



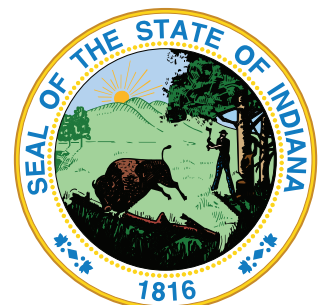
2021–2022

TEST COORDINATOR'S MANUAL

GRADES 3 THROUGH 8

AND

END-OF-COURSE ASSESSMENTS



Indiana User Support

Help Desk

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

Indiana Assessment Help Desk

Toll-Free Phone: 866-298-4256

Email: indianahelpdesk@cambiumassessment.com

Chat: <https://ilearn.portal.cambiumast.com/contact.html>

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

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

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

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

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

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

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Chapter 1: About This Manual and Important Dates

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

2021–2022 *ILEARN* Assessment Windows

Assessment	Window Opens	Window Closes
<i>ILEARN</i> Biology ECA ¹	November 29, 2021	December 16, 2021
<i>ILEARN</i> Biology ECA ²	February 7, 2022	February 24, 2022
<i>ILEARN</i> Grades 3–8	April 18, 2022	May 13, 2022
<i>ILEARN</i> Biology and Optional U.S. Government ECA ³	April 18, 2022	May 20, 2022

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

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

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

Important Dates

	<i>ILEARN</i> 3–8	<i>ILEARN</i> ECAs
Fall (December) <i>ILEARN</i> Biology ECA Additional Orders (AO) window** for regular print, braille, large print, and Spanish test materials	N/A	November 16 – December 2, 2021
Winter (February) <i>ILEARN</i> Biology ECA AO window** for regular print, braille, large print, and Spanish assessment books	N/A	January 25 – February 10, 2022
Initial Orders Due*	January 26, 2022	N/A
Spring <i>ILEARN</i> 3–8 materials due in district. This shipment will include regular print materials only.	April 4, 2022	N/A
Spring <i>ILEARN</i> 3–8 and <i>ILEARN</i> ECAs AO window** for regular print, braille, large print, and Spanish assessment books	April 5 – 29, 2022	April 5 – May 6, 2022
Fall <i>ILEARN</i> ECAs Final Day for Corporations to Ship Materials for Scoring (must be shipped back five business days after the close of the paper-and-pencil testing window)***	N/A	December 16, 2021
Winter <i>ILEARN</i> ECAs Final Day for Corporations to Ship Materials for Scoring (must be shipped back five business days after the close of the paper-and-pencil testing window)***	N/A	February 24, 2022

	<i>ILEARN</i> 3–8	<i>ILEARN</i> ECAs
Spring <i>ILEARN</i> 3–8 and <i>ILEARN</i> ECAs Final Day for Corporations to Ship Materials for Scoring (must be shipped back five business days after the close of the paper-and-pencil testing window)***	May 13, 2022	May 20, 2022
Fall Rescore Request Window	N/A	January 24 – February 4, 2022
Winter Rescore Request Window	N/A	April 4 – 15, 2022
Spring Rescore Request Window	May 16 – June 3, 2022	
Fall Student Preliminary Results Available in the Online Reporting System (ORS)	N/A	January 24, 2022
Winter Student Preliminary Results Available in ORS	N/A	April 4, 2022
Spring Student Preliminary Results Available in ORS	Scores to populate in ORS within 12 business days of test completion after initial release of preliminary scores on May 16, 2022	
Fall Student Final Results Available in ORS	N/A	March 8, 2022
Winter Student Final Results Available in ORS	N/A	May 17, 2022
Spring Student Final Results Available in ORS	July 1, 2022	

* Initial orders will automatically be placed for the *ILEARN* Spring 3–8 test window for regular print and large print assessment books based upon the data in TIDE indicating eligibility for assessment books. Initial orders will be extracted from TIDE on the initial order due date in the chart above. There is no initial order window for the *ILEARN* Biology and U.S. Government ECA.

** Schools must request any needed paper tests for the *ILEARN* 3–8 and/or *ILEARN* ECAs (regular print, large print, braille) in TIDE during the appropriate AO windows.

*** *ILEARN* paper-and-pencil test windows close one week early to accommodate on-time reporting timelines.

Chapter 2: Test Administration Policies and Procedures

Overview of ILEARN Assessment

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

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

Students to Be Tested

The Testing Program for Grades 3–8 and ILEARN ECAs

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

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

ILEARN assessments are administered **online** to all students. English/Language Arts (ELA), Mathematics, and Science have a computer-adaptive test (CAT) segment and a performance task (PT) segment. Social Studies and U.S. Government assessments each consist of one fixed-form test segment.

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

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

Calculator Policy

The chart below delineates calculators that may be used on the *ILEARN* assessment.

For more information about the *ILEARN* Calculator Policy, please visit IDOE's website (<https://www.in.gov/doe/files/2021-2022-Calculator-Policy.pdf>).

Mathematics Assessment	General Education Students	Students with IEPs, Section 504 Plans, Service Plans, and/or CSEPs
Grades 3–5	No calculator allowed.	No calculator allowed.
		Students may use a hundreds chart and/or 9 × 9 multiplication table on all items if listed as an accommodation.
Grade 6	Online Desmos Four-Function calculator during calculator segment and PT only.	Students may use a handheld/adaptive calculator* if listed as an accommodation for calculator segments and PT only.
		Students may use a hundreds chart and/or 9 × 9 multiplication table on all items if listed as an accommodation.
		Students may use an online Desmos Four-Function calculator and/or a handheld/adaptive calculator* for all items if the case conference committee determines the accommodation is appropriate based on student needs.
Grades 7–8	Online Desmos Scientific calculator during calculator segment and PT only.	Students may use a handheld/adaptive calculator if listed as an accommodation for calculator segments and PT only.
		Students may use a hundreds chart and/or 9 × 9 multiplication table on all items if listed as an accommodation.
		Students may use an online Desmos Scientific calculator and/or handheld/adaptive calculator for all items if the case conference committee determines the accommodation is appropriate based on student needs as defined in IDOE <i>2021–2022 Accessibility and Accommodations Information for Statewide Assessments</i> .

* IDOE understands four-function calculators may be difficult to procure, and those available for purchase may have additional features, such as percentage, positive/negative, or memory functions which do not provide additional benefit. Please contact IDOE directly if you have additional questions regarding appropriate calculators for the assessment.

Science Assessment	General Education Students	Students with IEPs, Section 504 Plans, Service Plans, and/or CSEPs
Grades 4, 6, and Biology	No calculator allowed.	Students may use an online Desmos Four-Function calculator and/or a handheld/adaptive calculator for all items if the case conference committee determines the accommodation is appropriate based on student needs.

About Text-to-Speech

Students testing with text-to-speech (TTS) can listen to items, answer options, and passages/stimuli, depending on the content area and TTS type assigned. Two TTS accommodations are available for students per the Indiana IEP:

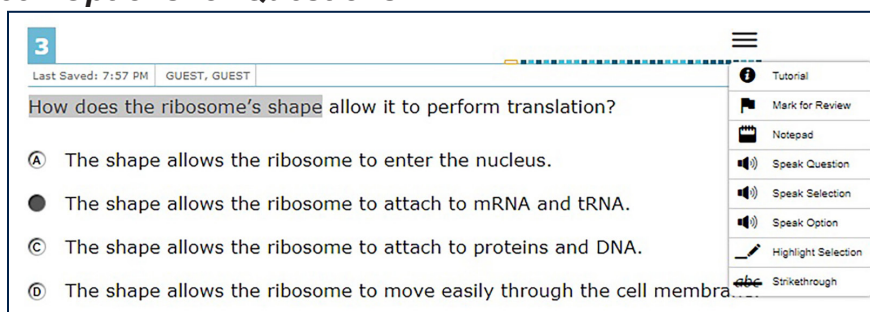
1. “Text is read aloud to the student (except items testing reading comprehension) via text-to-speech.”
2. “Text is read aloud to the student for all items including reading comprehension via text-to-speech.”

Refer to the **2021–2022 Accessibility and Accommodations Information for Statewide Assessments** document for details about these TTS types. Ensure the correct TTS type is assigned to students based on their formal plan. Students with the formal accommodation noted in the Indiana IEP as “Text is read aloud to the student (except items testing reading comprehension)” will take the CAT. Students with the formal accommodation noted in the Indiana IEP as “Text is read aloud to the student for all items including reading comprehension” will receive an accommodated fixed-form test.

TTS is only available for use through the Secure Browser. TTS is available through the mobile Secure Browser for Chrome OS and iPadOS, but the audio pause feature is not available on Chrome OS. However, on any device, students with TTS can select a portion of text and have the selected text read aloud.

For information about setting up TTS, see any of the *Additional Configurations and Troubleshooting Guides* documents for Windows, Mac, Chrome OS, or Linux, available on the Indiana Assessment Portal.

Text-to-Speech Options for Questions



To listen to content with the TTS tool:

- To listen to a question and all of the answer options: Open the Context Menu and select **“Speak Question.”**
- To listen to a specific answer option: Open the Context Menu and select **“Speak Option”** from the Context Menu and then select the answer option. Students can also right-click the answer option and select **“Speak Option.”**
- To listen to a selection, such as a word or phrase: Select the text, open the item Context Menu, and select **“Speak Selection.”**

NOTE: When listening to items, students can pause TTS and then resume it at the point where it was paused. However, this feature is not available on Chrome OS.

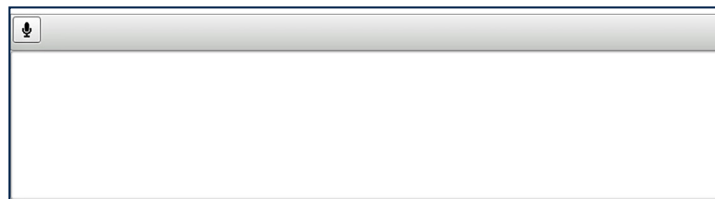
Students testing on Chromebooks can resume a stopped TTS item by selecting a portion of text to be read aloud and selecting **“Speak Selection”** from the Context Menu.

About Speech-to-Text

Students testing with speech-to-text (STT) can provide verbal responses to open-ended items which will be automatically transcribed for them as text. The STT tool allows a student to dictate responses to items that support the use of STT. The student’s spoken words are then transcribed as text in the item response areas. Students using the embedded STT tool require a one-on-one testing environment.

To begin dictating, the student selects the microphone button (🎤) displayed in the item’s text response area. The button scrolls along with the page and remains visible while the item is in focus. As the student speaks, their words are transcribed into the text response area. There may be a slight delay while the text is being transcribed. Dots will appear in the text response area to indicate that the transcription is in process.

STT Response Box



When the microphone is selected, the background color of the icon will turn from white to grey, indicating that a recording is in progress. The student can stop the dictation by selecting the microphone button for a second time. The microphone will automatically stop recording if no sound is detected for a specified period of time. If the student selects the microphone button again and starts dictating, the new text is appended to the previously transcribed text.

Students can dictate for five minutes at a time. Depending on the tool settings, the entered text may be auto-punctuated. The student can also, to an extent, control the punctuation and grammar of the text through speech commands. For example, the student can say, “New Paragraph” to create a new paragraph. However, it is ultimately the student’s responsibility to ensure the accuracy of the entire transcription, including grammar and punctuation. Students cannot navigate away from the test page while dictation is on.

Students using the STT tool through assistive technology outside of the Secure Browser must test in a one-on-one testing environment with two staff members: a transcriber and a TA who will proofread to confirm accuracy.

- TA must have a device to access the TA Interface to create and manage test segments for student testing.
- The student will have two devices: one with which to access the test and one with which to use the STT accommodation.
- The student will proceed through the assessment as usual until they come to a question for which they need the STT tool, such as an open-ended response.

- The student will use the second device to indicate their response and then the transcriber will transcribe the student's response into the online text box.
- The TA will confirm the transcribed response. The student will also confirm the transcribed response.
- The student will then move on to the next question.
- Following the test administration, all transcriptions must be removed from the secondary device. The school will be responsible for ensuring and documenting this step has taken place.
- The transcriber and TA must remain with the student for the duration of the entire assessment since it is not possible to predict at which point a student would be presented with the constructed-response items during the assessment.

Human Reader and Read Aloud Scripts

Scripts are required when a human reader provides the read aloud accommodation. More details about the Human Reader accommodation and read aloud scripts are located in "**Appendix A**" on page 27 (all testers) and "**Appendix C**" on page 39 (paper testers only) of this manual. Different types of available read aloud accommodations are detailed in the **2021–2022 Accessibility and Accommodations Information for Statewide Assessments**.

Managing Student Demographic Information

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

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

Corporations and nonpublic schools must:

- Ensure all student enrollment and demographic data reflect correctly in a school's information system (SIS).
- Ensure all student accommodations are correct and finalized in the Indiana IEP and/or Indiana ILP.
- Report via the DOE-TA submission any student accommodations formally documented in a Section 504 Plan, CSEP, and/or ILP (if not utilizing the Indiana ILP).

IDOE will:

- Extract student data from the Indiana IEP, Indiana ILP, a school's SIS (Data Exchange), and/or DOE-TA submissions.
- Submit student enrollment, demographic information and accommodations data via a nightly file to CAI.

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

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

IDOE Student Data Submission

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

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

Chapter 3: Preparing for Test Administration

Test Administrator Certification

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

Scheduling and Timing Guidelines

IDOE defined scheduling guidance for all 2021–2022 online and paper-and-pencil *ILEARN* assessments. IDOE determined approximate testing times based on the 2018–2019 timing data and revised guidance in response to educator feedback. Corporations and schools should consider this information when creating local test schedules for practice and operational tests.

2021–2022 ILEARN Practice Tests (Online and Paper)

Suggested Testing Time Ranges

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

Untimed online practice tests are available via the CAI Secure Browser beginning October 4, 2021 for the *ILEARN* Biology ECA and January 24, 2022 for all other *ILEARN* practice tests. Each online practice test (comprised of 3–7 items each) provides students with an opportunity to interact with the online testing platform, practice using online testing tools, and become familiar with any formal accommodations ahead of the operational assessment.

Students testing with paper-and-pencil will encounter practice items on the pages immediately preceding the first operational test segment in their assessment books. Review **Appendix F, Practice Test Guidance** of the *2021–2022 Indiana Assessments Policy Manual* for more details. IDOE defined suggested testing times for each practice test:

2021–2022 ILEARN Practice Tests (Online and Paper)	
Practice Tests	Suggested Testing Time Ranges
ELA (Grades 3–8)	25–45 minutes
Mathematics (Grades 3–8)	25–45 minutes
Science (Grades 4 and 6)	25–45 minutes
Social Studies (Grade 5)	25–45 minutes
Biology	25–45 minutes
U.S. Government	20–30 minutes

2021–2022 ILEARN Operational Assessments (Online and Paper)

Test Configuration and Average Testing Times

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

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

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

2021–2022 ILEARN Test Configuration and Average Testing Time Ranges			
Grade	Content Area	CAT or Fixed-Form	PT
3	ELA	90–125 minutes	90–135 minutes*
	Mathematics	70–100 minutes	35–55 minutes
4	ELA	90–130 minutes	90–140 minutes*
	Mathematics	70–100 minutes	25–40 minutes
	Science	80–110 minutes	10–20 minutes
5	ELA	90–130 minutes	85–130 minutes*
	Mathematics	80–110 minutes	30–40 minutes
	Social Studies	60–85 minutes	N/A
6	ELA	90–130 minutes	90–140 minutes*
	Mathematics	90–120 minutes	30–50 minutes
	Science	70–100 minutes	10–20 minutes
7	ELA	80–110 minutes	90–130 minutes*
	Mathematics	90–125 minutes	20–30 minutes
8	ELA	75–100 minutes	80–130 minutes*
	Mathematics	85–125 minutes	35–55 minutes
N/A	Biology	65–90 minutes	10–15 minutes
N/A	U.S. Government	35–50 minutes	N/A
IDOE recommends that CAT segments be administered over multiple days based on student interaction and fatigue.			

* Grades 3–8: The ELA PT segment consists of two segments. The table reflects total suggested time for entire PT (Segments 1 and 2).

General Guidance

Scheduling ILEARN Assessments

Testing should be planned to help all students do their best. While IDOE understands corporations and schools may need to adjust local testing schedules to accommodate unplanned events (e.g., power outages, student absences), corporations and schools must consider the following guidance when developing local testing schedules.

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

IDOE **strongly recommends**:

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

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

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

Students must complete all assessments by the last day of the established test window. Testing does not need to occur on consecutive days, with the possible exception of the ELA PT (see page 13).

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

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

Schools must determine how many additional test sessions to provide individual students who take an especially long time to complete any given test segment(s). If all students have submitted the assessment before the local testing schedule defines the end time, the TA may end the scheduled session early.

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

The online testing system is available to support testing after hours and during weekends, unless otherwise noted. There could be times outside of normal testing hours when the system is unavailable. The Indiana Assessment Help Desk is only available to provide support to schools Monday through Friday 7:00 a.m. to 7:00 p.m. ET. IDOE support is also not available after hours or on weekends. Consequently, testing during these times is accompanied with significant risk and is **highly discouraged**. Review Section 6, Part A of the **2021–2022 Indiana Assessments Policy Manual** for more details.

The table below defines additional expectations for corporations and schools as they create local test schedules and administer tests during the test window.

Dos and Don'ts for Scheduling and Administering Tests

DO	DON'T
Try to maintain as normal a schedule as possible during the test window.	Schedule hours-long test sessions.
Consider the ages and stamina of the students testing and plan accordingly.	Require students to sit for long periods of time in order to finish a test segment.
Allow students who finish well ahead of schedule to quietly exit the testing room. If this is not possible, allow these students to read silently from a book unrelated to the content area being assessed.	Require students to skip or delay specials classes (e.g., art, music, physical education), lunch, and/or recess because they have not finished a test segment. See page 18 " <i>Common Make-up Testing: Scenario 4</i> " for more guidance.
Allow students to review their work before pausing a CAT or fixed-form test segment for more than 20 minutes.	Lengthen a test session for a CAT or fixed-form segment and/or limit the durations of breaks just to avoid the effects of the 20-minute Pause Rule.
Determine how many additional test sessions to provide individual students who may need more time.	Begin a PT late in the school day. Students may not have enough time to complete the PT before the school day ends and will not be allowed to finish it the following day.

Specific Guidance for Scheduling ILEARN Test Segments

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

CAT and Fixed-Form Test Segments

- Students may start and finish the segment in a single day or over the course of multiple days (see “Sample Schedules for CAT and PT Segments” on page 11).
- The 20-minute Pause Rule applies to CAT and fixed-form test segments (see pages 13–14).
- Due to the length of the CAT and fixed-form test segments, most students will require more than one test session to complete all items in these test segments.
- Students may enter and exit a test with a TA’s approval an unlimited number of times while their tests are active (i.e., not completed or expired).
- The CAT and fixed-form test segments will not expire until the end of the test window.

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

PT Segments (Mathematics, Science, ELA)

- Students may pause their PT and resume testing throughout the day, as needed. The 20-minute Pause Rule does not apply to PTs.
- **Mathematics / Science / Biology**
 - **Expiration:** Once students start the PT, it will expire at the end of the school day. Students must start and finish the PT **on the same day**. They may not revisit the PT on a subsequent day
- **ELA**
 - The ELA PT is configured as a single test ID, but consists of two segments (“Segment 1” and “Segment 2”).
 - **Expiration:** Once students sign into Segment 1, the ELA PT will expire **in seven calendar days** (includes weekends) if one or both segments have not been submitted.
 - Each segment may be administered to students **on one day or two separate days** (See *Scheduling the ELA PT* below).
 - Once a TA approves a student to enter Segment 1 (or Segment 2), the student must complete that segment **on the same day**. The student may not complete that segment on a subsequent day.
 - If a TA approves a student for either segment in error, the student should complete the segment that same day.
 - IDOE strongly recommends schools administer ELA PT Segments 1 and 2 on two separate days. Students are required by the Test Delivery System (TDS) to complete Segment 1 **before** accessing Segment 2. **TAs must approve** students to enter Segment 2.
 - If not immediately moving on to Segment 2, the students should log out of the test **before** advancing to Segment 2. The TA must approve the students to enter Segment 2 at the beginning of a subsequent test session.
 - Upon entering Segment 2, students will be able to see any Global Notes and highlighting they applied to passages during Segment 1.

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

Additional Scheduling Guidance

Pause Rules

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

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

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

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

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

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

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

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

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

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

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

Test Timeout

As a test security measure, any student will be logged out of a test segment after 20 minutes of inactivity in either the CAT, fixed-form, or PT segments. Activity is defined as selecting an answer or navigation option in the test segment (e.g., selecting “**Next**” or “**Back**” or using the Mark for Review drop-down list to navigate to another item).

Simply moving the mouse around the screen will not count as test activity. Students must actually select something on the screen.

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

The student may revisit items on a previous screen in the current test segment (CAT or fixed-form only) if he or she resumes testing within 20 minutes of the timeout.

A student who logs into the ELA PT or the Mathematics CAT (grades 6–8) segment after a test timeout **must** complete any unfinished test segment **before** starting the next test segment in the same content area.

Single Test Sessions for Multiple Grade-Level Tests

CAI’s TDS allows TAs to administer multiple grade-level tests during a single test session. This approach can be helpful when administering online tests to small groups of students (e.g., virtual learners, makeup testing). Corporations and schools utilizing this optional approach must adhere to these guidelines:

- Limit each test session to include a single content area and test segment type. With a few exceptions, the operational scripts contained within the *ILEARN 3-8 TAM* are uniform for a given content area and test segment type. This enables a school to simultaneously administer a segment to students at multiple grade levels, if needed.

Test Sessions for Multiple Grade-Level Student Groups

Content Area Segment	Recommended Grade Level Groups
ELA CAT	3–8
ELA PT*	3–8
Mathematics CAT**	3–5
	6–8
Mathematics PT	3–8
Science CAT	4 and 6
Science PT	4 and 6
Social Studies	5

* Schools must administer ELA PT Segment 1 and ELA PT Segment 2 in two different sessions to avoid confusion resulting from unique segment directions.

** Schools must administer this CAT segment to students in grades three through five in one session and to students in grades six through eight in a separate session to avoid confusion resulting from unique segment directions.

- Ensure the TA has completed all required training. Upon completion of the TA Certification Course and all other training requirements, the TA is able to initiate a test session for any student enrolled in the corporation or school.
- Confirm students' test settings in TIDE. The TA can initiate a test session for the students, but likely will not have access to every student's profile in TIDE. CTCs must report any corrections to student data to IDOE at least one day before testing and confirm settings are correct before testing begins.
- Provide student and test session information to the TA **before** testing begins:
 - List of students testing and their accommodations;
 - Name of scheduled test to be approved for each student; and
 - Student Access Cards or other documentation reflecting the Student Test Number (STN) for every student.
 - Be available to support the TA with any questions or concerns, as needed.

Make-up Testing

In most cases, the student must begin testing with rest of the class per the testing schedule upon return to school. Make-up test segments may be given out of order but must be completed before the end of the test window. Refer to common make-up testing scenarios in the table "Common Make-up Testing Scenarios" (pages 17–18).

Common Make-up Testing Scenarios

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

Question

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

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

IDOE Guidance

The school must administer the Mathematics PT to the student with the rest of the class, per the local testing schedule. The student should finish the CAT on a subsequent day.

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

Question

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

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

IDOE Guidance

The school should:

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

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

Question

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

Which segment should the student begin?

IDOE Guidance

Due to the segment-specific directions in the *ILEARN* 3–8 TAM, the school must administer ELA PT Segment 1 to the student in a separate session. The student must complete Segment 1 by the end of the day. Together, the TA and STC must evaluate whether enough time remains in the day for the student to also start and finish ELA PT Segment 2 or wait until the following day to administer ELA PT Segment 2 to this student. Refer to “Scheduling the ELA PT” (page 14).

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

Question

A student does not complete the test before lunch, or some other scheduled class or school event.

IDOE Guidance

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

Schools must determine how many additional test sessions to provide individual students who may need more time.

Chapter 4: Important Information

Test Security

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

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

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

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

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

TAs and Proctors may **not** assist students in answering questions. TAs and Proctors may **not** translate, reword, or explain any test content. Test content may not be discussed, copied, paraphrased, reviewed, videoed, posted, texted, emailed, or photographed before, during, or after test administration. Any records of such events must be reported immediately to IDOE.

Interruptions to Testing

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

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

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

Use of Unallowable Resources

Students are not permitted to use resources on *ILEARN* assessments that are not specifically identified in this manual or the **2021–2022 Accessibility and Accommodations Information for Statewide Assessments** posted on the IDOE website. The use of unacceptable resources during *ILEARN* testing is a test security violation and may result in the student's assessment being invalidated. Questions about appropriate resources must be directed to IDOE prior to test administration.

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

Personal electronic devices, including but not limited to cell phones, smart watches, and other electronic devices, are major sources of test security violations. It is for this reason that students, TAs, and Proctors are not permitted to have access to any personal electronic devices during *ILEARN* testing. TAs must confirm personal electronic devices are not accessible to students or staff during testing, with the exception of a student requiring a medical device. The medical purpose during testing must be documented in the student's formal plan in advance of testing. The protocol for the presence of a medical support during testing is located in the **2021–2022 Accessibility and Accommodations Information for Statewide Assessments**.

Test Irregularities

TIDE allows CTCs, NPSTCs, and STCs to request action for a student test (e.g., re-open a test, re-open a test segment) in response to a testing irregularity that occurs in the standardized test environment. See the ***TIDE User Guide*** for directions on how to create an Irregularity Request in TIDE and the **2021–2022 Indiana Assessments Policy Manual** on how to submit a *Testing Irregularity Report* to IDOE. In many cases, formal documentation is required in addition to the creation of an Irregularity Request in TIDE. IDOE's *Testing Irregularity Report* form is accessible at the following location: <https://www.in.gov/doe/files/2021-2022-Testing-Irregularity-Report.pdf>.

CTCs, NPSTCs, STCs, and TAs must discuss the details of a testing irregularity to determine whether test invalidation is appropriate. CTCs, NPSTCs, or STCs should submit to IDOE a *Testing Concerns and Security Violations Report* when invalidating any student test in response to a test security breach or any interaction that

compromised the integrity of a student's test administration. *A Testing Irregularity Report may be submitted to IDOE to address incidents which are not security related.*

Examples of Test Irregularities and Security Violations

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

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

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

Invalidation

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

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

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

The *ILEARN* Grade 5 Social Studies Assessment and the optional U.S. Government ECA each require only one invalidation request to invalidate the entire test. ELA, Mathematics, and Science (including Biology ECA) assessments each consist of two separate testing components, a CAT or a Fixed Form and a PT, and therefore have specific invalidation requirements that must be followed.

To invalidate a **portion** of a two-part assessment, submit an invalidation request **only** for the part of the assessment that needs to be invalidated. To invalidate the **entire** assessment, a separate invalidation request must be submitted for both the CAT or Fixed Form and PT. If only one invalidation request is submitted, only one part of the test will be invalidated. Invalidations on tests have scoring and reporting implications for students, and caution should be used when invalidating student tests.

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

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

Online Testing

Computer and Device Preparation

Each student workstation (testing device) must meet the specifications and be prepared according to the instructions provided in the ***Quick Guide for Setting up Your Online Testing Technology***, available on the Indiana Assessment Portal. An evaluation of device and network readiness may occur through utilization of the Network Diagnostic tool and a Systems Readiness Test (SRT). An SRT simulates the loading and processing of an operational test administration. Instructions for running an Infrastructure Trial and the required Systems Readiness Test can be found in the ***Systems Readiness Guide for Cambium Assessments 2021–2022***, accessed in the Indiana Assessment Portal under the Technology tag.

CTCs must confirm with local IT staff that student devices have been configured for online testing ahead of practice and operational testing.

Student Access Cards

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

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

NOTE: Each Student Access Card is comprised of the student’s name and his or her nine-digit STN. **When combined, a student’s name and STN become secure information that must be protected per student privacy laws.** TAs must distribute the correct Student Access Card to each student to access the designated assessments and collect and securely store all Student Access Cards immediately following each test session. The CTC must securely destroy Student Access Cards once all testing is complete.

Student Access Card

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

Online Practice Test

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

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

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

For 2021–2022, CTCs, NPSTCs, and STCs can view practice test completion in TIDE using the Monitoring Test Progress module. See the **TIDE User Guide** for additional information.

Roles and Responsibilities

The *ILEARN* assessment program relies on a system of specific roles and responsibilities in order to keep data secure from unauthorized persons. CTCs, STCs, NPSTCs, and TAs should review the “Assessment User Roles and Responsibilities Checklist” in **Appendix H** of the *2021–2022 Indiana Assessments Policy Manual* for more details regarding each user role.

Chapter 5: During Test Administration

Support During Testing

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

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

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

Response Alerts

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

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

Appendix A

Specific Protocol for Scribe and Human Reader

Appendix A: Specific Protocol for Scribe and Human Reader

Scribing Protocol

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

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

Before Testing

- Scribes must complete Test Security Training and read and sign the *Testing Security and Integrity Agreement* prior to test administration, which is located in the *2021–2022 Indiana Assessments Policy Manual*.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Scribes may wish to review the practice test to become more familiar with the assessment.

Directions for Using a Scribe

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

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

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

Considerations for Students Using ASL or Other Sign System

- The scribe should be proficient in the sign system utilized (e.g., ASL) or the scribe should be working with an interpreter proficient in the sign system. The interpreter must complete Test Security Training and read and sign the *Testing Security and Integrity Agreement* prior to test administration, which is located in the *2021–2022 Indiana Assessments Policy Manual*. Interpreters must be school employed and certified.
- When a constructed response is required, the interpreter should convey the meaning behind the student’s indicated response, such as stating out loud to the TA the student’s response.
- The interpreter/scribe should show the student the written response, but NOT sign the response to the student.
 - Probing or clarifying is allowed in the case of classifiers for students using ASL or other sign systems.
- Students may review the written or typed response on paper or on the computer screen and indicate any changes or revisions to the scribe.

Considerations for Students Using Braille

- The scribe should be proficient in reading (visually or tactually) braille in all braille codes used by the student.
- The scribe should enter the responses on paper or online exactly as the student has brailled. In addition to following the content specific guidelines above, errors in braille code should not be corrected.
- The scribe may ask for the student to read back brailled responses for clarification if the brailled response is difficult to read due to student corrections.

- Students may review the written or typed response on paper or on the computer screen by either using the scribe to read back the entered response or using assistive technology. Students may indicate any changes or revisions to the scribe.

After Testing

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

Human Reader Protocol

Scripts are required when a human reader provides the read aloud accommodation. Scripts to administer online and paper-and-pencil assessments will be posted to the CTC's Secure Inbox accessible from the Indiana Assessment Portal through the Inbox Portal Card. A script must be accessed and printed ahead of time and the human reader must follow the script verbatim. Test content cannot be read aloud where oral presentation is noted as being prohibited in the script.

TAs must use the appropriate read aloud script in conjunction with the *TAM* to administer the assessment to students with a formal read aloud accommodation. TAs must use the appropriate read aloud script for students based on their formal plan. Use of the incorrect read aloud script may result in test invalidations.

Students taking *ILEARN* grades 3–8 can have all items and passages including items that measure reading comprehension read aloud if the case conference committee determines the accommodation is appropriate based on student need.

All Subject Areas

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

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

This table provides an overview of the most common read aloud scripts for both online and paper testing. Review the complete **list of all available read aloud scripts** which also notes the related accommodations, test form associations, and availability dates.

	Script	Grade/Content Area	Description
Regular and Large Print Paper Tests	ILEARN SCRIPTED TA DIRECTIONS for Paper-and-Pencil Assessments	<i>ILEARN</i> Grades 3–8 <i>ILEARN</i> Biology ECA <i>ILEARN</i> U.S. Government ECA	To administer the regular print and large print assessment.
	ILEARN READ ALOUD SCRIPTS for Accommodated Paper-and-Pencil Assessments for All Items Except Reading Comprehension Items	<i>ILEARN</i> Grades 3–8 <i>ILEARN</i> Biology ECA <i>ILEARN</i> U.S. Government ECA	To administer the regular print and large print assessment to students with the formal accommodation “Text is read aloud to the student (except items testing reading comprehension) by a human reader using a reader’s script.”
	ILEARN ELA READ ALOUD SCRIPTS for Accommodated Paper-and-Pencil Assessments for All Items Including Reading Comprehension Items	<i>ILEARN</i> Grades 3–8 ELA	To administer the regular print and large print assessment to students with the formal accommodation “Text is read aloud to the student by a human reader using a reader’s script for all items including items testing reading comprehension.”
Braille Paper Tests	ILEARN SCRIPTED TA DIRECTIONS for Braille Paper-and-Pencil Assessments	<i>ILEARN</i> Grades 3–8 <i>ILEARN</i> Biology ECA <i>ILEARN</i> U.S. Government ECA	To administer the braille assessment. NOTE: This script is available for the spring administration only.
	ILEARN READ ALOUD SCRIPTS for Braille Accommodated Paper-and-Pencil Assessments for All Items Except Reading Comprehension Items	<i>ILEARN</i> Grades 3–8 <i>ILEARN</i> Biology ECA <i>ILEARN</i> U.S. Government ECA	To administer the braille assessment to students with the formal accommodation “Text is read aloud to the student (except items testing reading comprehension) by a human reader using a reader’s script.” NOTE: This script is available for the spring administration only.
	ILEARN ELA READ ALOUD SCRIPTS for Braille Accommodated Paper-and-Pencil Assessments for All Items Including Reading Comprehension Items	<i>ILEARN</i> Grades 3–8 ELA	To administer the braille assessment to students with the formal accommodation “Text is read aloud to the student by a human reader using a reader’s script for all items including items testing reading comprehension.”

	Script	Grade/Content Area	Description
HoH (Sign Lang.) Online Tests	ILEARN READ ALOUD SCRIPTS for Online Accommodated Assessment for Hard of Hearing Except Reading Comprehension Items	<i>ILEARN</i> Grades 3–8 <i>ILEARN</i> Biology ECA <i>ILEARN</i> U.S. Government ECA	To administer the online accommodated form with an approved sign-language interpreter to students with a Human Reader Accommodation for All Items Excluding Reading Comprehension.
	ILEARN ELA READ ALOUD SCRIPTS for Online Accommodated Assessment for Hard of Hearing Including Reading Comprehension Items	<i>ILEARN</i> Grades 3–8 ELA	To administer the online accommodated form with an approved sign-language interpreter to students with a Human Reader Accommodation for All Items Including Reading Comprehension.

Appendix B

Large Print and Braille Editions

Appendix B: Large Print and Braille Editions

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

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

Appendix C

Paper-and-Pencil Testing – For Test Coordinators

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

General Rules for Paper-and-Pencil Testing

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

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

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

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

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

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

Students are permitted to use the secure glossary sheet for the relevant assessment as a resource during paper-and-pencil testing. Glossary sheets may not be used as scratch paper. Test Administrators must collect and account for all glossary sheets immediately following the assessment. **Glossary sheets** are available online.

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

Paper-and-Pencil Practice Test

Schools are required to administer the paper-and-pencil practice test to students before administering the paper-and-pencil test (if applicable). The paper-and-pencil practice test is located on the pages immediately leading up to the first test segment in each paper-and-pencil assessment book. Once students have completed the practice test, the TA must administer the first test segment. The TA may first provide a short break,

but must administer the first segment to students on the same day as the practice test segment. Any subsequent segments in the assessment book may be administered to students as time allows throughout the test window.

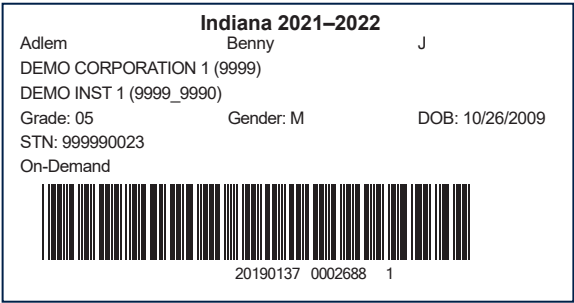
Before Testing

Pre-ID Labels and Blank Student Labels for Assessment Books

Paper-and-pencil materials are sent to corporations for distribution to the schools within the corporation. CTCs must affix Pre-ID labels on the front covers of students’ assessment books. Students who are pre-identified as needing regular print assessment books prior to January 27 will receive their Pre-ID’ed assessment books with a label already affixed.

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

Sample Pre-ID Label



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

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

Read Aloud Scripts

Secure scripts will be available in advance of the respective *ILEARN* assessment window for use with students whose formal plans require a paper-and-pencil assessment and/or a human reader accommodation. Please refer to the complete list of available read aloud scripts in “**Appendix A**” (page 27) of this manual. The Office of Student Assessment will communicate specific details regarding how and when these secure scripts will be communicated with CTCs.

Instructions for Administering Braille and Large Print Tests

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

Braille Test Kits	Large Print Test Kits
Cover Sheet	Cover Sheet
Paper-and-pencil receipt and return instructions	Paper-and-pencil receipt and return instructions
<ul style="list-style-type: none"> • Regular print assessment book; • Braille assessment book; • Braille glossary sheet for forms with glossed terms; • Packet of ancillary materials (transcriber's notes) on the inside back cover of the braille assessment books; and • Any administrative materials. 	<ul style="list-style-type: none"> • Regular print assessment book; • Large print assessment book; • Large print glossary sheet for forms with glossed terms; and • Any administrative materials.

Student Identification

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

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

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

Transcription Guidelines

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

- All test materials and student responses are to be considered secure and confidential.
- Only persons who read and are proficient with braille should transcribe students' braille responses.
- Transcribers should be impartial and have no vested interest in student scores.
- Transcriptions of student responses must be identical to what the student provides, including grammar, pronunciation, and spelling. If a student provides an incomplete response, the transcription must match that incomplete response **exactly**.
- Transcriptions should be proofread by a second impartial party to confirm accuracy. For cases where students have provided a graphic in a response, two transcribers should collaborate to transfer the response.

- When transcription is complete, student responses must be securely destroyed according to defined protocols.
- Do **NOT** dispose of student responses by placing them in the trash.

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

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

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

Returning Test Materials

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

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

After Testing

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

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

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

Corporations and schools should return materials as early as possible following testing to expedite the scoring process. Student assessment books and answer booklets found more than one week (five business days) after the published pickup date must be immediately returned to the appropriate testing vendor; however, the student's responses will not be scored. The CTC is responsible for arranging test materials pickup. Contact the Indiana Assessment Help Desk (see the "Indiana User Support" section of any Indiana manual) to report any problems when packing or arranging for pickup.

COVID-19 Safety Precautions

Corporations are encouraged to adhere to local and national COVID-19 safety guidelines when handling materials for return packing and shipping. These guidelines may include ensuring social distancing guidelines, limiting materials access to essential students and staff, screening staff members who have access to these materials, supporting home isolation for sick or symptomatic staff, requiring protective equipment such as face masks and gloves, and modifying work areas to maintain appropriate distances among staff packaging materials for shipment.

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

Materials Return Checklist

Return to the Scoring Vendor		Do Not Return to Scoring Vendor
Scorable	Non-Scorable	Secure Materials to Destroy Locally (e.g., securely shred, burn)
<input type="checkbox"/> Used Assessment Books (includes Regular Print and Spanish assessment books) <input type="checkbox"/> No / AM Materials are to be Returned to MI	<input type="checkbox"/> Unused Assessment Books <input type="checkbox"/> Braille and Large Print Materials <input type="checkbox"/> Damaged Materials <input type="checkbox"/> No / AM Materials are to be Returned to MI	<input type="checkbox"/> Used Scratch Paper <input type="checkbox"/> Student Access Cards <input type="checkbox"/> Student Rosters with STNs and/or Birth Dates <input type="checkbox"/> Accommodations Reports with Student Names, STNs and/or Birth Dates <input type="checkbox"/> Print-on-Demand Test Content (e.g., printed passages, stimuli, items) <input type="checkbox"/> Printed Secure Read Aloud Scripts, <i>ILEARN</i> Glossary Sheets <input type="checkbox"/> Documents with Written or Printed Session IDs <input type="checkbox"/> Glossary Reference Sheets <input type="checkbox"/> Pre-ID Labels <input type="checkbox"/> Soiled or Contaminated Materials

Handling Contaminated and Damaged Materials

STCs will identify any contaminated or damaged materials.

- Contaminated materials are those soiled with body fluid (e.g., vomit, blood).
- Responses from a contaminated assessment book must be transcribed into a clean assessment book. Contact the Indiana Assessment Help Desk (866-298-4256) to report any contaminated assessment books. These reported assessment books should not be returned to the scoring vendor and must be securely destroyed after following the directions above and submitting a *Testing Irregularity Report* to the IDOE.

- Materials handled by a student known to have or suspected of having COVID-19 should be returned using the same guidelines as other non-contaminated testing materials, but must be bundled separately and placed in a manilla envelope or other onsite material that will ensure that the materials are not bent or folded and will still be able to be processed and scored. These assessment book(s) should only be transcribed if the responses appear in a braille or large print assessment book as all scorable braille and large print responses must be transcribed into a regular print book to be scored. If the braille and large print assessment books are not transcribed into a regular print assessment book, they will not be scored.
- Unused Pre-ID labels should not be returned to the scoring vendor, but should be securely destroyed.
- Damaged assessment books must be returned to the scoring vendor. A damaged assessment book could involve ripped pages, missing pages or pages falling out of the assessment book. Place a rubber band around any damaged assessment books.
- Failure to accurately report contaminated books destroyed during the testing window will result in discrepant inventory reports.

Preparing Secure, SCORABLE Materials for Return

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

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

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

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

Packing Secure, SCORABLE Materials for Return

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

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

Preparing and Packing Secure, NON-SCORABLE Materials for Return

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

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

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

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

Local Destruction of Other NON-SECURE Materials

Refer to the “Materials Return Checklist” on the page 45 to reference those test materials that should **not** be returned to MI. Discard or **securely** destroy these materials according to state or corporation policies.

Do Not Score Labels

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


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

CORPORATION CODE: 12345

SCHOOL CODE: 1234

GRADE: 8

X DO NOT SCORE X



DONOTSCORE174021822

Preparing Boxes of Materials for Return

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

Arranging Test Materials Pickup

Corporations and schools **must** schedule FedEx pick-ups on their own and must ship all paper-and-pencil test materials by the published deadline. Student assessment books found more than one week (five business days) after the published pickup date **must** be immediately returned to the scoring vendor; however, the student's responses **will not be scored**. Have your receipt tab(s) handy when you make your request.

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

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

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

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

For more information, reference the “Packing Materials for Return” document on the **Indiana Assessment Portal**.

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

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

