Career Readiness Courseware & Credentials

WIN Learning Computer-based Test Administration Manual

Version 9.0

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Questions? Contact us.

Hours:

Monday-Friday

8:00 am-5:00 pm EST

Support: support@winlearning.com 888-717-9461 Option 3

Sales: sales@winlearning.com 888-717-9461 Option 1

Address:

WIN Learning

1000 Waterford Place

Kingston, Tennessee 37763

WIN Learning Website: www.winlearning.com

WIN Career Readiness System: wincrsystem.com

About WIN

Since its inception in 1996, WIN Learning has been the primary source of online career and college readiness instruction and assessments for numerous organizations and statewide initiatives

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Computer-based Test Administration Manual Introduction

This Test Administration Manual (TAM) includes the policies and procedures for all Test Administrators (TAs) to read and implement for the **computer-based** WIN Learning assessments. This TAM is not a secure document and should be distributed to TAs as soon as possible after receipt. It is highly recommended that TAs read the TAM prior to the testing sessions.

The following sections include important information regarding key test administration policies and procedures. All instructions in this manual must be followed as explained.

WIN Learning's career readiness assessments include the Academic Skills Assessments, Soft Skills Assessment, and Digital Skills Assessment. Learners who take WIN Learning's Academic Skills Assessments (Work Ready Math, Work Ready Reading, and Work Ready Data) and successfully pass will earn the National Work Readiness Credential – Academic Skills. Learners who take the Soft Skills Assessment and pass will earn the National Work Readiness Credential – Soft Skills. Learners who take the Digital Skills Assessment and pass will earn the National Work Readiness Credential – Digital Skills.

If you have any questions, please contact WIN Learning Support at support@winlearning.com or 888-717-9461 Option 3.

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I. Definitions

TERM	DEFINITION
Academic Skills	The assessment program required to earn the National Work Readiness Credential – Academic Skills, containing the following assessments: Work Ready Math, Work Ready Reading, and Work Ready Data.
Credential	A document that acknowledges learner mastery of WIN Learning's assessment.
Digital Skills	The assessment program required to earn the National Work Readiness Credential – Digital Skills, containing the Digital Skills Assessment.
Resource Center	A comprehensive online library of training resources for paper-based and computer-based assessment administration embedded within the WIN Career Readiness System. Click on the Resource tab inside the WIN Career Readiness System to access.
Respondus®	Respondus® is the lockdown browser needed to administer the assessments online.
Soft Skills	The assessment program required to earn the National Work Readiness Credential – Soft Skills, containing the Soft Skills Assessment.
SpeechStream®	SpeechStream® is the built-in text-to-speech tool used for oral accommodations.
WIN Career Readiness System	A single sign-on portal providing one-click access to performance reports and the Resource Center, as well as assessments and courseware.
Work Ready Data	One of three tests in WIN Learning's Academic Skills Assessments program.
Work Ready Math	One of three tests in WIN Learning's Academic Skills Assessments program.
Work Ready Reading	One of three tests in WIN Learning's Academic Skills Assessments program.

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II. Learner Guidelines

A. **Learners with Disabilities:** Learners with disabilities will have access to available accommodations in accordance with their IEP, 504 plan, or ILAP.

   1. Accommodations available include extended time, American Sign Language (ASL), and SpeechStream.

B. **Multilingual Learners (MLs):** Learners who are English language learners are able to use word for word dictionaries. Spanish assessments are available at the discretion of the testing organization.

C. **American Sign Language (ASL)** has been enabled for students with an IEP, or 504 plan requiring ASL interpretation.

III. Testing Environment

Planning for and providing an appropriate test setting is essential to ensure standardized testing conditions for all learners. Organizations must adhere to the following standards to ensure that all learners have an equal opportunity to perform their best on the assessments.

A. Tests should be administered in a classroom or computer lab setting to reduce learner test anxiety and simplify test security.

B. Learners should be tested in classrooms or computer labs that have good lighting and are well ventilated at a reasonable temperature.

C. Adequate space (recommended three feet or more) between learners is recommended to maintain test security and to reduce distractions.

D. Classrooms and computer labs should be quiet and free from interruptions or distractions of any type.

E. Classrooms, computer labs, and halls must be inspected prior to testing to ensure that all subject-related materials have been covered or removed from walls, bulletin boards, doors, desks, floors, ceilings, or windows. Word walls, maps, globes, charts, and subject-related mobiles must be taken down or covered during testing.

IV. Guidelines for Situations that Happen During Testing

Organizations should have policies and procedures in effect for classroom disturbances that interrupt testing. Such disruptions could include unruly learners, learners who sleep during the test, learners who refuse to take the test, and learners arriving late or leaving early because of appointments. **TAs should know what to do in each of these situations.**

A. **Fire Drills, Bomb Threats, Power Failure**

   1. If a fire drill or bomb threat occurs during testing, TAs should pause all tests.
   2. The TA should also lock the door to the testing room to ensure that test security is not compromised.
   3. When a power failure occurs, the TA should contact WIN Support.

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B. **Learner Illness**

1. If a learner is nauseated, vomits, bleeds, or displays other severe distress symptoms, the following guidelines offer appropriate actions for the TA to implement, as needed.
2. The TA should excuse the sick learner from the testing room.
    a. The determination to remove a learner depends on the severity and the timing of the sickness.
3. The learner's test must be exited. The process for exiting the test is dependent upon whether the Monitoring Tool is used:
    a. If the Monitoring Tool is not used (>30 learner), the learner exits the browser to close the test. All responses will be saved (not submitted) and the learner will be able to log in at a later time to resume testing.
    b. If the Monitoring Tool is used (<30 learner), the Test Administrator can use the Save and Exit action in the Monitoring Tool drop down menu. This saves student progress and allows them to resume testing.
4. The TA should not leave the room. If possible, the TA should send another staff member to accompany the learner to the restroom, nurse's office, or other sick room.
5. Learners can take a supervised break until the sick learner is situated and the desk and the classroom have been cleaned. In this situation all tests must be paused during the break.

C. **Administration of an Incorrect Test or Accommodation**

1. Before testing begins, the TA must ensure that learners are taking the correct tests and that learners who need accommodations such as SpeechStream®, extended time, or American Sign Language (ASL) have been properly set up.
2. If a learner begins a test and realizes that he/she does not have the proper accommodation or the correct test, the TA should close the learner's testing session and re-open the session in the correct format.
3. If the learner has taken the entire test without the specified accommodation, the learner may retake the test.

D. **Learner Cheating**

1. For the administration of the assessments, learner cheating is defined as obtaining information through various dishonest or prohibited methods with the intention of improving a final score that would be received on the test. Some classic and more recent cheating methods are:
    a. Crib notes
    b. Copying responses from the test of someone who is seated nearby
    c. Prior knowledge of the test (getting an advance look at questions)
    d. Signals
    e. Whispers
    f. Labels on water bottles (or any other bottle) containing content
    g. Texting someone during the test
    h. Utilizing an online search engine for the answer (e.g. Google, Bing, etc.)

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i. Organized groups of learners working together to memorize questions and collaborating to recreate the exam

2. In general, steps should be taken in each classroom to minimize the possibility of breaches in test security, such as the ones listed above, and to detect any breaches that may occur during the test administration.
3. Organizations must have established policies and procedures regarding learner cheating. All TAs should be aware of these procedures and apply them accordingly when learner cheating is suspected during testing. The organization is expected to investigate and handle learner cheating incidents.

V. Test Administrator (TA) Responsibilities

A. Responsibilities in the Computer-based Test Administration Process

1. The TA, also known as a teacher, facilitator, or proctor, is responsible for overseeing the test administration for their assigned group of learners. The TA must read and follow **all instructions** outlined in this Computer-based Test Administration Manual from WIN Learning.
2. The TA is responsible for launching and monitoring the assessments to all learners they will be testing. It is extremely important that all staff members involved in the administration of the assessments follow the instructions very carefully. Refer to the Day of Testing Guidelines in Appendix C.
3. The TA must distribute and collect scratch paper if used. All scratch paper, once collected, must be shredded immediately.
4. The TA must distribute and collect calculators if used for the Work Ready Math assessment. The calculator memory must be cleared by the TA prior to and following testing.
    a. Ensure the required accommodations for learners with an IEP, 504 accommodation plan, or ILAP are provided. Accommodations should be assigned in the system prior to assessment day.
5. The TA has access to extend time, pause time, save and exit, and submit and exit. **Accommodations must only be used if a learner has an IEP/504 plan/ILAP requiring the respective accommodation or in the case of an emergency.**
6. Ensure the testing location is free from distractions.
7. Ensure the learners are familiar with how to navigate and submit the assessment. Learners can view assessment tutorials prior to testing day, which is recommended. Tutorials are available from inside the assessment program in the WIN Career Readiness System.
8. TAs cannot administer tests to close relatives such as their children, grandchildren, nieces, nephews, or close cousins.

B. Proctoring the Tests

Administering the test is a critical aspect of the assessment process. The atmosphere the TA creates in performing his/her duties and the TA's manner may inspire learners and put them at ease while participating in the test.

1. TAs should make certain they have read this entire manual and are well prepared to

administer the test.

2. If the TA is proctoring learners whom he/she does not know, then the TA should ask for some type of identification before releasing the ticket to the learner.
3. TAs should not deviate from the directions for administering the test. It is essential that all TAs follow the established administration procedures in order to ensure fair and accurate test results. TAs must not assist with actual test items.
4. TAs should quietly move around the room, walking up and down the aisles to check that learners are following the directions for entering responses into the computer-based testing system.
5. TAs should be on the lookout for prohibited learner behaviors, such as copying from other learners, talking, or using electronic devices. Any observations of apparent cheating, including learner use of a cell phone, should be addressed immediately. Do not wait until the test is over.
6. TAs must not engage in any unnecessary conversation or make and receive telephone calls during the test unless the call is related to an emergency such as learner illness or a technology issue with one or more computers or devices used for testing. TAs must not work on a computer, tablet, or similar device other than to monitor testing, or engage in any other distracting activity such as talking or texting on a cell phone. Any electronic devices must be silenced, collected, and stored away from learners during testing.
7. Allow learners who have finished the test to quietly engage in appropriate activities, such as reading materials other than textbooks for the subject being tested or exit the testing location if allowed by the organization. The TA needs to verify there is nothing handwritten in the reading material before **and** after testing. Learners are **not** allowed to use electronic devices for these activities.
8. TAs should ensure the seating for computer-based testing provides maximum privacy for each learner. The ability for other learners to view classmates' screens will depend upon the size and type of monitor, the proximity of learners to each other, and other variables such as whether learners are seated together at long tables. TAs must carefully consider the computer lab environment and determine what additional measures, such as partitions and/or folders, privacy filters, spacing between learners, etc., may be required to restrict the view of nearby test takers. It is the responsibility of the TA to ensure that partitions/folders, privacy filters, spacing, and other measures are implemented as needed.
9. Some organization networks have software installed that allows the TA's computer to display what is on a learner's monitor. While appropriate for an instructional setting, viewing the test or test items is a test security violation. This software should be disabled during testing.
10. Learners should not access computers prior to the beginning of the test to ensure that assessments are not launched before instructed to do so.
11. Once testing has begun, TAs are expected to be actively engaged in monitoring the entire class of learners.
12. Learners are not allowed to use a dictionary or thesaurus on any of the assessments. Multilingual Learners are allowed access to English to heritage language (word-to-word) dictionaries only.
13. The following types of reference materials should NOT be used during any test

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administration: teacher-made word lists, spelling lists, or books; wall lists; other alternative types of reference books; and computerized dictionaries and thesauruses.

VI. Universal Accommodations

A. All learners have access to universal accommodations. These features can be accessed by clicking the accessibility icon located in the vertical panel below the timer. Refer to Appendix D to see how the learner can access universal accommodations.

VII. Oral Accommodations

A. **Enabling SpeechStream® for a Learner**

1. Enabling SpeechStream® must be done before testing by the TA. SpeechStream® is a text-to-speech tool for learners with an IEP/504 plan/ILAP that calls for the assessments to be orally administered. See steps to enable SpeechStream® in Appendix C.
2. Learners with an oral administration accommodation may be allowed extended time.

VIII. American Sign Language (ASL)

A. American Sign Language (ASL) has been enabled for students with an IEP, or 504 plan requiring ASL interpretation

B. See Appendix C of this document for steps to enable ASL.

IX. Extended Time Testing Accommodations

A. **Extended Time Administration**

1. Prior to assessment day TAs are to verify the learners who are to be given extended time and the amount of additional time to be given.
2. Learners with IEP/504 plans/ILAP that indicate they need extended time must be tested separately from learners testing using standard time.
3. Learners with the same amount of authorized extended time may be tested together, but the group must stay together and proceed to the next test at the same time.
4. WIN Learning understands that the unique needs of learners with disabilities varies, which is why WIN Learning relies on the organization staff to determine the appropriate amount of time learners with extended time accommodations need to complete the assessments.
5. Learners with extended time accommodations may move on to the next test if applicable.
6. See Appendix C of this document for steps to enable Extended Time.

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X. Multilingual Learners (ML) Accommodations

A. **ML Accommodations**

1. Multilingual Learners (ML), IEP, 504 plan, and ILAP learners **who have a testing accommodation plan** can use the allowable accommodations provided for the assessments. The allowable accommodations are for those learners who have an IEP, 504 plan, or ILAP. Accommodations allowed can be found on the WIN Accommodations Chart located in Appendix A.
2. Standard ML accommodations can support:
    a. Flexible seating (individual, small group, separate room).
    b. Flexible scheduling (frequent breaks, frequent test sessions).
    c. Additional/extended time.
    d. Access to bilingual word-to-word dictionaries. Standard dictionaries are NOT allowed. Electronic dictionaries are NOT allowed.
    e. Interpreter to provide assistance translating/interpreting instructions only.
    f. Oral administration may only be provided for learners with an IEP, 504 or ILAP specifying Oral Administrations for assessments as standard.

XI. Calculator Policy

A. Calculator functionality is available in the Work Ready Math assessment. If the organization is providing calculators to the learners, ensure there is a basic four-function calculator for every learner.

1. Calculator use is recommended for the Work Ready Math test only.
2. Learners can access a calculator in the Work Ready Math assessment by selecting the calculator icon. Refer to Appendix D to view how learners can access the calculator.
3. If organizations provide calculators and the calculator has a memory, the memory MUST be cleared before and after testing.
4. All TI-83 and TI-84, TI-Nspire, TI-Nspire CX, TI-Nspire with touchpad, Casio FX-9750GII, Casio FX9860GII(S), Casio CG10PRISM, Orion TI-84, Orion TI-30XS, and any basic four- function calculators are acceptable.
5. Learners who are blind and/or have visual impairments may use the Orion TI- 84 Plus Talking Graphing Calculator (Accessibility Attachment) or the Orion TI- 30XS Talking Calculator, as determined by the learner's IEP/504/ILAP team and documented in the IEP/504 plan/ILAP.
6. The approved talking calculators listed above must be used with headphones or during an individual administration.

XII. Troubleshooting

A. **What if I can't log in?**

1. First, make sure that you are trying to log in at wincrsystem.com (not www.)

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2. Second, make sure you are using your correct username and password.
3. If you still can't log in, contact WIN Support to reset your password.

B. **What if I can't find a learner I need to test?**

1. If a TA cannot find a learner, contact WIN Support.

C. **What if the lockdown browser doesn't launch?**

1. Try again and make sure to hit "Yes" if prompted, to close other programs that may be running. Wait for "Opening Assessment" text to complete. On the next screen press "Start" to begin the assessment.
2. If a learner is using a Chromebook and they receive an error that says "Google Chrome OS can't open this page," then it is most likely the Chromebook Lockdown Browser Extension has not been installed on the Chromebook yet. Please contact your IT Department to have the extension installed.

D. **What if the proctor control panel is slow?**

1. If the proctor control panel is slow, it does not necessarily indicate that a learner is not progressing. This issue is caused by low bandwidth; however, the lockdown browser has failsafes in place that assure learners' progress is not interrupted by temporary loss of connectivity.

E. **What if an assessment won't submit?**

1. **Proctored assessment offline submission:** Learners are able to submit their assessments without losing progress in the event of an internet connection outage.
    a. If there is an internet outage during the assessment but it reconnects before the learner submits, the assessment will submit without a problem and no data will be lost.
    b. If there is an internet outage when the learner attempts to submit, they will receive a message that says their submission failed and to try again. **Do not close the browser.** They will get three attempts to submit. After the third attempt, they will be presented with an option to download a file that contains their assessment activity data. The learner should notify the proctor. The proctor will assist with downloading the file which will be available in the device's Downloads folder. The file can then be shared with their proctor, who then should share it with support@winlearning.com, or the learner can share it directly with WIN Support. WIN Support will use the new Offline Assessment Submission tool to process the file. When complete, the learner's assessment will be processed, and their score will become available.

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Appendix A – WIN Allowable IEP/504 plan/ILAP Accommodations

Supplemental Materials	Setting	Timing	Scheduling	Presentation	Response Options
✓ Amplification equipment ✓ Braille writer, note-taking device (paper only) ✓ Special adaptive/ assistive device for screen enlargement (online only) ✓ Specialized calculators ✓ Bilingual word-to-word dictionary (EL)	✓ Preferential seating ✓ Adaptive or specific furniture ✓ Small group administration ✓ Individual administration ✓ Separate rooms	✓ Frequent or extended breaks ✓ Extended time	✓ Testing over multiple days ✓ Multiple sessions	✓ Oral administration • Paper – script required • Online – SpeechStream® ✓ Spanish (EL) • Paper – script required • Online – translated form ✓ ASL • Paper – script required • Online - ASL videos ✓ Interpreter/TA translating instructions only (EL) ✓ Large print • Paper – LP form • Online – Font adjustment ✓ Read to self	✓ Dictation of multiple-choice answers (requires individual administration) ✓ Non-verbal indication of multiple-choice answers ✓ Respond in Braille and large print test booklet (paper only)

Note: Please ensure all scratch paper is collected then shredded and calculator memory is erased before and after testing, if applicable.

Approved Calculators		
Texas Instruments:	**Casio Brand:**	**Other:**
✓ TI-83 Series (all) ✓ TI-84 Series (all) ✓ TI-73 ✓ TI-Nspire ✓ TI-Nspire CX ✓ TI-Nspire CX II ✓ TI-Nspire with touchpad	✓ FX-9750GII ✓ FX9860GII(S) ✓ FX-CG10PRISM	✓ NumWorks
	Note: Any basic four function calculator is acceptable	

Additional **ILAP** Accommodations:

- Separate Room
- Frequent Test Sessions
- Bilingual word-to-word dictionary only – Refer to Online TAM section 10. Multilingual Learner (ML) Accommodations
- Interpreter/TA assistance translating/interpreting instructions only

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Appendix B – Agreement to Maintain Test Security and Confidentiality for TAs

Test security is essential to obtain reliable and valid scores for accountability purposes. The Test Administration Manual (TAM) provides detailed test security information, administration guidelines, and administration directions. Test administration manuals and/or other appropriate instructions must be distributed to testing personnel prior to testing so that test administrators have the opportunity to read the TAM to become familiar with test security laws, regulations, and procedures, as well as their responsibilities within the classroom.

By administering WIN Learning's assessments using the WIN Career Readiness System I acknowledge that:

I will have access to the WIN Career Readiness System and programs that are proprietary programs owned by WIN Learning.

I have the responsibility to read all sections of the TAM prior to testing.

I have read the appropriate information provided to me regarding test security and my testing responsibilities.

I have received training regarding the administration of the assessment(s).

It is my responsibility, as a test administrator, to follow any applicable state laws and regulations regarding testing ethics and test security.

It is my responsibility to follow all of the testing procedures as outlined in the TAM. The tests are secure, confidential, and proprietary documents owned by WIN Learning.

I will not discuss, disseminate, describe, or otherwise reveal the contents of the tests to anyone.

I will not give examinees access to test questions prior to testing or make answer keys available to examinees.

I will not coach examinees during testing or alter or interfere with examinees' responses in any way.

I will not keep, copy, screenshot, or reproduce in any manner inconsistent with the instructions provided by WIN Learning any part of any secure test materials, including tests, test questions, test content, oral administration scripts, and examinees' responses.

I will not participate in, direct, aid, counsel, assist in, encourage, or fail to address any of the acts prohibited in this affidavit.

I understand that failure to follow these laws, regulations, and/or procedures could result in action being taken against my certificate and/or criminal prosecution.

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Appendix C – TA Preparation and Day of Testing Duties

WIN Career Readiness Assessments COMPUTER TESTING

The purpose of this document is to provide the TA with a list of tasks to be performed prior to testing, on testing day and after testing.

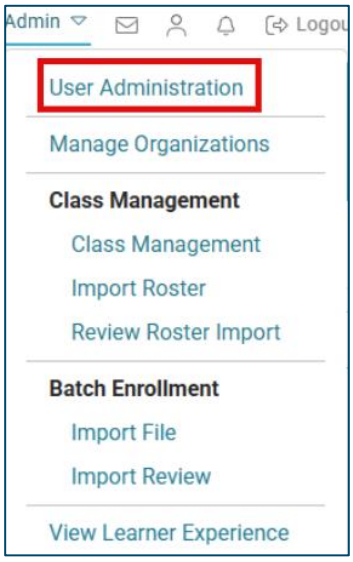
Testing URL: https://wincrsystem.com

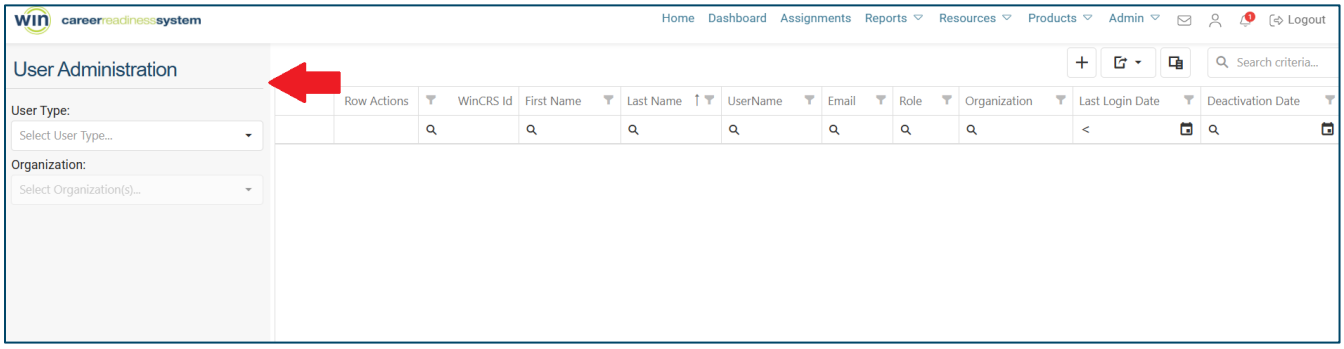
I. Before Testing

Note: These activities are the responsibility of the TA. All TAs for computer testing must have an account in the portal.

A. Create Logins for Staff Members

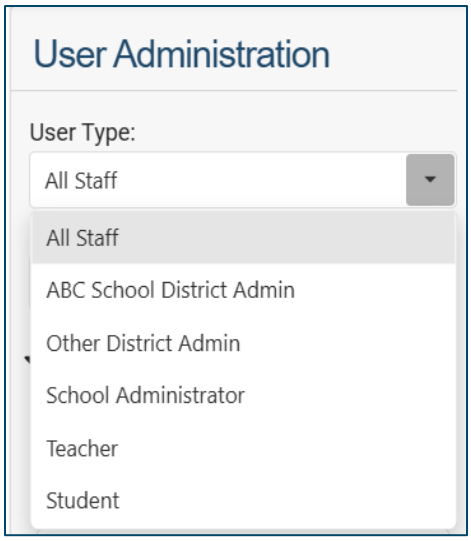
1. Only organization administrators may create logins for test administrators. Verify that the staff member is not already enrolled.
2. Follow these steps to generate a list of TAs with their usernames.
   a. Login to the WIN Career Readiness System by navigating to the URL wincrsystem.com and entering your login information.
   b. Click the **Admin** tab, then **User Administration**.



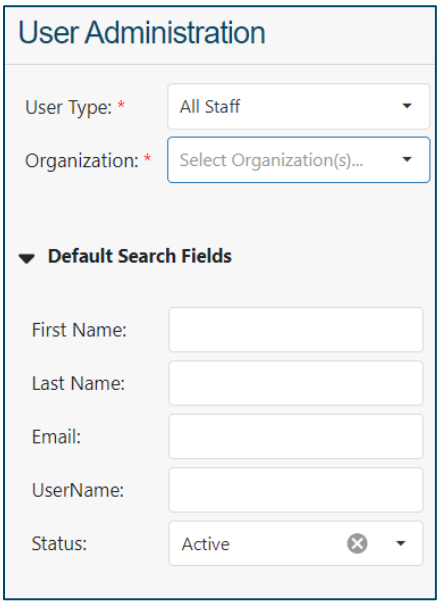


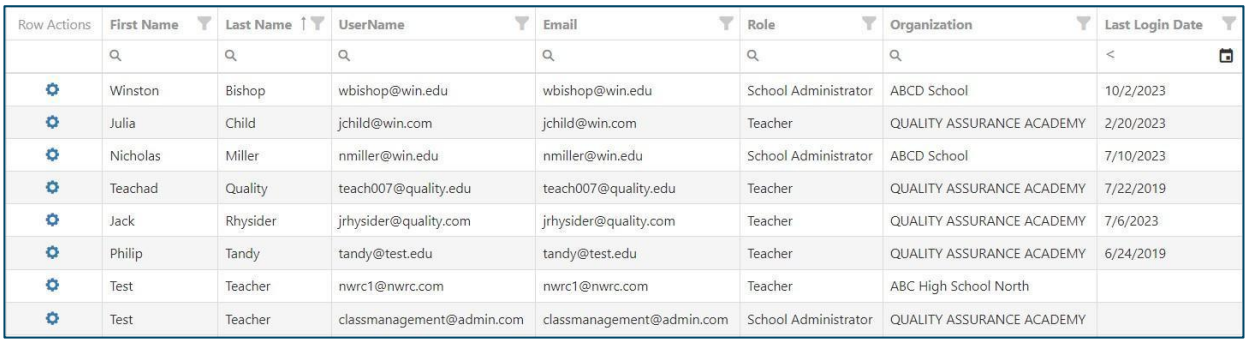
   c. From the User Type dropdown menu, select **All Staff**.

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d. Select one or more organizations in the **Organization** dropdown menu. You can search for a specific staff member by entering their first name, last name, email, or status (active or deactivated) in the respective fields.

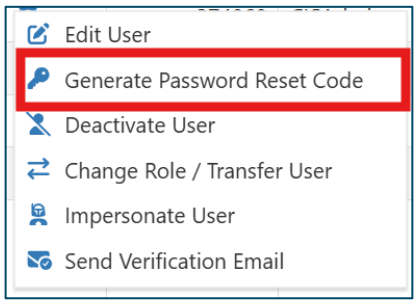




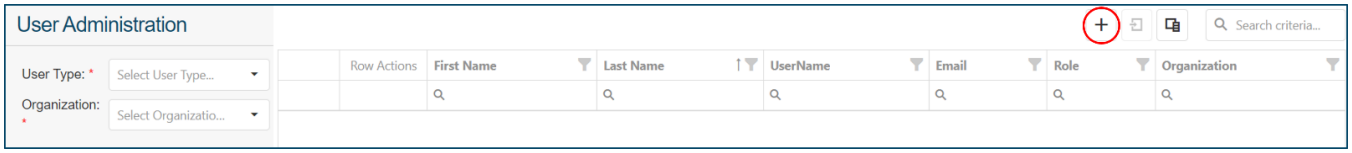
Row Actions	First Name	Last Name	UserName	Email	Role	Organization	Last Login Date
							<
	Winston	Bishop	wbishop@win.edu	wbishop@win.edu	School Administrator	ABCD School	10/2/2023
	Julia	Child	jchild@win.com	jchild@win.com	Teacher	QUALITY ASSURANCE ACADEMY	2/20/2023
	Nicholas	Miller	nmiller@win.edu	nmiller@win.edu	School Administrator	ABCD School	7/10/2023
	Teachad	Quality	teach007@quality.edu	teach007@quality.edu	Teacher	QUALITY ASSURANCE ACADEMY	7/22/2019
	Jack	Rhysider	jrhysider@quality.com	jrhysider@quality.com	Teacher	QUALITY ASSURANCE ACADEMY	7/6/2023
	Philip	Tandy	tandy@test.edu	tandy@test.edu	Teacher	QUALITY ASSURANCE ACADEMY	6/24/2019
	Test	Teacher	nwrc1@nwrc.com	nwrc1@nwrc.com	Teacher	ABC High School North	
	Test	Teacher	classmanagement@admin.com	classmanagement@admin.com	School Administrator	QUALITY ASSURANCE ACADEMY	

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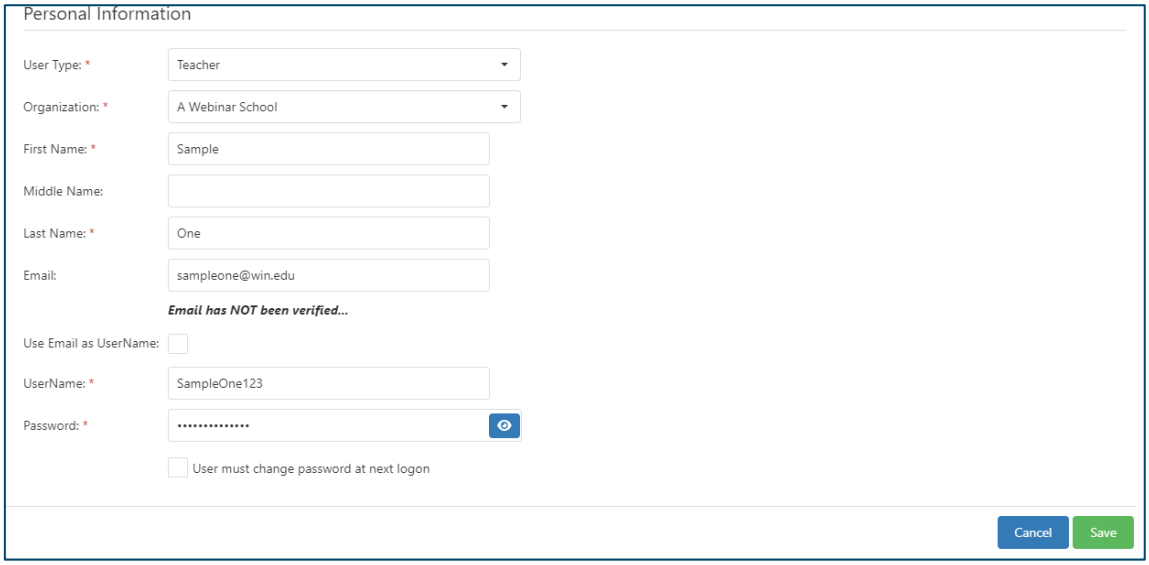
e. If the staff member is already enrolled, you can change their password by clicking the **gear** icon next to their name and selecting **Generate Password Reset Code.**



3. If the staff member is not already created, click the **plus** icon in the top right corner of the grid to create a new user.



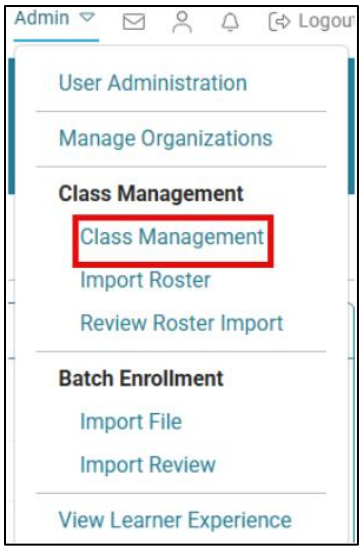
4. From the **User Type** dropdown menu, select **Teacher**. Select the appropriate organization/location from the **Organization** dropdown menu.
   a. Fill in the teacher's first name, last name, email address, username, and password. You will have the option to use the teacher's email address as their username. Remember to click **Save.** Give this information to the teacher.



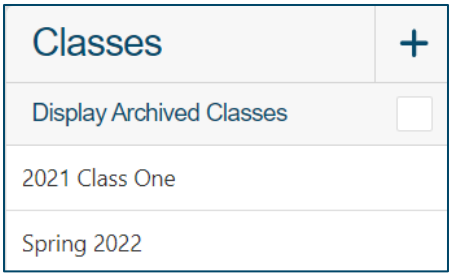
B. Create Classes - Roster Learners Individually

1. Classes should be created prior to assessment day according to which learners will be proctored by which TA.
   a. Login to the WIN Career Readiness System by navigating to wincrsystem.com and entering your login information.
   b. Click the **Admin** tab, then **Class Management**.

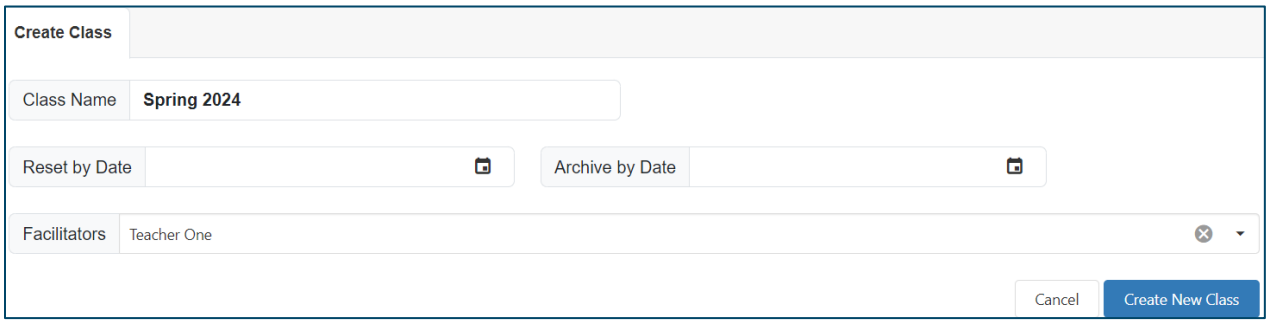
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c. If classes have been created, a list of classes will appear on the left side of the screen. To add a class, select the **+** sign.

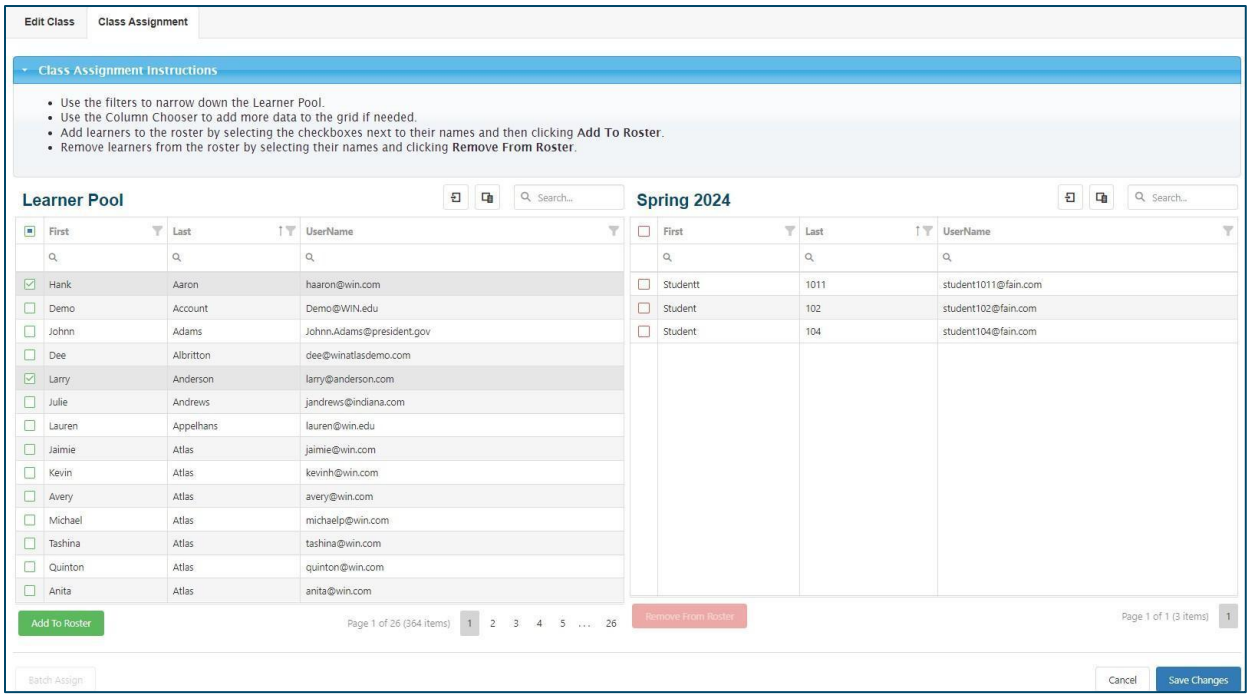


d. Type in the name of a class. Class names must be unique to the organization and easily identifiable by the TAs. We suggest including a date and a TA name in the class creation. Add a **Reset by Date** or **Archive by Date** if desired. From the **Facilitator** dropdown, choose the TA to associate with the class. Be sure to click the **Create New Class** button when completed.



2. Once the class is created, click the **Class Assignment** tab to view a list of learners to add to the class. Select learners from the **Learner Pool** and click **Add to Roster.** Once all learners have been added to the class, click **Save Changes**.
3. Group learners based on their testing needs (accommodations, standard time, etc.).

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4. Determine the list of eligible learners and create a class to include any accommodations.
    a. Potential accommodations include:
        i. SpeechStream®: text-to-speech
        ii. American Sign Language (ASL)
        iii. Extended time
        iv. Oral administration: TA read
        v. Large print or Braille
        vi. Small group
    b. Please refer to **Appendix A** for a complete list of accommodations.

C. Create Classes - Import Roster

Prerequisite: Learners and Facilitators in the rosters must have active enrollments in WIN Career Readiness System.

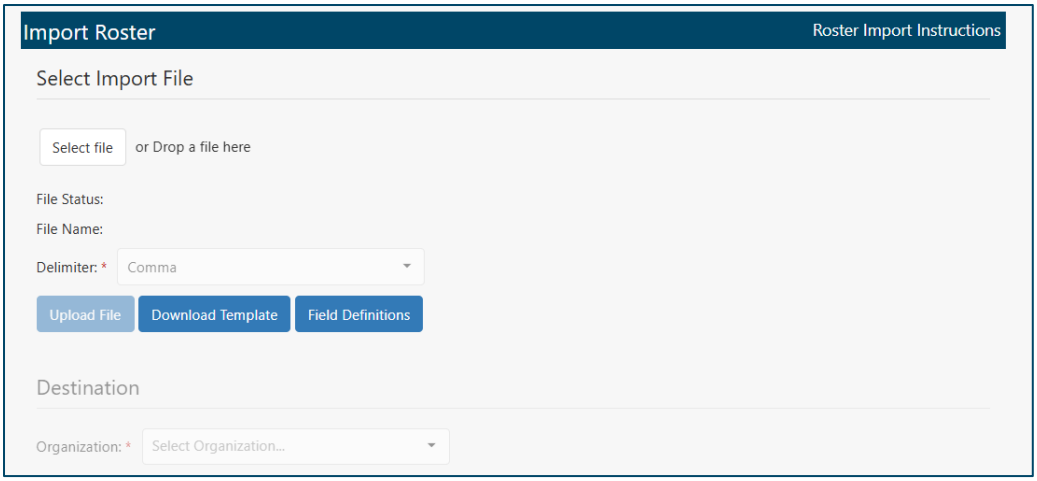
1. Users with permission will go to **Admin - Class Management - Import Roster**



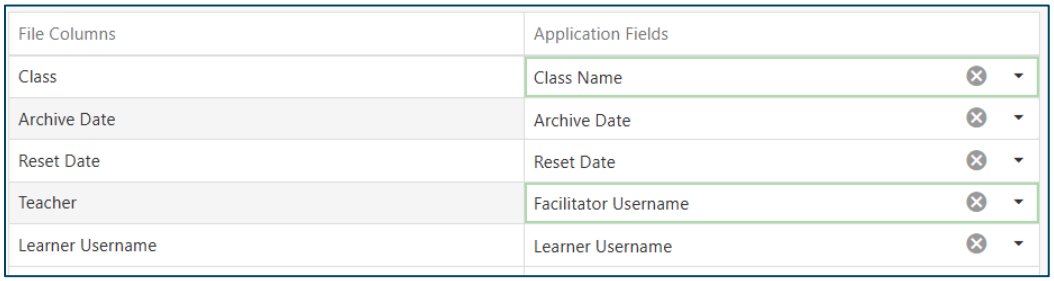
2. Select **Roster Import Instructions** to access detailed instructions on the Import and Review process.
3. Either **Download Template** or use an existing file. Make sure your file has the required information and is configured correctly. Click **Field Definitions** to see what the requirements are.

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4. Click **Select File** to upload your roster file, or drag and drop your file to the designated area on the screen. Then click **Upload File.**



5. Once your file is uploaded, **select the organization** where the roster will be created. Rosters can be created at the school / location level.
6. Then, you will need **map fields** to make sure the column names in your file match application field names. The system will automatically try to map fields, but reviewing for accuracy is important.

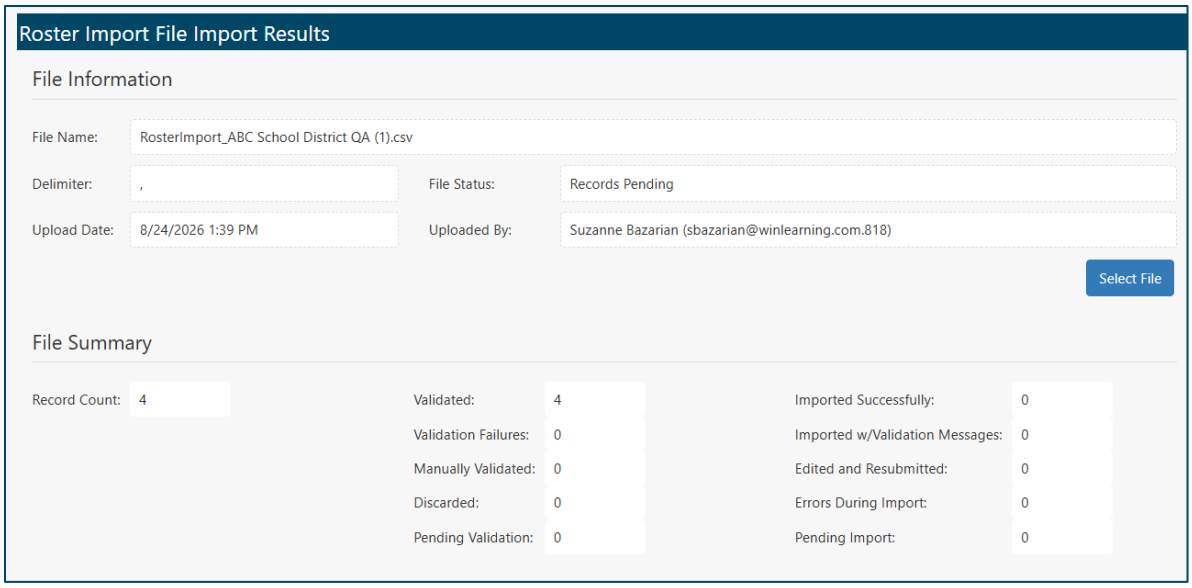


7. Select **Submit for Validation**. The system will now validate all of the data in the file to make sure it can create the classes.

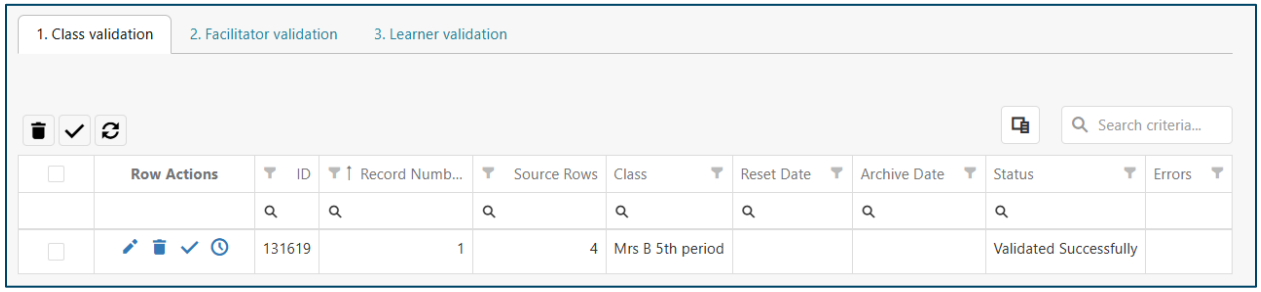
You will automatically be directed to the **Review Roster Import** screen. If you have to leave and come back, to complete the process you will go to **Admin - Review Roster Process** and select the file for the roster you want to complete.

8. At the top of the screen is information about the file. If the wrong file name is displayed, click Select File and choose the correct file.

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9. Scroll down to the bottom half of the screen, which is where you will see if there are any validation issues.



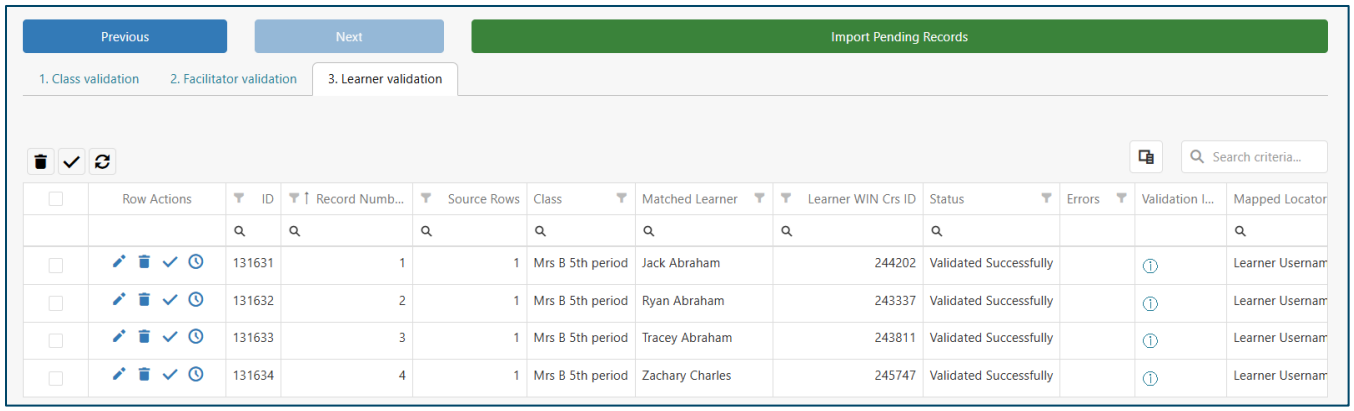
a. **Class Validation** will display if there were any errors creating the class. For example, if the class name already exists, you will see that error and need to correct it.
b. **Facilitator Validation** will display if there were any errors finding or associating the assigned facilitators to the class.
c. **Learner Validation** will display if there were any errors finding or associating the assigned learners to the class.

Some common validation errors include:

1. Class Name is not unique
2. Facilitator not found
3. Learner not found
4. Archive date must be the same within a class
5. Reset date must be the same within a class

Once all validations are complete and passed, click **Import Pending Records.**

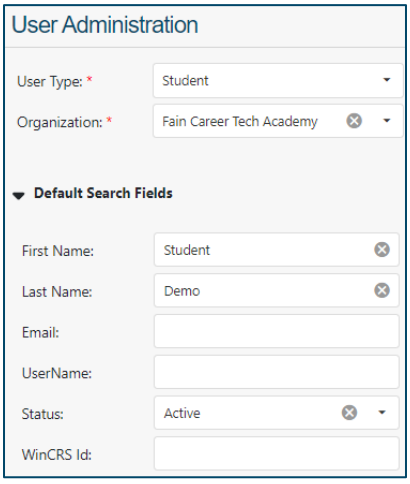
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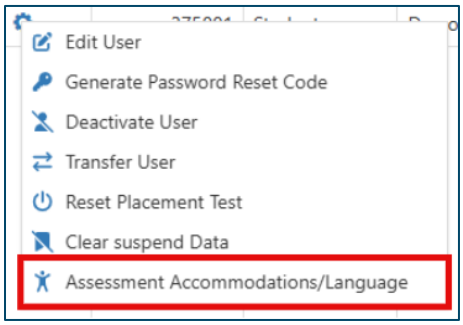
Review the confirmation screen and if accurate, click **Continue**.

D. Assign American Sign Language (ASL)

5. American Sign Language (ASL) should be set prior to testing. To do so, click the **Admin** tab at the top of your dashboard, then **User Administration.** Select **Student** from the **User Type** dropdown menu to search for the learner by name or email.

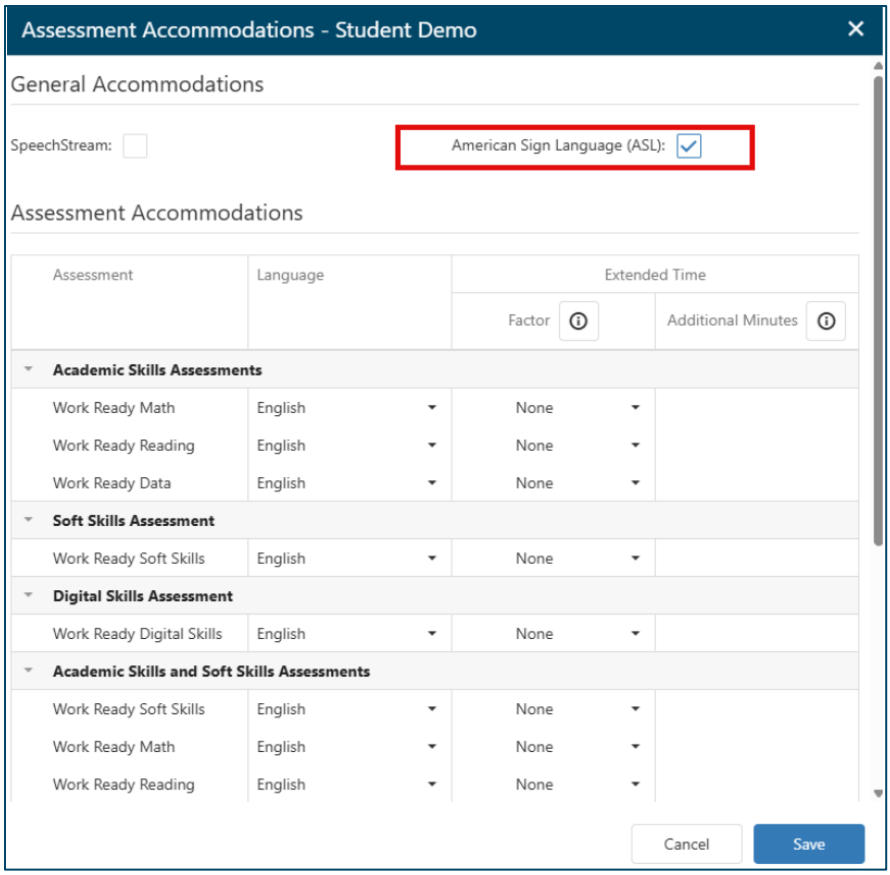


6. Click the **gear** icon next to the student's name and click **Assessment Accommodations/Language.**



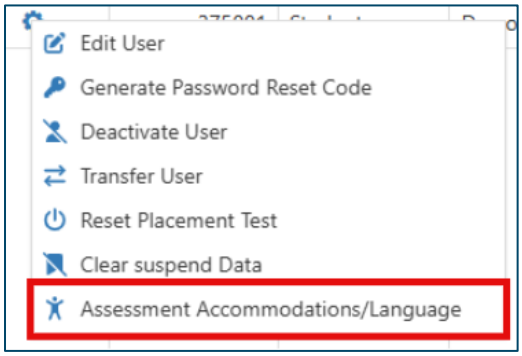
7. Click the box next to **American Sign Language (ASL)** to set this accommodation. Click **Save.**

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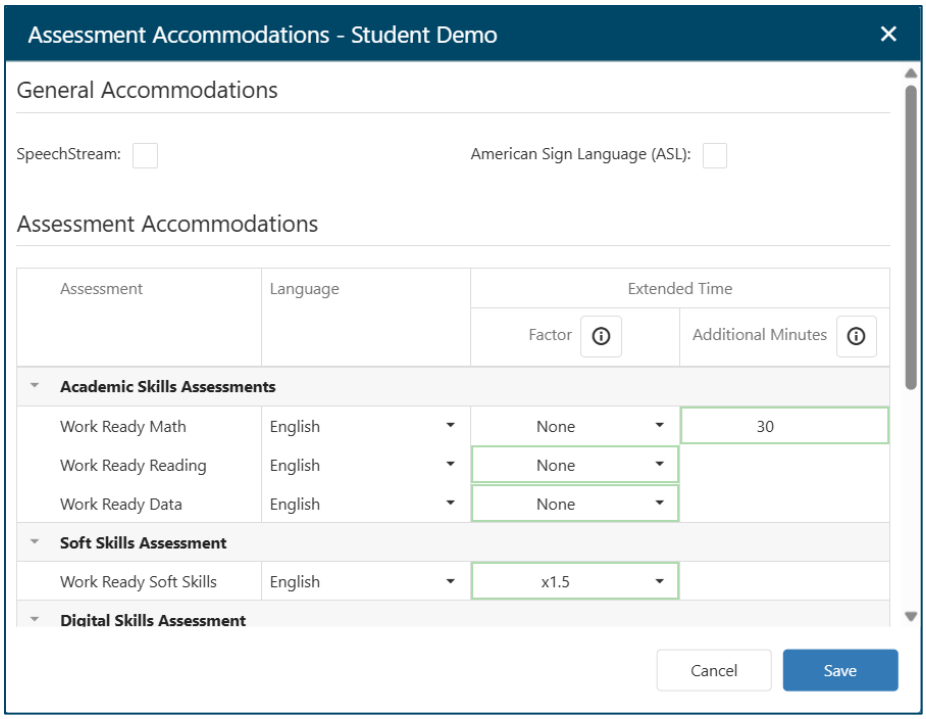
C. **Assign Extended Time**

1. Extended time should be set prior to testing. To do so, click the **Admin** tab at the top of your dashboard, then **User Administration.** Select **Student** from the **User Type** dropdown menu to search for the learner by name or email.
2. Click the **gear** icon next to the student's name and click **Assessment Accommodations/Language.**

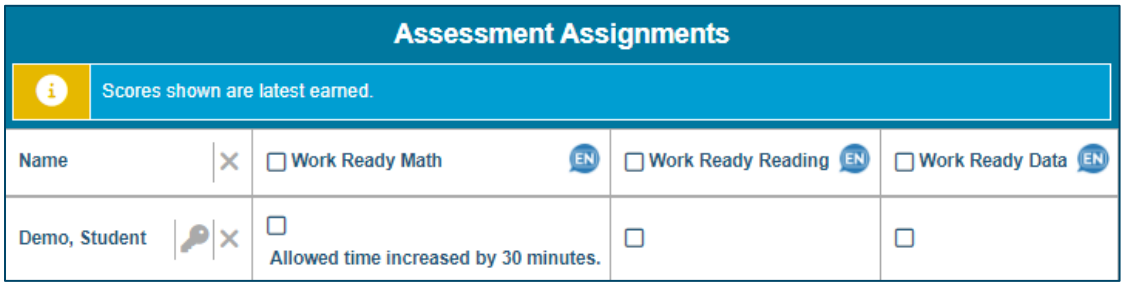


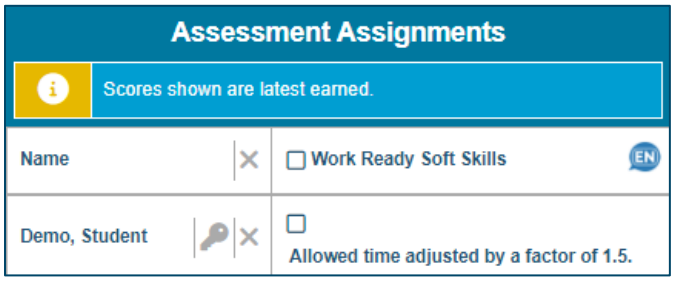
3. Configure the learner's extended time for each assessment. You can adjust time by minutes or by a factor. Enter factor to extend time by a percentage like 1.5. Enter minutes to extend time by a specific number of minutes. When all applicable assessments have been set, click **Save.**

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4. In the Assessment Assignment grid, the extended time setting will be displayed for the learner. When the learner launches the assessment, the time will have been added.

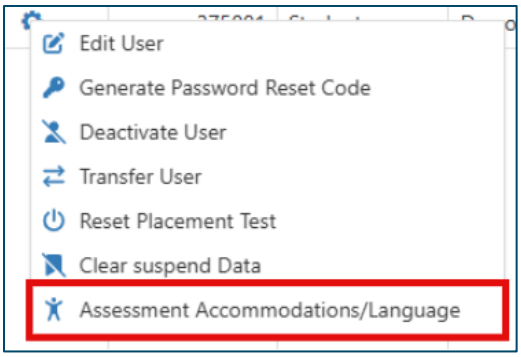




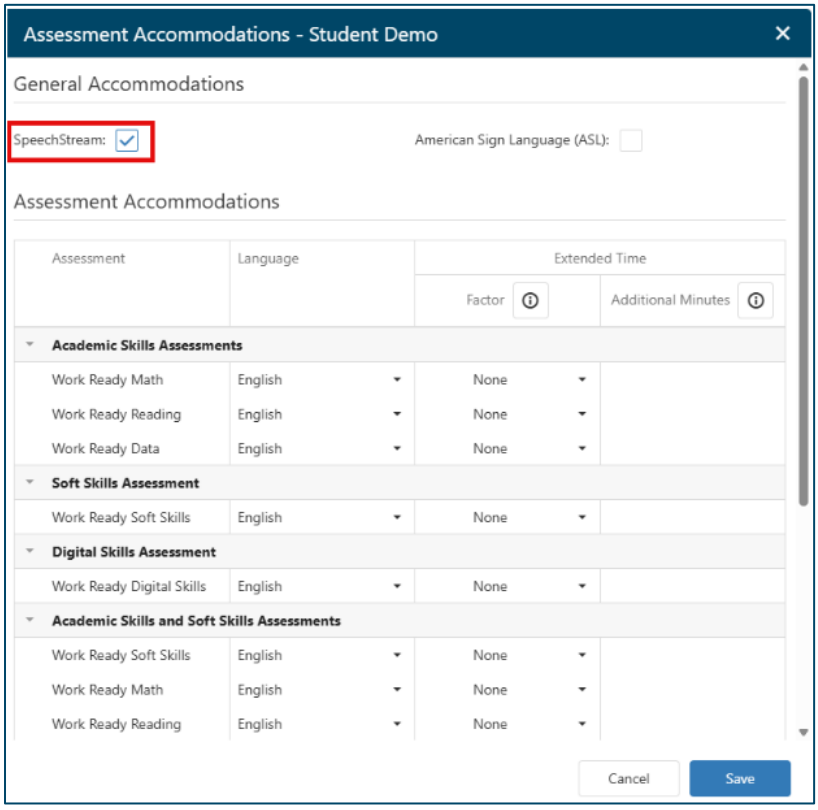
D. **Assign SpeechStream®**

1. Enabling SpeechStream® for a learner must be done before testing begins.
2. Learners with an oral administration accommodation may be allowed extended time.
3. To enable SpeechStream®, a text-to-speech tool, for a learner with an IEP, 504 plan or ILAP that calls for the assessments to be orally administered, navigate to **User Administration** and search for the learner by name or email.
4. Click the **gear** icon next to the learner's name and click **Assessment Accommodations/Language.**

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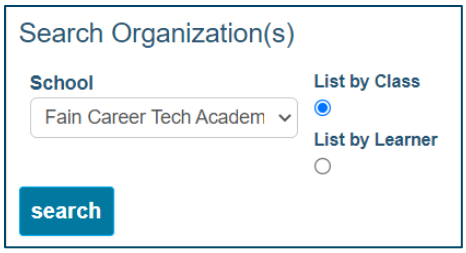
5. Locate **Assessment Accommodations** and check the box next to **SpeechStream®.** Click **Save** when done.



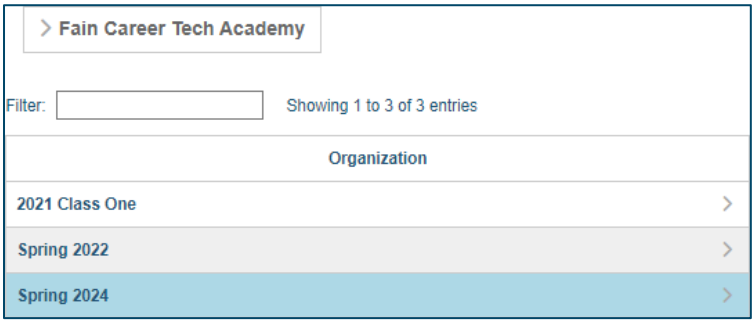
E. Build an Assessment Assignment Grid

1. Classes should be created prior to assessment day according to which learners will be proctored by which TA.
2. From the **Products** dropdown, select the assessment you wish to administer.
3. Locate the class by selecting the correct school from the **School** dropdown menu, then select **List by Class.** If a location does not have classes created, only **List by Learner** will be available. Click **Search**.

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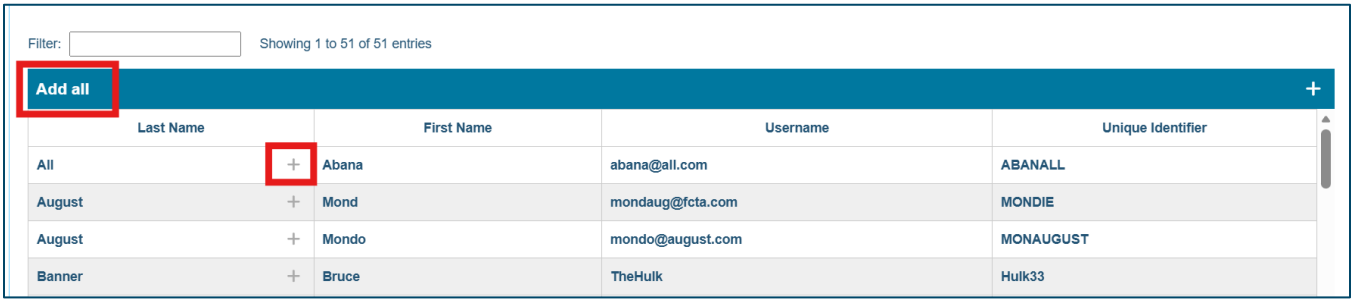


4. All classes the TA has access to will be displayed below the search field in alphabetical order. Select the class by clicking on the class name. After the class has been selected, the list of learners will display and the **Assessment Assignment Grid** can be built.

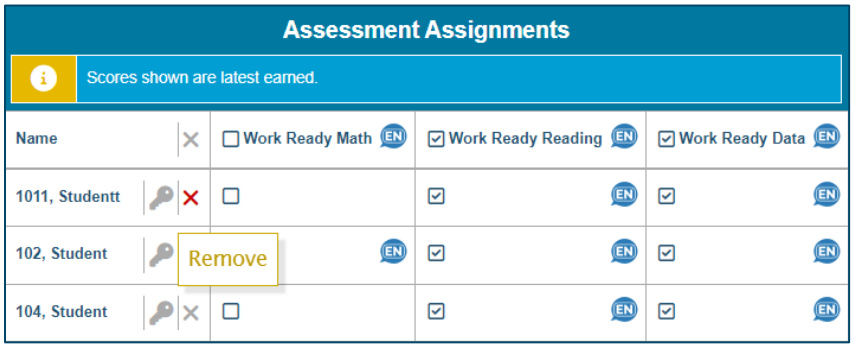


F. Populate an Assessment Assignment Grid

1. The **Assessment Assignment Grid** can be populated any time before testing.
2. To place all learners from the class list into the **Assessment Assignments Grid**, click **Add all** in the top row Individual learners can be added by clicking the '**+**' next to the learner's name.



3. Individual learners can be removed from the **Assessment Assignment Grid** by clicking the '**x**' next to the learner's name.

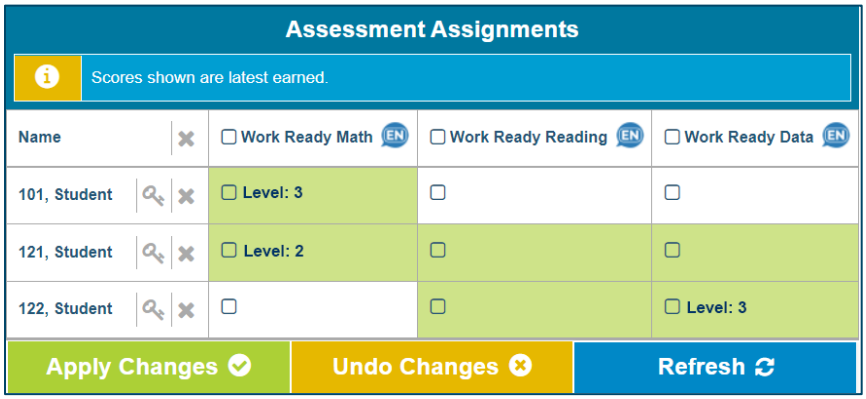


4. You can search for a specific learner in the organization by entering the learner's information in the **Advanced Search** section and clicking **Search.**

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5. Multiple classes of learners can be added to the **Assessment Assignment Grid**. Return to the full list of classes by clicking the name of the site location or search by class name and select additional classes. In the **Assessment Assignment Grid**, scores for any assessments already taken will be displayed next to the learner's name.



II. Day of Testing

A. **Distribute All Testing Materials**

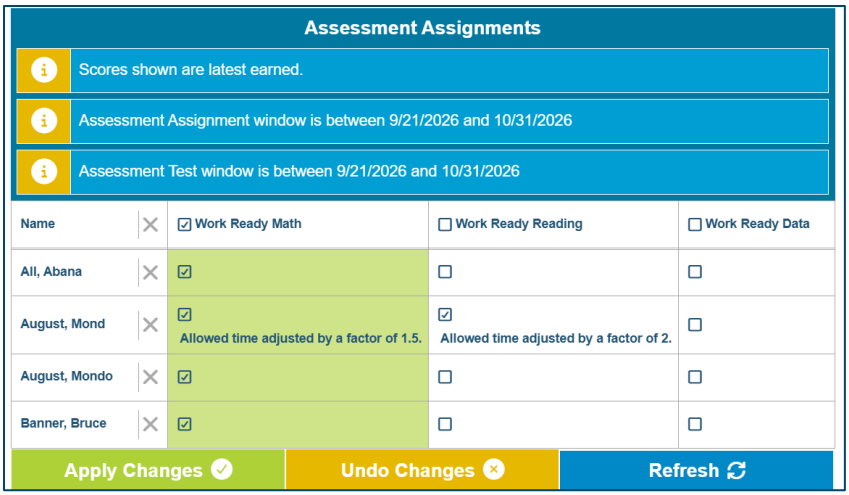
1. Testing materials include:
   a. Scratch paper
   b. Word-to-word dictionary, if applicable
   c. Headphones, if the organization is supplying them for learners using SpeechStream® for an oral administration
   d. Calculators, if supplied by the organization
      i. Memory must be cleared before and after testing for all organization-issued or learner-owned calculators used for testing.
   e. Other acceptable items supplied by the organization such as pencils, tissues, etc.

B. **Monitor the testing environment and be available to assist as needed.**

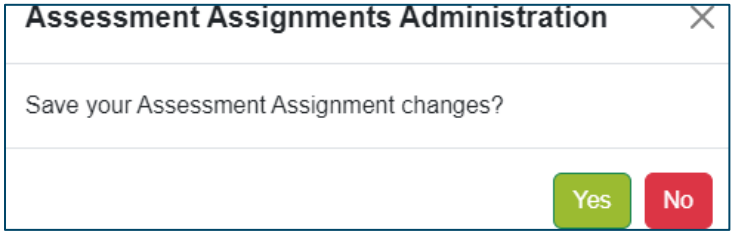
C. **Assigning Assessments**

1. To assign the same assessment to all learners in the grid, check the box in the assessment column at the top of the grid. The column of learners will be highlighted and have checks by their names. Only assign one assessment at a time to keep the group of testers together. Ensure that testing accommodations are provided to learners. **Extend Time** will display in the assessment box.

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2. To save actions (assign or unassign), click **Apply Changes**. Confirm save by clicking **Yes** in the pop-up.

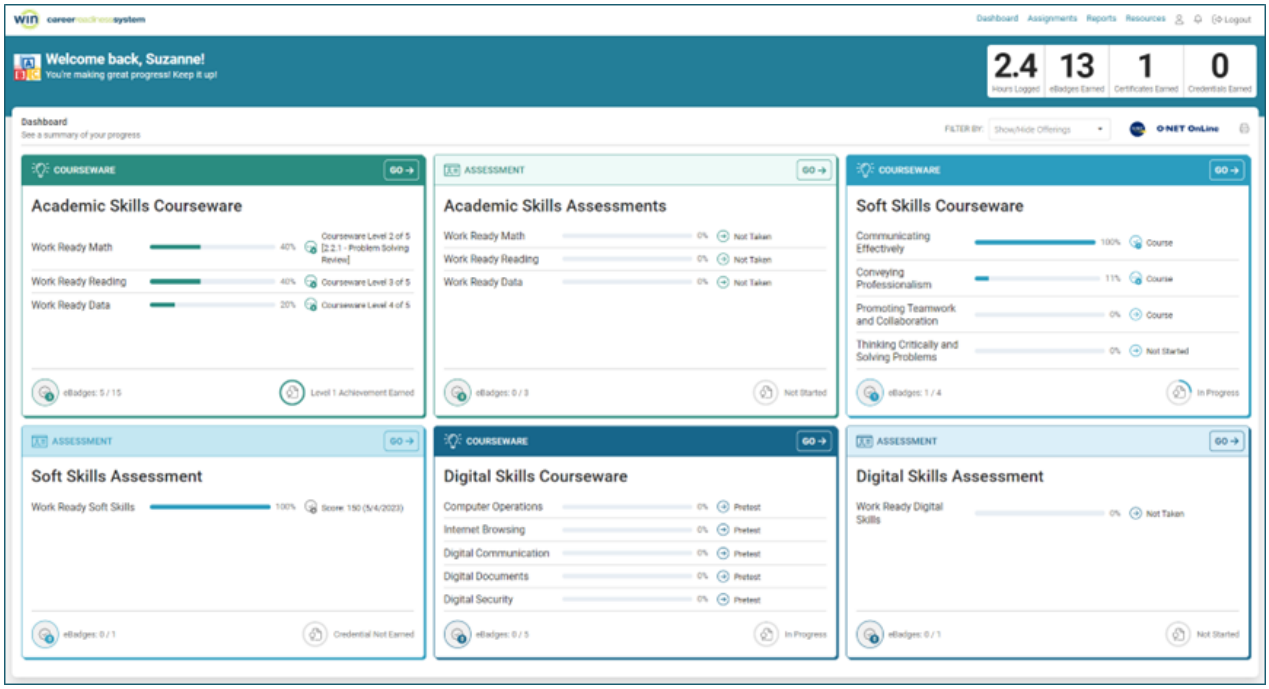


3. To undo any actions prior to clicking **Apply Changes**, such as clearing the grid of checkmarks, click **Undo Changes**.

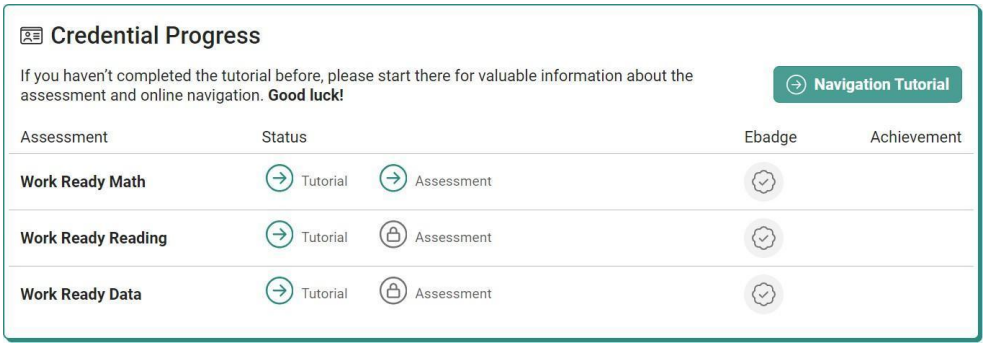
D. **Launch Assessments**

1. Direct learners to login using the information on their ticket. Check learner IDs if necessary. Allow learners to view the tutorials if they have not done so.
2. Read the following **Test Administration Introduction Script** aloud to learners and then read the appropriate test script for the assessment about to be administered. When all learners are ready to take the assessment, select **Apply Changes** on the **Assessment Assignment Grid** and **Yes** in the pop-up to launch the assessment for the learners. Only select **Apply Changes** after directions have been read and learners are ready.
3. Instruct learners to locate the assessment tile on their dashboard and click **Go** in the top right corner of the tile.

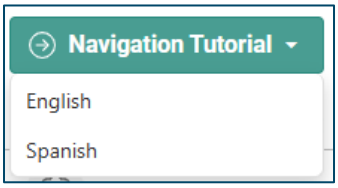
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4. Instruct the learners to click the **arrow** icon next to the appropriate assessment. This will begin the assessment and start the timer. The full allotment of time should be given.



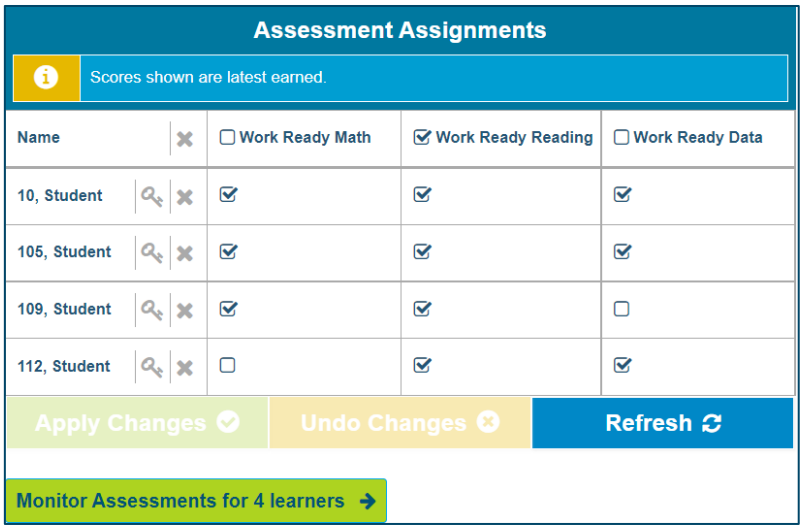
Note: There are English and Spanish tutorials available. You can use the language selector to choose the preferred language.



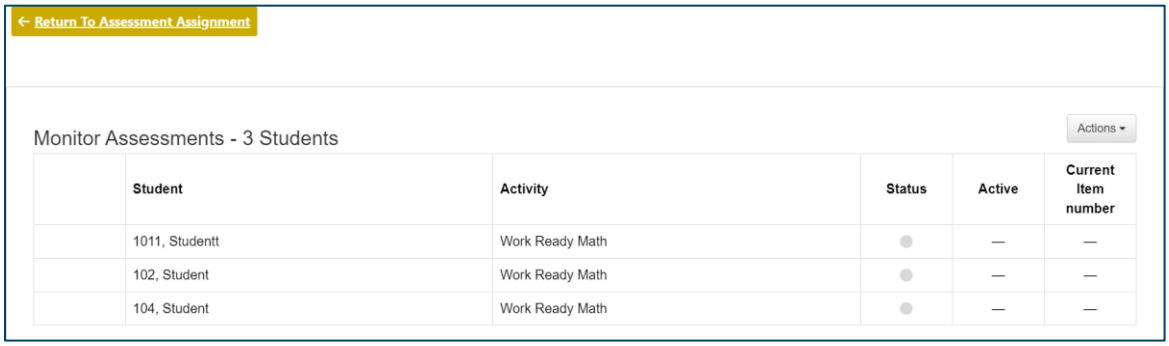
E. Monitoring Assessment Progress

1. After launching the assessments, TAs can monitor learner progress by selecting the **Monitor Assessments** button at the bottom of the grid.

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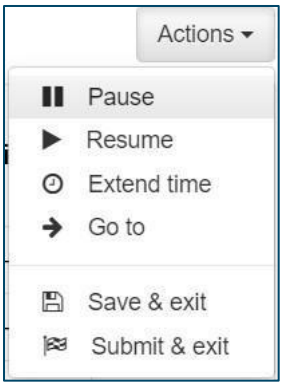
2. Learner status on an assessment is displayed on the **Monitor Assessments** screen, which is updated in near real-time to show the current item numbers the learner is working on.
3. The **Monitor Assessments** page now has a paginated monitoring grid which allows proctors to monitor more than 30 Learners at a time.
    a. **Previous** brings the user to the previous page of students. **Next** brings the user to the next page of students. In between is a dropdown that shows the names of the first and last students on the selected page to make it easier for the user to identify and select the desired page.





4. Confirm that accommodations for assigned learners are functioning properly.
5. If extended time was not assigned prior to testing, the TA can add accommodations as specified in the IEP/504 plan or ILAP via the functions in the **Actions** drop down.

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6. The **Actions** drop down provides options to **Pause**, **Resume**, **Extend Time**, **Save & Exit**, and **Submit & Exit** assessments for learners.
    a. Select the specific learner from the **Monitor Assessments** screen and click the **Actions** drop down menu. From the dropdown list select:
        i. **Pause** to address short-term needs (bathroom break, adding extended time). Pausing the assessment prevents access to the test and stops the timing clock.
        ii. **Resume** to allow the learner to continue with the test after issues are resolved.
        iii. **Extend Time** to extend the amount of time a learner needs to test. This must be done before the time has expired.
        iv. **Save & Exit** to bookmark an assessment so a learner can resume and complete the assessment at a later time.
        v. **Submit & Exit** to submit the assessment.
    b. These functions must only be used in the case of an emergency or if a learner has an IEP/504 plan or ILAP that requires the use of the functions in the **Actions** menu.
    c. Monitor the testing room and the **Monitor Assessment** screen carefully. In addition to monitoring progress online, you should be scanning the room periodically and walking around.
    d. Note: If a learner **Submits and Exits** a test, this ends the test and marks the test as complete. The learner cannot return to the test.
    e. The **Refresh** button will update the **Assessment Assignment Grid** with assessment scores after assessments are submitted.



F. **Once Testing is Completed for the Day**
6. Read the Test Administration Conclusion Script:

The Career Readiness Assessment is now complete. Please remain seated and listen for further instructions.

I will now collect all the scratch paper. [Collect scratch paper.]

Do not discuss any questions or answers from the test. Thank you for your cooperation. You may now collect your belongings and quietly exit the testing location.

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7. Collect all scratch paper and clear the memory from calculators if used.
8. Remove all checkmarks from the **Assessment Assignment Grid**. Do so only after all learners have completed the assessment.
9. No check marks should be left in the assignment grid at the end of the test session. If testing over two days, leave learners in the grid, but uncheck all assigned assessments after testing sessions and click **Apply Changes**.
10. Ensure learners have correctly exited and shut down the computer before leaving the testing session.

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Test Administration Introduction Script

When learners are logged in to the WIN Career Readiness System, read the bold text instructions in the boxes below:

This is a WIN Learning Career Readiness Assessment. Please listen carefully as I give you directions on taking this test.

This is a secure test. During this test, you may not have any electronic or other device with you that can be used for communication, timing, imaging, or accessing the Internet. These devices include, but are not limited to, tablets, smart phones, cell phones, mp3 players, e-readers, smart watches, or any other electronic or photographic devices.

At this time, I will collect these devices for return at the end of the testing session. You may not use any device to copy, save, transmit, or publish any test content. If you are wearing a watch with an alarm, you must make sure it is turned off now.

Pause and collect all devices or ask learners to stow them securely.

You may not communicate with other learners during the test, and you may not discuss specific test content after testing. You may not take copies of any test content or answers with you when you leave this room.

I can answer questions about the test directions, but I cannot discuss any test questions or answers with you before, during, or after the test. Do not talk during the test. If you have questions about the directions while you are working, please raise your hand.

If your organization has a scheduled break, say:

There is one scheduled break during the test administration, after the second test. You may obtain permission to go to the restroom if you need to do so during the test by raising your hand. You will not, however, be given extra time for the test. Only one person will be allowed to leave the test room at a time.

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Academic Skills Assessments – Work Ready Math Test Administration Script

I will now give each of you a piece of scratch paper. [Pause to distribute paper to each learner.]

Write your name on the top of this paper as this will be collected at the end of the testing session. Should you need more paper during the test, please raise your hand.

This test is Work Ready Math. This test measures your workplace mathematics skills. The test will be administered in one testing session.

You will have 60 minutes to complete this test. You must complete the entire test in this time and will not be allowed to finish it in another session. If necessary, you may skip a question and return to it within this test session. Do your best to answer every question.

The test consists of multiple-choice questions where you must pick one answer choice. You may use an approved calculator or the online calculator in the assessment. You may use the Formula Sheet provided in the system by selecting the Formula Sheet button.

Read each question carefully. Pay special attention to words such as best, most likely, except, and not, as this may make a difference in the way you read and answer the question. Choose the best answer from the answer choices provided.

You should attempt to answer all the questions, as points are only earned for correct answers.

If you finish early, you may go back and check your work. Click the Submit button at the top right of the screen when you are finished. After you finish and submit you will not be able to go back to review or change your answers.

Do not start the next test until instructed. Again, you have 60 minutes to complete the Work Ready Math test. Time starts when you click Start and will be displayed in the top right corner of your screen.

Once all learners have submitted their assessment, complete the following steps to assign the next assessments:

- Collect calculators.
- Choose **Return to Assessment Assignments** from the **Monitor Assessments Screen.**
- Uncheck the assigned assessment on your screen. Only do this when **all** learners have finished the assessment.
- Read the specific instructions for the next assessment noted on the following pages.
- Check the box next to the title of the next assessment.
- Click on **Apply Changes** and the green **Monitor Assessments** button.
- Instruct the learners to click the **arrow** icon next to the appropriate assessment and begin testing by clicking the **Start** button.

This process to unassign and assign a new assessment is repeated until testing is complete.

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Academic Skills Assessments – Work Ready Data Test Administration Script

This test is Work Ready Data. This test measures your workplace graphic interpretation skills. The test will be administered in one testing session.

You will have 60 minutes to complete this test. You must complete the entire test in this time and will not be allowed to finish it in another session. If necessary, you may skip a question and return to it again within this test session. Do your best to answer every question.

The test consists of multiple-choice questions where you must pick one answer choice. Read each question carefully. Pay special attention to words such as best, most likely, except and not, as this may make a difference in the way you read and answer the question. Choose the best answer from the answer choices provided.

For each question, be sure to carefully review the graphics (chart, table, etc.) related to that question before choosing your answer.

You should attempt to answer all the questions, as points are only earned for correct answers.

If you finish early, you may go back and check your work. Click the Submit button at the top right of the screen when you are finished. After you finish and submit you will not be able to go back to review or change your answers.

Do not start the next test until instructed. Again, you have 60 minutes to complete the Work Ready Data test. Time starts when you click Start and will be displayed in the top right corner of your screen.

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Academic Skills Assessments – Work Ready Reading Test Administration Script

This test is Work Ready Reading. This test measures your workplace reading skills. The test will be administered in one testing session.

You will have 60 minutes to complete this test. You must complete the entire test in this time and will not be allowed to finish it in another session. If necessary, you may skip a question and return to it within this test session. Do your best to answer every question.

The test consists of multiple-choice questions where you must pick one answer choice. You will read the passage and select the best answer.

Read each question carefully. Pay special attention to words such as best, most likely, except and not, as this may make a difference in the way you read and answer the question. Choose the best answer from the answer choices provided.

If you finish early, you may go back and check your work. Click the Submit button at the top right of the screen when you are finished. After you finish and submit you will not be able to go back to review or change your answers.

Do not start the next test until instructed. Again, you have 60 minutes to complete the Work Ready Reading test. Time starts when you click Start and will be displayed in the top right corner of your screen.

If your location is not taking a break at this point, move on to the next test.

We will now break for 15 minutes. Do not go anywhere other than_____(e.g., cafeteria or the restroom)**. Don't talk in the hallway or discuss the test questions with anyone. You may <u>not</u> access your electronic devices during this time. We will start testing again in exactly 15 minutes.** *(Please edit based on the break schedule for your organization.)*

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Soft Skills Assessment Test Administration Script

This is the Soft Skills Assessment. This test measures your skills in communicating effectively, conveying professionalism, promoting teamwork and collaboration, and thinking critically and solving problems.

The test will be administered in one testing session. You will have 60 minutes to complete this test. You must complete the entire test in this time and will not be allowed to finish it in another session. If necessary, you may skip a question and return to it again within this test session. Do your best to answer every question.

Read each question carefully. Pay special attention to words such as best, most likely, except and not, as this may make a difference in the way you read and answer the question.

The test consists of a few multiple-choice questions where you must pick one answer choice. The test also consists mainly of multiple-choice questions where you must pick ONE BEST and ONE WORST answer choice for each scenario.

When taking the test, consider your answers from the point of view of an employer, as if you owned your own company. Remember for those questions to choose only one best and one worst answer for each question.

You should attempt to answer all the questions, as points are only earned for correct answers.

If you finish early, you may go back and check your work. Again, you have 60 minutes to complete the Soft Skills Assessment. Time starts when you click Start and will be displayed in the top right corner of your screen.

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Digital Skills Assessment Test Administration Script

This is the Digital Skills Assessment. This test measures your skills in digital literacy, which refers to the ability to find, evaluate, use, create and communicate information using digital technologies. It encompasses a wide range of skills and competencies, including basic computer and internet use, online safety and security, digital content creation, and critical thinking about digital media.

The test will be administered in one testing session. You will have 60 minutes to complete this test. You must complete the entire test in this time and will not be allowed to finish it in another session. If necessary, you may skip a question and return to it again within this test session. Do your best to answer every question.

Read each question carefully. Pay special attention to words such as best, most likely, except and not, as this may make a difference in the way you read and answer the question.

The test consists of multiple-choice questions where you must pick one answer choice. You will read the passage and select the best answer.

You should attempt to answer all the questions, as points are only earned for correct answers. If you finish early, you may go back and check your work. Again, you have 60 minutes to complete the Digital Skills Assessment. Time starts when you click Start and will be displayed in the top right corner of your screen.

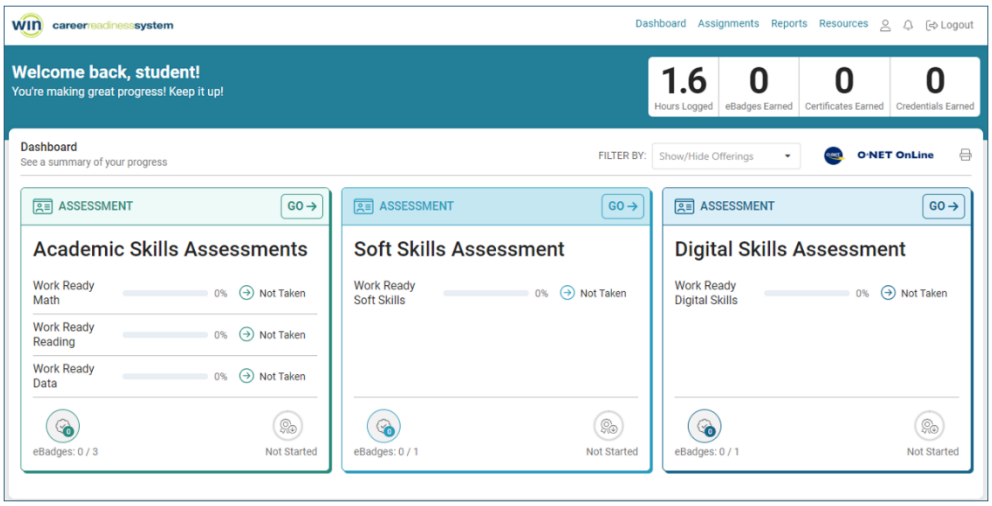
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Appendix D – Learner Experience on Assessment Day

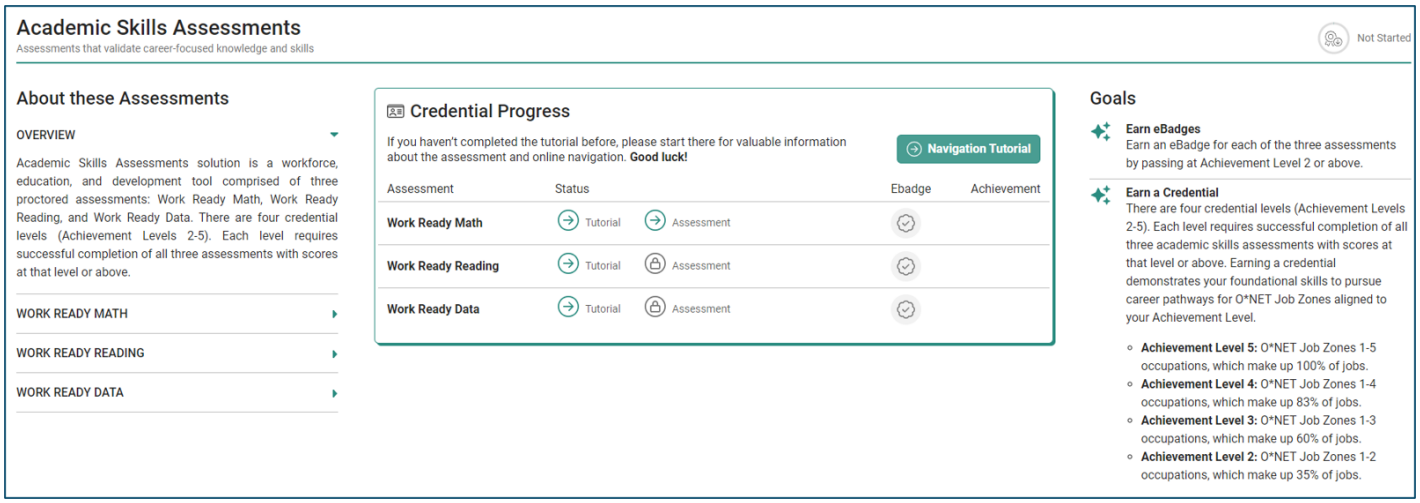
The following information shows the WIN Learning Career Readiness Assessment experience from the learner's point of view. This section begins with logging into the WIN Career Readiness System and proceeds through all steps until the learner submits the assessment. Universal Accommodations and Oral Accommodations from the learner perspective are included in this section.

A. Logging into the Assessment Portal, Accessing & Submitting Assessments

1. The learner logs in to the WIN Career Readiness Assessment portal and arrives at the learner dashboard.
2. To access the assessment, the learner selects the correct tile from their dashboard and clicks **Go** in the top right corner of the tile.



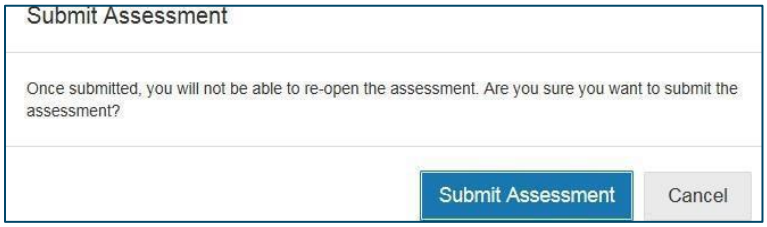
3. After selecting the correct assessment, the learner will have the opportunity to view the tutorial or begin the assessment. The TA will instruct the learner which tutorial or assessment to select.



4. When an assessment has been activated for the learner, the icon next to the assessment will change from a **lock** icon to an **arrow**.
5. After the TA has read the appropriate Test Administration Script and directs the learner to begin the assessment, the learner clicks the **arrow.** The assessment and the timer will begin.

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6. When finished with the assessment, the learner clicks the **Submit** button in the top right corner.
7. A pop-up window will ask the learner to confirm assessment submission. They must click **Submit Assessment** and then **Finish.** It is imperative that all learners understand that once their assessment is submitted, **they will not be able to review or change their answers.**



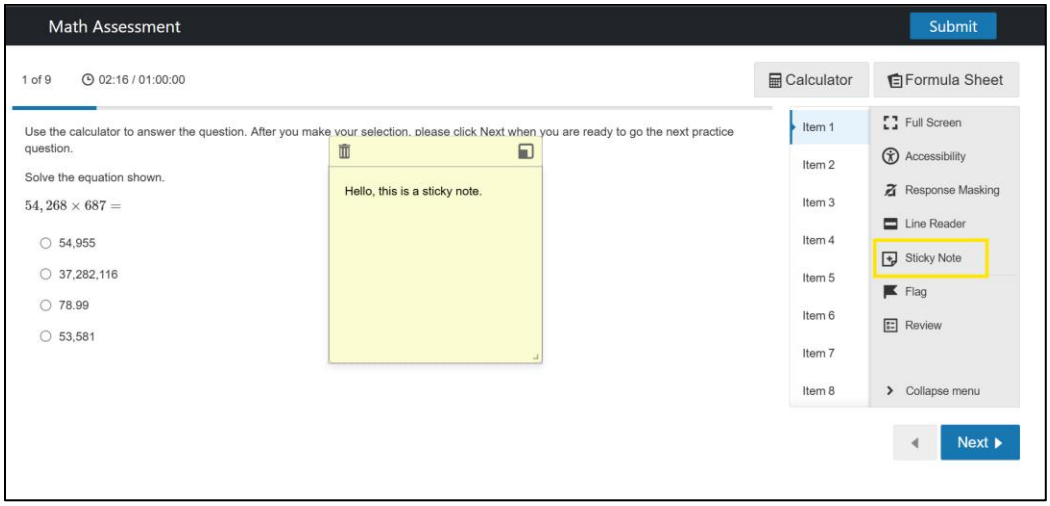
8. The learner will proceed through the assessments at the direction of the TA. All assessments are available from the tiles on the learner dashboard.
9. When the learner has finished the assessments for the day, they should log out of the WIN assessment portal by clicking **Logout** in the top right corner of their dashboard.



B. Annotation Tools

1. Sticky Notes

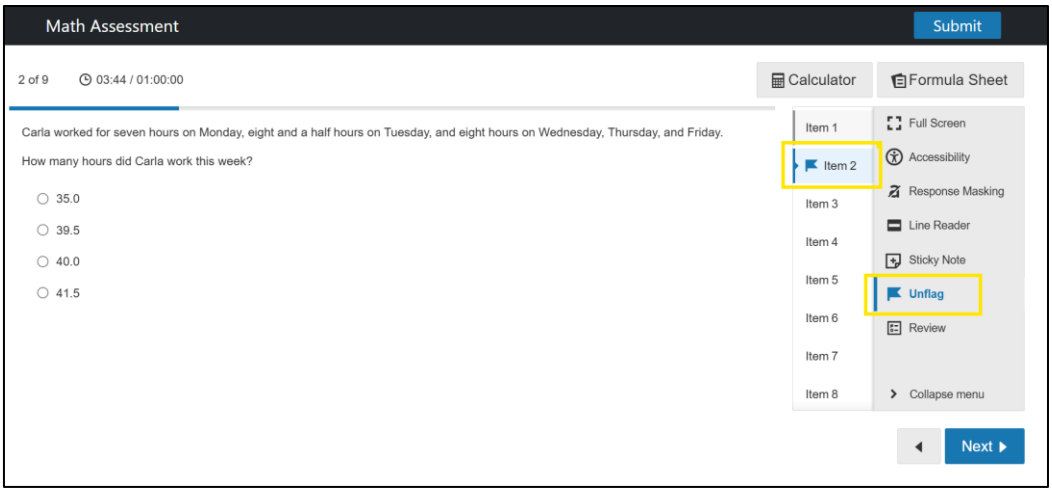
a. Sticky notes are only associated with a single item and they remain with the item for the duration of the test.



2. Item Flags

a. Item Flags can be seen in the Item Panel and in the Review screen.

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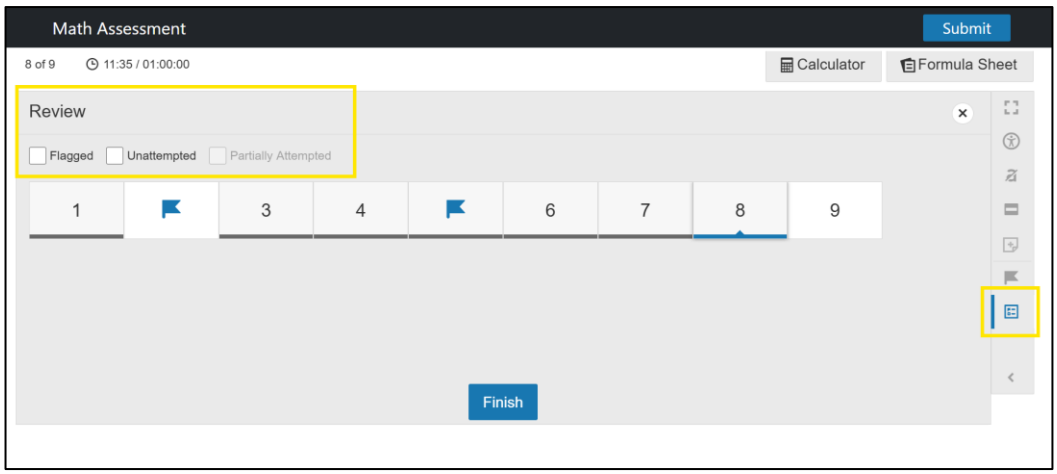
3. Review Mode

a. Learners can click "Review" in the tools panel at any time and see their current progress (i.e. completed items, flagged items, unattempted items).

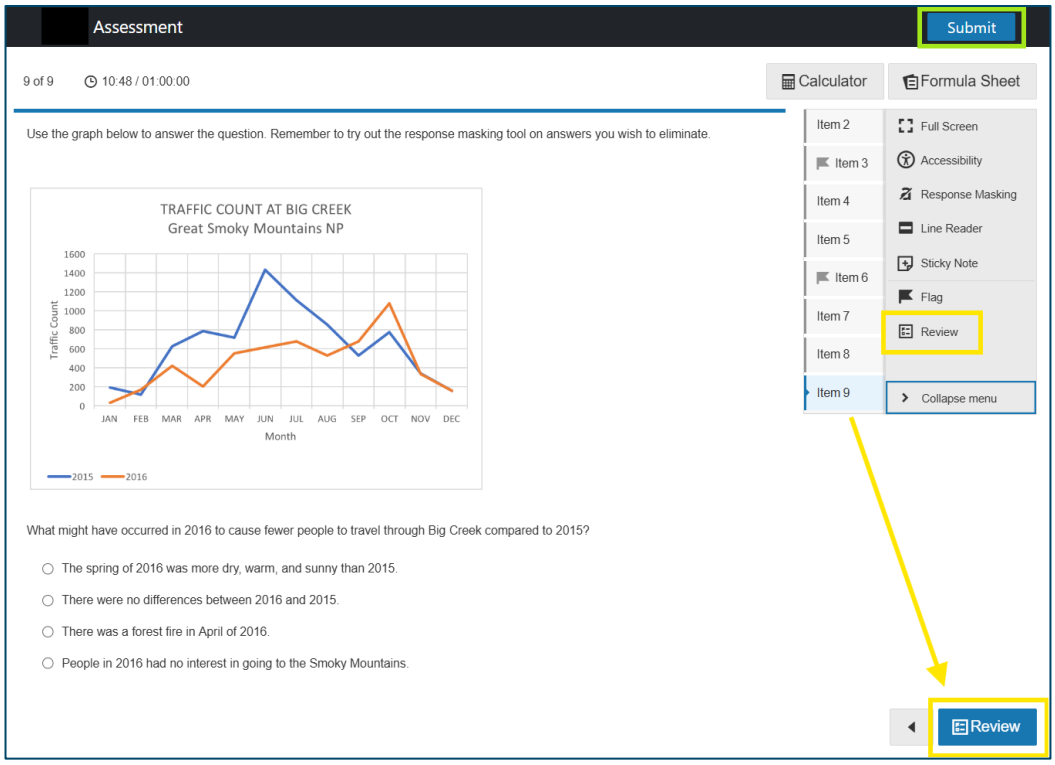
b. In addition, when a learner answers the final item on an assessment a "Review" button appears in place of the "Next" button.

c. Students have the option to select "Review" and double check their work before submitting, or they can skip this step and simply select "**Submit Assessment**" in the top right corner of the assessment.

   i. The latter still includes a warning about double checking items before submitting the assessment.

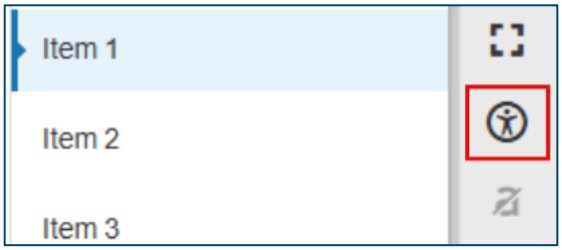


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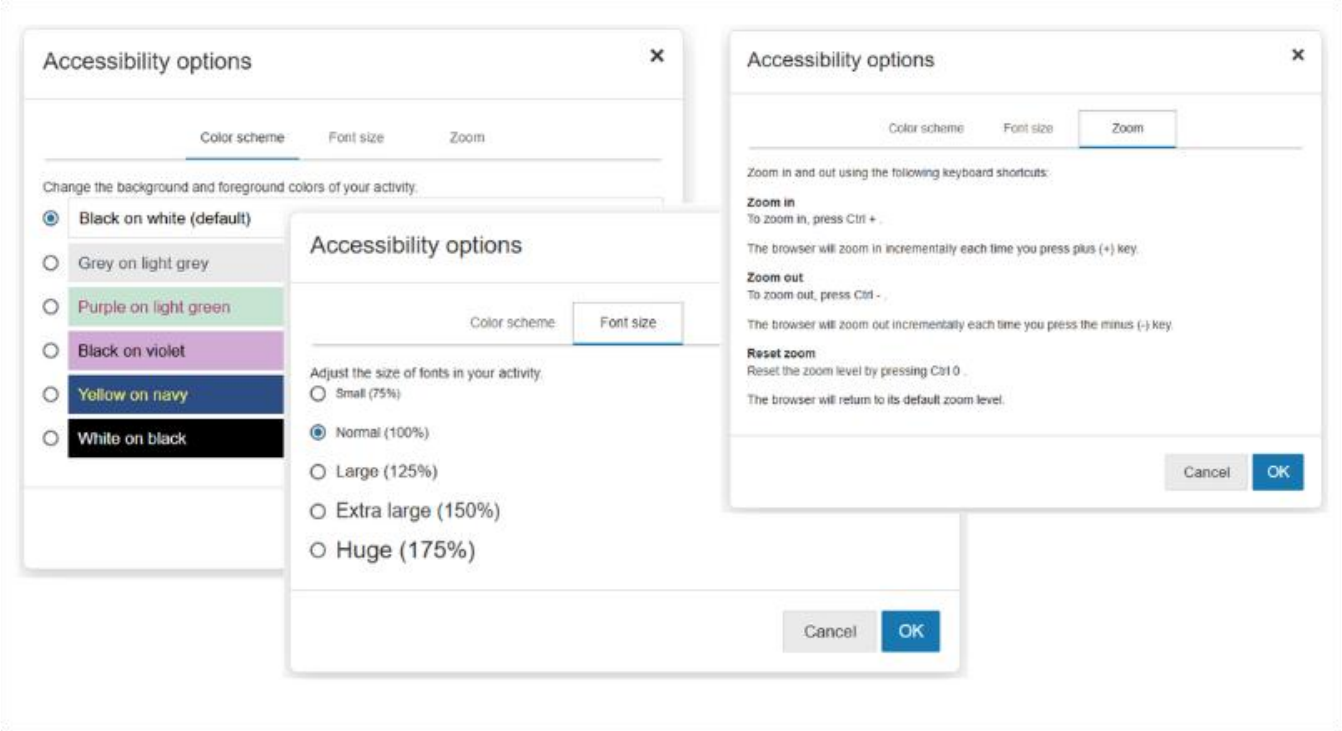


C. Universal Accommodations

1. All learners have access to universal accommodations. The learner has many choices for making accessibility changes and can do this by clicking the accessibility icon located in the vertical panel below the timer.
2. In all assessments, learners can change the **color scheme**, **font size** and **enable zoom** options by selecting the **accessibility icon**.



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3. In all assessments, learners can access both a **highlight** feature and a **response masking** feature. Click the **Response Masking** icon to access the response masking feature.
    a. To mask a response, the learner will click on the response to be masked. The learner will click the tool again to turn it off and select their answer.



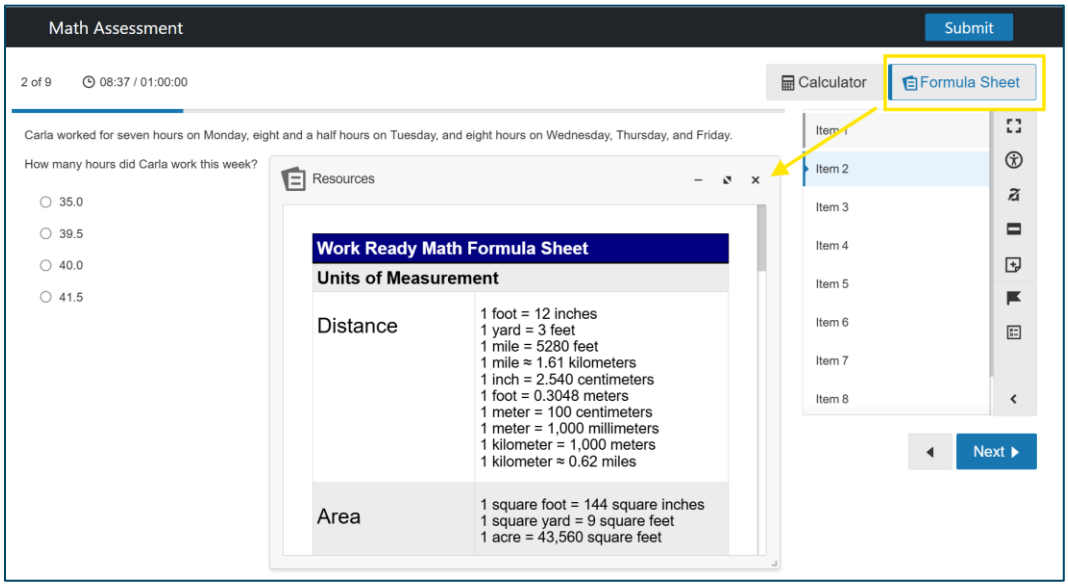
4. In all assessments, learners can view the assessment across the entire screen by selecting the **full screen** icon.



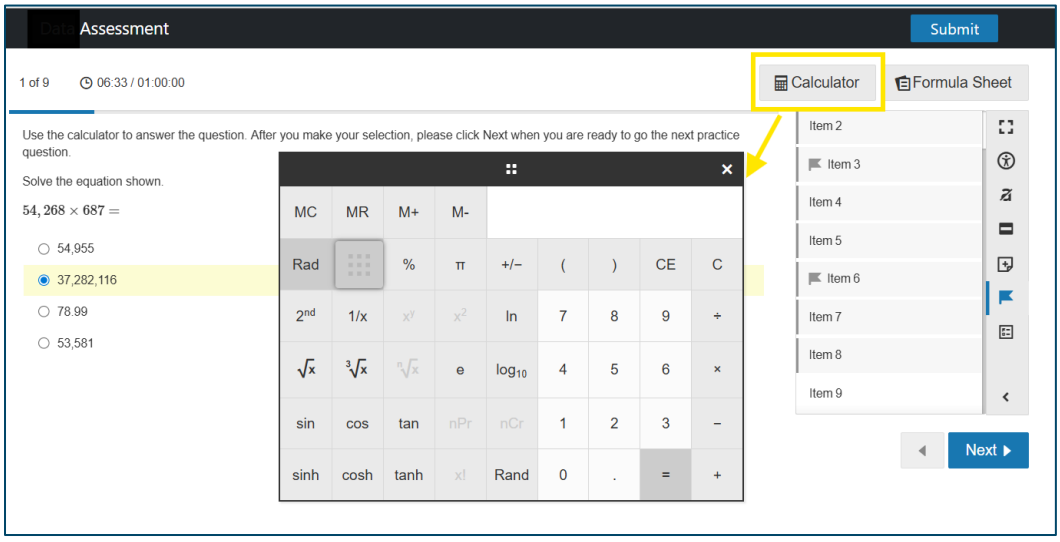
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D. System Features in Modules

1. There are features unique to modules that can be used to aid all learners.
2. In the Work Ready Math assessment, learners can access a formula sheet by clicking the **Formula Sheet** button at the top right.
   a. The **Formula Sheet** will display formulas and units of measurement on the right side of the screen for easy reference.
   b. To hide the formula sheet, click the X in the upper right corner of the Formula Sheet window.

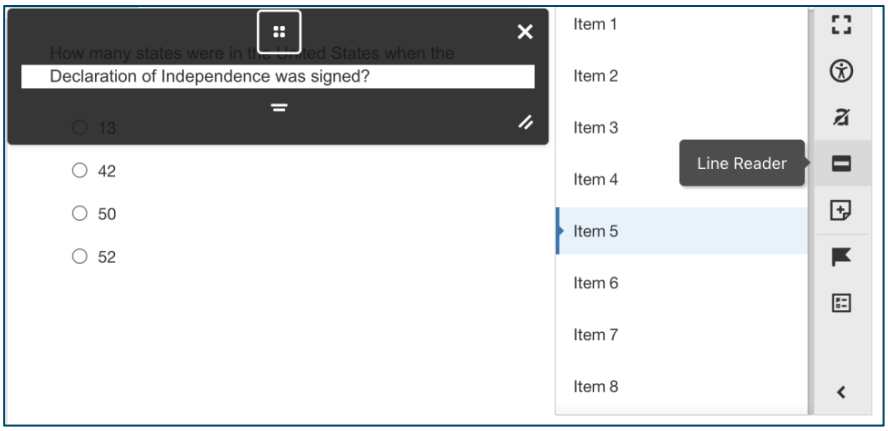


3. In the Work Ready Math assessment, learners can access a **calculator** with scientific functions by clicking on the button labeled **Calculator** in the upper right hand corner.



4. In the Work Ready Reading assessment, learners can access a line reader by clicking the **Line Reader** icon.
   a. The **Line Reader** display can be moved over the text.

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b. To hide the line reader display, the learner will click the **Line Reader** icon again.

E. Oral Accommodations

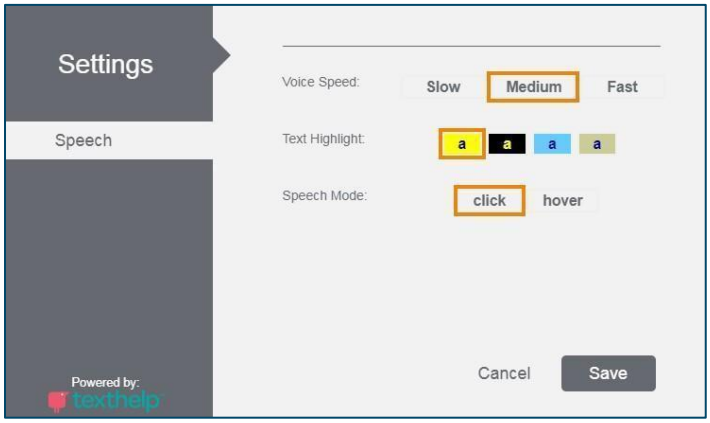
1. Oral Accommodations are to be used for learners with an IEP/504 plan/ILAP and should be enabled in the WIN assessment portal prior to testing.
2. SpeechStream® is a text-to-speech tool that reads text aloud to learners and should be used with headphones.
3. Once the learner enters an assessment, the SpeechStream® controls will be displayed in the top right of the screen.



4. Learners can move the SpeechStream® controls by clicking on the far-right grey directional icon.



5. Use the gear icon to the left of the directional icon to access the settings to change the voice speed, text highlight color, and speech mode. To save changes, click **Save**.



6. Depending on the Speech Mode selected by the learner, they will click on the pointer

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finger on the far left of the controls and either hover or click on the text to be read. If the learner would like the whole screen read to them, they will leave the pointer finger icon unselected and click on the **Play** icon.



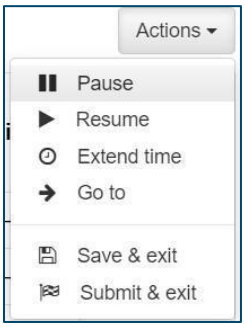
7. The three icons next to the pointer finger icon are **Play**, **Pause**, and **Stop**, respectively. The learner can select these icons as needed throughout the assessment.

F. American Sign Language (ASL)

1. Embedded American Sign Language (ASL) videos are available for all content areas on all items of the WIN assessments. The videos show a human signer interpreting the test question and answer options.

G. Extended Time

1. Extended Time is to be used for learners with an IEP/504 plan/ILAP indicating the need for extended time. The feature should be enabled in the WIN assessment portal prior to testing.
2. Extended Time can be enabled after the learner has started the assessment and **before** the time has expired. This can be done on the **Monitor Assessments** screen by selecting the learner's name and choosing **Actions** and **Extend Time** from the dropdown menu.



3. If Extended Time has been set for a learner, the time will have been added when the learner launches the assessment.

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