on any Keystone Exam.

   **Note:** As an accommodation for English Language Learners, word-to-word dictionaries that translate a native language to English (or English to a native language) without definitions or pictures are allowed on the Algebra I and Biology assessments only.

i. **Classroom Displays**—Explain that only the *General Description of Scoring Guidelines* and the Algebra I formula sheets may be displayed in the testing room. The subject-specific scoring guidelines can be found in Appendix G and the PDE website at www.education.pa.gov. Roll over 'K-12' in the dark blue bar across the top of the page. Select 'Assessment and Accountability.' Click on the Keystone Exams Link that says "Continue to Keystone Exams Information..." under the paragraph titled, KEYSTONE EXAMS.

j. **Barcode Labels**—Emphasize the important aspects of barcode label use for paper/pencil mode (see "Labeling Answer Booklets" on page 12 of this handbook).

k. **Make-up Sessions**—Clarify the school entity's make-up procedures (see "Make-Up Sessions" on page 34 of this handbook for complete instructions).

l. **Scratch Paper**—Remind Test Administrators and Proctors that scratch paper must be provided to students for use during the assessments. Blank graph paper and grid paper are allowed. All scratch paper must be removed from the answer booklets by the student. Collect all scratch paper at the end of each test session and return it to the School Assessment Coordinator to be destroyed.

m. **Response Space**—Emphasize that students are limited to the response space provided in the answer booklets or in the online test engine (INSIGHT). Additional pages will not be scored.

n. **Code of Conduct**—Remind Test Administrators to review these requirements (found in Appendix D of this manual) with all students in advance of the testing day. Prior to starting the assessment, students will be required to indicate that they understand the Code of Conduct for Test Takers that was reviewed with them by their Test Administrators (or teachers). It is important that Test Administrators are prepared to answer any questions about the code of conduct so that all students can acknowledge their understanding of the requirements.

o. **Security**—Emphasize that all test materials, including test booklets, answer booklets, test tickets, and content in the online test must be kept secure at all times prior to, during, and after the assessment, and that completed booklets must be kept secure.

To prevent any suspicion of testing anomalies, PDE strongly encourages school entities not to allow teachers to be Test Administrators and/or Proctors of their own students for the content area in which they teach. As such, it is recommended that other teachers be used as Test Administrators and/or Proctors, or that a Proctor be in the testing room with the teacher if the teacher acts as the Test Administrator of his/her own class.

In collaboration with the Bureau of Special Education, the following guidance is provided: A separate Test Administrator is required for test settings where an educational sign language interpreter has been assigned to interpret allowable Keystone and PSSA test material for a student(s). The School Assessment Coordinator must ensure that educational sign language interpreter receives assessment training. The interpreter must sign the Confidentiality Agreement found in the Accommodations Guidelines and the General Test Security Certification found in Appendix E. Before signing the certification, cross out the word "reviewed" in the third paragraph.

Additional information can be found in Appendix B concerning Test Administrator Responsibilities.

## 8. DRC'S ONLINE CORRECTIONS SYSTEM (CORRECT STUDENTS)

For purposes of accountability a student's best-score-to-date is used. Because a best-score-to-date can include results from multiple administrations of the Keystone Exams, it is important that the student's previous results can be matched to all other testing events for that student.

The Keystone Exams Online Corrections System, available Feb. 13–16, 2017, in eDIRECT, allows LEAs the ability to update student demographic information (PAsecureID, Last Name, First Name, and DOB) from the most recent Keystone Exam for any student record not matched to the Pennsylvania Information Management System (PIMS) files. The system will also allow users to link student records from the current Keystone Exam to past test events. Every LEA is required to access the system to ensure that all student data used for Keystone reporting is accurate.

## 9. INFORMATION FOR ONLINE TESTERS

The School and District Assessment Coordinators involved with online testing should refer to the *eDIRECT Test Setup User Guide* and the subject-specific *Online Directions for Administration Manual*s. These documents contain specific information related to using the eDIRECT system to set up students and computers for use by students for online testing and managing student test tickets. The user guide and the *Online Directions for Administration Manual*s are available in eDIRECT. Click on 'Documents' under the 'General Information' tab. Select the appropriate Administration and select 'Manuals' under 'Document Type.'

Other information related to online testing is also available in eDIRECT, including online testing tutorials and the Online Tools Training.

**a. PA Online Tutorials**

The PA Online Tutorials have been created for each Keystone Exam and are designed to be used by students at all grade levels. They use pictures, motion, and sound to present visual and verbal descriptions of the properties and features of the PA Online Assessment System. To view the tutorials:

Go to eDIRECT: https://pa.drcedirect.com

Under 'Test Setup' on the left navigation pane, click on 'General Information.'

Go to the 'Test Tutorials' tab.

Click on the play button to view the tutorials.

**b. PA Online Tools Training (OTT)**

The PA Online Tools Training (OTT) is designed to provide an introductory experience using the online assessment software in preparation for taking the Keystone Exams. This allows students to become familiar with testing on a computer and allows them to experiment with the features available during an actual test. Two versions of the OTT are available—a public version and a secure version. The secure version is automatically downloaded when the District Technology Coordinator downloads the testing software. To view the public version:

Go to eDIRECT: https://pa.drcedirect.com

From the bottom of the home page, select 'Online Tools Training Software Download – Windows or Mac.'

Follow the onscreen instructions to start the OTT.

The username and password are contained in the log in screen.

**Note:** If a student needs to practice with the audio or color accommodations, add "audio" or "color" after the username (i.e., math3audio).

**c. Technology User Guide**

The *Technology User Guide* is available for the District Technology Coordinator. This user guide provides detailed assistance for downloading the testing software.

Go to eDIRECT: https://pa.drcedirect.com

Under 'General Information' on the left navigation pane, click on 'Documents.'

Select the appropriate administration and select 'Technology' under 'Document Type.'

District Assessment Coordinators should consult with their District Technology Coordinator for further details about setting up online testing in the school/district.

# PART II – STUDENT PARTICIPATION

The current regulation requires that beginning with the class of 2019, students must demonstrate proficiency on the Algebra I, Biology, and Literature Keystone Exams in order to graduate.

Because the Keystone Exams for Algebra I, Biology, and Literature replaced the grade 11 Pennsylvania System of School Assessment (PSSA) in mathematics, reading, and science for the purpose of satisfying federal accountability requirements, all students **must** participate in the Algebra I, Biology, and Literature Keystone Exams **by spring of their grade 11 year**. Districts have the option of testing students for federal accountability purposes during any administration. Because the Keystone Exams are designed as end-of-course exams, with few exceptions the Keystone Exam should be taken at the end or near the end of the related course. Students completing the Keystone Exams prior to grade 11 will have their results banked until they reach grade 11. Students who previously completed the Keystone Exams and earned a score of Proficient or Advanced are not permitted to retake the assessments.



The Keystone Exams are designed as end-of-course evaluations. Therefore, students who are participating in the Keystone Exams as a **graduation requirement** and qualify to retake a Keystone Exam (i.e., students who did not achieve proficiency on a previous attempt) are required to complete supplemental instruction prior to retaking a Keystone Exam so that the student is better prepared for the content of the assessment.

A student who has transferred to Pennsylvania from another state and has passed that state's graduation assessment for Algebra, Biology, or Literature may be eligible to have his/her non-Pennsylvania proficiency apply to the Keystone Exams graduation requirement. PDE will determine if the student's proficiency is applicable to the Pennsylvania graduation requirement. Please contact John Weiss at PDE, jweiss@pa.gov, **before** the assessment for additional information.

## 1. PARTICIPATION WITH ACCOMMODATIONS

All students with disabilities, except those students that qualify for the alternate assessment (PASA), should be provided the same assessment accommodations as provided for in their 22 PA Code Chapter 14 or Chapter 711 Individualized Education Program (IEP) or their 22 PA Code Chapter 15 Service Agreement regarding their instruction. For more information, refer to the *Accommodations Guidelines* found in eDIRECT at https://pa.drcedirect.com. Click on Documents under the General Information tab on the left menu. Select the appropriate administration and select 'PDE Procedures and Guidelines' under Document Type. This document can also be found on the PDE website at www.education.pa.gov.

- Roll over K–12 in the dark blue bar across the top of the page.
- Select Assessment and Accountability.
- Click on the 'Keystone Exams' on the right side of the page.

**a.** **Braille and large-print** versions of the assessments are available for students with visual impairments. These versions are available in paper versions only.

**i.** Students who use the Braille or large-print versions must have all of their answers (multiple-choice and constructed-response) transcribed by the School Assessment Coordinator or designee into a Form 1 answer booklet (using a No. 2 pencil only). Additional Form 1 booklets for transcription will be provided with the Braille and large-print versions for this purpose. These booklets are identified as packs of one. If a Form 1 answer booklet is not received, please use another Form 1 answer booklet from the school's additional materials.

**ii.** The School Assessment Coordinator or designee may not make corrections to student work. No corrections are allowed for spelling, punctuation, or grammar.

iii. Student responses in Braille or large-print booklets that are not transcribed into an answer booklet will not be scored. The answer booklet that has been used for transcription purposes must have a Student Precode Label or a District/School Label properly affixed.

iv. All Braille and large-print booklets are secure materials and must be returned to DRC.

b. **Audio** versions of the Algebra I and Biology assessments are available for students with IEPs needing this accommodation. The audio versions are available **online only**. Within eDIRECT, this accommodation must be selected for the student prior to the student being added to a test session. The test ticket must display this accommodation to ensure that the student is setup properly within the online testing tool. For additional information, please refer to the *eDIRECT Test Setup User Guide*.

c. **Color Chooser and Color Contraster** accommodations are available with the online assessments for students who need color overlay accommodations. Within eDIRECT, this accommodation must be selected for the student prior to the student being added to a test session. The test ticket must display this accommodation to ensure that the student is setup properly within the online testing tool. For additional information, please refer to the *eDIRECT Test Setup User Guide*.

See the "Accommodation" section on page 19 of this handbook for additional information.

## 2. PROCEDURES FOR NON-ASSESSED STUDENTS

For a non-assessed student in a school using a paper/pencil assessment, use the "Complete for Non-Assessed Students" grid on page 1 of the answer booklet and darken the bubble next to the reason the student did not participate. For online testers, non-assessed information must be provided in eDIRECT (Test Setup > Students) for any student who did not participate in the assessment, but was required to participate either for the purposes of federal accountability or because they are currently enrolled in a Keystone-related course. The non-assessed information on the answer booklet or in eDIRECT does not override student responses. If a student attempts at least 5 items in a module, that module will receive a score regardless of any non-assessed fields that are coded.

Students not participating in the assessment must be coded under one or more of the following categories:

a. **Student had a recent medical emergency:** This applies only to rare circumstances in which a student cannot take or finish taking the assessment during the entire testing window, including make-up dates, due to a recent significant medical emergency. In these situations, the student has remained enrolled at the school, yet the circumstances might prohibit him or her from participating in the assessment during the testing window. For example, this might include a situation in which a student is recovering from a recent car accident. School personnel must select the "Student had a recent medical emergency" from the "COMPLETE FOR NON-ASSESSED STUDENTS" section on page one (1) of the answer booklet.

   Special Circumstances: If a student has been diagnosed with a concussive injury and there is medical documentation within 2 weeks of the start of the testing window that states the student may not participate in standardized testing, school personnel must select "Student had a recent medical emergency." In all other instances involving concussive injuries and student nonparticipation due to illness/health issues, the student should be coded as "Other."

   If a student is receiving education services (school enrollment, hospital, treatment facility, homebound, etc.) during the testing window, the student must be given the opportunity to participate in the Keystone Exams at the location he/she is receiving his/her educational services.

b. **Student had an extended absence for the entire testing window:** If the student is absent from school for an extended period that continues beyond the last day of the PDE-established testing window, including the make-up period, school personnel must select "Student had an extended absence for the entire testing window." Schools must make every effort to ensure that all students who experience absences during the testing window are able to participate in the assessments during the school's make-up sessions.

c. **Student had a parental exclusion based on Chapter 4 rules:** Chapter 4 of Title 22 of the Pa. Code (22 Pa. Code 4.4) provides for the right of any parent/guardian to excuse his/her child from the state assessment if, upon inspection of the testing materials, he/she finds the assessment to be in conflict with his/her religious beliefs. This is the only basis for a parent/guardian to excuse his or her child from the statewide assessments.

   i. At least two weeks prior to the testing window, assessments must be available for review by parents and guardians. The assessment must be reviewed on district property and district personnel must be present at all times. Districts must provide a convenient time for the review. This may include an evening review time, if requested. Proper security and confidentiality of the assessment must be maintained at all times.

   ii. Sites testing only online should contact DRC to order a set of paper assessments for the purposes of parental review. These paper assessments must be returned to DRC following the return instructions outlined in this handbook.

   iii. Parents and guardians must sign the **Parent Confidentiality Agreement**. A copy of this must be locally maintained. (Do not send this statement to PDE or DRC.) Parents and guardians may not photocopy, write down, or in any other manner record any portion of the assessments, including directions. The Parent Confidentiality Agreement can be found in Appendix F of this handbook.

   iv. If after reviewing the test parents/guardians find the test to be in conflict with their religious beliefs and wish their student(s) to be excused from the test, the parents/guardians must provide a written request that states the objection to the Superintendent or Chief Executive Officer.

   v. If the student is excused from the state assessment due to parental or guardian request, school personnel must provide an alternative learning environment for the student during the assessment and select "Student had a parental exclusion based on Chapter 4 rules."

d. **Student had a parental exclusion based on other reasons:** If a parent refuses to have his/her student participate in the assessment but does not provide a reason in accordance with Chapter 4 rules, school personnel must select "Student had a parental exclusion based on other reasons." Students who do not participate in the assessment due to parental request will negatively affect the school's participation rate and can potentially have a negative impact on the school's accountability status.

e. **Other:** Although there is no other apparent reason for student non-participation in the assessment, this category is provided for the rare exception. The most notable exception is student refusal to participate at the time of testing. Refusal represents a defiant act on the student's part despite school personnel's every effort to obtain compliance. If you have exhausted all options and believe you have a case that fits into this category, select "Other."

## 3. CODE OF CONDUCT

The Code of Conduct for Test Takers, found in Appendix D of this manual, provides requirements that students must follow before, during, and after each assessment. This Code of Conduct must be reviewed with all students in advance of the testing day. Prior to starting the assessment, students will be required to indicate that they understand the Code of Conduct for Test Takers that was reviewed with them by their Test Administrators (or teachers). It is important that Test Administrators are prepared to answer any questions about the Code of Conduct so that all students can acknowledge their understanding of the requirements

## 4. OTHER ASSESSMENT INFORMATION

This grid can be found on page 2 of the answer booklet for any student taking a paper/pencil assessment. If the student is testing online, this information must be provided in eDIRECT (Test Setup > Students).

**a. Student is court/agency placed (not foster care).**

**i.** Court/agency placed students, who are currently enrolled in a Keystone-related course, are required to participate in the Keystone Exams regardless of whether the student has an IEP or not. All students who have been court or agency placed into a non-public setting (e.g., PRRI or other juvenile delinquency institution, mental health, drug and/or alcohol treatment facility) are required to participate in the assessments. This section does not apply to foster care students.

**ii.** School personnel must identify a court/agency placed student by selecting "Student is court/agency placed (*not foster care*)" in the "Other Assessment Information" section of the answer booklet or under "Testing Codes" in eDIRECT. Do not mark "Other" in the "Non-Assessed Students" grid for these students.

**iii.** Court/Agency placed information is only captured on the answer booklet or in eDIRECT and is not collected from PIMS.

**iv.** Students attending alternative education programs, IU programs, or Approved Private Schools are placed by the school or district, not by a court or agency; therefore, these students should not be identified as court/agency placed.

**b. Student was absent without make-up.**

**i.** If a student is absent for any modules of a subject and is unable to make up the incomplete module(s), darken the appropriate bubble in the "Other Assessment Information" section.

**ii.** It is important to indicate if a student was absent without make-up, because not doing so will result in the student's test being scored and reported under the assumption that the student simply did not attempt to participate in all modules of the assessment.

## 5. STUDENT WITHDRAWAL DURING TESTING WINDOW

If a student completes Module 1 or Module 2 before withdrawing, return the used answer booklet to DRC to be scored. If a student partially completes only one module before withdrawing, place a Do Not Score Label on the student's answer booklet before returning it to DRC.

## 6. HOME EDUCATION STUDENTS (HOME-SCHOOLED)

If the parent/guardian of a home-schooled student requests that the student take the Keystone Exams, the school district must allow the student to take the assessments at the school building the home-schooled student would normally attend or at another central location agreed to by the school district and the parent/guardian of the student.

Parents/guardians of home-schooled students who plan to request that the student take the Keystone Exams with accommodations are subject to the same procedures and timelines as public school students. According to law, it could take several months for the determination to be made that a student is eligible for administration of the Keystone Exams with accommodations.

Information about home education in Pennsylvania, including the Pennsylvania law on home education and related statutes, regulations, frequently asked questions (and answers), and a list of home education organizations serving Pennsylvania families, is available on PDE's website at www.education.pa.gov (keyword search "home education").

**Note:** For students taking a paper/pencil assessment, a District/School Label must be affixed to the used answer booklet in order for the booklet to be scored. If a student is a full-time home education student, "Student is home-schooled and assessed at parental request" must be bubbled on the student's answer booklet (Item 5 – option 6 on page 2 of the answer booklet) or selected in eDIRECT (Test Setup > Students). This information is not collected from PIMS.

If a student is enrolled at a non-public school or is home-schooled and receives his/her Algebra I, Biology, or Literature education at a public school, the student is required to take the assessment for the subject he/she is receiving education at the public school. **Do not** select "Student is home-schooled and assessed at parental request" if the student is partially enrolled at a public school.



## 7. TESTING OF SUSPENDED AND EXPELLED STUDENTS

Students who have been suspended from daily classroom attendance, but who remain on the school's enrollments, must be administered the assessments. The location of the testing (at a school within the district or via homebound instruction) is a district decision. If the district chooses not to test the suspended student, a paper booklet must be returned and coded as non-assessed due to extended absence (which will negatively impact the school's participation calculation if the student is required to test for federal accountability purposes).

Students who have been expelled from school and who have been completely removed from the district's enrollments do not need to be administered the assessments. However, if the student remains on the district's enrollment after the expulsion (e.g., the student is placed in an alternate education facility, program, or setting), it is the district's responsibility to ensure that the student is tested.

# PART III – LABELING ANSWER BOOKLETS

## 1. OVERVIEW OF BARCODE LABELS

Student Precode Labels, District/School Labels, and Do Not Score Labels will be provided for use on the paper/pencil Keystone Exams answer booklets. (Labels are not needed for students testing online. See the *eDIRECT Test Setup User Guide* for information about setting up students for online testing.) The labels are intended to increase the accuracy of information collected from the booklets. All participating paper/pencil students must have an answer booklet with a Student Precode Label or a District/School Label returned to DRC.

DRC's booklet receiving system is driven by barcodes. Barcodes help DRC identify and sort documents for processing. These are the four types of barcodes:



a. **BLANK**—DRC has preprinted a "blank" barcode on the cover of every answer booklet. A "blank" barcode indicates that the document has not been used and should not be processed.

b. **STUDENT PRECODE**—DRC uses data from eDIRECT that was received from the Pennsylvania Information Management System (PIMS) or a district supplied file to produce Student Precode Labels. **Only students who were placed into paper test sessions will receive Student Precode Labels.** The labels contain a barcode that indicates the answer booklet should be processed and scored for the student whose name is printed on the label. These labels eliminate the need to hand bubble the student's name, birth date, PAsecureID, and demographic items 1 through 7 on page 2 of the answer booklet. **If you receive a label for a student who is no longer enrolled, that label should be destroyed.**

c. **DISTRICT/SCHOOL**—If a student does not have a Student Precode Label, the School Assessment Coordinator or his/her designee must use a District/School Label and hand bubble all demographic information on pages 1 and 2 of the answer booklet **before testing begins**. The labels contain a barcode with district/school-specific information that indicates the document should be processed and scored for the student whose information is bubbled on the booklet.

d. **DO NOT SCORE**—These labels contain barcodes that indicate the answer booklets should NOT be processed. Answer booklets that have a Do Not Score Label will be handled as if they are blank.

**General Instructions for Using Barcode Labels**

- District/School Labels and Do Not Score Labels are not subject specific and can be used on any Keystone Exam answer booklet.
- Before affixing any label to an answer booklet, check the label to ensure that the information is correct.
- Schools should destroy any Student Precode Labels or District/School Labels containing inaccurate information.
- The School Assessment Coordinator or his/her designee must affix the appropriate label to each answer booklet that will be used by a student.
- Place the label in the box located in the lower left corner on the cover of each student's answer booklet.
- Do not remove any label that has been affixed to an answer booklet; this will damage the booklet. Instead, the label must be covered with another label of the appropriate type.
- Do not write on the labels. Do not correct information on a label.
- **Do not use labels from another school or a previous assessment.** If you need more labels, submit an Additional Materials Request in eDIRECT.

## 2. STUDENT PRECODE LABEL INSTRUCTIONS

Most testing sites will receive Student Precode Labels that are linked to individual student demographic information and district/school information in eDIRECT. It is important that school personnel make sure the readable information printed on the label is correct.

**a.** Testing sites may receive multiple sets of Student Precode Labels depending on what subjects are to be tested at the school. Each set of Student Precode Labels will be separated by a slip-sheet that identifies the assessment for which the labels should be used.

**b.** If a student's name, PAsecureID, or date of birth (DOB) is incorrect, the label **should not** be used. Use a District/School Label in its place, and prior to administering the assessment carefully bubble the student's name, PAsecureID, and date of birth exactly as each appears in the PIMS reporting snapshot.

**c.** If a Student Precode Label is being used, the information needed for pages 1 and 2 of the answer booklet is embedded in the barcode on the label; therefore, these items should not be bubbled. Items 8 through 11 on page 3 of the answer booklets need to be completed by school personnel for all assessed students, if applicable, after testing is completed. See page 19 for more instructions regarding the accommodations on page 3 of the answer booklet.

**d.** It is essential for assessment coordinators to verify that the student demographic information in PIMS is correct.

**e.** **All embedded Student Precode Label information will supersede any bubbling on page 1 or page 2 of the answer booklet.** Any student information changes or demographic changes made by writing on a Student Precode Label or by bubbling page 1 or page 2 of the answer booklet WILL NOT change the PIMS information embedded in the Student Precode Label.

**f.** If a Student Precode Label is destroyed, school personnel must use a District/School Label in its place and bubble pages 1 and 2 of the answer booklet before testing begins.

## 3. DISTRICT/SCHOOL LABEL INSTRUCTIONS

All sites will receive District/School Labels that contain district/school-specific information only. District/School Labels must be used when Student Precode Labels are not available. When using District/School Labels, school personnel must bubble pages 1 and 2 of the answer booklets and all applicable items on page 3.

**a.** When using District/School Labels, it is imperative that the student's name, date of birth, and PAsecureID are bubbled exactly as they appear in PIMS prior to administering the assessment. All other applicable demographic information on page 2 of the answer booklet should also be completed in the event that the student demographic information provided on the booklet does not match to a PIMS file.

**b.** **Do not use labels from another school or another year.** If you need more labels, submit an Additional Materials Request in eDIRECT.

**c.** District/School Labels have a stripe across the top of the label.

## 4. DO NOT SCORE LABEL INSTRUCTIONS

Do Not Score Labels are supplied for use on answer booklets that are (1) defective and cannot be scored or (2) answer booklets that should not be scored. Always place the Do Not Score Label directly over any Student Precode Label or District/School Label that was originally affixed to the answer booklet.

**Use the Do Not Score Labels when one of the following has occurred:**

- A used answer booklet is torn, soiled, or defective. When a student has used a booklet and it becomes torn, soiled, or is found to be defective (e.g., missing pages), the student's already recorded responses must be transcribed by the School Assessment Coordinator or his/her designee into a new booklet of the same form designation in the presence of a professional staff member who has signed the Test Security Certification Statement and a Do Not Score Label should be affixed to the defective booklet. The School Assessment Coordinator should write "DEFECTIVE" on the damaged booklet. If a student becomes ill on an answer booklet, transcribe the responses into a new booklet, record the security number found on the back of the soiled booklet, and securely destroy the soiled booklet. **Make sure this information is recorded on the Materials Accountability Form found in eDIRECT.**
- A student uses two test booklets. Submit one booklet for scoring and return the other booklet with a Do Not Score Label (the student's responses must be transcribed from one booklet into the other, provided both booklets are the same form).
- A Student Precode Label (for a student who withdrew prior to the testing window) or District/School Label is inadvertently affixed to a blank/unused booklet (a blank/unused booklet does not have any bubbles marked or any student responses). Affix a Do Not Score Label over the previously affixed label.
- A student has been completely removed from the school's enrollment on or before the end of the testing window **and** the student **did not** complete at least one module. Affix a Do Not Score Label over the Student Precode Label or District/School Label.

**Do not use Do Not Score Labels for the following types of booklets:**

- Blank/unused booklets—there is a **preprinted** "BLANK" barcode in the box located in the lower left corner on the cover of the answer booklet to indicate that the booklet is blank/unused. For **unused** answer booklets, a Do Not Score Label does not need to be affixed to these "BLANK" barcodes.
- Booklets for students who are designated as non-assessed and have been coded as such on page 1 of the answer booklet. These booklets must have a Student Precode Label or District/School Label affixed to the front cover with student information bubbled.

# PART IV – COMPLETING STUDENT INFORMATION

Federal and state accountability measures require the collection of specific student data at the time of testing.

## 1. PAPER/PENCIL TESTING

### Name and Grade

For students who are using a Student Precode Label, it is not necessary to complete the name boxes; however, the Grade grid on page 1 of the answer booklet must be completed by the School Assessment Coordinator or his/her designee. The designee or School Assessment Coordinator must darken the corresponding bubbles below on the right hand side of the cover page of the booklet.

Students taking a paper/pencil assessment using a District/School Label, the School Assessment Coordinator or his/her designee must print the student's name and grade in the boxes on the right-hand side of the cover page of the booklet.

### Birth Date and PAsecureID Grids

The **Birth Date** grid on page 2 of the answer booklet must be completed for all students using District/School Labels by darkening the appropriate month of the student's birth date, followed by writing the two-digit day and year in the boxes provided and darkening the corresponding bubbles below.

All public school students have a **PAsecureID**. The PAsecureID grid on page 2 of the answer booklet must be completed for all students using District/School Labels by writing the students' state-assigned, ten-digit PAsecureID in the boxes provided and darkening the corresponding bubbles.

If the district does not have a PAsecureID for a student, please follow the instructions below. Questions regarding PAsecureIDs can be e-mailed to RA-PAsecureIDHelp@state.pa.us.

**a.** If a student is home-schooled, the grid should be left blank.

**b.** If a student transferred from another district within the state, the new district can access the PAsecureID website to look up the student's PAsecureID.

**c.** If a student is new to the state or previously attended a private school, the district can access the PAsecureID website and enter the student's information to have a PAsecureID assigned.

### Demographics

This information must be reported by school personnel on the answer booklet.

If a student testing with a paper assessment is using a Student Precode Label, the information needed for pages 1 and 2 of the answer booklet is embedded in the barcode on the label; therefore, these items should not be completed by hand. Students with District/School Labels must have pages 1 and 2 completed by school personnel prior to administering the assessment.

### Completing Items 1 through 7 on Page 2 of the Answer Booklet

**Item 1 Gender**

Indicate whether the student is Male or Female.

**Item 2 Race/Ethnicity (*indicate only one*)**

Indicate the ethnicity with which the student most closely identifies. You must choose only one. If a student should be counted in more than one racial category, choose "Two or more races (*not Hispanic*)."

Part IV

**Item 3 Student's current enrollment status initially started after October 1, 2016 ( *mark all that apply, if any*):**

- ○ **in the school of residence** – Student's current enrollment in this school started after October 1, 2016.

To be considered enrolled in the school for a full academic year, a student must have been continuously enrolled in the school from at least October 1, 2016, to the last day of the testing window.

**Note:** Alternative education sites only select this item if the student entered his/her school of residence after October 1, 2016.

- ○ **in the district of residence** – Student's current enrollment in this district started after October 1, 2016.
- ○ **as a Pennsylvania resident** – Student became a Pennsylvania resident after October 1, 2016.

School personnel should complete this item if the student moved to Pennsylvania after October 1, 2016. It is possible that a student may have moved into your school or district from another Pennsylvania school, but enrolled in the previous Pennsylvania school after October 1, 2016, and was not a Pennsylvania resident prior to that date. School personnel are urged to check students' records carefully.

**Item 4 Student's current enrollment status initially started after October 1, 2015, but on or before October 1, 2016 (*mark all that apply, if any*):**

- ○ **in the school of residence** – Student's current enrollment in this school started after October 1, 2015, but on or before October 1, 2016.
- ○ **in the district of residence** – Student's current enrollment in this district started after October 1, 2015, but on or before October 1, 2016.

This item does not apply to normal progression from school to school within a district (i.e., school changes that occur in the course of regular advancement from one grade to the next). Therefore, a student who moves from an elementary to a middle school due to class advancement should not have this field marked.

**Item 5 Mark all of the following that apply, if any:**

- ○ **Student has an IEP (*not Gifted*)** – Student has an IEP and has a disability but is not gifted. This demographic item pertains to a student's IEP status at the time of testing.

It is recognized that gifted students, while not having a diagnosed disability, have an GIEP. The data collected in response to this item are intended to identify ONLY those students with IEPs who have disabilities. Therefore, if a gifted student has an GIEP, but does NOT have a disability, DO NOT select this item.

- ○ **Student has exited an IEP program within the past 2 years** – Student exited an IEP program between January 23, 2015–January 23, 2017. (The end date is based on the last day of the testing window for the 2016 Keystone Exams.)
- ○ **Student participates in Title I program** – All Title I students.

Title I is a federally funded supplemental education program that provides financial assistance to LEAs to improve educational opportunities for educationally deprived children. Title I programs are designed to help children meet the state content and performance standards in reading, language arts, and mathematics. Title I students are not excluded from the Keystone Exams.

- ○ **Student receives Migrant Education Program services** – Student is identified as receiving Migrant Education Program services.

The Pennsylvania Department of Education, Division of Student Services is responsible for compiling and distributing an official list of students eligible for Migrant Education Program services. Only personnel from the Pennsylvania Migrant Education Program can identify students receiving these services. The official list is distributed to district superintendents and school building principals. For more information, see the Migrant Education Program portion of the PDE website.

- ○ **Student is classified as economically disadvantaged** – Student meets the district's economically disadvantaged criteria.

Students are commonly classified as economically disadvantaged if they qualify for free or reduced lunch; however, other criteria used by the district may be substituted.

- ○ **Student is home-schooled and assessed at parental request** – A home-schooled student is being assessed at your testing facility at parental request.

A home-schooled student is not to be considered as enrolled in a school program, and the student's scores will not be included in the district or school results. However, provisions for their inclusion upon parental request need to be made.

If a student is a full-time home education student, "Student is home-schooled and assessed at parental request" must be bubbled on the student's answer booklet regardless of the type of label that has been used. This information is not collected from PIMS.

If a student is partially enrolled at a public school for his/her Algebra I, Biology, or Literature education, do not bubble "Student is home-schooled and assessed at parental request."

If a student is partially enrolled at a public school in a non-assessed course (music, art, etc.), bubble "Student is home-schooled and assessed at parental request."

- ○ **Student attends this school as part of a foreign exchange program** – Student attends your school as part of a foreign exchange program.

**Item 6 Student's English Language Learner (ELL) status is as follows (*indicate only one, if any*):**

- ○ **ELL and enrolled in a U.S. school after January 20, 2016 (*previous enrollment in Puerto Rico is not considered as enrollment in U.S. schools*).**

ELL students who are enrolled in a Keystone related course and entered a U.S. school after **January 20**, **2016**, are considered first-year ELL students for the Winter 2016–17 Keystone Exams and are not required to participate in the Literature Exam; they are required to take the Algebra I and Biology Exams. Even though they are required to participate and their participation is included for accountability, their performance is not used for accountability.

**Important:** If a first year ELL student is in Grade 11 (i.e., will be included in accountability reporting) and does not participate in the Literature Exam, a booklet must still be returned.

– If the student does not have a Student Precode Label, the reason for non-participation must be reflected on page 2 of the answer booklet (item 6 – option 1) or in eDIRECT for an online record by indicating "[Student is] ELL and enrolled in a U.S. school after January 20, 2016"
– If the student has a Student Precode Label, verify that the student's initial enrollment dates are correct in the Pennsylvania Information Management System (PIMS).

**Note:** This exemption can only be used for a student one time. For example, if an ELL student enrolls in a U.S. school for the first time in 9th grade, that student is exempt from taking the Literature assessment due to his/her first year of enrollment in a U.S. school status. If this same student withdraws and leaves the U.S. after the assessment, and re-enrolls in a U.S. school in the 11th grade, he/she is no longer considered in his/her first year of enrollment in U.S. schools and is required to take the assessment.

- ○ **ELL and enrolled in a U.S. school on or before January 20, 2016.**

ELL Students who enrolled in a U.S. school on or before January 20, 2016, are not considered first-year ELL students for the 2016–17 Winter Keystone Exams and are eligible to take the assessments.

- ○ **Exited an ESL/bilingual program and in the first year of monitoring.**
- ○ **Exited an ESL/bilingual program and in the second year of monitoring.**
- ○ **Former English Language Learner and no longer monitored.**

The last three ELL demographic items have been included as a means for the Pennsylvania Department of Education to monitor the progress of students who have exited ESL/bilingual programs and are in the various stages of monitoring. Please check your students' records carefully so the most accurate information is reported.

For more information on ELL, refer to the *Accommodations Guidelines for English Language Learners* found in eDIRECT and also on the PDE website at www.education.pa.gov.

**Item 7 Student is currently in ESL instruction and has the following Title III status (*indicate only one, if any*):**

Students who are English Language Learners (ELL) are eligible to receive supplemental instruction and/or services funded by Title III. Districts/schools can apply for the Title III funding, which is a federally funded supplemental program that concentrates on delivering educational language instructional programs and/or other services to students who have a primary language other than English. Districts may use Title III funding for professional development; therefore, an ELL student (in an ESL instructional program) can indirectly receive Title III funding via the instructor's professional development. Students who fall into this classification should be marked as "Title III served." There are two categories for Title III students.

- ○ **Title III served**

Mark this when the ELL student is eligible for and receiving supplemental instruction and/or services, directly or indirectly (as previously described), through district/school Title III funded programs.

- ○ **Title III not served**

Mark this for either of the following scenarios.

- ELL student is eligible for supplemental instruction and/or services through district/school Title III-funded programs, but is not currently receiving said services.
- ELL student is eligible for supplemental instruction and/or services, but the district/school has not received Title III funding.

**Note:** *One of the first two bubbles in item 6 must be darkened in conjunction with either of the Title III bubbles in item 7. Indicating that a student is Title III (served or not served) confirms that the student is ELL and in ESL instruction.*

## 2. ONLINE TESTING

Student records provided to DRC from PIMS (from the assessment-specific precode templates) are automatically uploaded to eDIRECT with all associated student demographic data. These student records are available to be placed into online test sessions. Student records that were not included in the PIMS file need to be manually uploaded to eDIRECT and must have the student demographic information completed in eDIRECT before the students can be placed into online test sessions. Detailed instructions for completing demographic information for students testing online can be found in the *eDIRECT Test Setup User Guide*.

## 3. ACCOMMODATIONS

When an accommodation is used by a student taking a paper/pencil assessment, the Accommodations Section on page 3 of the answer booklet must be completed by the School Assessment Coordinator (SAC) regardless of the label that was used. Students testing online must have accommodation information completed in eDIRECT (Test Setup > Students). Detailed instructions for completing accommodation information for online students can be found in the *eDIRECT Test Setup User Guide*.

A student's use of an accommodation is not collected from any other source for reporting, such as PIMS. If a student requires an accommodation that is not listed, a documented request must be made to the Pennsylvania Department of Education. DRC cannot authorize the use of accommodations. For more information on accommodations, refer to the *Accommodations Guidelines* found in eDIRECT. Click on Documents under the General Information tab on the left menu. Select the appropriate administration and select 'PDE Procedures and Guidelines' under Document Type. This document can also be found on the PDE website at www.education.pa.gov.

**Item 8 Student used the following Presentation Accommodations (*mark all that apply, if any*)**

- ○ **Braille format** (Paper only) – Student used a Braille version of the assessment.
- ○ **Large-print format** (Paper only) – Student used a large-print version of the assessment.

Students who use the Braille or large-print versions must have all of their answers transcribed or scribed (as per the Accommodations Guidelines) verbatim into the matching Form 1 regular answer booklet. **NOTE: Large-print answer booklets will not be scored.** Additional Form 1 booklets for transcription are provided with the Braille and large-print versions for this purpose. These booklets are identified as packs of 1.

- ○ **Computer-Assistive Technology—does not apply to online testing (*PDE must approve the program and all functions*)** – Student used a PDF version of the assessment provided on a secure CD. This accommodation is intended for those students with a severe disability that precludes them from accessing the assessment through the online testing system and the hard copy test booklet.
- ○ **Some test items/questions read aloud** – Student had some test items/questions read aloud. Any student may request the read aloud of a word, phrase, or test item on the Algebra I and Biology tests.
- ○ **All test items/questions read aloud** – Student had the entire Algebra I and/or Biology assessment read aloud. However, there are items for which reading the item aloud (questions and/or answer options) would cue the correct answer. It is not permissible to read aloud the part or parts of an item for which the correct answer would be cued. For example, when an item asks students to identify a symbol, only the words and numbers may be read aloud, not the symbols. Also, when a student is asked to identify a shape, the names of the shapes may not be read aloud.

  *Read-aloud Guidelines for Operational Assessments* can be found in eDIRECT and the PDE website at www.education.pa.gov. Roll over K–12 in the dark blue bar across the top of the page. Select Assessment and Accountability. Click on the Keystone Exams Link that says "Continue to Keystone Exams Information..." under the paragraph titled, KEYSTONE EXAMS.
- ○ **Test items/questions signed** – Student used an interpreter/translator to sign test items/questions.
- ○ **Test items/questions interpreted for ELL** – Student used an interpreter/translator to present test items/questions.
- ○ **Amplification device** – Student used an amplification device (e.g., hearing aid, personal sound amplifier).
- ○ **Magnification device** – Student has a documented need for magnification and used a magnification device (e.g., CCTV, hand held magnifier, online magnifier tool). Do not select if a student simply used the online magnification tool as an available test feature.

- ○ **Color overlay** (Paper only) – Student used a color overlay, background, or contrast.
- ○ **Other (*noise buffers, whisper phone, etc., as indicated in Accommodations Guidelines or a unique accommodation as approved by PDE*)** – Student used any other device or visual organizer during the assessment. Some may require a separate setting.
- ○ **Audio** (Online only) – Student used the text-to-speech software to have the Algebra I and/or Biology assessment read aloud.
- ○ **Color Chooser** (Online only) – Student used the Color Chooser to change the background color.
- ○ **Contrasting Text Chooser** (Online only) – Student used the Contrasting Text Chooser to change the text color and background color.

**Item 9 Student used the following Setting Accommodations (*mark all that apply, if any*)**

- ○ **Hospital/home setting** – Student completed the assessment at a hospital or at home.
- ○ **One-on-one setting** – Student completed the assessment in a one-on-one setting.
- ○ **Small group setting** – Student completed the assessment in a small group.
- ○ **Other (*as indicated in Accommodations Guidelines or approved by PDE*)** – Student completed the assessment in a separate or unique setting.

**Item 10 Student used the following Response Accommodations (*mark all that apply, if any*)**

- ○ **Test administrator marked multiple-choice responses at student's direction** – Student dictated multiple-choice responses to a test administrator. Responses must be marked into student's answer booklet.
- ○ **Test administrator scribed open-ended responses at student's direction** – Student dictated open-ended responses to a test administrator. Responses must be scribed verbatim into student's answer booklet.
- ○ **Test administrator transcribed student responses (*per Accommodations Guidelines*)** – Student marked responses in something other than the answer booklet being returned for scoring. Responses must be transcribed verbatim into student's answer booklet.
- ○ **Qualified interpreter translated, transcribed, and/or scribed student's signed responses** – Student used an interpreter to sign responses to a test administrator. Responses must be scribed verbatim into student's answer booklet.
- ○ **Qualified interpreter translated, transcribed, and/or scribed ELL student responses (*per Accommodations Guidelines*)** – Student used an interpreter/translator to respond to a test administrator. Responses must be scribed verbatim into student's answer booklet.
- ○ **Keyboard, word processor, or computer—does not apply to online testing (*per Accommodations Guidelines*)** – Student used a keyboard, word processor, or computer with the test booklet. Responses that are separately written or typed must be transcribed verbatim into student's answer booklet.
- ○ **Brailler/Note taker (*per Accommodations Guidelines*)** (Paper only) – Student used a Brailler/Note taker. Responses must be transcribed verbatim into student's answer booklet.
- ○ **Augmentative communication device** – Student used any device to aid in communication. Responses must be transcribed verbatim into student's answer booklet.
- ○ **Audio recording of student responses (*per Accommodations Guidelines*)** – Student used a tape/CD/electronic recorder (with NO speech recognition) to record responses. Responses must be transcribed verbatim into student's answer booklet and the recording must be permanently deleted.

- **Computer-Assistive Technology—does not apply to online testing (*PDE must approve the program and all functions*)** – Student dictated text into the computer or gave commands to the computer using Computer Assistive Technology software with the paper test booklet. Responses must be transcribed verbatim into student's answer booklet.
- **Translation dictionary for ELL student** – Student used a non web-based word-to-word translation dictionary without definitions or pictures.
- **Other (*special paper, etc., as indicated in Accommodations Guidelines or a unique accommodation as approved by PDE*)** – Student used special paper (e.g., blank graph paper, large-squared paper) during the assessment.

**Item 11 Student used the following Timing Accommodations (*mark all that apply, if any*)**

- **Extended time** – Student required more time than the rest of the regular testing group or required scheduled extended time.
- **Frequent breaks** – Student required frequent breaks within a regularly scheduled test session. Students must be monitored during all breaks.
- **Changed test schedule** – Student required the assessment to be administered on a different day or time to accommodate medical or learning needs. No single section may be administered over more than one day.
- **Other (*as indicated in Accommodations Guidelines or approved by PDE*)** – Student required a unique timing accommodation.

**Local Student ID, Optional Field, and Supplemental Data Field**

**a.** The Local Student ID grid is provided to allow districts/schools the option to continue the use of the Local Student ID.

**b.** The Optional Field is provided to allow districts/schools the option to measure information specific to the district/school. Each district/school may choose to gather information based on a specific need in the district/school and would code this field accordingly. If the district/school is not interested in gathering additional information, this field should be left blank.

**c.** The Supplemental Data Field will only be used in the event that a determination is made that the demographic information already contained in the answer booklets has overlooked an element that should be considered for reporting requirements. This field will be used if districts/schools are instructed to do so by DRC or PDE.

**d.** The Local Student ID, Optional Field, and Supplemental Data Field, are also available in eDIRECT for online students.

## 4. TRANSCRIBING

Student responses that are marked or written in anything other than the answer booklet will not be scored; only responses in the regular answer booklet will be scored. Student responses that are marked or written in anything other than the answer booklet must be transcribed verbatim into an answer booklet of the correct form designation. Typewritten pages, separate handwritten pages, and large-print answer booklets will not be processed for scoring. Using a No. 2 pencil, responses (multiple-choice and open-ended) must be transcribed verbatim by the School Assessment Coordinator or designee exactly as the student has recorded. No corrections are allowed for spelling, punctuation, or grammar.

Multiple-choice items should be transferred first. For Algebra I and Biology constructed-response items, transfer the student's responses, including any work done to achieve the response, exactly as written. For drawings or figures the student made, copy the drawings or figures onto the correct space in the answer document. For Literature, transfer the student's responses exactly—letter for letter, punctuation mark for punctuation mark, word for word—taking care to replicate misspelled words, all uppercase/lowercase letters, and all spacing and paragraphing in the student's original responses.

# PART V – TEST SECURITY

The Keystone Exams rely on the measurement of individual achievement. Any deviation from procedures meant to ensure validity and security (e.g., failure to account for or return test materials, group work, teacher coaching, teaching or release of any Keystone Exam items, use of old Pennsylvania assessments as preparation tools) is strictly prohibited and is considered a violation of test security. District/school personnel with access to the assessment materials cannot review, discuss, disseminate, or otherwise reveal the contents to anyone. (This prohibition excludes the *Item and Scoring Samplers* available on PDE's website.)

Any action by an educator that is willfully designed to divulge test questions, falsify student scores, or compromise the integrity of the state assessment system will be subject to disciplinary action under the Educator Discipline Act, 24 P.S. § 2070.1a *et seq*, including a private reprimand, a public reprimand, a suspension of their teaching certificate(s), a revocation of their teaching certificate(s), and/or a suspension or prohibition from being employed by a charter school. In this regard, an educator is any individual who holds public or private academic school certification and all charter and cyber charter school staff members and contracted educational providers who would be required to hold certification if they served in a traditional public school.

**Avoid inappropriate test-taking strategies** – Remember that every answer booklet will be processed by scanners that detect pencil marks. As such, it is not appropriate to have students taking a paper assessment eliminate answers by striking through an answer bubble or by bubbling multiple answers and later erasing. Likewise, students should not make any extraneous marks in the answer booklet (e.g., crossing out answers believed to be incorrect). Students must mark their final response in the answer booklet. Students cannot discuss, disseminate, or otherwise reveal the assessment content to others.

Test Administrators must report testing irregularities/security breaches to the School Assessment Coordinator, principal, or the Pennsylvania Department of Education. The School Assessment Coordinator must report the testing irregularities/security breaches to the District Assessment Coordinator or the Pennsylvania Department of Education. The District Assessment Coordinator must report any suspected violations of testing protocol to the Pennsylvania Department of Education immediately. Allegations should be referred to ra-ed-pssa-keystone@pa.gov or by phone at 844-418-1651. If you are reporting a test irregularity please send an email to the email account provided. If a test irregularity/security breach requires an immediate response, please call 844-418-1651. Please ensure that you only utilize the email account and/or telephone number provided here.



When reporting test security violations it is highly recommended that reporters use the "ra" email account provided in the prior paragraph. Please include the following information in the subject line of the email: (1) name of the school district or charter school, (2) name of the school, and (3) type of incident. In the body of the email please include the following information: (1) your name, position and telephone number, (2) brief description of the problem or incident, (3) date of the incident, (4) test (PSSA or Keystone Exam), subject, and related information, and (5) name(s) of the SAC or TA involved in the incident. Your email will be reviewed as soon as it is received and either answered or forwarded to the appropriate staff member.

We recognize that in some cases it is easier for school personnel or others to communicate via telephone. Please use the telephone number provided 844-418-1651, because it is dedicated solely to test issues. Provide a message that includes the information requested in the prior paragraph. Please do not contact individual PDE staff members directly. It will delay receiving a response in a timely fashion.

PDE has DRC (the test contractor) prepare a report on excessive logins by the same student to an online assessment. Please keep a record of system failures (such as the loss of internet access, etc.) in the event there are questions regarding excessive logins.

Refer to the *Handbook for Secure Test Administration* found in Appendix B of this handbook. Also refer to the Test Security Policy found in eDIRECT.

## 5. SECURE STORAGE

All paper answer and test booklets and test tickets for online assessments must be kept in a predetermined, locked, secure storage area at both the district and school levels. Secure materials must never be left unattended or in open areas. Test Administrators must not be given access to secure test materials before the administration day. Instead, Test Administrators should only be given access to secure test materials immediately preceding test administration.

**a.** The *Directions for Administration Manual*s are not considered secure test materials and must be provided to Test Administrators prior to the assessment for review.

**b.** All testing materials must be inventoried, counted, and returned immediately to the predetermined, locked, secure storage area after testing is completed unless another testing session immediately follows. A short break is permitted between testing sessions, but the break should not extend beyond a reasonable time. Materials must be kept secure after each testing session and prior to shipping to DRC.

## 6. TEST SECURITY CERTIFICATIONS

It is required that each District Assessment Coordinator, School Assessment Coordinator, Principal, Test Administrator, Proctor, and any individual who handles secure assessment materials sign a Test Security Certification. The Test Security Certifications must be signed **after** the assessments have been administered either online or paper.

**a.** The **District Assessment Coordinator Test Security Certification** is provided in Appendix E of this handbook. Each District Assessment Coordinator is responsible for photocopying and signing the Certification after the end of the testing window. This Certification covers security for all assessments administered during the testing window.

**i.** Collect all of the Test Administrator/Proctor, School Assessment Coordinator/Principal, and General Test Security Certifications from each testing site.

**ii.** Report to the Chief School Administrator anyone (TA/Proctors, SAC/Principal, or others) who had access to the assessments and refused to sign or modified a corresponding Test Security Certification.

**iii.** Follow LEA procedures to ensure Test Security Certifications are maintained for a minimum of three years. The signed Test Security Certifications should not be returned to Data Recognition Corporation.

**b.** The **School Assessment Coordinator and Principal Test Security Certification** can be found in Appendix E of this handbook. This Certification covers security for all assessments administered during the testing window. The School Assessment Coordinator and Principal Test Security Certification must be signed and dated by the School Assessment Coordinator and Principal after the end of the testing window. It is the responsibility of the District Assessment Coordinator to obtain the School Assessment Coordinator's and Principal's signature and return the form to the Chief School Administrator who must retain the Certifications for three years. The signed Test Security Certifications should not be returned to Data Recognition Corporation.

**c.** The **Test Administrator/Proctor Test Security Certification** is provided in Appendix E of this handbook. This Certification covers security for all assessments administered during the testing window. Prior to the administration of the assessment, the School Assessment Coordinator must distribute copies of this certification to all Test Administrators and Proctors involved in the administration of the Keystone Exams. Prior to receiving any assessment materials or participating in the administration of the Keystone Exams in any way, the Test Administrator and the Proctor must read and understand the Test Administrator/Proctor Test Security Certification. Post-administration, the Test Administrator and Proctor must sign and return the Certification to the School Assessment Coordinator who in turn, should provide the Certifications to the District Assessment Coordinator. The District Assessment Coordinator should return the Certifications to the Chief School Administrator who must retain the Certifications for three years.

**d.** The **General Test Security Certification** is provided in Appendix E of this handbook. This Certification is for any individual (custodian, secretary, etc.) who will handle secure assessment materials or have access (including keys) to the materials during the testing window and who is not covered by any of the other certifications. The executed General Test Security Certification must be retained for three years by the Chief School Administrator. The signed Test Security Certifications should not be returned to Data Recognition Corporation.

**i.** The School Assessment Coordinator must report to the District Assessment Coordinator any Test Administrators/Proctors or anyone else who had access to the assessments and refused to sign or modified a corresponding Test Security Certification before signing.

**ii.** When reporting to the District Assessment Coordinator, include names and reason(s) for refusal or modification.

If an individual does not sign the appropriate Test Security Certification, the Chief School Administrator must provide the Department of Education's Bureau of Curriculum, Assessment and Instruction with a written explanation of the reason or reasons why the Certification was not signed. The explanation must be provided within five days of the refusal and must include a description of the action taken by the Chief School Administrator in response to the failure to sign the Test Security Certification.

The written explanation should be sent to jweiss@pa.gov or to:

John Weiss
333 Market Street – 3rd Floor
Harrisburg, PA 17126

# PART VI – RECEIPT AND DISTRIBUTION OF MATERIALS

## 1. DISTRICT AND SCHOOL COORDINATOR CHECKLISTS

**The following checklists are general guidelines of critical dates by which an activity should take place. As a reminder, schools that receive materials directly from DRC should use both checklists.**

Sites that are only testing students online and did not order accommodated forms (e.g., Braille, large-print, or Spanish) will not receive a shipment of secure paper materials. These sites can ignore the dates associated with inventorying and distributing secure materials and returning materials back to DRC in the tables below.

| District Assessment Coordinator's Checklist | | |
|---|---|---|
| _____ | Receive Shipment I from DRC | By Nov. 7, 2016 |
| _____ | Distribute Shipment I to School Assessment Coordinators | Nov. 8, 2016 |
| _____ | Read the *Handbook for Assessment Coordinator*s | Nov. 9, 2016 |
| _____ | Distribute parent/guardian flyers in newsletter or mail | Nov. 9, 2016 |
| _____ | Conduct training session for School Assessment Coordinators | By Nov. 12, 2016 |
| _____ | Receive Wave 1 Shipment II from DRC | By Nov. 21, 2016 |
| _____ | Distribute Wave 1 Shipment II to School Assessment Coordinators | Nov. 21, 2016 |
| _____ | Request Wave 1 additional materials (if needed) | Nov. 21–Dec. 15, 2016 |
| _____ | Wave 1 Testing Window | Dec. 5–16, 2016 |
| _____ | Inventory Wave 1 materials returned by schools | Dec. 17, 2016 |
| _____ | Return Wave 1 materials to DRC | Dec. 21, 2016 |
| _____ | Receive Wave 2 Shipment II from DRC | By Dec. 14, 2016 |
| _____ | Distribute Wave 2 Shipment II to School Assessment Coordinators | District Determined Date |
| _____ | Request Wave 2 additional materials (if needed) | Dec. 14, 2016–Jan. 22, 2017 |
| _____ | Wave 2 Testing Window | Jan. 9–23, 2017 |
| _____ | Inventory Wave 2 materials returned by schools | Jan. 24, 2017 |
| _____ | Return Wave 2 materials to DRC | Jan. 26, 2017 |

| School Assessment Coordinator's Checklist | | |
|---|---|---|
| _____ | Receive and inventory Shipment I | Nov. 8, 2016 |
| _____ | Distribute the *Directions for Administration Manual*s | Nov. 9, 2016 |
| _____ | Distribute parent/guardian flyers in newsletter or mail | Nov. 9, 2016 |
| _____ | Read the *Handbook for Assessment Coordinator*s and the *DFA Manuals* | Nov. 10, 2016 |
| _____ | Attend School Assessment Coordinator training | By Nov. 12, 2016 |
| _____ | Receive and inventory Wave 1 Shipment II | By Nov. 22, 2016 |
| _____ | Request Wave 1 additional materials (if needed) | Nov. 21–Dec. 15, 2016 |
| _____ | Conduct training session for Test Administrators | By Nov. 28, 2016 |
| _____ | Assist and supervise Test Administrators during the assessments | Dec. 5–16, 2016 |
| _____ | Inventory, package, and return Wave 1 materials to the district | Dec. 16, 2016 |
| _____ | Receive and inventory Wave 2 Shipment II | District Determined Date |
| _____ | Request Wave 2 additional materials (if needed) | Dec. 14, 2016–Jan. 22, 2017 |
| _____ | Assist and supervise Test Administrators during the assessments | Jan. 9–23, 2017 |
| _____ | Inventory, package, and return Wave 2 materials to the district | Jan. 23, 2017 |
| _____ | Destroy handbooks, administration directions, and scratch paper | Jan. 24, 2017 |



## 2. RECEIPT OF MATERIALS

For the Winter 2016–17 administration, secure paper materials for all subjects will arrive in two separate shipments. Districts and schools should be prepared to receive, store, and distribute the volume of boxes associated with the Wave 1 and/or Wave 2 testing windows, depending on the testing wave chosen at the district level. For ship-to-district sites, school boxes are provided for each participating school. If not inventoried centrally, the boxes should be sent to the schools as soon as they have been received. A copy of each school's packing list is contained in the district administrative materials. Ship-to-school and other special sites receive both district and school materials.

The shipment of manuals will arrive in an earlier shipment from secure materials. This shipment will be sent to both online and paper testing sites. School Assessment Coordinators should be given ample time to distribute the appropriate mode- and subject-specific *Directions for Administration Manual*s to Test Administrators. This should be done as soon as the manuals are received to allow time for the Test Administrators to study them prior to an orientation session.

If the shipment of secure materials is not received by November 18, 2016, for Wave 1, and December 14, 2016 for Wave 2, the District Assessment Coordinator (or School Assessment Coordinator at ship-to-school sites) should contact DRC Customer Service at 1-800-451-7849.

**a.** Accurately inventory the materials immediately upon receipt, without breaking the shrink-wrapped packs. If more materials are needed:

**i.** **Ship-to-district sites:** District Assessment Coordinators must complete an Additional Materials Request in eDIRECT.

**ii.** **Ship-to-school sites:** School Assessment Coordinators must complete an Additional Materials Request in eDIRECT.

**iii.** For more details on completing an Additional Materials Request, see page 2 of this handbook.

**iv.** **Be sure to save the box(es) in which the materials were sent.** They will be used to return the materials after the assessments. (If a box is damaged, or if all materials do not fit into the original box(es), a box similar in size and strength from the school may be substituted.)

**b.** After inventorying secure materials, store all materials in a predetermined, locked, secure storage area.

**c.** Complete the Materials Receipt Notice in eDIRECT (see page 2).

**SHIPMENT I MATERIALS**

**DISTRICT – ADMINISTRATIVE MATERIALS**

- Copies of School Packing List(s)—one per school
- School Box Range Sheet—indicates the number of boxes packaged for each school in the district for ship-to-district sites
- *Handbook for Assessment Coordinators*—this manual
- Subject-specific paper/pencil *Directions for Administration Manual*s
- Subject-specific *Online Directions for Administration Manual*s (if testing online)

**SCHOOL – MANUALS**

- *Handbook for Assessment Coordinators*—this manual
- Subject-specific paper/pencil *Directions for Administration Manual*s
- Subject-specific *Online Directions for Administration Manual*s (if testing online)
- Spanish-translation *Directions for Administration Manual*s (when applicable)

**SHIPMENT II MATERIALS Wave 1 and Wave 2 - Applicable to sites testing paper**

**DISTRICT – ADMINISTRATIVE AND RETURN MATERIALS**

- School Box Range Sheet—indicates the number of boxes packaged for each school
- DRC Return Shipment Labels
- UPS Return Shipment Labels
- Plastic Return Shipment Bags—used to package answer booklets for return to DRC
- Plastic ties—for sealing Plastic Return Shipment Bags

**SCHOOL – ADMINISTRATIVE MATERIALS**

- Security Checklist
- School Packing List
- Spanish-translation *Directions for Administration Manual*s (when applicable)
- Student Precode Labels, District/School Labels, and Do Not Score Labels

**SCHOOL – SECURE MATERIALS**

- Algebra I test and answer booklets—shrink-wrapped in packs of 11
- Biology test and answer booklets—shrink-wrapped in packs of 11
- Literature test and answer booklets—shrink-wrapped in packs of 11

**Note:** The test booklets and answer booklets will be shrink-wrapped together by form designation (i.e., a Form 1 test booklet will always be followed by a Form 1 answer booklet).

- Shrink-wrapped Algebra I Spanish-translation test and answer booklets (if applicable)
- Shrink-wrapped Biology Spanish-translation test and answer booklets (if applicable)
- Shrink-wrapped large-print test and answer booklets (per subject, if applicable)
- Shrink-wrapped Braille booklets (per subject, if applicable)
- Shrink-wrapped Form 1 test and answer booklets for transcription (per subject, only provided with large-print and Braille booklets)

## 3. DISTRIBUTION AND COLLECTION OF ASSESSMENT MATERIALS

All assessment booklets are in shrink-wrapped packages. Answer booklets are packaged together with the test booklets. For all assessments, test and answer booklets have been spiraled in a predetermined sequence in each shrink-wrapped pack. The spiraling process ensures an equal distribution of each form within a classroom. Under no circumstances should you arrange the booklets by form designation.

Each shrink-wrapped package has a range sheet that identifies the quantity of booklets and the range of security numbers it contains. These range sheets can be used to inventory the booklets without opening the packages. In most cases, the School Assessment Coordinator (SAC) will be responsible for assigning secure ranges of materials for Test Administrators. It is vital that everyone understands the importance of assigning materials by security range. The shrink-wrapped packages may be broken open to assemble proper quantities for each Test Administrator. Shrink-wrapped packages should only be opened at the school level and should not be opened until school personnel are ready to affix barcode labels, no more than one week prior to the start of a testing window.

On the days of an assessment, distribute the correct number of appropriate booklets needed for that day's assessment to each Test Administrator as recorded on the Security Checklist. All assessment materials, should be returned to the SAC as soon as possible on each day of an assessment. It is mandatory that school districts utilize a sing-out/sign-in sheet for distribution and collection of secure test materials. It is recommended that TAs count the number of test booklets received and returned in the presence of the SAC or his/her designee.

If the school has students testing online, test tickets will be distributed to each student. These test tickets are secure materials and must be managed during distribution to the students. The test tickets are generated and printed from eDIRECT. For more information on how to print and distribute the test tickets, see the *eDIRECT Test Setup User Guide*.

After all testing is complete for an assessment, be sure Test Administrators return **all** materials to the School Assessment Coordinator, including used and unused test and answer booklets, test tickets, the *Directions for Administration Manual*s, and scratch paper.

## 4. PROCEDURES FOR ASSIGNING BOOKLETS USING SECURITY NUMBERS

The Security Checklist should be used as a tool to account for the secure materials as they are distributed to the Test Administrators and to monitor the materials as they are returned by the Test Administrators. Account for any difference between the number of materials distributed and the number returned by noting the reason on the Security Checklist. **Any discrepancies that are not resolved before materials are returned to the District Assessment Coordinator must be noted on the Materials Accountability Form in eDIRECT.** No one is permitted to retain any assessment booklets for any reason after all testing and make-ups are complete.

The Security Checklist should not be returned to DRC. Instead, keep this list on file after you return materials to DRC. If DRC determines that a site has not returned all materials from one of the assessments, the Security Checklist may help the site locate the missing document(s). Checklists should be retained for three (3) years.

An electronic copy of the school's security barcodes is available starting on July 18, 2016. If your school would like the electronic version, email DRC.

### 5. PAsecureID LIST

The Pennsylvania Department of Education requires that all School Assessment Coordinators generate a list(s) of students by PAsecureID to show all students taking the Keystone Exams for both online and paper testers. All lists must be retained at the district/school for three years and be available when requested by PDE.

Each list should indicate which students are being assessed by which Test Administrator (TA) and Proctor. The list should include the school name, Test Administrator, PAsecureID, subject being administered, and year. Lists should include substitute teachers serving as TAs, and TAs administering make-up and/or extended time sessions. Following is a sample layout.

| School Name | Test Administrator and Proctor | PAsecureID | Subject | Administration |
|---|---|---|---|---|
| PA School | Mr. Trenholm | 9876543210 | Biology | Winter 2016–17 |
| PA School | Mr. Trenholm | 1234567890 | Algebra I | Winter 2016–17 |
| PA School | Mr. Trenholm, Mr. Weller | 4567891230 | Algebra I | Winter 2016–17 |
| PA School | Mr. Trenholm | 1122334455 | Literature | Winter 2016–17 |

### 6. SEATING CHARTS

The Pennsylvania Department of Education recommends that each Test Administrator develop a seating chart for the students to whom that Test Administrator administered the assessment. All seating charts should be maintained for three (3) years. The availability of seating charts could become instrumental when investigating possible student cheating.

# PART VII – PREPARATION AND MANAGEMENT OF THE ASSESSMENTS

## 1. SCHEDULING THE ASSESSMENT

PDE provides the flexibility for LEAs to choose specific testing dates that work within the PDE-established testing windows. **Every LEA is required to provide PDE with the specific dates, times, and mode (online or paper/pencil) it has selected for administering the Keystone Exams**. Each LEA will receive an e-mail from DRC PA Customer Service with a link to a survey that will be used to collect this information. LEAs are required to submit this information for each of their schools.

It is important to establish a schedule prior to testing. The following chart outlines the Keystone Exams schedule guidelines and estimated times for each module by subject. These times apply to both online and paper testers.

| ALGEBRA I, BIOLOGY, AND LITERATURE KEYSTONE EXAMS<br>SUGGESTED ASSESSMENT TIMES (IN MINUTES) | | | | |
|---|---|---|---|---|
| **Subject** | | **Algebra I** | **Biology** | **Literature** |
| Module 1 | Number of Items | 23 MC, 4 CR | 32 MC, 4 CR | 23 MC, 4 CR |
| | Student Testing Time (mins.) | 75 | 72 | 73 |
| | Administration Time (Pre-test & Post-test) | 10–15 | 10–15 | 10–15 |
| | Administration Time (Estimated Time) (mins.) | 85–90 | 82–87 | 83–88 |
| Module 2 | Number of Items | 23 MC, 4 CR | 32 MC, 4 CR | 23 MC, 4 CR |
| | Student Testing Time (mins.) | 75 | 72 | 73 |
| | Administration Time (Pre-test & Post-test) | 10–15 | 10–15 | 10–15 |
| | Administration Time (Estimated Time) (mins.) | 85–90 | 82–87 | 83–88 |

MC refers to multiple-choice questions.
CR (constructed-response) questions include writing prompts, short-answer questions, and text-dependent analysis questions.

When possible, the first couple days of the testing window should be used for administering the assessment. The remaining time should be used for make-up sessions or as a backup if unusual circumstances arise. It may be advisable to postpone the assessment if a large percentage of the school population is absent on any selected day(s), or if a disruption or event (such as a bomb threat, fire in the school, plumbing or heating problems, death of a classmate, etc.) may have caused a level of distress that could result in students performing below their capabilities. LEAs are urged to keep the best interests of the students in mind if rescheduling exams. The use of dates early in the testing window can eliminate most scheduling problems.

The assessments should be given in regular classroom settings, but other settings may be used based on school needs and available facilities. Appropriate test conditions optimize the chance for greater accuracy of the performance. To the extent possible, all students participating in a subject-specific assessment in a school should begin the paper/pencil assessment at the same time. Staggered start times may be necessary for students testing online due to availability of computers, iPads, and/or Chromebooks.

Students may request extended time if they indicate that they have not completed the task. Such requests should be granted if the Test Administrator finds the request to be educationally valid. Not permitting ample time for students to complete the assessment may impact student and school performance. Students requiring time beyond the majority of the student population may be allowed to continue immediately following the regularly scheduled session. (Extended time sessions do not have to be in another location.) Students should not be permitted to continue a section of the assessment after a significant lapse of time from the original session. **Any student granted an extended assessment period must have this information gridded in his or her answer booklet on page 3 or in eDIRECT for students testing online.**

## 2. PARENT/GUARDIAN NOTIFICATION OF THE ASSESSMENTS

A sample parent/guardian FAQ Document that covers all the assessments has been included in Appendix A of this handbook to use as is or to revise to suit your needs. This information must be distributed to the parent or guardian of each student enrolled in your school(s) about three weeks prior to the assessment.

Please note that the district or school is responsible for duplicating the flyers. Copies are not provided, except for the samples in this handbook. If a district newsletter is regularly published, include the information in the newsletter. However, if history indicates that parents/guardians do not regularly read the newsletter, direct mail may ensure delivery to parents and guardians.

## 3. ELECTRONIC DEVICE NOTIFICATION LETTER

**Electronic devices that could compromise the security of the assessment, including cell phones, are NOT permitted.** LEAs must notify and ensure that all students and parents/guardians fully understand the policy regarding electronic devices, including cell phones.

If, after testing is complete and test materials have been returned, it is discovered that a student used and/or had a cell phone or other electronic device in his or her possession during the administration of the test, the school's discipline policy will be followed, the student's score will be invalidated, and the student will have to retake another form of the assessment.

Copying or duplicating the material from the assessment, including the taking of a photograph, is a violation of the federal Copyright Act. Penalties for violations of the Copyright Act may include the cost of replacing the compromised test item(s) or fines of no less than $750 up to $30,000 for a single violation. 17 U.S.C. § 101 est seq.

A parent letter regarding electronic devices has also been included in Appendix A. PDE strongly encourages LEAs to distribute this letter as a means to ensure that all students and parents/guardians fully understand the policy regarding electronic devices in the testing rooms.

## 4. PREPARING STUDENTS FOR THE ASSESSMENTS

Inform students of the scheduled testing sessions in advance, perhaps at the time the informational flyers are sent to parents/guardians. Explain to the students why they are being given the assessments and how the results will be used. Students should realize that doing their best is important, but school personnel should not place undue pressure on students that could cause harmful stress. Students may also be informed that their parents/guardians and teachers will be receiving the results.

Inform students of the following:

- They are permitted to use scratch paper.
- They are **not** permitted to use ink pens.
- They may use their own calculators (or school supplied, if applicable) for the Algebra I and Biology assessments. (Please refer to the Calculator Policy found in Appendix C.)

In addition, PDE encourages districts to inform students BEFORE TESTING of the locally determined ramifications/ sanctions for student misconduct during the Keystone Exams. This includes, but is not limited to, sanctions associated with:

- Cheating
- Sharing and/or reproducing of test content

Students will not be permitted to have cell phones, cameras, or any other unauthorized electronic devices in their possession during the administration of the assessment. Students must be informed of this policy in advance and should be encouraged to leave such items at home on administration days. The Test Administrator must collect all such devices that are in the student's possession prior to distributing assessment materials and shall return them upon completion of the assessment.

School/district personnel must discuss the Code of Conduct for Test Takers with all students prior to the scheduled assessment time. It is essential that students understand the importance of each point in the Code of Conduct before testing begins. (Please refer to Appendix D of this handbook.)

## 5. PREPARING THE CLASSROOM PRIOR TO THE ASSESSMENTS

Good organization of assessment materials and well-executed procedures will make the administration proceed smoothly. During the testing sessions, keep disturbances to a minimum. One way to do this is to put a sign on the door(s) to the classroom or computer lab to indicate that a testing session is taking place. A quiet, calm atmosphere is essential for concentration on the task. For students taking paper tests, extra sharpened pencils must be available to students. Do not permit students to sharpen pencils during the testing sessions since this may be disruptive to other students.

Remove or cover all classroom instructional materials that may affect the validity of the Keystone Exams. For example, posters about math rules or times tables should be covered or removed from the room on the testing days.

**DO NOT DISPLAY:**

- vocabulary words and/or definitions
- examples of problems or answers
- instructions on how to use a calculator
- tips on how to write responses and/or solve problems
- illustrations or drawings of geometric shapes, algebraic equations, graphs, or number lines

**Note:** These are general examples. Any materials that may contain content that could be tested must be removed or covered.

## 6. ADMINISTERING THE ASSESSMENTS

The assessments consist of two modules per subject. Each module must be scheduled as a separate exam session and the modules must be administered in the sequence in which they are printed in the test booklets or presented online. As the Keystone Exams are untimed, there may be instances in which the actual testing times may take longer than the recommended testing time. **Modules must NOT be scheduled back-to-back in the morning (or in the afternoon).** Instead, the modules must be divided across two days or divided across the morning and afternoon of the same day. For example, do not schedule both Module 1 and Module 2 testing events for a Keystone Exam during the same morning. Rather, schedule Module 1 testing for a morning, and schedule Module 2 testing either the afternoon of the same day or the following day. In all cases, individual modules must be completed within one school day. Any student requesting additional time should be allowed extra time on the day the assessment was started.

**a.** Each student testing on paper will have one test booklet and one answer booklet for the subject being tested.

**b.** Answer booklets contain space for recording answers to the multiple-choice and constructed response questions. When testing both modules, it is recommended that the student use the same test booklet and answer booklet for each module. Because there are multiple forms for each assessment, **it is imperative that students are provided a test booklet and an answer booklet with the same form designation**. For example, if a student is assigned a Form 3 test booklet, that student must be assigned a Form 3 answer booklet.

**c.** **Under no circumstances should you attempt to match forms by the security barcode printed on the back of the booklets.** The only match between test and answer booklets is the form designation printed on the front cover of each booklet. Failure to ensure that students have the same form of the test booklet and answer booklet will adversely affect district, school, and student results.

## 7. MANAGING EXTENDED ASSESSMENT SESSIONS

Students should complete all tasks to the best of their abilities; however, not all students will finish the assessment modules at the same time. Use the flexibility of the time limits to the students' advantage. Students should not feel rushed and no student should be penalized because he or she works slowly. It is equally important; however, that a student not be given an opportunity to waste time. Students should close their booklets when they have finished the module of the assessment in which they were working. Test Administrators must collect test materials including scratch paper as students finish testing. Students who finish early may sit quietly or read for pleasure until all students have finished. Written work/drawing/coloring of any kind is prohibited to ensure students are not recording secure test content.

Students with special needs (i.e., physical, visual, auditory, or learning disabilities as defined by their IEPs or service contracts) and students who work slowly may require extended time. Special assessment situations should be arranged for these students. Requests for extended time should be granted if the Test Administrator finds the request to be educationally valid. Students should be permitted to continue immediately following the regularly scheduled session. (Extended time sessions do not have to be in another location.) Any student granted an extended assessment period must have this information noted in his or her answer booklet on page 3 or in eDIRECT for students testing online.

When allowing extended assessment sessions for a portion of the student population:

- **Do not** allow students to attend a lunch period with other students if the lunch period occurs between the original assessment session and the extended assessment session.
- **Do not** allow the students to attend any classes or related activities between the original assessment session and the extended assessment session.
- **Do not** allow any overnight extensions.
- **Do not** allow students to return to a module after the completion of that module.
- **Do not** allow the extended assessment session to be administered without monitoring. It is the responsibility of the School Assessment Coordinator to make arrangements for a Test Administrator to monitor any extended assessment sessions.
- **Do not** allow students to move to extended time location without a Test Administrator.
- **Do not** allow students to carry materials to extended time session/location.

## 8. MAKE-UP SESSIONS

If a student is absent during a testing session, he or she should resume or begin the assessment in the same module as the rest of the testing population upon return. The module that was missed due to absence can be made up in a separate session. For example, a student who is absent on a day in which the rest of the student population completed Module 1 should start at Module 2 along with the rest of the student population and continue with the regularly scheduled sessions. During the make-up session, the student will go back to Module 1. If both modules are missed, the make-up session(s) must follow the order of the booklet.

**a. Make-ups can occur any time during the testing window and should be completed as soon as possible.**

**b.** Schools should follow the procedures established by their district when scheduling make-up testing.

**c.** If a student becomes ill (as determined by a school nurse, health room aide, principal, etc.) during the administration of a module of the Keystone Exam and the student is unable to complete the module, the student may complete that module during a make-up session upon returning to school, starting with the item the student was completing when the illness occurred. The student **must** be monitored closely so that responses to previous items **are not** changed.

**d.** Cyber Charter Schools must develop and implement plans that provide for make-up sessions for students absent during testing sessions.

## 9. MANAGING DEFECTIVE ANSWER BOOKLETS

If a student receives an answer booklet with damaged or missing pages, replace the booklet with an answer booklet **of the same form designation** and allow the student to continue working. If the student has already begun one or more modules of the assessment, he or she should start working in the new booklet at the point where the defect was discovered and use the new booklet for the remainder of the assessment. After the assessment has been completed, school personnel must transcribe all of the student's responses from the defective booklet into the undamaged answer booklet. **Do not insert pages from one answer booklet into another.** Multiple documents and loose pages returned for one student will not be scored.

Write "DEFECTIVE" on the damaged answer booklet and apply a Do Not Score Label directly over the existing label on the front cover of the damaged booklet. Return the damaged booklet with the rest of the school's answer booklets.

# PART VIII – RETURN OF MATERIALS

**In the interest of test security it is of the utmost importance that the District Assessment Coordinator, School Assessment Coordinator, and all persons responsible for handling test materials must account for these materials at all times and return all materials as directed in this section.**

Failure to account for and/or return assessment materials constitutes a breach of security, the consequences of which can be severe, up to and including remuneration should it be determined loss of or misappropriation of materials has compromised the integrity of test items.

As soon as the majority of a school's testing population has completed an assessment, School Assessment Coordinators (if a ship-to-school building) or District Assessment Coordinators, should begin to box and ship the school's test materials to DRC. Only enough materials should be retained to account for make-ups.

- When materials are returned to DRC from the LEA (ship-to-district), School Assessment Coordinators are responsible for initiating the return of tests and answer booklets to the DAC for an early return to DRC.
- When materials are returned to DRC directly from the school (ship-to-school), School Assessment Coordinators are responsible for packaging and shipping the materials directly to DRC.
- Unless instructed otherwise, all secure materials such as test booklets, answer booklets, large-print booklets, Braille booklets, and Spanish booklets must be returned to DRC. **Note: LEAs must ensure that student answers from large-print and Braille answer booklets are transcribed or scribed verbatim (per the Accommodations Guidelines) into the matching Form 1 regular answer booklet. Large-print answer booklets will not be scored.**
- All scratch paper must be destroyed; DO NOT return them to DRC.
- LEAs should develop a process to ensure that computer files from students who used a keyboarding accommodation are permanently deleted. The typed/word-processed output must be securely destroyed after it has been transcribed into an answer booklet.
- If a student is testing online, Test Tickets need to be returned to the School Assessment Coordinator. More information on how to handle Test Tickets can be found in the *eDIRECT Test Setup User Guide*.
- School Assessment Coordinators must closely track all make-ups to ensure that student booklets are completed before materials are returned to DRC.

## 1. COMPLETING THE MATERIALS ACCOUNTABILITY FORM

Each LEA is responsible for completing the Materials Accountability Form in eDIRECT. This form may be updated throughout the testing window, but it MUST be completed by the end of the testing window when all materials have been returned to DRC.

The Materials Accountability Form can be found in eDIRECT. All District Assessment Coordinators have access to the Materials Accountability Form. The District Assessment Coordinator is responsible for assigning permissions to School Assessment Coordinators, as needed. After logging in, click on Accountability Form under the Materials tab on the left menu. Then select the appropriate Administration and click Show.

**a.** The 'Returned to DRC' column must be completed for all listed materials. District Assessment Coordinators and School Assessment Coordinators are accountable for returning all booklets that were received. Missing materials and/or materials that are returned late are both considered to be breaches of test security.

**b.** Materials received through an Additional Material Request should be included in the 'Returned to DRC' columns.

**c.** All discrepancies between the number of booklets shipped from DRC and the number of booklets returned to DRC should be documented in the 'Record reasons for discrepancies here' portion of the form.

## 2. PACKAGING MATERIALS FOR RETURN TO DISTRICT ASSESSMENT COORDINATOR

The following process should serve as a guideline for School Assessment Coordinators when they package materials for return to their District Assessment Coordinator, if applicable.

**a.** Verify that all used answer booklets have a barcode label (Student Precode, District/School, or Do Not Score) affixed to the front cover of the answer booklet.

**b.** Verify that all responses for students using a transcription accommodation have been properly transcribed verbatim into a form-appropriate answer booklet. Ensure that the field on page three (3) of the answer booklet has been coded.

**c.** After inventorying all materials, use the online Materials Accountability Form to record the number of answer booklets and test booklets your school is returning to the District Assessment Coordinator. Make sure you note the number of test and answer booklets you are retaining for make-up purposes. The form is available in eDIRECT. (See page 35 of this handbook.)

**d.** Separate all answer booklets from test booklets. Make sure that no answer booklets are "tucked" inside a test booklet.

- "Tucked" answer booklets may not be detected during booklet check-in at DRC, which could impact student and school reporting.
- Failure to remove answer booklets "tucked" inside of test booklets may cause discrepancies when DRC counts booklets.

**e.** Place all answer booklets in the boxes that you saved from DRC's original shipment.

- DRC does not require answer booklets to be sorted by subject or class within the school boxes, only that answer booklets be boxed separately from test booklets.
- Make-up materials can be returned in one box if the total quantity for all subjects is small enough to fit into a single box. It is important to place the purple/lilac label on this box to notify DRC that the box contains answer booklets.

**f.** Immediately return the boxes of answer booklets to the District Assessment Coordinator, retaining enough materials at the school through the end of the testing window to account for make-ups.

**g.** Box all test booklets and unopened packs of shrink-wrapped materials separately from the answer booklets in the remaining boxes that were saved from DRC's original shipment.

**h.** Send all Test Security Certifications for the School Assessment Coordinator, Principal, Test Administrators, Proctors, and any other individuals to the District Assessment Coordinator for delivery to the Chief School Administrator for filing. Do not return the Certifications to DRC.

**i.** Retain the electronic or hard copies of the PAsecureID lists. These lists of PAsecureIDs should remain on file with the school/district for at least three years. Do not return these lists to DRC.

**j.** Do not return the *Handbook for Assessment Coordinator*s, the *eDIRECT Test Setup User Guide*, the *Directions for Administration Manuals*, or scratch paper. Please follow district instructions for the destruction of these materials.

**k.** Return all materials that were retained for make-up or new enrollment purposes to the DAC at the end of the make-up testing window.

## 3. PACKAGING MATERIALS FOR RETURN TO DRC

The following process should serve as a guideline for District Assessment Coordinators when packaging secure test materials for return to DRC. For schools that return materials directly to DRC, the School Assessment Coordinator is also responsible for the packaging steps described in the preceding section.

**a.** Condense school boxes whenever possible. DRC does not require that the assessment booklets be sorted by school within the district boxes, only that the answer booklets are boxed separately from the test booklets.

**b.** Send all Test Security Certifications to the Chief School Administrator for filing. Do not return Test Security Certifications to DRC.

**c.** Place all answer booklets (used and unused) into one of the protective DRC Return Shipment Bags. Seal the bag tightly using one of the plastic ties provided. All answer booklets must be placed into a DRC Return Shipment Bag. After the booklets have been placed into a DRC Return Shipment Bag, place the filled bag into a DRC box. Test booklets and unopened packages do not require plastic bags and can be placed directly into a separate DRC box. NOTE: District Assessment Coordinators and School Assessment Coordinators should not open or look into answer booklets or test booklets.

**d.** Use filler (e.g., crumpled paper or bubble wrap) to make sure that the test materials do not shift during transport.

**e.** Close the boxes by folding the flaps to cover the previous shipping labels. The A and B printed on the flaps should be exposed.

**f.** Securely tape all boxes using heavy-duty shipping tape. It is recommended that you **use at least three strips of tape across both the top and bottom of the box** to ensure the contents are secure during shipping.

**g.** Affix a DRC Return Shipment Label (Answer Booklets or Test Booklets and Unopened Packages) to the top of the box flap labeled A. For sites with very small quantities, both answer booklets and test booklets can be returned in the same box. Use both types of DRC Return Shipment Labels when returning answer booklets and test booklets in the same box. If the purple/lilac label is not on a box that contains scorable answer booklets, these answer booklets may not be scored.

**h.** Affix a UPS Return Shipment Label to the top of the box flap labeled B. DRC and district addresses are preprinted on the label.

**i.** **IMPORTANT:** Record the UPS Tracking Number for each package, noting the assessment(s) for which it was used and the content of each box. Please keep the number(s) for future reference to document the materials returned to DRC. The LEA is responsible to ensure that all materials are returned to DRC.

**j.** Keep the boxes in a secure, locked location until they are given to the UPS driver.

**k.** Schedule a pick-up with UPS as soon as boxes are ready to be picked up. Ensure all boxed materials are included in the UPS pick-up.

**l.** Schedule a pick-up with UPS for the remaining make-up materials and test booklets to occur no later than two business days after the close of each assessment window.

If the district office does not have a daily, scheduled UPS pickup, **call UPS at 1-866-857-1501** to arrange for materials pickup. Specify that you are using pre-paid, UPS ground return shipment labels. You must call at least one day prior to the day on which you will ship your materials. If you need additional labels, submit the Additional Materials Request in eDIRECT.

Please refer to the following diagram for further clarification on how to package return materials to DRC.

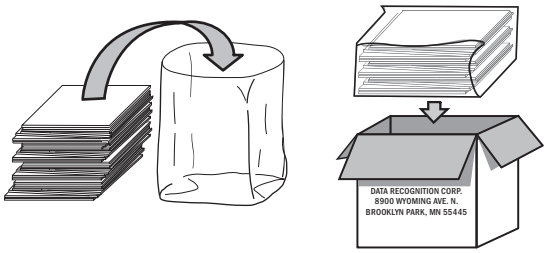
# Final District Assessment Coordinator Checklist for Returning Test Materials to DRC

## BAGGING, BOXING, PACKING, LABELING, AND TAPING INSTRUCTIONS

**IMPORTANT: Use this checklist <u>in addition to</u> the step-by-step instructions for packaging secure answer and test booklets. After verifying the return of each school's materials, use this checklist to prepare each box for shipment to DRC.**

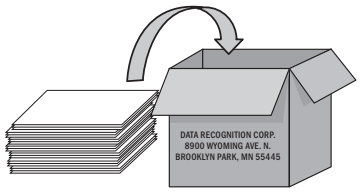
- ☐ Pack test materials in boxes provided by DRC. Place answer booklets within the protective, plastic DRC return shipment bags.
- ☐ Seal each DRC return shipment bag containing answer booklets tightly using one of the plastic ties provided.

**Boxes containing answer booklets**



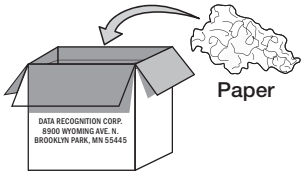

Answer booklets should be placed into a DRC return shipment bag. Seal the DRC return shipment bag and place it in the DRC box. This includes used and unused Answer Booklets.

**Boxes containing test booklets and unopened packages**

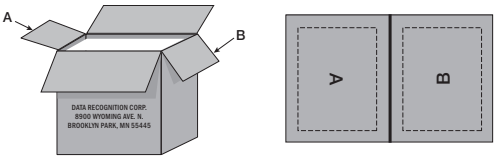



Test Booklets and unopened packages for all subjects do not need to be returned in a DRC return shipment bag when returning them to DRC. These packages can be placed directly into a separate DRC box.

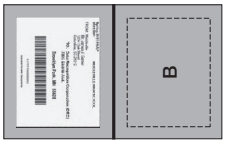
- ☐ Boxes of answer booklets do not need to be sorted by school, subject, or class. Condense the answer booklets to fill the boxes to the top. Fill any empty space in the boxes with crumpled paper or bubble wrap to ensure that test material does not shift during transit.




- ☐ Fold the flaps with old shipping labels first to expose the A and B flaps.

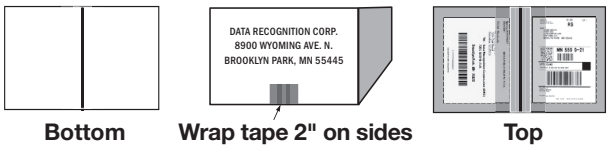



- ☐ Affix a DRC return label of the appropriate color to flap A and verify that each label has the correct district/school name and address. Boxes containing answer booklets should have a **lilac** label; boxes containing test booklets and unopened packages should have a **white** label.




- ☐ Affix a UPS label to flap B.

- ☐ Tape boxes securely by using three (3) pieces of packing tape on **BOTH** the top and bottom. Overlap the tape, and make sure it wraps around the sides at least 2 inches.




Part VIII

# Appendix A:

# Information for Parents/Guardians

pennsylvania
DEPARTMENT OF EDUCATION

Dear Parent/Guardian:

In an era of cell phones, smartphones and other electronic devices which can easily photograph and instantly share photographs, confidential and secure test materials can be easily compromised. Not only is it expensive to replace a compromised test item, the material contained in the PSSA and Keystone Exams is copyrighted property of the Commonwealth of Pennsylvania. Copying or duplicating the material from the assessment, including the taking of a photograph of secure assessment material, is a violation of the federal Copyright Act. Penalties for violations of the Copyright Act may include the cost ofreplacing the compromised test item(s) or fines ofno less than $750 up to $30,000 for a single violation. 17 U.S.C. § 101 et seq.

In order to ensure reliable test results and to avoid the cost of replacing test items, the Department of Education requires schools to set rules and take certain steps to protect test materials. Electronic devices such as but not limited to cell phones, smartphones, smartwatches, E-readers, Nooks, Kindles, iPods, tablets, camera-ready devices, and any other electronic device which can be used to photograph or duplicate test materials, access the internet and/or communicate with others during the administration of the PSSA or Keystone Exams are not permitted in any testing site. Please speak with your child and let him or her know that the possession and/or use of a cell phone or other electronic device during the administration of the PSSA or Keystone Exams will result in certain consequences.

You will be contacted by the school if your child is discovered using and/or having a cell phone or other electronic device in his or her possession during the administration of the PSSA or Keystone Exams. Students that ignore this directive will be subject to the school's discipline policy and the Department of Education's requirement that the student's test will not be scored and the student will be required to retake the entire exam. The electronic device will be held by school staff and the device's stored photographs and other functions will be examined with your permission. You may request to be present when the electronic device is examined. If a photograph of the PSSA or Keystone Exam is discovered or if permission to search other functions of the electronic device is refused, the device will be held by the school staff. The Pennsylvania Department of Education holds the copyright to all material contained within the PSSA and Keystone Exams, the Pennsylvania Department of Education will be contacted and further action may be taken.

If, after testing is complete and test materials have been returned, it is discovered that a student used and/or had a cell phone or other electronic device in his or her possession during the administration of the test, the school's discipline policy will be followed and the student's scores will be invalidated.

# Information for Parents or Guardians

Pennsylvania Keystone Exams

### What are the Keystone Exams?

The Keystone Exams are end-of-course assessments designed to evaluate proficiency in academic content. Beginning with the class of 2019, students must demonstrate proficiency on the Algebra I, Literature, and Biology Keystone Exams to graduate. Students will be offered multiple opportunities to take the Keystones throughout their high school career.

### Who will participate in the Keystone Exams?

In 2012–13, the Algebra I, Literature, and Biology Keystone Exams replaced the 11th-grade Pennsylvania System of School Assessments (PSSA) in math, reading, and science for purposes of student, educator, and school accountability. Students should take the Keystone Exams at or near the end of a Keystone-related course. The students' results are banked until their junior year for accountability purposes and until their senior year for graduation purposes. Some students who previously completed a Keystone-related course but did not take the Keystone Exam will also participate for accountability purposes. Additionally, students who take a Keystone Exam and do not score Proficient may re-take the exam.

### When will the exams be offered?

The Keystone Exams will be administered three times each year—winter, spring, and summer. Specific administration dates will be published by the Pennsylvania Department of Education.

### Who decided what Keystone Exams should measure?

Groups of educators from across Pennsylvania chose the areas of knowledge on which the Keystone Exams are based. The groups included teachers, supervisors, curriculum directors, and college specialists. These groups also reviewed, edited, and approved exam questions.

### What is assessed on the Keystone Exams?

Pennsylvania adopted the Pennsylvania Core Standards, standards aligned with expectations for success in college and the workplace. The Keystones are designed to measure these standards.

### How long is a Keystone Exam administration?

There is no time limit for a student to complete a Keystone Exam. Each Keystone Exam should take the typical student 2 to 3 hours to complete. There are two modules on each test, and each module (or Test Session) of the Keystone Exam should take 1 to 1.5 hours to complete. Districts can administer the Keystone Exam modules across two days or divided across the morning and the afternoon of the same day.

### What are the available formats for administering the Keystone Exams?

The Keystone Exams are available in both online and paper/pencil formats. Districts will determine if online, paper/pencil, or both formats will be used locally. Makeup exams will also be administered in either online or paper/pencil format.

### Will students have an opportunity to experience online testing before taking a Keystone Exam online?

Tutorials and online training programs have been developed for the Keystone Exams. The PA Online Assessment Student Tutorial uses pictures, motion, and sound to present visual and verbal descriptions of the properties and features of the PA Online Assessment system. Students are allowed to repeat the Student Tutorial as often as desired and needed. The Online Tools Training (OTT) provides an introductory experience using the PA online assessment software allowing students to observe and try out features of the PA online assessment software prior to the actual assessment. Within the OTT, students also have the opportunity to practice typing responses in a narrative format, graphing functions, and entering equations using an equation builder tool. The online exam also has a "Help" feature that is available to the student during the exam.

### What types of questions are on the Keystone Exams?

The Keystone Exams will include multiple-choice questions and constructed-response, or open-ended, questions. For each Keystone Exam, approximately 60 percent to 75 percent of the total score will be from multiple-choice questions and 25 percent to 40 percent of the total score will be from constructed-response questions.

### How are the written responses to constructed-response questions scored?

The written responses for constructed-response questions are scored by evaluators trained in applying a pre-determined scoring system. Scores are based on content only. Spelling and punctuation are not included as part of the scoring process. Most constructed-response questions require students to show their work or explain their reasoning. These Keystone Exam questions will ask students to explain, analyze, describe, or compare. Some questions will also require students to perform calculations or create graphs, plots, or drawings.

### How are the results reported?

Keystone Exam scores will be processed as quickly as possible and provided to the districts.

Keystone Exam scores will be processed as quickly as possible and provided to the districts.

Two copies of the individual student report for all Keystone Exams will be sent to the school districts and charter schools. One copy should be sent home to parents/guardians; the other is kept by the school/district.

School-level reports will be used for curricular and planning purposes. School districts and charter schools may publish the results of Keystone Exams for each school. The state will also release school-by-school exam data.

### May parents see the Keystone Exams?

Parents and guardians may review the Keystone Exams if they believe they may be in conflict with their religious beliefs by making arrangements with the School Test Coordinator once the exams arrive at the school. Confidentiality agreements must be signed, and no copies of the Keystone Exams or notes about exam questions will be permitted to leave the school.

If, after reviewing the Keystone Exams, parents or guardians do not want their child to participate in one or all of the exams due to a conflict with their religious beliefs, they may write a letter specifying their objection to the school district superintendent or charter school CAO to request their child be excused from the exam(s).

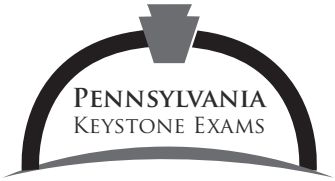
### Report Testing Irregularities

Parents/guardians who believe that a testing irregularity may have occurred may call 844-418-1651 to report the incident.

**For additional information about the Keystone Exams, visit the PDE website at www.education.pa.gov or contact your school district.**

# Información para padres o tutores

Exámenes Keystone de Pennsylvania




### ¿Qué son los Exámenes Keystone?

Los Exámenes Keystone son evaluaciones de final de curso diseñadas para evaluar la competencia en el contenido académico. A partir de la clase de 2019, los alumnos deben demostrar competencia en los Exámenes Keystone de Álgebra I, Literatura y Biología para graduarse. A los alumnos se les ofrecerán muchas oportunidades para rendir los Exámenes Keystone a lo largo de sus carreras en la escuela secundaria.

### ¿Quién participará en los Exámenes Keystone?

En los años 2012-13, los Exámenes Keystone de Álgebra I, Literatura y Biología reemplazaron las pruebas de matemática, lectura y ciencia del Sistema de Evaluación Escolar de Pennsylvania (por sus siglas en inglés, PSSA) del 11.o grado para contabilización del rendimiento de estudiantes, educadores y escuelas. Los alumnos deben hacer los Exámenes Keystone al finalizar o cuando están próximos a finalizar un curso relacionado con Keystone. Los resultados de los alumnos se acumulan hasta el tercer año (en inglés, junior year) para su contabilización y hasta el cuarto año (en inglés, senior year) para la graduación. Algunos de los alumnos que ya hayan completado algún curso relacionado con Keystone pero que no hayan hecho el Examen Keystone también participarán para fines de contabilización. Además, los alumnos que hagan un Examen Keystone y no obtengan una puntuación de nivel de Competencia (en inglés, Proficient), podrán hacer el examen nuevamente.

### ¿Cuándo se ofrecerán los exámenes?

Los Exámenes Keystone se administrarán tres veces cada año: invierno, primavera y verano. El Departamento de Educación de Pennsylvania publicará las fechas específicas de administración.

### ¿Quién decidió qué es lo que deben medir los Exámenes Keystone?

Grupos de educadores de toda Pennsylvania eligieron las áreas de conocimiento en las cuales se basan los Exámenes Keystone. Los grupos incluyeron docentes, supervisores, directores de planes de estudio y especialistas universitarios. Estos grupos también revisaron, editaron y aprobaron las preguntas de los exámenes.

### ¿Qué se evalúa en los Exámenes Keystone?

Pennsylvania adoptó los criterios fundamentales de Pennsylvania (en inglés, *Pennsylvania Core Standards*), que son estándares alineados con las expectativas de éxito en la universidad y en el lugar de trabajo. Los Exámenes Keystone están diseñados para medir estos estándares.

### ¿Cuánto tiempo lleva la administración de un Examen Keystone?

No hay un límite de tiempo para que un alumno termine un Examen Keystone. Cada Examen Keystone debería llevarle al alumno típico entre 2 y 3 horas para terminarlo. Hay dos módulos en cada evaluación y cada módulo (o Sesión de evaluación) del Examen Keystone debería completarse en 1 a 1.5 horas. Los distritos pueden administrar los módulos del Examen Keystone a lo largo de dos días o dividirlos en la mañana y la tarde del mismo día.

### ¿Cuáles son los formatos disponibles para administrar los Exámenes Keystone?

Los Exámenes Keystone están disponibles tanto en línea como en papel. Los distritos determinarán si localmente usarán el formato en línea, en papel, o ambos. Los exámenes de recuperación también se administrarán en formato en línea o en papel.

### ¿Los alumnos tendrán una oportunidad de experimentar una prueba en línea antes de hacer un Examen Keystone en línea?

Existen tutoriales y programas de capacitación en línea disponibles para los Exámenes Keystone. El Tutorial para alumnos sobre las evaluaciones en línea de PA usa ilustraciones, movimiento y sonido para presentar las descripciones visuales y verbales de las propiedades y características del sistema de evaluación en línea de PA. Los alumnos podrán repetir el tutorial tantas veces como lo deseen y necesiten. La Capacitación sobre herramientas en línea (por sus siglas en inglés, OTT) brinda una experiencia introductoria con el uso del "software" de evaluaciones en línea de PA, y permite a los alumnos observar y probar sus funciones antes de la evaluación propiamente dicha. Dentro de la OTT, los alumnos también tienen la oportunidad de practicar cómo escribir respuestas en un formato narrativo, cómo graficar funciones y cómo ingresar ecuaciones usando la herramienta de construcción de ecuaciones. El examen en línea también tiene una función de "Ayuda" que está disponible para el alumno durante el examen.

### ¿Qué tipos de preguntas hay en los Exámenes Keystone?

Los Exámenes Keystone incluirán preguntas de respuesta múltiple y preguntas de desarrollo o abiertas. En cada Examen Keystone, aproximadamente entre el 60 por ciento y el 75 por ciento de la puntuación total corresponderá a las preguntas de respuesta múltiple y entre el 25 por ciento y el 40 por ciento, a las preguntas de desarrollo.

### ¿Cómo se evaluarán las respuestas escritas a las preguntas de desarrollo?

Las respuestas escritas para las preguntas de desarrollo son calificadas por evaluadores capacitados en la aplicación de un sistema predeterminado de puntuación. Las puntuaciones están basadas en el contenido solamente. La ortografía y la puntuación no están incluidas como parte del proceso de calificación. La mayoría de las preguntas de desarrollo exigen que los alumnos muestren su trabajo o expliquen su razonamiento. Estas preguntas del Examen Keystone pedirán a los alumnos que expliquen, analicen, describan o comparen. Algunas preguntas también exigirán que los alumnos hagan cálculos o creen gráficas, esquemas o dibujos.

### ¿Cómo se informan los resultados?

Las puntuaciones de los Exámenes Keystone se procesarán tan pronto como sea posible y se informarán a los distritos.

Se enviarán dos copias del informe individual del alumno para todos los Exámenes Keystone a los distritos escolares y escuelas públicas autónomas. Una copia se deberá enviar a los padres/tutores y la otra la conservará la escuela/distrito.

Los informes a nivel de escuela se usarán para fines curriculares y de planificación. Los distritos escolares y escuelas públicas autónomas pueden publicar los resultados de los Exámenes Keystone de cada escuela. El estado también publicará información sobre los exámenes por escuela.

### ¿Los padres pueden ver los Exámenes Keystone?

Los padres y tutores pueden revisar los Exámenes Keystone, si consideran que pueden estar en conflicto con sus creencias religiosas, haciendo arreglos con el Coordinador Escolar de Pruebas una vez que los exámenes lleguen a la escuela. Se deberán firmar acuerdos de confidencialidad y no se permitirá que los padres o tutores se lleven copias de los Exámenes Keystone o notas sobre las preguntas del examen al salir de la escuela.

Si después de revisar los Exámenes Keystone los padres o tutores no quieren que sus hijos participen en uno o todos los exámenes debido a un conflicto con sus creencias religiosas, pueden escribir una carta en la que especifiquen su objeción al superintendente del distrito escolar o al Jefe Administrativo (por sus siglas en inglés, CAO) de la escuela pública autónoma para solicitar que su hijo sea eximido de la obligación de hacerlos.

### Reportar irregularidades en los exámenes

Padres o tutores que creen que pudo haber ocurrido una irregularidad en los exámenes pueden llamar al 844-418-1651 para reportar el incidente.

**Para obtener información adicional sobre los Exámenes Keystone, visite el sitio web de PDE en www.education.pa.gov o comuníquese con su distrito escolar.**

# Appendix B:

# Handbook for Secure Test Administration

## Security Statement

State assessments rely on the measurement of individual achievement. Any deviation from procedures meant to ensure test validity and security (e.g., group work, teacher coaching, teaching or release of any test items, use of previously administered Pennsylvania assessments as preparation tools) is strictly prohibited and will be considered a violation of test security. LEA/school personnel with access to the assessment materials must not review, discuss, disseminate, or otherwise reveal the contents to anyone. (This prohibition excludes the *Item and Scoring Samplers* available on the Pennsylvania Department of Education's (PDE's) website.)

Any action by a professional employee or commissioned officer that is willfully designed to divulge test questions, falsify student scores, or compromise the integrity of the state assessment system will be subject to disciplinary action under the Educator Discipline Act, 24 P.S. §§ 2070.1a *et seq*, which may include a private reprimand, a public reprimand, a suspension of his/her teaching certificate(s), a revocation of his/her teaching certificate(s), and/or a suspension or prohibition from being employed by a charter school.

## Training and Test Administration Procedures

The purpose of this handbook is to assist in the training of LEA/school personnel to properly and securely administer state assessments. This handbook is also an important and valuable resource in implementing testing successfully from planning and preparing to collecting and returning tests.

## Roles and Responsibilities: Training

The District Assessment Coordinator (DAC) is responsible for attending training provided by PDE. The DAC is then responsible for coordinating all training that takes place in the LEA and for determining specifics related to test administration such as a schedule, type of administration (paper and pencil or online) and other LEA-level administrative aspects of the testing. Whereas the DAC is responsible for ALL training in the LEA, the primary training done by the DAC directly is for School Assessment Coordinators (SACs) and LEA-level staff who handle and/or have access to secure test material.

The SAC receives training from the DAC. The SAC is then responsible to oversee all aspects of test administration in a building, including training Test Administrators (TAs), proctors, and other building level staff

The *Handbook for Assessment Coordinators* provides more information related to training.

## Roles and Responsibilities: Test Administration

The following lists the general roles and responsibilities for DACs, SACs/Principals, TAs/Proctors, and general personnel before, during, and after test administration. The lists are not exhaustive but provide a general overview of the most important responsibilities each role has in test administration. In some cases responsibilities may overlap between or among roles. In these cases it is the responsibility of the DAC to determine who has the primary responsibility and is accountable for specific duties, especially when duties may be shared.

### 1. DISTRICT ASSESSMENT COORDINATOR TEST SECURITY GUIDELINES

General Statement: Maintain the security and integrity of all assessment materials, prevent any dishonest or fraudulent behavior in the administration and handling of the assessment, and promote a fair and equitable testing environment in order to obtain reliable and valid student scores.

## Before Test Administration

Attend PDE annual trainings for the administration of the assessments, including the *Accommodations Guidelines* training, in order to be properly informed of the procedures to follow. This training includes understanding test security and the confidential and proprietary nature of the assessment materials.

Update *eDIRECT* accounts for LEA and school users.

Upload documents to the Test Administration Management System (TAMS) if participating in the online monitoring program.

Review the *Handbook for Assessment Coordinators, Directions for Administration* (DFA), *Accommodations Guidelines*, *Online User Guides* (if online testing) and other test-related documents necessary to conduct training for test administration.

Review the LEA's policy/procedures for home-schooled students

Review the LEA's policy for handling cyber-charter schools' requests to test their students.

Develop and maintain the LEA's procedure for parental requests to view tests (opt-outs).

Develop and maintain the LEA's procedure for handling emergencies during test administration.

Develop the LEA's master test schedule (including make-ups) that falls within PDE established test windows for each administration and include it in training. Ensure that the test schedule is developed so that sections are administered in the sequence in which they are printed in the test booklets.

Develop a training agenda and train SACs and other LEA-level staff involved in test administration or the handling of secure material. (See *Handbook for Assessment Coordinators* for more information).

- Ensure that SACs are trained on the Test Accountability and Security information contained in the *Handbook for Assessment Coordinators*.
- Ensure that SACs are trained on the *Accommodations Guidelines*.
- Ensure that all individuals involved in the handling of assessment materials and/or the administration of the assessment received instruction regarding test security protocols and procedures.
- Ensure that any individual who will administer and/or proctor the assessment completed the online Pennsylvania State Test Administration Training (PSTAT).
- Ensure that all individuals involved in the handling and/or administration of the assessment received instruction that all assessment materials, including all assessment booklets and other materials containing secure assessment questions and student responses, are to be kept secure and precisely accounted for in accordance with the procedures specified in the *Handbook for Assessment Coordinators*.
- Ensure that SACs fully understand the policy regarding electronic devices, including cell phones.
- Ensure that all individuals who assist in the administration of the assessment and all individuals who have access to the secure assessment materials have been made aware that they are not in any manner to alter or cause the alteration of any examinee response, assessment booklet, or papers used by examinees.

Communicate to students, parents, and the community what the assessment does and does not measure, when and how it will be administered, and how the results will be used. Refer to the *Handbook for Assessment Coordinators* for a sample Parent Letter.

Notify and ensure that all students and parents/guardians fully understand the policy regarding electronic devices, including cell phones.

Consider having a teacher other than the teacher-of -record administer the assessment to students. If local circumstances do not allow that option, consider assigning a Proctor to be in the classroom with the Test Administrator.

Receive and inventory tests without breaking the shrink wrap (ship–to-district). Report any items not received.

Distribute tests to school assessment coordinator(s) (ship-to-district).

### During Test Administration

Visit testing sites to ensure successful administration of the assessments.

Make sure that sections/modules are started and completed in the same day.

Minimize distractions, including intercom announcements.

Immediately report testing irregularities/security breaches to the Pennsylvania Department of Education.

### After Test Administration

Collect tests from school assessment coordinator(s) (ship-to-district).

Inventory, package, complete the Materials Accountability Form and return materials to vendor.

NOTE: District Assessment Coordinators should not open or look into answer booklets or test booklets.

Record the UPS Tracking Number for each package, noting the assessment(s) for which it was used and the content of each box. Please keep the number(s) for future reference to document the materials returned to DRC.

Failure to account for and/or return assessment materials constitutes a breach in security, the consequences of which can be severe, up to and including remuneration should it be determined loss of or misappropriation of materials has compromised the integrity of test items.

Sign the Test Security Certification (District Assessment Coordinator).

## 2. SCHOOL ASSESSMENT COORDINATOR AND/OR BUILDING PRINCIPAL TEST SECURITY GUIDELINES

General Statement: Maintain the security and integrity of all assessment materials, prevent any dishonest or fraudulent behavior in the administration and handling of the assessment, and promote a fair and equitable testing environment in order to obtain reliable and valid student scores.

### Before Test Administration

Attend the annual training for School Assessment Coordinators provided by the DAC.

Review *DFA's*, the *Handbook for Assessment Coordinators*, accommodations guidelines and *Online User Guides* (if testing online)

Develop a building level master test schedule (including make-ups) that falls within PDE established test windows for each administration and include it in training. Ensure that the test schedule is developed so that sections are administered in the sequence in which they are printed in the test booklets.

Develop an agenda and train Test Administrators, Proctors and other building level personnel (see Handbook for Assessment Coordinators for more information).

Ensure that all individuals involved in the handling of assessment materials and/or the administration of the assessment receives instruction regarding test security protocols and procedures.

Ensure that all TAs/Proctors receive a copy of the TA/Proctor Test Security Certification.

Ensure that any individual who will administer and/or proctor the assessment completes the Pennsylvania State Test Administration Training (PSTAT). SACs should also complete this training.

Ensure that all individuals involved in the handling and/or administration of the assessment receives instruction that all assessment materials, including all assessment booklets and other materials containing secure assessment questions and student responses, are to be kept secure and precisely accounted for in accordance with the procedures specified in the *Handbook for Assessment Coordinators*.

Ensure that all TAs/Proctors fully understand the policy regarding electronic devices including cell phones.

Ensure that all individuals who assist in the administration of the assessment and all individuals who have access to the secure assessment materials are made aware that they are not in any manner to alter or cause the alteration of any examinee response, assessment booklet, or papers used by examinees.

Create and maintain a PA Secure ID master list (see *Handbook for Assessment Coordinators* for specific instructions).

Ensure all students are scheduled for the appropriate assessment.

Ensure that students testing online have prior experience with the online practice test that models the testing mode (online) and its tools.

Maintain a contingency plan for unexpected disruptions during testing.

Ensure monitoring software (spyware) is disabled or removed from computers, iPads, and Chromebooks to be used for testing.

Ensure all instructional materials that could aid students in answering test items are covered or removed from classrooms and hallways.

Make sure the testing environment is secure and has appropriate lighting.

Know the required accommodations for each student with an IEP or 504 Service Plan and for each English Language Learner being assessed and communicate this to the appropriate personnel.

Provide the appropriate testing environment for each student who requires an accommodation.

Inventory tests needed in "ship to district". If additional materials are needed, notify DRC. In a "ship to school" the SAC should order additional materials, if needed. Report any mistakes immediately.

Create Test Sessions in eDIRECT (if testing online)

Put labels on test booklets (Do not open test booklets while doing this!)

Place a "Testing—Do Not Disturb" sign on doors where testing is occurring.

## During Test Administration

Develop and maintain a procedure for distribution and collection of secure test materials to Test Administrators each day utilizing a sign-out/sign-in process. It is recommended that Test Administrators count the test booklets in the presence of the SAC or his/her designee.

Ensure that Test Administrators are following proper testing protocol.

Make sure students are supervised at all times during testing and all breaks. This supervision requirement includes those students who need additional time to complete any test session.

Make sure that sections/modules are started and completed in the same day.

Minimize distractions, including intercom announcements.

Ensure secure process and procedure for extended time. Do not allow students to move to extended time location without a TA and do not allow students to carry materials to extended time session/location.

Ensure tests are in a locked area with controlled and limited access.

Report testing irregularities/security breaches immediately to the DAC.

## After Each Testing Session

Collect all materials from Test Administrators.

Account for all test booklets and answer booklets daily. It is recommended that Test Administrators count the test booklets in the presence of the SAC or his/her designee.

Store testing materials in a locked, secure location.

Destroy only scratch paper and rough drafts.

## After Test Administration

Inventory and return tests to the DAC (ship-to-district) or follow pack and ship procedures to return tests to DRC (ship-to-school).

NOTE: School Assessment Coordinators should not open or look into answer booklets or test booklets.

In ship-to-school, School Assessment Coordinators should record the UPS Tracking Number for each package, noting the assessment(s) for which it was used and the content of each box. Please keep the number(s) for future reference to document the materials returned to DRC.

Failure to account for and/or return assessment materials constitutes a breach in security, the consequences of which can be severe, up to and including remuneration should it be determined loss of or misappropriation of materials has compromised the integrity of test items.

Sign the Test Security Certification (School Assessment Coordinator and Principal).

Ensure all Test Administrators, Proctors and other individuals with access to secure testing materials sign the Test Security Certification. If someone cannot or does not sign the Test Security Certification, immediately report that fact to the Department of Education.

## 3. TEST ADMINISTRATOR/PROCTOR TEST SECURITY GUIDELINES

General Statement: Maintain the security and integrity of all assessment materials, prevent any dishonest or fraudulent behavior in the administration and handling of the assessment, and promote a fair and equitable testing environment in order to obtain reliable and valid student scores.

### Before Test Administration

Attend the annual training for TAs/proctors provided by the SAC.

Complete the PSTAT.

Review the *Directions for Administration Manual* for the test to be administered.

Read and understand the Test Security Certification.

Cover or remove from classrooms or hallways all instructional materials that could aid students in answering test items.

Make sure the testing environment is secure and has appropriate lighting.

Review the *Code of Conduct for Test Takers* with students.

Review the Calculator Policy and ensure calculators (other than calculators provided within the online testing engine) meet the requirements of the Calculator Policy.

Know and prepare to appropriately implement the required accommodations for each student with an IEP or 504 Service Plan and for each English Language Learner being assessed in your room.

Review with students the possible local sanctions the district will enforce for student misconduct (e.g., cheating and recording test questions).

### During Test Administration

Collect cell phones, smart phones, and other unauthorized electronic devices as students enter the testing site.

Ensure students are seated for optimal security and at the correct workstation (online test).

Appropriately implement required accommodations.

During the administration of the mathematics assessment, collect all used scratch paper after the non-calculator portion to ensure students have not recorded non-calculator items on scratch paper.

Actively monitor testing.

Collect test materials when students are finished testing rather than keeping them closed on the students' desks.

Students who finish early may sit quietly, read for pleasure, or read non-content related materials until all students have finished. Written work/drawing/coloring of any kind is prohibited to ensure students are not recording secure test content.

Immediately report testing irregularities/security breaches to the School Assessment Coordinator/ Building Principal.

### After Each Testing Session

Return all scratch paper or rough drafts to the School Assessment Coordinator to be destroyed.

Account for all test booklets and answer booklets daily and return all secure testing materials to the School Assessment Coordinator immediately after the testing session each day. It is recommended that Test Administrators count the test booklets in the presence of the SAC or his/her designee.

Failure to account for and/or return assessment materials constitutes a breach in security, the consequences of which can be severe, up to and including remuneration should it be determined loss of or misappropriation of materials has compromised the integrity of test items.

Clear the memory of calculators after each testing session.

### After Test Administration

Sign the Test Security Certification (Test Administrator/Proctor).

## 4. GENERAL TEST SECURITY GUIDELINES

The assessments rely on the measurement of individual achievement. Any deviation from assessment procedures is strictly prohibited and will be considered a violation of test security.

School administrators, teachers, and any other education personnel who are involved in the assessment program must maintain the security of all assessment materials at all times.

Because the assessment must remain secure, teachers/Test Administrators should not have assessment materials in their possession at any time other than during the actual assessment administration.

### Before Test Administration

DO NOT:

Teach students a test-taking technique that would require them to bubble more than one response to a test question and then return and erase all but one response.

Review student test booklets except for purposes as stated in the *Directions for Administration Manual* and any of the accommodations guidelines documents. Knowledge or review of test content is not necessary for valid test administration and is prohibited.

Note: Interpreters may have access to test materials three days prior to test administration to prepare for accurate interpretation of the test.

Reveal any part of secure copyrighted tests to anyone.

Copy or otherwise reproduce any part of secure tests.

Review and/or provide answers to test questions to students.

Possess unauthorized copies of state tests.

Assist in, direct, aid, counsel, encourage, or fail to report immediately any of the actions prohibited in this section.

## During Test Administration

DO NOT:

Leave students unattended with testing materials or permit any student to leave the testing site with testing materials for any reason.

Permit students to have electronic devices in their possession.

Permit students to look ahead to another section or module of the test before being instructed to do so, or allow students to look back in a test booklet once a test section or module has been completed.

Discuss, disseminate, or otherwise reveal contents of the test to anyone.

Possess secure test materials at any time other than during the actual administration of the test. Test Administrators should be given the secure materials immediately prior to the administration of the test, and the materials must be counted and collected by the SAC immediately after the testing session ends each day.

Coach or provide feedback to students (e.g., answer any questions pertaining to the content of the test, review rough drafts, or give feedback of any kind including indicating to students any items that need a second look). This prohibition includes, but is not limited to, a Personal Care Aid (PCA), Therapeutic Support Staff (TSS), or any other one-on-one aide who is assigned to a student.

Define or clarify a word in a test item.

Read aloud any portion of the Literature Keystone Exam.

Read aloud the passages, multiple-choice questions or answer choices, or short-answer questions in Sections 2, 3, or 4 of the PSSA English Language Arts assessment.

Read aloud any part of a mathematics item that will cue the correct answer or provide a hint for the test taker.

Return a test booklet to any student after it has been turned in to the Test Administrator except for makeup sessions for absences and for students who go to another testing site for extended time.

Alter, influence, or interfere with a test response in any way, fill in any unanswered item, or instruct the student to do so.

Assist in, direct, aid, counsel, encourage, or fail to report any of the actions prohibited in this section.

## After Test Administration

DO NOT:

Discuss, disseminate, or otherwise reveal the contents of the test to anyone.

Keep/save, copy, reproduce, or use any test, test item, specific test content, or examinee responses to any item or any section of a secure test in any manner inconsistent with the instructions provided by and through the Pennsylvania Department of Education.

Review student responses in the answer booklet.

Review test booklets containing the test items.

Alter, influence, or interfere with a test response in any way, fill in any unanswered item, or instruct the student to do so.

Discuss or provide feedback regarding test items.

Copy or reproduce any portion of the secure test materials or prepare/provide answer keys.

Erase or change student answers.

Make false or misleading statements about assessment results, including inappropriate interpretations, inaccurate reports, or unsubstantiated claims.

Erase stray marks or darken bubbles.

Assist in, direct, aid, counsel, encourage, or fail to report any of the actions prohibited in this section.

DO:

Immediately report testing irregularities/security breaches to the School Assessment Coordinator/ Building Principal.

Sign the Test Security Certification (General).

# Appendix C:

# Pennsylvania Calculator Policy

## PENNSYLVANIA CALCULATOR POLICY

If a student chooses to use a calculator (other than the online options) on the Keystone Exams or PSSA in sections where the calculator is permitted, the student must adhere to the guidelines listed below. It is incumbent upon the School Assessment Coordinator to ensure that all calculator policies are implemented and followed, including making sure calculators have no programs stored in their memory other than those that are factory installed. Please note that if a student wants to restore the deleted programs, the student will need to back up these programs prior to the assessment. In addition, the memory must be cleared on the calculator following each test session of the assessment.

The following are **not** permitted for the PSSA or Keystone Exams:

- Noncalculators such as cell phones, smart phones, smartwatches, PDAs, laptops, tablets, pocket organizers, etc.
- Calculators with infrared, Wi-Fi, Bluetooth, or other beaming or wireless capabilities, unless the beaming or wireless capabilities are disabled
- Calculators with QWERTY keyboards, typewriter-like keyboards, (e.g., Dvorak) or keypads
- Calculators with built-in Computer Algebra Systems (CAS)
- Calculators that make noise, have paper tape, need to be plugged in, or talk; these specific calculators can only be used as a required accommodation as stated in the *Accommodations Guidelines*
- Calculators shared by students during a test session
- Any and all non-factory (add-on) programs or information stored in the calculator

This calculator policy is intended to be a general description of what is not allowed. It is not meant to be an exhaustive list of specific calculators, devices, or technologies that cannot be used on the PSSA or Keystone Exams. Please note that as technology changes, this policy may also change.

# Appendix D:

# Code of Conduct for Test Takers

## CODE OF CONDUCT FOR TEST TAKERS

**DO…**

- Listen to, read, and follow all directions given.
- Ask questions if you do not understand the directions.
- Read each question carefully, especially multiple-choice items that ask for the "best answer." Also, be sure to read any open-ended items and writing prompts carefully before responding.
- Be careful when marking your answers so that you do not skip spaces or fill in the wrong sections.
- Make sure to completely fill in the bubble for the answer you select and erase completely any answers you change.
- Keep your eyes on your own test.
- Try to answer each test item.
- Check that you have completed all the test items in the test section before closing your test booklet or submitting your final responses online.
- Report any suspected cheating to your teacher or principal.

**DO NOT…**

- Bring notes with you to the test.
- Bring any electronic devices (e.g., cell phones, smartphones, smartwatches, etc.) other than an approved calculator, if applicable, to the test.
- Share a calculator with others.
- Use the bubbles in the answer booklet to either eliminate possible incorrect answers or possible correct answers. Mark only the bubble for the one correct answer you have chosen.
- Talk with others about questions on the test during or after the test. (Be assured that you may discuss the testing process or issues of concern with your parents/guardians.)
- Take notes about the test to share with others.
- Leave an online test session until the session is complete or until instructed to do so.

# Appendix E:

# Test Security Certifications

# Winter 2016–17 Keystone Exam Security Certification

(District Assessment Coordinator)

pennsylvania
DEPARTMENT OF EDUCATION

District: _____

School: _____

AUN: _____

Maintaining the security and integrity of all assessment materials, preventing any dishonest or fraudulent behavior in the administration and handling of the assessment, and promoting a fair and equitable testing environment are essential in order to obtain reliable and valid student scores. In that regard, I certify the following:

Prior to the administration of the assessment, all individuals involved in the handling of assessment materials and/or the administration of the assessment received instruction regarding test security protocols and procedures. Additionally, prior to the administration of the assessment, any individual who administered and/or proctored the assessment completed the Pennsylvania State Test Administration Training and all School Assessment Coordinators were trained on the Test Accountability and Security information contained in the *Handbook for Assessment Coordinators*. Furthermore, prior to the administration of the assessment, all individuals involved in the handling and/or administration of the assessment and all individuals who had access to any assessment materials were informed that the assessment materials are secure, confidential, and proprietary documents owned by the Pennsylvania Department of Education. These individuals were made aware that they were neither to review, discuss, disseminate, describe, or otherwise reveal the contents of the assessment to anyone nor were they to remove any assessment materials from the school building. They were also made aware that they were not to keep, copy, reproduce, release, or use any assessment, assessment question, specific assessment content, or examinee response to any item or any section of the secure assessment in any manner that is inconsistent with the instructions provided by or through the Pennsylvania Department of Education.

Prior to the administration of the assessment, all individuals involved in the handling and/or administration of the assessment received instruction that all assessment materials, including all assessment booklets and other materials containing secure assessment questions and student responses, were to be kept secure and precisely accounted for in accordance with the procedures specified in the *Handbook for Assessment Coordinators*. Further, prior to the administration of the assessment, all individuals who assisted in the administration of the assessment and all individuals who had access to the secure assessment materials were made aware that they were not to in any manner alter or cause the alteration of any examinee response, assessment booklet, or papers used by examinees.

All assessment materials received from DRC have been used and secured in accordance with the directions contained in the *Handbook for Assessment Coordinators*.

I have not reviewed, discussed, disseminated, described, or otherwise revealed the contents of the assessment to anyone. I am not aware that any individual has reviewed, discussed, disseminated, described, or otherwise revealed the contents of the assessment to anyone. I have neither removed any assessment materials from the school building unless I was specifically authorized to administer the assessment to a student on homebound instruction nor am I aware that any individual has removed any assessment materials from the school building unless specifically authorized to administer the assessment to a student on homebound instruction.

I have not kept, copied, reproduced, released, or used any assessment, assessment question, specific assessment content, or examinee response to any item or any section of the secure assessment in any manner that is inconsistent with the instructions provided by or through the Pennsylvania Department of Education. I am not aware that any individual has kept, copied, reproduced, released, or used any assessment, assessment question, specific assessment content, or examinee response to any item or any section of the secure assessment in any manner that is inconsistent with the instructions provided by or through the Pennsylvania Department of Education. I have neither provided any examinee with an answer to an assessment question or in any way influenced an examinee's response to any assessment question nor am I aware that any individual has provided any examinee with an answer to an assessment question or in any way influenced an examinee's response to any assessment question. I have not in any manner altered or caused the alteration of any examinee response, assessment booklet, or papers used by examinees. I am not aware that any other individual has altered or has caused to have altered any examinee response in any manner.

I understand that I am responsible for the secure administration of the assessment in my school district and for the return of <u>all</u> secure assessment material that was received from DRC and that any breach in assessment security could result in the invalidation of assessment results, professional discipline, and/or criminal prosecution.

I understand that false statements herein are made subject to the penalties of 18 Pa.C.S. § 4904.

| _____ | _____ | _____ |
|---|---|---|
| Assessment Coordinator Name | Assessment Coordinator Signature | Date of Signature |

# Winter 2016–17 Keystone Exam Security Certification

(School Assessment Coordinator and Principal)

pennsylvania
DEPARTMENT OF EDUCATION

District: _____

School: _____

AUN: _____

Maintaining the security and integrity of all assessment materials, preventing any dishonest or fraudulent behavior in the administration and handling of the assessment, and promoting a fair and equitable testing environment are essential in order to obtain reliable and valid student scores. In that regard, I certify the following:

Prior to the administration of the assessment, all individuals involved in the handling of assessment materials and/or the administration of the assessment received instruction regarding test security protocols and procedures. Additionally, prior to the administration of the assessment, any individual who administered and/or proctored the assessment completed the Pennsylvania State Test Administration Training. Furthermore, prior to the administration of the assessment, all individuals involved in the handling and/or administration of the assessment and all individuals who had access to any assessment materials were informed that the assessment materials are secure, confidential, and proprietary documents owned by the Pennsylvania Department of Education. These individuals were made aware that they were neither to review, discuss, disseminate, describe, or otherwise reveal the contents of the assessment to anyone nor were they to remove any assessment materials from the school building. They were also made aware that they were not to keep, copy, reproduce, release, or use any assessment, assessment question, specific assessment content, or examinee response to any item or any section of the secure assessment in any manner that is inconsistent with the instructions provided by or through the Pennsylvania Department of Education.

Prior to the administration of the assessment, all individuals involved in the handling and/or administration of the assessment received instruction that all assessment materials, including all assessment booklets and other materials containing secure assessment questions and student responses, were to be kept secure and precisely accounted for in accordance with the procedures specified in the *Handbook for Assessment Coordinators*. Further, prior to the administration of the assessment, all individuals who assisted in the administration of the assessment and all individuals who had access to the secure assessment materials were made aware that they were not to in any manner alter or cause the alteration of any examinee response, assessment booklet, or papers used by examinees.

All assessment materials received from DRC have been used and secured in accordance with the directions contained in the *Handbook for Assessment Coordinators*.

I have not reviewed, discussed, disseminated, described, or otherwise revealed the contents of the assessment to anyone. I am not aware that any individual has reviewed, discussed, disseminated, described, or otherwise revealed the contents of the assessment to anyone. I have neither removed any assessment materials from the school building unless I was specifically authorized to administer the assessment to a student on homebound instruction nor am I aware that any individual has removed any assessment materials from the school building unless specifically authorized to administer the assessment to a student on homebound instruction.

I have not kept, copied, reproduced, released, or used any assessment, assessment question, specific assessment content, or examinee response to any item or any section of the secure assessment in any manner that is inconsistent with the instructions provided by or through the Pennsylvania Department of Education. I am not aware that any individual has kept, copied, reproduced, released, or used any assessment, assessment question, specific assessment content, or examinee response to any item or any section of the secure assessment in any manner that is inconsistent with the instructions provided by or through the Pennsylvania Department of Education. I have neither provided any examinee with an answer to an assessment question or in any way influenced an examinee's response to any assessment question nor am I aware that any individual has provided any examinee with an answer to an assessment question or in any way influenced an examinee's response to any assessment question. I have not in any manner altered or caused the alteration of any examinee response. I am not aware that any other individual has altered or has caused the alteration of any examinee response in any manner.

I understand that I am responsible for the secure administration of the assessment in my school(s) and for the return of all secure assessment material that was received from DRC and that any breach in assessment security could result in the invalidation of assessment results, professional discipline, and/or criminal prosecution.

I understand that false statements herein are made subject to the penalties of 18 Pa.C.S. § 4904.

| _____ | _____ | _____ |
|---|---|---|
| Name | Signature | Date of Signature |

pennsylvania
DEPARTMENT OF EDUCATION

# Winter 2016–17 Keystone Exam Security Certification

(Test Administrator and Proctor)

District: _____

School: _____

AUN: _____

Maintaining the security and integrity of all assessment materials, preventing any dishonest or fraudulent behavior in the administration and handling of the assessment, and promoting a fair and equitable testing environment are essential in order to obtain reliable and valid student scores. In that regard, I certify the following:

Prior to the administration of the assessment, I completed the Pennsylvania State Test Administration Training, and I understand that the assessment materials are secure, confidential, and proprietary documents owned by the Pennsylvania Department of Education.

I have not reviewed, discussed, disseminated, described, or otherwise revealed the contents of the assessment to anyone. I have not removed any assessment materials from the school building unless I was specifically authorized to administer the assessment to a student on homebound instruction. I have not kept, copied, reproduced, released, or used any assessment, assessment question, specific assessment content, or examinee response to any item or any section of the secure assessment in any manner that is inconsistent with the instructions provided by or through the Pennsylvania Department of Education. I have not provided any examinee with an answer to an assessment question or in any way influenced an examinee's response to any assessment question. I have not in any manner altered or caused the alteration of any examinee response, assessment booklet, or papers used by examinees.

I understand that any breach in assessment security could result in the invalidation of assessment results, professional discipline, and/or criminal prosecution.

I understand that false statements herein are made subject to the penalties of 18 Pa.C.S. § 4904.

| _____ | _____ | _____ |
|---|---|---|
| Administrator/Proctor Name | Administrator/Proctor Signature | Date of Signature |

pennsylvania
DEPARTMENT OF EDUCATION

# Winter 2016–17 Keystone Exam Security Certification

(General)

District: _____

School: _____

AUN: _____

Maintaining the security and integrity of all assessment materials, preventing any dishonest or fraudulent behavior in the administration and handling of the assessment, and promoting a fair and equitable testing environment are essential in order to obtain reliable and valid student scores. In that regard, I certify the following:

I understand that all assessment materials are secure, confidential, and proprietary documents owned by the Pennsylvania Department of Education.

I have neither reviewed, discussed, disseminated, described, or otherwise revealed the contents of the assessment to anyone nor have I removed any assessment materials from the school building. I have not kept, copied, reproduced, released, or used any assessment, assessment question, specific assessment content, or examinee response to any item or any section of the secure assessment in any manner. I have not provided any examinee with an answer to an assessment question or in any way influenced an examinee's response to any assessment question. I have not in any manner altered or caused the alteration of any examinee response, assessment booklet, or papers used by examinees.

I understand that any breach in assessment security could result in the invalidation of assessment results, professional discipline, and/or criminal prosecution.

I understand that false statements herein are made subject to the penalties of 18 Pa.C.S. § 4904.

| _____ | _____ | _____ |
|---|---|---|
| Name | Signature | Date of Signature |

# Appendix F:

# Parent Confidentiality Agreement

pennsylvania
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**Parent Confidentiality Agreement**

In accordance with 22 Pa. Code § 4.4 and to ensure the security and confidentiality of the assessment, when any individual inspects a Keystone Exam pursuant to 22 Pa. Code §§ 4.4 and 4.5, the individual must attest to the following:

As a parent of a student who will sit for a Keystone Exam during the current school year, I understand that I have the right to review the relevant Keystone Exam and that maintaining the validity of the assessment is of the utmost importance. I further understand that all Keystone Exams, including the content contained in each test booklet and answer booklet, are the secure, propriety property of the Commonwealth of Pennsylvania, Department of Education (PDE). Therefore, I agree not to discuss, disseminate, or otherwise reveal the content of the assessment materials to anyone, including my own child(ren).

I understand that violation of these terms could result in personal liability for damages caused by a breach of test security, including but not limited to liability and/or costs associated with any of the following: retesting students; recalculating student/school/school district achievement data; developing/producing new test materials to replace compromised test materials; and investigations relating to the breach of test security.

I further understand that false statements herein are made subject to the penalties of 18 Pa.C.S. § 4904 (relating to unsworn falsification to authorities).

Name (Print): _____

Signature: _____ Date: _____

Witnessed by: _____ Date: _____

# Appendix G:

# General Description of Scoring Guidelines

# ALGEBRA I CONSTRUCTED-RESPONSE QUESTIONS

## *GENERAL DESCRIPTION OF SCORING GUIDELINES*

### 4 Points

- The response demonstrates a *thorough* understanding of the mathematical concepts and procedures required by the task.
- The response provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor "blemish" or omission in work or explanation that does not detract from demonstrating a *thorough* understanding.

### 3 Points

- The response demonstrates a *general* understanding of the mathematical concepts and procedures required by the task.
- The response and explanation (as required by the task) are mostly complete and correct. The response may have minor errors or omissions that do not detract from demonstrating a *general* understanding.

### 2 Points

- The response demonstrates a *partial* understanding of the mathematical concepts and procedures required by the task.
- The response is somewhat correct with *partial* understanding of the required mathematical concepts and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

### 1 Point

- The response demonstrates a *minimal* understanding of the mathematical concepts and procedures required by the task.

### 0 Points

- The response has no correct answer and *insufficient* evidence to demonstrate any understanding of the mathematical concepts and procedures required by the task.

# BIOLOGY CONSTRUCTED-RESPONSE QUESTIONS

## *GENERAL DESCRIPTION OF SCORING GUIDELINES*

### 3 Points

- The response demonstrates a *thorough* understanding of the scientific content, concepts, and/or procedures required by the task(s).
- The response provides a clear, complete, and correct response as required by the task(s). The response may contain a minor blemish or omission in work or explanation that does not detract from demonstrating a *thorough* understanding.

### 2 Points

- The response demonstrates a *partial* understanding of the scientific content, concepts, and/or procedures required by the task(s).
- The response is somewhat correct with *partial* understanding of the required scientific content, concepts, and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

### 1 Point

- The response demonstrates a *minimal* understanding of the scientific content, concepts, and/or procedures required by the task(s).
- The response is somewhat correct with *minimal* understanding of the required scientific content, concepts, and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

### 0 Points

- The response provides *insufficient* evidence to demonstrate any understanding of the scientific content, concepts, and/or procedures as required by the task(s).
- The response may show only information copied or rephrased from the question or *insufficient* correct information to receive a score of 1.

## LITERATURE CONSTRUCTED-RESPONSE QUESTIONS

### *GENERAL DESCRIPTION OF SCORING GUIDELINES*

**3 Points**

- The response provides a clear, complete, and accurate answer to the task.
- The response provides relevant and specific information from the passage.

**2 Points**

- The response provides a partial answer to the task.
- The response provides limited information from the passage and may include inaccuracies.

**1 Point**

- The response provides a minimal answer to the task.
- The response provides little or no information from the passage and may include inaccuracies.

OR

- The response relates minimally to the task.

**0 Points**

- The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

# Winter 2016–17 Keystone Exams
# Handbook For Assessment Coordinators

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