

Appendix A
IREAD-3 Test Administrator's Manual (TAM)
Fall, Spring, Summer 2020-2021



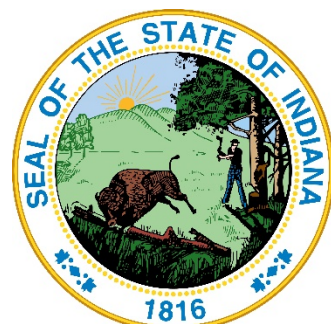
IREAD-3

2020–2021

FALL, SPRING, SUMMER

TEST ADMINISTRATOR'S MANUAL

**Indiana Reading Evaluation and Determination (*IREAD-3*)
Assessment**



Indiana User Support

Help Desk

The Indiana Assessment Help Desk is open Monday through Friday (with the exception of holidays or as otherwise indicated on the Indiana Assessment Portal). Help Desk hours are 7 a.m. to 7 p.m. ET (6 a.m. to 6 p.m. CST) all year round.

Indiana Assessment Help Desk

Toll-Free Phone: 866-298-4256

Email: **indianahelpdesk@cambiumassessment.com**

Chat: **<https://indiana.portal.cambiumast.com/chat.stml>**

During these hours, staff will respond as promptly as possible based on the order in which communications are received. Urgent requests will be given priority.

The Help Desk may be contacted for situations and questions that include the following:

- Online testing issues, such as testing environment down or unavailable;
- User accounts not available or users not able to administer tests;
- Student demographic information or settings incorrect or missing;
- Loading student settings into the Test Information and Distribution Engine (TIDE);
- Creating Irregularity Requests in TIDE;
- Preparing for online testing—downloading the Cambium Assessment, Inc. (CAI) Secure Browser, Test Administrator (TA) Certification, etc.;
- Tests showing as unavailable to students when they log in to begin testing;
- Issues with item or accommodation functionality;
- Inquiries regarding paper materials and additional orders;
- Password resets for users; and
- Settings not presenting as intended.

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

- If the issue pertains to a student, provide the Student Test Number (STN) and associated corporation 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 email address.
- If the issue is technology-related, document device and system information.

Contact the Indiana Department of Education (IDOE) Office of Student Assessment (OSA) at 317-232-9050 or **INassessments@doe.in.gov** for inquiries regarding policy issues, test irregularities, test security concerns, and assessment program information.

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General Information

Overview of the IREAD-3 Assessment

The purpose of the *IREAD-3* assessment is to measure foundational reading skills through grade 3. *IREAD-3* is an online, multiple-choice, timed, summative assessment that helps ensure students have achieved the reading skills necessary for grade 4. *IREAD-3* provides the reading indicator required by Indiana Code 20-32-8.5 and impacts the promotion of current grade 3 students to grade 4 via the State Board of Education *IREAD-3* Policy. For more information, visit our website (<https://www.doe.in.gov/assessment/IREAD-3>).

The Testing Program for IREAD-3

IREAD-3 is an online assessment. Paper-and-pencil versions of the practice and operational assessments are available for students whose Individualized Education Programs (IEPs), Section 504 Plans, and Individual Language Plans (ILPs) requires a paper accommodation. Directions for general administration of the online and paper-and-pencil assessments are included in this manual.

For information regarding device or network setup, refer to the Technical Manuals on the *IREAD-3* Assessment Portal Resources page:
<https://iread3.portal.cambiumast.com/resources/technology-resources/>.

Student Participation

Students participating in the Fall 2020 administration include those who:

- Are enrolled in grade 4 within schools administering the optional Fall *IREAD-3* test.
- Note that no student or accountability stakes are associated with this assessment window. The results are intended to provide insight on instructional supports for students participating in this window.

Students participating in the Spring 2021 administration include those who:

- Are enrolled in grade 3; or
- Were promoted to grade 5 without passing *IREAD-3* or received a Good Cause Exemption (this only includes students who were enrolled in an Indiana school for grade 3). Students who will receive a good cause exemption before the test window must be uploaded via the app center for the IDOE-IR report.

Students participating in the Summer 2021 administration include those who:

- Were enrolled in grade 3 during the 2020–2021 school year, did not pass *IREAD-3* during the Spring window, and do not qualify for a Good Cause Exemption.
- Were enrolled in grade 3 during the 2020–2021 school year and did not participate in the Spring 2020 assessment.
- Were promoted to grade 5 without passing *IREAD-3* or received a good cause exemption (this only includes students enrolled in Indiana schools for grade 3).

Students currently enrolled in grade 4 that did not participate in the *IREAD-3* assessment due to the cancellation associated with COVID-19 do not need to retest during any

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2020–2021 window. Students in grade 4 are considered to be grade 4 students and therefore the retest requirement does not apply based on longstanding policy guidance.

NOTE: Since *IREAD-3* assesses reading comprehension, passages and items may not be read aloud to any student, including students with IEPs, Section 504 Plans, CSEPs, Service Plans, and ILPs.

School personnel must follow state policies regarding student participation.

Important Dates

	Fall	Spring	Summer
Prior to Testing			
DOE-TA Data Submission	September 1, 2020		
Initial Orders Due*	N/A	December 28, 2020	N/A
Additional Orders (AO) Window**	October 5 – 19, 2020	February 23 – March 5, 2021	May 12 – July 2, 2021

	Fall	Spring	Summer
Test Administration: Students may complete the assessment during one of these windows.			
Online/Paper	November 2 – 6, 2020	March 8 – March 19, 2021	May 25 – July 16, 2021

* Initial orders will automatically be placed for the spring test window for regular print and large print assessment books based upon the data in TIDE indicating eligibility for assessment books. Initial orders will be extracted from TIDE on the initial order due date in the chart above.

** Large print and regular print assessment books for the spring test window can also be placed through the AO window. Braille assessment book orders for the spring test window must be placed through the AO window. **Corporations may also order additional regular print and large print assessment books during the AO window, for students identified after the initial order due date in the chart above.** All assessment books for the summer test window must be placed through the AO window.

Electronic Report Release and Paper-and-Pencil Testing Information	
Task / Event	Timeline
Package and Return Tests	There is no pick-up schedule for returning test materials. Corporations and schools <u>must</u> schedule pick-ups on their own and <u>must</u> ship all paper-and-pencil test materials within seven calendar (five business) days of the last day of the test window to be processed and scored. Materials shipped after these dates will not be scored.
Fall Paper Materials Shipped for Scoring Vendor	November 6, 2020
Spring Paper Materials Shipped to Scoring Vendor	By March 19, 2021
Summer Paper Materials Shipped to Scoring Vendor	By July 16, 2021
Preliminary Scores Available in the Online Reporting System (ORS)	TBD
Final Results Release in the ORS	TBD

The scoring vendor for *IREAD-3* is Measurement Incorporated (MI). Materials returned to any other vendor may not be scored.

Scheduling and Timing Guidelines

IREAD-3 is a timed assessment. Therefore, any changes to the timing of the test related to interruptions must be managed by the TA. To better facilitate the recording of interruptions that may occur during the *IREAD-3* assessment, you may wish to create and use a chart like the one below. The chart can be used to document test irregularities that affect specific students or the entire group. In the chart below, a row has been completed as an example.

Sample Time Chart for Test Irregularities

Student Name	Start Time	Total Segment Length	Time of Irregularity/Test Disruption	Time Administered Prior to Irregularity (in minutes)	Time Remaining (in minutes)*	Restart Time	Revised Stop Time**	Additional Comments
Johnny	10:40	30 min.	10:53	13 min.	17 min.	11:05	11:22	Student was feeling ill during test administration.

* To determine "Time Remaining," subtract the "Time Administered Prior to Irregularity" from "Total Segment Length."

** To determine "Revised Stop Time," add "Time Remaining" and "Restart Time."

2020–2021 IREAD-3 Practice Tests (Online and Paper)

Corporations and schools must administer the *IREAD-3* Practice Test to students before administering the *IREAD-3* assessment. If a student is absent when the practice test is administered and returns to school during the test window, the school must administer the practice test to the student before administering the operational assessment to the student.

Untimed online practice tests were available via the CAI Secure Browser beginning October 5, 2020. Each online practice test provides students with an opportunity to interact with the online testing platform, practice using online testing tools, and become familiar with any formal accommodations ahead of the operational assessment.

Students testing with paper-and-pencil will encounter practice items on the pages immediately preceding the first operational test segment in their assessment books. Review Appendix G of the **2020–2021 Indiana Assessments Policy Manual** (<https://www.doe.in.gov/sites/default/files/assessment/2020-2021-indiana-assessments-policy-manual.pdf>) for more details.

2020–2021 IREAD-3 Operational Assessments (Online and Paper)

TAs should plan testing to help all students do their best. Schools have the flexibility to test over the span of the testing window, but it is recommended that schools administer no more than two segments in one day. The practice test is required to be administered to each student in advance of the operational assessment. The practice test may be given multiple times, if needed. A practice test is not required for a retest administration in the same year (i.e., Summer retest) unless the student changes the mode of participation (e.g., moves from paper to online testing).

The test segments must be given in chronological order (i.e., Segment 1, Segment 2, Segment 3) to all students, even if a student is absent for a test segment. Please use the Table below for the allotted time to administer *IREAD-3*:

Table 1 – *IREAD-3* (Fall, Spring and Summer): Required Timing Schedule

	Instruction Time (in minutes)	Working Time (in minutes)	Total Time
<i>IREAD-3</i> Practice Test*			
Segment 1	20	10	30
<i>IREAD-3</i> Fall, Spring and Summer 2020–2021 Operational			
Segment 1 Reading Foundations and Vocabulary**	18	12	30
Segment 2 Reading Comprehension	5	30	35
Segment 3 Reading Comprehension	3	30	33

* Practice tests are not timed and may be used to familiarize students with the testing experience.

** Segment 1 Working Time is approximate to accommodate administration of test Phonics items that must be read aloud to students; as a result, the “Total Time” for this test segment may vary slightly as TAs lead students through Phonics items.

Additional Scheduling Guidance

Pause Rules

IREAD-3 online tests do not have the 20 minute pause rule that some other Indiana state assessments have. If students pause their tests for more than 20 minutes, the students can revisit all prior questions within the active test segment, including any notes recorded within the Notepad tool. This can only occur on the same day as the segment was started.

TAs may need to pause students’ test segments in the event of an unexpected test irregularity (e.g., sudden illness, weather emergency, unplanned fire alarm). Students will be logged out and their tests automatically paused in the event of a technical issue (e.g., power outage or network failure). Students must log back in to resume testing. Immediately contact your School Test Coordinator (STC) and IDOE should any technical issues occur.

Test Timeout

As a test security measure, any student will be logged out of a test segment after 20 minutes of inactivity. Activity is defined as selecting an answer or navigation option in the test segment (e.g., selecting “Next” or “Back” or using the Mark for Review drop-down list to navigate to another item). Simply moving the mouse around the screen will not count as test activity. Students must actually select something on the screen. The student will receive a warning message 60 seconds before timeout occurs. The student must log back in to resume testing. The student may revisit items on a previous screen in the current test segment when he or she resumes. The student who logs back in after a test timeout must complete the unfinished test segment he or she was working on before starting the next test segment.

Make-up Testing

If a student is absent during a test segment administration, that student may not skip a segment to test with his/her peers, then return to the skipped segment at a later time. Instead that student may be given the opportunity to make up the missed segment(s) prior to the next scheduled segment administration for their class, then rejoin his/her peers, or complete the remainder of the assessment in a separate make-up session.

The online testing system is available after hours and during weekends, unless otherwise noted. There could be times outside of normal testing hours when the system is unavailable. The Indiana Assessment Help Desk is only available to provide support to schools Monday through Friday 7 a.m. to 7 p.m. ET. IDOE support is also not available after hours or on weekends. Consequently, testing during these times is accompanied with significant risk and is **highly discouraged**. Review Section 6, Part A of the **2020–2021 Indiana Assessments Policy Manual** (<https://www.doe.in.gov/sites/default/files/assessment/2020-2021-indiana-assessments-policy-manual.pdf>) for more details.

The table below outlines additional expectations for corporations and schools as they create local test schedules and administer tests during the test window. This guidance was developed in response to educator feedback and lessons learned from the 2018–2019 school year.

Common Make-up Testing Scenario

Make-up Testing Scenario (Unfinished Segments)

Question

A student did not complete the Segment 1 on Tuesday. The class is scheduled to take Segment 2 on Thursday.

Must the student complete Segment 1 before participating in Segment 2?

IDOE Guidance

No. Once a student begins an *IREAD-3* test segment, they must complete that segment on that day. The student will not be able to access the segment on a subsequent day without IDOE approval. The student should take Segment 2 with the rest of the class.

Important Information

Test Administrator Preparation

Before administering the assessment, you should become thoroughly familiar with the testing schedule and the directions for administration provided in this manual. Study the information and share it with Proctors or other individuals who will help administer the assessments. The following guidelines and procedures include requirements and suggestions to help you plan and administer the assessments:

- Complete test administration, test security, and test accommodations training provided by your Corporation Test Coordinator (CTC) or STC.
- Review the *Indiana Testing Security and Integrity Agreement* (you should have already signed this document).
- Read the directions for administering the assessments in advance of the test sessions and rehearse the administration procedures and associated scripts, as applicable.
- Review IDOE'S **2020–2021 Accessibility and Accommodations Guidance** (<https://www.doe.in.gov/sites/default/files/assessment/2020-2021-accessibility-and-accommodations-guidance.pdf>) if administering the assessment to students with accommodations.
- Submit the Fidelity Assurance Form (<https://form.jotform.com/201753949986979>) for students using “Permissive Mode for Assistive Technology Devices.”
- Discuss any questions about test administration with the STC or CTC **in advance** of scheduled test session(s).

These guidelines and procedures below are specific to online testing **only**:

- Complete the *TA Certification Course*, available on the Indiana Assessment Portal. TAs who have not completed this course will not be able to initiate online test sessions.
- Confirm with your STC that any necessary accommodation(s) have been assigned in TIDE to any students needing the accommodation(s) **before** testing begins.
- Confirm that you have the appropriate user role in TIDE. Immediately contact your STC for assistance if you do not have an account in TIDE.
- Confirm that you can log in to the TA Interface using the device that you will be using on test day. See “Confirming Test Settings and Accessing the Test Administration Interface” on page 22.
- Ensure that all testing devices and related peripherals (e.g., headphones, keyboards, mice) are in working order and fully charged or plugged into a power source.
- Verify that the Indiana Secure Browser has been downloaded and installed on all devices to be used for testing before students enter the testing room.
- Obtain the correct STNs for your students from the STC or CTC **in advance** of the scheduled test session(s). TAs must ensure materials or documents containing student names and STNs are kept secure. Student Access Cards must be collected by the STC or CTC and securely destroyed at the end of testing.

Use of Proctors

State law requires that the *IREAD-3* assessment be administered by a TA who holds a current instructional, administrative, or school services license granted by IDOE. Personnel who do not have one of these licenses may not serve as a TA and may not administer the assessments but may serve as Proctors. Proctors may assist the TA before, during, and after the test administration.

Parents, student teachers, and school volunteers are not permitted to serve as TAs or Proctors. TAs and Proctors must be corporation or school employees or contractors.

The number of Proctors needed for a testing period depends on the grade tested and the level of the students' test-taking experience. As a general rule, one Proctor for every 15 students is recommended. Familiarize Proctors with administration procedures before testing.

Before Testing. Proctors may help prepare the room for testing and assist in distributing the test materials. CTCs and STCs are responsible for ensuring paper assessment books are prepared prior to test administration.

During Testing. After testing has begun, follow the guidelines noted below.

Proctors should adhere to the following guidelines:

- Make certain that each student is working in the correct place in the assessment.
- Prevent talking or sharing of answers.
- Do not suggest the correct answer to the students. (If a student asks, "Is this right?" the Proctor should give a neutral response such as, "Decide what you think is correct and then go on.")
- Inform the TA if any unusual problems arise.

At the End of Testing. Proctors should assist the TA in confirming that all students exited the test.

Preparation of the Students

TAs must provide an appropriate testing environment for each student during every testing session.

Share the following test security reminders with students prior to testing and keep these reminders in mind as a TA as well:

- It is a violation of test security procedures for students to do the following:
 - Discuss, rephrase, or paraphrase test questions/materials (in person, by phone, via email, text, social media, or any other communication method) with anyone, including, but not limited to other students ("other students" not only refers to students within the same school, but also applies to students attending any school).
 - Access cell phones, smart watches, or any other unauthorized device during testing.
 - Take videos, pictures or snapshots of any test materials (practice or operational). In addition, it is a violation of test security procedures to share videos, pictures or snapshots of test materials with anyone.

- Student-level consequences for any such violations will be determined by the local school corporation. Consequences for school corporations and student reporting will be determined by IDOE.

Testing Environment Before and During Testing

Prior to testing, TAs and Proctors must:

- Verify no unallowable resources are visible on the walls or elsewhere in the room. Reference materials must be covered or removed from the testing room.
- Ensure students have cleared their desks or workstations of any materials that are not directly related to testing.
- Verify students and staff do not have cell phones, smart watches, or any other device that is not being used directly for test administration purposes.

NOTED EXCEPTION: Cell phone policies for staff may allow usage if this is the school's only means of communication regarding an urgent matter. Even then, the phone may only be used to communicate emergencies related to testing. This exception must be documented with the CTC.

- Review with students the reminders in the "Preparation of the Students" section that begins on page 8 of this manual.
- Be thoughtful when scheduling the assessment to ensure there is sufficient time for giving instructions and completing the test.

During testing, TAs and Proctors must:

- Confirm only staff or students directly involved with testing are present in the room.
- Ensure the testing environment is free from noise and distractions.
- Direct their full attention to student testing. TAs and Proctors should not be engaged in any other activities (e.g., grading student work, reading or writing personal communication, visiting webpages, reviewing documents, or reviewing any information unrelated to testing on their testing devices).
- Supervise and monitor students during testing at all times. Students should not be left unsupervised at any time.
- Verify students are not accessing cell phones, smart watches, or any other unallowable devices during testing.
- Ensure students do not talk to or disrupt other students.
- Confirm students use only permitted testing materials.
- Report any test security issues or irregularities to the STC.

Testing Cautions

Please refer to the **2020–2021 Indiana Assessments Policy Manual** (<https://www.doe.in.gov/sites/default/files/assessment/2020-2021-indiana-assessments-policy-manual.pdf>) for any questions regarding ethical test preparation or practices.

- **Coaching.** The TA or the Proctors may repeat the instructions as they are written in the *Test Administrator's Manual (TAM)*, but they may not rephrase instructions or answer students' factual questions regarding test items or vocabulary. No one should provide assistance that will inadvertently indicate an answer; this is an assessment, not an instructional activity. Do not indicate in any way (e.g., facial expressions, gestures, or the use of body language) that an answer choice is correct or incorrect, should be reconsidered, or should be checked.
- **Irregularities During Testing.** Irregularities can result in individual or group performance that is not valid. Make a note of any irregularities involving individual students, such as answering questions in rapid succession without taking time to consider the answer options, experiencing sudden illness, having to leave the room, or becoming disruptive during test administration. Note any unusual interruptions or distractions that affect the entire group. Record the time the interruption occurs. Report all irregularities affecting individual and group performance to your STC. These reports will be useful when interpreting test results or additional information is requested by IDOE.

Your CTC must submit a **Testing Irregularity Report** to OSA when an irregularity occurs.

Answering Students' Questions About Global Tools and/or Content Menu Tools

TAs may read aloud the instructions for the specific tool(s) as outlined in Appendix D of this manual (page 61) to any student(s) who asks about Global Tools and/or Content Menu Tools.

Invalidation

An assessment should be invalidated and a **Testing Irregularity Report** submitted when a student receives an accommodation for which he or she is not eligible or is otherwise impacted by an irregularity that affects the validity of the student's assessment attempt. Notify the STC immediately following the administration of the test session if a student's test needs to be invalidated.

Participating in the *IREAD-3* assessment is an opportunity provided to every student by Indiana law. Any decision to invalidate a student's assessment denies him or her the right to results and must be weighed very carefully. Whenever an assessment is invalidated, the school must inform the student's parents/guardians of the invalidation. The Invalidation Form (located on the inside back cover of this manual) provides a line for schools to document notification of the parents/guardians.

NOTE: This is used to locally document and inform parents/guardians of an invalidation.

Once a test segment has been invalidated, the invalidation may not be reversed.

Online Practice Tests

Schools are required to administer the online practice test to students at least once before students take the corresponding online assessment. TAs must allow students with testing accommodations and designated features ample time to practice with the appropriate online tools before administering each online assessment.

Practice tests are administered using the same TA Interface and student Secure Browser used when administering the operational tests. TAs should follow the same processes and testing guidelines for practice tests as they will follow for operational tests. The script TAs will use to administer the *IREAD-3* online practice tests is in Appendix A (page 44) of this Manual.

Before TAs administer the online practice test and the online assessment, refer to the ***TDS User Guide*** (https://iread3.portal.cambiumast.com/core/fileparse.php/4181/urlt/2020-21_TDS-User-Guide.pdf) for information regarding the responsibilities of the TA and the setup and administration of the online tests. Refer to the ***TDS User Guide*** and Appendix A for information about the administration of online practice tests.

Online Assessment Materials

This section provides information concerning all materials required for administering the online *IREAD-3* assessment.

Required Student Materials:

1. A supported testing device with Internet access.
2. Headphones/earbuds for all students who require the Text-to-Speech (TTS) functionality.
3. A pencil.
4. Scratch paper (Students may have access to use scratch/blank paper, including blank lined or graph paper. A sample of allowable graph paper can be found on the IDOE's website at: <https://www.doe.in.gov/sites/default/files/assessment/idoesamplegraph-paper.pdf>).
5. Login credentials (i.e., legal first name and STN).

Test Materials Required for Each TA:

1. The *IREAD-3 TAM* provides all essential information about test content, administering the test, and suggested timing.
2. A school-owned computer, laptop, tablet, or other supported test administration device with Internet access.
3. (Optional) Student Access Cards, which are printed paper slips with each student's first and last name (middle name, if needed) and his or her nine-digit STN. Student Access Cards can be generated in TIDE and distributed to students to log in to the Secure Browser for testing. Students familiar with their STNs will be able to log in without a Student Access Card. The best use of Student Access Cards is determined locally.
4. Secure Segment 1 Directions (for the administration of Segment 1 only).

5. Extra pencils available during testing.
6. Extra scratch paper for students.
7. A “Testing In Progress—Do Not Disturb” sign (see Appendix E Testing In Progress—Do Not Disturb Sign on page 65 of this manual).
8. A “No Personal Electronic Devices in the Testing Room” sign (see Appendix F on page 67 of this manual).

NOTE: TAs must collect all test materials containing students’ personally identifiable information (e.g., Student Access Cards) before students leave the testing area.

Peripheral Equipment

External keyboards are recommended (not required) for supported mobile devices used in test administration.

Test Security

All TAs and Proctors **must** be trained in proper test security procedures, sign the *Testing Security and Integrity Agreement*, and adhere to test security procedures.

It is unethical and shall be viewed as a violation of test security for any person to:

- Capture images of any part of the assessment via any electronic device;
- Duplicate in any way any part of the assessment;
- Examine, read, or review the content of any segment of the assessment;
- Disclose or allow to be disclosed the content of any segment of the assessment before, during, or after test administration;
- Discuss any *IREAD-3* assessment item before, during, or after test administration, unless released (i.e., posted on the website) by IDOE;
- Allow students access to any assessment content prior to scheduled test administration;
- Allow students to share information during or after test administration;
- Read or sign any parts of the assessment to students except as indicated in the *TAM* or as part of an accommodation;
- Influence students’ responses by making any kind of gestures (for example, pointing to items, holding up fingers to signify item numbers or answer options) while students are taking the assessment;
- Instruct students to go back and reread/change responses after they have finished their assessments since this instruction may only be given before the students take the assessment;
- Review students’ responses;
- Read or review students’ scratch paper; or
- Participate in, direct, aid, counsel, assist in, encourage, or fail to report any violations of these test administration security procedures.

Additional security violations for paper-and-pencil testing include the following:

- Reading or reviewing any assessment book before, during, or after testing;
- Changing any student's response in an assessment book;
- Erasing any student's response in an assessment book;
- Erasing any stray marks in an assessment book; or
- Failing to return all assessment books and other test materials on time following each scheduled test administration session. Schools and corporations are required to maintain documentation of the secure check-out and check-in process that was implemented.

TAs and Proctors may **not** assist students in answering questions. TAs and Proctors may **not** translate, reword, or explain any test content. Test content may not be discussed, copied, paraphrased, reviewed, videoed, posted, texted, emailed, or photographed before, during, or after test administration. Any records of such events must be reported immediately to IDOE.

Use of Unallowable Resources

Students are not permitted to use resources on *IREAD-3* assessments that are not specifically identified in this manual or the **2020–2021 Accessibility and Accommodations Guidance** (<https://www.doe.in.gov/sites/default/files/assessment/2020-2021-accessibility-and-accommodations-guidance.pdf>) posted on the IDOE website. The use of unacceptable resources during *IREAD-3* testing is a test security violation and may result in the student's assessment being invalidated. Questions about appropriate resources must be directed to IDOE prior to test administration.

TAs and Proctors must monitor students while testing. If students are observed using unallowable resources, including but not limited to unallowable reference materials, cell phones, smart watches, or other electronic devices, the unallowable resource must be removed and your STC must be contacted as soon as possible. Allow the student to continue testing once the unallowable resource has been removed.

Personal electronic devices, including but not limited to cell phones, smart watches, and other electronic devices, are major sources of test security violations. It is for this reason that students, TAs, and Proctors are not permitted to have access to any personal electronic devices during *IREAD-3* testing. TAs must confirm personal electronic devices are not accessible to students or staff during testing.

Universal Features, Designated Features, and Accommodations

Universal features are available to all students participating in online testing. Designated features are available for students for whom a need has been identified by a school staff member who works closely with the student. Accommodations are available to students with a documented need noted in an Individualized Education Program (IEP), Individual Learning Plan (ILP), Section 504 Plan, Choice Special Education Plan (CSEP), or Service Plan. A Fidelity Assurance Form (<https://form.jotform.com/201753949986979>) must be completed for any student using Permissive Mode for assistive technology prior to engaging in the assessment.) must be completed for any student using Permissive Mode for assistive technology prior to engaging in the assessment.

Important Information

TAs must know which students testing are eligible to receive accommodations. Providing undocumented accommodations to students who should not receive them will result in a testing irregularity and will likely result in a test invalidation. TAs may edit a student's designated features, if necessary, within the TA Interface prior to providing approval for a student to begin testing.

Test accommodations are updated in TIDE through a nightly data feed from IDOE. Changes to student enrollment data and accommodations must be updated in IDOE systems via RT/EM, Indiana IEP, Indiana ILP (spring assessments only), and/or DOE-TA submissions. A TA must report inaccuracies to the CTC or STC, who must ensure corrections are reported to IDOE. The student will be able to test the following day after updated data are provided to IDOE. The TA must work with the STC to complete and submit a **Testing Irregularity Report** to IDOE outlining any instance in which a student was provided the incorrect accommodations. Designated features are available to any student. Providing a designated feature should not be considered a test irregularity.

Before IREAD-3 Administration

Preparing the Room

TAs must prepare the testing room for test administration prior to scheduled test date(s) for testing. Good lighting, ventilation, and the absence of distracting noises and interruptions are important for helping to maximize student performance. TAs must remove or cover completely any reference materials, including formula sheets, displayed in the testing room that could assist students while testing. Arrange seating so that students cannot easily see others' testing devices or assessment books and so that the TA(s) and Proctor(s) can walk by to monitor each student. Students' desks and tables must be cleared of backpacks and any materials not directly related to testing prior to the beginning of the test session.

Preparing for Online Testing

TAs should ensure the following:

- They have a digital or locally printed paper copy of the *IREAD-3 TAM* and are familiar with testing procedures.
- They have a digital or locally printed paper copy of the **TDS User Guide**. The *IREAD-3 TAM* provides guidance regarding policies and scripts, whereas the **TDS User Guide** focuses on the technical aspects of using the online testing system.
- They have an appropriate user role in TIDE assigned by the Test Coordinator.
- They have completed and passed the *TA Certification Course* in TIDE.
- All testing devices and peripherals (e.g., headphones, keyboards, and mice) are in working order.
- Testing devices and peripherals are sufficiently charged for testing or plugged into a power source.

The Indiana Secure Browser has been downloaded and installed on all devices.

Before students begin an *IREAD-3* online assessment, the TA must close all programs on each testing device. The Secure Browser can then be launched by selecting the “**Secure Browser**” icon or the “**SecureTestBrowser**” app.

In the event of technical difficulties with the Secure Browser, immediately contact your STC.

Test Settings and Accommodations

Students who require specific test settings or testing accommodations must have those set before the test session. TAs will be able to change designated features in the TA Interface prior to approving the student for an online test. Information on adding and updating accommodations and designated features can be found in both the **TIDE** and **TDS User Guides**.

Student Access Cards

Student Access Cards are an optional resource available in TIDE. Student Access Cards contain the information that a student will need to sign in to the Secure Browser in order to test. Student Access Cards are not session-specific.

The CTC, STC, Non-Public School Test Coordinators (NPSTC), or the TA may print Student Access Cards from TIDE or they may be generated locally, as determined appropriate by the corporation or school. Please refer to the “Using TIDE During Test Administration” section of the ***TIDE User Guide*** for instructions on how to print Student Access Cards for students. Student Access Cards will generate in a PDF and default to display 10 Student Access Cards per page. Student Access Cards should be printed and cut in advance of the test session so that testing is not delayed.

NOTE: Each Student Access Card is comprised of the student’s name and his or her nine-digit STN. **When combined, a student’s name and STN become secure information that must be protected per student privacy laws.** Schools may compile this information locally or download from TIDE in advance of testing. TAs must distribute the correct Student Access Card to each student to access the designated assessments and collect and securely store all Student Access Cards immediately following each test session.

Student Access Card

STUDENT ACCESS CARD	
First Name: Fredek	Last Name: Antonescu
STN: 999990271	

During IREAD-3 Administration

IREAD-3 is a standardized assessment. The TA must follow the directions exactly as stated in the section of this manual titled “IREAD-3 Online Testing Scripts” (see page 26). The scripted directions are formatted to guide the TA through the online test administration of each segment and to help ensure proper testing procedures. Please review the directions in advance to become familiar with the scripted text and testing procedures. Read aloud to students only what is marked with a “**SAY**” and printed in the boxes.

Breaks During a Test Segment

- Individual students are allowed to use the restroom.
- Stretch breaks are allowed on an individual student basis, as needed. Students may not talk, use their cell phones or smart watches, or leave the room during their stretch break.

Online Administration

The TA must use a school-owned device (computer or tablet) to manage the online assessment. The **TDS User Guide** provides guidance on how to start a test session, and describes the features available to monitor student progress throughout the session.

Test Irregularities

TIDE allows CTCs, NPSTCs, and STCs to report test irregularities (i.e., re-open test, re-open test segment) that occur in the standardized test environment. See the **TIDE User Guide** for directions on how to submit an Irregularity Request in TIDE and the **2020–2021 Indiana Assessments Policy Manual** on how to submit a *Testing Irregularity Report* to IDOE. In many cases, formal documentation is required in addition to the submission of an Irregularity Request in TIDE. *Testing Irregularity Report* forms are accessible at the following location:

<https://www.doe.in.gov/sites/default/files/assessment/2020-2021-testing-irregularity-report.pdf>.

CTCs, NPSTCs, STCs, and TAs must discuss the details of a test irregularity to determine whether test invalidation is appropriate. CTCs, NPSTCs, or STCs should submit to IDOE a *Testing Concerns and Security Violations Report* when invalidating any student test in response to a test security breach or any interaction that compromised the integrity of a student’s test administration. *A Testing Irregularity Report may be submitted to IDOE to address incidents which are not security related.*

Examples of Test Irregularities and Security Violations

This chart shows examples of a variety of testing irregularities and test security violations. Please note this is not an exhaustive list and is provided for informational purposes only.

Examples of Test Irregularities and Test Security Violations

Student(s) making distracting gestures/sounds or talking during the test session that creates a disruption in the test session for other students.

Student(s) leaving the test room without authorization.

TA or Test Coordinator leaving related instructional materials on the walls in the testing room.

Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using handheld electronic devices to exchange information.

Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, smart watches, iPods, or electronic translators) during testing.

Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts.

TA or Test Coordinator failing to ensure administration and supervision of the assessments by qualified, trained personnel.

TA giving incorrect instructions.

TA or Test Coordinator giving out his or her username/password (via email or otherwise), including to other authorized users.

TA allowing students to continue testing beyond the close of the testing window.

TA or teacher coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, requiring students to show their work to the TA, or reminding students of a recent lesson on a topic.

TA providing students with unallowable materials or devices during test administration or allowing inappropriate designated features and/or accommodations during test administration.

TA providing a student access to another student's work/responses.

TA or Test Coordinator modifying student responses or records at any time.

TA uses another staff member's username and/or password to access vendor systems or administer tests.

TA uses a student's login information to access practice tests or operational tests.

All test irregularities must be reported by the CTC to IDOE on the day of the occurrence.

Additional Guidance During Online Testing

The following are common issues that arise during testing and how to resolve each issue.

Issue	How to Resolve the Issue
Student unable to log in	Student must type his or her first name and STN exactly as listed in TIDE.
Student in “Submitted” status	Student has completed the test session. Student has submitted the test by selecting “ Submit Test ” (Submit Test) and the test is ready to move through the test system database.
Student in “Reported” status	The test system has processed the test. No further action needed.
Student in “Expired” status	Student did not complete the test (one or more items on the test segment that were not completed), but the test opportunity has expired. Note that expired tests will be force completed by the CAI system.
Student not eligible to test	Test session not opened for an approved test that the student is eligible to take, or the test session has been closed.
Test session closed	The test session may close due to the TA closing the test session, the TA losing connectivity, or the test session expiring. The TA must reopen a new test session. Any student in “ Pause ” status must log back in and continue to test.
Accommodations not marked in TIDE	Test accommodations must be added or updated in TIDE. This occurs during a nightly data feed from IDOE. Updates to data must be submitted to IDOE via RT/EM, Indiana IEP, and/or DOE-TA submissions. Students will be able to test with correct settings the day following updated submission. It is very important that TAs review student accommodations in TIDE prior to testing.
Student starts test and accommodations are not correct	Student must “ Pause ” test, accommodations must be updated in TIDE, and students must log back into a new test session and verify/select accommodations.

For any issues that prevent students from continuing to test, the TA must notify the STC immediately. All test irregularities must be reported by the CTC to IDOE immediately on the day of the occurrence.

NOTE: Tests started, but not completed (submitted/reported) at the close of the test window will be force completed by the CAI system and scored, as is.

Monitoring Testing

During the administration of the *IREAD-3* assessment, TAs and Proctors must supervise the testing room at all times. TAs and Proctors should move continuously about the room in an unobtrusive manner to ensure that students are using only appropriate testing materials and resources and progressing through the test. Students should be allowed to work at their own pace.

TAs and Proctors may repeat test directions as they are stated in this manual but they must not answer student questions about test content. TAs and Proctors must report deviations from the expected testing experience to the STC or CTC immediately.

Students Who Disrupt Testing

Students who disrupt testing, refuse to participate, or otherwise engage in behavior not consistent with acceptable classroom behavior should be removed from the testing room as soon as possible to allow other students to continue to test undisturbed. Whenever possible, the disruptive student should be allowed to continue testing in a different location and be subject to the disciplinary procedures established by the school for such occurrences after completion of testing. If the student participated in activities consistent with cheating, invalidate the test and submit a *Testing Concerns and Security Violations Report* to IDOE. IDOE recommends that the student's parents/guardians receive written notification of the disruption incident and its consequences.

Students Who Leave the Room During Testing

There may be some rare instances which require a student to leave the testing room during the scheduled test session. Please follow these protocols whenever a student must leave the testing room before and/or after testing is complete.

- *For online testing:* The student must pause his or her test before leaving the room. The student will be required to sign in to his or her test when he or she returns to the room, and the TA will need to approve the student to re-enter the test.
- *For paper-and-pencil testing:* The TA must collect the student's test materials before the student leaves the room. The TA must provide the test materials to the student once he or she returns to the classroom.

Students may not check their cell phones, smart watches, or any other electronic devices when they leave the room during testing.

Please note that students must start and finish IREAD-3 test segments on the same day.

After IREAD-3 Administration

Ending Online Testing

When a student has finished testing, TAs should verify that the student has submitted his or her test and collect any scratch paper. TAs can verify that a test has been submitted by checking the Student Status column in the TA Interface for a status of **“Completed.”** Refer to the **TDS User Guide** for more details on the statuses that appear in the TA Interface.

Follow the directions of your Test Coordinator regarding the return and secure destruction of all used scratch paper. Follow your Test Coordinator’s directions regarding the return or disposal of this manual.

Confirming Test Settings and Accessing the Test Administration Interface

Accessing Test Administrator Accounts

STCs are responsible for ensuring that every TA for the *IREAD-3* assessment has an accurate email address in TIDE. Once your TIDE account has been created, you will receive a TIDE activation email. This email contains an activation link and a second link to request a new activation email. **The activation link is only valid for 15 minutes.** After that time, the activation link will expire, and you will need to select the second link to request a new activation email.

If you have not received the TIDE activation email, check your spam folder. Emails are sent from **DoNotReply@cambiumast.com**, so you may need to add this address to your contact list. If the email is not in your spam folder, please contact your STC to confirm that he or she created your account in TIDE. Contact the Indiana Assessment Help Desk toll-free at 866-298-4256 or via email (**indianahelpdesk@cambiumassessment.com**) if this step has been completed and you continue to experience difficulty.

NOTE: Each TA will have his or her own unique login credentials. TAs must NOT share their login information or password at any time. Sharing credentials may result in student invalidations and corrective actions following IDOE review.

After selecting the activation link, you will be asked to create a password that you will use to access all CAI systems.

Your password is required to be at least eight (8) characters and must include all of the following:

- One lowercase alphabetic character
- One uppercase alphabetic character
- One number, and
- One special character (e.g., %, #, or !)

Once you have created a password, navigate to the Indiana Assessment Portal (**<https://iread3.portal.cambiumast.com/>**). Select the appropriate user role or assessment card. On the next page, select the system card used for test administration.

Type your password in the password field and then re-type your password to confirm your initial entry. Select **“Submit”** to save your new password.

The screenshot shows the 'Reset Your Password' page. At the top left is the Indiana Department of Education logo. Below it, under 'New Password Requirements', it states: 'Your password must be at least eight characters long and have at least one from each of the following categories:'. The categories listed are: 'An uppercase character (A-Z)', 'A lowercase character (a-z)', 'A number (0-9)', and 'A special character (% , # , ! , etc.)'. Below this is a 'Need More Help?' section with the text: 'If you forgot your password or need a new password, please use the Forgot Your Password link to reset it.' At the bottom left, it says: 'For assistance, contact the Help Desk at 1-866-298-4256 | indianahelpdesk@cambiumassessment.com'. On the right, under the heading 'Reset Your Password', there is a yellow box with an information icon and the text: 'Please create a password in accordance with the New Password Requirements.' Below this are two input fields: 'New Password' and 'Confirm New Password', each with a lock icon to its left. A blue 'Submit' button is at the bottom of the form. At the very bottom of the page, there is a red link that says 'Return to Login Page'.

Be sure to keep your password secure.

You need to request a password reset in any of the following situations:

- You forgot your password.
- You didn't activate your account within 15 minutes of receiving the activation email.
- The TIDE administrator locked your account.

To request a password reset, navigate to the TIDE Sign In screen and select **“Forgot Your Password?”** The **Reset Your Password: Find Account** page will appear. Follow the instructions on that page to reset your password. If for any reason you continue to encounter problems logging in, please contact the Indiana Assessment Help Desk via phone 866-298-4256 or email (DoNotReply@cambiumast.com) for assistance.

Confirm Test Settings in TIDE

TIDE is the home for all student test settings. Before test administration, please ensure that all students have the correct designated features and accommodations set in TIDE. CTCs, NPSTCs, STCs, and TAs have the ability to edit designated features in both TIDE and the TA Interface (prior to approving students for testing). All incorrect or missing student demographic data must be updated in IDOE systems via DOE-RT/EM, Indiana IEP, Indiana ILP (spring assessments only), and/or DOE-TA submissions. Changes will be reflected in TIDE the day following submission to IDOE. For detailed instructions on how to view and edit student test settings, please consult the ***TIDE User Guide*** (https://iread3.portal.cambiumast.com/core/fileparse.php/4181/urlt/IN_SY-20-21_TIDE_User_Guide.pdf) on the **Indiana Assessment Portal**.

Accommodations***Hard of Hearing Form***

Items that measure foundational sounds do not appear on the Hard of Hearing (no phonics) form. Students must have a hearing impairment that prevents them from receiving phonics instruction in order to have this form assigned. Hard of Hearing forms must be approved and assigned by IDOE.

Streamline

Streamline mode displays test content vertically for enhanced accessibility. It provides the assessment in an alternate, simplified format in which the items are displayed below the stimuli on the test interface. Two-column scrolling or tables used for layouts are not in the streamline format.

Text-to-Speech

Students testing with TTS can listen to directions being read aloud. *IREAD-3* is a reading assessment, so passages, items, and answer options are not read aloud to students. TTS is available for use through the Secure Browser and through the Released Items Repository (RIR) when accessed from any of the supported web browsers in the ***Technology Setup for Online Testing Quick Guide***. TTS is available through the mobile Secure Browser for Chrome OS and iOS but the audio pause feature is not available on Chrome OS.

For information about setting up TTS, see the **2020–2021 Assistive Technology Manual** (https://ilearn.portal.cambiumast.com/core/fileparse.php/4152/urlt/Assistive-Tech-Manual-2020-2021_Final_8.17.2020_Approved.pdf).

To listen to directions with the TTS tool:

- To listen to an item's or passage's directions, and the letters of an item's answer options: Open the Context Menu and select **“Speak Question”** or **“Speak Passage.”**
- To listen to a specific answer option's letter: Open the Context Menu and select **“Speak Option”** from the Context Menu and then select the answer option. Students could also right-click the answer option and select **“Speak Option.”**


NOTE: There is an accompanying Read Aloud script for TAs to use when students taking the paper assessment need the Read Aloud accommodation. The TA Read Aloud Script contains secure content, so it may only be accessed through the Secure Inbox. The Secure Inbox may be accessed via the Indiana Assessment Portal, or within TIDE.


Designated Features

Color Contrast

Color Contrast is a designated feature that is available to students who need it, as determined by educators. By default, tests are presented with black text on a white background. Students who require a different combination of font color and background color should be assigned the appropriate combination in TIDE. The Color Contrast selected will apply to all tests for that student. The sample Color Contrast options are Black on White; Black on Rose; Yellow on Blue; Medium Gray on Light Gray; and Reverse Contrast (White on Black).

Masking

This designated feature temporarily covers a distracting area of the test page and is available on all online Indiana tests. To use the Masking () tool:

- Select **“Masking”** in the Global Menu.
- Click and drag across the distracting area.
- To close the Masking tool, select **“Masking”** again. To remove a masked area, Select **“Cancel”** () in the upper-right corner of that area.

Mouse Pointer

The Mouse Pointer designated feature allows the mouse to be set to a larger size and for the color to be changed. A TA must set the size and color of the Mouse Pointer prior to testing.

Students who are visually impaired and need additional enlargement or a mouse in a different color to more readily find their Mouse Pointer on the screen will benefit from this feature. Students who have visual perception challenges will also find this beneficial.

Print Size (Zoom Level)

The Print Size designated feature allows students to increase the default size of text and graphics from one to eight times their default size. Text can be returned to a smaller size using the “**Zoom Out**” button within the online test segment. The default size for all tests is 12-point type. Prior to testing, a CTC or STC may choose to increase the default print size for a student’s entire test by setting the level in TIDE, or the TA can change the text size setting for each student in the TA Interface during the approval process.

Zoom levels five to eight times the default size will require streamlined mode to be enabled for the student.

NOTE: The Print Size tool is not the same as magnification, which students can access using their own assistive devices.

Level 0 = default size (1X)
Level 1 = 1.5X
Level 2 = 1.75X
Level 3 = 2.5X
Level 4 = 3X



Help

The “**Help Guide**” button displays a high-level overview of the student interface. Students can access a sample test page that explains their test page’s various components. Additionally, the *Help Guide* contains important reminders on navigating between test items, the Pause Rule, and the Print-on-Demand and TTS accommodations.

IREAD-3 Online Testing Scripts

General Directions

Please read these directions before administering the *IREAD-3* online assessment.

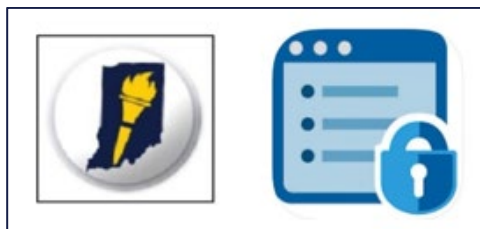
All students taking the *IREAD-3* assessment must take the practice test at least once in advance of the operational test to familiarize themselves with the testing tools, resources, and platform prior to the day of testing. Students can take practice tests at any time through the Secure Browser. The RIR may provide some additional practice and is accessible from the *IREAD-3* Assessment Portal. Students may explore the Repository on their own if they wish but practice tests must be administered by a certified TA.

The material to be read aloud to the students is printed in boxes and is preceded by the word “**SAY.**” All other information is for the TA and should not be read to the students. To ensure reliable results, the specific directions for administration of test sessions should be followed exactly.

- Scratch paper is allowed for the *IREAD-3* assessment. Be sure that each student has scratch paper before beginning the test. All scratch paper must be collected and securely destroyed by the CTC or STC at the end of each test session.
- Prior to starting a test session, verify that all students have appropriate accommodations and test settings in TIDE. If a student’s information is missing or incorrect in TIDE, contact your CTC.
- The test (directions only) may be read aloud to students if their IEP, ILP, Section 504 Plan, CSEP, or Service Plan allows for such an accommodation. For online forms, this accommodation is provided through the TTS test setting (directions only). If a student requires a Human Reader, a paper assessment book and script must be used. The script will be made available in the TIDE system’s secure inbox. See the ***TIDE User Guide*** for additional information.

Directions for Logging In to the Secure Browser

The TA must confirm that the Secure Browser has been installed on all testing devices **before** testing begins. The “**Secure Browser**” icon will appear on laptops and Macs, and the “**SecureTestBrowser**” app will appear on iPads and Chromebooks which have the applications installed. Please notify the Corporation Information Technology Coordinator (CITC) or School Information Technology Coordinator (SITC) if the appropriate icon is not present.



Prior to testing, TAs must have legal first names (middle names, if needed) and nine-digit STNs readily available for each student participating in the *IREAD-3* assessment.

Under no circumstances should a TA use student login credentials to access a practice or operational test.

If a student’s information is missing or incorrect in TIDE, contact your CTC.

Scripted Directions for Administering the IREAD-3 Online Operational Test

On the TA's device, select and log in to the "Test Administration" card on the Indiana Assessment Portal. This will launch the TA Interface. Log in to the TA Interface, select the test(s) to be administered, and then select "Start Session." Launching the Secure Browser and providing the Session ID are included in the below script. These steps do not have to take place before the students arrive for testing.

NOTE: A student's test will time out after 20 minutes of inactivity, which will pause the student's test. A TA will be logged out of the TA Interface after 30 minutes of inactivity, which will stop the session and pause student tests.

SAY	Today, you will sign in to the <i>IREAD-3</i> Segment 1 Test. We will begin by signing into the Secure Browser.
------------	---

If the Secure Browser Sign In screen is not visible, read the following directions for **EITHER** desktops, laptops, or mobile devices.

For students using desktops or laptops (Windows, Mac, Linux):

SAY	Make sure all programs are closed. On your desktop, locate the icon titled " IndianaSecureBrowser. "
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For students using mobile devices (Chromebooks or tablets):

SAY	On your device's Home screen, locate the icon titled " SecureTestBrowser. "
------------	--

For all students, regardless of testing device, read the following directions:

SAY	<p>Select this icon and the application will launch. Once the application has opened, you will see the Sign In screen.</p> <p>Do not enter anything until you have been instructed to do so. Is there anyone who does not see the Sign In screen?</p> <p>When you first sign into the Secure Browser, you may see an error message that says "You cannot log in until the following programs are closed..."</p> <p>Note the programs that are listed in this error message. Exit the Secure Browser, close all the programs that were listed in the error message, and then open the Secure Browser again.</p>
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An example of the **Sign In** screen follows. Please be sure all students are on this screen before proceeding with instructions.

SAY You will now sign into the test session. On the **Sign In** screen on your device, enter your legal first name, your STN, and the Session ID.

The Session ID can be written on the board or read aloud to the students when signing in. Keep a record of the Session ID in case it is needed later.

SAY Does anyone have any questions or need help finding the information you need to enter?

Answer questions and provide assistance, as needed.

SAY Select “**Sign In**” to log in to the test session.

As students log in to the test session, each student’s personal information will display. The next step is to have the student verify his or her personal information.

SAY Now, you will see a screen that displays your personal information. It should say “**Is This You?**” at the top. Please review this page carefully and confirm that your personal information is correct.

The information you should review includes:

- Your first and last name;
- Your nine-digit STN;
- Your grade;
- Your date of birth; and
- Your school.

Please raise your hand if any of the information on your screen is not correct.

If the student information displayed does not belong to the student testing, or the name and STN do not match, **the student may not continue**. Select “**No**,” return to the Sign In screen, and check the student’s login credentials. If necessary, look up the student’s information using the Student Lookup function in the TA Interface. Provide the student with the correct name, STN, and Session ID and have the student sign in again.

If any of the student's information is inaccurate, please note the inaccuracy and then notify your STC. The student can proceed with testing if the name, STN, grade level, and accommodations are accurate. If any of these are incorrect, the student will not be able to proceed with testing until the data is updated in IDOE systems and TIDE.

SAY	If all of the information on your Profile page is accurate, please select “ Yes ,” but do not go on to any other screen.
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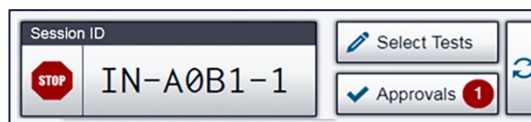
Students will see the Test Selection screen, which lists the tests that are available for the student to take.

SAY	<p>You are currently viewing the Test Selection screen. You should see a screen that says “Your Tests” at the top.</p> <p>Locate the test called <i>IREAD-3</i> Segment 1. This is the test you will be taking today. Select the name of the test.</p>
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Pause to allow students to locate the test.

SAY	After you select your test, you should see a screen that says, “ Waiting for Approval. ” Please wait for your test to be approved by me and do not continue with the sign in process until I ask you to do so.
------------	---

In the TA Interface, you will see an “**Approvals**” box in the upper-right corner that tells you how many students have signed in and are waiting for your approval.




Students cannot proceed without the approval of the TA. **Verify that the correct test has been chosen and appropriate test settings are in place before approving students.**

To confirm the appropriate test settings and approve the student for testing, select the “**Approvals**” box. Confirm test settings by selecting the  button in the “See Details” column. If test settings are correct, students may be approved individually by selecting the  checkmark in the “Action” column. All students may be approved simultaneously by selecting the “**Approve All Students**” button.

Please use caution when approving all students to ensure that students requested access to the appropriate test.



To deny a student access to testing, select the in  the “Action” column. Students may only be denied individually. You should deny students entry into the session under the following circumstances:

- The student is not supposed to enter this session.
- The student selected the wrong test in the session.
- The student's demographic information is incorrect.


- The student's required accommodations are incorrect.
- The student's designated features are incorrect.

Ensure that all students have received approval before continuing.

Students with TTS enabled will see a Text-to-Speech Sound Check to confirm the TTS output settings; students may adjust volume, pitch, and rate. For more information on TTS limitations and configurations, consult the *Additional Configurations and Troubleshooting Guide* for the appropriate operating system. If no students are using this accommodation, skip the following **SAY** box.

Text-to-Speech Sound Check

Make sure text-to-speech is working.


 Press the speaker button. You should hear a voice speak the following sentence: "Make sure text-to-speech is working."

Sound Settings


Current Voice Pack: Microsoft David Desktop - English (United States)

Use the sliders to adjust the available text-to-speech settings.


Volume

 10

Pitch

 10

Rate

 10

Next Step:

If you heard the voice clearly, choose **I heard the voice**. If not, choose **I did not hear the voice**. To continue testing without checking text-to-speech, choose **Skip TTS Check**.

SAY

If you have Text-to-Speech enabled for this test, you will see the Audio/Video Checks page, which contains the TTS Sound Check, before starting the test.

This page allows you to adjust the audio settings specifically for these tools. Please make sure you are comfortable with the settings before leaving this page. You will also be able to change the Text-to-Speech settings once you enter the test.

Press the speaker button and listen to the audio. Select **"I heard the voice"** if you heard the voice clearly. Then click **"Continue"** to save your changes and you will be taken to the Instructions and Help screen.

It is important to adjust these setting before starting the test. Do not use the **"Skip TTS check."**

During the test, to listen to an item's or passage's directions, and the letters of an item's answer options, open the Context Menu and select **"Speak Question"** or **"Speak Passage."**

To listen to a specific answer option's letter: Open the Context Menu and select **"Speak Option"** from the Context Menu and then select the answer option. You can also right-click the answer option and select **"Speak Option."**

Pause for students that want to review the TTS options.

SAY	<p>We are almost ready to begin the test. Now you should see the Instructions and Help screen, which you may review to understand what test settings are available and how to navigate through the test.</p> <p>You will need to review the “Terms and Conditions” for this test. Take a few moments to review these “Terms and Conditions.” When you have finished reading, select the box next to “I Agree to the Terms and Conditions.”</p> <p>To review your test settings, select “View Test Settings.” Select “OK” to return to the Instructions and Help screen. To review how to navigate the test, select “View Help Guide.” Select “Back” to return to the Instructions and Help screen.</p>
------------	--

Pause for students who want to review the *Help Guide*, Terms and Conditions, or their test settings.

SAY	<p>This is a segmented test, and you will not be able to move on to the next segment until you’ve been approved. If you complete a segment before time is called, you will be able to review your answers before submitting the segment. You will not be able to review answers in a segment after submitting. You will receive a notification when you reach the end of the test. When you are finished, please select “End Test.” Once you select “End Test,” you will have a chance to go back and review your responses. If you are satisfied with your response, select “Submit Test” (Submit Test). Once you select “Submit Test,” you will NOT be able to return to your responses. After submitting the test, you will be taken to the Your Results page, where you will be able to select the “Log Out” button to return to the secure browser sign-in page. If you need help submitting your test, raise your hand and I will help you. You are now ready to start the test. Select “Begin Test Now” to start.</p>
------------	---

Secure Directions: Access Secure Segment 1 scripted directions. Read the Secure Segment 1 scripted directions to students now, then return to this spot in the script.

If students are using the Hard of Hearing form, continue with the script below and do not read the Secure Segment 1 scripted directions.

SAY	<p>Now you will complete the rest of the questions by yourself. Read silently the questions and the answer choices that follow, and then select your answer. After you have finished, you may check your answers in Segment 1 only. Then sit quietly until I say “STOP.”</p> <p>You will have 12 minutes to complete Segment 1. I will help you by writing the ending time on the board. You may want to review your responses if you finish before time is called for this segment. If you are satisfied with your responses, click the button to leave this segment, and wait for approval to begin the next.</p>
------------	--

Make sure that the students understand what to do.

SAY	You may begin.
------------	----------------

Give the students 12 minutes to complete this test segment. Make sure that the students are on the correct screen.

Record the starting time: _____

Add 12 minutes: + 12

Record the stopping time: _____

SAY	Stop. This is the end of Segment 1. If you have not selected “ End Test ,” please do so now. When the Test Submit Warning screen appears, select “ Yes ,” to move to the Review Screen. At the bottom of the Review Screen, select “ Submit Test ” (Submit Test) to submit your test. Select “ Log Out ” from the Your Results screen to finish the <i>IREAD-3</i> test.
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Online Operational Test – Segment 2

It is not recommended to take two segments on the same day. Begin Segment 2 with the information below. If resuming testing, please refer to the log in instructions on pages 26–31 of the “*IREAD-3* Online Testing Scripts” section.

In the specific directions that follow, read aloud only what is printed in “SAY” boxes. All other information is for the TA only and should not be read aloud.

SAY	<p>Now you are going to take <i>IREAD-3</i> Segment 2. This segment is about understanding what you have read.</p> <p>Now you will read some passages and answer the questions by yourself. After you answer the questions for the first reading passage, go on to the second passage, and then on to the third passage.</p> <p>The reading passage appears on the left, and the questions appear on the right. You will then see more passages and questions that go with each passage. As you move through each question, the passage remains on the left. Use the scroll bar to read the entire passage.</p> <p>You will receive a notification when you reach the end of the segment. When you are finished, please select “End Test.” Once you select “End Test,” you will have a chance to go back and review your responses. If you are satisfied with your response, select “Submit Test” (Submit Test). Once you select “Submit Test,” you will NOT be able to return to your responses. If you need help submitting your test, raise your hand and I will help you.</p> <p>After submitting the test, you will be taken to the Your Results page, where you will be able to select the “Log Out” button to return to the secure browser sign-in page.</p> <p>If you need help with exiting the segment properly, raise your hand and I will help you. Are there any questions?</p>
------------	---

When you are sure that the students understand the directions, continue.

SAY	You will have 30 minutes to complete this segment. I will help you by writing the ending time on the board.
------------	---

Make sure that the students are prepared to begin the online assessment.

SAY	You may begin.
------------	----------------

Give the students 30 minutes to complete this test segment. Make sure that the students are on the correct screen.

Record the starting time: _____

Add 30 minutes: + 30

Record the stopping time: _____

SAY	Stop. This is the end of Segment 2. If you have not selected “ End Test ,” please do so now. When the Test Submit Warning screen appears, select “ Yes ,” to move to the Review Screen. At the bottom of the Review Screen, select “ Submit Test ” (Submit Test) to submit your test. Select “ Log Out ” from the Your Results screen to finish the <i>IREAD-3</i> test.
------------	--

Online Operational Test – Segment 3

It is not recommended to take two segments on the same day. Begin Segment 3 with the information below. If resuming testing, please refer to the log in instructions on pages 26–31.

In the specific directions that follow, read aloud only what is printed in “SAY” boxes. All other information is for the Test Administrator only and should not be read aloud.

SAY	<p>Now you are going to take <i>IREAD-3</i> Segment 3. This segment is about understanding what you have read.</p> <p>The reading passage appears on the left, and the questions appear on the right. Use the scroll bar to read the entire passage.</p> <p>After you answer the questions for the first reading passage, go on to the second passage, and then on to the third passage.</p> <p>You will receive a notification when you reach the end of the segment. When you are finished, please select “End Test.” Once you select “End Test,” you will have a chance to go back and review your responses. If you are satisfied with your response, select “Submit Test” (Submit Test). Once you select “Submit Test,” you will NOT be able to return to your responses. If you need help submitting your test, raise your hand and I will help you.</p> <p>After submitting the test, you will be taken to the Your Results page, where you will be able to select the “Log Out” button to return to the secure browser sign-in page. If you need help with exiting the test properly, raise your hand and I will help you.</p> <p>Are there any questions?</p>
------------	---

When you are sure that the students understand the directions, continue.

SAY	You will have 30 minutes to complete this segment. I will help you by writing the ending time on the board.
------------	---

Make sure that the students understand what to do.

SAY	You may begin.
------------	----------------

Give the students 30 minutes to complete this test segment. Make sure that the students are on the correct screen.

Record the starting time: _____

Add 30 minutes: + 30

Record the stopping time: _____

SAY	Stop. This is the end of the final segment. If you have not selected “ End Test ,” please do so now. When the Test Submit Warning screen appears, select “ Yes ,” to move to the Review Screen. At the bottom of the Review Screen, select “ Submit Test ” (Submit Test) to submit your test. Select “ Log Out ” from the Your Results screen to finish the <i>IREAD-3</i> test.
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Scripted Directions for Fall/Spring/Summer Paper-and-Pencil Operational Assessment

Paper Operational Test – Segment 1

Please read these directions before administering the *IREAD-3* paper-and-pencil assessment.

All students taking the *IREAD-3* assessment must take the practice test at least once in advance of the operational test.

If a student's information is missing or incorrect in TIDE, contact your CTC. Be sure assessment books are labeled prior to students beginning the assessment.

The material to be read aloud to the students is printed in boldface and is preceded by the word “**SAY.**” All other information is for the Test Administrator and should not be read to the students. To ensure reliable results, the specific directions for administration of test sessions should be followed exactly.

Scratch paper is allowed for the *IREAD-3* assessment. All scratch paper must be collected and securely destroyed by the STC or CTC at the end of each test session.

NOTE: Once students exit a segment, they are not permitted to go back and work on previous work.

Segments 2 and 3 contain reading passages. Students will read all passages independently.

Personal electronic devices, such as smart phones and smart watches, should not be present in the testing environment. This applies to both students and adults. (The only exception to the cell phone policy for adults is if this is the school's only means of communication regarding an urgent matter.)

Preparing for Paper-and-Pencil Testing

TAs should ensure the following:

- They have a copy of the TAM.
- They check-out test materials from the STC immediately prior to scheduled testing each day, including:
 - *IREAD-3* assessment books with Pre-ID label affixed; and
 - Printed read aloud scripts for test administration.
- If any student expected to take an *IREAD-3* assessment is missing a Student Pre-ID label or the label is incorrect, contact the CTC, NPSTC, or STC immediately to obtain the necessary Student Pre-ID label before administering any *IREAD-3* assessment.
- *IREAD-3* assessment books and Secure Segment 1 Scripted Directions are secure documents. These materials must be kept in secure, locked storage by the STC except during actual test administration.
- TAs must return all test materials to the STC at the end of testing each day.

Paper-and-Pencil Practice Test

Schools are required to administer the paper-and-pencil practice test to students before administering the paper-and-pencil test (if applicable). The paper-and-pencil practice test is located on the pages immediately leading up to the first test segment in each paper-and-pencil assessment book. Once students have completed the practice test, the TA must administer the first test segment. The TA may first provide a short break, but must administer the first segment to students on the same day as the practice test segment. Any subsequent segments in the assessment book may be administered to students as time allows throughout the test window.

Before Testing

Please make sure you have the following materials available prior to the student beginning the test:


- Assessment book with affixed Pre-ID label for each student
- At least two sharpened No. 2 pencils for each student
- Scratch paper for each student

Please refer to the **2020–2021 Accessibility and Accommodations Guidance** (<https://www.doe.in.gov/sites/default/files/assessment/2020-2021-accessibility-and-accommodations-guidance.pdf>) on the Indiana Assessment Portal for more information regarding the use of non-embedded accommodations and supports, such as graph paper, calculator, and manipulatives.

Pre-ID Labels and Blank Student Labels for Assessment Books

CTCs must affix Pre-ID labels on the front covers of students' assessment books prior to testing. Students that received a regular print or large print assessment book through the initial order will already have labels adhered to their assessment books. Immediately contact your STC or CTC if a Pre-ID label is missing from an assessment book or if you believe that an incorrect Pre-ID label is affixed to a student's assessment book.

Sample Pre-ID Label

Indiana 2020–2021		
Adlem	Benny	J
DEMO CORPORATION 1 (9999)		
DEMO INST 1 (9999_9990)		
Grade: 05	Gender: M	DOB: 10/26/2009
STN: 999990023		
On-Demand		
		
20190137 0002688 1		

Please complete the following steps prior to a student testing:

- Before testing, ensure that a Student Pre-ID label is affixed to the cover of the subject and grade-level assessment book in the box labeled 'Place Student Pre-ID Label Here.'
- If a Pre-ID label is not available, immediately contact the STC.
- Ensure that all assessment books are correctly distributed to the correct students.

Segment 1 Script

Distribute the assessment book to students. Be sure that each student has his or her own assessment book and a No. 2 pencil with an eraser. Students will mark their answers directly in their assessment books.

SAY	<p>Today, you will take the <i>IREAD-3</i> Operational Assessment Segment 1. Do not open your assessment books until I tell you to.</p> <p>Look at the front cover of your assessment book. Write your first and last names on the line provided. Make sure you are using a Number 2 pencil with an eraser when taking this test. Pens are not allowed.</p> <p>Beneath the line provided for your name are some important reminders before beginning. Please sit quietly until your teacher provides instruction. Please keep in mind that you may not return to previous items once you complete a test segment. When you finish this test, please close your assessment book and sit quietly or read.</p> <p>You must read and check the small boxes next to the two statements beneath the reminders, verifying that your name on the test book is correct and that you will not discuss the test with others.</p> <p>Open your assessment book to Segment 1.</p> <p>Take a few minutes to read the directions on page 1. Raise your hand if you need me to explain any of the directions. When you have finished reading the directions, please sit quietly until we continue.</p>
------------	--

Pause for all students to read the reminders and check the boxes. Make sure that all students have found the correct page in their assessment books.

Secure Directions: Access Secure Segment 1 scripted directions. Read the Secure Segment 1 scripted directions to students now, then return to this spot in the script.

If students are using the Hard of Hearing Form, refer to Appendix C (page 59) and do not read the Secure Segment 1 scripted directions.

SAY	<p>Now you will complete the rest of the questions by yourself. Read silently the questions and the answer choices that follow, and then select your answer. You will be finished with Segment 1 when you come to the word “STOP” at the bottom of the page. After you have finished, you may check your answers in Segment 1 only. Please sit quietly until I say “STOP.” You will have 12 minutes to complete Segment 1. I will help you by writing the ending time on the board.</p>
------------	---

Make sure that the students understand what to do.

SAY	You may begin.
------------	----------------

Give the students 12 minutes to complete this test segment. Make sure that the students are on the correct screen.

Record the starting time: _____

Add 12 minutes: + 12

Record the stopping time: _____

SAY	Stop. This is the end of Segment 1. Close your assessment books. Place your pencils and any scratch paper next to your assessment books.
------------	--

Ending Paper-and-Pencil Testing

When a student has finished testing, TAs must collect the student's assessment book, and any scratch paper. Confirm that the student's handwritten name is on the assessment book cover and matches the name on the Student Pre-ID label.

Once the student has completed testing and turned in their assessment book, no student or adult can go back and review, change, or correct the assessment books for any reason. This includes checking for missing responses, duplicate responses, etc. All assessment books must be returned for scoring as completed by the student.

Paper Operational Test – Segment 2

Please read these directions before administering the *IREAD-3* paper assessment.

If a student was absent for Segment 1 the student must take the practice test at least once in advance of the operational test.

If a student's information is missing or incorrect in TIDE, contact your CTC. Be sure assessment books are labeled prior to students beginning the assessment.

NOTE: Once students exit a segment, they are not permitted to go back and work on previous work.

Segments 2 and 3 contain reading passages. Students will read all passages and items independently.

Distribute the assessment book to students. Be sure that each student has his or her own assessment book and a No. 2 pencil with an eraser. Students will mark their answers directly in their assessment books.

Segment 2 Script

SAY	<p>Now you are going to take <i>IREAD-3</i> Segment 2. This segment is about understanding what you have read.</p> <p>Look at the front cover of your assessment book. Make sure it has your name on it and not another student's name. Raise your hand if you do not have the correct assessment book.</p> <p>Open your assessment book to Segment 2.</p> <p>Take a few minutes to read the directions on page 18. Raise your hand if you need me to explain any of the directions. When you have finished reading the directions, please sit quietly until we continue.</p>
------------	---

Pause to ensure students have the correct assessment books.

SAY	<p>You will read some passages and answer the questions by yourself. After you answer the questions for the first reading passage, go on to the next passage.</p> <p>Read silently the questions and the answer choices that follow, and then select your answer.</p>
------------	---

SAY	You will be finished with Segment 2 when you come to the word “ STOP ” at the bottom of the page. After you have finished, you may check your answers in Segment 2 only. Please sit quietly until I say “ STOP .”
	I will help you by writing the ending time on the board.

When you are sure that the students understand the directions, continue.

SAY	You will have 30 minutes to complete this segment. I will help you by writing the ending time on the board.
------------	---

Make sure that the students are prepared to begin the assessment.

SAY	You may begin.
------------	----------------

Give the students 30 minutes to complete this test segment. Make sure that the students are on the correct screen.

Record the starting time: _____

Add 30 minutes: + 30

Record the stopping time: _____

SAY	Stop. This is the end of Segment 2. Close your assessment books. Place your pencils and any scratch paper next to your assessment books.
------------	--

Ending Paper-and-Pencil Testing

When a student has finished testing, TAs must collect the student’s assessment book, and any scratch paper. Confirm that the student’s handwritten name is on the assessment book cover and matches the name on the Student Pre-ID label.

Once the student has completed testing and turned in their assessment book, no student or adult can go back and review, change, or correct the assessment books for any reason. This includes checking for missing responses, duplicate responses, etc. All assessment books must be returned for scoring as completed by the student.

Paper Operational Test – Segment 3

Please read these directions before administering the *IREAD-3* paper assessment.

If a student was absent for Segment 1 or 2 the student must take the practice test at least once in advance of the operational test.

NOTE: Once students exit a segment, they are not permitted to go back and work on previous work.

Distribute the assessment book to students. Be sure that each student has his or her own assessment book and a No. 2 pencil with an eraser. Students will mark their answers directly in their assessment books.

Segment 3 Script

SAY	<p>Now you are going to take <i>IREAD-3</i> Segment 3. This segment is about understanding what you have read.</p> <p>Look at the front cover of your assessment book. Make sure it has your name on it and not another student's name. Raise your hand if you do not have the correct assessment book.</p> <p>Open your assessment book to Segment 3.</p> <p>Take a few minutes to read the directions on page 34. Raise your hand if you need me to explain any of the directions. When you have finished reading the directions, please sit quietly until we continue.</p>
------------	---

Pause to ensure students have the correct assessment books.

SAY	<p>You will read some passages and answer the questions by yourself. After you answer the questions for the first reading passage, go on to the next passage.</p> <p>Read silently the questions and the answer choices that follow, and then select your answer.</p> <p>You will be finished with Segment 3 when you come to the word “STOP” at the bottom of the page. After you have finished, you may check your answers in Segment 3 only. Please sit quietly until I say “STOP.” I will help you by writing the ending time on the board.</p>
------------	---

When you are sure that the students understand the directions, continue.

SAY	You will have 30 minutes to complete this segment. I will help you by writing the ending time on the board.
------------	---

Make sure that the students understand what to do.

SAY	You may begin.
------------	----------------

Give the students 30 minutes to complete this test segment. Make sure that the students are on the correct screen.

Record the starting time: _____

Add 30 minutes: + 30

Record the stopping time: _____

SAY	Stop. This is the end of Segment 3. Close your assessment books. Place your pencils and any scratch paper next to your assessment books.
------------	--

Ending Paper-and-Pencil Testing

When a student has finished testing, TAs must collect the student's assessment book, and any scratch paper. Confirm that the student's handwritten name is on the assessment book cover and matches the name on the Student Pre-ID label.

Once the student has completed testing and turned in their assessment book, no student or adult can go back and review, change, or correct the assessment books for any reason. This includes checking for missing responses, duplicate responses, etc. All assessment books must be returned for scoring as completed by the student.

Returning Test Materials to the Test Coordinator

All *IREAD-3* assessment books are to be returned to the STC at the end of testing each day. TAs should arrange the assessment books facing up. Paper clips or rubber bands must not be used to bind these materials as they may damage their edges.

After Testing

After testing has been completed, prepare materials and return to your STC according to school security policy and the Final Return Instructions that were included from the scoring vendor when paper-and-pencil materials arrived in corporations for distribution.

Remove any scratch paper from the inside of assessment books.

All used scratch paper **MUST** be collected by the STC at the end of testing each day and securely destroyed.

Guidance on transcribing braille responses is located in Section 6 of the **2020–2021 Accessibility and Accommodations Guidance**.

Ensure that all testing material is marked as either ‘scorable’ or ‘non-scorable’ as directed in the *Final Return Instructions*.


An example of a ‘Do Not Score’ label is below for reference.

CORPORATION ID: 12345

SCHOOL ID: 1234

GRADE: 8

X DO NOT SCORE X



DONOTSCORE174021822

Instructions for Administering Braille and Large Print Tests

The STC should provide TAs with braille and large print kits as appropriate. The following materials are included in the braille and large print test kits:

Braille Test Kits	Large Print Test Kits
Cover Sheet	Cover Sheet
Copy of the paper-and-pencil receipt and return instructions	Copy of the paper-and-pencil receipt and return instructions
Regular print assessment book, a braille assessment book, a packet of ancillary materials (transcriber's notes) on the inside back cover of the braille assessment books, and any administrative materials.	Regular print assessment book, a large print assessment book, and any administrative materials.

Student Identification

On the cover of the braille or large print assessment book print the student's name, STN, corporation code, and school code.

If the student has questions concerning test directions, refer to the directions provided in the regular print assessment book. The TA must not read or interpret any test questions for the student. The regular print assessment book is not to be copied or used for any purpose other than to transcribe the student's responses from the accommodated assessment book.

Timing

The TA must provide users of both the braille and large print versions of the test with sufficient time to complete the test.

Transcription Guidelines for Braille and Large Print Assessment Books

The scribe should enter the responses on paper exactly as the student has brailled or recorded in the large print assessment book.

In addition to following the content specific guidelines above, errors in braille code should not be corrected.

The scribe may ask for the student to read back responses for clarification if the response is difficult to read due to student corrections.

Students may review the written response on paper by using the scribe to read back the entered response. Students may indicate any changes or revisions to the scribe.

Considerations for Students Using Braille

The scribe should be proficient in reading (visually or tactually) braille in all braille codes used by the student.

Preparing Braille, Large Print, and Regular Print Assessment Books for Return

Affix the Pre-ID label to the front of the regular print assessment book. Note that when braille and large print assessment books are used, **responses must be transcribed into a regular print assessment book to be scored**. Transcribe all responses into the regular print assessment book enclosed in the braille or large print kit.

Keep the transcribed (i.e., regular print) assessment book with the other used assessment books from the student's class. Return these with **scorable materials** to the Test Coordinator.

Collect all braille or large print assessment books. Return these to the Test Coordinator, along with the **non-scorable materials**.

Paper-and-Pencil Irregularities

The TA will communicate to the STC which assessment books should not be scored due to either a test irregularity or an invalidation.

Paper-and-Pencil Testing Administration Precautions

- Do not allow students to use ink, colored pens/pencils, or markers, in their scorable assessment books. Students must use a No. 2 pencil for notes or underlining.
- Do not allow students to use correction fluid on the scorable assessment books.
- Do not allow students to make any marks near the timing marks on the edges of the scorable assessment books.
- Do not use “sticky” notes, paper clips, tape, staples, or glue on the scorable assessment books.
- Do not insert loose papers into the scorable assessment books.
- Do not tape or glue additional paper into the scorable assessment books.
- Do not photocopy the assessment books.
- Do not disassemble or pull pages from the assessment books.
- Do not erase any duplicate responses, or any other student-created response from a student assessment book.

Appendix A

IREAD-3 Online Practice Assessment Script

Appendix A: IREAD-3 Online Practice Test Script

Scripted Directions for Administering the IREAD-3 Online Practice Test

This script should be used to administer the IREAD-3 Practice Test. This script describes the presentation of items and tools in the TDS for the IREAD-3 Practice Test. This script is intended to provide instruction for all aspects of the practice test.

The TA must confirm that the Secure Browser has been installed on all testing devices before testing begins. The “Secure Browser” icon will appear on laptops and Macs, and the “**SecureTestBrowser**” app will appear on iPads and Chromebooks which have the applications installed. Please notify the CTC or STC if the appropriate icon is not present.



On the TA’s device, select and log in to the “**Test Administration**” card on the Indiana Assessment Portal. This will launch the TA Interface. Log in to the TA Interface, select the test(s) to be administered, and then select “**Start Session.**” Launching the Secure Browser and providing the Session ID are included in the below script. These steps do not have to take place before the students arrive for testing.

NOTE: A student’s test will time out after 20 minutes of inactivity, which will pause the student’s test. A TA will be logged out of the TA Interface after 30 minutes of inactivity, which will stop the session and pause student tests.

SAY	Today, you will sign in to the IREAD-3 Practice Test. We will begin by signing into the Secure Browser.
------------	---

If the Secure Browser Sign In screen is not visible, read the following directions for **EITHER** desktops, laptops, or mobile devices.

For students using desktops or laptops (Windows, Mac, Linux):

SAY	Make sure all programs are closed. On your desktop, locate the icon titled “ IndianaSecureBrowser. ”
------------	---

For students using mobile devices (Chromebooks or tablets):

SAY	On your device’s Home screen, locate the icon titled “ SecureTestBrowser. ”
------------	--

For all students, regardless of testing device, read the following directions:

SAY	Select this icon and the application will launch. Once the application has opened, you will see the Sign In screen.
------------	--

	Do not enter anything until you have been instructed to do so. Is there anyone who does not see the Sign In screen?
--	--

SAY When you first sign into the **Secure Browser**, you may see an error message that says “You cannot log in until the following programs are closed...”

Note the programs that are listed in this error message. Exit the **Secure Browser**, close all the programs that were listed in the error message, and then open the Secure Browser again.

An example of the **Sign In** screen follows. Please be sure all students are on this screen before proceeding with instructions.

SAY You will now sign into the test session. On the **Sign In** screen on your device, enter your legal first name, your STN, and the Session ID.

The Session ID can be written on the board or read aloud to the students when signing in. Keep a record of the Session ID in case it is needed later.

SAY Does anyone have any questions or need help finding the information you need to enter?

Answer questions and provide assistance, as needed.

SAY Select “**Sign In**” to log in to the test session.

As students log in to the test session, each student’s personal information will display. The next step is to have the student verify his or her personal information.

SAY Now, you will see a screen that displays your personal information. It should say “**Is This You?**” at the top. Please review this page carefully and confirm that your personal information is correct.

The information you should review includes:

- Your first and last name;
- Your nine-digit STN;
- Your grade;
- Your date of birth; and
- Your school.

Please raise your hand if any of the information on your screen is not correct.

If the student information displayed does not belong to the student testing, or the name and STN do not match, **the student may not continue**. Select **“No,”** return to the Sign In screen, and check the student’s login credentials. If necessary, look up the student’s information using the Student Lookup function in the TA Interface. Provide the student with the correct name, STN, and Session ID and have the student sign in again.

If any of the student’s information is inaccurate, please note the inaccuracy and then notify your STC. The student can proceed with testing if the name, STN, grade level, and accommodations are accurate. If any of these are incorrect, the student will not be able to proceed with testing until the data is updated in IDOE systems and TIDE.

SAY	If all of the information on your Profile page is accurate, please select “Yes,” but do not go on to any other screen.
------------	---

Students will see the Test Selection screen, which lists the tests that are available for the student to take.

SAY	<p>You are currently viewing the Test Selection screen. You should see a screen that says “Your Tests” at the top.</p> <p>Locate the test called <i>IREAD-3 Practice Test</i>. This is the test you will be taking today. Select the name of the test.</p>
------------	---

Pause to allow students to locate the test.

SAY	After you select your test, you should see a screen that says, “Waiting for Approval.” Please wait for your test to be approved by me and do not continue with the sign in process until I ask you to do so.
------------	---

In the TA Interface, you will see an **“Approvals”** box in the upper-right corner that tells you how many students have signed in and are waiting for your approval.



Students cannot proceed without the approval of the TA. **Verify that the correct test has been chosen and appropriate test settings are in place before approving students.**

To confirm the appropriate test settings and approve the student for testing, select the **“Approvals”** box. Confirm test settings by selecting the button in the “See Details” column. If test settings are correct, students may be approved individually by selecting the checkmark in the “Action” column. All students may be approved simultaneously by selecting the **“Approve All Students”** button.

However, please ensure that students are requesting access only to the practice test and not an operational test session.



To deny a student access to testing, select the in the “Action” column. Students may only be denied individually. You should deny students entry into the session under the following circumstances:

- The student is not supposed to enter this session.
- The student selected the wrong test in the session.
- The student's demographic information is incorrect.
- The student's required accommodations are incorrect.
- The student's designated features are incorrect.


Ensure that all students have received approval before continuing.

Students with TTS enabled will see a Text-to-Speech Sound Check to confirm the TTS output settings; students may adjust volume, pitch, and rate. These configurations can be manipulated and documented for use during the operational assessment. Students or TAs may document these settings as they will not be saved in the system. For more information on TTS limitations and configurations, consult the *Additional Configurations and Troubleshooting Guide* for the appropriate operating system.

If no students are using this accommodation, skip the following **SAY** box.

Text-to-Speech Sound Check

Make sure text-to-speech is working.


 Press the speaker button. You should hear a voice speak the following sentence: "Make sure text-to-speech is working."

Sound Settings


Current Voice Pack: Microsoft David Desktop - English (United States)

Use the sliders to adjust the available text-to-speech settings.


Volume

 10

Pitch

 10

Rate

 10

Next Step:

If you heard the voice clearly, choose **I heard the voice**. If not, choose **I did not hear the voice**. To continue testing without checking text-to-speech, choose **Skip TTS Check**.

I heard the voice
I did not hear the voice
Skip TTS Check

SAY	<p>If you have Text-to-Speech enabled for this test, you will see the Audio/Video Checks page, which contains the Text-to-Speech Sound Check, before starting the test.</p> <p>This page allows you to adjust the audio settings specifically for these tools. Please make sure you are comfortable with the settings before leaving this page. You will also be able to change the Text-to-Speech settings once you enter the test.</p> <p>Press the speaker button and listen to the audio. Select "I heard the voice" if you heard the voice clearly. Then click "Continue" to save your changes and you will be taken to the Instructions and Help screen.</p> <p>It is important to adjust these setting before starting the test. Do not use the "Skip TTS check."</p>
------------	---

Pause for students that want to review the TTS options.

NOTE: These configurations can be manipulated and documented for use during the operational assessment. Students or TAs may document these settings as they will not be saved in the system.

SAY	<p>We are almost ready to begin the test. Now you should see the Instructions and Help screen, which you may review to understand what test settings are available and how to navigate through the test.</p> <p>To review your test settings, select “View Test Settings.” Select “OK” to return to the Instructions and Help screen. To review how to navigate the test, select “View Help Guide.” Select “Back” to return to the Instructions and Help screen.</p>
------------	--

Pause for students that want to review the *Help Guide*, or their test settings.

SAY	Select “ Begin Test Now, ” and wait for instructions.
------------	--

The students should see the first practice test question. Students testing on iPads will see the “Confirm App Self-Lock” message, and must select “**Yes**” before they are able to see the first question. Selecting “**No**” will return students to the Sign In screen. Pause to make sure the students have the first question on their screens.

SAY	<p>Before you begin, listen as I describe the screen. In the top-left corner of your screen, you will see the navigation buttons. The “Back” and “Next” arrows can be used to move to the previous or the next question. The “Back” arrow is not available right now because you are on the first question, but it will be available for later questions.</p> <div data-bbox="644 1071 1026 1209" data-label="Image"> <p>The image shows three circular buttons with green icons. The first button has a left-pointing arrow and the word 'Back' below it. The second button has a right-pointing arrow and the word 'Next' below it. The third button has a floppy disk icon and the word 'Save' below it.</p> </div> <p>Select “Next” now. Because you have not yet entered an answer for this question, you will see a pop-up message that confirms whether you want to proceed to the next item without entering an answer. This message also appears when selecting the “Back” button before entering an answer.</p> <p>To the right of the “Next” arrow, you will see the “Save” icon. Selecting “Save” allows you to manually save your work. This is an optional feature. If you do not select “Save,” your answer will be saved automatically every 2 minutes.</p> <p>Are there any questions?</p>
------------	---

Answer any student questions.

SAY	Before we look at Question 1, we will review a list of all the tools available to help you with selecting answers within this test.
------------	---

SAY To view all Global tools available, locate the Global Menu at the top of the test page. To view the on-screen *Help Guide*, select the “**Help**” icon (❓) in the upper-right corner.



If you are testing on a desktop or laptop device you can select the “**Settings**” (⚙️) tool to adjust volume. To adjust audio volume on mobile devices, you must use the device’s built-in volume control. If you are testing with TTS you can use the “Settings” tool to adjust TTS settings.

To pause a test, select “**Pause**” (⏸️) in the Global Menu. Selecting “**Pause**” allows you to pause and exit the test. Pausing the test will temporarily log you out. Do not select “**Pause**” at this time.

To highlight an individual line of text in a passage or question, select the “**Line Reader**” (📖) in the Global Menu. Please note that this tool is not available while the Highlighter tool is in use.

To enlarge the text and images on a test page, select “**Zoom In**” (🔍). Multiple zoom levels are available. To undo zooming, select “**Zoom Out**” (🔍).

Are there any questions?

Pause for students to review the Global tools. Answer any questions students may have.

For students with Designated Feature(s) enabled for this test, please read the following instructions for the Designated Feature(s) as applicable.

SAY Now we will review the Designated Features available to you on this test. Not all students have access to all of these features.

If the **Color Contrast** designated feature is enabled, your test may appear in a different color. If you do not have the **Color Contrast** feature enabled, you will see the text and background in black and white.

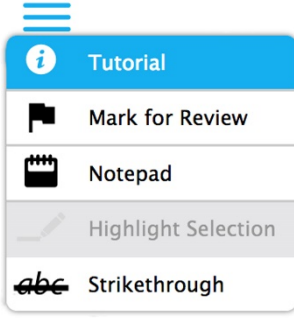
The **Masking** designated feature allows you to cover a distracting area of the test page for a short time. To use this tool, select “**Masking**” (🖼️) in the Global Menu and then click and drag across the distracting area. To close the Masking tool, select “**Masking**” (🖼️) again. To remove a masked area, select “**Cancel**” (✖️) in the upper-right corner of that area.

Are there any questions?

Pause for students to review the Designated Features. Answer any questions they may have.

SAY To view a list of all tools available within the Context Menu, locate the Context Menu, the three lines to the right of the question number.

To watch a quick video tutorial on how to answer the question select “**Tutorial**” from the Context Menu. If you are having difficulty understanding how to respond to an item, you may watch this video tutorial and follow the instructions.


SAY	<p>To mark a question for review, select “Mark for Review” from the Context Menu.</p> <p>The “Flag” (🚩) icon appears next to the number on the test page. The items drop-down list displays (marked) for the question.</p> <p>To enter notes for an individual test question, select “Notepad” from the Context Menu. After entering a note, a “Notepad” (📝) icon appears next to the question number on the test page.</p> <p>You can only access your notes for a question on that question’s test page.</p> <p>You can cross out answer choices that you think are incorrect by selecting the Strikethrough tool from the Context Menu. Select “Strikethrough” from the Context Menu drop-down list. (<i>Pause.</i>)</p>  <p>To eliminate an answer choice, select it. You should see a strike across the answer choice. You can do this for as many answer choices as you wish.</p> <p>Practice eliminating different answer choices. Do not strike through your final answer choice. (<i>Pause.</i>)</p> <p>Turn the “Strikethrough” tool off by clicking anywhere on the test page with the mouse pointer.</p> <p>Are there any questions?</p>
------------	---

NOTE: Text in images cannot be highlighted. This tool is not available while the Line Reader tool is in use.

Pause for students to review the Context Menu. Answer any questions students may have.

If no students are using the TTS accommodation, skip the following **SAY** box.

SAY	<p>If you have Text-to-Speech enabled for this test, locate the “Speak” choices from the Context Menu.</p> <p>To listen to an item’s or passage’s directions, and the letters of an item’s answer options, open the Context Menu and select “Speak Question” or “Speak Passage.”</p>
------------	---

SAY	<p>To listen to a specific answer option's letter: Open the Context Menu and select "Speak Option" from the Context Menu and then select the answer option. You can also right-click the answer option and select "Speak Option."</p> <p>If you would like to adjust audio volume during the test, select "Settings" () in the upper-right corner.</p> <p>Are there any questions?</p>
------------	--

Students testing with TTS can use the Systems Settings tool to adjust TTS settings.

Students testing on mobile devices cannot use this tool to adjust volume. To adjust audio volume on mobile devices, students must use the device's built-in volume control.

NOTE: Students with TTS enabled will need to manually select this option from the Context Menu. The audio will not play on its own.

Pause for students that want to review the TTS options. Answer any questions they may have. Please refer to Appendix D of this manual (page 61) for any questions concerning Global tools and Context Menu tools.

If students are assigned the Hard of Hearing Form, instruct students to skip Questions 1 and 2 and begin with Question 3.

SAY	<p>The first few questions are about sounds in words. We will work through these questions together. For Question 1, I will read the directions aloud three times so that everyone has a chance to hear them correctly. Please listen carefully.</p>
------------	--

Read the full instructions in this Say Box aloud three times.

SAY	<p>Find the word that has the same ending sound as "hard" ... "hard."</p> <p>Select your answer.</p>
------------	--

Pause to allow the students to complete Question 1.

SAY	<p>Raise your hand if you need more time to answer Question 1. (<i>Pause.</i>)</p> <p>For Question 1, you should have selected, A, "bird."</p>
------------	--

Make sure students have selected the correct answer choice. Answer any questions they may have.

SAY	<p>Now select the "Next" arrow and go on to Question 2.</p> <p>For Question 2, I will read the directions aloud three times so that everyone has a chance to hear them correctly. Please listen carefully.</p>
------------	---

Read the full instructions in this Say Box aloud three times.

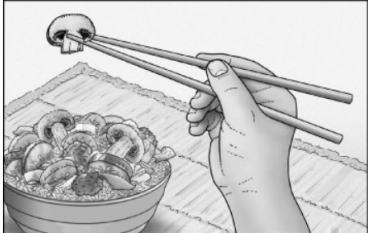
SAY	<p>Find the word that has the same ending sound as "snack" ... "snack."</p>
------------	---

SAY	Has everyone finished answering Question 2? (<i>Pause.</i>) You should have selected, C, “Brick.” If you did not select this answer choice, do so now. Are there any questions?
------------	--

SAY Now select the “**Next**” arrow and go on to Question 3. Before we look at Question 3, we will review the Highlighting Tool.

To highlight text, select the text on the screen and then select “**Highlight Selection**” from the Context Menu. To remove highlighting, select “**Reset Highlighting**” from the Context Menu. Question 3 is a multiple-choice question about a reading passage about chopsticks.

First, read the passage to yourself, and then answer the question by selecting one of the four answer choices.

<p>still cook their food in small pieces. Chopsticks allow them to eat their food more easily.</p> <p>3 Some people eat every meal with chopsticks. If you have never tried them, it might take time to learn how to use them. All you need is a little practice, and then you will be able to use chopsticks.</p> 	<p>Why did people in China begin using chopsticks?</p> <p><input type="radio"/> A Chopsticks took little practice.</p> <p><input type="radio"/> B Chopsticks were brought by sailors.</p> <p><input checked="" type="radio"/> C Chopsticks picked up food out of a pot.</p> <p><input type="radio"/> D Chopsticks were traded for other goods.</p>
---	--

Pause to allow the students to complete Question 3. Do not read the question aloud.

SAY	Has everyone finished answering Question 3? (<i>Pause.</i>) For this question, you should have selected, C, “Chopsticks picked up food out of a pot.”
------------	--

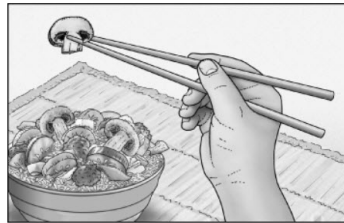
Make sure students have selected the correct answer. Answer any questions they may have.

SAY Now select the “**Next**” arrow and go on to Question 4.

Like Question 3, Question 4 asks about the same reading passage, and is also a multiple-choice question. Use the information presented in the passage to answer the question.

still cook their food in small pieces. Chopsticks allow them to eat their food more easily.

3 Some people eat every meal with chopsticks. If you have never tried them, it might take time to learn how to use them. All you need is a little practice, and then you will be able to use chopsticks.



What is this article MOSTLY about?

- ☐ A Chopsticks are long and thin.
- ☐ B Chopsticks are used by sailors.
- ☒ C Chopsticks are simple tools used for eating.
- ☐ D Chopsticks are sticks that people in China use for trade.

Pause to allow the students to complete Question 4. Do not read the question aloud.

SAY Has everyone finished answering Question 4? (*Pause.*)

You should have selected, C, “Chopsticks are simple tools used for eating.”

Make sure students have selected the correct answer. Answer any questions they may have.

SAY Select the “**Next**” arrow and go on to Question 5. This question is not about a reading passage but is another multiple-choice question. This question asks you to choose an answer based on an underlined word. Read the question to yourself and choose an answer.

Choose the word that means the same, or about the same, as the underlined word.

choose a book

- ☒ A pick
- ☐ B help
- ☐ C send
- ☐ D offer

Pause to allow the students to complete Question 5. Do not read the question aloud.

SAY Has everyone finished answering Question 5? (*Pause.*)

You should have selected, A, “pick.”


Make sure students have selected the correct answer. Answer any questions they may have.

SAY	<p>Select the “Next” arrow and go on to Question 6. Question 6 asks you to choose an answer after reading a sentence. Read the sentence, select your answer choice, and wait for further instruction.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Read this sentence.</p> <p>At school Joe saw a bike, a swing, and a book.</p> <p>What did Joe see last?</p> <p><input type="radio"/> (A) a bike</p> <p><input checked="" type="radio"/> a book</p> <p><input type="radio"/> (C) a swing</p> </div>
------------	--

Pause to allow the students to complete Question 6. Do not read the question aloud.

SAY	<p>Has everyone finished answering Question 6? (<i>Pause.</i>)</p> <p>You should have selected, B, “a book.”</p>
------------	--

Make sure students have selected the correct answer. Answer any questions they may have.

SAY	<p>Click on “Next” and you will see a box indicating that you have answered all the questions in the test. Click “OK.”</p> <p>On the left side of the Global Menu, click on “End Test.”</p> <div style="text-align: center; margin: 10px 0;">  <div style="display: flex; justify-content: space-around; font-size: small;"> Back Next Save End Test </div> </div> <p>You will receive a message indicating that you have reached the end of the test. Click “Yes” to continue to the next page.</p> <p>A Review screen will allow you to return and review any questions by selecting the question number.</p> <p>Do not select a question number to review at this time.</p> <p>Select “Submit Test” (Submit Test) at the bottom of the screen. A warning message that asks “Are you sure you want to submit the test?” Select “Yes.”</p> <p>You will now see the Your Results screen that shows your test was submitted. Select “Log Out.”</p>
------------	--

After students have logged out, check each computer or device and make sure that each student has exited the test properly.

Appendix B

***IREAD-3* Paper Practice Assessment Script**

Appendix B: IREAD-3 Paper Practice Assessment Script

Scripted Directions for Administering the IREAD-3 Paper Practice Assessment

Schools are required to administer the paper-and-pencil practice test to students before administering the paper-and-pencil test (if applicable). The paper-and-pencil practice test is located on the pages immediately leading up to the first test segment in each paper-and-pencil assessment book. Once students have completed the practice test, the TA must administer the first test segment to begin the sequential order but not necessarily on the same day as the practice test. The TA may first provide a short break, but must administer the first segment to students on the same day as the practice test segment. Any subsequent segments in the assessment book may be administered to students as time allows throughout the test window.

This script is intended to provide instruction administering the *IREAD-3* Paper practice assessment.

Distribute the assessment book to students. Be sure that each student has his or her own assessment book and a No. 2 pencil with an eraser. Students will mark their answers directly in their assessment books.

The material to be read aloud to the students is printed in boldface and is preceded by the word “**SAY.**” All other information is for the TA and should not be read to the students. To ensure reliable results, the specific directions for administration of test sessions should be followed exactly.

Scratch paper is allowed for the *IREAD-3* assessment. All scratch paper must be collected and securely destroyed by the STC or CTC at the end of each test session.

SAY	<p>Today, you will take the <i>IREAD-3</i> Practice assessment. Do not open your assessment books until I tell you to.</p> <p>Look at the front cover of your assessment book. Write your first and last names on the line provided. Make sure you are using a Number 2 pencil with an eraser when taking this test. Pens are not allowed.</p>
------------	--

SAY	<p>Open your assessment book to page 2, the practice test.</p> <p>The first question is about sounds in words. For Question 1, I will read the directions aloud three times so that everyone has a chance to hear them correctly. Please listen carefully.</p>
------------	--

Read the full instructions in this Say Box aloud three times.

SAY	<p>Find the word that has the same ending sound as “hard” ... “hard.”</p> <p>Select your answer.</p>
------------	--

Pause to allow the students to complete Question 1.

SAY	Raise your hand if you need more time to answer Question 1. (<i>Pause.</i>) For Question 1, you should have selected, A, “bird.”
------------	---

Make sure students have selected the correct answer choice. Answer any questions they may have.

SAY	Now turn the page and go on to Question 2. Question 2 is a multiple-choice question about a reading passage about chopsticks. First, read the passage to yourself, and then answer the question by selecting one of the four answer choices.
------------	---

Pause to allow the students to complete Question 2. Do not read the passage, question, or answer choices aloud.

SAY	Has everyone finished answering Question 2? (<i>Pause.</i>) For this question, you should have selected, C, “Chopsticks picked up food out of a pot.”
------------	---

Make sure students have selected the correct answers. Answer any questions they may have.

SAY	Now look at Question 3. Like Question 2, Question 3 asks about the same reading passage, and is also a multiple-choice question. Use the information presented in the passage to answer the question.
------------	---

Pause to allow the students to complete Question 3. Do not read the question aloud.

SAY	Has everyone finished answering Question 3? You should have selected, C, “Chopsticks are simple tools used for eating.”
------------	--

Make sure students have selected the correct answer. Answer any questions they may have.

SAY	This is the end of the <i>IREAD-3</i> Practice assessment. Close your assessment books. Place your pencils and any scratch paper next to your assessment books.
------------	---

Collect student assessment books and scratch paper. Return the assessment books to secure storage and securely destroy any used scratch paper.

Appendix C

IREAD-3 Paper Hard of Hearing Form Directions

Appendix C: IREAD-3 Paper Hard of Hearing Form Directions

General Rules for Hard of Hearing Form Testing

Use the directions below to administer Segment 1 of the Paper Hard of Hearing Accommodated Form. Hard of Hearing Form instructions for online testing are embedded in the Scripted Directions for Online Assessment chapter. Begin with the specific directions for administering Segment 1 (paper) provided starting on page 35 in this manual. Read the directions below when indicated in the script.

SAY	<p>You are taking the Hard of Hearing form and do not need to answer Questions 1 through 5 on this assessment. You will leave those questions blank. Now find Question 6 in your assessment book.</p> <p>Read silently the questions and the answer choices that follow, and then select your answer. After you have finished, you may check your answers in Segment 1 only. Then sit quietly until I say “STOP.”</p> <p>You will have 12 minutes to complete Segment 1. I will help you by writing the ending time on the board.</p>
------------	--

Make sure that the students understand what to do.

SAY	You may begin.
------------	----------------

Give the students 12 minutes to complete this test segment. Make sure that the students are on the correct screen.

Record the starting time: _____

Add 12 minutes: + 12

Record the stopping time: _____

SAY	Stop. This is the end of Segment 1. Close your assessment books. Place your pencils and any scratch paper next to your assessment books.
------------	--

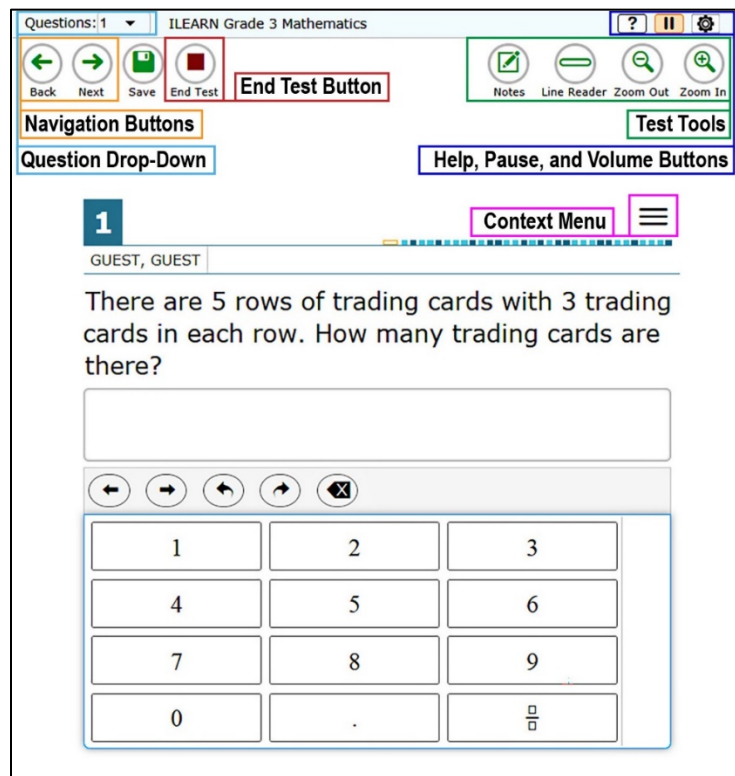
If you are not immediately continuing to the next test segment, collect all the assessment books and scratch paper. Check to be sure that no scratch paper has been left in the assessment books. All used scratch paper must be securely destroyed.

Appendix D

Global Tools and Context Menu Tools

Appendix D: Global Tools and Context Menu Tools







Sample Test Page



Global Tools








These tools appear in the Global Menu at the top of the test page.

Global Tools	Instructions
Help 	To view the on-screen <i>Help Guide</i> window, select the button in the upper-right corner.
Pause 	To pause a test, select in the Global Menu. Pausing the test will temporarily log you out.
Line Reader 	To highlight an individual line of text in a passage or question, select in the Global Menu. NOTE: This tool is not available while the Highlighter tool is in use.
Masking 	This Masking tool temporarily covers a distracting area of the test page. To use this tool: <ul style="list-style-type: none"> Select “Masking” () in the Global Menu. Click and drag across the distracting area. To close the Masking tool, select “Masking” () again. To remove a masked area, select “Cancel” () in the upper-right corner of that area.

Global Tools	Instructions
System Settings 	<p>To adjust audio volume during the test, select  in the upper-right corner. Students testing with TTS can also use this tool to adjust TTS settings.</p> <p>Students testing on mobile devices cannot use this tool to adjust volume. To adjust audio volume on mobile devices, students must use the device's built-in volume control.</p>
Zoom buttons  	<p>To enlarge the text and images on a test page, select  Multiple zoom levels are available. To undo zooming, select .</p>

Context Menu Tools

These tools are for passages and questions. To use these tools, click the Context Menu.

Context Menu Tools	Instructions
Expand buttons	<p>You can expand the passage section or the question section for easier readability.</p> <ul style="list-style-type: none"> To expand the passage section, select the  below the Global Menu. To collapse the expanded passage section, select the  in the upper-right corner. To expand the question section, select  below the Global Menu. To collapse the expanded question section, select the  in the upper-left corner.
Highlighter	<p>To highlight text, select the text on the screen and then select “Highlight Selection” from the Context Menu. If multiple color options are available, select an option from the list of colors that appears.</p> <p>To remove highlighting, select “Reset Highlighting” from the Context Menu.</p> <p>NOTE: Text in images cannot be highlighted. This tool is not available while the Line Reader tool is in use.</p>
Mark for Review	<p>To mark a question for review, select “Mark for Review” from the Context Menu. The question number displays  in the upper-right corner, and  icon appears next to the number on the test page. The Questions drop-down list displays (marked) for the question.</p>
Notepad	<p>To enter notes for an individual test question, select “Notepad” from the Context Menu. After entering a note, a  icon appears next to the question number on the test page.</p> <p>You can only access your notes for a question on that question's test page.</p>

Context Menu Tools	Instructions
Strikethrough	<p>For selected-response questions, you can cross out an answer option to focus on the options you think might be correct. There are two options for using this tool:</p> <p>Option A</p> <ol style="list-style-type: none"> 1. To activate Strikethrough mode, open the Context Menu and select “Strikethrough.” 2. Select each answer options you wish to strike out. 3. To deactivate Strikethrough mode, press “Esc” or click outside the question’s response area. <p>Option B</p> <ol style="list-style-type: none"> 1. Right-click an answer option and select “Strikethrough.”
Text-to-Speech	To listen to instructions on passages and items, select a “Speak” option from the Context Menu.

Appendix E

Testing In Progress—Do Not Disturb Sign

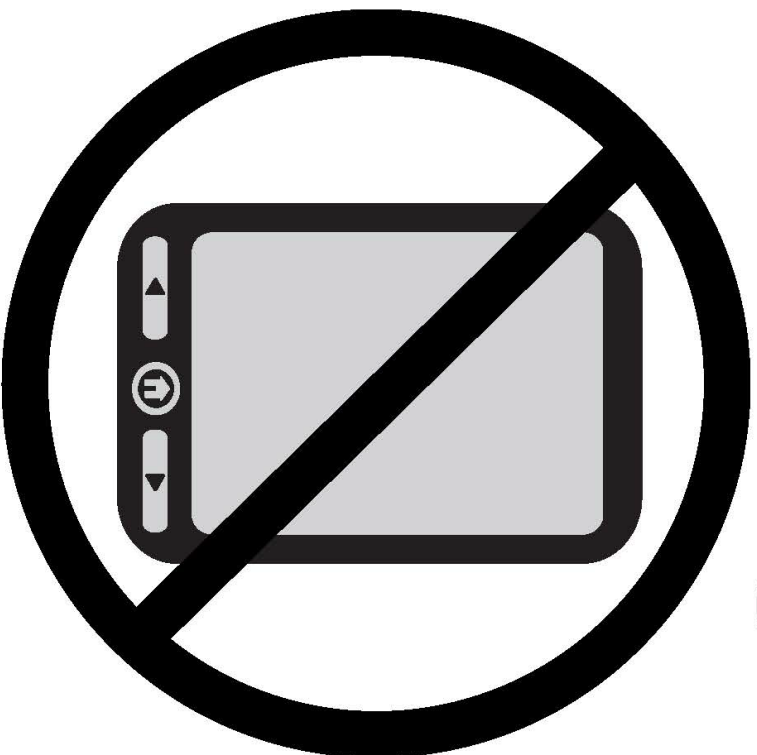
**TESTING
IN PROGRESS**

Do Not Disturb

Appendix F

No Personal Electronic Devices in the Testing Room Sign

No Personal Electronic Devices in the Testing Room



Appendix G

IREAD-3 Report of Invalid Test

***IREAD-3* Report of Invalidation**

☐ Fall ☐ Spring ☐ Summer

School: _____ School #: _____

Corporation: _____ Corporation #: _____

Student Name: _____ Grade: _____

Invalid Test Segment: _____ Date: _____ Time: _____

Briefly describe the reason this student's test segment is invalid.

Teacher Name: _____ Signature: _____

Principal Signature: _____ Date: _____

Parents notified by (name) _____ Date: _____

One form must be completed for EACH test segment that is invalid. Reports must be made as close as possible to actual occurrence.

Distribution List:

Student's permanent file (original)

Principal and/or Test Coordinator (copy)

Teacher's records (copy)

FOR SCHOOL USE ONLY

Do not submit invalidation forms with the test materials.

This form is to be kept on file at the school.

**2020–2021 *IREAD*-3 Test Administrator’s Manual
Change Log**

