

**ISAT 2011**

**Test Administration Procedures and Issues**

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**217/782-4823**

## Important Dates

- **Regular Test Window → Feb. 28 – March 11**
- **Early Window → Feb. 21 – March 4**
- **Late Window → March 7 – March 18**
- **Two deliveries → Non-secure and Secure**
  - Non-secure materials will arrive from 2-3 weeks ahead of your test window.
  - Secure materials will arrive from 1 ½ -2 weeks ahead of your test window.
- **February 7 → Additional Material Order Window Opens**
- **Material Pick-up (1 pick up day for all materials) → One week after the last Friday of your 2-week test window**
- **See page 3 of *2011 ISAT & IAA Reference Guide***

## ***Manuals/guides for the 2011 ISAT***

***Professional Testing Practices for Educators***

***District and School Coordination Manual***

***Test Administration Manual – Grades 3 - 5***

***Test Administration Manual – Grades 6 - 8***

***2011 ISAT & IAA Reference Guide – for ordering test materials via Pearson’s Assessment Network*** Contains information about Additional Orders which begin on February 7. See page 17.

Posted online at

<http://www.isbe.net/assessment/isat.htm>

For additional information on reading, mathematics, or science there are PowerPoint presentations available at the ISAT Web site above. These have been prepared by the assessment content specialists and these have been used for content-related presentations.

## ***Grades and Subjects Tested***

**READING – Grades 3 - 8 (three sessions at each grade)**

*Multiple-choice items and two extended-response items at each grade*

**MATHEMATICS – Grades 3 – 8 (three sessions at each grade)**

*Multiple-choice items, three short-response items, and two extended response items at each grade*

**SCIENCE – Grades 4 and 7 (two sessions at each grade)**

*Multiple-choice items only at each grade*

**Each test session is 45 minutes long, with an additional 10 minutes if students are still working on the test.**

## ***New for 2011***

- 1. No ISAT writing assessment at grades 3, 5, 6, and 8.**
- 2. Return an answer document or grade 3 test booklet ONLY for students who were tested – students who sat for one or more test sessions. Do NOT return an answer document for students who were not tested – did not sit for even one test session.**

### **NOTE:**

If students were not tested and a Student ID label has been applied to the answer document or grade 3 test booklet, mark it VOID and return it in the Nonscorable boxes.

- 3. The REASON NOT TESTED grid has been removed from the cover of the grade 3 test booklets and the answer documents for grades 4 – 8. The reason a student was not tested (e.g., absent, homebound, etc.) MUST be indicated in SIS.**
- 4. Test materials are packaged slightly differently in 2011. ISAT paper rulers and Mathematics Reference Kits, which contain the math formula sheets, will not always be in box 1 at the specified grade levels. Check the packing list to see in which box(es) the rulers and Kits are packed. Do a complete inventory before you place your additional order.**
- 5. There are 6 forms of the regular-English test. Last year there were 15 forms. These are referred to as the numbered forms.**

## *What's Not New for 2011?*

The 2011 ISAT tests will be based on the 1997 Illinois Learning Standards and the current Assessment Frameworks supporting the Learning Standards.

The 2011 ISAT will NOT be based on the new Common Core Learning Standards Illinois has recently adopted and posted on the ISBE Web site. There is no news yet as to how or how much of the new Common Core Learning Standards will be folded into the 2012 ISAT assessments.

## ***Eligible Students***

**All public school students in the tested grades participate in ISAT, unless they meet the participation criteria for IAA.**

### **15-year old, eighth-grade students with disabilities (with an IEP)**

**(See page 8 of the District and School Coordination Manual.)**

- Such students who attend a school in an *elementary district*, that feeds into a separate high school district, DO NOT take the grade 8 ISAT tests.**
- These students should be enrolled as 9<sup>th</sup> graders with the high school as the Home school, and the elementary school (where they attend for services) as the Serving school.**
- These students are considered 9<sup>th</sup> graders, and hence do not take ISAT or IAA.**

**15-year old, grade 8 students with IEPs who attend a school in a *unit district*, where the high school(s) and the elementary schools are part of the same district, DO take ISAT as grade 8 students.**

### **Home-Schooled Students and Private/Parochial School Students**

**Legally, home-schooled students and private/parochial students are in the same category. They are all non-public school students, and hence do not take ISAT with the exceptions I will note shortly.**

**Students who are completely home-schooled are not eligible to take ISAT. Students who are partially home-schooled and who are enrolled in the public school for instruction in a specific tested subject, such as mathematics, would take the ISAT test for that subject only.**

**Private/parochial school students are not eligible for ISAT.**

**If a private/parochial school student or home-schooled student attends a public school for special education services, he/she does not take any ISAT tests.**

**If the home-schooled student or the private/parochial student receives some content (e.g., math or language arts) in the context of the special education services, but their primary instruction in the content area is in the non-public setting, then the student would not take a state assessment for that subject.**

## ***Who May Administer ISAT?***

See the entire list in the test administration manuals (page 8) or the *District and School Coordination Manual* (page 9).

### **What about Teacher's aides and student teachers?**

**Teacher's aides** must be under the constant line-of-sight supervision of a certificated teacher, administrator, etc. This is true even if the aide holds a teaching certificate, but is hired by the district as a teacher's aide.

**Student teachers** may NOT serve as Test Administrators in charge of administering ISAT test sessions on their own. However, they may serve as proctors who assist the Test Administrator.



## ISAT Materials

- Why did I get ISAT materials sent to me from Pearson when I didn't order them?**
- Why didn't I get ISAT materials from Pearson that I expected?**
- If your facility, e.g., special education cooperative or Safe School, was listed as the Testing School in SIS for students you serve, then you will get materials directly from Pearson for those students. In addition, you are also responsible for ordering any special format tests, such as reader scripts, that your students need.**
- If your facility was not listed in SIS as the Testing School you will not get materials directly from Pearson. Your test materials will come from the home district, including any special format tests needed.**
- Communication with the home district is key. Nevertheless, the student's home district makes the final decision.**

## *Accommodations*

For students with IEPs or Section 504 Plans the accommodations must be written into the IEP or 504 Plan.

For students who are LEP and who qualify for accommodations there is no corresponding documentation requirement.

**Criteria for appropriate accommodations:**

- 1. Allow the scores to fairly and accurately reflect the student's achievement. Not confer an advantage.**
- 2. Does not undermine or negate the purpose of the test.**
- 3. Does not jeopardize test security or confidentiality.**

## ***Issues Involving Accommodations***

You must use a Form SF with any special format test.

Form SF tests are packed with each special format test kit.

- **Reader script (individual and group)**
- **Audiocassette**
- **Audio CD-ROM**
- **Large print**
- **Braille**

**What constitutes a small group for a reader script session?**

**Local decision – The state does not prescribe a maximum number.**

**Why are group reader script kits packaged with five Form SF tests? This is a packaging detail, not an indication of a maximum number.**

**Things to keep in mind for group composition:**

- students should know and be comfortable with other students in the group**
- student should feel free to request that any portion of a math or science test be reread as often as necessary**
- avoid groups that vary widely in listening, reading, and comprehension skills**
- if you anticipate that a student will request re-reading more frequently or extensively than the rest of the group and this will be frustrating for the group, seriously consider testing the student individually.**

**Problem area – reader script in groups**

**Make sure all students in the group have Form SF. Do not use a numbered form (1 – 6). The pilot items are different and you will be reading items to students who will see something different on their tests. This creates confusion in the test setting.**

## Other Accommodation Issues

### Response to Intervention Plans (RtI)

May students get accommodations solely for RtI Plans – **NO**  
Accommodations on ISAT are allowed **ONLY** if they are documented in a student's IEP, Section 504 Plan, or are based on LEP needs.

**Can a student have 2 special format tests as accommodations?**  
– **YES.**

A student using a Braille (or large print) form could also need test material in mathematics or science read to them as well to provide for their needs. This would require a reader script for the student in addition to the Braille or large print form.

**Why do we need a reader script to read to students?**

**Why can't we just use a regular test booklet?**

1. The reader script provides a uniform reading/listening experience for the reader and the student. This is part of the standardization of testing. It spells out in words what should be read. Examples -- 1,806
2. There are some questions, if read from a regular test booklet, that the correct answer could be cued or given away by virtue of how the test alternatives are read. The reader script avoids that situation.

For example, place value questions in math -- for the number 37.05 what number is in the hundredths place? Thirty-seven point zero five versus thirty-seven and 5 hundredths

## Other Accommodation Issues

**Transcription Issues -- All student responses MUST be recorded onto a regular, scannable answer document or grade 3 test booklet. Otherwise, the responses will NOT be scored.**

- 1. Braille and Large Print --** Every year a few students who use a Braille or large print form do not get test results because their answers were not transcribed onto a regular, scannable answer document. The large print grade 3 test booklet is NOT scannable. So a student who marked on the large print form will not receive a score unless the responses are transcribed onto a regular, scannable grade 3 test booklet.
- 2. Transcribed written responses --** on the top of each page in which a school person has transcribed a student's written response, write directly on the page (no Post-It notes) "Transcribed by (insert name of transcriber)" This indicates to the scorers that the adult hand writing on a grade 3 test, for example, is not suspicious. The State Board is notified of suspicious handwriting on student answer documents, and we follow up by calling the district or school.

## Other Accommodation Issues

### Extended-Time only and Form SF tests –

If a student receives *only* extended time as an accommodation (no special format test is used) does he/she have to use a Form SF test? – NO.

This student can be given any of the numbered test forms (1 – 6) or Form LM if the student is using a linguistically modified format.

## *Other Accommodation Issues*

### *Linguistic Modification (Form LM)*

Form LM tests – the English text has been simplified for the multiple-choice items on the mathematics and science tests and for the extended-response (ER) and short-response (SR) items in mathematics. In addition, the mathematics ER and SR items have been translated into Spanish. No part of the reading test has been linguistically modified or translated into Spanish.

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***Should a student who is Limited English Proficient (LEP) be given a***  
***--Form LM (linguistically modified), or***  
***--Regular-English form (1 – 6), or***  
***--Regular-English form (SF) with a Reader Script or Audio recording of the regular ISAT form?***

**This is a local decision that should be made for each student individually.**

**Take into account the following:**

- the student's listening, reading, and writing proficiency in English.**
- the student's reading and writing proficiency in Spanish.**
- The type of accommodations used during classroom instruction. Don't "spring" an accommodation on the student for the first time on ISAT.**

**Things to keep in mind when considering Form LM versus a reader script (SF):**

- The ideal candidate for Form LM would be a student with relatively weak English-listening skills and relatively stronger English-reading skills. With weak listening skills they probably won't benefit from a read-aloud administration, so tackling simplified English on their own is perhaps the best route.**
- If you are going to use a reader script then you need students who will stay with the reader. If they don't stay with the reader they may get bored or frustrated and either work ahead or perhaps behind.**

**--There are NO special format tests (Braille, reader scripts, etc.) available for Form LM tests. If students require one of the special format tests, they MUST use a regular-English version (and Form SF that comes with the special format test kit).**

**--No part of the Form LM test may be read to students. Students must read the Form LM items on their own.**

**--Students who use a Form LM test will not receive any nationally norm-referenced scores, such as national percentile ranks or stanines for the mathematics or science test. Since the reading test is not linguistically modified, nationally norm-referenced scores will be reported for the reading test, even if a student used Form LM.**

## Test Security – to protect the integrity of the state tests.

### Reporting Trends over Years –

To report trends in achievement over years some items are repeated from year to year. Hence, the confidentiality of the items must be protected.

### Chain of Custody –

The tests should be handled in a “chain of custody” fashion. Each person in the “chain,” (District Coordinator, School Coordinator, and Test Administrator) has custody of the tests as they are distributed and returned. Each person, in turn, accounts for the test materials they have been given.

### Printing Errors –

If a student has a concern about an item (for example, believes that there is no correct answer or that there is a typo in the item) the Test Administrator should make note of the grade level, subject, test form number, item number, and the student’s concern and CALL the Student Assessment Division at 217/782-4823 to report the concerns about the item. Do NOT make any type of copy of the item so as to mail, fax, or e-mail any information about the item to ISBE. This jeopardizes the security of the item and we will likely not be able to use it again.

### “Grading/scoring” ISAT responses –

Do not score or grade answers to any ISAT items (written or multiple-choice) prior to test materials being returned to the test contractor for scanning and scoring. School personnel are not supposed to examine or review tests (with limited exceptions), and grading an ISAT test is not one of those exceptions.

### Students who go on vacation during ISAT –

Sometimes parents schedule vacations during ISAT (or family emergencies). The question is, since I already have the ISAT test materials, may I test these students ahead of the other students before they leave on vacation? NO !!!

Plans change and occasionally these students show up in school when you thought they would be gone. They have taken the tests and can discuss test content with students who have yet to be tested. This is a threat to test security. When these test irregularities occur, they can be huge and time-consuming.

## Test Preparation – two goals

1. **Opportunity to Learn** -- All students should have the opportunity to learn in accordance with a curriculum aligned with the Learning Standards. This is preparation that occurs all year.
2. **Familiarity with item types** -- All students should be familiar with the types of questions/passages used on the test. Once students are thoroughly familiar with the types of questions, it is best not to do drill and kill. Ideally, this familiarization process is incorporated into the entire school year as well, and not “crammed” before the ISAT.

### POSTERS –

1. Do not post, display, or distribute immediately before testing any posters or other materials not provided by the state specifically for testing IF the materials would help students taking the state tests. Likewise, do not point out or draw attention to posters or classroom displays immediately before or during testing, indicating that the posters or classroom displays might be helpful on the state tests. Posters should simply be part of the background visual environment in the classroom.
2. Unless it is used to provide an accommodation for a student with an IEP or Section 504 Plan, posters or classroom displays may not be moved to an alternate testing location. This may lead students to believe that they should use the posters during testing. The act of moving the poster to a different room draws attention to its potential importance for the test.

### Sample or Practice Test Materials –

**Do NOT use sample or practice ISAT materials you received from someone unless you are sure of its source.**

The format of the ISAT sample items and the actual test items are identical to facilitate student familiarity with the test materials. Before you use any sample materials verify that they are indeed sample materials and NOT copies of previous ISAT tests. If in doubt, they should consult with the School or District Coordinator. The sample items in the 2011 Sample Test Books are clearly marked as such at the top of each page of sample items.

## **Standardized Test Administration –**

**This ensures that state test results are comparable among all schools in the state so that school progress can be monitored fairly.**

**In theory, and hopefully in practice, I could randomly select any tested student in the state and assume that each one had the same test experience for a given grade and subject.**

**That is one reason the tests are so heavily scripted; to facilitate consistency across the state.**

## **Standardized Test Administration (cont.)**

**Each school should establish an ISAT test schedule.**

**At any given grade all eligible students attending must complete the same regularly-scheduled test session(s) by the end of the school day.**

**Exceptions:**

- 1. Students who receive accommodations that require additional time (e.g., Braille, reader scripts) or those who need a great deal of additional time to test.**
- 2. Accommodations for eligible students who are LEP or ELL may allow a different schedule from the regular school test schedule.**

**In both cases, take precautions to protect test item security/confidentiality.**

**In no case may a test session be split across days.**

**A test session started on a given day, even those administered with accommodations, must be completed by the end of that school day. Students needing a great deal of time should start testing in the morning so they do not run out of time at the end of the day.**

## **Standardized Test Administration (cont.)**

**NO part of the reading test may be read to students, even as an accommodation.**

This includes passages, multiple-choice questions or their alternatives, or extended-response questions. This typically occurs with teacher's aides, who may see a read-to accommodation for math or math and science, and who "extend" the read-to accommodation to the reading test.

**Use of highlighters as a test tool or test aide –**

Students may highlight or underline parts of the reading passages, graphics attached to questions, multiple-choice, extended-response, or short-response questions. However, highlighters must NOT be part of any answer, either multiple-choice or written. All responses, multiple-choice or written must be made ONLY with a No. 2 pencil. Students who highlight correct answers may inadvertently obliterate their answers when the highlighting scans as a black mark.

**Students crossing out incorrect answers as a test taking technique.**

As a test taking technique, some students cross out incorrect answers. Unfortunately, some of these students cross out the answer bubble of the incorrect answer. Please tell student to make no marks (stray or otherwise) in the incorrect answer bubbles. If you observe them doing it please tell them to erase the stray marks completely.

## **Standardized Test Administration (cont.)**

**For each test session, make sure that students get the answer document or grade 3 test booklet with their Student ID label or with their name on it (if Student ID labels are applied after testing is completed).**

**This is part of the instructions that Test Administrators read to students (“check to make sure you have an answer document with your name on it”), but this occurs every year.**

**Do not examine completed answer documents or grade 3 test booklets to erase stray marks or “clean up” the document.**

**If you are observed “cleaning up” an answer document you may create the appearance of impropriety.**

**The human scorers of the written responses are experienced in determining intended written responses.**

**The high speed scanners are very sensitive and accurate in determining which answer bubbles have marks in them. If the scanners detect a multiple-gridding, a human adjudicator will view the scan file to make a determination. In rare cases, when the scan file is inconclusive, the actual answer document will be pulled for examination.**

**Nevertheless, if students have to erase, ask them to do it cleanly and completely so that an examination of the scan file will suffice.**

## Standardized Test Administration (cont.)

### Soiled Answer Documents and Test Booklets—

Occasionally students get sick or have nose bleeds on test booklets or scannable answer documents.

**How do you handle the situation?**

**What do you do with the soiled documents?**

First, follow your district's policy for handling items that have been contaminated with bodily fluids. Do NOT put yourself at risk.

Second, if students need to be cleared from the testing room for clean-up, keep track of the time remaining and allow students that amount of time (plus a few extra minutes) when they can return to the testing room.

--Grade 3 students should close their grade 3 test booklets.

--Grade 4 – 8 students should put their answer documents inside their test booklets and close them.

--Make sure that the tests are secure during the clean-up. Use your best professional judgment.

Third, do not return the contaminated documents to the test contractor. Soiled documents will not be scanned or scored. Likewise, do not send these documents to ISBE.

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**NO NEW SLIDE.**



**Fourth, while safely handling these documents, securely dispose of the documents, including test booklets. There is a form you can fill out to list any unreturned test booklets. (See page 21 of the *District and School Coordination Manual*.) If you can SAFELY get the security barcode from the soiled test booklet, include it as part of the information on the unreturned booklet form. However, under NO circumstances should you put yourself at risk of coming into contact with the bodily fluids to obtain a security barcode. In this case simply list that a test booklet at a certain grade was not returned because it was soiled.**

**Fifth, if a student's answers can be SAFELY transcribed onto a new answer document (e.g., there is a drop of blood on one page of the answer document) you may (but are NOT required to) transcribe the student's answers. Safety is paramount. Any transcription should take place after the testing session or even the entire test administration has concluded.**

**Finally, if a student soils a test booklet one day and comes back the next day during the testing administration, get a fresh test booklet and answer document and allow the student to continue testing with their class as normal.**

**(The student does NOT retest on the test sessions he or she took before he/she got sick.) Return the fresh answer document or grade 3 test booklet for scanning and scoring as usual. There is no special handling needed. Whether the student gets a score for a subject depends on which test sessions are completed on the new answer document or grade 3 test booklet.**

**--If the Student ID label was on the soiled document, apply a Testing School ID label and grid the necessary information on the cover of the answer document or grade 3 test booklet.**

**Again, follow your district's policy on handling materials contaminated with bodily fluids. Your safety is paramount.**

## Test Irregularities –

**This can include something inadvertent, such as a student not being given an accommodation written into their IEP or something deliberate, such as student or teacher/principal cheating.**

**If an irregularity is alleged to have occurred, ISBE will require the school or district to conduct a fact-finding investigation and send a report to the Student Assessment Division.**

**--The primary focus of the Student Assessment Division is to determine whether an irregularity occurred, and, if so, whether we report or suppress a score for a student.**

**Bottom line – Can we, ISBE, stand behind the score?**

**--If a score is suppressed it is simply not reported. The student does not get a zero or a low score, he/she simply gets no score. AYP is calculated with the remaining scores in the school, district, and state.**

**--Unless otherwise directed, answer documents of students involved in test irregularities should be returned to the test contractor for normal processing. These answer documents need not be identified or packaged in any special way. Any score suppression will take place on the back end of the scoring/reporting process.**

## Test Irregularities (Cont.)

### A Common Test Irregularity – Accommodations

Accommodations – 82 students (IEP, 504, LEP) not given accommodations (usually) or mistakenly given accommodation when not allowed. (8.6% of students involved with an irregularity)

### Not so common, but seemingly intractable –

Reading the reading test – 13 students affected individually and in small groups

### Common “non-irregularity”

A student who uses a numbered test form (1 – 6) and not Form SF in a group that is being read to with a reader script. Almost all teachers stayed calm, realized what was happening, and proceeded with an appropriate test environment. In these cases, no scores were suppressed because teachers handled it professionally. It is probably best to send a letter indicating what happened, and that the teacher handled it without incident, if that is the case. The letter serves as documentation in case ISBE gets a call from a parent.

### Summary Statistics for Irregularities – 2010 ISAT administration

Districts involved – 46 (large to small, scattered across the state)

Schools involved – 104

Total incidents reported – 124

Students involved (with scores suppressed) – 957 (about 0.10%)

Student cheating – 17

Scores suppressed – 1,281 (out of approximately 2.79 million scores reported)

“Error” rate – 0.046% @155,000 scores per grade per subject

Reading – 259 (58 from one school)

Mathematics – 720 (346 from two schools)

Science – 172 (148 from one school)

Writing – 130 (58 from one school)

## **Student Assessment Division**

**217/782-4823 or toll free 866/317-6034**

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