



**Idaho Alternate
Assessment (IDAA)
Test Administration Manual**
English Language Arts and Mathematics

2019–2020

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IDAA Resources and Technical Support

ISAT Portal

<http://idaho.portal.airast.org/>

This website is the home page for all IDAA administration information.

Idaho Help Desk

1-844-560-7365 | IDHelpDesk@air.org

The Help Desk is open Monday–Friday 8:00 a.m. to 8:00 p.m. Mountain Time.

Examples of topics related to the test delivery system (TDS):

- User accounts
- Accessing tests assigned to a student
- Incorrect or missing student information
- Access to the TDS supporting resources

Examples of topics related to test administration:

- Recording student responses into the TDS
- Clarifying requirements of various item types
- Locating necessary test administration documents
- Describing how to access assessment features or accommodations

When contacting the Idaho Help Desk, please be prepared to provide as much detail as possible about the issue and the system on which it occurred. Include the following information:

- Your contact information (name administrative role, district, school, e-mail address, and phone number);
- Student name and nine-digit Education Unique Identifier (EDUID);
 - Student name and EDUID are personally identifiable information (PII) and should never be sent via email.
- Any error messages that appeared;



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- Operating system and browser information; and
- Information about network configuration.

Please contact Karren Streagle at the Idaho State Department of Education (SDE) Assessment Office (208-332-6824 | kstreagle@sde.idaho.gov) for other assistance not listed above (see [Appendix A: State-Specific Information](#)).



Overview of the Test Administration Manual

The purpose of the *Idaho Alternate Assessment (IDAA) Test Administration Manual (TAM)* is to guide teachers (TEs), and District/School Test Coordinators (DCs/SCs) to prepare for and administer the Idaho Alternate Assessment (IDAA) to qualifying students with significant cognitive disabilities in their school or district.

The TAM contains the following sections:

- [Section I: Overview of the IDAA](#)
- [Section II: Responsibilities of Teacher and District/School Test Coordinators](#)
- [Section III: Testing Integrity, Appropriate and Inappropriate Test Practices](#)
- [Section IV. Administration of the Test](#)

Terms and Acronyms

[Table 1](#) provides a summary of terms with the associated acronyms used frequently in the TAM and other documents needed for test administration.

Table 1. IDAA Terms and Acronyms

Term	Acronym
Assistive Technology	AT
Augmentative and Alternative Communication	AAC
District Test Coordinator	DC
Early Stopping Rule	ESR
Education Unique Identifier	EDUID
English Language Arts	ELA
Human Voice Recording	HVR
Idaho Alternate Assessment	IDAA
Idaho Content Standards-Core Content Connectors	ICS-CCC
Individualized Education Program	IEP
Learner Characteristics Inventory	LCI
School Test Coordinator	SC
Selected Response	SR
Student Response Check	SRC
Teacher	TE



IDAA Test Administration Manual

Term	Acronym
Test Information Distribution Engine	TIDE
Test Administrator Certification Course	TA Certification Course
Test Administration Manual	TAM

Table 2. IDAA Important Dates

Date	Activity
January 2, 2020–March 3, 2020	Paper-pencil test (regular print) orders window
February 2020	Resources and materials available
February 3, 2020–May 15, 2020	Learner Characteristic Inventory (LCI) window
March 16, 2020–May 15, 2020	Online test administration window–ELA and mathematics
March 18, 2020	Paper-pencil test materials arrive in districts
April 1, 2020–May 8, 2020	Paper-pencil tests (regular print) window



Section I. Overview of the IDAA

I.I Background and Purpose

The Idaho Alternate Assessment (IDAA) has been developed to ensure that all students with significant cognitive disabilities are able to participate in an assessment that is a measure of what they know and can do in relation to the grade-level Idaho Content Standards (ICS). The IDAA is one component of a system of curriculum, instruction, and professional development that allows students with the most significant cognitive disabilities to access grade-level content aligned to the ICS, as contained in the Idaho Content Standards-Core Content Connectors (ICS-CCC).

The long-term goal is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school capable of pursuing postsecondary options. A well-designed summative assessment alone is insufficient to achieve this goal.

The IDAA is designed to meet the requirements of the Elementary and Secondary Education Act (ESEA) and Individuals with Disabilities Education Act (IDEA). These laws mandate that all students participate in assessments that measure student achievement on grade-level content standards.

For the purposes of this manual, the IDAA will be referred to as “the Test.”

Student Participation Criteria

The criteria for student participation in the Test reflect the pervasive nature of a significant cognitive disability. All content areas should be considered when determining who should participate in this assessment. [Table 3](#) shows the participation criteria and the descriptors used to determine eligibility for participation for each student.

The student qualifies to participate in the Test if the student meets all **four** of the criteria presented in Table 3, as determined by the student’s Individualized Education Program (IEP) team.



Table 3. Participation Criteria

Participation Criteria	Participation Criteria Descriptors
1. The student has a significant cognitive impairment.	Significant cognitive impairment is a designation given to a small number of students with disabilities for the purposes of their participation in alternate assessments. Having a significant cognitive impairment is not solely determined by an Intelligence Quotient (IQ) test score, nor based on a specific disability category, but rather a complete understanding of the complex needs of a student. Students with significant cognitive impairments have a disability or multiple disabilities that significantly impact their adaptive skills and intellectual functioning. These students have adaptive skills well below average in two or more skill areas and intellectual functioning well below average (typically associated with an IQ below 55).
2. The student is receiving academic instruction that is aligned with the Idaho Extended Content Standards.	The student’s instruction and IEP goals/objectives/benchmarks address knowledge and skills that are appropriate and challenging for the student.
3. The student’s course of study is primarily adaptive skills oriented typically, not measured by state or district assessments.	Adaptive skills are essential to living independently and functioning safely in daily life, and include motor skills, socialization, communication, personal care, self-direction, functional academics, and personal health and safety.
4. The student requires extensive, direct, individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.	<ul style="list-style-type: none"> a. The student consistently requires individualized instruction in core academics and adaptive skills at a substantially lower level relative to other peers with disabilities. b. It is extremely difficult for the student to acquire, maintain, generalize, and apply academic and adaptive skills in multiple settings, across all content areas, even with high-quality extensive/intensive pervasive, frequent, and individualized instruction. c. The student requires pervasive supports, substantially-adapted materials, and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

Parent/Guardian Involvement

Parents/guardians are partners in IEP team meetings and are engaged in the assessment participation decision. Thus, they need to receive accurate information about the Test. Parents can access the Test parent resources on the [Idaho State Department of Education Special Education and Alternate Assessment webpage](#), in the *Resource Files* section.



I.II IDAA Spring 2020 Administration Plan

What to Expect on the Spring 2020 IDAA for ELA and Mathematics

- Students will take the Test in grades 3–8 and 10.
- Idaho will deliver an online operational computer-adaptive test (CAT) for English language arts (ELA) and mathematics.
- Fixed-form test materials with printed answer options will be available for students with a paper testing accommodation on their IEPs and will consist of printed answer choices only. Teachers (TEs) will record student responses in the Secure Browser.
- The Test will be administered with human voice recordings (HVRs). A student's need for a familiar reader must be documented as an IEP accommodation.
- Students for whom the Early Stopping Rule (ESR) is applied will not participate in the entire test past the first 4 items.


I.III Overview of the IDAA

The Test provides qualifying students with significant cognitive disabilities in grades 3–8 and 10 the opportunity to demonstrate what they know in ELA for reading and writing, and mathematics. An overview of the Test is summarized in [Table 4](#).

Table 4. Overview of IDAA

Test Component	Description
Tested Content Areas	<ul style="list-style-type: none"> • ELA: reading and writing • Mathematics
Test Content Alignment	Aligned to ICS and ICS-CCC
Test Delivery Method	TEs provide a one-to-one test administration using the online test platform and the embedded HVRs for all test stimuli, items, and answer options.
Security	All printed answer options and print-on-demand materials are secure.
Online Test Window	March 16–May 15, 2020
Fixed-Form Test with Printed Answer Options	April 1–May 8, 2020
Training	All teachers administering the Test must participate in and pass the Test Administrator (TA) Certification Course available on the Idaho Standards Achievement Test (ISAT) Portal under the Alternate Assessment ELA & Mathematics assessment card.



Test Component	Description
Testing Time per Student	Testing time will vary for each student. Testing may be paused and resumed, based on the needs of the student. Students may complete the Test over multiple testing sessions and over multiple days, as appropriate to meet the individual needs of the student.
Embedded Accessibility Features	<ul style="list-style-type: none"> • Color Contrast • Highlighter • HVR* • Language/Presentation • Line Reader Tool • Mark for Review • Masking • Permissive Mode • Print-on-Demand • Print Size/Zoom • Strikethrough • Volume Control <p>Note: HVR can be invoked by selecting the  icon.</p>
Non-Embedded Accessibility Features	<ul style="list-style-type: none"> • Assistive Technology (AT) for viewing, responding to, or interacting with test items • Augmentative and Alternative Communication Device • Read-Aloud • Scribe (scribe enters the student-selected response on behalf of the student) • Sign Language

Description of IDAA Tests

Table 5. IDAA Test Item Types

IDAA Test Item Types
Literary and informational reading passages with associated selected-response reading items.
Selected-response writing and language items



Selected-response mathematics items

Pausing and Resuming Administration of the Test

If a student exhibits frustration, lack of engagement, refusal to participate, or becomes sick during the administration of the Test, pause the Test by clicking on the **Pause** button at the top of the Student Interface in the test delivery system (TDS), and take a break. A break may consist of a few minutes to a few days, depending on the student's needs. Student responses will automatically be saved. Resume administration of the Test at an appropriate time for the student. The TE may pause and resume the administration of the Test as often as necessary during the testing window, based on a student's needs.



The TE MAY NOT submit or end a test because the student shows frustration, displays behavior concerns, or is not engaged in the Test. In these cases, the TE should pause the test and resume it at later time.

Refer to *The Test Administrator User Guide* for directions to pause and resume a test. The user guide is available on the ISAT Portal (<http://idaho.portal.airast.org/>).

Description of IDAA Item Types

Selected Response: Reading, Writing, Mathematics

After listening to the HVR associated with each item, students may select a response from the options in a variety of ways (e.g., using the computer mouse, verbalizing, gesturing, using eye gaze or communication devices, assistive technology [AT]). The TE or student enters responses into the TDS. If the student is using a scribe, the scribe enters the student-selected response on behalf of the student. Refer to [Appendix C: IDAA Non-Embedded Scribe Accessibility Feature: Protocols for Selected-Response Items](#).

IDAA Sample Test

TEs and students will have access to sample items for both reading and mathematics prior to the beginning of the testing window through the [SC-ALT Practice Tests Administered in Idaho](#). The items allow the TE and student to engage with and become familiar with the online item presentation and test any AT required. It is important for TEs to understand that the purpose of accessing the sample items included in the SC-ALT Practice Tests Administered in Idaho is to give TEs and students the opportunity to interact with the structure and format of Test items, including experience with the HVRs and the embedded test features. TEs should not be discouraged by the difficulty level of items they and students will encounter on the practice tests.



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The SC-ALT Practice Tests Administered in Idaho are located on the ISAT Portal (<https://idaho.portal.airast.org/training-tests.stml>). TEs should review the SC-ALT Practice Test Directions and Overview SC-ALT Practice Test Directions and Overview (<https://idaho.portal.airast.org/training-tests.stml>) before attempting to access the SC-ALT Practice Tests Administered in Idaho.

Documents Needed for Test Administration

Documents listed in [Table 6](#) can be found in the *Alternate Assessment ELA & Math* resources section of the ISAT Portal (<http://idaho.portal.airast.org/>).

Table 6. IDAA Resources

Documents	Purpose	User
<i>IDAA Test Administration Manual (TAM)</i>	Provides policies and procedures for TEs and DCs/SCs to prepare for the administration of the Test.	TEs and DCs/SCs
Fixed-Form Test with printed answer option cards Note: The printed answer option cards are secure documents.	Fixed-form test materials consist of printed answer options. Students with a paper-pencil or similar test accommodation on their IEPs will access a fixed-form of the Test in the online delivery system, then use the printed answer options presented by the TE to answer each item. TEs will record student responses within the Secure Browser. Note: The print-on-demand embedded accommodation is available to provide a printed presentation of an assessment item. This accommodation will print one item at a time.	TEs



Section II. Responsibilities of Teacher and District/School Test Coordinators

The teacher (TE) and/or district/school test coordinators (DCs/SCs) participating in the administration of the Test have assigned responsibilities.

II.I Teacher Responsibilities

Who Can Be a TE?

- A certified and licensed educator familiar with the student, typically the student’s TE, who has completed the required Test Administrator (TA) Certification Course.
- If a student’s teacher has a long-term substitute in their place who is a certified and licensed educator, and has completed the required TA Certification Course, then the long-term substitute may administer the Test.
- A highly-qualified paraprofessional under the supervision of a certified and licensed educator who has completed the required TA Certification Course can administer the Test.

Table 7. Responsibilities for Teachers Administering Tests

Before Test Administration
Complete the TA Certification Course available on the ISAT portal.
Submit the Learner Characteristics Inventory (LCI) available in the Data Entry Interface (DEI). This system is accessible via the ISAT portal.
Access the SC-ALT Practice Tests Administered in Idaho to familiarize oneself and students with the TDS, accessibility features, and confirm compatibility of AT and Augmentative and Alternative Communication (AAC) devices.
Administer the Student Response Check (SRC) to each student for whom the Early Stopping Rule (ESR) may be appropriate. The SRC is administered on paper, but the student’s responses should be documented in the DEI. The SRC only needs to be completed once.
Review sections Testing Conditions and IDAA Accessibility Features of the TAM, to make appropriate testing arrangements for students.
Ensure that the student is taking the appropriate grade-level test.
During Test Administration
Complete test administration by May 15, 2020.
<i>NOTE: Students who qualify to take the Idaho Alternate Assessment will do so in all content areas. A student may not take the IDAA in one content and the ISAT in another.</i>



During Test Administration	
Provide Optimal Testing Conditions including embedded and non-embedded IDAA Accessibility Features as needed.	
Report technology concerns to the DC/SC or the Idaho Help Desk.	
Maintain test security by ensuring all test materials are in a secure and locked location when not testing.	
Report inappropriate test practices to the DC/SC.	
After Test Administration	
Report any inappropriate test practices and suspected irregularities to the DC/SC.	
Remove any secure materials from computers and AT.	
Give all printed copies of the Test, student login information, scratch paper, student work, answer documents related to the fixed-form test, etc., to the DC/SC for secure shredding.	
Return of fixed-form printed materials:	
TEs will need to enter student test responses into the Secure Browser environment for those students who completed the fixed-form test. After entering student responses, please return fixed-form printed materials to the district at the end of the testing window in the original shipping box.	
Note: Although students taking a fixed-form test will access test items online, TEs will record student responses in the Secure Browser only.	
Fixed form printed materials should be returned to:	
Cambium Assessment	
Attention: Jessica Kalich	
1000 Thomas Jefferson St. NW	
Washington, DC 20007	

Contact the State Department of Education (SDE) Assessment Office or the Idaho Help Desk as needed ([Appendix A: State-Specific Information](#)).

IDAA Test Administration Training Requirements for All Teachers

To ensure that the Test is administered in a standardized manner, TEs must complete the TA Certification Course, which is currently available on the ISAT Portal. TEs must also refer to this Test Administration Manual (TAM) for additional information.



II.II Test Coordinator Responsibilities

In general, the DC provides oversight of the Test at the district level. The SC works within the school building to ensure that the Test is administered as intended and that TEs and students have the support needed for a successful administration. In some schools and districts, the DC and the SC may share the duties or even be the same person.

Regardless of the number of individuals who perform the duties, the responsibilities of each role must be completed. Essential tasks that are required before, during, and after administration of the Test are outlined in [Table 8](#).

Table 8. Responsibilities for Test Coordinators

Before Test Administration
Ensure that TEs have received the required TA Certification Course.
Ensure that TEs can access the online IDAA test delivery system (TDS) with the username and password they have created.
Ensure that each IDAA LCI has been submitted for the appropriate students and the student is in fact eligible to take the Test. <i>NOTE: Students who qualify to take the Test will do so in all content areas. A student may not take the Test in one content and the ISAT in another.</i>
Communicate all information received about the Test from the SDE to TEs.
Ensure technological capacity is met. Work with district/school IT personnel to ensure that the online IDAA TDS is accessible and functioning on every computer that is used for testing.
Support TEs to develop a testing schedule so that all tests will be submitted within the testing window.
During Test Administration
Monitor to ensure the implementation of appropriate test practices and appropriate student participation so that test administration is completed by May 15, 2020.
Ensure that students and TEs have the materials and resources needed to administer the Test.
Maintain test security by ensuring all test materials are in a secure and locked location when not testing.
Report inappropriate test practices in accordance with SDE’s policy immediately.
After Test Administration
Investigate and report any inappropriate test practices and suspected irregularities to the SDE (Appendix A: State-Specific Information).



Securely shred printed copies of the test, materials related to the fixed-form test, and ensure that all secure materials are removed from computers and assistive technology (AT).

Return of fixed-form printed materials:

TEs will need to enter student test responses into the Secure Browser environment for those students who completed the fixed-form test. After entering student responses, please return fixed-form printed materials to the district at the end of the testing window in the original shipping box.

Note: Ensure that the TE has entered the student's responses to the fixed-form test in the Secure Browser before returning fixed-form printed materials.

Return fixed-form printed materials to:

Cambium Assessment
Attention: Jessica Kalich
1000 Thomas Jefferson St. NW
Washington, DC 20007

Contact the SDE or Idaho Help Desk as needed ([Appendix A: State-Specific Information](#)).

Administration Training Requirements

Anyone administering the Test must complete the TA Certification Course. This certification course is currently available on the ISAT Portal. This training helps ensure that TEs are knowledgeable about their responsibilities, testing integrity, and appropriate practices for the Test.

II.III IDAA Participation

Table 9 shows the participation criteria and the descriptors used to determine eligibility for participation for each student.



Table 9. Participation Criteria

Participation Criteria	Participation Criteria Descriptors
1. The student has a significant cognitive impairment.	Significant cognitive impairment is a designation given to a small number of students with disabilities for the purposes of their participation in AAs. Having a significant cognitive impairment is not solely determined by an IQ test score, nor based on a specific disability category, but rather a complete understanding of the complex needs of a student. Students with significant cognitive impairments have a disability or multiple disabilities that significantly impact their adaptive skills and intellectual functioning. These students have adaptive skills well below average in two or more skill areas and intellectual functioning well below average (typically associated with an IQ below 55).
2. The student is receiving academic instruction that is aligned with the Idaho Extended Content Standards.	The student’s instruction and IEP goals/objectives/benchmarks address knowledge and skills that are appropriate and challenging for the student.
3. The student’s course of study is primarily adaptive skills oriented typically not measured by state or district assessments.	Adaptive skills are essential to living independently and functioning safely in daily life and include motor skills, socialization, communication, personal care, self-direction, functional academics, and personal health and safety.
4. The student requires extensive, direct, individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.	<ul style="list-style-type: none"> a. The student consistently requires individualized instruction in core academic and adaptive skills at a substantially lower level relative to other peers with disabilities. b. It is extremely difficult for the student to acquire, maintain, generalize, and apply academic and adaptive skills in multiple settings, across all content areas, even with high-quality extensive/intensive pervasive, frequent, and individualized instruction. c. The student requires pervasive supports, substantially adapted materials, and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

Parent/Guardian Involvement

Parents/guardians are partners in Individualized Education Program (IEP) team meetings and are engaged in the assessment participation decision. Thus, they need to receive accurate information about the Test. Parents can access the Test parent resources on the [Idaho State Department of Education Special Education and Alternate Assessment webpage](#), in the *Resource Files* section.



II.IV Testing Conditions

TEs must provide each student an appropriate testing environment during every testing session. TEs can ensure an appropriate testing environment by providing the following:

1. Optimal testing conditions for every student
2. Accessibility features that are appropriate for individual students
3. Accommodations defined in the student’s IEP that are consistent with testing policies

Optimal testing conditions, appropriate accessibility features, and the accommodations defined in student’s IEP that are consistent with IDAA policies allow students access to the Test so that they may demonstrate their knowledge. Each of these is discussed in detail below. Implementation of these practices must be planned for prior to testing the student.

Optimal Testing Conditions

Optimal testing conditions must be provided for every student before and during the test administration as outlined in [Table 10](#).

Table 10. Optimal Testing Conditions

Before Test Administration
Document that the student has a consistent, observable way to communicate his or her response to test items by completing the Student Response Check (SRC). The SRC is only required for those students for whom the ESR may be appropriate. Refer to Conducting the Student Response Check .
Review the accessibility features and prepare for use as appropriate for individual students.
Identify the accommodations defined in the student’s IEP that are consistent with SDE policies and prepare for implementation during testing.
Make sure that the computer, any AAC, and/or AT device a student may use to interact with the test items meet the minimum requirements (located in the <i>Test Administrator User Guide</i>), are in working order, are available for testing, and are compatible with the test delivery system (TDS).
Log on to the TDS before testing to ensure that the computer, login information, and the accessibility features are working as intended.
Review SC-ALT Practice Tests Administered in Idaho with the student and practice using appropriate accessibility features and accommodations defined in the student’s IEP that are consistent with SDE policies.
Arrange to administer the Test in a familiar setting that is free of noise and distractions.



Before Test Administration
Develop a schedule to administer the Test during the best time of day for the student; consider time needed for breaks for the student. Students may complete the Test across multiple sessions and/or days.
During Test Administration
Manage testing materials and the AT required by the student in accordance with Test Administration Script provided in Appendix E: Test Administration Script .
Provide scratch paper for students to make notes or solve mathematics items. All scratch paper must be submitted to the DC for secure shredding.
Pause the Test and resume at a later time or another day as indicated by student needs. The Test may be administered over multiple sessions and/or days, but must be completed by May 15, 2020.
Provide appropriate student positioning, appropriate accessibility features, and accommodations in the student’s IEP that are consistent with SDE policies.
Ensure that the student invokes all human voice recordings for reading passages, item stimuli, test items, and answer options. If the student does not or cannot activate the human voice recording, the TE should activate the human voice recording (HVR) for the student.
Provide encouragement to support student engagement and focus. TEs may use phrases that <u>do not</u> indicate either the correct or incorrect response. Examples of acceptable encouraging phrases may include: “I like the way you are listening and following directions.” “Only one more to go!” “Just five minutes until a break!” “Keep working!” “Look at the screen.” (The TE may point to or tap the computer screen to draw the student’s attention to the screen. However, the TE should be careful not to inadvertently point to or suggest the correct answer in anyway.)

IDAA Accessibility Features

Accessibility features support student access to the Test. Accessibility features are either embedded in the TDS or are non-embedded and provided by the TE. Accessibility features may be enabled by the student or TE at the time of testing. **The Test is designed with HVRs for all reading passages, item stimuli, test items, and response options. Only those students with a specific testing accommodation may have the Test read aloud by a familiar adult. The TE may prompt a student to click the ear icon to hear the HVRs or the TE may click the ear icon to activate the HVR for the student.** Refer to *The Test Administrator User Guide* for descriptions of the accessibility features and the directions to enable them.

[Table 11](#) and [Table 12](#) provide a list of all accessibility features available for the Test.





	<p>Students and TEs should become familiar with the accessibility features and may use them with SC-ALT Practice Tests Administered in Idaho prior to administration of the Test. It is important for TEs to understand that the purpose of accessing the sample items included in the SC-ALT Practice Tests Administered in Idaho is to give TEs and students the opportunity to interact with the structure and format of Test items, including experience with the HVRs and the embedded test features. TEs should not be discouraged by the difficulty level of items they and students will encounter in the practice tests.</p>
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Table 11. Embedded Accessibility Features

Embedded Accessibility Feature	Description
*Color Contrast	<p>Allows for different background or font color, based on student needs or preferences. Available options:</p> <ul style="list-style-type: none"> • Black on white (default) • Black on magenta • Yellow on blue • Medium gray on light gray • Reverse contrast (white on black)
Highlighter	<p>A digital tool for marking all or parts of desired text, item questions, item answers in yellow.</p>
*Language/Presentation	<p>Language selection (English) for IDAA tests.</p>
*Line Reader Tool	<p>Allows students to highlight an individual line of text in a passage or question.</p> <p>Note: This tool is not available when the Highlighter tool is in use.</p>
Mark for Review	<p>Allows students to flag items for future review during the assessment.</p>
*Masking	<p>Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students can focus their attention on a specific part of a test item by masking.</p>
*Permissive Mode	<p>Permissive Mode is an accommodation option that allows students to use accessibility software in addition to the secure browser</p>



Embedded Accessibility Feature	Description
<p>*Print on Demand</p>	<p>Items can be printed for students from the Student Interface in the TDS.</p> <p>Note: This accommodation will print one item at a time. This tool will not be available on the field test segment.</p>
<p>*Print Size/Zoom</p>	<p>A tool for making text or other graphics in a window or frame appear larger on the screen. The test page can zoom-in up to five levels.</p>
<p>*Streamlined Mode</p>	<p>This tool will be required when setting additional print size/zoom levels (5x–20x).</p>
<p>Strikethrough</p>	<p>Allows users to cross out answer options.</p>
<p>HVR</p>	<p>Text is read aloud to the student via embedded HVR technology. The TE or student will invoke the HVR by clicking the ear icon. </p>
<p>Volume Control</p>	<p>Audio can be controlled for embedded HVRs.</p>

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

Table 12. Non-Embedded Accessibility Features

Non-Embedded Accessibility Feature	Description
<p>Assistive Technology</p> <p>Refer to <i>The Test Administrator User Guide</i> for information about:</p> <ul style="list-style-type: none"> • Compatibility of assistive technology (AT) with the TDS and with accessibility features • Enabling AT devices 	<p>Hardware and software tools used to increase, maintain, or improve the functional capabilities of children with disabilities.</p> <p>Student may use AT devices for viewing, responding to, or interacting with Test items. The student and TE should use the AT device with the SC-ALT Practice Tests Administered in Idaho to ensure that it functions properly with the TDS. The TDS supports various AT devices, such as alternate keyboard, switches and hub, head mouse, etc.</p>



Non-Embedded Accessibility Feature	Description
Augmentative and Alternative Communication (AAC)	Forms of communication used to supplement or replace oral speech that are used to express thoughts, needs, wants, and ideas. These systems of communication may be aided or unaided.
Hand-held calculator	Familiar hand-held calculator with the same functions as those available on the online calculator.
Mathematics Manipulatives	Mathematics materials, such as counters or other concrete materials that a student might use to solve mathematic equations and/or problems.
Scribe	<ul style="list-style-type: none">• A scribe enters the student-selected response on behalf of the student• Trained TE enters student responses in the TDS for the student as indicated below:<ul style="list-style-type: none">○ Student is unable to control the mouse to click an answer. Student may use an alternate mode of communication to indicate their answer choice.○ Student does not use the mouse with intention. Student may use an alternate mode of communication to indicate their answer choice.• When administering the fixed-form test with printed answer options, the trained TE records student responses in the Secure Browser.

Accommodations

Accommodations are changes in the materials or procedures of the assessment that do not alter the construct being measured. For the Test, a student may use the accommodations that are in his or her IEP that are consistent with the State Department of Education (SDE) policies. Typically, these accommodations are also used during instruction.



The use of any physical prompting, including hand-over-hand, invalidates the results of the Test for the student. **Physical prompting is not permitted, it is an inappropriate test practice, and it is a test irregularity.**



Accommodations	Access Information
<p>Paper Response Options</p> <p>The use of printed answer options for students to aid students in communicating their answer choices in the TDS.</p>	<ul style="list-style-type: none"> The following three steps must take place to receive paper response options: <ol style="list-style-type: none"> District-level users will need to submit the online Paper Test Books Order Form. All paper requests must be approved by the SDE. The student’s Paper Tester test eligibility must be updated in TIDE to Yes. The teacher will need record student in the Data Entry Interface (DEI) and submit the test, so the student can receive a score in the Online Reporting System (ORS). For any questions or inquiries, contact the Idaho Help Desk. <p>Please refer to Appendix F: User Support to access the Idaho Help Desk contact information.</p>
<p>Read Aloud by Familiar Adult</p> <p>Includes reading passages, item stimuli, test items, and/or answer options.</p>	<p>Trained TE reads reading passages, item stimuli, test items, and/or answer options to the student, as modeled by the HVR and as they appear on the screen. The student or TE will invoke the HVR before reading passages, test stimuli, test items, and/or answer options can be read aloud to the student. This feature is only available to students with “read-aloud by a familiar adult” or a similar accommodation on the Individualized Education Program (IEP).</p>
<p>Sign Language</p> <p>(e.g., American Sign Language [ASL], Pidgin Signed English [PSE], Signed Exact English [SEE])</p> <p>TE may communicate passages, items, and response options using sign language with student.</p>	<p>Trained TE or qualified interpreter signs all Test items, directions, response options, and passages to the student as modeled by the human voice recording. Student may respond using sign language (American Sign Language [ASL], Pidgin Signed English [PSE], Signed Exact English [SEE]).</p>



Section III. Testing Integrity, Appropriate and Inappropriate Test Practices

The Idaho Alternate Assessment (IDAA) policies related to testing integrity and appropriate and inappropriate test practices are described in this section. All personnel (district test coordinators [DCs]/school test coordinators [SCs] and teachers [TEs]) must sign the Idaho State Testing Security Agreement and keep it filed at the district level for three years. Only one agreement needs to be signed each year, and individuals may have already signed and submitted this form at the time of test administration. For those individuals who have not completed the test security agreement and who will be administering the Test, a copy of the agreement is provided in [Appendix B: Test Security Agreement](#). This form should be signed and submitted to the district to be filed for a three-year period.

Testing integrity is critical to ensure accurate, valid, reliable, and timely information about student academic performance. Inappropriate test practices undermine efforts for improving student achievement. Idaho is committed to providing an assessment that accurately reflects what students know and can do in mathematics, reading, and writing.

The use and interpretation of information gleaned from test administration is compromised if students respond to items that are no longer secure. Security breaches can reduce the item pool to such a degree that an insufficient number of items remain available to represent the content required for assessment. A particular item serves several specific purposes, and its loss can have a broad impact on testing content. Failure to follow the policies outlined in this section result in a breach of security and is subject to state law.

After the TE completes the Test Administrator (TA) Certification Course, the TE should read all sections and Appendices in this test administration manual (TAM) and prepare optimal testing conditions. TEs should become familiar with the item administration protocols and prepare necessary materials and accommodations needed for each student. TEs should follow the Test Administration Script provided in [Appendix E: Test Administration Script](#) when administering the Test to a student. **TEs and DCs must ensure that all aspects of the Test are maintained in a secure manner. Items are for the exclusive use of testing and are not to be used for instruction, and are not to be shared, e-mailed, copied, or distributed in any manner. To do so is a test irregularity and a violation of test security and should be reported.**

A Test Administrator Script can be found in [Appendix E: Test Administration Script](#) for further instructions on administering the test.

Handling Test Materials in a Secure Manner

The Test is an online test, and all test forms and test materials are available in the test delivery system (TDS). Secure handling of test materials protects the integrity and confidentiality of test items and the validity of student results. It is essential that unauthorized persons are prevented from accessing or viewing test content in the TDS and on fixed-form printed answer options.



For printed test materials including, fixed-form printed answer options, or test items printed using the Print-on-Demand feature, a TE must

- maintain all printed test materials in a secure, locked location;
- protect secure materials from view by other students, teachers, parents, school staff, or other individuals;
- ensure secure transport of testing material from school building to school building;
- refrain from duplicating, reproducing, or sharing items or other secure test materials;
- give **ALL** printed test item(s) or other printed material to the DC/SC after the test session is completed for return or secure shredding; and
- delete any test materials, items, or information from the computer and/or any AT used by the student after testing is complete.

Preparing a Secure Testing Environment

Students are administered the Test individually and (most likely) in their classroom or a similar environment familiar to the student. Ensuring a secure test environment includes

- administering the Test through the password-protected TDS testing environment only;
- viewing of test items by only the student taking the Test and the certified, licensed, and trained TE administering the Test;
- removing electronic devices and photography technology that could jeopardize test content in the test-taking environment; and
- ensuring a quiet test-taking environment, void of talking or other distractions, and one that does not permit other students to hear the responses to the test items of the student being tested.

Inappropriate Test Practices

TEs must administer all test items according to the practices and policies outlined in this Test Administration Manual (TAM), including the Test Administration Script in [Appendix E: Test Administration Script](#). Inappropriate test practices are any actions that are contrary to those explicitly stated in the test security policy. **Inappropriate and prohibited** modifications or changes to test include the examples in [Table 13](#).



Table 13. Inappropriate and Prohibited Modifications

Action
Changing the wording of test directions, items/questions, response options, or any text as it appears in the Test Administration Script (Appendix E: Test Administration Script), on the Test, or as heard in the human voice recordings (HVRs).
Using any physical prompting, including hand-over-hand.
Providing students a preview of the Test at any time.
Providing answers to students in advance of or during test administration.
Providing students clues or supports not indicated in the Test Administration Script (Appendix E: Test Administration Script), on the Test, or as heard in the HVRs.
Manipulation of testing materials in a way that hints at a correct or incorrect answer (e.g., reducing the number of answer options).
Changing a student's answer.
Reminding the student of previously used materials or experiences related to concepts in an item.
Teaching test content immediately before the Test or the administration of an item.
Sharing test items, test content, or test forms, either written or verbally, with colleagues, parents, other staff members, the public, or students.
Transporting printed test materials within the school in a non-secure manner.
Leaving any test materials unattended or in a non-secure setting, including test items or fixed-form printed materials.
Leaving the TDS unattended while logged in to the Test.
Administering the Test by a staff member who has not completed the TA Certification Course.
Administering the Test by a paraprofessional, aide, or student teacher.
Allowing the use of electronic devices or photography technology that could jeopardize test content in the test-taking environment.
Sharing of test items through photography, phone cameras, recording devices, note-taking, or any other manner with colleagues, students, TEs, parents, media, or any person.



Monitoring and Reporting Inappropriate Test Practices

Each person participating in the state assessment program is directly responsible for immediately reporting any violation or suspected violation of test security or confidentiality. TEs and other staff must notify their SC or DC if they witness or become aware of an inappropriate test practice, or suspect one has occurred. DCs and SCs must report these concerns to the State Department of Education (SDE) Student Assessment Office (see [Appendix A: State-Specific Information](#)). DCs must report any incidents involving alleged or suspected violations that fall under the category of a serious irregularity to the SDE Student Assessment Office by calling Taylor Baggerly at 208-332-6903.

Destruction of Printed Materials and Scratch Paper

Printed materials from the print-on-demand accommodation and scratch paper must be kept in a securely locked room or locked cabinet that can be opened only by the staff responsible for test administration. All test materials must remain secure at all times. Printed test items/passages, including scratch paper, must be collected at the end of each test session and then immediately destroyed according to district and/or state policies or procedures. **Do NOT** keep printed test items/passages or scratch paper for future test sessions.



Section IV. Administration of the Test

VI.I Before Testing

Prior to administering the Test, the teacher (TE) will:

1. **Confirm access to the Idaho Alternate Assessment (IDAA) Assessment Systems.**
 - The TE receives a username and password for the TIDE system from his or her district test coordinator (DC)/school test coordinator (SC).
2. **Complete the TA Certification Course and LCI.**

The TE must complete the TA Certification Course prior to administering the Test. Before the student accesses the Test, the teacher must verify that the student qualifies to take the Test by completing the Learner Characteristics Inventory (LCI) in the Data Entry Interface (DEI). Please refer to the brochure *How to Access the Data Entry Interface (DEI)* on the Idaho Standards Achievement Tests (ISAT) Portal (<http://idaho.portal.airast.org/>).

Table 14. IDAA Teachers Administering Tests Tasks

Before Test Administration	
Task	Description
Complete/Confirm Student Demographic Information	The TE confirms the demographic information for each student available in the TDS to ensure that the name is spelled correctly and that the grade is correct. Important note: The TE will need to confirm that the student is identified as “Yes” on the Special Education Status and Alt Assessment fields in the student demographics section of the Test Information Distribution Engine (TIDE).
Complete/Confirm LCI	Once the student is set to “Yes” in the Special Education Status and Alt Assessment fields in TIDE, the TE will complete and submit the LCI. The LCI includes eligibility criteria, and a description of the characteristics of each student who will participate in the Test.



Before Test Administration	
Fixed-form paper test with paper response options	The TE will need to confirm that the student is identified as “Yes” on the Paper Tester field in the student demographics section of TIDE. The TE will need to coordinate with the DC to order materials for the fixed-form paper test using the online form located on the ISAT portal.
Complete/Confirm Student Response Check	The purpose of the Student Response Check (SRC) is to ensure that the TE can clearly identify which answer a student indicates in response to a selected-response test item. The SRC is administered to the student on paper, with student responses being recorded in the DEI. The SRC is completed only once per student.
During Test Administration	
Test Administration Script	The script must be followed exactly and used each time a test is administered. For more information, please refer to Appendix E: Test Administration Script .
After Test Administration	
Submit student’s tests Return or destroy secure materials appropriately Delete secure materials from computers and AT devices	



VI.II Conducting the Student Response Check

The SRC is a three-question, content-neutral task during which a student is asked to demonstrate his or her preferred mode(s) of communication.

The TE **will conduct** an SRC if the TE is not certain that the student’s response to a test item will be observable by the TE.

The TE **will not conduct** an SRC if the TE is certain that the **student has an established and clear method of communication** and will clearly indicate their answers to the test questions by responding verbally, indicating a response using a nonverbal communication mode, or using assistive technology (AT).

The TE will respond to the first item on the Test based on the student’s response. See appropriate responses in [Table 15](#).

Table 15. First Item Response


Did the student demonstrate an observable response during the Student Response Check?	
A) Yes —Administer all items on both the English language arts (ELA) and mathematics tests	Select A if: <ul style="list-style-type: none"> TE observes a demonstrated student response on the SRC TE did not need to conduct the SRC because an established method of communication was already determined
B) No —Administer the first four scorable items on both the ELA & mathematics test and follow procedures defined in the <i>IDAA Test Administration Manual</i> .	Select B if: <ul style="list-style-type: none"> Student did not demonstrate a consistent observable response on the SRC

The TE will conduct the SRC in paper form. The student is given a task and asked to respond using one of the response modes listed in the SRC, including the following:

- Verbalizing the answer
- Gesturing or pointing to the answer
- Using AT to indicate the answer
- Using the eye gaze board to select the answer
- Circling or marking the answers

The TE will observe the student when responding to the task using each listed response mode; however, if a student does not use AT as listed above, the TE will not ask the student to use AT to demonstrate this response mode. Please use professional judgment when conducting the SRC.



 The use of hand-over-hand or any physical prompt is not considered a consistent and observable response because the student is not indicating his or her answer choice independently.

Completing the Student Response Check


The steps for completing the SRC are outlined in the sections [To Administer the SRC on Paper](#) and [To Record the SRC in the DEI](#).


Student Response Check

The purpose of the SRC is to determine if the student can demonstrate a consistent observable response using his or her preferred method of communication; it is not important that the student responds correctly to any of the items. The SRC is conducted on paper, with student responses entered in the Data Entry Interface (DEI) by the TE.

To Administer the SRC on Paper

1. Navigate to the ISAT Portal (<http://idaho.portal.airast.org/>).
2. Click on the **Alternate Assessment ELA & Math** page. Then, click on the **Alternate Assessment ELA & Math Resources** card. The SRC document is in the **Accessibility & Accommodations** folder.
3. Download the SRC to administer the SRC on paper.

 TEs may use “top option,” “first option,” or “this option” (noting where you, the TE, points) if the student is more familiar with these terms. **This change in script applies only to the SRC.**

 Hand-over-hand prompting is not considered a consistent observable response because the student is not initiating his or her answer choice in an independent way.

For students using pointing or gesturing:

1. Print the SRC from the ISAT Portal.
 - Place the SRC Item 1 page of the paper version of the SRC in front of the student. Read the text out loud to the student. Direct the student to point or gesture to the first option/top option/Option 1.
 - Next, place the SRC Item 2 page of the paper version of the SRC in front of the student. Read the text out loud to the student. Direct the student to point or gesture to the last option/bottom option/Option 3.
 - Finally, place the SRC Item 3 page of the paper version of the SRC in front of the student. Read the text out loud to the student. Direct the student to point or gesture to the second option/middle option/Option 2.



For students using a pencil/pen:

1. Print the SRC from the ISAT Portal.
2. Place the SRC Item 1 page of the paper version of the SRC in front of the student. Read the text out loud to the student. Direct the student to circle the first option/top option/Option 1.
3. Next, place the SRC Item 2 page of the paper version of the SRC in front of the student. Direct the student to circle the last option/bottom option/Option 3.
4. Finally, place the SRC Item 3 page of the paper version of the SRC in front of the student. Direct the student to circle the second option/middle option/Option 2.

For students using eye gaze:

1. Print the SRC from the ISAT Portal.
2. Using the SRC Item 1, cut out each response option. Place response option 1 on the left-hand side of the student's eye gaze board. Tell the student, "Look at Option 1 on the board."
3. Next, place the responses from SRC Item 2 on the student's eye gaze board. Place response Option 3 on the right side of the student's eye gaze board. Tell the student, "Look at Option 3 on the board."
4. Finally, place responses from SRC Item 3 on the top, middle part of the eye gaze board. Tell the student, "Look at Option 2 on the board."

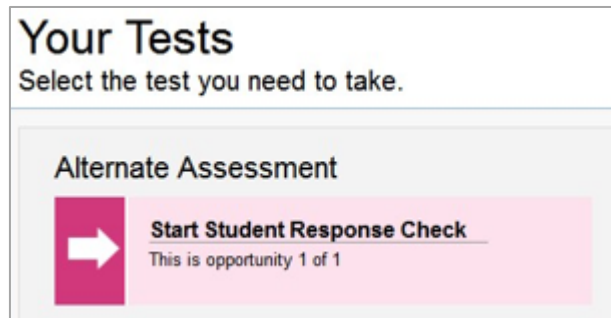
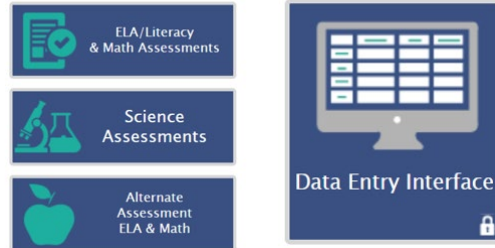
If a student uses another response mode to indicate the requested option


Ask the student to indicate his or her response for Options 1, 3, and 2 of the content-neutral task.



To Record the SRC in the DEI

1. Navigate to the ISAT Portal (<http://idaho.portal.airast.org/>).
 - Click on the **Alternate Assessment ELA & Math** page. Then, click on the **Data Entry Interface** card to enter the DEI.
2. Select the **Student Response Check (SRC)** from the test selection window and click **Start Session**. A Session ID is generated.
 - Log in to the DEI using the student’s **First Name, Student Education Unique Identifier (EDUID), and Session ID**. Under the “Your Tests” page, select the **Student Response Check**.
 - Approve the Test in the DEI Interface to complete the SRC.



 TEs may use “top option,” “first option,” or “this option” (noting where you, the TE, points) if the student is more familiar with these terms. **This change in script applies only to the SRC.**



Implications of the SRC

Following the administration of the SRC, the teacher (TE) must determine whether the student demonstrated a consistent observable response. If a student demonstrated a consistent observable response, the TE will administer all test items in ELA and mathematics. If the student did NOT demonstrate a consistent observable response during the SRC, then the TE will administer the first four scorable items in ELA and mathematics to confirm the student’s ability to demonstrate a consistent observable response. (See [Table 16](#)).

	<p>It is the demonstration of the student’s ability to demonstrate an observable response to an item, not the ability of the student to respond correctly.</p>
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


The TE logs in to the test delivery system (TDS) when confirming the ability of a student to demonstrate an observable response with the first four scorable items in ELA and mathematics. If the student did not demonstrate an observable response on the SRC, the TE should select **No** on the first item of the Test, “Did the student demonstrate an observable response during the Student Response Check (SRC)?” Then, the TE administers the first four scorable items. If the student fails to demonstrate an observable response on these first four scorable items, the TE will choose the **No Response (NR)** answer option.

Table 16. Implications of SRC

Student Displays Consistent Observable Response During SRC	Student Does Not Display Consistent Observable Response During SRC	
Administer All Test Items in ELA (Reading/Writing) and Mathematics	Administer the First Four Scorable Items in Reading and Mathematics	
	If the TE observes a student response to at least one of the first four items, then the TE administers all test items in ELA and mathematics.	If the TE does not observe a student response to any of the first four scorable items, the TE will follow the Early Stopping Rule (ESR) procedures outlined in Error! Reference source not found.



Table 17. Early Stopping Rule Procedures

Student Does Not Display Consistent Observable Response During SRC	Procedures to Initiate the Early Stopping Rule
<p>The TE administers the first four scorable items in <u>both</u> ELA and mathematics. No observable response (NR) was indicated for all of the first four scorable items of the test.</p> <p>Note: NR is related to a student’s ability to demonstrate an observable response to an item, not the ability of the student to provide a correct response.</p> <p>The TE will then respond to Question 5, confirming the student shows lack of any consistent, observable response related to his/her deficits in communication skills.</p>	<p>After the 5 items are administered, the TE <u>must click the SAVE</u> button on Item 5 in the TDS.</p> <p> The  test button will appear. The TE can then END and SUBMIT the test.</p> <p> This step must be completed for each assessment.</p>



VI.III After Testing

Submitting a Student's Tests

Once the student has completed all items of the Test, click the **End Test** button at the top of the TDS. Refer to the *Test Administrator User Guide* for additional information on how to navigate the TDS interface.



If a student **does not** meet the criteria to participate in the Test and they have begun the assessment, pause the Test and contact the State Department of Education (SDE).

Destroy Secure Materials

Ensure all testing materials are appropriately returned or destroyed and deleted from computers and AT devices.



Federal law—the Family Educational Rights and Privacy Act (FERPA)—prohibits the release of any student's personally identifiable information. Any printed materials must be securely stored and then destroyed.



Appendix A. State-Specific Information

Listed below is the contact information for Idaho's IDAA support.

Name	Phone	E-mail
Karren Streagle	208-332-6824	kstreagle@sde.idaho.gov
SDE Assessment Office	208-332-6877	mphillips@sde.idaho.gov



Appendix B. Test Security Agreement



Idaho State Department of Education

Assessment Confidentiality Agreement

I, the undersigned, do certify and attest to all of the following:

- I have had access to a printed or electronic copy of the Assessment Integrity Guide as published by the Assessment and Accountability Department of the Idaho State Department of Education (SDE).
- I have read the sections applicable to assessment security, preparation, and administration.
- I have read the section regarding the duties and responsibilities of my role in the assessment process.
- I will follow the practices found in the current assessment manual(s) as they relate to my role.

Printed Name

Signature

School Name

District/Agency Name

Assessment Roles (Mark all that apply)

- District/School Administrator District Test Coordinator District Technology Coordinator
- School Testing Coordinator Test Administrator Observer
- Other _____

Assessment Programs (Mark all that apply)

- IRI ISAT ELA and Math ISAT Science Alternate Assessments
- ACCESS 2.0

DIRECTIONS FOR COMPLETION:

1. Print school name and district/agency name on the lines provided. Print district/agency name only, if you are a District Administrator or District Test Coordinator.
2. Mark all corresponding boxes next to your role(s) for the current assessment administration.
3. Mark all corresponding boxes next to the assessment program(s) for which you have one or more roles.

ALL district and school personnel, including certified staff, must sign Idaho's Assessment Confidentiality Agreement prior to being a part of any of the assessment procedures and working with student data. Districts must keep the completed Assessment Confidentiality Agreement on file for a period of 2 years following the assessment window (IDAPA 08.02.03.111.11).



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

For a student who utilizes the non-embedded scribe accessibility feature, the scribe will enter the student-indicated answer to an item into the test delivery system (TDS).

A scribe must meet the qualifications listed below and will enter, write, or type exactly what the student communicates for the English language arts (ELA) and mathematics assessments.

Qualifications for a Scribe

A scribe must

- be a state-certified educator employed by the district;
- complete all training for the Test;
- be familiar to the student;
- be familiar with the Test Administration Script outlined in [Appendix E: Test Administration Script](#);
- be familiar with accessibility features needed by the student; and
- be familiar with all the accommodations included in the student's Individualized Education Program (IEP).

Preparation

Scribes are expected to

- familiarize themselves with the test format in advance of the scribing session;
- be knowledgeable about the assessment and accessibility features that are available on the Test;
- know the specific embedded or non-embedded accessibility features that the student must receive; and
- practice the process for scribing during instruction before testing begins.



Scribe Protocol for Items: ELA (Reading and Writing) and Mathematics

The scribe protocol for ELA (reading and writing) and mathematics items includes the following:

- The scribe may not question or correct student choices, alert the student to errors or mistakes, guide the student to a correct answer, or otherwise influence a student's answer or answer choice in any way.
- The student must be tested in a setting that does not permit his or her responses to test items to be heard by other students.
- The scribe will comply with student requests for use of all available and allowable accessibility features on the TDS (e.g., when to turn a feature on or off, when to change the size of a graphic).
- A teacher (TE) who is a scribe may answer procedural questions asked by the student (e.g., test directions, navigation within the test environment).
- The scribe must enter student responses directly into the TDS.
- The scribe may ask the student to repeat a response.
- The scribe allows the student to indicate when they want to move to the next test item.
- The scribe must provide an opportunity for the student to review and modify what the scribe has recorded.
- After testing, the scribe collects scratch paper, graphic organizers, other ancillary materials, and login information and gives it to the district test coordinator (DC)/school test coordinator (SC) for secure shredding. The scribe may not keep any testing materials after testing is complete.



If the scribe solicits student responses on the online computer-adaptive Test, the scribe will enter the student's responses into the TDS. If the scribe solicits student responses on the fixed-form Test with printed answer options, the scribe will enter the student's responses in the Secure Browser.



Appendix D. IDAA Augmentative and Alternative Communication Guidelines

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

AAC Methods

AAC methods include the following:

- The student should use the communication mode/system with which he or she is the most competent and which provides the most accessibility to producing a response.
- Allow the student to select the word/symbol/picture/phrase in the communication mode/system in the same manner used in instruction (e.g., direct select, indirect such as scanning, eye gaze).
- Allow the student to access words/symbols/pictures/phrases within their communication mode/system in the same manner used in instruction (e.g., subject-specific boards, multiple levels by categories).



Appendix E. Test Administration Script

To ensure that all students are tested under the same conditions, the test administrator (TA) should strictly adhere to the script for administering the test unless a student is assigned the non-embedded designated support or accommodation for Simplified Test Directions. When asked, the TA should answer questions raised by students but should never help the class or individual students with specific test items.

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

The TA should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best. TAs are responsible for monitoring student progress for the Test.

Starting a Test Session

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

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

1. The TA logs in to the TA Interface.

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

2. The TA begins the test session.

When a TA logs in to the TA Interface, the *Test Selection* window opens automatically. After clicking the assessment(s) to be administered during the test session, the TA clicks on the [**Start Operational Session**] button to begin the test session and generate the session ID that students use to join that test session.

3. The TA informs students of the test session ID.

The system-generated session ID appears in the *Operational Session ID* box at the top of the TA interface screen.



SAY: Today, you will take the [NAME OF TEST (i.e., Grade 5 ELA)] test. You will be given a test session ID that is required to start the test. I will help you log in. Before logging in, let's go over some test rules.

You must answer each question on the screen before clicking NEXT. If you are unsure about an answer, provide what you think is the best answer. If you would like to review that answer at a later time, mark the question for review before going on to the next question. You may go back and change the answer during this test session.

You may pause at any point in the test by clicking PAUSE rather than NEXT after answering a question. Let me know if you need a break before clicking PAUSE.

Give students the test session ID and other login information. The test session ID, the Education Unique Identifier (EDUID), and the student's first name may be provided to students ahead of time on a card or piece of paper to help them accurately type it in the computer. Student information is confidential; therefore, the cards/papers with this information must be collected after each test session and securely destroyed after testing is complete. **The TA should write down the session ID for his or her own records, in case he or she gets involuntarily logged out of the system.** The TA will be logged out of the session if there is no activity for 20 minutes by the TA or a student. Having the session ID will allow the TA to resume the session.

Make sure students know that the test session ID must be entered **exactly** as it is written—it is case sensitive—without extra spaces or characters. Please refer to the *Test Administrator User Guide* to become familiar with the TDS.

When providing students with the test session ID number, read aloud the directions below.

SAY: Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.

Enter your legal first name, not your nickname, followed by your EDUID. Then enter the test session ID. I will help you type this information on your keyboard if you need it.

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

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



4. The TA informs students of the name of the test that they will take.

SAY: On the next screen, select the [INSERT NAME OF TEST (i.e., Grade 5 Math)] test, and then click START TEST. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for TA approval. Please wait quietly while I check and approve each of your tests.

If TAs are unsure of which content area or test students are participating in during that session, TAs should contact the school test coordinator (SC).

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

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

- a. Select the [**Approvals (#)**] button.
- b. A new window opens that shows a list of students, organized by test name. The TA should review the list to ensure that students are taking the correct test (grade level), and the correct content area (mathematics).
- c. The TA should also review the test settings assigned to each student to ensure that they are correct.
 - i. If a student's settings are incorrect, do *not* approve that student to begin testing. The TA will need to work directly with a SC to correct the test settings in TIDE before approving the student to begin testing. *(Reminder: It may take up to 24 hours for changes to appear in the TDS.)* **Ensuring the test settings are correct before the student begins testing is critical to avoid the need for a test reset that may result in additional testing for the student later.**
- d. When the correct test is selected and test settings are verified, the TA clicks [**Approve**] or [**Approve All Students**].

SAY: You will now see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand.

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



For ALL students read the following:

SAY: The questions in this test cover many [Insert Content Area, i.e. English Language Arts or mathematics] topics. Although some of the questions may look difficult or unfamiliar, you may be able to figure out the answers if you read and think about them carefully.

If you are unsure of an answer, provide what you think is the best answer; there is no penalty for guessing. If you would like to review that answer at a later time, mark the question for review. Mark for Review is available in the upper right corner of the answer and represented by three horizontal lines. Flagging the question will remind you to go back and decide whether you want to change the answer later.

When you are ready to begin your test, click [BEGIN TEST NOW] at the bottom of the page.

6. The TA monitors student progress.


Monitoring Test Selection

It is very important that TAs remain with the students and closely monitor their progress throughout the test session. The TA monitors the test each student is taking by sitting with the student and referring to the **Students in Your Test Session** table in the TA Interface. In the event a student is taking an incorrect test, the TA can pause the student's test. The TA should then instruct the student to log out and log in again to select the correct test.

Monitoring Test Progress

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

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

While the TA Interface is designed to automatically refresh every minute, the TA can refresh it manually at any time by clicking the  button at the top left of the page. Do NOT click the web browser's refresh button to refresh the TA Interface.



If the student needs to take a break from testing, use the script below.

SAY: It looks like you need a break. Please review any completed or marked-for-review questions now. Please PAUSE the test when you are finished reviewing your work. You will be able to return to the test after the break.

If the test is administered over multiple days, use the script below.

SAY: We are going to stop your testing for today and finish on [whatever day you plan to resume testing]. Please review any completed or marked-for-review questions now. Please PAUSE the test when you are finished reviewing your work. You will be able to return to the test when the next session of the test is administered.

Student Directions During Testing

If you notice that a student is off task, you may read the statement below **verbatim**.

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

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

SAY any of the following as appropriate:

I like the way you are listening and following directions.

Only one more to go!

Just five minutes until a break!

Keep working!

Look at the screen. (The TE may point to or tap the computer screen to draw the student's attention to the screen. However, the TE should be careful not to inadvertently point to or suggest the correct answer in anyway.)

Allowing the students to practice on the [SC-ALT Practice Tests Administered in Idaho](#) prior to testing is strongly encouraged to ensure that students are able to manipulate each item type and use the various tools and supports during testing.



IMPORTANT:

- If the TA is using the TA Interface and navigates to TIDE or the TA Training Site, the session will stop, and all students in the session will be logged out. The session cannot be resumed. A new session will have to be created, and the students will have to log in to the new session to resume testing. When starting a new session, give the new session ID to the students so they can log in and resume testing.
- If the TA Interface or TA training site browser is accidentally closed while students are still testing, the session will remain open until it times out after 20 minutes. The TA can open the browser and navigate back to the TA Interface. The TA will be prompted to enter the active session ID.
- As a security measure, TAs are automatically logged out of the TA Interface after 20 minutes of TA user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the TA will have to create a new session and the students will have to log in to the new session to resume testing. When starting a new session, the TA should give the students the new session ID so they can log in and resume testing.

7. *The TA ends the test session and logs out of the Test Administrator Site.*

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

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

The following should be read for all tests:

SAY: If you need additional time let me know.

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

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

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



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Follow appropriate testing policies regarding allowing students who need additional time to finish testing.

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

TAs should click [**Stop Session**] to end the test session and pause any student test in the session that is still in progress. When finished, TAs can log out of the TA Interface by clicking the [**Logout**] button at the top right. TAs should also collect any scratch paper or material with student information used to assist with logging into the test.

Testing Over Multiple Sessions or Days

If the TA intends to administer the test over the course of multiple days for a student, TAs may ask students to pause after they reach a designated point. In those cases, the TA should give the students clear directions on when to pause. For example, TAs may designate a certain amount of time for testing. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see.

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

Use the script below the following day when the next session is administered.

SAY: Enter your first name followed by your student ID number using the information on the paper I gave you. Then enter the test session ID number exactly as it is written without extra spaces or characters. Raise your hand if you need help typing this information. Follow the on-screen prompts and sign in to the test session. I will help you logon to your test if you need it. Once I approve you for the test, you can resume working on the test.



Appendix F. User Support

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

The Idaho Help Desk is open Monday–Friday, 8:00 a.m.–8:00 p.m. Mountain Time (except holidays or as otherwise indicated on the Idaho Standards Achievement Tests [ISAT] Portal).

Idaho Help Desk

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

E-mail Support: IDHelpDesk@air.org

Fax: 1-877-218-7663

Please provide the Idaho Help Desk with a detailed description of your problem, as well as the following:

- If the issue pertains to a student, provide the EDUID and associated district or school for that student. Do not provide the student's name.
- If the issue pertains to a TIDE user, provide the user's full name and e-mail address.
- Any error messages that appeared.
- Operating system and browser information, including version numbers (e.g., Windows 7 and Firefox 45 or Mac OS 10.9 and Safari 7).



Appendix G. Change Log

Location	Change	Date
	Updated for the 2019–2020 admin.	2/21/2020