2024

Illinois Science Assessment

TEST COORDINATOR MANUAL

2024 TEST COORDINATOR MANUAL
**Computer-Based & Paper-Based Testing
Science**

Illinois Science Assessment (ISA) Contact Information

For Questions About	Who to Contact	Contact Information and Resources
• Technology, including PearsonAccess^next and TestNav • Test administration • Test materials	Support Center	**Web:** il.mypearsonsupport.com **Hours:** 6:00 a.m.–6:00 p.m. Central **Telephone:** 833-213-3879 **Chat:** Log in to PearsonAccess^next and select **Click here for Live Chat** under **Contact Us** in the left side panel.
• ISA-specific policies • Test security • Testing Irregularity	District or State Contact	Follow ISA policies on who to contact (District Test Coordinator or State Contact), available in **Appendix C**.

Throughout this document the * symbol will appear before and after words/phrases, signifying a statement of high importance.

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1.0 Overview

The Illinois Science Assessment (ISA) will be administered in either computer-based testing (CBT) or paper-based testing (PBT) format. For all of the PBT students, schools will have to place an additional order to receive paper testing materials. Schools will also need to set up a "Transcription English" or "Transcription Spanish" test session and transcribe these student responses directly into TestNav by the established deadline.

The Illinois Science Assessment assesses progress of students in grades 5, 8, and 11 in meeting the Illinois Learning Standards in Science incorporating the Next Generation Science Standards (NGSS).

Each assessment comprises multiple sections.

1.1 About this Manual

This manual provides instructions applicable to Test Coordinators and Technology Coordinators for the administration of the computer-based and paper-based versions of the ISA, 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**.

	Throughout this manual, a computer icon will appear to note tasks or information (or entire sections) relevant only to computer-based tests.
	Throughout this manual, a paper and pencil icon will appear to note tasks or information (or entire sections) relevant only to paper-based tests.

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

It is important to refer to Appendix C for ISA policies and procedures.

All documents referenced in this manual can be found at http://il.mypearsonsupport.com.

All administration instructions for Test Administrators are included in the *Test Administrator Manual (TAM)*. The *TAM* also includes administration scripts, which are also available as separate documents at http://il.mypearsonsupport.com. In addition to English, the scripts are translated into the following languages: Arabic, Chinese (Mandarin), Gujarati, Hindi, Polish, Russian, Spanish, Tagalog, Ukrainian, and Urdu. The translated scripts are available at http://il.mypearsonsupport.com.

1.2 Roles of Individuals

District Test Coordinator (DTC) is the individual at the district level who is responsible for the overall coordination of test administration. When testing issues arise, the District Test Coordinator is the main point of contact with your ISA State Contact and the ISA Customer Support Center.

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 his or her 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. Refer to **Appendix C** for qualifications. 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

Parents or legal guardians may *NOT* serve as a Test Administrator for their own child, unless otherwise specified (refer to **Appendix C**). In addition, student teachers may *NOT* serve as Test Administrators.

Proctor is an individual who may be called on to help a Test Administrator monitor a test section under the supervision of the Test Administrator. A Test Administrator must be in the room at all times during testing if a Proctor is used. Student teachers may serve as Proctors who assist the Test Administrators. Refer to **Appendix C** for more information.

	A Proctor is recommended for all computer-based test sessions due to the nature of computer-based testing.
	A Proctor is recommended for all paper-based test sessions in order to transcribe the student responses online.
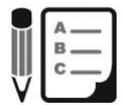
Technology Coordinator (TC) is an individual at the school or district level who is responsible for setting up testing devices for computer-based testing. The School Test Coordinator must designate an individual who will be on-site to serve in this role during the administration.

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, if not using a browser-based TestNav.
- Configuring TestNav in PearsonAccess[next].
- 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 an ISA 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 must implement chain-of-custody requirements for materials as described in this section. 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, including scratch paper written on by students. Schools must maintain the *Chain-of-Custody Form* or tracking log of secure materials for at least three years unless otherwise directed (refer to **Appendix C**). Copies of the *Chain-of-Custody Form* for computer-based testing can be found on http://il.mypearsonsupport.com. Copies of the *Chain-of-Custody Form* for paper-based testing will be included in each district or school's test materials shipment.

Test Administrators are *NOT* to have extended access to test materials before or after administration. Test Administrators must document the receipt and return of all secure test materials (used and unused) to the School Test Coordinator immediately after testing.

Test Security and Administration Policies

The following computer-based test materials are secure:
- Student testing tickets
- Scratch paper written on by students
- Human Reader scripts for science (if applicable)
- Tactile graphics (if applicable)

The following paper-based test materials are secure:
- Test booklets
- Large print and braille test booklets
- Scratch paper written on by students
- Human Reader scripts for science (if applicable)
- 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 ISA policy.
- Authorize specific personnel to serve as Test Administrators and train them to properly administer ISA tests. Designate other school and/or district personnel as necessary to maintain a secure test administration and train them in ISA security requirements.
- Keep secure testing materials in locked central storage when ISA tests are not being administered.
- Monitor the receipt and distribution of all test materials.
- For computer-based testing, to ensure the integrity of the test administration, School Test Coordinators may wish to periodically check student login records in PearsonAccess[next] to ensure that students in their school have only been logged in to TestNav on days they were expected to be testing.

2.1.2 Test Administrator Responsibilities for Maintaining Security

1. **Receive training in administering test sections properly and securely.**
   - Review the *TAM* and all relevant test security requirements before administering test sections.
   - Attend any training session(s) led by the School Test Coordinator 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 and in the prescribed order.
   - Follow the directions and read the scripts in the *TAM* verbatim to students.
   - Cover or remove any display resource (e.g., posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing (refer to Section 2.3).
   - Provide students with all required test materials listed in the *TAM*.
   - Prevent the use of prohibited materials (refer to Section 2.3) during testing sections. Note that results may be invalidated for students who use cell phones or other prohibited electronic devices during a test section, including after a student turns in his or her test materials, or during a break (See exception listed in Section 2.2.1).

3. **Focus full attention on the testing environment at all times during testing.**
   - Monitor the testing process by continually moving unobtrusively about the room. While monitoring the classroom, for paper-based testing, ***a Test Administrator may view students' test booklets for the sole purpose of confirming that students are working in the correct section**.* A Test Administrator may not review test booklets and/or confirm whether a student has responded to all test items.
   - Ensure that students are supervised during testing, including during breaks.
   - Ensure students are working only on the section being administered. If a Test Administrator observes a student working in the incorrect section of the test or reviewing the incorrect section of the test, this can be a testing irregularity that must be reported to the School Test Coordinator. See **Appendix C** on how to handle these situations.

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. Test Administrators are responsible for ensuring that students are not able to see content on other students' test materials or on students' testing devices.

5. **Do *NOT* provide unauthorized assistance to a student that could impact his or her 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 his or her 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 ISA testing in an approved Individualized Education Program (IEP), or a 504 plan, or an English Learner (EL) plan.
   - Follow guidelines on proper administration of accommodations or accessibility feature as prescribed in the *ISA Accessibility Features and Accommodations (AF&A) Manual*.

7. **Follow chain-of-custody requirements to return all test materials after testing.**

2.2 Testing Irregularities and Security Breaches

Any action that compromises test security or score validity is prohibited. These may be classified as testing irregularities or security breaches. Section 2.2.1 contains examples of activities that compromise test security or score validity (note that these lists are not exhaustive). It is recommended that School Test Coordinators discuss these and other possible testing irregularities and security breaches with Test Administrators during training. Refer to Section 2.2.2 for information on reporting testing irregularities and security breaches.

2.2.1 Examples of Testing Irregularities and Security Breaches

Examples of test security breaches and irregularities include but are not limited to:

- **Electronic Devices Irregularities**
  - Using a cell phone or other prohibited handheld electronic device (e.g., smartphone, iPod®, smart watch, personal scanner, eReader) while secure test materials are still distributed, while students are testing, after a student turns in his or her test materials, or during a break.
    - Exception: Test Coordinators, Technology Coordinators, Test Administrators, and Proctors are permitted to use cell phones in the testing environment *ONLY* in cases of emergencies or when timely administration assistance is needed. District Test Coordinators may set additional restrictions on allowable devices as needed.
    - Exception: Certain electronic devices may be allowed for medical or audiological purposes during testing. Some states may require prior approval for this exception. Refer to **Appendix C**.

- **Test Supervision Irregularities**
  - Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test
  - Engaging in activities (e.g., grading papers, reading a book, newspaper, or magazine) that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing
  - Leaving students unattended without a Test Administrator for any period of time while secure test materials are still distributed or while students are testing (Proctors must be supervised by a Test Administrator at all times)
  - Allowing cheating of any kind
  - Providing unauthorized persons with access to secure materials
  - Unlocking a computer-based test in PearsonAccess^next during non-testing times without state approval
  - Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate
  - Allowing students to test before or after the test administration window without state approval

- **Test Materials Irregularities**
    - For paper-based testing, losing a student test booklet
    - Losing Human Reader scripts
    - Leaving test materials unattended or failing to keep test materials secure at all times
    - Reading or viewing the passages or test items before, during, or after testing
    - Copying or reproducing (e.g., taking a picture of) any part of the passages or test items or any secure test materials or online test forms
    - Revealing or discussing passages or test items with anyone, including students and school staff, through verbal exchange, email, social media, or any other form of communication
    - Removing secure test materials from the school building or removing them from locked storage for any purpose other than administering the test

- **Testing Environment Irregularities**
    - Failing to follow administration directions exactly as specified in the *TAM*
    - Displaying any resource (e.g., posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing; this includes material that has been visible in the classroom all year
    - Allowing preventable disruptions such as talking, making noises, or excessive student movement around the classroom
    - Allowing unauthorized visitors in the testing environment
        - Unauthorized Visitors—Visitors, including parents/guardians, school board members, reporters, and school staff not authorized to serve as Test Administrators or Proctors, are prohibited from entering the testing environment.
        - Authorized Visitors—Visits by state assessment office monitors, District Test Coordinator monitors, and state-authorized observers are allowed, as long as these individuals do not disturb the testing process. Refer to **Appendix C** for details about observation visits.

2.2.2 Reporting Testing Irregularities and Security Breaches

For a list of security breaches and irregularities that must be reported and documented, please see **Appendix C**. If an incident must be reported, follow the protocol outlined below:

- The incident must be reported to the School Test Coordinator immediately.
- The School Test Coordinator or District Test Coordinator contacts ISBE.
- The *Form to Report a Testing Irregularity or Security Breach* (available at http://il.mypearsonsupport.com or refer to **Appendix D**) must be completed and submitted within five school days of the incident, unless otherwise directed by your District Test Coordinator or ISA State Contact.
- If follow-up documentation is required by your District Test Coordinator or State Contact, complete any additional documentation.
- Occasionally, individuals will contact state department of education offices with allegations of testing irregularities or security breaches. In these instances, the state's designee may contact the School Test Coordinator or District Test Coordinator and ask the individual to investigate the allegations and report back to the appropriate state-level organization.

2.3 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. When setting up the testing environment, the following should be taken into consideration:

- Some students may finish testing before others, and the expectations for what those students may do must be established in advance of the testing day. Refer to **Appendix C** on what students may do after testing.
- Unauthorized visitors are prohibited from entering the testing environment as described in Section 2.2.1.
- The testing sign in **Appendix C** in the *Test Administrator Manual* should be posted on the outside of the room door.
- Prohibited classroom resources (see below) should be removed or covered.

Administration Considerations for Students

The School Test Coordinator has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in this manual. Accordingly, School Test Coordinators may determine that any student may require one or more of the following test administration considerations, regardless of the student's status as a student with a disability or as an English Learner:

- Small-group testing
- Frequent breaks
- Time of day
- Separate or alternate location
- Specified area or seating
- Adaptive and specialized equipment or furniture

For more information on administrative considerations that are available for *ALL* students, refer to Table 2 of the *ISA Accessibility Features and Accommodations Manual*.

Materials Prohibited in the Testing Environment

Prohibited materials can compromise test security and violate the construct being measured by the assessment, thus producing invalid results. Prohibited materials must be covered or removed from the testing room.

The following materials may *NOT* be used at any time during a section, including after a student has completed testing (e.g., turns in his or her test booklet) or during a break. Students, Test Administrators, Proctors, or other authorized persons in the test environment may not possess these or any other materials.

- **Materials Prohibited During All Sections**
  - All personal electronic equipment not related to testing (e.g., cell phones, iPods®, personal document scanners, eBooks, electronic pens, smart watches; refer to Section 2.2.1 for one exception).
  - Any resource (e.g., books, posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing. Refer to the *AF&A Manual* for additional information on approved resources for a student with a disability or an English Learner.
  - Any manipulative not approved through a unique accommodation request prior to testing (refer to Section 6.2 for more information).

Follow the general rule that if the material in question may help the student answer or find an answer, post or copy materials, it is *NOT* allowed in the testing environment; this includes material that has visible in the classroom all year.

Prior to testing, Test Administrators should instruct students to place all prohibited materials out of reach during testing (e.g., locker, book bag). If a student is found to have any prohibited materials in his or her possession upon arrival for testing, the Test Administrator must instruct the student to hand in the materials or follow your local policy. As a reminder, if a student is found to have prohibited materials (including cell phones) during live testing, the test may be invalidated.

Other materials may be permitted after a student has completed testing. Refer to **Appendix C**.

Exceptions for Test Accommodations

A student with a disability or a student who is an English Learner (EL) may be allowed to use certain tools or materials that are otherwise prohibited during testing, if the accommodation is documented in the student's IEP or 504 plan (or EL plan). Remember, the Human Reader script must be used if a Human Reader is administering the science assessment, and Human Reader scripts are secure test materials.

Students receiving the human reader accommodation must have their test placed in a specific session designed for the human reader accommodation.

2.4 Scheduling and Testing Time

Administration Dates

All test sections, including make-up testing (refer to **Appendix A** for definitions of session and section), must be completed during the state testing window (refer to **Appendix C** for the state testing window).

Table 2.0 Administration Time

Task	Administration Time
1. Pre-administration tasks, including reading instructions to students and answering questions	5 minutes
2. Distribution of test materials to students	5 minutes
3. Administration of section	Should be able to complete in 40 minutes with a 2 hour time limit per section/unit (should not allow more than 2 hours per section/unit)^
4. End-of-section activities, including logging students out of TestNav and collecting test materials	5 minutes

^TestNav will not automatically stop testing after 2 hours. Students with extended time in their IEP or 504 plan can take up until the end of a school day to complete any one section.

2.4.1 Guidelines for Scheduling

Sections may be scheduled at any time on regular school days during the student's normal school hours throughout the scheduled testing window. Contact your district if you have any questions about your testing dates.

Schools are encouraged to schedule testing for the early part of each testing window to maximize the number of available test days in case of weather-related disruptions or other issues. Testing should be scheduled on regular school days (i.e., not early dismissal days) during the testing window to ensure students have sufficient time. The ISA may be scheduled across multiple days with one or more sections administered each day. When scheduling multiple sections for a single day, schools should account for breaks between sections (refer to Section 2.4.3 for the policy on breaks).

Each student is expected to complete a section in a single sitting (i.e., all at once), with limited exceptions due to illness during testing (refer to Section 2.4.2 below). ***Sections must be administered in sequential order with the exception of make-up testing.***

	For security purposes, each computer-based testing section (e.g., Section 1, Section 2) should be scheduled ***as close together as possible*** for all students within the same grade—with the exception of make-up testing (refer to Section 2.4.2).
	For security purposes, each paper-based testing section (e.g., Section 1, Section 2) must be completed by all students within the same grade ***on the same school day***—with the exceptions of make-up testing (refer to Section 2.4.2).

2.4.2 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 section 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 sections.

If a student starts a section and leaves the testing environment (e.g., due to illness, family emergency) without finishing that section, he or she may be allowed to complete that section on a different day. Students are *NOT* allowed to alter any previously entered or written responses. They must pick up exactly where they left off.

	For computer-based testing, tests will automatically resume at the exact point where a student exited. Test Administrators must closely monitor make-up testing to ensure students do *NOT* alter any previously entered responses.
	For paper-based testing, Test Administrators must closely monitor make-up testing to ensure students do *NOT* alter any previously written responses.
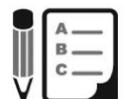
For make-up testing, it is recommended that the student who missed a section continue testing with his or her original testing group when he or she returns. The student will then complete the missed section during make-up testing. Alternatively, if the school is able to schedule the make-up section before the original testing group moves onto the next section, the school may allow the student to make up the section and then continue with his or her original testing group. School Test Coordinators should advise Test Administrators that the same test security and administration protocols must be in place for make-up tests as for the tests administered on the regularly scheduled days. When establishing a testing schedule, School Test Coordinators should identify specific make-up testing day(s).

	For make-up testing for computer-based testing, step-by-step directions are available in the *Make-Up Testing Directions for Computer-Based Testing* guidance document available at http://il.mypearsonsupport.com. Make-up testing days may be used to test students who are affected by technology failures or interruptions.

2.4.3 Breaks Between Testing

If administering more than one section back-to-back, scheduled breaks are highly recommended between sections. During the break, students are permitted to go to the restroom, stretch, and get a drink, if needed. Refer to Section 2.4 for additional information regarding breaks.

Break Policy

School Test Coordinators must determine and discuss procedures for breaks with Test Administrators prior to testing day. For breaks during testing, there should *NOT* be conversations among students, and students are *NOT* permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test. Students must be supervised at all times during breaks, including short breaks between sections.

Test Administrators are responsible for ensuring that students are not able to see content on other students' test materials or on students' testing devices. ISA policies for breaks are below. Refer to ISA policy in **Appendix C** for additional requirements regarding breaks.

	For computer-based testing, during short breaks, visual blocks should be applied to students' computer screens (e.g., turn off the monitor, tape folders to the screen) instead of having students use computer functions to exit and resume the test. The Test Administrator should also ensure the security of students' scratch paper.
	For paper-based testing, the Test Administrator should ensure the security of students' test booklets and scratch paper.
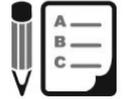
Restroom breaks during a section: During a section, individual restroom breaks may be provided at the discretion of the Test Administrator. It is recommended that no more than one student at a time be allowed to use the restroom and students be supervised.

Classroom stretch break during a section: At the discretion of the Test Administrator, a classroom may take one "stand-and-stretch" break.

Breaks between sections: If administering two or more sections back-to-back, scheduled breaks are highly recommended between sections. During the break, students are permitted to go to the restroom, stretch, and get a drink, if needed.

Frequent breaks: Frequent breaks may be offered as an administration consideration. Refer to ISA policy in **Appendix C**.

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 Sections 3.2–3.12 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.

3.1.1 For Computer-Based Testing

Table 3.0 At Least Two Months Before Testing

DTC	STC	TC	Task	Reference
yes	yes	no	Complete PearsonAccess[next] Setup: • Register students (including PNP to ensure accommodated materials are ordered in the initial shipment). • Assign user roles.	https://il.pearsonaccessnext.com/customer/index.action
yes	yes	no	Develop security, training, and logistics plans for test administration.	Section 3.3
yes	yes	no	Establish the test schedule.	Section 3.6

Table 3.1 At Least One Month before Testing

DTC	STC	TC	Task	Reference
no	yes	no	Review student accommodations/accessibility features list and develop a plan to track accommodations use.	*AF&A Manual*
no	yes	yes	Meet with Technology Coordinators: • Discuss test security and administration protocols and plans. • Plan technology setup. • Review test day activities.	Section 3.4
yes	yes	yes	Complete relevant training modules.	http://il.mypearsonsupport.com and Section 3.3.1

DTC	STC	TC	Task	Reference
no	no	yes	Complete Technology Set up: • Check every device and inventory software applications—some applications will need to be closed/disabled on all testing devices on test days. • Verify content filter/firewalls and allow the appropriate sites. • Configure common applications (e.g., anti-virus, email notification, pop-up blockers, automatic updates) to NOT launch on test-taking devices during testing. • Run App Check. • Run Assess Testing Capacity in PearsonAccess[next]. • Create/edit TestNav configuration in PearsonAccess[next]. • Load and configure a supported browser or TestNav App that is compatible with the testing devices. • Conduct Infrastructure Trial (recommended). • Prepare Test Administrator devices for testing.	Section 3.5 and *Infrastructure Trial Readiness Guide*
no	yes	no	Schedule and administer tutorials (recommended).	http://il.mypearsonsupport.com and Section 3.7
yes	yes	no	Review security, training, and logistics plans for test administration.	Section 3.3
no	yes	no	Schedule and conduct trainings for Test Administrators and Proctors, including accommodations training.	Section 3.3.1
no	yes	no	Meet with students to review test day procedures.	Section 3.12
yes	yes	no	Update student registration and PNP as needed.	http://il.mypearsonsupport.com

Table 3.2 At least Two Weeks before Testing

DTC	STC	TC	Task	Reference
no	yes	no	Finalize the testing locations and assign Test Administrators and Proctors to student testing groups.	Section 3.11
no	yes	no	Ensure all staff have reviewed and signed a security agreement.	Appendix B
no	yes	no	Meet with Test Administrators and Proctors: • Discuss test security and administration protocols and plans. • Review day of test activities.	Section 3.8

Table 3.3 At Least One Week Before Testing

DTC	STC	TC	Task	Reference
no	yes	yes	Set up test sessions in PearsonAccess[next]: • Print student testing tickets. • Confirm Test Administrator accounts are active. • Check that online form assignments and PNPs are correct. • Ensure students are in the correct test sessions, including students requiring Human Reader or transcription test sessions.	Section 3.2.3, Section 6.2, and *PearsonAccess[next] Online Support*

DTC	STC	TC	Task	Reference
no	yes	yes	Confirm results of the Infrastructure Trial have been resolved, then freeze the environment for testing.	*Infrastructure Trial Readiness Guide*
no	yes	yes	Prepare test sessions and confirm that online form assignments and PNPs are correct.	Section 6.2 and *PearsonAccess^next Online Support*

Table 3.4 Day of Testing

DTC	STC	TC	Task	Reference
no	yes	yes	Prepare sessions in PearsonAccess^next and confirm that online form assignments and PNPs are correct.	Section 6.2 and *PearsonAccess^next Online Support*
yes	yes	no	Check that online form assignments and PNPs are correct.	*PearsonAccess^next Online Support*
no	yes	no	Start test sessions in PearsonAccess^next and unlock the first test section.	*PearsonAccess^next Online Support*

3.1.2 For Paper-Based Testing

Table 3.5 At Least Two Months Before Testing

DTC	STC	TC	Task	Reference
yes	yes	no	Complete PearsonAccess^next Setup: • Register students (including PNP). • Assign user roles.	https:// il.pearsonaccessnext. com/customer/index. action
yes	yes	no	Develop security, training, and logistics plans for test administration.	Section 3.3
yes	yes	no	Establish the test schedule.	Section 3.6

Table 3.6. At Least One Month before Testing

DTC	STC	TC	Task	Reference
no	yes	no	Review student accommodations/accessibility features list and develop a plan to track accommodations use.	*AF&A Manual*
yes	yes	yes	Complete relevant training modules.	http://il.mypearson support.com and Section 3.3.1
no	yes	no	Schedule and administer tutorials.	http://il.mypearson support.com and Section 3.7
yes	yes	no	Review security, training, and logistics plans for test administration.	Section 3.3
no	yes	no	Schedule and conduct trainings for Test Administrators and Proctors, including accommodations training.	Section 3.3.1

DTC	STC	TC	Task	Reference
no	yes	no	Meet with students to review test day procedures.	Section 3.12
yes	yes	no	Update student registration and PNP as needed. Submit an additional order for all paper testing materials.	http://il.mypearson support.com

Table 3.7 At least Two Weeks before Testing

DTC	STC	TC	Task	Reference
no	yes	no	Finalize the testing locations and assign Test Administrators and Proctors to student testing groups.	Section 3.11
no	yes	no	Ensure all staff have reviewed and signed a security agreement.	**Appendix B**
no	yes	no	Meet with Test Administrators and Proctors: • Discuss test security and administration protocols and plans. • Review day of test activities.	Section 3.8

Table 3.8 At Least One Week Before Testing

DTC	STC	TC	Task	Reference
no	yes	no	Receive, document, and store materials: • Ensure a test booklet has been received for each identified paper tester. • Account for damaged test materials.	Section 3.10.2–3.10.4

3.2 PearsonAccess^next Setup

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

3.2.1 Student Registration and Personal Needs Profile

Review the Student Registration/Personal Needs Profile (SR/PNP) 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 *ISA Student Registration PNP Field Definitions* document (available at http://il.mypearsonsupport.com).

	For computer-based testing, in order to receive test materials, including paper-based accommodated test materials, tactile graphics for computer-based testing, and Human Reader Scripts, Test Coordinators must note any paper accommodations in the SR/PNP and place an additional order.
	For paper-based testing, an additional order must be placed after all student registration data is updated in PearsonAccess^next.

Refer to **Appendix C** for policies regarding Student Registration/Personal Needs Profile files. Guidance for accessing, navigating, and using PearsonAccess^next is available in the *PearsonAccess^next Online Support*.

3.2.2 Assign and Update User Roles

Staff administering the test or who need to make updates in PearsonAccess^next will need to be provided with user accounts for PearsonAccess^next. Refer to 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 Test Coordinator or ISA State Contact.

🖥 3.2.3 Create and Manage Test Sessions (For Computer-Based Testing Only)

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 5 Science Classroom) for the session name in PearsonAccess^next. In PearsonAccess^next 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^next 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.

Note: Human Reader "Transcription English" or "Transcription Spanish" test sessions must be set up separately from other test sessions.

🖥 3.2.4 Verify Test Form Assignments (Accommodated Computer-Based Testing)

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.
5. Verify form assignments (for form-supported accommodations).
   - In PearsonAccess^next, 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 SR/PNP data loaded in PearsonAccess^next and form assignment within test sessions. Once a student starts a test with the incorrect PNP form assignment, the task of correcting the PNP form assignment requires more steps. If accommodations are not assigned correctly and the student completes testing, the score may be invalidated. For more information on available accommodations, see the *AF&A Manual* and Section 6.2 of this manual.

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

3.2.5 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^next must be updated. This can be done via the user interface, the data file upload process, or by submitting a Work Request. If a student is transferring within a district, the test coordinator can transfer the students without a work request. A work request is only needed if the student is transferring to a different district. Step-by-step directions for these processes can be found in the *Transfer Student (CBT) Guidance* document posted at http://il.mypearsonsupport.com. All transfers will require the student's original school/district and new school/district to complete tasks before they are finalized.

Whenever possible, it is recommended that students complete testing at the original school before transferring. Transferring student tests and registrations will require coordination between schools.

For computer-based testing, students will resume their tests in TestNav at the new school.

For paper-based testing, Test Coordinators must review procedures on securely transferring test booklets or testing using a new test booklet.

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, Proctors, and all other staff with access to secure materials. Training attendance should be documented and kept on file according to policy (refer to **Appendix C**). An effective training plan will familiarize all school staff with their individual responsibilities and ISA Test Security policies listed under Section 2.0. The School Test Coordinator will:

- Explain chain-of-custody requirements.
- 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, as well as translated scripts, are available at http://il.mypearsonsupport.com.
- Show and discuss the Test Administrator training modules found at http://il.mypearsonsupport.com or direct them to this location for viewing at their convenience.
- Ensure applicable staff receive administration and technical updates on http://il.mypearsonsupport.com.
- For computer-based testing:
    - 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^next and how to complete tasks (as applicable).
    - Ensure all relevant staff are familiar with tutorials.
    - Indicate how Test Administrators can get assistance for technical issues from Technology Coordinators during testing, if necessary.
    - Review plans for an Infrastructure Trial.

3.3.2 Security Plan

School Test Coordinators must develop a security plan for their school. An effective security plan will accomplish the following:

- Inform all individuals with access to secure materials of security protocols, prohibited activities, testing irregularities, security breaches, and sign the *Security Agreement* if required by the state (refer to **Appendix C**).
- Establish and document the chain-of-custody of test materials (described in Section 2.1).
    - Ensure that test materials are accounted for at all times before, during, and after test administration.
    - *Chain-of-Custody Form* templates are available at http://il.mypearsonsupport.com.
- Designate a central locked location with limited access for secure storage of test materials.
- Document that Technology Coordinators, Test Administrators, and Proctors have received necessary materials and training for successful, secure administration of the ISA.
- Establish who is responsible for securely destroying or recycling specified test materials after administration (described in Sections 5.1.2 (CBT) and 5.2.3 (PBT)).

Note: Failure to implement an effective security plan may result in test invalidations.

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*. School staff are required to maintain signed copies (paper copies or scanned forms stored electronically) for 3 years.

3.3.3 Prepare the Testing Environment

When choosing testing locations, School Test Coordinators should make sure assessment settings have good lighting and ventilation, comfortable room temperatures, and are as free as possible from noise and interruptions so students can work comfortably and without disruption. Chairs should be comfortable and tables at an appropriate height with sufficient room for approved testing materials. Confirm that each student will have adequate work space and be sufficiently separated from other students to support a secure testing environment. Check that all needed materials and equipment are available and in good working condition.

Cover or remove any display resource (e.g., posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing.

Changes to the setting, including the testing location and conditions within the testing environment can benefit students who are easily distracted in large groups or who concentrate best in small group and individual settings.

To maintain security in a computer-based testing environment, ISBE suggests the following ideal configurations for seating students:

- Seat students in every other seat.
- Arrange monitors back-to-back.
- Seat students back-to-back.
- Seat students in a semicircle.
- Seat students in widely spaced rows or in every other row.

If an ideal appropriate seating configuration is not possible, physical and visual barriers between testing devices should be used to prevent students from viewing other monitors. Schools may already have one or more of the following materials available that can be adapted for this purpose:

- Card stock (e.g., manila folders) that can be taped to the sides of monitors
- Flattened cardboard boxes that can be cut, folded, and taped to form a visual barrier between testing devices
- Tri-fold display boards (such as those used for science project exhibits) that can stand freely between testing devices
- Cardboard carrels
- Privacy screens that narrow the viewing angle of a computer monitor so that it is visible only to someone sitting directly in front of it. Schools that have privacy screens available should affix them to monitors prior to the beginning of testing and ensure that students are seated so that they cannot view the monitor of the student seated in the row in front of them.

In the event that a laptop or other modular devices are used, they must be monitored and may *NOT* be removed from the test setting during test administration.

🖥 3.4 Meet with Technology Coordinators (For Computer-Based Testing Only)

Meet with your school's Technology Coordinator to explain the procedures for the ISA administration, the infrastructure preparations that will need to be made at your school, 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 ISA 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^next user accounts for technology coordinators.
- Schedule and plan an Infrastructure Trial (if necessary). The *Infrastructure Trial Guide* can be found on http://il.mypearsonsupport.com.
- 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* and receive a signed copy (refer to **Appendix C**).

🖥 3.5 Complete Technology Setup (For Computer-Based Testing Only)

3.5.1 Plan an Infrastructure Trial

The Infrastructure Trial introduces students to the TestNav testing interface through the online test content and prepares Test Administrators to understand their responsibilities in PearsonAccess[next].

This is a dress rehearsal to confirm that:

- TestNav is configured correctly.
- Devices and assistive technology can successfully interact with TestNav.
- Your network can support school-wide testing.
- Participating staff know the proper procedures for administering computer-based tests.
- Students are familiar with the computer-based tools and format, including the use of student testing tickets.

All instructions required to run an Infrastructure Trial are included in the *Infrastructure Readiness Guide* posted on http://il.mypearsonsupport.com.

The Infrastructure Trial should take approximately 60 minutes to administer. Schools are encouraged to provide feedback on the Infrastructure Trial to District Test Coordinators.

3.5.2 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[next] 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.

3.5.3 Prepare Test Administrator Testing Devices

Test Administrators will require a computer or device that meets the PearsonAccess[next] system requirements in the testing environment to start, monitor, and manage test sessions in PearsonAccess[next]. 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[next] is available.

3.6 Establish a Testing Schedule

Refer to Section 2.4 for guidance on scheduling sessions. If applicable, check with your District Test Coordinator to determine whether the district has more specific requirements for testing dates and times. Sections must be administered in order, with the exception of make-up testing.

3.7 Schedule Tutorials

Administering the tutorials is an important preparation step for both administration staff and students. It is highly recommended that School Test Coordinators develop a plan to provide students with an opportunity to become familiar with the ISA administration using the ISA tutorials available online at http://il.mypearsonsupport.com. Tutorials familiarize students and educators with the item types, testing tools, accessibility features, accommodations, and test format and/or navigation of TestNav (CBT only) that will be used for the ISA.

During the test, Test Administrators will *NOT* be allowed to assist students with TestNav functionality and navigation. Therefore, it is important that these questions be answered during tutorials. Districts and schools may set their own schedules, but the tutorials should be administered on a separate day before the ISA administration is administered. Note, there may be changes in TestNav from year-to-year. Therefore, it is important to administer the current tutorials each year, so that students have an opportunity to practice with any new functionality.

3.8 Meet with Test Administrators and Proctors

To prepare Test Administrators and Proctors for the ISA, 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:
  - Chain-of-custody requirements
  - Testing irregularities and security breaches
  - 🖥 For computer-based testing, when to unlock test sections in PearsonAccess^next
  - Active proctoring during testing (i.e., focusing full attention on students at all times to confirm that students are working independently)
- Review ISA policies and procedures, (refer to **Appendix C**), and emphasize the following:
  - Test Administrators may post "Go On" and "Stop" signs as visual cues for students at the start of testing (a copy of the sign is available in the *TAM*).
  - Test Administrators and Proctors shall *NOT* comment on any student work at any time.
  - Test Administrators and Proctors 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 Illinois Science 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 breaks
  - Calculators
  - Procedures for students who finish early, including allowable materials for students after testing
  - Procedures for dismissing ill or disruptive students
  - Escalation protocol for technical issues on testing day

- Review accessibility features and accommodations that will be available in the ISA.
- Ensure that Test Administrators who will administer accessibility features or accommodations that require Test Administrator interaction (e.g., Human Reader/Human Signer) have specific training so that they know what is allowed during the assessment.
- Provide Test Administrators and Proctors with his or her assigned group of students for testing.
- Provide a copy of the testing schedule to Test Administrators and Proctors, and explain how it will be implemented for your school.
- Inform Test Administrators and Proctors of your school's procedures for make-up testing.
- Review the security agreement and receive signed copies, if required (refer to **Appendix C**).
- For computer-based testing:
  - 🖥 Ensure that PearsonAccess^next user accounts for Test Administrators have been created before testing and review tasks for PearsonAccess^next as needed. Refer to the PearsonAccess^next training module for task-based modules on how to start, monitor, and end test sessions.
  - 🖥 Review common TestNav errors and how to resolve them.

🖥 3.9 Organize Test Materials for Computer-Based 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. Secure materials should be kept in a centrally located, locked storage with limited access.

🖥 3.9.1 Secure and Nonsecure Test Materials for Computer-Based Testing

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:

- **ISA-supplied materials (printed from PearsonAccess^next at the district or school)**
  - Student testing tickets
- **ISA-supplied materials (posted to the IL Support Site):**
  - *TAM*
- **School-supplied materials**
  - Wooden Number 2 pencils with eraser(s)
  - Blank scratch paper
    - Test Administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper during the section, if needed.
    - Test Administrators are responsible for collecting all used scratch paper to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).
  - Calculators (if using hand-held calculators; see Calculators section for more information)
  - Testing devices that meet the minimum technology specifications (**Note:** A student should *NOT* supply his or her own device for testing.)
  - Headphones (see Headphones section for more information)
  - Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, see Section 6.2.)

- "Testing — Please Do Not Disturb" sign to post on the doors of the testing rooms (a copy of the sign is available in the *TAM*)
- Computer or tablet for Test Administrators if they are managing test sessions

Headphones

Headphones are needed for all students who receive the Text-To-Speech accommodation for science assessments.

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 have several options for ensuring they have a sufficient number of headphones. First, schools can instruct students to bring their own headphones. Second, if schools have a smaller number of headphones than students testing at the same time, schools can separate classes into a smaller number of students for administration. Third, schools can purchase additional device-compatible headphones. Bluetooth headphones are not allowed unless otherwise specified by the students IEP or 504 plan.

For computer-based tests 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 in the section.

Note: Music programs on all testing devices should be closed and not running in the background. Students may use Bluetooth hearing aids if supported in the student's IEP.

If headphones are needed for accessibility purposes, make sure they are plugged in prior to launching TestNav (except for headphones that are used as noise buffers).

Human Reader Scripts

Schools will receive paper copies of Human Reader scripts for students registered to take science assessments with the Human Reader accessibility feature or accommodation. These secure documents are required to be used when providing a Human Reader accessibility feature for science. Human Reader scripts must be returned to Pearson at the end of testing.

Test Coordinators must place an additional order for these materials. Refer to Section 3.10.4 for guidance on placing an additional order.

Test Administrators will use the Proctor Authorization Ticket to read the test to all students in the session.

3.10 Organize Test Materials for Paper-Based 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. Secure materials should be kept in a centrally located, locked storage with limited access.

3.10.1 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:

- **ISA-supplied materials (shipped by vendor after additional order is submitted)**
  - Test booklets

- **School-supplied materials**
  - Wooden Number 2 pencils with eraser(s)
    Note: Mechanical pencils must *NOT* be used; students should bring Number 2 pencils on the day of the test, but a supply should also be available.
  - Blank scratch paper
    - Test Administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper during the section, if needed.
    - Test Administrators are responsible for collecting all used scratch paper to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).
  - Calculators (see Calculators section for additional information)
  - Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, see Section 6.2.)
  - "Testing — Please Do Not Disturb" sign to post on the doors of the testing rooms or the board (a copy of the sign is available in the *TAM*)

3.10.2 Receive, Document, and Store Materials

Test booklets are shrink-wrapped separately and packed in boxes, clearly labeled with the school's name, and shipped to either the District Test Coordinator or the School Test Coordinator. Refer to **Appendix C**, for more information about shipments.

Shrink-wrapped packages can be opened at the school level five school days prior to the day of testing.

Each day before and after test administration, paper testing materials must be stored in a secure location, and daily distribution and collection must be documented using the *Chain-of-Custody Form* or other tracking log (refer to Section 2.1). Follow the instructions below for receiving materials and taking inventory, which should be done immediately after receiving test materials.

- Remove the packing list and have a copy of the *School Chain-of-Custody Form* from the IL Support Site.
  - Pearson Return Labels for **nonscorable** materials
  - United Parcel Service (UPS) Ground Return Labels for **nonscorable** materials
  - *Pearson Return Instructions Sheet*
  - *Shipping Carrier Return Instructions*
- Count the materials received to verify that the quantities listed on the school packing list were shipped as indicated.
- Ensure that any missing or damaged test booklets are replaced. If additional materials are needed, submit an additional order through PearsonAccess[next].
- 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 using the *Chain-of-Custody Form* or other equivalent (except when needed for accommodations).
- 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.

- Report the following occurrences immediately to Pearson using the *Form to Report Contaminated, Damaged, or Missing Materials* available in **Appendix E**.
  - Non-receipt of any packages of test booklets listed on the School Packing List.
  - Discovery of a damaged test booklet.
  - Discovery of missing or duplicate sequence numbers on any test booklets. Barcodes for test booklets are on the front cover in the lower right-hand corner.

3.10.3 Account for Damaged Test Booklets for Paper-Based Testing Only

Review your shipment for damaged materials. Return damaged test booklets with all other nonscorable materials.

During testing, if a student discovers a damaged test booklet, give the student a replacement test booklet. When the student completes all sections, follow the directions for transcription in Section 5.2.2.

3.10.4 Additional Orders

Ordering paper testing 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 Pearson Program Team.

Refer to the *User Role Matrix* document posted on the ISA Support site for more information.

Additional orders may be placed by submitting an order through the **Orders & Shipment Tracking** page in PearsonAccess[next]. 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.

For a detailed list of materials that are included in accommodated kits, see Section 6.2.

> For computer-based testing:
> - If you have students requiring paper-based accommodated test materials, tactile graphics, or Human Reader scripts, you will need to place an additional order for paper-based accommodated test materials.
> - Students requiring a paper-based test will be registered with online test format selected with Alternate Representation – Paper Tests also selected. Districts will need to set up a "Transcription English" or "Transcription Spanish" test session and add the test registrations. After testing, districts will need to transcribe student responses from the test booklet directly into TestNav by the established deadline.

3.11 Finalize Preparations

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

- Verify that testing rooms are configured so that students are separated by a reasonable distance to encourage independent work and to prevent cheating.
- Ensure testing rooms are clear of all instructional displays (refer to Section 2.3 for prohibited materials).
- 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 accommodations/accessibility purposes only.
- Print student testing tickets.
- Create computer-based test sessions in PearsonAccess[next].
- 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[next] training modules on how to start and stop test sessions.

For paper-based testing, School Test Coordinators must also record all test materials (with security numbers listed on the secure documents) in chain-of-custody documentation in preparation for hand-off to Test Administrators on testing day.

3.12 Meet with Students

Prior to testing, it is recommended School Test Coordinators meet with students to review the following information:

- Testing schedule
- Materials students are allowed to bring with them to testing (e.g., headphones, hand-held calculators, recreational book for after testing)
- Policy that making calls, texting, taking pictures, and browsing the internet are *NOT* allowed in the testing environment
- Any local school procedures during testing (i.e., procedures for breaks)

4.0 DURING Testing

This section describes activities for the School Test Coordinator (STC) and Technology Coordinator (TC) to perform during testing days. Section 4.1 provides directions for schools administering computer-based testing and Section 4.2 provides directions for schools administering paper-based testing. Some or all tasks in these sections may be applicable to the District Test Coordinator (DTC) depending on the procedures specific to your district or state.

🖥 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 4.1.2–4.1.6 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 strongly recommended.

Table 4.0 Day of Testing

DTC	STC	TC	Task	Reference
no	yes	yes	Ensure that Test Administrators have a computer or tablet available.	Section 3.5
no	yes	no	Distribute test materials to Test Administrators.	Section 3.9
no	yes	no	Manage test sessions in PearsonAccess^{next}.	Section 4.1.2
no	yes	no	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 4.1.4
yes	yes	no	Investigate all testing irregularities and security breaches for reporting these incidents.	Section 2.2
yes	yes	no	Ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features.	Section 4.1.4
no	yes	no	Schedule and supervise make-up testing.	Section 4.1.5
no	yes	no	Create make-up test sessions in PearsonAccess^{next}.	Section 4.1.5
no	no	yes	Respond to all technology-related issues.	Section 4.1.3
no	yes	no	Collect materials from Test Administrators.	Section 4.1.5
no	yes	no	For each testing day, ensure that all sections are locked after testing.	Section 4.1.2

4.1.2 Managing Test Sessions in PearsonAccess^{next} (Day of Testing)

Before students can begin testing, Test Coordinators or Test Administrators will need to log in to PearsonAccess^{next}, prepare each test session, start each test session, check accommodated form assignments, and unlock the appropriate section for students. After a session is started, Test Administrators can monitor the real-time status of students by refreshing their browsers. Table 4.1 describes the possible statuses for a student during each section.

Table 4.1 Student Statuses in PearsonAccess^{next}

Status	Description
Ready	The student has not yet started the section.
Active	The student has logged in and started the section.
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 section.
	Resume a section when a student exits a section (either intentionally or unintentionally), before finishing the section and you want the student to continue the same section.
	Only students in **Exited** status can be resumed. Students in **Ready**, **Completed**, or **Marked Complete** 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 section has been submitted by the student through TestNav and has been processed.
Marked Complete	The Test Administrator or School Test Coordinator must mark a section complete when a student has exited TestNav and will not return.

Note: If a student has been assigned a test without their proper accommodation, every section must be marked complete and the entire test must be voided. Contact your District Test Coordinator for information about marking a test complete or voiding a test.

Refer to the *PearsonAccess^{next} Online Support* at https://support.assessment.pearson.com/display/PAsup for instructions on logging into PearsonAccess^{next} and performing the tasks described in this section.

In addition, Test Coordinators or Test Administrators may unlock or lock sections at the session level. Test Administrators may unlock or lock individual sections for appropriate students. Only the section being tested should be unlocked for a student (only one section unlocked for each student at a time). Refer to the PearsonAccess^{next} Students in Session training module for more information.

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 4.1.4)
- 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^{next}.
  - 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 ISA 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 and Proctors. District Test Coordinators must monitor reports of testing irregularities and security breaches and ensure that School Test Coordinators follow state procedures for reporting such events. Refer to **Appendix C** for procedures.

School Test Coordinators must ensure that during each section of the test, Test Administrators and Proctors walk around the room and check that students are working in the correct section. At no time are any school staff allowed to log in to TestNav using a student testing ticket; however, Test Administrators may help students log in if issues arise.

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 *ISA Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* (available at http://il.mypearsonsupport.com).

4.1.5 End-of-Section Tasks

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

- Student testing tickets
- Used and unused scratch paper (unused scratch paper may be reused)
- Accommodated test materials

At the end of each day of testing, ensure all materials from the ISA have been returned to the locked storage area. Verify sections have been locked for absent students during sessions and that all sections for all students are locked overnight. For more information, refer to the PearsonAccess^next Students in Session training module.

Ensure TestNav Logout and Lock Units/Sections
As students complete each unit/section, 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^next. 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^next if the student started, but will *NOT* complete the unit/section.

After all students are logged out of TestNav, the School Test Coordinator must ensure that all units/sections in PearsonAccess^next are locked. Refer to Section 3.2 for more information.

Administer Make-Up Testing

If a student is *NOT* tested during the regular administration, he or she may be moved into a new make-up test session in PearsonAccess^next (refer to the directions in the *PearsonAccess^next Online Support*). However, if the student will rejoin the regular administration for any remaining sections, it is recommended that you leave that student in the original test session in PearsonAccess^next. For students taking a make-up test, unlock the appropriate section in PearsonAccess^next to allow the student to log in to the missed section. The test session should not be stopped until all students in the test session have completed testing. Refer to the *Make-Up Testing Directions for Computer-Based Testing* document available at http://Il.mypearsonsupport.com for additional information on make-up testing.

Multiple test sessions and/or sections may be tested at once according to the directions in *Testing Multiple Grades Guidance* at http://Il.mypearsonsupport.com as long as the administration scripts are the same.

Note: Make-up test sessions must reflect the original test session (e.g., a test session with a Human Reader will need a make-up test session with a Human Reader).

📝 4.2 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 paper-based testing while Sections 4.2.2–4.2.5 contain specific details for tasks during testing.

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

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

Table 4.2 Day of Testing

DTC	STC	TC	Task	Reference
no	yes	no	Distribute test materials to Test Administrators.	Section 3.10
no	yes	no	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
yes	yes	no	Investigate all testing irregularities and security breaches for reporting these incidents.	Section 2.2
yes	yes	no	Ensure that Test Administrators provide applicable students with their approved testing accommodations and pre-identified accessibility features.	Section 4.2.2
no	yes	no	Schedule and supervise make-up testing.	Section 4.2.4
no	yes	no	Follow the protocol for contaminated or damaged test materials, for reporting these incidents.	Section 4.2.3
no	yes	no	Collect materials from Test Administrators and ensure all test booklets have a student name and/or student ID label.	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. District Test Coordinators must also monitor reports of testing irregularities and security breaches and ensure that School Test Coordinators follow state procedures for reporting such events. Refer to **Appendix C** for state procedures.

School Test Coordinators must be available during testing to answer questions from Test Administrators and Proctors. School Test Coordinators must ensure that during each section of the test, Test Administrators and Proctors walk around the room and check that students are working in the correct section.

In addition, ensure that Test Administrators provide students with their approved testing accommodations and pre-identified accessibility features. Remember, the Human Reader script must be used if a human reader is administering the science assessment, and Human Reader scripts are secure test materials.

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

4.2.3 Procedures for Contaminated, Torn, or Damaged Materials

Contaminated Test Materials

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

1. The Test Administrator must immediately:
    a. Stop testing for the student or group, as needed.
    b. If possible, record the item number and page number where the student stopped testing.
    c. Follow your school procedure for medical emergencies.
2. Qualified school personnel must safely handle the soiled test booklet and place it in a resealable, plastic bag with the security barcode label visible from the exterior. Handling materials must be done in accordance with procedures outlined in Occupational Safety and Health Administration (OSHA) regulations.
3. After the testing area is cleaned and the students have returned, the Test Administrator may resume testing.
    a. If the ill student returns to resume testing and the completed responses can be transcribed into a replacement test booklet, the Test Administrator must provide the student with a new test booklet. The Test Administrator must ensure the student's name is recorded on the front of the replacement test booklet for proper identification.
    b. If the ill student returns to resume testing and the completed responses cannot be transcribed into a replacement test booklet, the student must be given the opportunity to retake those sections using a replacement test booklet during make-up testing. Contact the state for further guidance if necessary.
4. After testing is complete, the School Test Coordinator must:
    a. Apply the Student Identification (ID) label to the replacement test booklet prior to returning it.
    b. Record the security barcode number of the contaminated test booklet on the *Form to Report Contaminated, Damaged, or Missing Materials* available in **Appendix E**.
    c. Record the security barcode number of the replacement test booklet on the *Chain-of-Custody Form*.
    d. If applicable, transcribe the completed response from the contaminated test booklet into a replacement one.
        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 nonscorable materials.
    e. Securely destroy the contaminated test booklet according to district biohazard protocols. Do not return contaminated material to Pearson.
    f. Compile a list of contaminated test booklets and maintain it on file for the length of time specified in **Appendix C**.
5. The School Test Coordinator must notify the state or District Test Coordinator as soon as reasonably possible according to **Appendix C**.

Torn or Damaged Test Materials

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

1. The test booklet 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.
    b. The School Test Coordinator must immediately notify the District Test Coordinator or the state according to policy found in **Appendix C**.
2. The Test Administrator must ensure the student's name is recorded on the front of the replacement test booklet.

3. 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 E**.

   b. Return the replacement test booklet to Pearson along with all other paper materials.

   c. Pack the damaged test booklet with the paper materials and return it to Pearson (refer to Section 5.2.2 for more information about marking test materials as Do Not Score).

   d. Compile a list of all damaged test booklets and maintain it on file for the length of time specified in **Appendix C**.

4.2.4 End-of-Section Tasks

Collect Materials

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

- All used and unused test booklets (Ensure all test booklets have a student name written on them.)
- Used and unused scratch paper (Unused scratch paper may be reused.)
- Any accommodated responses provided in another format.

Follow all chain-of-custody procedures. At the end of each day of testing, ensure all materials from the ISA 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 state steps in **Appendix C**.

After testing, districts will need to transcribe student responses from the test booklet directly into TestNav by the established deadline.

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 2.4.2.

4.3 Procedures for Testing Irregularities (Day of Testing)

4.3.1 Dismissing Students for Misconduct

The Test Administrator has the authority to dismiss any student for misconduct according to your local policy. If student misconduct warrants dismissal, collect the student's test materials. The student will then be dismissed from the testing environment. The student may be eligible to continue testing in another location (e.g., guidance counselor's office) according to local policy. The school or district must submit a *Form to Report a Testing Irregularity or Security Breach* within two school days unless otherwise directed by your District Test Coordinator or ISA State Contact. For additional guidance on dismissing students for misconduct, refer to **Appendix C**.

If a student is observed with any of the items listed in Section 2.3 during testing or during breaks, the Test Administrator should collect the prohibited materials. The school or district should complete the *Form to Report a Testing Irregularity or Security Breach* in **Appendix D** and follow the ISA policy for submitting the form.

For computer-based testing, if a student is dismissed, the Test Administrator must exit the student's test in TestNav and ensure the student's section is locked in PearsonAccess[next].

4.3.2 Item Irregularities During Testing

If during testing, a student alerts a Test Administrator to a possible unanswerable or misprinted test item, use the following steps:

For computer-based testing: If the issue being experienced is with a particular item, the Test Administrator should instruct the student to bookmark the item and continue testing. At the end of testing, the Test Administrator should try to troubleshoot the issue with the remaining item by contacting their Technology Coordinator or by using troubleshooting guidance available at http://il.mypearsonsupport.com. If troubleshooting does not resolve the issue, the Test Administrator, Technology Coordinator, or School Test Coordinator should call the Support Center to report the issue.

- If a timely solution cannot be found, the Test Administrator should:
  - Instruct the student to proceed with the test.
  - Note the content area, grade level, form ID (CBT only), item number, test format (online or paper), and a brief description of the issue and provide that information to the School Test Coordinator to complete the *Form to Report a Testing Irregularity or Security Breach*. Actual wording from the question should never be included either verbally or in writing.
- Remember, school personnel may *NOT* read or review a test item [Exception: Accommodations that require review of items].

4.3.3 Procedures for Safety Threats and Severe Weather

In all instances of safety and severe weather threats, consult your local evacuation policy. In the event that there is a building evacuation, lockdown, or school closure that occurs ***before*** the start of a section, follow the protocol outlined below:

- Proceed with testing only if the section can be completed that day.
  - If the section cannot be completed, schedule the section during make-up testing.
- Document the situation, noting the event, date, and time, students affected, and any other specific details regarding the situation.
- Refer to **Appendix C** about reporting safety threats and severe weather.

In the event there is a building evacuation, lockdown, or school closure that occurs ***during*** the section, follow the protocol outlined below:

- If leaving the test environment, take necessary steps to ensure the security of the test materials, if time permits.
  - For computer-based testing, lock the test sections in PearsonAccess[next], if time permits.
- Upon returning to the testing room, prepare students for the continuation of the section:
  - Students may need to be Resumed in PearsonAccess[next].
- Using the Form to Report a Testing Irregularity or Security Breach, document the situation.
- Refer to **Appendix C** about reporting safety threats and severe weather.

DURING Paper-Based Testing

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 Sections 5.1.2–5.1.5 for more details.

Table 5.0 Day of Final Test Section

DTC	STC	TC	Task	Reference
no	yes	no	Stop all test sessions. Student tests are not submitted for scoring until the session is in Stop status.	Section 5.1.3
no	yes	yes	Notify the Technology Coordinator that all testing is complete.	*PearsonAccess^next Online Support*

Table 5.1 Within One Week of Final Test Section

DTC	STC	TC	Task	Reference
no	yes	no	Destroy scratch paper written on by students.	Section 5.1.2
no	yes	no	Destroy all printed student testing tickets.	Section 5.1.2
no	yes	no	Recycle *Test Administrator Manuals*, blank or unused scratch paper.	Section 5.1.2
no	yes	no	Complete the *Post-Test Certification Form*.	Section 5.1.4
no	yes	no	Keep records.	Section 5.1.5
no	yes	no	Resolve critical warnings in PearsonAccess^next.	*PearsonAccess^next Online Support*

5.1.2 Collect and Organize Materials

Secure Materials

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

Secure test materials that must be securely destroyed:

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

Secure test materials that must be shipped back to Pearson:

- Accommodated paper test booklets, if applicable. Braille and large print test booklets must be transcribed (Section 5.2.2) and returned (section 4.2.4) in order to be scored.
- Human Reader scripts
- Tactile graphics

Again, ensure all materials from the ISA have been collected. Take inventory of all secure materials to be sure that none are missing. All accommodated paper-based booklets, Human Reader scripts, and 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 district 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):

- Scratch paper written on by students during testing
- Printed student testing tickets
- Any other school-generated reports or documents, which contain personally identifiable student information (e.g., PearsonAccess[next] generated reports or any school rosters)
- All accommodated responses (Do *NOT* destroy test booklets and Human Reader scripts.)

Shredding (or other method of securely destroying test materials) may be done at the school or by using an outside company. Once secured destruction of materials is complete, it must be documented on the *Chain-of-Custody Form* or other tracking log (refer to Section 2.1). 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*

Once recycling is complete, it should be documented on the *Chain-of-Custody Form* or other tracking log. Recycling and documentation may be done at the school. Do *NOT* return these materials to Pearson.

Note: If no paper-based or accommodated materials were shipped to the school/district, there may not be anything that needs to be shipped to Pearson.

5.1.3 PearsonAccess[next] Cleanup Activities

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[next]. 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[next] or have been removed from the test session
- All students are in **Completed** or **Marked Complete** status

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[next] before the test session can be stopped.

Mark Tests Complete

School Test Coordinators or their designee must manually mark student tests complete for students who exited the test and did not resume testing or exited a test instead of clicking **Submit**. The reason the test is being **Marked Complete** must be entered in PearsonAccess[next]. Do *NOT* mark a student's test complete if it is in **Ready** status.

Manage Student Tests

After test sessions have been stopped, Test Coordinators may need to update student test registrations on the **Setup** > **Students** page in PearsonAccess^next, mark tests as **Void** (as needed), and resolve critical warnings (e.g., missing demographic information). Specific instructions for each task can be found at http://il.mypearsonsupport.com.

Not Tested and Voided Tests

Students with test registrations who did *NOT* participate in testing (e.g., absent for the entire testing window), but may need to be accounted for, should *NOT* be marked as **Not Tested** in PearsonAccess^next. All reasons for Not Testing should be marked in ISBE's Student Information System (SIS).

Voiding a test means the test will *NOT* be scored or used for reporting purposes. This task (Void) can occur at the section (e.g., Section 1) or test level (e.g., a complete Science test of Section 1, Section 2). Only students with a test attempt should be marked as **Void**.

Refer to the *Not Tested and Void Score Guidance* document posted at http://il.mypearsonsupport.com for step-by-step directions on how to complete voiding a test.

Resolve Critical Warnings

PearsonAccess^next will show critical warnings for students who have key demographic information missing. Refer to the *Resolve Student Warnings and Errors* section of the *PearsonAccess^next Online Support* for guidance on resolving critical warnings.

5.1.4 Complete the Post-Test Certification Form

The purpose of the form is for the Principal and School Test Coordinator 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.

Note: Only one post-test certification form is needed per administration. A separate one does not need to be completed for computer-based tests and paper-based tests.

5.1.5 Keep Records

The following records (physical or electronic) must be maintained by your school staff.

Required:
- Chain-of-custody documentation (refer to Section 2.1)
- Copies of all signed *Security Agreements* (refer to **Appendix B**)
- Copies of any *Forms to Report a Testing Irregularity or Security Breach*
- Copies of any *Forms to Report Contaminated, Damaged, or Missing Materials*
- A copy of your signed *Post-Test Certification Form*

📋 5.2 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 Sections 5.2.2–5.2.7 for more details.

Table 5.2 Day of Final Test Section

DTC	STC	TC	Task	Reference
no	yes	no	Collect materials and verify that all distributed test materials have been returned using the *Chain-of-Custody Form*.	Section 5.2.2
no	yes	no	Transcribe student responses from the test booklet directly into TestNav.	Section 5.2.2

Table 5.3 Within One Week of Final Test Section

DTC	STC	TC	Task	Reference
no	yes	no	Organize and return paper test materials.	Sections 5.2.2–5.2.4
no	yes	no	Destroy scratch paper written on by students.	Section 5.2.3
no	yes	no	Recycle *Test Administrator Manuals*.	Section 5.2.3
no	yes	no	Return secure materials and ensure that all return boxes have appropriate labels within five business days of the district testing end date.	Section 5.2.4
no	yes	no	Complete the *Post-Test Certification Form*.	Section 5.2.6
no	yes	no	Keep records according to ISBE policy.	Section 5.2.7

Table 5.4 At the End of Each Administration^

DTC	STC	TC	Task	Reference
no	yes	no	Resolve rejected student test alerts in PearsonAccess^next^ according to ISBE policy.	*PearsonAccess^next^ Online Support*

^For paper-based testing, this process will begin after all paper materials have been received and processed by Pearson.

5.2.2 Collect and Organize Materials

Immediately after the final section is administered, collect the test materials listed below from Test Administrators. Take inventory of all secure test materials using the *Chain-of-Custody Form* 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 test booklets
    - Test booklets are considered used in any instance where a student has tested, including incomplete or partially complete test booklets.
- Human Reader Scripts
- Any reports or other documents that contain personally identifiable student information
- Used and unused scratch paper
- *Test Administrator Manual*

Report Contaminated and Damaged Test Materials

If a test booklet 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 E**. 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

Certain situations require a student's responses to be transcribed directly into TestNav.
These situations may include:

- Students requiring a paper-based test will be registered with online test format selected with Alternate Representation – Paper Tests also selected.
- A "Transcription English" or "Transcription Spanish" test session will need to be set up and the paper-based testing students added to the appropriate test session.
- All student responses will need to be transcribed from the test booklet directly into TestNav.
- The student used a Speech-To-Text converter, augmentative communication device, or assistive technology device.
- As an accommodation, a student recorded answers on blank paper, instead of on the required test booklet.

If a student's responses must be transcribed after test administration is completed, the following steps must be followed:

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. It is highly recommended that one of the individuals be an authorized District Test Coordinator or School Test Coordinator. Refer to **Appendix C** for additional information.
2. The student's responses must be transcribed verbatim directly into TestNav. Refer to **Appendix C**: Protocol for the Use of the Scribe Accommodation in the *AF&A Manual* for guidance and an example.
3. Braille transcription: *ONLY* an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness or someone working under his or her 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).
4. 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.*

5.2.3 Organize Materials

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):

- Scratch paper written on by students during testing
- Any reports or other documents that contain personally identifiable student information

Once shredding (or other method of securely destroying test materials) is complete, it must be documented on the *Chain-of-Custody Form* or other tracking log. 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*

Once recycling is complete, it should be documented on the *Chain-of-Custody Form* or other tracking log. Recycling and documentation may be done at the school. Do *NOT* return these materials to Pearson.

5.2.4 Package Materials for Return Shipping

Before calling United Parcel Service (UPS), sort and package the materials according to the directions below so that you can return all materials with a single call. Materials must be packed according to the school level, *NOT* the district level. Materials must be shipped no longer than 5 days after your district testing window closes. Materials returned late risk not receiving scores.

Review the Secure Materials Report posted under Published Reports in PearsonAccess[next] for details on the specific documents that are expected to be returned to Pearson.

- **Nonscorable materials**
  - Unused test booklets (including for absent students)
  - Used test booklets
  - Human Reader scripts
  - Tactile graphics
  - Large print test booklets
  - Braille test booklets

Required Ancillary Materials for Return

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

- Nonscorable
  - Purple 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[next]. Refer to Section 3.10.4 for additional information on additional orders.

Return Nonscorable Materials

Use the boxes in which the test materials were delivered for return shipping. If these boxes were damaged in the original shipment, use sturdy replacement boxes or place an additional order on PearsonAccess[next] website at http://il.pearsonaccessnext.com.

Place all nonscorable materials in the shipping boxes. Ensure that ***NO*** extraneous materials are returned (e.g., scratch paper, rulers, manuals).

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

Refer to Figure 5.1 for sample labels.

- Place one nonscorable materials return shipping label on top of each box.
- Count the total number of nonscorable boxes.

- On the line that reads "BOX _ OF _" fill in the sequence of paper materials boxes being returned for the school (e.g., indicate box 1 of 3, box 2 of 3, and box 3 of 3).
- Do *NOT* write anything else on the labels.

Find a UPS return label and apply one label to the top of each box of paper materials as shown on the left side of the Figure 5.1.

Figure 5.1 Sample Pearson Nonscorable Materials Return Shipping Label

Generic Return Labels

Generic return labels are received when an additional order for return labels is submitted through PearsonAccess[next]. Generic return labels include blank fields where pertinent state, district, and school information is recorded prior to return to Pearson.

Each administration includes paper generic return labels; these labels follow the same color convention as regular materials return shipping labels:

- **Purple Labels**–Paper Materials Return Shipping Label and Paper Generic Return Label

Contact UPS to Schedule Pickup

Refer to the Shipping Carrier Return Instructions for return shipping instructions. Refer to **Appendix C** for return shipping responsibilities.

Pick-ups must occur as soon as possible after testing is complete (see deadline for return in **Appendix C**). 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 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.

5.2.5 PearsonAccess^next Cleanup Activities

Not Tested and Voided Tests

Students with test registrations who did not participate in testing (e.g., absent for the entire testing window) but may need to be accounted for should *NOT* be marked as **Not Tested** in PearsonAccess^next. All reasons for Not Testing should be marked in ISBE's Student Information System (SIS).

Test booklets that have been returned to Pearson for scanning and processing can be marked **Void** only *AFTER* being scanned by Pearson. Voiding a test means the test will *NOT* be scored or used for reporting purposes. Only students with a test attempt should be marked as Void. If a test attempt should be marked Void, follow ISA policy in **Appendix C**.

Refer to the *Not Tested and Void Score Guidance* document posted at http://il.mypearsonsupport.com for step-by-step directions on how to complete voiding a test.

5.2.6 Complete the Post-Test Certification Form

Once materials have been shipped and materials 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.

Note: Only one post-test certification form is needed per administration. A separate one does not need to be completed for CBT and PBT.

5.2.7 Keep Records

The following records (physical or electronic) must be maintained by your school as noted in **Appendix C**:

Required:

- Chain-of-custody documentation (refer to Section 2.1)
- The security barcode for testing documents assigned to each student
- If not already included in chain-of-custody documentation, test group/classroom roster records noting who administered each test session (both Test Administrator and Proctors), names of students assigned to that group

If applicable:

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

AFTER Completion of ALL Paper-Based Testing

6.0 Accessibility Features and Accommodations

The *Accessibility Features and Accommodations Manual, 1st Edition (AF&A Manual)* is available online at: http://il.mypearsonsupport.com. Schools/Districts must refer to the *AF&A Manual* for full information about identifying and administering accessibility features and accommodations.

6.1 Accessibility Features and Accommodations

ISA's accessibility system includes three levels of support for students as shown.

Figure 6.0 The Accessibility System
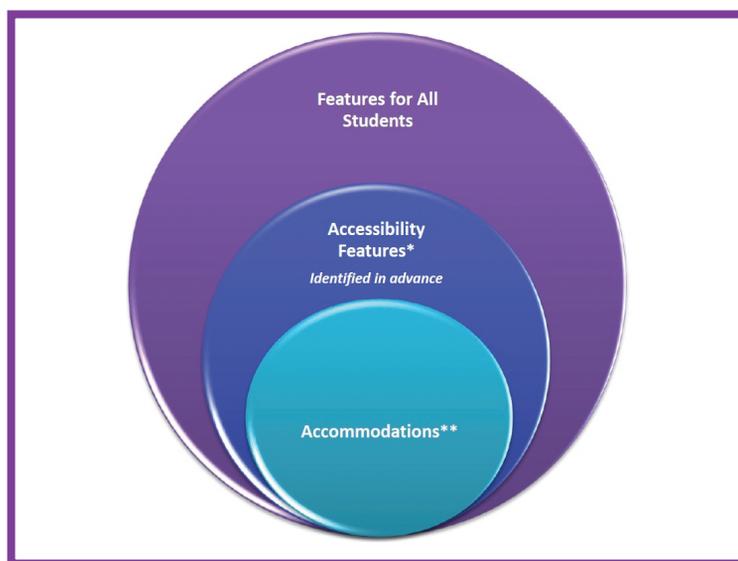
^ Available to all participating students
^^For students with disabilities, English Learners, and English Learners with disabilities

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 ISA. A small selection of accessibility features available to all students need to be identified in advance.

Accommodations are intended to reduce or even eliminate the effects of a student's disability and/or English language proficiency level and provide equitable access for students with disabilities or English Learners (ELs). Accommodations do *NOT* reduce learning expectations. All accommodations for students with disabilities or ELs must be approved and documented in advance in an Individualized Education Program (IEP), 504 plan, or, if required, an EL plan. Responsibility for confirming the need and appropriateness of an accommodation rests with the school-based team involved with each student's instructional program. A master list of all students and their accommodations must be maintained by the school and/or district.

All accessibility features and accommodations used on the ISA should be generally consistent with those used in daily instruction.

Administration Guidance in the *Accessibility Features and Accommodations Manual*
In Sections 2, 3 and **Appendix A** of the *AF&A Manual*, guidance is provided for Test Coordinators and Test Administrators on before testing, during testing, and after testing activities necessary for successful administration of each accessibility feature and accommodation.

The examples below are excerpted from the *AF&A Manual*.

Accessibility Feature Example from Section 2:

Accessibility Feature	Administration Guidelines

Text-to-Speech for the Science Assessments
 	
(SR/PNP Reference CG)
	Before Testing:
	• Identification for SR/PNP: The student's SR/PNP must have Text-to-Speech selected to activate the feature on the platform. Once a student is placed into a test session, the student will be assigned a form with embedded Text-To-Speech.
	• Test Administrator Training: Refer to the Text-to-Speech Tutorial on http://il.mypearsonsupport.com for full training on tool functionality.
	• Differences Between Text Only and Text Plus Graphics:
	  ○ Text Plus Graphics—Reads all printed text and the hidden alternate text descriptions for images.
	  ○ Text Only—Reads printed text but does not read any alternate text descriptions for images.
	
	During Testing: The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded Text-to-Speech software. The student may pause and resume the audio. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon.

Accommodation	Administration Guidelines

Large Print Edition[2]
 	
 (SR/PNP Reference BP)
	Before Testing:
	 • Identification for SR/PNP: Student's SR/PNP must have Large Print Edition selected.
	 • Materials: "Large Print Test Kit" includes large print assessment booklet and Test Administrator large print scripts.
	 • Test Administrator Training: Test Administrators of students with visual impairments must review:
	    ○ Appendix I: Illinois Science Assessment for Students with Visual Impairment, Including Blindness.
	    ○ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based Illinois Science Assessment.
	
	 During Testing: A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets. Instead, students will circle their answers in a large print test booklet. For constructed response items, students will write their answers on the lines provided in their large print test booklets. Test Administrators should refer to the *Test Administrator Manual* Scripts for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).
	
	 After Testing:
	 • Responses must be transcribed verbatim by a Test Administrator directly into TestNav. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District Test Coordinator or School Test Coordinator.
	 • Refer to **Appendix C**: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.

[2]Any materials required for paper-based accessibility features and accommodations for students registered for paper must be ordered via Additional Orders.

6.2 Before Testing: Preparing for Accessible Test Administration

Reference the *AF&A Manual*: Tables 1, 3, 4, and 6, and **Appendix A** in the *AF&A Manual* outline the before testing activities necessary for Test Administrators to successfully provide students with each accessibility feature and accommodation.

Identification of Accessibility Features and Accommodations in the Student Registration/Personal Needs Profile (SR/PNP)

The PNP portion of the SR/PNP should be based on observations and stated preferences by the student or parent/guardian related to a student's testing needs that have been found to increase access during instruction and assessment. A student's testing needs should be reviewed at least annually, and revised as appropriate, to reflect current education-related needs or preferences.

- Students requiring a paper-based test will be registered with online test format selected with Alternate Representation – Paper Tests also selected. Schools will need to set up a "Transcription English" or "Transcription Spanish" test session and add the test registrations. After testing, schools will need to transcribe student responses from the test booklet directly into TestNav.

- For *students with disabilities*, the IEP team or 504 plan coordinator will collect student information to populate the PNP.

Accessibility Features and Accommodations

- For *English Learners*, the educators responsible for selecting accommodations (or an English Learner team, if available) will identify the accessibility features in the PNP for the student.
- For *English Learners with disabilities*, the IEP team or 504 plan coordinator (which includes an adult familiar with the language needs of the student) will make PNP decisions.
- For students *without* disabilities, and who are *NOT* English Learners, PNP decisions will be made based on the student's education-related needs and preferences by a team, which may include the:
  - Student (as appropriate)
  - Parent/guardian
  - Student's primary educator in the assessed content area(s)

The following accessibility features and accommodations are delivered via separate forms of the test and some cannot be combined:

Paper-Based Testing

- Unified English Braille (UEB)
- Large Print Test Kit
- Spanish Test Kit
- Spanish Large Print Test Kit

Computer-Based Testing

- Assistive Technology - Screen Reader
- Assistive Technology - Non-Screen Reader
- American Sign Language (ASL)
- Text-to-Speech (TTS)
- Human Reader
- Spanish
- Spanish TTS

Once data on student accessibility features and accommodations are collected at the local level, follow the directions for completing and importing the SR/PNP to PearsonAccess[next] as described in the *Student Registration/Personal Needs Profile Field Definitions* document. Once the SR/PNP has been uploaded Test Coordinators and Test Administrators can run the PNP report to review students' assigned accessibility features and accommodations. It is extremely important to ensure that the accommodations are correct prior to starting a test for a student. If a Test Administrator discovers that a student has an incorrect accessibility feature or accommodation during testing, the Test Administrator and/or School Test coordinator will need to correct the form assignment. Refer to step-by-step directions in the *ISA Personal Needs Profile (PNP) Guidance—Managing Incorrect Accessibility Features and Accommodation PNP Data* document available at http://il.mypearsonsupport.com and follow protocols to contact ISBE for further guidance.

Training for Test Administrator Delivered Accessibility Features and Accommodations
Students who use embedded accessibility features and accommodations will test independently. There are some accessibility features and accommodations that the Test Administrator provides external to the testing platform for computer-based testing. For these features and accommodations, the *AF&A Manual* indicates where the Test Administrator must review any training documents before testing.

Accommodation	ISA AF&A Manual References
Human Reader	**Appendix B**: Test Administration Protocol for the Human Reader Accessibility Feature for Science Assessments **Human reader scripts**: Secure materials (shipped with test materials) used to ensure mathematics assessments are read consistently
Human Scribe	**Appendix C**: Protocol for the Use of the Scribe Accommodation, used to ensure consistency of scribing and transcription
Human Signer	**Appendix H**: Human Signer Guidelines
Large Print and Braille	**Appendix I**: Illinois Science Assessment for Students with Visual Impairment including Blindness
Assistive Technology (Screen Reader and Non-Screen Reader)	**Assistive Technology Guidance** available at http://il.mypearsonsupport.com

Accommodated Materials

See a list of accommodated materials below:

What is included in a Spanish Science Test Kit?

- Spanish test booklet
- English test booklet

What is included in a Large Print Test Kit?

- Large Print Test Administrator script
- Large Print test booklet

What is included in a Human Reader Test Kit?

- Human reader script
- 2 standard test booklets

Note: If you order a Large Print Spanish Science Test Kit, you will receive Spanish versions of each item in the kit.

What is included in a Braille Test Kit?

- Braille Test Administrator script
- Braille notes/special instructions
- Braille test booklet
- Standard test booklet for use with Braille only
- Additional Braille paper
- Duplicate pages (when appropriate)
- Tactile Graphic booklet

Unique Accommodations Guidance

Students may require additional accommodations that are not available in the *AF&A Manual*. ISBE will review requests for unique accommodations on an individual basis. Approval will be given *ONLY* if the requested accommodation will result in a valid score for the student (i.e., does *NOT* change the construct being measured by the test and does *NOT* violate test security requirements).

Refer to **Appendix C** for guidance on how to submit a request for unique accommodations.

Preparing the Test Environment for Accessibility Features and Accommodations

Based on the needs identified in their SR/PNP, some students may require externally provided accessibility features and/or accommodations during testing. The Test Administrator must review each student's PNP to ensure the classroom is prepared with any materials the students need. Examples include: noise buffers, word prediction external device, and a hard copy braille edition.

Tables 1, 3, 4, and 6, of the *AF&A Manual* indicate when Test Administrators must check to make sure materials are available for the student during testing. For paper-based testing, refer to **Appendix A** of the *AF&A Manual*.

6.3 During Testing: Test Administration of Accessibility Features and Accommodations

Tables 1, 3, 4, and 6, and **Appendix A** in the *AF&A Manual* outline post-administration directions for each accessibility feature and accommodation. The following accessibility features and accommodations require actions by the Test Administrator during testing.

Test Administrators may provide the following accessibility features to a student during testing:

- General Administration Directions Read Aloud, Repeated, or Clarified as needed
- Redirect Student to the Test
- Human Reader for the Science Assessment *(identified in advance in PearsonAccess^next^)*
- Human Signer for the Science Assessment *(identified in advance in PearsonAccess^next^)*

Test Administrators may need to provide the following accommodations to a student with an IEP/504 plan during testing:

- Human Signer for Test Directions
- Human Scribe for Dictated Responses
- Human Scribe for Signed Responses
- Monitor Test Response

Test Administrators may need to provide the following accommodations to an English Learner during testing:

- Human Scribe for Science
- General Administration Directions Read Aloud, Repeated, or Clarified as needed in Student's Native Language
- Human Reader for the Science Assessments in Spanish or other languages as needed

Special Accommodations Circumstances During Testing

For special circumstances regarding the administration of accommodations, refer to the appendices of the *AF&A Manual*:

- **Appendix E**: Emergency Accommodation Form
- **Appendix F**: Student Accommodation Refusal Form

Emergency Accommodation

Prior to or during testing, if the School Test Coordinator determines that a student requires an emergency accommodation, the *Emergency Accommodation Form* must be completed. An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or within the ISA testing window (e.g., a student breaks his or her arm and needs a scribe). An emergency accommodation should be given *ONLY* if the

Accessibility Features and Accommodations

accommodation will result in a valid score for the student (i.e., does *NOT* change the construct being measured by the test and does *NOT* violate test security requirements).

This form must be completed and maintained in the student's assessment file. The parent/guardian must be notified that an emergency accommodation was provided. For additional information on where to submit your *Emergency Accommodation Request Forms*, refer to **Appendix C**.

Refusal of Accommodations

If a student refuses the accommodation(s) listed in his or her IEP, 504 plan, or, if required, EL plan, the school must document in writing that the student refused the accommodation(s). However, the accommodation(s) must be offered and remain available to the student during the test administration. The *Student Accommodation Refusal Form* must be completed and placed in the student's file. Also, on the day of the student's refusal of an accommodation, a copy of the completed form must be sent home to the parent/guardian. The School Test Coordinator should work with Test Administrators to determine who else should be informed of the student's refusal of the accommodation(s). In addition, the team involved in the student's IEP, 504 plan, or, if required, EL plan, may want to consider discussing this issue at the student's next meeting.

6.4 After Testing: Completing Accessible Test Administration as a Test Coordinator

Reference the *AF&A Manual*: Tables 1, 3, 4, and 6, and **Appendix A** in the *AF&A Manual* outline the after testing activities for each accessibility feature and accommodation.

The Test Coordinator and Test Administrators will have no after testing activities for embedded accessibility features and accommodations, except in cases where student responses must be scribed/transcribed or in cases where the student produces secure testing material.

Test Coordinators (or their designee) are responsible for after testing activities for the following accommodations for students with IEPs or 504 plans:

- Assistive Technology
- Hard Copy Braille Edition
- Large Print Edition
- Braille Note-taker
- Braille Writer
- Speech-to-Text Device
- Human Scribe/Signer

Test Coordinators (or their designee) are responsible for after testing activities for the following accommodations for students who are English Learners:

- Speech-to-Text Device
- Human Scribe
- Large Print Edition of the Science Assessment in Spanish

Appendix A

Glossary of Terminology

Glossary of Terminology

Term	Definition
Accommodations	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 ISA accommodations is available at http://il.mypearsonsupport.com.
Accessibility Feature	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 ISA. A small selection of accessibility features available to all students need to be identified in advance.
District Test Coordinator	District Test Coordinator is the individual at the district level responsible for the overall coordination of test administration.
IEP, 504 Plan, or EL Plan	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.
Non-secure	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.
PearsonAccess^next	The website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the ISA. PearsonAccess^next requires username and password setup. More information about setup and operation for the ISA is available in the *PearsonAccess^next Online Support*.
Section	The ISA is comprised of sections.
Secure	A test item, reading passage, or test that has not been made available to the public. It also includes test items and student responses. For the paper-based administration, secure materials refer to test booklets. For both the paper-based and computer-based administrations, secure materials also refer to scratch paper written on by students.
Session	In PearsonAccess^next, a session is the group of students registered to test a content area together (same time and location).
Student Registration File and Personal Needs Profile (SR/PNP)	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 an Illinois Science Assessment.

Appendices

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

Appendices

Appendix B

Security Agreement

2023-2024 Illinois Science Assessment (ISA)
Security Agreement

The content of the ISA 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 ISA 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. Failure to abide by the terms of the agreement may result in sanctions by ISBE including (but not limited to) score invalidation or employment and licensure consequences.

For School Test Coordinators
- I will establish and carry out an ISA security plan.
- I will provide training in ISA's 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 ISA's 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 ISA *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.
The signed agreement must be maintained by the school at least three years.

Appendix C

ISA Policy Addendum

ISA State Contact
For questions about ISA policies, contact Illinois State Board of Education (ISBE) assessment office.

Name	Telephone	Email	Fax
John Hicks	217-785-8712	JHICKS@isbe.net	217-782-6097
Robert Potempa	312-793-7601	rpotempa@isbe.net	217-782-6097

Section	Issue	Illinois State Policy
Spring Key Dates	**Testing Window Paper Based Testing** **Testing Window Computer Based Testing**	3/4/24 - 4/5/24 Paper Based Testing 3/4/24 - 4/19/24 Computer Based Testing

1.2
3.3.1
	Qualifications and Responsibilities for School Test Coordinators, Test Administrators, and Proctors	In general, educators holding an active Professional Educator License with stipulations endorsed as a provisional educator may administer ISA. Below are three specific circumstances that deviate slightly from the general rule.
		
		1. Paraprofessionals who hold an Educator License with Stipulations endorsed as a Paraprofessional Educator who are under the constant line-of-sight supervision of a licensed educator may administer ISA. A licensed educator hired as paraprofessional also has to be under constant line-of-sight supervision.
		2. Substitute teachers who hold a Substitute Teaching License and hired as a substitute teacher may administer ISA.
		3. Parents are not allowed to be present in the classroom with their children during testing. There are two exceptions to this rule:
		   a. The parent's presence is required as part of the student's IEP or Section 504 Plan.
		   b. The parent is employed by the district and his or her duties require him or her to be present in the child's classroom.

2.1.3 **3.3.2** **4.2.4**	**Steps for Submitting Security Forms**	Individual security forms will be held at the school or district for 3 years.
2.2.1	**Observation Policies**	Local newspapers, school newspapers, and yearbook staff often like to have a picture of students taking the ISA. Photographs cannot be taken during the administration of the ISA. You may however "stage" students at computer terminals prior to the actual administration. Or you may photograph students at computer terminals prior to students taking the assessments. Do not allow photographs to be taken during the actual administration of the ISA.
2.2.2 **4.1.5** **4.2.3** **4.3.2** **4.3.3**	**Requirements for Reporting a Testing Irregularity or Security Breach**	School staff has 5 business days to submit a test irregularity form to the Student Assessment Division at the Illinois State Board of Education. Please provide details of the incident and what steps school staff took to correct incident. School staff do not need to report minor technology issues that staff are able to resolve and continue with student testing (e.g., student not initially assigned the correct test accommodations in the online test format). If you have questions, please contact the student assessment division at 1-866-317-6034.

Section	Issue	Illinois State Policy
2.3	**Materials Allowed *ONLY AFTER* a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected**	- Recreational books (subject matter of recreational books must be unrelated to content being assessed). - Textbooks for subjects other than the one being tested. - Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed). - Notebooks or papers of any kind (subject matter must be unrelated to content being assessed). - Pens or colored pencils.
2.4	**Instructions for Students *AFTER* a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected**	Local decision (school or district) from options below. - After student has checked his or her work, the student must sit quietly until the session has ended. - After the student has checked his or her work, the Test Administrator dismisses the student. - After student has checked his or her work, the student must sit quietly and use allowable materials.
3.2.1	**Requirements for Completing Student Registration/Personal Needs Profile Import**	The Illinois State Board of Education will prepare and upload the Student Registration File on behalf of schools and districts. District staff must load student PNP information in Pearson Access[next].
3.9.1 3.10.1	**Additional Requirements for Paper-Based Test Materials**	The District Test Coordinator has the authority to determine day of testing administrative protocols. Secure materials may be unpacked one calendar week prior to testing. It is the responsibility of the district to maintain any secure materials in a secured environment throughout the testing window.
3.10.2 5.2.4	**Shipping Procedures for Paper-Based Materials**	Test materials are shipped to the district and then distributed to schools (except for Chicago Public Schools). Each School Test Coordinator must return test materials to the District Test Coordinator (DTC). The District Test Coordinator must contact United Parcel Service (UPS) directly to schedule "Return Service" pickup. For Chicago Public Schools, test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule "Return Service" pickup.
4.3.1	**Procedures for Dismissing Students for Misconduct**	Test Administrators, School Test Coordinators, and school administrators may use their discretion when removing students from a test section for behavior that is disruptive to the testing environment for other students. The District Test Coordinator should be contacted (and in conjunction with the school staff) and decide how to proceed with testing. The student may be given a chance to complete testing or it may be decided to end testing for the student. Under no circumstances can a Test Administrator make a unilateral decision to invalidate a test.
5.1.5 5.2.7	**Requirements for Archiving Security Forms**	Please complete the *Post-Test Certification Form* and retain with local records. School staff are required to maintain records for 3 years.
5.2.5	**Void/Not Tested Instructions**	Reasons for No Valid Test Attempt must be entered in Student Information System (SIS). Do not enter that information in Pearson Access[next].

Section	Issue	Illinois State Policy
6.3	**Steps for Unique and Emergency Accommodations**	Unique Accommodations: District staff should complete the form in Appendix F in the ISA Accessibility Features and Accommodations Manual. Send the form to the state following the required timeline. Please send the completed form to: Illinois State Board of Education, Student Assessment Division, Unique Accommodations Request, 100 N. First Street, Springfield, IL 62777-0001, or fax to: 217-782-6097. To send completed form electronically, contact the state representative for instructions. Emergency Accommodations: District staff should complete the form in Appendix G in the ISA Accessibility Features and Accommodations Manual. Retain the form in the student's file.
	Science Assessment for Dual-Language Learners	For schools that provide science instruction in Spanish (classrooms composed of native speakers and English Learners), school staff can choose to administer the ISA in Spanish to the entire class. If you would like more information, please contact the Student Assessment Division.
	Re-opening a Submitted Online Test	District and School Test Coordinators have the user permission to undo a test submission. It will not be necessary to contact ISBE or the Pearson Call Center to re-open a submitted test.
	Eligible Students	**Home-Schooled Students and Private/Parochial School Students** Students who are full-time home-schooled or full-time at a private school are not eligible to take any state assessments. Some students may be partially home-schooled or attend some courses at a private school; in these cases, the student(s) take the ISA only for the subject(s) that they are receiving instruction in the public school (reading, mathematics, and science).
	Use of External Device (for students with accommodations)	In a few cases, it may be necessary for school staff to use an external device to administer the ISA to students with special needs. The external device should not be able to connect to the Internet. In some cases it may be necessary to use an external device that has Internet capability. In these situations, have staff monitor the administration of the assessment closely - making sure the student never uses the device in an inappropriate manner.

Appendix D

Form to Report a Testing Irregularity or Security Breach

2023-2024 Illinois Science Assessment (ISA)
Form to Report a Testing Irregularity or Security Breach

Instructions for the School Test Coordinator or District Test Coordinator:

1. Call to report a testing irregularity or security breach ***IMMEDIATELY*** upon discovering it. Refer to **Appendix C** for ISA policy on whether to call your District Test Coordinator or Illinois State Board of Education (ISBE) Contact.
2. Complete this form, if instructed to do so by your District Test Coordinator or State Contact.
3. Submit this form **within two school days**, or according to ISA policy in **Appendix C**.
4. Maintain a copy of the submitted form for your school files. Refer to **Appendix C** for the length of time you are required to maintain school files.

Note: If the incident affects more than a single student, attach a sheet with a list of all student names and SSID numbers. Separate forms do *NOT* need to be completed for each student.

District Name:	
District Organization Code:	
Contact Name:	Role: ❏ District Test Coordinator ❏ School Test Coordinator
Contact Phone and Extension:	

Test Administration Information: ☑ Spring Date of Incident: _____
Mode: ❏ Computer ❏ Paper Content Area: ❏ Science Section: ❏ 1 ❏ 2 ❏ 3 Student Grade: ❏ 5 ❏ 8 ❏ 11
Test Administrator's Name:

Student Name:	Date of Birth: _____
State Student Identification Number:	Local Student ID:

Detailed Description of Incident: Investigation Steps Taken: Actions Taken by Staff to Resolve:
Was the incident resolved in a manner that allowed the student to continue testing? ❏ Yes ❏ No
If incident was related to a particular item, please provide item number (note that only students can read test content):

Appendix E

Form to Report Contaminated, Damaged, or Missing Materials

2023-2024 Illinois Science Assessment (ISA) Assessment
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 refer to **Appendix C** and follow state procedures.

3. Submit the form to Pearson and according to ISA policy in **Appendix C** to either your District Test Coordinator (DTC) or to the appropriate Illinois State Board of Education (ISBE) contact (and keep the DTC informed).

State _____ ☑ Spring

Contact Name _____

Contact Person's Role _____

Contact Email _____

School Name _____

District Name _____

District Organization Code _____

Contact Phone and Extension _____

School Organization Code _____

Complete this form and submit the completed form to Pearson via the following method:

Email   **SCHIllinoisTeam@pearson.com**

Document Type/Subject/Grade	Quantity	Security Barcode or Range of Barcode Numbers	Description of Circumstances
Example Grade 8 Science 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?

- ☐ Cover or remove any display resource (e.g., posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing.

- ☐ Manage test sessions and review each student's status in PearsonAccess[next].
- ☐ Check for an accommodation indicator next to the State Student ID (SSID) to confirm accommodations (e.g., TTS).
- ☐ Test the Administrator's log in.
- ☐ Confirm that the Test Coordinator has prepared the test sessions.
- ☐ Start test sessions and unlock the applicable section (lock the section for absent students).
- ☐ Resume students (as needed).
- ☐ Ensure students have submitted completed test sections.

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
ASL	American Sign Language
SR	Assistive Technology— Screen Reader
Non-SR	Assistive Technology— Non-Screen Reader
TTS	Text-to-Speech
STTS	Spanish Text-to-Speech
S	Spanish

Note: Students utilizing a Human Reader must be placed in a Human Reader session.

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.

Paper-Based Testing: Are You Ready?

- ☐ Receive test materials from School Test Coordinator and track receipt using the Chain-of-Custody.
- ☐ 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 and provide breaks (if applicable).
- ☐ Return all testing materials to the School Test Coordinator.
- ☐ Complete any documentation necessary for reporting any testing irregularity or security breach.

Paper-Based Testing: After You're Done

Transcribe all paper testing student responses

Failure to transcribe paper responses will result in the student not receiving a score.

Return Materials to the School Test Coordinator

- ☐ Test Administrator Manual
- ☐ Used and unused scratch paper

Secure materials which must be returned to Pearson

- ☐ Test booklets (all grades)
- ☐ Human Reader scripts
- ☐ Braille Test Booklets
- ☐ Large Print Test Booklets