# Table of Contents

## PART I: PROCEDURES FOR THE 2017 ASSESSMENT

- 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 Prior to the Assessment .......................... 6
- Required Assessment Materials ......................................... 6
- Inventory the Assessment Materials .................................... 7
- Writing Prompt Security Seals .......................................... 7
- Manage Damaged Booklets .............................................. 7
- Test Management Concerns ............................................. 8

## PART II: ASSESSMENT TIMING

- General Organization of the Assessment ................................ 9
- Code of Conduct for Test Takers ....................................... 9
- Extended Testing Time .................................................. 9
- Communicate Assessment Information .................................. 10

## PART III: DIRECTIONS FOR ADMINISTERING THE ASSESSMENT

- Test Administration Reminders ........................................ 11
- Get Started ........................................................................ 11
- Directions for Barcode [District/School or Student Precode] Labels .......... 12
- Administer Section 1—ELA: Writing .................................. 14
- Administer Section 2—ELA: Reading .................................. 17
- Administer Section 3—ELA: Reading .................................. 21
- Administer Section 4—ELA: Reading .................................. 25

## PART IV: AFTER TEST ADMINISTRATION

- After Testing is Complete ................................................ 29
- Return Materials .................................................................. 29
### Table of Contents

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>HANDBOOK FOR SECURE TEST ADMINISTRATION</td>
<td>30</td>
</tr>
<tr>
<td>B</td>
<td>CODE OF CONDUCT FOR TEST TAKERS</td>
<td>39</td>
</tr>
<tr>
<td>C</td>
<td>TEST ADMINISTRATOR/PROCTOR TEST SECURITY CERTIFICATION</td>
<td>40</td>
</tr>
</tbody>
</table>
INTRODUCTION

This manual is to be used for the administration of the English Language Arts (ELA) assessment for students enrolled in Grade 3. 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 TA has given; therefore, TAs must become thoroughly familiar with this manual and the procedures for administering the assessment before the primary testing window (April 3 through April 7, 2017) and/or the make-up testing window (which occurs from the time of completion of the primary administration until May 12, 2017).

MAINTAIN ASSESSMENT SECURITY

District Assessment Coordinators (DAC) and School Assessment Coordinators (SAC), TAs, 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:

1. Except where allowed by a specific written accommodation, only those students being tested are allowed to view the content of the assessment materials.
2. No secure materials from the assessment may be copied, photographed, or recorded in any manner.
3. Student responses must not be reviewed for accuracy or completeness by anyone other than the student during the administration of the PSSA.
4. Students may not review responses at any time other than during the administration of the assessment.

Each student taking the 2017 English Language Arts Assessment will receive one English Language Arts Booklet. These secure assessment materials must never be left unattended or in open areas. TAs must not be given access to the secure assessment materials before the administration day; however, this manual is not considered secure assessment material and must be provided to TAs for review prior to the administration of the assessment. The principal or his/her designee, such as the SAC, will make arrangements for the TA 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 after each session. It is mandatory that school districts utilize a sign-out/sign-in sheet for distribution and collection of secure test materials. It is recommended that TAs count the number of booklets received and returned in the presence of the SAC or his/her designee.

At the end of each 2017 assessment session, all English Language Arts Booklets must be accounted for and returned to the SAC. In addition, all secure materials assigned to the TA, including any scratch paper or any other paper on which students have written during the assessment, must be returned to the SAC 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. 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

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1 This prohibition does not include the use of the PSSA Item and Scoring Samplers available on PDE’s website.
public reprimand, a suspension of their teaching certificate(s), a revocation of their teaching certificate(s), and/or a suspension or prohibition from being employed by a charter school, 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 *Handbook for Secure Test Administration*, Appendix A in this manual and Appendix B in the *PSSA Handbook for Assessment Coordinators*.

Every TA/Proctor involved in the administration of the 2017 PSSA must sign and date a *Test Security Certification (Test Administrator and Proctor)* form. This certification must be signed and dated after completing administration of all PSSA tests to which the PSSA TA/Proctor has been assigned. The Test Security Certification certifies that all security measures for the PSSA were maintained, including, but not limited to

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

The *Test Security Certification (Test Administrator and Proctor)* form is Appendix C in this manual and is in the *PSSA Handbook for Assessment Coordinators*. Prior to the administration of the assessment, the SAC will distribute copies of this certification to all TAs and proctors involved in the administration of the PSSA. Prior to receiving any assessment materials or participating in the administration of the PSSA in any way, the TA must read and understand the *Test Security Certification (Test Administrator and Proctor)* form. Upon completion of the assessment administration, the form must be signed and dated and returned to the SAC.

**FOLLOW THE ASSESSMENT SCHEDULE SET BY THE SCHOOL ASSESSMENT COORDINATOR**

The 2017 English Language Arts Assessment must be administered within the PDE-designated testing window on the dates assigned by the SAC. Appropriate test conditions optimize the chance for greater accuracy of the performance. The assessment should be given in a regular classroom setting if possible. Other settings may be used according to needs and available facilities. However, test situations created to dishonestly inflate assessment scores are a violation of test-security practices.

The assessment consists of *four sections*, which must be administered in the sequence in which they are printed in the booklet. The SAC must discuss the schedule with the TAs 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 prior to administering the 2017 English Language Arts Assessment. This assessment includes procedures that students may not have encountered before.

1. The SAC 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).’]
2. The entire Grade 3 English Language Arts 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 TA shall do the following:
   a. Become familiar with the assessment schedule and the procedures for allowing extended testing time.
   b. Follow the direction of the SAC for maintaining assessment security.
   c. Plan sufficient time for distribution and collection of materials.
   d. Plan to arrange student seating to prevent student interaction during the assessment sessions.
   e. Post a “Testing—Do Not Disturb” sign on the door(s) to the classroom to indicate that an assessment session is taking place.

3. Student Precode Labels are supplied for most students; however, if any student does not have a Student Precode Label, a District/School Label must be used.

4. Prior to the assessment, ensure that all booklets have a barcode label affixed. For those booklets that have a district/school barcode label, rather than a student-specific barcode label, ensure that the SAC or his/her designee has bubbled in all appropriate information on Pages 1 and 2 (see “Directions for Barcode [District/School or Student Precode] Labels” on page 12 of this document).

5. Review and understand the Test Security Certification (Test Administrator and Proctor) form found in Appendix C (contact your SAC if you have questions or require further direction).

6. Be aware of test accommodations (“Test Administrator transcribed student responses,” “Extended time,” etc.) that are outlined in the 2017 PSSA and Keystone Accommodations Guidelines and in the 2016–17 Accommodations Guidelines for English Language Learners. These documents are posted on these portals:
   - [https://pa.drcedirect.com](https://pa.drcedirect.com) [Click on ‘Documents’ under the ‘General Information’ tab.]
   - [www.education.pa.gov](http://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).’]

**Note:** Any student, regardless of IEP status, may have a word, phrase, or test question on Section 1 of the PSSA ELA assessment read aloud upon request. All other portions of the ELA test—including the reading passages and reading comprehension questions—may not be read aloud. If the student has a documented need for more than an occasional word, phrase, or test question to be read aloud, the SAC or SAC’s designee must fill in the circle labeled “Some language questions/writing prompts read aloud” under “Student used the following Presentation Accommodations” on page 3 of the student’s English Language Arts Booklet. However, it is only appropriate to read all eligible test questions aloud if this practice is documented as an accommodation. If reading the entire eligible portion of the assessment is used as an accommodation, the SAC or SAC’s designee must fill in the circle labeled “All language questions/writing prompts read aloud” under “Student used the following Presentation Accommodations” on page 3 of the student’s English Language Arts Booklet.

7. A form number is on the front cover of each English Language Arts Booklet. For the 2017 assessment, there are nine (9) forms labeled 01 through 09.

8. If a test security violation is suspected, contact the School Assessment Coordinator or the Pennsylvania Department of Education at ra-ed-pssa-keystone@pa.gov or 844-418-1651 immediately. If you believe the School Assessment Coordinator may have involvement in the violation, immediately contact the Pennsylvania Department of Education directly at ra-ed-pssa-keystone@pa.gov or 844-418-1651.
PREPARE THE STUDENTS FOR THE ASSESSMENT

1. Inform students in advance of the schedule for the assessment sessions, as communicated by the SAC or his/her designee.

2. Students are not permitted to have cell phones, cameras, smartwatches, 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 TA must collect all such unauthorized devices prior to distributing assessment materials.

3. 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, discipline associated with cheating, sharing, and/or reproduction of test content.

4. Discuss the Code of Conduct for Test Takers, Appendix B of this manual and found 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 for Test Takers 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. TAs 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 and/or issues of concern with their parents/guardians.

5. Students may not use a dictionary or a thesaurus for any part of this assessment.

6. Students must use a No. 2 pencil; an ink pen may not be used.

7. Students may highlight, underline, and make notes or comments on scratch paper or on their English Language Arts Booklet, but they must write or mark their answers in the appropriate spaces in the English Language Arts Booklet. All scratch paper and any other paper on which students have written must be collected and returned to the SAC. Students must not use highlighters on the answer bubbles.

8. Students should not make any extraneous marks on or near the answer bubbles (e.g., crossing out answers believed to be incorrect or marking multiple answers thought to be correct). Students should completely erase any extraneous marks.

9. 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). The assessment also includes questions that require students to write a response (a writing prompt and short-answer questions). For all questions, students will read each question and record their response(s) in the spaces provided in their test booklets. Responses written on scratch paper and any other paper on which students have written will not be scored.
## Part I: Procedures for the 2017 Assessment

<table>
<thead>
<tr>
<th>Students are permitted to</th>
<th>Students are NOT permitted to</th>
</tr>
</thead>
<tbody>
<tr>
<td>• use scratch paper. (Students may use it to create their own graphic organizers, etc., during the assessment.)</td>
<td>• use preprinted graphic organizers.</td>
</tr>
<tr>
<td>• highlight, underline, and make notes or comments in the booklet. (Students must not use highlighters to mark the answer bubbles.)</td>
<td>• possess or use unauthorized devices, including cell phones, smartphones, smartwatches, cameras, any type of computer, or any mobile device with a camera and/or Internet access (e.g., tablets, MP3 players, gaming systems, entertainment devices) at any time during the assessment.</td>
</tr>
<tr>
<td></td>
<td>• possess or use dictionaries, thesauri, and/or spell- or grammar-checkers at any time during the assessment.</td>
</tr>
</tbody>
</table>
PART I: Procedures for the 2017 Assessment

PREPARE THE CLASSROOM PRIOR TO THE ASSESSMENT

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

Remove or cover with opaque material all classroom instructional materials or any other materials that may affect the validity of the 2017 English Language Arts Assessment.

DO NOT DISPLAY:
1. writing terms and/or definitions
2. vocabulary words and/or definitions
3. examples of assessment questions or answers
4. 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 Pennsylvania General Scoring Guidelines for Reading Short-Answer Questions 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 Opinion) on the Grade 3 assessment. (Each student will receive a copy of these scoring guidelines for personal use as a part of the secure assessment materials.) 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).’]

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. Each student should have at least two sharpened No. 2 pencils with good erasers and some scratch paper. Extra sharpened pencils should be available for the students.

REQUIRED ASSESSMENT MATERIALS

The SAC will provide the TA with the appropriate materials on each administration day. After each administration, assessment materials, including scratch paper and any other paper on which students have written, must be returned immediately to the SAC. TAs should ensure that students remove scratch paper from their booklets prior to collecting them. SACs must destroy scratch paper and any other paper on which students have written and lock booklets in secure, overnight storage. Note: Every English Language Arts Booklet has a unique security number and barcode printed on the back cover. These security numbers should be used to track the distribution and collection of secure assessment materials. All secure assessment materials assigned to a school must be accounted for and returned to Data Recognition Corporation (DRC).
INVENTORY THE ASSESSMENT MATERIALS

For the Test Administrator:

1. One 2017 Grade 3 English Language Arts Directions for Administration Manual (this manual)
2. “Testing—Do Not Disturb” sign(s) to hang on the classroom door(s)
3. One student booklet to use for demonstration purposes
4. One copy of the English Language Arts Grade 3 Reference Sheet for demonstration purposes

For each student taking the assessment:

5. One booklet with a Student Precode Label or a District/School Barcode Label (There are nine different forms labeled from 01 through 09.)
6. One copy of the English Language Arts Grade 3 Reference Sheet
7. Two sharpened No. 2 pencils with good erasers
8. Scratch paper for each section

WRITING PROMPT SECURITY SEALS

Students will be directed to respond to a writing prompt printed in the English Language Arts Booklet. The prompt is part of the secure testing material and is covered by a removable security seal. The directions in this document will prompt you to instruct students to remove a security seal at a specific time during the assessment. Students may remove a security seal only when directed by you, the TA. Once a seal has been removed, it cannot be used to reseal the prompt.

- It is a violation of test security to remove a security seal prior to the designated time during the test administration.
- The security seals may not be removed by anyone at any time prior to the test administration.

Following administration of Section 1, you may dispose of security seals locally. Do not return the security seals with the other testing materials.

MANAGE DAMAGED BOOKLETS

If a student receives a booklet with damaged or missing pages, replace it with a booklet of the same form number and allow the student to continue working. If the student has already begun one or more sections of the assessment, he or she should start working in the new booklet at the point where the defect was discovered and use the new booklet for the remainder of the assessment. After the assessment has been completed, the SAC or his/her designee must transcribe verbatim, in the presence of a professional staff member who will sign the appropriate Test Security Certification form, all of the student’s previous responses into the undamaged booklet. On the new booklet, the SAC or his/her designee must affix a District/School Label. The student’s name, as it appears on the Precode Label, should be placed in the grid on the front cover of this new booklet with the circles filled in. Applicable portions of page 2 of the booklet should also be completed. Do not insert pages from one booklet into another. Multiple documents for one student and loose pages will not be scored.

The SAC should write “DEFECTIVE” on the damaged booklet and apply a “Do Not Score” label over the existing label on the front cover of the damaged booklet and return the damaged booklet to DRC.
TEST MANAGEMENT CONCERNS

Some circumstances during testing require that the TA consult the SAC or contact the DAC. These instances include, but are not limited to, the following:

1. a student cheating
2. test security violation
3. improper test administration
4. student illness (during testing)
GENERAL ORGANIZATION OF THE ASSESSMENT

The Grade 3 English Language Arts assessment consists of four sections that may be scheduled as separate assessment sessions. It is possible to combine multiple sections as a single assessment administration session. The sections must be administered in the sequence in which they are printed in the booklet. The SAC must discuss the schedule with the TA at least one week prior to the administration dates. Adequate time should be scheduled for the preparation of the classroom. The administration times provided below are estimates and are supplied for scheduling purposes only.

<table>
<thead>
<tr>
<th>Section</th>
<th>Content</th>
<th>Selected-Response Questions*</th>
<th>Constructed Response Questions*</th>
<th>Estimated Time Needed (in minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Administrative Tasks</td>
<td>Actual Testing</td>
<td>Total Administration</td>
</tr>
<tr>
<td>1</td>
<td>Writing</td>
<td>20</td>
<td>15–20</td>
<td>55–65</td>
</tr>
<tr>
<td>2</td>
<td>Reading</td>
<td>12</td>
<td>15–20</td>
<td>40–50</td>
</tr>
<tr>
<td>3</td>
<td>Reading</td>
<td>16</td>
<td>15–20</td>
<td>45–55</td>
</tr>
<tr>
<td>4</td>
<td>Reading</td>
<td>12</td>
<td>15–20</td>
<td>40–50</td>
</tr>
</tbody>
</table>

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

EXTENDED TESTING TIME

The 2017 Grade 3 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 close their booklets when they have finished the section of the assessment in which they had been working. Students should keep scratch paper and all other paper on which students have written separate from the booklet. When students are finished testing, rather than keeping the assessment materials closed on students’ desks, TAs must collect all test materials, including scratch paper and all other paper on which students have written.
1. Students who finish early may sit quietly or read for pleasure until all students have finished the assessment.

2. 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.

3. 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.

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

5. TAs should use the testing schedule and/or professional judgment to determine when the testing session should end and when students who have not finished should be provided an extended time setting.

When allowing extended time for an assessment session for students who have not completed the test during the scheduled time:

1. **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.

2. **Do not** allow students to attend any classes or related activities between the original assessment session and the extended assessment session.

3. **Do not** allow any overnight extensions.

4. **Do not** allow students to return to a section after the completion of that section.

**All extended assessment sessions must be monitored by a TA. It is the responsibility of a TA to monitor any extended assessment session, whether in the classroom where the administration was begun or in a separate location.**

**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.

<table>
<thead>
<tr>
<th>Section 1 – ELA: Writing</th>
<th>Section 2 – ELA: Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin on page 6</td>
<td>Begin on page 22</td>
</tr>
<tr>
<td>Questions 1–21</td>
<td>Questions 22–34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 3 – ELA: Reading</th>
<th>Section 4 – ELA: Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin on page 42</td>
<td>Begin on page 62</td>
</tr>
<tr>
<td>Questions 35–51</td>
<td>Questions 52–64</td>
</tr>
</tbody>
</table>

In addition, the following statement must be posted on the chalkboard or dry-erase board:

**Go back to make sure you have answered each question before closing your English Language Arts Booklet.**
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:
1. Be sure each student has the correct booklet.
2. Be sure students understand where and how to mark or write their answers.
3. Follow the directions of the SAC for maintaining assessment security.
4. Help students approach the assessment in a positive manner.
5. Read and understand the Handbook for Secure Test Administration (Appendix A). This document is also posted on these portals:
   a. https://pa.drcedirect.com [Click on ‘Documents’ under the ‘General Information’ tab.]
   b. 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).’]

During test administration:
1. Follow the directions of the SAC for maintaining assessment security.
2. Encourage the class to keep trying. Clarify directions for students needing clarification. The test directions may be repeated to students as needed during the administration; however, the TA may not paraphrase or offer additional information and may not give information that provides clues concerning test questions or answer choices.

Remember: You will need a copy of an English Language Arts Booklet during the administration for demonstration purposes. The booklet must be returned to the SAC at the end of each testing session.

- In some places in this manual, the Test Administrator will be prompted to “demonstrate” to students where specific administration information (such as instruction boxes, page numbers, question numbers, etc.) can be found in the booklet. To help students understand these references, the Test Administrator should hold up a copy of the booklet and point to the relevant information.

- 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.

When ready to start the assessment, the TA should begin with the next section found on the next page of this manual.
GET STARTED

Make sure all students have two sharpened No. 2 pencils with good erasers. Make sure that no student is in possession of a cell phone, camera, smartwatch, or other unauthorized electronic device. **Collect all unauthorized electronic devices prior to distributing any assessment materials.** Distribute to each student an English Language Arts Booklet with the front cover facing up.

English Language Arts Booklets must have a Student Precode Label or a District/School Label if the Student Precode Label is not available.

Say:

Today we will begin the Pennsylvania state assessment in English Language Arts. Each of you should have a Grade 3 English Language Arts Booklet. Do not open your booklet until I tell you to do so.

**DIRECTIONS FOR BARCODE [DISTRICT/SCHOOL OR STUDENT PRECODE] LABELS**

Say:

Look at the cover page of your booklet. In the lower left-hand corner is a barcode label. Check to see if the barcode label has a colored stripe on it.

If the barcode label DOES NOT have a colored stripe, do nothing more at this time.

If the barcode label DOES have a colored stripe, check to make sure that your full name is printed in the boxes near the top of the cover page of the booklet.

If the barcode label DOES have a colored stripe and your name IS NOT printed in the boxes, you must print your name now. Print your last name in the boxes below the words “STUDENT’S LAST NAME.” Start at the left and print one letter in each box. Print as many letters of your last name as will fit in the number of boxes provided. All letters of your last name may not fit in the boxes provided.
Pause while students fill in their last names. **Note:** If any barcode label has an error on it, please contact the SAC. See page 3 of this document for more information on what to do if a student does not have a Student Precode Label. When all students are ready, say:

Now that you have printed your last name, find the words “STUDENT’S FIRST NAME” and print each letter of your first name. You must print your full, legal name. Please do not print a nickname or a shortened first name. Print as many letters of your first name as will fit in the number of boxes provided. All letters of your first name may not fit in the boxes provided.

Pause while students fill in their first names. When all students are ready, say:

Now that you have printed your first name, find the box below the letters “MI.” Print the first letter of your middle name in this box. If you have no middle initial, leave it blank.

Are there any questions?

Answer all questions, then say:

If your name is printed in the boxes, whether it was printed for you or you have just printed it, you must now go back to the first letter of your last name. Find the circle below the box that has the same letter as the one printed in the box. Darken the circle for that letter. Now darken the remaining circles for each letter of your last name. Then, darken the circles for each letter of your first name and the first letter of your middle name.

Walk around the room to check that students are filling in the circles correctly. Please note that students do not need to darken the blank circle beneath blank boxes unless a space is within a student’s name (as in “Mary Lou”) or if a student has no middle initial. If a student has more than one middle name, use the first middle name. Use a hyphen to separate hyphenated names. When all students have completed this task, say:

Are there any questions?

Answer all questions. Then say:

In the bottom right-hand corner of your booklet is a box labeled “CODE OF CONDUCT.” Read the statement inside this box 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, darken the circle inside the box now. If you have questions about the Code of Conduct for Test Takers, raise your hand.

Answer student questions until all understand the Code of Conduct for Test Takers and darken the circle inside the box. (The Code of Conduct for Test Takers is Appendix B of this manual.) Then say:

Open your booklet to page 4. Fold your booklet back so only page 4 is showing. In the middle of the page is a box labeled “ATTENTION.” Read the entire statement in the box now.

Pause while students read the information in the box. When all students have completed this task, say:

Are there any questions?

Answer all questions. When students are ready, continue with the next section found on the next page of this manual.
ADMINISTER SECTION 1—ELA: WRITING

When all students are ready, say:

I will now distribute scratch paper and reference sheets.

Distribute scratch paper and reference sheets. When all students are ready, say:

Now we are ready to begin Section 1—ELA: Writing. For some of the questions, you will choose your answer from among a set of four answer choices. For the writing prompt, you will write your own response. You will record your response to the questions and the writing prompt in your booklet only. Only responses recorded in your booklet will be scored. The PSSA is an untimed assessment. You may take as much time as you need to complete this section. Are there any questions?

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

Unfold your booklet and look at page 5.

Pause while students find the correct page in their booklets. The directions on page 5 of the booklet may be repeated to students as needed during the administration of Section 1. When all students are ready, say:

Look at the directions on page 5. Read the directions silently as I read them aloud.

Directions: On the following pages are the Language questions and the Writing prompt.

Now look at the first box on page 5. It is labeled “Directions for Multiple-Choice Questions.” Read the directions in the first box silently as I read them aloud.

Each question will ask you to select an answer from among four choices.

For the multiple-choice questions:
• Read each question and choose the best answer.
• Only one of the answers provided is correct.
• Record your choice in the booklet.

Are there any questions?

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

Now look at the second box on page 5. It is labeled “Directions for the Writing Prompt.” Read the directions in the second box silently as I read them aloud.

• Review the Writer’s Checklist to help you plan and organize your response.
• Read the writing prompt carefully.
• Write your response in the appropriate space in the booklet.

Are there any questions?

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

Your writing prompt will be covered by a security seal. As soon as you are ready to respond to the writing prompt, you may remove the security seal. To remove the security seal, hold the edge of the security seal with your fingers where you see the words “PEEL HERE.” While holding the page with your other hand, peel the security seal back and remove it completely from the page and set the security seal aside. If you need assistance removing your security seal, raise your hand, and I will help you. Are there any questions?

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

Now look at the reference sheet that I passed out along with your scratch paper.
Pause while students look at the English Language Arts reference sheet. When all students are ready, say:

This is a copy of the Writer’s Checklist that is included in your English Language Arts Booklet on the page facing your writing prompt. You may refer to this checklist at any time while responding to the writing prompt. Are there any questions?

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

Now turn to pages 76 and 77 of your English Language Arts Booklet.

Pause while students look at pages 76 and 77 of the English Language Arts Booklet. When all students are ready, say:

This is an example of the scoring guidelines that professional scorers will use to evaluate your responses to the writing prompt. You may refer to these writing scoring guidelines at any time while responding to the writing prompt.

Are there any questions?

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

We are now ready to start Section 1. Turn to page 6 in your booklet. In the bottom right-hand corner, you will see a “GO ON” arrow.

Point to the arrow in the booklet that you are using for demonstration purposes. If necessary, walk around the room to ensure that all students see the arrow.

This arrow indicates that you are not yet finished with Section 1 and you are to continue on to the next page. Follow the “GO ON” arrows and the directions in the booklet, and continue until you complete all of the multiple-choice questions and the writing prompt in Section 1. At the end of Section 1, you will see a “STOP” sign.

Point to the stop sign on page 19 of the booklet you are using for demonstration purposes. If necessary, walk around the room to ensure that all students see the stop sign.

Remember to complete questions 1 through 21 in Section 1 and to mark only one correct answer for each question in your booklet. If you complete Section 1 before the testing session is over, you may check your work for questions ONLY in Section 1. Do not look ahead to any other part of the booklet. After you have checked your work, make sure you have completely erased wherever you have changed an answer or have made a stray mark in your booklet. Then close your booklet so I will know you have finished. I will collect your test materials when you finish. You may sit quietly or read for pleasure until the rest of the class completes Section 1. Are there any questions?

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

You may begin.

While students are taking the assessment, be available as a resource. When students finish the multiple-choice questions, assist them as necessary to remove the security seal from the writing prompt. 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 test directions and/or direct the student to the correct section of the test. The directions on page 5 of the booklet may be repeated to students as needed during the administration of Section 1. Each Section has a shape or shapes in the header with the number of the Section inside the shape(s) so the Section can be easily identified. There is one circle in the header of all pages in Section 1. While students are taking the assessment, ensure that students are working in the correct section of the test.
Encourage students to try all of the tasks (questions) and to complete the assessment. An incorrect answer is scored the same as a blank answer.

The testing time for this section is estimated to be 55 to 65 minutes, but the actual administration time may vary. Collect test materials, including scratch paper and any other paper on which students have written, when students are finished testing rather than keeping booklets closed on the students’ desks. End the session when most students have completed the section and you are nearing the end of the scheduled time. 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. 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:

**This session will end in about five minutes. Make sure that you have completely erased wherever you have changed an answer or have made a stray mark in your booklet. If you need additional time to complete this section, direction will be provided for you.**

At the end of the scheduled time, say:

**Close your booklet. You will use the same booklet for the remaining sections of the assessment, so make sure your name is on the front cover of your booklet. If you are finished, I will now collect your booklet, reference sheet, scratch paper and any other paper on which you have written, and your testing session will be complete. If you need more time, let me know and you will be provided with an extended session and given additional direction.**

1. If you are continuing the assessment at this time, now is the time to take a short break. Only students who have completed Section 1 may move on to Section 2. Students who need additional time should be provided an extended session setting. For the students moving on to Section 2, say:

   **You are going to take a short break before beginning Section 2, so I will now collect any remaining test materials.**

   Collect any remaining booklets, scratch paper and any other paper on which students have written, English Language Arts reference sheets, and security seals, making sure that each student’s name is on the booklet. Following the short break, go on to “Administer Section 2—ELA: Reading,” found on the next page of this manual.

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, so I will now collect any remaining test materials.**

   Collect any remaining booklets, scratch paper and any other paper on which students have written, English Language Arts reference sheets, and security seals, making sure that each student’s name is on the booklet.

   Used scratch paper and any other paper on which students have written should be returned to the SAC and kept in a secure location until it can be destroyed. Dispose of the security seals locally. Do not return the security seals with the other testing materials. Return all materials (booklets, reference sheets, and used scratch paper and any other paper on which students have written) immediately to the SAC for secure storage. **Note: Do NOT review student responses to test questions for any reason.** Do not review booklets for stray marks.
ADMINISTER SECTION 2—ELA: READING

Make sure all students have two sharpened No. 2 pencils with good erasers. Make sure that no student is in possession of a cell phone, camera, smartwatch, or other unauthorized electronic device. **Collect all unauthorized electronic devices prior to distributing any assessment materials.** Distribute booklets to students, making certain each student has the correct booklet.

Say:

**Check to make sure that your name is on the front cover of the booklet.**

When all students are ready, say:

**I will now distribute scratch paper.**

Distribute scratch paper. When all students are ready, say:

**Now we are ready to begin Section 2—ELA: Reading. You will read passages and answer questions about the passages. For some of the questions, you will choose your answer from among a set of four answer choices. Some questions will have more than one part, and you will select one or more answers in each part. For one question, you will write your own response. You will record your response to all types of questions in your booklet only. Only responses recorded in your booklet will be scored. The PSSA is an untimed assessment. You may take as much time as you need to complete this section. Are there any questions?**

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

**Open your booklet to page 20.**

Pause while students find the correct page in their booklets. **The directions on pages 20 and 21 of the booklet may be repeated to students as needed during the administration of Section 2.** When all students are ready, say:

**Look at the directions on page 20. Read the directions silently as I read them aloud.**

*Directions: On the following pages are the Reading passages and questions.*

Now look at the first box on page 20. It is labeled “Directions for Multiple-Choice Questions.” Read the directions in the first box silently as I read them aloud.

*Some questions will ask you to select an answer from among four choices.*

*For the multiple-choice questions:*
- **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.**
- **Record your choice in the booklet.**

Are there any questions?

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

**Now look at the second box on page 20. It is labeled “Directions for Evidence-Based Selected-Response Questions.” Read the directions in the second box silently as I read them aloud.**

*Some questions will have two parts and will ask you to select one or more answers in each part.*
Continue speaking:

**For the evidence-based selected-response questions:**
- 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.
- Record your answer to Part One in the booklet.
- 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 to 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.
- Record your answer or answers to Part Two in the booklet.

**Are there any questions?**

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

**Now look at page 21.**

Pause while students look at the correct page in their booklets. When all students are ready, say:

**The box on page 21 is labeled “Directions for Short-Answer Questions.” Read the directions in the box silently as I read them aloud.**

**Some questions will require you to write your response.**

**For the short-answer questions:**
- Be sure to read each short-answer question carefully.
- You cannot receive the highest score for a short-answer question without completing all the tasks in the question.
- If the question asks you to do multiple tasks, be sure to complete all tasks.
- You may look back at the passage to help you answer the question.
- Write your response in the appropriate space in the booklet. If you use scratch paper to write your draft, be sure to transfer your final response to the booklet.

**Are there any questions?**

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

**Now look at page 78 in your English Language Arts Booklet.**

Pause while students turn to page 78 in the English Language Arts Booklet. When all students are ready, say:

**This is an example of the scoring guidelines that professional scorers will use to evaluate your responses to short-answer reading questions. You may refer to these reading scoring guidelines at any time while responding to a short-answer reading question. Do not write on this page, as you will use it for other sections of the test. Are there any questions?**

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

**We are now ready to start Section 2. Turn to page 22. In the bottom right-hand corner, you will see a “GO ON” arrow.**

Point to the arrow in the booklet that you are using for demonstration purposes. If necessary, walk around the room to ensure that all students see the arrow.

**This arrow indicates that you are not yet finished with Section 2 and you are to continue on to the next page. Follow the “GO ON” arrows and the directions in the booklet, and continue until you complete all of the multiple-choice questions and evidence-based selected-response questions and the short-answer question in Section 2. At the end of Section 2, you will see a “STOP” sign.**
Point to the stop sign on page 39 of the booklet you are using for demonstration purposes. If necessary, walk around the room to ensure that all students see the stop sign.

Remember to complete questions 22 through 34 in Section 2 and to mark only the required number of correct answers for each question in your booklet. If you complete Section 2 before the testing session is over, you may check your work for questions ONLY in Section 2. Do not look back or ahead to any other part of the booklet. After you have checked your work, make sure you have completely erased wherever you have changed an answer or have made a stray mark in your booklet. Then close your booklet so I will know you have finished. I will collect your test materials, including scratch paper and any other paper on which you have written, when you finish. You may sit quietly or read for pleasure until the rest of the class completes Section 2. Are there any questions?

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

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 test directions and/or direct the student to the correct section of the test. The directions on pages 20 and 21 of the booklet may be repeated to students as needed during the administration of Section 2. Each Section has a shape or shapes in the header with the number of the Section inside the shape(s) so the Section can be easily identified. There are two half circles in the header of all pages in Section 2. While students are taking the assessment, ensure that students are working in the correct section of the test.

Encourage students to try all of the tasks (questions) and to complete the assessment. An incorrect answer is scored the same as a blank answer.

The testing time for this section is estimated to be 40 to 50 minutes, but the actual administration time may vary. Collect test materials, including scratch paper and any other paper on which students have written, when students are finished testing rather than keeping booklets closed on the students’ desks. End the session when most students have completed the section and you are nearing the end of the scheduled time. 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. 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:

This session will end in about five minutes. Make sure that you have completely erased wherever you have changed an answer or have made a stray mark in your booklet. If you need additional time to complete this section, direction will be provided for you.

At the end of the scheduled time, say:

Close your booklet. You will use the same booklet for the remaining sections of the assessment, so make sure your name is on the front cover of your booklet. If you are finished, I will now collect your booklet, scratch paper, and any other paper on which you have written, and your testing session will be complete. If you need more time, let me know and you will be provided with an extended session and given additional direction.

1. If you are moving on to Section 3 at this time, now is the time to take a short break. Only students who have completed Section 2 may move on to Section 3. Students who need additional time should be provided an extended session setting. For the students moving on to Section 3, say:

You are going to take a short break before beginning Section 3, so I will now collect any remaining test materials.
Collect any remaining booklets and scratch paper and any other paper on which students have written, making sure that each student’s name is on the booklet. Following the short break, go on to “Administer Section 3—ELA: Reading,” found on the next page of this manual.

2. 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, so I will now collect any remaining test materials.

   Collect any remaining booklets and scratch paper and any other paper on which students have written, making sure that each student’s name is on the booklet.

Used scratch paper and any other paper on which students have written should be returned to the SAC and kept in a secure location until it can be destroyed. Return all materials (booklets and used scratch paper and other paper on which students have written) immediately to the SAC for secure storage. **Note: Do NOT** review student responses to test questions for any reason. Do not review booklets for stray marks.
ADMINISTER SECTION 3—ELA: READING

Make sure all students have two sharpened No. 2 pencils with good erasers. Make sure that no student is in possession of a cell phone, camera, smartwatch, or other unauthorized electronic device. **Collect all unauthorized electronic devices prior to distributing any assessment materials.** Distribute booklets to students, making certain each student has the correct booklet.

Say:

**Check to make sure that your name is on the front cover of the booklet.**

When all students are ready, say:

**I will now distribute scratch paper.**

Distribute scratch paper. When all students are ready, say:

**Now we are ready to begin Section 3—ELA: Reading. You will read passages and answer questions about the passages. For some of the questions, you will choose your answer from among a set of four answer choices. Some questions will have more than one part, and you will select one or more answers in each part. For one question, you will write your own response. You will record your response to all types of questions in your booklet only. Only responses recorded in your booklet will be scored. The PSSA is an untimed assessment. You may take as much time as you need to complete this section. Are there any questions?**

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

**Open your booklet to page 40.**

Pause while students find the correct page in their booklets. **The directions on pages 40 and 41 of the booklet may be repeated to students as needed during the administration of Section 3.** When all students are ready, say:

**Look at the directions on page 40. Read the directions silently as I read them aloud.**

*Directions: On the following pages are the Reading passages and questions.*

Now look at the first box on page 40. It is labeled “Directions for Multiple-Choice Questions.” Read the directions in the first box silently as I read them aloud.

*Some questions will ask you to select an answer from among four choices.*

*For the multiple-choice questions:*

- 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.
- Record your choice in the booklet.

Are there any questions?

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

**Now look at the second box on page 40. It is labeled “Directions for Evidence-Based Selected-Response Questions.” Read the directions in the second box silently as I read them aloud.**

*Some questions will have two parts and will ask you to select one or more answers in each part.*
Continue speaking:

For the evidence-based selected-response questions:
• 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.
• Record your answer to Part One in the booklet.
• 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.
• Record your answer or answers to Part Two in the booklet.

Are there any questions?

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

Now look at page 41.

Pause while students look at the correct page in their booklets. When all students are ready, say:

The box on page 41 is labeled “Directions for Short-Answer Questions.” Read the directions in the box silently as I read them aloud.

Some questions will require you to write your response.

For the short-answer questions:
• Be sure to read each short-answer question carefully.
• You cannot receive the highest score for a short-answer question without completing all the tasks in the question.
• If the question asks you to do multiple tasks, be sure to complete all tasks.
• You may look back at the passage to help you answer the question.
• Write your response in the appropriate space in the booklet. If you use scratch paper to write your draft, be sure to transfer your final response to the booklet.

Are there any questions?

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

Now look at page 78 in your English Language Arts Booklet.

Pause while students turn to page 78 in the English Language Arts Booklet. When all students are ready, say:

This is an example of the scoring guidelines that professional scorers will use to evaluate your responses to short-answer reading questions. You may refer to these reading scoring guidelines at any time while responding to a short-answer reading question. Do not write on this page, as you will use it for another section of the test. Are there any questions?
Answer all questions. When all students are ready, say:

We are now ready to start Section 3. Turn to page 42. In the bottom right-hand corner, you will see a “GO ON” arrow.

Point to the arrow in the booklet that you are using for demonstration purposes. If necessary, walk around the room to ensure that all students see the arrow.

This arrow indicates that you are not yet finished with Section 3 and you are to continue on to the next page. Follow the “GO ON” arrows and the directions in the booklet, and continue until you complete all of the multiple-choice questions and evidence-based selected-response questions and the short-answer question in Section 3. At the end of Section 3, you will see a “STOP” sign.

Point to the stop sign on page 59 of the booklet you are using for demonstration purposes. If necessary, walk around the room to ensure that all students see the stop sign.

Remember to complete questions 35 through 51 in Section 3 and to mark only the required number of correct answers for each question in your booklet. If you complete Section 3 before the testing session is over, you may check your work for questions ONLY in Section 3. Do not look back or ahead to any other part of the booklet. After you have checked your work, make sure you have completely erased wherever you have changed an answer or have made a stray mark in your booklet. Then close your booklet so I will know you have finished. I will collect your test materials when you finish. You may sit quietly or read for pleasure until the rest of the class completes Section 3. Are there any questions?

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

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 test directions and/or direct the student to the correct section of the test. The directions on pages 40 and 41 of the booklet may be repeated to students as needed during the administration of Section 3. Each Section has a shape or shapes in the header with the number of the Section inside the shape(s) so the Section can be easily identified. There are three triangles in the header of all pages in Section 3. While students are taking the assessment, ensure that students are working in the correct section of the test.

Encourage students to try all of the tasks (questions) and to complete the assessment. An incorrect answer is scored the same as a blank answer.

The testing time for this section is estimated to be 45 to 55 minutes, but the actual administration time may vary. Collect test materials, including scratch paper and any other paper on which students have written, when students are finished testing rather than keeping booklets closed on the students’ desks. End the session when most students have completed the section and you are nearing the end of the scheduled time. 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. 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:

This session will end in about five minutes. Make sure that you have completely erased wherever you have changed an answer or have made a stray mark in your booklet. If you need additional time to complete this section, direction will be provided for you.
At the end of the scheduled time, say:

Close your booklet. You will use the same booklet for the remaining sections of the assessment, so make sure your name is on the front cover of your booklet. If you are finished, I will now collect your booklet, scratch paper, and any other paper on which you have written, and your testing session will be complete. If you need more time, let me know and you will be provided with an extended session and given additional direction.

1. If you are moving on to Section 4 at this time, now is the time to take a short break. Only students who have completed Section 3 may move on to Section 4. Students who need additional time should be provided an extended session setting. For the students moving on to Section 4, say:

You are going to take a short break before beginning Section 4, so I will now collect any remaining test materials.

Collect any remaining booklets and scratch paper and any other paper on which students have written, making sure that each student’s name is on the booklet. Following the short break, go on to “Administer Section 4—ELA: Reading,” found on the next page of this manual.

2. 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, so I will now collect any remaining test materials.

Collect any remaining booklets and scratch paper and any other paper on which students have written, making sure that each student’s name is on the booklet.

Used scratch paper and any other paper on which students have written should be returned to the SAC and kept in a secure location until it can be destroyed. Return all materials (booklets and used scratch paper and other paper on which students have written) immediately to the SAC for secure storage. Note: Do NOT review student responses to test questions for any reason. Do not review booklets for stray marks.
ADMINISTER SECTION 4—ELA: READING

Make sure all students have two sharpened No. 2 pencils with good erasers. Make sure that no student is in possession of a cell phone, camera, smartwatch, or other unauthorized electronic device. **Collect all unauthorized electronic devices prior to distributing any assessment materials.** Distribute booklets to students, making certain each student has the correct booklets.

Say:  

**Check to make sure that your name is on the front cover of the booklet.**

When all students are ready, say:  

**I will now distribute scratch paper.**

Distribute scratch paper. When all students are ready, say:  

**Now we are ready to begin Section 4—ELA: Reading. You will read passages and answer questions about the passages. For some of the questions, you will choose your answer from among a set of four answer choices. Some questions will have more than one part, and you will select one or more answers in each part. For one question, you will write your own response. You will record your response to all types of questions in your booklet only. Only responses recorded in your booklet will be scored. The PSSA is an untimed assessment. You may take as much time as you need to complete this section. Are there any questions?**

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

**Open your booklet to page 60.**

Pause while students find the correct page in their booklets. The directions on pages 60 and 61 of the booklet may be repeated to students as needed during the administration of Section 4. When all students are ready, say:  

**Look at the directions on page 60. Read the directions silently as I read them aloud.**

**Directions: On the following pages are the Reading passages and questions.**

**Now look at the first box on page 60. It is labeled “Directions for Multiple-Choice Questions.” Read the directions in the first box silently as I read them aloud.**

**Some questions will ask you to select an answer from among four choices.**

For the multiple-choice questions:
- **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.**
- **Record your choice in the booklet.**

Are there any questions?

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

**Now look at the second box on page 60. It is labeled “Directions for Evidence-Based Selected-Response Questions.” Read the directions in the second box silently as I read them aloud.**

**Some questions will have two parts and will ask you to select one or more answers in each part.**
Continue speaking:

For the evidence-based selected-response questions:

- 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.
- Record your answer to Part One in the booklet.
- 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.
- Record your answer or answers to Part Two in the booklet.

Are there any questions?

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

Now look at page 61.

Pause while students look at the correct page in their booklets. When all students are ready, say:

The box on page 61 is labeled “Directions for Short-Answer Questions.” Read the directions in the box silently as I read them aloud.

Some questions will require you to write your response.

For the short-answer questions:

- Be sure to read each short-answer question carefully.
- You cannot receive the highest score for a short-answer question without completing all the tasks in the question.
- If the question asks you to do multiple tasks, be sure to complete all tasks.
- You may look back at the passage to help you answer the question.
- Write your response in the appropriate space in the booklet. If you use scratch paper to write your draft, be sure to transfer your final response to the booklet.

Are there any questions?

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

Now look at page 78 in your English Language Arts Booklet.

Pause while students turn to page 78 in the English Language Arts Booklet. When all students are ready, say:

This is an example of the scoring guidelines that professional scorers will use to evaluate your responses to short-answer reading questions. You may refer to these reading short-answer scoring guidelines at any time while responding to a short-answer reading question. Are there any questions?
Answer all questions. When all students are ready, say:

We are now ready to start Section 4. Turn to page 62 in your booklet. In the bottom right-hand corner, you will see a “GO ON” arrow.

Point to the arrow in the booklet that you are using for demonstration purposes. If necessary, walk around the room to ensure that all students see the arrow.

This arrow indicates that you are not yet finished with Section 4 and you are to continue on to the next page. Follow the “GO ON” arrows and the directions in the booklet, and continue until you complete all of the multiple-choice questions and evidence-based selected-response questions and the short-answer question in Section 4. At the end of Section 4, you will see a “STOP” sign.

Point to the stop sign on page 75 of the booklet you are using for demonstration purposes. If necessary, walk around the room to ensure that all students see the stop sign.

Remember to complete questions 52 through 64 in Section 4 and to mark only the required number of correct answers for each question in your booklet. If you complete Section 4 before the testing session is over, you may check your work for questions ONLY in Section 4. Do not look back to any other part of the booklet. After you have checked your work, make sure you have completely erased wherever you have changed an answer or have made a stray mark in your booklet. Then close your booklet so I will know you have finished. I will collect your test materials when you finish. You may sit quietly or read for pleasure while the rest of the class completes Section 4. Are there any questions?

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

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 test directions and/or direct the student to the correct section of the test. The directions on pages 60 and 61 of the booklet may be repeated to students as needed during the administration of Section 4. Each Section has a shape or shapes in the header with the number of the Section inside the shape(s) so the Section can be easily identified. There are four squares in the header of all pages in Section 4. While students are taking the assessment, ensure that students are working in the correct section of the test.

Encourage students to try all of the tasks (questions) and to complete the assessment. An incorrect answer is scored the same as a blank answer.

The testing time for this section is estimated to be 40 to 50 minutes, but the actual administration time may vary. Collect test materials, including scratch paper and any other paper on which students have written, when students are finished testing rather than keeping booklets closed on the students' desks. End the session when most students have completed the section and you are nearing the end of the scheduled time. 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. 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:

This session will end in about five minutes. Make sure that you have completely erased wherever you have changed an answer or have made a stray mark in your booklet. If you need additional time to complete this section, direction will be provided for you.
At the end of the scheduled time, say:

This concludes the 2017 English Language Arts Assessment. Close your booklet. I will now collect your booklet and scratch paper and any other paper on which you have written. If you need more time, let me know, and you will be provided with an extended session and given additional direction.

Collect any remaining booklets and scratch paper and any other paper on which students have written, making sure that each student’s name is on the booklet.

Used scratch paper and any other paper on which students have written should be returned to the SAC and kept in a secure location until it can be destroyed. Return all materials (booklets, used scratch paper and other paper on which students have written) immediately to the SAC for secure overnight storage. **Note: Do NOT** review student responses to test questions for any reason. Do not review booklets for stray marks.
PART IV: AFTER TEST ADMINISTRATION

AFTER TESTING IS COMPLETE

After testing is complete:

1. Make sure student identification information is complete and correct on all students’ booklets.

2. If a student booklet has a barcode label with a colored stripe (a District/School Label), make sure that the SAC or his/her designee has completed the applicable portions of the front cover and page 2 of the booklet are completed by filling in the circles. (See your SAC if you have questions or require further direction.)

3. If a student used any accommodation listed on page 3 of the booklet during the administration of the assessment, make sure that applicable portions of page 3 of the booklet are completed by filling in the circles. (See your SAC or if you have questions or require further direction.)

4. Do **NOT** review test booklets or student responses to test questions for any reason.

RETURN MATERIALS

Assessment materials must be kept secure. All materials, including any unused materials, related to the administration of this assessment must be returned to the SAC.

**Return all assessment materials** to the SAC for secure storage. This includes used and unused booklets, this manual, reference sheets, and used scratch paper and any other paper on which students have written. All assessment materials must be returned to the SAC immediately at the end of the assessment session.

**Reminder:** All used booklets returned to Data Recognition Corporation for processing must have a barcode label (District/School or Student Precode or Do Not Score) affixed to the front cover of the booklet. Do **not** affix a barcode label to any unused booklet.

**Remember:** Every TA involved in the administration of the 2017 English Language Arts Assessment must sign and date a *Test Security Certification (Test Administrator and Proctor)*. When a TA signs and dates the Test Security Certification, that person certifies that all security measures have been followed for this PSSA administration. TAs should return the signed and dated *Test Security Certification (Test Administrator and Proctor)* to the SAC upon completion of the last testing session.

If a test security violation is suspected, contact the School Assessment Coordinator or the Pennsylvania Department of Education at ra-ed-pssa-keystone@pa.gov or 844-418-1651 immediately. If you believe the School Assessment Coordinator may have involvement in the violation, immediately contact the Pennsylvania Department of Education directly at ra-ed-pssa-keystone@pa.gov or 844-418-1651.

**NOTE:** The School Assessment Coordinator has all information on returning assessment materials to Data Recognition Corporation (DRC).
Handbook for Secure Test Administration

Security Statement

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

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

Training and Test Administration Procedures

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

Roles and Responsibilities: Training

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

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

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

Roles and Responsibilities: Test Administration

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

1. DISTRICT ASSESSMENT COORDINATOR TEST SECURITY GUIDELINES

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

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

Update eDIRECT accounts for LEA and school users.

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

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

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

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

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

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

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

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

Ensure that SACs are trained on the Test Accountability and Security information contained in the Handbook for Assessment Coordinators.

Ensure that SACs are trained on the Accommodations Guidelines.

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

Ensure that any individual who will administer and/or proctor the assessment completed the online Pennsylvania State Test Administration Training (PSTAT).

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

Ensure that SACs fully understand the policy regarding electronic devices, including cell phones.

Ensure that all individuals who assist in the administration of the assessment and all individuals who have access to the secure assessment materials have been made aware that they are not in any manner to alter or cause the alteration of any examinee response, assessment booklet, or papers used by examinees.
Communicate to students, parents, and the community what the assessment does and does not measure, when and how it will be administered, and how the results will be used. Refer to the *Handbook for Assessment Coordinators* for a sample Parent Letter.

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

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

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

Distribute tests to School Assessment Coordinator(s) (ship-to-district).

**During Test Administration**

Visit testing sites to ensure successful administration of the assessments.

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

Minimize distractions, including intercom announcements.

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

**After Test Administration**

Collect tests from School Assessment Coordinator(s) (ship-to-district).

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

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

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

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

Sign the Test Security Certification (District Assessment Coordinator).

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

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

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

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

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

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

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

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

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

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

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

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

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

Ensure all students are scheduled for the appropriate assessment.

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

Maintain a contingency plan for unexpected disruptions during testing.

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

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

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

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

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

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

Create Test Sessions in eDIRECT (if testing online)

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

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

**During Test Administration**

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

Ensure that Test Administrators are following proper testing protocol.

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

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

Minimize distractions, including intercom announcements.

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

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

Report testing irregularities/security breaches immediately to the DAC.

**After Each Testing Session**

Collect all materials from Test Administrators.

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

Store testing materials in a locked, secure location.

Destroy only scratch/grid paper and rough drafts.

**After Test Administration**

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

**NOTE:** School Assessment Coordinators should not open or look into answer booklets or test booklets.
In ship-to-school, School Assessment Coordinators should record the UPS Tracking Number for each package, noting the assessment(s) for which it was used and the content of each box. Please keep the number(s) for future reference to document the materials returned to DRC.

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

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

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

3. TEST ADMINISTRATOR/PROCTOR TEST SECURITY GUIDELINES

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

Before Test Administration

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

Complete the PSTAT.

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

Read and understand the Test Security Certification.

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

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

Review the Code of Conduct for Test Takers with students.

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

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

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

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

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

 Appropriately implement required accommodations.

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

Actively monitor testing.

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

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

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

After Each Testing Session

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

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

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

Clear the memory of calculators after each testing session.

After Test Administration

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

4. GENERAL TEST SECURITY GUIDELINES

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

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

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

DO NOT:

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

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

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

Reveal any part of secure copyrighted tests to anyone.

Copy or otherwise reproduce any part of secure tests.

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

Possess unauthorized copies of state tests.

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

During Test Administration

DO NOT:

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

Permit students to have electronic devices in their possession.

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

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

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

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

Define or clarify a word in a test item.
Read aloud any portion of the Literature Keystone Exam.

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

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

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

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

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

**After Test Administration**

**DO NOT:**

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

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

Review student responses in the answer booklet.

Review test booklets containing the test items.

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

Discuss or provide feedback regarding test items.

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

Erase or change student answers.

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

Erase stray marks or darken bubbles.

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

**DO:**

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

Sign the Test Security Certification (General).
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 unapproved electronic devices (e.g., cell phones, smartphones, smartwatches, etc.) other than an approved calculator, if applicable, to the test.
- Share a calculator with others.
- Use the bubbles in the answer booklet to either eliminate possible incorrect answers or possible correct answers. Mark only the bubble for the one correct answer you have chosen.
- Talk with others about questions on the test during or after the test. (Students should be assured that they may discuss the testing process or issues of concern with their parents/guardians.)
- Take notes about the test to share with others.
- Leave an online test session until the session is complete or until instructed to do so.
2017 PSSA Test Security Certification
(Test Administrator and Proctor)

District: __________________________
School: ___________________________
AUN: ____________________________

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

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

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

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

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

_________________________________________  ___________________________  ___________________________
Administrator/Proctor Name             Administrator/Proctor Signature            Date of Signature