Pennsylvania
Department of Education

Pennsylvania Keystone Exams

Algebra I, Biology, and Literature Keystone Exams Winter 2026–2027 Directions for Online Administration

Winter 2026–2027

Table of Contents

PART I: IMPORTANT INFORMATION **1**
A. Contact Information Concerning Questions 1
B. Maintain Exam Security 2
1. Test Security 2
2. Reporting Irregularities 3
3. Recording Excessive Logins 3
4. Storing Test Tickets 3
PART II: GENERAL ASSESSMENT INFORMATION **4**
A. Summary of the Test Administrator's Responsibilities 4
B. Assessment Schedule 4
C. Exam Administration Procedures 5
D. Prepare the Students for the Exam 6
E. Prepare the Room for the Exam 8
F. Required Exam Materials 9
G. Computers, Testing Software, and Student Test Tickets 9
H. Test Management Concerns 10
I. General Organization of the Exam 11
J. Display Exam Information 11
K. Extended Exam Time 12
L. Exam Administration Reminders 13
PART III: KEYSTONE TUTORIALS AND ONLINE TOOLS TRAINING **15**
A. Keystone Exams Student Tutorials 15
B. Keystone Exam Online Tools Training 16
PART IV: EXAM DIRECTIONS FOR ONLINE ADMINISTRATION **17**
A. Administer the Algebra I, Biology, or Literature Exam—Module 1 17
1. Algebra I 17
2. Biology 18
3. Literature 19
4. All Exams 20
B. Administer the Algebra I, Biology, or Literature Exam—Module 2 28
1. Algebra I 28
2. Biology 29
3. Literature 30
4. All Exams 31
PART V: AFTER EXAM ADMINISTRATION **39**
A. Closing Out the Exam 39
B. Return Materials 39

APPENDICES

Appendix A: Handbook for Secure Test Administration 41
Appendix B: Keystone Exam Test Security Certification Form (Test Administrator and Proctor) 53
Appendix C: Keyboard Shortcuts for System 55
Appendix D: Biology, Literature, and Algebra I Constructed-Response Scoring Guidelines Algebra I Formula Sheet 57
Appendix E: Algebra I, Biology, and Literature Exam Directions 63
Appendix F: Software Tools and Features for Test Administrators 67
Appendix G: Code of Conduct for Test Takers 71
Appendix H: Pennsylvania Calculator Policy 73
Appendix I: Student Login Tasks 75

This manual is to be used for the online administration of the **Algebra I, Biology, and Literature Winter 2026–2027 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 (December 7–18, 2026 and January 4–15, 2027).**

Many questions about test administration 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
PA Customer Service	800-451-7849	PACustomerService@ DataRecognitionCorp.com
Test Security/Irregularities	Division of Assessment and Accountability	ra-edirregularities@pa.gov
General PSSA and Keystone Exam Testing Questions	Division of Assessment and Accountability	ra-ed-pssa-keystone@pa.gov
Religious Opting Out of Testing	Division of Assessment and Accountability	ra-ed-pssa-keystone@pa.gov
Testing Accommodations (IEP and 504, Regular Education, EL)	Dr. Beth Gannon – 717-346-9399	ra-eduniqueaccom@pa.gov
ELA, Keystone Exam Literature	Dr. Beth Gannon – 717-346-9399	egannonrit@pa.gov
Math, Keystone Exam Algebra I, and Firefly	Dr. Megan Clementi – 717-783-6543	mclementi@pa.gov
Science, Keystone Exam Biology, Notify Changes in Testing Dates and/or Times, Testing Window Exceptions	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 School Assessment Coordinator (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 use only 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 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* (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.']

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 according to 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. District Assessment Coordinators (DACs), 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. (The TA is allowed to review the individual student's review page.)
- **iv.** Students may not review responses at any time other than during the administration of an exam module.

b. 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 PDE directly at ra-edirregularities@pa.gov. The email should include a detailed subject line. Please ensure that you use only 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. Recording Excessive Logins

Data Recognition Corporation (DRC) (the test contractor) prepares a report for PDE on excessive logins by the same student to an online assessment. Maintain a record of system failures, such as the loss of Internet access, in the event there are questions regarding excessive logins. The record should include the students in each administration session and their Test Administrator.

4. Storing Test Tickets

All Test Tickets for online assessments 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 Tickets received and returned in the presence of the SAC or the SAC's designee.

Note the following:

a. The *Directions for Online Administration* (DFA) 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 Online Administration*.

b. Each student taking the Algebra I, Biology, and Literature Keystone Exams will receive **a unique Test Ticket for each module** of each exam as it is being administered.

c. Scratch/grid paper and any other paper on which students have written are 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. Materials must be kept secure after each testing session.

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 requirements for the school year.)
2. Become familiar with the exam administration procedures provided in this manual.
3. Receive student exam materials (including Test Tickets) 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. Place students so that they cannot view the other students' screens.
5. Distribute the **unique Test Tickets for each module** to the students at the time of each exam module. Test Tickets are supplied for each student. If any student does not have a **unique Test Ticket for each module**, immediately notify the SAC.
6. Have the students verify that the information on their **unique Test Ticket for each module** is correct.
7. Immediately notify the SAC of any incorrect Test Ticket information identified by the students.
8. Read the directions for administration to students at the start and end of each module of the Algebra I, Biology, and Literature Keystone Exams.
9. Actively monitor the exam environment during the scheduled exam time. Actively monitoring is monitoring the administration of the exam and nothing else.
10. Collect and account for (including counting the number received and returned) all student exam materials, including test tickets, and return them to the SAC or the SAC's designee at the end of each exam session.
11. 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 ONLY: Return the formula sheets.

12. 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. Assessment Schedule

Follow the Exam Schedule set by the School Assessment Coordinator. The Algebra I, Biology, and Literature Online Keystone Exams must be administered within the PDE-designated exam window on the dates assigned by the LEA. The Algebra I, Biology, and Literature Online 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. Note, providing extended time based on student requests may extend the time needed to complete the module administration. LEAs may choose to have students complete both modules in one day. Students must be given a break in between modules. 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. Students must complete any module they begin the same day. LEAs choosing to administer more than one module in a day must schedule in such a way that all students can finish the assessment that day. 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 online administration of the Algebra I, Biology, and Literature Keystone Exams. These exams include procedures that students may not have encountered before.

1. The SAC will receive a Keystone Exams *Handbook for Assessment Coordinators* that provides additional detailed information about the exams that needs to be reviewed. This document is also posted on these portals:
   - **a.** *https://pa.drcedirect.com/default.aspx?leapp=General+Information* [Select 'Documents.']
   - **b.** *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 should be read in advance in order to become familiar with the procedures for administering the online exam. Just prior to the exam session on the day of the administration, the SAC will allow the TA to review the Keystone Test Ticket information. Prior to the exam administration, the TA must do the following:
   - **a.** Plan sufficient time for distribution and collection of materials.
   - **b.** Arrange student seating to prevent student interaction during the exam sessions. The location of existing computer workstations may require repositioning some workstations to avoid this interaction, as well as to minimize potential security concerns.
   - **c.** Keep seating charts for every exam administered (required).
   - **d.** Post a "**Testing—Do Not Disturb**" sign on the door(s) to the classroom to indicate that an assessment session is taking place.
   - **e.** Optional: Prepare copies of the Keyboard Shortcuts for System (Appendix C).
   - **f.** Prepare copies of the Biology, Literature, and Algebra I Constructed-Response Questions *General Description of Scoring Guidelines* and the Algebra I Formula Sheet (Appendix D).
3. View the Online Tutorials and take the Online Tools Training to become familiar with the online testing tools and functionality. See *Part III: Keystone Tutorials and Online Tools Training* in this manual for more information.
4. Review the exam directions that students will have access to during the exam administration. See *Algebra I, Biology, and Literature Exam Directions* (Appendix E) of this manual for more information.
5. Review the *Software Tools and Features for Test Administrators* (Appendix F) related to the Pause Test and Exit Function, Interrupted Testing, and Unplanned Test Inactivity.
6. Confirm that headphones are available for students using the audio accommodation.

7. Prior to the test administration, the TA/Proctor will need to consult with the teacher or case manager to determine which students have embedded accommodations. Approved embedded 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, Scribing, and Transcription Guidelines for Operational Assessments*. These documents are posted on the following portals:

   a. *https://pa.drcedirect.com/default.aspx?leapp=General+Information* [Select 'Documents.']
   b. *pa.gov/agencies/education.html* [Under 'Data and Reporting,' select 'Assessment Reporting.' Select 'Learn more about the Keystone Exams.' Select 'Accommodations.']

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 qualifies for audio or read-aloud by a human reader for the full test, the SAC or the SAC's designee must select the appropriate accommodation in the student management portal. (See *Accommodations Guidelines* for more details).

Reading aloud any word, phrase, test item, or passage is **not permitted** in the Keystone Literature Exam.

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. See the *Accommodations Guidelines* for more information.

8. This exam may include multiple test forms. One of these forms will be assigned to each student.

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. Explain to students that they will have the opportunity to become familiar with features of the online test by taking a Test Tutorial and by completing the Online Tools Training.

2. Students are not permitted to have cell phones, smartphones, smartwatches, earbuds, cameras, smart glasses, 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.** If students require these devices to receive an accommodation, 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. Students should know or be provided their PAsecureID. Students are asked to confirm their PAsecureID when logging in to the online testing system. For more information on PAsecureID, contact the SAC.

5. Discuss the *Code of Conduct for Test Takers* (Appendix G) 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 select 'Begin The Test' 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.

6. Students may **not** use a dictionary or a thesaurus for any part of the Algebra I, Biology, and Literature Online 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. Bilingual/translation dictionaries that include word definitions or pictures are not allowed. If an EL student is using this accommodation, TAs must follow the direction of the SAC for recording its use in eDIRECT.

7. Only responses entered in the online test will be scored. There is no printed test booklet or answer booklet used with any Online Keystone Exam. Students may highlight or make notes or comments using the features available with the Online Keystone Assessment Software. They may also use scratch/grid paper, but they must record their answers online in the designated location. All scratch/grid paper and any other paper on which students have written must be collected and returned to the SAC to be destroyed at the conclusion of each module. Students using the print-on-demand paper/pencil accommodation will have their assessments collected and transcribed into the test portal. See the *Accommodations Guidelines* and the Directions for Administration for the Paper/Pencil Accommodation for more details.

8. The Algebra I, Biology, and Literature Online Keystone Exams include questions that require students to select from four possible answer choices or interact with answer options within the question to construct answers. Students will read each question and select the appropriate answer. The Algebra I, Biology, and Literature Online Keystone Exams include questions that require students to type a response. Students will read each question and record their responses in the spaces provided.

9. Individual restroom breaks during testing are permitted but require monitoring.

10. ***FOR ALGEBRA I AND BIOLOGY ONLY:*** A calculator is provided as part of the online exam. Students may use the online calculator or other calculators for the Algebra I and Biology Online Keystone Exams. Scientific and graphing calculators are allowed for Algebra I only, provided the calculator meets the guidelines in the *Pennsylvania Calculator Policy* (Appendix H). **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 H) of this manual.

Students are permitted to	Students are NOT permitted to
• use scratch/grid paper. (Students may use it to create their own graphic organizers, etc. during the exam.) • ***FOR ALGEBRA I AND BIOLOGY ONLY:*** use a calculator on the exam, including scientific and graphing calculators for Algebra I only, in accordance with the *Pennsylvania Calculator Policy* (Appendix H).	• use preprinted graphic organizers. • possess or use unapproved electronic devices, including cell phones, smartphones, smartwatches, earbuds, cameras, smart glasses, 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. • possess or use dictionaries, thesauri, and spellcheckers or grammar checkers when responding to any part of the three Keystone Exams (***FOR ALGEBRA I AND BIOLOGY ONLY:*** with the exception of word-to-word translation dictionaries that may be used by EL students).

E. Prepare the Room for the Exam

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

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

DO *NOT* DISPLAY:

FOR ALGEBRA I ONLY
- Mathematics terms and/or definitions
- Mathematics rules and properties
- Examples of problems and answers
- Multiplication tables
- Instructions on how to use a calculator
- Illustrations or drawings of geometric shapes, algorithms, algebraic equations, graphs, number lines, etc.

FOR BIOLOGY ONLY
- Biological or chemical terms and/or definitions
- Examples of chemical reactions
- Illustrations or drawings of cells, genetic patterns, food chains, transformations of energy, etc.

FOR LITERATURE ONLY
- Literary terms and/or definitions
- Examples of genres
- 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.

2. The Biology, Literature, and Algebra I Constructed-Response Questions *General Description of Scoring Guidelines* and the Algebra I Formula Sheet (Appendix D) may be displayed in the classroom. Students will have access to the Biology, Literature, and Algebra I Constructed-Response Questions *General Description of Scoring Guidelines* and the Algebra I Formula Sheet as part of the online exam. Additionally, students may have a clean copy of the Scoring Guidelines.

3. 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.

4. Each student should have at least two sharpened 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 for each administration day.

Test Administrator materials:

1. One copy of the combined Algebra I, Biology, and Literature Keystone Exams *Directions for Online Administration*
2. "**Testing—Do Not Disturb**" sign(s) to hang on the door(s)
3. Extra sharpened pencils
4. Extra scratch/grid paper
5. A Student Login Roster with approved accommodations for individual students
6. Unique Test Tickets for each student

Student materials:

1. A computer, iPad, or Chromebook with the testing software installed
2. Scratch/grid paper for each module
3. Sharpened pencils
4. Test Tickets for each module the student will complete, which is a secure material
5. Course-specific reference sheets

Optional student materials:

1. A copy of the Keyboard Shortcuts for System (Appendix C)
2. A stylus, external mouse, and external keyboard
3. ***FOR ALGEBRA I AND BIOLOGY ONLY:*** Calculators

After each module, Test Tickets and secure exam materials, including scratch/grid paper and any other paper on which students have written, must be returned immediately to the SAC. **All** secure exam materials must be accounted for and destroyed by the SAC (or the SAC's designee) or DAC (or the DAC's designee) after each module is completed. **Note: Unique Test Tickets for each module are** needed for both Module 1 and Module 2. This manual is not considered secure, and it does not have to be returned with other secure materials.

G. Computers, Testing Software, and Student Test Tickets

The testing software should be installed on all computers and testing devices prior to the start of testing. Make certain that all monitoring capabilities have been disabled on all computers being used during testing. TAs may not monitor students' computers and screens via software. All background applications (e.g., grammar checkers, translators, text readers) must be removed from devices or disabled before test administration. Contact the SAC if more information is needed.

Each student taking the assessment requires Test Tickets. **Unique Test Tickets for each module** will be provided immediately prior to the test administration. After each administration, immediately return the Test Tickets to the SAC. Note that every Test Ticket has a unique Username and a unique Password. The Username is the student's PAsecureID.

The Test Tickets for a given testing session are part of the Student Login Roster. The roster is printed by the SAC and distributed on the day of the test. The roster summarizes test session information such as the administration name, test session name, and the name of the test. In addition, it provides a list of students who are registered as part of a specific test session to participate in a specific test. The Student Login Tasks (Appendix I) contains a list of tasks (including accommodations) that TAs will perform prior to testing.

Keyboard Shortcuts (Appendix C) are available for students to use. These shortcuts may be copied from this manual and reproduced as necessary. If distributed to students, the shortcuts must be collected at the end of the module, similar to scratch/grid paper being collected at the end of each module, and returned to the SAC. Shortcuts on which students have written should be destroyed, similar to the procedure for destroying scratch/grid paper.

H. 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. The SAC should report students making photos of secure items to the PDE and to the DAC.

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 PDE directly at ra-edirregularities@pa.gov. The email should include a detailed subject line. Please ensure that you use only the email account provided here for security violations. Please do not send a question to multiple email accounts. This causes a delay in response.

I. 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 computers and the testing space. Each module in the Algebra I, Biology, and Literature Online 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 & Technology-Enhanced 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	35	3	10–15	77	87–92
Biology	2	35	3	10–15	77	87–92
Biology – Legacy	1	32	4	10–15	72	82–87
Biology – Legacy	2	32	4	10–15	72	82–87
Literature	1	23	4	10–15	73	83–88
Literature	2	23	4	10–15	73	83–88

J. 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	Questions 1–27
Biology	Questions 1–38	Questions 1–38
Biology – Legacy	Questions 1–36	Questions 1–36
Literature	Questions 1–27	Questions 1–27

In addition to the above information, also post the **Test Session** name. **Students will be asked to confirm the Test Session name when they sign in to an assessment. Before you select the End Test button, go back to check your work and be sure you have answered all of the questions.**

The Test Session name is printed on the Student Login Roster to be provided by the SAC on the day of testing.

K. Extended Exam Time

The Algebra I, Biology, and Literature Online Keystone Exams are untimed exams. Not all students will finish the exam modules 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 select the 'Review or End Test' button and follow the on-screen directions when they have finished the module of the exam that they have been assigned. TAs must collect exam materials, including test tickets, scratch/grid paper, and any other paper on which students have written, when students are finished testing.

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. If a student needs to move to a new location to continue the exam, the student should select the 'Pause Test' button located at the top-right of the screen. As the student has not completed the assessment, the 'End Test' button should not be selected. For more information, see Appendix F of this manual.

4. Students anticipated to need extra time due to special requirements or accommodations may be placed in a separate setting so they will not be distracted by moving to a new extended time location.

5. When allowing extended time for an exam session for a portion of the student population:

   a. **If the student's extended time extends through a reasonable time for lunch, the student should be given a lunch break before resuming the assessment. They may not talk or interact with any other students at this time.**

   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.

      Note: In rare circumstances (e.g., illness, emergency), students may be required to complete the module the next day. If a student must continue the module the next day, the student may use the same Test Tickets to sign in to the test. However, the Test Tickets must be unlocked before the student will have access to the test.

      i. **Contact the SAC for more information if these circumstances occur.**

      ii. **Students completing the module the next day must be monitored closely to ensure that no previous answers are changed.**

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 began or in a separate location.

Important Reminder: There are certain situations for which a student will need to 'Pause Test' and 'Exit' the test during a session. The most common reason is for a student who requires extended testing time and needs to be moved to a different room and computer to finish a session. The only other reasons for students to 'Pause Test' and 'Exit' are for approved absences from the testing room that span longer than the time-out for test inactivity (e.g., illness/medical attention, unexpected fire drill). The 'Pause Test' and 'Exit' action must be strictly limited to situations that cannot be avoided or are educationally valid.

The testing room must be closely monitored to ensure that students remain logged in to the exam at all times. Students who exit and reenter the exam during the administration of a module without explicit approval are violating test security. Any such violation must be addressed immediately and reported to PDE if it is determined that the student exited the test to access any information to give the student a testing advantage.

L. 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.

Prior to Exam Administration

1. Be sure students have explored the Student Tutorials, have taken the Online Tools Training, and know how to use the tools within the online system—including where and how to mark their answers.
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. Read and follow the *Handbook for Secure Test Administration* (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.']
5. Optional: Prepare copies of the Keyboard Shortcuts for System (Appendix C).
6. The tutorial must be viewed at least once by all TAs prior to the first day upon which they will supervise each content area of the Keystone.

Immediately Before Exam Administration

1. Review the roster contained within the Student Login Summary and make certain that all students intended for testing are on the roster. Notify the SAC if there are errors on the roster.
2. Make certain that **unique Test Tickets for each module** are ready for each student taking the exam. Notify the SAC if any Test Tickets are missing.
3. Make certain that students who are to receive special online accommodations have all the tools and forms available.
4. Be sure each student has the correct Test Ticket.

   Note: Student Test Tickets will indicate when a student is to receive an embedded accommodation. If a student who requires an embedded accommodation does not have it indicated on the ticket, contact the SAC prior to the student beginning the assessment.
5. Review the Exam Directions (Appendix E).
6. Distribute copies of the content-appropriate formula sheet (Appendix D).

7. Review the *Software Tools and Features for Test Administrators* (Appendix F) related to the Pause Test and Exit Function, Interrupted Testing, and Unplanned Test Inactivity.

During Exam Administration

1. Follow the directions of the SAC and this manual for maintaining exam security.
2. The Keystone Exam Directions (as they appear online) are printed in Appendix E of 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.
4. For issues associated with the software tools and features of the Pause Test and Exit Function, Interrupted Testing, and Unplanned Test Inactivity, refer to *Software Tools and Features for Test Administrators* (Appendix F).
5. In some places in this manual, TAs will be prompted to reference where specific administration information can be found within the online testing system. TAs may help students with online tools problems during the assessment.
6. Students are not permitted to assist other students with operating the computer or the online tools during the online exam.
7. Screen captures included in this manual are intended to help TAs confirm that students are on the correct screen within the online assessment.

When ready to start the exam, the TA should begin with the section titled *Administer the Algebra I, Biology, or Literature Exam* in Part IV of this manual.

To assist students and TAs with the functionality of the Online Keystone Exam, two trainings are provided. The first is a student tutorial to help students become familiar with taking the online exam. The second familiarizes students with the tools that are available to them during the online exam administration.

A. Keystone Exams Student Tutorials

The Student Tutorials are designed to be viewed by students prior to taking the Online Keystone Exam for each content area. The tutorials use pictures, motion, and sound to present visual and verbal descriptions of the properties and features of the DRC INSIGHT Online Assessment Software. Each tutorial is an interactive environment that allows students to explore areas within the DRC INSIGHT Online Assessment Software at their own pace. Although a thorough review of a tutorial will take about 20 minutes, most students can become knowledgeable about the DRC INSIGHT Online Assessment Software in as few as 10 minutes of exploration. However, additional time should be scheduled for students to review tutorial segments as needed.

1. The Student Tutorials can be accessed directly from students' devices by double-clicking on the DRC INSIGHT icon or from the PA eDIRECT website (*https://pa.drcedirect.com*; select the application's drop-down and select 'General Information.' Then select 'Test Tutorials' or go to *https://www.pa.gov/agencies/education/programs-and-services/instruction/elementary-and-secondary-education/assessment-and-accountability/online-assessment-resources*).

2. There is a unique tutorial for each Keystone Exam content area. Students should choose the tutorial that relates to the intended exam.

3. The tutorial must be viewed at least once by all TAs prior to the first day upon which they will supervise each content area of the Online Keystone Exam Assessments.

4. The tutorial must be viewed at least once by students in advance of the testing day for each content area. There are no restrictions on accessing these tools. Encourage students to repeat the tutorial as often as desired and needed.

5. The narration within the tutorials is provided both as spoken audio and as printed captioning displayed directly on the screen, allowing the student to read along as the script is read aloud. It is recommended that headphones be provided for those students who are listening to the tutorials in close quarters.

6. Students are encouraged to review specific parts of the tutorials as needed. They may select topics or concepts within a tutorial using the links to specific tools and functions. Overview videos are also available so that students may review an entire grouping of topics.

7. TAs/Proctors should explore the overview videos (groupings of topics) and review the specific functionalities within each tutorial.

8. The tutorials should be viewed by students before viewing the Online Tools Training. (For more information, see the section titled *Keystone Exam Online Tools Training* on the next page of this manual.) Many schools schedule a tutorial session for students and then immediately have the students do the Online Tools Training. This training should be completed before the scheduled test administration of each content area.

9. TAs/Proctors should review the Exam Directions (Appendix E) that students will have access to during the administration of the assessment.

10. TAs must review *Software Tools and Features for Test Administrators* (Appendix F) and become familiar with the software tools and features related to the Pause Test and Exit Function, Interrupted Testing, and Unplanned Test Inactivity.

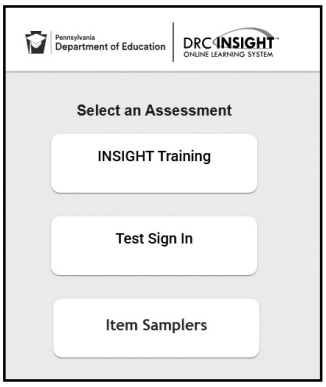
Note: If a school has capacity issues with the computer labs, TAs may lead the students through the Student Tutorials in the regular classroom using an LCD projector and one Internet connection. However, the Online Tools Training will require that students have access to individual computer stations.

B. Keystone Exam Online Tools Training

The Online Tools Training (OTT) is designed to provide an introductory experience in preparation for taking an Online Keystone Exam. The purpose of the OTT is for the students to observe and try out features of the DRC INSIGHT Online Assessment Software prior to an actual exam administration. The OTT is not a practice test and is not scored. Questions have been chosen to demonstrate the features and tools of online testing. The goal is to instruct students on the use of the computer and the online assessment software and not the testing of content or skills within any subject. Remind students that the OTT is designed for students to experience taking an exam on a computer and to experiment with the tools and features available to them during an actual exam.

1. Both TAs and students should take the Online Tools Training before students begin the online exam administration in each content area.

2. To begin an Online Tools Training, students select the 'DRC INSIGHT' icon, select 'Insight Training', select 'Online Tools Training', select 'Keystone,' select a content area, and then select a subject.



Select an Assessment screen

   a. Students who use accommodated exams will find them with the same content area label, but will select the second content label with the word "Accommodated" after it. Then they will follow the drop-down to the correct accommodation.

3. Students will learn to use the testing tools while answering the practice questions. Practice Hints are provided with some test questions. The Practice Hints are a guide to focus student exploration on key tools and features. **Note:** Practice Hints do not appear in the actual exams.

4. TAs should review with students the Exam Directions (Appendix E) and the *Software Tools and Features for Test Administrators* (Appendix F) related to the Pause Test and Exit Function, Interrupted Testing, and Unplanned Test Inactivity.

5. The Online Tools Training is provided so that students can practice using the tools and features of the DRC INSIGHT Online Assessment Software within the format of the actual assessment.

6. TAs may help students with questions concerning the Online Tools Training or show them how to use the tools in the Online Tools Training, not during the Keystone.

Note: The DRC INSIGHT Online Assessment Software provides students with a review screen after they have selected the 'Review or End Test' option.

A. Administer the Algebra I, Biology, or Literature Exam—Module 1

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

Make certain that no student is in possession of a cell phone, smartphone, smartwatch, earbuds, camera, smart glasses, or other unapproved electronic device. Collect all unapproved electronic devices prior to the start of testing.

Make certain that every student is sitting at a separate computer, iPad, or Chromebook and make certain that every device used for testing is turned on and the screen is visible to the student seated at that device. The screens should not be visible to other students.

Students will have an opportunity to do some work on scratch/grid paper, so make sure that all students have two sharpened pencils. These directions will also prompt TAs/Proctors to distribute a supply of scratch/grid paper. The scratch/grid paper must be blank.

Say:

> **Welcome to the [Algebra I**, **Biology**, or **Literature] Online Keystone Exam. Carefully follow the directions and give this exam your best effort. Do not begin until I tell you to do so.**

If you have one or more students using headphones, say:

> **If you are using headphones for this exam, do not put on the headphones until I tell you to do so.**

1. Algebra I

Say:

> **Formulas that you may need to solve questions in this module are found by selecting the 'References' button in the online test or on the reference sheet handout. You may refer to the formulas any time during the exam.**
>
> **You may use an approved calculator on this module. Calculators are included with the exam questions. When performing operations with π (pi), you may use either calculator π or the number 3.14 as an approximation of π.**
>
> **There are three types of questions in each module.**
>
> **Multiple-choice questions will ask you to select an answer from among four choices.**
>
> - **First read the question and solve the problem. Then choose the correct answer and record your choice.**
> - **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.**
>
> **For technology-enhanced questions, read the directions for each question carefully.**
>
> - **A technology-enhanced question may ask you to interact with the question to construct a response.**
> - **A technology-enhanced question may ask you to type your response or use online tools to provide your response.**
> - **You cannot receive full credit for technology-enhanced questions without providing a complete response.**

Continue to read aloud:

Constructed-response questions require that you type your response.

- **These questions have more than one part.**
- **Read the questions carefully and respond to exactly what is being asked. You will be given credit only for 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 type your work or reasoning in the answer box.***
  - ***if the question asks you to explain, be sure to use words to type your reasoning.***
- **All responses must be typed in the appropriate response box. 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 the appropriate response box.**

The Keystone is an untimed assessment. You may take as much time as you need to complete this module.

I will now pass out [scratch and grid] paper. Do not begin until I tell you to do so.

Distribute scratch/grid paper. The scratch/grid paper must be blank, and if distributed, the formula sheets must have no additional writing. Continue to "4. All Exams."

2. Biology

Say:

There are three types of questions in each module.

Multiple-choice questions require that you select an answer from among four choices.

- **Read the question carefully. Then choose the correct answer and record your choice.**
- **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.**

For technology-enhanced questions, read the directions for each question carefully.

- **A technology-enhanced question may ask you to interact with the question to construct a response.**
- **A technology-enhanced question may ask you to type your response or use online tools to provide your response.**
- **You cannot receive full credit for technology-enhanced questions without providing a complete response.**

Constructed-response questions require that you type your response.

- **These questions have more than one part.**
- **Read the questions carefully and respond to exactly what is being asked. You will be given credit only for 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.**

Continue to read aloud:

- **All responses must be typed in the appropriate response box. 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 appropriate response box.**

In addition, this module may also include scenarios. A scenario contains text, graphics, charts, and/or tables to describe 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.

The Keystone is an untimed assessment. You may take as much time as you need to complete this module.

I will now pass out scratch paper. Do not begin until I tell you to do so.

Distribute scratch paper. The scratch paper must be blank. Continue to "4. All Exams."

3. Literature

Say:

This module has three passage sets. Each passage set includes a passage, a series of multiple-choice questions, technology-enhanced 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 three types of questions in each module.

Multiple-choice questions require that you select an answer from among four choices.

- **Read the question carefully. Then choose the correct answer and record your choice.**
- **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.**

For technology-enhanced questions, read the directions for each question carefully.

- **A technology-enhanced question may ask you to interact with the question to construct a response.**
- **A technology-enhanced question may ask you to type your response or use online tools to provide your response.**
- **You cannot receive full credit for technology-enhanced questions without providing a complete response.**

Constructed-response questions require that you type your response.

- **Read the questions carefully and respond to exactly what is being asked. You will be given credit only for 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 typed in the appropriate response box. 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 appropriate response box.**

Continue to read aloud:

The Keystone is an untimed assessment. You may take as much time as you need to complete this module.

I will now pass out scratch paper. Do not begin until I tell you to do so.

Distribute scratch paper. The scratch paper must be blank. Continue to "4. All Exams."

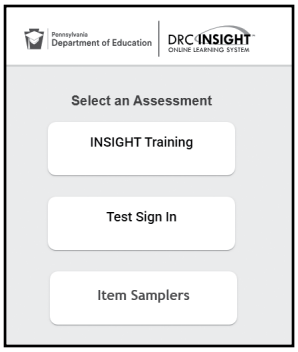
4. All Exams

Distribute individual Test Tickets. Test Tickets are unique to each module and for each student. Be sure to match each Test Ticket with the correct student. When you are ready, say:

Each of you now has a Test Ticket. Check to make certain that your name appears on the Test Ticket. Raise your hand if your Test Ticket does not have your name on it.

Correct any ticket distribution errors. When you are ready, say:

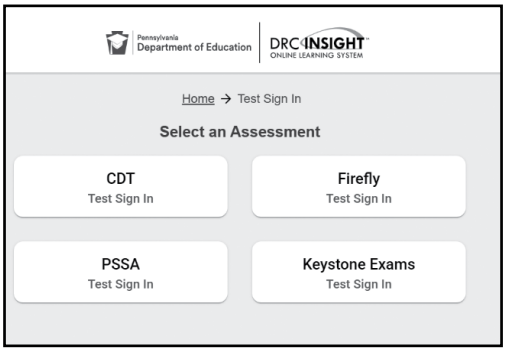
Now we are ready to begin. First, select the 'DRC INSIGHT' icon. You should see the Select an Assessment screen. Is there anyone who does not see the Select an Assessment screen?



First Select an Assessment screen

Pause to assist students as necessary. If a student receives an error message, note the content of the error message and contact the SAC. When all students are ready, say:

On the first Select an Assessment screen, select Test Sign In. On the second Select an Assessment screen, select Keystone Exams Test Sign In. Is there anyone who does not see these screens?



Second Select an Assessment screen

Pause to assist students as necessary. If a student receives an error message, note the content of the error message and contact the SAC. When all students are ready, say:

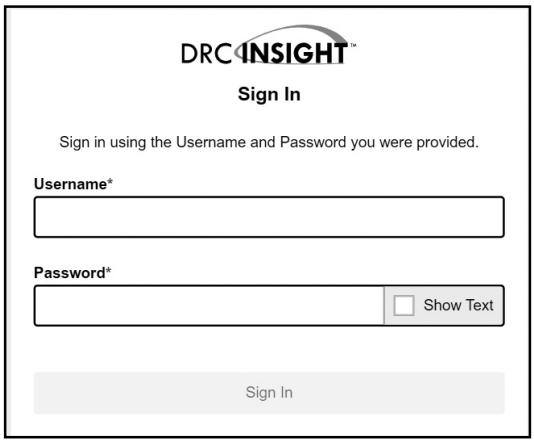
Your individual Username and Password are found on your Test Ticket. When you have finished entering your Username and Password, select the 'Sign In' button in the middle of the screen.

Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames and Passwords are unique to each student.

Note: If any Test Ticket has an error, please contact the SAC.

When all students are ready, say:

When you have selected the 'Sign In' button, a second "Welcome" screen opens. Is there anyone who does not see the second "Welcome" screen?



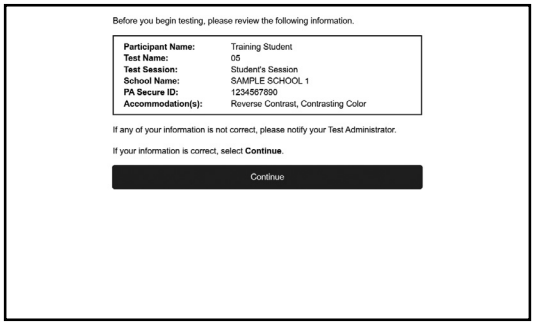
Keystone—Test Sign In screen

Pause to assist students as necessary. When all students are ready, say:

Look at the information on the "Welcome" screen. This information should be the same as the information on your Test Ticket. Make sure that the following facts about you are correct:

- **Your name**
- **Your test name**
- **Your test session**
- **Your school name**
- **Your PAsecureID**

If the information about you is correct, select the 'Continue' button. If the information is not correct, raise your hand.



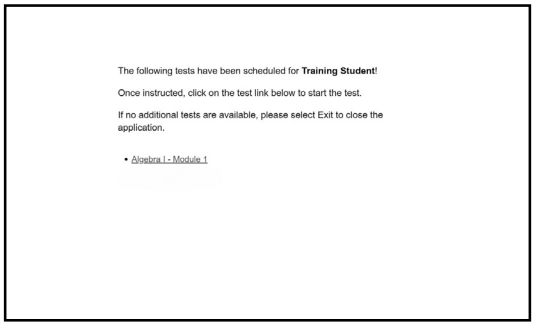
Keystone—Second Welcome screen

Pause to assist students as necessary. Contact the SAC if a student finds an error on the "Welcome" screen. If a student's embedded accommodation information is not correct, the TA should collect the Test Ticket and inform the SAC immediately. The student should not begin the assessment if the embedded accommodation does not appear on the Test Ticket. When all students are ready, say:

After you have selected the 'Continue' button, the "Test Selection" screen will open. Is there anyone who does not see the "Test Selection" screen?

Pause to assist students as necessary. When all students are ready, say:

We are now ready to begin the test. Select the words ["Algebra I - Module 1," "Biology - Module 1," or **"Literature - Module 1"]. Once you have selected ["Algebra I - Module 1," "Biology - Module 1,"** or **"Literature - Module 1"], the "Display Setup" screen should open. Is there anyone who does not see the "Display Setup" screen for Module 1?**



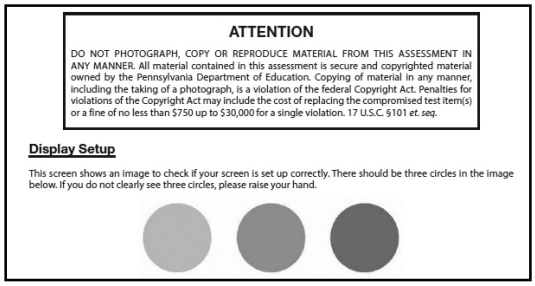
Sample Algebra I Test Selection screen

Pause to assist students as necessary. Collect all Test Tickets immediately after students have successfully logged into the assessment. When all students are ready, say:

At the top of the screen is a box labeled "ATTENTION." Read the paragraph inside the box silently as I read it aloud.

Attention. Do not photograph, copy, or reproduce material from this assessment in any manner. All material contained in this assessment is secure and copyrighted material owned by the Pennsylvania Department of Education. Copying of material in any manner, including the taking of a photograph, is a violation of the federal Copyright Act. Penalties for violations of the Copyright Act may include the cost of replacing the compromised test item or items or a fine of no less than $750 up to $30,000 for a single violation.

Are there any questions about this paragraph?



Top of Display Setup screen

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

I will now read the "Display Setup." Read the "Display Setup" silently as I read it aloud.

Display Setup

This screen shows an image to check if your screen is set up correctly. There should be three circles in the image below. If you do not clearly see three circles, please raise your hand.

Pause to assist students as necessary. Contact the SAC if a student does not see the three circles. Then say:

Are there any questions about the "Display Setup"?

Note: The "Display Setup" (as it appears online) is printed in Appendix E of this manual. If asked, refer to this appendix to repeat any portion to students during the test administration.

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

Select the 'Next' button at the bottom of the screen.

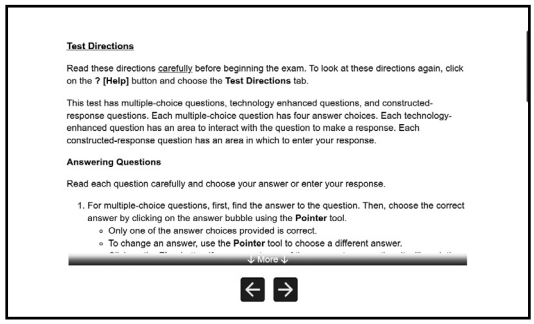
Pause to assist students as necessary. When all students are ready, say:

I will now read the "Test Directions." Read the "Test Directions" silently as I read them aloud. Use the scroll bar on the right side to follow along.

Test Directions

Read these directions carefully before beginning the exam. To look at these directions again, select the '?' [Help] button and choose the "Test Directions" tab.

This test has multiple-choice questions, technology-enhanced questions, and constructed-response questions. Each multiple-choice question has four answer choices. Each technology-enhanced question has an area to interact with the question to make a response.



Top of Literature Test Directions screen

FOR ALGEBRA I AND BIOLOGY ONLY

Each constructed-response question has one or more areas in which to enter your response(s). The constructed-response questions will have multiple pages. These page numbers will be shown next to the question number, for example, "Page 1 of 3."

FOR LITERATURE ONLY

Each constructed-response question has an area in which to enter your response.

Answering Questions

Read each question carefully and choose your answer or enter your response.

1. **For multiple-choice questions, first, find the answer to the question. Then, choose the correct answer by selecting the answer bubble using the Pointer tool.**
   - **Only one of the answer choices provided is correct.**

FOR ALGEBRA I ONLY

If none of the choices matches your answer, go back and check your work for possible errors.

   - **To change an answer, use the Pointer tool to select a different answer.**
   - **Select the 'Flag Question' button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.**

2. **For technology-enhanced questions, read the directions for each question carefully.**
   - **A technology-enhanced question may ask you to interact with the question to construct a response.**
   - **A technology-enhanced question may ask you to type your response or use online tools to provide your response.**
   - **You cannot receive full credit for technology-enhanced questions without providing a complete response.**

FOR ALGEBRA I ONLY

3. **For constructed-response questions, use the keyboard, or the Equation Builder, and the other online tools to enter your response in the areas provided.**
   - **For questions that require using the Equation Builder or constructing a graph, select the question mark icon '?' in the upper-right corner of those features. This will open Help, which offers descriptions on how to use these features.**
   - **An example of the scoring guidelines that professional scorers will use to evaluate your responses to constructed-response questions can be found by selecting the '?' [Help] button and choosing the "Scoring" tab. You may refer to the Scoring Guidelines at any time while responding to constructed-response questions.**

4. **Use tools such as the Cross-Off, Highlighter, Notepad, Magnifier, Line Guide, Calculator, Graphing Tool, and Formula Sheet to assist you during the test.**

FOR BIOLOGY ONLY

3. **For constructed-response questions, use the keyboard or the Equation Builder tool to type your response in the areas provided.**
   - **For questions that require using the Equation Builder tool, select the question mark icon '?' in the upper-right corner of the Equation Builder tool. This will open Help, which offers descriptions on how to use the Equation Builder tool.**
   - **An example of the scoring guidelines that professional scorers will use to evaluate your responses to constructed-response questions can be found by selecting the '?' [Help] button and choosing the "Scoring" tab. You may refer to the Scoring Guidelines at any time while responding to constructed-response questions.**
4. **Use tools such as the Cross-Off, Highlighter, Notepad, Magnifier, Line Guide, and Calculator to assist you during the test.**

FOR LITERATURE ONLY

3. **For constructed-response questions, use the keyboard to type your response in the area provided.**
   - **An example of the scoring guidelines that professional scorers will use to evaluate your responses to constructed-response questions can be found by selecting the '?' [Help] button and choosing the "Scoring" tab. You may refer to the Scoring Guidelines at any time while responding to constructed-response questions.**
4. **Use tools such as the Cross-Off, Highlighter, Notepad, Magnifier, and Line Guide to assist you during the test.**

Navigation

1. **Use the 'Next' and 'Back' buttons to move from question to question or page to page. You can also use the Go to Question feature in the upper-left corner to move to a specific question.**
2. **Finally, when you have answered all the questions, select the 'Review or End Test' button at the top-right of the screen.**
   - **Questions that you flagged or did not answer will appear on the screen. Select the questions to check your work or return to unanswered questions.**
   - **When you have finished and have checked your answers, follow the directions on the screen to exit.**

Helpful Hints

- **There is no time limit to finish the test.**
- **If you need to take a break from the assessment, select the 'Pause Test' button. Select the 'Resume' button to continue. If you are away from the assessment for more than 20 minutes, you will need to log back in.**
- **To see your progress on the test, select the 'Review or End Test' button. You may go to any question by selecting it from the list that appears on the screen.**
- **Select the '?' [Help] button to find more information.**

Are there any questions about the "Test Directions"?

Note: The "Test Directions" (as they appear online) are printed in Appendix E of this manual. If asked, refer to this appendix to repeat any portion of these "Test Directions" to students during the test administration.

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

Remember: For each multiple-choice question, use the Pointer tool to fill in the circle next to the answer choice you select. When directed to "Select all," you may need to select two or more responses to receive credit. For each technology-enhanced question, use the Pointer tool to interact with the question to construct a response. For each constructed-response question, be sure to answer each part. Continue working until you complete all of the questions. When you reach the end of the module, select the 'Review or End Test' button and follow the on-screen directions to review all the questions that you have flagged or have not finished in this module. After you have checked your work, you may select the 'End Test' button and follow the on-screen instructions to complete your module. You may sit quietly, read for pleasure, or read non-content-related materials until everyone has finished.

Are there any questions?

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

Select the 'Next' button at the bottom of the screen.

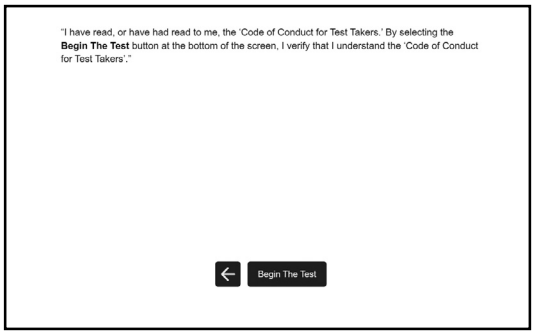
Pause to assist students as necessary. When all students are ready, say:

You should have read or had the *Code of Conduct for Test Takers* read to you previously. If not, raise your hand now.

Check to see whether any student has raised their hand, and share the *Code of Conduct for Test Takers* with them at this time. **Note:** The *Code of Conduct for Test Takers* is in Appendix G of this manual. Pause to assist students as necessary. When all students are ready, say:

Read the statement on your screen silently as I read it aloud.

"I have read, or have had read to me, the Code of Conduct for Test Takers. By selecting the 'Begin The Test' button at the bottom of the screen, I verify that I understand the Code of Conduct for Test Takers."



Code of Conduct screen

Pause to assist students as necessary. Answer student questions until all students understand the *Code of Conduct for Test Takers*. When all students are ready, say:

If you understand the *Code of Conduct for Test Takers* and are ready to start the test, select the 'Begin The Test' button at the bottom of the screen. Remember to select the 'Pause Test' button if you need to pause your test for any reason.

You may begin.

If any students are using headphones to take the exam, say:

After putting on your headphones, 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. TAs should ensure students finishing early exit the exam and log off from their computers.

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 directions and assist students to functionally operate their computers. The "Test Directions" (as they appear online) are in Appendix E of this manual. They may be repeated to students as needed during the administration.

The following are reminders from *Software Tools and Features for Test Administrators* (Appendix F) that you may need to use during the test administration:

1. Pause Test and Exit Function: Temporary, short breaks (e.g., restroom break)
2. Interrupted Testing for Individual Students: More than 20 minutes of no input from the student
3. Interrupted Testing for a Group of Students: Emergency issues (e.g., local alarms, electrical outages)

If an interruption of testing occurs and students have not completed their tests, students should be instructed that they should use the 'Pause Test' then 'Exit' buttons rather than the 'Review or End Test' button.

An incorrect answer is scored the same as an unanswered item.

Keyboard Shortcuts (Appendix C) are available for students to use. These shortcuts are provided and may be copied from this manual and reproduced as necessary. The copies of these keyboard shortcuts should be returned to the SAC for secure storage and destruction.

Note: In the event of a temporary loss of Internet connectivity, wait a few minutes and then try again to complete the test. If the problem persists, consult the SAC.

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

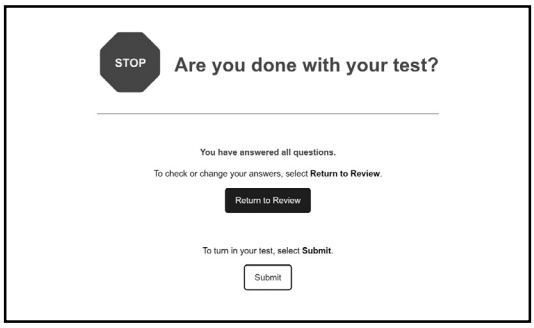
FOR BIOLOGY ONLY: The testing time for this module is estimated to be 77 minutes, but the actual administration time may vary.

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

End the session only when all students have completed all questions or when you determine that additional time is not necessary. Collect exam materials, including Test Tickets, scratch/grid paper, and any other paper on which the students have written, as each student finishes the test module rather than keeping them at the students' workstations. Since each student is to be provided sufficient time to finish the exam, students who have not completed the exam within the testing session time must be provided additional time. For more information about extended time, see *Part II: General Assessment Information* in this manual.

When you have confirmed that approximately five minutes remain in the scheduled testing time for the group not yet finished with this exam module, say:

> **You have about five minutes to complete Module 1. Make sure all items were completed or attempted before ending the module. Students are not penalized for incorrect answers. As you finish, be sure to select the 'Review or End Test' button in the top-right corner of the screen.**
>
> **Then select the 'End Test' button to finish the test. You will be asked to confirm that you are done. If you have flagged any test questions, or have unanswered test questions, be sure to complete your review of those questions before you select 'End Test.' If you think you might need more than five minutes, raise your hand, and you will be provided with extended time and given additional directions.**

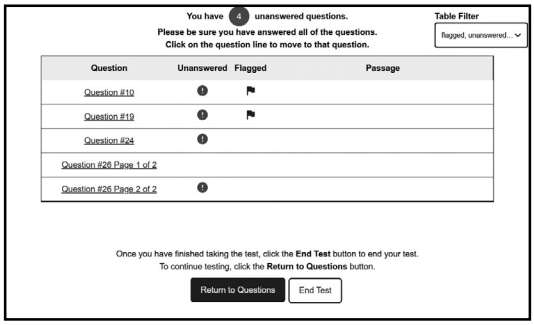


End Test Confirmation screen
(for students who have completed all items)

Note: Once the student has chosen the 'End Test' button, the student must provide a confirmation that the student is finished. If the student has left one or more items incomplete, the Finished Testing Confirmation screen will show which questions have been flagged and which questions are unanswered. Have students select 'Return to Questions' and finish the section. Once the student has ended the test, the student cannot go back into the test to review or answer test questions.

When all students have finished or sufficient time has passed, say:

> **This ends Module 1 of the [Algebra I**, **Biology**, or **Literature] Online Keystone Exam. If you have finished Module 1 and do not need additional time to complete the module, select 'Review or End Test' and select 'End Test.' Then select 'Submit,' confirming that you are done. Then select 'Exit' on the last screen to close the test.**



Finished Testing Confirmation screen
(for students who have not completed all items)

When all students are ready, say:

> **I will now collect your [scratch** or **grid] paper and any other paper on which you have written.**

Collect all scratch and grid paper and any other paper on which students have written at this time. If students used optional materials like the keyboard shortcuts or the Algebra I, Biology, or Literature scoring guidelines, collect these at this time. Test Tickets, used scratch/grid paper, any other paper on which students have written, and all optional materials must be returned to the SAC or the SAC's designee.

FOR ALGEBRA I AND BIOLOGY ONLY: 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.

Say:

> **You are going to take Module 2 at another time.**

Upon completion of Module 1, return all materials (Test Tickets, used scratch/grid paper, any other paper on which students have written, and any optional materials) immediately to the SAC for secure storage or destruction.

B. Administer the Algebra I, Biology, or Literature Exam—Module 2

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

Make certain that no student is in possession of a cell phone, smartphone, smartwatch, earbuds, camera, smart glasses, or other unapproved electronic device. Collect all unapproved electronic devices prior to the start of testing.

Make certain that every student is sitting at a separate computer, iPad, or Chromebook and make certain that every device used for testing is turned on and the screen is visible to the student seated at that device. The screens should not be visible to other students.

Students will have an opportunity to do some work on scratch/grid paper, so make sure that all students have two sharpened pencils. These directions will also prompt TAs/Proctors to distribute a supply of scratch/grid paper. The scratch/grid paper must be blank.

Say:

> **Welcome back to the [Algebra I**, **Biology**, or **Literature] Online Keystone Exam. We are now ready to begin Module 2. Carefully follow the directions and give this exam your best effort. Do not begin until I tell you to do so.**

If you have one or more students using headphones, say:

> **If you are using headphones for this exam, do not put on the headphones until I tell you to do so.**

1. Algebra I

Say:

> **Formulas that you may need to solve questions in this module are found by selecting the 'References' button in the online test or on the reference sheet handout. You may refer to the formulas any time during the exam.**
>
> **You may use an approved calculator on this module. Calculators are included with the exam questions. When performing operations with π (pi), you may use either calculator π or the number 3.14 as an approximation of π.**
>
> **There are three types of questions in each module.**
>
> **Multiple-choice questions will ask you to select an answer from among four choices.**
>
> - **First read the question and solve the problem. Then choose the correct answer and record your choice.**
> - **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.**
>
> **For technology-enhanced questions, read the directions for each question carefully.**
>
> - **A technology-enhanced question may ask you to interact with the question to construct a response.**
> - **A technology-enhanced question may ask you to type your response or use online tools to provide your response.**
> - **You cannot receive full credit for technology-enhanced questions without providing a complete response.**

Continue to read aloud:

Constructed-response questions require that you type your response.

- **These questions have more than one part.**
- **Read the questions carefully and respond to exactly what is being asked. You will be given credit only for 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 type your work or reasoning in the answer box.***
  - ***if the question asks you to explain, be sure to use words to type your reasoning.***
- **All responses must be typed in the appropriate response box. 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 the appropriate response box.**

The Keystone is an untimed assessment. You may take as much time as you need to complete this module.

I will now pass out [scratch and grid] paper and your Test Ticket. Do not begin until I tell you to do so.

Distribute scratch/grid paper and individual Test Tickets. The scratch/grid paper must be blank, and if distributed, the formula sheets must have no additional writing. The Test Tickets are unique to each student, so match each Test Ticket to the correct student. Continue to "4. All Exams."

2. Biology

Say:

There are three types of questions in each module.

Multiple-choice questions require that you select an answer from among four choices.

- **Read the question carefully. Then choose the correct answer and record your choice.**
- **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.**

For technology-enhanced questions, read the directions for each question carefully.

- **A technology-enhanced question may ask you to interact with the question to construct a response.**
- **A technology-enhanced question may ask you to type your response or use online tools to provide your response.**
- **You cannot receive full credit for technology-enhanced questions without providing a complete response.**

Constructed-response questions require that you type your response.

- **These questions have more than one part.**
- **Read the questions carefully and respond to exactly what is being asked. You will be given credit only for 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.**

Continue to read aloud:

- **All responses must be typed in the appropriate response box. 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 appropriate response box.**

In addition, this module may also include scenarios. A scenario contains text, graphics, charts, and/or tables to describe 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.

The Keystone is an untimed assessment. You may take as much time as you need to complete this module.

I will now pass out scratch paper and your Test Ticket. Do not begin until I tell you to do so.

Distribute scratch paper and individual Test Tickets. The scratch paper must be blank. The Test Tickets are unique to each student, so match each Test Ticket to the correct student. Continue to "4. All Exams."

3. Literature

Say:

This module has three passage sets. Each passage set includes a passage, a series of multiple-choice questions, technology-enhanced 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 three types of questions in each module.

Multiple-choice questions require that you select an answer from among four choices.

- **Read the question carefully. Then choose the correct answer and record your choice.**
- **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.**

For technology-enhanced questions, read the directions for each question carefully.

- **A technology-enhanced question may ask you to interact with the question to construct a response.**
- **A technology-enhanced question may ask you to type your response or use online tools to provide your response.**
- **You cannot receive full credit for technology-enhanced questions without providing a complete response.**

Continue to read aloud:

Constructed-response questions require that you type your response.

- **Read the questions carefully and respond to exactly what is being asked. You will be given credit only for 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 typed in the appropriate response box. 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 appropriate response box.**

The Keystone is an untimed assessment. You may take as much time as you need to complete this module.

I will now pass out scratch paper and your Test Ticket. Do not begin until I tell you to do so.

Distribute scratch paper and individual Test Tickets. The scratch paper must be blank. Test Tickets are unique to each module and for each student, so be sure to match each Test Ticket to the correct student. Continue to "4. All Exams."

4. All Exams

When you are ready, say:

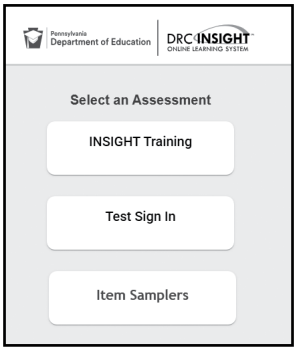
Each of you now has a Test Ticket. Check to make certain that your name appears on the Test Ticket. Raise your hand if your Test Ticket does not have your name on it.

Correct any ticket distribution errors. When you are ready, say:

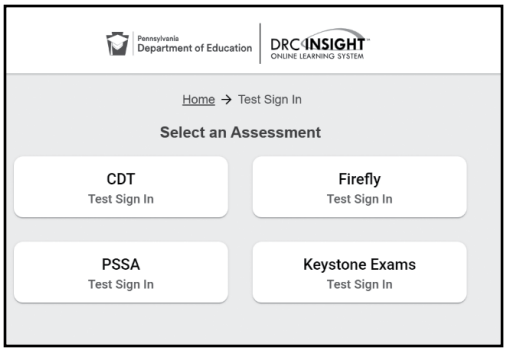
Now we are ready to begin. First, select the 'DRC INSIGHT' icon. You should see the Select an Assessment screen. Is there anyone who does not see the Select an Assessment screen?

Pause to assist students as necessary. If a student receives an error message, note the content of the error message and contact the SAC. When all students are ready, say:

On the first Select an Assessment screen, select Test Sign In. On the second Select an Assessment screen, select Keystone Exams Test Sign In. Is there anyone who does not see these screens?



First Select an Assessment screen



Second Select an Assessment screen

Part IV

Pause to assist students as necessary. If a student receives an error message, note the content of the error message and contact the SAC. When all students are ready, say:

> **Your individual Username and Password are found on your Test Ticket. When you have finished entering your Username and Password, select the 'Sign In' button in the middle of the screen.**

Keystone—Test Sign In screen

Pause while students enter their login credentials. Assist students as necessary to enter the information. Remember: Usernames and Passwords are unique to each student.

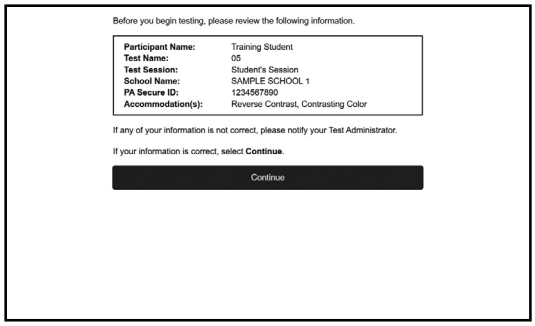
Note: If any Test Ticket has an error, please contact the SAC.

When all students are ready, say:

> **When you have selected the 'Sign In' button, a second "Welcome" screen opens. Is there anyone who does not see the second "Welcome" screen?**

Pause to assist students as necessary. When all students are ready, say:

> **Look at the information on the "Welcome" screen. This information should be the same as the information on your Test Ticket. Make sure that the following facts about you are correct:**
> - **Your name**
> - **Your test name**
> - **Your test session**
> - **Your school name**
> - **Your PAsecureID**
>
> **If the information about you is correct, select the 'Continue' button. If the information is not correct, raise your hand.**

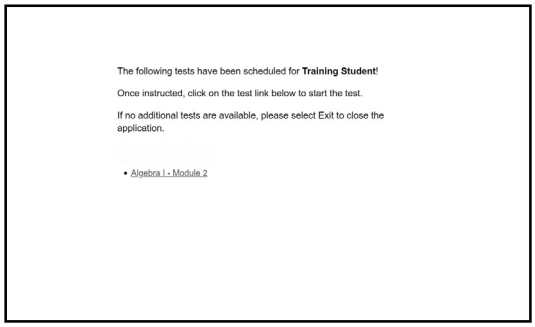


Keystone—Second Welcome screen

Pause to assist students as necessary. Contact the SAC if a student finds an error on the "Welcome" screen. If a student's embedded accommodation information is not correct, the TA should collect the Test Ticket and inform the SAC immediately. The student should not begin the assessment if the embedded accommodation does not appear on the Test Ticket.

When all students are ready, say:

> **After you have selected the 'Continue' button, the "Test Selection" screen will open. Is there anyone who does not see the "Test Selection" screen?**



Sample Test Selection screen

Pause to assist students as necessary. When all students are ready, say:

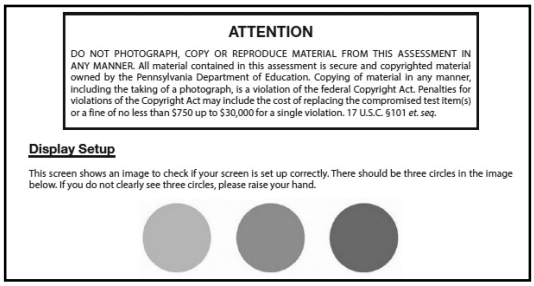
> **We are now ready to begin the test. Select the words ["Algebra I - Module 2," "Biology - Module 2,"** or **"Literature - Module 2"]. Once you have selected ["Algebra I - Module 2," "Biology - Module 2,"** or **"Literature - Module 2"], the "Display Setup" screen should open. Is there anyone who does not see the "Display Setup" screen for Module 2?**

Pause to assist students as necessary. Collect all Test Tickets immediately after students have successfully logged into the assessment. When all students are ready, say:

At the top of the screen is a box labeled "ATTENTION." Read the paragraph inside the box silently as I read it aloud.

Attention. Do not photograph, copy, or reproduce material from this assessment in any manner. All material contained in this assessment is secure and copyrighted material owned by the Pennsylvania Department of Education. Copying of material in any manner, including the taking of a photograph, is a violation of the federal Copyright Act. Penalties for violations of the Copyright Act may include the cost of replacing the compromised test item or items or a fine of no less than $750 up to $30,000 for a single violation.

Are there any questions about this paragraph?



Top of Display Setup screen

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

I will now read the "Display Setup." Read the "Display Setup" silently as I read it aloud.

Display Setup

This screen shows an image to check if your screen is set up correctly. There should be three circles in the image below. If you do not clearly see three circles, please raise your hand.

Pause to assist students as necessary. Contact the SAC if a student does not see the three circles. Then say:

Are there any questions about the "Display Setup"?

Note: The "Display Setup" (as it appears online) is printed in Appendix E of this manual. If asked, refer to this appendix to repeat any portion to students during the test administration.

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

Select the 'Next' button at the bottom of the screen.

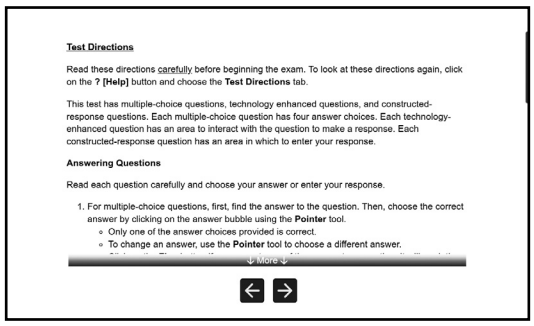
Pause to assist students as necessary. When all students are ready, say:

I will now read the "Test Directions." Read the "Test Directions" silently as I read them aloud. Use the scroll bar on the right side to follow along.

Test Directions

Read these directions carefully before beginning the exam. To look at these directions again, select the '?' [Help] button and choose the "Test Directions" tab.

This test has multiple-choice questions, technology-enhanced questions, and constructed-response questions. Each multiple-choice question has four answer choices. Each technology-enhanced question has an area to interact with the question to make a response.



Top of Literature Test Directions screen

FOR ALGEBRA I AND BIOLOGY ONLY

Each constructed-response question has one or more areas in which to enter your response(s). The constructed-response questions will have multiple pages. These page numbers will be shown next to the question number, for example, "Page 1 of 3."

FOR LITERATURE ONLY

Each constructed-response question has an area in which to enter your response.

Answering Questions

Read each question carefully and choose your answer or enter your response.

1. **For multiple-choice questions, first, find the answer to the question. Then, select the correct answer by selecting the answer bubble using the Pointer tool.**
   - **Only one of the answer choices provided is correct.**

FOR ALGEBRA I ONLY

If none of the choices matches your answer, go back and check your work for possible errors.

   - **To change an answer, use the Pointer tool to select a different answer.**
   - **Select the 'Flag Question' button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.**

2. **For technology-enhanced questions, read the directions for each question carefully.**
   - **A technology-enhanced question may ask you to interact with the question to construct a response.**
   - **A technology-enhanced question may ask you to type your response or use online tools to provide your response.**
   - **You cannot receive full credit for technology-enhanced questions without providing a complete response.**

FOR ALGEBRA I ONLY

3. **For constructed-response questions, use the keyboard, or the Equation Builder, and the other online tools to enter your response in the areas provided.**
   - **For questions that require using the Equation Builder or constructing a graph, select the question mark icon '?' in the upper-right corner of those features. This will open Help, which offers descriptions on how to use these features.**
   - **An example of the scoring guidelines that professional scorers will use to evaluate your responses to constructed-response questions can be found by selecting the '?' [Help] button and choosing the "Scoring" tab. You may refer to the Scoring Guidelines at any time while responding to constructed-response questions.**

4. **Use tools such as the Cross-Off, Highlighter, Notepad, Magnifier, Line Guide, Calculator, Graphing Tool, and Formula Sheet to assist you during the test.**

FOR BIOLOGY ONLY

3. **For constructed-response questions, use the keyboard or the Equation Builder tool to type your response in the areas provided.**
   - **For questions that require using the Equation Builder tool, select the question mark icon '?' in the upper-right corner of the Equation Builder tool. This will open Help, which offers descriptions on how to use the Equation Builder tool.**
   - **An example of the scoring guidelines that professional scorers will use to evaluate your responses to constructed-response questions can be found by selecting the '?' [Help] button and choosing the "Scoring" tab. You may refer to the Scoring Guidelines at any time while responding to constructed-response questions.**
4. **Use tools such as the Cross-Off, Highlighter, Notepad, Magnifier, Line Guide, and Calculator to assist you during the test.**

FOR LITERATURE ONLY

3. **For constructed-response questions, use the keyboard to type your response in the area provided.**
   - **An example of the scoring guidelines that professional scorers will use to evaluate your responses to constructed-response questions can be found by selecting the '?' [Help] button and choosing the "Scoring" tab. You may refer to the Scoring Guidelines at any time while responding to constructed-response questions.**
4. **Use tools such as the Cross-Off, Highlighter, Notepad, Magnifier, and Line Guide to assist you during the test.**

Navigation

1. **Use the 'Next' and 'Back' buttons to move from question to question or page to page. You can also use the Go to Question feature in the upper-left corner to move to a specific question.**
2. **Finally, when you have answered all the questions, select the 'Review or End Test' button at the top-right of the screen.**
   - **Questions that you flagged or did not answer will appear on the screen. Select the questions to check your work or return to unanswered questions.**
   - **When you have finished and have checked your answers, follow the directions on the screen to exit.**

Helpful Hints

- **There is no time limit to finish the test.**
- **If you need to take a break from the assessment, select the 'Pause Test' button. Select the 'Resume' button to continue. If you are away from the assessment for more than 20 minutes, you will need to log back in.**
- **To see your progress on the test, select the 'Review or End Test' button. You may go to any question by selecting it from the list that appears on the screen.**
- **Select the '?' [Help] button to find more information.**

Are there any questions about the "Test Directions"?

Note: The "Test Directions" (as they appear online) are printed in Appendix E of this manual. If asked, refer to this appendix to repeat any portion of these "Test Directions" to students during the test administration.

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

Remember: For each multiple-choice question, use the Pointer tool to fill in the circle next to the answer choice you select. When directed to "Select all," you may need to select two or more responses to receive credit. For each technology-enhanced question, use the Pointer tool to interact with the question to construct a response. For each constructed-response question, be sure to answer each part. Continue working until you complete all of the questions. When you reach the end of the module, select the 'Review or End Test' button and follow the on-screen directions to review all the questions that you have flagged or have not finished in this module. After you have checked your work, you may select the 'End Test' button and follow the on-screen instructions to complete your test. You may sit quietly, read for pleasure, or read non-content-related materials until everyone has finished.

Are there any questions?

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

Select the 'Next' button at the bottom of the screen.

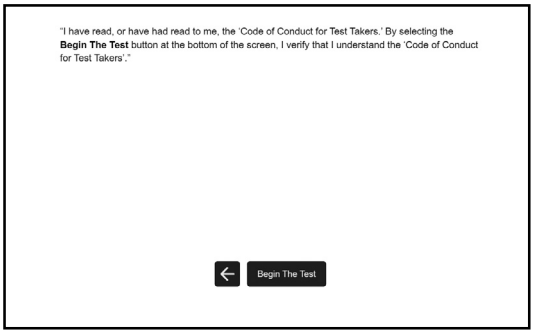
Pause to assist students as necessary. When all students are ready, say:

You should have read or had the *Code of Conduct for Test Takers* read to you previously. If not, raise your hand now.

Check to see whether any student has raised their hand, and share the *Code of Conduct for Test Takers* with them at this time. **Note:** The *Code of Conduct for Test Takers* is in Appendix G of this manual. Pause to assist students as necessary. When all students are ready, say:

Read the statement on your screen silently as I read it aloud.

"I have read, or have had read to me, the Code of Conduct for Test Takers. By selecting the 'Begin The Test' button at the bottom of the screen, I verify that I understand the Code of Conduct for Test Takers."



Code of Conduct screen

Pause to assist students as necessary. Answer student questions until all students understand the *Code of Conduct for Test Takers*. When all students are ready, say:

If you understand the *Code of Conduct for Test Takers* and are ready to start the test, select the 'Begin The Test' button at the bottom of the screen. Remember to select the 'Pause Test' button if you need to pause your test for any reason.

You may begin.

If any students are using headphones to take the exam, say:

After putting on your headphones, 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. TAs should ensure students finishing early exit the exam and log off from their computers.

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 directions and assist students to functionally operate their computers. The "Test Directions" (as they appear online) are in Appendix E of this manual. They may be repeated to students as needed during the test administration.

The following are reminders from *Software Tools and Features for Test Administrators* (Appendix F) that you may need to use during the test administration:

1. Pause Test and Exit Function: Temporary, short breaks (e.g., restroom break)
2. Interrupted Testing for Individual Students: More than 20 minutes of no input from the student
3. Interrupted Testing for a Group of Students: Emergency issues (e.g., local alarms, electrical outages)

If an interruption of testing occurs and students have not completed their tests, students should be instructed that they should use the 'Pause Test' then 'Exit' buttons rather than the 'Review or End Test' button.

An incorrect answer is scored the same as an unanswered item.

Keyboard shortcuts are available for students to use. These shortcuts are provided in Appendix C and may be copied from this manual and reproduced as necessary. The copies of these keyboard shortcuts are considered part of the secure testing materials and must be returned to the SAC for secure storage and destruction.

Note: In the event of a temporary loss of Internet connectivity, wait a few minutes and then try again to complete the test. If the problem persists, consult the SAC.

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

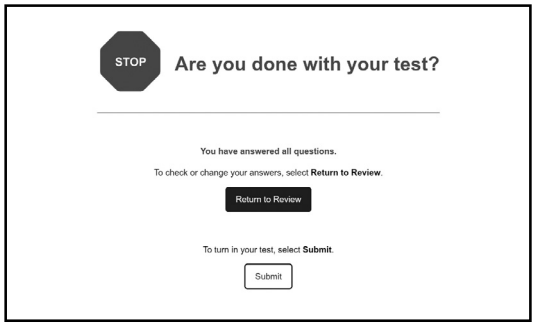
FOR BIOLOGY ONLY: The testing time for this module is estimated to be 77 minutes, but the actual administration time may vary.

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

End the session only when all students have completed all questions or when you determine that additional time is not necessary. Collect exam materials, including Test Tickets, scratch/grid paper, and any other paper on which the students have written, as each student finishes the test module rather than keeping them at the students' workstations. Since each student is to be provided sufficient time to finish the exam, students who have not completed the exam within the testing session time must be provided additional time. For more information about extended time, see *Part II: General Assessment Information* in this manual.

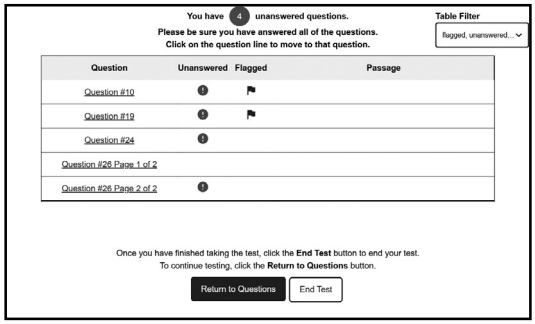
When you have confirmed that approximately five minutes remain in the scheduled testing time for the group not yet finished with this exam module, say:

> **You have about five minutes to complete Module 2. Make sure all items were completed or attempted before ending the module. Students are not penalized for incorrect answers. As you finish, be sure to select the 'Review or End Test' button in the top-right corner of the screen.**
>
> **Then select the 'End Test' button to finish the test. You will be asked to confirm that you are done. If you have flagged any test questions, or have unanswered test questions, be sure to complete your review of those questions before you select 'End Test.' If you think you might need more than five minutes, raise your hand, and you will be provided with extended time and given additional directions.**



End Test Confirmation screen
(for students who have completed all items)

Note: Once the student has chosen the 'End Test' button, the student must provide a confirmation that the student is finished. If the student has left one or more items incomplete, the Finished Testing Confirmation screen will show which questions have been flagged and which questions are unanswered. Have students select 'Return to Questions' and finish the section. Once the student has ended the test, the student cannot go back into the test to review or answer test questions.



Finished Testing Confirmation screen
(for students who have not completed all items)

When all students have finished or sufficient time has passed, say:

> **This ends Module 2 of the [Algebra I**, **Biology**, or **Literature] Online Keystone Exam. If you have finished Module 2 and do not need additional time to complete the module, select 'Review or End Test' and select 'End Test.' Then select 'Submit,' confirming that you are done. Then select 'Exit' on the last screen to close the test.**

When all students are ready, say:

> **I will now collect your [scratch** or **grid] paper and any other paper on which you have written.**

Collect all Test Tickets (any that were not collected earlier), scratch and grid paper and any other paper on which students have written at this time. If students used optional materials like the keyboard shortcuts or the Algebra I, Biology, or Literature scoring guidelines, collect these at this time. Test Tickets, used scratch/grid paper, any other paper on which students have written, and all optional materials must be returned to the SAC or the SAC's designee.

FOR ALGEBRA I AND BIOLOGY ONLY: 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.

Say:

> **This concludes the Online Keystone Exam.**

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

A. Closing Out the Exam

After testing is complete:

1. Make sure all students have closed out their testing session by
   a. selecting 'Review or End Test' (to open the "Review Test" screen), followed by
   b. selecting 'End Test' (to open the test submission dialog box), then
   c. selecting 'Submit' (to complete the test, confirming that once the test is ended the student is unable to change any answers), and then
   d. selecting 'Exit' (to close the test session).
2. Collect and count Test Tickets, any scratch/grid paper, any other paper on which students have written, and optional materials. Return them to the SAC.

Note: In the event of a temporary loss of Internet connectivity, please document the time and duration of the loss of connectivity. The loss of Internet connectivity records should be sent to the SAC for storage. The record must be kept for a minimum of three years.

B. Return Materials

Test materials must be kept secure. The Test Tickets (including any unused Test Tickets) and the Student Login Roster must be returned to the SAC or the SAC's designee. In addition, all used scratch/grid paper, any other paper on which students have written, and any copies of the keyboard shortcuts and scoring guidelines must be returned to the SAC or the SAC's designee. For Algebra I, this also includes the formula sheet.

1. Return **all** materials to the SAC or the SAC's designee for secure storage then destruction, including the following:
   a. Return and count used Test Tickets
   b. Return and count unused Test Tickets
   c. Student Login Rosters
   d. Copies of the Keyboard Shortcuts for System (Appendix C)
   e. Copies of the Biology, Literature, and Algebra I Constructed-Response Questions *General Description of Scoring Guidelines* and the Algebra I Formula Sheet (Appendix D)
   f. Used scratch/grid paper and any other paper on which students have written
2. Return all assessment materials to the SAC immediately at the end of each exam session.
3. Consult the SAC if there are any questions regarding the return of assessment materials.

Remember: Every TA and Proctor involved in the administration of this Online 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 the last testing session.

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 PDE directly at ra-edirregularities@pa.gov. The email should include a detailed subject line. Please ensure that you use only the email account provided here for security violations. Please do not send a question to multiple email accounts. This causes a delay in response.

THIS PAGE IS INTENTIONALLY BLANK

Appendix A:

Handbook for Secure Test Administration

Pennsylvania
Department of Education

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 online testing.

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 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 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 and training provided by the SAC. 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.

Pennsylvania Department of Education

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 three 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* 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 (religious exemptions).

Develop and maintain the LEA's procedure for handling breaks during test administration and keeping test tickets secure.

Develop and maintain the LEA's procedure for handling disruptions during test administration and keeping 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/modules are administered in sequence.

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). PDE has developed a PowerPoint which DACs may elect to use as a framework for training SACs. The PowerPoint is located at https://www.pa.gov/agencies/education/programs-and-services/instruction/elementary-and-secondary-education/assessment-and-accountability/keystone-exams.

Pennsylvania Department of Education

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 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, smart glasses, 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.

Ensure all individuals who administer the assessment understand they may not guide or explain how to answer questions to students during the assessment. TAs may help students with online tools problems during the assessment.

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, smart glasses, 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.)

Report any items not received.

Distribute materials 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.

Pennsylvania Department of Education

Immediately report suspected testing irregularities/security breaches to the Pennsylvania Department of Education. Irregularities and/or allegations should be reported to PDE via ra-edirregularities@pa.gov.

After Test Administration – DAC

DACs should not use test tickets to look at items or to change answers.

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 keep items secure 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*, and *Accommodations Guidelines*.

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 sequence.

Develop an agenda and train TAs/Proctors and other building level personnel (review the *Handbook for Assessment Coordinators* for more information). PDE has developed a PowerPoint which SACs may elect to use as a framework for training TAs. The PowerPoint is located at https://www.pa.gov/agencies/education/programs-and-services/instruction/elementary-and-secondary-education/assessment-and-accountability/keystone-exams.

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 are to be kept secure and precisely accounted for in accordance with the procedures specified in the *Handbook for Assessment Coordinators*.

Pennsylvania Department of Education

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

Create and maintain the PAsecureID list that shows the connection between the student and test administrator(s) (refer to the *Handbook for Assessment Coordinators* for specific instructions).

Ensure all students are scheduled for the appropriate assessment. Ensure the students have the correct test ticket for subject and section or module.

Ensure that students testing have prior experience with the online practice test and tools.

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

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. The TA should count the test tickets 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 tickets.

Ensure secure processes and procedures for extended time. Students may carry computers to an extended-time location under the supervision of the TA. Students are not required to carry their computer to the extended-time location.

Pennsylvania Department of Education

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

Minimize distractions, including intercom announcements.

Ensure test tickets 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, the SAC must contact PDE directly. The SAC should report test security violations or irregularities to PDE via ra-edirregularities@pa.gov.

After Each Testing Session – SAC

Collect all materials from TAs excluding copies of the DFA.

Account for all student test tickets daily. The SAC or the SAC's designee should count the 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

SACs should not use test tickets to look at items or to change answers.

Failure to keep items secure 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.

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.

Pennsylvania Department of Education

Read and understand the *Test Security Certification*.

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 before and after each test session/module. For calculators with exam mode capability, place the calculator in exam mode. Students are not to be assigned either task.

Know and prepare to appropriately implement the allowed 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, smart glasses, and other unauthorized electronic devices as students enter the testing site.

Ensure students are seated for optimal security and at the assigned workstation.

Appropriately implement required accommodations.

During the administration of the PSSA grades 4–8 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 students. 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. 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 tickets.

Collect test tickets as soon as students have logged into the assessment.

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.

Pennsylvania Department of Education

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 tickets daily and return all secure testing materials to the SAC immediately after the testing session each day. The SAC or the SAC's designee should count the test tickets in the presence of the TA.

Failure to keep items secure 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:

Review student item responses 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 per the *Accommodations Guidelines*.

Reveal any part of the secure copyrighted material to anyone.

Copy or otherwise reproduce any part of the secure 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.

Pennsylvania Department of Education

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.

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 ticket to any student after the student has completed the test, unless approval is granted by PDE, or for the reasons noted in the following sentence. Test tickets 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.

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.

Pennsylvania
Department of Education

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.

Read or review test items.

Alter, influence, or interfere with a test response in any way.

Discuss or provide feedback regarding test items.

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

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

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.

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

THIS PAGE IS INTENTIONALLY BLANK

Appendix B:

Keystone Exam Test Security Certification Form

(Test Administrator and Proctor)

Pennsylvania
Department of Education

Winter 2026–2027 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.

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:

Keyboard Shortcuts for System

These keyboard shortcuts may be copied from this book and reproduced as necessary. The copies of these keyboard shortcuts should be returned to the School Assessment Coordinator for secure storage and destruction.

SYSTEM SHORTCUTS

Keyboard Shortcut	Function
Tab	Transfers the focus from one button to the next (**from left to right**). The focus is indicated by a bold line that appears under the selected tool or function button when the Tab key is pressed.
Shift + Tab	Transfers the focus from one button to the next (**from right to left**). The focus is indicated by a bold line that appears under the selected tool or function button when the Shift key and Tab key are pressed.
Enter/Space Bar	Activates the tool or function highlighted by the bold line. Pressing the Enter key or Space Bar a second time deactivates the tool or function (with the exception of tools that keep the focus, such as Notepad).
Esc	Closes the Magnifier and '?' [Help] button when activated. If the bold line is activated and the Esc key is pressed while on the tool bar without having any tools activated, the bold line will move to the pointer button.
ABCD, abcd	Selects an answer option on a multiple-choice question. Entering one of the letters fills or unfills the letter bubble before each answer option. Both uppercase and lowercase letters can be used.
Alt + X	Exits the system from each page that has an Exit button.
Ctrl + {Left, Right, Up, Down Arrows}	Moves any pop-up tool like the '?' [Help] button around the screen. (Does not work with Notepad.)
Ctrl + Minus (Numerical Row)	Rotates the active tool 1 degree.
Up/Down Arrows	Moves the cursor up and down through a list of choices.
Enter	Selects the highlighted test question from the Review Test page. Selects Sign In button after Username and Password are entered. Selects Continue from the Student Verification Page. Selects the Go To Page number within the Go to Question dropdown arrow.
Alt—R	Activates the Review or End Test button and moves the user to the Review page of the test.
Alt—P	Activates the Pause Test button and pauses the test.
Alt—F	Activates the Flagged Question button and marks an item as flagged or removes a flag from an item.
Alt—B	Activates the Back button and moves the student back a question.
Alt—N	Activates the Next button and moves the student forward a question.

Keyboard Shortcut	Accommodations Function
F7	Activates "Start Points" (audio tracks) button when Audio is active (on a Mac use FUNC F7).
F8	Activates the Play/Pause button when Audio is active (on a Mac use FUNC F8).
Alt—O	Activates the Options button to open or close.

Appendix D:

Biology, Literature, and Algebra I

Constructed-Response Scoring Guidelines

Algebra I Formula Sheet

KEYSTONE REFERENCE

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.

KEYSTONE REFERENCE

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.

KEYSTONE REFERENCE

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

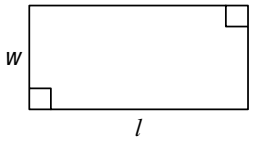
- The response has no correct answer and *insufficient* evidence to demonstrate any understanding of the mathematical concepts and procedures required by the task.
- The response may show only information copied from the question.

KEYSTONE REFERENCE

Algebra I Formula Sheet

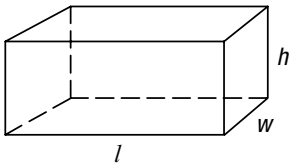
Formulas that you may need to solve questions on this exam are found below.
You may use calculator π or the number 3.14 as an approximation of π.

Rectangle



$A = lw$
$P = 2l + 2w$

Rectangular Prism



$V = lwh$

Linear Equations

Slope: $m = \frac{y_2 - y_1}{x_2 - x_1}$

Point-Slope Form: $(y - y_1) = m(x - x_1)$

Slope-Intercept Form: $y = mx + b$

Standard Form: $Ax + By = C$

Arithmetic Properties

Additive Inverse: $a + (-a) = 0$

Multiplicative Inverse: $a \cdot \frac{1}{a} = 1$

Commutative Property: $a + b = b + a$
$a \cdot b = b \cdot a$

Associative Property: $(a + b) + c = a + (b + c)$
$(a \cdot b) \cdot c = a \cdot (b \cdot c)$

Identity Property: $a + 0 = a$
$a \cdot 1 = a$

Distributive Property: $a \cdot (b + c) = a \cdot b + a \cdot c$
$a \cdot (b - c) = a \cdot b - a \cdot c$

Multiplicative Property of Zero: $a \cdot 0 = 0$

Additive Property of Equality:
If $a = b$, then $a + c = b + c$

Multiplicative Property of Equality:
If $a = b$, then $a \cdot c = b \cdot c$

THIS PAGE IS INTENTIONALLY BLANK

Appendix E:

Algebra I, Biology, and Literature

Exam Directions

ATTENTION

DO NOT PHOTOGRAPH, COPY OR REPRODUCE MATERIAL FROM THIS ASSESSMENT IN ANY MANNER. All material contained in this assessment is secure and copyrighted material owned by the Pennsylvania Department of Education. Copying of material in any manner, including the taking of a photograph, is a violation of the federal Copyright Act. Penalties for violations of the Copyright Act may include the cost of replacing the compromised test item(s) or a fine of no less than $750 up to $30,000 for a single violation. 17 U.S.C. §101 *et. seq.*

Display Setup

This screen shows an image to check if your screen is set up correctly. There should be three circles in the image below. If you do not clearly see three circles, please raise your hand.

Test Directions

Read these directions carefully before beginning the exam. To look at these directions again, select the **'?' [Help]** button and choose the **"Test Directions"** tab.

FOR ALGEBRA I AND BIOLOGY ONLY: This test has multiple-choice questions, technology-enhanced questions, and constructed-response questions. Each multiple-choice question has four answer choices. Each technology-enhanced question has an area to interact with the question to make a response. Each constructed-response question has one or more areas in which to enter your response(s). The constructed-response questions will have multiple pages. These page numbers will be shown next to the question number, for example, "Page 1 of 3."

FOR LITERATURE ONLY: This test has multiple-choice questions, technology-enhanced questions, and constructed-response questions. Each multiple-choice question has four answer choices. Each technology-enhanced question has an area to interact with the question to make a response. Each constructed-response question has an area in which to enter your response.

Answering Questions

Read each question carefully and choose your answer or enter your response.

1. For multiple-choice questions, first, find the answer to the question. Then, choose the correct answer by selecting the answer bubble using the **Pointer** tool.
   - Only one of the answer choices provided is correct.

     FOR ALGEBRA I ONLY: If none of the choices matches your answer, go back and check your work for possible errors.

   - To change an answer, use the **Pointer** tool to select a different answer.
   - Select the **'Flag Question'** button if you are not sure of the answer to a question. It will mark the question so you know to go back and answer the question later.
2. For technology-enhanced questions, read the directions for each question carefully.
   - A technology-enhanced question may ask you to interact with the question to construct a response.
   - A technology-enhanced question may ask you to type your response or use online tools to provide your response.
   - You cannot receive full credit for technology-enhanced questions without providing a complete response.
3. ***FOR ALGEBRA I ONLY*:** For constructed-response questions, use the keyboard, or the **Equation Builder**, and the other online tools to enter your response in the areas provided.
   - For questions that require using the **Equation Builder** or constructing a graph, select the question mark icon **[?]** in the upper-right corner of those features. This will open **Help**, which offers descriptions on how to use these features.
   - An example of the scoring guidelines that professional scorers will use to evaluate your responses to constructed-response questions can be found by selecting the **'?' [Help]** button and choosing the **"Scoring"** tab. You may refer to the Scoring Guidelines at any time while responding to constructed-response questions.
4. Use tools such as the **Cross-Off**, **Highlighter**, **Notepad**, **Magnifier**, **Line Guide**, **Calculator**, **Graphing Tool**, and **Formula Sheet** to assist you during the test.

3. ***FOR BIOLOGY ONLY*:** For constructed-response questions, use the keyboard or the **Equation Builder** tool to type your response in the areas provided.
   - For questions that require using the **Equation Builder** tool, select the question mark icon **[?]** in the upper-right corner of the **Equation Builder** tool. This will open **Help**, which offers descriptions on how to use the **Equation Builder** tool.
   - An example of the scoring guidelines that professional scorers will use to evaluate your responses to constructed-response questions can be found by selecting the **'?' [Help]** button and choosing the **"Scoring"** tab. You may refer to the Scoring Guidelines at any time while responding to constructed-response questions.
4. Use tools such as the **Cross-Off**, **Highlighter**, **Notepad**, **Magnifier**, **Line Guide**, and **Calculator** to assist you during the test.

3. ***FOR LITERATURE ONLY*:** For constructed-response questions, use the keyboard to type your response in the area provided.
   - An example of the scoring guidelines that professional scorers will use to evaluate your responses to constructed-response questions can be found by selecting the **'?' [Help]** button and choosing the **"Scoring"** tab. You may refer to the Scoring Guidelines at any time while responding to constructed-response questions.
4. Use tools such as the **Cross-Off**, **Highlighter**, **Notepad**, **Magnifier**, and **Line Guide** to assist you during the test.

Navigation

1. Use the **'Next'** and **'Back'** buttons to move from question to question or page to page. You can also use the **Go to Question** feature in the upper-left corner to move to a specific question.
2. Finally, when you have answered all the questions, select the **'Review or End Test'** button at the top-right of the screen.
   - Questions that you flagged or did not answer will appear on the screen. Select the questions to check your work or return to unanswered questions.
   - When you have finished and have checked your answers, follow the directions on the screen to exit.

Helpful Hints

- There is no time limit to finish the test.
- If you need to take a break from the assessment, select the **'Pause Test'** button. Select the **'Resume'** button to continue. If you are away from the assessment for more than 20 minutes, you will need to log back in.
- To see your progress on the test, select the **'Review or End Test'** button. You may go to any question by selecting it from the list that appears on the screen.
- Select the **? [Help]** button to find more information.

Code of Conduct Agreement

I have read, or have had read to me, the Code of Conduct for Test Takers. By selecting the **'Begin The Test'** button at the bottom of the screen, I verify that I understand the Code of Conduct for Test Takers.

Appendix F:

Software Tools and Features

for Test Administrators

The online testing system includes tools and features to assist the TA in managing the test during the test administration.

A. Pause Test and Exit Function

There is a blue **'Pause Test'** button in the tool bar along the top of the screen. If a student needs to leave the computer lab/classroom for a short break (e.g., restroom break, office visit) during the test administration, the student should select this button to pause the test. Once a student selects this button, the test questions are removed from the screen (for test security reasons), and the student has up to 20 minutes to return and resume testing before being logged out of the test. A student can exit the test by selecting the **'Pause Test'** button and then selecting **Exit**.

The **Pause Test** function should be utilized if a student has to leave the computer station for any reason for a period of less than 20 minutes.

- There is a countdown timer that will appear on the **Pause Test** screen notifying the student of how much time is remaining before the test will be automatically exited.
- Upon resuming, the student is returned to the test where the student was prior to the pause.
- All of the highlights, flags, cross-offs, and notepads will remain within the test session.
- If the student does NOT resume the test within 20 minutes of selecting the **'Pause Test'** button, the student will be exited from the test. The student will be able to use the same Test Ticket to log back in to the assessment.

The **Exit** function should be utilized if a student needs to exit the test session without submitting answers for scoring. The student should not **End** the test if the student has not completed the assessment.

- The student will be able to use the same Test Ticket to log back in to the assessment.
- All of the highlights, flags, cross-offs, and notepads will remain within the test session.
- If there is an extenuating circumstance in which the student cannot complete the test in the same day, contact the School Assessment Coordinator (SAC) for guidance.

B. Interrupted Testing for a Group of Students

In the event that a whole class needs to stop testing (e.g., a fire drill, electrical outage, or other emergency), the TA should instruct all students to either **Pause** or **Exit** the test. If the student is not finished with the test, the student should not **End** the test. The student should select the **'Pause Test'** button and then the **'Exit'** button.

Note: If students do not **Pause** or **Exit** the test, an inactivity feature will also exit the student from the test if any mouse and/or keyboard activity is absent for 20 minutes.

- If students will return within 20 minutes, instruct all students to **Pause** their tests or the TA may **Pause** their tests for them. If they do not **Pause**, the test will automatically exit the student after 20 minutes of mouse and/or keyboard inactivity.
- If students will not return within 20 minutes, instruct all students to **Exit** the test (select **Pause Test** and then **Exit**) or the TA may **Exit** the tests for them.
- If it is uncertain whether students will return within 20 minutes, instruct all students to **Pause** their tests or the TA may **Pause** their tests for them.

If an unforeseen emergency occurs during testing (e.g., a fire drill, electrical outage), the TA must notify the SAC, District Coordinator, or District Technology Coordinator. Under emergency circumstances, PDE will provide additional instructions on how to proceed.

PDE has DRC (the test contractor) prepare a report on excessive logins by the same student to an online assessment. Please keep a record of system failures such as the loss of the Internet, etc., in the event an excessive login report regarding any of your students is questioned.

THIS PAGE IS INTENTIONALLY BLANK

Appendix G:

Code of Conduct for Test Takers

Pennsylvania
Department of Education

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.
- Keep your eyes on your own test.
- Answer each test item.
- Check that you have completed all the test items before you submit 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, cameras, smartphones, smartwatches, earbuds, smart glasses, etc.) in your possession during the test. Note, you may have approved calculators, if applicable, during the test.
- Share a calculator with others.
- Use a calculator when not permitted.
- 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.
- Make photos of items for any reason.
- Use any online source or artificial intelligence (AI) application to research answers.

Appendix H:

Pennsylvania Calculator Policy

Pennsylvania
Department of Education

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, smartglasses, laptops, tablets, 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 I:

Student Login Tasks

Student Login Tickets (Test Tickets) are secure materials and must be treated appropriately. The Student Login Roster provides a list of students who are registered as part of a Test Session to participate in an assessment. Below is a list of tasks that should be performed to properly handle, distribute, and collect the Student Login Tickets.

A. Prior to Testing

1. Review the Student Login Roster to ensure all students scheduled to test have a login ticket and that all student information is correct, including accommodations, if applicable to the assessment specified above.
2. If students are missing from the Student Login Roster, make the proper adjustments to the Test Session specified above and reprint the Student Login Tickets.
3. If a student is missing an accommodation or has been incorrectly assigned an accommodation, notify your School Assessment Coordinator and reprint the Test Ticket.
4. If student information is incorrect, make note of it and notify your School Assessment Coordinator.
5. Separate Test Tickets.

B. When Students Are at Their Computer Stations

1. Distribute the Student Login Tickets (**Unique Test Tickets for each module**) to the students.
2. Ensure that students with accommodations noted on their Student Login Tickets are seated at a computer that has been set up to handle accommodations.
3. Instruct the students to log in to the assessments using the Username and Password on their Student Login Tickets.

C. When Students Are Finished Testing

1. Collect all Test Tickets immediately after students have successfully logged into the assessment and return them along with the Student Login Roster to the School Assessment Coordinator.

NOTE: The Username on the Test Ticket is the student's PAsecureID and can be used to verify that students receive the correct Test Ticket.

For Literature only: Acknowledgements for passages used with this online assessment are available upon request.

THIS PAGE IS INTENTIONALLY BLANK

THIS PAGE IS INTENTIONALLY BLANK

THIS PAGE IS INTENTIONALLY BLANK

M55066429338001

Winter 2026–2027
Algebra I, Biology, and Literature
Online Keystone Exams
Directions for Online Administration

Copyright © 2026 by the Pennsylvania Department of Education. All rights reserved. No part of this work may be reproduced or transmitted in any form by any means, electronic or mechanical, including photocopying and recording or by any information storage or retrieval system, without the written permission of the Pennsylvania Department of Education.