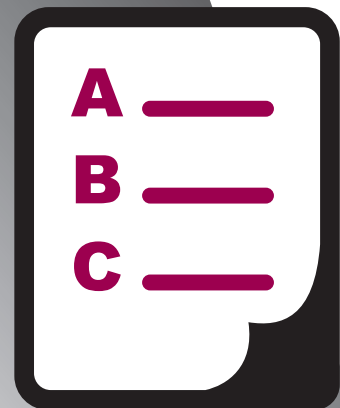


# 2025

Illinois Assessment of Readiness  
and Illinois Science Assessment

## TEST COORDINATOR MANUAL



**2025 TEST COORDINATOR MANUAL**  
Computer-Based & Paper-Based Testing  
English Language Arts/Literacy, Math, & Science

### Illinois Summative Assessments Contact Information

For Questions About	Who to Contact	Contact Information and Resources
<ul style="list-style-type: none"> <li>• Technology, including Illinois Administration Platform and TestNav</li> <li>• Test administration</li> <li>• Test materials</li> </ul>	Support Center	<p><b>Web:</b> <a href="http://il.mypearsonsupport.com">http://il.mypearsonsupport.com</a></p> <p><b>Live Chat:</b> Log into the Illinois Administration Platform and click on <b>Chat with Live Agent</b> card and follow the instructions.</p> <p><b>Telephone:</b> 833-213-3879</p> <p><b>Hours:</b> (June-Dec) 7:00 a.m.–5:00 p.m. (CT) (Jan-May) 6:30 a.m.–6:00 p.m. (CT)</p>
<ul style="list-style-type: none"> <li>• IAR and ISA</li> <li>• Test security</li> <li>• Testing Irregularity</li> </ul>	District or State Contact	<p>Follow IAR and ISA policies on who to contact (District Test Coordinator or State Contact), available in <b>Appendix B.</b></p>

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

## What's New for the Spring Administration

TestNav System Requirements 2024-2025	<a href="https://support.assessment.pearson.com/TN/testnav-system-requirements-18613791.html">https://support.assessment.pearson.com/TN/testnav-system-requirements-18613791.html</a>
Illinois Administration Platform	Illinois Assessment of Readiness and Illinois Science Assessments will now be managed on the Illinois Administration Platform.
Training	Training for registering students and managing test administrations in the Illinois Administration Platform can be found here: <a href="http://il.mypearsonsupport.com/training">http://il.mypearsonsupport.com/training</a>
User Roles	Test Administrators are now Test Proctors
Office Hours	IAR and ISA Office Hours have been combined. Schedule office hours with Pearson from the support site at <a href="http://il.mypearsonsupport.com">http://il.mypearsonsupport.com</a>
Test Proctor Scripts	Test Proctor Scripts have been removed from manuals and are now stand alone documents posted to the support site and shipped (paper testing scripts only) with initial orders.
Manuals	One Test Administration and Proctoring Manual, and one Test Coordinator's Manual will be produced.
Student Readiness Tool Updates	Spanish and closed captioning have been added to the Student Readiness Tool at <a href="http://il.mypearsonsupport.com/practice-items/">http://il.mypearsonsupport.com/practice-items/</a>
Accommodations	<ul style="list-style-type: none"> <li>• Color Contrast has been turned on for all students.</li> <li>• Text-to-Speech has been applied to all science tests and all Spanish math tests.</li> <li>• ELA Text-to-Speech may now be combined with word prediction and speech-to-text.</li> <li>• A range of mouse pointers may be assigned to students.</li> </ul>
Accommodations Field Definitions	Field Definitions and Accommodations Supplement is available at <a href="http://il.mypearsonsupport.com/iar-summative-resources/">http://il.mypearsonsupport.com/iar-summative-resources/</a>

## Table of Contents

<b>What's New for the Spring Administration.....</b>	<b>iii</b>
<b>1.0 Overview .....</b>	<b>1</b>
1.1 About this Manual.....	1
1.2 Roles of Individuals.....	1
<b>2.0 Test Security and Administration Policies .....</b>	<b>3</b>
2.1 Maintaining the Security of Test Materials and Content .....	3
2.1.1 Test Coordinator Responsibilities for Maintaining Security .....	3
2.2 Testing Irregularities and Security Breaches.....	4
2.2.1 Examples of Testing Irregularities and Security Breaches.....	4
2.2.2 Reporting Testing Irregularities and Security Breaches .....	5
2.3 Testing Environment.....	6
2.4 Scheduling and Testing Time .....	6
Administration Dates.....	6
Testing Time .....	6
2.4.1 Participation in the English Language Arts/Literacy Field Test.....	7
2.4.2 Guidelines for Scheduling .....	7
2.4.3 Make-Up Testing .....	8
2.4.4 Extended Time.....	9
2.4.5 Breaks Between Testing .....	9
Break Policy .....	9
<b>3.0 BEFORE Testing .....</b>	<b>11</b>
3.1 Checklist of Tasks for Test Coordinators and Technology Coordinators to Complete BEFORE Testing.....	11
3.1.1 For Computer-Based Testing.....	11
3.2 Illinois Administration Platform Activities .....	12
3.2.1 Student Registration and Accommodations Registration File.....	12
3.2.2 Assign and Update User Roles .....	13
3.2.3 Create and Manage Proctor Groups (For Computer-Based Testing Only) .....	13
3.2.4 Verify Test Form Assignments (Accommodated Computer-Based Testing) .....	13
3.2.5 Managing Testing for Students Who Transfer Schools.....	13
3.3 Develop a Test Administration Plan.....	14
3.3.1 Training Plan .....	14
3.3.2 Security Plan .....	14
Security Agreement.....	15
3.3.3 Prepare the Testing Environment .....	15
3.4 Meet with Technology Coordinators (For Computer-Based Testing Only) .....	16
3.5 Complete Technology Setup (For Computer-Based Testing Only) .....	16
3.5.1 Plan an Infrastructure Trial .....	16
3.5.2 Prepare Student Testing Devices .....	16
3.5.3 Prepare Test Proctor Testing Devices .....	17
3.6 Establish a Testing Schedule .....	17
3.7 Schedule Tutorials and Practice Tests.....	17

3.8 Meet with Test Proctors and Test Support Staff .....	17
3.9 Organize Test Materials for Computer-Based Testing.....	18
3.9.1 Secure and Nonsecure Test Materials for Computer-Based Testing .....	18
Calculators.....	19
Headphones .....	20
3.10 Organize Test Materials for Paper-Based Testing.....	21
3.10.1 Secure and Nonsecure Test Materials.....	21
Mathematics Tools for Administration .....	22
3.10.2 Receive, Document, and Store Materials.....	23
3.10.3 Account for Damaged Test Booklets and Answer Documents for Paper-Based Testing Only .....	24
3.10.4 Additional Orders.....	24
3.11 Finalize Preparations .....	25
3.12 Meet with Students.....	25
<b>4.0 DURING Testing .....</b>	<b>26</b>
4.1 Computer-Based Testing.....	26
4.1.1 Checklist of Tasks for Test Coordinators to Complete DURING Computer-Based Testing ..	26
4.1.2 Managing Proctor Groups in Illinois Administration Platform (Day of Testing) .....	26
4.1.3 Technology Tasks DURING Testing .....	27
Troubleshooting Computer-Based Testing .....	27
4.1.4 Monitor Test Activity and Maintain Test Security .....	27
4.1.5 End-of-Section Tasks .....	27
Collect Materials .....	27
Ensure TestNav Logout and Lock Sections/Parts .....	28
Administer Make-Up Testing .....	28
4.2 Paper-Based Testing .....	29
4.2.1 Checklist of Tasks for Test Coordinators to Complete DURING Paper-Based Testing.....	29
4.2.2 Monitor Test Activity and Maintain Test Security .....	29
4.2.3 Procedures for Contaminated, Torn, or Damaged Materials .....	29
Contaminated Test Materials .....	29
Torn or Damaged Test Materials .....	30
4.2.4 End-of-Section Tasks .....	31
Collect Materials .....	31
Administer Make-Up Testing .....	31
4.3 Procedures for Testing Irregularities (Day of Testing).....	31
4.3.1 Dismissing Students for Misconduct.....	31
4.3.2 Item Irregularities During Testing .....	32
4.3.3 Procedures for Safety Threats and Severe Weather .....	32
<b>5.0 AFTER Completion of ALL Testing .....</b>	<b>33</b>
5.1 Computer-Based Testing.....	33
5.1.1 Checklist of Tasks for Test Coordinators and Technology Coordinators AFTER Testing .....	33
5.1.2 Collect and Organize Materials .....	33
Secure Materials.....	33
Materials To Be Securely Destroyed .....	33
Nonsecure Materials To Be Recycled.....	34

5.1.3 Illinois Administration Platform Cleanup Activities.....	34
5.1.4 Complete the Post-Test Certification Form .....	34
5.1.5 Keep Records .....	34
<b>5.2 Paper-Based Testing .....</b>	<b>35</b>
5.2.1 Checklist of Tasks for Test Coordinators AFTER Testing.....	35
5.2.2 Collect and Organize Materials .....	35
Report Contaminated and Damaged Test Materials .....	36
Report Missing Test Materials .....	36
Transcription of Student Test for Mathematics and ELA only.....	36
Transcription of Student Test for Science Only. ....	36
“Do Not Score” Test Materials.....	37
5.2.3 Organize Materials.....	38
Hand Grid Demographic Pages.....	38
Materials To Be Securely Destroyed .....	39
Nonsecure Materials To Be Recycled.....	39
5.2.4 Package Materials for Return Shipping .....	40
Required Ancillary Materials for Return .....	40
Scorable Materials Return School Header and Paper Bands.....	40
Return Scorable Materials .....	41
Return Nonscorable Materials .....	43
Generic Return Labels .....	44
Contact UPS to Schedule Pickup.....	44
5.2.5 Illinois Administration Platform Cleanup Activities for Paper-Based Testing .....	45
Not Tested and Voided Tests .....	45
5.2.6 Complete the Post-Test Certification Form .....	45
5.2.7 Keep Records .....	45
<b>6.0 Accessibility Features and Accommodations .....</b>	<b>46</b>
6.1 Accessibility Features and Accommodations .....	46
Administration Guidance in the <i>Accessibility Features and Accommodations Manual</i> .....	46
6.2 Before Testing: Preparing for Accessible Test Administration .....	47
Identification of Accessibility Features and Accommodations in the Accommodations Upload Template .....	47
Unique Accommodations Guidance.....	47
6.3 During Testing: Test Administration of Accessibility Features and Accommodations.....	48
Special Accommodations Circumstances During Testing .....	48
Emergency Accommodation .....	48
Refusal of Accommodations.....	48
6.4 After Testing: Completing Accessible Test Administration as a Test Coordinator .....	49
<b>Appendix A – Glossary of Terminology.....</b>	<b>50</b>
<b>Appendix B – IAR and ISA Policy Addendum .....</b>	<b>53</b>
<b>Appendix C – Guidance on Testing Multiple Grades Concurrently in the Same Testing Environment .....</b>	<b>57</b>

## 1.0 Overview

The IAR and ISA assessments will be administered in a computer-based format. Paper-based testing is available only for students who need a paper-based accommodation. English language arts/literacy (ELA/L) assessments will focus on writing effectively when analyzing text. Mathematics assessments will focus on applying skills and concepts, and understanding multi-step problems that require abstract reasoning and modeling real-world problems, precision, perseverance, and strategic use of tools. In both content areas, students will also demonstrate their acquired skills and knowledge by answering selected response items and fill-in-the-blank questions. The ISA assesses progress of students in grades 5 and 8 in meeting the Illinois Learning Standards in Science incorporating the Next Generation Science Standards (NGSS).

Each assessment comprises multiple sections, and additionally, one of the mathematics sections is split into two parts: a non-calculator part and a calculator part (Grade 6 and Grade 7). Refer to Section 2.4 for additional information about the number of sections for each assessment.

### 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 IAR and ISA assessments, as well as the procedures and protocols to complete before, during, and after administration. Definitions for terms used in this manual can be found in **Appendix A**.



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.

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

All administration instructions for test proctors are included in the *Test Administration and Proctoring Manual*. Test proctoring scripts are available as separate documents for paper-based and computer-based testing at <http://il.mypearsonsupport.com>. Paper-based proctoring scripts may also be shipped with paper materials.

### 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 IAR and ISA State Contact and the IAR and 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.



**Test Proctor** is an individual at the school who is responsible for administering the assessment. Refer to **Appendix B** for qualifications.

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

- 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 Proctor for their own child, unless otherwise specified (refer to **Appendix B**). In addition, student teachers may **\*NOT\*** serve as Test Proctors.

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

	<p>Test Support Staff is recommended for all computer-based test sessions due to the nature of computer-based testing.</p>
	<p>Test Support Staff is recommended for all paper-based test sessions with more than 25 students.</p>

**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.
- Helping with the Accommodations Upload.
- 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 Proctors.



## 2.0 Test Security and Administration Policies



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

The administration of IAR and ISA assessments 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 Proctors, collecting materials from Test Proctors, 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 mathematics reference sheets written on by students and 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 B**). 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 Proctors are **\*NOT\*** to have extended access to test materials before or after administration. Test Proctors must document the receipt and return of all secure test materials (used and unused) to the School Test Coordinator immediately after testing.

	<p>The following computer-based test materials are secure:</p> <ul style="list-style-type: none"> <li>• Student test ticket</li> <li>• Mathematics reference sheets written on by students</li> <li>• Scratch paper written on by students</li> </ul>
	<p>The following paper-based test materials are secure:</p> <ul style="list-style-type: none"> <li>• Test booklets</li> <li>• Answer documents (grades 4-8)</li> <li>• Large print and braille test booklets</li> <li>• Mathematics reference sheets written on by students</li> <li>• Scratch paper written on by students</li> </ul>

#### 2.1.1 Test Coordinator Responsibilities for Maintaining Security

- Before testing, develop a security plan that aligns with school, district, and IAR and ISA policy.
- Authorize specific personnel to serve as Test Proctors and train them to properly administer IAR and ISA tests. Designate other school and/or district personnel as necessary to maintain a secure test administration and train them on security requirements.
- Keep secure testing materials in locked central storage when 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 Illinois Administration Platform to ensure that students in their school have only been logged in to TestNav on days they were expected to be 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 Proctors 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 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.
    - Smartphones, or other electronic devices not needed for testing, are prohibited while secure test materials are distributed, while students are testing, after a student turns in his or her test materials, or during a break.
    - Coordinators, Proctors, and Test Support Staff are allowed to use a communication device *\*ONLY\** in cases of emergencies, to communicate with the Test Coordinator and/or to manage the timer, or for testing purposes. Otherwise, Test Proctors and Test Support Staff should be actively monitoring the proctoring session.
    - Certain electronic devices may be allowed for medical or audiological purposes during testing. If a student needs their device for medical reasons, a unique accommodation form must be submitted in advance of testing. The student should be seated near the Test Proctor during testing.
- **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 Proctor for any period of time while secure test materials are still distributed or while students are testing
  - Deviating from testing time procedures as outlined in Section 2.4
  - Allowing cheating of any kind
  - Providing unauthorized persons with access to secure materials
  - 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 or answer document

- Leaving test materials unattended or failing to keep test materials secure at all times
- 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
- 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 Proctors or Test Support Staff, 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 B** 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 B**. 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>) must be completed and submitted within five school days of the incident, unless otherwise directed by your District Test Coordinator or 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 B** for more information.
- Unauthorized visitors are prohibited from entering the testing environment as described in Section 2.2.1.
- Prohibited classroom resources should be removed or covered.

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.

Prior to testing, Test Proctors 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 Proctor 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.

## 2.4 Scheduling and Testing Time

### Administration Dates

All test sections, including make-up testing, must be completed during the state testing window (refer to **Appendix B** for the state testing window).

### Testing Time

The Illinois Assessment of Readiness ELA/L and Mathematics tests are strictly timed, and no additional time may be permitted (with the exception of an extended time accommodation as noted in Section 2.4.4). Test Proctors are responsible for keeping time during testing.

For a student actively engaged in Illinois Science Assessment testing, there is a two-hour time limit for any one section of the exam. This time limit is monitored by the test proctor. (The testing system will NOT automatically shut off after 120 minutes) Students take an average of 40-45 minutes to complete one section of the ISA.

When scheduling for the ISA, student time-on-task for completing a single section is normally between 40-45 minutes. An appropriate amount of time for completing a single section including all administrative tasks, would be between 60-75 minutes. The 120 minutes reflected in the Testing Times Table accounts for a student using all allowable time for testing. If a student or group of students requires up to 2 hours for testing, it is suggested they may be scheduled for an appropriate session/group allowing for the full 2-hour section administration.

**Administration Time** is the total time that schools should schedule for each section. It includes the section testing time and the approximate times for administrative tasks such as reading instructions to students, answering questions, distributing test materials, and collecting test materials (shown in Table 2.0 below).

Example: When the section testing time is 75 minutes, schools might schedule a total of 100 minutes: 15 minutes for reading directions + 75 minutes of testing + 10 minutes for collecting test materials.

Test administration times are shown in Table 2.0 (note that times vary by content area, section, and grade). In planning the school's IAR and ISA assessment administration schedules, School Test Coordinators should plan for the entire section testing time for each section.

**Table 2.0 Administration Time**

Task	Administration Time
1. Pre-administration tasks, including reading instructions to students and answering questions	10 minutes
2. Distribution of test materials to students	5 minutes
3. Administration of section	Refer to Section Testing Times below
4. End-of-section activities, including logging students out of TestNav and collecting test materials	5–15 minutes

**Section Testing Time** is the amount of time that must be provided to any student who needs it to complete the section. Test Proctors are responsible for keeping track of time during testing. Please note, in grades 6 and 7 the total section testing time for Section 1 mathematics includes the time for both non-calculator and calculator parts.

If **\*all\*** students have completed testing before the end of the section testing time, the section may end. Once the section testing time has been reached, the section must end, except for students with extended time accommodations. Refer to **Appendix B** for information regarding what students may do if they complete a section prior to the end of the section testing time.

**Table Section Testing Times for Grades 3–8**

Subject	Section 1	Section 2	Section 3
Mathematics Grade 3–8	60	60	60
ELA/Literacy Grade 3	75	75	n/a
ELA/Literacy Grade 4–8	90	90	n/a
Science Grade 5 & 8	120	120	120

### 2.4.1 Participation in the English Language Arts/Literacy Field Test

Students participating in the ELA/L field test will have three sections. Test Proctors should use the same test administration scripts they use for other ELA/L sections. Schools participating in the ELA/L field test should have been notified of their participation. Field Test participation is not optional. Please check with your district or state if you are uncertain if your school is participating.

### 2.4.2 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.

For IAR testing, it is highly recommended that schools schedule **\*no more than two sections per day\*** for any given student.

For ISA testing, there is a two-hour time limit for any one section of the test. This time limit is monitored by the Test Proctor. (The testing system will NOT automatically shut off after 120 minutes).

Any section of the ISA exam that is started must be completed before the end of the same scheduled school day. Students may not access any one section of exam over 2 or more days, unless originally removed from the testing environment due to illness, family emergency, safety or severe weather threats, or scheduled doctor’s appointment.



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. A test session 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 2.4.5 for the policy on breaks).

Schools may test multiple classrooms in one testing location, if desired, provided the section is the same content area, has the same length of testing time, and uses the same administration script. See Appendix C or go to <http://il.mypearsonsupport.com> for more details.

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 2.4.3 below). **\*Sections must be administered in sequential order with the exception of make-up testing.\***

For IAR, schools may use their discretion in deciding which content areas are scheduled on what days, so long as sections within each content area are scheduled in sequential order.



	<p>For security purposes, each computer-based testing section (e.g., Section 1, Section 2) should be scheduled <b>*as close together as possible*</b> for all students within the same grade—with the exception of make-up testing (refer to Section 2.4.3).</p>
	<p>For security purposes, each paper-based testing section (e.g., Section 1, Section 2) must be completed by all students within the same grade <b>*on the same school day*</b>—with the exceptions of make-up testing (refer to Section 2.4.3) and students with an extended time accommodation (refer to Section 2.4.4).</p>

### 2.4.3 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.

Schools should consider that sections may have different testing times when scheduling make-up tests. Students who require make-up testing may not be able to test together, if they are taking different sections that have different administration times, unless otherwise noted. For example, a student making up the grade 3 ELA/L Section 1 test may not be able to test in the same room at the same time as a student making up the grade 6 ELA/L Section 2 test because the sections have different section testing times (refer to Table 2.1).

If a student starts a section and leaves the testing environment (e.g., due to illness, family emergency, safety or severe weather threats, or scheduled doctor’s appointment) without finishing that section, he or she may be allowed to complete that section on a different day. Test Proctors must note the exact place in the section where the student stopped and the amount of time remaining. Students are **\*NOT\*** allowed to alter any previously entered or written responses. They must pick up exactly where they left off.

	<p>For computer-based testing, tests will automatically resume at the exact point where a student exited. Test Proctors must closely monitor make-up testing to ensure students do <b>*NOT*</b> alter any previously entered responses.</p>
	<p>For paper-based testing, Test Proctors must closely monitor make-up testing to ensure students do <b>*NOT*</b> alter any previously written responses.</p>

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 Proctors 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.

#### 2.4.4 Extended Time

A student may be allowed an extended time accommodation beyond the section testing time up to the end of the school day to complete a section **\*ONLY IF\*** this accommodation is listed in his or her IEP, ISP, or 504 plan (or EL plan). It is highly recommended these students be scheduled to test in a separate setting. A student may be on a different testing schedule from other students because of this accommodation, as long as testing is completed within the testing window (in addition, each section must be completed on the day on which it begins).



When establishing a computer-based testing schedule, School Test Coordinators should account for students with extended time accommodations.

#### 2.4.5 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.

##### Break Policy

School Test Coordinators must determine and discuss procedures for breaks with Test Proctors 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 Proctors are responsible for ensuring that students are not able to see content on other students' test materials or on students' testing devices. IAR and ISA policies for breaks are below.



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 Proctor should also ensure the security of students' scratch paper and mathematics reference sheets (if locally printed).



For paper-based testing, the Test Proctor should ensure the security of students' test booklets, answer documents, scratch paper, and mathematics reference sheets.

**Restroom breaks during a section:** During a section, individual restroom breaks may be provided at the discretion of the Test Proctor. It is recommended that no more than one student at a time be allowed to use the restroom and students be supervised. (Section time may \*NOT\* be adjusted for restroom breaks, and students should be encouraged to use the restroom prior to the beginning of the testing section.)

**Classroom stretch break during a section:** At the discretion of the Test Proctor, a classroom may take one “stand-and-stretch” break of up to three minutes during testing, and the Test Proctor may adjust section time by no more than three minutes.

**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.



## 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	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.	<i>AF&amp;A Manual</i>
no	yes	yes	Meet with Technology Coordinators: <ul style="list-style-type: none"> <li>• Discuss test security and administration protocols and plans.</li> <li>• Plan technology setup.</li> <li>• Review test day activities.</li> </ul>	Section 3.4
yes	yes	yes	Complete relevant training modules.	<a href="http://il.mypearson.com">http://il.mypearson.com</a> and Section 3.3.1
no	no	yes	Complete Technology Set up: <ul style="list-style-type: none"> <li>• Check every device and inventory software applications—some applications will need to be closed/disabled on all testing devices on test days.</li> <li>• Verify content filter/firewalls and allow the appropriate sites.</li> <li>• Configure common applications (e.g., anti-virus, email notification, pop-up blockers, automatic updates) to NOT launch on test-taking devices during testing.</li> <li>• Run App Check.</li> <li>• Load and configure a supported browser or TestNav App that is compatible with the testing devices.</li> <li>• Conduct Infrastructure Trial (recommended).</li> <li>• Prepare Test Proctor devices for testing.</li> </ul>	Section 3.5 and <i>Infrastructure Trial Readiness Guide</i>
yes	yes	no	Review security, training, and logistics plans for test administration.	Section 3.3

BEFORE Testing

DTC	STC	TC	Task	Reference
no	yes	no	Schedule and conduct trainings for Test Proctors and Test Support Staff, 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 accommodations.	<a href="http://il.mypearson.com/support.com">http://il.mypearson.com/support.com</a>

**Table 3.2 At least Two Weeks before Testing**

DTC	STC	TC	Task	Reference
no	yes	no	Finalize the testing locations and assign Test Proctors and Test Support Staff to proctor groups.	Section 3.11
no	yes	no	Ensure all staff have reviewed and signed a security agreement.	<a href="http://il.mypearson.com/support.com">http://il.mypearson.com/support.com</a>
no	yes	no	Meet with Test Proctors and Test Support Staff: <ul style="list-style-type: none"> <li>• Discuss test security and administration protocols and plans.</li> <li>• Review day of test activities.</li> </ul>	Section 3.8

**Table 3.3 At Least One Week Before Testing**

DTC	STC	TC	Task	Reference
no	yes	yes	Confirm results of the Infrastructure Trial have been resolved, then freeze the environment for testing.	<i>Infrastructure Trial Readiness Guide</i>
no	yes	no	Receive, document, and store materials: <ul style="list-style-type: none"> <li>• Ensure each test booklet has a corresponding answer document with the appropriate grade (grades 4–8).</li> <li>• Account for damaged test materials.</li> <li>• Submit Additional Orders, as needed.</li> </ul>	Section 3.10.2–3.10.4

## 3.2 Illinois Administration Platform Activities

District and School Test Coordinators ensure all data and information for the school are properly configured in Illinois Administration Platform, the management system for online and paper testing. The following sections provide guidance on the tasks for the setup of the Illinois Administration Platform.

### 3.2.1 Student Registration and Accommodations Registration File

Review the Accommodations and Accessibility features training and guidance documents before registering your students to ensure that the student registration data load successfully.



In order to receive test materials, including paper-based accommodated test materials, Test Coordinators must note any paper accommodations in the Accommodations Registration File by the initial order deadline or place an additional order after the receipt of initial shipment of test materials.



In order to receive the correct amount of test materials, Test Coordinators must ensure that all student data in the Illinois Administration Platform is accurate. This includes that students are identified with the appropriate tags for Accommodations and Tests.

All students will be registered for the Illinois Assessment of Readiness and Science Assessments through the Student Information System (SIS) nightly feed process. District and School Test Coordinators are responsible for registering students for accommodations using the Accommodations Upload Template or manually adding accommodations within the user interface. Student enrollment information cannot be added or modified manually within the platform. All enrollment information updates for students must be managed through SIS.

### 3.2.2 Assign and Update User Roles

School Test Coordinators will be responsible for adding users through the user import file who need to make updates in the Platform. Users will have different levels of access depending on the user roles they are assigned. Test Proctor roles will not need to be created within the test management platform.

### 3.2.3 Create and Manage Proctor Groups (For Computer-Based Testing Only)

Proctor groups are groupings of students who will take the same test at the same time and place. School Test Coordinators will assign 'empty' proctor groups before testing. Watch the Test Management for District and School Test Coordinators video under the training tab at <http://il.mypearsonsupport.com> to learn more about creating and managing proctor groups before, during, and after testing.

The School Test Coordinator is responsible for creating proctor groups in order for naming conventions across campus to remain consistent. Consider organizing a naming convention for your campus by Subject, Grade, Proctor Name, and Room Number. Consider creating a naming convention system in advance to account for special circumstances such as small group testing and makeup testing.

STCs may need to view or edit proctor group details (e.g., add, remove, or move students) Proctor groups will also be used to generate and print student testing tickets.

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

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

1. Register students for testing using the Accommodations Upload Template Import or User Interface.
  - All Accommodations Upload Template information must be included in the upload for students needing accessibility features and accommodations.
2. Export the populated Accommodation Upload Template 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 proctor group setup and add students.
4. Verify form assignments (for form-supported accommodations). Select students, export selected users.
  - In the Illinois Administration Platform, select **Users > Orgs.**
  - Filter based on Accommodation to verify users have proper accommodations.

Prior to testing, it is a best practice to review your school's student accommodations file and form assignment within proctor groups. **\*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.






### 3.2.5 Managing Testing for Students Who Transfer Schools

During testing, it is possible that students will transfer between schools or districts. In the event of a student transfer, student registration information will be updated in the Illinois Administration Platform via nightly upload.

### 3.3 Develop a Test Administration Plan

#### 3.3.1 Training Plan

School Test Coordinators are responsible for training all School Technology Coordinators, Test Proctors and Test Support Staff with access to secure materials. Training attendance should be documented and kept on file according to policy (refer to **Appendix B**). An effective training plan will familiarize all school staff with their individual responsibilities and IAR 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 Administration and Proctoring Manuals* to Test Proctors before this meeting.
  - Manuals are available at <http://il.mypearsonsupport.com>.
  - Test Proctors will read scripts and other instructions from the *Test Administration and Proctoring Manual*. A script-only document, as well as translated scripts, are available at <http://il.mypearsonsupport.com>.
- Show and discuss the Test Proctor 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.
  -  Ensure all relevant staff are familiar with tutorials and practice tests.
  -  Indicate how Test Proctors 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 B**).
- Establish and document the chain-of-custody of test materials.
  - 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 Proctors, and Test Support Staff have received necessary materials and training for successful, secure administration of the IAR and ISA assessments.
- Establish who is responsible for securely destroying or recycling specified test materials after administration.

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

## Security Agreement

Before testing, all staff (e.g., District Test Coordinators, School Test Coordinators, Test Proctors, Test Support Staff, observers) with access to secure test materials should review the *Security Agreement* and sign the *Security Agreement*. *Security Agreements* for District and School Test Coordinators will be issued through the test management system where Coordinators will electronically sign the agreement once after logging in. Test Proctors will electronically sign the *Security Agreement* while logging in to proctor a test. Other Test Support Staff with access to secure test materials should review and sign a paper version of the *Security Agreement*. The *Security Agreement* is available for download at <http://il.mypearsonsupport.com>.

### 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, the following suggestions would be ideal 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 assessment, 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 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.
- 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.

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

#### 3.5.1 Plan an Infrastructure Trial

Work with the Technology Coordinator to plan for an infrastructure trial. Watch the Technology Readiness Training and review the Infrastructure Trial Guide on the support site at <http://il.mypearsonsupport.com>.

#### 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.

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.

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

### 3.5.3 Prepare Test Proctor Testing Devices

Test Proctors will require a computer or device that meets system requirements in the testing environment to start, monitor, and manage proctor groups. Position the Test Proctor computer in a location where all students can be seen while monitoring student testing statuses.

### 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 and Practice Tests

Administering the Student Readiness Tool and practice items is an important preparation step for both administration staff and students. It is highly recommended that STCs develop a plan to provide students with an opportunity to become familiar with the assessments using the tutorial and practice items available online at <http://il.mypersonsupport.com>. During the test, Test Proctors will NOT be allowed to assist students with TestNav functionality and navigation. Therefore, it is important that these questions be answered during tutorials and practice.

### 3.8 Meet with Test Proctors and Test Support Staff

To prepare Test Proctors and Test Support Staff for the IAR and ISA assessment, schedule a meeting with them prior to the administration to review their responsibilities. This meeting should include but is not limited to the following tasks:

- Discuss training as specified in Section 3.3.1.
- Discuss your school's security plan and emphasize the following:
  - Chain-of-custody requirements
  - Testing irregularities and security breaches
  - Policies on testing time
  - Active proctoring during testing (i.e., focusing full attention on students at all times to confirm that students are working independently)
- Review policies and procedures, and emphasize the following:
  - Test Proctors must use timing boxes for ELA/L and Math tests.
  - Test Proctors may post "Go On" and "Stop" signs as visual cues for students at the start of testing.
  - Test Proctors and Test Support Staff shall \*NOT\* comment on any student work at any time.
  - Test Proctors and Test Support Staff shall \*NOT\* help students in any way except to clarify the general instructions or provide directions as specified in the *TAMs*.
  - Clarify the types of questions from students Test Proctors 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 IAR and ISA 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
  - Mathematics tools

- 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 IAR and ISA assessments.
- Ensure that Test Proctors who will administer accessibility features or accommodations that require Test Proctor interaction (e.g., Human Reader/Human Signer) have specific training so that they know what is allowed during the assessment.
- Provide Test Proctors and Test Support Staff with his or her assigned group of students for testing.
- Provide a copy of the testing schedule to Test Proctor and Test Support Staff, and explain how it will be implemented for your school.
- Explain that some mathematics sections include a non-calculator and a calculator part and that testing time includes both parts.
- Inform Test Proctors and Test Support Staff of your school’s procedures for make-up testing.
- Review the security agreement and receive signed copies, if required.
- For computer-based testing:
  -  Ensure that Illinois Administration Platform Proctor Groups have been created before testing and review tasks for Illinois Administration Platform as needed. Refer to the Illinois Administration Platform training tab at <http://il.mypearsonsupport.com> for task-based modules on how to start, monitor, and end Proctor Groups.
  -  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 Proctors 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 Proctors include:

CBT Required Materials	ELA	Science	Math	Section
pencils	3-8	5 & 8	3-8	All
scratch paper	3-8	5 & 8	3-8	All
testing ticket	3-8	5 & 8	3-8	All
testing device	3-8	5 & 8	3-8	All



PBT Required Materials	ELA	Science	Math	Section
test booklets	3-8	5 & 8	3-8	All
pencils	3-8	5 & 8	3-8	All
scratch paper	3-8	5 & 8	3-8	All
answer documents	4-8	N/A	4-8	All
rulers	N/A	N/A	3-8	All
reference sheets	N/A	N/A	5-8	All
protractors	N/A	N/A	6-7	All
calculators	N/A	N/A	6-7	1
calculators	N/A	N/A	6-8	2-3

Proctor Required Materials	PBT	CBT
Test Proctor Group ticket	N/A	All
Test Proctor Script	All	All
Testing – Please Do Not Disturb room sign	All	All
Go-On and Stop room sign	All	N/A
A way to monitor time	All	All

- School-supplied materials
  - Wooden Number 2 pencils with eraser(s)
    - Test Proctors 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.
    - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics sections.
    - Test Proctors 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

- For Math grades 3–5, calculators are allowed for accommodation use only. Students with a calculator accommodation may only use a four-function calculator with square root and percentage functions.
- For Math grades 6–7, students may only use four-function calculators with square root and percentage functions for all calculator parts.
- For Math grade 8, students may only use scientific calculators for all calculator parts.
- For science grade 5, a four-function calculator is embedded into the TestNav toolbar.
- For science grade 8, a scientific calculator is embedded into the TestNav toolbar.
- For science grades 5 and 8, students may use a handheld calculator for all sections. Handheld calculator requirements are the same between math and science.



For paper-based testing, during sections that are composed of both a non-calculator part and a calculator part, students will be prompted to raise their hand to ask for a calculator if this option applies.

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

Districts or schools may provide students with hand-held calculators during calculator parts of mathematics sections. Districts or schools should make this determination based on what is regularly used during instruction. If districts or schools choose this option, District Test Coordinators will determine who is responsible for providing hand-held calculators (e.g., school, student).

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

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or Personal Digital Assistant (PDA)), or phone-based calculators are allowed during IAR and ISA assessments.
- Students are **\*NOT\*** allowed to share calculators with another student during a test section.
- Test Proctors must confirm that the memory on all calculators has been cleared before and after the testing sessions.
- Calculators with “QWERTY” keyboards are **\*NOT\*** permitted.
- If districts or schools permit students to bring their own hand-held calculators for Mathematics assessment purposes, School Test Coordinators or Test Proctors must confirm that the calculators meet requirements as defined above.

For students who meet the guidelines in the *AF&A Manual* for a calculation device, this accommodation allows a calculation device to be used on non-calculator parts of any IAR mathematics assessment. Only a small number of students qualify for this accommodation. If a student needs a calculator as part of an accommodation in a non-calculator part, the student will need a hand-held calculator because an online calculator will **\*NOT\*** be available. If a student needs a specific calculator (e.g., large key, talking), the student may also bring his or her own, provided it is specified in his or her approved IEP, ISP, or 504 plan. For more clarifications and complete guidance, refer to the *AF&A Manual* and the Calculator FAQ’s under the Calculator Policy at <http://il.mypearsonsupport.com>.

### Headphones

Headphones are needed for all ELA/L sections, as well as for students who receive the Text-To-Speech accommodation for ELA/L assessments or the Text-To-Speech accessibility feature for mathematics and 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 Proctors 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 recommended as the Test Proctor cannot ensure test security.

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



### 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. Test materials will be automatically generated through the Illinois Administration Platform, provided the state deadline is met. 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 Proctors 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 Proctors include:

- **IAR and ISA-supplied materials (shipped by vendor)**
  - Test booklets
  - Answer documents (grades 4-8)
  - Mathematics reference sheets (grades 5–8)
  - Rulers and protractors (if applicable, see Mathematics Tools for Administration section for additional information)
  - TAMs
- **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 Proctors 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.
    - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics sections.
    - Test Proctors 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
  - Mathematics tools
  - Materials necessary for the administration of accommodations or accessibility features
  - Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)

- “Testing — Please Do Not Disturb,” “Go On” (PBT only), and “Stop” (PBT only) signs to post on the doors of the testing rooms or the board

During sections that are comprised of both a non-calculator part and calculator part, students will be prompted to raise their hand to ask for a calculator if this option applies.

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

- No calculators with Computer Algebra System (CAS) features are allowed.
- No tablet, laptop (or PDA), or phone-based calculators are allowed during IAR and ISA assessments.
- Students are *\*NOT\** allowed to share calculators with another student during a test part.
- Test Proctors must confirm that the memory on all calculators has been cleared before and after the testing sessions.
- Calculators with “QWERTY” keyboards are *\*NOT\** permitted.

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

### Mathematics Tools for Administration

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

- **Rulers and Protractors:** Pearson will provide required rulers and protractors for paper-based assessments at certain grade levels, as outlined in Table 3.10.
  - Required tools will be included in the shipment of materials.
  - Students are not permitted to use outside rulers or protractors if these tools are provided for use on their grade level assessment.
  - Protractors are an optional tool for grade 8 mathematics courses. Pearson will not provide these materials.
- **Mathematics Reference Sheets:** Mathematics reference sheets are provided in the test materials shipments for grades 5–8.
  - The copies must be free of any writing or notes. Do *\*NOT\** distribute copies with student writing.
  - If additional copies are needed, schools may either locally print the IAR approved copies available at <http://il.mypearsonsupport.com> (recommended) or order them through Illinois Administration Platform.
  - If students write on the mathematics reference sheets during testing, the reference sheets are then considered secure materials and must be securely destroyed after testing that section.
- **Geometry Tools:** Tracing paper, reflection tools, straight edges, and compasses are optional for the grade 8 mathematics assessment.

**Table 3.4 Rulers and Protractors for Paper-Based Testing**

Grade(s)	IAR (Provided)	Allowable (Not Provided)
Grade 3	<ul style="list-style-type: none"> <li>Ruler (<math>\frac{1}{4}</math> inch)</li> </ul>	not applicable
Grades 4–7	<ul style="list-style-type: none"> <li>Ruler (<math>\frac{1}{4}</math> inch)</li> <li>Protractor</li> </ul>	not applicable
Grade 8	<ul style="list-style-type: none"> <li>Ruler (<math>\frac{1}{4}</math> inch)</li> </ul>	<ul style="list-style-type: none"> <li>Protractor</li> </ul>

If these tools are used, place the materials in a predetermined location in the testing room. If schools allow students to bring their own tools, they must be given to the School Test Coordinator or Test Proctor prior to testing to ensure that the tools are appropriate for testing (e.g., tools do **\*NOT\*** have any writing on them). For more Mathematics Tools clarifications, please see the *Mathematics Tools* policy at <http://il.mypearsonsupport.com>.

### 3.10.2 Receive, Document, and Store Materials

Test booklets and answer documents 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 B**, 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, both scorable and nonscorable test 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. Follow the instructions below for receiving materials and taking inventory, which should be done immediately after receiving test materials.

- Remove the packing list and *School Chain-of-Custody Form* from box 1.
- Remove the resealable package labeled “Test Coordinator Kit.” Review the contents of this package and notify the District Test Coordinator if additional materials are needed. Place the Test Coordinator Kit, and all of its contents, in a secure location to be retrieved after the completion of testing. The kit contains the following items:
  - Resealable plastic bag (holds all materials)
  - Paper bands for bundling and returning scorable test booklets (grade 3) and scorable answer documents (grades 4–8)
  - Pearson Return Labels for **scorable** materials (Scorable and nonscorable labels will be different colors.)
  - Pearson Return Labels for **nonscorable** materials (Scorable and nonscorable labels will be different colors.)
  - United Postal Service (UPS) Ground Return Labels for **scorable** materials
  - UPS Ground Return Labels for **nonscorable** materials
  - Pre-printed/pre-gridded Scorable Materials Return School Header
  - Student ID labels (one per student)
  - Student Roster
  - 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 and answer documents are replaced. If additional materials are needed, submit an additional order through Illinois Administration Platform.
- Keep all test materials in centrally located, locked storage with limited access until distributing them to the Test Proctors. 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 Proctors 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 on the support site at <http://il.mypearsonsupport.com>.
  - Non-receipt of any packages of test booklets or answer documents listed on the School Packing List.
  - Discovery of a damaged test booklet or answer document.
  - Discovery of missing or duplicate sequence numbers on any test booklets or answer documents. Barcodes for test booklets are on the front cover in the lower right-hand corner.



### 3.10.3 Account for Damaged Test Booklets and Answer Documents for Paper-Based Testing Only

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

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

### 3.10.4 Additional Orders

Do **\*NOT\*** submit additional orders prior to receiving your initial shipment of test materials. All test materials should be inventoried prior to submitting any additional orders.

Ordering additional materials is a two-step process:

1. Orders are created, edited, or canceled by the District or School Test Coordinator.
2. Orders are approved by the Pearson Program Team.

Additional orders may be placed by submitting an order through the the Orders menu in the Illinois Administration Platform. 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.





If you have students requiring paper-based accommodated test materials, their Accommodations Upload information must be completed and imported into the Illinois Administration Platform by the initial order deadline to receive an initial order of accommodated materials. Otherwise, you will need to place an additional order for paper-based accommodated test materials. This will include assigning Screen Reader accommodations to students who are blind and will be receiving a braille book to accompany the online test.

### 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.
- Prepare to distribute testing materials to Test Proctors.

	<p>For computer-based testing, School Test Coordinators must also:</p> <ul style="list-style-type: none"> <li>• Confirm that all the testing devices meet the requirements needed to administer the computer-based tests.</li> <li>• Confirm that headphones are available for every student taking computer-based tests for ELA/L or accommodations/accessibility purposes only.</li> <li>• Verify the students needing accessibility features and/or accommodations (e.g., Text-To-Speech) have been assigned the correct test form.</li> <li>• If needed, remind Test Proctors to refer to the <i>Test Administration and Proctoring Manual</i>.</li> </ul>
	<p>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 Proctors on testing day.</p>

### 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 Proctors have a computer or tablet available.	Section 3.5
no	yes	no	Distribute test materials to Test Proctors.	Section 3.9
no	yes	no	Manage test proctor groups in Illinois Administration Platform.	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 Proctors.	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 Proctors 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 proctor groups in Illinois Administration Platform.	Section 4.1.5
no	no	yes	Respond to all technology-related issues.	Section 4.1.3
no	yes	no	Collect materials from Test Proctors.	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 Proctor Groups in Illinois Administration Platform (Day of Testing)

Before students can begin testing, Test Coordinators will need to prepare proctor groups, print proctor group tickets, and distribute proctor group tickets to Test Proctors. Test Coordinators and Test Proctors will need to check accommodated form assignments. Note: If a student has been assigned a test without their proper accommodation, the entire test must be voided. Contact your District Test Coordinator for information about voiding a test.

**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
- 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 Illinois Administration Platform.
  - 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 IAR and 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 Proctors and Test Support Staff. 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 B** for procedures.

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

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

#### 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 Proctors.

- Student Test Ticket
- Used and unused scratch paper (unused scratch paper may be reused)
- Accommodated test materials
- Printed mathematics reference sheets for grades 5-8 (if printed locally, refer to Section 3.9.1 for more information)

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

### **Ensure TestNav Logout and Lock Sections/Parts**

As students complete each section, Test Proctors 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 Proctors 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 **Test Management > Administrations** page in the Illinois Administration Platform. Students logged in to TestNav will appear in **In Progress** status. Those student testing devices should be checked to make sure TestNav has been exited after testing.

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

If a student is NOT tested during the regular administration, they may be moved into a new make-up proctor group in the Illinois Administration Platform. However, if the student will rejoin the regular administration for any remaining sections, it is recommended that you leave that student in the original proctor group in the Illinois Administration Platform. For students taking a make-up test, unlock the appropriate section in the Illinois Administration Platform to allow the student to log in to the missed section. The proctor group should not be stopped until all students in the proctor group 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.

## 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 4.1 Day of Testing**

DTC	STC	TC	Task	Reference
no	yes	no	Distribute test materials to Test Proctors.	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 Proctors.	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 Proctors 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 Proctors and ensure all test booklets and answer documents 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.

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

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

#### Contaminated Test Materials

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

1. The Test Proctor must immediately:
  - a. Stop testing for the student or group, as needed.
  - b. Record the amount of time remaining.
  - c. If possible, record the item number and page number where the student stopped testing.
  - d. Follow your school procedure for medical emergencies.
2. Qualified school personnel must safely handle the soiled test booklet or answer document 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 Proctor must remind students of the amount of time remaining for the test section prior to the disruption. Testing may then resume.
    - a. If the ill student returns to resume testing and the completed responses can be transcribed into a replacement test booklet (grade 3) or answer document (grades 4–8), the Test Proctor must provide the student with a new test booklet or answer document. The Test Proctor must ensure the student’s name is recorded on the front of the replacement test booklet or answer document for proper identification.
    - b. If the ill student returns to resume testing and the completed responses cannot be transcribed into a replacement test booklet (grade 3) or answer document (grades 4–8), the student must be given the opportunity to retake those sections using a replacement test booklet and answer document 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 (grade 3) or answer document (grades 4–8) prior to returning it.
    - b. Record the security barcode number of the contaminated test booklet or answer document on the *Form to Report Contaminated, Damaged, or Missing Materials* available at <http://il.mypearsonsupport.com>.
    - c. Record the security barcode number of the replacement test booklet or answer document on the *Chain-of-Custody Form*.
    - d. If applicable, transcribe the completed response from the contaminated test booklet or answer document 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 scorable materials.
    - e. Securely destroy the contaminated test booklet or answer document according to district biohazard protocols. Do not return contaminated material to Pearson.
    - f. Compile a list of contaminated test booklets and answer documents and maintain it in the school test security file.
  5. The School Test Coordinator must notify the state or District Test Coordinator as soon as reasonably possible.

### **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 or answer document must be replaced. After testing but within the test window, the student’s answers must be transcribed into a replacement test booklet or answer document.
  - 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.
2. The Test Proctor must ensure the student’s name is recorded on the front of the replacement test booklet or answer document.
3. After testing is complete, the School Test Coordinator must:
  - a. Apply the student ID label to the replacement test booklet (grade 3) or answer document (grades 4–8) or fill out the data grid completely.

- b. Record the security barcode number of the replacement test booklet or answer document on the *Form to Report Contaminated, Damaged, or Missing Materials* available at <http://il.mypearsonsupport.com>.
- c. Return the replacement test booklet or answer document to Pearson along with all other scorable materials.
- d. Pack the damaged test booklet or answer document with the nonscorable materials and return it to Pearson (refer to Section 5.2.2 for more information about marking test materials as Do Not Score).
- e. Compile a list of all damaged test booklets and answer documents and maintain it in the school test security file.

#### 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 Proctors.

- All used and unused test booklets (Ensure all test booklets have a student name written on them.)
- All used and unused answer documents for grades 4–8 (Ensure all answer documents have a student name written on them.)
- Used and unused scratch paper (Unused scratch paper may be reused.)
- Pearson supplied mathematics reference sheets, rulers, and protractors
- Any accommodated responses provided in another format (If the response is being transcribed directly from a computer, then the computer must remain secure until the responses are transcribed. Then the responses must be totally removed from the computer).

Follow all chain-of-custody procedures. At the end of each day of testing, ensure all materials from the IAR or ISA assessment have been returned to the secure storage area. Take inventory of all secure materials to be sure that none are missing; if materials are missing, follow state steps in **Appendix B**.

##### 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 2.4.3.

### 4.3 Procedures for Testing Irregularities (Day of Testing)

#### 4.3.1 Dismissing Students for Misconduct

The Test Proctor 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 IAR and ISA State Contact. For additional guidance on dismissing students for misconduct, refer to **Appendix B**.

If a student is observed with any of the items listed in Section 2.3 during testing or during breaks, the Test Proctor should collect the prohibited materials. The school or district should complete the *Form to Report a Testing Irregularity or Security Breach* found on the support site at <http://il.mypearsonsupport.com> and follow the IAR and ISA policy for submitting the form.



For computer-based testing, if a student is dismissed, the Test Proctor must exit the student's test in TestNav and ensure the student's section is locked in Illinois Administration Platform.

#### 4.3.2 Item Irregularities During Testing

If during testing, a student alerts a Test Proctor 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 Proctor should instruct the student to bookmark the item and continue testing. At the end of testing, the Test Proctor 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 Proctor, Technology Coordinator, or School Test Coordinator should call the Support Center to report the issue.
- If a timely solution cannot be found, the Test Proctor 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 B** 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 possible, note the time of the disruption so that the remaining time for the section can be calculated.
- If leaving the test environment, take necessary steps to ensure the security of the test materials, if time permits.
- Upon returning to the testing room, prepare students for the continuation of the section:
  - Test Proctors must inform students how many minutes remain in the section.
  - Test Proctors must write on the board the updated start time and stop time of the section.
- Using the Form to Report a Testing Irregularity or Security Breach, document the situation.

## 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 Within One Week of Final Test Section**

DTC	STC	TC	Task	Reference
no	yes	no	Destroy scratch paper written on by students and IAR-supplied mathematics reference sheets written on by students.	Section 5.1.2
no	yes	no	Destroy all printed student test tickets.	Section 5.1.2
no	yes	no	Recycle <i>Test Administration and Proctoring Manuals</i> , blank or unused scratch paper, and unused IAR-supplied mathematics reference sheets.	Section 5.1.2
no	yes	no	Complete the <i>Post-Test Certification Form</i> .	Section 5.1.4
no	yes	no	Keep records.	Section 5.1.5

#### 5.1.2 Collect and Organize Materials

##### Secure Materials

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

Secure test materials that must be securely destroyed:

- Student test ticket
- Student rosters containing TestNav usernames and passwords
- Any reports or other documents that contain personally identifiable student information
- All scratch paper
- All printed mathematics sheets

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. Science paper test booklets must be transcribed verbatim directly into TestNav in order to be scored.

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 mathematics reference sheets written on by students during testing
- Printed student test tickets
- Any other school-generated reports or documents, which contain personally identifiable student information (e.g., Illinois Administration Platform generated reports or any school rosters)

- All accommodated responses (Do **\*NOT\*** destroy test booklets or answer documents.)

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 Administration and Proctoring Manuals*
- Unused mathematics reference sheets

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 Illinois Administration Platform Cleanup Activities**

### **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
- Copies of all signed *Security Agreements*
- 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*
- Copies of submitted *Emergency Accommodation forms*
- Copies of submitted *Unique Accommodation Forms*
- Copies of submitted *Student Refusal of Accommodations forms*
- Copies of ALL other testing documentation for current testing administration





## 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 5.1 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 <i>Chain-of-Custody Form</i> .	Section 5.2.2

**Table 5.2 Within One Week of Final Test Section**

DTC	STC	TC	Task	Reference
no	yes	no	Organize and return scorable and nonscorable test materials.	Sections 5.2.2–5.2.4
no	yes	no	Destroy scratch paper written on by students and IAR-supplied mathematics reference sheets written on by students.	Section 5.2.3
no	yes	no	Recycle <i>Test Administration and Proctoring Manuals</i> and unused IAR-supplied mathematics reference sheets.	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 <i>Post-Test Certification Form</i> .	Section 5.2.6
no	yes	no	Keep records according to ISBE policy.	Section 5.2.7

**Table 5.3 At the End of Each Administration<sup>^</sup>**

DTC	STC	TC	Task	Reference
no	yes	no		

<sup>^</sup>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 Proctors. 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 B**.

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

**Note:** Schools may keep rulers and protractors after testing for instructional use. These materials must **\*NOT\*** have any writing on them. Rulers and protractors containing student notes should be securely destroyed.

### Report Contaminated and Damaged Test Materials

If a test booklet or answer document 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*. 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 B**. Complete the *Form to Report Contaminated, Damaged, or Missing Materials*.

### Transcription of Student Test for Mathematics and ELA only.

Certain situations require a student’s responses to be transcribed into a standard, scorable test booklet (grade 3) or answer document (grades 4–8). These situations may include:

- Answers were recorded in another student’s test booklet or answer document.
- A test booklet or answer document became damaged or contaminated (e.g., torn, wrinkled).
- A student took the test using a special test format (e.g., large print, braille).
- 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 or answer document.

### Transcription of Student Test for Science Only.

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

- Students requiring a paper-based test will be registered with Spanish paper selected. An online student test will be created for transcription when Spanish paper is selected for science.
- A “Transcription English” or “Transcription Spanish” proctor group will need to be set up and the paper-based testing students added to the appropriate proctor group.
- 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.
2. For Illinois Assessment of Readiness ELA/L or Math paper tests, the student’s responses must be transcribed verbatim into the test booklet (grade 3) or answer document (grades 4-8). Confirm the test booklet and answer document are for the same form (e.g., main or accommodated). Refer to **Appendix C: Protocol for the Use of the Scribe Accommodation in the AF&A Manual** for guidance and an example.
  - Mark the original test booklet or answer document “Do Not Score” according to the directions in the following section.

- Exception: A scribe for a student who signs his or her responses in American Sign Language (ASL) will write the student’s responses in English (e.g., student signs “HOUSE WHITE LIVE THERE ME.” Scribe writes “I live in the white house.”).
3. Braille transcription: **\*ONLY\*** an eligible Test Proctor 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 the standard, scorable test booklet or answer document included in the braille kit. 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.\***

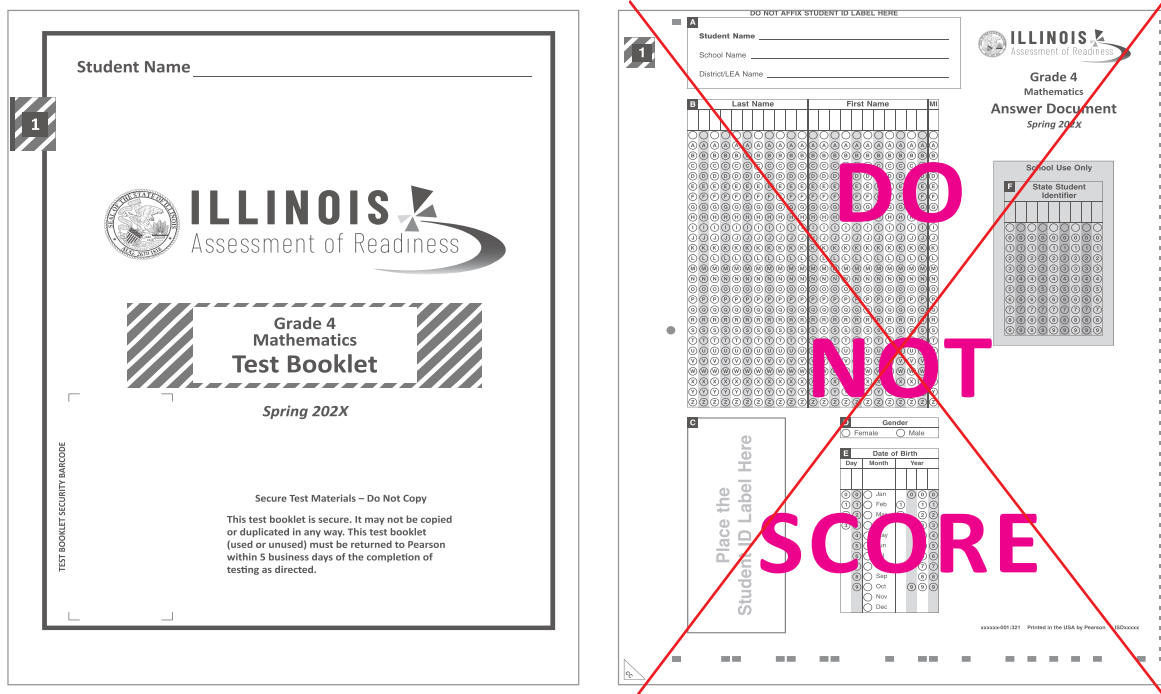
**“Do Not Score” Test Materials**

If there is a test booklet (grade 3) or answer document (grades 4–8) already assigned for a student in one of the categories below, write “DO NOT SCORE” in large, all capital letters or draw a large “X” across the front cover. Both methods are acceptable for indicating materials should not be scored.

- A student whose test booklet or answer document became damaged/unusable (Refer to Transcription of Student Test Responses above for instructions on transcribing the student’s responses to a new test booklet (grade 3) or answer document (grades 4–8).
- A student whose student ID label has already been applied to a test booklet or answer document but did not participate in any testing (e.g., absent with or without medical documentation)

**AFTER Completion of All Paper-Based Testing**

**Figure 5.0 Do Not Score Test Materials**




### 5.2.3 Organize Materials

Apply student ID labels to the front covers of the test booklet (grade 3) or answer document (grades 4–8) in the lower left-hand corner.

- Locate the student ID labels that were shipped in the resealable package labeled “Test Coordinator Kit.”
- **\*ONLY\*** the School Test Coordinator or designee may apply labels; parents/guardians and students are prohibited from doing so.
- Before applying a label on top of box C on the booklet cover, confirm that the name that has been handwritten in box A at the top of the front cover of the test booklet matches the name on the label.
- **\*If a document has a student ID label applied and is also bubbled with conflicting information, Pearson may need to contact the district and/or school to determine correct demographics.\***
- If a student ID label includes incorrect information, apply the label to the student’s test booklet (grade 3) or answer document (grades 4–8) and update the student’s information in Illinois Administration Platform.
- Set aside student ID labels that were not used (e.g., labels for students who transferred out of the school before testing began, labels with incorrect information) to be securely destroyed/shredded.

It is recommended that schools apply the student ID labels after testing. However, schools may apply them before testing.

**Figure 5.1 Sample Student ID Label**

DISTRICT CODE: 9999999999999999  
 DISTRICT NAME: DistrictNameXXXXXXXXXXXXXXXXXXXX  
 SCHOOL CODE: 9999999999999999  
 SCHOOL NAME: SchoolNameXXXXXXXXXXXXXXXXXXXX  
 XXXXXXXXXXXXXXXXXXXXXXX  
 GRADE: 99 SUBJECT: XXXXXXXXXXXXXXXXXXXXXXX  
 SEQ: 99999  
 LASTNAMEXXXX, FIRSTNAMEXXX MI PARCC 2018  
 BIRTHDATE: 99/99/9999 SPRING  
 ST-DIST-SCH: XX-9999999999999999-9999999999999999 GR: 99  
 DIST: DISTRICTNAMEXXXXXXXXXXXXXXXXXXXX GENDER: F  
 SCH: SCHOOLNAMEXXXXXXXXXXXXXXXXXXXX  
 XXXXXXXXXXXXXXXXXXXXXXX SID: 9999999999  
  
 999999999-9

### Hand Grid Demographic Pages

If there is no student ID label available for the student, **\*all information\*** on the student demographic data grid must be marked on the test booklet (grade 3) or answer document (grades 4–8) using a wooden Number 2 pencil. If there is a label for a student, only box A will be completed.

**Table 5.4 Instructions for Hand Gridding Demographic Pages  
(complete all fields if there is not a label)**

Box	Description	Instructions
<b>A</b>	Student Name, School Name, District Name	Test Proctors will instruct students to write their names in this box during administration. Students will not be instructed to fill in the school or district name and are not required to do so.
<b>B</b>	Student Name	Using the student’s legal name, print the student’s last name in the row of boxes under the section for “Last Name.” Print only one letter in each box, beginning in the first box on the left (i.e., left justified). If there are not enough boxes for all of the letters in the student’s last name, leave off the letters at the end.  Print the student’s first name in the row of boxes under the section for “First Name.” Do not use a nickname. Print only one letter in each box, beginning in the first box on the left (i.e., left justified). If there are not enough boxes for all of the letters in the student’s first name, leave off the letters at the end.  Print the first letter of the student’s middle name in the box under the section for “Ml.” Leave the box blank if the student does not have a middle name.  Fill in the appropriate bubble in the column under each letter in the student’s name. If there are any blank boxes at the end of their name, fill in the empty bubbles at the top of the column.
<b>C</b>	Student ID labels	If a school does not have a pre-printed student ID label, this box should remain blank.
<b>D</b>	Gender	Fill in the bubble that corresponds to the student’s gender.
<b>E</b>	Date of Birth	Fill in the bubbles for the Day, Month, and Year for the student’s date of birth. For example, if the student was born March 2, 2001, fill in the bubbles for 0 and 2 in the Day column, for the month of March designated by “Mar” in the Month column, and the bubble for 2, 0, 0, and 1 in the Year column.
<b>F</b>	State Student Identifier	Enter the student’s State Student ID Number in the boxes at the top of the columns. Fill in the appropriate bubble in the column under each number beginning in the first box on the left (i.e., left justified).

**AFTER Completion  
of All Paper-  
Based Testing**

**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
- Mathematics reference sheets 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 Administration and Proctoring Manuals*
- Unused mathematics reference sheets

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. Refer to the *Pearson Return Instruction Sheet* and *Shipping Carrier Return Instructions* included in the Test Coordinator Kit shipped with your testing materials. Materials must be packed according to the school level, **\*NOT\*** the district level. Materials must be shipped no longer than 5 days after your district testing window closes. Materials returned late risk not receiving scores.

- **Scorable materials**
  - Used test booklets (grade 3)
  - Used answer documents (grades 4–8)
  - Transcribed test booklets (grade 3)
  - Transcribed answer documents (grades 4–8)
- **Nonscorable materials**
  - Unused test booklets (including for absent students)
  - Unused answer documents (grades 4–8)
  - Used test booklets (grade 3) and answer documents (grades 4–8) that have been marked “Do Not Score”
  - Used test booklets (grades 4–8)
  - Large print test booklets
  - Braille test booklets

#### Required Ancillary Materials for Return

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

- Scorable
  - Paper bands
  - Scorable Materials Return School Headers (do not photocopy)
  - Red scorable return labels
  - UPS return labels for scorable materials
- 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 Illinois Administration Platform. Refer to Section 3.10.4 for additional information on additional orders. **\*If you placed additional orders for test materials, these return materials were not shipped to you automatically.\***

#### Scorable Materials Return School Header and Paper Bands

- Complete a *Scorable Materials Return School Header* for each grade and subject.
- Place paper bands around each stack of scorable test booklets (grade 3, no more than 25 per band) or answer documents (grades 4–8, no more than 25 per band).
- You may have more than one stack of banded documents per subject and grade, if necessary, but only complete ONE *Return School Header* and slip it in the first bundle.

Figure 5.2 Sample Scorable Materials Return School Header

**Please Print**  
District Name: \_\_\_\_\_  
School Name: \_\_\_\_\_



**Scorable Materials  
Return School Header**

**Instructions For Completing This Form**

- For each school, complete only one form for EACH grade/subject area tested.
- Grade 3: A completed form must be placed on top of the used scorable test booklets for EACH subject in your school's return scorable shipment.
- Grades 4 and above: A completed form must be placed on top of the used scorable answer documents for EACH grade/subject in your school's return scorable shipment.

**Marking Instructions**

- Use a No. 2 pencil only (no mechanical pencils).
- Do not use ink, ballpoint pens, or felt-tip pens.
- Fill in each circle completely.
- Erase cleanly any marks you wish to change.
- Do not make any stray marks on this sheet.

incorrect     incorrect     correct

**District Code**

0	1	2	3	4	5	6	7	8	9	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

**School Code**

0	1	2	3	4	5	6	7	8	9	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

**Number Of Documents Under This Form (Left Justify)**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

201602-001-021 Printed in the USA by Pearson 15202656

**AFTER Completion  
of All Paper-  
Based Testing**

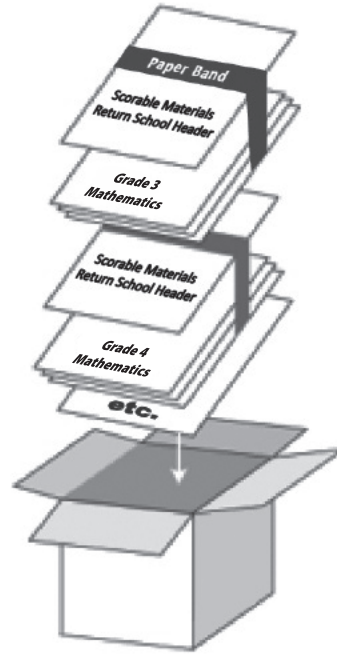
**Note:** Do **\*NOT\*** photocopy any *Scorable Materials Return School Header* sheets. Use the original documents provided in your school's shipment.

**Return Scorable 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 Illinois Administration Platform website at <https://il.adamexam.com/#/landing>.

Place all scorable materials in the shipping boxes as shown in Figure 5.4. Do **\*NOT\*** place more than one school's materials in a box. Within a school, materials for different grades can be placed in the same box.

Figure 5.3 Packing Diagram for Scorable Test Materials



AFTER Completion  
of ALL Paper-  
Based Testing

**Note:** Box scorable and non-scorable materials separately, as these will be shipped to different addresses.

Do **\*NOT\*** overfill a box. If any box is not completely filled, add crumpled paper to avoid damage caused by shifting during shipment. Do **\*NOT\*** use packing peanuts. Seal the boxes securely with packing tape. Remove any previous labels and cover any previous markings before applying the shipping label.

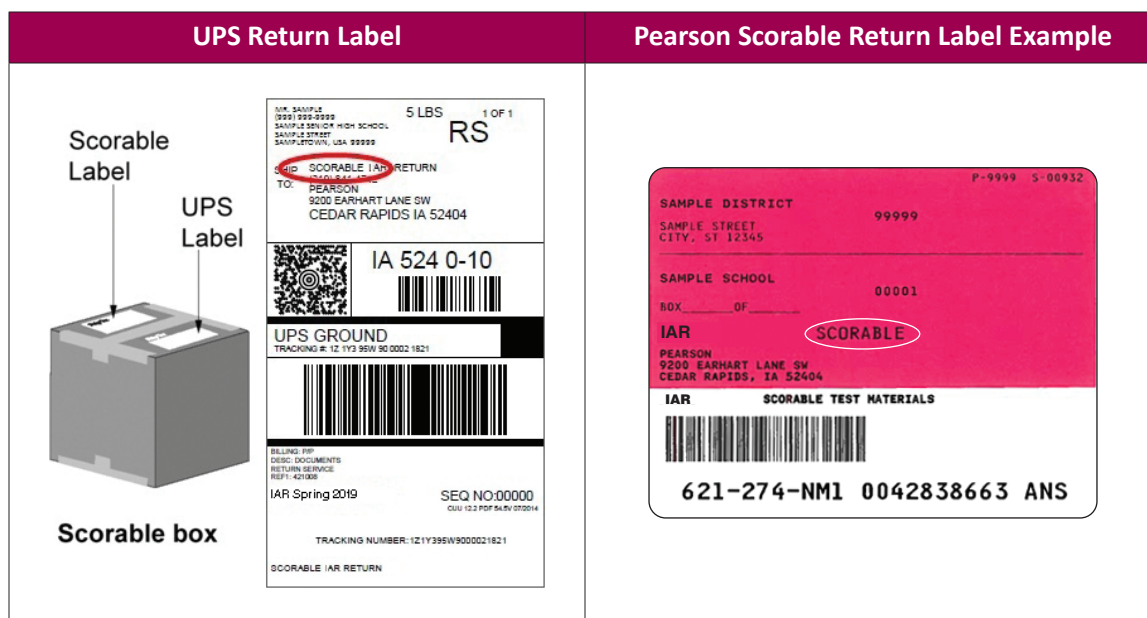
Locate the resealable package labeled “Test Coordinator Kit.” This package contains Pearson scorable materials return shipping labels. Refer to Figure 5.5 for sample labels.

- Place one scorable materials return shipping label on top of each box.
- Count the total number of scorable boxes.
- On the line that reads “SCH: BOX \_ OF \_” fill in the sequence of scorable boxes being returned for the school (e.g., indicate box 1 of 3, box 2 of 3, and box 3 of 3). Be sure to number scorable materials in a separate sequence from non-scorable.
- Do **\*NOT\*** write anything else on the labels.
- Do **\*NOT\*** include your non-scorable box count with your scorable box count.

Find a UPS scorable return label in the resealable package labeled “Test Coordinator Kit.” Apply one UPS label with “SCORABLE” to the top of each box of scorable materials as shown on the left side of Figure 5.5. It is recommended that schools or districts maintain UPS tracking numbers.



Figure 5.5 Sample Pearson Scorable Materials Return Shipping Label



AFTER Completion  
of All Paper-  
Based Testing

### 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 the Illinois Administration Platform under “orders.”

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

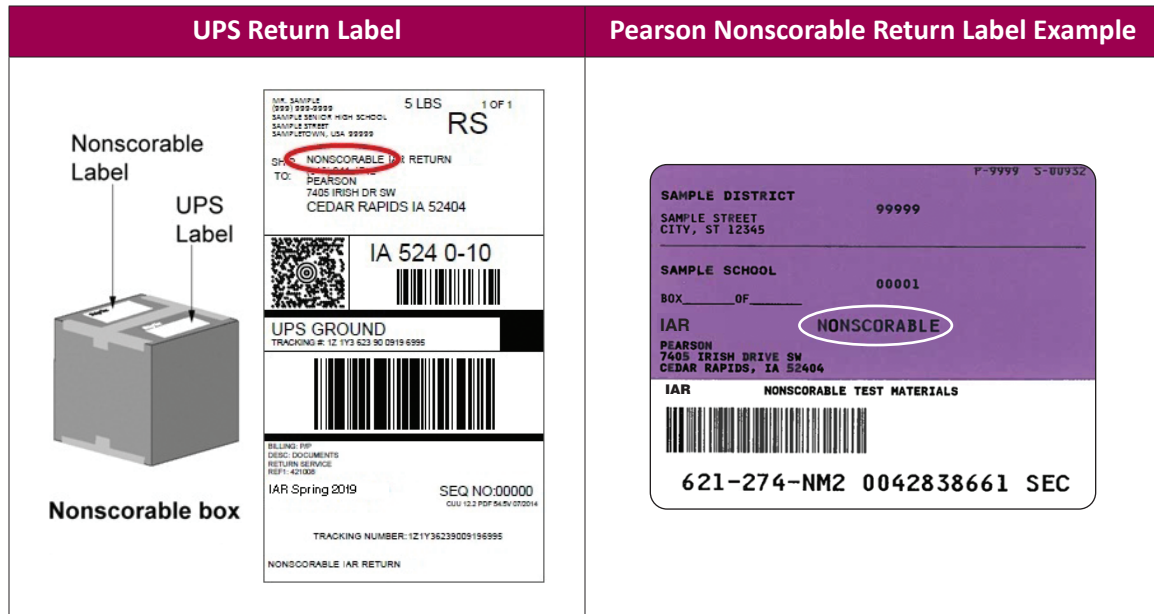
Seal the boxes securely with packing tape and remove any previous markings or labels from the boxes before applying the shipping label.

Locate the resealable package labeled “Test Coordinator Kit.” This package contains Pearson nonscorable materials return shipping labels. Refer to Figure 5.6 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 nonscorable boxes being returned for the school (e.g., indicate box 1 of 3, box 2 of 3, and box 3 of 3). Be sure to number nonscorable materials in a separate sequence from scorable.
- Do **\*NOT\*** write anything else on the labels.
- Do **\*NOT\*** include your scorable box count with your nonscorable box count.

Find a UPS return label in the resealable package labeled “Test Coordinator Kit.” Apply one UPS label with “NONSCORABLE” to the top of each box of nonscorable materials as shown on the left side of Figure 5.6.

Figure 5.6 Sample Pearson Nonscorable Materials Return Shipping Label



AFTER Completion  
of ALL Paper-  
Based Testing

### Generic Return Labels

Generic return labels are received when an additional order for return labels is submitted through the Illinois Administration Platform; they are not included in the Test Coordinator Kit with regular materials return shipping labels. Generic return labels include blank fields where pertinent state, district, and school information is recorded prior to return to Pearson.

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

- **Red Labels**—Scorable Materials Return Shipping Label and Scorable Generic Return Label
- **Purple Labels**—Nonscorable Materials Return Shipping Label and Nonscorable Generic Return Label

### Contact UPS to Schedule Pickup

Refer to the Shipping Carrier Return Instructions included in the Test Coordinator Kit for return shipping instructions. Refer to **Appendix B** for return shipping responsibilities.

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

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

#### Not Tested and Voided Tests

Refer to the Post-Testing Activities Quick Reference Guide (voids, collect secure materials, etc.) document posted at <http://il.mypearsonsupport.com> for step-by-step directions on how to complete these tasks.

### 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 in each school's Test Security File for a period of three years (an electronic file may be kept in addition to the required hard copy version).

#### 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 Proctor and Test Support Staff), names of students assigned to that group

#### If applicable:

- Copies of all signed *Security Agreements*
- 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
- Copies of submitted *Emergency Accommodation forms*
- Copies of submitted *Unique Accommodation Forms*
- Copies of submitted *Student Refusal of Accommodations forms*
- Copies of ALL other testing documentation

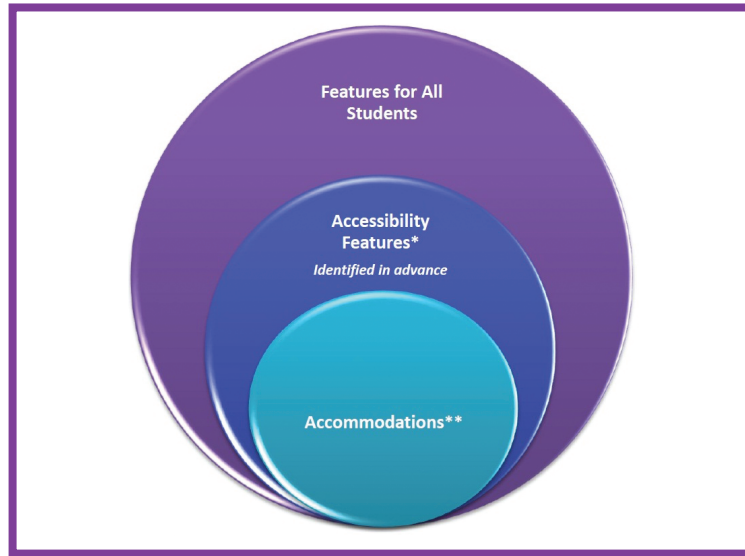
## 6.0 Accessibility Features and Accommodations

The *Accessibility Features and Accommodations Manual (AF&A Manual)* is available online at: <http://il.mypersonsupport.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

IAR and ISA’s accessibility system includes three levels of support for students as shown.

**Figure 6.0 The Accessibility System**



<sup>^</sup> Available to all participating students

<sup>^^</sup> 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 Proctors. Accessibility features can be used by any student taking the IAR and ISA assessments. 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), Individual Service Plan (ISP - for private schools), 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 IAR and ISA assessments 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 Proctors on before testing, during testing, and after testing activities necessary for successful administration of each accessibility feature and accommodation.

## 6.2 Before Testing: Preparing for Accessible Test Administration

Reference the *AF&A Manual*: Tables 1, 3, 4, 5, and 7, and **Appendix A** in the *AF&A Manual* outline the before testing activities necessary for Test Proctors to successfully provide students with each accessibility feature and accommodation.

### Identification of Accessibility Features and Accommodations in the Accommodations Upload Template

The Accommodations Upload Template 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. Observations based on a student's interaction with the online testing platform can be made through the practice tests. A student's testing needs should be reviewed at least annually, and revised as appropriate, to reflect current education-related needs or preferences.

- For *students with disabilities*, the IEP team, the ISP team, or 504 plan coordinator will collect student information to populate the PNP.
- 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, the ISP 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 (mathematics and science)
- Spanish Large Print Test Kit (mathematics and science)



#### Computer-Based Testing

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

### 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 B** for guidance on how to submit a request for unique accommodations.

### 6.3 During Testing: Test Administration of Accessibility Features and Accommodations

Tables 1, 3, 4, 5, and 7, 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 Proctor during testing.

Test Proctors 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
- Closed Captioning will be available for all students starting with the 2024 administration.

#### 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 G:** 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 IAR and ISA assessment window (e.g., a student breaks his or her arm and needs a scribe). An emergency accommodation should be given \*ONLY\* if the 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 B**.

#### Refusal of Accommodations

If a student refuses the accommodation(s) listed in his or her IEP, ISP, 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 Proctors 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, ISP, 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, 5, and 7, and **Appendix A** in the *AF&A Manual* outline the after testing activities for each accessibility feature and accommodation.

The Test Coordinator and Test Proctors 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, ISP, or 504 plans:

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

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

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

# Appendix A

## Glossary of Terminology



## Glossary of Terminology

Term	Definition
<b>Accessibility Feature</b>	Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Proctors. Accessibility features can be used by any student taking the IAR and ISA assessments. A small selection of accessibility features available to all students need to be identified in advance.
<b>Accommodations</b>	An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student’s disability or level of English proficiency. Accommodations must be listed in the student’s approved IEP, ISP, 504 plan, or EL plan. More information on IAR and ISA accommodations is available at <a href="http://il.mypearsonsupport.com">http://il.mypearsonsupport.com</a> .
<b>Administration Time</b>	Administration time is the total time schools should schedule for each section, including the section testing time and the approximate times shown in Table 2.0 for reading directions, answering questions, distributing materials, closing sections, and collecting test materials.
<b>District Test Coordinator</b>	District Test Coordinator is the individual at the district level responsible for the overall coordination of test administration.
<b>IEP, ISP, 504 Plan, or EL Plan</b>	<p>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.</p> <p>ISP refers to Individual Service Plan. It is a plan that is in place for private school students that have an outside educational evaluation of a student with a disability that attends elementary or secondary institutions. This plan ensures that the student receives specialized instruction, accommodations and related services.</p> <p>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.</p> <p>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.</p>
<b>Illinois Administration Platform</b>	The website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the IAR and ISA assessments. More information about setup and operation for the IAR and ISA assessments is available at <a href="http://il.mypearsonsupport.com">http://il.mypearsonsupport.com</a> .
<b>Mathematics Tools for Administration</b>	Mathematics tools for administration include rulers and protractors, mathematics reference sheets, and geometry tools. Mathematics tools for accommodations may include large print ruler, braille ruler, tactile compass, or braille protractor. See the <i>AF&amp;A Manual</i> for more information on mathematics tools for accommodations.
<b>Non-secure</b>	Test materials that have been made available to the public, including manuals and user guides. The availability of non-secure materials does not compromise test security or score validity.
<b>Part (Mathematics only)</b>	A portion of a mathematics section – non-calculator part and calculator part.

Term	Definition
<b>Section</b>	Each content area of the IAR and ISA assessments is comprised of sections. Each section has a set administration time within a session and is typically administered all at once. The tables in Section 2.4 of this manual provide section details. In mathematics, certain sections may be comprised of more than one part.
<b>Section Testing Time</b>	Section testing time is the amount of time any student who needs it must be provided to complete the section. As such, it is the amount of testing time schools must schedule for each section. A new section cannot be started until all students in the section are finished or until section testing time has expired.
<b>Secure</b>	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 and answer documents. For both the paper-based and computer-based administrations, secure materials also refer to mathematics reference sheets written on by students and scratch paper written on by students.
<b>Session</b>	In Illinois Administration Platform, a session is the group of students registered to test a content area together (same time and location).
<b>Testing Environment</b>	All aspects of the test surroundings during testing, this includes what a student can see, hear, or access.
<b>TestNav</b>	The application used to administer the computer-based assessment is available at <a href="http://il.testnav.com">http://il.testnav.com</a> .

# Appendix B

## IAR and ISA Policy Addendum

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

Name	Telephone	Email	Fax
Victoria Henderson (IAR)	866-317-6034	<a href="mailto:vhenders@isbe.net">vhenders@isbe.net</a>	217-782-6097
John Hicks (ISA)	866-317-6034	<a href="mailto:jhicks@isbe.net">jhicks@isbe.net</a>	217-782-6097
Robert Potempa	866-317-6034	<a href="mailto:rpotempa@isbe.net">rpotempa@isbe.net</a>	217-782-6097

Section	Issue	Illinois State Policy
Spring Key Dates	Testing Window Paper Based Testing	3/3/25 - 4/4/25 ELA and Math 3/3/25 - 4/30/25 Science
	Testing Window Computer Based Testing	3/3/25 - 4/18/25 ELA and Math 3/3/25 - 4/30/25 Science
1.2 3.3.1	Qualifications and Responsibilities for School Test Coordinators, Test Proctors, and Test Support Staff	<p>In general, educators holding an active Professional Educator License with stipulations endorsed as a provisional educator may coordinate and administer IAR and ISA. Below are three specific circumstances that deviate slightly from the general rule.</p> <ol style="list-style-type: none"> <li>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 serve as Test Support Staff. A licensed educator hired as paraprofessional also has to be under constant line-of-sight supervision.</li> <li>2. Substitute teachers who hold a Substitute Teaching License and hired as a substitute teacher may administer IAR and ISA.</li> <li>3. Parents are not allowed to be present in the classroom with their children during testing. There are two exceptions to this rule: <ol style="list-style-type: none"> <li>a. The parent’s presence is required as part of the student’s IEP, ISP, or Section 504 Plan.</li> <li>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.</li> </ol> </li> <li>4. Student Teachers may NOT serve as Test Proctors. Student teachers may serve only as Test Support Staff.</li> </ol>
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 IAR and ISA assessments. Photographs cannot be taken during the administration of the IAR and ISA assessments. 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 IAR and ISA assessments.

Section	Issue	Illinois State Policy
<p>2.2.2 4.1.5 4.2.3 4.3.2 4.3.3</p>	<p><b>Requirements for Reporting a Testing Irregularity or Security Breach</b></p>	<p>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.</p>
<p>2.3</p>	<p><b>Materials Allowed *ONLY AFTER* a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected</b></p>	<ul style="list-style-type: none"> <li>• Recreational books (subject matter of recreational books must be unrelated to content being assessed).</li> <li>• Textbooks for subjects other than the one being tested.</li> <li>• Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed).</li> <li>• Notebooks or papers of any kind (subject matter must be unrelated to content being assessed).</li> <li>• Pens or colored pencils.</li> </ul>
<p>2.4</p>	<p><b>Instructions for Students *AFTER* a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected</b></p>	<p>Local decision (school or district) from options below.</p> <ul style="list-style-type: none"> <li>• After student has checked his or her work, the student must sit quietly until the session has ended.</li> <li>• After the student has checked his or her work, the Test Proctor dismisses the student.</li> <li>• After student has checked his or her work, the student must sit quietly and use allowable materials.</li> </ul>
<p>3.2.1</p>	<p><b>Requirements for Completing Student Registration/Personal Needs Profile Import</b></p>	<p>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 Illinois Administration Platform.</p>
<p>3.9.1 3.10.1</p>	<p><b>Additional Requirements for Paper-Based Test Materials</b></p>	<p>The District Test Coordinator has the authority to determine day of testing administrative protocols.</p> <p>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.</p>
<p>3.10.2 5.2.4</p>	<p><b>Shipping Procedures for Paper-Based Materials</b></p>	<p>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.</p>
<p>4.3.1</p>	<p><b>Procedures for Dismissing Students for Misconduct</b></p>	<p>Test Proctors, 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.</p> <p>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 the unfinished testing time, or it may be decided to end testing for that student.</p> <p>Under no circumstances can a Test Proctor make a unilateral decision to invalidate a test.</p>

Section	Issue	Illinois State Policy
5.1.5 5.2.7	<b>Requirements for Archiving Security Forms</b>	Please complete the <i>Post-Test Certification Form</i> and retain with local records. School staff are required to maintain records for 3 years.
5.2.5	<b>Void/Not Tested Instructions</b>	Reasons for No Valid Test Attempt must be entered in Student Information System (SIS). Do not enter that information in Illinois Administration Platform.
6.3	<b>Steps for Unique and Emergency Accommodations</b>	<p>Unique Accommodations: District staff should complete the form in Appendix D in the IAR and ISA Accessibility Features and Accommodations Manual. Send the form to the state following the required timeline.</p> <p>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.</p> <p>Emergency Accommodations: District staff should complete the form in Appendix E in the IAR and ISA Accessibility Features and Accommodations Manual. Retain the form in the student's file.</p>
	<b>Mathematics Assessment for Dual-Language Learners</b>	For schools that provide mathematics instruction in Spanish (classrooms composed of native speakers and English Learners), school staff can choose to administer the IAR mathematics assessment in Spanish to the entire class. If you would like more information, please contact the Student Assessment Division.
	<b>Re-opening a Submitted Online Test</b>	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.
	<b>Eligible Students</b>	<p><b>Home-Schooled Students and Private/Parochial School Students</b></p> <p>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 IAR and ISA only for the subject(s) that they are receiving instruction in the public school (reading, mathematics, and science). Exception: Illinois Invest in Kids Act (IIKA) scholarship recipients must take the same tests that their grade level public school peers take.</p>
	<b>Use of External Device (for students with accommodations)</b>	<p>In a few cases, it may be necessary for school staff to use an external device to administer the IAR and ISA assessment to students with special needs.</p> <p>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.</p>

# Appendix C

## Guidance on Testing Multiple Grades Concurrently in the Same Testing Environment

The purpose of this appendix is to provide additional guidance for schools that wish to schedule multiple testing grades of students in the same testing environment<sup>1</sup> at the same time.

Schools may schedule different grades of students in the same environment at the same time, provided that the section testing time, content area, and administration script are the same. For example, for the English Language Arts/Literacy Section 1, students in grades 6, 7 and 8 may be combined into the same testing environment because all grades have the same section testing time and use the same administration script. Grade 3 paper-based testing (PBT) must be separate from grades 4 and 5 because the administration directions differ due to different testing materials (i.e., grade 3 has test booklets, but grades 4 and 5 have test booklets and answer documents). However, grade 3 computer-based testing (CBT) can be in the same environment as grades 4 and 5, since the directions and materials are the same. Guidance on which grades can be combined into the same testing environment is provided on pages 2 through 3.

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

- Paper-based and computer-based (Administration scripts are different.)
- English language arts/Literacy and mathematics (Testing times and administration scripts are different.)
- Spanish form for mathematics.
- Student directions read aloud in a language other than English (As a reminder, there are translated administration scripts for different languages, available at <http://il.mypearsonsupport.com>.)

#### English Language Arts/Literacy—Computer-Based Testing

ELA/L Section	Grades that May Be Grouped Together	Section Testing Time (minutes)
Section 1	Grade 3	75
Section 1	Grade 4, Grade 5	90
Section 1	Grade 6, Grade 7, Grade 8	90
Section 2	Grade 3	75
Section 2	Grade 4, Grade 5	90
Section 2	Grade 6, Grade 7, Grade 8	90
Section 3 (for schools administering the Field Test)	Grade 3	75
Section 3 (for schools administering the Field Test)	Grade 4, Grade 5	90
Section 3 (for schools administering the Field Test)	Grade 6, Grade 7, Grade 8	90

<sup>1</sup> Testing environment is defined as a room or location where secure IAR and ISA testing occurs (e.g., a classroom, library, media center, computer lab).



### English Language Arts/Literacy—Paper-Based Testing

ELA/L Section	Grades that May Be Grouped Together	Section Testing Time (minutes)
Section 1	Grade 3	75
Section 1	Grade 4, Grade 5	90
Section 1	Grade 6, Grade 7, Grade 8	90
Section 2	Grade 3	75
Section 2	Grade 4, Grade 5	90
Section 2	Grade 6, Grade 7, Grade 8	90

### Mathematics—Computer-Based Testing

Section	Grades that May Be Grouped Together	Section Testing Time (minutes)
Section 1	Grade 3, Grade 4, Grade 5	60
Section 1	Grade 6, Grade 7	60
Section 1	Grade 8	60
Section 2	Grade 3, Grade 4, Grade 5	60
Section 2	Grade 6, Grade 7, Grade 8	60
Section 3	Grade 3, Grade 4, Grade 5	60
Section 3	Grade 6, Grade 7, Grade 8	60

### Mathematics – Paper-Based Testing

Section	Grades that May Be Grouped Together	Section Testing Time (minutes)
Section 1	Grade 3	60
Section 1	Grade 4, Grade 5	60
Section 1	Grade 6, Grade 7	60
Section 1	Grade 8	60
Section 2	Grade 3	60
Section 2	Grade 4, Grade 5	60
Section 2	Grade 6, Grade 7, Grade 8	60
Section 3	Grade 3	60
Section 3	Grade 4, Grade 5	60
Section 3	Grade 6, Grade 7, Grade 8	60







IL00010888