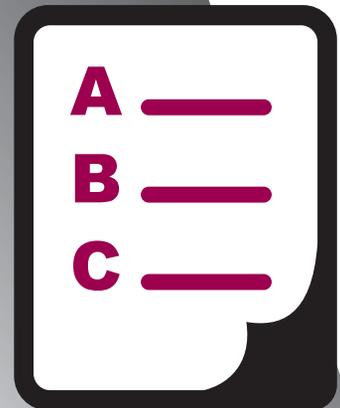




# TEST COORDINATOR MANUAL



## 2021 – 2022 INTERIM LEARNING RENEWAL COORDINATOR MANUAL

Computer-Based  
Math & English Language Arts/Literacy

### Contact Information

For Questions About	Who to Contact	Contact Information and Resources
<ul style="list-style-type: none"> <li>• Technology, including PearsonAccess<sup>next</sup> and TestNav</li> <li>• Test administration</li> <li>• Test materials</li> </ul>	Support Center	<p><b>Web:</b> <a href="http://il.mypearsonsupport.com">il.mypearsonsupport.com</a>  <b>Hours:</b> 6:00 a.m.–6:00 p.m. Central  <b>Telephone:</b> 833-213-3879  <b>Chat:</b> Log in to PearsonAccess<sup>next</sup> and select <b>Click here for Live Chat</b> under <b>Contact Us</b> in the right side panel.</p>
<ul style="list-style-type: none"> <li>• Learning Renewal Interim Assessment Illinois specific policies</li> <li>• Test security</li> </ul>	District Contact	Follow policies on who to contact.

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## 1.0 Overview

The Learning Renewal Interim Assessments are computer-adaptive assessments that focus only on what students have learned in the classroom. The scope and sequence are set by the district test coordinators, which allows for all districts to have different assessments that match their learning path for the school year. The scope and sequence can be set for all interim assessments at one time or they can be set prior to each interim window. Interim assessments are designed to be completed in a single class period. Each test will take students approximately 45 minutes to complete.

The Reading assessment is stimuli-based (including single passages, paired passages, or multimedia audio/videos) and designed to assess the Common Core State Standards (CCSS) for Reading: Literature and Informational Text. Item types include select response and a variety of interactive (technology-enhanced) items to measure student comprehension skills. The Mathematics assessment, designed to assess the Common Core State Standards (CCSS) for Mathematics, includes select response, fill-in-the-blank and a variety of interactive (technology-enhanced) items to measure student application of skills and concepts. Both the Reading and Mathematics assessments are computer-adaptive to measure each student’s mastery of standards. For the writing assessment, students will read a prompt and provide an essay response.

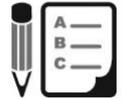
The Learning Renewal Interim Assessment consists of three interim testing windows, that will cover Reading, Mathematics, and Writing. The chart below shows how the Learning Renewal Interim Assessments are broken out throughout the year.

Reading			Mathematics			Writing		
Interim 1	Interim 2	Interim 3	Interim 1	Interim 2	Interim 3	Interim 1	Interim 2	Interim 3
✓	✓	✓	✓	✓	✓			✓

In addition to the computer-based assessments, braille tests will be available for students who are blind or have visual impairments and are unable to take the computer-based test.

### 1.1 About this Manual

This manual provides instructions applicable to Test Coordinators and Technology Coordinators for the administration of the computer-based and braille versions of the Learning Renewal Interim Assessments, as well as the procedures and protocols to complete before, during, and after administration. Definitions for terms used in this manual can be found in **Appendix A**.

	<p>Throughout this manual, you will see this icon to note tasks or information (or entire sections) relevant only to computer-based tests.</p>
	<p>Throughout this manual, you will see this icon to note tasks or information (or entire sections) relevant only to braille-based tests.</p>

This manual also contains the policies related to test security and test administration that all school staff must follow.

Documents referenced in this manual can be found at <http://il.mypearsonsupport.com>.

All administration instructions for Test Administrators are included in the *Learning Renewal Interim Assessment Test Administrator Manual (TAM)*. The TAM also includes administration scripts, which are also available as separate documents at <http://il.mypearsonsupport.com>.

## 1.2 Roles of Individuals

**The District Test Coordinator** is the individual at the district level who is responsible for the overall coordination of test administration.

**School Test Coordinator (STC)** is the individual at the school level who is responsible for the overall coordination of test administration. The role may be taken on by the Principal or Designee. This individual is responsible for coordinating test administration at their school. This individual is also responsible for all post testing procedures (e.g., stopping all online test sessions, returning of all secure materials).

**Test Administrator (TA)** is an individual at the school who is responsible for administering the assessment. Districts may also have roles such as Test Examiner or Test Proctor, but for the purpose of this manual, the term Test Administrator is used.

In general, the following individuals may serve as a Test Administrator:

- Individuals employed by the district as teachers
- District- and school-level administrators
- Other certified educational professionals

**Technology Coordinator (TC)** is an individual at the school or district level who is responsible for setting up testing devices for computer-based testing. The School Test Coordinator must designate an individual who will be on-site to serve in this role during the administration.

Technology Coordinator responsibilities include but are not limited to:

- Ensuring each testing device meets technology requirements
- Ensuring the infrastructure (e.g., wireless access points, bandwidth) is adequate
- Installing the TestNav application
- Configuring TestNav in PearsonAccess<sup>next</sup>
- Helping with the Student Registration/Personal Needs Profile (SR/PNP) file
- Managing problems with firewalls
- Removing (or turning off) any software that would allow secure test material on testing devices to be viewed on another testing device during testing
- Providing technical support for School Test Coordinators and Test Administrators

## 2.0 Test Security and Administration Policies

### 2.1 Maintaining the Security of Test Materials and Content

The administration of a Learning Renewal Interim Assessment is a secure testing event. Maintaining the security of test materials before, during, and after the test administration is crucial to obtaining valid and reliable results. School Test Coordinators are responsible for ensuring that all personnel with authorized access to secure materials are trained in and subsequently act in accordance with all security requirements.

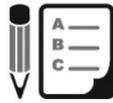
School Test Coordinators are responsible for distributing materials to Test Administrators, collecting materials from Test Administrators, returning secure test materials, and securely destroying (refer to Sections 5.1.2 and 5.2.3 for directions on securely destroying) certain specified materials after testing as described throughout Section 5.0.

School Test Coordinators are required to maintain a tracking log to account for collecting and securely destroying secure test materials.



The following test materials are secure:

- Student testing tickets



The following test materials are secure:

- Braille booklets
- Braille test administrator document and transcription Answer sheet
- Mathematics reference sheets
- Tactile graphics (if applicable)

#### 2.1.1 Test Coordinator Responsibilities for Maintaining Security

- Before testing, develop a security plan that aligns with school, district, and state policy.
- Provide training to Test Administrators to ensure they know how to properly administer interim tests.
- Keep secure testing materials in locked central storage when interim tests are not being administered.
- Monitor the receipt and distribution of all test materials.

#### 2.1.2 Test Administrator Responsibilities for Maintaining Security

##### 1. Receive training in administering test sessions properly and securely.

- Review the *TAM* and all relevant test security requirements before administering tests.
- Attend any training session(s) led by the STC/designee before test administration.
- Understand and follow the protocols related to administering accessibility features and accommodations, if applicable.

##### 2. Administer all tests according to appropriate protocols.

- Administer tests during the testing window.
- Follow the directions and read the scripts in the *TAM* verbatim to students.
- Provide students with all required test materials listed in the *TAM*.
- Prevent the use of prohibited materials during testing.

3. **Focus full attention on the testing environment at all times during testing.**
  - Monitor the testing process by continually moving unobtrusively about the room.
  - Ensure that students are supervised during testing.
4. **Ensure that students do NOT participate in any form of cheating.**
  - Ensure that students do not consult notes, textbooks, or other teaching materials; do not share test questions with other students; and do not consult other students, school personnel, or anyone else during testing.
5. **Do NOT provide unauthorized assistance to a student that could impact their answers.**
  - At any time during a test session, a Test Administrator may repeat a portion of the TAM script if necessary for clarification.
  - However, Test Administrators must not assist a student during testing or alter or interfere with a student’s response in any way that would impact his/her answers. Examples of unauthorized assistance include, but are not limited to:
    - Providing answers to a student
    - Indicating that a student has answered a question incorrectly or left a question blank
    - Defining words or providing synonyms
    - Spelling words
    - Influencing a student’s responses by offering verbal or non-verbal hints, clues, or cues
    - Altering, explaining, simplifying, or paraphrasing any test question, reading passages, writing prompt, or multiple-choice answer option
    - Suggesting that a student write more on a question, check their work, or review or reconsider a response to a question
6. **Follow proper test security procedures for providing accessibility features or accommodations.**
  - Ensure that students are ONLY provided accommodations that are listed specifically for use during Learning Renewal Interim Assessments in an approved IEP, 504, or EL plan.
  - Follow guidelines on proper administration of accommodations or accessibility feature as prescribed in the *Learning Renewal Accessibility Features and Accommodations (AF&A) Interim Manual*.

## 2.2 Testing Environment

The testing environment is defined as the location in which students are actively testing (e.g., classroom, computer lab). It is important to establish procedures to maintain a quiet testing environment throughout testing.

## 2.3 Scheduling and Testing Time

All interim assessments, including make-up testing, must be completed during the interim testing window.

### Time

Interim assessments are designed to be administered within a 45 minute session. **However, the interim assessment is not a timed test.** This time period will allow for test administrators to read instructions, answer any questions, and for the students to complete the assessment.

If **all** students have completed testing before the end of the testing time, the test may end.

Schools may schedule different grades of students in the same environment at the same time, provided that the content area and administration script are the same. For the interim assessments, grades 3-8

Mathematics and Reading tests can be administered in the same testing environment if desired. See below for exceptions to this rule.

A **separate** testing environment is needed for:

- Braille Paper-based (Administration scripts are different.)
- Writing Prompts (Administration scripts are different.)
- Spanish form for mathematics and English Language arts/literacy
- Student directions read aloud in a language other than English

### 2.3.1 Make-Up Testing

Students who are NOT tested on the regular administration date should participate in make-up testing. Make-up tests may be scheduled after the original test as long as it falls within the testing window. Every attempt should be made to administer make-up tests to students who were absent during the originally scheduled time.

Students who require make-up testing may test together, if the test script is the same (i.e. Math and Reading).

If a student starts a test and leaves the testing environment (e.g., due to illness, family emergency) without finishing, he or she may be allowed to complete the test on a different day.

### 3.0 BEFORE Testing

This section describes activities the School Test Coordinator (STC) and Technology Coordinator (TC) must complete before the first day of testing. Some or all tasks in this section may be applicable to the District Test Coordinator (DTC) depending on the procedures specific to your DTC or state. Since Section 3.1 only provides a checklist of tasks, refer to each section for more details.

#### 3.1 Checklist of Tasks for Test Coordinators and Technology Coordinators to Complete BEFORE Testing

Completing tasks during the timelines in this checklist are strongly recommended.

CBT/PBT	DTC	STC	TC	Task	Reference
<b>At Least Two Months Before Testing</b>					
	<input type="checkbox"/>	<input type="checkbox"/>		Complete PearsonAccess <sup>next</sup> Setup: <ul style="list-style-type: none"> <li>Register students (including PNP).</li> <li>Assign user roles.</li> </ul>	Section 3.2 and <a href="http://pearsonaccessnext.com">http://pearsonaccessnext.com</a>
	<input type="checkbox"/>	<input type="checkbox"/>		Develop security, training, and logistics plans for test administration.	Section 3.3
	<input type="checkbox"/>	<input type="checkbox"/>		Establish the test schedule.	Section 3.4

CBT/PBT	DTC	STC	TC	Task	Reference
<b>At Least One Month Before Testing</b>					
		<input type="checkbox"/>		Review student accommodations/accessibility features list and develop a plan to track accommodations use.	<i>AF&amp;A Interim Manual</i>
		<input type="checkbox"/>	<input type="checkbox"/>	Meet with Technology Coordinators: <ul style="list-style-type: none"> <li>Discuss test security and administration protocols and plans.</li> <li>Plan technology setup.</li> <li>Review test day activities.</li> </ul>	Section 3.4
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Complete relevant training modules.	<a href="http://il.mypersonsupport.com">http://il.mypersonsupport.com</a> and Section 3.3.1
			<input type="checkbox"/>	Complete Technology Set up: <ul style="list-style-type: none"> <li>Check every device and inventory software applications—some applications will need to be closed/disabled on all testing devices on test days.</li> <li>Verify content filter/firewalls and allow the appropriate sites.</li> <li>Configure common applications (e.g., anti-virus, email notification, pop-up blockers, automatic updates) to NOT launch on test-taking devices during testing.</li> <li>Run App Check.</li> <li>Run Assess Testing Capacity in PearsonAccess<sup>next</sup>.</li> <li>Create/edit TestNav configuration in PearsonAccess<sup>next</sup>.</li> <li>Load TestNav App that is compatible with the testing devices.</li> <li>Prepare Test Administrator devices for testing.</li> </ul>	Section 3.5

**BEFORE Testing**

CBT/PBT	DTC	STC	TC	At Least One Month Before Testing, continued	
		<input type="checkbox"/>		Schedule and administer tutorials and practice tests (recommended).	<a href="http://il.mypearson.com/support.com">http://il.mypearson.com/support.com</a> and Section 3.6
	<input type="checkbox"/>	<input type="checkbox"/>		Review security, training, and logistics plans for test administration.	Section 3.3
		<input type="checkbox"/>		Schedule and conduct trainings for Test Administrators, including accommodations training.	Section 3.3.1
	<input type="checkbox"/>	<input type="checkbox"/>		Update student registration and PNP as needed.	<a href="http://il.mypearson.com/support.com">http://il.mypearson.com/support.com</a>

CBT/PBT	DTC	STC	TC	At least Two Weeks Before Testing	
		<input type="checkbox"/>		Ensure all staff have reviewed and signed a security agreement if required by district.	<b>Appendix B</b>
		<input type="checkbox"/>		Meet with Test Administrators: <ul style="list-style-type: none"> <li>• Discuss test security and administration protocols and plans.</li> <li>• Review day of test activities.</li> </ul>	Section 3.7

CBT/PBT	DTC	STC	TC	At Least One Week Before Testing	
	<input type="checkbox"/>			<ul style="list-style-type: none"> <li>• Set district scope and sequence for the interim assessments. <b>This step must be completed prior to preparing sessions.</b></li> </ul>	Section 3.2.1
		<input type="checkbox"/>		<ul style="list-style-type: none"> <li>• Submit Additional Orders, as needed for braille accommodation.</li> </ul>	Section 3.9.3
		<input type="checkbox"/>	<input type="checkbox"/>	Set up test sessions in PearsonAccess <sup>next</sup> : <ul style="list-style-type: none"> <li>• Print student testing tickets.</li> <li>• Confirm Test Administrator accounts are active.</li> <li>• Check that online form assignments and PNPs are correct.</li> <li>• For braille testers, students should be assigned an Online test session but should have braille hard-copy listed in their PNP.</li> <li>• Ensure students are in the correct test sessions.</li> <li>• For braille testers, provide the scope and sequence to the test administrator. This will be needed to administer the braille assessment.</li> </ul>	Section 3.2.3-3.2.5, and <i>PearsonAccess<sup>next</sup> Online User Guide</i>
		<input type="checkbox"/>	<input type="checkbox"/>	Confirm that online form assignments and PNPs are correct.	Section 4.1.2 and <i>PearsonAccess<sup>next</sup> Online User Guide</i>

CBT/PBT	DTC	STC	TC	Day of Testing	
		<input type="checkbox"/>	<input type="checkbox"/>	Prepare sessions in PearsonAccess <sup>next</sup> and confirm that online form assignments and PNPs are correct.	Section 4.1.2 and <i>PearsonAccess<sup>next</sup> Online User Guide</i>
	<input type="checkbox"/>	<input type="checkbox"/>		Check that online form assignments and PNPs are correct.	<i>PearsonAccess<sup>next</sup> Online User Guide</i>
		<input type="checkbox"/>		Start test sessions in PearsonAccess <sup>next</sup> .	<i>PearsonAccess<sup>next</sup> Online User Guide</i>

## 3.2 PearsonAccess<sup>next</sup> Setup

District and School Test Coordinators must ensure all data and information for the district and school are properly configured in PearsonAccess<sup>next</sup> ([pearsonaccessnext.com](http://pearsonaccessnext.com)), the management system for online and braille testing. The following sections provide guidance on the tasks for the setup of PearsonAccess<sup>next</sup>. For each of these tasks, there are step-by-step instructions available in the PearsonAccess<sup>next</sup> training modules (available at <http://il.mypearsonsupport.com>).

### 3.2.1 Set District Scope and Sequence

Prior to preparing sessions, the district district scope and sequence or curriculum map must be set. You will use this to select the standards to be measured on the Learning Renewal Interim Assessments. The interim assessments are cumulative, meaning you will only select standards being taught prior to each interim assessment. Previously taught standards can be included on interim 2 and 3 as well. For step-by-step instructions go to: <http://il.mypearsonsupport.com>.

### 3.2.2 Student Registration and PNP

Review the Student Registration/Personal Needs Profile (SR/PNP) training module and guidance documents before registering your students to ensure that the student registration data load successfully. Test Coordinators or their designee should complete the SR/PNP training module (available at <http://il.mypearsonsupport.com>) and carefully review the *Learning Renewal Interim Student Registration PNP Field Definitions* document (available at <http://il.mypearsonsupport.com>).

	All computer-based materials (IE. manuals and scripts) will be available Online only at <a href="http://il.mypearsonsupport.com">http://il.mypearsonsupport.com</a> .
	<b>Braille Materials:</b> In order to receive braille kits, the test coordinator must place an additional order to receive the materials.

Guidance for accessing, navigating, and using PearsonAccess<sup>next</sup> is available in the *PearsonAccess<sup>next</sup> Online User Guide*.

### 3.2.3 Assign and Update User Roles

Staff administering the test or who need to make updates in PearsonAccess<sup>next</sup> will need to be provided with user accounts for PearsonAccess<sup>next</sup>. Refer to the User Roles Training Module and the *User Role Matrix* document for detailed information about user roles and creating accounts. Users will have different levels of access depending on the user roles they are assigned. If you cannot access the site, contact your district contact.

BEFORE Testing

Returning users may need to reset their passwords in PearsonAccess<sup>next</sup>; after 180 days of inactivity, passwords are no longer valid.

### 3.2.4 Create and Manage Test Sessions

Test sessions are groupings of students who will take the same test at the same time and place. Use an easily identifiable naming convention (e.g., Mrs. Smith's Grade 3 Math Classroom) for the session name in PearsonAccess<sup>next</sup>. In PearsonAccess<sup>next</sup> test sessions, School Test Coordinators may need to view or edit test session details (e.g., add, remove, or move students) and add or change the test form assigned to students. Test sessions will also be used to generate and print student testing tickets.

Scheduling a date and time for a test session in PearsonAccess<sup>next</sup> is intended for planning purposes. A test session will NOT start until the Test Administrator clicks **Start** on the **Students in Sessions** screen, regardless of the scheduled start date and time. You can update the details (e.g., date, time, location) of each test session any time before a session is started.

### 3.2.5 Verify Test Form Assignments

To ensure students have the correct accessibility features and accommodations before test administration begins, follow the process below:

1. Register students for testing using the SR/PNP Import or User Interface.
  - All PNP information must be included in the upload for students needing accessibility features and accommodations.
2. Run the PNP/Accommodations for Student Tests operational report and review with appropriate staff to make sure students are identified correctly with the appropriate accessibility features and accommodations.
3. Confirm test session setup and add students to test sessions.
4. Prepare test sessions. Do not prepare sessions until the first day of testing.
5. Verify form assignments (for form-supported accommodations).
  - In PearsonAccess<sup>next</sup>, select **Testing > Students in Sessions**.
  - On the **Students in Sessions** screen, add test sessions to the **Sessions List** by typing the test session name in the **Add** text field.
  - Check for an accommodation indicator next to the State Student ID (SSID).

Prior to testing, it is a best practice to review your school's student registration/PNP data loaded in PearsonAccess<sup>next</sup> and form assignment within test sessions. Once a student starts a test with the incorrect PNP form assignment, a new test cannot be assigned to the student. For more information on available accommodations, see the *Learning Renewal Interim AF&A Manual* and Section 6.0 of this manual.

For additional information and step-by-step directions, refer to the *Learning Renewal Interim Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* document available at <http://il.mypearsonsupport.com>.

### 3.2.6 Managing Testing for Students Who Transfer Schools

During testing, it is possible students will transfer between schools or districts. In the event of a student transfer, student registration information in PearsonAccess<sup>next</sup> must be updated. This can be done via the user interface or the data file upload process.

Since districts set their own scope and sequence, it is recommended that students complete testing at the original school before transferring. If the new district is not participating in the interims, the student will not take any additional assessments. If the new district is participating, the student can take any interim assessment they did not complete at their old school, per the testing window. A student is not

allowed to re-test at the new school. Student tests will not be transferred between schools, any test attempts will remain with the testing school.

### 3.3 Develop a Test Administration Plan

#### 3.3.1 Training Plan

School Test Coordinators are responsible for training all School Technology Coordinators, Test Administrators, and all other staff with access to secure materials. An effective training plan will familiarize all school staff with their individual responsibilities and Test Security policies listed under Section 2.0. The School Test Coordinator will:

- Distribute and/or provide links to the *Test Administrator Manual* to Test Administrators before this meeting.
  - Manuals are available at <http://il.mypearsonsupport.com>.
  - Test Administrators will read scripts and other instructions from the *Test Administrator Manual*. A script-only document is available at <http://il.mypearsonsupport.com>.
- Ensure applicable staff receive administration and technical updates on <http://il.mypearsonsupport.com>.
-  Ensure Technology Coordinators are trained on the technology setup resources at <http://il.mypearsonsupport.com>.
-  Ensure all relevant staff understand their user roles in PearsonAccess<sup>next</sup> and how to complete tasks (as applicable).
-  Ensure all relevant staff are familiar with practice tests.
-  Indicate how Test Administrators can get assistance for technical issues from Technology Coordinators during testing, if necessary.

#### 3.3.2 Security Plan

School Test Coordinators must develop a security plan for their school and include the following:

- Inform all individuals with access to secure materials of security protocols, prohibited activities, testing irregularities, security breaches, and sign the Security Agreement (refer to **Appendix B**).
- Establish guidelines to ensure that test materials are accounted for at all times before, during, and after test administration.
- Designate a central locked location with limited access for secure storage of test materials.
- Document that Technology Coordinators and Test Administrators have received necessary materials and training for successful, secure administration of the Learning Renewal Interim Assessments.
- Establish who is responsible for securely destroying or recycling specified test materials after administration.

#### Security Agreement

**Appendix B** lists security protocols that all individuals with access to secure materials must follow.

Before testing, all staff (e.g., District Test Coordinators, School Test Coordinators, Test Administrators, Proctors, observers) with access to secure test materials should review the security agreement and sign the security agreement.

### 3.4 Meet with Technology Coordinators

Meet with your school's Technology Coordinator to explain the procedures for the Learning Renewal Interim Assessment and the level of technical support that your school may need from this individual during testing. These meetings should include but are not limited to the following tasks:

- Review resources available for preparing for computer-based testing, including training modules and the technology set-up page available on <http://il.mypearsonsupport.com>.
- Review the technology specifications for testing and discuss your school's technology readiness. **IMPORTANT:** Be sure to check the current specifications and requirements as these may change between administrations. Specifications and requirements can be found at <http://il.mypearsonsupport.com>.
- Discuss the tasks for completing technology set-up (refer to Section 3.5) and timeline for completion.
- Create PearsonAccess<sup>next</sup> user accounts for technology coordinators.
- Discuss a plan for logistics (including testing schedule) and how to resolve any hardware or network issues.
- Request that the Technology Coordinator remain in the school building to assist with troubleshooting during the days that students will be testing and create an escalation protocol for technical issues on or before testing day.
- Discuss your school's security plan, including creating and maintaining a secure testing environment.
- Review the Security Agreement (Appendix B) and receive a signed copy (Optional).

## 3.5 Complete Technology Setup

### 3.5.1 Prepare Student Testing Devices

Prepare testing devices to meet security needs:

- Any software that would allow secure test content on student testing devices to be viewed on another computer must be turned off.
- Any applications that can automatically launch on a testing device should be configured not to launch during testing. Common applications that can launch automatically include anti-virus software performing automatic updates, power management software on laptops (low-battery warning), screen savers, and email message notifications. These will cause TestNav to close.
- If using tablet devices, determine whether the school will use external keyboards (which are highly recommended). The decision should be generally consistent with what is used during instruction.
- Ensure headphones are available as needed (see Section 3.9.1).

Maximize the number of wireless access points, and limit the number of testing devices per wireless access point. Positioning testing devices as close as possible to wireless access points is preferable, as well as limiting obstructions between testing devices and wireless access points.

Use the Assess Testing Capacity tool in PearsonAccess<sup>next</sup> to verify that the school has the appropriate amount of bandwidth for online testing.

**Note:** Refer to the technology set-up page on <http://il.mypearsonsupport.com> for more information on downloading the TestNav app.

### 3.5.2 Prepare Test Administrator Testing Devices

Test Administrators will require a computer or device that meets the PearsonAccess<sup>next</sup> system requirements in the testing environment to start, monitor, and manage test sessions in PearsonAccess<sup>next</sup>. Position the Test Administrator computer in a location where all students can be seen while monitoring student testing statuses. Set up testing computers or devices so that the URL shortcut for PearsonAccess<sup>next</sup> is available.

### 3.6 Practice Tests

It is highly recommended that School Test Coordinators develop a plan to provide students with an opportunity to become familiar with the Learning Renewal Interim Assessment using the practice tests available online at <http://il.mypearsonsupport.com>.

### 3.7 Meet with Test Administrators

To prepare Test Administrators for the Learning Renewal Interim Assessment, schedule a meeting with them prior to the administration to review their responsibilities. This meeting should include but is not limited to the following tasks:

- Discuss training as specified in Section 3.3.1.
- Discuss your school’s security plan and emphasize the following:
  - Actively proctor during testing to confirm that students are working independently at all times.
- Review Learning Renewal Interim policies and procedures and emphasize the following:
  - Test Administrators shall NOT comment on any student work at any time.
  - Test Administrators shall NOT help students in any way except to clarify the general instructions or provide directions as specified in the TAM.
  - Clarify the types of questions from students Test Administrators can answer during testing.
  - Under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.
  - All test items and all student responses, including student work on scratch paper, in the interim assessment are secure and may NOT be released, copied, or duplicated in any way, or kept at the school once testing is completed.
- Review local policies for testing day, including but not limited to:
  - Procedures for students who finish early, including allowable materials for students after testing
  - Escalation protocol for technical issues on testing day
- Review accessibility features and accommodations that will be available for the Learning Renewal Interim Assessments.
- Provide a copy of the testing schedule to Test Administrators, and explain how it will be implemented for your school.
- Inform Test Administrators of your school’s procedures for make-up testing.
- Review the security agreement (Appendix B) and receive signed copies (Optional).
-  Ensure that PearsonAccess<sup>next</sup> user accounts for Test Administrators have been created before testing and review tasks for PearsonAccess<sup>next</sup> as needed. Refer to the PearsonAccess<sup>next</sup> training module for task-based modules on how to start, monitor, and end test sessions.
-  Review common TestNav errors and how to resolve them.

### 3.8 Organize Test Materials

District and School Test Coordinators are responsible for ensuring the school has all necessary testing materials and tools available and organized prior to the start of testing. Secure materials should be kept in a centrally located, locked storage with limited access.

**BEFORE  
Testing**

### 3.8.1 Secure and Nonsecure Test Materials

The School Test Coordinator must distribute test materials to and collect materials from the Test Administrators each test administration day. To maintain their security, test materials must NOT be stored in classrooms prior to or following the day of administration.

Test materials that must be distributed to and collected from Test Administrators include:

- **Pearson-supplied materials (printed from PearsonAccess<sup>next</sup> at the district or school)**
  - Student testing tickets
- **Printed locally (from <https://il.mypearsonsupport.com/>)**
  - TAM
  - Test Administration Scripts
- **School-supplied materials**
  - Wooden No. 2 pencils with eraser(s)
  - Blank scratch paper
    - Test Administrators should supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper if needed.
    - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics tests.
  - Calculators (if using hand-held calculators; see Calculators section for more information)
  - Mathematics tools (see Mathematics Tools for Administration section for more information)
  - Testing devices that meet the minimum technology specifications set forth by Pearson (**Note:** A student should NOT supply their own device for testing.)
  - Headphones (see Headphones section for more information)
  - Materials necessary for the administration of accommodations or accessibility features
  - Computer or tablet for Test Administrators if they are managing test sessions

#### Calculators

- For grades 3–5, calculators are allowed for accommodation use only. Students with a calculator accommodation may only use a four-function calculator with square root and percentage functions.
- For grades 6–7, students may only use five-function calculators with square root and percentage functions for all calculator designated items.
- For grade 8, students may only use scientific calculators for all calculator designated items.

For computer-based testing, the calculator will be available through the testing platform. In order to provide comparability across schools, students must only use calculators that are allowable for their grade assessment, for calculator designated items. Allowing the use of a calculator that is designated for a lower or higher grade level assessment may unfairly disadvantage or advantage students and is, therefore, not allowed. Only students with a specific calculator accommodation may use calculators outside of their grade level.

Additionally, schools must adhere to the following additional guidance regarding calculators:

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during interim assessments.
- Students are NOT allowed to share calculators with another student during a test.

- Test Administrators must confirm that the memory on all calculators has been cleared before and after the testing sessions.
- Calculators with “QWERTY” keyboards are NOT permitted.
- If districts or schools permit students to bring their own hand-held calculators, for School Test Coordinators or Test Administrators must confirm that the calculators meet the requirements as defined above.

For students who meet the guidelines in the *Learning Renewal Interim AF&A Manual* for a calculation device, this accommodation allows a calculation device to be used on non-calculator items of any mathematics assessment. If a student needs a calculator as part of an accommodation, the student will need a hand-held calculator because an online calculator will NOT be available. If a student needs a specific calculator (e.g., large key, talking), the student may also bring their own, provided it is specified in their approved IEP or 504 plan. For more clarifications and complete guidance, refer to Section 3 (4D and 4E) of the *Learning Renewal Interim AF&A Manual*.

### Mathematics Tools for Administration

The tools listed below are optional for students who use them in daily instruction and who may find them useful during administration. If the tools are provided to students during administration, it is recommended that students have ample opportunity to practice with the practice tests or sample items using these tools.

- **Rulers and Protractors:** For computer-based assessments, required tools will be provided through the TestNav platform. Schools may not provide their own rulers and protractors in the grades where rulers and protractors are provided tools (see Table 3.0).
- **Mathematics Reference Sheets:** For computer-based testing, mathematics reference sheets are available to students through the testing platform.
- **Geometry Tools:** Tracing paper, reflection tools, straight edges, and compasses are optional for the grade 8 mathematics. Geometry tools are NOT allowed for grades 3–7.

**Table 3.0 Rulers and Protractors**

Grade(s)	Tools Provided
Grade 3	<ul style="list-style-type: none"> <li>• Ruler (¼ inch)</li> </ul>
Grades 4	<ul style="list-style-type: none"> <li>• Protractor</li> </ul>

### Headphones

Headphones are needed for all Reading tests, as well as for students who receive the text-to-speech accommodation.

Stand-alone headphones (i.e., headphones not connected to a device) are also an accessibility feature; therefore, some students may use headphones as noise buffers to minimize distractions or filter external noise during testing. If students use headphones for this purpose, Test Administrators are responsible for ensuring that the headphones are NOT plugged into any device.

Schools are encouraged to have students bring their own headphones; however, schools should provide headphones if a student does not have any. Third, schools can purchase additional device-compatible headphones.



For computer-based tests (Reading and accessibility features/accommodation) students should set the volume to the highest level on the device at the sign-in screen in TestNav. Students can adjust the volume level within TestNav at any point during the test.

**Note:** Music programs on all testing devices should be closed and not running in the background.

### 3.9 Organize Test Materials for Braille Testing

District and School Test Coordinators are responsible for ensuring the school has all necessary testing materials and tools available and organized prior to the start of testing. Test materials will need to be ordered via the Additional Order process in PAN. Secure materials should be kept in a centrally located, locked storage with limited access.

#### 3.9.1 Secure and Nonsecure Test Materials

The School Test Coordinator must distribute braille test materials to and collect materials from the Test Administrators each test administration day. To maintain their security, test materials must NOT be stored in classrooms prior to or following the day of administration.

Test materials that must be distributed to and collected from Test Administrators include:

- **Learning Renewal Interim Assessment-supplied materials (Ordered via Additional Orders)**
  - Braille Test booklets
  - Mathematics reference sheets (if applicable)
  - Rulers and protractors (if applicable)
- **School-supplied materials**
  - TAM (printed locally from <https://il.mypearsonsupport.com/>)
  - Braille scripts (printed locally from <https://il.mypearsonsupport.com/>)
  - Braille Test Administrator Document and Transcription Answer Sheet (Printed locally from <https://il.mypearsonsupport.com/>)
  - Extra braille paper
  - Materials necessary for the administration of accommodations or accessibility features)

#### Calculators

- For grades 3–5, calculators are allowed for accommodation use only. Students with a calculator accommodation may only use a four-function calculator with square root and percentage functions.
- For grades 6–7, students may use only five-function calculators with square root and percentage functions for all calculator designated items.
- For grade 8, students may use only scientific calculators for all calculator designated items.

In order to provide comparability across schools, students must only use calculators that are allowable for their grade assessment. Allowing for the use of a calculator that is designated for a lower or higher grade level assessment may unfairly disadvantage or advantage students and is, therefore, not allowed. Only students with a specific calculator accommodation may use calculators outside of their grade level.

Additionally, schools must adhere to the following additional guidance regarding calculators:

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during interim assessments.
- Students are NOT allowed to share calculators with another student during a test.

- Test Administrators must confirm that the memory on all calculators has been cleared before and after the testing sessions.
- Calculators with “QWERTY” keyboards are NOT permitted.

For students who meet the guidelines in the *Learning Renewal Interim AF&A Manual* for a calculation device, this accommodation allows a calculation device to be used on non-calculator items of any interim mathematics assessment. If a student needs a specific calculator (e.g., large key, talking), the student may also bring their own, provided it is specified in their approved IEP or 504 plan. For additional clarifications, refer to the Calculator FAQ’s under the Calculator Policy at <http://il.mypearsonsupport.com>.

### Mathematics Tools for Administration

The tools listed below are optional for students who use them in daily instruction and who may find them useful during administration. If the tools are provided to students during administration, it is recommended that students have ample opportunity to practice with the practice tests or sample items using these tools.

- **Rulers and Protractors:** Pearson will provide required rulers and protractors for braille paper-based assessments at certain grade levels, as outlined in Table 3.1.
  - Required tools will be included in the braille kits.
  - Students are not permitted to use outside rulers or protractors if these tools are provided for use on their grade level assessment.
- **Mathematics Reference Sheets:** Mathematics reference sheets are provided in the braille kits.
- **Geometry Tools:** Tracing paper, reflection tools, straight edges, and compasses are optional for the grade 8 mathematics assessment.

**Table 3.1 Rulers and Protractors for Braille Paper-Based Testing**

Grade(s)	Tools Provided
Grade 3	<ul style="list-style-type: none"> <li>• Ruler (¼ inch)</li> </ul>
Grades 4	<ul style="list-style-type: none"> <li>• Protractor</li> </ul>

### 3.9.2 Receive, Document, and Store Materials

Each day before and after test administration, nonscorable test materials must be stored in a secure location. If you placed an additional order for braille test kits, follow the instructions below for receiving materials and taking inventory, which should be done immediately after receiving test materials.

- Remove the materials and check that all braille testbooks ordered were received.
  - Pearson Return Labels for **nonscorable** materials (Golden)
  - UPS Ground Return Labels for **nonscorable** materials
  - Pearson Return Instructions Sheet
- Keep all test materials in centrally located, locked storage with limited access until distributing them to the Test Administrators. Test materials must be distributed only on the test administration day and must be returned to the School Test Coordinator for secure storage immediately after testing.
- Remind Test Administrators that all test materials are secure and must be returned immediately after testing.
- Keep all boxes in which the test materials were delivered for returning materials when testing is complete.

BEFORE Testing

- Report the following occurrences immediately to Pearson using the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix C**.
  - Non-receipt of any packages of braille test booklets
  - Discovery of a damaged braille test booklet

### 3.9.3 Additional Orders

All braille kits will need to be ordered via the additional orders process in PearsonAccess<sup>Next</sup> prior to testing.

Ordering additional materials is a two-step process:

1. Orders are created, edited, or canceled by the District or School Test Coordinator.
2. Orders are approved by the Illinois State Board of Education.

Refer to the *User Role Matrix* document posted on the **Support > Documentation** page of PearsonAccess<sup>next</sup> for more information.

Additional orders may be placed by submitting an order through the **Orders & Shipment Tracking** page in PearsonAccess<sup>next</sup>. This page can also be used to track orders placed by your organization.

Be sure to review orders carefully. Once an additional order is approved, plan for up to five business days for orders to arrive.

## 3.10 Finalize Preparations for Computer-Based and Braille Paper-Based Testing

Before testing, School Test Coordinators must confirm the following tasks have been completed:

- Prepare to distribute testing materials to Test Administrators.



For computer-based testing, School Test Coordinators must also:

- Confirm that all the testing devices meet the requirements needed to administer the computer-based tests.
- Confirm that headphones are available for every student taking computer-based tests for Reading or accommodations/accessibility purposes only.
- Print student testing tickets.
- Create computer-based test sessions in PearsonAccess<sup>next</sup>.
- Verify the students needing accessibility features and/or accommodations (e.g., text-to-speech) have been assigned the correct test form.
- If needed, remind Test Administrators that there are task-based PearsonAccess<sup>next</sup> training modules on how to start and stop test sessions.



For braille-based testing, School Test Coordinators must ensure braille kits have been received in preparation for hand-off to Test Administrators on testing day.

## 4.0 DURING Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) to perform during testing days.

### 4.1 Computer-Based Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) during testing days. Section 4.1.1 contains the checklist for all activities related to computer-based testing while sections below contain specific details for tasks during testing.

#### 4.1.1 Checklist of Tasks for Test Coordinators to Complete DURING Computer-Based Testing

Completing tasks during the timelines in this checklist is recommended.

DTC	STC	TC	Task	Reference
<b>Day of Testing</b>				
	<input type="checkbox"/>	<input type="checkbox"/>	Ensure that Test Administrators have a computer or tablet available.	Section 3.5
	<input type="checkbox"/>		Distribute test materials to Test Administrators.	Section 3.9
	<input type="checkbox"/>		Prepare and manage test sessions in PearsonAccess <sup>next</sup> .	Section 4.1.2
	<input type="checkbox"/>		Monitor each testing room to ensure that test administration and security protocols are followed. Be available during testing to answer questions from Test Administrators.	Section 4.1.4
<input type="checkbox"/>	<input type="checkbox"/>		Ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features.	Section 4.1.4
	<input type="checkbox"/>		Schedule and supervise make-up testing.	Sections 3.1 and 4.1.5
	<input type="checkbox"/>		Create make-up test sessions in PearsonAccess <sup>next</sup> .	Section 4.1.5
		<input type="checkbox"/>	Respond to all technology-related issues.	Section 4.1.3
	<input type="checkbox"/>		Collect materials from Test Administrators.	Section 4.1.5

#### 4.1.2 Managing Test Sessions in PearsonAccess<sup>next</sup> (Day of Testing)

Before students can begin testing, Test Coordinators or Test Administrators will need to log in to PearsonAccess<sup>next</sup>, prepare each test session, start each test session and check accommodated form assignments. After a session is started, Test Administrators can monitor the real-time status of students by refreshing their browsers. Table 4.0 describes the possible statuses for a student during testing.

**Table 4.0 Student Statuses in PearsonAccessnext**

Status	Description
Ready	The student has not yet started the test.
Active	The student has logged in and started the test.
Exited	The student has exited TestNav but has not submitted test responses. (Student cannot resume testing unless authorized by Test Administrator.)
Resumed	The student has been authorized to resume the test.  Resume a test when a student exits a test (either intentionally or unintentionally), before finishing and you want the student to continue.  Only students in <b>Exited</b> status can be resumed. Students in <b>Ready</b> or <b>Completed</b> statuses cannot be resumed.
Resumed-Upload	Resume Upload should only be used in rare circumstances when TestNav cannot locate the Student Response File (SRF) and an error code appears on the student testing device. Resume Upload will force the user to browse for an SRF on the testing device.
Completed	The test has been submitted by the student through TestNav and has been processed.
Marked Complete - Interim tests can NOT be marked complete.	The Test Administrator or School Test Coordinator cannot mark a test complete. If a test is manually marked complete, a student will not receive a score.
Void - Interim tests can NOT be voided	After a test has been started, a new test cannot be assigned to the student if the wrong accommodation was assigned.

Refer to the *PearsonAccess<sup>next</sup> Online User Guide* at <https://support.assessment.pearson.com/display/PAsup> for instructions on logging into PearsonAccess<sup>next</sup> and performing the tasks described in this section.

**Note:** Ensure students do not have any programs or apps running prior to launching TestNav. These programs may interrupt testing or cause a testing irregularity or security breach.

### 4.1.3 Technology Tasks DURING Testing

#### Troubleshooting Computer-Based Testing

Technology Coordinators or their designee should be on hand to help address any technology issues. They should be mindful of test security procedures. Resources for troubleshooting the following common computer-based testing issues have been developed:

- If a student has the wrong form assignment for accommodated testing (refer to Section 4.1.2)
- If a student exits TestNav (either unintentionally or intentionally)

If a student exits TestNav (either unintentionally or intentionally) before completing a test:

- Verify that TestNav is shut down for the student.
- Resume the student’s test in PearsonAccess<sup>next</sup>.
  - The student’s test will resume from the point at which the test was interrupted.
  - The system will upload any test responses that the student entered after the interruption if resuming on the same testing device.

Technology Coordinators should respond as quickly as possible when technology disruptions occur. Cell phones are permitted in the testing environment to contact the Pearson Customer Support Center when troubleshooting guidance is needed. However, Technology Coordinators must NOT take photos

of error screens. Error codes for TestNav and guidance for resolving computer-based testing issues can be found in the *TestNav 8 User Guide* or at <https://support.assessment.pearson.com/display/TN/Error+Codes>.

#### 4.1.4 Monitor Test Activity and Maintain Test Security

The District Test Coordinator or the School Test Coordinator must be actively involved in test administration by monitoring testing and ensuring test security procedures are followed as described in this manual. School Test Coordinators must be available during testing to answer questions from Test Administrators.

In addition, ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features. If a computer-based accommodation is not appearing for a student, refer to *Learning Renewal Interim Assessment Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* (available at <http://il.mypearsonsupport.com>).

#### 4.1.5 End-of-Test Tasks

##### Collect Materials

Immediately after each test is completed, collect the test materials listed below from Test Administrators.

- Student testing tickets
- Accommodated test materials (Braille)

At the end of each day of testing, ensure all materials from the assessment have been returned to the locked storage area.

##### Ensure TestNav Logout

As students complete their test, Test Administrators will use the instructions at the end of the administration script or in the *TestNav Login and Logout Instructions* (available at <http://il.mypearsonsupport.com>) to help students log out of TestNav. Test Administrators may provide navigational guidance as students click through the log out steps and may reference a printed copy of the *TestNav Login and Logout Instructions* during testing.

Test Coordinators may check to ensure all students have logged out of TestNav by reviewing student statuses on the **Testing > Students in Sessions** page in PearsonAccess<sup>next</sup>. Students logged in to TestNav will appear in an **Active** status. Those student testing devices should be checked to make sure TestNav has been exited after testing.

Only mark student tests complete in PearsonAccess<sup>next</sup> if the student started, but will NOT complete the test.

##### Administer Make-Up Testing

All interim assessments, including make-up testing, must be completed during the interim testing window.

## 4.2 Braille Paper-Based Testing

This section describes activities for the School Test Coordinator (STC) during testing days. Section 4.2.1 contains the checklist for all activities related to braille paper-based testing, the sections below contain specific details for tasks during testing.

### 4.2.1 Checklist of Tasks for Test Coordinators to Complete DURING Braille Paper-Based Testing

Completing tasks during the timelines in this checklist is recommended.

DTC	STC	TC	Task	Reference
<b>Day of Testing</b>				
	<input type="checkbox"/>		Distribute test materials to Test Administrators. Student should NOT write on braille book.	Section 3.9
	<input type="checkbox"/>		Monitor each testing room to ensure that test administration and security protocols are followed, and required administration information is being documented and collected. Be available during testing to answer questions from Test Administrators.	Section 4.2.2
<input type="checkbox"/>	<input type="checkbox"/>		Ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features.	Section 4.2.2
	<input type="checkbox"/>		Schedule and supervise make-up testing.	Sections 3.1 and 4.2.4
	<input type="checkbox"/>		Follow the protocol for contaminated or damaged test materials.	Section 4.2.3
	<input type="checkbox"/>		Collect materials from Test Administrators.	Section 4.2.4

### 4.2.2 Monitor Test Activity and Maintain Test Security

The District Test Coordinator, or the School Test Coordinator, must be actively involved in test administration by monitoring testing and ensuring test security procedures are followed as described in this manual.

STCs must be available during testing to answer questions from Test Administrators and Proctors.

In addition, ensure that TAs provide students with their approved testing accommodations and pre-identified accessibility features.

In PearsonAccess<sup>next</sup>, there are operational reports STCs may run that provide a summary of student participation statuses. For a full list of these reports and their purposes, refer to the *Operational Report Guidance* available at <http://il.mypearsonsupport.com>.

### 4.2.3 Procedures for Contaminated, Torn, or Damaged Materials

#### Contaminated Test Materials (Braille)

If any test materials (e.g., test booklets, transcription answer sheet) become contaminated with bodily fluids (e.g., student becomes ill on a test booklet or transcription answer sheet), the following procedures must be followed.

1. The Test Administrator must immediately:
  - a. Stop testing for the student.
  - b. If possible, record the item number and page number where the student stopped testing.
  - c. Follow your school procedure for medical emergencies.

2. After testing is complete, the School Test Coordinator must:
  - a. Record the security barcode number of the contaminated test booklet on the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix C**.
  - b. Transcribe the completed response from the contaminated test booklet or answer document into TestNav.
    - i. Follow the guidelines for transcribing student responses in Section 5.2.2.
    - ii. Return the replacement test booklet to Pearson along with the rest of the scorable materials (after all 3 interims are complete).
  - c. Securely destroy the contaminated test booklet or transcription answer sheet according to district biohazard protocols. Do not return contaminated material to Pearson.

### **Torn or Damaged Test Materials (Braille)**

If any test materials are damaged (e.g., ripped pages, incorrectly applied labels), the following procedures must be followed.

1. The test booklet or transcription answer sheet must be replaced. After testing but within the test window, the student’s answers must be transcribed into TestNav.
  - a. Answers must be transcribed following the guidelines for transcribing student responses in Section 5.2.2.
2. After testing is complete, the School Test Coordinator must:
  - a. Record the security barcode number of the replacement test booklet on the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix C**.
  - b. Return the replacement test booklet to Pearson along with all other non scorable materials. (After all 3 interims are completed).
  - c. Pack the damaged test booklet or answer document with the nonscorable materials and return it to Pearson (refer to Section 5.2.2 for more information about marking test materials as Do Not Score). (After all 3 interims are completed)

### **4.2.4 End-of-Test Tasks**

#### **Collect Materials**

Immediately after each test in each grade is completed, collect the test materials listed below from Test Administrators.

- All used and unused braille test booklets (Ensure there is no writing on the test booklets.)
- All used and unused Braille test administrator document and transcription answer documents
- Used and unused braille paper (Unused scratch paper may be reused.)
- Pearson-supplied mathematics reference sheets, rulers, and protractors

At the end of each day of testing, ensure all materials from the assessment have been returned to the secure storage area. Take inventory of all secure materials to be sure that none are missing; if materials are missing, follow steps in **Appendix C**.

#### **Administer Make-Up Testing**

Students who are NOT tested on the regular administration date due to a temporary illness or other excused absence should be tested during the make-up testing period. For guidelines, refer to Section 3.1.

## 5.0 AFTER Completion of ALL Testing

### 5.1 Computer-Based Testing

#### 5.1.1 Checklist of Tasks for Test Coordinators and Technology Coordinators AFTER Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) to perform after testing is complete. Some or all tasks in this section may be applicable to the District Test Coordinator (DTC) depending on the procedures specific to your district or state. Since Section 5.1 only provides a checklist of tasks, refer to the sections below for more details.

DTC	STC	TC	Task	Reference
<b>Day of Test</b>				
	<input type="checkbox"/>		Stop all test sessions. Student tests are not submitted for scoring until the session is in Stop status.	Section 5.1.3
	<input type="checkbox"/>	<input type="checkbox"/>	Notify the Technology Coordinator that all testing is complete.	<i>PearsonAccess<sup>next</sup> Online User Guide</i>

DTC	STC	TC	Within One Week of Testing	Reference
	<input type="checkbox"/>		Destroy all printed student testing tickets.	Section 5.1.2
	<input type="checkbox"/>		Recycle <i>Test Administrator Manuals</i> , blank or unused scratch paper, (after completing all interim tests for all content areas).	Section 5.1.2
	<input type="checkbox"/>		Complete the Post-Test Certification Form.	Section 5.1.4
	<input type="checkbox"/>		Keep records according to state policy.	Section 5.1.5
	<input type="checkbox"/>		Resolve critical warnings in PearsonAccess <sup>next</sup> .	<i>PearsonAccess<sup>next</sup> Online User Guide</i>

#### 5.1.2 Collect and Organize Materials

##### Secure Materials

Immediately after the test is administered, collect the test materials listed below from Test Administrators.

Secure test materials that must be securely destroyed:

- Student testing tickets
- Session student rosters containing TestNav usernames and passwords
- Any reports or other documents that contain personally identifiable student information

Secure test materials that must be shipped back to Pearson: (After all interims are completed for all content areas)

- Braille test booklets must be transcribed into TestNav (Section 5.2.2) and returned (section 4.2.4) in order to be scored. NOTE: Prior to transcription, ensure the student was placed into an Online session.
- Tactile graphics (Paper Braille Only)

Again, ensure all materials from the interim assessment have been collected. Take inventory of all secure materials to be sure that none are missing. Tactile graphics are secure materials that must be shipped back to Pearson. Ship these secure materials back to Pearson within the first 5 days after the third interim testing window closes.

### Materials To Be Securely Destroyed

The District Test Coordinator must ensure that the following test materials are securely destroyed/shredded immediately after all testing is complete (either by the district or school):

- Printed student testing tickets
- Any other school-generated reports or documents, which contain personally identifiable student information (e.g., PearsonAccess<sup>next</sup> generated reports or any school rosters)
- All accommodated responses

Shredding (or other method of securely destroying test materials) may be done at the school or by using an outside company.

### Nonsecure Materials To Be Recycled

The District Test Coordinator must ensure the following test materials are recycled immediately after all testing is complete (either by the district or school):

- *Test Administrator Manuals*

**Note:** If no braille materials were shipped to the school/district, there will not be materials that need to be shipped to Pearson.

## 5.1.3 PearsonAccess<sup>next</sup> Cleanup Activities for Computer-Based Testing

### Stop Test Sessions

If all students have completed testing and submitted their responses, stop test sessions by clicking the **Stop** button on the **Students in Sessions** screen on PearsonAccess<sup>next</sup>. Test sessions must be stopped in order to be submitted for scoring. Test sessions cannot be stopped until:

- Students in **Ready** status have been moved to a make-up test session in PearsonAccess<sup>next</sup> or have been removed from the test session
- All students are in **Completed**

Refer to the *Stopping Test Sessions Guide* posted at <http://il.mypearsonsupport.com> for step-by-step directions, or the training modules at <http://il.mypearsonsupport.com>.

### Remove Students in Ready Status

Students tests that have NOT been started must be removed from the test session in PearsonAccess<sup>next</sup> before the test session can be stopped.

### Mark Tests Complete

Interim tests can NOT be marked complete. Student's must submit their final answers in TestNav.

### Voided Tests

Interim tests can NOT be voided.

After a test has been started, a new test cannot be assigned to the student if the wrong accommodation was assigned.

### Resolve Critical Warnings

PearsonAccess<sup>next</sup> will show critical warnings for students who have key demographic information missing. Refer to the *Resolve Student Warnings and Errors* section of the *PearsonAccess<sup>next</sup> Online User Guide* for guidance on resolving critical warnings.

#### 5.1.4 Complete the Post-Test Certification Form (Optional)

The purpose of the form is for the Principal and STC to certify that the security and integrity of your school's test administration was maintained before, during, and after testing. Once materials have been securely destroyed or recycled, the Test Coordinator must complete and sign the Post-Test Certification Form. The Principal, if different from the Test Coordinator, must also sign the form. Refer to <http://il.mypearsonsupport.com> for a copy of the form.

#### 5.1.5 Keep Records

The following records (physical or electronic) should be maintained by your school staff (If applicable).

**Optional:**

- Copies of all signed Security Agreements (refer to **Appendix B**)
- Copies of any Forms to Report Contaminated, Damaged, or Missing Materials
- A copy of your signed Post-Test Certification Form

## 5.2 Braille Paper-Based Testing

### 5.2.1 Checklist of Tasks for Test Coordinators AFTER Testing

This section describes activities for the School Test Coordinator (STC) to perform after testing is complete. Some or all tasks in this section may be applicable to the District Test Coordinator (DTC) depending on the procedures specific to your district or state. Since Section 5.2.1 only provides a checklist of tasks, refer to the sections below for more details.

DTC	STC	TC	Task	Reference
<b>Day of Test</b>				
	<input type="checkbox"/>		Collect materials and verify that all distributed test materials have been returned.	Section 5.2.2

DTC	STC	TC	Within One Week of Testing	Reference
	<input type="checkbox"/>		Organize nonscorable test materials. Return all nonscorable test materials after all interims are completed for all content areas.	Sections 5.2.2–5.2.3
	<input type="checkbox"/>		Recycle <i>Test Administrator Manuals</i> . (After all interims are completed for all content areas)	Section 5.2.2
	<input type="checkbox"/>		Return secure materials and ensure that all return boxes have appropriate labels within five business days of the final interim end date.	Section 5.2.3
	<input type="checkbox"/>		Complete the Post-Test Certification Form.	Section 5.2.5
	<input type="checkbox"/>		Keep records according to ISBE policy.	Section 5.2.6

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of All Paper-  
Based Testing

### 5.2.2 Collect and Organize Materials

Immediately after testing, collect the test materials listed below from Test Administrators. Take inventory of all secure test materials and organize them in preparation for shipment. If any secure materials are contaminated or missing, follow the steps in **Appendix C**.

- All used and unused braille test booklets
- All used and unused transcription answer sheets
  - Test booklets and transcription answer sheets are considered used in any instance where a student has tested, including incomplete or partially complete test booklets and transcription answer sheets.
- Any reports or other documents that contain personally identifiable student information
- Used and unused braille paper
- *Test Administrator Manual*
- Supplied mathematics reference sheets

#### Report Contaminated and Damaged Test Materials

If a test booklet or transcription answer sheet becomes contaminated or damaged, follow your school or district protocol for reporting this to the state assessment office and complete the Form to Report Contaminated, Damaged, or Missing Materials available in **Appendix C**. Refer to Section 4.2.3 for how to handle contaminated or damaged test materials.

#### Report Missing Test Materials

Schools must investigate any report of missing test materials. If, after a thorough investigation, the missing materials are not found, the School Test Coordinator must follow the steps in **Appendix C**. Complete the Form to Report Contaminated, Damaged, or Missing Materials.

### Transcription of Student Test Responses (Braille)

Student responses must be transcribed into TestNav after the student has completed testing.

Follow the steps below:

1. At least two authorized staff members must be present during any transcription of student responses. One will serve as the transcriber, and the other will be an observer confirming the accuracy of the transcription. ONLY an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness or someone working under their direct supervision may transcribe the student's responses into TestNav. The transcriber must be able to fluently read the braille code the student wrote in Unified English Braille (UEB).
2. The student's responses must be transcribed verbatim into TestNav. Prior to transcription, ensure the student was placed into an Online session.
3. Any original student responses that were printed from an assistive technology device or recorded in another accommodation document such as blank paper must be securely destroyed.

**Failure to transcribe a student's test responses in these situations will result in the student NOT receiving a score.**

#### Materials To Be Securely Destroyed

The District Test Coordinator must ensure the following test materials are destroyed/shredded immediately after all testing is complete (either by the district or school):

- Mathematics reference sheets
- Any reports or other documents that contain personally identifiable student information
- Braille test administrator document and transcription answer sheets

Secured destruction of materials and documentation may be done at the school. Do NOT return these materials to Pearson.

#### Nonsecure Materials To Be Recycled

The District Test Coordinator must ensure the following test materials are recycled immediately after all testing is complete (either by the district or school):

- *Test Administrator Manuals*
- Unused mathematics reference sheets

Recycling and documentation may be done at the school. Do NOT return these materials to Pearson.

### 5.2.3 Package Materials for Return Shipping

Before calling UPS, sort and package the materials according to the directions below so that you can return all materials with a single call. Refer to the Pearson Return Instruction Sheet and Shipping Carrier Return Instructions included with your testing materials. Materials must be packed according to the school level, NOT the district level. Materials must be shipped no longer than 5 days after your last interim testing window closes.

The nonscorable materials listed below must be returned to Pearson.

- **Nonscorable materials**
  - Braille test booklets
  - Tactile graphics

## Required Ancillary Materials for Return

For all materials being returned, schools and districts will need the following:

- Nonscorable
  - Golden nonscorable return labels
  - UPS return labels for nonscorable materials

If you do not have a sufficient amount of these materials, place an additional order in PearsonAccess<sup>next</sup>. Refer to Section 3.9.3 for additional information on additional orders.

## Return Nonscorable Materials

Use the box in which the test materials were delivered for return shipping.

Place all nonscorable materials in the shipping box. Do NOT place more than one school's materials in a box. Ensure that **NO** extraneous materials are returned (e.g., scratch paper, rulers, manuals).

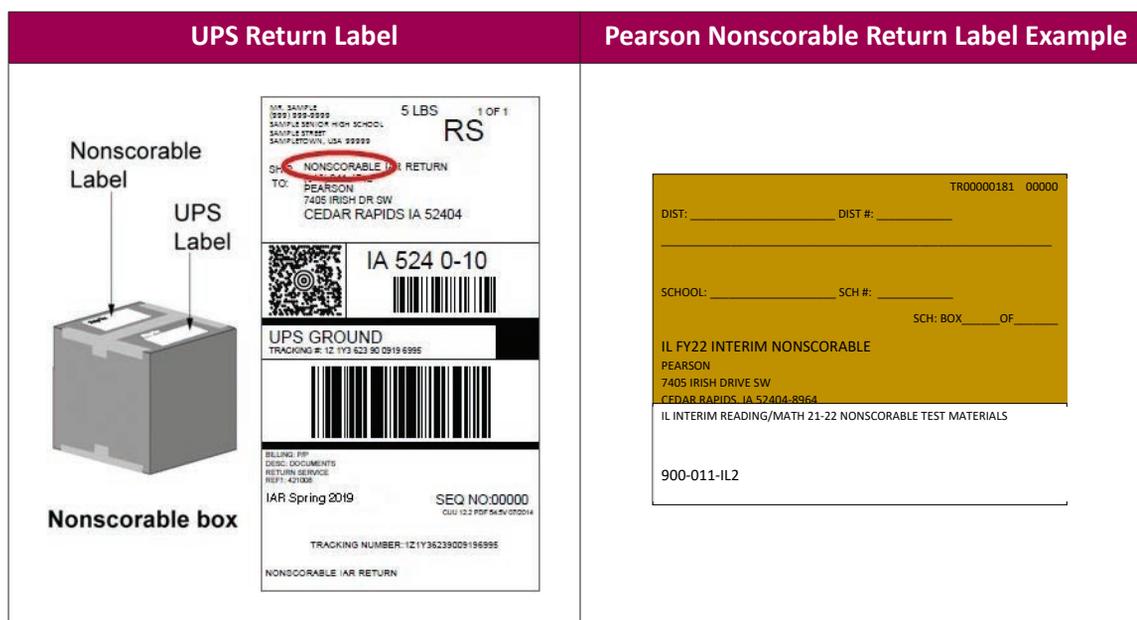
Seal the box securely with packing tape and remove any previous markings or labels from the box before applying the shipping label.

Locate the Pearson nonscorable materials return shipping label. Refer to Figure 5.6 for sample labels.

- Place one nonscorable materials return shipping label on top of the box.

Find a UPS return label and apply label to the top of the box as shown on the left side of Figure 5.6.

**Figure 5.6 Sample Pearson Nonscorable Materials Return Shipping Label**



## Contact UPS to Schedule Pickup

Refer to the Shipping Carrier Return Instructions included with your testing materials for return shipping instructions.

Pick-ups must occur as soon as possible after testing is complete. It is recommended that all materials are shipped for return within 5 days of the completion of testing in your district.

Pick-ups must be scheduled at least 24 hours in advance. Call UPS at 800-823-7459 to schedule pickups. UPS customer service is available 24 hours a day, 7 days a week. Tell the UPS representative you are

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calling in a pickup request for Pearson and will be using their “Return Service.” You must provide UPS with the following information:

- The physical location from where packages are to be picked up (i.e., where materials were delivered)
- The estimated number of packages to pick up
- A tracking number from any one of your UPS labels

Once the pickup is scheduled, the school or district will receive a confirmation number from UPS. The number can be referenced in the future if questions or changes arise. It is recommended that schools or districts maintain UPS tracking numbers.

#### 5.2.4 PearsonAccess<sup>next</sup> Cleanup Activities for Braille Paper-Based Testing

##### Voided Tests

Interim tests can NOT be voided.

After a test has been started, a new test cannot be assigned to the student if the wrong accommodation was assigned.

#### 5.2.5 Complete the Post-Test Certification Form (Optional)

Once materials have been shipped, securely destroyed or recycled, the Test Coordinator must complete and sign the Post-Test Certification Form. The Principal, if different from the Test Coordinator, must also sign the form. This form certifies that all materials have been tracked using the Chain-of-Custody Form or other tracking log and were accounted for upon packing and shipping. A copy of the Post-Test Certification Form can be found at <http://il.mypearsonsupport.com>.

#### 5.2.6 Keep Records

The following records (physical or electronic) should be maintained by your school (If applicable):

##### If applicable:

- The security barcode for testing documents assigned to each student
- Copies of all signed Security Agreements (refer to **Appendix B**)
- Copies of any Forms to Report Contaminated, Damaged, or Missing Materials
- A copy of your signed Post-Test Certification Form
- UPS tracking numbers

## 6.0 Accessibility Features and Accommodations

More information on the accessibility features and accommodations available can be found in the *Learning Renewal Interim Accessibility Features and Accommodations (AF&A) Manual* on: <https://il.mypearsonsupport.com/>

# Appendix A

## Glossary of Terminology

## Glossary of Terminology

Term	Definition
<b>Accommodations</b>	An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student’s disability or level of English proficiency. Accommodations must be listed in the student’s approved IEP, 504 plan, or EL plan. More information on Learning Renewal Interim Assessment accommodations is available at <a href="http://il.mypearsonsupport.com">http://il.mypearsonsupport.com</a> .
<b>Accessibility Feature</b>	Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. Accessibility features can be used by any student taking the Learning Renewal Interim Assessments. A small selection of accessibility features available to all students need to be identified in advance.
<b>District Test Coordinator</b>	District Test Coordinator is the individual at the district level responsible for the overall coordination of test administration.
<b>IEP, 504 Plan, or EL Plan</b>	IEP refers to Individualized Education Program plan. It is a program developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives specialized instruction and related services.  The 504 plan refers to a plan developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.  An English Learner (EL) plan refers to a plan developed to ensure that a student who is learning English has equal rights and access to a high-quality education.
<b>Mathematics Tools for Administration</b>	Mathematics tools for administration include rulers and protractors, mathematics reference sheets, and geometry tools. See the <i>Learning Renewal AF&amp;A Manual</i> for more information on mathematics tools for accommodations.
<b>Non-secure</b>	Test materials that have been made available to the public, including manuals and user guides. The availability of non-secure materials does not compromise test security or score validity.
<b>PearsonAccess<sup>next</sup></b>	The website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the Learning Renewal Interim Assessments. PearsonAccess <sup>next</sup> requires username and password setup. More information about setup and operation for the interim assessments is available in the <i>PearsonAccess<sup>next</sup> Online User Guide</i> .
<b>Secure</b>	A test item, reading passage, writing prompt, or test that has not been made available to the public. It also includes test items and student responses. Secure materials also refer to mathematics reference sheets written on by students.
<b>Session</b>	In PearsonAccess <sup>next</sup> , a session is the group of students registered to test a content area together (same time and location).
<b>SR/PNP</b>	The Student Registration File and Personal Needs Profile have been combined into one file layout: Student Registration/Personal Need Profile (SR/PNP). This is the data file for registering students for testing, including a student’s testing condition, materials, or accessibility features and accommodations that are needed to take a Learning Renewal Interim Assessment.

Term	Definition
<b>Testing Environment</b>	All aspects of the test surroundings during testing, this includes what a student can see, hear, or access.
<b>TestNav</b>	The application used to administer the computer-based assessment is available at <a href="http://il.testnav.com">http://il.testnav.com</a> .

# Appendix B

## Security Agreement



# 2021-2022 Illinois Learning Renewal Interim Assessments Security Agreement

The content of the Learning Renewal Interim Assessment is confidential and must be kept secure at all times. Maintaining the security of test materials is critical in order to obtain valid results from the test. Accordingly, each individual authorized to administer the interim assessment or have access to test materials, including Technology Coordinators, or those authorized to observe administration, must sign this security agreement and agree to the statements below.

### For School Test Coordinators

- I will establish and carry out the security plan.
- I will provide training for the Learning Renewal Interim Assessment test security, administration policies, and procedures to all individuals involved in test administration.
- I will establish a system for documenting the chain-of-custody of secure test materials, and I will keep all test materials locked in a secure storage area with limited access when they are **not** in use.
- I will follow all security policies and test administration protocols described in the *Test Coordinator Manual (TCM)*.

### For School Test Coordinators, Technology Coordinators, Test Administrators, Proctors, and Authorized Observers

- I will not view test content or student responses except if necessary to administer certain accommodations.
- I will not reproduce test content or student responses in any way (e.g., photographing, copying by hand, typing, texting from cell phone, or photocopying).
- I will not reveal or discuss test content or student responses before, during, or after testing.
- I will not engage in any activity that adversely affects the validity, security, or fairness of the test.
- I will promptly report any testing irregularities or concerns (as specified in the *TCM* and *Test Administrator Manual [TAM]*).
- I will follow the procedures as specified in the *TCM* and *TAM* regarding the disposition of all test materials.

### For Test Administrators and Proctors

- I will complete training necessary to understand the Learning Renewal Interim Assessment test security and administration policies and procedures.
- I will keep test materials under my supervision at all times, and I will not leave them unattended.
- I will prepare the testing room so that no student can view another student’s test materials or computer screen, and so that inappropriate visual aids are removed or covered before testing.
- I will supervise the students at all times and focus my full attention on the testing environment, and
  - Not allow students to talk, pass notes, cause disturbances, or communicate with each other in any way during testing.
  - Not allow students to access cell phones or other unapproved electronic devices during testing.
  - Not allow students to access notes, books, or any instructional materials during testing.
  - Ensure that students provide answers that are strictly their own and do not participate in any form of cheating.
  - Not coach students in any way or do anything to enhance, alter, or interfere with their responses.
- I will follow the chain-of-custody procedures for all test materials, including scratch paper, as specified in the *TAM* and by my School Test Coordinator.
- Some testing accommodations require a Test Administrator to view, read, or transcribe test content or student responses. If I am administering such an accommodation, I will not disclose any test content that I view in the course of providing the accommodation.
- I will follow all security policies and test administration protocols described in the *TAM*.

I have read the Learning Renewal Interim Assessment Security Agreement and understand my role in this test administration.

\_\_\_\_\_  
First Name (print)

\_\_\_\_\_  
Last Name (print)

Role

Test Coordinator    Technology Coordinator    Test Administrator    Proctor    Other: \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Submit this form (signed) to your School Test Coordinator, and keep a copy for your records.**

# Appendix C

## Form to Report Contaminated, Damaged, or Missing Materials



## 2021-2022 Learning Renewal Interim Assessments Form to Report Contaminated, Damaged, or Missing Materials

### Instructions:

1. Follow the instructions in the *Test Coordinator Manual* if test materials become contaminated (Section 4.2.3), damaged (Section 4.2.3), or missing (Section 3.10.2).
2. Then report the incident using this form to describe the circumstances. For special instructions on reporting instances of damaged or missing materials, Test Coordinators should follow state procedures.
3. Submit the form to Pearson and according to state policy to either your District Test Coordinator or to the appropriate ISBE contact (and keep the DTC informed).

State \_\_\_\_\_

Contact Name \_\_\_\_\_ Contact Phone and Ext \_\_\_\_\_

Contact Person's Role \_\_\_\_\_

Contact Email \_\_\_\_\_

School Name \_\_\_\_\_ School Organization Code \_\_\_\_\_

- Interim 1  
 Interim 2  
 Interim 3

District Name \_\_\_\_\_

District Organization Code \_\_\_\_\_

Complete this form and submit the completed form to Pearson via one of the following methods:

Mail Pearson Illinois Program Team  
 Mail Stop 160  
 2510 North Dodge St., Iowa City, IA 52245

Email [SCHIllinoisTeam@pearson.com](mailto:SCHIllinoisTeam@pearson.com)

Document Type/Subject/Grade	Quantity	Security Barcode or Range of Barcode Numbers	Description of Circumstances
Example Grade 8 ELA Test Booklet	1	123456789-0	Student had a nosebleed on the booklet and it has now been destroyed according to district protocol.

## Computer-Based Testing: Are You Ready?

- Manage test sessions and review each student's status in PearsonAccess<sup>next</sup>.
- Check for an accommodation indicator next to the State Student ID (SSID) to confirm accommodations (e.g., TTS).
- Test Administrator log in.
- Confirm that the Test Coordinator has prepared the test sessions.
- Start test sessions.
- Resume students (as needed).
- Ensure students have submitted completed test.

## Confirming Accessibility Features and Accommodations

**Before starting every session**, confirm students have the correct forms. Look for the form indicator near their names in the session. Here is what you should see:

Indicator	Accommodation
TTS	Text-to-Speech
STTS	Spanish Text-to-Speech
S	Spanish

***If you do not see an accessibility feature or accommodation for a student who should have one, do not let the student log in. Contact your STC.***

## Braille Paper-Based Testing: Are You Ready?

- Receive test materials from School Test Coordinator
- Ensure student is placed into an Online test session.
- Distribute test materials to students and administer the assessment according to the directions in this manual and using the appropriate administration script.
- Supervise test administration.
- Return all testing materials to the School Test Coordinator.

## Braille Paper-Based Testing: After You're Done

Transcribe Braille responses into TestNav

Return Materials to the School Test Coordinator

- Test Administrator Manual
- Pearson-supplied mathematics reference sheets
- Mathematics tools, if applicable (e.g., calculator, rulers, protractors)
- Used and unused Braille paper
- Braille test administrator document and transcription answer sheet

Secure materials which must be returned to Pearson (nonscorable) after interim 3

- Braille Test Booklets
- Tactile Graphics