



Idaho Alternate Assessment (IDAA) Test Administration Script for Printed Response Option Cards Quick Guide

2023–2024

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IDAA Test Administration Script for Printed Response Option Cards

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

*****PLEASE NOTE:** Some of the screenshots in this guide are taken from the practice and training test sites and may not depict exactly what the user will encounter during the live test administration. The screenshots accurately illustrate the process, and the practice and training test sites mirror the live testing site. These screenshots will be indicated by an asterisk in their titles.

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 Teacher (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 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 may log into the secure browser using the student's credentials if the student needs assistance. The TE should use a computer with good speakers so the student can hear the HVRs.



Note: Before testing, be sure to log into TIDE and verify the student's settings. The "IDAA Fixed Form" field should be selected. If it is not, please log out and work with your SC to ensure this field is selected.



Note: The IDAA Test Administration Script for Printed Response Option Cards differs from the IDAA Test Administration Script only in that it prompts the TE to present the printed response option cards to the student as each relevant HVR is played.



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.

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 30 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 Test Administration (TA) Interface

- a. Select the **Test Administration** card.

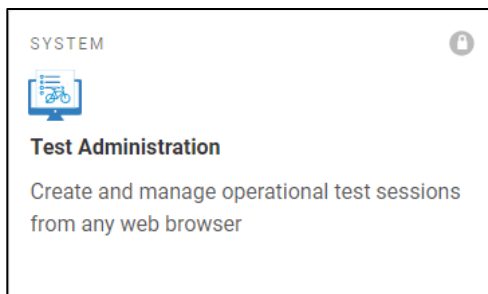


Figure 1. Test Administration Portal Card

- 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.

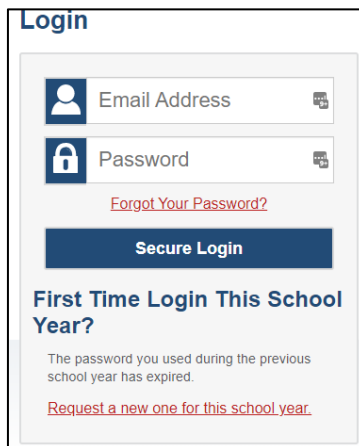


Figure 2. Test Administration Login

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.

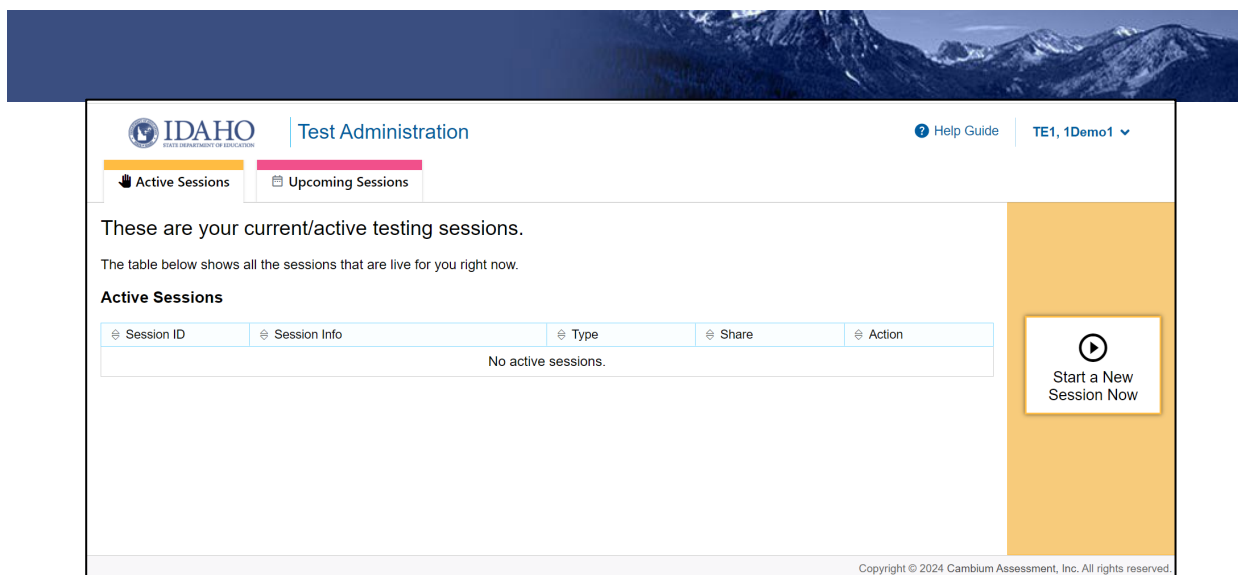


Figure 3. Start a New Session

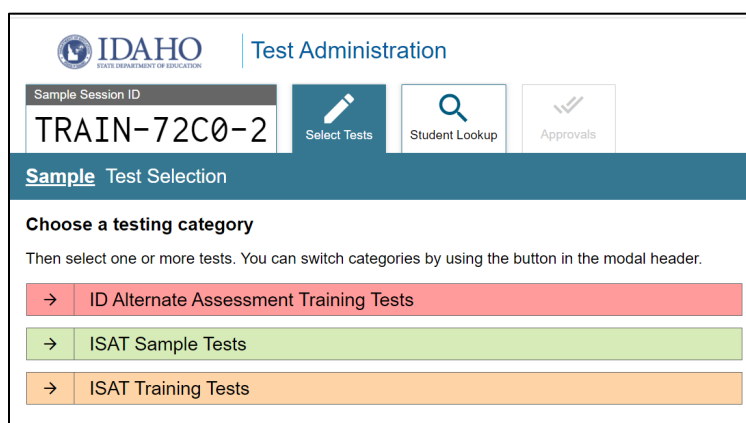


Figure 4. Choose a Testing Category*

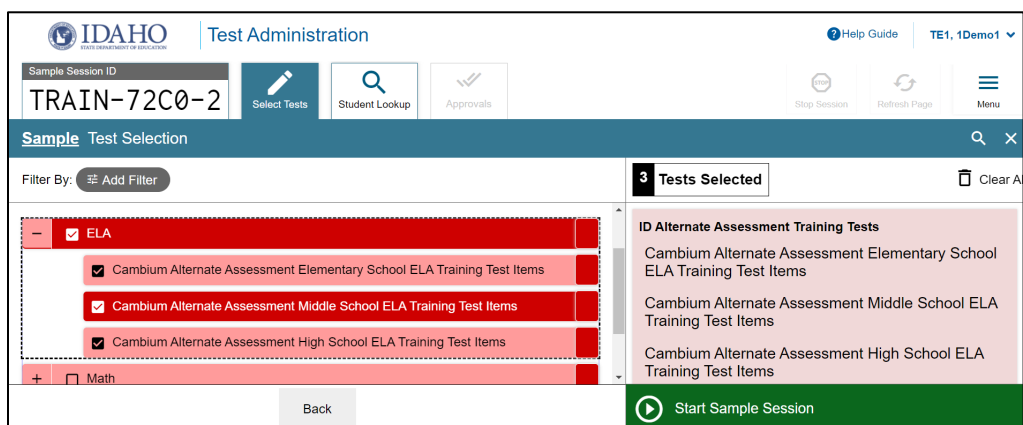


Figure 5. Select Assessments, Start Session, and Session ID*

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

The TE will launch the secure test browser on the student's computer or tablet.

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 30 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.]



The screenshot shows a login interface titled "Please Sign In". It includes three input fields: "First Name:" with a person icon, "Student ID:" with an ID card icon, and "Session ID:" with a key icon and a "PROD" dropdown menu. A "Take a Practice Test" button is located on the left side. At the bottom right, there is a green "Sign In" button. A blue box on the left contains the text: "This is the Operational Test Site. If you wish to take a practice test, please click the button below." and a "Take a Practice Test" button.

Figure 6: Student Secure Browser Login

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 School Coordinator (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 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.

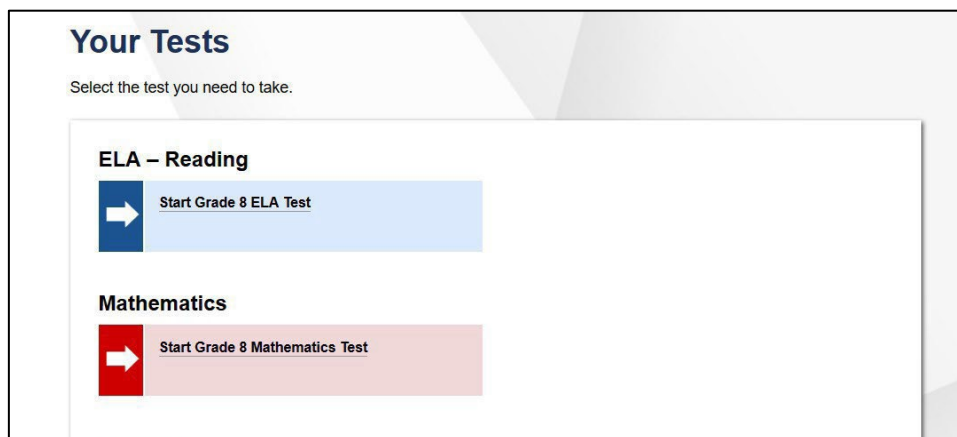


Figure 7: Choose the Student's Test*

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.

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 IDAA Fixed Form flag is checked in TIDE.

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

After the student or TE has selected a test, the TE verifies that the student or TE 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), the correct content area (mathematics), and the IDAA Fixed Form.
- 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 avoiding 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]**.

The screenshot shows the IDAHO Test Administration interface. At the top, there's a header with the IDAHO logo and 'Test Administration'. Below this, there's a 'Sample Session ID' field with the value 'TRAIN-72C0-2'. To the right of this field are buttons for 'Select Tests', 'Student Lookup', and 'Approvals' (which has a notification badge with the number '2'). Further right are buttons for 'Stop Session', 'Refresh Page', and a 'Menu' icon. Below the header, there's a section titled 'Approvals and Student Test Settings' with a sub-header 'Approve All Students'. This section shows '2 students awaiting approval', '0 active students (max 200)', and '0 tests in session'. A red banner indicates 'Cambium Alternate Assessment Elementary School ELA Training Test Items - 2 student(s)' with an 'Approve All Students' button. Below this is a table with columns: Student Name, EDUID, Opp #, See Details, and Action. The table contains two rows of student data, each with a 'Test, Demo' name, an EDUID, an Opp # of 1, and an 'Action' column with checkmark and X buttons. The footer of the interface reads 'Copyright © 2024 Cambium Assessment, Inc. All rights reserved.'

Figure 8. Approve Students to Enter Test Session*

SAY: Now, we must check to make sure we can hear your test and see the videos. [Student or TE clicks the play button 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 “I could play the video and sound” 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.

The screenshot shows a 'Sound and Video Playback Check' screen. At the top, it says 'Sound and Video Playback Check'. Below this is a video player with a play button. To the right of the video player, there's text that says 'Make sure audio playback is working.' and 'Make sure video and audio playback are working. To play the sample video and sound, press the play button.' Below the video player, there's a 'Next Step:' section with instructions: '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.' At the bottom, there are two buttons: 'I could play the video and sound' and 'I could not play the video or sound'.

Figure 9. Sound and Video Playback Check



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 every question. 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 button to start your test.

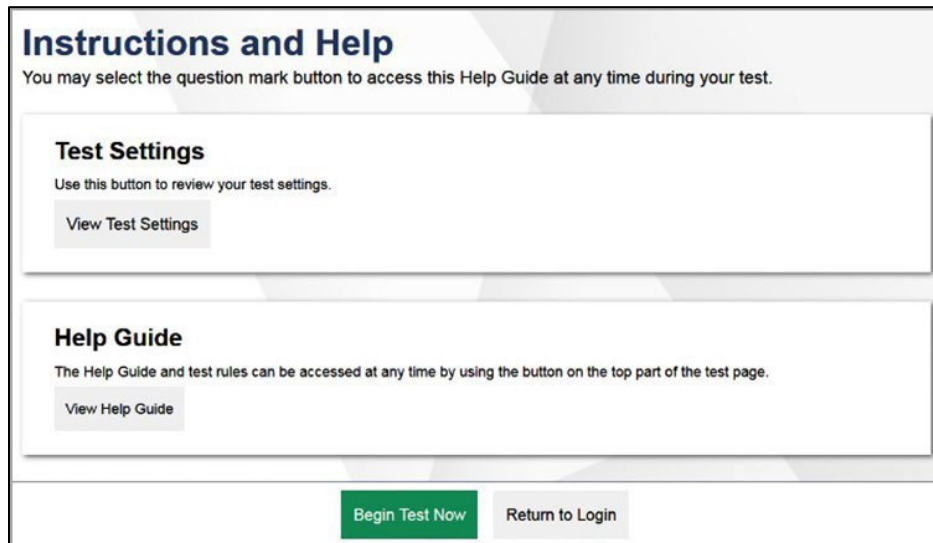


Figure 10. Begin Test



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 assists 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 TE presents each printed response option card to the student as each HVR response option is played.
- 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 the [Assessment Integrity Guide](#).

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

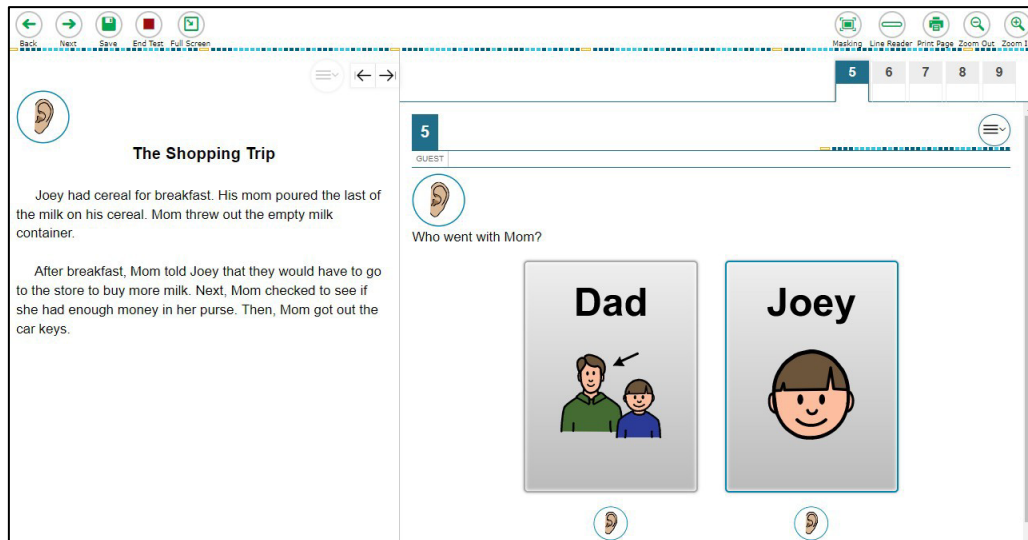


Figure 11. IDAA Item with a Reading Passage

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.



Figure 12. Ear Icon



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 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 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.

Students can point to, give, look at, etc. the printed response option card to indicate their answer choice. 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: You are ready for the next question. Click the “next” button. [TE may point to, assist, or click the “next” button for the student.]



Figure 13. Next Button

Administering Items with a Stimulus

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

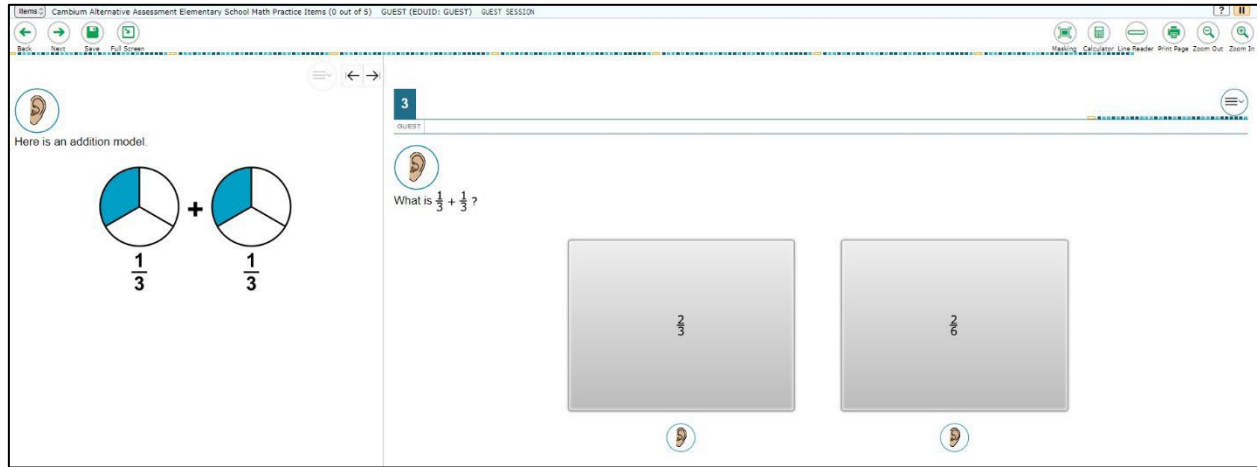


Figure 14. IDAA Item with a Stimulus

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 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 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.

Students can point to, give, look at, etc. the printed response option card to indicate their answer choice. 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: You are 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 below includes verbiage for the way in which the HVRs are activated as: Independently, Visual Prompt, Physical Assist, and Teacher, as described above.

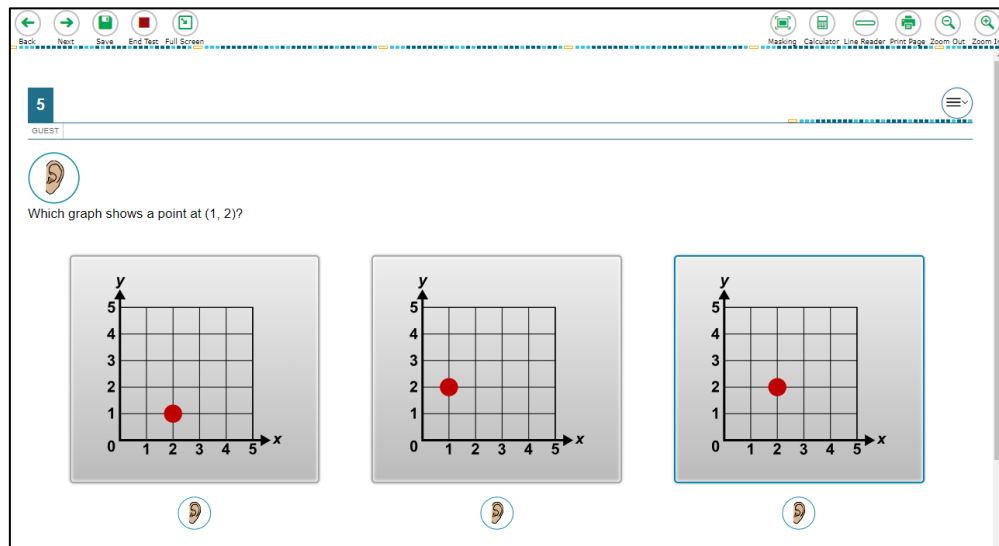


Figure 15. IDAA Stand-Alone Item



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 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 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.

Students can point to, give, look at, etc. the printed response option card to indicate their answer choice. 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: 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. 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. If the student remains unresponsive to any or all of the first four test items because of significant communication deficits, refer to the [Early Stopping Rule Quick Guide](#).

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 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/cards. (The TE may point to or tap the computer screen or response options cards to draw the student's attention to the item. 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 will likely take 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 30 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 30 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 "Next" button for the student on the final question of the IDAA. Refer to Figure 13, Next Button, above.



SAY: You have finished taking your test.

[Independently] Click the “next” button.

[Visual Prompt] Look here [TE “end test” button]. Click the “next” 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 “next” button to submit your test.

Figure 16. Submit Test Window*

Ending a Test Session

The TE 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.

IDAHO
STATE DEPARTMENT OF EDUCATION

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

Your Results

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

Student Name: (EDUID: GUEST)	Test Name: Grade 3 ELA - Practice Test
Test Completed On: 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](#)

Figure 17. Log Out of Test Session Window

Testing Over Multiple Sessions or Days

When testing is continued on another 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)]. 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 . [Resume administering test items.]