



Illinois State Board of Education

Spring 2014

**District
&
School
Coordination
Manual**

**Reading
Mathematics
Science**

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New for 2014

- For reading and mathematics, 100% of the assessments are aligned to the Common Core Standards.
- For the spring 2014 ISAT, scorable documents will not be submitted with Testing School Identification Sheets. The number of scorable documents you submit will be verified with your enrollments in SIS.
- There is no Form SF. School staff will use the regular-English test booklet (at each grade).
- There is only one form of the regular-English test booklet (at each grade).
- No scratch paper is to be provided to students. The only exception is for students with an IEP or 504 Plan (and is so specified).

Contact Information

Illinois State Board of Education—If you have questions about the ISAT test administration, call ISBE toll-free at **1-866-317-6034** and ask for a Student Assessment Division staff member.

Please check ISBE’s Web site (www.isbe.net/assessment/isat.htm) periodically for updates about issues that could affect the administration of ISAT tests this spring.

Pearson (Iowa City, Iowa) prints, distributes, and collects the ISAT tests. For problems with materials (insufficient quantities, errors in distribution, collection, returning, etc.), schools outside of Chicago should contact their District Coordinator. The District Coordinator or Chicago School Coordinator will resolve the problem or will contact Pearson.

Pearson’s Illinois Customer Support Center can be reached at 1-888-705-9413, Monday through Friday, 6 a.m. to 7 p.m. (central time), or by e-mail at ISAT@support.pearson.com.

Important Dates

TEST MATERIAL DELIVERY				
Important: Test material deliveries can occur anytime between 8:00 a.m.–4:30 p.m. (CT)				
<i>Neither Pearson nor ISBE can guarantee specific material delivery times.</i>				
<i>It is very important that you inventory your test material shipments immediately upon receipt to ensure that you have sufficient test materials available to assess all students on the first day of testing. If you have not received your test material shipments by 4:30 p.m. on the 'nlt' (no later than) date as indicated for the test window your district is testing, contact Pearson's Illinois Customer Service Center at 1-888-705-9413. [net = no earlier than]</i>				
	Non-Secure Delivery		Secure Delivery	
EARLY TESTERS⁽¹⁾	net	February 3, 2014	net	February 12, 2014
February 24–March 7, 2014	nlt	February 7, 2014	nlt	February 14, 2014
REGULAR TESTERS	net*	February 10, 2014	net*	February 14, 2014
March 3–March 14, 2014	nlt	February 19, 2014	nlt	February 21, 2014
LATE TESTERS⁽¹⁾	net*	February 17, 2014	net*	February 21, 2014
March 10–March 21, 2014	nlt	February 26, 2014	nlt	February 28, 2014
⁽¹⁾ Applications to modify your test window one week before or one week after the regular test window need to be submitted into Pearson's Assessment Network on or before December 1, 2013.				
*Freight shipments (test material arrives on pallets) can be delivered up to 3–5 business days earlier.				
TEST MATERIAL PICKUP				
Important: Test material pickups can occur anytime between 8:00 a.m.–4:30 p.m. (CT)				
<i>Neither Pearson nor ISBE can guarantee specific material delivery times.</i>				
<i>It is very important that you inventory your test material shipments immediately upon receipt to ensure that you have sufficient test materials available to assess all students on the first day of testing. If you have not received your test material shipments by 4:30 p.m. on the 'nlt' (no later than) date as indicated for the test window your district is testing, contact Pearson's Illinois Customer Service Center at 1-888-705-9413.</i>				
EARLY TESTERS	No later than 4:30 p.m.			
February 24–March 7, 2014	March 14, 2014			
REGULAR TESTERS	No later than 4:30 p.m.			
March 3–March 14, 2014	March 21, 2014			
LATE TESTERS	No later than 4:30 p.m.			
March 10–March 21, 2014	March 28, 2014			

EARLY AND LATE TESTERS: Test materials must be picked up no later than the date indicated for your test window.

ALL TESTERS: Test materials can be picked up earlier than the date indicated for your specified test window.

REGULAR TESTERS: You may request a later test material pickup date, providing it does not exceed three (3) business days beyond the date indicated for your test window.

Refer to page 53 for instructions on rescheduling material pickups.

ISAT ADDITIONAL ORDERS/DELIVERIES

Submitting an additional test material request does not guarantee order approval.

Additional test material requests are subject to review and approval of the Illinois State Board of Education and will be validated against enrollment information as reflected in SIS. Orders will typically be delivered within three business days of the order being approved for processing.

	<i>Additional SECURE Test Material Order Window</i>	<i>To GUARANTEE delivery of test materials by the first day of testing, orders must be submitted by:</i>
EARLY TESTERS		
February 24–March 07, 2014	February 3–March 19, 2014*	12:00 p.m. February 19, 2014
REGULAR TESTERS		
March 3–March 14, 2014	February 3–March 19, 2014*	12:00 p.m. February 26, 2014
LATE TESTERS		
March 10–March 21, 2014	February 3–March 19, 2014*	12:00 p.m. March 5, 2014

**Material return labels can be ordered for thirty (30) calendar days beyond the indicated date.*

Tracking Your Test Material Shipments

If you have not received your ISAT test materials by 4:30 p.m. on the dates indicated in the chart on page 4, contact Pearson's Illinois Customer Support Center at 1-888-705-9413, Monday through Friday, 6 a.m. to 7 p.m. (central time), or use Pearson's Assessment Network online material shipment tracking system to track test material shipments to you and back to Pearson. Refer to *Viewing Shipment Information* on page 19 of Pearson's *2014 ISAT & IAA Reference Guide* for information about tracking test material shipments.

Packing/Shipping Test Materials to Various Test Sites

Test materials will be packaged separately for district overage and per school, and sent in two separate shipments (non-secure materials first, followed by secure materials). Testing School RCDTS codes entered into a student's SIS record by their Home School District on or before Friday, January 3, 2014, determines where test materials will be sent. It is the testing coordinator's responsibility from both the Home School District and Testing School to coordinate who will receive a student's test material. If there is at least one student with your school's RCDTS code indicated as the Testing School, you will receive at least two non-secure boxes, and a minimum of one secure box of materials. Linguistically modified tests (Form LM) and Special-Format Test Kits (reader scripts, audiocassettes, audio CD-ROMs, Braille, Large Print) when requested between November 1–December 18, 2013, are typically packaged separately from other test materials, but will arrive with the secure test material shipment.

Districts—Test materials will be packaged by school and sent to the district's ISAT Test Coordinator.

Chicago District 299 Schools—Test materials will be packaged by school and sent directly to the Chicago School Test Coordinator.

Special Education Cooperatives (with Schools)—Test materials will be packaged by school and sent to the Cooperative's ISAT Test Coordinator.

Special Education Cooperatives (without Schools)—Special Education Cooperatives (without valid schools with the *same* RCDT code) will have test materials packaged by cooperative and sent to the main cooperative office in care of the cooperative ISAT Test Coordinator.

ROE/ISC—For ROE/ISCs that choose to participate in direct test material distribution, test materials will be packaged by program and sent to the regional office in care of the ISAT Test Coordinator.

Special Education Private Facilities—Test materials will be packaged by school and sent to the facility's district-level ISAT Test Coordinator.

The *District and School Coordination Manual* (this manual) is for district and school coordinators and outlines arrangements to be made at each district and school during the test cycle, how tests should be secured and monitored, and how to pack and return all the materials.

Note: This manual will refer to districts outside of Chicago 299 as districts, and schools in Chicago 299 as Chicago schools. There is no District Coordinator for Chicago schools. The School Coordinator is responsible for ISAT testing, handling test materials in the school, and returning test materials after testing is completed. Therefore, Chicago School Coordinators should review the procedures for District Coordinators.

Test Materials

INVENTORY YOUR MATERIAL SHIPMENT WITHIN 72 HOURS (3 DAYS) OF RECEIPT

Save the boxes test materials arrive in for return of materials to Pearson.

- ❖❖ **Regular-English Test Booklets and Answer Documents:** For 2014, there is only one form of the regular-English test booklet for each grade. Each student will receive one test booklet containing reading, mathematics, and science as appropriate. Grade 3 students mark their reading and mathematics answers directly in the scannable test booklet. For grades 4–8 there is a separate color-coordinated answer document for each grade containing response areas for reading, mathematics, and science as appropriate for the grade.
- ❖❖ **Form LM—Linguistically Modified Test Booklets and Answer Documents:** Each student will receive one test booklet containing reading, mathematics, and science as appropriate. There is only one form of the Form LM tests at each grade. Form LM tests are packaged with special-format tests. Grade 3 students mark their reading and mathematics answers directly in the scannable test booklet. For grades 4–8 there is a separate color-coordinated Form LM answer document for each grade containing response areas for reading, mathematics, and science as appropriate for the grade. **AT GRADES 4–8, STUDENTS USING FORM LM MUST USE A FORM LM ANSWER DOCUMENT.**

Test Administration Manuals: There is one manual for grades 3, 4, and 5 and a second manual for grades 6, 7, and 8. The manuals contain instructions for reading, mathematics, and science for the regular-English test form *and* for the Form LM tests.

Professional Testing Practices for Educators provides guidance on standardized achievement testing and should be given to all personnel involved in ISAT testing. It is yours to keep.

These four documents are posted online at www.isbe.net/assessment/isat.htm.

ISAT Mathematics Reference Sheets: Students in grades 7 and 8 *must* have a Reference Sheet containing mathematics formulas that may be used during all three sessions of the mathematics test. Students may keep this Reference Sheet after testing is completed.

Paper Rulers: Students in grades 3–8 must have paper rulers with inch and centimeter markings supplied by the state during all sessions of the mathematics test. Students may keep the rulers after testing is completed.

Note: There is a large-print and Braille Mathematics Reference Sheet and a large-print/Braille paper ruler contained in the respective special-format test kits.

Special-Format Test Kits: The Form LM, Braille, large-print, audio CD-ROM, audiocassette, and reader script test kits are packaged, in most cases, in a separate box for each school, shipped along with the other materials.

Additional Test Materials

When materials arrive, *inventory the materials* to determine if sufficient materials were included. All districts, schools, cooperatives, etc., will receive extra (overage) test materials for most items in their shipments. If necessary, the District Coordinator may transfer excess materials from one school to a different school within the district. Except for Form LM and reader script kits, there is no overage for special-format tests.

If you need additional materials, contact your district's or Chicago school's ISAT Test Coordinator. Your District Coordinator or Chicago School Coordinator will compile a list of materials needed and request them from Pearson *at one time*.

Additional ISAT test materials can be ordered beginning Monday, February 3, 2014. Unless your district or Chicago school did not place or confirm an order during the initial order window (November 1–December 18, 2013), do *not* place an additional order for ISAT materials until you have received your initial test booklet shipment and it has been completely checked and additional test material needs have been gathered from ALL school/test coordinators within your district or Chicago school.

- ❖ Limit your additional orders to *one* for each district or Chicago School. If you must place multiple additional material orders, Pearson reserves the right to combine additional material orders to reduce shipping costs.
- ❖ **District Test Coordinators (or their designee) and Chicago School Test Coordinators, as indicated in Assessment Network Profiles, are responsible for placing additional test material orders. Reminder: District Test Coordinator designees *MUST BE* listed in the district's Assessment Network Profile.**
- ❖ **All additional test material orders must be entered into Pearson's Assessment Network (www.pearsonaccess.com/il) and should be placed *no later than 3 business days (72 hours)* prior to the first day of testing to ensure that you receive your additional test materials in time for testing. Please do *not* call your Regional Office of Education or ISBE for additional materials.** Refer to pages 15–17 in the *2013 ISAT & IAA Reference Guide* for details and instructions about placing additional test material orders.
- ❖ **DO NOT INFLATE YOUR ADDITIONAL ISAT TEST MATERIAL ORDERS!** All additional material orders that exceed 10% of those test materials included in your initial material shipment are subject to enrollment verification through the ISBE Student Information System (SIS), or Chicago District's IMPACT system, before the order is approved and shipped. Pearson will be tracking enrollment increases and excessive test material ordering. Orders exceeding the 10% allowable variance are subject to ISBE's approval.
- ❖ All additional orders will be shipped via UPS Ground. Refer to the *Important Dates* table on page 4 of this manual for additional order shipping schedules.
- ❖ Additional orders cannot be shipped to any location other than the address indicated on the Profile screen displayed on Pearson's Assessment Network.

*Provided only for non-Chicago districts, Chicago schools,
and special education facilities*

Important Note: Unlike the School Test Booklet Security Checklist (see page 10) where assigned test booklet security barcodes are displayed separately for each test booklet within a sealed package, security barcodes are displayed by **PACKAGE RANGE** on this Security Checklist.
A detailed Security Checklist is not available.



**ILLINOIS STATE
BOARD OF EDUCATION**

ISAT

SPRING 2014



**DISTRICT TEST BOOKLET SECURITY CHECKLIST
CHICAGO SCHOOL TEST BOOKLET SECURITY CHECKLIST
SPECIAL EDUCATION FACILITY TEST BOOKLET SECURITY CHECKLIST**

Deliver To: 012345678260000
SAMPLE ILLINOIS DISTRICT
1234 Illinois Avenue
Illinois City, IL 62600
District ISAT Coordinator Name
Phone: (123) 456-7890
Fax: (123) 798-6543

Ship To: 012345678260000
SAMPLE ILLINOIS DISTRICT
1234 Illinois Avenue
Illinois City, IL 62600
District ISAT Coordinator Name
Phone: (123) 456-7890
Fax: (123) 798-6543

DIRECTIONS: The District ISAT Coordinator must sign this form when test booklets are issued to School ISAT Coordinators.

The School ISAT Coordinator must sign this form when test booklets are returned to the District ISAT Coordinator.

Retain this document for your records.

TB, GRD 4, R/M/S, ISAT 2014, PK 5

Security Number(s)	District Coordinator Signature	Date Test Booklet Issued	School Coordinator Signature	Date Test Booklet Returned
1234567890-1234567894				

TB, GRD 5, R/M, ISAT 2014, PK 5

Security Number(s)	District Coordinator Signature	Date Test Booklet Issued	School Coordinator Signature	Date Test Booklet Returned
2345678901-2345678905				



ILLINOIS STATE
BOARD OF EDUCATION

ISAT

SPRING 2014



SCHOOL TEST BOOKLET SECURITY CHECKLIST

Deliver To: 012345678262001
SAMPLE ILLINOIS DISTRICT
Sample Illinois School
1234 Illinois Avenue
Illinois City, IL 62600
District ISAT Coordinator Name
Phone: (123) 456-7890
Fax: (123) 798-6543

Ship To: 012345678262001
SAMPLE ILLINOIS DISTRICT
Sample Illinois School
1234 Illinois Avenue
Illinois City, IL 62600
District ISAT Coordinator Name
Phone: (123) 456-7890
Fax: (123) 798-6543

DIRECTIONS: The School ISAT Coordinator must sign this form when test booklets are issued to test administrators.

The School Test Administrator must sign this form when test booklets are returned by test administrators.

Retain this document for your records.

TB, GRD 4, R/M/S, ISAT 2014, PK 5

Security Number(s)	School Coordinator Signature	Date Test Booklet Issued	Test Administrator Signature	Date Test Booklet Returned
1234567890				
1234567891				
1234567892				
1234567893				
1234567894				

TB, GRD 5, R/M, ISAT 2014, PK 5

Security Number(s)	School Coordinator Signature	Date Test Booklet Issued	Test Administrator Signature	Date Test Booklet Returned
2345678901				
2345678902				

Grades and Subjects Tested/Time Required

Time Given for Students to Complete Each Session

All test sessions are a minimum of 45 minutes in length. The 45 minutes does **not** include the time necessary for test instructions. Any student who is actively engaged in testing after 45 minutes have elapsed may be allowed up to 10 additional minutes to complete that test session. Students with IEPs or Section 504 Plans are still allowed extended time as noted in their IEPs or Section 504 Plans. Students who are LEP may also have extended time as needed.

Grades	Subject	Session 1	Session 2	Session 3
3, 4, 5, 6, 7, and 8	Reading	45 minutes	45 minutes	45 minutes
3, 4, 5, 6, 7, and 8	Mathematics	45 minutes	45 minutes	45 minutes
4 and 7	Science	45 minutes	45 minutes	N/A

Additional Time for All Students—Students may have up to 10 additional minutes to complete each test session. If one or more students are still working and are actively engaged after 45 minutes have elapsed, they may be given up to 10 additional minutes to complete the test session, for a total of 55 minutes. The decision as to whether students are actively engaged and should receive additional time is made by the test administrator. If all students are finished after 45 minutes, the test session should be called to an end.

Number and Types of Items by Session

MC = Multiple Choice		ER = Extended Response		SR = Short Response
Grades	Subject	Session 1	Session 2	Session 3
3, 4, 5, 6, 7, and 8	Reading	20 MC	20 MC/1 ER	20 MC
3, 4, 5, 6, 7, and 8	Mathematics	40 MC	30 MC/3 SR	2 ER
4 and 7	Science	41 MC	41 MC	N/A

All multiple-choice items have a single correct answer. In the reading test, the extended-response item takes about 15–20 minutes. In the mathematics test, the three short-response items should take about 5 minutes each, and students should spend at least 15 minutes on each of the two extended-response problems.

Eligible Students

All public school students in tested grades participate in ISAT, except for some students with Individualized Education Programs (IEPs). These students take the Illinois Alternate Assessment (IAA).

Fifteen-year-old grade 8 students with disabilities (with an IEP)—The following policy for testing pertains to 105 ILCS 5/14-6.01 of the school code. Fifteen-year-old grade 8 students with disabilities by law become accountable to the high schools. High schools are financially responsible for the student as well as for the educational program of the student.

This law only pertains to elementary districts that feed into separate high school districts. It does not pertain to unit districts.

In response to questions from school districts regarding testing accountability, the following should occur for those students who are 15 years old, in grade 8, attend an elementary district and have an IEP:

- The high school becomes the student's home school.

- The student should be enrolled in grade 9 in the high school with the serving school as the grade 8 placement.
- Grade 9 students do not test. Therefore, these students do not test with ISAT or IAA.

It is recommended that an IEP meeting be called to make these changes.

For these students who have already tested, please void their test document and put it in the nonscorable box before returning to Pearson.

What if the student (with an IEP) turns age 15 during the two-week test window? If a student is age 15 on or before the first day of the district's two-week test window, he/she is not tested. If the student is age 14 on the first day of the two-week test window, he/she is tested. This would occur even if the student turns age 15 on the second day of the two-week test window.

Home-Schooled Students and Private/Parochial School Students

Students who are full-time home-schooled or full-time at a private school are not eligible to take any state tests. Some students may be partially home-schooled or attend some courses at a private school; in these cases, the students take the ISAT only for the subject(s) for which they are receiving instruction in the public school (reading, mathematics, and science).

Testing Students Who Transfer During the Two-Week Window

Students who transfer in (enroll)

1. If the student has not started ISAT testing at his or her previous school, he or she must be tested at your school. *Such students in your school **must** be uploaded into the SIS system **on or before the last day of the two-week test window**.*
2. If the student already started testing at his or her previous school, he or she should **not** be tested at all at your school. Do **not** return a blank answer document or grade 3 test booklet for this student. *ISBE advises you to wait until the Monday following the two-week test window to upload such students in your school into the SIS system.*

Students who transfer out (withdraw)

1. If the student started ISAT testing in your school, return the answer document for scanning/scoring to the scoring contractor. *Do **not** exit the student from the SIS system until the Monday following the two-week test window.*
2. If the student transferred out before he or she started ISAT testing (the student did not sit for even one test session) do **not** return an answer document for the student. *ISBE advises you to exit such students from your school in the SIS system **on or before the last day of the two-week test window**.*

Who May Administer ISAT?

- Educators employed by the district who hold a Professional Educator License endorsed in a teaching field or who hold an Educator License with Stipulations endorsed as a provisional educator.
- Educators employed by the district who hold an Educator License with Stipulations endorsed as a Transitional Bilingual Educator.
- Administrators (e.g., assistant principals, principals, assistant superintendents, associate superintendents, and superintendents) who hold a Professional Educator License endorsed in an administrative field or an Educator License with Stipulations endorsed in an administrative field required for their positions as administrators (note there is no Principal endorsement affixed to an Educator License with Stipulations).
- Paraprofessionals holding an Educator License with Stipulations endorsed as a Paraprofessional Educator who are under the constant-line-of-sight supervision of a licensed educator. A licensed educator hired as a paraprofessional also has to be under the constant-line-of-sight supervision.
- Substitute teachers holding a Substitute Teaching License hired by the district to substitute teach in place of a teacher on an ISAT test date.
- School psychologists, school social workers, school counselors, and speech language pathologists (non-teaching) who hold a Professional Educator License endorsed in a School Support Personnel field or an Educator License with Stipulations endorsed as a provisional educator to serve as a school psychologist, school social worker, school counselor and/or speech language pathologist (non-teaching).
- School librarians holding a Professional Educator License endorsed as a Library Information Specialist or holding an Educator License with Stipulations endorsed as a provisional educator.
- Teachers employed by the district who hold an Educator License with Stipulations endorsed as a Resident Teacher (note that this endorsement is not valid after June 30, 2017).
- Student teachers may not serve as Test Administrators in charge of administering ISAT test sessions. However, they may serve as proctors who assist the Test Administrators.
- Parents are not allowed to be present in the classroom with their children during testing. There are two exceptions to this rule:
 1. The parent's presence is required as part of the student's IEP or Section 504 Plan.
 2. The parent is employed by the district and his or her duties require him or her to be present in the child's classroom.

Student ID Labels and Testing School ID Labels

Located within the WHITE School Coordinator's box that arrived with your non-secure materials shipment, the plastic-wrapped kit containing Student ID Labels, Testing School ID Labels, and your school's Student Roster. If you received an initial test material shipment from Pearson, you did receive a Student ID Label Kit. There are two types of ID labels.

Student ID labels identify individual students and display the student's legal name, date of birth, gender, state Student ID number, and name and RCDTS code of the Testing School. For reasons of student confidentiality, the Student ID label does not display all demographic information about the student.

Testing School ID labels identify only the name and the RCDTS code of the school where the student tested or would have been tested. Testing School ID labels contain *no* information about an individual student.

Testing School ID labels are generated at 25% of the total of all Student ID records contained in the school's Student ID file, rounded up to the nearest whole number divisible by 16. For example, if your school receives 100 Student ID labels, it will also receive 32 Testing School ID labels. These labels are packed immediately following the highest grade for which you have Student ID labels generated. Testing School ID labels are not grade specific.

- ❖❖ All grade 3 test booklets and answer documents returned for scoring *must* have either a Student ID label or Testing School ID label affixed to the document on the demographic page (front cover).
- ❖❖ If no Student ID label is available for a student, inform your test administrators whether they or you will affix the Testing School ID label and manually enter the necessary demographic information on the cover for the student. See page 16 for the information that must be entered.
- ❖❖ There is only one location for the label to be properly affixed to the cover of the document. See the illustration on page 17 for proper label placement.



USE THE LABEL IF

- ❖❖ a student's Student ID label if the GRADE, DOB (Date of Birth), or GENDER are incorrect. Incorrect information is corrected in SIS.
- ❖❖ a student's Student ID label if the student's state ID (SIS) number is accurate *and* either the student's first name and/or last name are accurate. Incorrect information is corrected in SIS.
- ❖❖ the Student ID label if the Testing School is incorrect *but* is a school *within* the district. You *must* correct the Testing School information in SIS for the student.

DO NOT USE THE LABEL IF

- ❖❖ Do not use a Student ID label if the student's SIS number is incorrect. Instead use a Testing School ID label and enter the required information on the demographic page. See page 16. You *must* correct the student's information in SIS to ensure accurate reporting.
- ❖❖ Do not use a Student ID label if *both* the student's first *and* last name are incorrect, even if the SIS number is correct. Instead use a Testing School ID label and enter the required information on the demographic page. See page 16. You *must* correct the student's information in SIS to ensure accurate reporting.
- ❖❖ Do not use a Student ID label if the Testing School on the label is incorrect and is from outside the district. Instead use a Testing School ID label and enter the required information on the demographic page. See page 16. You *must* correct the student's information in SIS to ensure accurate reporting.
- ❖❖ Do not affix both a Student ID and a Testing School ID label to a student's answer document or grade 3 test booklet, *especially on top of each other*.
- ❖❖ Do not cross out student information printed on a Student ID label.
If printed student information is not correct, you must correct this information in SIS to ensure accurate reporting.
- ❖❖ Do not use a Student ID label for any student other than the one indicated on the label. Crossing out Student ID information and gridding new information, especially information for another student, will jeopardize assigning score results to the proper student.
- ❖❖ Do not place Student ID labels or Testing School ID labels on grades 4–8 *test booklets*. If this occurs call Pearson immediately at 1-888-705-9413. The Student ID label or Testing School ID label identifies a student's grade 4–8 *answer document*.
- ❖❖ Do not affix a Student ID label or Testing School ID label to a student's answer document with tape, glue, or staples. Doing so will jeopardize proper scanning of the document.



Students Without Student ID Labels

If you do not have Student ID labels for one or more students you **must** affix a Testing School ID label to these students' grade 4–8 answer documents or grade 3 test booklets. In this case, some demographic information about the students **must** be entered on the demographic page of the documents by completing the following grids. These grids should be marked only with a No. 2 pencil by school personnel who are authorized to provide such information.

- ❖ STUDENT NAME—Grid 1
- ❖ STATE STUDENT ID NUMBER—Grid 2
- ❖ DATE OF BIRTH—Grid 3
- ❖ GENDER—Grid 5
- ❖ HOME SCHOOL RCDTS CODE—Grid 7

- Verify that complete and accurate information is entered exactly as requested. For example, the STUDENT NAME grid asks for legal last name, legal first name, and middle initial. If the student's legal first name is Robert, but he is called Bob, enter Robert in the grid.
- The RCDTS code is ***absolutely critical*** for correct inclusion of the student's results with his or her home school. If you have questions about a home school RCDTS code, contact a school administrator in the home school/district or the Student Assessment Division at **1-866-317-6034**.
- The state student ID number (SIS number) is ***absolutely critical*** for the correct identification of the student.

**** IMPORTANT ****

To ensure accurate processing and scoring, it is vital that you make sure the student's SIS record is accurate. Correcting inaccurate demographic information printed on a Student ID label must be done on a student's SIS record.

2014 ISAT – Grade 7

DO NOT USE WITH Form LM

1 STUDENT NAME																										
LEGAL LAST NAME													LEGAL FIRST NAME													M
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	

2 STATE STUDENT ID NUMBER									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

3 DATE OF BIRTH		
MONTH	DAY	YEAR
<input type="radio"/> Jan		
<input type="radio"/> Feb		
<input type="radio"/> Mar	0 0	19 0 0
<input type="radio"/> Apr	1 1	20 1 1
<input type="radio"/> May	2 2	2 2
<input type="radio"/> Jun	3 3	3 3
<input type="radio"/> Jul	4 4	4 4
<input type="radio"/> Aug	5 5	5 5
<input type="radio"/> Sep	6 6	6 6
<input type="radio"/> Oct	7 7	7 7
<input type="radio"/> Nov	8 8	8 8
<input type="radio"/> Dec	9 9	9 9

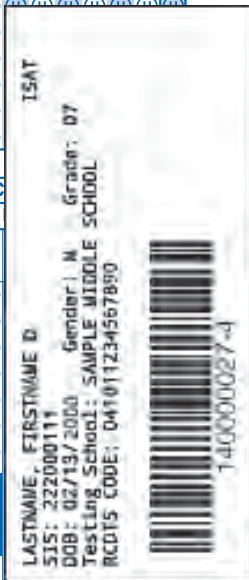
4 ACCOM CLASSIFICATION			
<input type="radio"/> IEP Accom	<input type="radio"/> 504 Accom	<input type="radio"/> LEP Accom	
(If one or more of the above is selected, you must complete the portion below.)			
SUBJECTS FOR ACCOMMODATION			
	R	M	S
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5 GENDER
<input type="radio"/> Female
<input type="radio"/> Male

6 OPTIONAL SCHOOL USE		
A	B	C
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

10 TEST FORM
1

7 HOME SCHOOL	
Reg.	County
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9



8 FOR TEACHER USE ONLY
<input type="radio"/> Braille

9 WRITTEN RESPONSE IN SPANISH
<input type="radio"/> Reading
<input type="radio"/> Mathematics

PLACE THE STUDENT ID LABEL HERE:

IF THE STUDENT ID LABEL IS NOT AVAILABLE, PLACE THE TESTING SCHOOL ID LABEL HERE AND COMPLETE ALL NECESSARY GRIDS FOR THE STUDENT.

ALIGN TOP OF LABEL HERE

GENERAL INFORMATION

Frequently Asked Questions about Student ID & Testing School ID Labels

Q: *Where did Pearson get my district's Student ID information?*

A: ISBE provided Pearson with Student ID information directly from the SIS. Whatever was entered into SIS by the student's Home School District on or before January 3, 2014, is what is printed on the Student ID labels.

Q: *Why did I receive Student ID labels for some of my students but not for others?*

A: Here are the three most common scenarios:

1. There were errors in the Student ID information that a student's Home School District provided in the SIS system. *No label was created for this student.* Use a Testing School ID label.
2. The student's Home School District did not provide any (or accurate) information about the Test Taken (ISAT, IAA, PSAE) in the student's SIS record. *No label was created for this student.* Use a Testing School ID label.
3. The student's Home School District did not list your facility as the student's Testing School in the SIS record. A Student ID label will be generated, but both the Student ID label and the test materials for the student will be sent to the school listed as the Testing School for the student. Call the home district to obtain both the label and the test materials.

Q: *What do we do with a Student ID label if a student is no longer enrolled in my district?*

A: If you have **not** started testing the student, destroy the label or return it to Pearson in your nonscorable material boxes.

Q: *What do I do with a Student ID label if a student moves from one home school to another home school in the same district?*

A: Use the Student ID label and correct the incorrect Home and Testing School information in SIS. (If the incorrect home school is from a different district, do **not** use the label. Use a Testing School ID label.)

Q: *I put Student ID labels on the wrong answer documents; what do I do?*

A: Before you do anything, call Pearson's Illinois Customer Service Center at 1-888-705-9413, Monday through Friday, 6 a.m. to 7 p.m. (CST). *Pearson may be able to regenerate your school's Student ID labels. However, you will need to transcribe all responses (multiple-choice and written) onto a new answer document for each student, and then apply the labels to the correct, transcribed answer documents.*

Q: *I put the Student ID labels on the students' grade 4–8 test booklets (instead of answer documents); what do I do?*

A: Before you do anything, call Pearson's Illinois Customer Service Center at 1-888-705-9413, Monday through Friday, 6 a.m. to 7 p.m. (CST). *Pearson may be able to regenerate your school's Student ID labels.*

LEP Students

Eligibility Criteria for Accommodations

Students eligible for LEP assessment accommodations are students who meet the two criteria below:

1. Have been properly identified as LEP using
 - Home Language Survey Results, and
 - WIDA Access Placement Test Results (W-APT)
 - ACCESS for ELL™ (criteria will be 5.0 Overall Composite proficiency level with 4.2 for reading and 4.2 for writing)
 - additional local indicators
2. Do not possess sufficient literacy skills in English to participate meaningfully in ISAT without LEP accommodations.

Scope and Exemptions for ISAT

First Year in the United States: An LEP student who attended schools in the United States for 12 months or less (i.e., enrolled in a U.S. school after March 4, 2013) may be excused from the ISAT Reading Assessment. He or she must still take ISAT Mathematics and ISAT Science (grades 4 and 7), but is counted only for AYP participation on the School Report Card. An LEP student who first enrolled in a U.S. school *on or before* March 4, 2013, but has less than one year of attendance in U.S. schools (as defined by the district for the student's attendance center) due to temporarily leaving the country, may still be excused from the ISAT Reading Test. In no case may a student be given the ISAT Reading test exemption more than one time. Districts should make a reasonable effort to determine the extent of attendance a student had in U.S. schools—both inside and outside of Illinois—and whether the student has ever been given this exemption.

The reading exemptions do not require any special denotations on the student's testing materials. They will be implemented using electronic data in SIS. Please ensure those records are up to date.

Students Who Are Limited English Proficient (LEP)

All LEP students will take the ISAT test appropriate for their grade, unless the student has an IEP and qualifies for the Illinois Alternate Assessment (IAA).

LEP students may receive accommodations if needed on the ISAT tests. These accommodations are available even though the LEP student may not have an IEP or a Section 504 Plan. A list of acceptable accommodations for LEP students taking ISAT is given in this manual and the *Test Administration Manuals*. See pages 25–26 in this manual.

Linguistically Modified ISAT Test Form (Form LM)—Form LM tests are available for LEP students in grades 3–8 who qualify. (See above for a list of qualifications.) In linguistically modified forms, the English text has been simplified for multiple-choice items on mathematics and science tests as well as extended-response (ER) and short-response (SR) items on the mathematics test. In addition, ER and SR items on the mathematics test have been translated into Spanish. *No part* of the reading test (passages or items) are linguistically modified or translated into Spanish.

There is a separate Form LM answer document at grades 4–8. Any student in grades 4–8 using a Form LM test **must** use a Form LM answer document to mark their answers. This is necessary because while both the regular-English tests and Form LM will have the same number of items in the same order, items may appear on different pages due to the linguistic modification process.

There are no reader scripts, audiocassettes, CD-ROM, large-print, or Braille forms for Form LM tests. Students who need these special-format tests must use a regular-English test form for which these special forms are available.

Student Responses in Spanish—Eligible students using either a Form LM test or a regular-English test form may write their responses to the ER questions in reading or mathematics and their SR questions in mathematics in Spanish. If any part of the ER items or the SR items is written in Spanish you **must** indicate this in grid 9 (WRITTEN RESPONSE IN SPANISH) on the cover of the grade 3 test booklet or the answer document for grades 4–8. Grid 9 contains a separate selection (bubble) for reading and mathematics. You may darken one or both selections as applicable.

Note: Students who are not LEP may not respond in Spanish. They must respond in English.

Students with IEPs or Section 504 Plans: General Policy and Criteria for Accommodations

Appropriate accommodations vary according to the disability addressed by the IEP or Section 504 Plan. In general, whatever accommodations are listed as appropriate within the IEP or Section 504 Plan for classroom or local assessments are probably appropriate for the ISAT. Four criteria are essential when considering any test accommodation:

1. The accommodation provides the student the same opportunities in the testing situation as those students who require no accommodation. Hence, the accommodation increases the student's access to the assessment by reducing the effect of the student's disability.
2. The purpose of the test is not compromised or negated by the accommodation. For example, no part of the reading test can be read to a student because that destroys the purpose of the test. However, part or all of a science test can be read to a student whose IEP specifies a reading disability. The primary purpose of the science test is to measure science knowledge and skills, not reading.
3. Test security is not compromised by the accommodation. All conditions pertaining to test security and the return of test materials after the test is administered still apply.
4. The student should be familiar and comfortable with the accommodation. Accommodations should not be used for the first time on a state test.

Who Decides the Accommodation? Accommodations must be determined locally. The student's IEP team makes decisions about any needed test accommodations. The IEP team decides whether the standard test formats are appropriate or whether accommodations are necessary. They also decide whether the above criteria can be met when determining necessary accommodations. All aspects of the assessment process are subject to procedural safeguards. All decisions about the student relative to participation in the state tests and any necessary accommodations must be indicated in the IEP.

Altering or Adding Accommodations Shortly before Testing—Occasionally it is necessary to alter or add accommodations that a student will receive for the ISAT tests. This can be done outside of the setting of the regular IEP team meeting. Go to the following ISBE Special Education Web site:
<http://www.isbe.net/spec-ed/html/consent.htm>.

On this Web site (Required Notice and Consent Forms), click on Form 34-57G. This is the form needed to make amendments to an IEP, including accommodations for ISAT. You must use Form 34-57G, and not a locally developed form, for such changes.

Inappropriate Accommodations—The following are examples of accommodations that are not allowed because they undermine or destroy the purpose of the ISAT tests.

1. Reading any part (passages or questions) of the reading test
2. Out-of-level testing (e.g., testing a grade 5 student with a grade 3 test)
3. Teacher or proctor highlighting (or indicating in any way) key parts of passages or test questions for students prior to or during the test administration. However, any student may highlight while he or she is taking the test.
4. Teacher or proctor crossing out or eliminating one or more incorrect alternatives from multiple-choice questions. However, any student may cross out incorrect alternatives as he or she is taking the test **as long as they do NOT cross out incorrect answer bubbles.**
5. Dictionaries or thesauruses are not allowed as an accommodation at any grade or for any subject.

Although these accommodations may occur for classroom tests at the district's discretion, these are *not* appropriate for the state tests, even if they are written into the IEP for classroom tests.

Accommodations for Students with a Section 504 Plan—Section 504 Plans allow appropriate accommodations to be given to students for classroom tests, as well as district and state tests. Accommodations for the state tests must be listed in the Section 504 Plan and should follow the general guidelines for accommodations for students with IEPs.

Physical Injuries and Section 504 Plans—If a student suffers an injury (such as a broken arm) that hinders or precludes his or her ability to mark or write in the answer document, a Section 504 Plan can be written for the student. The 504 Plan would list accommodations necessary for the student to respond to the test. Such accommodations could include (but are not limited to) dictation, using a word processor, or extended time.

Note: Accommodations can be given only if students have IEPs or Section 504 Plans in place and on file. Students cannot receive accommodations for IEPs or Section 504 Plans to be established in the future.

Response to Intervention (RtI) Plans and Accommodations on ISAT: Accommodations on the ISAT are not allowed for students with RtI plans. State assessment allows accommodations only if they are documented in a student's IEP, Section 504 Plan, or based on LEP needs.

If you have questions about test accommodations, contact your local test coordinator or local Special Education Director. If neither is able to answer your questions, contact the ISBE Student Assessment Division at **1-866-317-6034**.

Students with IEPs: Home Schools, Serving Schools, and Testing Schools

Home Schools—the school the student would have attended if he or she did not receive special education services elsewhere; student results are included in the aggregations of the home school and home district.

Serving Schools—the school where the services are provided.

Testing Schools—the school where the student takes the ISAT (or IAA) tests.

For most students in the state—including many students with IEPs—the home, serving, and testing school are the same because most students are educated and tested in the home school.

If a student attends the serving school full-time, the student will take the ISAT test(s) at the serving school. If a student attends the serving school on a less-than-full-time basis, the ISAT test(s) may be administered at either the home or the serving school. In this situation, the home school and the serving school should make arrangements for administration of the test.

Including Scores in the Home School—Make sure that the correct home school is listed for each student in SIS. Then do one of the following with each student's answer document.

1. Affix the Student ID label to the answer document. Part of the information included for all students on the Student ID label record file is the home school RCDTS code.
2. If there is no Student ID label available for the student, a Testing School ID label must be affixed to the answer document or grade 3 test booklet. See page 17.

Testing at Sites Away from the Home School—For some home schools/districts, the facilities providing services for a student are distant or private facilities that may not have ISAT test materials automatically shipped to them. Every reasonable attempt should be made to test every student eligible to participate in ISAT. However, there are a number of factors to consider prior to testing this student.

1. If the facility is out of state, the student can be exempt from state testing. No answer document is submitted for this student.
2. Sending secure test materials through the U.S. mail is *not* recommended. If material cannot be delivered by someone from your district, use a delivery system where the shipment can be tracked and monitored.
3. Will all test security and confidentiality procedures be followed at the serving test site? (Remember, you are ultimately responsible for lost materials and breaches of test security.)
4. Are there personnel at the serving site who can properly administer a standardized achievement test to an individual student or group of students? If not, then whenever possible, an authorized person from your district administers the tests.

In order to provide an appropriate testing environment for eligible students, the home district must ensure that the concerns listed above are adequately handled.

Accommodations Classification—Grid 4

The ACCOM CLASSIFICATION grid (4) is designed to collect information only about the type of accommodations that a student received *during testing*. If a student receives an accommodation on any subject, grid 4 *must* be completed. Accommodation information is *not* contained in the barcode information on the Student ID label.

Leave grid 4 blank if the student did not receive any test accommodations on the ISAT tests. Do *not* use the grid to indicate IEP status, Section 504 status, or LEP status for the student. This status should be recorded in SIS.

The top part of the grid indicates whether the student received an accommodation because of an IEP, Section 504 Plan, or because the student is classified as LEP. More than one classification may be marked. For example, LEP can be marked along with either IEP or 504 Plan. However, IEP and 504 Plan cannot both be marked.

If you marked either IEP Accom or 504 Accom in the top part of the grid, you must indicate the specific type of accommodation(s) the student received on reading, mathematics, or science by darkening the appropriate selections in the bottom part of the grid for each subject tested.

If a student who is LEP will use a regular-English form and receive accommodations, mark LEP Accom in the top part of the grid. In the bottom part of the grid, mark all accommodations the student received during testing.

For a student using a linguistically modified form (Form LM), LEP Accom is pre-slugged on the form. If the only accommodation needed by a student who is LEP is the use of Form LM, do not mark any selection in the bottom part of the grid.

The subjects listed in the bottom part of the grid will vary depending on the grade tested.

Grid 4 for the grade 3 test booklets and answer documents for grades 5, 6, and 8 contain columns for reading and mathematics.

4 ACCOM CLASSIFICATION		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IEP	504	LEP
Accom	Accom	Accom
(If one or more of the above is selected, you must complete the portion below.)		
SUBJECTS FOR ACCOMMODATION		
	R	M
1	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>
13		<input type="radio"/>
14		<input type="radio"/>
15		<input type="radio"/>
16	<input type="radio"/>	<input type="radio"/>
17	<input type="radio"/>	<input type="radio"/>
18	<input type="radio"/>	<input type="radio"/>
19	<input type="radio"/>	<input type="radio"/>
20	<input type="radio"/>	<input type="radio"/>
21	<input type="radio"/>	<input type="radio"/>
22	<input type="radio"/>	<input type="radio"/>

Grid 4 for the grades 4 and 7 answer documents contain columns for reading, mathematics, and science.

4 ACCOM CLASSIFICATION			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
IEP	504	LEP	
Accom	Accom	Accom	
(If one or more of the above is selected, you must complete the portion below.)			
SUBJECTS FOR ACCOMMODATION			
	R	M	S
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13		<input type="radio"/>	<input type="radio"/>
14		<input type="radio"/>	<input type="radio"/>
15		<input type="radio"/>	<input type="radio"/>
16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Some selections (bubbles) are missing in some subject columns. This indicates that these accommodations are not available for these subjects. For example, there is no reader script or audiocassette/CD-ROM available for the reading test, so there is no bubble for selection 14 (reader script) or 15 (audiocassette/CD-ROM) for reading.

A list of accommodations (and their corresponding grid number) for students with IEPs, Section 504 Plans, and for students who are classified as LEP is given on pages 25–26.

For students with an IEP or Section 504 Plan the list is illustrative, not exhaustive. You may provide these students with accommodations that are not listed as long as the accommodations meet the criteria listed on pages 25–26. In this case, darken selection 22 (other) for the tested subjects that are accommodated.

For students who are classified as LEP, the list of accommodations on the next two pages is exhaustive. No accommodations can be given for these students other than the ones on the list.

State-Approved Accommodations for IEP/504/LEP

Reading		Math		Science			
IEP/504	LEP	IEP/504	LEP	IEP/504	LEP	ACCOM Number	Accommodation
							<i>Revised September 15, 2010</i>
							TIMING/SCHEDULING
✓	✓	✓	✓	✓	✓	1	Extended testing time beyond that allowed for the regular test administration (Note: test session time frame plus 10 minutes allowed for <u>all</u> students)
✓	✓	✓	✓	✓	✓	2	Flexible schedules (i.e., breaks during test session, breaks between test sessions longer than 10 minutes)
							SETTING
✓	✓	✓	✓	✓	✓	3	Administer the test to a small group in a separate location.
✓	✓	✓	✓	✓	✓	4	Administer the test to an individual student in a separate location.
✓	✓	✓	✓	✓	✓	5	Environment (i.e., special lighting, adaptive or special furniture such as study carrel or carrel desk, noise buffers, location with minimal distractions, special setting)
✓		✓		✓		6	Opportunity for student to stand, move, and/or pace during the regular test session —student must be tested separately so as not to disturb other test takers
							PRESENTATION
✓		✓		✓		7	Braille (darken the Braille bubble in the FOR TEACHER USE ONLY grid)
✓		✓		✓		8	Large print
✓		✓		✓		9	Visual Presentation Assistance —abacus, graphic organizers, magnifiers, templates, or tests copied onto colored paper (The color-paper copy is considered secure and must be returned to the contractor with all other test booklets.)
✓		✓		✓		10	Auditory Assistance —amplifiers, etc.
✓	✓	✓	✓	✓	✓	11	Directions —paraphrasing/simplifying directions (in English), translating/paraphrasing/simplifying directions in the student's native language (must be individual administration to avoid distractions to others unless all students have the same native language), student repeats directions in English or native language (must be an individual administration to avoid distractions to others), teacher/proctor highlights key words or phrases in directions only
✓	✓	✓	✓	✓	✓	12	Student reads aloud to him/herself —includes use of whisper phones (must be individual administration to avoid distractions to others)

Reading		Math		Science			
IEP/504	LEP	IEP/504	LEP	IEP/504	LEP	ACCOM Number	PRESENTATION - continued
		✓		✓		13	Signing test items for mathematics or science tests (No part of the reading test may be signed, including reading passages, extended-response questions, multiple-choice questions, or alternatives.)
		✓	✓	✓	✓	14	Reader script for regular-English mathematics and science tests only (No part of the reading test may be read aloud to students, including the reading passages, extended-response questions, multiple-choice questions or alternatives.)
		✓	✓	✓	✓	15	Auditory presentation via audiocassette or CD for regular-English mathematics and science tests only
✓		✓		✓		16	Fewer items per page (alterations to segments of the test materials are considered secure and MUST be returned to the contractor with all other test booklets)
✓		✓		✓		17	Providing cues (arrows or stop signs) on test booklets or answer documents
							RESPONSE
✓		✓		✓		18	Assistive, adaptive, or augmentative technology (e.g., calculators for the grade 3 math test, word processor or other devices) If word processing devices are used, do NOT allow spell-check, grammar-check, word-prediction, or text-organization functions during the test.
✓		✓		✓		19	Visual Response Assistance —students write answers on large paper or large-spaced paper, use templates, rulers, or other devices used to help students keep their place on the answer documents or test booklets.
✓		✓		✓		20	Student points to, or marks, multiple-choice answers in the test booklets (other than marking the answer bubbles in the grade 3 test).
✓	✓	✓	✓	✓	✓	21	Student dictates (in English or Spanish) answer to extended-response questions in reading or mathematics or short-response questions in mathematics. Dictated answers can be recorded by a scribe, tape recorded, or both. All dictation (tape recorded or written) must be destroyed after verbatim transcription is completed. Answers to extended-response items and short-response items dictated in English must be transcribed verbatim in English on the answer document. Answers to extended-response items or short-response items dictated in Spanish must be transcribed verbatim in Spanish on the answer document. Note: Students who are not LEP may dictate ONLY in English.
							OTHER
✓		✓		✓		22	Accommodations not addressed above that do not negate the purpose of the test or do not violate test security concerns

For Teacher Use Only—Grid 8

For the regular-English forms there is one selection in grid 8—Braille. Grid 8 does not apply to Form LM tests since there are no Braille forms for Form LM tests. Grid 8 should be marked only after testing is completed. The selections should be marked (if applicable) regardless of whether there is a Student ID label available for the student. Inform your test administrators that they should mark the applicable selections of grid 8.

Braille—Fill in the Braille circle if the student used a Braille form of the test. Braille forms do not contain the exact same set of items as non-Braille forms and require a different answer key.

8 FOR TEACHER USE ONLY
<input type="radio"/> Braille

Regular-English Forms

Grid 8 still appears on Form LM grade 3 tests and on Form LM answer documents (grades 4–8). However, D/HI has been replaced with N/A (not available).

8 FOR TEACHER USE ONLY
N/A

Form LM

Optional School Use—Grid 6

The OPTIONAL SCHOOL USE grid is for school and/or district use. If you use this grid, the information will be included as part of the student's ISAT data record on the Student Data Disk. This will allow sorting of students electronically in various programs offered by your school or district.

The grid allows a school/district to code a student's membership in various programs the school/district provides. For example, students in gifted programs could be coded as A1. Because the scanner will read only *one* digit per column, do not darken more than one circle in each column. The code you give each program is determined by your school or district. OPTIONAL SCHOOL USE information has to be entered manually after testing is completed, since this information is not included as part of the student's pre-ID file.

6	OPTIONAL SCHOOL USE		
A	B	C	
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

Monitoring the Test

Monitoring the Test Administration

Several activities will help ensure the security and integrity of the tests and the test administration activities throughout the entire testing cycle.

- ❖❖ All who handle the tests are responsible for test security and confidentiality. Therefore, ensure that all personnel involved in testing understand their responsibilities before, during, and after test administration. In-service training using this manual, the *Test Administration Manuals*, and the *Professional Testing Practices for Educators* will help ensure that all testing personnel are properly trained.

The Student Assessment Division has a Test Security Agreement that can be used by districts and schools. Use of this agreement by districts or schools is **voluntary**. The text of the agreement is contained on the last two pages of the *Professional Testing Practices for Educators*.

The agreement is also posted as a Word document on the Student Assessment Web site at <http://www.isbe.net/assessment/isat.htm>; located in the *Information for ISAT Coordinators* link.

- ❖❖ Ensure a full accounting of **all** materials that are distributed and returned. Each ISAT test booklet and special-format test form has a security barcode printed on the back so that the contractor can verify that all secure test materials have been returned. Pearson will contact you if there are missing tests.

Note: If a *District and School Coordination Manual* or a *Test Administration Manual* is misplaced, lost, or destroyed, do **not** call ISBE or Pearson. Although it is preferred that all manuals be returned after testing is completed, the manuals are not considered secure materials.

- ❖❖ There are two Test Booklet Security Checklists that show the security barcode numbers of your test booklets: the *District Test Booklet Security Checklist* (for non-Chicago districts, Chicago schools, and Special Education Facilities) and the *School Test Booklet Security Checklists* (for schools). See pages 9 and 10 for details.
- ❖❖ The test materials must **not** be left unattended unless they are inside secure and locked facilities to which only authorized individuals have access. This would include a locked storage cabinet, a locked filing cabinet, a locked desk drawer, or a filing cabinet inside a locked room.
- ❖❖ Except as noted below, do **not** duplicate any test materials, and do not share specific test information with students prior to or after testing.

Exceptions:

1. Copies of part or all of the three test manuals may be made.
2. Copies of actual test materials (test items, passages, etc.) can be made to accommodate special-needs students (IEP or 504 Plan). All such copies are secure and must be returned to Pearson with all other secure materials.

Note: *No* copies of tests may be made to make up for shortages. All test materials should be ordered in advance to accommodate testing schedules.

- ❖❖ Determine the pre-test preparation activities your teachers or administrators may use, such as sample tests and guides, and make sure these meet standards of honesty and fairness. If in doubt about any proposed activity or set of practice materials, check with an ISBE Student Assessment Division staff member at 1-866-317-6034.
- ❖❖ **Disruptive students**—If you are fairly certain that one or more students will be disruptive and disturb other students, consider making prior arrangements to test them in a separate room.
- ❖❖ **Disturbance during the test session or student illness**—If there is a disturbance during the test session that causes the session to be stopped, note the amount of time of the disturbance. If students can come back in the same school day to complete testing, give them the time they had remaining (plus a few extra minutes) to complete the test session. If the test session cannot be completed that school day, students may *not* complete the test session on a subsequent day.
- ❖❖ **Monitoring during the test session**—Test administrators or proctors should actively monitor student behavior during testing and check for the points listed below. It is *strongly* recommended that the teacher or proctor periodically walk around the classroom to monitor testing: once at the beginning to ensure students are working in the correct section, once at the midpoint, and once toward the end of the session would be very beneficial.
 1. Have all questions about the test been answered before students begin taking the test?
 2. Are students marking their answers and writing their answers to extended-response and short-response items in the correct section of the answer document or grade 3 test booklets?
 3. Are students making a large number of erasures, showing confusion about the directions, or having some other problem?
 4. Are students paying little attention to the test or randomly marking answers without reading the questions? If so, quietly remind them that the results are important.
- ❖❖ Determine whether materials displayed in classrooms or on students' desks are appropriate for a test setting. See the two sections below.

Posters

There are only two types of posters that may *not* be displayed on classroom walls during ISAT testing.

1. Any poster that has step-by-step instructions for answering a reading extended-response question (e.g., the Reading Student-Friendly Rubrics).
2. Any poster that displays and defines those root words and affixes listed in the Illinois Assessment Framework for Reading.

Use your best professional judgment regarding other posters and classroom displays. Posters and displays should simply be a part of the background classroom environment.

Additionally:

- Prepare all rooms that will be used for testing in advance of the testing window.
- Students may not get out of their seats to refer to a poster or classroom display during testing. Nor may they ask about a poster or classroom display during testing.
- Test administrators should not make reference to posters or classroom displays prior to or during testing suggesting that a certain poster or classroom display might help on the test.
- Posters or classroom displays should not be added to the classroom immediately prior to or during the two-week test window.
- Unless it is to provide an accommodation for a student with an IEP or Section 504 Plan, posters or classroom displays may not be copied and moved to an alternative testing location. This creates an artificial environment and may lead students to believe that they should use these during testing.

Desk Tops

Students should have only their test booklet, answer document, and writing utensils—a No. 2 pencil, and a highlighter, if desired—on their desks during testing. Anything attached to or part of the desk, such as multiplication tables, number lines, word lists, etc., must be removed or covered up during the test. However, a simple name tag displaying *only* the student's name may be on the desk.

Exceptions:

1. Students may use calculators during all three sessions of the ISAT mathematics tests at grades 4–8.
2. Students in grades 7 and 8 **must** have the ISAT Mathematics Reference Sheet on their desks during all three sessions of the ISAT mathematics tests.
3. Students in grades 3–8 **must** have ISAT paper rulers on their desks during all three sessions of the mathematics test.
4. In accordance with test accommodations written into IEPs or Section 504 Plans, student may use graphic organizers, word processors, calculators at grade 3, additional paper for notes or calculations for any test, or other aids.

Calculator Use for the ISAT Mathematics Test

Students in grades 4–8 are allowed the use of a calculator on all portions of the mathematics test. Grade 3 students with IEPs or Section 504 Plans may use calculators if it is an accommodation written into the IEP or Section 504 Plan. (Calculators are not allowed for the science or reading tests.)

Acceptable calculators include four-function, scientific, or graphing calculators, as long as the calculator does not have any of the features listed below.

The following calculators and features are prohibited:

- calculators built into cellular/mobile phones;
- handheld, laptop, or tablet-style computers;
- calculators built into devices that have wireless communication capability;
- calculators with USB ports or cables;
- calculators with a QWERTY keyboard (like a typewriter);
- calculators with CAS (computer algebra systems) technology;
- pocket organizers, electronic writing pads/tablets, and pen-input devices;
- calculators that make noise, such as a calculator with a paper tape or a talking calculator;
- calculators with power cords;
- any electronic device that has scanning or camera functions.

A testing irregularity will result and scores will be suppressed if a student is found:

1. using a calculator with prohibited features;
2. storing test materials in the memory function of a calculator or other electronic device;
3. using any device (including a calculator) to share or exchange information during or after a testing session.

Students with IEPs and Section 504 Plans may use a calculator with prohibited features as long as it is written as an accommodation in their IEPs or 504 Plans. However, if either numbers 2 or 3 above occur, this will be considered a test irregularity, even for students with IEPs or Section 504 Plans.

Test Scheduling

- Regular testing and make-up tests can occur over the entire extent of the two-week test window.
- Makeup Testing—Students who have missed test sessions should resume testing with their class on the regular school test schedule when they return. Use a make-up schedule to get the student caught up with the school's regular schedule as soon as feasible.
- Test sessions for a given subject (for example, reading sessions 1, 2, and 3) must be tested in ascending numerical sequence. However, this does not mean that all sessions of reading must be administered before any sessions of mathematics or science are administered.

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

- Schools may administer a given test session to all students at the same time or to students during various regularly scheduled class periods throughout the school day. Regular-education students may be tested in groupings smaller than a classroom (without an IEP or Section 504 Plan). This is likely to occur in make-up testing.
- There are some testing facilities (e.g., special education cooperatives or special education private facilities) that serve and test students from a variety of districts. These facilities should test students during a single two-week test window chosen by that facility within the existing guidelines.
- Parent Refusal—Per The School Code of Illinois, all students are required to have the ISAT presented to them during the test window. If you have questions regarding this issue, please contact the Assessment Division at ISBE.

Many communities and school districts have scheduled a tornado drill on Tuesday, March 4, 2014. The decision to schedule the drill is made by local government officials. This date is during the first week of the regular ISAT test window. If you are going to participate in the tornado drill, it is strongly recommended that you avoid scheduling any ISAT test sessions during the drill.

Scheduling Limitations

1. Students are to take no more than two test sessions on any one day of regularly scheduled testing. Within reason, more tests may be given in one day for make-ups, but administer **no** more than two test sessions in any one morning or afternoon.
2. All test sessions must be administered within the regular school day.
3. A minimum 10-minute break must be given between test sessions.
4. Test sessions must be given in numerical sequence—session 1 first, session 2 second, and session 3 third. However, this does not mean that all sessions of reading must be administered before any session of the mathematics and science tests are administered.

Exception for make-up situations: Students who have missed test sessions should resume testing with their class on the regular school test schedule when they return. This may mean a student could take session 2 of mathematics, for example, before he or she took session 1.

5. **The test schedule must be parallel for all students at a grade within a school.** In other words, all eligible and attending students at a given grade in the school **must** complete the same subject session(s) by the end of the same school day. For example, Lincoln Elementary School decides to give sessions 1 and 2 of grade 3 reading on March 5. Some grade 3 teachers give sessions 1 and 2 in the morning, some give sessions 1 and 2 in the afternoon, and some give session 1 in the morning and session 2 in the afternoon. However, by the end of the school day on March 5, **all** attending and eligible grade 3 students should have completed sessions 1 and 2 of the reading test. A similar schedule could have occurred if session 1 of reading and session 1 of mathematics were given on March 5.

Exceptions:

- Students using special-format tests such as Braille or reader scripts may not be able to complete all regularly scheduled test sessions in one day.
- Students who simply receive extended time accommodations
- Accommodations for eligible students who are LEP or who have IEPs or Section 504 Plans may allow a different schedule than the school's regular test schedule.

Note: To increase test item security. It is recommended, but **not** required, that all students in a given grade take the same test sessions **at the same time** on the same days.

6. Do **not** split a test session across days. Any test session started on a given day must be completed by the end of that school day. Students cannot come back to a test session started on a previous day. There are no exceptions. If you anticipate that a student will need a great deal of extra time because of an accommodation, the test session should be scheduled early enough in the school day to accommodate such needs.
7. It is not permissible to test multiple grades in the same room at the same time. The directions to the assessment are different and could cause confusion.

Coordination Activities at the District

Checklist of Major Assessment Activities

Before Testing

- ☐ Identify a School Coordinator for each school.
- ☐ Receive and secure shipment(s) of test materials. **Save the boxes your materials arrived in for return of test materials.**
- ☐ Inventory materials for each school. You should have at least one box of secure materials and one box of non-secure materials for each school administering ISAT. To aid you in inventorying test materials, within the *white* District Coordinator box (typically box 1 within each shipment), you will find copies of packing lists for each school within your district.
- ☐ Verify the security barcode ranges of test booklets for district test materials (district overage) using the District Packing List.
- ☐ Train School Coordinators regarding ISAT procedures. Remind School Coordinators to distribute the *Test Administration Manuals* to test administrators in sufficient time so that test administrators can read the appropriate sections.
- ☐ Distribute test materials to each school. **Tell the School Coordinators to save their boxes for return shipping to Pearson.**
- ☐ Move excess (overage) materials to schools that are short of materials.
- ☐ Review and monitor test preparation activities.
- ☐ Ensure test security throughout the testing cycle.
- ☐ Thoroughly review procedures for application of Student ID labels or Testing School ID labels to test documents. See pages 14–18.
- ☐ Remind schools that an answer document or grade 3 test booklet must be returned for processing for every ISAT-eligible student who sits for one or more test sessions. Do not return an answer document for a student who was not tested (i.e., did not sit for even one test session).

During Testing

- ☐ Monitor test administration.
- ☐ Ask building personnel to make no public announcements over the PA system during test administration sessions (if possible).

After Testing

- ☐ Receive boxed materials from School Coordinators.
- ☐ Ensure that scorable and nonscorable materials are boxed separately and correctly. See pages 47–49.
- ☐ If necessary, complete an OFFICIAL TRACKING DOCUMENT: *Unreturned ISAT Test Booklets* form. A copy of this document is located in your Coordinator Kit or can be downloaded from the Assessment Network home page under **Related Links**. Fax (319-358-4255) or e-mail (as an attachment) a copy of the completed form to ISAT@support.pearson.com. Keep a copy of this form for your records. See page 37.
- ☐ **Use the boxes in which your test materials arrived from Pearson for return of test materials to Pearson.**
- ☐ For return of nonscorable district test materials to Pearson, affix a red label to each box. If you received test materials via UPS, also affix a white UPS Materials Tracking label to each box. Number each box of the nonscorable district boxes in the section provided on the red labels.
- ☐ Have all test materials ready first thing in the morning of your pickup day.

Preparations Before Testing

Inventory List—You may wish to prepare a list of your schools, the grade(s) to be tested in each school, and each school's test schedule. The chart located on Pearson's Assessment Network under Related Links—*Inventory Charts*, and your duplicate copy of the School Packing Lists allow you to:

1. verify that you have received sufficient quantities of test materials;
2. record the quantity of materials distributed to each school; and
3. record materials that have been returned to you from each school.

District Test Booklet Security Checklist and School Packing Lists (usually in box 1 of the district shipment, the Chicago 299 school shipment, or the special education facility shipment)

Districts:

- give the barcode range of the test booklets packed as district overage.
- If you distribute any of the overage to schools to take care of small shortages, use this form to record the test booklets distributed to and returned from the School Coordinator.

Chicago 299 schools or special education facilities:

- give the barcode number of each test booklet and special-format test packaged for your facility,
- *record the specific test booklets distributed to each test administrator before testing,*
- *record the specific test booklets returned from each test administrator after testing.*

If you have misplaced or did not receive a copy of the School Packing Lists or if one of your schools does not have its School Test Booklet Security Checklist, contact Pearson at 1-888-705-9413, Monday through Friday, 6 a.m. to 7 p.m., to get a duplicate copy.

Hold a District Briefing

Each school building should have a School Coordinator responsible for the distribution, collection, and return of the test materials, as well as overall monitoring of test administration activities at the school. At the briefing, School Coordinators should be familiar with the test manuals and the *Professional Testing Practices for Educators* and ask any questions about ISAT test procedures. Emphasize the following:

- Remind School Coordinators about the cell phone policy. During test sessions, students are not allowed to be in possession of cell phones or any other device that can capture information electronically or transmit information wirelessly. Test administrators should ensure that students have given all such devices to the test administrator until the test session is completed. In addition, all devices collected from students should be turned off, so as not to disturb the test session.
- Return an answer document or grade 3 test booklet (with scorable material) for students who were tested (i.e., who sat for one or more test sessions). Do **not** return an answer document or grade 3 test booklet for students who were not tested (did not sit for even one test session). The reason a student was not tested (e.g., absent, homebound, etc.) will be captured in SIS.
- Review procedures for proper placement of Student ID labels or Testing School ID labels on students' answer documents and grade 3 test booklets (see page 17).
- No Student ID label for a student? See page 16.
- School Coordinators should thoroughly inventory test materials for their school to verify that all materials have been received. They can use the School Test Booklet Security Checklist or the School Packing List and the security barcodes on the back of each test book to do this. If they are short of materials, they should contact you, **not** Pearson. The District Coordinator or Chicago School Coordinator should contact Pearson in the case of a shortage.
- Test materials should never be left unattended unless they are inside a secure and locked facility to which only authorized individuals have access, such as a locked storage closet or a filing cabinet inside a locked room.
- All test booklets and special format tests are secure. Content of these documents may not be reviewed or examined by staff prior to, during, or after testing. EXCEPTION: If a reader script is used to provide an accommodation, the test administrator should take some time to familiarize himself or herself with the format of the reader script immediately prior to the first test session requiring use of a reader script.
- The contents of used answer documents are secure and may not be reviewed or examined by staff *during* testing (other than to keep students on track in their answer documents) or *after* testing (unless student answers have to be transcribed onto a scannable answer document prior to being returned to the test contractor).
- Contents of used answer documents may not be scored, graded, edited, or altered before being returned for processing.
- Do not examine completed answer documents or grade 3 test booklets to erase stray marks or generally "clean up" the document. High-speed scanners are extremely accurate in determining students' intended multiple-choice responses, and those scoring written responses are very experienced in determining students' intended written responses. Teachers or administrators observed making erasures on student answer documents may create the appearance of impropriety.

- Do not duplicate any test materials.

Two exceptions:

1. Copies of test materials may be made to provide accommodations for students with IEPs or Section 504 Plans. All original materials and copies made for accommodations are secure and must be returned to Pearson.
 2. Copies may be made of all or any part of this manual or the *Test Administration Manuals* to take care of last-minute needs. Copies of test books or reader scripts **cannot** be made to make up for shortages.
- If the district or school chooses to use the OPTIONAL SCHOOL USE grid on the front of the answer document or front of the grade 3 test booklet, review the codes determined by your school or district. See page 27 for use of this grid.
 - A list of acceptable accommodations for LEP students taking ISAT is included in this manual and the *Test Administration Manuals*.
 - If students write their response to extended-response or short-response questions in Spanish, grid 9 (WRITTEN RESPONSE IN SPANISH) **must** be completed accordingly.
 - No special-format versions (such as reader script or Braille) are available for Form LM tests. Therefore, students using Form LM may not have any portion of any ISAT test read to them. Students needing a special-format accommodation must use regular-English versions of the test.
 - Students in grades 4–8 using a Form LM test **must** use an answer document marked Form LM.
 - Review procedures for completing and returning the OFFICIAL TRACKING DOCUMENT: *Unreturned ISAT Test Booklets* document. See page 37.
 - Tell your School Coordinators whether they should seal the boxes of test materials before they return them to you or whether they should return them unsealed so that you can do a final check before you return the boxes to Pearson.

Helpful Hints

You do not have to pack and return this manual, *2014 District & School Coordination Manual*. This manual may be helpful in last-minute packing and shipping preparations. You may dispose/recycle this manual after your materials have been picked up for return to the test contractor.

Return the large-print forms, the Braille forms, and the extra sheets with the nonscorable materials.

Only student responses marked, written, or transcribed onto a scannable answer document will be scanned and scored. Student responses submitted on special-format test forms such as large-print or Braille forms, or submitted on separate sheets of paper that are inserted in or attached to the scannable document will **not** be processed or scored. Large-print forms or Braille forms per se cannot be processed for scoring. Extraneous sheets of paper will be removed from the scannable document by the test contractor and the answer document will be sent for processing **without** the additional sheets.

At the top of each page of transcribed written responses (ER and SR items) write “Transcribed by [name of transcriber].” This ensures that adult handwriting on a grade 3 test booklet, for example, does not appear suspicious.

Coordination Activities at the School

Checklist of Major Assessment Activities

Before Testing

- ☐ Identify test administrators and proctors.
- ☐ Announce the test to teachers, students, and parents.
- ☐ Receive and secure test materials. **SAVE the boxes your materials arrived in for return of test materials.**
- ☐ Inventory materials for your school.
- ☐ Verify test booklet barcode ranges of test booklets for your school using the School Test Booklet Security Checklist.
- ☐ Record and verify test booklets given to each test administrator using the School Test Booklet Security Checklist.
- ☐ Train test administrators and proctors. Distribute the *Test Administration Manuals* to test administrators in sufficient time so that they can read the appropriate sections.
- ☐ Address unresolved questions to the District Coordinator.
- ☐ Review and monitor test preparation activities.
- ☐ Ensure test security throughout the testing cycle.
- ☐ Distribute test materials to test administrators immediately before testing.
- ☐ At each grade, create a roster of all students who are eligible to take ISAT tests.

During Testing

- ☐ Monitor test administration.
- ☐ If possible, make arrangements to have no PA announcements broadcast during testing.

After Testing

- ☐ At each grade, create a roster of all ISAT-eligible students who did not take any ISAT tests. This includes students who were absent, as well as students who are exempt (e.g., medical exemption).
- ☐ Collect and secure test materials from test administrators. Verify and record the return of all secure test materials from each test administrator using the School Test Booklet Checklist. Retain the completed School Test Booklet Security Checklist for your files.
- ☐ If necessary complete an OFFICIAL TRACKING DOCUMENT: *Unreturned ISAT Test Booklets* form. See page 37. A copy of this document is located in your Coordinator Kit or can be downloaded from the Assessment Network home page under **Related Links**. Fax the completed document to 319-358-4255 or e-mail it as an attachment to ISAT@support.pearson.com. Give a copy to your District Coordinator and keep a copy for your records.

- ❑ If no Student ID label is available for a student, affix a Testing School ID label to the student's answer document or grade 3 test booklet and complete the necessary grids on the demographic page. See page 16.
- ❑ Sort materials.
Important Note: Return an answer document or grade 3 test booklet *only* for students who were tested (i.e., who sat for one or more test sessions).
- ❑ Box scorable materials separately from nonscorable materials. **Use the boxes in which your test materials arrived from Pearson for return of test materials.**
- ❑ Return boxed materials to the District Coordinator *at least* one day before the scheduled pickup day. Check with your District Coordinator about the scheduled pickup day.

Announcing the Tests in the School

To Teachers: All teachers should be made aware of the ISAT testing schedule.

Remind teachers that the attitudes and demeanor they display toward the tests, both before and during testing periods, can affect how seriously students take the tests. If teachers behave as if the tests are unimportant or intrusive, students may adopt a similar attitude.

On the other hand, overemphasis on the importance of the tests will make some students needlessly anxious and may jeopardize optimum performance.

To Students: Tell students in advance that they will participate in ISAT testing. You should emphasize the importance of the tests *without causing undue stress*. Announcements similar to regular school announcements should provide sufficient emphasis.

Announcing the Tests to Parents and Guardians

The following sample announcement for parents and guardians is provided for your use or adaptation.

Dear Parent or Guardian:

We will be giving your child state-required achievement tests on [dates]. The tests are a part of the Illinois Standards Achievement Test (ISAT) program and are being given to all eligible students. Students in grades 4 and 7 will be tested in reading, mathematics, and science. Students in grades 3, 5, 6, and 8 will be tested in reading and mathematics. The results of these state tests will be reported to you on the School Report Card in the fall. We will review state test results along with other information to help us improve our school program. In addition, you will receive information about your child's performance on the state tests he or she took.

You can help your child do his or her best on the test by:

- 1.) making sure, if possible, that your child attends school on the days of testing;*
- 2.) making sure your child gets a good night's sleep the night before testing;*
- 3.) providing breakfast on the mornings of testing;*
- 4.) reminding your child to ask the teacher questions if he or she does not understand the test directions;*
- 5.) letting your child know that you have confidence in his or her ability to do his or her best; and*
- 6.) advising your child not to worry about the test—just do the best he or she can.*

Please call your child's teacher if you want additional information or have further questions about these tests.

We look forward to sharing the ISAT results with you this fall.

Sincerely yours,

Principal

Preparations Before Testing

Attend your ISAT briefing session with the District Coordinator and read this manual, the appropriate *Test Administration Manual(s)*, and the *Professional Testing Practices for Educators* document carefully.

Inventory List—You may wish to prepare a list of test administrators in your school and the materials to be provided to each. Printable inventory charts are available under the *Related Links* section on Pearson's Assessment Network.

1. Verify that you have received sufficient quantities of test materials from the District Coordinator and
2. record the quantity of materials that you will need to distribute to each test administrator.

School Test Booklet Security Checklist—The chart on page 10 has been designed to:

- give the barcode number of each test booklet and special format test packaged for your facility,
- record the specific test booklets distributed to each test administrator before testing, and
- record the specific test booklets returned from each test administrator after testing.

If you do not have a copy of this checklist, contact your District Coordinator, who will contact Pearson for a duplicate copy. After testing is complete, retain the School Test Booklet Security Checklist for your records.

Unreturned ISAT Test Booklets from the School Materials (See example on page 37.)

If one or more test booklets or special-format tests are not being returned for any reason, an OFFICIAL TRACKING DOCUMENT: *Unreturned ISAT Test Booklets* was packed in your District and School Test Coordinator Kits or can be downloaded from Pearson's Assessment Network from the home page under **Related Links**. Provide all requested information about the missing test material on this document.

Unreturned test booklet codes are listed on the Form.

Keep a copy of this form for your records and give a copy of this form to your District Coordinator.

After testing is complete and all returned materials have been checked in at Pearson, the District Coordinator or Chicago District 299 School Coordinator will be notified if there are secure test booklets or special-format tests that have not been returned or that have not been listed on an OFFICIAL TRACKING DOCUMENT: *Unreturned ISAT Test Booklets* document.

Hold a School Briefing

Meet with all test administrators and proctors in your school to explain all aspects of the program—materials, policies, and procedures. Test administrators may receive their test materials at this meeting so they can familiarize themselves with the materials and raise any questions. Emphasize the following:

- Read the relevant portions of the *Test Administration Manual* and the *Professional Testing Practices for Educators* document before the actual test date. A separate in-service on the practices outlined in *Professional Testing Practices for Educators* may be helpful.
- Remind test administrators about the cell phone policy during testing. During test sessions, students are not allowed to be in possession of cell phones or any other device that can capture information electronically or transmit information wirelessly. Test administrators should ensure that students have given all such devices to the test administrator until the test session is completed. In addition, all devices collected from students should be turned off, so as not to disturb the test session.
- Test materials should **never** be left unattended unless they are inside a secure and locked facility to which only authorized individuals have access. This would include a locked storage cabinet, a locked filing cabinet, a locked desk drawer, or a filing cabinet inside a room that is always locked when the test administrator is not present.
- All test booklets and special format tests are secure. The contents of these documents may not be reviewed or examined by staff prior to, during, or after testing. **EXCEPTION:** If a reader script is used to provide an accommodation, the test administrator should take some time to familiarize himself or herself with the format of the reader script immediately prior to the first test session requiring use of a reader script.
- The contents of used answer documents are secure and may not be reviewed or examined by staff *during* testing (other than to keep students on track in their answer documents) or *after* testing (unless student answers have to be transcribed onto a scannable answer document prior to being returned to the test contractor).
- The contents of used answer documents may not be scored, graded, edited, or altered before being returned for processing.
- Do not duplicate any test materials.

Two exceptions:

1. Copies of test materials may be made to provide accommodations for students with IEPs or Section 504 Plans. **All original materials and copies made for accommodations are secure and must be returned to Pearson.**
 2. Copies may be made of all or any part of this manual or the *Test Administration Manuals* to take care of last-minute needs.
- All materials must be returned to the School Coordinator after testing is completed.
 - If there are some students for whom you have no Student ID labels, refer to page 16 (Students Without Student ID Labels) for directions on how to handle this situation.
 - Student ID labels may be applied to the answer documents or grade 3 test booklets prior to the first test session or after all test sessions are completed.
 - If Student ID labels are applied after testing, remind test administrators to have each student write his or her name on the grades 4–8 answer documents and all test booklets.

- Review proper placement of Student ID labels on the front of the grades 4–8 answer documents and grade 3 test booklets. See page 17.
- Mark the applicable selections in the FOR TEACHER USE ONLY grid *after* testing is completed.
- Mark the applicable selections in the accommodations grid (ACCOM CLASSIFICATION) *after* testing is completed.
- If the district or school chooses to use the OPTIONAL SCHOOL USE grid, review the codes determined by your school or district. See page 27.
- Mathematics test:
 1. Calculators may be used for the mathematics test at grades 4–8. Grade 3 students may *not* use calculators, except as an accommodation for students with IEPs or Section 504 Plans. Use of a calculator does *not* affect how the test is scored.
 2. Prior to testing, test administrators should check students' calculators to ensure that the calculators to be used during testing are in compliance with the calculator-use policy. See page 31 of this manual.
 3. Students in grades 7 and 8 *must* be given an ISAT Mathematics Reference Sheet for *all three* sessions of the mathematics test.
 4. Students in grades 3–8 *must* be given a paper ruler with inch and centimeter markings for *all three* sessions of the mathematics test.
 5. Unless it is needed for an accommodation for a student with an IEP or Section 504 Plan, no blank scratch paper can be distributed.
- Students may underline or highlight words or sentences in the tests if that helps them answer the questions. Remind students that highlighters must *not* be used as *any* part of their written answers to extended-response or short-response questions, or on answers to multiple-choice questions.
- At the test administrator's discretion, if students complete a test session early they may indicate that they are finished so that their test booklets and answer documents can be collected. Students may then engage in a quiet, non-disruptive activity *at their desks*, such as reading a book (not an e-reader or other electronic device).
 - Before test materials are collected, students should be encouraged to check their work for that test session.
 - Once materials are collected students are *not* allowed to have the test materials back to change any test responses.
 - Full time (45 minutes) *must* be allowed for the test session, even if all students are finished.
- If a student writes his or her response to extended-response or short-response questions in Spanish, the test administrator *must* complete grid 9 (WRITTEN RESPONSE IN SPANISH) accordingly.
- No special-format versions (such as reader script or Braille) are available for Form LM tests. Therefore, students using Form LM may not have any portion of any ISAT test read to them. Students needing a special-format accommodation should use regular-English versions of the test.
- Students with IEPs are not allowed to take the ISAT for one subject, such as mathematics, and the IAA for another subject, such as reading. Students participate in the ISAT *or* in the IAA, but not both or portions of both.

- Remind test administrators that parents are not allowed to be present in the classroom with their children during testing. There are two exceptions to this rule:
 1. The parent’s presence is required as part of the student’s IEP or Section 504 Plan.
 2. The parent is employed by the district and his or her duties require him or her to be present in the child’s classroom.

IMPORTANT NOTE:

Marking Multiple-Choice Items

For each answer chosen, students must fill in (darken) the answer bubble completely with a No. 2 pencil. Students must not mark their response by circling the answer bubble, putting an “X” through it or a dot in it. See the illustration.



Student must *not* eliminate incorrect answer bubbles by putting an “X” or any sort of mark through the incorrect answer bubble. Doing so may jeopardize the detection of the selected response and could result in the item being marked as incorrect. Only the bubble of the answer selected should have marks in it.

Students who take accommodated test forms such as large-print or Braille MUST have their responses transcribed (with only a No. 2 pencil) onto a scannable answer document or grade 3 test booklet. This includes written responses as well as multiple-choice responses. If responses are not transcribed onto a scannable answer document or grade 3 test booklet, the student will not get credit for the responses. Any additional sheets inserted into, taped, glued, or stapled onto a scannable answer document or grade 3 test booklet will not be scored. If any responses are transcribed with anything other than a No. 2 pencil, you will jeopardize proper scanning and scoring of the student’s responses.

Post-Test Instructions

District Test Coordinators and Chicago School Test Coordinators: You are responsible for all test materials within your district or Chicago school (from receipt of test materials to return of the test materials you’ve received in your initial or additional test-material shipments). It is important that you provide guidelines to your School Test Coordinators and/or Test Administrators as to how you want test materials returned to you after testing.

Within this section are guidelines to aid you in preparing test materials for return to Pearson.

1. Locate the boxes your test materials arrived in, they will be used for returning your test materials. If you did not save these boxes, it is the district’s responsibility to find appropriate sturdy, secure boxes that can withstand the weight of paper and that do not exceed 40 lbs. when packed. **DO NOT** use extraneous paper such as newspaper or crumpled sheets of paper to fill voids in under-packed boxes. Under-packed boxes that are not appropriately packaged are subject to being damaged in transit.
2. Locate the ziplock bags with your material return labels which were contained within your Coordinator Kits. The ziplock bags contain the labels that look similar to the example shown on page 50.

If your test materials were delivered by UPS, UPS will pick up your test materials. In these cases the ziplock bags of material return labels were provided as such:

- ❖ 1-ziplock bag containing GREEN material return labels with corresponding WHITE UPS material tracking labels. (These labels will have a PEARSON, IOWA CITY, IA, return address preprinted.) Non-Chicago School Coordinator Kits will **not** have WHITE UPS material tracking labels included in their ziplock bags. It is the District Coordinator's responsibly to affix these labels after verifying all test materials have been included in the district's return material shipment.
- ❖ 1-ziplock bag containing RED material return labels with corresponding WHITE UPS material tracking labels. (These labels will have a PEARSON, CEDAR RAPIDS, IA, return address preprinted.) Non-Chicago School Coordinator Kits will **not** have WHITE UPS material tracking labels included in their ziplock bags. It is the District Coordinator's responsibly to affix these labels after verifying all test materials have been included in the district's return material shipment.

If your test materials were delivered by a freight handler, your test materials will be picked up by a freight handler. In such cases you will receive a BOL (Bill of Lading)—a multi-page carbonless document instead of WHITE UPS material tracking labels. A single BOL is sufficient for your scorable and nonscorable materials.

- ❖ 1-ziplock bag containing GREEN material return labels. (These labels will have a PEARSON, IOWA CITY, IA, return address preprinted.)
- ❖ 1-ziplock bag containing RED material return labels. (These labels will have a PEARSON, CEDAR RAPIDS, IA, return address preprinted.)

Preparing Test Materials for Return

Consult with your District Test Coordinator or Chicago School Test Coordinator for instructions on how they want test materials returned to them.

Sorting Scorable and Nonscorable Materials

Collect all test materials for each grade, separating scorable and nonscorable materials.

Scorable materials include grade 3 test booklets and grades 4–8 answer documents—regular-English and Form LM—to be processed for the purpose of scoring.

Nonscorable materials include all other test material sent to you by Pearson—regular-English and Form LM—that will not be processed for the purpose of scoring

Handling of Scorable Materials

1. Remove **all** extraneous materials—rulers and Mathematics Reference Sheets—from grade 3 test booklets and grades 4–8 answer documents.
2. Using the **Student ID Label Student Roster that accompanied your Student ID/Testing School ID Labels**, for each separate grade, carefully verify that you have a grade 3 test booklet and grades 4–8 answer document for every student listed on the Student ID Label Student Roster, that sat for one or

more test sessions. Do **not** return answer documents or grade 3 test booklets in the scorable material box(es) for students who were not tested (did not sit for even one test session). The reason a student was not tested (e.g., absent, homebound, etc.) will be captured in SIS.

3. **For the spring 2014 ISAT, scorable documents will not be submitted with Testing School Identification Sheets. The number of scorable documents you submit will be verified with your enrollments in SIS.**
4. You do **not** have to separate regular-English forms from Form LM documents.

Handling of Nonscorable Materials

There is no specified order for packing nonscorable materials for return. See page 49 for a specific list of nonscorable materials.

Voided and “Do Not Score” Documents: If you have a used/marked answer document or grade 3 test booklet that should not be processed or scored, this document needs to be **clearly** marked as VOID or DO NOT SCORE across the entire demographic page in BOLD print. Do not use pencil! VOID or DO NOT SCORE documents should be returned with nonscorable returns. Used answer documents or grade 3 test booklets not marked as VOID or DO NOT SCORE, and that have student demographic information and/or at least one student response, **will** be processed and scored, even if they are returned in the nonscorable boxes.

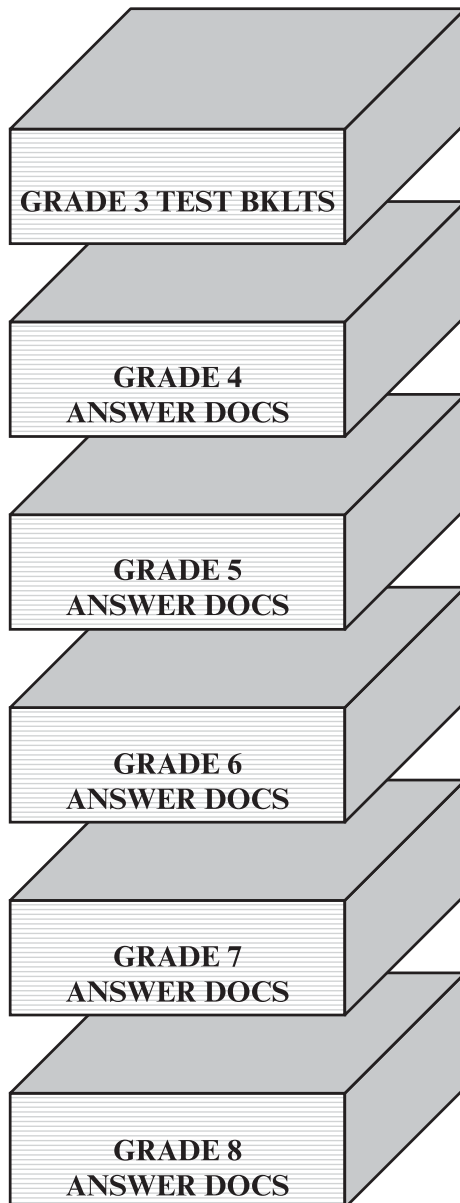
Packing Sequences for Test Materials

DO NOT mix scorable and nonscorable test materials in the same box. This will jeopardize and delay processing of your scorable test materials. Each school should have at least one box with a green (scorable) label on it, and one box with a red (nonscorable) label.

It is acceptable to consolidate test materials and use fewer boxes as long as scorable and nonscorable materials are not mixed

SCORABLE AND NONSCORABLE BOXES

SCORABLES—GREEN-LABELED BOXES



NONSCORABLES—RED-LABELED BOXES

There is no specified order for packaging nonscorable test materials.

Nonscorable test materials include:

- Unused grade 3 test booklets, all grades 4–8 test booklets
- Special-format tests (Braille, large-print, reader scripts, audiocassettes, and audio CD-ROMs)
- Unused grades 4–8 answer documents
- ALL Voided/Do Not Score grade 3 test booklets, and grades 4–8 answer documents (marked appropriately, see page 50)
- *Test Administration Manuals* and *District & School Coordination Manuals*
- Unused labels (Student ID, Testing School ID, and material return)
- Professional Testing Practices documents, rulers, and Mathematics Reference Sheets (if not being retained)

Shipping Labels

Examples

White UPS Material Return Labels

If you received the ISAT materials via UPS, you will receive white UPS Return Labels as illustrated below. These labels were included in your Coordinator Kit. These labels **must** be affixed to all boxes to be returned.

Indicates to which material processing facility your scorable or nonscorable test materials are being returned

P-0001 S-00012

SAMPLE DISTRICT 001
2412 N Main Street
Illinois City, IL 61234 DIST: BOX ____ OF ____

SAMPLE SCHOOL 1 001
SCH: BOX ____ OF ____

STATE/TEST - TEST DATE

PEARSON
2510 NORTH DODGE STREET
IOWA CITY, IA 52445-9555

SCORABLE DOCUMENTS

958-131-001 0005380316 **ANS**

LABEL DEFINITIONS

Use the **GREEN LABEL** for return of **SCORABLE TEST MATERIALS**. This label will be pre-addressed to the Iowa City, IA, scoring facility, and will have **ANS** printed in the lower right hand corner of the label.

Use the **RED LABEL** for return of **NONSCORABLE TEST MATERIALS**. This label will be pre-addressed to the Cedar Rapids, IA, security processing facility, and will have **SEC** printed in the lower right hand corner of the label.

Returning district/school name and address

TEST COORDINATOR SCHOOL
100 N FIRST ST
SPRINGFIELD IL 62777

1 LBS 1 OF 1
RS

SHIP TO: ISAT SCORABLE 2012
(319) 841-4712
PEARSON
2510 NORTH DODGE ST
IOWA CITY IA 52245

IA 522 0-10

UPS GROUND
TRACKING #: 1Z 1Y3 635 90 0000 2919

BILLING: P/P
DESC: 790772
RETURN SERVICE
ISAT SCORABLE 2014

SEQ NO: 00000
CUU 10.2 Z4M + 18.6V 07/2011

TRACKING NUMBER: 1Z1Y36359000002919

TO RESCHEDULE PICKUP CALL PEARSON'S

ILLINOIS CUSTOMER SERVICE AT 888-705-9413

Indicates whether this label should be used for scorable or nonscorable test materials returns

Parcel tracking number may be used to track your return material shipments

Bill of Lading for Districts That Received Materials via Freight

For District Coordinators

If your district received the ISAT materials via freight shipment, you will receive a Bill of Lading as illustrated below. ONE Bill of Lading is sufficient for pickup of both scorable and nonscorable test materials.

This Shipping Order must be legibly filled in, in ink, in indelible Pencil, or in Carbon, and retained by the Agent. FORM 1180T RECEIVED, subject to the classifications and tariffs in effect on the date of the issue of this Bill of Lading.		112701	
CARRIER: PLEASE SHOW THIS NUMBER ON FREIGHT BILL GL# Needs to be on Bill 767018		FROM	
CUST. ORDER NO.	DATE	MAIL FREIGHT BILLS TO (POST OFFICE ADDRESS)	
		*PEARSON PO BOX 3004 LIVONIA MI 48151	
CONSIGNEE TO (Mail or street address of consignee—For purposes of notification only)		FOR CARRIER'S USE ONLY	
		PRO. OR WAYBILL NO.	
		DATE	
		* THIS SHIPMENT IS CORRECTLY DESCRIBED, CORRECT WEIGHT IS SUBJECT TO VERIFICATION BY THE SOUTHERN, EASTERN OR WESTERN SHIPPING & INSPECTION BUREAU ACCORDING TO AGREEMENT. Subject to Section 7 PEARSON EDUCATION	
CAR OR VEHICLE INITIAL AND NO.		Signature of Consignor	PPD OR COLL
DELIVERING CARRIER NM TRANSFER		Per	PPD/3rd
NOTE—Where the rate is dependent on value, shippers are required to state specifically in writing the agreed or declared value of the property. The agreed or declared value of the property is hereby specifically stated by the shipper to be not exceeding per			
NO. PKGS.	KIND OF PKGS., DESCRIPTION OF ARTICLES, SPECIAL MARKS, AND EXCEPTIONS		*WEIGHT SUB. TO COR.
	SCHOOL FORMS ITEM # 154280 CL 55 ISAT (TEST MATERIALS) 2014 SCORABLE CARTONS NON SCORABLE CARTONS Bill PrePaid/3rd Party to PEARSON PO BOX 3004 LIVONIA MI 48151		2620
Pearson Education Seq # 0046			
Shipper, Per		Agent, Per	

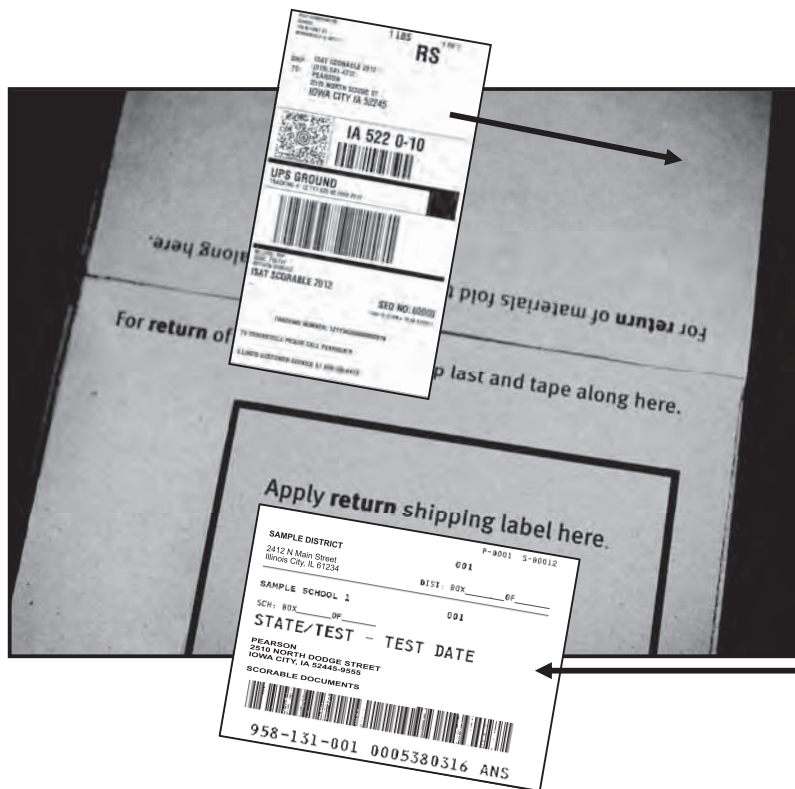
Using Pearson's Boxes for Return of Test Materials



The boxes that your test materials arrived in are specifically designed to return your test materials safely to Pearson. When the boxes are packed, reverse the flaps as shown on the left; there will not be any pre-existing labels visible. Tape the flap securely along the middle where the two flaps meet.

If you did not save your Pearson boxes, pack your test materials in sturdy boxes that are no more than 12 inches tall and weigh no more than 40 pounds when packed. ISBE, Pearson, and the material pickup carriers, do **not** provide additional boxes for return of test materials to Pearson.

For Coordinators Responsible for Returning Test Materials to Pearson



When applicable, affix the white UPS Tracking label to the upper right corner of the top of the box.

If your test materials were delivered FREIGHT you will not receive white UPS Tracking labels. Instead you will receive one multi-page carbonless Bill of Lading (BOL). You will need only this ONE BOL for scorable and nonscorable materials.

For District & School Coordinators

Affix either a GREEN (scorable) label or RED (nonscorable) label as illustrated in the designated area on the top of the box.

If your test materials were delivered via UPS Ground, your test materials will be picked up by UPS Ground as well. They will not pick up test materials for return to Pearson without both a green (scorable) label or a red (nonscorable) label and the white UPS Tracking label affixed to the top of each box.

Material Pickup

One week following the last day of your testing window, there will be ***one material pickup*** for both scorable and nonscorable test materials. **All test materials will be picked up at the same time.** It is very important that you have your test materials ready and picked up as prescheduled. Timely processing of test documents is vital to ensure that state-mandated reporting schedules are met.

Your test material pickup date is prescheduled and can occur anytime between 9 a.m. and 4:30 p.m. (central time), Monday through Friday. Neither Pearson nor ISBE has control over the material handlers' pickup schedules. It is important you have your test materials ready for pickup ***before*** the material handler arrives, and that someone from your district be present to facilitate the material pickup.

If your test materials are not picked up by 4:30 p.m. on the date indicated above, contact Pearson's **Illinois Customer Support Center at 1-888-705-9413, Monday through Friday, 6 a.m. to 7 p.m.** (central time). Do ***not*** call ISBE, your ROE, or the material handler.

Arranging for a Different Pickup Date

Do ***not*** contact ISBE, your ROE, or your assigned material handler to arrange a different pickup date.

If you need to request a material pickup date different from that indicated on the previous page, contact **Pearson's Illinois Customer Service Center at 1-888-705-9413, Monday through Friday, 6 a.m. to 7 p.m.** (central time). Different material pickup dates may be subject to ISBE's approval.

IMPORTANT NOTES:

- ❖ If you are testing during the early or late test window, you are permitted to request an ***earlier*** material pickup date, but a later date will not be allowed.
- ❖ If you are requesting an earlier or a later pickup date, you ***must*** notify Pearson at least 72 hours prior to your pre-scheduled pickup date (listed above).
- ❖ You cannot request a different pickup date that is more than three days later than your scheduled pickup date. Any such requests are subject to approval by ISBE.
- ❖ In lieu of a pickup at your district or Chicago school, you may take your test materials to your local UPS office (if your assigned material handler is UPS) prior to your scheduled pickup date or not more than 3 days after your scheduled pickup date. In either case you ***must*** notify Pearson in advance at the number above so that your pre-scheduled pickup date will be cancelled.

Missed Pickup

If you missed your material pickup contact **Pearson's Illinois Customer Service Center at 1-888-705-9413, Monday through Friday, 6 a.m. to 7 p.m.** (central time), to reschedule a material pickup date. Do ***not*** contact your assigned material courier, your ROE, or ISBE.

