



2017-2018 Indiana Assessment Program Manual

Policies and Procedures for Indiana's Assessment System



Indiana Department of Education Office of Student
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Chapter 1

Indiana Statewide Testing for Educational Progress-Plus (ISTEP+)

Introduction and Background

TIME	EVENT	GRADE LEVELS	DETAILS	TIME OF YEAR
1987	ISTEP is created			
1988	ISTEP is first administered	1, 2, 3, 6, 8, 9	Multiple-Choice Writing	Spring
1995	ISTEP changes to ISTEP+	3, 6, 8, and 10	Norm-referenced and Criterion-referenced	Fall
			Multiple-Choice Applied Skills	
2002 (2004)	ISTEP+ reflects new 2000 Academic Standards	3, 6, 8 (10)	Criterion-referenced	Fall
			Multiple-Choice Applied Skills	
2003	ISTEP+ adds other grade levels	3-8, 10	Criterion-referenced	Fall
			Multiple-Choice Applied Skills	
2008	ISTEP+ moves to the spring	3-8	Criterion-referenced	Fall and Spring
			Multiple-Choice Applied Skills	
2009	ISTEP+ / new Graduation Requirement	3-8 / Algebra I and English 10	Criterion-referenced	Spring / Completion of course
			Multiple-Choice Applied Skills	
2015	ISTEP+ reflects new college- and career-ready 2014 ELA, Math Standards	3-8 / Algebra I and English 10	Criterion-referenced	Spring / Completion of course
			Applied Skills, Multiple-Choice, Technology-Enhanced	

TIME	EVENT	GRADE LEVELS	DETAILS	TIME OF YEAR
2016	ISTEP+ (including new Grade 10 test)	3-8, 10	Criterion-referenced	Spring
			Applied Skills, Multiple-Choice, Technology-Enhanced	
2017	ISTEP+ Grade 10 ELA, Math tests become new Graduation Requirement	10	Criterion-referenced	Spring
			Applied Skills, Multiple-Choice, Technology-Enhanced	

The Purpose of ISTEP+ Assessments in Grades 3-8 and 10

The purpose of the *Indiana Statewide Testing for Educational Progress-Plus (ISTEP+)* program is to measure student achievement in the subject areas of English/language arts, mathematics, science, and social studies. In particular, ISTEP+ reports student achievement levels according to the *Indiana Academic Standards* that were adopted by the Indiana State Board of Education. The ISTEP+ assessment is criterion referenced and is designed to measure students' mastery of the standards. Student performance on ISTEP+ is part of school accountability.

Beginning in 2016-17, the ISTEP+ Grade 10 English/Language Arts and Mathematics tests replace the End of Course Assessments in Algebra I and English 10 as the graduation requirement for the class of 2019 and 2020. Every Indiana student in the graduating class of 2019 and beyond must demonstrate mastery of the *Indiana Academic Standards* measured by the ISTEP+ Grade 10 English/Language Arts and Mathematics assessments. The ISTEP+ Grade 10 Math assessment is based on standards adopted in 2014; the Grade 10 English assessment is based on standards adopted in 2014.

Structure and Content of ISTEP+ Testing for Spring 2018

In light of the implications of ISTEP+ scores for students, schools, and corporations under the Elementary and Secondary Education Act—reauthorized in 2016 as the Every Student Succeeds Act (ESSA)—and PL 221-1999 (federal and state accountability), Test Administrators must be accurate and methodical in test preparation and administration, as well as in reporting student demographic characteristics. Testing personnel should note the following regarding the administration of the Spring 2018 ISTEP+:

ISTEP+ consists of two major components.

- **ISTEP+ Part 1.**
 - Administered in February/March
 - Online and paper/pencil administrations include applied skills and (open-ended) items
- **ISTEP+ Part 2.**
 - Administered in April/May
 - Online administration includes multiple-choice and technology-enhanced items
 - Paper/pencil administration includes multiple-choice, and in grades 4-8 and 10, gridded-response items

Online Administration Details

- For Spring 2018, the Part 1 Assessment is expected to be administered online for English/language arts, mathematics, science, and social studies in order to match instructional practice that incorporates the use of technology.
- For Spring 2018, the Part 2 Assessment is required to be administered online for English/language arts, mathematics, science, and social studies at all grades unless documented issues regarding infrastructure, capacity or connectivity prohibit a site from testing all students online.

Content Assessment

- English/language arts and mathematics are assessed in grades 3-8 and 10.
- Science is assessed in grades 4, 6 and 10 (or at the conclusion of a high school credit-bearing Biology I course).
- Social studies is assessed in grades 5 and 7.
- The mathematics portion of the assessment in grades 3-8 includes a fluency section. Sample items are posted at [ISTEP+ Grades 3-8, 10 | IDOE](#)
- The mathematics portion of the assessment in grades 4-8 and 10 includes a reference sheet of formulas and conversions for students to use while testing. Students can use the reference sheet to help them solve some of the problems on the assessment, as Mathematical Process Standard 5 requires the use of appropriate tools strategically. Reference sheets for grades 4-8 Spring 2018 ISTEP+ are posted at [ISTEP+ Grades 3-8, 10 | IDOE](#). A reference sheet for the Grade 10 Spring 2017 ISTEP+ administration is posted at [ISTEP+ Grades 3-8, 10 | IDOE](#).
- The mathematics portion of the assessment in grades 6-8 and 10 includes the use of calculators on particular test sections. Students may use their own calculators or calculators supplied by the classroom teacher. Contact the School Test Coordinator for a list of the electronic devices that are NOT permitted for use on any portion of ISTEP+, or go [ISTEP+ Grades 3-8, 10 | IDOE](#).

- Sample items for the Spring 2018 ISTEP+ test are available at [ISTEP+ Grades 3-8, 10 | IDOE](#) in the “Item Samplers” section.

Use of Highlighters

Use of highlighters is allowed for students participating in ECAs. However, liquid ink on a scannable sheet poses a risk. It is not possible to guarantee that marks made with a highlighter will not affect the scanning/scoring process.

To minimize the potential interference of highlighter ink in the scanning process, students should be instructed to adhere to the recommended guidelines below.

- Highlight only key words and phrases in the passages and test questions.
- Do not highlight answer choices.
- Do not highlight track marks, litho codes, skunk lines, barcodes, preslugged bubbles, or any other carbon black printing. The highlighters may cause these black inks to blur and bleed.
- Do not highlight pencil marks of any kind, whether bubbles or handwriting. The highlighters may cause pencil marks to blur and bleed.
- Use only highlighters from the following list. These highlighters were tested on documents and found to cause minimal problems in scanning.
 - Avery® HI-LITER® - Regular and thin-tipped
 - Bic® Brite Liner®
 - Sharpie® ACCENT® HIGHLIGHTER - Regular and thin-tipped

Calculator Policy

Refer to the ISTEP+ Calculator Policy that details appropriate uses and the electronic device functions that are **not** permitted. This policy can be located at:

<http://www.doe.in.gov/sites/default/files/assessment/istep-calculator-policy.pdf>

Sample Items and Rubrics

From the Office of Student Assessment web page, educators can access additional resources regarding all accountability-related state assessments. To access sample items and rubrics, please visit: [ISTEP+ Grades 3-8, 10 | IDOE](#).

The sample items offer Indiana educators the opportunity to review assessment items designed to mirror those given on the assessment in terms of item format and alignment to the *Indiana Academic Standards*.

Testing Accommodations

The approved accommodations outlined in *Appendix E* apply to ISTEP+. The provision of these testing accommodations may be administered by classroom teachers in addition to program area staff (i.e., EL teacher). Test Examiners must be made aware of each student's allowable accommodations.

ISTEP+ Cut Scores

The State Board of Education, on the basis of recommendations from Indiana educators and the Technical Advisory Committee, sets the passing scores on ISTEP+ assessments. A document containing ISTEP+ cut scores can be found at [ISTEP+ Grades 3-8, 10 | IDOE](#) and [ISTEP+ Grades 3-8, 10 | IDOE](#).

ISTEP+ Grade 10 Results Displayed on Transcript

Per [IC 20-33-2-13](#), a student's latest test results must be included on the student's high school transcript. Latest tests include the ISTEP+ Grade 10 English/Language Arts and Mathematics assessments. Schools have two options for displaying these results on transcripts: 1) the numerical scores (including the student score and *Pass* cut score); or 2) the *Pass/Did Not Pass* performance level.

Data Collection and Reporting

Purpose. The purpose of the DOE-TL data collection is to gather details used to populate student-level information for online testing and barcode labels for the ISTEP+ assessments. The barcode labels and online information will help reduce set-up time requirements of the assessments and will also ensure more accurate student information. If corporations do not submit their data by the collection deadline, school staff will be required to hand-enter student demographic information into the vendor system or hand-bubble each individual test booklet.

Audience. This is a required collection for schools administering ISTEP+:

- Public schools (Traditional and Charter)
- Nonpublic schools (Accredited and Freeway)
- Choice Scholarship Schools

The student data in the vendor system reflects the information that is submitted by each school corporation during the DOE-TL collection window. ***Please note that accountability data is not taken directly from the vendor system but from other data sources at the IDOE.*** Please contact the Office of Accountability via email regarding any accountability-related questions using the following address: <http://www.doe.in.gov/accountability>.

ISTEP+ (Grades 3-8, and 10) Assessment Windows for 2017-2018

Please review the “Assessment Testing Windows” section of the Office of Student Assessment’s website at <http://www.doe.in.gov/assessment> for more details on testing windows.

Exceptions to Required ISTEP+ Testing Dates

In general, no public or other educational institution administering ISTEP+ may administer ISTEP+ on dates outside of the assessment windows (see above) established by the State Board of Education. However, the State Board has allowed the Department limited authority to grant exceptions to established testing dates under the following guidelines:

The Department shall:

- Not approve requests that provide for administration more than one week prior to the established period.
- Not approve requests for late administration.
- Approve only those requests based on long-standing community tradition or extraordinary or emergency circumstances.

Those wishing to request early administration of ISTEP+ should complete and submit a written request for approval (see form in *Appendix D*). The request should adhere to the State Board guidelines cited above.

Chapter 2

ISTEP+: Graduation Examination for 2018 Cohort ONLY End of Course Assessments (ECAs) Algebra I and English 10

The Purpose of End of Course Assessments

The purpose of the *Algebra I* and *English 10 End of Course Assessments (ECAs)* is to serve as the graduation examination requirement for the class of 2018. Every Indiana student in the 2018 graduating class must demonstrate mastery of the *Indiana Academic Standards* assessed by these ECAs. (The Algebra I ECA is based on standards adopted in 2000; the English 10 ECA is based on standards adopted in 2006.) The Algebra I and English 10 End of Course Assessments (ECAs) are criterion-referenced assessments developed specifically as graduation examinations for students enrolled in grade 12 in the 2017-2018 school year. English/Language Arts and ISTEP+ Grade 10 Math assessments are the graduation examinations for students enrolled in grades 10 and 11 in the 2017-2018 school year.

Structure and Content of ECAs for 2017-2018

In light of the implications of scores for students, schools, and school corporations with regard to the graduation qualifying examinations, Test Administrators must be accurate and methodical in test preparation and administration, as well as in reporting student demographic characteristics. Testing personnel should note the following regarding the administration of the 2017-2018 Algebra I and English 10 ECAs:

In the 2017-18 school year, the Algebra I and English 10 ECAs will serve as graduation examinations for the 2018 cohort, and any adult test takers seeking a diploma (the ISTEP+ Grade 10 Math and English Language Arts assessments will serve as both the graduation examinations and school accountability tests for all grade 10 and 11 students during the 2017-18 school year).

- The Algebra I ECA consists of four item types: constructed-response, multiple-choice, gridded-response, and graphing. Algebra I has the following structure:
 - Students may use calculators for a portion of the assessment. Students completing paper-and-pencil assessments may use their own calculators or calculators supplied by the classroom teacher. Students completing online assessments may use the online calculator, their own calculator, or a calculator supplied by the classroom teacher. Contact the school's Test Coordinator for a list of the electronic devices that are NOT permitted for use on any portion of the assessment, or refer to the Algebra I Calculator Policy in the "Additional Resources" section of the ECA website: <http://www.doe.in.gov/assessment/end-course-assessments-ecas>.
 - The assessment includes gridded-response items. Blank grids are also available on the Algebra I Gridded-Response Blank Sheet located in the "Additional Resources" section of the ECA website: <http://www.doe.in.gov/assessment/end-course-assessments-ecas>.

- The assessment includes a reference sheet for students to use while testing. Students can use the reference sheet to help them solve some of the problems on the test. The Algebra I Reference Sheet can be found in the “Additional Resources” section of the ECA website: <http://www.doe.in.gov/assessment/end-course-assessments-ecas>.
- The English 10 ECA consists of three item types: constructed-response, multiple-choice, and a writing prompt.

Sample items are available in the “Item Samplers” section on the ECA website: <http://www.doe.in.gov/assessment/end-course-assessments-ecas>

Use of Highlighters

Use of highlighters is allowed for students participating in ECAs. However, liquid ink on a scannable sheet poses a risk. It is not possible to guarantee that marks made with a highlighter will not affect the scanning/scoring process.

To minimize the potential interference of highlighter ink in the scanning process, students should be instructed to adhere to the recommended guidelines below.

- Highlight only key words and phrases in the passages and test questions.
- Do not highlight answer choices.
- Do not highlight track marks, litho codes, skunk lines, barcodes, preslugged bubbles, or any other carbon black printing. The highlighters may cause these black inks to blur and bleed.
- Do not highlight pencil marks of any kind, whether bubbles or handwriting. The highlighters may cause pencil marks to blur and bleed.
- Use only highlighters from the following list. These highlighters were tested on documents and found to cause minimal problems in scanning.
 - Avery® HI-LITER® - Regular and thin-tipped
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Calculator Policy

Refer to the ISTEP+ Calculator Policy that details appropriate uses and the electronic device functions that are **not** permitted. This policy can be located at: [ISTEP+ Grades 3-8, 10 | IDOE](#)

Sample Items and Rubrics

From the Office of Student Assessment web page, educators can access additional resources regarding all accountability-related state assessments. To access sample items and rubrics, please visit: <http://www.doe.in.gov/assessment>.

- Scroll down to the “Indiana’s Assessments” section.

- Click on the webpage for a particular assessment (e.g., ISTEP+, ISTAR, IREAD-3, ECAs).
- Scroll down to find item samplers and rubrics.

The sample items offer Indiana educators the opportunity to review assessment items designed to mirror those given on the assessment in terms of item format and alignment to the *Indiana Academic Standards*.

Testing Accommodations

The approved accommodations outlined in *Appendix E* apply to End of Course Assessments (ECAs). The provision of these testing accommodations may be administered by classroom teachers in addition to program area staff (i.e., EL teacher). Teachers need to be made aware of each student's allowable accommodations.

Algebra I and English 10 ECA Cut Scores

The State Board of Education, on the basis of recommendations from Indiana teachers and the Education Roundtable, set the passing scores on the Algebra I and English 10 ECAs in August 2010. A document containing the ECA cut scores can be found in the "Additional Resources" section of the ECA website: <http://www.doe.in.gov/assessment/end-course-assessments-ecas>.

Testing Opportunities

The ECAs are offered two times during the school year, in addition to a summer retest window. The school-year test windows include: 1) Spring - a primary window aligned with the completion of instruction; and 2) Winter - a retest window - an additional opportunity for any students who have not passed the assessment and need to retake the ECA (Algebra I and/or English 10) in order to meet graduation requirements. State law limits students who have not passed a portion of the ECAs to *a maximum of one retest each semester*.

The summer testing administration is also a retest window; however, schools must offer the course or a corresponding remediation program for Algebra I and/or English 10 in the summer to be eligible to participate in the ECA Summer assessment.

A student may take the ECAs until he or she meets the standards (cut scores) for Algebra I and English 10. Retests include only the graduation examination(s) (Algebra I and/or English 10) in which the student did not attain a score at or above *Pass*. No student graduating in 2018 is eligible to receive a diploma without demonstrating mastery of the *Indiana Academic Standards* tested on the ECAs. Students, parents, and school officials should also be aware that the Indiana General Assembly has established in IC 20-32-4 that students who do not achieve a passing score must retake the ECAs at least once in each succeeding school year as a condition for graduating.

ECA Results Displayed on Transcript

Per IC 20-33-2-13, a student's latest test results must be included on the student's high school transcript. Latest tests include the Algebra I and English 10 End of Course

Assessments. Schools have two options for displaying ECA results on transcripts: 1) the numerical scores (including the student score and *Pass* cut score); or 2) the *Pass/Did Not Pass* performance level.

Data Collection and Reporting

Purpose. The purpose of the DOE-TL data collection is to gather details used to populate student-level information for online testing and barcode labels for the End of Course Assessments (ECAs) during the 2017-2018 testing administrations. The barcode labels and online information will help reduce set-up time requirements of the assessments and will also ensure more accurate student information. If corporations do not submit their data by the collection deadline, school staff will either have to hand-enter student demographic information into the vendor system or hand-bubble each individual test booklet.

Audience. This is required collection for schools administering the ECAs:

- Public schools (Traditional and Charter)
- Nonpublic schools (Accredited and Freeway)
- Choice Scholarship schools

Prior to Testing. The Corporation Test Coordinator (CTC) is required to access the vendor's site to pre-register and set-up the test administrations for the year. Some examples of items that CTCs will be prompted to supply to the vendor include:

- Define windows in which the corporation will be testing for the year
- Specify testing dates for each selected test administration
- Number of students testing
- Testing mode (online or paper/pencil)

If corporations do not have any students testing during the appropriate window, report "no records for this school" under Data Verification>Collection Management.

ECA Collection.

- Include all students in school(s) who will be taking the ECAs, including retesters, in Algebra I and English 10 in the appropriate DOE-TL collection and test administration for 2017-2018.
- Multiple records per student can be submitted during the collection phase for each assessment the student is taking for a specific test administration. This includes paper/pencil as well as online testing.

The student data in the vendor system reflects the information that is submitted by each school corporation during the DOE-TL collection window. If that data is not accurate, please double check the information that was submitted by the corporation during the DOE-TL collection. If the DOE-TL data was correctly submitted, please contact the IDOE Data Collections & Reporting staff.

NOTE: Accountability data is not taken directly from the vendor system but from other data sources at the IDOE. Please contact the Office of Accountability via email regarding any accountability questions using the following address: SchoolAccountability@doe.in.gov.

Graduation Examination Requirement and Waiver Process

The graduation examination requirement consists of the Algebra I and English 10 End of Course Assessments (ECAs) for the class of 2018. Every graduating Indiana student in the 2018 graduating class must demonstrate mastery of the *Indiana Academic Standards* assessed by these ECAs. The most straightforward way to meet this requirement is to:

- attain scores at or above the passing scale scores in the Algebra I and English 10 ECAs; and
- meet all state and local graduation requirements.

The graduation examination for the graduating class of 2019 and 2020 is the Grade 10 ISTEP+ in English/Language Arts and Mathematics.

In addition, a student may demonstrate mastery of the academic standards in other ways:

- By fulfilling the requirements of an evidence-based waiver or a work-readiness waiver, as stated in IC 20-32-4.

Demonstration of Mastery of Indiana Academic Standards

Indiana law does not require that all students achieve a passing score on each of the ECAs in order to receive a high school diploma. Rather, the law requires that students demonstrate mastery of the standards that are tested on the ECAs. The statute provides three ways in which students can demonstrate mastery of these *Indiana Academic Standards*. The first is to achieve passing scores on the Algebra I and English 10 ECAs. In addition, IC 20-32-4, as amended by PL 193-1999, provides that:

A student who does not achieve a passing score on the ECAs may be eligible to graduate if **all** of the following occur:

- Takes the graduation examination in each subject area (the Algebra I and/or English 10 ECA) in which the student did not achieve a passing score at least one time every school year after the school year in which the student first takes the graduation examination;
- Completes remediation opportunities provided to the student by the student's school;
- Maintains a school attendance rate of at least ninety-five percent (95%) with excused absences not counting against the student's attendance;
- Maintains at least a "C" average or the equivalent in the courses comprising the credits specifically required for graduation by rule of the State Board; and
- Otherwise satisfies all state and local graduation requirements.

NOTE: Effective 2016, students with IEPs are not required to complete local requirements beyond those of state requirements.

Plus, either:

- Completes:
 - the course and credit requirements for a general diploma, including the career academic sequence;
 - workforce readiness assessment; and
 - at least one industry certification that appears on the State Board's approved industry certification list, which must be updated annually with recommendations from the Department of Workforce Development established by IC 22-4.1-2-1; or
- Obtains a written recommendation from a teacher of the student in each subject area in which the student has not achieved a passing score on the graduation examination (the Algebra I and/or English 10 ECA). The written recommendation must be aligned with the governing body's relevant policy and must be concurred in by the Principal of the student's school and be supported by documentation that the student has attained the academic standard in the subject area based on:
 - tests other than the graduation examination; or
 - classroom work.

In order to help schools determine who is eligible for the waiver option [IC 20-32-4-4(6)(A) above] in the 2017-2018 school year, the following information may be helpful:

- For students who entered high school in the 2006-07 school year or after, the "courses required for graduation" in computing the "C" average for the "evidence-based" and "work-readiness" waivers must include the following 34 credits:
 - Language arts - 8 credits

- Social studies - 4 credits (Must include 2 credits in US history, 1 credit in US government and 1 credit in “another social studies course, global economics or consumer economics.”)
- Mathematics - 4 credits (Must include 2 credits in Algebra I or Integrated Mathematics I and 2 additional mathematics credits. All 4 credits must be earned after the student enters high school. 2016 graduates and beyond must earn 2 credits of math or quantitative reasoning during the student’s junior or senior year.)
- Science - 4 credits (Must include 2 credits in biology and 2 credits in another science from which at least 1 credit must be in a physical or Earth space science course.)
- Health and wellness - 1 credit
- Physical education - 2 credits
- Career-academic sequence - 6 credits
- Flex credits - 5 credits
- A “career academic sequence,” referenced in IC 20-32-4-4(6) (A) (i), is a flexible sequence of electives designed to help students explore and prepare for specific career areas or groups of related occupations. Any combination of electives may qualify for a career academic sequence. Indiana has developed lists of career academic sequences, called College and Career Pathways, which can be downloaded for use at www.doe.in.gov/pathways.
- A “workforce readiness assessment,” referenced in IC 20-32-4-4(6)(A)(ii), is determined locally and may include the Armed Services Vocational Aptitude Battery (ASVAB), Work Keys, or any other career or work-readiness assessment deemed appropriate by the school corporation.

In the case of a student with a disability (as defined in IC 20-35-1-2), the student’s Case Conference Committee may determine that the student is eligible to graduate if it is determined that all of the following have occurred:

- The student’s teacher of record, in consultation with a teacher in each subject area in which the student has not achieved a passing score, makes a written recommendation to the Case Conference Committee. The recommendation must be supported by the Principal of the student’s school, as well as by documentation that the student has attained the academic standard in the subject area based upon tests other than the ECAs or classroom work.
- The student meets all of the following requirements:
 - Retakes the ECAs in each subject area (Algebra I and/or English 10) in which the student did not achieve a passing score as often as required by the student’s Individualized Education Program.
 - Completes remediation opportunities provided to the student by the student’s school to the extent required by the student’s Individualized Education Program.

- Maintains a school attendance rate of at least ninety-five percent (95%) to the extent required by the student's Individualized Education Program with excused absences not counting against the student's attendance.
- Maintains at least a "C" average or the equivalent in the courses comprising the 34 credits specifically required for graduation by the State Board.
- Otherwise satisfies all state graduation requirements.

Special Cases

In-State Student Transfers. Receiving school corporations, nonpublic schools, and charter schools are ultimately responsible for determining whether students have met the graduation requirements established by law relative to the ECAs. The Indiana Department of Education and its contractor have designed a system of reports and labels to facilitate the ability of school corporations, nonpublic schools, and charter schools to convey information about a student's status. (Labels will be provided that clearly indicate whether students met standards.) In order for this system to function smoothly, the sending school corporation must ensure that the student's permanent record contains up-to-date information regarding completed coursework and the student's status relative to the ECAs prior to transferring the student's permanent record to the receiving school corporation. This information can be transmitted using the labels that are provided with the ECA reports, student transcripts, or other mechanisms.

To confirm a transfer student's status with regard to ECAs, the receiving school should contact the sending school or search the ECA Status Report located in the "Report" tab on Learning Connection in the "Admin Reports" section.

Out-of-State Student Transfers. All students who have moved from another state to Indiana are subject to the Indiana graduation examination requirements.

Graduation examinations in other states may be given at different grade levels and measure different knowledge and skills than the Indiana ECAs. A student may be eligible to graduate without passing the ECAs if the student successfully demonstrates attainment of *Indiana Academic Standards* under the provision of IC 20-32-4. One of the criteria includes presentation of written documentation that the student has attained the academic standards based on tests other than the Indiana ECAs or on classroom assignments. Results from another state's graduation examination could be considered as documentation but are not to be substituted for participation in Indiana's ECAs.

Exchange Students. All exchange students who are enrolled in Algebra I and/or English 10 and complete instruction in one or more of these courses will be required to take the ECA for that course.

Alternative Education Students. Any alternative education student desiring to receive an Indiana high school diploma in 2018 must take the ECAs.

ECA materials for alternative education program students are delivered to school corporations along with materials for other students. The ECAs are administered to these students in facilities owned or used by the school. This includes the alternative education

program location or a high school facility. With the exception of accommodations for a student with disabilities, administration must be consistent for every administration of the graduation examination. Alternative education program students must take the ECAs under the same conditions and within the same testing windows as students in the general education program, although the time of day may be adjusted so the assessment is given during the hours in which the alternative education program customarily operates.

Under Indiana law, every student who intends to graduate from high school in 2018 must take the ECAs. IC 20-10.30-8-7 indicates that organizers of alternative education programs may receive waivers of State Board rules, including “waivers of certain high school graduation requirements.” Taking the ECAs is a statutory requirement and is **not subject to waiver** under this provision.

Every Indiana resident has the right to pursue a high school diploma. If an alternative education student completes all the graduation course requirements but does not pass the ECAs, the student may still receive a high school diploma if the student demonstrates mastery of the *Indiana Academic Standards* under the provision of IC 20-32-4. Otherwise the student is entitled to continue to receive educational services until graduation requirements are met (just as a student could, in the past, continue to receive educational services until course requirements were met).

If mastery of the Algebra I and English 10 *Indiana Academic Standards* is demonstrated through alternative means, the Principal must concur with the teacher recommendation that a student has attained mastery of the *Indiana Academic Standards* as measured by the ECAs. For the alternative education student, it is still the Principal of the high school that grants the diploma who must concur with the teacher recommendation that the student has met the academic performance standards measured by the assessment.

Adult Education Students. An adult education student may be eligible to graduate without passing the ECAs, but every student who intends to receive an Indiana high school diploma must take the ECAs. The adult education student may graduate if the student demonstrates mastery of the *Indiana Academic Standards* under the provision of IC 20-32-4. Otherwise, the student is entitled to continue to receive educational services until graduation requirements are met (just as students could, in the past, continue to receive education services until course requirements were met).

If an adult education student has previously qualified for special services, or currently has an IEP or Section 504 Plan, any accommodations employed in performance on other assessments would be applied to the ECAs; however, the assessment may not be modified. Students are not to receive shortened assessments, are not allowed to choose from a reduced number of possible answers, are not to have the reading comprehension portions read to them, and may not receive simplified instructions. A complete discussion concerning accommodations is located in *Appendix E*.

Students Having Fulfilled All Graduation Requirements Except for the Assessment Requirement. The graduation examination requirement applies to all students who expect to graduate from an Indiana high school. Adult students having fulfilled all graduation requirements except for the assessment requirement must take and pass the Algebra I

and/or English 10 ECAs. Students should take the ECAs after they have had an opportunity to learn the content contained in the Indiana Academic Standards for Algebra I and English 10.

The Department of Workforce Development (DWD) offers the ECAs for adult students once each semester via identified Adult Education centers. A list of these sites is available by clicking this link: http://www.in.gov/dwd/adulted_locations.htm. Students that require accommodations on an ECA must notify the testing site with documentation. Information for adults needing to fulfill the assessment requirement can be found by accessing the Department of Workforce Development webpage: <http://www.in.gov/dwd/adulted.htm>. Contact the Department of Workforce Development, Division of Adult Education with questions via email AdultEd@dwd.in.gov.

ECA Assessment Windows for 2017-2018

Please review the “Assessment Testing Windows” section of the Office of Student Assessment’s website at <http://www.doe.in.gov/assessment> for more details on testing windows.

The results from the ECAs must be communicated to parents in a timely manner.

Chapter 3

Indiana Reading Evaluation and Determination (IREAD)

The Purpose of IREAD Assessments in Grades K-2

IREAD-K, IREAD-1, and IREAD-2 assessments were created to help schools monitor student progress and to provide adequate instruction prior to grade 3. These “no-stakes” comprehensive literacy assessments are designed to provide teachers with the feedback necessary to track student progress and to make instructional decisions that will help ensure student success on IREAD-3. Use of the IREAD-K, IREAD-1, and IREAD-2 assessments is a local decision.

Structure and Content of IREAD-K, IREAD-1, IREAD-2 for 2017-2018

Testing personnel should note the following regarding the administration of the 2017-2018 IREAD assessments in grades K, 1, and 2:

- IREAD-K, IREAD-1, and IREAD-2 are comprehensive literacy assessments developmentally aligned to expectations for readers in grades K, 1, and 2.
- The IREAD-K, IREAD-1, and IREAD-2 assessment window will consist of the last 4-5 weeks of a school’s calendar year; each set of grade-level assessments is designed to be administered by the classroom teacher to individual students.
- The Superintendent or Corporation Test Coordinator (CTC) of a school or corporation that chooses to use IREAD-K, IREAD-1, and/or IREAD-2 is responsible for downloading the assessments from DOE Online and distributing them to appropriate staff who will administer the assessments to individual students (<https://doeonline.doe.in.gov/>).
- Student assessments are scored locally and results should be used to help inform teachers’ instructional decisions.

The Purpose of IREAD-3

The purpose of the *Indiana Reading Evaluation and Determination (IREAD-3)* assessment is to measure foundational reading standards through grade 3. Based on the *Indiana Academic Standards*, IREAD-3 is a summative assessment that was developed in accordance with HEA 1367 (also known as PL 109 from 2010).

Structure and Content of IREAD-3 for 2017-2018

Testing personnel should note the following regarding the administration of the 2017-2018 IREAD-3 assessment:

- IREAD-3 includes three test sessions, which are comprised of multiple-choice questions only. The paper-and-pencil administration consists of one assessment book for each student.
- The assessment must be administered within the approved five-day assessment window.

- All items on the assessment are based on *Indiana Academic Standards*, specifically assessing foundational reading skills through grade 3. An IREAD-3 item sampler can be accessed online in the “Item Sampler” section of the IREAD-3 website: <http://www.doe.in.gov/assessment/iread-3>.
- The IREAD-3 assessment is scored by Pearson and the results are expected to be available in early April.

Sample Items and Rubrics

From the Office of Student Assessment web page, educators can access additional resources regarding all accountability-related state assessments. To access sample items and rubrics, please visit: <http://www.doe.in.gov/assessment>.

- Scroll down to the “Indiana’s Assessments” section.
- Click on the webpage for a particular assessment (e.g., ISTEP+, ISTAR, IREAD-3, ECAs).
- Scroll down to find item samplers and rubrics.

The sample items offer Indiana educators the opportunity to review assessment items designed to mirror those given on the assessment in terms of item format and alignment to the *Indiana Academic Standards*.

Testing Accommodations

The approved ISTEP+ accommodations outlined in *Appendix E* apply to IREAD-3. The provision of these testing accommodations may be administered by classroom teachers in addition to program area staff (i.e., EL teacher). Teachers need to be made aware of each student’s allowable accommodations.

IMPORTANT NOTE: *In no circumstance may reading comprehension questions be read to the student.*

Students Who Do Not Pass IREAD-3

Students who do not pass IREAD-3 in the spring must be provided an opportunity to retest in the summer. Additionally, schools should utilize this guidance when making determinations for the 2017-18 school year regarding enrollment or retest opportunities.

- If a student did not pass the IREAD-3 following the summer administration of his or her third-grade year and is not eligible for a Good Cause Exemption, the school should assess the student’s overall academic performance in all subject areas to determine whether retention in the third grade is necessary.
 - If the school determines that retention is necessary based on the overall academic performance of the student in all subject areas, the student should be reported to the state in the subsequent year as a third grader, and the student should receive third grade instruction in all subject areas.

- If the school determines that retention is not necessary based on the overall academic performance of the student in all subject areas, the student should matriculate and be reported to the state in the subsequent year as a fourth grader, and receive fourth grade instruction in all subject areas. However, the student must continue to receive third grade reading instruction during the subsequent school year and must retake the IREAD-3 until the student passes the assessment or qualifies for a Good Cause Exemption.

The school's remediation plan and retention policy should be incorporated in its reading plan. Methods of organizing students for differentiated instruction are determined locally. Retention is not required for students who are eligible for a Good Cause Exemption. To access the Good Cause Exemptions that allow for flexibility in determining access to grade 4 instruction, please visit the "Additional Resources" section of the IREAD-3 website:

<http://www.doe.in.gov/assessment/iread-3>.

IREAD-3 Data Collection and Reporting

DOE-TL. The purpose of the DOE-TL collections (Period 2 and Period 4) is to gather student information used to populate student-level information for online testing and barcode labels for the IREAD-3 assessment during the 2017-2018 testing administrations.

The barcode labels and online information will help reduce the set-up time requirements of the assessments and will also ensure more accurate student information. For the summer administration, only schools that have submitted student information will automatically receive testing materials (e.g., Test Administration Manual) from Pearson. If the school does not submit student information, it will need to contact Pearson for materials.

This is a required collection for schools administering IREAD-3:

- Public schools (Traditional and Charter)
- Nonpublic schools (Accredited and Freeway)
- Choice Scholarship schools

DOE-IR. The purpose of this data collection is to gather Good Cause Exemption information for students who did not pass IREAD-3 during the required testing windows but who will officially be reported as grade 4 students.

Only students who have met the criteria for and have been granted a Good Cause Exemption should be included on this report. In order to receive a Good Cause Exemption, a student must have received a three-digit scale score on IREAD-3 and not have received an undetermined (UND) score.

This is a required collection for schools administering IREAD-3:

- Public schools (Traditional and Charter)
- Nonpublic schools (Accredited and Freeway)
- Choice Scholarship schools

IREAD-3 Assessment Windows for 2017-2018

Please review the “Assessment Testing Windows” section of the Office of Student Assessment’s website at <http://www.doe.in.gov/assessment> for more details on testing windows.

The results from the IREAD-3 assessment must be communicated to parents in a timely manner.

NOTE: For additional information, please access <http://www.doe.in.gov/assessment/iread-3> (for IREAD-3 information) or <http://www.doe.in.gov/assessment/iread-k-2> (for IREAD K-2 information).

Chapter 4

Alternate Assessment Based on Alternate Achievement Standards (ISTAR)

The Purpose of ISTAR Assessments in Grades 3-8 and 10

Federal law (IDEA 2008), Every Student Succeeds Act (ESSA) and state law require that all students participate in Indiana's assessment system. For most students with special needs, this law requires participation in ISTEP+ assessments, with or without accommodations. For students with significant cognitive disabilities, however, the Case Conference Committee, utilizing the criteria for determining eligibility to participate, may determine that ISTAR (*Indiana Standards Tool for Alternate Reporting*) is the most appropriate assessment. The criteria can be found at: <http://www.doe.in.gov/assessment/alternate-assessments>.

ISTAR is based on the same foundation of rigorous, real-world content included in ISTEP+, while taking into account the unique characteristics of students with significant cognitive disabilities. The Content Connectors are the alternate achievement standards aligned to the *Indiana Academic Standards*. They include the necessary knowledge and skills that students with significant cognitive disabilities need in order to reach the learning targets or critical big ideas within the *Indiana Academic Standards*.

Test Design

ISTAR is a student interactive online assessment with multiple-choice and technology-enhanced items. It is also available in a paper/pencil format for students with that accommodation. ISTAR is administered in grades 3-8 and 10 in English/language arts and mathematics. It is also administered in grades 4, 6 and 10 for science, and in grades 5 and 7 for social studies.

ISTAR is delivered during two test windows. In the first testing window (Part 1), all students participate with the same test form that consists of items from a range of complexities. Generally, Tier 1 items are less complex and require less interaction with the content than Tier 2 items, and Tier 2 items are less complex and have less interaction than Tier 3 items. Performance on Part 1 informs placement into one of three *tiered forms* for the second testing window (Part 2). Each tiered form contains a mixture of items from adjacent tiers. For example, the easiest tiered form in Part 2 contains mostly Tier 1 items with some Tier 2 items. Performance on items from both parts are combined for the final summative student score.

Assessment items are based on the grade level alternate standards (Content Connectors). Because students with significant cognitive disabilities are a diverse population with a variety of needs, it was important to develop items across a broad range of abilities. Three levels of items were created, called "tiers."

- **Tier 1** questions and answer choices include low-structural-level items with a range of item difficulty and complexity. Graphics are provided for most answer choices along with text, which give students visual support to answer the questions.

- **Tier 2** questions and answer choices include medium-structural-level items with a range of item difficulty and complexity. They may include more introductory phrases in the questions and fewer graphics in answer choices than in Tier 1. They also include a greater level of complexity in how students respond to the questions than in Tier 1.
- **Tier 3** questions and answer choices include high-structural-level items with a range of item difficulty and complexity. There is more text and few to no graphics in the answer choices. There may be more abstract ideas and inferencing. There is more complexity in how students respond to the questions than in Tier 2.

ISTAR (Grades 3-8 and 10) Assessment Windows for 2017-18

Please review the “Assessment Testing Windows” section of the Office of Student Assessment’s website at <http://www.doe.in.gov/assessment> for more details on testing windows.

ISTAR Data Collection and Reporting

DOE-TL. The purpose of the DOE-TL collections is to gather student information used to populate student-level information for online testing and barcode labels for the ISTAR assessment during the 2017-2018 testing administrations.

The barcode labels and online information will help reduce the set-up time requirements of the assessments and will also ensure more accurate student information.

This is a required collection for schools administering ISTAR:

- Public schools (Traditional and Charter)
- Nonpublic schools (Accredited and Freeway)
- Choice Scholarship schools

Prior to Testing

The CTC is required to access the vendors’ site to set up test administration.

Blueprints and Content Connectors

Blueprints and Content Connectors are available on the ISTAR web page at <http://www.doe.in.gov/assessment/alternate-assessments>.

The purpose of the test blueprints is to make transparent to educators the knowledge, skills, and abilities required of students on the assessments. The content connectors identify priorities in each content area to guide instruction of students with significant needs and for the ISTAR assessment.

Sample Items and “Experience” ISTAR

Sample Items and “Experience” ISTAR sample items are also available on the ISTAR web page at <http://www.doe.in.gov/assessment/alternate-assessments>.

The Item Samplers provide information about ISTAR for students, parents, educators, and others. The items in each sampler are examples of the types of items found on ISTAR. These

examples can serve as models when teachers are constructing items for classroom assessment.

The purpose of “Experience” ISTAR is for students, educators, parents, and community members to experience various item types that will appear on the ISTAR online system.

Chapter 5

ISTAR Kindergarten Readiness (ISTAR-KR)

The Purpose of the Kindergarten Readiness Assessment (ISTAR-KR)

The purpose of *ISTAR Kindergarten Readiness (ISTAR-KR)* assessment is to measure skills in children from infancy to kindergarten. A derivative of *Indiana's Early Learning Standards* (which are part of the Foundations to *Indiana Academic Standards*), ISTAR-KR is aligned to the *Indiana Academic Standards* for kindergarten in the areas of English/language arts and mathematics and includes three functional areas: physical, personal care and social-emotional skills.

ISTAR-KR is a web-based instrument and is rated by teachers based on their ongoing observations of children engaged in typical daily routines and activities. Assessment results from ISTAR-KR can be used to determine the skills a child has mastered and the skills a student needs to learn next.

Public/Nonpublic Schools

ISTAR-KR is available to all public schools and nonpublic schools and early childhood programs in Indiana at no cost. Data from ISTAR-KR assessments are used in state reporting for PK students receiving special education services. The assessment may also be used for local purposes in grades PK through 1. Aggregate data comparing entrance and exit scores for children exiting preschool services is submitted annually by the state to the Federal Office of Special Education Programs (for Special Education-Indicator 7 purposes). Individual student assessment results of ISTAR-KR are made available to family members at specific intervals when the assessment is used to measure student progress (i.e., upon entrance, at exit, and annually on the child's birthday). For information regarding results, please contact the school that provides educational services to the child.

For additional information regarding Indicator 7, please visit:
<http://www.doe.in.gov/specialed/indicator-7-preschool-skills>.

Community-Based Preschools

ISTAR-KR is also available to community-based preschool education programs at no cost. The Office of Early Childhood and Out of School Learning (OECOSL) provides oversight of all childcare licensing, Indiana's tiered quality rating and improvement system, Paths to Quality™, the State's Pre-K initiatives, On My Way Pre-K, and the Early Education Matching Grant. The Indiana Department of Education supports young learners through various initiatives, including The Foundations (Indiana's early learning development framework), the Indiana Birth to Age 5 Literacy Framework, and the ISTAR-KR assessment tool.

For additional information regarding Early Learning, please visit:
<http://www.doe.in.gov/earlylearning>.

For additional information regarding Special Education Early Childhood, please visit:
[http://www.doe.in.gov/specialed/early-childhood-preschool.](http://www.doe.in.gov/specialed/early-childhood-preschool)

For additional information regarding ISTAR KR, please visit:
[http://www.doe.in.gov/assessment/kindergarten-readiness-assessment.](http://www.doe.in.gov/assessment/kindergarten-readiness-assessment)

Chapter 6

English Language Proficiency Assessments: WIDA

The Purpose of WIDA Assessments in Grades K-12

In accordance with federal regulations, all states are required to:

- identify the languages other than English present in their student population;
- assess the language proficiency of students in order to place them in the appropriate language development program; and
- administer an annual assessment of English proficiency, which includes measuring a student's oral language, reading, and writing skills in English.

The purpose of the English Language Proficiency Assessments is to determine a student's level of English proficiency. Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) is the English Language Proficiency Assessment administered in Indiana. The W-APT placement test (kindergarten) and the WIDA Screener (grades 1-12) function as a screener that is used for both initial and English Language (EL) program placement of students who are identified as Limited English Proficient (LEP). The annual assessment, ACCESS for ELLs and Alternate Access for ELLs, is administered in a January/February test window to determine a student's current level of English proficiency. The annual assessment is also used for accountability purposes.

Structure and Content of ACCESS for 2017-2018

Testing personnel should note the following regarding the administration of the 2017-2018 ACCESS assessments:

ACCESS consists of 4 major components.

W-APT. The WIDA ACCESS Placement Test (W-APT) is required to be administered within 30 days of arrival of new enrollees (kindergarten) or for out-of-state students who listed a language other than English on the Home Language Survey. If the student enrolls later in the year, then the W-APT will be administered within two weeks of enrollment.

WIDA Screener. The WIDA Screener is required to be administered within 30 days of arrival of new enrollees (grades 1-12) or for out-of-state students who listed a language other than English on the Home Language Survey. If the student enrolls later in the year, then the W-APT/WIDA Screener will be administered within two weeks of enrollment. Test forms are divided into five, grade-level clusters: Grade 1, Grades 2-3, Grades 4-5, Grades 6-8 and Grades 9-12.

- Placement tests are scored locally.
- Students entering grades 3, 6, and 9 during the first semester take the WIDA Screener for the grade they have just completed (e.g., 2, 5, or 8); if students enter during second semester, they take the WIDA Screener for their current grade level. Students entering the first semester of first grade will be assessed with the kindergarten W-APT.

ACCESS for ELLs. ACCESS is the annual assessment administered to kindergarten through twelfth graders in a January/February test window, preceding the ISTEP+ Part I assessment window.

ACCESS for ELLs 2.0 is divided into six, grade-level clusters: Kindergarten, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8 and Grades 9-12. The online test is stage adaptive, meaning students will progress through the test based on their performance on previous folders and domains. Due to this adaptability, the online test will NOT require Test Administrators to determine tier placement of students in order to administer the test.

Alternative ACCESS for ELLs. This is an assessment of English Language Proficiency (ELP) for students in grades 1-12 who are classified as English Language Learners (ELLs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment. All students identified as ELLs must be assessed annually for English Language Proficiency, including students who receive special education services.

W-APT, WIDA Screener and ACCESS test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards: Social & Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science and Language of Social Studies.

Alternate ACCESS for ELLs aligns with the WIDA Alternate English Language Proficiency levels. These levels were designed to expand upon Level P1 - Entering by increasing the sensitivity of the measure for students who have significant cognitive disabilities.

Testing Accommodations

The approved accommodations for ACCESS are outlined in Appendix E. These testing accommodations may be administered by classroom teachers in addition to program area staff (i.e., an EL or Special Education teacher). Test Examiners must be made aware of each student's allowable accommodations.

Specific Assessment Guidance for 2017-2018

English Language Proficiency Requirements. Under Title VI of the Civil Rights Act of 1964 and the EEOA, all states and LEAs must ensure that ELs can participate meaningfully and equally in educational programs and services. To meet their obligations under Title VI and the EEOA, LEAs must, for example:

- Identify and assess all potential EL students in a timely, valid, and reliable manner;
- Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols*;
- Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students;
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities;

- Avoid unnecessary segregation of EL students;
- Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services;
- Meet the needs of EL students who opt out of language assistance programs;
- Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;
- Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program is reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time; and
- Ensure meaningful communication with Limited English Proficient (LEP) parents.

How are students identified? All schools are required to administer a Home Language Survey (HLS) to identify the native language(s) of all first time Indiana enrollees. In most cases, this will be students enrolling in kindergarten, but may also include out-of-state or immigrant students in other grades who are enrolling in Indiana schools for the first time. For students who are transferring from an Indiana school, school staff will contact the previous school to obtain the original HLS. If a language other than English is indicated for any of the three HLS questions, the student is considered to be a language minority student and needs to be assessed for initial proficiency with the WIDA Screener (or W-APT for kindergarten and first semester first grade students). The EL Guidebook, found at <http://www.doe.in.gov/elme>, includes a sample HLS and a checklist for proper identification.

When is the WIDA Screener given? The WIDA Screener must be administered within **30 calendar days** of the beginning of the school year, or within two weeks of enrollment if the child enrolls later in the school year. Staff may begin administering the WIDA Screener once they have successfully completed the WIDA training course for administration. The WIDA Screener is an online assessment accessed from a secure link on the WIDA website by the local Corporation Test Coordinator (CTC) or designee with administrative login credentials. Students with paper-based testing as a documented IEP accommodation may be assessed with the paper-based WIDA Screener. If a student scores below a 5.0 on the WIDA Screener, the student is considered to be an English learner.

What is the next step after identifying a student as an English learner on the WIDA Screener? Students identified as English learners will receive federally mandated English language development services and be annually assessed for English proficiency until the student meets the formal exit criteria for reclassification as fluent.

Which assessments does WIDA offer for the annual English Language Proficiency assessment? WIDA offers the WIDA ACCESS for ELLs 2.0 online, Kindergarten ACCESS for ELLs, and the Alternate ACCESS for ELLs for English Learners with significant cognitive disabilities. Students with paper-based testing as a documented IEP accommodation may be assessed with the paper-based WIDA ACCESS 2.0 assessment. In addition, schools with documented technological limitations or that have large refugee populations with little experience using technology may be considered for approval by the IDOE for paper testing.

WIDA Screener Paper is allowed as an accommodation or for students with religious observations. WIDA Screener Paper may also be used in limited circumstances for students with little to no formal education (such as refugee students) for whom computer-based testing is deemed inappropriate. Local documentation of students screened with Paper Screener and accommodation or situation is required.

How will assessment training be provided? All Test Administrators must be certified for any test they will administer, including the WIDA Screener and the Kindergarten W-APT. The secure portal at www.wida.us provides access to the training course and quizzes. Login credentials will be provided to Test Administrators by their local CTC or designee. The CTC must create accounts for Test Administrators and ensure that all Test Administrators complete training requirements for all tests they will administer. Once Test Administrators or Test Coordinators have completed the certification process, their training certificates within the WIDA website portal will be updated as a record of completion. WIDA training is required every other year or when significant revisions to training materials occur. For the 2017-2018 school year, all test certifications from 2016-2017 will remain valid. WIDA Screener training will be required by all Test Administrators. All new Test Administrators will need to become certified in all WIDA assessments they will administer. As a reminder, in order to access training modules via “My Account and Secure Portal,” you must have a WIDA.us username and password. If you have trouble accessing your account, please contact WIDA Client Services Center at 1-866-276-7735 or email help@wida.us.

Which schools participate? All traditional public schools and charter schools will utilize the WIDA Screener and ACCESS for ELLs 2.0 English Language Proficiency assessments. Accredited nonpublic schools, including those participating in the Choice Scholarship Program, may utilize the WIDA Screener and ACCESS for ELLs 2.0 annual English Language Proficiency assessment when completing the required ELP assessment.

As a reminder, federally mandated ELP assessments must be overseen and administered with state and local funds.

Roles and Responsibilities

Corporation Test Coordinator (CTC). CTCs are responsible for the overall coordination of test administration for all state tests. The CTC will:

- Be the main point-of-contact with Data Recognition Corporation (DRC), the testing vendor for WIDA Assessment Management System (WIDA AMS) found at [DRC Portal](#). The Office of Student Assessment will send an updated list of Corporation Test Coordinators to DRC and WIDA in early September. Users who had accounts in 2016-2017 will maintain the same login credentials for the 2017-2018 school year.
- Disseminate accurate, specific, and up-to-date details regarding WIDA to staff throughout the year.
- Set up other user accounts within WIDA AMS.
- Collaborate with the Corporation/School STN Administrator to complete the Testing Online and Barcode TL ("Test Layout") for WIDA file submission in October. The purpose of this data collection is to populate student-level information for online testing and barcode labels.

The CTC may assign a separate Test Coordinator (e.g., English Learner/Title III Director) the responsibilities of:

- Setting up new user accounts on the WIDA website and in WIDA AMS. For assistance, please call 1-866-276-7735 or email help@wida.us.
- Ensuring that all Test Administrators have been trained and certified to administer all applicable WIDA assessments, including WIDA Screener and ACCESS for ELLs 2.0.
- Overseeing the administration of the annual English Language Proficiency assessment.

Technology Coordinator. Technology Coordinators are responsible for all technical and system set-up for online testing and for coordinating with Data Recognition Corporation (DRC) on any local system issues. Web-based trainings for the Technology Coordinator are provided through WIDA AMS. The CTC must create an account for the Technology Coordinator on the WIDA AMS website. Users who had accounts in 2016-2017 will maintain the same login credentials for the 2017-2018 school year.

For more details about technology requirements, please visit the WIDA ACCESS technology page. For assistance, please call 1-866-276-7735 or email help@wida.us.

Test Administrator. Test Administrators may be responsible for administering WIDA Screener, Kindergarten W-APT, ACCESS for ELLs 2.0, Alternate ACCESS for ELLs, and/or Kindergarten ACCESS for ELLs. All Test Administrators are required to be certified through WIDA.us for any assessments they will administer. All test certifications from the 2016-2017 school year will remain valid for the 2017-2018 school year. The WIDA training modules can be found via the secure portal at the WIDA website. The WIDA assessments must be administered only by personnel who hold a license granted by the Indiana Department of Education, per Chapter 10 Test Policies of the Indiana Assessment Program Manual. The license must be an instructional, administrative, or school services license.

Non-certified personnel (e.g., teacher's aides, secretaries, or substitute teachers who do not hold one of the above mentioned licenses) may only serve as Proctors, not as Test Administrators. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a Test Administrator. Proctors may, however, assist the Test Administrator before, during, and after the test administration.

Indiana Training Requirements

All Test Administrators must be certified for any test they will administer, including the WIDA Screener and the Kindergarten W-APT. The secure portal at www.wida.us provides access to the training course and quizzes. Login credentials will be provided to Test Administrators by their local CTC or designee. The CTC must create accounts for Test Administrators and ensure that all Test Administrators complete training requirements for all tests they will administer. Once Test Administrators or Test Coordinators have completed the certification process, their training certificates within the WIDA website portal will be updated as a record of completion. WIDA training is required every other year. For the 2017-2018 school year, all test certifications from 2016-2017 will remain valid. WIDA Screener training will be required by all Test Administrators. All new Test Administrators will need to become certified in all WIDA assessments. As a reminder, in order to access training modules via "My Account and Secure Portal," you must have a WIDA.us username and password. If you have trouble accessing your account, please contact WIDA Client Services Center at 1-866-276-7735 or email help@wida.us.

WIDA AMS. WIDA Assessment System (AMS) is the system that provides the necessary tools to administer WIDA ACCESS 2.0. An overview of AMS, the tools available, and AMS control options can be found on the [WIDA.us website](http://WIDA.us). WIDA.us and WIDA AMS user accounts are separate and serve different purposes. Data Recognition Corporation (DRC) manages AMS and should be the first point of contact for questions regarding:

- ACCESS 2.0 Data and Reporting
- Online and paper-based materials ordering
- ACCESS 2.0 technical issues
- Technology-related questions

To contact DRC regarding AMS, please call 855-787-9615 or email WIDA@datarecognitioncorp.com.

Ordering Test Materials (in collaboration with corporation data personnel via DOE-TL). CTCs and WIDA Test Coordinators must collaborate with their Corporation STN Administrator to complete the DOE-TL (WIDA) file upload to order assessment materials. The purpose of this data collection is to gather student-level information to populate data for online testing and barcode labels for WIDA ACCESS 2.0 assessments. For collection dates and data collected for this file, please contact your Corporation STN Administrator.

Indiana Exit Criteria for WIDA ACCESS. For grades K-12, an overall composite proficiency level score of 5.0 or higher on ACCESS for ELLs is the requirement for

reclassification as Fluent English Proficient (FEP). If using the paper-based version of ACCESS for ELLs 2.0, the student must achieve an overall composite proficiency level score of 5.0 or higher on Tier B or C of the assessment to be reclassified as FEP. FEP students are exited from EL services and enter a two-year, formal monitoring period following their reclassification. Although they may still receive EL support services, FEP students do not participate in WIDA ACCESS testing during the monitoring period.

Scores from WIDA Consortium Member States. WIDA Screener and ACCESS for ELLs scores can be used for determining EL status as long as the Indiana criteria for identification and exit are applied. All participating states are listed on the WIDA Consortium's home page at www.wida.us. The school corporation in which the student from a WIDA Consortium member state enrolls has up to 30 calendar days at the beginning of the school year, or 10 days if the student enrolls after the beginning of the school year, to obtain W-APT or ACCESS for ELLs test scores from the member state. If the scores are less than one year old, they may be used for making decisions regarding LEP identification and placement. If the scores are more than a year old or the receiving school does not receive the scores within the aforementioned timeline, the school must administer the W-APT to determine LEP identification and to notify parents of eligibility for EL services. Each student identified as LEP must be assessed annually.

Opt-Out Guidance. Indiana law neither provides for an "opt-out" procedure nor recognizes "opting out" of assessments. Although it is not against the law for a parent to refuse to allow a child to participate in assessments, every student attending a public, charter or accredited nonpublic school in Indiana must take the Indiana-wide assessments to graduate or, in the case of IREAD-3, avoid being retained. Furthermore, it is a violation of Indiana's compulsory school attendance laws for a parent to refuse to send his or her child to school for the purpose of avoiding tests, including assessments (See IC 20-33-2).

As with any test, additional consequences for failing to participate in a statewide assessment and procedures to manage students who refuse to participate should be determined at the local school level. School administrators may also wish to inform parents that not allowing their children to take Indiana's assessments may have far-reaching ramifications, including impacting a school's A-F accountability grade and teacher compensation. Refer to the Indiana Assessment Program Manual for more information.

WIDA Screener

WIDA Screener is the Indiana English Language Proficiency screener used to determine whether a student enrolling in Indiana schools for the first time is an English learner. The WIDA Screener is required to be administered within 30 days of arrival of new enrollees (grades 1-12) or for out-of-state students who listed a language other than English on the Home Language Survey. If the student enrolls later in the year, then the W-APT/WIDA Screener will be administered within two weeks of enrollment. Placement tests are scored locally.

Students entering during the first semester take the WIDA Screener for the grade they have just completed; if students enter during second semester, they take the WIDA Screener for

their current grade level. Students entering the first semester of first grade will be assessed with the Kindergarten W-APT.

Kindergarten WIDA-ACCESS Placement Test (W-APT)

The Kindergarten W-APT will remain the screener for initial English Language Proficiency for students enrolling in kindergarten and students in their first semester of first grade in the 2017-2018 school year. The Kindergarten W-APT is a print-on-demand test accessed on the WIDA website by the local Corporation Test Coordinator (CTC) or designee with administrative login credentials. The Test Administrator must complete the Kindergarten W-APT training requirements via the secure portal at the WIDA website prior to administering the placement test.

The Kindergarten W-APT does not provide an overall composite score but rather evaluates a student's English language skills as low, medium, high, or exceptional. The chart below includes guidance for translating Kindergarten W-APT scores to a numeric value, which is required for submission on the DOE-Language Minority data collection. Test Administrators will use their educational judgment to assign the exact proficiency level for reporting purposes.

The primary function of the W-APT is to determine whether or not a student demonstrates limited English proficiency or is fluent in English upon enrollment. Because the Kindergarten W-APT is not intended to give specific diagnostic results aligned to the WIDA performance levels, kindergarten LEP students should be closely monitored and provided with appropriate supports based on their observed language development needs.

Kindergarten W-APT Scoring and Administration Guidance

1st Semester Kindergarten W-APT Scoring (Listening and Speaking ONLY)				
Listening and Speaking Raw Score	0-10	11-18	19-28	29-30
Proficiency Descriptor	Low	Mid	High	Exceptional
Proficiency Level for Reporting Purposes	Level 1 or 2	Level 2 or 3	Level 3 or 4	Level 5 (Fluent)

For first semester kindergarten students, use the raw scores from the Listening and Speaking test to approximate the proficiency level for reporting purposes. For example, a student who receives 26 points is near the top of the high category range, and therefore the Test Administrator should report the student at Level 4.

2nd Semester Kindergarten/1st Semester 1st Grade W-APT Scoring (Listening, Speaking, Reading, and Writing)				
Listening and Speaking Raw Score	0-10	11-18	19-28	29-30
Reading Raw Score	0-5	6-12	13	14-15
Writing Raw Score	0-7	8-14	15-16	17-18
Proficiency Level for Reporting Purposes	Level 1 or 2	Level 2 or 3	Level 3 or 4	Level 5 (Fluent) Must meet all 3 criteria

For first semester first grade students and second semester kindergarten students, use raw scores from all four assessment domains to approximate the overall proficiency level for reporting purposes. To test as Fluent English Proficient (FEP), the student must score in the Level 5 range for **all test domains**. If a student's listening and speaking scores place them at Level 5, but their reading and writing scores are lower, the student should be reported at the lower proficiency level.

Testing Window for 2017-2018

ACCESS for ELLs is a state-mandated test that can only be administered on the dates Indiana has selected as its testing window. All EL students enrolled in the school are required to be assessed during the testing window. The 2017-2018 state testing window for the ACCESS for ELLs is: January 8, 2018 through February 23, 2018.

Specific Guidance for WIDA ACCESS 2.0.

WIDA ACCESS for ELLs 2.0, the annual English Language Proficiency assessment, is divided into six, grade-level clusters: Kindergarten, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12. ACCESS for ELLs 2.0 is a stage adaptive test, meaning students will progress through the test based on their performance on previous folders and domains. Due to this adaptability, the online 1-12 test will NOT require Test Administrators to determine tier placement of students in order to administer the test. However, students in grades 1-5 who will take the writing test on paper will need to be given the appropriate tiered test form. After completing the listening and reading tests, the writing tier will be assigned to the student automatically in WIDA AMS.

Domain	Kindergarten	Grades 1-5	Grades 6-12
Listening	Paper	Online	Online
Reading	Paper	Online	Online
Speaking	Paper	Online*	Online*
Writing	Paper	Paper	Online

* For additional details about technology requirements, please see the WIDA Technology Readiness pdf at <http://www.doe.in.gov/elme/wida-english-language-development-standards-and-assessment>. For assistance, please call 1-866-276-7735, or email help@wida.us.

Assessing English Learners with Disabilities

No EL student is exempt from participating in the annual English Language Proficiency assessment. Nearly all EL students who also have an identified disability will participate in ACCESS for ELLs 2.0. The Individuals with Disabilities Education Act (IDEA) 2004 requires all students to participate in statewide assessments, which includes the state adopted ACCESS for ELLs 2.0 required under Title I and Title III of No Child Left Behind (NCLB) 2001. EL students with a disability may receive accommodations on ACCESS 2.0 per the student's Individual Education Plan (IEP).

For EL students with disabilities who need a paper-based version of ACCESS for ELLs 2.0 as an IEP accommodation, the Test Coordinators will order these within the DOE-TL (WIDA) file upload. Administrators should note that grade clusters changed to the following clusters in 2015-2016: Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12. Within each grade-level cluster there are three tiers (Tiers A, B, C). LEP students will have to be assigned a tier respective to their language proficiency level on the request form. The tier specificity of WIDA allows a more exact language domain and comprehensive score.

For LEP students who need a paper-based version of ACCESS for ELLs 2.0, Tier B and Tier C will be the only versions allowed to formally exit a student from English learner services and reclassify him/her as Fluent English Proficient when the student achieves a 5.0 Grade Adjusted Overall Composite Score.

If the Case Conference Committee determines that an alternate English Language Proficiency assessment is needed for LEP students with significant cognitive disabilities in grades 1-12, Alternate ACCESS for ELLs will be used. Alternate ACCESS for ELLs for eligible students will be ordered within the DOE-TL (WIDA) file upload. Currently, there is no Alternate ACCESS assessment available for kindergarten students, so LEP kindergarten students with significant cognitive disabilities should participate in the Kindergarten ACCESS for ELLs.

For more information, view the guidance from the U.S. Department of Education titled *Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments* at <http://www2.ed.gov/about/offices/list/osep/index.html>.

Important Notes:

- If the Case Conference Committee determines that the EL student will take ISTAR Alternate assessment, then the student is eligible to take the Alternate ACCESS for ELLs assessment. However, because a student cannot formally exit EL services based on Alternate ACCESS results, the committee may decide to administer the general ACCESS for ELLs 2.0 assessment to provide the student with the opportunity to demonstrate fluent English proficiency.
- If the Case Conference Committee determines that the student will participate in ISTEP+ testing, then the student must take WIDA ACCESS for ELLs 2.0.

The **Alternate ACCESS for ELLs** aligns with the WIDA Alternate English Language Proficiency levels. Additional information can be found on the WIDA Alternate ACCESS page. Currently, students taking Alternate ACCESS may exit EL status based on their Alternate ACCESS proficiency levels.

WIDA ACCESS 2.0 Accommodations for ELLs with Disabilities. ONLY English Learners with IEPs are eligible for accommodations on WIDA ACCESS testing. The WIDA Consortium has shared extensive guidance regarding accommodations for WIDA ACCESS 2.0. However, to ensure compliance with Indiana guidance, please refer to the Indiana-specific list of approved accommodations. As a reminder, clarifying test directions in the student's native language is **not** an allowable accommodation in Indiana. For more detailed descriptions of each accommodation, see the WIDA ACCESS 2.0 Accommodations guidance.

Test Presentation Accommodations:

- Interpreter Signs Test Directions in ASL (SD)
- Manual Control of Item Audio (MC)
- Repeat Item Audio (RA)
- Read Aloud Listening Test Response Options by Human Reader (LH)
- Repeat Listening Test Response Options by Human Reader (RL)

Student Response Accommodations:

- Scribed Response (SR)
- Word Processor or Similar Keyboarding Device to Respond to Test Items (WD)
- Student Responds Orally Using External Augmentative and Alternate Communication Device or Software (AC)
- Student Responds Using a Recording Device, which is Played Back and Transcribed by the Student (RD)
- Student Uses Assistive Technology to Respond to Test Items (AT)

Test Environment/Setting Accommodations:

- Test May Be Administered by School Personnel in a Non-School Setting (NS)

Timing/Scheduling Accommodations:

- Extended Speaking Test Response Time (ES)
- Extended Testing Time within the School Day (ET)
- Extended Testing Session over Multiple Days for a Single Domain (EM)

Available for Paper Administration Only:

- Read Aloud Test Items by Human Reader (IH)
- Repeat Test Items by Human Reader (RI)
- Large Print Version of Test (LP)
- Braille Version of Test (BR)
- Student Responds Using Braille Writer or Braille Notetaker (BW)

Braille ACCESS Testing. For the 2017-2018 administration of ACCESS for ELLs 2.0, WIDA will offer the following Braille formats:

Grade Band	EBAE w/ Nemeth Contracted	EBAE w/ Nemeth Uncontracted	UEB Contracted	EBAE Uncontracted
1			Listening, Reading, Writing	Listening, Reading, Writing
2			Listening, Reading, Writing	Listening, Reading, Writing
3			Listening, Reading, Writing	Listening, Reading, Writing
4 – 5	Listening, Reading, Writing	Listening, Reading, Writing		
6 – 8	Listening, Reading, Writing	Listening, Reading, Writing		
9 – 12	Listening, Reading, Writing	Listening, Reading, Writing		

For LEP students with disabilities who need a Braille paper-based version of ACCESS for ELLs 2.0 as an IEP accommodation, the Test Coordinators will order these within the DOE-TL (WIDA) file upload.

Questions regarding administration and scoring of the ACCESS for ELLs may be directed to the WIDA Help Desk toll free at 1-866-276-7735, Monday through Friday, 7:00 a.m. to 6:00 p.m. EST, or by e-mail at help@wida.us. Additional information may be found on the website at www.wida.us.

The results from the ACCESS for ELLs and Alternate ACCESS for ELLs assessment must be shared with parents and families when they are made available to the school.

For additional information regarding ACCESS for ELLs and Alternate ACCESS for ELLs, please visit: <http://www.doe.in.gov/assessment/english-language-proficiency-assessments>.

For additional information regarding English Learning and Migrant Education, please access <http://www.doe.in.gov/elme>.

Chapter 7

Formative Assessment Grant

Background

During the 2017 legislative session, the Indiana General Assembly renewed a \$12 million allocation to be made to the Formative Assessment Grant (<http://www.doe.in.gov/assessment/formative-assessment-grant>). This line item was first added to the budget in 2015 and took the place of former remediation funding.

Vision and Purpose

Formative assessments and the use of their data to guide classroom instruction at the individual student level result in increased academic success. Indiana's Formative Assessment Grant provides funding to schools for formative assessment programs, tools, and professional development in order to increase data-driven instructional practices and enrich learning for all students.

Eligibility

- All Indiana public school corporations, charter schools, and accredited nonpublic schools (including Choice schools)
- Students in grades K-10

NOTE: Student numbers are capped at the corporation's official Pupil Enrollment Count for the prior school year. Official counts are necessary for funding approval, and use of the prior year's official counts allows for schools to receive funds closer to the beginning of the school year.

Allowable Uses of Funds

- Approved Math and/or English Language Arts formative assessment programs

NOTE: Visit the Formative Assessment Grant website (above) for the most updated list of approved assessment programs.

- Professional development to assist staff with formative assessment implementation and use of assessment data

NOTE: Travel expenses are not included. Teacher stipends for off-hour trainings or substitute expenses are allowed.

- Diagnostic analysis of student performance
- Student performance reports and analysis for teachers and parents
- Differentiated learning tools for educators, students, and parents that support areas of instructional need

Application Process

Eligible corporations must submit an application to the Indiana Department of Education during the application window in late summer. The link to the online application portal can be found on the Formative Assessment Grant webpage (link above) along with timeline/deadline documentation specific to each year. Information requested within the application process includes how many students in each grade level will participate in formative assessment programs and which formative assessment program(s) from the approved list are anticipated to be used by the corporation.

Professional Development Opportunities

The Indiana Department of Education recognizes that the use of strong formative assessment strategies requires training and practice. To assist teachers in adopting and improving these strategies within the classroom, the Department offers the “Targeting Student Needs using Formative Assessment” training series. Trainings and materials can be found on the Formative Assessment Grant webpage. <http://www.doe.in.gov/assessment/formative-assessment-grant>

Assessment Program Criteria

In order for a program to be approved for use within the Formative Assessment Grant, the program vendor must provide proof that all of the following criteria are met:

- **Assesses English/Language Arts and/or Mathematics.** The assessment vendor must provide evidence of the content areas addressed within the assessment.
- **Aligns to the breadth and depth of Indiana standards.** The assessment vendor must show alignment to Indiana standards (both breadth of content and depth of difficulty). Examples may include:
 - Third-party alignment study
 - Internal alignment study conducted with a group of Indiana educators
- **Provides data to differentiate instruction for students.** The assessment vendor must provide evidence of reports generated through delivery of the assessment. Reports must:
 - Provide diagnostic analysis of student performance following each administration
 - Provide timely analysis of student performance multiple times throughout the school year
 - Provide a platform for teacher access to student-level data
- **Provides differentiated learning tools for educators, students, and parents that support areas of instructional need.** Examples may include:
 - Instructional tools for educators to differentiate instruction
 - Activities for students to elicit further evidence
 - Forums for collaboration between educators to address student strengths and weaknesses

Assessment Program Approval Process

Assessment program vendors may apply for program approval at any time throughout the year. Vendors should follow the steps provided in the *Assessment Program Approval Process* document found on the Formative Assessment Grant website at <http://www.doe.in.gov/assessment/formative-assessment-grant>.

Chapter 8

College- and Career-Readiness Assessment (ACCUPLACER)

The Purpose of College- and Career-Readiness Assessment Implementation (IC 20-32-9 / PL 268-2013) Program in Indiana

During the 2013 legislative session, the Indiana General Assembly passed HEA 1005, and the Governor signed PL 268-2013 into law. A component of this law (IC 20-32-9) requires public and state-accredited nonpublic school students who meet specific criteria to take a college- and career-readiness exam and potentially receive remediation.

The legislation focuses on early identification of students' remediation needs. It requires the administration of a college- and career-readiness examination by high schools to students who might need remediation. It also contains provisions limiting eligibility for state student financial aid in college for a small number of students.

During the 2015 legislative session, the Indiana General Assembly passed HEA 1637, which added grade 12 to the college and career readiness assessment administration.

The assessment selected to meet the requirements of a college- and career-readiness assessment for this school year is the ACCUPLACER Customized Version (also used as a customized version for Ivy Tech).

Testing Opportunities

IC 21-18.5-4-8.5 stipulates that students who graduate in 2015 or after and who receive general diplomas with evidence-based waivers are disqualified from receiving state scholarships, grants, or assistance administered by the Indiana Commission for Higher Education unless the student passes a college- and career-readiness assessment.

IC 20-32-9 required the development of guidelines to assist secondary schools in identifying students who are likely to require remedial work at postsecondary institutions or workforce training programs after graduation from high school. The Indiana Department of Education (IDOE) works in collaboration with the Indiana Commission for Higher Education (ICHE), and Indiana Department of Workforce Development (IDWD) to continually develop criteria regarding the identification of students that need to take the college- and career-readiness assessment, which are then taken to the State Board of Education (SBOE) for approval. Once the criteria are finalized and approved, they will be disseminated to Indiana high schools.

NOTE: For additional information, please access <http://www.doe.in.gov/ccr/accuplacer-and-remediation>.

Chapter 9

National Assessment of Educational Progress (NAEP)

The Purpose of the National Assessment of Educational Progress

The purpose of the *National Assessment of Educational Progress* (NAEP), also known as "The Nation's Report Card," is to determine performance for a selected sample of students within Indiana. NAEP is administered annually to students in grades 4, 8, and 12 and can be used to compare student performance across the United States and over time. For the 2017-2018 school year, the mathematics, reading, technology/engineering literacy, civics, U.S. history, and geography assessment will be given to randomly selected schools. There will also be a writing comparability study given to other randomly selected schools in April 2018. Less than one hundred schools will be selected at random to participate in NAEP 2018.

Structure of NAEP for 2017-2018

Testing personnel should note the following regarding the administration of the 2018 NAEP assessments:

- NAEP is conducted with representative student samples in grades 4, 8, and 12. Indiana law requires all accredited public and nonpublic schools to participate in the NAEP assessments, if they are selected by the U.S. Department of Education and notified by the Indiana NAEP State Specialist.
- All 2018 NAEP assessments will be administered on NAEP touch-pads. A few schools will participate in a paper-pencil comparability study. NAEP field staff will provide all touch-pads and a transportable network for the 2018 administration. Consequently, NAEP will not need to use school computer labs or school computer networks.
- Only students who are eligible for the ISTAR alternate assessment are exempt from NAEP; all other students are expected to participate.
- All 2018 NAEP results will be reported at the national level.
- The 2018 NAEP assessments will be administered by NAEP field staff during regular school hours. Indiana requests that selected schools have a staff member present during the test administration.

Testing Accommodations

The 2018 NAEP assesses students with disabilities (SDs) and English learners (ELs) based on NAEP allowable accommodations.

Data Collection and Reporting

Schools will be asked to upload a student roster onto the MyNAEP website two times before the assessment day. The first upload will occur in October 2016 and will begin the student selection process. The second upload will occur when schools return from winter break. This upload will capture any newly enrolled or unenrolled students. NAEP applies a stratified-

mathematical formula to create a selected-student list for each participating school. Each school will receive the selected-student list on the MYNAEP website before leaving for winter break.

It is crucial for the School Coordinator (SC) to complete all online pre-assessment tasks as instructed before leaving for winter break. Instructions on what to complete by that deadline will be communicated via email. It will also be the SC's responsibility to submit a current student roster of the sample grade when they return from the winter break via the MYNAEP website. Before assessment day, it will be the SC's responsibility to inform the NAEP assessment team of any changes to the roster that were made after the return from the winter break. The SC will also be asked to assign accommodations to students who require them based upon student IEPs. The SC can allow Special Education teachers and English Learner teachers access to the MYNAEP website to help assign the appropriate accommodations to the corresponding students before the NAEP team arrives at the school on assessment day.

NAEP Assessment Windows for 2017-2018

Please review the "Assessment Testing Windows" section of the Office of Student Assessment's website at <http://www.doe.in.gov/assessment> for more details on testing windows.

NOTE: For additional information, please access www.nationsreportcard.gov or <http://www.doe.in.gov/assessment/national-assessment-educational-progress-naep>.

Chapter 10

PSAT Program in Indiana

The Purpose of the PSAT Program in Indiana

During the 2017-2018 school year, students in grades 10 and 11 can take the PSAT/NMSQT in October 2017. The PSAT 10 will also be available to grade 10 students in the spring, and students can sign up for the PSAT/NMSQT and PSAT 10 with their school counselor.

The PSAT/NMSQT and the PSAT 10 cover the same content areas. Both tests provide students and educators with the chance to check in on progress toward college and career readiness and success and both serve as an excellent way for students to preview and practice for the SAT, as they are tightly aligned with the SAT.

Taking the PSAT/NMSQT and PSAT 10 can also connect students to:

- AP courses
- Scholarships
- Colleges

The PSAT/NMSQT is the official route of entry to the National Merit® Scholarship Program. The PSAT 10 (spring administration) will **not** be considered for entry.

Testing Opportunities

The recommended 2017 PSAT/NMSQT test date is Wednesday, October 11, 2017. The PSAT 10 is offered between February 26 and April 27, 2018. Ordering deadlines vary by exam, season, testing window, and school location. View important dates for all College Board exams here: <https://collegereadiness.collegeboard.org/important-dates>. Scores are released approximately two months after the assessment is administered.

The Indiana Department of Education will cover the cost of the PSAT/NMSQT exam administered for all grade 10 and 11 students enrolled in Indiana accredited public and nonpublic high schools. Providing the PSAT/NMSQT for tenth grade students has become common practice for many states, as the assessment offers many opportunities, including the following:

- Students and parents receive an earlier and better gauge of their postsecondary preparation;
- Students have time to adjust eleventh and twelfth grade schedules based on individual data;
- Students may use AP Potential™ to identify students who demonstrate potential in specific Advanced Placement content areas.
- Schools may use the Summary of Answers and Skills™ tool to help inform instructional practices based on student skills; and

- Students and parents have access to a variety of college, career and SAT preparation tools, including My College Quickstart™, that are beneficial throughout high school.

In the Budget Bill (HEA 1001) passed by the Indiana General Assembly in 2015, lawmakers appropriated enough PSAT funding to include the exams taken by eleventh grade students. This will enable those students to not only be better prepared for the SAT but will also remove any financial obstacle to those who wish to try to earn a National Merit Scholarship™.

School officials must check to make certain all students mark their grade level appropriately on their answer sheet. ***Any test with errors in marking or lack of marking will not be compensated by the IDOE after final invoicing is received by schools from the Educational Testing Service (ETS).*** If a school finds an error(s) in an invoice, the school must resolve the issue with ETS.

NOTE: For additional information, please access <http://www.doe.in.gov/ap>.

Chapter 11

Advanced Placement Program in Indiana (AP)

The Purpose of the Advanced Placement (AP) Program in Indiana

Advanced Placement (AP) is a research-based method to facilitate student participation and success through delivery of college-level courses and corresponding exams in the high school setting to qualified high school students.

Testing Opportunities

The Indiana Department of Education (IDOE) will cover in full the exam fees for the 2018 math, English language arts, and science Advanced Placement (AP) exams taken by eleventh and twelfth grade Indiana students enrolled in the corresponding courses offered by accredited public and nonpublic schools. *PLEASE NOTE: Nonpublic schools must be state-accredited.*

Exam fees should not be charged to students who qualify for free/reduced lunch, per I.C. 20-33-5. The federal AP Test Fee Grant will be utilized to cover most of this cost AP exams which are not math or science taken by eligible students, and state funds will be used to cover the remainder. Please remember, to qualify for state coverage of AP exam fees, the IDOE requires students to complete both the AP course and corresponding exam during the school year.

NOTE: For additional information, please access <http://www.doe.in.gov/ap>.

Chapter 12

International Baccalaureate (IB)

The Purpose of the International Baccalaureate (IB)

The International Baccalaureate (IB) offers high quality programs of international education to a worldwide community of schools. Indiana has schools authorized in all three programs offered: the Primary Years Programme (PYP) for students aged 3 to 12, the Middle Years Programme (MYP) for students aged 11 to 16, and the Diploma Program (DP) for students aged 16 to 19. All three programs strive to develop the intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly globalizing world. IB programs include a curriculum framework, age-appropriate student assessments, professional development for teachers, and support, authorization, and program evaluation for the schools. For further detailed information about IB please visit their website: <http://www.ibo.org/>.

Testing Opportunities

The Indiana Department of Education (IDOE) will reimburse the IB assessment costs incurred during the 2017-18 school year on behalf of students who qualify for the free/reduced lunch program and are enrolled in an IB-authorized high school Diploma Programme course. The Department is unable to reimburse schools more than \$98 per IB assessment per student. In addition, individual student registration costs, Extended Essay, Theory of Knowledge, and Creativity, Activity, Service will not be reimbursed.

IB schools should be prepared to cover any costs not reimbursed through the reimbursement process. Exam and/or registration fees not covered by the funding should **not** be charged to students who qualify for **free/reduced lunch**, per I.C. 20-33-5. The IDOE recommends several options to schools for assistance with these fees. Pursuant to IC 20-43-10-2(b), the funds provided to schools each year for the Academic Honors Diploma awards may be applied to off-set the costs of these exams. Schools may also use high ability funds for **identified** high ability students to off-set these costs.

NOTE: For additional information, please access <http://www.doe.in.gov/ib>.

Chapter 13

Testing Policies, Administration, and Security

It is important to note that the information in this chapter applies to all state-required assessments, including ISTEP+, ECAs, IREAD-3, ISTAR, NAEP, and WIDA, unless otherwise noted. In addition, “school corporation” includes charter schools, accredited nonpublic schools, and Choice schools, unless otherwise noted.

Section 1: Communication from the Indiana Department of Education

Part A: DOE Online

Part B: Test Coordinator Corner (in Learning Connection)

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

Section 3: Opt-Out Guidance

Section 4: Roles

Part A: Test Examiners

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Part J: Suspended Students

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Section 8: Scoring and Reporting

Part A: Scoring Process of the Applied Skills Assessment Books
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Section 9: Test Security

Part A: Overview
Part B: Secure Materials
Part C: Test Security Violations
Part D: Required Local Test Security Policy
Part E: Fidelity and Integrity: Requirements and Potential Consequences

Section 1: Communication from the Indiana Department of Education

Part A: DOE Online. Corporation Test Coordinators (CTCs) must review contact information in DOE Online for accuracy by September 30. CTCs must ensure all contact information listed in DOE Online for the CTC is up to date. When contact information has changed, the CTC must ensure DOE Online is updated promptly. In the event that a change in CTCs occurs, the departing CTC or the Superintendent (public schools) or School Leader (charter schools, Choice schools, and accredited nonpublic schools) must update DOE online with the contact information for the new CTC.

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

Part B: Test Coordinator Corner (in Learning Connection). Corporation Test Coordinators must join the Test Coordinator Corner community in the Learning Connection to access assessment resources and key information.

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

The Office of Student Assessment (OSA) conducts unannounced onsite monitoring visits during testing windows. The purpose of monitoring is to ensure fidelity of the test administration and test security requirements. Schools are identified for monitoring based on previously submitted test irregularities, test security concerns, and a random sample derived from Indiana demographic data. A minimum of five school sites will be monitored during each test administration window. Monitoring is an expectation defined for states from the United States Department of Education.

Prior to the start of each testing window.

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

During each testing window.

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

After each testing window.

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

Section 3: Opt-Out Guidance

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

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

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

Section 4: Roles

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

Test Examiners **MUST NOT** answer questions or rephrase specific test items, but they may repeat initial test session directions as described in the *Examiner's Manual*.

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

- Test Examiners/Proctors administering IREAD-3, as the IREAD-3 *Test Administration Manual (TAM)* contains test content; and
- Test Examiners/Proctors that are providing read-aloud accommodations.

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

- Studying the *Examiner's Manual* (paying specific attention to the icons representing reading comprehension and calculator usage);
- Reviewing the Code of Ethical Practices and Procedures (in *Appendix B* of this manual); and
- Reading all applicable portions of the current *Indiana Assessment Program Manual*.
- Reviewing accommodations needed by students in advance of the test administration.

All Test Examiners should be trained to understand the testing procedures and their responsibilities as Test Examiners.

Part B: Proctors. Personnel not certified (e.g., teacher's aides, secretaries, or substitute teachers who do not hold one of the licenses described in the Test Examiners section above) may only serve as Proctors, not as Test Examiners. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a Test Examiner. Proctors may, however, assist the examiner before, during, and after the test administration.

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

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

- **Before Testing.** Proctors should help prepare the room for testing, assist in distributing the test materials, and, if necessary, assist in completing the paper/pencil testing Student Data Grids. For the paper/pencil mathematics tests, the Proctors can assist by preparing the sheets of punch-out rulers for distribution to the students.
- **At the Beginning of Testing.** Proctors should be introduced to the students for whom they will be responsible during the testing period.
- **During Testing.** Proctors may only assist with the mechanics of taking the test. No additional assistance may be given. Proctors should adhere to the following guidelines:
 - Make certain that each student is working in the correct test session.
 - Prevent talking or sharing of answers.
 - Offer a neutral response, such as "Decide what you think is correct and then go on" if a student asks, "Is this right?" Do not suggest the correct answer to the student.
 - Inform the Test Examiner if any unusual problems arise.
 - Test questions are not to be reviewed by anyone other than the student during the test session, with two exceptions:
 - Test Examiners/Proctors administering IREAD-3, as the IREAD-3 *Test Administration Manual (TAM)* contains test content; and

- Test Examiners/Proctors that are providing read-aloud accommodations.
- **At the End of Testing.** Proctors should assist students in exiting the online test session. Proctors should also assist the Test Examiner in collecting test materials, such as any paper/pencil test books, and checking paper/pencil Student Data Grids.

Part C: School Test Coordinators. Test Coordinators should review carefully the changes in test administration procedures noted in the *Examiner's Manual*. Test Coordinators¹ should distribute appropriate manuals during training in a secure group setting. If this or any other aspect of the Test Coordinator's role is delegated to other personnel, they should be fully aware of proper test security practices and procedures. At the end of the training session, the Test Examiners may retain the *Examiner's Manual*/directions until the test administration with one exception: **the IREAD-3 Test Administration Manual (TAM) must be stored with other secure test documents until the morning of the test administration.**

The School Test Coordinator must ensure the school:

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

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

- Inventory and track assessment materials.
- Control the secure storage, distribution, administration, and collection of tests.
- Ensure that no tests are discussed and/or reproduced in any manner.

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

- Ensure ListServ messages and updates from the Office of Student Assessment are distributed to relevant corporation and school staff each week.
- Ensure all school staff (including, but not limited to, principals, teachers, custodians, front office staff, etc.) are aware that once test materials are delivered to the corporation office, a school or other location identified by the school corporation, the materials must be securely stored until the materials are in the care of the Corporation Test Coordinator or School Test Coordinator. In the rare, but possible, event that test materials have been routed to the wrong location, staff must be informed of the locally developed protocol that must be followed to ensure the materials are correctly routed immediately to the Corporation Test Coordinator or School Test Coordinator.
- Ensure all applicable staff receive test security and test administration training prior to the beginning of testing. Ensure documentation (sign-in sheets, attendance logs, training agendas, and other training materials) that all applicable staff have completed required trainings is on file at the local level.
- Ensure all applicable school and corporation staff review and sign the *Indiana Testing Security and Integrity Agreement* annually by the end of September as described in the Code of Ethical Practices and Procedures. (NOTE: For new staff hired after September, the training should be provided and the signed Agreement should be collected and appropriately filed as soon as possible or no later than two weeks prior to the next testing window that occurs after the staff member was hired.) In addition, it is important that a review of the content of the *Indiana Testing Security and Integrity Agreement* is completed with staff prior to each test administration.
- Follow procedures outlined in the Code of Ethical Practices and Procedures.
- Follow procedures located in testing manuals and those outlined by the IDOE.
- Return all used and unused (including damaged², large print and/or Braille) assessment books to the testing contractor as directed.

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

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

This includes, but is not limited to, Corporation Test Coordinators (CTCs), School Test Coordinators, Test Examiners, Proctors, and any other individual associated with the testing process. Failure to participate in the training may result in action by the IDOE against the noncompliant school corporation. The *Indiana Testing Security and Integrity Agreement* is

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

available in *Appendix B* of this manual. This action can include, but may not be limited to, the school corporation being required to develop a corrective action plan (signed by the Corporation Test Coordinator and school corporation's Superintendent) explaining how it will ensure mandatory trainings are completed by all appropriate staff.

Section 6: Test Administration

Part A: Before testing.

- ***Communication with students regarding test protocols.*** It is extremely important that the following expectations are clearly communicated to students prior to the start of test administration.
 - It is a violation of test security procedures for students (or staff) to discuss, rephrase or paraphrase test questions/materials (in person, by phone, via texting or social media, or any other communication method) with anyone, including, but not limited to, other students ("other students" not only refers to students within the same school but also applies to students attending any school). Student-level consequences for any such violations will be determined by the local school corporation. Consequences for school corporations will be determined by the IDOE.
 - It is a violation of test security procedures for students (or staff*) to have access to cell phones or any other unauthorized device during testing. Student-level consequences for any such violations will be determined by the local school corporation. Consequences for school corporations will be determined by the IDOE. **** The one exception to the cell phone policy for adults is if this is the school's only means of communication regarding an urgent matter.***
 - It is a violation of test security procedures for students (or staff) to take pictures or snapshots of any test materials (practice or operational). In addition, it is a violation of test security procedures to share pictures or snapshots of test materials with anyone. Student-level consequences for any such violations will be determined by the local school corporation. Consequences for school corporations will be determined by the IDOE.
 - It is a violation of test security procedures for students (or staff) to review or respond to test questions ahead of or following the test session the student is currently completing. Please review the *Students Who Proceed to Another Test Session Without Permission* guidance in the "Order of Test Sessions" section of this Chapter for more details. Student-level consequences for any such violations will be determined by the local school corporation. Consequences for school corporations will be determined by the IDOE.
 - It is a violation of test security procedures for students to review or change answers in test sessions that were previously completed prior to the student working in his/her current test session. Student-level consequences for any such violations will be determined by the local school corporation. Consequences for school corporations will be determined by the IDOE.

- ***Acceptable practices for student preparation.***

- The following are examples of actions that can take place prior to the opening of a test window for a standardized test. School staff MAY:
 - Incorporate and review English/language arts and mathematics standards when reviewing other subject areas.
 - Review assessment objectives as part of a general review of critical curricula.
 - Give students enough practice with various item formats of assessments to ensure that assessments measure students' knowledge and understanding, not their test-taking skills.
 - Extensive use of test practice materials is not appropriate (see below for details).
- The following are examples of actions that CANNOT take place at any time during the school year. School staff may NOT:
 - Use current, past, or parallel test items as test preparation materials—except when those items have been released specifically for test review purposes by the IDOE via posting on the web.
 - It is also not acceptable to use *unreleased* test items, making make minor alterations in those test items (such as changing the order of multiple-choice answers) and using such materials for review or instruction.
 - Call students' attention to the fact that a similar question is on the assessment.
 - Develop and use elaborate review materials (workbooks, worksheets, live or online lessons, etc.).

Educators need to be good consumers of practice items, making sure the items used truly align to standards and not making the items exclusively the curriculum. Examples of elaborate review materials include:

- A large packet of review items that takes a significant time away from daily classroom instruction or that is used during Test Prep Sessions/Clubs outside of school hours (before or after school) just prior to testing
- Review items that paraphrase or mirror actual test items
- Drilling students on items from a review booklet that accompanies the textbook or digital curriculum

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

- The following are examples of actions that CANNOT take place after the testing window for a standardized test has opened. School staff may NOT:
 - Teach test content that has not been previously covered during the time period immediately preceding the assessment (“cramming”).
 - Review standards and concepts with only those students to be assessed.
 - Review only the *Indiana Academic Standards* tested by the assessment.
 - Review only those objectives on which students performed poorly on previous assessments.
- **Display of reference materials.** Please note that guidelines are in effect regarding the display of reference materials during testing at all grades. Testing spaces must be appropriately prepared for the administration of standardized assessments.
 - The following kinds of materials MUST be covered or removed from walls or bulletin boards during testing in all rooms or areas in which students will be assessed:
 - All posted materials, such as wall charts, visual aids, posters, graphic organizers, and instructional materials that relate specifically to the content being assessed. This includes, but is not limited to, the following items:
 - i Multiplication tables
 - ii Tables of mathematical facts or formulas
 - iii Fraction equivalents
 - iv Number lines and coordinate planes
 - v Writing aids
 - vi Punctuation charts
 - vii Spelling or vocabulary lists
 - viii Phonics charts
 - All reference materials that a reasonable person might conclude offers students in that classroom or space an unfair advantage over other students.
 - All support materials that teachers might remove if they were giving their own unit tests in those subject areas.
 - The following material MAY be posted:
 - Alphabet Chart (containing letters *only*)

School staff members may discuss concerns about the appropriateness of specific displays with the Corporation Test Coordinator or by contacting the Office of Student Assessment.

- ***Built in Accessibility Tools and Allowable Resources and Strategies for ALL Students (refer to Appendix E).*** Particular resources and strategies that are used during instruction are also allowable for all students with regard to assessments, and therefore, are not considered accommodations. Also, ISTEP+ Part 1 and Part 2 Assessments, as well as IREAD-3 and ECAs, have online tools that are available for all students. Please refer to *Appendix E* for more details.
- ***Assessment Experience.*** Opportunities are provided for students, educators, parents, and community members to “experience” sample test items representing the type of questions that students will see on state assessments. Also, some of the online accommodations are available to try. Visit the IDOE Assessment website for more information: <http://www.doe.in.gov/assessment>.
- ***Testing Accommodations.*** Test Examiners are required by law to be familiar with the testing accommodations approved for students with disabilities, students with Limited English Proficiency, and students with medical conditions covered by Section 504 of the Rehabilitation Act. The Test Coordinator is responsible for making sure Test Examiners are aware of all test accommodations a student will need prior to a test session and for ensuring that Test Examiners receive training to provide appropriate accommodations. If a student is not provided a test accommodation listed in his or her IEP, Section 504 Plan or Individual Learning Plan (ILP), the school must submit a Testing Irregularity Report and notify the student’s parent and contact the IDOE for guidance as to whether the test session(s) must be invalidated.
- ***Practice Tests.*** The purpose of a Practice Test is to familiarize students with the types of items that are part of the operational test administration. For online testing, students also need to become comfortable using online testing tools.

Schools may implement the required Practice Test portion of the testing program in one of two ways. A Practice Test may be administered in a traditional setting, as a test session (much like the operational test), or the items from a Practice Test may be used instructionally. Corporation Test Coordinators are provided guidance regarding use of Practice Test items in an instructional manner to share with schools.

Part B: During Testing

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

A testing irregularity is any unexpected event that significantly disrupts the testing environment of a student. Corporation Test Coordinators must be made aware of testing irregularities and the *Testing Irregularity Report* form (located in *Appendix D*) must be completed and submitted. In addition, the Corporation

Test Coordinator must sign each *Testing Irregularity Report* form prior to submission to the Indiana Department of Education, Office of Student Assessment.

- *Test security complaints and investigations.* Each school shall investigate and report any complaint of inappropriate testing practices and testing security issues according to the *Protocol for Reporting and Investigating Alleged Breaches* as established and published pursuant to 511 IAC 5-5-4. Corporation Test Coordinators must be promptly made aware of inappropriate testing practices and testing security issues. All test security concerns must be documented and submitted to the Office of Student Assessment utilizing the *Testing Concerns and Security Violations Report* form. (See *Protocol for Reporting and Investigating Alleged Breaches* in Appendix B and the *Testing Concerns and Security Violations Report* form in Appendix D.)
- *Interruption to testing.* When an interruption to testing has occurred, the test session can be completed IF the Test Examiner is aware of the amount of time that remains in the test session. For example, if the fire alarm goes off, the first step is for the Test Examiner to write down the current time. While students are waiting outside during the fire alarm emergency, the Test Examiner must not permit students to discuss the contents of the test. Upon returning to class, the Test Examiner may resume the administration of the test session, allowing the students the exact number of minutes that remain to finish the interrupted test session. **For ISTEP+, ECAs, and IREAD-3, once a test session has started, the session must be completed during the same school day.**

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

- *Review of inappropriate actions during testing.* Corporation Test Coordinators and School Test Coordinators must ensure staff are informed **it is NEVER appropriate to:**
 - Coach students by indicating in any way (e.g., facial expressions, gestures, or the use of body language) that an answer choice is correct or incorrect, should be reconsidered, or should be checked.
 - Allow students to use any type of mechanical, technical or paper device or aid (calculators, computers, read aloud scripts or text-to-speech) unless the test directions allow such use or the device is documented as a necessary and allowable testing accommodation (see *Appendix E*).
 - Answer students' factual questions regarding test items or vocabulary.
 - Read any parts of the test to students (except as indicated in the test directions, or as documented as an acceptable IEP, Section 504 Plan, Individual Learning Plan [ILP], or nonpublic school Service Plan). In no case may reading comprehension questions be read to the student.
 - Alter students' answers during or after testing.
- ***Prohibition of cell phones and other electronic devices.*** Cell phones and other personal electronic devices not directly used in the administration of the test should not

be present in the testing environment. This applies to both students and adults. (The one exception to the cell phone policy for adults is if this is the school's only means of communication regarding an urgent matter.)

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

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

- **Providing directions.** When reading **directions** aloud, Test Examiners must ensure that all students understand what is expected of them on the test and that students have the opportunity to ask questions regarding the instructions at that time. Test Examiners and Proctors **MUST NOT** answer questions or rephrase specific test items, but they may repeat initial test session directions as described in the *Examiner's Manual*.
- **Monitoring.** Test Examiners and Proctors must monitor the testing session to ensure that all students have the opportunity to succeed. It is not acceptable for Test Examiners and/or Proctors to leave students unsupervised (for any amount of time), to concentrate on other tasks or materials, or to otherwise ignore what is happening.

Test Examiners and Proctors must ensure that all students:

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

In addition, school administrators should have a plan in place to monitor during testing to ensure staff are adhering to test administration and test security protocols with fidelity. Documentation (monitoring logs/reports) of monitoring conducted during testing must be kept on file at the local level.

- **Order of Test Sessions.** Test sessions on state accountability assessments **MUST** be given in order within a content area. For example, when administering the mathematics test sessions, *Session 1* must be administered first, followed by *Session 2*. The content area order may be determined locally. Either mathematics OR English/language arts must be administered first, followed by the other content area (math or ELA) second. Science or social studies, if applicable, is administered third. The decision to administer math or ELA first may be made by grade level in each individual school. For example, the administration of ELA may take place for one grade level, while students in another grade level are taking the math portion of the assessment.

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

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

- If a Test Examiner discovers that a student has proceeded to another test session without proper instructions to do so, but has only accessed questions in the test book after turning the page once, or visiting one operational item online, to start the next test session, the Test Examiner must immediately stop the student and take the assessment book from that student or pause the assessment online. The student will be allowed to finish the remaining portion of the partially completed test session when all other students are scheduled to complete that test session. However, the student may not change the answers to questions he or she already has attempted.
- If a Test Examiner discovers that a student has proceeded to another test session without proper instructions to do so, and has accessed questions beyond the initial page(s), or first operational item online, in the next test session—i.e., turned more than one page—the Test Examiner must immediately stop, take the assessment book from that student, and contact the Office of Student Assessment for assistance by calling (317) 232-9050 or (888) 544-7837. The test session may need to be invalidated; in this case, the student will not be allowed to complete the test session. The student should, however, be allowed to complete any other test sessions that have not yet been attempted.
- **Invalidations.** Follow instructions for invalidation of a test session in the *Examiner's Manual*. It is important to note that invalidation **is not reversible** once a testing window has closed.

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

Part C: After Testing

- **Transcribing.** Transcribing occurs *after* the administration of the state-required assessments in several situations, including, but not limited to, the following scenarios.

- The student circled (or otherwise marked) his/her answers directly in the test book on the multiple-choice portion of the test.
- The original test book becomes damaged or unreadable.

In either of these instances, transcribing is not considered an accommodation.

The steps for transcribing can be found in the *Test Coordinator's Manual* for the specific assessment, including directions on how to handle, transcribe, and return damaged and large print test books.

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

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

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

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

Section 7: Guidance for Specific Categories of Students

Part A: Foreign exchange students. Neither Indiana nor federal law provides any exemption from assessing foreign exchange students. Foreign exchange students, therefore, must participate in ISTEP+ (including grades 3-8 and 10, as well as applicable ECAs if the student is seeking an Indiana diploma).

Part B: Limited English Proficient students and federal flexibility.

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

achievement and growth scores will be included in accountability calculations and determinations.

- **ECAs (End of Course Assessments).** The Algebra I and English 10 ECAs are administered only to grade 12 students in 2017-18 as a graduation examination.

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

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

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

For students with concussions, IDOE has developed several guidance documents that can be used by both providers and schools regarding academic accommodations. These documents can be found under the *Return to Learn Protocol* section at <http://www.doe.in.gov/student-services/health/concussion-and-sudden-cardiac-arrest>.

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

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

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

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

session despite the need to visit the school clinic. Please note that students taking ISTEP+ or ECAs must complete an interrupted test session during the same school day.

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

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

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

For ISTEP+ and ECAs. In the event that a student becomes ill during a test session, the student cannot be permitted to finish the test session on a subsequent school day.

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

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

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

New for 2017-18: There is no medical exemption for accountability submitted during the testing window. This is now part of the audit procedure for accountability.

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

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

Part I: Nonpublic schools and home-schooled students.

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

*To qualify for dual enrollment, the student must receive educational services from the school corporation; that is, the student must be enrolled in the school and participate in at least one course or curriculum program that is part of the public school’s regular

instructional day. The student must be included in the school corporation's Average Daily Membership (ADM) count on a full-time equivalency basis as provided in IC 20-43-4-6. Students participating only in extracurricular activities are not considered enrolled.

- ***Students in non-accredited nonpublic schools or home schools receiving special education services (not enrolled in a public school or accredited nonpublic school).*** Although school corporations are required to offer special education services to these students, the students do not participate in state-required assessments.

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

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

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

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

As provided by IC 20-26-11-11.5, if a student is placed in a private residential treatment facility described in IC 31-9-2-115(a)(1) by a physician, and the student receives educational services provided by the facility, the corporation of legal settlement is responsible for ordering and delivering the test materials as well as including the facility staff in formal training. The corporation of legal settlement must also have a *Testing Security and Integrity Agreement* on file for this staff. (Refer to Sections 5 and 8 of this chapter.) The student's scores will be aggregated with the results of the corporation of legal settlement. The Corporation Test Coordinator can order a paper form of an assessment for the student by submitting a *Non-Standard Assessment Accommodation Request* form.

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

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

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

Section 8: Scoring and Reporting

This section, *Scoring and Reporting*, applies to the ISTEP+ program, including grades 3-8 and 10, as well as to End of Course Assessments.

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

Part B: Aggregate test results and special accommodations. The Spring 2017 ISTEP+ test results will be reported at the state, corporation, and school level for any of the following groups with ten or more students:

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

- Ethnicity

Part C: Test results. As per IC 20-32-5-9, school corporations/charter schools/accredited nonpublic schools must promptly provide parents with information to access their child's test results.

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

Section 9: Test Security.

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

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

School corporation, accredited nonpublic school, charter school, and Choice school administrators must develop, implement and assess procedures for the secure storage, administration and delivery of standardized test books back to the IDOE via the test contractor. **Failure by a school corporation or its employees to securely store, administer and return all test books may be considered an integrity breach under 511 IAC 5-5-3, which may result in an action under IC 20-28-5-7.**

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

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

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

- Give examinees access to test questions prior to testing.
- Copy, reproduce, or use in any manner any portion of any secure assessment book, for any reason.
- Alter answer documents during or after testing.
- Share actual or paraphrased test items or student responses in a public forum.
- Comment on test content in a public forum.
- Post actual test content or paraphrase test content on social media.
- Take pictures of test materials.

- Email, text, or instant message actual or paraphrased test content.
- Deviate from the prescribed administration procedures specified in the *Examiner's Manual*.
- Make answer keys available to examinees.
- Review test questions prior to, during or after test administration.
- Score student responses on the test locally before submitting the assessment for scoring to the test contractor, as designated by the IDOE.
- Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this section.

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

- Specify that secure test materials should not be delivered to school buildings more than one week (preferably less) in advance of test administration;
- Specify that teachers and other school staff members are not allowed access to secure materials (except for the *Examiner's Manual*) more than 24 hours in advance of test administration; and
- Describe the entity's plan for ensuring the security of assessment materials during testing and storage of all secure assessment materials before, during, and after testing. All test materials should be stored at a central location under lock and key.

Locally developed written test security policies should include, but not be limited to, the following:

1. Ensure that all appropriate staff have knowledge of the *Code of Ethical Practices and Procedures* and understand how to secure, administer, and handle the assessments while in their possession.
2. Ensure all appropriate staff receive test administration and test security training prior to testing.
3. Ensure staff members who will provide students with testing accommodations are familiar with each student's individual accommodation needs as per the student's Individual Education Plan (IEP), Individual Learning Plan (ILP), Section 504 Plan, and/or nonpublic school Service Plan prior to testing.
4. Ensure staff members who will provide students with testing accommodations receive focused training on providing such accommodations prior to testing.
5. Communicate to all appropriate staff at least once annually the standards for determining what is ethical or appropriate practice contained in the *Code of Ethical Testing Practices and Procedures*, as well as any additional local standards.

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

Part E: Fidelity and integrity: Requirements and potential consequences. Any individual with a license granted by the IDOE who violates the *Code of Ethical Practices*

and Procedures as established and published pursuant to 511 IAC 5-5-3 may face disciplinary action under IC 20-28-5-7, 511 IAC 5-5, and/or other applicable remedies available under state and federal laws. Violations of test security, pre-test activities, testing conditions, and post-test activities may result in license suspension or revocation of any school personnel involved under IC 20-28-5-7.