**Table of Contents**

- Introduction ........................................ 3
- Section 1: Communication from the Indiana Department of Education (IDOE) .......................... 5
- Section 2: Indiana Department of Education Monitoring of Test Administration .................. 6
- Section 3: Opt-Out Guidance .......................... 7
- Section 4: Roles ....................................... 8
- Section 5: Formal Training for Staff and Testing Security and Integrity Agreement ........... 13
- Section 6: Test Administration ........................ 14
- Section 7: Guidance for Specific Categories of Students .................................................. 23
- Section 8: Scoring and Reporting ..................... 31
- Section 9: Test Security ................................ 33
Introduction

It is important to note that the information in the Indiana Assessments Policy Manual applies to all state-required assessments, including ILEARN, I AM, ISTEP+ Grade 10, IREAD-3, NAEP, Early Childhood Assessments, 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
  Part A: DOE Online
  Part B: Test Coordinator Corner
  Part C: Requirement to Share Assessment Communication

Section 2: Indiana Department of Education 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: Administration Outside of Standard Testing
  Part B: Before Testing
  Part C: During Testing
  Part D: After Testing

Section 7: Guidance for Specific Categories of Students
  Part A: Foreign Exchange Students
  Part B: Recently-Arrived English Learners 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: Testing Students at Alternate Sites
  Part I: Protocol for the Presence of a Medical Support During Testing
  Part J: Students with No Mode of Communication
Section 8: Scoring and Reporting
   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: Data Forensic 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
   ● Test Coordinator Corner Forms: The following forms are only available to Corporation Test Coordinators and are located in the Test Coordinator Corner Community in Moodle.
     ● Fidelity Assurance Form
     ● Non-Standard Assessment Accommodation Request Form

Appendix D: Accessibility and Accommodations Guidance
Appendix E: Calculator Policy
Appendix F: Ancillary Guidance
Appendix G: Practice Test Guidance
Appendix H: Test Invalidation Guidance
Appendix I: Assessment User Roles and Responsibilities Checklist
Appendix J: Technology Policy
Section 1: Communication from the Indiana Department of Education

**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 (i.e., a home address is not appropriate). 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 (OSA) are distributed using the contact information from DOE Online.

**Part B: Test Coordinator Corner (in Moodle).** CTCs must join and access the Test Coordinator Corner community in Moodle to review 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 OSA 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.

Listserv messages are disseminated each Monday to CTCs. Urgent listservs related to current assessment administrations may be delivered during the week as necessary by circumstances.
Section 2: Indiana Department of Education Monitoring of Test Administration

OSA conducts unannounced onsite monitoring visits during testing windows. The purpose of monitoring is to ensure the 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, failure to return secure test materials by required deadlines, Data Forensic Analysis concerns (see Section 9 Part F), and a random sample derived from Indiana demographic data. A minimum of five school sites will be monitored during most test administration windows. 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 STCs 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 an accredited nonpublic school in Indiana must take the required Indiana assessments. 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) (III) 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 federal accountability system. Students’ failure to take Indiana's assessments may result in a lower federal accountability rating. Lastly, please note that federal law requires 100 percent of English Learners participate in the WIDA ACCESS 2.0 assessment for development of English language proficiency.
Section 4: Roles

Part A: Test Administrators. The assessment is to be administered only by personnel who hold a license granted by IDOE. The license must be an instructional, administrative, or a school services license. Personnel with an emergency Indiana license (in one of these three areas) can also serve as Test Administrators (TAs).

NOTE: TAs must complete a brief certification process to initiate assessments in the American Institutes for Research (AIR) platform. A separate certification is required to administer I AM based on specific protocols used for this assessment. TAs are required to complete training for all WIDA assessments they will administer. Training courses are accessible via the WIDA Secure Portal and must be completed bi-annually.

TAs cannot 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 Test Administrator’s Manual (TAM).

Spanish translated directions for the practice test and operational directions will be available on ILEARN for Spanish-speaking students using the print booklet (accommodated form). The script must be followed explicitly and the TA should not deviate from what is on the script.

Read aloud scripts will be available for a human reader for students using the print booklet with the test read aloud accommodation. The script must be followed explicitly and the TA should not deviate from what is on the script.

TAs MUST NOT say or post anything on the board that is not stated or authorized in the TAM during testing.

Test questions are not to be read by anyone other than the student during the test session, with the following exception:

- TAs administering protocols based on a secure read aloud script such as IREAD-3 or accommodated forms

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

- Studying the TAM (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 Assessments Policy 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 TAs should be trained to understand the testing procedures and their responsibilities as TAs. Only those who are certified administrators may administer the assessment. If uncertified or untrained staff administer an assessment, the impacted student assessments are at risk for invalidations following IDOE review.

**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 TAs section above) may only serve as Proctors, not as TAs. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance and presence of a TA. Proctors may, however, assist the TA before, during, and after the test administration.

Parents, guardians, student teachers, and school volunteers are not permitted to serve as TAs or Proctors and cannot be present in testing rooms during testing. Student teachers are not permitted to serve as TAs. TAs and Proctors must be corporation/school employees or contractors. In addition, TAs and Proctors are not permitted to administer assessments to their own child (i.e., when the TA or Proctor is the parent/guardian of a child in a tested grade level) due to potential conflict of interest concerns.

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 assisting with testing.

- **Before Testing.** Proctors may help prepare the room for testing, assist in distributing the test materials, and, if necessary, assist in supervised completion of the paper assessment Student Data Grids.
- **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 anyway.
  - Inform the TA if any unusual problems arise.
  - Test questions are not to be read by anyone other than the student during the test session, with the following exception:
    - TAs administering protocols based on a secure read aloud script such as IREAD-3 or accommodated forms.
- **At the End of Testing.** Proctors may also assist the TA in collecting assessment materials, such as any scratch paper, access information, paper assessment books, and checking paper-and-pencil Student Data Grids.
Part C: School Test Coordinators. STCs should review carefully the changes in test administration procedures noted in the TAM. STCs\textsuperscript{1} 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 STCs role is delegated to other personnel, they should be fully aware of proper test security practices and procedures and monitor completion of the tasks with fidelity. At the end of training sessions, the TAs may retain the TAM until the assessment administration. Secure read-aloud scripts may not be distributed to TAs 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 STC 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 CTC immediately.

\textsuperscript{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.
Part D: *Corporation Test Coordinators.*
The CTC 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 OSA 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 CTC or STC. 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 CTC or STC.
- Ensure all staff (including, but not limited to, TAs, Proctors, principals, teachers in tested as well as non-tested grade levels, front office staff, teacher aides, custodians etc.) complete Test Security and Integrity Training by September 30 annually. 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 TAs and Proctors complete test administration training, test accommodation training, and a refresher test security training prior to the beginning of each testing 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 all 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 damaged\(^2\), large print and/or Braille) assessment books to the testing vendor by required deadlines.

\(^2\) 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.
● Please see Appendix I for more details on assessment roles.

**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 and Integrity Training by September 30 annually. Although these staff members may not come into contact with testing materials, it is important that they receive Test Security and Integrity 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.

There are considerations that will need to be accounted for related to certain staff members or contractors. For instance, cafeteria workers may receive a modified (shorter) Test Security and Integrity Training that is incorporated into an already scheduled staff/contractor meeting. In addition, only cafeteria workers may write “Not Applicable” next to #12 when signing the *Testing Security and Integrity Agreement*. Also, Test Security and Integrity Training for individuals that are not school staff (i.e., central office staff, contractors, etc.) is a local level decision. Since roles and responsibilities for these titles can vary by school and corporation, it is a local level determination whether these individuals should complete training. If these individuals will be in schools when testing is taking place, they should complete Test Security and Integrity Training similar to other school staff. Corporations should strongly consider the degree of risk for test security violations if the individual(s) that are not school staff do not complete training. Lastly, bus drivers are not required to complete Test Security and Integrity Training or sign the *Testing Security and Integrity Agreement*. 
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.

As it relates to completion of Test Security and Integrity Training, this includes, but is not limited to, CTCs, STCs, TAs, Proctors, principals, teachers in tested and non-tested grade levels, teacher aides, front office staff, custodians, etc. (see Section 4 for more details).

Failure to participate in 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 CTC and school corporation’s Superintendent) explaining how it will ensure mandatory trainings are completed by all appropriate staff. In addition, TAs that administer assessments without completing the required trainings may impact the reporting of the student results (e.g., invalidations for misadministration of the assessment).
Section 6: Test Administration

**Part A: Administration outside of standard testing.**

1. **Requesting Alternative Test Dates.** Every assessment window, IDOE receives inquiries regarding alternative test dates based on emergency circumstances. Please contact IDOE at INassessments@doe.in.gov if additional guidance is needed.

2. **Testing on Weekends.** IDOE received inquiries from the field and defined guidance for schools who plan to administer any Indiana statewide assessment (e.g., ILEARN, IREAD-3, I AM, ISTEP+) to students on weekends during an established assessment window. CTCs and other school leaders tasked with creating local test schedules may administer assessments during evening and/or weekend hours of an established test window, if needed as the systems and procedures will not prevent this implementation.

   However, these three main risks must be noted and understood by the CTC and corporation leadership:
   - No technical support will be available. While each vendor help desk is staffed during regular hours (Monday – Friday) to assist corporations and schools with any technical issues, such service is not available during the weekend. All vendor help desks are closed on Saturdays and Sundays, and have limited hours during the evenings.
   - Policy support will be limited. IDOE is closed on evenings and weekends and Department staff may be unable to offer guidance to support schools during other hours. During standardized conditions, irregularities may occur. It is in the best interest that these irregularities be managed when support is accessible.
   - Assessment windows will not be extended. Corporations and schools should not wait to assess near the end of the assessment window and/or rely on testing during weekend hours to complete testing. IDOE will not extend assessment windows to corporations due to technology or other irregularities that occur based on schedules defined during weekends. IDOE’s expectation remains that all corporations and schools complete testing within the established assessment window.

   IDOE strongly recommends corporations and schools schedule testing to take place during the normal school hours throughout the course of an established assessment window. Guidance regarding test schedules can be directed to IDOE for further assistance at INassessments@doe.in.gov.

**Part B: 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 in addition to review of test invalidations by IDOE. Consequences for school corporations will be determined by IDOE.

- It is a violation of test security procedures for students or staff\(^3\) 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 and student reporting will be determined by IDOE.

- It is a violation of test security procedures for students or staff to take videos, pictures or snapshots of any test materials (practice or operational). In addition, it is a violation of test security procedures to share videos, 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 and student reporting 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 Section/Segment Without Permission” or “Order of Test Sessions” guidance in Section 6 Part C for more details. Student-level consequences for any such violations will be determined by the local school corporation in addition to review of test invalidations by IDOE. 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 in addition to review of test invalidations by IDOE. 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:

- Incorporate and review English/Language Arts (ELA) 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).

\(^3\) 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.
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 website.
  - 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 (e.g., 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. It is important for educators and students to consider that assessment is part of teaching and learning. Pep assemblies and spirit weeks may overemphasize the anxiety associated with test events.

The following are examples of actions that CANNOT take place. 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 grade levels. 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 CTC or by contacting the OSA 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 or nameplates, 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 Accommodations 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, have online tools that are available for all students. Please refer to the Accessibility and Accommodations 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 for practice. Visit IDOE’s Assessment website for more information: [http://www.doe.in.gov/assessment](http://www.doe.in.gov/assessment).

6. **Testing Accommodations.** TAs are required by law to be familiar with the testing accommodations approved for students with disabilities, English Learners, and students with medical conditions covered by Section 504 of the Rehabilitation Act. The Test Coordinator is responsible for making sure TAs are aware of all test accommodations a student will need prior to a test session and for ensuring that TAs receive training to provide appropriate accommodations. [If a student is not provided a test accommodation](#)
listed in his or her Individualized Education Plan (IEP), Section 504 Plan, Service Plan, Choice Special Education Plan (CSEP), 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 for each applicable assessment.

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 CTCs for distribution at the local level. TAs should reinforce system and item functionality during this time to minimize confusion during the operational assessment.

8. **Make-up Tests.** The same test administration, test accommodations, 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 or continued work time for students participating in the computer adaptive assessments. 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 TAs and Proctors are adhering to test administration, test security, and testing accommodation protocols. Students may not be left unsupervised during any testing including make-up testing. Make-up test sessions must be administered by a licensed TA (see Section 4 Part A for licensing details).

9. **Systems Readiness Test.** Schools are required to participate in a Systems Readiness Test (SRT) prior to testing to ensure student devices and local infrastructure are correctly configured to support testing.

**Part C: 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 STC, building Principal and CTC.

   A testing irregularity is any unexpected event that significantly disrupts the testing environment of a student. CTC 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 CTC must sign each Testing Irregularity Report form prior to submission to OSA.
• **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. CTCs must be promptly made aware of inappropriate testing practices and testing security issues. All test security concerns must be documented and immediately submitted to OSA 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+ or IREAD-3, when an interruption to testing has occurred, the test session can be completed IF the TA 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 TA to write down the current time. While students are waiting outside during the fire alarm emergency, the TA must not permit students to discuss the contents of the test. Upon returning to class, the TA 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 consists mainly of untimed computer-adaptive tests. Students are able to pause and resume their tests, as needed, throughout the test window. Guidance and exceptions are noted in the 2019-2020 *ILEARN Scheduling and Timing Guidance* for more details.

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

2. **Review of inappropriate actions during testing.** CTCs and STCs 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 accommodations for the student (see *Accessibility and Accommodations Guidance*).
- Answer students’ factual questions regarding test content or vocabulary.
- Simplify, modify or change test directions in an effort to make them easier for students 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, ILP, CSEP, or 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, CTCs should follow the action steps outlined in the *Social Media or Unallowable Devices Concern Report* form in Appendix C.

4. **Providing directions.** TAs 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 TAM.

5. **Monitoring of Students.** TAs and Proctors must monitor the testing session. It is not acceptable for TAs 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.

TAs 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 TAs 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 (i.e., monitoring logs/reports sharing monitoring dates/times, names of TAs/Proctors monitored, what was observed during monitoring, information referenced in the “Room Observation” section of IDOE’s Onsite Monitoring Checklist, 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.** The prescribed sequence of test sections/segments is specific to each assessment. Please refer to the appropriate Test Coordinator Manual or TAM for specific details regarding test administration guidance.

8. **Students Who Proceed to Another Test Section/Segment Without Permission.** If a student has completed one section/segment of a test and proceeds to the next section/segment without receiving specific instructions from a TA to do so, a test irregularity has occurred. TAs must consult the appropriate assessment’s TAM, the Test Coordinator, and/or IDOE for instructions on how to proceed. When a situation is unclear, always contact the IDOE for specific guidance. TAs must review the session requested to begin by students closely before indicating approval. A common test irregularity occurs when TAs approve the incorrect test segment for initiation for students.

9. **Invalidations.** Follow instructions for invalidation of a test session in the TAM of the applicable assessment. It is important to note that an invalidation is not reversible.

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. See Appendix H for additional invalidation guidance.

**Part D: 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.
  - The student has completed I AM via a paper form.

In all 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.

Guidance on transcribing Braille is located in Section 7 of the Accessibility and Accommodations Guidance.

- **Secure destruction and return of testing materials following administration.** Assessment books and supplies are secure materials. It is the responsibility of school officials and CTCs to adhere to all guidelines for the proper disposal and prompt 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 (e.g., five business days) 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 CTC 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 all state assessments.

**Part B: Recently-Arrived English Learners 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 ELA 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 ELA, 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.

**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](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 OSA.
The CTC can request approval for a paper form of an assessment for the student by submitting a Non-Standard Assessment Accommodation Request form.

- 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, IREAD-3, or ISTEP+ Grade 10 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 OSA 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 OSA 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.

Part G: **Medical Exemption for Accountability.** 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 for ILEARN, IREAD-3, I AM, and ISTEP+, 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. 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 H: **Testing Students at Alternate Sites.** IDOE issues this updated guidance for schools planning for the administration of assessments to students who receive instruction at alternate sites. The guidance is intended for the school accountable for the student. The accountable school is typically the school wherein the student has legal settlement; however, that may not always be the case. The accountable school is a student-by-student determination based on numerous factors outlined in Indiana Code § 20-26-11-1 *et seq.* and Article VII (for students with Individualized Education Plans (IEPs)).

Schools must provide appropriate off-site staff with the formal training required of all Test Administrators (TAs). This may be done via agreement between schools and the facilities providing testing services or by providing licensed TAs from the school to administer the assessment at the off-site facility. Schools must keep on file signed copies of the *Testing Security and Integrity Agreement* for all TAs, ensure that all test materials (e.g. STNs, test books) are stored securely at all times, and document the custody of the test materials throughout the test administration to maintain test security. Guidance for different student populations is outlined here (please note that the guidance above regarding completion of
required trainings and signing the *Testing Security and Integrity Agreement* apply to TAs testing any student population below):

1. **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 CTC may request approval for a paper form of an assessment for the student by submitting a Non-Standard Assessment Accommodation Request form. The assessment may also be delivered online following IDOE established protocols.

   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 materials 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 Accommodations Guidance*.

2. **Students who are hospitalized, and the hospital provides educational services to the student:**
   a. Schools must confirm that the hospital staff hold a valid Indiana license (instructional, administrative, or school services) before the hospital staff may administer the assessment to the student.

3. **Students who are hospitalized, and the hospital does NOT provide educational services to the student:**
   a. Schools must follow all test administration requirements and may administer the assessments in the hospital.
   b. If the student does not test, the school must obtain a written statement from the student’s physician or medical provider and maintain the documentation locally. This documentation may be requested by IDOE at a later date so schools should ensure that this documentation is located at the school and in the student’s file.

4. **Nonpublic schools and home-schooled students.**
   a. **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.
   b. **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.
c. **Students in home schools.** Students enrolled in home schools may not participate in state-required assessments.

d. **Students with dual enrollment (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.

e. **Students with dual enrollment (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.

f. **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.

5. **Suspended students.** It is the responsibility of an accredited public or nonpublic 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 onsite near (but not inside) the testing room to ensure good behavior, etc.).

6. **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. 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 available onsite near (but not inside) the testing room 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.

---

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.
7. **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 CTC can request approval for 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 (see Section 5). The student’s scores will be aggregated with the results of the corporation of legal settlement. The CTC can request approval for 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 CTC can request approval for a paper form of an assessment for the student by submitting a Non-Standard Assessment Accommodation Request form.

8. **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 CTC can request approval for 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.

**NOTE:** In all instances noted above, student scores will be aggregated with the results of the corporation of legal settlement

**Part I: Protocol for the Presence of a Medical Support During Testing.** If a student has the need for a medical support during testing, the following protocol must be implemented.
● The need for a student to have a medical support (e.g., Glucose Monitor, cell phone, smart watch) for a medical purpose during testing must be documented in the student’s formal plan (e.g., IEP, Section 504 plan, etc.) in advance of testing. In the event the school is monitored by IDOE, this documentation may be requested.
● The CTC must complete and submit a Fidelity Assurance Form to IDOE.
● The medical support cannot be visible during testing unless there is a medical need that requires this.
● A Proctor must be present in the testing room (along with a TA).
  ○ The Proctor must be next to/near the student and monitor the student to ensure the student is not accessing the support for anything unless there is a medical need (in this case, testing should be paused or stopped to allow the student to receive medical attention).
● Once testing is finished:
  ○ If a cell phone, smartwatch or similar device was used as a medical support, the student’s support must be checked (parents may need to be contacted for assistance) to review email, text messages, or any other social media outlets that were accessible to ensure the support was not used as a resource and testing information was not videoed, photographed, referenced, obtained, shared on social media, or sent to others.
  ○ The Proctor (or TA in a 1:1 testing situation) must develop a signed and dated written statement verifying the monitoring of the student during testing and confirming the student’s support was checked after testing to confirm there were no test security concerns.
    ■ This statement must be provided to the STC and CTC and kept on file locally. In the event the school is monitored by IDOE, this documentation may be requested.

Part J: Students with No Mode of Communication. The vast majority of students who participate in I AM will be able to complete the assessment through various communication mechanisms. A small number of students have no observable way to communicate what they know and can do. IDOE developed a process to ensure schools can clearly identify those students. It includes the student attempting to take the first few items of the assessment and closing the test when no response is given to these items. This process is clearly defined in the I AM TAM and the I AM Test Coordinator’s Manual. IDOE has also developed a process to review students identified as having No Mode of Communication for two and three years in a row. This process is outlined below.
● Year 1: The student is identified as having No Mode of Communication on I AM.
● Year 2: The student is identified as having No Mode of Communication on I AM (and previously on ISTAR) for two years in a row. IDOE will review the student’s
IEP for a communication goal and report back to the corporation with these findings.

- Year 3: The student is identified as having No Mode of Communication on I AM (and previously on ISTAR) for three years in a row. IDOE will review the student’s IEP for a communication goal and report back to the corporation with these findings. IDOE will also share this information with our Indiana Resource Network for the purpose of finding new strategies that may further support the corporation to assist in moving towards communication by the student.
Section 8: Scoring and Reporting


ILEARN Assessments: Indiana educators are solicited in late Winter to help score open-ended items from the ILEARN assessment. Each applicant must hold a minimum of a bachelor’s degree from an accredited college or university and be currently employed as an educator at an accredited Indiana school. Teaching experience in ELA, Mathematics, Science or Social Studies is preferred.

Scoring Directors employed by the scoring vendor, who meet the qualifications for a scorer and have additional training and experience, supervise the scorers. All scorers must complete a rigorous training program and qualify for scoring by demonstrating their competence in scoring. The entire scoring process is continually monitored. Scorers are monitored during scoring to ensure reliability. Any scorers with unacceptable levels of reliability are retrained or replaced and previous work is reviewed.

ISTEP+ Assessments: The ISTEP+ assessment scores open-ended items using a similar design. Scorers must complete a rigorous qualification process and demonstrate their competency in scoring. The scoring process is continually monitored by scoring directors working closely with IDOE staff. Scorers are monitored to ensure accuracy and reliability of scoring. Any scorers not achieving accuracy and reliability requirements are retrained or replaced and previous work is reviewed.

Part B: Aggregate test results and special accommodations. ILEARN, IREAD-3, ISTEP+, and WIDA test results will be reported at the state, corporation, and school level for any of the following groups reaching the minimum number of participating students:

- General Education
- Special Education
- English Learners
- Gender
- Ethnicity

Additional aggregations are available through the provided Corporation Data File or School Data File.

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. Although the preferred method of communication with parents/guardians is by mail, corporations must locally keep documentation on file verifying the delivery of such communication to parents regardless of the method used. IDOE may request this documentation to confirm compliance. Student assessment results are protected by FERPA and must be provided to parents/guardians in a secure manner.
Part D: Requesting a rescore of a student’s assessment.

**ILEARN Assessments:** 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. Rescores must be requested by schools on behalf of the parent within the published rescore window. **Once a rescore request is submitted in TIDE, it cannot be reversed.** Scores obtained through rescoreing 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 changes at all. ILEARN rescore requests may result in an increased or decreased score.

**ISTEP+ Grade 10 Assessments (First Time Administration):** Parents, students, and/or schools may request that a student’s open-ended items be rescored, or scored a second time according to the same rubric. Parents and/or students must work with the local school to submit the rescore request in TIDE. Once a rescore request is submitted, it cannot be reversed. ISTEP+ rescore requests will not result in a decrease in student score.

**ISTEP+ Grade 10 Retest Administrations:** IDOE automatically rescores (or second-scores) all open-ended items on ISTEP+ retests to provide a faster reporting timeline. ISTEP+ rescores will not result in a decrease in student score.

**I AM and IREAD-3 Assessments:** I AM and IREAD-3 assessments do not contain open-ended items. A rescore request process is not available for these assessments.
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 materials 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. CTCs and STCs must keep documentation locally on file verifying secure destruction of secure materials as well as the return of secure materials to vendors as outlined in IDOE’s Materials Destruction and Return Guidance document.

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:

- Use another staff member’s username and/or password to access vendor systems or administer tests.
- Use a student’s login information to access practice tests or operational tests.
- 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-and-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, snapshots, or videos of assessment materials.
● Deviate from the prescribed administration procedures specified in the TAM.
● 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 that is shared with staff. While IDOE does not require school board approval of this policy, corporations should follow local level practices to determine if this policy needs to be approved by the local school board. The test security policy developed must:

- 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 TAM) more than 4 hours in advance of the 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 descriptions 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 and Integrity 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 IEP, ILP, Section 504 Plan, CSEP, and/or 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. At a minimum, the schedule should include the assessment name, testing dates and times, applicable grade levels, content areas, and testing room locations.
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, CSEPs, 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 the 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 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: Data Forensic Analysis.** IDOE receives data forensic information from testing vendors after testing has concluded. IDOE uses the following process steps related to analyzing the data forensic information received:
- IDOE reviews the analysis provided by each vendor.
- IDOE requires identified corporations to evaluate their data for test administration and/or test security concerns following this internal review based on defined flagging criteria.
- These corporations are required to complete documentation and conduct interviews to gather more details regarding any test sessions identified as concerns.
- IDOE reviews corporation documentation and notifies the corporation if additional action steps are necessary.
- IDOE determines if additional steps may be taken due to concerns regarding data integrity (i.e., validity and/or reliability) of the assessment administration.