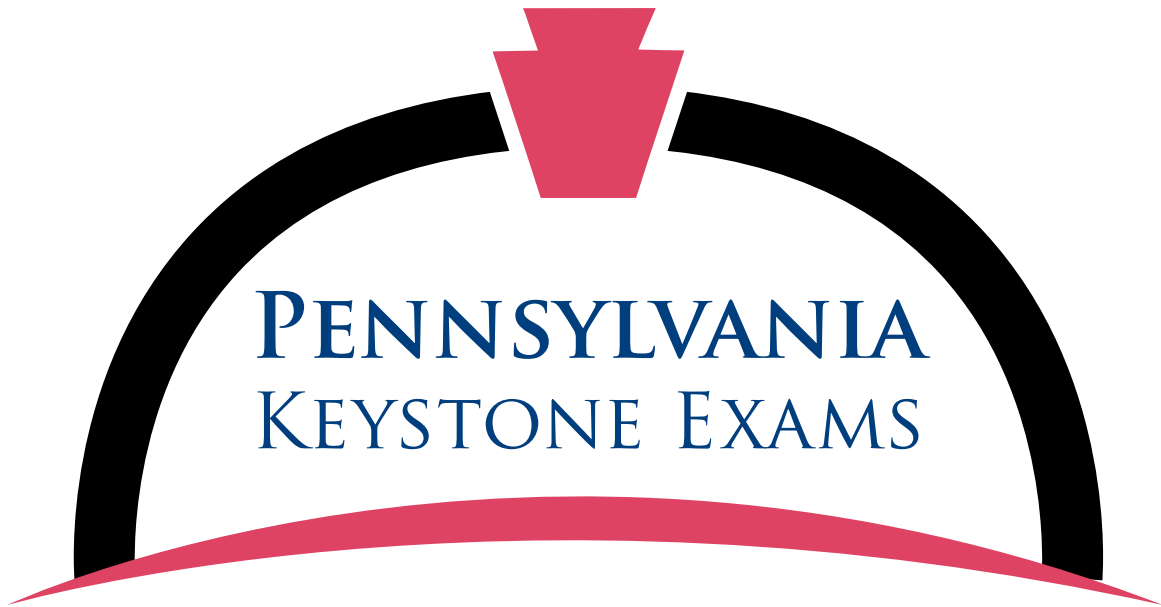




Pennsylvania  
Department of Education



ALGEBRA I, BIOLOGY, AND LITERATURE

KEYSTONE EXAMS

SPRING 2025

DIRECTIONS FOR PAPER AND PENCIL  
ADMINISTRATION

SPRING 2025



<b>PART I: IMPORTANT INFORMATION</b>	<b>1</b>
A. Contact Information Concerning Questions	1
B. Maintain Exam Security	2
1. Test Security	2
2. Reporting Irregularities	3
3. Avoiding Inappropriate Test-Taking Strategies	3
4. Storing Secure Materials	3
<b>PART II: GENERAL ASSESSMENT INFORMATION</b>	<b>5</b>
A. Summary of the Test Administrator's Responsibilities	5
B. Follow the Exam Schedule Set by the School Assessment Coordinator	5
C. Exam Administration Procedures	6
D. Prepare the Students for the Exam	7
E. Prepare the Classroom for the Exam	8
F. Required Exam Materials	9
G. Organize the Exam Materials	10
H. Damaged Answer Booklets	10
I. Test Management Concerns	11
J. General Organization of the Exam	11
K. Code of Conduct for Test Takers	12
L. Display Exam Information	12
M. Extended Exam Time	13
N. Exam Administration Reminders	14
<b>PART III: DIRECTIONS FOR ADMINISTERING ALGEBRA I</b>	<b>15</b>
A. Getting Started with the Algebra I Exam	15
B. Reviewing Algebra I Barcode (District/School or Student Precode) Labels	15
C. Administering the Algebra I Exam—Module 1	16
D. Administering the Algebra I Exam—Module 2	20
<b>PART IV: DIRECTIONS FOR ADMINISTERING BIOLOGY</b>	<b>24</b>
A. Getting Started with the Biology Exam	24
B. Reviewing Biology Barcode (District/School or Student Precode) Labels	24
C. Administering the Biology Exam—Module 1	25
D. Administering the Biology Exam—Module 2	29
<b>PART V: DIRECTIONS FOR ADMINISTERING LITERATURE</b>	<b>33</b>
A. Getting Started with the Literature Exam	33
B. Reviewing Barcode (District/School or Student Precode) Labels	34
C. Administering the Literature Exam—Module 1	34
D. Administering the Literature Exam—Module 2	38
<b>PART VI: AFTER EXAM ADMINISTRATION</b>	<b>42</b>
A. After Testing Is Complete	42
B. Return Materials	42

## APPENDICES

<b>Appendix A: Handbook for Secure Test Administration.....</b>	<b>43</b>
<b>Appendix B: Keystone Exam Test Security Certification Form (Test Administrator and Proctor) .....</b>	<b>55</b>
<b>Appendix C: Algebra I, Biology, and Literature Exam Directions.....</b>	<b>57</b>
<b>Appendix D: Code of Conduct for Test Takers .....</b>	<b>61</b>
<b>Appendix E: Pennsylvania Calculator Policy .....</b>	<b>63</b>
<b>Appendix F: Algebra I, Biology, and Literature Constructed-Response Scoring Guidelines ...</b>	<b>65</b>

This manual is to be used for the paper and pencil administration of the **Algebra I, Biology, and Literature Spring 2025 Keystone Exams**. This manual provides the Test Administrator (TA) with directions that will ensure a standard assessment environment in schools throughout the Commonwealth of Pennsylvania. The administration of this exam may differ from other assessments the TA/Proctor has given; therefore, **TAs/Proctors are to become thoroughly familiar with this manual and the procedures for administering the exam before the testing window (May 12 through 23, 2025).**

Many of the test questions can be answered by contacting PA Customer Service. If you have other questions or concerns, refer to the table below.

### A. Contact Information Concerning Questions

Topic or Subject	Contact Person / Telephone	Email Address
DRC PA Customer Service	800-451-7849	PACustomerService@DataRecognitionCorp.com
Test Security/Irregularities		ra-edirregularities@pa.gov
General PSSA and Keystone Exam Testing Questions	Division of Assessment and Accountability	ra-ed-pssa-keystone@pa.gov
Opting Students Out of Testing		ra-ed-pssa-keystone@pa.gov
Testing Irregularities	Jay Gift – 717-783-1144	rgift@pa.gov
Testing Accommodations (IEP and 504, Regular Education, EL)	Dr. Beth Gannon – 717-346-9399	ra-eduniqueaccom@pa.gov
ELA, Keystone Exam Literature, EL Accommodations	Dr. Beth Gannon – 717-346-9399	egannonrit@pa.gov
Math, Keystone Exam Algebra I	Dr. Megan Clementi – 717-783-6543	mclementi@pa.gov
Science, Keystone Exam Biology, Notify Changes in Testing Dates and/or Times, Testing Window Exceptions, and Cell Phone Issues Not Related to Test Security	Craig Weller – 717-525-5825	crweller@pa.gov
Division Chief	Brian Truesdale – 717-214-5433	btruesdale@pa.gov

**If a test security violation is suspected, contact the SAC immediately. If you believe the SAC may have involvement in the violation, immediately contact the Pennsylvania Department of Education (PDE) directly at ra-edirregularities@pa.gov. The email should include a detailed subject line. Please ensure that you only utilize the email account provided here for security violations. Please do not send a question to multiple email accounts. This causes a delay in response.**

**B. Maintain Exam Security**

The Pennsylvania Keystone Exams are a measure of individual student achievement conducted by the PDE. Any deviation from the exam procedures outlined in this manual (including, but not limited to, group work, teacher coaching, teaching or releasing of the performance tasks or exam questions, and using old, non-released Pennsylvania assessment items as preparation tools) is strictly prohibited and is considered a violation of exam security. Those individuals who divulge exam questions, falsify student scores, or compromise the integrity of the state assessment system in any manner will be subject to professional disciplinary action under the Professional Educator Discipline Act, 24 P.S. § 2070.1a et seq, including a private reprimand, a public reprimand, a suspension of their teaching certificate(s), a revocation of their teaching certificate(s), and/or a suspension or prohibition from being employed by a charter school. In this regard, an educator is any individual who holds public or private academic school certification and all charter and cyber charter school staff members and contracted educational providers who would be required to hold certification if they served in a traditional public school.

In order to ensure the validity and security of the Keystone Exams, all TAs and Proctors must read and understand the *Handbook for Secure Test Administration*. The *Handbook for Secure Test Administration* (Appendix A) is provided in this manual. In addition, the *Handbook for Secure Test Administration* is a stand-alone document. It also can be found in the *Handbook for Assessment Coordinators*. Both are posted on the PDE website:

[pa.gov/agencies/education.html](http://pa.gov/agencies/education.html) [Under 'Data and Reporting,' select 'Assessment Reporting.' Select 'Learn more about the Keystone Exams.' Select 'Administration Materials.']

Students may not discuss, disseminate, or otherwise reveal the assessment content to others. This includes talking with others about questions on the test during or after the test. Students will be subject to discipline based on the Local Education Agency's (LEA's) policy and procedures. Students should be assured that they may discuss the testing process or issues of concern with their parents/guardians.

**1. Test Security**

- a. TAs and Proctors must complete the online Pennsylvania State Test Administration Training (PSTAT), found at [www.pstattraining.net](http://www.pstattraining.net), once every school year for which they are a TA or Proctor. The PSTAT must be completed prior to working on any Keystone Exam tasks.
- b. District Assessment Coordinators (DACs), School Assessment Coordinators (SACs), TAs/Proctors, Principals, and all other individuals who are involved in this assessment program must maintain the security of all exam materials. Together, they share the responsibility for ensuring that all exam materials and student responses are handled securely, confidentially, and in accordance with security mandates and other general procedures. These include, but are not limited to, the following:
  - i. Except where allowed by a specific written accommodation, only students being tested are allowed to view the content of the exam materials.
  - ii. No secure materials from the exam may be copied, photographed, or recorded in any manner.
  - iii. Student responses must not be reviewed for accuracy or completeness by anyone other than the student.
  - iv. Students may not review responses at any time other than during the administration of an exam module.

- c. Every TA/Proctor involved in the administration of any Keystone Exam must read, sign, and date a *Keystone Exam Test Security Certification Form*. This certification must be signed and dated after completing administration of all Keystone Exams within this testing window. The *Keystone Exam Test Security Certification Form* certifies that all security measures for the Keystone Exams were maintained, including, but not limited to, the following:
  - i. Following test security regulations and procedures
  - ii. Handling secure assessment materials appropriately
  - iii. Maintaining confidentiality of information contained within secure assessment materials

A copy of the *Keystone Exam Test Security Certification Form (Test Administrator and Proctor)* (Appendix B) is provided in this manual and in the *Keystone Exams Handbook for Assessment Coordinators*. Prior to the administration of the exam, the SAC will distribute copies of this certification to all TAs and Proctors involved in the administration of this Keystone Exam. Prior to receiving any exam materials or participating in the administration of the Keystone Exams in any way, the TA/Proctor must read and understand the *Keystone Exam Test Security Certification Form*. Upon completion of the exam administration, the form must be signed, dated, and returned to the SAC.

## 2. Reporting Irregularities

**If a test security violation is suspected, contact the SAC immediately. If you believe the SAC may have involvement in the violation, immediately contact the Pennsylvania Department of Education (PDE) directly at [ra-edirregularities@pa.gov](mailto:ra-edirregularities@pa.gov). The email should include a detailed subject line. Please ensure that you only utilize the email account provided here for security violations. Please do not send a question to multiple email accounts. This causes a delay in response.**

## 3. Avoiding Inappropriate Test-Taking Strategies

Every answer booklet and combined test/answer booklet will be processed by scanners that detect all pencil marks. As such, it is not appropriate to have students taking a paper assessment eliminate answers by striking through an answer bubble or by bubbling multiple answers and later erasing. Likewise, students should not make any extraneous marks in the answer booklet or in the combined test/answer booklet (e.g., crossing out answers believed to be incorrect). Students must mark their final answers in the appropriate locations in their booklet. Students must not discuss, disseminate, or otherwise reveal the assessment content to others.

## 4. Storing Secure Materials

All paper answer booklets, test booklets, and combined test/answer booklets are considered secure materials and must be kept in a preselected locked, secure storage area at both the district and school levels. Secure materials must never be left unattended or in open areas. TAs must not be given access to secure test materials before the administration day. Instead, TAs should only be given access to secure test materials immediately preceding test administration. **It is mandatory that school districts utilize a sign-out/sign-in sheet for distribution and collection of secure test materials.** It is recommended that TAs count the number of test booklets, answer booklets, and combined test/answer booklets received and returned in the presence of the SAC or the SAC's designee.

- a. The *Directions for Paper and Pencil Administration* manuals are not considered secure test materials and should be provided to TAs prior to the assessment for review. TAs and Proctors should be allowed time to review the *Directions for Paper and Pencil Administration*.
- b. Each student taking the Algebra I or Biology Exams will receive **one combined test/answer booklet**, and each student taking the Literature Keystone Exams will receive **one test booklet and one answer booklet** for each exam as it is being administered.
- c. Scratch/grid paper and any other paper on which students have written is considered secure and must be collected at the end of each testing session to be destroyed by the SAC or the SAC's designee.

**All secure testing materials must be inventoried, counted, and returned immediately to the SAC or the SAC's designee after testing is completed. Individual restroom breaks during testing are permitted but require monitoring. Materials must be kept secure after testing and prior to shipping to Data Recognition Corporation (DRC).**



**A. Summary of the Test Administrator's Responsibilities**

1. Complete the Pennsylvania State Test Administration Training (PSTAT) online module, prior to working as a TA/Proctor, one time per school year (this satisfies both the PSSA and Keystone Exam requirement for the school year).
2. Become familiar with the exam administration procedures provided in this manual.
3. Receive student exam materials from the SAC or the SAC's designee immediately prior to the testing session on the day you are scheduled to be a TA (or Proctor) for any of the Keystone Exams.
4. Alert the SAC if any student information on the student label is incorrect or if the bubbled in information is incorrect and needs to be changed.
5. Look at the back cover of each answer booklet and ensure that your initials are correctly bubbled in the Test Administrator Initials fields. Some schools may have TAs bubble in the Test Administrator initials, and other schools may have already bubbled in the Test Administrator initials. If the initials are incorrect or missing, alert the SAC.
6. Distribute the test booklets, answer booklets, or the combined test/answer booklets to the students at the time of the exam.
7. Read the directions for administration to students at the start and end of each module of the Algebra I, Biology, and Literature Keystone Exams.
8. Actively monitor the exam environment during the scheduled exam time. Actively monitoring is monitoring the administration of the exam and nothing else.
9. Collect and account for (including counting the number received and returned) all student exam materials and return them to the SAC or the SAC's designee at the end of each exam session.
10. Return all scratch/grid paper and any other paper on which students have written to the SAC or the SAC's designee at the end of each exam session to be destroyed.

**FOR ALGEBRA I AND BIOLOGY ONLY:** Return the reference sheets.

11. Review, understand, sign, date, and return the *Keystone Exam Test Security Certification Form (Test Administrator and Proctor)* to the SAC at the end of the final Keystone administration for which you are a TA or Proctor.

**B. Follow the Exam Schedule Set by the School Assessment Coordinator**

The Algebra I, Biology, and Literature Keystone Exams must be administered within the PDE-designated exam window on the dates assigned by the LEA. The Algebra I, Biology, and Literature Keystone Exams each consist of **two modules**. Each module must be scheduled as a separate exam session. Since the Keystone Exams are untimed, there may be instances in which the actual testing times take longer than the recommended testing times. **Modules must NOT be scheduled back-to-back in the morning (or in the afternoon).** Instead, the modules must be divided across two days or divided across the morning and afternoon of the same day. The SAC must discuss the schedule with TAs at least one week prior to the exam dates. Please note that each module in these exams is designed to be completed in similar amounts of administration time. For more information on administration time and testing time, see the section titled *General Organization of the Exam* in this manual.

### C. Exam Administration Procedures

The procedures listed below must be followed prior to the administration of the Algebra I, Biology, and Literature Keystone Exams.

1. The SAC will receive a Keystone Exams *Handbook for Assessment Coordinators* that provides additional detailed information about the exam. This document is also posted on these portals:
  - a. <https://pa.drctdirect.com/default.aspx?leapp=General+Information> [Select 'Documents.']
  - b. [pa.gov/agencies/education.html](https://pa.gov/agencies/education.html) [Under 'Data and Reporting,' select 'Assessment Reporting.' Select 'Learn more about the Keystone Exams.' Select 'Administration Materials.']
2. This manual must be read in advance in order to become familiar with the procedures for administering the exam. Prior to the exam administration, the TA must do the following:
  - a. Become familiar with the testing schedule and all procedures laid out in this manual.
  - b. Follow the directions of the SAC and the directions in this manual for maintaining test security.
  - c. Plan sufficient time for distribution and collection of materials.
  - d. Assign seats to students based upon the Form Number of the test. Complete and return the seating chart to the SAC.
  - e. Keep seating charts for every exam administered (required).
  - f. Post a **"Testing—Do Not Disturb"** sign on the door(s) to the classroom to indicate that an assessment session is taking place.
3. Prior to the assessment, ensure that all answer booklets and combined test/answer booklets have a barcode label affixed. For those booklets that have a District/School Label rather than a Student Precode Label, ensure that the SAC or the SAC's designee has bubbled in all appropriate information on pages 1 and 2 (see "Reviewing Barcode (District/School or Student Precode) Labels" on pages 15, 24, or 34 of this manual).
4. Review the exam directions that students will have access to during the exam administration. See Appendix C of this manual for more information.
5. Prior to the test administration, the TA/Proctor will need to consult with the teacher or case manager to determine which students have test accommodations. Approved test accommodations are outlined in the current PSSA and Keystone *Accommodations Guidelines* and in the current *Accommodations Guidelines for English Learners (ELs)*. Directions for read-alouds and scribing can be found in the *Read-Aloud and Scribing Guidelines for Operational Assessments*. These documents are posted on these portals:
  - a. <https://pa.drctdirect.com/default.aspx?leapp=General+Information> [Select 'Documents.']
  - b. [pa.gov/agencies/education.html](https://pa.gov/agencies/education.html) [Under 'Data and Reporting,' select 'Assessment Reporting.' Select 'Learn more about the Keystone Exams.' Select 'Accommodations.']

**NOTE FOR ALGEBRA I AND BIOLOGY ONLY:** Any student, regardless of IEP status, may have a word, phrase, or test item read aloud upon request. If the student has a **documented need** for **more** than an occasional word, phrase, or test item to be read aloud, school personnel must bubble "Some test items/questions read aloud" under "Student used the following Presentation Accommodations" on page 3 of the student's combined test/answer booklet. However, it is only appropriate to read all test items aloud if this practice is documented as an accommodation. If reading the entire exam is used as an accommodation, school personnel must bubble "All test items/questions read aloud" under "Student used the following Presentation Accommodations" on page 3 of the student's combined test/answer booklet. You must follow the read-aloud guidelines when administering the Keystone Exams.

Reading aloud any word, phrase, test item, or passage is **not permitted** in the Keystone Literature Exam. Accommodations for read-alouds for the Keystone Literature Exam may only be granted for visually impaired students who are not yet proficient in Braille. Contact the SAC if more information is needed.

Not all accommodations that are provided on a day-to-day basis in the classroom are approved for use with the Keystone Exams; however, all accommodations in IEPs or 504 Plans must be considered when planning for the administration of the Keystone Exams.

6. This exam includes multiple test forms. A form number is on the front cover of each booklet. Each student must use a test booklet and an answer booklet with a matching form number designation for the Literature Keystone Exam.
7. TAs will review, understand, sign, and date the *Keystone Exam Test Security Certification Form (Test Administrator and Proctor)* and return it to the SAC at the end of the final Keystone Exam administration.

#### D. Prepare the Students for the Exam

1. Inform students in advance of the schedule for the exam sessions, as communicated by the SAC or the SAC's designee.
2. Students are not permitted to have cell phones, cameras, smartphones, smartwatches, earbuds, or any other unapproved electronic devices in their possession during the administration of the exam. Students **must** be informed of this policy in advance and should be encouraged to leave such items at home on exam days. **TAs must collect all such devices prior to distributing assessment materials. A Unique Accommodation Assurance must be completed for students who need to retain their devices for medical monitoring. See the Accommodations Guidelines for more information and procedures.**
3. PDE encourages school districts and schools to inform students before testing begins of the locally determined ramifications/sanctions for student misconduct during the Keystone Exams. This includes, but is not limited to, discipline associated with possession of unapproved electronic devices, cheating and the sharing or reproduction of test content.
4. Discuss the *Code of Conduct for Test Takers* (Appendix D) with all students prior to the scheduled exam time. It is essential that students understand the importance of each point in the *Code of Conduct for Test Takers* before testing begins. Prior to the administration, students must fill in the appropriate bubble indicating that they understand the *Code of Conduct for Test Takers* that the TA (or other school personnel) reviewed with them. TAs should answer any questions that students have to ensure that all students understand this code of conduct. Students should be assured that they may discuss the testing process or issues of concern with their parents/guardians.
5. Students may **not** use a dictionary or a thesaurus for any part of the Algebra I, Biology, and Literature Keystone Exams.

**NOTE FOR ALGEBRA I AND BIOLOGY ONLY:** An exception is made for English Learners (ELs) taking any portion of the exam. They may use word-to-word bilingual/translation dictionaries that translate native language to English or English to native language. If an EL student is using this accommodation, TAs must follow the direction of the SAC for recording its use in the student's booklet. Bilingual/translation dictionaries that include word definitions or pictures are not allowed.

6. Students must use a No. 2 pencil; an ink pen may **not** be used.
7. Students may highlight, underline, and make notes on scratch paper. All scratch paper and any other paper on which students have written must be collected and returned to the SAC to be destroyed.

8. Students can cross out the text of the incorrect answers, but students should not make any extraneous marks on or near the answer bubbles (e.g., crossing out answer bubbles believed to be incorrect or marking multiple answer bubbles thought to be correct). Students should completely erase any extraneous marks in the answer booklet or combined test/answer booklet on the answer bubbles. **Students must not use highlighters on the answer bubbles.**
9. The Algebra I, Biology, and Literature Keystone Exams include questions that require students to select from four possible answer choices. These multiple-choice questions and answer choices are found in the test booklet and combined test/answer booklet. Students will read each question and record their answers in the spaces provided in the answer booklet or in the combined test/answer booklet. The Algebra I, Biology, and Literature Keystone Exams include questions that require students to write a response. Students will read each question and write their responses in the spaces provided in the booklets. **Answers written or marked on scratch/grid paper [or in the test booklet for Literature] will not be scored.**
10. **FOR ALGEBRA I AND BIOLOGY ONLY:** Students may use calculators for the Algebra I and Biology Keystone Exams. Students who do not have an approved calculator may be given a calculator to use. Scientific and graphing calculators are allowed for Algebra I only, provided the calculator meets the guidelines in the *Pennsylvania Calculator Policy* (Appendix E). **Note: Students may not share calculators during the exam.** All calculators must be cleared of all stored information and programs that are not factory installed before they are used on any state exam. TAs must engage Exam Mode for calculators that have Exam Mode capability. The calculator memory must be cleared by the TA after the Keystone Exam is completed. For more information, see the *Pennsylvania Calculator Policy* (Appendix E) of this manual.

Students are permitted to	Students are NOT permitted to
<ul style="list-style-type: none"> <li>use scratch/grid paper. (Students may use it to create their own graphic organizers, etc. during the exam.)</li> <li>highlight, underline, and make notes or comments in the test booklet and combined test/answer booklet. (Students should not use highlighters to mark the answer bubbles.) They may cross out the text/numbers next to the answer bubbles.</li> <li><b>FOR ALGEBRA I AND BIOLOGY ONLY:</b> use a calculator on the exam, including scientific and graphing calculators for Algebra I only, in accordance with the <i>Pennsylvania Calculator Policy</i> (Appendix E) of this manual.</li> <li><b>FOR ALGEBRA I AND BIOLOGY ONLY:</b> use a clean copy of the exam-specific reference sheet.</li> </ul>	<ul style="list-style-type: none"> <li>use preprinted graphic organizers.</li> <li>possess or use unapproved electronic devices, including cell phones, smartphones, smartwatches, earbuds, cameras, any type of computer, or any mobile device with a camera and/or Internet access (e.g., tablets, MP3 players, gaming systems, entertainment devices) at any time during the exam.</li> <li>possess or use dictionaries, thesauri, and spellcheckers or grammar checkers when responding to any part of the three Keystone Exams (<b>FOR ALGEBRA I AND BIOLOGY ONLY:</b> with the exception of word-to-word translation dictionaries that may be used by EL students).</li> </ul>

### E. Prepare the Classroom for the Exam

Good organization of exam materials and well-executed procedures will help the administration of the exam proceed smoothly.

Remove or cover with opaque materials all classroom instructional materials or any other materials that could aid students in answering test items. Classroom libraries do not need to be covered.

**DO NOT DISPLAY:****FOR ALGEBRA I ONLY**

1. Mathematics terms and/or definitions
2. Mathematics rules and properties
3. Examples of problems and answers
4. Multiplication tables
5. Instructions on how to use a calculator
6. Illustrations or drawings of geometric shapes, algorithms, algebraic equations, graphs, number lines, etc.

**FOR BIOLOGY ONLY**

1. Biological or chemical terms and/or definitions
2. Examples of chemical reactions
3. Illustrations or drawings of cells, genetic patterns, food chains, transformations of energy, etc.

**FOR LITERATURE ONLY**

1. Literary terms and/or definitions
2. Examples of genres
3. Illustrations of literary organization

**Note:** This is not an exhaustive list. These are general examples of what is not permitted. Any materials that may contain content that could be tested must be removed or covered.

The *General Description of Scoring Guidelines* used for Algebra I, Biology, and Literature constructed-response questions (Appendix F) may be displayed in the classroom. Each student test booklet contains a copy of the general scoring guidelines for personal use. Additionally, students may have a copy of the guidelines on their desks, but it must be a clean copy.

Student seating must be arranged to prevent student interaction during the exam sessions. A quiet, calm atmosphere is conducive to concentration on the exam. Disturbances must be kept to a minimum during the exam sessions. Posting a “**Testing—Do Not Disturb**” sign on the door(s) to the classroom indicates that an exam is in session. Students should not be permitted to sharpen pencils during the exam sessions. Each student should have at least two sharpened No. 2 pencils with good erasers and some scratch/grid paper. Extra sharpened pencils must be available for students.

**F. Required Exam Materials**

The SAC or the SAC’s designee will provide TAs with the appropriate exam materials on each administration day. After each module, exam materials, including scratch/grid paper and any other paper on which students have written, must be returned immediately to the SAC. Secure exam materials (excluding test booklets, answer booklets, and combined test/answer booklets returned to DRC) must be accounted for and destroyed by the SAC (or the SAC’s designee) or DAC (or the DAC’s designee) after both modules are completed. Every answer booklet and combined test/answer booklet has a unique security number and barcode printed on the back cover. These security numbers should be used to track the distribution and collection of secure exam materials. All secure exam materials assigned to a school must be accounted for and returned to DRC by the DAC and/or SAC. The *Directions for Paper and Pencil Administration* manual is not considered secure, and it does not have to be returned.

**G. Organize the Exam Materials**

The person administering the assessment should have the following items:

1. One copy of the combined Algebra I, Biology, and Literature Keystone Exams *Directions for Paper and Pencil Administration* manual
2. “Testing—Do Not Disturb” sign(s) to hang on the classroom door(s)
3. Extra sharpened pencils for students to use

Each student being tested should have the following items:

1. One copy of either the Algebra I or Biology Combined Test/Answer Booklet with a Student Precode Label or a District/School Label, or Literature Keystone Exam Test Booklet (There are up to twenty (20) different forms labeled 01 through 20. Students must use an answer booklet and test booklet with matching form-number designation with the Literature Keystone Exam.)
2. One copy of the Literature Keystone Exam Answer Booklet with a Student Precode Label or a District/School Label
3. Two sharpened No. 2 pencils with good erasers
4. Scratch/grid paper for each module
5. **FOR ALGEBRA I AND BIOLOGY ONLY:** A reference sheet

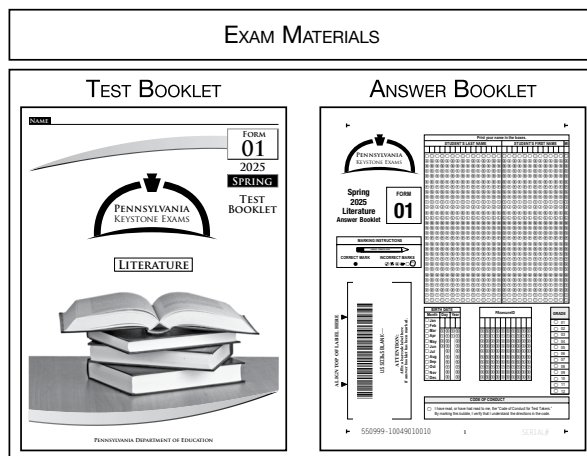
In addition, calculators may be used, including scientific and graphing calculators, but they may not be shared. Calculators may be provided by the school, or students may use their own calculators; however, all calculators must meet the requirements of the *Pennsylvania Calculator Policy* (Appendix E).

The *Pennsylvania Calculator Policy* is also posted on these portals:

1. <https://pa.drccdirect.com/default.aspx?leapp=General+Information> [Select ‘Documents.’]
2. [pa.gov/agencies/education.html](http://pa.gov/agencies/education.html) [Under ‘Data and Reporting,’ select ‘Assessment Reporting.’ Select ‘Learn more about the Keystone Exams.’ Select ‘Testing Information.’]

**H. Damaged Answer Booklets**

If a student receives an Algebra I or a Biology combined test/answer booklet or a Literature Keystone Exam answer booklet with damaged or missing pages, replace it with a booklet **of the same form number** and allow the student to continue working. If the student has already begun one of the two modules of the exam, the student should start working in the new booklet at the point where the defect was discovered and use the new booklet for the remainder of the exam. After the assessment has been completed, the SAC or the SAC’s designee must transcribe verbatim all of the student’s previous responses into the undamaged booklet. It is recommended the transcription take place in the presence of a professional staff member who will sign the appropriate *Keystone Exam Test Security Certification Form*. The student may not transcribe answers. On the new booklet, the SAC or the SAC’s designee must affix a District/School Label, write in the student’s name, and fill in the corresponding bubbles. Applicable portions of page 2 of the booklet should also be completed. **Do not insert pages from one booklet into another.** Multiple documents for one student and loose pages will **not** be scored.





The TA should give the damaged booklet to the SAC. The SAC will apply a “**Do Not Score**” label over the existing label on the front cover and return it to DRC.

## I. Test Management Concerns

A number of circumstances outlined in this manual can be resolved in consultation with the SAC. Those instances include, but are not limited to, the following:

1. Student cheating
2. Test security violation
3. Improper test administration
4. Student illness (during testing)

Issues requiring additional directions and any circumstances not outlined in this manual may need to be resolved with the SAC and/or DAC and/or PDE. Any test security violation should be reported to the SAC.

**If a test security violation is suspected, contact the SAC immediately. If you believe the SAC may have involvement in the violation, immediately contact the Pennsylvania Department of Education (PDE) directly at [ra-edirregularities@pa.gov](mailto:ra-edirregularities@pa.gov). The email should include a detailed subject line. Please ensure that you only utilize the email account provided here for security violations. Please do not send a question to multiple email accounts. This causes a delay in response.**

## J. General Organization of the Exam

The Algebra I, Biology, and Literature Keystone Exams each consist of **two modules**, and each module must be scheduled as a separate exam session. The SAC must discuss the schedule with the TAs at least one week prior to the exam dates. Enough time must be scheduled for the preparation of the classroom. Each module in the Algebra I, Biology, and Literature Keystone Exams is designed to be completed in similar amounts of administration time. The following administration times are estimates and are supplied for scheduling purposes only.

Course	Module	Multiple-Choice Questions	Constructed-Response Questions	Administrative Tasks Estimated Time Needed (in minutes)	Actual Exam Estimated Time Needed (in minutes)	Total Administration Estimated Time Needed (in minutes)
Algebra I	1	23	4	10–15	75	85–90
Algebra I	2	23	4	10–15	75	85–90
Biology	1	34	4	10–15	72	82–87
Biology	2	34	4	10–15	72	82–87
Literature	1	23	4	10–15	73	83–88
Literature	2	23	4	10–15	73	83–88

**K. Code of Conduct for Test Takers**

The *Code of Conduct for Test Takers* (Appendix D) provides requirements that students must follow before, during, and after each assessment. **It is important that the *Code of Conduct for Test Takers* be reviewed with all students and that all questions are answered, such that all students understand each point in this code of conduct before the testing day. Prior to starting the assessment, students will be required to darken a bubble in their booklets to indicate that they understand the *Code of Conduct for Test Takers* that the TA (or other school personnel) reviewed with them. TAs must be prepared to answer any questions about the *Code of Conduct for Test Takers* so that all students can acknowledge their understanding of the requirements. Students should be assured that they may discuss the testing process or issues of concern with their parents/guardians.**

**L. Display Exam Information**

During the exam, students are to respond to a specific set of questions. The following Algebra I, Biology, and Literature Keystone Exams information must be displayed on a chalkboard, dry-erase board, or other easily visible medium during each module (test session). Only information about the current exam module should be displayed.

Exam	Module 1	Module 2
Algebra I	Questions 1–27 Start on page 6	Questions 1–27 Start on page 30
Biology	Questions 1–38 Start on page 6	Questions 1–38 Start on page 40
Literature	Questions 1–27 Test Booklet: Start on page 6 Answer Booklet: Start on page 4	Questions 1–27 Test Booklet: Start on page 32 Answer Booklet: Start on page 12

In addition, the following statement must be displayed on the chalkboard, dry-erase board, or other easily visible medium:

***Go back to check your work and make sure you have answered each question in this module before closing your booklet (Algebra I and Biology), or test booklet and answer booklet (Literature). When you have closed your booklets, the Test Administrator will collect them.***



**M. Extended Exam Time**

The Algebra I, Biology, and Literature Keystone Exams are untimed exams. Not all students will finish the exam at the same time. Students should not feel rushed while they are taking the exam, and no student should be penalized for working slowly. It is equally important, however, to encourage students to work in a timely manner to finish the exam. Students should close their booklets when they have finished the module of the exam that they have been assigned. Students should keep scratch/grid paper and all other paper on which they have written separate from their booklets. TAs must collect exam materials, including scratch/grid paper, when students are finished testing rather than keeping the exam materials closed on the students' desks.

1. Students who finish early may sit quietly, read for pleasure, or read non-content-related materials until all students have finished. Reading for pleasure includes magazines along with fiction text, such as novels, short stories, poetry, etc. Reading anything that may include information related to the content area being assessed is not allowed. Written work/drawing/coloring of any kind is prohibited to ensure students are not recording secure test content.
2. TAs should follow the direction of the SAC to determine when the exam session should end and when students who have not finished should be provided an extended-time setting. This may involve using professional judgment. As a general guideline, the exam session should be ended when all students indicate they have finished an exam module. When the time scheduled for the administration of the module ends, students who have not finished should report to the extended-time location. All students should complete a module within a school day, and modules must be scheduled so that there is enough time to complete the module within the school day.
3. Students may request extended time if they indicate they have not completed an exam module. Such requests should be granted if the TA finds the request to be educationally valid. Not permitting ample time for students to complete the exam module may impact performance.
4. Students with special requirements and/or disabilities (i.e., physical, visual, auditory, or learning disabilities as defined by their IEP or service contracts) and students who work slowly may require an extended-time setting. Special exam situations should be arranged for these students.
5. When allowing extended time for an exam session for a portion of the student population:
  - a. **Do not** allow students to attend a lunch period with other students if the lunch period occurs between the original exam session and the extended exam session.
  - b. **Do not** allow students to attend any classes or related activities between the original exam session and the extended exam session.
  - c. **Do not** allow any overnight extensions. Please note exceptions are provided for students that become ill or school emergencies.
  - d. **Do not** allow students to return to a module after the completion of that module.

**Do not allow the extended exam session to be administered without monitoring. It is the responsibility of a TA to monitor any extended exam session, whether in the classroom where the exam was begun or in a separate location.**

## N. Exam Administration Reminders

It is important to use standardized exam procedures to maintain fairness for all students. Following the exam administration instructions carefully ensures that all students are tested under similar conditions in all classrooms.

### Before Exam Administration

1. Read and follow the *Handbook for Secure Test Administration* in this manual (Appendix A). In addition, the *Handbook for Secure Test Administration* is a stand-alone document. It also can be found in the *Handbook for Assessment Coordinators*. Both are posted on the PDE website:

*pa.gov/agencies/education.html* [Under 'Data and Reporting,' select 'Assessment Reporting.' Select 'Learn more about the Keystone Exams.' Select 'Administration Materials.']

2. Follow the directions of the SAC and this manual for maintaining exam security.
3. Establish an environment that encourages students to approach the exam in a positive manner.
4. Check the back of each student answer booklet and combined test/answer booklet to make sure the bubbles for the TA's initials have been darkened. This must be done before distributing the booklets.
5. Be sure each student has the correct test booklet, answer booklet, or combined test/answer booklet (the student name and the form number should be the same on the test booklet and answer booklet).
6. Be certain to direct students as to where and how to mark or write their answers.

### During Exam Administration

1. Follow the directions of the SAC and this manual for maintaining exam security.
2. The Keystone Exam Directions (Appendix C) is provided in this manual. They may be reread to students as needed during the administration; however, the TA may not paraphrase or offer additional information and may not give information that provides clues concerning exam questions or answer choices.
3. It is acceptable to encourage the group of students to keep trying.

- **In this Keystone Exam, the presentation of specific exam questions varies from one form to another. This variation is an intentional element of the Keystone Exams.**
- For the remainder of this manual, **indented text in bold type** is to be read aloud to students **exactly** as written. All other text is information for the TA.

When ready to start the exam, the TA should begin with the specific exam to be administered:

- *Part III: Directions for Administering Algebra I*, page 15
- *Part IV: Directions for Administering Biology*, page 24
- *Part V: Directions for Administering Literature*, page 33

**A. Getting Started with the Algebra I Exam**

**Note:** TAs must not paraphrase the indented text in bold type. It must be read aloud to students exactly as written.

Make sure all students have two sharpened No. 2 pencils with good erasers. Students who do not have an approved calculator may be given an approved calculator to use. Make certain that no student is in possession of a cell phone, camera, smartphone, smartwatch, earbuds, or other unapproved electronic device. **Collect all unapproved electronic devices prior to distributing any exam materials.**

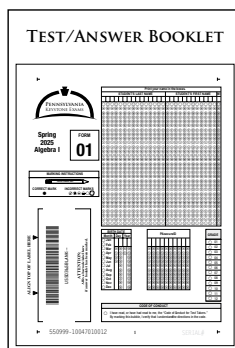
Say:

**Welcome to the Algebra I Keystone Exam. I will now distribute the booklets. Do not open your booklet until I tell you to do so.**

Distribute booklets with front covers facing up.

Booklets must have a Student Precode Label or a District/School Label if the Student Precode Label is not available. Contact the SAC if you do not have a labeled booklet for each student. If a Student Precode Label is not on a student's booklet, the SAC or the SAC's designee should have printed the student's name (as the name appears in PIMS) and bubbled in the letters corresponding to the name on the front cover and written and bubbled in the student's birth date and PAscoreID on page 1. A district/school label should be affixed to the student's booklet when the student label is not correct or available.

**Note:** A form number is on the front cover of each booklet. There are twenty (20) different forms labeled 01 through 20.

**B. Reviewing Algebra I Barcode (District/School or Student Precode) Labels**

Say:

**Look at the front cover of your booklet. In the lower left-hand corner is a barcode label. Check to see if the barcode label has a colored stripe on it.**

**If the barcode label DOES NOT have a colored stripe, check to make sure your full legal name and birth date are correct. Raise your hand if you find an error.**

**If the barcode label DOES have a colored stripe, check to make sure that your full legal name is printed in the boxes near the top of the cover page of your booklet.**

**If the barcode label DOES have a colored stripe and your name IS NOT printed in the boxes, please raise your hand.**

If the label on a student's booklet has a colored stripe but the student's name is not printed in the boxes, contact the SAC immediately to obtain the student's name, PAscoreID, and birth date as it appears in PIMS. The student may work on the assessment while the SAC obtains the student's name, PAscoreID, and birth date. Either the SAC or the SAC's designee must fill in the information for the student.

**Note:** If any barcode label has an error on it, please contact the SAC.

Say:

**In the bottom right-hand corner of your booklet is a box labeled CODE OF CONDUCT. Read the statement inside this box silently as I read it aloud. “I have read, or have had read to me, the Code of Conduct for Test Takers. By marking this bubble, I verify that I understand the directions in the code.” If you understand the *Code of Conduct for Test Takers*, darken the circle inside the box now. If you have questions about the *Code of Conduct for Test Takers*, raise your hand.**

Answer student questions until all understand the *Code of Conduct for Test Takers* and darken the circle inside the box. (The *Code of Conduct for Test Takers* is Appendix D of this manual.) When students are ready, continue with the next section of this manual.

### C. Administering the Algebra I Exam—Module 1

When all students are ready, say:

**I will now distribute reference sheets, and scratch and grid paper to be used with this module of the Algebra I Keystone Exam.**

Distribute reference sheets and scratch/grid paper. Then say:

**On the reference sheet is the *General Description of Scoring Guidelines* and the formula sheet. The *General Description of Scoring Guidelines* gives an overall description of how constructed-response items are scored for the Algebra I exam. Each constructed-response item has a specific scoring guide that is used by professional scorers. You may refer to the *General Description of Scoring Guidelines* at any time while responding to a constructed-response item for Algebra I. You may use the reference sheet at any time while taking this test. Do not write on the reference sheet, as you may use it for Module 2 of the test.**

When all students are ready, say:

**Now we are ready to begin Algebra I—Module 1. Carefully follow the directions and give this exam your best effort. Open your booklet to page 4. In the middle of the page is a box labeled “ATTENTION.” Read the paragraph inside this box now.**

Pause for students to read the paragraph. Then say:

**Are there any questions about this paragraph or the reference sheet?**

Answer all questions. When all students are ready, say:

**Turn to page 5 in your booklet. Fold your booklet back so that only page 5 is showing.**

Pause while students find the correct page in their booklets. Make sure all students have folded their booklets back so that only page 5 is showing.

When all students are ready, say:

**Look at the directions on page 5. Read the directions silently as I read them aloud.**

**On the following pages of this booklet are the Keystone Algebra I Exam questions for Module 1.**

**You may use a calculator on this module. When performing operations with  $\pi$  (pi), you may use either calculator  $\pi$  or the number 3.14 as an approximation of  $\pi$ .**

**Are there any questions?**

Answer all questions. When all students are ready, say:

**Continue to read the directions on page 5 silently as I read them aloud.**

***There are two types of questions in each module.***

***Multiple-Choice Questions***

***These questions will ask you to select an answer from among four choices.***

- ***First read the question and solve the problem on scratch paper. Then choose the correct answer.***
- ***Only one of the answers provided is correct.***
- ***If none of the choices matches your answer, go back and check your work for possible errors.***
- ***Record your answer in this Algebra I booklet.***
- ***Do not eliminate answers by crossing out bubbles.***
- ***Erase any stray marks in the bubbles.***

**Are there any questions?**

Answer all questions. When all students are ready, say:

**Continue to read the directions on page 5 silently as I read them aloud.**

***Constructed-Response Questions***

***These questions will require you to write your response.***

- ***These questions have more than one part.***
- ***Read the items carefully and respond to exactly what is being asked. You will only be given credit by responding to what is requested; you will not be given credit for work that is not requested in the questions.***
- ***You cannot receive the highest score for a constructed-response question without completing all the tasks in the question. For example,***
  - o ***if the question asks you to show your work or explain your reasoning, be sure to show your work or explain your reasoning in the space provided.***
  - o ***if the question asks you to explain, be sure to use words to explain your reasoning in the space provided.***
- ***All responses must be written in the appropriate location in this Algebra I booklet. Some answers may require graphing, plotting, labeling, drawing, or shading. If you use scratch paper to write your draft, be sure to transfer your final response to this Algebra I booklet.***

**Are there any questions?**

Answer all questions. When all students are ready, say:

**Continue to read the directions on page 5 silently as I read them aloud.**

***If you finish early, you may check your work in Module 1 only.***

- ***Do not look ahead at the questions in Module 2 of your exam materials.***
- ***After you have checked your work, close your exam materials.***

***You may refer to this page at any time during this portion of the exam.***

**Are there any questions?**

Answer all questions. When all students are ready, say:

**We are now ready to start Module 1. Unfold your booklet and turn to page 6.**

**Look at the “GO ON” arrow on the bottom of each page. The “GO ON” arrow indicates that you are not yet finished with Module 1 and you are to continue on to the next page. Follow all “GO ON” arrows and directions that are in the Module 1 section of your booklet. At the end of Module 1, you will see a “STOP” sign in your booklet. Make sure you continue to respond to questions until you see the “STOP” sign in your booklet.**

**Remember to complete questions 1 through 27 in Module 1.**

**Mark only one correct answer for each multiple-choice question and completely answer each open-ended question in the Module 1 section of your booklet. If you complete Module 1 before the testing session is over, you may check your work ONLY for questions in Module 1. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in the Module 1 section of your booklet. Then close your booklet so I will know you have finished. I will collect your exam materials when you finish. You may sit quietly, read for pleasure, or read non-content-related materials until the rest of the class completes Module 1. Are there any questions?**

Answer all questions. When all students are ready, say:

**You may begin.**

**Note:** Students who finish early may sit quietly, read for pleasure, or read non-content-related materials until all students have finished. Reading for pleasure includes magazines along with fiction text, such as novels, short stories, poetry, etc. Reading anything that may include information related to the content area being assessed is not allowed. Written work/drawing/coloring of any kind is prohibited to ensure students are not recording secure test content.

While students are taking the exam, be available to repeat test directions and/or direct students to the correct section of the test. TAs may encourage the group of students without providing any individual or group help that might suggest the correct answer to a question. Do not communicate to a student that the student should “check” an answer or that the student has answered an item incorrectly. You may, however, provide clarification of exam directions to the group of students. The exam directions are in Appendix C of this manual. They may be repeated to the group of students as needed during the administration.

The testing time for this module is estimated to be 75 minutes, but the actual administration time may vary.

An incorrect answer is scored the same as an unanswered item. Collect exam materials, including reference sheets, scratch/grid paper, and any other paper on which students have written, when students are finished testing rather than keeping booklets closed on the students' desks. TAs should ask the students if they have completed all of the items listed for this module. The TAs should ask the question as completed materials are collected from or returned by individual students. End the session when all students have completed the module or you are at the end of the scheduled time. Since each student is to be provided sufficient time to finish the exam, additional time may be allowed on an individual basis if one or more students are continuing to make reasonable progress on the exam. For more information about extended exam time, see *Part II: General Assessment Information* in this manual. When you have confirmed that approximately five minutes remain in the testing time for the group and not all students have finished, say:

**This session will end in about five minutes. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in the Module 1 section of your booklet. If you need additional time to complete this section, raise your hand, and you will be provided with extra time and given additional directions.**

Allow time for students to erase wherever necessary.

When all students are ready, say:

**Close your booklet.**

**You will use the same booklets for Module 2, so make sure your name is on the front cover of your booklet. I will now collect your scratch and grid paper, any other paper on which you have written, and the reference sheet.**

Collect used reference sheets, scratch/grid paper, and any other paper on which students have written. Used reference sheets, scratch/grid paper, and any other paper on which students have written must be returned to the SAC or the SAC's designee and kept in a secure location until it can be destroyed by the SAC (or the SAC's designee) or DAC (or the DAC's designee).

All calculators used during the exam must be cleared of any information entered during this module. **Note:** If students used school-provided calculators, also collect the calculators. If the calculators have not been cleared, please clear the calculators at this time.

- If you are administering Module 2 later in the same day, say:  
**You are going to take Module 2 later today, so I will now collect your booklets. They will be returned to you at that time.**
- If you are administering Module 2 on a different day [*you may specify the day*], say:  
**You are going to take Module 2 on [a different day or say the name of the day], so I will now collect your booklets. Your booklets will be returned to you at that time.**

Collect the booklets in a systematic fashion, making sure that students' names are on their booklets.

Return all secure materials (booklets, reference sheets, used scratch/grid paper, and any other paper on which the students may have written) immediately to the SAC or the SAC's designee for secure storage before destruction or directly for destruction. **Note:** Do NOT review student responses to test questions for completeness or accuracy. Do NOT review booklets for stray marks. Do NOT place scratch/grid paper inside the booklets.



**D. Administering the Algebra I Exam—Module 2**

Make sure all students have two sharpened No. 2 pencils with good erasers. Students who do not have an approved calculator may be given an approved calculator to use. Make certain that no student is in possession of a cell phone, camera, smartphone, smartwatch, earbuds, or other unapproved electronic device. **Collect all unapproved electronic devices prior to distributing any exam materials.** Distribute booklets to students, making certain each student has the correct booklet.

Say:

**Check to make sure that your name is on the front cover of your booklet.**

When all students are ready, say:

**I will now distribute scratch and grid paper and the reference sheet to be used with this module of the Algebra I Keystone Exam.**

Distribute scratch/grid paper and the reference sheet, making sure that all scratch/grid paper is blank and that the reference sheets have no additional writing. When all students are ready, say:

**You may use the reference sheet at any time while taking this test. Do not write on the reference sheet. Now we are ready to begin Algebra I—Module 2. Carefully follow the directions and give this exam your best effort. Open your booklet to page 4. In the middle of the page is a box labeled “ATTENTION.” Read the paragraph inside this box now.**

Pause for students to read the paragraph. Then say:

**Are there any questions about this paragraph or the reference sheet?**

Answer all questions. When all students are ready, say:

**Turn to page 29 in your booklet. Fold your booklet back so that only page 29 is showing.**

Pause while students find the correct page in their booklets. Make sure all students have folded their booklets back so that only page 29 is showing. When all students are ready, say:

**Look at the directions on page 29. Read the directions silently as I read them aloud.**

***On the following pages of this booklet are the Keystone Algebra I Exam questions for Module 2.***

***You may use a calculator on this module. When performing operations with  $\pi$  (pi), you may use either calculator  $\pi$  or the number 3.14 as an approximation of  $\pi$ .***

**Are there any questions?**

Answer all questions. When all students are ready, say:

**Continue to read the directions on page 29 silently as I read them aloud.**

***There are two types of questions in each module.***

***Multiple-Choice Questions***

***These questions will ask you to select an answer from among four choices.***

- ***First read the question and solve the problem on scratch paper. Then choose the correct answer.***
- ***Only one of the answers provided is correct.***
- ***If none of the choices matches your answer, go back and check your work for possible errors.***
- ***Record your answer in this Algebra I booklet.***
- ***Do not eliminate answers by crossing out bubbles.***
- ***Erase any stray marks in the bubbles.***



**Are there any questions?**

Answer all questions. When all students are ready, say:

**Continue to read the directions on page 29 silently as I read them aloud.**

***Constructed-Response Questions***

***These questions will require you to write your response.***

- ***These questions have more than one part.***
- ***Read the items carefully and respond to exactly what is being asked. You will only be given credit by responding to what is requested; you will not be given credit for work that is not requested in the questions.***
- ***You cannot receive the highest score for a constructed-response question without completing all the tasks in the question. For example,***
  - o ***if the question asks you to show your work or explain your reasoning, be sure to show your work or explain your reasoning in the space provided.***
  - o ***if the question asks you to explain, be sure to use words to explain your reasoning in the space provided.***
- ***All responses must be written in the appropriate location in this Algebra I booklet. Some answers may require graphing, plotting, labeling, drawing, or shading. If you use scratch paper to write your draft, be sure to transfer your final response to this Algebra I booklet.***

**Are there any questions?**

Answer all questions. When all students are ready, say:

**Continue to read the directions on page 29 silently as I read them aloud.**

***If you finish early, you may check your work in Module 2 only.***

- ***Do not look back at the questions in Module 1 of your exam materials.***
- ***After you have checked your work, close your exam materials.***

***You may refer to this page at any time during this portion of the exam.***

**Are there any questions?**

Answer all questions. When all students are ready, say:

**We are now ready to start Module 2. Unfold your booklet and turn to page 30.**

**Look at the “GO ON” arrow on the bottom of each page. The “GO ON” arrow indicates that you are not yet finished with Module 2 and you are to continue on to the next page. Follow all “GO ON” arrows and directions that are in the Module 2 section of your booklet. At the end of Module 2, you will see a “STOP” sign in your booklet. Make sure you continue to respond to questions until you see the “STOP” sign in your booklet.**

**Remember to complete questions 1 through 27 in Module 2.**

Continue speaking and say:

**Mark only one correct answer for each multiple-choice question and completely answer each open-ended question in the Module 2 section of your booklet. If you complete Module 2 before the testing session is over, you may check your work ONLY for questions in Module 2. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in the Module 2 section of your booklet. Then close your booklet so I will know you have finished. I will collect your exam materials when you finish. You may sit quietly, read for pleasure, or read non-content-related materials until the rest of the class completes Module 2. Are there any questions?**

Answer all questions. When all students are ready, say:

**You may begin.**

**Note:** Students who finish early may sit quietly, read for pleasure, or read non-content-related materials until all students have finished. Reading for pleasure includes magazines along with fiction text, such as novels, short stories, poetry, etc. Reading anything that may include information related to the content area being assessed is not allowed. Written work/drawing/coloring of any kind is prohibited to ensure students are not recording secure test content.

While students are taking the exam, be available to repeat test directions and/or direct students to the correct section of the test. TAs may encourage the group of students without providing any individual or group help that might suggest the correct answer to a question. Do not communicate to a student that the student should “check” an answer or that the student has answered an item incorrectly. You may, however, provide clarification of exam directions to the group of students. The exam directions are in Appendix C of this manual. They may be repeated to the group of students as needed during the administration.

The testing time for this module is estimated to be 75 minutes, but the actual administration time may vary.

An incorrect answer is scored the same as an unanswered item. Collect exam materials, including reference sheets, scratch/grid paper, and any other paper on which students have written, when students are finished testing rather than keeping booklets closed on the students’ desks. TAs should ask the students if they have completed all of the items listed for this module. The TAs should ask the question as completed materials are collected from or returned by individual students. End the session when all students have completed the module or you are at the end of the scheduled time. Since each student is to be provided sufficient time to finish the exam, additional time may be allowed on an individual basis if one or more students are continuing to make reasonable progress on the exam. For more information about extended exam time, see *Part II: General Assessment Information* in this manual. When you have confirmed that approximately five minutes remain in the testing time for the group and not all students have finished, say:

**This session will end in about five minutes. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in the Module 2 section of your booklet. If you need additional time to complete this section, raise your hand, and you will be provided with extra time and given additional directions.**

Allow time for students to erase wherever necessary. When all students are ready, say:

**Close your booklet.**

**I will now collect your booklet. I will also collect your scratch and grid paper, any other paper on which you have written, and the reference sheet.**

Collect the booklets in a systematic fashion, making sure that students’ names are on their booklets. Collect used reference sheets, scratch/grid paper and any other paper on which students have written. Used scratch/grid paper and any other paper on which students have written must be returned to the SAC or the SAC’s designee and kept in a secure location until it can be destroyed by the SAC (or the SAC’s designee) or DAC (or the DAC’s designee).

All calculators used during the exam must be cleared of any information entered during this module. **Note:** If students used school-provided calculators, also collect the calculators. If the calculators have not been cleared, please clear the calculators at this time.

Say:

**This concludes the Algebra I Keystone Exam.**

Return all secure materials (booklets, reference sheets, used scratch/grid paper, and any other paper on which the students may have written) immediately to the SAC or the SAC's designee for secure storage before destruction or directly for destruction. **Note:** Do NOT review student responses to test questions for completeness or accuracy. Do NOT review booklets for stray marks. Do NOT place scratch/grid paper inside the booklets.

Go on to read *Part VI: After Exam Administration* found on page 42 of this manual.

**A. Getting Started with the Biology Exam**

**Note:** TAs must not paraphrase the indented text in bold type. It must be read aloud to students exactly as written.

Make sure all students have two sharpened No. 2 pencils with good erasers. Students who do not have an approved calculator may be given an approved calculator to use. Make certain that no student is in possession of a cell phone, camera, smartphone, smartwatch, earbuds, or other unapproved electronic device. **Collect all unapproved electronic devices prior to distributing any exam materials.**

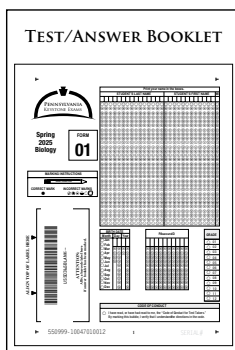
Say:

**Welcome to the Biology Keystone Exam. I will now distribute the booklets. Do not open your booklet until I tell you to do so.**

Distribute booklets with front covers facing up.

Booklets must have a Student Precode Label or a District/School Label if the Student Precode Label is not available. Contact the SAC if you do not have a labeled booklet for each student. If a Student Precode Label is not on a student's booklet, the SAC or the SAC's designee should have printed the student's name (as the name appears in PIMS) and bubbled in the letters corresponding to the name on the front cover and written and bubbled in the student's birth date and PAsecureID on page 1. A district/school label should be affixed to the student's booklet when the student label is not correct or available.

**Note:** A form number is on the front cover of each booklet. There are twenty (20) different forms labeled 01 through 20.

**B. Reviewing Biology Barcode (District/School or Student Precode) Labels**

Say:

**Look at the front cover of your booklet. In the lower left-hand corner is a barcode label. Check to see if the barcode label has a colored stripe on it.**

**If the barcode label DOES NOT have a colored stripe, check to make sure your full legal name and birth date are correct. Raise your hand if you find an error.**

**If the barcode label DOES have a colored stripe, check to make sure that your full legal name is printed in the boxes near the top of the cover page of your booklet.**

**If the barcode label DOES have a colored stripe and your name IS NOT printed in the boxes, please raise your hand.**

If the label on a student's booklet has a colored stripe but the student's name is not printed in the boxes, contact the SAC immediately to obtain the student's name, PAsecureID, and birth date as it appears in PIMS. The student may work on the assessment while the SAC obtains the student's name, PAsecureID, and birth date. Either the SAC or the SAC's designee must fill in the information for the student.

**Note:** If any barcode label has an error on it, please contact the SAC.

Say:

**In the bottom right-hand corner of your booklet is a box labeled CODE OF CONDUCT. Read the statement inside this box silently as I read it aloud. “I have read, or have had read to me, the Code of Conduct for Test Takers. By marking this bubble, I verify that I understand the directions in the code.” If you understand the *Code of Conduct for Test Takers*, darken the circle inside the box now. If you have questions about the *Code of Conduct for Test Takers*, raise your hand.**

Answer student questions until all students understand the *Code of Conduct for Test Takers* and darken the circle inside the box. (The *Code of Conduct for Test Takers* is Appendix D of this manual.) When students are ready, continue with the next section of this manual.

### C. Administering the Biology Exam—Module 1

When all students are ready, say:

**I will now distribute the reference sheets and scratch paper to be used with this module of the Biology Keystone Exam.**

Distribute reference sheets and scratch paper. Then say:

**On the reference sheet is the *General Description of Scoring Guidelines* that gives an overall description of how constructed-response items are scored for the Biology exam. Each item has a specific scoring guide that is used by professional scorers. You may refer to the *General Description of Scoring Guidelines* at any time while responding to a constructed-response question for Biology. You may use the reference sheet at any time while taking this test. Do not write on the reference sheet, as you may use it for Module 2 of the test.**

When all students are ready, say:

**Now we are ready to begin Biology—Module 1. Carefully follow the directions and give this exam your best effort. Open your booklet to page 4. In the middle of the page is a box labeled “ATTENTION.” Read the paragraph inside this box now.**

Pause for students to read the paragraph. Then say:

**Are there any questions about this paragraph or the reference sheet?**

Answer all questions. When all students are ready, say:

**Turn to page 5 in your booklet. Fold your booklet back so that only page 5 is showing.**

Pause while students find the correct page in their booklets. Make sure all students have folded their booklets back so that only page 5 is showing.

When all students are ready, say:

**Look at the directions on page 5. Read the directions silently as I read them aloud.**

***On the following pages of this booklet are the Keystone Biology Exam questions for Module 1.***

***There are two types of questions in this module.***

***Multiple-Choice Questions***

***These questions will ask you to select an answer from among four choices.***

- ***Read each question, and choose the correct answer.***
- ***Only one of the answers provided is correct.***

Continue speaking and say:

- **Record your answer in this Biology booklet.**
- **Do not eliminate answers by crossing out bubbles.**
- **Erase any stray marks in the bubbles.**

**Are there any questions?**

Answer all questions. When all students are ready, say:

**Continue to read the directions on page 5 silently as I read them aloud.**

***Constructed-Response Questions***

***These questions will require you to write your response.***

- ***These questions have more than one part.***
- ***Read the items carefully and respond to exactly what is being asked. You will only be given credit by responding to what is requested; you will not be given credit for work that is not requested in the questions.***
- ***You cannot receive the highest score for a constructed-response question without completing all the tasks in the question.***
- ***All responses must be written in the appropriate location in this Biology booklet. Some answers may require explaining, analyzing, describing, or comparing. If you use scratch paper to write your draft, be sure to transfer your final response to this Biology booklet.***

**Are there any questions?**

Answer all questions. When all students are ready, say:

**Continue to read the directions on page 5 silently as I read them aloud.**

***In addition, a module may also include scenarios. A scenario contains text, graphics, charts, and/or tables describing a biological concept, an experiment, or other scientific research. You can use the information contained in a scenario to answer certain exam questions. Before responding to any scenario questions, be sure to study the entire scenario and follow the directions for the scenario. You may refer back to the scenario at any time when answering the scenario questions.***

**Are there any questions?**

Answer all questions. When all students are ready, say:

**Continue to read the directions on page 5 silently as I read them aloud.**

***If you finish early, you may check your work in Module 1 only.***

- ***Do not look ahead at the questions in Module 2 of your exam materials.***
- ***After you have checked your work, close your exam materials.***

***You may refer to this page at any time during this portion of the exam.***

**Are there any questions?**

Answer all questions. When all students are ready, say:

**We are now ready to start Module 1. Unfold your booklet and turn to page 6.**

**Look at the “GO ON” arrow on the bottom of each page. The “GO ON” arrow indicates that you are not yet finished with Module 1 and you are to continue on to the next page. Follow all “GO ON” arrows and directions that are in the Module 1 section of your booklet. At the end of Module 1, you will see a “STOP” sign in your booklet. Make sure you continue to respond to questions until you see the “STOP” sign in your booklet.**

**Remember to complete questions 1 through 38 in Module 1.**

**Mark only one correct answer for each multiple-choice question and completely answer each open-ended question in the Module 1 section of your booklet. If you complete Module 1 before the testing session is over, you may check your work ONLY for questions in Module 1. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in the Module 1 section of your booklet. Then close your booklet so I will know you have finished. I will collect your exam materials when you finish. You may sit quietly, read for pleasure, or read non-content-related materials until the rest of the class completes Module 1. Are there any questions?**

Answer all questions. When all students are ready, say:

**You may begin.**

**Note:** Students who finish early may sit quietly, read for pleasure, or read non-content-related materials until all students have finished. Reading for pleasure includes magazines along with fiction text, such as novels, short stories, poetry, etc. Reading anything that may include information related to the content area being assessed is not allowed. Written work/drawing/coloring of any kind is prohibited to ensure students are not recording secure test content.

While students are taking the exam, be available to repeat test directions and/or direct students to the correct section of the test. TAs may encourage the group of students without providing any individual or group help that might suggest the correct answer to a question. Do not communicate to a student that the student should “check” an answer or that the student has answered an item incorrectly. You may, however, provide clarification of exam directions to the group of students. The exam directions are in Appendix C of this manual. They may be repeated to the group of students as needed during the administration.

The testing time for this module is estimated to be 72 minutes, but the actual administration time may vary.

An incorrect answer is scored the same as an unanswered item. Collect exam materials, including reference sheets, scratch paper, and any other paper on which students have written, when students are finished testing rather than keeping booklets closed on the students’ desks. TAs should ask the students if they have completed all of the items listed for this module. The TAs should ask the question as completed materials are collected from or returned by individual students. End the session when all students have completed the module or you are at the end of the scheduled time. Since each student is to be provided sufficient time to finish the exam, additional time may be allowed on an individual basis if one or more students are continuing to make reasonable progress on the exam. For more information about extended exam time, see *Part II: General Assessment Information* in this manual. When you have confirmed that approximately five minutes remain in the testing time for the group and not all students have finished, say:

**This session will end in about five minutes. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in the Module 1 section of your booklet. If you need additional time to complete this section, raise your hand, and you will be provided with extra time and given additional directions.**

Allow time for students to erase wherever necessary.



When all students are ready, say:

**Close your booklet.**

**You will use the same booklets for Module 2, so make sure your name is on the front cover of your booklet. I will now collect your reference sheet, scratch paper, and any other paper on which you have written.**

Collect reference sheets, used scratch paper, and any other paper on which students have written. Used scratch paper and any other paper on which students have written must be returned to the SAC or the SAC's designee and kept in a secure location until it can be destroyed by the SAC (or the SAC's designee) or DAC (or the DAC's designee).

All calculators used during the exam must be cleared of any information entered during this module. **Note:** If students used school-provided calculators, also collect the calculators. If the calculators have not been cleared, please clear the calculators at this time.

- If you are administering Module 2 later in the same day, say:  
**You are going to take Module 2 later today, so I will now collect your booklets. They will be returned to you at that time.**
- If you are administering Module 2 on a different day [*you may specify the day*], say:  
**You are going to take Module 2 on [a different day or say the name of the day], so I will now collect your booklets. Your booklets will be returned to you at that time.**

Collect the booklets in a systematic fashion, making sure that students' names are on their booklets.

Return all secure materials (booklets, reference sheets, used scratch paper, and any other paper on which the students may have written) immediately to the SAC or the SAC's designee for secure storage before destruction or directly for destruction. **Note:** Do NOT review student responses to test questions for completeness or accuracy. Do NOT review booklets for stray marks. Do NOT place scratch paper inside the booklets.



**D. Administering the Biology Exam—Module 2**

Make sure all students have two sharpened No. 2 pencils with good erasers. Students who do not have an approved calculator may be given an approved calculator to use. Make certain that no student is in possession of a cell phone, camera, smartphone, smartwatch, earbuds, or other unapproved electronic device. **Collect all unapproved electronic devices prior to distributing any exam materials.** Distribute booklets to students, making certain each student has the correct booklet.

Say:

**Check to make sure that your name is on the front cover of the booklet.**

When all students are ready, say:

**I will now distribute the reference sheets and scratch paper to be used with this module of the Biology Keystone Exam. The *General Description of Scoring Guidelines* gives an overall description of how constructed-response items are scored for the Biology exam. Each item has a specific scoring guide that is used by professional scorers. You may refer to the *General Description of Scoring Guidelines* at any time while responding to a constructed-response question for Biology.**

Distribute the reference sheets and scratch paper, making sure that all scratch paper is blank. When all students are ready, say:

**Now we are ready to begin Biology—Module 2. Carefully follow the directions and give this exam your best effort. Open your booklet to page 4. In the middle of the page is a box labeled “ATTENTION.” Read the paragraph inside this box now.**

Pause for students to read the paragraph. Then say:

**Are there any questions about this paragraph or the reference sheet?**

Answer all questions. When all students are ready, say:

**Turn to page 39 in your booklet. Fold your booklet back so that only page 39 is showing.**

Pause while students find the correct page in their booklets. Make sure all students have folded their booklets back so that only page 39 is showing. When all students are ready, say:

**Look at the directions on page 39. Read the directions silently as I read them aloud.**

***On the following pages of this booklet are the Keystone Biology Exam questions for Module 2.***

***There are two types of questions in this module.***

***Multiple-Choice Questions***

***These questions will ask you to select an answer from among four choices.***

- ***Read each question, and choose the correct answer.***
- ***Only one of the answers provided is correct.***
- ***Record your answer in this Biology booklet.***
- ***Do not eliminate answers by crossing out bubbles.***
- ***Erase any stray marks in the bubbles.***

**Are there any questions?**

Answer all questions. When all students are ready, say:

**Continue to read the directions on page 39 silently as I read them aloud.**

***Constructed-Response Questions***

***These questions will require you to write your response.***

- ***These questions have more than one part.***
- ***Read the items carefully and respond to exactly what is being asked. You will only be given credit by responding to what is requested; you will not be given credit for work that is not requested in the questions.***
- ***You cannot receive the highest score for a constructed-response question without completing all the tasks in the question.***
- ***All responses must be written in the appropriate location in this Biology booklet. Some answers may require explaining, analyzing, describing, or comparing. If you use scratch paper to write your draft, be sure to transfer your final response to this Biology booklet.***

**Are there any questions?**

Answer all questions. When all students are ready, say:

**Continue to read the directions on page 39 silently as I read them aloud.**

***In addition, a module may also include scenarios. A scenario contains text, graphics, charts, and/or tables describing a biological concept, an experiment, or other scientific research. You can use the information contained in a scenario to answer certain exam questions. Before responding to any scenario questions, be sure to study the entire scenario and follow the directions for the scenario. You may refer back to the scenario at any time when answering the scenario questions.***

**Are there any questions?**

Answer all questions. When all students are ready, say:

**Continue to read the directions on page 39 silently as I read them aloud.**

***If you finish early, you may check your work in Module 2 only.***

- ***Do not look back at the questions in Module 1 of your exam materials.***
- ***After you have checked your work, close your exam materials.***

***You may refer to this page at any time during this portion of the exam.***

**Are there any questions?**

Answer all questions. When all students are ready, say:

**We are now ready to start Module 2. Unfold your booklet and turn to page 40.**

**Look at the “GO ON” arrow on the bottom of each page. The “GO ON” arrow indicates that you are not yet finished with Module 2 and you are to continue on to the next page. Follow all “GO ON” arrows and directions that are in the Module 2 section of your booklet. At the end of Module 2, you will see a “STOP” sign in your booklet. Make sure you continue to respond to questions until you see the “STOP” sign in your booklet.**

**Remember to complete questions 1 through 38 in Module 2.**

Continue speaking and say:

**Mark only one correct answer for each multiple-choice question and completely answer each open-ended question in the Module 2 section of your booklet. If you complete Module 2 before the testing session is over, you may check your work ONLY for questions in Module 2. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in the Module 2 section of your booklet. Then close your booklet so I will know you have finished. I will collect your exam materials when you finish. You may sit quietly, read for pleasure, or read non-content-related materials until the rest of the class completes Module 2. Are there any questions?**

Answer all questions. When all students are ready, say:

**You may begin.**

**Note:** Students who finish early may sit quietly, read for pleasure, or read non-content-related materials until all students have finished. Reading for pleasure includes magazines along with fiction text, such as novels, short stories, poetry, etc. Reading anything that may include information related to the content area being assessed is not allowed. Written work/drawing/coloring of any kind is prohibited to ensure students are not recording secure test content.

While students are taking the exam, be available to repeat test directions and/or direct students to the correct section of the test. TAs may encourage the group of students without providing any individual or group help that might suggest the correct answer to a question. Do not communicate to a student that the student should “check” an answer or that the student has answered an item incorrectly. You may, however, provide clarification of exam directions to the group of students. The exam directions are in Appendix C of this manual. They may be repeated to the group of students as needed during the administration.

The testing time for this module is estimated to be 72 minutes, but the actual administration time may vary.

An incorrect answer is scored the same as an unanswered item. Collect exam materials, including reference sheets, scratch paper, and any other paper on which students have written, when students are finished testing rather than keeping booklets closed on the students’ desks. TAs should ask the students if they have completed all of the items listed for this module. The TAs should ask the question as completed materials are collected from or returned by individual students. End the session when all students have completed the module or you are at the end of the scheduled time. Since each student is to be provided sufficient time to finish the exam, additional time may be allowed on an individual basis if one or more students are continuing to make reasonable progress on the exam. For more information about extended exam time, see *Part II: General Assessment Information* in this manual. When you have confirmed that approximately five minutes remain in the testing time for the group and not all students have finished, say:

**This session will end in about five minutes. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in the Module 2 section of your booklet. If you need additional time to complete this section, raise your hand, and you will be provided with extra time and given additional directions.**

Allow time for students to erase wherever necessary.

When all students are ready, say:

**Close your booklet.**

**I will now collect your booklet. I will also collect your reference sheets, scratch paper, and any other paper on which you have written.**

Collect the booklets in a systematic fashion, making sure that students’ names are on their booklets. Collect reference sheets, used scratch paper, and any other paper on which students have written. Used scratch paper and any other paper on which students have written must be returned to the SAC or the SAC’s designee and kept in a secure location until it can be destroyed by the SAC (or the SAC’s designee) or DAC (or the DAC’s designee).

All calculators used during the exam must be cleared of any information entered during this module. **Note:** If students used school-provided calculators, also collect the calculators. If the calculators have not been cleared, please clear the calculators at this time.

Say:

**This concludes the Biology Keystone Exam.**

Return all secure materials (booklets, reference sheets, used scratch paper, and any other paper on which the students may have written) immediately to the SAC or the SAC's designee for secure storage before destruction or directly for destruction. **Note:** Do NOT review student responses to test questions for completeness or accuracy. Do NOT review booklets for stray marks. Do NOT place scratch paper inside the booklets.

Go on to read *Part VI: After Exam Administration* found on page 42 of this manual.

## A. Getting Started with the Literature Exam

**Note:** TAs must not paraphrase the indented text in bold type. It must be read aloud to students exactly as written.

Make sure all students have two sharpened No. 2 pencils with good erasers. Make certain that no student is in possession of a cell phone, camera, smartphone, smartwatch, earbuds, or other unapproved electronic device.

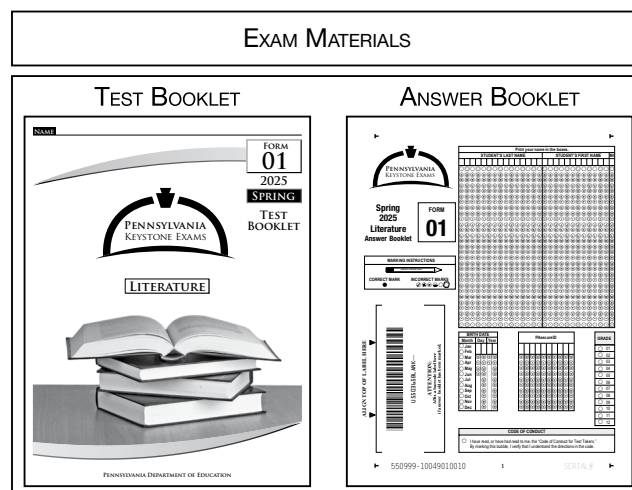
**Collect all unapproved electronic devices prior to distributing any exam materials.**

Say:

**Welcome to the Literature Keystone Exam. I will now distribute the test booklets and answer booklets. Do not open your test booklet or answer booklet until I tell you to do so.**

First, distribute answer booklets with front covers facing up; second, distribute test booklets with front covers facing up.

Answer booklets must have a Student Precode Label or a District/School Label if the Student Precode Label is not available. Contact the SAC if you do not have a labeled answer booklet for each student. If a Student Precode Label is not on a student's answer booklet, the SAC or the SAC's designee should have printed the student's name (as the name appears in PIMS) and bubbled in the letters corresponding to the name on the front cover and written and bubbled in the student's birth date and PAscoreID on page 1. A district/school label should be affixed to the student's answer booklet when the student label is not correct or available.



**Note:** A form number is on the front cover of each test booklet and each answer booklet. There are twenty (20) different forms labeled 01 through 20. Make certain that the form number on each student's test booklet matches the form number on each student's answer booklet for the Literature Keystone Exam.

Say:

**Each of you should have a Literature Keystone Exam test booklet and answer booklet. Look at the front covers of the two booklets. In the upper right-hand corner of the test booklet, there is a number from 01 through 20 in the box. Make sure that this number is the same as the number shown near the upper left-hand corner of the answer booklet. If the number in the box on your answer booklet is not the same, raise your hand, and I will give you a new test booklet.**

Check to see that each student has the correct test booklet and answer booklet. Correct any errors in booklet distribution.

When all students are ready, say:

**Look at the front cover of your test booklet. Print your full legal name on the line provided at the top of the page.**

Pause while students print their names on the line on the cover of their test booklets. The student's name on the front of the test booklet helps to ensure accurate distribution of the correct test booklet to each student at the beginning of each exam session. Make certain that all students have recorded their names (as they appear in PIMS) correctly. When students are ready, continue with the next section of this manual.

## **B. Reviewing Barcode (District/School or Student Precode) Labels**

Say:

**Look at the front cover of your answer booklet. In the lower left-hand corner is a barcode label. Check to see if the barcode label has a colored stripe on it.**

**If the barcode label DOES NOT have a colored stripe, check to make sure your full legal name and birth date are correct. Raise your hand if you find an error.**

**If the barcode label DOES have a colored stripe, check to make sure that your full legal name is printed in the boxes near the top of the cover page of your answer booklet.**

**If the barcode label DOES have a colored stripe and your name IS NOT printed in the boxes, please raise your hand.**

If the label on a student's booklet has a colored stripe but the student's name is not printed in the boxes, contact the SAC immediately to obtain the student's name, PAsecureID, and birth date as it appears in PIMS. The student may work on the assessment while the SAC obtains the student's name, PAsecureID, and birth date. Either the SAC or the SAC's designee must fill in the information for the student.

**Note:** If any barcode label has an error on it, please contact the SAC.

Say:

**In the bottom right-hand corner of your answer booklet is a box labeled CODE OF CONDUCT. Read the statement inside this box silently as I read it aloud. "I have read, or have had read to me, the Code of Conduct for Test Takers. By marking this bubble, I verify that I understand the directions in the code." If you understand the Code of Conduct for Test Takers, darken the circle inside the box now. If you have questions about the Code of Conduct for Test Takers, raise your hand.**

Answer student questions until all understand the *Code of Conduct for Test Takers* and darken the circle inside the box. (The *Code of Conduct for Test Takers* is Appendix D of this manual.) When students are ready, continue with the next section of this manual.

## **C. Administering the Literature Exam—Module 1**

When all students are ready, say:

**I will now distribute scratch paper to be used with this module of the Literature Keystone Exam.**

Distribute scratch paper. Then say:

**Now we are ready to begin Literature—Module 1. Carefully follow the directions and give this exam your best effort. Open your test booklet to page 2. In the middle of the page is a box labeled "ATTENTION." Read the paragraph inside this box now.**

Pause for students to read the paragraph. Then say:

**Are there any questions about this paragraph?**

Answer all questions. When all students are ready, say:

**Turn to page 4 in your test booklet. Fold your test booklet back so that only page 4 is showing.**

Pause while students find the correct page in their test booklets. Make sure all students have folded their test booklets back so that only page 4 is showing.

When all students are ready, say:

**Look at the directions on page 4. Read the directions silently as I read them aloud.**

***On the following pages of this test booklet are the Keystone Literature Exam passages and questions for Module 1.***

***This module has three passage sets. Each passage set includes a passage, a series of multiple-choice questions, at least one constructed-response question, and may include a technology-enhanced question.***

***Before responding to any exam questions, be sure to carefully read each passage and follow the directions for each passage set.***

**Are there any questions?**

Answer all questions. When all students are ready, say:

**Continue to read the directions on page 4 silently as I read them aloud.**

***There are three types of questions in each module.***

***Multiple-Choice Questions***

***These questions will ask you to select an answer from among four choices.***

- ***Read each question, and choose the correct answer.***
- ***Only one of the answers provided is correct.***
- ***Record your answer in the Literature answer booklet.***
- ***Do not eliminate answers by crossing out bubbles.***
- ***Erase any stray marks in the bubbles.***

**Are there any questions?**

Answer all questions. When all students are ready, say:

**Continue to read the directions on page 4 silently as I read them aloud.**

***Constructed-Response Questions***

***These questions will require you to write your response.***

- ***These questions have more than one part.***
- ***Read the items carefully and respond to exactly what is being asked. You will only be given credit by responding to what is requested; you will not be given credit for work that is not requested in the questions.***
- ***If the question asks you to do multiple tasks, be sure to complete all tasks.***
- ***All responses must be written in the appropriate response location in the Literature answer booklet. Some answers may require explaining, analyzing, describing, or comparing. If you use scratch paper to write your draft, be sure to transfer your final response to the Literature answer booklet.***



Continue speaking and say:

**Are there any questions?**

Answer all questions. When all students are ready, say:

**Continue to read the directions on page 4 silently as I read them aloud.**

***If you finish early, you may check your work in Module 1 only.***

- ***Do not look ahead at the questions in Module 2 of your exam materials.***
- ***After you have checked your work, close your exam materials.***

***You may refer to this page at any time during this portion of the exam.***

**Are there any questions?**

Answer all questions. When all students are ready, say:

**Now turn over your booklet to page 5 of your test booklet.**

Pause while students turn to the correct page in their test booklets. When all students are ready, say:

**This is the *General Description of Scoring Guidelines* that gives an overall description of how constructed-response items are scored for the Literature exam. Each item has a specific scoring guide that is used by professional scorers. You may refer to the *General Description of Scoring Guidelines* at any time while responding to a constructed-response question for Literature.**

**Are there any questions?**

Answer all questions. When all students are ready, say:

**We are now ready to start Module 1. Unfold your test booklet and turn to page 6. Turn to page 4 in your answer booklet.**

**Look at the “GO ON” arrow on the bottom of each page. The “GO ON” arrow indicates that you are not yet finished with Module 1 and you are to continue on to the next page. Follow all “GO ON” arrows and directions that are in the Module 1 section of your test booklet and the Module 1 section of your answer booklet. At the end of Module 1, you will see a “STOP” sign in your test booklet and a “STOP” sign in your answer booklet. Make sure you continue to respond to questions until you see the “STOP” sign in both your test booklet and your answer booklet.**

**Remember to complete questions 1 through 27 in Module 1.**

**Mark only one correct answer for each multiple-choice question and completely answer each open-ended question in the Module 1 section of your answer booklet. If you complete Module 1 before the testing session is over, you may check your work ONLY for questions in Module 1. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in the Module 1 section of your answer booklet. Then close your answer booklet and place it inside your test booklet so I will know you have finished. I will collect your exam materials when you finish. You may sit quietly, read for pleasure, or read non-content-related materials until the rest of the class completes Module 1. Are there any questions?**

Answer all questions. When all students are ready, say:

**You may begin.**

**Note:** Students who finish early may sit quietly, read for pleasure, or read non-content-related materials until all students have finished. Reading for pleasure includes magazines along with fiction text, such as novels, short stories, poetry, etc. Reading anything that may include information related to the content area being assessed is



not allowed. Written work/drawing/coloring of any kind is prohibited to ensure students are not recording secure test content.

While students are taking the exam, be available to repeat test directions and/or direct students to the correct section of the test. TAs may encourage the group of students without providing any individual or group help that might suggest the correct answer to a question. Do not communicate to a student that the student should “check” an answer or that the student has answered an item incorrectly. You may, however, provide clarification of exam directions to the group of students. The exam directions are in Appendix C of this manual. They may be repeated to the group of students as needed during the administration.

The testing time for this module is estimated to be 73 minutes, but the actual administration time may vary.

An incorrect answer is scored the same as an unanswered item. Collect exam materials, including scratch paper and any other paper on which students have written when students are finished testing rather than keeping booklets closed on the students’ desks. TAs should ask the students if they have completed all of the items listed for this module. The TAs should ask the question as completed materials are collected from or returned by individual students. End the session when all students have completed the module or you are at the end of the scheduled time. Since each student is to be provided sufficient time to finish the exam, additional time may be allowed on an individual basis if one or more students are continuing to make reasonable progress on the exam. For more information about extended exam time, see *Part II: General Assessment Information* in this manual. When you have confirmed that approximately five minutes remain in the testing time for the group and not all students have finished, say:

**This session will end in about five minutes. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in the Module 1 section of your answer booklet. If you need additional time to complete this section, raise your hand, and you will be provided with extra time and given additional directions.**

Allow time for students to erase wherever necessary. When all students are ready, say:

**Close your test booklet and answer booklet.**

**You will use the same booklets for Module 2, so make sure your name is on the front cover of each booklet. Place your answer booklet inside the test booklet. I will now collect your scratch paper and any other paper on which you have written.**

Collect used scratch paper and any other paper on which students have written. Used scratch paper and any other paper on which students have written must be returned to the SAC or the SAC’s designee and kept in a secure location until it can be destroyed by the SAC (or the SAC’s designee) or DAC (or the DAC’s designee).

- If you are administering Module 2 later in the same day, say:  
**You are going to take Module 2 later today, so I will now collect your booklets. They will be returned to you at that time.**
- If you are administering Module 2 on a different day [*you may specify the day*], say:  
**You are going to take Module 2 on [*a different day* or *say the name of the day*], so I will now collect your booklets. Your booklets will be returned to you at that time.**

Collect the booklets in a systematic fashion, making sure that answer booklets have been placed inside the test booklets and that students’ names are on their test booklets.

Return all secure materials (test booklets, answer booklets, used scratch paper, and any other paper on which the students may have written) immediately to the SAC or the SAC’s designee for secure storage before destruction or directly for destruction. **Note:** Do NOT review student responses to test questions for completeness or accuracy. Do NOT review answer booklets for stray marks. Do NOT place scratch paper inside the test booklet or answer booklet.

**D. Administering the Literature Exam—Module 2**

Make sure all students have two sharpened No. 2 pencils with good erasers. Make certain that no student is in possession of a cell phone, camera, smartphone, smartwatch, earbuds, or other unapproved electronic device. **Collect all unapproved electronic devices prior to distributing any exam materials.** Distribute test booklets and answer booklets to students, making certain each student has the correct booklets.

Say:

**Check to make sure that your name is on the front cover of both the test booklet and the answer booklet. Also, check the number in the upper right-hand corner of your test booklet and the number in the box near the upper left-hand corner of your answer booklet to make sure they match.**

When all students are ready, say:

**I will now distribute scratch paper to be used with this module of the Literature Keystone Exam.**

Distribute scratch paper, making sure that all scratch paper is blank. When all students are ready, say:

**Now we are ready to begin Literature—Module 2. Carefully follow the directions and give this exam your best effort. Open your test booklet to page 2. In the middle of the page is a box labeled “ATTENTION.” Read the paragraph inside this box now.**

Pause for students to read the paragraph. Then say:

**Are there any questions about this paragraph?**

Answer all questions. When all students are ready, say:

**Turn to page 30 in your test booklet. Fold your test booklet back so that only page 30 is showing.**

Pause while students find the correct page in their test booklets. Make sure all students have folded their test booklets back so that only page 30 is showing. When all students are ready, say:

**Look at the directions on page 30. Read the directions silently as I read them aloud.**

***On the following pages of this test booklet are the Keystone Literature Exam passages and questions for Module 2.***

***This module has three passage sets. Each passage set includes a passage, a series of multiple-choice questions, and at least one constructed-response question.***

***Before responding to any exam questions, be sure to carefully read each passage and follow the directions for each passage set.***

**Are there any questions?**

Answer all questions. When all students are ready, say:

**Continue to read the directions on page 30 silently as I read them aloud.**

***There are two types of questions in each module.***

***Multiple-Choice Questions***

***These questions will ask you to select an answer from among four choices.***

- ***Read each question, and choose the correct answer.***
- ***Only one of the answers provided is correct.***
- ***Record your answer in the Literature answer booklet.***
- ***Do not eliminate answers by crossing out bubbles.***
- ***Erase any stray marks in the bubbles.***

Continue speaking and say:

**Are there any questions?**

Answer all questions. When all students are ready, say:

**Continue to read the directions on page 30 silently as I read them aloud.**

***Constructed-Response Questions***

***These questions will require you to write your response.***

- ***These questions have more than one part.***
- ***Read the items carefully and respond to exactly what is being asked. You will only be given credit by responding to what is requested; you will not be given credit for work that is not requested in the questions.***
- ***If the question asks you to do multiple tasks, be sure to complete all tasks.***
- ***All responses must be written in the appropriate response location in the Literature answer booklet. Some answers may require explaining, analyzing, describing, or comparing. If you use scratch paper to write your draft, be sure to transfer your final response to the Literature answer booklet.***

**Are there any questions?**

Answer all questions. When all students are ready, say:

**Continue to read the directions on page 30 silently as I read them aloud.**

***If you finish early, you may check your work in Module 2 only.***

- ***Do not look back at the questions in Module 1 of your exam materials.***
- ***After you have checked your work, close your exam materials.***

***You may refer to this page at any time during this portion of the exam.***

**Are there any questions?**

Answer all questions. When all students are ready, say:

**Now turn over your booklet to page 31 of your test booklet.**

Pause while students turn to the correct page in their test booklets. When all students are ready, say:

**On this page of your test booklet is the *General Description of Scoring Guidelines* that gives an overall description of how constructed-response items are scored for the Literature exam. Each item has a specific scoring guide that is used by professional scorers. You may refer to the *General Description of Scoring Guidelines* at any time while responding to a constructed-response question for Literature.**

**Are there any questions?**

Answer all questions. When all students are ready, say:

**We are now ready to start Module 2. Unfold your test booklet and turn to page 32. Turn to page 12 in your answer booklet.**

Continue speaking and say:

**Look at the “GO ON” arrow on the bottom of each page. The “GO ON” arrow indicates that you are not yet finished with Module 2 and you are to continue on to the next page. Follow all “GO ON” arrows and directions that are in the Module 2 section of your test booklet and the Module 2 section of your answer booklet. At the end of Module 2, you will see a “STOP” sign in your test booklet and a “STOP” sign in your answer booklet. Make sure you continue to respond to questions until you see the “STOP” sign in both your test booklet and your answer booklet.**

**Remember to complete questions 1 through 27 in Module 2.**

**Mark only one correct answer for each multiple-choice question and completely answer each open-ended question in the Module 2 section of your answer booklet. If you complete Module 2 before the testing session is over, you may check your work ONLY for questions in Module 2. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in the Module 2 section of your answer booklet. Then close both your answer booklet and test booklet, but do not place the answer booklet inside the test booklet. I will collect your exam materials when you finish. You may sit quietly, read for pleasure, or read non-content-related materials until the rest of the class completes Module 2. Are there any questions?**

Answer all questions. When all students are ready, say:

**You may begin.**

**Note:** Students who finish early may sit quietly, read for pleasure, or read non-content-related materials until all students have finished. Reading for pleasure includes magazines along with fiction text, such as novels, short stories, poetry, etc. Reading anything that may include information related to the content area being assessed is not allowed. Written work/drawing/coloring of any kind is prohibited to ensure students are not recording secure test content.

While students are taking the exam, be available to repeat test directions and/or direct students to the correct section of the test. TAs may encourage the group of students without providing any individual or group help that might suggest the correct answer to a question. Do not communicate to a student that the student should “check” an answer or that the student has answered an item incorrectly. You may, however, provide clarification of exam directions to the group of students. The exam directions are in Appendix C of this manual. They may be repeated to the group of students as needed during the administration.

The testing time for this module is estimated to be 73 minutes, but the actual administration time may vary.

An incorrect answer is scored the same as an unanswered item. Collect exam materials, including scratch paper and any other paper on which students have written when students are finished testing rather than keeping booklets closed on the students’ desks. TAs should ask the students if they have completed all of the items listed for this module. The TAs should ask the question as completed materials are collected from or returned by individual students. End the session when all students have completed the module or you are at the end of the scheduled time. Since each student is to be provided sufficient time to finish the exam, additional time may be allowed on an individual basis if one or more students are continuing to make reasonable progress on the exam. For more information about extended exam time, see *Part II: General Assessment Information* in this manual. When you have confirmed that approximately five minutes remain in the testing time for the group and not all students have finished, say:

**This session will end in about five minutes. Make sure that you have completely erased wherever you have changed an answer or made a stray mark in the Module 2 section of your answer booklet. If you need additional time to complete this section, raise your hand, and you will be provided with extra time and given additional directions.**

Allow time for students to erase wherever necessary.

When all students are ready, say:

**Close your test booklet and answer booklet.**

**I will now collect your test booklet and answer booklet. Do not place your answer booklet inside your test booklet. I will also collect your scratch paper and any other paper on which you have written.**

Collect the booklets in a systematic fashion, making sure that the answer booklets have not been placed inside the test booklets and that students' names are on their test booklets and answer booklets. Collect used scratch paper and any other paper on which students have written. Used scratch paper and any other paper on which students have written must be returned to the SAC or the SAC's designee and kept in a secure location until it can be destroyed by the SAC (or the SAC's designee) or DAC (or the DAC's designee).

Say:

**This concludes the Literature Keystone Exam.**

Return all secure materials (test booklets, answer booklets, used scratch paper, and any other paper on which the students may have written) immediately to the SAC or the SAC's designee for secure storage before destruction or directly for destruction. **Note:** Do NOT review student responses to test questions for completeness or accuracy. Do NOT review answer booklets for stray marks. Do NOT place scratch paper inside the test booklet or answer booklet.

Go on to read *Part VI: After Exam Administration* found on the next page of this manual.

**A. After Testing Is Complete**

1. Make sure all students have turned in their answer booklets and test booklets.
2. Make sure student identification information is complete and correct on all students' booklets.
3. If a student answer booklet has a barcode label with a colored stripe (a District/School Label), make sure that the SAC or the SAC's designee has completed the applicable portions of the front cover and page 2 of the answer booklet. (See the SAC if you have questions or require further direction.)
4. If a student used any accommodation listed on page 3 of the answer booklet during the administration of the exam, make sure that applicable portions of page 3 of the answer booklet are completed by filling in the bubbles. (See the SAC if you have questions or require further direction.)
5. Do **not** check the response pages of the answer booklet for content, accuracy, completeness, or stray marks.
6. Review and sign the *Keystone Exam Test Security Certification Form (Test Administrator and Proctor)* (Appendix B). Contact the SAC if you need more information.

**B. Return Materials**

Test materials must be kept secure. Any unused test materials related to this assessment must be returned to the SAC or the SAC's designee. This manual may be retained by the TA.

**Return all test materials** to the SAC or the SAC's designee for secure storage. This includes used and unused test booklets and answer booklets, used scratch/grid paper, and any other paper on which the students have written. (**FOR ALGEBRA I AND BIOLOGY ONLY:** This also includes the reference sheets.) Test materials **must** be returned to the SAC or the SAC's designee immediately at the end of the assessment session.

**Reminder: All** used answer booklets returned to DRC for processing **must** have a barcode label (District/School, Student Precode, or Do Not Score) affixed to the front cover of the answer booklet. Do **not** affix a barcode label to any unused answer booklets.

**Remember:** Every TA and Proctor involved in the administration of this Keystone Exam must sign and date a *Keystone Exam Test Security Certification Form (Test Administrator and Proctor)* upon completing their assigned duties during the testing window. When a TA or Proctor signs and dates the *Keystone Exam Test Security Certification Form (Test Administrator and Proctor)*, that person certifies that all security measures have been followed for this Keystone Exam administration. TAs and Proctors should return the signed and dated *Keystone Exam Test Security Certification Form (Test Administrator and Proctor)* to the SAC or the SAC's designee upon completion of their assigned duties during the testing window.

**If a test security violation is suspected, contact the SAC immediately. If you believe the SAC may have involvement in the violation, immediately contact the Pennsylvania Department of Education (PDE) directly at [ra-edirregularities@pa.gov](mailto:ra-edirregularities@pa.gov). The email should include a detailed subject line. Please ensure that you only utilize the email account provided here for security violations. Please do not send a question to multiple email accounts. This causes a delay in response.**

**Note: The SAC has all information on returning exam materials to DRC.**

# **Appendix A:**

## **Handbook for Secure Test Administration**





## Handbook for Secure Test Administration

### Security Statement

State assessments rely on the measurement of individual achievement. Any deviation from procedures meant to ensure test validity and security (e.g., group work, teacher coaching, teaching or release of any test items, use of previously administered Pennsylvania assessments as preparation tools) is strictly prohibited and will be considered a violation of test security. Local Education Agency (LEA)/school personnel with access to the assessment materials must not review, discuss, disseminate, or otherwise reveal the contents to anyone. (This prohibition excludes the *Item and Scoring Samplers* available on the Pennsylvania Department of Education's (PDE's) website.)

Any action by a professional employee or commissioned officer that is willfully designed to divulge test questions, falsify student scores, or compromise the integrity of the state assessment system will be subject to disciplinary action under the Educator Discipline Act, 24 P.S. §§ 2070.1a *et seq*, which may include a private reprimand, a public reprimand, a suspension of the employee's teaching certificate(s), a revocation of the employee's teaching certificate(s), and/or a suspension or prohibition from being employed by a charter school.

### Training and Test Administration Procedures

The purpose of this handbook is to assist in the training of LEA/school personnel to properly and securely administer state assessments. This handbook is also an important and valuable resource in implementing testing successfully from planning and preparing to collecting and returning tests.

### Roles and Responsibilities: Training

The District Assessment Coordinator (DAC) is responsible for completing all of the Pennsylvania State Test Administration Trainings (PSTATs) provided by PDE for the DACs, SACs, and TAs/Proctors. DACs must complete the Data Recognition Corporation (DRC) training on receiving and packaging materials, and any DAC specific training provided by the PDE. The DAC is then responsible for coordinating all training that takes place in the LEA and for determining specifics related to test administration such as a schedule, type of administration (paper and pencil or online) and other LEA-level administrative aspects of the testing. The DAC is responsible for ALL training in the LEA with primary responsibility for the direct training of SACs. In some LEAs the DAC may train the LEA-level staff who handle and/or have access to secure test material.

The SAC receives training from the DAC and must also complete both the PSTAT training for SACs and for TAs/Proctors. The SAC is then responsible to oversee all aspects of test administration in a building, including training Test Administrators (TAs), proctors, and other building level staff.

The TAs/Proctors must complete the PSTAT training for TAs/Proctors. The TAs/Proctors are responsible for administering the assessment and monitoring students during the assessment.

Translators, interpreters, and scribes must complete the PSTAT training for TAs/Proctors and must also complete the training offered by the school/district.

The *Handbook for Assessment Coordinators* provides more information related to training.



## Roles and Responsibilities: Test Administration

The following lists the general roles and responsibilities for DACs, SACs/Principals, TAs/Proctors, and general personnel before, during, and after test administration. The lists are not exhaustive but provide a general overview of the most important responsibilities of each individual in test administration. In some cases the responsibilities may overlap between or among DACs, SACs, and/or TAs/Proctors. In these cases it is the responsibility of the DAC to determine who has the primary responsibility and is accountable for specific duties, especially when duties may be shared.

### A. DISTRICT ASSESSMENT COORDINATOR TEST SECURITY GUIDELINES

General Statement: Administer the assessment using the best practices and with fidelity to the administrative guidelines; keep the assessment materials secure and confidential; prevent any dishonest or fraudulent behavior in the administration and handling of the assessment; and promote a fair and equitable testing environment in order to obtain reliable and valid student scores.

#### Before Test Administration – DAC

Complete the PSTAT trainings for the administration of the assessments annually.

Complete the *Accommodations Guidelines* training annually.

Update DRC INSIGHT portal accounts for LEA and school users.

Review the *Handbook for Assessment Coordinators* (HAC), *Directions for Administration* (DFA), *Accommodations Guidelines*, *Online User Guides* (if online testing) and other test-related documents necessary to conduct training for test administration.

Review the LEA's policy/procedures for home-schooled students.

Review the LEA's policy/procedures for handling cyber-charter schools' requests to test their students.

Develop and maintain the LEA's procedure for parental requests to view tests (opt-outs).

Develop and maintain the LEA's procedure for handling breaks during test administration and keeping test booklets, answer booklets, combined test/answer booklets, and test tickets secure.

Develop and maintain the LEA's procedure for handling disruptions during test administration and keeping test booklets, answer booklets, combined test/answer booklets, and test tickets secure.

Develop and maintain the LEA's procedure for handling emergencies during test administration.

Develop the LEA's master test schedule (including make-ups) that falls within PDE established test windows for each administration and include it in training. Ensure that the test schedule is developed so that sections are administered in the sequence in which they are printed in the test booklets.

Develop a training agenda and train SACs and other LEA-level staff involved in test administration or the handling of secure material prior to conducting any of their assigned work. (See *Handbook for Assessment Coordinators* for more information).



Ensure that SACs are trained on the test accountability and security information contained in the *Handbook for Assessment Coordinators*.

Ensure that SACs are trained on the *Accommodations Guidelines*.

Ensure that all individuals involved in the handling of assessment materials and/or the administration of the assessment are instructed in test security protocols and procedures.

Ensure that any individual who will administer and/or proctor the assessment completes the online PSTAT annually (each school year).

Ensure that all individuals involved in the handling and/or administration of the assessment receive instruction that all assessment materials, including all assessment booklets and other materials containing secure assessment questions and student responses, are to be kept secure and precisely accounted for in accordance with the procedures specified in the *Handbook for Assessment Coordinators*.

Ensure that SACs receive instruction on the policy regarding all electronic devices (cell phones, smartphones, smartwatches, cameras, etc.).

Ensure that all individuals who assist in the administration of the assessment and all individuals who have access to the secure assessment materials have been made aware that they are not in any manner to alter or cause the alteration of any examinee response, assessment booklet, or papers used by examinees.

Communicate to students, parents, and the community that which the assessment does and does not measure, when and how it will be administered, and how the results will be used. Refer to the *Handbook for Assessment Coordinators* for a sample Parent Letter.

Notify and ensure that all students and parents/guardians have been provided the policy regarding all electronic devices (cell phones, smartphones, smartwatches, cameras, etc.).

Consider having a teacher other than the teacher-of-record administer the assessment to students. If local circumstances do not allow that option, consider assigning a Proctor to be in the classroom with the TA. (In some circumstances LEAs have been directed by PDE not to use the teacher-of-record to administer the assessment to students they instruct in the present school year.)

Inventory secure materials without breaking the shrink wrap (ship-to-district).

Report any items not received.

Distribute tests to SAC(s) (ship-to-district).

### **During Test Administration – DAC**

Monitor testing sites to ensure administration of the assessments in accordance with PDE policies and procedures.

Ensure that sections/modules are started and completed in the same day as per the LEA testing schedule.

Instruct all school staff to minimize distractions, including intercom announcements.



Suspected testing irregularities/security breaches must immediately be reported to the Pennsylvania Department of Education. Irregularities and/or allegations should be reported to PDE via [ra-edirregularities@pa.gov](mailto:ra-edirregularities@pa.gov).

### **After Test Administration – DAC**

Collect tests from SAC(s) (ship-to-district).

Complete the Materials Accountability Form after inventorying, packaging, and returning the materials to the vendor.

NOTE: DACs should not open or look into test booklets, answer booklets, or combined test/answer booklets.

Record the UPS Tracking Number for each package, noting the assessment(s) for which it was used and the content of each box. Please keep the number(s) for future reference to document the materials returned to DRC.

Sign the *Test Security Certification (District Assessment Coordinator)*. The DAC should sign the *Test Security Certification* at the end of each testing window.

Failure to account for and/or return assessment materials constitutes a breach in security, the consequences of which can be severe, up to and including remuneration should it be determined loss of or misappropriation of materials has compromised the integrity of test items.

## **B. SCHOOL ASSESSMENT COORDINATOR AND/OR BUILDING PRINCIPAL TEST SECURITY GUIDELINES**

General Statement: Maintain the security and integrity of all assessment materials, prevent any dishonest or fraudulent behavior in the administration and handling of the assessment, and promote a fair and equitable testing environment in order to obtain reliable and valid student scores.

### **Before Test Administration – SAC**

Attend the annual training for SACs provided by the DAC.

Complete the PSTAT training for SACs and for TAs/Proctors annually.

Review DFA's, the *Handbook for Assessment Coordinators*, *Accommodations Guidelines*, and *Online User Guides* (if testing online).

Develop a building level master test schedule (including make-ups) that falls within PDE established testing windows for each administration and include it in training. Ensure that the test schedule is developed so that sections are administered in the sequence in which they are printed in the test booklets.

Develop an agenda and train TAs/Proctors and other building level personnel (review the *Handbook for Assessment Coordinators* for more information).

Ensure that all individuals involved in the handling of assessment materials and/or the administration of the assessment receive instruction regarding test security protocols and procedures.

Ensure that all TAs/Proctors receive a copy of the TA/Proctor *Test Security Certification*.



Ensure that all individuals who will administer and/or proctor the assessment complete the Pennsylvania State Test Administration Training (PSTAT). Translators, interpreters, and scribes must complete the PSTAT training for TAs/Proctors and must also complete the training offered by the school/district.

Ensure that all individuals involved in the handling and/or administration of the assessment receive instruction that all assessment materials must remain secure. This includes all assessment booklets and other materials containing secure assessment questions and student responses that must be kept secure and precisely accounted for in accordance with the procedures specified in the *Handbook for Assessment Coordinators*.

Ensure that all TAs/Proctors are instructed on the policy regarding electronic devices (cell phones, smartphones, smartwatches, cameras, etc.).

Ensure that all individuals who assist in the administration of the assessment and all individuals who have access to the secure assessment materials are instructed that they are not in any manner to alter or cause the alteration of any examinee response, assessment booklet, or papers used by examinees.

Create and maintain the PAsecureID list (refer to the *Handbook for Assessment Coordinators* for specific instructions).

Ensure all students are scheduled for the appropriate assessment. For the online administration, ensure the students have the correct test ticket for subject and section or module.

Ensure TAs/Proctors understand that each assessment returned will be linked to the TA who administered the assessment. For paper and pencil assessments, TA initials will be collected on the back page of each answer or combined test/answer booklet. For online testing, teacher (TA) names must be included with each online test session created. This will link the TA to the online session prior to test tickets being generated.

Ensure that students testing online have prior experience with the online practice test and tools that model the testing mode (online).

Maintain a contingency plan for breaks and for disruptions during testing.

Ensure monitoring software or spyware is disabled or removed from computers, iPads, and Chromebooks to be used for testing.

Ensure all instructional materials that could aid students in answering test items are covered with opaque material or removed from classrooms and hallways.

Make sure the testing environment is secure and educationally appropriate.

Know the required accommodations and those allowable accommodations for each student with an IEP or 504 Service Plan and/or for each English Learner being assessed and communicate this to the appropriate personnel.

Provide the appropriate testing environment for each student requiring an accommodation.

Inventory tests received in ship-to-district sites. If additional materials are needed, notify DRC. In a ship-to-school site the SAC should order additional materials, if needed.

Report any shipping or ordering mistakes immediately to DRC.

Create Test Sessions in the DRC INSIGHT portal (if testing online). Make sure to list the correct TA when creating test sessions in the DRC INSIGHT portal.



Put labels on answer and combined test/answer booklets (Do not open test booklets while labeling).

Place a “Testing—Do Not Disturb” sign on doors where testing is occurring.

### **During Test Administration – SAC**

Develop and maintain a procedure for distribution and collection of secure test materials to TAs each day utilizing a sign-out/sign-in process. It is recommended that TAs count the test booklets in the presence of the SAC or the SAC’s designee.

Ensure that TAs are following proper testing protocols.

Make sure students are supervised at all times during testing and all breaks. This supervision requirement includes those students who need additional time to complete any test session.

If there is a disruption (e.g., fire alarm, power outage) ensure the safety of students at all times, and take appropriate precautions concerning the security of the test booklets, answer booklets, combined test/answer booklets, and test tickets.

Ensure secure processes and procedures for extended time. Do not allow students to move to an extended time location without a TA and do not allow students to carry materials to an extended time session/location.

Make sure that sections/modules are started and completed in the same day.

Minimize distractions, including intercom announcements.

Ensure tests are stored in a locked area with controlled and limited access.

Report suspected testing irregularities/security breaches to the DAC. If the DAC is unavailable for an extended time or has any involvement in the testing irregularity, PDE must be contacted directly. Irregularities and/or allegations should be reported to PDE via [ra-edirregularities@pa.gov](mailto:ra-edirregularities@pa.gov).

### **After Each Testing Session – SAC**

Collect all materials from TAs excluding copies of the DFA.

Account for all student test booklets, answer booklets, combined test/answer booklets, and test tickets daily. It is recommended that the SAC or the SAC’s designee count the booklets and/or test tickets in the presence of the TA.

Store testing materials in a locked, secure location.

Destroy scratch/grid paper, rough drafts, online administration test tickets, and any other paper on which students have written.

**After Test Administration – SAC**

Inventory and return tests to the DAC (ship-to-district) or follow pack and ship procedures to return tests to DRC (ship-to-school).

NOTE: SACs should not open test booklets, answer booklets, combined test/answer booklets or review test items.

In ship-to-school LEAs, SACs should record the UPS Tracking Number for each package, noting the assessment(s) for which it was used and the content of each box. Maintain the number(s) for future reference to document that the materials were returned to DRC.

Failure to account for and/or return assessment materials constitutes a breach in security, the consequences of which can be severe; up to and including remuneration should it be determined loss of or misappropriation of materials has compromised the integrity of test items.

Sign the *Test Security Certification (School Assessment Coordinator and Principal)*. The SAC should sign the *Test Security Certification* at the end of each testing window.

Ensure all TAs, Proctors, Translators, Interpreters, Scribes, and other individuals with access to secure testing materials sign the *Test Security Certification*. If someone cannot or does not sign the *Test Security Certification*, immediately report that fact to the Chief School Administrator to report to the Department of Education. Allegations should be referred to [ra-edirregularities@pa.gov](mailto:ra-edirregularities@pa.gov).

**C. TEST ADMINISTRATOR/PROCTOR TEST SECURITY GUIDELINES**

General Statement: Maintain the security and integrity of all assessment materials, prevent any dishonest or fraudulent behavior in the administration and handling of the assessment, and promote a fair and equitable testing environment in order to obtain reliable and valid student scores.

**Before Test Administration – TA/Proctor**

Attend the annual training for TAs/proctors provided by the SAC.

Annually (each school year) complete the PSTAT.

Review the *Directions for Administration Manual* for the test to be administered.

Read and understand the *Test Security Certification*.

Know and understand that each assessment returned will be linked to the TA who administered the assessment. For paper and pencil assessments, TA initials will be collected on the back page of each answer or combined test/answer booklet. For online testing, teacher (TA) names must be included with each online test session created. This will link the TA to the online session prior to test tickets being generated.

Remove or cover with opaque materials all classroom instructional materials or any other materials that could aid students in answering test items.

Make sure the testing environment is secure and educationally appropriate.





Review the *Code of Conduct for Test Takers* with students prior to the day of testing and respond to all student questions.

Review the *Calculator Policy* and ensure calculators (other than calculators provided within the online testing engine) meet the requirements of the *Calculator Policy*. Clear the calculator memory. For calculators with exam mode capability, place the calculator in exam mode.

Know and prepare to appropriately implement the required accommodations for each student with an IEP or 504 Service Plan and for each English Learner being assessed in your room.

Review with students the possible local sanctions the district will enforce for student misconduct (e.g., cheating and recording test questions).

### **During Test Administration – TA/Proctor**

Collect cell phones, smartphones, and other unauthorized electronic devices as students enter the testing site.

Ensure students are seated for optimal security and at the assigned workstation (online test).

Appropriately implement required accommodations.

During the administration of the mathematics assessment, collect all used scratch/grid paper and any other paper on which students have written after the non-calculator portion to ensure students have not recorded non-calculator items on scratch/grid paper. Provide new scratch/grid paper to students.

Actively monitor testing. Closely monitor to ensure students do not return to non-calculator questions. These pages are labeled with a bright border for ease in identification. TAs should take positions with the best vantage points and continually move around the testing site to ensure students are adhering to the instructions given and are in the correct session. Ascertain that students are not using inappropriate item elimination strategies or making stray marks in the answer bubbles. TAs/Proctors must not be engaged in off task activities such as working on electronic devices, talking with colleagues, or grading student work.

Make sure students are supervised at all times during testing and all breaks. This supervision requirement includes those students who need additional time to complete any test session.

If there is a disruption (e.g., fire alarm, power outage) ensure the safety of students at all times, and take appropriate precautions concerning the security of the test booklets, answer booklets, combined test/answer booklets, and test tickets.

Collect test materials when students are finished testing rather than keeping them closed on the students' desks.

Students who finish early may sit quietly, read for pleasure, or read non-content-related materials until all students have finished. Reading for pleasure includes magazines along with fiction text such as novels, short stories, poetry, etc. Reading anything that may include information related to the content area being assessed is not allowed. Written work/drawing/coloring of any kind is prohibited to ensure students are not recording secure test content.

Immediately report suspected testing irregularities/security breaches to the SAC/Building Principal.

**After Each Testing Session – TA/Proctor**

Return all scratch/grid paper, rough drafts or any other paper on which students have written to the SAC to be destroyed.

Account for all student test booklets, answer booklets, combined test/answer booklets, and test tickets daily and return all secure testing materials to the SAC immediately after the testing session each day. It is recommended that the SAC or the SAC's designee count the test booklets and/or test tickets in the presence of the TA.

Failure to account for and/or return assessment materials constitutes a breach in security, the consequences of which can be severe, up to and including remuneration should it be determined loss of or misappropriation of materials has compromised the integrity of test items.

Clear the memory of calculators and set the calculators in testing or exam mode before and after each testing session.

**After Test Administration – TA/Proctor**

Sign the *Test Security Certification (Test Administrator/Proctor)* and return it to the SAC. The TA/Proctor should sign the *Test Security Certification* at the end of each testing window.

**D. GENERAL TEST SECURITY GUIDELINES**

The assessments rely on the measurement of individual achievement. Any deviation from assessment procedures is strictly prohibited and will be considered a violation of test security.

School administrators, teachers, and any other education personnel who are involved in the assessment program must maintain the security of all assessment materials at all times.

Because the assessment must remain secure, teachers/TAs should not have assessment materials in their possession at any time other than during the actual assessment administration.

**Before Test Administration**

DO NOT:

Teach students a test-taking technique that would require them to bubble more than one response to a test question and then return and erase all but one response.

Review student test booklets except for purposes as stated in the *Directions for Administration Manual* and any of the accommodations guidelines documents. Knowledge or review of test items is not necessary for valid test administration and is prohibited.

Note: Interpreters may have access to test materials three days prior to test administration to prepare for accurate interpretation of the test.

Reveal any part of copyrighted materials to anyone.

Copy or otherwise reproduce any part of copyrighted materials.

Review and/or provide answers to test items to students. This includes using any of the test items for instructional purposes.



Possess unauthorized copies of state tests.

Assist in, direct, aid, counsel, encourage, or fail to report immediately any of the actions prohibited in this document.

## During Test Administration

### DO NOT:

Leave students unattended with testing materials or permit any student to leave the testing site with testing materials for any reason.

Permit students to have unauthorized electronic devices in their possession or accessible to them.

Permit students to look ahead to another section or module of the test before being instructed to do so, or allow students to look back in a test booklet once a test section or module has been completed.

Discuss, disseminate, or otherwise reveal contents of the test to anyone.

Possess secure test materials at any time other than during the actual administration of the test. TAs should be given the secure materials immediately prior to the administration of the test, and the materials must be collected and counted by the SAC immediately after the testing session ends each day.

Coach or provide feedback to students (e.g., answer any questions pertaining to the content of the test, review rough drafts, or give students feedback of any kind including indicating items students may not have answered correctly). This prohibition applies to, but is not limited to, Personal Care Aides (PCA), Therapeutic Support Staff (TSS), or any other one-on-one aide who is assigned to a student.

Define or clarify a word in a test item.

Deviate from any of the read-aloud rules for any portion of the assessments. (The *Pennsylvania Read-Aloud and Scribing Guidelines for Operational Assessments* can be found on the PDE website.)

Read aloud any part of the assessments that will cue the correct answer(s) or provide a hint for the test taker.

Read-aloud the parts of the assessment that are not permitted to be read-aloud.

Return a test booklet to any student after it has been turned in to the TA, unless approval is granted by PDE, or for the reasons noted in the following sentence. Test booklets will be returned to students for makeup sessions for absences and for students who go to another testing site for extended time.

Alter, influence, or interfere with a test response in any way; fill in any unanswered item, or instruct the student to do so.

Assist in, direct, aid, counsel, encourage, or fail to report any of the actions prohibited in this document.

Play music while students are taking the test.

**After Test Administration****DO NOT:**

Discuss, disseminate, or otherwise reveal the contents of the test to anyone.

Keep/save, copy, reproduce, or use any test, test item, specific test content, or examinee responses to any item or any section of a secure test in any manner inconsistent with the instructions provided by and through the Pennsylvania Department of Education. This includes using any of the test items for instructional purposes.

Review student responses in the answer or combined test/answer booklet.

Read or review test booklets, answer booklets, or combined test/answer booklets containing the test items.

Alter, influence, or interfere with a test response in any way, fill in any unanswered items, or instruct the student to do so.

Discuss or provide feedback regarding test items.

Copy or reproduce any portion of the secure test materials or prepare/provide answer keys.

Erase or change student answers.

Make false or misleading statements about assessment results, including inappropriate interpretations, inaccurate reports, or unsubstantiated claims.

Erase stray marks or darken bubbles or make any alteration to a student's test.

Assist in, direct, aid, counsel, encourage, or fail to report any of the actions prohibited in this document.

**DO:**

Immediately report suspected testing irregularities/security breaches. TAs/Proctors should report to the SAC/Building Principal; SACs should report directly to the DAC. In either case if the appropriate coordinator, whether SAC or DAC, is unavailable for an extended time or has any involvement in the testing irregularity, contact PDE directly. Irregularities and/or allegations should be reported to PDE at [ra-edirregularities@pa.gov](mailto:ra-edirregularities@pa.gov).

Sign the *Test Security Certification (General)*. Those involved with testing should sign the *Test Security Certification* at the end of each testing window.

# **Appendix B:**

## **Keystone Exam Test Security Certification Form (Test Administrator and Proctor)**

**Spring 2025 Keystone Exam Test Security Certification Form**

(Test Administrator and Proctor)

District: \_\_\_\_\_

School: \_\_\_\_\_

AUN: \_\_\_\_\_

Maintaining the security and integrity of all assessment materials, preventing any dishonest or fraudulent behavior in the administration and handling of the assessment, and promoting a fair and equitable testing environment are essential in order to obtain reliable and valid student scores. In that regard, I certify the following:

Prior to the administration of the assessment, I completed the Pennsylvania State Test Administration Training, and I understand that the assessment materials are secure, confidential, and proprietary documents owned by the Pennsylvania Department of Education.

I have not reviewed, discussed, disseminated, described, or otherwise revealed the contents of the assessment to anyone. I have not removed any assessment materials from the school building unless I was specifically authorized to administer the assessment to a student on homebound instruction. I have not kept, copied, reproduced, released, or used any assessment, assessment question, specific assessment content, or examinee response to any item or any section of the secure assessment in any manner that is inconsistent with the instructions provided by or through the Pennsylvania Department of Education. I have not provided any examinee with an answer to an assessment question or in any way influenced an examinee's response to any assessment question. I have not in any manner altered or caused the alteration of any examinee response, assessment booklet, or papers used by examinees.

I understand that any breach in assessment security could result in the invalidation of assessment results, professional discipline, and/or criminal prosecution.

I understand that false statements herein are made subject to the penalties of 18 Pa.C.S. § 4904.

\_\_\_\_\_  
Administrator/Proctor Name\_\_\_\_\_  
Administrator/Proctor Signature\_\_\_\_\_  
Date of Signature

# **Appendix C:**

## **Algebra I, Biology, and Literature**

### **Exam Directions**



**ALGEBRA I EXAM DIRECTIONS**

Below are the exam directions available to students in their booklets. These directions may be used to help students navigate through the exam.

On the following pages of this booklet are the Keystone Algebra I Exam questions for Module 1 [or Module 2].

You may use a calculator on this module. When performing operations with  $\pi$  (pi), you may use either calculator  $\pi$  or the number 3.14 as an approximation of  $\pi$ .

There are two types of questions in each module.

**Multiple-Choice Questions**

These questions will ask you to select an answer from among four choices.

- First read the question and solve the problem on scratch paper. Then choose the correct answer.
- Only one of the answers provided is correct.
- If none of the choices matches your answer, go back and check your work for possible errors.
- Record your answer in this Algebra I booklet.
- Do not eliminate answers by crossing out bubbles.
- Erase any stray marks in the bubbles.

**Constructed-Response Questions**

These questions will require you to write your response.

- These questions have more than one part.
- Read the items carefully and respond to exactly what is being asked. You will only be given credit by responding to what is requested; you will not be given credit for work that is not requested in the questions.
- You cannot receive the highest score for a constructed-response question without completing all the tasks in the question. For example,
  - if the question asks you to show your work or explain your reasoning, be sure to show your work or explain your reasoning in the space provided.
  - if the question asks you to explain, be sure to use words to explain your reasoning in the space provided.
- All responses must be written in the appropriate location in this Algebra I booklet. Some answers may require graphing, plotting, labeling, drawing, or shading. If you use scratch paper to write your draft, be sure to transfer your final response to this Algebra I booklet.

**If you finish early, you may check your work in Module 1 [or Module 2] only.**

- Do not look ahead at the questions in Module 2 [or back at the questions in Module 1] of your exam materials.
- After you have checked your work, close your exam materials.

You may refer to this page at any time during this portion of the exam.

**BIOLOGY EXAM DIRECTIONS**

Below are the exam directions available to students in their booklets. These directions may be used to help students navigate through the exam.

On the following pages of this booklet are the Keystone Biology Exam questions for Module 1 [or Module 2].

There are two types of questions in this module.

**Multiple-Choice Questions**

These questions will ask you to select an answer from among four choices.

- Read each question, and choose the correct answer.
- Only one of the answers provided is correct.
- Record your answer in this Biology booklet.
- Do not eliminate answers by crossing out bubbles.
- Erase any stray marks in the bubbles.

**Constructed-Response Questions**

These questions will require you to write your response.

- These questions have more than one part.
- Read the items carefully and respond to exactly what is being asked. You will only be given credit by responding to what is requested; you will not be given credit for work that is not requested in the questions.
- You cannot receive the highest score for a constructed-response question without completing all the tasks in the question.
- All responses must be written in the appropriate location in this Biology booklet. Some answers may require explaining, analyzing, describing, or comparing. If you use scratch paper to write your draft, be sure to transfer your final response to this Biology booklet.

In addition, a module may also include scenarios. A scenario contains text, graphics, charts, and/or tables describing a biological concept, an experiment, or other scientific research. You can use the information contained in a scenario to answer certain exam questions. Before responding to any scenario questions, be sure to study the entire scenario and follow the directions for the scenario. You may refer back to the scenario at any time when answering the scenario questions.

**If you finish early, you may check your work in Module 1 [or Module 2] only.**

- Do not look ahead at the questions in Module 2 [or back at the questions in Module 1] of your exam materials.
- After you have checked your work, close your exam materials.

You may refer to this page at any time during this portion of the exam.

**LITERATURE EXAM DIRECTIONS**

Below are the exam directions available to students in their test booklets. These directions may be used to help students navigate through the exam.

On the following pages of this test booklet are the Keystone Literature Exam passages and questions for Module 1 [or Module 2].

This module has three passage sets. Each passage set includes a passage, a series of multiple-choice questions, and at least one constructed-response question.

Before responding to any exam questions, be sure to carefully read each passage and follow the directions for each passage set.

There are two types of questions in each module.

**Multiple-Choice Questions**

These questions will ask you to select an answer from among four choices.

- Read each question, and choose the correct answer.
- Only one of the answers provided is correct.
- Record your answer in the Literature answer booklet.
- Do not eliminate answers by crossing out bubbles.
- Erase any stray marks in the bubbles.

**Constructed-Response Questions**

These questions will require you to write your response.

- These questions have more than one part.
- Read the items carefully and respond to exactly what is being asked. You will only be given credit by responding to what is requested; you will not be given credit for work that is not requested in the questions.
- If the question asks you to do multiple tasks, be sure to complete all tasks.
- All responses must be written in the appropriate response location in the Literature answer booklet. Some answers may require explaining, analyzing, describing, or comparing. If you use scratch paper to write your draft, be sure to transfer your final response to the Literature answer booklet.

**If you finish early, you may check your work in Module 1 [or Module 2] only.**

- Do not look ahead at the questions in Module 2 [or back at the questions in Module 1] of your exam materials.
- After you have checked your work, close all exam materials.

You may refer to this page at any time during this portion of the exam.

## **Appendix D:**

# **Code of Conduct for Test Takers**



## CODE OF CONDUCT FOR TEST TAKERS

### DO ...

- Listen to, read, and follow all directions given.
- Ask questions if you do not understand the directions.
- Read each question carefully, especially multiple-choice items that ask for the “best answer.” Also, be sure to read any open-ended items carefully before responding.
- Be careful when marking your answers so that you do not skip spaces or fill in the wrong sections.
- Make sure to completely fill in the bubble for the answer(s) you select and erase completely any answers you change.
- Keep your eyes on your own test.
- Try to answer each test item.
- Check that you have completed all the test items in the test section before closing your test booklet or submitting your final responses online.
- Report any suspected cheating to your teacher or principal.

### DO NOT ...

- Have notes in your possession during the test.
- Have any unapproved electronic devices (cell phones, smartphones, smartwatches, earbuds, etc.) in your possession during the test. Note, you may have approved calculators, if applicable, during the test.
- Share a calculator with others.
- Use the bubbles in the answer booklet to either eliminate possible incorrect answers or possible correct answers by making marks in multiple bubbles and erasing. Mark only the bubble for the correct answer(s) you have chosen.
- Talk with others about questions on the test during or after the test. (Students should be assured that they may discuss the testing process or issues of concern with their parents/guardians.)
- Take notes about the test to share with others.
- Leave an online test session until the session is complete or until instructed to do so.
- Use social media to post information about the test and/or test items.

## **Appendix E:**

# **Pennsylvania Calculator Policy**



## PENNSYLVANIA CALCULATOR POLICY

If a student chooses to use a calculator (other than the online options) on the Keystone Exams or PSSA in sections where the calculator is permitted, the student must adhere to the guidelines listed below. It is incumbent upon the School Assessment Coordinator to ensure that all calculator policies are implemented and followed, including making sure calculators have no programs or other data stored in their memory other than those that are factory installed. Please note that if a student wants to restore the deleted programs, the student will need to back up these programs prior to the assessment. In addition, the memory must be cleared on the calculator prior to and following each test session of the assessment. This task must be completed by the Test Administrator or Proctor. Students are not to complete this task.

Calculators with testing mode or exam mode must have the testing mode or exam mode activated prior to the exam session by the Test Administrator or Proctor. Directions to activate testing mode or exam mode are provided on the PDE website.

The following are not permitted for the PSSA or Keystone Exams:

- Devices that have a primary purpose other than functioning as a calculator such as cell phones, smartphones, smartwatches, PDAs, laptops, tablets, pocket organizers, etc.
- Calculators with infrared, Wi-Fi, Bluetooth, or other beaming or wireless capabilities, unless the beaming or wireless capabilities are disabled
- Calculators with built-in Computer Algebra Systems (CAS)
- Calculators that make noise, have paper tape, need to be plugged in, or talk; these specific calculators can only be used as a required accommodation as stated in the Accommodations Guidelines
- Calculators shared by students during a test session
- Any and all non-factory (add-on) programs or information stored in the calculator

This calculator policy is intended to be a general description of what is not allowed. It is not meant to be an exhaustive list of specific calculators, devices, or technologies that must not be used on the PSSA or Keystone Exams. Please note that as technology changes, this policy may also change.



# **Appendix F:**

## **Algebra I, Biology, and Literature**

### **Constructed-Response Scoring Guidelines**

**ALGEBRA I CONSTRUCTED-RESPONSE QUESTIONS*****GENERAL DESCRIPTION OF SCORING GUIDELINES*****4 Points**

- The response demonstrates a *thorough* understanding of the mathematical concepts and procedures required by the task.
- The response provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. The response may contain a minor “blemish” or omission in work or explanation that does not detract from demonstrating a *thorough* understanding.

**3 Points**

- The response demonstrates a *general* understanding of the mathematical concepts and procedures required by the task.
- The response and explanation (as required by the task) are mostly complete and correct. The response may have minor errors or omissions that do not detract from demonstrating a *general* understanding.

**2 Points**

- The response demonstrates a *partial* understanding of the mathematical concepts and procedures required by the task.
- The response is somewhat correct with a *partial* understanding of the required mathematical concepts and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

**1 Point**

- The response demonstrates a *minimal* understanding of the mathematical concepts and procedures required by the task.
- The response is marginally correct with a *minimal* understanding of the required mathematical concepts and/or procedures demonstrated and/or explained. The response may contain work that is undeveloped and rudimentary in nature.

**0 Points**

- The response has no correct answer and *insufficient* evidence to demonstrate any understanding of the mathematical concepts and procedures required by the task.
- The response may show only information copied from the question.

**BIOLOGY CONSTRUCTED-RESPONSE QUESTIONS****GENERAL DESCRIPTION OF SCORING GUIDELINES****3 Points**

- The response demonstrates a *thorough* understanding of the scientific content, concepts, and/or procedures required by the task(s).
- The response provides a clear, complete, and correct response as required by the task(s). The response may contain a minor blemish or omission in work or explanation that does not detract from demonstrating a *thorough* understanding.

**2 Points**

- The response demonstrates a *partial* understanding of the scientific content, concepts, and/or procedures required by the task(s).
- The response is somewhat correct with *partial* understanding of the required scientific content, concepts, and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

**1 Point**

- The response demonstrates a *minimal* understanding of the scientific content, concepts, and/or procedures required by the task(s).
- The response is somewhat correct with *minimal* understanding of the required scientific content, concepts, and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

**0 Points**

- The response provides *insufficient* evidence to demonstrate any understanding of the scientific content, concepts, and/or procedures as required by the task(s).
- The response may show only information copied or rephrased from the question or *insufficient* correct information to receive a score of 1.

**LITERATURE CONSTRUCTED-RESPONSE QUESTIONS*****GENERAL DESCRIPTION OF SCORING GUIDELINES*****3 Points**

- The response provides a clear, complete, and accurate answer to the task.
- The response provides relevant and specific information from the passage.

**2 Points**

- The response provides a partial answer to the task.
- The response provides limited information from the passage and may include inaccuracies.

**1 Point**

- The response provides a minimal answer to the task.
- The response provides little or no information from the passage and may include inaccuracies.

OR

- The response relates minimally to the task.

**0 Points**

- The response is totally incorrect or irrelevant or contains insufficient information to demonstrate comprehension.

THIS PAGE IS INTENTIONALLY BLANK

THIS PAGE IS INTENTIONALLY BLANK

THIS PAGE IS INTENTIONALLY BLANK



M55046529338001

SPRING 2025  
ALGEBRA I, BIOLOGY, AND LITERATURE  
KEYSTONE EXAMS  
DIRECTIONS FOR PAPER AND PENCIL ADMINISTRATION