Contact Information

The District Assessment Coordinator (DAC) is your district’s main contact. The School Assessment Coordinator (SAC) is typically the link between the DAC and the Proctors or Test Administrators. While the roles and responsibilities of the District and School Assessment Coordinators may be filled by other people in each district, they will be referred to as District and School Assessment Coordinators in this manual. Contact your District or School Assessment Coordinator if you have any questions about policies and procedures for testing.

As needed or as directed by your District or School Assessment Coordinator, contact Iowa Testing Programs (ITP) or Pearson for the following:

- If you have any questions on test content or general test administration policies or procedures, contact ITP at Iowa-Testing-Programs@uiowa.edu.
- For questions or additional assistance regarding technology, including PearsonAccessnext or TestNav, contact Pearson customer support.
  - ISASP portal (iowa.pearsonaccessnext.com)
  - Phone: (833)-878-7041
  - Submit a Pearson customer support request (https://tinyurl.com/IowaHelp).
  - Hours: Monday – Friday, 6:00 a.m. – 7:30 p.m.
# Important Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial student registration data from DOE loaded to PearsonAccess</td>
<td>Dec. 3 – 7, 2018</td>
</tr>
<tr>
<td>Enter your district-designated testing window in PearsonAccess</td>
<td>Dec. 10, 2018 – Jan. 18, 2019</td>
</tr>
<tr>
<td>Update student registration data in PearsonAccess (used for indicating students testing paper or online and/or for the initial shipment of paper test materials)</td>
<td>Dec. 10, 2018 – Jan. 18, 2019</td>
</tr>
<tr>
<td>Create test sessions and add students to test session in PearsonAccess</td>
<td>Dec. 10, 2018 – May 31, 2019</td>
</tr>
<tr>
<td>Prepare test sessions in PearsonAccess</td>
<td>Feb. 18 – May 31, 2019</td>
</tr>
<tr>
<td>Receive paper test materials in your district</td>
<td>There are 3 waves of distribution based on your district-designated testing window, as indicated in PearsonAccess.</td>
</tr>
<tr>
<td>If your district-designated testing window is:</td>
<td>Your materials will arrive:</td>
</tr>
<tr>
<td>April 1 – 26, 2019</td>
<td>March 11 – 13, 2019</td>
</tr>
<tr>
<td>April 29 – May 31, 2019</td>
<td>April 8 – 10, 2019</td>
</tr>
<tr>
<td>Order additional paper test materials in PearsonAccess</td>
<td>Feb. 25 – May 24, 2019</td>
</tr>
<tr>
<td>Start test sessions in PearsonAccess</td>
<td>March 4 – May 31, 2019</td>
</tr>
<tr>
<td>State-designated testing window</td>
<td>March 4 – May 31, 2019</td>
</tr>
<tr>
<td>Ship secure testing materials to Pearson by</td>
<td>One week after your district-designated testing window ends</td>
</tr>
<tr>
<td>Resolve rejected student test attempts in PearsonAccess</td>
<td>No later than May 31, 2019</td>
</tr>
</tbody>
</table>
# Table of Contents

## Contact Information

Important Dates

### Chapter 1: Introduction

Purpose of This Manual

Overview of the ISASP

Roles and Responsibilities for Testing

Guidance on Local Scheduling of the ISASP

Preparing for Test Administration

Recommended Test Administration Time

Who Should Be Tested

Overview of Pearson Systems

Preparation for Students for Online Testing

### Chapter 2: Test Security and Administration Policies

Overview

Iowa Department of Education Assurances

Prevention

Detection

Investigation

Remediation

### Chapter 3: Preparation Before Testing

For Online and Paper Testing

For Online Testing Only

Create an Online Test Session and Add Student to an Online Test Session

Removing or Moving Students Between Test Sessions

Prepare an Online Test Session

Print Session Student Rosters (Optional)

Print Student Testing Tickets

For Paper Testing Only

### Chapter 4: During Test Administration

For Online Testing Only

Start an Online Test Session

Unlock or Lock a Test

Monitor Student Testing Progress

Resume a Test

Stop a Test Session

Troubleshooting

Testing Irregularities
Chapter 5: After Test Administration ................................................................. 26

Chapter 6: Appendices ....................................................................................... 27

  Appendix A: Assurance for Proper and Ethical Test Administration ................... 27
  Appendix B: PearsonAccessnext User Role Matrix ........................................... 30
  Appendix C: PearsonAccessnext Student Registration File Information .............. 33
  Appendix D: Testing - Do Not Disturb Sign ...................................................... 39
Chapter 1: Introduction

Purpose of This Manual
This manual provides instructions applicable to Test Coordinators and Administrators for the test administration of the Iowa Statewide Assessment of Student Progress (ISASP) for both online and paper testing. Directions Proctors use during the administration of each test will be posted to the Manuals page of the ISASP portal when available.

The following icons are used throughout the manual.

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>!</td>
<td><strong>Important</strong>: Indicates helpful information or reminders</td>
</tr>
<tr>
<td>🗣️</td>
<td><strong>Say</strong>: Indicates information to share with students</td>
</tr>
<tr>
<td>☑️</td>
<td><strong>Checklist</strong>: Indicates bulleted list instructions for quick reference</td>
</tr>
<tr>
<td>📅</td>
<td><strong>Calendar</strong>: Indicates important dates</td>
</tr>
<tr>
<td>🌐</td>
<td><strong>Computer</strong>: Indicates additional information available online</td>
</tr>
</tbody>
</table>

Overview of the ISASP
The Iowa Statewide Assessment of Student Progress (ISASP) is aligned with the Iowa Core Standards, providing clear and accurate assessment of student learning outcomes. The ISASP is developed in collaboration with Iowa educators for the state of Iowa and aligns with the grade-specific Iowa Core Standards. All resources available for the ISASP, including manuals and trainings, can be accessed from the ISASP portal.

The ISASP is administered online or paper for the following:

<table>
<thead>
<tr>
<th>Tests</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>3–11</td>
</tr>
<tr>
<td>Language and Writing</td>
<td>3–11</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3–11</td>
</tr>
<tr>
<td>Science</td>
<td>5, 8 and 10</td>
</tr>
</tbody>
</table>
The following formats are available:

- **Reading**: Online, Online with Text-to-Speech, Paper, Large Print, Braille
- **Language and Writing**: Online, Online with Text-to-Speech, Paper, Large Print, Braille
- **Mathematics**: Online, Online with Text-to-Speech, Spanish Online, Spanish Online with Text-to-Speech, Paper, Spanish Paper, Large Print, Braille
- **Science**: Online, Online with Text-to-Speech, Spanish Online, Spanish Online with Text-to-Speech, Paper, Spanish Paper, Large Print, Braille

**Roles and Responsibilities for Testing**

Roles and responsibilities are assigned to ensure state and district policies and procedures are followed and test security is maintained throughout the test administration. Depending on the number of staff in your district or school, you may be assigned to more than one of the roles identified below. A high-level checklist by role is provided below; detailed instructions for completing each task are included in the manual.
District Assessment Coordinator (DAC) or School Assessment Coordinator (SAC) is the individual at the district or school level who is responsible for the overall coordination of test administration, including set up in PearsonAccess\textsuperscript{next}. The role may be taken on by the Principal or other Designee based on criteria established and documented at the district level. This individual is responsible for coordinating test administration and resolving testing issues at his or her district or school.

**Before Testing**

- Attend or review all required trainings and/or user guides
- Review scheduling, testing requirements, and test security with staff
- Ensure all staff involved in the ISASP have completed training
- Request a PearsonAccess\textsuperscript{next} user account and create other user accounts for your district/school staff, as needed
- Indicate your district-designated testing window in PearsonAccess\textsuperscript{next}
- Work with schools to review and update student registration in PearsonAccess\textsuperscript{next}, as needed
- For online testing:
  - Work with technology staff to ensure infrastructure is ready
  - Create test sessions, add students to test sessions, and prepare test sessions in PearsonAccess\textsuperscript{next}
- Gather materials for testing:
  - For online testing, print testing tickets
  - For paper testing, affix the student ID label or fill in the student information manually on the answer document
  - Print “Testing - Do Not Disturb” signs (sample located in Appendix D)

**During Testing**

- Ensure Proctors follow established procedures for online and paper testing
- For online testing, start and monitor test sessions in PearsonAccess\textsuperscript{next}, as needed
- Follow proper test security and testing policies and procedures, including how to document testing irregularities or issues
- Communicate with staff to make sure students are monitored while testing

**After Testing**

- Schedule make-up testing during the testing window
- Collect all test materials at your district and prepare secure paper test materials for return
- Import demographics into PearsonAccess\textsuperscript{next} for any students who took the test on paper and gridded in their information
Proctor is the individual at the school who is responsible for administering the assessment. Districts may also have roles such as Test Administrator, but for the purpose of this manual, the term Proctor is used.

Before Testing

☐ Attend or review all required trainings and/or user guides, as directed
☐ Prepare students for online testing (using the available practice tests and/or online tutorial)
☐ Receive a PearsonAccess\textsuperscript{next} user account
☐ Become familiar with the administration directions
☐ For online testing, as directed:
  • Work with technology staff to ensure that testing devices are ready for testing
  • Create test sessions, add students to test sessions, and prepare test sessions in PearsonAccess\textsuperscript{next}
  • Confirm students and accommodations in test sessions in PearsonAccess\textsuperscript{next}
☐ Gather materials for testing, as directed:
  • For online testing, print testing tickets
  • For paper testing, affix the student ID label or fill in the student information manually on the answer document
  • Post a “Testing - Do Not Disturb” sign on the door of the testing room (sample located in Appendix D)

During Testing

☐ For online testing, start, monitor, and manage test sessions in PearsonAccess\textsuperscript{next}, as directed
☐ Follow proper test security and testing policies and procedures, including how to document testing irregularities or issues
☐ Monitor students testing
☐ Assist students with the mechanics of taking the test, as needed

After Testing

☐ For online testing, assist students in exiting the test, as needed
☐ Transcribe large print and Braille responses in an answer document, as needed
☐ Provide a list of absent students or testing irregularities to the DAC or SAC
☐ Collect all test materials, prepare secure paper test materials for return, and provide to your DAC
Technology Staff may be at the district or school and are responsible for completing online readiness for online testing. Tasks include but are not limited to: configuring student testing devices, completing an infrastructure trial, installing ProctorCache (if used), setting up TestNav configurations in PearsonAccess\textsuperscript{next}, and providing technical assistance during testing as needed. Technology resources are available on the Technology Setup page of the ISASP portal, including the Technology Readiness Checklist.

**Guidance on Local Scheduling of the ISASP**

This section contains information on policies and procedures related to planning and administering the ISASP. Iowa Code established that districts set their testing calendars within the state-designated testing window of the last quarter of the academic year. For 2019, the state-designated testing window is March 4 to May 31.

Several factors are evaluated when establishing a testing window, including security and the impact on scoring and reporting.

- Districts will administer the ISASP during the state-designated testing window. However, the specific testing schedule can be set separately for each school and grade across a district as needed.
- The best interests of students should be prioritized when setting the local testing schedule. Administering the entire ISASP on one day may work well for scheduling, but it is likely overly demanding for some students. Although the ISASP tests are not timed, students should be allowed to continue working on a test as long as they are making progress.
- To maintain test security, it is best practice to schedule and administer one subject on the same day in a school for the majority of the students (in a given grade) before administering the next subject.
- Students who are absent or not enrolled on test administration days can make up their test at any point within the testing window. However, the make-up test session should occur after the initial administration in the school.

**Preparing for Test Administration**

Only people involved in taking or administering the test are allowed to be in the room. Schools should take appropriate actions to reduce noise such as limiting the use of alarms, bells and announcements.

**Paper Administration Considerations**

- The ideal testing room is a typical classroom.
- Each student should have a writing surface that accommodates the test book and any allowable materials (e.g., calculator, scratch paper) with adequate space between students.
- Enough space should be allowed between students to ensure that students work independently.
- Separate students as much as possible and arrange them to limit what they can see from other students.

**Online Administration Considerations**

- Tests may be administered in a computer lab or a regular classroom with laptop computers or supported devices.
Only district-owned computers or devices can be used for online tests; student-owned computers or devices are not permitted.

Students cannot access the test without the appropriate testing ticket.

Enough space should be allowed between students to ensure that students work independently.

Separate computer monitors as much as possible and arrange students to limit what they can see on other monitors.

Students are not required to complete a section before exiting, complete the same number of items, or exit at the same place as other students.

For ISASP Reading and Science, students may exit at any time within a passage or stimulus-based scenario, as each item is shown with the associated passage. However, students may choose to complete a passage or scenario before exiting so they do not need to read it again when they resume testing.

Recommended Test Administration Time

ITP recommends using the test administration times provided in the four tables below to schedule test sessions based on time. When using the recommended times, keep in mind that the types of items, the number of items, and the total number of passages will vary.

The number of items represents the total number of items on the test, including operational items (which count towards the student’s score) and field test items.

### Table 1. Recommended Test Administration Times for ISASP Reading

<table>
<thead>
<tr>
<th>Grade and Test</th>
<th>Total Number of Passages and Items</th>
<th>Recommended Test Administration Time*</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Reading</td>
<td>6 passages, 34 items</td>
<td>60 minutes</td>
</tr>
<tr>
<td>4 Reading</td>
<td>6 passages, 35 items</td>
<td></td>
</tr>
<tr>
<td>5 Reading</td>
<td>6 passages, 36 items</td>
<td></td>
</tr>
<tr>
<td>6 Reading</td>
<td>6 passages, 37 items</td>
<td></td>
</tr>
<tr>
<td>7 Reading</td>
<td>6 passages, 38 items</td>
<td></td>
</tr>
<tr>
<td>8 Reading</td>
<td>6 passages, 38 items</td>
<td></td>
</tr>
<tr>
<td>9 Reading</td>
<td>5 passages, 34 items</td>
<td></td>
</tr>
<tr>
<td>10 Reading</td>
<td>5 passages, 34 items</td>
<td></td>
</tr>
<tr>
<td>11 Reading</td>
<td>5 passages, 34 items</td>
<td></td>
</tr>
</tbody>
</table>

* Allow an additional 10 minutes to distribute and collect test materials.
### Table 2. Recommended Test Administration Times for ISASP Language/Writing

<table>
<thead>
<tr>
<th>Grade and Test</th>
<th>Total Number of Passages and Items</th>
<th>Recommended Test Administration Time*</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Language/Writing</td>
<td>6 passages, 32 items</td>
<td>120 minutes</td>
</tr>
<tr>
<td>4 Language/Writing</td>
<td>6 passages, 33 items</td>
<td>120 minutes</td>
</tr>
<tr>
<td>5 Language/Writing</td>
<td>6 passages, 34 items</td>
<td>120 minutes</td>
</tr>
<tr>
<td>6 Language/Writing</td>
<td>6 passages, 35 items</td>
<td>120 minutes</td>
</tr>
<tr>
<td>7 Language/Writing</td>
<td>6 passages, 36 items</td>
<td>120 minutes</td>
</tr>
<tr>
<td>8 Language/Writing</td>
<td>6 passages, 36 items</td>
<td>120 minutes</td>
</tr>
<tr>
<td>9 Language/Writing</td>
<td>6 passages, 37 items</td>
<td>120 minutes</td>
</tr>
<tr>
<td>10 Language/Writing</td>
<td>6 passages, 37 items</td>
<td>120 minutes</td>
</tr>
<tr>
<td>11 Language/Writing</td>
<td>6 passages, 37 items</td>
<td>120 minutes</td>
</tr>
</tbody>
</table>

* Allow an additional 10 minutes to distribute and collect test materials.

### Table 3. Recommended Test Administration Times for ISASP Mathematics*

<table>
<thead>
<tr>
<th>Grade and Test</th>
<th>Total Number of Items</th>
<th>Recommended Test Administration Time*</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Mathematics</td>
<td>41 items</td>
<td>60 minutes</td>
</tr>
<tr>
<td>4 Mathematics</td>
<td>43 items</td>
<td>60 minutes</td>
</tr>
<tr>
<td>5 Mathematics</td>
<td>46 items</td>
<td>60 minutes</td>
</tr>
<tr>
<td>6 Mathematics</td>
<td>48 items</td>
<td>60 minutes</td>
</tr>
<tr>
<td>7 Mathematics</td>
<td>51 items</td>
<td>60 minutes</td>
</tr>
<tr>
<td>8 Mathematics</td>
<td>53 items</td>
<td>60 minutes</td>
</tr>
<tr>
<td>9 Mathematics</td>
<td>41 items</td>
<td>60 minutes</td>
</tr>
<tr>
<td>10 Mathematics</td>
<td>41 items</td>
<td>60 minutes</td>
</tr>
<tr>
<td>11 Mathematics</td>
<td>41 items</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>

* The online mathematics test will also include ten survey questions.

### Table 4. Recommended Test Administration Times for ISASP Science

<table>
<thead>
<tr>
<th>Grade and Test</th>
<th>Total Number of Passages and Items</th>
<th>Recommended Test Administration Time*</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Science</td>
<td>10 passages, 38 items</td>
<td>60 minutes</td>
</tr>
<tr>
<td>8 Science</td>
<td>9 passages, 38 items</td>
<td>60 minutes</td>
</tr>
<tr>
<td>10 Science</td>
<td>8 passages, 38 items</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>

* Allow an additional 10 minutes to distribute and collect test materials.

Proctors should be advised to keep a list of students who are absent during the regularly scheduled testing session so that make-up sessions can be scheduled. Each DAC or SAC should schedule make-up testing sessions for students who are absent during the initial testing session. All testing, including make-up testing, must be completed within the testing window.
Who Should Be Tested
Students from all Iowa public schools in the specified grade levels must participate in the ISASP. Students from all Iowa non-public schools in the specified grade levels may opt to participate in the ISASP.

Statewide assessments, such as the ISASP, are annual, summative measures of student achievement that are used to evaluate student learning and skills. The ISASP is one approach for measuring how Iowa students are performing on the Iowa Core. Although the ISASP is just one measure of a student’s achievement, participation from all students is important to understand and interpret the results.

Information from the ISASP is used in a number of ways. The State of Iowa uses the aggregated test scores to report to the public and to the US Department of Education how Iowa students are performing on the Iowa Core. Educators and policymakers use information from the ISASP to make decisions about resources and support to be provided. Parents use this information to make decisions about how best to prepare their students. School performance results from the ISASP are less interpretable if students do not participate in the assessment.

Overview of Pearson Systems
PearsonAccess<sup>next</sup> is Pearson’s secure website used for all test administration preparation, setup, and reporting tasks for the ISASP. The PearsonAccess<sup>next</sup> Training site provides an opportunity to practice the same test administration tasks as those to be performed in PearsonAccess<sup>next</sup> without affecting any live student data, and it is also the means of managing infrastructure trials and technology readiness in preparation for online testing. Submission of student data and assessment information will all be completed in PearsonAccess<sup>next</sup>. Refer to the PearsonAccess<sup>next</sup> Online Support page for detailed information, as needed. The PearsonAccess<sup>next</sup> Online Support page will also be referenced throughout the manual.

TestNav is Pearson’s online testing engine for students. Refer to the TestNav 8 Online Support page for detailed information, as needed. Work with your district/school technology staff to ensure readiness for online testing, as needed.

Preparation for Students for Online Testing
Two resources are available to assist students in becoming familiar with the online testing environment. These are optional resources; however, it is recommended that students have the opportunity to access these in order to become familiar with online testing. It is not recommended to review these resources and test on the same day.

1. Practice tests are available to provide the opportunity to practice test-taking prior to the ISASP. Students who will take the ISASP online should take the online practice test.

2. An online student tutorial is also available to familiarize students with how to navigate TestNav, including advancing, going back, toolbar, embedded supports and accommodations.

Both resources are available on the Test Preparation page of the ISASP portal.
Chapter 2: Test Security and Administration Policies

Overview
This chapter discusses the responsible and ethical practices needed when administering the ISASP in order to maintain test security and test score integrity. These practices apply to any individuals involved with the assessment.

Ensuring test security begins with understanding the importance of valid information provided by assessments of student achievement. Local education agencies (LEAs) in Iowa use test results from their annual assessments for many purposes. Critical to the validity of any use is the integrity of the procedures followed by school personnel in all aspects of test administration, before, during, and after testing.

Much of the content of this chapter will seem like common sense to experienced teachers, test proctors and administrators. We highlight security practices and procedures here to inform and best serve the public, the teachers, and students when stakeholders use test results at the student, school, district and state levels.

This chapter is a compilation of test security practices recommended by a variety of professional organizations and specialists in large-scale assessment. Source documents and expert guidance from the National Council on Measurement in Education (NCME), the Council of Chief State School Officers (CCSSO), the Association of Test Publishers (ATP), the United States Department of Education (USDE), and the annual Conference on Test Security (CoTS) were consulted in preparing it. The guiding principles for best practice in test security are captured by the acronym PDIR, shorthand for Prevention, Detection, Investigation, and Remediation. The components of PDIR represent the process for maintaining test security at all times so that appropriate procedures are followed whenever irregularities in test administration might threaten the integrity of district test results.

Iowa Department of Education Assurances
Each year, the Iowa Department of Education (IDOE) requires every district superintendent and building principal in Iowa to sign the document entitled “Assurance for Proper and Ethical Test Administration” (hereafter the IDOE Assurances). That document is available online at https://educateiowa.gov/ and is reproduced at the end of this manual in Appendix A. It stipulates the actions that constitute violations of test security in the administration of tests required by the IDOE as well as the consequences of test administration violations. All Iowa school personnel involved in the administration of the ISASP should read and understand the IDOE Assurances prior to testing.

Prevention
Test security and data integrity for administrations of the ISASP starts with prevention. Specialists agree that the old adage about an ounce of prevention applies to test security. The intention of the IDOE Assurances is to prevent irregularities before, during, and after testing by assigning responsibility for security breaches to the LEA. Understanding the importance of information provided by assessments of student achievement is also critical in prevention. All school personnel involved in the administration of the ISASP need to understand the fundamental purposes of assessment as well as the range of decisions made by the LEA that rest on assessment results. This understanding is prerequisite to school personnel valuing test security procedures. These procedures are critical to the validity of test scores and the decisions they are used to support.
Schools must maintain the security of test content and test materials before, during, and after the test administration.

1. All content in a test is considered secure, and includes, but is not limited to, reading passages and titles, science scenarios and titles; all components of test items in online and paper assessments; and student responses.
2. Student testing tickets used to sign in to an online test are secure because they provide access to an online test and contain private student data.
3. Student scratch paper is secure because students may write test items on it.

Maintaining security of test content and test materials spans from initial receipt to the distribution, administration, collection, return, and disposal of all secure test materials, including test books and test tickets. For administrations of the ISASP, schools should follow these guidelines to aid in the prevention of testing irregularities at the LEA level.

Test Security Prior to Testing

Staff Training

1. School personnel should not access test materials or be allowed to administer the ISASP without security training. This training is subject to annual renewal at the LEA level. Training includes, but is not limited to:
   a. Administrators must review, sign, and return the IDOE Assurances referenced above by the date required. They must also complete the ISASP Test Security module available on the ISASP portal at http://iowa.pearsonaccessnext.com/training-mods/ and document their completion and understanding of test security. All documentation should be retained on file at the school for review or audit as needed by the IDOE. Staff must complete all of these steps in advance of administering the ISASP.
   b. Teachers and proctors must review the IDOE Assurances, complete the ISASP Test Security module, and document their completion and understanding of test security. All documentation should be retained on file at the school for review or audit as needed by the IDOE. Staff must complete all of these steps in advance of administering the ISASP.
   c. Staff that will be administering the ISASP should review and understand what constitutes breaches of test security during all three phases of testing (before, during, and after) and should be prepared to act – if staff see a breach of test security, they are required to report it. Staff should report administration issues to the DAC/SAC but may also choose to report anonymously to the IDOE, Pearson, or ITP.
2. Schools should not alter or deviate from prescribed training requirements, but may add additional instructions or training as relevant to a particular school’s environment.
3. The DAC/SAC should coordinate with teachers and proctors to ensure that students will receive the correct accommodations, as needed.
4. Schools must develop a “Student Honor Code” which is shared and reviewed with students in advance of testing. This document outlines expectations for student behavior during and after testing. Prohibited behaviors include, but are not limited to:
   a. Using personal electronics to capture test items or responses
   b. Providing assistance to or accepting assistance from other students, which includes copying answers, using prearranged signals to provide answers, sharing used scratch paper, etc.
   c. Discussing test items or responses with students who have not yet tested
   d. Sharing test tickets, or retaining tickets or scratch paper after testing
Preparing the Testing Environment

1. Arrange desks in each room where testing will occur so that students cannot see each other’s papers or computer screens. Remove or cover any teaching aids on the walls. The DAC/SAC should complete a tour of each room to inspect and verify set-up.

2. If there are security cameras in the testing room, adjust them so they cannot capture images of student papers or computer screens.

Maintaining the Security of Test Materials

1. Keep test booklets, this Test Administration Manual, and test tickets secure and accounted for at all times (before, during, and after testing).

2. Have a dedicated, secure place for storage that prevents non-authorized access to test materials.

3. Determine which staff members have legitimate access to the storage area and keep track of who goes in and out.

4. Determine which staff members are responsible for maintaining the chain of custody over test materials (this applies to all administrative staff who handle test and proctoring materials).

5. Schedule the times that materials will be distributed and collected.


7. Maintain a count of the number of test booklets issued to each testing location (e.g. classroom) in the building.

8. Circulate a list of detailed procedures for reporting missing and damaged test materials.

9. Establish common scheduling time and calendar for testing.

10. Administrators, teachers, and proctors may not read, review, discuss, or copy passages, test questions, answer options, writing prompts, or student responses for later use in instructional planning, classroom instruction or assessments, or other purposes.

Test Security During Testing

Following Standard Conditions of Administration

1. Test all students as required by the IDOE.

2. Follow common scheduling time and calendar for testing.

3. Test all students in a defined testing window, scheduling each subject matter test on the same date and time throughout the district to the extent possible for ensuring the security of test content.

4. Use seating charts and assign seating, as appropriate.

5. Require identification or recognition of each student as appropriate; ensure that barcode information on answer documents or test tickets for online testing are matched to students.

6. Seat students an appropriate distance apart or use other available procedures to discourage copying.

7. Prohibit the use of mobile cameras, cell phones, smart watches, and other similar devices. Such devices should not be in any student’s possession during testing unless they are specified for an appropriate purpose in an IEP or 504 Plan.

8. Have rooms proctored during the entire administration; proctors should move about the room in a way to observe, though not disrupt, students during testing. If possible, each room should have two proctors.

9. Document proctor names and locations used for testing.

10. The DAC/SAC should independently monitor test administrations on a random basis.
11. Maintain established security procedures throughout make-up testing and special accommodations sessions.
12. Have materials returned to a designated location for check-in immediately after testing (paper testing) or securely destroy test tickets and scratch paper on site (online testing).

Site visits and remote monitoring

Schools are not alone in ensuring a standardized and secure test delivery. Pearson and ITP will conduct random site visits across the state during the testing window. Student safety and protecting student data are the foundations of the monitoring process. Every monitor who enters an Iowa school and interacts with Iowa students must first pass a comprehensive background check.

Pearson will also constantly monitor system behavior during online testing. Monitors will watch for anomalous activity throughout the entire system. If Pearson detects suspicious activity, the system will trigger an alert to Pearson’s technical staff for investigation.

Test Security After Testing

Returning Secure Test Materials to Pearson (paper version of the ISASP)

1. Check in all test materials following procedures established prior to testing.
2. Count all test booklets as they are checked in and match to counts issued to each testing location (e.g. classroom) in the building; identify and record mismatches and proctors responsible; report the number of missing test booklets to building administrator.
3. Count all answer documents and match those counts to the counts of test booklets.
4. Prepare return shipment of all answer documents and all test booklets not needed for make-ups in sealed boxes as soon as possible after testing.
5. Prepare return shipment of all make-up test booklets in sealed boxes as soon as possible after make-ups are completed.

Handling Secure Materials (online version of the ISASP)

1. Student testing tickets and scratch paper should be collected and securely recycled after the test session is completed.

Detection

Although data forensics and analytics have greatly advanced in recent years, test security breaches and other testing irregularities are best detected the moment they occur. When any specific safeguard in the category of prevention fails, it is critical that procedures are in place to observe and document the irregularity. School administrators, teachers and test proctors should make clear in their communications with students and staff that they are monitoring the test administration and test taking process carefully and that school staff will record and report any irregularities. Administrators should also understand that their agreement with the IDOE Assurances comes with it the responsibility to report any irregularities they observe during testing.

The IDOE Assurances require that staff report any direct observation of any of the events listed below to the building administrator.

During Testing

1. Students copying answers from other students.
2. Students providing assistance to or accepting assistance from other students.
3. Inappropriate accommodation practices or accommodations not specified in a student’s IEP.
4. Students or teachers using prearranged signals (e.g., tapping, signing, voice inflection, facial expression) to provide correct answers to students.
5. Failing to follow prescribed test administration procedures leading to administration irregularities (e.g., completing incomplete or blank student responses, or providing too much information so as to assist the students in correctly answering questions).
6. Inappropriate proctoring by coaching or signaling students (e.g., hints, rephrasing questions, voice or facial inflection during tests read aloud), pointing out errors, or otherwise identifying correct answers during the exam.
7. Displaying improper information in student assessment rooms.
8. Referring to the specifics of any test content in, for example, the “Question of the Day,” or other approach that clues students about questions on the test.
9. Putting up posters or other materials that provide or clue test answers.
10. Failing to cover existing information boards, posters.
11. Giving unauthorized students prohibited materials, or other non-standard administration practices.
12. Allowing unauthorized people in the testing area (e.g., media, other students, teachers, or parents).

**After Testing**

1. Altering student answer documents, changing answers, or filling in omitted items, or logging in to a student’s online test to perform equivalent actions.
2. Falsifying identification or demographic information for students.
3. Exposing or releasing items that may appear on future test forms.
4. Divulging details about test items to others who have yet to test (note: school staff should explicitly instruct students not to do this as part of the Student Honor Code).
   a. This includes school staff discussing the test with staff in other schools or using electronic media that are easily accessible by such staff or capable of being shared with staff, even if the intent of the postings was an internal discussion (e.g. online social media groups or blogs frequented by educators, professional organization email listservs, etc.).
5. Not returning all secure testing material or securely recycling student scratch paper or test tickets.
6. Photocopying, reproducing, disclosing, or disseminating testing materials in any way.
7. Failing to submit answer documents for students expected to do poorly.
8. Any other action resulting in data that misrepresents the test performance of students within classes, schools, districts, and the State.

To protect score validity, ITP and Pearson will be conducting post-testing erasure analysis on any paper-based responses. ITP and Pearson will use industry standard data forensics to analyze item performance, latency, and response times, in conjunction with the type and frequency of response changes for those schools that test online.

**Investigation**

The authority for investigating possible breaches of test security begins at the LEA level in Iowa. By signing the IDOE Assurances, the district superintendent and building administrators agree to investigate and report security breaches regardless of source, that is, whether they arise from student,
teacher/proctor, or administrator actions. In particular, “following local investigation, a timely report should be made to the Iowa Department of Education, who will determine if student results must be invalidated. Any staff member found to have committed testing irregularities shall be subject to discipline in accordance with law and Board of Educational Examiners (BOEE) policy. If the staff member is a licensee of the BOEE, the superintendent shall make a timely report to that Board who will conduct further investigation regarding possible violation of the Code of Ethics as found at 282—Iowa Administrative Code, Chapter 25.” The IDOE has procedures in place to support the LEA superintendent and building administrators in the investigation of testing irregularities and test security breaches, and the IDOE takes responsibility for any determination that the conditions outlined in the Assurances have been violated to an extent that the test results are invalidated. The IDOE may follow up with its own investigation as warranted.

Investigations of suspected irregularities and test security breaches involving school personnel should be confidential and undertaken with full understanding of Iowa open records law and due consideration of the potential consequences of violations. In addition, relevant LEA and IDOE policy should be taken into account.

**Remediation**

Just as the LEA takes the lead in preventing, detecting, and investigating breaches of test security, so too the LEA is in the best position to determine appropriate steps to remediate. Clear communication with relevant staff and review of the principles and practices presented in this manual is one place to start. That approach places emphasis on a key tenet of all research on test security: Prevention.

When an LEA has experienced accusations or incidents related to test security, those events should be addressed appropriately with staff during future in-service activities and with students as part of preparation for future testing. To capture a teachable moment with a view toward prevention is a positive response. It offers the opportunity to reiterate to staff and students the value of reliable and valid information from student assessment, not to mention its use in informing instruction and enhancing learning. These are among the most important purposes of student assessment, and a proper focus on test security helps make them a reality.
Chapter 3: Preparation Before Testing

All administrative tasks for the ISASP are done in PearsonAccess<sup>next</sup> and must be completed prior to test administration.

The following tasks are typically completed by the **DAC or SAC**, but other roles may complete some of these tasks, as directed by their DAC or SAC.

<table>
<thead>
<tr>
<th>Task</th>
<th>High-level Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receive a PearsonAccess&lt;sup&gt;next&lt;/sup&gt; user account and confirm your</td>
<td>As soon as possible</td>
</tr>
<tr>
<td>organization (district or school)</td>
<td></td>
</tr>
<tr>
<td>Enter your district-designated testing window in PearsonAccess&lt;sup&gt;next&lt;/sup&gt;</td>
<td>Dec. 10, 2018 – Jan. 18, 2019</td>
</tr>
<tr>
<td>Manage students (update student registration and test information)</td>
<td>Dec. 10, 2018 – May 31, 2019</td>
</tr>
<tr>
<td>Create a test session and add students to the test session</td>
<td>[After managing students]</td>
</tr>
<tr>
<td></td>
<td>Dec. 10, 2018 – May 31, 2019</td>
</tr>
<tr>
<td>Print student testing tickets and/or session student rosters (optional)</td>
<td>[After students are added to test sessions]</td>
</tr>
<tr>
<td></td>
<td>Dec. 10, 2018 – May 31, 2019</td>
</tr>
<tr>
<td>Prepare the test session</td>
<td>[After students are added to test sessions]</td>
</tr>
<tr>
<td></td>
<td>Feb. 18 – May 31, 2019</td>
</tr>
<tr>
<td>Order additional paper test materials in PearsonAccess&lt;sup&gt;next&lt;/sup&gt;</td>
<td>Feb. 25 – May 24, 2019</td>
</tr>
</tbody>
</table>

For Online and Paper Testing

**Users:** ITP determined the initial Coordinator user accounts to create at the district-level in PearsonAccess<sup>next</sup>. If you need a Coordinator (DAC/SAC) user role, contact ITP. Additional DAC/SAC roles will require district superintendent approval. If you need any other role, contact your DAC/SAC.

**Create Users:** There are two methods to create users: 1) Import a file, which is recommended if many user accounts need to be created or updated. 2) Manually enter into the system, which is recommended if only a few user accounts need to be created or updated. See the [Create a User Account page](#) for step-by-step directions. See the [User Account Data Fields page](#) when importing a user file.

Refer to Appendix B, *PearsonAccess<sup>next</sup> User Role Matrix*, for specific information on permissions associated with each user role while creating user accounts.

For details on user accounts, including creating, editing, disabling, enabling, deleting, restoring, or resetting passwords, see the [Manage Users page](#) for step-by-step directions.

**Organizations:** An organization is considered a district or school. All organizations received from the IDOE are in PearsonAccess<sup>next</sup> and indicated as “participating” in the ISASP. If you need to make any changes to your organization, contact ITP.
Enter your district-designated testing window in PearsonAccessnext.

1. Confirm you are at the district-level in the black bar in the top right. From Setup > Organizations, under Find Organization, enter your district name.
2. Select the checkbox next to your district name.
3. From the Select Tasks list, select the checkbox next to Manage Participation and select Start.
4. Enter your district’s Test Start Date and Test End Date and select Save.

**Manage Students:** Students are test-takers within an organization. Student data refers to student demographic data and test-related information and must be entered into PearsonAccessnext before students can be assigned to test. All initial student data received from the IDOE is in PearsonAccessnext.

There are three main tasks necessary to assign a student to a test:

1. Create the student record, if not already created
2. Register the student in a test administration, which is the ISASP
3. Assign the student to a test, such as Grade 3 Mathematics or Grade 5 Science, etc.

There are two methods of managing student data: 1) Import/export data files, which is commonly done for additions or changes that involve multiple students. When students are imported this way, the 3 main tasks above are completed. 2) Manually into the system.

**Import/Export option:** To complete via the import/export data files process, see the Import and Export Data page for step-by-step directions.

- For the file Type, select Student Registration Export. Revise the file as needed using Appendix C, PearsonAccessnext Student Registration File Information.
- Once the file is revised, for the file Type, select Student Registration Import.
- To delete a registration, for the file Type, select Student Registration Delete.

Note: You will receive an email notification when a file export or import is complete.

**Manual option:** To complete manually, see the Manage Students page for step-by-step directions. The following tasks are outlined on this page:

- Create and Edit Student Records: student-level information, such as organization, state-assigned student ID No., name, date of birth, gender, grade
- Delete Student Records
- Register Students in a Test Administration: student-level information for the ISASP, such as resident district, grade, enrollment (entry) type
- Manage Student or Group Test Assignments: test-level information, such as Grade 3 Mathematics, type, accommodations

**Student Directions:** Become familiar with the administration directions prior to testing. Directions will be posted to the Manuals page of the ISASP portal when available.

**For Online Testing Only**

Once your students are registered to test, the next step is creating test sessions and adding your students to them. Test Session is the term used in PearsonAccessnext for a group of students testing online. Students must be placed in a test session or order to take the test; Student Testing Tickets and Session Rosters are available from PearsonAccessnext for each test session. Test sessions can be auto-created, if desired, when a Student Registration File is imported, or can be manually created in PearsonAccessnext.
Create an Online Test Session and Add Student to an Online Test Session:
To auto-create a test session and have students automatically added to test sessions, see the Import/Export option in the Manage Students section above. The name of the test session will be the value listed in the “Class_Name” field or will default to the student’s grade, e.g. “Grade 03.”

To manually complete the steps:
1. Create a test session, see the Create a Session page for step-by-step directions.
2. To add students to a session, see the Add a Student to a Session page for step-by-step directions.

Note: There are two options for adding students manually: (1) while creating a test session or (2) adding to an existing test session. Option 2 is recommended to view students easier. Students will not be available to add to a test session if they:
   - Do not have a test assignment
   - Are already in a test session for the same grade and subject

Removing or Moving Students Between Test Sessions:
If students need to be removed from a test session, see the Remove a Student from a Session page for step-by-step directions.

Note: Only students in Ready status can be removed from a test session.

If students need to be moved to a different test session, see the Move a Student Test Between Sessions page for step-by-step directions.

Note: Students in active status cannot be moved.

Prepare an Online Test Session:
Students must be added to the test session before the test session can be prepared. “Preparing” a test session assigns a specific test to the student. Test sessions do not automatically start, stop, time out, or expire.

There are two ways to prepare test sessions: (1) prepare a single test session or (2) prepare multiple test sessions.

   • To prepare a single test session:
     1. From Testing > Students in Sessions, add a session to the Session List.
     2. Select Prepare Session.
   • To prepare multiple test sessions:
     1. From Testing > Students in Sessions, add two or more test sessions to the Session List.
     2. Select Prepare All Sessions.

Note: The test session will change from Not Prepared status to Preparing status. Once the test session has been prepared, Prepare Session will change to Start Session, and the status will change to Ready.
Print Session Student Rosters (Optional):
Session student rosters are available to print as a resource during testing. Rosters include the test session information (session status, name, test name, password, etc.) as well as student test information (name, student code, date of birth, test status, and username.) Rosters may be helpful to assist a student who is having difficulty signing in (rather than sorting through multiple testing tickets), to use as a checklist to verify that all secure materials have been collected, or to make notes on test administration or student status.

Note: Rosters can be printed anytime after students are added to the test session. They must be kept secure when not used during testing because they contain private student data and provide access to test content.

To print session student rosters:
1. From Testing > Students in Sessions, add a session to the Session List.
2. Select the Resources dropdown and select Session Student Roster.
3. Print the roster using your browser’s print function.

Print Student Testing Tickets:
Testing tickets are needed for students to sign in to TestNav and are specific to each online test session.

Note: Testing tickets can be printed anytime after students are added to the test session. They must be kept secure when not in use during testing because they contain private student data and provide access to test content.

To print student testing tickets:
1. From Testing > Students in Sessions, add a session to the Session List.
2. There are two options for printing testing tickets: (1) print tickets for the entire test session or (2) print individual tickets.
   a. To print testing tickets for all students in the test session: Select the Resources dropdown, then select Print all for this session.
   b. To print individual testing tickets: Select the checkbox next to the student(s), select the Resources dropdown, then select Print selected for this session.
3. When the tickets open, they are set up to print one ticket per page. To change how the tickets are printed, select a different print option (Multiple Per Page, Grid, List) from the dropdown.
4. Print the tickets using your browser’s print function.
5. Ask students to sign the signature line on the ticket.

For Paper Testing Only
Before testing it is important to ensure you have the correct testing materials needed. See the Important Dates at the beginning of the manual for the dates of initial shipment of paper materials and when additional orders can be placed.

You will need to place an additional order in PearsonAccess for any paper materials needed after the initial shipment is sent, as well as any paper accommodated test materials including large print, Braille, or Spanish test books. To create or view an order, see the Manage Orders page for step-by-step directions.
Affix the student ID label or fill in the student information (last name, first name, gender, and date of birth) on the answer document for each student who does not have a personalized student ID label.
Chapter 4: During Test Administration

All administrative tasks for the ISASP are done in PearsonAccess\textsuperscript{\textit{next}}.

The following tasks are typically completed by the Proctor, but other roles may complete some of these tasks, as directed.

Note: Confirm with your DAC or SAC that test sessions are created, students added to them, and test sessions are prepared before completing the following tasks.

<table>
<thead>
<tr>
<th>Task</th>
<th>High-level Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start the test session</td>
<td>March 4 – May 31, 2019</td>
</tr>
<tr>
<td>Ship secure testing materials to Pearson</td>
<td>One week after your district-designated testing window ends</td>
</tr>
<tr>
<td>Resolve rejected student test attempts in PearsonAccess\textsuperscript{\textit{next}}</td>
<td>No later than May 31, 2019</td>
</tr>
</tbody>
</table>

For Online Testing Only

Start an Online Test Session:

A test session cannot be started prior to the first day of the testing window, and it is recommended that test sessions are not started until the actual day test administration begins.

There are two ways to start test sessions: (1) start a single test session or (2) start multiple test sessions.

- To start a single test session:
  1. From Testing > Students in Sessions, add a session to the Session List.
  2. Select Start Session.

- To start multiple test sessions:
  1. From Testing > Students in Sessions, add two or more test sessions to the Session List.
  2. Select Combined View from the top of the Session List and then select Start All Sessions.

Note: Once the test session has been started, Start Session will change to Stop Session, and the status will change to In Progress.

Unlock or Lock a Test:

This feature is provided as an additional layer of test security. Tests are unlocked when a test session is started. A test must be unlocked before a student can sign in to TestNav.

To unlock or lock a test:

1. From Testing > Students in Sessions, add a session to the Session List.
2. There are two ways to unlock/lock a test: (1) unlock/lock all student tests or 2) unlock/lock an individual student’s test.
a. To unlock/lock all student tests: Move the slider at the top of the test session to the lock or unlock icon.
b. To unlock/lock an individual student’s test: In the Student Test Status column, select the dropdown next to the student’s status and select **Unlock** or **Lock**.

Notes:

- Once student tests are locked, the lock icon will appear next to the student’s status.
- If there are both locked and unlocked tests in the same test session, the test session will show “Mixed” in place of the slide. Select **Unlock All** or **Lock All** from the dropdown, as needed.
- If a student is actively testing and the test is then locked in PearsonAccess, the student will not be kicked out of TestNav. However, if the student exits and needs to resume testing, the student’s test will need to be unlocked.
- When a test is complete or marked complete, the test will automatically be locked.

Read the online administration directions to students. Directions will be posted to the **Manuals page** of the ISASP portal when available.

For security purposes, access to student tests through TestNav is limited to the hours of 7 a.m. to 5 p.m. on weekdays throughout the testing window.

**Monitor Student Testing Progress:**

Proctors can view student testing status, as needed, from the Students in Sessions page in PearsonAccess.

To view the status of individual students:

1. From **Testing > Students in Sessions**, add a session(s) to the Session List.
   - If students in different test sessions are testing in the same room, you can monitor multiple test sessions simultaneously by adding the relevant test session to the Session List and selecting **Combined View** from the top of the Session List.
2. Select **Refresh** to update the data displayed.
3. Search for the student(s) whose status you want to view. View the student’s status in the **Student Test Status** column.
   - To view more detailed information about the student’s test and item progress, select the student’s test status. The **Student Test & Item Progress** screen will display.

A Student Test Status Key appears on the Students in Sessions page by individual test session for quick reference. The following table provides a complete student status list and explanations. See the **Monitor or Change Student Test Status page** for additional details, as needed.
### Resume a Test:

When testing over multiple days or signing back in to TestNav after a break, tests must first be resumed in PearsonAccess\textsuperscript{next}. Only students in *Active* or *Exited* status can be resumed.

To resume a test:

1. From **Testing > Students in Sessions**, add a session to the Session List.

2. There are two ways to resume a test: (1) resume all student tests or (2) resume an individual student’s test.
   
   a. To resume all student tests: Select the checkbox at the top on the left of the student data grid or the checkboxes next to individual students.  
      
      Note: If you select the checkbox at the top on the left, it will automatically select all the students on that page (up to 25 students). If you have more than 25 students in your test session, at the bottom of the page, select the next page to select additional students before proceeding to the next step.
      
      i. Select the dropdown menu to the right of the **Start** button and select **Student Test Statuses**.
      
      ii. On the resume Student Tests tab, select the checkbox at the top on the left of the student data grid to confirm your selections. Select **Resume**.

   b. To resume an individual student’s test: In the **Student Test Status** column, select the dropdown next to the student’s status and select either **Resume** or **Resume Upload** (only one option will display, and the displayed option depends on how the student exited the test).

When resuming a test, students will use the same testing ticket to sign back in to TestNav.

When the student signs back in, he or she will select Resume to continue testing.

### Stop a Test Session:

Students must submit answers in order for their test to be scored and for your district to receive test results for the students. After all students have completed the test and submitted their responses, you should stop the test session.
A session can only be stopped when all students’ statuses are either Complete or Marked Complete. To stop a test session, select Stop Session on the Students in Sessions page.

**Troubleshooting:**
Occasionally, students encounter technical issues during online testing. Ensure you know the plan for contacting technology staff, or other district staff, as needed, if issues arise so that you can continue actively monitoring other students who are successfully testing. It is not possible to provide specific guidance for all emergencies and irregularities, but the welfare of students is the primary concern. Whatever action might need to be taken should put the health and safety of students first. Secondly, test security must be maintained.

The following are some quick troubleshooting steps that may be followed when providing assistance.

- If a student is repeatedly exited from TestNav:
  - Have the student try signing in again (confirm the test is resumed and unlocked in PearsonAccess next first and the student is using the correct username and password).
  - Move the student to a different device - if possible, one that has been used successfully for testing.
  - Carefully monitor the actions the student is taking when signing in or navigating in the test.

- Refer to the Troubleshooting for Online Testing page for a list of the most common issues that occur during online testing and how to address them.

- Refer to the Error Codes page for information on specific TestNav error codes.

If an issue occurs, note the grade, subject, test session, and District-assigned Student ID number. Then call Pearson customer support and inform them you have a live testing issue. To more quickly identify the issue, support may request TestNav and system log files from the device.

Note: The content of the test itself should never be referenced, captured as an image, or emailed within the school or district or in communication with ITP or Pearson because doing so is a breach of security.

**Testing Irregularities:**
Testing irregularities occur when set policies and procedures are not followed. They include student or educator misconduct or a mishandling of secure test materials.

Any problems that occur during testing should be documented thoroughly by the personnel involved. Proctors should provide the documentation to their DAC or SAC.
Chapter 5: After Test Administration

The following tasks are typically completed by the DAC/SAC. Proctors should work with their DAC/SAC as needed to complete the tasks.

For online testing only:

Collect all test materials, including student testing tickets and scratch paper. Securely dispose of these materials.

Mark Tests Complete. There may be situations where a DAC or SAC needs to mark a student's test complete in PearsonAccess next, such as when a student will not complete a test within the testing window, in which case the test may be marked complete if the district chooses. However, all incomplete tests will automatically be marked complete by Pearson at the end of the testing window. See the Mark Student Tests Complete page for step-by-step directions.

For paper testing only:

Collect all test materials, including scratch paper, test books, and answer documents.

- Securely dispose of scratch paper.
- Sort and count the secure materials, including answer documents and test books.
  - Used answer documents are secure scoreable materials. Complete a School/Class ID Sheet, one form for each grade/subject. Box up these materials and put the completed School/Class ID Sheet at the top of the box. Affix the sky blue “ Scorables Materials” label to the box(es). Keep a record of the number of answer documents in each box.
  - All test books (including regular test books, Spanish test books, large print, and Braille), and unused answer documents are secure nonscorable materials. Box up these materials, affix the light pink “ Nonscorables Materials” label to the box(es), and take them to your DAC for the district to return to Pearson. Only one school may be packed into a box to ensure all materials are accounted for correctly. Multiple grades and subjects for that school are allowed in a box. Keep a record of the number of test books in each box.

Resolve rejected student test attempts in PearsonAccess next.
Appendix A

Assurance for Proper and Ethical Test Administration
Assurance for Proper and Ethical Test Administration
2018-2019

State assessments are an important and required tool used to monitor state, district, school, and student achievement. For these assessments to yield fair and accurate results, they must be given under standardized conditions to all students. LEA leadership has responsibility to assure assessments are properly administered so that each student's results are a reflection of his or her individual skills and abilities. These actions apply to the following required state assessments: Iowa Statewide Assessment of Student Progress (ISASP), Dynamic Learning Maps (DLM), English Language Proficiency Assessment for the 21st Century (ELPA21), early literacy assessment for K-3, and the Early Literacy Alternate Assessment (EL-AA). Actions specific to each assessment can be found in corresponding training materials, test administration manuals, and related documents.

LEA LEADERSHIP RESPONSIBILITIES:

It is the responsibility of LEA Leadership to:

1. Ensure that educators administering state assessments meet qualifications as specified by each testing program and state policy.
2. Ensure all appropriate test administrators have training and knowledge of appropriate practices to administer tests with integrity and maintain security.
3. Require all test administrators to rigorously follow the appropriate procedures as directed in each Test Administration Manual.
4. Actively monitor the test administration practices of all staff to ensure compliance.
5. Provide accommodations for qualifying students with Individual Education Plans (IEPs), Section 504 Plans, or who are identified as English Learners as appropriate and in accordance with state guidance.
6. Ensure proper handling of all secure test material, including storage, distribution, return, and possible destruction according to directions provided with each state testing program and state policy. Retain "chain of custody" documentation as evidence.
7. Ensure that each authorized user accesses the electronic testing environment using a unique username and password.
8. Ensure there are no violations of test security according to the list below.

VIOLATIONS OF TEST SECURITY:

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 materials, for any reason.
   b. Provide to students actual test items or instruments in any form. This includes use of any former state tests, such as the Iowa Assessments or the I-ELDA (Iowa English Language Development Assessment). Use of practice tests made available by each assessment provider are acceptable.
2. Deviate in any way from the procedures specified in the Test Administration Manual for each state test.
3. Provide inappropriate assistance to students during the test administration, including but not limited to making answers available.
4. Suggest, modify, or complete answers on student answer documents.
5. Provide inaccurate data on student answer documents.
6. Share with an unauthorized user any usernames and/or passwords for accessing the secure electronic testing environment.
7. Engage in any practice designed solely to 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.

INVESTIGATION OF POSSIBLE TESTING VIOLATIONS:

School and district staff must immediately report all incidents of possible testing violations to the Superintendent and/or designated Test Coordinator who should conduct a thorough fact-finding investigation. Reports of students cheating on assessments shall be submitted to the building principal for investigation and disciplinary procedures. Following local investigation, timely report should be made to the Iowa Department of Education, who will determine if student results must be invalidated. The Iowa Department of Education may also detect test irregularities through data forensics and other statistical measures.

CONTINUED TO NEXT PAGE
CONSEQUENCES OF TEST ADMINISTRATION VIOLATIONS:
Consequences of violations may include the invalidation of student test results and liability for copyright infringement, depending on the severity of the violation. Any staff member found to have committed testing irregularities shall be subject to discipline in accordance with law and Board of Educational Examiners (BOEE) policy. If the staff member is a licensee of the BOEE, the superintendent shall make a timely report to that Board who will conduct further investigation regarding possible violation of the Code of Ethics as found at 282—Iowa Administrative Code, Chapter 25.

Superintendent’s Assurance
I, __________________________, Superintendent of __________________________ School District,
(Superintendent’s Name) (Name of School District)

assure that proper procedures for administration of each state testing program are followed in my school district according to the responsibilities listed in this document. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

_________________________________________________________  __________________________
Superintendent’s Signature                                  Date

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 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

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 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

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 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

(Please print additional copies of this page as needed.)

Return this form as determined by the Iowa Department of Education to:

Tana Mullen, Iowa Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319
Tana.Mullen@iowa.gov
FAX: 515-242-5988
Appendix B

PearsonAccess\textsuperscript{next} User Role Matrix
### Appendix B: PearsonAccess<sup>next</sup> User Role Matrix

This table provides the tasks that each user role is able to access in PearsonAccess<sup>next</sup> for operational testing. Tasks are organized by the corresponding pages.

Users only have access to data at the organization level to which they are assigned (district or school) and the organizations below it.

Users with the Coordinator (DAC/SAC) role do NOT need any additional roles added to their account because all permissions at their organization level (district or school) are already included; adding additional user roles to users with the Coordinator role may limit the permissions.

* Technology staff users have limited access for operational testing in PearsonAccess<sup>next</sup>. In the PearsonAccess<sup>next</sup> Training site, however, technology staff are provided the Coordinator user role to conduct an infrastructure trial and verify technology readiness. Because of this, users may have different usernames and roles depending on the site accessed.

<table>
<thead>
<tr>
<th>Setup</th>
<th>Coordinator (DAC/SAC)</th>
<th>Proctor</th>
<th>Teacher</th>
<th>Tech Staff*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Import/Export Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Import, export, and delete student registration files, including the ability to auto-create test sessions based on the import</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Import and export lists of staff user roles</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students</th>
<th>Coordinator (DAC/SAC)</th>
<th>Proctor</th>
<th>Teacher</th>
<th>Tech Staff*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update student enrollment data</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Update a student’s assigned test details, including accommodations and linguistic supports</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Groups</th>
<th>Coordinator (DAC/SAC)</th>
<th>Proctor</th>
<th>Teacher</th>
<th>Tech Staff*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create / Edit groups (classes) – used for test session setup</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizations</th>
<th>Coordinator (DAC/SAC)</th>
<th>Proctor</th>
<th>Teacher</th>
<th>Tech Staff*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update organizations and contacts</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enter district-designated testing window</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Users</th>
<th>Coordinator (DAC/SAC)</th>
<th>Proctor</th>
<th>Teacher</th>
<th>Tech Staff*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create / Edit Users (Coordinators can create all other user roles.)</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reset passwords for other users</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delete or restore users</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orders &amp; Shipment Tracking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create, edit, or cancel additional orders (only pending orders may be cancelled)</td>
<td>●</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rejected Student Tests (Paper Testing Only)</td>
</tr>
<tr>
<td>Edit data to resolve issues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sessions (Online Testing Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create, edit, or delete test sessions</td>
</tr>
<tr>
<td><em>The Tech Staff Role cannot Create Sessions, but has the permission to Edit existing Sessions.</em></td>
</tr>
<tr>
<td>Add students to, prepare, start, stop, resume, and refresh test sessions; unlock and lock student tests</td>
</tr>
<tr>
<td>Print student testing tickets and session student rosters</td>
</tr>
<tr>
<td>View student testing progress</td>
</tr>
<tr>
<td>Move students between sessions and remove students from sessions</td>
</tr>
<tr>
<td>Mark student tests complete</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operational Reports</td>
</tr>
<tr>
<td>Access administrative reports (reports are available based on the tasks to which a user role has access)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Published Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access final reports</td>
</tr>
</tbody>
</table>
## Appendix C: PearsonAccess\textsuperscript{next} Student Registration File Information

File column descriptions and important notes are below:

- Fields marked as optional must still be included in the file; leave the field blank if not including a value.
- File must include the header row.

<table>
<thead>
<tr>
<th>File Column</th>
<th>Column Heading</th>
<th>Required Field (Y/N)</th>
<th>Max Length</th>
<th>Field Description</th>
<th>Valid Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>LAST_NAME</td>
<td>Y</td>
<td>20</td>
<td>Last name</td>
<td>A-Z, space, dash, apostrophe</td>
</tr>
<tr>
<td>B</td>
<td>FIRST_NAME</td>
<td>Y</td>
<td>20</td>
<td>First name</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>BIRTH_DATE</td>
<td>Y</td>
<td>10</td>
<td>Date of birth</td>
<td>MM/DD/YYYY Example: 12/31/2010</td>
</tr>
<tr>
<td>D</td>
<td>GENDER</td>
<td>Y</td>
<td>1</td>
<td>Gender</td>
<td>F or M F = Female, M = Male</td>
</tr>
<tr>
<td>E</td>
<td>GRADE</td>
<td>Y</td>
<td>2</td>
<td>Grade</td>
<td>Numeric, 03-11 03 = Grade 3, 04 = Grade 4, etc.</td>
</tr>
<tr>
<td>F</td>
<td>ATT_ORG</td>
<td>Y</td>
<td>8</td>
<td>Attending organization = 4 digit numeric district code + 4 digit numeric school code</td>
<td>Numeric Example: 99991000</td>
</tr>
<tr>
<td>G</td>
<td>CLASS_NAME</td>
<td>N</td>
<td>20</td>
<td>Class or group name; field automatically creates test session unless user deselects the option when importing the file *Student’s grade is default if blank</td>
<td>0-9, A-Z, or blank</td>
</tr>
<tr>
<td>H</td>
<td>STATE_ID</td>
<td>Y</td>
<td>10</td>
<td>State-assigned Student ID Number</td>
<td>Numeric, 0-9 Must be 10 digits</td>
</tr>
<tr>
<td>I</td>
<td>AMERICAN_IND</td>
<td>N*</td>
<td>1</td>
<td>Race - American Indian or Alaskan</td>
<td>1, 0, or blank 1 = Yes, 0 or blank = No *At least one race, in column I-K, M-N, must be provided</td>
</tr>
<tr>
<td>J</td>
<td>ASIAN</td>
<td>N*</td>
<td>1</td>
<td>Race - Asian</td>
<td>1, 0, or blank 1 = Yes, 0 or blank = No *At least one race, in column I-N, must be provided</td>
</tr>
<tr>
<td>K</td>
<td>AFROAMERICAN</td>
<td>N*</td>
<td>1</td>
<td>Race - African American</td>
<td>1, 0, or blank 1 = Yes, 0 or blank = No *At least one race, in column I-K, M-N, must be provided</td>
</tr>
<tr>
<td>L</td>
<td>HISPANIC_LATINO</td>
<td>Y</td>
<td>1</td>
<td>Ethnicity - Hispanic or Latino</td>
<td>1, 0, or blank 1 = Yes, 0 or blank = No</td>
</tr>
<tr>
<td>M</td>
<td>HAWAII_PI</td>
<td>N*</td>
<td>1</td>
<td>Race - Hawaiian/ Pacific Islander</td>
<td>1, 0, or blank 1 = Yes, 0 or blank = No *At least one race, in column I-K, M-N, must be provided</td>
</tr>
</tbody>
</table>
### Appendix C: PearsonAccess Student Registration File Information, continued

<table>
<thead>
<tr>
<th>File Column</th>
<th>Column Heading</th>
<th>Required Field (Y/N)</th>
<th>Max Length</th>
<th>Field Description</th>
<th>Valid Values</th>
</tr>
</thead>
</table>
| N           | WHITE          | N*                   | 1          | Race - White      | 1, 0, or blank  
1 = Yes, 0 or blank = No  
*At least one race, in column I-K, M-N, must be provided |
| O           | OI_FIELD       | N                    | 3          | Filler field      | blank         |
| P           | ONLINE         | N                    | 3          | Testing online    | 1, 0, or blank  
1 = Yes, 0 or blank = No |
| Q           | LOCAL_ID       | N                    | 10         | District-assigned Student ID Number | Numeric, 0-9  
Must be 10 digits; |
| R           | MILITARY       | N                    | 3          | Military connected status | 1, 0, or blank  
1 = Yes, 0 or blank = No |
| S           | ADM_P          | N                    | 1          | Filler field      | 1, 0, or blank  
1 = Yes, 0 or blank = No |
| T           | PROG_SE        | N                    | 1          | Program - Special Ed | 1, 0, or blank  
1 = Yes, 0 or blank = No |
| U           | PROG_504       | N                    | 1          | Program - 504     | 1, 0, or blank  
1 = Yes, 0 or blank = No |
| V           | PROG_FRL       | N                    | 1          | Program - Free/ reduced lunch | 1, 0, or blank  
1 = Yes, 0 or blank = No |
| W           | PROG_GT        | N                    | 1          | Program - Gifted  | 1, 0, or blank  
1 = Yes, 0 or blank = No |
| X           | PROG_ELL       | N                    | 1          | Program - English language learner | 1, 0, or blank  
1 = Yes, 0 or blank = No |
| Y           | PROG_MG        | N                    | 1          | Program - Migrant | 1, 0, or blank  
1 = Yes, 0 or blank = No |
| Z           | PROG_T1LANG    | N                    | 1          | Program - Title 1 Language | 1, 0, or blank  
1 = Yes, 0 or blank = No |
| AA          | PROG_T1MATH    | N                    | 1          | Program - Title 1 Math | 1, 0, or blank  
1 = Yes, 0 or blank = No |
| AB          | FOSTER_CARE    | N                    | 1          | Foster care       | 1, 0, or blank  
1 = Yes, 0 or blank = No |
| AC          | HOMELESS       | N                    | 1          | Homeless          | 1, 0, or blank  
1 = Yes, 0 or blank = No |
<p>| AD          | RES_DIST       | Y                    | 4          | Resident district | Numeric       |</p>
<table>
<thead>
<tr>
<th>File Column</th>
<th>Column Heading</th>
<th>Required Field (Y/N)</th>
<th>Max Length</th>
<th>Field Description</th>
<th>Valid Values</th>
</tr>
</thead>
</table>
| AE          | TEST_CODE      | Y                    | 4          | Test code for the test administration | 2 character test + 2 digit grade:  
For Language/Writing: LA03, LA04, LA05, LA06, LA07, LA08, LA09, LA10, or LA11  
For Reading: RD03, RD04, RD05, RD06, RD07, RD08, RD09, RD10, or RD11  
For Mathematics: MA03, MA04, MA05, MA06, MA07, MA08, MA09, MA10, or MA11  
For Science: SC05, SC08, or SC10 |
<table>
<thead>
<tr>
<th>File Column</th>
<th>Column Heading</th>
<th>Required Field (Y/N)</th>
<th>Max Length</th>
<th>Field Description</th>
<th>Valid Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>AF</td>
<td>ENR_TYPE</td>
<td>Y</td>
<td>2</td>
<td>Enrollment type for the test administration</td>
<td>Numeric 01 = Enrolled 02 = Open Enrolled In 03 = Tuitioned In Parent Paid 04 = Tuition In District Paid 05 = Whole Grade Sharing In 06 = CPI Dual Enrolled 07 = CPI Home School Assistance 08 = Nonpublic Shared time 09 = CPI Dual Enrolled and CPI Home School Assistance 10 = Tuitioned In Non-Resident out of State 11 = Foreign Exchange Student 12 = Open Enrolled In and CPI Dual Enrolled 13 = Open Enrolled In and CPI Home School Assistance 14 = Open Enrolled In and CPI Dual Enrolled and CPI Home School Assistance 15 = Tuitioned In State Paid 16 = Public Shared time 18 = Within District Part-time 19 = Foreign Student on Visa 21 = Tuitioned In and CPI Dual Enrolled 27 = Whole Grade Sharing In and CPI Dual Enrolled 28 = Whole Grade Sharing In and CPI Home School Assistance 29 = Whole Grade Sharing In and CPI Dual Enrolled and CPI Home School Assistance 40 = Independent Private Instruction 81 = Enrolled in Nonpublic School 82 = Nonpublic Shared Time for Nonpublic Schools</td>
</tr>
<tr>
<td>AG</td>
<td>IF_LANG</td>
<td>N</td>
<td>3</td>
<td>Testing interface language in TestNav *English is default</td>
<td>SPA or blank SPA = Spanish, *English is default</td>
</tr>
<tr>
<td>AH</td>
<td>ALT_LANG</td>
<td>N</td>
<td>3</td>
<td>Alternate language in TestNav</td>
<td>SPA or blank SPA = Spanish</td>
</tr>
<tr>
<td>File Column</td>
<td>Column Heading</td>
<td>Required Field (Y/N)</td>
<td>Max Length</td>
<td>Field Description</td>
<td>Valid Values</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------</td>
<td>----------------------</td>
<td>------------</td>
<td>-------------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| AI          | TTS            | N                    | 1          | Text-to-Speech accommodation in TestNav | 1, 0, or blank  
1 = Yes, 0 or blank = No |
| AJ          | LINE_RDR       | N                    | 1          | Line reader accommodation in TestNav | |
| AK          | ANSWER_MASK    | N                    | 1          | Answer masking accommodation in TestNav | |
| AL          | COLOR_CONT     | N                    | 20         | Color contrast accommodation in TestNav  
*Black on White is default | Black-cream = Black on Cream  
Black-lblue = Black on Light Blue  
Black-lmagenta = Black on Light Magenta  
White-black = White on Black  
Yellow-blue = Yellow on Blue  
Dgray-pgreen = Dark Gray on Pale Green |
TESTING

Do Not Disturb