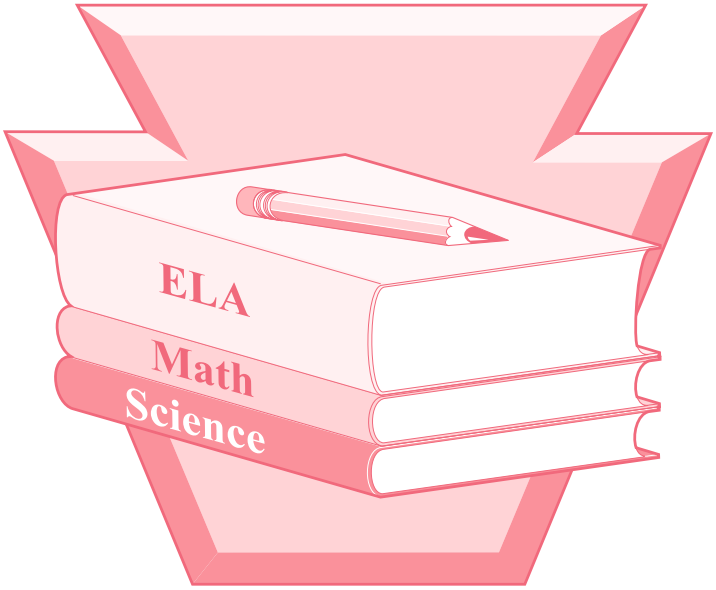
pennsylvania
DEPARTMENT OF EDUCATION



Grade 8 English Language Arts

Pennsylvania System of School Assessment

Online Directions for Administration Manual

April 2016

Acknowledgements for passages used with this online assessment are available upon request.

Table of Contents

PART I: PROCEDURES FOR THE 2016 ONLINE ASSESSMENT **1**
INTRODUCTION 1
MAINTAIN ASSESSMENT SECURITY 1
FOLLOW THE ASSESSMENT SCHEDULE SET BY THE SCHOOL ASSESSMENT COORDINATOR . . 2
ADVANCE CONSIDERATIONS FOR TEST ADMINISTRATION 2
PREPARE THE STUDENTS FOR THE ASSESSMENT 4
PREPARE THE CLASSROOM OR COMPUTER LAB PRIOR TO THE ASSESSMENT 5
REQUIRED ASSESSMENT MATERIALS 6
ORGANIZE THE ASSESSMENT MATERIALS 6
STUDENT LOGIN TICKETS (TEST TICKETS) AND THE STUDENT LOGIN ROSTER 7
TEST MANAGEMENT CONCERNS 7
PART II: ASSESSMENT TIMING **8**
GENERAL ORGANIZATION OF THE ASSESSMENT 8
CODE OF CONDUCT FOR TEST TAKERS 8
EXTENDED TESTING TIME 8
COMMUNICATE ASSESSMENT INFORMATION 10
PART III: PSSA TUTORIALS AND ONLINE TOOLS TRAINING **11**
PSSA STUDENT TUTORIALS 11
PSSA ONLINE TOOLS TRAINING 12
PART IV: DIRECTIONS FOR ADMINISTERING THE ONLINE ASSESSMENT **14**
TEST ADMINISTRATION REMINDERS 14
GET STARTED—CODE OF CONDUCT FOR TEST TAKERS 15
ADMINISTER ELA: WRITING – SECTION 1 19
ADMINISTER ELA: READING – SECTION 2 25
ADMINISTER ELA: READING – SECTION 3 32
ADMINISTER ELA: READING – SECTION 4 39
PART V: AFTER TEST ADMINISTRATION **46**
CLOSING OUT THE ASSESSMENT 46
RETURN MATERIALS 46

APPENDICES

APPENDIX A: ETHICAL STANDARDS OF TEST PREPARATION AND ADMINISTRATION 47
APPENDIX B: CODE OF CONDUCT FOR TEST TAKERS 51
APPENDIX C: TEST ADMINISTRATOR/PROCTOR TEST SECURITY CERTIFICATION 52
APPENDIX D: ENGLISH LANGUAGE ARTS TEST DIRECTIONS 53
APPENDIX E: ENGLISH LANGUAGE ARTS WRITER'S CHECKLISTS 57
APPENDIX F: SOFTWARE TOOLS AND FEATURES FOR TEST ADMINISTRATORS 61
APPENDIX G: STUDENT LOGIN TASKS 63
APPENDIX H: KEYBOARD SHORTCUTS FOR SYSTEM 64

INTRODUCTION

This manual is to be used for the administration of the **Online English Language Arts (ELA) assessment for students enrolled in Grade 8.** The manual provides the Test Administrator (TA) with directions that will ensure a standard assessment environment in schools throughout the Commonwealth of Pennsylvania. The administration of this assessment may differ from other tests the Test Administrator has given; therefore, **Test Administrators must become thoroughly familiar with this manual and the procedures for administering the assessment before the primary testing window (April 11 through April 15, 2016) and/or the make-up testing window (which occurs from the time of completion of the primary administration until May 6, 2016).**

MAINTAIN ASSESSMENT SECURITY

District and School Assessment Coordinators, Test Administrators, principals, and all other individuals who are involved in this assessment program must maintain the security of all assessment materials. Together, they share the responsibility for ensuring that all assessment materials and student responses are handled securely, confidentially, and in accordance with security mandates and other general procedures. These include, but are not limited to, the following:

- **Online assessments are not to be viewed by anyone, including Test Administrators or Proctors, prior to the testing sessions.**
- **Except where allowed by a specific written accommodation, only those students being tested are allowed to view the content of the online assessment materials.**
- **No materials from the assessment may be copied, photographed, or recorded in any manner.**

Each student taking the 2016 Online English Language Arts Assessment will receive **one Student Login Ticket (Test Ticket)**. This ticket provides the secure login credentials (i.e., username and password) required for a student to use the testing software. The Test Tickets must be kept in a predetermined, locked, secure storage area at both the district and school levels. Secure assessment materials must never be left unattended or in open areas. Test Administrators must not be given access to the **secure** assessment materials before the administration day; however, this manual is not considered secure assessment material and should be provided to Test Administrators for review prior to the administration of the assessment. The principal or his/her designee, such as the School Assessment Coordinator (SAC), will make arrangements for the Test Administrator to receive the assessment materials on the day of the test, just prior to the scheduled session, and for the immediate return of assessment materials (see Part V of this document for a complete list of materials) after each session. **It is mandatory that school districts utilize a sign-out/sign-in sheet for distribution and collection of secure materials.** It is recommended that TAs count the Test Tickets received and returned in the presence of the SAC or his/her designee.

At the end of each 2016 assessment session, all Test Tickets must be accounted for and returned to the School Assessment Coordinator. In addition, all secure materials assigned to the Test Administrator, including any scratch paper used during the assessment, must be returned to the School Assessment Coordinator immediately at the end of each session.

The Pennsylvania System of School Assessment (PSSA) is a measure of individual student achievement conducted by the Pennsylvania Department of Education (PDE). Any deviation from the assessment procedures outlined in this manual (including, but not limited to, group work, teacher coaching, teaching or release of the performance tasks or test questions, use of old Pennsylvania assessments as preparation tools, etc.) is strictly prohibited and will be considered a violation of test security.[1] Those individuals who divulge test questions, falsify student scores, or compromise the integrity of the state assessment system in any manner will be subject to professional disciplinary action under the Professional 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

[1] This prohibition excludes the item and scoring samplers (released items).

suspension or prohibition from being employed by a charter school, and may be subject to criminal prosecution. For more information regarding guidelines to ensure that the integrity of the assessment remains above reproach, see the *Ethical Standards of Test Preparation and Administration*, found in Appendix A of this manual and in the *PSSA Handbook for Assessment Coordinators*.

Every Test Administrator/Proctor involved in the administration of the 2016 PSSA must sign and date a *Test Administrator/Proctor Test Security Certification*. This certification must be signed after completing administration of all PSSA tests to which the PSSA Test Administrator/Proctor has been assigned. The Test Security Certification certifies that all security measures for the PSSA were maintained, including, but not limited to

- following test security regulations and procedures,
- handling secure assessment materials appropriately, and
- maintaining confidentiality of information contained within secure assessment materials.

A copy of the *Test Administrator/Proctor Test Security Certification* is provided in Appendix C and in the *PSSA Handbook for Assessment Coordinators*. Prior to the administration of the assessment, the School Assessment Coordinator will distribute copies of this certification to all Test Administrators and proctors involved in the administration of this PSSA Test. Prior to receiving any assessment materials or participating in the administration of the PSSA in any way, the Test Administrator must read and understand the *Test Administrator/Proctor Test Security Certification*. Upon completion of the assessment administration, the signed form must be returned to the School Assessment Coordinator.

FOLLOW THE ASSESSMENT SCHEDULE SET BY THE SCHOOL ASSESSMENT COORDINATOR

The 2016 Online English Language Arts Assessment must be administered within the PDE-designated testing window on the dates assigned by the School Assessment Coordinator. Appropriate test conditions optimize the chance for greater accuracy of the performance. Since this assessment is to be administered online, the classroom or computer lab settings must include an adequate number of computers, iPads, or Chromebooks. Other settings may be used according to needs and available facilities. However, test situations created to inflate assessment scores are a violation of test-security practices.

The assessment consists of **four sections**, which should be scheduled as separate assessment sessions. It is possible to combine multiple sections as a single testing session; however, the sections **must be administered in the sequence in which they appear** on the screen. The School Assessment Coordinator must discuss the schedule with the Test Administrators at least one week prior to the assessment dates. Please note that some sections may require more time than others. See Part II: Assessment Timing for more information on administration and testing times.

ADVANCE CONSIDERATIONS FOR TEST ADMINISTRATION

The procedures listed below must be followed before administering the 2016 Online English Language Arts Assessment. This assessment includes procedures that students may not have encountered before.

- The School Assessment Coordinator will receive a *PSSA Handbook for Assessment Coordinators* that provides additional, detailed information about the assessment. This document is posted on these portals:
  - *https://pa.drcedirect.com* [Click on "Documents" under the "General Information" tab.]
  - *www.education.pa.gov* [Click on K-12 in the dark blue bar across the top of the page. Select Assessment and Accountability. Then click on the PSSA link that reads "Continue to Pennsylvania System of School Assessment (PSSA) Information" under the paragraph titled "Pennsylvania System of School Assessment (PSSA)."]

- The entire Grade 8 English Language Arts *Online Directions for Administration Manual* (this document) must be read in advance in order to become familiar with the procedures for administering the assessment. Prior to the assessment administration, the Test Administrator shall do the following:
  - Become familiar with the assessment schedule and the procedures for allowing extended testing time.
  - Follow the directions of the School Assessment Coordinator for maintaining assessment security.
  - Plan sufficient time for distribution and collection of materials.
  - Plan to arrange student seating to prevent student interaction during the assessment sessions. The location of existing workstations may require repositioning some workstations to avoid this interaction, as well as to minimize potential security concerns.
  - Post a "**Testing—Do Not Disturb**" sign on the door(s) to the classroom to indicate that an assessment session is taking place. A quiet, calm atmosphere is essential for concentration on the task.
  - **Optional:** Prepare copies of the *Keyboard Shortcuts for System* (see Appendix H), the mode-specific writer's checklists for writing prompts (see Appendix E), and the *Writer's Checklist for the Text-Dependent Analysis Question* (see Appendix E) for those students that may want them.
- View the Student Tutorial and take the Online Tools Training to become familiar with the online testing tools and functionality. See Part III of this document for more information.
- Review the Test Directions that students will have access to during the test administration. See Appendix D for more information.
- Review the software tools and features related to the Pause/Exit Function, Interrupted Testing, and Unplanned Test Inactivity. See Appendix F for more information.
- Prior to the first scheduled testing sessions, confirm that PA Online Assessment software is installed on computers, iPads, and Chromebooks to be used for testing. Confirm that the text-to-speech software is installed on computers, iPads, and Chromebooks to be used by students who need the read-aloud accommodation. Contact the School Assessment Coordinator for more information.

Remember:

- Test Tickets are supplied for each student; however, if any student does not have a Test Ticket, notify the School Assessment Coordinator.
- Review and understand the *Test Administrator/Proctor Test Security Certification* found in Appendix C (contact your School Assessment Coordinator for questions or further direction).
- Be aware of test accommodations ("Test administrator transcribed student responses," "Extended time," etc.) that are outlined in the *2016 PSSA and Keystone Accommodations Guidelines* and in the *2015–2016 Accommodations Guidelines for English Language Learners*. These documents are posted on these portals:
  - *https://pa.drcedirect.com* [Click on "Documents" under the "General Information" tab.]
  - *www.education.pa.gov* [Click on K-12 in the dark blue bar across the top of the page. Select Assessment and Accountability. Then click on the PSSA link that reads "Continue to Pennsylvania System of School Assessment (PSSA) Information" under the paragraph titled "Pennsylvania System of School Assessment (PSSA)."]
- This assessment includes multiple test forms. One of these forms will be assigned to each student when the student successfully signs in to the online testing engine.
- **If a test security violation is suspected, contact the School Assessment Coordinator or the Pennsylvania Department of Education at (717) 787-4234 immediately.**

PREPARE THE STUDENTS FOR THE ASSESSMENT

- Inform students in advance of the schedule for the assessment sessions, as communicated by the School Assessment Coordinator or his/her designee.
  - ➢ Explain to students that they will have the opportunity to become familiar with features of the online assessment by taking a Test Tutorial and by completing the Online Tools Training.
- Each student should know his or her PAsecureID. Students are asked to confirm their PAsecureID when logging in to the online testing system. For more information on PAsecureID, contact the School Assessment Coordinator.
- 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 encouraged to leave such items at home on administration days. **The Test Administrator must collect all such devices prior to distributing assessment materials and shall return them upon completion of the day's testing session.**
- In addition, PDE encourages school districts and schools to inform students before testing of the locally determined ramifications/sanctions for student misconduct during the PSSA Tests. This includes, but is not limited to, sanctions associated with cheating, sharing, and/or reproduction of test content.
- Discuss the *Code of Conduct for Test Takers*, found in Appendix B of this manual and in the *PSSA Handbook for Assessment Coordinators*, 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. Prior to the administration, students must indicate that they understand the *Code of Conduct for Test Takers* that has been reviewed with them. Test Administrators should answer any questions that students have to ensure that all students understand this code of conduct. Students should be assured that they may discuss the testing process or issues of concern with their parents/guardians.
- Students may **not** use a dictionary or a thesaurus for any part of this assessment.
- Students must use the online test to respond to the test questions. There is no printed test booklet or answer booklet used with any PSSA Online assessment. Students may highlight or make notes or comments using the features available with the PSSA Online Assessment Software. They may also use scratch paper, but they must record their answers online. All scratch paper must be collected and returned to the School Assessment Coordinator at the conclusion of each assessment session.
- The English Language Arts assessment includes questions that require students to select from four possible answers (multiple-choice questions). The assessment also includes questions that have two parts and require students to select one or more answers in each part (evidence-based selected-response questions). These multiple-choice and evidence-based selected-response questions and answer choices are displayed on the screen. Students will read the questions and record their answers using the Pointer tool or key commands to select answer options.
- The English Language Arts assessment also includes questions that require students to construct and type their responses (a writing prompt and text-dependent analysis questions). These questions and corresponding response spaces are displayed on the computer screen. Students will read each question and type their responses in the appropriate response space.

Students are permitted to	Students are NOT permitted to
• use scratch paper. (Students may use it to create their own graphic organizers, etc., during the assessment.) • highlight and make notes or comments using the features available online. • use a computer, iPad, or Chromebook with the INSIGHT software installed to complete the assessment.	• use preprinted graphic organizers. • possess or use cell phones, smart phones, cameras, any type of unauthorized computer, or any unauthorized mobile device with a camera and/or Internet access (e.g., tablets, MP3 players, gaming systems, entertainment devices, smart watches) at any time during the assessment. • possess or use dictionaries, thesauri, and/or spell- or grammar-checkers when responding to any part of the assessment.

PREPARE THE CLASSROOM OR COMPUTER LAB PRIOR TO THE ASSESSMENT

Good organization of assessment materials and well-executed procedures will make the administration of the online assessment proceed smoothly.

- Make certain that the testing software has been installed on all computers, iPads, and Chromebooks being used during testing.
- Make certain that all monitoring capabilities have been disabled on all computers, iPads, and Chromebooks being used during testing. Please contact the School Assessment Coordinator if you have any questions.
- Remove or cover all classroom instructional materials or any other materials that may affect the validity of the 2016 Online English Language Arts Assessment.

DO NOT DISPLAY:

- writing terms and/or definitions
- vocabulary words and/or definitions
- examples of assessment questions or answers
- tips on how to write and/or review essays

Note: This is not an exhaustive list. These are general examples of what is not permitted.

The *PSSA Text-Dependent Analysis Scoring Guidelines* may be displayed in the classroom. In addition, the Pennsylvania mode-specific scoring guidelines for writing prompts may also be displayed. Students will respond to only one of the modes (Informative/Explanatory, Narrative, or Argumentative) on the Grade 8 assessment. (The scoring guidelines are available online during testing within the Online Assessment Software.) These documents are also posted on these portals:

- *https://pa.drcedirect.com* [Click on "Documents" under the "General Information" tab.]
- *www.education.pa.gov* [Click on K-12 in the dark blue bar across the top of the page. Select Assessment and Accountability. Then click on the PSSA link that reads "Continue to Pennsylvania System of School Assessment (PSSA) Information" under the paragraph titled "Pennsylvania System of School Assessment (PSSA)."]

A quiet, calm atmosphere is essential for concentration on the assessment. Student seating must be arranged to prevent student interaction during the assessment sessions. Disturbances must be kept to a minimum during the assessment sessions. Posting a "**Testing—Do Not Disturb**" sign on the door(s) to the classroom indicates that an assessment is in session. Avoid allowing students to sharpen pencils during the assessment sessions. Extra pencils must be available for the students.

REQUIRED ASSESSMENT MATERIALS

The testing software should be installed on all computers, iPads, and Chromebooks prior to the start of testing. (Contact the School Assessment Coordinator for more information.) Each student taking the assessment requires a Student Login Ticket (Test Ticket). These Test Tickets will be provided prior to the test administration. There are no other preprinted student test materials used with any PSSA Online Assessment. After each administration, return the Test Tickets to the School Assessment Coordinator. Note that every Test Ticket has a unique Username and a unique Password. The Username is the student's PAsecureID.

Keyboard shortcuts are available for students testing on computers or Chromebooks to use. These shortcuts are provided in Appendix H and may be reproduced as necessary. There are separate shortcuts for computers and Chromebooks, so students should receive the appropriate shortcuts for the device they will use during the administration.

The copies of these keyboard shortcuts are considered part of the secure testing materials and must be returned to the School Assessment Coordinator for secure storage and destruction upon completion of the online assessment.

ORGANIZE THE ASSESSMENT MATERIALS

For the Test Administrator:

- ☐ One 2016 Grade 8 English Language Arts *Online Directions for Administration Manual* (this manual)
- ☐ "**Testing—Do Not Disturb**" sign(s) to hang on the door(s)
- ☐ A Student Login Roster (includes a Test Ticket for each student taking a PSSA Online Assessment)

For each student taking the assessment:

- ☐ A computer, iPad, or Chromebook with the testing software installed
- ☐ A Student Login Ticket (Test Ticket)
- ☐ Scratch paper for each section
- ☐ A pencil for use with the scratch paper

Optional materials for each student taking the assessment:

- ☐ A copy of the mode-specific writer's checklists for writing prompts (see Appendix E)
- ☐ A copy of the *Writer's Checklist for the Text-Dependent Analysis Question* (see Appendix E)
- ☐ A copy of the *Keyboard Shortcuts for System* for students testing on computers or Chromebooks (see Appendix H)

STUDENT LOGIN TICKETS (TEST TICKETS) AND THE STUDENT LOGIN ROSTER

A Test Ticket contains unique login credentials used by the student to access the testing software. An individual Test Ticket is required to use the online testing system. These Test Tickets are secure materials and must be treated appropriately. The Test Tickets for a given testing session are part of the Student Login Roster. The roster is printed by the School Assessment Coordinator (SAC) and distributed on the day of the test. The roster summarizes test session information such as the administration name, test session name, and the name of the test. In addition, it provides a list of students who are registered as part of a specific Test Session to participate in a specific test. The Student Login Roster contains a list of tasks that the Test Administrator will perform prior to testing. These *Student Login Tasks* are included in Appendix G.

Note: The Username on the login ticket is the student's PAsecureID and can be used to verify that each student receives the correct Test Ticket prior to student testing.

TEST MANAGEMENT CONCERNS

Some circumstances during testing require that the Test Administrator consult the School Assessment Coordinator (SAC) or contact the District Assessment Coordinator (DAC). These instances include, but are not limited to, the following:

- a student cheating
- test security violation
- improper test administration
- student illness (during testing)

GENERAL ORGANIZATION OF THE ASSESSMENT

The Grade 8 Online English Language Arts assessment consists of **four sections** that should be scheduled as separate assessment sessions. It is possible to combine multiple sections as a single assessment session; however, the sections must be administered in the sequence in which they appear on the screen. The School Assessment Coordinator must discuss the schedule with the Test Administrator at least one week prior to the administration dates. Adequate time should be scheduled for the preparation of the computers, iPads, and/or Chromebooks and testing space. The administration times provided below are approximate and are supplied for scheduling purposes only.

Section	Content	Selected-Response Questions*	Constructed-Response Questions*	Estimated Time Needed (in minutes)		
				Administrative Tasks	Actual Testing	Total Administration
1	Writing	20	1	15–20	**55–65**	70–85
2	Reading	23	0	15–20	**65–75**	80–95
3	Reading	16	1	15–20	**85–95**	100–115
4	Reading	6	1	15–20	**60–70**	75–90

***Selected-response questions include multiple-choice questions and evidence-based selected-response questions. Constructed-response questions include a writing prompt and text-dependent analysis questions.**

CODE OF CONDUCT FOR TEST TAKERS

The *Code of Conduct for Test Takers*, found in Appendix B, provides students with guidelines that students should follow before, during, and after each assessment. This code of conduct should be reviewed with all students in advance of the testing day. Prior to taking the assessment, students will be asked to select a bubble to indicate that they understand the *Code of Conduct for Test Takers* that has been reviewed with them by their Test Administrator (or teacher). Students should be assured that they may discuss the testing process or issues of concern with their parents/guardians. It is important that the *Code of Conduct for Test Takers* is reviewed with all students and all questions are answered such that all students understand each point in this code of conduct.

EXTENDED TESTING TIME

The 2016 Grade 8 Online English Language Arts Assessment is an untimed assessment. Not all students will finish the assessment sections at the same time. Students should not feel rushed while they are taking the assessment, and no student should be penalized because he or she works slowly. It is equally important, however, to encourage students to work in a timely manner to finish the assessment. Students should select the Review/End Test button and follow the onscreen directions when they have finished the section of the assessment in which they have been working. Students who finish early may sit quietly or read for pleasure until all students have finished the assessment. Students with special requirements and/or disabilities (i.e., physical, visual, auditory, or learning disabilities as defined by their IEP or service contracts) and students who just work slowly may require extended time. Special assessment situations should be arranged for these students. Test Administrators should use professional judgment in determining when students who are still testing should be moved to a setting for extended time.

When all students have indicated they have finished an assessment section, end the session. Students should return to regular activities, or the administration of the next section may begin.

Students may request extended time if they indicate they have not completed an assessment section. Such requests should be granted if the Test Administrator finds the request to be valid. Not permitting ample time for students to complete the assessment section may impact performance.

If a student needs to move to a new location to continue the assessment, the student should select the **Pause** button located at the bottom of the screen. As the student has not completed the assessment, the student should not select **End Test**. For more information, see Appendix F of this manual.

As a general guideline, the assessment session should be closed when all the students indicate they have finished the assessment section.

- All students should complete a section within one school day, and sessions must be scheduled so that there is enough time to complete the section within a school day.

In rare circumstances (e.g., illness, emergency, etc.), students may be required to complete the test the next day. If a student must continue the test the next day, he or she may use the same Student Login Ticket (Test Ticket) to sign in to the test. However, the Student Login Ticket (Test Ticket) must be **Unlocked** before the student will have access to the test.

- Contact the School Assessment Coordinator for more information if these circumstances occur.
- Students completing the test the next day must be monitored closely to ensure that no previous answers are changed.

Important Reminder: There are certain scenarios for which a student will need to Pause and Exit the test during a session. The most common reason is for a student who requires extended testing time and needs to be moved to a different room and computer to finish a section. The only other reasons for students to Pause and Exit are for approved absences from the testing room that span longer than the timeout for test inactivity (e.g., nurse's office for illness/medical attention; unexpected fire drill). The Pause and Exit action must be strictly limited to situations that cannot be avoided or are educationally valid.

The testing room must be closely monitored to ensure that students remain logged in to the assessment at all times. Students who exit and re-enter the assessment during the administration of a section without explicit approval are violating test security. Any such violation must be addressed immediately and reported to PDE if it is determined that the student exited the test to access any information to give the student a testing advantage.

PDE has DRC (the test contractor) prepare a report of excessive logins by the same student to an online assessment. Please keep a record of system failures such as the loss of the Internet, etc., in the event an excessive login report regarding any of your students is questioned.

When allowing extended time for an assessment session 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 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 section after the completion of that section.

Do not allow the extended assessment session to be administered without monitoring. It is the responsibility of a Test Administrator to monitor any extended assessment session, wherever that session is held.

COMMUNICATE ASSESSMENT INFORMATION

During each assessment section, students are to respond to a specific set of test questions. The following test-section information must be posted on a chalkboard or dry-erase board during each individual testing session. Only information about the current testing session should be posted.

Section 1 – ELA: Writing	Section 2 – ELA: Reading
Questions 1–21	Questions 22–44

Section 3 – ELA: Reading	Section 4 – ELA: Reading
Questions 45–61	Questions 62–68

In addition to the above information, also post the **Test Session** name. Students will be asked to confirm the Test Session name when they sign in to an assessment. The Test Session name is printed on the Student Login Roster to be provided by the School Assessment Coordinator on the day of testing.

PSSA STUDENT TUTORIALS

The Student Tutorials are designed to be used by students prior to taking any PSSA Online Assessment. The tutorials use pictures, motion, and sound to present visual and verbal descriptions of the properties and features of the PA Online Assessment Software. There is a unique tutorial for Grade 8 English Language Arts. Each tutorial is an interactive environment that allows students to explore areas of interest within the PA Online Assessment and allows students to explore at their own pace. Although an exhaustive exploration of a tutorial will take about 20 minutes, most students can become knowledgeable about the PA Online Assessment in as little as 10 minutes of exploration. However, additional time should be scheduled for students to review tutorial segments as needed.

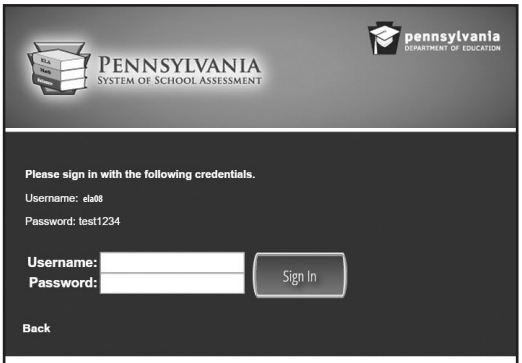
- The Student Tutorials can be accessed by selecting the PA Online Tutorials icon or from the PA eDIRECT Web site (*https://pa.drcedirect.com* under Test Setup / General Information / Test Tutorials). Students should choose the tutorial that relates to the intended assessment.
- The tutorial **must** be viewed at least once by all Test Administrators who will supervise any of the PSSA Online administrations.
- The tutorial **must** be viewed at least once by students in advance of their testing day. Allow students to repeat the tutorial as often as desired and needed. There are no restrictions on accessing these tools.
- The narration within the tutorials is included both as spoken audio and as printed captioning displayed directly on the screen, allowing the student to be able to read along as the script is read aloud. It is recommended that headphones be provided for those students who might be going through the tutorial in close quarters.
- Students are encouraged to revisit the tutorials to review specific functionality. They can select specific topics or concepts within a tutorial using the links to specific tools and functions. Overview videos are also available, so students can review an entire grouping of topics.
- Test Administrators are encouraged to explore the overview videos (groupings of topics) in addition to reviewing specific functionality within a tutorial environment.
- The tutorial should be viewed by a student first, and then the Online Tools Training should occur. *(See the next page for more information about the Online Tools Training.)* Many schools schedule a tutorial session for students and then immediately have the students complete the Online Tools Training. This training should be completed before the scheduled test administration day. Experience with, and awareness of, the PSSA online assessment format are essential for a fair and valid student assessment.

TIP: If your school has a limited number of computers, iPads, and Chromebooks available for testing, Test Administrators may lead the students through the Student Tutorials in the regular classroom using an LCD projector and one Internet connection. However, the Online Tools Training will require that each student has access to a computer, iPad, or Chromebook (whichever type will be used by the student during the PSSA Online Assessment).

PSSA ONLINE TOOLS TRAINING

The Online Tools Training (OTT) is designed to provide an introductory experience in preparation for taking a PSSA Online Assessment. The purpose of the OTT is for the students to observe and try out features of the PA Online Assessment Software prior to an actual administration. Although the test questions used for illustration purposes are indicative of the content of a given assessment, the OTT is **not** a practice test of the content. That is, the OTT is not designed to demonstrate complete coverage of the tested content, and **it is not scored**. Test questions have been chosen to demonstrate the features and tools of online testing. The goal is instruction on the use of the online assessment software and not the testing of skill acquisition within any subject. **Remind students that the OTT is designed to allow students to experience taking an online assessment and to experiment with the features available to them during an actual assessment.**

- Both Test Administrators and students should experience the Online Tools Training before students begin the online assessment administration.
- To begin an Online Tools Training, students select the PA Online Assessments icon, select Online Tools Training under the PSSA portion of the window, select a content area, and then select a grade. Once the program opens, all students should enter the Username and Password displayed on the sign-in screen. A sample sign-in screen is shown below.



Sample Sign-in Screen for the Grade 8 English Language Arts OTT

  - The Username is the content and grade of the assessment: "ela08" [1]
  - The Password for each OTT is "test1234" [1]
  - Students who will use the text-to-speech accommodation should add "audio" to the end of the username.
  - Students who will use the color chooser or contrasting text accommodations should add "color" to the end of the username.

- Test Administrators should encourage students to learn to use the testing tools while answering the practice questions. Practice Hints are provided with some test questions. The Practice Hints are a guide to focus exploration to key tools and features. Practice Hints do not appear in actual assessments.
- **Note:** The OTT for English Language Arts Grade 8 includes a writing prompt for each mode as an example of the different types of writing that may be included in the operational assessment. The tools are the same for each writing prompt, and it is not necessary to respond to all three writing prompts during the Online Tools Training. There will be only one writing prompt and mode on the operational assessment for each grade.

[1] The Username and Password for each OTT is displayed on the sign-in screen.

- **Remember:** The Online Tools Training is provided so that students can practice using the tools and features of online assessments within the format of the actual assessment. The PA Online Assessment Software will allow the student to finish the test without answering all of the questions.

Test Administrators may help students with questions concerning the Online Tools Training or show them how to use the tools on the Online Tools Training.

TEST ADMINISTRATION REMINDERS

It is important to use standardized testing procedures to maintain fairness for all students. Following the assessment administration instructions carefully ensures that all students are tested under similar conditions in all classrooms.

Before test administration:

- Be sure students have explored the Student Tutorial, have taken the Online Tools Training, and know how to use the tools within the online system—including where and how to mark their answers.
- Review the roster contained within the Student Login Summary and make certain that all students intended for testing are on the roster. Notify the School Assessment Coordinator if there are errors on the roster.
- Make certain that a Student Login Ticket (Test Ticket) is ready for each student taking the assessment. Notify the School Assessment Coordinator if any Student Login Tickets are missing.
- Make certain that students who are to receive the read-aloud accommodation are provided with a computer, iPad, or Chromebook with the text-to-speech software installed.
- Be sure each student has the correct Student Login Ticket (Test Ticket).
- Review the Test Directions that students will have access to during the assessment. See Appendix D for more information.
- Review the software tools and features related to the Pause/Exit Function, Interrupted Testing, and Unplanned Test Inactivity. See Appendix F for more information.
- **Optional:** Prepare copies of the *Keyboard Shortcuts for System* (see Appendix H) for students testing on computers or Chromebooks, mode-specific writer's checklists for writing prompts (see Appendix E), and the *Writer's Checklist for Test-Dependent Analysis Questions* (see Appendix E) for all online testers who may want them.

During test administration:

- Follow the directions of the School Assessment Coordinator for maintaining assessment security.
  - ➢ Be sure that all classroom instructional materials are removed or covered.
- Help students approach the assessment in a positive manner.
- Encourage students to keep trying.
- Help students understand where and how to mark their answers, and clarify directions for students having difficulty. The Test Directions (as they appear online) are printed in Appendix D of this manual. They may be repeated to students as needed during the administration; however, the Test Administrator may not paraphrase, offer additional information, or give information that provides clues concerning test questions or answer choices.

- **In some places in this manual, the Test Administrator will be prompted to reference where specific administration information can be found within the online testing system. You may need to pause the training in order to show individual students how to find onscreen information.**
- **Students are not permitted to assist other students with operating the computer, iPad, or Chromebook or the online tools during the online assessment.**
- For the remainder of this manual, **indented text in bold type** is to be read aloud to students exactly as written. All other text is information for the Test Administrator.
- Screen captures included in this manual are intended to help Test Administrators confirm that students are on the correct screen within the online assessment.

When ready to start the assessment, the Test Administrator should begin with the next section found on the next page of this manual.

GET STARTED—CODE OF CONDUCT FOR TEST TAKERS

Make sure that each student is sitting at a separate workstation, and make sure that each computer, iPad, or Chromebook is turned on and ready. Make sure that no student is in possession of a cell phone, camera, or other unauthorized electronic device. **Collect all unauthorized electronic devices prior to distributing any assessment materials.**

Say:

> **Welcome to the Pennsylvania state assessment in English Language Arts. Carefully follow the directions and give this assessment your best effort. I will now pass out your Student Login Ticket, or Test Ticket. Do not begin until I tell you to do so.**

Distribute individual Student Login Tickets (Test Tickets). The Test Tickets are unique to each student, so match the correct Test Ticket to each student. When you are ready, say:

> **Each of you now has a Test Ticket. Check to make certain that your name appears on the Test Ticket. Raise your hand if your Test Ticket does not have your name on it.**

Correct any ticket distribution errors. When you are ready, say:

> **Now we are ready to begin. First, select the PA Online Assessments icon. You should see the Welcome to Pennsylvania Online Assessments screen. Is there anyone who does not see the Welcome screen?**

Pause to assist students as necessary. If a student receives an error message, note the content of the error message and contact the School Assessment Coordinator. When all students are ready, say:

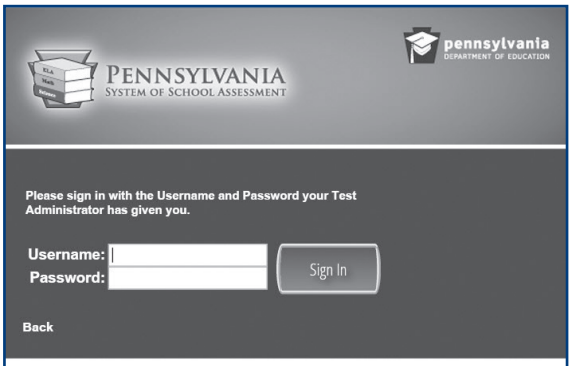
> **Under the Pennsylvania System of School Assessment column in the middle of your screen, select Test Sign In. You should see the Sign-In screen appear. Is there anyone who does not see the Sign-In screen?**

First Welcome Screen with the words "Test Sign In" circled under the PSSA column

Pause to assist students as necessary. Check to make sure that the Sign-In screen includes the Pennsylvania System of School Assessment logo. If a student receives an error message, note the content of the error message and contact the School Assessment Coordinator. When all students are ready, say:

> **You may now enter your Username and Password in the spaces provided on the screen. Your individual Username and Password are found on your Test Ticket. When you have finished entering your Username and Password, select the "Sign In" button in the middle of the screen.**

Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames and Passwords are unique to each student.



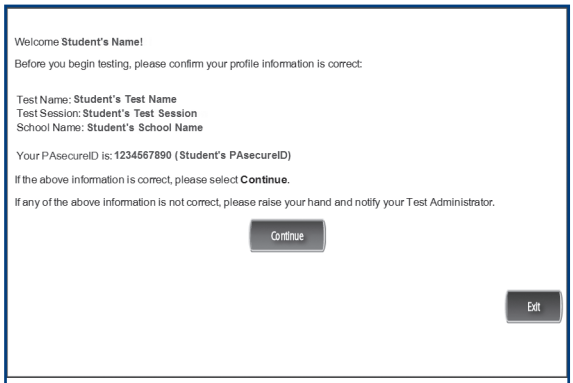
PSSA—Test Sign-In Screen

Note: If any Test Ticket has an error on it, please contact the School Assessment Coordinator. However, in some cases the student should continue using the same Test Ticket anyway. For example:

- The Test Ticket shows a given name rather than a nickname or informal name (e.g., David vs. Dave); as long as the PAsecureID is correct, the student should continue with the same Test Ticket.

When all students are ready, say:

> **When you have selected the Sign-In button, a second Welcome screen opens. Is there anyone who does not see the second Welcome screen?**



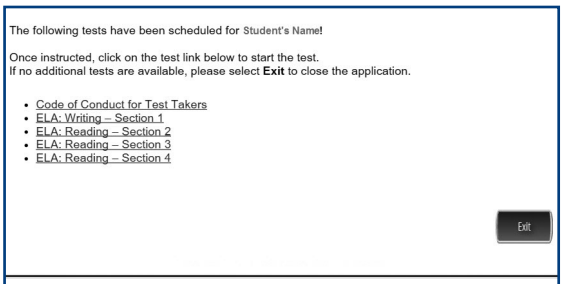
PSSA—Second Welcome Screen

Pause to assist students as necessary. When all students are ready, say:

> **Look at the information on the Welcome screen and make sure that the following facts about you are correct:**
>
> - **your name**
> - **your test name**
> - **your test session**
> - **your school name, and**
> - **your PAsecureID.**
>
> **If the information about you is correct, select the Continue button. If the information is not correct, raise your hand.**

Pause to assist students as necessary. Contact your School Assessment Coordinator if a student finds an error on the Welcome screen. When all students are ready, say:

> **After you have selected the Continue button, the Test Selection screen will open. Is there anyone who does not see the Test Selection screen?**



PSSA—Test Selection Screen

Pause to assist students as necessary. When all students are ready, say:

> **We are now ready to begin. Select "Code of Conduct for Test Takers." Once you have selected Code of Conduct for Test Takers, the General Test Directions screen should open. Is there anyone who does not see the General Test Directions screen?**

The test section is identified in the upper-left corner of the General Test Directions screen. Confirm that all students are on the Code of Conduct for Test Takers section. If a student has selected a different section, select **Pause** and then **Exit** to return to the Test Sign-In screen to log back in to the test. Contact the School Assessment Coordinator for guidance on how to allow the student later access to the incorrectly selected section.

Pause to assist students as necessary. When all students are ready, say:

At the top of the screen is a box labeled "ATTENTION." Read the paragraph inside the box now.

Pause for students to read the paragraph. When all students are ready, say:

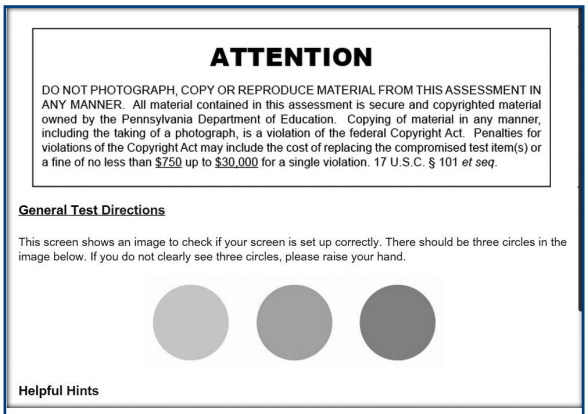
Are there any questions about this paragraph?

Answer all questions. When students are ready, say:

I will now read the General Test Directions. Read the General Test Directions silently as I read them aloud.

General Test Directions

This screen shows an image to check if your screen is set up correctly. There should be three circles in the image below. If you do not clearly see three circles, please raise your hand.



PSSA—General Test Directions Screen

Pause to assist students as necessary. Contact the School Assessment Coordinator if a student does not see the three circles. Then say:

I will now read the Helpful Hints. The Helpful Hints are printed below the General Test Directions. Use the scroll bar on the right side to follow along silently as I read the Helpful Hints aloud.

Helpful Hints

- **There is no time limit to finish the test.**
- **If you need to take a break from the assessment, select the Pause button. Select the Resume button to continue. If you are away from the assessment for more than 20 minutes, you will need to log back in.**
- **To see your progress on the test, select the Review/End Test button. You may go to any question by selecting it from the list that appears on the screen.**
- **Select the ? [Help] button to find more information.**

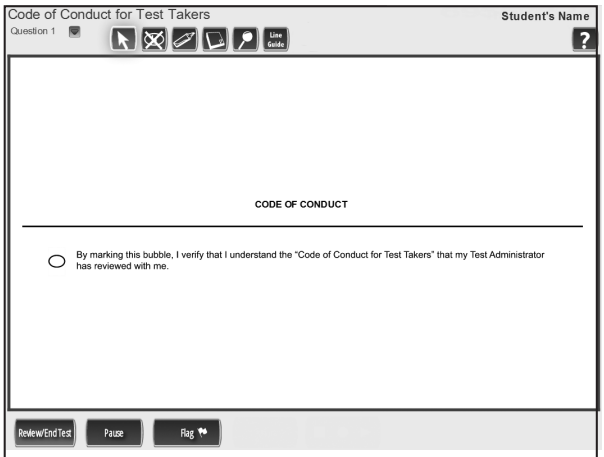
Are there any questions about the Helpful Hints?

Answer all questions. When all students are ready, say:

> **Select the Begin The Test button at the bottom of the screen.**

Pause to assist students as necessary. When all students are ready, say:

> **Read the statement on your screen silently as I read it aloud.**
>
> **"By marking this bubble, I verify that I understand the *Code of Conduct for Test Takers* that my Test Administrator has reviewed with me."**
>
> **If you understand the *Code of Conduct for Test Takers*, use the Pointer tool to darken the bubble now. If you have questions about the *Code of Conduct for Test Takers*, raise your hand.**

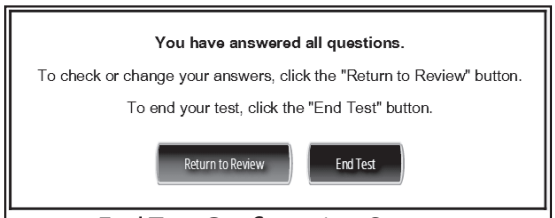


Code of Conduct

Note: The *Code of Conduct for Test Takers* is printed in Appendix B of this manual.

Answer student questions until all understand the *Code of Conduct for Test Takers* and mark the bubble. When students are ready, say:

> **Select the Review/End Test button in the bottom-left corner of the screen.**
>
> **Then select the End Test button to finish the test. You will be asked to confirm that you are done.**

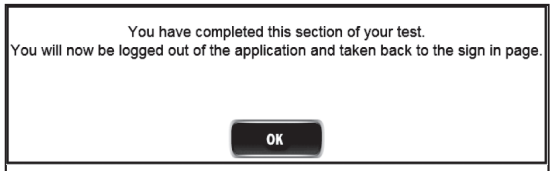


End Test Confirmation Screen
(for students who have completed all items)

Note: Once the student has selected the "End Test" button, the student must provide a confirmation that he or she is finished. If the student has left the item incomplete, the End Test Confirmation Screen will read "Please be sure you have answered all of the questions. To continue testing, click the 'Return to Review' button. To end your test, click the 'End Test' button." Once the student has ended the test session, the student cannot go back into the test session to review the statement or indicate that the student understands the *Code of Conduct for Test Takers*.

When all students have finished, say:

> **When you have selected the End Test button, a confirmation screen opens indicating you have completed this test section. Select OK to return to the test sign-in screen. Is there anyone who does not see the test sign-in screen?**



Finished Testing Confirmation Screen

Allow time for students to click through to reach the test sign-in screen. Say:

> **You are now going to take Section 1.**

Continue with the next section found on the next page of this manual.

ADMINISTER ELA: WRITING – SECTION 1

Make sure that each student is sitting at a separate workstation and that each computer, iPad, or Chromebook is turned on and ready. Make sure that no student is in possession of a cell phone, camera, or other unauthorized electronic device. **Collect all unauthorized electronic devices prior to distributing any assessment materials.** Students will have an opportunity to do some work on scratch paper, so make sure that all students have a pencil. These directions will also prompt you to distribute a supply of scratch paper.

Say:

Welcome to the Pennsylvania state assessment in English Language Arts. We are now ready to begin ELA: Writing – Section 1. Carefully follow the directions and give this assessment your best effort.

There are two types of questions in this section.

Multiple-choice questions require that you select an answer from among four choices.
- **Read each question and choose the best answer.**
- **Only one of the answers provided is correct.**

The writing prompt requires that you type your response.
- **Review the Writer's Checklist to help you plan and organize your response.**
- **Read the writing prompt carefully.**
- **Type your response in the response box.**

The PSSA is an untimed assessment. You may take as much time as you need to complete this section.

I will now pass out scratch paper. Do not begin until I tell you to do so.

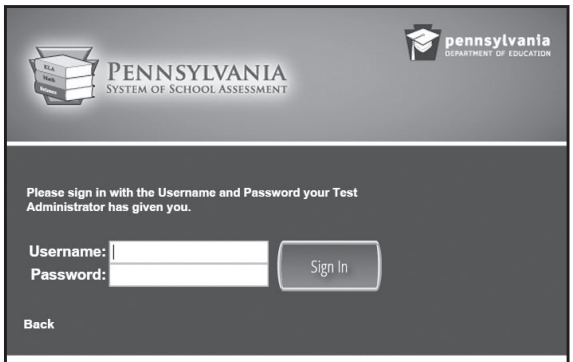
Distribute scratch paper and any optional materials. When you are ready, say:

Now we are ready to begin.

You should see the Sign-In screen. Is there anyone who does not see the Sign-In screen?

Pause to assist students as necessary. Check to make sure that the Sign-In screen includes the Pennsylvania System of School Assessment logo. If a student receives an error message, note the content of the error message and contact the School Assessment Coordinator. When all students are ready, say:

You may now enter your Username and Password in the spaces provided on the screen. Your individual Username and Password are found on your Test Ticket. When you have finished entering your Username and Password, select the "Sign In" button in the middle of the screen.



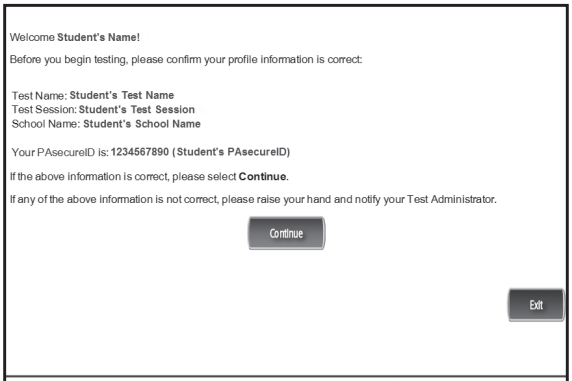
PSSA—Test Sign-In Screen

Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames and Passwords are unique to each student.

Note: If any Test Ticket has an error on it, please contact the School Assessment Coordinator. However, in some cases the student should continue using the same Test Ticket anyway. For example:
- The Test Ticket shows a given name rather than a nickname or informal name (e.g., David vs. Dave); as long as the PAsecureID is correct, the student should continue with the same Test Ticket.

When all students are ready, say:

When you have selected the Sign-In button, a second Welcome screen opens. Is there anyone who does not see the second Welcome screen?



PSSA—Second Welcome Screen

Pause to assist students as necessary. When all students are ready, say:

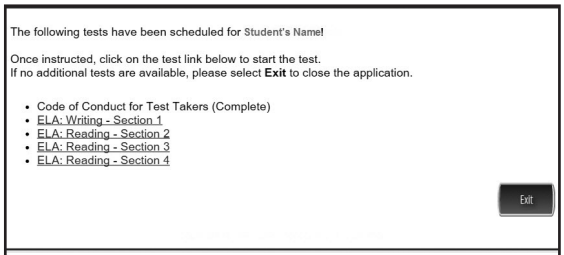
Look at the information on the Welcome screen and make sure that the following facts about you are correct:

- **your name,**
- **your test name,**
- **your test session,**
- **your school name, and**
- **your PAsecureID.**

If the information about you is correct, select the Continue button. If the information is not correct, raise your hand.

Pause to assist students as necessary. Contact the School Assessment Coordinator if a student finds an error on the Welcome screen. When all students are ready, say:

After you have selected the Continue button, the Test Selection screen will open. Is there anyone who does not see the Test Selection screen?



Section 1— Test Selection Screen

Pause to assist students as necessary. When all students are ready, say:

We are now ready to begin the test. Select "ELA: Writing – Section 1." Once you have selected ELA: Writing – Section 1, the General Test Directions screen should open. Is there anyone who does not see the General Test Directions screen?

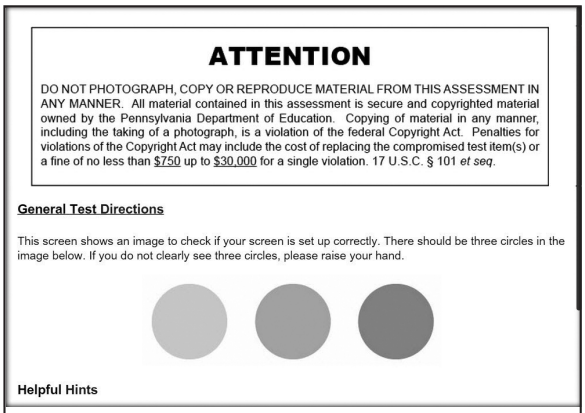
The test section is identified in the upper-left corner of the General Test Directions screen. Confirm that all students are on Section 1. If a student has selected a different section, select **Pause** and then **Exit** to return to the Test Sign-In screen to log back in to the test. Contact the School Assessment Coordinator for guidance on how to allow the student later access to the incorrectly selected section.

Pause to assist students as necessary. When all students are ready, say:

I will now read the General Test Directions. Read the General Test Directions silently as I read them aloud.

General Test Directions

This screen shows an image to check if your screen is set up correctly. There should be three circles in the image below. If you do not clearly see three circles, please raise your hand.



PSSA—General Test Directions Screen

Pause to assist students as necessary. Contact the School Assessment Coordinator if a student does not see the three circles. Then say:

I will now read the Helpful Hints. The Helpful Hints are printed below the Test Directions. Use the scroll bar on the right side to follow along.

Helpful Hints

- **There is no time limit to finish the test.**
- **If you need to take a break from the assessment, select the Pause button. Select the Resume button to continue. If you are away from the assessment for more than 20 minutes, you will need to log back in.**
- **To see your progress on the test, select the Review/End Test button. You may go to any question by selecting it from the list that appears on the screen.**
- **Select the ? [Help] button to find more information.**

Are there any questions about the Helpful Hints?

Note: The General Test Directions and Helpful Hints (as they appear online) are printed in Appendix D of this manual. If asked, refer to this appendix to repeat any portion to students during the test administration.

Answer all questions. When all students are ready, say:

We are now ready to read the Test Directions for Section 1. Select the arrow labeled "Next." Once you have selected this button, the screen with the Test Directions for Section 1 should open. Is there anyone who does not see the Test Directions screen?

Pause to assist students as necessary. When all students are ready, say:

I will now read the Test Directions for Section 1. Read the Test Directions silently as I read them aloud. Use the scroll bar on the right side to follow along.

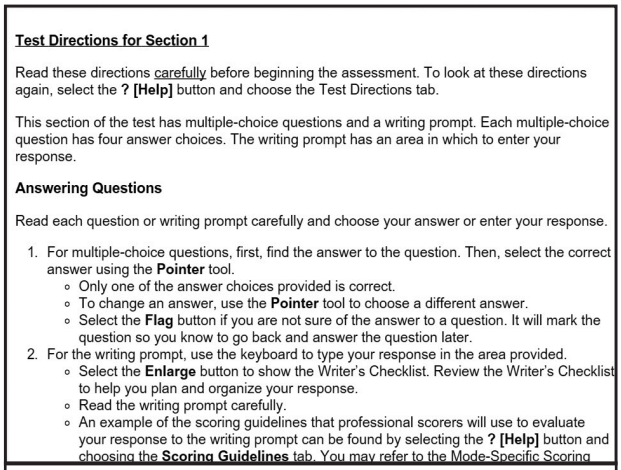
Test Directions for Section 1

Read these directions carefully before beginning the assessment. To look at these directions again, select the ? [Help] button and choose the Test Directions tab.

This section of the test has multiple-choice questions and a writing prompt. Each multiple-choice question has four answer choices. The writing prompt has an area in which to enter your response.

Answering Questions

Read each question or writing prompt carefully and choose your answer or enter your response.



Test Directions for Section 1

Read these directions carefully before beginning the assessment. To look at these directions again, select the **? [Help]** button and choose the Test Directions tab.

This section of the test has multiple-choice questions and a writing prompt. Each multiple-choice question has four answer choices. The writing prompt has an area in which to enter your response.

Answering Questions

Read each question or writing prompt carefully and choose your answer or enter your response.

1. For multiple-choice questions, first, find the answer to the question. Then, select the correct answer using the **Pointer** tool.
   - Only one of the answer choices provided is correct.
   - To change an answer, use the **Pointer** tool to choose a different answer.
   - Select the **Flag** button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.
2. For the writing prompt, use the keyboard to type your response in the area provided.
   - Select the **Enlarge** button to show the Writer's Checklist. Review the Writer's Checklist to help you plan and organize your response.
   - Read the writing prompt carefully.
   - An example of the scoring guidelines that professional scorers will use to evaluate your response to the writing prompt can be found by selecting the **? [Help]** button and choosing the **Scoring Guidelines** tab. You may refer to the Mode-Specific Scoring

Section 1— Test Directions Screen

Continue speaking:

1. **For multiple-choice questions, first, find the answer to the question. Then, select the correct answer using the Pointer tool.**
   - **Only one of the answer choices provided is correct.**
   - **To change an answer, use the Pointer tool to choose a different answer.**
   - **Select the Flag button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.**
2. **For the writing prompt, use the keyboard to type your response in the area provided.**
   - **Select the Enlarge button to show the Writer's Checklist. Review the Writer's Checklist to help you plan and organize your response.**
   - **Read the writing prompt carefully.**
   - **An example of the scoring guidelines that professional scorers will use to evaluate your responses to the writing prompt can be found by selecting the ? [Help] button and choosing the Scoring Guidelines tab. You may refer to the Mode-Specific Scoring Guidelines at any time while responding to a writing prompt.**
3. **Use tools such as the Cross-Off, Highlighter, Sticky Note, Magnifier, and Line Guide to assist you during the test.**

Navigation

1. **Only one question at a time will appear on the screen. Use the Next and Back buttons to move from question to question or page to page.**
2. **When you have answered all the questions and completed your response to the writing prompt, select the Review/End Test button at the bottom of the screen.**
   - **Select questions from the list that appears on the screen to check your work.**
   - **When you have finished and have checked your answers, follow the directions on the screen to exit.**

Are there any questions about the Test Directions for Section 1?

Note: The Test Directions for Section 1 (as they appear online) are printed in Appendix D of this manual. If asked, refer to this appendix to repeat any portion to students during the test administration.

Answer all questions. When all students are ready, say:

Remember: For each multiple-choice question, use the Pointer tool to darken the circle next to the answer choice you select. For the writing prompt, be sure to type your response in the response box. Continue working until you complete all of the multiple-choice questions and the writing prompt. When you reach the end of the test, select the Review/End Test button and follow the onscreen directions to review your test. After you have checked your work, you may select the End Test button and follow the onscreen instructions to complete your test. You may then sit quietly or read for pleasure until everyone has finished.

Are there any questions?

Answer all questions. When all students are ready, say:

> **To start the test, select the Begin The Test button at the bottom of the screen. Remember to select the Pause button if you need to pause your test for any reason.**
>
> **You may begin.**

While students are taking the assessment, be available as a resource. Do not give any individual or group help that might suggest the correct answer to a question. Do not communicate to a student that the student should "check" an answer or that the student has answered an item incorrectly. You may, however, provide clarification of directions and assist students to functionally operate their computers, iPads, or Chromebooks. The Test Directions (as they appear online) are printed in Appendix D of this manual. They may be repeated to students as needed during the administration.

Reminder: See Appendix F for additional information about the following software tools and features for Test Administrators that you may need to use during the test administration:

- Pause/Exit Function: Temporary, short breaks (e.g., restroom break, etc.)
- Interrupted Testing: Emergency issues (e.g., local alarms, electrical outages, etc.)
- Unplanned Test Inactivity: More than 20 minutes of no input from the student

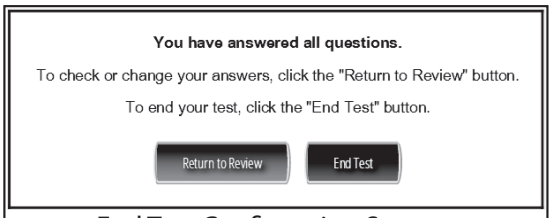
Sometimes a word of encouragement is all that is needed to help a student continue to work. Encourage students to try all of the tasks and to complete the assessment.

Keyboard shortcuts are available for students testing on computers or Chromebooks to use. These shortcuts are provided in Appendix H and may be reproduced as necessary. The copies of these keyboard shortcuts are considered part of the secure testing materials and must be returned to the School Assessment Coordinator for secure storage and destruction.

Note: In the event of a temporary loss of Internet connectivity, wait a few minutes and then try again to complete the test. If the problem persists, consult the School Assessment Coordinator.

The testing time for this section is estimated at 55–65 minutes, but the actual administration time may vary. Collect test materials, including scratch paper and optional materials, when students are finished testing rather than keeping them at student work stations. Since each student is to be provided sufficient time to finish the assessment, additional time must be allowed on an individual basis if one or more students are continuing to make reasonable progress on the assessment. End the session when most students have completed the section and you are nearing the end of the scheduled time. For more information about Extended Testing Time, see Part II of this document. When you have confirmed that approximately five minutes remain in the testing time for the group, say:

> **You have about five minutes to complete Section 1. Be sure to select the Review/End Test button in the bottom-left corner of the screen.**
>
> **Then select the End Test button to finish the test. You will be asked to confirm that you are done. If you have flagged any test questions, be sure to complete your review of those questions before you select End Test. If you think you might need more than five minutes, raise your hand, and I will explain how you can complete this section.**



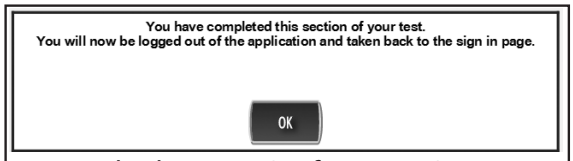
End Test Confirmation Screen
(for students who have completed all items)

Note: If a student needs to move to a new location to continue the assessment, the student should select the **Pause** button located at the bottom of the screen. As the student has not completed the assessment, the student should not select **End Test**. For more information, see Appendix F of this manual.

Once the student has selected the "End Test" button, the student must provide a confirmation that he or she is done. If the student has left one or more items incomplete, the End Test Confirmation Screen will read "Please be sure you have answered all of the questions. To continue testing, click the 'Return to Review' button. To end your test, click the 'End Test' button." Once the student has ended the test, the student cannot go back in to the test to review or answer test questions.

When all students have finished, or sufficient time has passed, say:

This ends ELA: Writing – Section 1. If you have finished Section 1 and do not need additional time to complete this section, select Review/End Test and select End Test. Then select End Test again, confirming that you are done. Then select OK on the last screen to close the test.



Finished Testing Confirmation Screen

Allow time for students to finish the test. When all students are ready, say:

I will now collect your Test Ticket and your scratch paper.

Collect all Test Tickets and scratch paper at this time. If students used optional materials like the Keyboard Shortcuts or the mode-specific writer's checklist for the writing prompt, collect these at this time. Student Login Tickets (Test Tickets), used scratch paper, and all optional materials should be returned to the School Assessment Coordinator.

- If you are continuing on to Section 2 at this time, now is the time to take a short break. All assessment materials must remain secure at all times. Following the short break, go on to administer Section 2.
- If you are administering Section 2 at another time (later in the same day or on a different day), say:

  You are going to take Section 2 at another time.

If Section 2 is to be administered on a different day, return all materials (Test Tickets, optional materials, and used scratch paper) immediately to the School Assessment Coordinator for secure overnight storage.

ADMINISTER ELA: READING – SECTION 2

Make sure that each student is sitting at a separate workstation and that each computer, iPad, or Chromebook is turned on and ready. Make sure that no student is in possession of a cell phone, camera, or other unauthorized electronic device. **Collect all unauthorized electronic devices prior to distributing any assessment materials.** Students will have an opportunity to do some work on scratch paper, so make sure that all students have a pencil. These directions will also prompt you to distribute a supply of scratch paper.

Say:

> **Welcome back to the Pennsylvania state assessment in English Language Arts. We are now ready to begin ELA: Reading – Section 2. You will read passages and answer questions about the passages. Carefully follow the directions and give this assessment your best effort.**
>
> **There are two types of questions in this section.**
>
> **Multiple-choice questions require that you select an answer from among four choices.**
> - **First, read the passage carefully.**
> - **Read each question and choose the best answer.**
> - **Only one of the answers provided is correct.**
> - **You may look back at the passage to help you answer the question.**
>
> **Evidence-based selected-response questions have two parts and require that you select one or more answers in each part.**
> - **Read Part One of the question and choose the best answer.**
> - **You may look back at the passage to help you answer Part One of the question.**
> - **Only one of the answers provided in Part One is correct.**
> - **Then, read Part Two of the question and choose the evidence to support your answer in Part One. If Part Two tells you to select two answers, be sure to select two answers.**
> - **You may look back at the passage to help you answer Part Two of the question.**
>
> **The PSSA is an untimed assessment. You may take as much time as you need to complete this section.**
>
> **I will now pass out scratch paper and your Student Login Ticket, or Test Ticket. Do not begin until I tell you to do so.**

Distribute scratch paper, any optional materials, and individual Student Login Tickets (Test Tickets). The Test Tickets are unique to each student, so match the correct Test Ticket to each student. When you are ready, say:

> **Each of you now has a Test Ticket. Check to make certain that your name appears on the Test Ticket. Raise your hand if your Test Ticket does not have your name on it.**

Correct any ticket distribution errors. When you are ready, say:

> **Now we are ready to begin. First, select the PA Online Assessments icon. You should see the Welcome to Pennsylvania Online Assessments screen. Is there anyone who does not see the Welcome screen?**

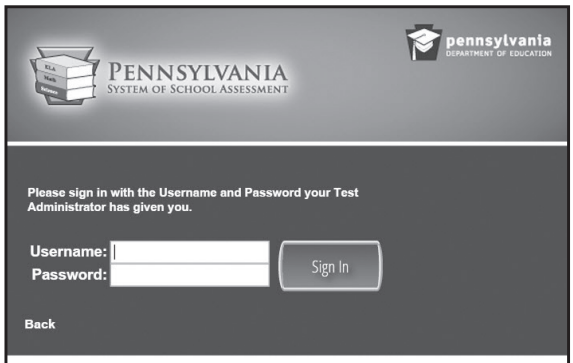
Pause to assist students as necessary. If a student receives an error message, note the content of the error message and contact the School Assessment Coordinator. When all students are ready, say:

> **Under the Pennsylvania System of School Assessment column in the middle of your screen, select the words Test Sign In. You should see the Sign-In screen appear on your screen. Is there anyone who does not see the Sign-In screen?**

First Welcome Screen with the words "Test Sign In" circled under the PSSA column

Pause to assist students as necessary. Check to make sure that the Sign-In screen includes the Pennsylvania System of School Assessment logo. If a student receives an error message, note the content of the error message and contact the School Assessment Coordinator. When all students are ready, say:

> **You may now enter your Username and Password in the spaces provided on the screen. Your individual Username and Password are found on your Test Ticket. When you have finished entering your Username and Password, select the "Sign In" button in the middle of the screen.**



PSSA—Test Sign-In Screen

Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames and Passwords are unique to each student.

Note: If any Test Ticket has an error on it, please contact the School Assessment Coordinator. However, in some cases the student should continue using the same Test Ticket anyway. For example:

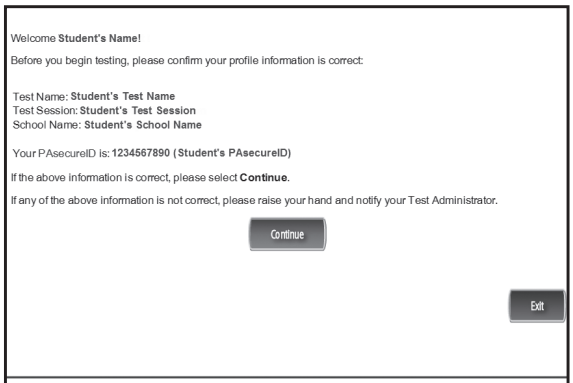
- The Test Ticket shows a given name rather than a nickname or informal name (e.g., David vs. Dave); as long as the PAsecureID is correct, the student should continue with the same Test Ticket.

When all students are ready, say:

> **When you have selected the Sign-In button, a second Welcome screen opens. Is there anyone who does not see the second Welcome screen?**

Pause to assist students as necessary. When all students are ready, say:

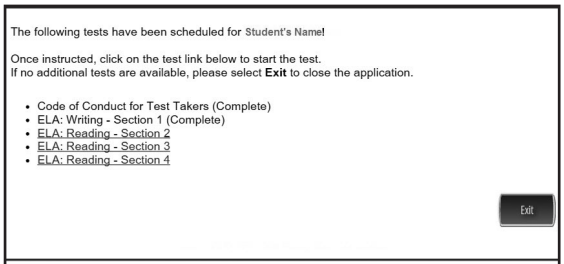
> **Look at the information on the Welcome screen and make sure that the following facts about you are correct:**
> - **your name,**
> - **your test name,**
> - **your test session,**
> - **your school name, and**
> - **your PAsecureID.**
>
> **If the information about you is correct, select the Continue button. If the information is not correct, raise your hand.**



PSSA—Second Welcome Screen

Pause to assist students as necessary. Contact the School Assessment Coordinator if a student finds an error on the Welcome screen. When all students are ready, say:

> **After you have selected the Continue button, the Test Selection screen will open. Is there anyone who does not see the Test Selection screen?**



Section 2—Test Selection Screen

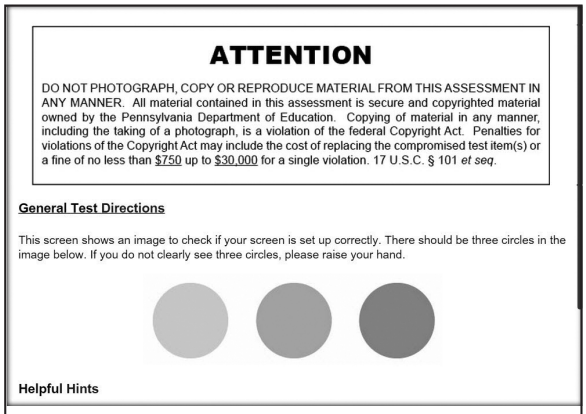
Pause to assist students as necessary. When all students are ready, say:

> **We are now ready to begin the test. Select "ELA: Reading – Section 2." Once you have selected ELA: Reading – Section 2, the General Test Directions screen should open. Is there anyone who does not see the General Test Directions screen?**

The test section is identified in the upper-left corner of the General Test Directions screen. Confirm that all students are on Section 2. If a student has selected a different section, select **Pause** and then **Exit** to return to the Test Sign-In screen to log back in to the test. Contact the School Assessment Coordinator for guidance on how to allow the student later access to the incorrectly selected section.

Pause to assist students as necessary. When all students are ready, say:

> **I will now read the General Test Directions. Read the General Test Directions silently as I read them aloud.**
>
> **General Test Directions**
>
> **This screen shows an image to check if your screen is set up correctly. There should be three circles in the image below. If you do not clearly see three circles, please raise your hand.**



PSSA—General Test Directions Screen

Part IV

Pause to assist students as necessary. Contact the School Assessment Coordinator if a student does not see the three circles. Then say:

I will now read the Helpful Hints. The Helpful Hints are printed below the Test Directions. Use the scroll bar on the right side to follow along.

Helpful Hints

- **There is no time limit to finish the test.**
- **If you need to take a break from the assessment, select the Pause button. Select the Resume button to continue. If you are away from the assessment for more than 20 minutes, you will need to log back in.**
- **To see your progress on the test, select the Review/End Test button. You may go to any question by selecting it from the list that appears on the screen.**
- **Select the ? [Help] button to find more information.**

Are there any questions about the Helpful Hints?

Note: The General Test Directions and Helpful Hints (as they appear online) are printed in Appendix D of this manual. If asked, refer to this appendix to repeat any portion to students during the test administration.

Answer all questions. When all students are ready, say:

We are now ready to read the Test Directions for Section 2. Select the arrow labeled "Next." Once you have selected this button, the screen with the Test Directions for Section 2 should open. Is there anyone who does not see the Test Directions screen?

Pause to assist students as necessary. When all students are ready, say:

I will now read the Test Directions for Section 2. Read the Test Directions silently as I read them aloud. Use the scroll bar on the right side to follow along.

Test Directions for Section 2

Read these directions carefully before beginning the assessment. To look at these directions again, select the **? [Help]** button and choose the **Test Directions** tab.

This section of the test has multiple-choice questions and evidence-based selected-response questions. Each multiple-choice question has four answer choices. Each evidence-based selected-response question has two parts and will ask you to select one or more answers in each part.

Answering Questions

First, read the passage carefully. Then, read each question carefully and choose your answer.

1. For multiple-choice questions, first, find the answer to the question. Then, select the correct answer using the **Pointer** tool.
   - Only one of the answer choices provided is correct.
   - To change an answer, use the **Pointer** tool to choose a different answer.
   - Select the **Flag** button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.
2. For evidence-based selected-response questions, first, find the answer to **Part One**. Then, select the correct answer using the **Pointer** tool. Next, find the evidence in **Part Two** based on your answer to **Part One** and select each answer using the **Pointer** tool.
   - Only one of the answers provided in **Part One** is correct. **Part Two** will tell you how many correct answers there are.
   - To change an answer in **Part One**, use the **Pointer** tool to choose a different answer.

Section 2— Test Directions Screen

Pause to assist students as necessary. When all students are ready, say:

Test Directions for Section 2

Read these directions carefully before beginning the assessment. To look at these directions again, select the ? [Help] button and choose the Test Directions tab.

This section of the test has multiple-choice questions and evidence-based selected-response questions. Each multiple-choice question has four answer choices. Each evidence-based selected-response question has two parts and will ask you to select one or more answers in each part.

Continue speaking:

Answering Questions

First, read the passage carefully. Then, read each question carefully and choose your answer.

1. **For multiple-choice questions, first, find the answer to the question. Then, select the correct answer using the Pointer tool.**
   - **Only one of the answer choices provided is correct.**
   - **To change an answer, use the Pointer tool to choose a different answer.**
   - **Select the Flag button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.**
2. **For evidence-based selected-response questions, first, find the answer to Part One. Then select the correct answer using the Pointer tool. Next, find the evidence in Part Two based on your answer to Part One and select each answer using the Pointer tool.**
   - **Only one of the answers provided in Part One is correct. Part Two will tell you how many correct answers there are.**
   - **To change an answer in Part One, use the Pointer tool to choose a different answer.**
   - **To remove a choice in Part Two, use the Pointer tool to click on the answer a second time.**
3. **Use tools such as the Cross-Off, Highlighter, Sticky Note, Magnifier, and Line Guide to assist you during the test.**

Navigation

1. **Only one question at a time will appear on the screen. Use the Next and Back buttons to move from question to question or page to page.**
2. **When you have answered all the questions, select the Review/End Test button at the bottom of the screen.**
   - **Select questions from the list that appears on the screen to check your work.**
   - **When you have finished and have checked your answers, follow the directions on the screen to exit.**

Are there any questions about the Test Directions for Section 2?

Note: The Test Directions for Section 2 (as they appear online) are printed in Appendix D of this manual. If asked, refer to this appendix to repeat any portion to students during the test administration.

Answer all questions. When all students are ready, say:

> **Remember: For each multiple-choice or evidence-based selected-response question, use the Pointer tool to darken the circle next to the answer choice or choices you select. Continue working until you complete all of the questions. When you reach the end of the test, select the Review/End Test button and follow the onscreen directions to review your test. After you have checked your work, you may select the End Test button and follow the onscreen instructions to complete your test. You may then sit quietly or read for pleasure until everyone has finished.**
>
> **Are there any questions?**

Answer all questions. When all students are ready, say:

> **To start the test, select the Begin The Test button at the bottom of the screen. Remember to select the Pause button if you need to pause your test for any reason.**
>
> **You may begin.**

While students are taking the assessment, be available as a resource. Do not give any individual or group help that might suggest the correct answer to a question. Do not communicate to a student that the student should "check" an answer or that the student has answered an item incorrectly. You may, however, provide clarification of directions and assist students to functionally operate their computers. The Test Directions (as they appear online) are printed in Appendix D of this manual. They may be repeated to students as needed during the administration.

Reminder: See Appendix F for additional information about the following software tools and features for Test Administrators that you may need to use during the test administration:

- Pause/Exit Function: Temporary, short breaks (e.g., restroom break, etc.)
- Interrupted Testing: Emergency issues (e.g., local alarms, electrical outages, etc.)
- Unplanned Test Inactivity: More than 20 minutes of no input from the student

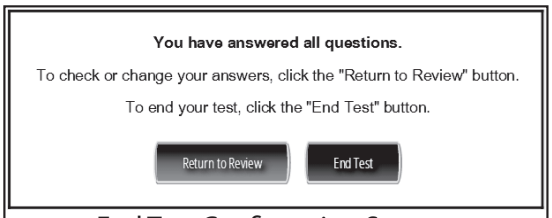
Sometimes a word of encouragement is all that is needed to help a student continue to work. Encourage students to try all of the tasks and to complete the assessment.

Keyboard shortcuts are available for students testing on computers or Chromebooks to use. These shortcuts are provided in Appendix H and may be reproduced as necessary. The copies of these keyboard shortcuts are considered part of the secure testing materials and must be returned to the School Assessment Coordinator for secure storage and destruction.

Note: In the event of a temporary loss of Internet connectivity, wait a few minutes and then try again to complete the test. If the problem persists, consult the School Assessment Coordinator.

The testing time for this section is estimated at 65–75 minutes, but the actual administration time may vary. Collect test materials, including scratch paper and optional materials, when students are finished testing rather than keeping them at student work stations. Since each student is to be provided sufficient time to finish the assessment, additional time must be allowed on an individual basis if one or more students are continuing to make reasonable progress on the assessment. End the session when most students have completed the section and you are nearing the end of the scheduled time. For more information about Extended Testing Time, see Part II of this document. When you have confirmed that approximately five minutes remain in the testing time for the group, say:

> **You have about five minutes to complete Section 2. Be sure to select the Review/End Test button in the bottom-left corner of the screen.**
>
> **Then select the End Test button to finish the test. You will be asked to confirm that you are done. If you have flagged any test questions, be sure to complete your review of those questions before you select End Test. If you think you might need more than five minutes, raise your hand and I will explain how you can complete this session.**



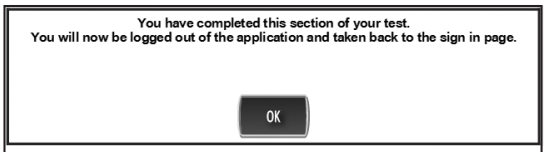
End Test Confirmation Screen
(for students who have completed all items)

Note: If a student needs to move to a new location to continue the assessment, the student should select the **Pause** button located at the bottom of the screen. As the student has not completed the assessment, the student should not select **End Test**. For more information, see Appendix F of this manual.

Once the student has selected the "End Test" button, the student must provide a confirmation that he or she is done. If the student has left one or more items incomplete, the End Test Confirmation Screen will read "Please be sure you have answered all of the questions. To continue testing, click the 'Return to Review' button. To end your test, click the 'End Test' button." Once the student has ended the test, the student cannot go back in to the test to review or answer test questions.

When all students have finished, or sufficient time has passed, say:

> **This ends ELA: Reading – Section 2. If you have finished Section 2 and do not need additional time to complete this section, select Review/End Test and select End Test. Then select End Test again, confirming that you are done. Then select OK on the last screen to close the test.**



Finished Testing Confirmation Screen

Allow time for students to finish the test. When all students are ready, say:

> **I will now collect your Test Ticket and your scratch paper.**

Collect all Test Tickets and scratch paper at this time. If students used optional materials like the Keyboard Shortcuts or the *Writer's Checklist for the Text-Dependent Analysis Question*, collect these at this time. Student Login Tickets (Test Tickets), used scratch paper, and all optional materials should be returned to the School Assessment Coordinator.

- If you are continuing on to Section 3 at this time, now is the time to take a short break. All assessment materials must remain secure at all times. Following the short break, go on to administer Section 3.
- If you are administering Section 3 at another time (later in the same day or on a different day), say:
  You are going to take Section 3 at another time.

If Section 3 is to be administered on a different day, return all materials (Test Tickets, optional materials, and used scratch paper) immediately to the School Assessment Coordinator for secure overnight storage.

ADMINISTER ELA: READING – SECTION 3

Make sure that each student is sitting at a separate workstation and that each computer, iPad, or Chromebook is turned on and ready. Make sure that no student is in possession of a cell phone, camera, or other unauthorized electronic device. **Collect all unauthorized electronic devices prior to distributing any assessment materials.** Students will have an opportunity to do some work on scratch paper, so make sure that all students have a pencil. These directions will also prompt you to distribute a supply of scratch paper.

Say:

Welcome back to the Pennsylvania state assessment in English Language Arts. We are now ready to begin ELA: Reading – Section 3. You will read passages and answer questions about the passages. Carefully follow the directions and give this assessment your best effort.

There are three types of questions in this section.

Multiple-choice questions require that you select an answer from among four choices.
- **First, read the passage carefully.**
- **Read each question and choose the best answer.**
- **Only one of the answers provided is correct.**
- **You may look back at the passage to help you answer the question.**

Evidence-based selected-response questions have two parts and require that you select one or more answers in each part.
- **Read Part One of the question and choose the best answer.**
- **You may look back at the passage to help you answer Part One of the question.**
- **Only one of the answers provided in Part One is correct.**
- **Then, read Part Two of the question and choose the evidence to support your answer in Part One. If Part Two tells you to select two answers, be sure to select two answers.**
- **You may look back at the passage to help you answer Part Two of the question.**

Text-Dependent analysis questions require that you type your response.
- **Be sure to read the passage and the text-dependent analysis question carefully.**
- **Review the Writer's Checklist to help you plan and organize your response.**
- **You may look back at the passage to help you write your essay.**
- **All responses must be typed in the appropriate response box. If you use scratch paper to write your draft, be sure to transfer your final response to the response box.**
- **Be sure to check that your essay contains evidence from the passage to support your response.**
- **Be sure to check your essay for errors in capitalization, spelling, sentence formation, punctuation, and word choice.**

The PSSA is an untimed assessment. You may take as much time as you need to complete this section.

I will now pass out scratch paper and your Student Login Ticket, or Test Ticket. Do not begin until I tell you to do so.

Distribute scratch paper, any optional materials, and individual Student Login Tickets (Test Tickets). The Test Tickets are unique to each student, so match the correct Test Ticket to each student. When you are ready, say:

Each of you now has a Test Ticket. Check to make certain that your name appears on the Test Ticket. Raise your hand if your Test Ticket does not have your name on it.

Correct any ticket distribution errors. When you are ready, say:

> **Now we are ready to begin. First, select the PA Online Assessments icon. You should see the Welcome to Pennsylvania Online Assessments screen. Is there anyone who does not see the Welcome screen?**

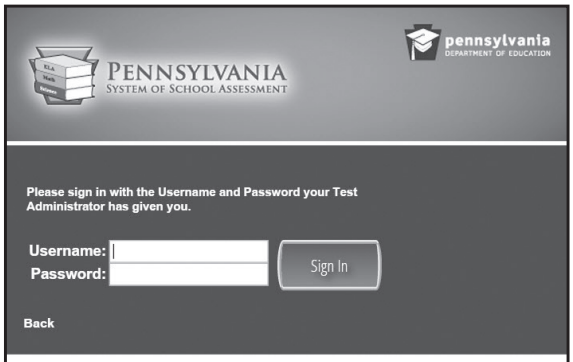
Pause to assist students as necessary. If a student receives an error message, note the content of the error message and contact the School Assessment Coordinator. When all students are ready, say:

> **Under the Pennsylvania System of School Assessment column in the middle of your screen, select the words Test Sign In. You should see the Sign-In screen appear on your screen. Is there anyone who does not see the Sign-In screen?**

First Welcome Screen with the words "Test Sign In" circled under the PSSA column

Pause to assist students as necessary. Check to make sure that the Sign-In screen includes the Pennsylvania System of School Assessment logo. If a student receives an error message, note the content of the error message and contact the School Assessment Coordinator. When all students are ready, say:

> **You may now enter your Username and Password in the spaces provided on the screen. Your individual Username and Password are found on your Test Ticket. When you have finished entering your Username and Password, select the "Sign In" button in the middle of the screen.**



PSSA—Test Sign-In Screen

Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames and Passwords are unique to each student.

Note: If any Test Ticket has an error on it, please contact the School Assessment Coordinator. However, in some cases the student should continue using the same Test Ticket anyway. For example:

- The Test Ticket shows a given name rather than a nickname or informal name (e.g., David vs. Dave); as long as the PAsecureID is correct, the student should continue with the same Test Ticket.

When all students are ready, say:

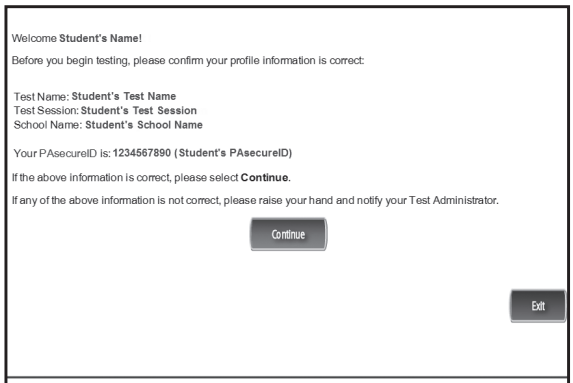
> **When you have selected the Sign-In button, a second Welcome screen opens. Is there anyone who does not see the second Welcome screen?**

Pause to assist students as necessary. When all students are ready, say:

Look at the information on the Welcome screen and make sure that the following facts about you are correct:

- **your name,**
- **your test name,**
- **your test session,**
- **your school name, and**
- **your PAsecureID.**

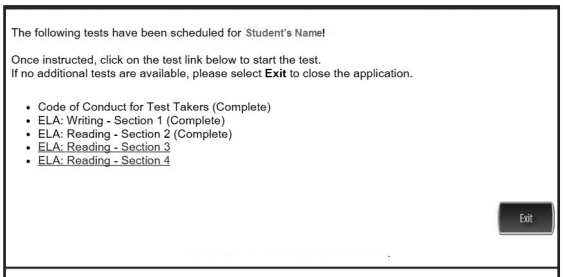
If the information about you is correct, select the Continue button. If the information is not correct, raise your hand.



PSSA—Second Welcome Screen

Pause to assist students as necessary. Contact the School Assessment Coordinator if a student finds an error on the Welcome screen. When all students are ready, say:

After you have selected the Continue button, the Test Selection screen will open. Is there anyone who does not see the Test Selection screen?



Section 3—Test Selection Screen

Pause to assist students as necessary. When all students are ready, say:

We are now ready to begin the test. Select "ELA: Reading – Section 3." Once you have selected ELA: Reading – Section 3, the General Test Directions screen should open. Is there anyone who does not see the General Test Directions screen?

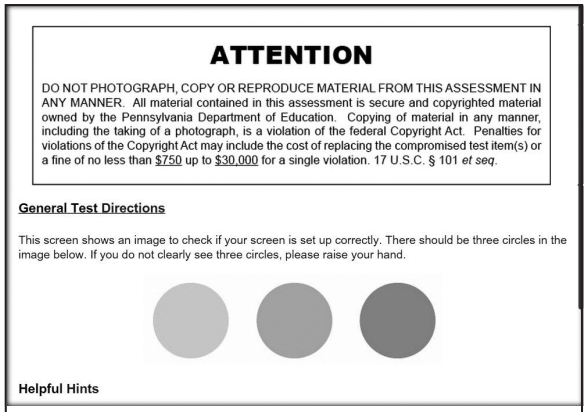
The test section is identified in the upper-left corner of the General Test Directions screen. Confirm that all students are on Section 3. If a student has selected a different section, select **Pause** and then **Exit** to return to the Test Sign-In screen to log back in to the test. Contact the School Assessment Coordinator for guidance on how to allow the student later access to the incorrectly selected section.

Pause to assist students as necessary. When all students are ready, say:

I will now read the General Test Directions. Read the General Test Directions silently as I read them aloud.

General Test Directions

This screen shows an image to check if your screen is set up correctly. There should be three circles in the image below. If you do not clearly see three circles, please raise your hand.



PSSA—General Test Directions Screen

Pause to assist students as necessary. Contact the School Assessment Coordinator if a student does not see the three circles. Then say:

I will now read the Helpful Hints. The Helpful Hints are printed below the Test Directions. Use the scroll bar on the right side to follow along.

Helpful Hints

- **There is no time limit to finish the test.**
- **If you need to take a break from the assessment, select the Pause button. Select the Resume button to continue. If you are away from the assessment for more than 20 minutes, you will need to log back in.**
- **To see your progress on the test, select the Review/End Test button. You may go to any question by selecting it from the list that appears on the screen.**
- **Select the ? [Help] button to find more information.**

Are there any questions about the Helpful Hints?

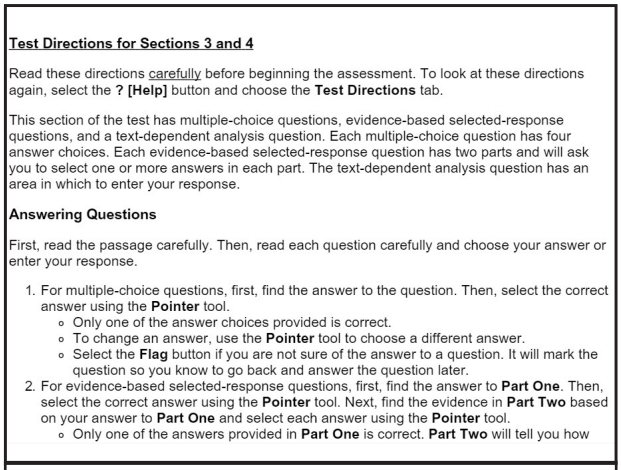
Note: The General Test Directions and Helpful Hints (as they appear online) are printed in Appendix D of this manual. If asked, refer to this appendix to repeat any portion to students during the test administration.

Answer all questions. When all students are ready, say:

We are now ready to read the Test Directions for Section 3. Select the arrow labeled "Next." Once you have selected this button, the screen with the Test Directions for Section 3 should open. Is there anyone who does not see the Test Directions screen?

Pause to assist students as necessary. When all students are ready, say:

I will now read the Test Directions for Section 3. Read the Test Directions silently as I read them aloud. Use the scroll bar on the right side to follow along.



Test Directions for Sections 3 and 4

Read these directions carefully before beginning the assessment. To look at these directions again, select the **? [Help]** button and choose the **Test Directions** tab.

This section of the test has multiple-choice questions, evidence-based selected-response questions, and a text-dependent analysis question. Each multiple-choice question has four answer choices. Each evidence-based selected-response question has two parts and will ask you to select one or more answers in each part. The text-dependent analysis question has an area in which to enter your response.

Answering Questions

First, read the passage carefully. Then, read each question carefully and choose your answer or enter your response.

1. For multiple-choice questions, first, find the answer to the question. Then, select the correct answer using the **Pointer** tool.
   - Only one of the answer choices provided is correct.
   - To change an answer, use the **Pointer** tool to choose a different answer.
   - Select the **Flag** button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.
2. For evidence-based selected-response questions, first, find the answer to **Part One**. Then, select the correct answer using the **Pointer** tool. Next, find the evidence in **Part Two** based on your answer to **Part One** and select each answer using the **Pointer** tool.
   - Only one of the answers provided in **Part One** is correct. **Part Two** will tell you how

Section 3— Test Directions Screen

Pause to assist students as necessary. When all students are ready, say:

Test Directions for Sections 3 and 4

Read these directions carefully before beginning the assessment. To look at these directions again, select the ? [Help] button and choose the Test Directions tab.

This section of the test has multiple-choice questions, evidence-based selected-response questions, and a text-dependent analysis question. Each multiple-choice question has four answer choices. Each evidence-based selected-response question has two parts and will ask you to select one or more answers in each part. The text-dependent analysis question has an area in which to enter your response.

Continue speaking:

Answering Questions

First, read the passage carefully. Then, read each question carefully and choose your answer or enter your response.

1. **For multiple-choice questions, first, find the answer to the question. Then, select the correct answer using the Pointer tool.**
   - **Only one of the answer choices provided is correct.**
   - **To change an answer, use the Pointer tool to choose a different answer.**
   - **Select the Flag button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.**
2. **For evidence-based selected-response questions, first, find the answer to Part One. Then select the correct answer using the Pointer tool. Next, find the evidence in Part Two based on your answer to Part One and select each answer using the Pointer tool.**
   - **Only one of the answers provided in Part One is correct. Part Two will tell you how many correct answers there are.**
   - **To change an answer in Part One, use the Pointer tool to choose a different answer.**
   - **To remove a choice in Part Two, use the Pointer tool to click on the answer a second time.**
3. **For the text-dependent analysis question, use the keyboard to enter your response in the area provided**
   - **Select the Enlarge button to show the Writer's Checklist. Review the Writer's Checklist to help you plan and organize your response.**
   - **An example of the scoring guidelines that professional scorers will use to evaluate your response to the text-dependent analysis question can be found by selecting the ? [Help] button and choosing the Scoring Guidelines tab. You may refer to the Scoring Guidelines at any time while responding to the text-dependent analysis question.**
4. **Use tools such as the Cross-Off, Highlighter, Sticky Note, Magnifier, and Line Guide to assist you during the test.**

Navigation

1. **Only one question at a time will appear on the screen. Use the Next and Back buttons to move from question to question or page to page.**
2. **When you have answered all the questions, select the Review/End Test button at the bottom of the screen.**
   - **Select questions from the list that appears on the screen to check your work.**
   - **When you have finished and have checked your answers, follow the directions on the screen to exit.**

Are there any questions about the Test Directions for Section 3?

Note: The Test Directions for Section 3 (as they appear online) are printed in Appendix D of this manual. If asked, refer to this appendix to repeat any portion to students during the test administration.

Answer all questions. When all students are ready, say:

> **Remember: For each multiple-choice or evidence-based selected-response question, use the Pointer tool to darken the circle next to the answer choice or choices you select. For the text-dependent analysis question, be sure to enter your response in the appropriate space. Continue working until you complete all of the questions. When you reach the end of the test, select the Review/End Test button and follow the onscreen directions to review your test. After you have checked your work, you may select the End Test button and follow the onscreen instructions to complete your test. You may then sit quietly or read for pleasure until everyone has finished.**
>
> **Are there any questions?**

Answer all questions. When all students are ready, say:

> **To start the test, select the Begin The Test button at the bottom of the screen. Remember to select the Pause button if you need to pause your test for any reason.**
>
> **You may begin.**

While students are taking the assessment, be available as a resource. Do not give any individual or group help that might suggest the correct answer to a question. Do not communicate to a student that the student should "check" an answer or that the student has answered an item incorrectly. You may, however, provide clarification of directions and assist students to functionally operate their computers. The Test Directions (as they appear online) are printed in Appendix D of this manual. They may be repeated to students as needed during the administration.

Reminder: See Appendix F for additional information about the following software tools and features for Test Administrators that you may need to use during the test administration:

- Pause/Exit Function: Temporary, short breaks (e.g., restroom break, etc.)
- Interrupted Testing: Emergency issues (e.g., local alarms, electrical outages, etc.)
- Unplanned Test Inactivity: More than 20 minutes of no input from the student

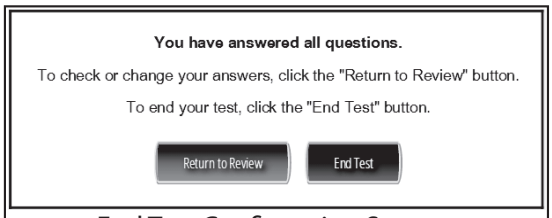
Sometimes a word of encouragement is all that is needed to help a student continue to work. Encourage students to try all of the tasks and to complete the assessment.

Keyboard shortcuts are available for students testing on computers or Chromebooks to use. These shortcuts are provided in Appendix H and may be reproduced as necessary. The copies of these keyboard shortcuts are considered part of the secure testing materials and must be returned to the School Assessment Coordinator for secure storage and destruction.

Note: In the event of a temporary loss of Internet connectivity, wait a few minutes and then try again to complete the test. If the problem persists, consult the School Assessment Coordinator.

The testing time for this section is estimated at 85–95 minutes, but the actual administration time may vary. Collect test materials, including scratch paper and optional materials, when students are finished rather than keeping them at student work stations. Since each student is to be provided sufficient time to finish the assessment, additional time must be allowed on an individual basis if one or more students are continuing to make reasonable progress on the assessment. End the session when most students have completed the section and you are nearing the end of the scheduled time. For more information about Extended Testing Time, see Part II of this document. When you have confirmed that approximately five minutes remain in the testing time for the group, say:

> **You have about five minutes to complete Section 3. Be sure to select the Review/End Test button in the bottom-left corner of the screen.**
>
> **Then select the End Test button to finish the test. You will be asked to confirm that you are done. If you have flagged any test questions, be sure to complete your review of those questions before you select End Test. If you think you might need more than five minutes, raise your hand and I will explain how you can complete this section.**



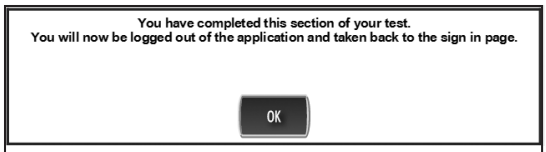
End Test Confirmation Screen
(for students who have completed all items)

Note: If a student needs to move to a new location to continue the assessment, the student should select the **Pause** button located at the bottom of the screen. As the student has not completed the assessment, the student should not select **End Test**. For more information, see Appendix F of this manual.

Once the student has selected the "End Test" button, the student must provide a confirmation that he or she is done. If the student has left one or more items incomplete, the End Test Confirmation Screen will read "Please be sure you have answered all of the questions. To continue testing, click the 'Return to Review' button. To end your test, click the 'End Test' button." Once the student has ended the test, the student cannot go back in to the test to review or answer test questions.

When all students have finished, or sufficient time has passed, say:

> **This ends ELA: Reading – Section 3. If you have finished Section 3 and do not need additional time to complete this section, select Review/End Test and select End Test. Then select End Test again, confirming that you are done. Then select OK on the last screen to close the test.**



Finished Testing Confirmation Screen

Allow time for students to finish the test. When all students are ready, say:

> **I will now collect your Test Ticket and your scratch paper.**

Collect all Test Tickets and scratch paper at this time. If students used optional materials like the Keyboard Shortcuts or the *Writer's Checklist for the Text-Dependent Analysis Question*, collect these at this time. Student Login Tickets (Test Tickets), used scratch paper, and all optional materials should be returned to the School Assessment Coordinator.

- If you are continuing on to Section 4 at this time, now is the time to take a short break. All assessment materials must remain secure at all times. Following the short break, go on to administer Section 4.
- If you are administering Section 4 at another time (later in the same day or on a different day), say:
  You are going to take Section 4 at another time.

If Section 4 is to be administered on a different day, return all materials (Test Tickets, optional materials, and used scratch paper) immediately to the School Assessment Coordinator for secure overnight storage.

ADMINISTER ELA: READING – SECTION 4

Make sure that each student is sitting at a separate workstation and that each computer, iPad, or Chromebook is turned on and ready. Make sure that no student is in possession of a cell phone, camera, or other unauthorized electronic device. **Collect all unauthorized electronic devices prior to distributing any assessment materials.** Students will have an opportunity to do some work on scratch paper, so make sure that all students have a pencil. These directions will also prompt you to distribute a supply of scratch paper.

Say:

Welcome back to the Pennsylvania state assessment in English Language Arts. We are now ready to begin ELA: Reading – Section 4. You will read passages and answer questions about the passages. Carefully follow the directions and give this assessment your best effort.

There are three types of questions in this section.

Multiple-choice questions require that you select an answer from among four choices.
- **First, read the passage carefully.**
- **Read each question and choose the best answer.**
- **Only one of the answers provided is correct.**
- **You may look back at the passage to help you answer the question.**

Evidence-based selected-response questions have two parts and require that you select one or more answers in each part.
- **Read Part One of the question and choose the best answer.**
- **You may look back at the passage to help you answer Part One of the question.**
- **Only one of the answers provided in Part One is correct.**
- **Then, read Part Two of the question and choose the evidence to support your answer in Part One. If Part Two tells you to select two answers, be sure to select two answers.**
- **You may look back at the passage to help you answer Part Two of the question.**

Text-Dependent analysis questions require that you type your response.
- **Be sure to read the passage and the text-dependent analysis question carefully.**
- **Review the Writer's Checklist to help you plan and organize your response.**
- **You may look back at the passage to help you write your essay.**
- **All responses must be typed in the appropriate response box. If you use scratch paper to write your draft, be sure to transfer your final response to the response box.**
- **Be sure to check that your essay contains evidence from the passage to support your response.**
- **Be sure to check your essay for errors in capitalization, spelling, sentence formation, punctuation, and word choice.**

The PSSA is an untimed assessment. You may take as much time as you need to complete this section.

I will now pass out scratch paper and your Student Login Ticket, or Test Ticket. Do not begin until I tell you to do so.

Distribute scratch paper, any optional materials, and individual Student Login Tickets (Test Tickets). The Test Tickets are unique to each student, so match the correct Test Ticket to each student. When you are ready, say:

Each of you now has a Test Ticket. Check to make certain that your name appears on the Test Ticket. Raise your hand if your Test Ticket does not have your name on it.

Correct any ticket distribution errors. When you are ready, say:

> **Now we are ready to begin. First, select the PA Online Assessments icon. You should see the Welcome to Pennsylvania Online Assessments screen. Is there anyone who does not see the Welcome screen?**

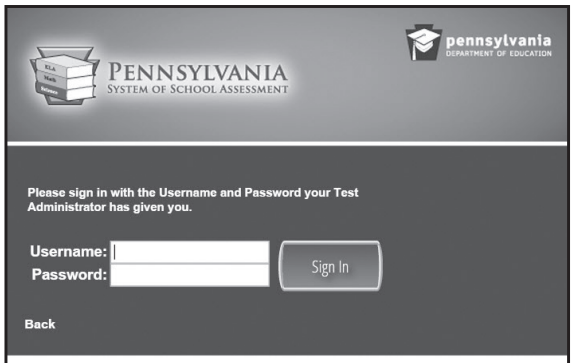
Pause to assist students as necessary. If a student receives an error message, note the content of the error message and contact the School Assessment Coordinator. When all students are ready, say:

> **Under the Pennsylvania System of School Assessment column in the middle of your screen, select the words Test Sign In. You should see the Sign-In screen appear on your screen. Is there anyone who does not see the Sign-In screen?**

First Welcome Screen with the words "Test Sign In" circled under the PSSA column

Pause to assist students as necessary. Check to make sure that the Sign-In screen includes the Pennsylvania System of School Assessment logo. If a student receives an error message, note the content of the error message and contact the School Assessment Coordinator. When all students are ready, say:

> **You may now enter your Username and Password in the spaces provided on the screen. Your individual Username and Password are found on your Test Ticket. When you have finished entering your Username and Password, select the "Sign In" button in the middle of the screen.**



PSSA—Test Sign-In Screen

Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames and Passwords are unique to each student.

Note: If any Test Ticket has an error on it, please contact the School Assessment Coordinator. However, in some cases the student should continue using the same Test Ticket anyway. For example:

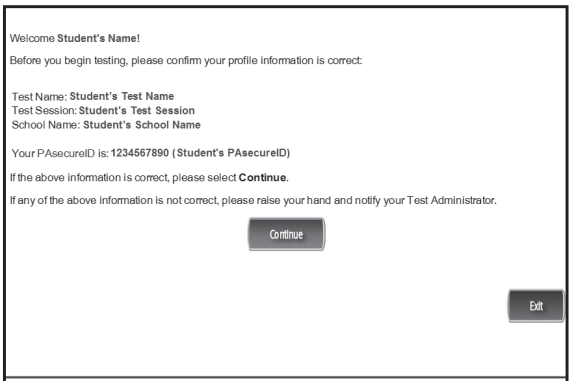
- The Test Ticket shows a given name rather than a nickname or informal name (e.g., David vs. Dave); as long as the PAsecureID is correct, the student should continue with the same Test Ticket.

When all students are ready, say:

> **When you have selected the Sign-In button, a second Welcome screen opens. Is there anyone who does not see the second Welcome screen?**

Pause to assist students as necessary. When all students are ready, say:

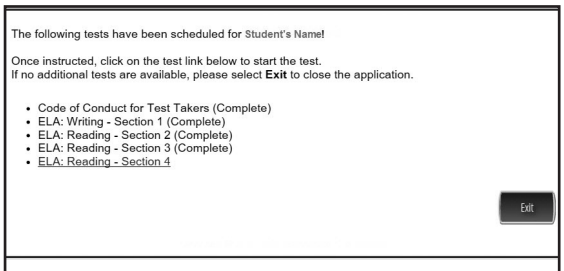
> **Look at the information on the Welcome screen and make sure that the following facts about you are correct:**
>
> - **your name,**
> - **your test name,**
> - **your test session,**
> - **your school name, and**
> - **your PAsecureID.**
>
> **If the information about you is correct, select the Continue button. If the information is not correct, raise your hand.**



PSSA—Second Welcome Screen

Pause to assist students as necessary. Contact the School Assessment Coordinator if a student finds an error on the Welcome screen. When all students are ready, say:

> **After you have selected the Continue button, the Test Selection screen will open. Is there anyone who does not see the Test Selection screen?**



Section 4—Test Selection Screen

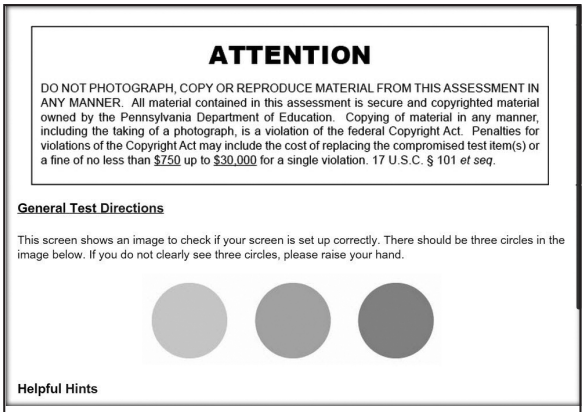
Pause to assist students as necessary. When all students are ready, say:

> **We are now ready to begin the test. Select "ELA: Reading – Section 4." Once you have selected ELA: Reading – Section 4, the General Test Directions screen should open. Is there anyone who does not see the General Test Directions screen?**

The test section is identified in the upper-left corner of the General Test Directions screen. Confirm that all students are on Section 4. If a student has selected a different section, select **Pause** and then **Exit** to return to the Test Sign-In screen to log back in to the test. Contact the School Assessment Coordinator for guidance on how to allow the student later access to the incorrectly selected section.

Pause to assist students as necessary. When all students are ready, say:

> **I will now read the General Test Directions. Read the General Test Directions silently as I read them aloud.**
>
> **General Test Directions**
>
> **This screen shows an image to check if your screen is set up correctly. There should be three circles in the image below. If you do not clearly see three circles, please raise your hand.**



PSSA—General Test Directions Screen

Part IV

Pause to assist students as necessary. Contact the School Assessment Coordinator if a student does not see the three circles. Then say:

I will now read the Helpful Hints. The Helpful Hints are printed below the Test Directions. Use the scroll bar on the right side to follow along.

Helpful Hints

- **There is no time limit to finish the test.**
- **If you need to take a break from the assessment, select the Pause button. Select the Resume button to continue. If you are away from the assessment for more than 20 minutes, you will need to log back in.**
- **To see your progress on the test, select the Review/End Test button. You may go to any question by selecting it from the list that appears on the screen.**
- **Select the ? [Help] button to find more information.**

Are there any questions about the Helpful Hints?

Note: The General Test Directions and Helpful Hints (as they appear online) are printed in Appendix D of this manual. If asked, refer to this appendix to repeat any portion to students during the test administration.

Answer all questions. When all students are ready, say:

We are now ready to read the Test Directions for Section 4. Select the arrow labeled "Next." Once you have selected this button, the screen with the Test Directions for Section 4 should open. Is there anyone who does not see the Test Directions screen?

Pause to assist students as necessary. When all students are ready, say:

I will now read the Test Directions for Section 4. Read the Test Directions silently as I read them aloud. Use the scroll bar on the right side to follow along.

Test Directions for Sections 3 and 4

Read these directions carefully before beginning the assessment. To look at these directions again, select the **? [Help]** button and choose the **Test Directions** tab.

This section of the test has multiple-choice questions, evidence-based selected-response questions, and a text-dependent analysis question. Each multiple-choice question has four answer choices. Each evidence-based selected-response question has two parts and will ask you to select one or more answers in each part. The text-dependent analysis question has an area in which to enter your response.

Answering Questions

First, read the passage carefully. Then, read each question carefully and choose your answer or enter your response.

1. For multiple-choice questions, first, find the answer to the question. Then, select the correct answer using the **Pointer** tool.
   - Only one of the answer choices provided is correct.
   - To change an answer, use the **Pointer** tool to choose a different answer.
   - Select the **Flag** button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.
2. For evidence-based selected-response questions, first, find the answer to **Part One**. Then, select the correct answer using the **Pointer** tool. Next, find the evidence in **Part Two** based on your answer to **Part One** and select each answer using the **Pointer** tool.
   - Only one of the answers provided in **Part One** is correct. **Part Two** will tell you how

Section 4— Test Directions Screen

Pause to assist students as necessary. When all students are ready, say:

Test Directions for Sections 3 and 4

Read these directions carefully before beginning the assessment. To look at these directions again, select the ? [Help] button and choose the Test Directions tab.

This section of the test has multiple-choice questions, evidence-based selected-response questions, and a text-dependent analysis question. Each multiple-choice question has four answer choices. Each evidence-based selected-response question has two parts and will ask you to select one or more answers in each part. The text-dependent analysis question has an area in which to enter your response.

Continue speaking:

Answering Questions

First, read the passage carefully. Then, read each question carefully and choose your answer or enter your response.

1. **For multiple-choice questions, first, find the answer to the question. Then, select the correct answer using the Pointer tool.**
   - **Only one of the answer choices provided is correct.**
   - **To change an answer, use the Pointer tool to choose a different answer.**
   - **Select the Flag button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.**
2. **For evidence-based selected-response questions, first, find the answer to Part One. Then select the correct answer using the Pointer tool. Next, find the evidence in Part Two based on your answer to Part One and select each answer using the Pointer tool.**
   - **Only one of the answers provided in Part One is correct. Part Two will tell you how many correct answers there are.**
   - **To change an answer in Part One, use the Pointer tool to choose a different answer.**
   - **To remove a choice in Part Two, use the Pointer tool to click on the answer a second time.**
3. **For the text-dependent analysis question, use the keyboard to enter your response in the area provided**
   - **Select the Enlarge button to show the Writer's Checklist. Review the Writer's Checklist to help you plan and organize your response.**
   - **An example of the scoring guidelines that professional scorers will use to evaluate your response to the text-dependent analysis question can be found by selecting the ? [Help] button and choosing the Scoring Guidelines tab. You may refer to the Scoring Guidelines at any time while responding to the text-dependent analysis question.**
4. **Use tools such as the Cross-Off, Highlighter, Sticky Note, Magnifier, and Line Guide to assist you during the test.**

Navigation

1. **Only one question at a time will appear on the screen. Use the Next and Back buttons to move from question to question or page to page.**
2. **When you have answered all the questions, select the Review/End Test button at the bottom of the screen.**
   - **Select questions from the list that appears on the screen to check your work.**
   - **When you have finished and have checked your answers, follow the directions on the screen to exit.**

Are there any questions about the Test Directions for Section 4?

Note: The Test Directions for Section 4 (as they appear online) are printed in Appendix D of this manual. If asked, refer to this appendix to repeat any portion to students during the test administration.

Answer all questions. When all students are ready, say:

> **Remember: For each multiple-choice or evidence-based selected-response question, use the Pointer tool to darken the circle next to the answer choice or choices you select. For the text-dependent analysis question, be sure to enter your response in the appropriate space. Continue working until you complete all of the questions. When you reach the end of the test, select the Review/End Test button and follow the onscreen directions to review your test. After you have checked your work, you may select the End Test button and follow the onscreen instructions to complete your test. You may then sit quietly or read for pleasure until everyone has finished.**
>
> **Are there any questions?**

Answer all questions. When all students are ready, say:

> **To start the test, select the Begin The Test button at the bottom of the screen. Remember to select the Pause button if you need to pause your test for any reason.**
>
> **You may begin.**

While students are taking the assessment, be available as a resource. Do not give any individual or group help that might suggest the correct answer to a question. Do not communicate to a student that the student should "check" an answer or that the student has answered an item incorrectly. You may, however, provide clarification of directions and assist students to functionally operate their computers. The Test Directions (as they appear online) are printed in Appendix D of this manual. They may be repeated to students as needed during the administration.

Reminder: See Appendix F for additional information about the following software tools and features for Test Administrators that you may need to use during the test administration:

- Pause/Exit Function: Temporary, short breaks (e.g., restroom break, etc.)
- Interrupted Testing: Emergency issues (e.g., local alarms, electrical outages, etc.)
- Unplanned Test Inactivity: More than 20 minutes of no input from the student

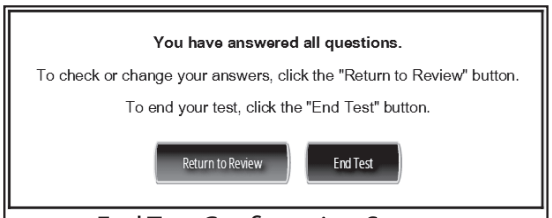
Sometimes a word of encouragement is all that is needed to help a student continue to work. Encourage students to try all of the tasks and to complete the assessment.

Keyboard shortcuts are available for students testing on computers or Chromebooks to use. These shortcuts are provided in Appendix H and may be reproduced as necessary. The copies of these keyboard shortcuts are considered part of the secure testing materials and must be returned to the School Assessment Coordinator for secure storage and destruction.

Note: In the event of a temporary loss of Internet connectivity, wait a few minutes and then try again to complete the test. If the problem persists, consult the School Assessment Coordinator.

The testing time for this section is estimated at 60–70 minutes, but the actual administration time may vary. Collect test materials, including scratch paper and optional materials, when students are finished testing rather than keeping them at student work stations. Since each student is to be provided sufficient time to finish the assessment, additional time must be allowed on an individual basis if one or more students are continuing to make reasonable progress on the assessment. End the session when most students have completed the section and you are nearing the end of the scheduled time. For more information about Extended Testing Time, see Part II of this document. When you have confirmed that approximately five minutes remain in the testing time for the group, say:

> **You have about five minutes to complete Section 4. Be sure to select the Review/End Test button in the bottom-left corner of the screen.**
>
> **Then select the End Test button to finish the test. You will be asked to confirm that you are done. If you have flagged any test questions, be sure to complete your review of those questions before you select End Test. If you think you might need more than five minutes, raise your hand and I will explain how you can complete this section.**



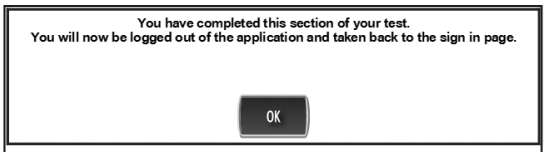
End Test Confirmation Screen
(for students who have completed all items)

Note: If a student needs to move to a new location to continue the assessment, the student should select the **Pause** button located at the bottom of the screen. As the student has not completed the assessment, the student should not select **End Test**. For more information, see Appendix F of this manual.

Once the student has selected the "End Test" button, the student must provide a confirmation that he or she is done. If the student has left one or more items incomplete, the End Test Confirmation Screen will read "Please be sure you have answered all of the questions. To continue testing, click the 'Return to Review' button. To end your test, click the 'End Test' button." Once the student has ended the test, the student cannot go back in to the test to review or answer test questions.

When all students have finished, or sufficient time has passed, say:

> **This ends ELA: Reading – Section 4. If you have finished Section 4 and do not need additional time to complete this section, select Review/End Test and select End Test. Then select End Test again, confirming that you are done. Then select OK on the last screen to close the test.**



Finished Testing Confirmation Screen

Allow time for students to finish the test. When all students are ready, say:

> **I will now collect your Test Ticket and your scratch paper.**

Collect all Test Tickets and scratch paper at this time. If students used optional materials like the Keyboard Shortcuts or the *Writer's Checklist for the Text-Dependent Analysis Question*, collect these at this time. Student Login Tickets (Test Tickets), used scratch paper, and all optional materials should be returned to the School Assessment Coordinator. Say:

> **This concludes the Pennsylvania state assessment in English Language Arts.**

Go on to read the section labeled "After Test Administration" found on the next page of this manual.

CLOSING OUT THE ASSESSMENT

After testing is complete:

- Make sure all students have closed out their testing session by
  1. selecting "Review/End Test" (to open the Test Review Screen), followed by
  2. selecting "End Test" (to open the test submission dialogue box), then
  3. selecting "End Test" [again] (to complete the test, confirming that once the test is ended the student is unable to change his or her answers), and then
  4. selecting "OK" (to close the Test Session).

- Collect Test Tickets and any scratch paper or optional materials. Return them to the School Assessment Coordinator.

Note: In the event of a temporary loss of Internet connectivity, wait a few minutes and then try again to complete the test. If the problem persists, consult the School Assessment Coordinator.

RETURN MATERIALS

Assessment materials must be kept secure. The Student Login Tickets (Test Tickets) (including any unused Test Tickets) and the Student Login Roster must be returned to the School Assessment Coordinator. In addition, all used scratch paper and any copies of the keyboard shortcuts must be returned to the School Assessment Coordinator.

- Return all materials to the School Assessment Coordinator for secure storage, including:
  - used Student Login Tickets
  - unused Student Login Tickets
  - Student Login Rosters
  - copies of the *Keyboard Shortcuts for System* (Appendix H)
  - copies of the mode-specific writer's checklists for writing prompts (Appendix E)
  - copies of the *Writer's Checklist for the Text-Dependent Analysis Question* (Appendix E)
  - this manual
  - used scratch paper

- Return all assessment materials to the School Assessment Coordinator immediately at the end of each testing session.

- Consult the School Assessment Coordinator if there are any questions regarding the return of assessment materials.

Remember: Every Test Administrator involved in the administration of the 2016 English Language Arts Online Assessment must sign and date a *Test Administrator/Proctor Test Security Certification*. When a Test Administrator signs and dates the Test Security Certification, that person certifies that all security measures have been followed for this PSSA administration. Test Administrators should return the signed and dated *Test Administrator/Proctor Test Security Certification* to the School Assessment Coordinator upon completion of the last testing session.

NOTE: If an assessment security violation is suspected, contact the School Assessment Coordinator or the Pennsylvania Department of Education at (717) 787-4234 immediately.

NOTE: The School Assessment Coordinator has all information on returning assessment materials to Data Recognition Corporation (DRC).

pennsylvania
DEPARTMENT OF EDUCATION

ETHICAL STANDARDS OF TEST PREPARATION AND ADMINISTRATION

Before Test Administration:

DO…

- Communicate to students, parents, and the community what the test does and does not measure, when and how it will be administered, and how the results will be used.
- Maintain a positive attitude about testing.
- Be sure that students testing online have prior experience with the Online Tools Training (OTT).
- Read the *Directions for Administration Manual*.
- Follow test security and administration guidelines.
- Consider having a teacher other than the teacher of record administer the assessment to a particular group of students. If local circumstances do not allow that option, assign a Proctor in the classroom with the Test Administrator.
- Schedule the assessment and provide the schedule to PDE via the online system.
- Include all students in the appropriate assessment.
- Attend the annual trainings for the administration of the assessments in order to be properly informed of the procedures to follow. These trainings include understanding test security and the confidential and proprietary nature of the documents.
- Make contingency plans for unexpected disruptions during testing. All school personnel must know what to do in the event of a fire alarm, bomb threat, HAZMAT incident, unruly student, etc.
- Remove or disable monitoring software (spyware) from computers, iPads, and Chromebooks to be used for testing.
- Cover or remove from classrooms or hallways all instructional materials that could aid students in answering test items.
- Make sure the testing environment is comfortable and has appropriate lighting.
- Place a "**Testing—Do Not Disturb**" sign on doors where testing is occurring.
- Review the *Code of Conduct for Test Takers* with students.
- Make sure calculators (other than calculators provided within the online testing engine) meet the requirements of the Calculator Policy. Clear the memory and all stored programs before and after the calculators are used for a test.
- Know the required accommodations for each student with an IEP or 504 Service Plan and for each English Language Learner being assessed.
- Review with students the possible local sanctions the district will enforce for student misconduct (e.g., cheating and recording test questions).
- Count the test materials in the presence of the SAC.

DO NOT…

- Instruct students to use a test-taking technique that would require them to bubble or strike through 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 secure access to test materials in the school three days prior to test administration to prepare for accurate interpretation of the test.
- Reveal any part of secure copyrighted tests to students.
- 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 or any parts thereof.
- Assist in, direct, aid, counsel, encourage, or fail to report immediately any of the actions prohibited in this section.

During Test Administration:

DO…

- Follow test security and administration guidelines.
- Maintain a positive attitude about testing.
- Engage in active monitoring for the duration of testing. Position yourself with the best vantage point by continually moving around the testing site to ensure students are adhering to the instructions given.
- Ensure that students are working in the correct section and that they are bubbling in answers in the correct section of the answer sheet for the section of the test booklet in which they are working, **BUT be cautious in redirecting or assisting students that you are not violating test security by coaching (see DO NOT list on the next page).**
- Make sure students are supervised at all times during testing, including scheduled or unscheduled breaks or emergency interruptions. This supervision requirement includes those students who need additional time to complete any test session.
- Escort all students and carry all secure testing materials to alternate testing sites for extended time.
- Make sure that sections/modules are started and completed in the same day.
- Keep voice inflections neutral if an allowable or required accommodation is to read portions of the test aloud.
- Minimize distractions, including intercom announcements.
- Collect cell phones, smart phones, and other unauthorized electronic devices as students enter the testing site.
- Report testing irregularities/security breaches to the School Assessment Coordinator, principal, or the Pennsylvania Department of Education.

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 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. NOTE: Test Administrators should only have possession of the secure test materials immediately prior to the administration of the test and during the administration of the test, and the materials should be collected and counted by the School Assessment Coordinator immediately after testing. When materials are exchanged between the SAC and TA, materials must be counted to ensure all materials are accounted for.
- 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 Assessment.
- 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 (ELA) 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 make-up 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…

- Follow test security and administration guidelines.
- Maintain a positive attitude about testing.
- Collect all scratch paper or rough drafts at the end of each test session, and return them to the School Assessment Coordinator to be destroyed.
- Return all secure testing materials to the School Assessment Coordinator immediately after the testing session each day.
- Account for all test booklets and answer booklets daily, and keep them in a secure location.
- Transcribe exact student responses, including incorrect responses, when an alternate test format (such as Braille or large print) has been used or when a student's answer booklet has been damaged.
- Clear the memory of calculators after each testing session.
- Pack and ship the secure testing materials to the testing contractor.
- Sign the appropriate Test Security Certification, and return it to the appropriate individual as directed.

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 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 anything in the answer booklet or darken bubbles.
- Assist in, direct, aid, counsel, encourage, or fail to report any of the actions prohibited in this section.

pennsylvania
DEPARTMENT OF EDUCATION

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, smart phones, 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.
- 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.

2016 PSSA Test Security Certification

(Test Administrator and Proctor)

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, 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

ATTENTION

DO NOT PHOTOGRAPH, COPY, OR REPRODUCE MATERIAL FROM THIS ASSESSMENT IN ANY MANNER. All material contained in this assessment is secure and copyrighted material owned by the Pennsylvania Department of Education. Copying of material in any manner, 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 a fine of no less than $750 up to $30,000 for a single violation. 17 U.S.C. § 101 *et seq*.

General Test Directions

This screen shows an image to check if your screen is set up correctly. There should be three circles in the image below. If you do not clearly see three circles, please raise your hand.

Helpful Hints

- There is no time limit to finish the test.
- If you need to take a break from the assessment, select the **Pause** button. Select the **Resume** button to continue. If you are away from the assessment for more than 20 minutes, you will need to log back in.
- To see your progress on the test, select the **Review/End Test** button. You may go to any question by selecting it from the list that appears on the screen.
- Select the **? [Help]** button to find more information.

Test Directions for Section 1

Read these directions carefully before beginning the assessment. To look at these directions again, select the **? [Help]** button and choose the Test Directions tab.

This section of the test has multiple-choice questions and a writing prompt. Each multiple-choice question has four answer choices. The writing prompt has an area in which to enter your response.

Answering Questions

Read each question or writing prompt carefully and choose your answer or enter your response.

1. For multiple-choice questions, first, find the answer to the question. Then, select the correct answer using the **Pointer** tool.
    - Only one of the answer choices provided is correct.
    - To change an answer, use the **Pointer** tool to choose a different answer.
    - Select the **Flag** button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.
2. For the writing prompt, use the keyboard to type your response in the area provided.
    - Select the **Enlarge** button to show the Writer's Checklist. Review the Writer's Checklist to help you plan and organize your response.
    - Read the writing prompt carefully.
    - An example of the scoring guidelines that professional scorers will use to evaluate your response to the writing prompt can be found by selecting the **? [Help]** button and choosing the **Scoring Guidelines** tab. You may refer to the Mode-Specific Scoring Guidelines at any time while responding to a writing prompt.
3. Use tools such as the **Cross-Off**, **Highlighter**, **Sticky Note**, **Magnifier**, and **Line Guide** to assist you during the test.

Navigation

1. Only one question at a time will appear on the screen. Use the **Next** and **Back** buttons to move from question to question or page to page.
2. When you have answered all the questions and completed your response to the writing prompt, select the **Review/End Test** button at the bottom of the screen.
    - Select questions from the list that appears on the screen to check your work.
    - When you have finished and have checked your answers, follow the directions on the screen to exit.

Test Directions for Section 2

Read these directions carefully before beginning the assessment. To look at these directions again, select the **? [Help]** button and choose the **Test Directions** tab.

This section of the test has multiple-choice questions and evidence-based selected-response questions. Each multiple-choice question has four answer choices. Each evidence-based selected-response question has two parts and will ask you to select one or more answers in each part.

Answering Questions

First, read the passage carefully. Then, read each question carefully and choose your answer.

1. For multiple-choice questions, first, find the answer to the question. Then, select the correct answer using the **Pointer** tool.
    - Only one of the answer choices provided is correct.
    - To change an answer, use the **Pointer** tool to choose a different answer.
    - Select the **Flag** button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.
2. For evidence-based selected-response questions, first, find the answer to **Part One**. Then, select the correct answer using the **Pointer** tool. Next, find the evidence in **Part Two** based on your answer to **Part One** and select each answer using the **Pointer** tool.
    - Only one of the answers provided in **Part One** is correct. **Part Two** will tell you how many correct answers there are.
    - To change an answer in **Part One**, use the **Pointer** tool to choose a different answer.
    - To remove a choice in **Part Two**, use the **Pointer** tool to click on the answer a second time.
3. Use tools such as the **Cross-Off**, **Highlighter**, **Sticky Note**, **Magnifier**, and **Line Guide** to assist you during the test.

Navigation

1. Only one question at a time will appear on the screen. Use the **Next** and **Back** buttons to move from question to question or page to page.
2. When you have answered all the questions, select the **Review/End Test** button at the bottom of the screen.
    - Select questions from the list that appears on the screen to check your work.
    - When you have finished and have checked your answers, follow the directions on the screen to exit.

Test Directions for Sections 3 and 4

Read these directions carefully before beginning the assessment. To look at these directions again, select the **? [Help]** button and choose the **Test Directions** tab.

This section of the test has multiple-choice questions, evidence-based selected-response questions, and a text-dependent analysis question. Each multiple-choice question has four answer choices. Each evidence-based selected-response question has two parts and will ask you to select one or more answers in each part. The text-dependent analysis question has an area in which to enter your response.

Answering Questions

First, read the passage carefully. Then, read each question carefully and choose your answer or enter your response.

1. For multiple-choice questions, first, find the answer to the question. Then, select the correct answer using the **Pointer** tool.
   - Only one of the answer choices provided is correct.
   - To change an answer, use the **Pointer** tool to choose a different answer.
   - Select the **Flag** button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.
2. For evidence-based selected-response questions, first, find the answer to **Part One**. Then, select the correct answer using the **Pointer** tool. Next, find the evidence in **Part Two** based on your answer to **Part One** and select each answer using the **Pointer** tool.
   - Only one of the answers provided in **Part One** is correct. **Part Two** will tell you how many correct answers there are.
   - To change an answer in **Part One**, use the **Pointer** tool to choose a different answer.
   - To remove a choice in **Part Two**, use the **Pointer** tool to click on the answer a second time.
3. For the text-dependent analysis question, use the keyboard to enter your response in the area provided.
   - Select the **Enlarge** button to show the Writer's Checklist. Review the Writer's Checklist to help you plan and organize your response.
   - An example of the scoring guidelines that professional scorers will use to evaluate your response to the text-dependent analysis question can be found by selecting the **?** [**Help**] button and choosing the **Scoring Guidelines** tab. You may refer to the Scoring Guidelines at any time while responding to the text-dependent analysis question.
4. Use tools such as the **Cross-Off**, **Highlighter**, **Sticky Note**, **Magnifier**, and **Line Guide** to assist you during the test.

Navigation

1. Only one question at a time will appear on the screen. Use the **Next** and **Back** buttons to move from question to question or page to page.
2. When you have answered all the questions, select the **Review/End Test** button at the bottom of the screen.
   - Select questions from the list that appears on the screen to check your work.
   - When you have finished and have checked your answers, follow the directions on the screen to exit.

Writer's Checklist for the Informative/Explanatory Writing Prompt

PLAN before you write

- Make sure you understand what the prompt is asking you to do.
- Think about your task and your audience.
- Think about the topic and what you want to write about it.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Stay focused on the topic.
- Support your ideas with specific details and examples.
- Use a variety of sentence types.
- Organize your paper with an introduction, body, and conclusion.
- Use transitions to connect your ideas.

PROOFREAD after you write

☐ I stayed focused on the topic.

☐ I used specific details to support my ideas.

☐ I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Writer's Checklist for the Narrative Writing Prompt

PLAN before you write

- Make sure you understand what the prompt is asking you to do.
- Think about your task and your audience.
- Think about the subject and the story you want to write.
- Consider story elements, such as character, setting, and plot.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your story.

FOCUS while you write

- Stay with the same point of view.
- Use descriptive details in your story. Include dialogue, if appropriate.
- Use a variety of sentence types.
- Tell your story so it has a clear beginning, middle, and end.

PROOFREAD after you write

☐ I stayed with the same tone and point of view.

☐ I used descriptive details in my story.

☐ I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Writer's Checklist for the Argumentative Writing Prompt

PLAN before you write

- Make sure you understand what the prompt is asking you to do.
- Think about your task and your audience.
- Think about the topic, the claim you want to support for that topic, and any alternate or opposing claims.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- State your claim about the topic.
- Support your claim with reasons and evidence.
- Present one or more alternate or opposing claims
- Organize your paper with an introduction, body, and conclusion.
- Use transitions to connect your ideas.

PROOFREAD after you write

☐ I stayed focused on the topic.

☐ I used reasons and evidence to support my claim.

☐ I corrected any errors in capitalization, spelling, sentence formation, punctuation, and word choice.

Writer's Checklist for the Text-Dependent Analysis Question

PLAN before you write

- Make sure you read the question carefully.
- Make sure you have read the entire passage carefully.
- Think about how the question relates to the passage.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizer to plan your essay.

FOCUS while you write

- Analyze the information from the passage as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

☐ I wrote my final essay in the answer booklet.

☐ I stayed focused on answering the question.

☐ I used evidence from the passage to support my response.

☐ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.

SOFTWARE TOOLS AND FEATURES FOR TEST ADMINISTRATORS

The online testing system includes tools and features to assist the Test Administrator in managing the test during the test administration.

PAUSE/EXIT FUNCTION

There is a blue **Pause** button in the tool bar along the bottom of the screen. If a student needs to leave the computer lab/classroom for a short break (e.g., restroom break, office visit, etc.) during the test administration, the student should select this button to pause his or her test. Once a student selects this button, the test questions are removed from the screen (for test security reasons), and the student has up to 20 minutes to return and resume testing before being logged out of the test. A student can exit the test by selecting the **Pause** button and then **Exit**.

The **Pause** function should be utilized if a student has to leave his or her workstation for any reason for a period of less than 20 minutes.

- There is a countdown timer that will appear on the pause screen notifying the student of how much time is remaining before the test will be automatically exited.
- Upon resuming, the student is returned to the test where he or she was prior to the pause.
- All of the highlights, flags, cross-offs, and sticky notes will remain within the test session.
- If the student does NOT resume the test within 20 minutes of selecting the Pause button, he or she will be exited from the test. The student will be able to use the same test ticket to log back in to the assessment.

The **Exit** function should be utilized if a student needs to exit the test session without submitting his or her answers for scoring. The student should not **End** the test if he or she has not completed the assessment.

- The student will be able to use the same test ticket to log back in to the assessment.
- All of the highlights, flags, cross-offs, and sticky notes will remain within the test session.
- If there is an extenuating circumstance in which the student cannot complete the test in the same day, contact the School Assessment Coordinator (SAC) for guidance.

INTERRUPTED TESTING

Generally, the only reason that a student should be interrupted during testing would be if the Internet connectivity for that computer is lost. When a student's workstation has been configured to utilize a Testing Site Manager (TSM), the student will be able to continue testing and will not be aware of the loss of Internet connectivity until the student attempts to exit the assessment or attempts to submit the assessment for scoring. If Internet connectivity is not present at that time, a warning message will be displayed. If this happens, the TSM will store the student's responses and will transmit them for scoring when the Internet connection for the TSM is restored. If a student's workstation is not configured to utilize the TSM and the Internet connection is lost, a message will be displayed and the test session will close. The student may then log in to any computer with an available Internet connection to continue testing.

Otherwise, if an unforeseen emergency occurs during testing (e.g., a fire drill, electrical outage, etc.), the Test Administrator must notify the School Assessment Coordinator, District Coordinator, or District Technology Coordinator. You may also contact Data Recognition Corporation's Pennsylvania Customer Service Team at (800) 451-7849 or by email at PAcustomerservice@datarecognitioncorp.com. Under emergency circumstances, the Pennsylvania Department of Education will provide additional instructions on how to proceed.

UNPLANNED TEST INACTIVITY

In the event that a whole class needs to stop testing (e.g., a fire drill, electrical outage, or other emergency), the Test Administrator should instruct all students to either Pause or Exit the test. If the student is not finished with the test, the student should not **End** the test. The student should select the **Pause** and then the **Exit** button.

Note: If students do not pause or exit the test, an inactivity feature will also exit the student from the test if any mouse and/or keyboard activity is absent for 20 minutes.

- If students will return within 20 MINUTES, instruct all students to PAUSE their tests or the Test Administrator may PAUSE their tests for them. If they do not pause, the test will automatically exit the student after 20 minutes of mouse and/or keyboard inactivity.
- If students will not return within 20 MINUTES, instruct all students to EXIT the test (select PAUSE and then EXIT), or the Test Administrator may EXIT the tests for them.
- If it is uncertain if students will return within 20 MINUTES, instruct all students to PAUSE their tests or the Test Administrator may PAUSE their tests for them.

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 the Internet, etc., in the event an excessive login report regarding any of your students is questioned.

STUDENT LOGIN TASKS

Student Login Tickets (Test Tickets) are secure materials and must be treated appropriately. The Student Login Roster provides a list of students who are registered as part of a Test Session to participate in an assessment. Below is a list of tasks that should be performed to properly handle, distribute, and collect the Student Login Tickets.

PRIOR TO TESTING

1. Review the Student Login Roster to ensure all students scheduled to test have a login ticket and that all student information is correct, including accommodations, if applicable to the assessment specified above.
2. If students are missing from the Student Login Roster, make the proper adjustments to the Test Session specified above and reprint the Student Login Tickets.
3. If a student is missing or has been incorrectly assigned an accommodation, notify your School Assessment Coordinator and reprint the Student Login Tickets.
4. If student information is incorrect, make note of it and notify your School Assessment Coordinator.
5. Separate Student Login Tickets.

WHEN STUDENTS ARE AT THEIR WORKSTATIONS

1. Distribute the Student Login Tickets to the students.
2. Ensure that students with accommodations noted on their Student Login Tickets are seated at a computer, iPad, or Chromebook that has been set up to handle accommodations.
3. Instruct the students to log in to the assessments using the Username and Password on their Student Login Tickets.

WHEN STUDENTS ARE FINISHED TESTING

1. Collect all Student Login Tickets after students have completed testing and return them along with the Student Login Roster to the School Assessment Coordinator.

NOTE: The Username on the Student Login Ticket is the student's PAsecureID and can be used to verify that students receive the correct Student Login Ticket.

KEYBOARD SHORTCUTS FOR SYSTEM FOR STUDENTS TESTING ON COMPUTERS

These keyboard shortcuts may be copied from this book and reproduced as necessary. The copies of these keyboard shortcuts are considered part of the secure testing materials and must be returned to the School Assessment Coordinator for secure storage and destruction.

SYSTEM SHORTCUTS

Keyboard Shortcut	Function
Tab	Transfers the focus from one button to the next (**from left to right**). The focus is indicated by a red box that appears around the selected tool or function button when the Tab key is pressed.
Shift + Tab	Transfers the focus from one button to the next (**from right to left**). The focus is indicated by a red box that appears around the selected tool or function button when the Tab key is pressed.
Enter/Space Bar	Activates the tool or function highlighted by the red box. Pressing the Enter key or Space Bar a second time deactivates the tool or function (with the exception of tools that keep the focus, such as Sticky Notes).
Esc	Closes the Magnifier and Help [? button] when activated. If the red box is activated and the ESC key is pressed while on the tool bar without having any tools activated, the red box will move to the pointer button.
ABCD, abcd	Selects an answer option on a multiple-choice question. Entering one of the letters fills or un-fills the letter bubble before each answer option. Both upper and lower case letters can be used.
Alt + X	Exits the system from each page that has an Exit button.
Ctrl + {Left, Right, Up, Down arrows}	Moves any pop-up tool like the Help [? button] around the screen. [Does not work with Sticky Notes.]
Ctrl + {Minus, Equal (Numerical Row)}	Rotates the active tool 1 degree.
Up/Down Arrows	Moves the cursor up and down through a list of choices (questions on the Review/End Test page).
Enter	Selects the highlighted test question from the Review/End Test page. Selects Sign In button after Username and Password are entered. Selects Continue from the Student Verification Page. Selects the Go To Page number within the quick navigation drop down arrow.
Ctrl + Tab	Switches between multiple active pop-up tools on the screen.
Alt—R	Activates the Review/End Test button and moves the user to the Review page of the test.
Alt—P	Activates the Pause button and pauses test.
Alt—F	Activates the Flagged button and marks an item as flagged or removes flag from an item.
Alt—B	Activates the Back Button and moves student back a question.
Alt—N	Activates the Next button and moves the student forward a question.

Keyboard Shortcut	Accommodations Function
F7	Activates "Start Points" (audio tracks) button when Audio is active (on a Mac use FUNC F7).
F8	Activates the Play/Pause button when Audio is active (on a Mac use FUNC F8).
F9	Activates the Stop button when Audio is active (on a Mac use FUNC F9).
Alt—O	Activates the Options button, and will open or close the Color Chooser selection pop-up window.

KEYBOARD SHORTCUTS FOR SYSTEM FOR STUDENTS TESTING ON CHROMEBOOKS

These keyboard shortcuts may be copied from this book and reproduced as necessary. The copies of these keyboard shortcuts are considered part of the secure testing materials and must be returned to the School Assessment Coordinator for secure storage and destruction.

SYSTEM SHORTCUTS

Keyboard Shortcut	Function
Tab	Transfers the focus from one button to the next (**from left to right**). The focus is indicated by a red box that appears around the selected tool or function button when the Tab key is pressed.
Shift + Tab	Transfers the focus from one button to the next (**from right to left**). The focus is indicated by a red box that appears around the selected tool or function button when the Tab key is pressed.
Enter/Space Bar	Activates the tool or function highlighted by the red box. Pressing the Enter key or Space Bar a second time deactivates the tool or function (with the exception of tools that keep the focus, such as Sticky Notes).
Esc	Closes the Magnifier and Help [? button] when activated. If the red box is activated and the ESC key is pressed while on the tool bar without having any tools activated, the red box will move to the pointer button.
ABCD, abcd	Selects an answer option on a multiple-choice question. Entering one of the letters fills or un-fills the letter bubble before each answer option. Both upper and lower case letters can be used.
Alt + X	Exits the system from each page that has an Exit button.
Ctrl + {Left, Right, Up, Down arrows}	Moves any pop-up tool like the Help [? button] around the screen. [Does not work with Sticky Notes.]
Ctrl + {Minus, Equal (Numerical Row)}	Rotates the active tool 1 degree.
Up/Down Arrows	Moves the cursor up and down through a list of choices (questions on the Review/End Test page).
Enter	Selects the highlighted test question from the Review/End Test page. Selects Sign In button after Username and Password are entered. Selects Continue from the Student Verification Page. Selects the Go To Page number within the quick navigation drop down arrow.
Ctrl + Tab	Switches between multiple active pop-up tools on the screen.
Alt—R	Activates the Review/End Test button and moves the user to the Review page of the test.
Alt—P	Activates the Pause button and pauses test.
Alt—F	Activates the Flagged button and marks an item as flagged or removes flag from an item.
Alt—B	Activates the Back Button and moves student back a question.
Alt—N	Activates the Next button and moves the student forward a question.

M55053828668001

APRIL 2016
GRADE 8—PSSA
ENGLISH LANGUAGE ARTS
ONLINE DIRECTIONS FOR ADMINISTRATION MANUAL

Copyright © 2016 by the Pennsylvania Department of Education. All rights reserved. No part of this work may be reproduced or transmitted in any form by any means, electronic or mechanical, including photocopying and recording or by any information storage or retrieval system, without the written permission of the Department.