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# Critical Iowa Assessment Information



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# Iowa Assessments Responsibilities

Personnel	Responsibilities
Building Administration	<ul style="list-style-type: none"> <li>• Develop a testing schedule by referencing <i>Creating a Testing Schedule p.11</i></li> <li>• Ensure testing procedures are valid and ethical according to <i>Administration Requirements for Iowa Assessments p. 5</i> and <i>Test Security Guidelines p. 7</i></li> <li>• Designate and support a testing coordinator</li> <li>• Communicate with parents using the <i>Flyer for Parents p.21</i></li> <li>• Upon parental request provide <i>Iowa Assessment Opt Out Form p. 22</i></li> </ul>
Testing Coordinators	<ul style="list-style-type: none"> <li>• Train test administrators/teachers and share appropriate support materials</li> <li>• Support valid and ethical testing according to <i>Administration Requirements for Iowa Assessment p. 5</i> and <i>Test Security Guidelines p. 7</i></li> <li>• Ensure secure storage of testing materials</li> <li>• Create process for distributing testing materials and affixing barcode labels to answer folders by referring to <i>Process for Distribution of Materials and Bar Code Labels p. 17</i></li> <li>• Ensure students are given appropriate accommodations according to <i>Accommodation for Special Education Students p. 12</i> and <i>Accommodation for English Language Learners p. 13</i></li> <li>• Supervise staff check out and check in of materials on <i>Materials Check Out Sheet p. 24</i></li> <li>• Order missing labels by 2<sup>nd</sup> day of testing on the <i>Order Form for Additional Bar Code Labels p. 27</i></li> <li>• Document provided ELL accommodations using the <i>Testing Accommodations with Codes p. 16</i></li> <li>• Organize and return appropriate materials to Assessment Department and Central Stores according to <i>Returning Materials p. 29</i></li> <li>• Store '<i>Directions for Administration</i>' manuals at school for future use</li> </ul>
Test Administrators	<ul style="list-style-type: none"> <li>• Implement valid and ethical testing procedures in accordance with <i>Administration Requirements for the Iowa Assessment p. 5</i> and <i>Test Security Guidelines p. 7</i></li> <li>• Become familiar with '<i>Directions for Administration</i>' manual before administering test</li> <li>• Ensure all answer folders bubbled 'Form F'</li> <li>• Refer to <i>Procedures for Handling Testing Irregularities and Emergencies p. 26</i> when needed</li> </ul>

## Iowa Assessments Training Presentations

Target Audience	Presentation	Presentation Date
Building Administration and Testing Coordinators <b>new</b> to administering the Iowa Assessment	Best Practices in Administering the Iowa Assessments	Monday, March 3 3:30 - 4:30 p.m. Dean Operations Center Large Conference Room 1917 Dean Avenue
Building Administration and Testing Coordinators that are <b>familiar</b> with administering the Iowa Assessment	Overview of Administering the Iowa Assessments	Tuesday, February 25 Teaching and Learning Meeting Elementary Building Leadership Teams  Thursday, February 27 Teaching and Learning Meeting Middle and High School Building Leadership Teams  Thursday, March 6 3:15- 3:45 p.m. Junior Achievement Building Conference Room 2 6100 Grand Ave.

## Important Dates to Remember

Thursday, February 6	Orders for additional <i>Directions for Administration</i> manuals must be received by Assessment Department *Form E manuals will work for Form F
Monday, February 24	<i>Infinite Campus</i> enrollment information should be accurate for production of barcode labels for answer sheets.
Tuesday, February 25 Elementary T & L Meeting	<b>Overview of Administering the Iowa Assessments</b> and Q & A session for elementary building administrators and testing coordinators.
Thursday, February 27 Secondary Leadership Meeting	<b>Overview of Administering the Iowa Assessments</b> and Q & A session for secondary building administrators and testing coordinators.
Monday, March 3	<b>Best Practices in Administering the Iowa Assessments</b> and Q & A session for building administrators and testing specialists <b>new</b> to administering the Iowa Assessment.
Thursday, March 6	<b>Overview of Administering the Iowa Assessments</b> and Q & A session for building administrators and testing specialists. <b>This is a repeat of the T &amp; L and Secondary Leadership Meeting presentations.</b>
Monday March 10 – Friday, March 14	Testing materials delivered to schools by Central Stores. *Barcode labels come separately. You will be notified when they are available.
Approximately Tuesday, March 25	Barcode labels available for pickup at Assessment Department.
Friday, March 28	<i>Infinite Campus</i> information should be accurate for determination of Full Academic Year and participation rate.
Monday, March 24– Friday, March 28	Distribute Flyer for Parents in appropriate languages.
Monday, March 31	Official determination of enrollment for NCLB.
<b>Monday, March 31 – Friday, April 11</b>	<b>Testing period</b>
Wednesday, April 2	Test Date for High Schools
Thursday, April 10-Friday, April 18	Check-in of student answer booklets to Assessment Department. <b>(According to schedule to be sent later)</b>
Monday, April 14 - Friday, April 18	Building order submitted to Central Stores to pick up boxes of test booklets.
Approximately May 23	<u>Estimated</u> date for pick-up of scoring reports from IA Testing at Assessment Department

## Contact Information

Please call or e-mail Cindy Slinger (242-8127) ([cindy.slinger@dmschools.org](mailto:cindy.slinger@dmschools.org)) or Mary Grinstead (242-7664) ([mary.grinstead@dmschools.org](mailto:mary.grinstead@dmschools.org)) if you have questions pertaining to testing procedures or return of materials. Other persons who may be helpful in answering questions are:

Mike Sherman	Assessment Coordinator	242-7921
Mike Szymczuk	Assessment	242-7973
Vinh Nguyen	English Language Learners	242-7853
Lynne Hoyt	Special Education (Alternate Assessment)	242-8208

Iowa Assessment resources are available at [assessment.dmschools.org](http://assessment.dmschools.org)



# Administration Requirements for Iowa Assessments

## Administration Dates

Iowa Assessments will be given to students in grades three through eleven (3-11) during the period from **Monday, March 31 – Friday, April 11**. The planned date for high schools is **Wednesday, April 2**. All makeups should be completed during this testing window.

## Training Test Administrators

Presentations and support materials are available at [assessment.dmschools.org](http://assessment.dmschools.org) for building use in supporting the administration of the Iowa Assessments.

## Students who must be tested

**All students** who are enrolled in the school on **March 31** will be expected to be tested on the Iowa Assessments with the exception of students assessed on the alternate assessment or students who have already been tested in another Iowa school district earlier this year. An extract will be downloaded from Infinite Campus on that date so **it is important that the student information file be cleaned up for your school not later than Friday, March 28**. Students in the Infinite Campus file on March 31 as actively enrolled, if not tested, will be counted against the NCLB participation requirement for grades 3-8 and 11. Students that Opt Out will be counted against participation rates.

## Special Education Students Requirements

Legislation requires that we administer the Iowa Assessments to special education students **unless the student's IEP specifies an alternate assessment**. Please refer to: *Accommodations for Special Education Students*. For questions about alternate assessment, please contact Lynne Hoyt at 242-8208.

## English Language Learner Students Requirements

ELL students should be tested according to the information in the *Accommodations for English Language Learners*.

## Student Accommodation Requirements

Accommodations may be offered **only** to students under the following conditions:

- The IEP or a 504 plan states that one or more accommodations is allowed and delineates the accommodation(s) to be given
- The student is in an ELL program and meets the criteria as defined in the ELL procedures information
- The student has a temporary injury or impairment that might require special conditions. Example: a student with a broken arm needs assistance in filling in an answer sheet.

**Accommodations are NOT to be given to any other student. The reading test can NOT be read to any student.**

Please note that administering the test in a small group, providing a distraction-free setting or having the test administered by a person familiar to the students (other than the regular teacher) are **not** considered accommodations. Instructions may be read to students as allowed by the *Directions for Administration* manuals. No further clarifications should be offered and both test items and response choices should **not** be read for students when no accommodation is listed.

## Calculator Use

Calculators may be used on the Mathematics test. Calculators may **NOT** be used on the Computation test. The decision on whether or not to have students use calculators on the Mathematics test ONLY is a building decision that should be based on whether or not they are used as part of instruction. Introducing calculators on test date when they have not been used regularly in instruction might hinder a student on the test, rather than help.



# Administration Requirements for Iowa Assessments

## Tests that must be administered

**Elementary (grades 3-5):** Reading, Mathematics, Social Studies, Science, and Computation

**Secondary (grades 6-11):** Reading, Mathematics, Science, and Computation

Other tests may be given as a building option. All tests must be completed within the testing window. See *Test Descriptions* charts for information about all required tests.

**\*\*Please note: Social Studies has been added this year for elementary students.** This is a 35 minute assessment that is focused heavily on the skills and reasoning competencies necessary for success in social studies. With the addition of a district-wide social studies curriculum in Grades K-5, this assessment data will allow us to gauge the effectiveness of our curriculum and determine areas for further development moving forward. If you have any questions regarding this assessment, please contact Carlyn Cox or Amber Graeber.

## Answer Sheet Requirements

**Form F** is the only demographic information that should be bubbled on the answer folder. **If a student does not have a bar code label,** please write the student name and the student ID number (6 digit student number in Infinite Campus) in the box where the label will be affixed.

## Test Material Delivery

**Test booklets, Directions for Administration manuals, and student folders** will be delivered by Central Stores during the period from approximately Monday, March 10 through Friday, March 14. All boxes should be checked immediately to make sure there is a sufficient number of each item to administer the test.

**Please contact Cindy Slinger at 242-8127 if you have not received all materials by March 21.** The materials will arrive via Central Stores truck, likely to the receiving area at your building. Please notify office managers and custodians that the materials will be arriving so they can be securely stored. Note: If you wish to pick up materials at Central Stores you will need to contact them to make these arrangements.

**Bar code labels** will be shipped later to the Assessment Department where they will be separated for each school. The estimated date for pick up is **March 25**. You will be notified as soon as they are ready to pick up. The labels are the peel-off variety and will arrive organized alphabetically within grade, not teacher.

## Insufficient Materials

If you do not have enough test booklets or answer folders, contact Cindy Slinger at 242-8127 or Mary Grinstead at 242-7664 **right away**.

It is very likely that you will **not** have all the bar code labels that you will need. Your building's student enrollment as of **February 24** will be used to create a file containing student information used to order bar code labels. Students who are new to your building after that date will need to have labels ordered in a second order. Use the form- **Order form for Additional Bar code labels** – to order new labels. **Please submit this form electronically to Cindy Slinger within the first two days of testing (March 31-April 1)** in order to have the labels here when the answer sheets are checked in by the Assessment Department. **The labels are NOT generated here but at Iowa Testing Programs, so time must be allowed for shipping.**

## **IMPORTANT:**

Be sure that labels are affixed to the correct Iowa Assessment level (see chart) of the blank answer folders, as they are difficult or impossible to remove once attached.

Grade Level	IA Assessments Level
3	9
4	10
5	11
6	12
7	13
8	14
9	15
10	16
11	17/18



# Test Security Guidelines

To have a common understanding of what assessment practices are appropriate, the following guidelines have been established by Des Moines Public Schools. The Iowa Assessments are used by the state to show compliance with Federal ESEA requirements as well as to meet the reporting requirements of the state's annual performance report. The reliability and validity of state assessments depend upon the ability to administer them in a standardized, secure manner, in accordance with accepted professional and ethical standards and assessment procedures.

## I. Who is responsible for Test Security?

Everyone who works with the assessments, communicates test results to others, and/or receives testing information is responsible for test security. Security is a top priority when you store, distribute, package, and ship testing materials. Unauthorized access to testing materials could invalidate scores and jeopardize the usefulness of the entire testing program.

- A single individual (a building test coordinator) should be appointed to oversee the security of testing materials during receipt and distribution at each building.
- Test administrators/teachers are responsible for the security of testing materials from the time of receipt until they return all materials to the building test coordinator.
- When testing is completed, ensure security of the testing materials so that test booklets and answer folders are not lost, damaged, or tampered with prior to scoring.

The building administrator is ultimately responsible for test security. Every building administrator has signed the *IDE Test Administration Assurance*.

## 2. Maintaining Pretest Security

Test materials should be kept in a locked storage area when not in use. Test administrators must strictly follow the written test administration procedures included in the *Directions for Administration* manual, which is provided to buildings as part of the Iowa Assessments materials. These directions should be previewed prior to testing to plan for the test, organize the classroom, prepare students to take the test, and to follow time requirements of testing sessions.

## 3. Test Security Violations

Test security violations can be committed by educators, students, or others. Some examples of test security violations by *educators* include, but are not limited to:

- \* Leaving students and/or materials unsupervised during testing
- \* Allowing students to transport test booklets or answer folders from one room to another
- \* Photocopying, paraphrasing or taking notes about test items, or keeping a personal copy of the test to prepare students for testing
- \* Rephrasing the test questions or offering "hints" that indicate an answer or to help eliminate answer choices
- \* Editing (changing) student answers after completion of the test by erasing any wrong answers and writing in the correct ones
- \* Extending testing time beyond regulations for students other than IEP, ELL, or 504 plan students with extended time accommodations
- \* Providing test accommodations for students which are not included in the student's IEP, ELL or 504 plan accommodations
- \* Allowing students to go back to current or previous sections in the test booklet to check their work or to change answers after allowed testing time has expired



## Test Security Guidelines

Some examples of test security violations by *students* include, but are not limited to:

- \* Securing a marked test booklet, answer folder, or "crib sheet" from a teacher or another student
- \* Copying answers from another student during testing
- \* Use of electronic devices, other than approved calculators, to obtain answers
- \* Sharing specific test information with other students in the same grade who are scheduled to take the same test at a later time
- \* Taking a photo of any part of the test or answer folder

### 4. Preparing Students to Take a Test

Instruction should never be targeted at specific test content. Targeting instruction would distort the meaning of the test results, narrow the curriculum, lose relevant contexts for learning, and compromise the validity of using test results for diagnosing needs and planning instruction. Although test scores may seem to improve if instructional materials that closely resemble the test are used before testing, they may not reflect real or lasting educational gains or achievement. Student learning should cover the entire scope and sequence of the curriculum. Teaching students the entire subject domain is ethical, teaching to test items is not.

### 5. Consequences for Compromising Test Security

Administrators, certified and non-certified staff, and students must adhere to ethical procedures in testing. Violation of these procedures can be investigated and appropriate sanctions may be taken by the school board and/or the Iowa Board of Educational Examiners (BOEE).

According to 282—Iowa Administrative Code Chapter 25, it is deemed unprofessional and unethical for any licensee to violate *Standard III—misrepresentation, falsification of information* [25.3(3)] of the standards of professional conduct and ethics. This includes 'Falsifying or deliberately misrepresenting or omitting material information regarding the evaluation of students or personnel, including improper administration of any standardized tests, including, but not limited to, changing test answers, providing test answers, copying or teaching identified test items, or using inappropriate accommodations or modifications for such tests.' (Iowa Board of Educational Examiners. 2013. Licensure Handbook. <http://www.boee.iowa.gov/forms/handbook.pdf>. p. 43-44.)

School or district staff members must immediately report all incidents of unethical behavior or other test irregularities by students or staff to their building principal and testing coordinator. Building principals and testing coordinators will report all incidents to the Assessment Department. The department will cooperate with the Iowa Department of Education and Iowa Board of Educational Examiners in a thorough fact-finding investigation of the alleged irregularity and determine if test results are invalidated. A staff member found to have committed testing irregularities shall be subject to discipline in accordance with Iowa Code and Board policy.



# IDE Test Administration Assurance



Appendix A

## STATE OF IOWA

TERRY BRANSTAD, GOVERNOR  
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION  
BRAD A. BUCK, DIRECTOR

### Test Administration Assurance for 2013-2014 – PUBLIC LEA Assurance for Proper and Ethical Test Administration

#### ADMINISTRATION OF TESTS

In the administration of standardized tests, it is a violation of test security to do any of the following:

1. Provide inappropriate test preparation such as any of the following:
  - a. Copy, reproduce, or use in any manner any portion of any secure test booklet, for any reason.
  - b. Share an actual test instrument in any form. This includes using old copies of the Iowa Assessments (including the Iowa Tests of Basic Skills or Iowa Tests of Educational Development) and the I-ELDA (Iowa English Language Development Assessment).
  - c. Use test preparation materials or strategies developed specifically for Annual Progress Reporting or the Annual Yearly Progress report.
2. Deviate from the test administration procedures specified in the test examiner's manual.
3. Provide inappropriate assistance to students during the test administration.
4. Make test answers available to students.
5. Change or fill in answers on student answer documents.
6. Provide inaccurate data on student answer documents.
7. Engage in any practice to artificially raise student scores without actually improving underlying student achievement.
8. Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this policy.

**After testing is completed, test booklets are to be returned according to procedures outlined by Iowa Testing Programs in the materials. Districts should retain "Chain of Custody" documentation as evidence.**

If test booklets are needed to carry out study of item analyses by staff, separate requests must be made to the Iowa Testing Programs, and proper procedures for custody and security must be adhered to.

#### CONSEQUENCES OF TEST ADMINISTRATION VIOLATIONS

If a violation of test administration protocol occurs, as determined by the superintendent following an investigation of allegations of irregularities, the superintendent shall determine whether the integrity of the testing program has been jeopardized, whether some or all of the test results are invalidated, and whether a teacher or administrator has violated the Code of Ethics of the Iowa Board of Educational Examiners as found at 282—Iowa Administrative Code, Chapter 25.

Reports of students cheating on assessments shall be submitted to the building principal for investigation and disciplinary procedures.

A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law and Board policy. If the staff member is a licensee of the Board of Educational Examiners, the superintendent shall make a timely report to that Board.

If the superintendent believes that assessment results are invalid, the superintendent shall make a timely report to the Iowa Department of Education.

#### Building Principal's Assurance

I, \_\_\_\_\_, Principal of \_\_\_\_\_ School ,

(Building principal's Name) (Name of School)

assure that proper testing procedures and administration for assessments used to meet the reporting requirements of the No Child Left Behind Act are followed in my school building. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

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**This document has been signed by building administrator and is on file at the Assessment Department.**

# Test Descriptions

## Elementary and Middle School Assessments

Test	Description	Time (min.)	Number of Items		
			Grade 3 Level 9	Grade 4 Level 10	Grade 5 Level 11
Reading	<ul style="list-style-type: none"> <li>Administered in two parts</li> <li>Includes both literary and informational passages</li> <li>Questions focus on identifying, interpreting, analyzing, and extending information in passages</li> </ul>	30 + 30	41	42	43
Mathematics	<ul style="list-style-type: none"> <li>Administered in two parts</li> <li>Questions are drawn from the areas of number sense and operations, algebraic patterns and connections, data analysis/ probability/statistics, geometry, and measurement</li> </ul>	30 + 30	50	55	60
Science	<ul style="list-style-type: none"> <li>Questions emphasize the methods and processes used in scientific inquiry, as well as knowledge in the areas of life science, earth and space science, and physical science</li> </ul>	35	30	34	37
Social Studies ONLY Grades 3-5	<ul style="list-style-type: none"> <li>Questions emphasize the interpretation of social studies-related materials, as well as knowledge in the areas of history, geography, economics, civics and government</li> </ul>	35	30	34	37
Computation	<ul style="list-style-type: none"> <li>Questions emphasize addition, subtraction, multiplication, or division using whole numbers, fractions, or decimals</li> <li>In level 14, some questions emphasize algebraic manipulation</li> </ul>	20	25	27	29
Try-Out Items (these are non-scored items in development by Iowa Testing Programs) Completing these items reduces the cost of administering Iowa Assessments for our district			20		
<b>Total for Elementary School (grades 3-5) 3 hrs. 50 min.</b>					
<b>Total for Middle School (grades 6-8) 3 hrs. 15 min.</b>					

## High School Assessments

Test	Description	Time (min.)	Number of Items					
			Grade 6 Level 12	Grade 7 Level 13	Grade 8 Level 14	Grade 9 Level 15	Grade 10 Level 16	Grade 11 Level 17/18
Reading	<ul style="list-style-type: none"> <li>Includes both informational and literary texts</li> <li>Most questions focus on inferring, analyzing, evaluating, and generalizing information in passages</li> </ul>	40	44	45	46	40	40	40
Mathematics	<ul style="list-style-type: none"> <li>Questions emphasize student ability to solve quantitative problems</li> <li>Questions are drawn from the areas of number sense and operations, algebraic patterns and connections, data analysis/ probability/statistics, geometry, and measurement</li> </ul>	40	65	70	75	40	40	40
Science	<ul style="list-style-type: none"> <li>Questions emphasize the interpretation and evaluation of information in the sciences, recognition of the basic principles of scientific inquiry and measurement, and analysis of experimental procedures</li> <li>Questions relate to the areas of history, geography, economics, civics and government</li> </ul>	40	39	41	43	48	48	48
Computation	<ul style="list-style-type: none"> <li>Questions emphasize addition, subtraction, multiplication, and division using whole numbers, fractions, or decimals, manipulation of variables, and evaluation of expressions with exponents or square roots</li> </ul>	20	30	31	32	30	30	30
Try-Out Items (these are non-scored items in development by Iowa Testing Programs) Completing these items reduces the cost of administering Iowa Assessments for our district			20					
<b>Total</b>			2 hrs. 40 min.					



## Creating a Testing Schedule

Testing sessions may encompass one or more separately timed tests. If you plan to administer more than one test in a given testing session, please allow a few minutes of rest between the tests. To determine the time needed to complete each test, reference the *Test Descriptions* chart or the *Directions for Administration* manual. All materials must be distributed by the test administrator before each testing session begins and collected at the end of each session. Add 10 minutes to the test administration times for each session to distribute/collect testing materials. Factors that influence the test schedule:

### Testing Rooms

Determine the number of students to be tested and the testing rooms available. A common way to begin planning room assignments is to identify classrooms or homerooms and the teachers and students in each. When selecting rooms, keep in mind the following guidelines:

- Classrooms are preferable to larger venues, such as gymnasiums.
- Testing rooms MUST have the following characteristics:
  - \*good lighting
  - \*enough space to prevent overcrowding-students should not be able to look at another student's answers
  - \*no visual aids on the walls that would give students an unfair advantage such as multiplication tables, word walls, etc.
  - \*adequate writing surfaces for students-room to manage both an open test booklet and an answer folder

### Test Administrators and Proctors

Plan staffing as follows:

- one test administrator for each room being used for testing during a given testing session
- additional test administrators to work with students who cannot be tested in a group setting because they need accommodations or modifications for testing
- proctors, if available, to assist a test administrator in these situations:
  - \*testing rooms with 30 or more students – A suggested rule of thumb for proctors is to add one proctor for every 30 students beyond the first 30 students in the room. For example, a testing room with 35 students would need one test administrator and one proctor.
  - \*testing children in primary grades – While the test administrator reads the instructions and test questions, a proctor can help students navigate through the test booklet, replace broken pencils, maintain discipline, and so forth.

### Accommodations and Modifications

Familiarize yourself with the accommodations and modifications in the *Accommodation Procedures for Special Education Students* and *Accommodations for English Language Learners*. Work directly with appropriate teachers to obtain a list of students and classrooms that require accommodations or modifications.

After gathering information on the accommodations and modifications needed, determine what impact this has on the testing plan in terms of staffing and testing locations. Modify the plan or confirm changes as necessary to prepare test sites and train test administrators to handle accommodations and modifications.

### Try Out Items

Allow an extra 20 minutes to administer an assessment with Try Out Items. These assessments may include both multiple choice and short answer items. The district is saving a considerable amount of money by agreeing to administer these additional assessments.



# Accommodations for Special Education Students

## Participation in Iowa Assessments

Based on House File 2272, Chapter 12 of the Iowa Code and the *No Child Left Behind* Act our district must administer the Iowa Assessments in Grades 3-8, 10 and 11 to **all** students enrolled on the first day of testing. Students who receive special education services **MUST** be included in either the Iowa Assessments or the alternate assessment. **Out of level testing is viewed as an accommodation and should be done only if specified in the IEP.** Since all students who take an out of level test are automatically considered as both non-participants and non-proficient, it is recommended that IEP teams review the current testing recommendations and determine if they are still appropriate. If a student is tested out-of-level, even if it is recommended on the student's IEP, it will lower the school's participation rate. Special education students taking alternate assessments are counted as participants. **It is extremely important that tests be administered to all enrolled students at all required levels.**

## Testing with Accommodations

The NCLB Act states accommodations may be offered **only** to Special Education students under the following conditions:

The IEP or a 504 plan states that one or more accommodations is allowed and delineates the accommodation(s) to be given.

Students can be included in participating in Iowa Assessment three ways:

Participation Options	Which students May Use This Option	Additional Information
1. Student takes the on-grade level test with <b>NO</b> accommodations	All students not included in option 2 or 3	This option is for all students who do not have a 504 plan, and for all special education students who do not have accommodations stated on their IEPs.
2. Student takes the on-grade level test with accommodations	Special education students who have accommodations listed on their IEPs  Student's with 504 plans who have accommodations listed in their 504 plans	The purpose of accommodations is to "level the playing field" by neutralizing, as much as possible, the effect of a student's disability on test performance. <b>Accommodations used must be specified on the student's IEP or 504 plan.</b>
3. Student takes the state's alternate assessment	Severely handicapped special education students, who are participating in a modified education curriculum and for whom alternate assessment is specified in the student's IEP.	The alternate assessment is designed for the student who is unable, even with accommodations, to demonstrate knowledge and skills on district-wide assessments used for the majority of students. Only the most severely handicapped students should be considered for the alternate assessment.



## Accommodations for English Language Learners

### Participation in Iowa Assessments

Based on House File 2272, Chapter 12 of the Iowa Code and the *No Child Left Behind* Act our district must administer the Iowa Assessments in Grades 3-8, 10 and 11 to **all** students enrolled on the first day of testing. Students who receive English language services **MUST** be included in the Iowa Assessment. ELLs that recently arrived are excused from participation in one administration of the Reading test **ONLY** during their first year of enrollment (up to 180 days) in United States schools. These recently arrived ELL student will **NOT** be counted against participation rates.

### I-ELDA Proficiency Levels (ELP)

The Iowa English Language Development Assessment (I-ELDA) is administered to all English language learner (ELL) students annually to measure growth in acquiring English language proficiency and proficiency in Academic English. I-ELDA will be administered during the period from February 3, 2014 to February 28, 2014. This assessment places students at one of six English proficiency levels (ELP) that are used to support the determination of appropriate accommodations for ELL students.

### ELLs eligible for ELL Accommodations

An ELL who has been assessed with an English language proficiency test and meets the criteria as an ELL student, has evaluation data that demonstrates a need for accommodations, and is participating in instructional programs and services to meet the language and academic content needs of the student. (Transition students may receive ELL accommodations on the Iowa Assessments.) **OR** An ELL who has been assessed with an English language proficiency test and meets the criteria as an ELL student but whose family has refused ELL services for their child.

**These examples of recommended testing practices DO NOT require documentation:**

- \*Testing ELL students separately from non-ELL
- \*Flexible order of test administration
- \*Small group administration
- \*Person familiar to the student administers the test

**The Direct Linguistic Support Accommodations in the chart on the following page should be provided based a student's ELP Level. ELL accommodations provided during testing should be electronically sent to the ELL Department in reference to *Testing Accommodations with Codes*.**

**\*\*\*Reminder: An ELL who also has either an Individual Educational Plan (IEP) or a 504 Plan may receive additional accommodations as identified in that plan. They are also eligible for ELL accommodations that may not be included in the IEP or 504 Plan.**

# Accommodations for English Language Learners

	Direct Linguistic Support Accommodations	ELP Levels			Content Area
		Beginning 1 & 2	Intermediate 3 & 4	Advanced 5 & 6 (not exted)	
Provision of English/Native Language Word-to-Word Dictionary				●	Allowable for all content areas except Reading
Referees Reference Materials	Intent: The intent of this accommodation is to provide linguistic support to students by allowing students to access precise translation of unknown words from English to their native language in a standardized manner. Students who benefit most from this accommodation are students who are able to use a translation dictionary with ease.	○	●		
Test Directions	In English or the student's native language: <ul style="list-style-type: none"> <li>provide written version of written/oral test directions</li> <li>read aloud and/or repeat written and/or oral test directions</li> <li>read aloud and/or repeat embedded test directions</li> <li>clarify/simplify test directions (in English only)</li> </ul>			○	Allowable for all content areas
Test Items	Intent: The intent of these accommodations are to provide test directions (not questions) in writing for students whose reading skills are more developed than their auditory receptive skills. This allows more time for processing language to understand expectations. When provided in the native language, these accommodations provide support to ELLs who may be unfamiliar with American testing procedures.				
Indirect Linguistic Support Accommodations					
Timing	Provide extended time Intent: This accommodation reduces the linguistic load for ELL students by providing additional time to process the English language.	●	●	●	Allowable for all content areas

- Highly recommended for use by ELLs at this English language proficiency level
- Recommended for use by ELLs at this English language proficiency level and certain levels of English or native language literacy development.
- ☒ Not be appropriate for students at this ELP level; however, the accommodation may be deemed allowable as determined by the decision-making team

[TOC](#)



# Translation Qualifications for English Language Learners

Conditions under which a translator can be used for test directions, qualification requirements for that translator, and procedures to improve the validity of the test directions.

**Conditions under which an interpreter/sight translator can be used:**

- Student has limited reading skills in English; and
- Student's native language listening proficiency is sufficient to benefit from a translator; and
- No print translation is available or student has low proficiency in literacy in the native language.

**Translator qualifications:**

- Translators providing this accommodation should be literate and articulate in the native language so as to provide a synonym as close to the English words as possible. Great care should be taken with translations so they render a direct (e.g., verbatim) translation of the directions only.
- If not a certified IA educator, the test administration must be supervised by a certified IA educator.

**Procedures to Improve the Validity of the Translation:**

**Before a test-**

The interpreter/sight translator . . .

- may have supervised access to the test up to four days prior to test administration
- must review security policy
- must be trained by the school test coordinator in the expectations for test administrators
- should be assigned to one student for the entire assessment (it is preferred that the translator be the same person each day – stay consistent throughout test administration)
- should become familiar with the student before testing (if not already known to the student)

The student and interpreter/sight translator should each have a copy of the test.

**During a test-**

- Do not alert the student to his/her mistakes during testing.
- Do not prompt the student in any way that would result in a better response or essay.
- Interpret/translate all directions including example questions.
- If asked to repeat a question or paragraph, repeat the entire paragraph or question so as not to identify only important aspects.
- Give special emphasis to words printed in boldface, italics or capitals.
- Interpret/translate all answer choices on a multiple-choice test before accepting an answer.
- Avoid voice inflection which may be seen as a clue.

**After a test-**

- Do not discuss test or responses with others.
- Participate in the evaluation process (discussion of how well the accommodation worked).

Adapted from: the DE Department of Education (DDOE) Guidelines for Inclusion. (2011) Author: Dover, DE. Guidelines Derived from: Clapper, A.T., Morse, A.B., Thurlow, M. L., & Thompson, S. J. (2006). *How to Develop State Guidelines for Access Assistants: Scribes, Readers, and Sign Language Interpreters*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes; Stansfield, C. (2008). *Sight translation of assessments*. Prepared for the LEP Partnership, U.S. Department of Education. Rockville, MD: Second Language Testing, Inc. Retrieved Nov. 12, 2008, from <http://www.ncela.gwu.edu/spotlight/LEP/2008/>.



## Testing Accommodations with Codes

Include both the code and the description when listing accommodations for ELL documentation.

Code	Description
<b>Time Accommodations</b>	
TE	Extended time (added on to end of testing period; not on a separate day or after school hours)
TB	More frequent breaks
TA	Extended time <b>and</b> more frequent breaks
<b>Directions Accommodations</b>	
DR	Directions repeated when only one repetition is normally allowed and/or directions read individually and/or directions clarified or translated
DS	Directions presented in sign language (may also be repeated and/or clarified)
<b>Presentation Accommodations</b>	
PR	Test (other than reading comprehension subtests) read to student
PS	Software supported reading program
PM	Assistive devices for magnification or amplification
PL	Large print materials used
<b>Response Accommodations</b>	
RS	Scribe/adult writes for student
RC	Responds on consumable test
RA	Assistive device for response
<b>Modifications (Needing different norms)</b>	
MB	Presented in Braille
MS	Test (other than reading comprehension subtest) presented in sign language
MD	Use of bilingual dictionaries (simple word-to-word translations without definitions), not used on reading comprehension or vocabulary subtests

Accommodations that are not allowed:

Translating the test

Reading the reading comprehension sections to the student (including the answers from which to choose)

Providing the student with a dictionary that gives definitions of words

**All testing accommodations provided for an ELL student MUST be documented and sent electronically to Vinh Nguyen ([vinh.nguyen@dmschools.org](mailto:vinh.nguyen@dmschools.org)) at the ELL department for English language learner students.**



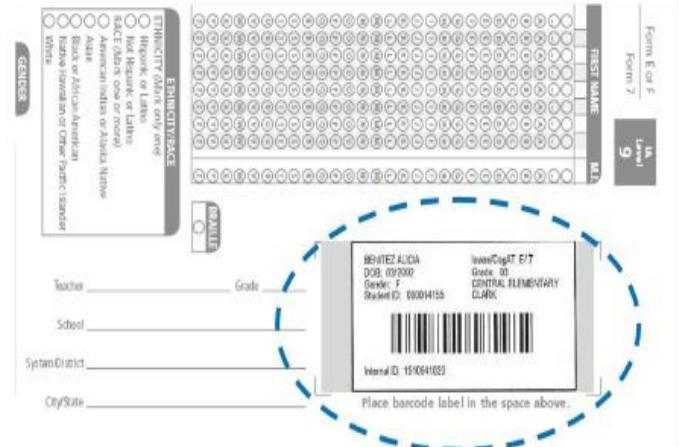
## Process for Distribution of Materials and Bar Code Labels

The following is a list the materials needed for all test levels of the Iowa Assessments:

- *Directions for Administration*
- Test Booklet (1 per student)
- Answer Folder (1 per student)
- Scratch Paper
- Two No. 2 Pencils with Erasers (per student)
- Timing Device

### Bar code Labels

Decide when barcode labels will be affixed to answer folders and who will do so. If test administrators affix labels for the students before testing, that effort also allows for a crosscheck of labels and students and verification that adequate quantities of answer folders have been received. The labels are difficult or impossible to remove once attached. See illustration for placement of bar code labels.



### Checking Testing Material Quantities and Preparing Materials for Distribution to Test Administrators/Teachers

When the shipment of testing materials arrives at a school building, the building test coordinator should check in the boxes and distribute the materials according to the procedures below to efficiently check, secure, and distribute the materials:

1. Open box #1 and locate the shipment packing list.
2. Unpack the boxes and check the contents of the shipment against the packing list ASAP.
3. Confirm that you have sufficient quantities and report discrepancies in items ordered or quantities received to the Assessment Department immediately.
4. Save and store the shipping boxes in a secure location. Reuse the boxes to return test booklets and answer folders when testing has been completed.

4. Refer to the testing schedule.
  - \*Organize testing materials for each classroom or testing room, based on the testing schedule and number of students.
  - \*For each testing room, count out the correct number of test booklets and answer folders corresponding to the level being tested.
  - \*Provide one copy of the appropriate *Directions for Administration*; and include other necessary testing materials.
  - \*Properly affix barcode labels to answer folders or if test administrators are to affix the barcode labels, identify and separate the barcodes that belong to each test administrator.
5. Send a message to test administrators/teachers to inform them of the procedures for picking up their testing materials.
6. Review the testing materials with test administrators/teachers during handoff. Confirm that each test administrator receives the correct types and quantities of materials for his or her classroom or testing room.
7. Provide a copy of the *Materials Check Out Sheet* for test administrators/teachers to sign, indicating receipt of their testing materials and their agreement to maintain the security of testing materials in their possession. Remind test administrators/teachers about school policies and procedures regarding test security. Do not release materials without a signature.

## **Pre-Testing Checklist for Test Administrator/Teacher**

Read the *Directions for Administration* manual to familiarize yourself with the administration procedures and the exact wording you will use.

Check on availability of materials need:

- Scratch paper
- Two sharpened No. 2 pencils per student
- Timing device

Use the barcode label.

If you don't have one for a student, then give the building test coordinator the following information ASAP:

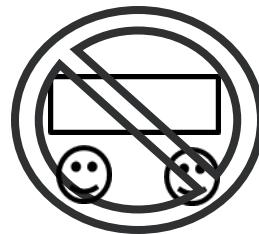
- Student Name
- Student ID in the Additional ID section (6 digit number)
- Grade Level

Talk with students about the procedures you will be using and the importance of doing their best.

Make the necessary physical arrangements in the room:

- Cover or remove visual aids that would give students an unfair advantage such as multiplication tables, word walls, etc.
- Make adjustments needed for lighting, hearing, ventilation, and control of visual or noise distractions.

Arrange the room so students will be separated from each other as much as the room allows. If students are testing at tables less than 5 feet long, seat students at opposite ends of the table and not side by side as illustrated below:



Do NOT read the reading test to any students!

Make or obtain a sign that reads, "Testing-Please do not disturb!" Post this sign during testing.



## Iowa Assessment Test Audit Information

Des Moines Public Schools will perform an Iowa Assessments test administration audit this spring. The purpose of the audit is to determine the extent to which Iowa Assessments are administered with fidelity and identify needs to improve and standardize the testing experience for students. Information gained from the audit will be used to improve test administration training the following school year.

This audit will consist of unobtrusive observations (not enter or leaving or walking around the room during the actual test administration) to gauge environmental factors (what's on the walls in the classroom, how are students spaced/arranged, etc.) affecting test administration. A random sample of 40 classrooms (20 elementary, 10 middle, 10 high school) will be audited. Classrooms can opt-out if housing a student who may be distracted by a visitor in the room. Classrooms that opt-out will be replaced by a different classroom in the same building.

### Expectations of Buildings

If a classroom in your building is selected, please send your building's testing schedule to Cindy Slinger to coordinate an observation schedule. If a classroom selected is not a viable option for observation (due to an easily distracted/behavior student), please select a replacement classroom in your building to be observed.

Please inform classroom teachers selected for observation of the audit process and relay the message that the observer in the classroom will not be collecting information on them as individuals, but collecting test administration information district-wide in order to improve district processes. Teachers are directed to introduce the observer in their classroom before reading the Iowa Assessments directions for administration using the following script (this script will be provided to the teacher by the observer). "I'd like to welcome Mr./Ms. \_\_\_\_\_ to our classroom. Mr./Ms. \_\_\_\_\_ will be observing my teaching as we begin taking the Iowa Assessments today. Mr./Ms. \_\_\_\_\_ will leave after our first test."

### Expectations of District Staff/Observers

Observers will arrive in buildings at least 20 minutes prior to test administration to arrange themselves before testing begins. Observers will provide teachers with a script to use when introducing the observer to students. Observers will not interfere with the testing process.

After all observations are complete, a summary of findings will be provided to building administrators via the CIA eBlast. These findings will be used to improve test administration training the following school year.

### Observation Details

#### Protocol:

Observer in room before administration of first begins  
Observer is located in an unobtrusive area of the room  
Observer does not move around the room during testing  
Observer leaves after test administration is complete  
Observer does not make any noises  
Observer does not interfere with the testing process  
Teacher/Proctor introduces visitor before starting to give directions for students: "I'd like to welcome Mr./Ms. \_\_\_\_\_ to our classroom. Mr./Ms. \_\_\_\_\_ will be observing my teaching as we begin taking the Iowa Assessments today. Mr./Ms. \_\_\_\_\_ will leave after our first test."

#### Observation Checklist:

##### Comfort of students:

Is the room free of unnecessary noise?  
Is the room a comfortable temperature?  
Is the room lighting conducive to testing for all students?

##### Clear instructions/expectations:

Is the time clearly displayed in the vantage point of all students?  
Were students provided the opportunity to ask questions about test administration?  
Were students informed not to walk near the desks of other students during test administration?  
Is the teacher/proctor circulating the room while students work?

##### Preventing and handling testing irregularities:

Are visual aids covered? (Anything that would give students an advantage over students in another room is not allowed. No word walls with definitions, multiplication tables are okay, no order of operations, boards about books/stories okay because highly unlikely to have same passage on test.)

Are students prevented from accessing electronic devices/personal items that pose a threat to test validity?  
Are students spaced in a way to prevent copying of answers?  
Does the teacher/proctor have extra materials for students (sharpened pencils, scratch paper) on hand for students?  
Did students stop working once time expired?  
Are some students not engaging in the test? What does the teacher do to encourage them?



## Iowa Assessment Question and Answers

**Q:** What are the procedures for students attending the prep academy?

A: Booklets and answer folders will be delivered to Denis Hildreth of Central Campus (by contact persons he has set-up) and the students will be tested there. The answer booklets will then be delivered back to the Assessment Department with header sheets for each middle school. The answers will be part of your school total, but the scores will also have a class/group summary of their own for Prep Academy when score summaries are returned.

**Q:** What do we do with books that have been written in?

A: Return them to the building testing coordinator. Be sure that answers have been transcribed carefully onto the student's answer booklet and checked by a second person. The building testing coordinator will return them to Central Store in a box marked CONSUMED.

**Q:** We have new students from another state. Do they need to be tested?

A: Yes, unless they were tested earlier this year in a school district in Iowa. Only those already tested in Iowa are exempt from testing in Des Moines.

**Q:** In the accommodations, providing extended time is one of the supports. Does this have any specific guidelines, such as up to time and a half, or are they allowed unlimited extended time?

A: The extended time should follow directly after the regular testing time. It should only be during the regular school day - no after school testing. And the recommendation is that it be completed on the day of testing- the student does not return to the test a second day. There is no guideline that says time and a half is all the student may take, even though that has been practice in the past. It really depends on the student. If a student has completed all he/she can and is ready to stop, then he/she does not need any further time after that.

**Q:** Visual aids are to be covered. What exactly does that mean?

A: Visual aids that give an answer are to be covered. For example, multiplication tables or a word definition wall with a word and a picture showing what the word is would be covered. A list of words by itself would not have to be covered.

**Q:** I understand kids can use calculators if the curriculum normally calls for their use. Since we are testing in advisory classes, calculators may not always be available. So can students bring their own calculators or can they use the calculators they might have on their smart phones or iPods?

A: Students may not use their smart phones or iPod calculators.

**Q:** Are the labels connected to our school? Or could we send a label to a student's new school if they transferred to another school in the district?

A: Yes - they are connected to your school. If the student has transferred before March 31<sup>st</sup> a new label will be generated from the new school for the student.

**Q:** So do we do anything with those labels of a student who dropped or can we pitch them?

A: Please write on unused labels that the students moved or dropped and return them to the building testing coordinator. They will then be delivered to the Assessment Department with the other testing materials.



## Iowa Assessments Parent Information

Dear Parents/Guardians:

Between March 31 and April 11, your student will be taking the Iowa Assessments®.

Measuring your student's academic achievement with the Iowa Assessments provides information to help your student succeed. The Iowa Assessments make this possible by providing detailed information about your student in content areas including reading, mathematics, and science.

The Iowa Assessments measure student growth and progress from year to year. In addition, they provide information about your student's academic performance relative to the school, the district, and the nation.

Information gained from the Iowa Assessments help teachers identify a student's strengths and identify areas that may need additional emphasis. The assessment data enables sound decision making and provides a focus for teachers to review and improve their instruction.

The results of the assessment will help prepare your student for the next step on their educational path.

If you have any questions about the Iowa Assessments, please contact your school principal.

### Benefits of the Iowa Assessments

- Assesses content mastery in reading, mathematics, and science
- Measures growth from year to year on a common scale
- Measures performance compared to other students across the district and nation
- Helps identify strengths and weaknesses



## Parent/Guardian Iowa Assessments Opt-Out Form

Federal and state laws require Iowa school districts to administer the Iowa Assessments to all students in grades 3 through 8, 10, and 11. However, school districts may not require individual students to take the Iowa Assessments.

**Student Name:** \_\_\_\_\_ **School Year:** 2013-14

As the parent or legal guardian of this student, I am exercising my “opt-out” rights to direct that the school district shall not administer the Iowa Assessments to my student.

The following points about opting-out of the Iowa Assessments have been explained to me by school staff, and I understand that by opting out of the Iowa Assessments:

- \_\_\_\_ I will not be provided information about the academic performance of my student on a common metric compared to other students across the state and nation.
- \_\_\_\_ I will not be provided information about the academic performance of my student on a common scale from year to year, showing academic growth.
- \_\_\_\_ Opting-out of the Iowa Assessments may provide a barrier to special program access (such as gifted and talented programming) as these programs rely on standardized testing as a part of the identification process.
- \_\_\_\_ Opting-out of the Iowa Assessments does NOT prevent the Iowa Department of Education from collecting data on my student. The Iowa Department of Education collects student data upon enrollment in an Iowa public school.

---

(parent/guardian signature)

---

(date)

---

Internal use only:

Student ID: \_\_\_\_\_ School: \_\_\_\_\_

Directions:

Keep one copy in student's cumulative file, scan one copy to the assessment department ([mary.grinstead@dmschools.org](mailto:mary.grinstead@dmschools.org)).

Flag student as test opt-out in Infinite Campus.

Opt-out form must be re-filed each school year.

## Clarifying Information about the Iowa Assessments for the Opt-Out Form

**Using the Iowa Assessments to compare student performance with other students:** Students are provided their performance relative to other students across the nation in their results from the Iowa Assessments. The national percentile rank tells the percent of students in a group with a lower score on the test than your student. This score shows your student's rank in that group. Percentile ranks range from 1 to 99. A National Percentile Rank (NPR) indicates your student's rank with other students in the nation.

A National Grade Equivalent (NGE) score is also provided. A grade equivalent is a score that describes your student's achievement on a grade level scale. The NGE is a decimal number that describes academic performance in terms of grade level and month. For example, if your student (as a 3rd grade student) receives a NGE of 4.2 on the third grade reading test, this means your student scored as well as the average fourth grade student in the second month of the school year if given the same third grade reading test.

**Using the Iowa Assessments to measure student growth from year to year:** The Iowa Assessments allow growth to be measured by using vertically scaled (or articulated) scores, called standard scores. These scores plot out all students, regardless of grade level, on a continuum of student achievement. Standard scores describe a student's location on an achievement continuum. Using National Standard Scores (NSS), we can understand the progress students make from year to year. The average NSS for the Iowa Assessments is provided below. For example, if your sixth grade student receives a standard score of 227 on the Iowa Assessments reading test in the spring, this means your student is performing like the typical sixth grade student in reading.

Grade	Average NSS (Spring)
3	185
4	200
5	214
6	227
7	239
8	250
9	260
10	268
11	275

**Access to special programs:** Opting-out of the Iowa Assessments may provide a barrier to special program access (such as gifted and talented programming) as these programs rely on standardized testing as a part of the identification process. Gifted and talented identification relies on multiple data points, including standardized test scores.

**State access to student data:** Opting-out of the Iowa Assessments does NOT prevent the Iowa Department of Education from collecting data on a student. The Iowa Department of Education collects student data upon enrollment in an Iowa public school. Upon enrollment, student data is entered into the school's data system and is electronically submitted to the Iowa Department of Education. This submission of data is a requirement of all publicly funded school districts.

Iowa Assessment Materials Check-out Sheet

## **During-Testing Checklist for Test Administrator/Teacher**

- All electronic devices MUST be turned off and put away when test booklets and answer folders are in students' possession. For test security purposes, these devices can NOT be used while students have access to testing materials. This includes breaks between tests.
- Make sure students are working on the correct test and marking their answers in the correct place on the answer folder.
- Observe students working to confirm they appear to be carefully considering questions before marking on the answer folder.
- Check that students are working independently and are spaced appropriately so they are unable to view another student's answer folder.
- Note and report any incident that could adversely affect test results to your building test coordinator.



## Procedures for Handling Testing Irregularities and Emergencies

Adequate preparation can prevent many issues from arising, but test administrators must be prepared to take appropriate action if and when an emergency or testing irregularity does occur.

Emergencies and irregularities are often unique occurrences; however, the following list of general principles should apply to most circumstances:

- The welfare of the students should always be of primary concern. Any action taken should put the health and safety of students first.
- The security of the testing materials must be maintained. If the testing room must be evacuated, lock the door if possible. If testing is interrupted, ask students to place their answer folders and scratch paper inside their test booklets.
- Note the time of the interruption. This will help determine the amount of time to give students to complete a test when testing resumes.
- Document the details of the irregularity. These details will help to determine what actions may need to be taken so that useful scores can still be obtained.

Error or emergency	Action to Take
Student marked responses in the wrong section of the answer folder	Help the student find the proper place to mark responses. Once the test has been completed, transfer the student's answers to the proper place; have another staff member verify the transfer. No need to retest.
A student's behavior disrupts testing for the group.	Stop testing, note the time, remove the source of the disturbance, and resume testing when the group has calmed down.
A student is clearly ill.	Discard the test responses that the student took that day. Transfer valid student responses (from a previous day) from the original answer folder onto a new one; have another staff member verify the transfer. When the child is well enough, using the new answer folder, retest the student on the test(s) whose results you discarded. Submit only the new answer folder for scoring.
Noise or weather interrupts testing.	Stop testing and note the time. Resume when the noise ceases or it is safe to begin testing again.
A student marks answers with a pen.	At the end of the testing session, transfer the student's answers to a new answer folder using a No. 2 pencil; have another staff member verify the transfer.
Answers marked in an answer folder bear the barcode label of another student	Do not attempt to remove the incorrect label. Place the correct barcode label over incorrect label and submit for processing.
The barcode label was affixed to the incorrect level answer folder prior to test administration.	Transfer the student's answers to a new answer folder using a No. 2 pencil and have another staff member verify the transfer. Discard the incorrect answer folder and barcode label. Reorder barcode label and affix to correct level answer folder.

School Name \_\_\_\_\_

## **Post-Testing Checklist for Test Administrator/Teacher**

- Verify that one answer folder has been returned for each student tested.
- Verify that each student has taken all the tests administered. If any test were missed, schedule a make-up session before the end of the testing window.

Des Moines will be testing the following:

Reading  
Mathematics  
Computation  
Science  
Social Studies (elementary/grades 3-5 ONLY)

- Use the barcode label.

If no barcode label, notify the building testing coordinator and fill in the following information in the spaces provided on the answer folder:

Student Name  
Student ID in the Additional ID section (6 digit number)  
Teacher Name  
Building  
Grade Level  
Form F

- When returning the answer folder, place the student answer folder(s) immediately after the Teacher Header sheet (blue class sheet) for the appropriate grade level and classroom. Student answer sheets without bar code labels should be on top under this header sheet.
- Scan each answer folder for the following proper marking:

Marks made with No. 2 pencil  
Response marks are dark and within the circle  
Changed answers are erased completely  
Stray marks are erased completely

- Destroy all scratch paper used during testing.



## Returning Materials

Completed answer folders will be received by the Assessment Department in room 1360 at the Prospect Building, 1915 Prospect Road beginning **Friday, April 11th**. A sign up for returns will be sent under a separate communication along with a map.

You will need to return:

- Answer folders
- All unused student labels with a notation of why each was not used. (For NCLB accounting purposes, all unused student labels need to be returned with an explanation of why each was not used, i.e. student was ill; student moved to Texas, etc.)

Please allow sufficient time for check-in when returning items.

### Organizing Materials

All test administrators/teachers should check in their answer folders and materials to the building testing coordinator. The completed answer sheets should be organized by grade level (and teacher groups if desired). They do not have to be in alphabetical order – that is your preference. Every teacher/grade level group will need a header sheet. Count the number of answer sheets placed behind each header and fill in the number on the header sheet.

All reusable test booklets and consumed test booklets (booklets that have been written in for answers) should be collected and returned to Central Stores, 1915 Prospect Road, **by Friday, April 18th**. **The booklets that have been consumed should be boxed separately from the others and the box clearly marked as CONSUMED.**

A pickup request, available from the office manager, for both sets of boxes should be completed during the week of April 14-18 and the boxes sent to Central Stores. You may use the cardboard boxes that the materials arrived in for this return. **Please do not return test booklets to the Assessment Department.**

*Directions for Administration* manuals should be retained in the building for use in future years. By reusing these for several years, considerable reordering costs are avoided.

### Bar Code Labels

Put answer folders that do not have barcode labels directly on top under the header for ease in affixing labels at check-in of materials. If a student does not have a barcode label, verify that the student name and the student ID number (6 digit student number in Infinite Campus) are noted in the box where the label will be affixed. A post-it note flagging the answer booklet is also helpful in making the process more efficient.

Write on the labels of students who have moved ‘moved’ and on the labels of the students taking an alternate assessment ‘alternate’ and then turn them in to the Assessment Department when you bring your answer folders for check-in.

If a label has the wrong teacher or homeroom name on the label, it won’t matter as long as the answer folder is under the correct teacher header/classroom header sheet before turning in for scoring.

## **Post-testing Checklist for Testing Coordinator**

- Account for **all testing materials** received at the start of the testing process.
- Ensure **all answer folders are ready to be machine scored** (e.g. responses transcribed for students who may had this accommodation, no stray marks, marks in pencil).
- Sort all of the answer folders** into stacks:
  - \* **Unused**
  - \* **Ready for machine scoring (including those that are the result of answers transferred from an “unscorable” answer folders)**
  - \* **Retain for accountability**
    1. originals whose results have been transferred to another answer folder to allow for machine scoring (such as Large-Print Edition answer folders)
    2. “unscorable” answer folders
- Verify for each class or grade package of answer folders:
  1. Completed **Grade/Class Identification Sheet** has been placed on top of the stack of answer folders submitted by each test administrator/teacher.
  2. The **Answer Folders Count** on the Grade/Class Identification Sheet matches the number of answer folders submitted (which should match the number of students tested)
  3. All answer folders have a **bar code label affixed**. Put answer folders that do not have barcode labels directly on top under the header for ease in affixing labels at check-in of materials.
- Complete the **Building Identification Sheet**. (Follow the instructions on that identification sheet.)
- Check-in** your building’s testing materials to the Assessment Department at the Prospect Building at 1915 Prospect Road



## Reason Codes for No Assessment Score

For students who are enrolled on March 31st, but not tested, please select the correct reason code and return that information to the Assessment Department. For students who are no longer enrolled on March 31st, please write 'moved' or 'dropped out' on their labels and return them to the Assessment Department.

Code	Description
1	Invalid results, problems with the testing process
2	Exemption due to parental decision
3	Absent during testing period
5	Medical Emergency
6	Transfer in student, already tested in Iowa
7	Alternate Assessment student; or test not offered