CRAIG WELLER: Hello, all right. Hey, the mic works. Good morning everybody and we're about ready to kick off our assessment coordinator training today and we have some representatives from PDE, myself, Craig Weller. And we have John Nau, and John Nau is the division chief for accountability at PDE. And we also have Wyatt Garnett and we have Maggie Fry from DRC, and they'll be coming up at certain points later to go over material pertaining to DRC.

So welcome and I know we see these presentations every year, but you have to realize that even though some of the material may seem redundant from years' past, there is new information integrated throughout. So please pay attention to everything so we don't have to get all these questions coming in that maybe were addressed in the training.

Now speaking of questions, if you have any questions, just write them down on a slip of paper and you can give them to us at the end and we can address all those questions for people actually in attendance here. Anyone who's listening from a remote site, you can send in your question via the email address which is -- it's hbg.questions@pattan.net. So it's hbg.questions@pattan, P-A-T-T-A-N dot net. So go ahead and do that if you have a question along the way.

So the agenda for today, we have the introductions, we took care of, a general overview. I'll be taking care of pretty many slides actually. PSSA overview, test security issues, security training, planning for the assessment, participations and exceptions to participation and administering the assessment, and AYP issues. John will cover those since he's with accountability and DRC. We'll review key days. Roles and responsibilities, paper and pencil administration, which I believe Maggie will take care of that. And Wyatt's going to take care of the online administration DRC. Did I miss anything?

All policy decisions come from PDE. So we want to make a distinction on that. DRC is our contractor, so questions regarding policy should always be directed to PDE. And that's why if you call DRC they're just going to say, contact PDE first and then that's the best way to go. So call us first and if there's some issue that we need assistance with, DRC will contact them.

All PSSA logistics are the responsibility of DRC, and that includes the delivery of the paper materials and you're used to getting those. And now the e-direct system and the insight system, which is the test engine for online testing and CDT. Available to students either online or paper and pencil. So the paper and pencil, as I said, we've been doing that for a long time. We're pretty sure about all that. There's a comfort factor there. A lot of districts and schools choose to do paper and pencil strictly because they're not sure of whether their infrastructure, their technology can handle online. But

remember that you can do some online and paper and pencil during the same administration. So to try it out, to see how things are going. Don't be afraid to do that.

And as far as I'm told, the studies show that the comparability between paper and pencil and online testing has been assured to be the same, so there's no advantage one way or the other for your students. Multiple choice and constructed response items are on PSSAs of course. Students in grade three through eight will be required to take PSSA. So we no longer have grade 11. And that's been a consensus among Pennsylvania educators that that was the best course of action is to get rid of PSSA for grade 11 and to move on to keystone exams as end of course exams and ultimately graduation requirements for the first starting in 2017. So that's a good thing. And the results will be used for AYP. PSSAs for grades three through eight will be used for AYP. And then the end of course exams will be used for AYP at the high school level according to the United States Department of Education.

And this one here kind of got caught up, but it says the 2013 PSSA will be based on the current academic standards and eligible content. I know there was some conjecture about what was going to happen next year as far as are we moving to the new ELA or aren't we moving to the new ELA for grades three through five next year. And I'm not sure, John, did we reach a decision on that?

Yeah, so that we can say that next year, things are going to be the same way that they are this year. There was some talk about how that was a little bit unfair when you move to teacher evaluations, I guess, and have grades three through five start the ELA test one year prior to six through eight. So we just rethought that and said for next year 2014, it's going to be just like this year. We'll still have the same academic standards being tested. I think that's a good way to go.

JOHN NAU: We'll be doing field testing in 2013-14 for the new -- it affirms with the PA Common Core, right but then that'll give us more time to test the questions and what have you. And then in 2015, we're going to convert them grades three --

CRAIG WELLER: Three through eight.

JOHN NAU: [inaudible].

CRAIG WELLER: Okay, so those of you that are listening to this online, we had John Nau speaking there, division chief for accountability, saying that we're going to have some field testing going on next year to get ready for the 2015 year then when we make that transfer to the common core for ELA. And so that'll be a lot different in the sense that we'll have ELA first then we'll have math and then we'll have science

in those orders, or in that order. So we don't have to worry about this year. We don't really have to worry about it so much next year, except for the field testing.

And grades three through five, and this is where we're talking about, based on the -- that's Pennsylvania common core. And the field tests I guess were either done or were close. I'm not sure that window -- I think that's over. And Friday, the window will be over for the field test for that, for the ELA. And the entire PSSA will be based on the PA common core in 2015 like John mentioned.

PSSA and keystone exams. Students in eighth grade or below who complete a course for which there is a keystone exam will take both the keystone exam and PSSA. And I know that's a little bit of an issue. You're saying like, oh wow, we're testing so much and now this is -- but that's just the way it has to be because remember that the end of course exams really are qualified and they're banked for 11th grade. So that's why when a kid is in eighth grade and they're taking the PSSA which is required under those regulations, they're also required to take their test because they have completed algebra one for example, and then that's banked until their 11th grade year.

So they are taking it, but then once they take it and they score proficient, then they don't need to take it again. And remember, the eighth graders this year are the first group that will be required to demonstrate proficiency on the three end-of-course exams by and starting 2017 of literature, biology, and algebra one. And that's all we have in the queue right now. We have other ones in development, but that's -- those are the ones that are going to count first.

Now what about test security? You know, we read those directions to the kids every time and they seem they're the same thing and the kids know it and it's kind of a drag in a way to do that. But that's the only way to ensure that there's no advantage given to any set of students over another to make sure that the scores are valid and reliable indicators of their knowledge. So that's why it's very important to go through the process and just do it like black and white. I mean, it has to be done in a particular way. And I think for the most part, it is done very, very well throughout the Commonwealth.

The second one here says school administrators, teachers, and any other education personnel who are involved in the assessment program must maintain security of these assessment materials at all times. And I know it's part of the monitoring team as I'm the director of the monitoring team that goes around the common wealth and we hit various sites throughout each of the different ways for keystone exams and PSSA. We see some things which could be improved, but in general we see that things are going as we expect, but we can't have any room for error as we move into the new age of teacher

evaluation, principal evaluations. Not that we didn't care before, but the stakes actually are getting even higher because we cannot make a mistake.

So a lot of times it's overlooked how many people actually come into contact with the assessment materials. When you go in for a monitoring visit, you might ask who has the key to the secure storage location. And they say, oh it's just me and the assistant principal. And then it turns out later when they think about it, they have maybe the entire custodial staff of the district actually has a key, and that could be maybe 20 people and you just don't know where those keys are. So it makes sense just to make sure that you re-key that and only just one or two people have access to it. So that's one example that sometimes we overlook some things which should be commonsensical.

So the one at the bottom here says because the assessment must remain secure, teachers and test administrators should not have the assessment materials in their possession any time other than the actual assessment administration. It used to be in the old days, right, you could have the testing materials beforehand. You could review them and all that, no longer. You don't even want to give a sense that that's going on because everybody is invested in the security of it. And there are some consequences.

Now what about test security certifications? The certification statements that we started, I believe it was last year was the first year, and we had them written in a different manner than we have this year. At all the security certification statements must be completed post-testing now for those test administrators and proctors. I believe last year they were supposed to sign off prior to testing. It was a little bit funny that way because you were testing that you were going to do something that you've already done but you didn't do it because it was before you were testing. So now you have to do it, sign it after testing.

And each, as I understand it, for PSSA, even though you may have signed one in the building for keystones, you still have to go back and do PSSAs as well. Each one of these things -- think of them as like children, you know. Every year you have your PSSA, you have those groups, and then you have your keystones, you have your winter keystones, you have your spring, you have your summer. To be overzealous about this, you could actually have them sign off in each one of those windows for keystone. But I think really all you need to do is for one academic year, I believe that's the rule. So if you do and sign off for the winter keystones for example, that's good enough for the spring as well. Assuming you have the same exact people testing, that may or may not be true. So I would recommend just doing it again to make sure everybody has signed it. And you have to keep those for a number of

years. I believe here in point four it says you need to keep those certifications for three years after they're signed. And you can keep those electronically as well. If you want to scan those in and keep those just as long as you have documentation of that, because I know it's going to be tough carrying around all those papers and storing all those papers.

In the handbook for assessment coordinators, appendix D provides those test security certification statements. Now this point which I missed here, number three, talks about all other individuals handling secure materials must have a signed school assessment coordinator test security certification. So if you have a ship to school and maybe you have a secretary or I should say, an assistant, administrative assistant, or custodial staff going, get those materials, they also need to sign off on the test security certification. So you can't have anybody just coming into contact without signing one of these things. And the one they should sign is the one for the school assessment coordinator since we do not have in one specific to auxiliary staff or ancillary staff.

So the next one is if an individual does not sign the appropriate test security certification, the chief's school administrator, which may be the superintendent or it could be the CEO of a charter school, must provide the department of education's bureau of assessment and accountability with a written explanation of the reasons or reasons why the certification was not executed. And in that explanation, you must include a description of the action taken by the CEO in response to the failure to execute test security. So that's written pretty strongly there. And I don't know that we've had too many instances where people have refused to sign. I don't know. At least I'm not aware. John, are you aware of many of those? I don't think so because I mean, that's part of your job responsibility. So basically if you're saying I'm not signing it, you're insubordinate.

Next one here we have PDE policy for test security. We talk about PA secure IDs. We're all familiar with PA secure IDs at this point. The ten-digit code which is assigned to all students who are in the testing process and they're grades three through 11 basically. And the list should include, for each student, the test administrator who's giving the assessment to the students. And believe it or not, I have been out on some monitoring visits and they didn't have this list or they couldn't access the list in the proper format. So I think you need to take some time and step back and look at that and say, what do we have? And if it's not exactly right, how can we make it better? And it should include the TA, the school name, the year, and the subject being administered. So it's not a whole lot information, but we have to have that so that you can go back to find out if there's any issue all of that information. We didn't used to have that information.

You could go back to school and say, well who did this when? But it wasn't really like a documented proof of it. And once again, these must be maintained for three years. And when we go out on monitoring visits, we could even ask you to see two years ago. So just remember that we have to have ready access to all the documentations when we go and do a monitoring audit. Sometimes we go out for PSSA, they call us PSSA police. And now the keystone cops, that's what they call us. But remember, we're really not there to get anyone, we're there to ensure that the program is strong and try to make it better. So that's what we're there for, to give recommendations.

But if we see something, we have to take some course of action to make sure that it's corrected. Refer to the guidelines for security located on the PDE website at the URL and search for accommodations and security. And I don't know how many people have been on the PDE site in the last few weeks, but there have been tremendous changes. And I think it's a lot easier, although I've not had as much time as I would like to to go through everything, but I think it's a lot easier to find what you're looking for. How about a show of hands? How many people have been on it and think it's an easier way to find stuff for assessment and accountability? No hands? Oh, two people. So two actually looked at it.

It used to be you went to programs down the left column and you went O through R, and now it's S through Z. I think it's a very bottom one under the state accountability system. So it's a different way to get there, but then once you're there, all the stuff populates that relates to accountability, assessment and accountability and other related things. So that's -- check that out if you haven't done that.

What about DAC, district assessment coordinator? On our monitoring visits, we go out and we speak with the district assessment coordinator, and that's the primary person to lead off of our monitoring visits. And the district assessment coordinator has a lot of responsibilities, sometimes more than they even realize. Sometimes if you're a superintendent or an assistant superintendent, you have all of those other responsibilities on your plate and you also have the title of district assessment coordinator. Maybe that's more than you can really, you know -- you bite off more than you can chew. So it's probably better that you have a designated individual in the district that can take that as a full time job. It's not kind of something you wait till the last minute.

So district assessment coordinator attends all required PDE trainings. Training school assessment coordinators receives the test and inventories the test which in some cases can be a monumental task, distributes the test to the school assessment coordinators, also known as at the SACs, and collects the test from the school assessment coordinators and then re-inventories, repackages,

returns, all of that stuff. But after you've done it for a while, you get pretty good at it and you know what you're doing and you feel really good at the end of the process and I guess you go out and have dinner that night after everything's shipped back.

What about the SAC? You have the school assessment coordinator, we have -- also attends training offered by the DAC. Now they -- a school assessment coordinator I guess in some cases can attend the same trainings that a DAC does if the DAC designates them to do that. But the basic course of training we have here is the DAC gets trained, that's train -- to train their model. And then they go back to the districts and then they train the school assessment coordinators and the school assessment coordinators train the TAs and the proctors.

So they receive tests from the DAC and ship to district sites or DRC directly if you are a ship-to-school site. I think ship the school though, if you haven't done that, there's a fee for that, right? Isn't there a fee? It's nominal. It's -- and if they have more than ten schools, you can do that. So that's the stipulation. You have to have more than ten schools in your district. And then for a nominal fee, I'm not sure what it is but it's not that much, you can actually have all the materials shipped to the individual schools which is great because then you don't -- it's the DAC have to go through all that stuff. And in a way I guess it's more secure.

So the SAC also has to put labels on the test booklets. Do not open the test booklets while doing this. That's a nice reminder. I know that there's that urge to open up and check it out, but please don't do that. And you also create the testing schedule, which these days it's becoming I think even more difficult to come up with a nice testing schedule. Distribute test to TAs on the day and time scheduled for test administration. Sometimes we find out that SACs take the materials around on carts and they deliver to each individual TA's location for testing or they have the TAs come into their office and they get them and do all that. But one thing is, and I don't know where this is going to show up, but I want to make a point. However you do it, make sure that your test administrators count out the materials that they receive from the school assessment coordinator. As this is the chain of custody, that means like each one of those little test booklets is like a little football. And you don't want to fumble the football. If you're given 24 of those footballs, you need to have those when you turn them back in. And I've seen that where people just come in and they throw them on a desk and they walk out and they basically say, here's my stuff. But you need to count them out in the presence of the school assessment coordinator and sign off. That's what I would recommend, because then you can breathe a sigh of relief, I've done

everything that I possibly can do and I've now returned them and they have seen it and I've signed off on it.

SAC, another thing is to monitor testing sessions. Be up and around. Make sure you're out there and visually watching -- redundancy, but visually out there, okay. And collect test from the TAs. Make sure no prohibitive materials on the classroom or hallway walls. I think we're getting better at that, but sometimes we still walk around and see things in the hallways that shouldn't be there or maybe even in the bathroom. Maybe you want to run through the day before and have a final check-off. If you don't do that, just make sure you go everywhere and just sign off if you have ten classrooms being used as assessment locations, just do a walk through the day before and they should be ready to go and you can sign off. And that's another thing to have for monitoring visit would be nice just to show that.

Make sure all tests are in a lock are with controlled and limited access. Sometimes some of those locations are dicey, meaning that you might have a filing cabinet which the lock might not work and it's in a room, in maybe a counseling room where students come in and out all day. Parents come in and out all day. So make sure you have some kind of a very secure area that when you put them in there, you can take the key and you can be assured that it's under your control.

Return all test to DAC and ship the district sites and/or DRC and ship the school sites, that's another responsibility for the school assessment coordinators. And in the big, bold type, you are responsible for the security and proper administration of these tests. And that really talks about everybody involved with the testing. That can apply to everyone. But ultimately the responsibility I guess comes to the DAC and SAC. Those are the ones most intimately involved in this process.

What about TAs? And I do want to point out sometimes I'll [inaudible] visits even at this point. We've been using the terms test administrator and proctor for a while now, but they use them interchangeably and they're not really the same thing. When we go and we say we're proctoring a test, that makes sense. You're doing that. But remember, in the role that we have in the classroom, a TA is someone who's up there in front of the class in a regular maybe a classroom teacher kind of role and they're reading off everything out of the manual, directions for administration. That would be a test administrator. So they have that role up there. Now if you have a proctor, maybe a proctor's in the back and they're just moving around the room making sure everything's secure during testing, and a TA can do the same thing. They can kind of just go back. But you can't reverse the roles during a TA proctor in one academic session or one testing session. So if you're the TA, you're the one in charge. You sign for the test coming in, you count them, and you send them back so you're ultimately responsible.

A proctor can be equally certified as a TA. They can be a certified teacher. They can have even more years of experience and more seniority, but they're just in the role of proctor. So just be clear with that. Make sure TAs are familiar with testing protocols including the ethical standards of test administration and they used to be dos and don'ts, but we changed the term or the name this year to ethical standards because that's really what they are. Dos and don'ts was kind of a dumb down version of a way to say that. Now if you look at the document, it's pretty much the same thing. We may have interchanged some dos and don'ts there, but it's really set up. They are really the dos and don'ts, but that's what that's called, the ethical standards, because we want everybody to be ethical.

Follow all testing protocols, sign the test security certification statements, make sure students are familiar with the testing procedures because that gives a little bit of advanced work with students and makes students feel comfortable. Because remember, everybody is in the system together. This is really the Pennsylvania system of school assessment. Remember it was originally set up to assess schools, but now it includes pretty much the entire thing, the entire process from, as we said, teachers, administrators, not parents though. We haven't figured out a way yet to have them in there.

But test administrators, answer any questions students may have about test directions, not the actual questions of course. Walk around the room during testing, maintain a calm, quiet environment. That's an important thing. One time on a monitoring visit, I happen to notice a proctor sitting down reading the newspaper, talking to a student during the test. Totally inappropriate and a security violation. TAs collect and return test booklets to SAC when the test is complete and report any suspected testing violations to the SAC and PDE. Now this is an important point. I don't know if this is this PowerPoint. I have many slides and I get kind of lost in the whole thing, but talking student teachers, I know this comes up every year. Can a student teacher -- they can participate as proctors, but it's suggested that they -- well actually it's demanded that they do not proctor under a test administrator who is their cooperating teacher. So when I was a student teacher, I had a teacher who was my cooperating teacher. And back then if they were testing, I wouldn't want to be a proctor under that person because I still kind of am beholden to that person to give me a grade because I'm in college and I'm trying to become a certified teacher and they hold something over my head, your grade. So if you see a security issue with that individual, I'm probably not going to say anything. So that's why you can have a proctor but make sure it's no relationship to the cooperating teacher.

But a lot of districts flat out don't use -- do not use student teachers. They just have that policy. And that's -- I mean, but we have issues with staffing. So sometimes districts, they feel like they have to use everyone available and why not?

How about the chain of custody. Now this term this year, I want to give credit where credit is due. This chain of custody came from Carolyn Dumaresq, which is our deputy secretary for elementary and secondary education at PDE. So this term here is kind of like, you know, every year you have kind of a term or a new thing. This is the thing, the chain of custody. So tests should be secure at all times. You cannot overlook -- maybe in the past you thought like, oh, I did it right. But then when you think back, maybe years past, you think like I could have probably done that better to ensure security. So think about what you've done in the past and try to improve it in the present, in the future.

So DAC should inventory tests as soon as they arrive at the district. I hear all the time like well they come in and we inventory them three days later. No, that's not really acceptable, right, because what we want is to make sure the DRC did their job and that they send out the proper materials and that you receive them and you have now taken them and you have accepted responsibility.

SAC should inventory the test as soon as they arrive at their school, same thing, at the school level. When distributing tests the TAs, the test should be counted in the presence. And I already mentioned that, by the SAC in the presence of the TA. So you can do it either way. You can have the TA count them, the SAC count them just reach that agreement that you have 24 tests, you're supposed to have 24 tests.

When the tests are collected, they should be counted once again, so it's just the reverse. Tests should be collected as soon as testing session is completed unless another a section is being administered immediately. So that's kind of a hassle sometimes because it depends on the schedule of the day and when lunch falls and all those things. But you can't really leave the materials in a classroom, take your kids and go to lunch and then come back and have them there because, well, if it's a locked classroom, that might be okay, but what I would recommend is go one step further and make sure that you take them back to the locked facility if you're not actually there because who knows, I don't know. I mean, there's so much invested in this now that I wouldn't want to take that risk. And I certainly wouldn't want to take them with me to lunch or anything like that because they may be lost along the way. I mean, we hear tales all the time of administrators diving in dumpsters and things because a test is missing. And we don't want to have anybody have to do that.

Chain of custody continued as tests should be stored in a locked storage area and only people who are required to access the test should have a key. Samples of the test booklets are not to be furnished to the TAs as part of training like we did in the past. TAs should not receive any test booklets until the test is to be administered. And I remember the last place I was at during testing, years ago, that's -- testing materials were brought on a cart. I don't remember them counting it out, so that was probably something they needed to improve. But I was given those tests, done with those tests, and right back on the cart after testing. So I felt really confident about that.

Common violations no, it's not says not an exhaustive list. But misuse of accommodations. See, accommodations are things that students with or without IEPs can use during their assessments, but they have to be done on a daily basis for people who do not have IEPs. I think if you have it in your IEP, that's pretty much you can do that. But if you're not an IEP student and you do not use an accommodation on an everyday basis, you can't use the accommodation during the assessment. So that's just think about that.

Under-proctoring. So inadequate monitoring of the testing session, that would be like sitting there and looking through a newspaper. That would be an example. Over-proctoring is when you're going around and you're just like the mother hen thing. You're just -- you're there and you're just kind of hovering around and then things like that. So it's very difficult. Remember last year the big thing was you can't tell any individual student anything in particular because it's going to look like you singled them out. And maybe you walked by and you put your finger on the book and maybe they had already answered that question, and by just putting your finger there, you were basically telling them non-verbally that maybe they better check that answer. And that's a test security, major test security violation. So you can't touch the books.

One thing I wanted to point out to you was we are working on right now, checking out about the -- how about if the student misses a section. That whole issue, because that has come up. We've had questions about that. So currently we are working on that. We're very close to an answer on that. In fact I'd love to tell you that answer right now but I do not have the authority to do that. But I will tell you that if a student misses a section right now, you have to remember to address the class as a whole and tell everybody to make sure they have completed all the proper sections. That's as it stands right now. It would be nice that if you could just go up and tell an individual student that, I get that. But I can't say that right now.

Changing answers or encouraging students to change their answers. I mean, come on, that's like the most egregious violation, right. So you go up to Johnny in there. Johnny, your answer B is incorrect. You need to go and change that to answer C. Discussing the test or test questions with individual students, can't do it. Read aloud math questions or answer choices when doing so cues the correct answer. That one, that one always bothers me. The tone or the intonation that you have when you're reading a question to a student, you have to do it in such a way as to not give a tip on what the answer might be. That's difficult I think because sometimes we're so used to doing things as a teacher that we just do that naturally. So we really have to step back and remember we're in the role of a test administrator or proctor and we're not in the teacher mode.

Not removing or covering instruction materials. I mean, this -- look at this violations. Giving reminders to individual students or to the entire class. Remember, we covered this last week. Now this is different than a general broadcast. You're basically saying, oh you remember this from what we did last week. That might give a clue because they're going to think back to what you talked about. Allowing students to possess cell phones during testing. Oh my, this is a big issue. I know it's one bullet point on here, but it's a big issue. If you do not have the SACs tell the TAs and proctors to collect all electronic devices and put them in a bin, I think you're doing a big disservice and potential security violations will crop up. I will tell you that even with doing that, there have been certain instances where a student might have had two cell phones and they turned one in and they kept the other one and they took a picture and they posted it to Facebook. That -- and what do you do? How do you know? I mean, do they have ten cell phones on? What you can do though is make sure you have a plan in place and you've done all you possibly can do to -- and I think just by having a bin, one those plastic Rubbermaid things, just have them throw it, they have no problem with it and they get them right when they're done. That's what I'd recommend.

Allowing devices in the test room, take pictures, okay so that's cell phones or whatever device. Copying or recording any part of the secured test materials. Can't do that. Violating test -- secure test materials by teachers, proctors, administrators, or viewing them. And returning test materials to students to complete or enhance their answers. So after they're done like, well, you want to just -- and remember, as soon as the test booklets are closed, that test is done. They cannot go back in that book. I don't care whether it's on their desk or whether they have -- you have a policy that they bring it up, which I find disruptive. I'd rather, as a TA, I'd rather them just sitting on the desk, have the proctor always making sure no one's getting back. But once the booklet's closed, that is it.

Potential consequences. Now this is difficult to read I think. To realize a verbal reprimand. No one wants to be yelled at. No one wants to be guilty and wrong and feel like that feeling of anxiety. A written reprimand. Suspension with or without pay. I mean, this is getting serious now. Termination. Take my certificate away. I can't even -- this is my career. Criminal charges. So these are all possible things.

How about students? Do they get all scot-free? No, no, that one I told that took a picture and posted it to Facebook, it's my understanding that the student was expelled. Students should be made aware of these consequences prior to testing because you know how it is when you're a student, we've all been students before. And sometimes we take the attitude that I don't care, I'm going to do it anyway. I'm going to see what I can get away with.

If a student violates test security, it is the responsibility of the LEA, the local education -- okay, so the district, to determine the consequences for the student. These consequences may include disciplinary action and/or the student retaking the test. Now that one is on obviously I mean these are all case by case basis. But maybe they have to retake it. Maybe you have to knoll out the one. It just depends on each individual case.

All test security violations -- and look at that, all, must be reported to PDE immediately. Now I do have, and it may be the next frame here, I'm not sure if it is. No, it's not. But Jay Gift, G-I-F-T, like he's a gift to all of us. Jay Gift, he's the security officer at PDE. He gets an enormous amount of information coming in from across the state and has to go through each one of those, organize that, and send it to the proper -- through the proper channels. So don't think that if you report something, it doesn't -- what's that noise? Sometimes technology. So don't think that the security issues will not be taken care of. They are taken very seriously, taken care of right away.

How about this? Other data available to PDE student ratios. You know, we have a ratio analysis. We have a staff that's involved in that. And they take it very seriously and they work very, very hard to ensure that the data coming back is accurate. So student ratios are looked at, and that's primarily for the paper and pencil testing. Also how long it takes a student to answer an item on a computer. Now in the new age of computer testing, we have the ability to do some other things that we cannot really do with paper and pencil. And one of those things is how long they're kind of hovering around a certain question and answer. When the answers are changed, how often they're changed, and a statistical analysis of student scores and performance can be done more easily with a computer. Now you can do

these things with paper and pencil, but frankly it's a lot more expensive and a lot more lengthy process to do that. So the computer process does allow some extra things for us to do.

And these are the cautions in red, you know, whenever you see that, you do actively proctor but don't get away any answers to the kids. Do encourage the class to check their answers, but don't encourage specific students to check their answers and report all prohibitive actions.

Now these are just things. We don't have to go through each one, but on frame 30 here you can look through and see -- and I think an important, the last bullet anyways scratch paper, just remember you always have to collect that scratch paper. Sometimes that's seen as -- if there's nothing written on it, I've seen when I go around monitoring that sometimes the paper's left there and it could be there's a stack of paper and maybe there are some things underneath the top cover and it looks like all of them are blank pages, but maybe they're not. So you need to make sure you collect all the paper and that needs to be destroyed.

And here is where you call the Pennsylvania Department of Education for reporting violations, suspected violations. So it's 787-4234. And you see here, Jay Gift, the assessment security advisor, we used to call him the security officer, his number is listed. And I don't think you can really see his email address, but it's R-G-I-F-T. Now he goes by Jay, but his real name starts with an R and it's a secret and I don't even know what it is. But anyway, it's R-G-I-F-T at P-A dot gov. And then Kerry Helm, assessment specialist, is also part of this. He's kind of the backup to Jay. So he's second in command there. And that's K-H-E-L-M at P-A dot gov. So Dr. Helm is fairly new to our staff, been there about a year now, and he has some additional responsibilities in addition to being the writing assessment -- the reading assessment coordinator.

Here are some of the things you want to do. You plan testing rooms and times. You all do this. And you do it well for the most part. Except for cafeterias. I find cafeteria testing to be very difficult for many security reasons and logistical reasons. And I did notice that on a couple of visits out in a cafeteria setting, so I don't know that I necessarily recommend a cafeteria setting. We're not taking an SAT here, we're not taking a PSAT. We're taking the PSSA, and it's a totally different thing with different possibilities coming from it. So I wouldn't recommend doing it in a cafeteria.

Most -- the PA general description scoring guidelines can be posted up and math formula sheets are included in with the testing materials. We hear sometimes about can you use calculator or multiplication tables and things like that. If it's not listed, don't use it. Now if you do have a specific

question, always make sure you call in or you can email. And I'll even give you Charlie Wayne, he's the math assessment coordinator. His email address is C as in Charlie, W-A-Y-N-E, like John Wayne, at P-A dot gov. So luckily at the bureau of assessment accountability, we have fairly easy last names like Gift and Helm and Wayne and Nau, so it's easy to remember. If you ever need us, we are there for you. I mean, we take pride in the bureau of assessment accountability. You know when you call PDE sometimes like you don't get anywhere, call the bureau of assessment accountability. We take pride in getting back to you ASAP. And I know I do. Man, we have 300 calls per day sometimes. Unbelievable.

Provide test administrators with manuals, test security certifications, schedule a plan for secure distribution and collection, and training to include labeling and encoding. And boy, the labeling process? That's one that always gets people every year. I had a question yesterday about, what do you do for kids who are in the ELA field test and they didn't take it? And it said you're not supposed to really have -- you don't have to have kids make it up. What do you do with the booklets that already have pre-code labels on them? Think about the answer. Yeah, I'm having them think there, right? The answer would be:

MAGGIE FRY: As far as an ELA writing field test, if you had a label already on the booklet, you could just place a Do Not Score label over it.

CRAIG WELLER: Right. Now you don't do that -- see, that's the risk that we run. We don't do that normally, but that was a field test. So if a kid doesn't take it and you're in the regular PSSA administration, you don't put a Do Not Score label. That's why I'm a little bit tentative about saying that. They have to have the ability to make it up.

Okay, so the accommodation guidelines for students with IEPs, ELL students, and all students are available on the department's website. And those have been revised. If you haven't seen the accommodation guidelines -- remember how we had three last year? I think we had three, right? We had one for IEPs and 504s, one for all students, and one for ELL? Now we have two? I think we have two. So they've been rewritten. I think they're more readable, but I will tell you that maybe -- and I'm thinking maybe the Keystone directions for administration -- I get feedback sometimes that the way it's newly written to make it less text, it kind of excludes some things that we were used to seeing before. And so we get more calls saying, is that still the case? Because it's not listed in here. So see, you try to do the right thing, and then you get kind of more questions because it reads differently. I had -- people in education particularly like to have consistency. But we're trying to make it better, the whole process.

Okay, so planning for the assessment: be prepared for a parental request to view the test. And it says here the parental request must be done with the paper and pencil. So they can't come in and look at an online test. An online test, as you know, is a -- it's -- it scrambles things and it -- you just don't have the ability. It's a secure login and all that. So you can't do that. But if you don't have one, I would recommend that the LEA have a policy, a written policy, on how they're going to do this. You don't want someone calling up to a district and the district says, I've never had anybody ask this before, and I really don't know what to do. So what I would do is I would have a written policy from the district level. It says, okay, if a parent calls, there should be a two-week window that they come in and see the test materials before the testing begins. Don't have them call you the day before and expect to come in there and see that. It's too late at that point. Now I know that they may not know that, but in general, we try to get them to come in with enough time to make it more convenient for everybody -- for all concerned.

So when they come in, the process is that they will sit next to a trained individual. Now I would recommend the school assessment coordinator. Like go right to the top because you're probably already going to have maybe one or two at most coming. And no, they're not going to be there at the same time. Also, make sure they don't have any electronic devices on. Make sure they sign the certification for confidentiality that's in the Handbook for Assessment Coordinators. And if they go through the whole thing -- and they're not allowed to take notes, either. Nothing can leave with them. Then they have to send a letter to the superintendent asking for religious exemption if they want to opt their student out.

And I think the way it's worded now is they really have to make a strong case before they even go in to see the assessment why they're there. They don't -- they're not allowed just to come in and see it so that they can go home and tell Johnny, well this is what's on the test. Because sometimes that may happen. They must be specific about why they think that it would be a religious exemption because that's the only thing allowed in Pennsylvania.

Planning is also scheduling small groups. And, oh, small groups: be really careful. I saw one that I walked into a room and they had de-spiraled the test. They had groups of five because that's how many are allowed, but they had them all in the same classroom. Now how can you have different forms of a test right next to each other? I mean, common sense. So if you're going to do small groups like that, I would recommend just separate room locations if you're doing the de-spiraling because it defeats the purpose. The kids are hearing things and it's confusing to them if they're in the same room and they have different forms that are being read aloud.

Extended time settings: make sure you schedule for those. Usually a library or something like that. Assign test administrators for breaks and movement to other settings. You know, bathroom breaks: that's another thing, like what do you do? I mean, kids -- you have them go to the bathroom before, and then they go into the classroom and they're doing the assessment. But sometimes kids just have to go to the bathroom. So you have to really have a plan in place. And I would say, once again, a district policy that you'd have in place saying what specifically should happen -- and probably has somebody out in the hallway, a roaming person, that can take that person down. Because the TA can't take the person down. They're involved with their testing. So don't get into that habit of where you have to call the office and have somebody sent down. It's too disruptive. Have some kind of procedure in place. Just like with the parent review of materials, you should have a district policy.

And how about this, PASA, Pennsylvania Alternate System of Assessment? All eligible grades three through eight students can participate in PASA for the following subjects: math, reading, science. Notice there's not writing. The writing must be done if they're in grade five or eight at the district level. So the district makes a local assessment or an alternate assessment for writing, and then they score it in-house. So we don't have that. That's the one thing we don't -- we do not have, is the writing assessment. But that only affects two grades.

What about ELL? English language learner students are treated the same way with the following exceptions: participation in the math PASA is mandatory, but if the student's in their first year, their scores do not count for AYP purposes. Participation in reading is optional. So if somebody comes from France and they're over here, first year, they don't have to take reading, but they can take reading if they want. So you have to really offer it to them. I know people probably are reluctant, like, well, if they don't need to take it, I'm just not going to offer it. But really, you kind of need to offer it because you don't want a student coming back later and saying, I didn't have the opportunity to demonstrate this, and this is something that's going to be posted to a transcript or something like that.

ELL students are treated the same way, and except for -- oh, and science. Right. Participation is mandatory for students in their first year of enrollment for science, but they're not counting for AYP purposes, okay? Not even participation. I mean, they just need to take it. So it doesn't show up in AYP at all. I would like it to show up more for accountability than it currently is. And it may at some point, but not now.

What about dos and don'ts for administering the assessment? We maintain common quiet, remove and cover all instructional materials, provide your scratch paper, sharpened pencils,

highlighters. You know, what about highlighters? Are they allowed to use highlighters on an answer booklet? No. Sometimes, kids, they get a little bit carried away and they write on the answer booklet. And then of course, it picks it up and it messes everything up. So you have to be very careful about highlighters. Encourage them and return all test materials to a secure location. Now do not allow unsupervised breaks. I did see this on one visit where students were finished -- now this was for Keystone, but you get the idea. Module one was finished. There was a break before they started module two. But the tests were just laying there and the kids were walking all around. That's not acceptable. I would recommend collecting those materials and redistributing those materials. Sometimes we do things and then after it's done, it's, oh gosh, I should have done it differently. But think about it beforehand.

Display visual cues that -- you don't want to do that. Make sure -- I walk around. Sometimes I see globes and I see presidents up there and I see things which don't look like they pertain to what the kids are really doing, but maybe it would because they have presidents in this room and they don't have it in the next room over. And maybe that gives them an unfair advantage. So I would just err on the side of caution. You don't want to provide any pre-printed graphic organizers, allow pens, colored pencils. It would cause stray marks. Prop students. And the last one was keep any test materials. I mean, that was looking like it was dissolving before our eyes. This slide must be a few years old. It needs to be re-printed. Just kidding. Use sheet -- using a sheet as scratch paper. And you don't want to keep any test materials. You know, that happens sometimes where some test materials, they kind of -- I don't know how it happens, but they get -- they're over in a warehouse and they show up like five years later. There's a box of test materials. I mean, how does that happen? We actually had one from 2001 or something. There was an administrator that was going in this year, a superintendent, and they went into their office. And they were checking through things and they found a box of PSSA materials from like ten years ago. And they go, well, we're reporting this.

And makeups: makeup sessions should be done as soon as possible. And remember, if a kid is absent for whatever reason and you're testing on a particular day, when that student comes back, have them just pick up where everybody's at currently. Don't have them go back and do what they missed. You want to have them finish up with the rest of the kids and then go back later and finish the sections that they missed. That's also important for test security. And makeups for all subjects can be administered up to the end of the testing window, okay? And that takes care of the assessment side.

Now the accountability side with John Nau, he's going to come up for -- he has just ten slides real -- he'll be real quick. So John Nau. And I'll put that there.

JOHN NAU: Hold on. Hold on. There it is. Can you hear me now? It's better? Okay. All right, as most of you know, I'm John Nau, the division chief for performance accountability and reporting -- performance analysis and reporting, I should say, PAR. And as the division chief, I'm responsible for everything having to do with AYP. And I'm going to start off with this by saying that this is not the AYP presentation. In May, you're going to have another training session similar to this where we're going to go around to each of the PaTTANs and give a presentation on everything that you would want to know about AYP. But there are a couple of slides that I have here having to do with AYP that you need to know about before the administration of the assessment.

And the first one here, the first slide here, has to do with the AYP performance and participation attribution map. How many people are familiar with that map? Raise your hands. Many? Not many people know that? Okay. A very, very important document. And there's a different way now -- Craig mentioned that we've had a migration of information on our website. We have a different way of getting to the attribution site. Again, on the left navigation bar, you would press on -- first on programs. And the change now is next step: programs S through Z, not O through R. That gives you the state assessment system link. And as Craig mentioned, everything having to do with assessment and accountability comes under that state assessment system link, which makes it a lot better than it was before. After you do that, you then click on the Pennsylvania Accountability System, again, which is part of the Bureau of Assessment and Accountability. This is the assessment -- the accountability part. And then once you get on there, you click on 2013 AYP score and participation attribution map and it'll come up for you.

There are a couple of changes in the 2013 AYP and performance and attribution map. First if all, we have a situation that handles homeless students. We haven't had that before. We also have a situation where a student attends a public school as part of the Opportunity Scholarship Tax Credit Program. That's a new program. I'm sure you probably are familiar with that. We had to come up with an attribution rule for a student in that particular situation. And then we also have a definition of the full academic year as it pertains to the Keystone exams.

Now I say that this attribution map is a very important document because it gives you a whole lot of information. For each of the situations, okay, it identifies who's responsible for ensuring participation in the assessment, who's responsible for ordering test materials and administering the

assessment. It gives you the attribution of participation and performance results. And it gives you the rationale for that particular rule. So again, I encourage you to look at this and study this, this document. If you have any questions whatsoever, you don't understand anything, you don't understand the rationale for the particular rule, you need to come and talk to me. Call me at my office number. I'll give you that number: 214-9391.

Now on this -- the bottom of this slide is a -- it's just an example of what you'll find on the attribution map. And it just tells you, okay, if the district displaces a student in an alternate education setting inside or outside the district, that district's responsible for ensuring the student's participation in the assessment. Okay? Very, very straightforward. Here's another one: the entity delivering the student's education, whoever that is, is responsible for ordering and receiving materials and administering the test. So again, for each of those situations, there is this particular -- this type of information that's in this document that will help you out.

Know your district's procedures for homeschooled students. This doesn't happen too often, but again, you should have written procedures and guidance in how to handle homeschooled students. We all know that a supervisor of a home education program or a parent can request that their child who's homeschooled take the assessment, the PSSA assessment. And the district must allow that student to take the assessment at the school building the student would normally attend or some other agreed-upon location. What if the student needed accommodations? And obviously accommodations are -- take a long time to set up. So your procedures should consider that and make sure that if the particular homeschooled student needs an accommodation, has to be -- that has to be known and identified and planned for well in advance of the assessment. If the student is a full-time homeschooled student, there's a place to bubble that information on the answer booklet, so on page two of the answer booklet. And you want to make sure you do that.

We're testing cyber charter school students. I believe everybody knows now that cyber charter schools are public schools. And they are responsible for ensuring student participation in the assessment, ordering test materials, and administering the assessment. And they're also accountable for the results.

Next, I want to talk about bubbling booklets. And I know that you'll -- DRC is going to talk a little bit more about this in detail, but I do want to mention this and the importance of accurate bubbling. Most testing sites are going to receive student pre-code labels. These pre-code labels are linked to student and district school information in the Pennsylvania [inaudible] Management System, PIMS. You

want to make sure that when you receive those pre-code labels, that you look at the information that's on there. Make sure it's accurate. If it's not, you do not want to use that pre-code label.

Another important point: the demographic information for the particular student is embedded in the student pre-code label, in that barcode. And any bubbling that you do on pages one and two will not supersede the information that is embedded in the pre-code label. Now all sites will receive district and school labels which are identified by a yellow stripe. These contain only district and school information. It does not include any of the demographic information for the student. And therefore the school personnel must bubble in pages one and two, the demographic information on the student on pages one and two of the answer booklet. Make sure when you do this bubbling that the name, birth date, and PA secure ID number are bubbled exactly as they appear in PIMS or your school information system. You should also continue to bubble in the demographic information because, again, if there is some sort of problem with the name and the student ID and the birth date, this demographic information that you bubble in will possibly be able to be used to match the -- match the record at DRC. Do not use labels from another school. Do not use old labels. You can request additional labels by calling DRC at their customer service number or submit an additional materials request to the eDIRECT.

And last on this slide is accommodations. A student's use of an accommodation is not collected from any other source for PSSA reporting except what's bubbled here on the answer booklet. So make sure for any student that is -- has -- are using accommodations, this information be bubbled on page three of the answer booklet or appropriately indicated on the eDIRECT system for online testing.

So we have three different types of information that needs to be bubbled in: demographic information, non-assessed codes -- in other words, if a student does not take the -- does not complete the assessment for one or more reasons, there are non-assessed codes that need to be bubbled in. And of course, accommodations information needs to be bubbled in. You should have procedures in place in the school to make sure that -- who is going to be doing this bubbling? Whether it's going to be the test administrator or the school assessment coordinator or the special education director for accommodations, that all needs to be set and agreed upon prior to the assessment.

Craig already talked about this quite a bit, and I'm not going to belabor it here, but again, within two weeks prior to the scheduled assessment, school assessment coordinators must conduct a training session for test administrators and proctors. Qualified teachers, counselors, administrators, or paraprofessionals may act as test administrators. Again, it shows here no volunteers. We talked about

student teachers. They cannot be test administrators. We had a question, how about substitute teachers? Substitute teachers are employees of the district and they can be used as test administrators.

The topics to be covered in the training are listed in the Handbook for the Assessment Coordinators, pages three through five, and there's a long list. And you saw that in some of Craig's presentation. Long list of topics that need to be covered in this particular demonstration. When we go on monitoring visits, one of the things that we do is we ask for an agenda for this training. And again, we're going to check the agenda items or agenda topic items that you give us against what you should have covered in the training as per the Assessment Handbook. And then we'll also ask you for an attendee list to see who enrolled and attended this training. All those need to be readily available so that we can check that on our monitoring visits. You can use this PowerPoint in your training, which again will be posted sometime here in the near future on the PDE website. And you can also the test administrators' Handbook.

I want to talk a little bit about students who withdraw and transfer at various times. Obviously, if your student withdraws or transfers prior to the start of the testing window, you're going to discard that student label. If you're not -- that's, again, for online -- I mean, for paper-pencil testers. Online testers, again, if the student withdraws or transfers prior to the start of the testing window, you're going to remove that student from the test session. If the student begins the test but is completely removed from the school's enrollments before completing the entire assessment -- so paper and pencil testers, you're going to cover that pre-code label with a Do Not Score label. I said, again, DRC will be telling you exactly how to do that. Online testers, you want to send an email with the student information, PA secure ID and school code, and an explanation to the PA's customer course -- customer service email address as you see on the screen.

I want to just briefly cover two other situations that may occur. If a student completes an entire assessment before withdrawing in your school or district, obviously, you're going to return that answer booklet and it's going to be scored. If a student completes, let's say, one or more assessments in one district and then transfers to another school or district prior to the end of the testing window, and that -- in that second school, he completes the remaining assessments. The results of the assessments that he takes in that first school district will need to be -- will need to be attributed to the transferred district. And you'll have a chance to do that in the attribution window, which again, will -- as I'm sure most of you are familiar with, it'll open in May. And you'll be able to transfer those records to the appropriate school and district.

I'm not going to mention much about this slide. It's been covered quite thoroughly by Craig. Again, encouraging your students to do the very best that they can. You see there, here, about a minimum attempt logic. This is the number of test items that the student has to complete in order to -- in order for that particular test or answer sheet to be scored. I believe it is still five test items that must be completed to meet the minimum attempt logic. When you meet the minimum attempt logic, you'll definitely -- you'll get credit. The school or district will get credit as far as participation is concerned, but then the rest of the test will be scored as normal. And all of those other answers that were not bubbled in will count against performance. So performance is not going to be very good. So definitely encourage all of your students to do the very best they can. Don't just stop at answering the minimum attempt logic.

And now I want to turn to participation. There's -- there are a number of situations where it will not negatively affect your participation rate. And then in the next slide there are some that will affect your -- negatively affect your participation rate. The first one that does not is medical emergency. And I just want to read the definition of medical emergency and make sure we're all straight on that. A medical emergency applies only to rare instances in which the student cannot take or finish taking the assessment during the entire testing window, including makeup dates, due to a recent significant medical emergency. The key words in there are significant and recent. An example that I can give you: it would be a student that's recovering from a recent car accident. We've also had the problem with concussions and whether a concussion is a medical emergency. And you have to look at the particular situation. Again, whether it's recent and whether it is significant -- it significantly affects the student's ability to perform to the best of his ability on the assessment. Again, we're going to rely a lot on a medical advice in those particular situations. If you have a question about any type of medical emergency, if you're not certain whether a particular situation meets the criteria for a medical emergency, please give us a call at PDE and we'll be able to help you out with that.

As Craig mentioned, an ELL student in his or her first year of enrollment in the U.S., reading only, that's optional. So if that particular student does not take the reading assessment, that does not negatively affect your participation rate. I wanted to also mention the date that identifies a student as an ELL student and first year. That's March 31st, 2012. That's the last day of the 2012 reading and math testing window, okay? So if a student is enrolled in a U.S. school after March 31, 2012, they are considered a first-year enrollment in U.S. schools. And also, if a student participated in the PASA, that would not negatively affect your participation rate.

These are situations where it will affect your participation rate: extended time -- or extended absence during the entire testing window. Again, the student is absent from school for an extended period that continues beyond the last day of the PDE-established testing window. If you have that particular situation, you want to record that in the non-assessed student's grid on the answer sheet, on the answer booklet. Talking about parental requests, I don't have to mention more about that because, again, Craig covered that thoroughly. And it will count against your participation rate. I do want to mention that in my monitoring -- when I've gone out monitoring, one of the excuses I get from the schools that they don't have written procedures covering parental requests is that they've never had such a request. That's not an excuse. Any time you can have one of these parents come to you, and you should have written procedures down for that on how to respond to these requests.

We also have an Other category -- category that's for the rare exception for a student's non-participation in the assessment. Most notable rare exception is a student's refusal to participate at the time of testing. This represents a defiant act on the student's part despite school personnel's every effort to obtain compliance. If this is the case, then you want to record that in the non-assessed student grid, again, on the answer sheet. Absent without makeup: here's where the student is absent for any sections of a subject and is unable to make up the incomplete sections. Now it's very important to select this if appropriate as, if you do not, this will result in the test being scored and reported under the assumption that the student simply did not attempt to participate in all sections of the assessment. So make sure that if, in fact, you have a student that is absent without makeup, you'll get dinged for it for participation, but you don't want to get dinged for it for performance, also. If this happens, you have an appropriate bubble in the other assessment information grid. And the last one is a failure to meet attempt logic, and I think I've already covered that.

The last slide here is just a general slide, and it gives you the full academic year definition for the PSSA. Only students enrolled for a full academic year on or before October 1st, 2012 count for performance. All students must participate in the assessment. Every student enrolled as of the last day of the testing window must take the assessment. And that's all that I have. And I will be followed by Bobbi Fehrmann from DRC.

BOBBI FEHRMANN: Thanks, John. Thanks, Craig. Can everyone hear me? Okay, for right now, what I'd like everyone to do is to put their arms up in the air, wiggle their fingers a little bit. Okay? All right? Good. And for those of you in this room, if you could write down your name on a piece of paper -- and Wyatt will be collecting that because we have a few little prizes to give out after we're done with

questions. As for questions, keep writing those down. If you have them here, go ahead and put them up in the air, and Wyatt will collect those so we can get those looked at. And for those who are remoting in, the email address is hbg.questions@pattan.net. And we will have that email address up for you to send in your questions.

Okay. For data recognition, we're going to discuss the distributing, the handling, and the tracking of all of the secure materials. We're going to discuss those secure materials for both the online administration and the paper-pencil. As you can see, the PDE window begins with the writing assessment, which is going to be in a month. And there's a separate makeup window for the writing assessment. So by March 27th, there should be no secure materials for writing left in any of the schools. Those should all be returned. And then you have the window for reading and math and science occurring, starting in April, and then as -- for makeups, if you have any makeups, hold those materials, but the majority of your materials can be returned once the student population has completed. Go ahead and make multiple shipments of those materials to DRC.

A few key dates that we want to touch on is your Handbook and the Directions for Administration manuals have been shipped. You should have received them. If you have not received those materials, then contact DRC and we will help figure out where they may be. If you need additional copies, you can get those Handbooks and DFAs on the eDIRECT website or PDE's website. Secure materials have started to be shipped, so you should receive those by the 25th of February. Again, if you have not seen your secure materials by the 25th, then contact DRC. If you're testing online, the tutorials, the online tools, training, and the test engine are all available for download. And we recommend that you get those downloaded as soon as possible and have the school assessment coordinators, the test administrators, start reviewing those -- and even the students. For AYP reporting, we will have an attributions and corrections window and a one-percent redistribution window. And the student performance files and parent letters will be available by June 13th.

The next couple of slides are the roles and responsibilities for the district assessment coordinators, the school assessment coordinators, and the test administrators. And we've just broken it down on these slides for what you may need as responsibility for paper-pencil versus online. A couple ones to point out is district assessment coordinators are granted the permissions to eDIRECT. So DRC grants permissions to those district assessment coordinators. And from there, as district assessment coordinators, you get to choose who you want to grant those permissions to. Depending on what application in eDIRECT you want someone to help you with or have access to, you grant that permission.

Also make sure that your school assessment coordinators have the Handbook and the Directions for Administration manuals and have read those. And make sure that they have distributed those to the test administrators and the test administrators have read them and also had any questions. Also make sure, as I've stated, that if you're testing online, test administrators and school assessment coordinators have taken a look at the online tools/training for online testing, along with the tutorials.

Okay, now I'm going to discuss the paper-pencil administration. So for this next portion of the training, it's just going to be on how to handle the paper-pencil test and answer booklets. So when you receive your materials, you want to make sure that whoever usually gets your UPS shipments is aware that you have multiple boxes and lots of them coming in. And they -- and you want to be notified immediately, as they are secure materials. You also want to make sure that all of the boxes are accounted for prior to signing for them. So if you're supposed to receive 60 boxes, you want to make sure you have got 60 boxes and that they're all for your district or your school. It's not uncommon that UPS may accidentally switch a box with a neighboring school or district, so you want to make sure they're your materials because you're responsible for them.

Once you've inventoried those boxes and you know you've received them, then you're to fill out the materials receipt notice. Now the actual notice itself is not new. What's new is you're going to find it on eDIRECT. You're no longer going to have that extra piece of paper on your desk. And I know I would be happy not to have another piece of paper on my desk. And all you have to do is just submit it on eDIRECT. And it's as simple as just putting in the date and telling us that you've received them. Again, district assessment coordinators have received that permission. And so if you want to enter in all of the dates for every school, you can go ahead and do that because you have permission. If you want your school assessment coordinators to do that for you, then you need to provide that permission for them. The permission that you're looking for is just the simple materials primary window permission. That's the only one that they need to access the materials receipt notice.

And as it's new, just to kind of give you a little look of what it actually looks like, is when you're in eDIRECT, it's on the left navigation side. You'll see Materials. You click on that, receipt notice, and it brings you to this page. And you're going to simply make sure that you have the right administration and the right school name, and then you click show. And when you click show, this is all you're going to see. There is nothing else for you to see or to have to do. You just fill in the date and click complete. Now once you hit complete, that is sent to DRC. It cannot be changed or edited. That is the date that we have received. So make sure you have all of your materials.

There are a few accommodated materials that we have for both paper-pencil or the online. Wyatt will be discussing the text-to-speech and the color chooser options, which are online-only. We still have the large print and Braille, and those are paper-pencil versions only. If you have any students using large print or Braille, it's important that you transcribe their answers into a scanable answer booklet. If the answers are not transcribed into a scanable booklet, we will not score it. Also, the scanable booklet, ten booklets, you know that you'll only need to order ten and that three other people in another building haven't ordered ten and you end up with 40 extra booklets.

Also, you'll be able to see that you've placed the order, that DRC has received it. So it's no more when you get a fax, did that fax go through? Did DRC get that fax? Is -- when are they going to place the order? You'll be able to see it via eDIRECT. You will be able to start placing orders on e-direct by the end of the day on the 19th. So starting on the 20th, you'll be able to place those orders. And we just recommend that as soon as possible, order the materials. That gives us time to get it processed, shipped out, and in time for you to be testing.

And again, just to kind of show you what it's going to look like is, in eDIRECT, on the left side of the navigation bar, it's under materials, just like materials receipt notice. And when you click on that, you're going to see this page. And it's, again, as simple as selecting the correct administration and the correct school, and add order. And once you click add order, you're brought to this page. And this page is just going to list all the materials that can be ordered. And all you're going to do is enter in the quantity of materials that you need, and then we will get those to you.

When distributing test and answer booklets, it is imperative that the form numbers on the front cover of the test booklet and the answer booklet match. You don't match by the security barcodes on the back of the booklets. I know that they're very close in number and you just go right in order. However, it's the form number on the front covers that have to match. If they don't match down the road, you will have problems. It'll cause problems for the students and for the test administrators.

Barcode labels. All used answer booklets must have a barcode label attached to the front cover. That's a pre-code label, a district school label, and possibly a do not score label. If you have a student who is not assessed, we still have to have a barcode label affixed to that front cover of the booklet.

If you've opened a pack of booklets and so there's some just random, unused answer booklets, there's a preprinted, blank barcode on that answer booklet, so you don't need to put a label on it. It just

-- just leave it blank. But that is also indicating to us that it's an unused booklet. So if you forget to put a barcode label for a used answer booklet, we will process it through as if it were blank.

When you receive the sheets of all the barcode labels, they are not subject specific, so they can be used on any assessment, any grade. However, we have slip-sheeted the pre-code labels, and that's just for ease of distribution. Regardless of the type of label that you have used, if you have a student using an accommodation, page three must be bubbled in. We are not collecting that information from PIMS 13413.

Pre-code labels have been generated from the information that we received from the November PIMS snapshot. So if you would have a student that is no longer with your school or district and you've received a pre-code label for them, you can just discard the label. It does not need to be affixed to a booklet and returned to DRC.

There are four items that are matching criteria to the PIMS reporting file. And so when you're looking at the pre-code labels, you want to verify that the first and last name are completely correct as they are in PIMS, and the birthdate and the PA Secure ID number are also correct. If these -- any of this information is incorrect, do not use the label. Just discard it, use a district school label, and bubble in the correct information on the booklet. If you try to bubble in the information and still use this label, or write the information on the label, we are not going to get that information.

District school labels for the PSSA have the yellow stripe on top of them. You're not going to want to use any other type of striped labels that you may have received for Keystone or the -- for Keystone. And if there's anything incorrect on these labels, like your school name or if you don't have enough, do not borrow them from a neighboring district. Do not make copies. Contact DRC by filling in an additional materials request, and we will make you more labels and get those out to you.

If you use a district school label, you have to bubble in pages one and two of the booklet. It is important that the four criteria, the first name, the last name, date of birth, and the PA Secure ID number, match exactly to what is in PIMS. If they don't match to what's in PIMS, when we get the reporting file in May, then this booklet will not match the information that is in PIMS. For example, if you have a student who goes by Tom, and so someone bubbles in Tom on the booklet, but his legal name is Thomas, they're two different names, they're spelled differently. When we go to match, they -- we will not know that they're the same kid.

Do not score labels. Do not score labels are only needed for if a booklet has been started and it becomes torn, soiled, or defective. And so if that is the case, then you would take the answer booklet, transcribe the student's responses into a new answer booklet, same form number, and then place a do not score label onto the defective booklet.

Okay, this next slide I have to show because we get hundreds of books where the label are not in the right place. So the pre-code label or the district school label go on the lower left-hand corner on the front cover of the answer booklet. It doesn't go on the security barcode on the back of the answer booklet. It doesn't go on the test booklet. And if you use a district -- a do not score label, it goes directly over the label. It doesn't go wrapping around the booklet. It doesn't go on page five. And I have found them on page five.

When distributing and tracking your materials, we recommend that you use a security checklist and the materials accountability form. The security checklist will still come as a hardcopy document with your secure materials. If you want an electronic version, email PA customer service and we will send that to you. Email us starting on the 27th of February.

And this is just an example of what when we look -- a security checklist looks like and just an example of how you may want to use it. So if you have a few students being assigned a test to a test administrator, you just want to record who the books have been sent to when they were given to the administrator, when they were received back to you, and just do the same for, you know, another set of booklets. And then if you would happen to have a student who gets sick on a booklet and it has to be destroyed, then just make notes on the far right-hand corner and just indicate why it's no longer in your possession.

The materials accountability form. Again, this is not new, but what is new is it's on eDIRECT. And so you have been granted that permission to the accountability form. The accountability form can be updated throughout the entire testing window. So once you hit submit to DRC on the materials accountability form, it's still editable. You can go ahead and make changes as much as you want. So if you have a shipment coming back to DRC of early completed writing materials, you can go ahead, put in those writing materials. And then when the rest of the make-ups come, you can add in those numbers, and then you can go and do the reading and the math later in the window.

You're not going to print out the form or -- and then send it back to us. It's just online. And we will get that information when the window has closed. We just recommend that you try to have it

completed by the third of May, which is the last day of the testing window, which should also be your last box that is coming to DRC.

And because it is new, I just wanted to show again what it's going to look like. And it's found in e-direct in the exact same location as the materials receipt notice and the additional materials. It's on the left-hand side under materials. You click on accountability form and you get this page, and it's the same. You click on administration and school and show, and then when you click show, you just get a list of the materials that were sent to you. And you just fill in the number of materials coming back to DRC. If you had additional materials, that number should be reflected in coming back to DRC, so your number will be higher than what we said that we shipped to you.

Okay, packaging and returning the materials has not changed from last year. We're still going to have that plastic return shipment bags, and that your answer booklets will have to be placed into. And as we have seen a lot of booklets still returned in different like boxes and no boxes, just the bags, I am going to show you the steps on how to package the materials.

So the answer booklets, used and unused, will go inside the plastic bag. You'll seal it as tight as possible and you'll place those into the box. Then you will add crumped paper or some filling to make sure that the box is as full as possible. If there's some room, extra room, the test and answer booklets, they kind of move and shift and they can break open the boxes, and so you could lose materials. So just try to fill it as tight as possible.

And then we just recommend that you use flaps A and B on the outside so it then would cover up the old labels that UPS used to ship the boxes to you. And then seal the box with about three strips of tape and make sure it just gets wrapped along the sides about an inch down. Flap A is for the DRC return shipment label, and flap B is for the UPS return shipment label. And that's just for you to stay consistent when you're, you know, putting all those labels onto all those boxes. And after you're done with that, flip the box over and add a few pieces of paper to the bottom of the box just to keep it as secure as possible.

Test books and unopened packages, they get packaged exactly the same way as answer booklets. They just do not need the plastic bag. So again, you're going to put the test books into the box, add some crumpled paper, make sure there's -- it's a full box. And then use flaps A and B on the outside of the box when you seal it. And then place your labels on the box, and then add tape on both the top and the bottom of the box.

When you schedule pickup, just remember that if you call UPS, it's going to be the next day when they come to pick up those materials, so just keep that in mind when you're getting ready to ship back the materials. We recommend that you take copies of the return shipment labels that you have used and indicate which materials are in those boxes with those tracking numbers. It would just help if there is a missing material to kind of -- as another way of being able to help track where that material may be.

And then if there would be a case that DRC does need to contact you, just make sure that someone is aware that DRC isn't just calling to sell something. So the online administration, we're going to have Wyatt come up and talk about some of the tools that are used for online administrations.

WYATT GARNETT: Good morning. My name is Wyatt Garnett. I've been at DRC for about a year and a half, and I work a lot with CDTs. If any of you have dealt with the CDTs, you've probably dealt with myself or Aaron Smith. And I also work with the PSSA and Keystone.

We -- first time for online testing for the Keystone was the winter, and it was very successful for sites that decided to do the online test versus the paper/pencil. The PSSA, obviously this is the first administration with the PPSA going online.

And one thing about the online testing versus paper and pencil, if you are not yet doing it right now, if you're not doing online for the spring, you can decide -- say you have a student that transfers into your school late and you have like two days to get them tested. You can decide to just put them into a test session for online, and because you may not have any materials left. So that's one benefit to doing online versus paper/pencil for students who come last-minute.

Again, I'm just going to be talking strictly about the online administration, so anything that I will be saying will be strictly online. It won't have anything to do with paper and pencil. What we are going to go over is the system overview; before testing, the preparation; and then during testing, the monitoring; after testing, the closeout.

Okay, first thing is the system overview. Internet connectivity is required for testing for the PSSAs. Student responses are regularly saved to DRC's servers throughout the testing, so you are definitely going to want to get that set up beforehand and make sure that everything is up to date. And I will tell you where that is located, where to get the downloads for that, in the next couple slides.

The PA online assessment software must be installed on all the client computers to be -- that are going to be used for the testing. This should be done as soon as possible, again, like I said, so you can make sure that everything is up to date and that students aren't running into any issues.

Administering the online tutorials. Prior to online testing, ensure students view the video tutorials for applicable subjects. So they can take the tutorials for any subject that they will be tested on. Allow a minimum of -- allow a minimum of 20 minutes for viewing. And tutorials can be reviewed as many times as often.

This is what the page will look like on -- or I'm sorry, when you download the tutorials. The video, it's basically videos telling the students what the test is going to look like. Some examples of what they're going to see when they're looking at the tutorials would be the test sign-in, the testing basics, the basic tools, the advanced tools, and how to finish tests, how to exit as well. So you're definitely going to want to get your students familiar with this if you plan to do any online testing so they're comfortable while they test.

Administering the online tools training. The students can practice using the online tools training, become familiar with the functionality of the software. You're going to want to schedule time for the students to take the online tools training prior to testing. And again, once you download this, this is all located on eDIRECT. It would be underneath test setup. And again, I'm just doing a general overview of the online. We will have the test setup user guide will also be available on February 19th. So the test setup user guide is going to have all the directions to actually set up test sessions if you plan to do it online.

Schedule online -- schedule time for students to take the online tools training. And the online tools training is going to be a sample test. So once you download the test engine, it's going to have a test sign-in, and it's also going to have the online tools training. And that's going to give students a sample of what the test would look like, the tools that they will use while they're testing.

One OTT for each subject so they can take these online tools training, as well as look at the tutorials, as many times as they would like. You're going to want to allow 15 minutes for the OTTs. And the district assessment coordinators, the school assessment coordinators, and the TAs should use the OTT prior to administering the assessment as well so they're familiar with it.

This is -- this is what the page will look like when they're doing the online tools training. If you look on the lower left-hand side, this is a fifth grade math test. So once you click the online tools training

where the finger is, right in the middle of the screen underneath Pennsylvania, or the PSSA, it's logging into the online tools training. Once you click on that, the username and password will automatically pop up. Once they're logging into the test, obviously it's going to be a secure username and password. But for the online tools training, it's a generic username and password for each test, and they all populate by themselves. So once you click it, you just have to put in -- it's math5 and then the password would be test1234.

Verifying the student data. The student data from a -- from a PIMS file cannot be updated in eDIRECT. So once your district or school has sent the file to PIMS and we have received that file, it'll be greyed out in there. We cannot make any changes and you will not be able to make any changes on -- if you're doing the online testing as well.

So if a student is not listed in eDIRECT, the student may need to be added to the system. And you can add students because let's say you're doing the CDT or you had a student in there for the Keystone and you need to add him to online tests. Those are different administrations, so you can still add them if they are not in there for the PSSA. But if they were uploaded through a different district through PIMS, they will be greyed out and you will not be able to change anything on that student as far as the district and school that they attend or anything like that.

Adding students manually, you'll click add, enter all the required fields, and then click save. And again, this is only for students who are not -- have not been uploaded through PIMS for the PSSA. Managing -- to manage students' online accommodations, you're going to use the accommodations tab to enter all the accommodations.

You may enter extended time, the student needed extended time or a small group setting. Those ones will not show up on the student's ticket once you print it out. The only two that will show up are the audio or the color chooser accommodations. And the audio is the text-to-speech, so if you need -- if you have students that need the test read aloud, this is definitely a good way to go as well.

Creating test sessions. You're going to select a test session, select administration and school, and then click show sessions. Click add sessions, and then you're going to enter in all the required fields, or all the required information. So you're going to name the test session whatever you would like. Some -- for the Keystones, we had schools basically populate their whole entire eighth grade, and then just make that one test session. But you can break it down by teacher or classroom if you wanted to.

But for the PSSAs and the Keystones, unlike the CDTs, you don't need teachers in here because the teachers can't see the data anyway, so it's not going to have any effect on putting teachers in here or not. So you don't have to separate them for test sessions. You can actually just create one large test session and then print out the test tickets -- the test tickets and separate them by classrooms, and that would be just fine as well.

Printing the student log-in tickets. You're going to find the test session. So you would go into test setup, click on test sessions, and then you'd put in the administration 2013 PSSA. And then you're going to select the edit/print icon. If you look on the screen, it's where the finger is highlighting it. It kind of looks like a calendar or a spreadsheet. So you're going to want to click on that. And again, if you decided to create a large group with just your eighth graders, you can select all and print all the test tickets. Or if you're going to separate it by classrooms, you can put the checkmark in front of each student and just print out those certain test tickets for certain classes.

And the day of the testing is when you're going to want to hand out these test tickets. Again, these are secure like a test booklet or answer booklet, so you're not going to want to have -- want students to have access to the test ticket prior to testing. During testing, you're going to want to make sure you're monitoring the student testing. Again, walking around the room, making sure that they're on task.

Test inactivity. The students will be -- after 20 minutes, it will log them out. So if they're just sitting there and not doing anything, you're going to want to make sure they're able to get back in. The pausing and exiting the test. For the Keystones, we had some issues with students that hit complete instead of pause and exit. And in order to get those tickets -- the student -- if you click complete, the student's not going to be able to log back in. So that's just a simple call to DRC and we can get that problem resolved right away.

The loss of Internet connection, you're going to want to make sure to first check with your IT department and make sure there are no issues on your end. We are also usually -- we're actually usually the first call. We get the call, and typically we can walk people through it. But if it's an Internet connection on your end, we're going to -- we're going to have to try and figure out what -- why on your end you lost Internet connectivity. So that's kind of hard for our IT guy to do if we're not on the line with the IT department at your site.

Special situations. And again, this is -- this refers back to any resetting of tickets or issues as far as students going home ill before completing the test. So if -- it's just like if you're doing a paper/pencil test. You're going to want to -- once that student starts the test, you're going to want them to complete that test in that day. If they don't complete that test in that day, you will have to send an email to PAcustomerservice@datarecognitioncorp and have us reset that flag for that test. And we will need a good reason as to why that ticket should be reset.

So these are just some examples. Student goes home ill before completing the online assessment. Student begins testing with a wrong test ticket. So for some reason, the teacher or TA had given out the wrong ticket to the wrong student. We would have to reset that ticket, so we would need an email to do that.

Student begins testing with the wrong accommodated version. And again, if the student has the text-to-speech and the teacher did not put it in their accommodations before they printed the ticket, they will not have an accommodation when they go -- actually go in to test. So they will have to reprint the test ticket after they put in that accommodation, and then they will be able to log in and get that text-to-speech. Student begins testing in the wrong subject. Again, the test is going to have to be reset. Student was given the wrong ticket for the wrong test.

Collecting materials. TAs must return all student login information and scratch paper to the school assessment coordinator. Again, it's like paper and pencil. It's a secure test. We're going to need to have the tickets returned so that they are destroyed as well so that the students don't hold onto them.

Some of the testing codes assess the edit -- access the edit student page to update testing codes for the student. And some of the testing codes would be for [inaudible] placed absent codes, non-assessed students. So the non-assessed students would be for the recent medical emergency. Then you would apply that code to the student. So obviously just like the booklet, you bubble in the reason why the student is not tested.

And again, here's the contact information. These are the general phone numbers for PDE. And Data Recognition Corporation understands intricacies involved with large-scale assessment, and our customer service reps are always available and willing to help with any questions. If you have any questions regarding paper/pencil, online, unless it's a policy issue, you guys can always give us a call or

shoot us an email. And most likely, most of the time, depending on how busy we are, but we try to get back to everybody within that day, so.

For questions, if you guys have more questions, you can raise your hand with a piece of paper. We're going to try to answer questions -- all the questions now. And if you have questions for PDE or DRC, we will be here afterward for a while as well. Thank you.

CRAIG WELLER: Okay, so now that's the exciting part is we're down with the PowerPoint. Yay, get done with that. But we also have the questions, which is also another exciting thing. I see a hand. There's another question.

Okay, so the first question is, as test administrators monitor the students, and some students stop working and put their heads down, what are the TAs allowed to do? So at this point, the only thing you can do is just make general comments to please make sure you complete all of your work.

Next one. Is it required that two proctors are in the room at any given time? No, a TA is just fine because of staffing issues. We can't require that there's another person in there, but two sets of eyes help because then one person's making sure that the other person's doing what they should be doing. So it's always a good idea to have a TA and a proctor in there.

Do we need to have all accommodations documented on the new forms in the 2013 accommodation guidelines? I would say yes to this, but you might want to check with special ed for that. I'm not exactly sure unless I could defer to John now on that question. The 2013 accommodation guidelines, there are forms in there. I think they do.

And one thing we see when we go on monitors, sometimes we note that the accommodations that students are supposed to have are not -- the information is not disseminated down to the classroom, to the TA. So the best course of action is to have the special ed coordinator at the district make up lists of students that TAs will have in their classroom and list the accommodations for those students beforehand, like maybe a few days beforehand, so that the teachers -- the TAs know what to do as far as accommodations. That's the proper thing to do. So yes in that -- you would need to document that. Having it in an IEP by itself is not good enough.

Does each student need to have their PA Secure IDs written next to their test number on the security checklists? I think that's referring to the DRC security checklist. I don't think the PA Secure ID needs to be on there. I think that's just a DRC-related document. Now if it's on the list distribution, of

course because the PA Secure ID is part of the list distribution, which would have the TA's name on it as well. But if they were just referring to the security document, no.

New one. Protractors: will they be given protractors? Using protractors on the test? I'm not sure about that. What do you think, John? Protractors? John, protractors? I'm not sure. I would defer to Charlie Wayne on that. And then the email is the one I gave you before, cwayne@pa.gov. Anything math related. I think it's -- I think it's okay, but just to make sure. Protractors. Fourth graders have protractors, yeah, but for other grades? No, not for other grades. Okay, that's what I was not sure about.

Okay, next one. Test security certifications: are they signed before or after testing? I remember saying that they are signed after testing, but it does say here -- it says one thing in the manual and different in this training. But I just read the manual and I didn't see where it said that, so I don't know, maybe you're looking at the old manual? I don't know.

Do not store test materials. What materials is this referring to, as we need to store records for three years? I think it just means the actual testing materials. You don't want the test and answer booklets stored, I guess. I mean, test security statements, certification statements, you have to store those. So anything test-specific, you can't keep them.

Test coordinator certifications. Should the DAC maintain a copy of the SAC certification prior to signing the DAC form? I'm not quite sure what that means. Both the district assessment coordinator and the SAC needs to sign it post-testing.

What is the requirement regarding teachers proctoring their own students? That's good. Well, it's not recommended. I don't think that we said it's an absolute mandate at this point. I think it's very recommended, highly recommended. And whenever that happens, that's almost a mandate.

JOHN NAU: [inaudible]

CRAIG WELLER: Oh, is that what it is? Okay.

JOHN NAU: [inaudible]. This might have been the question they were asking right here.

CRAIG WELLER: Yeah, but they specifically said secure -- security. I think it's the security. But I think that's -- thanks. Next question, if a student -- oh did we --

AUDIENCE MEMBER: It says preferred, but not required to have a different teacher.

JOHN NAU: We recommend highly that a teacher not be the test administrator for their own students. Like in a lot of schools, they're switching subjects. Math teachers are proctoring literature and stuff like that. It is a staffing issue, if in fact you can't -- if in fact you do have teachers that are proctoring -- that are test administrators for their own students.

CRAIG WELLER: Right. So in other words, do everything you can to make sure that situation doesn't happen. If you have a staffing issue, then go ahead. Because at least in that case, if there's some security issue that comes up, then you can demonstrate that you've done all that you can.

AUDIENCE MEMBER: But we wouldn't be -- we wouldn't be in a [inaudible] because it doesn't say it's required.

CRAIG WELLER: That is correct. That is correct.

JOHN NAU: But again, it's protection.

CRAIG WELLER: But it's protection for you.

JOHN NAU: For you, okay? Protection for you. If you have a problem --

AUDIENCE MEMBER: [inaudible]

CRAIG WELLER: Right, but with teacher evaluations linked into this --

AUDIENCE MEMBER: I know. They don't want someone else, so it's hard on the student.

CRAIG WELLER: Well, it doesn't matter. I mean, when it comes down to that, when it comes to teacher eval, that's all I'm saying is a percentage of what their overall mark is at the end of the year -- in fact, next year probably will be, but I can't say for sure.

Okay, so if a student needs extra time to finish a test and that test venue is being administered by a different test administrator, do both individuals -- do you list both individuals as test administrators on the documentation? And I would say yes because you should have a spreadsheet, couple columns. List the primary TA. And then if you have to go extended time, then you probably want to have a column to list that for extended time. So they technically would be a TA in an extended time setting. I would definitely -- you have to document that.

This one here, this is horrible. This is a horrible question in the sense that a student had a recent kidney transplant, or a fifth grader undergoing chemo, and another third grader -- so all receiving homebound. Does this count as a recent medial emergency? And I know it sounds terrible, but we can't

always just grant the recent -- there's still a certain -- there's a guideline that you have to follow. I would suggest if you have any questions like that, email Ray Young. He has a simple -- it's Ray, R-A-Y Y-O-U-N-G. Just Ray Young, no dots or anything. If you put a dot in the middle, it goes to somebody else, we found out. So it's just rayyoung@pa.gov. Now he is the division chief for assessment. He makes the final decisions on all of those calls for medical emergencies.

Usually, it's within a two-week window. So I would suggest that if you're homebound and receiving instruction, that would not fall under a recent medical emergency. As bad as that sounds, it doesn't. Here's one, PSSA for 11th grade also. Yes, PSSA for 11th grade because we don't have an alternate Keystone.

What is considered a small group if testing online? Well, there is no testing online in small groups because we have an audio portion to the online component, so they don't need to have it read aloud. It actually is over the computer, so you don't have small groups.

Third grade manual says students should not cross off answers they know are incorrect, a very common strategy which is used. Can they use a yellow highlighter to highlight incorrect answers to narrow their choices, or will that affect scoring? All right, you don't want to do that. You can't write on the answer booklet.

JOHN NAU: Tell them to do it on the answer page. You can do it on the test booklet, but not on the answer booklet.

CRAIG WELLER: Yeah, but this is third grade and they have just one thing. Third grade is the same booklet, so yeah, so no. Can school assessment coordinators serve as test administrators? Yes, you can be -- you can be whatever you want. I mean, you can be a superintendent if you want to be a TA. You can as long as you have training and you have signed off on that. And I would say that if you're going to serve as a TA and you're the school assessment coordinator, you need to sign a TA test certification -- or certification statement as well. So you'd have two in your file for you: one for the SAC and one as a TA.

Next one, will -- let's see, what is the required -- oh, what is the required online training for all TAs and proctors that was recently announced? What's that all about? And I'll just tell everybody. I showed you Kerry Helm before, khelm@pa.gov, khelm, Kerry Helm, Dr. Kerry Helm. He is the guy in charge of that at PDE. He put the whole module together with the help from an outside contractor, so it's very professionally done if you haven't seen it yet.

And from what I understand, since he sits right next to me, is that he has everybody linked up. As soon as they complete the training online, an email is sent to him. So can you imagine across the state, he's getting hundreds of emails every day. Now I don't know why they set it up that way. It seems a little bit work heavy for me. But anyway, if you need to have any information about that training module, which is required, then email Kerry Helm, H-E-L-M. So khelm@pa.gov.

AUDIENCE MEMBER: Required?

CRAIG WELLER: Of all TAs and proctors.

AUDIENCE MEMBER: All TAs and proctors?

CRAIG WELLER: Yeah.