

## 4.13 Script for Administering DC Science


### 4.13.1 Grades 5, 8 and High School – All Units

The administration script under Section 4.13 will be used for all units of the DC Science Assessment.

On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the DC Science Assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes.

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1	Grades 5, 8 and high school biology: 45 Minutes	<ul style="list-style-type: none"> <li>• Student testing tickets</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
End of Unit 1 – Students <b>Submit Final Answers</b>				
Unit 2	Grades 5, 8 and high school biology: 45 Minutes	<ul style="list-style-type: none"> <li>• Student testing tickets</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
End of Unit 2 – Students <b>Submit Final Answers</b>				
Unit 3	Grades 5, 8 and high school biology: 45 Minutes	<ul style="list-style-type: none"> <li>• Student testing tickets</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
End of Unit 3 – Students <b>Submit Final Answers</b>				
Unit 4	Grades 5, 8 and high school biology: 45 Minutes	<ul style="list-style-type: none"> <li>• Student testing tickets</li> <li>• Pencils</li> <li>• Scratch paper</li> </ul>		
End of Unit 4 – Students <b>Submit Final Answers</b>				

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to Section 3.3 for further instructions on how to check accessibility features and accommodations. Before students can begin testing, the test session must be started in PearsonAccess<sup>next</sup>. Additionally, the unit must be unlocked (refer to Section 4.3 for more information). Speak to your School Test Coordinator to determine who will complete these two tasks prior to testing. Test Administrators must make sure all testing devices are turned on and logged on to TestNav (follow your school/LEA instructions for accessing the Sign-In page. Make sure all testing devices display the Sign-In screen as shown under the Checking Audio Section). If headphones are needed for accessibility purposes, make sure they are plugged in prior to launching TestNav (except for headphones that are used as noise buffers).

 <p><b>Say</b></p>	<p><b>Today, you will take the DC Science Assessment.</b></p> <p><b>You may not have any electronic devices at your desk, other than your testing device. Making calls, texting, taking pictures, and browsing the internet are not allowed. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.</b></p>
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If a student raises their hand, collect the electronic device (or follow your school/LEA policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

**Checking Audio (For text-to-speech users only. Audio will only be needed for students assigned the text-to-speech accessibility feature. All other forms of the DC Science test do not include any audio components. DC Science video content does not contain audio.)**

**Say**

**Make sure your headphones are plugged in and put them on. On your screen below the “Sign In” button is a link called “Test Audio.” Select the link to make sure you can hear through your headphones and adjust the volume to the highest level. You can adjust the volume in the test after you begin.**

See below for a screenshot of the **Test Audio** function. Test Administrators should assist students with audio adjustments as needed.



### Instructions for Logging In

**Say**

**Please sit quietly while I distribute your student testing tickets and scratch paper. Do NOT log in until I tell you to do so.**

Distribute scratch paper and student testing tickets. Make sure students have pencils. If a student has a calculator accommodation in their IEP or 504 plan, make sure the student receives the appropriate device.

**Say**

**Now, look at your student testing ticket and make sure it has your first and last name on it. Raise your hand if you do not have your ticket.**


If a student has the wrong ticket, provide the correct student testing ticket to the student. If you do not have the correct student testing ticket, contact the School Test Coordinator.

**STUDENT TESTING TICKET**

**Student:** LastName, FirstName  
**State ID#:** XXXXXXXX A  
**Session:** SessionName  
**Date of Birth:** 20YY-MM-DD  
**Test:** Test Name


You are authorized to take the electronic version of this test. You will be asked to provide the following information in order to access the test on the device. Please wait for the instructions from the test monitor before proceeding.


Select **Your State** in the TestNav application.  
**Username:** 9088286671    **Password:** 77fb77  
(OPTIONAL) Local Testing Device ID: \_\_\_\_\_

 <p><b>Say</b></p>	<p><b>Now, enter your Username as shown on the bottom of your ticket.</b></p> <p>(Pause.)</p> <p><b>Next, enter the Password as shown on your ticket.</b></p> <p>(Pause.)</p> <p><b>Now, select the “Sign In” button.</b></p> <p>(Pause.)</p> <p><b>Find your name in the upper right corner of the screen. If the name you see is not yours, please raise your hand. You should now be on the “Available Tests” screen. Select the “Start” button for Unit __ (fill in the appropriate unit number). You should see a “Welcome” screen.</b></p>
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Circulate throughout the room to make sure all students have successfully logged in. Retype the Username and Password for a student, if necessary. Passwords are not case sensitive. If the student does not see their correct name on the login screen, close the browser, open a new browser window, and log the student back in with the correct student testing ticket.

**Instructions for Administering All Unit**

 <p><b>Say</b></p>	<p><b>Select the “Start” box in the middle of the screen. Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along. Do NOT select the “Start” button until I tell you to do so.</b></p> <p><b>Today, you will take Unit_ (fill in the appropriate unit) of the (fill in the appropriate grade level) DC Science Assessment.</b></p> <p><b>To respond to the tasks on this test, you may be asked to review information in the form of text, images, data tables, and graphs. Analyze all the information and tasks carefully and then respond to each task. You may need to read across multiple tabs to see all the information. You will be allowed to use a calculator for all units in this test.</b></p> <p><b>Some tasks require more than one response. You may look back at the information as often as necessary.</b></p> <p><b>For tasks that ask you to explain, describe, or answer in your own words, type your responses in the space provided. You may use scratch paper to organize your thinking before typing your response in the space provided.</b></p> <p><b>For interactive tasks, follow the instructions provided with each item.</b></p> <p><b>If you are unsure about an answer, select or compose an answer you think is the best response. You can always go back to the items you are unsure of after you have answered all other questions in the unit.</b></p>
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 <p><b>Say</b></p>	<p><b>This is the end of the testing directions. Do not go on until you are told to do so. During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test.</b></p>
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Read from OPTION A, B, or C below based on your local policy (refer to your School Test Coordinator).

<b>Say</b>	OPTION A <b>After you have logged out of the test, sit quietly until the unit has ended.</b>
	OPTION B <b>After you have logged out of the test, I will dismiss you.</b>
	OPTION C <b>After you have logged out of the test, you may read a book or other allowable materials until the unit has ended.</b>

<b>Say</b>	<b>Do you have any questions?</b>
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Answer any questions.

### Instructions for Starting the Test

<b>Say</b>	<b>Scroll to the bottom of the screen.</b>
	(Pause.)
	<b>Select the “Start” button.</b>
	(Pause.)
	<b>You should now be in the test.</b>

Pause to make sure all students are in the correct unit.

<b>Say</b>	<b>You will have 45 minutes to complete this unit. I will also let you know when you have 10 minutes of testing time left. You may begin working now.</b>
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Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.7.3).
- If technology issues occur during testing, assist students as needed. Follow the protocol in Section 4.7.1, as applicable, if any technology issues cause a disruption.
- Assist students in logging out of TestNav as they complete the unit (Section 4.9.1).
- Collect test materials as students complete testing (Section 4.9.2).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item is not functioning appropriately, refer to Section 4.7.5.
- Ensure that any absent students are locked out of the unit (Section 4.3).

**Instructions for Taking a Break During Testing and Testing Interruptions**

The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised.
- Student screens must not be visible to other students.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the unit:

<b>Say</b>	<b>Please stop and cover or turn off your screen. We will take a silent three minute stretch break. No talking is allowed.</b>
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After taking a classroom break, be sure students are seated and device screens are visible:

<b>Say</b>	<b>You may now resume testing.</b>
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**Instructions for When 10 Minutes of Unit Time Remain**

When 10 minutes of unit time remain,

<b>Say</b>	<b>You have 10 minutes remaining.</b>
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Continue to actively proctor while students are testing.

**Instructions for Ending the Unit**

When the unit time is finished, read the following optional SAY box if there are students still actively testing. If a second unit will be administered after a short break, stop the directions after exiting the unit. (Do not have students log out of TestNav.)

**Say** Stop working. Testing time has now ended.

Select the “Review” drop-down menu at the top left corner of your test.

From the “Review” menu, scroll to the bottom and select “End of Section.”

Select the “Submit Final Answers” button. You will then see a message that asks “Are you sure you want to submit final answers?” Select the “Yes, Submit Final Answers” button.

Select the “Yes” button to exit the unit.

**I will now collect your student testing ticket and scratch paper.**

- Circulate throughout the room to make sure all students have successfully logged off. Then, collect student testing tickets and scratch paper.
- Ensure all students are in **Completed** status for the unit in PearsonAccess<sup>next</sup> at the end of the unit.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script to move on to the next unit.