AK STAR

ALASKA SYSTEM OF ACADEMIC READINESS

Test Administration Directions

AK STAR English Language Arts and Mathematics

ALASKA DEPARTMENT OF

EDUCATION
& EARLY DEVELOPMENT

2026

Department of Education
& Early Development

DIVISION OF INNOVATION &
EDUCATION EXCELLENCE

333 Willoughby Ave., 9th Floor, SOB
P.O. Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.2800
Fax: 907.465.4156

THE STATE
of ALASKA

GOVERNOR MIKE DUNLEAVY

A note of thanks to Alaska educators:

The Department of Education and Early Development (DEED) would like to extend our thanks to Test Administrators, District and Building Test Coordinators, technology staff, and all other staff involved in assessments for all the hard work they will put towards a successful spring administration of the Alaska System of Academic Readiness (AK STAR).

Leading up to and during the assessment window, educators are required to complete training, become familiar with assessment processes and procedures, and ensure that all procedures are followed while administering tests, often with altered schedules and on top of many other duties within Alaska's schools. Here at DEED, we appreciate the time and effort that go into performing these duties.

Test Administrators, District and Building Test Coordinators, technology staff, and all other staff involved in assessments are a crucial part of a successful implementation of all statewide assessments. It is only through your hard work and dedication that we are able to produce valid and reliable statewide assessment results. These results inform stakeholders at all levels to make decisions that improve the learning of students all over the state of Alaska.

We appreciate the outstanding work of all Alaska's educators and wish to extend our continued support and gratitude.

Sincerely,

DEED Assessments Team

Table of Contents

Part 1—Overview

About Alaska System of Academic Readiness Assessments

The purpose of the Alaska System of Academic Readiness (AK STAR) assessments is to provide information on student learning strengths and needs as well as student progress in mastering college and career-ready skills based on the *Alaska English/Language Arts and Mathematics Standards*. Students in grades 3–9 will take AK STAR assessments in English language arts (ELA) and mathematics during the spring testing window.

The AK STAR assessments are developed specifically to provide educators, students, and families with information about student learning strengths and needs throughout the year.

AK STAR Administration Key Dates in 2026

Table 1: AK STAR Administration Key Dates

Date	Activity
January	Online practice tests and sample accommodated items available through the NWEA State Solutions Secure Browser or the AK STAR Student Readiness webpage
March 30–May 1	AK STAR Spring 2026 testing window
May 1	Last day to transcribe student responses into the NWEA State Solutions Secure Browser for print on demand and braille

Test Administrators should contact the Building Test Coordinator (BTC) for assistance with the preparation and administration of AK STAR. The District Test Coordinator (DTC) is the primary contact at the district level for the BTC.

If you have questions about testing procedures or policies, please contact the DEED Assessments team:

- Kari Quinto, AK STAR Assessment Coordinator
  - kari.quinto@alaska.gov
  - 907.465.8436
- Rachel Schweissing, District Test Coordinator Liaison
  - rachel.schweissing@alaska.gov
  - 907.465.8433
- Karen Melin, Standards & Assessment Administrator
  - karen.melin@alaska.gov
  - 907.465.8486

If you have any questions about technology setup and installation, please contact NWEA Alaska Partner Support:

- Phone: 866.384.5415
- Email: AKSTAR@nwea.org
- Chat: Chat with an Agent

Partner Support representatives will make every attempt to answer your questions and escalate issues when appropriate. All contacts to the support team are tracked and documented.

During the test window, representatives are available from 6:00 a.m. to 5:00 p.m. AKST, Monday through Friday. Outside the test window, representatives are available from 6:00 a.m. to 4:00 p.m. AKST, Monday through Friday.

Part 2—Student Readiness

The following resources, available on the AK STAR Student Readiness webpage, are designed to prepare students and schools for the AK STAR English language arts (ELA) and mathematics assessments taken in the spring. These resources are not intended to inform instruction or prepare students for the assessment's specific content. They are accessible to students, educators, and the community without the need to log in to an online testing platform.

Districts are strongly encouraged to use these resources and dedicate time for students to practice as part of test preparation.

Student Tutorial

The AK STAR tutorial is a web-based video that introduces students to the online test system, its features, and the available testing tools. The tutorial is narrated and captioned to make it easy for students to follow along, and is divided into sections so students can focus on specific topics and navigate between them. It can be viewed on any web browser.

Visit the AK STAR Student Readiness webpage to access the student tutorial.

AK STAR Practice Tests

AK STAR practice tests are designed to provide students the opportunity to practice using the features of the online test system and answering sample items prior to the actual assessment. Each practice test includes 26–30 items. Practice items with ASL and text-to-speech accommodation tools are available. Separate practice tests containing a single constructed response item are available for each grade. The practice test answer keys are in the Educator Guide to Student Readiness. The practice tests are available on any supported web browser or via the NWEA State Solutions Secure Browser.

Educator Guide to Student Readiness

The Educator Guide to Student Readiness gives educators more details on helping students prepare with the student tutorial and AK STAR practice tests. It also includes a description of the available item types on the AK STAR assessments, and answer keys for the practice tests.

Visit the AK STAR Student Readiness webpage to download the Educator Guide to Student Readiness.

Part 3—Test Administrator Responsibilities

Test Administrators are trained district employees who administer AK STAR English language arts and mathematics assessments to students. Test Administrator training must be provided using either local materials or the training materials available from DEED. Adequate time must be provided for Test Administrators to ask questions and receive further clarification. Test Administrators, like all testing personnel, must read and sign a Test Security Agreement to indicate their understanding and agreement.

It is the Test Administrator's responsibility to:

- Review this entire manual prior to test administration, with special attention given to the script for each assessment session they will administer.
- Read and sign the appropriate Test Security Agreement.
- Prepare the testing room for assessment.
- Provide students with the required universal tools, if applicable (scratch paper, pencils, erasers, etc.).
- Ensure standardized assessment conditions in which no coaching or prompting occurs.
- Report and document any issues that arise during testing.
- Administer make-up assessments for students absent from scheduled assessment sessions, as directed.
- Collect and return applicable test materials (Test Tickets, scratch paper, and accommodated paper materials), maintaining test security throughout.
- Uphold a positive testing environment for all students throughout the testing process.

Testing Schedules

Testing should take place within the scheduled school day. The DTC or BTC will provide daily assessment schedules.

Assessments are not timed. While students should have as much time as needed to complete each content area assessment, it is estimated that most students can complete a full content area assessment in 180 minutes. The estimated student test time does not include Test Ticket distribution, starting the test session, launching the NWEA State Solutions Secure Browser, or student login time.

Students must be allowed to progress through assessments at their own pace. It is important to allow students a reasonable time frame to complete the assessment.

> **!** Tests that have been started but not completed by the end of the testing window will be scored using only the questions to which students have responded.

AK STAR assessments are item-adaptive. Students cannot go backwards in the test. Students may log out at any item or when an assessment session concludes. They will begin where they left off when they resume testing in the next assessment session. The estimated test time for students in all grades and all content areas is 180 minutes.

Table 2: Estimated Student Test Times—Online Adaptive Test

Grade	Total Estimated Time	ELA Total Items	Math Total Items
3	180 minutes	63	65
4	180 minutes	66	65
5	180 minutes	69	66
6	180 minutes	69	66
7	180 minutes	69	65
8	180 minutes	69	66
9	180 minutes	70	65

Assessment Administration

To ensure that all students are assessed under the standardized conditions, Test Administrators must adhere strictly to the guidelines and directions in this manual and in the Alaska Assessment Regulations located in the Alaska Assessment Policy and Test Security Handbook.

Monitoring Students

- Do not leave students unattended in a room with access to assessment materials.
- Continuously circulate through the room to ensure that students do not access unauthorized electronic devices, such as cell phones, or other unauthorized resources or tools at any time during the assessment.
- Do not engage in activities that interfere with active monitoring, such as using a computer or other device, preparing lesson plans, or grading papers.

Providing Appropriate Assistance to Students

- Prior to administering the assessment, confirm with the BTC which students will receive accommodations and receive training in the appropriate use of the accommodation.
- Do not read test questions or answer choices to any student for any assessment unless otherwise instructed to as part of an accommodation.
- If a student asks for assistance in answering an assessment question, appears to be answering randomly, or has concerns about a test question, refer to Script to Students: Providing Assistance During the Assessment on page 15.

Maintaining the Environment as Individual Students Complete Testing

Follow locally-established procedures to maintain a quiet environment throughout the assessment session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave the testing room. If students are expected to remain in the testing room until the end of the session, they may read a book or quietly complete other individual work in a location in the testing room that does not disrupt others. The use of electronic devices by non-testing students is not allowed in the testing room.

Logging Students Out, Pausing, and Resuming Tests

Test Administrators do not pause or resume student tests. Instead, students who need to leave their testing device for any reason can pause or log out of the test. To do this, the student should use either the **Pause** button or **Logout** button in the upper right.

Students stepping away for a short time, either for a break or other reasons, should pause the test. The test will remain paused for up to 20 minutes. Students may resume testing by selecting **Resume**. The test will continue where the student left off. If the student is away for more than 20 minutes, they will need to log back into the test using their Test Ticket.

If the student is done with testing for that session, they should log out. Students will resume testing by accessing the NWEA State Solutions Secure Browser and entering the information from their Test Ticket. The test will continue where the student left off.

Maintaining Security of Materials and the Testing Room

- Do not photocopy or duplicate any portion of the assessment materials at any time; this includes photographs and screenshots.
- Keep secure materials (Test Tickets, accommodated paper materials, and devices with active test sessions) under supervision at all times or in a locked room or cabinet.
- Collect Test Tickets as students complete testing.
- Do not allow students to transport secure materials, such as Test Tickets, accommodated paper materials, and mobile testing devices. Materials may only be transported to Test Administrators or returned to BTCs by district employees who have signed a Test Security Agreement.
- Do not allow untrained district staff, parents, or persons not employed by the district in the testing room.

Reporting Events that Threaten Test Security

Contact your BTC immediately if you witness or suspect a test security incident that could potentially affect the integrity of a student's assessment. It is best practice to allow students to continue testing until a determination is made by the BTC or DTC.

Problem Item Reporting

As a reminder, it is never permitted to take pictures or videos of items.

There are stringent item-quality checks in the development process, but students may occasionally encounter items that they believe are problematic. When a student encounters a possible problem item, the Test Administrator should:

1. Collect the following information about the item:
    - Student's state ID
    - Grade and subject
    - Question number (located on the student's test screen)
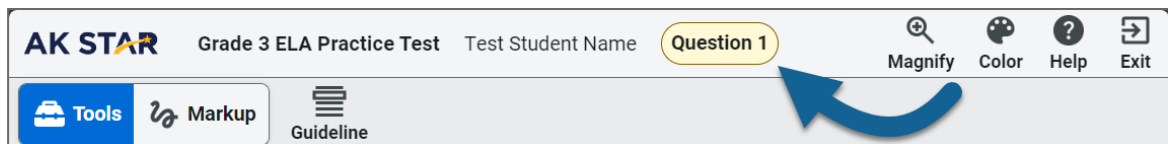
2. Note the information above and provide it to the BTC.

Following this process ensures the quality of the assessments. Every problem item report is reviewed by NWEA and DEED.

Returning Assessment Materials to the Building Test Coordinator

When assessment sessions are complete, all secure test materials, both used and unused, must be returned promptly by the Test Administrator to the BTC.

These materials include all:

- Test Tickets
- Scratch paper and graph paper
- Accommodated paper materials (e.g. print on demand and braille)
- Student rosters
- Irregularity reports

Other assessment materials that are not secure should also be returned to the BTC.

Part 4—Student Supports

Student supports is the term used to describe any appropriate means used to support students during the administration of an assessment. Student supports are broken out into two groups: universal tools and accommodations. For more information about accommodations, please refer to the Participation Guidelines for Inclusion of Alaska Students in State Assessments and the Handbook for the Participation Guidelines. All DTCs, BTCs, special education staff, and any Test Administrators providing accommodations are required to read these documents. Both resources can be found on the DEED Accommodations webpage.

Universal Tools

Universal tools are supports or preferences that are available to all students taking the AK STAR assessments. The use of universal tools is based on student choice, need, and preference.

Embedded Universal Tools

Table 3: Embedded Universal Tools

Tool	Description
Calculator	Student has access to a basic, scientific, or graphing calculator, depending on grade level and test. See Alaska Statewide Summative Assessment Calculator Policy for details on calculator availability.
Color	Shows a variety of color contrasting options for students to choose during the test.
Eliminator	Student may cross out/eliminate answer choices.
Formulas Table	Shows mathematic formulas relevant to the assessment.
Glossary	Certain words or phrases in the item are underlined with dots, and information about that word or phrase will pop up when selected. These words and phrases are part of the assessment content and do not provide extra context for the answer.
Graph Paper	Student can use graph paper to draw lines and points during the test. Hard copy graph paper may also be provided. Graph paper must be securely destroyed after assessment session.
Guideline	A straight edge line used to follow along with each line of text or to help student track items.
Help Videos	Help videos are available within the secure test engine and show students how to respond to item types and use tools.
Highlight	Student may use a highlighter to mark words or numbers.
Magnification	Magnify up to 3x the text or images on student screen for better viewing. Mac, Windows, and Chromebook users can use Ctrl + and Ctrl – on their keyboard to zoom in and out. iPad users use the Pinch Zoom feature.

Tool	Description
Notepad	Student can use Notepad to take notes on each test question.
Pencil/Drawing Tool	Student can use Pencil to make marks on the screen.
Protractor	Protractor is used to measure angles within an item image.
Ruler	Student can use Customary Ruler and Metric Ruler to measure images on the screen.
Sticky Notes	Creates and places a note (or multiple notes) on the screen in which a student can type a short message.
Spell Check	Spell check is a software feature that identifies possible misspellings, and either auto-corrects or suggests possible corrections. This will only appear on Constructed Response questions. A red "squiggly" line indicates a potential spelling error. A student can click on the word underlined by a squiggly line and the spell check feature will display possible correct spelling options.

Non-Embedded Universal Tools

The universal tools in the following list are not embedded and should be made available to all students by the Test Administrator.

Table 4: Non-Embedded Universal Tools

Tool	Description
Headphones	If requested, student may wear noise-blocking headphones to screen out extraneous sounds. This does not include music devices.
Graph or Scratch Paper	Graph or scratch paper must be securely destroyed after the test session.

Dual Displays for Visual Needs

The NWEA State Solutions Secure Browser prevents students from accessing other computer or internet applications or copying test information. However, students with visual needs can use dual monitors (multiple displays) if needed by using the **Duplicate these displays** option in the display settings on their device. This should be set up prior to student testing and before launching the NWEA State Solutions Secure Browser. If assistance is needed, please contact your Technology Director.

Calculator Use for the AK STAR Mathematics Assessment

Calculator use for Computer-Based Testing

Students taking the computer-based assessments have access to a calculator appropriate for the grade level and content within the test platform. Students taking the computer-based assessments cannot use handheld calculators in lieu of the calculators within the test engine; only the calculators within the test engine are allowed during the computer-based assessments.

The Alaska Mathematics Standards were developed with a strong focus on building foundational skills and fluency in arithmetic, specifically in kindergarten through fifth grade. Arithmetic is a foundational skill that requires fluency as well as the building of conceptual understanding, which is a precursor for algebraic concepts. The standards were developed to help students gain a deeper understanding of mathematics and to use a variety of strategies to come to mathematical solutions. The mathematics standards focus on the students' ability to become fluent on grade-specific concepts in kindergarten through sixth grade. In order for students to demonstrate fluency, calculators are NOT allowed for

grades 3, 4, and 5 on the AK STAR mathematics assessment even if the student has an accommodation to use a calculator on other assessments or in their daily work.

The specific type of calculator depends on grade level, as shown in Table 5: Calculator Use by Grade Level for the AK STAR Mathematics Assessments below. Due to the adaptive nature of the AK STAR assessments, calculators are provided, or not provided, at the item level. Only one calculator will be presented to a student at a time. Some items will have a calculator available and other items will not.

During the growth component of the AK STAR assessment, a student could be presented with an item that is outside of their tested grade level. For example, a fifth grader could be presented with a grade 6 item that has a calculator provided (Basic or Four-Function). Adversely, a ninth grader could be presented with a grade 8 item that does not have a calculator provided. Once a student answers an item and moves on, they cannot return to any previous items. This functionality prohibits the misuse of calculators on items where a calculator should not be used.

Table 5: Calculator Use by Grade Level for the AK STAR Mathematics Assessments

Grades	Basic (Four-Function)	Scientific	Graphing
Grades 3–5	Not available*	Not available	Not available
Grades 6–8	Available	Available	Not available
Grade 9	Available	Available	Available

Note: For guidance on calculator usage, please reference the Alaska Statewide Summative Assessment Calculator Policy.

Guidance for Calculator Use When Providing Print-on-Demand (POD) or Handheld Calculator Accommodation

Students who require a paper-based assessment as an accommodation will be accommodated using the print-on-demand (POD) format. This accommodation allows paper copies of the test to be printed locally and provided to the student. Students who use the POD format for the mathematics assessment must be provided with a handheld calculator, the type of which depends on the student's grade and content area, refer to Table 6: Handheld Calculator Use (POD) by Grade Level for the AK STAR Mathematics Assessments on the next page.

Students in grades 6, 7, or 8 who have the documented accommodation to use a handheld calculator for mathematics assessments instead of the calculator embedded in the test platforms will be required to take the POD format of the assessment and should be provided the appropriate calculator following Table 6: Handheld Calculator Use (POD) by Grade Level for the AK STAR Mathematics Assessments on the next page.

Students in grades 6–8 can only use a calculator on Part 2 of the mathematics assessment. The questions will be clearly indicated in the test booklet with a graphic of a calculator at the top left corner. When students reach this section, provide them access to the appropriate calculator for their grade. After students have answered questions that require a calculator, collect all calculators.

Table 6: Handheld Calculator Use (POD) by Grade Level for the AK STAR Mathematics Assessments

Grades	Calculator to Provide
Grades 3–5	None
Grades 6–8 (Part 2 only)	Scientific
Grade 9 (all parts)	Scientific and Graphing*

*Schools may choose to provide just a graphing calculator in lieu of providing both a scientific and graphing calculator in grade 9.

Note: For guidance on calculator usage, please reference the Alaska Statewide Summative Assessment Calculator Policy.

Overview of Accommodations

Accommodations are practices and procedures that provide equitable access to grade-level content during instruction and assessment without altering the validity of the assessment scores, score interpretation, reliability, or the security of the assessment. Accommodations must be made available to students with disabilities as documented in an Individualized Education Program (IEP) or Section 504 Plan, students with a transitory impairment plan, and English Learners (ELs) as documented in student files.

Documenting the student's need ensures the accommodations will be provided in both instruction and assessments. Providing accommodations not in the student's IEP, Section 504 Plan, EL, or Transitory Impairment plan or mis-administering accommodations (e.g., reading the reading passages out loud to students) is not allowed. Accommodations must be administered according to the guidelines of the assessment.

Accommodations should not be used on state assessments unless they have been a regular part of instruction. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment.

A list of allowable accommodations and further information on the selection, administration, and evaluation of student accommodations can be found in the Participation Guidelines for Inclusion of Alaska Students in State Assessments and the Handbook for the Participation Guidelines. Both resources can be found on the DEED Accommodations webpage.

Table 7: Embedded Accommodations

Accommodation	Description
American Sign Language Videos (ASL)	Allows the student to click on American Sign Language Video to play a signed video of the text in questions and answer choices.
Text-to-Speech (Speak)	Allows the student to listen to item content being read aloud. Will not read reading passages. Volume and reading speed can be adjusted.

Part 5—Administering Accommodated Paper Forms: Print on Demand & Braille

Test Administrator Responsibilities

Proctors must do the following when administering print on demand and braille tests:

- Receive test booklets from the BTC.
- Distribute test booklets to students.
- Verify that each student has a pencil, eraser, and scratch paper available.
- Ensure students have access to the appropriate universal tools, including a calculator for the applicable grade levels and test parts.
- Fill in the student's name on the front of the test book.
- Make sure students are working in the correct place.
- Return all test materials to the BTC when testing is complete.
- If assigned to transcribe student answers, take the student's responses from the test book, and transcribe the answers into the NWEA State Solutions Secure Browser. Follow the steps in Transcribing Paper-Accommodated Assessments below.

Braille Assessments

AK STAR assessment booklets are available for any students who require this format. These students may need assistance indicating their responses. If so, Test Administrators will need to provide the appropriate response accommodation for students using this format (e.g., students indicate their answers directly in the formatted braille test booklets or respond using a braille writer).

Contained in the braille kit is a standard size test booklet/teacher edition test booklet, a braille test book, a braille reference sheet, and the *AK STAR Secure Destroy Instructions* document. The standard size test booklet could be used as a reference for Test Administrators when administering braille. Braille responses must be transcribed into the NWEA State Solutions Secure Browser following the procedures outlined below.

Transcribing Paper-Accommodated Assessments

After testing, student responses for paper-based accommodated assessments must be transcribed into the NWEA State Solutions Secure Browser before the test window closes on May 1, 2026. Transcribing is the process of moving the student's assessment response to another medium by a district employee.

It is recommended that transcription occur in a secure location as soon after testing as possible. Transcribing responses requires the Test Administrator, or other designated and authorized district or school personnel, to log in to the NWEA State Solutions Secure Browser using the student's Test Ticket.

Qualifications for Transcriber

Transcribing is the process of moving the student's assessment responses to another medium by a district employee. Transcribe the student's responses as faithfully and as completely as possible and follow the qualifications and procedures outlined below:

- The transcriber must be a current employee of the school district.
- The transcriber must be trained in test administration and sign a Test Security Agreement.
- Transcription must take place in a secure location.

- The assessment must be transcribed exactly as the student answered the assessment items.
- If a transcriber is uncertain of the intent of a student's answer or if the format in which the student provided their answer does not match the acceptable format of the NWEA State Solutions Secure Browser, they should consult their BTC.

Steps for Transcribing Student Responses

1. Obtain the student's Test Ticket from the BTC.
2. After the student has completed the paper accommodated assessment, use a device that has the NWEA State Solutions Secure Browser software installed and use the student's Test Ticket to log in to the student's test.
3. Begin transcribing student responses. Once you have finished, submit the test. The Test Administrator should then return all printed test materials to the BTC.

Test Timing—Print on Demand

Table 8: Estimated Student Test Times—Print on Demand

Content	Grade	Part 1 Item Count	Part 1 Test Time	Part 2 Item Count	Part 2 Test Time	Total Estimated Time
ELA	3	1–27 (27)	90 minutes	28–51 (24)	90 minutes	180 minutes
ELA	4	1–30 (30)	90 minutes	31–60 (30)	90 minutes	180 minutes
ELA	5	1–32 (32)	90 minutes	33–63 (31)	90 minutes	180 minutes
ELA	6	1–32 (32)	90 minutes	33–66 (34)	90 minutes	180 minutes
ELA	7	1–38 (38)	90 minutes	39–66 (28)	90 minutes	180 minutes
ELA	8	1–34 (34)	90 minutes	35–66 (32)	90 minutes	180 minutes
ELA	9	1–35 (35)	90 minutes	36–69 (34)	90 minutes	180 minutes
Math	3	1–30 (30)	90 minutes	31–60 (30)	90 minutes	180 minutes
Math	4	1–30 (30)	90 minutes	31–60 (30)	90 minutes	180 minutes
Math	5	1–42 (42)	150 minutes	43–61 (19)	30 minutes	180 minutes
Math	6	1–17 (17)	30 minutes	18–61 (44)	150 minutes	180 minutes
Math	7	1–11 (11)	30 minutes	12–60 (49)	150 minutes	180 minutes
Math	8	1–13 (13)	30 minutes	14–66 (53)	150 minutes	180 minutes
Math	9	1–30 (30)	90 minutes	31–60 (30)	90 minutes	180 minutes

Table 9: Estimated Student Test Times—Braille

Content	Grade	Part 1 Item Count	Part 1 Test Time	Part 2 Item Count	Part 2 Test Time	Total Estimated Time
ELA	3	1–29 (29)	90 minutes	30–54 (25)	90 minutes	180 minutes
ELA	4	1–29 (29)	90 minutes	30–56 (27)	90 minutes	180 minutes
ELA	5	1–28 (28)	90 minutes	29–57 (29)	90 minutes	180 minutes
ELA	6	1–33 (33)	90 minutes	34–60 (27)	90 minutes	180 minutes

Content	Grade	Part 1 Item Count	Part 1 Test Time	Part 2 Item Count	Part 2 Test Time	Total Estimated Time
ELA	7	1–34 (34)	90 minutes	35–63 (29)	90 minutes	180 minutes
ELA	8	1–29 (29)	90 minutes	30–61 (32)	90 minutes	180 minutes
ELA	9	1–28 (28)	90 minutes	29–60 (32)	90 minutes	180 minutes
Math	3	1–22 (22)	90 minutes	23–44 (22)	90 minutes	180 minutes
Math	4	1–22 (22)	90 minutes	23–43 (21)	90 minutes	180 minutes
Math	5	1–22 (22)	90 minutes	23–44 (22)	90 minutes	180 minutes
Math	6	1–11 (11)	30 minutes	12–48 (37)	150 minutes	180 minutes
Math	7	1–7 (7)	30 minutes	8–47 (40)	150 minutes	180 minutes
Math	8	1–4 (4)	30 minutes	5–47 (43)	150 minutes	180 minutes
Math	9	1–27 (27)	90 minutes	28–53 (26)	90 minutes	180 minutes

Part 6—Scripts

Use the following information and scripts to assist students with taking the assessments. Read the directions verbatim when administering the assessment. The script must be followed exactly. Do not paraphrase or change the wording; this ensures students are not put at a disadvantage or given an unfair advantage. Changing the directions given to students may invalidate the assessments. If you make a mistake in reading the directions for a content assessment script, stop and say: "**I made a mistake. Listen again.**" Then read the direction again.

Script to Students: Providing Assistance During the Assessment

Provide assistance to any student having problems following test directions. Read the directions to the student and clarify what is expected. Test Administrators may define or explain words used in the directions. Do not use the actual assessment item as an example.

If a student asks for assistance in answering a test item, say the following statement to let the student know you cannot help:

SAY	I cannot help you answer a test question. Try to do your best.

Make certain students are on task. If a student is off task, say the following statement to get the student focused:

SAY	It is important that you get back to your test and answer the questions.

If a student appears to be answering randomly or isn't showing effort, say the following statement in an effort to get the student focused:

SAY	It appears that you are not giving your best effort. It is important that you take the test seriously.

If the student does not respond, contact the BTC and record the student's behavior in the Assessment Log and Irregularity Report. Refer to Appendix A—Assessment Log & Irregularity Report on page 39.

If a student raises their hand and says there is a problem with a test item, say the following statement in a one-on-one conversation with the student:

SAY	I'm going to write down some information about this question and I will let someone know that you have a concern. Meanwhile, answer the question the best that you can the way the item is written.

Write down the student's state ID, assessment grade and subject, and the question number and provide this information to the BTC. The BTC should notify the DTC, who will report it to DEED. **As a reminder, it is never permitted to take pictures or capture video of items or to communicate about items on the assessment.**

Script to Students: Assisting Students Who Are Struggling to Move Forward

Because AK STAR requires students to respond to each question before moving on, there is a chance that students will have a hard time answering a question to move forward. Here is language Test Administrators can use with students in this situation.

If a student says they don't know how to respond to an item:

SAY	I see you are struggling. Take a minute, read the question again and try to choose the answer you feel is best.

If the student still cannot or does not select an answer:

SAY	You cannot move on to the next question until you answer this question. Would you like to take a short break and come back to try again? *Or:* Would you like a break?

If student says yes, have them pause the assessment and provide them with a short break before returning to the test.

If a student is having difficulty responding to a constructed response item:

SAY	You must type something in the box in order to move on. If you truly do not know how to answer, you may type anything in the response box and choose **Next**. *Or:* Can you type an answer?

The Test Administrator may gesture or mimic typing on the keyboard to encourage students to do so.

If student refuses to answer:

SAY	You are finished testing for today. Please log out and [*provide students with where they should go or what they should do now that they are finished testing for the day*].

If the student has logged out for the day, make sure to document the incident on the irregularity log. Refer to Appendix A—Assessment Log & Irregularity Report on page 39. Notify your BTC of the problem to determine next steps.

Technology Challenges During the Assessment

Although every effort has been made to ensure that the AK STAR will function properly at all sites, it is possible that some schools might experience circumstances that prevent or interrupt testing. Refer to Appendix B—Troubleshooting Common Errors on page 41 and follow local procedures for reporting technology issues and receiving assistance.

If students are not able to take the assessment as planned, Test Administrators should check with the BTC and follow local procedures for alternate plans.

As a rule, students should sit for no more than 10–15 minutes at a non-working device. If the technology issue is affecting the entire group in the assessment session, the students should return to an instructional activity after 10–15 minutes, and the assessment session should be rescheduled. If the technology issue is affecting only one student, the student should be given an alternate device to complete the assessment. If there is no device available, the student should return to an instructional activity and will need to attend a make-up session.

When significant technology issues occur, such as many students unable to log in, the assessment engine is not responding, or other issues that cannot be resolved by site-based technology staff, DTCs should call NWEA Partner Support immediately. In the case of unresolvable technology failures, DTCs should also call DEED to determine the next steps.

How to Read Scripts for AK STAR Assessments

The following scripts are split into three sections:

1. Before You Begin (not read aloud)
2. Login Instructions
3. Test Directions (students follow along on their testing device)

The section titled *Before You Begin* is not read aloud to students. It provides information that the Test Administrator needs to review before administering the assessment.

The other sections are read aloud to students. Some sections must be read more than once if the students will be taking the assessment over multiple assessment sessions. Consider the scenarios below.

- **Scenario 1**: The assessment is administered in one assessment session (e.g., students move at their own pace)
- **Scenario 2**: The assessment is administered over multiple assessment sessions over one or more days (e.g., students test until a designated time to stop and are prompted by the Test Administrator to log out)

Scenario 1—One Assessment Session

When administering the entirety of the assessment in a single assessment session, students are allowed to move at their own pace without being instructed to stop until their assessment is submitted. Test Administrators may allow students to take a short, supervised break at any time during the session. In this scenario, Test Administrators will read the Login Instructions and Test Directions one time to students at the beginning of the session. Directions do not need to be read again during the session. Please note, this method is not recommended for younger students due to the length of a full content area assessment (180 minutes).

Scenario 2—Breaks Between Assessment Sessions

Multiple assessment sessions may take place during the same day or across multiple days, but with a break between sessions. A break is defined as a period of time between assessment sessions that exceeds 15 minutes (e.g., a lunch break, recess, music class).

When the assessment is administered over the course of multiple assessment sessions, Test Administrators must read the Login Instructions and Test Directions before beginning the first assessment session. If deemed appropriate by the Test Administrator, the Login Instructions may be reread for subsequent sessions. For example, younger students might need the Login Instructions at the beginning of each session, whereas older students will probably not need this information repeated. Test Directions are not repeated on student screens once they begin the test and do not need to be read again.

Script to Students: English Language Arts, Grades 3–9

Before You Begin

Before you begin administering the test, make sure you have:

- Completed all test administration training and have signed a Test Security Agreement.
- Familiarized yourself with any accommodation needs of students in the room.
- Printed or received all student Test Tickets.
- Provided each student with a pencil, eraser, and scratch paper.
- Ensured no student is in possession of an electronic device other than their testing device.
- Reported any obvious technology issues to the appropriate staff.

Login Instructions

SAY	You are not allowed to have access to your phone or other electronic devices during the test. Please power them off and put them away or turn them in to me now. Please sit quietly as I hand out a Test Ticket to each of you. When you receive your Test Ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.

Distribute Test Tickets to each student, ensuring that each student is given the correct ticket with their name printed on it. If any student has a Test Ticket with the wrong name, make sure the student receives the correct Test Ticket before starting.

If any Test Ticket has an error on it, please contact the BTC. However, in some cases the student could continue using the same Test Ticket anyway. For example: the Test Ticket shows a given name rather than a nickname or informal name (e.g., David vs. Dave).

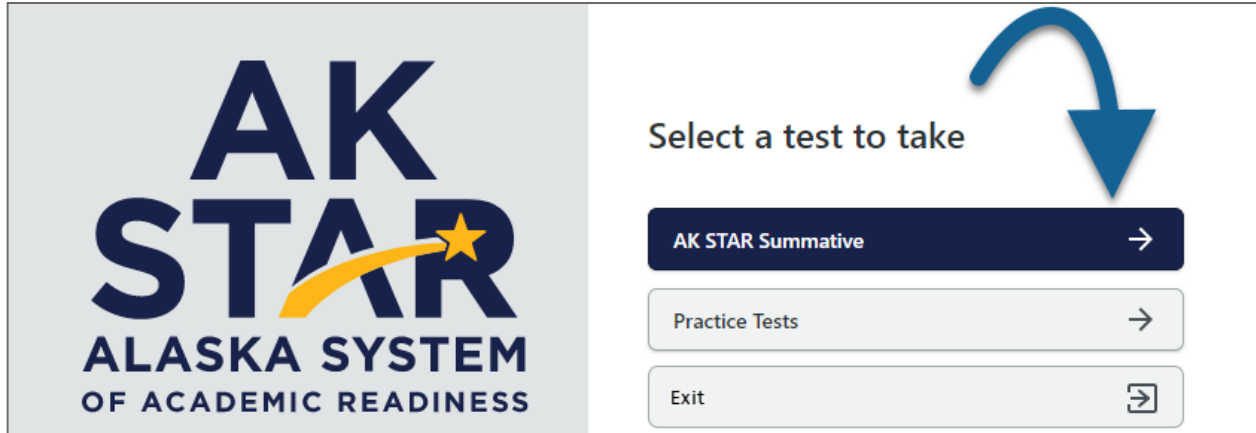| **SAY**	**Windows® Desktop** From the Start menu, choose the blue NWEA State Solutions Secure Browser icon. **Mac® Desktop** Double-click the blue NWEA State Solutions Secure Browser icon on your desktop. **Chromebook™ or iPad** Select the blue NWEA State Solutions Secure Browser app.	

Pause to assist students as necessary. If a student receives an error message, note the content of the error message, and contact the BTC.

When all students are ready,

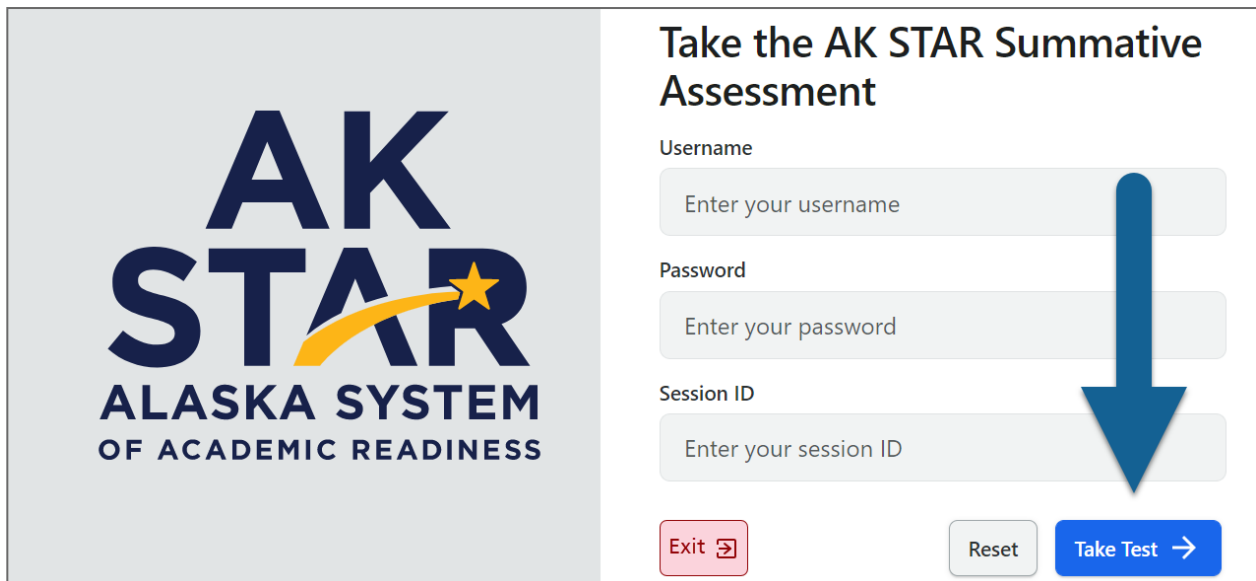| SAY	Select **AK STAR Summative**. You should now be at the login screen. Is there anyone who isn't on this screen?

Pause to assist students as necessary.

SAY	You may now enter your Username, Password, and Session ID in the spaces provided on the screen. This information is found on your Test Ticket. Please enter this information **exactly** as it appears on your Test Ticket. When you have finished entering your Username, Password, and Session ID, select the **Take Test** button at the bottom right of the screen. Once you select the **Take Test** button, please do not move on until I tell you to do so.

Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames, Passwords, and Session IDs are unique to each student **and are case-sensitive**.

When all students are ready,

SAY	If you were provided with headphones, please put your headphones on now and complete the audio check by pressing the **Speak** button. If you do not see the **Speak** button, or are not hearing the audio, please raise your hand.

Pause while students complete the audio check and assist students as necessary.

If a student does not see the Speak button, they may not have been correctly assigned to TTS. Contact the BTC for next steps. *The student should not continue testing*.

When all students are ready,

SAY	You should see a Directions screen with your test session and name at the top. Is there anyone who does not see the Directions screen with your name at the top? Please raise your hand if you do not.

Pause to assist students as necessary. Contact your BTC if a student finds an error in the information on the Directions screen.

Test Directions

SAY	Follow along as I read the directions aloud. You are about to take the AK STAR English language arts assessment. This test is one way for you to show what you know about English language arts. You will answer all questions on the computer or device in front of you. Read each question carefully and select the answer you feel is best. Once you are satisfied with your answer, you can advance to the next question by selecting **Next**. You will not be able to advance to the next question until you answer the current question. Once you advance to the next question, you will not be able to return to a previous question on the test. If needed, a scroll bar will appear beside the passage, question, or other material that needs to be moved up and down the screen. Select **Next** to go on to the next screen.

Pause as students move to the next screen.

SAY	*Available Tools* There are several tools available for this test. You can access most tools by selecting the signs in the toolbars at the top of the screen. If you need help using any of the tools available, you can select the Help icon in the upper right corner of your screen. Select **Next** to go on to the next screen.

Pause as students move to the next screen.

SAY	*Markup* There are several ways to mark the text and questions as you read them. Select the **Markup** button to see your options, which include underlining and highlighting. Select **Next** to go on to the next screen.

SAY	*Pause* If you need to step away from your computer, select the **Pause** button. Select the **Resume** button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in using the information on your test ticket. Select **Next** to go on to the next screen.

Pause as students move to the next screen.

SAY	You should now be at a screen with a stop sign on it. Is there anyone who is not seeing the stop sign?

Pause to assist students as necessary.

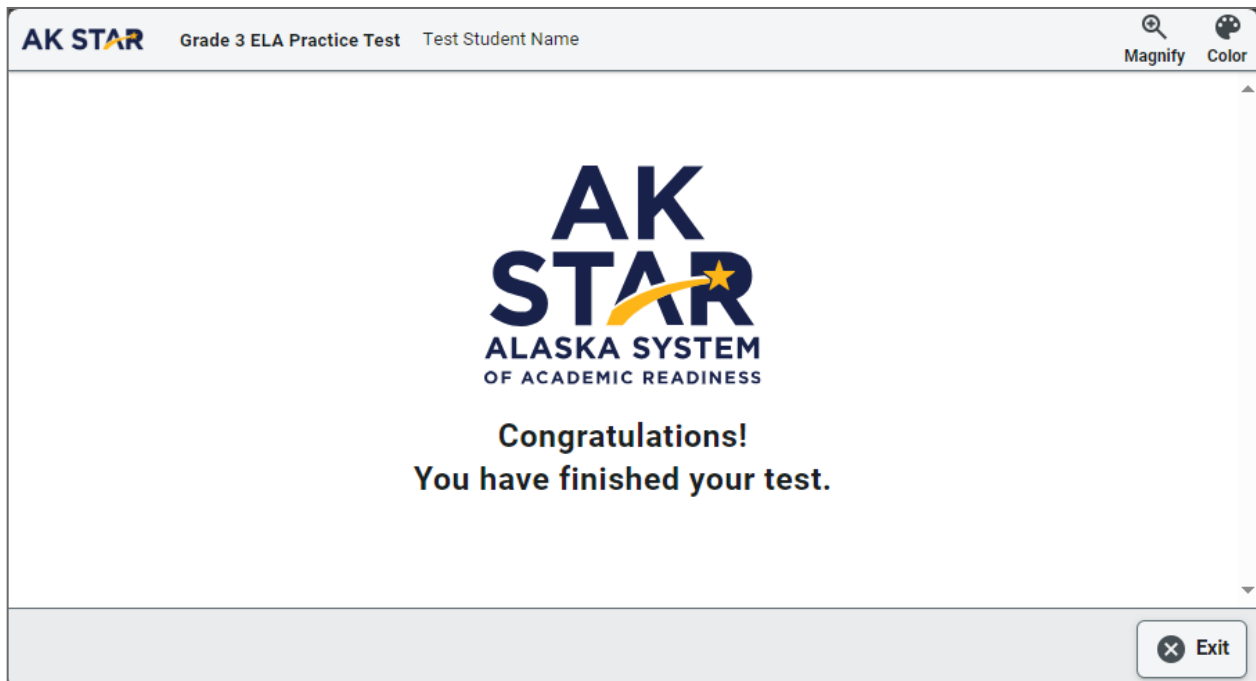| **SAY**	Please stay on this screen until I tell you to move on. There is no time limit to finish the test. At *(the time agreed upon with the BTC)*, I will stop the session. Some of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions? Raise your hand if you have any questions before you begin the test. When you are ready, select the **Next** button.

Pause to assist students as necessary.

After students select the Next button, Test Administrators may no longer assist students by touching the keyboard, mouse, or device.
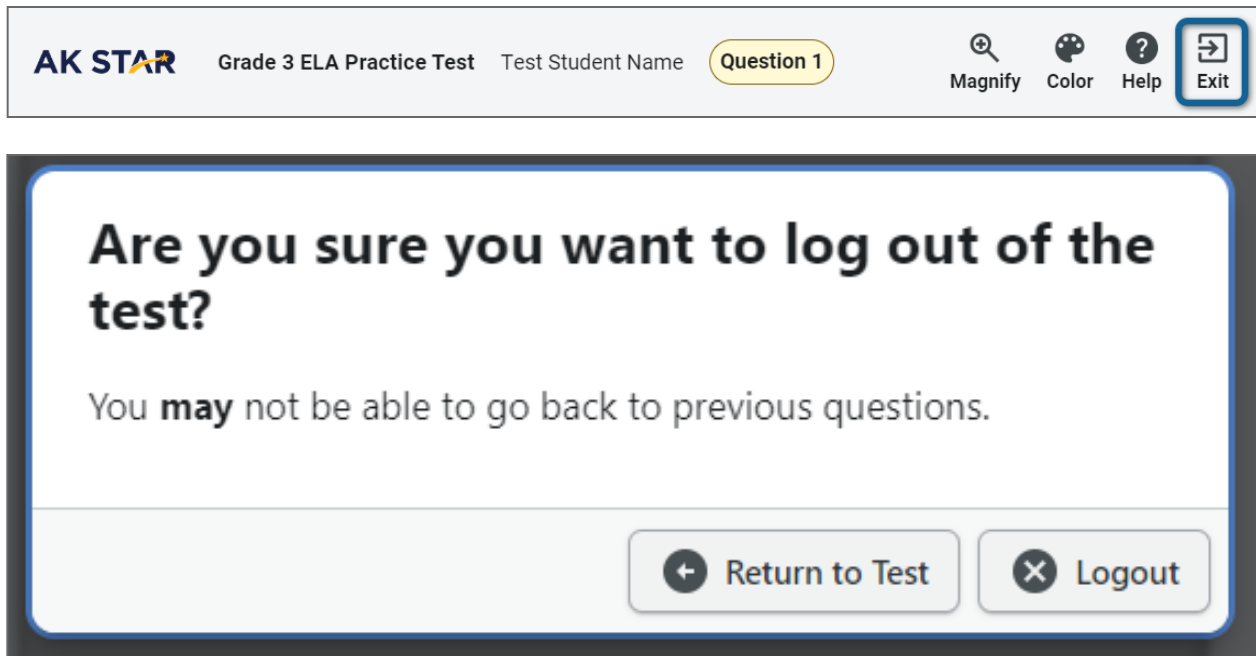
When it is the designated time to stop,

SAY	This is the end of this session of the English language arts assessment. Raise your hand if you need more time.

If students complete the test before time is up, they will see a Congratulations screen. Students do not need to submit their answers.

If students will continue testing in a subsequent session, they will need to log out of the test. When returning to the test, the student will use the same Test Ticket to re-enter their assessment.

> Students may not use electronic devices until they are finished testing *and* leave the testing room.

As a reminder, collect Test Tickets prior to students leaving the testing room or as they finish.

Reminder: Supporting Students During the Assessment

For language you can use when students are struggling or have questions, refer to the scripts at the beginning of this chapter: Script to Students: Providing Assistance During the Assessment on page 15 and Script to Students: Assisting Students Who Are Struggling to Move Forward on page 16.

Script to Students: Mathematics, Grades 3–9

Before You Begin

Before you begin administering the test, make sure you have:

- Completed all test administration training and have signed a Test Security Agreement.
- Familiarized yourself with any accommodation needs of students in the room.
- Printed or received all student Test Tickets.
- Provided each student with a pencil, eraser, and scratch paper.
- Ensured no student is in possession of an electronic device other than their testing device.
- Reported any obvious technology issues to the appropriate staff.

> **!** Calculators are NOT allowed for grades 3–5 mathematics assessments. Providing calculators to students for the grades 3–5 mathematics assessment may result in an invalidation.

Login Instructions

SAY	You are not allowed to have access to your phone or other electronic devices during the test. Please power them off and put them away or turn them in to me now. Please sit quietly as I hand out a Test Ticket to each of you. When you receive your Test Ticket, check that your name appears on the ticket. If you think that any of the information on the ticket is incorrect, please raise your hand.

Distribute Test Tickets to each student, ensuring that each student is given the correct ticket with their name printed on it. If any student has a Test Ticket with the wrong name, make sure the student receives the correct Test Ticket before starting.

If any Test Ticket has an error on it, please contact the BTC. However, in some cases the student could continue using the same Test Ticket anyway. For example: the Test Ticket shows a given name rather than a nickname or informal name (e.g., David vs. Dave).

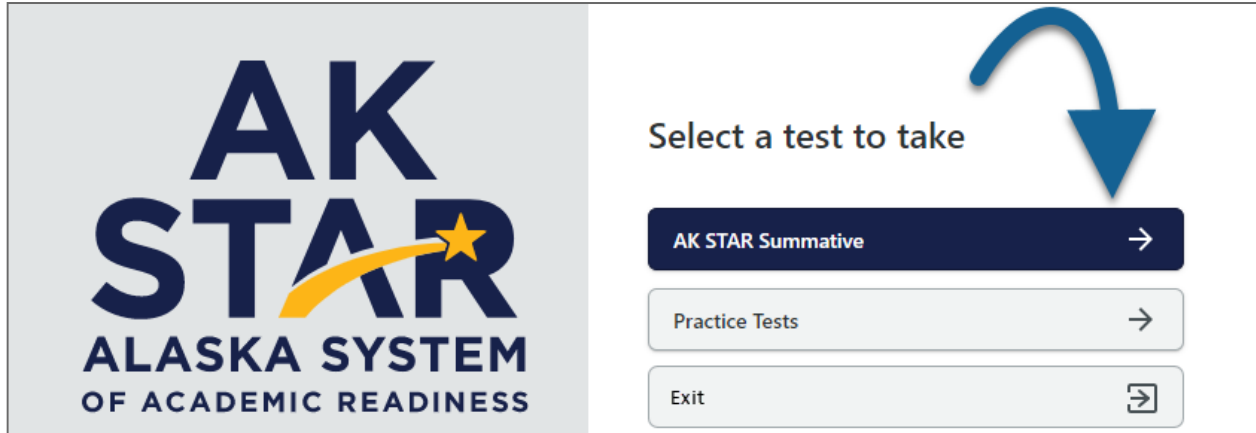| **SAY**	**Windows® Desktop** From the Start menu, choose the blue NWEA State Solutions Secure Browser icon. **Mac® Desktop** Double-click the blue NWEA State Solutions Secure Browser icon on your desktop. **Chromebook™ or iPad** Select the blue NWEA State Solutions Secure Browser app.	

Pause to assist students as necessary. If a student receives an error message, note the content of the error message, and contact the BTC.

When all students are ready,

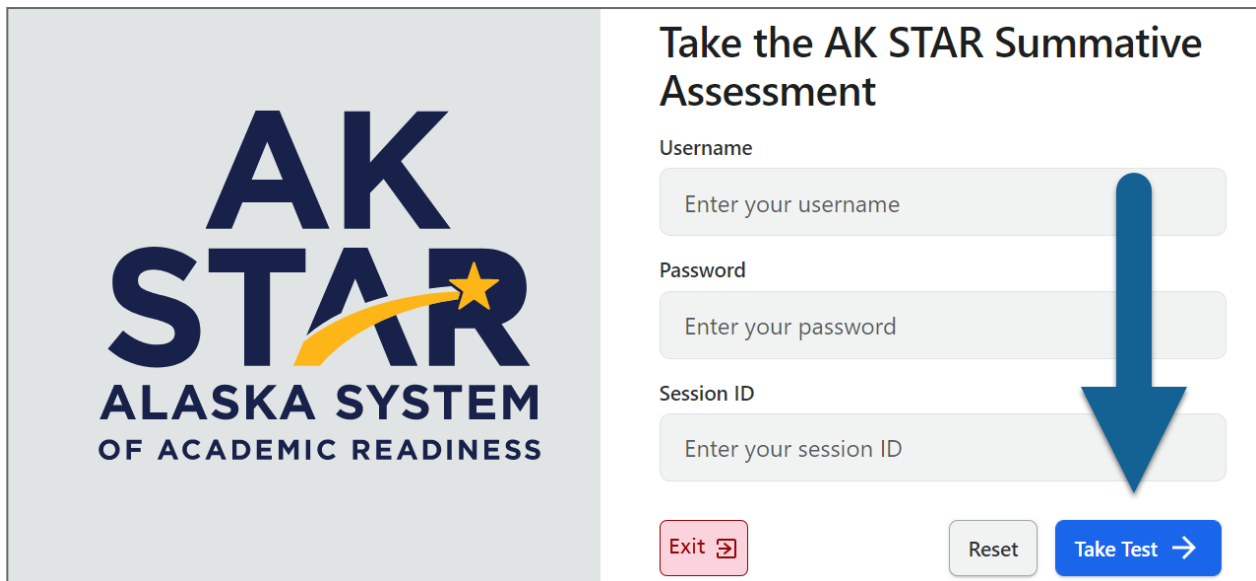| SAY	Select **AK STAR Summative**. You should now be at the login screen. Is there anyone who isn't on this screen?

Pause to assist students as necessary.

SAY	You may now enter your Username, Password, and Session ID in the spaces provided on the screen. This information is found on your Test Ticket. Please enter this information **exactly** as it appears on your Test Ticket. When you have finished entering your Username, Password, and Session ID, select the **Take Test** button at the bottom right of the screen. Once you select the **Take Test** button, please do not move on until I tell you to do so.

Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames, Passwords, and Session IDs are unique to each student **and are case-sensitive**.

When all students are ready,

SAY	If you were provided with headphones, please put your headphones on now and complete the audio check by pressing the **Speak** button. If you do not see the **Speak** button, or are not hearing the audio, please raise your hand.

Pause while students complete the audio check and assist students as necessary.

If a student does not see the Speak button, they may not have been correctly assigned to TTS. Contact the BTC for next steps. *The student should not continue testing*.

When all students are ready,

SAY	You should see a Directions screen with your test session and name at the top. Is there anyone who does not see the Directions screen with your name at the top? Please raise your hand if you do not.

Pause to assist students as necessary. Contact your BTC if a student finds an error in the information on the Directions screen.

Test Directions

SAY	Follow along as I read the directions aloud. You are about to take the AK STAR mathematics assessment. This test is one way for you to show what you know about math. You will answer all questions on the computer or device in front of you. Read each question carefully and select the answer you feel is best. Once you are satisfied with your answer, you can advance to the next question by selecting **Next**. You will not be able to advance to the next question until you answer the current question. Once you advance to the next question, you will not be able to return to a previous question on the test. If needed, a scroll bar will appear beside the passage, question, or other material that needs to be moved up and down the screen. Select **Next** to go on to the next screen.

Pause as students move to the next screen.

SAY	*Available Tools*
	There are several tools available for this test. You can access most tools by selecting the signs in the toolbars at the top of the screen.
	Grades 5-9 only: You may see a **Reference Sheet** button. Select this button to view a reference sheet with formulas and conversions that may be helpful for some questions.
	All grades: If you need help using any of the tools available, you can select the Help icon in the upper right corner of your screen.
	Select **Next** to go on to the next screen.

Pause as students move to the next screen.

SAY	*Markup*
	There are several ways to mark the text and questions as you read them.
	Select the **Markup** button to see your options, which include underlining and highlighting.
	Select **Next** to go on to the next screen.

SAY	*Pause*
	If you need to step away from your computer, select the **Pause** button.
	Select the **Resume** button to continue. If you are away from your computer for more than 20 minutes, you will need to log back in using the information on your test ticket.
	Select **Next** to go on to the next screen.

Pause as students move to the next screen.

SAY	You should now be at a screen with a stop sign on it. Is there anyone who is not seeing the stop sign?

Pause to assist students as necessary.

SAY	Please stay on this screen until I tell you to move on. There is no time limit to finish the test. At *(the time agreed upon with the BTC)*, I will stop the session. Some of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions? Raise your hand if you have any questions before you begin the test. When you are ready, select the **Next** button.

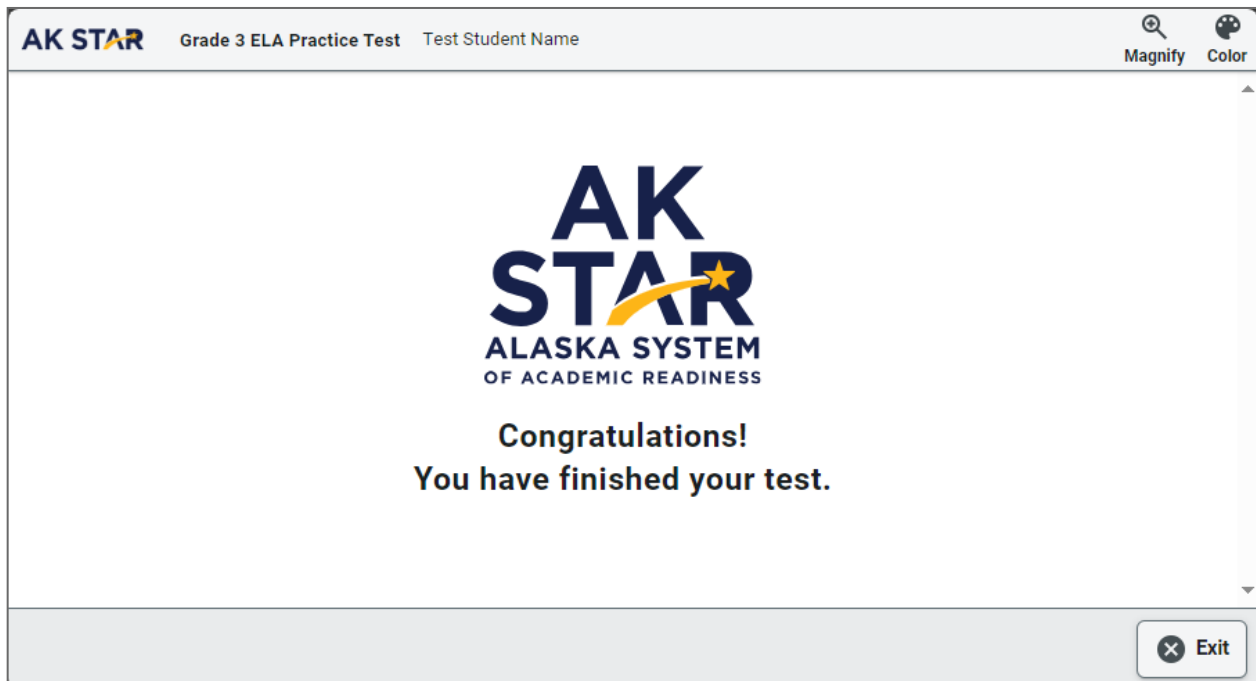Pause to assist students as necessary.

After students select the Next button, Test Administrators may no longer assist students by touching the keyboard, mouse, or device.

When it is the designated time to stop,

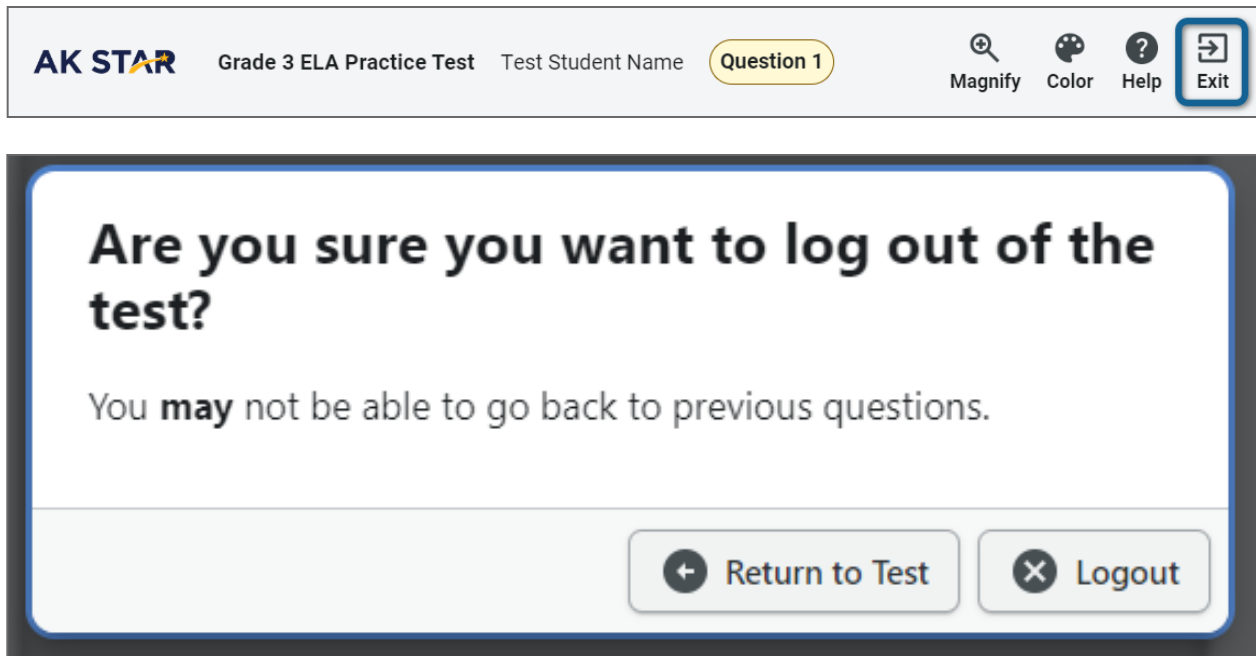| **SAY**	This is the end of this session of the mathematics assessment. Raise your hand if you need more time.

If students complete the test before time is up, they will see a Congratulations screen. Students do not need to submit their answers.

If students will continue testing in a subsequent session, they will need to log out of the test. When returning to the test, the student will use the same Test Ticket to re-enter their assessment.

! Students may not use electronic devices until they are finished testing *and* leave the testing room.

As a reminder, collect Test Tickets prior to students leaving the testing room or as they finish.

Reminder: Supporting Students During the Assessment

For language you can use when students are struggling or have questions, refer to the scripts at the beginning of this chapter: Script to Students: Providing Assistance During the Assessment on page 15 and Script to Students: Assisting Students Who Are Struggling to Move Forward on page 16.

Part 7—Scripts: Print on Demand (POD)

Use the following information and scripts to assist students with taking the assessments. Read the directions verbatim when administering the assessment. The script must be followed exactly. Do not paraphrase or change the wording; this ensures students are not put at a disadvantage or given an unfair advantage. Changing the directions given to students may invalidate the assessments. If you make a mistake in reading the directions for a content assessment script, stop and say: "**I made a mistake. Listen again.**" Then read the direction again.

Script to Students: Providing Assistance During the Assessment

Provide assistance to any student having problems following test directions. Read the directions to the student and clarify what is expected. Test Administrators may define or explain words used in the directions. Do not use the actual assessment item as an example.

If a student asks for assistance in answering a test item, say the following statement to let the student know you cannot help:

SAY	I cannot help you answer a test question. Try to do your best.

Make certain students are on task. If a student is off task, say the following statement to get the student focused:

SAY	It is important that you get back to your test and answer the questions.

If a student appears to be answering randomly or isn't showing effort, say the following statement in an effort to get the student focused:

SAY	It appears that you are not giving your best effort. It is important that you take the test seriously.

If the student does not respond, contact the BTC and record the student's behavior in the Assessment Log and Irregularity Report. Refer to

If a student raises their hand and says there is a problem with a test item, say the following statement in a one-on-one conversation with the student:

SAY	I'm going to write down some information about this question and I will let someone know that you have a concern. Meanwhile, answer the question the best that you can the way the item is written.

Write down the student's state ID, assessment grade and subject, and the question number and provide this information to the BTC. The BTC should notify the DTC, who will report it to DEED. **As a reminder, it is never permitted to take pictures or capture video of items or to communicate about items on the assessment.**

How to Read POD Scripts for AK STAR Assessments

The following scripts are split into three sections:

1. Before You Begin (not read aloud)
2. Welcome Instructions
3. Test Directions

The section titled *Before You Begin* is not read aloud to students. It provides information that the Test Administrator needs to review before administering the assessment.

The other instructions are read aloud to students. Some instructions must be read more than once if the students will be taking the assessment over multiple assessment sessions. Consider the scenarios below.

- **Scenario 1**: The assessment is administered in one assessment session (e.g., students move at their own pace)
- **Scenario 2**: The assessment is administered over multiple assessment sessions over one or more days

Scenario 1—One Assessment Session

When administering the entirety of the assessment in a single assessment session, students are allowed to move at their own pace without being instructed to stop until their assessment is submitted. As always, students may or may not take a short, supervised break at any time during the session. In this scenario, Test Administrators will read the Welcome Instructions, and Test Directions one time to students at the beginning of the session. Directions do not need to be read again during the session. Please note, this method is not recommended for younger students due to the length of a full content area assessment (180 minutes).

Scenario 2—Breaks Between Assessment Sessions

Multiple assessment sessions may take place during the same day or across multiple days, but with a break between sessions. A break is defined as a period of time between assessment sessions that exceeds 15 minutes (e.g., a lunch break, recess, music class).

When the assessment is administered over the course of multiple assessment sessions, Test Administrators must read the Welcome Instructions and Test Directions before beginning the first assessment session. For all subsequent assessment sessions, Test Administrators must read the Welcome Instructions.

Script to Students: Print on Demand English Language Arts, Grades 3–9

Before You Begin

Before you begin administering the test, make sure you have:

- Completed all test administration training and have signed a Test Security Agreement.
- Ensured no student is in possession of an electronic device.
- Familiarized yourself with any accommodation needs of students in the room.
- Provided each student with a pencil, eraser, scratch paper, and appropriate universal tools.

Note: Universal tools can be provided to each individual student (such as a highlighter) or on a table for students to access as needed (such as a magnifying tool).

Welcome Instructions

SAY	Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now. You are about to take the AK STAR English language arts assessment. This test is one way for you to show what you know about English language arts. You will answer all questions in your test booklet. It is important for you to do your best work. You can use scratch paper to help you answer the questions. You can also use a highlighter to mark parts of the questions or reading passages in the test booklet. *If tools are available*: Other tools that you can use are on this table. Please raise your hand if you need any of the tools on the table and I will bring them to you.

Test Administrators can name other allowed tools and substitute words for where the other tools are.

SAY	Please sit quietly as I hand out the test booklets. Do not open the test booklet until I tell you to do so.

Hand out a test booklet, facedown, to each student.

SAY	You may now turn over your test booklet. Please print your first and last name on the front cover of the test booklet at this time.

Pause to ensure all students have printed their first and last names on the front covers of their test booklets.

SAY	You may now open your test booklet. Please follow along as I read the directions aloud.

Students should follow along in their test booklets as you read the following directions:

Test Directions for Part 1 and Part 2

SAY	You are about to take the AK STAR English language arts assessment. Today, you will take [*Part 1 or Part 2*] of the assessment. Read each question carefully and select the answer you feel is best. You will answer all questions in your test booklet. Make sure you have marked all your answers. When you are finished, close your test booklet. Then, raise your hand and I will come collect your test booklet.

SAY	There is no time limit to finish the test. At [*the time agreed upon with the BTC*], I will stop the session. Some of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?

Pause to assist students as necessary.

SAY	You may begin answering the questions at this time.

As students finish and raise their hands, collect test booklets and scratch paper. You may ask the student, "Are you sure you answered all of the questions? Would you like to take a look again and double check?"

When it is the designated time to stop,

SAY	This is the end of this session of the English language arts assessment. Raise your hand if you need more time.

Collect any remaining test booklets and scratch paper. Students may not use electronic devices until they are finished testing *and* leave the testing room.

! Immediately after administering the assessment, follow your BTC's instructions on returning or securely storing all secure test materials.

Script to Students: Print on Demand Mathematics, Grades 3–9

Before You Begin

Before you begin administering the test, make sure you have:

- Completed all test administration training and have signed a Test Security Agreement.
- Ensured no student is in possession of an electronic device.
- Familiarized yourself with any accommodation needs of students in the room.
- Provided each student with a pencil, eraser, scratch paper, and appropriate universal tools.
- For grades 5–9, provided each student with the appropriate formula sheet.
- For grades 6–8, provided calculators for use in Part 2 only.
- For grade 9, provided calculators for use in Part 1 and Part 2.

Note: Universal tools can be provided to each individual student (such as a highlighter) or on a table for students to access as needed (such as a magnifying tool).

> ! Calculators are ONLY allowed for Part 2 in grades 6–8, and in both Part 1 and Part 2 for grade 9. Providing calculators to students in grades 3–5, or to students taking Part 1 in grades 6–8, may result in an invalidation.

> ! Formula sheets are ONLY available to students in grades 5–9.

Welcome Instructions

SAY	Phones and other electronic devices are not allowed in the testing room. Please turn them in to me now.
	You are about to take the AK STAR mathematics assessment. This test is one way for you to show what you know about mathematics. It is important for you to do your best work. You will answer all questions in your test booklet. You can use the scratch paper to help you solve the problems. You can also use a highlighter to mark parts of the questions in the test booklet.
	If tools are available: Other tools that you can use are on this table. Please raise your hand if you need any of the tools on the table and I will bring them to you.

Test Administrators can name other allowed tools and substitute words for where the other tools are.

SAY	Please sit quietly as I hand out the test booklets. Do not open the test booklet until I tell you to do so.

Hand out a test booklet, facedown, to each student.

SAY	You may now turn over your test booklet. Please print your first and last name on the front cover of the test booklet at this time.

Pause to ensure all students have printed their first and last names on the front covers of their test booklets.

SAY	You may now open your test booklet. Please follow along as I read the directions aloud.

Students should follow along in their test booklets as you read the following directions:

Test Directions for Part 1

SAY	You are about to take the AK STAR mathematics assessment. Today, you will take Part 1 of the assessment. Read each question carefully and select the answer you feel is best. You will answer all questions in your test booklet. *Grade 5 only*: You may use your mathematics formula sheet with formulas and conversions that may be helpful for some questions. *Grades 6–8 only*: You will not be able to use a calculator. You may use your mathematics formula sheet with formulas and conversions that may be helpful for some questions. *Grade 9 only*: You will be able to use a calculator. You may use your mathematics formula sheet with formulas and conversions that may be helpful for some questions. *All grades*: Make sure you have marked all your answers. When you are finished, close your test booklet. Then, raise your hand and I will come collect your test booklet

SAY	There is no time limit to finish the test. At [*the time agreed upon with the BTC*], I will stop the session. Some of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?

Pause to assist students as necessary.

SAY	You may begin answering the questions at this time.

As students finish and raise their hands, collect test booklets, scratch paper, and formula sheets. You may ask the student, "Are you sure you answered all of the questions? Would you like to take a look again and double check?"

When it is the designated time to stop,

SAY	This is the end of this session of the mathematics assessment. Put your pencil down. Raise your hand if you need more time.

Collect any remaining test booklets, scratch paper, and formula sheets. Students may not use electronic devices until they are finished testing and leave the testing room.

> **!** Immediately after administering the assessment, follow your BTC's instructions on returning or securely storing all secure test materials.

Test Directions for Part 2

SAY	Follow along as I read the directions aloud.
	You are about to continue the AK STAR mathematics assessment. Today, you will take Part 2 of the assessment.
	Grade 5 only: You may use your mathematics formula sheet with formulas and conversions that may be helpful for some questions.
	Grades 6–9 only: You will be able to use a calculator. You may use your mathematics formula sheet with formulas and conversions that may be helpful for some questions.
	All grades: Read each question carefully and select the answer you feel is best. You will answer all questions in your test booklet.
	Make sure you have marked all your answers. When you are finished, close your test booklet. Then, raise your hand and I will come collect your test booklet.

Pause to assist students as necessary.

SAY	There is no time limit to finish the test.
	At [*the time agreed upon with the BTC*], I will stop the session. Some of you will be finished, but some of you may need more time. If you need more time, I will tell you how to continue testing after this session. Does anyone have any questions?

Pause to assist students as necessary.

SAY	You may begin answering the questions at this time.

As students finish and raise their hands, collect test booklets, scratch paper, and formula sheets. You may ask the student, "Are you sure you answered all of the questions? Would you like to take a look again and double check?"

When it is the designated time to stop,

> **SAY** | This is the end of the mathematics assessment. Put your pencil down. Raise your hand if you need more time.

Collect any remaining test booklets, scratch paper, and formula sheets. Students may not use electronic devices until they are finished testing *and* leave the testing room.

> **!** Immediately after administering the assessment, follow your BTC's instructions on returning or securely storing all secure test materials.

Appendix A—Assessment Log & Irregularity Report

The Assessment Log & Irregularity Report form in this manual provides comprehensive documentation of the assessment administration at a school. Districts must use this form, or one similar, to complete assessment documentation.

This document is meant to be printed and filled in by hand because electronic devices are not allowed in testing rooms. This form is also available on the AK STAR Test Administration webpage.

Procedures:

1. This form is completed by the Test Administrators in each testing room on a daily basis and provided to the Building Test Coordinator at the end of each assessment session.
2. The Building Test Coordinator finalizes all forms and submits them to the District Test Coordinator as soon as practical. The District Test Coordinator may provide specific guidelines for when and how to submit these forms.
3. Copies of these forms must be securely maintained at the district or school for at least two years after the administration as part of the assessment documentation requirements.

Test Administrators must provide the following information on each form:

- Any reason why a student did not test during that session. Examples include when a student is: suspended, home sick, at a dental appointment, refusing to take the test, or when the parent submitted a refusal, etc.
  - Any supporting notes and/or documentation must be provided to the Building Test Coordinator. This could include an email, letter, noted phone call, etc. Building Test Coordinators will need this information to schedule make-ups or potentially document the reason as a Special Circumstance.
- Any irregularity that occurred during testing. An irregularity is an event that may disrupt a student's testing session.
  - Include pertinent notes to ensure clear understanding of the irregularity. Examples of irregularities include: fire alarm, power outage, school announcement, a student becoming sick, etc.
  - List all parties involved and actions taken by all staff. Additional pages may be attached as needed.

Assessment Log & Irregularity Report

School	Test Administrator(s)

Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity
Notes

Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity
Notes

Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity
Notes

Date and Time	Name of Student	Grade	AKSID	Content Area	Part	Reason a student did not test, or irregularity
Notes

Appendix B—Troubleshooting Common Errors

Error Message	Cause	Troubleshooting
Incorrect Username / Password	1. The username is empty or incorrect 2. The password is empty or incorrect	Check the student's Test Ticket and enter the correct username, password, and session ID.
Incorrect Session ID	1. The username and password is not found in the Session ID 2. The Session ID is empty	Check the student's Test Ticket and enter the correct username, password, and session ID.
Already Completed the Test. Contact your Test Center Administrator for assistance.	The student is trying to log in to a test that has already been submitted	The student has submitted the test. Test must be reopened to log in again.
The test you are trying to take is not available. Contact your Teacher or Test Administrator.	Issue with saving session details when the student logs into the test	1. Check the student's Test Ticket and enter the correct username, password, and session ID 2. Contact support
The test you are trying to take is NOT available at this time.	The test administration window is closed	1. Verify the test administration dates on the testing calendar 2. If the online testing window is active, contact support
A problem occurred loading your test. Please raise your hand for help.	Various	1. Reattempt to log in to the test 2. Contact support
Trying to reconnect to the network.	Internet connectivity disruption	1. Wait for the internet connection to reestablish 2. Contact support
Unable to continue the test at this time. Give this code to your Test Administrator: 2004	Session inactivated while the student is taking the test	1. Reattempt to log in to the test 2. Contact support
Unable to continue the test at this time. Give this code to your Test Administrator: 2001	Unable to load test content for current item	1. Exit the test and try to log in again 2. Contact support
Unable to continue the test at this time. Give this code to your Test Administrator: 2002	Unable to load test content for items ahead of current item	1. Exit the test and try to log in again 2. Contact support

Appendix C—The Scribe Accommodation

A scribe is a qualified person who writes down student responses communicated by an assistive communication device, pointing, interpretation or transliteration (e.g., American Sign Language, signed English, cued speech), or speech.

Qualifications for the Scribe

- The scribe must be a current employee of the school district.
- The scribe must be trained in test administration and sign a Test Security Agreement.
- The scribe must follow all required scribe processes and procedures outlined in this appendix.
- It is preferable for the scribe to be a familiar person, such as the teacher or the paraprofessional who is typically responsible for scribing during regular instruction. If the scribe is new to the student, give them time to work together during instruction prior to the assessment day.
- For students who are deaf, the scribe must be fluent in American Sign Language (ASL) or signed English.

The District Test Coordinator is responsible for ensuring that scribes understand all the qualifications listed above.

Process for Scribe Accommodation

Before the administration of the assessment, the assigned Building Test Coordinator should provide the scribe a copy of the Test Administration Directions so the scribe can become familiar with the directions and format of the assessment.

A scribe may only administer the scribe accommodation to one student at a time during an assessment session. This accommodation must be administered so that other students are not able to hear the accommodated student's response.

The scribe must enter student responses directly into the test engine as the student would.

On the assessment, the student may dictate changes to the scribe, and the scribe will make those changes exactly as dictated by the student.

- The scribe may not question or correct student choices.
- The scribe may ask the student to restate (or sign) words or parts, as needed.
- The scribe session may be recorded for accuracy.
- Providing the scribe accommodation, like all accommodations, should be documented according to local procedures (i.e., assessment log).
- For clarification, please contact the DEED Assessments Administrator.

Additional Parameters

The following are a list of **acceptable** parameters:

- The scribe may ask "Are you finished?" or "Is there anything you want to insert or delete?"
- The scribe may respond to procedural questions asked by the student, such as, "Do I have to use the entire space to answer the question?" In this case the scribe can indicate "No."

The following are **unacceptable** parameters:

- The scribe cannot give the student specific directions (e.g., "First, set the equations equal to one another" or "Make sure that the equation is set equal to zero").
- The scribe cannot tell the student if the selected answer is correct or incorrect.
- The scribe cannot answer the student's questions related to the content (e.g., "Is this the right way to set up the problem?" or "Can you tell me what this word means?").
- The scribe cannot alert the student to mistakes made during the assessment.
- The scribe cannot prompt the student in any way that would result in a better response or essay.
- The scribe cannot influence the student's response in any way.

There are special considerations when scribing for a student using ASL or cued speech:

- When ASL is being used during scribing, the scribe may ask clarifying questions regarding the use of classifiers.
- The scribe will make conceptual translations from ASL to English.
- The scribe will write exactly what is said.
- Probing or clarifying questions are not allowed.
- Classifiers are permitted for students using ASL. Classifiers give descriptive information about a noun or verb such as: location, kind of action, size, shape, and manner.

Appendix D—Frequently Asked Questions (FAQs)

Q: Can a student WITHOUT an IEP, 504 Plan, EL Plan, or Transitory Impairment Plan be allowed to take the assessment in a separate location due to behavioral considerations?

A: Yes. This is permissible if it is determined by the Building Test Coordinator in conjunction with other building administrators that it is in the best interest of the student and his/her peers to test in a separate location.

Q: May students have their mobile phones during the test?

A: Students are NOT allowed to have mobile phones or similar electronic devices in their possession during assessment sessions. Electronic devices create the potential for added distractions due to noise and for cheating. Examples of cheating include students entering assessment information into their mobile phones, sending assessment information to others via text messaging, or taking pictures of the assessment from a concealed phone or other electronic device.

Q: May students have their mobile phones during the test for health reasons (e.g. glucose monitoring)?

A: Student safety always comes first. If a student uses their phone for health reasons, they may have access to their phone during the test. The Test Administrator must be aware of the situation and the phone must be placed in an open location close to the student and completely visible to the Test Administrator. If a student needs to access their phone during testing, they must alert the Test Administrator and pause their test.

Q: Can I use results from AK STAR in determining student course placement or student grades?

A: AK STAR is an end-of-year assessment that provides an overall picture of an individual student's performance on the grade level standards. Results provide relative information about how an individual student performed on groups of skills and abilities. DEED does not recommend using results from this summative assessment to determine course placement or student grades.

Q: Does a Test Administrator have to be a certified teacher in order to administer AK STAR?

A: No. A Test Administrator must be an employee of the district, have a signed Test Security Agreement (TSA), and have completed all applicable training before administering the test to students. A teaching certificate is not required.

Q: Can a substitute teacher administer the assessment?

A: Yes. The substitute teacher must sign a Test Security Agreement (TSA) and be trained in test administration policies and procedures.

Q: Can a student teacher or intern administer the assessment?

A: No. Student teachers or interns are not paid employees of the school district; therefore, they cannot administer any assessment.

Q: Can parents who are teachers or employees of the school district administer the test to their own children?

A: This is not prohibited, but DEED does not recommend this as best practice. Whenever possible, parents should not administer the test to students who are their children.

Q: Who can be in or enter a room while students are testing?

A: Only school personnel who have completed the test administration training or assessment observer training and who have signed a Test Security Agreement may be in the room while students are testing.

Q: Our school has employees of an outside agency working in the building as supports for specific students. Can they be in the testing room during the administration of AK STAR?

A: Under certain circumstances, this situation could be allowable. The District Test Coordinator should contact DEED for guidance.

Q: A student did not complete the entire assessment before the end of the school day. Can they pick up where they left off and complete the remaining items another day?

A: Yes. Because the item-level adaptive design is specifically tailored to that particular student, test security is maintained and allows for this flexibility.

Q: A student became ill in the middle of testing and went home. Can they resume testing the next day?

A: If a student is not feeling well, it is strongly recommended that you delay the start of testing until another day. If a student becomes ill in the middle of testing and went home for remainder of the day, the student can complete the same assessment at a later time once able to participate.

Q: Can students in different grades test in the same room?

A: Yes, students in different grades can test in the same room. However, the test directions differ by grade level and must be read verbatim. School staff must read the TADs carefully to see the differences in directions. Whenever feasible, it is best to group students together where the scripts are the same.

Q: Are schools required to test part-time students?

A: Students who are enrolled part time for more than 0.25 FTE must be assessed. Students who are enrolled for only 0.25 FTE are only required to take the applicable AK STAR assessment if they are enrolled in mathematics or English language arts instruction.

Q: What do I do if a parent requests to exclude their student from testing?

A: Each district should develop a policy and a procedure to follow if parents wish to exclude their student from testing. Parents should be made aware that when students do not test due to parent action, the school's participation rate is negatively affected. The procedure should also include sharing with parents the benefit of summative assessment results.

If a parent chooses to refuse testing for their student, this information should be documented and recorded as a Special Circumstance.

Q: How is it determined which accommodations a student should be provided during AK STAR?

A: Deciding which accommodations a student should be provided is a decision for the student's instructional team. All accommodations must be documented in a student's plan (i.e., IEP, EL, 504, or Transitory Impairment plan) in order to be provided on the assessment.

Q: What must be done in order to provide the flexible scheduling accommodation?

A: Flexible scheduling (testing over multiple days) is available if the student has an IEP and the test plan has been drafted and approved prior to testing. It requires specific monitoring if the student is testing online.

Flexible scheduling means allowing the student to complete a test part over multiple days. As with all accommodations, the flexible scheduling accommodation should be documented in a student's plan (IEP, 504, EL, or Transitory Impairment).

School and district staff should work together to form a plan that includes standardized test administration procedures, close monitoring to ensure that the student does not return to a previously completed portion of the test, and communication with the District Test Coordinator.

In order for a student to complete a test part over multiple days, the student must log into the assessment each day using the same Test Ticket.

Q: Can a student with text-to-speech (TTS) as an accommodation test in the same room as students without this accommodation?

A: Yes, this is allowed but it is up to the district and school to decide. Headphones must be used by students with TTS as an accommodation so as to not disturb other students while testing.

Test Administration Directions

2026