



# Idaho Alternate Assessment (IDAA) Paper Test Forms Script Quick Guide

2021–2022

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# IDAA Test Administration Script for Paper Test Forms

**Please remember that the script must be followed exactly and used each time a test is administered.**

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 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, the TE should encourage students to do their best. TEs are responsible for individually administering the IDAA to qualifying students.



**Note:** The TE will log into the secure browser using the student credentials as if the student was taking the test online. The TE should use a computer with good speakers so the student can hear the HVRs without having to see the screen. Printed response option cards may be used to supplement the administration of the paper test forms.



**Note:** When administering the IDAA using the read aloud by familiar adult accommodation, the TE will first play all HVRs, then read text and describe images, tables, etc. as modeled by the HVR.

## Prepare Paper Test Materials

The IDAA Paper Tests Forms include a Test Booklet and Stimulus Booklet. The Test Booklet includes the test items and response options. The Stimulus Booklet includes reading passages and test stimuli that accompany some test items and appear on the left side of the screen in the secure test browser. The Stimulus Booklet is not required for all test items. The page headers in the Stimulus indicate the test items they accompany. Gather printed response option cards, if student will also use them to indicate answer choices when taking the paper test form.



## Starting a Test Session

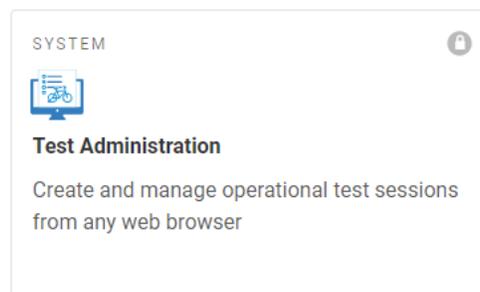
The TE should follow the steps outlined in this section to administer a test session.

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.

Figure 1. Test Administration Portal 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.

Figure 2. Test Administrator Login

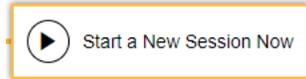


### Step 2: The TE begins the test session.

When a TE logs in to the TA Interface, the *Start a New Session Now* button appears. After clicking the button, the TE selects the assessments they are administering, and 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.



Figure 3. Start a New Session



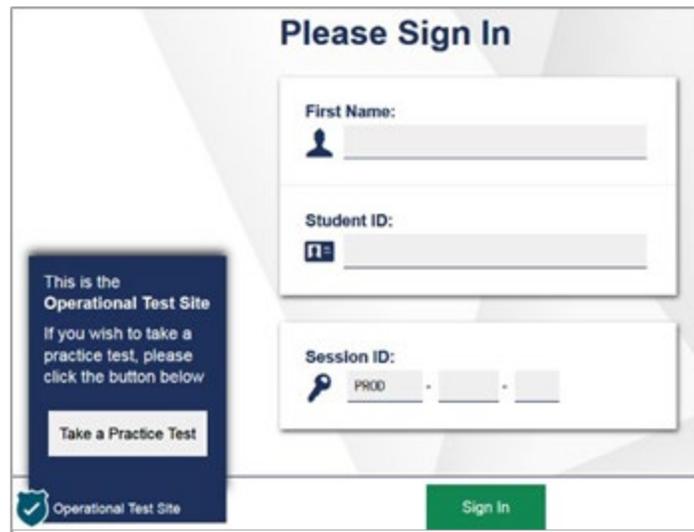
### Step 3: The TE logs into the secure test browser.

**SAY** Today, you will take the [NAME OF TEST (i.e., grade 5 ELA)] test. First, let’s go over some test rules. I will play the human voice recordings on the computer for each question. You will follow along in your test booklet. [Show the student the stimulus and test booklets.] 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.

The TE will launch the secure test browser using the student’s credentials on a **computer with good speakers so the student can hear the HVRs without viewing the computer screen.**

Enter the student’s first name, 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 TE 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.

Figure 4. Student Secure Browser Login



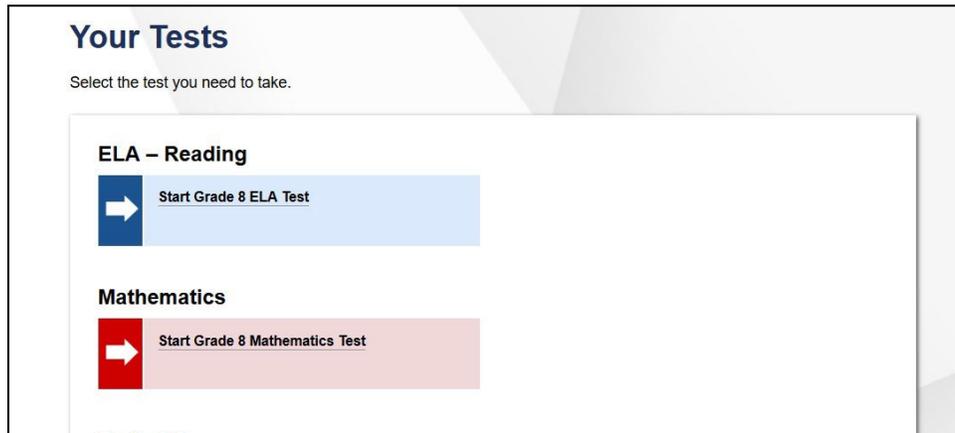
**SAY:** Please be patient with me as I get the computer ready.

Once you have successfully logged in the student, you will see a screen with the student’s first name and other information about the student. 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.

The TE chooses the appropriate IDAA Fixed Form Test. Notice the moving bar and message saying that you are waiting for approval. The TE will approve the request to start the test.

Figure 5. Choose the Student's Test



If the fixed form tests do not appear, do not proceed with the test. Quit the secure test browser and contact the SC to ensure that the Paper Tester flag is checked in TIDE.

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

The TE verifies that the appropriate test was selected. **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].



Figure 6. Approve Students to Enter Test Session

Approvals and Student Test Settings Approve All Students Refresh Done

3 students awaiting approval 0 active tests 0 tests in session = ISAT Sample Tests

Grade 3 ELA - Practice Test - 1 student(s)				Approve All Students	
Student Name	EDUID	Opp #	See Details	Action	
DoNotDelete, AFT	888887342	1	Standard		<input type="checkbox"/> <input type="checkbox"/>

Grade 4 ELA - Practice Test - 1 student(s)				Approve All Students	
Student Name	EDUID	Opp #	See Details	Action	
DoNotDelete, AFT	888887376	1	Standard		<input type="checkbox"/> <input type="checkbox"/>

Grade 5 ELA - Practice Test - 1 student(s)				Approve All Students	
Student Name	EDUID	Opp #	See Details	Action	
DoNotDelete, AFT	888887322	1	Standard		<input type="checkbox"/> <input type="checkbox"/>

**SAY:** Now, we must check to make sure we can hear your test . TE clicks the ear icon to start the audio playback check.] Did you hear the music? [student indicates “yes” using individual mode of communication.] I heard it, too. [TE 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.

Figure 7. Sound and Video Playback Check

**Sound and Video Playback Check**

Make sure audio playback is working.

Make sure video and audio playback are working. To play the sample video and sound, press the play button.



**Next Step:**  
If you were able to play the video and its sound, choose I could play the video and sound. If not, choose I could not play the video or sound.

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

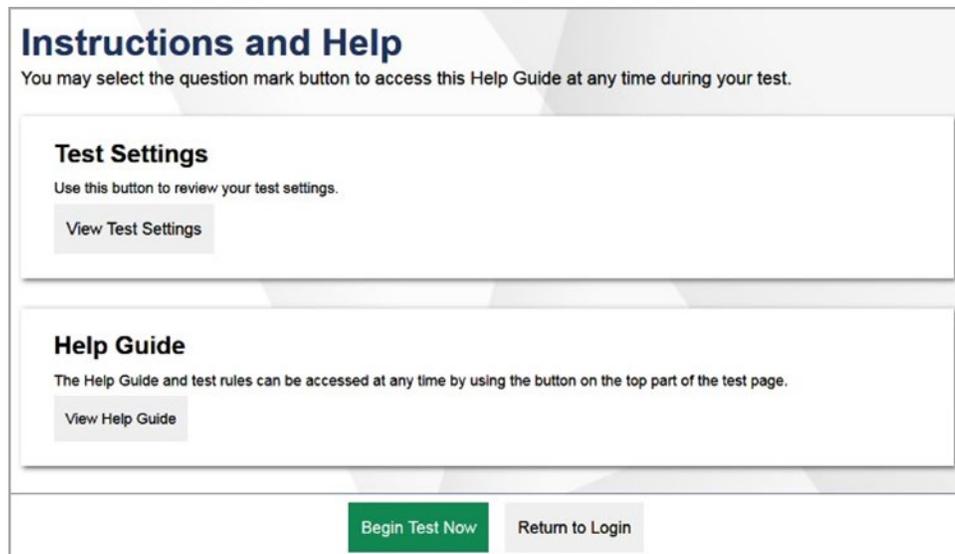
There is no need to review the Instructions and Help screen to check the student's test settings for students taking paper test forms. The TE will serve as a scribe for the student.

**SAY:** Remember, you are taking your [NAME OF TEST (i.e., grade 5 ELA)] test today. I will play all the human voice recordings before you choose an answer. You must answer each question in your test booklet before we can go to the next question. If you are not sure about an answer, choose the best answer. If you want to come back to a 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.

[TE clicks the BEGIN TEST NOW button to start the test.]

Figure 8. Begin Test



## Administering the Test

Once a student's test is started, the TE will position the student so they can hear the HVRs without viewing the computer screen and have plenty of room to present the test and stimulus booklets. If also using printed response option cards, the TE should allow room for those materials, as well.

Listed below are important reminders for individualized IDAA test administration:

- The TE activates all human voice recordings (HVRs) for the student by clicking the ear icon.
- 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 will serve as a scribe by clicking answer choices for the student in the secure test browser.

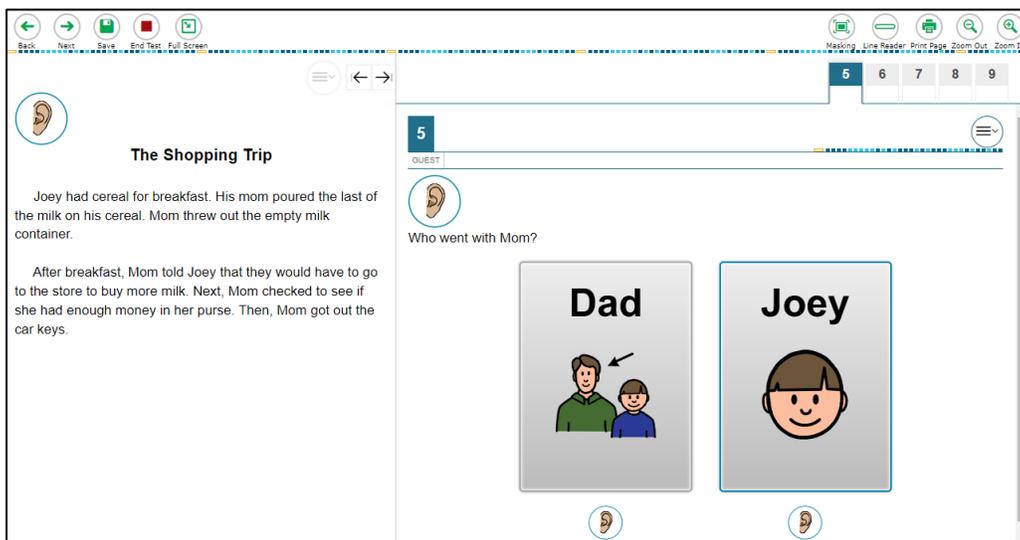
If the TE witnesses or suspects the possibility of a test security incident, the SC and/or DC should be contacted immediately in accordance with the security guidance provided in this manual.

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.

## Administering Items with Reading Passages

The TE will present the student with both the stimulus and test booklets when administering items with reading passages.

Figure 9. IDAA Item with a Reading Passage



### Step 1: Activate the HVR for the reading passage

**SAY:** Look here [TE points to reading passage in stimulus booklet] and listen while I play the reading passage.

The TE clicks the ear icon to activate the HVR.

Figure 10. Ear Icon



### Step 2: Activate the HVR for the test item

**SAY:** Look here [TE points to item in test booklet] and listen while I play the question.



### Step 3: Activate the HVR for the answer options

The TE will point to each answer option in the test booklet as the HVR plays. If also using printed response option cards, present each card to the student to correspond with the playing of the each HVR

**SAY:** Look here [TE points to each answer option in the test booklet] and listen while I play each answer.

**If using printed response option cards:** Look at the cards [TE presents each printed response option card] and listen while I play each answer.

### Step 4: Student chooses an answer

**SAY:** Choose your answer.

Student indicates their answer choice using their preferred mode of communication (speaking, pointing, communication device, eye gaze, etc.) and TE acts as a scribe to click the answer option for the student.

### Step 5: Go on to the next test item

The TE clicks the “next” button to go to the next item.

**SAY:** You are ready for the next question. [TE clicks the “next” button.]

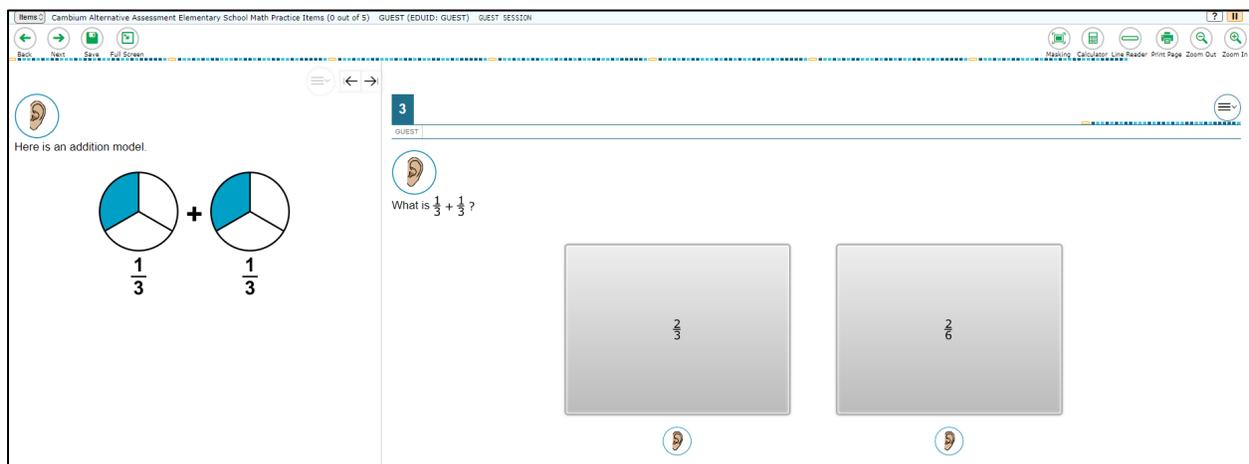
Figure 11 Next Button



## Administering Items with a Stimulus

The TE will present the student with both the stimulus and test booklets when administering items with reading passages.

Figure 12. Online IDAA Item with a Stimulus





### **Step 1: Activate the HVR for the stimulus**

**SAY:** Look here [TE points to stimulus in stimulus booklet] and listen while I play the reading passage.

### **Step 2: Activate the HVR for the test item**

**SAY:** Look here [TE points to item in test booklet] and listen while I play the question.

### **Step 3: Activate the HVR for the answer options**

The TE will point to each answer option in the test booklet as the HVR plays. If also using printed response option cards, present each card to the student to correspond with the playing of the each HVR

**SAY:** Look here [TE points to each answer option in the test booklet] and listen while I play each answer.

**If using printed response option cards:** Look at the cards [TE presents each printed response option card] and listen while I play each answer.

### **Step 4: Student chooses an answer**

**SAY:** Choose your answer.

Student indicates their answer choice using their preferred mode of communication (speaking, pointing, communication device, eye gaze, etc.) and TE acts as a scribe to click the answer option for the student.

### **Step 5: Go on to the next test item**

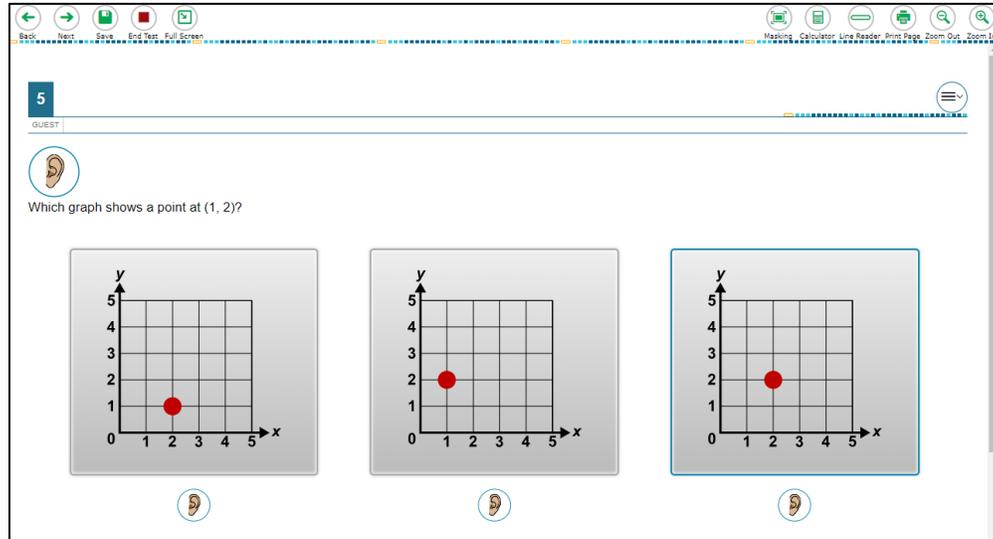
The TE clicks the “next” button to go to the next item.

**SAY:** You are ready for the next question. [TE clicks the “next” button.]

## Administering Stand-Alone Items

The TE will present the student with the test booklet for stand-alone items.

Figure 13. IDAA Stand-Alone Item



### Step 1: Activate the HVR for the test item

**SAY:** Look here [TE points to item in test booklet] and listen while I play the question.

### Step 2: Activate the HVR for the answer options

The TE will point to each answer option in the test booklet as the HVR plays. If also using printed response option cards, present each card to the student to correspond with the playing of the each HVR

**SAY:** Look here [TE points to each answer option in the test booklet] and listen while I play each answer.

**If using printed response option cards:** Look at the cards [TE presents each printed response option card] and listen while I play each answer.

### Step 3: Student chooses an answer

**SAY:** Choose your answer.

Student indicates their answer choice using their preferred mode of communication (speaking, pointing, communication device, eye gaze, etc.) and TE acts as a scribe to click the answer option for the student.



## Step 4: Go on to the next test item

The TE clicks the “next” button to go to the next item.

**SAY:** You are ready for the next question. [TE clicks the “next” button.]

## 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. Repeat the item up to three times. If the student remains unresponsive, pause the test and resume the test at another time and/or day.

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

### Prompts to Support Student Engagement

The TE may provide encouragement to support student engagement and focus. TEs should 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 use a familiar handheld calculator on all IDAA mathematics and science test items. Use of the embedded calculator is not suggested or 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 one or by their behavior. It is up to the TE's discretion to allow a student to take a break from the IDAA. Remember, students taking the IDAA may have multiple breaks as necessary to address their individual needs. When students resume the IDAA, they are not restricted from returning to items they previously answered.

**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 will submit the student’s test in the secure test browser. The TE should prompt or assist the student to return to any items in the test booklet marked for review.

**SAY:** You marked question [item number] for review. Look here and listen to the question again. [TE follows steps as outlined for the specific item type.]

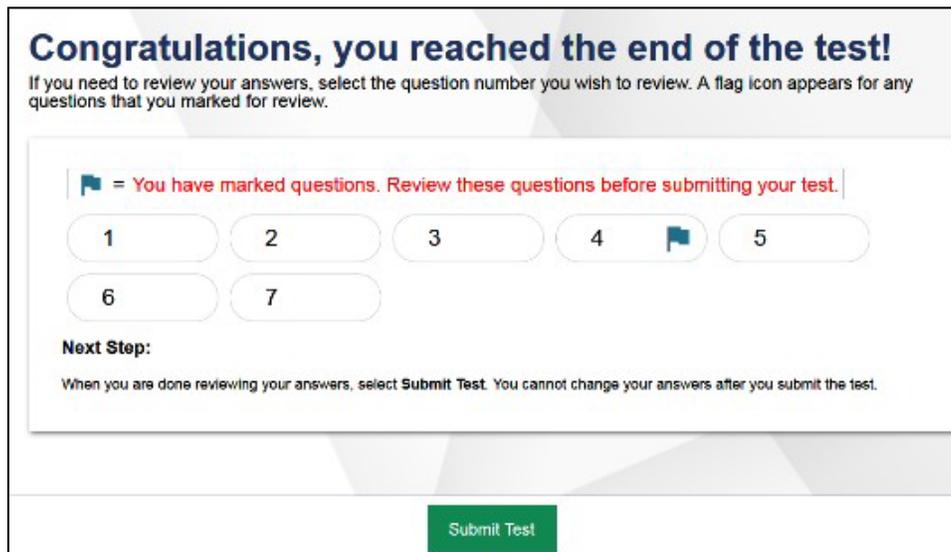
After reviewing all items marked for review the TE will click the “end test” button for the student.

Figure 14. End Test Button



**SAY:** You have finished taking your test. Now I will submit your test.

Figure 15. Submit Test Window



## Ending a Test Session

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

After the TE 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.



Figure 16. Log Out of Test Session Window

GUEST (EUID: GUEST) | GUEST SESSION | Grade 3 ELA - Practice Test

**IDAHO**  
STATE DEPARTMENT OF EDUCATION

## Your Results

Your test was submitted. You may review the test details below.

<b>Student Name:</b> (EUID: GUEST)	<b>Test Name:</b> Grade 3 ELA - Practice Test
<b>Test Completed On:</b> 8/9/2020	

You have finished the test. You may now log out.

**Next Step:**

To log out of the test, select **Log Out**.

In accordance with the Family Educational Rights and Privacy Act (FERPA), the disclosure of personally identifiable information is prohibited by law.

[Log Out](#)

## 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. When students resume the IDAA, they are not restricted from returning to items they previously answered.

**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 find the correct page in your test booklet.

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.]