

ILLINOIS Assessment of Readiness

TEST ADMINISTRATOR MANUAL

2020 SPRING

Computer-Based Testing
Math & English Language Arts/Literacy

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1.0 Overview

The Illinois Assessment of Readiness (IAR) assessments will be administered in either computer-based (CBT) or paper-based (PBT) formats. English language arts/literacy (ELA/L) assessments will focus on writing effectively when analyzing text. Mathematics assessments will focus on applying skills and concepts, and understanding multi-step problems that require abstract reasoning and modeling real-world problems, precision, perseverance, and strategic use of tools. In both content areas, students will also demonstrate their acquired skills and knowledge by answering selected response items and fill-in-the-blank questions.

Each assessment comprises multiple units, and additionally, for the Grades 6 and 7 mathematics assessments one of the mathematics units is split into two sections: a non-calculator section and calculator section. Refer to Section 2.4 for additional information about the number of units for each assessment.

1.1 About this Manual

This manual provides instructions applicable to Test Administrators necessary for the computer-based administration of the IAR assessment, as well as the procedures and protocols for the Test Administrator to complete before, during, and after test administration. This manual also contains the protocols that Test Administrators and Proctors must follow related to test security and test administration. Definitions for terms used in this manual can be found in **Appendix A**.

When administering the computer-based IAR assessment to students, the Test Administrator should turn to the page that contains the script (i.e., student directions that are read aloud during testing) for the unit he or she is administering. All administration instructions are contained within each script. In addition to English, the scripts are translated into the following languages: Arabic, Chinese Mandarin, French, Gujarati, Korean, Polish, Spanish, Tagalog, Urdu, and Vietnamese. The translated scripts are available at http://il.mypearsonsupport.com.

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

1.2 Roles of Individuals

District Test Coordinator (DTC) is the individual at the district level who is responsible for the overall coordination of test administration.

School Test Coordinator (STC) is the individual at the school level who is responsible for the overall coordination of test administration. The role may be taken on by the Principal or Designee based on established criteria. This individual is responsible for coordinating test administration and resolving testing issues at his or her school. This individual is also responsible for all post testing procedures (e.g., stopping all online test sessions).

Test Administrator (TA) is an individual at the school who is responsible for administering the assessment. Refer to your School Test Coordinator for qualifications. States may also have roles such as Test Examiner or Test Proctor, but for the purpose of this manual, the term Test Administrator is used.

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

- Individuals employed by the district as teachers
- District- and school-level administrators
- Other certified educational professionals

Parents or legal guardians may NOT serve as a Test Administrator for their own child, unless otherwise specified by ISBE. In addition, student teachers may NOT serve as a Test Administrator in charge of administering the IAR assessment.

Proctor is an individual who may be called on to help a Test Administrator monitor a testing session under the supervision of the Test Administrator. A Test Administrator must be in the room at all times during testing if a Proctor is used. Student teachers may serve as Proctors who assist the Test Administrators. Refer to your School Test Coordinator for more information about state policy.

A Proctor is recommended for all classrooms due to the nature of computer-based testing.

Technology Coordinator (TC) is an individual at the school or district level who is responsible for setting up testing devices for computer-based testing. The School Test Coordinator must designate an individual who will be on-site to serve in this role during the administration.

Technology Coordinator responsibilities include but are not limited to:

- Configuring student testing devices
  - Ensuring each device meets minimum technology requirements
  - Installing/updating the TestNav App on each testing device
- Ensuring the infrastructure (e.g., wireless access points, bandwidth) is adequate
- Installing a ProctorCache, if necessary
- Precaching test content, if using a ProctorCache server
- Purging test content from ProctorCache, if using a ProctorCache server
- Configuring TestNav in PearsonAccess^{next}
- Helping with the Student Registration/Personal Needs Profile (SR/PNP)
- Managing problems with firewalls
- Removing (or turning off) any software that would allow secure test material on testing devices to be viewed on another testing device during testing
- Providing technical support for School Test Coordinators and Test Administrators

2.0 Test Security and Administration Policies

2.1 Maintaining the Security of Test Materials and Content

The administration of an IAR assessment is a secure testing event. Maintaining the security of test materials before, during, and after the test administration is crucial to obtaining valid and reliable results.

Students may not have access to secure test materials before testing. For a full list of testing materials, refer to Section 4.2. The following test materials are secure:

- Student testing tickets
- Mathematics reference sheets written on by students (if locally printed)
- Scratch paper written on by students
- Human Reader scripts for Mathematics (if applicable)
- Tactile graphics (if applicable)

Note: Non-secure copies of mathematics reference sheets are available online and may be provided to students for regular classroom use. Mathematics reference sheets for computer-based testing are provided within TestNav. Schools may make newly-printed and unused copies of the Mathematics Reference Sheets available to students for computer-based testing. These must be kept secure prior to testing, and if written on by students, securely destroyed.

Follow the security plan developed by your School Test Coordinator and/or principal for your school. Contact your School Test Coordinator with any questions about your school's security plan.

Make sure to follow your school's chain-of-custody protocol at all times. Failure to follow proper chain-of-custody requirements may result in test invalidations. The handling of test materials must be documented before, during, and after test administration in order to maintain their security.

2.1.1 Test Administrator Responsibilities

1. **Receive training in administering test sessions properly and securely.**
   - Review the *Test Administrator Manual (TAM)* and all relevant test security requirements before administering test sessions.
   - Attend any training session(s) led by the STC/Designee before test administration.
   - Understand and follow the protocols related to administering accessibility features and accommodations, if applicable.
2. **Administer all tests according to appropriate protocols.**
   - Administer tests during the state testing window and in the prescribed order.
   - Follow the directions and read the scripts in the *TAM* verbatim to students. Translated scripts are available on http://il.mypearsonsupport.com in the following languages: Arabic, Chinese Mandarin, French, Gujarati, Korean, Polish, Spanish, Tagalog, Urdu, and Vietnamese.
   - Remove or cover any classroom displays that provide information related to the content being assessed or to test-taking strategies (refer to Section 2.3).
   - Provide students with all required test materials as listed in the *TAM*.
   - Prevent the use of prohibited materials (refer to Section 2.3) during testing units. Note that results may be invalidated for students who use cell phones or other electronic devices during a test unit, including after a student turns in his or her test materials and during a break (see exception listed in Section 2.2.1).
   - Manage test sessions in PearsonAccess^{next}.
3. **Focus full attention on the testing environment at all times during testing.**

- Monitor the testing process by continually moving unobtrusively about the room.
- Ensure that students are supervised during testing, including during breaks.
- Ensure students are working only on the unit being administered. If a Test Administrator observes a student working in the incorrect unit, this can be a testing irregularity that must be reported to the STC. Refer to **Appendix C** of the *Test Coordinator Manual* for state policy on how to handle these situations.

4. **Ensure that students do not participate in any form of cheating.**
   - Ensure that students do not consult notes, textbooks, or other teaching materials; do not share test questions with other students; and do not consult other students, school personnel, or anyone else during testing.

5. **Do not provide unauthorized assistance to a student that could impact his/her answers.**
   - At any time during a test session, a Test Administrator may repeat a portion of the *Test Administrator Manual* script if necessary for clarification.
   - However, Test Administrators must not assist a student during testing or alter or interfere with a student's response in any way that would impact his/her answers. Examples of unauthorized assistance include, but are not limited to:
     - Providing answers to a student
     - Indicating that a student has answered a question incorrectly or left a question blank
     - Defining words or providing synonyms
     - Spelling words
     - Influencing a student's responses by offering verbal or non-verbal hints, clues, or cues
     - Altering, explaining, simplifying, or paraphrasing any test question, reading passage, writing prompt, or multiple-choice answer option
     - Suggesting that a student write more on a question, check his or her work, or review or reconsider a response to a question

6. **Follow proper test security procedures for providing accessibility features or accommodations.**
   - Ensure that students are only provided accommodations that are listed specifically for use during IAR testing in an approved IEP or a 504 plan, and an EL plan if required for EL students.
   - Follow guidelines on proper administration of accommodations as prescribed in the *Accessibility Features and Accommodations (AF&A) Manual*.

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

2.1.2 Security Forms

In the event of a testing irregularity or a test security breach, Test Administrators should be prepared to provide their STC or DTC with information needed to complete the security forms.

2.2 Testing Irregularities and Security Breaches

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

2.2.1 Testing Irregularities and Security Breaches

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

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

- **Test Supervision Irregularities**
  - Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, or paraphrasing or defining any part of the test
  - Engaging in activities (e.g., grading papers, reading a book, newspaper, or magazine) that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing
  - Leaving students unattended without a Test Administrator for any period of time while secure test materials are still distributed or while students are testing (Proctors must be supervised by a Test Administrator at all times)
  - Deviating from testing time procedures as outlined in Section 2.4
  - Allowing cheating of any kind
  - Providing unauthorized persons with access to secure materials
  - Unlocking a test in PearsonAccess^{next} during non-testing times without state approval
  - Failing to provide a student with a documented accommodation or providing a student with an accommodation that is not documented and therefore is not appropriate
  - Allowing students to test before or after the test administration window without state approval

- **Test Materials Irregularities**
  - Losing Human Reader scripts
  - Leaving test materials unattended or failing to keep test materials secure at all times
  - Reading or viewing the passages or test items before, during, or after testing
    - Exception: Administration of a Human Reader/Signer accessibility feature for mathematics or accommodation for English language arts/literacy which requires a Test Administrator to access passages or test items.
  - Copying or reproducing (e.g., taking a picture of) any part of the passages or test items or any secure test materials or online test forms
  - Revealing or discussing passages or test items with anyone, including students and school staff, through verbal exchange, email, social media, or any other form of communication

- Removing secure test materials from the school's campus or removing them from locked storage for any purpose other than administering the test

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

2.2.2 Reporting Testing Irregularities and Security Breaches

For a list of testing irregularities and security breaches that must be reported and documented, refer to your School Test Coordinator. If an incident must be reported according to state policy, follow the protocol outlined below.

- The incident must be reported to the School Test Coordinator immediately.
- If follow-up documentation is required by your District Test Coordinator or State Contact, complete any additional documentation required.

2.3 Testing Environment

The testing environment is defined as the location in which students are actively testing (e.g., classroom, computer lab). It is important to establish procedures to maintain a quiet testing environment throughout testing. When setting up the testing environment, the following should be taken into consideration:

- Some students may finish testing before others and the expectations for what those students may do must be determined and established in advance of the testing day. Refer to your School Test Coordinator for state policy on what students may do after testing.
- Unauthorized visitors are prohibited from entering the testing environment as described in the Testing Environment Irregularities section.
- The testing sign in **Appendix C** should be posted on the outside of the room door.
- Prohibited classroom resources (see below for more information) should be removed or covered.

Administration Considerations for Students

With the support of the school administration, the School Test Coordinator has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in this manual. Accordingly, School Test Coordinators may determine that any student may require one or more of

the following test administration considerations, regardless of the student's status as a student with a disability or as an English Learner:

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

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

Materials Prohibited in the Testing Environment

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

The following are materials that may not be used at any time during a unit, including after a student has completed testing (e.g., submits section) or during a break. Students, Test Administrators, Proctors or other authorized persons in the test environment may not posses these or any other materials.

- **Materials Prohibited During All Units**
  - All personal electronic equipment not related to testing (e.g., cell phones, iPods®, personal document scanners, eBooks, electronic pens, smart watches; refer to Section 2.2.1 for one exception)
  - Any resource (e.g., books, posters, models, displays, teaching aids) that defines, explains, illustrates terminology or concepts, or otherwise provides unauthorized assistance during testing. Refer to the *AF&A Manual* for additional information on approved resources for a student with a disability or an English Learner.
  - Mathematical formulas, number lines, and conversion tables other than the grade-specific, Pearson-provided mathematics reference sheets
  - Any manipulative not approved through a unique accommodation request prior to testing (refer to your School Test Coordinator for more information)*
    *May be allowable if listed in the student's IEP or 504 plan according to state policy.

Follow the general rule that if the material in question may help the student answer or find an answer, post or copy materials, it is not allowed in the testing environment.

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

Other materials may be permitted after a student has completed testing. Refer to your School Test Coordinator for state policy.

Exceptions for Test Accommodations

A student with a disability or who is an English Learner may be allowed to use certain tools or materials that are otherwise prohibited during testing if the need for these accommodations is documented in the student's IEP or 504 plan (or EL plan, if required). Remember, the Human Reader

script must be used if a Human Reader is administering the mathematics assessment, and Human Reader scripts are secure test materials.

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

2.4 Scheduling and Testing Time

All test units, including make-up testing, must be completed during the appropriate testing window. Units may be scheduled at any time during your testing window. Contact your School Test Coordinator if you have any questions about your testing dates.

Testing Time

IAR tests are timed. Testing time is limited to the unit testing times listed in Tables 2.1–2.3 (with the exception of an extended time accommodation as noted in Section 6.0).

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

Example: When the unit testing time is 90 minutes, schools might schedule a total of 115 minutes: 15 minutes for reading directions + 90 minutes of testing + 10 minutes for closing the unit.

Table 2.0 Administration Time

	Task	Time to be Allotted for Test Administration
Guidelines for Scheduling	1. Pre-administration tasks, including reading instructions to students and answering questions.	10 minutes
	2. Distribution of test materials to students.	5 minutes
	3. Administration of unit.	Refer to Unit Testing Time below
	4. End-of-unit activities, including logging students out of TestNav and collecting test materials.	5–15 minutes

Unit Testing Time is the amount of time that must be provided to any student who needs it to complete the unit. A new unit cannot be started until all students in the testing environment are finished or until unit testing time has expired.

If all students have completed testing before the end of the unit testing time, the unit may end. Once the unit testing time has elapsed, the unit must end, except for students with extended time accommodations. Refer to your School Test Coordinator for state policy on what students may do if they complete a unit prior to the end of the unit testing time.

Table 2.1 Unit Testing Times for Grades 3–5

Subject(s)	Unit	Section	Unit Testing Time (Minutes)
Mathematics Grade 3 Mathematics Grade 4 Mathematics Grade 5	Unit 1	Non-calculator	60
	Unit 2	Non-calculator	60
	Unit 3	Non-calculator	60
ELA/Literacy Grade 3	Unit 1		75
	Unit 2		75
ELA/Literacy Grade 4 ELA/Literacy Grade 5	Unit 1		90
	Unit 2		90

*Some schools will be selected for field testing in English language arts/literacy for the spring administration. If a school is selected, some students will take an additional unit: a field test task (Grade 3 unit time = 75 minutes, Grades 4 & 5 unit time = 90 minutes).

Table 2.2 Unit Testing Times for Grades 6–8

Subject(s)	Unit	Section	Unit Testing Time (Minutes)
Mathematics Grade 6 Mathematics Grade 7	Unit 1	Non-calculator Calculator	60
	Unit 2	Calculator	60
	Unit 3	Calculator	60
Mathematics Grade 8	Unit 1	Non-calculator	60
	Unit 2	Calculator	60
	Unit 3	Calculator	60
ELA/Literacy Grade 6 ELA/Literacy Grade 7 ELA/Literacy Grade 8	Unit 1		90
	Unit 2		90

*Some schools will be selected for field testing in English language arts/literacy for the spring administration. If a school is selected, some students will take an additional unit: a field test task (unit time = 90 minutes).

Make-Up Testing

Ensure that your School Test Coordinator knows who is absent on testing day, so that make-up testing can be scheduled. Students must complete all units within the district testing window.

Breaks

Speak with your School Test Coordinator to clarify local procedures for breaks. For more information about breaks refer to Section 4.8.

2.4.1 Participation in the ELA/L Field Test

Students participating in the ELA/L field test will have three units. Test Administrators should use the same test administration scripts they use for other ELA/L units. Schools participating in the ELA/L field test should have been notified of their participation. Please check with your district or state if you are uncertain if your school is participating.

3.0 BEFORE Testing

3.1 Checklist of Tasks for Test Administrators to Complete BEFORE Testing

This section describes activities the Test Administrator (TA) must complete before the first day of testing. It is highly recommended that you complete these tasks no later than the timeline suggested.

At Least One Week Before Testing	Reference
❑ Review policies and instructions for test administration in this manual.	
❑ Complete any required training with the School Test Coordinator to review test security, administration protocols and plans, and day of test activities.	Section 3.2
❑ Complete recommended online training modules or in-person training: ❍ Introduction to Training - For All User Roles ❍ PearsonAccess^{next} ❍ Student Readiness Resources for IAR ❍ Administration of Computer-Based Testing for Test Administrators ❍ Accessibility Features and Accommodations (if applicable)	Section 3.2 and http://il.mypearsonsupport.com
❑ Review the Security Agreement. Sign and submit it to the School Test Coordinator according to state policy.	**Appendix B**
❑ Review all testing accommodations to be administered for your students and develop a plan to monitor their use.	Section 3.3
❑ Strongly Recommended: Administer the Computer-Based Testing Practice Tests and Tutorial.	Section 3.4
One Day Before Testing	**Reference**
❑ Ensure your PearsonAccess^{next} login works and that you have access to the correct test session.	Section 4.3
❑ In the correct test session, check for an accommodation indicator next to the State Student ID (SSID) to confirm accommodations (i.e., TTS).	Section 3.3
❑ Prepare the testing environment.	Section 3.5

3.2 Test Administrator Training and Preparation

Test Administrators must meet with the School Test Coordinator to prepare for test administration and review responsibilities. In addition to this document, review the training modules that provide more detailed information on specific aspects of the IAR administration at http://il.mypearsonsupport.com.

3.3 Preparing to Administer Accessibility Features and Accommodations During IAR Assessments

The School Test Coordinator will provide Test Administrators with a list of all required accessibility features and accommodations for applicable students. If you are administering a test with an accessibility feature or accommodation, be sure you have received the proper training. Refer to Section 6.0 for additional information about accessibility features and accommodations. It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. If a Human Reader is administering the mathematics assessment, the Human Reader Test Script must be used and are secure test materials. Test Administrator may check students' accessibility features and accommodations by completing the steps in the *Personal Needs Profile Guidance Managing Incorrect Accessibility Features and Accommodation PNP* Data document at http://il.mypearsonsupport.com. Check with your School Test Coordinator for additional information.

3.4 Administer Practice Tests and Tutorials

Administering the tutorials and practice tests is an important preparation step for both administration staff and students. It is highly recommended that all students who will participate in the IAR assessments first take the tutorials and practice tests available at http://il.mypearsonsupport.com.

During the test, Test Administrators will NOT be allowed to assist students with TestNav functionality and navigation. Therefore, it is important that these questions be answered during tutorials and practice tests. Computer-based practice tests and tutorials contain test items to help familiarize students with computer-based testing tools and the process for identifying and responding to different item types on the testing devices.

Your School Test Coordinator will provide you with instructions for administering the practice tests and tutorials. It will take up to 30 minutes to administer each tutorial. Throughout the school year, students should be provided access to the tutorials and practice tests. Students with accommodations may need additional practice time to become familiar with all computer-based testing features.

3.5 Prepare the Testing Environment

Every assessment setting should have good lighting and ventilation, a comfortable room temperature, and should be as free as possible from noise and other interruptions. Chairs should be comfortable and tables at an appropriate height with sufficient room for approved testing materials. Confirm that each student will have adequate work space and be sufficiently separated from other students to support a secure testing environment. Check that all needed materials and equipment are available and in good working condition.

To maintain security in a computer-based testing environment, IAR recommends the following ideal configurations for seating students (unless local policy and procedures do not allow):

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

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

- Check to make sure your login to PearsonAccess^{next} works.
- Card stock (e.g., manila folders) that can be taped to the sides of monitors

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

Before students enter the test environment:

- Check to make sure your login to PearsonAccess^{next} works.
- Cover or remove from the testing environment all materials containing content in the subject area being tested, including any materials listed in Section 2.3.
- Post a "Testing — Please Do Not Disturb" sign (refer to **Appendix C** of this manual) on the outside of the door of the testing room.
- Display a timing box on the board; refer to the example in Figure 3.0.
  - Write the name of the unit you are administering on the unit name line in the timing box on the board.
  - Using the unit testing time in Tables 2.1–2.3 of this manual for reference, write the unit testing time on the correct line in the timing box on the board.
  - Do not fill in the Starting Time or Stopping Time lines until instructed to do so in the scripts.

Figure 3.0 Timing Box Example

Unit Name: _____
Unit Testing Time: _____
Starting Time: _____
Stopping Time: _____
Number of Sections: _____

Note: Number of Sections is only used for Unit 1 of the Grade 6 and Grade 7 mathematics assessments.

4.0 DURING Testing

4.1 Checklist of Tasks for Test Administrators to Complete DURING Testing

This section describes activities Test Administrators must complete during the day of testing.

Day of Testing	Reference
❑ Receive test materials from School Test Coordinator and track receipt using the Computer-Based Chain-of-Custody Form.	Section 4.2
❑ Manage test sessions and review each student's status in PearsonAccess^{next}: ❍ Check for an accommodation indicator next to the State Student ID (SSID) to confirm accommodations (e.g., TTS). ❍ Test Administrator log in. ❍ Confirm test sessions have been prepared. ❍ Start test sessions. ❍ Unlock the applicable unit. ❍ Lock the unit for absent students. ❍ Resume students (as needed). ❍ Ensure students have submitted completed test units.	Section 4.3
❑ Distribute test materials to students, and administer the IAR assessment according to the directions in this manual and using the appropriate administration script.	Section 4.4
❑ Help students log in to TestNav (http://il.testnav.com).	Section 4.4
❑ Monitor testing time.	Section 4.5
❑ Supervise test administration and provide breaks (if applicable).	Sections 4.7 and 4.8
❑ Troubleshoot computer-based testing issues as needed.	Section 4.7.1
❑ Return all testing materials to the School Test Coordinator.	Section 4.9.3
❑ Complete any documentation necessary for reporting any testing irregularity or security breach.	Section 2.2.2

4.2 Receive Test Materials from the School Test Coordinator (Day of Testing)

The School Test Coordinator will distribute test materials to and collect materials from the Test Administrators each test administration day. Test materials must not be stored in classrooms prior to or following the day of administration.

Test materials that must be distributed by School Test Coordinators to Test Administrators for computer-based test administration include:

- **Pearson-supplied materials**
  - Student testing tickets (printed from PearsonAccess^{next} at the district or school)
  - *Test Administrator Manual(s)*
  - Human Reader Scripts for mathematics (if necessary)
  - Tactile Graphics (if necessary)
- **School-supplied material**
  - Wooden No. 2 pencil(s) with eraser(s)
  - Blank scratch paper
    - Test Administrators must supply at least one sheet of unused scratch paper (blank, lined, or graph) for each student. Students can request more scratch paper during the unit, if needed.
    - If graph paper is used during instruction, it is recommended that schools provide graph paper as scratch paper for mathematics units.
    - Test Administrators are responsible for collecting all used scratch paper to be securely destroyed. Schools may reuse unused scratch paper (only if paper is completely blank).
  - Calculators, if using hand-held calculator (see Calculators section for more information)
  - Mathematics tools for administration (see Mathematics Tools for Administration section for more information)
  - Mathematics reference sheets (may be locally printed) (**Note:** Cannot be re-used if written on)
  - Testing devices that meet the minimum technology specifications set forth by Pearson (**Note:** Student should not supply his/her own device for testing.)
  - Headphones (see Headphones section for more information)
  - Materials necessary for the administration of accommodations or accessibility features (For a full list of materials included in accommodated kits, refer to Section 6.2.)
  - Timing device such as a clock or watch, to keep track of time during testing (if one is not clearly visible within the testing room)
  - "Testing — Please Do Not Disturb" sign to post on the doors of the testing rooms or the board (a copy of the sign is available in **Appendix C** of this manual)

Calculators

Grade-specific calculators will be available through the TestNav platform. Additionally, students may use hand-held calculators (provided by either the school or the student) if allowed by local policy.

- For grades 3–5, calculators are allowed for accommodation use only. Students with a calculator accommodation may only use a four-function calculator with square root and percentage functions.
- For grades 6–7, students may only use four-function calculators with square root and percentage functions for all calculator sections.
- For grade 8, students may only use scientific calculators for all calculator sections.

Students must only use calculators that are allowable for their grade assessment. Only students with a specific calculator accommodation may use calculators outside of their grade level. In order to provide comparability across schools, students must only use calculators that are allowable for their grade-level assessment. IAR assessment items were developed with the Calculator Policy in mind. Allowing for the use of a calculator that is not designated for the grade-level assessment may unfairly disadvantage or advantage students and is, therefore, not allowed (except for students with an appropriate accommodation). Speak with your School Test Coordinator for more information about the Calculator Policy.

If a student needs a calculator in a non-calculator section as an accommodation, the student will need a hand-held calculator because an online calculator will not be available. If a student needs a specific calculator (e.g., large key, talking), the student may also bring his or her own, provided it is specified in his or her approved IEP or 504 plan. For more clarifications and complete guidance, refer to Section 4 (4D and 4E) of the *AF&A Manual* and the Calculator FAQ's under the Calculator Policy at http://il.mypearsonsupport.com.

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

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

For additional guidance, see the Calculator FAQ's under the Calculator Policy at http://il.mypearsonsupport.com.

Mathematics Tools for Administration

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

- **Rulers and Protractors:** For computer-based assessments, required tools will be provided through the TestNav platform. Schools may not provide their own rulers and protractors in the grades where rulers and protractors are Pearson-provided tools (see Table 4.0).
- **Mathematics Reference Sheets:** For computer-based testing, mathematics reference sheets are available to students for every item through the testing platform in the tab called "Exhibits." However, schools may choose to locally print and provide copies to students during testing. If providing students with printed copies of the mathematics reference sheets, the following protocols must be followed:
  - The printed copies must be the IAR-approved mathematics reference sheets, available at http://il.mypearsonsupport.com.
  - The copies must be free of any writing or notes.
  - If students write on the mathematics reference sheets during testing, the reference sheets are then considered secure materials and must be securely destroyed after testing that unit.
- **Geometry Tools:** Tracing paper, reflection tools, straight edges, and compasses are optional for the grade 8 mathematics assessments.

Table 4.0 Rulers and Protractors for Computer-Based Testing

Grade(s)	IAR (Provided)	Allowable (Not Provided)
Grade 3	• Ruler (¼ inch)	—
Grades 4–7	• Ruler (⅛ inch) • Protractor	—
Grade 8	• Ruler (⅛ inch)	• Protractor

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

Headphones

Headphones are needed for all ELA/L units, as well as for students who receive the text-to-speech accommodation for the ELA/L assessments or the text-to-speech accessibility feature for mathematics assessments. A Test Audio button will appear before the start of each unit.

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

Stand-alone headphones (i.e., headphones not connected to a device) are also an accessibility feature; therefore, some students may use headphones as noise buffers to minimize distractions or filter external noise during testing. If students use headphones just as noise buffers, Test Administrators are responsible for ensuring that the headphones are not plugged into any device.

Note: Music programs on all testing devices are to be closed and not running in the background.

4.3 Manage Test Sessions in PearsonAccess^{next} (Day of Testing)

Before students can begin testing, the School Test Coordinator will need to validate that accommodations have been assigned as appropriate and "Prepare" the test session in PearsonAccess^{next}. Then, you or your School Test Coordinator will need to log in to PearsonAccess^{next} to start the test session and unlock the appropriate unit for students. After a session is started, you can monitor the real-time status of students by refreshing your browser. Table 4.1 describes the possible statuses for a student during each unit.

Table 4.1 Student Statuses in PearsonAccess^{next}

Status	Description
Ready	The student has not yet started the unit.
Active	The student has logged in and started the unit.
Exited	The student has exited TestNav but has not submitted unit responses. (Student cannot resume testing unless authorized by Test Administrator.)
Resumed	The student has been authorized to resume the unit. Resume a unit when a student exits a unit (either intentionally or unintentionally) before finishing the unit and you want the student to continue the same unit. Only students in **Exited** status can be resumed. Students in **Ready**, **Completed**, or **Marked Complete** statuses cannot be resumed.
Resumed-Upload	Resume Upload should only be used in rare circumstances when TestNav cannot locate the Student Response File (SRF) and an error code appears on the student testing device. Resume Upload will force the user to browse for an SRF on the testing device.
Completed	The unit has been submitted by the student through TestNav and the data has been processed.
Marked Complete	The Test Administrator or School Test Coordinator must mark a unit complete when a student has exited TestNav and will not return.

Students should **Submit** each unit upon completion. When the next unit begins, you or the School Test Coordinator will need to unlock the unit.

Refer to the PearsonAccess^{next} Session Management training module, the Pearson YouTube Videos, or the *PearsonAccess^{next} Online User Guide* for instructions on logging into PearsonAccess^{next}, unlocking and locking units, and performing the tasks described in this section.

Note: Ensure students do not have any programs or apps running prior to launching TestNav. These programs may interrupt testing or cause a testing irregularity or security breach.

4.4 Distribute Materials and Read Script (Day of Testing)

After students are seated, verify student roster/attendance and note absent students for make-up testing. Lock the unit for any absent students in PearsonAccess^{next}. Then, read the appropriate administration script and distribute student testing tickets and scratch paper when instructed to do so.

Refer to Tables 2.1–2.3 for guidance on units where calculators may be used by students. Test Administrators may look at the top banner in TestNav on student testing devices to determine if students are in a calculator or non-calculator section.

Test Administrators are required to adhere to the scripts provided in this manual for administering the IAR assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes the first time through the directions. Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. If after the first reading students still have questions, refer to Section 4.7.2. Text that is outside the SAY boxes includes directions meant for Test Administrators and should NOT be read to students. You may repeat any part of the scripted directions as many times as needed while you are delivering the script.

4.5 Keep Time (Day of Testing)

Keep accurate time for each test unit. TestNav will not automatically log off at the end of unit testing time. Remember that failure to provide the correct amount of time may result in test invalidation. Refer to Tables 2.1–2.3 for guidance on unit testing times.

Note: A student with the extended time accommodation specified in his or her approved IEP or 504 plan (or EL plan, if required) may be provided more time to complete each unit.

4.6 Maintain Test Security

Adhere to the test security protocols at all times and report violations or concerns to your School Test Coordinator immediately. It is essential to follow security measures at all times in order to ensure the validity, reliability, and fairness of the assessment results. Tests must be administered strictly in accordance with the instructions and procedures set forth in this manual and the assessment security instructions and procedures provided by Pearson.

If testing is interrupted at any time during the unit (e.g., safety threat, fire emergency, student becoming ill), follow the procedures in Sections 4.7.1 and 4.7.6.

4.7 Supervise Test Administration

During testing, you are expected to actively proctor and focus your full attention on students at all times to confirm they are working independently. This means ensuring students are NOT involved in questionable activities. Ensure that all student desks are free of any prohibited materials and that all prohibited aids have been removed or covered. Refer to Sections 2.2 and 2.3 for information on prohibited activities and prohibited materials.

4.7.1 Guidance for Troubleshooting Computer-Based Testing

If student testing devices are experiencing technical problems during a test, such as freezing, error messages, or blank screens, that prevent the student(s) from normal continuation of testing, the Test Administrator should follow the procedures outlined below.

- If an assigned accommodation is not appearing correctly for a student, instruct the student to exit the test immediately and contact the School Test Coordinator.
- When a technology disruption affecting **a single student** occurs, Test Administrators should follow these steps:
    - Note the time of the disruption so that the remaining time for the unit can be calculated.

- Follow the procedures outlined by your school on who to contact or troubleshooting guidance.
  - Guidance for troubleshooting common errors is available on http://il.mypearsonsupport.com.
  - Technology Coordinators and Test Administrators must NOT take photos of error screens.
- If the issue cannot be resolved in a timely manner without disruption to the other students testing, the student should be moved to another testing device, and given time to account for any delay caused by the error and the switch in devices. Make a note of any device the student uses.
- If no alternate device is available, the student should be dismissed from the testing environment and resume the test on a functioning device as soon as possible on the same day. The student may not alter any previously entered response and must be given the amount of time remaining in the test unit when the technical problem occurred.
- Document the situation in writing. Refer to your School Test Coordinator for state policy about reporting a testing irregularity.

- When a technology disruption affecting **multiple students** occurs, Test Administrators should follow these steps:
  - Pause testing in the room until the problem is resolved.
  - Note the time of the disruption so that the remaining time for the unit can be calculated.
  - Follow the procedures outlined by your school on who to contact or troubleshooting guidance.
    - Guidance for troubleshooting common errors is available on http://il.mypearsonsupport.com.
    - Technology Coordinators and Test Administrators must NOT take photos of error screens.
  - Once the issues are resolved, prepare students to resume testing for the continuation of the unit:
    - Test Administrators must resume students' tests in PearsonAccess^{next} before the students can continue with the same test; refer to resuming a test in *PearsonAccess^{next} Online User Guide* or at http://il.mypearsonsupport.com.
    - Test Administrators must inform students how many minutes remain in the unit.
    - Test Administrators must write on the board the updated start time and stop time of the unit.
  - Document the situation in writing. Refer to your School Test Coordinator for state policy about reporting a testing irregularity. During testing, Test Administrators are not permitted to help students navigate or use the functionalities within TestNav 8.

- If a student exits TestNav (either unintentionally or intentionally) before completing a test:
  - Verify that TestNav is shut down for the student.
  - Resume the student's test in PearsonAccess^{next}.
    - The student's test will resume from the point at which the test was interrupted.
    - The system will upload any test responses that the student entered after the interruption if resuming on the same testing device.

4.7.2 Guidance for Clarifying Directions During Administration

Test Administrators are permitted to clarify ONLY general administration instructions after reading the script word-for-word. **No passages or test items may be read or clarified.**

If you have questions, consult your School Test Coordinator.

If a Test Administrator is providing the **General Administration Directions Clarified in Student's Native Language (by Test Administrator)** accommodation to an English Learner (EL), then these guidelines must also be followed in providing clarifications in a student's native language.

4.7.3 Guidance for Redirecting Students

The Test Administrator or Proctor may redirect the student's attention to the test without coaching or assisting the student in any way. Examples may include:

- Providing reminders to stay on task and focused during the assessments
- Providing a visual cue to the student to remain on task

Test Administrators and Proctors may not individually remind or encourage a student to answer all questions. Test Administrators and Proctors may not point or gesture to the student to complete a specific test item or encourage a student to select an answer choice.

4.7.4 Dismissing Students for Misconduct

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

If a student is dismissed, the Test Administrator must exit the student's test in TestNav and ensure the student's unit is locked in PearsonAccess^{next}. If a student is observed with any of the items listed in Section 2.3 during testing or during breaks, the Test Administrator should collect the prohibited materials. The school or district should complete the Form to Report a Testing Irregularity or Security Breach in **Appendix D** of the *Test Coordinator Manual* and follow state policy for submitting the form.

4.7.5 Item Irregularities During Testing

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

- If the issue being experienced is with a particular item, the Test Administrator should instruct the student to bookmark the item and continue testing. At the end of testing, the Test Administrator should try to troubleshoot the issue with the remaining item by contacting their Technology Coordinator or by using troubleshooting guidance available at http://il.mypearsonsupport.com. If troubleshooting does not resolve the issue, the Test Administrator, Technology Coordinator, or School Test Coordinator should call the Pearson Support Center to report the issue.
- If a timely solution cannot be found, the Test Administrator should:
  - Instruct the student to proceed with the test.
  - Note the content area, grade level, form ID (CBT), item number, test format (online), and a brief description of the issue and provide that information to the School Test Coordinator to complete the Form to Report a Testing Irregularity or Security Breach. Actual wording from the question should never be included either verbally or in writing.

- Remember, school personnel may NOT read or review a test item [Exception: Accommodations that require review of items].

4.7.6 Procedures for Safety Threats and Severe Weather

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

- Proceed with testing only if the unit can be completed that day.
  - If the unit cannot be completed, schedule the unit during make-up testing.
- Document the situation, noting the event, date and time, students affected, and any other specific details regarding the situation.
- Refer to your School Test Coordinator for state policy about reporting a testing irregularity.

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

- If possible, note the time of the disruption so that the remaining time for the unit can be calculated.
- If leaving the test environment, take necessary steps to ensure the security of the test materials, if time permits. For computer-based testing, lock the test units in PearsonAccess^{next}, if time permits.
- Upon returning to the testing room, prepare students for the continuation of the unit:
  - Inform students how many minutes remain in the unit.
  - Write on the board the updated start time and stop time of the unit.
  - Students may need to be Resumed in PearsonAccess^{next}.
- Using the Form to Report a Testing Irregularity or Security Breach, document the situation.
- Refer to your School Test Coordinator for state policy about reporting a testing irregularity.

4.8 Administer Breaks

During a break, there should NOT be conversations among students, and students are NOT permitted to use electronic devices, play games, or engage in activities that may violate the validity of the test. Students must be supervised at all times during breaks, including breaks between units.

Test Administrators are responsible for ensuring that students are NOT able to see the content on other students' test materials or on other students' testing devices. IAR policies for breaks are below. Refer to your School Test Coordinator for additional requirements regarding breaks.

4.8.1 Breaks During a Unit

The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom is allowed during testing for each unit. The end of unit time can be adjusted up to 3 minutes at the end of this break.
- Individual restroom breaks are allowed. It is recommended that no more than one student at a time be allowed to use the restroom and students be supervised. Unit time may NOT be adjusted for restroom breaks, and students should be encouraged to use the restroom prior to beginning unit time.
- Students are NOT permitted to talk.

During these breaks, visual blocks should be applied to students' testing devices (e.g., turn off the monitor, tape folders to the screen) instead of having students use online functions to exit and resume the test. The Test Administrator should also ensure the security of students' scratch paper and mathematics reference sheets (if locally printed).

Frequent breaks: Frequent breaks may be offered as an administration consideration. Refer to state policy.

4.8.2 Breaks Between Units

If your School Test Coordinator scheduled units back-to-back for students, breaks are highly recommended between units to stretch, go to the restroom, or get a drink for the entire classroom. All students in the session must break at the same time between units.

4.9 Ending Each Unit

4.9.1 Log Students Out of TestNav and Lock Units/Sections

As students complete testing, Test Administrators will use the instructions at the end of the administration script or in the TestNav Logout Instructions (posted at http://il.mypearsonsupport.com) to help them log out of TestNav. Test Administrators may provide navigational guidance as students click through the log out steps and may reference a printed copy of the TestNav Logout Instructions during testing.

After all students are logged out of TestNav, the Test Administrator or School Test Coordinator should lock the units/sections in PearsonAccess^{next}. Refer to Section 3.2 in the *Test Coordinator Manual* for more information.

4.9.2 Collect Test Materials

Collect student testing tickets and scratch paper. Count the number of items to ensure each student has returned his or her student testing ticket and scratch paper. If a student loses or destroys his or her student testing ticket, contact your School Test Coordinator.

Note: Follow your local chain-of-custody procedure to ensure all materials have been collected.

4.9.3 Return Materials to School Test Coordinator

The following are materials that must be returned to the School Test Coordinator:

- Student testing tickets
- Mathematics reference sheets, calculators, and mathematics tools for administration (if applicable)
- Accommodated test materials (inform the School Test Coordinator of any tests needing transcription)
- Used and unused scratch paper

4.10 Make-Up Testing

If a student starts a unit and leaves the testing environment (e.g., due to illness, family emergency, natural disaster) without finishing that unit, he or she may be allowed to complete that test on a different day. If you have concerns about a student completing a unit, you should NOT allow the student to begin. If a student leaves during a unit, note the exact place in the test where the student stopped and the time remaining, lock the unit in PearsonAccess^{next}, and then contact the School Test Coordinator.

For students taking a make-up test, unlock the appropriate unit in PearsonAccess^{next} to allow the student to log in to the missed unit. Students are NOT allowed to alter any previously entered responses. They must pick up exactly where they left off. Tests will automatically resume at the exact point where a student exited. Test Administrators must closely monitor make-up testing to ensure students do not alter any previously entered responses.

Multiple test sessions and/or units may be tested together according to the directions in *Testing Multiple Grades Guidance* at http://il.mypearsonsupport.com as long as the testing time and administration script are the same.

4.11 Script for Administering Mathematics

4.11.1 Grades 3, 4, and 5 Mathematics – All Units

The administration script under Section 4.11.1 will be used for all units of the Grades 3-5 mathematics test.

On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the IAR assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Units 1–3	Grades 3–5 (each unit): 60 Minutes	• Student testing tickets • Pencils • Scratch paper		
End of each Unit - Students **Submit Final Answers**				

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to Section 3.3 for further instructions on how to check accessibility features and accommodations. Before students can begin testing, the test session must be started in PearsonAccess^{next}. Additionally, the unit must be unlocked (refer to Section 4.3 for more information). Speak to your School Test Coordinator to determine who will complete these two tasks prior to testing. Test Administrators must make sure all testing devices are turned on and logged on to the il.testnav.com site (or follow your school/district instructions for accessing the **Sign-In** page. Make sure all testing devices display the **Sign-In** screen as shown under the Checking Audio Section). **If headphones are needed for accessibility purposes, make sure they are plugged in prior to launching TestNav (except for headphones that are used as noise buffers).**



Today, you will take the Mathematics Assessment.

You may not have any electronic devices at your desk, other than your testing device. Making calls, texting, taking pictures, and browsing the internet are not allowed. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.

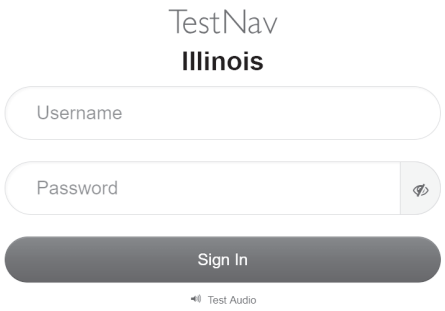
If a student raises his or her hand, collect the electronic device (or follow your school/district policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

Checking Audio (for Mathematics Accessibility Features only)



Make sure your headphones are plugged in and put them on. On your screen below the "Sign In" button is a link called "Click To Test Audio." Select the link to make sure you can hear through your headphones and adjust the volume to the highest level. You can adjust the volume in the test after you begin.

See below for a screenshot of the **Test Audio** function. Test Administrators should assist students with audio adjustments as needed.



Instructions for Logging In

Say	**Please sit quietly while I distribute your student testing tickets and scratch paper.** **Do NOT log in until I tell you to do so.**

Distribute scratch paper, mathematics reference sheets (Grade 5 only, if locally printed), and student testing tickets as well as optional mathematics tools as applicable. Make sure students have pencils. If a student has a calculator accommodation in his or her IEP or 504 plan, make sure the student receives the appropriate device.

Say	**Now, look at your student testing ticket and make sure it has your first and last name on it. Raise your hand if you do not have <u>your</u> ticket.**

If a student has the wrong ticket, provide the correct student testing ticket to the student. If you do not have the correct student testing ticket, contact the School Test Coordinator.

STUDENT TESTING TICKET

Student:	SAMPLE, STUDENT
Date of Birth:	2001-03-07
Session:	SAMPLETESTSESSION
Test:	Grade 6 ELA/Literacy

You are authorized to take the electronic version of Grade 6 ELA/Literacy You will be asked to provide the following information in order to access the test on the device. Please wait for instructions before proceeding.

IF TESTING IN A BROWSER:	Go to **il.testnav.com**
IF TESTING IN THE APPLICATION:	**Select your state** on the home page
Username:	0123456789
Password:	1a22b3

Say	**Now, enter your Username as shown on the bottom of your ticket.** (Pause.) **Next, enter the Password as shown on your ticket.** (Pause.) **Now, select the "Sign In" button.** (Pause.) **Find your name in the upper right corner of the screen. If the name you see is not yours, please raise your hand. You should now be on the "Available Tests" screen. Select the "Start" button for Unit __** (fill in the appropriate unit)**. You should see a "Welcome" screen.**

Circulate throughout the room to make sure all students have successfully logged in. Retype the Username and Password for a student, if necessary. Passwords are not case sensitive. If the student does not see his or her correct name on the login screen, have the student log out of the application, and log the student back in with the correct student testing ticket.

Instructions for Administering All Units

Say	**Select the "Start Test Now" box in the middle of the screen. Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along. Do NOT select the "Start Section" button until I tell you to do so.** **Today, you will take Unit __** (fill in the appropriate unit) **of the Grade __** (grade 3, 4, or 5 — select the appropriate grade level) **Mathematics Test. You will not be able to use a calculator.** **Read each question. Then, follow the directions to answer each question. If a question asks you to show or explain your work, you must do so to receive full credit. Enter your response in the box provided on your screen. Only responses entered in the response box will be scored.** **If you do not know the answer to a question, you may bookmark it and go on to the next question. If you finish early, you may review your answers and any questions you may have bookmarked.** **If a drawing box is provided with the question, you may use it to add a drawing to help (**Grade 3: **explain) (**Grades 4 & 5: **support) your answer(s). Any work or drawing that is entered in the drawing box will be scored.**

Say	**This is the end of the testing directions. Do not go on until you are told to do so.** **During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test.**

Read from OPTION A, B, or C below based on state or local policy (refer to your School Test Coordinator).

Say	OPTION A **After you have logged out of the test, sit quietly until the unit has ended.**
	OPTION B **After you have logged out of the test, I will dismiss you.**
	OPTION C **After you have logged out of the test, you may read a book or other allowable materials until the unit has ended.**

Say	**Do you have any questions?**

Answer any questions.

Instructions for Starting the Test

Say	**Scroll to the bottom of the screen.** (Pause.) **Select the "Start Section" button.** (Pause.) **You should now be in the test.**

Pause to make sure all students are in the correct unit.

Say	**You will have 60 minutes to complete this unit. I will also let you know when you have 10 minutes of testing time left.** **You may begin working now.**

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.7.3).
- If technology issues occur during testing, assist students as needed. Follow the protocol in Section 4.7.1, as applicable, if any technology issues cause a disruption.
- Ensure students are logging out of TestNav as they complete the unit (Section 4.9.1).
- Collect test materials as students complete testing (Section 4.9.2).
- If students have questions about an item, tell them, "Do the best you can."
- If students indicate that a test item is not functioning appropriately, refer to Section 4.7.5.
- Ensure that any absent students are locked out of the unit (Section 4.3).

Instructions for Taking a Break During Testing and Testing Interruptions
The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised.
- Student screens must not be visible to other students.
- Students are not permitted to talk to each other during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the unit:

Say	**Please stop and cover or turn off your screen. We will take a silent three minute stretch break. No talking is allowed.**

After taking a classroom break, be sure students are seated and device screens are visible:

Say	**You may now resume testing.**

Instructions for When 10 Minutes of Unit Time Remain
When 10 minutes of unit time remain,

Say	**You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Unit
When the unit time is finished, read the following optional SAY box if there are students still actively testing. If a second unit will be administered after a short break, stop the directions after exiting the unit. (Do not have students log out of TestNav.)

Say	**Stop working. Testing time has now ended.** **Select the "Review" drop-down menu at the top left corner of your test.** **From the "Review" menu, scroll to the bottom and select "End of Section."** **Select the "Submit Final Answers" button.** **Select the "Yes" button to exit the unit.** **I will now collect your student testing ticket and scratch paper.**

Circulate throughout the room to make sure all students have successfully logged off. Then, collect student testing tickets and scratch paper.

- Ensure all students are in **Completed** status for the unit in PearsonAccess^{next} at the end of the unit.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script to move on to the next unit.

4.11.2 Grades 6 and 7 Mathematics – Unit 1

The administration script under Section 4.11.2 will be used for Unit 1 of the Grades 6 and 7 mathematics test. Refer to Section 4.11.4 for the administration script for Unit 2 and Unit 3. The administration script for Unit 1 of the Grade 8 mathematics assessments can be found in Section 4.11.3.

On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the IAR assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1: Non-Calculator Section	Grades 6 and 7: 60 Minutes	• Student testing tickets • Pencils • Scratch paper		
Students **Submit Section**				
Unit 1: Calculator Section				
End of Unit 1 – Students **Submit Final Answers**				

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to Section 3.3 for further instructions on how to check accessibility features and accommodations. Before students can begin testing, the test session must be started in PearsonAccess^{next}. Additionally, the unit must be unlocked (refer to Section 4.3 for more information). Speak to your School Test Coordinator to determine who will complete these two tasks prior to testing. Test Administrators must make sure all testing devices are turned on and logged on to the il.testnav.com site (or follow your school/district instructions for accessing the **Sign-In** page. Make sure all testing devices display the **Sign-In** screen as shown under the Checking Audio Section). **If headphones are needed for accessibility purposes, make sure they are plugged in prior to launching TestNav (except for headphones that are used as noise buffers).**

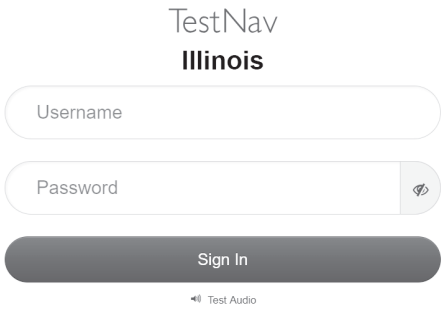
Say	**Today, you will take the Mathematics Assessment.** **You may not have any electronic devices at your desk, other than your testing device. Making calls, texting, taking pictures, and browsing the internet are not allowed. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.**

If a student raises his or her hand, collect the electronic device (or follow your school/district policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

Checking Audio (for Mathematics Accessibility Features only)

Say	**Make sure your headphones are plugged in and put them on. On your screen below the "Sign In" button is a link called "Click To Test Audio." Select the link to make sure you can hear through your headphones and adjust the volume to the highest level. You can adjust the volume in the test after you begin.**

See below for a screenshot of the **Test Audio** function. Test Administrators should assist students with audio adjustments as needed.



Instructions for Logging In

Say	**Please sit quietly while I distribute your student testing tickets and scratch paper.** **Do NOT log in until I tell you to do so.**

Distribute scratch paper, mathematics reference sheets (if locally printed), and student testing tickets as well as optional mathematics tools as applicable. Make sure students have pencils. If a student has a calculator accommodation in his or her IEP or 504 plan, make sure the student receives the appropriate device.

Say	**Now, look at your student testing ticket and make sure it has your first and last name on it. Raise your hand if you do not have <u>your</u> ticket.**

If a student has the wrong ticket, provide the correct student testing ticket to the student. If you do not have the correct student testing ticket, contact the School Test Coordinator.

STUDENT TESTING TICKET

Student:	SAMPLE, STUDENT
Date of Birth:	2001-03-07
Session:	SAMPLETESTSESSION
Test:	Grade 6 ELA/Literacy

You are authorized to take the **e**lectronic version of Grade 6 ELA/Literacy
You wi**l** be asked to provide the fo**l**lowing information in order to access the test on the device**.** P**l**ease wait for instructions before proceeding**.**

IF TESTING IN A BROWSER:	Go to **il.testnav.com**
IF TESTING IN THE APPLICATION:	**Select your state** on the home page
Username:	0123456789
Password:	1a22b3

Say	**Now, enter your Username as shown on the bottom of your ticket.** (Pause.) **Next, enter the Password as shown on your ticket.** (Pause.) **Now, select the "Sign In" button.** (Pause.) **Find your name in the upper right corner of the screen. If the name you see is not yours, please raise your hand. You should now be on the "Available Tests" screen. Select the "Start" button for Unit 1. You should see a "Welcome" screen.**

Circulate throughout the room to make sure all students have successfully logged in. Retype the Username and Password for a student, if necessary. Passwords are not case sensitive. If the student does not see his or her correct name on the login screen, have the student log out of the application, and log the student back in with the correct student testing ticket.

Instructions for Administering Unit 1

Say	**Select the "Start Test Now" box in the middle of the screen. Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along. Do NOT select the "Start Section" button until I tell you to do so.** **Today, you will take Unit 1 of the Grade __** (6 or 7 choose the appropriate grade level) **Mathematics Test. Unit 1 has two sections. In the first section, you may not use a calculator. In the second section, you may use a calculator. You will not be allowed to return to the first section of the test after you start the calculator section. You must complete both the non-calculator and calculator sections of Unit 1 within the time allowed.** **Read each question. Then, follow the directions to answer each question.** **If a question asks you to show or explain your work, you must do so to receive full credit. Enter your response in the box provided on your screen. Only responses entered in the response box will be scored.** **If you do not know the answer to a question, you may bookmark it and go on to the next question. When you finish the first section, you may review your answers and any questions you may have bookmarked in this section ONLY. Once you have reviewed your answers, continue to the calculator section by submitting the answers for the first section. Raise your hand if you need assistance continuing to the calculator section.**

Say	**OPTIONAL IF USING HAND-HELD CALCULATORS: Raise your hand to receive your calculator when you are ready to move onto the calculator section.**

Say	**This is the end of the directions on your screen. Do not go on until you are told to do so.** **During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test.** **Once you have checked your work in the calculator section, raise your hand and I will instruct you to log out of the test. I will then collect your student testing ticket and scratch paper. Once you have exited the test, you may not log back in.**

Read from OPTION A, B, or C below based on state or local policy (refer to your School Test Coordinator).

Say	OPTION A **After you have logged out of the test, sit quietly until the unit has ended.**
	OPTION B **After you have logged out of the test, I will dismiss you.**
	OPTION C **After you have logged out of the test, you may read a book or other allowable materials until the unit has ended.**

Say	**Do you have any questions?**

Answer any questions.

Instructions for Starting the Test

Say	**Scroll to the bottom of the screen.** (Pause.) **Select the "Start Section" button.** (Pause.) **You should now be in the test.**

Pause to make sure all students are in the correct unit.

Say	**You will have . . .** • Grades 6 or 7: **60 minutes** **. . . to complete both the non-calculator and calculator sections in this unit. When there is 20 minutes of testing time left, I will remind you to move on to the calculator section, if you have not already done so. I will also let you know when you have 10 minutes of testing time left.** **You may begin working now.**

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.7.3).
- If technology issues occur during testing, assist students as needed. Follow the protocol in Section 4.7.1, as applicable, if any technology issues cause a disruption.
- If you are assisting students and see "Submit Section" or "Start Section" on the TestNav screen, this means that the student is ready to transition into the calculator section. Ensure students are moving on to the calculator section. When the non-calculator section is complete, students will need to "Submit Section" in order to move on to the calculator section and log out of TestNav as they complete the unit (Section 4.9.1).
- Distribute grade-appropriate/accommodation-appropriate calculators (if using hand-held calculators) when students complete the non-calculator section (refer to Section 4.2 for more information).
- Ensure students are logging out of TestNav as they complete the unit (Section 4.9.1).
- Collect test materials as students complete testing (Section 4.9.2).
- If students have questions about an item, tell them, "Do the best you can."
- If students indicate that a test item is not functioning appropriately, refer to Section 4.7.5.
- Ensure that any absent students are locked out of the unit (Section 4.3).

Instructions for Taking a Break During Testing and Testing Interruptions

The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised.
- Student screens must not be visible to other students.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the unit:



Please stop and cover or turn off your screen. We will take a silent three minute stretch break. No talking is allowed.

After taking a classroom break, be sure students are seated and device screens are visible:



You may now resume testing.

Instructions for When 20 Minutes of Unit Time Remain
When 20 minutes of unit time remain,

Say	**You have 20 minutes remaining. As a reminder, both the non-calculator and calculator sections must be completed within this time.**

Instructions for When 10 Minutes of Unit Time Remain
When 10 minutes of unit time remain,

Say	**You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Unit
When the unit time is finished, read the following optional SAY box if there are students still actively testing. If a second unit will be administered after a short break, stop the directions after exiting the unit. (Do not have students log out of TestNav.)

Say	**Stop working. Testing time has now ended.** **Select the "Review" drop-down menu at the top left corner of your test.** **From the "Review" menu, scroll to the bottom and select "End of Section."** **Select the "Submit Final Answers" button.** **Select the "Yes" button to exit the unit.** **I will now collect your student testing ticket and scratch paper.**

- Circulate throughout the room to make sure all students have successfully logged off. Then, collect student testing tickets and scratch paper.
- Ensure all students are in **Completed** status for the unit in PearsonAccess^{next} at the end of the unit.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script to move on to the next unit.

4.11.3 Grade 8 Mathematics – Unit 1

The administration script under Section 4.11.3 will be used for Unit 1 of the Grade 8 mathematics test. Refer to Section 4.11.4 for the administration script for Unit 2 and Unit 3 of the Grades 6, 7, and 8 mathematics test. The administration script for Unit 1 of the Grades 6 and 7 mathematics assessment can be found in section 4.11.2.

On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the IAR assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1: Non-Calculator	Grade 8: 60 Minutes	• Student testing tickets • Pencils • Scratch paper		
End of Unit 1 – Students **Submit Final Answers**				

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to Section 3.3 for further instructions on how to check accessibility features and accommodations. Before students can begin testing, the test session must be started in PearsonAccess^{next}. Additionally, the unit must be unlocked (refer to Section 4.3 for more information). Speak to your School Test Coordinator to determine who will complete these two tasks prior to testing. Test Administrators must make sure all testing devices are turned on and logged on to the il.testnav.com site (or follow your school/district instructions for accessing the **Sign-In** page. Make sure all testing devices display the **Sign-In** screen as shown under the Checking Audio Section). **If headphones are needed for accessibility purposes, make sure they are plugged in prior to launching TestNav (except for headphones that are used as noise buffers).**

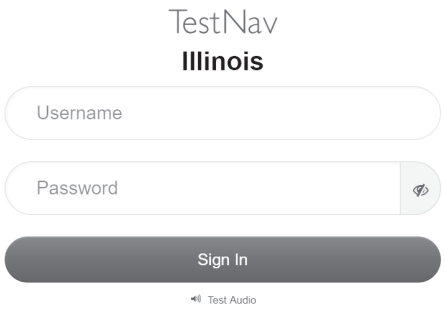
Say	**Today, you will take the Mathematics Assessment.** **You may not have any electronic devices at your desk, other than your testing device. Making calls, texting, taking pictures, and browsing the internet are not allowed. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.**

If a student raises his or her hand, collect the electronic device (or follow your school/district policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

Checking Audio (for Mathematics Accessibility Features only)

Say	**Make sure your headphones are plugged in and put them on. On your screen below the "Sign In" button is a link called "Click To Test Audio." Select the link to make sure you can hear through your headphones and adjust the volume to the highest level. You can adjust the volume in the test after you begin.**

See below for a screenshot of the **Test Audio** function. Test Administrators should assist students with audio adjustments as needed.



Instructions for Logging In

Say	**Please sit quietly while I distribute your student testing tickets and scratch paper.** **Do NOT log in until I tell you to do so.**

Distribute scratch paper, mathematics reference sheets (if locally printed), and student testing tickets as well as optional mathematics tools as applicable. Make sure students have pencils. If a student has a calculator accommodation in his or her IEP or 504 plan, make sure the student receives the appropriate device.

Say	**Now, look at your student testing ticket and make sure it has your first and last name on it. Raise your hand if you do not have <u>your</u> ticket.**

If a student has the wrong ticket, provide the correct student testing ticket to the student. If you do not have the correct student testing ticket, contact the School Test Coordinator.

STUDENT TESTING TICKET

Student:	SAMPLE, STUDENT
Date of Birth:	2001-03-07
Session:	SAMPLETESTSESSION
Test:	Grade 6 ELA/Literacy

You are authorized to take the electronic version of Grade 6 ELA/Literacy You will be asked to provide the following information in order to access the test on the device. Please wait for instructions before proceeding.

IF TESTING IN A BROWSER:	Go to **il.testnav.com**
IF TESTING IN THE APPLICATION:	**Select your state** on the home page
Username:	0123456789
Password:	1a22b3

Say	**Now, enter your Username as shown on the bottom of your ticket.** (Pause.) **Next, enter the Password as shown on your ticket.** (Pause.) **Now, select the "Sign In" button.** (Pause.) **Find your name in the upper right corner of the screen. If the name you see is not yours, please raise your hand. You should now be on the "Available Tests" screen. Select the "Start" button for Unit 1. You should see a "Welcome" screen.**

Circulate throughout the room to make sure all students have successfully logged in. Retype the Username and Password for a student, if necessary. Passwords are not case sensitive. If the student does not see his or her correct name on the login screen, have the student log out of the application, and log the student back in with the correct student testing ticket.

Instructions for Administering Unit 1

Say	**Select the "Start Test Now" box in the middle of the screen. Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along. Do NOT select the "Start Section" button until I tell you to do so.** **Today, you will take Unit 1 of the Grade 8 Mathematics Test. You will not be able to use a calculator.** **Read each question. Then, follow the directions to answer each question. If a question asks you to show or explain your work, you must do so to receive full credit. Enter your response in the box provided on your screen. Only responses entered in the response box will be scored.** **If you do not know the answer to a question, you may bookmark it and go on to the next question. If you finish early, you may review your answers and any questions you may have bookmarked.**

Say	**This is the end of the directions on your screen. Do not go on until you are told to do so.** **During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test.**

Read from OPTION A, B, or C below based on state or local policy (refer to your School Test Coordinator).

Say	
	OPTION A **After you have logged out of the test, sit quietly until the unit has ended.**
	OPTION B **After you have logged out of the test, I will dismiss you.**
	OPTION C **After you have logged out of the test, you may read a book or other allowable materials until the unit has ended.**

Say	
	Do you have any questions?

Answer any questions.

Instructions for Starting the Test

Say	
	Scroll to the bottom of the screen. (Pause.) **Select the "Start Section" button.** (Pause.) **You should now be in the test.**

Pause to make sure all students are in the correct unit.

Say	
	You will have 60 minutes to complete this unit. I will also let you know when you have 10 minutes of testing time left. **You may begin working now.**

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.7.3).
- If technology issues occur during testing, assist students as needed. Follow the protocol in Section 4.7.1, as applicable, if any technology issues cause a disruption.
- Ensure students are logging out of TestNav as they complete the unit (Section 4.9.1).
- Collect test materials as students complete testing (Section 4.9.2).
- If students have questions about an item, tell them, "Do the best you can."
- If students indicate that a test item is not functioning appropriately, refer to Section 4.7.5.
- Ensure that any absent students are locked out of the unit (Section 4.3).

Instructions for Taking a Break During Testing and Testing Interruptions
The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised.
- Student screens must not be visible to other students.
- Students are not permitted to talk to each other during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the unit:

Say	**Please stop and cover or turn off your screen. We will take a silent three minute stretch break. No talking is allowed.**

After taking a classroom break, be sure students are seated and device screens are visible:

Say	**You may now resume testing.**

Instructions for When 10 Minutes of Unit Time Remain
When 10 minutes of unit time remain,

Say	**You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Unit
When the unit time is finished, read the following optional SAY box if there are students still actively testing. If a second unit will be administered after a short break, stop the directions after exiting the unit. (Do not have students log out of TestNav.)

Say	**Stop working. Testing time has now ended.** **Select the "Review" drop-down menu at the top left corner of your test.** **From the "Review" menu, scroll to the bottom and select "End of Section."** **Select the "Submit Final Answers" button.** **Select the "Yes" button to exit the unit.** **I will now collect your student testing ticket and scratch paper.**

- Circulate throughout the room to make sure all students have successfully logged off. Then, collect student testing tickets and scratch paper.
- Ensure all students are in **Completed** status for the unit in PearsonAccess^{next} at the end of the unit.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script to move on to the next unit.

4.11.4 Grades 6, 7, and 8 Mathematics – Units 2 and 3

The administration script under Section 4.11.4 will be used for Unit 2 and Unit 3 of the Grades 6, 7, and 8 mathematics test. The administration script for Unit 1 of the Grades 6 and 7 mathematics assessments can be found in Section 4.11.2. The administration script for Unit 1 of the Grade 8 mathematics assessments can be found in Section 4.11.3.

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 2	Grades 6–8: 60 Minutes	• Student testing tickets • Pencils • Scratch paper		
End of Unit 2 – Students **Submit Final Answers**				
Unit 3	Grades 6–8: 60 Minutes	• Student testing tickets • Pencils • Scratch paper		
End of Unit 3 – Students **Submit Final Answers**				

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to Section 3.3 for further instructions on how to check accessibility features and accommodations.

Before students can begin testing, the test session must be started in PearsonAccess^{next}. Additionally, the unit must be unlocked (refer to Section 4.3 for more information). Speak to your School Test Coordinator to determine who will complete these two tasks prior to testing. Test Administrators must make sure all testing devices are turned on and logged on to the il.testnav.com site (or follow your school/district instructions for accessing the **Sign-In** page). Make sure all testing devices display the **Sign-In** screen as shown below (under the Checking Audio Section). **If headphones are needed for accessibility purposes, make sure they are plugged in prior to launching TestNav (except for headphones that are used as noise buffers).**

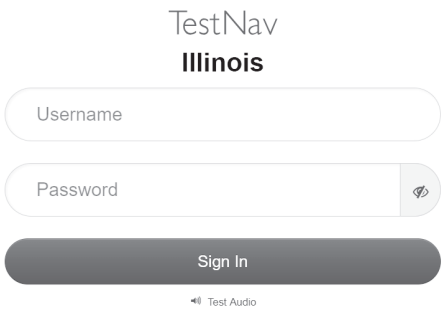
Say	**Today, you will take the Mathematics Assessment.** **You may not have any electronic devices at your desk, other than your testing device. Making calls, texting, taking pictures, and browsing the internet are not allowed. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.**

If a student raises his or her hand, collect the electronic device (or follow your school/district policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

Checking Audio (for Mathematics Accessibility Features only)

Say	**Make sure your headphones are plugged in and put them on. On your screen below the "Sign In" button is a link called "Click To Test Audio." Select the link to make sure you can hear through your headphones and adjust the volume to the highest level. You can adjust the volume in the test after you begin.**

See below for a screenshot of the **Test Audio** function. Test Administrators should assist students with audio adjustments as needed.



Instructions for Logging In

Say	**Please sit quietly while I distribute your student testing tickets and scratch paper.** **Do NOT log in until I tell you to do so.**

Distribute scratch paper, mathematics reference sheets (if locally printed), and student testing tickets as well as optional mathematics tools as applicable. Make sure students have pencils. If a student has a calculator accommodation in his or her IEP or 504 plan, make sure the student receives the appropriate device.

Say	**Now, look at your student testing ticket and make sure it has your first and last name on it. Raise your hand if you do not have <u>your</u> ticket.**

If a student has the wrong ticket, provide the correct student testing ticket to the student. If you do not have the correct student testing ticket, contact the School Test Coordinator.

STUDENT TESTING TICKET

Student:	SAMPLE, STUDENT
Date of Birth:	2001-03-07
Session:	SAMPLETESTSESSION
Test:	Grade 6 ELA/Literacy

You are authorized to take the electronic version of Grade 6 ELA/Literacy You will be asked to provide the following information in order to access the test on the device. Please wait for instructions before proceeding.

IF TESTING IN A BROWSER:	Go to **il.testnav.com**
IF TESTING IN THE APPLICATION:	**Select your state** on the home page
Username:	0123456789
Password:	1a22b3

Say	**Now, enter your Username as shown on the bottom of your ticket.** (Pause.) **Next, enter the Password as shown on your ticket.** (Pause.) **Now, select the "Sign In" button.** (Pause.) **Find your name in the upper right corner of the screen. If the name you see is not yours, please raise your hand. You should now be on the "Available Tests" screen. Select the "Start" button for Unit __** (fill in the appropriate unit number)**. You should see a "Welcome" screen.**

Circulate throughout the room to make sure all students have successfully logged in. Retype the Username and Password for a student, if necessary. Passwords are not case sensitive. If the student does not see his or her correct name on the login screen, have the student log out of the application, and log the student back in with the correct student testing ticket.

Instructions for Administering Each Unit

Say	**Select the "Start Test Now" box in the middle of the screen. Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along. Do NOT select the "Start Section" button until I tell you to do so.** **Today, you will take Unit __** (fill in the appropriate unit number) **of the __** (fill in the appropriate grade) **Mathematics Test. You will be able to use a calculator. A calculator is provided in the toolbar for your use.** **Read each question. Then, follow the directions to answer each question.** **If a question asks you to show or explain your work, you must do so to receive full credit. Enter your response in the box provided on your screen. Only responses entered in the response box will be scored.** **If you do not know the answer to a question, you may bookmark it and go on to the next question. If you finish early, you may review your answers and any questions you may have bookmarked.**

Say	**This is the end of the directions on your screen. Do not go on until you are told to do so.** **During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test.** **Once you have checked your work in this unit, raise your hand and I will instruct you to log out of the test. I will then collect your student testing ticket and scratch paper. Once you have exited the test, you may not log back in.**

Read from OPTION A, B, or C below based on state or local policy (refer to your School Test Coordinator).

Say	OPTION A **After you have logged out of the test, sit quietly until the unit has ended.**
	OPTION B **After you have logged out of the test, I will dismiss you.**
	OPTION C **After you have logged out of the test, you may read a book or other allowable materials until the unit has ended.**

Say	**Do you have any questions?**

Answer any questions.

Instructions for Starting the Test

Say	**Scroll to the bottom of the screen.** (Pause.) **Select the "Start Section" button.** (Pause.) **You should now be in the test.**

Pause to make sure all students are in the correct units.

Say	**You will have . . .** • Grades 6–8: **60 minutes** **. . . to complete this unit. I will let you know when you have 10 minutes of testing time left.** **You may begin working now.**

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.7.3).
- If technology issues occur during testing, assist students as needed. Follow the protocol in Section 4.7.1, as applicable, if any technology issues cause a disruption.
- If students have questions about an item, tell them, "Do the best you can."
- If students indicate that a test item is not functioning appropriately, refer to Section 4.7.5.
- Ensure that any absent students are locked out of the unit (Section 4.3).
- Assist students in logging out of TestNav as they complete the unit (Section 4.9.1).
- Collect test materials as students complete testing (Section 4.9.2).

Instructions for Taking a Break During Testing and Testing Interruptions
The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised.
- Student screens must not be visible to other students.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the unit:

Say	**Please stop and cover or turn off your screen. We will take a silent three minute stretch break. No talking is allowed.**

After taking a classroom break, be sure students are seated and device screens are visible:

Say	**You may now resume testing.**

Instructions for When 10 Minutes of Unit Time Remain
When 10 minutes of unit time remain,

Say	**You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Unit
When the unit time is finished, read the following optional SAY box if there are students still actively testing. If a second unit will be administered after a short break, stop the directions after exiting the unit. (Do not have students log out of TestNav.)

Say	**Stop working. Testing time has now ended.** **Select the "Review" drop-down menu at the top left corner of your test.** **From the "Review" menu, scroll to the bottom and select "End of Section."** **Select the "Submit Final Answers" button. You will then see a message that asks "Are you sure you want to submit final answers?" Select the "Yes, Submit Final Answers" button.** **I will now collect your student testing ticket and scratch paper.**

- Circulate throughout the room to make sure all students have successfully logged off. Then, collect student testing tickets and scratch paper.
- Ensure all students are in **Completed** status for the unit in PearsonAccess^{next} at the end of the unit.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script to move on to the next unit.

4.12 Script for Administering English Language Arts/Literacy (ELA/L)

The administration script under Section 4.12.1 will be used for all units for the ELA/L Test. On the first read through, Test Administrators are required to adhere to the scripts provided in this manual for administering the IAR assessment. Read word-for-word the bold instructions in each SAY box to students. You may not modify or paraphrase the wording in the SAY boxes. Some of the SAY boxes are outlined with a dashed line and should ONLY be read aloud if they are applicable to your students. Some directions may differ slightly by unit and are noted within the administration script.

4.12.1 Grades 3 – 8 ELA/Literacy – All Units

Unit	Unit Testing Time	Required Materials	Start Time	Stop Time
Unit 1	Grade 3: 75 Minutes Grades 4–8: 90 Minutes	• Student testing tickets • Pencils • Scratch paper		
End of Unit 1 – Students **Submit Final Answers**				
Unit 2	Grade 3: 75 Minutes Grades 4–8: 90 Minutes	• Student testing tickets • Pencils • Scratch paper		
End of Unit 2 – Students **Submit Final Answers**				
Unit 3 (if applicable)	Grade 3: 75 Minutes Grades 4–8: 90 Minutes	• Student testing tickets • Pencils • Scratch paper		
End of Unit 3 – Students **Submit Final Answers**				

It is critical to ensure that students have the appropriate accessibility features and accommodations prior to testing. Refer to Section 3.3 for further instructions on how to check accessibility features and accommodations.

Before students can begin testing, the test session must be started in PearsonAccess^{next}. Additionally, the unit must be unlocked (refer to Section 4.3 for more information). Speak to your School Test Coordinator to determine who will complete these two tasks prior to testing. Test Administrators must make sure all testing devices are turned on and logged on to the il.testnav.com site (or follow your school/district instructions for accessing the **Sign-In** page). Make sure all testing devices display the **Sign-In** screen as shown below (under the Checking Audio Section). Make sure all headphones are plugged in prior to launching TestNav.

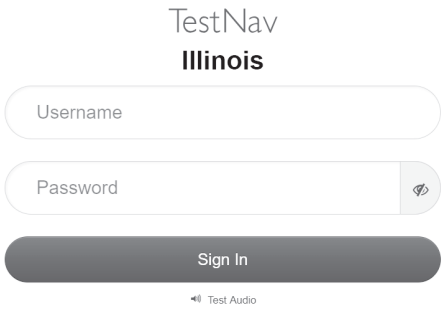
Say	**Today, you will take the English Language Arts/Literacy Assessment.** **You may not have any electronic devices at your desk, other than your testing device. Making calls, texting, taking pictures, and browsing the internet are not allowed. If you have any unapproved electronic devices with you right now, including cell phones, please turn them off and raise your hand. If you are found to have unapproved electronic devices during testing, your test might not be scored.**

If a student raises his or her hand, collect the electronic device (or follow your school/district policy) and store it until the unit is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your Test Coordinator if you have questions regarding electronic devices.

Checking Audio

Say	**Make sure your headphones are plugged in and put them on. On your screen below the "Sign In" button is a link called "Click To Test Audio." Select the link to make sure you can hear through your headphones and adjust the volume to the highest level. You can adjust the volume in the test after you begin.**

See below for a screenshot of the **Test Audio** function. Test Administrators should assist students with audio adjustments as needed.



Instructions for Logging In

Say	**Please sit quietly while I distribute your student testing tickets and scratch paper.** **Do NOT log in until I tell you to do so.**

Distribute scratch paper and student testing tickets. Make sure students have pencils.

Say	**Now, look at your student testing ticket and make sure it has your first and last name on it. Raise your hand if you do not have <u>your</u> ticket.**

If a student has the wrong ticket, provide the correct student testing ticket to the student. If you do not have the correct student testing ticket, contact the School Test Coordinator.

STUDENT TESTING TICKET

Student:	SAMPLE, STUDENT
Date of Birth:	2001-03-07
Session:	SAMPLETESTSESSION
Test:	Grade 6 ELA/Literacy

You are authorized to take the electronic version of Grade 6 ELA/Literacy
You will be asked to provide the following information in order to access the test on the device. Please wait for instructions before proceeding.

IF TESTING IN A BROWSER:	Go to **il.testnav.com**
IF TESTING IN THE APPLICATION:	**Select your state** on the home page
Username:	0123456789
Password:	1a22b3

Say	**Now, enter your Username as shown on the bottom of your ticket.** (Pause.) **Next, enter the Password as shown on your ticket.** (Pause.) **Now, select the "Sign In" button.** (Pause.) **Find your name in the upper right corner of the screen. If the name you see is not yours, please raise your hand. You should now be on the "Available Tests" screen. Select the "Start" button for Unit __** (fill in the appropriate unit number)**. You should see a "Welcome" screen.**

Circulate throughout the room to make sure all students have successfully logged in. Retype the username and password for a student, if necessary. Passwords are not case sensitive. If the student does not see his or her correct name on the login screen, have the student log out of the application, and log the student back in with the correct student testing ticket.

Instructions for Administering Each Unit

Say	**Select the "Start Test Now" box in the middle of the screen. Follow along while I read the directions on the screen. You may need to use the scroll bar on the right to follow along. Do NOT select the "Start Section" button until I tell you to do so.** **Today, you will take Unit __** (fill in the appropriate unit number) **of the Grade __** (fill in the appropriate grade) **English Language Arts/Literacy Test.** **Read each passage and question. Then, follow the directions to answer each question.** **One of the questions will ask you to write a response. Enter your response in the box provided on your screen. There will be enough space for you to complete your response. If your response is longer than the space provided, a scroll bar will appear. You will be able to use the scroll bar to review your entire response. Only responses entered in the box will be scored.** **If you do not know the answer to a question, you may bookmark it and go on to the next question. If you finish early, you may review your answers and any questions you may have bookmarked.**

Say	**This is the end of the directions on your screen. Do not go on until you are told to do so.** **Some words or phrases will be underlined. If you see any underlined words or phrases, you can open the link to display a pop-up glossary that will provide you with the definition of the word or phrase.** **During testing, raise your hand if you have any difficulties with your testing device, so that I can assist you. I will not be able to help you with test questions or the online tools during the test.** **Once you have checked your work in this unit, raise your hand and I will instruct you to log out of the test. I will then collect your student testing ticket and scratch paper. Once you have exited the test, you may not log back in.**

Read from OPTION A, B, or C below based on state or local policy (refer to your School Test Coordinator).

Say	OPTION A **After you have logged out of the test, sit quietly until the unit has ended.**
	OPTION B **After you have logged out of the test, I will dismiss you.**
	OPTION C **After you have logged out of the test, you may read a book or other allowable materials until the unit has ended.**

Say	**Do you have any questions?**

Answer any questions.

Instructions for Starting the Test

Say	**Scroll to the bottom of the screen.** (Pause.) **Select the "Start Section" button.** (Pause.) **You should now be in the test.**

Pause to make sure all students are in the correct unit.

Say **Grade 3**	**You will have . . .** (Select the unit being administered) Grade 3 Unit 1: **75 minutes** Grade 3 Unit 2: **75 minutes** (Grade 3 Unit 3: **75 minutes,** if applicable) **. . . to complete this unit. I will let you know when you have 10 minutes of testing time left.**

Say **Grades 4–8**	**You will have . . .** (Select the unit being administered) Grades 4–8 Unit 1: **90 minutes** Grades 4–8 Unit 2: **90 minutes** (Grades 4–8 Unit 3: **90 minutes,** if applicable) **. . . to complete this unit. I will let you know when you have 10 minutes of testing time left.**

Write the starting time and stopping time in the timing box (Figure 3.0 Timing Box Example).

Actively proctor while students are testing:

- Redirect students as necessary (Section 4.7.3).
- If technology issues occur during testing, assist students as needed. Follow the protocol in Section 4.7.1, as applicable, if any technology issues cause a disruption.
- Assist students in logging out of TestNav as they complete the unit (Section 4.9.1).
- Collect test materials as students complete testing (Section 4.9.2).
- If students have questions about an item, tell them, "Do the best you can."
- If students indicate that a test item is not functioning appropriately, refer to Section 4.7.5.
- Ensure that any absent students are locked out of the unit (Section 4.3).

Instructions for Taking a Break During Testing and Testing Interruptions

The following are permitted during test administration at the discretion of the Test Administrator:

- One stretch break of up to three minutes for the entire classroom during testing for each unit. The stopping time should be adjusted by no more than three minutes if there is a stretch break.
- Individual restroom breaks during testing (do not adjust stop time).

The following security measures must be followed:

- Students must be supervised.
- Student screens must not be visible to other students.
- Students are **not permitted to talk to each other** during testing or breaks during testing.
- Students are not permitted to use electronic devices, play games, or engage in activities that may compromise the validity of the test.

If taking a three-minute stand and stretch break during the unit:

Say	**Please stop and cover or turn off your screen. We will take a silent three minute stretch break. No talking is allowed.**

After taking a classroom break, be sure students are seated and device screens are visible:

Say	**You may now resume testing.**

Instructions for When 10 Minutes of Unit Time Remain

When 10 minutes of unit time remain,

Say	**You have 10 minutes remaining.**

Continue to actively proctor while students are testing.

Instructions for Ending the Unit

When the unit time is finished, read the following optional SAY box if there are students still actively testing. If a second unit will be administered after a short break, stop the directions after exiting the unit. (Do not have students log out of TestNav.)



Stop working. Testing time has now ended.

Select the "Review" drop-down menu at the top left corner of your test.

From the "Review" menu, scroll to the bottom and select "End of Section."

Select the "Submit Final Answers" button. You will then see a message that asks "Are you sure you want to submit final answers?" Select the "Yes, Submit Final Answers" button.

Select the "Yes" button to exit the unit.

I will now collect your student testing ticket and scratch paper.

- Circulate throughout the room to make sure all students have successfully logged off. Then, collect student testing tickets and scratch paper.
- Ensure all students are in **Completed** status for the unit in PearsonAccess^{next} at the end of the unit.
- Return all test materials to your School Test Coordinator. Report any missing materials and absent students.
- Report any testing irregularities to your School Test Coordinator.

If you are administering more than one unit in the same day, allow students to take a short break (e.g., restroom break, stretch break) or extended break (e.g., lunch). Once students have returned and are seated, read the script to move on to the next unit.

5.0 AFTER Completion of Each Day of Testing

5.1 Checklist of Tasks for Test Administrators to Complete AFTER Testing

This section describes activities Test Administrators must complete after testing.

Day of Testing	Reference
❑ Ensure all materials have been returned after testing.	Section 5.2
❑ Complete any documentation necessary for reporting any testing irregularity or security breach.	Section 2.2.2
❑ Lock units and stop test sessions in PearsonAccess^{next} (this task may be completed by your School Test Coordinator).	Section 5.3

5.2 Return Materials to the School Test Coordinator

The following are materials that must be returned to the School Test Coordinator:

- *Test Administrator Manual* (after all units are completed)
- Student testing tickets
- Mathematics reference sheets (if locally printed)
- Accommodated test materials
- Used and unused scratch paper

5.3 Lock Units and Stop Test Sessions in PearsonAccess^{next}

At the end of each testing day, ensure that all units are locked. To lock units for all students in a session, slide the indicator for the unit to lock in the session box at the top of the screen. To lock units for individual students, click the appropriate unit by the student's name. Notify School Test Coordinators of any units that need to be Marked Complete, and any students that need to make up units.

After students have completed all units of the test and submitted their responses, or have been marked complete, make sure test sessions have been stopped (this task may be completed by your School Test Coordinator). Refer to the *PearsonAccess^{next} Online User Guide* for specific instructions. This can only be done if all students in the testing session are in completed or marked complete status.

6.0 Accessibility Features and Accommodations

The *Accessibility Features and Accommodations Manual, 8th Edition (AF&A Manual)* is available online at: http://il.mypearsonsupport.com. Schools/districts must refer to the *AF&A Manual* for full information about identifying and administering accessibility features and accommodations.

6.1 Test Administration of Accessibility Features and Accommodations

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

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

Accessibility Feature Example from Section 2

	Accessibility Feature	Administration Guidelines
1r	**Text-to-Speech for the Mathematics Assessments** *(SR/PNP Reference CD)*	**Before Testing:** • Identification for SR/PNP: The student's SR/PNP must have text-to-speech selected to activate the feature on the platform. Once a student is placed into a test session, the student will be assigned a form with embedded text-to-speech. Volume level must be determined prior to testing; once the test session begins, the volume level cannot be changed. The student will not have access to volume control in the secure TestNav environment. • Test Administrator Training: Refer to the Text-to-Speech Tutorial on http://il.mypearsonsupport.com for full training on tool functionality. • Differences Between Text Only and Text Plus Graphics: ◦ Text Plus Graphics—Reads all printed text and the hidden alternate text descriptions for images. ◦ Text Only—Reads printed text but does not read any alternate text descriptions for images. **During Testing:** The student selects the "Text-to-Speech Player" icon on the toolbar on the right side of the screen. The test is read aloud to the student using embedded text-to-speech software. The student may pause and resume the audio. To choose a speed (slow, normal, fast), select the "Text-to-Speech Settings" icon. Once the test begins, the volume level cannot be changed. The student must be tested in a separate setting if unable to wear headphones.

Accommodations Example from Section 3

Accommodation		Administration Guidelines
4f 4g 4h 4i	**ELA/Literacy Selected Response Options**[18] **Speech-to-Text** **Human Scribe** **Human Signer** **Assistive Technology Device** *(SR/PNP Reference BU)*	**Before Testing:** • Identification for SR/PNP: Student's SR/PNP must have Speech-to-Text, Human Scribe, Human Signer, or Assistive Technology Device selected. • Materials: External device provided by the student, if needed. If the student uses speech-to-text software, such as Dragon® Naturally Speaking, then a separate computer must be provided; one to run the assessment on TestNav and a second computer to run the software. TestNav 8 does not contain embedded speech-to-text software. • Test Administrator Training: Test Administrators providing the scribe accommodation must review: ◦ Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. ◦ Appendix L: Human Signing Guidelines (signers only). **Note:** If a student is using an allowable 3rd party external Assistive Technology that provides speech-to-text functionality that will interact with TestNav, the student must also be registered for Assistive Technology Non Screen-reader to allow the assistive technology to work. • Assistive technology, including speech-to-text software, should be tested during an Infrastructure Trial. If during the Infrastructure Trial the specific device will not interact with TestNav, a secondary testing device to run the external device software will be needed. Some speech-to-text software will not interact with TestNav, and users should set up a separate, adjacent testing station; the student will use two testing stations, one device with the test and one device with the familiar software. • Reference the Assistive Technology Guidelines available at the following link in the Technology Guidelines drop-down menu: http://il.mypearsonsupport.com.
4j 4k 4l 4m	**Mathematics Response Options** **Speech-to-Text** **Human Scribe** **Human Signer** **Assistive Technology Device** *(SR/PNP Reference BV)*	**During Testing:** Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration. **Note: TestNav does not have embedded Speech-to-Text functionality—students must use allowable Assistive Technology or an external third party device (responses must be transcribed).** **After Testing:** • Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored. • Refer to **Appendix C**: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. • Test Administrators are responsible for collecting all paper nonscorable student work created using assistive technology devices. Test-related content must be deleted from all devices. Nonscorable student work must be securely shredded.

[18]This accommodation applies to Evidence Based Selected Response, and Technology Enhanced Constructed Response items (not Prose Constructed Response items) on the English language arts/literacy (ELA/L) assessments.

6.2 Before Testing: Preparing for Accessible Test Administration

If you will be administering any accessibility features or accommodations be sure you receive the proper training and materials from your School Test Coordinator. Ask your School Test Coordinator for a list of any students in your group receiving accessibility features and/or accommodations.

If you will be administering any of the accommodations/accessibility features below, review the corresponding documentation.

Accommodation	*IAR AF&A Manual* References
Human Reader	**Appendix B**: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/Literacy Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments **Appendix I**: IAR Audio Guidelines for ELA/Literacy used to ensure consistency in how items are read **Appendix J**: IAR Audio Guidelines for Mathematics used to ensure consistency in how items are read **Human Reader scripts (for Mathematics only)**: These are secure materials which are NOT included in the manual. These must be indicated in the SR/PNP in order to be shipped in the initial order with secure test materials. Scripts are required to ensure mathematics assessments are read consistently. Note: Students who receive the human reader accommodation - their test must be placed in a test session specifically designed for that accommodation.
Human Scribe	**Appendix C**: Protocol for the Use of the Scribe Accommodation, used to ensure consistency of scribing and transcription
Human Signer	**Appendix L**: Human Signer Guidelines gives guidance to signers to ensure consistency in administration.
Extended Time	**Appendix E**: Guidance for Selecting and Administering the Extended Time Accommodation
Braille	**Appendix M**: IAR Assessments and Students with Visual Impairment including Blindness
Assistive Technology Screen Reader and Non-Screen Reader	**Assistive Technology Guidance** available at http://il.mypearsonsupport.com

See a list of accommodated materials below:

What is included in the Tactile Graphic Kit to support the Assistive Technology Screen Reader accomodation?

Grade 3 Mathematics Tactile Graphics kit includes:	• Grade 3 mathematics Tactile Graphics booklet • Braille notes/special instructions (1 copy) • Grade 3 Braille ruler (in a zip top baggie) • Braille paper (6 blank sheets) • Duplicate pages (when appropriate)
Grade 4 Mathematics Tactile Graphics kit includes:	• Braille protractor • Grade 4 mathematics Tactile Graphics booklet • Braille notes/special instructions (1 copy) • Braille ruler (in a zip top baggie) • Braille paper (6 blank sheets) • Duplicate pages (when appropriate)
Grades 5–8 Mathematics Tactile Graphics kit includes:	• Braille protractor • Braille mathematics reference sheet • Mathematics Tactile Graphics booklet • Braille notes/special instructions (1 copy) • Braille ruler (in a zip top baggie) • Braille paper (6 blank sheets) • Duplicate pages (when appropriate)

6.3 During Testing: Test Administration of Accessibility Features and Accommodations

Tables 1, 3, 4, 5, and 7 in the *AF&A Manual* outline administration directions for each accessibility feature and accommodation. The following accessibility features and accommodations require actions by the Test Administrator during testing.

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

- General Administration Directions Read Aloud, Repeated, or Clarified as needed
- Redirect Student to the Test
- Human Reader for the Mathematics Assessment *(students must be placed in a test session identified as Proctor Reads Aloud in PearsonAccess^{next})*—must be administered using the Human Reader script
- Human Signer for the Mathematics Assessment *(students must be placed in a test session identified as Proctor Reads Aloud in PearsonAccess^{next})*

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

- Human Reader for ELA/Literacy*
- Human Signer for ELA/Literacy*
- Human Signer for Test Directions
- Human Scribe for Dictated Responses*
- Human Scribe for Signed Responses*
- Extended Time
- Monitor Test Response

*Refer to state policy.

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

- Extended Time*
- Human Scribe for Mathematics*
- General Administration Directions Read Aloud, Repeated, or Clarified as needed in Student's Native Language*
- Human Reader for the Mathematics Assessments in Spanish or other languages as needed *(students must be placed in a test session identified as Proctor Reads Aloud in PearsonAccess^{next})* must be administered using the Human Reader script*

*Refer to state policy.

Special Accommodations Circumstances During Testing

Reference the following appendices of the *AF&A Manual* for special circumstances regarding accommodations:

- **Appendix G**: Emergency Accommodation Form
  - An emergency accommodation may be appropriate for a student who incurs a temporary disabling condition that interferes with test performance shortly before or within the IAR assessment window (e.g., a student breaks his or her arm and needs a scribe).
- **Appendix H**: Student Accommodation Refusal Form
  - If a student refuses the accommodation(s) listed in his or her IEP, 504 plan, or EL plan, the school must document in writing that the student refused the accommodation(s). However, the accommodation(s) must be offered and remain available to the student during the test administration.

Contact your School Test Coordinator if either of these circumstances occurs.

6.4 After Testing: Completing Accessible Test Administration

Tables 1, 3, 4, and 5 in the *AF&A Manual* outline post-administration directions for each accessibility feature and accommodation.

After testing, your School Test Coordinator may ask you to assist with transcription of student responses or other after testing activities for accessibility features and accommodations. Remember, accommodated student responses (e.g., AT, scribe) are secure and must be treated as secure test materials.

Appendix A
Glossary of
IAR-Specific Terminology

Glossary of IAR-Specific Terminology

This glossary contains IAR-specific terms. The manual covers IAR policies, and there are IAR policies in **Appendix C** of the *Test Coordinator Manual*.

Term	Definition
Accommodations	An accommodation is an assessment practice or procedure that changes the presentation, response, setting, and/or timing and scheduling of assessments. Accommodations are intended to remove barriers that may exist due to a student's disability or level of English proficiency. Accommodations must be listed in the student's approved IEP, 504 plan, or EL plan. More information on IAR accommodations is available at http://il.mypearsonsupport.com.
Accessibility Feature	Accessibility features are tools or preferences that are either built into the assessment system or provided externally by Test Administrators. Accessibility features can be used by any student taking the IAR assessments. A small selection of accessibility features available to all students need to be identified in advance.
Administration Time	Administration time is the total time schools should schedule for each unit, including the unit testing time and the approximate times shown in Table 2.0 for reading directions, answering questions, distributing materials, closing units, and collecting test materials.
District Test Coordinator	District Test Coordinator is the individual at the local education agency/ district level responsible for the overall coordination of test administration.
IEP, 504 Plan, or EL Plan	IEP refers to Individualized Education Program plan. It is a program developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives specialized instruction and related services. The 504 plan refers to a plan developed to ensure that a student who has a disability and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. An English Learner (EL) plan refers to a plan developed to ensure that a student who is learning English has equal rights and access to a high-quality education.
Mathematics Tools for Administration	Mathematics tools for administration include rulers and protractors, mathematics reference sheets, and geometry tools. Mathematics tools for accommodations may include large print ruler, braille ruler, tactile compass, or braille protractor. See the *AF&A Manual* for more information on mathematics tools for accommodations.
Non-secure	Test materials that have been made available to the public, including manuals and user guides. The availability of non-secure materials does not compromise test security or score validity.
PearsonAccess^{next}	The website used for the registration, setup, preparation, and management of both the paper-based and computer-based formats of the IAR assessments. PearsonAccess^{next} requires username and password setup. More information about setup and operation for the IAR assessments is available in the *PearsonAccess^{next} Online User Guide*.
Precache	Precache is the action of downloading and storing test content to the local ProctorCache computer.

Term	Definition
ProctorCache	ProctorCache software pulls and stores test content from Pearson to a local ProctorCache computer. This stored or "cached" test content is then distributed to TestNav clients during testing sessions.
Section	A portion of a mathematics unit – non-calculator section and calculator section.
Secure	A test item, reading passage, or test that has not been made available to the public. It also includes test items and student responses. For the paper-based administration, secure materials refer to test booklets, answer documents and any accommodated materials provided by Pearson. For both the paper-based and computer-based administrations, secure materials also refer to mathematics reference sheets written on by students and scratch paper written on by students.
SR/PNP	The Student Registration File and Personal Needs Profile have been combined into one file layout: Student Registration/Personal Need Profile (SR/PNP). This is the data file for registering students for testing, including a student's testing condition, materials, or accessibility features and accommodations that are needed to take an IAR assessment.
Testing Environment	All aspects of the test surroundings during testing, this includes what a student can see, hear, or access.
TestNav	The application used to administer the computer-based IAR assessment is available at http://il.testnav.com.
Test Session	In PearsonAccess^{next}, a session is the group of students registered to test a content area together (same time and location).
Unit	Each content area of the IAR assessments is comprised of units. Each unit has a set administration time within a session and is typically administered all at once. The tables in Section 2.4 of this manual provide unit details. In mathematics, certain units may be comprised of more than one section.
Unit Testing Time	Unit testing time is the amount of time any student who needs it must be provided to complete the unit. As such, it is the amount of testing time schools must schedule for each unit. A new unit cannot be started until all students in the unit are finished or until unit testing time has expired.

Appendix B

Security Agreement

2019–2020 Illinois Assessment of Readiness (IAR)
Security Agreement

The content of the IAR assessment is confidential and must be kept secure at all times. Maintaining the security of test materials is critical in order to obtain valid results from the test. Accordingly, each individual authorized to administer the IAR assessment or have access to test materials, including Technology Coordinators, or those authorized to observe administration, must sign this security agreement and agree to the statements below. Failure to abide by the terms of the agreement may result in sanctions by ISBE including (but not limited to) score invalidation or employment and licensure consequences.

For School Test Coordinators

- I will establish and carry out an IAR security plan.
- I will provide training in IAR's test security, administration policies, and procedures to all individuals involved in test administration.
- I will establish a system for documenting the chain-of-custody of secure test materials, and I will keep all test materials locked in a secure storage area with limited access when they are **NOT** in use.
- I will follow all security policies and test administration protocols described in the *Test Coordinator Manual (TCM)*.

For School Test Coordinators, Technology Coordinators, Test Administrators, Proctors, and Authorized Observers

- I will not view test content or student responses except if necessary to administer certain accommodations.
- I will not reproduce test content or student responses in any way (e.g., photographing, copying by hand, typing, texting from cell phone, or photocopying).
- I will not reveal or discuss test content or student responses before, during, or after testing.
- I will not engage in any activity that adversely affects the validity, security, or fairness of the test.
- I will promptly report any testing irregularities or concerns (as specified in the *TCM* and *Test Administrator Manual* [*TAM*]).
- I will follow the procedures as specified in the *TCM* and *TAM* regarding the disposition of all test materials.

For Test Administrators and Proctors

- I will complete training necessary to understand IAR's test security and administration policies and procedures.
- I will keep test materials under my supervision at all times, and I will not leave them unattended.
- I will prepare the testing room so that no student can view another student's test materials or testing device, and so that inappropriate visual aids are removed or covered before testing.
- I will supervise the students at all times and focus my full attention on the testing environment, and
  - Not allow students to talk, pass notes, cause disturbances, or communicate with each other in any way during testing.
  - Not allow students to access cell phones or other unapproved electronic devices during testing.
  - Not allow students to access notes, books, or any instructional materials during testing.
  - Ensure that students provide answers that are strictly their own and do not participate in any form of cheating.
  - Not coach students in any way or do anything to enhance, alter, or interfere with their responses.
- I will follow the chain-of-custody procedures for all test materials, including scratch paper, as specified in the *TAM* and by my School Test Coordinator.
- Some testing accommodations require a Test Administrator to view, read, or transcribe test content or student responses. If I am administering such an accommodation, I will not disclose any test content that I view in the course of providing the accommodation.
- I will follow all security policies and test administration protocols described in the *TAM*.

I have read the IAR Security Agreement and understand my role in this test administration.

_____ _____

First Name (print) Last Name (print)

Role

❑ School Test Coordinator ❑ Technology Coordinator ❑ Test Administrator ❑ Proctor ❑ Other: _____

_____ _____

Signature Date

Submit this form (signed) to your School Test Coordinator, and keep a copy for your records.

The signed agreement must be maintained by the school at least three years.

Appendix C

Signs

ILLINOIS
Assessment of Readiness

TESTING

Please
Do Not Disturb

Computer-Based Testing: Are you ready?

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

Confirming Accessibility Features and Accommodations

Before starting every session, confirm students have the correct forms. Look for the form indicator near their names in the session. Here is what you should see:

Indicator	Accommodation
ASL	American Sign Language
SR	Assistive Technology—Screen Reader
Non-SR	Assistive Technology—Non-Screen Reader
CC	Closed Captioning
TTS	Text-to-Speech
STTS	Spanish Text-to-Speech
S	Spanish

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

If you do not see an accessibility feature or accommodation for a student who should have one, do not let the student log in. Contact your STC.

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