

Professional Testing Practices for Educators

Illinois Standards Achievement Test (ISAT)

Spring 2009

Illinois State Board of Education

Contents

Introduction.....	3
Section 1. Test Security.....	4
Section 2. Test Preparation for Students.....	6
Section 3. Standardized Test Administration.....	8
Section 4. Reporting Test Results.....	13
Section 5. Sanctions for Testing Irregularities.....	14

Introduction

This document provides guidance for educators who administer the Illinois Standards Achievement Tests (ISATs). In addition, the Illinois State Board of Education (ISBE) hopes that this document is helpful for districts administering district-level standardized tests, whether these tests are purchased from a test publisher or are developed locally. State tests are an important and required tool used to monitor state, district, school, and student achievement. For tests to yield fair and equitable results, they must be given under standardized conditions. Only then will the results for students, schools, and districts be comparable across the state and from year to year.

Testing irregularities may affect a school's results. The primary sanction for cheating or other testing irregularities is suppression of a student's results. The suppression of a student's results means two things. The student does not receive results in the subject(s) affected on the various reports where the results would be included. Those suppressed results are not included in any aggregation of results for the school, district, or state and the results are not included in any calculation of AYP performance results. Sanctions are described further in Section 5 of this document.

To ensure that students take the state tests under fair and equitable conditions, ISBE expects Illinois public school educators to read this document carefully and adhere strictly to the principles and procedures it describes. ISBE also expects that Illinois public schools will use this document, along with the District and School Coordination Manual and test administration manuals to provide training for staff in correct and appropriate test preparation, test administration, and test security procedures.

The practices described in Sections 1 through 4 are classified into three groups:

- **Required** procedures and activities
- **Prohibited** procedures and activities
- **Best Practices**, which are procedures and activities that are highly recommended but are not required

NOTE: In this document, reference is made to accommodations for students with IEPs or Section 504 Plans. When accommodations for these students are referenced, it is always understood that any such accommodations are written into their IEPs or Section 504 Plans.

Section 1

Test Security

The primary goal of test security is to protect the integrity of the state tests. To ensure that trends in achievement results can be calculated across years, a certain number of questions must be repeated from year to year. If these questions are made public, the validity of the test may be compromised. The best way to ensure test security is to limit access to tests only to those who must have access and to ensure that all who have access understand the crucial need for security.

Requirements: Procedures essential for test security

For Chicago District 299 only: There is no District Coordinator for Chicago District 299 schools. The School Coordinator is responsible for overseeing state testing and for handling test materials in each Chicago public school.

- Districts and schools shall formalize the distribution procedure to make the requirement for test security clear to each person who has access to the tests and to ensure correct distribution of test materials. This procedure should define a “chain of custody” such that all secure materials are accounted for at all times.
- The District Coordinator shall receive all test materials from the state’s testing contractor, maintain the security of the materials, and distribute the materials to the School Coordinator. The District Coordinator shall keep a record of exactly how many test booklets are received from the state’s testing contractor and how many are distributed to each school. The District Coordinator is responsible for returning state test materials to the appropriate testing contractor.
- The School Coordinator is responsible for maintaining test security in a building. The School Coordinator shall distribute test materials to the Test Administrators, who will administer the tests. The distribution procedure shall include the following actions:
 1. Distribute copies of the appropriate test administration manual to test administrators prior to the two-week window designated for state testing so that they can become familiar with testing procedures.
 2. Keep a record of exactly how many test booklets are distributed to each test administrator.
 3. Distribute test booklets to the test administrators immediately before the tests are administered.
 4. Count the test booklets returned by test administrators, and verify that all test booklets – including unused booklets – have been turned in. The School Coordinator returns all test booklets, answer documents, writing folders, and other test materials to the District Coordinator.
- The **test administrators** shall keep a record of how many test booklets are distributed to them and shall keep the test booklets secure until returning them all to the School Coordinator.

- The **District Coordinator** (or any other appropriate district or school staff member) is responsible for immediately reporting any breach of security, including a loss of test materials or a failure to account for test materials, to ISBE Student Assessment staff (217/782-4823).

Prohibitions: Actions that violate test security

- Do not read, review, analyze, or copy secure test materials (including pilot or field test materials) at any time before, during, or after test administration.

There are two exceptions.

- 1. Test administrators using a reader script as an accommodation should take some time to familiarize themselves with the format of the reader script immediately prior to the first test session.*
- 2. School staff members may reproduce secure test materials, in whole or in part, if this is necessary to provide a particular test accommodation for a student with an Individualized Education Program (IEP) or a Section 504 Plan. All such copies are themselves secure and must be returned with the original test materials.*

- School personnel, both at the district and building level, shall not distribute secure test materials before the normal distribution for test administration unless it is necessary to provide a test accommodation for a student with an IEP or Section 504 Plan or for a student who is LEP.
- Test materials shall never be left unattended unless they are placed in a secure, locked area.
- Student answers to extended-response questions in reading, extended-response and short-response questions in mathematics, and prompts in writing may not be copied.
- Student answers to multiple-choice questions, extended-response questions, short-response questions, or writing prompts shall not be scored or graded prior to being returned to the testing contractor for processing.

Best Practices: Procedures that are highly recommended to increase test security

- Schools throughout the district administer the same tests on the same days during the two-week test window.
- For a given grade, classrooms throughout the school administer the same test sessions on the same days at the same time.

Section 2

Test Preparation for Students

Test preparation activities for students must have two goals:

1. to ensure that all students have the opportunity to learn in accordance with the Illinois Learning Standards and become knowledgeable about the content covered by the tests, and
2. to give all students occasion to become familiar with the types of questions used on the test (multiple-choice, extended-response, short-response questions, and writing prompts) so that students are tested for their knowledge and ability, not their test-taking skills.

Requirements: Practices essential for proper test preparation

- Administrators, curriculum directors, and teachers shall rely on the Illinois Learning Standards as a primary resource for curriculum development and instruction, thus providing students the opportunity to learn the content covered by the tests. The Illinois Assessment Frameworks outline what may be tested at each grade (available at www.isbe.net/assessment/IAFindex.htm).
- Ensure that students are familiar with the testing formats. Teach relevant test-taking skills, especially at lower grades, including how to approach multiple-choice questions and answer extended-response, short-response questions, and writing prompts. ISBE provides sample materials (available online at www.isbe.net/assessment/isat.htm).

Prohibitions: Actions that must not be part of test preparation

- Do not use secure test questions/prompts or questions/prompts that are similar or altered versions of secure test questions/prompts for practice or instruction.
- Do not reveal, copy, or reproduce tests, test questions, or student responses except for the following: test materials may be copied as noted in Section 1 of this document for students with IEPs or Section 504 Plans, or for students who are LEP.
- Do not post, display, or distribute immediately before testing any classroom posters or other materials not provided by the state specifically for testing if those posters or materials would assist students taking the tests. Likewise, do not point out or otherwise draw attention to posters or classroom displays immediately before testing, indicating that the posters or classroom displays may be helpful on the state tests.

Best Practices: Activities that are highly recommended for test preparation

- Integrate the teaching of test-taking skills into regular classroom instruction and assessment. Answering extended-response or short-response questions or responding to writing prompts under timed conditions is a skill that requires practice for mastery.

- Do not sacrifice large amounts of instructional time to commercial test-preparation programs or drill-type test preparation.
- Encourage a positive atmosphere for testing. In many cases students are likely to adopt the attitude toward the state tests that they see displayed by their teachers. Encourage students to do their best in ways that do not provoke anxiety beyond that expected for a normal testing situation.

Section 3

Standardized Test Administration

For the state tests to be comparable among schools and to monitor school progress fairly, the tests must be administered uniformly. It is important that all eligible students take the tests and that no student be given an unfair advantage or disadvantage.

Requirements: Mandatory test administration procedures

- To implement standardized test administration procedures, District and School Coordinators shall read the *District and School Coordination Manual* and test administrators shall read the appropriate test administration manual. If questions arise, the District Coordinator or School Coordinator should consult with an ISBE Student Assessment staff member (217/782-4823).
- Teacher aides may administer ISAT tests if they are appropriately trained in administration of a standardized achievement test **and** if they are under the direct and constant line-of-sight supervision of a certificated teacher. A list of who may (on their own) administer ISAT tests is given in the *ISAT Test Administration Manuals* and the *District and School Coordination Manual*.
- Any accommodation provided to a student with an IEP or Section 504 Plan shall be written in the IEP or Section 504 Plan.
- Those who will administer tests to students who will receive test accommodations should be trained in correct use of test accommodations and special format tests such as reader scripts, as described in the *Test Administration Manual*.
- At a given grade all students in a school must complete the same regularly-scheduled test session(s) by the end of a given school day. This requirement does not apply to students who receive accommodations that require additional time (e.g., reader scripts or Braille formats) or who simply receive extended time as a test accommodation.
- Test sessions for a given subject (for example, reading: sessions 1, 2, and 3) must be given in sequence. However, this does not mean that all sessions of reading must be administered before any sessions of mathematics or science are administered.

Exception for make-up situations: *Students who have missed test sessions should resume testing with their class on the regular school test schedule when they return. This may mean that a student could take session 2 of mathematics, for example, before he or she took session 1. In this example, use a make up schedule to administer session 1 of mathematics so as to get the student “caught up” with the school’s regular test schedule as soon as feasible.*

- Test administrators must strictly observe time limits on test sessions.

- If one or more students are still actively engaged and working on a test session when the regular time is up, the students may receive up to 10 additional minutes to complete the session. See the appropriate ISAT test administration manual for instructions as to how the additional 10 minutes are provided for each test session.
- LEP students may receive extended time on each test session. This extended time is over and above the additional 10 minutes that all students who are actively engaged in testing may have. The amount of additional time beyond the regular time for each test session is not specified but should take into account the student's needs as well as general considerations of what is reasonable. However, in no case may a test session for a student be split across days. Any test session started on a given school day must be finished by the end of that school day. Any extended-time sessions (i.e., beyond the extra 10 minutes) should be planned in advance and administered separately from the standard-time sessions.
- Oral instructions to the students in the *Test Administration Manuals* shall be read verbatim. However, if students do not understand the test instructions that are read to them, the instructions may be paraphrased or the test administrator may provide further explanation.
- Schedule rest breaks of at least ten minutes between test sessions. Keep in mind that young children (especially) require a rest period. Students with IEPs, Section 504 Plans, or who are LEP may require longer breaks or breaks during test sessions.

POSTERS

- There are only 2 types of posters that **may not** be displayed on classroom walls during ISAT testing. Use your best professional judgment regarding other posters and classroom displays.
 1. Any poster that has step-by step instructions for answering a reading extended-response question-for example, the Reading Student-Friendly Rubrics.
 2. Any poster that provides definitions for those root words and affixes listed in the Illinois Assessment Framework for Reading.
- Students may not get out of their seats to refer to a poster or classroom display during testing.
- Test Administrators should not make reference to posters or classroom displays immediately prior to or during testing. Likewise, posters or classroom displays should not be added to the classroom immediately prior to or during the two-week test window. Posters and displays should be part of the background classroom environment.

- Unless it is used to provide an accommodation for a student with an IEP or Section 504 Plan, posters or classroom displays may not be moved to an alternative testing location. This may create an artificial environment and may lead students to believe that they should use these during testing.

DESKTOPS

- Students shall have only their test booklet, answer document, or writing folder and writing utensil(s) {No. 2 pencil, and highlighter if desired}, on their desks during testing. Anything attached to or part of the desk such as multiplication tables, number lines, word lists, etc., must be removed or covered up during the test. However, a simple name tag, containing absolutely no instructional information (e.g., number line, word list, etc.) may be on the desk.

There are five exceptions:

1. *Students may use calculators during all three sessions of the ISAT mathematics tests at grades 4 through 8.*
2. *Students in grades 7 and 8 shall have the Mathematics Reference Sheet provided by ISBE on their desks during all three sessions of the ISAT mathematics test.*
3. *Students in grades 3 through 8 shall have paper rulers provided by ISBE on their desks during all three sessions of the ISAT mathematics test.*
4. *Students at all grades shall be given a supply of blank, unlined scratch paper for session 1 of mathematics. For sessions 2 and 3 of mathematics students shall do all scratch work in their test booklets in the space provided, except when additional paper is needed as an accommodation for a student with an IEP or a Section 504 Plan. The test administrator must destroy all separate, used scratch paper immediately after testing.*
5. *As a test accommodation for students with an IEP or Section 504 Plan, students **may** use graphic organizers, word processors, calculators at grade 3, additional paper for notes or calculations for any test, or other aids such as multiplication tables, number lines, or word lists.*

Note: *Dictionaries or thesauruses are not allowed at any grade or for any subject, even as an accommodation.*

Note: *If students use highlighters as a reading or test tool, students may highlight parts of reading passages, graphics attached to test questions, multiple-choice test questions, extended-response or short-response test questions, or writing prompts. Highlighting must not be part of extended-response or short-response written answers or part of what is written for the writing prompt. **All responses must be marked or written in the scannable answer document or grade 3 test booklet ONLY with a No. 2 pencil.***

- Test accommodations should not negate or undermine the purpose of a test or jeopardize test security. If there are any questions about the appropriateness of an accommodation for a student with an IEP or a Section 504 Plan or for a student who is LEP that cannot be answered locally, contact a Student Assessment Division staff member at 217/782-4823.
- If necessary, the school administrator must alter the school's schedule to accommodate the required times for test sessions.
- Encourage student attendance on days when tests are administered.
- Arrange seating so that there are adequate spaces between seats during testing. For example, if two students are seated at small tables, they should be seated opposite each other.
- Make every reasonable attempt to give makeup tests to students who were absent on a testing day or days and develop a plan for makeup sessions.
- Test materials shall be closely supervised or locked in a secure area at all times.

Prohibitions: Actions that must not occur during test administration

- No off-grade testing is permitted, even as an accommodation for a student with an IEP or Section 504 Plan or for a student who is LEP. A state test shall be given only to students enrolled at the grade level for which the test is labeled.
- Students must not participate in more than one battery of state tests or in portions of more than one battery of state tests. They participate in ISAT tests or the Illinois Alternate Assessment (IAA). For example, students should not take the ISAT mathematics and science tests and the IAA reading test.
- Neither tests nor the test sessions may be divided for administration in any way that is not described in the *Test Administration Manual*, except to provide a test accommodation for a student with an IEP or a Section 504 Plan or for a student who is LEP. However, a test session **may not** be split across days, even as an accommodation. Any test session begun on a given school day must be completed by the end of that school day.
- Students are to take no more than two test sessions on any one day of regularly-scheduled state tests. Within reason, more than two sessions may be given in one day during the makeup period, but no more than two sessions may be administered in any one morning or afternoon.
- Test administrators or proctors must not coach students, edit their work, respond to their questions, or give them cues in any way during testing that would guide them to a correct answer or aid them in responding to any question. Coaching and cues include gestures, facial expressions, and encouragement to edit or change a response. Test administrators and proctors should simply encourage students to do their best.

- **No part of the reading test (passages, multiple-choice questions or alternatives, or extended-response questions) may be read to a student, even as an accommodation for a student with an IEP or Section 504 Plan or for a student who is LEP.**
- For students using the regular-English test forms (1 – 6 or SF) all or part of mathematics or science questions or the writing prompts may be read in English to a student who has an IEP, a Section 504 Plan, or who is LEP. However, under no circumstances may words be defined or explained for any student. If a student does not have an IEP or Section 504 Plan, you **may not** read any part of any test to the student. This includes pronouncing individual or isolated words or phrases.
- School staff members may not make changes to answers on student answer documents. Only the examinees during the actual test session may make changes to answers on their answer document.
- Do not examine completed answer documents, grade 3 test booklets, or writing essays to erase stray marks or generally “clean up” the answer document. High speed scanners are extremely accurate in detecting students’ intended multiple-choice responses, and those scoring written responses are very experienced in determining students’ intended written responses. Teachers or administrators observed making erasures on student answer documents may create the appearance of impropriety.
- During a test session test administrators must not leave a test room unattended at any time.
- Test administrators must not allow test booklets to be taken out of the testing area by students or unauthorized personnel.

Best Practices: Activities that are highly recommended during test administration

- At the test administrator’s discretion, if students complete a test session early they may indicate that they are finished so that the test administrator can collect the test booklet and answer document from them at that time. However, before test materials are collected, students should be encouraged to check their work for that test session. After test materials are collected students may engage in a quiet, non-disruptive activity at their desks, such as reading a book. Once students turn in their test materials, they are considered to be finished with that test session, and they are not allowed to have the test materials back to change any test responses. In all cases the test administrator must allow full time for the test session to expire, even if all students are finished.
- If possible, schools should arrange to have one adult proctor (who is not related to any student taking the test), in addition to the teacher giving the test, present in each room during testing.
- The principal should be present in the school during test days.
- Schools should provide at least two opportunities for students to make up tests as soon as students are able.

Section 4

Reporting Test Results

Test results are important to educators, parents, students, and the community. School administrators or others who are responsible for reporting test results must make an effort to communicate the strengths and limitations of testing to put the results into proper perspective.

Requirements: Essential guidelines for reporting test results

- Any administrator, counselor, or teacher who reports results must do the following:
 1. Take into account the audience to whom the results are being presented.
 2. Caution audiences about unwarranted inferences based on test results.
 3. Explain both the purpose of the tests and what the tests are not designed to do.
 4. Provide a greater understanding of student performance for the audience by using appropriate data analyses, such as disaggregation of results based on student demographics, comparison of course preparation in relation to test scores, and review of performance trends.
- School administrators shall report aggregate/ summary results to all teachers – not just to those at the grades that are tested – and remind all teachers that student achievement is the responsibility of all educators. Test results are an indicator of what is happening in the school (as well as the community), not just of what is happening in the grades and subjects tested.
- Schools shall share test results with students and their parents or guardians.
- School administrators shall provide appropriate staff development so that staff can competently respond to questions related to testing, scores, and interpretation of results.
- School administrators, counselors, and teachers shall use test results to identify general areas of strength and areas where improvement is needed.

Prohibitions: Actions that must be avoided when reporting test results

- No person or organization shall make a decision about a student or educator on the basis of a single test.
- School administrators and staff must not knowingly make false, misleading, inappropriate, or unsubstantiated statements that lead to false or misleading conclusions about test results.
- Students' demographic characteristics should not be altered to change the overall demographic characteristics of the school or district.
- School administrators and staff must not violate student confidentiality or provide information that publicly identifies an individual student's results.
- School administrators must not allow unqualified staff members to interpret publicly the results of a test or tests.

Section 5

Sanctions for Testing Irregularities

School or district staff members ***must immediately*** report all incidents of cheating or other testing irregularities by students or staff to a Student Assessment Division staff member (217/782-4823). The district superintendent and principal have the primary responsibility for ensuring that irregularities are reported, but all staff involved in testing has a corresponding responsibility. ***Unless otherwise directed by ISBE, answer documents of students involved in test irregularities should be returned to the test contractor for normal processing. These answer documents should not be identified or separated in any special way.***

When a testing irregularity is alleged to have occurred, ISBE will require the school or district to conduct a thorough fact-finding investigation of the alleged irregularity and send a report of the investigation to ISBE as expeditiously as possible. A copy of the investigation procedure is available upon request.

Upon receiving the fact-finding report, ISBE staff will determine whether the alleged testing irregularity occurred and, if so, whether it was severe enough to affect test results and at what level – student, school, or district. This could result in the loss of a year’s test results for the school or district for the grade(s) and subject(s) affected by the testing irregularity. There will be no opportunity to retest. Students who cheated or students who were affected by a test irregularity on an ISAT test will receive no results for that test.

Disciplinary measures for students are handled at the school or district level. ISBE’s usual policy is to leave sanctions for school or district staff involved in testing irregularities to the local district. Districts must therefore have in place a local testing policy that includes sanctions and disciplinary measures that will be used if testing irregularities occur. In extreme cases, ISBE reserves the right to pursue its own sanctions for school or district testing irregularities.

Note to users of this document: The State Board appreciates receiving any suggestions for revisions to this document that will make it clearer and more useful. Please make your suggestions to a Student Assessment staff member at 217/782-4823, or fax your comments to 217/782-6097.

NOTES

