

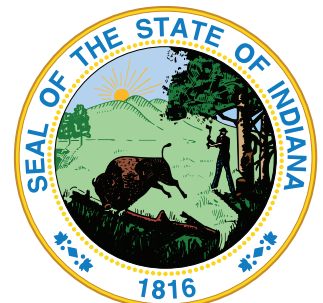


2019–2020

TEST COORDINATOR'S MANUAL

**GRADES 3 THROUGH 8
AND**

END-OF-COURSE ASSESSMENTS



Indiana User Support

Help Desk

The Indiana Assessment Help Desk is open Monday through Friday (with the exception of holidays or as otherwise indicated on the Indiana Assessment Portal). Help Desk hours are 7 a.m. to 7 p.m. ET (6 a.m. to 6 p.m. CST) all year round.

Indiana Assessment Help Desk
Toll-Free Phone: 866-298-4256
Email: airindianahelpdesk@air.org
Chat: <https://indiana.portal.airast.org/chat.shtml>

During these hours, staff will respond as promptly as possible based on the order in which communications are received. Urgent requests will be given priority.

The Help Desk may be contacted for situations and questions that include the following:

- Online testing issues, such as testing environment down or unavailable;
- User accounts not available or users not able to administer tests;
- Student demographic information or settings incorrect or missing;
- Loading student settings into the Test Information and Distribution Engine (TIDE);
- Creating Irregularity Requests in TIDE;
- Preparing for online testing—downloading the AIR Secure Browser, Test Administrator (TA) Certification, etc.;
- Tests showing as unavailable to students when they log in to begin testing;
- Issues with item or accommodation functionality;
- Inquiries regarding paper materials and additional orders;
- Password resets for users; and
- Settings not presenting as intended.

Please provide the Help Desk with a detailed description of your problem, as well as the following:

- If the issue pertains to a student, provide the Student Test Number (STN) and associated corporation or school for that student. Do not provide the student's name.
- If the issue pertains to a TIDE user, provide the user's full name and email address.
- If the issue is technology-related, document device and system information.

Contact the Indiana Department of Education (IDOE) Office of Student Assessment (OSA) at 317-232-9050 or INassessments@doe.in.gov for inquiries regarding policy issues, test irregularities, test security concerns, and assessment program information.

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Chapter 1: About This Manual and Important Dates

This *Test Coordinator's Manual (TCM)* is intended to assist Corporation Test Coordinators (CTCs) and School Test Coordinators (STCs) in overseeing the administration of the *ILEARN* assessments for Grades 3–8, *ILEARN* Biology End-of-Course Assessment (ECA) and (optional) U.S. Government ECA. It addresses administration of *ILEARN* assessments and information regarding test administration policies and procedures across all *ILEARN* assessments. Test Administrators (TAs) should refer to the appropriate *Test Administrator's Manual (TAM)* for the assessment they will be administering.

2019–2020 *ILEARN* Assessment Windows

Assessment	Window Opens	Window Closes
<i>ILEARN</i> Biology ECA ¹	December 2, 2019	December 19, 2019
<i>ILEARN</i> Biology ECA ²	February 10, 2020	February 27, 2020
<i>ILEARN</i> Grades 3–8	April 20, 2020	May 15, 2020
<i>ILEARN</i> Biology and Optional U.S. Government ECA ³	April 20, 2020	May 22, 2020

¹ The Fall (e.g., December) Biology ECA window is designed for students completing the entire course during the first trimester or semester.

² The Winter (e.g., February) Biology window is designed for students completing the entire course during the second trimester.

³ The Spring (e.g., April/May) Biology and U.S. Government ECA window is designed for students completing either or both courses at the end of the second semester or third trimester.

Important Dates

	<i>ILEARN</i> 3–8	<i>ILEARN</i> ECAs
Fall (December) <i>ILEARN</i> Biology ECA Additional Orders (AO) window** for regular print, braille, large print, and Spanish test materials	N/A	November 19 – December 5, 2019
Winter (February) <i>ILEARN</i> Biology ECA AO window** for regular print, braille, large print, and Spanish assessment books	N/A	January 27 – February 13, 2020
Initial Orders Due*	January 30, 2020	January 30, 2020
Spring <i>ILEARN</i> 3–8 and <i>ILEARN</i> ECAs materials due in district. This shipment will include regular print materials only.	April 6, 2020	April 6, 2020
Spring <i>ILEARN</i> 3–8 and <i>ILEARN</i> ECAs AO window** for regular print, braille, large print, and Spanish assessment books	April 7 – May 1, 2020	April 7 – May 8, 2020
Spring <i>ILEARN</i> 3–8 and <i>ILEARN</i> ECAs Final Day for Corporations to Ship Materials for Scoring (must be shipped back five business days after the close of the paper-and-pencil testing window)***	May 15, 2020	May 22, 2020
<i>Individual Student Reports</i> (ISRs) and Student Labels Available	TBD	

	<i>ILEARN 3–8</i>	<i>ILEARN ECAs</i>
Fall Rescore Request Window	N/A	December 18 – 2019 January 17, 2020
Winter Rescore Request Window	N/A	February 26 – March 17, 2020
Spring Rescore Request Window	May 6 – June 5, 2019	May 6 – June 5, 2020
<i>ILEARN</i> Online Reporting System (ORS)	Preliminary scores will be available within 12 business days of test completion.	

- * Initial orders will automatically be placed for the spring test window for regular print and large print assessment books based upon the data in the Test Information Distribution Engine (TIDE) indicating eligibility for assessment books. Initial orders will be extracted from TIDE on the Initial Order due date in the chart above. There is no initial order window for fall and winter test windows.
- ** Large print and regular print assessment books for the spring test window can also be placed through the AO window. Braille and Spanish assessment book orders for the spring test window must be placed through the AO window. Corporations may also order additional assessment books during the AO window. **All assessment books for the fall and winter test windows must be placed through the AO window.**
- *** *ILEARN* paper-and-pencil test windows close one week early to accommodate on-time reporting timelines.

Chapter 2: Test Administration Policies and Procedures

Overview of ILEARN Assessment

Indiana's Learning Evaluation Assessment Readiness Network (ILEARN) assesses the Indiana Academic Standards. ILEARN is a criterion-referenced, summative assessment delivered to students in grades 3 through 8 and an end-of-course assessment for Biology and U.S. Government, as noted in the table below.

For more information about the ILEARN assessments, please visit the Indiana Assessment Portal (<https://ilearn.portal.airast.org/>).

Students to Be Tested

The Testing Program for Grades 3–8 and ILEARN ECAs

Each ILEARN assessment contains standards-based multiple-choice, constructed-response, and technology-enhanced items (online format only) developed to measure Indiana Academic Standards.

Subject	Test Type	Grade(s)
ILEARN ELA	CAT	Grades 3–8
ILEARN Mathematics	CAT	Grades 3–8
ILEARN Science	CAT	Grades 4 and 6
ILEARN Social Studies	Fixed-Form	Grade 5
ILEARN Biology ECA	CAT	ECA
ILEARN U.S. Government ECA (optional)	Fixed-Form	ECA

ILEARN assessments will be administered **online** to all students. English/Language Arts (ELA), Mathematics, and Science have a Computer-Adaptive Test (CAT) segment, an Accommodated Fixed-Form assessment (as applicable), and a Performance Task (PT) segment. Social Studies and U.S. Government assessments each consist of one fixed-form test segment. An online accommodated fixed-form will be available for all content areas and grades for students that require an approved interpreter for sign language. The ILEARN online accommodated fixed-form will be available for all content areas and grades starting with the spring administrations. The online accommodated fixed-forms will be deployed for spring only.

NOTE: A small quantity of paper-and-pencil test forms are available for students with documented paper-and-pencil testing accommodations and students who, for religious reasons, object to the use of such technology. Paper-and-pencil assessment books for all content areas contain fixed test forms. All ILEARN paper-and-pencil assessment windows close one week before the end of the online test window.

American Institutes for Research (AIR) is the test vendor for ILEARN and provider of the online testing platform and responsible for the scoring of all tests. AIR is working with Measurement Inc. (MI) to handle the printing, shipping, delivery, scoring and processing of all paper test materials.

Calculator Policy

The charts below delineate calculators that may be used on the *ILEARN* assessment.

Mathematics Assessment	General Education Students	Students with Individualized Education Programs (IEPs), Section 504 Plans, Service Plans, and/or Choice Special Education Plans (CSEPs)
Grades 3–5	No calculator allowed.	No calculator allowed. Students may use a hundreds chart and/or 9×9 multiplication table on all items if listed as an accommodation.
Grade 6	Online Desmos Four-Function calculator during calculator segment and PT only.	Online Desmos Four-Function calculator during calculator segment only. Students may use a hundreds chart or 9×9 multiplication table if listed as an accommodation for all items. Students may use a handheld/adaptive calculator* if listed as an accommodation for calculator segment and PT only.
Grades 7–8	Online Desmos Scientific calculator during calculator segment and PT only.	Online Desmos Scientific calculator during calculator segment only. Students may use a hundreds chart or 9×9 multiplication table if listed as an accommodation for all items. Students may use a handheld/adaptive calculator if listed as an accommodation for calculator segment and PT only.

** IDOE understands four-function calculators may be difficult to procure, and those available for purchase may have additional features, such as percentage, positive/negative, or memory functions. Handheld/adaptive basic calculators used as a grades 6–8 accommodation may include these additional functions, which are not expected to provide an advantage for the student. Please contact IDOE directly if you have additional questions regarding appropriate calculators for the assessment.

Science Assessment	General Education Students	Students with IEPs, Section 504 Plans, Service Plans, and/or CSEPs
Grades 4, 6, Biology	No calculator allowed.	Students may use a handheld/adaptive calculator on all items if listed as an accommodation.

NOTE: Paper assessments are only provided in cases where a corporation or school's technology is not able to support online testing or as an accommodation for a student with an IEP, CSEP, Service Plan, or Section 504 Plan that clearly indicates the reason the computer-based test is not currently accessible or appropriate. Paper assessments are not computer-adaptive. Accommodations for the paper assessment mode at each grade level are outlined in the *2019–2020 Accessibility and Accommodations Guidance* (<https://www.doe.in.gov/sites/default/files/assessment/accessibility-and-accommodations-guidance-2019-2020.pdf>). **An equivalent handheld calculator may only be used in grades 6–8 during calculator segments for students testing on paper.**

For more information about the *ILEARN* Calculator Policy, please visit IDOE's website (<https://www.doe.in.gov/sites/default/files/assessment/calculator-policy2019-2020-final.pdf>).

Managing Student Demographic Information

Student data will be reported to AIR from IDOE via nightly data files submitted in TIDE. All student data must be accurate in TIDE prior to student testing. Changes to student data, including accommodations updates may take up to 24 hours to reflect in TIDE. Please note the roles and responsibilities required of both IDOE and corporations and nonpublic schools.

ILEARN 3–8, Biology ECA, and U.S. Government ECA

IDOE will:

- Extract student data from schools' DOE-RT or DOE-EM submissions, Indiana IEP, and Indiana ILP (spring assessments only).
- Submit names of students and demographic information to AIR via a nightly data exchange with student data submitted to TIDE.

Corporations and nonpublic schools must:

- Report student accommodations formally documented in a Section 504 Plan, ILP (if separate from the Indiana ILP), or CSEP via the DOE-TA submission, as needed.
- Report newly enrolled students and/or update accommodations, as needed and in a timely manner, via RT/EM, Indiana IEP, and/or a DOE-TA submission.

NOTE: If these updates occur during the test window, the student will be unable to test until the day following the data update or submission. Any changes made in TIDE or the TA Interface will be overwritten by the designation reported through the nightly file.

Reference this table when planning for reporting of student data via the DOE-TA submission ahead of each *ILEARN* assessment window:

IDOE Student Data Collections

Assessment	IDOE Data Submission	Submission Window(s)	Data Submitted
<i>ILEARN</i> 3–8, <i>ILEARN</i> Biology ECA, <i>ILEARN</i> U.S. Government ECA	DOE-TA	September 16, 2019 (Continually Available)	All corporations and schools must report any Section 504 Plan, ILP, Service Plan (Service Plan accommodations are extracted from Indiana IEP), and/or CSEP accommodations for students via the DOE-TA collection in the STN Application Center. Accommodations reported in this collection will reflect in TIDE the following day or within 24 hours.

Contact IDOE Data Reporting Help (<https://help.doe.in.gov>) or 800-527-4931 for assistance.

Chapter 3: Preparing for Test Administration

Test Administrator Certification

All TAs are required to complete the *TA Certification Course* annually, available on the Indiana Assessment Portal. TAs who have not completed this course will not be able to access the TA Interface to initiate test sessions.

Scheduling and Timing Guidelines

IDOE defined scheduling guidance for all 2019–2020 online and paper-and-pencil *ILEARN* assessments. IDOE determined approximate testing times based on the 2018–2019 timing data and revised guidance in response to educator feedback. Corporations and schools should consider this information when creating local test schedules for practice and operational tests.

2019–2020 ILEARN Practice Tests (Online and Paper)

Suggested Testing Time Ranges

Corporations and schools must administer the applicable *ILEARN* practice tests to students at least once annually before students participate in the content-specific operational assessment.

Untimed online practice tests are available via the AIR Secure Browser beginning October 1. Each online practice test (comprised of 3–7 items each) provides students with an opportunity to interact with the online testing platform, practice using online testing tools, and become familiar with any formal accommodations ahead of the operational assessment.

Students testing with paper-and-pencil will encounter practice items on the pages immediately preceding the first operational test segment in their assessment books. Review Appendix G of the **2019–2020 Indiana Assessments Policy Manual** for more details. IDOE defined suggested testing times for each practice test in response to multiple educator requests:

2019–2020 ILEARN Practice Tests (Online and Paper)	
Practice Tests	Suggested Testing Time Ranges
ELA (Grades 3–8)	25–45 minutes
Mathematics (Grades 3–8)	25–45 minutes
Science (Grades 4 and 6)	25–45 minutes
Social Studies (Grade 5)	25–45 minutes
Biology	25–45 minutes
U.S. Government	20–30 minutes

2019–2020 ILEARN Operational Assessments (Online and Paper)

Test Configuration and Average Testing Times

ELA, Mathematics, and Science assessments are each comprised of a CAT segment and a PT segment. The *ILEARN* Social Studies assessment consists of a single fixed-form test segment. In addition, all paper-and-pencil assessments consist only of fixed-form segments.

While online is the primary testing mode for *ILEARN*, corporations and schools should follow the scheduling and timing guidance outlined in this document when administering one or more paper-and-pencil *ILEARN* assessments.

All *ILEARN* assessments are untimed and students will complete each test segment at their own pace. The table below outlines the number and type of test segments as well as the average testing time ranges per content area. All times noted are based on 2018–2019 *ILEARN* timing data and reflect the average testing time ranges for those students falling within the 85th percentile in overall test time.

2019–2020 <i>ILEARN</i> Test Configuration and Average Testing Time Ranges			
Grade****	Content Area	CAT or Fixed-Form	PT
3	ELA	90–125 minutes	90–135 minutes*
	Mathematics	70–100 minutes **	35–55 minutes
4	ELA	90–130 minutes	90–140 minutes*
	Mathematics	70–100 minutes **	25–40 minutes
	Science	80–110 minutes	10–20 minutes
5	ELA	90–130 minutes	85–130 minutes*
	Mathematics	80–110 minutes **	30–40 minutes
	Social Studies***	60–85 minutes	N/A
6	ELA	90–130 minutes	90–140 minutes*
	Mathematics	90–120 minutes**	30–50 minutes
	Science	70–100 minutes	10–20 minutes
7	ELA	80–110 minutes	90–130 minutes*
	Mathematics	90–125 minutes **	20–30 minutes
8	ELA	75–100 minutes	80–130 minutes*
	Mathematics	85–125 minutes **	35–55 minutes
N/A	Biology	65–90 minutes	10–15 minutes
N/A	U.S. Government****	35–50 minutes	N/A

IDOE recommends that CAT segments be administered over multiple days based on student interaction and fatigue.

- * Grades 3–8: The ELA PT segment consists of two parts. Once students proceed to ELA PT Part 2, they will be unable to return to Part 1.
- ** Grades 6–8: The Mathematics computer-adaptive test segment presents non-calculator items, then calculator-allowed items. Once students proceed to the calculator items, they will be unable to return to the non-calculator items.
- *** The *ILEARN* Social Studies and U.S. Government assessments consist of a single fixed-form test segment.
- **** An online accommodated fixed-form test will be available for all content areas and grades for any student requiring an approved interpreter for sign language.

NOTE: A small quantity of paper-and-pencil test forms are available for students with documented paper-and-pencil testing accommodations and students who, for religious reasons, object to the use of such technology.

General Guidance

Scheduling ILEARN Assessments

Testing should be planned to help all students do their best. Corporations and schools must consider the following guidance when developing local testing schedules.

Schools may schedule content area assessments in any order, but should plan for students to complete all test segments for a specific content area before moving on to a different content area assessment (e.g., schedule students to complete both Mathematics segments before starting the Social Studies segment).

IDOE strongly recommends:

- Students complete the CAT or fixed-form segment **before** completing the PT for a given content area.
- Students complete the CAT or fixed-form segment and PT on **at least** two separate days.
 - Students participating in the *ILEARN* assessments may be offered both segments on the same day, if needed.
- Students who only have a small number of CAT items remaining may finish the CAT segment, then start and finish the PT on the same day, *but only if enough time remains in the school day.*

Sample Schedules for CAT and PT Segments		
Sample Schedules*		Test Segment(s)
Sample A	Monday	Mathematics CAT (start)
	Tuesday	Mathematics CAT (finish)
	Wednesday	Mathematics PT (start and finish)
Sample B	Monday	Mathematics CAT (start)
	Wednesday	Mathematics CAT (continue)
	Thursday	Mathematics CAT (finish)
	Friday	Mathematics PT (start and finish)
Sample C	Tuesday	Mathematics CAT (start and finish)
	Thursday	Mathematics PT (start and finish)

**The schedules included in the chart are samples and are not an exhaustive list.

Students who miss any test segment(s) due to absence should continue to test with other students per the local testing schedule and make up any missed test segment(s) prior to the close of the test window. Make-up test segments may be given out of order.

Students must complete all assessments by the last day of the established test window. Testing days do not have to be consecutive days, with the possible exception of the ELA PT (see page 10).

Students should not be required to test for more than an hour at a time. Schools should schedule breaks at logical times, as needed.

Students who finish testing early may read silently from a book unrelated to the content area being assessed. If they finish well ahead of schedule, they may exit the testing room.

Schools must determine how many additional test sessions to provide individual students who take an especially long time to complete any given test segment(s).

While AIR's online testing system and the TA's script do not preclude administering more than one test segment in a single day, IDOE does not recommend this practice.

If all students have submitted the assessment before the local testing schedule defines the end time, the TA may end the scheduled session early.

The online testing system is available after hours and during weekends, unless otherwise noted. There could be times outside of normal testing hours when the system is unavailable. The Indiana Assessment Help Desk is only available to provide support to schools Monday through Friday 7 a.m. to 7 p.m. ET. IDOE support is also not available after hours or on weekends. Consequently, testing during these times is accompanied with significant risk and is **highly discouraged**. Review Section 6, Part A of the *2019–2020 Indiana Assessments Policy Manual* for more details.

The table below outlines additional expectations for corporations and schools as they create local test schedules and administer tests during the test window. This guidance was developed in response to educator feedback and lessons learned from the 2018–2019 school year.

Dos and Don'ts for Scheduling and Administering Tests

DO	DON'T
Try to maintain as normal a schedule as possible during the test window.	Schedule hours-long test sessions.
Consider the ages and stamina of the students testing and plan accordingly.	Require students to sit for long periods of time in order to finish a test segment.
Allow students who finish well ahead of schedule to quietly exit the room to be supervised elsewhere until the test session ends. If this is not possible, allow these students to read silently from a book unrelated to the content area being assessed.	Plan for or require students to skip or delay specials classes (e.g., art, music, physical education), lunch, and/or recess because they have not finished a test segment. See page 14 " <i>Common Make-up Testing: Scenario 4</i> " for more guidance.
Allow students the opportunity to review their work before pausing a test segment for more than 20 minutes.	Lengthen a test session for a CAT or fixed-form segment and/or limit the durations of breaks just to avoid the effects of the 20-minute Pause Rule.
Determine how many additional test sessions to provide individual students who may need more time.	Begin a PT late in the school day. Students may not have enough time to complete the PT before the school day ends and will not be allowed to finish it the following day.

Specific Guidance for Scheduling ILEARN Test Segments

Corporations and schools must consider the following when scheduling specific test segments:

CAT and Fixed-Form Test Segments

- Students may start and finish the segment in a single day or over the course of multiple days (see “Sample Schedules for CAT and PT Segments” on page 8).
- The 20-minute Pause Rule applies to CAT and fixed-form test segments (see pages 11–12).
- Due to the length of the CAT and fixed-form test segments, most students will require more than one test session to complete all items in these test segments.
- Students may enter and exit a test with a TA’s approval an unlimited number of times while their tests are active (i.e., not completed or expired).
- The CAT and fixed-form test segments will not expire until the end of the test window.

NOTE about Grades 6–8 Mathematics CAT: This segment presents non-calculator items, followed by calculator-allowed items. Once students proceed to the calculator-allowed items, they will be unable to return to the non-calculator items.

PT Segments (ELA, Mathematics, Science)

- The 20-minute Pause Rule does not apply to PT segments. Students may pause their PT and resume testing throughout the day, as needed.
- Once students start the Mathematics or Science PT, it will expire at the end of the school day. Students must start and finish the PT **on the same day**. They may not revisit the PT on subsequent days.

ELA PT Important Notes

- The ELA PT segment is configured as a single test ID, but consists of two parts, Part 1 and Part 2. Each part may be administered to students on **one day or two separate days**. “Scheduling the ELA PT” denotes the **ONLY** scheduling options for the ELA PT.

Scheduling the ELA PT			
Scheduling Options		ELA PT Two Parts	Notes
Recommended Option	Day 1	Part 1	Must start and finish on same day.
	Day 2	Part 2	Must start and finish on same day.
Alternative Option (Refer to approximate testing times)	Day 1	Parts 1 and 2	Must start and finish on same day.

- IDOE strongly recommends schools administer Parts 1 and 2 on two separate days. Schools should consider student fatigue levels and the amount of interaction with the assessment and approximate testing times (see “2019–2020 ILEARN Test Configuration and Average Testing Time Ranges” on page 7) when creating local testing schedules.

- Students must complete ELA PT Part 1 **before** they will be able to move to ELA PT Part 2. **TA approval is required** for students to move from Part 1 to Part 2. If not immediately moving to Part 2, the students should log out of the test.
- When students logs back in to the test, they will re-enter Part 1, but unable to change any responses to items in Part 1. The TA must then approve the students to move to Part 2. Once students proceed to Part 2, they will be unable to return to Part 1. Once students start either part, they must complete it in the same day. **This rule applies even if a TA approves a student(s) to enter Part 2 in error.**
- Schools may schedule more than one test session in a single day (for each part) to help ensure students have enough time to complete one or both parts before the end of the school day. Global Notes and highlighting applied to passages in Part 1 will be visible to students upon entry into Part 2.

Science PT (Optional Survey)

- Students completing any of the *ILEARN* Science PTs will encounter an optional six-question survey following the assessment. IDOE will use results of this survey to better understand how students experience the assessment, improve future test development, and prepare resources associated with the assessment. Survey participation will not impact students' test attempts or reflect in their test scores. IDOE anticipates this optional survey will take students approximately three to five minutes to complete.

Additional Scheduling Guidance

Pause Rules

Students must pause their tests **each time** they step away from the testing room (e.g., restroom break).

Students may pause their tests and resume testing during a test session later in the day or on a subsequent day, as needed (refer to 20-minute rule, below).

TAs may need to pause students' CAT or fixed-form segments in the event of an unexpected test irregularity (e.g., sudden illness, weather emergency, unplanned fire alarm).

Students will be logged out and their tests automatically paused in the event of a technical issue (e.g., power outage or network failure). Students must log back in to resume testing. **Immediately contact your STC and IDOE should any technical issues occur.**

If students pause their tests for more than 20 minutes, the students will no longer have access to the item's digital notepad. Students will still have access to any Global Notes recorded in the Test Delivery System (TDS) for the PTs only.

A 20-minute "Pause Rule" applies **ONLY** to the CAT and fixed-form test segments.

If students pause their tests for **less than 20 minutes**, the students may revisit and/or change answers to previous test items within the current test segment.

If students pause their tests for **more than 20 minutes**:

- Students should be given the opportunity to review items marked for review prior to pausing testing, if pausing for more than 20 minutes.
- The students must log back in to the student interface.
- The students will be presented with the screen in the TDS containing the item(s) they were working on when their tests were paused (if the screen contains at least one unanswered item) **OR** with the next screen containing a new test item (if students answered all items on the previous page before the pause).
- Students are **NOT** permitted to review or change any previously answered items, even if they are marked for review (with the exception of items on the screen that contain at least one item the students have not yet answered).

NOTE: Students should finish all parts of an item (including constructed-response items) before pausing. If even one character is entered into a response field, the system will register the item as answered. Students may not revisit previous items and/or change answers to items on previous screens once paused for more than 20 minutes.

IMPORTANT: If testing is paused for more than 20 minutes due to a power outage, Internet outage, or similar event, contact IDOE **immediately** for guidance. Do not wait days or weeks to report testing irregularities to IDOE.

Test Timeout

As a test security measure, any student will be logged out of a test segment after 20 minutes of inactivity in either the CAT, fixed-form, or PT segments. Activity is defined as selecting an answer or navigation option in the test segment (e.g., selecting “**Next**” or “**Back**” or using the Mark for Review drop-down list to navigate to another item). **Simply moving the mouse around the screen will not count as test activity. Students must actually select something on the screen.**

The student will receive a warning message 60 seconds before timeout occurs. The student must log back in to resume testing.

The student may revisit items on a previous screen in the current test segment (CAT or fixed-form only) if he or she resumes testing within 20 minutes of the timeout. The student who logs back in after a test timeout **must** complete the unfinished test segment he or she was working on **before** starting the next test segment in the same content area (This is applicable to the grades 3–8 ELA PT and grades 6–8 Mathematics CAT segments only).

Make-up Testing

In most cases, the student must begin testing with rest of class per the testing schedule upon return to school. Make-up test segments may be given out of order but must be completed before the end of the test window. Refer to common make-up testing scenarios in the table “Common Make-up Testing Scenarios” (pages 13–14).

Common Make-up Testing Scenarios

Make-up Testing Scenario 1 (Unfinished CAT / Fixed-Form Segments)

Question

A student did not complete the Mathematics CAT on Tuesday. The class is scheduled to take the Mathematics PT on Thursday.

Must the student complete the Mathematics CAT before participating in the Mathematics PT?

IDOE Guidance

No. The school must administer the appropriate PT segment to the student along with the rest of the class, per the local testing schedule. The student should resume the unfinished CAT on a subsequent day.

Make-up Testing Scenario 2 (Moving Between Content Area Segments)

Question

A student started the Mathematics CAT on Monday, but did not complete it during the scheduled test session(s). The rest of the class completed the Mathematics CAT and PT and is ready to begin the Science CAT.

Which test segment should the school administer to this student upon return to school?

IDOE Guidance

The school should:

1. Administer the Science CAT to the student with the rest of the class, per the local testing schedule.
2. Administer the Science PT to the student with the rest of the class, per the local testing schedule.
3. Allow the student to resume the Mathematics CAT on a subsequent day.
4. Administer Mathematics PT to the student on a subsequent day.

Make-up Testing Scenario 3 (Student missed ELA PT Part 1)

Question

A student was absent on Monday when the rest of the class completed ELA PT Part 1. The class is ready to begin ELA PT Part 2 on Tuesday.

Which segment should the student begin?

IDOE Guidance

The student will be presented with ELA PT Part 1 upon login. The student must complete Part 1 by the end of the day.

At the same time, other students will be presented with ELA PT Part 2 upon login. They must complete Part 2 by the end of the day.

Together, the TA and STC must evaluate whether sufficient time remains in the day for the student to also start and finish ELA PT Part 2. The STC and TA may decide to wait until the following day to administer ELA PT Part 2 to this student. Refer to “Scheduling the ELA PT” (page 10).

Make-up Testing Scenario 4 (Student does not finish test during scheduled session)

Question

One or more students do not complete the test before lunch, or some other scheduled class or school event.

IDOE Guidance

The TA must instruct all student(s) to log out of the test, follow procedures outlined in the appropriate TAM, and dismiss students from the testing room for the scheduled class or event (e.g., lunch). TAs must provide students time to review their responses prior to pausing their CAT or fixed-form tests for longer than 20 minutes.

The TA and STC must identify an additional test session for the student(s) to finish the test segment. Be sure to consider the different parameters for CAT and PT segments prescribed elsewhere in this document.

As noted in “Dos and Don’ts for Scheduling and Administering Tests” (page 9), schools must determine how many additional test sessions to provide individual students who may need more time.

Chapter 4: Important Information

Test Security

All TAs and Proctors **must** be trained in proper test security procedures, sign the *Testing Security and Integrity Agreement*, and adhere to test security procedures.

It is unethical and shall be viewed as a violation of test security for any person to:

- Capture images of any part of the assessment via any electronic device;
- Duplicate in any way any part of the assessment;
- Examine, read, or review the content of any segment of the assessment;
- Disclose or allow to be disclosed the content of any segment of the assessment before, during, or after test administration;
- Discuss any *ILEARN* assessment item before, during, or after test administration, unless released (i.e., posted on the website) by IDOE;
- Allow students access to any assessment content prior to scheduled test administration;
- Allow students to share information during or after test administration;
- Read or sign any parts of the assessment to students except as indicated in the *TAM* or as part of an accommodation;
- Influence students' responses by making any kind of gestures (for example, pointing to items, holding up fingers to signify item numbers or answer options) while students are taking the assessment;
- Instruct students to go back and reread/change responses after they have finished their assessments since this instruction may only be given before the students take the assessment;
- Review students' responses;
- Read or review students' scratch paper; or
- Participate in, direct, aid, counsel, assist in, encourage, or fail to report any violations of these test administration security procedures.

Additional security violations for paper-and-pencil testing include the following:

- Reading or reviewing any assessment book before, during, or after testing;
- Changing any student's response in an assessment book;
- Erasing any student's response in an assessment book;
- Erasing any stray marks in an assessment book; or
- Failing to return all assessment books and other test materials on time following each scheduled test administration session. Schools and corporations are required to maintain documentation of the secure check-out and check-in process that was implemented.

TAs and Proctors may **not** assist students in answering questions. TAs and Proctors may **not** translate, reword, or explain any test content. Test content may not be discussed, copied, paraphrased, reviewed, videoed, posted, texted, emailed, or photographed

before, during, or after test administration. Any records of such events must be reported immediately to IDOE.

Interruptions to Testing

Schools must not schedule an interruption to the school day, such as a fire drill, that will in any way affect students during any day they are taking an *ILEARN* assessment.

The TA must **immediately** note the circumstances and time if an interruption in testing occurs due to severe weather, technology failure, a fire alarm, or any other natural or man-made occurrence.

If several students (i.e., an entire lab, classroom, school) experience a technology-related issue(s) with the assessment, immediately contact the Indiana Assessment Help Desk at 866-298-4256.

Use of Unallowable Resources

Students are not permitted to use resources on *ILEARN* assessments that are not specifically identified in this manual or the *2019–2020 Accessibility and Accommodations Guidance* posted on the IDOE website (<https://www.doe.in.gov/assessment/indiana-assessment-policies>). The use of unacceptable resources during *ILEARN* testing is a test security violation and may result in the student's assessment being invalidated. Questions about appropriate resources must be directed to IDOE prior to test administration.

TAs and Proctors must monitor students while testing. If students are observed using unallowable resources, including but not limited to unallowable reference materials, cell phones, smart watches, or other electronic devices, the unallowable resource must be removed and the CTC, NPSTC, and/or STC must be contacted as soon as possible. Allow the student to continue testing once the unallowable resource has been removed.

Personal electronic devices, including but not limited to cell phones, smart watches, and other electronic devices, are major sources of test security violations. It is for this reason that students, TAs, and Proctors are not permitted to have access to any personal electronic devices during *ILEARN* testing. TAs must confirm personal electronic devices are not accessible to students or staff during testing.

Test Irregularities

TIDE allows CTCs, NPSTCs, and STCs to report test irregularities (i.e., re-open test, re-open test segment) that occur in the standardized test environment. See the ***TIDE User Guide*** for directions on how to submit an irregularity request in TIDE and the ***TIDE User Guide 2019–2020 Indiana Assessments Policy Manual*** on how to submit a *Testing Irregularity Report* to IDOE. In many cases, formal documentation is required in addition to the submission of an Irregularity Request in TIDE. *Testing Irregularity Report* forms are accessible at the following location: <https://www.doe.in.gov/assessment/indiana-assessment-policies>.

CTCs, NPSTCs, STCs, and TAs must discuss the details of a test irregularity to determine whether test invalidation is appropriate. CTCs, NPSTCs, or STCs should submit to IDOE a *Testing Concerns and Security Violations Report* when invalidating any student test in response to a test security breach or any interaction that compromised the integrity of a student's test administration. *A Testing Irregularity Report may be submitted to IDOE to address incidents which are not security related.*

Examples of Test Irregularities and Security Violations

This chart shows examples of a variety of testing irregularities and test security violations. Please note this is not an exhaustive list and is provided for informational purposes only.

Examples of Test Irregularities and Test Security Violations
Student(s) making distracting gestures/sounds or talking during the test session that creates a disruption in the test session for other students.
Student(s) leaving the test room without authorization.
TA or Test Coordinator leaving related instructional materials on the walls in the testing room.
Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using handheld electronic devices to exchange information.
Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, smart watches, iPods, or electronic translators) during testing.
Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts.
TA or Test Coordinator failing to ensure administration and supervision of the assessments by qualified, trained personnel.
TA giving incorrect instructions.
TA or Test Coordinator giving out his or her username/password (via email or otherwise), including to other authorized users.
TA allowing students to continue testing beyond the close of the testing window.
TA or teacher coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, requiring students to show their work to the TA, or reminding students of a recent lesson on a topic.
TA providing students with unallowable materials or devices during test administration or allowing inappropriate designated features and/or accommodations during test administration.
TA providing a student access to another student's work/responses.
TA or Test Coordinator modifying student responses or records at any time.
TA providing students with access to a calculator during a portion of the assessment that does not allow the use of a calculator.
TA uses another staff member's username and/or password to access vendor systems or administer tests.
TA uses a student's login information to access practice tests or operational tests.

All test irregularities must be reported by the CTC to IDOE on the day of the occurrence.

Invalidation

An assessment should be invalidated and a **Testing Irregularity Report** submitted when a student receives an accommodation for which he or she is not eligible or is otherwise impacted by an irregularity that affects the validity of the student's assessment attempt. Notify the STC immediately following the administration of the test session if a student's test needs to be invalidated.

Participating in the *ILEARN* assessments is an opportunity provided to every student by Indiana law. Any decision to invalidate a student's assessment denies him or her the right to results and must be weighed very carefully. Whenever an assessment is invalidated, the school must inform the student's parents/guardians of the invalidation. The Invalidation Form (located on the inside back cover of any *TAM*) provides a line for schools to document notification of the parents/guardians.

NOTE: This is used to locally document and inform parents/guardians of an invalidation.

ELA, Mathematics, and Science assessments each consist of more than one test segment and therefore have specific invalidation requirements that must be followed to ensure the entire test is invalidated. Separate invalidation requests for each test segment must be made to invalidate the entire test. ELA, Mathematics, and Science (including Biology ECA), are comprised of two segments. The *ILEARN* Grade 5 Social Studies assessment and the optional U.S. Government ECA each consist of one test segment and only require one invalidation request to invalidate the entire test.

Once an assessment or segment has been invalidated, the invalidation may not be reversed.

Please refer to the ***TIDE User Guide*** available on the **Indiana Assessment Portal** for more information on how to invalidate a test.

Online Testing

Computer and Device Preparation

Each student workstation (testing device) must meet the specifications and be prepared according to the instructions provided in the *Technology Setup for Online Testing Quick Guide*, available on the Indiana Assessment Portal (<https://ilearn.portal.airast.org/>). An evaluation of device and network readiness may occur through utilization of the Network Diagnostic tool and the required Systems Readiness Test (SRT). An SRT simulates the loading and processing of an operational test administration. Instructions for running an Infrastructure Trial and the required Systems Readiness Test can be found in the *Systems Readiness Guide for AIR Assessments 2019–2020*, accessed in the Indiana Assessment Portal under Technology Resources (<https://indiana.portal.airast.org/>).

CTCs must confirm with local IT staff that assessment devices have been configured for online testing ahead of the required SRT windows. If a school or corporation participated in the September 30, 2019 Systems Readiness Test, they do not have to participate again on November 27, 2019.

- **High School SRT Test Window:** September 30 – October 4, 2019
- **Grades 3–8 SRT Test Window:** November 18 – 27, 2019

Student Access Cards

Student Access Cards are an optional resource available in TIDE. Student Access Cards contain the information that a student will need to sign-in to the Secure Browser in order to test. Student Access Cards are not session-specific.

The CTC, STC, NPSTC, or the TA may print Student Access Cards from TIDE or they may be generated locally, as determined appropriate by the corporation or school. Please refer to the “Using TIDE During Test Administration” section of the **TIDE User Guide** for instructions on how to print Student Access Cards for students. Student Access Cards will generate in a PDF and default to display 10 Student Access Cards per page. Student Access Cards should be printed and cut in advance of the test session so that testing is not delayed.

NOTE: Each Student Access Card is comprised of the student’s name and his or her nine-digit STN. **When combined, a student’s name and STN become secure information that must be protected per student privacy laws.** Schools may compile this information locally or download from TIDE in advance of testing. TAs must distribute the correct Student Access Card to each student to access the designated assessments and collect and securely store all Student Access Cards immediately following each test session.

Student Access Card

STUDENT ACCESS CARD	
First Name: Fredek	Last Name: Antonescu
STN: 999990271	

Online Practice Test

Schools are required to administer the online practice test to students at least once for each content area before students take the online assessment. TAs must allow students with testing accommodations and designated features ample time to practice with the appropriate online tools before administering the online assessment.

Practice tests are administered using the same TA Interface and student Secure Browser used to administer the operational tests. TAs should follow the same processes and testing guidelines for administering practice tests as they will follow for operational tests.

Before TAs administer the online practice test and the online assessment, refer to the *TDS User Guide* for information regarding the responsibilities of the TA and the setup and administration of the online tests. Refer to the *TDS User Guide* and the online practice test scripts for information about the administration of online practice tests.

For 2019–2020, CTCs, NPSTCs, and STCs can view practice test completion in TIDE using the Monitoring Test Progress module. See the **TIDE User Guide** for additional information.

Roles and Responsibilities

The *ILEARN* assessment program relies on a system of specific roles and responsibilities in order to keep data secure from unauthorized persons. CTCs, STCs, NPSTCs, and TAs should review the “Assessment User Roles and Responsibilities Checklist” in the *Indiana Assessments Policy Manual* for more details regarding each user role (<https://www.doe.in.gov/assessment/indiana-assessment-policies>).

Chapter 5: During Test Administration

Support During Testing

During testing, a TA should not attempt to resolve technology issues if doing so is disruptive to students. The TA must have a way to contact the STC, CITC, or SITC without leaving the room unattended. This protocol must be established by the CTC and STC in advance of the test administration window.

Additional troubleshooting information is available in the *TDS User Guide*, available on the Indiana Assessment Portal. If school personnel continue to have difficulty, they may contact corporation personnel, or they may contact the Indiana Assessment Help Desk toll-free at 866-298-4256 or by email (airindianahelpdesk@air.org), or by using the chat feature (<https://indiana.portal.airast.org/chat.stml>).

In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

Response Alerts

During the online test windows for *ILEARN*, student responses in TDS are flagged for review and posted to the CTC's Secure Inbox if the text of the student response raises concern. An email alert is sent to the CTC when a new file is posted to the Secure Inbox. The Secure Inbox is accessed through the Inbox portal card on the Indiana Assessment Portal or through TIDE. Due to the sensitive nature of these alerts (e.g., self-harm), CTCs are required to review and take appropriate action locally as quickly as possible.

For more information on how to access and use the Secure Inbox, please consult the *TIDE User Guide*.

Appendix A

Specific Protocol for Scribe and Human Reader

Appendix A: Specific Protocol for Scribe and Human Reader

Scribing Protocol

Scribing is an accommodation used with students who are unable to provide written answers for class work and, therefore, for state testing. When a student's educational plan indicates that a response is to be scribed, the test administration must be conducted one-on-one so as not to interfere with the standardized testing of other students.

In lieu of using a human scribe, several speech-to-text (STT) software programs exist that could be used to record the student's response. A student should use Assistive Technology (AT) devices in a testing situation only if the student uses the device(s) in the classroom and is able to independently use the accommodation. If the AT device is not conducive to an individual student's needs, a human scribe can be used.

A scribe is an adult who writes down what a student dictates in a variety of ways (e.g., speech, American Sign Language, braille, assistive communication device, etc.). The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content. The scribe should be familiar with the student's vocabulary, spelling, and grammar skills. Unless the student is also eligible to have the assessments read, the student must read the test directions, questions, and response options on his or her own.

Before Testing

- Scribes must complete Test Security Training and read and sign the *Testing Security and Integrity Agreement* prior to test administration which is located in the *Indiana Assessments Policy Manual*.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Scribes should practice the scribing process with the student at least once prior to the scribing session.

Directions for Using a Scribe

- For multiple-choice or technology-enhanced items, the student must point to (or otherwise indicate) the desired response option (i.e., eye gaze, head pointer, etc.).
- Once the student makes his/her selection, the scribe will mark the indicated answer choice and have the student check for accuracy.
 - For constructed-response, extended-response, or essay items, the student may dictate the answer to the scribe. The scribe, in return, records the response one of two ways:
 - Writing the answer while prompting for spelling when uncertain as to whether a word is within the student's vocabulary or spelling skill level (i.e. ask the student to spell the word as they desire the scribe to write it); or
 - Typing the student's response onto a computer while the student watches on the screen.

In either scenario, the student must review what the scribe has written to ensure accuracy and approval before advancing to the next question.

- The scribe may not coach or correct the student on:
 - The meaning of a word,
 - The spelling of a word, or
 - The punctuation of a sentence.
- Capitalization or punctuation should not be included in the written responses unless instructed to do so by the student.
- No presumption should be made as to whether the pause is indicative of a comma or other mark of punctuation unless so instructed by the student.
- When the student has finished dictating, the written text is presented to the student for review. The student can indicate any necessary punctuation or capitalization.
- The student may instruct the scribe to make other changes or additions (such as moving a sentence into another paragraph, adding an additional word or phrase, or correcting a spelling error).
- Each scribed response should begin with the word “Scribe” in the response field.

Considerations for Students Using ASL or Other Sign System

- The scribe should be proficient in the sign system utilized (e.g., ASL) or the scribe should be working with an interpreter proficient in the sign system. The interpreter must complete Test Security Training and read and sign the *Testing Security and Integrity Agreement* prior to test administration which is located in the *Indiana Assessments Policy Manual*. Interpreters must be school employed and certified.
- When a constructed response is required, the interpreter should convey the meaning behind the student’s indicated response, such as stating out loud to the TA the student’s response.
- The interpreter/scribe should show the student the written response, but NOT sign the response to the student.
 - Probing or clarifying is allowed in the case of classifiers for students using ASL or other sign systems.
- Students may review the written or typed response on paper or on the computer screen and indicate any changes or revisions to the scribe.

Considerations for Students Using Braille

- The scribe should be proficient in reading (visually or tactually) braille in all braille codes used by the student.
- The scribe should enter the responses on paper or online exactly as the student has brailled. In addition to following the content specific guidelines above, errors in braille code should not be corrected.

- The scribe may ask for the student to read back brailled responses for clarification if the brailled response is difficult to read due to student corrections.
- Students may review the written or typed response on paper or on the computer screen by either using the scribe to read back the entered response or using assistive technology. Students may indicate any changes or revisions to the scribe.

After Testing

The scribe will submit online or paper-based student responses and collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the STC.

Human Reader Protocol

Scripts are required when a human reader is providing the read aloud accommodation. A script must be ordered ahead of time and the human reader must follow the script verbatim.

Reading comprehension questions are not presented orally, except for *I AM* assessments. In addition, any question cannot be read aloud where oral presentation is noted as being prohibited.

All Subject Areas

- This accommodation can be administered one-on-one or to a small group of students, provided that each student has this accommodation listed in the IEP or one of the other plans listed previously in this appendix. Ideally, the TA/Proctor will have worked with the student previously.
- The TA/Proctor must read the script word for word, exactly as written, using a neutral tone and no detectable changes in inflection.
- The TA/Proctor administering the read aloud accommodation should be attentive when reading the script so students are not inadvertently clued to a correct response or a response option is eliminated.
- The TA/Proctor may reread the directions, questions, and response options at the student's request only.
- The TA/Proctor may review the script no more than the day before administering the read aloud accommodation to ensure proper administration.

For statewide testing, schools are expected to utilize resource(s) that are provided for the test administration in order to maintain standardization and adhere to uniform administration procedures and conditions during an assessment.

The read aloud accommodation for statewide testing should only be available to students who require it per their education plan. This accommodation is not intended to be provided to every student with poor reading skills, including those who can decode but have poor comprehension skills or those who simply have not been taught decoding skills.

Appendix B

Large Print and Braille Editions

Appendix B: Large Print and Braille Editions

Refreshable braille is available in TDS. Students who are blind or have low vision may use this online tool for displaying braille characters to read text output. Students who utilize this accommodation on a regular basis should be assigned this online tool instead of the braille paper form. Large print and braille paper-and-pencil materials will be packaged by school and shipped to the corporation for distribution by the CTC. **Contact your CTC before requesting any additional large print or braille test materials.**

CTCs should assist schools to ensure that all processing requirements for large print and braille materials are met. Refer to Appendix C in this manual for instructions.

Appendix C

Paper-and-Pencil Testing – For Test Coordinators

Appendix C: Paper-and-Pencil Testing – For Test Coordinators

General Rules for Paper-and-Pencil Testing

The *ILEARN* ELA, Mathematics, and Science (including Biology ECA) paper-and-pencil assessment books contain the following segments:

- Practice test segment
- Fixed-form test segment
- PT segment
 - ELA , Mathematics, and Science regular print, large print, braille, and Spanish assessment books each contain one PT segment.
 - ELA regular print, large print, and braille tests each contain two PT segments (“Part 1” and “Part 2”).

The *ILEARN* Social Studies and U.S. Government paper-and-pencil assessment books contain the following segments:

- Social Studies contains a practice test segment.
- Social Studies and U.S. Government regular print, large print, braille, and Spanish assessment books each contain a single fixed-form segment.

NOTE: Social Studies and U.S. Government assessments do not contain any PT segments.

ELA, Mathematics, and Science paper-and-pencil assessment books display the fixed-form segment separately from the PT segment. Students may not return to a test segment once it has been completed.

Student assessment books and read aloud scripts are secure. Maintaining the security of all test materials is critical to obtaining valid and reliable assessment results. Therefore, test materials must always be maintained in locked storage, except during test administration. All individuals who administer *ILEARN* assessments must follow security procedures. Check with your Test Coordinator for additional information.

Paper-and-Pencil Practice Test

Schools are required to administer the paper-and-pencil practice test to students before administering the paper-and-pencil test (if applicable). The paper-and-pencil practice test is located on the pages immediately leading up to the first test segment in each paper-and-pencil assessment book. Once students have completed the practice test, the TA must administer the first test segment. The TA may first provide a short break, but must administer the first segment to students on the same day as the practice test segment. Any subsequent segments in the assessment book may be administered to students as time allows throughout the test window.


Before Testing

Pre-ID Labels and Blank Student Labels for Assessment Books

Paper-and-pencil materials are sent to corporations for distribution to the schools within the corporation. CTCs must affix Pre-ID labels on the front covers of students' assessment books. Students who are pre-identified as needing regular print assessment books prior to January 30 will receive their Pre-ID'ed assessment books with a label already affixed.

Blank student adhesive labels can be used in conjunction with TIDE to print individual student Pre-ID information for students who were not pre-identified prior to the materials due in district date (Spring assessments only), or for students who use accommodated assessment books (e.g., large print, braille). For information on how to print out an individual Student Pre-ID label using TIDE, please refer to the **TIDE User Guide**, which is posted to the Indiana Assessment Portal. If a student is missing their Pre-ID information, TAs should contact their STC before the student starts testing. Blank labels are included with all paper-and-pencil materials shipments. Please contact the Indiana Assessment Help Desk if additional blank labels are needed.

Sample Pre-ID Label

Indiana 2019–2020		
Adlem	Benny	J
DEMO CORPORATION 1 (9999)		
DEMO INST 1 (9999_9990)		
Grade: 05	Gender: M	DOB: 10/26/2009
STN: 999990023		
On-Demand		
		
20190137 0002688 1		

CTCs will distribute the materials to individual schools upon receipt. Schools should immediately inventory the materials to confirm there are enough materials for all students prior to testing. Corporations who need additional regular print assessment books as well as accommodated assessment books must order these materials in TIDE using the AO feature. Please let your CTC know if you need to order additional materials for any of your students.

Be sure to keep all boxes so you can return assessment books to the scoring vendor once testing is complete.

Read Aloud Scripts

The following scripts will be posted to the CTC's secure TIDE Inbox one week prior to the beginning of the test window:

- Secure Paper-and-Pencil Read Aloud Scripts for Paper-and-Pencil Assessments for Grades 3–8 to administer the regular print, large print, Spanish, and braille assessment books.
- Secure Paper-and-Pencil Read Aloud Scripts for Accommodated Paper-and-Pencil Assessments for students with a Read Aloud Accommodation for Grades 3–8 and the *ILEARN* Biology and U.S. Government ECAs.
- Non-Secure Paper-and-Pencil Read Aloud Scripts to administer the *ILEARN* Biology and U.S. Government ECAs.

Instructions for Administering Braille and Large Print Tests

TAs must provide users of both braille and large print assessment books with sufficient time to complete the test. The STC should provide TAs with braille and large print kits as appropriate. The following materials are included in the braille and large print test kits:

Braille Test Kits	Large Print Test Kits
Cover Sheet	Cover Sheet
Copy of the paper-and-pencil receipt and return instructions	Copy of the paper-and-pencil receipt and return instructions
Regular print assessment book, a braille assessment book, a packet of ancillary materials (transcriber's notes) on the inside back cover of the braille assessment books, and any administrative materials.	Regular print assessment book, a large print assessment book, and any administrative materials.

Student Identification

On the cover of the braille or large print assessment book print the student's name, STN, corporation code, and school code.

If the student has questions concerning test directions, refer to the directions provided in the regular print assessment book. The TA must not read or interpret any test questions for the student. The regular print assessment book is not to be copied or used for any purpose other than to transcribe the student's responses from the accommodated assessment book.

The school security checklist must be used to record the distribution and collection of the braille, large print, and regular print assessment books.

Transcription Guidelines

The following guidelines must be followed to ensure accurate and fair transcription of student responses:

- All test materials and student responses are to be considered secure and confidential.
- Only persons who read and are proficient with braille should transcribe students' braille responses.
- Transcribers should be impartial and have no vested interest in student scores.
- Transcriptions of student responses must be identical to what the student provides, including grammar, pronunciation, and spelling. If a student provides an incomplete response, the transcription must match that incomplete response **exactly**.
- Transcriptions should be proofread by a second impartial party to confirm accuracy. For cases where students have provided a graphic in a response, two transcribers should collaborate to transfer the response.
- When transcription is complete, student responses must be securely destroyed according to defined protocols.
- Do **NOT** dispose of student responses by placing them in the trash.

The TA must provide written affirmation to the CTC or NPSTC that the student responses have been transcribed with fidelity. Under no circumstances should a student’s answer be altered or edited — **to do so is a direct violation of test security.**

All large print and braille responses must be transcribed into a regular print assessment book. All responses that are not transcribed cannot be scored.

Affix the Pre-ID label to the front of the regular print assessment book. Transcribe all responses into the regular print assessment book enclosed in the braille or large print kit. Note that when large print assessment books are used, **responses must be transcribed into a regular print assessment book to be scored.**

Returning Test Materials

Keep the transcribed assessment book with the other used assessment books from the student’s class. Return these with **scorable materials**.

Collect all braille or large print assessment books. Return these with the **non-scorable materials**.

After Testing

Test Coordinators primarily handle post-test administration activities for students who test on paper-and-pencil versus online due to policies surrounding the return of secure and non-secure testing materials.

When the test administration is complete, the STC prepares **all** materials for return to the CTC. To prepare the materials for return, school personnel use the School Packing List that came with the original materials to ensure that all materials that were assigned to the school are returned to the scoring vendor. A school packing list will be sent for all materials.

ALL printed test materials must be returned to the scoring vendor, regardless of whether they have been used. All materials are delivered to CTCs for return to the scoring vendor. The CTC or NPSTC must verify that the contents have all been returned and will seal the boxes after confirmation. TAs will return all test materials to the CTC or NPSTC after testing has completed each day. CTCs or NPSTCs must return student test materials to the scoring vendor within seven calendar days (five business days) of the close of the paper-and-pencil test window in order for student responses to be scored.

Corporations and schools should return materials as early as possible following testing to expedite the scoring process. All test materials must be returned to the scoring vendor no later than **five business** days after testing is complete in order for student assessment books to be scored. The CTC is responsible for arranging test materials pickup. Contact the Indiana Assessment Help Desk (see the “Indiana User Support” section of any Indiana manual) to report any problems when packing or arranging for pickup.

For online testing, there are no cleanup post-test activities.

Material Return Checklist

Return to the Scoring Vendor		Do Not Return to Scoring Vendor
Scorable	Non-Scorable	Non-Scorable
<input type="checkbox"/> Used Assessment Books (includes regular print and Spanish assessment books)	<input type="checkbox"/> Unused Assessment Books <input type="checkbox"/> Braille and Large Print Materials <input type="checkbox"/> Damaged Assessment Books	<input type="checkbox"/> Printed Ancillary Instructions <input type="checkbox"/> Read Aloud Scripts <input type="checkbox"/> Pre-ID Labels <input type="checkbox"/> Soiled or Contaminated Materials <input type="checkbox"/> Printed Secure Read Aloud Scripts (must be destroyed locally)

Handling Contaminated and Damaged Materials

STCs will identify any contaminated or damaged materials. Responses from a contaminated assessment book should be transcribed into a clean assessment book. Contact the Indiana Assessment Help Desk to report any contaminated assessment books.

- Responses from a contaminated assessment book should be transcribed into a clean assessment book. Contact the Indiana Assessment Help Desk to report any contaminated assessment books. These reported assessment books should not be returned to the scoring vendor and can be securely destroyed after following the directions above and submitting a *Testing Irregularity Report* to the IDOE.
- Unused Pre-ID labels should not be returned to the scoring vendor, but should be securely destroyed.
- Damaged assessment books must be returned to the scoring vendor. A damaged assessment book could involve pages ripped, missing pages or pages falling out of the assessment book. Place a rubber band around any damaged assessment books.
- Failure to accurately report contaminated books destroyed during the testing window will result in discrepant inventory reports.

Preparing Secure, Scorable Materials for Return

Corporations and schools should separate scorable, non-scorable, secure, and non-secure materials.

Organize scorable assessment books into separate stacks by grade and then by subject.

Verify all braille and large print responses have been transcribed. If responses are not transcribed into a regular print assessment book they cannot be scored. The CTC must affix a Pre-ID label to the front cover of the regular print assessment book. Verify that the student's name, TA, school, and corporation appear correctly on the front cover of the assessment book. Keep the transcribed assessment book with the other scorable assessment books organized by grade/subject.

Place a **DO NOT SCORE** label on individual non-scorable (i.e., blank, Pre-ID labeled) assessment books. Shrink-wrapped, unused assessment books, and individual unused assessment books without Pre-ID labels do not require **DO NOT SCORE** labels. Pack assessment books with non-scorable materials.

Packing Secure, Scorable Materials for Return

STCs should pack assessment books in the same boxes in which materials were shipped. If the original boxes are not available, use sturdy boxes to return the materials. Copier paper boxes and boxes used for food transportation must **not** be used. Sturdy boxes are capable of holding 65–95 pounds without collapsing when handled or stacked. Use cushioning materials, if needed, to keep materials inside the boxes secure.

After you have filled the first box, affix a **scorable label** to the **top** of this box and mark it “1.” The **scorable label** has a place to mark the number of each box and the total number of boxes being returned. For example, if you have five boxes, mark them “1 of 5,” “2 of 5,” and so on. Continue packing, affixing a **scorable label** to the **top** of **each** box containing scorable assessment books. Seal the top and bottom of all boxes with at least three strips of plastic shipping tape.

Preparing and Packing Secure, Non-Scorable Materials for Return

Pack **all non-scorable** and **unused** assessment books into the same boxes in which materials were shipped. If the original boxes are not available, use sturdy boxes to return the materials. Copier paper boxes and boxes used for food transportation must **not** be used. Sturdy boxes are capable of holding 65–95 pounds without collapsing when handled or stacked. Use cushioning materials, if needed, to keep materials inside the boxes secure. Include large print and braille assessment books.

Affix a **non-scorable label** to the **top** of **all** boxes containing non-scorable secure materials. Record the number of each non-scorable box and the total number of non-scorable boxes on the labels. Non-scorable materials may be shipped in the same boxes with scorable materials, but the materials should be separated within the box.

NOTE: A scorable label should be used if the box contains any scorable materials.

Scripts to administer the paper-and-pencil assessments will be posted to the CTC’s secure inbox accessible from the Indiana Assessment Portal through the Inbox portal card. More information about how to access and use the Inbox can be found in the ***TIDE User Guide***.


Local Destruction of Other Non-Secure Materials

Refer to the “Materials Return Checklist” on page 39 to reference those test materials that should **not** be returned to MI. Discard or **securely** destroy these materials according to state or corporation policies.

Do Not Score Labels

The *ILEARN* paper-and-pencil assessments do not feature test invalidation bubbles. Instead, corporations and schools should place ‘Do Not Score’ labels on student assessment books that should not be scored. These assessment books will not be scored by the scoring vendor so it is important to be very careful when using these labels.

An example of a ‘Do Not Score’ label is below.

<p>CORPORATION CODE: 12345</p> <p>SCHOOL CODE: 1234</p> <p>GRADE: 8</p> <p>X DO NOT SCORE X</p>  <p>DONOTSCORE174021822</p>

Preparing Boxes of Materials for Return

Remove or black out any old shipping labels, including the original shipping barcode, and ensure boxes are sealed securely with shipping tape. Affix the FedEx ground return label (from return kit) directly on top of the original address label. If additional labels are needed contact the Indiana Assessment Help Desk (866-298-4256). **You must use the return shipping labels provided to you in order to guarantee your boxes can be accurately tracked when you ship them to the scoring vendor.** Print the corporation name and address in the space provided on the return label. **Retain the receipt tab,** from the top of the return label, for your records. Boxes can be tracked online at www.fedex.com or by calling 800-463-3339.

Arranging Test Materials Pickup

Contact FedEx to arrange a pickup of your materials. There is no pre-scheduled pickup day. **Materials must be picked up by FedEx no later than five business days after testing is complete in order for student assessment books to be scored.** Have your receipt tab(s) handy when you make your request.

Use **one** of the following methods to initiate a return:

- Visit **www.fedex.com**: Select **“Ship,”** then select **“Schedule and Manage Pickups”** from the drop-down menu, then select **“Schedule Ground Return Pickup.”**
- Call FedEx Customer Service: 800-463-3339. Request a “Package Returns Program” pickup.
- Provide materials to your regular FedEx Ground driver.

Immediately contact the Indiana Assessment Help Desk Help Desk (866-298-4256) if you experience any problems packing or arranging for pickup.

Security Check-In Process

Timely return of materials is essential for scoring and reporting of results. Security reports will be generated after the time by which materials are due back to the scoring vendor. These security reports provide a breakdown of secure materials by corporation, school, and item, and include barcodes for any missing items. The scoring vendor may contact corporations via email and/or phone regarding missing secure materials. The scoring vendor also works with IDOE to document and recover missing secure materials.

Student assessment books found more than one week after pick-up must be immediately returned to the testing vendor, however, the student's responses will not be scored.

Failure by a corporation or its employees to return all test materials may be considered as an integrity breach under 511 IAC 5-5-3, which may result in an action under IC 20-28-5-7 or the school corporation being required to develop a corrective action plan (signed by the CTC and school corporation's superintendent), explaining how it will ensure testing materials are disposed of and/or returned appropriately in the future.

NOTE: The CTC is responsible for tracking the secure return of materials including monitoring of receipt by the scoring vendor.

