



**ISASP**

IOWA STATEWIDE ASSESSMENT  
of STUDENT PROGRESS



# **Test Administrator Manual**

## **2021–2022**



## Contact Information

The District Assessment Coordinator (DAC) is your district's main contact. The School Assessment Coordinator (SAC) is typically the link between the DAC and the Proctors or Test Administrators. While the roles and responsibilities of the DAC and SAC may be filled by other people in each district, they will be referred to as DAC and SAC in this manual. Contact your DAC or SAC if you have any questions about policies and procedures for testing.

As needed or as directed by your DAC or SAC, contact Iowa Testing Programs (ITP) or Pearson for the following:

- If you have any questions on test content or general test administration policies or procedures, contact ITP at [iowa-Testing-Programs@uiowa.edu](mailto:iowa-Testing-Programs@uiowa.edu).
- For questions or additional assistance regarding technology, including PearsonAccess<sup>next</sup> or TestNav, contact Pearson customer support.
  - [ISASP portal \(iowa.pearsonaccess.com\)](http://iowa.pearsonaccess.com)
  - Phone: (833)-878-7041
  - [Submit a Pearson customer support request \(https://tinyurl.com/lowaHelp\)](https://tinyurl.com/lowaHelp). Do not use the online Pearson customer support request form for live testing issues.
  - Hours: Monday – Friday, 6:00 a.m. – 7:30 p.m.



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## Chapter 1: Introduction

### Purpose of This Manual

This manual provides instructions applicable to Test Coordinators and Administrators for the test administration of the Iowa Statewide Assessment of Student Progress (ISASP) for both online and paper testing.

The following icons are used throughout the manual.

Icon	Description
	<b>Important:</b> Indicates helpful information or reminders
	<b>Say:</b> Indicates information to share with students
	<b>Checklist:</b> Indicates bulleted list instructions for quick reference
	<b>Computer:</b> Indicates additional information available online



## Overview of the ISASP

The ISASP is aligned with the Iowa Core Standards, providing clear and accurate assessment of student learning outcomes. The ISASP is developed in collaboration with Iowa educators for the State of Iowa and aligns with the grade-specific Iowa Core Standards. All resources available for the ISASP, including manuals and trainings, can be accessed from the [ISASP portal](#).



**The ISASP is administered online or on paper for the following:**

Tests	Grades
Reading	3–11
Language and Writing	3–11
Mathematics	3–11
Science	5, 8 and 10



**The following formats are available:**

- **Reading:** Online, Online with Text-to-Speech, Paper, Large Print, Braille
- **Language and Writing:** Online, Online with Text-to-Speech, Paper, Large Print, Braille
- **Mathematics:** Online, Online with Text-to-Speech, Spanish Online, Spanish Online with Text-to-Speech, Paper, Spanish Paper, Large Print, Braille
- **Science:** Online, Online with Text-to-Speech, Spanish Online, Spanish Online with Text-to-Speech, Paper, Spanish Paper, Large Print, Braille

## **Roles and Responsibilities for Testing**

Roles and responsibilities are assigned to ensure state and district policies and procedures are followed and test security is maintained throughout the test administration. Depending on the number of staff in your district or school, you may be assigned to more than one of the roles identified below. A high-level checklist by role is provided below; detailed instructions for completing each task are included in the manual.



**District Assessment Coordinator (DAC) or School Assessment Coordinator (SAC)** is the individual at the district or school level who is responsible for the overall coordination of test administration, including set up in PearsonAccess<sup>next</sup>. The role may be taken on by the Principal or other Designee based on criteria established and documented at the district level. This individual is responsible for coordinating test administration and resolving testing issues at his or her district or school.



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### Before Testing

- Attend or review all required trainings and/or user guides
- Review scheduling, testing requirements, and test security with staff
- Ensure all staff involved in the ISASP have completed training
- Request a PearsonAccess<sup>next</sup> user account and create other user accounts for your district/school staff, as needed
- Indicate your district-designated testing window in PearsonAccess<sup>next</sup>
- Work with schools to review and update student registration in PearsonAccess<sup>next</sup>, as needed
- For online testing:
  - Work with technology staff to ensure infrastructure is ready
  - Create test sessions, add students to test sessions, and prepare test sessions in PearsonAccess<sup>next</sup>
- Gather materials for testing:
  - For online testing, print testing tickets
  - For paper testing, affix the student ID to or manually fill in the student information on the answer document
  - Print “Testing - Do Not Disturb” signs (sample located in Appendix B)

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### During Testing

- Ensure Proctors follow established procedures for online and paper testing
- For online testing, start and monitor test sessions in PearsonAccess<sup>next</sup>, as needed
- Follow proper test security and testing policies and procedures, including how to document testing irregularities or issues
- Communicate with staff to make sure students are monitored while testing

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### After Testing

- Schedule make-up testing during the testing window
- Collect all test materials at your district and prepare secure paper test materials for return
- Verify or add student demographic information and registration in PearsonAccess<sup>next</sup> for any students who took the test on paper and gridded in their information





**Proctor** is the individual at the school who is responsible for administering the assessment. Districts may also have roles such as Test Administrator, but for the purpose of this manual, the term Proctor is used.

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## Before Testing



- Attend or review all required trainings and/or user guides, as directed
- Prepare students for online testing (using the available practice tests and/or online tutorial)
- Receive a PearsonAccess<sup>next</sup> user account
- Become familiar with the administration directions
- For online testing, as directed:
  - Work with technology staff to ensure that testing devices are ready for testing
  - Create test sessions, add students to test sessions, and prepare test sessions in PearsonAccess<sup>next</sup>
  - Confirm students and accommodations in test sessions in PearsonAccess<sup>next</sup>
- Gather materials for testing, as directed:
  - For online testing, print testing tickets
  - For paper testing, affix the student ID to or manually fill in the student information on the answer document
  - Post a “Testing - Do Not Disturb” sign on the door of the testing room (sample located in Appendix B)

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## During Testing

- For online testing, start, monitor, and manage test sessions in PearsonAccess<sup>next</sup>, as directed
- Follow proper test security and testing policies and procedures, including how to document testing irregularities or issues
- Monitor students testing
- Assist students with the mechanics of taking the test, as needed

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## After Testing

- For online testing, assist students in exiting the test, as needed
  - Transcribe large print and Braille responses in an answer document, as needed
  - Provide a list of absent students or testing irregularities to the DAC or SAC
  - Collect all test materials, prepare secure paper test materials for return, and provide them to your DAC
-



**Technology Staff** may be at the district or school and are responsible for completing online readiness for online testing. Tasks include but are not limited to: configuring student testing devices, completing an infrastructure trial, installing ProctorCache (if used), setting up TestNav configurations in PearsonAccess<sup>next</sup>, and providing technical assistance during testing as needed. Technology resources are available on the [Technology Setup page](#) of the ISASP portal, including the *Technology Readiness Checklist*.



## Guidance on Local Scheduling of the ISASP

This section contains information on policies and procedures related to planning and administering the ISASP. Iowa Code established that districts set their testing calendars within the state-designated testing window of the last quarter of the academic year. For 2022, the state-designated testing window is March 14 to May 13.

Several factors are evaluated when establishing a testing window, including security and the impact on scoring and reporting.

- Districts will administer the ISASP during the state-designated testing window. However, the specific testing schedule can be set separately for each school and grade across a district as needed.
- The best interests of students should be prioritized when setting the local testing schedule. Administering the entire ISASP on one day may work well for scheduling, but it is likely overly demanding for some students. Although the ISASP tests are not timed, students should be allowed to continue working on a test as long as they are making progress.
- To maintain test security, it is best practice to schedule and administer one subject on the same day for the majority of the students in a given grade at the school before administering the next subject.
- Students who are absent or not enrolled on test administration days can make up their test at any point within the testing window. However, the make-up test session should occur after the initial administration in the school.

## Preparing for Test Administration

Only people involved in taking or administering the test are allowed to be in the room. Schools should take appropriate actions to reduce noise such as limiting the use of alarms, bells and announcements.

### ***Paper Administration Considerations***

- The ideal testing room is a typical classroom.
- Each student should have a writing surface that accommodates the test book and any allowable materials (e.g., calculator, scratch paper) with adequate space between students.
- Enough space should be allowed between students to ensure that students work independently.
- Separate students as much as possible and arrange them to limit their view of other students' testing materials.

### ***Online Administration Considerations***

- Tests may be administered in a computer lab or a regular classroom with laptop computers or supported devices.



- Only district-owned computers or devices can be used for online tests; student-owned computers or devices are not permitted.
- Students cannot access the test without the appropriate testing ticket.
- Enough space should be allowed between students to ensure that students work independently.
- Separate computer monitors as much as possible and arrange students to limit what they can see on other monitors.
- Students are not required to complete a section before exiting, complete the same number of items, or exit at the same place in the test as other students.
- For ISASP Reading and Science, students may exit at any time within a passage or stimulus-based scenario, as each item is shown with the associated passage. However, students may choose to complete a passage or scenario before exiting so they do not need to read it again when they resume testing.

## Recommended Test Administration Time

ITP recommends using the test administration times provided in the four tables below to schedule test sessions based on time. When using the recommended times, keep in mind that the types of items, the number of items, and the total number of passages will vary.

**Table 1. Recommended Test Administration Times for ISASP Reading**

Grade and Test	Total Number of Passages and Items	Recommended Test Administration Time*
3 Reading	5-6 passages, 34-36 items	60 minutes * Allow an additional 10 minutes to distribute and collect test materials.
4 Reading	5-6 passages, 35-37 items	
5 Reading	5-6 passages, 36-38 items	
6 Reading	5-6 passages, 37-39 items	
7 Reading	5-6 passages, 38-40 items	
8 Reading	5-6 passages, 38-40 items	
9 Reading	5-6 passages, 34-40 items	
10 Reading	5-6 passages, 34-40 items	
11 Reading	5-6 passages, 34-40 items	

**Table 2. Recommended Test Administration Times for ISASP Language/Writing\***

Grade and Test	Total Number of Passages and Items	Recommended Test Administration Time*
3 Language/Writing	5-6 passages, 31 items	75 minutes total Language: 30 minutes Writing: 45 minutes * Allow an additional 10 minutes to distribute and collect test materials.
4 Language/Writing	5-6 passages, 32 items	
5 Language/Writing	5-6 passages, 33 items	
6 Language/Writing	5-6 passages, 34 items	
7 Language/Writing	5-6 passages, 35 items	
8 Language/Writing	5-6 passages, 35 items	
9 Language/Writing	5-6 passages, 36 items	
10 Language/Writing	5-6 passages, 36 items	
11 Language/Writing	5-6 passages, 36 items	

\*There are two sections for the Language/Writing test. All sections can be administered on the same day with breaks, or each section can be administered on different scheduled days. Any section that is started on a scheduled day must be completed in that same session.

**Table 3. Recommended Test Administration Times for ISASP Mathematics\***

Grade and Test	Total Number of Items	Recommended Test Administration Time*
3 Mathematics	41 items	60 minutes * Allow an additional 10 minutes to distribute and collect test materials.
4 Mathematics	43 items	
5 Mathematics	46 items	
6 Mathematics	48 items	
7 Mathematics	51 items	
8 Mathematics	53 items	
9 Mathematics	41 items	
10 Mathematics	41 items	
11 Mathematics	41 items	

\*The online mathematics test will also include nine survey questions.

**Table 4. Recommended Test Administration Times for ISASP Science**

Grade and Test	Total Number of Passages and Items	Recommended Test Administration Time*
5 Science	8 passages, 38 items	60 minutes * Allow an additional 10 minutes to distribute and collect test materials.
8 Science	8 passages, 38 items	
10 Science	8 passages, 38 items	

**Table 5. Online and Paper Administrations**

Test	Online	Paper
Language/Writing	2 sections	1 test book, 1 answer document, 2 sections
Reading	1 section	1 test book, 1 answer document, 1 section
Mathematics	1 section, 1 student experience survey	1 test book, 1 answer document, 1 section
Science	1 section	1 test book, 1 answer document, 1 section

Proctors should be advised to keep a list of students who are absent during the regularly scheduled testing session so that make-up sessions can be scheduled. Each DAC or SAC should schedule make-up testing sessions for students who are absent during the initial testing session. All testing, including make-up testing, must be completed within the testing window.

## Who Should Be Tested

Students from all Iowa public and state-accredited nonpublic schools in the specified grade levels must participate in the ISASP. Students from Iowa independently accredited and non-accredited nonpublic schools in the specified grade levels may opt to participate in the ISASP.

Statewide assessments, such as the ISASP, are annual, summative measures of student achievement that are used to evaluate student learning and skills. The ISASP is one approach for measuring how Iowa students are performing on the Iowa Core. Although the ISASP is just one measure of a student's achievement, participation from all students is important to understanding and interpreting the results.

Information from the ISASP is used in a number of ways. The State of Iowa uses the aggregated test scores to report to the public and to the US Department of Education how Iowa students are performing on the Iowa Core. Educators and policymakers use information from the ISASP to make decisions about resources and support to be provided. Families use this information to make decisions about how best to prepare their students. School performance results are most interpretable when students participate in all the assessments.

## Overview of Pearson Systems

PearsonAccess<sup>next</sup> is Pearson's secure website used for all test administration preparation, setup, and reporting tasks for the ISASP. The PearsonAccess<sup>next</sup> Training site provides an opportunity to practice the same test administration tasks as those to be performed in PearsonAccess<sup>next</sup> without affecting any live student data, and it is also the means of managing infrastructure trials and technology readiness in preparation for online testing. Submission of student data and assessment information will all be completed in PearsonAccess<sup>next</sup>. Refer to the [PearsonAccess<sup>next</sup> Online Support page](#) for detailed information, as needed. The PearsonAccess<sup>next</sup> Online Support page will also be referenced throughout the manual.



TestNav is Pearson's online testing engine for students. Refer to the [TestNav 8 Online Support page](#) for detailed information, as needed. Work with your district/school technology staff to ensure readiness for online testing, as needed.



## **Preparation for Students for Online Testing**

Two resources are available to assist students in becoming familiar with the online testing environment. These are optional resources; however, it is recommended that students have the opportunity to access these in order to become familiar with online testing. It is not recommended to review these resources and test on the same day.

1. Practice tests are available to provide students the opportunity to practice test-taking prior to the ISASP. Students who will take the ISASP online should take the online practice test.
2. An online student tutorial is also available to familiarize students with how to navigate TestNav, including advancing; going back; and accessing the toolbar, embedded supports, and accommodations.

Both resources are available on the [Test Preparation page](#) of the ISASP portal.



## Chapter 2: Test Security and Administration Policies

### Overview

This chapter discusses the responsible and ethical practices needed when administering the ISASP in order to maintain test security and test score integrity. These practices apply to any individuals involved with the assessment.

Ensuring test security begins with understanding the importance of the validity of information provided by assessments of student achievement. Local education agencies (LEAs) in Iowa use test results from their annual assessments for many purposes. Critical to the validity of any use is the integrity of the procedures school personnel follow in all aspects of test administration, before, during, and after testing.

Much of the content of this chapter will seem like common sense to experienced teachers, test proctors and administrators. We highlight security practices and procedures here to inform and best serve the public, teachers, and students when stakeholders use test results at the student, school, district and state levels.

This chapter is a compilation of test security practices recommended by a variety of professional organizations and specialists in large-scale assessment. Source documents and expert guidance from the National Council on Measurement in Education (NCME), the Council of Chief State School Officers (CCSSO), the Association of Test Publishers (ATP), the United States Department of Education (USDE), and the annual Conference on Test Security (CoTS) were consulted in preparing it. The guiding principles for best practice in test security are captured by the acronym PDIR, shorthand for Prevention, Detection, Investigation, and Remediation. The components of PDIR represent the process for maintaining test security at all times so that appropriate procedures are followed whenever irregularities in test administration might threaten the integrity of district test results.

### Iowa Department of Education Assurances

Each year, the Iowa Department of Education (IDOE) requires every district superintendent and building principal in Iowa to review and sign the document entitled “Assurance for Proper and Ethical Test Administration” (hereafter the IDOE Assurances). That document is available online in the Consolidated Accountability and Support Application (CASA) at <https://educateiowa.gov/> and is reproduced at the end of this manual in Appendix A. It stipulates the actions that constitute violations of test security in the administration of tests required by the IDOE as well as the consequences of test administration violations. All Iowa school personnel involved in the administration of the ISASP should read and understand the IDOE Assurances prior to testing.

### Prevention

Test security and data integrity for administrations of the ISASP start with prevention. Specialists agree that the old adage about an ounce of prevention applies to test security. The intention of the IDOE Assurances is to prevent irregularities before, during, and after testing by assigning responsibility for security breaches to the LEA. Understanding the importance of information provided by assessments of student achievement is also critical in prevention. All school personnel involved in the administration of the ISASP need to understand the fundamental purposes of assessment as well as the range of decisions made by the LEA that rest on assessment results. This understanding is prerequisite to



school personnel valuing test security procedures. These procedures are critical to the validity of test scores and the decisions they are used to support.

Schools must maintain the security of test content and test materials before, during, and after the test administration. The chain of custody for test content and test materials must be documented all throughout; for sample chain of custody forms, see Appendices F and G in the [State of Iowa Test Security Manual](#).

1. All content in a test is considered secure; this includes, but is not limited to, reading passages and titles, science scenarios and titles, all components of test items in online and paper assessments, and student responses.
2. Student testing tickets used to sign in to an online test are secure because they provide access to an online test and contain private student data.
3. Student scratch paper is secure because students may write test items on it.

Maintaining the security of test content and test materials spans from initial receipt to the distribution, administration, collection, return, and disposal of all secure test materials, including test books and test tickets. For administrations of the ISASP, schools should follow these guidelines to aid in the prevention of testing irregularities at the LEA level.

## Test Security Prior to Testing

### Staff Training

1. School personnel should not access test materials or be allowed to administer the ISASP without security training. This training is subject to annual renewal at the LEA level. Detailed test security best practices are referenced in the [State of Iowa Test Security Manual](#). Training includes, but is not limited to:
  - a. Administrators must review, sign, and return the IDOE Assurances referenced above by the date required. They must also complete the appropriate training available on the ISASP Training Management System (TMS) at <https://ia.tms.pearson.com>, and document their completion and understanding of the training. All documentation should be retained on file at the school for review or audit as needed by the IDOE. Staff must complete all of these steps in advance of administering the ISASP.
  - b. Teachers and proctors must review the IDOE Assurances, complete the appropriate training available on the ISASP TMS at <https://ia.tms.pearson.com>, and document their completion and understanding of the training. All documentation should be retained on file at the school for review or audit as needed by the IDOE. Staff must complete all of these steps in advance of administering the ISASP.
  - c. Staff who will be administering the ISASP should review and understand what constitutes breaches of test security during all three phases of testing (before, during, and after) and should be prepared to act – if staff see a breach of test security, they are required to report it. Staff should report administration issues to the DAC/SAC but may also choose to report anonymously to the IDOE, Pearson, or ITP.
2. Schools should not alter or deviate from prescribed training requirements, but they may add additional instructions or training relevant to a particular school's environment.
3. The DAC/SAC should coordinate with teachers and proctors to ensure that students will receive the correct accommodations, as needed.
4. Schools must develop a "Student Honor Code" that is shared and reviewed with students in advance of testing. This document outlines expectations for student behavior during and after testing. Prohibited behaviors include, but are not limited to:
  - a. Using personal electronics to capture test items or responses





- b. Providing assistance to or accepting assistance from other students, which includes copying answers, using prearranged signals to provide answers, sharing used scratch paper, etc.
- c. Discussing test items or responses with students who have not yet tested
- d. Sharing test tickets, or retaining tickets or scratch paper after testing

### **Preparing the Testing Environment**

1. Arrange desks in each room where testing will occur so that students cannot see each other's papers or computer screens. Remove or cover any teaching aids on the walls that would provide students with assistance during testing. The DAC/SAC should complete a tour of each room to inspect and verify setup.
2. If there are security cameras in the testing room, adjust them so they cannot capture images of student papers or computer screens.

### **Maintaining the Security of Test Materials**

1. Keep test booklets, this Test Administrator Manual, and test tickets secure and accounted for at all times (before, during, and after testing).
2. Have a dedicated, secure place for storage that prevents non-authorized access to test materials.
3. Determine which staff members have legitimate access to the storage area and keep track of who goes in and out.
4. Determine which staff members are responsible for maintaining and documenting the chain of custody over test materials (this applies to all administrative staff who handle test and proctoring materials).
5. Schedule the times that materials will be distributed and collected.
6. Specify and document check-in/check-out procedures for test materials.
7. Maintain a count of the number of test booklets issued to each testing location (e.g. classroom) in the building.
8. Circulate a list of detailed procedures for reporting missing and damaged test materials.
9. Establish common scheduling time and calendar for testing.
10. Administrators, teachers, and proctors may not read, review, discuss, or copy passages, test questions, answer options, writing prompts, or student responses for later use in instructional planning, classroom instruction or assessments, or other purposes.

## **Test Security During Testing**

### **Following Standard Conditions of Administration**

1. Test all students as required by the IDOE.
2. Follow common scheduling time and calendar for testing.
3. Test all students in a defined testing window, scheduling each subject matter test on the same date and time throughout the district to the extent possible for ensuring the security of test content.
4. Use seating charts and assign seating, as appropriate.
5. Require identification or recognition of each student as appropriate; ensure that barcode and/or student information on answer documents or test tickets for online testing are matched to students.
6. Seat students an appropriate distance apart or use other available procedures to discourage copying.



7. Prohibit the use of mobile cameras, cell phones, smart watches, and other similar devices. Such devices should not be in any student's possession during testing unless they are specified for an appropriate purpose in an IEP or 504 Plan. For additional guidance, refer to Appendix O in the [State of Iowa Test Security Manual](#).
8. Have rooms proctored during the entire administration; proctors should move about the room in a way to observe, though not disrupt, students during testing. If possible, each room should have two proctors.
9. Document proctor names and locations used for testing.
10. The DAC/SAC should independently monitor test administrations on a random basis.
11. Maintain established security procedures throughout make-up testing and special accommodations sessions.
12. Have materials returned to a designated location for check-in immediately after testing (paper testing) or securely destroy test tickets and scratch paper on site (online testing). Document chain of custody of the materials throughout.

## Monitoring and Site Visits

Schools are responsible for monitoring the security of their test administration, including monitoring students during test sessions, monitoring social media sites, and monitoring practices of all staff to ensure compliance with test security policies. Monitoring must be conducted every year, and information on required observations and checklists are available in the [State of Iowa Test Security Manual](#).

Schools are not alone in ensuring a standardized and secure test delivery. Ensuring student safety and protecting student data are the foundations of the monitoring process. Every external monitor who enters an Iowa school and interacts with Iowa students must first pass a comprehensive background check.

Pearson will also constantly monitor system behavior during online testing. Monitors will watch for anomalous activity throughout the entire system. If Pearson detects suspicious activity, the system will trigger an alert to Pearson's technical staff for investigation.

## Incident Reporting

Irregular testing incidences are behaviors or events that occur which may give a student an unfair advantage or may compromise the integrity of the test during administration. Depending on the severity, the incident may need to be reported to the IDOE. For more information on the incident reporting process and levels of severity of incidences, refer to the [State of Iowa Test Security Manual](#).

## Test Security After Testing

### Returning Secure Test Materials to Pearson (paper version of the ISASP)

1. Check in all test materials following procedures established prior to testing.
2. Count all test booklets as they are checked in and match to counts issued to each testing location (e.g. classroom) in the building; identify and record mismatches and proctors responsible; report the number of missing test booklets to building administrator.
3. Count all answer documents and match those counts to the counts of test booklets.
4. Prepare return shipment of all answer documents and all test booklets not needed for make-ups in sealed boxes as soon as possible after testing.
5. Prepare return shipment of all make-up test booklets in sealed boxes as soon as possible after make-ups are completed.



## Handling Secure Materials (online version of the ISASP)

1. Student testing tickets and scratch paper should be collected and securely recycled after the test session is completed.

## Detection

Although data forensics and analytics have greatly advanced in recent years, test security breaches and other testing irregularities are best detected the moment they occur. When any specific safeguard in the category of prevention fails, it is critical that procedures are in place to observe and document the irregularity. School administrators, teachers and test proctors should make clear in their communications with students and staff that they are monitoring the test administration and test taking process carefully and that school staff will record and report any irregularities. Administrators should also understand that their agreement with the IDOE Assurances comes with it the responsibility to report any irregularities they observe during testing.

The IDOE Assurances require that staff report any direct observation of any of the events listed below to the building administrator.

### During Testing

1. Students copying answers from other students.
2. Students providing assistance to or accepting assistance from other students.
3. Inappropriate accommodation practices or accommodations not specified in a student's IEP or 504 Plan.
4. Students or teachers using prearranged signals (e.g., tapping, signing, voice inflection, facial expression) to provide correct answers to students.
5. Failing to follow prescribed test administration procedures leading to administration irregularities (e.g., completing incomplete or blank student responses, or providing too much information so as to assist the students in correctly answering questions).
6. Inappropriate proctoring by coaching or signaling students (e.g., hints, rephrasing questions, voice or facial inflection during tests read aloud), pointing out errors, or otherwise identifying correct answers during the exam.
7. Displaying improper information in student assessment rooms.
8. Referring to the specifics of any test content in, for example, the "Question of the Day," or other approach that clues students about questions on the test.
9. Putting up posters or other materials that provide or clue test answers.
10. Failing to cover existing information on boards or posters.
11. Giving unauthorized students prohibited materials, or other non-standard administration practices.
12. Allowing unauthorized people in the testing area (e.g., media, other students, teachers, or parents).

### After Testing

1. Altering student answer documents, changing answers, filling in omitted items, or logging in to a student's online test to perform equivalent actions.
2. Falsifying identification or demographic information for students.
3. Exposing or releasing items that may appear on future test forms.



4. Divulging details about test items to others who have yet to test (note: school staff should explicitly instruct students not to do this as part of the Student Honor Code).
  - a. This includes school staff discussing the test with staff in other schools or using electronic media that are easily accessible by such staff or capable of being shared with staff, even if the intent of the postings was an internal discussion (e.g. online social media groups or blogs frequented by educators, professional organization email listservs, etc.).
5. Not returning all secure testing material or securely recycling student scratch paper or test tickets.
6. Photocopying, reproducing, disclosing, or disseminating testing materials in any way.
7. Failing to submit answer documents for students expected to do poorly.
8. Any other action resulting in data that misrepresent the test performance of students within classes, schools, districts, and the State.

To protect score validity, ITP and Pearson will be conducting post-testing erasure analysis on any paper-based responses. ITP and Pearson will use industry standard data forensics to analyze item performance, latency, and response times, in conjunction with the type and frequency of response changes for those schools that test online.

## Investigation

The authority for investigating possible breaches of test security begins at the LEA level in Iowa. By signing the IDOE Assurances, the district superintendent and building administrators agree to investigate and report security breaches regardless of source, that is, whether they arise from student, teacher/proctor, or administrator actions. In particular, “following local investigation, a timely report should be made to the Iowa Department of Education, who will determine if student results must be invalidated. Any staff member found to have committed testing irregularities shall be subject to discipline in accordance with law and Board of Educational Examiners (BOEE) policy. If the staff member is a licensee of the BOEE, the superintendent shall make a timely report to that Board who will conduct further investigation regarding possible violation of the Code of Ethics as found at 282—Iowa Administrative Code, Chapter 25.” The IDOE has procedures in place to support the LEA superintendent and building administrators in the investigation of testing irregularities and test security breaches, and the IDOE takes responsibility for any determination that the conditions outlined in the Assurances have been violated to an extent that the test results are invalidated. The IDOE may follow up with its own investigation as warranted.

Investigations of suspected irregularities and test security breaches involving school personnel should be confidential and undertaken with full understanding of Iowa open records law and due consideration of the potential consequences of violations. In addition, relevant LEA and IDOE policy should be taken into account.

## Remediation

Just as the LEA takes the lead in preventing, detecting, and investigating breaches of test security, so too is the LEA in the best position to determine appropriate steps to remediate. Clear communication with relevant staff and review of the principles and practices presented in this manual is one place to start. That approach places emphasis on a key tenet of all research on test security: prevention.



When an LEA has experienced accusations or incidents related to test security, those events should be addressed appropriately with staff during future in-service activities and with students as part of preparation for future testing. To capture a teachable moment with a view toward prevention is a positive response. It offers the opportunity to reiterate to staff and students the value of reliable and valid information from student assessment, as well as its use in informing instruction and enhancing learning. These are among the most important purposes of student assessment, and a proper focus on test security helps make them a reality.





## Chapter 3: Preparation Before Testing

All administrative tasks for the ISASP are done in PearsonAccess<sup>next</sup> and must be completed prior to test administration.

The following tasks are typically completed by the **DAC or SAC**, but other roles may complete some of these tasks, as directed by their DAC or SAC.



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### For online and paper testing

- Receive a PearsonAccess<sup>next</sup> user account and confirm your organization (district or school)
- Enter your district-designated testing window in PearsonAccess<sup>next</sup>
- Manage students (update student registration and test information)



---

### For online testing only

- Create a test session and add students to the test session
- Print student testing tickets and/or session student rosters (optional)
- Prepare the test session

---

### For paper testing only

- Order additional paper test materials in PearsonAccess<sup>next</sup>
- 

## For Online and Paper Testing

**Users:** If you need a new Coordinator (DAC) user role, contact ITP. Additional DAC/SAC roles will require district superintendent approval. If you need any other role, contact your DAC/SAC.

**Create Users:** There are two methods to create users: 1) Import a file, which is recommended if many user accounts need to be created or updated. 2) Manually enter user information into the system, which is recommended if only a few user accounts need to be created or updated. See the [Create a User Account page](#) for step-by-step directions. See the [User Account Data Fields page](#) when importing a user file.

Refer to the User Role Matrix on the [ISASP Portal](#) for specific information on permissions associated with each user role while creating user accounts.

For details on user accounts, including creating, editing, disabling, enabling, deleting, restoring, or resetting passwords, see the [Manage Users page](#) for step-by-step directions.

**Organizations:** An organization is considered a district or school. All organizations received from the IDOE are in PearsonAccess<sup>next</sup> and indicated as “participating” in the ISASP. If you need to make any changes to your organization, contact ITP.



Enter your district-designated testing window in PearsonAccess<sup>next</sup>.

1. Confirm you are at the district-level in the black bar in the top right. From Setup > Organizations, under Find Organization, enter your district name.
2. Select the checkbox next to your district name.
3. From the Select Tasks list, select the checkbox next to **Manage Participation** and select **Start**.
4. Enter your district's Test Start Date and Test End Date and select **Save**.

**Manage Students:** Students are test-takers within an organization. Student data refers to student demographic data and test-related information and must be entered into PearsonAccess<sup>next</sup> before students can be assigned to test. All initial student data received from the IDOE is in PearsonAccess<sup>next</sup>.

There are three main tasks necessary to assign a student to a test:



1. Create the student record, if not already created
2. Register the student in a test administration, which is the ISASP
3. Assign the student to a test, such as Grade 3 Mathematics or Grade 5 Science, etc.

There are two methods of managing student data: 1) Import/export data files, which is commonly done for additions or changes that involve multiple students. When students are imported this way, the 3 main tasks above are completed. 2) Manually enter/update data into the system.

**Import/Export option:** To complete student registrations via the import/export data files process, see the [Import and Export Data page](#) for step-by-step directions.

- For the file Type, select **Student Registration Export**. Revise the file as needed using the *PearsonAccess<sup>next</sup>* Student Data File Definitions posted on the [ISASP Portal](#) to see valid values for each column.
- Once the file is revised, for the file Type, select **Student Registration Import**.
- To delete a registration, for the file Type, select **Student Registration Delete**.

Note: You will receive an email notification when a file export or import is complete.

**Manual option:** To complete manually, see the [Manage Students page](#) for step-by-step directions. The following tasks are outlined on this page:

- Create and Edit Student Records: student-level information, such as organization, state-assigned student ID No., name, date of birth, gender, grade
- Register Students in a Test Administration: student-level information for the ISASP, such as resident district, grade, enrollment (entry) type
- Manage Student or Group Test Assignments: test-level information, such as Grade 3 Mathematics, type, accommodations

**Student Directions:** Become familiar with the administration directions prior to testing. Directions are located in Chapter 4 of this manual.

## For Online Testing Only

Once your students are registered to test, the next step is creating test sessions and adding your students to them. Test Session is the term used in PearsonAccess<sup>next</sup> for a group of students testing online. Students must be placed in a test session in order to take the test; Student Testing Tickets and Session Rosters are available from PearsonAccess<sup>next</sup> for each test session. Test sessions can be auto-created, if desired, when a Student Registration File is imported, or can be manually created in PearsonAccess<sup>next</sup>.



### **Create an Online Test Session and Add Student to an Online Test Session:**

To auto-create a test session and have students automatically added to test sessions, see the **Import/Export option** in the Manage Students section above. The name of the test session will be the value listed in the “Class\_Name” field or will default to the student’s grade (e.g., Grade 03).”

To manually complete the steps:

1. To create a test session, see the [Create a Session page](#) for step-by-step directions.
2. To add students to a session, see the [Add a Student to a Session page](#) for step-by-step directions.

Note: There are two options for adding students manually: (1) while creating a test session or (2) while adding to an existing test session. Option 2 is recommended because it allows an easier overview of the added students. Students will not be available to add to a test session if they:

- Do not have a test assignment
- Are already in a test session for the same grade and subject

### **Removing or Moving Students Between Test Sessions:**

If students need to be removed from a test session, see the [Remove a Student from a Session page](#) for step-by-step directions.

Note: Only students in *Ready* status can be removed from a test session.

If students need to be moved to a different test session, see the [Move a Student Test Between Sessions page](#) for step-by-step directions.

Note: Students in active status cannot be moved.

### **Prepare an Online Test Session:**

Students must be added to the test session before the test session can be prepared. “Preparing” a test session assigns a specific test to the student. Test sessions do not automatically start, stop, time out, or expire.

There are two ways to prepare test sessions: (1) prepare a single test session or (2) prepare multiple test sessions.

- To prepare a single test session:
  1. From **Testing > Students in Sessions**, add a session to the Session List.
  2. Select **Prepare Session**.
- To prepare multiple test sessions:
  1. From **Testing > Students in Sessions**, add two or more test sessions to the Session List.
  2. Select **Prepare All Sessions**.

Note: The test session will change from *Not Prepared* status to *Preparing* status. Once the test session has been prepared, *Prepare Session* will change to *Start Session*, and the status will change to *Ready*.





### Print Session Student Rosters (Optional):

Session student rosters are available to print as a resource during testing. Rosters include the test session information (session status, name, test name, password, etc.) as well as student test information (name, student code, date of birth, test status, and username.) Rosters may be helpful to assist a student who is having difficulty signing in (rather than sorting through multiple testing tickets); they may be used as a checklist to verify that all secure materials have been collected or for taking notes on test administration or student status.

Note: Rosters can be printed anytime after students are added to the test session. They must be kept secure when not used during testing because they contain private student data and provide access to test content.

To print session student rosters:

1. From **Testing > Students in Sessions**, add a session to the Session List.
2. Select the **Resources** dropdown and select **Session Student Roster**.
3. Print the roster using your browser's print function.

### Print Student Testing Tickets:

Testing tickets are needed for students to sign in to TestNav and are specific to each online test session.

Note: Testing tickets can be printed anytime after students are added to the test session. They must be kept secure when not in use during testing because they contain private student data and provide access to test content.

To print student testing tickets:

1. From **Testing > Students in Sessions**, add a session to the Session List.
2. There are two options for printing testing tickets: (1) print tickets for the entire test session or (2) print individual tickets.
  - a. To print testing tickets for all students in the test session: Select the **Resources** dropdown, then select **Print all for this session**.
  - b. To print individual testing tickets: Select the checkbox next to the student(s), select the **Resources** dropdown, then select **Print selected for this session**.
3. When the tickets open, they are set up to print one ticket per page. To change how the tickets are printed, select a different print option (Multiple Per Page, Grid, List) from the dropdown.
4. Print the tickets using your browser's print function.
5. Ask students to sign the signature line on the ticket.

## For Paper Testing Only

Before testing it is important to ensure you have the correct testing materials needed. See the Important Dates Document located on the [ISASP Portal](#) for the dates of initial shipment of paper materials and when additional orders can be placed.

You will need to place an additional order in PearsonAccess<sup>next</sup> for any paper materials needed after the initial shipment is sent, as well as any paper accommodated test materials including large print or Spanish test books. To create or view an order, see the [Manage Orders page](#) for step-by-step directions.



Braille accommodated test materials will be handled by the Iowa Department for the Blind and are not ordered through the additional materials order window. Contact the Iowa Department for the Blind for additional details.

Affix the student ID label to the answer document or fill in ALL the student information fields (including the state student ID) on the answer document for each student who does not have a personalized student ID label.



## Chapter 4: During Test Administration

All administrative tasks for the ISASP are done in PearsonAccess<sup>next</sup>.



The following tasks are typically completed by the **Proctor**, but other roles may complete some of these tasks, as directed.

Note: Confirm with your DAC or SAC that test sessions are created, students are added to them, and test sessions are prepared before completing the following tasks.



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### For online testing only

- Start the test session

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### For paper testing only

- Distribute and collect test materials for each administration.
  - Report any missing test materials, absent students or testing irregularities to your DAC or SAC.
-



## Directions for Administering the ISASP

### Directions for Reading (Online)

#### Start Testing

**SAY**

We have scheduled \_\_\_\_\_ minutes for testing today.

Put everything away before you begin testing. Only your testing ticket, pencil or pen, and scratch paper may be on your desk during testing. If you are a student with text-to-speech, you may also have headphones on your desk. Write your name on your scratch paper.

You may not access your cell phone or other devices during testing. You must close everything that is open on your testing device and may not access anything else during testing.

Do not talk or work with other students. If you have questions when signing in, raise your hand.

*[Distribute testing materials, if not already provided.]*

**SAY**

*[If students are entering their username and password, follow these instructions. If already entered by the proctor, skip this section.]*

You should see the TestNav Sign In screen. Check that your name is on the top of the testing ticket. *[For students with text-to-speech]* Put on your headphones and select Test Audio on the Sign In screen to make sure that the sound is not muted. You may change the volume as needed.

**SAY**

Using your testing ticket, enter your username and password. Select the Sign In button. You should now see the Welcome screen. It shows your name and the name of your grade and test. If your name or grade is not correct, please raise your hand. Select the Start button.

*[Assist any students, as needed.]*



## Directions for Reading (Online)

### Start Testing continued....

**SAY**

Today, you will take a Reading test.

For this test, you will read a set of reading passages. Read each passage, and then answer the questions about what you have read.

- Read each question, then choose the best answer.
- Some questions will give you directions for how to answer the question. Follow these directions and answer the question.
- Other questions will ask you to write a response. Enter your response in the box provided beneath the question. Only responses entered in the box will be scored.
- This test will consist of three stages. A screen that says “Passages and Questions” will tell you when you are starting a stage. Another screen will tell you when you have reached the end of a stage and will give you additional instructions. You may return to any question in the stage you are working on and change your answers, but once you leave a stage you will not be able to return to previous questions.
- You must answer each question to move on to the next question. You may not skip questions.

**SAY**

Select the Start button to begin your test. If you have questions, raise your hand.

*[During testing, circulate the room among the students to make certain they are navigating the test environment correctly.]*

### End Testing

**SAY**

*[When you are ready to end testing, announce the end of the testing period.]*

**Stop testing. Testing time has now ended. Submit the Reading test. I will now collect your test materials.**

- Circulate the room to ensure all students have successfully exited out of TestNav and collect student testing materials.
- Ensure all students are in Exited or Completed status in PearsonAccess<sup>next</sup>.
- Return all test materials, including scratch paper and testing tickets to your DAC or SAC. Report any missing materials and absent students.
- Report any testing irregularities to your DAC or SAC.



## Directions for Language/Writing (Online)

### Start Testing

**SAY**

We have scheduled \_\_\_\_\_ minutes for testing today.

Put everything away before you begin testing. Only your testing ticket, pencil or pen, and scratch paper may be on your desk during testing. If you are a student with text-to-speech, you may also have headphones on your desk. Write your name on your scratch paper.

You may not access your cell phone or other devices during testing. You must close everything that is open on your testing device and may not access anything else during testing.

Do not talk or work with other students. If you have questions when signing in, raise your hand.

*[Distribute testing materials, if not already provided.]*

**SAY**

*[If students are entering their username and password, follow these instructions. If already entered by the proctor, skip this section.]*

You should see the TestNav Sign In screen. Check that your name is on the top of the testing ticket. *[For students with text-to-speech]* Put on your headphones and select Test Audio on the Sign In screen to make sure that the sound is not muted. You may change the volume as needed.

**SAY**

Using your testing ticket, enter your username and password. Select the Sign In button. You should now see the Welcome screen. It shows your name and the name of your grade and test. If your name or grade is not correct, please raise your hand. Select the Start button.

*[Assist any students, as needed.]*



## Directions for Language/Writing (Online)

### Start Testing continued....

**SAY**

Today, you will take a Language test.

For this test, you will read drafts of different types of writing, then answer questions about changing the writing.

- First, read quickly through the entire draft. Try to get a sense of its purpose and style.
- Read each question, then choose the best answer. If the original underlined text is best, choose “(No change)”.
- Some questions will give you directions for how to answer the question. Follow these directions and answer the question.
- Use the “Next” arrow to move on to the next question. If you do not know the answer to a question, you may bookmark it and go on to the next question. If you finish early, a review screen will allow you to review your answers and any questions you have bookmarked.

**SAY**

Select the Start button to begin your test. If you have questions, raise your hand.

*[During testing, circulate the room among the students to make certain they are navigating the test environment correctly.]*

### Stop Testing

**SAY**

*[The Language test will be submitted before starting the Writing test.]*

*[When you are ready to end testing, announce the end of the testing period.]*

**Stop testing. Testing time has now ended. Submit the Language test.**

**I will now collect your test materials.**

*[If students will take the Writing - Section 1 at another time, instruct students to exit TestNav.]*



## Breaks

If allowing students a break, read these directions to students.



**You may stop working for a short break. This is only a break and we will return to testing after a few minutes.**

*[Instruct student to exit the test, turn over the device, etc. as applicable for the device and consistent with district procedures].* **You may stand up and stretch if you choose, but do not talk.**

*[Stop the break as appropriate.]* **The break is over. We will now resume testing.**

- *[If the student exited the test, resume test in PearsonAccess<sup>next</sup>.]* **Sign back into your test using your testing ticket.**





## Directions for Writing - Section 1 (Online)

### Resume Testing



*[If the student exited the test, resume test in PearsonAccess<sup>next</sup>.]  
[If testing grades 3-6, read the following.]*

**Today, you will take a Writing test.**

**You will be given a writing assignment. You may be asked to write your opinion, to write an explanation, or to write a story. Read the writing assignment carefully so you understand what kind of response you are being asked to write. Then read the materials provided so you can use them to complete the writing assignment.**

*[If the student exited the test, resume test in PearsonAccess<sup>next</sup>.]  
[If testing grades 7-11, read the following.]*

**Today, you will take a Writing test.**

**You will be given a writing assignment. You may be asked to write an argument, to write an explanation, or to write a narrative response. Read the writing assignment carefully so you understand what kind of response you are being asked to write. Then read the materials provided so you can use them to complete the writing assignment.**



## Resume Testing Continued....



<p><i>[If testing grades 3-6, read the following.]</i></p> <p><b>As you write, remember to:</b></p> <ul style="list-style-type: none"><li>• <b>Have clear main ideas. If you are writing a story, develop your story and characters completely.</b></li><li>• <b>Use details and examples from the information you are given to develop your writing. You may also add your own ideas from your knowledge and imagination.</b></li><li>• <b>Organize your writing. Provide an opening and closing. Use paragraphs. Use linking words. If you are writing a story, order the events in your story clearly.</b></li><li>• <b>Use strong words and clear sentences. If you are writing a story, make your story come alive with describing words, action words, and dialogue.</b></li><li>• <b>Check your work for spelling and mistakes.</b></li></ul>	<p><i>[If testing grades 7-8, read the following.]</i></p> <p><b>As you write, remember to:</b></p> <ul style="list-style-type: none"><li>• <b>Provide clear main ideas. In a narrative response, develop the story and characters completely.</b></li><li>• <b>Use reasons, details, and examples from the information you are given to develop your writing. You may also add your own ideas from your knowledge and imagination.</b></li><li>• <b>Organize your writing. Provide an opening and closing. Use paragraphs and linking words. In a narrative response, order events clearly.</b></li><li>• <b>Use strong words, clear sentences, and language appropriate for your audience. In a narrative response, include descriptive language, active verbs, and dialogue.</b></li><li>• <b>Check your work for correct spelling and mistakes.</b></li></ul>	<p><i>[If testing grades 9-11, read the following.]</i></p> <p><b>As you write, remember to:</b></p> <ul style="list-style-type: none"><li>• <b>Communicate your main ideas clearly. In a narrative response, develop the story and characters completely.</b></li><li>• <b>Use reasons, details, and examples from the information you are given to develop your writing. You may also add your own ideas from your knowledge and imagination.</b></li><li>• <b>Provide clear and logical organization. Include an opening and closing. Use paragraphs and linking words. In a narrative response, order events clearly.</b></li><li>• <b>Use precise words and language appropriate for your audience. In a narrative response, include descriptive language, active verbs, and dialogue.</b></li><li>• <b>Check your work for correct spelling, grammar, and punctuation.</b></li></ul>
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## Resume Testing Continued...

**SAY**

You may use scratch paper to help plan your response. Scratch paper will not be scored. Enter your response in the box provided beneath the assignment. Only responses entered in the box will be scored.

**SAY**

Select the Start button to begin your test. If you have questions, raise your hand.

*[During testing, circulate the room among the students to make certain they are navigating the test environment correctly.]*

## End Testing

**SAY**

*[When you are ready to end testing, announce the end of the testing period.]*

**Stop testing. Testing time has now ended. Submit Section 1 of the Writing test.**

**I will now collect your test materials.**

- Circulate the room to ensure all students have successfully exited out of TestNav and collect student testing materials.
- Ensure all students are in Exited or Completed status in PearsonAccessnext.
- Return all test materials, including scratch paper and testing tickets to your DAC or SAC. Report any missing materials and absent students.
- Report any testing irregularities to your DAC or SAC.



## Directions for Mathematics (Online)

### Start Testing

**SAY**

We have scheduled \_\_\_\_\_ minutes for taking a Mathematics test and a short survey today.

Put everything away before you begin testing. Only your testing ticket, pencil or pen, a calculator (if using), and scratch paper may be on your desk during testing. If you are a student with text-to-speech, you may also have headphones on your desk. Write your name on your scratch paper.

You may not access your cell phone or other devices during testing. You must close everything that is open on your testing device and may not access anything else during testing.

Do not talk or work with other students. If you have questions when signing in, raise your hand.

*[Distribute testing materials, if not already provided.]*

**SAY**

*[If students are entering their username and password, follow these instructions. If already entered by the proctor, skip this section.]*

You should see the TestNav Sign In screen. Check that your name is on the top of the testing ticket. *[For students with text-to-speech]* Put on your headphones and select Test Audio on the Sign In screen to make sure that the sound is not muted. You may change the volume as needed.

**SAY**

Using your testing ticket, enter your username and password. Select the Sign In button. You should now see the Welcome screen. It shows your name and the name of your grade and test. If your name or grade is not correct, please raise your hand. Select the Start button.

*[Assist any students, as needed.]*



## Directions for Mathematics (Online)

### Start Testing continued...

**SAY**

*[If testing grades 3-5, read the following.]*

**Today, you will take a Mathematics test.**

**For this test, you will use what you have learned about math to solve math problems and answer questions.**

- Read each question, then choose the best answer.
- Some questions will give you directions for how to answer the question. Follow these directions and answer the question.
- Other questions will ask you to write a response. Enter your response in the box provided beneath the question. Only responses entered in the box will be scored.
- You may use scratch paper while working on the questions. Scratch paper will not be scored. It is important to answer all questions on the computer.
- An online calculator has been provided in the tool bar at the top of the screen. You may also use your own calculator.
- Use the “Next” arrow to move on to the next question. If you do not know the answer to a question, you may bookmark it and go on to the next question. If you finish early, a review screen will allow you to review your answers and any questions you have bookmarked.

*[If testing grades 6-11, read the following.]*

**Today, you will take a Mathematics test.**

**For this test, you will use what you have learned about math to solve math problems and answer questions.**

- Read each question, then choose the best answer.
- Some questions will give you directions for how to answer the question. Follow these directions and answer the question.
- Other questions will ask you to write a response. Enter your response in the box provided beneath the question. Only responses entered in the box will be scored.
- You may use scratch paper while working on the questions. Scratch paper will not be scored. It is important to answer all questions on the computer.
- An online calculator has been provided in the tool bar at the top of the screen. You may also use your own calculator.
- If needed, a formula sheet is available by selecting the “exhibit” folder on the right side of the screen.
- Use the “Next” arrow to move on to the next question. If you do not know the answer to a question, you may bookmark it and go on to the next question. If you finish early, a review screen will allow you to review your answers and any questions you have bookmarked.



## Start Testing continued...

**SAY**

**Select the Start button to begin your test. If you have questions, raise your hand.**

*[During testing, circulate the room among the students to make certain they are navigating the test environment correctly.]*

## End Testing

**SAY**

*[When you are ready to end testing, announce the end of the testing period.]*

**Stop testing. Testing time has now ended. Submit the Mathematics test. If you have not already submitted the Mathematics test and completed the survey, complete the survey now.**

*[Allow students who have not already completed the survey 5 minutes to do so.]*

**I will now collect your test materials.**

- Circulate the room to ensure all students have successfully exited out of TestNav and collect student testing materials.
- Ensure all students are in Exited or Completed status in PearsonAccess<sup>next</sup>.
- Return all test materials, including scratch paper and testing tickets to your DAC or SAC. Report any missing materials and absent students.
- Report any testing irregularities to your DAC or SAC.



## Directions for Science (Online)

### Start Testing

**SAY**

We have scheduled \_\_\_\_\_ minutes for testing today.

Put everything away before you begin testing. Only your testing ticket, pencil or pen, a calculator (if using), and scratch paper may be on your desk during testing. If you are a student with text-to-speech, you may also have headphones on your desk. Write your name on your scratch paper.

You may not access your cell phone or other devices during testing. You must close everything that is open on your testing device and may not access anything else during testing.

Do not talk or work with other students. If you have questions when signing in, raise your hand.

*[Distribute testing materials, if not already provided.]*

**SAY**

*[If students are entering their username and password, follow these instructions. If already entered by the proctor, skip this section.]*

You should see the TestNav Sign In screen. Check that your name is on the top of the testing ticket. *[For students with text-to-speech]* Put on your headphones and select Test Audio on the Sign In screen to make sure that the sound is not muted. You may change the volume as needed.

**SAY**

Using your testing ticket, enter your username and password. Select the Sign In button. You should now see the Welcome screen. It shows your name and the name of your grade and test. If your name or grade is not correct, please raise your hand. Select the Start button.

*[Assist any students, as needed.]*



## Directions for Science (Online)

### Start Testing continued...

**SAY**

Today you will take a Science test.

Use what you have learned about science to answer problems and questions about science concepts.

- Read each question, then choose the best answer.
- Some questions will give you directions for how to answer the question. Follow these directions and answer the question.
- Other questions will ask you to write a response. Enter your response in the box provided beneath the question. Only responses entered in the box will be scored.
- This test will consist of two stages. A screen that says “Stimuli and Questions” will tell you when you are starting a stage. Another screen will tell you when you have reached the end of a stage and will give you additional instructions. You may return to any question in the stage you are working on and change your answers, but once you leave a stage you will not be able to return to previous questions.
- You must answer each question to move on to the next question. You may not skip questions.

**SAY**

Select the Start button to begin your test. If you have questions, raise your hand.

*[During testing, circulate the room among the students to make certain they are navigating the test environment correctly.]*

### End Testing

**SAY**

*[When you are ready to end testing, announce the end of the testing period.]*

**Stop testing. Testing time has now ended. Submit the Science test.**

**I will now collect your test materials.**

- Circulate the room to ensure all students have successfully exited out of TestNav and collect student testing materials.
- Ensure all students are in Exited or Completed status in PearsonAccess<sup>next</sup>.
- Return all test materials, including scratch paper and testing tickets to your DAC or SAC. Report any missing materials and absent students.
- Report any testing irregularities to your DAC or SAC.





## Directions for Reading (Paper)

### Start Testing

**SAY**

We have scheduled \_\_\_\_\_ minutes for testing today.

Put everything away before you begin testing. Only your test book, answer document, pencil, and scratch paper may be on your desk during testing.

You may not access your cell phone or other devices during testing. Do not talk or work with other students.

*[Distribute testing materials, if not already provided.]*

Write your name on your test book and scratch paper. Check that your name is on your answer document. If your name is not correct, please raise your hand.

*[Assist any students, as needed. If a student's name is missing, assist in gridding the student's name on the answer sheet as needed.]*

**SAY**

During this session, you may only work on your Reading test. Please open your test booklet while I read the directions.

Today, you will take a Reading test.

For this test, you will read a set of reading passages. Read each passage, and then answer the questions about what you have read. There are two types of questions:

- One type of question will give four possible answers. Choose the best answer, then completely fill in the circle that goes with this answer on your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase completely.
- The other type of question will ask you to write out a response. Find the answer box with lines for this type of question on your answer document and write your answer there. Only what you write inside of the answer box will be scored.
- If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer.



## Start Testing continued...

**SAY**

**You may begin your test. If you have questions, raise your hand.**

*[During testing, circulate the room among the students to make certain they are navigating the test environment correctly.]*

## End Testing

**SAY**

*[When you are ready to end testing, announce the end of the testing period.]*

**Stop testing. Testing time has now ended. I will now collect your materials.**

- Collect student testing materials, including any scratch paper.
- Return all test materials to your DAC or SAC. Report any missing materials and absent students.
- Report any testing irregularities to your DAC or SAC.



## Directions for Language/Writing (Paper)

### Start Testing

**SAY**

We have scheduled \_\_\_\_\_ minutes for testing today.

Put everything away before you begin testing. Only your test book, answer document, pencil, and scratch paper may be on your desk during testing.

You may not access your cell phone or other devices during testing. Do not talk or work with other students.

*[Distribute the Language/Writing test book and Language/Writing Section 2 answer document, if not already provided.]*

Write your name on your test book and scratch paper. Check that your name is on your answer document. If your name is not correct, please raise your hand.

*[Assist any students, as needed. If a student's name is missing, assist in gridding the student's name on the answer sheet as needed.]*

**SAY**

During this session, you may only work on your Language test. Please open your test booklet while I read the directions.

Today, you will take a Language test.

For this test, you will read drafts of different types of writing, then answer questions about changing the writing.

- First, read the entire draft, then answer the questions. There are four answer choices for each question. Choose the best answer. If the underlined text is best, choose “(No change)” as your answer.
- Some questions refer to a specific place in the draft. These questions will ask you about adding new information or reorganizing parts of the draft.
- Mark your answers by completely filling in the circle that goes with this answer in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase completely.
- If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer.



## Start Testing continued...

**SAY**

**You may begin your test. If you have questions, raise your hand.**

*[During testing, circulate the room among the students to make certain they are navigating the test environment correctly.]*

## Stop Testing

**SAY**

*[The Language test will be finished before starting the Writing test.]*

*[When you are ready to end testing, announce the end of the testing period.]*

**Stop testing. Testing time has now ended. You may no longer work on the test you just finished.**

*[If testing will resume at another time, collect the Language/Writing test books and Language/Writing Section 2 answer documents. Students will only use the Language/Writing Section 2 answer document to take the Writing Section 2 test.]*

## Breaks

If allowing students a break, read these directions to students.

**SAY**

**You may stop working for a short break. Close your test.**

**You may stand up and stretch if you choose, but do not talk.**

*[Collect the Language/Writing test books before starting the Writing Section 2 test. Students will use only the Language/Writing Section 2 answer document to take the Writing Section 2 test.]*

*[Stop the break as appropriate.]* **The break is over. We will now resume testing.**



## Directions for Writing - Section 2 (Paper)

### Resume Testing

**SAY**

We have scheduled \_\_\_\_\_ minutes for testing today.

Put everything away before you begin testing. Only your answer document and pencil may be on your desk during testing.

You may not access your cell phone or other devices during testing. Do not talk or work with other students.

*[Distribute the Language/Writing Section 2 answer document. Students will use only the Language/Writing Section 2 answer document to take the Writing Section 2 test. There is no separate test book for this test.]*

Check that your name is on your answer document. If your name is not correct, please raise your hand.

*[Assist any students, as needed. If a student's name is missing, assist in gridding the student's name on the answer sheet as needed.]*

**SAY**

During this session, you may only work on your Writing test. Please open your answer document to the page that says "Writing—Section 2" while I read the directions.

Today, you will take a Writing test.

On the next page of this answer document is a writing assignment. Read the writing assignment carefully. Then read the materials provided so you can use them to complete the writing assignment.



## Resume Testing continued...



<p><i>[If testing grades 3-6, read the following.]</i></p> <p><b>Writing Checklist</b></p> <p><b>As you write, remember to:</b></p> <ul style="list-style-type: none"><li>• <b>Have clear main ideas.</b> If you are writing a story, develop your story and characters completely.</li><li>• <b>Use details and examples from the information you are given to develop your writing.</b> You may also add your own ideas from your knowledge and imagination.</li><li>• <b>Organize your writing.</b> Provide an opening and closing. Use paragraphs. Use linking words. If you are writing a story, order the events in your story clearly.</li><li>• <b>Use strong words and clear sentences.</b> If you are writing a story, make your story come alive with describing words, action words, and dialogue.</li><li>• <b>Check your work for spelling and mistakes.</b></li></ul>	<p><i>[If testing grades 7-8, read the following.]</i></p> <p><b>Writing Checklist</b></p> <p><b>As you write, remember to:</b></p> <ul style="list-style-type: none"><li>• <b>Provide clear main ideas.</b> In a narrative response, develop the story and characters completely.</li><li>• <b>Use reasons, details, and examples from the information you are given to develop your writing.</b> You may also add your own ideas from your knowledge and imagination.</li><li>• <b>Organize your writing.</b> Provide an opening and closing. Use paragraphs and linking words. In a narrative response, order events clearly.</li><li>• <b>Use strong words, clear sentences, and language appropriate for your audience.</b> In a narrative response, include descriptive language, active verbs, and dialogue.</li><li>• <b>Check your work for correct spelling and mistakes.</b></li></ul>	<p><i>[If testing grades 9-11, read the following.]</i></p> <p><b>Writing Checklist</b></p> <p><b>As you write, remember to:</b></p> <ul style="list-style-type: none"><li>• <b>Communicate your main ideas clearly.</b> In a narrative response, develop the story and characters completely.</li><li>• <b>Use reasons, details, and examples from the information you are given to develop your writing.</b> You may also add your own ideas from your knowledge and imagination.</li><li>• <b>Provide clear and logical organization.</b> Include an opening and closing. Use paragraphs and linking words. In a narrative response, order events clearly.</li><li>• <b>Use precise words and language appropriate for your audience.</b> In a narrative response, include descriptive language, active verbs, and dialogue.</li><li>• <b>Check your work for correct spelling, grammar, and punctuation.</b></li></ul>
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## Resume Testing continued...

**SAY**

**You may write notes or underline text in this booklet. This will not affect your score. You must write your essay on the lined pages of this answer document. Only what you write inside the answer box will be scored.**

**SAY**

**You may begin your test. If you have questions, raise your hand.**

*[During testing, circulate the room among the students to make certain they are navigating the test environment correctly.]*

## End Testing

**SAY**

*[When you are ready to end testing, announce the end of the testing period.]*

**Stop testing. Testing time has now ended. You may no longer work on the test you just finished or any other tests in your answer document.**

- Collect student testing materials, including any scratch paper.
- Return all test materials to your DAC or SAC. Report any missing materials and absent students.
- Report any testing irregularities to your DAC or SAC.



## Directions for Mathematics (Paper)

### Start Testing



We have scheduled \_\_\_\_\_ minutes for testing today.

Put everything away before you begin testing. Only your test book, answer document, pencil, a calculator (if using), and scratch paper may be on your desk during testing.

You may not access your cell phone or other devices during testing. Do not talk or work with other students.

*[Distribute testing materials, if not already provided.]*

Write your name on your test book and scratch paper. Check that your name is on your answer document. If your name is not correct, please raise your hand.

*[Assist any students, as needed. If a student's name is missing, assist in gridding the student's name on the answer sheet as needed]*





## Start Testing continued...

### SAY

*[If testing grades 3-8, read the following.]*

**During this session, you may only work on your Mathematics test. Please open your test booklet while I read the directions.**

**Today, you will take a Mathematics test.**

**For this test, you will use what you have learned about math to answer questions. There are two types of questions:**

- **One type of question will give four possible answers. Choose the best answer, then completely fill in the circle that goes with this answer on your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase completely.**
- **The other type of question will ask you to write out a response. Find the answer areas for this type of question on your answer document and write your answer there. Only what you write inside the answer box will be scored.**
- **You may use scratch paper while working on the questions. Scratch paper will not be scored. It is important to mark all of your answers in your answer document.**
- **If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer.**

*[If testing grades 9-11, read the following.]*

**During this session, you may only work on your Mathematics test. Please open your test booklet while I read the directions.**

**Today, you will take a Mathematics test.**

**For this test, you will use what you have learned in your math classes to answer math problems and questions about math concepts. There are two types of questions:**

- **One type of question will give five possible answers. Choose the best answer, and mark your answer by completely filling in the circle that goes with this answer in your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase completely.**
- **The other type of question will ask you to write out a response. Find the answer areas for this type of question on your answer document and write your answer there. Only what you write inside the answer box will be scored.**
- **You may use scratch paper while working on the questions. Scratch paper will not be scored. It is important to mark all of your answers on your answer document.**
- **If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer.**



## Start Testing continued...

**SAY**

**You may begin your test. If you have questions, raise your hand.**

*[During testing, circulate the room among the students to make certain they are navigating the test environment correctly.]*

## End Testing

**SAY**

*[When you are ready to end testing, announce the end of the testing period.]*

**Stop testing. Testing time has now ended. I will now collect your materials.**

- Collect student testing materials, including any scratch paper.
- Return all test materials to your DAC or SAC. Report any missing materials and absent students.
- Report any testing irregularities to your DAC or SAC.



## Directions for Science (Paper)

### Start Testing

**SAY**

We have scheduled \_\_\_\_\_ minutes for testing today.

Put everything away before you begin testing. Only your test book, answer document, pencil, a calculator (if using), and scratch paper may be on your desk during testing.

You may not access your cell phone or other devices during testing. Do not talk or work with other students.

*[Distribute testing materials, if not already provided.]*

Write your name on your test book and scratch paper. Check that your name is on your answer document. If your name is not correct, please raise your hand.

*[Assist any students, as needed. If a student's name is missing, assist in gridding the student's name on the answer sheet as needed]*

**SAY**

During this session, you may only work on your Science test. Please open your test booklet while I read the directions.

Today, you will take a Science test.

Use what you have learned about science to answer problems and questions about science concepts. There are two types of questions:

- One type of question will give four possible answers. Choose the best answer, then completely fill in the circle that goes with this answer on your answer document. Do not make any pencil marks outside of the circles. If you need to change an answer, be sure to erase completely.
- The other type of question will ask you to write out a response. Find the answer box with lines for this type of question on your answer document and write your answer there. Only what you write inside the answer box will be scored.
- If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer.



## Start Testing continued...

**SAY**

**You may begin your test. If you have questions, raise your hand.**

*[During testing, circulate the room among the students to make certain they are navigating the test environment correctly.]*

## End Testing

**SAY**

*[When you are ready to end testing, announce the end of the testing period.]*

**Stop testing. Testing time has now ended. I will now collect your materials.**

- Collect student testing materials, including any scratch paper.
- Return all test materials to your DAC or SAC. Report any missing materials and absent students.
- Report any testing irregularities to your DAC or SAC.



## Directions for Reading (Large Print)

### Start Testing

**SAY**

We have scheduled \_\_\_\_\_ minutes for testing today.

Put everything away before you begin testing. Only your test book, pencil, and scratch paper may be on your desk during testing.

You may not access your cell phone or other devices during testing. Do not talk or work with other students.

*[Distribute testing materials, if not already provided.]*

Write your name on your test book and scratch paper.

*[Assist any students, as needed.]*

*[Students using large print test booklets answer directly in their booklets. There is no separate answer document.]*

**SAY**

During this session, you may only work on your Reading test. Please open your test booklet while I read the directions.

Today, you will take a Reading test.

For this test, you will read a set of reading passages. Read each passage, and then answer the questions about what you have read. There are two types of questions:

- One type of question will give four possible answers. Choose the best answer, then mark your answer by circling the letter next to your answer in your test booklet. If you need to change an answer, be sure to erase completely.
- The other type of question will ask you to write out a response. Find the answer box with lines for this type of question in your test booklet and write your answer there. Only what you write inside of the answer box will be scored.
- If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer.



## Start Testing continued...

**SAY**

**You may begin your test. Remember to answer the questions directly in your test booklet. If you have questions, raise your hand.**

*[During testing, circulate the room among the students to make certain they are navigating the test environment correctly.]*

## End Testing

**SAY**

*[When you are ready to end testing, announce the end of the testing period.]*

**Stop testing. Testing time has now ended. I will now collect your materials.**

- Collect student testing materials, including any scratch paper.
- Return all test materials to your DAC or SAC. Report any missing materials and absent students.
- Report any testing irregularities to your DAC or SAC.
- Administrators will need to ensure that the answers of students who have taken the large print version of the ISASP are transcribed from the test booklet onto an ISASP Answer Document.



## Directions for Language/Writing (Large Print)

### Start Testing

**SAY**

We have scheduled \_\_\_\_\_ minutes for testing today.

Put everything away before you begin testing. Only your test book, pencil, and scratch paper may be on your desk during testing.

You may not access your cell phone or other devices during testing. Do not talk or work with other students.

*[Distribute testing materials, if not already provided. Materials should include the Language/Writing test book only.]*

Write your name on your test book and scratch paper.

*[Assist any students, as needed.]*

*[Students using large print test booklets answer directly in their booklets. There is no separate answer document.]*

**SAY**

During this session, you may only work on your Language test. Please open your test booklet while I read the directions.

Today, you will take a Language test.

For this test, you will read drafts of different types of writing, then answer questions about changing the writing.

- First, read the entire draft, then answer the questions. There are four answer choices for each question. Choose the best answer. If the underlined text is best, choose “(No change)” as your answer.
- Some questions refer to a specific place in the draft. These questions will ask you about adding new information or reorganizing parts of the draft.
- Mark your answers by circling the letter next to your answer in your test booklet. If you need to change an answer, be sure to erase completely.
- If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer.



## Start Testing continued...

**SAY**

**You may begin your test. Remember to answer the questions directly in your test booklet. If you have questions, raise your hand.**

*[During testing, circulate the room among the students to make certain they are navigating the test environment correctly.]*

## Stop Testing

**SAY**

*[The Language test will be finished before starting the Writing test.]*

*[When you are ready to end testing, announce the end of the testing period.]*

**Stop testing. Testing time has now ended. You may no longer work on the test you have just finished.**

*[Collect the Language/Writing test books.]*

## Breaks

If allowing students a break, read these directions to students.

**SAY**

**You may stop working for a short break. Close your test.**

**You may stand up and stretch if you choose, but do not talk.**

*[Collect the Language/Writing test books.]*

*[Stop the break as appropriate.]* **The break is over. We will now resume testing.**





## Directions for Writing - Section 2 (Large Print)

### Resume Testing

**SAY**

We have scheduled \_\_\_\_\_ minutes for testing today.

Put everything away before you begin testing. Only your test book, pencil, and scratch paper may be on your desk during testing.

You may not access your cell phone or other devices during testing. Do not talk or work with other students.

*[Distribute the Writing Section 2 test book. There is no separate answer document.]*

Write your name on your test book and scratch paper.

*[Assist any students, as needed.]*

*[Students using large print test booklets answer directly in their booklets. There is no separate answer document.]*

**SAY**

During this session, you may only work on your Writing test. Please open your test booklet to the page that says “Writing—Section 2” while I read the directions.

Today, you will take a Writing test.

On the next page of this answer document is a writing assignment. Read the writing assignment carefully. Then read the materials provided so you can use them to complete the writing assignment.



## Resume Testing continued...



<p><i>[If testing grades 3-6, read the following.]</i></p> <p><b>Writing Checklist</b></p> <p><b>As you write, remember to:</b></p> <ul style="list-style-type: none"><li>• <b>Have clear main ideas.</b> If you are writing a story, develop your story and characters completely.</li><li>• <b>Use details and examples from the information you are given to develop your writing.</b> You may also add your own ideas from your knowledge and imagination.</li><li>• <b>Organize your writing.</b> Provide an opening and closing. Use paragraphs. Use linking words. If you are writing a story, order the events in your story clearly.</li><li>• <b>Use strong words and clear sentences.</b> If you are writing a story, make your story come alive with describing words, action words, and dialogue.</li><li>• <b>Check your work for spelling and mistakes.</b></li></ul>	<p><i>[If testing grades 7-8, read the following.]</i></p> <p><b>Writing Checklist</b></p> <p><b>As you write, remember to:</b></p> <ul style="list-style-type: none"><li>• <b>Provide clear main ideas.</b> In a narrative response, develop the story and characters completely.</li><li>• <b>Use reasons, details, and examples from the information you are given to develop your writing.</b> You may also add your own ideas from your knowledge and imagination.</li><li>• <b>Organize your writing.</b> Provide an opening and closing. Use paragraphs and linking words. In a narrative response, order events clearly.</li><li>• <b>Use strong words, clear sentences, and language appropriate for your audience.</b> In a narrative response, include descriptive language, active verbs, and dialogue.</li><li>• <b>Check your work for correct spelling and mistakes.</b></li></ul>	<p><i>[If testing grades 9-11, read the following.]</i></p> <p><b>Writing Checklist</b></p> <p><b>As you write, remember to:</b></p> <ul style="list-style-type: none"><li>• <b>Communicate your main ideas clearly.</b> In a narrative response, develop the story and characters completely.</li><li>• <b>Use reasons, details, and examples from the information you are given to develop your writing.</b> You may also add your own ideas from your knowledge and imagination.</li><li>• <b>Provide clear and logical organization.</b> Include an opening and closing. Use paragraphs and linking words. In a narrative response, order events clearly.</li><li>• <b>Use precise words and language appropriate for your audience.</b> In a narrative response, include descriptive language, active verbs, and dialogue.</li><li>• <b>Check your work for correct spelling, grammar, and punctuation.</b></li></ul>
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## Resume Testing continued...

**SAY**

**You may write notes or underline text in this booklet. This will not affect your score. You must write your essay on the lined pages of this answer document. Only what you write inside the answer box will be scored.**

**SAY**

**You may begin your test. Remember to answer the questions directly in your test booklet. If you have questions, raise your hand.**

*[During testing, circulate the room among the students to make certain they are navigating the test environment correctly.]*

## End Testing

**SAY**

*[When you are ready to end testing, announce the end of the testing period.]*

**Stop testing. Testing time has now ended. You may no longer work on the test you just finished.**

- Collect student testing materials, including any scratch paper.
- Return all test materials to your DAC or SAC. Report any missing materials and absent students.
- Report any testing irregularities to your DAC or SAC.
- Administrators will need to ensure that the answers of students who have taken the large print version of the ISASP are transcribed from the test booklet onto an ISASP Answer Document.



## Directions for Mathematics (Large Print)

### Start Testing



We have scheduled \_\_\_\_\_ minutes for testing today.

Put everything away before you begin testing. Only your test book, pencil, a calculator (if using), and scratch paper may be on your desk during testing.

You may not access your cell phone or other devices during testing. Do not talk or work with other students.

*[Distribute testing materials, if not already provided.]*

Write your name on your test book and scratch paper.

*[Assist any students, as needed.]*

*[Students using large print test booklets answer directly in their booklets. There is no separate answer document.]*



## Start Testing continued...

### SAY

*[If testing grades 3-8, read the following.]*

**During this session, you may only work on your Mathematics test. Please open your test booklet while I read the directions.**

**Today, you will take a Mathematics test.**

**For this test, you will use what you have learned about math to answer questions. There are two types of questions:**

- **One type of question will give four possible answers. Choose the best answer, then mark your answer by circling the letter next to your answer in your test booklet. If you need to change an answer, be sure to erase completely.**
- **The other type of question will ask you to write out a response. Find the answer areas for this type of question in your test booklet and write your answer there. Only what you write inside the answer box will be scored.**
- **You may use scratch paper while working on the questions. Scratch paper will not be scored. It is important to mark all of your answers in your test booklet.**
- **If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer.**

*[If testing grades 9-11, read the following.]*

**During this session, you may only work on your Mathematics test. Please open your test booklet while I read the directions.**

**Today, you will take a Mathematics test.**

**For this test, you will use what you have learned in your math classes to answer math problems and questions about math concepts. There are two types of questions:**

- **One type of question will give five possible answers. Choose the best answer, then mark your answer by circling the letter next to your answer in your test booklet. If you need to change an answer, be sure to erase completely.**
- **The other type of question will ask you to write out a response. Find the answer areas for this type of question in your test booklet and write your answer there. Only what you write inside the answer box will be scored.**
- **You may use scratch paper while working on the questions. Scratch paper will not be scored. It is important to mark all of your answers in your test booklet.**
- **If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer.**



## Start Testing continued...

**SAY**

**You may begin your test. Remember to answer the questions directly in your test booklet. If you have questions, raise your hand.**

*[During testing, circulate the room among the students to make certain they are navigating the test environment correctly.]*

## End Testing

**SAY**

*[When you are ready to end testing, announce the end of the testing period.]*

**Stop testing. Testing time has now ended. I will now collect your materials.**

- Collect student testing materials, including any scratch paper.
- Return all test materials to your DAC or SAC. Report any missing materials and absent students.
- Report any testing irregularities to your DAC or SAC.
- Administrators will need to ensure that the answers of students who have taken the large print version of the ISASP are transcribed from the test booklet onto an ISASP Answer Document.



## Directions for Science (Large Print)

### Start Testing

**SAY**

We have scheduled \_\_\_\_\_ minutes for testing today.

Put everything away before you begin testing. Only your test book, pencil, a calculator (if using), and scratch paper may be on your desk during testing.

You may not access your cell phone or other devices during testing. Do not talk or work with other students.

*[Distribute testing materials, if not already provided.]*

Write your name on your test book and scratch paper.

*[Assist any students, as needed.]*

*[Students using large print test booklets answer directly in their booklets. There is no separate answer document.]*

**SAY**

During this session, you may only work on your Science test. Please open your test booklet while I read the directions.

Today, you will take a Science test.

Use what you have learned about science to answer problems and questions about science concepts. There are two types of questions:

- One type of question will give four possible answers. Choose the best answer, then mark your answer by circling the letter next to your answer in your test booklet. If you need to change an answer, be sure to erase completely.
- The other type of question will ask you to write out a response. Find the answer box with lines for this type of question in your test booklet and write your answer there. Only what you write inside the answer box will be scored.
- If you do not know the answer to a question, you may go on to the next question. If you finish early, you may review your answers and any questions you did not answer.



## Start Testing continued...

**SAY**

**You may begin your test. Remember to answer the questions directly in your test booklet. If you have questions, raise your hand.**

*[During testing, circulate the room among the students to make certain they are navigating the test environment correctly.]*

## End Testing

**SAY**

*[When you are ready to end testing, announce the end of the testing period.]*

**Stop testing. Testing time has now ended. I will now collect your materials.**

- Collect student testing materials, including any scratch paper.
- Return all test materials to your DAC or SAC. Report any missing materials and absent students.
- Report any testing irregularities to your DAC or SAC.

# Completing the Large Print Administration

**Prior to returning test materials, administrators will need to ensure that the answers of students who have taken the large print version of the ISASP are transcribed from their test booklet onto an ISASP Answer Document. This will allow for the students' tests to be processed.**

**Scribes performing this task should follow the Scribe Guidelines given in Appendix D of the ISASP [Accessibility and Accommodations Manual](#).**





## For Online Testing Only

### Start an Online Test Session:

A test session cannot be started prior to the first day of the testing window, and it is recommended that test sessions are not started until the actual day test administration begins.

There are two ways to start test sessions: (1) start a single test session or (2) start multiple test sessions.

- To start a single test session:
  1. From **Testing > Students in Sessions**, add a session to the Session List.
  2. Select **Start Session**.
- To start multiple test sessions:
  1. From **Testing > Students in Sessions**, add two or more test sessions to the Session List.
  2. Select Combined View from the top of the Session List and then select **Start All Sessions**.

Note: Once the test session has been started, Start Session will change to Stop Session, and the status will change to *In Progress*.

### Unlock or Lock a Test:

This feature is provided as an additional layer of test security. Tests are unlocked when a test session is started. A test must be unlocked before a student can sign in to TestNav.

To unlock or lock a test:

1. From **Testing > Students in Sessions**, add a session to the Session List.
2. There are two ways to unlock/lock a test: (1) unlock/lock all student tests or (2) unlock/lock an individual student's test.
  - a. To unlock/lock all student tests: Move the slider at the top of the test session to the lock or unlock icon.
  - b. To unlock/lock an individual student's test: In the Student Test Status column, select the dropdown next to the student's status and select **Unlock** or **Lock**.

Notes:

- Once student tests are locked, the lock icon will appear next to the student's status.
- If there are both locked and unlocked tests in the same test session, the test session will show "Mixed" in place of the slide. Select **Unlock All** or **Lock All** from the dropdown, as needed.
- If a student is actively testing and the test is then locked in PearsonAccess<sup>next</sup>, the student will not be kicked out of TestNav. However, if the student exits and needs to resume testing, the student's test will need to be unlocked.
- When a test is complete or marked complete, the test will automatically be locked.

Read the online administration directions to students.

For security purposes, access to student tests through TestNav is limited to the hours of 7 a.m. to 5 p.m. on weekdays throughout the testing window.





### Monitor Student Testing Progress:

Proctors can view student testing status, as needed, from the Students in Sessions page in PearsonAccess<sup>next</sup>.

To view the status of individual students:

1. From **Testing > Students in Sessions**, add a session(s) to the Session List.
  - If students in different test sessions are testing in the same room, you can monitor multiple test sessions simultaneously by adding the relevant test session to the Session List and selecting **Combined View** from the top of the Session List.
2. Select **Refresh** to update the data displayed.
3. Search for the student(s) whose status you want to view. View the student's status in the **Student Test Status** column.
  - To view more detailed information about the student's test and item progress, select the student's test status. The **Student Test & Item Progress** screen will display.

A Student Test Status Key appears on the Students in Sessions page by individual test session for quick reference. The following table provides a complete student status list and explanations. See the [Monitor or Change Student Test Status page](#) for additional details, as needed.



Color	Student Status	Explanation
	Ready	The student has not yet started the test.
	Active	The student has logged in and started the test.
	Exited	The student has exited TestNav but has not submitted test responses.
	Resumed	The student has been authorized to resume the test but has not yet logged in.
	Resumed Upload	The student has been authorized to resume the test but has not yet logged in. Resumed Upload status forces TestNav to check for a saved response file (SRF) on the testing device when the student signs back in to continue.
	Completed	The test has been submitted by the student through TestNav and the data has been processed.
	Marked Complete	The student has exited TestNav and will not resume the same test. The student's test has been marked complete in PearsonAccess <sup>next</sup> .

### Resume a Test:

When testing over multiple days or signing back in to TestNav after a break, tests must first be resumed in PearsonAccess<sup>next</sup>. Only students in *Active* or *Exited* status can be resumed.

To resume a test:

1. From **Testing > Students in Sessions**, add a session to the Session List.
2. There are two ways to resume a test: (1) resume all student tests or (2) resume an individual student's test.
  - a. To resume all student tests: Select the checkbox at the top on the left of the student data grid or the checkboxes next to individual students.
 

Note: If you select the checkbox at the top on the left, it will automatically select all the students on that page (up to 25 students). If you have more than 25 students in your test session, at the bottom of the page, select the next page to select additional students before proceeding to the next step.

    - ii. Select the dropdown menu to the right of the **Start** button and select **Student Test Statuses**.
    - iii. On the resume Student Tests tab, select the checkbox at the top on the left of the student data grid to confirm your selections. Select **Resume**.
  - b. To resume an individual student's test: In the **Student Test Status** column, select the dropdown next to the student's status and select either **Resume** or **Resume Upload** (only one option will display, and the displayed option depends on how the student exited the test).

When resuming a test, students will use the same testing ticket to sign back in to TestNav.

When the student signs back in, he or she will select Resume to continue testing.

### Dashboard:

The Pearson Dashboard allows DAC or SAC to view summary data for the test administration. This includes a summary of the session status and student test status.



### Stop a Test Session:

Students must submit answers in order for their test to be scored and for your district to receive test results for the students. After all students have completed the test and submitted their responses, you should stop the test session.

A session can only be stopped when all students' statuses are either *Complete* or *Marked Complete*. To stop a test session, select **Stop Session** on the Students in Sessions page.

### Troubleshooting:

Occasionally, students encounter technical issues during online testing. Ensure you know the plan for contacting technology staff, or other district staff, as needed, if issues arise so that you can continue actively monitoring other students who are successfully testing. It is not possible to provide specific guidance for all emergencies and irregularities, but the welfare of students is the primary concern. Whatever action might need to be taken should put the health and safety of students first. Secondly, test security must be maintained.

The following are some quick troubleshooting steps that may be followed when providing assistance.

- If a student is repeatedly exited from TestNav:
  - Have the student try signing in again (confirm the test is resumed and unlocked in PearsonAccess<sup>next</sup> first and the student is using the correct username and password).



- Move the student to a different device - if possible, one that has been used successfully for testing.
- Carefully monitor the actions the student is taking when signing in or navigating in the test.
- Refer to the [Troubleshooting for Online Testing page](#) for a list of the most common issues that occur during online testing and how to address them.
- Refer to the [Error Codes page](#) for information on specific TestNav error codes.

If an issue occurs, note the grade, subject, test session, and state assigned student ID. Then call Pearson customer support at (833)-878-7041 and inform them you have a live testing issue. To more quickly identify the issue, support may request TestNav and system log files from the device.

Note: The content of the test itself should never be referenced, captured as an image, or emailed within the school or district or in communication with ITP or Pearson because doing so is a breach of security.

### **Testing Irregularities:**

Testing irregularities occur when set policies and procedures are not followed. They include student or educator misconduct or a mishandling of secure test materials.

Any problems that occur during testing should be documented thoroughly by the personnel involved. Proctors should provide the documentation to their DAC or SAC.



## Chapter 5: After Test Administration – Post Administration Tasks

The following tasks must be completed by the end of the test administration. These tasks are typically completed by the DAC/SAC. Proctors should work with their DAC/SAC as needed to complete the tasks.

### For online testing:

- Collect all test materials**, including student testing tickets and scratch paper. Securely dispose of these materials.
- Remove students in Ready status:** Students in *Ready* status must be removed from a session prior to stopping the session.
- Mark student tests complete:** Mark a student's test complete if he/she finishes on a section other than the final section (e.g., a make-up) or if the student will not be resuming testing.
- Stop sessions:** Tests that have been started, but should not be scored, should be marked as *Do Not Report*. All student tests must be in *Complete* or *Marked Complete* status in order to stop a session. Stopping a session is the final check to ensure all students tests are complete, if applicable.
- Verify and update student demographic information:** To ensure student tests will be reported accurately, the student's demographic information must be verified before the end of the test administration. The verified student demographic information will be reflected in final published reports.

### For paper testing:

- Collect all test materials**, including scratch paper, test books and answer documents.
- Sort and count the secure materials:**
  - Nonscorable:
    - Test Books (regular test books, Spanish, and large print)
    - For Braille materials, follow the return directions from the Iowa Department for the Blind
    - Unused answer documents
  - Scorable
    - Used answer documents
    - Test Book/Answer Document: Writing Section 2
- Box materials for return:**
  - Scorable materials:**
    - Complete one School/Class ID Sheet for each grade/subject.** Count the number of completed documents that will be returned for scoring. Write and grid the number of documents returned for scoring. Write and grid the appropriate grade. Note: Only one grade should be represented under each ID Sheet. There can be multiple ID Sheets for a grade, but grades cannot be mixed under a single ID Sheet. It is critical that the information on the ID Sheet is accurate. Check this information carefully. Correct information is critical to ensure accurate scoring.



- **Wrap a paper band horizontally around each bundle:** Divide the answer documents into bundles based off the School/Class ID Sheet. Place one completed School/Class ID Sheet on top of the first bundle for the school/class. Wrap a paper band around each bundle and fasten it firmly by taping the band to itself. Number the paper bands for each group (e.g., “1 of 5”, “2 of 5”). Because the School/Class ID Sheet indicates an individual group, only the first bundle for that school/class should have a School/Class ID Sheet. Every bundle needs a completed paper band regardless of whether the bundle has a School/Class ID Sheet.
- **Box scorable materials:** Consolidate all banded bundles for each group ensuring bundles are in sequential order. Organize bundles by school/class in sequential order. **Only one school may be packed into a box to ensure all materials are accounted for correctly. Multiple grades and subjects can be packed into one box. Keep a record of the number of scorable materials in each box.**
- **Place a SKY BLUE scorable label and UPS scorable return label on each box of scorable materials:** Use a black marker to number each box (e.g., “1 of 4,” “2 of 4,” etc.) in the school area of the label. When reusing boxes cross out any information that does not apply to your school. Close and seal the flaps on all boxes.
- **Nonscorable materials:**
  - **Box nonscorable materials:** Ensure that the stacks of the nonscorable material do not contain any scorable materials. Stack all nonscorable materials in boxes. Do not wrap nonscorable materials with paper bands. Be sure “DO NOT SCORE” answer documents (student tested in error, blank answer documents with barcode label attached in error) are properly marked with a large “X” across their covers and marked “DO NOT SCORE”. **Only one school may be packed into a box to ensure all materials are accounted for correctly. Multiple grades and subjects can be packed into one box. Keep a record of the number of nonscorable material in each box.**
  - **Place a LIGHT PINK nonscorable label and UPS nonscorable return label on each box of nonscorable material:** Use a black marker to number each box (e.g. “1 of 4,” “2 of 4,” etc.) in the school area of the label. When reusing boxes cross out any information that does not apply to your school. Close and seal the flaps on all boxes.
- **Schedule a pickup with United Parcel Service (UPS)**
  - Contact UPS 24-48 hours in advance to schedule a pickup at (800) 823-7459. Provide UPS with the following information:
    - That you are scheduling a pickup request for **Pearson**
    - Tracking number located on the bottom of the label
    - The physical location where packages are to be picked up
    - Estimated number of packages



Once the pickup is confirmed, the school/district will receive a confirmation number from UPS that can be referenced for future questions or changes.

**Securely dispose of materials:**

- Scratch paper
- Student testing tickets
- Extra paper bands
- Unused School/Class ID sheet
- Extra return shipping labels
- Extra student barcode labels

**Resolve rejected student test attempts in PearsonAccess<sup>next</sup>.** Rejected student test attempts are created when a scanned paper-based student test cannot be matched to a current student record in PearsonAccess<sup>next</sup>. These mismatches occur because of errors in hand gridding on paper test documents, and addressing these mismatches is required to ensure proper scoring. Rejections of online student tests occur when a student has multiple test attempts. Please ensure the correct test attempt will be scored by marking the non-scored test attempt as Do Not Report.

- Check for rejected student tests in the ISASP test administration. A red flag for **Student Errors** denotes rejected tests for that test administration. Select Student Errors.

<b>Alert</b>	<b>Description</b>	<b>Resolution</b>
Demographic Mismatch	Demographic information (state student ID, Name, DOB YYYY-MM-DD) was incorrectly gridded on the student test booklet, or is incorrect on the student profile in PearsonAccess <sup>next</sup> .	Update the student demographic information to ensure the information on the rejected student test attempt matches PearsonAccess <sup>next</sup> .
Student Not Found	All the demographic fields were not gridded and the information that was gridded cannot be matched to an existing student record or is insufficient to auto-create a student record.	Verify whether the student is currently listed in PearsonAccess <sup>next</sup> . Add or update the rejected student test to match the student information in PearsonAccess <sup>next</sup> .
Failed Validations	Failed validations happen when online Personal Needs Profile (PNP) values are selected and prevent the mode from changing to paper-and-pencil from online in PearsonAccess <sup>next</sup> .	Verify whether the student's tests have been switched from online to paper. Update to the appropriate testing mode and accommodations.





## Chapter 6: Appendices

### Appendix A

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#### Assurance for Proper and Ethical Test Administration

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## Appendix A: Assurance for Proper and Ethical Test Administration 2021-2022

### Assurance for Proper and Ethical Test Administration 2021-2022

State assessments are an important and required tool used to monitor state, district, school, and student achievement. For these assessments to yield fair and accurate results, they must be given under standardized conditions to all students. LEA leadership has responsibility to assure assessments are properly administered so that each student's results are a reflection of his or her individual skills and abilities. These actions apply to the following required state assessments: Iowa Statewide Assessment of Student Progress (ISASP), Dynamic Learning Maps (DLM), English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21), early literacy assessment for K-3, and the Early Literacy Alternate Assessment (EL-AA). Actions specific to each assessment can be found in corresponding training materials, test administration manuals, and related documents.

#### **LEA Leadership Responsibilities:**

It is the responsibility of LEA Leadership to:

1. Ensure that educators administering state assessments meet qualifications as specified by each testing program and state policy.
2. Ensure all appropriate test administrators have training and knowledge of appropriate practices to administer tests with integrity and maintain security.
3. Require all test administrators to rigorously follow the appropriate procedures as directed in each Test Administration Manual.
4. Actively monitor the test administration practices of all staff to ensure compliance.
5. Provide accommodations for qualifying students with Individual Education Plans (IEPs), Section 504 Plans, or who are identified as English Learners as appropriate and in accordance with state guidance.
6. Provide designated features for qualifying students as appropriate and in accordance with state guidance.
7. Ensure proper handling of all secure test material, including storage, distribution, return, and possible destruction according to directions provided with each state testing program and state policy. Retain "chain of custody" documentation as evidence.
8. Ensure that each authorized user accesses the electronic testing environment using a unique username and password.
9. Ensure there are no violations of test security according to the list below.

#### **Violations of Test Security:**

It is a violation of test security to do any of the following:

1. Provide inappropriate test preparation, such as any of the following:
  - a. Copy, reproduce, or use in any manner any portion of any secure materials, for any reason.
  - b. Provide to students actual test items or instruments in any form. This includes use of any former state tests, such as the Iowa Assessments or the ELPA21 (English Language Proficiency Assessment for the 21st Century). Use of practice tests made available by each assessment provider are acceptable.
2. Deviate in any way from the procedures specified in the Test Administration Manual for each state test.
3. Provide inappropriate assistance to students during the test administration, including but not limited to making answers available.
4. Suggest, modify, or complete answers on student answer documents.
5. Provide inaccurate data on student answer documents.
6. Share with an unauthorized user any usernames and/or passwords for accessing the secure electronic testing environment.
7. Engage in any practice designed solely to raise student scores without actually improving underlying student achievement

8. Participate in, direct aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this policy.

**Investigation of Possible Testing Violations:**

School and district staff must immediately report all incidents of possible testing violations to the Superintendent and/or designated Test Coordinator who should conduct a thorough fact-finding investigation. Reports of students cheating on assessments shall be submitted to the building principal for investigation and disciplinary procedures. Following local investigation, timely report should be made to the Iowa Department of Education, who will determine if student results must be invalidated. The Iowa Department of Education may also detect test irregularities through data forensics and other statistical measures.

**Consequences of Test Administration Violations:**

Consequences of violations may include the invalidation of student test results and liability for copyright infringement, depending on the severity of the violation. Any staff member found to have committed testing irregularities shall be subject to discipline in accordance with law and Board of Educational Examiners (BOEE) policy. If the staff member is a licensee of the BOEE, the superintendent shall make a timely report to that Board who will conduct further investigation regarding possible violation of the Code of Ethics as found at 282—Iowa Administrative Code, Chapter 25.

**Superintendent's Assurance**

I, \_\_\_\_\_, Superintendent of \_\_\_\_\_ School District,  
(Superintendent's Name) (Name of School District)

assure that proper procedures for administration of each state testing program are followed in my school district according to the responsibilities listed in this document. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

\_\_\_\_\_  
(Superintendent's Signature) (Date)

**Building Principal's Assurance**

I, \_\_\_\_\_, Principal of \_\_\_\_\_ School,  
(Building principal's Name) (Name of School)

assure that proper testing procedures and administration for assessments used to meet the reporting requirements are followed in my school building. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

\_\_\_\_\_  
(Principal's Signature) (Date)

I, \_\_\_\_\_, Principal of \_\_\_\_\_ School,  
(Building principal's Name) (Name of School)

assure that proper testing procedures and administration for assessments used to meet the reporting requirements are followed in my school building. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education. (Principal's Signature)  
(Date)

I, \_\_\_\_\_, Principal of \_\_\_\_\_ School,  
(Building principal's Name) (Name of School)

assure that proper testing procedures and administration for assessments used to meet the reporting requirements are followed in my school building. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

\_\_\_\_\_  
(Principal's Signature) (Date)

**Print additional copies of this page as needed. - This form is the same form from Appendix B in the State of Iowa Test Security Manual.**

Public school building principals and superintendents must submit the IDOE Assurances in the Consolidated Accountability and Support Application (CASA) at <https://educateiowa.gov/>

Nonpublic school administrators must maintain a copy of this form at the school.

## **Appendix B**

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### **Testing - Do Not Disturb Sign**

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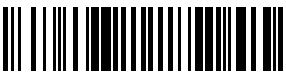
# TESTING

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**Do Not  
Disturb**

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