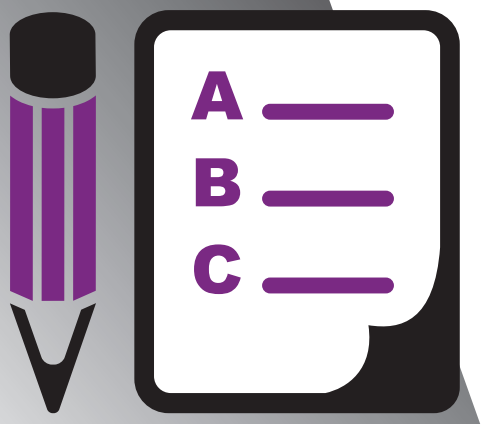
ILLINOIS Assessment of Readiness

# TEST ADMINISTRATOR MANUAL




## 2020 SPRING

**Paper-Based Testing**
**Math & English Language Arts/Literacy**

## Table of Contents

**1.0 Overview ..... 1**
1.1 About this Manual ..... 1
1.2 Roles of Individuals ..... 1
**2.0 Test Security and Administration Policies ..... 3**
2.1 Maintaining the Security of Test Materials and Content ..... 3
2.1.1 Test Administrator Responsibilities ..... 3
2.1.2 Security Forms ..... 4
2.2 Testing Irregularities and Security Breaches ..... 4
2.2.1 Testing Irregularities and Security Breaches ..... 5
2.2.2 Reporting Testing Irregularities and Security Breaches ..... 6
2.3 Testing Environment ..... 6
Administration Considerations for Students ..... 6
Materials Prohibited in the Testing Environment ..... 7
Exceptions for Test Accommodations ..... 7
2.4 Scheduling and Testing Time ..... 8
Testing Time ..... 8
Make-Up Testing ..... 9
Breaks ..... 9
**3.0 BEFORE Testing ..... 10**
3.1 Checklist of Tasks for Test Administrators to Complete BEFORE Testing ..... 10
3.2 Test Administrator Training and Preparation ..... 10
3.3 Preparing to Administer Accessibility Features and Accommodations During IAR Assessments ..... 10
3.4 Administer Practice Tests and Tutorials ..... 11
3.5 Prepare the Testing Environment ..... 11
**4.0 DURING Testing ..... 12**
4.1 Checklist of Tasks for Test Administrators to Complete DURING Testing ..... 12
4.2 Receive Test Materials from the School Test Coordinator (Day of Testing) ..... 12
Calculators ..... 13
Mathematics Tools for Administration ..... 14
4.3 Distribute Materials and Read Script (Day of Testing) ..... 14
4.4 Keep Time (Day of Testing) ..... 15
4.5 Maintain Test Security ..... 16
4.5.1 Contaminated Test Materials ..... 16
4.5.2 Torn or Damaged Test Materials ..... 16
4.6 Supervise Test Administration ..... 17
4.6.1 Guidance for Clarifying Directions During Administration ..... 17
4.6.2 Guidance for Redirecting Students ..... 17
4.6.3 Dismissing Students for Misconduct ..... 17
4.6.4 Item Irregularities During Testing ..... 17
4.6.5 Procedures for Severe Weather and Safety Threats ..... 18
4.7 Administer Breaks ..... 18

4.7.1 Breaks During a Unit ..... 18
4.7.2 Breaks Between Units ..... 19
4.8 Ending Each Unit ..... 19
4.8.1 Collect Test Materials ..... 19
4.8.2 Return Materials to School Test Coordinator ..... 19
4.9 Make-Up Testing ..... 19
4.10 Script for Administrating Grade 3 Mathematics and English Language Arts/Literacy (ELA/L) ..... 20
4.10.1 Grade 3 – Mathematics – All Units ..... 20
4.10.2 Grade 3 – ELA/Literacy – All Units ..... 24
4.11 Script for Administering Mathematics ..... 28
4.11.1 Grades 4 and 5 Mathematics – All Units ..... 28
4.11.2 Grades 6 and 7 Mathematics – Unit 1 ..... 32
4.11.3 Grade 8 Mathematics – Unit 1 ..... 37
4.11.4 Grades 6, 7, and 8 Mathematics – Units 2 and 3 ..... 41
4.12 Script for Administering English Language Arts/Literacy (ELA/L) ..... 45
4.12.1 Grades 4–8 ELA/Literacy – All Units ..... 45
**5.0 AFTER Completion of Each Day of Testing ..... 50**
5.1 Checklist of Tasks for Test Administrators to Complete AFTER Testing ..... 50
5.2 Return Materials to the School Test Coordinator ..... 50
**6.0 Accessibility Features and Accommodations ..... 51**
6.1 Test Administration of Accessibility Features and Accommodations ..... 51
6.2 Before Testing: Preparing for Accessible Test Administration ..... 52
6.3 During Testing: Test Administration of Accessibility Features and Accommodations ..... 54
6.4 After Testing: Completing Accessible Test Administration ..... 55
**Appendix A – Glossary of IAR-Specific Terminology ..... 57**
**Appendix B – Security Agreement ..... 61**
**Appendix C – Signs ..... 63**

# 1.0 Overview

The 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, one of the mathematics units for Grades 6 and 7 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 paper-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 paper-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.

## 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. This individual is responsible for coordinating test administration and resolving testing issues at his or her school.

**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.

Proctor responsibilities include but are not limited to:

- Meeting with the School Test Coordinator to review test security and administration protocols
- Reviewing policies and instructions in the *Test Administrator Manual*
- Assisting in the preparation of the testing environment
- Assisting in the supervision of test administration during each unit

If class size is larger than 25 students, a Proctor is recommended.

# 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 testing materials before testing. For a full list of testing materials, refer to Section 4.2. The following test materials are secure and must be returned to Pearson as either scorable or nonscorable:

- Test booklets
- Answer documents
- Large print and braille test booklets
- Mathematics reference sheets written on by students
- Scratch paper written on by students
- Human Reader scripts for mathematics (if applicable)
- Spanish Test Booklets

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 at 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).

3. **Focus full attention on the testing environment at all times during testing.**
   - Monitor the testing process by continually moving unobtrusively about the room. While monitoring the classroom, a test administrator may view student test booklets for the sole purpose of confirming that students are working in the correct unit. **A Test Administrator may not review answer documents and/or confirm whether a student has marked all his or her responses.**
   - 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 may be a testing irregularity that must be reported to the STC. Refer to **Appendix C** in 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 assisting 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 *IAR 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** in 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
  - 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 a student test booklet or answer document
  - 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 IAR 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.
- 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 *IAR 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., turns in his/her test booklet and answer document) 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, IAR-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; Human Reader Scripts are secure test materials.

## 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 closing units 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<br>Mathematics Grade 4<br>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<br>ELA/Literacy Grade 5 | Unit 1 | | 90 |
| | Unit 2 | | 90 |

**Table 2.2 Unit Testing Times for Grades 6–8**

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



### 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 4.7.

# 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:<br>❍ Introduction to Training - For All User Roles<br>❍ Administration of Paper-Based Testing for Test Administrators<br>❍ 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 Paper-Based Testing Practice Tests and Tutorial. | Section 3.4 |
| **One Day Before Testing** | **Reference** |
| ❑ 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 and the Pearson IAR YouTube Videos 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. If a Human Reader is administering the mathematics assessment, the Human Reader Script must be used; it is a secure test material.

## 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 using tools or responding to items. Therefore, it is important that these questions be answered during tutorials and practice tests. Paper-based practice tests and tutorials familiarize students with new item types and paper-based testing.

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 paper-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.

Before students enter the test environment:

- Cover or remove from the testing space all materials containing content in the subject area being tested, including any materials that might help students answer test questions. Refer to Section 2.3 for testing environment guidelines.
- 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.
- Post an example of the "Stop" and "Go On" signs (refer to **Appendix C** of this manual) on the board.
- 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 mathematics assessments for grades 6 and 7.

# 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 Chain-of-Custody Form. | Section 4.2 |
| ❑ Distribute test materials to students and administer the IAR assessment according to the directions in this manual and using the appropriate administration script. | Section 4.3 |
| ❑ Monitor testing time. | Section 4.4 |
| ❑ Supervise test administration and provide breaks (if applicable). | Sections 4.6 and 4.7 |
| ❑ Return all testing materials to the School Test Coordinator. | Section 4.8.2 |
| ❑ 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 paper-based test administration include:

- **IAR-supplied material**
  - Test booklets
  - Answer documents
  - Mathematics reference sheets (**Note:** Cannot be re-used if written on)
  - *Test Administrator Manual(s)*
  - Human Reader Scripts for mathematics (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 (see Calculators section for more information)

- Mathematics tools (see Mathematics Tools for Administration 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," "Go On," and "Stop" signs to post on the doors of the testing rooms or the board (copies of the signs are available in **Appendix C**)

**Calculators**

- 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. IAR assessment items were developed with IAR's 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. Speak with your School Test Coordinator for more information about IAR's Calculator Policy.

Test Administrators should not administer a unit requiring a calculator to a student for whom a grade appropriate calculator is not available. If a student does not have a grade-appropriate calculator and one cannot be obtained on that day, that student should test in a make-up unit with a grade-appropriate calculator. Test Administrators should have calculators available during testing. During units that are comprised of both a non-calculator section and a calculator section, students will be prompted to raise their hands to ask for a calculator.

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.
- School Test Coordinators or Test Administrators must confirm that the calculators meet IAR requirements as defined above.

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.

**Mathematics Tools for Administration**

A list of additional mathematics tools for mathematics assessments are listed below. Some of 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:** IAR will provide required rulers and protractors for paper-based assessments at certain grade levels, as outlined in Table 4.0.
  - Required tools will be included in the shipment of materials.
  - Students are not permitted to use outside rulers or protractors if these tools are provided by IAR for use on their grade level assessment.
  - Protractors are an optional tool for the grade 8 mathematics assessment.
- **Mathematics Reference Sheets:** Mathematics reference sheets are provided in the test materials shipments.
  - The printed copy 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 grade 8 mathematics. Geometry tools are NOT allowed for grades 3–7.

**Table 4.0 Rulers and Protractors for Paper-Based Testing**

| Grade(s) | IAR (Provided) | Allowable (Not Provided) |
|---|---|---|
| Grade 3 | • Ruler (¼ inch) | — |
| Grades 4–7 | • Ruler (⅛ inch)<br>• 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.

## 4.3 Distribute Materials and Read Script (Day of Testing)

After students are seated, verify student roster/attendance and note absent students for make-up testing. Then, read the appropriate administration script and distribute test booklets, answer documents, and scratch paper when instructed to do so. Ensure that each student has a wooden No. 2 pencil, mathematics reference sheet (if applicable), scratch paper, and a calculator (if applicable).

**Note:** Rulers and protractors may be provided to students (refer to Section 4.2).

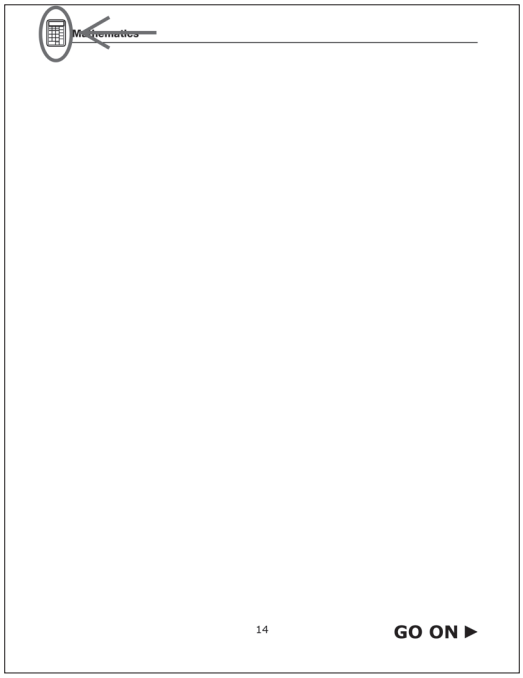
Test Administrators are required to adhere to the scripts provided in this manual for administering the IAR assessment. Read word-for-word the bold instructions in each SAY box to students. You may not

modify or paraphrase the wording in the SAY boxes the first time through the directions. Some 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 4.6.1.

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.

Refer to Tables 2.1–2.3 for guidance on units where calculators may be used by students. Refer to Figure 4.1 for where to find the calculator icon on the test booklet.

**Figure 4.1 Example of Location of Calculator Icon on Test Booklet**




## 4.4 Keep Time (Day of Testing)

Keep accurate time for each test unit. 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.

## 4.5 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 IAR.

If testing is interrupted at any time during the unit (e.g., safety threat, fire emergency, student becoming ill), follow the procedures in Sections 4.5.1, 4.5.2, and 4.6.

### 4.5.1 Contaminated Test Materials

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

1. The Test Administrator must immediately:
   a. Stop testing for the student or group, as needed.
   b. Record the amount of time remaining.
   c. If possible, record the item number and page number where the student stopped testing.
   d. Follow your school procedure for medical emergencies.
2. Qualified school personnel must safely handle the soiled test booklet or answer document and place it in a resealable plastic bag with the security barcode label visible from the exterior. Handling materials must be done in accordance with procedures outlined in OSHA regulations.
3. After the testing area is cleaned and the students have returned, the Test Administrator must remind students of the amount of time remaining for the unit prior to the disruption. Testing may then resume.
   a. If the ill student returns to resume testing, and the completed responses can be transcribed into a replacement answer document, the Test Administrator must provide the student with a new test booklet or answer document. The Test Administrator must ensure the student's name is recorded on the front of the replacement test booklet or answer document for proper identification.
   b. If the ill student returns to resume testing and the completed responses cannot be transcribed into a replacement answer document, the student may be given the opportunity to retake those units, using a replacement test booklet and/or answer document, during make-up testing. Contact the state for further guidance if necessary.
4. Your School Test Coordinator will take care of the contaminated materials.

### 4.5.2 Torn or Damaged Test Materials

If any test materials are damaged (e.g., ripped pages, incorrectly applied labels), the following procedures must be followed.

1. The test booklet or answer document must be replaced. After testing but within the test window, the student's answers must be transcribed into a replacement answer document. Answers must be transcribed following the guidelines for transcribing student responses in the *Test Coordinator Manual*.
2. Your School Test Coordinator will take care of the damaged materials.

## 4.6 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 working in the correct unit and that they are NOT involved in questionable activities. Circulate around the room and check to see that students are recording their answers in their answer document. 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.

### 4.6.1 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 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 when providing clarifications in a student's native language.

### 4.6.2 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.

### 4.6.3 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 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.

### 4.6.4 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:

- Instruct the student to proceed with the test.
- Note the content area, grade level, item number, test format (paper), and a brief description of the issue and provide that information to the School Test Coordinator to complete the Form to Report a Testing Irregularity or Security Breach. Actual wording from the question should never be included either verbally or in writing.
- Remember, school personnel may NOT read or review a test item [Exception: Accommodations that require review of items].

### 4.6.5 Procedures for Severe Weather and Safety Threats

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.
- 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.
- 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.

## 4.7 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. IAR policies for breaks are below. Refer to your School Test Coordinator for additional requirements regarding breaks.



### 4.7.1 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 three 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.

The Test Administrator should ensure the security of students' test booklets, answer documents, scratch paper, and mathematics reference sheets.

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

### 4.7.2 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.

## 4.8 Ending Each Unit

### 4.8.1 Collect Test Materials

Collect test booklets, answer documents, scratch paper, testing tools, and accessibility/accommodations tools (as needed) from students. Make sure all students have written their names on their test booklets and answer documents. Count the materials to make sure each student has returned his or her test booklet, answer document, scratch paper, mathematics reference sheets (if applicable), and testing tools.

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

### 4.8.2 Return Materials to School Test Coordinator

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

- Test booklets
- Answer documents
- IAR-supplied mathematics reference sheets
- Calculators
- Mathematics tools for administration (if applicable)
- Accommodated test materials (inform the School Test Coordinator of any tests needing transcription)
- Used and unused scratch paper

Test booklets and answer documents are considered used in any instance where a student has tested, including incomplete or partially complete test booklets and answer documents.

## 4.9 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, and then contact the School Test Coordinator.

Students are NOT allowed to alter any previously recorded responses. They must pick up exactly where they left off. Test Administrators must closely monitor make-up testing to ensure students do not alter any previously written 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.

## 4.10 Script for Administrating Grade 3 Mathematics and English Language Arts/Literacy (ELA/L)

The administration script under Section 4.10.1 will be used for all units of the Grade 3 Mathematics Test. Refer to Section 4.10.2 for the administration script for all units for the Grade 3 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.

### 4.10.1 Grade 3 – Mathematics – All Units

| Unit | Unit Testing Time | Required Materials | Start Time | Stop Time |
|---|---|---|---|---|
| Units 1-3 | Grade 3: 60 Minutes | • Test booklets<br>• Rulers<br>• Pencils<br>• Scratch paper | | |
| End of all Units – Students **Stop** | | | | |

**Instructions for Preparing to Test**

| | |
|---|---|
| Say | **Today, you are going to take the mathematics assessment.**<br>**You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, 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. Contact your Test Coordinator if you have questions regarding electronic devices.

| | |
|---|---|
| Say | **Please sit quietly while I distribute the test materials.** |

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

| | |
|---|---|
| Say | If Unit 1: **Write your first and last name at the top of your test booklet and in Box A.**<br>If Unit 2 or 3: **Check to make sure your first and last name is written at the top of your test booklet in Box A.** |

Make sure that each student has written his or her name on the test booklet.

**Instructions for Administering All Units**

| | |
|---|---|
| Say | **Using the labels on the edge of the page, open your test booklet to the first page of Unit __** (fill in the appropriate unit) **and follow along while I read the directions.**<br><br>**Today, you will take Unit __** (fill in the appropriate unit) **of the Grade 3 Mathematics Test. You will not be able to use a calculator.**<br><br>**Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.**<br><br>**If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the provided space will be scored.**<br><br>**If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit ONLY. Do not go past the stop sign.**<br><br>**Turn to the next page while I continue to read the directions.**<br><br>**Directions for Completing the Answer Grids**<br><br>**1. Work the problem and find an answer.**<br>**2. Write your answer in the boxes at the top of the grid.**<br>**3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.**<br>**4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.**<br>**5. Do not fill in a circle under an unused box.**<br>**6. See below for examples on how to correctly complete an answer grid.** |

| | |
|---|---|
| Say | **This is the end of the directions in your test booklet.**<br><br>**When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach a STOP sign in your test booklet, do NOT go on until directed to do so.**<br><br>**Examples of the GO ON and STOP signs are posted on the board.**<br><br>**If you finish early and have completely checked your work, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.** |

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

| | |
|---|---|
| Say | OPTION A<br>**After I have collected your test materials, please sit quietly until the unit has ended.** |
| | OPTION B<br>**After I have collected your test materials, I will dismiss you.** |
| | OPTION C<br>**After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.** |

| | |
|---|---|
| Say | **Do you have any questions?** |

Answer student questions.

| | |
|---|---|
| Say | **You will have 60 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.**<br>**Turn to the next page. 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 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

**Instructions for Taking a Break During Testing**
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 at all times during breaks.
- Test booklets must be closed or covered.
- 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 testing, place your scratch paper in your test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.** |

After taking a classroom break, ensure students open their test booklets and continue testing where they left off.

| | |
|---|---|
| Say | **Open your test booklets and continue 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,

| | |
|---|---|
| Say | **Stop working. Testing time has now ended. Close your test booklet.**<br>**Check that your name is written on your test booklet. I will collect your test materials.** |

- Collect test booklets, scratch paper, testing tools, and accessibility/accommodations tools (as needed) from students.
- 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 an extended break (e.g., lunch). Once students have returned and are seated, read the script to move onto the next unit.

### 4.10.2 Grade 3 – ELA/Literacy – All Units

The administration script under Section 4.10.2 will be used for all units for the Grade 3 ELA/L Test. Refer to Section 4.10.1 for the administration script for all units for the Grade 3 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 1-2 | Grade 3: 75 Minutes | • Test booklets<br>• Pencils<br>• Scratch paper | | |
| End of all units – Students **Stop** | | | | |

**Instructions for Preparing to Test**

| | |
|---|---|
| Say | **Today, you are going to take the English language arts/literacy assessment. You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, 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.

| | |
|---|---|
| Say | **Please sit quietly while I distribute the test materials.** |

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute test booklets.

| | |
|---|---|
| Say | If Unit 1: **Write your first and last name at the top of your test booklet in Box A.**<br>If Unit 2: **Check to make sure your first and last name is written at the top of your test booklet in Box A.** |

Make sure each student has written his or her name on the test booklet. If necessary, assist students with making sure they are using the test booklet that belong to them.

**Instructions for Administering all Units**

| | |
|---|---|
| Say | **Using the labels on the edge of the page, open your test booklet to the first page of Unit __** (fill in the appropriate unit) **and follow along while I read the directions. Do NOT turn the page until I tell you to do so.**<br><br>**Today, you will take Unit __** (fill in appropriate unit) **of the Grade 3 English Language Arts/Literacy Test.**<br><br>**Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your test booklet. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.**<br><br>**One of the questions will ask you to write a response. Write your response in the space provided in your test booklet. Only responses written within the provided space will be scored.**<br><br>**If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit ONLY. Do not go past the stop sign.** |

| | |
|---|---|
| Say | **This is the end of the directions in your test booklet.**<br><br>**When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach the STOP sign in your test booklet, do NOT go on until directed to do so. Examples of the GO ON and STOP signs are posted on the board.**<br><br>**If you finish early and have completely checked your work in this unit, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.** |

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

| | |
|---|---|
| Say | OPTION A<br><br>**After I have collected your test materials, please sit quietly until the unit has ended.** |
| | OPTION B<br><br>**After I have collected your test materials, I will dismiss you.** |
| | OPTION C<br><br>**After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.** |

| Say | **Do you have any questions?** |
|---|---|

Answer student questions.

| Say | **You will have . . .**<br>(Select the unit being administered)<br>Grade 3 Unit 1: **75 minutes**<br>Grade 3 Unit 2: **75 minutes**<br>**. . .to complete this unit. I will let you know when you have 10 minutes of testing time left.**<br>**Turn to the next page. 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 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, "Do the best you can."
- If students indicate that a test item seems irregular, refer to Section 4.6.4.
- Ensure students do not move on to other units.

**Instructions for Taking a Break During Testing**
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 at all times during breaks.
- Test booklets must be closed or covered.
- 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 testing, place your scratch paper in your test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.** |
|---|---|

After taking a classroom break, ensure students open their test booklets and continue testing where they left off.

| | |
|---|---|
| Say | **Open your test booklets and continue 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,

| | |
|---|---|
| Say | **Stop working. Testing time has now ended. Close your test booklet.**<br>**Check that your name is written on your test booklet. I will collect your test materials.** |

- Collect test booklets, scratch paper, testing tools, and accessibility/accommodations tools (as needed) from students.
- 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 Script for Administering Mathematics

The administration script under Section 4.11.1 will be used for all units of the Grades 4 and 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.



### 4.11.1 Grades 4 and 5 Mathematics – All Units

| Unit | Unit Testing Time | Required Materials | Start Time | Stop Time |
|---|---|---|---|---|
| Units 1–3 | Grades 4 and 5: 60 Minutes | • Test booklets<br>• Answer documents<br>• Mathematics reference sheets (grade 5 only)<br>• Rulers and protractors<br>• Pencils<br>• Scratch paper | | |
| End all Units – Students **Stop** | | | | |

**Instructions for Preparing to Test**

| | |
|---|---|
| Say | **Today, you are going to take the mathematics assessment.**<br>**You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, 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. Contact your Test Coordinator if you have questions regarding electronic devices.

| | |
|---|---|
| Say | **Please sit quietly while I distribute the test materials.** |

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

| | |
|---|---|
| Say | If Unit 1: **Write your first and last name at the top of your test booklet and answer document in Box A.**<br>If Unit 2 or 3: **Check to make sure your first and last name is written at the top of your test booklet in Box A.** |

Make sure that each student has written his or her name on the test booklet and answer document.

**Instructions for Administering All Units**

| | |
|---|---|
| Say | **Using the labels on the edge of the page, open your test booklet to the first page of Unit __** (fill in the appropriate unit) **and follow along while I read the directions.**<br><br>**Today, you will take Unit __** (fill in the appropriate unit) **of the __** (grade 4 or 5 — select the appropriate grade level) **Mathematics Test. You will not be able to use a calculator.**<br><br>**Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.**<br><br>**If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the provided space will be scored.**<br><br>**If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit ONLY. Do not go past the stop sign.**<br><br>**Turn to the next page while I continue to read the directions.**<br><br>**Directions for Completing the Answer Grids**<br><br>1. **Work the problem and find an answer.**<br>2. **Write your answer in the boxes at the top of the grid.**<br>3. **Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.**<br>4. **Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.**<br>5. **Do not fill in a circle under an unused box.**<br>6. **Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.**<br>7. **See below for examples on how to correctly complete an answer grid.** |

| | |
|---|---|
| Say | **This is the end of the directions in your test booklet.**<br><br>**When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach a STOP sign in your test booklet, do NOT go on until directed to do so.**<br><br>**Examples of the GO ON and STOP signs are posted on the board.**<br><br>**If you finish early and have completely checked your work, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.** |

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

| | |
|---|---|
| Say | OPTION A<br>**After I have collected your test materials, please sit quietly until the unit has ended.** |
| | OPTION B<br>**After I have collected your test materials, I will dismiss you.** |
| | OPTION C<br>**After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.** |

| | |
|---|---|
| Say | **Do you have any questions?** |

Answer student questions.

| | |
|---|---|
| Say | **You will have 60 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.**<br>**Turn to the next page. 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 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, “Do the best you can.”
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

**Instructions for Taking a Break During Testing**

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 at all times during breaks.
- Test booklets and answer documents must be closed or covered.
- 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 testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.** |

After taking a classroom break, ensure students open their test booklets and answer documents and continue testing where they left off.

| | |
|---|---|
| Say | **Open your test booklets and answer documents and continue 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,

| | |
|---|---|
| Say | **Stop working. Testing time has now ended. Close your test booklet and answer document.**<br>**Check that your name is written on your test booklet and answer document. I will collect your test materials.** |

- Collect all test materials from students.
- 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 an extended break (e.g., lunch). Once students have returned and are seated, read the script to move onto 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 assessments. Refer to Section 4.11.4 for the administration script for Unit 2 and Unit 3 of the Grades 6, 7, and 8 mathematics assessment. The administration script for Unit 1 of the Grade 8 mathematics assessment 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 | • Test booklets<br>• Answer documents<br>• Mathematics reference sheets<br>• Rulers and protractors (required for Grades 6 and 7)<br>• Pencils<br>• Scratch paper | | |
| Students **Go On** | | | | |
| Unit 1: Calculator Section | | • In addition to above, calculators | | |
| End of Unit 1 – Students **Stop** | | | | |



**Instructions for Preparing to Test**

| | |
|---|---|
| Say | **Today, you are going to take the mathematics assessment.**<br>**You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, 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. Contact your Test Coordinator if you have questions regarding electronic devices.

| | |
|---|---|
| Say | **Please sit quietly while I distribute the test materials.** |

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

| | |
|---|---|
| Say | **Write your first and last name at the top of your test booklet and answer document in Box A.** |

Make sure that each student has written his or her name on the test booklet and answer document.

**Instructions for Administering Unit 1**

| | |
|---|---|
| Say | **Using the labels on the edge of the page, open your test booklet to the first page of Unit 1 and follow along while I read the directions.**<br><br>**Today, you will take Unit 1 of the Grade __** (6 or 7 choose 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.**<br><br>**Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.**<br><br>**If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the provided space will be scored.**<br><br>**If you do not know the answer to a question, you may go on to the next question. When you finish the first section, you may review your answers and any questions you did not answer in this section ONLY. Once you have reviewed your answers, continue to the calculator section. When you are ready to go on to the calculator section, raise your hand to receive your calculator.**<br><br>**Turn to the next page while I continue to read the directions.**<br><br>**Directions for Completing the Answer Grids**<br><br>**1. Work the problem and find an answer.**<br>**2. Write your answer in the boxes at the top of the grid.**<br>**3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.**<br>**4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.**<br>**5. Do not fill in a circle under an unused box.**<br>**6. Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.**<br>**7. See below for examples on how to correctly complete an answer grid.** |

| | |
|---|---|
| Say | **This is the end of the directions in your test booklet.**<br><br>**When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach a STOP sign in your test booklet, do NOT go on until directed to do so.**<br><br>**Examples of the GO ON and STOP signs are posted on the board.**<br><br>**If you finish early and have completely checked your work in the calculator section, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.** |

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

| | |
|---|---|
| Say | OPTION A<br>**After I have collected your test materials, please sit quietly until the unit has ended.** |
| | OPTION B<br>**After I have collected your test materials, I will dismiss you.** |
| | OPTION C<br>**After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.** |

| | |
|---|---|
| Say | **Do you have any questions?** |

Answer student questions.

| | |
|---|---|
| Say | **You will have . . .**<br>• Grades 6 and 7: **60 minutes**<br>**. . . 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.**<br>**Turn to the next page. 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 4.6.2).
- Once students reach the first stop sign in their test booklet (below the stop sign, the test booklet will state: "You have come to the end of the non-calculator section in Unit 1 of the test"), ensure students are moving on to the calculator section.
- Distribute grade-appropriate/accommodations appropriate calculators when students complete the non-calculator section (refer to Sections 4.2 and 4.3 for more information).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, "Do the best you can."
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

**Instructions for Taking a Break During Testing**

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 at all times during breaks.
- Test booklets and answer documents must be closed or covered.
- 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 testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.** |

After taking a classroom break, ensure students open their test booklets and answer documents and continue testing where they left off.

| | |
|---|---|
| Say | **Open your test booklets and answer documents and continue 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 with test materials.

| | |
|---|---|
| Say | **Stop working. Testing time has now ended. Close your test booklet and answer document.**<br><br>**Check that your name is written on your test booklet and answer document. I will collect your test materials.** |

- Collect all test materials from students.

- 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 an extended break (e.g., lunch). Once students have returned and are seated, read the script to move onto 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 assessment. Unit 1 for Grades 6 and 7 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 | Grade 8: 60 Minutes | • Test booklets<br>• Answer documents<br>• Mathematics reference sheets<br>• Rulers<br>• Pencils<br>• Scratch paper | | |
| End of Unit 1 – Students **Stop** | | | | |

**Instructions for Preparing to Test**

| | |
|---|---|
| Say | **Today, you are going to take the mathematics assessment.**<br>**You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, 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. Contact your Test Coordinator if you have questions regarding electronic devices.

| | |
|---|---|
| Say | **Please sit quietly while I distribute the test materials.** |

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

| | |
|---|---|
| Say | **Write your first and last name at the top of your test booklet and answer document in Box A.** |

Make sure that each student has written his or her name on the test booklet and answer document.

Instructions for Administering Unit 1

| | |
|---|---|
| Say | **Using the labels on the edge of the page, open your test booklet to the first page of Unit 1 and follow along while I read the directions.**<br><br>**Today, you will take Unit 1 of the Grade 8 Mathematics Test. You will not be able to use a calculator.**<br><br>**Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.**<br><br>**If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the provided space will be scored.**<br><br>**If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit ONLY. Do not go past the stop sign.**<br><br>**Turn to the next page while I continue to read the directions.**<br><br>**Directions for Completing the Answer Grids**<br><br>**1. Work the problem and find an answer.**<br>**2. Write your answer in the boxes at the top of the grid.**<br>**3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.**<br>**4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.**<br>**5. Do not fill in a circle under an unused box.**<br>**6. Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.**<br>**7. See below for examples on how to correctly complete an answer grid.** |

| | |
|---|---|
| Say | **This is the end of the directions in your test booklet.**<br><br>**When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach a STOP sign in your test booklet, do NOT go on until directed to do so.**<br><br>**Examples of the GO ON and STOP signs are posted on the board.**<br><br>**If you finish early and have completely checked your work, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.** |

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

| | |
|---|---|
| Say | OPTION A<br>**After I have collected your test materials, please sit quietly until the unit has ended.** |
| | OPTION B<br>**After I have collected your test materials, I will dismiss you.** |
| | OPTION C<br>**After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.** |

| | |
|---|---|
| Say | **Do you have any questions?** |

Answer student questions.

| | |
|---|---|
| Say | **You will have 60 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.**<br>**Turn to the next page. 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 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, "Do the best you can."
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

**Instructions for Taking a Break During Testing**

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 at all times during breaks.
- Test booklets and answer documents must be closed or covered.
- 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 testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.** |

After taking a classroom break, ensure students open their test booklets and answer documents and continue testing where they left off.

| | |
|---|---|
| Say | **Open your test booklets and answer documents and continue 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,

| | |
|---|---|
| Say | **Stop working. Testing time has now ended. Close your test booklet and answer document.**<br><br>**Check that your name is written on your test booklet and answer document. I will collect your test materials.** |

- Collect all test materials from students.
- 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 an extended break (e.g., lunch). Once students have returned and are seated, read the script to move onto the next unit.

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

Test administration scripts for Grades 6 and 7 Unit 1 are in Section 4.11.2. Test administration scripts for Grade 8 Unit 1 is in Section 4.11.3.

| Unit | Unit Testing Time | Required Materials | Start Time | Stop Time |
|---|---|---|---|---|
| Units 2 and 3 | Grades 6-8: 60 minutes | • Test booklets<br>• Answer documents<br>• Mathematics reference sheets<br>• Pencils<br>• Scratch paper<br>• Calculator<br>• Rulers<br>• Protractors (required for Grades 6 and 7) | | |
| End of all units – Students **Stop** | | | | |

**Instructions for Preparing to Test**

| | |
|---|---|
| Say | **Today, you are going to take the mathematics assessment.**<br>**You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, 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. Contact your Test Coordinator if you have questions regarding electronic devices.

| | |
|---|---|
| Say | **Please sit quietly while I distribute the test materials.** |

Remember that students wrote their names on their test booklets and answer documents in the previous unit.

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute all test materials (see required materials list above).

| | |
|---|---|
| Say | **Check to make sure your name is written at the top of your test booklet and answer document.**<br>(Pause.)<br>**Please raise your hand if your name is not at the top of your test booklet or answer document.** |

Make sure that each student has received their own test booklet and answer document. If necessary, assist students with making sure they are using the test booklet and answer document that belong to them.

## Instructions for Administering Each Unit

| | |
|---|---|
| Say | **Using the labels on the edge of the page, open your test booklet to the first page of Unit ___** (fill in the appropriate unit) **and follow along while I read the directions.**<br><br>**Today, you will take Unit __** (fill in the appropriate unit number) **of the __** (fill in the appropriate grade-level) **Mathematics Test. You will be able to use a calculator.**<br><br>**Read each question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.**<br><br>**If a question asks you to show or explain your work, you must do so to receive full credit. Only responses written within the provided space will be scored.**<br><br>**If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit ONLY. Do not go past the stop sign.**<br><br>**Turn to the next page while I continue to read the directions.**<br><br>**Directions for Completing the Answer Grids**<br><br>**1. Work the problem and find an answer.**<br>**2. Write your answer in the boxes at the top of the grid.**<br>**3. Print only one number or symbol in each box. Do not leave a blank box in the middle of an answer.**<br>**4. Under each box, fill in the circle that matches the number or symbol you wrote above. Make a solid mark that completely fills the circle.**<br>**5. Do not fill in a circle under an unused box.**<br>**6. Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.**<br>**7. See below for examples on how to correctly complete an answer grid.** |

| | |
|---|---|
| Say | **This is the end of the directions in your test booklet.**<br><br>**When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach the STOP sign in your test booklet, do NOT go on until directed to do so.**<br><br>**Examples of the GO ON and STOP signs are posted on the board.**<br><br>**If you finish early and have completely checked your work in this unit, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.** |

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

| Say | |
|---|---|
| | OPTION A<br>**After I have collected your test materials, please sit quietly until the unit has ended.** |
| | OPTION B<br>**After I have collected your test materials, I will dismiss you.** |
| | OPTION C<br>**After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.** |

| Say | |
|---|---|
| | **Do you have any questions?** |

Answer student questions.

| Say | |
|---|---|
| | **You will have . . .**<br>• Grades 6–8: **60 minutes**<br>**. . . to complete this unit. I will let you know when you have 10 minutes of testing time left.**<br>**Turn to the next page. 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 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, "Do the best you can."
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

**Instructions for Taking a Break During Testing**

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 at all times during breaks.
- Test booklets must be closed or covered.
- 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 violate the validity of the test.

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

| | |
|---|---|
| Say | **Please stop testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.** |

After taking a classroom break, ensure students open their test booklets and answer documents and continue testing where they left off.

| | |
|---|---|
| Say | **Open your test booklets and continue 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,

| | |
|---|---|
| Say | **Stop working. Testing time has now ended. Close your test booklet and answer document.**<br><br>**Check that your name is written on your test booklet and answer document. I will collect your test materials.** |

- Collect all test materials from students.
- 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 4 – 8 ELA/Literacy – All Units

| Unit | Unit Testing Time | Required Materials | Start Time | Stop Time |
|---|---|---|---|---|
| Units 1 and 2 | Grades 4-8:<br>**90 Minutes** | • Test booklets<br>• Answer documents<br>• Pencils<br>• Scratch paper | | |
| End of all units – Students **Stop** | | | | |

**Instructions for Preparing to Test**

| | |
|---|---|
| Say | **Today, you are going to take the English language arts/literacy assessment.**<br>**You may not have any unapproved electronic devices at your desk. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones, with you right now, 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.

| | |
|---|---|
| Say | **Please sit quietly while I distribute the test materials.** |

Distribute scratch paper, wooden No. 2 pencils, and approved accessibility/accommodations tools, if needed for certain students. Then, distribute test booklets and answer documents.

| | |
|---|---|
| Say | If Unit 1: **Write your first and last name at the top of your test booklet and answer document in Box A.**<br>If Unit 2: **Check to make sure your first and last name is written at the top of your test booklet and answer document in Box A.** |

Make sure each student has written his or her name on the test booklet and answer document. If necessary, assist students with making sure they are using the test booklet and answer document that belong to them.

## Instructions for Administering Each Unit

| | |
|---|---|
| Say | **Using the labels on the edge of the page, open your test booklet to the first page of Unit __** (fill in the appropriate unit) **and follow along while I read the directions. Do NOT turn the page until I tell you to do so.**<br><br>**Today, you will take Unit __** (fill in appropriate unit number) **of the Grade __** (fill in the appropriate grade) **English Language Arts/Literacy Test.**<br><br>**Read each passage and question. Then, follow the directions to answer each question. Mark your answers by completely filling in the circles in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase your first answer completely.**<br><br>**One of the questions will ask you to write a response. Write your response in the space provided in your answer document. Be sure to keep your response within the provided space. Only responses written within the provided space will be scored.**<br><br>**If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer in this unit ONLY. Do not go past the stop sign.** |

| | |
|---|---|
| Say | **This is the end of the directions in your test booklet.**<br><br>**When you see a GO ON sign in your test booklet, you may go on to the next page. When you reach the STOP sign in your test booklet, do NOT go on until directed to do so.**<br><br>**Examples of the GO ON and STOP signs are posted on the board.**<br><br>**If you finish early and have completely checked your work in this unit, raise your hand and I will collect your test materials. Once I have collected your materials, you cannot get them back.** |

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

| | |
|---|---|
| Say | OPTION A<br>**After I have collected your test materials, please sit quietly until the unit has ended.** |
| | OPTION B<br>**After I have collected your test materials, I will dismiss you.** |
| | OPTION C<br>**After I have collected your test materials, you may read a book or other allowable materials until the unit has ended.** |

| | |
|---|---|
| Say | **Do you have any questions?** |

Answer student questions.

| | |
|---|---|
| Say<br>**Grades 4–8** | **You will have 90 minutes to complete this unit. I will let you know when you have 10 minutes of testing time left.**<br>**Turn to the next page. 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 4.6.2).
- Collect test materials as students complete testing (Section 4.8.1).
- If students have questions about an item, tell them, "Do the best you can."
- If students indicate that a test item seems irregular, refer to Section 4.6.4.

Ensure students do not move on to other units.

**Instructions for Taking a Break During Testing**

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 at all times during breaks.
- Test booklets and answer documents must be closed or covered.
- 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 testing, place your scratch paper in your answer document, place the answer document in the test booklet, and close your test booklet. We will take a silent three minute stretch break. No talking is allowed.** |

After taking a classroom break, ensure students open their test booklets and answer documents and continue testing where they left off.

| | |
|---|---|
| Say | **Open your test booklets and answer documents and continue 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 with secure test materials.




**Stop working. Testing time has now ended. Close your test booklet and answer document.**

**Check that your name is written on your test booklet and answer document. I will collect your test materials.**

- Collect test booklets, answer documents, scratch paper, testing tools, and accessibility/accommodations tools (as needed) from students.
- 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 |



## 5.2 Return Materials to the School Test Coordinator

Upon returning test materials to the School Test Coordinator, make sure that each student has written his or her name on his or her test booklet and answer document. The following are materials that must be returned to the School Test Coordinator:

- *Test Administrator Manual* (after all units are completed)
- Test booklets
- Answer documents
- IAR-supplied mathematics reference sheets
- Mathematics tools, if applicable (e.g., calculator, rulers, protractors)
- Accommodated test materials
- Used and unused scratch paper

Notify School Test Coordinator of any students who will need to make up the unit(s) tested that day.

# 6.0 Accessibility Features and Accommodations

The *IAR 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 **Appendix A** 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 |
|---|---|---|
| 1s | **Human Reader or Human Signer for the Mathematics Assessments**<br>*(SR/PNP Reference CE)* | **Before Testing:**<br>• Identification for SR/PNP:<br>◦ Student's SR/PNP must have Human Reader/Human Signer selected.<br>• Materials: Read Aloud Kits, which include one copy of the student test booklet and answer document and a Mathematics Human Reader Script.<br>• Test Administrator Training: Human Readers and Human Signers providing this accessibility feature must review:<br>◦ Read Aloud Kits, including the Mathematics Human Reader Script, at least two school days prior to testing. Review of the Human Reader Script must occur in a SECURE ENVIRONMENT.<br>◦ Appendix B: Test Administration Protocol for the Human Reader Accommodation for English Language Arts/ Literacy (ELA/L) Assessments, and the Human Reader Accessibility Feature for Mathematics Assessments.<br>◦ Appendix L: Human Signer Guidelines (signers only).<br>◦ Appendix M: IAR Assessments for Students with Visual Impairment, Including Blindness.<br><br>**During Testing:** A Test Administrator (Human Reader or Human Signer) reads aloud to a student using the provided Human Reader Script. The student must be tested in an individual or small group setting. Small groups should only be used if all students are able to work at approximately the same pace. The number of students in a small group is determined at the state level.<br><br>**After Testing:** Human Reader Scripts are secure, and Test Coordinators are responsible for returning the Human Reader Scripts with the non-scorable materials. |

**Accommodations Example from Section 3**

| Accommodation | | Administration Guidelines |
|---|---|---|
| 3f | **Large Print Edition**[12] *(SR/PNP Reference BM)* | **Before Testing:**<br>• Identification for SR/PNP: Student's SR/PNP must have Large Print Edition selected.<br>• Materials: Large Print Test Kit includes a large print assessment booklet, standard test booklet or answer document for transcription, Test Administrator large print scripts, and supplementary large print mathematics materials (large print ruler & protractor), when appropriate.<br>• Test Administrator Training: Test Administrators of students with visual impairments must review:<br>◦ Appendix M: IAR Assessments for Students with Visual Impairment, Including Blindness.<br>◦ Appendix A: Accessibility Features and Accommodations for Students Taking the Paper-Based IAR Assessments.<br><br>**During Testing:** A large print paper-based form of each assessment is available for a student with a visual impairment who is unable to take a computer-based assessment. The font size for the IAR large print edition will be 18 point on paper sized 14" x 18". Students will not record their answers in standard print test booklets or answer documents. Instead, students will circle their answers in a large print test booklet. For constructed response items, students will write their answers on the lines provided in their large print test booklets. In mathematics, students will need to write their answers in boxes at the top of the answer grids, but they do not need to bubble in their answers. Test Administrators should refer to the TAM Scripts for instances where they should demonstrate an activity or display information. Demonstrations should be conducted where they are visible for each student (e.g., on the board, near the student).<br><br>**After Testing:**<br>• Responses must be transcribed verbatim by a Test Administrator in a standard student test booklet or answer document, which is included in the Large Print Test Kit. Only transcribed responses will be scored. At least two persons must be present during transcription of student responses (one transcriber and one observer confirming accuracy). It is recommended that one of the individuals be a District or School Test Coordinator.<br>• Refer to **Appendix C**: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses. |

[12]Distribution quantities for any paper based accommodations and accessibility feature are derived from the student registration process. Any materials required for paper-based accommodations and accessibility features for students registered after the deadline for paper registration must be ordered via Additional Orders.

## 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 on the next page, 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<br><br>**Appendix I**: IAR Audio Guidelines for ELA/Literacy, used to ensure consistency in how items are read<br><br>**Appendix J:** IAR Audio Guidelines for Mathematics, used to ensure consistency in how items are read<br><br>**Human reader scripts:** Human Reader 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. |
| ***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 |
| ***Large Print and Braille*** | **Appendix M**: IAR Assessments and Students with Visual Impairment including Blindness |
| ***Assistive Technology (Screen Reader and Non-Screen Reader)*** | **IAR Assistive Technology Guidance:** available at http://il.mypearsonsupport.com |



See a list of accommodated materials below:

**What is included in a Spanish Mathematics Test Kit?**

- Spanish test booklet
- Spanish answer document (except for grade 3 which will have a consumable test booklet)
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Spanish mathematics reference sheet (grades 5–8, mathematics only)
- English test booklet

**What is included in a Large Print Test Kit?**

- Large Print Test Administrator script
- Large Print test booklet
- Answer document (except for grade 3 which will have a consumable test booklet)
- Large Print mathematics reference sheet (grades 5–8, mathematics only)
- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)

**What is included in a Human Reader Test Kit?**

- Human reader script (mathematics only)
- 2 standard test booklets
- Answer document (except for grade 3 which will have a consumable test booklet)

- Ruler (grades 3–8, mathematics only)
- Protractor (grades 4–7, mathematics only)
- Mathematics reference sheet (grades 5–8, mathematics only)

**Note:** If you order a Large Print Spanish Math or Spanish Human Reader Test Kit, you will receive Spanish versions of each item in the kit.

**What is included in a Braille Test Kit?**

- Braille Test Administrator script
- Braille notes/special instructions
- Braille test booklet
- Standard test booklet
- Standard answer document (except grade 3 which will have a consumable test booklet)
- Braille mathematics reference sheet (grades 5–8, mathematics only)
- Braille ruler (mathematics only)
- Braille protractor (mathematics only)
- Additional Braille paper
- Duplicate pages (when appropriate)

Additional items in Braille Test Kit (if needed for Dual Accommodations)

- Large Print Book
- Human Reader



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

**Appendix A** in the *AF&A Manual* outlines 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 *(identified in advance in PearsonAccess$^{next}$)*—must be administered using the Human Reader script
- Human Signer for the Mathematics Assessment *(identified in advance in PearsonAccess$^{next}$)*

*Human Reader for the Mathematics Assessments in Spanish, must be administered using the Human Reader script.

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*

**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, 5, and 7, and **Appendix A** 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 state 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.<br>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.<br>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*. |
| **Section** | A portion of a mathematics unit – non-calculator section and calculator section. |

| Term | Definition |
|---|---|
| **Secure** | A test item, reading passage, or test that has not been made available to the public. It also includes test items and student responses. For the paper-based administration, secure materials refer to test booklets and answer documents. For both the paper-based and computer-based administrations, secure materials also refer to mathematics reference sheets written on by students and scratch paper written on by students. |
| **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 a 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. |
| **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

ILLINOIS Assessment of Readiness

# 2020 IAR Assessment
# 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 Illinois 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 computer screen, 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

**Test Direction Symbols in Test Booklets**

# GO ON ▶




# DO NOT GO ON

## Paper-Based Testing: Are You Ready?

- ☐ Receive test materials from School Test Coordinator and track receipt using the Chain-of-Custody.
- ☐ Distribute test materials to students and administer the assessment according to the directions in this manual and using the appropriate administration script.
- ☐ Monitor testing time.
- ☐ Supervise test administration and provide breaks (if applicable).
- ☐ Return all testing materials to the School Test Coordinator.
- ☐ Complete any documentation necessary for reporting any testing irregularity or security breach.

## Paper-Based Testing: After You're Done

### Transcribe accommodated responses

(Braille, Large Print, and other Response Accommodations)

### Return Materials to the School Test Coordinator

- ☐ Test Administrator Manual
- ☐ Pearson-supplied mathematics reference sheets
- ☐ Mathematics tools, if applicable (e.g., calculator, rulers, protractors)
- ☐ Used and unused scratch paper

### Secure materials which must be returned to Pearson (scorable or nonscorable)

- ☐ Test booklets (all grades)
- ☐ Answer documents (Grades 4-11)
- ☐ Human Reader scripts
- ☐ Braille Test Booklets
- ☐ Large Print Test Booklets
- ☐ Tactile Graphics



IL00009364

1122835 1 2 3 4 5 A B C D E Printed in the USA ISD32993