



pennsylvania  
DEPARTMENT OF EDUCATION



# Test Administration Manual 2020

---



## **New for 2020!**

### **IMPORTANT DATES FOR 2019-2020**

Activity	Date
Enrollment	September 30 – November 15, 2019
Training	January 13 – February 21, 2020
Testing	February 24- April 10, 2020*
Score Reports issued	Week of Aug 31, 2020

\*No student responses may be entered after this date.

The PA Department of Education, Bureau of Special Education provides the following updates for the administration of the 2020 PASA.

### **REDUCED SHIPMENT OF ASSESSMENT MATERIALS FROM THE PASA VENDOR**

- Beginning this school year, there will be no delivery of student assessment materials (i.e., the bound booklets containing the answer choices).
- If a student requires printed materials rather than accessing the assessment digitally via an iPad or computer, the assessor must download and provide the printed student materials. Student materials must be printed in color.
- Local Education Agencies and Service Providers will be provided manipulative kits for students that shall be kept by the assessors for instructional and assessment purposes. Kits shall not be returned to the PASA vendor.

### **NO RETURN OF ASSESSMENT MATERIALS TO THE PASA VENDOR**

- PASA Assessment Coordinators (ACs) and assessors are no longer required to return by mail any physical assessment materials to the PASA vendor, as all test responses will be entered and scored through the PASA digital test administration system.
- All printed assessment materials must be destroyed. The PASA AC is responsible for ensuring the destruction of assessment materials and/or removal of assessment downloads from all iPads and computers.
- All test security affidavits will be completed online for Assessment Coordinators, assessors, and others with an active PASA training account. Individuals who do not have an account in the PASA digital system will be required to sign a printed hard copy of the test security affidavit. The LEA/service provider will keep those on file instead of mailing back to the vendor this year.

### **NO VIDEO RECORDING OF STUDENTS**

- Beginning this school year, assessors will not be required to video record and upload the

performance of students into the PASA Digital system. Assessors will continue to be required to enter student responses online.

- Completion of parent and assessor video consent forms are no longer required and/or applicable.

#### **NO SUBMISSION OF NARRATIVE NOTES REQUEST**

- As a result of the elimination of video recording and uploading, there is no longer the requirement to submit requests for approval to the Bureau of Special Education for use of narrative notes.
- Assessors no longer need to complete a narrative notes script during test administration for students who previously were not permitted to be recorded.

# Table of Contents

NEW FOR 2020! .....	3
OVERVIEW .....	2
Purpose .....	2
Overview of Test Format .....	2
Test Administration Window .....	4
Overview of Administration Options .....	4
1. Fully-Digital Delivery .....	4
2. Hybrid Partially-Digital Delivery .....	5
3. Non-Digital Delivery .....	5
Test Content .....	7
Test and Item Development .....	7
Item Format .....	7
Presenting the Prompt .....	8
Test Levels .....	8
GUIDELINES FOR PARTICIPATION .....	9
EXEMPTIONS FROM TESTING .....	12
Religious Exemption .....	12
Taking the PSSA/Keystone Exams .....	12
First Year EL Students .....	13
TEST SECURITY .....	14
PREPARING TO ADMINISTER THE ASSESSMENT .....	17
Review Eligibility Requirements .....	17
Verify PASA-Digital Account .....	17
Enrollment .....	17
Late Enrollment .....	19
Training .....	19
Determine Student Accommodations .....	19
Prepare Test Materials .....	19
Preview the Test .....	20
Develop a Master Testing Schedule .....	20
Math Manipulatives Kits .....	20
TEST ADMINISTRATION PROCEDURES .....	22
Test Administration Options .....	22
Fully-Digital Test Administration Option .....	22
Fully Digital Streamlined Option 1: .....	27
Fully-digital Streamlined Option 2: .....	27
Hybrid Partially- Digital Test Administration Option .....	27
Non-Digital Test Administration Option .....	29
PASA-Science Placement Test .....	32
Test Administration Protocol .....	34
Testing Environment .....	34
Item Administration Procedure .....	35
Coding Student Responses .....	36

Response Coding in Special Circumstances .....	36
Post-Test Questions .....	37
ACCOMMODATIONS .....	38
General Accommodations .....	38
Non-permissible Accommodations .....	41
Accommodating Special Populations.....	41
English Language Learners .....	41
Students who are Blind or have Low Functional Vision .....	42
Students who are Deaf or Hearing Impaired .....	43
Students with Multiple Significant Cognitive, Communication, Physical, and/or Sensory Disabilities .....	44
Accommodations Used .....	44
Accommodations Used for Item Presentation .....	45
Accommodations Used for Student Responses.....	46
Environmental Accommodations Used .....	46
Discontinuing the Test .....	46
Non-Assessed Students .....	47
COMPLETING AN ASSESSMENT .....	49
APPENDIX A .....	50

## Table of Figures

Figure 1. PASA Eligibility Criteria Decision Making Tool, page 1 .....	10
Figure 2. PASA Eligibility Criteria Decision Making Tool, page 2 .....	11
Figure 3. Student not assessed .....	13
Figure 4. Test security affidavit link .....	15
Figure 5. Link for test security download .....	15
Figure 6. Sample student roster .....	17
Figure 7. Requesting a level change – request form .....	18
Figure 8. Accessing test preview. ....	20
Figure 9. Digital test access.....	23
Figure 10. Syncing devices for fully-digital test administration .....	24
Figure 11. Stopping and starting a test, completing a test and discontinuing a test.....	25
Figure 12. Discontinuing a test .....	26
Figure 13. Live administration with no student device selected.....	27
Figure 14. Non-digital test access .....	29
Figure 15. Data entry portal .....	30
Figure 16. Completing or discontinuing a non-digital test administration .....	32
Figure 17. Error message for data entry portal.....	32
Figure 18. Seamless transition from placement test to tier test in fully-digital option .....	33
Figure 19. Banner directing assessor to correct tier after placement test for hybrid option.....	33
Figure 20. Banner directing assessor to correct tier after placement test for non-digital option.....	34
Figure 21. Digital item template .....	35
Figure 22. Student selects contextual image .....	36
Figure 23. Post-test questions .....	37
Figure 24. Examples of permissible changes to everyday language.....	40
Figure 25. Example of non-permissible changes to an item.....	40
Figure 26. Divided work tray for students who are blind or have low vision .....	43
Figure 27. Accessing the Accommodations Used form .....	44
Figure 28. Indicating whether accommodations were used.....	45
Figure 29. Selecting item presentation accommodations were used .....	45
Figure 30. Selecting student response accommodations were used .....	46
Figure 31. Documenting a non-assessed student .....	48

## Overview

The *Pennsylvania Alternate System of Assessment (PASA)* is a statewide alternate assessment designed for students with the most significant cognitive disabilities. It is administered on a one- to-one basis to students who are unable to participate in the *Pennsylvania System of School Assessment (PSSA)* as determined by their Individualized Education Plan (IEP). Administration of the *PASA* achieves compliance with several federal laws and Pennsylvania School Code.

### Purpose

Administration of the *PASA* serves 3 main purposes, to:

1. measure the degree to which students attain the knowledge and skills described in the statewide alternate eligible content, which is linked to the Pennsylvania Core Standards for English/Language Arts and Math, and the Pennsylvania Academic Standards for Science
2. provide information regarding district and school accountability; and
3. improve curricular and instructional practice for students with significant cognitive disabilities and increase student learning.

### Overview of Test Format

The *PASA* is comprised of 3 assessments, English/Language Arts (ELA), Math and Science, which measure the degree to which students attain the knowledge and skills described in the statewide Alternate Eligible Content. The *PASA-ELA* and *PASA-Math* tests are administered to all eligible students in grades 3-8 and 11 while the *PASA-Science* is administered to eligible students in grades 4, 8, and 11. Each of the assessments is aligned to the appropriate grade level academic or content standards in its respective content areas through the Alternate Eligible Content. The Alternate Eligible Content represents a reduction in breadth, depth, and/or level of complexity in the associated grade level standards for each content area. This supports increased access to the general education curriculum at an entry point appropriate for this student population.

Students with the most significant cognitive disabilities are a diverse population with a range in level of communication, level of independence, and ability to function at an abstract level. Many researchers believe that this diversity requires more than one level of test to fairly accommodate the wide range of abilities. For this reason, two test tiers are constructed per grade level for the all *PASA* assessments.

The PASA assessments are structured with a universal design approach, such that all students regardless of disability are tested similarly. Several test and item features have been instituted over the years to address a universal design model.

The design of all three content areas include:

- a series of 3-option multiple choice questions,
- individually administered to all applicable students with stimulus, prompt and answer choices read aloud by the assessor,
- presentation of all answer choices as images thus reducing the language burden on the student,
- scripted so all students receive the same prompts.
- allow students to indicate their answer choice in a variety of ways depending on their primary mode of communication.

Even though the tests may be administered in both digital and/or paper format, both formats present the same 2-dimensional images. In other words, the same graphics are displayed on a computer screen as they would be if the assessor prints the materials for the student. The student chooses their answer from the available pictures. Students do NOT interact with the computer to respond to items.

Students with the most significant cognitive disabilities often do not communicate in traditional ways. On the *PASA* assessments, students are allowed to indicate their answer choice in different ways, including but not limited to:

- saying/signing the letter associated with their choice,
- saying/signing a word or words associated with their choice,
- pointing to their answer choice,
- touching the picture of their answer choice,
- gazing at their answer choice,
- nodding their head or gesturing in some other way to indicate their answer choice.

Assessors record a student's response (or responses) to an item by entering the letter which matches the answer choice indicated by the student into the *PASA-Digital* system before moving on to the next item. **Note that students are not required to provide a 'letter' to indicate their answer choice.**

Raw scores of a student's performances are transformed into scale scores. Scale scores are



associated with one of four performance categories (*Emerging, Novice, Proficient, Advanced*) based on standard settings. This allows scores for students taking the *PASA* to be aggregated with scores for students taking the *PSSA* for accountability purposes.

Performance category, scale score, mean score and number of items by content strand answered with and without assistance are reported on an Individual Student Score Report (ISR) generated for parents by *PASA* and mailed to LEAs/service providers in the Fall following the test administration.

Information pertaining to descriptions of the performance categories, Alternate Eligible Content for each content area and grade level, how to interpret the ISRs as well as additional information about the *PASA* assessments can be found on the project website; [www.pasaassessment.org](http://www.pasaassessment.org).

## **Test Administration Window**

The test administration window for the *PASA* opens **Monday, February 24, 2020** and closes at midnight on **Friday, April 10, 2020**. No tests can be completed, student responses entered, or ‘Accommodations Used’ submitted after this date. Extensions are rarely granted and are determined at the discretion of the Pennsylvania Bureau of Special Education (BSE), not the *PASA* project.

The *PASA* assessment may be given in more than one sitting. If a student is becoming unduly fatigued during the assessment, it is permissible to stop testing and continue testing again at another time. In some cases, small numbers of items completed every day across several days may be in the best interest of the student. Each item should be administered only once to each student, regardless of the number of sittings used for test administration. No items should be re-administered across multiple sittings.

## **Overview of Administration Options**

There are three options for administering the *PASA*:

### **1. Fully-Digital Delivery**

- Assessors access the test items under the ‘Assess’ tab on the *PASA-Digital* site
- Assessors display the answer choices to students using a second electronic device that may be ‘synched’ to the assessor’s device
- Assessors enter student responses ‘as they go’ in the “Live Administration” tab during

test administration

- The **streamlined** fully-digital options require no printing of the test or student materials, and are designed to give some variation within the fully-digital delivery option for users who may have concerns with internet connectivity or synching devices. Assessors may download the test and/or student materials ahead of time as PDF documents and administer using two devices. The student responses can be entered ‘as you go’ if the assessor device is online during testing or afterwards if neither device is online during testing. (If choosing to enter the student responses after test administration, the assessor must print a scantron form only from the digital system.) In both instances, one computer/device is used for the assessor and one computer/device for the student. The computers devices do not have to be fully online or synched during the test administration as in the fully-digital delivery method.
- Assessors complete the *Accommodations Used* form online.

## 2. Hybrid Partially-Digital Delivery

- Assessors access the test items under the ‘Assess’ tab on the *PASA-Digital* site
- Assessors display the answer choices to students using the test materials they print out ahead of time for the student. Note: this option is intended for students who require answer choices to be cut apart or adapted in some other way for tactile use.
- Assessors enter student responses ‘as they go’ in the ‘Live Administration’ tab during test administration
- Assessors complete the *Accommodations Used* form online.

## 3. Non-Digital Delivery

- Assessors access the test items under the ‘Tests’ tab on the *PASA-Digital* site
- Assessors print a copy of the test, answer choices, and a scantron ahead of time.
- The assessment is administered completely offline with all materials printed by the assessor ahead of time. The assessor must then go back in the PASA digital system and enter the student responses in the ‘Data Entry’ tab.
- Assessors complete the *Accommodations Used* form online.

The following tables outline printing and device requirements associated with each test delivery option:

Test Administration Option	Printing Requirements	Device Requirements
Fully-digital	No printing required	Assessor and student device required. Both are online and ‘synched’ during testing
Fully-digital (alternative streamlined option 1)	No printing required	Assessor and student device required. Only assessor device is online during testing, devices do not need to be synched as student sees answer choices on a downloaded PDF on the student computer/device.
Fully-digital (alternative streamlined option 2)	Assessor must print a scantron only	Assessor and student device required. Both can be offline during testing and do not need to be synched. Both test and student answer choices are downloaded ahead of time as PDFs. Assessor must then go back and enter responses in digital system after testing.
Hybrid Partially-Digital	Assessor must print student materials (in color)	Assessor device only required Assessor prints out student materials ahead of time and adapts as necessary. Assessor enters responses ‘as you go’ in the digital system during testing
Non-Digital	Assessor must print test questions, student materials (in color), and scantron	Assessor device only required Assessor must print test questions, student materials, and scantron ahead of time. Test is administered completely offline. Assessor must then go back and enter student responses in the digital system.

For all administration formats;

- The assessor is responsible for administering all fully scripted items to students enrolled on their roster for all content areas as assigned by grade level.
- The assessor is responsible for entering each student’s response to each item electronically into the *PASA-Digital* website.
- An *Accommodations Used* form must be completed online for each student for each content area.

## Test Content

Each *PASA* assessment is aligned to the appropriate grade level academic or content standards through the Alternate Eligible Content (AEC). The AEC represents a reduction in breadth, depth, and/or level of complexity of the associated grade level content. The link to AEC supports increased access to the general education curriculum at an entry point appropriate for this student population.

The AEC was developed by a team of university faculty, special education teachers, general education teachers, content experts, and experts in the field of special education and approved by the State Board of Education. AEC were designed to specify essential learning outcomes in their respective content areas and conceive a population-appropriate learning progression across grade levels. The AEC can be found on the *PASA-Digital* website as well as the PaTTAN website.

## Test and Item Development

Each test is based on a blueprint which specifies the number of skills per assessment anchor and clarifies or restricts how skills should be written for the tests. The test blueprints provide a reference for test developers to help build tests which remain consistent in content and difficulty across years. The blueprints are not intended to inform instruction other than to outline the academic content prioritized for this student population. Teachers are still responsible for providing instruction across the entire range of grade level eligible content to the fullest extent possible.

The *PASA-Science* assessments feature an embedded placement test. A student's performance on the first 12 items of the assessment will determine the appropriate tier the student will be placed for the remainder of the assessment. The *PASA-Digital* system automatically 'scores' the placement test and notifies the assessor how to proceed. The placement test is for *PASA-Science* only this year. *PASA-ELA* and *PASA-Math* tiers are assigned in the *PASA-Digital* system based on prior test performance.

## Item Format

Each item consists of a context, an item prompt, and 3 answer choices. Item stimuli and answer choices are presented in picture format for universal access. In some cases, answer choices may be words, numbers, phrases, or sentences. The items are standardized through the scripting of each part of the item. Assessors are given a script which specifies what to say to;

- 1) present the item context,
- 2) ask the target question or prompt,
- 3) present the answer choices

## Presenting the Prompt

When reading aloud the prompt, it will be worded in two ways:

1. **Read** the answer choices **OR**
2. **Name** the answer choices.

**Read the answer choice** indicates that the assessor should read aloud the name of the picture that is presented with each answer choice.

**Name the answer choice** indicates that the assessor should read aloud the letter only (A, B, C) that is presented with each answer choice.

**New for 2020:** There is no ‘extra prompt’ included in the script for the 2020 PASA assessments. Assessors may repeat the target question/prompt to the student if they deem it appropriate.

## Test Levels

To accommodate the wide range of cognitive function within this population of students, two levels of tests are constructed per grade level for all *PASA* assessments that differ in cognitive complexity.

**Tier 1** - Items are aligned to the Alternate Eligible Content (AEC). The AEC has been reduced in depth, breadth, and complexity from the grade level eligible content. Items reflect more simplistic accommodations and remove extraneous information.

**Tier 2** - Items are aligned to Alternate Eligible Content (AEC). The AEC has been reduced in depth, breadth, and complexity from the grade level eligible content.

Tier descriptions and examples for each content area can be accessed on the PASA digital website at [pasaassessment.org](http://pasaassessment.org). Assessors should note that **all items (including answer choices) are required to be read aloud to students, regardless of content area or tier.**

## Guidelines for Participation

Students with the most significant cognitive disabilities who meet PA's six eligibility criteria participate in the *PASA*. Participation is determined annually by the student's IEP team. Every Student Succeeds Act (ESSA) regulations continue to stipulate no more than 1% of the State's total tested population should participate in the *PASA*.

Pennsylvania's six eligibility criteria for the *PASA* can be accessed via the *The PASA Eligibility Decision-Making Companion Tool* for IEP teams. This resource tool provides additional clarity and specifics to IEP teams as they consider the six criteria of eligibility to participate in the *PASA*. The tool is available for download from the PDE, *PASA-Digital* and PaTTAN websites. Publication requests can be made to PaTTAN.

It is important for IEP teams to remember the answer must be "Yes" to all six of the eligibility criteria in order for the student to qualify to participate in the *PASA*. If the answer is "No" to any of the six criteria, the *student MUST* be enrolled in the PSSA/Keystone.

Figure 1. PASA Eligibility Criteria Decision Making Tool, page 1

# PASA Eligibility Criteria: Decision Making Companion Tool

The *PASA Eligibility Criteria: Decision Making Companion Tool* is a resource provided to individualized education program (IEP) teams in Pennsylvania to assist in determining eligibility for the Pennsylvania Alternate System of Assessment (PASA). The PASA is appropriate for students with the most significant cognitive disabilities who meet all six requirements listed below. Additional considerations are provided that further define the criteria and assist the IEP team in decision making. Factors that the IEP team should not consider in eligibility determination are also identified.

The IEP team must answer “YES” to **all** six criteria in order for the student to participate in the PASA. If the answer is “NO” to any of the questions, the student must participate in the PSSA/Keystones with or without accommodations, as determined appropriate by the IEP team.

<b>1</b> _____ YES	<b>2</b> _____ YES	<b>3</b> _____ YES
Will the student be in grade 3, 4, 5, 6, 7, 8, or 11 by September 1 of the school year during which the IEP will be operative?	Does the student have significant cognitive disabilities? Pennsylvania defines significant cognitive disabilities as pervasive and global in nature, affecting student learning in all academic content areas, as well as adaptive behaviors and functional skills across life domains.	Does the student require intensive, direct, and repeated instruction in order to learn and generalize academic, functional, and adaptive behavior skills across multiple settings?
<b>Additional consideration:</b> The grade level listed for the student in the Pennsylvania Information Management System (PIMS) and the PASA digital system must correlate to the assessment decision documented in the current IEP.	<b>Additional consideration:</b> A significant cognitive disability is not directly defined by a Chapter 14 disability category. Typically students with a primary disability category of Specific Learning Disability or Speech Language Impairment DO NOT meet the definition of a significant cognitive disability. Generally, a student with a significant cognitive disability may be characterized as having intellectual functioning below average – cognitive measures of intelligence 2.5 to 3.0 standard deviations below the mean.	<b>Additional consideration:</b> The student’s course of study includes functional skills. Instruction typically occurs in a one-to-one or small group setting with opportunity to generalize and transfer skills across multiple settings.

Figure 2. PASA Eligibility Criteria Decision Making Tool, page 2

<p><b>4</b> _____ YES</p> <p>Does the student require extensive adaptation and support in order to perform and/or participate meaningfully and productively in the everyday life activities of integrated school, home, community, and work environments?</p> <p><b>Additional consideration:</b> A significant cognitive disability is pervasive, affecting student functioning across all academic, social, and community settings. The student is expected to require intensive and ongoing supports after graduation.</p>	<p><b>5</b> _____ YES</p> <p>Does the student require substantial modifications to the general education curriculum?</p> <p><b>Additional consideration:</b> Substantial modifications change the content expectation by a significant reduction in depth, breadth, and complexity of grade-level standards as exemplified in the Alternate Eligible Content.</p>	<p><b>6</b> _____ YES</p> <p>Does the student's participation in the general curriculum differ substantially in form and/or substance from that of most other students? Students found eligible to take the PASA must have measurable annual goals and short-term objectives reflected in the IEP.</p> <p><b>Additional consideration:</b> Students with the most significant cognitive disabilities likely require objectives, materials, prompting hierarchies, and teaching modalities different from the general education curriculum. The student's goals and objectives typically reflect the Alternate Eligible Content.</p>
---	---	---

### PASA eligibility determinations are NOT based on:

- IQ score or disability category alone (i.e., All students with an intellectual disability do not automatically qualify for the alternate assessment.)
- English Learner (EL) Status
- Poor attendance
- Expected poor performance on the general assessments
- Educational environment or instructional setting
- Low reading or achievement level
- Anticipated disruptive behavior or emotional duress
- Impact of scores on accountability system
- Administrative decision



## Exemptions from Testing

### Religious Exemption

Participation in the statewide assessment is a federal and state requirement for all students. The only legally accepted reason for a student to be excused from testing is that it conflicts with the parent/guardian(s) and/or student's religious beliefs [Pennsylvania Code Title 22 Chapter 4, section 4.4].

A religious exemption cannot be denied; however, it can only be granted if all of the following steps are completed.

1. The student must be enrolled for testing so there is an official record of eligibility for the *PASA* and so testing materials are sent for the parent/guardian(s) to review. The enrollment record is also needed so the district (assessor) can document officially that the student was not assessed due to religious beliefs. A religious exemption cannot be granted until after the parent/guardian(s) has reviewed the test materials.
2. The parent/guardian(s) must schedule a time with the student's assessor and/or LEA/service provider's assessment coordinator to review the assessment. The parent/guardian(s) must sign a confidentiality/non-disclosure form with the LEA/service provider to maintain test security [Pennsylvania Code Title 22 Chapter 4, section 4.4]. Test materials cannot be removed from school grounds.
3. If after reviewing the assessment the parent/guardian does not want their student to participate, they must write a letter to the district requesting a religious exemption. No specific religious beliefs or specifics about what conflicts with the beliefs of that religion should be listed. This would violate the non-disclosure agreement. The exemption is then granted and the district keeps the letter as documentation of the request.
4. At the end of the testing window, the student's assessor (or assessment coordinator) indicates in the student's *PASA-Digital* record that the student was not assessed and selects "religious exemption" as the reason. This information is reported to the state.

Districts need to be aware, however, that students with religious exemptions are still factored into accountability data and will negatively affect LEA/service provider overall participation rates.

### Taking the PSSA/Keystone Exams

In some cases, the student may have taken the *PASA* the previous year and the IEP changes the decision for the student to now participate in the PSSA/Keystone Exams. This update can be made at any time during the *PASA* enrollment window by the Assessment Coordinator. If the update is made after the enrollment window closes and before the test administration window

opens, the Assessment Coordinator should contact PASA at [PASAtest@pitt.edu](mailto:PASAtest@pitt.edu) to update the student's enrollment record. If the change happens during the assessment window, the assessor and/or AC can make the update directly in the system at that time. Once the *PASA* test window opens and the 'Assess' tab becomes available, update the student's record to reflect that they were not assessed because they are taking the PSSA/Keystone Exams.

### First Year EL Students

Students in the United States for less than 1 year are exempt from taking the *PASA-ELA*. However, students must still take the *PASA-Science* and *PASA-Math* assessments.

The graphic below illustrates various reasons a student may not be assessed. In order to code this correctly, the AC or assessor must access the student from the roster in the PASA digital system. First, select the "[content] not Assessed?" link and provide a reason from the dropdown box (Figure 2). **This MUST be done for every content area.**

Figure 3. Student not assessed

The screenshot shows the PASA digital system interface with the 'Live Administration' tab selected. A red arrow points to the 'ELA not assessed?' link. A dropdown menu is open, listing reasons why ELA was not assessed. The selected reason is 'Extended Absence'.

Data Entry	Live Administration	Accomms Used	Finished
<input type="checkbox"/> ELA Data	<input type="checkbox"/> Assess ELA	<input type="checkbox"/> ELA not assessed?	<input type="checkbox"/> Cancel
<input type="checkbox"/> Math Data	<input type="checkbox"/> Assess Math	<input type="checkbox"/> Mth not assessed?	
<input type="checkbox"/> Science Data	<input type="checkbox"/> Assess Science	<input type="checkbox"/> Sci not assessed?	
<input type="checkbox"/> ELA Data	<input type="checkbox"/> Assess ELA	<input type="checkbox"/> ELA not assessed?	
<input type="checkbox"/> Math Data	<input type="checkbox"/> Assess Math	<input type="checkbox"/> Mth not assessed?	
<input type="checkbox"/> Science Data	<input type="checkbox"/> Assess Science	<input type="checkbox"/> Sci not assessed?	

Select a reason why ELA was not assessed:

- ☒ Extended Absence
- ☐ Deceased
- ☐ Medical Emergency
- ☐ Inappropriate Grade (1, 2, 9, 10, Or 12)
- ☐ No Longer Taught By This Service Provider
- ☐ Taking PSSA
- ☐ Religious Exemption
- ☐ Moved out of state
- ☐ Moved to a different service provider
- ☐ Student Refused To Test
- ☐ Parent Opted Out
- ☐ EL Exemption (for first year in US only)

# Test Security

Maintaining test security is an important responsibility for all assessment coordinators and assessors. Test security is important for several reasons. First and foremost, all students need to have the same testing experience. If students have different testing experiences, their scores could be impacted either negatively or positively and stakeholders will not be able to interpret test scores accurately. Also, some test items are used across years and test forms. This provides important longitudinal data for test development and curriculum planning. Further, item development and item replacement is expensive, and breaches in test security require new sets of items to be developed. This process includes writing, reviewing, and piloting new items which requires many people and many months to complete. Finally, student data must remain secure and confidential.

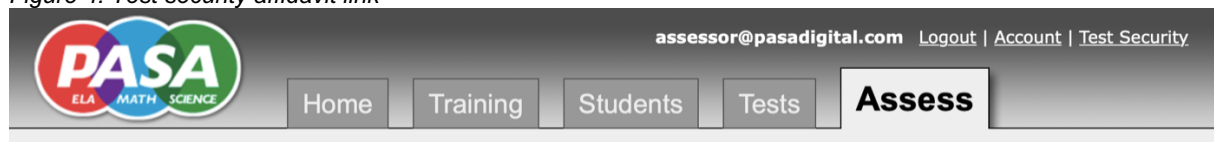
Maintaining test security refers to keeping test materials (including individual items) secure at all times BEFORE, DURING and AFTER test administration. Assessment coordinators must inventory and maintain the security of any printed test materials. Additionally, any downloaded tests or test materials should be cleared from the computer's cache system after the conclusion of the test administration.

Although not an exhaustive list, some examples of test security violations are as follows:

- practicing test items with another person who does NOT have a signed test security certificate,
- allowing students to practice test items prior to administration,
- allowing an unauthorized person to access or view digital test materials prior to administration,
- coaching students inappropriately during the test,
- entering a response other than the student's true response,
- leaving test materials in plain view when not in the room even if no one is in the room or scheduled to be in the room,
- leaving items displayed on an electronic device when not in the room even if no one is in the room or scheduled to be in the room,
- allowing students to see the correct answers on the screen before or while the student completes the item,
- giving students additional information not included in the script,
- discussing specific items with another person whether authorized or not,
- using test items as teaching materials,
- making an electronic/digital copy of any test items or test materials,
- posting test materials on social media sites,
- downloading test materials to a device that is not owned by the LEA/service provider.

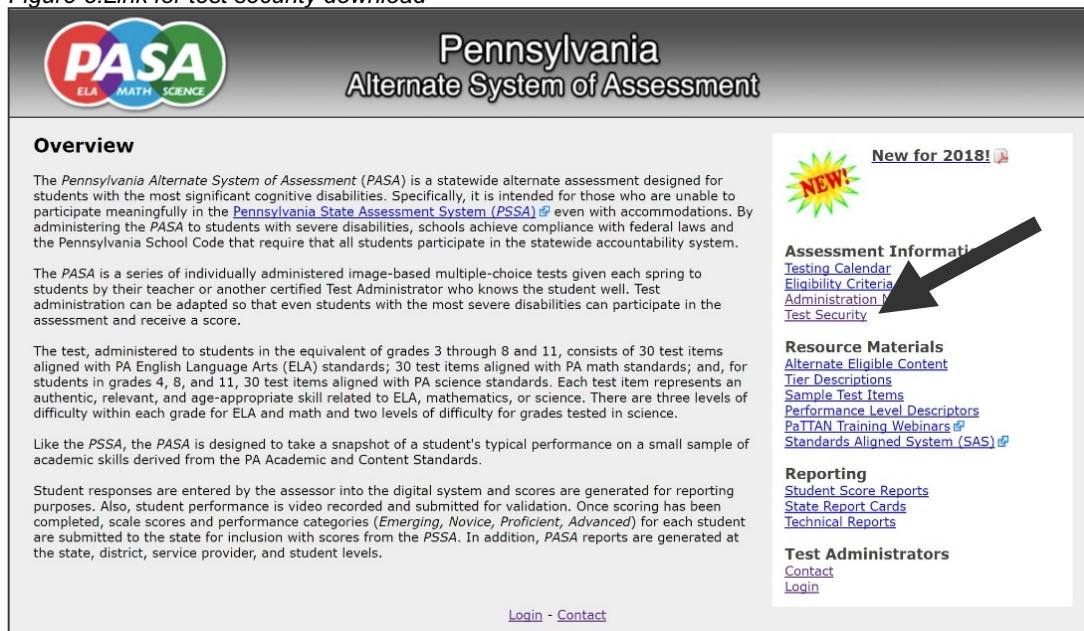
A test security affidavit must be ‘signed’ by the assessment coordinator and assessor in the PASA digital system before online test materials will be released. The affidavit can be found on the *PASA* website under the “*Test Security*” link at the top of the page and can be signed electronically.

Figure 4. Test security affidavit link



Also, any person(s) in the room during a test administration (e.g. interpreter, aide, TSS) must also sign a test security affidavit. If the individual does not have an account in the PASA digital system, they are required to sign a printed copy. The LEA/service provider is responsible to keep the signed affidavits of any personnel outside of the AC/assessor on file. They are not to be returned to the vendor this year as in years past. Failure to obtain a signed test security agreement from all persons present during a test administration is considered a violation of test security protocol. A copy of the affidavit can be found on the *PASA* main website ([www.pasaassessment.org](http://www.pasaassessment.org)) under “*Test Security*”.

Figure 5. Link for test security download



It is important to know that under Pennsylvania School Code, there are consequences for teachers if test security procedures are not followed. They include verbal reprimand, written reprimand, suspension with or without pay, termination, or revocation of teaching certification. Additionally, it is the responsibility of district personnel to report violations of test security procedures to Bureau of Special Education, PA Department of Education. Failure to report

violations of test security procedures can result in the same consequences as those imposed for violating the security procedures.

Contact information for reporting testing irregularities can be found on the *PASA* website under Test Security.

# Preparing to Administer the Assessment

Below are actions assessors should take to prepare for administration of the *PASA* assessments. These actions are also included in Appendix A as a checklist.

## Review Eligibility Requirements

The first step is to verify the students planned to take the assessment have been appropriately identified as eligible to participate in the PASA by their IEP team. Section IV of the IEP document should reflect this determination. See the section on *PASA* eligibility for more details.

## Verify *PASA-Digital* Account

The next step is to confirm that you have a *PASA* account by logging in to the *PASA-Digital* website and accessing your student roster. This account will be used to enroll students, complete test administration training, access test materials, submit accommodations used, and update student records. If you do not have an account or cannot view your student roster, please contact your Assessment Coordinator and they will create an account for you.

## Enrollment

Enrollment for ALL *PASA* assessments is done simultaneously through the *PASA-Digital* site. To be officially enrolled, the student record must be verified by BOTH the assessor and the assessment coordinator. When a student has been successfully enrolled, the date on which they were officially enrolled will appear in the ‘enrolled’ column. If a student does not appear on your roster, please contact your assessment coordinator and have the student added to your roster.

Figure 6. Sample student roster

PASA ID	Last Name	First Name	Grade	Assessor	Test Tiers			Verified		Enrolled	Reports
					ELA	Mth	Sci	Assessor	Coordinator		
127102	<a href="#">Pavel</a>	<a href="#">Maja</a>	8	Account, Assessor	1	1		✓	✓	9/30/2019	<a href="#">2019</a> <a href="#">2018</a> <a href="#">2017</a>
118251	<a href="#">Robinson</a>	<a href="#">Emma</a>	8	Account, Assessor	2	1		✓	✓	12/23/2019	<a href="#">2019</a> <a href="#">2018</a> <a href="#">2017</a>
ps66150	<a href="#">Student</a>	<a href="#">Practice</a>	4	Account, Assessor	1	1	1	✓	✓	12/31/2019	<a href="#">2019</a> <a href="#">2018</a> <a href="#">2017</a>

Verify Student Information - To enroll a student, information such as name, ID, grade, assessor, tier of test, and primary disability, needs to be verified as accurate.

Access Prior Student Score Reports - The student roster also allows you to access prior

individual score reports (ISRs) for the past 3 years for each student, if they have taken the PASA during that time.

Assign or Verify Tier Assignment for PASA-ELA and PASA-Math - With the exception of students currently in grades 3 and 11 or those that are new to PA, students are assigned a PASA- ELA and PASA-Math test tier based on last year's test performance. Assessors are asked to choose a level for those students new to PA or in grades 3 and 11. Students who were assessed the previous year are automatically assigned in the digital system for the current year based upon the tier they took and how they scored in the previous year. All students must be assigned a Tier for enrollment to be verified.

Tier changes **MUST** be requested using the online link located in the “Testing Information” section of the student record. Tier changes must be submitted for each content area separately. Tier changes are **NOT** automatically granted but are considered on a case-by-case basis for assessors giving a valid reason for the Tier change. Decisions regarding tier changes are based on the reason provided in the application and prior performance on all tests. Any student receiving a perfect score on the previous year's test is not eligible for a Tier change to a lower level or tier.

Figure 7. Requesting a level change – request form

PASA ID	Last Name	First Name	Grade	Subject	Current Tier	Requesting Tier	Reason for Request
122851	Wilson	Sylvester	4	ELA	2	1	

Please note that the *PASA-Digital* system automatically directs the correct online test materials to be delivered to the student based on the Tier designation in the student record. **Retroactive Tier (and grade) changes cannot be granted and failure to complete the test as designated in the student's record will result in the student's responses being scored incorrectly.**

Tier Assignment for PASA-Science – The *PASA-Science* uses an embedded placement test. The student's score on the first 12 items of the *PASA- Science* determine what tier they will be placed into. Again, the *PASA-Digital* system automatically delivers the correct online test materials based on the Tier designation from the placement test. **Retroactive Tier (and grade) changes cannot be granted and failure to complete the test as designated in the student's record will result in the student's responses being scored incorrectly.**

## Late Enrollment

All students **MUST** be enrolled through the *PASA-Digital* site by the deadline. Students who need to be enrolled after the enrollment window closes must request permission for access to the enrollment system as follows:

1. Permission requested and access granted **from the *PASA* vendor**: newly identified for special education services, newly identified as eligible for the *PASA*, or newly enrolled with the local education agency or service provider.
2. Permission requested and access granted **from the Bureau of Special Education**: all other requests.

## Training

Test administration training is mandatory for all assessment coordinators and assessors.

Training modules are accessed through *PASA-Digital* under the “Training” tab. **Assessor Test Booklets (test items) are only available online and will NOT be released until all training modules and all proficiency tests have been completed.**

There are four training modules that cover the following topics:

1. Test Administration Protocols
2. Test Administration Options
3. Entering Student Responses and Completing the Assessment
4. Test Security

Each training module is associated with a ‘proficiency’ test which highlights critical aspects of the module. Although a passing score is not required in order to administer the assessment, assessors and assessment coordinators are strongly encouraged to review information for items not answered correctly.

## Determine Student Accommodations

Check the student’s IEP to ensure that any accommodation (e.g., assistive technology, enlarged print) are provided during administration of the test. The *PASA* is designed to provide many accommodations to make the tests accessible such as the tiered cognitive structure of the test, the multiple-choice format for universal access, and presentation of item contexts and/or answer choices in picture format. Additional allowable accommodations can be found in the *Administration Instructions for Special Populations* chapter of this manual and in the *PASA Administration Protocols* training module.

## Prepare Test Materials

Student materials booklets are no longer shipped from the vendor to schools. assessment coordinators and assessors must review the test administration options ahead of time to determine if the test can be administered digitally. Printing should only be needed in cases



where the student requires answer choices to be cut apart or adapted for tactile use in some way. If printing is required, it is the responsibility of the LEA/service provider to complete the printing and ensure all printed materials are kept secure prior to testing. If student materials are printed, they must be printed in color.

## Preview the Test

Two weeks before the test windows open, tests for which an assessor has enrolled students will be available for preview. When selecting a test for preview, be sure to select the PREVIEW option; not the download option.

Figure 8. Accessing test preview.

The screenshot shows the PASA assessor portal. At the top, there is a navigation bar with the PASA logo and links for Home, Training, Students, Tests, and Assess. The 'Tests' tab is selected. Below the navigation bar, there is a section titled 'Secure Tests' with a warning about downloading files. A note states: 'Note: For security reasons, test files may only be downloaded once. If you need additional downloads, please contact your Assessment Coordinator.' Below this, there is a list of tests with columns for Test Name, Preview, File Size, Remaining Downloads, and Materials List. The tests listed are Math\_Grade\_8\_Tier\_1, Math\_Grade\_8\_Tier\_1\_Student\_Materials, ELA\_Grade\_8\_Tier\_2, and ELA\_Grade\_8\_Tier\_2\_Student\_Materials. Each test has a 'Download' button and a 'Preview' button. The 'Preview' button is highlighted with a red arrow.

Test Name	Preview	File Size	Remaining Downloads	Materials List
Math_Grade_8_Tier_1 For Students: Emma Robinson	Download Preview	1.31 MB	1	<a href="#">Materials List</a>
Math_Grade_8_Tier_1_Student_Materials For Students: Emma Robinson	Download	3.42 MB	1	
ELA_Grade_8_Tier_2 For Students: Emma Robinson	Download Preview	1.67 MB	1	
ELA_Grade_8_Tier_2_Student_Materials For Students: Emma Robinson	Download	1.68 MB	1	

It is highly recommended that assessors rehearse administering each item so they are familiar with the prompts, answer choices, and vocabulary needed to present each item. This will also help assessors become familiar with any setup or accommodations needed for each item.

## Develop a Master Testing Schedule

Assessment coordinators and assessors should develop a master testing schedule that falls within the PDE established assessment window in advance. It is highly recommended to schedule the assessment session(s) prior to the end of the testing window to include a contingency plan for unexpected circumstances such as teacher/student absence or inclement weather. Please be aware that requests to extend the testing window for these reasons will not be granted.

## Math Manipulatives Kits

PASA will continue to send schools and service providers a kit to contain math manipulative materials such as blocks, etc. It is highly recommended that the manipulatives be used unless the student is more familiar with other objects used in the daily instruction of the concept(s). In general, students should be allowed access to the supports (e.g., calculators, pen/pencil,

TouchMath boards, manipulatives, objects) used during daily math instruction when taking the *PASA-Math*. Care should always be taken to ensure the correct answer is not signaled or ‘given away’.

The Math Manipulative Kits are no longer required to be shipped back to the vendor at the conclusion of testing as in years past. Rather, assessors may keep the math manipulatives for future instructional purposes.

## Test Administration Procedures

There are three options for administering the *PASA*: fully-digital, hybrid partially-digital, and non-digital. **In all cases, a student is not considered assessed until:**

1. student responses to each item have been entered into the *PASA-Digital* site,
2. an *Accommodations Used* form is submitted

**All LEA/service providers can choose from any of the three administration options and all assessors within a LEA/service provider do NOT have to use the same administration option.**

### Test Administration Options

#### Fully-Digital Test Administration Option

To administer the test using all the fully-digital option, you need 2 electronic devices which can be used simultaneously; a computer and an additional electronic device (e.g., iPad, computer, laptop, white board) on which to display the student materials (Figure 9).

To prepare to administer the test:

1. Choose a device to be the ‘Assessor Device’,
2. Sign into your *PASA-Digital* account on that device,
3. Select the ‘Assess’ tab on the menu bar at the top of the page,
4. Select the ‘Live Administration’ button next to the student and content area test you will be administering,
5. In the pop-up window, designate the device as the ‘Assessor Device’,
6. Select ‘Use Student Device’ from menu bar at the top of the item template frame.
7. Choose another device to be the ‘Student Materials Device’,
8. Sign into your *PASA-Digital* account on that device,
9. Choose the SAME ‘Live Administration’ button for the same student and content area as for the Assessor Device,
10. Designate the device as the ‘Student Materials Device’.

Figure 9. Digital test access

The figure consists of two screenshots of the PASA digital test access interface, with annotations explaining key features.

**Top Screenshot:** Shows the main navigation bar with the PASA logo and links for Home, Training, Students, Tests, and Assess. The **Assess** tab is highlighted with an arrow and labeled "Assess tab". Below the navigation bar, the "Assess Students" section contains instructions and a table of student data.

PASA ID	Last Name	First Name	Grade	Assessor	Data Entry	Live Administration	Accomms Used	Finished
127102	Pavel	Maja	8	Account, Assessor	<input type="checkbox"/> ELA Data <input type="checkbox"/> Math Data <input type="checkbox"/> Science Data	<input type="checkbox"/> Assess ELA <input type="checkbox"/> Assess Math <input type="checkbox"/> Assess Science	ELA not assessed? Mth not assessed? Sci not assessed?	<input type="checkbox"/> Accomms <input type="checkbox"/>

An arrow points to the "Data Entry" column header with the label "Select test for student".

**Bottom Screenshot:** Shows the "Assess Students" section with a modal window for student selection. The modal displays the student's name, "Emma Robinson", and the test selected, "Science Test". Below this, there are two columns: "Assessor Device" and "Student Materials Device". The "Assessor Device" column shows a screenshot of the assessor's screen with instructions and response-entry options. The "Student Materials Device" column shows a screenshot of the student's screen for displaying materials, with options A, B, C, and D. Arrows point to these screens with labels: "Select for Assessor device" and "Selection for Student device". A third arrow points to the student's name and test selection with the label "Confirm student and test".

1. If not automatically displayed, select the button for Item 1 on the item bar at the top of the page,
2. To sync the 'Assessor Device' and 'Student Materials Device' select the 'Display on Student Device' link under the left-hand image which duplicates the student materials for the item. **The devices will automatically sync as the test is advanced.**

*Note: Once the student device is synced, a blue 'Currently Displayed' icon with the word 'active' will appear on the screen under the image. If the picture displayed does not match the item being administered, a warning will appear to remind you to select the 'Display on Student Device' link.*

3. Read the provided script for the item and provide the student an opportunity to respond
4. Record the student's response by selecting the appropriate response option box (A, B, C or No Response) in the designated area for the response.

Assessors are encouraged to provide students with a sufficient amount of wait time before selecting the 'No Response' option. Wait time is determined at the discretion of the assessor and may differ for each student; however, no additional prompting can be offered during this time.

Figure 10. Syncing devices for fully-digital test administration

Emma Robinson

1 2 3 4 5 6 7 8 9 10 11 12 13 14

15 16 17 18 19 20 21 22 23 24 25 26

27 28 29 30 31 32 33 34

ELA Test  
Exit to Student List

Student Materials: ☒ Use Student Device ☐ No Student Device

**Materials**

Here is a story and three pictures of 'trapping her,' 'wrecking her car,' and 'turning her car around.'

Listen: Ana thought she was terribly lost on her drive to the campsite. It was getting dark and it felt like the forest was closing in on her. She even thought she heard a howl and saw glowing eyes in the forest. Then, she saw a park ranger! The park ranger told Ana to bear left at the end of the road.

trapping her A wrecking her car B turning her car around C

Display on Student Device  
☒ Auto-Display

Currently Displayed  
Active

**Instructions & Prompt:**

Here is a story and three pictures of 'trapping her,' 'wrecking her car,' and 'turning her car around.'

Listen: Ana thought she was terribly lost on her drive to the campsite. It was getting dark and it felt like the forest was closing in on her. She even thought she heard a howl and saw glowing eyes in the forest. Then, she saw a park ranger! The park ranger told Ana to bear left at the end of the road.

Which picture shows the meaning of 'closing in on her'?

Alternative Correct Answers: trapping her

**Response**

A B C

No Response

Next Question

Once the response to the first question has been entered:

1. Select the 'Next Question' box at the bottom of the page. This box will remain 'grayed out' until a response has been entered.

**NOTE: You will not be able to advance to the next question of the test until a response is entered for the item.**

When all items have been administered, select the 'Complete Test' button which will appear in the same position as the 'Next Question' box. You will be asked to answer post-test questions about the student's performance and then asked to confirm that the test is complete. Select the answers to the questions from the dropdown boxes and then select 'OK'. The student responses are then submitted to the digital system (Figure 12). **NOTE: Once you submit the test, you will no longer have access to the test items or responses for this student.**

If you need to cease the test permanently before it is complete, select the 'End the Test' button below the item template frame. Three reasons will be listed. Select the appropriate reason and confirm that you are discontinuing the test early for the stated reason. This information along with the recorded student responses will be submitted to the *PASA-Digital* website (Figure 10).

If you need to pause the test temporarily and plan to resume at a later time or day, select the 'Exit to Student List' link at the right of the Item Bar at the top of the page. All answers previously entered will be saved. When you return to the test for this student and content area, the test will resume where it was stopped.

Figure 11. Stopping and starting a test, completing a test and discontinuing a test

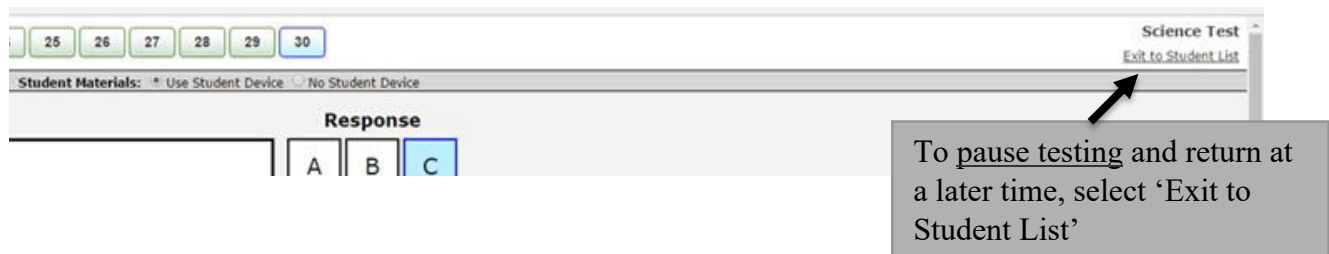


Figure 12. Discontinuing a test

**End Test Now**

Reason to end test now:

- ☐ Student did not actively participate (i.e., did not orient towards or show awareness of the presence of test materials, did not demonstrate any response to assessor's prompts in any mode).
- ☐ Student experienced a medical incident (e.g., illness, fatigue, etc.) that interrupted test administration and could not be reassessed even after repeated rescheduling.
- ☐ Student displayed disruptive and dangerous behavior (e.g., severe self-injurious behavior) that interrupted test administration even with the use of preventative behavioral supports and could not be reassessed even after repeated rescheduling.

**Confirm End Test**

To discontinue the test permanently, 'end test now' and then click to confirm

**Student Materials:** ☐ Use Student Device ☒ No Student Device

**Materials**

AEC Info [?] [Bigger](#) [Smaller](#)

**Response**

A B C

No Response

Alternative Correct Answers: garage

**Please answer these post-test questions:**

- Based on interactions with this student in the classroom with **this content**, I would estimate their performance category (found [here](#)) to be:  
Click to Select
- Based on interactions with this student in the classroom with **this content**, my student's performance on this PASA assessment was:  
Click to Select
- I am the teacher who provides most of the instruction in this content for this student:  
Click to Select

**Complete Test**

To submit responses after completing a test:

1. Select 'Complete Test'
2. Answer post-test questions
3. Press "Complete Test" to confirm

### Fully Digital Streamlined Option 1:

The fully-digital streamlined option 1 allows the assessor to administer the assessment without synching the two devices. The assessor device is online while the student accesses their materials from a saved PDF on their device. The assessor will set up the assessor device by clicking on the “Live Administration” button for the student and content area. Next, the assessor should select “Assessor Device” and set the Student Materials option to “No Student Device.” Finally, on the student device, the assessor should open the saved PDF of student materials and ensure the student is viewing the appropriate page during the assessment.

Figure 13. Live administration with no student device selected

The screenshot shows the 'Math Test' interface for a student named Emma Robinson. At the top, there is a grid of question numbers from 1 to 34. The 'Student Materials' section has two radio buttons: 'Use Student Device' and 'No Student Device', with the latter being selected and circled in red. Below this, the 'Materials' section displays a table of fractions converted to decimals. The table has two columns: 'fraction' and 'decimal'. The rows are: 0/10 to 0.0, 1/10 to 0.1, 2/10 to 0.2, 3/10 to 0.3, and 4/10 to 0.4. Below the table, there are three boxes labeled A, B, and C with values 0.05, 0.3, and 1 respectively. A 'Display on Student Device' link and an 'Auto-Display' checkbox are also present. The 'Response' section has three boxes labeled A, B, and C, and a 'No Response' button. A 'Next Question' button is at the bottom right. A red text label 'Alternative Correct Answers:' is followed by a box containing the value 0.3.

Emma Robinson

Math Test  
[Exit to Student List](#)

Student Materials: ☐ Use Student Device ☒ No Student Device

**Materials**

fraction	decimal
$\frac{0}{10}$	0.0
$\frac{1}{10}$	0.1
$\frac{2}{10}$	0.2
$\frac{3}{10}$	0.3
$\frac{4}{10}$	0.4

0.05 0.3 1  
A B C

[Display on Student Device](#)  
☐ Auto-Display

(Point to two rows in the table and say) Here is a table that shows fractions converted into decimals.

**Response**

A B C

No Response

Alternative Correct Answers: 0.3

Next Question

### Fully-digital Streamlined Option 2:

The fully-digital streamlined option 2 allows the assessment to be delivered using 2 computers/devices completely offline and not synched during testing. All materials are downloaded ahead of time as PDFs and then accessed as such on the devices during testing. If the assessor’s computer device is offline during testing, the assessor will need to print a scantron ahead of time to record the student responses. The assessor then goes back in the digital system later and inputs the student responses using the “Data Entry” option for the student and content area assessed. Instructions for accessing the PDF files are provided in the “Non-Digital Test Administration Option” section of this manual.

### Hybrid Partially- Digital Test Administration Option

To administer the test using a hybrid partially-digital option, you will need an electronic device (i.e., computer, laptop) to designate as the ‘Assessor Device’ as well as the printed Student Materials. Again, printing is only necessary if the student requires their answer choices to be cut apart or adapted for tactile use.



To prepare to administer the test (Figure 8):

1. Print the appropriate student materials ahead of time,
2. Choose a device to be the ‘Assessor Device’,
3. Sign into your *PASA-Digital* account on that device,
4. Select the ‘Assess’ tab on the menu bar at the top of the page,
5. Select the ‘Live Administration’ button next to the student and content area test you will be administering,
6. Designate the device as the ‘Assessor Device’,
7. Select ‘No Student Device’ from the menu bar at the top of the item template frame.

To administer the test (Figure 10):

1. If not automatically displayed, select the button for Item 1 on the item bar at the top of the page,
2. Display the correct page of the Student Materials Booklet for the student,
3. Read the provided script for the item and provide the student an opportunity to respond after the target question has been asked,
4. Record the student’s response to the prompt by selecting the appropriate response option box (A, B, C or No Response) in the designated area.

Assessors are encouraged to provide students with a sufficient amount of wait time before selecting the ‘No Response’ option. Wait time is determined at the discretion of the assessor and may differ by student; however, no additional prompting can be offered during this time.

Once the response for the first skill is entered:

1. Select the ‘Next Question’ box at the bottom of the page. This box will remain ‘grayed out’ until a correct response has been entered.

NOTE: You will not be able to advance to the next question of the test until a response or responses are entered for the item.

When all items have been administered, select the ‘Complete Test’ button which will appear in the same position as the ‘Next Question’ box. You will be asked to answer 2 post-test questions about the student’s performance and then asked to confirm that the test is complete. Select the answers to the questions from the dropdown boxes and then select ‘OK’. The student responses are then submitted to the digital system (Figure 10). **NOTE: Once you submit the test, you will no longer have access to the test items or responses for this student.**

If you need to cease the test permanently before it is complete, select the ‘End the Test’ button below the item template frame. Three reasons will be listed. Select the appropriate reason and confirm that you are discontinuing the test early for the stated reason. This information along with the recorded student responses will be submitted to the *PASA-Digital* website (Figure 11).

If you need to pause the test temporarily and plan to resume at a later time or day, select the ‘Exit to Student List’ link at the right of the Item Bar at the top of the page. All answers previously entered will be saved. When you return to the test for this student and content area, the test will resume where it was stopped. (Figure 11).

## Non-Digital Test Administration Option

To administer the test using the non-digital option, you will still need an electronic device (i.e., computer, laptop) to designate as the ‘Assessor Device’ as well as the printed Student Materials and a copy of the Assessor Booklet (test items) printed from the website, as well as a printed scantron from the website.

To print a copy of the Assessor Booklet, you should (Figure 14):

1. Sign into your *PASA-Digital* account,
2. Select the ‘Tests’ tab on the menu bar at the top of the page,
3. Select the link for the appropriate grade and tier test for the student and content area for the test you plan to administer,
4. Select print from the available options.

Assessors are allowed only 1 test download per grade, level, and content test.

Figure 14. Non-digital test access

The screenshot shows the PASA Digital website interface. At the top, the navigation bar includes 'Home', 'Training', 'Students', 'Tests' (selected), and 'Assess'. Below the navigation bar, the 'Secure Tests' section is visible. A table lists available tests for download. The table has columns: Test Name, Preview, File Size, Remaining Downloads, and Materials List. The tests listed are Math\_Grade\_8\_Tier\_1, Math\_Grade\_8\_Tier\_1\_Student\_Materials, ELA\_Grade\_8\_Tier\_2, and ELA\_Grade\_8\_Tier\_2\_Student\_Materials. Each test has a 'Download' button and a 'Preview' button. The 'Remaining Downloads' column shows 1 download remaining for each test. The 'Materials List' column has a link to 'Materials List'.

Test Name ↓	Preview	File Size	Remaining Downloads	Materials List
Math_Grade_8_Tier_1 For Students: Emma Robinson	<a href="#">Download</a> <a href="#">Preview</a>	1.31 MB	1	<a href="#">Materials List</a>
Math_Grade_8_Tier_1_Student_Materials For Students: Emma Robinson	<a href="#">Download</a>	3.42 MB	1	
ELA_Grade_8_Tier_2 For Students: Emma Robinson	<a href="#">Download</a> <a href="#">Preview</a>	1.67 MB	1	
ELA_Grade_8_Tier_2_Student_Materials For Students: Emma Robinson	<a href="#">Download</a>	1.68 MB	1	

Once a copy of the test has been printed (Figure 12):

1. Print the student materials from the PASA digital site (reminder: Student test booklets are no longer mailed to schools. If student materials need printed, it is now the responsibility of the LEA/service provider to print student materials in color,
2. Sign into your *PASA-Digital* account on a device,
3. Select the student and content area for the test you want to administer and select that 'Data Entry' box.
4. An electronic answer sheet will be displayed on the computer screen with which to record student responses.

**Note:** Although *NOT* recommended, assessors may choose to delay the entry of responses into the digital system until after the test administration is completed.

Figure 15. Data entry portal

**Assess Students**

**Note:** Students must be verified by both Assessor and Assessment Coordinator before they will appear on the roster below.

An assessment is considered complete once:

- responses for the student are entered into the digital system (via Data Entry or Live Administration) for each applicable content area,
- the Accommodations Used area has been completed for the student.

These steps should be completed for each content area for which a student should be assessed.

How will you input the Student Answers?  
Inputting student answers is built into the live administration interface (digital option) while giving the test. If you choose not to use the Live Administration option, use the Data Entry button below instead.

How will you display the Student Materials?  
You can use either printed materials or if you have two devices (computers or tablets), display the materials digitally on the second device.

More information is available after you click Live Administration and select that you're using the Assessor Device.

PASA ID	Last Name	First Name	Grade	Assessor	Data Entry	Live Administration	Accomms Used	Finished
127102	Pavel	Maja	8	Account, Assessor	<input type="button" value="ELA Data"/> <input type="button" value="Math Data"/> <input type="button" value="Science Data"/>	<input type="button" value="Assess ELA"/> <input type="button" value="Assess Math"/> <input type="button" value="Assess Science"/>	ELA not assessed? Mth not assessed? Sci not assessed?	<input type="button" value="Accomms"/> <input type="button" value="Finished"/>
118251	Robinson	Emma	8	Account, Assessor	<input type="button" value="ELA Data"/> <input type="button" value="Math Data"/> <input type="button" value="Science Data"/>	<input type="button" value="Assess ELA"/> <input type="button" value="Assess Math"/> <input type="button" value="Assess Science"/>	ELA not assessed? Mth not assessed? Sci not assessed?	<input type="button" value="Accomms"/> <input type="button" value="Finished"/>

Select 'Data Entry' for the student and content area.

---

**Assess Students > Maja Pavel | ELA, Grade 8, Tier 1**

For each item, mark the student's response.  
NR = No Response

ELA Data Entry

Question	Student Response
1.	<input type="button" value="A"/> <input type="button" value="B"/> <input type="button" value="C"/> <input type="button" value="NR"/>
2.	<input type="button" value="A"/> <input type="button" value="B"/> <input type="button" value="C"/> <input type="button" value="NR"/>
3.	<input type="button" value="A"/> <input type="button" value="B"/> <input type="button" value="C"/> <input type="button" value="NR"/>
4.	<input type="button" value="A"/> <input type="button" value="B"/> <input type="button" value="C"/> <input type="button" value="NR"/>
5.	<input type="button" value="A"/> <input type="button" value="B"/> <input type="button" value="C"/> <input type="button" value="NR"/>
6.	<input type="button" value="A"/> <input type="button" value="B"/> <input type="button" value="C"/> <input type="button" value="NR"/>

1. Item Number  
2. Student Response

To administer the test:

1. Find Skill 1 in the Assessor Booklet printed from the *PASA-Digital* site,
2. Display the correct page of the printed Student Materials for the student,
3. Read the provided script for the item and provide the student an opportunity to respond after the target question has been asked,
4. Record the student's response to the prompt by selecting the appropriate response option box on the electronic data entry sheet (A, B, C or No Response [NR]).

Assessors are encouraged to provide students with a sufficient amount of wait time before selecting the 'No Response' option. Wait time is determined at the discretion of the assessor; however, no additional prompting can be offered during this time.

If the student does not respond after the target question has been presented, it is permissible to repeat the target question ONE time in an effort to get the student to respond. No other prompting is permissible.

Repeat this process until all items on the test have been administered.

When all items have been administered, select the 'Complete Test' button at the bottom of the data entry page. You will be asked to answer post-test questions about the student's performance and then asked to confirm that the test is complete. Select the answers to the questions from the dropdown boxes and then select 'OK'. The student responses are then submitted to the digital system (Figure 13). ***NOTE: Once you submit the test, you will no longer have access to the test items or responses for this student.***

If you need to cease the test permanently before it is complete, select the 'End the Test' button below the item template frame. Three reasons will be listed. Select the appropriate reason and confirm that you are ceasing the test early for the stated reason. This information along with the recorded student responses will be submitted to the *PASA-Digital* website (Figure 13).

If you need to cease the test temporarily and will resume at a later time or day, select the **back button** to return to your student roster. All answers previously entered will be saved. When you log back into the site and select 'Data Entry' for this student and content area, all previously entered responses will be visible. You can resume the test where it was stopped.

Figure 16. Completing or discontinuing a non-digital test administration

To discontinue testing permanently, select 'Test Ended early', select a reason and confirm discontinuing test.

**Please answer these post-test questions:**

1. Based on interactions with this student in the classroom with **this content**, I would estimate their performance category (found [here](#)) to be:

2. Based on interactions with this student in the classroom with **this content**, my student's performance on this PASA assessment was:

3. I am the teacher who provides most of the instruction in this content for this student:

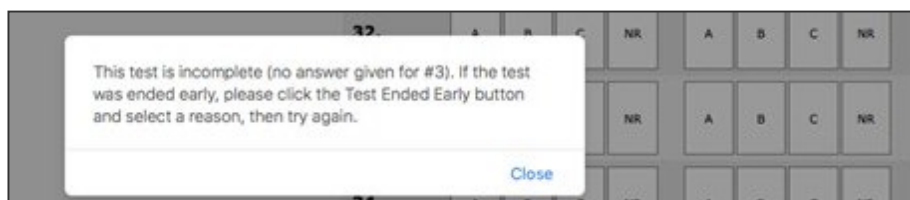
**Reason the test was discontinued:** [nevermind, we finished after all!](#)

- ☐ Student did not actively participate (i.e., did not orient towards or show awareness of the presence of test materials, did not demonstrate any response to assessor's prompts in any mode).
- ☒ Student experienced a medical incident (e.g., illness, fatigue, etc.) that interrupted test administration and could not be reassessed even after repeated rescheduling.
- ☐ Student displayed disruptive and dangerous behavior (e.g., severe self-injurious behavior) that interrupted test administration even with the use of preventative behavioral supports and could not be reassessed even after repeated rescheduling.

To complete a test, select 'Submit Answers'. Answer the post-test questions and confirm submit answers.

If an answer was not properly submitted for one of the questions, an error message will appear.

Figure 17. Error message for data entry portal



### **PASA-Science Placement Test**

The *PASA-Science* assessments feature an embedded placement test. The placement test consists of the first 12 items on the assessment. A student's performance on the first 12 items will determine the appropriate tier the student will be placed for the remainder of the assessment. The *PASA-Digital* system automatically 'scores' the placement test and notifies the assessor how to proceed.

The placement test is for *PASA-Science* only. *PASA-ELA* and *PASA-Math* tiers are assigned in the *PASA-Digital* system based on prior test performance.

The test delivery option chosen will affect how to proceed after the initial 12 item placement test. The fully-digital and hybrid options allow a seamless transition from the placement test items to the test. If using the non-digital test administration option, an assessor will need to plan ahead to provide the most seamless administration possible.

**Fully-Digital** – In the fully-digital option, the assessor enters student responses in real time during the assessment and display of the student choices is synced automatically with the test items.

Once the placement test is completed, the *PASA-Digital* system scores the placement test and automatically displays the next tier item on the assessor device AND the student device. **No additional action is required by the assessor.**

Figure 18. Seamless transition from placement test to tier test in fully-digital option

The screenshot shows the 'Science Tier 2' interface. At the top, there are two rows of question numbers: 9, 10, 11, 12, 13 (with 13 highlighted in blue) and 21, 22, 23, 24. Below these is a grid with numbers 32, 33, 34. A link 'Exit to Student List' is visible. A section labeled 'Response' contains a text input field with the text 'ra. d an alligator.' and three buttons labeled A, B, and C. Above the response area, there are links for 'AEC Info [?]', 'Bigger', and 'Smaller'. A radio button labeled 'No Student Device' is also present.

**Hybrid** – In the hybrid option, the assessor enters student responses in real time during the assessment, but the display of the student choices is done manually with the hard copy Student Materials. Once the placement test is completed, the *PASA-Digital* system scores the placement test and automatically displays the next tier item on the assessor device. **The assessor then must turn to the correct item in the Student Materials to complete the test. This may necessitate the assessor printing out both tiers ahead of time or stopping the test in order to print/prepare the proper tier level for the student.**

Figure 19. Banner directing assessor to correct tier after placement test for hybrid option

The screenshot shows the 'Science Tier 2' interface with a student named 'Benedict Jones'. At the top, there are two rows of question numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 (with 13 highlighted in blue) and 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24. Below these is a grid with numbers 25, 26, 27, 28, 29, 30, 31, 32, 33, 34. A link 'Exit to Student List' is visible. A section labeled 'Materials' shows a picture of an arctic tundra with labels A and B. A text input field contains the text 'This is a picture of the arctic tundra. This is a polar bear, an ostrich, and an alligator. Find which animal lives in the arctic tundra.' Below this is a banner that says 'Proceed with student materials from the Tier 2 Science test.' with an 'Okay' button. To the right, there are three buttons labeled A, B, and C. Below the banner, there is a 'Next Question' button and an 'End Test Now' button. A link 'Exit to Student List' is also present.

**Non-Digital** - In the non-digital option, the assessor enters student responses into the data entry portal and uses the hard copy Student Materials to display the answer choices. If using the non-digital administration option, it is highly recommended that the assessor enter the first 12 student responses ‘as you go’ basis to allow for a smooth transition from the placement test items to the assessment. **After entering the responses to the first 12 items, *PASA-Digital* displays a banner with the designated tier. The assessor must turn to the correct item in the Assessor Booklet (test items) and the correct page in the Student Materials Booklet.**

Figure 20. Banner directing assessor to correct tier after placement test for non-digital option

10.	A	B	C	NR
11.	A	B	C	NR
12.	A	B	C	NR
Proceed with next question on the <b>Tier 1</b> Science test.				
13.	A	B	C	NR
14.	A	B	C	NR
15.	A	B	C	NR

Assessors who choose to record student responses and enter them into *PASA-Digital* at a later time should plan for 2 testing sessions, as the test items will not be accessible until responses to the placement test items are entered in the *PASA-Digital* system.

## Test Administration Protocol

### Testing Environment

To provide the best possible testing experience for the student, an assessor should:

- secure a quiet environment be located in which to administer the test,
- be someone with whom the student is very familiar. However, they **MUST** be a certified school professional (e.g., teacher, school psychologist).
- preview the test to ensure an effective administration,
- ensure no other students are listening or viewing the assessment given,
- pay close attention to the students after the prompt has been given so they do not miss a student’s response.

## Item Administration Procedure

Each *PASA* item consists of the same basic components; a context (presentation), a target question or prompt, and 3 answer choices. Items are standardized through the use of a script. The item template provides the script, the AEC being assessed, the correct answer, and reminder instructions for administration.

Figure 21. Digital item template

Item Number: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34

Student Name: Emma Robinson

Math Test  
Exit to Student List

Student Materials: ☒ Use Student Device ☐ No Student Device

Display the AEC assessed

AEC Info [?] Bigger Smaller

**Materials**

Fraction	Decimal
$\frac{1}{20}$	0.05
$\frac{3}{10}$	0.3
$\frac{1}{10}$	0.2
$\frac{1}{10}$	0.1

(Point to two rows in the table and say) Here is a table that shows fractions converted into decimals.

Alternative Correct Answers: 0.3

**Response**

A B C

No Response

Next Question

Currently Displayed

Student Device not active yet?

Annotations:

- Item Number: points to item 1
- Instructions and Prompt: points to the prompt text
- What the student sees: points to the materials table
- Display the AEC assessed: points to the 'AEC Info' link
- Enter student response here: points to the response buttons

To administer an item;

1. Verify that the student is seeing the correct image,
2. Read any contextual information and
3. Read the prompt.
  - If the student does not make a response after sufficient wait time, the assessor is permitted to repeat the prompt one additional time.

Enter the student's response (A, B, C) online in the area designated and move to the next question.

Students should be administered each item only once, whether the assessment is given all at one time or across multiple times and days.

Assessors should NOT redo any items previously administered.



## Coding Student Responses

In most cases, coding of a student's response requires simply entering the letter that indicates the student's answer choice;

A for choice A, B for choice B, and C for choice C.

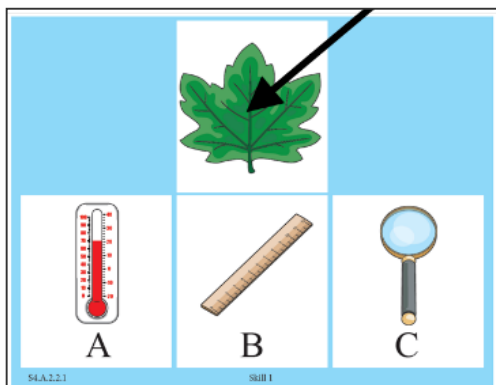
In some cases, a student may fail to give a response. Assessors should wait for an appropriate amount of time before either repeating the prompt or moving on to the next test item. While sufficient wait time is determined at the discretion of the assessor and may be different for each student, assessors may not continue to prompt the student while they are waiting. When an assessor decides that a student is not progressing on an item, a 'No Response' should be entered for that prompt response.

## Response Coding in Special Circumstances

**Hand over Hand Guidance** - Hand-over-hand guidance in which the student is not making an independent choice, but rather assessors are guiding the student's hand to the correct choice is not an acceptable responses mode for the *PASA*. Therefore, 'No Response' should be entered for every student response in which this type of hand-over-hand guidance is used.

**Student Selects a Non-Answer Choice** - If a student selects the **contextual** image for their answer choice, assessors may direct the student to 'Choose A, B, or C'. If the student continues to select the contextual image, the assessor should record 'No Response' for that item.

Figure 22. Student selects contextual image

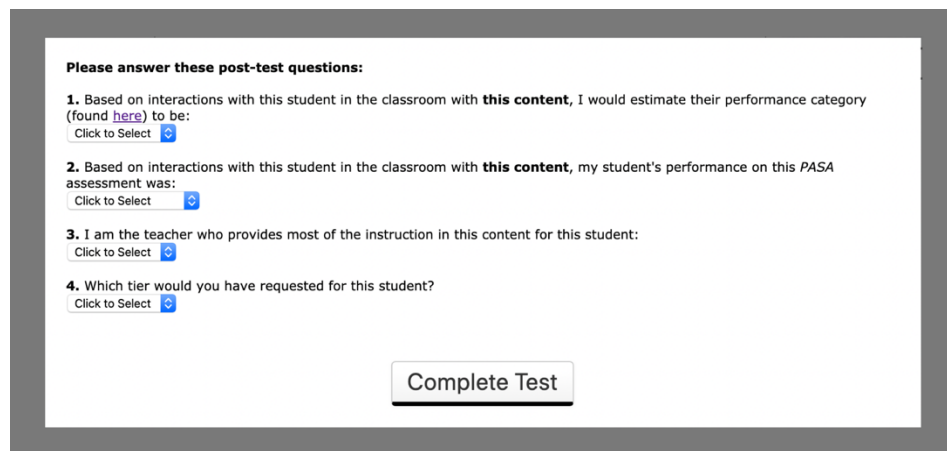


## Post-Test Questions

Once a student's test responses have been submitted, each assessor is asked to (Figure 23):

1. rate the student's performance level (Emerging, Novice, Proficient, Advanced) based on their perception of all the academic information the assessor knows about the student. Specific definitions of each of these categories vary by grade level and tier of the test being administered, but will be presented to the assessor to help make a decision;
2. rate the student's test performance in relation to the student's performance on similar content in the classroom;
3. (only for *PASA-Science* assessments) select the tier test they would have chosen for the student.

Figure 23. Post-test questions



The screenshot shows a web-based form titled "Please answer these post-test questions:". It contains four numbered questions, each with a "Click to Select" dropdown menu. The questions are:

1. Based on interactions with this student in the classroom with **this content**, I would estimate their performance category (found [here](#)) to be:  
Click to Select
2. Based on interactions with this student in the classroom with **this content**, my student's performance on this *PASA* assessment was:  
Click to Select
3. I am the teacher who provides most of the instruction in this content for this student:  
Click to Select
4. Which tier would you have requested for this student?  
Click to Select

At the bottom right of the form is a button labeled "Complete Test".

## Accommodations

The design of the *PASA* assessments incorporate a universal test design. Inherent in the universal design of the tests are several accommodations such as; a tiered cognitive structure for the tests, presentation of items with images rather than words, and a multiple choice answer format which decreases language demand for the student.

Sometimes, however, additional accommodations are needed. By definition, these accommodations are adjustments to test administration that **reduce the impact of the student's disability but do NOT change the construct being measured or reduce the learning expectations for the student.** No accommodations should be used on the *PASA* that are not used during daily instruction. Likewise, accommodations that are used during daily instruction, should be used on the *PASA*.

The *PASA* assessment should **NOT** be the first time an accommodation is used for a student.

### General Accommodations

Students are permitted to indicate their answer choice on the *PASA* in different ways, including but not limited to:

- saying or signing the letter associated with their choice,
- saying or signing a word or words associated with their choice,
- using a keyboard,
- pointing to their answer choice,
- gazing at their answer choice,
- gesturing in some way at their answer choice,
- using assistive technology, or
- using a combination of these.

**Please note that a student does not have to respond by selecting a letter.** For instance, they may respond with a word or phrase to indicate their choice or by giving the number answer to a math problem.

To present items to the students, several general accommodations are permissible, including:

- cutting apart the item context and answer choice images to provide more space between options
- answer choices must be displayed in same order and orientation as the original page.
- adding Braille or texture to letters, charts or graphs,
- using the student's behavioral plan or positive reinforcement system,

- using assessor-provided objects, or
- amending the everyday language used in item presentation and prompts.

Using Assessor-Provided Objects - The guidelines for substituting objects for answer options during *PASA* administration are as follows:

1. Objects are assessor-selected. *PASA* does NOT provide objects beyond those included in the math kits for test administration.
2. Objects should be the same as or similar to those used for daily instruction,
3. The *PASA* assessment should NOT be the first time a student uses objects as concrete representations.
4. Objects should be of similar size, shape, and color (preferably neutral), such that neither the correct answer nor an incorrect answer choice is highlighted.
5. Objects should be age and grade-appropriate.
6. Objects must be substituted consistently across all answer options for an item. For instance, assessors may not provide objects for 2 of the 3 answer choices. They must provide objects for all 3 answer choices.

Adjusting Everyday Language - Adjusting everyday language for item presentation and item prompts during *PASA* administration is acceptable as long as; only the everyday language associated with the item is changed, academic vocabulary is not changed, and changing the language does not change the concept being assessed or the difficulty level of the item.

General guidelines for permissible changes to everyday language on *PASA* tests are:

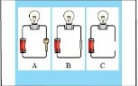
- If academic vocabulary is used (e.g., subtract, multiply, mammals, density, force), it should not be changed.
- If the item is assessing vocabulary words or affixes, definitions should not be given unless provided by the script.
- Any change in language that changes the content being assessed, makes the item easier or less complex, or directs the student to the correct answer is NOT permitted.

If you have questions about whether a language change is permissible or not, it is best to follow as closely as possible to the provided script.

Figure 24. Examples of permissible changes to everyday language

<p><u>Original Prompt</u></p> <p>Find what will happen to the seesaw when a large man and a small child climb on it.</p>	<p>Show me what happens when a large man and a small child climb on the seesaw.</p> <p>Find what will happen when a large man and a small child get on the seesaw.</p> <p>Find what will happens when a big man and a small child climb on the seesaw.</p> <p>What happens to the seesaw when a large man and a small child climb on it?</p>
--	--

Figure 25. Example of non-permissible changes to an item

<p><small>Predict the results of a specific change to one part of a system on the system as a whole (e.g., organ systems, water cycle, weather systems, ecosystems, electrical systems, transportation systems).</small></p>  <p>Point as you say:</p> <ol style="list-style-type: none"> <li>1. This is a light bulb.</li> <li>2. The light bulb suddenly stopped shining.</li> </ol> <table border="1" data-bbox="259 1171 750 1205"> <tr> <td>First Prompt</td> <td>Correct Answer</td> </tr> <tr> <td>Find which picture shows why the lightbulb stopped shining.</td> <td>C</td> </tr> </table>	First Prompt	Correct Answer	Find which picture shows why the lightbulb stopped shining.	C	<p>Find which picture shows a broken (open) circuit.</p> <p>Note the AEC and how rephrasing the question changes what is being assessed. The original question asks the student to <u>identify the cause of the change in the system</u> while the rephrasing of the question asks the student to <u>select the assessor identified cause of the change in the system</u>.</p>
First Prompt	Correct Answer				
Find which picture shows why the lightbulb stopped shining.	C				

## Non-permissible Accommodations

Please be aware that some accommodations are NOT acceptable. These include, but are not limited to:

- reducing the array of choices after one incorrect response,
- displaying the answer choices in a different order or orientation as the original,
- using hand-over-hand to guide students to the correct answer and record the answer as if the student made the selection themselves (record 'No Response' for these items),
- if using sign language, using signs to present the item which gives away the correct answer,
- using the phrase "Try again" to provide additional opportunities to the student is not allowed,
- using the phrase "Try again" after an incorrect response,
- using silent prompting, such as waiting for a student response until the response is correct, or waiting to voice praise until the correct response is selected,
- changing the script except in the allowable ways described previously,
- teaching skills as you administer the test,
- skipping items or administering the items in a different order,
- any other method of prompting which allows the student additional chances to answer the item, directs the student to the correct answer choice, or signals the student's answer is incorrect.

In general, accommodations that do NOT change the meaning, intent, or difficulty of the item are acceptable. If you have questions about accommodating a specific disability not addressed here, or have questions about a specific accommodation and for whom and how it can be used; contact *PASA* directly at [PASAtest@pitt.edu](mailto:PASAtest@pitt.edu).

## Accommodating Special Populations

The move toward universal test design means that special 'versions' of the tests are no longer available. The following pages present permissible accommodations and special instructions for administering the *PASA* to sub-populations taking the assessments for which specialized versions of the test have been offered in the past. **Even if a student does not fall into one of these sub- populations, some of these accommodations and special instructions may apply.**

### English Language Learners

For English Learners (ELs), a native language interpreter may be retained to administer the *PASA*. Since the *PASA* is scripted, the interpreter need only administer the test as written in the student's native language. The interpreter may also make use of the other general accommodations as they present items to the student and enter responses. Additionally, first year EL students are exempt from the *PASA-ELA* test, but not the *PASA-Math* or *PASA-Science*

tests. Any interpreter retained MUST have a signed test security agreement which must be kept on file at the LEA.

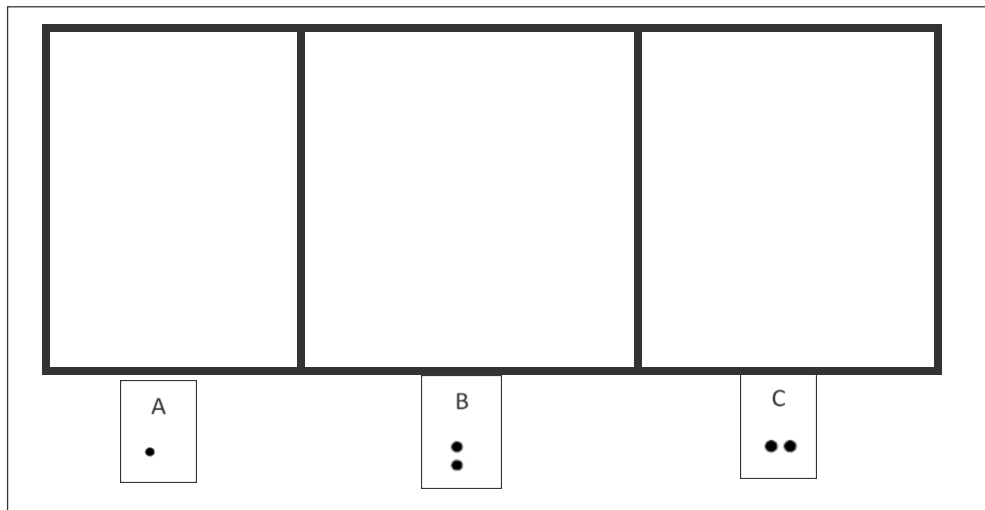
### **Students who are Blind or have Low Functional Vision**

There are several adaptations for students with low functional vision that can be applied to any item:

- Separating the contextual picture from the answer choice pictures by cutting the page apart,
- Cutting out the answer choices and presenting them in the same order AND orientation, but with an appropriate amount of space between them and/or in the best visual field,
- Covering or removing the letters A, B and C from the answer choices to remove visual clutter whether cutting the page apart or not. However, make sure answer choices are presented in the same order AND orientation,
- Using black occluder squares to present one answer choice at a time and/or covering the contextual picture after presentation,
- Mechanically enlarging the size of the pictures presented to the student,
- Presenting the answer choices magnified using a ‘whiteboard’ or opaque projector,
- Presenting the object or picture options against a black or different colored background,
- Using rich verbal descriptions to present items as long as the correct answer is not ‘given away,’
- Using prescription optical devices,
- Using a slant board.

Using objects to present an item and/or answer choices as long as objects are an accommodation used during instruction (see previous references pertaining to use of objects). If using objects, a divided work tray is recommended. One answer option can be provided in each compartment of the tray, and a print, large print, and/or braille label can be placed below each compartment. Not only will this allow the student to work with materials in a defined space, but it will also permit consistent presentation of answer options which may facilitate independent tactile exploration as well as communication.

Figure 26. Divided work tray for students who are blind or have low vision



Additionally, you may tactually enhance pictures using adaptation materials (e.g., tactile stickers, Wikki Stix) or using tactual graphics (e.g., computer-generated raised images). Tactile enhancements must be consistently applied to all answer choices and contextual pictures within the same item such that the correct answer is not ‘given away’.

### Students who are Deaf or Hearing Impaired

During the presentation of materials, test administrators may use the following script:

1. Point to the picture as you **say and/or sign:** *present the item materials*
2. Point to each picture as you **say and/or sign:** *present answer choice options*
3. Correct responses from the student may be:
  - Points to *picture*
  - **Says and/or signs** “*Answer*”
  - **Says and/or signs** “*A, B, C*”

If the student answers incorrectly on the first prompt, **say and/or sign:** *present clarification*. The materials script above and contained in the Assessor materials may be presented to the student in the modality and sign system (ASL, SEE, or PSE) that the student uses for daily communication and instruction. In addition, when the presentation of material script uses the following adverbial terms, the test administrator may point to the test item pictures or sign above the test item: *here, this, which one, which of these, which group of things, or this arrow means*.

As the *PASA* test are content specific tests, it contains specific technical vocabulary associated with Pennsylvania Standards. It is understood that during the course of daily instruction, the educational team may develop signs to convey the technical vocabulary to the student. These



signs may be used as part of the assessor’s sign selection. However, select signs should NOT signal correct item responses. To further clarify sign interpretation, suggestions for administration may be indicated on specific test item skills.

## Students with Multiple Significant Cognitive, Communication, Physical, and/or Sensory Disabilities

During the presentation of materials, test administrators should use the following adapted script:

1. Point to the picture as you present the item,
2. Point to each picture as you present answer choice options,
3. Present ***ALL*** answer choices a second time separately asking ‘yes’ or ‘no’ for each choice. You **MUST** present all answer choices each time so that you can be sure that the student is indicating the correct answer and **ONLY** the correct answer.
4. If student gives a ‘yes’ response to more than one answer, direct the student to choose only 1 answer and then repeat #3.
5. At this point, after presenting ***ALL*** answer choices as indicated in #3:
  - a. If a correct response is chosen, record it and move on.
  - b. If more than one response or an incorrect response is chosen, record the/an incorrect response and move to the next skill item.

Students also may use assistive technology, yes/no cards, eye gaze, or switches to select their response as well as any of the general accommodations outlined previously or those outlined elsewhere for special populations.

## Accommodations Used

To ensure an equitable testing experience for all students taking the *PASA*, accommodations used during the test are catalogued and reported. The *Accommodations Used* form catalogues the accommodations used for student responses as well as those used by the assessor for presentation of the items. Completing the *Accommodations Used* form is a required part of completing the assessment for any student whether or not accommodations were used. The form need only be completed once per student. The form is accessed under the “Assess” tab.

Figure 27. Accessing the Accommodations Used form

PASA ID	Last Name	First Name	Grade	Assessor	Data Entry	Live Administration	Accomms Used	Finished
127102	Pavel	Maja	8	Account, Assessor	<input checked="" type="checkbox"/> ELA Data <input checked="" type="checkbox"/> Math Data <input checked="" type="checkbox"/> Science Data	<input checked="" type="checkbox"/> Assess ELA <input checked="" type="checkbox"/> Assess Math <input checked="" type="checkbox"/> Assess Science	ELA not assessed? <input type="checkbox"/> Mth not assessed? <input type="checkbox"/> Sci not assessed? <input type="checkbox"/>	<input checked="" type="checkbox"/> Accomms <input checked="" type="checkbox"/> Finished

If no accommodations were used, select ‘No’ and then ‘Save and Submit’ to complete this portion of the assessment. If accommodations were used, select ‘Yes’ and then select the accommodation(s) used from the list provided.

Figure 28. Indicating whether accommodations were used

**Assess Students**

An assessment is considered complete once:

- responses
- a video of
- support
- the student

These steps should be completed before you can upload the student's response.

How will the student be assessed? You can upload the student's response.

**Benedict Jones - Accommodations Used**

Were Accommodations Used? ☒ Yes (Select which ones below) ☐ No (You're all done!)

1. Presentation Accommodations:

Student's Behavioral Plan was used	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student's Behavioral Plan was NOT used	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

118251

Save and Finish Later Save and Submit

## Accommodations Used for Item Presentation

Assessors should indicate ALL accommodations used for item presentation. The native language for EL students as well as whether sign language was used to present an item should be indicated. If additional accommodations not listed were used, select other, and then indicate the specific accommodations in the text box.

Selecting 'All' means the same accommodation was used for all content area tests. Alternately, a single content area can be selected if the accommodation was used for only one content area test.

Figure 29. Selecting item presentation accommodations were used

**Assess Students**

An assessment is considered complete once:

- responses
- a video of
- support
- the student

These steps should be completed before you can upload the student's response.

How will the student be assessed? You can upload the student's response.

**Benedict Jones - Accommodations Used**

Were Accommodations Used? ☒ Yes (Select which ones below) ☐ No (You're all done!)

1. Presentation Accommodations:

	All	ELA	Math	Science
ESL (not sign language) - Interpreter Used (Native Language: )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sign Language - Interpreter Used	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Braille (specify in student record)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

With the exception of speaking the letter or words, the method used for responding should be indicated. A few special circumstances are as follows:

- Figure 30. Selecting student response accommodations were used

### Environmental Accommodations Used

## Discontinuing the Test

46

**Three consecutive non-responses in the middle of the test does NOT signify a 'lack of meaningful' participation.**

**It is NOT permissible to discontinue a test because a student is providing wrong answers.**

When terminating the test for any reason, a reason must be recorded in the student record. The list of reasons for discontinuing a test are:

1. Student did not actively participate (i.e., did not orient towards or show awareness of the presence of test materials, did not demonstrate any response to assessor's prompts in any mode).
2. Student displayed disruptive and dangerous behavior (e.g., severe self-injurious behavior) that interrupted test administration even with the use of preventative behavioral supports and could not be reassessed even after repeated rescheduling.
3. Student experienced a medical incident (e.g., illness, fatigue, etc.) that interrupted test administration and could not be reassessed even after repeated rescheduling.

See [Figure 11](#) (digital) and [Figure 16](#) (non-digital) for instructions on how to discontinue a test.

In the case of a discontinued test, a student will receive the lowest scale score possible and assigned the lowest performance category but will be included for participation accountability purposes.

### **Non-Assessed Students**

Every effort should be made to assess every student on your roster during the testing window. If a student cannot be assessed despite your best efforts, the student record should be updated to reflect this for each content area test not taken. To document a 'Not Assessed' student:

1. navigate to the "Assess" tab,
2. select the '<Content Area> not assessed' link,
3. select a reason from the drop-down box.

Figure 31. Documenting a non-assessed student

**PASA** ELA MATH SCIENCE

assessor@pasadigital.com Logout | Account | Test Security

Home Training Students Tests **Assess**

### Assess Students

**Note:** Students must be verified by both Assessor and Assessment Coordinator before they will appear on the roster below.

An assessment is considered complete once:

- responses for the student are entered into the digital system (via Data Entry or Live Administration) for each applicable content area,
- the Accommodations Used area has been completed for the student.

These steps should be completed for each content area for which a student should be assessed.

**How will you input the Student Answers?**  
Inputting student answers is built into the live administration interface (digital option) while giving the test. If you choose not to use the Live Administration option, use the Data Entry button below instead.

**How will you display the Student Materials?**  
You can use either printed materials or if you have two devices (computers or tablets), display the materials digitally on the second device.

More information is available after you click Live Administration and select that you're using the Assessor Device.

PASA ID	Last Name	First Name	Grade	Assessor	Data Entry	Live Administration	Accomms Used	Finished
127102	Pavel	Maja	8	Glasgow, Aaron	<input type="checkbox"/> ELA Data <input checked="" type="checkbox"/> Math Data <input checked="" type="checkbox"/> Science Data	<input type="checkbox"/> Assess ELA <input checked="" type="checkbox"/> Assess Math <input checked="" type="checkbox"/> Assess Science	ELA not assessed Mth not assessed Sci not assessed	
118251	Robinson	Emma	8	Account, Assessor	<input type="checkbox"/> ELA Data <input type="checkbox"/> Math Data <input type="checkbox"/> Science Data	<input type="checkbox"/> Assess ELA <input type="checkbox"/> Assess Math <input type="checkbox"/> Assess Science	ELA not assessed Mth not assessed Sci not assessed	

**Select a reason why ELA was not assessed:**

- Extended Absence
- Deceased
- Medical Emergency
- Inappropriate Grade (1, 2, 9, 10, Or 12)
- No Longer Taught By This Service Provider
- Taking PSSA / Keystone Exams
- Religious Exemption
- Moved out of State
- Moved to a different Service Provider
- Student Refused To Test
- Parent Opted Out
- EL Exemption (for first year in US only)

Reasons provided for not assessing a student include:

- EL Exemption (for first year in US and *PASA-ELA* test only)
- Extended Absence
- Deceased
- Medical Emergency
- Inappropriate Grade (1, 2, 9, 10, or 12)
- Inappropriate Grade for Science (not in 4, 8, or 11)
- No Longer Taught by This Service Provider
- Moved Out of State
- Taking PSSA/Keystone Exams
- Student Refused to Test
- Religious Exemption
- Parent Opted Out

Please be aware that, as in the case of religious exemptions, these students are factored into accountability data and could negatively affect school performance profiles.

## Completing an Assessment

A test administration for a student is considered complete when:

1. all student responses are entered into the *PASA-Digital* site,
2. an *Accommodations Used* form is completed for the student.

**All student responses must be entered and *Accommodations Used* forms submitted in the digital system by the end of the testing window.**

Once the testing window has closed, assessors should ensure that no copies of any assessment materials remain in their possession. Therefore, any assessors printing copies of the test items must ensure all electronic copies of the test are removed from their devices (computers and printers). This includes, but is not limited to:

- clearing temporary and cache files from your internet browser,
- clearing temporary files from your computer,
- clearing stored files from printers used to print copies of the test items.

These tasks should be done by your LEA/service provider's IT representative(s) and assessment coordinators are expected to ensure their completion.

### Reminder

All communications to the vendor and/or BSE must be made by the designated Assessment Coordinator.

## **APPENDIX A**

### **CHECKLIST FOR PASA ADMINISTRATION**

Before the testing window opens:

- ✓ Review IEP(s) for eligibility.
- ✓ Make sure PASA accounts are accessible (e.g., reset password).
- ✓ Ensure student(s) are properly enrolled.
- ✓ Complete online training modules and proficiency tests.
- ✓ Determine the test administration option that will be used. If any printing is required, the school must do this ahead of time.
- ✓ Maintain security of any printed test materials.
- ✓ Review administration instructions as outlined in the Test Administration Manual.

During the testing window:

- ✓ Follow the script to administer each item.
- ✓ Enter the student's response for each item on the test in the PASA digital system.
- ✓ Complete the Accommodations Used form for each student in the PASA digital system.
- ✓ Answer the post-test questions in the PASA digital system.
- ✓ Document any non-assessed students on your roster by choosing the appropriate reason from the drop-down menu in the PASA digital system.

After the testing window closes:

- ✓ The LEA/service provider must properly destroy any printed materials in the same manner they would destroy other student confidential materials. Materials are no longer shipped back to the vendor.
- ✓ Ensure any downloaded tests or materials are cleared from the computer's cache and not saved anywhere on the computer/device. LEAs and service providers may elicit the assistance of their IT department in doing so.