

# **Professional Testing Practices *for* Educators**

## ***Illinois Science Assessment (ISA)***

***(Note: Text in Red font indicates new information for 2021)***

**Spring 2021**

**Illinois State Board of Education**

# Contents

Introduction.....	3
Section 1. Test Security .....	4
Requirements: Procedures essential for test security.....	4
Prohibitions: Actions that violate test security .....	5
Best Practices: Procedures that are highly recommended to increase test security.....	5
Section 2. Test Preparation for Students .....	7
Requirements: Practices essential for proper test preparation .....	7
Prohibitions: Actions that must not be part of test preparation .....	7
Best Practices: Activities that are highly recommended for test preparation .....	7
Section 3. Standardized Test Administration .....	8
Requirements: Mandatory test administration procedures .....	8
POSTERS .....	9
DESKTOPS .....	9
Prohibitions: Actions that must not occur during test administration .....	9
Best Practices: Activities that are highly recommended during test administration .....	10
Section 4. Reporting Test Results.....	11
Requirements: Essential guidelines for reporting test results.....	11
Prohibitions: Actions that must be avoided when reporting test results.....	11
Section 5. Sanctions for Testing Irregularities .....	12
Test Security Agreement .....	13
Violations of test security or test procedures.....	14
Section 6. Who May Administer the ISA? .....	15
Appendix A – Test Directions .....	16

## Introduction

This document provides guidance for educators who administer the Illinois Science Assessment (ISA). State tests are an important and required tool used to monitor state, district, school, and student achievement. For tests to yield fair and equitable results, they must be given under standardized conditions. Only then will the results for students, schools, and districts be comparable across the state and from year to year.

Standardization requires that tests be administered without testing irregularities. The primary sanction for testing irregularities is suppression of a student's results. The suppression of a student's results means two things: 1) the student does not receive results, and 2) suppressed tests may negatively impact aggregation of results for the school, district, or state. Sanctions are described further in Section 5 of this document.

To ensure that students take the state tests under fair and equitable conditions, the Illinois State Board of Education (ISBE) expects Illinois public school educators to read this document carefully and adhere strictly to the principles and procedures it describes. **ISBE also expects that Illinois public schools will use this document, along with the *ISA Systems User Guide and other resources found on the ISA website (<https://www.isbe.net/Pages/Illinois-Science-Assessment.aspx>) to provide training for staff in correct and appropriate test preparation, test administration, and test security procedures.***

The practices described in Sections 1 through 4 are classified into three groups:

- **Required** procedures and activities
- **Prohibited** procedures and activities
- **Best Practices**, which are procedures and activities that are highly recommended but are not required (Not included in Section 4.)

### NOTES:

- **In this document, reference is made to accommodations for students with IEPs, Section 504 Plans, or EL Plans. When accommodations for these students are referenced, it is always understood that any such accommodations are written into their IEPs, Section 504 Plans, or EL Plans.**
- **Test Session – the group or class of students taking the exam.**
- **Test Section – the ISA has 3 test sections for each grade (5, 8 and 11). Each section is controlled by a unique Access Code.**

## Section 1. Test Security

The primary goal of test security is to protect the integrity of the state tests. To ensure that trends in achievement results can be calculated across years, a certain number of questions must be repeated from year to year. If these questions are made public, the validity of the test may be compromised. The best way to ensure test security is to limit access to tests and to ensure that all who interact with test materials understand the crucial need for security. **Throughout this document, test materials are defined as any and all artifacts related to the assessment (access codes, scratch paper, reader scripts, hard copies of the assessments used for student accommodations, test booklets, etc.).**

ISBE will build initial ISBE-Teach user accounts based on the primary contact and test coordinator fields in ISBE's Entity Profile System (EPS). If the contacts are identified by the district and school, ISBE will load the primary (normally the superintendent and principal depending on organization level) and the ISA Coordinator (district level or school level depending on organization level). The initial users are responsible for creating additional user accounts within the school district.

### **Requirements: Procedures essential for test security**

**For Chicago District 299 only:** There is no District Coordinator for Chicago District 299 schools. The School Coordinator is responsible for overseeing state testing and for handling test materials in each Chicago public school.

- Districts and schools should formalize the distribution procedure of user accounts and test materials to make the requirement for test security clear to each person who has access to the tests and to ensure correct distribution of test materials. This procedure should define a “*chain of custody*” such that all secure materials are accounted for at all times.
- The **District Coordinator** has access to all test materials from ISBE and the state's testing contractor, maintains the security of the materials, and determines procedures to distribute materials to the School Coordinator. The District Coordinator keeps a record of materials used during testing and those distributed to each school. The District Coordinator is responsible for all test materials within the district.
- The **School Coordinator** is responsible for maintaining test security in a building. The School Coordinator distributes test materials to the **Test Administrators**, who will administer the tests. School Coordinators also need to ensure Test Administrators have user accounts and are assigned to classes in ISBE-Teach. The distribution procedure includes the following actions:
  1. Distribute copies of the ISA resources to test administrators prior to the designated school test window so they can become familiar with testing procedures.
  2. Keep a record of test materials distributed to each test administrator.
  3. Distribute the test materials to the test administrators immediately before the tests are administered.
  4. Working with the test administrators, ensure all test materials have been returned. The School Coordinator also ensures the destruction of Access Codes and paper materials within the school.
- The **Test Administrators** should keep a record of materials distributed to them. They must keep the materials secure until returning them all to the School Coordinator.
- The **District Coordinator** (or any other appropriate district or school staff member) is

responsible for immediately reporting any breach of security, including a loss of test materials or a failure to account for test materials, to ISBE Assessment and Accountability staff at 1-866-317-6034.

### **Prohibitions: Actions that violate test security**

- Do not read, review, analyze, or copy in any way secure test materials (including pilot or field test materials) at any time *before*, *during*, or *after* test administration.

*There are three exceptions.*

1. *Reader Scripts – Test administrators using a reader script as an accommodation should take some time to familiarize themselves with the format of the reader script immediately prior to the first test session.*
  2. *Language Translation – Test administrators using translation as an accommodation should take some time to familiarize themselves with the format of the reader script immediately prior to the first test session.*
  3. *Copying/reproducing (for an accommodation) – School staff members may reproduce secure test materials, in whole or in part, if this is necessary to provide a particular test accommodation for a student with IEPs, Section 504 Plans or EL Plans. All such copies are themselves secure materials and must be returned to the School Test Coordinator with the original test materials.*
- School personnel, both at the district and building level, should not distribute secure test materials before the day of the test administration unless it is necessary to provide a test accommodation for a student with an IEP, Section 504 Plan, or EL Plan.
  - ***Never*** leave test materials unattended unless they are placed in a secure, locked area.
  - Answers to extended-response questions may ***not*** be copied or edited by school personnel. Student responses ***must*** be transcribed verbatim from the student’s paper into ISBE-Learn to be submitted to ISBE for scoring.
  - Do ***not*** score or grade answers to multiple-choice questions, extended-response questions, or short-response questions.
  - 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.
  - Do ***not*** issue multiple Access Codes to the same student at the same time. Individual students ***must*** be issued the Access code for the current section of the test. Students are not allowed to move to the next test section until all students in the class have finished the current section. Then all students can be issued the next Access Code and begin at the direction of the Test Administrator.

### **Best Practices: Procedures that are highly recommended to increase test security**

- A Test Security Agreement for use by districts and/or schools has been added to the end of this document in Section 5. Use of this Agreement is strictly **VOLUNTARY** on the part of districts or schools.

- As allowable by availability of approved test devices, schools throughout the *district* *should* administer the same tests on the same days during the test window.
- For a given grade, classrooms throughout the *school* should administer the same test sessions not only on the same days, but also at the same time of day (e.g., second period, third period, etc.) as allowed for given availability of approved testing devices.
- Each district and school establishes a security plan for ISA, including, for example, who is responsible for various testing activities; how test materials will be transferred within the district; when ISA materials will be distributed to School Coordinators or test administrators; how secure materials will be stored at the district and the school(s), and in classroom/test settings; and how and when test materials will be collected back from test administrators and School Coordinators.
- School Coordinators collect test materials from test administrators at the end of each day. The test materials are redistributed the following morning or following test day until all tests at a grade level have been administered.
- The 2021 ISA has three test sections. Any section started must be completed the same day. In no standard case (including accommodation) is a student allowed to test a started section over two days. Contact ISBE if you have extenuating circumstances (i.e. whole class interruption due to a fire alarm sounding) to determine next steps.
- Scheduling is flexible to the maximum extent possible. The main goals are to standardize test administration and limit test exposure for students within a school district. Example schedules are detailed in the documents previously shared in 2020 *Illinois Science Assessment (ISA) Spring 2020 Test Details* documents found at <https://www.isbe.net/Documents/IL-Science-Assessment.pdf> .

## **Section 2. Test Preparation for Students**

Test preparation activities for students must have two goals:

1. To ensure all students have the opportunity to learn in accordance with an appropriate curriculum and to become knowledgeable about the content covered by the tests, and
2. To give all students occasion to become familiar with the types of questions used on the test (multiple-choice, extended-response, and short-response questions) so that students are tested for their knowledge and ability, not their test-taking skills.

### **Requirements: Practices essential for proper test preparation**

- Ensure that students are familiar with the test and answer formats such as: single-select multiple choice, multiple-select multiple choice, extended-response and short-response item types.

### **Prohibitions: Actions that must not be part of test preparation**

- Do ***not*** use secure test questions or questions that are similar or altered versions of secure test questions/prompts for practice or instruction.
- Do ***not*** reveal, copy, or reproduce tests, test questions, or reading passages. The only exceptions are noted in Section 1 of this document for students with IEPs, Section 504 Plans, or EL Plans.

***DO NOT ACCEPT SAMPLE OR PRACTICE ISA MATERIALS FROM SOMEONE UNLESS YOU ARE SURE OF ITS SOURCE.*** If you are uncertain of the origin of sample materials you were given by a colleague, consult with your School or District Coordinator.

### **Best Practices: Activities that are highly recommended for test preparation**

- Complete a teacher lead walkthrough of the ISBE-Learn platform using the ISA Tutorial found on the ISA website (<https://www.isbe.net/Pages/Illinois-Science-Assessment.aspx>) to introduce students to item types and system navigation in ISBE-Learn.
- Integrate the teaching of test-taking skills into regular classroom instruction and assessment. Answering extended-response or short-response questions under timed conditions is a skill that requires practice for mastery.
- Do not sacrifice large amounts of instructional time to commercial test-preparation programs or drill-type test preparation.
- Encourage a positive atmosphere for testing. In many cases students are likely to adopt the attitude toward the state tests that they see displayed by their teachers. Encourage students to do their best in ways that do not provoke anxiety beyond that expected for a normal testing situation.
- Keep copies of materials used for practice at the district or school level on file for two years.

### Section 3. Standardized Test Administration

For the state tests to be comparable among schools and to monitor school progress fairly, the tests must be administered uniformly. It is important that all eligible students take the tests and that no student be given an unfair advantage or disadvantage.

#### **Requirements: Mandatory test administration procedures**

- To implement standardized test administration procedures, District and School Coordinators are responsible for adhering to policies and directions provided by ISBE via the Assessment Listserv, Assessment Update Webinars, Systems User Guides and online resources found through <https://www.isbe.net/Pages/Assessment.aspx> . If questions arise, the School Coordinator should consult with the District Test Coordinator. If the question remains, the District Coordinator must consult with an ISBE Assessment and Accountability staff member (toll free at 1-866-317-6034).
- Teacher aides may administer ISA tests if they are appropriately trained in administration of a standardized achievement test **and** if they are under the *direct* and *constant* line-of-sight supervision of a licensed teacher. A list of who may administer ISA tests alone is provided in Section 6.
- Any accommodation provided to a student with an IEP or Section 504 Plan must be written in the IEP or Section 504 Plan. Students are **not** allowed test accommodations under RtI (response to intervention) plans alone. If a student does not have a current IEP, Section 504 Plan, or is not and English Learner (EL), no test accommodations may be given (*accessibility features* are allowed--Text-to-Speech and Line Reader functionality embedded in the ISBE-Learn platform). Students may not be given a test accommodation because an IEP or Section 504 Plan will be established in the future.
- Those administering tests to students who will receive test accommodations should be trained in correct use of test accommodations and special-format tests such as reader scripts.
- All test sessions must be administered within the regular school day.
- At any given grade all students in a school must complete the same regularly-scheduled test session(s) by the end of a given school day. In no case may a test session for a student be split across days. This also applies for students who receive accommodations that require additional time, students who simply receive extended time as a test accommodation, and accommodations for EL students. Test administrators must be aware that the ISA is an untimed test.
- **Do *not* issue multiple Access Codes to the same student at the same time. Individual students *must* be issued the Access code for the current section of the test. Students are not allowed to move to the next test section until all students in the class have finished the current section. Then all students can be issued the next Access Code and begin at the direction of the Test Administrator.**
- If one or more students are still actively engaged and working on a test session when the anticipated completion time is up (45 minutes), the student(s) may receive additional time as needed to complete the assessment during the session. Students without time accommodations cannot leave the test environment to return and finish the session.
- In no case may a test session for a student be split across days. Any test session started on a given school day must be finished by the end of that school day.
- Oral instructions to the students in Appendix A (and onscreen in ISBE-Learn) may be read verbatim. Additionally, if students do not understand the test instructions that are read to them, the instructions may be paraphrased and the test administrator may provide further explanation.
- Test accommodations should not negate or undermine the purpose of a test or jeopardize test

security. If there are any questions about the appropriateness of an accommodation for a student with an IEP or a Section 504 Plan or for a student who is EL that cannot be answered locally, contact an Assessment and Accountability Division staff member toll free at 1-866-317-6034.

- If necessary, the school administrator must alter the school's schedule to accommodate the required times for test sessions.
- Encourage student attendance on days when tests are administered.
- Arrange seating so there are adequate spaces between seats during testing. For example, if two students are seated at small tables, they should be seated opposite each other.
- Make every reasonable attempt to give makeup tests to students who were absent on a testing day or days and develop a plan for makeup sessions.
- Secure test materials must be closely supervised or locked in a secure area at all times.

**The following guidelines must be observed regarding posters, classroom displays, and what may be on the student's desk during testing.**

**POSTERS**

Poster with science content *may not* be displayed during ISA testing. Use your best professional judgment regarding other posters and classroom displays.

**DESKTOPS**

Students are allowed only their test device/booklet, answer document, scrap paper, calculator and writing utensil(s) on their desks during testing. Any *science content related* items attached to or part of the desk must be removed or covered up during the test.

**Prohibitions: Actions that must not occur during test administration**

- No off-grade testing is permitted, even as an accommodation for a student with an IEP or Section 504 Plan or for a student who is an EL. A state test should be given only to students enrolled at the grade level for which the test is labeled.
- Students must not participate in more than one state test. They participate in the ISA test or the science Dynamic Learning Maps Alternate Assessment (DLM-AA).
- Test administrators or proctors must not coach students, edit their work, respond to their questions, or give them cues in any way during testing that would guide them to a correct answer or aid them in responding to any question. Coaching and cues include gestures, pointing out correct or incorrect answers, facial expressions, and encouragement to edit or change a response. Simply encourage students to do their best.
- School personnel may not make changes to answers students have recorded on their answer documents. Only the students during the actual test session may make changes to answers on their answer documents. However, when students dictate responses to be transcribed, such transcribed responses may be changed by the scribe on the answer document to accurately and faithfully capture the student's response.
- Do not examine completed answer documents or test booklets to erase stray marks or generally "clean up" the answer document. High speed scanners are extremely accurate in detecting 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.
- During a test session test administrators must not leave a test room unattended at any time.

- Test administrators must not allow test materials to be taken out of the testing area or off school or district grounds by students or unauthorized personnel. Students may not transport test materials from one location to another.
- Student teachers may not serve as test administrators in charge of administering ISA test sessions. However, they may serve as proctors. (See Best Practices on the next page.)
- Parents are not allowed to be present in the classroom with their children during testing. Two exceptions:
  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/her duties require him/her to be present in the child’s classroom.
- Students may not take the ISA in advance of the scheduled test window. This includes students who may not be present at school during the test window due to a medical issue (e.g., pre-scheduled surgery), vacation, or other known absence.

**Best Practices: Activities that are highly recommended during test administration**

- At the test administrator’s discretion, if students complete a test session early, they may indicate that they are finished so the test administrator ensures the responses were submitted. However, before test submission, students should be encouraged to check their work for that test session. After test materials are collected students may engage in a quiet, non-disruptive activity at their desks, such as reading a book. Once students turn in their test materials, they are considered to be finished with that test session, and they are not allowed to have the test materials back to change any test responses. In all cases, the test administrator must allow full time for the test session to expire, even if all students are finished.
- If possible, schools should arrange to have one adult proctor (who is not related to any student in the test setting), in addition to the test administrator giving the test, present in each room during testing. Student teachers may serve only in the role of a proctor, assisting test administrators.
- The teacher or proctor should periodically walk around the classroom to monitor the testing.
- The principal should be present in the school during test days.
- Schools should provide at least two opportunities for students to make up tests as soon as students are able.

## **Section 4. Reporting Test Results**

Test results are important to educators, parents, students, and the community. School administrators or others who are responsible for reporting test results must make an effort to communicate the strengths and limitations of testing to put the results into proper perspective.

### **Requirements: Essential guidelines for reporting test results**

- Any administrator, counselor, or teacher who reports results must do the following:
  1. Take into account the audience to whom the results are being presented.
  2. Caution audiences about unwarranted inferences based on test results.
  3. Explain both the purpose of the tests and what the tests are *not* designed to do.
  4. Provide a greater understanding of student performance for the audience by using appropriate data analyses, such as disaggregation of results based on student demographics, comparison of course preparation in relation to test scores, and review of performance trends.
- School administrators should report aggregate/summary results to all teachers – not just to those at the grades that are tested – and remind all teachers that student achievement is the responsibility of all educators. Test results are an indicator of what is happening in the school (as well as the community), not just of what is happening in the grades and subjects tested.
- Schools should share test results with students (as appropriate) and their parents or guardians. Schools receive one hard copy of the students' Individual Student Reports (ISR). An ISR should go to parents or guardians within a reasonable time after the receipt of the reports from ISBE.

### **Prohibitions: Actions that must be avoided when reporting test results**

- School administrators and staff must not knowingly make false, misleading, inappropriate, or unsubstantiated statements that lead to false or misleading conclusions about test results.
- Students' demographic characteristics should not be altered to misrepresent demographic characteristics of students, the school, or the district.
- School administrators and staff must not violate student confidentiality or provide information that publicly identifies an individual student's results. FERPA guidelines must be followed.
- School administrators must not allow unqualified staff members to interpret publicly the results of a test or tests.

## Section 5. Sanctions for Testing Irregularities

School or district staff members *must immediately* report all incidents of cheating or other testing irregularities by students or staff to an Assessment and Accountability Division staff member (toll free at 1-866-317-6034). The district superintendent and principal have the primary responsibility for ensuring that irregularities are reported, but all staff involved in testing have a corresponding responsibility.

When a testing irregularity is alleged to have occurred, ISBE will require the school or district to conduct a thorough fact-finding investigation of the alleged irregularity and send a report of the investigation to ISBE as expeditiously as possible (within 2 weeks of reporting the test irregularity to ISBE unless other arrangements have been made).

Upon receiving the fact-finding report, ISBE staff will determine whether the alleged testing irregularity occurred and, if so, whether it was severe enough to suppress test results for the students affected. There will be no opportunity for students to retest. Students who cheated or students who were affected by a test irregularity on an ISA test will receive no results for the affected test. Aggregate results reported on ISA reports and the School Report Card at the school, district, and state levels will be based on remaining ISA scores.

Disciplinary measures for students are handled at the school or district level. ISBE's usual policy is to leave sanctions for school or district staff involved in testing irregularities to the local district. Districts must therefore have in place a local testing policy that includes sanctions and disciplinary measures that will be used if testing irregularities occur. However, in extreme cases, ISBE reserves the right to pursue its own sanctions for school or district testing irregularities.

The Test Security Agreement on the next page is being provided to assist schools and districts in maintaining the security of the ISA test and items contained in the tests. **Use of this form is voluntary on the part of schools and districts.** A signed copy of this form may be submitted to either the District Coordinator or the School Coordinator for ISA. It is recommended that the District or School Coordinator keep the signed copy on file for at least one calendar year. The form below is drafted as compulsory. However, schools and districts should evaluate the use of the form and the compulsory nature of the language and determine whether to use the form and/or develop a modified form for the school or district's use.

Do not send signed copies of this agreement to the Illinois State Board of Education.

## Test Security Agreement

The Illinois Science Assessment (ISA), and the items contained within, are secure, copyrighted State Assessments that are used for Federal accountability requirements, which measure and report the educational performance of all enrolled students in grades 5, 8, and 11. To ensure the security of the ISA and the test items, all educational and support staff who handle test materials are expected to read, understand, and comply with the Test Security measures contained in the *Professional Testing Practices for Educators* and other Illinois State Board of Education (ISBE) resources, as applicable, and sign this Test Security Agreement.

I, the undersigned, acknowledge that I will have access to the ISA, and the confidential information contained in the ISA. I understand that this access to the ISA carries with it the responsibility to:

- (a) read and understand the *Professional Testing Practices for Educators* manual and other ISA materials found at <https://www.isbe.net/Pages/Illinois-Science-Assessment.aspx>;
- (b) comply with the “Test Security” measures contained in those materials;
- (c) guard against unauthorized copying, reproduction, distribution or use of the ISA; and
- (d) abide by all test security requirements and guidelines instituted by ISBE and my school and school district.

I further understand that any unauthorized copying, reproduction, distribution or use of the ISA, (a) is a violation of the copyright held by the Illinois State Board of Education and its contractor; (b) may result in the loss of test items; (c) may result in the loss of millions of dollars to the State of Illinois or its contractor, to replace items or the assessment; (d) may result in the loss of Federal education funding to the State of Illinois; and (e) such unauthorized copying, reproduction, distribution, or use undermines the validity, accuracy, and fairness of the assessment, thereby depriving parents, children, schools, and districts of an accurate assessment.

I have read, and I understand the contents of this document and agree to fulfill my responsibilities in accordance with the test security requirements and maintain the security of the ISA.

**Name (printed):** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**School:** \_\_\_\_\_

**District:** \_\_\_\_\_

**\*\*A SIGNED COPY OF THIS FORM MUST BE SUBMITTED TO (and maintained by) THE DISTRICT TESTING COORDINATOR (or the *School Testing Coordinator*) FOR ISA PRIOR TO AN INDIVIDUAL’S RECEIPT OF ISA TESTING MATERIALS.\*\***

**Violations of test security or test procedures include, but are not limited to, the following actions:**

1. Use or retention of any secure, state testing materials for any period other than that required to fulfill administrative responsibilities;
2. Misuse, mishandling, or loss of any secure, state testing materials;
3. Review or examination of the contents of secure state tests or duplication of any state testing materials in any fashion including photocopying, scanning, or hand copying that is not expressly permitted in current ISA materials found at <https://www.isbe.net/Pages/Illinois-Science-Assessment.aspx> or the ISA *Professional Testing Practices for Educators* document;
4. Not making every reasonable attempt to test all students for whom the school or district is accountable;
5. A test misadministration or cheating by
  - 5.1 students obtaining or being provided copies of all or part of the state tests prior to the actual administration of the test sessions;
  - 5.2 teachers, test administrators, or others giving students unfair help with the answers during the test, such as
    - giving students correct answers,
    - giving hints or prompts of any kind about a correct answer,
    - indicating that a student’s answer may be incorrect and should be changed;
  - 5.3 teachers, test administrators, or others previewing state test forms and using material from the secure test forms to prepare students for the state tests;
  - 5.4 teachers, test administrators, or others deviating from instructions in the current ISA materials found at <https://www.isbe.net/Pages/Illinois-Science-Assessment.aspx> or the ISA *Professional Testing Practices for Educators* document in ways unauthorized by ISBE’s Assessment and Accountability Division;
  - 5.5 testing students out-of-level (e.g., giving a grade 8 student a grade 5 test);
  - 5.6 administering the wrong test to the student (e.g., giving the student DLM-AA test when they should have received ISA test);
  - 5.7 teachers, test administrators, or other school personnel altering multiple-choice answers or written responses on student answer documents during testing or after test sessions are completed;
  - 5.8 teachers, test administrators, or others mishandling accommodations by
    - failing to provide students needed test accommodations specified in the IEPs or Section 504 Plans, or failing to provide acceptable accommodations to students who are English Learners (EL),
    - giving accommodations to students with IEPs or Section 504 Plans or who are EL that undermine or negate the purpose of the test or jeopardize test security or confidentiality,
    - giving accommodations to students that are not written into IEPs or Section 504 Plans, or
    - giving accommodations that are not expressly permitted in current state test administration manuals, coordination manuals, or the *Professional Testing Practices for Educators* to students who do not have IEPs or Section 504 Plans, or who are not EL;
  - 5.9 testing students outside of the ISA window (unless specific, prior arrangements have been made with the State Board of Education).

## **Section 6. Who May Administer the ISA?**

- \* 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 who hold 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 constant-line-of-sight supervision.
- \* Substitute teachers who hold a Substitute Teaching License hired by the district to substitute teach in place of a teacher.
- \* 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 who hold a Professional Educator License endorsed as a Library Information Specialist or holding an Educator License with Stipulations endorsed as a provisional educator.
- \* Technology staff (without an Educator License) may not serve as Test Administrators in charge of administering ISA test sessions. However, they may serve as proctors who assist the Test Administrators.
- \* Student teachers may not serve as test administrators in charge of administering ISA 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.

## Appendix A Test Directions

(Prior to launching the secure exam browser, adjust the volume level on the test device.)

### **Welcome Screen Text**

#### Instructions

Welcome! Today you will be taking the Illinois Science Assessment for (Grade 5/8/11). Read each passage and/or question carefully and then choose the best answer(s) for each question. You may look back at the passage as often as necessary. If you have questions, raise your hand and a test administrator will help you. You may now begin by clicking on the “Start Test” button.

### **Instructions Page Text**

#### Instructions (continued)

If you would like to use the "Text to Speech" feature or the "Line Reader" feature, you may select them by clicking on the icons at the bottom of the page.

For constructed response questions, type your answer in the box provided. For interactive questions, follow the instructions provided with each item. You may need to use the scroll bar to view the entire question and all of the answer choices.

If you are unsure about an answer, select or compose an answer that you think is the best response. After you make your selection, click on the next arrow (>) at the right of each page to go onto the next question. If you need to go back to a previous question, you may click on the back arrow (<) located on the left of the page.

[Click Here to Go On](#)