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</table>
This manual is to be used for the administration of the Spring 2018 PSSA English Language Arts Assessment. This 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 exam may differ from other assessments the TA has given; therefore, TAs are to become thoroughly familiar with this manual and the procedures for administering the English language arts assessment before the testing window April 9 through 13, 2018.

A. Contact Information Concerning Questions

<table>
<thead>
<tr>
<th>Topic or Subject</th>
<th>Contact Person / Telephone</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Window Exceptions, Opting Out of Testing</td>
<td>Jay Gift / 717-783-1144</td>
<td><a href="mailto:rgift@pa.gov">rgift@pa.gov</a></td>
</tr>
<tr>
<td>Testing Irregularities</td>
<td>Jay Gift / 717-783-1144</td>
<td><a href="mailto:rgift@pa.gov">rgift@pa.gov</a></td>
</tr>
<tr>
<td>ELA, Testing Accommodations (IEP, 504, and Regular Education)</td>
<td>Diane Simaska / 717-346-8064</td>
<td><a href="mailto:dsimaska@pa.gov">dsimaska@pa.gov</a></td>
</tr>
<tr>
<td>ELA, Keystone Exam Literature, EL Accommodations</td>
<td>Rebekah Baum-Leaman / 717-783-6538</td>
<td><a href="mailto:rbaumleama@pa.gov">rbaumleama@pa.gov</a></td>
</tr>
<tr>
<td>Math and General Testing Questions</td>
<td>Charlie Wayne / 717-783-0358</td>
<td><a href="mailto:cwayne@pa.gov">cwayne@pa.gov</a></td>
</tr>
<tr>
<td>Science and General Testing Questions, Notify Changes in Testing Dates and/or Times</td>
<td>Craig Weller / 717-525-5825</td>
<td><a href="mailto:crweller@pa.gov">crweller@pa.gov</a></td>
</tr>
<tr>
<td>DRC PA Customer Service</td>
<td>800-451-7849</td>
<td><a href="mailto:PACustomerService@DataRecognitionCorp.com">PACustomerService@DataRecognitionCorp.com</a></td>
</tr>
<tr>
<td>Test Security – please email for a more rapid and efficient response</td>
<td>844-418-1651</td>
<td><a href="mailto:ra-ed-PSSA-Keystone@pa.gov">ra-ed-PSSA-Keystone@pa.gov</a></td>
</tr>
</tbody>
</table>

B. Maintain Exam Security

The PSSAs are a measure of individual student achievement conducted by the Pennsylvania Department of Education (PDE). Any deviation from the exam procedures outlined in this manual (including, but not limited to, group work, teacher coaching, teaching or releasing of the performance tasks or exam questions, using old non-released Pennsylvania assessment items as preparation tools, etc.) is strictly prohibited and is considered a violation of exam security. (This prohibition does not include the use of the PSSA Item and Scoring Samplers available on PDE’s website.) Those individuals who divulge exam questions, falsify student scores, or compromise the integrity of the state assessment system in any manner will be subject to professional disciplinary action under the Professional Educator Discipline Act, 24 P.S. § 2070.1a et seq, including a private reprimand, a public reprimand, a suspension of their teaching certificate(s), a revocation of their teaching certificate(s), and/or a suspension or prohibition from being employed by a charter school. In this regard, an educator is any individual who holds public or private academic school certification and all charter and cyber charter school staff members and contracted educational providers who would be required to hold certification if they served in a traditional public school.
In order to ensure the validity and security of the PSSA, all TAs and Proctors should read and understand the Handbook for Secure Test Administration. The Handbook for Secure Test Administration is Appendix A of this manual; this document is also posted on the PDE website:

www.education.pa.gov [Roll over ‘K–12’ in the dark blue bar across the top of the page. Select ‘Assessment and Accountability.’ Click on the link that reads ‘Continue to Pennsylvania System of School Assessment (PSSA) Information’ under the paragraph titled “Pennsylvania System of School Assessment (PSSA).” Then click on ‘Administration Materials.’]

Students may not discuss, disseminate, or otherwise reveal the assessment content to others. This includes talking with others about questions on the test during or after the test. Students will be subject to discipline based on the LEA's policy and procedures. Students should be assured that they may discuss the testing process or issues of concern with their parents/guardians.

1. **Test Security**
   a. TAs must complete the online Pennsylvania State Test Administration Training (PSTAT), found at www.pstattraining.net, once every school year for which they are a TA or proctor. The PSTAT must be completed prior to working on any PSSA tasks.
   b. District Assessment Coordinators (DACs), School Assessment Coordinators (SACs), TAs, Principals, and all other individuals who are involved in this assessment program must maintain the security of all exam materials. Together, they share the responsibility for ensuring that all exam 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:
      i. Except where allowed by a specific written accommodation, only students being tested are allowed to view the content of the exam materials.
      ii. No secure materials from the assessment may be copied, photographed, or recorded in any manner.
      iii. Student responses must not be reviewed for accuracy or completeness by anyone other than the student.
      iv. Students may not review responses at any time other than during the administration of a test.
   c. It is required that TAs, Proctors, and any other individual who handles secure assessment materials sign a Test Security Certification. The Test Security Certification must be signed after the assessments have been administered.

2. **Reporting Irregularities**

   If a test security violation is suspected, contact the SAC immediately. If you believe the SAC may have involvement in the violation, immediately contact PDE directly at ra-ed-pssa-keystone@pa.gov or 844-418-1651. Sending an email with a detailed subject line will provide a faster response from PDE than calling the toll-free number. Please ensure that you only utilize the email account or telephone number provided here.

3. **Avoiding Inappropriate Test-Taking Strategies**

   Every booklet will be processed by scanners that detect pencil marks. As such, it is not appropriate to have students taking a paper assessment eliminate answers by striking through an answer bubble or by bubbling multiple answers and later erasing. Students must mark their final response in the booklet. Students must not discuss, disseminate, or otherwise reveal the assessment content to others.
4. Storing Secure Materials

All booklets are considered secure materials and must be kept in a preselected, locked, secure storage area at both the district and school levels. Secure materials must never be left unattended or in open areas. TAs must not be given access to secure test materials before the administration day. TAs should only be given access to secure test materials immediately preceding test administration. **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.

   a. The *Directions for Administration Manuals* are not considered secure test materials and should be provided to TAs prior to the assessment for review.

   b. Each student taking the PSSA will receive **one booklet per subject**.

   c. Scratch paper and any other paper on which students have written is considered secure and must be collected at the end of each testing session to be destroyed by the SAC or his/her designee.

All secure testing materials must be inventoried, counted, and returned immediately to the SAC or his/her designee after testing is completed. Individual restroom breaks during testing are permitted but require monitoring. Materials must be kept secure after each testing session and prior to shipping to Data Recognition Corporation (DRC).
A. **Summary of the Test Administrators’ Responsibilities**

1. Complete the Pennsylvania State Test Administration Training (PSTAT) online module, prior to working as a TA, one time per year (this satisfies both the PSSA and Keystone Exam requirement for the school year).

2. Become familiar with the exam administration procedures provided in this document, the *Directions for Administration Manual*.

3. Receive student assessment materials from the SAC immediately prior to the testing session on the day during which he or she is scheduled to be a TA (or Proctor) for the PSSA Grade 3 English Language Arts Assessment.

4. Alert the SAC if any student information on the label or bubbled in is incorrect and needs to be changed.

5. Distribute booklets to students at the time of the assessment.

6. Read the directions for administration to students at the start and end of each PSSA assessment for which he or she is a TA.

7. Actively monitor the assessment environment during the scheduled testing time.

8. Collect, account for (including counting the number received and returned), and return all student assessment materials to the SAC or his/her designee at the end of each assessment session.

9. Return the reference sheet, all scratch paper, and any other paper on which students have written to the SAC or his/her designee at the end of each assessment session.

10. Review, understand, and return the signed and dated *Test Security Certification (Test Administrator and Proctor)* to the SAC at the end of the final PSSA administration for which he or she is a TA or Proctor.

B. **Follow the Exam Schedule Set by the School Assessment Coordinator**

The Spring 2018 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 better student 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.

The assessment consists of **three sections. Each must be administered in the sequence in which they are printed** in the booklet. It is possible to combine multiple sections as a single testing session. The SAC must discuss the schedule with TAs at least one week prior to the assessment dates. Please note that some sections may require more time than others. See “General Organization of the Assessment” for more information on administration and testing times.
C. Considerations for Test Administration

The procedures listed below must be followed prior to administering the Spring 2018 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 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).’ Then click on ‘Test Administrator Materials.’]

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 must 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. 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 Label, rather than a Student Precode Label, ensure that the SAC or his/her designee has bubbled in all appropriate information on pages 1 and 2 (see “Reviewing Barcode (District/ School or Student Precode) Labels” on page 14 of this document).

5. Prior to the assessment, be aware of test accommodations that are outlined in the current PSSA and Keystone Accommodations Guidelines and in the current Accommodations Guidelines for English Learners (e.g., “Test Administrator transcribed student responses,” “Extended time”). These documents are posted on the following 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).’ Then click on ‘Testing Information.’]

Not all accommodations that are provided on a day-to-day basis in the classroom are approved for use with the PSSA; however, all accommodations in IEPs or 504 Plans must be considered when planning for the administration of the PSSA.
6. A form number is on the front cover of each booklet. For the Spring 2018 English Language Arts Assessment, there are nine (9) forms labeled 01 through 09.

7. Review and understand the Test Security Certification form found in Appendix B (contact your SAC if you need more information).

8. If a test security violation is suspected, contact the SAC immediately. If you believe the SAC may have involvement in the violation, immediately contact PDE directly at ra-ed-psa-keystone@pa.gov or 844-418-1651. Sending an email with a detailed subject line will provide a faster response from the PDE than calling the toll-free number. Please ensure that you only utilize the email account or telephone number provided here.

D. 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, smartphones, smartwatches, or any other unapproved electronic devices in their possession during the administration of the assessment. Students must be informed of this policy in advance and should be encouraged to leave such items at home on administration days. The TA must collect all such devices prior to distributing assessment materials.

3. PDE encourages districts and schools to inform students before testing begins of the locally determined ramifications/sanctions for student misconduct during the PSSA assessments. 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, which is in Appendix C of this manual and is also found in the PSSA Handbook for Assessment Coordinators, with all students prior to the scheduled exam 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 fill in the appropriate bubble indicating that they understand the Code of Conduct for Test Takers that their TA (or other school personnel) has 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 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 in the booklet or on scratch paper, but they must write their answers in the 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). These multiple-choice and evidence-based selected-response questions and answer choices are found in the booklet. Students will read each question and record their answer or answers in the spaces provided in their booklets only. Responses written or marked on scratch paper and any other paper on which students have written will not be scored.

10. The English Language Arts assessment also includes questions that require students to write a response (short-answer questions). For all questions students will read each question and record their response(s) in the spaces provided in the booklet. Responses written on scratch paper and any other paper will not be scored.

<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 unapproved 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>

E. Prepare the Classroom for 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 2018 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. Any materials that may contain content that could be tested must be removed or covered.

The Pennsylvania General Scoring Guidelines for Reading Short-Answer Questions may be displayed in the classroom. Additionally, each student may have a copy of the guidelines on his or her desk, but it must be a clean copy.
Student seating must be arranged to prevent student interaction during the assessment sessions. A quiet, calm atmosphere is conducive to concentration on the assessment. 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. Students should not be permitted 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 must be available for students.

**F. Required Assessment Materials**

The SAC will provide the TA with the appropriate assessment 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. Every 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) by the DAC or SAC.

**G. Organize the Assessment Materials**

*For the Test Administrator:*

1. One Spring 2018 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 to use for demonstration purposes

*For each student taking the assessment:*

1. One booklet with a Student Precode Label or a District/School Label (There are nine different forms labeled from 01 through 09.)
2. One copy of the English language arts grade 3 reference sheet
3. Two sharpened No. 2 pencils with good erasers
4. Scratch paper for each section
H. 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, the student 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 all of the student’s previous responses into the undamaged booklet. It is recommended that the transcription take place in the presence of a professional staff member who will sign the appropriate Test Security Certification form. The student may not transcribe answers. On the new booklet, the SAC or his/her designee must affix a District/School Label, write the student’s name (as found in PIMS) on the front cover, and fill in the corresponding bubbles. Applicable portions of page 2 of the booklet should also be completed by the SAC or his/her designee. Do not insert pages from one booklet into another. Multiple documents for one student and loose pages will not be scored.

The TA should give the damaged booklet to the SAC. The SAC will apply a “Do Not Score” label over the existing label on the front cover of the damaged booklet and return it to DRC.

I. 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. Student cheating
2. Test security violation
3. Improper test administration
4. Student illness (during testing)

Issues requiring additional directions and any circumstances not outlined in this DFA may need to be resolved with the SAC and/or DAC and/or PDE. Any test security violation should be reported to the SAC.

If the TA believes the SAC is in violation of test security, he or she should contact PDE. For violations by the DAC, contact PDE at ra-ed-pssa-keystone@pa.gov or 844-418-1651. Sending an email with a detailed subject line will provide a faster response from PDE than calling the toll-free number. Please ensure that you only utilize the email account or telephone number provided here.
J. General Organization of the Assessment

The Grade 3 English Language Arts Assessment consists of **three sections**. It is recommended that each section be scheduled as a separate assessment session; however, it is permissible 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 booklets.** 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 following administration times are estimates and are supplied for scheduling purposes only.

<table>
<thead>
<tr>
<th>Section</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></td>
<td>Administrative Tasks</td>
</tr>
<tr>
<td>1</td>
<td>18</td>
<td>1</td>
<td>15–20</td>
</tr>
<tr>
<td>2</td>
<td>16</td>
<td>1</td>
<td>15–20</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>1</td>
<td>15–20</td>
</tr>
</tbody>
</table>

* Selected-response questions include multiple-choice questions and evidence-based selected-response questions. Constructed-response questions include short-answer questions.*

K. Code of Conduct for Test Takers

The **Code of Conduct for Test Takers** (Appendix C) provides requirements that students must follow before, during, and after each assessment. It is important that the **Code of Conduct for Test Takers** be reviewed with all students and that all questions are answered such that all students understand each point in this code of conduct before the testing day. Prior to starting the assessment, students will be required to darken a bubble in their booklet to indicate that they understand the **Code of Conduct for Test Takers** that was reviewed with them by their TA (or other school employee). TAs must be prepared to answer any questions about the **Code of Conduct for Test Takers** so that all students can acknowledge their understanding of the requirements. Students should be assured that they may discuss the testing process or issues of concern with their parents/guardians.

L. Display Assessment Information

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

<table>
<thead>
<tr>
<th>Section 1 – ELA</th>
<th>Section 2 – ELA</th>
<th>Section 3 – ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin on page 6</td>
<td>Begin on page 26</td>
<td>Begin on page 48</td>
</tr>
<tr>
<td>Questions 1–19</td>
<td>Questions 20–36</td>
<td>Questions 37–55</td>
</tr>
</tbody>
</table>

In addition, the following statement must be displayed on the chalkboard, dry-erase board, or other easily visible medium:

“**Go back to make sure you have answered each question before closing your booklet.**”
**M. Extended Testing Time**

The PSSA 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 they have written separate from their booklets. TAs must collect all test materials, including scratch paper and all other paper on which students have written, when students are finished rather than keeping the assessment materials closed on the students’ desks.

1. Students who finish early may sit quietly or read for pleasure until all students have finished the assessment. Reading for pleasure includes magazines along with fiction text such as novels, short stories, poetry, etc. The following are not allowed: reading text that discusses particular skills in the areas of English language arts. Written work/drawing/coloring of any kind is prohibited to ensure students are not recording secure test content.

2. TAs should follow the direction of the SAC to determine when the assessment session should end and when students who have not finished should be provided an extended-time setting. This may involve using professional judgment. As a general guideline, the assessment session should be ended when all students indicate they have finished an assessment section. All students should complete each section within a school day, and sections must be scheduled so that there is enough time to complete the section within the school day.

3. Any student 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 educationally valid. Not permitting ample time for students to complete the assessment section may impact performance.

4. 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 work slowly may require extended time. Special assessment situations should be arranged for these students.

5. When allowing extended time for an assessment session for a portion of the student population:
   a. 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 session.
   b. Do not allow students to attend any classes or related activities between the original assessment session and the extended session.
   c. Do not allow any overnight extensions.
   d. Do not allow students to return to a section after the completion of that section.

6. Do not allow the extended assessment session to be administered without monitoring. It is the responsibility of a TA to monitor any extended sessions, whether in the classroom where the assessment was begun or in a separate location.

7. When all students have indicated that they have finished an assessment section, end the session. Students may return to regular activities, or the administration of the next section may begin.
N. Assessment 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 (correct student name [as found in PIMS]).
2. Be certain to direct students as to where and how to mark or write their answers.
3. Follow the directions of the SAC and this manual for maintaining assessment security.
4. Establish an environment that encourages students to approach the assessment in a positive manner.
5. Read and follow the Handbook for Secure Test Administration (Appendix A). This document is also posted on this portal:

   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).” Then click on ‘Test Administrators Materials.’]

During test administration:

1. Follow the directions of the SAC for maintaining assessment security.
2. 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.
3. It is acceptable to encourage the group of students to keep trying.

   Remember: You will need a copy of a 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 TA 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 TA 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 TA.

When ready to start the assessment, the TA should begin with Part III: Directions for Administering the Assessment on the next page of this manual.
A. Getting Started with the Assessment

Make sure all students have two sharpened No. 2 pencils with good erasers. Students are not to have in their possession a cell phone, camera, smartphone, smartwatch, or other unapproved electronic device. Collect all unapproved electronic devices prior to distributing any assessment materials.

Say:

Welcome to the PSSA. I will now distribute the booklets. Do not open your booklet until I tell you to do so.

First, distribute booklets with front covers facing up.

Booklets must have a Student Precode Label or a District/School Label if the Student Precode Label is not available. Contact the SAC if you do not have a labeled booklet for each student. If a Student Precode Label is not on a student’s booklet, the SAC or his/her designee should have printed the student’s name (as the name appears in PIMS) on the front cover, bubbled in the letters corresponding to the name, and written in the student’s birth date and PAsecureID on page 1.

Note: A form number is on the front cover of each booklet. There are nine (9) different forms labeled 01 through 09.

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.
B. Reviewing Barcode (District/School or Students Precode) Labels

Say:

Look at the front cover 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, check to make sure your full name and birth date are correct. Raise your hand if you find an error.

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

If the barcode label DOES have a colored stripe and your name IS NOT printed in the boxes, please raise your hand.

If the label on a student’s booklet has a colored stripe, but the student’s name is not printed in the boxes, contact your SAC immediately to obtain the student’s name, PAsecureID, and birth date as it appears in PIMS. The student may work on the assessment while the SAC obtains the student’s name, PAsecureID, and birth date. Either you, the SAC, or the SAC’s designee must fill in the information for the student. The student information must include the student’s name as it appears in PIMS, birth date, and PAsecureID.

Note: If any barcode label has an error on it, please contact the SAC.

When all students are ready, 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. “I have read, or have had read to me, the ‘Code of Conduct for Test Takers.’ By marking this bubble, I verify that I understand the directions in the code.” 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 C of this manual.) When students are ready, continue with the next section.
C. Administer Section 1—ELA

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. For some of the questions, you will choose your answer from among a set of four answer choices. For other questions, 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 responses to the 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 4.

Pause while students find the correct page in their booklets. The directions on pages 4 and 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 4. Read the directions silently as I read them aloud.

On the following pages are the English Language Arts questions. There are four types of questions in this section.

Now look at the first box on page 4. It is labeled “Conventions of Standard English 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:
• 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 4. It is labeled “Reading Passage Multiple-Choice Questions.” Read the directions in the second 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 first box on page 5. It is labeled “Reading Passage Evidence-Based Selected-Response Questions.” Read the directions in the 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.

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 the second box on page 5. It is labeled “Reading Passage Short-Answer Questions.” Read the directions in the second box silently as I read them aloud.

Other 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 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 scoring guidelines that professional scorers will use to evaluate your response to the short-answer question. You may refer to these scoring guidelines at any time while responding to the short-answer questions.

Now turn to page 70 of your booklet.

Pause while students look at page 70 of the booklet. When all students are ready, say:

The scoring guidelines that professional scorers will use to evaluate your response to the short-answer question are also on page 70 of your booklet. 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 follow the directions in your booklet. Continue until you complete all of the multiple-choice questions and the short-answer questions in Section 1. At the end of Section 1, you will see a “STOP” sign in your booklet.

Point to the stop sign on page 23 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 19 in Section 1 and to mark only the required number of correct answers for each multiple-choice question in your answer 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 section in your 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. 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 4 and 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 50 to 60 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 the booklet. If you are finished, I will collect your booklets, reference sheets, scratch paper, and any other paper on which you may have written. If you need more time, let me know, and you will be provided with an extended session and given additional direction.
• 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 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, reference sheets, scratch paper, and any other paper on which students have written, making sure that each student’s name is on the booklet. All assessment materials must remain secure at all times. Following the short break, go on to “Administer Section 2—ELA,” found on page 19 of this manual.

• 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, reference sheets, 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, reference sheets, 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 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.
D. Administer Section 2—ELA

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, smartphone, 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 have the correct booklets, 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 2—ELA. 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 responses to the 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 24.

Pause while students find the correct page in their booklets. The directions on pages 24 and 25 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 24. Read the directions silently as I read them aloud.

Directions: On the following pages are the English Language Arts questions. There are three types of questions in this section.

Now look at the first box on page 24. It is labeled “Reading Passage 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 24. It is labeled “Reading Passage Evidence-Based Selected-Response Questions.” Read the directions in the 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.*

**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 the box on page 25. It is labeled “Directions for Short-Answer Questions.” Read the directions in the second box silently as I read them aloud.**

*Other 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 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 scoring guidelines that professional scorers will use to evaluate your response to the short-answer question. You may refer to these scoring guidelines at any time while responding to the short-answer questions.**

**Now turn to page 70 of your booklet.**

Pause while students look at page 70 of the booklet. When all students are ready, say:

**The scoring guidelines that professional scorers will use to evaluate your response to the short-answer question are also on page 70 of your booklet. Are there any questions?**

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

**We are now ready to start Section 2. Turn to page 26 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 2 and you are to continue on to the next page. Follow the “GO ON” arrows and follow the directions in the booklet. 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 in your booklet.

Point to the stop sign on page 45 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 20 through 36 in Section 2 and to mark only the required number of correct answers for each multiple-choice 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 parts 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 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 24 and 25 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 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 them 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 each booklet. If you are finished, I will collect your booklets, reference sheets, scratch paper, and any other paper on which you may have written. If you need more time, let me know, and you will be provided with an extended session and given additional direction.
• 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 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, reference sheets, scratch paper, and any other paper on which students have written, making sure that each student's name is on the booklet. All assessment materials must remain secure at all times. Following the short break, go on to “Administer Section 3—ELA,” found on the next page of this manual.

• 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, reference sheets, 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 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.
E. Administer Section 3—ELA

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 have the correct booklets, 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 3—ELA. For some of the questions, you will choose your answer from among a set of four answer choices. For other questions, 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 the 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 46.**

Pause while students find the correct page in their booklets. The directions on pages 46 and 47 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 46. Read the directions silently as I read them aloud.**

**Directions: On the following pages are the English Language Arts questions. There are four types of questions in this section.**

**Now look at the first box on page 46. It is labeled “Conventions of Standard English 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:**
- 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 46. It is labeled “Reading Passage Multiple-Choice Questions.”
Read the directions in the second 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 page 47.

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

The first box on page 47 is labeled “Reading Passage Evidence-Based Selected-Response Questions.”
Read the directions in the 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.

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 the second box on page 47. It is labeled “Reading Passage Short-Answer Questions”
Read the directions in the second box silently as I read them aloud.

Other 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 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 scoring guidelines that professional scorers will use to evaluate your response to the short-answer question. You may refer to these scoring guidelines at any time while responding to the short-answer questions.

Now turn to page 70 of your booklet.

Pause while students look at page 70 of the booklet. When all students are ready, say:

The scoring guidelines that professional scorers will use to evaluate your response to the short-answer question are also on page 70 of your booklet. Are there any questions?

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

We are now ready to start Section 3. Turn to page 48 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 3 and you are to continue on to the next page. Follow the “GO ON” arrows and follow the directions booklet. 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 in your booklet.

Point to the stop sign on page 65 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 37 through 55 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 in your 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 or written on your reference sheet. 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 46 and 47 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 50 to 60 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 them 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 or written on your reference sheet. 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 2018 English Language Arts Assessment. Close your booklet. I will now collect your booklets. If you need more time, let me know, and you will be provided with an extended session and given additional direction.*

Collect the booklets, making sure that each student’s name is on the booklet. Say:

*I will now collect your scratch paper, reference sheets, and any other paper on which you may have written.*

Collect scratch paper, reference sheets, and any other paper on which students have written. Used scratch paper, reference sheets, and any other paper on which students have written should be returned to the SAC and kept in a secure location until they can be destroyed. 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.
A. After Testing is Complete

After testing is complete:

1. Make sure each student turned in his/her booklet.

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

3. 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 by printing the student’s name (as found in PIMS) and filling in the bubbles. (See your SAC if you have questions or require further direction.)

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

5. Do NOT review booklets or check the response pages of the booklet for content, accuracy, completeness, or stray marks.

6. Review the Test Security Certification, which is found in Appendix B. Contact your SAC if you need more information.

B. 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 or his/her designee.

Return all assessment materials to the SAC or his/her designee for secure storage. This includes used and unused booklets, this manual, English Language Arts 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, 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 2018 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 or his/her designee upon completion of the last testing session.

If a test security violation is suspected, contact the SAC immediately. If you believe the SAC may have involvement in the violation, immediately contact the Pennsylvania Department of Education at ra-ed-pssa-keystone@pa.gov or 844-418-1651. Sending an email with a detailed subject line will provide a faster response from the PDE than calling the toll-free number. Please ensure that you only utilize the email account or telephone number provided here.

Note: The SAC has all information on returning assessment materials to Data Recognition Corporation (DRC).
Appendix A:

Handbook for Secure Test Administration
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 completing all of the PSTAT trainings provided by PDE for the DACs, SACs, and TAs/Proctors. DACs must complete the DRC training on receiving and packaging materials. 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. The DAC is responsible for ALL training in the LEA with primary responsibility for the direct training of School Assessment Coordinators (SACs). In some LEAs the DAC may train the LEA-level staff who handle and/or have access to secure test material.

The SAC receives training from the DAC and must also complete both the PSTAT training for SACs and for TAs/Proctors. 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 TAs/Proctors must complete the PSTAT training for TAs/Proctors. The TAs/Proctors are responsible for administering the assessment and monitoring students during the assessment.

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 of each individual in test administration. In some cases the responsibilities may overlap between or among DACs, SACs, and/or TAs/Proctors. 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: Administer the assessment using the best practices and with fidelity to the administrative guidelines; keep the assessment materials secure and confidential; 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 – DAC**

Complete the PSTAT trainings for the administration of the assessments annually.

Complete the *Accommodations Guidelines* training annually.

Update eDIRECT accounts for LEA and school users.

Review the *Handbook for Assessment Coordinators (HAC)*, *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 breaks during test administration and keeping test and answer booklets secure.

Develop and maintain the LEA’s procedure for handling disruptions during test administration and keeping test and answer booklets secure.

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 prior to conducting any of their assigned work. (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 are instructed in test security protocols and procedures.

Ensure that any individual who will administer and/or proctor the assessment annually completes the online Pennsylvania State Test Administration Training (PSTAT).
Ensure that all individuals involved in the handling and/or administration of the assessment receive 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 receive instruction on the policy regarding all electronic devices (e.g., cell phones, smartphones, smartwatches, cameras, etc.).

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 that which 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 have been provided the policy regarding all electronic devices (e.g., cell phones, smartphones, smartwatches, cameras, etc.).

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. (In some circumstances LEAs have been directed by PDE not to use the teacher-of-record to administer the assessment to his/her students.)

Inventory secure materials 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 – DAC**

Monitor testing sites to ensure administration of the assessments in accordance with PDE policies and procedures.

Ensure that sections/modules are started and completed in the same day as per the LEA testing schedule.

Instruct all school staff to minimize distractions, including intercom announcements.

Testing irregularities/security breaches must immediately be reported to the Pennsylvania Department of Education. For the most rapid response, irregularities and/or allegations should be reported to PDE via ra-ed-pssa-keystone@pa.gov. You may also report by phone at 844-418-1651; however, using the telephone may delay the response.

**After Test Administration – DAC**

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

Complete the Materials Accountability Form after inventorying, packaging, and returning the materials to the 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.

Sign the Test Security Certification (District Assessment Coordinator).

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.

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 – SAC

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

Complete the PSTAT training for SACs and for TAs/Proctors annually.

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 testing 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 (review the 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 receive instruction regarding test security protocols and procedures.

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

Ensure that all individuals who will administer and/or proctor the assessment complete the Pennsylvania State Test Administration Training (PSTAT).

Ensure that all individuals involved in the handling and/or administration of the assessment receive instruction that all assessment materials must remain secure. This includes all assessment booklets and other materials containing secure assessment questions and student responses that must be kept secure and precisely accounted for in accordance with the procedures specified in the Handbook for Assessment Coordinators.

Ensure that all TAs/Proctors are instructed on the policy regarding electronic devices (e.g., cell phones, smartphones, smartwatches, cameras, etc.).

Ensure that all individuals who assist in the administration of the assessment and all individuals who have access to the secure assessment materials are instructed 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 the PAsecureID list (refer to the *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 and tools that model the testing mode (online).

Maintain a contingency plan for breaks and for disruptions during testing.

Ensure monitoring software or 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 educationally appropriate.

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

Provide the appropriate testing environment for each student requiring an accommodation.

Inventory tests received 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 shipping or ordering mistakes immediately.

Create Test Sessions in eDIRECT (if testing online).

Put labels on answer booklets (Do not open test booklets while labeling).

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

**During Test Administration – SAC**

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 protocols.

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.

If there is a disruption (e.g., fire alarm, power outage) ensure the safety of students at all times, and take appropriate precautions concerning the security of the test and answer booklets.

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

Make sure that sections/modules are started and completed in the same day.
Minimize distractions, including intercom announcements.

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

Report testing irregularities/security breaches immediately to the DAC. If the DAC is unavailable for an extended time or has any involvement in the testing irregularity, PDE must be contacted directly. For the most rapid response, irregularities and/or allegations should be reported to PDE via ra-ed-pssa-keystone@pa.gov. You may also report by phone at 844-418-1651; however, using the telephone may delay the response.

**After Each Testing Session – SAC**

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 scratch/grid paper, rough drafts and any other paper on which students have written.

**After Test Administration – SAC**

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 answer booklets or test booklets or review test items.

In ship-to-school LEAs, 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. Maintain the number(s) for future reference to document that the materials were 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. For the most rapid response, allegations should be referred to ra-ed-pssa-keystone@pa.gov or report by phone at 844-418-1651 (using the telephone report may delay the response).

### 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 – TA/Proctor

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

Annually complete the PSTAT.

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

Read and understand the Test Security Certification.

Remove or cover with opaque materials all classroom instructional materials or any other materials that could aid students in answering test items.

Make sure the testing environment is secure and educationally appropriate.

Review the Code of Conduct for Test Takers with students prior to the day of testing and respond to all student questions.

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 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 – TA/Proctor

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 assigned workstation (online test).

Appropriately implement required accommodations.

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

Actively monitor testing. Test Administrators should take positions with the best vantage points and continually move around the testing site to ensure students are adhering to the instructions given and are in the correct session. Ascertain that students are not using inappropriate item elimination strategies or making stray marks in the answer bubbles. Test Administrators/Proctors must not be engaged in off task activities such as working on electronic devices, talking with colleagues, or grading student work.

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.

If there is a disruption (e.g., fire alarm, power outage) ensure the safety of students at all times, and take appropriate precautions concerning the security of the test and answer booklets.

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. Reading for pleasure includes magazines along with fiction text such as novels, short stories, poetry, etc. The following are not allowed: reading informational text including topics that discuss a particular skill in the areas of reading and writing. For example, students should not be reading a text that explains how to write a good essay or how to develop a text dependent analysis response. 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 – TA/Proctor

Return all scratch/grid paper, rough drafts or any other paper on which students have written 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 before and after each testing session.

After Test Administration – TA/Proctor

Sign the Test Security Certification (Test Administrator/Proctor) and return it to the SAC.

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 items 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 copyrighted materials to anyone.

Copy or otherwise reproduce any part of copyrighted materials.

Review and/or provide answers to test items to students. This includes using any of the test items for instructional purposes.

Possess unauthorized copies of state tests.

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

**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 unauthorized 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 students feedback of any kind including indicating items students may not have answered correctly). This prohibition applies to, but is not limited to, Personal Care Aides (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.

Deviate from any of the read-aloud rules for any portion of the assessments. (The *Pennsylvania Read-Aloud and Scribing Guidelines for Operational Assessments* can be found on the PDE website.)

Read aloud any part of the assessments that will cue the correct answer(s) 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, unless approval is granted by PDE. Test booklets will be returned to students 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 document.

Play music while students are taking the test.
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. This includes using any of the test items for instructional purposes.

Review student responses in the answer booklet.

Read or review test booklets or answer booklets containing the test items.

Alter, influence, or interfere with a test response in any way, fill in any unanswered items, 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 or make any alteration to a student’s test.

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

DO:

Immediately report testing irregularities/security breaches. TAs/Proctors should report to the School Assessment Coordinator/Building Principal; SACs should report directly to the DAC. In either case if the appropriate coordinator, whether SAC or DAC, is unavailable for an extended time or has any involvement in the testing irregularity, contact PDE directly. For the most rapid response, irregularities and/or allegations should be reported to PDE ra-ed-pssa-keystone@pa.gov. You may also report by phone at 844-418-1651; however, using the telephone may delay the response.

Sign the Test Security Certification (General).
Appendix B:

PSSA Test Security Certification

(Test Administrator and Proctor)
2018 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
Appendix C:

Code of Conduct for Test Takers
CODE OF CONDUCT FOR TEST TAKERS

DO...

- Listen to, read, and follow all directions given.
- Ask questions if you do not understand the directions.
- Read each question carefully, especially multiple-choice items that ask for the “best answer.” Also, be sure to read any open-ended items and writing prompts carefully before responding.
- Be careful when marking your answers so that you do not skip spaces or fill in the wrong sections.
- Make sure to completely fill in the bubble for the answer(s) 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...

- Have notes in your possession during the test.
- Have any unapproved electronic devices (e.g., cell phones, smartphones, smartwatches, etc.) in your possession during the test. Note, you may have approved calculators, if applicable, during the test.
- Share a calculator with others.
- Use the bubbles in the answer booklet to either eliminate possible incorrect answers or possible correct answers by making marks in multiple bubbles and erasing. Mark only the bubble for the correct answer(s) 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.
- Use social media to post information about the test and/or test items.