



# Test Coordinator Manual

## Summative Testing

# Contact Information

## Test Materials

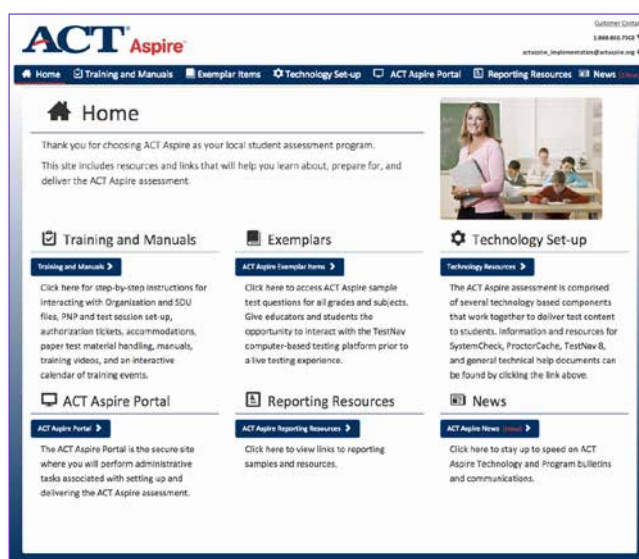
Please verify that the contents of the shipment match those listed on the enclosed packing list. Count the individual testing materials to ensure receipt of all materials listed, and confirm that the materials have not been tampered with in any way. If there are any discrepancies in quantities or other concerns, immediately call ACT Aspire Customer Service at 888.802.7502, 6:00 a.m.–7:30 p.m., central time, Monday through Friday, or email [ACTAspire\\_Implementation@ACTAspire.org](mailto:ACTAspire_Implementation@ACTAspire.org).

## Test Administration

As test coordinator for your school, you are responsible for reading and understanding this manual, which contains the instructions for receiving, handling, and returning the test materials, as well as the *Room Supervisor Manual*, which contains the procedures and verbal instructions for administering the tests. If you or your faculty or staff have any questions about the tests, call ACT Aspire Customer Service at 888.802.7502, 6:00 a.m.–7:30 p.m., central time, Monday through Friday, or email [ACTAspire\\_Implementation@ACTAspire.org](mailto:ACTAspire_Implementation@ACTAspire.org).

Visit [actaspire.pearson.com](http://actaspire.pearson.com) for links to the following sites:

- ACT Aspire Portal administrator/teacher sign in
- ACT Aspire System Check for TestNav 8
- ACT Aspire Student Sandbox
- Avocet (a collection of manuals, guides, and help sheets)
- ACT Aspire Training Management Site (TMS)
- Many more helpful resources



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# Overview

This manual contains the instructions for coordinating test administration of the ACT Aspire® Grades 3–Early High School (Grades 9–10) English, Mathematics, Reading, Science, and Writing subject tests. It refers to a test coordinator and a room supervisor.

You, as the test coordinator, are the main ACT Aspire contact at your school and the person who makes arrangements for the secure administration of the tests. You will also securely store, distribute, and collect the test materials at your school if your school is conducting paper-based testing. The room supervisor(s) will be responsible for the secure administration of the tests to students according to the procedures described in the *Room Supervisor Manual*.

This *Test Coordinator Manual* is divided into three sections:

- General Information (applies to all testing by subject)
- Paper Testing Instructions
- Online Testing Instructions

The *Room Supervisor Manual* is available to download under the “Room Supervisor” section of the Avocet website. Be sure to download the manual specific to your school’s testing format (either paper or online testing). You will need to become familiar with the instructions provided in both this *Test Coordinator Manual* and the *Room Supervisor Manual* that corresponds to the format or formats your school is scheduled to administer.

The *Room Supervisor Manual* should be made available to your testing staff in advance of test day so they may become familiar with the testing procedures.

Training and test administration resources are available online on websites associated with ACT Aspire: [actaspire.tms.pearson.com](https://actaspire.tms.pearson.com) houses training videos and [actaspire.avocet.pearson.com](https://actaspire.avocet.pearson.com) includes links to all other training materials.

# General Information

## Policies and Procedures

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

## Standardized Procedures

Throughout this manual, there are detailed directions for securing test materials and administering tests in a standardized manner.

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

Relatives of students taking ACT Aspire should not serve in the role of room supervisor in the same testing room as the student relative. It is permissible for a relative to serve as a room supervisor in the same school/district as a related student provided that student is not testing in the room being supervised by the related testing staff person.

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

- accessing or obtaining a test booklet or test questions prior to the test for any reason (An exception is provided for American Sign Language interpreters assisting ASL students. See “Preparation for Signing Test Items” in appendix C of the *ACT Aspire Accessibility User’s Guide*.)
- photocopying, making an electronic copy, or keeping a personal copy of the test or of any test items (An exception is provided for students who need to use digital scanning magnification for test items. See the *ACT Aspire Accessibility User’s Guide*.)
- taking notes about test questions or any paraphrase of test questions to aid in preparing students for testing

- aiding or assisting a student with a response or answer to a secure test item, including providing formulas
- rephrasing test questions for students
- creating an answer key or “crib sheet” of answers to test questions
- editing or changing student answers after completion of the test, with or without the student’s permission
- allowing students to test in an unsupervised setting
- leaving test materials in an unsecured place or unattended
- failing to properly report and document incidents of prohibited behavior involving students, staff, or others
- allowing students to test longer than the permitted time
- failing to return and account for all testing materials after the testing session has ended

## Test Security

To ensure the integrity of your students’ ACT Aspire results, testing personnel must protect the security of test materials as described in this manual. ACT Aspire materials are copyrighted by ACT or its licensors and cannot be duplicated, copied, resold, or redistributed for commercial or other use, and must also be returned to ACT Aspire after testing. ACT Aspire assessments must be administered by school or district personnel holding a current license from the Arkansas Department of Education as a teacher or administrator.

## Investigations

In cases of suspected or documented irregularities, all testing personnel are obligated to cooperate fully in subsequent investigations and respond to the ADE and/or ACT Aspire’s requests for information in a timely manner.

## Equal Treatment

All staff are required to administer and supervise ACT Aspire in a nondiscriminatory manner and in accordance with all applicable laws, including the Americans with Disabilities Act, which covers available testing accommodations.

## Fair Testing Practices

ACT and its affiliates endorse the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, which guide the conduct of those involved in educational testing. ACT and its affiliates are committed to ensuring that each of its testing programs upholds the guidelines in each *Code*.

## ACT Aspire Data Use

Student scores and other information provided on their answer documents or through the online testing system are governed by the [ACT Aspire data use policy](#).

## Accessibility and Accommodations for ACT Aspire

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

“Default Embedded System Supports” are those accessibility features that are made available as needed to all students for the online or paper version of ACT Aspire.

“Open Access” tools are also available to all students, but they must be identified in advance in the ACT Aspire Online Portal and selected from the pull-down menu inside the test to be activated (online format), or they must be planned in advance and provided locally.

“Accommodations” are considered high-level supports that are needed by relatively few students and require special expertise, experience, and security protocols to select and use effectively. The system requires accommodation-level tools to be *requested in advance by educational personnel* on behalf of the student through the online ACT Aspire Personal Needs Profile (PNP) process. This will allow any needed resources to be made active for the student.

Administration of ACT Aspire with accommodation-level supports is a locally determined decision. In ACT Aspire, any student—with or without an identified disability—may use an accommodation that appropriately matches the student’s needs. ACT Aspire recommends that students who use accommodation-level supports have a formally documented need as well as relevant knowledge and familiarity with these tools to qualify. This policy decision, however, regarding who may use accommodation-level accessibility supports rests with your local governing educational authority. For specific policy advice regarding who is permitted to use an accommodation-level support in your area, please refer to ADE policies.

The selection and use of accommodation-level tools require special expertise and resources. To be effective for an individual student, they must be carefully chosen. Any formal qualifying procedure that is required by the responsible educational authority must be completed prior to completing the PNP request process.

For both paper and online testing, test coordinators or room supervisors must select accommodations through the online Personal Needs Profile (PNP) process in the ACT Aspire Portal.

See the ACT Aspire *Accessibility User’s Guide*, available on the Avocet website, for further information on the types of accessibility tools and accommodations available and how to administer and record them.

## Test Format

The English test for ACT Aspire is composed of selected-response (multiple-choice) questions. The writing test includes one constructed-response item only. The other three subject tests include a combination of selected-response and constructed-response items; all constructed responses must be provided in English. Online tests also have technology-enhanced items.



## Sample Test Questions

Sample test questions are available in Sandbox at [tn.actaspire.org](https://tn.actaspire.org). Sandbox provides users an opportunity to simulate the online test and view sample test questions. Exemplar ACT Aspire online test questions are also available by visiting [actaspire.pearson.com](https://actaspire.pearson.com). To find supporting documents identifying reporting categories, standards, depth-of-knowledge levels, and correct responses, visit the ACT Aspire Exemplar page.

## How to Schedule Testing

After student information has been uploaded into the ACT Aspire Portal, students must be assigned a paper or online test session by grade and subject. You may choose the date(s) on which you want to test as long as the date(s) is(are) within the boundaries of the overall testing window. Subject tests can be administered in any order and in multiple sessions, as is convenient for your school. Schedule enough time for each subject test to be completed in a single sitting. Students should not start a test unless there is adequate time for them to finish on the same day.

## Scheduling Test Sessions

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

In scheduling multiple tests or the whole battery, also keep in mind the administrative time room supervisors need to transition to the next test according to the collection/distribution of test materials and the reading of Verbal Instructions.

English Text Audio for Sighted and English Audio for Blind forms require 300% of the standard test time. When selected in the PNP, these will automatically launch at 300% the standard test time for the online test. Table 1 shows the actual times the test will launch for standard forms and audio forms.

## Use of Calculators on ACT Aspire

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

- Students taking the Grades 3–5 Mathematics subject tests cannot use a calculator. All problems can be solved without a calculator.
- Students are allowed, but not required, to use an approved calculator on the Grades 6–Early High School (Grades 9–10) Mathematics tests. Students are encouraged to use a personal calculator they are familiar with, but a calculator tool will also be available within the online testing system for the Grades 6–Early High School (Grades 9–10) Mathematics tests.

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

It is the school's responsibility to confirm that all calculators used by students are approved and cleared before testing. A list of permitted and prohibited calculator models can be found on the Avocet website ([Avocet/Calculators/Calculator FAQ](#)).

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

Grade	English	Math	Reading	Science	Writing
<b>Standard Test Forms</b>					
3	30	55	60	55	30
4	30	55	60	55	30
5	30	55	60	55	30
6	35	60	60	55	30
7	35	60	60	55	30
8	35	65	60	55	30
EHS	40	65	60	55	30
<b>English Text Audio for Sighted, English Audio for Blind</b>					
3	n/a	165	n/a	165	90
4	–	165	–	165	90
5	–	165	–	165	90
6	–	180	–	165	90
7	–	180	–	165	90
8	–	195	–	165	90
EHS	–	195	–	165	90

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

## Selecting and Training Testing Staff

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

### Room Supervisors

Be sure that everyone involved in test administration has access to the *Room Supervisor Manual* and is familiar with its contents. All manuals are periodically updated, so it is important to check the Avocet website for updated versions before each new test administration. A licensed room supervisor is needed in each testing room to read directions and monitor students. If test rooms have more than 25 students, additional personnel may be assigned to assist the room supervisor.

Before the test day, all testing personnel should read all of the testing instructions carefully, particularly the verbal instructions, which will be read aloud to students on test day. It is important that testing personnel are familiar with these instructions.

### Room Supervisor Qualifications

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

- proficient in English
- experienced in testing and classroom management
- a staff member of the institution or district where the test administration will take place
- currently licensed by the ADE as a teacher or administrator

To protect both students and the room supervisor from questions of possible conflict of interest, the following conditions should also be met. The room supervisor should:

- not be a relative or guardian of a student in their assigned room
- not be a private consultant or individual tutor whose fees are paid by a student or student's family

### Room Supervisor Responsibilities

Specific responsibilities are:

- Read and thoroughly understand the policies, procedures, and instructions in the *Room Supervisor Manual* and other materials provided.
- Supervise a test room.
- Distribute test materials if administering paper tests.\*
- Start a test session if administering online tests.
- Help students sign in to the online testing system if administering online tests.\*
- Read test instructions.
- Properly time tests.
- Walk around the testing room during testing to be sure students are working on the correct test and to observe student behavior.\*
- Monitor the online testing system as needed.
- Pay careful attention to monitoring students' behavior during the entire testing session.\*
- Collect and account for all answer documents, test booklets, and scratch paper (or, for online testing, authorization tickets) before dismissing students.\*
- Ensure students have stopped testing and have correctly signed out of the online testing system.\*
- Complete documentation of any testing irregularities.

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

### Responsibilities of Other Testing Staff

Other licensed school staff can assist the room supervisor with an administration to a group. The student to teacher ratio as determined by the ADE Academic Standards for Accreditation must be maintained. Groups exceeding the class size limit require additional licensed staff members than allowed in the Standards for Accreditation.

## Staff Training Sessions

To ensure that the administration of the tests is standard, it is important for all of your testing staff to understand the testing procedures outlined in the *Room Supervisor Manual* and other training resources.

The ADE requires that you conduct a training session prior to testing for all testing staff to discuss the testing guidelines and organizational details of testing your students, including:

1. Security of Test Materials (paper testing only)
  - A. Describe how the materials will be distributed to the test rooms and how room supervisors are to count them.
  - B. Emphasize that room supervisors are to count test booklets when they receive them from the test coordinator and again before students are dismissed.
  - C. Emphasize that staff members should never leave a test room unattended.
2. Security and Materials for Online Testing
  - A. Ensure that all room supervisors have access to the ACT Aspire Portal.
  - B. Explain that authorization tickets should be printed in advance and stored in a secure location.
  - C. Describe how to use the online testing system—see the ACT Aspire *Portal User Guide* posted on the Avocet website for step-by-step instructions.
  - D. Emphasize that room supervisors must collect used and unused scratch paper and authorization tickets after testing.
  - E. Emphasize that staff members should never leave a test room unattended.
  - F. Emphasize that test sessions must be started in the ACT Aspire Portal before students can sign in to the test.
3. Activities Before the Test
  - A. Determine which set of verbal instructions room supervisors are to follow. Room supervisors should clearly mark those instructions in their manuals.
  - B. Develop and share with staff a contingency plan for handling unexpected situations that may arise that could affect testing. See Avocet for the ACT Aspire Contingency Plan document.
4. Test Day
  - A. Discuss when and where staff members are to report on the test day.
  - B. Stress that no one may be admitted to the testing room once the timed tests have begun. Determine how to handle late arrivals.
  - C. Stress that verbal instructions for the tests must be read verbatim.
  - D. Stress that answer documents, test booklets, and login credentials should not be distributed prior to admitting students.
  - E. Stress that accurate timing of each test is critical. For paper testing, room supervisors must record the start, five-minute warning, and stop times in the manuals. Discuss the consequences of a mistimed section.
  - F. Emphasize that staff members must not read (other than the Room Supervisor Manual), correct papers, or do anything unrelated to administering the test. Their attention should be focused on the students.

- G. Emphasize that conversations among staff must be quiet and kept to a minimum. Even whispered conversations can be distracting to students while testing.
  - H. For room supervisors who are administering the Grades 6–Early High School (Grades 9–10) Mathematics test, emphasize that calculators should be checked before testing to ensure they meet ACT Aspire standards and are cleared. Review permitted and prohibited calculators listed on the Avocet website (Avocet/Calculators/Calculator FAQ).
  - I. Note that during the test, staff members should walk quietly around the room, be available to respond to students’ questions, assist in the case of illness, and check that students are working on the correct test. In rooms where students are taking online tests, staff should ensure students have signed in to the correct test and assist them with technical or system navigation issues. Room supervisors and staff members may not assist students with the use of online tools or functionalities.
  - J. Discuss procedures for a student leaving during the test to go to the restroom. For online testing, review **“Test Session Interruptions”** on the Avocet website for instructions on how to pause a test for a student.
  - K. Discuss what actions to take if staff members observe prohibited behavior. Review plans for dismissing students (e.g., where they are to be sent, how to maintain vigilance in the test room, documenting actions taken).
  - L. Discuss what actions to take in the case of a group irregularity (e.g., a power outage) or an emergency.
  - M. Discuss potential individual irregularities and actions to take.
  - N. Review the Testing Irregularity Report.
5. After the Test
- A. Emphasize that room supervisors administering paper tests must verify the count of used and unused test booklets, then return test materials, scratch paper, and Irregularity Reports to the test coordinator.
  - B. Emphasize that room supervisors administering paper tests should verify that all answer documents have the correct test form gridded.
  - C. Emphasize that room supervisors administering online tests must collect all used and unused scratch paper and authorization tickets and return them to the test coordinator.
  - D. Emphasize that all test sessions must be closed in the ACT Aspire Portal after all students assigned to the test session have completed testing. If a student is absent from testing or was unable to complete the test, the test session may be left open until the student is able to complete his/her test. The student can sign back in and resume testing where they left off.

## Damaged or Contaminated Test Materials

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

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

## Prohibited Student Behavior

It is the room supervisor's responsibility to document all instances of the following behaviors on the Testing Irregularity Report provided in the *Room Supervisor Manual* for paper, or directly in the ACT Aspire Portal in the case of online testing. The following student actions are prohibited and violate ACT Aspire testing policies and procedures.

- Looking at someone else's test booklet or answer document, or computer/device screen display
- Giving or receiving assistance
- Disturbing other students
- For paper testing, using notes or other unauthorized aids (Scratch paper is allowed for students to do figuring, organize thoughts, etc.)
- For online testing, using any tool not contained within the online testing system, including notes or other unauthorized aids (Scratch paper is allowed for students to do figuring, organize thoughts, etc.)
- Using a calculator on any test other than the Grades 6–Early High School (Grades 9–10) Mathematics test
- Sharing a calculator with another student
- Using any device, including calculators, to share or exchange information at any time during the tests or during break (All electronic communication devices, including cell phones, must be turned off from the time the student is admitted to test until dismissal after testing concludes.)
- Attempting to remove test materials, including test questions or answers, from the test room by any means
- For paper testing, filling in circles or answering questions after time has been called, even with the test booklet closed

The direct observation of prohibited behavior requires the room supervisor to dismiss the student and invalidate/void the student's test. The ADE will require a review of testing irregularities before tests are marked as void. Please refer to ADE policies and training materials for specific procedures for reporting irregularities. You may contact the Office of Student Assessment at 501.682.4558.

## Reporting Irregularities in Test Administration

The irregularity reporting tool in the ACT Aspire Portal (for paper testing use the Testing Irregularity Report) is intended for use primarily by school personnel to record any test administration irregularities that may affect student scores or the analysis of ACT Aspire results. Recording an irregularity for a student is not the same as voiding their test and dismissing them for prohibited behavior. Instructions for using this tool can be found in the related section of the ACT Aspire *Portal User Guide*. Testing personnel should use the tool to report any of the irregularities occurring within the room. For paper testing, room supervisors should first use the Testing Irregularity Report found in the *Room Supervisor Manual*. For either format of the test, room supervisors should document any of the following occurrences during administration:

- A student engages in any instance of prohibited behavior as outlined above
- A student becomes ill or leaves the room during testing
- A student fails to follow instructions (responds to questions randomly, obviously does not read questions prior to responding, or refuses to respond to questions)
- A general disturbance or distraction occurs which could affect one or more students' results
- A student questions the accuracy or validity of an item
- A student has a technical issue that interrupts testing (online testing)
- A student has a defective test booklet or answer document (for paper testing)

For any instances where students can resume testing after illness, a technical issue, or a general disturbance, room supervisors should follow the instructions about how to resume a test session from the **"Irregularities"** section of the Avocet website.

For the latest update of irregularity categories and codes used in the ACT Aspire Portal, see the **"Irregularities"** section of the Avocet website.

The irregularities in the **Environment/Materials** category include external factors that may affect student testing. These include things like outside noises or hot/cold room temperatures, damaged, missing or stolen test materials, and occurrences like power outages, severe weather, or emergency evacuations. In the case of power outages, severe weather, or emergency evacuations that impact testing, contact the ADE.

The **Examinee** category of irregularities includes student behaviors that may affect their performance or the performance of other students. These include the exhibition of prohibited behaviors described previously, student complaints about testing conditions or challenges of test items.

## GENERAL INFORMATION

The **Staff** category includes actions testing staff may engage in that affect testing. These include failure to follow testing procedures like mistiming a test or not reading the verbal instructions from the *Room Supervisor Manual*, or other inappropriate behavior like engaging in personal communication via other staff, telephone or text during testing. Any irregularity involving staff also requires contacting the Office of Student Assessment at 501.682.4558.

The **Technical** category pertains to the performance of online testing and includes system failure, slowness, or freezing, difficulties launching the test or with students using the testing platform, and other system issues like problems with using a keyboard, mouse, monitor or other related hardware.

If you have questions about how to categorize a particular irregularity, call ACT Aspire Customer Service at 888.802.7502.

### Instructions to Students Prior to Test Day

Inform students that, on the designated date, they will be taking a test to measure what they know about a certain subject—even if they are not currently in a corresponding class. Students taking a mathematics test in grades 6 and above should be instructed to bring their calculators to class for the test. Encourage students to do their best on the tests.



# Paper Testing Instructions

## Preparing for ACT Aspire

First, you must ensure all students have been assigned to a paper test session in the ACT Aspire Portal. You will not receive materials for students not placed in test sessions. Second, check-in and securely store your shipment of testing materials once received.

## Receipt and Security of Test Materials

ACT Aspire will include the following materials in your shipment:

- packing list
- security checklist
- test coordinator kit (includes return materials)
- test booklets
- answer documents

Please keep in mind the following:

- Each test booklet will include one subject test (English, Mathematics, Reading, Science, or Writing). Answer documents are specific to the subject of the test booklet.
- Test materials are provided only for those students whose information was submitted in the ACT Aspire Portal by February 29, 2016. PNP information must be entered in order to receive necessary accommodated form(s).
- Each student name that was entered into a test session in the ACT Aspire Portal will be printed on the front cover of the answer document for the student.
- The answer documents are sorted by subject, grade, and session according to the information submitted in the ACT Aspire Portal.
- It is standard test security procedure for there to be multiple forms for each test. Test booklets are serialized, alternated by test form, and tracked for security. All booklets must be returned after the test administration. Do not unsort booklets from the order in which they are received.

- Examine your shipment of test materials and verify that the contents match those listed on the enclosed packing list. Count, but do not open, the individual test materials and other items to ensure that you have received all the materials listed, and confirm that the materials have not been tampered with in any way. If there are any discrepancies in quantities or other concerns, immediately call 888.802.7502 or email [ACTAspire\\_Implementation@ACTAspire.org](mailto:ACTAspire_Implementation@ACTAspire.org).

Used and unused test booklets and answer documents should be returned in the same box(es) the materials were received in. See “Returning Test Materials” in this chapter for instructions on returning test materials.

## Storing Test Materials

After you have verified receipt of all materials, reseal the boxes and lock them in a secure place such as a storage room, closet, cabinet, or school vault that is not accessible to unauthorized personnel. Protect the materials in such a way as to avoid accidental damage, possible theft or loss, and any conditions that could allow prior knowledge of the tests by students, teachers or others. Immediately after testing, return materials to secure storage until they are shipped back for processing.

Exercise vigilance concerning the security and handling of all test materials before, during, and after the tests are administered.

## Test Serialization and Preprinted Answer Documents

Each test booklet and answer document is printed with a serial number. Student names, dates of birth, and ACT Aspire Portal IDs are also printed on the answer documents.

**It is critical that students test using materials with the correct name and grid the correct test form (located on the test booklet) in the correct field on the answer document.** Before testing, students will be asked to fill in boxes D, G, and H on the front and back covers of the answer document. If a student has a preprinted answer document, then the student cannot add to or alter any information in boxes A, B, C, E, F and I; the preprinted information will override anything students try to change. If a student has a blank answer document, the school must fill out boxes B, C, E, F, and I for the student prior to returning the document for scoring.

## Blank Overage Answer Documents

A 5% overage of blank answer documents will be supplied to each district or independent school. If you choose to use these documents, the student information for students in a test session must be loaded to the ACT Aspire Portal, and all information must be manually gridded onto the front and back cover of the students’ documents. **Failure to enter student information into the ACT Aspire Portal and failure to grid answer documents properly will delay receipt of student test results.**

All students must be added to the ACT Aspire Portal prior to the ordering date. See the test delivery schedule under the “Schedules” section of the Avocet website for the cutoff date for ordering paper tests by February 29, 2016. Students added to the ACT Aspire Portal after February 29 will be placed in Manual Grid status. These students added after the ordering date

must test using overage documents. For additional students, paper tests may be unavailable; students may have to test online. Contact ACT Aspire Implementation to determine if additional materials can be ordered.

## Gridding an Answer Document

The following instructions explain how to grid a blank answer document (see figure 1).

### Front of Answer Document

1. **Box A.** Leave blank
2. **Box B—District/School Name**
  - Write the name of the district the student attends.
  - Write the name of the school the student attends
  - If student attends an independent or private school, write the school name in both lines.
3. **Box C—Student Name**
  - Print the student’s last name, first name, and middle initial in the appropriate boxes.
  - Fill in the corresponding circles for each letter of the student’s name.
4. **Box D—Test Form**
  - Fill in the circle next to the form number on the front cover (right side, about two inches down) of the student’s test book or large print or braille paper accommodation form.
5. **Box E—Date of Birth**
  - Fill in the circle for the month of birth.
  - Print day and year of birth and fill in the appropriate circles.

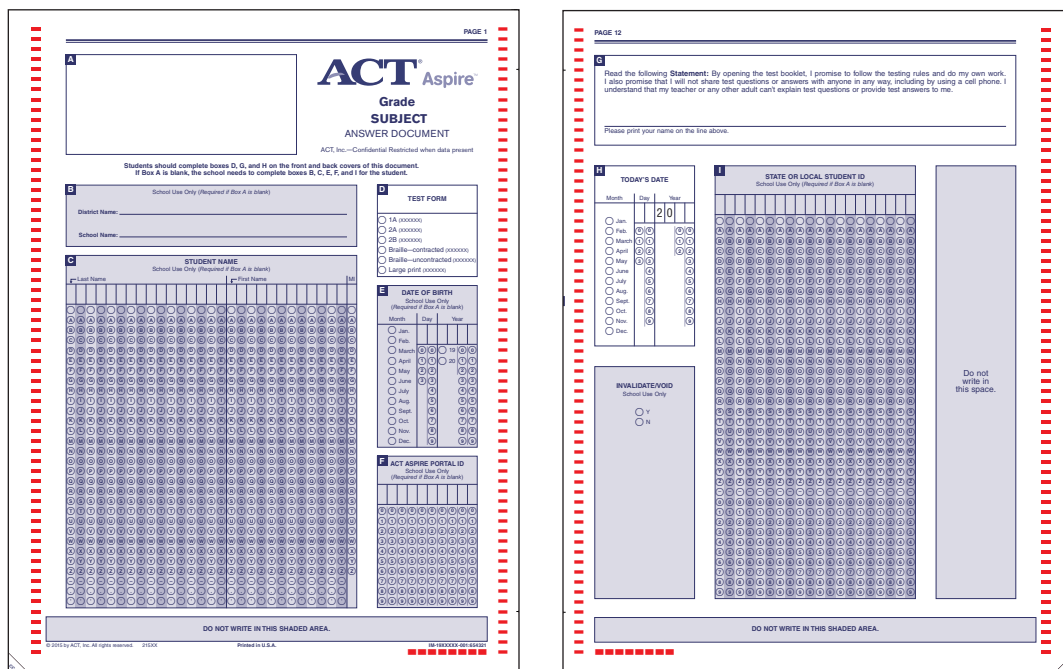


Figure 1. Front and back pages of a blank ACT Aspire answer document

Student	Status	Comments	Portal ID Number
LastName, First Name DOB:10/31/99 DOB:10/31/99 Grade 9 Student Id: 9xxxxx	Scheduled		Generate Portal ID

**Figure 2.** Appearance of a student's record in the ACT Aspire Portal. The placement of the ACT Aspire Portal ID number is circled.

#### 6. Box F—ACT Aspire Portal ID Number

- Print the student's ACT Aspire Portal ID Number in the boxes and fill in the appropriate circles.
- If you don't know the student's Portal ID Number, you must sign in to the **ACT Aspire Portal** at [www.actaspire.org](http://www.actaspire.org).
- Locate the corresponding paper test session the student's information has been loaded into.
  - If the student is not in the portal, he/she must be added at this time to generate an ACT Aspire Portal ID Number to grid into the answer document.
- Find the student.
  - The student's record will look like figure 2.

### Back of Answer Document

#### 1. Box G—Statement

- The student should print his or her name on the line provided in this box.

#### 2. Box H—Today's Date

- Fill in the circle for the month.
- Print day and year and fill in the appropriate circles.

#### 3. Box I—State or Local Student ID

- A. Print the student's state or local ID in the boxes.
- B. Fill in corresponding circles.

## Desirable Testing Conditions

Most teachers will administer the tests to their students in the classroom during regular class periods. You may test all students in a given subject at the same time if facilities and schedules permit. **All students in a room must take the same grade and subject tests.**

- Rooms (including classrooms) used for testing should offer adequate writing surfaces, ample seating, good lighting, comfortable temperatures, a quiet atmosphere, and freedom from distraction.
- The writing surface should be large enough to accommodate a test booklet and answer document side-by-side. Students should not be distracted by inadequate writing surfaces. Therefore, lapboards must not be used.
- Whenever possible, plan to seat students in a block so that all rows (side to side) and columns (front to back) have the same number of students, and seats are aligned both side-to-side and front-to-back. This arrangement simplifies the distribution, collection, and verification of test materials and minimizes the opportunity for students to observe another student's responses.
- Students should be seated a minimum of three feet apart shoulder to shoulder and a minimum of three feet apart front and back. All students should face the same direction. This minimizes

opportunities to observe another student’s responses and provides sufficient room for testing personnel to circulate through the room during testing. Figure 2 illustrates these and other acceptable (and unacceptable) seating arrangements.

- Students testing with extended time must be tested in a separate room from students testing with standard time.
- In each room, remove or cover all maps, posters, charts, and bulletin board materials related to the subject being tested.

### Other Materials Provided by the School

- Timers: Each room supervisor should have access to an accurate timepiece in order to time each test. Cell phones or other devices that allow for communication or have photographic capabilities shall NOT be used as a timer.
- No. 2 pencils: Paper tests require a No. 2 soft lead pencil for marking answers. You may instruct students ahead of time to bring pencils, but it is generally advisable to provide a supply of pencils in each testing room. A pencil sharpener should also be available in each room.
- Scratch paper: Students are instructed to do scratch work for the tests in their test booklet. However, students may be given additional sheets of scratch paper if they request it. For each additional blank sheet given to students, have room supervisors tell students to write their first and last name, school name, subject they are currently testing, and school grade at the top of the sheet. Room supervisors should collect the scratch paper after testing.
- Calculators: The school may choose to provide calculators to students in grades 6–10 or the students may bring their own calculator to the test. See the section “Use of Calculators on ACT Aspire” in this manual for additional guidelines regarding the use of calculators.

### Distributing Materials to Room Supervisors

As the test coordinator, you are responsible for maintaining the security and safekeeping of the test materials and for returning them at the conclusion of testing. All test materials, used and unused, must be returned. It is critical that you track counts of test materials distributed to and returned from each room.

If counts show a discrepancy at any point along the chain of possession, please stop and locate the missing test booklet(s) immediately.

### Returning Test Materials

After testing, materials must be stored in a locked, secure place until they are returned to the District Test Coordinator. All test booklets and other materials provided by ACT Aspire must be returned to your DTC within two business days after the testing is completed. All secure paper test materials must be received by ACT Aspire no later than May 6, 2016. You will need to prepare, package, and return the test materials. This includes returning all nonscorable materials.

You will also need to ensure that any irregularities that occurred during the testing session have been recorded. In addition to receiving irregularity reports (found in the Room Supervisor Manual) from room supervisors, you will need to enter the irregularity information into the online ACT Aspire Portal for each student affected; see the **“Irregularities”** section of the Avocet website for specific information about the procedures to follow. Make and keep a copy of all irregularity reports before returning them, in case questions arise during processing. Ensure that the testing irregularities involving staff have been reported to the ADE.

## Paper-Based Testing Seating Chart

### Acceptable Seating Arrangement Examples

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

↔ indicates distance between examinees

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

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



Side View



Overhead View

### Examinee Spacing

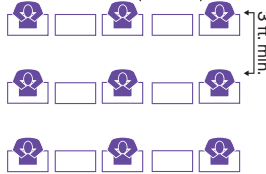
#### Level Seating with Movable Desks

3 ft. min. plus room to circulate



#### Level Seating with Stationary Desks

3 ft. min.

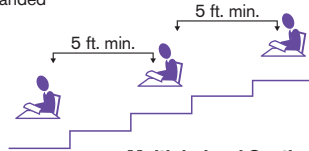


Left handed Examinees



Left-handed Examinees at Right-handed Desks

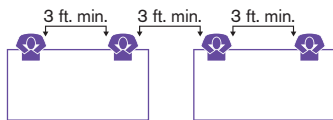
Extra Right-handed Desk



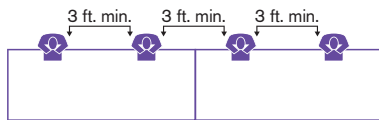
Multiple-level Seating

### Table Spacing

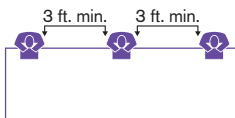
#### 6-Foot Tables



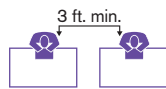
#### 8-Foot Tables



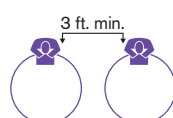
#### Tables more than 9 feet



#### Tables under 6 feet



#### Round tables any size



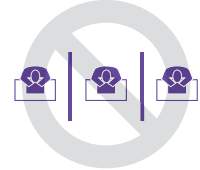
### Unacceptable Seating Arrangement Examples



Examinees Facing the Wall or Each Other



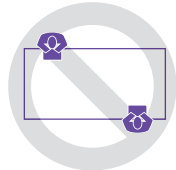
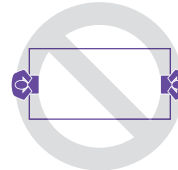
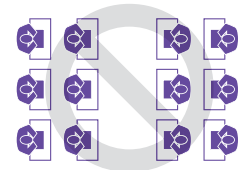
Desk Surface Too Small



Dividers, Study Carrels, and Partitions\*



Examinees Too Close Together/Inadequate Aisle Space



Examinees Facing Different Directions



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

\*In accommodated situations, this seating arrangement is acceptable if appropriate steps to ensure that examinees are supervised appropriately are taken.

Figure 2. Acceptable and unacceptable seating arrangements during a test administration

## Packaging Scorable Answer Documents

Follow these steps to prepare used answer documents for return.

1. Collect all used (scorable) answer documents for scoring.
  - Voided, unused, or extra blank answer documents should not be included in the shipment. They must be returned with the nonscorable test materials.
  - Include Testing Irregularity Reports with attached answer documents and/or test booklets, when relevant.
2. Stack the answer documents carefully in each original shipping box (see figure 3).
  - If the original boxes have been damaged, ship the documents using ECT 44 (275 lb)-rated boxes. Replacement boxes can also be ordered by calling ACT Aspire Customer Service at 888.802.7502.
  - Do not overfill a box. If the materials do not completely fill the box, add filler material.
  - Remove any previous markings or labels from each box before applying new labels.
3. Seal each box securely with packaging tape.
4. Locate the package labeled “Test Coordinator Kit.”
  - This package contains lavender labels, yellow labels, and UPS labels to use when returning your materials.

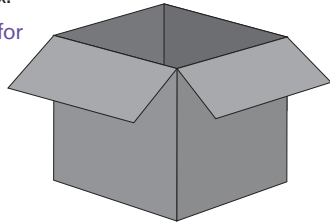
### 1. Find a Corrugated Box

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

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

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

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

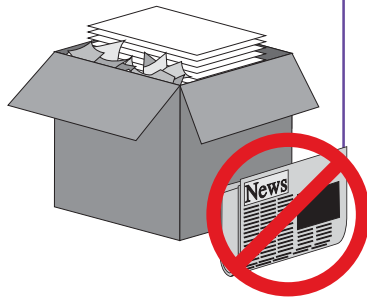


### 2. Fill the Box

If you are unable to fill a box completely, use the following materials to protect test documents during shipping:

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

**Do not** use newspaper to protect test documents.



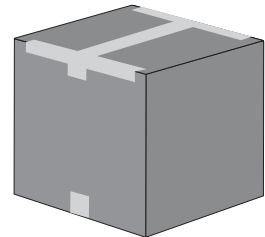
### 3. Tape the Box

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

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

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

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

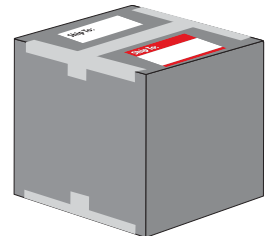


### 4. Use the Correct Labels

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

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

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

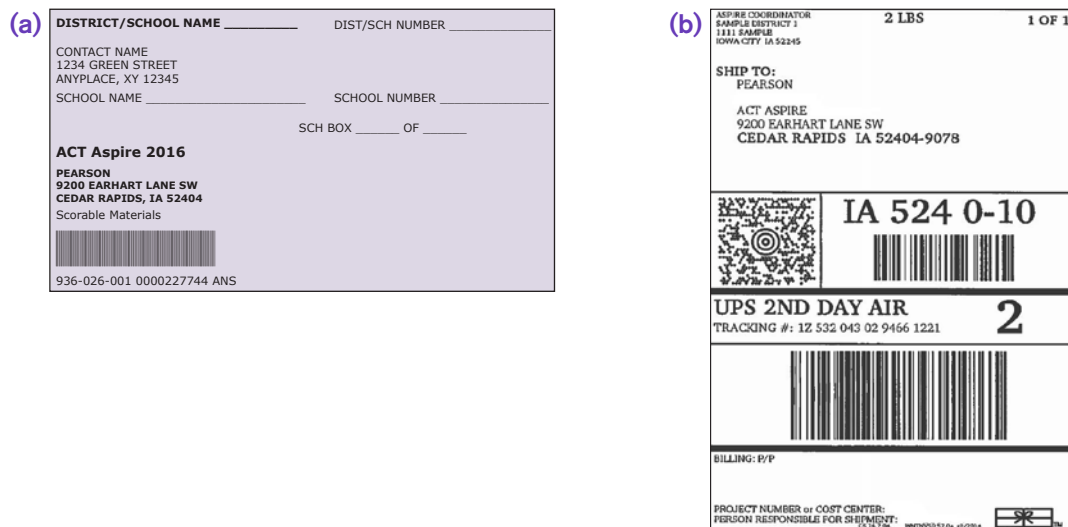


If you have questions or problems while shipping your materials, contact ACT Aspire at 800.627.7990.

**Figure 3.** Instructions for returning materials to ACT Aspire

## PAPER TESTING INSTRUCTIONS

- Place one **lavender** return shipping label (see figure 4a) from the test coordinator kit on top of each box.
- Count the number of boxes. On the return label that reads “Box \_\_ of \_\_,” fill in the sequence of boxes being returned.
  - Do not include your count of boxes with nonscorable (test books, etc.) materials with your scorable materials box count. These are separate shipments.
- Affix the UPS second-day air labels (see figure 4b) from the test coordinator kit to the top of each box of scorable material. Verify each label has a return address of 9200 Earhart Lane SW, Cedar Rapids, IA.



**Figure 4.** Return shipping labels for used (scorable) answer documents: (a) lavender label; (b) UPS second-day air label.

### Packing Boxes for Return Shipping of Nonscorable Test Materials

- Confirm that all materials are being packaged for return by checking the items and quantities being packed against the items and quantities shown on your Packing List.
- After confirming that you have gathered all used test booklets and all unused test materials (including voided answer documents), pack materials in the original shipping boxes as follows, from bottom to top, starting with your highest-numbered box and working back:
  - Voided answer documents
  - Used test booklets
  - Unused answer documents
  - Unused UPS ARS labels

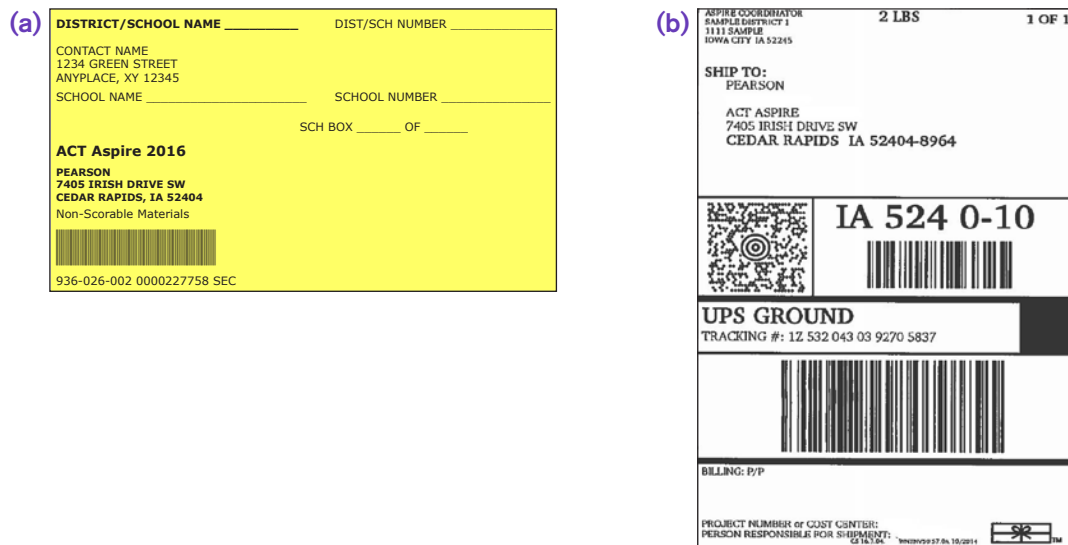
The process for packing boxes is also outlined in figure 3.

- If the original boxes have been damaged, ship the documents using ECT 44 (275 lb)-rated boxes. Replacement boxes can also be ordered by calling ACT Aspire Customer Service at 888.802.7502.
- Do not overfill a box. If the materials do not completely fill the box, add filler material. Do not use newspaper as filler.
- Remove any previous markings or labels from each box before applying new labels.
- Reverse the end flaps on all boxes so that your address is not showing.



3. Seal each box securely with packaging tape.
4. Locate the package labeled “Test Coordinator Kit.”
  - This package contains lavender labels, yellow labels, and UPS labels to use when returning your materials.
5. Place one **yellow** return shipping label (see figure 5a) from the test coordinator kit on top of each box.
6. Count the number of boxes. On the return label that reads “Box \_\_ of \_\_,” fill in the sequence of boxes being returned.
  - If you are using an overage (generic) yellow Non-Scorable Materials return label, write in your district/school name and number where indicated.
  - Do not include your count of boxes with scorable (answer documents) materials with your nonscorable box count. These are separate shipments.
7. Affix the **ground service UPS labels** (see figure 5b) from the test coordinator kit to the top of each box of nonscorable material. Each label should have a return address of 7405 Irish Drive SW, Cedar Rapids, IA.

Ship all boxes back at the same time; materials should be received at ACT Aspire on or before May 6, 2016. Return shipping costs will be paid by ACT Aspire. If you have questions or problems while shipping your materials, contact ACT Aspire Customer Service at 888.802.7502.



**Figure 5.** Return shipping labels for used (nonscorable) materials: (a) yellow ACT Aspire label; (b) UPS ground service label.

### Scheduling a Pickup with UPS

- Call UPS at 800.823.7459 to schedule **all** pickups.
- Tell the UPS representative you are calling in a pick up request for **Pearson**, and will be using their **Return Service**.
- Provide UPS with the following information:
  - tracking # from the return label
  - the physical location where packages are to be picked up from
  - estimated number of packages that will be available for pickup
- A default package weight will be listed on the UPS labels. UPS will accept the shipment regardless of the actual weight of the package.
- Pickups should be scheduled **24–48** hours in advance. There can be time constraints for specific pickups based on their location, and the UPS representative will let you know if the pickup can't be made as requested.
- Once the pickup is confirmed, the school/district will receive a confirmation number from UPS that can be referenced if needed.

# Online Testing Instructions

## Preparing for ACT Aspire

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

- Ensure your equipment and network meet the minimum technical requirements. Your school must participate in training to pass a “system readiness” check for all computers that will be used for ACT Aspire testing. Visit [systemcheck.actaspire.org](https://systemcheck.actaspire.org) to evaluate your system readiness.
- Ensure that your room and seating arrangements follow the guidelines in the “Online Testing Guidelines” section of this manual.
- Ensure all student information has been entered into an online test session in the ACT Aspire Portal.
- Train staff on the use of the ACT Aspire Portal and TestNav 8 (the online testing system).

To prepare *your students* for online testing, refer them to the Sandbox. While Sandbox presents test questions as they are presented in the format of the live test, example questions are not intended to be a practice test for content. Their purpose is to familiarize students with the functions and presentation of test items in TestNav 8 to prevent delays or mistakes due to an unfamiliar interface.

## Technical Requirements

Equipment used for online testing must meet the minimum system hardware and software requirements. Updates of the latest hardware and software requirements can be found under **“Hardware & Software Requirements (TestNav)”** on the Avocet website.

## The ACT Aspire Portal and TestNav 8

Your school testing staff will need to use the online testing system to enable student testing. Step-by-step instructions on using the system can be found in the ACT Aspire *Portal User Guide*, available on the Avocet website.

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

- ACT Aspire Portal ([www.actaspire.org](http://www.actaspire.org)): This is where you will perform your administrative and proctoring tasks.
- TestNav 8 ([tn.actaspire.org](http://tn.actaspire.org)): This is where students will sign in to take tests.

You may want to add both the ACT Aspire Portal and the TestNav websites to your browser favorites for easy access by staff.

After the organization file is received from the ADE, invitation emails will be sent to the contacts listed in the organization file. (Up to three emails—one for each State, District, and School—will be sent for each organization.) The position on the record indicates the initial permission level that user will receive. See the organization file layout description on Avocet for additional details. This email invitation will allow each user to set their own login credentials. This school staff member, referred to in the testing system as an “Administrator” or “Test Coordinator,” will need to create “Room Supervisors” (i.e., invite other school staff members to create accounts within the system) so that more than one school staff member can authorize groups of students to test. For further information about the testing roles defined in the ACT Aspire Portal, refer to the “[Portal User Roles](#)” section of the Avocet website.

The following ACT Aspire Portal tasks—listed here in approximate chronological order—are examples of what will be described in detail in the *ACT Aspire Portal User Guide*. (The guide can be found on Avocet.)

- The ADE will submit your organizational file.
- Invite additional users and upload student data.
- Add students to groups.
- Set up Personal Needs Profiles.
- Create test sessions.
- Add students to test sessions.
- Start test sessions and print authorization tickets.
- Have students sign in to TestNav 8 and test.
- Monitor a test session.
- Resume a test session.
- Enter comments or irregularities.
- Close a test session.

## Materials Provided by Your School

Your school will need to provide the following items to students taking the online subject tests.

- Pencils and pens: Students are allowed to use pencils or pens to mark on their scratch paper. You may instruct students ahead of time to bring pencils or pens, but it is generally advisable to provide a supply in each testing room. A pencil sharpener should also be available in each room.
- Scratch paper: Scratch paper should be made available to students. Students must write their first and last name, school name, subject they are currently testing, and school grade at the top of the scratch paper before testing begins. Scratch paper must be collected after testing and either filed locally or securely destroyed. Authorization tickets may be used as scratch paper.

## Desirable Testing Conditions

Most room supervisors will administer the tests to their students in the school’s computer lab during regular class periods. You may test all students in a given grade and subject at the

same time if facilities and schedules permit. All students in a room **must** take the same grade and subject tests. Students testing with extended time must be tested in a separate room from students testing with standard time.

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

In each room, remove or cover all maps, posters, charts, and bulletin board materials related to the subject being tested.

## Online Testing Guidelines

Because of the nature of online testing and typical computer lab arrangements, the following guidelines should be followed in order to prevent the prohibited student behavior outlined in the "Prohibited Student Behavior" section of this manual.

- If computers can be moved, arrange them in such a way that students will not be able to see another student's work (computer screen or scratch paper).
- If computers cannot be moved, take steps to seat students in such a way that they cannot see another student's work. U-shaped seating arrangements are acceptable if they meet this guideline.
- If available, place privacy guards on the sides of computer monitors to provide additional privacy.
- TestNav 8 must be the only application running on the computer during testing. If a student has exited the test by exhibiting prohibited behavior, do not restart or resume the test for the student, but void their test and record an irregularity in the ACT Aspire Portal. Please refer to ADE policy before voiding a test.
- Testing staff should circulate around the room regularly. This will discourage students from any prohibited behaviors.
- TestNav 8 does not allow students to keep responding to questions after time has expired. Staff should be aware of when the set time for a subject test will end so they can announce this to students.
- Follow the steps in the [Technology Coordinator Checklist](#) found on the Avocet website.

## Posttesting Instructions

After testing, it is the room supervisor's or test coordinator's responsibility to sign in to the ACT Aspire Portal and check the status of each student's test in the session you just concluded. If necessary, you can submit a student's test on behalf of the student, if the student did not already do so, by closing the test session in the ACT Aspire Portal following these steps:

1. Finish recording and submitting any irregularities that occurred during the testing session. See the task about recording irregularities also found in the ACT Aspire *Portal User Guide*. Follow the ADE policy for reporting irregularities.
2. Close the test session according to the instructions in the ACT Aspire *Portal User Guide*. Be sure all students have completed testing or the allotted time has expired before closing the test session.



# ACT Aspire Testing Irregularity Report

Complete ONLY if irregularities occurred.

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

Testing School Name \_\_\_\_\_

City, State \_\_\_\_\_ Test Date \_\_\_\_\_

Room Number/Name \_\_\_\_\_

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

PLEASE PRINT

## INDIVIDUAL IRREGULARITIES

Student's Name	Test Booklet Form/ Serial Number of student's test booklet Bar Code upper left front cover	Time when irregularity occurred	Type of Irregularity (Check all Applicable)								Answer Document Check One	
			Illness	Unauthorized Calculator Use	Marking Ovals After Time	Timing Questioned	Phone, Alarm, Other Device	Other	Materials Damaged, Defective (Specify Below)			
Name: Bar Code #: Form#: Explanation:												<input type="checkbox"/> Void <input type="checkbox"/> Not Void
Name: Bar Code #: Form#: Explanation:												<input type="checkbox"/> Void <input type="checkbox"/> Not Void
Name: Bar Code #: Form#: Explanation:												<input type="checkbox"/> Void <input type="checkbox"/> Not Void

## GROUP IRREGULARITIES

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

Room Supervisor's Name (Please Print) \_\_\_\_\_

Test Coordinator's Initials \_\_\_\_\_

**ACT**<sup>®</sup> **Aspire**<sup>®</sup>