

Wisconsin Spring 2022 Testing

ACT Aspire Test Coordinator Manual

Summative Testing

ACT[®] Aspire[®]

www.act.org

CONTACTS AND RESOURCES

Contact Information

ACT Aspire Customer Care

- Phone: 855.730.0400, 7:00 a.m. – 6:00 p.m. Central time, Monday through Friday
- Email: actaspire@act.org

Resources

Website	URL
ACT Privacy Policy	act.org/content/act/en/privacy-policy.html
ACT Calculator Policy	act.org/calculator-policy.html Phone: 800.498.6481
PearsonAccess ^{next}	aspire.act.org
Wisconsin State Testing (ACT-hosted web page), which contains the Schedule of Events and other documents	act.org/stateanddistrict/wisconsin
ACT Aspire product page	act.org/aspire
TestNav [™] Support Site	https://support.assessment.pearson.com/display/TN/TestNav+8+Online+Support

Accessibility Supports

The ACT-hosted web page includes accessibility resources, including:

- *ACT Aspire Accessibility Supports Guide*
- Spanish Audio of Verbal Instructions (for examinees)
- Braille Notes (for the room supervisor)
- *ACT-Authorized Bilingual Word-to-Word Dictionaries*

These items can be found under Step 5: Administration on the ACT-hosted web page.

Prepare Your Examinees

There are two resources available for examinees who wish to prepare for testing:

- Student Sandbox
- Exemplar Test Question Booklets - each booklet (one for each subject and grade) describes reporting categories, standards, depth-of-knowledge levels, and correct responses.

These items can be found under Step 4: Preparation on the ACT-hosted web page.

Contents

Overview 1

Introduction 1

Policies 2

General Testing 2

Standardized Procedures 2
Test Security 2
Investigations 3
Equal Treatment 3
Fair Testing Practices 3
ACT Privacy Policy 3

Administration and Online Testing Platforms 4

Administration Requirements and Resources 4

Administration and Online Testing
Platforms 4
Test Format 4
Technical Requirements 4
Access PearsonAccess^{next} 5
Navigating Administrations in
PearsonAccess^{next} 5
Information Icon 5
Administration Activities and Training
Resources 6

Test Staff 8

Staff Requirements 8

Wisconsin Staff Confidentiality Policy 8
Selecting Testing Staff 8
Who May Act as Testing Staff 8
Relatives and Guardians 8
Attentiveness 8

Staff Roles and Responsibilities 9

Description of User Roles 9

Staff Training 13

Purpose of Training Staff 13
Staff Training Requirements 13
Manuals 13
Supplements 13
Training Session Topics 13

Test Facilities 16

Facility Requirements 16

Introduction 16
Selecting Test Rooms 16
Room Type, Size, and Setup 16
Seating Arrangements—Paper
Testing 17
Seating Arrangement Examples—Paper
Testing 18
Seating Arrangements—Online
Testing 19
Seating Arrangement Examples—Online
Testing 19
Work Surfaces 19
Desirable Testing Conditions 20
Online Testing Guidelines 20
Ensuring Quiet Test Sessions 20

Test Materials 21

Materials Requirements 21

Materials Overview 21
Security of Materials 22
Receiving Materials before Testing 22
Prepare Materials for Testing 23
Managing Materials During and After
Testing 24
Ordering Accessibility Supports 28
Enrollment Information and Additional
Orders 28

Test Administration 31

Test Administration Requirements 31

How to Schedule Testing 31
Test Times by Grade and Subject 31
Allowed and Prohibited Items in the Test
Room 32
Accessibility and Accommodations 33
Accessibility and Accommodations
Support Guidance 34
Prohibited Behavior 39
Irregularities 40
Access Operational Reports 41

Paper and Online Testing Instructions 43

Pre-Test, Testing, and Post-Test Activities 43

- Invite Users 43
- Populate Student Data 45
- Complete Personal Needs Profile (PNP) 49
- Run the Personal Needs Profile Report 50
- Change an Examinee's Test Format 50
- Manage Contacts and Addresses 51
- Create Groups/Classes 51
- Technology Setup and Configuration 54
- Set Up Test Sessions 54
- Precache Test Content 58
- Prepare Test Sessions 58
- Print Student Authorization Testing Tickets - Individual Session 58
- Print Student Authorization Testing Tickets - Multiple Sessions 59
- Start and Unlock a Test Session 59
- Administer the Test 60
- Post-Test Cleanup 62

Samples and Forms 67

- ACT Aspire Read-Aloud Math and Science Reference 67**
- ACT Aspire Signed Interpreter Agreement 68**
- ACT Aspire Scribe's Agreement 69**
- ACT Aspire Reader's Agreement 70**
- ACT Aspire Testing Irregularity Report 71**

OVERVIEW

Introduction

This manual contains instructions for ACT® Aspire® test administration.

As the administration test coordinator or test coordinator, you are the main ACT Aspire contact at your school. You also make arrangements for a secure test administration according to the policies and procedures described in this manual.

In addition to this manual, you are responsible for following the policies and procedures described in the appropriate room supervisor manual required for testing staff:

- *ACT Aspire Room Supervisor Manual: Paper Summative Testing*
- *ACT Aspire Room Supervisor Manual: Online Summative Testing*

Room supervisor manuals are available for download and found under Step 5: Administration on the ACT-hosted web page.

Note: Testing staff are also required to read, understand, and follow the policies and procedures in the Room Supervisor Manual.

Additional training and test administration resources are available through the ACT-hosted web page.

POLICIES

General Testing

Standardized Procedures

Uniformly administering tests ensures examinees' academic skills are accurately measured. Testing staff assume a vital role in carrying out standardized testing procedures.

As with all standardized testing, it is critical that the procedures you employ are identical to those at other test locations. ACT provides policies, requirements, and administration instructions to help create a fair testing environment for all examinees. All testing staff are required to read the materials provided by ACT. Adherence to the standardized policies and procedures outlined in the materials is mandatory.

To ensure a secure and valid testing experience, you must understand that, among other things, the following actions by you or any other individual violate ACT policies and procedures:

- Accessing or obtaining a test booklet or test questions prior to the test for any reason*
- Photocopying, making an electronic copy, or keeping a personal copy of the test or of any test items*
- Taking notes about test questions or any paraphrase of test questions to aid in preparing examinees for testing
- Aiding or assisting an examinee with a response or answer to a secure test item, including providing formulas
- Rephrasing test questions for examinees
- Creating an answer key or "crib sheet" of answers to test questions
- Editing or changing examinee answers after completion of the test, with or without the examinee's permission
- Allowing examinees to test in an unsupervised setting
- Leaving test materials in an unsecured place or unattended
- Failing to properly report and document incidents of prohibited behavior involving examinees, staff, or others
- Allowing examinees to test longer than the permitted time
- Failing to return and account for all testing materials after the testing session has ended

*An exception is provided for examinees who require accessibility supports. See the *ACT Aspire Accessibility Supports Guide*, found under Step 3: Accommodation on the ACT-hosted web page.

Test Security

To ensure the integrity of your examinees' ACT Aspire results, testing personnel must protect the security of test materials as described in this manual. ACT Aspire materials are copyrighted by ACT or its licensors and cannot be duplicated, copied, resold, or redistributed for commercial or other use, and also must be returned to ACT after testing. ACT Aspire assessments must be administered by school or district personnel.

Investigations

In cases of suspected or documented irregularities, all testing staff are obligated to cooperate fully with ACT and the designated state education agency or district assessment office in subsequent investigations and respond to requests for information in a timely manner.

Equal Treatment

All staff are required to administer and supervise the test in a nondiscriminatory manner and in accordance with all applicable laws, including the Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act.

Fair Testing Practices

ACT endorses the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, which guide the conduct of those involved in educational testing. ACT is committed to ensuring that each of its testing programs upholds the guidelines in each Code. You may locate copies of these codes through the following organizations:

- *Code of Fair Testing Practices in Education*: American Psychological Association (www.apa.org)
- *Code of Professional Responsibilities in Educational Measurement*: National Council on Measurement in Education (www.ncme.org)

ACT Privacy Policy

Examinees' scores and other information are governed by the ACT Privacy Policy (act.org/content/act/en/privacy-policy.html).

ADMINISTRATION AND ONLINE TESTING PLATFORMS

Administration Requirements and Resources

Administration and Online Testing Platforms

Your testing staff will need to use the online testing system to enable examinee testing.

For ACT Aspire you will use the following components of the online testing system:

- PearsonAccess^{next} (**aspire.act.org**): This is where you will perform administrative tasks, perform room supervisor tasks, and view report data.

Note: As a security feature, PearsonAccess^{next} automatically closes after 15 minutes of inactivity. An on-screen warning is provided two minutes before the session closes.

- TestNav: This is where examinees will sign in to take tests.

The district test coordinator from the organization will be invited to PearsonAccess^{next} by ACT and be assigned the role of Administration Test Coordinator. Additional users can be invited to the system by the administration test coordinator or test coordinator using the user import file, or manually. Invitation emails will be sent to any new contacts created in the system. This email invitation will allow users to set their own login credentials. Existing users will not receive an email invitation. Refer to the Wisconsin User Role Matrix on the ACT-hosted web page under Step 1: Orientation for detailed access information by role.

Test Format

The English test for ACT Aspire is composed of selected-response (multiple-choice) questions. The writing test includes one constructed-response item only. The other three subject tests (math, science, and reading) include a combination of selected response and constructed-response items; all constructed responses must be provided in English. Online tests also have technology-enhanced items. Summative testing is administered either online or on paper. All paper tests must be approved by the Wisconsin Department of Public Instruction (DPI).

Technical Requirements

Equipment used for online testing must meet the minimum system hardware and software requirements for ACT Aspire test administration. Updates of the latest hardware and software requirements can be found at: **support.assessment.pearson.com/display/PAsup/System+Requirements**.

Note: Android is not supported.

Access PearsonAccess^{next}

1. Open your web browser and go to PearsonAccess^{next} (aspire.act.org), or follow the link in the email you receive when your account is created.

Note: ACT or someone with appropriate permissions must create your account before you can access the system. The email with this information comes from NoReplyAspire@act.org.

2. Select the **Sign In** button near the right side of the screen.
The login page appears.
3. Enter your username and password.
4. Select the **Login** button.

Navigating Administrations in PearsonAccess^{next}

Your user account may be attached to multiple administrations. Therefore, when you log in to PearsonAccess^{next}, it is important to be aware of the specific administration into which you've authenticated. If your user account is attached to multiple administrations, and if your user name is the same within these administrations, you may toggle back and forth between your administrations.

When you log in, you will see the last administration into which you authenticated. To change administrations, use the drop-down menu in the upper-right area of your screen. From the drop-down menu, select the testing administration and year you want to view.

Information Icon

Throughout PearsonAccess^{next} the information icon (a lowercase "i" in a blue circle) can be selected to view additional details.

Administration Activities and Training Resources

Additional information, associated activities, and training resources for each of the administration steps outlined below are available on the ACT-hosted web page. All steps listed in the following table are included in detail in this manual.

Before Testing

Step	Paper	Online	Activities
Invite Users	X	X	<ul style="list-style-type: none"> When your administration window opens for the testing year and you have access, invite additional personnel based on user roles and responsibilities. <p><i>Note: You may also: 1) disable any previous users who no longer are with your organization or no longer need access; and 2) enable or restore previous users.</i></p>
Populate Student Data	X	X	<ul style="list-style-type: none"> The Wisconsin DPI will load an initial file of student data. For new students from outside the state of Wisconsin, download, populate, and upload completed Student Registration Import. For new students from within the state of Wisconsin, complete an Enrollment Transfer Request.
Complete Personal Needs Profile (PNP)	X	X	<ul style="list-style-type: none"> Complete PNP for students who require supports.
Create Class/Groups (optional)		X	<ul style="list-style-type: none"> Place students into groups to help organize and expedite test session setup.
Complete Tech Setup and Configuration		X	<ul style="list-style-type: none"> Review technical requirements, bulletins, and documentation. Configure local technology.
Set Up Test Sessions		X	<ul style="list-style-type: none"> Build test sessions in PearsonAccess^{next}. Assign students to sessions. If using proctor caching, ensure it is set up.
Receive Test Materials	X		<ul style="list-style-type: none"> Ensure all necessary test materials have arrived by taking an inventory of all materials. Secure all test materials until test day.
Precache Test Content (optional, but recommended)		X	<ul style="list-style-type: none"> Precache test content to ensure latest test forms are used for testing.
Prepare Test Sessions		X	<ul style="list-style-type: none"> Prepare test sessions in PearsonAccess^{next}. <p><i>Note: PNPs must be complete before preparing test sessions.</i></p>
Print Students Authorization Testing Tickets		X	<ul style="list-style-type: none"> Print and securely store student authorization testing tickets for all test sessions.

During Testing

Step	Paper	Online	Activities
Start/Unlock Test Sessions		X	<ul style="list-style-type: none"> After test sessions are prepared, start and unlock test sessions in PearsonAccess^{next}.
Administer the Test	X	X	<ul style="list-style-type: none"> Distribute student authorization testing tickets, read test directions, and administer tests.

After Testing

Step	Paper	Online	Activities
Post-Test Cleanup	X	X	<ul style="list-style-type: none"> Collect student authorization testing tickets and scratch paper. Enter irregularities in PearsonAccess^{next}. Stop test sessions (online only). <p><i>Note: If not all students in a test session completed testing, lock the session instead of marking the session as "Marked Complete." Only stop a session when all students have tested or those not testing are removed.</i></p>
Return Test Materials to ACT	X		<ul style="list-style-type: none"> Separately pack all scorable and non-scorable test materials. Secure materials until shipment back to ACT (must be within 48 hours after all testing is complete).

TEST STAFF

Staff Requirements

Wisconsin Staff Confidentiality Policy

Wisconsin policy requires that the designated district assessment coordinator read and sign the appropriate confidentiality agreement found on the DPI website and return it to the DPI Office of Educational Accountability.

All testing staff must read and sign the appropriate confidentiality agreement form found on the DPI website and retain at their district/school level.

Selecting Testing Staff

The administration test coordinator or test coordinator is responsible for selecting testing staff.

Who May Act as Testing Staff

The test coordinator is responsible for choosing people of integrity when they select their testing staff. Room supervisors, the technical coordinator, and proctors may be current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, or paraprofessionals.

All testing staff are required to administer and supervise the test in a nondiscriminatory manner and in accordance with all applicable laws.

Relatives and Guardians

Relatives and guardians of examinees taking ACT Aspire should not serve in the role of room supervisor. If following this policy is not possible, the district/school should monitor the testing process to ensure that room supervisors who have a relative testing do not handle their relative's test materials without another responsible individual present.

Attentiveness

Staff must remain attentive to their testing responsibilities throughout the administration. Reading (except the manuals or supplements), grading papers, using a computer, cell phone, recording or media device, talking casually with other staff, or engaging in any activity in the test room not directly related to the administration is not allowed.

Staff Roles and Responsibilities

Description of User Roles

Users should be assigned only one role in PearsonAccess^{next}. The role with the highest level of access needed by the user should be assigned to the user. Refer to the Wisconsin User Role Matrix on the ACT-hosted web page under Step 1: Orientation for detailed access information by role.

Administration Test Coordinator: Typically only one user is assigned this role per organization. This role can perform all Test Coordinator tasks as well as create and edit users and undo test submissions.

Test Coordinator: This role can perform all test coordinator tasks described below.

Technical Coordinator: This role installs and configures testing system software and helps the test coordinator set up computers for testing.

Room Supervisor: This role can perform all room supervisor tasks described below.

Full Access Educator: This role gives the same access as the Reports Only Educator role, but also allows users to manage sessions.

Reports Only Educator: This role gives educators who will not manage sessions access to reporting data for students based on reporting groups.

Report: This role gives access to reports and aggregated data for all students within an organization.

Proctor: As test rooms increase in size, proctors may be used to assist the room supervisors. This is not an assigned role in PearsonAccess^{next}.

Test Coordinators

The test coordinator has the overall responsibility for coordinating test operations, including storing materials and setting up test rooms. The test coordinator provides the continuity and administrative uniformity necessary to ensure that examinees are tested under standardized and secure conditions.

Test Coordinator Responsibilities

Prepare facilities:

- Select and reserve test rooms
- Prepare test rooms for test day according to ACT guidelines

Assign and train staff:

- Identify a sufficient number of qualified staff to serve as room supervisors
- Conduct a local training session for all testing staff before the test dates, including review of the administration manual(s) and systems
- Create user accounts for staff in PearsonAccess^{next}.

Coordinate testing activities:

- Assign accessibility supports
- Receive, check in, inventory, and securely store test materials
- Arrange test date with the examinees within the designated testing window

- Plan seating arrangements for each room
- Create a roster of examinees scheduled to test in each room
- Organize test materials for room supervisors (including printing and distributing Student Authorization Testing Tickets)
- Notify examinees of the test date(s), location, and materials needed
- Ensure site readiness checks are completed and prepare all computers with the assistance of the technical coordinator
- Create and assign examinees to test sessions in PearsonAccess^{next}

Maintain security:

- Read and comply with all policies and procedures in the materials provided by ACT
- Ensure all testing staff sign the appropriate DPI confidentiality agreement
- Ensure tests are administered in strict compliance with all policies and procedures documented in these materials
- Ensure all testing staff remain attentive to testing responsibilities throughout the entire administration
- Return test materials to ACT after each test
- Provide a timely response to requests from ACT when additional information is needed

Ensure complete documentation:

- Ensure room supervisors complete all required documentation during the administration
- Verify and return all documentation after testing
- Oversee the documentation of all irregularities

Room Supervisors

A room supervisor is required in each room to read directions and monitor examinees. Typically, teachers will administer the tests to examinees during regular class periods. Depending on the number of examinees in a class, you may wish to assign proctors to assist the room supervisor with distributing and collecting test materials and with monitoring testing. Another staff member (proctor) is recommended if a room has 31 or more examinees.

Be sure that everyone involved in test administration has access to the appropriate room supervisor manual and is familiar with its contents. All manuals are periodically updated, so it is important to check the ACT-hosted web page for updated versions before each new test administration.

Before test day, all testing personnel should read all of the testing instructions carefully, particularly the verbal instructions, which will be read aloud to examinees on test day.

Room Supervisor Qualifications

The test coordinator should confirm that the room supervisor(s) meet all of the following criteria. Each room supervisor should be:

- Proficient in English.
- Experienced in testing and classroom management.
- A staff member of the school or district where the test administration will take place.

To protect both examinees and the room supervisor from questions of possible conflict of interest, relatives or guardians of examinees taking ACT Aspire should not serve in the role of room supervisor in the same test room as the examinee relative. It is permissible for relatives or guardians of testing examinees to serve as a room supervisor in the same school/district as a related examinee, provided that examinee tests in a different room. In such circumstances, the district/school should monitor the testing process so that room supervisors who have a relative testing do not handle the test materials of the relative without another responsible individual present.

Private consultants or individual tutors whose fees are paid by an examinee or examinee's family should not serve as a room supervisor.

Room Supervisor Responsibilities

- Read and thoroughly understand the policies, procedures, and instructions in the appropriate room supervisor manual and other materials provided.*
- Supervise a test room.
- Distribute test materials if administering paper tests.*
- Start a test session.
- Help examinees sign in to TestNav if administering online tests.*
- Read test instructions.
- Properly time tests.
- Move around the room during testing to be sure examinees are working on the correct test and to observe examinee behavior.*
- Monitor TestNav as needed.
- Pay careful attention to monitoring examinees' behavior during the entire testing session.*
- Before dismissing examinees - paper testing: collect and account for all answer documents, test booklets, and scratch paper.*
- Before dismissing examinees - online testing: collect and account for all student authorization testing tickets and scratch paper.*
- Ensure examinees have stopped testing and have correctly signed out of TestNav.*
- Complete documentation of any testing irregularities.
- For online testing, stop test sessions after all examinees have completed testing.

*Proctors may assist with these activities.

Proctor Responsibilities

Proctors can assist the room supervisor in the administration of the tests according to the policies and procedures in the appropriate room supervisor manual. Staff members should meet the same qualifications as a room supervisor.

Proctors may assist the room supervisor by performing the following, additional activities:

- Verify the timing of the test with the room supervisor.
- Report any irregularities to the room supervisor immediately.
- Accompany examinees to the rest room if more than one leaves during the timed portion of the test.
- Serve as a hall monitor and assist in multiple rooms.

Interpreter Responsibilities

Individuals who serve as an interpreter must possess the following qualifications:

- Proficiency in English and, if applicable, American Sign Language (ASL), Signing Exact English (SEE), or Cued Speech

Additionally, the interpreter must:

- agree to administer the tests in compliance with ACT policies and procedures.
- not read test items and responses to a group.
- stay in the room throughout the administration.
- read and sign the Interpreter's Agreement for their administration.
- not be a relative or guardian of the examinee.
- not be a private consultant or individual tutor whose fees are paid by the examinee or examinee's family.

Note: Actual test items may not be interpreted. Cued speech, under this definition, means providing visual phonemic access to the sounds of the words using the official set of phoneme signs. This functions like an exact read-aloud because it does not add meaning cues to the communication.

Interpreter Preparation

Ensure that the interpreter's test booklet has the same test form code as the examinee's test booklet.

The interpreter:

- may review test directions found in the administration manual prior to the test to plan a signing strategy.
- must not remove secure test materials from the secure storage area.

Interpreter Appearance

- Wear simple plain clothing that doesn't distract the examinee or interfere with the perception of the intended sign
- Hands, facial expression, and body posture should be clearly visible to the examinee
- The mouth should not be covered while speaking
- Trim beards or mustaches to allow the ability to read lips
- Do not wear jewelry

Scribe Responsibilities

- Assist the examinee in accessing the test and responding to it
- Be familiar with the method of dictation the examinee typically uses for instruction and assessments
- Produce legible text so that the written portion of the text can be scored
- Confirm the examinee's responses before recording the answer within the online answer space
- Read and sign the *ACT Aspire Scribe's Agreement* for their administration

Staff Training

Purpose of Training Staff

All testing staff must understand all ACT policies and procedures and their responsibility for implementing them. It is critical that all test sites follow the same procedures for a fair and standardized testing experience. Properly training staff also helps reduce the risk of a misadministration.

Staff Training Requirements

The test coordinator is responsible for providing manuals, supplements, and training to all test site staff before test day. It is recommended that staff have access to manuals prior to the training session and are familiar with the topics included.

Manuals

ACT provides manual(s) to communicate its policies, procedures, and expectations. They are proprietary information and copyrighted by ACT. Manuals should be used by staff to prepare for and administer the tests, and must not be copied or shared for any other purposes. Test coordinators should provide each testing staff member a complete administration manual before the training session. It is especially important for room supervisors to read and understand the policies, procedures, and directions.

Supplements

Supplements or notices may be sent to test coordinators before the test day via email or included in test materials shipments. These supplements contain the most up-to-date information on policies and procedures. They should be distributed to all staff and are intended to augment the policies and procedures contained in the administration manuals.

Training Session Topics

The list below includes critical topics to cover with your staff. You may use this as an outline to develop a training plan that works for your school and incorporate additional topics as needed.

1. Security and Materials for Paper Testing
 - a. Describe how the materials will be distributed to the test rooms and how room supervisors are to count them.
 - b. Emphasize that room supervisors are to count test booklets when they receive them from the test coordinator.
 - c. Emphasize that staff members should never leave a test room unattended.
2. Security and Materials for Online Testing
 - a. Ensure that all room supervisors have access to PearsonAccess^{next}.
 - b. Explain that student authorization testing tickets should be printed in advance and stored in a secure location.
 - c. Describe how to use PearsonAccess^{next}.
 - d. Emphasize that staff members should never leave a test room unattended.
 - e. Emphasize that test sessions must be started and unlocked in PearsonAccess^{next} before examinees can sign in to the test. Explain your local process for who will start, unlock, and manage sessions in PearsonAccess^{next}.

3. Activities Before the Test
 - a. Determine which set of verbal instructions room supervisors are to follow (online or paper). Room supervisors should clearly mark those instructions in their manuals.
 - b. Develop and share with staff a contingency plan for handling unexpected situations that may arise that could affect testing.
4. Test Day
 - a. Discuss when and where staff members are to report on test day.
 - b. Stress that no one may be admitted to the test room once the timed tests have begun. Determine how to handle late arrivals.
 - c. Stress that verbal instructions for the tests must be read verbatim.
 - d. Stress that answer documents, test booklets, and student authorization testing tickets should not be distributed prior to admitting examinees.
 - e. Stress that accurate timing of each test is critical. For paper testing, room supervisors must record the start, five-minute warning, and stop times in the manuals. Discuss the consequences of a mistimed section. For online testing, include a method to record any technology issues that impact an examinee's session time. Room supervisors should know how and when to use the Proctor Extended Time Code to extend the online test session time.
 - f. Emphasize that during the test, staff members must not read (other than the appropriate room supervisor manual), correct papers, or do anything unrelated to administering the test. Their attention should be focused on the examinees.
 - g. Emphasize that conversations among staff must be quiet and kept to a minimum. Even whispered conversations can be distracting to examinees while testing.
 - h. For room supervisors who are administering the mathematics test, emphasize that calculators should be checked before testing to ensure they meet ACT Aspire standards. See the ACT Calculator Policy (act.org/calculator-policy.html).
 - i. Note that during the test, staff members should move quietly around the room, be available to respond to examinees' questions, assist in the case of illness, and check that examinees are working on the correct test. In rooms where examinees are taking online tests, staff should ensure examinees have signed in to the correct test and assist them with technical or system navigation issues.
 - j. Discuss procedures for an examinee leaving during the test to go to the rest room. Examinees may be allowed to use the rest room during the timed portion of the tests. Additional information can be found in the Room Supervisor manuals.
 - k. Discuss what actions to take if staff members observe prohibited behavior. Review plans for dismissing examinees (e.g., where they are to be sent, how to maintain vigilance in the test room, documenting actions taken).
 - l. Discuss what actions to take in the case of a group irregularity (e.g., a power outage) or an emergency.
 - m. Discuss potential individual irregularities and actions to take.
 - n. Review the Testing Irregularity Report.
5. After the Test - Paper Testing
 - a. Emphasize that room supervisors administering paper tests must verify the count of used and unused test booklets, then return test materials, scratch paper, and Irregularity Reports to the test coordinator.
 - b. Emphasize that room supervisors administering paper tests should verify that all answer documents have the correct fields gridded, especially the test form code found on the test booklet.
 - c. Emphasize that answer documents must not be tucked in test booklets.
 - d. When applicable, transcribe any examinee test answers to a valid, grade-level appropriate answer document or TestNav.

6. After the Test - Online Testing
 - a. Emphasize that room supervisors administering online tests must collect all used and unused scratch paper and student authorization testing tickets and return them to the test coordinator.
 - b. Emphasize that all test sessions must be stopped in PearsonAccess^{next} after all examinees assigned to the test session have completed testing. If an examinee is assigned to a test session but is not able to test, remove that examinee from the test session. Mark all tests that have been started, but not finished as complete. Reports are not available until all test sessions are stopped.

TEST FACILITIES

Facility Requirements

Introduction

The test coordinator must select the test site and reserve rooms for the test administration. Test sites and rooms must meet several requirements that help ensure a fair and secure test environment.

Note: All examinees testing in the same room are required to take the same subject tests.

Selecting Test Rooms

Select test rooms that:

- Can be reserved to allow time for the entire test session, plus any potential delays
- Can be rearranged, if needed, to meet seating requirements
- Are quiet and free from potential distractions
- Have good lighting, temperature, and ventilation
- Have an accurate wall clock or other timepiece
- Provide convenient and adequate access to restrooms
- Have computers with high-speed internet access
- Have access to a printer
- Have their own supervisor computer for administrative monitoring

Note: Observing examinees testing in multiple rooms from a central location (such as a hallway, through glass walls, or security cameras) is prohibited. Avoid rooms with multiple levels or graduated seating unless you have no alternative. Such rooms make test security more difficult.

Room Type, Size, and Setup

Select rooms that are not so small as to be crowded or so large that test security will be difficult to maintain. The maximum testing capacity of a room is determined by the number of properly spaced seats it can accommodate.

ACT recommends:

- Using single-level classrooms
- Avoiding multiple-level seating (it makes it easier to see another examinee's test)

To ensure a fair and secure testing environment:

- Cover or remove material that may give examinees an unfair advantage, such as charts, strategy maps, or other aids relevant to test taking, problem solving, writing essays, or test topics. (Geographic maps and the periodic table do not need to be covered.)
- Ensure that examinees will be able to hear the room supervisor without difficulty; if necessary, arrange for a microphone.
- Examinees testing with extended time must be tested in a separate room from examinees testing with standard time.

- Arrange the room so that:
 - ~ The room supervisor will be facing the examinees during testing.
 - ~ Testing staff can freely circulate the room and have a clear view of all examinees and materials.
 - ~ Seating minimizes the possibility of prohibited behavior.

Seating Arrangements—Paper Testing

Seating arrangements must minimize any possibility of prohibited behavior. For paper testing, examinees must be:

- Facing the same direction
- Spaced as far apart as possible
- Seated no closer than is specified in the following table:

Required Minimum Space Between Examinees

Room Type	Required Space from Side-to-Side	Required Space from Front-to-Back
		
Single-Level	3 feet	3 feet
Multiple-Level	3 feet	5 feet

- Seated in straight rows and columns, directly in line with each other
- Seated so that aisle space allows room for staff to circulate throughout the room without disturbing examinees
- Able to see the room supervisor without difficulty
- Able to see the room clock, if there is one, without looking around

Seating Arrangement Examples—Paper Testing

Acceptable

Seating Arrangement Examples

"min." = minimum "ft." = feet

↔ indicates distance between examinees

Side-to-side distances are measured from shoulder-to-shoulder

Front-to-back distances are measured from head-to-head



Side View



Overhead View

Examinee Spacing

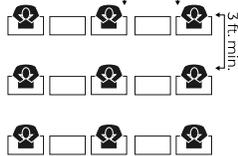
Level Seating with Movable Desks

3 ft. min. plus room to circulate



Level Seating with Stationary Desks

3 ft. min.

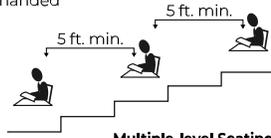


Left handed Examinees



Left-handed Examinees at Right-handed Desks

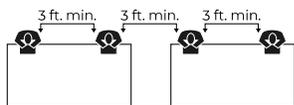
Extra Right-handed Desk



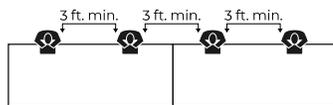
Multiple-level Seating

Table Spacing

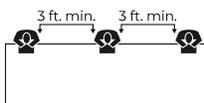
6-Foot Tables



8-Foot Tables



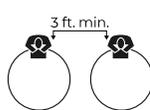
Tables more than 9 feet



Tables under 6 feet



Round tables any size

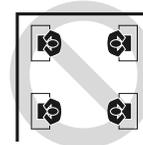


Unacceptable

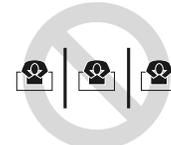
Seating Arrangement Examples



Examinees Facing the Wall or Each Other



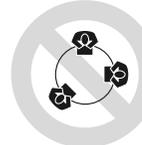
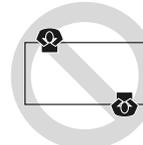
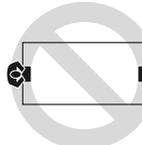
Desk Surface Too Small



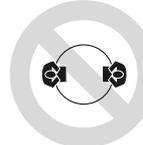
Dividers, Study Carrels, and Partitions



Examinees Too Close Together/Inadequate Aisle Space



Examinees Facing Different Directions



Examinees Not in Straight Rows and Columns Directly in Line with Each Other



Seating Arrangements—Online Testing

Seating arrangements must minimize any possibility of prohibited behavior. For online testing, it is critical that examinees cannot see each other's screens. The following table contains additional requirements.

If the room has...	Then workstations...
No carrels, dividers, or partitions between workstations	<ul style="list-style-type: none"> • Must face the same direction (except when using a U-shaped configuration) • Must be spaced so examinees are at least three feet apart (side-to-side measured shoulder-to-shoulder) and at least five feet apart (front-to-back measured head-to-head) • Must be set up so that examinees in one row cannot see the screens of other examinees' computers in front of or to the side of them
Carrels, dividers, or partitions between workstations	<ul style="list-style-type: none"> • Do not need to face the same direction • May face the wall or each other if there is adequate privacy between examinees
U-shaped seating configuration	<ul style="list-style-type: none"> • Must face outward from the center of the U-shaped configuration • Must be spaced at least three feet apart

Seating Arrangement Examples—Online Testing

Online Testing Seating Arrangement Examples

Acceptable

Without Dividers, Carrels, or Partitions

With Dividers, Carrels, or Partitions

U-Shaped Seating

Table Spacing

6-Foot Tables

8-Foot Tables

Tables more than 9 feet

Tables under 6 feet

Round tables any size

Unacceptable

Examinees Facing Each Other Without Dividers, Carrels, or Partitions

Examinees Too Close Together/Inadequate Aisle Space

Desk Surface Too Small

Work Surfaces

Work surfaces must be smooth, hard surfaces large enough for examinees to work comfortably with the items needed for testing. Temporary surfaces that rest on the chair arms or the back of the row in front must be approved in advance by ACT. Lapboards are not allowed.

Note: For left-handed examinees, use standard left-handed desks or work surfaces that are large enough for these examinees to work comfortably. If you have only right-handed desks available, place two desks together at the far end of a row so left-handed examinees can use both surfaces.

Desirable Testing Conditions

Most room supervisors will administer the tests to their examinees in the school's computer lab during regular class periods. You may test all examinees in a given grade and subject at the same time if facilities and schedules permit. To minimize distractions during testing, all examinees in a room must take the same subject test.

Rooms used for testing should offer ample seating, good lighting, comfortable temperatures, a quiet atmosphere, and freedom from distraction. Adhering to the following guidelines will help minimize the possibility that examinees will look at each other's work.

Online Testing Guidelines

Because of the nature of online testing and typical computer lab arrangements, the following guidelines are recommended:

- If computers can be moved, arrange them in such a way that examinees will not be able to see each other's work (computer screen or scratch paper).
- If computers cannot be moved, take steps to seat examinees in such a way that they cannot see each other's work. U-shaped seating arrangements are acceptable if they meet this guideline.
- If available, place privacy guards on the sides of computer monitors to provide additional privacy.
- TestNav should be the only application running on the computer during testing. If an examinee has exited the test, do not restart or resume the test for the examinee.
- Testing staff should move around the room regularly. This will discourage examinees from any prohibited behaviors.

Ensuring Quiet Test Sessions

Take the following actions to ensure quiet test sessions:

- Ask the building's administration to turn off audible signals that normally sound at the beginning and end of classes.
- Consider including the cancellation of fire, tornado, or lock down drills during the testing window. As a reminder, there's monthly siren testing that occurs statewide.
- Ensure that announcements are not made on the public address system during test sessions.
- Post signs outside the test rooms to warn others that testing is in progress and that quiet is required.

TEST MATERIALS

Materials Requirements

Materials Overview

Important! Paper testing materials are provided for examinees identified in PearsonAccess^{next} with a delivery format of paper.

Materials Provided in Your Shipment

ACT will include the following materials in your shipment:

Packing list: A list of all of the items in your shipment

Security checklist: A list of all pre-assigned security barcodes for test booklets included in the shipment

Test coordinator kit: Kit containing return shipping labels

Test booklets: Each test booklet is printed with a serial number and test form code, and includes one subject test (English, mathematics, reading, science, or writing)

Answer documents: Each answer document is specific to the subject of the test booklet.

Braille kit:

- Answer document for the requested grade level and subject
- Regular-print test booklet for the requested grade level and subject
- Braille test booklet for the requested grade level and subject
- Instruction sheet

Large print kit:

- Answer document for requested grade and subject
- Regular-print test booklet for the requested grade level and subject
- Large print test booklet for the requested grade level and subject
- Instruction sheet

Pre-ID labels: Pre-ID labels should be placed on the front cover of examinees' answer documents. Each label includes the following examinee information:

- Last name
- First name
- Middle initial (if applicable)
- Date of birth
- Gender
- Grade
- State student ID
- Test administration
- School name
- Sequence number
- Test subject
- State abbreviation

- Organization code
- Sequential barcode

Note: Examinees whose information was not submitted before the deadlines noted in your Schedule of Events (found on your ACT-hosted web page) may not receive a label. Additional orders containing 50 or more tests will receive labels; smaller additional orders will not.

Security of Materials

Copyrighted Test Materials

Tests are copyrighted and cannot be photocopied or used for any purpose other than testing.

Keeping Test Materials Secure

The test coordinator is responsible for the security of all test materials from the time the materials are delivered to the time they are returned to ACT. The test coordinator must protect the materials from damage, theft, loss, or conditions that could allow prior access to the tests.

Storage of Test Materials

Materials must be kept in secure storage at all times before and after testing.

Authorized Access

Staff access to materials must be limited to necessary test day preparation activities, the test administration, and counting and packing materials for return to ACT. Access to test materials prior to test day is restricted to the test coordinator; however, a designated staff member may assist with materials if the test coordinator is present and if that individual does not present a conflict of interest.

Receiving Materials before Testing

Receipt of Test Materials

Test materials will be shipped to the organization designated in PearsonAccess^{next}.

Check In Test Materials

Important! Materials must be checked in by the test coordinator within 24 hours of receiving them from ACT.

1. Examine the boxes for signs of tampering.
2. Open the boxes and check the contents to be sure you have all items on the packing list.

Note: If the contents don't match the packing list, contact ACT.

3. Check the serial numbers of the test booklets against the numbers shown on the packing list.
4. Count each booklet; do not assume that the groups of booklets are complete.
5. Check the rest of the shipment to be sure it is complete.

Store Your Test Materials Shipment

After you have counted and checked the condition of all materials in your shipment, securely store them.

1. Reseal the boxes.
2. Lock the boxes in secure storage.

- Protect the materials from damage, theft, loss, or from any conditions that could allow prior access to or knowledge of the tests.

Prepare Materials for Testing

Before test day, sort booklets and other test materials for distribution to individual rooms. After sorting, reseal all materials in the carton(s) and return them to locked storage until the morning of test day.

Note: Do not remove the checked-in and sorted test materials from locked storage again until test day morning.

Pre-ID Labels

Pre-ID labels are used to identify an examinee's answer document without having to complete a manual grid process.

- If an examinee has a label: Apply the label over Box A on the answer document.
- If an examinee does not have a label: Complete Boxes B, C, E, and I for each examinee.

Note: All examinees will complete Boxes D, G, and H on test day.

Gridding Answer Document Boxes

The following instructions explain how to grid a blank answer document.

Gridding Answer Document Boxes

Box	Description	Instructions
A	–	Leave blank.
B	District/School Name	<ul style="list-style-type: none"> Write the name of the district the examinee attends. Write the name of the school the examinee attends.
C	Student Name	<ul style="list-style-type: none"> Print the examinee's last name, first name, and middle initial in the appropriate boxes. Fill in the corresponding circles for each letter of the examinee's name. <p><i>Note: Be sure the examinee name exactly matches the information listed in PearsonAccess^{next}.</i></p>
D	Test Form Code	<p>The examinee will complete this box on test day.</p> <ul style="list-style-type: none"> Locate the test form code on the front cover of the examinee's test booklet, large print, or Braille paper accommodation form. <p><i>Note: For large print and Braille, be sure the examinee uses the answer document provided in their testing kit.</i></p>
E	Date of Birth	<ul style="list-style-type: none"> Fill in the circle for the birth month. Print the day and year of birth and fill in the appropriate circles.
F	Student Identifier	<p>Fill in the system-generated student identifier from PearsonAccess^{next} (optional). The Student Identifier code is found on the Student screen.</p> <p><i>Note: This identifier will also be the State Student ID.</i></p>
G	Statement	<p>The examinee will complete this box on test day.</p> <ul style="list-style-type: none"> Have the examinee personally print their name on the line provided in this box.

(continued)

Gridding Answer Document Boxes (continued)

Box	Description	Instructions
H	Today's Date	The examinee will complete this box on test day. <ul style="list-style-type: none"> Fill in the circle for the month. Print the day and year and fill in the appropriate circles.
I	State Student ID	<ul style="list-style-type: none"> Print the examinee's state student ID in the boxes. (Match this ID to the State Student ID listed in PearsonAccess^{next}). Fill in the corresponding circles.

Use Overage Answer Documents

An overage of blank answer documents will arrive with the materials shipment. If any examinee uses one of these documents, complete the following steps to ensure timely processing and scoring:

Note: You may order additional answer documents through PearsonAccess^{next}.

1. Verify that each examinee's information has been loaded to, or updated in, PearsonAccess^{next}.
2. Manually grid the front cover on each examinee's answer document.

Managing Materials During and After Testing

Damaged or Contaminated Test Materials

Test materials damaged or contaminated during testing should be replaced. After testing, the test coordinator must:

- Grid examinee information from PearsonAccess^{next} onto an overage blank answer document.
- Record the security barcode number of the damaged and new booklets, if applicable.
- Testing staff should make sure that the test form code on the replacement test booklet matches the test form code on the damaged/contaminated booklet.
- If possible, transcribe responses from the damaged test material onto the blank document. If this is not possible, the examinee must be given an opportunity to retest.
- Destroy any contaminated material according to local biohazards protocols.
- Compile a list of damaged/contaminated test booklets and answer documents and return with your non-scorable materials packing list.

Handling Materials on Test Day

On test day, the test coordinator personally hands test materials to room supervisors. After the test, the room supervisors return the test materials to the test coordinator.

Collect, Pack, and Return Materials after Testing

Follow these instructions to ensure accurate return and scoring of test materials.

*Note: **Important!** Return materials to ACT within 48 hours after all testing is complete. ACT does not preschedule pickups. You must call FedEx.*

1. Collect the test materials from the room supervisor(s) after testing.
2. Store materials in a locked, secure place until they are shipped.

3. Record all irregularities in PearsonAccess^{next}.
 - a. Review the Irregularity Reports received from the room supervisor(s).
 - b. Enter each irregularity into PearsonAccess^{next}.
4. Securely retain for one year or securely destroy the following items per your local guidelines: scratch paper; administration manuals; transcribed materials; paper Irregularity Reports (after entering each irregularity into PearsonAccess^{next}).

Note: Summative Braille test booklets must be returned to ACT along with other test materials.

5. Identify and prepare return shipping labels for scorable materials.
 - a. Locate the blue-colored labels.
 - b. Count the number of boxes required for shipping scorable materials.
 - c. On the blue labels, complete the section that reads “Box ___ of ___,” on each box.
 - d. Locate the FedEx shipping labels with the return address: 9200 Earhart Lane SW, Cedar Rapids, IA 52404.

Sample return shipping label for scorable materials

FedEx Label for scorable materials

AC00010701 S-00002

AA DISTRICT
AA-1234

Ship Name 002
 102 S JACKSON ST
 LIMA, AA 45801 AA

SCHOOL: _____ SCH #: _____
SCH: BOX _____ OF _____

ACT Aspire
 PEARSON
 9200 EARHART LANE SW
 CEDAR RAPIDS, IA 52404-9078

Scorable Materials



936-903-001 2064482430 ANS

6. Identify and prepare return shipping labels for non-scorable materials.
 - a. Locate the green-colored labels.
 - b. Count the number of boxes required for shipping non-scorable materials.
 - c. On the green labels, complete the section that reads "Box ___ of ___," on each box.
 - d. Locate the FedEx shipping labels with the return address: 7405 Irish Drive SW, Cedar Rapids, IA 52404.

Sample return shipping label for non-scorable materials

FedEx Label for non-scorable materials

AC00010699 S-00002

AA DISTRICT
AA-1234
Ship Name 002
102 S JACKSON ST
LIMA, AA 45801 AA

SCHOOL: _____ SCH #: _____
SCH: BOX _____ OF _____

ACT Aspire
PEARSON
7405 IRISH DRIVE SW
CEDAR RAPIDS, IA 52404-8964

Non-Scorable Materials



936-903-002 2064482434 SEC

7. Locate, pack, and label the shipping boxes.
 - a. Use corrugated boxes for shipping.
If you no longer have the box in which your test materials were shipped, use a new or gently-used ECT 44 (275 lb)-rated box. Do not use any of the following for shipping your test materials: Xerox paper boxes; shoe boxes; gift boxes; refrigerator boxes.
 - b. Pack the scorable materials: stack the used answer documents in the box.
 - c. Pack the non-scorable materials: stack the test booklets (used and unused), Do Not Report answer documents (Write "Do Not Report" on page 1 of each answer document), and unused answer documents in the box.
 - d. Use packing materials to protect test materials during shipping.
Packing materials include: bubble wrap; cardboard pieces; foam packing; paper (recycled paper or kraft paper). Do not use newspaper to protect test documents.
 - e. Tape the boxes.
Use pressure-sensitive plastic or nylon-reinforced tape, at least 2" wide, to secure the top and bottom of the box. Do not use the following material to seal the boxes: cellophane tape; duct tape; masking tape; string or rope.
 - f. Label the shipping boxes containing scorable materials: Use the blue-colored labels and FedEx labels with the return address 9200 Earhart Lane SW for boxes containing scorable materials.
 - g. Label the shipping boxes containing non-scorable materials: Use the green-colored labels and FedEx labels with the return address 7405 Irish Drive SW for non-scorable materials.
8. Ship the materials.
 - a. **Call FedEx at 800.463.3339 at least 24 hours in advance of the pickup time to schedule a pickup.**
 - b. Press "0" and state: "Schedule a pickup" to speak to a representative, or use the following voice prompts:
 - State "Schedule a pickup"
 - When prompted for an account number, state: "I don't have one"
 - State: "Schedule a pickup using a label or stamp"
 - Request a Ground Pickup
 - c. Provide the following information:
 - Tracking ID(s) from the label
 - Location address and phone number of the contact person
 - Number of boxes being returned
 - The average box weight (you may use an estimate in pounds per box)
 - The average box dimension (boxes are L x W x H)
 - d. Record the confirmation number and date of the pickup from the FedEx agent.

Ordering Accessibility Supports

Most accessibility supports are available by editing the Personal Needs Profile (PNP) in PearsonAccess^{next}. Some accessibility supports require that an additional order be placed in order to receive all necessary materials to test the student. See the "Creating and Submitting an Additional Order" topic for instructions on creating and submitting an additional order. See the table below for guidelines on these supports.

Note: The delivery mode will need to be paper if the PNP is on paper.

W=Writing | E=English | R=Reading | M=Math | S=Science

Ordering Accessibility Supports

If a student is testing...	Then...
TTS Audio + Orienting Description	<ul style="list-style-type: none"> In the PNP, mark the student as TTS Audio + Orienting Description and select either EBAE or UEB Braille for W, M, S and leave delivery format as online – respond online. Place an additional order for Braille (EBAE or UEB, matching your selection for W, M, and/or S above) for E and R – respond on the paper answer document.
Human Reader, English + Orienting Description	<ul style="list-style-type: none"> In the PNP, mark the student as English TTS Audio + Orienting Description and select either EBAE or UEB Braille for W, M, S and leave delivery format as online – respond online. Place an additional order for Braille (EBAE or UEB, matching your selection for W, M, and/or S above) for E and R – respond on the paper answer document.
ASL or SEE Full Translation	<ul style="list-style-type: none"> In the PNP, mark the student as Human Reader, English for W, M, S. For E and R mark the student as American Sign Language (ASL) directions only. <p><i>Note: E and R test items are not allowed to be administered ASL due to the construct of the test.</i></p>
Human Reader Kits when placing an additional order	<ul style="list-style-type: none"> Order the same form that you received in the initial shipment of paper materials (e.g., 01A).

Enrollment Information and Additional Orders

Verifying Enrollment Information

Verifying your enrollment information will allow you to ensure that all necessary paper test materials needed for test day have been ordered and both paper and online supports assigned.

When to Verify Enrollment for Test Materials

Your initial order of paper test materials is automatically generated by your student registration, PNP information, and delivery format selection in PearsonAccess^{next}. After the initial order has been completed, any additional materials needed for testing must be ordered through the additional orders process. Refer to your Schedule of Events for this window.

Verify Enrollment for Test Materials

Use the Student PNP & Test Information operational report to review which Personal Needs Profile (PNP) supports have been assigned to students.

1. Select the **Reports** icon.

2. Select **Operational Reports** from the drop-down menu.
3. Select the **Students & Registrations** check box to display a list of operational reports.
4. Select the **Personal Needs Profile (PNP) Report for Student Tests** operational report.
5. Select the appropriate organization from the **Filtered Organization** drop-down menu.
The **Accessibility Features and/or Accommodations** drop-down can be set to **All** to view all supports, or a specific accessibility support can be selected. The **Test** drop-down can be left blank to view all tests, or a specific test can be chosen to narrow your results.
6. Select **Download Report**.
If the report needs to be refreshed, select **Refresh Report** prior to downloading.
7. Use this information to determine if additional orders are needed for additional test materials.
Any PNP supports that need to be added or updated should be imported into the system to assign these updates to the students.

Creating and Submitting an Additional Order

An additional order is needed to receive additional test materials that were not ordered in the initial shipment. Pre-ID labels will be received for additional orders that contain 50 or more tests. Orders with fewer tests will not contain Pre-ID labels.

Materials for Students Testing with Accessibility Supports

Materials for accessibility supports—including alternate formats—are provided based on the Student PNP and Test Information Import or manual creation of student PNP information.

Additional Orders

If you need test materials in addition to what you received in the initial materials shipment, order these materials in PearsonAccess^{next}.

Create and Submit Additional Orders

1. Select the **Setup** icon.
2. Select the **Orders & Shipment Tracking** option.
3. Select the drop-down arrow next to the **Start** button.
4. Select the **Orders** option.
The Additional Orders screen appears.
5. Complete your order.
In the **Date Needed** field, use the calendar icon to select the date you plan to use these materials.
Note: ACT will determine the shipping method and shipment date.
6. Use the drop-down arrow next to **Reason** to select a reason for the additional materials.
7. Verify the Shipping Contact's information that appears on the screen under **Use a Stored Contact**.
8. Select **Add Items** under Materials Order.
The Edit Materials Order screen appears.
9. Use the filters of **Material Type**, **Test Option**, or **Test Format** to narrow your search for items if needed.
10. Use the up and down arrows or enter a quantity in the **Amount** field to change the default amount of 0 for each item as needed, until your order is complete.
11. Select the **Save** button to save your order.
You'll return to the Additional Orders screen.
12. Verify that your order is correct.

13. Select the **Create** button.
A "Success - Changes Saved" message appears at the top of the screen.
14. Select the **Exit Tasks** button to return to the Orders & Shipment Tracking screen.
15. Import or manually update any new or changed PNP selections in PearsonAccess^{next}.

View the Status of a Submitted Additional Order

1. Select the **Setup** icon.
2. Select the **Orders & Shipment Tracking** option.
3. Use the drop-down menu under **Find Orders Placed or Updated** to change the default search period as needed.
4. Select the **Search** button.
The results from the search appear by order number.
5. View the following status types for your order: Submitted; Rejected; Pending; Processing; Backordered; Transit; Delivered.

Note: An email notification is sent to the person listed as the "Ship To" recipient when the status changes in PearsonAccess^{next}.

Tracking Information

View Shipment and Tracking Information

For any type of materials order in PearsonAccess^{next}, you can view information about the shipment of the materials, including items that may have been back ordered. Take the following steps to view this information:

1. Select the **Setup** icon.
2. Select the **Orders & Shipment Tracking** option.
3. Select the **information icon** (i) for an order number to view details about that order.
4. Select the **Shipments** tab to view the status of the shipment, including an external link to information from the shipping vendor.

If the external link does not work, copy and paste the tracking number and use it to search the shipping vendor's website.

Note: Tracking information for the shipment will appear once the status is updated to Transit.

TEST ADMINISTRATION

Test Administration Requirements

How to Schedule Testing

After examinee information has been uploaded into PearsonAccess^{next}, examinees must be assigned an online test session by grade and subject. Examinees testing on paper do not need to be assigned to a test session. You may choose the date(s) on which you want to test as long as the dates you select are within the boundaries of the overall testing window. Subject tests can be administered in any order and in multiple sessions. Schedule enough time for each subject test to be completed in a single sitting. Examinees should not start a test unless there is adequate time for them to finish that test on the same day.

Scheduling Test Sessions

The timing of each subject test varies by subject and grade. The timing for the paper and online tests are the same.

A single subject test should be completed within one session. When scheduling multiple tests, consider the administrative time (5-10 minutes) room supervisors need to transition to the next test, factoring in the collection/distribution of test materials and the reading of verbal instructions.

When English Text to Speech Audio (English TTS Audio), Spanish Text + Audio, or English Text to Speech Audio + Orienting Description (English TTS Audio + Orienting Description) is selected within the Personal Needs Profile (PNP), the online tests will launch with 300% extra time already included.

Test Times by Grade and Subject

The following tables provide test times in minutes for standard forms and audio forms.

Test Times by Grade and Subject (in minutes) - Standard Testing

Grade	English	Math	Reading	Science	Writing
EHS	45	75	65	60	40

Test Times by Grade and Subject (in minutes) - English TTS Audio, English TTS Audio + Orienting Description

Grade	English	Math	Reading	Science	Writing
EHS	N/A	225	N/A	180	120

Test Times by Grade and Subject (in minutes) - Spanish Text + Audio

Grade	English	Math	Reading	Science	Writing
EHS	N/A	225	N/A	180	120

Note:

- EHS = Early High School (Grades 9-10)
- N/A = Not applicable (extended testing time is not an option for these subject tests)

Allowed and Prohibited Items in the Test Room

Calculator Policy

The Calculator Policy varies by grade. Examinees are allowed, but not required, to use an authorized calculator on the mathematics test.

TestNav includes a calculator tool for all applicable mathematics tests.

The use of calculators is not permitted on any other subject test. Unless a hand-held calculator is provided by the school, each examinee is responsible for bringing a calculator to the test and making sure it works properly. Examinees may bring a backup calculator and extra batteries, but they may not have more than one calculator on the desk or in operation at a time. Examinees are not allowed to share calculators during testing.

It is the school's responsibility to confirm that all calculators used by examinees are authorized before testing. See the Calculator Policy on the ACT-hosted web page, under Step 5: Administration.

Note: All problems can be solved without the use of a calculator.

Materials Provided by the School

Testing sites will provide the following items for each test room:

Materials Provided by the School

Item	Description
Timers	Provide each room supervisor with two accurate timepieces in order to time each test.
Pencils	You may instruct examinees ahead of time to bring pencils, but it is generally advisable to provide a supply of pencils in each room. <ul style="list-style-type: none"> Paper testing requires a No. 2 pencil for marking answers. Online testing does not require pencils, but examinees may use them with scratch paper.
Pencil sharpener	Provide a pencil sharpener in each test room.
Scratch paper	Examinees may use scratch paper if they request it. For each blank sheet, instruct examinees to write the following information on the top of the sheet: <ul style="list-style-type: none"> First and last name School name Test subject School grade <p>Examinees testing online may use their student authorization testing ticket as scratch paper. If they do so, there is no need to write the information listed above.</p> <p>Room supervisors will collect the scratch paper after testing and return the sheets to the test coordinator with the other testing materials. At the end of testing, securely destroy the scratch paper or securely retain it for one year per local guidelines.</p>
Calculators	The school may choose to provide calculators to examinees or the examinees may bring their own calculator to test. See the Calculator Policy.

Electronic Devices

Examinees are not allowed to have cell phones or any electronic communication devices on their person. Preferably, examinees should not bring electronic devices into the test room; if they do, these devices are to be turned off and put away. A warning to examinees to not set alarms is included in the verbal instructions.

Note: Alarms can distract examinees. Make sure staff alarms are off as well.

Wisconsin Policy: Electronic devices needed for accommodations such as blood sugar monitoring are acceptable. The device must be held by the room supervisor or proctor during testing and used only for its medical purpose under the direct supervision of testing staff.

Accessibility and Accommodations

ACT strives to provide equal access to all examinees, recognizing that some examinees need technological and other forms of support to be able to test fairly and to the best of their abilities. The need for accessibility is universal.

Administration of ACT Aspire with accessibility supports is a local decision. In ACT Aspire, any examinee—with or without an identified disability—may use accessibility supports that appropriately match the examinee’s needs. ACT recommends that examinees who use accommodations have a formally documented need as well as relevant knowledge and familiarity with these tools. Policy decisions regarding who may use accommodations rests with your local governing educational authority. Refer to your local educational policy for specific advice related to accommodations use.

Any formal qualifying procedure that is required by your educational authority must be completed prior to completing the Personal Needs Profile (PNP) process.

Those with test coordinator permissions in PearsonAccess^{next} must select accommodations through the online PNP process in PearsonAccess^{next} prior to an examinee beginning to test.

For additional information about accommodations and accessibility supports, see the *ACT Aspire Accessibility Supports Guide* on the ACT-hosted web page, under Step 3: Accommodation.

Accessibility and Accommodations Support Guidance

Scribing Procedures

Scribing the Reading, English, Mathematics, and Science Tests

Selected Response Procedure

For selected-response questions, the scribe should confirm the examinee's response before recording the examinee's answer on the paper answer document or within the online answer space. This must be a consistent action for every item.

Constructed Response Procedure

For constructed-response questions, the scribe should be familiar with the preferred mode of communication before the date of the test. For all tests except Writing, the examinee simply provides a response through their normal communication system for exact transcription. Examinees are not required to specify exact spelling or punctuation.

Examinees supported by a scribe must be given the same opportunity as other examinees to plan, draft, and revise the constructed response. The scribe's responsibility is to be both accurate and fair, neither diminishing the fluency of the examinee's response nor helping to improve or alter what the examinee asks to be recorded. This means that the scribe may, if provided specific direction and dictation by the examinee, scribe an outline or other writing plan. The scribe may not prompt or cue the examinee to conduct this step.

When the examinee's constructed response is complete, the scribe should confirm the examinee's response in the same way that selected-response answers are confirmed before recording in final form. The scribe shall write the response exactly as provided, including all spelling and language conventions indicated, if any, by the examinee.

Scribing the Writing Test

Wherever possible, it is preferable for examinees to produce their responses to the Writing test on paper, word processor, or by another writing communication device. Scribing the Writing test should be considered a support of last resort, used only when there is no other option for the examinee to participate in the Writing test. The reason for this caution is that the procedure necessary to produce a valid and meaningful Writing test response is difficult for both examinee and scribe. Individual administration is required and significant extra time, effort, and endurance is necessary. Indeed, it is common to find that an examinee with a broken arm or hand, for example, actually prefers to type with the non-dominant hand rather than undergo the Writing test protocol, which includes the following exacting requirements:

- The examinee **must** spell every word in the response the first time the word is used. Except in the case of homonyms (see next item), the examinee does not need to spell a word on subsequent use.

Note: The examinee may use, if also identified in the PNP as an accommodation, an Electronic Spell Checker device.

- For homonyms and often-confused words—such as *to*, *two*, and *too*; *there*, *their*, and *they're*; or *than* and *then*—the examinee must spell or select the spelling of the word each

time it is used. If, after careful consideration, it is decided that an examinee needs to have the Writing test scribed, then the following procedure should be followed.

Procedure for Scribing the Writing Test

1. Allow the examinee to provide the entire response without interruption. Do not prompt the examinee in any way that would result in a better essay or response.
2. Follow the step relevant to the dictation method used:
 - **Verbal Responses; Responses Using Gesturing, Pointing, or Eye-Gazing; Responses Using AAC Devices; Braille Responses; Audio Recorders:** Transcribe a draft of the examinee's response exactly as dictated without including any conventions other than spelling. Do not allow the examinee to view this written transcription.
 - **Audio Recorder:** Play back and transcribe the examinee's recorded response into writing without including any conventions other than spelling. Do not allow the examinee to view this written transcription.
 - **Speech-to-Text Software:** Skip to step 3.
3. Follow the step relevant to the dictation method used:
 - **Verbal Responses; Responses Using Gesturing, Pointing, or Eye-Gazing; Responses Using AAC Devices; Braille Responses:** Read the draft to the examinee without vocal inflection to indicate punctuation or alert the examinee to possible mistakes.
 - **Audio recorder:** Read the transcribed version to the examinee without vocal inflection to indicate punctuation or alert the examinee to possible mistakes.
 - **Speech-to-Text Software:** Read the displayed or printed version transcribed by the software to the examinee without vocal inflection to indicate punctuation or alert the examinee to possible mistakes. Do not allow the examinee to view this displayed or printed version.
4. Ask the examinee to spell each word in the draft of the written response as follows:
 - The examinee must spell every word in the constructed-response the first time it is used. Subsequent word use does not need spelling.
 - The examinee must spell homonyms and often-confused words such as *to*, *two*, and *too*; *there*, *their*, and *they're*; and *then* and *than* each time the word is used.
5. Edit spelling as indicated by the examinee.
6. Allow the examinee to view the draft and/or listen as you read the draft of the response without vocal inflection to alert the examinee to mistakes.
7. Ask the examinee to tell you if there are any capital letters or punctuation needed and, if so, where? Insert these, if indicated, exactly as directed by the examinee. Then ask the examinee if any further edits are needed. (Do **not** suggest edits.)
8. Edit the final response exactly as indicated by the examinee.
9. Transfer the final response verbatim onto the examinee's answer document.
10. If there is time remaining, allow the examinee to continue to review and edit the response, following the process above, or have the examinee confirm completion of the response.
11. After the examinee is finished or time has ended, whichever occurs first, return all test materials to the test coordinator.

Sign Language Interpretation

Signing is permitted in American Sign Language (ASL) or Signing Exact English (SEE), depending on the sign language chosen in the examinee's Personal Needs Profile (PNP).

Signing Verbal Instructions

Sign interpretation of verbal instructions may be provided for any content area and any grade for multiple examinees at the same time. The interpreter should partner with the room supervisor who simultaneously reads the instructions aloud in English.

Signing Test Questions

Sign interpretation of test items is permitted during the mathematics, science, and writing tests only. The interpreter should partner with the room supervisor to provide support for consistency and continuity of interpretation. Two interpreters are advised. Signing test questions requires an individual setting.

Examinee responses may not be interpreted from ASL for the purpose of recording the examinee answer. Dictation and scribing are permitted only if the examinee responds in the English language (written, oral, or an AAC form of response).

Procedures for Delivery of Test Questions

During the mathematics, science, and writing tests, the examinee may prefer to ask for only specific parts of an item to be interpreted. Establish this preference before testing.

- When two staff partners work together, one person signs (interprets) according to the plan notes as the other staff partner monitors the delivery. As necessary, one interpreter may relieve the other, but all passage-based item sets must be interpreted by the same person. Any interpreter changes must occur at natural break points in the flow of the assessment. Interpreters must never change within an item or item set.
- The interpreter must also voice for the partner interpreter what is signed by the examinee.
- All documented notes created and/or used for the signing plan must be destroyed immediately after the test session.
- Only the actual text or the printed values or labels within an item or within an item's graphics may be signed. Graphic representations may not otherwise be interpreted for any examinee.
- Signs and their associated facial expressions or body postures must be carefully produced so that the examinee is never provided any kind of biasing cue or clue to the item.
- Elaboration or clarification of test items is not permitted. Only the communication of the same information found in the text of the item is permitted. Sign interpretation may only convey the specific content written within the item and no more.
- Mathematical terms for which the sign creates a picture illustrating the concept must be finger-spelled to avoid giving a visual cue or information that is not provided to other examinees.
 - ~ Terms that must be finger-spelled include, but are not limited to: parallel lines, perpendicular, perimeter, circumference, and shape names. If finger-spelling is not useful, the only allowable alternative is to simply point to those terms onscreen as they come up instead of signing them. Either way the examinee must recognize the word, in finger-spelled form or in print.
- Interpretations may be repeated, but the interpretation must be done consistently each time.

Cued Speech

Note: Cued speech is permitted only for the mathematics, science, and writing tests. It may not be used to support the reading or English tests. It must be identified in the examinee's PNP.

Cued speech is defined as a formal and systematic way to provide visual phonemic access to the sounds of the words. This support functions much like an oral read-aloud accommodation for qualified users and is used in conjunction with human reader accommodation. Cued speech does not add interpreted meaning to the communication. It is not an interpretation but is a direct manual representation of sound. The only augmentation to the communication is the addition of phonemic (sound recognition) cues.

Procedures for Delivery of Content

- Read test questions accurately, pronounce words correctly, and speak in a clear voice.

- Read test passages, test questions, answer choices, and text in graphics. Don't try to solve problems or determine the correct answer as you read test questions; this may result in an unconscious pause or change in inflection that could be misleading.
- Keep your facial expression neutral. Don't look at the examinee or smile or frown to indicate approval or disapproval.
- Read at a normal pace.
- Pause after reading the question number and before reading the question itself.
- Read each question as clearly and consistently as possible. Give special emphasis to words or phrases printed in bold or italic type, set in all capital letters, or underlined, and tell the examinee that the words or phrases are printed that way. Do not give your own emphasis to words not emphasized in print.
- Be familiar with the specific words, terms, symbols, and signs of the test contents. If you find an unfamiliar word or one that you are not sure how to pronounce, advise the test taker of your uncertainty about the word and spell it.
- If there can be any doubt about the intended word you are reading (as in the case of words with the same pronunciation but different spellings), spell the word after you have pronounced it.
- Spell any words requested by the examinee.
- Pronounce acronyms as words whenever possible (e.g., NASA), then continue by voicing the initial letters (N-A-S-A).
- Do not get into conversation about test questions. Respond to the examinee's questions by repeating the questions, words, or instructions, as needed.
- When reading passages, pay attention to all punctuation marks. Read the passage through once so that the examinee can grasp the content of the passage.
- Some examinees may ask for a passage to be read through a second time with punctuation marks indicated. When this request is made, or if required by the item, indicate all punctuation found within those lines.
- When reading a numbered item, say "question" and the number before each item.
- If the item is a selected-response item, say "choice" and the letter before each option.
- Be particularly careful to equally stress each answer option and read all answer options before waiting for a response. The examinee will record the answer.
- If the examinee chooses an answer before you have read all the answer choices, ask whether you should read the other answer options.
- Allow the examinee to pause before responding. However, if the examinee pauses for a considerable time following your reading of the answer choices, say: "Do you want me to read the question again or any part of it?" In re-reading questions, be careful to avoid any special emphasis on words or phrases not emphasized in the printed copy with bold or italic type, capital letters, or underlines.

Testing with Braille Writer or Speech-to-Text Software

Examinees using a braille writer (e.g., BrailleNote) to record responses, which are then transferred to an answer document by testing staff after the test time expires, may test as a group.

Examinees using speech-to-text software (e.g., dictation software or an Augmentative and Alternative Communication [AAC] device) must test one-to-one. Grammar check and spell check features must be turned off. The room supervisor must sign a Scribe's Agreement to certify this was done.

Computer-Generated Essays

The essay must be in 12-point type on standard 8 ½ x 11" paper with the following margins:

- Top of page 2"
- Bottom of page 1 ½"
- Both left and right side margins 1"

Prepare the examinee's essay for scoring:

- Print all pages of the essay
- Print the examinee's name at the top of the first page
- Cut and tape all pages of the essay into the writing portion of the answer document using clear tape (Do not use glue.)

Note: If the printed essay is not taped to the answer document, it may not be scored or may delay scoring.

Delete the essay from the braille writer (including the trash folder).

Braille Procedures

Human Reader

Note: Read aloud of test items is only permitted for mathematics, science, and writing tests. Test directions may be read aloud for all content areas.

A human reader may be allowed to assist examinees taking the Braille test by providing word decoding support in the English language for the printed text and providing general navigation support throughout the test.

With Orienting Description

If an examinee is blind, or needs assistance due to low vision, the examinee will have a companion braille-tactile graphic booklet to use. The examinee should track along in this companion booklet as the item is read aloud exactly as printed. It is permissible to provide a navigational orienting description to a visually-impaired examinee if needed. Such description must have no relation to content; it functions only to name and roughly locate the parts contained in the item. For example:

“This item has a statement followed by two tables. At the end of the item there is a question followed by four answer choices for you to consider. Be sure to find these in your braille booklet.”

You may state the parts of the item and their physical location so long as you provide no further information.

Procedures for Delivery of the Writing Test

- Read the writing prompt as clearly and consistently as possible.
- Give special emphasis to words or phrases printed in bold or italic type, words set in all capital letters, and words that are underlined, and tell the examinee that the words are printed that way. Do not give your own emphasis to words not emphasized in print.
- You may repeat portions of the writing prompt, as requested.
- Pay attention to all punctuation marks while reading the writing prompt. Read the passage through once so that the test taker can grasp the content of the passage.
- Some test takers may then ask for the passage to be read through a second time with punctuation marks indicated. When this request is made or if required by the item, indicate all punctuation found within those lines.

Procedures for Delivery of the Mathematics and Science Tests

It is permissible to read any text and numbers presented in graphs or tables. If necessary, orient the examinee to the graph or table before reading content. It is not permissible to describe or interpret information contained in the graph or table in any way.

Note: See the ACT Aspire Read-Aloud Math and Science Reference in the Samples and Forms section of this manual for several examples of how to read mathematical and scientific terms.

Graphs

1. Read the graph title.
2. Read the values on the x- and y-axes, not the contents. Read the horizontal axis first, from left to right, and then read the vertical axis, from bottom to top.

Tables

1. Read the table title and indicate how many columns and how many rows are in the table.
2. Read the column headings from left to right.
3. Read the contents of each row from left to right.

Procedures for Managing Large Print or Braille Paper Materials

- Online testers: If students are testing online, the large print/braille books are used only as a reference. The answer document that is included in the kit should **not** be completed. Instead, online testers should enter their answers online.
- Paper testers: Students testing on paper and using the large print test/braille book should record their answers to the test questions on the answer document. Student responses in the test book must be transcribed to a regular answer document prior to returning the materials back for scoring.
- Answer document with Pre-ID label: If you have a Pre-ID label, affix the label to the student's answer document for a student using large print or braille; the student's responses should be recorded or transcribed onto the personalized answer document.
- Answer document without Pre-ID label: When using an answer document without a Pre-ID label, the student's responses should be recorded or transcribed onto the blank answer document.
- If a Pre-ID label is **not** used, follow "Gridding Answer Document Boxes" directions in this manual.
- **Important!** For students testing on paper, Section D must be gridded with the Test Form Code from the Test Booklet.

Prohibited Behavior

The following examinee behaviors are prohibited during administration of the tests:

- Looking at another examinee's test booklet, answer document, or computer/device screen display
- Giving or receiving assistance
- Disturbing other examinees
- Using notes or other unauthorized aids
- Using a calculator on any test other than the mathematics test
- Sharing a calculator with another examinee
- Using any device, including calculators, to share or exchange information at any time during the tests, the break, or after testing (All electronic communication devices, including cell phones, must be turned off and put away from the time the examinee is admitted to test until dismissal after testing concludes.)
- Attempting to remove test materials, including test questions or answers, from the test room by any means
- Exhibiting confrontational, threatening, or unruly behavior
- Creating a disturbance or allowing an alarm or phone to sound in the test room
- For online testing, using any tool not contained within the online testing system
- For paper testing, filling in circles or answering questions after time has been called

The direct observation of prohibited behavior requires the room supervisor to dismiss the examinee and mark the examinee's test with a Do Not Report code. Some organizations may require a review of testing irregularities before tests are marked as Do Not Report. Please refer to your local policies.

Irregularities

ACT Irregularity Policy

The irregularity reporting tool in PearsonAccess^{next} is intended for use primarily by school personnel to record any test administration irregularities that may affect examinee scores or the analysis of ACT Aspire results. Recording an irregularity for an examinee is not the same as marking the examinee's test with a Do Not Report code and dismissing the examinee for prohibited behavior. Testing personnel should use the irregularity reporting tool to report any irregularities occurring within the room. Instructions for submitting an Irregularity Report can be found under "Submit an Irregularity Report."

Room supervisors should enter test irregularities directly into the irregularity reporting tool in PearsonAccess^{next}. If room supervisors do not have access to PearsonAccess^{next}, they will use the Irregularity Report located at the end of this manual. Room supervisors will deliver all Irregularity Reports to the test coordinator, who will then enter the reports into PearsonAccess^{next}.

Document any of the following:

- An examinee engages in a prohibited behavior
- An examinee becomes ill or leaves the room during testing (except for bathroom breaks)
- An examinee fails to follow instructions (responds to questions randomly, obviously does not read questions prior to responding, or refuses to respond to questions)
- A general disturbance or distraction occurs that could affect one or more examinees' results
- An examinee questions the accuracy or validity of an item
- An examinee has a technical issue that interrupts testing (online testing)
- A test is mistimed

In situations where an examinee can resume testing after illness, or a general disturbance, room supervisors should allow it. Instructions for resuming a test can be found under "Resume an Interrupted Test" in the appropriate ACT Aspire Room Supervisor Manual.

Irregularities in the Environment category encompass external factors that may affect examinee testing, including outside noises, hot/cold room temperatures, power outages, severe weather, and emergency evacuations.

The Examinee category of irregularities includes examinee behaviors that may affect their performance or the performance of other examinees. These include the exhibition of prohibited behaviors described previously, examinee complaints about testing conditions, challenges of test items, arriving late for testing, or not showing up for testing.

Item challenges require the following information to be provided in the irregularity report:

- Examinee's name
- Grade level
- Subject test
- Test item

The Staff category includes actions testing staff may engage in that affect testing. These include failure to follow testing procedures such as mistiming a test or not reading the verbal instructions from the room supervisor manual, or other inappropriate behavior like engaging in personal communication via other staff, telephone, or text during testing.

The Technical category pertains to the performance of online testing and includes system failure, slowness, or freezing; difficulties launching the test or with examinees using TestNav; and other system issues (e.g., problems with using a keyboard, mouse, monitor, or other related hardware).

Submit an Irregularity Report

Submit an irregularity report in PearsonAccess^{next} for each occurrence of a group or individual irregularity. Report and describe in detail any irregularity, especially those that could affect test scores. Include the names of any examinees involved.

1. Select the **Testing** icon.
2. Select **Student Tests** to access the Student Tests screen.
3. Check the box next to the examinee(s) affected by this irregularity or type under **Find Student Tests**, then select **Search**.

Note: If the irregularity affects an entire room, select all examinees present in that room. If it affects the entire test site, select all examinees present at the test site.
4. In the Tasks pane, select **Manage Irregularities** and then select **Start**. The Manage Irregularities screen appears, displaying all tests for the selected examinees.
5. Check the box next to each of the selected tests.
6. Enter **Irregularity Date/Time**, **Irregularity Type**, and **Comments** at the top of the screen.
 - Be sure the Irregularity Date/Time reflects the date and time the irregularity occurred. This can be typed in or entered using the calendar/clock icon pop-ups located to the right of this field. Select the calendar icon to access the calendar and choose the correct date. Next, select the clock icon at the bottom of the calendar and choose the correct time.
 - The comments field allows a maximum of 1000 characters. If that is insufficient to provide necessary information, include the statement “Additional details on file” in the comments field, and keep a full written account of the irregularity in your files for 12 months.
7. Select **Apply to Selected**.
8. If another irregularity affects the same test(s), take the following actions:
 - a. Uncheck the boxes next to each test.
 - b. Select the “+” icon to the right of each examinee to add another entry line to each examinee.
 - c. Check the box next to the new line.

The new irregularity will be applied to all lines where the boxes are checked. Any existing information in those lines will be overwritten and lost. Be sure only blank lines are checked before proceeding.
 - d. Repeat steps 6–8.
9. When finished entering irregularities, select **Save**.
10. Select **Exit Tasks**.

Access Operational Reports

There are a variety of operational reports that provide details about student enrollment, test sessions, online testing status, and other test information. Take the following steps in PearsonAccess^{next} to access operational reports.

1. Select the **Reports** icon.
2. Select the **Operational Reports** title.

The Operational Reports screen appears.
3. Select the box(es) under Report Categories to view reports available by category.

Each category opens a list of reports.
4. Select a report title to access the report.
5. Select the filters from the drop-down menus displayed.

Often, leaving a filter blank will display all unfiltered data. Select **Request Report Refresh** to refresh the chosen filters.

6. Select the **Download Report** button.
If the filters were refreshed in the previous step, select **Refresh Report** before downloading.

PAPER AND ONLINE TESTING INSTRUCTIONS

Pre-Test, Testing, and Post-Test Activities

Invite Users

Users who previously have not had an account in PearsonAccess^{next} will receive an account set up email with instructions to create their accounts. Existing users will not receive an email; they may access their accounts using their already-established credentials. The administration test coordinator or test coordinator should notify the user that they may access PearsonAccess^{next}.

Note: Existing user accounts that have no activity for approximately 200 days automatically become disabled. Upon login attempts, such accounts receive an error message indicating "invalid username or password." If a user knows their username, they can attempt to reactivate the account by selecting the Forgot Password option from the sign-in screen. This action should permit new credentials and account reactivation. If the username is not known, first select Forgot Username and set the credential, then select Forgot Password. If this action fails, contact ACT Aspire Customer Care.

Import the User Import File

1. Select the **Setup** icon.
2. Select **Import/Export Data**.
3. Select the drop-down arrow next to the **Start** button and select **Import/Export Data**.
4. Select the drop-down arrow in the **Type** field and select **User Import**.
5. Select the **Choose File** button.
 - a. Navigate to the file you want to import.
6. Select the **Process** button.

The file will stop processing if 500 errors are reached. The **View File Details** tab will show links to **Download Records in Error** or **Download Error Messages**, which can be used to review any errors.

It is recommended that you export the template for the file first. Choose the appropriate export option for the file you wish to use and process. Use the **View File Details** tab to view the status of this file. When completed, select **Download File**.

Using the Create/Edit Users Tab

Add Users Manually

1. Select the **Setup** icon.
2. Select **Users**.

3. Select the drop-down arrow on the **Start** button and select **Create/Edit Users**.
4. Select the organization from the **Selected Organizations** drop-down menu.
5. Select the user's role from the **Selected Roles** drop-down menu.
Refer to the User Role Matrix to help you decide which role to assign.
6. Enter all required user data.
Required data is indicated with a red asterisk.
7. Select **Create**.

Modify Users Manually

1. Select the **Setup** icon.
2. Select **Users**.
3. Select the drop-down arrow on the **Search** button.
4. Check the box next to **Show all results**.
A list of users appears. You may use the filters to narrow the list of results (optional).
5. Select the box next to each user to be modified.
6. Select the drop-down arrow on the **Start** button and select **Create/Edit Users**.
7. From the side menu, select the user to modify.
8. Edit the user's record.
9. Select **Save**.
After saving changes to the user's record the screen will update with a green banner indicating: "Success."
10. Select **Exit Tasks**.

*Note: Upon creation, the user's account is set to Enabled status by default. At any point after creation, the user's account may be set to Disabled status to remove the user's access. The **Active Begin Date** may be used to enable the user's access on a specific, future date. The **Active End Date** may be used to remove the user's access on a specific, future date. The **Active Begin Date** and **Active End Date** fields are not required. The **Username** will be auto-filled after you enter the user's email address.*

Reset Your Password

1. From the login screen of PearsonAccess^{next}, select the **Forgot Password** link on the right side of the screen.
2. Enter your **Username** and **Email**.
3. Select the **Request Password Reset** button.
The Changes Saved message box appears. You will receive an email with instructions to reset your password.
4. Follow the instructions in the email to reset your password.

Delete an Account

1. Select the **Setup** icon.
2. Select **Users**.
The Users screen appears.
3. Select the drop-down arrow on the **Search** button.
4. Check the box next to **Show all results**.
A list of users appears. You may use the Filters to narrow the list of results.
5. Select the box next to the account you wish to delete.
6. Select the drop-down arrow on the **Start** button and select **Delete/Restore Users**.
The Delete/Restore Users screen and the user you selected appears.

7. Select the box next to the account you wish to delete.
8. Select the **Delete/Restore** button.
A "Success - Changes Saved" message appears. A red "X" appears next to the name of the deleted account.
9. Select the **Exit Tasks** button.

Restore an Account

1. Select the **Setup** icon.
2. Select **Users**.
The Users screen appears.
3. Select Deleted from the Account Status filter on the left of the screen.
A list of deleted users appears.
4. Select the box next to the account you wish to restore.
5. Select the drop-down arrow on the **Start** button and select **Delete/Restore Users**.
The Delete/Restore Users screen and the user you selected appears. A red "X" will appear next to the user's name if the user previously was deleted.
6. Select the box next to the account you wish to restore.
7. Select the **Delete/Restore** button.
A "Success - Changes Saved" message appears.
8. Select the **Exit Tasks** button.

Populate Student Data

DPI Performs Initial Data Load

The Wisconsin DPI will perform an initial load of all student data. Refer to the Schedule of Events for when this activity occurs. This load will also register the student, assign each subject test to the student, and set the delivery format to online. For any student who requires paper testing, the delivery format must be changed. See the Change an Examinee's Test Format section in this guide for further information.

After the initial data load, if a student from outside the state of Wisconsin is enrolling in your school, the student should be loaded as a new student using the student registration import process outlined below. If the student is transferring from another Wisconsin school, refer to the Transfer Students section in this guide.

Load the Student Registration Import (SRI) File

*Note: When loading the Student Registration Import file, ensure that the **Don't modify student tests** option is not selected. When this option is selected, examinees will be imported, but no tests will be assigned.*

IMPORTANT: This step may not be required if all students are accounted for and there are no new students transferring in from out of state.

1. Select the **Setup** icon.
2. Select **Import/Export Data**.
3. Select the drop-down arrow next to the **Start** button and select **Import/Export Data**.
4. Select the drop-down arrow in the **Type** field and select **Student Registration Import**.
5. Select the box next to the options that apply.

*Note: Select the **Don't auto-create Test Sessions for online testing** option if you want the test session data from the file to be ignored. It is highly recommended to not select the **Don't modify student tests** option. Tests will not be assigned if this option is selected.*

6. Select the **Choose File** button.
7. Navigate to the file you want to import.
8. Select the **Process** button.

The file will stop processing if 500 errors are reached. The **View File Details** tab will show links to **Download Records in Error** or **Download Error Messages**, which can be used to review any errors.

It is recommended that you export the template for the file first. Choose the appropriate export option for the file you wish to use and process. Use the **View File Details** tab to view the status of this file. When completed, select **Download File**. Refer to the Student Registration File Layout for information about the data to add.

Create Student Records Manually

1. Select the **Setup** icon.
2. Select **Students** to access the Students screen.
3. In the Tasks pane, select **Create/Edit Students** from the drop-down menu.
4. Select the **Start** button.

The Create/Edit Students screen appears.

5. Select your organization name from the **Organization** drop-down menu.
6. Complete all required fields for the examinee record.

Optional fields may be completed, as desired.

Note: The value entered for the Student Identifier field must match the value in the State Student ID field.

7. Select the **Create** button.
A "Success - Changes Saved" message appears.

8. Select the **Exit Tasks** button.
The Students screen appears.

Note: Staff should ensure that the student has had a successful enrollment transfer prior to making a manual change.

Edit Student Records Manually

1. Select the **Setup** icon.
2. Select **Students** to access the Students screen.
3. Select the box next to the **Student Identifier** field for the examinee(s) you wish to edit.

Use filters to narrow your search.

4. In the Tasks pane, select **Create/Edit Students** from the drop-down menu.
5. Select the **Start** button.

The Create/Edit Students screen appears.

6. Select the examinee name from the **Students** menu.
7. Edit the examinee record.
8. Select the **Save** button.

A "Success - Changes Saved" message appears.

9. Select the **Exit Tasks** button.
The Students screen appears.

Register Students Manually

Examinees whose records are created manually following the steps in the Create Student Records Manually and Edit Student Records Manually sections will need to be registered. Examinees created through a Student Registration Import file will be automatically registered.

1. Select the **Setup** icon.
2. Select **Students** to access the Students screen.
3. Select the box(es) next to the examinee(s) you need to register.
4. In the Tasks pane, select **Register Students** from the drop-down menu.
5. Select the **Start** button.
The Register Students screen appears.
6. Select the examinee you need to register from the **Students** menu.
7. Select the **Registered** box.
8. Complete the **Actual Grade** required field.
Optional demographics fields also may be completed at this time.
9. Select the **Save** button.
A "Success - Changes Saved" message appears.
10. Select the **Exit Tasks** button.
The Students screen appears.

Use Manage Student Tests - Manually Assign Tests

1. Select the **Setup** icon.
2. Select **Students** to access the Students screen.
3. Select the box next to the examinee(s) to whom you need to assign a test.
4. In the Tasks pane, select **Manage Student Tests** from the drop-down menu.
5. Select the **Start** button.
The Manage Student Test screen appears.
6. Select **Create Student Tests**.
The New Student Test screen appears.
7. Select the examinee to whom you need to assign a test from the **Student** drop-down menu.
8. Complete all required fields.
Group/Class Name may be completed at this time, or examinees may be added to groups later.
 - a. To edit a test already assigned, select the grade for the examinee you wish to edit from the **Student Tests** menu.
 - b. Select the appropriate subject test from the drop-down menu under that grade.
9. Select the **Create** button.
A "Success - Changes Saved" message appears.
10. Select the **Exit Tasks** button.
The Students screen appears.

Transfer Students

Wisconsin Enrollment Transfer Policy

If a student enrolling in your school is transferring from within the state of Wisconsin, the enrolling school is responsible for submitting a student enrollment transfer request. Do not submit a request for a student transferring out of your school.

Collect the student's WISEID, first name, last name, and date of birth, and know which school the student is transferring from to initiate the transfer.

Note: If the student is transferring from a school outside the state of Wisconsin, the student should instead be loaded as a new student using the SRI process.

Enrollment data or tests for any student who has completed all five ACT Aspire subject tests at their previous school should not be transferred. However, if the student has completed (or started) some subject area tests, transfer the student and their data.

Upon receipt of an enrollment transfer notification, verify if the student has already completed all five subject tests.

- If yes, then reject the transfer per DPI policy, indicating the student completed all five subject tests.
- If no, then approve the transfer per DPI policy.

Transfer a Student Enrollment

You can transfer a student to another organization to which you have access. This is a two-step (request and approve) process.

Request a Student Enrollment Transfer

To request a transfer to move a student to your organization, you must send a request to the student's current organization/school.

1. From **Setup**, select **Work Requests**.
2. Select **Select Tasks**.
3. Select **Request / Delete Enrollment Transfer**.
4. Select **Start**.
5. Enter and select the transferring student's details.
6. Select **Search**.
7. Under **Change Enrollment To**, select the organization to which you want to transfer the student.
8. Select **Send Request**.

An email notification is sent to the administration test coordinator or test coordinator on file at the previous school.

Approve a Student Enrollment Transfer

To move a student from your organization/school, you must approve the transfer request from the new organization/school.

1. From **Setup**, select **Work Requests**.
2. Select the **Work Type** filter and select **Enrollment Transfer**.
3. Select an enrollment transfer request(s).
4. Select **Select Tasks**.
5. Select **Approve / Reject Enrollment Transfer**.
6. Select **Start**.
7. Review the enrollment request.
8. Select **Approve**.

Note: After you approve the request, all student test information and demographics appear to the new school and are not visible to the original school.

After an Enrollment Transfer

If an examinee was not in a test session prior to the examinee's transfer, the examinee can be found from the Students screen. The examinee may be added to an existing or new test session.

If an examinee was in a session prior to the examinee's transfer, the examinee's test assignments are moved to the Sessions screen and placed in session with "TRANSFER" listed in the title. This is a temporary session and the examinee needs to be moved to actual sessions at your school. A TRANSFER session can't be prepared, started, or stopped; examinees can't test in a TRANSFER session.

If an examinee completed (or started) subject tests at their prior school, the new (receiving) school will be able to transfer that examinee to a new session to resume testing.

Complete Personal Needs Profile (PNP)

The test coordinator documents accommodations, EL supports, and designated supports on the Personal Needs Profile (PNP). Refer to the Accessibility and Accommodations section found in this guide for more information.

Import Student PNP and Test Information File

Note:

- *You may import student PNP and test session data in the same file at the same time, or you may choose to import this information separately.*
- *When this file is exported, if the organization had students associated with a PNP, test session, or group/class, that information is included in this file, so long as: 1) the student has not yet tested; 2) the session has not yet been prepared. If either of these two activities occurred prior to file export, those students will not be included in the file.*
- *All PNPs must be added or modified prior to preparing online test sessions to ensure the PNP is automatically assigned to a student's test.*
- *Refer to the Personal Needs Profile File Layout for information about the data to add.*

1. Select the **Setup** icon.
2. Select **Import/Export Data**.
3. Select the drop-down arrow next to the **Start** button and select **Import/Export Data**.
4. Select the drop-down arrow in the **Type** field and select **Student PNP and Test Information**.
5. Select the box next to the options that apply.

*Note: Select the **Update only PNP Accessibility Supports** option if you do not want class/group or test session information updated. Only PNP data will be updated if this option is selected.*

6. Select the **Choose File** button.
 - a. Navigate to the file you want to import.
7. Select the **Process** button.

The file will stop processing if 500 errors are reached. The **View File Details** tab will show links to **Download Records in Error** or **Download Error Messages**, which can be used to review any errors.

It is recommended that you export the template for the file first. Choose the appropriate export option for the file you wish to use and process. Use the **View File Details** tab to view the status of this file. When completed, select **Download File**.

Use Registrations and PNP - Manually Assign PNP

Note: Personal Needs Profile (PNP) selections can be easily changed prior to starting a session by following these steps and editing the fields. After a session has been prepared, the examinee will need to be moved to a new session and you will need to update the PNP fields.

1. Select the **Setup** icon.

2. Select **Students** to access the Students screen.
The Students screen appears with a list of examinees. From here you can search for specific students. In the Search drop-down menu, select **Show all results** to see a list of all students. You also may apply a filter by entering additional details.
3. Select the box next to the examinee(s) to whom you need to assign Personal Needs Profile (PNP) supports.
4. In the Tasks pane, select **Registrations and PNP** from the drop-down menu.
5. Select the **Start** button.
6. Select the examinee to whom you need to assign an accessibility support from the **Student** drop-down menu.
7. Select all accessibility supports that apply to the test.
8. Select the **Save** button.
A "Success - Changes Saved" message appears.
9. Select the **Exit Tasks** button.
The Students screen appears.

Run the Personal Needs Profile Report

After examinees have been assigned to test sessions, the Personal Needs Profile report lists each examinee's assigned session. Use this report to manage paper and online accommodations for examinees, set up test sessions, and assign examinees appropriately.

1. Select the **Reports** icon.
2. Select **Operational Reports** to access the Operational Reports screen.
3. Select the check box next to **Students and Registrations**.
A list of Students and Registrations reports appears.
4. Select the **Personal Needs Profile (PNP) Report for Student Tests**.
The report screen appears.
5. Select **Request Report Refresh** to view the most current report.
6. Modify options using the drop-down filters, if desired.
7. Select the **Refresh Report** button.
A "Success - Changes Saved" message appears. The report will update.
8. Select the refresh icon, if necessary.
9. Select the **Download Report** button.
You will be prompted to save the report.
10. Select the **Exit Report** button.
The Operational Reports screen appears.

Change an Examinee's Test Format

Note: When DPI runs the initial student data load, all students will have a delivery format set to online. For any student who requires paper testing, the delivery format must be changed.

An examinee's test format must be changed before test materials are scheduled to be shipped. Refer to your Schedule of Events for when this activity occurs. If the date has passed, an additional order will need to be created.

Note: If the examinee is being moved from online to paper, remove the examinee from the test session. If the examinee is being moved from paper to online, add the examinee to an existing test session.

1. Select the **Setup** icon.

2. Select **Students** to access the Students screen.
The Students screen appears with a list of examinees. From here you can search for specific students. In the **Search** drop-down menu, select Show all results to see a list of all students. You also may apply a filter by entering additional details.
3. Check the box next to the examinee to be edited.
4. In the **Tasks** pane, check the box next to **Manage Student Tests**.
5. Select the **Start** button.
The Manage Student Tests screen appears.
6. Select the grade for the examinee you wish to edit from the **Student Tests** menu.
7. Select the appropriate subject test from the drop-down menu under that grade.
8. In the **Delivery Format** field, select the new test delivery format.
Note: You can change an examinee's test delivery format from online to paper or vice versa.
9. Select the **Create** button.
*Note: If the test already was assigned, select the **Save** button.*

A "Success - Changes Saved" message appears.
10. Select the **Exit Tasks** button.
The Students screen appears.

Manage Contacts and Addresses

1. Select the **Setup** icon.
2. Select **Organizations**.
The Organizations screen appears.
3. Select the drop-down menu on the **Search** button.
4. Select **Show all results**.
A list of organizations appears.
5. Select the box next to the organization(s) you wish to update.
6. Select the drop-down menu on the **Start** button.
7. Select **Manage Contacts**.
8. Select Shipping from the Contacts menu under your organization name.
9. Review and update information as appropriate.
If necessary, contact your administration test coordinator to make the updates.
10. Select the **Save** button.
A "Success - Changes Saved" message appears.
11. Select the **Exit Tasks** button.
The Organizations screen appears.

Create Groups/Classes

Creating groups/classes is optional. It assists you in creating test sessions.

Import Student PNP and Test Information File

Note: You may import student PNP and test session data in the same file at the same time, or you may choose to import this information separately.

Note: When this file is exported, if the organization had students associated with a PNP, test session, or group/class, that information is included in this file, so long as: 1) the student has not yet tested; 2) the session has not yet been prepared. If either of these two activities occurred prior to file export, those students will not be included in the file.

1. Select the **Setup** icon.
2. Select **Import/Export Data**.
3. Select the drop-down arrow next to the **Start** button and select **Import/Export Data**.
4. Select the drop-down arrow in the **Type** field and select the type of file you wish to import.
You can import group/class information by using the Student Registration Import or the Student PNP and Test Information Import file. See sections regarding those files for details.
5. Select the **Choose File** button.
 - a. Navigate to the file you want to import.
6. Select the **Process** button.
The file will stop processing if 500 errors are reached. The **View File Details** tab will show links to **Download Records in Error** or **Download Error Messages**, which can be used to review any errors.
It is recommended that you export the template for the file first. Choose the appropriate export option for the file you wish to use and process. Use the **View File Details** tab to view the status of this file. When completed, select **Download File**.

Create/Edit Groups/Classes

1. Select the **Setup** icon.
2. Select **Groups/Classes** to access the Groups/Classes screen.
3. Select the drop-down arrow next to the **Start** button and select **Create/Edit Groups/Classes**.
4. Complete all required fields.
5. Select the **Create** button.
A "Success - Changes Saved" message appears.
6. Select the **Exit Tasks** button.
The Groups/Classes screen appears.

Manage Groups/Classes

1. Select the **Setup** icon.
2. Select **Students** to access the Students screen.
3. Select the drop-down menu on the **Search** button and select **Show all results**.
A list of students appears.
4. Check the box next to the **Student Identifier** for the examinee(s) you need to add or remove from groups/classes.
Use the filters to narrow your search.
5. In the **Tasks** pane, select **Manage Groups/Classes** from the drop-down menu.
6. Select the **Start** button.
The Manage Groups/Classes screen appears.
7. Add or remove the tests you need to edit in the **Tests** pane:

Option	Description
To add tests	Select in the pane to see a drop-down set of test options to add.
To remove tests	Select the "X" symbol to remove tests.

8. To add Groups/Classes to individual tests:
 - a. Select the appropriate Group/Class from the drop-down menu under the **Group/Class** header for each test.
 - b. Select **Save**.
9. To add multiple tests to a single Group/Class:
 - a. Select the check boxes next to each test you want to add to the Group/Class.
 - b. In the **Assign a Group to Multiple Student Tests** menu, select the Group/Class from the drop-down menu.
 - c. Select **Assign group to Selected Student Tests**.
 - d. Select **Save**.
10. To create a new Group/Class:
 - a. Select **New Class/Group** from the **Assign a Group to Multiple Student Tests** right-side pane.
 - b. Complete the required fields.
 - c. Select **Save**.

Delete Groups/Classes

1. Select the **Setup** icon.
2. Select **Groups/Classes** to access the Groups/Classes screen.
3. Select the check box next to the Group(s)/Class(es) you need to delete.
4. In the **Tasks** pane, select **Delete Groups/Classes** in the drop-down menu.
5. Select the **Start** button.
The Delete Groups/Classes screen appears.
6. Select the check box next to the group(s)/class(es) you want to delete.
7. Select the **Delete** button.
A "Success - Changes Saved" message appears.
8. Select the **Exit Tasks** button.
The Groups/Classes screen appears.

Add/Remove Student Tests in Groups/Classes

1. Select the **Setup** icon.
2. Select **Groups/Classes** to access the Groups/Classes screen.
3. Select the check box next to the Group(s)/Class(es) to which you need to assign an examinee's test.
4. In the **Tasks** pane, select **Add/Remove Student Tests in Groups/Classes** in the drop-down menu.
5. Select the **Start** button.
The Add/Remove Student Tests in Groups/Classes screen appears.
6. Select the check box next to the group/class to which you need to add or remove examinees.
7. Select the examinee in the **Find by name or ID** box, or begin typing the examinee's name or ID to narrow your search.
Multiple examinees can be added to this box and all assigned tests can be viewed.
8. Select the test you wish to assign to the group/class.
To add all tests displayed for all examinees selected to the group/class, select the **Select All Tests** check box.
9. Select the **Save** button.
A "Success - Changes Saved" message appears.

10. Select the **Exit Tasks** button.
The Groups/Classes screen appears.

Technology Setup and Configuration

Technology setup includes meeting PearsonAccess^{next} and TestNav requirements. Proper configuration of the testing environment is critical, and will help ensure security of test content, reliability of the testing system, proactive monitoring, and successful online testing.

Proctor caching is recommended, but optional. Proctor caching is the process of storing encrypted test content locally. This stored cached test content is distributed to examinee devices and reduces network capacity and bandwidth needs for online testing. Refer to the Schedule of Events found on the ACT-hosted web page for the optimal time to conduct these activities.

Set Up Test Sessions

All examinees testing online must be assigned to a test session for each subject they are testing. Examinees testing paper should not be assigned to a test session. You have two options for adding sessions: 1) Import Student Registration Import File; or 2) Import Student PNP and Test Information File. Review the file layouts for requirements of each and choose the best option for your school.

Note: If you need to make a change to a test session contact your test coordinator.

Import Student Registration Import File

1. Select the **Setup** icon.
2. Select **Import/Export Data**.
3. Select the drop-down arrow next to the **Start** button and select **Import/Export Data**.
4. Select the drop-down arrow in the **Type** field and select the type of file you wish to import.
You can import test session information by using the Student Registration Import or the Student PNP and Test Information Import file. See sections regarding those files for details.
5. Select the **Choose File** button.
 - a. Navigate to the file you want to import.
6. Select the **Process** button.
The file will stop processing if 500 errors are reached. The **View File Details** tab will show links to **Download Records in Error** or **Download Error Messages**, which can be used to review any errors.
It is recommended that you export the template for the file first. Choose the appropriate export option for the file you wish to use and process. Use the **View File Details** tab to view the status of this file. When completed, select **Download File**.

Import Student PNP and Test Information File

Note: You may import student PNP and test session data in the same file at the same time, or you may choose to import this information separately.

Note: When this file is exported, if the organization had students associated with a PNP, test session, or group/class, that information is included in this file, so long as: 1) the student has not yet tested; 2) the session has not yet been prepared. If either of these two activities occurred prior to file export, those students will not be included in the file.

1. Select the **Setup** icon.
2. Select **Import/Export Data**.
3. Select the drop-down arrow next to the **Start** button and select **Import/Export Data**.

4. Select the drop-down arrow in the **Type** field and select the type of file you wish to import. You can import group/class information by using the Student Registration Import or the Student PNP and Test Information Import file. See sections regarding those files for details.
5. Select the **Choose File** button.
 - a. Navigate to the file you want to import.
6. Select the **Process** button.

The file will stop processing if 500 errors are reached. The **View File Details** tab will show links to **Download Records in Error** or **Download Error Messages**, which can be used to review any errors.

It is recommended that you export the template for the file first. Choose the appropriate export option for the file you wish to use and process. Use the **View File Details** tab to view the status of this file. When completed, select **Download File**.

Create Test Sessions Manually

1. Select the **Testing** icon.
2. Select **Sessions** to access the Sessions screen.

From here you can search for specific sessions. In the **Search** drop-down menu, select **Show all results** to see a list of all sessions. You also may apply a filter by entering additional details.
3. In the **Tasks** pane, select **Create/Edit Sessions** in the drop-down menu.
4. Select the **Start** button.

The Create/Edit Sessions screen appears.
5. Complete all required fields:
 - **Session Name:** Name the session so it can be easily identified.
 - **Organization:** If the organization is not already selected, select it from the drop-down menu.
 - **Test Assigned:** Select the test to be administered.
 - **Form Group Type:** The form group type “Main” from the drop-down menu is automatically assigned.
 - **Scheduled Start Date:** Select the date of the session; this must be within the testing window determined by your local governing educational authority.
 - **Scheduled Start Time** (not required): Leave this as the default (01:00 AM).

*Note: To use the **Scheduled Start Time** field for internal scheduling purposes, change it to the actual test start time. Test sessions may be started prior to the scheduled start date and time.*
 - **Precaching Computer:** Discuss with the technical coordinator to determine what to enter.
6. Add/remove students to the new session (optional - students may be added at a later time):
 - a. Select inside the **Students** field.

A list of available examinees appears.
 - b. Select an examinee from the list (find an examinee by entering their name in the field).
 - c. Select **Group/Class** to add groups of examinees to a test session.
 - d. To add additional examinees, repeat steps 6 a–c.
 - e. To remove an examinee, select the “X” next to the examinee’s name within the **Students** field.
7. Select the **Create** button.

A "Success - Changes Saved" message appears.

8. Select the **Exit Tasks** button.
The Sessions screen appears.

Edit Test Sessions

Note: Test sessions that have a Session Status of In Progress or Stopped cannot be edited.

1. Select the **Testing** icon.
2. Select **Sessions** to access the Sessions screen.
From here you can search for specific sessions. In the **Search** drop-down menu, select **Show all results** to see a list of all sessions. You also may apply a filter by entering additional details.
3. Select the check box next to the test session to be edited.
4. In the **Tasks** pane, select **Create/Edit Sessions** in the drop-down menu.
5. Select the **Start** button.
The Create/Edit Sessions screen appears.
6. From the side menu, select a test session to edit.
The test session information is displayed.
7. Edit the session.
8. Select the **Save** button.
A "Success - Changes Saved" message appears.
9. To edit additional sessions, repeat the steps above.
10. Select the **Exit Tasks** button.
The Sessions screen appears.

Delete Test Sessions

Note: All examinees must be removed from a session before that session can be deleted. See Remove Students from Sessions. Examinees cannot be removed from a test session if tests have been completed.

1. Select the **Testing** icon.
2. Select **Sessions** to access the Sessions screen.
From here you can search for specific sessions. In the **Search** drop-down menu, select **Show all results** to see a list of all sessions. You also may apply a filter by entering additional details.
3. Select the check box next to the test session to be deleted.
4. In the **Tasks** pane, select **Delete Sessions** in the drop-down menu.
5. Select the **Start** button.
The Delete Sessions screen appears.
6. Select the check box next to the session name.
7. Select the **Delete** button.
A "Success - Changes Saved" message appears.
8. Select the **Exit Tasks** button.
The Sessions screen appears.

Add Students to Sessions

1. Select the **Testing** icon.
2. Select **Students in Sessions** to access the Students in Sessions screen.
3. Select the **Add a Session** button in the **Session List** pane to add a session to edit.
4. Select a session to edit.

5. Select the **Add Selected** button.
6. In the **Tasks** pane, select the check box next to **Add Students to Sessions** in the drop-down menu.
7. Select the **Start** button.
The Add Students to Sessions screen appears.
8. Select the session to which examinees will be added from the **Session** drop-down menu.
9. In the **Search** drop-down menu, select the check box next to **Show all results**.
10. Check the box next to each examinee to be added to this session.
11. Select the **Add** button.
A "Success - Changes Saved" message appears.
12. Select the **Exit Tasks** button.
The Students in Sessions screen appears.

Remove Students from Sessions

1. Select the **Testing** icon.
2. Select **Students in Sessions** to access the Students in Sessions screen.
3. Select the **Add a Session** button in the **Session List** pane to add a session to edit.
4. Select a session to edit.
5. Select the **Add Selected** button.
6. In the **Session List**, select the session(s) from which you want to remove an examinee(s).
The session information appears.
7. Select the check box next to the examinee to be removed.
8. In the **Tasks** pane, select the check box next to **Remove Students from Sessions**.
9. Select the **Start** button.
The Remove Students from Sessions screen appears.
10. Select the check box next to the examinee to be removed.
11. Select the **Remove** button.
A "Success - Changes Saved" message appears.
12. Select the **Exit Tasks** button.
The Students in Sessions screen appears.

Move Students between Sessions

In order to move an examinee to a new session, the new session must be set up with the appropriate matching test assignment or created through the steps below.

1. Select the **Testing** icon.
2. Select **Students in Sessions** to access the Students in Sessions screen.
3. Select the **Add a Session** button in the **Session List** pane to add a session to edit.
4. Select a session to edit.
5. Select the **Add Selected** button.
6. Select the check box next to the examinee to be moved.
7. In the **Tasks** pane, select the check box next to **Move Students between Sessions**.
8. Select the **Start** button.
The Move Students between Sessions screen appears. The **Tests** field will prepopulate.
9. Select in the **Sessions** pane and select a session to add for the examinee.
Alternatively, select the **Create Session** button to create a new session.
10. Select the box under the new session to which you want to move the examinee's test.
You may select all examinees' tests by checking the box next to the session name.

11. Select **Move**.
A "Success - Changes Saved" message appears.
12. Select the **Exit Tasks** button.
The Students in Sessions screen appears.

Precache Test Content

Precaching is the process of downloading encrypted test content to the ProctorCache computer. Precaching helps prevent delays in administering tests on test day and typically is completed 1-2 days prior to testing.

Instructions for precaching test content can be found in the Working with Precached Test Content section of the *ACT Aspire Technical Readiness Guide* on the ACT-hosted web page, under Step 2: Configuration.

Prepare Test Sessions

This task should be performed once for each test session. For multiple-day testing, this task should be performed the day before the first sitting. PNPs must be complete before preparing the session.

1. Select the **Testing** icon.
2. Select **Sessions** to access the Sessions screen.
From here you can search for specific sessions. In the **Search** drop-down menu, select **Show all results** to see a list of all sessions. You also may apply a filter by entering additional details.
3. Select the check box next to the session(s) that will be administered in the upcoming days.
Note: Test sessions should be prepared 1–2 days before test day.
4. In the **Tasks** pane, select **Show Students in Sessions & Control Sessions** in the drop-down menu.
The Students in Sessions screen appears.
5. Use the following table to determine your next step:

To prepare...	Take the following actions...
All sessions	<ol style="list-style-type: none"> a. In the Session List pane, select the Combined View button to select multiple sessions. b. Select the Prepare All Sessions button.
A single session	<ol style="list-style-type: none"> a. In the Session List pane, select a session. b. Select the Prepare Session button.

6. Allow a few moments for the session(s) to prepare.
7. Select the **Refresh** button.
The session(s) status is Ready.
Note: Do not start the test session(s) until the day of testing.

Print Student Authorization Testing Tickets - Individual Session

1. Select the **Testing** icon.
2. Select **Sessions** to access the Sessions screen.

3. Select the check box next to the session(s) for which you want to print student authorization testing tickets.
4. In the **Tasks** pane, select **Show Students in Sessions & Control Sessions** in the drop-down menu.
The Students in Sessions screen appears.
5. In the **Session List**, select the session(s) for which you want to print student authorization testing tickets.
The session information appears.
6. Use the following table to determine your next step:

To print student authorization testing tickets for...	Take the following actions...
All examinees	<ol style="list-style-type: none"> a. Open the Resources drop-down menu. b. Select Print all for this session under the Student Testing Tickets section. c. Select a print format (1 per page is the default).
An individual examinee or a small group of examinees	<ol style="list-style-type: none"> a. Select the examinee(s) for whom to print a ticket. b. In the Resources menu, select Print selected for this session under the Student Testing Tickets section. c. Select a print format (1 per page is the default).

7. Print the student authorization testing tickets using your browser.
Note: Make sure the printer properties are not set to print 2-sided.
8. Repeat the steps above to retrieve and print student authorization testing tickets for other sessions.

Print Student Authorization Testing Tickets - Multiple Sessions

1. Select the **Testing** icon.
2. Select **Sessions** to access the Sessions screen.
3. Select the check box next to the session(s) for which you want to print student authorization testing tickets.
4. In the **Tasks** pane, select **Generate Test Tickets** in the drop-down menu.
5. Select the **Start** button.
The Generate Test Tickets screen appears.
6. Select **Generate Test Tickets**.

Note: Sessions will be separated by a header sheet. Tickets will be printed one page per examinee. Make sure your printer is not set to 2-sided printing.

Start and Unlock a Test Session

On the morning of test day, this task must be performed for each test session. It must be completed to enable room supervisors to unlock their sessions. Sessions can only be unlocked individually.

1. Select the **Testing** icon.

2. Select **Sessions** to access the Sessions screen.
From here you can search for specific sessions. In the **Search** drop-down menu, select **Show all results** to see a list of all sessions. You also may apply a filter by entering additional details.
3. Check the box next to the session(s) that will be administered today.
4. In the **Tasks** pane, select **Show Students in Sessions & Control Sessions** in the drop-down menu.
The Students in Sessions screen appears.
5. Use the following table to determine your next step.

To start...	Take the following actions...
All sessions	<ol style="list-style-type: none"> a. In the Session List pane, select the Combined View button to select multiple sessions. b. Select the Start All Sessions button.
An individual session	<ol style="list-style-type: none"> a. In the Session List, select a session. b. Select the Start Session button.

The **Start Session** button becomes a **Stop Session** button, and a padlock appears next to the test.

Note: In the examinee pane, notice that Student Test Status is marked as Ready, but has a padlock. This indicates that the test is locked. The session should be unlocked only when testing is ready to begin.

6. To unlock a session, slide the button next to the session to the right to unlock the test.
The test session is now marked as In Progress.
Note: If this step is not performed, examinees cannot access the test session in TestNav. An error message will appear indicating the test session is locked.
7. Allow PearsonAccess^{next} to run during the test session. Do not log out or power off the computer.
8. Select the locked padlock icon in the session lock/unlock control to lock the test session.
Note: An examinee's test session should be locked if the examinee is provided a break.

Note: If not all students in a test session completed testing, lock the session instead of marking the session as "Marked Complete." Only stop a session when all students have tested or those not testing are removed.

Administer the Test

Undo Student Test Submissions

If an examinee accidentally submits the test without finishing, or a room supervisor accidentally marks the test as Marked Complete, the test can be unsubmitted. Only the state test coordinator role has access to this task. This action is not reversible. Contact DPI to consult and have them perform this action.

Proctor Extended Time Code

If a student's accommodations requirement includes extended time testing, but that accommodation was not added to their Personal Needs Profile prior to preparing test sessions, the Proctor Extended Time Code should be used. Use this code if time expires on a test for a student who requires extended time. The student will receive a message window when the

timer ends: "Warning: If you do not select 'Submit Final Answers' you may not get a score for this test." This window includes a Proctor Only link, where you can enter the proctor password. Do not select the **Submit Final Answers** button; otherwise, you won't be able to return to the test. Follow these instructions to access the Proctor Extended Time Code.

1. Select the Testing icon.
2. Select **Sessions** to access the Sessions screen.
3. In the table, select the check box next to the session you want to view.
4. In the Select Tasks menu, select **Show Students in Sessions and Control Sessions**. The Students in Sessions screen appears.
5. In the Session List, select the session containing the examinee who requires extended time.
6. Open the Resources drop-down menu.
7. Select **Proctor Extended Time Code**.
The code will open in a new window.
8. On the student's screen in the TestNav app, select the **Proctor Only** link.
9. Enter the proctor password then select the **Continue** button.
A final screen appears where you may select either **Untimed** or **Enter Time**.
10. Select an option (typically Enter Time), then enter the number of minutes and select the **Continue** button.
The student is placed back into the test where they left off and the timer will begin counting down from the number of minutes entered.

View Examinee Status in a Session

1. Select the **Testing** icon.
2. Select **Sessions** to access the Sessions screen.
3. In the table, select the check box next to each session you want to view.
The Filters, including Session status, can be used to narrow your search results.
4. In the **Select Tasks** menu, select **Show Students in Sessions & Control Sessions**.
The Students in Sessions screen appears.
5. In the **Session List**, select the session containing the examinee status you want to view.
The session's information appears.

6. Search to find the examinee(s) whose status you want to view.

Examinee status is shown in the **Student Test Status** column of the list of examinees. Select the secondary filters to view additional filters, including the Student Test Status filter, to narrow your search. The following table describes the possible status conditions.

Status	Description
Ready	The examinee has not yet started the test.
Active	The examinee has logged in and started the test. <i>Note: If the examinee exits the test, but the status remains set at Active, the examinee cannot resume testing unless the status is changed to Resumed or Resumed Upload. Resumed Upload is used when the examinee needs to resume their test from another workstation. Resume must be selected first, then Resumed Upload.</i>
Exited	The examinee has exited TestNav but has not submitted test responses for the current test. <i>Note: The examinee cannot resume testing in the session unless the examinee's status is changed to Resumed or Resumed Upload. If the examinee will not resume testing for any reason, the examinee's status must be changed to Marked Complete.</i>
Resumed or Resumed Upload	The examinee has been authorized to resume the test, but has not yet logged in.
Completed	The test has been submitted by the examinee through TestNav.
Marked Complete	The examinee has exited TestNav and will not resume testing. Examinees are marked complete by the room supervisor or test coordinator in PearsonAccess ^{next} .

7. Select an examinee's status by selecting the link that appears when hovering **status** in the **Student Test Status** column.

Selecting an examinee's status will provide more detailed information about that examinee's test and item progress (e.g., number of test items answered; number of test items remaining; etc.).

Confirm Test Session Status

1. Verify that test sessions continuing in another sitting (testing over multiple days) are locked.
2. Verify that completed test sessions (session in which all examinees have a status of Completed or Marked Complete) are stopped.

Post-Test Cleanup

After testing, it is the responsibility of the room supervisor or test coordinator to sign in to PearsonAccess^{next} and check the status of each examinee's test in the session that has just concluded. If necessary, the room supervisor or test coordinator can submit an examinee's test on their behalf, if the examinee did not do so, by changing the Student Test Status to Marked Complete.

Ensure that any examinee who was absent or missed the test session has made up the test or has been removed from the session. Once all examinees have completed testing, or the

allotted time has expired, the test coordinator must take action to ensure that all test sessions are stopped.

Note: Sessions must be stopped before reports are available.

Mark Tests with Will Not Test Codes

A Will Not Test code should be selected for any test that was assigned, but not started.

1. Select the **Setup** icon.
2. Select **Students** to access the Students screen.
3. Search for specific students.
 - a. Select **Show all Results** from the **Search** drop-down menu to view a list of all students. You also may use a filter to narrow your results.
4. Select the check box next to the examinee(s) for whom you need to assign codes.
5. In the **Tasks** pane, select **Manage Student Tests** in the drop-down menu.
6. Select the **Start** button.
The Manage Student Tests screen appears.
7. In the **Student Tests** side menu, under the student you need to view, select the arrow next to the appropriate grade.
8. Select the test to which you need to assign a code.
9. Select the check box above **Will Not Test**.
10. Select a reason in the **Will Not Test** drop-down menu.
11. Select the **Save** button.
A "Success - Changes Saved" message appears.
12. Select the **Exit Tasks** button.
The Students screen appears.

Note: After applying the Will Not Test code, remove the student from test session(s).

Wisconsin Policy:

All students should be accounted for either by testing or marked with a Will Not Test reason code. Refer to the Schedule of Events for when this activity occurs.

Current Will Not Test reason codes include:

- 1 - Parent Opt Out
- 2 - Significant Medical Emergency
- 3 - Recent Trauma
- 4 - Student Absent for Entire Window
- 5 - No Longer Enrolled in School/Grade
- 6 - Recently Arrived ELL
- 7 - Student Participated in DLM
- 8 - Other

Mark Tests with Do Not Report Codes

A Do Not Report code should be selected for any test that was started but will not be reported.

If the examinee tested with paper testing, you'll need to write Do No Report on page one of the answer document.

Wisconsin Policy:

Only the state test coordinator, administration test coordinator, and test coordinator roles can assign Do Not Report codes. Consult with DPI before selecting this option as scores will not be generated for these students. This cannot be reversed after scoring deadlines have passed.

1. Select the **Setup** icon.
2. Select **Students** to access the Students screen.
3. Select the check box next to the examinee(s) for whom you need to assign codes.
4. In the **Tasks** pane, select **Manage Student Tests** in the drop-down menu.
5. Select the **Start** button.
The Manage Student Tests screen appears.
6. In the **Student Tests** side menu, under the student you need to view, select the arrow next to the appropriate grade.
7. Select the test to which you need to assign a code.
8. Select the check box above **Do Not Report**.
9. Select a reason in the **Do Not Report** drop-down menu.
10. Select the **Save** button.
A "Success - Changes Saved" message appears.
11. Select the **Exit Tasks** button.
The Students screen appears.

Mark Tests Complete

When an examinee submits their last test, the examinee's status is automatically updated to Completed. If an examinee does not finish testing (e.g., dismissal; illness), the room supervisor must manually mark the examinee's test complete.

Note: *If not all students in a test session completed testing, lock the session instead of marking the session as "Marked Complete."*

1. Select the **Testing** icon.
2. Select **Sessions** to access the Sessions screen.
3. Select the check box next to the test session(s) to be stopped.
4. In the **Tasks** pane, select **Show Students in Sessions & Control Sessions** in the drop-down menu.
The Students in Sessions screen appears.
5. In the **Session List**, select the session you want to view.
That session's information appears.
6. On the Students in Sessions screen, select the check box next to each examinee to be marked complete.
7. In the **Tasks** pane, select **Mark Student Tests Complete**.
8. Select the **Start** button.
The Mark Student Tests Complete screen appears.
9. Select the check box next to each test to be marked complete.
10. Enter a reason in the **Reason** field.
11. Select the **Mark Complete** button.
The Student Test Status now indicates Marked Complete.
12. Select the **Exit Tasks** button.
The Students in Sessions screen appears. The Student Test Status for selected examinees indicates Marked Complete.

Items to Retain or Destroy

Securely retain for one year or securely destroy the following items, per your local guidelines:

- Administration manuals
- Scratch paper
- Student authorization testing tickets
- Transcribed materials

Post-Test Checklist

- Collect all student authorization testing tickets and used scratch paper from the room supervisor(s).
- Report any testing irregularities that occurred during the testing session using the irregularity reporting tool in PearsonAccess^{next}.
- Return all test materials to ACT.

ACT Aspire Read-Aloud Math and Science Reference

Description	Example	Read as:
Abbreviations	km, cm, ft, μg	kilometer, centimeter, foot (feet), microgram
Dashes	3–9	three through nine
Date	February 6, 1987	February sixth, nineteen eighty-seven
Ellipses	2, 4, 6, ...	two, four, six, pause, dot, dot, dot
Operations with boxes or shapes	$\Delta + 3 = 8$	Triangle plus three equals eight
Parenthesis	(3×7)	open parenthesis, three times seven, closed parenthesis
Decimal Points	0.00897	Zero point zero, zero, eight, nine, seven
Fractions*	$\frac{1}{2}$, $\frac{3}{4}$, $20/35$, $1/12$	One half, three fourths, twenty over thirty-five, one over twelve
Large whole numbers	12,356	Twelve thousand, three hundred, fifty-six
Exponents	8^2 , 4^3 , 6^4 , 3^{-4} , $2^{-\frac{1}{2}}$	eight squared, four cubed, six to the fourth power, three to the negative fourth power, two to the negative one-half power
Roots	$\sqrt{8}$, $5\sqrt{8}$	the square root of eight, five times the square root of eight
	$^{\circ}\text{F}$	degrees Fahrenheit
	$^{\circ}\text{C}$	degrees Celsius
	+	plus
	-	minus
	=	equals
	>	is greater than
	<	is less than
	\geq	is greater than or equal to
	\leq	is less than or equal to
	\approx	is approximately equal to
Symbols	5	the absolute value of five
	#	number
	%	percent
	/	or
	\times	times
	\cdot	times
	\sphericalangle	angle
	π	pi
	-7	negative seven
	\$4.89	four dollars and eighty-nine cents

* Fraction reading rule: Read common fractions (where the numerator is less than the denominator) by presenting the numerator as the number it represents and the denominator as the ordinal number using two words for the whole presentation. This rule applies to fractions that have a numerator and denominator >0 that is less than or equal to 19. Improper fractions should always be read in the format of "X over Y."

ACT Aspire Signed Interpreter Agreement

(This document may be photocopied if multiple interpreters are needed.)

Complete this document if you are providing American Sign Language (ASL) or Signing Exact English (SEE) interpretation for an examinee who has been determined by the governing educational authority to be qualified and appropriate for this accessibility support.

Test Site: _____

Test Date(s): _____ Test Coordinator: _____

Interpreter Name: _____

Examinee Name: _____ Examinee Reference Number: _____

Required procedures for signed interpretation of ACT Aspire tests can be found in the Accommodations and Accessibility Support Guidance section of the *ACT Aspire Test Coordinator Manual*. As a sign interpreter, you are required to review and comply with these procedures.

The sign interpretation support is permitted for qualified examinees during the mathematics, science, and writing tests **only**.

If ACT determines that any explanation or additional information has been provided to an examinee, that any test materials were not read accurately within the procedures described, or that the reader did not meet ACT qualifications for testing personnel, the examinee's scores will be canceled.

ACT requires both the test coordinator and the sign interpreter to provide signatures to the following statement:

I certify that I have read, understand, and agree to administer the tests in accordance with ACT policies. I further assure ACT that the signing support provided is a precisely accurate representation of the passages and items as required by the specific signing procedures.

Test Coordinator Signature: _____ Date: _____

Interpreter Signature: _____ Date: _____

Indicate the tests where any portion was signed by this interpreter:

Mathematics _____ Science _____ Writing _____

This document is for local educational agency use only. Do not return to ACT.

ACT Aspire Scribe's Agreement

(This document may be photocopied if multiple interpreters are needed.)

Complete this document only if an examinee has been authorized to use a transcriber, braille, computer, or speech-to-text software. Examinees approved for a transcriber or speech-to-text software must test individually. Examinees using computers or braille may test as a group. The transcriber also serves as the room supervisor if they are the only testing staff in the room.

All examinee-created responses that are not independently recorded by the examinee onto a scoreable format MUST be carefully and accurately scribed (or transcribed) by a trained school staff member onto a scoreable answer document format.

Test Site: _____

Test Date: _____ **Test Coordinator:** _____

Name of Staff Scribe: _____

Examinee Name: _____ **Examinee Student Identifier:** _____

The ACT Aspire *Accessibility Supports Guide and Test Coordinator Manual* contain the required procedures for local staff who are scribing dictated examinee responses. When administering the Scribe support to a qualified examinee, the ACT Aspire procedures are required and must be followed carefully.

The dictation and scribing support is permitted for qualified examinees during all content area tests. Procedures for scribing English, mathematics, reading, and science content area tests are provided in the *Test Coordinator Manual*. However, the writing test requires a special detailed procedure called *Dictating and Scribing the Writing Test* that must be carefully followed as described later in *Test Coordinator Manual*.

If ACT determines that any explanation or additional response information has been provided to or for an examinee, or that any test materials were not scribed accurately within the procedures described, or that the scribe did not meet ACT qualifications for testing personnel, the examinee's scores will be canceled.

ACT requires both the test coordinator and the scribe to provide signatures to the following statement:

I certify that I have read, understand, and agree to administer the tests in accordance with ACT Aspire policies. I further assure ACT Aspire that all examinee responses that I have scribed are a precisely accurate documentation of the original responses provided to me by the examinee.

Test Coordinator Signature: _____ **Date:** _____

Scribe Signature: _____ **Date:** _____

Indicate the tests where any portion was signed by this interpreter:

English _____ **Mathematics** _____ **Reading** _____ **Science** _____ **Writing** _____

This document is for local educational agency use only. Do not return to ACT.

ACT Aspire Reader's Agreement

(This document may be photocopied if multiple locally-provided readers are needed.)

Complete this document **if you are providing a local read-aloud of test passages or questions** for an examinee who has been determined by the governing educational authority to be qualified and appropriate for this accessibility support.

Test Site: _____

Test Date(s): _____ Test Coordinator: _____

Reader Name: _____

Examinee Name: _____ Examinee Reference Number: _____

The Accommodations and Accessibility Support Guidance section of the *ACT Aspire Test Coordinator Manual* contains the documented set of required procedures for providing local staff read-aloud. When administering the read-aloud support to a qualified examinee, the procedures described in this manual are required and must be followed carefully.

As a reader, you are required to review and comply with the procedures as documented in the *ACT Aspire Test Coordinator Manual*. The read-aloud support is permitted for qualified examinees **only** during the mathematics, science, and writing tests.

Test Passages and Test Questions

The *ACT Aspire Test Coordinator Manual* contains the required local read-aloud administration procedures.

Test Directions

Specific procedural information regarding the read-aloud of test directions is found in the Accommodations and Accessibility Support Guidance section of the *ACT Aspire Test Coordinator Manual*.

If ACT Aspire determines that any explanation or additional information has been provided to an examinee, that any test materials were not read verbatim, or that the reader did not meet ACT Aspire qualifications for testing personnel, the examinee's scores will be canceled.

I certify that I have read, understand, and agree to administer the tests in accordance with ACT policy. I further assure ACT that the reading support provided is a precisely accurate representation of the passages and items as required by the specific reading procedures.

Reader Signature: _____ Date: _____

Indicate the tests where any portion was read by this reader:

Mathematics _____ Science _____ Writing _____

This document is for local educational agency use only. Do not return to ACT.

ACT Aspire Testing Irregularity Report

ACT Aspire Testing Irregularity Report

Complete ONLY if irregularities occurred. PLEASE PRINT

Test Subject (circle) English Mathematics Reading Science Writing
 Test Grade Level (Circle) 3 4 5 6 7 8 EHS 9 EHS 10

Testing School Name _____

City, State _____ Test Date _____ Room Number/Name _____

Note all irregularities (individual and group) on this form. Enter the appropriate information and/or check in each column and provide additional explanation. ATTACH VOIDED ANSWER DOCUMENTS (do not staple) to this form. Return this completed form to your school's test coordinator.

INDIVIDUAL IRREGULARITIES

Strudent's Name	Test Booklet Form/Serial Number of Examinee's Test Booklet Barcode upper left front cover	Time When Irregularity Occurred	Type of Irregularity (Check all applicable)						Answer Document (Check one)
			Illness	Unauthorized Calculator Use	Marking Ovals After Time	Timing Questioned	Phone, Alarm, Other Devices	Other	
Name: _____	Barcode #: _____ Form #: _____ Explanation: _____								<input type="checkbox"/> Void <input type="checkbox"/> Not Void
Name: _____	Barcode #: _____ Form #: _____ Explanation: _____								<input type="checkbox"/> Void <input type="checkbox"/> Not Void
Name: _____	Barcode #: _____ Form #: _____ Explanation: _____								<input type="checkbox"/> Void <input type="checkbox"/> Not Void

GROUP IRREGULARITIES

Number of Examinees in Room	Time when Irregularity Occurred	Duration of Irregularity	Description of Irregularity (Attach separate sheet if more space is required.) Be prepared to provide a list of examinees affected by this irregularity.

Room Supervisor's Name (Please Print) _____ Test Coordinator's Initials _____

ACT[®]