

ILEARN Scheduling & Timing Guidance Addendum

The Department defined the following guidance based on questions and common scenarios received from corporations and schools since the October 1 release of the *ILEARN Scheduling & Timing Guidance*.

Question/Scenario	IDOE Guidance
<p>How many test segments may a school administer to a student in a single day?</p>	<p>Per the ILEARN Scheduling & Timing Guidance, students should complete no more than one CAT or fixed-form test segment in a single day. The same is true for the Performance Tasks for Mathematics and Science.</p> <p>The ELA Performance Task (PT) must be administered over the course of two days (e.g., Segment 1 and Segment 2 each on a separate day).</p>
<p>If the Indiana IEP indicates a student should be given extra time as an accommodation, how does this work with ILEARN, which is an untimed assessment?</p>	<p>The ILEARN assessments are untimed for all students allowing the extended time of students with this as an accommodation. All students, regardless of any formal educational plan (e.g., IEP, Section 504 Plan, ILP), must complete all assessments by the end of the established test window.</p>
<p>Are there any special considerations for virtual schools when scheduling student test sessions?</p>	<p>No. All corporations and schools – including virtual schools – must follow the parameters outlined in the ILEARN Scheduling & Timing Guidance and in this addendum.</p>
<p>What may a student do if he or she finishes a test segment several minutes before the test session ends?</p>	<p>If a student completes a test segment a few minutes before the end of a scheduled test session, he or she should submit the test segment, exit the secure browser, and read silently from a book unrelated to the content area being assessed. If the student is testing paper-and-pencil, the TA must first collect the student's test materials.</p> <p>If a student finishes well ahead of schedule, he or she may exit the testing room if doing so does not disrupt other students and there is a place for the student to go once testing is complete.</p>
<p>Is the ELA PT testing time range noted on the ILEARN Scheduling & Timing Guidance intended for each or both segments within the ELA PT?</p>	<p>The testing time range noted for the ELA PT is for both segments.</p>

<p>In the first table of the ILEARN Scheduling & Timing Guidance, why is there an “N/A” under the “fixed-form” column next to Mathematics and ELA?</p>	<p>The Mathematics and English/Language Arts assessments each consist of a computer-adaptive test (CAT) segment, not a fixed-form segment. Science and Social Studies assessments each include a fixed-form test segment, meaning the same items appear for each student in that test segment.</p>
<p>The ILEARN Scheduling & Timing Guidance indicates that there is one Mathematics CAT test segment at grades 6-8, and it includes both non-calculator and calculator items. Are there any scheduling considerations required for this test segment?</p>	<p>No. The Mathematics CAT test segment at grades 6-8 will first present students with a small number of “non-calculator” items. Once they move past the last non-calculator items, students will encounter a screen that alerts them that calculator-allowable items are about to appear. Once they continue beyond this divider screen, students will not be able to revisit any of the non-calculator items. Students respond to the calculator-allowable items to finish the segment.</p>
<p>Makeup Testing Scenario #1 (Unfinished CAT/Fixed-Form Segments)</p> <p>A student did not complete the Mathematics CAT segment* with the rest of his class, as scheduled, and now the rest of the class is scheduled to begin the Mathematics Performance Task (PT).</p> <p>Must he or she complete the Mathematics CAT segment before participating in the Mathematics PT?</p>	<p>No. The school must administer the appropriate Performance Task (PT) segment to the student along with the rest of the class, per the testing schedule, and then have the student resume the unfinished CAT or on a subsequent day, as appropriate.</p>
<p>Makeup Testing Scenario #2 (Moving Between Content Area Segments)</p> <p>A student started the ELA CAT segment on Day 1, but did not complete it during the scheduled test session(s).* The rest of the class has completed all three ELA test segments and is ready to begin the Mathematics CAT segment.</p> <p>Which test segment should the school administer to this student now that he has returned to school?</p>	<p>Ideally, students complete test segments for one content area before they begin test segments for a different content area. However, in a scenario such as this, schools should proceed accordingly:</p> <ol style="list-style-type: none"> 1) Administer the Mathematics CAT segment to the student with the rest of his class. Follow up with the Mathematics PT segment on a separate day, also with his class, per the school’s original testing schedule. 2) On a subsequent day, create a new test session so the student may respond to the remaining test items in the ELA CAT segment. 3) On a subsequent day, administer ELA PT Segment 1 to the student. 4) On a subsequent day, administer ELA PT Segment 2 to the student.

<p><i>Makeup Testing Scenario #3:</i> (ELA Performance Task segments)</p> <p>A student started ELA PT Segment 1 on Tuesday, but did not complete it. Can the student finish the remaining Segment 1 items on Wednesday and then complete ELA PT Segment 2 along with the rest of the class that same day?</p> <p>The guidance indicates the student is not supposed to complete both ELA PT segments on the same day.</p>	<p>Ideally, students would complete ELA PT Segment 1 in a single day, followed by Segment 2 on the second day. However, in a scenario such as this, schools should proceed accordingly:</p> <p>Evaluate the testing schedule for Day 2 and the student's progress with ELA PT Segment 1. If the school determines there is enough time on Day 2 for the student to complete Segment 1 and have a sufficient break before Segment 2 is scheduled to begin, the school may proceed in this manner. Otherwise, the student should complete Segment 2 with the rest of class, then complete the remaining Segment 1 items on Day 3.</p>
<p><i>Makeup Testing Scenario #4:</i> (ELA PT segments & 3-day expiration rule)</p> <p>Day 1 – Entire class completes ELA PT Segment 1.</p> <p>Day 2 – Student is absent while the class completes ELA PT Segment 2.</p> <p>Day 3 – Student returns and the class is scheduled to complete the Social Studies test.</p> <p>When student returns to class on Day 3, should he complete ELA PT Segment 2 or join the rest of the class with the Social Studies test?</p>	<p>To help maintain security of the extended writing item, the school must administer ELA PT Segment 2 to the student upon return to school. The student should continue to test with the rest of the class on subsequent days, as scheduled. The school should administer the Social Studies test to the student later in the test window, as time allows.</p> <p>In the event that a student's ELA PT expires, the TA or STC should work with their CTC to submit the Grace Period Extension irregularity request to reopen the assessment for the student.</p>

*Due to student absence or slow testing pace.

NOTE: Schools should determine how many additional test sessions (beyond those scheduled for an entire class) to provide individual students who take an especially long time to complete any given test segment(s). Schools should maintain locally detailed documentation and notify parents of any issues related to test completion that may arise with individual students.