



2018-2019
Indiana
Assessment
Policies,
Administration,
and Security
Manual

Policies and Procedures for
Indiana's Assessment System

Table of Contents

Introduction..... 2

Section 1: Communication from the Indiana Department of Education (IDOE) 4

Section 2: Indiana Department of Education (IDOE) Monitoring of Test Administration 5

Section 3: Opt-Out Guidance..... 6

Section 4: Roles..... 7

Section 5: Formal Training for Staff and Testing Security and Integrity Agreement..... 11

Section 6: Test Administration..... 12

Section 7: Guidance for Specific Categories of Students..... 21

Section 8: Scoring and Reporting 26

Section 9: Test Security 28

Introduction

It is important to note that the information in the Indiana Assessment Policies, Administration, and Security Manual applies to all state-required assessments, including ILEARN, I AM, ISTEP+ Grade 10 and ECAs, IREAD-3, NAEP, and WIDA, unless otherwise noted. In addition, “school corporation” includes public schools, charter schools, accredited nonpublic schools, and Choice schools, unless otherwise noted.

Section 1: Communication from the Indiana Department of Education (IDOE)

Part A: DOE Online

Part B: Test Coordinator Corner (in Learning Connection)

Part C: Requirement to Share Assessment Communication

Section 2: Indiana Department of Education (IDOE) Monitoring of Test Administration

Section 3: Opt-Out Guidance

Section 4: Roles

Part A: Test Examiners

Part B: Proctors

Part C: School Test Coordinators

Part D: Corporation Test Coordinators

Part E: Other School Staff

Section 5: Formal Training for Staff, Testing Security, and Integrity Agreement

Section 6: Test Administration

Part A: Before Testing

Part B: During Testing

Part C: After Testing

Section 7: Guidance for Specific Categories of Students

Part A: Foreign Exchange Students

Part B: **Limited** English Proficient Students and Federal Flexibility

Part C: Students with Temporary Conditions that Affect Ability to Take Test

Part D: Students with Health-Related Concerns

Part E: Illness during Testing

Part F: Students with Medical Emergencies during Testing

Part G: Medical Exemption for Accountability

Part H: Homebound Students

Part I: Nonpublic Schools and Home-Schooled Students

Part J: Suspended Students

Part K: Expelled Students

Part L: Students in Alternative Schools/Programs or Private Residential Treatment Facilities

Part M: Students in Correctional Facilities

Section 8: Scoring and Reporting

Part A: Scoring Process of the Open-Ended Assessment Books

Part B: Aggregate Test Results and Special Accommodations

Part C: Test Results

Part D: Requesting a Rescore of a Student's Test

Section 9: Test Security

Part A: Overview

Part B: Secure Materials

Part C: Test Security Violations

Part D: Required Local Test Security Policy

Part E: Fidelity and Integrity: Requirements and Potential Consequences

Part F: Response Analysis

Appendix A: Documents Pursuant to 511 IAC 5-5

- Code of Ethical Practices and Procedures
- Protocol for Reporting and Investigating Alleged Breaches
- Indiana Testing Security and Integrity Agreement

Appendix B: Assessment Onsite Monitoring Checklist

Appendix C: Forms

- Testing Irregularity Report
- Testing Concerns and Security Violations Report
- Social Media and/or Unallowable Devices Concern Report
- Learning Connection Only Forms: The following forms are only available to Corporation Test Coordinators and are located in the Test Coordinator Corner Community on Learning Connection.
 - Date Change Request
 - Non-Standard Assessment Accommodation Request Form

Section 1: Communication from the Indiana Department of Education (IDOE)

Part A: DOE Online.

Corporation Test Coordinators (CTCs) must review contact information in DOE Online (<https://doeonline.doe.in.gov>) for accuracy by September 30. CTCs must ensure all contact information listed in DOE Online for the CTC is accurate and shipping addresses for any materials are to a corporation-owned site. When contact information changes, the CTC must ensure DOE Online is updated promptly. In the event that a change in CTCs occurs, the departing CTC or the Superintendent (public schools) or School Leader (charter schools, Choice schools, and accredited nonpublic schools) must update DOE online with contact information for the new CTC.

Ensuring CTC contact information in DOE Online is accurate is critical as key assessment updates and guidance from the Office of Student Assessment are distributed using the contact information from DOE Online.

Part B: Test Coordinator Corner (in Learning Connection)

CTCs must join the Test Coordinator Corner community in the Learning Connection (<https://learningconnection.doe.in.gov/Login>) to access assessment resources and key information.

Part C: Requirement to Share Assessment Communication.

CTCs and School Test Coordinators (STCs) are required to share assessment communication from the Office of Student Assessment and testing vendors with appropriate school staff, including administrators and/or educators in a timely manner, ideally weekly as messages are disseminated. IDOE identifies key aspects in messages which highlight these updates for specific audiences. Documentation CTCs have shared assessment communication with STCs and that CTCs and/or STCs have shared assessment communication with school staff will be requested and reviewed during the IDOE's onsite monitoring visits.

Section 2: Indiana Department of Education (IDOE) Monitoring of Test Administration

The Office of Student Assessment (OSA) conducts unannounced onsite monitoring visits during testing windows. The purpose of monitoring is to ensure fidelity of the test administration and test security requirements. Schools are identified for monitoring based on previously submitted test irregularities, test security concerns, failure of a CTC to complete required training by designated deadlines, Tier 2 Response Analysis schools (see Section 9 Part F of this chapter), and a random sample derived from Indiana demographic data. A minimum of five school sites will be monitored during each test administration window. Monitoring is an expectation defined for states from the United States Department of Education.

Prior to the start of each testing window.

- CTCs must review the Onsite Monitoring Checklist (see *Appendix B*);
- CTCs must notify staff that monitoring visits may occur at selected sites across the state during test administration windows;
- CTCs provide a copy of the monitoring checklist to administrators and School Test Coordinators to prepare for onsite visits.

During each testing window.

- One or more IDOE monitors notify school front office staff of their arrival. Monitors will request to speak with the STC or a designee;
- Monitors complete an Onsite Monitoring Checklist document (see *Appendix B*) based on their onsite review of school documentation regarding training, test schedules, and security practices. Monitors will not interrupt the test administration occurring with students.

After each testing window.

- The CTC will receive a copy of the completed Onsite Monitoring Checklist with feedback within two weeks of the ending of the designated testing window;
- In the event that a monitoring topic receives a rating of “0” or “1”, the CTC will be required to submit a corrective action plan addressing any areas of concern.

Section 3: Opt-Out Guidance

Every student attending a public, charter, or accredited nonpublic school in Indiana must take the required Indiana assessments to graduate (i.e., the ISTEP+ Grade 10 assessment) or, in the case of IREAD-3, avoid being retained. Furthermore, it is a violation of Indiana's compulsory school attendance laws for a parent/guardian to refuse to send his or her child to school for the purpose of avoiding tests, including assessments (see IC 20-33-2). As with any test, additional consequences for failing to participate in a statewide assessment, and procedures to manage students who refuse to participate, should be determined at the local school level.

School administrators should be aware that section 1111(b)(2)(A) of the Elementary and Secondary Education Act (as amended by the Every Student Succeeds Act, or ESSA) requires the implementation of high quality student academic assessments in mathematics, reading or language arts, and science. Section 1111(b) (2) (B) (i) (II) requires these assessments be administered to all elementary and secondary school students. In addition, section 1111(c) (4) (E) requires participation rates in statewide assessments of at least 95 percent for all students and each subgroup of students and factor this into the state's accountability system. Students' failure to take Indiana's assessments may result in a lower A-F accountability grade.

NOTE: IDOE will direct all parent/guardian inquiries regarding Opt-Out to the local school level.

Section 4: Roles

Part A: Test Examiners.

The assessment is to be administered only by personnel who hold a license granted by the Indiana Department of Education. The license must be an instructional, administrative, or school services license.

NOTE: Licensed personnel serving as Test Examiners are referred to as “Test Administrators” for ILEARN and IREAD-3 in test administration manuals and in AIR’s online testing platform. Test Examiners must complete a brief certification process to initiate assessments in the AIR platform.

Test Examiners MUST NOT rephrase test items or answer student’s factual questions about test content or vocabulary, but they may repeat initial test session directions as described in the *Examiner’s Manual* or *Test Administration Manual*.

Test Examiners MUST NOT say or post anything on the board that is not stated or authorized in the *Examiner’s Manual* during testing.

Test questions are not to be reviewed by anyone other than the student during the test session, with two exceptions:

- Test Examiners administering IREAD-3 paper accommodated forms following the secure directions provided; and
- Test Examiners that are providing read-aloud accommodations.

Test Examiners should be thoroughly familiar with the administration procedures prior to the start of the administration of the test. This includes:

- Studying the *Examiner’s Manual* or *Test Administration Manual* (paying specific attention to the icons representing reading comprehension and calculator usage);
- Reviewing the Code of Ethical Practices and Procedures (*in Appendix A of this manual*);
- Reading all applicable portions of the current *Indiana Assessment Policies, Administration, & Security Manual* (this document);
- Reviewing accommodations needed by students in advance of the test administration;
- Completing all applicable test administration, test security, and test accommodations trainings.

All Test Examiners should be trained to understand the testing procedures and their responsibilities as Test Examiners. Only those who are certified administrators may administer the assessment.

Part B: Proctors.

Personnel not certified (e.g., teacher’s aides, secretaries, or substitute teachers who do not hold one of the licenses described in the Test Examiners section above) may only serve as Proctors, not as Test Examiners. In no case may unlicensed personnel be allowed to

supervise the test administration without the guidance of a Test Examiner. Proctors may, however, assist the Examiner before, during, and after the test administration.

Parents/guardians, students, and school volunteers are not permitted to serve as Test Examiners or Proctors. Examiners and Proctors must be corporation/school employees or contractors.

The number of Proctors needed for a testing period depends on the grade tested and the level of the students' test-taking experience. As a general rule, one Proctor for every 15 students is recommended. Proctors must be trained on test administration procedures and test security before testing.

- **Before Testing.** Proctors should help prepare the room for testing, assist in distributing the test materials, and, if necessary, assist in completing the paper assessment Student Data Grids.
- **At the Beginning of Testing.** Proctors should be introduced to the students for whom they will be responsible during the testing period.
- **During Testing.** Proctors may only assist with the mechanics of taking the test. No additional assistance may be given. Proctors should adhere to the following guidelines:
 - Make certain that each student is working in the correct assessment session.
 - Prevent talking or sharing of answers.
 - Offer a neutral response, such as, "Decide what you think is correct and then go on." If a student asks, "Is this right?" Do not suggest the correct answer to the student verbally or by gesturing in some way.
 - Inform the Test Examiner if any unusual problems arise.
 - Test questions are not to be reviewed by anyone other than the student during the test session, with two exceptions:
 - Test Examiners administering IREAD-3 paper accommodated forms following the secure directions provided; and
 - Test Examiners that are providing read-aloud accommodations.
- **At the End of Testing.** Proctors should also assist the Test Examiner in collecting assessment materials, such as any scrap paper, test tickets, paper assessment books, and checking paper/pencil Student Data Grids.

Part C: School Test Coordinators. Test Coordinators should review carefully the changes in test administration procedures noted in the *Examiner's Manual /Test Administration Manual*. Test Coordinators¹ should distribute hard copies or ensure electronic copies of appropriate manuals are available during training in a secure group setting. If this or any other aspect of the Test Coordinator's role is delegated to other personnel, they should be

¹ "Test Coordinators", as used in this document, includes Corporation Test Coordinators, Nonpublic School Test Coordinators, Charter School Test Coordinators, and Choice School Test Coordinators.

fully aware of proper test security practices and procedures and monitor completion of the tasks with fidelity. At the end of the training session, the Test Examiners may retain the *Examiner's Manual* until the assessment administration. Secure read-aloud scripts may not be distributed to Test Examiners during training. Secure scripts must be maintained and tracked at all times as part of the STC's chain of custody (sign in/sign out process) during the test administration window.

The School Test Coordinator must ensure the school:

- Provides test security, test administration, and testing accommodations training to all applicable staff. Ensure documentation (attendance sign-in sheets, attendance logs, training agendas, and other training materials) that all applicable staff have completed required trainings is on file at the local level.
- Follows security regulations for distribution and return of secure test materials as directed, accounting for all secure assessment materials before, during, and after testing (i.e., controlling distribution within the building). Materials include those necessary for online and/or paper-and-pencil test administrations.
- Follows procedures located in testing manuals and those outlined by IDOE, including procedures referring to accommodations, testing conditions, timing, and instructions.
- Provides the necessary furniture and lighting to allow students to do their best work on the test. (All school personnel involved in administering the test are responsible for the quality of testing conditions.)
- Submits a test for each student who participates in the assessment.
- Reports any missing assessment materials or other irregularities to the Corporation Test Coordinator.

Part D: Corporation Test Coordinators. The Corporation Test Coordinator must:

- Inventory and track assessment materials.
- Control the secure storage, distribution, administration, and collection of assessment materials.
- Ensure that assessment content is not discussed and/or reproduced in any manner.
- Ensure ListServ messages and updates from the Office of Student Assessment and testing vendors are distributed to relevant corporation and school staff each week.
- Ensure all school staff (including, but not limited to, principals, teachers, custodians, front office staff, etc.) are aware that once assessment materials are delivered to the corporation office, a school or other location identified by the school corporation, the materials must be securely stored until the materials are in the care of the Corporation Test Coordinator or School Test Coordinator. In the rare, but possible, event that test materials have been routed to the wrong location, all school staff must be informed of the locally developed protocol that must be followed to ensure the materials are

correctly routed immediately to the Corporation Test Coordinator or School Test Coordinator.

- Ensure all staff (including, but not limited to, Examiners, Proctors, principals, teachers in tested as well as non-tested grade levels, front office staff, teacher aides, custodians etc.) complete test security training by September 30 annually and a refresher training prior to the beginning of each administration window. Ensure documentation (attendance sign-in sheets, attendance logs, training agendas, and other training materials) that all applicable staff have completed required trainings is on file at the local level.
- Ensure Examiners and Proctors complete test administration and test accommodation training prior to the beginning of testing. Ensure documentation (attendance sign-in sheets, attendance logs, training agendas, and other training materials) that all applicable staff have completed required trainings is on file at the local level.
- Ensure all applicable school and corporation staff review and sign the current school year's *Indiana Testing Security and Integrity Agreement* annually by September 30, as described in the Code of Ethical Practices and Procedures. (*NOTE: For new staff hired after September, the training should be provided and the signed Agreement should be collected and appropriately filed as soon as possible once the staff member begins employment.*) In addition, it is important that a review of the content of the *Indiana Testing Security and Integrity Agreement* is completed with staff prior to each test administration.
- Follow procedures outlined in the Code of Ethical Practices and Procedures.
- Follow procedures located in testing manuals and those outlined by IDOE.
- Return all used and unused (including damaged², large print and/or Braille) assessment books to the testing vendor as directed.

Part E: Other School Staff

Other school staff, including but not limited to, teachers in non-tested grade levels, front office staff, custodians, teaching aides, etc. not involved with testing must still complete test security training by September 30. Although these staff members may not come into contact with testing materials, it is important that they receive test security training to ensure they are aware of procedures and requirements in the event they observe and need to report a violation or are asked to engage in activities that could be a violation.

² Assessment books and/or answer books that have been contaminated with blood, vomit, or other bodily fluids should not be returned. Please refer to the Test Coordinator's Manual for further instructions on how to handle these documents.

Section 5: Formal Training for Staff and Testing Security and Integrity Agreement

The administrative regulation 511 IAC 5-5-5 requires that “Any individual who administers, handles, or has access to secure test materials at the school or school corporation shall complete assessment training and sign the *Indiana Testing Security and Integrity Agreement* to remain on file in the appropriate building-level office each year.” The *Indiana Testing Security and Integrity Agreement* is available in *Appendix A* of this manual.

This includes, but is not limited to, Corporation Test Coordinators, School Test Coordinators, Test Examiners, Proctors, principals, and any other individual associated with the testing process, such as teachers in non-tested grade levels, teacher aides, front office staff, and custodians. Failure to participate in the training may result in action by IDOE against the noncompliant school corporation. This action can include, but may not be limited to, the school corporation being required to develop a corrective action plan (signed by the Corporation Test Coordinator and school corporation’s Superintendent) explaining how it will ensure mandatory trainings are completed by all appropriate staff.

Section 6: Test Administration

Part A: Before testing

1. ***Communication with students regarding test protocols.*** It is extremely important that the following expectations are clearly communicated to students prior to the start of test administration.
 - It is a violation of test security procedures for students or staff to discuss, rephrase or paraphrase test questions/materials (in person, by phone, via email, texting or social media, or any other communication method) with anyone, including, but not limited to, other students (“other students” not only refers to students within the same school but also applies to students attending any school) or other educators. Student-level consequences for any such violations will be determined by the local school corporation. Consequences for school corporations will be determined by IDOE.
 - It is a violation of test security procedures for students or staff³ to have access to cell phones, smart watches, or any other unauthorized device during testing. Student-level consequences for any such violations will be determined by the local school corporation. Consequences for school corporations will be determined by IDOE.
 - It is a violation of test security procedures for students or staff to take pictures or snapshots of any test materials (practice or operational). In addition, it is a violation of test security procedures to share pictures or snapshots of test materials with anyone. Student-level consequences for any such violations will be determined by the local school corporation. Consequences for school corporations will be determined by IDOE.
 - It is a violation of test security procedures for students or staff to review or respond to test questions ahead of or following the test session the student is currently completing. Please review the Students Who Proceed to Another Test Session Without Permission guidance in the “Order of Test Sessions” section of this Chapter for more details. Student-level consequences for any such violations will be determined by the local school corporation. Consequences for school corporations will be determined by IDOE.
 - It is a violation of test security procedures for students to review or change answers in test sessions that were previously completed prior to the student working in his/her current test session. Student-level consequences for any such violations will be determined by the local school corporation. Consequences for school corporations will be determined by IDOE.
2. ***Acceptable and Unacceptable practices for student preparation.*** The following are examples of actions that can take place prior to the opening of an assessment window for a standardized assessment. School staff MAY:

³ The one exception to the cell phone policy for adults is if this is the school’s only means of communication regarding an urgent matter.

- Incorporate and review English/language arts and mathematics standards when reviewing other subject areas.
- Review assessment objectives as part of a general review of critical curricula.
- Give students enough practice with various item formats of assessments to ensure that assessments measure students' knowledge and understanding, not their test-taking skills.
- Extensive use of test practice materials is not appropriate (see below for details).

The following are examples of actions that CANNOT take place at any time during the school year. School staff may NOT:

- Use current, past, or parallel test items as test preparation materials—except when those items have been released specifically for review purposes by IDOE via posting on the web.
 - It is also not acceptable to use unreleased test items, making minor alterations in those test items (such as changing the order of multiple-choice answers) and using such materials for review or instruction.
- Call students' attention to the fact that a similar question will be on the assessment.
- Develop and use elaborate review materials (workbooks, worksheets, live or online lessons, etc.).
 - Educators need to be good consumers of practice items, making sure the items used truly align to standards and not making the items exclusively the curriculum. IDOE recommends that educators are mindful when presenting content to students or parents/guardians that may be viewed as test prep materials (i.e., ILEARN Prep Time) since the assessment aligns to the depth and breadth of Indiana's Academic Standards. Examples of elaborate review materials include:
 - A large packet of review items that takes a significant time away from daily classroom instruction or that is used during Test Prep Sessions/Clubs outside of school hours (before or after school) just prior to testing.
 - Review items that paraphrase or mirror actual test items
 - Drilling students on items from a review booklet that accompanies the textbook or digital curriculum

Educators need to use best practice with these types of materials. Appropriate use of the items that align might include a daily warm-up activity.

The following are examples of actions that CANNOT take place after the testing window for a standardized test has opened. School staff may NOT:

- Teach assessment content that has not been previously covered during the time period immediately preceding the assessment (“cramming”).

- Assessment prep review games or activities.
- Review standards and concepts with only those students to be assessed.
- Review only the Indiana Academic Standards covered by the assessment.
- Review only those objectives on which students performed poorly on previous assessments.

3. **Display of reference materials.** Please note that guidelines are in effect regarding the display of reference materials during testing at all grades. Assessment spaces must be appropriately prepared for the administration of standardized assessments. School staff members may discuss concerns about the appropriateness of specific displays with their Corporation Test Coordinator or by contacting the Office of Student Assessment prior to testing.

The following kinds of materials **MUST** be covered or removed from walls or bulletin boards during testing in all rooms or areas in which students will be assessed:

- All posted materials, such as wall charts, visual aids, posters, graphic organizers, and instructional materials that relate specifically to the content being assessed. This includes, but is not limited to, the following items:
 - Multiplication tables
 - Tables of mathematical facts or formulas
 - Fraction equivalents
 - Number lines and coordinate planes
 - Writing aids
 - Punctuation charts
 - Spelling or vocabulary lists
 - Phonics charts
- All reference materials that a reasonable person might conclude offers students in that classroom or space an unfair advantage over other students.
- All support materials that teachers might remove if they were giving their own unit tests in those subject areas.

The following material **MAY** be posted:

- Alphabet Chart (containing letters only)

4. **Built in Accessibility Tools and Allowable Resources and Strategies for ALL Students (refer to Accessibility and Accommodation Guidance).** Particular resources and strategies that are used during instruction are also allowable for all students with

regard to assessments, and therefore, are not considered accommodations. Also, ILEARN, I AM, ISTEP+ Assessments, as well as IREAD-3 and ECAs, have online tools that are available for all students. Please refer to the Accessibility and Accommodation Guidance for more details.

5. **Assessment Experience.** Opportunities are provided for students, educators, parents/guardians, and community members to “experience” sample test items representing the type of questions that students will see on state assessments. Also, some of the online accommodations are available to try. Visit IDOE Assessment website for more information: <http://www.doe.in.gov/assessment>.
6. **Testing Accommodations.** Test Examiners are required by law to be familiar with the testing accommodations approved for students with disabilities, students with Limited English Proficiency, and students with medical conditions covered by Section 504 of the Rehabilitation Act. The Test Coordinator is responsible for making sure Test Examiners are aware of all test accommodations a student will need prior to a test session and for ensuring that Test Examiners receive training to provide appropriate accommodations. If a student is not provided a test accommodation listed in his or her IEP, Section 504 Plan or Individual Learning Plan (ILP), the school must submit a Testing Irregularity Report, notify the student’s parent/guardian, and contact IDOE for guidance as to whether the test session(s) must be invalidated.
7. **Practice Tests.** The purpose of a Practice Test is to familiarize students with the types of items that are part of the operational test administration. For online testing, students also need to become comfortable using online testing tools. Students need to engage in a practice test opportunity once per school year.

Schools may implement the required Practice Test portion of the testing program in one of two ways. Schools must administer the Practice Test to every student at least once in advance of the operational assessment. Schools may use the Practice Test to reinforce the mechanics of responding to different item types and navigating the online testing system. IDOE will release Practice Test guidance to Corporation Test Coordinators for distribution at the local level.

8. **Make-up Tests.** The same test administration, test accommodation, and test security procedures and protocols for tests administered during scheduled testing also apply to make-up testing. Schools must appropriately plan time in the testing schedule for make-up testing. Make-up test sessions should be outlined in each school’s locally developed test schedule. School administrators must monitor make-up test administration to ensure Test Examiners and Proctors are adhering to test administration, test security, and testing accommodation protocols. Students may not be left unsupervised during make-up testing. Make-up test sessions must be administered by a licensed Test Examiner (see Section 4 Part A for licensing details).

Part B: During Testing

1. *Testing irregularity/Testing security concerns.*

- *Testing irregularity.* Any deviations from standardized conditions during testing (e.g., sudden illness, school emergencies) must, at a minimum, be locally documented and reported to the School Test Coordinator, building Principal and Corporation Test Coordinator.

A testing irregularity is any unexpected event that significantly disrupts the testing environment of a student. Corporation Test Coordinators must be made aware of testing irregularities and the Testing Irregularity Report form (located in *Appendix C*) must be completed and submitted. In addition, the Corporation Test Coordinator must sign each *Testing Irregularity Report* form prior to submission to the Office of Student Assessment.

- *Test security complaints and investigations.* Each school shall investigate and report any complaint of inappropriate testing practices and testing security issues according to the Protocol for Reporting and Investigating Alleged Breaches as established and published pursuant to 511 IAC 5-5-4. Corporation Test Coordinators must be promptly made aware of inappropriate testing practices and testing security issues. All test security concerns must be documented and immediately submitted to the Office of Student Assessment utilizing the Testing Concerns and Security Violations Report form. (See *Protocol for Reporting and Investigating Alleged Breaches* in *Appendix A* and the *Testing Concerns and Security Violations Report* form in *Appendix C*).
- *Interruption to testing.* For timed assessments such as ISTEP+, when an interruption to testing has occurred, the test session can be completed IF the Test Examiner is aware of the amount of time that remains in the test session. For example, if the fire alarm goes off, the first step is for the Test Examiner to write down the current time. While students are waiting outside during the fire alarm emergency, the Test Examiner must not permit students to discuss the contents of the test. Upon returning to class, the Test Examiner may resume the administration of the test session, allowing the students the exact number of minutes that remain to finish the interrupted test session. **For timed assessments, once a test session has started, the session must be completed during the same school day.** ILEARN is an untimed computer-adaptive test, so student tests may be paused and resumed, as needed, throughout the test window.

Interruptions, at a minimum, should be documented at the local level.

2. *Review of inappropriate actions during testing.* Corporation Test Coordinators and School Test Coordinators must ensure staff are informed **it is NEVER appropriate to:**

- Coach students by indicating in any way (e.g., facial expressions, gestures, or the use of body language) that an answer choice is correct or incorrect, should be reconsidered, or should be checked.

- Allow students to use any type of mechanical, technical or paper device or aid (calculators, computers, read aloud scripts or text-to-speech) unless the test directions allow such use or the device is documented as a necessary and allowable testing accommodation for the student (see *Accessibility and Accommodation Guidelines*).
 - Answer students' factual questions regarding test content or vocabulary.
 - Simplify, modify or change test directions in an effort to make them easier for student's to understand.
 - Read any parts of the test to students (except as indicated in the test directions, or as documented as an acceptable IEP, Section 504 Plan, Individual Learning Plan [ILP], or nonpublic school Service Plan). In no case may reading comprehension questions be read to the student.
 - Alter students' answers during or after testing.
3. **Prohibition of cell phones, smart watches and other electronic devices.** Cell phones, smart watches and other personal electronic devices not directly used in the administration of the test should not be present in the testing environment. This applies to both students and adults. (The one exception to the cell phone policy for adults is if this is the school's only means of communication regarding an urgent matter.)

All schools must inform staff and students that cell phones, smart watches and other personal electronic devices not directly used in the administration of the test cannot be present in the testing environment. In addition, schools must have a plan in place for ensuring students do not have access to cell phones, smart watches and other personal electronic devices during testing (i.e., a plan for the collection and secure storage of such devices).

In the event that a cell phone, smart watch, or other unallowable electronic device is found in a student's possession while test materials are present, follow the action steps outlined in the *Social Media or Unallowable Devices Concern Report* form in *Appendix C*.

4. **Providing directions.** Test Examiners and Proctors MUST NOT rephrase test items or answer student's factual questions about test content or vocabulary, but they may repeat initial test session directions as described in the Examiner's Manual.
5. **Monitoring of Students.** Test Examiners and Proctors must monitor the testing session to ensure that all students have the opportunity to succeed. It is not acceptable for Test Examiners and/or Proctors to leave students unsupervised (for any amount of time), to concentrate on other tasks or materials, or to otherwise ignore what is happening.

Test Examiners and Proctors must ensure that all students:

- Receive appropriate accommodations.

- Follow instructions.
- Respond in the appropriate places in answer documents.
- Do not exchange answers.
- Do not interfere with or distract others.
- Use only permitted materials and devices.

6. **Monitoring of Examiners and Proctors.** School administrators must have a plan in place to monitor during testing to ensure staff are adhering to test administration and test security protocols with fidelity. Documentation (monitoring logs/reports sharing monitoring dates/times, names of Examiner/Proctors monitored, what was observed during monitoring, and any concerns) of monitoring conducted during testing must be kept on file at the local level. This documentation will be requested and reviewed during IDOE monitoring of schools.

7. **Order of Test Sessions.** Test sessions on state accountability assessments **MUST** be given in order within a content area. For example, when administering the mathematics test sessions, Session 1 or Segment 1 must be administered first, followed by Session 2 or Segment 2. The content area order may be determined locally. The decision to administer specific content areas first may be made by grade level in each individual school. For example, the administration of ELA may take place for one grade level, while students in another grade level are taking the mathematics portion of the assessment.

It is not permissible to alternate test sessions from one or more content areas. All of the test sessions for a content area must be administered in order prior to administering test sessions/segments from the next content area **with one exception for ISTEP+ and ECAs:** If a student has been **absent**, the student begins or resumes testing with his/her class. Missed test sessions/segments are made up during a scheduled make-up session prior to the end of the testing window.

Students Who Proceed to Another Test Session/Segment Without Permission: If a student has completed one session/segment of a test and has proceeded to the next session/segment without receiving specific instructions from a Test Examiner to do so, the assessment must be invalidated. In order to be fair to students—and given the nature of this problem—the following guidelines have been developed to provide direction for the Test Examiner:

- If a Test Examiner discovers that a student has proceeded to another test session without proper instructions to do so, but has only accessed questions in the test book after turning the page once, or visiting one operational item online, to start the next test session or segment, the Test Examiner must immediately stop the student and take the assessment book from that student or pause the assessment online. The student will be allowed to finish the remaining portion of the partially completed test session when all other students are scheduled to complete that test session. However, the student may not change the answers to questions he or she already has attempted.

- If a Test Examiner discovers that a student has proceeded to another test session or segment without proper instructions to do so, and has accessed questions beyond the initial page(s), or first operational item online, in the next test session—i.e., turned more than one page—the Test Examiner must immediately stop, take the assessment book from that student, and contact the Office of Student Assessment for assistance by calling (317) 232-9050 or (888) 544-7837. The test session may need to be invalidated; in this case, the student will not be allowed to complete the test session. The student should, however, be allowed to complete any other test sessions that have not yet been attempted.

8. **Invalidations.** Follow instructions for invalidation of a test session in the Examiner’s Manual. It is important to note that invalidation is not reversible once a testing window has closed.

It is critical that school administrators promptly contact parents/guardians in the event that their child’s assessment is invalidated to inform parents/guardians about the circumstances that led to the invalidation and also to provide advance notice that their *child’s Individual Student Report* will reflect the invalidation. While initial contact can be made by phone, it is important that more formal documentation (i.e., a copy of a letter or email notification sent to applicable parents/guardians) of the communication is kept locally on file.

Part C: After Testing

- **Transcribing.** Transcribing occurs after the administration of the state-required assessments in several situations, including, but not limited to, the following scenarios.
 - The student circled (or otherwise marked) his/her answers directly in the test book on the multiple-choice portion of the test.
 - The original test book becomes damaged or unreadable.

In either of these instances, transcribing is not considered an accommodation. The steps for transcribing can be found in the *Test Coordinator’s Manual* for the specific assessment, including directions on how to handle, transcribe, and return damaged and large print test books.

- **Secure destruction and return of testing materials following administration.** Assessment books and supplies are secure materials. It is the responsibility of school officials to adhere to all guidelines for the proper disposal and return of secure materials following an assessment administration. Duplication of assessment materials constitutes a breach of test security.

Please refer to the *Test Coordinator’s Manual* for directions on the proper packaging and return of assessment materials. For the accurate scoring of student assessments, it is critical that the documents are returned on time and to the appropriate vendor.

Student answer booklets found more than one week after pick-up must be immediately returned to the testing vendor, however, the student's responses will not be scored.

Failure by a corporation or its employees to return all test materials may be considered as an integrity breach under 511 IAC 5-5-3, which may result in an action under IC 20-28-5-7 or the school corporation being required to develop a corrective action plan (signed by the Corporation Test Coordinator and school corporation's Superintendent), explaining how it will ensure testing materials are disposed of and returned appropriately in the future.

Section 7: Guidance for Specific Categories of Students

Part A: Foreign exchange students. Neither Indiana nor federal law provides any exemption from assessing foreign exchange students. Foreign exchange students, therefore, must participate in ILEARN and ISTEP+.

Part B: Limited English Proficient students and federal flexibility.

Indiana defines a “recently arrived English learner” as an English learner enrolled in US schools for less than twelve (12) cumulative months during the school year. Indiana will uniformly apply statewide flexibility for recently arrived English learners to provide three (3) years before fully incorporating the achievement results of recently arrived English learners in accountability determinations. In year one, recently arrived English learners will participate in all content areas of statewide annual assessment, but English Language Arts results will be excluded from accountability calculations and determinations. In year two, recently arrived English learners will participate in all content areas of statewide annual assessment, and for English Language Arts, growth scores only will be included in accountability calculations and determinations. In year three and beyond, recently arrived English learners will participate in all content areas of statewide annual assessment, and achievement and growth scores will be included in accountability calculations and determinations.

- **ECAs (End of Course Assessments).** The Algebra I and English 10 ECAs are administered to any students who needs to take them to fulfill the graduation requirement.
- **ISTEP+ Grade 10 Mathematics and English/Language Arts.** The ISTEP+ Grade 10 Mathematics and English/Language arts assessments are administered to fulfill the graduation requirement for students enrolled in Cohort 2022 or prior.

Part C: Students with temporary conditions that affect ability to take test.

- **Emergency / Temporary Accommodation Plan under 511 IAC 5-2-4(b).** School corporations may provide testing accommodations to a student with a temporary condition, such as a broken arm or concussion, when that condition prevents the student from participating in a state-required assessment in the manner in which the student would normally participate. If such an instance occurs, the school must develop an Emergency/Temporary Accommodation Plan under 511 IAC 5-2-4(b) or Individual Health Plan that describes the accommodation(s) the student will utilize during testing. These recommendations must come from the student’s health care provider.

An Emergency/Temporary Accommodation Plan under 511 IAC 5-2-4(b) is a written plan that includes a description of what took place and describes the accommodation(s) the student will utilize during testing.

For students with concussions, IDOE has developed several guidance documents that can be used by both providers and schools regarding academic accommodations.

These documents can be found under the Return to Learn Protocol section at <http://www.doe.in.gov/student-services/health/concussion-and-sudden-cardiac-arrest>.

The school is required to notify the student's parents/guardians of the planned accommodation(s). This document must be included as part of the student's permanent record kept on file at the local level and **does not** need to be submitted to the Office of Student Assessment.

The Corporation Test Coordinator can order a paper form of an assessment by submitting a *Non-Standard Assessment Accommodation Request*.

- If a scribe is needed, follow the instructions for scribing in the *Test Coordinator's Manual* for the specific assessment.
- If the student will be typing one or more responses, follow the *Computer-Generated Response Directions* in the *Test Coordinator's Manual* for the specific assessment.
- If the test needs to be transcribed, the instructions for transcribing can be found in the *Test Coordinator's Manual* for the specific assessment.

Part D: Students with health-related concerns. Some students have health-related concerns that must be taken into account during a state-required assessment. For example, a student is required to take medication in the school clinic at 10:00 a.m. each day. Although the best-case scenario is to schedule the assessment around it, this is not always possible. Please note that the student is permitted to leave the classroom for such health-related concerns during a test session *as long as the teacher documents the length of time the student is absent from the classroom* (in this case, to take the medication). The student in this particular case would be allowed the total number of minutes for the test session despite the need to visit the school clinic. Please note that students taking ILEARN Performance Tasks, ISTEP+ Grade 10 or ECAs must complete an interrupted test session during the same school day.

Part E: Illness during testing. Schools must have a clear and consistent policy that defines "excused illness." The assessment window will generally allow enough time for a student to make up a missed portion of the assessment due to an illness.

It is expected that the vast majority of students will complete state-required assessments. Under no circumstances may a student who is legitimately ill be required to attempt the test, and no assessments may be given after the end of the testing windows established by the Indiana State Board of Education. If a student has started a test session and is unable to complete it due to illness, the school may need to invalidate that particular session. If so, school staff should document the test session that is not completed, complete an invalidation form, and distribute the form to the appropriate personnel. Additionally, parents/guardians must be notified of the test invalidation. Invalid tests must be returned for scoring.

Documentation regarding the invalidation should be kept at the local school. For assistance regarding invalidation, please contact the Office of Student Assessment by calling (317) 232-9050 or toll free at (888) 544-7837.

If a student has completed the majority of a test session prior to becoming ill, contact the Office of Student Assessment by calling (317) 232-9050 or (888) 544-7837 for assistance in determining whether to invalidate the session.

Part F: Students with medical emergencies during testing. Under no circumstances may a student who would be considered too ill or injured to attend school or regular class be required to attempt the test. If the student is able to receive instruction during the testing window, including off-site instruction (e.g., at home or in the hospital/facility), the student is generally able to participate in an assessment utilizing the *Emergency/Temporary Accommodation Plan* listed above.

If determined by a licensed health care provider that a student cannot participate in the testing window, the school must obtain a written statement from the student's health care provider stating that the student is prohibited, due to their medical condition, from participating in any type of testing. The document must be on the provider's official letterhead and include the student's diagnosis, the reason for not being able to test, the provider's contact information, and must be signed and dated by the student's licensed health care provider.

There is no medical exemption for accountability submitted during the testing window. This is now part of the audit procedure for accountability.

For school accountability, students who are considered "undetermined" will be included as nonparticipants when calculating participation rates for school accountability purposes. If participation rate is 95% or higher, participation rate defaults to 100%, so schools still receive 100% participation even if, due to a medical issue, all students do not test. If participation rate is below 95%, the school can submit the health care provider's statement described above. The statement must be on the provider's letterhead and must be dated immediately before or during the student's testing window. If you have questions about this procedure, please contact the Office of Student Accountability at schoolaccountability@doe.in.gov.

Part G: Homebound students. Students who are normally enrolled in a public school, charter school, accredited nonpublic school, or Choice school, but who are physically unable to attend school and who receive instruction in their homes, are required to participate in statewide assessments under conditions similar to general education students. For a student receiving homebound services, the Corporation Test Coordinator can order a paper form of an assessment by submitting a Non-Standard Assessment Accommodation Request form. The assessment can be administered during the student's scheduled service hours within the testing window, as long as the student does not have contact with other students. The test must be stored securely at all times, including during transport to and from the student. It is essential to document the custody of the test document during the test administration to ensure security related to testing materials. If such a student requires special testing accommodations, please refer to *Accessibility and Accommodation Guidance*.

Part H: Nonpublic schools and home-schooled students.

- ***Students in accredited nonpublic schools.*** Students enrolled in accredited nonpublic schools must participate in state-required assessments (IC 20-32-2-3) at the accredited nonpublic school.
- ***Students in non-accredited nonpublic schools.*** Students enrolled in nonpublic schools that are not accredited may not participate in state-required assessments at their nonpublic school.
- ***Students in home schools.*** Students enrolled in home schools may not participate in state-required assessments.
- ***Students with dual enrollment⁴ (public and accredited nonpublic schools).*** If a student has dual enrollment in a public school and an accredited nonpublic school, the student is subject to required participation in state-required assessments at either the public school or the accredited nonpublic school.
- ***Students with dual enrollment⁴ (public and non-accredited nonpublic schools, including home schools).*** If the student has dual enrollment in a public school and a non-accredited nonpublic school (including home schools), per Indiana Code 20-33-2-12, the student may be offered the opportunity to participate in state standardized assessments, but such participation is not required.
- ***Students in non-accredited nonpublic schools or home schools receiving special education services (not enrolled in a public school or accredited nonpublic school).*** Although school corporations are required to offer special education services to these students, the students do not participate in state-required assessments.

Part I: Suspended students. It is the responsibility of an accredited public or non-public school to administer applicable assessments to all of its enrolled students, as appropriate, including those students who may be suspended from school during the assessment window. Some schools have placed conditions on such testing (testing at an alternative site, having a parent or guardian present to ensure good behavior, etc.).

Part J: Expelled students. Except for a special education student who has been removed from the student's regular school setting and who is entitled to continue to receive educational services, a public school is not required to provide any services to a student who has been expelled. However, if the school provides any educational services (alternative education, special education, "last chance" program, etc.) to a student who has been expelled or who faces expulsion, the school must administer state-required assessments to the student.

⁴ To qualify for dual enrollment, the student must receive educational services from the school corporation; that is, the student must be enrolled in the school and participate in at least one course or curriculum program that is part of the public school's regular instructional day. The student must be included in the school corporation's Average Daily Membership (ADM) count on a full-time equivalency basis as provided in IC 20-43-4-6. Students participating only in extracurricular activities are not considered enrolled.

A school may provide state-required assessments to a student who has been expelled and who receives no other educational services. Some schools have placed conditions on such testing (testing at an alternative site, having a parent or guardian present to ensure good behavior, etc.). If a student is tested through an alternative education program, the student's scores will be aggregated with the results of the school corporation.

Part K: Students in alternative schools/programs or private residential treatment facilities. If a student is in an alternative school or program, the student will receive educational services from the local school corporation, which includes participation in state-required assessments. The school corporation must follow all test administration requirements and may administer state-required assessments in the alternative setting or at another location within the school corporation. The Corporation Test Coordinator can order a paper form of an assessment for the student by submitting a Non-Standard Assessment Accommodation Request form.

As provided by IC 20-26-11-11.5, if a student is placed in a private residential treatment facility described in IC 31-9-2-115(a)(1) by a physician, and the student receives educational services provided by the facility, the corporation of legal settlement is responsible for ordering and delivering the test materials as well as including the facility staff in formal training. The corporation of legal settlement must also have a *Testing Security and Integrity Agreement* on file for this staff. (Refer to Section 5 of this chapter.) The student's scores will be aggregated with the results of the corporation of legal settlement. The Corporation Test Coordinator can order a paper form of an assessment for the student by submitting a *Non-Standard Assessment Accommodation Request* form.

If a student is placed in a private residential treatment facility by a physician, but the facility does not provide educational services to the student, the corporation of legal settlement is responsible for the student's participation in state-required assessments. The corporation of legal settlement must follow all test administration requirements and may administer state-required assessments in the private residential treatment facility. The student's scores will be aggregated with the results of the corporation of legal settlement. The Corporation Test Coordinator can order a paper form of an assessment for the student by submitting a *Non-Standard Assessment Accommodation Request* form.

Part L: Students in correctional facilities. If a student is in a local juvenile or adult facility that does not have an educational program, the student will receive educational services from the local school corporation, which includes participation in state-required assessments. The school corporation must administer state-required assessments in the secure facility and follow all test administration requirements. The Corporation Test Coordinator can order a paper form of an assessment for the student by submitting a Non-Standard Assessment Accommodation Request form.

The Department of Correction (DOC) will test students in DOC facilities.

Section 8: Scoring and Reporting

This section, *Scoring and Reporting*, applies to the ILEARN, ISTEP+ (Grade 10), and End of Course Assessments.

Part A: Scoring process of the open-ended assessments. Indiana’s test contractors employ qualified readers in English/language arts, mathematics, science, and social studies. The ILEARN assessment will solicit Indiana educators to assist in this process. Each applicant must hold a minimum of a bachelor’s degree from an accredited college or university. Teaching experience in English, mathematics, science or social studies is preferred, and many past readers have held Indiana teacher licenses. Table leaders, who meet the qualifications for a reader and have additional training and experience, supervise the readers. All readers must complete a rigorous training program and qualify for scoring by demonstrating their competence in scoring. The entire scoring process is monitored continually. Readers are monitored during scoring to ensure reliability; any readers with unacceptable levels of reliability are retrained or replaced.

Additional information about the ILEARN educator recruitment process will be communicated to schools in Fall 2018.

Part B: Aggregate test results and special accommodations. ILEARN and ISTEP+ test results will be reported at the state, corporation, and school level for any of the following groups with ten or more students:

- General Education
- Special Education
- Limited English Proficient (LEP)
- Socioeconomic Status (SES)
- Gender
- Ethnicity

Part C: Assessment results. As per IC 20-32-5-9, corporations must promptly provide parents/guardians with information to access their child’s assessment results.

Part D: Requesting a rescore of a student’s assessment. According to IC 20-32-5-9, “A student’s parent or guardian may request a rescoring of a student’s responses to a test, including a student’s essay.” A parent/guardian may request to have an open-ended item rescored if he or she has evidence of incorrect scoring. A rescore should not be requested solely based on the student’s scale score. It should be stressed that the scores obtained through rescoring will be final. Parents/guardians should also be aware that scores resulting from the rescore process are unlikely to be more than a few points different from the original score, if the score is changed at all. Rescores must be requested by schools on

behalf of the parent within the published rescore window. Additional information about the ILEARN rescore request process will be communicated to schools in Fall 2018.

Section 9: Test Security

Part A: Overview. The purpose of this section is to describe what constitutes unethical practices related to the security of assessment materials, including those related to online and/or paper assessment administrations, before, during, and after test administration. Prior to the release of specific items by IDOE via posting on the website, all assessment materials are considered secure. Pursuant to 511 IAC 5-5-3(e), noncompliance with the *Code of Ethical Practices and Procedures* may result in action by IDOE under IC 20-28-5-7. In addition, pursuant to 511 IAC 5-5-3(f) IDOE has the authority to enforce applicable intellectual property laws.

Currently, for some assessments, assessment books are shipped to each Indiana school corporation about three weeks prior to the start of the assessment window. These books remain in corporations and schools up to one week after the test window ends. This schedule results in assessment books being in the corporation or schools for approximately six or seven weeks. This length of time makes security of the assessment books a critical responsibility.

School corporation administrators must develop, implement, and assess procedures for the secure storage, administration and delivery of standardized test books back to testing vendors by established deadlines. **Failure by a school corporation or its employees to securely store, administer and return all secure test materials by established deadlines may be considered an integrity breach under 511 IAC 5-5-3, which may result in an action under IC 20-28-5-7.** Again, student answer booklets found more than one week after pick-up must be immediately returned to the testing vendor, however, the student's responses will not be scored.

Part B: Secure materials. Many assessment materials are secure materials. It is the responsibility of school officials to adhere to all guidelines for the proper disposal and return of secure materials following assessment administration. Duplication of assessment materials constitutes a serious breach of test security. Prior exposure of students to test questions necessitates the invalidation of scores and denies those students the right to receive accurate test results.

Under no circumstances may anyone view student test materials prior to administering the assessment.

Part C: Test security violations. It is a violation of test security to:

- Review test questions prior to, during or after test administration.
- Give examinees access to test questions prior to testing.
- Copy, reproduce, or use in any manner any portion of any secure assessment, for any reason.
- Alter student answer documents (paper/pencil or online) prior to, during, or after testing.
- Share or post actual or paraphrased test items/content or student responses in a public forum, social media, text, or email.

- Comment on test content in a public forum, social media, text, or email.
- Take pictures of assessment materials.
- Deviate from the prescribed administration procedures specified in the *Examiner's Manual*.
- Make answer keys available to examinees.
- Score student responses on the test locally before submitting the assessment for scoring to the test contractor, as designated by IDOE.
- Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this section.

Part D: Required local test security policy. Every school corporation or other test administration location that administers tests under the Indiana Assessment System **MUST** have a locally developed written test security policy. The test security policy developed by the entity should:

- Specify that secure test materials should not be delivered to school buildings more than one week (preferably less) in advance of test administration;
- Specify that teachers and other school staff members are not allowed access to secure materials (except for the *Examiner's Manual*) more than 4 hours in advance of test administration; and
- Describe the entity's plan for ensuring the security of assessment materials during testing and storage of all secure assessment materials before, during, and after testing. All test materials should be stored at a central location under lock and key.

Locally developed written test security policies must include, but not be limited to, the following a description regarding how the corporation will:

1. Ensure that all appropriate staff have knowledge of the *Code of Ethical Practices and Procedures* and understand how to secure, administer, and handle the assessments while in their possession.
2. Ensure all appropriate staff receive test administration training prior to testing.
3. Ensure all staff receive test security training prior to testing.
4. Ensure staff members who will provide students with testing accommodations are familiar with each student's individual accommodation needs as per the student's Individual Education Plan (IEP), Individual Learning Plan (ILP), Section 504 Plan, and/or nonpublic school Service Plan prior to testing.
5. Ensure staff members who will provide students with testing accommodations receive focused training on providing such accommodations prior to testing.
6. Define and clearly communicate at least once annually for all appropriate staff how staff implementation of test administration and test security standards and procedures will be monitored by school administrators.

7. Define and clearly communicate at least once annually for all appropriate staff all security procedures established for each assessment.
8. Provide any other information and professional development necessary to ensure that all appropriate staff have the knowledge and skills necessary to make ethical decisions related to preparing students for an assessment, administering the assessment, and interpreting the results from assessment.
9. Establish a testing schedule.
10. Establish an access policy for assessment materials that allows only appropriate staff to have access to test administration manuals prior to the administration of the test, but prohibits the reviewing of any secure test questions before, during, or after the assessment administration.
11. Establish a process that ensures all student assessments are secure when they are not being administered.
12. Annually review school materials and practices related to preparing students for assessments. The description must include an explanation regarding how the school corporation will ensure test preparation materials used by school staff are appropriate and do not violate test security protocols.
13. Monitor testing to ensure staff are administering assessments with fidelity in terms of test administration and test security protocols/procedures and that staff are appropriately providing students with accommodations included in their IEPs, ILPs, Section 504 Plans, or Service Plans.
14. Provide channels of communication that allow teachers, administrators, students, parents/guardians, and other community members to voice their concerns about testing practices they consider inappropriate (see the *Testing Concerns and Security Violations Report* form in *Appendix C*).
15. Establish procedures for investigating any complaint, allegation, or concern about inappropriate testing practices, and ensuring protection of both the rights of individuals and of the integrity of the assessment.
16. Investigate any complaint of inappropriate testing practices or testing irregularities according to the *Protocol for Reporting and Investigating Alleged Breaches or Irregularities* as established and published pursuant to 511 IAC 5-5-4 (see *Appendix A*).

Part E: Fidelity and integrity – Requirements and potential consequences. Any individual with a license granted by IDOE who violates the *Code of Ethical Practices and Procedures* as established and published pursuant to 511 IAC 5-5-3 may face disciplinary action under IC 20-28-5-7, 511 IAC 5-5, and/or other applicable remedies available under state and federal laws. Violations of test security, pre-test activities, testing conditions, and post-test activities may result in license suspension or revocation of any school personnel involved under IC 20-28-5-7.

Part F: Response Analysis. As a part of test security protocols, IDOE receives an analysis each year of the patterns of answer changes for student testing groups for some assessments. This statistical analysis focuses on answers that are changed from wrong to right and it identifies groups of students whose average number of answer changes significantly exceeds the state average for answer changes at that grade level and content area.

Following the delivery of the data, IDOE reviews the analysis. Based on this review, IDOE requires corporations to evaluate their data for the identified student groups based on one or more tiers of statistical significance. Test sessions of concern are flagged as Tier One or Tier Two. Tier One represents testing groups at a grade level and content area within a school whose average number of wrong to right answer changes is between four to six standard deviations greater than the state average. Tier Two represents testing groups at a grade level and content area within a school whose average number of wrong to right answer changes is more than six standard deviations greater than the state average. Corporations are required to complete documentation and conduct interviews to gather more details regarding flagged test sessions. IDOE reviews corporation documentation and notifies the corporation if additional action steps are necessary.