

2022-2023

Indiana Assessments

Policy Manual



INDIANA
DEPARTMENT *of*
EDUCATION

Introduction: How to Use the Indiana Assessments Policy Manual

The 2022-2023 Indiana Assessments Policy Manual serves as the foundation for established guidelines regarding appropriate test administration in Indiana for key stakeholders including educators and Test Coordinators¹. The following document contains policy guidance and contains appendices which pertain to specific aspects of test implementation, including test security protocol, reporting, and monitoring.

The information in the Indiana Assessments Policy Manual applies to all state-required assessments, including ILEARN, I AM, Indiana SAT, IREAD-3, NAEP, and WIDA, unless otherwise noted. In addition, “corporation” includes traditional public schools, public charter schools, accredited non-public schools, and Choice schools, unless otherwise noted. All documents should be reviewed thoroughly to facilitate quick access to information during test administration.

The Indiana Department of Education (IDOE) publishes a separate 2022-2023 Accessibility and Accommodations Information for Statewide Assessments document to further delineate policy for specific student needs regarding accommodations and additional processes during testing. General information is included in this manual, but specific guidance related to student needs is thoroughly addressed in the supplemental appendices and supporting documents.

¹ “Test Coordinators”, as used in this document, includes Corporation Test Coordinators (CTCs), School Test Coordinators (STCs), and Non-Public School Test Coordinators (NPSTCs).

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Section 1: Communication from the Indiana Department of Education

Part A: *DOE Online*

Corporation Test Coordinators (CTCs) must review contact information in [DOE Online](#) for accuracy by Friday, July 1. CTCs must ensure that:

- All CTC contact information listed in DOE Online is accurate; and
- Shipping addresses for any materials are to a corporation-owned site (e.g., a home address is not appropriate).

When contact information changes, CTCs must ensure DOE Online is updated promptly. In the event that a change in CTC occurs, the departing CTC, superintendent (public schools), or school administrator (charter schools, Choice schools, and accredited non-public schools) must promptly 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 Indiana Department of Education (IDOE) are distributed using the contact information from DOE Online.

Part B: *Moodle Test Coordinator Corner*

CTCs must join and access the [Moodle Test Coordinator Corner](#) 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 IDOE 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. CTC communications disseminated to STCs and/or relevant staff from IDOE will be requested and reviewed during IDOE's monitoring visits.

Listserv messages are disseminated each Monday to CTCs. Urgent listservs related to current assessment administrations may be delivered during the week as dictated by circumstances. CTCs are responsible for sharing key announcements noted for educators or other staff.

Section 2: Indiana Department of Education Monitoring of Test Administration

IDOE staff members conduct unannounced onsite or announced online monitoring visits (via an online meeting platform) during testing windows. The purpose of monitoring is to ensure the fidelity of test administration and test security requirements. Schools are identified for monitoring based on previously-submitted testing 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 by the U.S. Department of Education.

Prior to the start of each testing window:

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

During each testing window:

- Online Monitoring
 - IDOE staff sends an online meeting link to the school principal and CTC 24 hours prior to the monitoring visit. The principal must notify the STC so they can ensure all requested documentation is readily accessible to be shared during the online visit.
- Onsite Monitoring
 - IDOE staff monitor notifies the school front office staff of his/her arrival;
 - Monitors will request to speak with the STC or a designee; and
 - Monitors will not interrupt the test administration occurring with students.
- Online or Onsite Monitoring
 - Monitors complete the Monitoring Checklist (see Appendix B) based on their review of school documentation regarding training, test schedules, and test security practices.

After each testing window:

- The CTC will receive a copy of the completed 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

Part A: General Guidance

Every student attending a public school, charter school, state-accredited non-public school, or Choice-participant school in Indiana must take required Indiana assessments. Pursuant to IC 20-33-2, 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 state assessments, unless applicable under Part B. Additional consequences for failing to participate in a statewide assessment and procedures to manage students who refuse to participate should be determined at the 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 English/language arts (ELA), 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 be factored into the state's federal accountability system. Failure to participate in Indiana's assessments may result in a lower federal accountability rating. Lastly, federal law requires that 100 percent of English learners (ELs) participate in the annual English language proficiency assessment (e.g., WIDA ACCESS).

Part B: Guidance for Students with Disabilities

Indiana legislation (IC 20-32-5.1-18.8) offers some opt-out flexibility for students with disabilities if accommodations provided instructionally are unallowable on the statewide assessment. Schools shall provide notice to the parents/guardians of students enrolled in grades three, four, or five with an accommodation that is provided as part of the student's Individualized Education Program (IEP), Section 504 Plan, Service Plan, or Choice Special Education Plan (CSEP) if the accommodation utilized by the student instructionally is unallowable on all or part of the statewide assessment. This notice must be provided to families by February 1, 2023. If the parent/guardian does not attend the annual review, the schools must provide this notice via certified mail or personal delivery. The schools, in collaboration with parents/guardians, will determine whether the student may be eligible to opt out of any applicable section of the statewide assessment.

Section 4: Assessment Roles

Part A: Test Administrators

Assessments are to be administered only by personnel who hold an active educational license granted by IDOE. The license must be an instructional, administrative, or school services license. Personnel with an emergency Indiana license (in one of these three areas) or a Transition to Teaching permit can also serve as Test Administrators (TAs). A substitute permit is not acceptable. TAs must complete a certification process to initiate assessments for:

- Cambium Assessment, Inc. (CAI) assessments (ILEARN, IREAD-3, and I AM).
 - A separate annual certification is required to administer I AM based on specific protocols used for this assessment.
- WIDA assessments they will administer. Training courses are accessible via the WIDA Secure Portal.
- TAs/Proctors must also complete appropriate certification through College Board prior to administering the SAT.

TAs must be independently certified based on assessment requirements. Certified TAs must not share login credentials with anyone. TAs cannot rephrase assessment items or answer student's factual questions about test content or vocabulary, but they may repeat initial test session directions as described in the corresponding Test Administrator's Manual (TAM).

Spanish translated directions for the practice test and operational test are available for the ILEARN assessment. A non-certified proctor who speaks Spanish fluently can deliver Spanish-scripted directions under the direct supervision of a certified TA. TAs should review and be comfortable delivering scripted directions in Spanish. Concerns or questions must be routed to the STC prior to test administration.

Read-aloud scripts are available for a human reader administering the paper assessment to students who have a read-aloud accommodation. The script must be followed explicitly; TAs must not deviate from the script. New this year, read-aloud protocols found in the Accessibility and Accommodations Information for Statewide Assessments are available for a human reader (or sign language interpreter) administering the online ILEARN computer-adaptive test (CAT) to students who have a human reader accommodation. The protocol must be followed exactly; the TA must not provide additional context or information to the students during testing.

TAs must not display or write anything on the board (e.g., smartboard, whiteboard) that is not stated or authorized in the TAM during testing. In addition, TAs must not say anything during testing that is not stated or authorized in the TAM.

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

- TAs that administer tests using protocols based on a secure read-aloud script, such as IREAD-3 or accommodated forms.

- TAs that administer tests using the human reader (or sign language interpreter) protocol for online assessments for students with that accommodation.
- TAs that administer the Indiana SAT using protocols based on an approved accommodation by College Board.

TAs should be thoroughly familiar with administration procedures **prior to** the start of the state testing window for each assessment. This includes:

- Being knowledgeable of the local testing schedule and communicating any concerns to the STC prior to testing;
- Studying the TAM (paying specific attention to the icons representing reading comprehension and calculator usage);
- Reviewing the Code of Ethical Practices and Procedures (see Appendix A);
- Reading all applicable portions of the current Indiana Assessments Policy Manual;
- Reviewing accommodations needed by students prior to test administration; and
- Completing all applicable test administration, test security, and test accommodations training.

All TAs must be trained to understand the testing procedures and their responsibilities as TAs. Only those who are certified TAs may administer the assessment. If uncertified or untrained staff administer an assessment, the impacted student assessments are at risk for invalidation following IDOE review.

Part B: Proctors/Hall and Room Monitors

Personnel not certified (e.g., teacher's aides, secretaries, or substitute teachers who do not hold licensure as described in Part A) may only serve as proctors for ILEARN, I AM, IREAD-3, and WIDA, 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. College Board refers to proctors as "Hall and Room Monitors" for the Indiana SAT.

Parents, guardians, student teachers, and school volunteers are **not** permitted to serve as scribes, TAs, or proctors and cannot be present in the room during testing. Scribes, TAs, and proctors must be corporation/school employees or contractors. In addition, scribes, TAs, and proctors are not permitted to administer assessments to their own child (e.g., when the scribe, 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. Refer to the College Board SAT School Day Coordinator Manual for guidance on the number of hall and room monitors required for the Indiana SAT. 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 and assist in distributing test materials.
- **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:
 - Ensure that each student is 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 any way.
 - Inform the TA immediately if any unusual problems arise.
 - Ensure test questions are not read by anyone other than the student during the test session, with the following exceptions:
 - TAs that administer tests using protocols based on a secure read-aloud script such as IREAD-3 or accommodated forms, or with an approved accommodation by College Board for Indiana SAT.
 - TAs that administer tests using the human reader (or sign language interpreter) protocol for online assessments for students with that accommodation.
- **Following Testing.** Proctors may assist the TA in collecting assessment materials, such as any scratch paper, secure student login/access information, and paper assessment books.

Part C: School Test Coordinators

STCs should carefully review any changes in test administration procedures noted in the TAM. STCs should distribute printed copies or ensure electronic copies of appropriate manuals are available during training in a secure group setting. If any aspect of the STC’s role is delegated to other personnel, they should be trained in proper test security practices and procedures and monitor completion of all tasks with fidelity. TAs may retain the TAM until the assessment administration following training sessions. Secure read aloud scripts may be distributed to TAs during training, but must be collected immediately at the end of the training session. 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 test accommodations training to all applicable staff prior to the start of the state testing window for each assessment.
- Ensures documentation (attendance sign-in sheets, training agendas, and other training materials) is maintained locally reflecting completion of all required training by applicable staff .
- Follows security regulations for distribution and return of secure test materials as directed, accounting for all secure assessment materials before, during, and after

testing (e.g., 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 assessment accommodations accurately based on students' IEPs, Individual Learning Plans (ILPs), Service Plans, CSEPs, and Section 504 Plans.
- 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.
- Shares assessment results with parents/guardians, students, and staff (as appropriate) via a secure platform in a timely manner once results are available.

Part D: Corporation Test Coordinators

The CTC must:

- Review the Test Coordinator's Manual (TCM) well in advance of a test administration.
- Inventory and track assessment materials.
- Control the secure storage, distribution, administration, and collection of assessment materials.
- Maintain documentation and evidence that secure test materials were returned to testing vendors by established deadlines (e.g., tracking information).
- Ensure that assessment content is not discussed and/or reproduced in any manner.
- Distribute listserv messages and updates from IDOE and testing vendors 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 corporation, the materials must be securely stored until the materials are in the care of the CTC or STC. In the rare event that test materials have been routed to the incorrect 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, cafeteria employees, custodians, etc.) complete Test Security and Integrity Training by September 30 annually. Locally maintain documentation (attendance sign-in sheets, training agendas, and other training materials) reflecting completion of all required training by applicable staff.

- Ensure TAs and proctors complete test administration training, test accommodations training, and a refresher test security training prior to each testing window, keeping locally-maintained documentation reflecting completion of all required training by applicable staff.
- 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 30, the training should be provided and the signed Integrity Agreement should be collected and appropriately filed as soon as possible once the staff member begins employment.) In addition, the CTC must review the content of the Indiana Testing Security and Integrity Agreement 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 outlined by IDOE.
- Ensure schools provide assessment accommodations accurately based on students' IEPs, ILPs, Service Plans, CSEPs, and Section 504 Plans.
- Return all used and unused secure test materials (including damaged ² assessment books, large print and/or braille materials) to the testing vendor by required deadlines.
- Share assessment results with parents, students, and staff (as appropriate) via a secure platform in a timely manner once results are available.
- Report any testing irregularities or test security concerns in a timely manner to IDOE via the appropriate forms.

Please see Appendix H for more details on assessment roles. Additional responsibilities related to the SAT will be documented in resources from College Board.

Schools and corporations may identify an additional staff member to receive access to the Moodle Test Coordinator Corner for assessment information. This role is identified as the 'Secondary Test Coordinator' in DOE Online. 'WIDA Test Coordinator' may also be designated to assist the administration and oversight of WIDA assessments. CTCs must report WIDA Test Coordinators via this [form](#) no later than September 30, 2022. Ultimately, the responsibilities listed above are that of the designated CTC.

Part E: *Other School Staff*

Other school staff, including but not limited to, teachers in non-tested grade levels, front office staff, custodians, cafeteria staff, and teacher aides not involved with testing are required to complete Test Security and Integrity Training annually by September 30. 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

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 respective program's TCM for further instructions on how to handle these documents.

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 must 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, providing Test Security and Integrity Training for individuals that are not school staff (e.g., central office staff, contractors) 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. Bus drivers are not required to complete Test Security and Integrity Training or sign the Testing Security and Integrity Agreement.

Part F: *Other Staff Required for the SAT*

College Board asks schools to identify at least one Services for Students with Disabilities (SSD) Coordinator who is responsible for being the liaison between the College Board SSD office and the school. This person will be responsible for requesting accommodations in SSD Online, College Board’s Student Supports and Accommodations Management System. Information about requesting access to SSD Online is available on the [College Board website](#).

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 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 Testing Security and Integrity Training, this includes, but is not limited to, CTCs, STCs, NPSTCs, TAs, proctors, scribes, 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 corporation. This action can include, but may not be limited to, the corporation being required to develop a corrective action plan (signed by the CTC and superintendent) explaining how it will ensure all appropriate staff complete mandatory training. In addition, TAs that administer assessments without first completing the required training may impact the reporting of the student results (e.g., invalidations for misadministration of the assessment.)

All testing staff will be required to sign the College Board Testing Staff Agreement prior to the Indiana SAT administration.

Section 6: Test Administration

Part A: Administration Outside of Standard Testing

1. **Requesting Alternative Test Dates.** IDOE often 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 strongly recommends corporations and schools schedule testing to take place during the normal school hours throughout the course of an established assessment window. CTCs and other school leaders tasked with creating local testing 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 understood by the CTC and corporation leadership:
 - a. **No technical support will be available.** While each vendor help desk is staffed during regular weekday hours 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 evening hours during an active testing window.
 - b. **Policy support will be limited.** IDOE is closed on evenings and weekends, and staff may be unable to offer guidance to support schools during these hours. During standardized conditions, irregularities may occur. It is in everyone's best interest that schools administer assessments when support is available to manage any testing irregularities.
 - c. **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 required assessments. 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.
 - i. Testing for the Indiana SAT must be completed during the school day. Weekend testing is not allowed for the Indiana SAT. Guidance regarding testing schedules can be directed to [IDOE](#) for further assistance.
3. **Non-Certified Staff.** IDOE policy requires TAs hold an instructional, administrative, or school services license granted by IDOE to administer assessments. Please complete the Test Administration Considerations Form for emergency circumstances and consideration of any extenuating circumstances that may arise.

Part B: *Before Testing*

1. **Communication with students regarding test protocols.** It is extremely important to clearly communicate the following expectations to students before test administration begins. Student-level consequences for such violations will be determined by the local school corporation. Invalidations and consequences for corporations will be determined by IDOE.
 - 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.
 - It is a violation of test security procedures for students or staff ³ to have access to phones, smart watches, or any other unauthorized device during testing.
 - It is a violation of test security procedures for students or staff to take videos, pictures, or screenshots of any test materials or test content (practice or operational). In addition, it is a violation of test security procedures to share videos, pictures, or snapshots of test materials or test content with anyone.
 - It is a violation of test security procedures for students or staff to review or respond to test questions prior to or following the current student test session. 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.
 - 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.
 - Grade 11 students taking the Indiana SAT should be distributed the SAT Student Guide prior to administration to be aware of specific security procedures.
2. **Acceptable practices for student preparation.** The following are examples of actions that can take place prior to the opening of any state standardized assessment window. School staff may:
 - Incorporate and review ELA and mathematics standards when reviewing other subject areas.
 - Review assessment objectives as part of a general review of critical curricula.

³ One exception to the cell phone policy for adults is if this is the school's only means of communication regarding an urgent matter. However, even in these unique situations, all test security requirements must be implemented.

- Give students sufficient practice with various assessment item formats to ensure that testing measures students' knowledge and understanding rather than test-taking skills.
3. **Unacceptable practices for student preparation.** 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 assessment items as test preparation materials. IDOE provides assessment items to illustrate item and test delivery system functionality and test content expectations, such as the Released Items Repository. IDOE does not intend for these assessment items to be overused by educators or students as test preparation.
 - It is also not acceptable to use unreleased assessment items, making minor alterations in those assessment 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 (e.g., workbooks, worksheets, live or online lessons.)
 - Educators must be knowledgeable consumers of any practice assessment items not published by IDOE, ensuring that practice assessment items used truly align to Indiana Academic Standards while not making the practice assessment 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 that schools should avoid include:
 - A large packet of review practice assessment items (online or printed) that takes a significant time away from daily classroom instruction or is used during test prep sessions/clubs outside of school hours just prior to testing;
 - Review practice assessment items that paraphrase or mirror actual assessment items; and
 - Drilling students on practice assessment items from a review booklet that accompanies the textbook or digital curriculum.
 - Teach assessment content that has not been previously covered during the time period immediately preceding the assessment ("cramming");
 - Engage in 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; or

- Review only objectives on which students performed poorly on previous assessments. Strong, consistent, standards-based instruction is the optimal way to prepare students for any assessment.
4. **Display of reference materials.** Assessment spaces must be appropriately prepared for the administration of standardized assessments. School staff members may discuss concerns regarding whether a specific display is appropriate with their CTC or contact [IDOE](#) prior to testing.

The following 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; and
 - 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.)

5. **Universal embedded accessibility tools, allowable resources, and strategies.** Particular resources and strategies used during instruction are allowable for all students assessing, and therefore, are not considered accommodations. Please refer to Section 1 of the Accessibility and Accommodations Information for Statewide Assessments for more details.
6. **Assessment experience.** Opportunities are provided for students, educators, parents/guardians, and community members to experience sample assessment items representing the type of questions that students will see on state assessments. Also, some of the online accommodations are available for practice.
- Visit CAI's [Released Items Repository](#) to experience sample assessment items and embedded assessment tools for ILEARN, I AM, and IREAD-3.

- Visit WIDA's Test Practice Site to access the Test Demo, Test Practice, and Sample Items for WIDA assessments.

7. **Test accommodations.** TAs are required by law to be familiar with the test accommodations approved for students with disabilities, ELs, and students with medical conditions covered by Section 504 of the Rehabilitation Act. Test Coordinators are responsible for ensuring TAs are aware of all accommodations students will need prior to a test session and that they receive training to provide appropriate accommodations. Accommodations must be confirmed **before** a student begins testing. If a student is not provided a test accommodation or is provided an accommodation that is not listed in his or her IEP, Section 504 Plan, Service Plan, CSEP, or 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.

Note: Accommodations for the SAT must be submitted in the College Board SSD Online system and approved prior to the student using the accommodation.

8. **Practice tests.** The purpose of practice tests is to familiarize students with the testing experience, including accessing the test, using any provided tools or accommodations, and interacting with different types of assessment items that are part of the operational test administration. Schools must administer the content-specific practice test to every student at least once prior to the content-specific operational assessment. Schools may use the practice test to reinforce the mechanics of responding to different item types and navigating the online testing system. Practice test guidance can be found in Appendix X, as well as each assessment program's TAM. TAs should reinforce system and item functionality during this time to minimize confusion during the operational assessment. Schools should consult the appropriate program manual when seeking details about practice tests for students testing paper-and-pencil. The I AM practice test is built into the assessment as the first two test items and should be completed at the time of the operational administration.
9. **Makeup tests.** The same test administration, test accommodations, and test security procedures and protocols for tests administered during a school's regular testing schedule must also be applied to makeup tests. Schools must appropriately plan the testing schedule for makeup testing and/or continued work time for students participating in the CATs, as appropriate. Makeup test sessions must be outlined in each school's locally-developed test schedule, as needed. School administrators must monitor makeup test administration to ensure TAs and proctors are adhering to test administration, test security, and test accommodations protocols. Students may not be left unsupervised during any test sessions, including makeup test sessions. Makeup test sessions must be administered by a licensed TA.
10. **Systems Readiness Test (SRT).** For ILEARN, IREAD-3, and I AM assessment administrations, it is strongly recommended that schools participate in an SRT prior to

testing to ensure student devices and local infrastructure are correctly configured to support testing. Schools with special circumstances (e.g., new schools or schools requesting paper tests due to lack of technology) may be required to complete an SRT. Additional guidance is published in the SRT Guidance located on the [Indiana Assessment Portal](#).

College Board will provide technical readiness guidance for the Indiana SAT to ensure device and infrastructure configuration requirements are met.

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 an unexpected event that impacts the validity of one or more student tests (e.g., test ticket swap) or significantly disrupts the testing environment (e.g., large scale power or internet outage). CTCs must be made aware of testing irregularities and the Testing Irregularity Report form (located in Appendix C) must be completed and submitted for significant interruptions to testing. CTCs must sign each Testing Irregularity Report form prior to submission. Insignificant interruptions (e.g., student leaves test session early, student device reboots) to testing should be documented locally, and do not require a Testing Irregularity Report.

- **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 notified of inappropriate testing practices and test security issues. All test security concerns must be documented and immediately submitted to IDOE 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 for more details.
- **Interruption to testing.** For timed assessments (e.g., IREAD-3, SAT), when an interruption to testing has occurred, the test session can be completed only if the TA is aware of the remaining time 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 CATs that will not expire until the end of the test window. Students are able to pause and resume these tests, as needed, throughout the test window. However, schools should review the ILEARN Scheduling and Timing Guidance for specific details related to the expiration of ILEARN performance tasks (PTs) for mathematics, science, and ELA.

Interruptions, at minimum, should be documented at the local level. When an interruption to testing has occurred during untimed assessments, the test session should be completed at a later date and/or time as the testing schedule allows.

- If any irregularity occurs during administration of the SAT, College Board's irregularity report must be submitted per SAT guidelines. Schools are not required to also submit an IDOE Testing Irregularity Report for the SAT. TAs will provide a copy to the CTC to initiate a local investigation. For test security complaints or interruptions, an irregularity report may also be required. Refer to the SAT School Day Coordinator Manual for instructions on documenting any irregularity.

2. Review of inappropriate actions during testing. CTCs and STCs must ensure staff are informed that it is **never** appropriate to:

- Coach students by indicating in any way (e.g., facial expressions, gestures, 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/aid (e.g., 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 test accommodation for the student (see Accessibility and Accommodations Information for Statewide Assessments).
- 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 accommodation per a student's IEP, Section 504 Plan, ILP, CSEP, or Service Plan). Reading comprehension questions may be read to the student only if the student has the text read-aloud including comprehension accommodation.
- Translate any part of a test (directions or assessment items) in a student's native language unless utilizing an approved (published) translated script or sign language interpreter's protocol. Translation of assessment items is not allowed for the SAT.
- 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 must 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, or other personal electronic devices during testing (e.g., 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 must 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 assessment 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 actively monitor the testing session. It is not acceptable for TAs and/or proctors to do the following: leave students unsupervised for any amount of time, concentrate on other tasks or materials, or otherwise ignore what is happening in the testing room.

TAs and proctors must ensure that all students:

- Receive appropriate accommodations;
 - Follow instructions;
 - Respond to assessment items in the appropriate places (e.g., online, paper test documents);
 - Do not exchange answers;
 - Do not interfere with or distract others; and
 - 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 (e.g., 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 Assessment 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's 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 TCM 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 and a Testing Irregularity Report must be submitted. TAs must consult the appropriate assessment's TAM and/or contact their Test Coordinator or IDOE for instructions on how to proceed. When a situation is unclear, always contact IDOE for specific guidance. TAs must review students' test session entry requests closely before approving student entry into any online assessment. A common test irregularity occurs when TAs approve the incorrect test segment requested by one or more students.
9. **Invalidations.** Follow instructions for invalidation of a test session in the TAM or online user guide for the specific assessment. **Once submitted in the online system, an invalidation may not be reversible.**

It is critical that administrators promptly contact the parent/guardian in the event that their child's assessment is invalidated to inform them on the circumstances that led to the invalidation and provide advanced notice that their child's Individual Student Report (ISR) will reflect the invalidation. While initial contact can be made by phone, it is important that more formal documentation (e.g., a copy of a letter or email notification sent to the parent/guardian) of the communication is kept on file locally. See Appendix G for additional invalidation guidance.

Part D: After Testing

- **Transcribing.** Transcribing occurs after the administration of state assessments in several situations, including, but not limited to, the following scenarios:
 - The student circled (or otherwise marked) his/her answers directly in the assessment book on the multiple-choice portion of a paper-and-pencil test.
 - A paper test was completed with a writing utensil other than a number two pencil (e.g., pen).
 - The original assessment book became damaged or unreadable.
 - The student tested in a large print book.
 - The student completed I AM via a paper test form.

In all of these instances, transcribing is not considered an accommodation. The steps for transcribing can be found in the TCM for the specific assessment, including directions on how to handle, transcribe, and return secure test materials (e.g., damaged assessment books, large print, braille).

Transcribing occurs after the administration of the SAT only when a student is approved for an accommodation in SSD Online that allows for transcription. Refer to the SAT School Day Coordinator Manual for information on transcription of answers to an answer sheet.

Guidance on transcribing braille and large print is located in Section 6 of the Accessibility and Accommodations Information for Statewide Assessments.

- **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 TCM for directions on the proper packaging and return of assessment materials. For the accurate scoring of student assessments, it is critical that all secure test materials are returned on time and to the appropriate vendor.

For most state assessments, CTCs must make arrangements for the pick-up of secure test materials by the established deadline for the specific assessment program. Student assessment books and answer booklets found more than one week (five business days) after the published pick-up date must be immediately returned to the appropriate 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 corporation being required to develop a corrective action plan (signed by the CTC and superintendent) explaining how it will ensure testing materials are disposed of and returned appropriately in the future.

Section 7: Required Screening for Learning Characteristics Related to Dyslexia

Indiana Code 20-35.5 requires all Indiana public school corporations and charter schools (with no exceptions for high-performing corporations) to screen students in kindergarten through grade two for learning characteristics related to dyslexia. Corporations and schools must:

- Notify all parents of students in kindergarten through grade two that screening for learning characteristics related to dyslexia will occur, as required by Indiana Code 20-35.5.
- Screen all students in kindergarten through grade two during the first 90 calendar days of school. There are only two cases where students may be exempt from screening, which are denoted below.
 - Students who are already receiving intervention specific to learning characteristics related to dyslexia.
 - Students whose parent or guardian objects to the screening.
- Evaluate results of the screening and identify any students who are “at risk” or “at some risk” of learning characteristics related to dyslexia based on IDOE’s Dyslexia Programming Guidance.
- Notify parents of assessment results.
- Provide remediation and support to all students identified “at risk” or “at some risk.”
- Administer a diagnostic assessment to all students identified as “at risk” or “at some risk” for learning characteristics related to dyslexia to inform remediation plans.

CTCs are responsible for ensuring that screening occurs for all students and that diagnostic measures are provided for identified students. CTCs should work with each corporation’s designated reading specialist (as defined in IDOE’s Dyslexia Programming Guidance) to ensure all aspects of dyslexia programming as related to screening and assessments are met.

Refer to IDOE’s [Dyslexia Programming Guidance](#) for additional details.

Section 8: Guidance for Specific Categories of Students

Part A: Foreign Exchange Students

Neither Indiana nor federal law provides any exemption from assessing foreign exchange students. Therefore, foreign exchange students must participate in all required state assessments. This includes WIDA Screener and WIDA ACCESS assessments, as applicable.

Part B: Recently-Arrived English Learners (RAELs) and Federal Flexibility

Indiana defines a “RAEL” as an EL enrolled in U.S. schools for less than 12 cumulative months during the school year. Indiana will uniformly apply statewide flexibility for RAELs to provide three years before fully incorporating the achievement results of RAELs in accountability determinations.

- **Year One:** RAELs participate in all content areas of the statewide annual assessment, but ELA results will be excluded from accountability calculations and determinations.
- **Year Two:** RAELs participate in all content areas of the statewide annual assessment; only growth scores for ELA will be included in accountability calculations and determinations.
- **Year Three and Beyond:** RAELs participate in all content areas of the 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 Test

- **Emergency/Temporary Accommodation Plan under 511 IAC 5-2-4(b).** Corporations may provide test 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 and neither an Individuals with Disabilities Education Act (IDEA) or Section 504 provision apply, 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. For the Indiana SAT, a [Request for Support for Temporary/Medical Conditions](#) must be submitted to College Board as soon as possible.

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 developed several [guidance documents](#) that can be used by both providers and schools regarding academic accommodations.

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 IDOE.

The CTC can request approval for a paper test form of an assessment for the student by submitting a Nonstandard Assessment Accommodation Request form.

- If a scribe is needed, follow the scribing instructions in the TCM or TAM for the specific assessment.
- Protocol for scribing can be found in Section 6 of the Accessibility and Accommodations Information for Statewide Assessments.
- If the student will be typing one or more responses, follow the Computer-Generated Response directions in the TCM for the specific assessment.
- If the test needs to be transcribed, the instructions for transcribing can be found in the TCM or the TAM 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 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 a timed test session despite the need to visit the school clinic.

Students taking IREAD-3, ILEARN Math and Science PTs must finish their session during the school day; students may take breaks during the test sessions.

The SAT must be completed as an uninterrupted test session during one school day. Students may leave the testing room if needed; however, their testing time does not stop. Students with a formal plan may be eligible for accommodations for additional breaks or breaks as needed. These accommodations will stop the testing time while the student is on break.

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.

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 performance task test session and is unable to complete it due to illness, the completed portion may be scored to provide credit to the student. Students who have begun an ILEARN performance task segment on one day cannot resume that segment on a subsequent day, even if they paused the test due to illness. If the student became ill upon immediately logging in to the performance task and responded to no questions, a Testing Irregularity Report to request reopening the test may be justified. If a student becomes ill while completing the ELA ILEARN performance task Part 1, they may resume testing on a subsequent day to complete Part 2.

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. The school should maintain this documentation locally.

Part G: *Medical Exemption for Accountability*

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

If the participation rate is 95 percent or higher for ILEARN and I AM, the participation rate defaults to 100 percent, so schools still receive 100 percent participation even if, due to a medical issue, all students do not test. If participation rate is below 95 percent, 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. Students whose test results are considered "Undetermined" will be included as nonparticipants when calculating participation rates for school accountability purposes. If you have questions about this procedure, please contact the [Office of Accountability](#).

Part H: *Testing Students at Alternate Sites*

Schools may provide assessments to students at alternate sites under certain conditions. In cases where students receive services at an alternate site, the accountable school must oversee the test administration process. 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 IEPs).

Schools must provide appropriate off-site staff with the formal training required of all 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, assessment 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 below (please note that the guidance above regarding completion of required trainings and signing the Testing Security and Integrity Agreement applies to TAs testing any student population below):

1. **Homebound students.** Students who are normally enrolled in a public school, charter school, accredited non-public school, or Choice school, but are physically unable to attend school and 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 can request approval for a paper form of an assessment for the student by submitting a Nonstandard 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. Any 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 test documents during the test administration to ensure security related to testing materials. If such a student requires special test accommodations, please refer to Accessibility and Accommodations Information for Statewide Assessments.

2. **Students who are hospitalized, and the hospital provides educational services to the student.** Schools must confirm that the hospital staff member holds a valid Indiana license (instructional, administrative, or school services) before administering the assessment to the student. The CTC can request approval for a paper form of an assessment for the student by submitting a Nonstandard Assessment Accommodation Request form.
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. The CTC can request approval for a paper form of an assessment for the student by submitting a Nonstandard Assessment Accommodation Request form.

- 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. Non-public schools and home-schooled students

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

- 5. **Suspended students.** It is the responsibility of an accredited 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 (e.g., testing at an alternative site, having a parent/guardian present onsite near [but not inside] the testing room to ensure good behavior).

- 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

⁴ To qualify for dual enrollment, the student must receive educational services from the 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 corporation's Average Daily Membership 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.

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 (e.g., alternative education, special education, “last chance” program) to a student who has been expelled or who faces expulsion, the school must administer statewide assessments to the student. A school may provide statewide assessments to a student who has been expelled and who receives no other educational services. Some schools have placed conditions on such testing (e.g., testing at an alternative site, having a parent/guardian available onsite near [but not inside] the testing room to ensure good behavior). If a student tests through an alternative education program, the student’s scores will be aggregated with the results of the corporation.

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 corporation, which includes participation in statewide assessments. The corporation must follow all test administration requirements and may administer statewide assessments in the alternative setting or at another location within the corporation.
 - a. 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. 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 statewide assessments. The corporation of legal settlement must follow all test administration requirements and may administer statewide assessments in the private residential treatment facility. The student’s scores will be aggregated with the results of the corporation of legal settlement. CTCs can request approval for a paper test form for the student by submitting a Nonstandard 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 corporation, which includes participation in statewide assessments. The corporation must administer state-required assessments in the secure facility and follow all test administration requirements. CTCs can request approval for a paper form of an assessment for the student by submitting a Nonstandard Assessment Accommodation Request form. The Indiana Department of Correction (DOC) will test students in DOC facilities.

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

An accommodation request must be submitted and approved by College Board in SSD Online or through the temporary accommodation request form for students taking the Indiana SAT. If a student is being tested at an alternative location not due to a medical condition or disability, the school should submit an [off-site request](#) to College Board as soon as possible.

Part I: *Protocol for the Presence of Medical Support During Testing*

If a student requires medical support during testing, the following protocol must be implemented:

- The student's need for medical support (e.g., glucose monitor, cell phone, smart watch) during testing must serve a medical purpose. The medical support must be documented in the student's formal plan (e.g., IEP, Section 504 Plan) prior to testing. In the event the school is monitored by IDOE, this documentation may be requested.
- CTCs must complete and submit a Fidelity Assurance Form to IDOE.
- SSD Coordinators must submit a request and be approved in SSD Online prior to testing for the Indiana SAT.
- Medical support cannot be visible during testing unless medically necessary.
- A proctor must be present in the testing room (along with a TA).
 - Proctors 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, smart watch or similar device was used as a medical support, the student's support must be verified (parent/guardian may need to be contacted for assistance). The purpose of the verification is 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 one-on-one testing situation) must develop a signed and dated written statement confirming that the student was monitored during testing and the medical support was checked after testing to verify the absence of any test security concerns.
 - This statement must be provided to STCs and CTCs 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 (NMC)*

The vast majority of students who participate in the alternate assessment are able to complete the test through various communication mechanisms. A small number of students have no observable way to communicate. TAs must implement a protocol during the assessment which identifies these students as NMC during reporting. This process is clearly delineated in the I AM TAM and the I AM TCM.

IDOE developed a systematic review for these students identified as having NMC for consecutive years.

The review process is outlined below. Note that no assessment data is available for 2020.

- **Year One:** The student is identified as having NMC on the alternate assessment.
- **Year Two:** The student is identified as having NMC on the alternate assessment for two years. IDOE reviews the student's IEP for a communication goal and reports back to the corporation with any findings.
- **Year Three and Beyond:** The student is identified as having NMC on the alternate assessment for three or more consecutive years. IDOE reviews the student's IEP for a communication goal and reports back to the corporation with any findings. IDOE shares this information with the Indiana Resource Network to support corporations with new strategies to assist in moving toward communication by the student.

Part K: *Virtual Learners*

Virtual learners are required to participate in state assessments. State assessments may **not** be administered remotely, but must be administered at a secure location with a TA present in-person. Schools have the flexibility to administer tests in-person to virtual learners in small groups or one-on-one and at different times or locations than other student groups. For the SAT, testing days and times must adhere to policies as defined in the TCM.

Section 9: Scoring and Reporting

Part A: Scoring Process of Open-Ended Assessment Items

Indiana's testing vendors employ qualified scorers in ELA, mathematics, science, and social studies to score student responses to open-ended test assessment items.

ILEARN Assessments: Indiana educators are recruited in late winter to apply to score open-ended assessment 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 not meeting accuracy and reliability requirements are retrained or replaced and previous work is reviewed.

Part B: Aggregate Test Results and Special Accommodations

ILEARN, IREAD-3, SAT, and WIDA ACCESS test results will be reported at the state, corporation, and school levels for any of the following groups reaching the minimum number of participating students:

- General education
- Special education
- ELs
- Gender
- Race/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. Corporations must use a secure method of delivery (e.g., delivery through local student information system [SIS], secure file transfer protocols, or U.S. mail) to provide test results to parents/guardians. Corporations must locally document the method and date of secure communication of test results to a parent/guardian. 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 a student's response to any open-ended item rescored if there is 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 rescoring will be final. A parent/guardian should 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.

- Pursuant to Indiana legislation, ILEARN rescore requests may result in an **increased or decreased** score.
- I AM and IREAD-3 assessments do not contain open-ended assessment items. A rescore request process is not available for these assessments.
- The rescore request process is not available for WIDA ACCESS or SAT assessments.

Section 10: 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 assessment 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.

Due to the length of certain test windows, secure test materials may be in a corporation or school's possession for several weeks. This makes security of test materials a critical responsibility.

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 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.** Secure test materials found past the established return of materials deadline must be immediately returned to the testing vendor; however, student responses in late returns will not be scored.

Note: For the SAT, test materials are shipped directly to the individual school, rather than the corporation offices.

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. Test Coordinators must keep documentation locally on file verifying secure destruction of secure materials as well as the return of secure materials to vendors (see the Material Destruction and Return Guidance in Appendix J).

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. Please remember that schools will only receive one set of paper materials for each grade level for I AM. These paper forms cannot be duplicated at the local level. Additional I AM paper materials must be requested via a Nonstandard Assessment Accommodation Request form and approved by IDOE.

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 school or TA login credentials to access student level information or state and/or vendor systems for personal use.
- Use a student's login information to access practice tests or operational tests.
- Use another staff member's training quiz answers or other unauthorized resources to complete required TA or proctor assessment training or quizzes.
- 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 assessment books and/or 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, screenshots, 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 testing vendor, 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 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 whether 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 TCM or TAM) more than four 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:

- 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.
- Ensure all staff receive Test Security and Integrity Training prior to IDOE's established deadline.
- Ensure all appropriate staff receive test administration training prior to the start of the state testing window for each assessment.
- Ensure staff members who will provide students with test 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.
- Ensure staff members who will provide students with test accommodations receive focused training on providing such accommodations prior to the start of the state testing window for each assessment.
- Ensure all appropriate staff receive test security refresher training prior to the start of the state testing window for each assessment.
- 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.
- 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.
- 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. Local testing schedules must be developed prior to the start of the state testing window for each assessment.
- 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.
- Establish a process that ensures all student assessments are secure when they are not being administered.
- Annually review school materials and practices related to preparing students for assessments. The description must include an explanation regarding how the corporation will ensure test preparation materials used by school staff are appropriate and do not violate test security protocols.
- 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 formal plan.

- 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).
- 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.
- 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.
- IDOE requires identified corporations to complete documentation and conduct interviews to gather more details regarding test sessions identified as concerns.
- IDOE reviews corporation documentation and notifies the corporation if additional action steps are necessary.
- IDOE determines whether any additional steps should be taken due to concerns regarding data integrity (e.g., validity and/or reliability) of the assessment administration.