



# Test Coordinator Manual

## Summative Testing

# Contact Information 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](mailto:actaspire@act.org)

## Calculator Policy

- **Phone:** 800.498.6481
- **URL:** <https://www.act.org/content/dam/act/unsecured/documents/ACT-calculator-policy.pdf>

## Resources

This manual references various websites and systems. Use this list to locate the URL to that website or system.

Website	URL
ACT Privacy Policy	<a href="https://www.act.org/content/act/en/privacy-policy.html">https://www.act.org/content/act/en/privacy-policy.html</a>
PearsonAccessnext (administration platform)	<a href="https://aspire.act.org">https://aspire.act.org</a>
Wisconsin State Testing	<a href="https://www.act.org/stateanddistrict/Wisconsin">https://www.act.org/stateanddistrict/Wisconsin</a>
ACT Knowledge Hub (ACT Aspire resource web page)	<a href="https://success.act.org/s/topic/0TO1B000000P3VIWAK/act-aspire">https://success.act.org/s/topic/0TO1B000000P3VIWAK/act-aspire</a>
ACT Aspire product page	<a href="http://act.org/aspire">http://act.org/aspire</a>
TestNav™ Support Site	<a href="https://support.assessment.pearson.com/display/TN/TestNav+8+Online+Support">https://support.assessment.pearson.com/display/TN/TestNav+8+Online+Support</a>

## ACT Privacy Policy

Examinee scores and other information provided on their answer documents for ACT Aspire are governed by the *ACT Privacy Policy*.

## Accessibility and Accommodations

The ACT Aspire resource web page also includes accommodations and accessibility resources. Some examples include:

- [Spanish Pre-Recorded Audio Test Directions](#)
- [Braille Notes](#) (for the room supervisor)
- [ACT-Approved Bilingual Word-to-Word Dictionaries](#) list

## Prepare Your Examinees

There are two [resources](#) available for examinees who wish to prepare for testing:

- Student Sandbox
- Exemplar Test Question Booklets

For more information, see the User Guides section of the [ACT Aspire resource web page](#).

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# Overview

This manual contains instructions for ACT® Aspire® test administration. As the 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:

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

Both room supervisor manuals are available for download on the Wisconsin State testing web page.

*Note: All 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 Wisconsin State testing web page. See “Contact Information and Resources,” inside front cover.

# General Information

## Policies and Procedures

This manual provides direction in administering ACT Aspire tests, including specific instructions for conducting the timed tests. It is important to follow these instructions to successfully measure examinees' academic skills. All testing staff, including room supervisors and other testing staff, are required to read the materials provided by ACT.

## Standardized Procedures

Throughout this manual, there are detailed directions for selecting facilities and staff, ensuring test security, and administering tests in a standardized manner. All testing staff are required to read the materials provided by ACT. Adherence to these standardized procedures 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 Aspire 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 User's Guide: Summative Testing located on the Wisconsin State testing web page.*

## Test Security

To ensure the integrity of your examinees' ACT Aspire results, testing staff 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 must also be returned to ACT after testing. ACT 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 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).

## 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](http://www.apa.org))
- *Code of Professional Responsibilities in Educational Measurement*: National Council on Measurement in Education ([www.ncme.org](http://www.ncme.org))

## ACT Privacy Policy

Examinee scores and other information provided on their answer documents or through the online testing platform are governed by the *ACT Privacy Policy* (see "Contact Information and Resources," inside front cover).

## Test Room Requirements

The test coordinator selects and reserves the test rooms. Test rooms must meet several requirements that help ensure a fair and secure test environment.

All examinees testing in the same room are required to take the same grade and 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 testing requirements
- Are quiet and as free as possible from potential distractions
- Have good lighting, temperature, and ventilation
- Have an accurate wall clock
- Provide convenient and adequate access to rest rooms

*Note: Observing examinees testing in multiple rooms from a central location (such as a hallway) or 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.*

### Test Environment

To ensure a fair and secure test environment:

- Remove or cover all maps, posters, charts, and bulletin board materials related to the subject being tested.
- Examinees testing with extended time must be tested in a separate room from examinees testing with standard time.
- Ensure that examinees will be able to hear the room supervisor without difficulty.
- Ensure testing surfaces are large enough to accommodate the following:
  - A test booklet and answer document side-by-side (paper testing)
  - A testing device with space to comfortably use scratch paper (online testing)

*Note: Lapboards may not be used.*

### Arranging Test Rooms

Arrange the room so that:

- The room supervisor will be facing the examinees during testing
- Testing staff can freely move around the room and reach each examinee
- Testing staff will have a clear view of all examinees and materials
- Seating minimizes the possibility of prohibited behavior

See Figure 1, following, for examples of acceptable and unacceptable seating arrangements.



## Acceptable

### Seating Arrangement Examples

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

↔ Indicates distance between examinees.

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

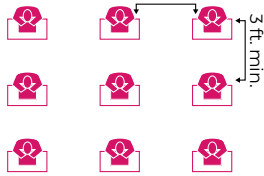
Front-to-back distances are measured from head-to-head.



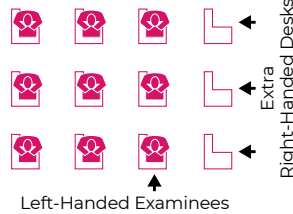
#### Examinee Spacing

##### Level Seating with Movable Desks

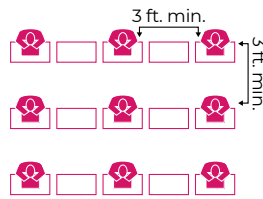
3 ft. min. plus room to circulate



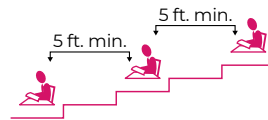
##### Left-Handed Examinees at Right-Handed Desks



##### Level Seating with Stationary Desks

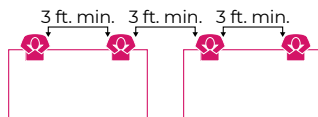


##### Multiple-Level Seating

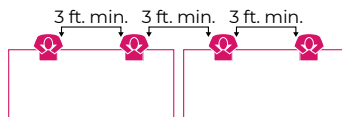


#### Table Spacing

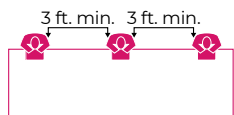
##### 6-Foot Tables



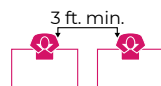
##### 8-Foot Tables



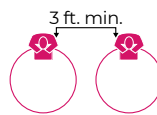
##### Tables More Than 9 Feet



##### Tables under 6 Feet



##### Round Tables Any Size



## Unacceptable

### Seating Arrangement Examples



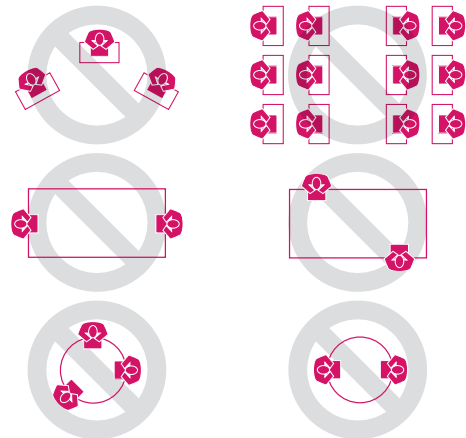
Examinees Facing the Wall or Each Other

Dividers, Study Carrels, and Partitions

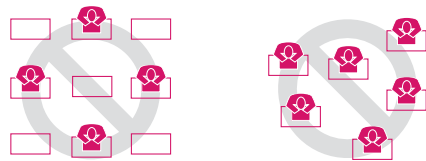


Examinees Too Close Together, Inadequate Aisle Space

Desk Surface Too Small



Examinees Facing Different Directions



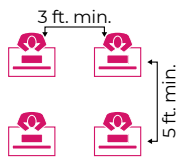
Examinees Not in Straight Rows and Columns Directly in Line with Each Other

#### Online Testing Workstation Spacing

## Acceptable

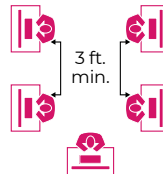
### Online Testing Seating Arrangement Examples

Without Dividers, Study Carrels, or Partitions



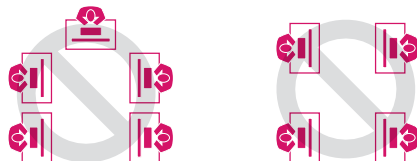
With Dividers, Study Carrels, or Partitions

U-Shaped Seating



## Unacceptable

### Online Testing Seating Arrangement Examples



Examinees Facing Each Other

Figure 1. Examples of Seating Arrangements

## Accessibility and Accommodations for ACT Aspire

ACT Aspire strives to provide equal access to *all* examinees, recognizing that some examinees need support to be able to test fairly and to the best of their abilities. The need for accessibility is universal. Different levels of available support are described below:

- “Default Embedded System Tools” are those accessibility features that are made available to all examinees for the online or paper version of ACT Aspire.
- “Open Access” tools are available to all examinees, but they must be identified in advance in the ACT Aspire Personal Needs Profile (PNP) and selected inside the administration platform to be activated, or they must be planned in advance and provided locally.
- “Accommodations” are considered high-level supports that are needed by relatively few examinees and require special expertise, experience, and security protocol to select and use effectively. The administration platform requires accommodations-level supports to be **requested in advance by educational personnel** on behalf of the examinee through the ACT Aspire Personal Needs Profile (PNP) process. This will allow any needed resources to be made active for the examinee.

Administration of ACT Aspire with accommodations-level supports is a locally determined decision. In ACT Aspire, any examinee—with or without an identified disability—may use an accommodation that appropriately matches the examinee’s needs. ACT recommends that examinees who use accommodations-level supports 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 PNP process.

Test coordinators must select accessibility supports through the online PNP process in the administration platform.

For further information about accommodations and accessibility, see the *ACT Aspire Accessibility User’s Guide: Summative Testing* on the Wisconsin State testing web page.

## Test Format

The English test for ACT Aspire is composed of selected-response (multiple-choice) questions. The writing test includes one constructed-response item. The other three subject tests 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.

### Sample Test Questions

ACT Aspire Exemplar Items are accessible through the ACT Aspire resource web page (see inside front cover for link). Visit this page for information on how to gain access to the Exemplar Test Question Booklets. Each booklet (one for each subject and grade) describes reporting categories, standards, depth-of-knowledge levels, and correct responses.

Sample test questions are also available in the Student Sandbox (see the ACT Aspire resource web page, link found on inside front cover). The Student Sandbox (Exemplars) provides users an opportunity to simulate the online test and view sample test questions.

## How to Schedule Testing

After examinee information has been uploaded into the administration platform, examinees must be assigned an online test session by grade and subject. 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 (see your *Schedule of Events* found on the Wisconsin State testing web page). 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.

In scheduling multiple tests, consider the administrative time room supervisors need to transition to the next test according to the collection/distribution of test materials and the reading of verbal instructions.

English Text Audio for Sighted, English Audio for Blind, and Spanish Text Plus Audio (online test only) forms require 300% of the standard test time. When selected in the PNP, these will automatically launch at this time adjustment for the online test. If an examinee needs beyond 300%, the room supervisor will need to enter the Proctor Extended Time Code to extend the time of the test. (See the *Room Supervisor Manual: Online Summative Testing*.) Table 1 shows the actual times the test will launch for standard forms and audio forms.

*Note: Examinees with Text-to-Speech + Orienting Description will need to be placed in a separate session. When creating these test sessions, use form group type English TTS + Orienting Description. When importing test sessions using the Student Registration Import (SRI) file, the form group type will need to be updated manually in the Create/Edit Session Page. Use Main Group Type for all other sessions, including Text-to-Speech sessions that do not include Orienting Description.*

**Table 1.** ACT Aspire Test Time by Grade and Subject (in minutes)

Grade	English	Math	Reading	Science	Writing
<b>Standard Testing</b>					
EHS	45	75	65	60	40
<b>English Audio, English Audio + Orienting Description</b>					
EHS	NA	225	NA	180	120
<b>Spanish Text Plus Audio</b>					
EHS	NA	225	NA	180	120

*Note: EHS = Early High School (Grades 9–10)*

## Calculator Policy

Use of calculators will depend on the grade level of the examinee.

- Examinees are allowed, but not required, to use an authorized calculator on the Early High School (Grades 9–10) Mathematics tests. Examinees are encouraged to use an authorized personal calculator they are familiar with, but a calculator tool will also be available within the online testing platform for the Early High School (Grades 9–10) 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 Wisconsin State testing web page.

## Materials Provided by the School

Schools are required to provide a fair and secure testing environment (see “Test Room Requirements,” page 4) and the following items for each test room:

**Table 2.** Materials Provided by the School

Item	Test Type		Description
	Paper	Online	
Timers	X	X	Provide each room supervisor with an accurate timepiece in order to time each test.
No. 2 pencils	X	X	<p>You may instruct examinees ahead of time to bring pencils, but it is generally advisable to provide a supply of pencils in each room.</p> <ul style="list-style-type: none"> <li>• <b>Paper testing</b> requires a No. 2 pencil for marking answers.</li> <li>• <b>Online testing</b> does not require pencils, but examinees may use one with their scratch paper.</li> </ul>
Pencil sharpener	X	X	Provide a pencil sharpener in each test room.

*continued on next page*

**Table 2.** (continued)

Item	Test Type		Description
	Paper	Online	
Scratch paper	X	X	<p>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:</p> <ul style="list-style-type: none"> <li>• First and last name</li> <li>• School name</li> <li>• Test subject</li> <li>• School grade</li> </ul> <p>Room supervisors will collect the scratch paper after testing and return the sheets to the test coordinator with the other testing materials.</p> <p><i>Note: Examinees testing online may use their examinee authorization testing ticket as scratch paper. If they do so, there is no need to write the information listed above.</i></p> <p>At the end of testing, securely destroy the scratch paper or securely retain it for one year per local guidelines.</p>
Calculators	X	X	<p>The school may choose to provide calculators to examinees or the examinees may bring their own calculator to test. See “Calculator Policy,” page 8.</p>

## Selecting and Training Testing Staff

It is the responsibility of the test coordinator to select and train all room supervisors and other testing staff. The test coordinator provides the continuity and administrative uniformity necessary to ensure that examinees at your school are tested under the same conditions as examinees at every other school, and to ensure the security of the test.

It is preferred that relatives or guardians of examinees taking ACT Aspire should not serve in the role of test coordinator. Whenever possible, this policy should be followed. In circumstances where this is not possible, the district/school should monitor the testing process so that test coordinators who have a relative testing do not handle the test materials of the relative without another responsible individual present.

### Room Supervisors

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 adult school staff (not examinees) to assist the teacher with distributing and collecting test materials and with monitoring testing.

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 for updated versions before each new test administration. A room supervisor is needed in each room to read directions and monitor examinees. Another staff member is recommended if a room has 31 or more examinees.

Before test day, all testing staff 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 ACT Aspire 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 institution 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

Specific responsibilities are:

- 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 the online testing platform if administering online tests.\*
- Read the verbal 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 the online testing platform 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.\*
  - **Online** testing: collect and account for all examinee authorization testing tickets and scratch paper.\*
- Ensure examinees have submitted responses and correctly signed out of the online testing platform.\*
- Complete documentation of any testing irregularities.
- For online testing, stop test sessions after all examinees have completed testing.

*\*Other school staff may assist with these activities.*

## Responsibilities of Other Testing Staff

Other staff members can assist the room supervisor in the administration of the tests according to the policies and procedures in the appropriate room supervisor manual. If used, the staff members should meet the same qualifications as a room supervisor.

In addition to the items noted with an asterisk under the room supervisor responsibilities, the testing staff member's responsibilities can be to:

- 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.

## Staff Training Sessions

To ensure a standardized test administration, it is important for all of your testing staff to understand the testing procedures outlined in the room supervisor manual and other training resources.

ACT recommends that you conduct a training session prior to testing for all testing staff to discuss the testing guidelines and organizational details of testing your examinees, including:

1. Security of Test 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 and again before examinees are dismissed.
  - 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 the administration platform.
  - b. Explain that examinee authorization testing tickets should be printed in advance and stored in a secure location.
  - c. Describe how to use the administration platform. See the *PearsonAccess<sup>next</sup> User Guide* posted on the Wisconsin State testing web page.
  - d. Emphasize that room supervisors must collect used and unused scratch paper and examinee authorization testing tickets after testing.
  - e. Emphasize that staff members should never leave a test room unattended.
  - f. Emphasize that test sessions must be started in the administration platform before examinees can sign in to the test. Explain your local process for who will start, unlock, and manage sessions in the administration platform.
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 login credentials should not be distributed prior to admitting examinees. Only one authorization ticket should be distributed at a time. Confirm the examinee's name, grade and subject listed on the ticket.
- 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 Early High School (Grades 9-10) Mathematics test, emphasize that calculators should be checked before testing to ensure they meet ACT Aspire standards. See the *Calculator Policy* located on the Wisconsin State testing web page.
- 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 restroom. For online testing, the test may not be paused while the examinee is testing and leaves to go to the restroom. Discuss how to cover the device screen for test security reasons. For example, closing a Chromebook may log the examinee out and stop the timing.
- 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 for 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 on a valid answer document.

#### 6. After the Test for Online Testing

- a. Emphasize that room supervisors administering online tests must collect all used and unused scratch paper and examinee authorization testing tickets and return them to the test coordinator.
- b. Emphasize that all examinees should have submitted responses and test sessions must be stopped in the administration platform 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.
- c. When applicable, transcribe any examinee test answers into the online testing platform.

### Damaged or Contaminated Test Materials for Paper Testing

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

- Grid examinee information from the administration platform onto an overage blank answer document (see “Prepare the Answer Documents before Test Day,” page 18).
- 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.

### Prohibited Behavior

The following examinee actions are prohibited and violate ACT Aspire testing policies and procedures:

- Looking at someone else’s test booklet, answer document, or computer/device screen display
- Giving or receiving assistance
- Disturbing other examinees
- Using notes or other unauthorized aids (Scratch paper is allowed for examinees to do figuring, organize thoughts, etc.)

- Using a calculator on any test other than the Early High School (Grades 9–10) 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 platform is also prohibited
- For paper testing, filling in circles or answering questions after time has been called, even with the test booklet closed

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.

## Reporting Irregularities in Test Administration

The irregularity reporting tool in the administration platform 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 staff should use the irregularity reporting tool to report any of the irregularities occurring within the room. Instructions for submitting an Irregularity Report can be found under "Submit an Irregularity Report," page 39.

Room supervisors should enter test irregularities directly into the irregularity reporting tool in the administration platform. If room supervisors do not have access to the administration platform, 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 the administration platform.**

Document any of the following:

- An examinee engages in any instance of prohibited behavior as outlined above.
- 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).

For any instances where an examinee can resume testing after illness, or a general disturbance, room supervisors should allow it. Instructions for resuming an online test can be found under “Resume an Interrupted Test” in the *ACT Aspire Room Supervisor Manual: Online Summative Testing*.

The irregularities in the **Environment** category include external factors that may affect examinee testing. These include things like outside noises, hot/cold room temperatures, and occurrences like power outages, severe weather, or 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.

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 the online testing platform; and other system issues (e.g., problems with using a keyboard, mouse, monitor, or other related hardware).

If you have questions about how to categorize a particular irregularity, call ACT Aspire Customer Care. If an examinee has a last-minute issue that impacts their ability to take the test under standard conditions (e.g. accident or injury), refer to the *ACT Aspire Accessibility User’s Guide Summative Testing*.

## Instructions to Examinees Prior to Test Day

It is up to your school administration and faculty to determine what to tell examinees prior to testing. You may want to inform examinees that, on the designated date, they will be taking a test to measure what they know about a certain subject—even if they are not currently in a corresponding class. Examinees taking a mathematics test in grades 9 and 10 should be instructed to bring their approved calculators to class for the test. We also ask that you take the opportunity to encourage examinees to do their best on the tests.

# Paper Testing Instructions

## Paper Testing Materials Shipments

Paper testing materials are provided for examinees imported into the administration platform and marked with a delivery format of paper.

*Note: Any paper test other than braille, large print, or American Sign Language (ASL) require Wisconsin Department Public of Instruction approval.*

### Submitting Participation Data

Follow the Managing Participation steps outlined in the *PearsonAccess<sup>next</sup> User Guide* to set up your paper testing material delivery information. It is important to complete these steps to ensure that you receive your materials on time.

### Materials Provided in Your Shipment

ACT will include the following materials in your shipment:

**Table 3.** Materials Provided in Your Shipment

Item	Description
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	Includes the following items: <ul style="list-style-type: none"><li>• Test materials memo</li><li>• Return instructions memo</li><li>• Return shipping labels (see “Return Shipping Labels,” page 21)</li></ul>

*continued on next page*

**Table 3.** (continued)

Item	Description																		
Test booklets	Each test booklet: <ul style="list-style-type: none"><li>• Includes one subject test (English, mathematics, reading, science, or writing)</li><li>• Is printed with a serial number and test form code</li></ul>																		
Answer documents	Each answer document is specific to the subject of the test booklet.																		
Pre-ID labels	<div>Each label includes examinee information:</div> <table><tr><td>• Last name</td><td>• Test administration</td><td>• Test subject</td></tr><tr><td>• First name</td><td>• School name</td><td>• State abbreviation</td></tr><tr><td>• Middle initial (if applicable)</td><td>• Gender</td><td>• Organization code</td></tr><tr><td>• State student ID</td><td>• Sequence number</td><td>• Sequential barcode</td></tr><tr><td>• Test session name</td><td>• Grade</td><td></td></tr><tr><td></td><td>• Date of birth</td><td></td></tr></table> <p>These labels are to be placed on the front cover of the examinee's answer document.</p> <p><i>Note: Examinees whose information was not submitted before the deadlines will not receive a label. See "Overage Answer Documents," page 19.</i></p>	• Last name	• Test administration	• Test subject	• First name	• School name	• State abbreviation	• Middle initial (if applicable)	• Gender	• Organization code	• State student ID	• Sequence number	• Sequential barcode	• Test session name	• Grade			• Date of birth	
• Last name	• Test administration	• Test subject																	
• First name	• School name	• State abbreviation																	
• Middle initial (if applicable)	• Gender	• Organization code																	
• State student ID	• Sequence number	• Sequential barcode																	
• Test session name	• Grade																		
	• Date of birth																		

## Receipt, Check-In, and Storage of Test Materials

Within 24 hours of receiving test materials:

- Examine the cartons for signs of tampering.
- Open the cartons and count all the test booklets.
- Check the serial numbers of the test booklets against the numbers shown on the packing slip.
- Count each booklet; do not assume that the groups of booklets are complete.
- Check the rest of the shipment to be sure it is complete.

If there are any discrepancies in quantities or other concerns, contact ACT Aspire Customer Care.

### Keep Test Materials Shipping Cartons

Keep the cartons in which the test materials were shipped. Keep the shipping labels until all boxes have been returned.

### Storage before Testing

After counting and checking the condition of all materials in your shipment, reseal the cartons and lock them 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 the Answer Documents before Test Day

Answer documents require some preparation before test day. Follow these instructions to ensure accurate scoring and reporting.

### 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....	Then....
Has a label (provided for those tests ordered before the deadline identified on the <i>Schedule of Events</i> found on your Wisconsin State testing web page)	Apply the label over Box A on the answer document.
Does not have a label	Complete Boxes B, C, E, and I for each examinee (see "Gridding Answer Document Boxes," page 18).

*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. **It is important to complete each answer document correctly in order to ensure accurate scoring.**

Before following these instructions, review "Pre-ID Labels" (above). Be sure you understand which boxes to complete.

**Table 4.** Gridding Answer Document Boxes

Box	Description	Instructions
A	-	Leave blank.
B	District/School Name	<ul style="list-style-type: none"> <li>Write the name of the district the examinee attends.</li> <li>Write the name of the school the examinee attends.</li> </ul>
C	Student Name	<ul style="list-style-type: none"> <li>Print the examinee's last name, first name, and middle initial in the appropriate boxes.</li> <li>Fill in the corresponding circles for each letter of the examinee's name.</li> </ul> <p><i>Note: Be sure the examinee name <b>exactly</b> matches the information listed in the administration platform.</i></p>
D	Test Form Code	<p>The examinee will complete this box on test day.</p> <ul style="list-style-type: none"> <li>Locate the test form code on the front cover of the examinee's test booklet, large print, or braille paper accommodation form.</li> </ul> <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"> <li>Fill in the circle for the birth month.</li> <li>Print the day and year of birth and fill in the appropriate circles.</li> </ul>

*(continued on next page)*

**Table 4.** (continued)

Box	Description	Instructions
F	Student Identifier	<ul style="list-style-type: none"> <li>Fill in the system-generated student identifier from the administration platform (optional). The Student Identifier code is found on the Student screen.</li> </ul>
G	Statement	<p>The examinee will complete this box on test day.</p> <ul style="list-style-type: none"> <li>Have the examinee personally print their name on the line provided in this box.</li> </ul>
H	Today's Date	<p>The examinee will complete this box on test day.</p> <ul style="list-style-type: none"> <li>Fill in the circle for the month.</li> <li>Print the day and year and fill in the appropriate circles.</li> </ul>
I	State or Local Student ID	<ul style="list-style-type: none"> <li>Print the examinee's state or local ID in the boxes. (Match this ID to the State Student ID listed in the administration platform).</li> <li>Fill in the corresponding circles.</li> </ul>

### 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:

1. Load each examinee's information into the administration platform.
2. Manually grid the front and back cover on each examinee's answer document. See "Gridding Answer Document Boxes," page 18.

*Note: You may order additional materials through the administration platform. See the PearsonAccess<sup>next</sup> User Guide for instructions.*

For additional information about preparing for test day, see:

- "Test Room Requirements," page 4.
- "Materials Provided by the School," page 8.

### Removal from Storage and Assignment to Rooms

Before test day, sort booklets and other test materials for distribution to individual rooms, and then return them to locked storage until the morning of 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 the Test Materials

Return materials to ACT within 48 hours after ALL testing is complete.

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

### 1. Collect the Test Materials from the Room Supervisor(s)

After testing, the room supervisor(s) will return all test materials to the test coordinator.

### 2. Storage after Testing

Store materials in a locked, secure place until they are shipped. Also, see “Ship the Boxes,” page 24.

### 3. Irregularities

Record all irregularities in the administration platform.

- Review the Irregularity Reports received from the room supervisor(s).
- Enter each irregularity into the administration platform. Instructions for submitting an Irregularity Report can be found under “Submit an Irregularity Report,” page 39.

### 4. Items to Retain or Destroy

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

- Used scratch paper
- Transcribed materials
- Administration manuals
- Paper Irregularity Reports (after entering each irregularity into the administration platform)



## 5. Return Shipping Labels

The Test Coordinator Kit includes a collection of return labels.

**Table 5.** Return Shipping Labels

**Scorable Materials Labels: Use these labels for boxes containing materials for scoring.**

- Lavender label
- Place a label on top of each scorable materials box.
  - Count the number of boxes and complete the label section that reads "Box \_\_\_ of \_\_\_," on each box.\*

AC00006283 5-00000

DIST: \_\_\_\_\_ DIST #: \_\_\_\_\_

DIST: BOX \_\_\_\_\_ OF \_\_\_\_\_

SCHOOL: \_\_\_\_\_ SCH #: \_\_\_\_\_

SCH: BOX \_\_\_\_\_ OF \_\_\_\_\_

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

**936-089-A01**

**Figure 2.** Sample Scorable Return Lavender Shipping Label

- FedEx label
- Address: 9200 Earhart Lane SW Cedar Rapids, IA 52404
  - Place a label on top of each scorable materials box.

FROM: (318) 337-1510 CNO: 0778003/CMF3211  
 ACT PROCESSING CENTER  
 9200 EARHART LN SW  
 CEDAR RAPIDS IA 52404

TO: **SAMPLE ACT PROCESSING CENTER**  
**9200 EARHART LN SW**  
**CEDAR RAPIDS IA 52404** (US)  
 (318) 337-1510 REF: 246602

RMK: 01111111 FedEx (G)

TRK# 1055 5366 3334 RETURN 52404

9622 0137 0 (000 000 0000) 0 00 1055 5366 3334

**Figure 3.** Sample FedEx Scorable Materials Label

**Non-scorable Materials Labels: Use these labels for boxes containing all other materials.**

- Yellow label
- Place a label on top of each non-scorable materials box.
  - Count the number of boxes and complete the label section that reads "box \_\_\_ of \_\_\_," on each box.\*

AC00006282 5-00000

DIST: \_\_\_\_\_ DIST #: \_\_\_\_\_

DIST: BOX \_\_\_\_\_ OF \_\_\_\_\_

SCHOOL: \_\_\_\_\_ SCH #: \_\_\_\_\_

SCH: BOX \_\_\_\_\_ OF \_\_\_\_\_

**ACT Aspire**  
**PEARSON**  
 7405 IRISH DRIVE SW  
 CEDAR RAPIDS, IA 52404-8964  
 Non-Scorable Materials

**936-089-A02**

**Figure 4.** Sample Non-scorable Return Yellow Shipping Label

- FedEx label
- Address: 7405 Irish Drive SW Cedar Rapids, IA 52404
  - Place a label on top of each non-scorable materials box.

FROM: (318) 337-1510 CNO: 0778003/CMF3211  
 ACT PROCESSING CENTER  
 9200 EARHART LN SW  
 CEDAR RAPIDS IA 52404

TO: **SAMPLE ACT ASPIRE**  
**7405 IRISH DRIVE SW**  
**CEDAR RAPIDS IA 52404** (US)  
 (318) 337-1510 REF: 246602

RMK: 01111111 FedEx (G)

TRK# 1055 5366 3312 RETURN 52404

9622 0137 0 (000 000 0000) 0 00 1055 5366 3312

**Figure 5.** Sample FedEx Non-Scorable Materials Label

\*Note: Count the scorable and non-scorable boxes separately. Treat the different return labels as separate shipments.

## 6. Return Shipping Boxes

Before packing the materials, refer to the steps below to properly pack, label, and seal the boxes.

*Note: See “Return Shipping Labels,” page 21, to ensure you attach the appropriate label to the appropriate box.*

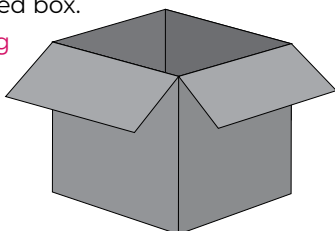
### 1. Find a Corrugated Box

Use a corrugated box, preferably the box that your materials came in.

If you no longer have this box, use a new or gently used ECT 44 (275 lb)-rated box.

**Do not** use the following for shipping your test materials back:

- Xerox paper boxes
- Shoe boxes
- Gift boxes
- Refrigerator boxes



### 2. Fill the Box

See Steps 7 and 8 below for packing the box for return. If you are unable to fill a box completely, use the following materials to protect test documents during shipping:

- Bubble wrap
- Cardboard pieces
- Foam packing
- Paper (recycled paper, kraft paper)

**Do not** use newspaper to protect



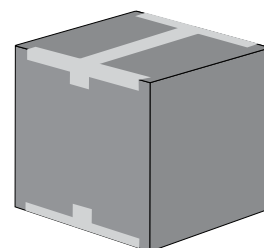
### 3. Tape the Box

To ensure that a box is securely closed, apply three strips of tape to both the top and the bottom of the box in an “H” pattern as shown.

Use pressure sensitive plastic or nylon reinforced tape that is at least 2” wide.

**Do not** use the following materials to seal boxes:

- Cellophane tape
- Duct tape
- Masking tape
- String or rope

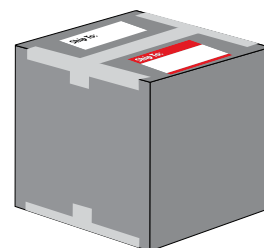


### 4. Use the Correct Labels

Use the return address labels provided by ACT in your test coordinator kit.

After removing or crossing out any old address labels from the box, place the correct shipping labels on the top of the box.

**Do not** cover tape with the shipping labels.



If you have questions or problems while shipping your materials, contact ACT Aspire Customer Care.

**Figure 6.** Return Shipping Boxes

## 7. Pack the Scorable Materials

Follow these steps to prepare scorable materials for return shipping.

- See “Return Shipping Labels,” page 21, to ensure you select the **scorable materials labels**.
- See “Return Shipping Boxes,” page 22, to ensure you pack, label, and seal the boxes correctly.

- a. Collect all answer documents for scoring.
- b. Stack the answer documents in the box.
- c. Seal each box securely with packaging tape.
- d. Locate the correct return shipping labels.
- e. Place the correct colored shipping label on top of each box containing scorable materials.
- f. Place the correct FedEx label on top of each box.
- g. The scorable materials are now packed. Continue to the next step.

## 8. Pack the Non-scorable Materials

Now that the answer documents for scoring are packed, pack the non-scorable materials.

Follow the instructions below and review the diagram to ensure correct packing.

### Pack the Box

Check all non-scorable materials against the packing list. After confirming all items, pack the materials in the original shipping box.

- Test booklets (used and unused)
- Do Not Report answer documents (Write “Do Not Report” on page 1 of each answer document)
- Unused answer documents

### Prepare the Box for Shipping

- See “Return Shipping Labels,” page 21, to ensure you select the **non-scorable materials labels**.
- See “Return Shipping Boxes,” page 22, to ensure you pack, label, and seal the boxes correctly.

- a. Seal each box securely with packaging tape.
- b. Locate the correct return shipping labels.
- c. Place the correct colored shipping label on top of each box containing non-scorable materials.
- d. Place the correct FedEx label on top of each box.
- e. The non-scorable materials are now packed. Continue to the next step.

## 9. Ship the Boxes

Now that all of the answer documents and remaining materials are packed, follow these steps to return the boxes.

Return materials to ACT within 48 hours after ALL testing is complete.

### Schedule a Pickup with FedEx

- a. Schedule a pickup with FedEx at least 24 hours in advance of the pickup time.
- b. Call FedEx at 800.463.3339 to schedule a pickup.
- c. 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
- d. Regardless of the pickup process, you will need to 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)
- e. An agent will provide the confirmation number and date of the pickup.

*Note: You also may schedule a pickup with FedEx online at the following url: <https://www.fedex.com/grd/rpp/ShowRPP.do>*

# Online Testing Instructions

## Preparing for ACT Aspire

To prepare **your school** for online testing for ACT Aspire, you will need to:

- Ensure your devices used for testing meet the minimum supported operating system (OS) and OS version using App Check (see the Technology section of the ACT Aspire resource web page, link found on inside front cover). After it checks the OS, App Check confirms that the device or computer is configured to launch TestNav (the online testing platform) in kiosk mode. You must run App Check on every device in your testing environment.
- Ensure that your room and seating arrangements meet the test room requirements (see “Test Room Requirements,” page 4).
- Ensure all examinee information has been entered into an online test session in the administration platform.
- Train staff on the use of the administration platform and online testing platform.

To prepare **your examinees** for online testing, refer them to the Student Sandbox at [tn.actaspire.org/client](https://tn.actaspire.org/client).

*Note: The TestNav app must be downloaded on devices and computers before this url will work for examinees.*

While the Student Sandbox presents test questions as they are presented in the format of the live test, example questions are not intended to be a practice test. Their purpose is to familiarize examinees with the functions and presentation of test items in TestNav to prevent delays or mistakes due to an unfamiliar interface.

## 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 <https://support.assessment.pearson.com/display/PAsup/System+Requirements>.

*Note: Android is not supported.*

## The Administration and Online Testing Platforms

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

For ACT Aspire you will use the following components:

- **PearsonAccess<sup>next</sup> (ACT Aspire administration platform):** This is where you will perform your administrative and room supervisor tasks.
- **TestNav app (online testing platform):** This is where examinees will sign in to take tests.

The district test coordinator from the organization will be invited to the administration platform by ACT and be assigned the role of Administration Test Coordinator. Additional users can be invited to the system by the district test coordinator using the user import file or adding users manually. Invitation emails will be sent to the contacts listed in the user import file new users. This email invitation will allow users to set their own login credentials. Refer to the User Role Matrix on the Wisconsin State testing web page for detailed access information by role.

## Import and Export of Data Files

Large amounts of data can be imported or exported and re-imported to update existing records or add new records. It is recommended to export files from the administration platform in order to start with a template before importing updated or new information. The Administration Test Coordinator and Test Coordinator roles can import and export the following files:

- Personal Needs Profile - used for the uploading and updating of PNP values for examinee tests.
- Registration Reporting Group File - used to link examinees to specific reporting groups.
- Student Registration File - used to upload examinee information to create examinee records, register examinees, and assign tests.
- Student Test Update File - allows mass updates to Do Not Report and Will Not Test codes.
- User File - used to upload users and assign user roles; will trigger an invite email from the system to the new user.

See the Wisconsin State testing web page for detailed file layouts.

*Note: Because the accuracy of examinee data is crucial, ACT recommends that you work with your technical coordinator to create and import these files.*

### Instructions for Importing and Exporting Data Files

1. Select the Setup icon, and choose **Import/Export Data**.
2. Select the drop-down arrow next to the **Start** button and select **Import/Export Data**.
3. Select the drop-down arrow in the **Type** field, and select the file you want to import or export.
4. Check the box next to the options that apply. Depending on the file type, you may see options to extract specific data in the reports.
5. Select the **Choose File** button (if you are importing a file), and navigate to the file you want to import. The file will stop processing if 500 errors are reached.
6. Select the **Process** button.

**Important!** When loading the Student Registration Import file, ensure that the **Don't modify student tests** option is **not** selected. When this box is checked, no examinee data is imported.

## Examinees - Manual Setup

The following tasks can be found in the **Students** section under the **Setup** icon. These tasks allow a user to manage examinee records and examinee tests.

In the drop-down menu next to the **Start** button, select **All Tasks** to view all of the following sections.

### Create/Edit Examinees

1. Select the **Setup** icon.
2. Select **Students** to access the Students screen. From here, you can search for specific students. In the **Search** dropdown menu, select **Show all results** to see a list of all students. You can also apply a filter by entering an examinee's last name or their state student ID.
3. To edit examinee information previously created, check the box next to the Student Identifier for the examinee(s) you need to edit. Use the filters to narrow your search.
4. In the **Tasks** pane, select **Create/Edit Students** in the drop-down menu. Then select the **Start** button. The Create/Edit Students screen appears.
5. To create a new record, skip to the next step. To edit a previously created record, select the examinee name from the **Students** side menu.
6. Select your organization name from the **Organization** drop-down menu and fill in all required fields for the examinee record you need to create. Optional fields can also be completed at this time.

*Note: The **Student Identifier** will be generated by the system when the record is submitted.*

7. Select the **Create** button. A "Success - Changes saved" message appears.
8. When finished, select the **Exit Tasks** button to return to the Students screen.

### Register Examinees

All examinees whose records are created following the steps outlined in the "Create/Edit Examinees" section 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. From here, you can search for specific students. In the **Search** dropdown menu, select **Show all results** to see a list of all students. You can also apply a filter by entering an examinee's last name or their state student ID.
3. Check the box next to the examinee(s) you need to register.
4. In the **Tasks** pane, select **Register Students** in the drop-down menu. Then select the **Start** button. The Register Students screen appears.
5. In the **Students** side menu, select the examinee you need to register.
6. Check the **Registered** box.
7. Fill in the **Actual Grade** required field. Optional **Demographics** fields can be completed at this time.
8. Select the **Save** button. A "Success - Changes saved" message appears.
9. When finished, select the **Exit Tasks** button to return to the Students screen.

## Manage Examinee Tests

1. Select the **Setup** icon.
2. Select **Students** to access the Students screen. From here, you can search for specific students. In the **Search** dropdown menu, select **Show all results** to see a list of all students. You can also apply a filter by entering an examinee's last name or their state student ID.
3. Check the box next to the examinee(s) to whom you need to assign a test and/or personal needs profile (PNP) supports.
4. In the **Tasks** pane, select **Manage Student Tests** in the drop-down menu. Then select the **Start** button. The Manage Student Test screen appears.
5. Select the examinee you need to assign a test and/or accessibility support to from the **Student** drop-down menu. Fill in all required fields. **Group/Class Name** can optionally be filled in at this time or examinees can be added to groups later (see instructions in the "Create a Group/Class" and "Assign a Student's Test to a Group/Class" sections below). To edit a test already assigned, select the grade for the examinee you wish to edit from the **Student Tests** side menu. Select the appropriate subject test from the drop-down menu under that grade.
6. If needed, select all accessibility supports that apply to the test. See complete descriptions and instructions in the *ACT Aspire Accessibility User's Guide* on the Wisconsin State testing web page.
7. Select the **Create** button. A "Success - Changes saved" message appears.
8. When finished, select the **Exit Tasks** button to return to the Students screen.

*Note: PNP selections can be easily changed prior to starting a session by following the steps above and editing the fields. **After a session has been started**, the examinee will need to be moved to a new session and then you will need to update the PNP fields. Examinees with a Text-To-Speech accommodation will always need to be moved to a new session prior to updating the PNP fields.*

## Manage Groups/Classes

1. Select the **Setup** icon.
2. Select **Students** to access the Students screen. From here, you can search for specific students. In the **Search** dropdown menu, select **Show all results** to see a list of all students. You can also apply a filter by entering an examinee's last name or their state student ID.
3. Check the box next to the Student Identifier for the examinee(s) you need to add or remove from groups/classes.
4. In the **Tasks** pane, select **Manage Groups/Classes** in the drop-down menu. Then select the **Start** button. The Manage Groups/Classes screen appears.
5. Add or remove the tests you need to edit in the **Tests** pane by either selecting the "x" symbol to remove or by clicking in the pane to see a drop-down of test options to add.
6. To create a new Group/Class from this screen, select **New Class/Group** from the **Assign a Group to Multiple Student Tests** right side pane. Fill in the required fields and select **Save**.
7. To add Groups/Classes to individual tests, choose the appropriate Group/Class from the drop-down under the Group/Class header for each test. Select **Save**.



- To add multiple tests to a single Group/Class, check the boxes next to each test you want to add to the Group/Class. In the **Assign a Group to Multiple Student Tests** right side menu, select the Group/Class from the drop-down. Select **Assign group to Selected Student Tests**. Select **Save**.

## Manage Enrollments

The Manage Enrollments screen allows the transfer of an examinee record from one organization. You can move an examinee to another organization that you have access to by changing the examinee's enrollment. See the instructions in the *PearsonAccess<sup>next</sup> User Guide* to transfer examinees and/or examinee tests.

## Delete Examinees

Examinees can be deleted from the administration platform if the examinee has not begun testing. **This action is not reversible.**

- Select the **Setup** icon.
- Select **Students** to access the Students screen. From here, you can search for specific students. In the **Search** dropdown menu, select **Show all results** to see a list of all students. You can also apply a filter by entering an examinee's last name or their state student ID.
- Check the box next to the Student Identifier for the examinee(s) you need to delete. Use the filters to narrow your search.
- In the **Tasks** pane, select **Delete Students** in the drop-down menu. Then select the **Start** button. The Delete Students screen appears.
- Check the box next to each examinee you want to delete.
- Select **Delete**.

## Groups/Classes - Manual Setup

The following tasks can be found under the in the **Groups/Classes** section under the **Setup** icon. These tasks allow a user to create, edit, or delete Groups/Classes and to add or remove examinee tests to or from Groups/Classes.

In the drop-down menu next to the **Start** button, select **All Tasks** to view all of the following sections.

*Note: Groups/Classes are not linked to Reporting Groups, which will need to be created separately for full reporting functionality.*

## Create/Edit Groups/Classes

- Select the **Setup** icon.
- Select **Groups/Classes** to access the Groups/Classes screen.
- In the **Tasks** pane, select **Create/Edit Groups/Classes** in the drop-down menu. Then select the **Start** button. The Create/Edit Groups/Classes screen appears.
- Fill in all required fields.
- Select the **Create** button. A "Success - Changes saved" message appears.
- When finished, select the **Exit Tasks** button to return to the Groups/Classes screen.

### Add/Remove Examinee Tests in Groups/Classes

1. Select the **Setup** icon.
2. Select **Groups/Classes** to access the Groups/Classes screen.
3. Check the 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. Then select the **Start** button. The Add/Remove Student Tests in Groups/Classes screen appears.
5. In the **Groups/Classes** side menu, select the Group/Class to which you need to add or remove examinees.
6. Select the examinee in the **Find by name or ID** box or begin typing the examinee's name or ID to narrow your search.

*Note: The ID is the student identifier, not the state student ID.*

7. Select the test you wish to assign to the group/class.
8. Select the **Save** button. A "Success - Changes saved" message appears.
9. When finished, select the **Exit Tasks** button to return to the Groups/Classes screen.

### Delete Groups/Classes

1. Select the **Setup** icon.
2. Select **Groups/Classes** to access the Groups/Classes screen.
3. Check the 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. Then select the **Start** button. The Delete Groups/Classes screen appears.
5. Check the box next to the group(s)/class(es) you want to delete.
6. Select the **Delete** button.

*Note: If examinee tests are attached to the group/class, they must first be moved or deleted before the group/class can be deleted.*

## Change an Examinee's Test Format

1. Select the **Setup** icon.
2. Select **Students** to access the Students screen. From here, you can search for specific students. In the **Search** dropdown menu, select **Show all results** to see a list of all students. You can also apply a filter by entering an examinee's last name or their state student ID.
3. Check the box next to the Student Identifier for the examinee(s) you need to edit.
4. In the **Tasks** pane, check the box next to **Manage Student Tests**. Select the **Start** button. The Manage Student Tests screen appears.
5. Select the subject test for the examinee you wish to edit from the **Student Tests** side menu. Select the appropriate test from the drop-down menu under that grade.
6. 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.*

7. Select the **Save** button. A “Success – Changes saved” message appears.

*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. Refer to the “Examinees in Sessions” section of this manual for instructions.*
- *An examinee’s test format must be changed before test materials are scheduled to be shipped. Review the deadline identified on the Schedule of Events found on your Wisconsin State testing web page. If the date has passed, an additional order will need to be created. See the instructions in the PearsonAccess<sup>next</sup> User Guide for how to place an additional order.*

8. When finished, select the **Exit Tasks** button

## Test Sessions

### Create Test Sessions

1. Select the **Testing** icon.
2. Select **Sessions** to access the Sessions screen.
3. In the **Tasks** pane, select the box next to **Create/Edit Sessions** in the drop-down menu, and select the **Start** button.
4. Complete all required fields.
  - **Session Name:** Name the session so it can be easily identified. It’s recommended using the most specific identifier first (i.e, room supervisor name rather than subject or grade).
  - **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:** Select the form group type “Main” from the drop-down menu. (Examinees testing with Text-to-Speech + Orienting Description will need to be placed into a separate test session with a form group type of English TTS + Orienting Description).
  - **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:** Leave this as the default (1:00 AM).

*Note: To use the Scheduled Start Time field for internal scheduling purposes, change it to the actual test start time.*

- Discuss **Precaching Computer** field with the technical coordinator to determine what to enter.

*Note: Examinees can be assigned now, or test sessions can be created without examinees and added later.*

5. To add examinees on this screen, follow the steps below. If adding examinees later, proceed to Step 6.
  - a. Select inside the **Students** field. A list of available examinees appears.
  - b. Select an examinee from the list or start typing their name in the field to add the examinee to the session. Select Group/Class to add groups of examinees to a test session.
  - c. To add additional examinees, repeat these steps.

*Note: To remove an examinee, select the “x” next to the examinee’s name within the Students field.*
6. Select the **Create** button.
7. To create additional sessions, repeat the steps above.
8. When finished, select the **Exit Tasks** button.

### Edit Test Sessions

1. Select the **Testing** icon.
2. Select **Sessions** to access the Sessions screen.
3. Check the box next to the test session to be edited.
4. In the **Tasks** pane, select the box next to **Create/Edit Sessions** in the drop-down menu, and select the **Start** button.
5. From the side menu, select a test session to edit. The test session information is displayed.
6. Make changes to the session and select the **Save** button.
7. To make edits to additional sessions, repeat the steps above.
8. When finished, select the **Exit Tasks** button.

### Prepare a Test Session

*Note: These steps are performed once for each test session. For multiple-day testing, this is performed the day before the first sitting.*

1. Select the **Testing** icon.
  2. Select **Sessions** to access the Sessions screen.
  3. Check the 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 table below to determine the next step.

To prepare...	Then...
All sessions	In the <b>Session List</b> pane, to select multiple sessions, select the <b>Combined View</b> button. Then select the <b>Prepare All Sessions</b> button.
An individual session	In the <b>Session List</b> , select a session. Then select the <b>Prepare Session</b> button.

6. Allow a few minutes, depending on the numbers of sessions and size of the sessions being prepared. Then select the **Refresh** button.

*Note: The session is now marked as “Ready.” Do not start the test session until the day of testing.*

## Start and Unlock a Test Session

*Note: On the morning of test day, this task is performed once for each test session. It must be done before room supervisors can unlock their sessions. Sessions can only be unlocked individually.*

1. Select the **Testing** icon.
2. Select **Sessions** to access the Sessions screen.
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 table below to determine the next step.

To start...	Then...
All sessions	In the <b>Session List</b> pane, to select multiple sessions, select the <b>Combined View</b> button. Then select the <b>Start All Sessions</b> button.
An individual session	In the <b>Session List</b> , select a session. Then select the <b>Start Session</b> button.

6. The **Start Session** button becomes a Stop Session button. You now have a padlock next to the test.
7. In the examinee pane, notice the **Student Test Status** is marked as Ready but has a padlock. This means the test is locked. The session should only be unlocked when testing is ready to begin. To unlock a session, slide the button next to the session to the right to unlock the test.

*Note: The test session is now marked as In Progress.*

## Delete a Test Session

**IMPORTANT:** You need to remove all examinees from a session before it can be deleted. See "Remove Examinees from Sessions," page 35, for instructions.

If you need to delete a test session after it has been created or edited, take the following steps:

1. Select the **Testing** icon.
2. Select **Sessions** to access the Sessions screen.
3. Check the box next to the test session you want to delete.
4. In the **Tasks** pane, check the box next to **Delete Sessions** and then select the **Start** button.
5. From the side menu, select the test session to delete. The test session is displayed.
6. Confirm the deletion by selecting the **Save** button. A "Success – Changes saved" message appears.
7. To delete additional sessions, repeat the steps above.
8. When you have finished, select the **Exit Tasks** button.

## Assigning Examinees to a Test Session

It is recommended that all examinees in a test room (in a sitting) test as a group. They should receive the same verbal instructions, work on the same test, and take breaks at the same time. Some accommodations and/or supports may need to be set up in a separate test session that allows examinees to test in a separate room as to not disrupt other examinee testing. Assign examinees to separate test sessions accordingly.

Use the Personal Needs Profile Report to assign examinees testing with accommodations.

### Run the Personal Needs Profile Report

All examinees with ACT-authorized accommodations and/or supports are listed on the Personal Needs Profile report. You can use this report to manage paper and online accommodations for those examinees.

1. Select the **Reports** icon.
2. Select **Operational Reports**. The Operational Reports screen appears.
3. Check the 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 page appears.

*Note: To view the most up-to-date report:*

- Click the **Request Report Refresh** link.
  - Leave default options in the drop-down menu or filter these options if needed.
  - Click the **Refresh Report** button and wait for the report to update.
5. Select **Download Report** to download and view the report.
  6. When finished, select the **Exit Report** button.

After examinees have been assigned to test sessions, the Personal Needs Profile report also lists each examinee's assigned session.

## Examinees in Sessions

These tasks allow a user to assign examinees to sessions, remove examinees from sessions, or transfer examinees between sessions.

### Add Examinees in Sessions

1. Select the **Testing** icon.
2. Select **Students in Sessions** to access the Students in Sessions screen.
3. Add the session you want to edit by selecting the **Add a Session** button in the **Session List** side menu. Use the **Filter in Session List** to find an existing session by adding details. After selecting the session you want to edit, select the **Add Selected** button at the bottom of the pop-up menu.
4. In the **Tasks** pane, check the box next to the **Add Students to Sessions** title in the drop-down menu. Then select the **Start** button. The Add Students to Sessions screen appears.
5. Select the session to which examinees are to be added from the **Session** drop-down menu.

6. In the **Search** drop-down menu, check the box next to **Show all results**.
7. Check the box next to each examinee to be added to this session. Then select the **Add** button.
8. When finished, select the **Exit Tasks** button.

After assigning examinees to test sessions, run the Personal Needs Profile Report again to view the assigned sessions and to confirm that examinees are appropriately grouped.

### Remove Examinees from Sessions

1. Select the **Testing** icon.
2. Select **Students in Sessions** to access the Students in Sessions screen.
3. Add the session you want to edit by selecting the **Add a Session** button in the **Session List** side menu. After selecting the session you want to edit, select the **Add Selected** button at the bottom of the pop-up menu.
4. In the **Session List**, select the session(s) that you want to remove an examinee(s) from. That session's information appears.
5. Check the box next to the examinee to be removed.
6. In the **Tasks** pane, check the box next to **Remove Students from Sessions**. Then select the **Start** button. The **Remove Students from Sessions** screen appears.
7. Check the box next to the examinee to be removed. Then select the **Remove** button.
8. When finished, select the **Exit Tasks** button.

### Move Examinees between Sessions

*Note: 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. Add the session you want to edit by selecting the **Add a Session** button in the **Session List** side menu. After selecting the session you want to edit, select the **Add Selected** button at the bottom of the pop-up menu.
4. In the **Tasks** pane, check the box next to the **Add Students to Sessions** title in the drop-down menu. Then select the **Start** button. The Add Students to Sessions screen appears.
5. Check the box next to the examinee to be moved.
6. In the **Tasks** pane, check the box next to **Move Students between Sessions**. Then select the **Start** button. The Move Students between Sessions screen appears.
7. The **Tests** field will prepopulate. Sessions available for the selected examinee test can be added by clicking in the **Sessions** pane and selecting the appropriate session. Alternatively, a new session can be created by selecting the **Create Session** button. Fill in the required fields, making sure to select the same test assignment you are moving, and select **Create**.
8. Check the box under the new session you want to move the examinee's test to. You can also select all examinee tests by checking the box next to the session name.
9. Select **Move**, then select the **Exit Tasks** button.

## Print Student Authorization Testing Tickets

1. Select the **Testing** icon.
2. Select **Sessions** to access the Sessions screen. From here, you can search for specific sessions. In the **Search** dropdown menu, select **Show all results** to see a list of all sessions. You can also apply a filter by entering additional details.
3. Check the box next to the session(s) that you want to print examinee authorization testing tickets for.
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) that you want to print examinee authorization testing tickets for. That session's information appears.
6. Use the table below to determine your next step.

### To print Student

### Authorization Tickets for... Then...

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

8. Print the student authorization testing tickets using your browser. Depending on the browser you use, you may have to use icons in the menu bar, or right-click on the screen to select the print option.

*Note: Make sure the printer properties are not set to print 2-sided.*

9. Repeat the steps above to retrieve and print student authorization testing tickets for any other sessions.

## Undo Examinee Test Submissions

An examinee's test can be unsubmitted if necessary once the test is in complete or marked complete status. Only Wisconsin Department of Public Instruction with their State Test Coordinator role has access to this task. **This action is not reversible.**

1. Select the **Testing** icon.
2. Select **Students in Sessions** to access the Students in Sessions screen.
3. Add the session you want to edit by selecting the **Add a Session** button in the **Session List** side menu. After selecting the session you want to edit, select the **Add Selected** button at the bottom of the pop-up menu.
4. In the **Tasks** pane, check the box next to the **Add Students to Sessions** title in the drop-down menu. Then select the **Start** button. The Add Students to Sessions screen appears.
5. Check the box next to the Student Identifier for the test submission you want to undo.



6. In the **Tasks** pane, check the box next to **Undo Student Test Submissions**. Then select the **Start** button. The Undo Student Test Submissions screen appears.
7. Check the box next to the Student Name for the test submission you want to undo.
8. Select **Undo Submissions**.

## Online Testing Guidelines

Because of the nature of online testing and typical computer lab arrangements, follow these guidelines to prevent prohibited examinee behavior (see “Prohibited Behavior,” page 13).

- TestNav must be the only application running on the computer or device during testing. If an examinee has exited the test by exhibiting prohibited behavior, do not restart or resume the test but mark the test with a Do Not Report code. Please refer to your local policy before invalidating a test.
- TestNav does not allow examinees to keep responding to questions after time has expired. Testing staff should monitor the time and begin to watch toward the end of the allowed time.
- Staff should move around the room regularly. This will discourage examinees from engaging in prohibited behavior.
- If available, place privacy guards on the sides of computer monitors.

For additional information about preparing for test day, see:

- “Test Room Requirements,” page 4.
- “Materials Provided by the School,” page 8.

## 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 (all examinees have a status of Completed or Marked Complete) are **stopped**.

## Marking Tests with Will Not Test Codes

A Will Not Test reason code should be selected for any test that was assigned, but not started. If an examinee does not participate in any subject test, the test coordinator should take these steps.

1. Select the **Setup** icon.
2. Select **Students** to access the Students screen.
3. Check the box next to the examinee(s) you need to mark with codes.
4. In the **Tasks** pane, select **Manage Student Tests** in the drop-down menu. Then select the **Start** button. The Manage Student Tests screen appears.
5. In the **Student Tests** side menu, under the student you need to view, select the arrow next to the appropriate grade.
6. Select the test that you need to mark with a code.
7. Check the box above **Will Not Test** as needed.

8. Select a reason in the drop-down menu for the box selected in step 7.

*Note: Only the Administration Test Coordinator and Test Coordinator roles can assign a Will Not Test code.*

## Marking Tests with Do Not Report Codes

A Do Not Report reason code should be selected for any test that was started, but you do not want reported. You may want to consult with Wisconsin Department of Public Instruction before selecting this option.

1. Select the **Setup** icon.
2. Select **Students** to access the Students screen.
3. Check the box next to the examinee(s) you need to mark with codes.
4. In the **Tasks** pane, select **Manage Student Tests** in the drop-down menu. Then select the **Start** button. The Manage Student Tests screen appears.
5. In the **Student Tests** side menu, under the student you need to view, select the arrow next to the appropriate grade.
6. Select the test that you need to mark with a code.
7. Check the box above **Do Not Report** as needed.
8. Select a reason in the drop-down menu for the box selected in step 7.

*Note: Only the Administration Test Coordinator and Test Coordinator roles can assign a Do Not Report code.*

## After Testing

After testing, it is the room supervisor's or test coordinator's responsibility to sign in to the administration platform and check the status of each examinee's test in the session you just concluded. If necessary, you can submit an examinee's test on their behalf, if the examinee has not done so already. See the *Room Supervisor's Manual: Online Summative Testing* for instructions to "Mark an Examinee's Test 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.

### Items to Retain or Destroy

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

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

## Submit an Irregularity Report

Submit an Irregularity Report 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 (do not skip this step).
6. Enter **Irregularity Date/Time**, **Irregularity Type**, and **Comments** at the top of the screen.

*Note:*

- *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), do the following:
  - 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.

*Note: 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** and then select **Exit Tasks**.

# 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	9	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

Student's Name	Test Booklet Form/Serial Number of Student'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 #:									<input type="checkbox"/> Void <input type="checkbox"/> Not Void
	Explanation:									
	Barcode #: Form #:									<input type="checkbox"/> Void <input type="checkbox"/> Not Void
Name:  	Explanation:									
	Barcode #: Form #:									<input type="checkbox"/> Void <input type="checkbox"/> Not Void
	Explanation:									
Name:  	Barcode #: Form #:									<input type="checkbox"/> Void <input type="checkbox"/> Not Void
	Explanation:									

## GROUP IRREGULARITIES

Number of Students 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 students affected by this irregularity.

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

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