



Test Administration

Test Overview

Test Security Best Practices

Test Preparation

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IAA Spring 2012

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www.isbe.net/assessment



Test Overview

- **Test Blueprint**
- **Timeline of Events**
- **Test Administrator Qualifications**



Test Blueprint

Number of Tasks by Content Area				
Grade	Reading	Mathematics	Science	Writing
3	18	19	Not Tested	Not Tested*
4	18	19	19	Not Tested
5	18	19	Not Tested	Not Tested*
6	18	19	Not Tested	Not Tested*
7	18	19	20	Not Tested
8	18	19	Not Tested	Not Tested*
11	15	19	19	Not Tested*



Timeline of Events

January 30: SchoolSuccess online scoring user ID and password is mailed to coordinators. Coordinators begin to create teacher accounts.

January 30 – February 17: Once teachers receive an email from accounts@schoolsucces.pearson.com, log in to SchoolSuccess to verify student list and enter pre-test student information.

February 6: Coordinators receive test booklets and begin to distribute to teachers.

February 6 – February 17: Once you receive test booklets, review Teacher Instructions and Subject Divider Pages and prepare all materials prior to the testing window.

February 20 – March 16: TEST ADMINISTRATION WINDOW.
Test students AND enter scores into SchoolSuccess: Online Scoring System.

March 16: Last day to enter scores into SchoolSuccess: Online Scoring System. **NO scores will be accepted after this date.**



Test Administrator Qualifications

- Certified educator which includes, but not limited to:
 - Teacher
 - Administrator
 - School psychologist
 - School social worker or counselor
 - Speech pathologist
- Paraprofessionals may present the tasks to the student; **however**, a certified educator must **observe and score the tasks.**



Test Security Best Practices

- **Prohibitions: Actions that violate test security**
- **Prohibitions: Actions that must not occur during test administration**



Prohibitions: Actions That Violate Test Security

Do not read, review, analyze, or copy secure test materials at any time ***before, during, or after*** test administration.

There are two exceptions:

1. Reviewing
2. Copying/Reproducing

Note: No copies of test booklets may be made to make up for test booklet shortages.



Prohibitions: Actions That Violate Test Security

DO NOT ACCEPT SAMPLE OR PRACTICE IAA MATERIALS FROM SOMEONE UNLESS YOU ARE SURE OF ITS SOURCE.

The format of the IAA sample tasks and tasks appearing on the actual test are identical to facilitate student's familiarity with test materials. Before you use any sample tasks verify that the tasks are indeed sample tasks and not copies of previous IAA test booklets or IAA pilot test booklets. If you are uncertain of the origin of the sample tasks you were given by a colleague, consult with your IAA Coordinator.



Prohibitions: Actions That Must Not Occur During Test Administration

No off-grade testing is permitted, even as an accommodation.

Test administrators must not allow test materials to be taken out of the testing area or off school or district grounds by students or unauthorized personnel.



Prohibitions: Actions That Must Not Occur During Test Administration

Test administrators must not coach students, edit their work, respond to their questions, or give cues through body language, voice, or positioning of objects in any way during the testing session that would guide them to a correct answer or aid them in responding to any question.

Test administrators must not change the wording or content of the task.

Test administrators must not change the order of the answer options.



Test Preparation

- **Test Booklet**
- **Task Samples**
- **Student Access**



Test Booklet

- **Teacher Instructions Page**
 - Important Information for 2012
 - Mandatory Online Scoring Reminders
 - Test Administration Reminders

- **Subject Divider Pages**
 - Tasks with Required Materials

IMPORTANT INFORMATION FOR 2012

- The Spring 2012 Illinois Alternate Assessment will be administered to all IAA eligible students during the testing window: **February 20th – March 16th**.
- **For ALL tasks, the teacher will no longer repeat the primary task after an incorrect response (at Score Level 4). Review the rubric prior to test administration.**
- REMINDER: For some Reading tasks, students without a read aloud accommodation will be instructed to "read this passage." The teacher will pause for student to read before reading the question and answer options. For some Reading tasks, all students, regardless of read aloud accommodation, will have those read aloud. These tasks are identified on the Reading subject divider page (same as 2011).
- The 2012 Student Score Sheet is available on the previous page.
- Please refer to the 2012 IAA Implementation Manual for more information.

Mandatory Online Scoring

- The online scoring tool, www.IAAsuccess.com, must be used to enter scores.
- Your IAA Coordinator is responsible for creating your teacher account and classroom. As a teacher, you will receive an auto-generated email from accounts@schoolsucceess.pearson.com containing your username and password, once your account is created. **If you have not received an email, please contact your IAA Coordinator to have an account set up for you.**
- All testing (task administration AND score entry) MUST be completed within the designated four-week testing window.
- **All student scores MUST be entered into SchoolSuccess by 11:59 pm on March 16th, 2012.**

Teacher Instructions for Test Administration

- Administer each assessment task using the student's primary mode(s) of communication.
- The student may respond using his/her primary mode(s) of communication.
- Administer the assessment individually to each student that will take the IAA.
- Use the 2012 Student Score Sheet to document all required information that gets entered into the online scoring system.
- **For ALL tasks, the teacher will no longer repeat the primary task after an incorrect response (at Score Level 4). Review the rubric prior to test administration.**
- Refer to the Reading divider pages prior to administering the Reading tasks to identify the tasks that will be read aloud to all students, regardless of read aloud accommodation.
- Refer to the Mathematics and Science divider pages prior to administering to identify the tasks with materials lists that are required for administration.
- Apply appropriate accommodations to the test booklet prior to the testing window. This will allow the use of the four-week window for test administration and online score entry.
- Prior to test administration, fill in the "Accommodations on IEP" section on the score sheet.
- After test administration, fill in the "Accommodations used During Testing" section on the score sheet.

SCIENCE

Below is a list of materials that will be needed to present certain tasks in this section of the test.

<p>Task 3</p> <ul style="list-style-type: none"> • two-pan balance • marker • pen • stapler 	<p>Task 9</p> <ul style="list-style-type: none"> • 3 small opaque containers with lids • 6 marbles • 2 Tbsp dry rice, sand, salt, or sugar 	<p>Task 15</p> <ul style="list-style-type: none"> • large book • stapler • paper clip
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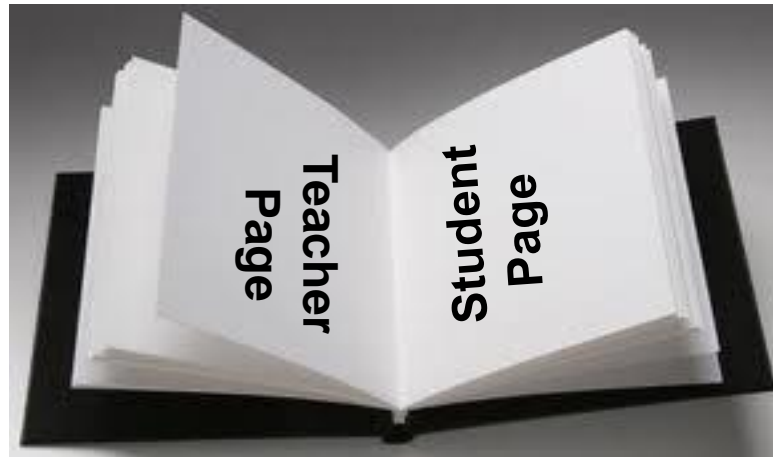
SCIENCE



Test Booklet

Allows for positioning student across from or next to the teacher

Teacher Page:
Rubric with script



Student Page:
Task content and
answer options



Task Samples

Teacher Instructions: Read Aloud for ALL Students with Visual General Prompt

<ul style="list-style-type: none"> • Present the primary task to the student. Say: Primary Task • Point to each option and say: Choice A, Choice B, Choice C <p>The student receives a score of 4 for a correct response. If the student does not respond, repeat the primary task <i>only once</i> exactly as it appears. If the student responds correctly after the second presentation of the primary task, the student receives a score of 4. If the student chooses an incorrect answer or does not respond, move to Level 3.</p>	4
<ul style="list-style-type: none"> • Turn the page to provide the general prompt. • Re-present the primary task and answer options. <p>The student receives a score of 3 for a correct response. If the student does not respond or responds incorrectly, move to Level 2.</p>	3
<ul style="list-style-type: none"> • Indicate the correct answer and re-present the primary task, and answer options. <p>The student receives a score of 2 for a correct response. If the student does not respond or responds incorrectly, move to Level 1.</p>	2
<p>If the student does not respond or responds incorrectly at Level 2, the student receives a score of 1.</p>	1



Task Samples

Teacher Instructions: Read Aloud for ALL Students with Verbal General Prompt

<ul style="list-style-type: none"> • Present the primary task to the student. Say: Primary Task • Point to each option and say: Choice A, Choice B, Choice C <p>The student receives a score of 4 for a correct response. If the student does not respond, repeat the primary task <i>only once</i> exactly as it appears. If the student responds correctly after the second presentation of the primary task, the student receives a score of 4. If the student chooses an incorrect answer or does not respond, move to Level 3.</p>	4
<ul style="list-style-type: none"> • Say the general prompt to the student: General Prompt • Re-present the primary task and answer options. <p>The student receives a score of 3 for a correct response. If the student does not respond or responds incorrectly, move to Level 2.</p>	3
<ul style="list-style-type: none"> • Indicate the correct answer and re-present the primary task, and answer options. <p>The student receives a score of 2 for a correct response. If the student does not respond or responds incorrectly, move to Level 1.</p>	2
<p>If the student does not respond or responds incorrectly at Level 2, the student receives a score of 1.</p>	1



Task Samples

Teacher Instructions: Read Aloud for ALL Students with Required Materials

<ul style="list-style-type: none">• <u>A materials list and procedure for this task appear on the next page.</u>• Present the primary task to the student. Say: Primary Task• Point to each option and say: Choice A, Choice B, Choice C <p>The student receives a score of 4 for a correct response. If the student does not respond, repeat the primary task <u>only once</u> exactly as it appears. If the student responds correctly after the second presentation of the primary task, the student receives a score of 4. If the student chooses an incorrect answer or does not respond, move to Level 3.</p>	<p>4</p>
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Task Samples

Teacher Instructions: Read Aloud as an Accommodation with Visual General Prompt

<p><u>Students without read aloud accommodation</u> Point to the text on the student’s page and say: Read this passage.</p> <p>Pause for student to read.</p>	<p><u>Students with read aloud accommodation</u> Say: Read this passage with me. Passage</p>
<p>For all students say: Primary Task</p> <ul style="list-style-type: none"> Point to each option and say: Choice A, Choice B, Choice C <p>The student receives a score of 4 for a correct response. If the student does not respond, repeat the primary task <i>only once</i> exactly as it appears. If the student responds correctly after the second presentation of the primary task, the student receives a score of 4. If the student chooses an incorrect answer or does not respond, move to Level 3.</p>	4
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<p>If the student does not respond or responds incorrectly at Level 2, the student receives a score of 1.</p>	1



Task Samples

Teacher Instructions: Read Aloud as an Accommodation with Verbal General Prompt

<p><u>Students without read aloud accommodation</u> Point to the text on the student’s page and say: Read this passage.</p> <p>Pause for student to read.</p>	<p><u>Students with read aloud accommodation</u> Say: Read this passage with me. Passage</p>
<p>For all students say: Primary Task</p> <ul style="list-style-type: none"> Point to each option and say: Choice A, Choice B, Choice C <p>The student receives a score of 4 for a correct response. If the student does not respond, repeat the primary task <i>only once</i> exactly as it appears. If the student responds correctly after the second presentation of the primary task, the student receives a score of 4. If the student chooses an incorrect answer or does not respond, move to Level 3.</p>	4
<ul style="list-style-type: none"> Say the general prompt to the student: General Prompt Re-present the primary task and answer options. <p>The student receives a score of 3 for a correct response. If the student does not respond or responds incorrectly, move to Level 2.</p>	3
<ul style="list-style-type: none"> Indicate the correct answer and re-present the primary task, and answer options. <p>The student receives a score of 2 for a correct response. If the student does not respond or responds incorrectly, move to Level 1.</p>	2
<p>If the student does not respond or responds incorrectly at Level 2, the student receives a score of 1.</p>	1

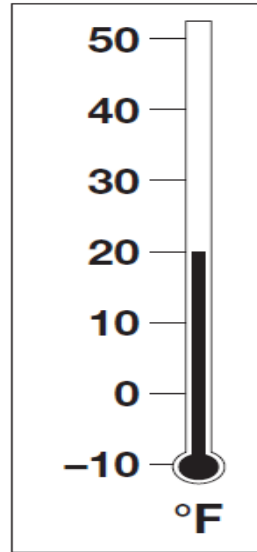


Sample 4M – Teacher Primary Task Page

<ul style="list-style-type: none"> • Present the primary task to the student. Say: Here is a thermometer. What is the temperature? • Point to each option and say: 0 degrees, 20 degrees, 50 degrees <p>The student receives a score of 4 for a correct response. If the student does not respond, repeat the primary task <i>only once</i> exactly as it appears. If the student responds correctly after the second presentation of the primary task, the student receives a score of 4. If the student chooses an incorrect answer or does not respond, move to Level 3.</p>	4
<ul style="list-style-type: none"> • Turn the page to provide the general prompt. • Re-present the primary task and answer options. <p>The student receives a score of 3 for a correct response. If the student does not respond or responds incorrectly, move to Level 2.</p>	3
<ul style="list-style-type: none"> • Indicate the correct answer and re-present the primary task and answer options. <p>The student receives a score of 2 for a correct response. If the student does not respond or responds incorrectly, move to Level 1.</p>	2
<p>If the student does not respond or responds incorrectly at Level 2, the student receives a score of 1.</p>	1
<p>Correct answer: 20 degrees</p>	



Sample 4M – Student Primary Task Page



0 degrees

20 degrees

50 degrees



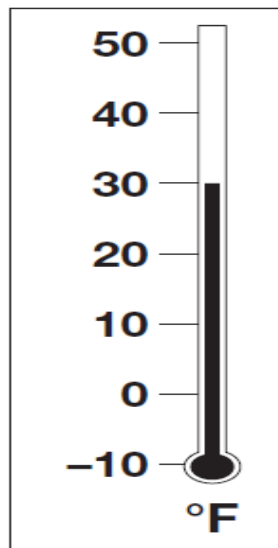
Sample 4M – Teacher General Prompt Page

- Say: **Here is a different thermometer. It shows the temperature is 30 degrees.**
- Turn back to the primary task page and re-present the primary task and answer options.

3



Sample 4M – Student General Prompt Page



30 degrees



Sample 7S – Teacher Primary Task and General Prompt Page

<ul style="list-style-type: none"> • Present the primary task to the student. Say: The number of hours of daylight changes during the year. Which month has the greatest number of hours of daylight in Illinois? • Point to each option and say: June, September, December <p>The student receives a score of 4 for a correct response. If the student does not respond, repeat the primary task <i>only once</i> exactly as it appears. If the student responds correctly after the second presentation of the primary task, the student receives a score of 4. If the student chooses an incorrect answer or does not respond, move to Level 3.</p>	4
<ul style="list-style-type: none"> • Say the general prompt to the student: During the winter there are short days and long nights. • Re-present the primary task and answer options. <p>The student receives a score of 3 for a correct response. If the student does not respond or responds incorrectly, move to Level 2.</p>	3
<ul style="list-style-type: none"> • Indicate the correct answer and re-present the primary task and answer options. <p>The student receives a score of 2 for a correct response. If the student does not respond or responds incorrectly, move to Level 1.</p>	2
<p>If the student does not respond or responds incorrectly at Level 2, the student receives a score of 1.</p>	1

Correct answer: June



Sample 7S – Student Primary Task and General Prompt Page

June	September	December



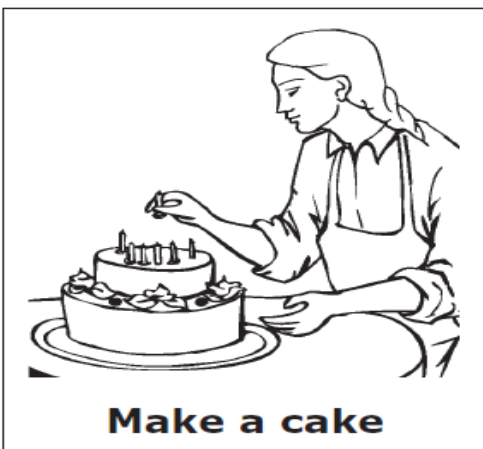
Sample 8R – Teacher Primary Task Page

<p><u>Students without read aloud accommodation</u> Point to the text on the student’s page and say: Read this passage.</p> <p>Pause for student to read.</p>	<p><u>Students with read aloud accommodation</u> Say: Read this passage with me. Rhonda wanted to give her mother a special birthday gift. So Rhonda went shopping at the grocery store. That evening, Rhonda surprised her mother with a homemade birthday cake.</p>	
<p>For all students say: What does Rhonda want to do in the passage?</p> <ul style="list-style-type: none"> Point to each option and say: Make a cake, Buy a pair of shoes, Watch television <p>The student receives a score of 4 for a correct response. If the student does not respond, repeat the primary task <i>only once</i> exactly as it appears. If the student responds correctly after the second presentation of the primary task, the student receives a score of 4. If the student chooses an incorrect answer or does not respond, move to Level 3.</p>		4
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<p>If the student does not respond or responds incorrectly at Level 2, the student receives a score of 1.</p>		1
<p>Correct answer: Make a cake</p>		



Sample 8R – Student Primary Task Page

Rhonda wanted to give her mother a special birthday gift. So Rhonda went shopping at the grocery store. That evening, Rhonda surprised her mother with a homemade birthday cake.





Sample 8R - Teacher General Prompt Page

- **Sav:** Here is an example. Jan was sleepy. She went home to take a nap. Jan wants to take a nap.
- Turn back to the primary task page and re-present the primary task and answer options.

3



Sample 8R – Student General Prompt Page

Jan was sleepy. She went home to take a nap.





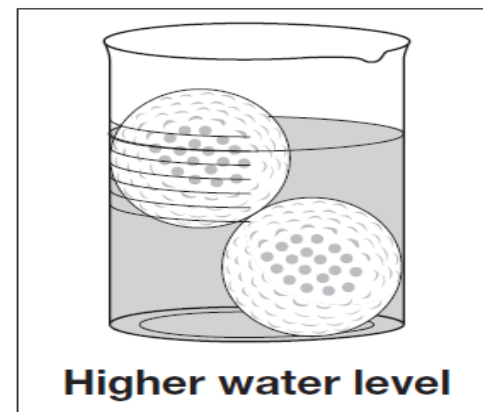
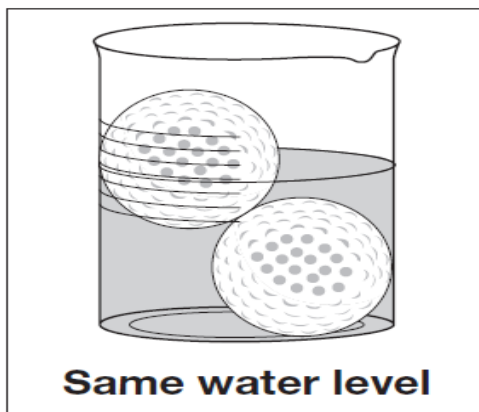
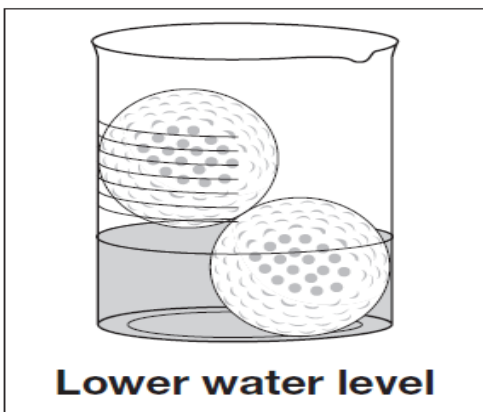
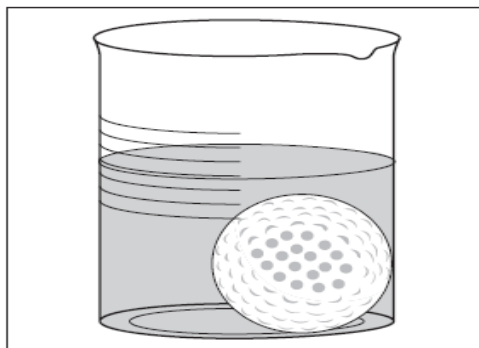
Sample 11S – Teacher Primary Task with Required Materials and General Prompt Page

<ul style="list-style-type: none"> • <u>A materials list and procedure for this task appear on the next page.</u> • Present the primary task to the student. Say: Watch as I put this golf ball in the water. See where the water level is when one golf ball is in the beaker of water? Where will the water level be if we put another golf ball in the beaker of water? • Point to each option and say: Lower water level, Same water level, Higher water level <p>The student receives a score of 4 for a correct response. If the student does not respond, repeat the primary task <i>only once</i> exactly as it appears. If the student responds correctly after the second presentation of the primary task, the student receives a score of 4. If the student chooses an incorrect answer or does not respond, move to Level 3.</p>	4
<ul style="list-style-type: none"> • Say the general prompt to the student: If we take the one golf ball out of the beaker, the water level will go down. • Re-present the primary task and answer options. <p>The student receives a score of 3 for a correct response. If the student does not respond or responds incorrectly, move to Level 2.</p>	3
<ul style="list-style-type: none"> • Indicate the correct answer and re-present the primary task and answer options. <p>The student receives a score of 2 for a correct response. If the student does not respond or responds incorrectly, move to Level 1.</p>	2
<p>If the student does not respond or responds incorrectly at Level 2, the student receives a score of 1.</p>	1

Correct answer: Higher water level



Sample 11S – Student Primary Task and General Prompt Page





Sample 11S – Teacher Materials List Page

Materials:

- 250-mL beaker and water
- two standard golf balls
- water-soluble marker

Procedure:

Provide the student with two golf balls and a 250-mL beaker containing about 150 mL of water. Have the student or teacher:

- 1. Mark the level of the water in the beaker with the marker.**
- 2. Carefully place one golf ball in the beaker.**
- 3. Mark the new water level in the beaker.**

Return to the first page to administer the primary task.



Student Access Accommodations

Accommodations should increase student access to the assessment by reducing the effect of the student's disability

Accommodations should not compromise or negate the purpose of the assessment

Accommodations should be based on the individual needs of the student

Accommodations used for assessment should be familiar to the student



Student Access Accommodations



**Illinois State Board of Education
Assessment Accommodations
Students with Disabilities:
IEP and 504
Guidance for 2011-2012**

Accommodation Classifications for the IAA

Environment (i.e. special lighting, adaptive or special furniture such as study carrel or carrel desk, noise buffers, special setting)

Opportunity to stand, move, and/or pace during the test session

Tactile Stimulus (e.g. Braille or raised images, manipulatives)

Large Print

Visual Assistance (templates, rulers, or other devices used to help students keep their place in the test booklets, abacus, color overlays, colored pictures or clipart, magnifiers)

Signing of test items

Assistive, adaptive, or augmentative technology devices (e.g. amplifiers, communication boards, voice-output devices)

Calculators

Read Aloud for reading content area items if the following criteria are met:

1. The student has a specific disability that severely limits or prevents him or her from decoding text, or from comprehending decoded text, even after varied and repeated attempts to teach the student to do so (i.e., the student is a virtual non-reader, not simply reading below grade level).

AND

2. The student has access to printed materials through a human reader or assistive technology device during routine classroom instruction and classroom assessments.

Other (Any accommodations that are not addressed in the preceding section may be implemented **IF** they do not invalidate the assessment and are appropriate methods for increasing access for the student with disabilities to demonstrate ability and knowledge. Use of any accommodation during testing should be familiar to the student because the accommodation has been utilized in the student's instructional program.)



Student Access

Mode(s) of Communication

Expressive communication refers to the way in which someone conveys thoughts.

Receptive communication refers to the way in which someone interprets or understands a sender's communication.



Resources

- **IAA website** www.isbe.net/assessment/iaa
 - Calendar of Events
 - Implementation Manual
 - Performance Rubric
 - Sample Tasks
 - Accommodation Classifications
 - Student Score Sheet



Questions

Test Administration

Jessica Dare

IAA Special Education Consultant

Email: jdare@isbe.net

Website: www.isbe.net/assessment/iaa.htm