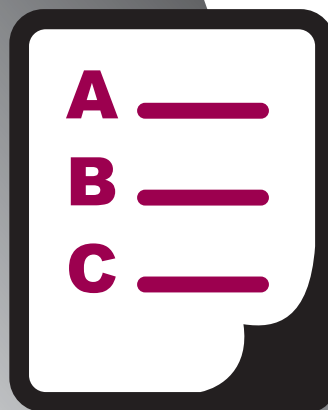


2026

Illinois Assessment of Readiness
and Illinois Science Assessment

TEST COORDINATOR MANUAL



2026 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"> Technology, including Illinois Administration Platform and TestNav Test administration Test materials 	Support Center	<p>Web: http://il.mypearsonsupport.com</p> <p>Live Chat: Log into the Illinois Administration Platform and click on Chat with Live Agent card and follow the instructions.</p> <p>Telephone: 833-213-3879</p> <p>Hours: (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"> IAR and ISA Test security Testing Irregularity 	District or State Contact	<p>Follow IAR and ISA policies on who to contact (District Test Coordinator or State Contact), available in Appendix B.</p>

What's New for the Spring Administration

The following table highlights major changes to platforms, policies, and ancillaries for the Spring 2026 Test Administration. Reference the What's New or Improved for Spring 2026 training video and What's New or Improved Quick Guide for Spring 2026 on the support site at <https://il.mypearsonsupport.com/training/> for additional support.

Accommodations Field Guide	<ul style="list-style-type: none"> New field guide developed to assist STC and DTC. <ul style="list-style-type: none"> https://il.mypearsonsupport.com/training/
Accommodations Upload Template	<ul style="list-style-type: none"> The template has been updated. <ul style="list-style-type: none"> https://il.mypearsonsupport.com/training/
AF&A Manual	<ul style="list-style-type: none"> New AF&A manual is under construction and will be posted by December 31. Includes updated alternative text guidelines for ELA and Math and new Science guidelines.
All Test Directions	<ul style="list-style-type: none"> Sections have replaced Units.
Computer-Based Test Directions	<ul style="list-style-type: none"> All computer-based test proctoring scripts have been re-developed to address the use of seal codes and the student-facing screens for logging into Testing. Directions will be posted to https://il.mypearsonsupport.com/ on the Resources tab.
Co-Writer/Read&Write	<ul style="list-style-type: none"> Everway, the company that owns both browser extensions, has merged the products and retained the Read&Write brand. Students with subscriptions already see the changes. The TestNav embedded version will be updated by the company in January.
Directions in Native Language	<ul style="list-style-type: none"> General testing directions in ten languages are being developed to include audio files of the 'Say' directions in the Test Proctor Scripts. Directions will be posted to https://il.mypearsonsupport.com/ on the Resources tab.
ELA Directions	<ul style="list-style-type: none"> Student directions have been updated to include an emphasis on responding to the writing prompt.
Illinois Administration Platform	<ul style="list-style-type: none"> Proctor Dashboard User Interface has been updated. All paper tests must be ordered through the IAP. Accommodations Upload Template has been updated. Locally provided accommodations will no longer be collected in the platform.
Locally Provided Accommodations	<ul style="list-style-type: none"> Pearson will no longer collect locally provided accommodations designations in the Illinois Administration Platform. Districts and Schools must continue to collect and maintain locally provided accommodations.
Materials Ordering	<ul style="list-style-type: none"> All paper tests must be ordered by the District or School Test Coordinator through the Illinois Administration Platform. Initial orders will no longer be available for paper testing.
Math Grades 6 & 7 CBT Directions	<ul style="list-style-type: none"> Section 1 Part A and Section 1 Part B directions have been updated to include an emphasis on completing both parts using one seal code.
New Test Forms	<ul style="list-style-type: none"> The Online Accommodated Form – Bundle is a new test form for ELA, Math, and Science. <ul style="list-style-type: none"> Math and Science include TTS, STT, and Proctor Read Aloud. ELA includes TTS and Proctor Read Aloud.
Practice Tests	<ul style="list-style-type: none"> ELA, Math, and Science practice tests are being developed to include released IAR and ISA items that are TTS and STT enabled. https://il.mypearsonsupport.com/practice-items/

Professional Development	<ul style="list-style-type: none"> Teachers and Administrators may now earn professional development credit for completing training on the Learning Management System under the Training tab at https://il.mypearsonsupport.com/training/
Speech-to-Text	<ul style="list-style-type: none"> Now available as a mathematics accommodation on the Online Accommodated Form – Bundle.
Test Administration Manual	<ul style="list-style-type: none"> TAM updates to Accommodations, Room Prep and Start Testing sections.
TestNav	<ul style="list-style-type: none"> TestNav must be uninstalled and reinstalled on all testing devices. <ul style="list-style-type: none"> https://support.assessment.pearson.com/TN/technical-bulletins-16908323.html TestNav TTS voice has been replaced with more authentic-sounding AWS Polly. The TestNav embedded version of Read&Write will be updated by Everway in January.
Text-to-Speech	<ul style="list-style-type: none"> Now a universal feature on all computer-based mathematics assessments. TestNav TTS voice has been replaced with more authentic-sounding AWS Polly.

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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.



Test Support Staff is recommended for all computer-based test sessions due to the nature of computer-based testing.



Test Support Staff is recommended for all paper-based test sessions with more than 25 students.

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 and paper-based testing can be found on <http://il.mypearsonsupport.com>. Go to Resources > Administration Information > Forms to locate the Chain-of-Custody Form.

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

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, the District or School Test Coordinator must correct the irregularity **as soon as possible** and resume testing, if possible. It is expected that DTC and/or STC follow the protocol outlined below to resume testing within the testing window whenever possible:

1. Report the incident to the School Test Coordinator immediately.
2. The School Test Coordinator or District Test Coordinator must complete the *Form to Report a Testing Irregularity or Security Breach* (available at <http://il.mypearsonsupport.com>).
3. DTC/STC must correct the irregularity and note the actions taken to resolve the issue on the irregularity form.
4. Resume student testing as soon as possible to complete testing during the testing window.
5. If DTC/STC need immediate guidance before resuming, contact ISBE.
6. If the issue was NOT resolved by the DTC/STC or the state, and the student was not able to finish testing for that content area before the end of the testing window, then be sure to note that on the irregularity form.
 - a. If follow-up documentation is required by your District Test Coordinator or State Contact, complete any additional documentation.
7. Submit the irregularity form within five school days of the incident, unless otherwise directed by your District Test Coordinator or State Contact.

Occasionally, individuals will contact ISBE 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. (The testing system will NOT automatically shut off after students have reached time)

For a student actively engaged in Illinois Science Assessment testing, there is a 90-minute 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 90 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 90 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 90 minutes for testing, it is suggested they may be scheduled for an appropriate session/group allowing for the full 90-minute 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	90	90	90

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.

If your school is participating in the ELA/L field test, Test Proctors will be administering Sections 1 and 2 from one Test Administration Card in the Illinois Administration Platform. Section 3 will be administered from a second Test Administration Card in the Illinois Administration Platform. During campus training for schools participating in the ELA/L field test, School Test Coordinators need to explain to Test Proctors that the field test will be administered in a second proctor group. Test Proctors will need a new Proctor print card. Students will need new student testing tickets. The Test Proctor will log into the testing platform with the new Proctor print card to administer the ELA/L field test.

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 90-minute time limit for any one section of the test. This time limit is monitored by the Test Proctor. (TestNav will NOT automatically shut off after 90 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.



For security purposes, each computer-based testing section (e.g., Section 1, Section 2) should be scheduled **as close together as possible** for all students within the same grade—with the exception of make-up testing (refer to Section 2.4.3).



For security purposes, each paper-based testing section (e.g., Section 1, Section 2) must be completed by all students within the same grade **on the same school day**—with the exceptions of make-up testing (refer to Section 2.4.3) and students with an extended time accommodation (refer to Section 2.4.4).

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.



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 **NOT** alter any previously entered responses.



For paper-based testing, Test Proctors must closely monitor make-up testing to ensure students do **NOT** alter any previously written responses.

For make-up testing, it is recommended that the student who missed a section continue testing with his or her original testing group when he or she returns. The student will then complete the missed section during make-up testing. Alternatively, if the school is able to schedule the make-up section before the original testing group moves onto the next section, the school may allow the student to make up the section and then continue with his or her original testing group. School Test Coordinators should advise Test 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).

School Test Coordinators may identify students for makeup testing in the Illinois Administration Platform by navigating to Reporting>Progress during the testing window. From there, the STC may view the Progress Report for each grade and subject tested.

Exporting reports from this screen will provide an overall status by test by percentage. This view will not break down missing testing sections for makeup testing identification.

Export View by Test

Click Here for View by Section

Progress Report

Materials: [dropdown] | Scope: Illinois Summative

TOTAL: 0 SUBMITTED | 2 STARTED | 75 NOT STARTED | 0 SCORE COMPLETE | 0 TOTAL SCORE PENDING

Search: [input] | Filters: [dropdown] | Export: [dropdown] | Export History

Grade 6 Math (Manuals) | 77 STUDENTS | 0 SUBMITTED

Grade 06 Math 25-26
Sep 23, 2025 - Jun 26, 2026

Session Status by Test

Session Status by Org / Content Area

However, by clicking on the grade and subject, and clicking on the **Progress By Sections** tab, STC can export a section-specific report as a .csv file to identify students for makeup testing.

Export View by Section

Program: 25-26 Manuals and Training Materials | Tests: Grade 6 Math (Manuals)

Grade 6 Math (Manuals)
Grade 06 Math 25-26
Sep 23, 2025 - Jun 26, 2026

Overall Progress: Progress By Sections

Section 1	Section 2	Section 3	Section 4
Submitted 1	Submitted 1	Submitted 0	Submitted 0
Started 1	Started 0	Started 0	Started 0
Not Started 75	Not Started 76	Not Started 77	Not Started 77

Progress Comparison

Scope: Illinois Summative | Students: 77 | Section 1 | Section 2 | Section 3 | Section 4

Show progress as a table | Export Report

The file contains overall test progress, section status, and time on test data points. STC will reference Section Status fields in columns H, M, and R to determine which sections have been Started, Submitted and Not Started. Sections in Not Started status are sections that must be completed by students during makeup testing.

In this example of three students, Connie has Not Started Sections 2 and 3. Corey has Not Started Section 3. And Regan has not started any testing for this Grade 6 Math test.

	A	B	C	D	E	F	H	M	R
1	school	student	student_identifier	proctor_group	test_progress	test_status	section_1_status	section_2_status	section_3_status
2	Enterprise High	Connie Andersen	100002086	Manny Math Clas	STARTED	RESEAT	STARTED	NOT_STARTED	NOT_STARTED
3	Enterprise High	Corey Dixon	100002070	Manny Math Clas	STARTED	RESEAT	SUBMITTED	SUBMITTED	NOT_STARTED
4	Enterprise High	Regan Randall	100002049	Manny Math Clas	NOT_STARTED	NOT_STARTED	NOT_STARTED	NOT_STARTED	NOT_STARTED

STC may leave students in existing proctor groups for makeup testing or STC may choose to reorganize proctor groups for makeup testing by creating new proctor groups.



A training video titled Makeup Testing is available for additional support on the Illinois Support Site. Click on the training tab.

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 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

IAR and ISA treat breaks differently. In-section breaks are discouraged while students are completing an ISA testing section. In-section breaks are allowed while students are completing an IAR testing section. In both cases, Test Proctors continue to keep timing the test.

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.

IAR Only

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.)

IAR Only

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.

IAR and ISA

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&A Manual</i>
no	yes	yes	Meet with Technology Coordinators: <ul style="list-style-type: none"> Discuss test security and administration protocols and plans. Plan technology setup. Review test day activities. 	Section 3.4
yes	yes	yes	Complete relevant training modules.	https://il.mypearsonsupport.com/training/ and Section 3.3.1
no	no	yes	Complete Technology Set up: <ul style="list-style-type: none"> Check every device and inventory software applications—some applications will need to be closed/disabled on all testing devices on test days. Verify content filter/firewalls and allow the appropriate sites. Configure common applications (e.g., anti-virus, email notification, pop-up blockers, automatic updates) to NOT launch on test-taking devices during testing. Run App Check. Load and configure a supported browser or TestNav App that is compatible with the testing devices. Conduct Infrastructure Trial (recommended). Prepare Test Proctor devices for testing. 	Section 3.5 and <i>Infrastructure Trial Readiness Guide</i> at https://il.mypearsonsupport.com/tech-setup/
yes	yes	no	Remind teachers to review the SRT on the Illinois Support Site at https://il.mypearsonsupport.com and have students practice answering item interactions in preparation for the assessment.	

DTC	STC	TC	Task	Reference
yes	yes	no	Review security, training, and logistics plans for test administration.	Section 3.3
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.	http://il.mypersonsupport.com

Table 3.2 At least Two Weeks before Testing

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

Table 3.3 At Least One Week Before Testing

DTC	STC	TC	Task	Reference
no	yes	yes	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"> Ensure each test booklet has a corresponding answer document with the appropriate grade (grades 4–8). Account for damaged test materials. Submit Additional Orders, as needed. 	Section 3.10.2–3.10.4

BEFORE
Testing

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 (Accommodations Upload Template)

Review the Accessibility and Accommodations Manual before assigning student accommodations in the Illinois Administration Platform.

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 in the Illinois Administration Platform that are administered in TestNav from the Illinois Administration Platform or are ordered and shipped to schools and districts through the Illinois Administration Platform. All other features, supports, or

accommodations will be assigned locally. Record keeping of testing assignment accommodations administered only locally is the responsibility of the school and district. STC will use the Accommodations Upload Template or will manually add 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 Create and Update User Roles in the Illinois Administration Platform

User roles on the Illinois Administration Platform are assigned by ISBE. District and School Test Coordinators can create new users. District Test Coordinators may assign DTC, School, and Technology Coordinator roles and grant Report Access. School Coordinators may assign STC and Technology Coordinator roles and also grant Report Access. Technology Coordinators cannot create or edit users. Report Access is shared with administrators and educators to review student testing results in the testing platform.

- District Test Coordinator
 - Upload and edit non-student users
 - View roster data, organizations, and demographics
 - Test Administration Dashboard views by district
 - Assign student accommodations
 - Create and manage proctor groups
- School Test Coordinator
 - Upload and edit non-student users
 - View roster data, organizations, and demographics
 - Test Administration Dashboard views by school
 - Assign student accommodations
 - Create and manage proctor groups
- Technology Coordinator
 - View users (cannot create or edit users)
 - View roster data, organizations, and demographics
 - Test Administration Dashboard views by school
 - Assign student accommodations
 - Create and manage proctor groups
- Report Access
 - View and download student testing results

Test Proctor roles are not created in the Illinois Administration Platform. Rather, Test Proctors will sign into their Test Administration Proctor Dashboard by logging into the following URL with a Proctor Test ticket generated by the School Test Coordinator.

<http://il.adamexam.com/#/proctor>

New District and School Test Coordinators:

New District Test Coordinators can gain access to the platform in one of two ways.

1. A retiring District Testing Coordinator can create an account in the platform for the new District Testing Coordinator.

2. The new District Testing Coordinator must contact the Illinois State Board of Education to create your account:

- Victoria Henderson – vhenders@isbe.net
- John Hicks – jhicks@isbe.net

After contacting, ISBE, new District Test Coordinators will receive a Pearson Welcome Email from noreply@mail.launchpad.pearson.com.

- After receiving your information from the Welcome Email, log in to Launchpad:
 - <https://launchpad.pearson.com/#/>
 - Enter Illinois Administration Platform in the text box to find the correct administration, then select the Continue to Sign In button.

- First time users will click on the First Time Sign In / Reset Password link to create a password.

After logging into Launchpad, you will land on the home page. From here, click on the Illinois Summative Administration Platform tile to go directly to the administration platform.

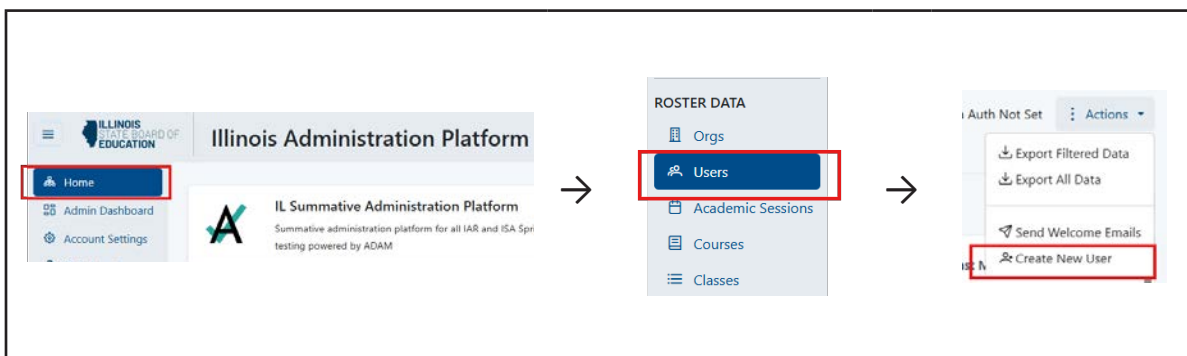
BEFORE
Testing

Creating User Roles

There are two options for creating user roles in LaunchPad. The first is to manually create a user in the interface. The second is to upload a user file. Keep in mind that each user can only be assigned to **one** user role. If a user serves a dual role, assign the higher role.

Create an Account in the User Interface

To start the manual creation of a new user account, navigate back to the Home page. In the Roster Data section of the navigation pane, select Users. Then, select the Actions drop-down menu and choose “Create New User.” Based on site configurations, you will only be able to create users with the same role permissions or lower than your own role in LaunchPad.



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Go to the user creation form and fill in all required fields. You may use the same lowercase value for Identifier, Username, Email, and Sourced ID by selecting the relevant toggle—these are mandatory fields. Choose the user's Primary Role and Primary Org from the drop-down menus; only organizations you're associated with will be available. After completing all fields, click Save Changes to add the user and refresh the page. Then, send the new login details to the user.

Note: Once new users open the Welcome Email, they will set a password. The user will then gain access to the platform after 24 hours.

Example Welcome Email

Welcome to LaunchPad, Manny Garcia.

LaunchPad is your portal to launch powerful Pearson assessment and reporting tools.

Your LaunchPad username is: manuel.garcia1@pearson.com

Your LaunchPad site URL: <https://launchpad.pearson.com/#/clients/810b5ce4-1e87-11ef-9409-87e8aaeedec0>

Before you can get started, you need to first set a password for your account.

Set Password

This account setup request was triggered at 5:56PM May 12, 2025 CDT.

This link will expire in 5 days.

This message was sent to manuel.garcia1@pearson.com

If you have questions or concerns, please contact your Assessment Program administrator.

User: New User

Cancel **Save Changes**

First Name* Identifier* ☒ Login Enabled

Middle Name ☒ Use Identifier for Username and Sourced ID

Last Name* Username*

Primary Role* Sourced ID*

Primary Org* Email*

Select an Organization ☒ Send Welcome Email After User Creation

Create Accounts by Bulk Upload

If you need to add multiple users with the same role type, it is recommended to perform a bulk upload rather than creating each account separately. This process involves completing a user template.

Select Data Import in the navigation pane. Then, select the Upload File button.

Home Admin Dashboard Account Settings **Data Import**

Data Import Upload History 10/18/2025 02:22 PM **Upload File**

This process will direct you to the File Upload screen.

As either a DTC or STC, your permissions are limited to uploading information for non-student users. The “Non-Student Users” option will be preselected in the File Type field for all uploads.

To proceed, choose the appropriate School Year from the designated field, then select the relevant user role in the Role drop-down menu. Please note that each template file may contain information for only one user role; for instance, you cannot upload both DTC and STC users within a single file.

Click the Users Template CSV button to download the required template. Open the downloaded file using a spreadsheet application such as Google Sheets, Microsoft Excel, or Apple Numbers.

File Upload

File Type School Year

Non-Student Users 2025-2026

Role

School Test Coordinator

☒ Send Welcome Email to New Users

1 Download the Users Template CSV file

[Users Template CSV](#)

2 Open the file using Sheets, Numbers or Excel. Fill in the file with your desired changes.

Field key:

- sourcedId: unique identifier for user.
- orgSourcedIds: id for the user's org assignment. This can be a comma-separated list, if needed.
- username: will be used for login purposes.
- firstName
- lastName
- identifier: recognizable ID for the user. This can be the same value as the sourcedId.
- email: necessary for user access, and for password update purposes.
- status: active or inactive. (optional; will default to Active if left blank).

Complete every column for each user; missing data prevents template upload.

- Enter the user's email address in the sourcedid, username, identifier, and email fields.
- Type "active" in the status field.
- In the orgSourcedIds field, input the district or school Sourced ID from LaunchPad—accuracy is essential. Refer to LaunchPad for the list of IDs.

	A	B	C	D	E	F	G	H
1	sourcedId	orgSourcedId:username	firstName	lastName	identifier	email	status	
2	maryallen1@pearson.c	Org ID	maryallen1@pearson	Mary	Allen	maryallen1@	maryallen1@	active

To find a Sourced ID, go to Orgs in the navigation pane. As a DTC or STC, you'll see only your associated organizations.

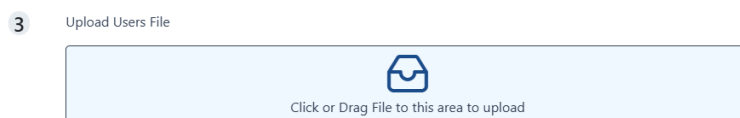
Each district or school's Sourced ID appears in the SourcedId column—use these values for the orgSourcedIds field in the users template.

All Illinois Sourced IDs start with leading zeros and must be entered exactly as shown; missing zeros will cause the upload to fail.

After completing the template, save it locally as a CSV file. On the File Upload screen, click Choose File and select your saved file.

Once you finish uploading, verify that user accounts were created.

If the Status column shows "Complete with Errors," select the affected row and click Download Error Report to find out why creation failed.



Repeat the users template process as needed for other roles.

Sending Welcome Emails

After adding new users to LaunchPad, their sign-in information is sent via email. As user records must sync to the Illinois Administration Platform, it is recommended to wait at least one day after adding a user to LaunchPad before sending the Welcome email.

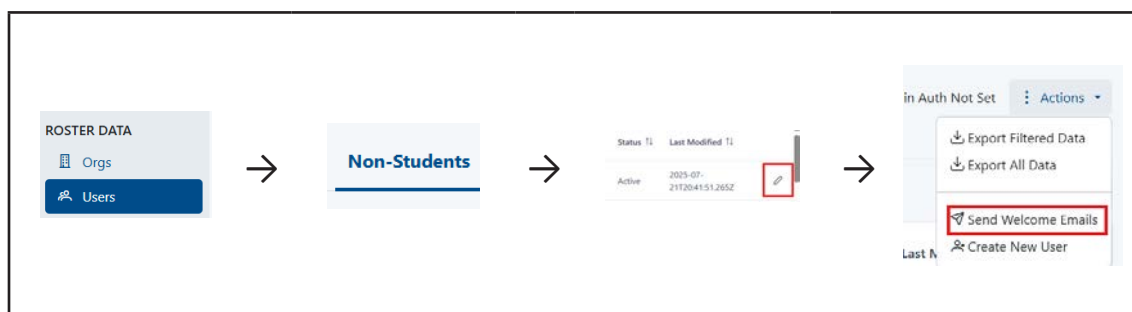
Welcome emails can be sent to one or multiple users. The email provides each recipient with their username and a link to set up their account password.

To send a Welcome email to an individual user, select Users from the navigation pane.

On the Users screen, enter the user's name in the text field and click the Search icon.

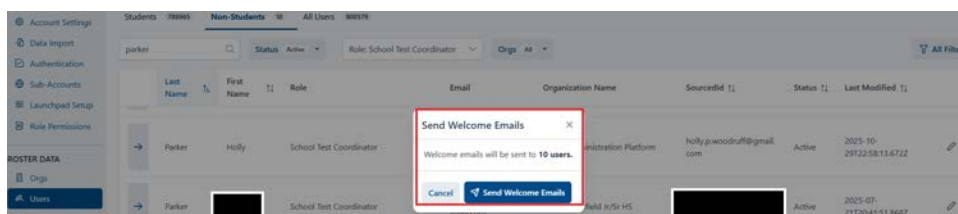
From the results, select the user's name.

Click the Actions drop-down menu and select "Send Welcome Email."



To send Welcome emails to multiple users:

- Go to Users in the navigation pane.
- In the Role drop-down, select the desired roles using the checkboxes, then click Save.
- To exclude authenticated users, enable the “LP Auth Not Set” toggle.



A welcome email will be automatically sent to the new user(s).

Each user will receive an email with their username and a link to set their password.

If an invitation expires, you can re-send the welcome email to allow users another opportunity to create their password.

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

School Test Coordinators are responsible for creating test proctoring groups in the Illinois Administration Platform prior to the test administration. There are a few ways of organizing proctor groups in advance of the testing administration. One decision STCs will need to make is determining whether to add students to proctor groups in advance of testing or whether to create empty proctor groups and have students sign into the proctor group on the morning of testing.

There are benefits to each method. Populating proctor groups with students prior to the administration will allow Test Proctors an opportunity to log into their Proctor Dashboard a few days before testing begins to check that student accommodations have been added. Populating proctor groups without students reduces the burden on the STC. STCs who choose to create empty proctor groups will need to verify student accommodations independently before testing begins.

ISBE’s recommended approach to establishing proctor groups is to include students in proctor groups prior to testing.

- Establishing Proctor Groups Includes:
 - Organize groups to generate test codes based on content area and grade level.
 - Determine student seating arrangements according to Proctor Groups, which may be organized by homeroom, English teacher, small group, or other criteria as appropriate.
 - Enter relevant details for each Proctor Group, including the Test Proctor’s name, grade, subject, and designated testing room.
 - Print student and proctor print cards for the campus.

There are two available methods for creating Proctor Groups within the Illinois Administration Platform:

1. Creating proctor groups manually through the User Interface
2. Creating proctor groups through a Bulk Upload using a .csv file.

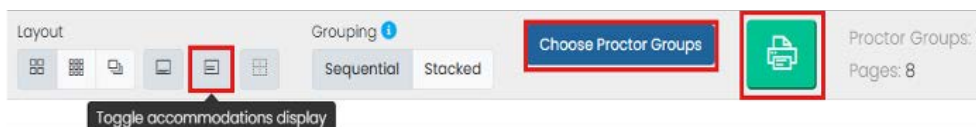
Create Proctor Groups Manually

From the Illinois Administration Platform:

Step/Directions	Screenshot
<p>Step 1. Navigate to Test Management > Administrations.</p> <p>Locate the administration and then select the View under Proctor Groups.</p>	
<p>Step 2. Click Create Group.</p>	
<p>Step 3. Populate Proctor Group Details and click on the add button to populate the proctor group with students.</p>	
<p>Step 4. Add Students 10 at a time or select students individually by clicking on the plus button.</p>	

Create Proctor Groups by Bulk Upload

District Test Coordinators or School Test Coordinators can use the Upload Proctor Group option in the Illinois Assessment Platform to create proctor groups and add students to those groups via a file upload. Users can then view student accommodations in their proctor groups prior to the test administration. District Test Coordinators and School Test Coordinators can review accommodations for students by toggling to the accommodations display in the Student Print Card User Interface.



This view will allow District Test Coordinators and School Test Coordinators to view and/or print sequential accommodations for each student in a school in a single record or to view and/or print accommodations for each student by proctor group. If proctor groups are not pre-populated, the accommodations display will show all students in a school. If proctor groups are pre-populated, the accommodations display may be viewed and/or printed by proctor group.

If District Test Coordinators or School Test Coordinators are wanting to create proctor groups including students via a file upload prior to the test administration, follow the steps below:

Step/Directions	Screenshot
Navigate to Test Management > Administrations. Locate the administration and then select the View under Proctor Groups .	
Click Upload Group .	
Generate a Roster File a. Select if the template file should include all students in the administration or only those not already in a proctor group, then click the button to download the template file. b. Select Click to download template . <i>A roster file of students (.csv) downloads to your device.</i>	
c. Select Template History to download the template.	

**BEFORE
Testing**

Step/Directions	Screenshot
<p>Open the file using Sheets, Numbers, or Excel.</p> <ol style="list-style-type: none"> In column 'testing_org_id', set the testing school for each student. In column 'new_proctor_group_name', assign a proctor group name for each student. <ol style="list-style-type: none"> If left blank, the student will be moved into the Unassigned Proctor Group. If an existing name is used, students are added to that group. Save the modified file as a .csv (comma separated values) (See below the Proctor Group template Field Definition.) 	
<p>Upload the Roster File</p> <p>In the Proctor Group Upload window, select Browse to upload the modified roster file. You can also drag the file into the upload box. Click Upload.</p>	
<p>Review Upload file</p> <p>A pop up window will show that the file was uploaded successfully. The pop-up window does not indicate errors. Click on the Upload History button to check the file for errors.</p>	
<p>Review Upload file (If failed)</p> <p>If the upload status shows a red "Failed" status, please follow these steps:</p> <p>Next to the file name, download the File Error spreadsheet.</p> <p>In the File Error spreadsheet, review the Error in column J. This will indicate the issue with the failed proctor upload and provide guidance on resolving the issue to re-upload the file.</p> <p>Confirm if the new upload shows a green "Success" status.</p>	
<p>Verify Proctor Groups</p> <p>To Verify the Upload, click on the arrow on the Upload Proctor Groups to go back to Proctor Groups.</p> <p>Then you should see the Proctor Groups added for a successful upload.</p>	

Column	CSV Header	Field Name	Required Y/N	Field Definitions	Valid Values
A	session_id	Session ID	Y	Do not edit this information	This is the session id assigned by the system.
B	first_name	First Name	Y	Do not edit this information	This is the first name of the student.
C	last_name	Last Name	Y	Do not edit this information	This is the last name of the student.
D	identifier	Student State ID	Y	Do not edit this information	The state student identifier.
E	enrollment_org_identifiers	Enrollment Organization	Y	Do not edit this information	This is the code for the organization the student is enrolled in.
F	admin_name	Admin Name	Y	Do not edit this information	This is the name of the administration (test name) the student is rostered in.
G	existing_proctor_group_name	Existing Proctor Group	Y	Do not edit this information	This is the name of the existing proctor group the student is in.
H	testing_org_id	Testing Organization	Y	Enrollment Organization Name	This will match the Enrollment Organization. Copy information from Column E and paste in Column H.
I	new_proctor_group_name	Proctor Group Name	Y	Status of user account.	The name of the proctor group (session) where the student will be included for testing.

**BEFORE
Testing**

Editing Proctor Groups

Step/Directions	Screenshot
Step 1. Go to Test Management > Administrations. In the appropriate admin card, select View under Proctor Groups.	
Step 2. Locate the proctor group where the student should be placed. Click the Students icon in the Actions column.	
Step 3. Click Edit Proctor Group.	
Step 4. Select the plus symbol to add student(s).	

BEFORE
Testing

Step/Directions	Screenshot																																																																																										
<p>Step 5. The add students screen will add students currently enrolled in the school. The following students can be added to this proctor group by clicking on the plus button. In this example, a student assigned to another proctor group who has begun testing, and a student who has been assigned to another proctor group who has not begun testing have been selected.</p> <ul style="list-style-type: none">Unassigned studentsUnassigned students who have transferred into the schoolStudents assigned to another proctor group but who have not started testing.Students assigned to another proctor group who have started testing and need to be moved for various reasons, i.e., a makeup testing proctor group, a one-on-one proctor group for behavioral reasons, etc.	<div><div>Add Students</div><div><div>Search by student name...</div><div>Show additional filters</div><div>Add 10 Students</div></div><div>(12) Students In Proctor Group1 to 10 (67)<div>1234</div></div><table><thead><tr><th>First Name</th><th>Last Name</th><th>Identifier</th><th>Organization</th><th>Test Status</th><th>Accommodation</th><th>Actions</th></tr></thead><tbody><tr><td>Barney</td><td>Merrill</td><td>100001693</td><td>Sunshine Middle School</td><td>NOT STARTED</td><td></td><td>+</td></tr><tr><td>Beatrix</td><td>Owens</td><td>100002032</td><td>Garden Grove Middle School</td><td>NOT STARTED</td><td></td><td>✓</td></tr><tr><td>Bernice</td><td>Francis</td><td>100001207</td><td>Sunshine Middle School</td><td>NOT STARTED</td><td></td><td>+</td></tr><tr><td>Bibi</td><td>Olson</td><td>100000544</td><td>Garden Grove Middle School</td><td>NOT STARTED</td><td></td><td>+</td></tr><tr><td>Blaine</td><td>Harper</td><td>100001406</td><td>Sunshine Middle School</td><td>NOT STARTED</td><td></td><td>+</td></tr><tr><td>Brooklyn</td><td>Simon</td><td>100000378</td><td>Garden Grove Middle School</td><td>NOT STARTED</td><td></td><td>+</td></tr><tr><td>Cheryl</td><td>Kennedy</td><td>100000489</td><td>Garden Grove Middle School</td><td>NOT STARTED</td><td></td><td>+</td></tr><tr><td>Claire</td><td>Stephenson</td><td>100001847</td><td>Garden Grove Middle School</td><td>NOT STARTED</td><td></td><td>+</td></tr><tr><td>Connie</td><td>Anderson</td><td>100002086</td><td>Enterprise High</td><td>IN PROGRESS</td><td></td><td>✓</td></tr></tbody></table></div>	First Name	Last Name	Identifier	Organization	Test Status	Accommodation	Actions	Barney	Merrill	100001693	Sunshine Middle School	NOT STARTED		+	Beatrix	Owens	100002032	Garden Grove Middle School	NOT STARTED		✓	Bernice	Francis	100001207	Sunshine Middle School	NOT STARTED		+	Bibi	Olson	100000544	Garden Grove Middle School	NOT STARTED		+	Blaine	Harper	100001406	Sunshine Middle School	NOT STARTED		+	Brooklyn	Simon	100000378	Garden Grove Middle School	NOT STARTED		+	Cheryl	Kennedy	100000489	Garden Grove Middle School	NOT STARTED		+	Claire	Stephenson	100001847	Garden Grove Middle School	NOT STARTED		+	Connie	Anderson	100002086	Enterprise High	IN PROGRESS		✓																				
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<p>Step 6. After selecting the students to move to this proctor group, select Close, then Submit.</p> <p>In this example, the update proctor group now includes the two students who were moved.</p>	<div><div>Mr. Suarez Grade 6 Math Room 62: Students</div><table><thead><tr><th>First Name</th><th>Last Name</th><th>Org</th><th>Testing School</th><th>Test Progress</th><th>Test Status</th><th>Form</th><th>Form Type</th><th>Auth Fields (Family Name, Identifier)</th></tr></thead><tbody><tr><td>Barbara</td><td>Frederick</td><td>Sunshine Middle School</td><td>Garden Grove Middle School</td><td>0 / 10</td><td>NOT STARTED</td><td>Grade 5 Mathematics - 25M70507180009</td><td>Regular</td><td>Frederick, 100002084</td></tr><tr><td>Aria</td><td>Lewson</td><td>Garden Grove Middle School</td><td>Garden Grove Middle School</td><td>0 / 10</td><td>NOT STARTED</td><td>Grade 5 Mathematics - 25M70507180009</td><td>Regular</td><td>Lewson, 100002044</td></tr><tr><td>Audrey</td><td>Pearce</td><td>Sunshine Middle School</td><td>Garden Grove Middle School</td><td>0 / 10</td><td>NOT STARTED</td><td>Grade 5 Mathematics - 25M70507180009</td><td>Regular</td><td>Pearce, 100002038</td></tr><tr><td>Barney</td><td>Merrill</td><td>Sunshine Middle School</td><td>Garden Grove Middle School</td><td>0 / 10</td><td>NOT STARTED</td><td>Grade 5 Mathematics - 25M70507180009</td><td>Regular</td><td>Merrill, 100001693</td></tr><tr><td>Anousha</td><td>Andrews</td><td>Sunshine Middle School</td><td>Garden Grove Middle School</td><td>0 / 10</td><td>NOT STARTED</td><td>Grade 5 Mathematics - 25M70507180009</td><td>Regular</td><td>Andrews, 100002086</td></tr><tr><td>Ayla</td><td>Murray</td><td>Sunshine Middle School</td><td>Garden Grove Middle School</td><td>0 / 10</td><td>NOT STARTED</td><td>Grade 5 Mathematics - 25M70507180009</td><td>Regular</td><td>Murray, 100002145</td></tr><tr><td>Connie</td><td>Anderson</td><td>Enterprise High</td><td>Garden Grove Middle School</td><td>0 / 10</td><td>IN PROGRESS</td><td>Grade 5 Mathematics - 25M70507180009</td><td>Regular</td><td>Anderson, 100002086</td></tr><tr><td>Abdullah</td><td>Bull</td><td>Garden Grove Middle School</td><td>Garden Grove Middle School</td><td>0 / 10</td><td>NOT STARTED</td><td>Grade 5 Mathematics - 25M70507180009</td><td>Regular</td><td>Bull, 100002096</td></tr><tr><td>Beatrix</td><td>Owens</td><td>Garden Grove Middle School</td><td>Garden Grove Middle School</td><td>0 / 10</td><td>NOT STARTED</td><td>Grade 5 Mathematics - 25M70507180009</td><td>Regular</td><td>Owens, 100002032</td></tr></tbody></table></div>	First Name	Last Name	Org	Testing School	Test Progress	Test Status	Form	Form Type	Auth Fields (Family Name, Identifier)	Barbara	Frederick	Sunshine Middle School	Garden Grove Middle School	0 / 10	NOT STARTED	Grade 5 Mathematics - 25M70507180009	Regular	Frederick, 100002084	Aria	Lewson	Garden Grove Middle School	Garden Grove Middle School	0 / 10	NOT STARTED	Grade 5 Mathematics - 25M70507180009	Regular	Lewson, 100002044	Audrey	Pearce	Sunshine Middle School	Garden Grove Middle School	0 / 10	NOT STARTED	Grade 5 Mathematics - 25M70507180009	Regular	Pearce, 100002038	Barney	Merrill	Sunshine Middle School	Garden Grove Middle School	0 / 10	NOT STARTED	Grade 5 Mathematics - 25M70507180009	Regular	Merrill, 100001693	Anousha	Andrews	Sunshine Middle School	Garden Grove Middle School	0 / 10	NOT STARTED	Grade 5 Mathematics - 25M70507180009	Regular	Andrews, 100002086	Ayla	Murray	Sunshine Middle School	Garden Grove Middle School	0 / 10	NOT STARTED	Grade 5 Mathematics - 25M70507180009	Regular	Murray, 100002145	Connie	Anderson	Enterprise High	Garden Grove Middle School	0 / 10	IN PROGRESS	Grade 5 Mathematics - 25M70507180009	Regular	Anderson, 100002086	Abdullah	Bull	Garden Grove Middle School	Garden Grove Middle School	0 / 10	NOT STARTED	Grade 5 Mathematics - 25M70507180009	Regular	Bull, 100002096	Beatrix	Owens	Garden Grove Middle School	Garden Grove Middle School	0 / 10	NOT STARTED	Grade 5 Mathematics - 25M70507180009	Regular	Owens, 100002032
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BEFORE
Testing

3.2.4 Verify Test Form Assignments (Accommodated Testing)

All students will be registered to take the regular computer-based Illinois Assessment of Readiness and Illinois Science Assessment ELA/L, Mathematics, and Science tests based on grade and subject.

Only students with documented IEP/504 or EL supports for test-taking are eligible for accommodated testing registration. District and School Test Coordinators are responsible for registering students for accommodated tests. All accommodations that were available for the Spring 2025 administration of the IAR and ISA remain available for students for the Spring 2026 test administration.

But the accommodation assignments will look different beginning in Spring 2026.

School Test Coordinators will continue to assign student accommodations either in the testing platform user interface or through the Accommodations Upload Template.

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 student CANNOT be retested.** An irregularity form must be submitted for this incident and upon review, the score may be invalidated. For more information on available accommodations, and assigning accommodated test forms, 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.

Before Testing Begins

- If a student transfers before testing starts:
 - The **sending school** must update the SIS to remove the student from their enrollment.
 - The **receiving school** must update the SIS to add the student to their enrollment.
 - These updates will be reflected in the Illinois Administration Platform through the nightly upload.
 - Once the student appears in the platform, the receiving school should assign the student to a proctor group so testing can begin. Reference Editing Proctor Groups in Section 3.2.3 for instructions.
- Transfer Students with Assigned Accommodations
 - Before students test, students may transfer schools with accommodations assigned. The receiving school should reconvene the IEP committee to review the student's assigned accommodations before testing.

During Testing

- If a student transfers during testing:
 - Their registration will be updated in the Illinois Administration Platform via the nightly upload.
 - If the student was assigned a test but is no longer enrolled at your school, the DTC or STC must allow the nightly upload to remove the student based on the SIS enrollment update. This will allow the new school to continue testing the student. However, if the student remains on your roster after the testing window closes, the DTC or STC must update the accountability code to **07 – Transfer Out before Test**.
 - If the student started but did not finish testing before transferring, leave their test status unchanged. **Do not contact Pearson or ISBE** to submit the unfinished test.

ELA Field Test Transfers

- If a student transfers from a school participating in the ELA field test to a school that is not:
 - The student will follow the testing status of the **receiving school**.
 - If the receiving school **is participating for that grade group**, the student will take the ELA field test.
 - If the receiving school **is not participating for that grade group**, the student will **not** take the ELA field test.

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.

A training has been developed and added to the Illinois Support site at il.mypearsonsupport.com/training to help School Test Coordinators organize and deliver school-wide training for test administration. Review the How to Train Staff video for additional support. A sample IAR/ISA Test Administration Plan Template has been posted alongside the the training and on the Resources tab of the support site.

The training and sample plan are provided to help STC complete the following steps of required staff training.

The School Test Coordinator will:

- Review all BEFORE, DURING, and AFTER testing protocols and procedures in preparation for testing administration.
- 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 <https://il.mypearsonsupport.com/training/> or direct them to this location for viewing at their convenience.
- Ensure applicable staff receive administration and technical updates on <https://il.mypearsonsupport.com/tech-setup/>.
- 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.

More details on training staff can be found in section 3.8 of this manual.

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 <https://il.mypearsonsupport.com/tech-setup/>.
- 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. Review the Infrastructure Trial Guide on the support site at <https://il.mypearsonsupport.com/tech-setup/>.

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 <https://il.mypearsonsupport.com/tech-setup/> 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 <https://il.mypearsonsupport.com/practice-items/>. 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.

Practice tests are available for students on the support site for students and Test Proctors to use to familiarize themselves with seal codes and testing accommodations.

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 <https://il.mypersonsupport.com/training/> for task-based modules on how to start, monitor, and end Proctor Groups.
 -  Review common TestNav errors and how to resolve them at <https://support.assessment.pearson.com/display/TN/Error+Codes>.

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.

Before students can begin testing, Test Coordinators will need to prepare proctor groups, print student and proctor testing tickets, and distribute student and proctor 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. Only ISBE and Pearson can void student tests.

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.

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

PBT Required Materials	ELA	Science	Math	Section
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
Computer-based testing visual aids	N/A	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.
 - Students should be encouraged to use blank or graph paper to create their own tools, such as number lines, coordinate planes, analog clocks, etc.
 - 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. A four-function calculator is embedded into the TestNav toolbar for all calculator parts.
- For Math grade 8, students may only use scientific calculators for all calculator parts. A scientific calculator is embedded into the TestNav toolbar 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 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 on almost all ISA and IAR computer-based test forms. Headphones are not needed on the Online Accommodated form - Sign Language test because the test has been modified for students who are deaf or hard-of-hearing.

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 Ordering Materials

Process updates have been made for ordering materials. The Initial Orders process has changed and they no longer include shipments of paper tests for ELA and Math based on student accommodations. All paper tests must be ordered by the District or School Test Coordinator. Because all paper tests will now be ordered by districts and schools, no pre-id labels will be provided and all answer documents must be hand gridded. See section 5.2.3 for instructions. The bulleted lists below detail materials that will continue to be shipped by initial order and materials that must be ordered by the District or School Test Coordinator.

Materials Shipped by Initial Order

The following materials are shipped to schools or districts based on SIS enrollment

- Test Coordinator Kits
 - Resealable plastic bag
 - Paper bands
 - Scorable and non-scorable return labels
 - Return instructions sheet
 - Shipping carrier return instructions
- Test Coordinator Manuals
- Test Administration and Proctoring Manuals

Additional Orders

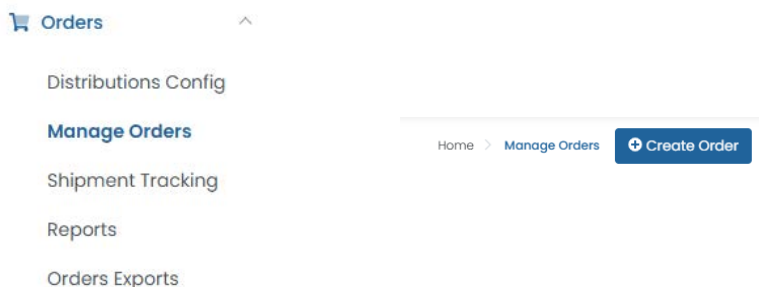
All other materials, including paper testing kits, must be ordered by the School or District Test Coordinator through the Illinois Administration Platform.

- Test booklets and answer documents
- Science test kits with transcription instructions
- Large print kits
- Braille kits
- Shipping boxes
- Scorable and non-scorable return labels
- Blank preID labels
- Paper bands
- Additional Test Coordinator Manuals
- Additional Test Administration and Proctoring Manuals

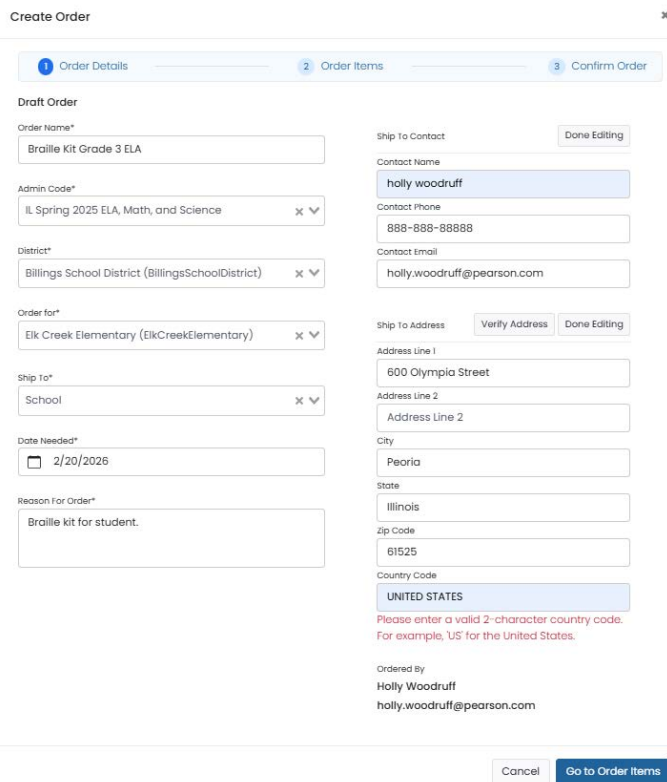
Ordering Materials

Follow these steps to order materials through the Illinois Administration Platform.

- Go to Orders > Manage Orders > Create Order



- Complete the form to fill out the order. Verify the information in the Ship to Contact and Ship to Address sections and select the respective Done Editing button for each section.
- To update the Ship to Contact or Address, click Edit for each section. When done, click Go to Order Items.



- This will take you to the Create Order screen. Select the “IL ELA/MATH SPRING 2026 AO” option from the Distributions drop-down menu field.
- Note that the order type will change to “Additional” in the Orders Type field.
- Enter terms in the Search field to find materials to order, such as “ELA,” “Math,” or “SCI” to search for ELA, Math, and Science materials, respectively.
- Enter a number in the Quantity field next to the item description of the item you want to order.
- Repeat this process for other materials, as needed.

- When you have finished adding items to the order, select the Go to Confirm Order button.

Create Order

1 Order Details 2 Order Items 3 Confirm Order

Draft Order

Search: Distributions: IL ELA/MATH SPRING 2025 AO Orders Type: Additional

Item Number	Item Description	Quantity
IL00010887	SPR 2025 TEST ADMIN AND PROCTORING MANUAL	0 Clear
IL00010888	SPR 2025 TEST COORDINATOR MANUAL	0 Clear
IL00010973	BRAILLE KIT, UEB, GR 3, ELA/L	1 Clear
IL00010974	BRAILLE KIT, UEB, GR 4, ELA/L	0 Clear
IL00010975	BRAILLE KIT, UEB, GR 5, ELA/L	0 Clear
IL00010976	BRAILLE KIT, UEB, GR 6, ELA/L	0 Clear
IL00010977	BRAILLE KIT, UEB, GR 7, ELA/L	0 Clear

[Back to Order Details](#) [Cancel](#) [Go to Confirm Order](#)

- Your draft order will populate on the next screen. Review your order details and make any changes as needed by selecting the Edit Details or Edit Items buttons.
- When you are ready to submit your order, select the Confirm Order button.

Create Order

1 Order Details 2 Order Items 3 Confirm Order

Draft Order

Order Name: Braille Kit Grade 3 ELA
 Order Type: Additional
 Admin Code: ilspr25
 District: Billings School District (BillingsSchoolDistrict)
 Order for: Elk Creek Elementary (ElkCreekElementary)
 Ship To: school

Ship To Contact: holly woodruff
 555-555-5555
 holly.woodruff@pearson.com

Ordered By: Holly Woodruff
 holly.woodruff@pearson.com

Date Needed: 01/30/2026

Shipping Address: 600 Olympia St.
 Peoria
 Illinois 61625 US

Reason for Order: Braille kit for student.

[Edit Details](#)

Item Number	Item Description	Quantity
IL00010973	BRAILLE KIT, UEB, GR 3, ELA/L	1

[Edit Items](#)

[Back to Order Items](#) [Cancel](#) [Confirm Order](#)

- The order will be sent to Pearson for review and assigned a status of “Waiting for Approval.”
- To see the status of your order, return to the Manage Orders screen. Here you can search for specific orders and filter them by their status.
- Pearson will reach out directly if there are questions about your order.
- Once shipped, additional orders should arrive within 5 business days

**BEFORE
Testing**

3.10.2 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 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.

In addition to the optional tools for students listed below, students are also encouraged to use blank or graph paper to create their own tools, such as number lines, coordinate planes, analog clocks, etc.

- **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 locally print the IAR approved copies available at <http://il.mypearsonsupport.com> (recommended).
 - 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.

BEFORE
Testing

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"> • Ruler ($\frac{1}{4}$ inch) 	not applicable
Grades 4–7	<ul style="list-style-type: none"> • Ruler ($\frac{1}{4}$ inch) • Protractor 	not applicable
Grade 8	<ul style="list-style-type: none"> • Ruler ($\frac{1}{4}$ inch) 	<ul style="list-style-type: none"> • Protractor

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>.

3.10.3 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
 - 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.



3.10.4 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.

3.11 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.



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

- Confirm that all the testing devices meet the requirements needed to administer the computer-based tests.
- Confirm that headphones are available for every student taking computer-based tests for ELA/L or accommodations/accessibility purposes only.
- Verify the students needing accessibility features and/or accommodations (e.g., Text-To-Speech) have been assigned the correct test form.
- If needed, remind Test Proctors to refer to the *Test Administration and Proctoring Manual*.



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.

BEFORE
Testing

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.



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 and Monitoring Proctor Groups (Day of Testing)

On testing days, manage the test administration using Test Management, Reporting, and Operations buckets in the Illinois Administration Platform.

Management activities include:

- Adding transfer students to existing or new proctor groups, **3.2.3** and **3.2.5**.
- Identifying incomplete student tests and test sections for makeup testing, **4.1.5**.
- Creating makeup-testing proctor groups, **4.1.5**.
- Assign accountability codes to untested or incomplete tests, **5.6.1**.
- Monitor campus progress on testing days.

Monitoring campus progress on testing days can be done from both the Test Management and Reporting buckets.

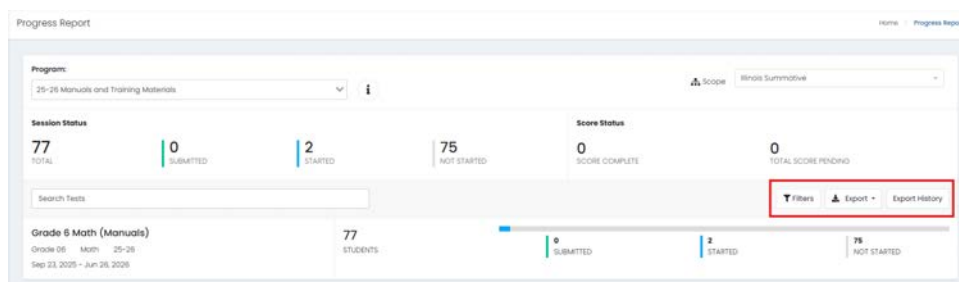
Test Management > Administrations

From Test Management > Administrations, DTC and STC can view overall test progress by proctor group using the Proctor Group > View feature from a selected Grade and Subject Test Administration Card.

Reporting > Progress

DTC and STC can view and export overall testing progress reports by school or district.

In the demonstration school view below, 77 students are registered to take the Grade 6 Math test. On testing day, you will have one row for every grade and subject test from this view. This overall progress report can be exported by test session status or session status by school and content area.



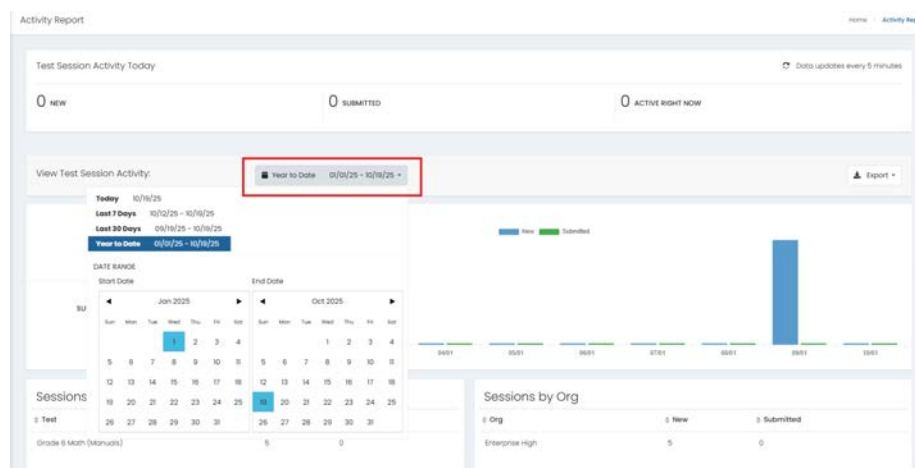
Clicking on a single Grade and Subject row will drill down further into testing progress for this test. In addition to an overall progress report by grade and subject, this view provides a progress comparison by section. This report export can be used to identify makeup tests. See 4.1.5.



Reporting > Activity

DTC and STC can view and export Activity Reports by school or district from the Reporting > Activity bucket.

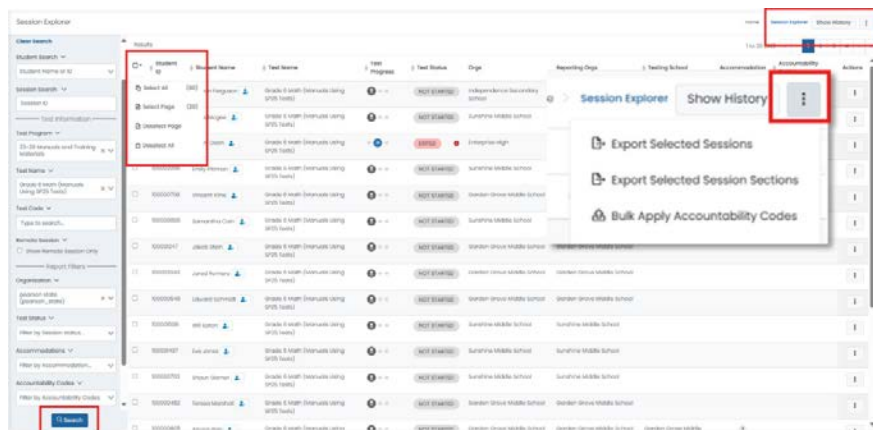
The Activity Report screen can be filtered to look at a daily view of activity or can be filtered on a date range.



Operations > Session Explorer

Session Explorer is a filtering and data export tool DTC and STC should spend time getting to know. From this screen, searches for a single student test or tests for an entire school or district can be created and exported. The filter sorts by:

- Student Search
- Session Search
- Test name
- Test Status
- Accommodations
- Accountability Codes



DTC and STC can export selected sessions, session sections, and apply accountability codes by bulk upload using Session Explorer.

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

As students complete each section, Test Proctors will use the instructions at the end of the administration script to help students log out of TestNav. Test Proctors may provide navigational guidance as students click through the log out steps.

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 to continue testing. Schedule only the make-up session for the section the student missed.

For students who have not tested at all and missed a school's scheduled testing days, or for students who have missed a testing section during the school's scheduled testing days, the School Test Coordinators will need to identify those students and organize them into new proctor groups for makeup testing before the testing window closes in April.

Create and edit Proctor Groups using the instructions in section 3.2.3 to prepare for Makeup Testing.

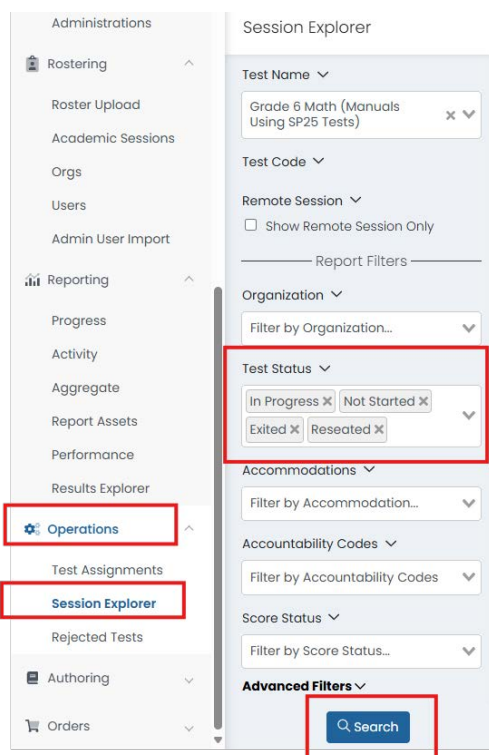
Schedule and administer makeup testing for all students and test sections by the end of the testing window in April.

If needed, reference Appendix C: Guidance on Testing Multiple Grades Concurrently in the Same Testing Environment.

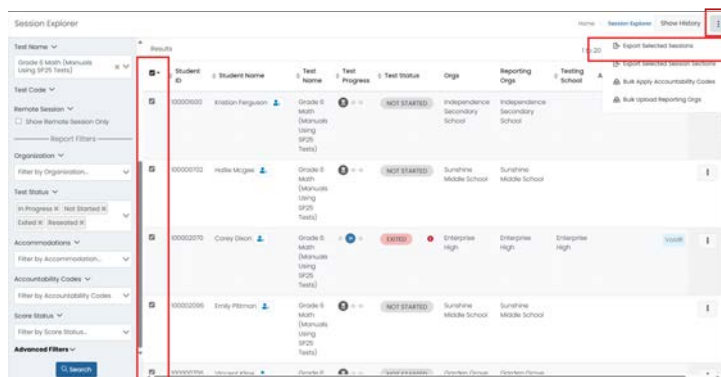
Locating Make-up Tests in the Testing Platform

Locate students who have missed some or all of an IAR or ISA test by running a report from Session Explorer.

From Operations>Session Explorer, use the Test Status filter to isolate all Test Statuses that are not Submitted and click Search.

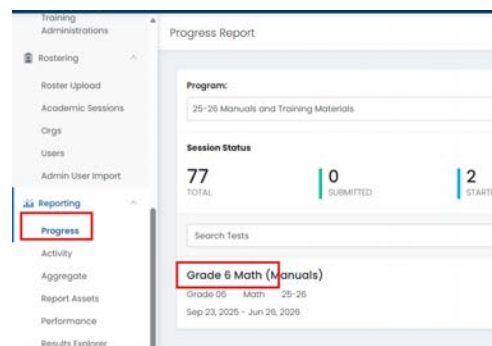


Statuses include **In Progress**, **Not Started**, **Exited**, and **Reseated**. Select all test sessions (students) under the Results column and use the kabob to the right to Export Selected Sessions to run a report.



Click the Show History button to locate and download the report. Open the CSV file and filter test statuses on column W – Status. This view will provide an overview of an entire organization and test statuses by test code.

Click on a Grade and Subject within your organization.



Progress Report

Program: 25-26 Manuals and Training Materials

Tests: Grade 6 Math (Manuals)

Grade 6 Math (Manuals)

Grade 06 Math 25-26

Sep 23, 2026 - Jun 26, 2026

Overall Progress: **Progress By Sections**

Section 1	Section 2	Section 3	Section 4
Submitted 1	Submitted 1	Submitted 0	Submitted 0
Started 1	Started 0	Started 0	Started 0
Not Started 75	Not Started 76	Not Started 77	Not Started 77

Progress Comparison

☐ Show progress as a table

Scope	Students	Section 1	Section 2	Section 3	Section 4
Illinois Summative	77	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>

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	A	B	C	D	E	F	G	H	M	R	W
1	school	student	student_identifier	proctor_group	test_progress	test_status	score_status	section_1_status	section_2_status	section_3_status	section_4_status
2	Garden Grove Midc	Cheryl Kennedy	100000489	Grade 6 Math (Man	NOT_STARTED	NOT_STARTED		NOT_STARTED	NOT_STARTED	NOT_STARTED	NOT_STARTED
3	Garden Grove Midc	Claire Stephenson	100001847	Grade 6 Math (Man	NOT_STARTED	NOT_STARTED		NOT_STARTED	NOT_STARTED	NOT_STARTED	NOT_STARTED
4	Enterprise High	Connie Andersen	100002086	Mr. Suarez Grade 6	STARTED	IN_PROGRESS		STARTED	NOT_STARTED	NOT_STARTED	NOT_STARTED
5	Enterprise High	Corey Dixon	100002070	Manny Math Class	STARTED	EXITED		SUBMITTED	SUBMITTED	NOT_STARTED	NOT_STARTED



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.

- The Test Proctor must immediately:
 - Stop testing for the student or group, as needed.
 - Record the amount of time remaining.
 - If possible, record the item number and page number where the student stopped testing.
 - Follow your school procedure for medical emergencies.
- 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. 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>.
 - b. Record the security barcode number of the replacement test booklet or answer document on the *Chain-of-Custody Form*.
 - c. 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.
 - d. Securely destroy the contaminated test booklet or answer document according to district biohazard protocols. Do not return contaminated material to Pearson.
 - e. 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. 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>.
 - b. Return the replacement test booklet or answer document to Pearson along with all other scorable materials.

- c. Pack the damaged test booklet or answer document with the nonscorable materials and return it to Pearson (refer to Section 5.2.2 for more information about marking test materials as Do Not Score).
- d. 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 five 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.

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 <https://il.mypearsonsupport.com/tech-setup/>. 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 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. This document does not need to be submitted to the state, but is maintained at the local level.

5.1.4 Keep Records

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

All testing records must be maintained by your district or school for three years.

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

5.1.5 Applying Accountability Codes

Accountability codes provide a way for designated **District Test Coordinator (DTC)** or **School Test Coordinator (STC)** to exempt students who should not test and to apply the appropriate Reason for No Valid Test Attempt (RNVTA) code.

Available Accountability Codes:

- 01 – Medically Exempt
- 02 – Homebound
- 03 – In Jail/Locked Facility

- 04 – Out of State/Country
- 07 – Transfer Out Before Test
- 08 – Transfer In After Test
- 09 – Deceased
- 10 – Absent from Testing
- 15 – Refusal but Present
- 16 – Part-Time Enrollment

View and Apply Accountability Codes by Session

Step/Directions	Visual Representation
<ol style="list-style-type: none"> 1. Navigate to Operations > Session Explorer. 2. Filter on at least one required field. 3. Optionally, add one or more filters to the Acct Codes menu. 	

View and Apply Accountability Codes by Administration Card

Step/Directions	Visual Representation
<ol style="list-style-type: none"> 1. Navigate to Test Management > Administrations. 2. Locate the appropriate Administration Card. 3. Select View in the Students kabob menu. 	
<ol style="list-style-type: none"> 4. Locate the student who needs a code and click the three dots under Actions and select Apply Accountability Code. 5. In the pop-up menu, select a code. 6. Click Apply. 7. Repeat steps 1 through 6 as needed for additional students and administrations. 	

Voiding Student Tests

District and School Test Coordinators will **NOT** be able to void tests within the platform for Spring 2026.

The primary reason for irregularity reports being submitted each testing administration is due to missing or incorrect accommodations being applied. Students are not able to retest for the IAR or ISA. Therefore, it is imperative that school staff verify all student accommodations prior to students beginning each content area of the assessment.

- If an incorrect accommodation has been applied and discovered early after starting the test, then please contact ISBE (866) 317-6034 or Pearson Customer Support (833) 213-3879, so that the student's test can be voided and then reassigned.

Other instances that may require a test to be voided and then reassigned:

- A student signed into another student's test.
 - A student was assigned the wrong grade level test.
 - A student was assigned a test in the wrong language.
- If an incorrect accommodation has been applied and the student has gone past the threshold for a possible retest, then instruct the student to proceed with testing and then submit an irregularity report describing the details of the incident.

Irregularities and Security Breaches

Please refer to the Test Coordinator Manual for other instances that may be determined to be an irregularity or security breach. When an irregularity or security breach is discovered, the Test Proctor and/or the Test Coordinator must troubleshoot to correct the issue as soon as possible so that the student can resume testing. Always allow students the opportunity to resume and finish testing, when possible.

Common examples of Irregularities:

- Cheating
- Electronic Devices Violation
- Student Illness/Early Dismissal
- Technical Issues

If you have questions, need to clarify, or need additional guidance on how to proceed with an irregularity, please reach out to ISBE for assistance.

School staff have 5 business days to submit a test irregularity form to the Assessment Department at the Illinois State Board of Education. The **Testing Irregularity Report Form** will need to be submitted electronically through the **ISBE File Attachment Manager** under *System Quick Links* on the Illinois State Board of Education website.

- Click on the **Send ISBE a file** link,
- Once there, complete the fields,
- Select the appropriate box from the *ISBE eMail Name* drop down menu (**IAR Irregularities** or **ISA Irregularities**),
- Press Submit.



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

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 that recorded student responses outside of TestNav or paper tests.
- 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.
- 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 that recorded student responses outside of Testnav or paper tests.
- 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 Science Assessment paper tests, the student's responses must be transcribed verbatim into TestNav. The transcriber will log into the Illinois Administration Platform as the student and transcribe answers while an observer confirms the accuracy of the transcription.
3. 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.").

4. 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).
5. 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.

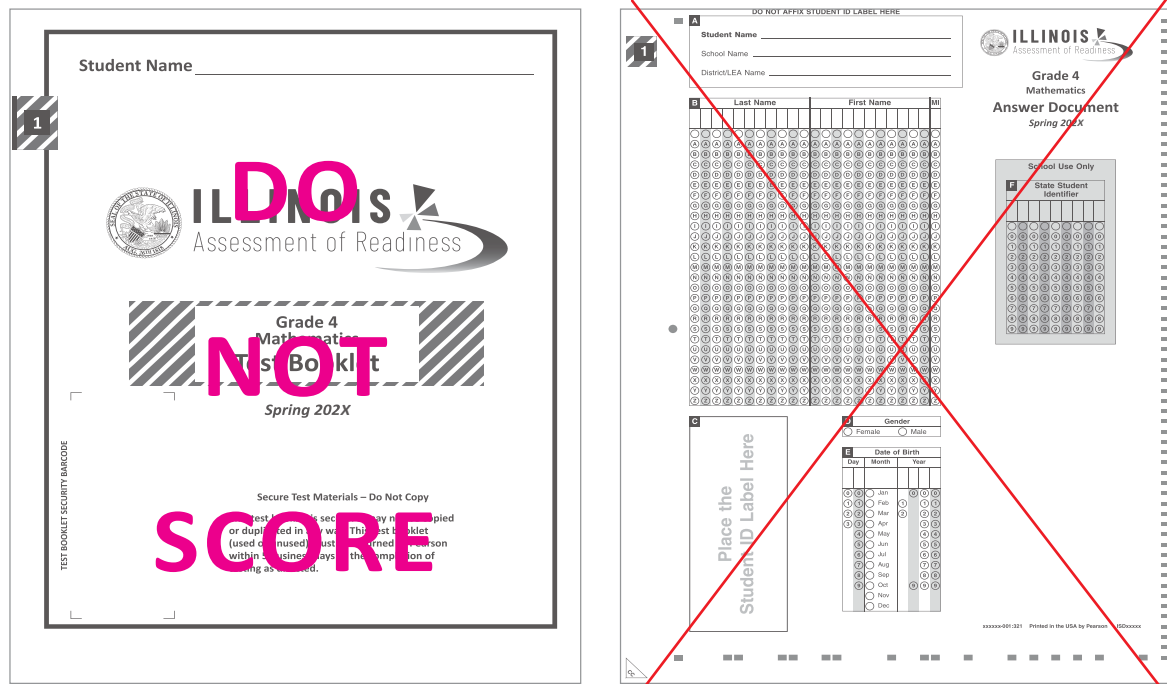
Failure to transcribe a student's test responses in these situations will result in the student NOT receiving a score, or the school will be charged \$200 to transcribe the student test into TestNav.

"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)

Figure 5.0 Do Not Score Test Materials



5.2.3 Organize Materials

Hand Grid Demographic Pages

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.

Table 5.4 Instructions for Hand Gridding Demographic Pages

Box	Description	Instructions
A	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	Student Name	<p>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.</p> <p>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.</p> <p>Print the first letter of the student’s middle name in the box under the section for “MI.” Leave the box blank if the student does not have a middle name.</p> <p>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.</p>
C	Student ID labels	If a school does not have a pre-printed student ID label, this box should remain blank.
D	Gender	Fill in the bubble that corresponds to the student’s gender.
E	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.
F	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

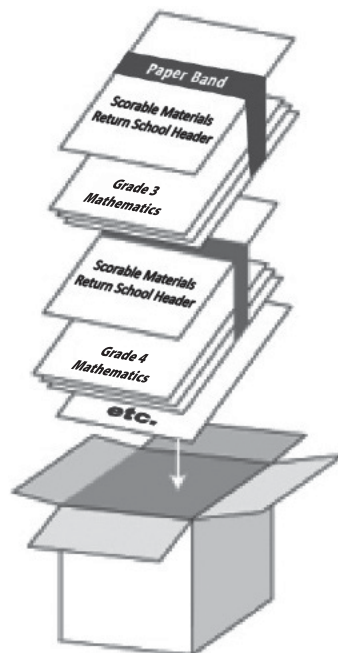
Required Ancillary Materials for Return

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.**

Figure 5.3 Packing Diagram for Scorable Test Materials



AFTER Completion
of ALL Paper-
Based Testing

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

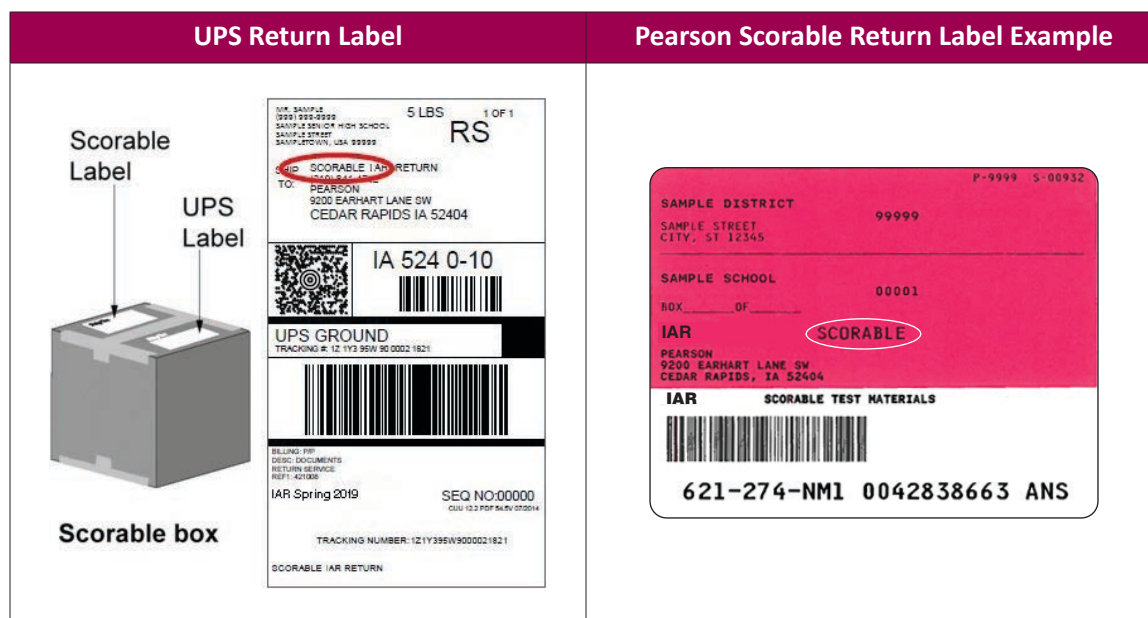
Do **NOT** overfill a box. If any box is not completely filled, add crumpled paper to avoid damage caused by shifting during shipment. Do **NOT** use packing peanuts. Seal the boxes securely with packing tape. Remove any previous labels and cover any previous markings before applying the shipping label.

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 nonscorable 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
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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).

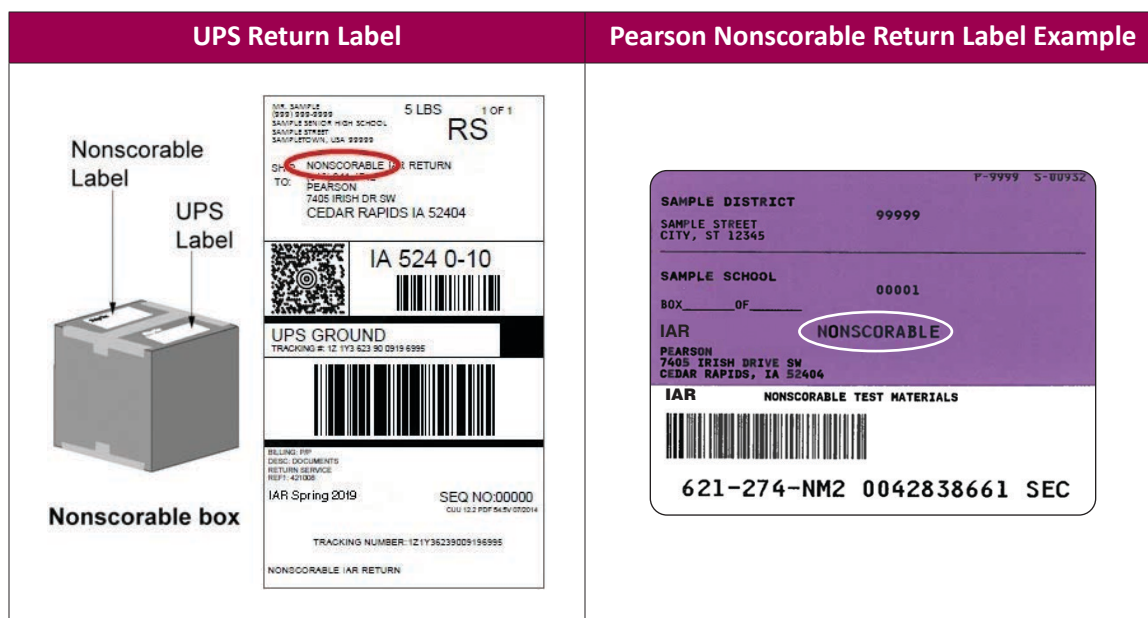
Seal the boxes securely with packing tape and remove any previous markings or labels from the boxes before applying the shipping label.

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. This document does not need to be submitted to the state, but maintained at the local level.

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

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

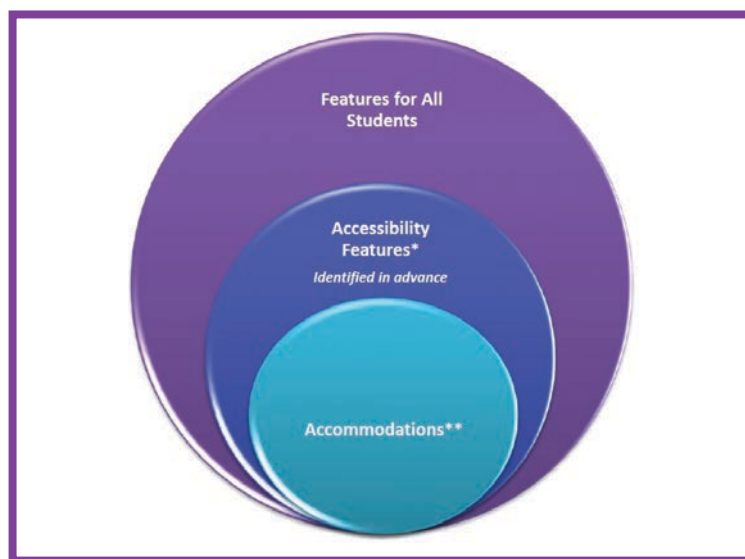
6.0 Accessibility Features and Accommodations

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

6.1 Accessibility Features and Accommodations

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

Figure 6.0 The Accessibility System



^ Available to all participating students

^^ For students with disabilities, English Learners, and English Learners with disabilities

Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test 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), 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

Testing assignments 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 or 504 plan coordinator will collect student information to populate testing assignments in the testing platform.
- For *English Learners*, the educators responsible for selecting accommodations (or an English Learner team, if available) will identify the accessibility features in the testing platform for the student.
- For *English Learners with disabilities*, the IEP team or 504 plan coordinator (which includes an adult familiar with the language needs of the student) will make testing decisions.

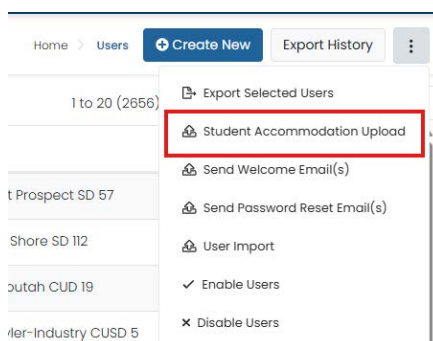
Read the following guidance for assigning appropriate accommodations and accessibility features for students participating in the Illinois Assessment of Readiness (IAR) and Illinois Science Assessment (ISA). Only the following accommodations will be assigned in the Illinois Administration Platform. District and School Test Coordinators will assign accommodations through the Accommodations Upload Template or through the platform user interface.

Assigning Accommodations by Accommodations Upload Template

To begin the process of downloading the AUT CSV file, log into the Illinois Administration Platform and select Rostering. Then, select Users.



Download a copy of the Student Accommodations Upload Template by clicking on the dropdown and creating the template for download.



Open the template.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	sourceId	orgName	identifier	familyName	givenName	middleName	grades	profileName	Online Accommodated Form - AT/Screen Reader	Online Accommodated Form - Bundle	Online Accommodated Form - Sign Language - Complete Test	Online Spanish Form (w/ TTS)	Paper Form - Braille	Paper Form - English	Paper Form - Large Print	Paper Form - Spanish
1																
2	lpi:prd:L3s							5 Math								
3	lpi:prd:L3s							5 Science								
4	lpi:prd:L3s							5 ELA		1		NA				NA

In this example, Column H a grade 5 student is registered for each subject. Math and ELA are tested at Grades 3-8 and Science is tested at grades 5 and 8.

The IEP determined this student needs text-to-speech on each test.

Text-to-Speech is a universal feature for both Math and Science, so the STC should take no action. This student has been registered for the regular computer-based Math and Science tests through the SIS system. Text-to-Speech is not provided as a feature in ELA and is only available as an accommodation. The STC has assigned the ELA Online Accommodated Form Bundle for reading support by entering a "1" in column J of the CSV file for the row associated with the student's ELA registration, as noted in column H.

To complete assigning this accommodated test for this student, the STC will save this CSV file and upload the modified file into the platform from the Student Accommodation Upload screen.

Assigning Accommodations in the User Interface

Accommodations updates can also be made in the User Interface by going to Rostering>Users. From there use the filter to locate the student and click the edit button.

Last Name	First Name	Identifier	Role	Classes	Grades	Orgs	Last Login	Actions
Mikee	Lillie	10000234	Student	06	Sunshine Middle School	Never	+0	
Sheppard	Simeon	100002343	Student	06	Sunshine Middle School	Never	+0	
Frederick	Barbara	10000254	Student	06	Sunshine Middle School	Never	+0	
Ball	Jake	10000223	Student	06	Sunshine Middle School	Never	+0	
Bowman	Sadie	10000098	Student	06	Sunshine Middle School	Never	+0	
Harper	Blaine	10000408	Student	06	Sunshine Middle School	Never	+0	
Garnier	Shaun	100000703	Student	06	Sunshine Middle School	Never	+0	
Murray	Aya	10000746	Student	06	Sunshine Middle School	Never	+0	
Munoz	Nail	100000723	Student	06	Sunshine Middle School	Never	+0	
David	Lydia	100000284	Student	06	Sunshine Middle School	Never	+0	
Jennings	Sunny	100000295	Student	06	Sunshine Middle School	Never	+0	
Hayes	Nail	100000473	Student	06	Sunshine Middle School	Never	+0	
Enos	Uss	10000006	Student	06	Sunshine Middle School	Never	+0	

On the next screen click on Accommodations and Edit.

From this screen, you can check the accommodation the student needs by subject. Remember to click Save.

All paper testing assignments must be entered twice.

1. Paper accommodations must be entered into the testing platform.
2. Paper accommodations must be ordered from the testing platform Orders screen to ship materials to districts.

Verifying Testing Accommodations

To verify testing accommodations, export a copy of the Accommodations Upload Template to review. Accommodations are also presented in the Proctor Dashboard under the Accommodations column. Hovering over the number in the column to pop out the accommodation assignment.

Identifier	First Name	Last Name	Orgs	Started Time	Test Progress	Test Status	Section Progress	Item Progress	Test Duration	Accommodation	Code	Actions
100002295	Abdullah	Bill	Garden Grove Middle School	Not Started	0	NOT STARTED	None	None				
100005337	Alejandro	Stephane	Sunshine Middle School	Not Started	0	NOT STARTED	None	None				
100001052	Alysha	Newton	Garden Grove Middle School	Not Started	0	NOT STARTED	None	None				
100000605	Amira	Boat	Garden Grove Middle School	Not Started	0	NOT STARTED	None	None				
10000070	Amir	Solomon	Garden Grove Middle School	Not Started	0	NOT STARTED	None	None				
100000484	Ana	Lowson	Garden Grove Middle School	Not Started	0	NOT STARTED	None	None				
100002398	Andrew	Andrews	Sunshine Middle School	Not Started	0	NOT STARTED	None	None				

All locally provided accommodations available in Spring 2025 will continue to be provided locally for Spring 2026 and beyond. No supports have been removed from the IAR or ISA. The change is that ISBE

will no longer collect locally provided supports in the testing platform. Districts and schools remain required by state and federal laws to document all student IEP/504 accommodations and EL supports.

Watch the Spring 2026 Accommodations Improvements training video located on the Illinois Support Site to learn more about the new Spring 2026 IAR and ISA accommodations suite.

Eligibility Categories

- **IEP/504:** Students with disabilities who require accommodations.
- **English Learner (EL):** Students identified as English Learners.
- **Both:** Students with IEP/504 and EL status.
- **None:** Students without accommodations.

Test Formats & Accommodations

Online Assistive Technology Form – AT/Screen Reader (Column I)

Student Profile Screen Reader Users: Students who are blind or visually impaired and can use a screen reader. **(Enter 1 in Column I)**

Student Profile Other Assistive Technology Users: Assign students who use software daily for reading or writing support due to loss of mobility. Reference the Assistive Technology Guidelines on the Illinois Support site for more information about this accommodation and when it should be considered. **(Enter 1 in Column I)**

ELA/L, Math, Science – Included:

- NVDA, JAWS, Voiceover compatible
- Dragon Naturally Speaking and keyboard access compatible
- All other software must be tested by Technology Coordinator

Math - Must be assigned by STC:

- Tool Add-On Online Calculator **(Columns V or W)**
- ✓ **ELA/L, Math, Science Screen Reader Support:** Assign students who are blind or visually impaired, and who use a screen reader, the Online Accommodated – Screen-Reader Compatible form. **(Enter 1 in Column I)**
 - **Ordering Materials for Screen Reader Support:** STC **must** order a companion braille book for students who need one through the Illinois Administration Platform Ordering process.
- ✓ **ELA/L, Math, Science Assistive Technology Support:** Assign students who use software daily for reading or writing support due to loss of **mobility**. Reference the Assistive Technology Guidelines on the Illinois Support site for more information about this accommodation **before** assigning. The Online Accommodated Form – Bundle (Column J) may be more appropriate in some cases for this student profile. **(Enter 1 in Column I)**

Online Accommodated Form – Bundle (Column J)

Student Profile: Students who need reading and/or writing support.

ELA/L – Included:

- Text-to-Speech
- Proctor Read Aloud

ELA/L - Must be assigned by STC:

- Tool Add-On Speech-to-Text and Word Prediction (**Column X**)
- ✓ **ELA Reading Support:** Assign students who need either TTS or Proctor Read Aloud the Online Accommodated Form - Bundle. (**Enter 1 in Column J**)
- ✓ **ELA Reading and Writing Support:** Assign students who need **both** reading **and** writing the Online Accommodated form and Speech-to-Text/Word Prediction. (**Enter 1 in Column J, Enter 1 in column X**)

*Download the IAR English Language Arts/Literacy Reading Support Guidance Tool <https://il.mypearsonsupport.com>. STC should fill out this decision-making form with the aid of the campus education professionals designated to facilitate IEP/504 accommodations to determine whether a student is eligible for the text-to-speech accommodation for ELA.

Math and Science – Included:

- Text-to-Speech
- Speech-to-Text
- Word Prediction
- Proctor Read Aloud

Math – Must be assigned by STC:

- Tool Add-On Calculators in non-calculator sections (**Columns V-W**)
- ✓ **Math and Science Proctor Read Aloud Reading Support:** Assign students who need a Proctor Read-Aloud the Online Accommodated Form - Bundle. (**Enter 1 in Column J**)
- ✓ **Math and Science Writing Support:** Assign students who need writing support on the Online Accommodated Form - Bundle. (**Enter 1 in Column J**)

*Students who need **only** text-to-speech reading support are **not** eligible to take the Online Accommodated Form. These students will be registered to take a regular Math and/or Science assessment through the regular Student Information System (SIS) because text-to-speech is included on **ALL** Math test forms. (**Do not enter any accommodations into the Illinois Administration Platform for this student profile. Document math and science testing accommodations locally and maintain records**).

Online Accommodated Form – Sign Language – Complete Test (Column K)

Student Profile: Students who are deaf or hard-of-hearing.

ELA/L, Math, Science – Included:

- American Sign Language item-level videos
- Proctor Read Aloud for Signing

ELA, Math, Science – Must be assigned by STC:

- Tool Add-On Speech-to-Text and Word Prediction (**Column X**)

Math - Must be assigned by STC:

- Tool Add-On Online Calculator (**Columns V or W**)
- ✓ **ELA/L, Math, Science Sign Language Support:** Assign students who need American Sign Language or need a Human to Sign the test the Online Accommodated – Sign Language form. (**Enter 1 in Column J**)
- ✓ **ELA, Math, Science Writing Support:** Assign students who need writing supports Speech-to-Text/Word Prediction (**Column X**)

- ✓ **Math Calculation Support:** Assign students who need a calculator in the non-calculator section the grade-appropriate online calculator (**Columns V or W**)

Online Spanish Form (w/TTS) (Column L)

Student Profile: English Learners

Math and Science – Included:

- Text-to-Speech

Math - Must be assigned by STC:

- Tool Add-On Online Calculator (**Columns V or W**)
- ✓ **Math and Science Language Support:** Assign students the Online Spanish Form (w/TTS) who prefer to take this test in Spanish.

*Students should be tested in language of instruction if at all possible.

*Students who need a Test Proctor to read the test aloud in Spanish rather than the computer-generated text-to-speech must have an IEP describing this testing accommodation. The student should then be assigned the Paper Form – Spanish test and two copies of the Paper Form – Spanish test should be ordered from Pearson, one for the student and one for the Test Proctor to read aloud to the student.

Paper Form – Braille (Column M)

Student Profile: Students who are blind or visually impaired and read braille.

ELA/L, Math, Science – Included:

- Braille book
- Test Proctor paper copy
- Test Proctor braille notes
- Answer Document (ELA and Math Grades 4-8)
- Consumable test booklet (ELA and Math Grade 3)
- Transcription directions
- ✓ **ELA/L, Math, Science Braille Support:** Assign students who are blind or visually impaired, and who read braille, the Paper Form – Braille book (**Enter 1 in Column M**)
 - **Ordering Materials:** STC **must** order a braille kit for students through the Illinois Administration Platform Ordering process.
 - **Science Tests:** STC **must** transcribe all paper science tests directly into TestNav following procedures laid out in Section 5.2 of the Test Coordinator’s Manual.

Paper Form – English (Column N)

Student Profile: Students who are unable to take a computer-based assessment due to a disability, beliefs, or a lack of familiarity with technology.

English: ELA/L, Math, Science – Included:

- Paper version of test
- Math and ELA answer documents Grades 4-8
- ✓ **ELA/L, Math, Science Presentation Support:** Assign students the paper test who are unable to take a computer-based test due to a disability, beliefs, or a lack of familiarity with technology. (**Enter 1 in Column N**)
 - **Ordering Materials:** STC **must** order paper tests for students through the Illinois Administration Platform Ordering process.
 - **Science Tests:** STC **must** transcribe all paper science tests directly into TestNav following procedures laid out in Section 5.2 of the Test Coordinator’s Manual.

Paper Form – Large Print (Column O)

Student Profile: Students who have visual impairment and are unable to take a computer-based assessment.

English: ELA/L, Math, Science – Included:

- Large print paper version of test
- Answer Document (ELA and Math Grades 4-8)
- Consumable test booklet (ELA and Math Grade 3)

Spanish: Math and Science –Included:

- Large print Spanish paper version of test
- Answer document (Math Grades 4-8)
- Consumable test booklet (Math Grade 3)
- ✓ **Large Print – English - ELA/L, Math, Science:** Assign students the Paper Form – English and the Paper Form – Large Print fields who have visual impairment and are unable to take a computer-based assessment. **(Enter 1 in Columns N and O)**
- ✓ **Large Print Spanish – Math and Science:** Assign students the Paper Form – Spanish and the Paper Form – Large Print fields who have a visual impairment and are unable to take a computer-based assessment **(Enter 1 in Columns N and O)**
 - **Ordering Materials:** STC **must** order paper tests for students through the Illinois Administration Platform Ordering process.
 - **Science Tests:** STC **must** transcribe all paper science tests directly into TestNav following procedures laid out in Section 5.2 of the Test Coordinator’s Manual.

Paper Form – Spanish (Column P)

Student Profile: Students who are unable to take a computer-based assessment due to a disability, beliefs, or lack of familiarity with technology.

Math and Science - Included:

- Paper Spanish version of test
- Answer Document (Math Grades 4-8)
- ✓ **Paper Form – Spanish – Math and Science:** Assign students the Spanish paper test who are unable to take a computer-based assessment due to a disability, beliefs, or lack of familiarity with technology. **(Enter 1 in Column P)**
 - **Ordering Materials:** STC **must** order paper tests for students through the Illinois Administration Platform Ordering process.

*Students should be tested in language of instruction if at all possible.

Tool Add-Ons

- ✓ **Extra Large Mouse Cursor (Columns Q-U):** White, Black, Yellow, Green, Red. Recommended only for students who use them daily, but available to all.
- ✓ **Online Calculators (Columns V-W):** Four-Function (Grades 3–7), Scientific (Grade 8).
- ✓ **Speech-to-Text & Word Prediction (Column X):** For daily users with writing disabilities.

AUT Quick Reference Table

Column	Accommodation	Eligible Students	Describes supports. Includes paper reminders to order materials.
I	Online Accommodated Form – AT/Screen Reader	IEP/504	Order braille materials if needed with screen reader support.
J	Online Accommodated Form – Bundle	IEP/504	Math/Science: TTS, Proctor Read Aloud, STT ELA: TTS, Proctor Read Aloud
K	Online Accommodated Form – Sign Language – Complete Test	IEP/504	ASL videos, Proctor Read Aloud for Signing
L	Online Spanish Form (w/ TTS)	EL	Math/Science: Spanish translation, Spanish TTS
M	Paper Form – Braille	IEP/504	Order braille materials
N	Paper Form - English	IEP/504	Order paper materials
O	Paper Form – Large Print (English or Spanish)	IEP/504, EL	Order paper materials
P	Paper Form - Spanish	EL	Order paper materials
Q-U	Tool Add On – Mouse Pointer	IEP/504	Recommended for daily users
V-W	Tool Add On – Online Calculators	IEP/504	Four-function (3–7), Scientific (8)
X	Tool Add On – Speech-to-Text and Word Prediction	IEP/504	ELA/Science: Daily users with writing disability

Accommodations Upload Template (AUT) Assignment Instructions

1. Enter '1' in the appropriate column to assign the correct accommodation.
2. Do not edit system fields (sourceId, orgName, identifier, familyName, givenName, etc.).
3. STC must order materials (Braille, Paper, Large Print) via the Illinois Administration Platform.
4. Document locally when using standard accessibility features already embedded in all tests (e.g., Math Text-to-Speech).

Column Header	Field Name	Eligibility IEP/504, English Learner, Both, None	What's Included	Eligible Tests	Test Format	Expected Values
A	sourceId	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.
B	orgName	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.
C	identifier	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.
D	familyName	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.
E	givenName	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.
F	MiddleName	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.
G	grades	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.
H	profileName	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.	Populated through SIS in nightly feed.
I	Online Accommodated Form – AT/Screen Reader Student Profile Screen Reader Users: Students who are blind or visually impaired and can use a screen reader. Student Profile Other Assistive Technology Users: Assign students who use software daily for reading or writing support due to loss of mobility. Reference the Assistive Technology Guidelines on the Illinois Support site for more information about this accommodation and when it should be considered.	IEP/504	ELA/L, Math, Science – Included: <ul style="list-style-type: none"> NVDA, JAWS, Voiceover compatible Dragon Naturally Speaking and keyboard access compatible All other software must be tested by Technology Coordinator 	ELA/L Math Science	Online	1, Blank

Column Header	Field Name	Eligibility IEP/504, English Learner, Both, None	What's Included	Eligible Tests	Test Format	Expected Values
J	Online Accommodated Form – Bundle Student Profile: Students who need reading and/or writing support.	IEP/504	ELA/L – Included: <ul style="list-style-type: none"> Text-to-Speech Proctor Read Aloud Math and Science – Included: <ul style="list-style-type: none"> Text-to-Speech Speech-to-Text Word Prediction Proctor Read Aloud 	ELA/L Math Science	Online	1, Blank
K	Online Accommodated Form – Sign Language Student Profile: Students who are deaf or hard-of-hearing.	IEP/504	ELA/L, Math, Science – Included: <ul style="list-style-type: none"> American Sign Language item-level videos Proctor Read Aloud for Signing 	ELA/L Math Science	Online	1, Blank
L	Online Spanish Form (w/ TTS) Student Profile: English Learners	English Learner	Math and Science – Included: <ul style="list-style-type: none"> Spanish translation Text-to-Speech 	Math Science	Online	1, Blank
M	Paper Form – Braille Student Profile: Students who are blind or visually impaired and read braille.	IEP/504	ELA/L, Math, Science – Included: <ul style="list-style-type: none"> Braille book Test Proctor paper copy Test Proctor braille notes 	ELA/L Math Science	Paper	1, Blank
N	Paper Form – English Student Profile: Students who are unable to take a computer-based assessment due to a disability, beliefs, or a lack of familiarity with technology.	IEP/504	English: ELA/L, Math, Science – Included: <ul style="list-style-type: none"> Paper version of test 	ELA/L Math Science	Paper	1, Blank

Column Header	Field Name	Eligibility IEP/504, English Learner, Both, None	What's Included	Eligible Tests	Test Format	Expected Values
O	Paper Form - Large Print English or Spanish Student Profile: Students who have visual impairment and are unable to take a computer-based assessment.	IEP/504	English: ELA/L, Math, Science – Included: <ul style="list-style-type: none"> Large print paper version of test Spanish: Math and Science – Included: <ul style="list-style-type: none"> Spanish translation Large print paper version of test 	ELA/L Math Science	Paper	1, Blank
P	Paper Form - Spanish Student Profile: Students who are unable to take a computer-based assessment due to a disability, beliefs, or lack of familiarity with technology.	IEP/504 and English Learner	Math and Science - Included: <ul style="list-style-type: none"> Spanish translation Paper version of test 	Math Science	Paper	1, Blank
Q	Tool Add On – Extra Large Mouse Cursor Black	None	ELA/L, Math, Science – <ul style="list-style-type: none"> Enlarged cursor in varied colors 	ELA/L Math Science	Online	1, Blank
R	Tool Add On – Extra Large Mouse Cursor Green	None	ELA/L, Math, Science – <ul style="list-style-type: none"> Enlarged cursor in varied colors 	ELA/L Math Science	Online	1, Blank
S	Tool Add On – Extra Large Mouse Cursor Red	None	ELA/L, Math, Science – <ul style="list-style-type: none"> Enlarged cursor in varied colors 	ELA/L Math Science	Online	1, Blank
T	Tool Add On – Extra Large Mouse Cursor White	None	ELA/L, Math, Science – <ul style="list-style-type: none"> Enlarged cursor in varied colors 	ELA/L Math Science	Online	1, Blank
U	Tool Add On – Extra Large Mouse Cursor Yellow	None	ELA/L, Math, Science – <ul style="list-style-type: none"> Enlarged cursor in varied colors 	ELA/L Math Science	Online	1, Blank

Column Header	Field Name	Eligibility IEP/504, English Learner, Both, None	What's Included	Eligible Tests	Test Format	Expected Values
V	Tool Add On – Online Calculator - Four Function Student Profile: Students with a disability that severely limits or prevents their ability to perform basic calculations may use a calculator on the non-calculator and calculator sections of the assessment.	IEP/504	Math – Must be assigned by STC <ul style="list-style-type: none"> Calculator appears in toolbar for student use in non-calculator sections of test 	Math	Online	1, Blank
W	Tool Add On - Online Calculator - Ti-Scientific Student Profile: Students with a disability that severely limits or prevents their ability to perform basic calculations may use a calculator on the non-calculator and calculator sections of the assessment.	IEP/504	Math – Must be assigned by STC <ul style="list-style-type: none"> Calculator appears in toolbar for student use in non-calculator sections of test 	Math	Online	1, Blank
X	Tool Add On – Speech-to-Text and Word Prediction Student Profile: Students who use speech-to-text and word prediction daily and have a writing disability.	IEP/504, English Learner	Science, ELA – Must be assigned by STC <ul style="list-style-type: none"> Speech-to-text and word prediction enabled to support writing constructed response 	ELA/L Science	Online	1, Blank

Unique Accommodations Guidance

Students may require additional accommodations that are not outlined 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

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, 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, 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 transcribing for the following accommodations for students with IEPs or 504 plans:

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

Illinois Science Assessment (ISA) Paper Transcription

When administering the secure paper tests (i.e., regular paper, Braille, or Large Print) of the ISA there is a requirement to transcribe student responses directly into TestNav. Student responses can be recorded into a test booklet prior to transcribing into TestNav. Assigning a student a regular paper, Braille, or Large Print test will also assign the student an online transcription form.

Test Administration Window

Students taking the secure paper tests of the ISA must complete testing during the prescribed testing window.

Test Administration Policy and Procedures

The following test administration procedures must be adhered to at all times:

1. Secure paper tests administration must follow all security protocols, test administration policies and procedures, and testing accommodation and accessibility features as specified in the Test Coordinator Manual (TCM), Test Administration and Proctoring Manual (TAM), and the Accessibility Features and Accommodations (AF&A) Manual.
2. The administration of the secure paper tests should occur during the hours the student typically receives instruction.
3. Students taking the secure paper test forms must be assigned a regular paper, Large Print, or Braille form in the Illinois Administration Platform. Transcription of a student's test requires two people for all transcriptions; one to enter the responses and one to confirm the responses are verbatim.
 - a. If a student's test is being transcribed while the student is testing the responses must be transcribed directly into TestNav. The responses must be entered verbatim into TestNav.
 - b. If the responses are not being transcribed at the time of testing, the student's responses from their test booklet must be transcribed verbatim into TestNav for scoring. **Failure to transcribe student responses from the test booklet into TestNav will result in the student not receiving a valid scale score.**

When the student is assigned the paper test in the Illinois Administration Platform, the student will be automatically assigned an online version of the test in the Illinois Administration Platform. A DTC or STC may log into the student's online version of the test using the student's online testing ticket to transcribe the student's answers and submit the test. Students no longer need to be placed in a specialized testing session; however, schools may choose to place the student in a small proctor group where the student's online test can be easily accessed for transcription.

Transcribing After Testing

A DTC or STC must transcribe student responses directly into TestNav by the established deadline. When transcribing student responses from the test booklet into TestNav, the following guidance must be adhered to at all times:

- At least two persons must be present during any transcription of student responses. One of these persons will be 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.
- **Braille transcription:** Only an eligible Test Proctor who is a certified Teacher of Students with Visual Impairment, including Blindness, or someone working under the direct supervision of an eligible Test Proctor who is a certified Teacher of Students with Visual Impairment, including Blindness may transcribe the student's responses into the regular test booklet. Afterwards, districts must transcribe student responses from the regular test booklet directly into TestNav.
- **Assistive technology:** Any original student responses that were printed from an external assistive technology device or recorded separately on blank paper (or on other external devices) must be transcribed directly into the student's test booklet and afterwards, transcribed into TestNav. All responses from an assistive technology device must be cleared from the device and all scribed or written responses on blank paper must be securely shredded or destroyed.
- **Transcription Fee:** If a student's test is not transcribed into TestNav and shipped back to Pearson using a scorable label a transcription fee of \$200.00 per test will be assessed. Please note that, depending on the date of receipt, there is a risk that un-transcribed tests will not be processed, which may result in the student not receiving a score

The student's responses from the test booklet must be transcribed verbatim into TestNav. After transcribing the student's responses from the test booklet into TestNav, the student's test booklet must be returned to Pearson.

Returning nonscorable paper test booklets to vendor

A DTC or STC are required to return all secure paper test booklets to Pearson. It is strongly encouraged to keep all shipment boxes for return.

All used and unused secure paper version test forms are to be shipped back to Pearson using non-scorable return labels that are included in the shipment.

A DTC or STC is required to return secure paper version test forms immediately after testing has concluded for IL Science testing window.

Appendix A

Glossary of Terminology

Glossary of Terminology

Term	Definition
Accessibility Feature	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	An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student's disability or level of English proficiency. Accommodations must be listed in the student's approved IEP, 504 plan, or EL plan. More information on IAR and ISA accommodations is available at http://il.mypearsonsupport.com .
Administration Time	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.
District Test Coordinator	District Test Coordinator is the individual at the district level responsible for the overall coordination of test administration.
IEP, 504 Plan, or EL Plan	IEP refers to Individualized Education Program plan. It is a program developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives specialized instruction and related services. The 504 plan refers to a plan developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. An English Learner (EL) plan refers to a plan developed to ensure that a student who is learning English has equal rights and access to a high-quality education.
Illinois Administration Platform	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 http://il.mypearsonsupport.com .
Mathematics Tools for Administration	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&A Manual</i> for more information on mathematics tools for accommodations.
Non-secure	Test materials that have been made available to the public, including manuals and user guides. The availability of non-secure materials does not compromise test security or score validity.
Part (Mathematics only)	A portion of a mathematics section – non-calculator part and calculator part.
Section	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.

Term	Definition
Section Testing Time	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.
Secure	A test item, reading passage, or test that has not been made available to the public. It also includes test items and student responses. For the paper-based administration, secure materials refer to test booklets 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.
Session	In Illinois Administration Platform, a session is the group of students registered to test a content area together (same time and location).
Testing Environment	All aspects of the test surroundings during testing, this includes what a student can see, hear, or access.
TestNav	The application used to administer the computer-based assessment is available at https://download.testnav.com/ .

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	vhenders@isbe.net	217-782-6097
John Hicks (ISA)	866-317-6034	jhicks@isbe.net	217-782-6097
Robert Potempa	866-317-6034	rpotempa@isbe.net	217-782-6097

Section	Issue	Illinois State Policy
Spring Key Dates	Testing Window Paper Based Testing	3/2/26 - 4/3/26 ELA and Math 3/2/26 - 4/30/26 Science
	Testing Window Computer Based Testing	3/2/26 - 4/17/26 ELA and Math 3/2/26 - 4/30/26 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"> 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. 2. Substitute teachers who hold a Substitute Teaching License and hired as a substitute teacher may administer IAR and ISA. 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"> a. The parent's presence is required as part of the student's IEP or Section 504 Plan. b. The parent is employed by the district and his or her duties require him or her to be present in the child's classroom. 4. Student Teachers may NOT serve as Test Proctors. Student teachers may serve only as Test Support Staff.
3.3.2	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
2.2.2 4.1.5 4.2.3 4.3.2 4.3.3	Requirements for Reporting a Testing Irregularity or Security Breach	School staff has 5 business days to submit a test irregularity form to the Student Assessment Division at the Illinois State Board of Education. Please provide details of the incident and what steps school staff took to correct incident. School staff do not need to report minor technology issues that staff are able to resolve and continue with student testing (e.g., student not initially assigned the correct test accommodations in the online test format). If you have questions, please contact the student assessment division at 1-866-317-6034.
2.3	Materials Allowed ONLY AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	<ul style="list-style-type: none"> • Recreational books (subject matter of recreational books must be unrelated to content being assessed). • Textbooks for subjects other than the one being tested. • Pamphlets, magazines, or periodicals (subject matter must be unrelated to content being assessed). • Notebooks or papers of any kind (subject matter must be unrelated to content being assessed). • Pens or colored pencils.
2.4	Instructions for Students AFTER a Student's Test Has Been Submitted and After All Secure Materials Have Been Collected	<p>Local decision (school or district) from options below.</p> <ul style="list-style-type: none"> • After student has checked his or her work, the student must sit quietly until the session has ended. • After the student has checked his or her work, the Test Proctor dismisses the student. • After student has checked his or her work, the student must sit quietly and use allowable materials.
3.2.1	Requirements for Completing Student Registration/Personal Needs Profile Import	The Illinois State Board of Education will prepare and upload the Student Registration File on behalf of schools and districts. District staff must load student PNP information in Illinois Administration Platform.
3.9.1 3.10.1	Additional Requirements for Paper-Based Test Materials	<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>
3.10.2 5.2.4	Shipping Procedures for Paper-Based Materials	Test materials are shipped to the district and then distributed to schools (except for Chicago Public Schools). Each School Test Coordinator must return test materials to the District Test Coordinator (DTC). The District Test Coordinator must contact United Parcel Service (UPS) directly to schedule "Return Service" pickup. For Chicago Public Schools, test materials are shipped directly to the School Test Coordinator. The School Test Coordinator must contact UPS directly to schedule "Return Service" pickup.

Section	Issue	Illinois State Policy
4.3.1	Procedures for Dismissing Students for Misconduct	<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>
5.1.5 5.2.7	Requirements for Archiving Security Forms	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	Void/Not Tested Instructions	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	Steps for Unique and Emergency Accommodations	<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>
	Mathematics Assessment for Dual-Language Learners	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.
	Re-opening a Submitted Online Test	District and School Test Coordinators will need to contact ISBE to undo a test submission.
	Eligible Students	Home-Schooled Students and Private/Parochial School Students Students who are full-time home-schooled or full-time at a private school are not eligible to take any state assessments. Some students may be partially home-schooled or attend some courses at a private school; in these cases, the student(s) take the IAR and ISA only for the subject(s) that they are receiving instruction in the public school (reading, mathematics, and science).
	Use of External Device (for students with accommodations)	<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 environment¹ 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

¹ 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



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