Online Test Administration Manual (TAM)

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Intended Audience

This *Online Test Administration Manual (TAM)* for summative assessments is intended for staff who play a role in the administration of the Idaho Standards Achievement Tests (ISAT) and Idaho Alternate Assessment (IDAA) assessments. This manual provides procedural and policy guidance to implement the ISAT and IDAA assessments. It is designed to complement the assessment system user guides as well as the various resources listed in Table 1. Quick Guides and Manuals, Table 2. Training Modules and Videos, and Table 3. Additional Resources.

All resources can be found on the ISAT portal. These materials are publicly available; no special permissions into the assessment systems are required to access the materials on the resources page of the portal without requiring provisioning to the systems.

Overview of Summative Assessments

ISAT ELA/Literacy and Mathematics Tests

The Idaho Standard Achievement Tests (ISAT) are available in ELA/literacy and mathematics to students in grades 3–11. Each content area of the online test consists of a computer-adaptive test (CAT) as well as a performance task (PT). Students in grades 3 to 8 and 10 are required to participate. Students in grades 9 and 11 may take the assessments.

A test is not considered complete until both the CAT portion and the PT portion have been completed.

The grades 9 and 10 mathematics assessments reflect the integrated model of mathematics standards. For the grade 10 mathematics assessment, students will be assessed on content covered during the first two years of either the traditional or integrated pathway. Since the ISAT is computer adaptive, a student may be assessed on content beyond the first two years of either pathway if he/she is responding to items correctly.

The grades 9 and 10 ELA/literacy assessments use the grade 11 ELA/literacy assessment items with separate cut scores for grades 9 and 10.

ISAT Science Assessments

The spring 2021 ISAT science assessment will be administered to all students in grades 5, 8 and 11. The new assessments have been designed to determine a student's familiarity with the three-dimensional Idaho Science Standards with the introduction of clusters and standalone items. For more details on clusters and standalone items, please refer to the *Introduction to the Spring 2021 ISAT Science Assessments* on the resources page of the ISAT portal.

Idaho Alternate Assessment (IDAA) ELA/Literacy and Mathematics Assessments

The spring 2021 Idaho Alternate Assessment (IDAA) ELA and mathematics tests will be administered to qualifying students with significant cognitive impairments in grades 3–8 and 10. The IDAA has been developed to ensure that all students with significant cognitive impairments are able to participate in an assessment that is a measure of what they know and can do in relation to the grade-level Idaho Extended Content Standards Core Content Connectors. Because of disruptions related to the COVID-19, no scores will be available for these tests in 2021.

Idaho Alternate Assessments (IDAA) Science Assessments

The spring 2021 IDAA science tests will be administered to qualifying students with significant cognitive impairments in grades 5, 8 and 11. Idaho will deliver an online independent field test for science. No scores will be available for this test in 2021.

Before Testing

Accessing the ISAT Portal

The following systems are available on the ISAT portal: the Test Information Distribution Engine (TIDE), the Test Delivery System (TDS), and the Reporting System. Access to these systems and their features is dependent on user role.

- TIDE supports state, district, and school test coordinators throughout the testing process, from test preparation, to test administration, to post-administration. It includes features to manage user and student information. For more information, please refer to the *TIDE User Guide* on the ISAT portal.

- TDS supports test administrators (TAs) and test proctors who manage testing for students participating in the Sample/Training tests, Interim Assessments, and Summative Assessments. To use this system, user should be familiar with using a web browser to retrieve data and with filling out web forms. For more information, please refer to the *Test Administration User Guide* on the ISAT portal.

- Reporting provides student performance reports. Assessment Reports are available at various levels within a district. Access to each Assessment Report depends on user role. For more information, please refer to the *Reporting User Guide* on the ISAT portal.

- Reporting contains two major features: Score Reports and Reports and Files. For more information, please refer to the *Reporting User Guide* on the ISAT portal.

  - **Score Reports:** Provides score data for each test. Users can compare score data between individual students and the school, district, or overall state average scores. Reporting also provides information about performance on claims, reporting categories, targets, and Interim assessment blocks when applicable.

  - **Reports and Files:** Provides summary statistics (count and percentages) of students who tested in a selected subject and grade level. Enables user to download student data files containing test scores and demographic information.

Test Administration Resources

Each assessment system is a valuable resource in the test administration process.

TIDE supports state, district, and school test coordinators throughout the testing process, from test preparation, to test administration, to post-administration. Users must be added to TIDE before they can access any assessment system. Students must be added to TIDE before they can test in the Idaho Secure Browser (which is one component of TDS). Each user in TIDE has a role and each role has an associated list of permissions to access certain features within TIDE. During testing, users can print test tickets, manage invalidation requests, and monitor test progress. After testing, users can clean up testing data.

TIDE contains student information (as provided by district personnel). TIDE then distributes this information to the appropriate assessment system:

- TIDE sends to TDS all students' eligibilities, settings/tools, and accommodations; this enables TDS to deliver the appropriate test to any given student in the required format.

- TIDE sends to Reporting all students' institutional associations; this enables Reporting to aggregate scores at the classroom, school, district, and state levels.

Table 1. Quick Guides and Manuals

Resource	Description
Cambium System's User Roles Chart	The *User Roles Chart* outlines user roles and their various access levels for all the CAI systems related to the Idaho Assessment systems.
Data Entry Interface User Guide	The *Data Entry Interface User* Guide describes how to access the Data Entry Interface (DEI) to submit the IDAA Learner Characteristics Inventory (LCI), the Student Response Check (SRC), and student responses for those students requiring an ISAT paper test in ELA/mathematics.
Dual Enrollment in TIDE Quick Guide	The *Dual Enrollment in TIDE Quick Guide* document describes a feature in TIDE that gives users the ability to enroll students in multiple districts or schools.
Embedded Supports and Accommodations Quick Guide	The *Embedded Supports and Accommodations Quick Guide* describes the universal tools, designated supports and accommodations entered in TIDE that students are permitted to use while participating in the ISAT Assessments, including a crosswalk between the TIDE settings and the Usability, Accessibility, and Accommodations Guidelines.
Interim Assessment Implementation Planning Checklist	The *Interim Assessment Implementation Planning Checklist* provides different steps for teachers to facilitate Interim Assessment test administration, as well as required tasks once testing is completed.
Interim Assessment Guide for Administration	The *Interim Assessment Guide for Administration* consolidates information about the interim assessments into one resource.

Resource	Description
Printing ISAT Individual Student Reports Quick Guide	This resource can be used as a quick guide to printing students reports for the ISAT ELA/mathematics/science and Alternate Assessments ELA/mathematics Summative Assessments.
Reporting Quick Guide	This quick guide provides instructions and support for users viewing assessment performance reports in Reporting.
Sample Test Quick Guide	The *Sample Test Quick Guide* provides information to help users access and navigate the Sample and Training tests available in the TDS.
Test Administrator User Guide	The *Test Administrator User Guide* helps users navigate the TDS including the Student Interface and the Test Administrator Interface and helps to support TAs manage and administer testing for students participating in the ISAT and IDAA tests.
TIDE Quick Guide: Adding Users and Students	The *Adding Users and Students TIDE Quick Guide* provides a brief overview of the steps for adding user accounts and students to CAI systems.
Usability, Accessibility, and Accommodations Guidelines	The *Usability, Accessibility, and Accommodations Guidelines* focus on universal tools, designated supports, and accommodations for the ISAT ELA/literacy and mathematics assessments. The *Guidelines* provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and providing universal tools, designated supports, and accommodations to those students who need them during the administration of the assessments. The *Guidelines* are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

Table 2. Training Modules and Videos

Module Name	Primary Audience	Objective
Authoring Training Module	All Users	This module includes information on how to access Authoring, how to create items and tests, how to work with items and tests shared with you, and how to share items and tests with other educators.
New Test Coordinator Video Tutorial	District/School Test Coordinators	This video provides guidance to Idaho educators on important information regarding the Idaho Assessment Systems. It provides detailed directions on how to access the resources available on the ISAT portal.
Online Testing with Braille	District/School Test Coordinators, Test Administrators, Teachers	This module provides detailed information on how to administer tests to students using online Braille tests for the English Language Arts and mathematics ISAT assessments.
Reporting Training Module	Teachers	This training module is designed to help users navigate and view performance reports in Reporting.

Module Name	Primary Audience	Objective
Technology Requirements	District/School Technology Coordinators	This module provides current information about technology requirements, site readiness, supported devices, and Secure Browser installation.
TDS Training Presentation	Test Proctors	The Test Administration (TA) Interface and Student Interface tutorial provides a walk-through of the test session setup and student sign-in process. This tutorial also demonstrates how students can navigate the sample tests, Interim assessments, and Summative assessments.
TIDE Training Presentation	All Users	This presentation can be used to train all TIDE users in tasks that must be completed before testing, during testing, and after testing.

Table 3. Additional Resources

Resource	Description
Sample Test*	Sample Tests include items and performance tasks for grades 3–8 and high school. The Sample Tests are for students and provide a preview of the item types and online tools included in the ISAT and IDAA assessments. Item types are listed and described in Appendix B. Sample tests do not generate data and therefore should not be used to determine student mastery of the standards. The Sample Tests can be found on the ISAT portal. See also Appendix C for additional information about the Sample Tests.
Interim Assessments	The ISAT assessments are aligned to the Idaho Content Standards in ELA/literacy and mathematics to accurately measure student progress toward college- and career-readiness. The Interim Assessments are one of the three major components of the Idaho Comprehensive Assessment System. They are intended to support teaching and learning by gauging student progress towards attaining the content knowledge and skills included in the Idaho Content Standards as they will be measured by the ISAT ELA/literacy and mathematics summative assessments. The TA Interface for the Interim Assessments can be found on the ELA/literacy & Math Assessments and Science Assessments page of the ISAT portal. To access these assessments, users must be added to TIDE and must use their secure log-in credentials. Students may access the Interim Assessments through the Remote Interim Testing Site or through the Idaho Secure Browser.
Training Test*	Training Tests are for TAs and students to become familiar with the format and functionality of the online ISAT ELA/literacy and mathematics tests. This resource is available by grade band (3–5, 6–8, high school) and has approximately 6–9 mathematics items and 6–7 ELA/literacy items per grade band. The Training Tests can be found on the ISAT portal in the same location as the Sample Tests. See also Appendix C for additional information about the Training Tests.

Resource	Description
TA Certification Course	The TA Certification Course provides users with a quick guide to accessing the TDS. Users learn how to log in to the TA Interface, start a test session, approve students to test, pause and stop a session, and access the mobile interface. They will also learn how a student logs in. The course is complete with audio and visual instructions, interactive slides that allow for guided practice, and multiple-choice questions. A user who completes the course successfully will obtain a printable certificate of completion. The course can be taken as many times as needed. The TA Certification Course can be accessed through the ISAT portal by clicking on the "TA Certification Course" icon under any Assessment page.
Remote TA Certification Course	The Remote TA Certification Course provides users with a quick guide to accessing the new Remote Testing features found in TDS. Users learn how to prepare their computer, webcam, microphone, and speakers before testing; access the remote proctoring TA site; schedule/modify a remote test session; convey remote test information to remote students; and begin a remote session that was scheduled in advance. They will also learn how to communication with and assist remote students during a test session. The course is complete with audio and visual instructions, interactive slides that allow for guided practice, and multiple-choice questions. A user who completes the course successfully will obtain a printable certificate of completion. The course can be taken as many times as needed. The Remote TA Certification Course can be accessed through the ISAT portal by clicking on the "Remote TA Certification Course" icon under any the ELA/literacy & Math Assessments and Science Assessments pages.

*The Sample and Training Tests can be accessed as a "guest" without log-in credentials; however, if users want to access either of these sites as a registered TA (required if they want to administer a Braille Sample or Training Test), a log-in is required. Contact your School or District Test Coordinator for access. The Sample and Training Tests do not require use of the Idaho Secure Browser.

Test Administration Roles and Responsibilities

The assessments use a hierarchical role-based system. Each user (i.e. adult) is assigned a specific role, which has access to the different systems or features. User roles and responsibilities for the test are provided in Table 4, and continue on the following pages. For more information about user roles, please refer to the CAI System's User Roles Chart. The SDE recommends that each user should be assigned only one role in TIDE; however, a user can be assigned multiple roles.

Table 4. User Roles and Responsibilities

User Role	Description
District Administrator (DA)	DAs are assigned by the State. If assigned, a DA can upload, add, modify, and delete student records. The DA can also add District Test Coordinators (DCs), School Test Coordinators (SCs), Teachers (TEs), Test Administrators (TAs), District Instructional Supports (DISs), Tools for Teachers – District and School roles (TFT_Ds and TFT_SCs) into TIDE.
District Test Coordinator (DC)	DCs are responsible for: • adding SCs, TEs, TAs, DISs, TFT_Ds, and TFT_SCs into TIDE; • ensuring that the SCs, TEs, and TAs in their districts are appropriately trained regarding the assessment administrations and security policies and procedures; • reporting test security incidents to the State via the Test Improprieties module in TIDE and the Test Security Incidents Log; • providing general oversight for all administration activities in their district/schools; and • entering and/or verifying test settings (i.e. Designated Supports and Accommodations) for students.
District Instructional Support (DIS)	DIS users have access only to the test reason manager in Reporting.
School Test Coordinator (SC) **Note:** *An SC can be a principal, vice principal, technology coordinator, counselor, or other staff member. If possible, an SC should be a person with non-instructional or limited instructional duties so that he or she can coordinate and monitor testing activity in the school.*	SCs are responsible for: • identifying TAs and ensuring that they are properly trained; • adding TEs, TAs, and TFT_SCs into TIDE; • coordinating with TAs so they administer all assessments; • entering and/or verifying student test settings; • creating or approving testing schedules and procedures for the school in a manner consistent with state and district policies; • working with technology staff to ensure that necessary Idaho Secure Browsers are installed, and any other technical issues are resolved; • monitoring testing progress during the testing window and ensuring that all students participate, as appropriate; • addressing testing incidents, as needed; • mitigating and reporting all test security incidents in a manner consistent with state and district policies; and

User Role	Description
	• providing general oversight for all administration activities in their school and for all TAs.
Teacher (TE) **Note:** *The "Teacher" role in TIDE can perform the same functions as the TA role, along with a few additions in Reporting.*	TEs are responsible for: • completing assessment administration training (see [Training](#)) and reviewing all Smarter Balanced, state, and district policy and administration documents prior to administering any assessments; • viewing student information prior to testing to ensure that the correct student receives the proper test with the appropriate supports. TEs should report any potential data errors to SCs and DCs as appropriate; and • administering the assessments under certain circumstances; and reporting all potential test security incidents to their SC and DC in a manner consistent with state and district policies.
Test Administrator (TA)	TAs are responsible for: • completing ISAT assessment administration training (see [Training](#)) and reviewing all state, and district policy and administration documents prior to administering any assessments; • viewing student information prior to testing to ensure that the correct student receives the proper test with the appropriate supports. TAs should report any potential data errors to SCs and DCs as appropriate; • administering the assessments under certain circumstances; * and • reporting all potential test security incidents to their SC and DC in a manner consistent with state and district policies. • **Note:** This role does not have access to Reporting.
Tools for Teachers (TFT-D and TFT-SC)	TFT users have access only to Tools for Teachers and they may be associated to a certain school or district.

Who Can Administer an IDAA Test?

• A certified and licensed educator familiar with the student, typically the student's TE, who has completed the required Test Administrator (TA) Certification Course. Can administer the test.

• A long-term substitute who is a certified and licensed educator and has completed the required TA Certification Course.

• A highly qualified paraprofessional who has completed the required TA Certification Course and fulfills test responsibilities under the supervision of a certified and licensed educator.

Test Administrator (TA) Certification Courses

Prior to administering a test, TAs and any other individuals who will be administering any secure assessments should read the *Usability, Accessibility, and Accommodations Guidelines (UAAG)* and view the associated training modules and videos, which are available on the resources page of the ISAT portal.

Additionally, the *TA Certification Course* is available on the portal to prepare all TAs for online test administration. This course is required prior to administering any assessments. The course can be found under the Assessment pages on the ISAT portal. An additional remote TA Certification Course will be required for all users administering remote Summative assessments.

Universal Tools, Designated Supports, and Accommodations

The *Usability, Accessibility, and Accommodations Guidelines* are intended for school-level personnel and decision-making teams, including Individualized Education Program (IEP) and Section 504 teams, as they prepare for and implement the ISAT assessments in ELA/literacy, mathematics, and science. The *Guidelines* provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The *Guidelines* are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

> **Note:** Since the spring 2021 ISAT Science is an independent field test, three accommodations are **not available**: paper test forms, braille test forms, nor refreshable braille.

The *Guidelines* apply to **all** students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The *Guidelines* focus on universal tools, designated supports, and accommodations for the assessments. At the same time, the *Guidelines* support important instructional decisions about and connection between accessibility and accommodations for students who participate in the assessments.

If a school or district staff member identifies a designated support and/or accommodation that he or she believes should be offered that is not available, the school or district should provide that information to the District Test Coordinator, who will inform the State Department of Education (SDE) of the request. The SDE will keep a list of all requested designated supports and accommodations and provide those annually to Smarter Balanced for evaluation.

There are rare occasions when a student may need a non-standard or special accommodation to access the test. A non-standard or special accommodation is a testing accommodation that is not usually allowed or is different from the universal tools, designated supports and or accommodations described in the *Guidelines*. The use of any non-standard or special accommodations must be pre-approved by the State Department of Education (SDE) staff. Requests for non-standard or special accommodations should be submitted to the SDE using the online Special Accommodations Request form.

The *Embedded Supports and Accommodations Quick Start Guide* lists the universal tools, designated supports, and accommodations that can be uploaded and lists the column in the upload template where the information for each universal tool, designated support, and accommodation can be entered. This document was created to assist assessment staff and administrators with entering student accommodations and designated supports into TIDE. Once entered in TIDE, these student settings will be applied to their tests in the TDS.

> The complete set of *Usability, Accessibility, and Accommodations Guidelines*, as well as the rest of these documents, can be found in the Accessibility & Accommodations Resources page of the ISAT Portal.
>
> Please be sure to review these guidelines thoroughly before the test administration.

Note: To help identify similarities between the test resources and classroom practices, Smarter Balanced has developed a *Resources and Practices Comparison Crosswalk*.

The Summative assessments, Interim assessments, and Sample and Training Tests contain embedded universal tools, designated supports, and accommodations. Embedded resources are those that are part of the TDS, whereas non-embedded resources are provided outside of the TDS; these are defined in Table 5.

Table 5. Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Universal Tools	Access features of the assessments that either are provided as digitally delivered components of the TDS or separate from it. Universal tools are available to all students based on student preference and selection.
Designated Supports	Access features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). They are provided as either embedded components of the TDS or are non-embedded.

Type	Definition
Accommodations	Accommodations are changes in procedures or materials that increase equitable access during the assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or Section 504 plans. Consortium-approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments. They are provided as either embedded components of the TDS or are non-embedded.

District Administrators, District Test Coordinators, and School Test Coordinators can set embedded and non-embedded designated supports and accommodations. **Designated supports and accommodations must be set in TIDE prior to starting a test session.** DAs and DCs should consistently monitor the schools' use of designated supports and accommodations.

For additional information about the availability of designated supports and accommodations, refer to the *Usability, Accessibility, and Accommodations Guidelines*, *Embedded Supports and Accommodations Quick Start Guide* in the Accessibility & Accommodations Resources page of the ISAT portal.

For information on updating student settings, refer to the "How district-level users specify student accommodations and test tools" and the "How district-level users upload student accommodations and test tools" sections of the *TIDE User Guide*. The "How Students Use Test Tools" section of the *Test Administrator User Guide* also contains information on how to use some of these settings.

Note: In the event a student on an IEP or Section 504 Plan takes an assessment without their documented supports or with incorrect accommodations/designated supports, please refer to the following process:

1. For students whose tests are completed/submitted, **or who have completed more than five questions**, the district must, at a minimum, notify parents of the omission of the accommodation and provide the parent with the following options:

    o   Convene an IEP team meeting to review the options and determine next steps,
    o   Reset the student's test and require the student to take the test again with their accommodation(s) or
    o   Do not reset the students' test, knowing the student did not receive their accommodation(s).

    Communication with the parent must be documented in the IEP contact log and reviewed at the next IEP meeting.

2. For students whose tests are not completed/submitted and five or fewer questions have been answered, the district should submit the test impropriety request to have the test reset so the student can test with their appropriate accommodation(s).

Additional ISAT Accessibility Resources

To help states identify similarities between the test resources and classroom practices, the *Accessibility Resources Comparison* lists the resources that are currently included in the *Usability, Accessibility, and Accommodations Guidelines* and assists educators and decision-makers by providing a description of both the resource and its classroom equivalent.

A table listing numbers from 1–100 is a non-embedded accommodation for mathematics items. The 100s number table is to be used only for students with visual processing or spatial perception needs as documented in their IEP or Section 504 Plan. This table can be printed for students requiring this accommodation from Appendix G or the Accessibility & Accommodations Resources page of the ISAT portal. Use of other 100s number tables is prohibited.

The multiplication table is available for mathematics assessments. These non-embedded accommodation resources need to be downloaded and printed prior to test administration from Appendix G or the Accessibility & Accommodations Resources page of the ISAT portal.

When a student cannot access Text-to-Speech, an embedded resource available on the ISAT assessment, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the *Guidelines for Read Aloud*. The guiding principle in reading aloud is to ensure that the student has access to test content.

ISAT Accommodations Coded in TIDE

There are certain types of accommodations that must be set in TIDE by the DAs/DCs and SCs user roles prior to the student testing. These accommodations include the following:

- American Sign Language (ASL)
- Closed Captioning (ELA/literacy only)
- Color Contrast
- Braille Type
- Language/Presentation
- Masking
- Non-Embedded Accommodations
- Non-Embedded Designated Supports

- Permissive Mode

- Print on Demand

- Print Size

- Streamlined Interface Mode

- Text-to-Speech (TTS)

- Translation (Glossary)

Universal tools may be set or updated by the TA on the TA Interface prior to approving a test session. These universal tools include:

- Digital Notepad

- Highlighter

- Line Reader

- Mark for Review

- Strikethrough

- Student Comments

- Zoom

IDAA Accessibility Features

The IDAA has been designed with several embedded and non-embedded accessibility features that do not require IEP test accommodation, as listed, and described in Table 6 and Table 7. These accessibility features may be enabled by the student or TE at the time of testing. The test is designed with human voice recordings (HVRs) for all reading passages, item stimuli, test items, and response options. The TE may prompt a student to click the ear icon to hear the HVRs, or the TE may click the ear icon to activate the HVR for the student. Refer to the *Test Administrator User Guide* for descriptions how to enable the accessibility features. Students and TEs should become familiar with the accessibility features by accessing the Sample Tests available in the ISAT portal prior to administration of the Test.

> **Note:** Only those students with a specific IEP testing accommodation may have the IDAA read-aloud by a familiar adult.

Table 6. IDAA Embedded Accessibility Features

Embedded Accessibility Feature	Description
*Color Contrast	Allows for different background or font color, based on student needs or preferences. Available options: • Black on white (default) • Black on magenta • Yellow on blue • Medium gray on light gray • Reverse contrast (white on black)
Highlighter	A digital tool for marking all or parts of desired text, item questions, and item answers in yellow.
Human Voice Recording (HVR)	Text is read aloud to the student via embedded HVR technology. The TE or student activates the HVR by clicking the icon.
*Language/Presentation	Language selection (English) for IDAA tests.
*Line Reader Tool	Allows students to highlight an individual line of text in a passage or question. **Note**: This tool is not available when the Highlighter tool is in use.
Mark for Review	Allows students to flag items for future review during the assessment.
*Masking	Involves blocking off content that is not of immediate need or that may be distracting to the student. Students can focus their attention on a specific part of a test item by masking.
*Permissive Mode	An accommodation option that allows students to use accessibility software in addition to the secure browser
*Print on Demand	Items can be printed for students from the Student Interface in the TDS. This feature it not intended to be used to administer a paper-pencil test to students. **Note**: This accommodation will print one item at a time. This tool will **not** be available on the field test segment.
*Print Size/Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen. The test page can zoom in up to five levels.

Embedded Accessibility Feature	Description
*Streamlined Mode	This tool will be required when setting additional print size/zoom levels (5x–20x).
Strikethrough	Allows users to cross out answer options.
Volume Control	Audio can be controlled for embedded HVRs.

*NOTE: These embedded accessibility features are pre-selected in TIDE. To disable these tools, update the Test Setting and Tools section in the View/Edit/Export Students page.

Table 7. IDAA Non-Embedded Accessibility Features

Non-Embedded Accessibility Feature	Description
Assistive Technology Refer to the *Test Administrator User Guide* for information about: • Compatibility of assistive technology (AT) with the TDS and with accessibility features • Enabling AT devices	Hardware and software tools used to increase, maintain, or improve the functional capabilities of children with disabilities. Student may use AT devices for viewing, responding to, or interacting with test items. The student and TE should use the AT device with the Sample Tests available in the ISAT portal to ensure that it functions properly with the TDS. The TDS supports various AT devices, such as alternate keyboard, switches and hub, head mouse, etc.
Augmentative and Alternative Communication (AAC)	Forms of communication used to supplement or replace oral speech that are used to express thoughts, needs, wants, and ideas. These systems of communication may be aided or unaided.
Hand-held calculator	Familiar hand-held calculator with the same functions as those available on the online calculator.
Mathematics manipulatives	Mathematics materials, such as counters or other concrete materials that a student might use to solve mathematic equations and/or problems. If a student regularly uses manipulatives to solve math problems, those manipulatives should be made available for students during testing.

Non-Embedded Accessibility Feature	Description
Scribe	- A scribe enters the student-selected response on behalf of the student. - Trained TE may enter student responses in the Idaho Secure Browser for the student as indicated below: - Student is unable to control the mouse to click an answer. Student may use an alternate mode of communication to indicate their answer choice. - Student does not use the mouse with intention. Student may use an alternate mode of communication to indicate their answer choice. - When administering the fixed-form test with printed response option cards, the trained TE records student responses in the Idaho Secure Browser.

IDAA Fixed-Form with Printed Response Option Cards

The IDAA does not have a traditional paper-pencil test form. Students needing a paper test accommodation will take the IDAA fixed form using printed response option cards. Students will access test content through the secure test browser using the HVRs. The TE may prompt a student to click the ear icon to hear the HVRs or the TE may click the ear icon to activate the HVR for the student. After the TE or student activates the HVR for the answer options, the TE will present the printed response option cards for the student to select a response. Then, the TE records the student's response in the secure test browser. The TE may play the HVR for each option and present the printed response option card simultaneously.

Note: Only those students with a paper IEP testing accommodation may take the IDAA fixed form with printed response option cards.

Remote Test Administration Guidelines

- Only authorized employees (e.g., teacher, TA) in a school can administer a test consistent with the district or school policies for remote summative assessment administration.

- The TA must closely monitor test activity to ensure a secure and quiet testing environment.

- The TA must use established test administration protocols to support students accessing the summative assessments remotely.

- The TA must be provided the test administration protocols shared with families and students in advance of testing and must remind students of the protocols prior to starting the test.

- TAs must be aware of the protocols for responding to technology-related issues during a remote test administration.

TAs are aware of the process for handling and reporting testing irregularities and breaches, if different than the process used for in-person test administration (e.g., guidance for addressing issues with the remote testing environment, how to handle potential issues with a family member's or other person's interference with or coaching during test administration).

Ensuring Test Security

The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results. As illustrated in Idaho Code § 33-133, student data privacy is a top priority for the state of Idaho, ensuring that confidential student information is protected.

All summative test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results.

Security of the Test Environment

Table 8 describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including what the student can access via technology).

Table 8. Requirements of the Test Environment

Requirement	Description
BEFORE TESTING	
Instructional materials removed or covered	Instructional materials that might assist students in answering questions **must be removed or covered. Materials include but are not limited to** information displayed on bulletin boards, chalkboards or dry-erase boards, or charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas) or anything that might assist students in answering questions.
Student seating	Students must be seated so that there is enough space between them to minimize opportunities to look at each other's work, or they should be provided with tabletop partitions.
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
DURING TESTING	
Quiet environment	Provide a quiet environment devoid of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.

Requirement	Description
Student supervision	Students are actively supervised and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices.
Access to allowable resources only	Students must have access to and use of only those allowable resources identified by and the SDE (see Establishing Appropriate Testing Conditions for examples) that are permitted for each specific test (or portion of a test). This includes access to medical devices, which may be integrated into other technology devices. Use of such devices may require additional monitoring or a separate test setting to maintain test security.
Access to assessments	Any staff present in the room during the test must sign the test security agreement. When supporting students during the assessment, adults may encourage students to do their best or redirect students or provide students a break but are prohibited from answering questions or interacting with items. TA's or TE's present during the test administration must adhere to test security polices at all time. TA's or TE's are prohibited from copying, photographing, or transferring test items to use outside the test session. TA's or TE's who are concerned about a specific item or suspect it is problematic can note the test session, student ID and question number on the student assessment and contact the SDE.
Testing through Idaho Secure Browser	Administration of the assessments is permitted only through the Student Interface via the Idaho Secure Browser.
DURING AND AFTER TESTING	
Access to responses prohibited	DAs, DCs, SCs, TEs, TAs, and other staff are not permitted to review student responses in the testing interface or students' notes on scratch paper. Regardless of type of administration (remote or in-person), proctors should not view test items and student responses. Assistance using the screensharing feature for remote testing should be limited to technical assistance only.
Copies of test materials prohibited	Unless needed as a print-on-demand or Braille accommodation, no copies of the test items, stimuli, reading passages, performance task materials, or writing prompts may be made or otherwise retained.
Access to digital, electronic, or manual devices prohibited	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, e-mail, or social media websites.
Retaining, discussing, or releasing test materials prohibited	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.

Requirement	Description
Reviewing, discussing, or analyzing test materials prohibited	DAs, DCs, SCs, TEs, TAs, and other staff must not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. TA's or TE's who are concerned about a specific item or suspect it is problematic can note the test session, student ID, and question number on the student assessment and contact the SDE.
All test materials must remain secure at all times	Printed materials from the print-on-demand accommodation, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.
AFTER TESTING	
Destroy test materials securely	Printed test items/passages, including embossed Braille printouts, and scratch paper must be collected and inventoried and then immediately destroyed upon a student's completion of the test. See Secure Handling of Printed Materials for details.
Use of test materials for instruction prohibited	Test items, stimuli, reading passages, or writing prompts may not be used for instruction. Please refer to the test security agreement and Access to Assessments in the During Testing section of this table.

Table 9. Requirements of the Testing Environment Under Remote Test Administration

Requirement	Description
BEFORE TESTING	
Instructional materials not available	Instructional materials that might assist students in answering questions **must be removed or covered. Materials include but are not limited to** information displayed on bulletin boards, chalkboards, or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.) or anything that might assist students in answering questions.
Student login information	The student will need their first name (not a nickname), their Education Unique Identification (EDUID), and the test session ID to log into a remote administration. This is the same type of information the student uses to log into an in-person test administration. That information, as well as a unique test session ID should be communicated to the student through a secure method (e.g., classroom management system). A parent/ guardian can help a student (especially an elementary school student) log into the test session.
Student support during testing	If the student has questions or needs assistance, he/she can request a one-to-one conversation with their test administrator through the remote testing system by virtually "raising their hand." The test administrator will be able to see that the student needs assistance and can approve the request for communication.
	If a student needs a break, he/she should let the test administrator know by "raising their hand" so the test administrator can pause the test. When the break is over, the student will sign in again and follow the same steps to login and continue taking the test. If the break is longer than 20 minutes, the student will not be able to return to any test questions answered before the break.
Quiet environment	The SDE recommends that a student taking a remote test be inside and seated at a workstation (desk with flat surface), in a quiet location free from distraction.
	The SDE recommends that parents/guardians, siblings, and family pets NOT be in the same room as a student while he/she is taking the test.
DURING TESTING	

Requirement	Description
Student supervision	TAs will be able to supervise students taking a remote summative assessment via Cambium Assessment, Inc's Test Administration app. The TA app will be used for both in-person and remote administration. The TA app is updated to include video conferencing app, messaging app, and/or screensharing capabilities between the student and TA. Examples of activities for which a TA may use the additional provisions to support students include, but are not limited to: • The TA can read the scripted directions provided in the Online Summative TAM to tested students, and students may ask questions prior to testing; • The TA can ensure that students have any non-embedded supports (Universal Tools, Designated Supports, and Accommodations); and • The TA can monitor for possible test security incidents (e.g., another individual in the testing environment is coaching the student, the student is using a cell phone to search for information related to the tested content. The Parent Confidentiality and Video Agreement on the ISAT portal, is a confidentiality and video agreement that school personnel will send to parents/guardians to read, sign and return. This agreement will document the parents'/guardians' agreement to have their child participate in remote administration and the use of the webcam during remote administration. The Parent Confidentiality and Video Agreement on the ISAT portal also informs students and families of the requirements regarding students being prohibited from access to unauthorized electronic devices that allow availability to outside information. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, smart watches, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices. Also prohibited is any communication with other individuals either within or outside the test environment or photographing or copying test content. School personnel will keep these signed agreements on file at the school.
Access to allowable resources	Students testing remotely must also have access to and use of those allowable resources identified by and the State Department of Education (SDE) (see Establishing Appropriate Testing Conditions for examples) that are permitted for each specific test (or portion of a test). This includes access to medical devices, which may be integrated into other technology devices. Use of such devices may require additional monitoring or a separate test setting to maintain test security.
Access to assessments	When supporting students during the assessment, adults may encourage students to do their best, redirect students or provide students a break, but are prohibited from answering questions or interacting with items. An adult present during the test administration must adhere to test security polices at all time. Individuals are prohibited from copying, photographing, or transferring test items to use outside the test session.

Requirement	Description
Testing through Idaho secure browser	The Idaho SDE strongly encourages students to access the Student Interface via the Secure Browser.
	The student could use their own personal machine with an up-to-date conventional web browser installed (e.g., Google Chrome or Mozilla Firefox Microsoft Internet Explorer and Edge are not supported) however, these do not include the same security protections. Therefore, the Idaho SDE discourages the use of conventional web browsers.
DURING AND AFTER TESTING	
No access to responses	The remote testing platform and any other test-monitoring application used during testing should not allow for TAs to view the student's responses. Regardless of type of administration (remote or in-person), proctors should not view test items and student responses. Assistance using the screensharing feature for remote testing should be limited to technical assistance only.
No copies of test materials	No printed copies of the test items, stimuli, reading passages, performance task (PT) materials, or writing prompts may be made or otherwise retained.
	Print-on-Demand or braille accommodations will not be available for remote administration.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone (including family or other adults who are with the student in a remote testing environment) via any media, including fax, email, social media websites, etc.

TEs, TAs, SCs, or other individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the assessments or the data must inform their DAs/DCs. District personnel must follow the steps outlined in the How District-level Users Manage Test Improprieties section of the *TIDE User Guide*.

Prior to assessment administration, District Administrators (DAs), District Test Coordinators (DCs), School Test Coordinators (SCs), and Technology Coordinators should review the technology infrastructure at their schools to ensure that it meets the minimum requirements for administering the assessments.

Prior to Test Administration

Establishing Appropriate Testing Conditions

School Test Coordinators (SCs) and test proctors will need to work together to determine the most appropriate testing option(s) and testing environment for in-person administration. The number of computers available, the number of students in each tested grade, and the estimated time needed to complete each test, should all be considered. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the TA.

School test Coordinators (SCs) and test proctors will also need to work with parents/guardians and students to schedule and establish appropriate testing environment for remote administration. A student taking a remote test be inside and seated at a workstation (desk with flat surface), in a quiet location free from distraction. The student should have access to the quiet location free from distraction for as long as needed.

The test administration should be conducted in a secure environment (see Security of the Test Environment).

Establish procedures to maintain a quiet testing environment throughout the in-person test session, recognizing that some students will finish more quickly than others. If the TA allows students to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If a TA requires students to remain in the testing room until the end of the session, instruct them on what activities they may engage in after they finish the test.

Establish and communicate to parents/ guardians and students the processes and procedures to maintain a quiet testing environment throughout the remote test session. Communicate as often as needed and monitor student progress on the test to ensure a secure testing experience.

During in-person and remote test administration, students may have access to and use of the additional required resources in Table 9 which are specific to each assessment and content area.

Table 10. Required Resources

Content Area	Embedded	Non-Embedded
ELA	• No additional requirements	• Headphones are required for the listening portion of the ELA/literacy assessment, some performance tasks, and for students requiring Text-to-Speech. • Scratch paper should be provided for note taking if necessary.
Mathematics	• An embedded calculator is available for some mathematics items in grade 6 and above.	• Headphones are required for students requiring Text-to-Speech and for students requiring Audio Glossaries. • A non-embedded calculator may be used only by students with a documented accommodation in an IEP or Section 504 Plan per guidance provided in the *UAAG*. • Scratch paper should be provided to all students in all grades. • Graph paper should be provided for students in grades 6, 7, 8 and in high school.
Science	• An embedded periodic table is available in all grades. • An embedded calculator is available in all grades.	• Headphones are required for students requiring Text-to-Speech. • Scratch paper should be provided for all grades.

Tasks to Complete Prior to Test Administration

✓ **DCs, SCs, TEs, and TAs should verify that students are provided the opportunity to practice on the Training Test, Sample Test, or Interim assessments prior to testing.**

It is highly recommended that ALL students be provided an opportunity to become familiar with the testing interface, tools, and supports. This can be done by administering Interim assessments, Training Tests, or Sample Tests. Please note that Sample Tests and Training tests are not scored, do not follow a specific test blueprint, and do not produce score reports.

- ✓ **DCs and SCs should ensure that all TEs and TAs have the correct log-in information for the TA interface.**

- ✓ **DCs, SCs, TEs, and TAs should verify and/or update student demographic information and test settings.**

  Each student must be correctly assigned to his or her district, school, and grade in TIDE. Districts/schools are responsible for loading all students in grade 3 through 12 that are required to participate in the 2020–2021 assessments (ISAT ELA/mathematics/science, and IDAA ELA/mathematics/science) into TIDE. Please see the *TIDE User Guide* for directions on how to add, view, edit and upload users, students, and student settings.

  In addition to the correct school and grade, SCs, TEs, and TAs should verify that all students have accurate test settings in TIDE, including designated supports and accommodations (embedded and non-embedded) for each content area prior to testing. It is recommended districts include program enrollment information to sort reports in Reporting. Students participating in Alternate Assessments must have their Individuals with Disabilities Education Act (IDEA) indicator entered to be assigned the alternate assessment as appropriate.

  DAs, DCs, and SCs can set embedded and non-embedded designated supports and accommodations in TIDE for students who require them. TEs and TAs may view student information; however, these roles cannot add, upload, or modify student information. Within the TA Interface, a TA can change the default font size and turn off universal tools prior to the start of the test.

  > ⚠️ **Caution:** Any additions/modifications/deletions of students and changes to student test settings must be completed **before the student can test**. The update, once made, may take **up to 24 hours to appear in the TA Interface**. Failure to correct test settings before testing could result in the student not being provided the needed accommodations and/or designated supports at the time of testing. This is considered a test irregularity.

  > 📄 **Policy:** It is important for anyone with access to student information to remember that student personal information, including the student's EDUID, is confidential. **If materials containing students' personal information and/or EDUIDs are distributed to students, these materials must be collected before the students leave the testing room and either securely stored to be in a subsequent test session or shredded.** For additional information about security protocols, refer to Ensuring Test Security.

- ✓ **SCs should ensure that TEs and TAs have necessary student log-in information.**

  Each student will log in to the Student Interface of the TDS using his or her legal first name, EDUID, and a test session ID. Prior to starting a test session, TAs must have a record of each student's first name and EDUID as it appears in TIDE. This information must be provided to each student to complete the log-in process. It is suggested that the EDUID and the student's first name be printed on a card or piece of paper and distributed to each student just prior to testing to help him or her type it into the computer accurately.

Printing test tickets can be done in TIDE. Please see the TIDE User Guide for specific information. Student information is confidential; therefore, the cards/papers with this information must be kept secure until used during a test session.

> **Note:** When a proctor creates a test session, a unique test session ID is randomly generated. This test session ID must be provided to students before they log in. Please refer to the *Test Administrator User Guide* for detailed information on how to obtain session IDs.

The above steps will also be completed for students taking a summative, remotely. See the *Remote Administration Checklist* on the ISAT portal for additional specific steps needed for remote administration.

When students move within the State, their data record must be updated with the student's new school and/or district codes in TIDE **at least 24 hours before** the student begins or resumes testing in the new school or district. Please refer to the *TIDE User Guide* for more information on steps to take to make sure your student data in TIDE is current.

Students can be enrolled in more than one district. Please refer to *Dual Enrollment in TIDE Quick Guide* on the ISAT portal for more information regarding this feature.

Please be aware that, for students who are dual-enrolled, all districts/schools a student is associated with in TIDE will appear on the "Is this You?" page when a student logs in to test on the Idaho Secure Browser. Students may proceed with testing regardless of in which school the student began their test.

After a student has been removed from a district/school in TIDE, students will continue to appear on rosters so that users with correct permissions can continue to view past year's data.

Table 11. IDAA-Specific Tasks Prior to Testing

Tasks	Description
Complete/Confirm Learner Characteristics Inventory (LCI)	Once the student is set to "Yes" in the **Special Education Status** and **Alt Assessment** fields in TIDE, the TE will complete and submit the LCI in the Data Entry Interface (DEI). The LCI includes eligibility criteria, and a description of the characteristics of each student who will participate in the Test. See Appendix P for details regarding completing of the LCI.
Complete/Confirm Student Response Check (SRC)	The purpose of the Student Response Check (SRC) is used to determine if the student has a consistent, observable mode of communication for response to test items. The SRC is only administered to the student for whom the early stopping rule may be appropriate. The SRC is completed only once per student. See Appendix Q for details regarding administration of the SRC.
Confirm Computer, ACC, and/or AT compatibility	Make sure that the computer, any AAC, and/or AT device a student may use to interact with the test items meet the minimum requirements (located in the *Test Administrator User Guide),* are in working order, are available for testing, and are compatible with the TDS. See Appendix Q for details regarding administration of the SRC.
Arrange/Schedule Testing environment	Arrange to administer the Test in a familiar setting that is free of noise and distractions. Develop a schedule to administer the IDAA during the best time of day for the student and consider time needed for breaks. Students may complete the IDAA across multiple sessions and/or days.
Practice Test tools in the secure test browser	Since the IDAA is individually administered to qualifying students and many students will rely on the teacher to navigate through the test in the secure browser, the teacher should become familiar with all online test tools. Teachers should access the IDAA sample tests and become familiar with the *Help Guide*, located on the *Instructions and Help* screen.
Confirm Paper Tester Fixed-form test with printed response option cards	For students taking the IDAA Fixed-Form test with printed response option cards, the TE will need to confirm that the student is identified as "Yes" on the **Paper Tester** field in the student demographics section of TIDE. The TE will need to coordinate with the DC/SC to order materials for the fixed-form paper test using the Paper Materials Order Form located on the ISAT portal.
Organize Printed response option cards	For students taking the IDAA Fixed-Form test with printed response option cards, the TE will need to cut out and organize the printed response option cards for easy access during test administration.

Technology Infrastructure

Prior to assessment administration, District Administrators (DAs), District Test Coordinators (DCs), School Test Coordinators (SCs), and Technology Coordinators should review the technology infrastructure at their schools to ensure that it meets the minimum requirements for administering the assessments.

Technology Resources

The Technology Information folder on the resources page of the ISAT portal provides all technology-related information. The User Guides, Quick Guides and Training Presentations subfolders include resources to assist technology coordinators when preparing districts and schools for online testing.

User Guides

- The *Assistive Technology Manual* provides an overview of the embedded and non-embedded assistive technology tools that can be used to help students with special accessibility needs complete online tests in the TDS. It includes lists of supported devices and applications for each type of assistive technology that students may need, as well as setup instructions for the assistive technologies that require additional configurations in order to work with the TDS.

- These troubleshooting checklists are intended to help Technology Coordinators identify the source of a problem and possible resolution to any network-related issues or audio-related issues experienced during student testing. Contact the Idaho Help Desk for additional assistance as needed.

    - *Network Troubleshooting Checklist*

    - *Audio Troubleshooting Checklist*

- The *Operating System Support Plan for the Test Delivery System* describes CAI's plan for supporting operating systems during the 2020-21 test administration and following years.

Quick Guides

- *CAI's Support Policy for Upcoming Operating Systems and Browsers* is a presentation designed to provide information regarding CAI's Support Policy for upcoming operating systems and browsers.

- Additional quick guides on the ISAT portal include:

    - *Configurations for iPads Quick Guide*

    - *Configurations, Troubleshooting, and Advanced Secure Browser Installation Quick Guide for Chrome OS*

    - *Configurations, Troubleshooting, and Advanced Secure Browser Installation Quick Guide for MAC*

- *[Configurations, Troubleshooting, and Advanced Secure Browser Installation Quick Guide for Windows](#)*

The Idaho Secure Browser

The Idaho Secure Browser is designed to support test security by prohibiting access to external applications or navigation away from the assessment. Devices that will be used for testing must be equipped with an Idaho Secure Browser prior to the assessment.

Note: This browser is updated each year and, therefore, must be downloaded and installed even if the device was used for testing in a prior year.

School Technology Coordinators are responsible for ensuring that each device to be used for testing for in-person and remote administration is properly secured by installing the most current Idaho Secure Browser.

See the [Secure Browsers](#) page for more information on Idaho Secure Browser installation and for additional technology information.

See the Secure Browser section of the *[Test Administrator User Guide](#)* for additional guidelines about using the Idaho Secure Browser.

Technology Infrastructure Guidelines for Remote Testing

Prior to a remote test administration, District Test Coordinators (DCs), School Test Coordinators (SCs), and Technology Coordinators (TCs) should review the minimum technology requirements for administering the Smarter Balanced assessments remotely and verify that the TA and students have devices and an Internet connection to allow for a remote test administration.

See the *[Quick Guide - for Tech Coordinators](#)* for more information on how TCs can ensure the minimum technology requirements for students testing remotely.

During Testing

General Test Administration Information

This section provides an overview of the online testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in accessing the assessments; to understand how to prepare for the assessments; and to review general rules for online testing. Information about the participation requirements, test pauses, and test resumptions is also included in this section. TAs should become familiar with this section well in advance of the start of testing so that all materials for log-in, accommodations, and exemptions described below can be assembled.

Assessment Participation

Participation by All Students Including Students with Disabilities and English Learners

All students, including students with disabilities, English learners (ELs), and ELs with disabilities, should have equal opportunity to participate in the assessments. Students with the most significant cognitive impairments who meet all four participation criteria may qualify to take the Idaho Alternate Assessment (IDAA). Students must be given an opportunity to practice with supports and accommodations prior to the Summative test. This can be accomplished through administering a Sample test.

A comprehensive accessibility and accommodations framework, the *Usability, Accessibility, and Accommodations Guidelines*, is available for all students, including those with special assessment needs. A variety of innovative digital accessibility tools are embedded in the TDS as well as a variety of designated supports and accommodations.

ISAT Mathematics

All students enrolled in grades 3–8 and 10 are required to participate in the mathematics assessment except:

- Foreign exchange students who are enrolled in a U.S. school.

The mathematics assessment in grade 9 and 11 is optional. The State will cover costs for any student in grades 9 or 11 who participate in the assessment.

ISAT English Language Arts/Literacy

All students enrolled in grades 3–8 and 10 are required to participate in the English language arts/literacy assessment except:

- English learners who enrolled in a U.S. school within the last 12 months prior to the beginning of testing. These students have a one-time exemption, and they may instead participate in the English language proficiency assessment (Access 2.0) consistent with state and federal policy.

- Foreign exchange students who are enrolled in a U.S. school.

ELA assessment in grades 9 and 11 are optional. The State will cover costs for any student in grades 9 or 11 who participates in the assessment.

ISAT Science

All students enrolled in grades 5, 8, and 11 will take the science assessment except:

- Foreign exchange students who are enrolled in a U.S. school.

IDAA ELA/Literacy and Mathematics

Qualifying students will take the IDAA in ELA/literacy and mathematics in grades 3–8 and 10.

IDAA Science:

Qualifying students will take the IDAA in science in grades 5, 8, and 10.

Attemptedness Rules for Participation

A student is assigned the lowest achievement level if, at a minimum, the student logs in to the computer-adaptive test (CAT) and performance task (PT) or IDAA assessment and responds to one question.

This definition of participation is used when calculating state participation at the school, district, and state levels. As defined in [EdFacts SY 2020-21 File Specifications](#) FS185, FS188, and FS189; Federal Guidance on Participation - Every Student Succeeds Act (ESSA) Code § 1111 (b)(2)).

Assigning Scores to Tests

Tests are considered "complete" if students respond to the minimum number of operational items specified in the blueprint for the CAT and *all* items in the performance task. This will generate a valid score. Otherwise, the tests are categorized as "incomplete."

A State Education Agency (SEA) or a Local Education Agency (LEA) may not count students without a valid score as participating in the State assessments.

Under both the IDEA and the ESEA, students without a valid score may not be reported as participating in state assessments on either the [state or local report card](#).

Idaho Accountability Rule for Participation Rate Calculation

Students enrolled on or before April 30, 2021 will be counted in participation rates; therefore, they should be tested (IDAPA 08.02.03.112.04.b.i(2)).

Idaho Accountability Rule for Performance Reporting

Students enrolled in the first 56 calendar days of school and enrolled through the remainder of the regular testing window will be included in a school and/or district's accountability determination. Please refer to IDAPA 08.02.03.112.

General Rules of Online Testing

This section provides a brief overview of the general test administration rules, as well as information about different portions of the assessment, test tools, and accommodations. For more information, refer to the *Test Administrator User Guide*.

Online Testing Parameters (All Tests)

- To minimize student interactions that can lead to additional COVID-19 spread, teachers this year may act as Test Administrators for both in-person and remote administrations of their own students. District and School Test Coordinators must report such assignment in the Test Incident Log PRIOR TO the administration to notify the SDE that teachers are proctoring their own students. This is to protect teachers in case of any variabilities in scores.

- The IDAA is designed to be administered to qualifying students. This special exception allows students taking a summative ISAT remotely to work with one-on-one by a familiar adult. Therefore, the student's teacher can remotely administer the ISAT test session to their own students if the teacher has passed the remote TA certification course. Other school personnel who have passed the remote TA certification course may remotely administer the ISAT to the student, as well.

- Teachers **must** sign the test security agreement if they are in a testing room at any time, regardless of whether they are proctoring the assessment.

In-Person Online Testing Parameters for ELA/literacy and Mathematics ISAT

- The Computer Adaptive Tests (CAT) and the Performance Tasks (PT) will be presented as separate tests. Students may not return to a test once it has been completed and submitted.

- Within each test, there may be segments. For example, the grades 6 through high school mathematics tests include a segment with an embedded calculator available and another segment where the embedded calculator is not allowed and is not available for testing. **A student may not return to a segment once it has been completed.**

- Students **must enter an answer for all items on a page** before going to the next page. Some pages contain multiple items. Students may need to use the vertical scroll bar to view all items on a page.

- Students may mark items for review and use the **Items** drop-down list to return to those items marked for review that have already been answered within a segment, as long as students do not pause their test for more than 20 minutes.

In-Person and Remote Online Testing Parameters for Science ISAT

- Students **must enter an answer for each item** before going to the next item. Some pages contain multiple items. Students may need to use the vertical scroll bar to view all items on a page.

- Students may mark items for review and use the **Items** drop-down list to return to those items marked for review, as long as students do not pause their test for more than 20 minutes.

Online Testing Parameters for IDAA

- The IDAA employs embedded human voice recordings (HVRs) for all stimuli, reading passages, items, and answer options. The HVRs must be activated for all components of a test item before a student chooses an answer. The HVRs may be activated by the TE or the student.

- Students **must enter an answer for each item** before going to the next item.

- Students may mark items for review and use the **Items** drop-down list to return to those items marked for review.

- Some students who qualify for the IDAA cannot accurately control or use a mouse or touch screen for multiple reasons. In these cases, the TE will act as a scribe for the student, activating the HVRs and clicking student answer choices. No IEP testing accommodation is required for the TE to act as a scribe for the student. The protocol for providing a scribe to a student taking the IDAA is outlined in Appendix N.

Remote Online Testing Parameters for ELA/literacy and Mathematics ISAT

- The "computer-Adaptive test" (CAT) and the performance tasks (PT) will be presented as separate segments within a single test. Students may not return to a test once it has been completed and submitted.

- Within each test, there may be additional segments. For example, the grades 6 through high school mathematics tests include a segment with an embedded calculator available and another segment where the embedded calculator is not allowed and is not available for testing. **A student may not return to a segment once it has been completed.**

- Students **must enter an answer for all items on a page** before going to the next page. Some pages contain multiple items. Students may need to use the vertical scroll bar to view all items on a page.

- Students may mark items for review and use the **Items** drop-down list to return to those items marked for review that have already been answered within a segment, as long as students do not pause their test for more than 20 minutes.

Pause Rules (ELA/literacy and Mathematics ISAT)

Students are logged out of the test when they click the Pause button and then click Yes to pause their test. Students will need to have access to their login information (name, EDUID, and test session) after pausing their test. The student will be required to log back into the Student Interface when they are ready to continue testing. These pause rules apply to in-person and remote test administration.

During the CAT portion of the test:

- If a test is paused for more than 20 minutes the student is:

  o Required to log back into the student interface;

  o Presented with the page containing the item(s) he or she was working on when the assessment was paused (if the page contains at least one unanswered item) OR with the next page (if all items on the previous page were answered); and

  o **NOT permitted to review or change any previously answered items**, even if they are marked for review (with the exception of items on a page that contains at least one item that was not answered yet).

- Any highlighted text and notes on the digital notepad will be saved when a test is paused. However, when a test is paused, highlighting may not persist for certain hot-text questions or if the student switches testing devices.

- In the event of a technical issue (e.g., power outage, network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

    See [Appendix D](#) to review the rules that govern pausing during the test.

During the ELA/literacy and/or mathematics performance task (PT) portion of the assessment:

- **There are no pause restrictions.** If a test is paused for 20 minutes or more, the student can return to the section and continue entering his or her responses.

- Any highlighted text and notes on the digital notepad will be saved when a test is paused. However, when a test is paused, highlighting may not persist for certain hot-text questions or if the student switches testing devices.

- Notes saved in the Global Notes feature of the TDS will be saved when a test is paused.

- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will be paused automatically. The students will need to log in again upon resuming the test. If necessary, an appeal to reopen the test segment the students were working on may be submitted.

Please note that there are recommendations for breaks in Table 14 and Table 15.

Pause Rules (Science ISAT)

Students are logged out of the test when they click the Pause button and then click Yes to pause their test. Students will need to have access to their login information (name, EDUID, and test session) after pausing their test. The student will be required to log back into the student interface when they are ready to continue testing. These pause rules apply to in-person and remote test administration.

- If a test is paused for more than 20 minutes the student is:

  o Required to log back into the student interface; and

  o Presented with the page containing the item he or she was working on when the assessment was paused.

- Any highlighted text will be saved when a test is paused.

- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

Pause Rules (IDAA)

- **There are no pause restrictions for IDAA tests**. If a test is paused for 20 minutes or more, the student can return to the section and continue entering his or her responses. It is likely that a student will require multiple test sessions, possibly over multiple days, to complete the IDAA in each content area.

Test Timeout (Due to Inactivity) (All Tests)

As a security measure, students and TAs are automatically logged out of the test after 30 minutes of inactivity. Activity is defined as selecting an answer or navigation option in the assessment (e.g., clicking [**Next**] or [**Back**], using the **Past/Marked Questions** drop-down list to navigate to another item).

Moving the mouse or clicking on an empty space on the screen is not considered activity.

Before the system logs the student out of the assessment, a warning message will be displayed on the screen. If the student does not click [**OK**] within 30 seconds after this message appears, he or she will be logged out. Clicking [**OK**] will restart the 30-minute inactivity timer.

⚠️ **Caution:** As a security measure, proctors are automatically logged out after 30 minutes of student or proctor inactivity in the session, which will result in the closing of the test session.

Test Expiration

ELA/literacy, Mathematics, and Science ISAT

A student's CAT (ELA/literacy and mathematics) and science tests remain active until the student completes and submits the test or **45** calendar days after the student has begun the test, whichever occurs sooner. It is recommended that students complete the CAT portion of the test within **five days** of starting the designated content area.

📄 **Policy:** For the CAT portion of the ELA/mathematics ISAT tests and all science ISAT tests, once a student's test has begun, the student's test can be resumed at any time within the testing window up to 45 days from the start date. For the performance task, there is no pause limit, but the test expires 20 days after it is started. See Testing Time and Recommended Order of Administration for each content area and type of assessment.

Performance Task (PT) – ELA/literacy and Mathematics ISAT Tests Only

The PT is a separate test that remains active for only **20** calendar days after the student has begun the PT. However, the SDE recommends that students complete the PT within **three to five days** of starting in each content area. A summary of recommendations for the number of sessions and session durations is provided in Testing Time and Recommended Order of Administration.

📝 **Note:** If a student starts the test near the end of the testing window, the student must finish before the administration window officially closes. The assessment will automatically end on the last day of the scheduled administration window, even if the student has not finished.

ELA/literacy, Mathematics, and Science IDAA

A student's IDAA remains active until the student completes and submits the test or **60** calendar days after the student has begun the test, whichever occurs sooner.

Testing Time and Recommended Order of Administration

All students participating in the ISAT assessments will receive a CAT and a PT in both English language arts/literacy (ELA) and mathematics. Classroom activities are no longer a part of the Summative ELA/literacy and mathematics assessments. All science ISAT and IDAA assessments contain only one part.

Testing Time and Scheduling

Testing Windows

Each district will establish a schedule for the administration of the summative assessments using a testing window as defined below:

The online testing window for in-person administration of the ISAT ELA/L, mathematics, and science and IDAA assessments is scheduled to begin on March 15, 2021, and close on May 28, 2021. The last two weeks of the testing window is designated for make-up testing; however, regular testing can continue to occur during that time.

The online testing window for remote administration of the ISAT ELA/L, mathematics, and science assessments is scheduled to close on May 28, 2021. The last two weeks of the test window is designated for make-up testing; however, regular testing can continue to occur during that time. Please pay close attention to the Recent Announcements section on the ISAT portal for the opening of the online testing window for remote administrations.

The paper testing window must be conducted over a five-week period and is scheduled to begin on April 5, 2021, and close on May 21, 2021. Testing windows can also be found on the Important Dates page of the ISAT portal.

Scheduling Time for ISATs

Table 12 and Table 13 contains rough estimates of the time it will take most students to complete the assessments based on the time it took students to complete the assessments in previous school years. This information is for scheduling purposes only, as the assessments are not timed.

Table 12. Estimated Testing Times for ELA/Mathematics ISAT

Content Area	Grades	Adjusted Form CAT hrs : mins	Performance Task (PT) hrs : mins	Adjusted Form Total hrs : mins
ELA/Literacy	3–5	0:45	2:00	2:45
	6–8	0:45	1:45	2:30
	HS	1:00	1:15	2:15
Mathematics	3–5	0:45	1:00	1:45

Content Area	Grades	Adjusted Form CAT hrs : mins	Performance Task (PT) hrs : mins	Adjusted Form Total hrs : mins
	6–8	1:00	1:00	2:00
	HS	1:00	1:00	2:00

Table 13. Estimated Testing Times for Science ISAT

Grade	Total Estimated Summative Test Time hrs : mins
5	1:00–1:50
8	1:00–1:50
11	1:00–1:50

When developing a testing schedule, use the estimated testing times to calculate the number of days and the amount of time it will take to complete an assessment in each content area and grade level.

These estimates do not account for any time needed to prepare technology, load Idaho Secure Browsers, start computers, and log in students. They also do not account for breaks.

TEs and TAs should work with SCs to determine precise testing schedules. There are many scheduling options for testing.

Scheduling Time for IDAAs

Testing time will vary for each student. Testing may be resumed, based on the needs of the student. Students may complete the IDAA over multiple testing sessions and over multiple days, as appropriate to meet the individual needs of the student.

Recommended Order of Online Administration for ELA/Literacy and Mathematics ISAT

ISAT ELA/literacy and mathematics assessments are made up of two components (tests): a CAT and a PT.

The SDE recommends that students take the CAT and PT on separate days to minimize the effect of student fatigue. It does not matter which portion of the assessment is administered first. Administering the PT before the CAT may help the flow of scoring to occur faster.

Duration and Timing Information for ELA/Literacy and Mathematics ISAT

The scheduling/rules for each of these tests applies to both in-person and remote administration and is included in Table 14 and Table 15. Note that the duration, timing, break/pause rules, and session recommendations vary for each content area and test.

The SDE advises that schools work with parents/guardians to inform them of the date/time of the remote test session and the school staff who will be administering the remote test session to the student prior to the test day.

Table 14. Assessment Format for ELA/Literacy ISAT

ELA/Literacy	CAT	Performance Task (PT)
Number and Duration of Sessions	Recommendations: • Two sessions (recommended) and no more than six sessions (rare/extreme). • Session durations range from 1 hour 15 minutes to 1 hour 30 minutes.	The PT is presented in two parts. Recommendations: • Administer in two sessions corresponding to Segments 1 and 2 of the PT. • Session durations range from 1 hour 15 minutes to 2 hours. Part 2 should be scheduled to allow students enough time to complete the full-write in one test session.
Breaks within Sessions	Breaks can be provided during the test sessions using TDS's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens. Recommendation: • A single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g. lunch).	The PT is presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, he or she will not be able to review or revise items in Part 1. Recommendation: • Students complete Part 1 in one test session and Part 2 the next school day in a single test session.
Total Duration	Once a student has started the CAT items, they will be available for 45 days, but it is strongly recommended to have students complete the CAT within five days. Recommendation: • Student completes the CAT within five days of starting.	Once a student has started the PT, it will be available for 20 days, but it is strongly recommended to have students complete the PT within 10 days.

Table 15. Assessment Format for Mathematics ISAT

Mathematics	CAT	Performance Task (PT)
Number and Duration of Sessions	Recommendations: • Administered in two sessions. • Sessions run approximately 60 minutes.	Recommendations: • Administered in one session. • Sessions run approximately 60 minutes.
Breaks within Sessions	Breaks can be provided during the test sessions using TDS's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens. Recommendation: • A single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g., lunch).	Students can take breaks during PT test sessions. Mathematics PT items are presented on a single screen. Following a break, the student will have access to the same items.
Total Duration	Once a student has started the CAT items, they will be available for 45 days. Recommendation: • Student completes the CAT within five days of starting it.	Once a student has started the PT, it will be available for 20 days. Recommendation: • Student completes the PT in one day.

Assessment Format for Science ISAT

The science assessments consist of cluster items and standalone items. Each cluster and standalone begins with a phenomenon (a discrete observation about the natural world), or an engineering/design problem. Clusters and standalones engage the student in grade-appropriate, meaningful scientific activity that allows the student to demonstrate his/her ability to think like a scientist and explain the phenomenon or solve the engineering/design problem.

For more information about clusters and standalones, refer to the *Introduction to the Spring 2021 ISAT Science Assessments*.

Assessment Format for IDAA

The IDAA assessments in ELA, mathematics, and science consist of literary or informational reading passages with selected-response reading, writing and language, mathematics, and science items.

> **Important reminders:**
>
> 1. The number of items will vary on the ISAT CAT and PT portions of each student's test.
>
> 2. The tests are not timed, so time estimates are approximate.
>
> 3. Students should be allowed extra time if they need it, but TAs should use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.
>
> 4. The test can be spread out over multiple days, as needed.

Sensitive Responses

Taking Appropriate Action with Student Responses or Student Actions that Cause Concern

Throughout the test administration process, student safety is always the primary consideration.

During testing, TAs may encounter student actions that disrupt the assessment administration and may endanger the student or others. In addition, it is possible that TAs will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety.

Security protocols make it clear that TAs/TEs are prohibited from reviewing student responses in the testing interface or students' notes on scratch paper. However, during the test administration, a TA supporting a student may encounter items and a student response. Should the student response raise concern to warrant adult action? Topics that may require the TA to take action include, but are not limited to, student references to:

- Suicide
- Criminal activity
- Alcohol or drug use
- Extreme depression
- Extreme violence
- Sexual assault or physical abuse
- Self-harm or intent to harm others
- Neglect
- Bullying

Collecting Information

Prior to administration, each TA should have a thorough understanding of school, district, and/or state policies regarding documentation of student actions or concerning responses during a secure test event. The TA should document as much information as possible in accordance with school, district, and/or state policies.

Escalating Information

Should the TA encounter a sensitive situation while supervising the test session, the TA should immediately escalate this concern in accordance with school and/or district policies and procedures.

Escalating Information After Test Administration

During the hand-scoring process, if a human reader encounters a student response that raises sufficient concern to warrant adult action, the SDE is notified and will contact the school or district for further action.

Human Voice Recording (HVR) for IDAA

The IDAA is designed with HVRs for all reading passages, item stimuli, test items, and response options. Only those students with a specific testing accommodation may have the IDAA read-aloud by a familiar adult. The TE may prompt a student to click the ear icon to hear the HVRs or the TE may click the ear icon to activate the HVR for the student.

Once a student starts their tests, the TA should sit with the student to ensure they play all HVRs. The TA may assist the student in activating the HVR for all passages, stimuli, items, and answer choices. The TA may also click answer choices for the student in situations where a student responds in an alternate communication format, cannot operate a computer mouse or touch screen independently, or does not use a mouse or click with intention. If the TA witnesses or suspects the possibility of a test security incident, the SC and/or DC should be contacted immediately in accordance with the security guidance provided in this manual.

Early Stopping Rule (ESR) for IDAA

Students are eligible for the Early Stopping Rule (ESR) when they do not have a consistent, observable mode of communication, as indicated on the Student Response Check (SRC), and do not respond to the first four items on the IDAA because of deficits in communication skills. The ESR should not be used for students who have no consistent, observable response because of behavioral and other issues. While the SRC is administered only once per student, a student must be administered the at least the first four items of the IDAA in each content area. Detailed instructions for activating the ESR are explained in Appendix R.

Optimal Testing Conditions for IDAA

Providing optimal testing conditions is especially important for students taking the IDAA because of the individualized nature of the IDAA administration and the complex needs of students with the most significant cognitive impairments who qualify for the IDAA. Follow the optional testing conditions outlined below to ensure students have the best opportunity to show what they know of the IDAA.

- Administer the IDAA individually to each qualifying student.

- Administer the IDAA in a familiar setting that is free of noise and distractions.

- Follow the IDAA Administration Script located in Appendix L.

- Provide appropriate student positioning, accessibility features and accommodations, and AT as outlined in the student's IEP that are consistent with SDE policies and this Test Administration Manual.

- Ensure that the student activates all HVRs for reading passages, item stimuli, test items, and response options before the student answers each item. If the student does not or cannot activate the HVRs, the TE should activate the HVRs for the student.

- Allow sufficient wait-time for students to respond to test items. The amount of wait-time needed for each student will vary.

- Replay any or all parts of HVRs up to three times as needed for the student to access test content. If a student needs HVRs replayed more than three times, then pause the test and resume at a later time and/or day.

- Pause the IDAA and resume at a later time or another day as indicated by student needs. The IDAA may be administered over multiple sessions and/or days but must be completed by May 28, 2021.

- Provide verbal prompts to support student engagement and focus. TEs may use phrases that do not indicate either the correct or incorrect response. Examples of acceptable encouraging phrases may include, but are not limited to:
  - "I like the way you are listening and following directions."
  - "Only one more to go!"
  - "Just five minutes until a break!"
  - "Do you need a break?"
  - "Keep working!"
  - "Look at the screen."

- Provide visual prompts to support student engagement and focus. See examples below:
  - Point to or tap the computer screen to draw the student's attention to the screen.

- Point to each answer option displayed on the screen as each HVR is played. **The TE should be careful not to inadvertently point to or suggest the correct answer in any way.**

Secure Handling of Printed Materials

For those students whose Individualized Education Program (IEP) or Section 504 Plan states a need for a paper copy of **test items, passages, or stimuli**, permission for the students to request this accommodation must first be set in TIDE by the DA, DC, or SC prior to testing.

Print-on-demand requests are only available for in-person administration and must be approved and processed by the TA during test administration. The decision to allow students to use print-on-demand must be made on an individual student basis and is available only for students with an IEP or Section 504 Plan. IEP teams and educators make decisions about accommodations. These teams (or educators for Section 504 Plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or Section 504 Plan. For more information, please refer to the *Usability, Accessibility, and Accommodations Guidelines (UAAG)* on the ISAT portal.

Please note that this function cannot be used to create a printed test book because the test is adaptive, and students will need to answer one question before moving to the next.

Once a student is approved to have the print-on-demand accommodation, that student may send a print request to the TA during testing by clicking on the print icon on the screen. Before the TA approves the student's request to print a test item/stimulus, the TA must ensure that the printer is on and is monitored by an authorized staff member who have completed the TA Certification Course. This request needs to be made for each individual item.

Destruction of printed materials and scratch paper

Printed materials from the print-on-demand accommodation and scratch paper must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration. All test materials must remain secure at all times. Printed test items/passages, including embossed Braille printouts and scratch paper, must be collected, and inventoried at the end of each test session and then immediately shredded according to SDE policies and procedures. **DO NOT** keep printed test items/passages or scratch paper for future test sessions except as noted below for performance tasks (PTs).

Use of scratch paper on performance tasks (PTs)

- The only exception to the requirement governing the immediate destruction of printed materials and scratch paper is when students take notes and/or draft responses to ELA/literacy or mathematics PTs.

- During the ELA/literacy PT, the notes on the embedded universal tool, Global Notes, are retained from Part 1 to Part 2 so that the student may return to the notes even though the student is not able to go back to specific items in Part 1. While the embedded Global Notes

is the preferred mode for note taking during the ELA/literacy PT, students may use scratch paper to make notes or develop draft responses.

- To maintain the security of scratch paper used for notes on the ELA/literacy or mathematics PTs, TAs must direct students to write their names (or some appropriate identifying information) on their scratch paper, and then collect and inventory the scratch paper at the end of each test session, as well as upon completion of the test. All scratch paper must be securely stored in between test sessions and then securely destroyed immediately upon the student's completion of the test.

- The exception to the requirement governing the immediate destruction of the scratch paper also applies to students taking notes and/or drafting responses during the remote administration of ELA/literacy and/or mathematics PTs. The SDE recommends that the scratch paper with the notes and/or drafted responses be stored in an envelope or folder until the student resumes the PT. The envelope or folder containing the notes and/or drafted responses should be labeled with some appropriate identifying information. The folder or enveloped containing the notes and/or drafted responses can be stored in a location near the student's workstation or in another nearby secure location. The SDE recommends that the student and/or parent/guardian also communicate to the TA where the notes and/or drafted responses are being kept until the student resumes the PT.

> ⚠️ **Caution: The retention of scratch paper is allowed only for the performance tasks.** At the end of each PT test session, all scratch paper (including graph paper) must be collected, inventoried, and securely stored for student use in a subsequent PT test session. All scratch paper must be immediately shredded upon the student's completion of the PT test to maintain test security.

Day of Test Administration

> 📝 **Note:** Use the following information and the script in Appendix E for in-person administrations or the script in Appendix S for remote test administrations to assist students with the log-in procedures. Please refer to the *Test Administrator User Guide* to become familiar with the TDS.
>
> In this section, when "test proctor" is mentioned, it refers to anyone who proctors a test regardless of his or her user role.

RECOMMENDATION: Consider printing this section and Appendix E to be used on the day of testing for all assessments: CAT, PT, and science. Remember that the CAT and PT portions are considered two unique tests and, as such, adherence to the process that follows is needed when initiating both tests.

The IDAA test administration script and directions, including details about the Fixed-Form administration can be found in Appendix L.

The test proctor should verify the security of the testing environment prior to beginning a test session. (See Security of the Test Environment.) Test proctors **must** ensure that students do not have access to non-approved digital, electronic, or manual devices during testing.

The test proctor should verify that students have access to and use of the additional required resources specific to each assessment and content area (e.g., scratch paper for all tests, headphones for ELA, graph paper for mathematics grades 6 and above).

> **Note:** With the exception of students in grades 6 and above with a documented accommodation in an IEP or Section 504 Plan to use a non-embedded calculator, students are expected to use the embedded calculator for calculator-allowed questions on the ISAT mathematics test.

> **Note:** Students taking the IDAA mathematics may use a familiar hand-held calculator for all grades. An IEP accommodation is not required for students using this non-embedded accessibility feature.

To ensure that all students are tested under the same conditions, the test proctor should adhere strictly to the script in Appendix E for administering the test, unless a student is assigned the non-embedded designated support or accommodation for Simplified Test Directions. The Guidelines for Simplified Test Directions can be found in Appendix H. When asked, the test proctor should answer questions raised by students but should never help the class or individual students with specific test items. **Test items cannot be read to any student for any content area, unless the student is assigned a Read Aloud non-embedded designated support or accommodation as described in the *Usability, Accessibility, and Accommodations Guidelines (UAAG)*.**

The test proctor should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best.

Any time a student logs in to TDS, the test proctor should follow the script in Appendix E.

Starting a Test Session

The test proctor should create an in-person test session before students can log in to the Student Interface of TDS **(but no more than 30 minutes prior or the system will time out)**. When a test proctor creates a test session, a unique test session ID is randomly generated. This test session ID must be provided to the students before they log in and should be written down.

The test proctor can also schedule - in advance – an in-person or remote test session. Beginning at the start of the test window, proctors can schedule a test session at any point throughout the window, until May 28.

Refer to the *Test Administrator User Guide* for step-by-step instructions to create and monitor test sessions.

If test proctors are unsure of which content area or test students are participating in during that session, test proctors should contact the School Test Coordinator (SC).

Based on the tests selected by the TA when establishing their sessions, students may be able to select from more than one test, for example, a PT and a CAT in both English language arts/literacy (ELA) and mathematics. Test proctors should direct students to select the appropriate test name based on what the test proctor is planning to administer at that time— to the content area "ISAT Summative ELA/Literacy," "ISAT Summative Math," "ISAT Summative Science," "IDAA ELA," "IDAA Math," "IDAA Science," "Remote ISAT Summative ELA / Literacy," "Remote ISAT Summative Math," or "Remote ISAT Summative Science" and the test type, where applicable ("ISAT ELA CAT," "ISAT ELA PT," "ISAT Math CAT," "ISAT Math PT", etc.). Students will be able to select assessments only for which they are eligible.

Each student will be logging in at a different time. The test proctor should monitor the sessions and approve all students who are currently ready before assisting any students who are having problems. Students taking the IDAA will likely need assistance logging on to their test sessions.

If students will be taking an ELA/literacy assessment or using testing with a text-to-speech accommodation during the test session, read the test administration directions so that the students will know how to verify that their headsets are working properly.

If a student's volume is not working, troubleshoot basic steps such as ensuring that the headset is fully plugged in, mute is not inadvertently selected, and the volume setting is correct. If the student is still experiencing issues, contact your School Technology Coordinator or the Idaho Help Desk at 884-560-7365 or IDHelpDesk@cambiumassessment.com.

Student Directions During Testing

If a student asks for assistance in either answering an item or manipulating an item type, the test proctor should gently instruct the student to review the tutorial for help and let the student know that he or she should try his or her best, but that the test proctor cannot help answer an item. The test proctor may remind the student to re-read the instructions for that item.

Allowing the students to practice on the training tests, and/or sample tests prior to testing is strongly encouraged to ensure that students are able to manipulate each item type and use the various tools and supports during testing.

IMPORTANT:

- If the test proctor is using the TA Interface and navigates to another assessment system (TIDE, Reporting, etc.) the session will stop, and all students in the session will be logged out. The session cannot be resumed. A new session will have to be created, and the students will have to log in to the new session to resume testing.

- o When starting a new session, give the new test session ID to the students so they can log in and resume testing.

- If the TA Interface or Sample/Training site browser is accidentally closed while students are still testing, the session will remain open until it times out after 30 minutes. Before 30 minutes have elapsed, the test proctor can open the browser and navigate back to the TA Interface. The test proctor will be prompted to enter the active test session ID in order to re-enter the test session.

- As a security measure, test proctors are automatically logged out of the TA Interface after 30 minutes of test proctor user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the test proctor will have to create a new test session and the students will have to log in to the new session to resume testing.

- o When starting a new session, the test proctor should give the students the new session ID so that they can log in and resume testing. Please note that students will not be able to return to CAT items from previous segments, even if the responses were marked for review.

Testing Over Multiple Sessions or Days

For some tests, particularly the performance tasks (PTs), students may be best served by uninterrupted time that may exceed the time in a student's schedule. The SDE recommends that the ELA/literacy PT be administered in two sessions corresponding with Part 1 and Part 2. Students can be provided breaks within each part; however, once a student moves on to Part 2, he or she will not be able to review or revise items in Part 1. For this reason, it is recommended that students complete Part 1 in one test session; Part 2 would ideally be delivered the next school day. For the mathematics PT, the SDE recommends that it be administered in one test session of 40–120 minutes.

If the test proctor intends to administer the test over the course of multiple days for a student or group of students, test proctors may ask students to pause after they reach a designated point. There is nothing built into the system to prevent students from progressing from one segment of the test to another. The test proctor should give students clear directions on when to pause. For example, test proctors may designate a certain amount of time for testing. Likewise, the end of Part 1 of the ELA/literacy PT might be a logical stopping point. This guidance may be written on a dry-erase board, chalkboard, or another place that students can see easily. Students receive a notification when they reach the end of the segment.

When testing is resumed on a subsequent day, the test proctor will need to start a new test session and provide a new test session ID. When instructing the students to log in, test proctors should refer to the instructions available to their students in Appendix E.

A summary of recommendations for the number of sessions and session durations is in Testing Time and Recommended Order of Administration.

Responding to Testing Improprieties, Irregularities, and Breaches

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches need to be reported in accordance with the instructions in this section for each severity level. Definitions for test security incidents are provided in Table 16.

This section refers to documentation and reporting of incidents involving test security. Refer to Appendix F for a list of test security incident levels and examples of types of issues. Refer to the *Assessment Integrity Guide* for more information about test integrity.

Impact and Definitions

Table 16. Definitions for Test Security Incidents

Type	Definition	Reporting Timelines
Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level.	Must be logged and reported to DA, DC, and SC within 24 hours.
Irregularity	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level.	Must be logged and reported to DA, DC, and SC within 24 hours
Breach (Test Security Violation)	An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for all states using the same items and may result in a decision to remove the test item(s) from the available secure bank, at cost to the State.	Must be logged and reported to DA, DC, and SC immediately

It is important for TAs to ensure that the physical conditions in the testing room meet the criteria for a secure test environment. See Ensuring Test Security for more detail.

Responding to Testing Improprieties, Irregularities, and Breaches During Remote Testing

Whether intentional or by accident, failure to comply with security rules, either by staff, students, or other individuals in the remote testing environment, constitutes a test security incident. Recommended processes TAs may use to detect and report irregularities and breaches are provided in Table 17 below.

Table 17. Incidents and Processes to Report

Incident	Processes to Detect and Report
An adult (e.g., family member, childcare provider) or other individual is coaching or providing to the student assistance that may affect their responses.	Use of a camera during a remote test session may allow the TA to view the person who is assisting the student. The TA should pause the test session and explain to the person that their assistance will skew the test results and will not provide information that can be used to determine what the student knows and can do. Inform the person that if the coaching continues, the test will need to be either invalidated or reset and the student will need to start a new test. The TA should report this as a testing irregularity in the Test Security Incident Log or other mechanism as designated by the State regardless if an appeal is submitted.
The student is using unauthorized electronic equipment (e.g., cell phone, smart watch) or other instructional materials during testing.	Use of a camera during a remote test session may allow the TA to view the student using the unauthorized device or instructional materials. The TA should pause the test session and explain to the student that using the device or instructional materials will skew the test results and will not provide information that can be used to determine what the student knows and can do. Inform the student that if they continue using the resource, the test will need to be either invalidated or reset and the student will need to start a new test. The TA should report this as a testing irregularity in the Test Security Incident Log or other mechanism as designated by the State, regardless if an appeal is submitted.
The student was not provided the non-embedded universal tools (e.g., scratch paper), designated supports (e.g., bilingual dictionary) or accommodations (e.g., multiplication table) required during testing.	The TA should verify that students have the necessary supports prior to test administration. If the student begins testing without the support, the TA should pause the test and assess the situation. e.g., If the student is working on the first test item, the TA may pause the test and allow the student to access the support and continue testing, if the student completed 5 or more items the TA should reset the test.

Test Incident Log

The Test Incident Log is the SDE secure online application that collects all test security incidents. TAs must log incidents within 24 hours for test impropriety and test irregularities upon identification either directly in the application or via e-mail or alternate agreed-upon process to their SCs and DCs.

In addition to logging all test incidents in the Test Incident Log, incidents requiring specific actions to be taken regarding the test itself are to be escalated—following the procedures noted in Ensuring Test Security—to the SDE via the Test Improprieties feature of TIDE. For more information on the Test Improprieties process, please refer to the *TIDE User Guide*.

After Testing

Returning Paper Test Materials

All paper test materials will arrive in districts with two sets of instructions: Receipt Instructions and Return Instructions. Please follow all directions in the Return Instructions to ensure materials are returned to the correct vendor. Measurement Incorporated, Inc. (MI) is the vendor for the ISAT paper test materials while Cambium Assessment, Inc., (CAI) is the vendor for the IDAA paper response option cards. Materials should be returned to the appropriate vendor.

If there are any questions about the paper materials, please contact the Idaho Help Desk at 884-560-7365 or IDHelpDesk@cambiumassessment.com.

Destroying Test Materials

> ⚠️ **Caution:** Federal Law–The Family Educational Rights and Privacy Act (FERPA)–prohibits the release of any student's personally identifiable information. Any printed materials must be securely stored and then shredded.

As a reminder, those printed and paper test materials identified in Ensuring Test Security must be securely shredded immediately following each test session and may not be retained from one test session to the next. The two exceptions to this include: scratch paper (and graph paper for grades 6 and up) used during the performance task, which should be handled according to the guidance provided in Secure Handling of Printed Materials and paper test materials that must be entered into the Data Entry Interface for scoring of students' test responses. For more information about the Data Entry Interface, please refer to the *Data Entry Interface User Guide*.

Destroying Test Materials After Remote Testing

When meeting with parents to set up remote testing procedures, work out a plan on how to handle scratch paper; scratch paper must be securely handled and destroyed. Scratch paper generated during remote administration can be transmitted to the student's school so that it can be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration. All test materials must remain secure at all times.

Reporting Testing Improprieties, Irregularities, and Breaches

Throughout testing, ensure that all test security incidents are reported in accordance with the guidelines in Ensuring Test Security and Responding to Testing Improprieties, Irregularities, and Breaches and the *TIDE User Guide*. District test security incident logs are to be submitted each week that incidents occur in the Test Incident Log. Please contact the district's IT personnel to gain appropriate role(s) in the Admin Tool to access the application. Reporting Timelines and Activities

Improprieties are escalated in accordance with state policies and procedures, protocols, and/or guidelines. Please refer to the District Comprehensive Assessment Plan and/or the State Test Security Handbook. The incident must be logged in the SDE secure web application **within 24 hours** and the Test Improprieties feature of TIDE if action is needed. Districts then review the incidents logged in the application at the end of each week of testing.

The **Test Security Required Action Steps** below depict the required actions for each test security incident in a process flow diagram format.

Local administrators/ staff take corrective action and document impropriety in the SDE secure web applicaiton. → Incident is mitigated as necessary by school staff, and DA or DC is notified for assistance with mitigation as necessary. → Designated district employee (such as SC, DC, or DA) review impropriety in the SDE secure web application **and** TIDE (if appropriate) within 24 hours. → SDE authorizes TIDE test impropriety (if appropriate).

Irregularities are escalated in accordance with state policies and procedures, protocols, and/or guidelines. Please refer to the *Assessment Integrity Guide*. The incident must be logged in the SDE secure web application **within 24 hours** and the Test Improprieties feature of TIDE if action is needed. Districts then review the incidents logged in the application at the end of each week of testing.

Local administrators/ staff take corrective action and document impropriety in the SDE secure web application. → Incident is mitigated as necessary by school staff, and DA or DC is notified for assistance with mitigation. → Designated district employee (such as SC, DC, or DA) reviews irregularity in the SDE secure web application and in TIDE (if appropriate) within 24 hours. → State reviews TIDE record of irregularity within 24 hours of reporting or in accordance with state protocol. → SDE authorizes TIDE test impropriety.
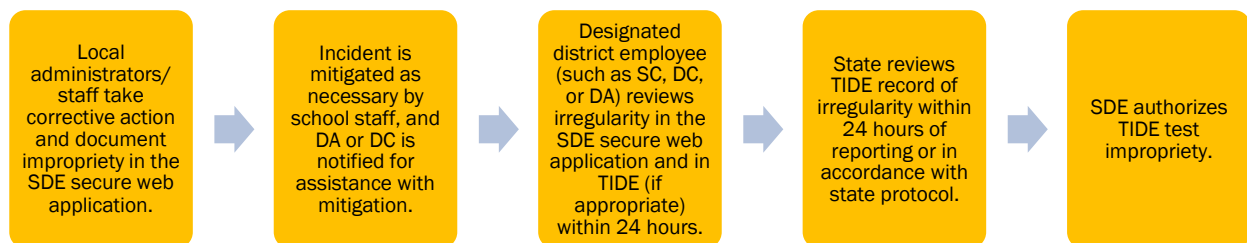
A **breach** requires immediate notification/escalation by telephone to the state assessment director by the DA or DC, immediately followed by documentation in the SDE secure web application and escalation via the Test Improprieties feature of TIDE if action is needed.

Local Level → Local administrators/ staff report breach to SC, DC, and/or DA by phone immediately. → Local administrators/ staff contain the incident as necessary. → Local administrators/ staff document the incident in Test Security Incident Log and in TIDE (if appropriate) immediately. → Local administrators/ staff stand ready to receive further guidance from SDE on dispensation of event.
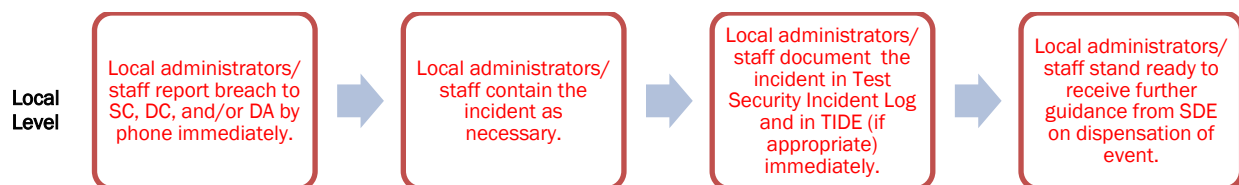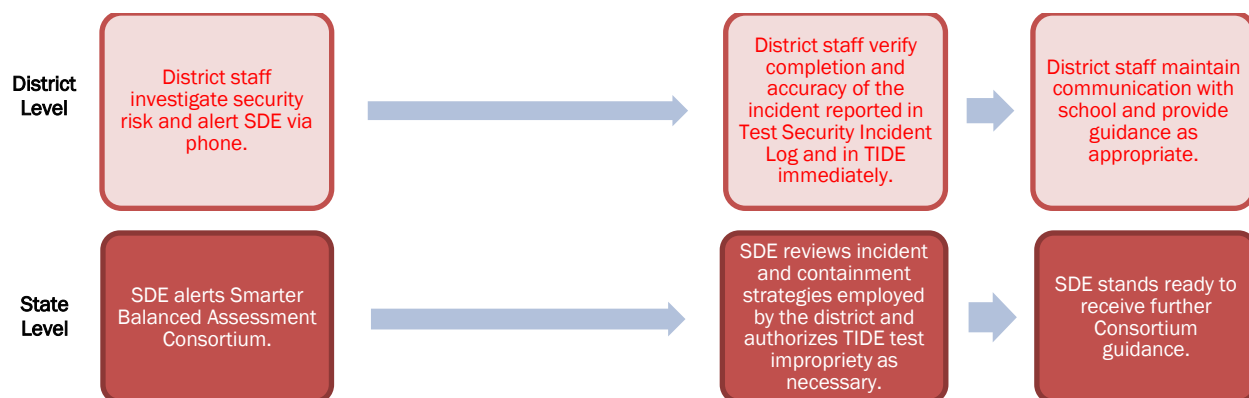
All appeals in TIDE would also be entered in the Test Incident Log.

Note: The only security incidents that are reported in the Test Improprieties feature in TIDE are those that involve a student and test, and that require an action for the test such as to reset, reopen, invalidate, or restore a test that a student was taking at the time of the incident. The Test Improprieties feature of TIDE does not serve as a log for all incidents.

Submitting Test Incident Appeals in TIDE

For security incidents that result in a need to reset, reopen, invalidate, or restore individual student assessments, the request must be approved by the State. In most instances, an appeal will be submitted to address a test security breach or irregularity. In some cases, an appeal may be submitted to address incidents that are not security related such as reopening an assessment for a student who becomes ill and is unable to resume testing until after testing has expired. Because the Appeals system is for action only, all appeals should also be entered in the Test Incident Log. The online Appeals process and conditions for use are described in Table 18.

Online System Appeals Types

Table 18. Online System Appeals Types

Type of Appeal	Description	Conditions for Use
Reset	Resetting a student's test removes that test from the system and enables the student to start a new test.	The State may reset any test (**CAT or PT**) if any of the following settings need to be changed because they were incorrectly set. Log as Test Irregularity: • American Sign Language (for mathematics and ELA listening) • Braille (braille is a language setting) • Closed captioning (for ELA listening stimuli)

Type of Appeal	Description	Conditions for Use
		• Streamlined interface (the streamlined interface is a test shell setting) • Translation—stacked (for mathematics tests only) ***Note***: *Stacked translations are automatically provided when the selected language is Spanish.* • Translation—glossary (for mathematics tests only) • Text-to-speech as an accommodation for ELA reading passages. ***Note***: *Text-to-speech as a designated support (for mathematics stimuli/items and ELA items) is NOT a valid reset request. This test setting may be changed in TIDE by an authorized user and does not require a reset.* • Any non-embedded accommodation(s) Additional Testing Irregularity considerations: **CAT:** 1. Student has been presented with five items or fewer – do NOT log as testing irregularity. 2. Student has been presented with more than five items – log as testing irregularity. **PT:** 1. Student has been presented with any items in a performance task – log as testing irregularity.
INVALIDATION	Invalidating a student's test eliminates the test. The test will not be scored.	The SDE *may* invalidate any test **(CAT or PT)** if: 1. There is a test security breach – log as test breach. 2. There is an irregularity, or the test is administered in a manner inconsistent with the *Test Administration Manual (TAM)* – log as testing irregularity. 3. There is a testing session in which a student deliberately does not attempt to respond appropriately to items – log as testing irregularity. ***Note 1***: *Invalidated tests will not be scored.*

Type of Appeal	Description	Conditions for Use
		Note 2: *After reviewing the circumstances of an incident, a state may elect only to document the above conditions as testing irregularities, rather than to invalidate the test.*
REOPEN	Reopening a test allows a student to access a test that has already been submitted or has expired. If an ***expired*** test is reopened, the test will reopen at the location at which the student stopped the assessment.[1] The student will be able to review items within the current segment of the assessment but cannot return to previous segments. If a ***submitted*** test is reopened, the test will reopen at the last page of the test. The student can review items in the current segment but cannot return to previous segments.	The SDE may reopen any test **(CAT or PT)** if: 1. A student is unable to complete a test due to a technological difficulty that results in the expiration of the test – log as testing irregularity. The SDE may reopen a **CAT** if: 1. A student is unable to complete the test before it expires (45 days) due to an unanticipated excused absence or unanticipated school closure – log as testing irregularity. 2. A student starts a CAT unintentionally—for example, selects a CAT instead of PT, or selects a mathematics CAT instead of an ELA CAT—and the student is unable to compete the test before it expires (45 days) – log as testing irregularity. The SDE may reopen a **PT** if: 1. A student is unable to complete the test before it expires (20 days) due to an unanticipated excused absence or unanticipated school closure – log as testing irregularity. 2. A student starts a PT unintentionally—for example, selects a PT instead of a CAT, or selects a mathematics PT instead of an ELA PT—and the student is unable to complete the test before it expires (20 days) – log as testing irregularity. 3. A student unintentionally submits a test before the student has completed it—for example, a student submits the ELA PT before completing Part 2 – do NOT log as testing irregularity.

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[1] A test that is reopened following an expiration will remain open for 10 calendar days from the date it was reopened.

Type of Appeal	Description	Conditions for Use
RESTORE	Restoring a test returns a test from the Reset status to its prior status. This action can be performed only on tests that have been reset.	The State may restore a test only if a test was inadvertently or inappropriately reset.

Appendix A. Frequently Used Terms

Table 19 defines terms that are specific to the assessments.

Table 19. Frequently Used Terms

Term	Definition
Accommodation	Changes in procedures or materials that increase equitable access during the assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or Section 504 Plans. Consortium-approved accommodations do not compromise the construct, grade-level standards, or intended outcome of the assessments. See the *Usability, Accessibility, and Accommodations Guidelines (UAAG)* in the "Accessibility & Accommodations" folder for complete information.
Appeal/Test Impropriety	Authorized users may submit and view requests for resetting, reopening a test, reopening a test segment, invalidating, or restoring a test that was reset or applying a grace period extension (GPE) to students' assessments in accordance with state policy. These requests must result from a test security incident or incorrect test setting that impacted testing. All requests must be approved by the SDE.
Assistive Technology	Hardware and software tools used to increase, maintain, or improve the functional capabilities of children with disabilities. Student may use AT devices for viewing, responding to, or interacting with Test items.
Augmentative and Alternate Communication	Forms of communication used to supplement or replace oral speech that are used to express thoughts, needs, wants, and ideas. These systems of communication may be aided or unaided.
Break	There is no limit on the number of breaks or the length of a break that a student may be given according to his or her unique needs. However, for some portions of the test, breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. For a performance task (PT), the student can break for any amount of time and still return to any previously answered item within the PT's current segment only.
Computer-Adaptive Test (CAT)	Based on student responses, the computer program selects the difficulty of items throughout the assessment. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of items to each student and provide more accurate scores for all students across the full range of the achievement continuum.

Term	Definition
Data Entry Interface (DEI)	The DEI is a component of the TDS that allows authorized users to enter student assessment responses to receive scores for students who use the paper-pencil test accommodation. The DEI is also used by the teacher to submit the Learner Characteristics Inventory and Student Response Check for students who qualify for the Idaho Alternate Assessment.
Designated Supports	Accessibility features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). See the *Usability, Accessibility, and Accommodations Guidelines (UAAG)* in the "Accessibility & Accommodations" folder for complete information.
District Administrator (DA)	District-level staff member who must be assigned by the SDE. A DA can upload, add, modify, and remove all other users as well as student records in TIDE. They can also manage users in DC, SC, TE, and TA roles.
District Test Coordinator (DC)	District-level staff member who is responsible for the overall administration of the summative assessment in a district. DCs should ensure that the SCs, TEs, and TAs in their districts are appropriately trained and aware of policies and procedures. In the event that there is no DC, another designated individual will be assigned these responsibilities by the DA.
Early Stopping Rule (ESR)	The ESR is allowed for students taking the IDAA who do not have a consistent, observable mode of communication to respond to test items. Students who do not respond to the first four items on the IDAA because of communication deficits are not required to take the full test.
Education Unique Identification (EDUID)	The Statewide Education Unique Identification assigned by the SDE for use in TIDE and the Idaho System for Educational Excellence (ISEE) for the purpose of the assessments.
Fixed form	A test that contains a fixed list of items. All students who take this test are presented with the same items in the same order for all testing opportunities. Unlike CATs, these tests are not individually tailored to each student.
Full-write	A component of the English Language Arts/Literacy (ELA) performance task that requires the student to develop an informative/explanatory, narrative, or opinion/argumentative multi-paragraph piece of writing using the full writing process.

Term	Definition
Grace Period Extension (GPE)	A specific appeal in the Test Improprieties feature of TIDE. This appeal should only be used in unique and rare situations.
	A GPE allows the student to review all previously answered questions upon resuming a test after expiration of the pause timer. For example, a student pauses a test, and a 20-minute pause timer starts running.
	If the student resumes the test within 20 minutes, student can review previously answered questions in the current segment.
	If the student resumes the test after 20 minutes, student cannot review previously answered questions without a GPE to do so—the student can work on unanswered questions only.
	Upon receiving a GPE, the student can review previously answered questions the next time the student resumes the test. The normal pause rules apply to this opportunity.
	Permission for a GPE is initiated through the Test Improprieties process in TIDE. See the *TIDE User Guide* for more information on the Test Improprieties process.
Human Voice Recordings (HVRs)	The IDAA has embedded HVRs for all passages, item stimuli, test items, and answer options, as opposed to the test-to-speech available on the ISAT.
Idaho Secure Browser	A web browser that is downloaded and installed on a computer prior to a student beginning the test. The browser is specifically designed for use with the Interim and Summative assessments to provide secure access to the test for each content area and to prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during the assessments.
Invalidation	A specific appeal in the Test Improprieties feature of TIDE. Invalidating a test in the Test Improprieties feature results in the omission of test results and student responses from the testing and accountability systems. Invalidation is often the outcome for assessments impacted by a test security incident.
	Permission for an invalidation is initiated through the Test Improprieties process in TIDE. See the *TIDE User Guide* for more information on the Test Improprieties process.
Item	A test question or stimulus presented to a student to elicit a response.
Learner Characteristics Inventory (LCI)	The LCI is a questionnaire that includes the IDAA participation criteria and teacher ratings of student characteristics. The LCI is completed one time for each qualifying student in the DEI before a student may being testing.

Term	Definition
Pause	Action taken by a student or TA to temporarily stop the test during any part of the test, as needed. Pauses of 20 minutes or more in the CAT component of the test will prevent the student from returning to items already completed and/or flagged for review. For a PT, the student can pause for any amount of time and still return to any previously answered item within the PT's current segment only. More information on test pausing is available in the General Rules of Online Testing and Appendix D.
Performance Task (PT)	A PT is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test.
Printed Response Option Cards	The "paper" version of the IDAA is a fixed form with printed response option cards. Qualifying students access IDAA test content in the secure browser, then the teacher presents the printed response option cards so the student can choose their answer.
Reading Passage/Passage	A reading passage is a type of stimulus (see definition of stimulus). When reading passage/passage is referenced on the assessment it is to differentiate this type of stimulus from others on the assessment. Reading passage or passage is used when speaking about the reading passages that are part of the ELA test.
Reopen	A specific appeal in the Test Improprieties feature of TIDE. It applies to a test that has already been submitted or has expired and allows the student to access the previously closed test. For example, a test may be reopened if a student started a test and became ill and was unable to resume testing until after the testing opportunity expired. Permission for a reopen is initiated through the Test Improprieties process in TIDE. See the *TIDE User Guide* for more information on the Test Improprieties process.
Reset	A specific appeal in the Test Improprieties feature of TIDE. Resetting a student's test removes that test's items and responses from the system and enables the student to start a new test. Any work previously done on the test is lost. Valid reasons for a reset would be if a student's test event were administered inconsistently with the student's IEP or Section 504 Plan (this would include both embedded and non-embedded accommodations) or if the student started a test and did not have a needed language support (such as a language glossary). Permission for a reset is initiated through the Test Improprieties process in TIDE. See the *TIDE User Guide* for more information on the Test Improprieties process.
Restore a Test That Was Reset	A specific appeal in the Test Improprieties feature of TIDE. Restore a test from the "Reset" status to its prior status. This action can be performed only on assessments that have been reset.

Term	Definition
	A test opportunity can be restored if it was reset in error. For example, if a test reset was requested for a mathematics test instead of an ELA/literacy test, then that mathematics test can be restored to its previous status. Permission for a restore is initiated through the Test Improprieties feature in TIDE. See the *TIDE User Guide* for more information on the Test Improprieties process.
School Test Coordinator (SC)	A school staff member who is responsible for monitoring the test schedule, process, TEs, and TAs. SCs are also responsible for ensuring that TEs and TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the SDE and the Smarter Balanced Assessment Consortium.
Segment	A part of an ELA/literacy or mathematics test within the TDS. Depending on the test, segments typically separate items from others if the eligible tools are different (i.e., the mathematics test may have two segments—one segment that allows calculator use and another segment that does not). When a student completes a segment of the test, he or she will receive a message that indicates that once that segment is submitted it is no longer possible to return to that segment. *Note: A test session does not need to end when a segment ends.*
Session	A timeframe in which students actively test in a single sitting. The length of a test session is determined by building or district administrators who are knowledgeable about the periods in the building and the timing needs associated with the assessment. The SDE recommends that session durations range between 40 and 120 minutes. However, assessments are not timed, and an individual student may need more or less time overall. Furthermore, individual students will have unique needs regarding the length of a test session. The SDE recommends that the CAT portion of the ELA/literacy and mathematics assessments be administered in two sessions. *Note: A test session does not need to end when a segment ends.*
Stimulus/Stimuli	Material or materials used in the test context that form the basis for students to answer connected test items. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA/literacy and mathematics assessments to provide context for assessing students' knowledge and skills. Examples of stimuli include: traditional reading passages/texts viewed on a computer screen; images with audio presentations for students to listen to; simulated web pages for students to use for research or scenarios; charts and graphs for mathematics items.
Student Response Check	The purpose of the Student Response Check (SRC) is to determine if the student taking the Idaho Alternate Assessment has a consistent, observable mode of communication for response to test items. The SRC is only administered to the student for whom the early stopping rule may be appropriate. The SRC is completed only once per student.

Term	Definition
Test Administrator (TA)	District or school personnel who are responsible for administering the assessments in a secure manner in compliance with the policies and procedures outlined in this manual.
Test Information Distribution Engine (TIDE)	The registration system used for the Interim and Summative assessments. This is the system through which users interact with and inform the TDS. This registration system controls adding and managing users and students participating in these assessments. This system uses a role-specific design to restrict access to certain tools and applications based on the user's designated role. For more information, please refer to the *TIDE User Guide*, the *Dual Enrollment in TIDE Quick Guide*, the *TIDE Quick Guide: Adding Users and Students*, or the *TIDE Training Presentation* in the "Trainings and Systems Guides" sub-folder.
Test Incident Log	A secure web application to record all test security incidents. See the *Assessment Integrity Guide* and the *Test Incident Log Application User Manual*.
Test Breach	A security event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Smarter Balanced Assessment Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A test breach incident must be reported immediately to the SDE. For specific details on how to proceed when an incident has occurred, please refer to Responding to Testing Improprieties, Irregularities, and Breaches and Responding to Testing Improprieties, Irregularities, and Breaches During Remote Testing.
Test Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. For specific details on how to proceed when an incident has occurred, please refer to Responding to Testing Improprieties, Irregularities, and Breaches and Responding to Testing Improprieties, Irregularities, and Breaches During Remote Testing.
Test Irregularity	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level but are submitted in TIDE for resolution of the Test Impropriety for testing impact. For specific details on how to proceed when an incident has occurred, please refer to Responding to Testing Improprieties, Irregularities, and Breaches and Responding to Testing Improprieties, Irregularities, and Breaches During Remote Testing.
Universal Tools	Available to all students based on student preference and selection. See the *Usability, Accessibility, and Accommodations Guidelines (UAAG)* in the "Accessibility & Accommodations" folder for complete information.

Appendix B. Item Types

As students engage with the assessments, they will be asked test questions that require them to respond in several ways, some of which may be new to students. Table 20 lists item type by content area and provides a brief description of how students interact with each item type.

Table 20. Item and Response Types

Content Area	Type of Item	Brief Description of How to Respond
ELA/literacy Mathematics Science	Multiple Choice (MC)	Select a single option
	Multiple Select (MS)	Select two or more options
	Match Interaction (MI)	Match text or images in rows to values in columns
ELA/literacy Mathematics	Short Answer Text Response (SA)	Keyboard entry
Mathematics Science	Grid Item (GI) – Drag-and-Drop	Drag-and-drop single or multiple elements into a background image
	Grid Item (GI) – Connect line	Plot points and/or draw lines
	Grid Item (GI) – Bar graph	Select points on a background to plot bars
	Table Interaction (TI)	Keyboard entry into table cells
	Equation (EQ)	Enter equation or numeric response using on-screen panel containing mathematical characters
ELA/literacy Only	Evidence-Based Selected Response (EBSR)	Two-part item: Part A – Respond to a Multiple-Choice item. Part B – Site the evidence that supports the answer to Part A either Multiple Choice, Multiple Select, or Hot Text
	Hot Text (HTQ)	Select sections of text, or drag-and-drop sections of text
	Essay/Writing Extended Response (WER)	Keyboard entry
Mathematics Only	Grid Item (GI) – Hot Spot	Select certain areas of an image
Science Only	Editing Task Choice (ETC)	Click on boxes to select words or phrases
	Simulation (sim)	Select inputs and run trials to generate data
	External copy (EC)	Select evidence from text within the item
IDAA ELA, Mathematics and Science	Multiple Choice (MC)	Select a single option

Appendix C. Practice Opportunities for Students

Students should have adequate opportunities to interact with the various item types and response entries prior to the summative assessment. Practice opportunities can include use of the Interim Assessments, or Sample and Training Tests, available through the ISAT portal.

IDAA Sample tests are also available at the same location as ISAT Sample and Training tests.

The Sample and Training Tests are not automatically scored; however, for reference, scoring guides are available in the Sample & Training Tests folder.

Overview of the Sample Tests

The Sample Tests allow educators and students to experience a full grade-level test and gain insight into the assessments. The Sample Tests are similar to the summative assessments, but responses are not saved and are not scored. Each grade-level test includes a variety of item response types and difficulty levels—approximately 30 items each in ELA/literacy and mathematics—as well as an ELA/literacy and mathematics performance task at grades 3–8 and 11. The science Sample Tests contain five items each. The Sample Test also includes a comprehensive reflection of embedded universal tools, designated supports, and accommodations, which should also be provided to students with any non-embedded universal tools, designated supports, and accommodations as allowed on the summative assessments.

IDAA Sample Tests

Teachers and students are encouraged to become familiar with the IDAA item types and the tools available in the test interface well before students take the IDAA in the spring. Sample tests are available in ELA, mathematics, and science in elementary school, middle school, and high school grade bands. Practice test items include human voice recordings. Teachers administer the practice tests in a one-on-one setting with each student in the same way the IDAA is administered. Student responses are not scored.

Overview of the Training Tests

The Training Tests are designed to provide students and educators with an opportunity to quickly familiarize themselves with the software and navigational tools that they will use on the ISAT ELA/literacy or mathematics assessments. The Training Tests are organized by grade bands (grades 3–5, 6–8, and high school). Each test contains fewer than 10 questions.

On the student Sample & Training Test site, the questions were selected to provide students with an opportunity to practice a range of item response types. The Training Tests do not contain performance tasks. Similar to the Sample Tests, the Training Tests include all embedded universal tools, designated supports, and accommodations. The text-to-speech functionality is available when using the Sample and/or Training Tests through the secure and non-secure (or in guest mode) browsers. The Student Sample and Training Tests site may be used by anyone.

Students can log in as guests or use their legal first name and EDUID. Students who log in using their credentials may log in to a guest session or a proctored training session with a training session ID set up through the Sample Test Administration site.

Technical Skills to Access Embedded Resources

To access some of the embedded resources (such as strikethrough, highlighter, American Sign Language videos, and text-to-speech) that are available to help work through these item types, students may need to access the context menu by clicking on the context menu bars in the top right corner of the item or passage.

Test Administrator Log-in for the Sample and Training Tests

The Sample Test Administration site provides an opportunity for test proctors to practice setting up a test session using a Sample Test or Training Test. Access to the Sample Test Administration site requires specific log-in credentials provided via TIDE. This site may only be used by authorized District Administrators (DAs), District Test Coordinators (DCs), School Test Coordinators (SCs), Teachers (TEs), and Test Administrators (TAs). Note that Braille Sample Tests and Training Tests can be accessed only through the Sample Test Administration site.

To access the Sample Test Administration site, go to ISAT portal and click on any **Assessments** page. Then select the **Sample Test Administration** card. Enter your username and password when prompted.

For additional information about how to set up a Sample Test or Training Test session, refer to the Sample Tests Quick Guide.

> ⚠️ **Caution: Do NOT use the live Student Interface or TA Interface for practice.** Doing so constitutes a test security incident (breach). For all Sample/Training Test sessions, use the Sample Test Administration Site (on the Assessments pages of the ISAT portal) and the Sample Tests or Training Tests (on the Students & Families User page of the ISAT portal).

The Training Tests may be beneficial for those students who have not previously participated in online testing. Teachers are encouraged to conduct a group walk-through of the Training Test or Sample Test with their students to promote familiarity with the testing format and basic test rules and to allow for free and open communication on the testing process and/or content (see General Rules of Online Testing). This walk-through of the Sample and Training Tests provides opportunities for TAs to describe the limitations to the support they will be able to provide and the verbal interactions they can have with students during each live test session.

Appendix D. Pause Rule Scenarios

All items on a single test page must be answered before pausing a test. Scenarios include the following:

1. If the ELA/literacy or mathematics computer-adaptive test (CAT) portion of the test or science test is paused for 20 minutes or less, the test will return the student to the last page with unanswered items when the student resumes testing. The student can return to previous test pages and change the response to any item he or she has already answered within a segment.

    Example: A single test page has items 4–10. If the student or test proctor pauses the test for less than 20 minutes, when the student resumes testing, he or she can change answers to items 4–10 but cannot return to items 1–3 on an earlier page.

2. If the ELA/literacy or mathematics CAT portion of the test or the science test is paused for more than 20 minutes, the test will return the student to the last page with unanswered items when the student resumes testing. The student may not return to previous pages and cannot change answers to items on previous pages.

    Example: A page contains items 9–11 and a student answers all those items before pausing the test for more than 20 minutes. When the student resumes testing, he or she will begin on item 12 and cannot return to items 1–11.

There are no pause restrictions for IDAA tests. If a test is paused for 20 minutes or more, the student can return to the section and continue entering his or her responses. It is likely that a student will require multiple test sessions, possibly over multiple days, to complete the IDAA in each content area.

Note: A constructed-response item is considered answered if the student has taken any action within the response area. This includes random keystrokes (e.g., sdkjfasdgi), one or more spaces using the spacebar, clicking anywhere on a Grid Item/Hot Spot Item, etc.

Appendix E. ISAT Test Administration Script

Policy: Use the following script and information in <u>Day of Test Administration</u> for test administration guidelines. Please refer to the *Test Administrator User Guide* to become familiar with the TDS.

Note: In this section, when "test proctor" is mentioned, it refers to anyone who proctors a test, regardless of his or her user role in TIDE.

Please remember that the script must be followed exactly and used each time a test is administered, except for students who are assigned the Simplified Test Directions non-embedded designated support. If the class is resuming a test and the test proctor is sure that all students are able to log in without hearing the log-in directions again, the test proctor may skip the italicized portion of the directions.

All directions that a test proctor needs to read to students are indicated by the word "SAY" so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner. If the test proctor makes a mistake in reading a direction, the test proctor should stop and say, "I made a mistake. Listen again." Then the direction should be reread.

The Remote Testing Test Administration Script and Information can be found in <u>Appendix S</u>.

The test proctor creates and begins a test session. The test proctor informs the students of the test session ID and indicates the following information:

SAY:

> Today, you will take the [insert grade, test subject] test. I will give you a test session ID that is required to start the test. Once you have logged in, wait for me to approve the test before you start. I will be checking that you have correctly entered the test session ID and other information.
>
> You must answer each question on the screen before clicking NEXT. If you are unsure about an answer, provide what you think is the best answer. If you would like to review that answer at a later time, mark the question for review before going on to the next question. Please raise your hand if you need a break and get permission from me before clicking PAUSE.
>
> Your answers need to be your own work. Please keep your eyes on your own test and remember there should be no talking. If you have a cell phone or smartwatch, please raise your hand and I will collect it before the test begins. If you finish your test early, please raise your hand and sit quietly.

[The following should be read for the CAT portion and science tests only.]

SAY:

If you pause your tests for more than 20 minutes, you will not be able to go back and review or change your answers to any question, even the ones you marked for review. You may check your answers to any questions before you pause your test.

[The following should be read for the mathematics CAT in grades 6–11 and ELA/literacy PT only.]

SAY:

Please keep in mind that this test is divided into segments. When you get to the end of a segment, you will be told to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to any of the questions in the previous segment.

Provide students the test session ID and other log-in information. The test session ID, the Education Unique Identification (EDUID), and the student's first name may be provided to students ahead of time on a card or piece of paper to help them type it in the computer accurately.

SAY:

Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you may start. I will be checking that you have correctly entered the test session ID and other information. Enter your legal first name, not your nickname, followed by your EDUID number. Then enter the test session ID. Raise your hand if you need help typing this information using your keyboard.

Please do not share your EDUID with anyone. This is private information.

Now click SIGN IN. *Once you have successfully logged in, you will see a screen with your first name, EDUID, school, and grade. If all the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.*

The test proctor informs students of the name of the test they will take.

SAY:

On the next screen, select the [INSERT NAME OF TEST (i.e., grade 6 ELA/literacy Summative CAT)]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for test proctor approval. This step helps ensure that you are taking the correct test. Please wait quietly while I verify each of your tests.

The test proctor views and approves students who are waiting for test session approval.

SAY:

> After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES. If any of it is incorrect, please raise your hand.

[The following should be read for the ELA/literacy tests only.]

SAY:

> Next, you should see a screen that prompts you to check that the sound on your computer is working. Put your headsets on and click the green icon of the speaker to hear the sound. If you hear the sound, click YES. If not, raise your hand.

Read the following to all students.

SAY:

> Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner.
>
> You must answer each question on the screen before going on to the next page. If you are unsure of an answer, provide what you think is the best answer; there is no penalty for guessing. If you would like to review that answer at a later time, mark the item for review by opening the context menu in the upper-right corner of the question and clicking "Mark for review" before going on to the next question. Flagging the item will remind you to go back and decide whether you want to change the answer during this test session.
>
> You may PAUSE the test by clicking PAUSE rather than NEXT after answering an item. [The following statement only applies to the CAT and science.] The PAUSE button is used to stop the test. Note that PAUSING for more than 20 minutes will prevent you from changing any answer on previous pages of the test. Please raise your hand if you need a break and ask me before you click PAUSE.
>
> Your answers need to be your own work. Please keep your eyes on your own test and remember that there should be no talking. If you have a cell phone, smartwatch, or other non-approved electronic devices, please raise your hand and I will collect it before the test begins.
>
> When you are ready to begin your test, click BEGIN TEST at the bottom of the page.

If the test proctor notices that a student is off task, the test proctor may say the following statement to the student, verbatim, to keep him or her focused.

SAY:

It is important that you do your best. Do you need to pause the test and take a break?

If a student asks for assistance in either answering an item or manipulating an item type, the test proctor should gently instruct the student to review the tutorial for help and let the student know that he or she should try his or her best, but that the test proctor cannot help answer an item. The test proctor may remind the student to re-read the instructions for that item.

SAY:

I cannot help you with your test. Try to your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can review a tutorial by clicking on the context menu button on the right side of the screen.

When there are approximately 10 minutes left in the test session, the test proctor should give students a brief warning.

SAY:

We are nearing the end of this test session. Please review your answers, including any questions you marked for review now. Do not submit your test unless you have answered all the questions.

[The following should be read for the ELA CAT portion only.]

SAY:

If you are working on a set of questions for a reading passage, please finish all the questions in that set.

If you need additional time, let me know.

After answering the last question, students must submit their tests. If students would like to review their answers before submitting their test, they should click [REVIEW MY ANSWERS] and then [SUBMIT TEST] after they finish reviewing. Once a student clicks [SUBMIT TEST], the student will not be able to review answers.

SAY:

This test session is now over. If you have not finished, click PAUSE, and you will be able to finish at another time.

[For the CAT and science tests only] Remember, if you are not finished and need to pause your test for more than 20 minutes, you will not be able to go back to the questions form this test session, including questions marked for review. You will also not have access to the notes you entered in the Digital Notepad.

If you have answered all the questions on your test and have finished reviewing your answers, click SUBMIT TEST. I will now collect any scratch paper or other materials.

The test proctor ends the test session and logs out of the Test Administrator (TA) site.

Appendix F. Test Security Chart

The Test Security Chart shows the test security incident levels and examples of types of issues.

Table 21. Test Security Chart

Level of Severity & Potential Effect on Test Security	Types of Issues
LOW **Impropriety**	Student(s) making distracting gestures/sounds or talking during the test session that creates a disruption in the test session for other students.
	Student(s) leave the test room without authorization.
	Administrator, coordinator, or teacher leaving related instructional materials on the walls in the testing room.
MEDIUM **Irregularity**	Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using hand-held electronic devices to exchange information.
	Student(s) accessing the Internet or any unauthorized software or applications during a testing event.
	Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.
	Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts.
	Administrator, coordinator, or teacher failing to ensure administration and supervision of the assessments by qualified, trained personnel.
	Administrator giving incorrect instructions that are not corrected prior to testing.
	Administrator, coordinator, or teacher giving out his or her username/password (via e-mail or otherwise), including to other authorized users.
	Administrator allowing students to continue testing beyond the close of the testing window.
	Administrator or teacher coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.
	Administrator providing students with non-allowable materials or devices during test administration or allowing inappropriate designated supports and/or accommodations during test administration.

Level of Severity & Potential Effect on Test Security	Types of Issues
MEDIUM Irregularity	Administrator allowing anyone other than a student to log in to the test unless prescribed as an allowable accommodation in the student's Individualized Education Program (IEP). This includes TAs or other staff using student information to log in or allowing a student to log in using another student's information.
	Administrator providing a student access to another student's work/responses.
HIGH BREACH	Administrator, coordinator, or teacher modifying student responses or records at any time.
	Live Student Interface or TA Interface being used for practice instead of the Training or Training Tests.
	Adult or student posting items or test materials on social media (Twitter, Facebook, etc.).
	Administrator allowing students to take home printed test items, reading passages, writing prompts, or scratch paper that was used during the test or failing to otherwise securely store test materials.
	Adult or student copying, discussing, or otherwise retaining test items, reading passages, writing prompts, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, writing prompts, or answer keys for instructional purposes.
	Secure test materials being shared with the media (such as the writing prompts, test items, or reading passages), or allowing media to observe a secure test administration.
	Adult or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.

Appendix G. Multiplication Table and 100s Number Table

A single-digit (1–12) multiplication table is a non-embedded accommodation for mathematics items. The multiplication table is to be used only for students with a documented and persistent calculation disability (i.e., dyscalculia). This table can be printed for students requiring this accommodation. Use of other multiplication tables is prohibited.

MULTIPLICATION TABLE												
×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

A table listing numbers from 1–100 is a non-embedded accommodation for mathematics items. The 100s number table is to be used only for students with visual processing or spatial perception needs as documented in their IEP or Section 504 Plan. This table can be printed for students requiring this accommodation from the resources section in the Accessibility & Accommodations Resources page of the ISAT portal. Use of other 100s number tables is prohibited.

100s Number Table

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Appendix H. Guidelines for Simplified Test Directions

Simplified test directions are a designated support allowable across all grades on ISAT assessments. Designated supports can be provided to any student so long as an informed educator or group of educators determines it is appropriate. Students with difficulties in auditory processing, short-term memory, attention, or decoding may benefit from having test directions simplified for them. This designated support may require testing in a separate setting to avoid distracting other test takers. For information on documentation requirements and decision-making criteria for use of simplified test directions and all other accessibility resources, please see the *Usability, Accessibility, and Accommodations Guidelines (UAAG)*.

A test proctor who provides the simplified test directions designated support is an adult who simplifies the script within the "SAY" instructions available in Appendix E. Test proctors should not deviate from the test directions found in Appendix E in ways that impact the content being measured. The student depends on the test proctor to read the script in Appendix E accurately, pronounce words correctly, and speak in a clear voice. When a student needs additional support understanding the test directions found in Appendix E, the test proctor may simplify or paraphrase the language in the script and verify the student's understanding. Simplifying test directions should be consistent with classroom instruction and includes repeating or rephrasing. This may include breaking Appendix E directions into parts or segments or using similar words or phrases, but it should exclude defining words or concepts. The test proctor must be trained in administering the assessment and must follow the Guidelines for Simplified Test Directions presented here. The test proctor must ensure that the student understands the directions in Appendix E. Only the script in Appendix E may be simplified. Test content, including test items, words from items, or instructions for individual items, may **NOT** be simplified or paraphrased.

Qualifications for Test Proctors Who Simplify Test Directions

- The test proctor who simplifies test directions should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.

- Test proctors must be trained on the administration of the assessment in accordance with Idaho policy, and be familiar with the terminology and symbols specific to the directions and related conventions for standard oral communication.

- Test proctors must be trained in accordance with Smarter Balanced and Idaho security policies and procedures as articulated in this manual.

- Test proctors must be familiar with the vocabulary used in Appendix E directions and be able to speak clearly and at a normal pace with clear pronunciation.

- Test proctors must be willing to be patient and repeat test directions.

Prior to Test Administration

In addition to the guidelines noted in Prior to Test Administration, test proctors who simplify test directions should:

- Be trained in administering the assessment per the requirements noted in General Rules of Online Testing.

- Familiarize themselves with the testing environment and format in advance of the testing session.

- Have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on Idaho assessments.

- Have extensive practice in simplifying test directions and must be familiar and comfortable with the process before working directly with the student.

- Be familiar with the student's needs, including the Individualized Education Program (IEP) or Section 504 Plans if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that there are plans in place for providing all needed designated supports and accommodations.

- Be familiar with any assistive technology or approved supports the student requires. In addition to the simplified test directions support, students may make use of any other approved accessibility resource during the test as appropriate and in accordance with the *Usability, Accessibility, and Accommodations* Guidelines.

- It is recommended that the same test proctor be assigned to students for each day of testing.

Day of Test Administration

In addition to the guidelines noted in Day of Test Administration, test proctors who simplify test directions should:

- Be prepared to restate the language in the script in Appendix E.

- Read the directions aloud in paraphrased, clarified, or simplified form, rather than reading the script verbatim.

- Follow this manual's guidelines for assisting the student with taking the test.

- Not prompt the student in any way that would result in a different response to a test item.

- Not influence the student's response in any way.

- Spell any words in the script if requested by the student.

- Adjust their reading speed and volume if requested by the student.

- Not paraphrase, interpret, define, or translate any aspect beyond the script provided in Appendix E. They should **NOT** read aloud any parts of the test content, including items, words, or instructions as this would be a violation of test security.

  o **ONLY** if the student is registered for the read aloud designated support and/or accommodation in conjunction with the simplified test directions designated support, the test reader should follow the *Guidelines for Read Aloud* in the Accessibility & Accommodations Resources page of the ISAT portal.

Following Test Administration

Test proctors who simplify test directions should follow the guidelines noted in After Testing.

Table 22. Example of Simplified Test Directions

Full Log-in Directions	Simplified Log-in Directions
Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I will be checking that you have correctly entered the test session ID and other information. Enter your legal first name, not your nickname, followed by your EDUID. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard.	Now we are ready to log in. Enter your legal first name, not your nickname, followed by your EDUID. Then enter the test session ID.
Now click "Sign In." Once you have successfully logged in, you will see a screen with your first name and other information about you. If all the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.	Now click "Sign In." Make sure that your personal information on the next screen is correct and click YES to continue. If it is not correct, raise your hand.
On the next screen, select [INSERT NAME OF TEST]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. Please wait quietly while I verify each of your tests.	On the next screen, select the [INSERT NAME OF TEST]. Then wait.
After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES. If any of it is incorrect, please raise your hand. Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner.	After I approve you to begin testing, make sure that you have the right test and settings. If any of the test information is incorrect, please raise your hand. If the information is correct, click YES.
When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.	When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Appendix I. District Test Coordinator Checklist

The District Test Coordinator activity checklist list below may be customized according to how roles are assigned by the SDE.

The checklist for additional tasks necessary for remote administration is located in the Remote Administration folder on the ISAT portal.

	District Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	Direct Responsibilities				
☐	1. Notify schools when training materials are available.	Table 1, Table 2, and Table 3 (pages 4–7)		Complete at least 5–6 weeks prior to testing.	
☐	2. Notify schools when administration manuals are available.	Table 1, Table 2, and Table 3 (pages 4–7)		Complete at least 5–6 weeks prior to testing.	
☐	3. Review all state policy and test administration documents.	This manual	60–90 minutes	Complete at least 5–6 weeks prior to testing.	
☐	4. Review scheduling and testing requirements with SCs.	General Rules of Online Testing (page 32) and Testing Time and Recommended Order of Administration (page 36)	60–90 minutes	Complete at least 3–4 weeks prior to testing.	
☐	5. Plan any state-required training for SCs, TEs, and TAs; retrain as needed.	None		Complete at least 3 weeks prior to testing.	
☐	6. Review training modules and schedule training session for SCs.	Table 1, Table 2, and Table 3 (pages 4–7)	2–3 hours	Complete while spaced over 2–3 weeks prior to testing.	

	District Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	7. Review security procedures with SCs, TEs, and TAs.	Ensuring Test Security (page 17), Responding to Testing Improprieties, Irregularities, and Breaches (page 49), and Appendix H (page 76)		Complete at least 2–3 weeks prior to testing.	Test Incident Log
☐	8. Work with Technology Coordinators to ensure timely computer setup. • Conduct network diagnostics. • Download the Idaho Secure Browser (currently available). • Verify that schools meet the minimum technology requirements.	*Assistive Technology Manual* and the new *Configurations, Troubleshooting, and Advanced Secure Browser Installation Quick Guides*	5–10 hours	Complete at least 2 weeks prior to testing.	Technology Information folder on the ISAT portal
☐	9. Work with schools to add, update, and review TIDE student enrollment information.	*TIDE User Guide*	2–4 hours	Complete at least 2 weeks before testing and maintain/update during the testing window to keep rosters current.	"How District-level Users Register Students for Testing" section of the *TIDE User Guide*
☐	10. Perform an equipment needs assessment based on individual student requirements. • Work with SCs to identify students who will need specialized equipment for accommodations.	None	1–2 hours	Complete at least 2 weeks prior to testing.	Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available.

	District Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	• Communicate with the SC/TEs/TAs to identify the number of headsets needed in order to take the ELA Listening portions of the assessment. Place order for the number of headsets needed plus extra.				
**Monitor Administration Activities**
☐	11. Investigate all testing improprieties, irregularities, and breaches reported by TEs and TAs. • Follow reporting procedure according to Responding to Testing Improprieties, Irregularities, and Breaches.	Responding to Testing Improprieties, Irregularities, and Breaches (page 49)	As needed	Ongoing. Deadline for all submissions is one day prior to the testing window close.	"How District-level Users Manage Test Improprieties" section of the *TIDE User Guide*
☐	12. Report any test security incident in TIDE and report to the appropriate personnel according to the guidelines in Responding to Testing Improprieties, Irregularities, and Breaches and the *TIDE User Guide*	Responding to Testing Improprieties, Irregularities, and Breaches (page 49)	As needed		"How District-level Users Manage Test Improprieties" section of the *TIDE User Guide*
☐	13. Monitor with the District Technology Coordinator any technical problems to apply resolutions or disseminate information at other school sites prior to testing.	None		Ongoing throughout the testing window.	

District Test Coordinator Activities	Reference in Manual	Target Completion Date	Notes/Resources
Oversight Responsibilities			
☐ 14. Ensure that SCs, TEs, and TAs in the district are appropriately trained and aware of policies and procedures, especially related to security. Review the TA Certification Course (found on the portal), required.	Ensuring Test Security (page 17) and Responding to Testing Improprieties, Irregularities, and Breaches (page 49)	Complete at least 3 weeks prior to testing.	TA Certification available on the ISAT portal **ELA/Literacy & Math Assessments**, **Science Assessments**, and **Idaho Alternate Assessments** cards
☐ 15. Review school test administration schedules for adequate time and resource planning.	Testing Time and Recommended Order of Administration (page 41)	Complete at least 3 weeks prior to testing.	
☐ 16. Verify that SCs, TEs, and TAs have reviewed student information in TIDE and are verifying student settings for designated supports and accommodations in TIDE.	*TIDE User Guide*	Complete at least 2 weeks prior to testing.	"How District-level Users Register Students for Testing" section of the *TIDE User Guide*
☐ 17. Any individuals who will be in the testing room must carefully read and sign the Test Security Agreement required by the Idaho State Department of Education (SDE) prior to testing. DCs or SCs should collect these signed forms from all testing proctors, depending on district policy.	Ensuring Test Security (page 17)		Test Security Agreement available on the ISAT portal
☐ 18. You or your designee must be available during your testing window for questions and problem solving.	None	Complete during your entire testing window.	
☐ 19. Communicate regularly with SCs any emerging trends or issues.	None	Complete during your entire testing window.	

Contact Information	
Questions about state policies	**Questions about technology and the overall administration procedures**
SDE **Test Policy** Name: Kevin Whitman Phone: (208) 332-6893 E-mail: kwhitman@sde.idaho.gov Name: Kevin Chandler Phone: (208) 332-6988 E-mail: kchandler@sde.idaho.gov **Accommodations** Name: Karren Streagle Phone: (208) 332-6824 E-mail: kstreagle@sde.idaho.gov **Test Irregularities** Name: Ayaka Nukui Phone: (208) 332-6926 E-mail: anukui@sde.idaho.gov	Idaho Help Desk Toll-Free Phone Support: 1-844-560-7365 E-mail Support: IDHelpDesk@cambiumassessment.com

Appendix J. School Test Coordinator Checklist

The School Test Coordinator activity checklist list below may be customized according to how roles are assigned by the SDE.

The checklist for additional tasks necessary for remote administration is located in the Remote Administration folder on the ISAT portal.

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	Direct Responsibilities				
☐	1. Attend trainings your district offers and review all state, and district policy and test administration documents.	Table 1, Table 2, and Table 3 (pages 4–7)	60–90 minutes	Complete at least 3 weeks prior to testing.	
☐	2. Ensure that all TEs and TAs attend your school's or district's training and review the self-paced online training modules posted on the ISAT portal. Review the TA Certification Course (found on the ISAT portal), as this course is required.	Table 1, Table 2, and Table 3 (pages 4–7)	2–3 hours	Complete at least 3 weeks prior to testing.	Training Presentations and TA Certification are available on the ISAT portal Training Presentations: Resources page – Trainings and System Guides folder TA Certification Course: **ELA/Literacy & Math Assessments**, **Science Assessments**, and **Idaho Alternate Assessments** cards
☐	3. Work with technology personnel to ensure timely computer setup: • Conduct network diagnostics. • Download the Idaho Secure Browser. • Verify that your school has met the minimum technology requirements.	*Assistive Technology Manual* and the new *Configurations, Troubleshooting, and Advanced Secure Browser Installation Quick Guides*	5–10 hours	Complete at least 3–4 weeks prior to testing.	Technology Information folder on the ISAT portal

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	• Ensure that other technical issues are resolved before and during testing.				
☐	4. Communicate with the TAs to identify the number of headsets needed for each testing site and ensure that the needed number are available at least two weeks prior to the testing window. • Headsets are required for the ELA/literacy Listening portions of the assessment, for students who require text-to-speech, or for students requiring audio glossaries (mathematics only). • Communicate with the DC to identify the number of headsets needed.	None	Up to 1 hour	Complete at least 2 weeks prior to testing.	Order the number needed plus extra. Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available.
☐	5. Perform an equipment needs check based on individual student requirements. • Work with TAs to identify students who will need specialized equipment for accommodations.	None	1–2 hours	Complete at least 2 weeks prior to testing.	
☐	6. Based on the test administration windows, work with TAs and DCs to establish a testing schedule.	Testing Time and Recommended Order of Administration (page 36)	2–4 hours	Complete at least 1–2 weeks prior to testing.	

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	7. Work with TEs and TAs to review student information in TIDE before students are tested to ensure that correct student information and test settings for designated supports and accommodations are applied.	*TIDE User Guide*	2–4 hours	Complete at least 1–2 weeks prior to testing.	"How District-level Users Register Students for Testing" section of the *TIDE User Guide*
☐	8. Establish a place to test those students who need a separate test setting.	*Usability, Accessibility, and Accommodations Guidelines (UAAG)*	1–2 hours	Complete at least 1–2 weeks prior to testing.	*UAAG* available on the ISAT portal Accessibility & Accommodations folder
☐	9. Work with TAs to plan a quiet activity for each test session for students who finish early.	None	30 minutes	Complete the week of testing.	The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.
☐	10. Ensure proper handling of all printed test materials and scratch paper. Collect all test materials on each day of testing to keep in a secure location until after the test session, and then destroy according to the security policy.	Secure Handling of Printed Materials (page 44)		Complete during and after testing window.	
☐	11. Ensure adherence to all security policies. • Ensure that all TAs read and sign state security agreements.	Ensuring Test Security (page 17)		Ongoing	Test Security Agreement available on the ISAT portal
☐	12. Document any test impropriety, irregularity, or breach and report to the DC immediately after learning of the incident. • Working with the DC, enter incidents in TIDE.	Responding to Testing Improprieties, Irregularities, and Breaches (page 49) and the *TIDE User Guide*	As needed	Ongoing	"How District-level Users Manage Test Improprieties" section of the *TIDE User Guide*

School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
Monitor Administration Activities				
☐ 13. Monitor testing progress during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.	None	As needed	Ongoing	
☐ 14. Raise any technical issues with the School Technology Coordinator for resolution.	None	As needed	Ongoing	
☐ 15. Review, investigate, and report on all potential testing improprieties, irregularities, and breaches reported by the TA. Mitigate incidents when appropriate.	Responding to Testing Improprieties, Irregularities, and Breaches (page 49)	As needed	Ongoing	

	School Test Coordinator Activities	Reference in Manual	Target Completion Date	Notes/Resources
	Oversight Responsibilities			
☐	16. Verify that TAs have verified student settings for designated supports and accommodations in TIDE.	*TIDE User Guide*	Complete at least 1–2 weeks prior to testing.	"How Teachers and Test Administrators Manage Student Information" section of the *TIDE User Guide*
☐	17. Any individuals that will be in the testing room must carefully read and sign the Test Security Agreement required by the Idaho State Department of Education (SDE) prior to testing. DCs or SCs should collect these signed forms from all testing proctors, depending on district policy.	Ensuring Test Security (page 17)		Test Security Agreement available on the ISAT portal
☐	18. Assist TAs in taking proper measures to ensure that students have access only to allowable non-embedded resources during testing.	None	Complete prior to testing.	
☐	19. Verify that TAs are adhering to all test security policies and practices and that they have access to the Test Security Incident Log, and that they understand how to complete this document if testing improprieties, irregularities, or breaches occur.	Ensuring Test Security (page 17), Responding to Testing Improprieties, Irregularities, and Breaches (page 49), and Appendix H (page 76)	Complete during testing.	Test Incident Log

Contact Information	
Questions about the overall administration and state policies	**Questions about technology and the overall administration procedures**
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Test Policy	Name:
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	Name:
Name: Kevin Chandler	Phone:
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Accommodations	Idaho Help Desk
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Test Irregularities	
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Appendix K. Teacher and Test Administrator Checklist

The Test Administrator activity checklist below may be customized according to how roles are assigned by the State.

The checklist for additional tasks necessary for remote administration is located in the Remote Administration folder on the ISAT portal.

	Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	1. Review all state and district policy and test administration documents, particularly this manual.	1–2 hours	Complete at least 2–3 weeks prior to testing.	
☐	2. Review the training modules and attend school, district, or state training sessions if any are offered. Review the TA Certification Course (found on the ISAT portal), as it is required.	2–3 hours	Complete at least 2–3 weeks prior to testing.	TA Certification available on the ISAT portal **ELA/Literacy & Math Assessments**, **Science Assessments**, and **Idaho Alternate Assessments** cards
☐	3. Provide students with a walk-through of the Training Test, Sample Test, and/or Interim Assessments for familiarity with navigation of the system and tools.	1 hour	Complete while spaced over 2–3 weeks prior to testing.	
☐	4. Perform an equipment needs check based on individual student requirements. • Work with the SC to identify students who will need specialized equipment for accommodations.	1–2 hours	Complete at least 2 weeks prior to testing.	Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available. Technology Information folder on the ISAT portal
☐	5. Work with the SC to determine precise testing schedules based on the test administration windows selected by the school schedule. Make sure your students' test administration includes allowable breaks.		Complete at least 1–2 weeks prior to testing.	

	Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	6. Confirm that you have received your TIDE log-in information. You should have received an automated e-mail from the Help Desk notifying you of how to log in to TIDE. You will also use this username and password for any other provided systems.	2–4 hours	Complete at least 1–2 weeks prior to testing.	If you have not received this information, please check your spam/junk e-mail folder to see if it was mistakenly routed there. If not, check with your School Test Coordinator.
☐	7. Work with your SC to ensure that each student has an EDUID number and has been loaded into TIDE.	2–4 hours	Complete at least 1–2 weeks prior to testing.	
☐	8. Confirm each student's test settings for designated supports and accommodations in TIDE against their IEP or other relevant documentation as appropriate.	2–4 hours	Complete at least 1–2 weeks prior to testing.	
☐	9. Ensure that the correct Idaho Secure Browser has been downloaded to any computer(s) on which students will be testing.	1–2 hours	Complete at least 1–2 weeks prior to testing. and again Complete the day before testing or morning of testing.	Technology Information folder on the ISAT portal

	Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	10. Communicate to students the need for headsets in order to take the ELA/literacy Listening portions of the assessment. • Identify any students who may not have their own headsets and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing. • Also, have extra headsets on hand for students who may forget to bring theirs. • Send reminders several days before and the day prior to testing to ensure that students remember to bring headsets.		Make a count of needed headsets (vs students who have their own) at least 3 weeks prior to testing and tell your SC the number needed. Three days before testing, remind students to have their headsets available the day of tests. One day before testing, remind students to bring their headsets.	Administration of the ELA/literacy assessment will contain a listening portion. Students will need ear buds or headsets. Make sure that your school has extras available for students who may need them on the day of testing. Have extra headsets on hand in case students forget. Technology Information available on the ISAT portal
☐	11. All assessments will have CAT items plus a performance task (PT).	60 minutes planning the day prior to administering the PT	Complete the week of testing.	Administration of the CAT items will require advance preparations.
☐	12. Plan a quiet activity for each test session for students who finish early.	15–30 minutes	Complete the week of testing.	The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.
☐	13. Prior to administration, check all computers that will be used and close all applications except those identified as necessary by the School's Technology Coordinator. Make sure that no computer has dual monitors. • Work with your SC to set system volume prior to students launching the Idaho Secure Browser to ensure that students can hear the audio portions of the ELA/literacy segment.	1–2 hours	Complete the morning of testing.	The TA should open the Idaho Secure Browser on each computer after closing any unnecessary applications.

	Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	14. Review all guidelines for creating a secure test environment. • Review all security procedures and guidelines in the Online Test Administration Manual (TAM). • Any individuals that will be in the testing room must carefully read and sign the Test Security Agreement required by the Idaho State Department of Education (SDE). Provide the signed version to your DC or SC, depending on district policy.		Prior to and during day(s) of testing.	Test Security Agreement available on the ISAT portal
☐	15. Make sure that the physical conditions of the testing room are satisfactory. • Make sure that no instructional materials directly related to the content of the assessments are visible. • Students should be seated so there is enough space between them or provide desktop partitions to minimize opportunities to look at each other's screen. • Actively monitor students throughout the test sessions. • Students who are not being tested may not be in the room where a test is being administered.		Complete the day(s) of testing.	Make sure that students clear their desks and put away all books, backpacks, purses, cell phones, electronic devices of any kind, and other materials not needed for the test. Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.
☐	16. On the day of testing, verify that the students have their log-in information (first name, EDUID, and test session ID).		Complete the day(s) of testing.	

	Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	17. Administer the assessments, following the script and directions for administration. Provide any necessary non-embedded designated supports and accommodations.		Complete the day(s) of testing.	Provide students with scratch paper for all test sessions. Also, provide students in grades 6 and above graph paper for the mathematics assessments.
☐	18. Report any testing improprieties, irregularities, and breaches to the SC and DC in writing immediately following a test impropriety, irregularity, or breach.		Complete as soon as possible during or immediately following testing.	
☐	19. Securely dispose of all printed testing materials, including student log-in information, print-on-demand documents, and scratch paper in a secure manner.		Complete after testing.	

Contact Information	
Questions about the overall administration and state policies	**Questions about technology and the overall administration procedures**

SDE Test Policy

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School Technical Coordinator

Name:

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E-mail:

School Test Coordinator

Name:

Phone:

E-mail:

District Test Coordinator

Name:

Phone:

E-mail:

Idaho Help Desk

Toll-Free Phone Support: 1-844-560-7365

E-mail Support:
IDHelpDesk@cambiumassessment.com

Appendix L. IDAA Test Administration Script

Because of the nature of the IDAA and the complex needs of qualifying students, the IDAA must be administered individually to each student. This means that the TE sits with the student, facilitates the activation of the Human Voice Recordings (HVRs), supports, and encourages the student engagement and participation, and, in some cases, serves as a scribe to click a student's answer choice. At no time should the TE leave a student unattended during administration of the IDAA.

To ensure that all students are tested under the same conditions, the teacher (TE) should strictly adhere to the script for administering the test. Depending on the computer skills of the student taking the IDAA, the TE or student will enter log-in information, play the HVRs, click student answer choices, and navigate through the test. When asked, the TE should answer questions raised by students, but should never help students choose the correct response.

All directions a TE needs to read to students are indicated by the word "SAY" and are highlighted in blue boxes so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner. The TE may reread any directions and paraphrase if a student does not seem to understand the directions. If the TE makes a mistake in reading a direction, the TE should stop and say, "I made a mistake. Listen again." Then the direction should be reread.

The TE should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best. TEs are responsible for individually administering the IDAA to qualifying students.

Student requiring the IDAA Fixed-Form with printed response option cards will access test items in the secure test browser. Procedures and scripting for the IDAA Fixed-Form included and highlighted below.

Starting a Test Session

The TE should follow the steps outlined in this section to administer a test session.

The TE must create a test session before students can log in to the Student Testing System **(but no more than 20 minutes prior or the system will time out).** When a TE creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log in and should be written down. TEs should follow these steps to create a session:

Step 1: The TE logs in to the TA Interface.

a. Select the **Test Administration** card.
b. On the *Login* page, the TE enters his or her email address and password associated with his or her TIDE account in the respective fields. Then, the TE clicks **Secure Login**. The TA Interface appears.

Step 2: The TE begins the test session.

When a TE logs in to the TA Interface, the *Test Selection* window opens automatically. Afer clicking the assessment(s) to be administered during the test session, the TE clicks on the [**Start Operational**

Session] button to begin the test session and generate the session ID that students use to join that test session.

Step 3: The TE logs the student into the secure test browser.

The TE will launch the secure test browser on the student computer or table.

> **SAY:** Today, you will take the [NAME OF TEST (i.e., grade 5 ELA)] test. I will help you log into the test browser. First, let's go over some test rules.
>
> I will help you play the human voice recordings for each question. You must answer each question on the screen before clicking NEXT. If you are not sure about an answer, choose the best answer. If you want to see the question again, I will help you mark it to review later. You may go back and change the answer before you finish the test.
>
> Let me know if you need a break. We can PAUSE your test and you can finish it later.

Enter or prompt the student to enter his/her first name, their EDUID, and the test session ID, then click "sign-in." The system-generated session ID appears in the *Operational Session ID* box at the top of the TA interface screen. **The TE should write down the session ID for his or her own records, in case he or she gets involuntarily logged out of the system.** The student will be logged out of the session if there is no activity for 20 minutes by the TE or a student. Having the session ID will allow the TE to help the student resume the session.

> **SAY:** We are logging into your test session. Type in your first name, your ID number, and the test session number. [The TE may complete these steps for the student.]

Once you have successfully logged in the student, you will see a screen with the student's first name and other information about him/her. If all the information on the screen is correct, select YES to continue. If any of the information is incorrect, try logging in using the student credentials or check with your SC.

Step 4: The TE chooses the student's test.

> **SAY:** Now we choose your test. You are taking the [NAME OF TEST (i.e., grade 5 ELA)] test. Click on your test [point to the test for the student to click or click for the student]. Now we must wait a moment while I start your test on the other computer.

After choosing the correct test, notice the moving bar and message saying that you are waiting for approval. The TE will approve the request to start the test.

Step 5: The TE views and approves students who are waiting for test session approval.

After students have selected a test, the TE verifies that the student selected the appropriate test before approving that student for testing. **It is very important that the TE pays close attention to the test name prior to approving to be sure it is the correct test to be administered at that time.** To do this, the following steps should be performed:

- Select the [**Approvals (#)**] button.

- A new window opens that shows a list of students, organized by test name. The TE should review the list to ensure that the student is taking the correct test (grade level), and the correct content area (mathematics).

- The TE should also review the test settings assigned to the student to ensure that they are correct.

  - If a student's settings are incorrect, do *not* approve that student to begin testing. The TE will need to work directly with a SC to correct the test settings in TIDE before approving the student to begin testing. *(Reminder: It may take up to 24 hours for changes to appear in the TDS.)* **Ensuring the test settings are correct before the student begins testing is critical to avoid the need for a test reset that may result in additional testing for the student later.**

- When the correct test is selected and test settings are verified, the TE clicks [**Approve**] or [**Approve All Students**].

> **SAY:** Now, we must check to make sure we can hear your test and see the videos. [Student or TE clicks the ear icon to start the audio playback check.] Did you hear the music? Did you see the video? [student indicates "yes" using individual mode of communication.] I heard and saw it, too. Let's click "continue" to start your test. [Student or teacher can click "continue."]

If the TE and/or student did not hear and see the video, check the volume controls. This may require quitting the secure test browser to increase the volume. This may also require working with technology staff to rectify any issues.

Step 6: The TE begins the student's test.

From the Instructions and Help screen, check the student's test settings.

> **SAY:** Let's double check your test settings.

The TE checks the student's test settings. Check with the SC if the student's test settings are not correct.

Review the Help Guide with the student, if appropriate. If the TE will be serving as a scribe for the student, then the TE should be familiar with all the test functions before test day.

> **SAY:** Remember, you are taking your [NAME OF TEST (i.e., grade 5 ELA)] test today. I will help you play all the human voice recordings before you choose an answer. You must answer each question on the screen before clicking NEXT. If you are not sure about an answer, choose the best answer. If you want to see the question again, I will help you mark it to review later. You may go back and change the answer before you finish the test.
>
> Let me know if you need a break. We can PAUSE your test and you can finish it later.
>
> Let's click the [BEGIN TEST NOW] bottom to start your test.

Administering the Test

Once a student's test is started, the TE should sit with the student to closely monitor and facilitate student engagement and participation. Listed below are important reminders for individualized IDAA test administration:

- The TE ensures the student activates all human voice recordings (HVRs) by clicking the ear icon. The HVRs may be activated in one of four ways, depending on the individual needs of the student:

  1. Independently – the student independently clicks the ear icon to activate the HVR;

  2. Visual prompt – the TE points to the ear icon to prompt the student to activate the HVR;

  3. Physical assist – the TE physically assist the student to control the mouse and click on the ear icon to activate the HVR; or

  4. Teacher – the TE activates the HVRs for the student.

- The HVRs may be replayed up to three times as needed for the student to access test content. If a student needs HVRs replayed more than three times, then pause the test and resume at a later time and/or day.

- The TE closely monitors the student's behavior during the test to facilitate breaks, as needed or requested by the student.

- The TE may serve as a scribe by clicking answer choices for the student in situations where a student responds in an alternate format, cannot operate a computer mouse or touch screen independently, or does not use a mouse or click with intention.

If the TE witnesses or suspects the possibility of a test security incident, the SC and/or DC should be contacted immediately in accordance with the security guidance provided in this manual.

Outlined below are the steps for individually administering the three different item types included on the IDAA in ELA/Literacy, mathematics, and science: items with reading passages, items with stimuli, and stand-alone items.

> **Fixed-Form Instructions:** Additional instructions for presenting the printed response option cards for the IDAA Fixed-Form are provided in this format with each relevant step.

Administering Items with Reading Passages

The script for each step blow includes verbiage for the way in which the HVRs are activated as: Independently, Visual Prompt, Physical Assist, and Teacher, as described above.

Step 1: Activate the HVR for the reading passage.

> **SAY:**
>
> **[Independently]** Click the ear icon to listen to the reading passage.

> **[Visual Prompt]** Look here [TE points to ear icon]. Click the ear icon to listen to the reading passage.
>
> **[Physical Assist]** We will click the ear icon together so you can listen to the reading passage.
>
> **[Teacher]** Listen while I play the reading passage.

Step 2: Activate the HVR for the test item.

> **SAY:**
>
> **[Independently]** Click the ear icon to listen to the question.
>
> **[Visual Prompt]** Look here [TE points to ear icon]. Click the ear icon to listen to the question.
>
> **[Physical Assist]** We will click the ear icon together so you can listen to the question.
>
> **[Teacher]** Listen while I play the question.

Step 3: Activate the HVR for the answer options.

The TE may point to each answer option as the HVR plays.

> **SAY:**
>
> **[Independently]** Click the ear icon to listen to answer choice A. [Pause while HVR plays. Repeat for choices B and C.]
>
> **[Visual Prompt]** Look here [TE points to ear icon]. Click the ear icon to listen to answer choice A. [Pause while HVR plays. Repeat for choices B and C.]
>
> **[Physical Assist]** We will click the ear icon together so you can listen to answer choice A. [Pause while HVR plays. Repeat for choices B and C.]
>
> **[Teacher]** Listen while I play answer choice A. [Pause while HVR plays. Repeat for choices B and C.]

Step 3a: Present IDAA Fixed-Form printed response option cards.

The TE will present each printed response option card as the answer option HVRs are activated. Printed response option cards may be placed on the table in front of the student, on an AAC device, on an eye-gaze board, or other communication system.

> **SAY:**   Look at each card as I play the recording. Answer choice A [TE plays HVR for answer choice A]. [Pause while HVR plays. Repeat for choices B and C.]

Step 4: Student chooses an answer.

> **SAY:**   Choose your answer.

Students may indicate their answer choice using their preferred mode of communication as follows:

- Student independently clicks their answer choice using the mouse or touch screen;

- Student tells the TE their answer choice and the TE clicks the answer option for the student;

- Student points to their answer choice on the computer or using printed response option cards and the TE clicks the answer option for the student;

- Student uses an ACC device to indicate their answer on the computer or using printed response option cards and the TE clicks the answer option for the student; or

- Student uses eye-gaze to indicate their answer on the computer or using printed response option cards and the TE clicks the answer option for the student.

Step 5: Go on to the next test item.

The student or TE may click the "next" button to go to the next item.

> **SAY:** Are you ready for the next question? Click the "next" button. [TE may point to, assist, or click the "next" button for the student.]

Administering Items with a Stimulus

The script for each step blow includes verbiage for the way in which the HVRs are activated as: Independently, Visual Prompt, Physical Assist, and Teacher, as described above.

Step 1: Activate the HVR for the stimulus.

> **SAY:**
>
> **[Independently]** Click the ear icon to listen to the first part.
>
> **[Visual Prompt]** Look here [TE points to ear icon]. Click the ear icon to listen to the first part.
>
> **[Physical Assist]** We will click the ear icon together so you can listen to the first part.
>
> **[Teacher]** Listen while I play the first part.

Step 2: Activate the HVR for the test item.

> **SAY:**
>
> **[Independently]** Click the ear icon to listen to the question.
>
> **[Visual Prompt]** Look here [TE points to ear icon]. Click the ear icon to listen to the question.
>
> **[Physical Assist]** We will click the ear icon together so you can listen to the question.
>
> **[Teacher]** Listen while I play the question.

Step 3: Activate the HVR for the answer options.

The TE may point to each answer option as the HVR plays.

> **SAY:**

> **[Independently]** Click the ear icon to listen to answer choice A. [Pause while HVR plays. Repeat for choices B and C.]
>
> **[Visual Prompt]** Look here [TE points to ear icon]. Click the ear icon to listen to answer choice A. [Pause while HVR plays. Repeat for choices B and C.]
>
> **[Physical Assist]** We will click the ear icon together so you can listen to answer choice A. [Pause while HVR plays. Repeat for choices B and C.]
>
> **[Teacher]** Listen while I play answer choice A. [Pause while HVR plays. Repeat for choices B and C.]

Step 3a: Present IDAA Fixed-Form printed response option cards.

The TE will present each printed response option card as the answer option HVRs are activated. Printed response option cards may be placed on the table in front of the student, on an AAC device, on an eye-gaze board, or other communication system.

> **SAY:**   Look at each card as I play the recording. Answer choice A [TE plays HVR for answer choice A]. [Pause while HVR plays. Repeat for choices B and C.]

Step 4: Student chooses an answer.

> **SAY:**   Choose your answer.

Students may indicate their answer choice using their preferred mode of communication as follows:

- Student independently clicks their answer choice using the mouse or touch screen;

- Student tells the TE their answer choice and the TE clicks the answer option for the student;

- Student points to their answer choice on the computer or using printed response option cards and the TE clicks the answer option for the student;

- Student uses an ACC device to indicate their answer on the computer or using printed response option cards and the TE clicks the answer option for the student; or

- Student uses eye-gaze to indicate their answer on the computer or using printed response option cards and the TE clicks the answer option for the student.

Step 5: Go on to the next test item.

The student or TE may click the "next" button to go to the next item.

> **SAY:**   Are you ready for the next question? Click the "next" button. [TE may point to, assist, or click the "next" button for the student.]

Administering Stand-Alone Items

The script for each step blow includes verbiage for the way in which the HVRs are activated as: Independently, Visual Prompt, Physical Assist, and Teacher, as described above.

Step 1: Activate the HVR for the test item.

> **SAY:**
>
> **[Independently]** Click the ear icon to listen to the question.
>
> **[Visual Prompt]** Look here [TE points to ear icon]. Click the ear icon to listen to the question.
>
> **[Physical Assist]** We will click the ear icon together so you can listen to the question.
>
> **[Teacher]** Listen while I play the question.

Step 2: Activate the HVR for the answer options.

The TE may point to each answer option as the HVR plays.

> **SAY:**
>
> **[Independently]** Click the ear icon to listen to answer choice A. [Pause while HVR plays. Repeat for choices B and C.]
>
> **[Visual Prompt]** Look here [TE points to ear icon]. Click the ear icon to listen to answer choice A. [Pause while HVR plays. Repeat for choices B and C.]
>
> **[Physical Assist]** We will click the ear icon together so you can listen to answer choice A. [Pause while HVR plays. Repeat for choices B and C.]
>
> **[Teacher]** Listen while I play answer choice A. [Pause while HVR plays. Repeat for choices B and C.]

Step 2a: Present IDAA Fixed-Form printed response option cards.

The TE will present each printed response option card as the answer option HVRs are activated. Printed response option cards may be placed on the table in front of the student, on an AAC device, on an eye-gaze board, or other communication system.

> **SAY:**   Look at each card as I play the recording. Answer choice A [TE plays HVR for answer choice A]. [Pause while HVR plays. Repeat for choices B and C.]

Step 3: Student chooses an answer.

> **SAY:**   Choose your answer.

Students may indicate their answer choice using their preferred mode of communication as follows:

- Student independently clicks their answer choice using the mouse or touch screen;

- Student tells the TE their answer choice and the TE clicks the answer option for the student;

- Student points to their answer choice on the computer or using printed response option cards and the TE clicks the answer option for the student;

- Student uses an ACC device to indicate their answer on the computer or using printed response option cards and the TE clicks the answer option for the student; or

- Student uses eye-gaze to indicate their answer on the computer or using printed response option cards and the TE clicks the answer option for the student.

Step 4: Go on to the next test item.

The student or TE may click the "next" button to go to the next item.

> **SAY:**   Are you ready for the next question? Click the "next" button. [TE may point to, assist, or click the "next" button for the student.]

Scripts for Additional Situations

Prompt After No Response

If a student is non-responsive to a test item, repeat the item again, starting with the script below.

> **SAY:**   Let's try that one again. Listen. Look at the screen. [Then, follow the steps specific to the item type.

Prompt to Support Student Engagement

The TE may provide encouragement to support student engagement and focus. TEs may use phrases that do not indicate either the correct or incorrect response. Examples of acceptable encouraging phrases are outlined in the script below.

> **SAY any of the following as appropriate:**
> - I like the way you are listening and following directions.
> - Do your best.
> - Only one more to go!
> - Just five minutes until a break!
> - Keep working!
> - Look at the screen. (The TE may point to or tap the computer screen to draw the student's attention to the screen. However, the TE should be careful not to inadvertently point to or suggest the correct answer in anyway.)

Prompt for Handheld Calculator

Students may user a familiar handheld calculator on all IDAA mathematics and science test items. Use of the embedded calculator is not required.

> **SAY:**   Do you want to use your calculator? [or] Here is your calculator.

Prompts for Test Tools

If students have experience using embedded test tools, such as strikethrough, mark for review, zoom, etc., they may click the tools independently or the TE may prompt students to use the tools as appropriate. However, the TE should not prompt the student to use a tool as an indicator that the student made an incorrect answer choice.

SAY one of the following as appropriate:

- Do you want to use [name the test tool]?

- Show/tell me which answer you want to strikethrough.

- Do you want to go back to the last item?

- Do you want to make the question bigger/larger? Is that enough?

- Do you want to make the question smaller? Is that enough?

- Do you want me to make the recording louder/softer? Is that enough?

- Do you want me to print this item? [The IDAA is not intended for all items to be printed on demand.]

Prompt for a Break

Students may indicate the need for a break by specifically asking for by their behavior. It is up to the TE's discretion to allow a student a break from the IDAA. Remember, students taking the IDAA may have multiple breaks as necessary to address their individual needs.

SAY: It looks like you need a break. Let's pause your test and come back to it [later today, after lunch, after a walk, etc., as appropriate].

Prompt for Testing Over Multiple Days

SAY: We are going to stop your testing for today and finish on [whatever day you plan to resume testing].

IMPORTANT:

- If the TE is using the TA Interface and navigates to TIDE, the session will stop, and all students in the session will be logged out. The session cannot be resumed. A new session will have to be created, and the students will have to log in to the new session to resume testing. When starting a new session, give the new session ID to the students so they can log in and resume testing.

- If the TA Interface is accidentally closed while students are still testing, the session will remain open until it times out after 20 minutes. The TE can open the browser and navigate back to the TA Interface. The TE will be prompted to enter the active session ID.

- As a security measure, TEs are automatically logged out of the TA Interface after 20 minutes of inactivity and student inactivity in the test session, which will result in closing the test session. If

this occurs, the TE will have to create a new session and the students will have to log in to the new session to resume testing.

Submitting a Test

Once all test items have been answered, the TE may prompt or assist the student to click the "submit test" button or click the "submit test" button for the student. The TE should prompt or assist the student to return to any items marked for review.

> **SAY:**   You marked question [item number] for review. Listen to the question again. [TE follows steps as outlined for the specific item type.]

After reviewing all items marked for review the TE may prompt or assist the student to click the "end test" button or click the "end test" button for the student.

> **SAY:**   You have finished taking your test.
>
> [Independently] Click the "end test" button.
>
> [Visual Prompt] Look here [TE "end test" button]. Click the "end test" button to submit your test.
>
> [Physical Assist] We will click the "end test" button together so you can submit your test.
>
> [Teacher] Listen click the "end test" button to submit your test.

Ending a Test Session

The TA ends the test session and logs out of the TA Interface.

After the student has paused the test to take a break, stopped testing for the day, or submitted the test, the TEs should click [**Stop Session**] to end the test session and pause any student test in the session that is still in progress. When finished, the TE can log out of the TA Interface by clicking the [**Logout**] button at the top right. The TE should also collect any scratch paper or other secure test materials.

Testing Over Multiple Sessions or Days

When testing is continued on a subsequent day, the TE will need to start a new test session and prepare the student to resume their test.

> **SAY:**   It is time to finish your [NAME OF TEST (i.e., grade 5 ELA)] test that you started on [day of last test session]. I will help you get logged in.

The student's test will resume starting with the first unanswered item from the previous test session.

> **SAY:**   We will start where you left off on [day of last test session. [Resume administering test items.]

Appendix M. IDAA Teacher and Test Administrator Checklist

The IDAA Teacher and Test Administrator activity checklist list below may be customized according to how roles are assigned by the State.

	Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	1. Review all state and district policy and test administration documents, particularly the Online Test Administration Manual (TAM).	1–2 hours	Complete at least 2–3 weeks prior to testing.	
☐	2. Review the training modules and attend school, district, or state training sessions if any are offered. Review the TA Certification Course (found on the ISAT portal), as it is required.	2–3 hours	Complete at least 2–3 weeks prior to testing.	TA Certification available on the ISAT portal **ELA/Literacy & Math Assessments**, **Science Assessments**, and **Idaho Alternate Assessments** cards
☐	3. Provide students with a walk-through of the IDAA sample tests for familiarity with the human voice recordings, test format, and navigation of the system and tools.	1 hour	Complete while spaced over 2–3 weeks prior to testing.	IDAA sample tests are available on the ISAT Portal
	4. Become familiar with all online test tools. Teachers should access the IDAA sample tests and become familiar with the Help Guide, located on the Instructions and Help screen.	1-2 hours	Complete while spaced over 2–3 weeks prior to testing.	IDAA sample tests are available on the ISAT portal
☐	5. Perform an equipment needs check based on individual student requirements. • Work with the SC to identify students who will need specialized equipment for accommodations.	1–2 hours	Complete at least 2 weeks prior to testing.	Technology Information available on the ISAT portal

	Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	6. Work with the SC to determine precise testing schedules based on the test administration windows selected by the school schedule. • Make sure your students' test administration includes multiple test sessions across one or more days.		Complete at least 1–2 weeks prior to testing.	
☐	7. Confirm that you have received your TIDE log-in information. You should have received an automated e-mail from the Help Desk notifying you of how to log in to TIDE. You will also use this username and password for any other provided systems.	2–4 hours	Complete at least 1–2 weeks prior to testing.	If you have not received this information, please check your spam/junk e-mail folder to see if it was mistakenly routed there. If not, check with your School Test Coordinator.
☐	8. Work with your SC to ensure that each student has an EDUID number and has been loaded into TIDE.	2–4 hours	Complete at least 1–2 weeks prior to testing.	
☐	9. Confirm that students' Special Education Status and Alt. Assessment fields are coded "yes" in TIDE.	30 minutes	Complete at least 1–2 weeks prior to testing.	
☐	10. Confirm each student's test settings for accommodations in TIDE against their IEP or other relevant documentation as appropriate.	2–4 hours	Complete at least 1–2 weeks prior to testing.	
☐	11. Complete the Learner Characteristics Inventory for each student.	10-15 minutes per student	Complete at least 1–2 weeks prior to testing.	
☐	12. Administer the Student Response Check and enter student responses in the Data Entry Interface for student being considered for the Early Stopping Rule.	10-15 minutes per student	Complete at least 1–2 weeks prior to testing.	

	Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	13. Ensure that the correct Secure Browser has been downloaded to any computer(s) on which students will be testing.	1–2 hours	Complete at least 1–2 weeks prior to testing. and again Complete the day before testing or morning of testing.	Technology Information available on the ISAT portal
☐	14. Prior to administration, check all computers that will be used and close all applications except those identified as necessary by the School's Technology Coordinator. Make sure that no computer has dual monitors. • Work with your SC to set system volume prior to students launching the Secure Browser to ensure that students can hear the audio portions of the ELA/literacy segment.	1–2 hours	Complete the morning of testing.	The TA should open the Secure Browser on each computer after closing any unnecessary applications.
☐	15. Review all guidelines for creating a secure test environment. • Review all security procedures and guidelines in Online Summative Test Administration Manual (TAM). • Any individuals that will be in the testing room must carefully read and sign the Test Security Agreement required by the Idaho State Department of Education (SDE). Provide the signed version to your DC or SC, depending on district policy.		Prior to and during day(s) of testing.	Test Security Agreement available on the ISAT portal

	Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	16. Make sure that the physical conditions of the testing room are satisfactory. • Make sure that no instructional materials directly related to the content of the assessments are visible. • Individually administer the IDAA to qualifying students • Students who are not being tested may not be in the room where a test is being administered.		Complete the day(s) of testing.	Make sure that students clear their desks and put away all books, backpacks, purses, cell phones, electronic devices of any kind, and other materials not needed for the test. Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.
☐	17. On the day of testing, verify student information for test log-in (first name, EDUID, and test session ID).		Complete the day(s) of testing.	
☐	18. Administer the assessments, following the script and directions for administration. Provide any necessary non-embedded accessibility features and/or accommodations.		Complete the day(s) of testing.	Provide students with scratch paper for all test sessions. Also, provide students in grades 6 and above graph paper for the mathematics assessments.
☐	19. Report any testing improprieties, irregularities, and breaches to the SC and DC in writing immediately following a test impropriety, irregularity, or breach.		Complete as soon as possible during or immediately following testing.	
☐	20. Securely dispose of all printed testing materials, including student log-in information, print-on-demand documents, and scratch paper in a secure manner.		Complete after testing.	

Contact Information	
Questions about the overall administration and state policies	**Questions about technology and the overall administration procedures**

SDE Test Policy

Name: Kevin Whitman

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IDAA Procedures

Name: Karren Streagle

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Test Irregularities

Name: Ayaka Nukui

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E-mail: anukui@sde.idaho.gov

School Technical Coordinator

Name:

Phone:

E-mail:

School Test Coordinator

Name:

Phone:

E-mail:

District Test Coordinator

Name:

Phone:

E-mail:

Idaho Help Desk

Toll-Free Phone Support: 1-844-560-7365

E-mail Support:
IDHelpDesk@cambiumassessment.com

Appendix N. IDAA Non-Embedded Scribe Accessibility Feature: Protocols for Selected-Response Items

For a student who utilizes the non-embedded scribe accessibility feature on the IDAA, the scribe will enter the student-indicated answer to an item into the Idaho Secure Browser.

Qualifications

A scribe must:

- be a state-certified educator employed by the district;

- complete all training for the IDAA;

- be familiar to the student;

- be familiar with the Test Administration Script outlined in Appendix L;

- be familiar with accessibility features needed by the student; and

- be familiar with all the accommodations included in the student's Individualized Education Program (IEP).

Expectations

Scribes are expected to:
- familiarize themselves with the test format in advance of the scribing session;

- be knowledgeable about the assessment and accessibility features that are available on the IDAA;

- know the specific embedded or non-embedded accessibility features that the student must receive; and

- practice the process for scribing during instruction before testing begins.

Scribe Protocol

The scribe may not question or correct student choices, alert the student to errors or mistakes, guide the student to a correct answer, or otherwise influence a student's answer or answer choice in any way.
- The student must be tested in a setting that does not permit his or her responses to test items to be heard by other students.

- The scribe will comply with student requests for use of all available and allowable accessibility features on the TDS (e.g., when to turn a feature on or off, when to change the size of a graphic).

- A TE who is a scribe may answer procedural questions asked by the student (e.g., test directions, navigation within the test environment).

- The scribe must enter student responses directly into the TDS.

- The scribe may ask the student to repeat a response.

- The scribe allows the student to indicate when they want to move to the next test item.

- The scribe must provide an opportunity for the student to review and modify what the scribe has recorded.

- After testing, the scribe collects scratch paper, graphic organizers, other ancillary materials, and login information and gives it to the DC/SC for secure shredding. The scribe may not keep any testing materials after testing is complete.

Appendix O. IDAA Augmentative & Alternative Communication Guidelines

The TE must record the student's response(s) exactly as the student indicates using the student's existing augmentative and alternative communication (AAC) system or device.

AAC methods include the following:

- The student should use the communication mode/system with which he or she is the most competent and which provides the most accessibility to producing a response.

- Allow the student to select the word/symbol/picture/phrase in the communication mode/system in the same manner used in instruction (e.g., direct select, indirect such as scanning, eye gaze).

- Allow the student to access words/symbols/pictures/phrases within their communication mode/system in the same manner used in instruction (e.g., subject-specific boards, multiple levels by categories).

Appendix P. IDAA Learner Characteristics Inventory (LCI) Process

The purpose of the LCI is to collect data on students who qualify for the Idaho Alternate Assessment (IDAA). The State Department of Education (SDE) will use LCI data to correlate a student's IDAA scores with their teacher's ratings of their academic skills and knowledge. The data are also used as part of a state-level review to ensure that only those students with the most significant cognitive disabilities are taking the IDAA.

The TE must complete the LCI **one time each year** before a student can take their first IDAA. The *Special Education* and *Alt. Assessment* fields in TIDE must be coded "yes" the TE can complete the LCI. The TE completes the LCI in the Data Entry Interface (DEI). Directions for using the *Data Entry Interface User Guide*. The LCI window opened on February 1 and will close on May 28, 2021.

> **Note:** Completing the LCI in the DEI will take less time if the TE collects all a student's information beforehand.

There are two versions of the LCI: one for students in grades 3–8 and one for students in high school. Printable PDF versions of the LCI are located on the Idaho Alternate Assessment page of the ISAT portal, under *Key Documents*. The grades 3–8 version of the LCI includes the sections listed below.

- IDAA participation criteria
- Disability category and least restrictive environment
- General information: 10 items
- Language arts skills: 8 items
- Mathematical skills: 7 items
- Instructional minutes in each content area – table

The high school version of the LCI includes the sectioned listed below.

- All items included on the grades 3–8 version.
- Career readiness: 2 items
- Inclusion: 2 items
- Paid employment/work experience: 4 items
- Parental educational expectations: 1 item
- Social Skills: 2 items

Appendix Q. IDAA Student Response Check (SRC) Procedure

The purpose of the Student Response Check (SRC) is to evaluate a student's ability to demonstrate a consistent, observable response using his or her preferred method of communication. This content-neutral assessment provides an opportunity to observe and confirm the student's mode of response. It is not important that the student respond correctly to any of the items, just that they respond to the stimuli presented. The SRC consists of 3 items.

The SRC is required only for those students for whom the early stopping rule is being considered. The SRC is not required for students whose mode of communication is clearly understandable and recognizable.

After the SRC is administered, the TE will record the student's responses in the Data Entry Interface (DEI). Directions for using the DEI are located in the *Data Entry Interface User Guide*. Regardless of how the student responds on the SRC, the TE must administer the first 4 scorable items on the IDAA.

Directions for Administering the SRC

The SRC is administered using the test administration directions and script and a print version of the response option cards (see Figure 1). The TE may present the printed response option cards as they appear or cut them into individual cards, based upon the communication mode most appropriate for the student. The student may respond to each item by pointing, speaking, eye-gaze, activating a switch or communication device, handing the answer option card to the TE, or other means by which the student usually communicates.

Figure 1. SRC Response Option Cards

1	2	3

SRC Administration Script

Since the SRC in required only for those students who may not have a consistent, observable mode of communication and may need the early stopping rule, TEs can expect that students may not respond. Allowing sufficient wait time will be key conducting a successful SRC.

Using Uncut Response Option Card

Present uncut response card to the student.

SRC Item 1:

> **SAY:** Look at this card. I want you to choose an option. Point to the option when I tell you to.
>
> [Point to each number as you say:] This is option one. This is option 2. This is option 3. Point to option 1.

If the student points to an option, even if it is incorrect, proceed to SRC item 2. If no response, provide second attempt for SRC item 1.

> **SAY:** I want you to point to option 1. [Point to each number as you say:] This is option one. This is option 2. This is option 3. Point to option 1.

SRC Item 2:

> **SAY:** Let's try another one.
>
> [Point to each number as you say:] This is option one. This is option 2. This is option 3. Point to option 3.

If the student points to an option, even if it is incorrect, proceed to SRC item 3. If no response, provide second attempt for SRC item 2.

> **SAY:** Let's try one more time. [Point to each number as you say:] This is option one. This is option 2. This is option 3. Point to option 3.

SRC Item 3:

> **SAY:** This is the last one
>
> [Point to each number as you say:] This is option one. This is option 2. This is option 3. Point to option 2.

If the student points to an option, even if it is incorrect, proceed to SRC item 3. If no response, provide second attempt for SRC item 3.

> **SAY:** Look. [Point to each number as you say:] This is option one. This is option 2. This is option 3. Point to option 2.
>
> Okay, we are finished.

Using Individual Response Option Cards

Depending on the individual mode of communication used by the student, individual response option cards may be presented to students by placing them on a surface in front of these student, attaching them to an assistive communication device, or placing them on an eye-gaze board. Students may be prompted to *point, give, press, or look* to indicate their answer choice, as outlined in the script below.

SRC Item 1:

Present cards to student in order, based on their individual mode of communication.

> **SAY:**　I am going to show you some cards.　I want you to choose an option.　[Point to/give me/press/look at] the option when I tell you to.
>
> [Point to each number as you say:] This is option one. This is option 2. This is option 3. [Point to/give me/press/look at] option 1.

If the student points to an option, even if it is incorrect, proceed to SRC item 2. If no response, provide second attempt for SRC item 1.

> **SAY:**　I want you to [point to/give me/press/look at] option 1. [Point to each number as you say:] This is option one. This is option 2. This is option 3. [Point to/give me/press/look at] option 1.

SRC Item 2:

> **SAY:**　Let's try another one.
>
> [Point to each number as you say:] This is option one. This is option 2. This is option 3. [Point to/give me/press/look at] option 3.

If the student points to an option, even if it is incorrect, proceed to SRC item 3. If no response, provide second attempt for SRC item 2.

> **SAY:**　Let's try one more time. [Point to each number as you say:] This is option one. This is option 2. This is option 3. [Point to/give me/press/look at] option 3.

SRC Item 3:

> **SAY:**　This is the last one
>
> [Point to each number as you say:] This is option one. This is option 2. This is option 3. [Point to/give me/press/look at] option 2.

If the student points to an option, even if it is incorrect, proceed to SRC item 3. If no response, provide second attempt for SRC item 3.

> **SAY:** Look. [Point to each number as you say:] This is option one. This is option 2. This is option 3. [Point to/give me/press/look at] option 2.
>
> Okay, we are finished.

Appendix R. IDAA Early Stopping Rule (ESR) Procedure

The purpose of the Early Stopping Rule (ESR) is the prevent students who do not have a consistent, observable mode of communication from sitting through the entire IDAA. Students are eligible for the ESR when they do not have a consistent, observable mode of communication, as indicated on the Student Response Check (SRC), and do not respond to the first four scorable items on the IDAA because of deficits in communication skills. The ESR allows the TE to submit a student's IDAA after administering the first four scorable items. The student counts as a test participant for accountability purposes and receives the lowest possible score. The ESR documents that the student did not take the entire IDAA because they do not have a consistent, observable mode of communication. ***The ESR is not appropriate for students who have no consistent, observable response because of behavioral and other issues.*** While the SRC is administered only once per student, a student must be administered the at least the first four items of the IDAA in each content area.

When a student gives no response to the three items on the SRC, the TE will start the IDAA in each content area following the IDAA Test Administration Script contained in Appendix S. If a student does not respond, the teacher will mark the answer as "Mark as No Response" using the context, or hamburger, menu, as illustrated in the screenshot below.

Figure 2. IDAA Context Menu
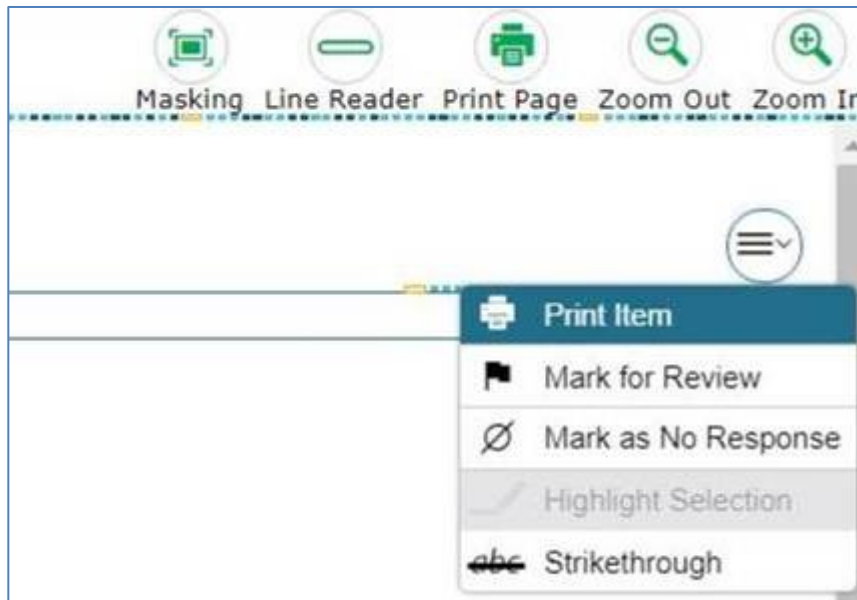
If the student does not respond to any of the first four scorable items, the TE will be directed to a fifth item, illustrated below, to confirm whether use of the Early Stopping Rule is appropriate. If the response is, "Yes, submit this student's test and activate the Early Stopping Rule," the TE can submit the student's test at this point. If the response is, "No, this student will complete the full IDAA," then the student will complete the full test. Additionally, if the response to item 5 is, "No," the TE should pause the student's test until another time.

IDAA Early Stopping Rule Item 5

Students are eligible for the Early Stopping Rule when they have no consistent, observable response on the Student Response Check *and* on the first four items on the [content area] Idaho Alternate Assessment because of deficits in communication skills.

The Early Stopping Rule should not be used for students who have no consistent, observable response *because of behavioral or other issues*.

Teacher: I confirm that this student's lack of any consistent, observable response is related to his/her deficits in communication skills.

☐ *Yes*, submit this student's test and activate the Early Stopping Rule.

☐ *No*, this student will complete the full [content area] Idaho Alternate Assessment.

Appendix S. Remote Test Administration Script and Information

Recommendation: Consider printing this section to be used on the day of testing for both the computer-adaptive test (CAT) and performance task (PT) portions of each content area test. Remember that the CAT and PT portions are considered two unique tests and, as such, adherence to the process that follows is needed when administering both tests. This section should be used in its entirety by TAs who are administering tests remotely.

The test administrator (TA) should verify the security of the student's testing environment prior to beginning a remotely administered test session. TAs must ensure that students do not have access to non-approved digital, electronic, or manual devices during testing.

The TA should verify that students have access to and use of the additional required resources in specific to each assessment and content area (e.g., scratch paper for all tests, headphones for ELA, graph paper for mathematics grades 6 and above).

NOTE: Students in grades 6 and above are expected to use the embedded calculator for calculator-allowed questions on the mathematics test, with the exception of students with a documented accommodation in an IEP or Section 504 Plan to use a specialized non-embedded, stand-alone calculator. The non-embedded calculator should have no Internet or wireless connectivity, and all security procedures need to be followed.

To ensure that all students are tested under the same conditions, the TA should adhere strictly to the script for administering the test unless a student is assigned the non-embedded designated support or accommodation for Simplified Test Directions. When asked, the TA should answer questions raised by students but should never help the class or individual students with specific test items. **No test items can be read to any student for any content area, unless the student is assigned a Read Aloud non-embedded designated support or accommodation as described in the** *Usability, Accessibility, and Accommodations Guidelines (UAAG).*

If a student or group of students is resuming a test and the TA is sure that all students are able to log in without hearing the login directions again, the TA may skip the italicized portions of the directions.

All directions that a TA needs to read to students are indicated by the word "SAY" and are in blue boxes, so they stand out from the regular text. They should be read exactly as they are written (except for students assigned the Simplified Test Directions non-embedded designated support), using a natural tone and manner. If the TA makes a mistake in reading a direction, the TA should stop and say, "I made a mistake. Listen again." Then the direction should be reread.

The TA should try to maintain a natural remote learning atmosphere during the remote test administration. Before each test begins, the TA should encourage students to do their best.

Any time a student logs in to the testing system, the TA should follow this script. This includes logging in to complete the CAT or the PT.

Preparations for a Remote Test Session

Prior to beginning a remote test session, give students the test session ID and other login information. The test session ID, their EDUID, and the student's first name may be provided to students ahead of time. Student information is confidential; therefore, the EDUIDs should not be emailed or sent to students in a non-secure manner. The EDUID and test session ID are unique and should be communicated to the student through a secure method (e.g., classroom management system.

The TA should ensure that the students use their legal first names, not nicknames. If a student is unable to log in, he or she will be prompted to try again and provided with a message describing the reason (an invalid EDUID, for example). If the student is still having difficulty, the TA can look up the correct information using the Student Lookup function on the TA Interface. TAs may assist students with logging in, if necessary.

This session ID must be provided to the students before they log in and should be written down by the student. **The TA should write down the session ID for the TA's own records, in case the TA gets involuntarily logged out of the system.** The TA will be logged out of the session if there is no activity for 30 minutes by the TA or a student. Having the session ID will allow the TA to resume the session.

Make sure students know that the test session ID must be entered **exactly** as it is written without extra spaces or characters. Please refer to the _Test Administrator User Guide_ to become familiar with the online testing system.

> **In your preparations with students, include:**
>
> When you are logging in, you will have to wait for me to approve the test before you start. If you have trouble logging in, check that you have correctly entered the test session ID and other information.
>
> Enter your legal first name, not your nickname, followed by your EDUID. Then enter the test session ID.
>
> You will then select SIGN IN. Once you have successfully logged in, you will see a screen with your first name and other information about you. If all the information on your screen is correct, select YES to continue.
>
> On the next screen, select the [INSERT NAME OF TEST (e.g., ELA grade 4 CAT)] and review test settings and tools. If all the information is correct, you may select YES, START MY TEST. You will then see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. Please wait quietly while I check and approve each of your tests.
> Once I approve you to test, you will be able to communicate with me through the Chat Message on the bottom of your screen.

If TAs are unsure of which content area or test students are participating in during that session, TAs should contact the School Test Coordinator (SC) or District Test Coordinator (DC).

Students may be able to select from more than one test, for example, both English language arts/literacy (ELA) and mathematics. TAs should direct students to select the appropriate test name based on what the TA is planning to administer at that time—to the content area "ELA" or "Math." Students may select only from assessments for which they are eligible.

Each student will be logging in at a different time. The TA should monitor the sessions and log in all students who are currently ready before assisting any students who are having problems.

If students will be taking an ELA assessment during the test session, read the directions in the next SAY box so the students will know how to verify that their headsets are working properly.

> **[The following should be provided to students for the ELA test only]:**
>
> Next you should see a screen that prompts you to check that the sound on your computer is working. Put on your headsets and select the icon of the speaker in the circle to hear the sound. If you hear the chime, select YES. Check your sound settings and try again.

If a student's volume is not working, troubleshoot basic steps such as ensuring that the headset is fully plugged in, mute is not inadvertently selected, and volume setting is turned up. If the student is still experiencing issues, contact your SC or Help Desk at 1-844-560-7365.

Starting a Test Session

The TA must open a test session before students can log in to the Student Interface **(but no more than 30 minutes prior or the system will time out)**. When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log in and should be written down. TAs should follow these steps to create a session:

The TA logs in to the TA Interface

The TA enters his or her username and password in the TA Interface and selects [**Log In**] to log in to the TA Interface. The TA opens a test session.

The TA should verify that students have access to and use of the additional required resources specific to each assessment and content area (e.g., scratch paper for all tests, headphones for ELA, graph paper for mathematics grades 6 and above).

Step 1: The TA opens the test session.

Step 2: The TA views and approves students who are waiting for test session approval.

After students have selected a test, the TA verifies that each student selected the appropriate test before approving that student for testing. **It is very important that the TA pays close attention to the test name prior to approving to be sure it is the correct test to be administered at that time.** To do this:

a. Select the [**Approvals (#)**] button.

b. A new window opens that shows a list of students, organized by test name. The TA should review the list to ensure that students are taking the correct test, (summative or interim), the correct content area (mathematics or ELA).

   i. If a student selected a test other than the one the TA plans to administer that day (for example, selected an interim instead of a summative assessment), the TA must deny the student entry to the test session. The student may then log in again and select the correct test.

   NOTE: Administering a summative assessment instead of an interim assessment is a breach and needs to be addressed in the Test Improprieties feature in TIDE and submitted to the SDE in the Test Incident Log. Administering an interim test instead of a summative test is not a testing irregularity but will require students to retest at a later time to complete summative testing.

c. The TA should also review the test settings assigned to each student to ensure that they are correct.

   i. If a student's settings are incorrect, do *not* approve that student to begin testing. The TA will need to work directly with a SC or DC to correct the test settings in TIDE before approving the student to begin testing. **Ensuring the test settings are correct before the student begins testing is critical to avoid the need for a test reset that may result in additional testing for the student later.**

d. When the correct test is selected and test settings are verified, the TA selects [**Approve**] or [**Approve All Students**].

To ensure standardized instructions for all students, using the Broadcast feature in the TA Interface, copy and paste the information in blue boxes below. Replace the information in brackets with exact test names as applicable for each session.

> Today, you will take the [NAME OF TEST (e.g., ELA grade 4 Fixed Form)]. Now that you are logged in, let's go over some test rules.
>
> You must answer each question on the screen before selecting NEXT. If you are unsure about an answer, provide what you think is the best answer. If you would like to review that answer at a later time, mark the question for review before going on to the next question. You may go back and change the answer during this test session.
>
> If you need a break, please press the RAISE YOUR HAND button and get permission from me before clicking PAUSE.

> **The following should be broadcast for the CAT segment or science tests only]:**
>
> If you pause your test for more than 20 minutes, you will not be able to go back and change your answers to any question, even the ones you marked for review. You may check your answers to any questions before you pause your test.

> **The following should be broadcast for the Math CAT segment in grades 6–11 and ELA PT segment only:**
>
> Please keep in mind that this test is divided into segments. When you get to the end of a segment, you will be told to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to any of the questions in the previous segment.
>
> Please do not use any materials or unapproved devices, like a cell phone, during testing. Your answers need to be your own work so that the test results show what you know and can do.
>
> When you finish you test, please press the RAISE YOUR HAND button to let me know you have completed your test and are ready to submit and log off.

Step 3: The TA monitors student progress.

Monitoring Test Selection

It is very important that TAs monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area. The TA monitors the test each student is taking by referring to the Students in Your Test Session table in the TA Interface.

In the event a student is taking an incorrect test, the TA can pause the student's test. The TA should then instruct the student to log out and log in again to select the correct test.

In the rare event that a student starts a test unintentionally (for example, selected mathematics instead of ELA), the test's expiration timeline will be activated.

Monitoring Test Progress

Once students have started their tests, the TA should monitor student progress through the test via the Students in Your Test Session table in the TA Interface to ensure that all conditions of test security are maintained. If the TA witnesses or suspects the possibility of a test security incident, the SC and DC should be contacted immediately.

The TA may also use the TA Interface to view the testing progress of any student. This site will not show test items or scores but will let the TA see how many items have been delivered to each student (e.g., question 24/40).

While the TA Interface is designed to automatically refresh every minute, the TA can refresh it manually at any time by selecting the Refresh icon at the top right of the page. Do NOT select the web browser's refresh button to refresh the TA Interface.

Student Directions During Testing

If you notice that a student is off task, you may use the Chat Message to send the student a private message. Send the statement below **verbatim**.

> It is important that you do your best. Do you need to pause the test and take a break?

If a student is concerned how to interact with an item in order to answer it, you may direct the student to review a tutorial by using the Chat Message or Video Conference to communicate with the student. Send or say the statements below **verbatim**.

> Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can review a tutorial.

If you notice via use of a camera in a remote test session that there is a person who is assisting the student. Pause the test session. Using the Chat Message or Video Conference to communicate with the student. Send or say the statements below **verbatim**.

> Your assistance will skew the test results and will not provide information that can be used to determine what [INSERT STUDENT'S NAME] knows and can do. If the coaching continues, the test will need to be either invalidated or reset and [INSERT STUDENT'S NAME] will need to start a new test.

IMPORTANT:

- If the TA Interface or TA training site browser is accidentally closed while students are still testing, the session will remain open until it times out after 30 minutes. The TA can open the browser and navigate back to the TA Interface. The TA will be prompted to enter the active session ID.

- As a security measure, TAs are automatically logged out of the TA Interface after 30 minutes of TA user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the TA will have to create a new session and the students will have to log in to the new session to resume testing. When starting a new session, the TA should give the students the new session ID so that they can log in and resume testing. Please note that students will not be able to return to items from previous sessions, even if the responses were marked for review.

Step 4: The TA ends the test session and logs out of the TA Interface.

When there are approximately 10 minutes left in the test session, the TA should give students a brief warning Using the Broadcast feature to communicate with all students in the test session. Send the statements below **verbatim**.

> We are nearing the end of this test session. Please review your answers, including any questions you marked for review now. Do not submit your test unless you have answered all questions.

> **The following should be broadcast for the ELA CAT segment only:**
>
> If you are working on a set of questions for a reading passage, please finish all questions in that set and pause before moving on to the next passage.

> **The following should be broadcast for all tests:**
>
> If you need additional time, let me know by pressing the Raise your Hand button to let me know you need additional time.

After answering the last item in each segment, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all items available to the student prior to submitting the test. A test cannot be paused after the last item has been presented to the student.

After answering the last question, students must submit their tests. If students would like to review their answers before submitting their test, they should review their answers using the item navigation menu and then select [**SUBMIT TEST**] after they finish reviewing. Once a student reviews their answers they should select [**SUBMIT TEST**], the student will not be able to review answers.

> This test session is now over. If you have not finished, select PAUSE, and you will be able to finish at another time. Give your scratch paper to one of your parents so that they can give it to your teachers.

Follow appropriate testing policies regarding allowing students who need additional time to finish testing. Keep in mind the 20-minute pause rule; students whose test is paused for longer than 20 minutes will not be able to go back to any questions that contain a response or are marked for review. Students will also not have access to notes entered in the Digital Notepad.

> **The following should broadcast for the CAT segment only if the length of time pausing the test is greater than 20 minutes, (e.g., the student will continue testing on another day):**
>
> Remember, if you are not finished and need to pause your test for more than 20 minutes, you will not be able to go back to the questions from this test session, including questions marked for review. You will also not have access to the notes you entered in the Digital Notepad.
>
> If you have answered all the questions on your test and have finished reviewing your answers, select SUBMIT FOR SCORING. Give your scratch paper to one of your parents so that they can give it to your teachers.

> **The following should broadcast for the PT segment for students who will continue testing on another day:**
>
> Please [Insert process for students to securely retain their scratch paper until the next PT test session.]
>
> If you have answered all the questions on your test and have finished reviewing your answers, select SUBMIT TEST.

TAs should select [**Stop Session**] to end the test session and pause any student test in the session that is still in progress. When finished, TAs can log out of the TA Interface by selecting the [**Logout**] button at the top right.

Testing Over Multiple Sessions or Days

For some tests, particularly the performance tasks, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule. The SDE recommends that the ELA PT be administered in two sessions corresponding with Part 1 and Part 2. Students can be provided breaks within each part; however, once a student moves on to Part 2, they will not be able to review or revise items in Part 1. For this reason, it is recommended that students complete Part 1 in one test session; Part 2 would ideally be delivered the next scheduled testing day. For the mathematics PT, the SDE recommends that it be administered in one test session of 40–120 minutes.

If the TA intends to administer the test over the course of multiple days for a student or group of students, TAs may ask students to pause after they reach a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the TA should give the students clear directions on when to pause. For example, TAs may designate a certain amount of time for testing. Likewise, the end of Part 1 of the ELA PT might be a logical stopping point. This guidance may be communicated to the student via the Chat Message or Video Conference.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID.

Appendix T. User Support

For additional information and assistance, contact the Idaho Help Desk.

The Help Desk is open Monday–Friday 8:00 a.m. to 8:00 p.m. Mountain Time (except holidays or as otherwise indicated on the ISAT portal).

Idaho Help Desk

Toll-Free Phone Support: 1-844-560-7365

Email Support:
IDHelpDesk@cambiumassessment.com

Refer to the Help Desk Information Template on the "Contact Us" page of the ISAT portal for a more detailed list of information to provide the Help Desk when reporting an issue.

Appendix U. Change Log

Location	Change	Date
Throughout	Created 2020-2021 version	3/2/2021
Appendix G	Removed "grades 4 and above" from first sentence.	3/23/2021
Additional ISAT Accessibility Resources	Removed "grade 4 and above" from the sentence.	3/23/2021
Labeling of the PDF	Updated the labeling of the PDF to "Online TAM"	3/23/2021
Use of scratch paper on performance tasks (PTs	Removed "CAT constructed-response items or" from the sentence.	3/23/2021
Appendix G	The phrase "grade 4 and above "from the 100s Number Table	3/23/2021
Attemptedness Rules for Participation	Updated hyperlink for "EdFacts SY 2020-21 File Specifications" throughout the TAM.	3/30/2021
Appendix P	Changed "one time for each student" to "one time each year".	4/2/2021
Throughout	Changed "to" to "so" for the sentence "Give your scratch paper to one of your parents to that they can give it to your teachers." throughout the TAM.	4/2/2021
Appendix G	Multiplication Table containing numbers 1-9 changed with 1-12.	4/22/2021