

Guidance to Support Districts with 2020-21 Assessment Administration

*Updated January 11, 2021
(IAR Resources, page 14)*

*Updated December 17, 2020
(Assessment Test Dates)*



**Illinois
State Board of
Education**

TABLE OF CONTENTS

Overview.....	3
General Guidelines for Administering Assessments.....	3
ACCESS.....	6
ALTERNATE ACCESS.....	8
Dynamic Learning Maps—Alternate Assessment (DLM-AA).....	10
Illinois Assessment of Readiness (IAR).....	12
Illinois Science Assessment (ISA).....	14
Kindergarten Individual Development Survey (KIDS).....	16
SAT with Essay, PSAT 10, and PSAT 8/9.....	18
Acknowledgements.....	20

OVERVIEW

The Illinois State Board of Education (ISBE) has developed this guidance to support school districts with spring 2021 assessment administration during the COVID-19 pandemic. The U.S. Secretary of Education has decided not to grant waivers for the administration of spring 2021 assessments. Further, ISBE believes that assessment is more important than ever as our students continue to learn in unprecedented conditions. Assessments shine a light on how this pandemic has impacted our students and what we need to do to help them recover. We may not be able to compare this year's data to other years' due to these unique circumstances, but assessments do give us a valid and reliable snapshot of this moment in time. They are a critical diagnostic tool and an essential component of our efforts to support students' recovery from the pandemic.

Please be advised that this guidance is not final. ISBE will continue to update the guidance based on the direction from the U.S. Department of Education.

Illinois schools are currently operating under Restore Illinois Phase 4, which allows in-person instruction while following public health requirements.

Remote delivery of state-mandated testing is not a viable option. Risk to item security, operational delivery, costly change management procedures, and challenges to ensuring that tests are submitted properly so that all student testing would be accurately reported would greatly impact testing validity and reliability. This Assessment Guidance Document was designed to assist all schools in safely assessing all students on the spring 2021 state mandated tests.

Coordination of assessment plans will be crucial, whether a district is currently serving students in-person, remotely, or in a hybrid environment. In the following section, you will find a summary of assessment guidelines that apply to all learning models. In subsequent sections, you will find specific guidance for each assessment.

GENERAL GUIDELINES FOR ADMINISTERING ASSESSMENTS

Schools must follow Illinois Department of Public Health (IDPH) requirements when administering spring 2021 required assessments. In Phase 4, those requirements are to:

- Require use of appropriate personal protective equipment (PPE), including face coverings;
- Prohibit more than 50 individuals from gathering in one space;
- Require social distancing be observed, as much as possible;
- Require that schools conduct symptom screenings and temperature checks or require that individuals self-certify that they are free of symptoms before entering school buildings; and
- Require an increase in schoolwide cleaning and disinfection.

The requirements are the same in Phase 3, except that in Phase 3, the capacity limit for individuals in a single space is reduced to 10 or fewer. In both Phase 3 and Phase 4, schools are permitted to administer assessments in-person.

PPE and Sanitation

- Allow sufficient time between sessions for handwashing, sanitization, moving children in and out, taking temperatures, doing health surveys/self-certification, and other safety procedures. Follow Centers for Disease Control and Prevention ([CDC guidelines for sanitization](#)) and guidelines of local health officials when planning and setting up testing space.

Proctoring

- The district may consider training or supporting additional staff members to administer assessments in an effort to maximize the number of students who may take the assessment in-person at one time.
- The district may also consider scheduling substitute teachers to cover classrooms while trained educators are administering the assessment.

Scheduling

- Incorporate testing into student and teacher schedules in the most convenient way possible.
- Test sessions may be longer than normal due to social distancing and sanitizing. Take this into consideration when scheduling.
- Other assessments may also occur during the same testing window. Be sure to coordinate with district and school administrators to ensure schedules for multiple assessments will not cause unintended health and safety risks. Additional scheduling considerations include the availability of any necessary language interpreters and materials that may need to be transcribed into braille.
- Collaborate with applicable staff members to ensure appropriate modifications for students with accommodations or unique needs as outlined in their Individual Education Programs (IEPs) or 504 plans.
- Teachers should strategically utilize instruction and test practice opportunities in order to familiarize children with the safety precautions that will be implemented for testing.

Technology Considerations

- Updates to software may not be reliably pushed out remotely depending on your district. Check with your technology departments to ensure that the students' devices are running the most recent version of the testing platform. If these updates aren't able to be done remotely, allow time for the updates to happen when students bring in their devices or have a small number of devices that you sanitize between students.
- Try to minimize the sharing of devices between students. If devices must be shared, sanitize between usages by students.
- Consider bandwidth needs for online assessments, especially if students are simultaneously learning remotely.

Encouraging and Supporting High Participation

- Clear and consistent communication with and between administrators, coordinators, educators, and parents/families is crucial to ensure the highest participation possible.

Parent notification letters should detail precautions being taken by the school for safety and wellness to help parents feel comfortable about testing situations. Document every effort made to contact parents and schedule testing sessions.

- Outline assessment plans in an easily accessible format, such as an FAQ document, that can explain the plan and offer guidance to address health and safety concerns prior to test administration.
- Work with students to encourage them to do their best on the test. Help older students realize the importance of the test and try to make it meaningful to them.
- Districts should consider the transportation needs of students and families to ensure high participation. Preplan adherence to [CDC safety protocols](#) if transportation is to be provided by the schools.

Material Handling Logistics

We recommend that staff wear gloves when distributing, handling, or collecting materials. Consider setting up the room before students enter with their test booklet and have them return the test booklet to a specific container at the end to minimize handling materials between test administrator and student.

Additional Items Recommended for Safer Testing:

- Plastic wrap or keyboard covers
- Clear masks
- Plexiglass dividers
- 70% alcohol solution
- Spray bottles
- Rags/wipes/paper towels
- Hand sanitizer
- Pencils for students to keep
- Sheet protectors
- Gloves
- Thermometer (if test proctors will be responsible for symptom screening and temperature checks)

The following sections contain guidance specific to each state assessment.

REQUIRED ASSESSMENTS FOR 2020-21 SCHOOL YEAR

ACCESS

ACCESS is the collective name for WIDA's suite of summative English language proficiency assessments and is taken annually by English Learners in kindergarten through grade 12. There is no remote model of the ACCESS test; it must be administered in person. Provisional ELs (i.e., new ELs identified by the provisional screener but not a standard EL screener) should not participate in ACCESS testing until they qualify for services with a standard screening. If the standard screening occurs on March 15, 2021, or later, participation in ACCESS for 2020-21 is optional. The ACCESS assessment testing window will be from March 15 through May 25, 2021.

Please note the wearing of masks can impede a child's ability to understand when listening to teachers or a teacher's understanding of a child's speaking, which may impact administration and student scores. Make sure that a child who is wearing a mask can be understood by conducting a microphone check before conducting the online speaking test.

See below for considerations to support a safe in-person administration.

Proctoring

- **Kindergarten:** Tests are administered one-to-one. It is recommended that assessment coordinators plan to use space that allows for social distancing as much as possible between the pair(s) of student and proctors and other individuals in the space.
- **Grades 1-3:** Consider providing each student a personal pencil to keep for the writing portion, so that the pencils are not shared with other students.
- **Grade 4-12:** Sanitize computer stations and keyboards in between uses or put plastic wrap on the keyboard that is changed after every use during the writing portion. This is effective in saving sanitation time and reducing wear and tear on the computers.
- **Grades 1-12:** If speaking tests need to be one-on-one, allow a minimum of 20-30 minutes per child to do them. If more than one student is testing at a time, make sure they're socially distanced.

Material

The ACCESS for ELLs Test materials order window opened in October and closes in mid-November on WIDA AMS. Districts must order their test materials as if they were assessing all English Learners in-person. This includes online and paper administered tests.

When returning test materials to WIDA, test administrators and other staff will be handling paper materials used by students. Consider wearing gloves and/or allowing test materials to sit undisturbed for a period of time before handling.

Data Recognition Corp. (DRC) provides large plastic bags (mailers) to be used to return tests for scoring. Upon completion of the last session, consider having students place their test booklets

directly into the mailers. Follow DRC guidance on the proper handling of the paper materials for shipping. Plexiglass or another clear divider should be between the student and test administrator wherever possible.

Some suggested safety precautions for kindergarten materials handling include putting the cards and story book into page protectors or placing cards and items on the table under a transparent overlay, such as a sheet of plexiglass. Kindergartners can use their pencils as pointers to indicate their answers in the books or on the cards, instead of using their hands. We suggest providing a pencil to each child to use during the test and keep afterward.

A possible strategy for paper-based tests is to administer the listening test in small groups using the audio CD instead of using headsets. This approach entails playing the audio track for all the students in the room at the same time. It would need to be a larger room with good acoustics. A gymnasium would not be an appropriate setting as it could impede the listening comprehension.

Encourage students to use their own headsets or earbuds with built-in microphones for online test administration; make sure that the microphone attached to personal headsets or earbuds passes the mic check prior to the start of the test session. Shared headsets should be sanitized between usages by students in the manner recommended by the [CDC](#). Make sure that a child who is wearing a mask can be understood by conducting a mic check. Allow extra time between test sessions for sanitizing. If you choose to not use headsets and instead use the built-in microphone on the Chromebook or laptop, plan to have students test individually or separate them in a large room so that background noise isn't captured on the student's speaking test.

Student and Proctoring Scheduling Guidance

Keep in mind how your students' classes are scheduled. Try to minimize mixing different cohorts of students and limit additional social interactions between groups that would not normally interact as you schedule test sessions. This may affect the number of sessions for each tier. There is a medium risk in mixing groups of students and teachers throughout/across school days, according to the [CDC](#). You can reduce the risk of transmission by strategically planning your assessment schedules.

In-person assessments may require additional staffing to complete all tests during the test window; more individuals will need to be trained in administering the ACCESS through the WIDA website. Check the WIDA website for the most up-to-date procedures pertaining to test administration. We recommend that the following individuals be considered as additional test administrators: EL/bilingual teachers, psychologists, resource teachers, coaches, assistant principals/administrators, alternative school teachers, certified staff who don't have their own classrooms, reading/math specialists, classroom teachers, and counselors. All potential test administrators must go through WIDA certification training in order to administer the test. Districts should plan ahead.

Encouraging and Supporting High Participation

If you are coming from a **hybrid** or **remote** environment, please keep the following considerations in mind.

- Work with students to encourage them to do their best on the test. Help older students realize the importance of this test and try to make it meaningful to them.
- Parent notification letters should detail precautions being taken by the school for safety and wellness to help parents feel comfortable about testing situations.
- Try to ensure that students don't consistently miss the same remote classes during testing. Creating a special schoolwide testing schedule is one practical approach. Make sure that teachers understand that students need to take these tests and will be missing remote classes. Students should not be held accountable for any content missed due to ACCESS testing.
- Districts should consider the transportation needs of students and families to ensure high participation. Preplan adherence to [CDC safety protocols](#) if transportation is to be provided by the schools.
- It is recommended that districts document every effort made to contact parents and schedule testing sessions for district accountability, should parents refuse to bring their students to school for the assessment.

ALTERNATE ACCESS

Students who take Alternate ACCESS are not a monolithic group. They may demonstrate some of the same behaviors, but they each have unique needs, abilities, proficiencies, and goals that should be outlined in their IEPs. As part of the IEP process, [eligibility for the Alternate ACCESS](#) will have been determined ahead of time in consultation with the bilingual specialist present on Alternate ACCESS participation guidance for 2020-21. Please realize that Alternate ACCESS administration strategies may be different from region to region, district to district, school to school, and perhaps even student to student. The Alternate ACCESS assessment testing window will be from March 15 through May 25, 2021.

WIDA is the vendor that has produced the ACCESS suite of assessments. These tools measure the English language proficiency of multilingual students. Alternate ACCESS is one such tool. It is taken by a sub-group of our student population based on criteria described in their IEPs when also considering their English proficiency levels. Illinois is a member state in the WIDA Consortium and as such, qualifying multilingual students in Illinois participate in annual assessment on the Alternate ACCESS.

There are options for Illinois educators to safely test their students on Alternate ACCESS. These discussions must begin with the student's IEP. Conversations about how to safely conduct Alternate ACCESS testing must be initiated by a school district's central office and include the superintendent, the curriculum/assessment officer, the district health services coordinator, the multilingual program leader, IEP case managers, test administrators, school/building administrators, parents/guardians, and other stakeholders in order to develop the most collaborative and comprehensive plan possible for safe administration of the Alternate ACCESS in 2021.

See below for considerations to support a safe in-person administration.

Student and Proctoring Scheduling Guidance

It is strongly recommended for school districts to reach out to parents as early as possible prior to the ACCESS testing window to inform them that state standardized testing will continue as scheduled, albeit perhaps in a different format than usual. Rapport is everything when it comes to a student's comfort level with a test administrator on assessments like Alternate ACCESS. It is strongly recommended that the assessment be given by a test administrator that the student is familiar with and in a location comfortable to the student. This may mean that the district enlists the student's special education case manager or other familiar teacher to become certified to administer Alternate ACCESS. He/she may work with the district's coordinator of multilingual services to create an account in the WIDA Secure Portal for him/her and to provide guidance on how to complete training and complete their credentials to administer Alternate ACCESS.

The location of testing must strictly follow the guidance from the IDPH, county health agencies, ISBE, and local school district policies for ensuring the safety of staff and students. This is specifically important for any student or staff member who may be considered medically fragile or high risk for the virus. Testing may also occur in residential special education nonpublic programs. Special consideration should be given to transportation for students in these cases for their state assessments if on-site testing is not an option.

WIDA has an estimated that 20 minutes is needed per language domain for a total of 80 minutes the student will actually spend on assessment tasks. This estimate does not include convening the student for the test, providing breaks in between domains, redirecting the student as needed, sanitizing testing spaces between students, etc. All of these transitions must be carefully considered based on the individual needs of the child and his/her IEP. When it comes to scheduling sessions, "the four Alternate ACCESS for ELLs domains can be administered in any order and are not timed. Due to the adaptive nature of the test and unique abilities and behaviors of the students, actual test times can vary widely. The different domain tests can be administered on different days, with no minimum or maximum break between the administrations" (from pages 41-42 of the 2020-21 WIDA District and School Test Coordinator Manual).

Material Handling Logistics

Alternate ACCESS materials are shipped along with all other ACCESS materials in early January. Most of ACCESS is administered online, but all of the Alternate materials are paper. Secure test materials are included for the administration of the Alternate ACCESS; however, the Test Booklet may be cut apart and presented in a way that better suits the needs of the individual student taking the assessment. The Test Administrator Script and the Student Response Booklet must remain intact and all materials must be returned to WIDA-DRC at upon the completion of the test. There is further information about these on page 71 of the 2020-21 WIDA Test Administrator Manual.

Test administrators should be provided with appropriate PPE, including, but not limited to, clear face coverings, hand sanitizer, disposable gloves, antibacterial wipes, page protectors, and/or plastic coverings that make for easier sanitization thereby limiting the cleaning process in between test administrations. To prevent the sharing of materials unique to the test administrators, district-level users of the WIDA-Assessment Management System (WIDA-AMS) can order additional materials so that test administrators do not have to share test materials, manuals can be printed or viewed online, etc. There are no manipulatives involved in the Alternate ACCESS; it is almost strictly the student pointing at pictures in the test book or responding with their voice when prompted. The writing tasks direct the student to use a pencil. The sharing of writing implements is strongly discouraged, so test administrators should keep a pencil for their own use to reduce the spread of hand germs. It is highly encouraged that school districts equip their Alternate ACCESS test administrators with a supply of No. 2 pencils that they may gift to the students upon completion, as it would not be fair to expect that families will have adequate pencils on hand. Test administrators are encouraged to have students point with their pencil or some type of pointer that can be sanitized (rather than their finger). Additionally, if a picture from a test item is amplified or magnified by making a paper copy for better visibility, please seek further guidance specific to the test procedures and materials in the WIDA manuals mentioned throughout this section.

Once Alternate ACCESS materials have been collected by the district, it may be wise to quarantine them before return shipping to WIDA-DRC. Secure test materials are typically bagged, zip-tied, packed into boxes, sealed, and shipped via parcel service with prepaid labels. It is anticipated that WIDA-DRC will be providing more COVID-19-related guidance about the actual shipping and handling procedures of their materials as the ACCESS administration window for Illinois gets closer.

Encouraging and Supporting High Participation

Bilingual staff, family liaisons, and community outreach personnel are going to be valuable resources in connecting with families to ensure a smooth and safe test administration process for all parties involved. Districts should be flexible in considering and adapting to the cultural and linguistic factors in communication and scheduling (religious customs, gender-related norms, addressing people by proper names, regional gestures, etc.) in the cases that in-home testing is used. It will be crucial to have relevant personnel review students' IEPs and to consider all possible cultural norms, as well as to certify staff (familiar to the student) to administer the assessment. These considerations will better equip districts to provide a comfortable and appropriate testing environment.

DYNAMIC LEARNING MAPS—ALTERNATE ASSESSMENT (DLM-AA)

The DLM-AA is designed for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. Students who will be assessed with the DLM-AA must meet the [participation guidelines](#) and have this identified in their IEPs. DLM-AA assessments offer these students a way to show what they know and can do in mathematics, English language arts (ELA), and science. It's a unique assessment in that it is administered one-on-one and is highly individualized. The one-on-one nature of the assessment

poses possible challenges given current health and safety guidelines. The testing window for the DLM-AA is March 15 through May 10, 2021. The assessment will be administered to students in grades 3-11. Additionally, some public school students in grade 12 may also be required to take the DLM-AA if they were required to test while in grade 11 but did not and were not exempt.

Though the DLM-AA is given in a 1:1 setting, it is recommended assessment coordinators plan to use space that allows for social distancing as much as possible between the pair(s) of student and proctors and other individuals in the space. Ensure that health and safety protocols, including face coverings and proper sanitization procedures, are in place whenever possible.

Please note the DLM-AA must be administered in-person. See below for considerations to support a safe in-person administration.

Materials

The DLM-AA is administered in an online format. While planning for the assessment, ensure there are enough reliable devices available for testing. It may be helpful to have additional technology available to use if any challenges arise. Check all devices for proper functioning before the testing session. Note that the KITE Student Portal should be downloaded to the backup devices one month prior to the opening of the testing window. Ensuring that technology is operational will assist in making sure students only need to come to the building for their pre-designated testing appointments.

Additionally, ensure that any assistive technology the student requires is available including, but not limited to, Augmentative/Alternative Communication devices, picture communication systems, switches, and other technology.

The DLM-AA also requires use of manipulatives. Educators are given a list of all possible manipulatives in early February for the upcoming assessment. It is recommended that test proctors collect the necessary items ahead of time to ensure they are available for the scheduled testing sessions. Be sure to choose items that can be easily and appropriately sanitized or are disposable.

Proper sanitization of all testing materials is a priority. Given that teachers can be utilized to input answers given by the student, extra care might be given by increasing sanitization procedures or using additional personal protective equipment, such as gloves.

Planning and administering the DLM-AA should occur much like a typical assessment year. However, additional health and safety guidelines may be required depending on the recommendations of IDPH and local health officials.

Ensure the technology and materials required to administer the assessment are available in the testing location.

Student and Proctoring Specific Scheduling Guidelines

Ensure assessment plans, including any additional health and safety guidelines, are clearly and consistently communicated to parents and families. The district may have in-person instruction

in place, but individual learning plans may call for remote instruction. In this case, individualized scheduling will need to be developed in coordination with that student's parent/family.

If you are coming from a **hybrid** or **remote** environment, please keep the following scheduling considerations in mind.

Districts are encouraged to plan to use the entire window and maximize the flexibility of the testing students in a 1:1 setting.

In the hybrid model, try to schedule students for testing sessions on days they are already in school. Flexibility, coordination, and patience with parents and families will be important if a student needs to complete assessments at other times. Scheduling of staff members to proctor the assessment might also reflect the existing hybrid schedule. However, additional staff may be needed if multiple students are testing in the same session. It is recommended that students be paired with staff with whom they are familiar to administer the test.

It may be helpful to create "appointment-based" testing sessions in conjunction with the existing hybrid model. Designated testing sessions will help parents and families incorporate the assessment into family schedules as well as assist in the organization of transportation. Determine if the student is eligible for special transportation on the IEP and coordinate as needed. Assessment coordinators may also reach out to parents and families to determine if they are able to transport the student to school for assessment sessions. It is possible some students only may come to the school building for the assessment window, depending on their individual needs and current learning plans.

Assessment coordinators may want to plan for test sessions that allow for students to complete as many testlets as possible even though that may be a challenge for some students. Many students may need to secure several testing session "appointments" to complete the testlets. Coordinators are encouraged to plan for student breaks if it is anticipated that a student will take multiple testlets during the session.

Other assessments may also occur during the same testing window. Be sure to coordinate with district and school administrators to ensure schedules for multiple assessments will not cause unintended health and safety risks. Additional scheduling considerations include the availability of any necessary language interpreters and materials that may need to be transcribed into braille. Though the DLM-AA is given in a 1:1 setting, it is recommended that assessment coordinators plan to use space that allows for social distancing as much as possible between the pair(s) of student and proctors and other individuals in the space. Ensure that health and safety protocols, including face coverings and proper sanitization procedures, are in place. Follow the guidelines of the local health officials when planning and setting up testing space.

ILLINOIS ASSESSMENT OF READINESS (IAR)

IAR assessments in English language arts and mathematics are administered to all students in grades 3-8 and must be administered in person. Public school districts in Illinois are scheduled to administer the IAR in spring 2021. The testing window for online administrations has been

extended from March 15, 2021, through May 14, 2021. The testing window for paper/pencil administration is from March 15, 2021, through April 30, 2021.

See below for considerations to support a safe in-person administration.

Student and Proctoring Scheduling Guidance:

- Districts are encouraged to plan to use the entire testing window to allow additional time for the assessments to be administered.
- Allow for families/households to be grouped together to take the test at the same time/same day(s) to minimize mixing of cohorts (if possible).
- Blocked scheduling may help when scheduling remote learners for the assessment (could include ensuring families are grouped together for testing).
- School staff may choose to bring in one or two grade levels at a time to a building and have other students (in grades not being assessed that day) engaged in virtual learning (available technology and bandwidth will be a factor if implementing this plan).
- Create busing and transportation models/schedules to bring students into the buildings for testing.
- Allow extra time for materials distribution, collection, cleaning, and sanitizing.
- Allow for adequate space for small group testing, large group testing, and ensure that you have a plan for students who may become ill during testing.
- Allow for all-day testing or half-day testing to minimize the total amount of test days needed per student.
- Allow for the possibility of students taking more than two test sessions a day; keeping in mind the total number of test sessions for administration (two ELA and three math; some schools/districts do an extra ELA field test).
- Ensure that makeup testing days are in place and keep in mind that makeup testing may be more difficult than in past years.
- Work to allow the possibility of testing in smaller groups (test session can end when the students are done; could allow for shorter test sessions).
- Provide alternate testing rooms, if possible, when you have multiple groups coming into a building to test. This will allow the groups to get started more quickly since students will not have to wait for the space to be cleaned/sanitized.
- Additional proctors may need to be trained/certified due to the possibility that school staff/proctors may not be able to administer the test in person (staff with underlying conditions).
- Additional support staff may be needed and scheduled to help provide testing accommodations to students (IEPs, 504 plans).
- If needed, school staff can explore the possibility of using an alternate testing site in the community (e.g., public libraries, McCormick Place, etc.).
- Bandwidth Considerations: Ensure there is adequate bandwidth for all testing students. Also, consider the bandwidth needs of the rest of the building (other classes, teachers, staff) that may be needed. Current bandwidth availability may be an issue with virtual learning and testing happening simultaneously.

Encouraging and Supporting High Participation

- Early communication that highlights the importance of the assessment should be shared with families, staff, and students in an effort to increase high student participation rates. District/school staff may use flyers, ISBE materials, and other district-provided communication resources. In addition, a description of the protocols used to keep students safe should be addressed in the communication. Communication should also be shared with teachers and staff.
- Develop communication about the importance of assessments and having data to understand how their children are doing and what supports they need going forward, especially given how the pandemic has disrupted student learning.
- District/school staff should consider high-risk students and students facing severe trauma as they develop a testing plan and schedule.

Material Handling Logistics

- The use of paper-based assessments and materials may be an option if technology is limited. However, online test administration is the preferred mode of test administration.
- Students in districts that are 1:1 with technology can take their individual district device back and forth to school.
- Make sure the collection and distribution of paper materials is done safely. Consider using gloves and quarantining materials before they are touched by another person.
- School staff should make sure there is increased sanitation of testing areas, materials, etc. between groups.
- The distribution of materials should be done with gloves, and they should preferably be handled by one person. Limit the number of people handling the material if having one person handling the material is not feasible.
- Electronic devices need to be secure when students are going back and forth between a hotspot and district internet, so testing is not compromised and student responses are saved.

01/11/21: Please visit the Pearson Resource web page <https://il.mypearsonsupport.com/> to review spring 2021 IAR key dates and access links to relevant documents and resources as they become available.

ILLINOIS SCIENCE ASSESSMENT (ISA)

A science assessment is administered to students enrolled in a public school district in grades 5, 8, and 11 to comply with federal testing requirements. Prior to the 2019-20 school year, the ISA was a single test section that could be taken in one session with no time restrictions. Starting with the 2019-20 school year, the ISA was expanded to three sections. Each section is designed to be taken during one class session. Teachers may give all three sessions in one day; however, all test sections must be given in consecutive order to limit exposure to other students. The suggested time for administration is one hour per section. Administrators may request a downloadable paper copy for students requiring a paper/pencil accommodation. The student, under the supervision of a proctor, should complete the ISA on the printed paper copy. The proctor must

then enter the student's responses into the computer for the individual student. All students may use the text-to-speech feature; therefore, they are encouraged to use wired headphones. The ISA testing window is from March 15, 2021, through May 14, 2021.

See below for considerations to support a safe in-person administration.

Student and Proctoring Scheduling Guidance

- Proctors for the ISA must be any licensed teacher, including non-science teachers or substitute teachers. Districts should consider all eligible teachers who are available on-site during the test administration when scheduling. Paraprofessionals may only be used if they are in full view of a licensed teacher. Contingencies for staff that may have health restrictions or are required to be quarantined should be made throughout the testing window. Further information regarding who can administer the assessment can be found at <https://www.isbe.net/Documents/prof-test-prac.pdf>.
- Each of the three sections of the ISA is designed to be completed in one sitting. There is no time limit for any section. Once started, students should complete the full section within the school day. Students may not leave the testing room during a section. Consider the length of time students will be required to wear their masks without a break during each testing section. Special accommodations should be considered based on approved medical needs of individual students. Breaks may be taken in between sections.
- Groupings of students should be considered when scheduling to reduce the amount of cross-contamination amongst students.
- Districts should include the presence of administrators to facilitate testing needs, such as unlocking locked tests, etc. Special considerations and accommodations for students with IEPs or 504 plans should be made for this assessment, as necessary. Impact on students requiring extended time should be carefully reviewed, specifically in relation to wearing face coverings while testing. As always, districts should review IEPs and 504 plans prior to scheduling for the ISA. Additional proctors, time allowance, individual testing spaces, etc. should be evaluated on an individual basis.
- During administration of the ISA, districts should consider the unique needs of students who are remote learning. Preparations for synchronous and/or asynchronous learning during testing sessions should be done in collaboration with teachers for both remote learners and in-person learners.
- Districts are encouraged to utilize the entire testing window for maximum flexibility with test administration. Additionally, scheduling should be done in coordination with the IAR, since testing windows overlap.
- Transportation for students in a remote setting should be considered when scheduling for the ISA. Districts that provide transportation should follow all safety guidelines. Determine how students will be transported to school if the district does not provide transportation.

Material Handling Logistics

- Students who are required to use the paper/pencil format should follow proper handling procedures. Proctors and students should utilize appropriate PPE and sanitizing procedures for handling these materials.
- It is recommended that students taking the ISA have wired headphones to utilize the text-to-speech option. Proper disinfecting procedures should be utilized between testing sessions if headphones must be shared.
- All cleaning procedures of the testing space, as well as any shared furniture or technology devices, should be followed. Allowing for additional time for cleaning between testing sessions should be considered.
- Security considerations for devices that are brought home and back to school to be used for testing should be made. Districts should prepare for technology setup (secure exam browser), potential network issues, and/or security measures for transported devices.

Encouraging and Supporting High Participation

- Districts should plan in advance for any transportation issues that may impact student participation.
- Districts may consider alternative testing locations, if necessary. All secure testing environment requirements must be followed.
- Districts should be proactive in communicating and educating parents, students, and staff regarding the importance of the ISA. Reinforcing safety procedures while on-site will help alleviate potential concerns for students in a remote learning setting. Sharing schedules, on-site requirements, and the purpose of the assessment will be helpful for parents/guardians and staff as they prepare for the ISA.
- Districts may consider special accommodations for students who have special needs or health concerns (within the parameters of the ISA Professional Testing Practices for Educators and the ISA Systems User Guide). Early planning and communication regarding individual student circumstances will help in promoting participation in the assessment.
- Partnership with teaching staff will also help support high participation rates. Providing teachers and proctors with early training opportunities, clear communication for on-site testing requirements, and collaboration opportunities to develop schedules should all be considered. Schedules should include considerations for instructional times for on-site and remote learners, as well as those students taking the ISA.

KINDERGARTEN INDIVIDUAL DEVELOPMENT SURVEY (KIDS)

KIDS is an observational tool designed to help teachers, administrators, families, and policymakers better understand the developmental readiness of children entering kindergarten. ISBE is requiring districts to collect the same 14 required measures as in past years.

See https://www.isbe.net/Documents_KIDSWebsiteResources/14_Required_Measures.pdf. In a typical year, kindergarten teachers are required to collect KIDS data and enter student ratings within the first 40 days of student attendance. The State Superintendent of Education has determined that in the 2020-21 school year districts will begin the 40-day observation window

and data collection period on the first day of **in-person** instruction. The KIDS data entry window will remain open until June 30, 2021, to allow maximum time to enter student ratings.

Observational Evidence Collection Methods

The following ideas can be used to collect evidence on the 14 required KIDS measures, but teachers and districts are not limited to these methods or resources.

- **Progress Reports:** Any district or teacher planning to issue progress reports can use the same student work and information for the dual purposes of 1) providing information to families regarding student progress (progress reports), and 2) as evidence applied to specific KIDS measures.
- **Observational Data Collection Materials:** Teachers can produce their own materials on specific required measures or use previously produced materials found on the KIDS web page at <https://www.isbe.net/Pages/EarlyChildhoodKIDS.aspx> or through the “KIDS Implementation Resources” link at <https://www.isbe.net/Pages/EarlyChildhoodKIDS.aspx#collapse3undefined> and the “Families Toolkit” link at <https://www.isbe.net/Pages/EarlyChildhoodKIDS.aspx#collapse1undefined>.
- **In-Person Observation:** Data collection will be completed in person, and districts may be able to individually bring remote students in for **some** observation (teacher or other certified staff members). This method would have to be approved by the district superintendent.
- **Online Platforms:** KIDS coaches compiled a list of developmentally appropriate websites, resources, and platforms that can be used to create, collect, and view student work. (Some may be subscription-based with a fee involved.) See <https://docs.google.com/spreadsheets/d/10GZIabyFZbbhIKwpUdZOmRv2Zp6oCqKcZ9YCn3QBDPg/edit#gid=0>.

Once teachers have collected enough evidence in person to apply appropriate ratings for students – at whatever point that is – they can enter and lock ratings into KIDStech. That data is immediately available to teachers, administrators, and districts to assist with tailoring instruction or curriculum.

Data Collection and 40-Day Observational Windows

The 40-day observational period and related data entry window for districts that start the school year in-person or in a hybrid model begin on the first day of in-person instruction. Teachers will collect data until the 40th day of in-person attendance and enter data in a set window in KIDStech based on the student attendance calendar for the district. As in typical years, teachers are encouraged to use both observational evidence and student work to support ratings on the 14 required KIDS measures. See

https://www.isbe.net/Documents_KIDSWebsiteResources/14_Required_Measures.pdf.

Individual situations will need to be discussed in detail and data entry window dates agreed upon mutually by the district superintendent and ISBE. **Please email kids@isbe.net to request an extension of your district’s 40-day window or to discuss any situations that are specific to your teachers or district.**

SAT WITH ESSAY, PSAT 10, AND PSAT 8/9

Every public school student in grade 11 is required to take the SAT with Essay, unless the student will take the grade 11 [DLM-AA](#) instead. Additionally, some public school students in [grade 12](#) may also be required to take the SAT with Essay if they were required to test while in grade 11 but did not and were not exempt. Beginning in spring 2019, every public school student in grade 10 is assessed with the PSAT 10, and every public school student in grade 9 is assessed with the PSAT 8/9, unless the student will be assessed with the grade 10 or 9 [DLM-AA](#) instead. Specific dates for SAT with Essay, PSAT 10, and PSAT 8/9 are as follows:

SAT with Essay

- Primary Test Date: April 13, 2021
- Makeup Test Date: April 27, 2021
- May Makeup Test Date: May 18, 2021**
- Accommodated Testing Window: April 13-27, 2021

PSAT 10 and PSAT 8/9

- Testing Window: April 13-23, 2021*
- Accommodated Testing Window: April 13-23, 2021

** Schools should plan to administer SAT with Essay to all eligible students on the April 13, 2021, primary test date. The April 27, 2021, makeup date should be used to test any students who did not test on April 13, 2021. In order to provide additional flexibility and promote staff and student safety during the spring 2021 administration of SAT with Essay, ISBE and College Board are offering one additional makeup test date that will take place on Tuesday, May 18, 2021. For any students who were unable to test on any April administration date, Test Coordinators should submit a request for makeup materials for the May 18, 2021, test date.

*An expanded testing window will provide flexibility and promote staff and student safety during the spring 2021 administration of PSAT 10 and PSAT 8/9. This flexibility will allow test materials sent for primary PSAT 10 and PSAT 8/9 testing to be used exclusively, and no separate makeup test books will need to be ordered for PSAT 10 and PSAT 8/9. Please note that PSAT 10 and PSAT 8/9 testing may **not** occur on April 27, 2021, as was communicated previously. All PSAT 10 and PSAT 8/9 test books must be returned after testing is completed.

For planning purposes, ISBE is providing the following guidance for PSAT 10 and PSAT 8/9:

- Schools should plan to administer PSAT 10 and PSAT 8/9 as early in the testing window as possible.
- Schools are encouraged to administer PSAT 10 and PSAT 8/9 to as many students as possible in a single administration.
 - If choosing more than one PSAT 10 test date, the test dates should be consecutive (e.g., student in homerooms 1-4 on 04/19/21 and students in homerooms 5-8 on 04/20/21).

- If choosing more than one PSAT 8/9 test date, the test dates should be consecutive (e.g., last names A-H on 04/14/21, last names I-Q on 04/15/21, and last names R-Z on 04/16/21).
- When a student is absent or unable to test on the chosen test date(s), the school is encouraged to test that student as soon as possible within the testing window.
- Unless approved to test with accommodations that allow more than one day of testing, any student must complete PSAT 10 or PSAT 8/9 testing in one day.
- Students may test only once during the PSAT 10 and PSAT 8/9 testing window.

Off-site Testing

As in the past, schools can use off-site locations to manage the administrations. Most schools will be used as the test site location. However, test coordinators can request an off-site testing location. Off-site testing may be requested for a variety of reasons (e.g., school is unable to comply with testing conditions due to inadequate space, students attend serving schools that are not established as test sites, students are expelled to safe schools and not allowed back to their home school, high school districts that must ensure 15-year-old grade 9 students with IEPs served by elementary school districts take PSAT 8/9, etc.). These additional locations must be approved by College Board to make sure they meet testing, staffing, training, and security requirements. The off-site testing form (<http://sat.org/offsiterequest>) must be completed with the required information no later than Friday, December 18, 2020.

ISBE is continuing to work with the College Board to address district/school concerns regarding spring testing dates and options to address anticipated health and safety concerns. ISBE has posted and will continue to update information regarding the spring 2021 administration of the SAT with Essay, PSAT 10, and PSAT 8/9 at www.isbe.net/Pages/sat-psat.aspx.

Flexible Start Times (added 12/22/20)

Following the standard schedule for all 3 assessments, testing room doors close at 8 a.m. to complete test day administrative activities. College Board recommends school staff begin the test by 8:30 a.m. However, for the spring 2021 SAT School Day, PSAT 10, and PSAT 8/9, ISBE and College Board will permit Flexible Start Times, which allows schools to start testing earlier and/or later than usual and split their students across multiple testing groups. Schools operating under local health guidelines can stagger arrivals and dismissals to be certain they have enough space to meet social distancing requirements. Please refer to Appendix A in the [Coordinator Implementation Handbook](#) for details about Flexible Start Times.

ACKNOWLEDGEMENTS

ISBE extends a special thanks to the educators and stakeholders who contributed to the development of this Assessment Guidance Document.

Dr. Marlo Barnett,
Parent/Community
Chicago Public Schools 299

John Belcher, DLM
Coordinator
Williamson County Special
Education

Dr. Marcus Belin, Principal
Huntley High School,
School District 158

Ashley Beran, Teacher
Bethalto-East Primary

Sandy Berge, Kindergarten
Teacher
Yorkville Community Unit
SD 115

Daniel Booth, Teacher
Carbondale Elementary SD
95

Angela Box, Assistant Director
Researcher and ISA Partnership
Coordinator
Southern Illinois University

Dr. Terri Bresnahan,
Superintendent
Berkeley SD 87

Kathleen Cervera, IEA
Science Teacher
Indian Prairie SD 204

Dr. Sean Clayton, ISBE
Director of Assessment

Joanne Clyde, ISBE
Director of Multilingual

Trevor Cottle, Principal
Consultant
Illinois State Board of
Education

Amy Deegan, Principal
Consultant
Illinois State Board of Education

Dr. Amy Dixon, President
Illinois Principals
Association

Dr. Brenda M. Dixon, ISBE
Research and Evaluation
Officer

Dr. E. Scott England,
Superintendent
Fairfield SD 112

Michelle Escapa, ROE
Illinois Regional KIDS
Coach

Sarah Fies, Director of
Special Education
Lansing SD 133

Megan Forness, Principal
Consultant
Illinois State Board of Education

Raul Gaston, Principal
Jefferson Middle School,
Villa Park

Dr. Alicia Geddis,
Superintendent
Danville SD 118

Jonathan Gibson, Director of
Consortium and State Relations
WIDA

Jonathan Green,
Superintendent
Meridian CUSD 101

Natalie Grider,
Kindergarten Teacher
Scott-Morgan CUSD 2

Zindya Guerrero, ELL Coach
SDU 46

Carita Hall, Elementary
Teacher
Orland Park 135

Pamela Hartwig, Principal
Consultant
Illinois State Board of
Education

John Hicks, Principal Consultant Illinois State Board of Education	Kristal Higgins, Science Teacher School District 103	Jessica Holland, SPED Teacher Carterville
Dr. Steven Isoye, Superintendent Niles Township SD 219	Irlanda Jimenez, K-2 Urbana SD 116	Katrina Kasten, Director of Program Management Breakthrough Technologies
Cindy Kebr, 3 rd Grade Teacher Jessie White Learning Academy SD 1525	Emily Kerlin, ACCESS Test Coordinator Champaign Unit 4, K-12	Dan Krause, Principal Willowbrook High School, Villa Park
Lydia Kvinta, Principal Consultant Illinois State Board of Education	Terri Lamb, Principal Consultant Illinois State Board of Education	Joe Landers, Principal Wallace Elementary School, Ottawa
Maureen LaRaviere, Senior Director The College Board	Darin Loepker, Principal Shiloh Middle School, O'Fallon	Sara Mendez, Middle School EL Teacher Monmouth-Roseville #238
Janet Moss, KDG Teacher Jessie White Learning Academy SD 1525	Michael Muenks, Implementation Coordinator Dynamic Learning Maps- AA, University of Kansas	Jim Palmer, Contractor Illinois State Board of Education
Dr. Kimako Patterson, Superintendent Prairie-Hills Elementary District 144	Barry Pederson, Principal Consultant Illinois State Board of Education	Laura Quimby, Supervisor Illinois State Board of Education
Scott Rasso, EL Coordinator Galesburg CUSD #205	Tony Sanders, Superintendent Elgin U-46	Christy Sassman, Director of Program Management New Meridian
Crysta Weitekamp, IEA High School Special Ed Springfield SD 186	Dr. Michelle Willis, Principal Gillespie Elementary School, Chicago	