

Indiana Reading Evaluation and Determination

Annual Technical Report

2024–2025

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EXECUTIVE SUMMARY

This executive summary provides an overview of validity evidence for the Indiana Reading Evaluation and Determination (IREAD) to support a validity argument regarding the uses of and inferences for the IREAD assessments, as well as a summary of the IREAD program and its Spring 2025 and Summer 2025 test administrations.

Overview of Validity Evidence

IREAD assesses foundational reading skills as defined in the Indiana Academic Standards (IAS). IREAD supports instruction and student learning by providing immediate feedback to educators and families that can be used to inform instructional strategies that remediate or enrich instruction. IREAD also supports instruction by providing aggregate data on a larger scale to consider the effectiveness of curriculum, instructional programming, and current educational strategies. Evidence for the validity of test score interpretations is central to substantiating claims that IREAD test scores can fulfill their intended purpose to evaluate the effectiveness with which Indiana corporations and schools teach students foundational reading skills, and individual students' performance on foundational reading skills by the end of each school year.

Sufficient evidence exists to support the principal claims derived from IREAD test scores, including that these findings indicate the degree to which students have achieved foundational reading skills. Students scoring at the Pass level demonstrate achievement consistent with national benchmarks that indicate they are on track for foundational reading proficiency.

IREAD test content validity is supported by the strong alignment of IREAD to IAS (content standards). Alignment is achieved by the rigorous item development process, which begins with the content standard and considers those standards throughout the highly iterative development and review process. IREAD test blueprints specify the range and priority level with which each of the content strands and standards will be covered in each test administration and complete the link between IAS and the IREAD content-based test score interpretations.

Additionally, to minimize the impact of construct-irrelevant factors in assessing student achievement, IREAD adopted the principles of universal design, which remove barriers to access for the widest range of students possible. Test development specialists and Indiana Department of Education (IDOE)-contracted item writers receive extensive training on the principles of universal design and apply these tenets during the development of all test items. In the review process, adherence to the principles of universal design is verified.

Validity evidence regarding the internal structure of the assessment has also been provided in this report. Based on the analysis of the degree to which the underlying factor structure of a construct is congruent with the empirical investigations about the unidimensionality of that construct, the relationships among IREAD test items and test components are representative of the proposed underlying construct for test score interpretations. Evidence shows that the methods for reporting IREAD strand scores align

with the underlying structure of the test and provide evidence for appropriateness of the selected item response theory (IRT) models.

Interpretation of IREAD test scores rests fundamentally on how they relate to performance standards, which define the extent to which students have achieved the expectations outlined in the IAS. IREAD test scores are reported with respect to two proficiency levels for grade 3 and three levels for grade 2, demarcating the degree to which Indiana students participating in IREAD have achieved the learning expectations defined by IAS for the foundational reading skills.

Summary of the Assessment Program

IREAD assessments are designed to determine if students have achieved key foundational reading skills by the end of grade 3 (as defined by Indiana's Academic Standards and the IREAD test blueprint) and to identify students at grade 2 who may need additional support to attain those foundational reading skills by the end of grade 3.

IREAD assessments, as assessment instruments, have established test administration procedures that support useful interpretations of score results, as specified in Standard 6.0 of the *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014). Various sources of test administration-related evidence for the validity of the assessment results are presented in this report, including testing procedures, accommodations, Test Administrator (TA) training and resources, and test security procedures implemented for IREAD.

IREAD scores are provided to corporations and schools through the Indiana Centralized Reporting System (CRS). CRS is designed to assist stakeholders in reviewing and downloading the test results and in understanding and appropriately using the results of the state assessments. It provides information on student performance and aggregated summaries at several levels—state, corporation, school, and roster. Assessment results on student performance on the test can be used to help teachers or schools make decisions on how to support students' learning. Aggregate score reports on the teacher and school levels provide information about the strengths and improvement opportunities of students and can be used to improve teaching and student learning.

Finally, quality assurance (QA) procedures are enforced throughout all stages of IREAD test development, configuration, administration, scoring, and reporting. Those procedures ensure the accuracy and integrity of the test scores as well as strengthen the validity of the score interpretation.

Overview of the Chapters

This technical report documents the evidence that supports claims made for how IREAD assessment scores may be interpreted. The primary and foremost purpose of this report is to reflect and support validity expectations of IREAD data and reporting. Therefore, after Chapter 1 provides an overview of the purpose and intended uses of the assessment, Chapter 2 provides a review of validity evidence evaluated to date to support the intended uses and interpretations. Because evidence for the validity of test score

interpretations will accrue over time, this chapter will be expanded as further evidence is collected.

Chapter 3 presents the results of the 2024–2025 IREAD test administration. This chapter provides summaries of the test-taking student population and their performance on the assessments. In addition, these sections describe administration-specific evidence for the reliability of IREAD assessments, including internal consistency reliability, Standard Errors of Measurement (SEMs), and the reliability of performance-level classifications.

The remaining chapters are organized in chronological order and document technical details of test development, administration, scoring, and reporting activities. Chapter 4 of this technical report describes the design and development of IREAD assessments, including IAS, which define the content domain to be assessed by IREAD; the development of test specifications, including blueprints, which ensure the breadth and depth of the content domain are adequately sampled by the assessments; and test development procedures that ensure alignment of test forms with the blueprint specifications. Starting Spring 2023–2024, IREAD is an online, adaptive assessment for grades 2–3. Starting with the 2023–2024 school year, accommodated and paper-and-pencil versions of the assessments are available to students whose English learner (EL) statuses or Section 504 Plans indicated that need. This chapter describes the item development process and the sequence of reviews that each item must pass through before being eligible for IREAD test administration. This chapter also delineates CAI's adaptive algorithm that delivers the computerized IREAD assessments to Indiana students.

Chapter 5 discusses test administration procedures, including eligibility for participation in IREAD assessments; testing conditions, including accessibility tools and accommodations; systems security for assessments administered online; and test security procedures for all test administrations.

Chapter 6 describes the procedures used to scale and equate IREAD assessments for scoring and reporting. Chapter 7 outlines the standard-setting procedures for IREAD grade 3 and the standard-confirmation procedures for the IREAD grade 2 assessment.

Chapter 8 provides a description of the score reporting system and the interpretation of test scores.

Finally, Chapter 9 provides an overview of the quality assurance (QA) processes CAI uses to ensure that all test development, administration, scoring, and reporting activities are conducted with fidelity to the developed procedures.

1 Introduction and Background

1.1 Purposes of the Assessment

IREAD assessments are designed to determine if students have achieved key foundational reading skills by the end of grade 3 (as defined by Indiana's Academic Standards and the IREAD test blueprint) and to identify students at grade 2 who may need additional support to attain these foundational reading skills by the end of grade 3. IREAD is a standards-referenced assessment that applies principles of evidence-centered design to yield overall and reporting category-level test scores at the student level and other levels of aggregation that reflect student proficiency in foundational reading skills as defined in the Indiana Academic Standards (IAS). IREAD supports instruction and student learning by providing immediate feedback to educators and families that can be used to inform instructional strategies that remediate or enrich instruction. IREAD also supports instruction by providing aggregate data on a larger scale to consider the effectiveness of curriculum, instructional programming, and current educational strategies. An array of reporting metrics allows achievement to be monitored at both the student and aggregate levels.

1.2 Background of the Assessment

IREAD was first administered to students during Spring 2012 in accordance with House Enrolled Act 1367. The IREAD assessment was constructed to measure foundational reading standards through grade 3.

1.2.1 Development of Indiana Academic Standards

The IAS were initially approved by the Indiana State Board of Education in April 2014 for English/Language Arts (ELA). In 2014, new IAS in ELA were adopted for IREAD. The IAS were revised in 2020 and then again in 2023. IREAD assessments do not measure all IAS for ELA, but rather the standards most relevant to foundational reading proficiency (refer to section 4.1.2.1, IREAD Score Reporting Categories). The content and skills measured by IREAD were retained throughout the standards revisions processes; therefore, the assessment remained comparable over the course of the academic standard revisions.

1.2.2 Online Item Pool Construction

A previous Indiana vendor developed most of the items in the IREAD item pool using a rigorous, structured process that engaged stakeholders at critical junctures. The vendor used item writers with extensive experience developing items for standardized assessments, with most being teachers who had substantial knowledge of grade 3 curriculum and instruction. Educators reviewed items for content, bias, and sensitivity. Items developed by the previous vendor are referred to as “legacy” items. During the 2023–2024 school year, Cambium Assessment, Inc. (CAI) reviewed the legacy item pool against the updated 2023 standards, and tentative 2023 standard alignments were submitted to the Indiana Department of Education (IDOE) for review. Legacy items that

were accepted during this review comprised the Spring and Summer 2024 online item pools. The item types included in the online pools included multiple-choice (MC) and multi-part MC items.

1.3 Recent Changes to the Test

1.3.1 IREAD Test Administration in Grade 2

Starting in Spring 2022, IDOE provided Indiana schools with the option to administer the IREAD assessments to students in grade 2. This allowed students and educators to receive information earlier for students who need additional support to learn to read. IDOE, with the guidance and support of the Technical Advisory Committee (TAC), analyzed the current IREAD assessment to ensure that it would serve this new purpose. To provide schools with an early indicator regarding students' foundational reading skill set in grade 2, a new cut score was developed to indicate when a grade 2 student is "on track" to reach proficiency in grade 3. Refer to Chapter 7, Performance Standards, for a summary of the Grade 2 Policy Content Setting for IREAD that took place in July 2022. This new "On Track" cut was announced to schools on August 1, 2022. Schools that opted to administer IREAD to grade 2 students communicated individual student results and instructional responses based on those results to families. IDOE conducted validation research for the "On Track" cut using Spring 2023 scores. Results from this study can be seen in Chapter 7. The "On Track" cut, along with the existing "Pass" cut, was incorporated into the score reports starting in Spring 2023. Grade 2 students who achieved the "Pass" cut score were exempted from the IREAD assessment in grade 3. The grade 2 opt-in option was not available in Summer retake administrations.

Beginning with the 2024–2025 school year, grade 2 students are required to participate in the Spring administration. There is no longer an opt-in opportunity. In addition, grade 2 students who did not pass in the Spring administration are now able to participate in one opportunity during the Summer administration.

1.3.2 IREAD Adaptive Test

In Summer 2023, IDOE decided to replace the fixed-form IREAD test with an adaptive test to achieve a more precise estimation of student ability. The item pool was constrained to focus on foundational reading skills so that all forms were administered at comparable difficulty levels. To achieve this goal, in Spring and Summer 2024, operational items were administered using the adaptive algorithm. Further, new items were field-tested to improve the item pool for future adaptive test administrations. Chapter 6, Scaling and Equating, explains the field-test item calibrations in more detail. Two versions of the adaptive test were offered: one for general education students and a second version for students with a hard-of-hearing accommodation, which omitted items assessing phonics standards. Pre-built fixed forms were also offered for students who required paper forms.

1.3.3 IREAD Test Administration

IREAD Segment 1 contains items that measure phonics skills. Beginning Spring 2024, the Test Delivery System (TDS) was configured to read the phonics items to students

through a pre-recorded human voice recording (HVR). Students are provided a “play” option along with their answer choices on the screen.

Additionally, a new designated feature named Visual Human Reader (VHR) was made available in TDS, which provides students with a video of the human reader so that students can see the human forming the word. Students play the audio or video clip by selecting the Play button on the clip. Clips will automatically appear on the screen as part of the item.

Starting in Summer 2025, the IREAD Summer testing program offered students in grades 3 or above who did not pass their initial IREAD assessment to retake the assessment online or on paper. This allowed students who did not pass the IREAD assessment during Summer Opportunity 1 to attempt the assessment again to try to achieve a passing score. Students in grade 2 were allowed only one summer opportunity.

2 The Validity of Test Score Interpretations

2.1 Validity Evidence

The term *validity* refers to the degree to which test score interpretations are supported by evidence, and it speaks directly to the legitimate uses of test scores. Establishing the validity of test score interpretations is the most fundamental component of test design and evaluation. The *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], and National Council on Measurement in Education [NCME], 2014) provide a framework for evaluating whether claims based on test score interpretations are supported by evidence. Within this framework, the standards describe the range of evidence that may be brought to support the validity of test score interpretations.

The first source of validity evidence is the relationship between the test content and the intended test construct. For test score inferences to support a validity claim, items should be representative of the content domain, and the content domain should be relevant to the proposed interpretation of test scores. To determine content representativeness, diverse panels of content experts conduct alignment studies in which experts review individual items and rate them based on how well they match the test specifications or cognitive skills required for a particular construct. Test scores can be used to support an intended validity claim when they contain minimal construct-irrelevant variance.

The second source of validity evidence is based on "the fit between the construct and the detailed nature of performance or response actually engaged in by examinees" (AERA, APA, and NCME, 2014). This evidence is collected by surveying test takers about their performance strategies or item responses. Because items are developed to measure specific constructs and intellectual processes, evidence that test takers have engaged in relevant performance strategies to answer the items correctly supports the validity of the test scores.

The third source of validity evidence is based on the internal structure: the degree to which the relationships among test items and test components relate to the construct on which the proposed test scores are interpreted. Differential item functioning (DIF), which determines whether items may function differently for subgroups of test takers, is one method of analyzing internal test structure. Other possible analyses to examine internal structure are dimensionality assessment, goodness-of-model-fit to data, and reliability analysis.

A fourth source of validity evidence is the relationship of the test scores to external variables. The *Standards* (AERA, APA, and NCME, 2014) divide this source of evidence into three parts: convergent and discriminant evidence, test-criterion relationships, and validity generalization. Convergent evidence supports the relationship between the test and other measures intended to assess similar constructs; conversely, discriminant evidence distinguishes the test from other measures intended to assess different constructs. A multi-trait multi-method matrix can be used to analyze both convergent and discriminant evidence. Additionally, test-criterion relationships indicate how accurately test scores predict criterion performance. The degree of accuracy mainly depends on the

purpose of the test, such as classification, diagnosis, or selection. Test-criterion evidence is also used to investigate predictions of favoring different groups. Due to construct underrepresentation or construct-irrelevant components, the relation of test scores to a relevant criterion may differ from one group to another. Furthermore, validity generalization is related to whether the evidence is situation-specific or can be generalized across different settings and times. For example, sampling errors or range restrictions may need to be considered to determine whether the conclusions of a test can be assumed for the larger population.

The fifth source of validity evidence is that the intended and unintended consequences of test use should be included in the test validation process. Determining the validity of the test should depend upon evidence directly related to the test; external factors should not influence this process. For example, if an employer administers a test to determine the hiring rates for different groups of people, and the results indicate an unequal distribution of skills related to the measurement construct, that would not necessarily imply a lack of test validity. However, if the unequal distribution of scores is, in fact, due to an unintended, confounding aspect of the test, that would interfere with test validity. Test use should align with the test's intended purpose.

Supporting a validity argument requires multiple sources of validity evidence. This then allows for an evaluation of whether sufficient evidence has been presented to support the intended uses and interpretations of the test scores. Thus, determining test validity first requires an explicit statement regarding the intended uses of the test scores and, subsequently, evidence that the scores can be used to support these inferences.

The kinds of evidence required to support the validity of test score interpretations depend on the claims made for how test scores may be interpreted. Moreover, the standards make it explicit that validity is an attribute not of tests but rather of test score interpretations. Thus, the test itself is not assessed for validity; instead, the intended interpretation and use of test scores are evaluated.

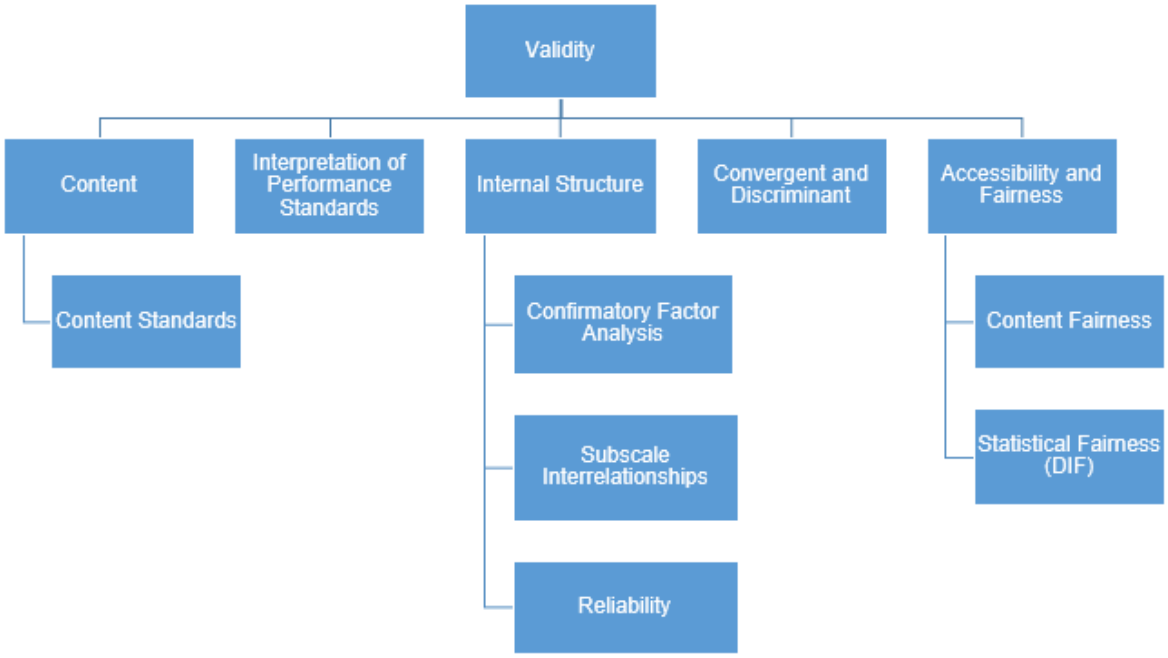
There are several intended uses for IREAD test scores, including feedback about student and class performance, evaluation of performance gaps between groups, diagnosis of individual student strengths and weaknesses, and school accountability including monitoring the effectiveness of schools' reading programs and instruction. Each of these intended uses requires claims to be made about the interpretation of test scores, and the strength of those claims rests on the validity evidence supporting them. Some validity evidence will be central to all of the claims, including evidence showing that test items and administrations align with the Indiana Academic Standards (IAS). Other evidence may target more specific claims, such as the diagnosis of student weaknesses. Validity evidence should therefore be evaluated with respect to the claim that it is purported to support.

Determining whether the test measures the intended construct is central to evaluating the validity of test score interpretations. Such an evaluation in turn requires a clear definition of the measurement construct. For Indiana's IREAD assessments, the definition of the measurement construct is provided by a combination of IAS, the IREAD test blueprint, and the IREAD item specifications, which define the foundational reading focus of each IAS for measurement. The test blueprint and item specifications were developed by

content experts and educators and are important for understanding the construct (key foundational reading skills rather than the full depth and breadth of academic standards) of this assessment.

A summary of the types of validity evidence gathered is captured and illustrated in the following chart:

Figure 1: Summary of the Types of Validity Evidence



2.2 Evidence Based on Test Content

Determining whether the test measures the intended construct is central to evaluating the validity of test score interpretations. Such an evaluation in turn requires a clear definition of the measurement construct. For Indiana's IREAD assessments, the definition of the measurement construct is provided by a combination of IAS, the IREAD test blueprint, and IREAD item specifications, which define the foundational reading focus of each IAS for measurement. The test blueprint and item specifications were developed by content experts and educators and are important for understanding the construct (key foundational reading skills rather than the full depth and breadth of academic standards) of this assessment. These documents specify the key foundational reading skills that students must demonstrate by the end of grade three. The Indiana State Board of Education set forth guidance schools must use when making decisions about grade-level promotion, instructional plans, and Good Cause Exemption eligibility for individual students. The intent is to ensure that each student receives the appropriate reading remediation based on IREAD test data and their individual learning needs. Test results

from these assessments can be employed to evaluate students' foundational reading ability and help teachers improve their instruction and provide targeted reading instruction to students, which will have a positive effect on student literacy over time.

Several processes are in place to ensure that IREAD fully aligns to the content standards, including a rigorous item development process, adherence to test blueprints, and standard setting based on content standards. These processes include the Indiana State Board of Education, test developers, and educator and stakeholder committees.

Ensuring the alignment of test items to their intended content standards establishes a critical link between the expectations for student achievement articulated in IAS with the IREAD item content. The IREAD test blueprint, in turn, specifies the range and depth with which each of the content strands and standards will be covered in each test administration and completes the link between IAS and IREAD content-based test score interpretations.

The test blueprints drive item selection in the adaptive algorithm used to administer the IREAD assessment. The adaptive algorithm seeks to meet the following three objectives:

- To satisfy blueprint constraints
- To maximize overall test information near the student's ability estimate
- To maximize test information within each of the reporting strands

Each item satisfies multiple blueprint elements. As the test progresses, the weight of item selections increases for blueprint elements that have not been met, while items measuring blueprint elements that have been satisfied are no longer considered. The adaptive algorithm is configured for each assessment to ensure that all critical blueprint elements are satisfied in each test administration.

Unlike fixed-form tests, in which the same test form is administered to all students statewide, IREAD assessments are administered adaptively to students within the same classrooms, and schools administer different samples of items from the subject-area pool. While each student may be administered only one or two items per content standard, performance indicators at the classroom and school levels are based on a larger, more representative sample of the content domain than is possible with fixed-form assessments. This ensures that teachers and schools are held accountable for instruction across the full range of the academic content standards.

Because directly measuring student achievement against each benchmark in IAS would result in an impractically long test, each test administration is designed to measure a representative sample of the content domain defined by IAS. To ensure that each student is assessed on the intended breadth and depth of the standards, item selection in the Test Delivery System (TDS) is guided by a set of test specifications, or blueprints, which indicates the number of items that should be sampled from each content strand, standard, and benchmark. The test blueprints represent a policy statement about the relative importance of content strands and standards in addition to meeting important measurement goals (e.g., sufficient items to report strand performance levels reliably). Because the test blueprint determines how student achievement of IAS is evaluated, alignment of test blueprints with the content standards is critical.

2.2.1 Content Standards

The IAS were approved by the Indiana State Board of Education in June 2023 for English/Language Arts (ELA). The standards are available for review at the following URL: https://www.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/.

A subset of the grade 3 standards, two phonics standards from grades 1 and 2, and one reading comprehension standard from grade 1 are assessed on IREAD. In 2023, the Indiana Department of Education (IDOE) updated the IREAD blueprint and reviewed the legacy item pool to ensure that the test and items were aligned to the prioritized standards they were intended to measure. A complete description of the blueprint and test construction process can be found in Chapter 4, Item Development and Test Construction.

Table 1 presents the number of items in the 2024–2025 item pool that measured each reporting category by administration.

Table 1: Number of Items for Each Reporting Category by Administration

Reporting Category	Administration	
	Spring	Summer
Reading: Foundations and Vocabulary	12	11
Reading: Nonfiction	12	13
Reading: Literature	14	14

2.2.2 Review Process for Items Appearing in IREAD Operational Test Administration

This section describes the item review procedures used to ensure item accuracy and alignment with IAS for both the fixed-form and adaptive IREAD tests. Cambium Assessment, Inc. (CAI) inherited operational IREAD items from the previous vendor, and the procedures outlined in this section briefly describe the original passage development and review processes they used.

Experienced passage writers were selected, ensuring their extensive knowledge of the content area (ELA) and experience in teaching and curriculum development. Passage writers were required to write literary and nonfiction passages that supported at least six items from the three reporting categories aligned to the standards for the IREAD assessment. These passages were then reviewed by two groups of educators for both content, bias, and sensitivity. The following criteria were used to evaluate the passages:

- Logical and consistent organization
- Appropriate vocabulary
- Consistent storyline with a clear resolution
- Correct grammar and mechanics

- Content that allows students to make inferences and supports assessment of multiple standards
- Content that supports the development of at least 10 items
- Text that appeals to a broad audience

The IREAD Passage Specification can be found in Appendix 2-A, IREAD Stimulus Specifications.

For the bias and sensitivity review, educators were asked to identify sources of bias using the following criteria:

- Controversial, inflammatory, or insensitive content
- Regional and geographic differences in language usage and topic familiarity
- Gender, culture, and race stereotypes
- Socioeconomic differences and stereotypes
- Accessibility concerns

Starting Spring 2023–2024, IREAD has been administered as an adaptive test. To support the adaptive pool, 24 new IREAD items were developed by CAI and field-tested in the grade 3 ELA Indiana Learning Evaluation and Assessment Readiness Network (ILEARN) test. For the adaptive IREAD test, all items developed by CAI follow a standard item review process whereby item reviews proceed initially through a series of internal CAI reviews before items are deemed eligible for review by external content experts. Most of the CAI content staff members responsible for conducting internal reviews are former classroom teachers who hold degrees in education and/or the content area. Each item passes through the following four internal review steps before it is designated as eligible for review by IDOE content specialists:

1. Preliminary Review, conducted by a group of CAI content-area experts
2. Content Review 1, performed by a Level 3–4 CAI content specialist
3. Edit Review 1, in which a copyeditor checks the item for correct grammar and usage
4. Senior Content Review, conducted by a Level 4–5 lead content expert

At every stage of the item review process, beginning with the Preliminary Review, CAI's test developers analyze each item to ensure the following:

- The item is well aligned with the intended content standard.
- The item conforms to the item specifications for the target being assessed.
- The item is based on a quality idea (i.e., it assesses something worthwhile in a reasonable way).
- The item aligns correctly to a Depth of Knowledge (DOK) level.
- The vocabulary used in the item is appropriate for the intended grade or age and subject matter, and it takes into consideration language accessibility, bias, and sensitivity.
- The item content is accurate and straightforward.
- Any accompanying graphic and stimulus materials are necessary to answer the question.

- The item stem is clear, concise, and succinct; it contains enough information to ensure that it will be understood; it is stated positively (and does not rely on negatives such as *no*, *not*, *none*, or *never* unless absolutely necessary); and it ends with a question.
- For selected-response items, the set of response options are succinct; parallel in structure, grammar, length, and content; sufficiently distinct from one another; and all plausible, but with only one correct option.
- There is no obvious or subtle cueing within the item.

Based on their reviews of each item, the test developers may accept the item and classification as written, revise the item, or reject the item outright.

Items passing through the internal review process are sent to IDOE for review. At this stage, items may be further revised in accordance with any edits or changes requested by IDOE or rejected outright. Items are then reviewed by committees of Indiana educators and stakeholders as follows:

- Indiana Content and Fairness Committee (CFC) Review ensures that each item is reviewed for content validity, grade-level appropriateness, alignment to the content standards, and accessibility and fairness. All custom and educator-authored Indiana development was taken to the CFC Review, which combines the functions of CAI's Content Advisory Committee and the Language Accessibility and Bias and Sensitivity (LABS) Committee.
- After IDOE- and IDOE committee-recommended edits have been applied, experts apply accessibility markups (e.g., translations or text-to-speech). Accessibility markup is embedded into each item as part of the item development process rather than as a post hoc process applied to completed test forms.

Items successfully passing through these committee review processes are then field-tested to ensure that they behave as intended when administered to students. Despite conscientious item development, some items perform differently than expected when administered to students. Using the item statistics gathered in field testing to review item performance is an important step in constructing valid and equivalent operational test forms.

Classical item analyses ensure that items function as intended with respect to the underlying scales. Classical item statistics are designed not only to evaluate item difficulty and the relationship of each item to the overall scale (item discrimination) but also to identify items that may exhibit a bias across subgroups (DIF analyses).

Items flagged for review based on their statistical performance must pass a three-stage review to be included in the final item pool from which operational forms are created. In the first stage of this review, a team of psychometricians reviews all flagged items to ensure that the data are accurate and properly analyzed, response keys are correct, and there are no other obvious problems with the items.

IDOE then convenes the data review committee to evaluate flagged field-test items in the context of each item's statistical performance. Based on their review of each item's performance, the data review committee may either recommend that a flagged item be rejected or deem the item eligible for inclusion in operational test administrations.

2.3 Evidence Based on Internal Structure

While the blueprints ensure that the full range of the intended measurement construct is represented in each test administration, assessments may also inadvertently measure attributes that are not relevant to the construct of interest.

Evidence based on internal structure is the degree to which the relationships among test items and test components are representative of the proposed underlying construct for test score interpretations. An analysis of the degree to which the underlying factor structure of a construct is congruent with the empirical investigations about the unidimensionality of that construct can provide evidence for the internal structure of the test.

One pathway to explore the internal structure of the test is via a second-order factor model, assuming a general ELA construct (second-order factor) with reporting categories (first-order factors) and that the items load onto the reporting category they intend to measure. If the first-order factors are highly correlated and the model fits data well for the second-order model, this provides evidence of unidimensionality and reporting subscores.

Another pathway is to explore observed correlations between the subscores. However, as each reporting category is measured with a small number of items, the standard errors of the observed scores within each reporting category are typically larger than the standard error of the total test score. Disattenuating for measurement error could offer some insight into the theoretical true score correlations. This section presents results for the ELA content model and correlations among relevant reporting categories. Disattenuated correlations among reporting category scores are presented in Section 3.5, Subscale Intercorrelations.

Further, an analysis of the internal structure of a test can include evidence for test reliability by ensuring that the test is measuring the construct consistently. Reliability analyses are discussed in detail in Section 3.4, Reliability.

2.3.1 Confirmatory Factor Analysis

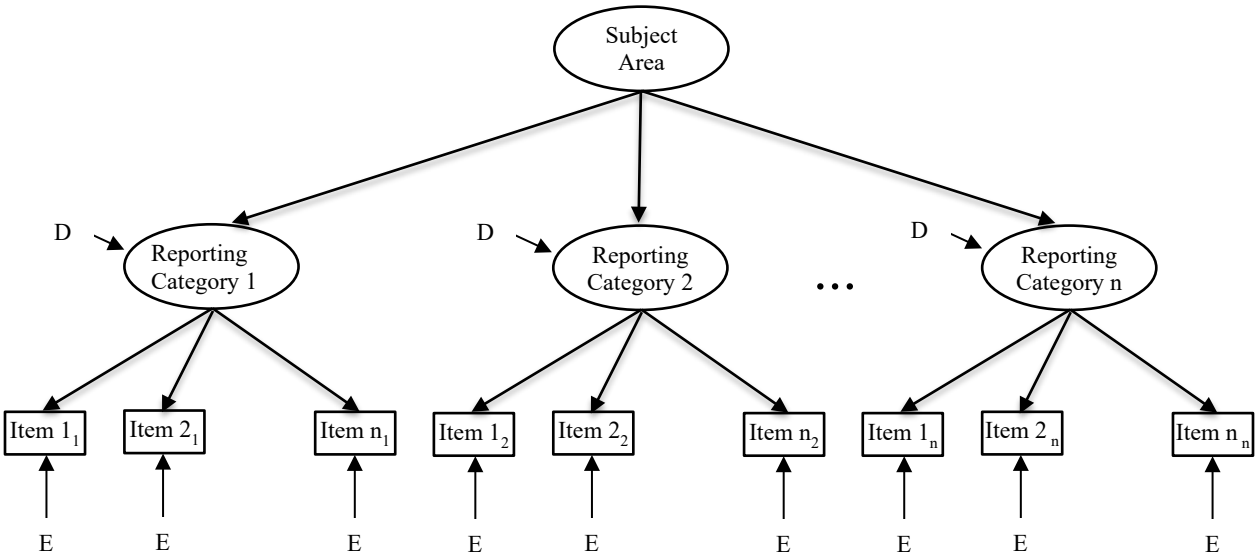
IREAD test items were designed to measure different standards and higher-level reporting categories. Test scores were reported as an overall performance measure. Additionally, scores in the various reporting categories were also provided as indices of strand-specific performance. The strand scores were reported in a fashion that aligned with the theoretical structure of the test derived from the test blueprint.

The results in this section are intended to provide evidence that the methods for reporting IREAD strand scores align with the underlying structure of the test and also provide evidence for appropriateness of the selected item response theory (IRT) models. This section is based on a second-order confirmatory factor analysis (CFA), in which the first-order factors load onto a common underlying factor. The first-order factors represent the dimensions of the test blueprint, and items load onto factors they are intended to measure.

The form of the second-order CFAs is illustrated in Figure 2. As the figure shows, each item is an indicator of a reporting category. Because items are never pure indicators of

an underlying factor, each item also includes an error component. Similarly, each reporting category serves as an indicator of achievement in the subject area. At the item level, the reporting categories include an error term indicating that they are not pure indicators of overall achievement in the subject area. The paths from the reporting categories to the items represent the first-order factor loadings or the degree to which items are correlated with the underlying reporting category construct. Similarly, the paths from subject-area achievement to the reporting categories represent the second-order factor loading, indicating the degree to which academic reporting category constructs correlate with the underlying subject-area achievement construct.

Figure 2: Second-Order Structural Model for IREAD Assessments



It may not be reasonable to expect that the reporting category scores are completely orthogonal—this would suggest that there are no relationships among reporting category scores and would make justification of a unidimensional IRT model difficult. However, we could then easily justify reporting these separate scores. On the contrary, if the reporting categories were perfectly correlated, we could justify using a unidimensional model, but we could not justify reporting separate scores.

IREAD test items were designed to measure different standards and higher-level reporting categories. Test scores were reported as an overall performance measure. Additionally, scores on the various reporting categories were also provided as indices of strand-specific performance. The strand scores were reported in a fashion that aligned with the theoretical structure of the test derived from the test blueprint.

While the test consisted of items targeting different standards, all items within a grade and subject were calibrated concurrently using the various IRT models described in this technical report. This implies the pivotal IRT assumption of local independence (Lord, 1980). Formally stated, this assumption posits that the probability of the outcome on item *i* depends only on the student's ability and the characteristics of the item. Beyond that, the score of item *i* is independent of the outcome of all other items. From this assumption, the joint density (i.e., the likelihood) is viewed as the product of the individual densities.

Thus, the maximum likelihood estimation of person and item parameters in traditional IRT is derived on the basis of this theory.

The results in this section were based on the data collected from the initial IREAD test administration, which was the Spring 2019 test administration. The purpose is to provide validity evidence regarding the dimensionality of the assessments and to show that the methods for reporting IREAD strand scores align with the underlying structure of the test and provide evidence for appropriateness of the selected IRT models. Given there is no major change in test design, this analysis does not need to be conducted in subsequent test administrations.

2.3.2 Factor Analytic Method

CFA was conducted using the statistical program Mplus, version 7.31 (Muthén & Muthén, 2015). The estimation method, weighted least squares means and variance adjusted (WLSMV), was employed because it is less sensitive to the size of the sample and the model and is also shown to perform well with categorical variables (Muthén, du Toit, & Spisic, 1997).

The goodness of fit between the structural model and the operational test data was examined. Goodness of fit is typically indexed by a χ2 statistic, with good model fit indicated by a non-significant χ2 statistic. However, the χ2 statistic is sensitive to sample size, so even well-fitting models will demonstrate highly significant χ2 statistics given a very large number of students. Therefore, fit indices, such as the comparative fit index (CFI; Bentler, 1990), the Tucker–Lewis index (TLI; Tucker & Lewis, 1973), and the Root Mean Square Error of Approximation (RMSEA) were also used to evaluate model fit. Table 2 provides a list of the goodness-of-fit statistics used to evaluate model fit, along with a guideline as to what constitutes a good fit.

Table 2: Guidelines for Evaluating Goodness of Fit

Goodness-of-Fit Index	Indication of Good Fit
CFI	≥ .95
TLI	≥ .95
RMSEA	≤ .05

If the internal structure of the test was strictly unidimensional, then the overall person ability measure, theta (θ), would be the single common factor, and the correlation matrix among test items would suggest no discernable pattern among factors. As such, there would be no empirical or logical basis to report scores for the separate performance categories. In factor analytic terms, a test structure that is strictly unidimensional implies a single-order factor model in which all test items load onto a single underlying factor. The following development expands the first-order model to a generalized second-order parameterization to show the relationship between the models.

The factor analysis models are based on the matrix $\boldsymbol{S}$ of tetrachoric and polychoric sample correlations among the item scores (Olsson, 1979), and the matrix $\boldsymbol{W}$ of asymptotic

covariances among these sample correlations (Jöreskog, 1994) is employed as a weight matrix in a weighted least squares estimation approach (Browne, 1984; Muthén, 1984) to minimize the fit function:

$$F_{WLS} = vech(\boldsymbol{S} - \widehat{\boldsymbol{\Sigma}})'\boldsymbol{W}^{-1}\, vech(\boldsymbol{S} - \widehat{\boldsymbol{\Sigma}}).$$

In this equation, $\widehat{\boldsymbol{\Sigma}}$ is the implied correlation matrix given the estimated factor model and the function *vech* vectorizes a symmetric matrix. That is, *vech* stacks each column of the matrix to form a vector. Note that the WLSMV approach (Muthén, du Toit, & Spisic, 1997) employs a weight matrix of asymptotic variances (i.e., the diagonal of the weight matrix) instead of the full asymptotic covariances.

We posit a first-order factor analysis where all test items load onto a single common factor as the base model. The first-order model can be mathematically represented as

$$\widehat{\boldsymbol{\Sigma}} = \boldsymbol{\Lambda\Phi\Lambda}' + \boldsymbol{\Theta},$$

where $\boldsymbol{\Lambda}$ is the matrix of item factor loadings (with $\boldsymbol{\Lambda}'$ representing its transpose) and $\boldsymbol{\Theta}$ is the uniqueness or measurement error. The matrix $\boldsymbol{\Phi}$ is the correlation among the separate factors. For the base model, items are thought only to load onto a single underlying factor. Hence $\boldsymbol{\Lambda}'$ is a *p x 1* vector, where *p* is the number of test items and $\boldsymbol{\Phi}$ is a scalar equal to 1. Therefore, it is possible to drop the matrix $\boldsymbol{\Phi}$ from the general notation. However, this notation is retained to more easily facilitate comparisons to the implied model, such that it can subsequently be viewed as a special case of the second-order factor analysis.

For the implied model, we posit a second-order factor analysis in which test items are coerced to load onto the reporting categories they are designed to target, and all reporting categories share a common underlying factor. The second-order factor analysis can be mathematically represented as

$$\widehat{\boldsymbol{\Sigma}} = \boldsymbol{\Lambda}(\boldsymbol{\Gamma\Phi\Gamma}' + \boldsymbol{\Psi})\boldsymbol{\Lambda}' + \boldsymbol{\Theta},$$

where $\widehat{\boldsymbol{\Sigma}}$ is the implied correlation matrix among test items, $\boldsymbol{\Lambda}$ is the *p x k* matrix of first-order factor loadings relating item scores to first-order factors, $\boldsymbol{\Gamma}$ is the *k x 1* matrix of second-order factor loadings relating the first-order factors to the second-order factor with *k* denoting the number of factors, $\boldsymbol{\Phi}$ is the correlation matrix of the second-order factors, and $\boldsymbol{\Psi}$ is the matrix of first-order factor residuals. All other notation is the same as the first-order model. Note that the second-order model expands the first-order model such that $\boldsymbol{\Phi} \rightarrow \boldsymbol{\Gamma\Phi\Gamma}' + \boldsymbol{\Psi}$. As such, the first-order model is said to be nested within the second-order model.

2.3.3 The Content Model

The goodness-of-fit statistics for the hypothesized IREAD second-order model in ELA are shown in Table 3. All the statistics indicate that the second-order model posited by the IREAD assessment fits the data well. The CFI and TLI values are equal to or greater than .98. The RMSEA value is 0.02, well below the value used to indicate good fit.

Table 3: Goodness of Fit for the Second-Order Confirmatory Factor Analysis

Administration	df*	RMSEA	CFI	TLI	Convergence
Spring	663	0.022	0.985	0.984	YES

*Degrees of Freedom

The estimated correlations between the reporting categories from the second-order factor model are shown in Table 4. Although the correlations are high, the results provide empirical evidence that there is some detectable dimensionality among the reporting categories.

Table 4: Correlations Among Factors

Administration	Reporting Category	Number of Items	RFV	NF	L
Spring	Reading: Foundations and Vocabulary (RFV)	12	1.00		
	Reading: Nonfiction (NF)	12	0.953	1.00	
	Reading: Literature (L)	14	0.928	0.975	1.00

The empirical results suggest that the implied model fits the data well. These results indicate that reporting an overall score in addition to separate scores for the individual reporting categories is reasonable, as the intercorrelations among items suggest that there are detectable distinctions among reporting categories.

Clearly, the correlations among the separate factors are high, which is reasonable. This again provides support for the measurement model, given that the calibration of all items is performed concurrently. If the correlations among factors were very low, this could possibly suggest that a different IRT model would be needed (e.g., multidimensional IRT) or that the IRT calibration should be performed separately for items measuring different factors. The high correlations among the factors suggest that these alternative methods are unnecessary and that the current approach is in fact preferable.

Overall, these results provide empirical evidence and justification for the use of the chosen scoring and reporting methods. Additionally, the results provide justification for the current IRT model employed.

2.4 Evidence of Convergent and Discriminant Validity

According to Standard 1.14 of the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014), it is necessary to provide evidence of convergent and discriminant validity to support test score relationships with external variables. Convergent evidence supports the relationship between measures assessing the same construct while discriminant evidence distinguishes the test from other measures assessing different constructs. Since independent tests measuring the same constructs as ELA and mathematics were not available for Indiana, only the correlations between subscores within and across tests were examined. The prior expectation is that subscores within the same subject (e.g., ELA) will correlate more positively than subscore correlations across subjects (e.g., ELA and Mathematics). These correlations are based on a small number of items, typically around 8 to 18; consequently, the observed score

correlations are expected to be smaller in magnitude as a result of the very large measurement error at the subscore level. For this reason, both the observed score and the disattenuated correlations are provided.

Grade 3 students provide an opportunity for such comparisons to be performed alternatively, as students in grade 3 take both ILEARN ELA and Mathematics assessments in addition to the IREAD assessment. Table 5 and Table 6 show the observed and disattenuated correlations between ILEARN grade 3 ELA and Mathematics subscores and the IREAD subscores. In general, the pattern is consistent with the prior expectation that subscores within a test correlate more highly than correlations between tests measuring a different construct, with a few small notes on the writing dimensions.

Table 5: Grade 3 Observed Score Correlations

Subject	Reporting Category	IREAD		
		Cat1	Cat2	Cat3
ILEARN ELA Grade 3	Key Ideas and Textual Support/Vocabulary	0.57	0.54	0.55
	Structural Elements and Organization/Connection of Ideas/Media Literacy	0.64	0.63	0.57
	Writing	0.62	0.60	0.54
ILEARN Mathematics Grade 3	Algebraic Thinking and Data Analysis	0.57	0.60	0.55
	Computation	0.57	0.61	0.56
	Geometry and Measurement	0.58	0.60	0.55
	Number Sense	0.58	0.61	0.56

*Cat1 = Reading Foundations and Vocabulary, Cat2 = Nonfiction, Cat3 = Literature

Table 6: Grade 3 Disattenuated Score Correlations

Subject	Reporting Category	IREAD		
		Cat1	Cat2	Cat3
ILEARN ELA Grade 3	Key Ideas and Textual Support/Vocabulary	1.00	1.00	1.00
	Structural Elements and Organization/Connection of Ideas/Media Literacy	1.00	1.00	1.00
	Writing	1.00	0.93	1.00
ILEARN Mathematics Grade 3	Algebraic Thinking and Data Analysis	1.00	0.93	1.00
	Computation	1.00	0.92	1.00
	Geometry and Measurement	1.00	0.92	1.00
	Number Sense	1.00	0.91	1.00

2.5 Evidence of Fairness and Accessibility

2.5.1 Fairness in Content

The principles of universal design of assessments provide guidelines for test design to minimize the impact of construct-irrelevant factors in assessing student achievement. Universal design removes barriers to access for the widest range of students possible. Seven principles of universal design are applied in the process of test development (Thompson, Johnstone, & Thurlow, 2002), including the following:

- Inclusive assessment population
- Precisely defined constructs
- Accessible, non-biased items
- Amenable to accommodations
- Simple, clear, and intuitive instructions and procedures
- Maximum readability and comprehensibility
- Maximum legibility

Content experts receive extensive training on the principles of universal design and apply these principles in the development of all test materials. In the review process, adherence to the principles of universal design is verified.

2.5.2 Statistical Fairness in Item Statistics

Analysis of the content alone is insufficient for determining the fairness of a test. Rather, it must be accompanied by statistical processes. While a variety of item statistics were reviewed during form building to evaluate the quality of items, one notable statistic used was DIF. Items were classified into three categories (A, B, or C) for DIF, ranging from no evidence of DIF to severe evidence of DIF. Furthermore, items were categorized positively (i.e., +A, +B, +C), signifying that the item favored the focal group (e.g., African American/Black, Hispanic, Female), or negatively (i.e., –A, –B, –C), signifying that the item favored the reference group (e.g., White, Male). Items across all groups were flagged if their DIF statistics indicated the "C" category. A DIF classification of "C" indicates that the item shows significant DIF and should be reviewed for potential content bias, differential validity, or other issues that may reduce item fairness. Items were reviewed by the Bias and Sensitivity Committee regardless of whether the DIF statistic favored the focal group or the reference group. Details about how these items were reviewed for bias are further described in Chapter 4, Item Development and Test Construction.

DIF analyses were conducted for all items to detect potential item bias from a statistical perspective across major ethnic and gender groups. These DIF analyses were performed for the following groups:

- Male/Female
- White/African American
- White/Hispanic
- White/Asian
- White/Native American
- Students with Special Education (SPED)/Not SPED
- Socioeconomic Status (SES)/Not SES (proxy for Free and Reduced Lunch)
- English Learners (ELs)/Not ELs

The purpose of these analyses is to identify items that may have favored students in one group (focal group) over students of similar ability in another group (reference group).

2.6 Summary of Validity of Test Score Interpretations

Evidence for the validity of test score interpretations is strengthened as evidence supporting test score interpretations accrues. In this sense, the process of seeking and evaluating evidence for the validity of test score interpretation is ongoing. Nevertheless, sufficient evidence exists to support the principal claims for the test scores, including that IREAD test scores indicate the degree to which students have achieved IAS for foundational reading skills and that students scoring at the Proficient level or higher demonstrate levels of achievement consistent with national benchmarks that indicate they are on track. These claims are supported by evidence of a test development process that

ensures alignment of test content to IAS and evidence that the structural model described by IAS and implemented in IREAD assessments is sound.

3 Summary of the Summative Test Administration

IREAD is an online, adaptive assessment that makes use of technology-enhanced items. Students unable to participate in the online test administrations have the option to use a paper-and-pencil form. Students participating in the computer-based IREAD test can use standard online testing features in the Test Delivery System (TDS), which include a selection of font colors and sizes and the ability to zoom in and out and highlight text. In addition to the resources available to all students, IREAD provides accommodated forms for braille. Students with disabilities can take IREAD with or without accommodations. Visually impaired students can take the braille version of IREAD. During test development, Cambium Assessment, Inc. (CAI) ensured that scores obtained on the alternative modes of administration were comparable to those received on the standard online tests, which adhered to the same blueprints. Post-administration checks were also performed, and no concerns were found in the 2024–2025 test administration.

3.1 Student Population and Participation

In Spring 2025, all accredited Indiana public and non-public school students in grade 2 and grade 3, as well as students in grades 4 and 5 who had not passed the assessment previously, took the IREAD assessment. Students who did not pass the assessment during the previous administration could retake in Summer 2025. Students in grade 2 had one summer opportunity while students in grades 3–5 had two opportunities to retest in the summer. Students in grades 4 and 5 who were granted a Good Cause Exemption (GCE) under previous legislation did not participate in the retake administration. Under previous legislation, the purpose of granting a GCE was to exempt a student who does not pass IREAD from having to participate in future IREAD assessments. Under the previous legislation, students who had previously been retained two times, students with Individualized Education Programs (IEPs), and English learners (ELs) with Individual Learning Plans (ILPs) were eligible for GCEs. Beginning with the 2024–2025 school year, the following chart shows available GCEs for students who qualify:

Criteria 1: The student was subject to retention and has been retained in grade 3 for one school year.	**Criteria 2**: The student has an intellectual disability or the student's IEP specifies that retention is not appropriate, and the CCC has determined that promotion to another grade is appropriate.	**Criteria 3**: The student is an EL who has received services for fewer than two years, and a committee determines that promotion is appropriate based on the implementation of research-based instructional	**Criteria 4**: The student received a score of "At Proficiency" or "Above Proficiency" on the grade 3 ILEARN Mathematics assessment.	**Criteria 5**: The student has received intensive intervention in reading for two or more years and was retained more than once throughout kindergarten, grade 1, or grade 2.

		practices outlined in the student's ILP.		

Grade 3 students who receive a GCE beginning in 2024–2025 will be required to test until they pass or are promoted. Testing is administered through grade 7 or until they pass the assessment or are promoted.

A GCE does not impact a student's IREAD score or passing status, nor does it remove the student's score from a school's percentage passing calculation.

Table 7 shows the number of students assessed and the number of students reported for IREAD by administration. The number of tested and reported students is not equal because of cases where tests were not complete or were invalidated for issues such as a student having to switch accommodation type after a testing session had begun. A maximum of only one score is reported for a student even if more than one test session was attempted. The numbers of students tested and reported for historical test administrations (i.e., 2018–2019 through 2024–2025) are also provided to show the trend in student participation. As can be observed in this table, the number of students participating in IREAD decreased from 2018–2019 to 2020–2021, which is expected due to the COVID-19 pandemic. However, in the post-pandemic era, student participation increased in 2021–2022, as expected. It is important to note that participation based on enrollment is high (i.e., 97%–99%) in the post-pandemic years. The decrease in the number tested and reported is due to lower enrollment. The number of students testing in grade 3 is decreasing since the students who passed grade 2 are exempted from the grade 3 test. Please also note that participation in grade 2 was voluntary before 2024–2025, and the number of students is not expected to be stable across test administrations.

Starting 2024–2025, students who did not pass the first opportunity in Summer were offered a second test opportunity. Descriptive results for this group of students are provided in Appendix 3-G, Descriptive Statistics for Opportunity 2 Summer Administration. Because of the small sample size and unrepresentativeness of the sample, no test-level statistics are reported for this group.

Table 7: Number of Students Participating in IREAD

Grade	Season	Number Tested	Number Reported
2	SP25	81,503	81,397
	SP24	68,972	68,767
	SP23	46,274	45,927
	SP22	20,392	20,199
3	SP25	55,532	55,491
	SP24	61,673	61,623
	SP23	73,394	73,225
	SP22	79,837	79,633

	SP21	79,417	79,231
	SP19	82,904	82,841
3 Retake (Spring)	SP25	9,371	9,326
	SP24	8,289	8,255
	SP23	7,580	7,522
	SP22	5,648	5,579
	SP21	2,299	2,277
	SP19	3,044	3,040
2 Retake (Summer)	SU25	29,981	29,804
3 Retake (Summer)	SU25	23,629	23,558
	SU24	21,039	20,941
	SU23	19,035	18,887
	SU22	16,395	16,265
	SU21	14,737	14,674
	SU19	12,680	12,613

Table 8 presents the distribution of students from subgroups in percentages. The subgroup categories reported are gender, ethnicity, students with special education (SPED) status, students with Section 504 Plans, ELs, and Socioeconomic Status (SES). The percentage of participation by subgroup seems to be largely consistent from 2018–2019 to 2024–2025 for grade 3, with slightly increased representation of students from disadvantaged subgroups, such as SES. For grade 2, the numbers are not expected to be stable across administrations since participation in grade 2 was voluntary before 2024–2025.

Table 8: Distribution of Demographic Characteristics of Tested Population

Grade	Season	*N*	Male	Female	White	AfAm	Asian	Hisp	AmIndian	Pacific	Multi	SPED	S504	EL*	SES
2	SP25	81,503	50.98	49.02	61.97	13.16	3.29	15.32	0.15	0.11	6.00	17.68	1.75	12.39	51.24
	SP24	68,972	51.17	48.83	60.82	13.95	2.93	16.01	0.14	0.10	6.05	17.84	1.61	13.34	58.43
	SP23	46,274	51.03	48.97	62.53	14.04	2.24	14.90	0.18	0.12	6.00	17.79	1.41	NA	57.28
	SP22	20,392	51.28	48.72	68.12	11.90	1.15	13.33	0.16	0.08	5.26	16.68	0.83	8.50	52.83
3	SP25	55,532	52.38	47.62	57.46	15.2	3.35	17.73	0.15	0.12	5.99	23.48	3.06	15.3	55.49
	SP24	61,673	51.53	48.47	59.16	14.62	3.48	16.51	0.19	0.10	5.94	22.04	2.62	14.35	57.30
	SP23	73,394	51.61	48.39	62.23	13.61	3.36	14.62	0.12	0.10	5.96	19.40	2.43	NA	54.79
	SP22	79,837	51.06	48.94	64.89	12.45	3.12	13.72	0.15	0.09	5.58	17.02	1.91	10.05	49.18
	SP21	79,417	51.23	48.77	65.57	12.43	3.22	13.04	0.17	0.10	5.46	16.50	1.71	10.07	49.91
	SP19	82,904	51.27	48.73	65.98	12.61	2.74	13.00	0.16	0.09	5.42	15.98	1.89	9.37	52.43
3 Retake (Spring)	SP25	9,371	53.04	46.96	34.02	35.77	1.34	22.05	0.16	0.11	6.55	28.78	2.92	18.22	74.28
	SP24	8,289	51.55	48.45	32.66	38.93	0.95	20.38	0.13	0.10	6.85	22.78	3.00	15.39	79.54
	SP23	7,580	52.06	47.94	32.74	40.80	0.94	17.99	0.16	0.13	7.23	18.17	3.15	NA	82.56
	SP22	5,648	51.19	48.81	37.85	40.19	0.76	13.85	0.19	0.11	7.05	13.39	2.87	5.98	76.72
	SP21	2,299	53.59	46.41	34.28	44.76	0.39	12.92	0.30	0.04	7.31	15.18	3.18	5.65	82.08
	SP19	3,044	54.14	45.86	32.42	48.00	0.23	11.56	0.16	0.03	7.59	13.83	4.40	4.27	83.67
2 Retake (Summer)	SU25	29,981	53.01	46.99	53.81	17.05	3.05	19.68	0.18	0.12	6.11	25.21	1.66	17.57	44.87
3 Retake (Summer)	SU25	23,629	54.96	45.04	41.09	24.71	2.62	25.26	0.12	0.13	6.06	41.57	2.25	23.8	69.19
	SU24	21,039	53.74	46.26	43.18	24.78	2.33	23.47	0.20	0.13	5.90	34.11	2.71	20.98	74.10
	SU23	19,035	53.12	46.88	42.99	26.93	2.10	21.30	0.15	0.14	6.38	31.16	3.24	NA	76.83
	SU22	16,395	53.18	46.82	46.98	25.48	1.71	19.23	0.19	0.13	6.29	27.83	2.29	14.39	71.07
	SU21	14,737	53.70	46.30	49.16	24.92	1.66	18.23	0.16	0.09	5.77	28.39	2.61	14.30	71.30
	SU19	12,680	55.17	44.83	44.26	28.15	1.55	20.13	0.17	0.06	5.69	30.80	3.36	15.98	75.82

* EL was not available in the Spring 2023 data.

3.2 Summary of Overall Student Performance

The 2024–2025 state summary results for the average scale scores and the percentage of students in each proficiency level by grade are presented in Table 9. In terms of both average scale scores and percentages on track or passed, there is a drastic decline in student performance from 2018–2019 to 2020–2021, which was expected due to the impact of the pandemic, followed by an increase in 2021–2022 as a result of the post-pandemic recovery. It is important to note that changes in performance are likely confounded by shifts in state demographics as shown in Table 8 and also in the number of students participating in each grade. Starting 2022–2023, students who passed the IREAD assessment in grade 2 were exempted from taking the assessment in grade 3. Therefore, the percentage proficiency level is adjusted for grade 3 Pass using the following formula:

$$\text{Percent Proficiency (Adjusted)} = \frac{N\ Passed\ G3\ (Current\ year) + N\ Passed\ G2\ (Prior\ year)}{N\ Participated + N\ Passed\ G2\ (Prior\ year)}$$

Table 9: Percentage of Students in Proficiency Levels

Grade	Admin	Number Tested	Scale Score Mean	Scale Score SD	% Not Pass	% On Track	% Pass in G2 (Prior Year)	% Pass in G3	Overall % Proficiency
2	SP25	81,397	434.23	92.60	35.61	16.59	--	--	47.80
	SP24	68,767	421.33	94.09	41.20	15.97	--	--	42.82
	SP23	45,927	427.17	88.89	38.58	16.94	--	--	44.48
	SP22	20,199	427.14	86.83	38.72	17.55	--	--	43.73
3	SP25	55,491	468.75	92.72	34.56	--	42.82	65.44	77.42
	SP24	61,623	471.07	95.30	34.20	--	44.48	65.80	74.31
	SP23	73,225	486.58	90.81	28.45	--	43.73	71.55	74.61
	SP22	79,633	494.17	87.74	25.52	--	--	74.48	--
	SP21	79,231	497.12	89.17	24.50	--	--	75.50	--
	SP19	82,841	511.01	81.09	18.88	--	--	81.12	--
3 Retake (Spring)	SP25	9,326	423.69	78.6	57.62	--	--	42.38	-
	SP24	8,255	421.19	76.49	59.64	--	--	40.36	--
	SP23	7,522	432.91	69.05	54.64	--	--	45.36	--
	SP22	5,579	442.27	66.49	51.16	--	--	48.84	--
	SP21	2,277	462.56	62.64	34.34	--	--	65.66	--
	SP19	3,040	450.12	57.34	45.62	--	--	54.37	--
2 Retake (Summer)	SU25	29,804	401.97	75.96	69.78	--	--	30.22	--
3 Retake (Summer)	SU25	23,558	401.55	83.17	67.88	--	--	32.12	-
	SU24	20,941	413.13	81.46	62.44	--	--	37.56	--
	SU23	18,887	416.87	75.20	60.80	--	--	39.20	--
	SU22	16,265	424.43	73.61	57.56	--	--	42.44	--
	SU21	14,674	426.65	68.71	59.60	--	--	40.40	--
	SU19	12,613	434.77	70.04	52.89	--	--	47.11	--

3.3 Student Performance by Subgroup

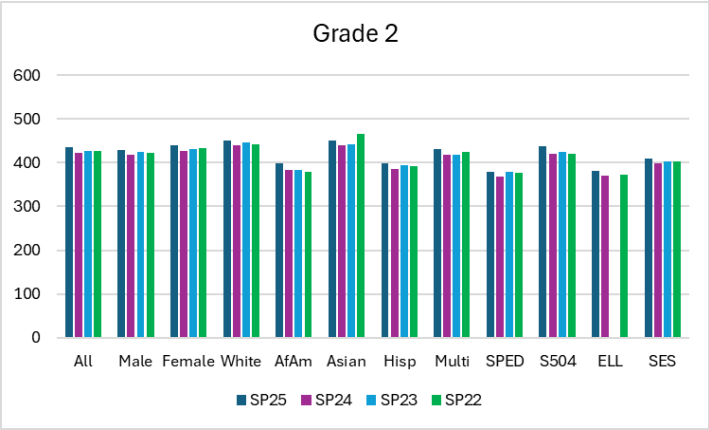
The 2024–2025 state summary results for the average scale scores and the percentage of students in each proficiency level by grade and by content area were calculated for

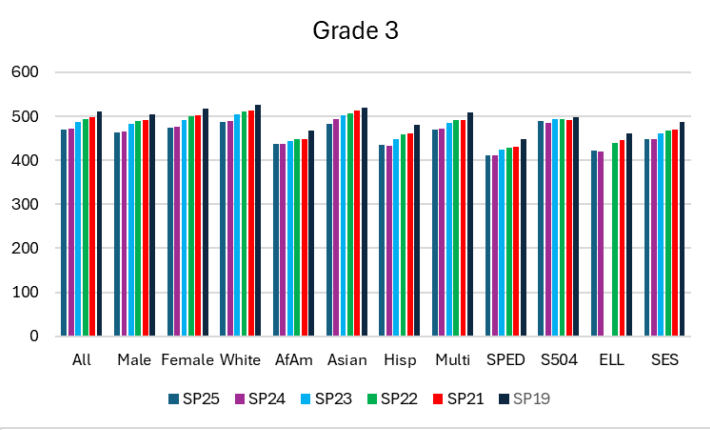
several subcategories—including female, male, White, African American, Asian, Hispanic/Latino, American Indian/Alaskan, Native Hawaiian/Pacific Islander, Multi-Racial, SPED, Section 504 Plan, ELs, and SES.

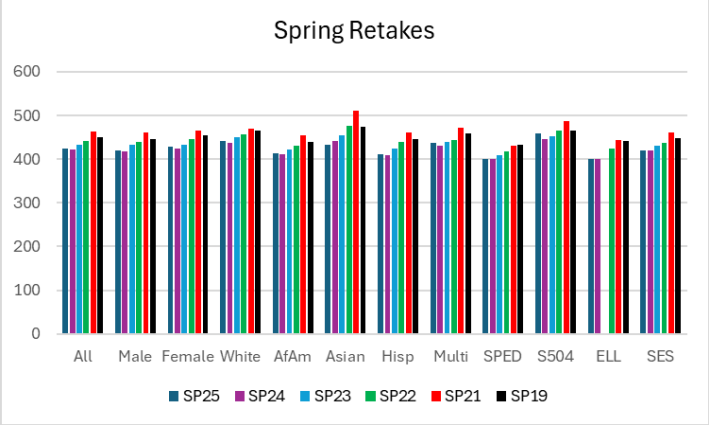
The distribution of scale scores by subgroups along with historical statistics are presented in Appendix 3-A, Distribution of Scale Scores and Standard Deviations. Percentage of students in performance levels for overall and by subgroup along with historical statistics are presented in Appendix 3-B, Percentage of Students in Performance Levels for Overall and by Subgroup. In addition, the summary of scale scores by subgroup for each reporting category along with historical statistics are provided in Appendix 3-C, Distribution of Reporting Category Scores by Subgroup.

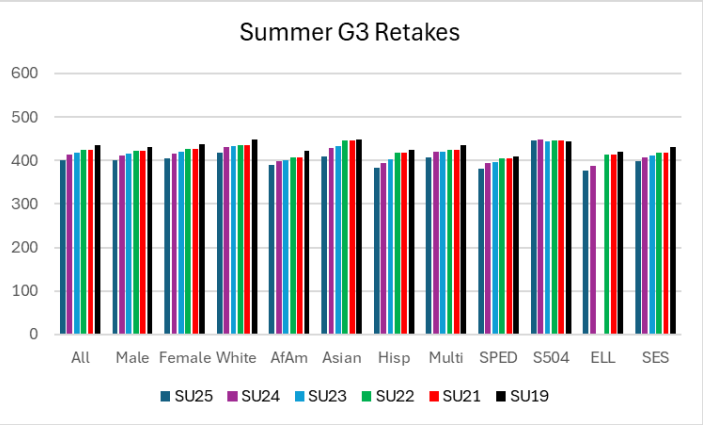
Figure 3 displays the average scale scores, overall and by subgroup, for the 2024–2025 test administration as well as for historical test administrations. As shown in the figure, average scale scores decreased drastically in 2020–2021 compared to the pre-pandemic 2018–2019 test administration, both statewide and across all subgroups. Starting from the 2021–2022 test administration, by and large, average scale scores seem to be increasing for all subgroups as a result of the post-pandemic recovery. Starting 2022–2023, due to the changes in the number of students participating in grade 3 and the number exempted, a decreasing trend can be seen in the average scale scores, which is expected.

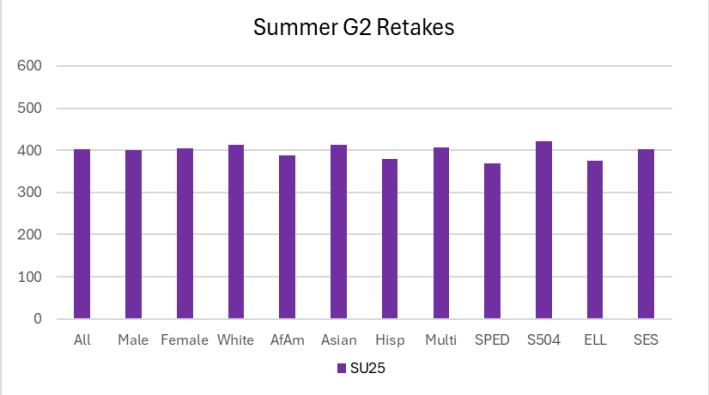
Figure 3: Average Scale Score by Subgroup











3.4 Reliability

Test score reliability is traditionally estimated using both classical and item response theory (IRT) approaches. Classical estimates of test reliability, such as Cronbach's alpha, provide an index of the internal consistency reliability of the test or the likelihood that a student would achieve the same score in an equivalently constructed test form. While classical indicators provide a single estimate of the reliability of test forms, the precision of test scores varies with respect to the information value of the test at each location. For

example, most fixed-form assessments target test information near important cut scores or near the population mean so that test scores are most precise in targeted locations. Because adaptive tests target test information near each student's ability level, the precision of test scores may increase, especially for lower- and higher-ability students. The precision of individual test scores is critically important for valid test score interpretation and is provided along with test scores as part of all student-level reporting.

3.4.1 Marginal Reliability

While measurement error is conditional on test information, it is nevertheless desirable to provide a single index of a test's internal consistency reliability. Such an index is provided by the marginal reliability coefficient, which considers the varying measurement errors across the ability range. Marginal reliability is a measure of the overall reliability of an assessment based on the average conditional standard errors, which are estimated at different points on the ability scale for all students. The marginal reliability coefficients are nearly identical or close to the coefficient *alpha*.

The marginal reliability ($\bar{p}$) is defined as

$$\bar{\rho} = \left[\sigma^2 - \left(\frac{\sum_{i=1}^{N} CSEM_i^2}{N}\right)\right] / \sigma^2,$$

where *N* is the number of students, $CSEM_i$ is the conditional standard error of measurement of the scaled score for student *i*, and σ^2 is the variance of the scaled score. The higher the reliability coefficient, the greater the precision of the test.

Table 10 presents the marginal reliability coefficients and the average Standard Errors of Measurement (SEMs) for the total scale scores for the 2024–2025 test administration as well as for historical test administrations. Results show that marginal reliabilities are in high .80s and .90s for both grades. Within a grade, reliabilities seem to be consistent across test administrations.

Table 10: Marginal Reliability

Grade	Admin	Marginal Reliability	*N*	Mean	SD	SEM
2	SP25	0.897	81,397	434.23	92.60	26.54
	SP24	0.898	68,767	421.33	94.09	26.89
	SP23	0.901	45,927	427.17	88.89	25.16
	SP22	0.899	20,199	427.14	86.83	24.94
3	SP25	0.878	55,491	468.75	92.72	28.35
	SP24	0.875	61,623	471.07	95.30	29.26
	SP23	0.859	73,225	486.58	90.81	29.92
	SP22	0.836	79,633	494.17	87.74	30.94
	SP21	0.812	79,231	497.12	89.17	31.51
	SP19	0.782	82,841	511.01	81.09	32.83
3 Retake (Spring)	SP25	0.893	9,326	423.69	78.60	23.64
	SP24	0.887	8,255	421.19	76.50	23.51
	SP23	0.885	7,522	432.91	69.05	21.66
	SP22	0.875	5,579	442.27	66.49	21.82
	SP21	0.860	2,277	462.56	62.64	20.98
	SP19	0.849	3,040	450.12	57.34	20.97
2 Retake (Summer)	SU25	0.879	29,804	401.97	75.96	24.07
3 Retake (Summer)	SU25	0.885	23,558	401.55	83.17	25.37
	SU24	0.891	20,941	413.13	81.46	24.43
	SU23	0.888	18,887	416.88	75.20	22.52
	SU22	0.867	16,265	424.43	73.61	23.89
	SU21	0.885	14,674	426.65	68.71	21.60
	SU19	0.866	12,613	434.77	70.05	22.98

3.4.2 Standard Error of Measurement

Within the IRT framework, measurement error varies across the range of abilities. The amount of precision is indicated by the test information at any given point of a distribution. The inverse of the test information function (TIF) represents the SEM. The SEM is equal to the inverse square root of information. The larger the measurement error, the less test information is being provided. The amount of test information provided is at its maximum for students toward the center of the distribution, unlike students with more extreme scores. Conversely, measurement error is minimal for the part of the underlying scale at the middle of the test distribution and greater on scaled values farther away from the middle.

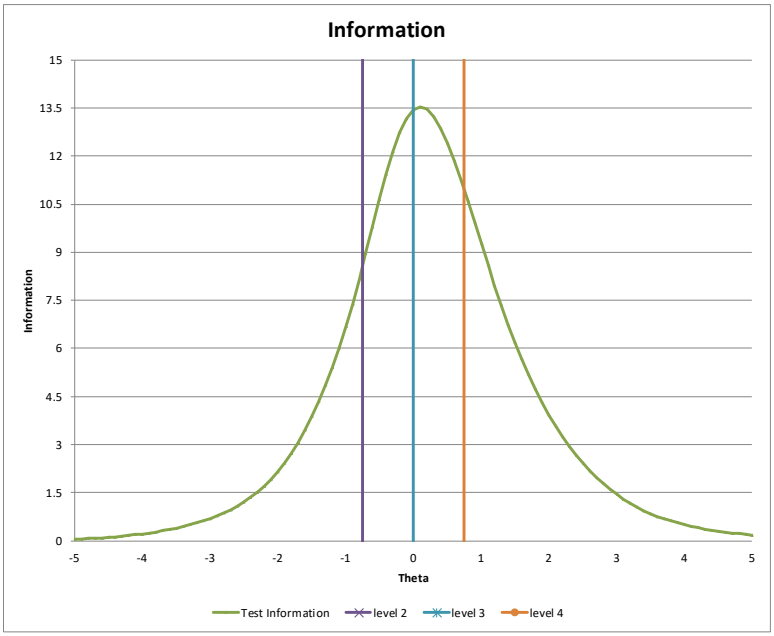
Figure 4 displays a sample TIF with three vertical lines indicating the performance cuts. The graphic shows that this test information is maximized in the middle of the score distribution, meaning it provides the most precise scores in this range. Where the curve is lower at the tails indicates that the test provides less information about test takers at the tails relative to the center.

Computing these TIFs is useful to evaluate where the test is maximally informative. In IRT, the TIF is based on the estimates of the item parameters in the test, and the formula used for the IREAD assessment is calculated as

$$TIF(\theta_i) = \sum_{j=1}^{N_{GPCM}} D^2 a_j^2 \left(\frac{\sum_{s=1}^{m_j} s^2 Exp\left(\sum_{h=1}^{s} Da_j(\theta_i - b_{jh})\right)}{1 + \sum_{s=1}^{m_j} Exp\left(\sum_{h=1}^{s} Da_j(\theta_i - b_{jh})\right)} - \left(\frac{\sum_{s=1}^{m_j} sExp\left(\sum_{h=1}^{s} Da_j(\theta_i - b_{jh})\right)}{1 + \sum_{s=1}^{m_j} Exp\left(\sum_{h=1}^{s} Da_j(\theta_i - b_{jh})\right)} \right)^2 \right) + \sum_{j=1}^{N_{3PL}} D^2 a_j^2 \left(\frac{Q_j}{P_j} \left[\frac{P_j - c_j}{1 - c_j} \right]^2 \right),$$

where N_{GPCM} is the number of items that are scored using Generalized Partial Credit Model (GPC) items, N_{3PL} is the number of items scored using the three-parameter logistic (3PL) model, *i* indicates item *i* ($i \in \{1,2,\ldots,N\}$), m_i is the maximum possible score of the item, *s* indicates student *s*, and θ_s is the ability of student *s*.

Figure 4: Sample Test Information Function



The standard error for estimated student ability (theta score) is the square root of the reciprocal of the TIF:

$$se(\theta_s) = \frac{1}{\sqrt{TIF(\theta_s)}}.$$

It is typically more useful to consider the inverse of the TIF rather than the TIF itself, as the SEMs are more useful for score interpretation. The magnitude of the conditional standard errors can be evaluated at the cut scores. For tests administered adaptively, we can evaluate whether the algorithm selected items appropriately to match a student's ability given the current item pool and identify the areas with a shortage of items.

Theoretically, with an infinitely large item bank comprising sufficient items to assess the range of achievement within all benchmarks and a perfect match-to-ability for each item presented, SEM curves would be flat along the score range—an indication that all

students are measured with the same precision. However, this is not practical because the real-world item pools are limited in size, especially in the early years of the computer-adaptive test (CAT) administrations. Thus, the SEM will be larger at locations characterized by relatively few items, typically at either end of the distribution where comprehensive sets of easy or difficult items are lacking. To improve measurement precision for adaptive assessments, items that measure the range of blueprint elements across the range of abilities are desirable. Nevertheless, because items targeting information near the population mean will be most frequently administered, it remains important to ensure sufficient items of normative difficulty to avoid overexposing items.

Table 11 provides the results of the average standard errors for each performance level. Generally, the average standard error is largest in the Below Proficiency and Above Proficiency performance levels, which can be expected given a shortage of very easy and very difficult items in the item pools to better measure low-performing and high-performing students. Within a grade, average standard errors seem to be consistent across test administrations both overall and for each performance level.

Table 11: Average Standard Error of Measurement by Performance Level

Grade	Admin	Not Pass	On Track	Pass	Overall
2	SP25	29.63	17.76	27.29	26.54
	SP24	31.34	17.65	26.06	26.89
	SP23	28.11	16.47	25.91	25.16
	SP22	27.17	17.05	26.14	24.94
3	SP25	25.03	-	30.10	28.35
	SP24	26.02	-	30.95	29.26
	SP23	23.17	-	32.60	29.92
	SP22	22.41	-	33.86	30.94
	SP21	23.67	-	34.05	31.51
	SP19	20.85	-	35.62	32.83
3 Retake (Spring)	SP25	24.04	-	23.09	23.64
	SP24	24.39	-	22.21	23.51
	SP23	21.09	-	22.36	21.66
	SP22	20.28	-	23.44	21.82
	SP21	20.82	-	21.07	20.98
	SP19	19.03	-	22.59	20.97
2 Retake (Summer)	SU25	25.53	-	20.71	24.07
3 Retake (Summer)	SU25	26.90	-	22.13	25.37
	SU24	25.64	-	22.42	24.43
	SU23	24.67	-	19.18	22.52
	SU22	25.77	-	21.33	23.89
	SU21	21.09	-	22.34	21.60
	SU19	24.07	-	21.75	22.98

Appendix 3-D, Standard Error of Measurement Curves by Subgroup, shows SEM curves for overall students and by subgroup. Appendix 3-E, Standard Error of Measurement Curves by Reporting Category, shows SEM curves by reporting category.

3.4.3 Student Classification Reliability

When student performance is reported in terms of performance categories, a reliability index is computed in terms of the probabilities of consistent classification of students as specified in Standard 2.16 in the *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], and National Council on Measurement in Education [NCME], 2014). This index considers the consistency of classifications for the percentage of test takers who would, hypothetically, be classified in the same category on a second IREAD test administration, using either the same form or an alternate, equivalent form.

Students can be misclassified in one of two ways. Students who are truly below a proficiency cut point but are classified based on the assessment as being above the cut point are considered to be *false positives*. Similarly, students who are truly above a proficiency cut point but are classified as being below the cut point are considered to be *false negatives*.

Decision accuracy refers to the agreement between the classifications based on the form taken and the classifications that would be made based on the test taker's true scores. *Decision consistency* refers to the agreement between the classifications based on the form actually taken and the classifications that would be made based on an alternate form, that is, the percentages of students who are consistently classified in the same proficiency levels on two equivalent test administrations.

For a fixed-form test, the consistency of classifications is estimated on single-form test scores from a single test administration based on the true-score distribution that is estimated by fitting a bivariate beta-binomial model or a four-parameter beta model (Huynh, 1979; Livingston & Lewis, 1995). For the Spring 2024 test administration and all future CAT administrations, the consistency classification is based on all sets of items administered across students because the item selection algorithm constructs a test form unique to each student.

The classification index can be examined for decision accuracy and decision consistency. *Decision accuracy* refers to the agreement between the classifications based on the form actually taken and the classifications that would be made based on the test takers' true scores, if their true scores could somehow be known. *Decision consistency* refers to the agreement between the classifications based on the form (adaptively administered items) actually taken and the classifications that would be made based on an alternate, equivalently constructed test form or test administration (e.g., another set of adaptively administered items given the same ability)—that is, the percentages of students who are consistently classified in the same performance levels on two equivalent test administrations.

The true score is an expected value of the test score with measurement error. For a student with estimated ability $\hat{\theta}$ and associated standard error $\mathrm{se}(\hat{\theta})$, we can assume that $\hat{\theta}$ follows a normal distribution with mean of true ability θ and standard deviation of $\mathrm{se}(\hat{\theta})$, that is, $\hat{\theta} \sim N\left(\theta, \mathrm{se}(\hat{\theta})^2\right)$. The probability of the true score at or above the cut score θ_c is estimated as

$$P(\theta \geq \theta_c) = P\left(\frac{\theta - \hat{\theta}}{se(\hat{\theta})} \geq \frac{\theta_c - \hat{\theta}}{se(\hat{\theta})}\right) = P\left(\frac{\hat{\theta} - \theta}{se(\hat{\theta})} < \frac{\hat{\theta} - \theta_c}{se(\hat{\theta})}\right) = \Phi\left(\frac{\hat{\theta} - \theta_c}{se(\hat{\theta})}\right),$$

where $\Phi(\cdot)$ is the cumulative function of standard normal distribution. Similarly, the probability of the true score being below the cut score is estimated as

$$P(\theta < \theta_c) = 1 - \Phi\left(\frac{\hat{\theta} - \theta_c}{se(\hat{\theta})}\right).$$

3.4.4 Classification Accuracy

Instead of assuming a normal distribution, we can directly estimate the probability of consistent classification using the likelihood function. The likelihood function of the achievement attribute, designated θ given a student's item scores, represents the likelihood of the student's ability at that theta value. Integrating the likelihood values over the range of theta at and above the cut score (with proper normalization) represents the probability of the student's latent ability or the true score being at or above that cut point.

If a student's estimated theta is below the cut score, the probability of *at or above* the cut score is an estimate of the chance that this student is misclassified as below the cut score, and 1 minus that probability is the estimate of the chance that the student is correctly classified as below the cut score. Using this logic, we can define various classification probabilities.

The probability of a student with true ability θ being classified at or above the cut score θ_c, given the student's item scores $\boldsymbol{x} = (x_1, \cdots, x_N)$, can be estimated as

$$P(\theta \geq \theta_c | \boldsymbol{x}) = \frac{\int_{\theta_c}^{+\infty} L(\theta|\boldsymbol{x}) d\theta}{\int_{-\infty}^{+\infty} L(\theta|\boldsymbol{x}) d\theta},$$

where the likelihood function is

$$L(\theta|\boldsymbol{x}) = \prod_{i=1}^{N} P(x_i|\theta),$$

and $P(x_i|\theta)$ is calculated from the Rasch model or partial credit model based on the estimated item parameters.

Similarly, we can estimate the probability of below the cut score as:

$$P(\theta < \theta_c | \boldsymbol{x}) = \frac{\int_{-\infty}^{\theta_c} L(\theta|\boldsymbol{x}) d\theta}{\int_{-\infty}^{+\infty} L(\theta|\boldsymbol{x}) d\theta}$$

Mathematically, we have

$$N_{11} = \sum_{i \in N_1} P(\theta_i \geq \theta_c | \boldsymbol{x}),$$

$$N_{01} = \sum_{i \in N_1} P(\theta_i < \theta_c | \boldsymbol{x}),$$

$$N_{10} = \sum_{i \in N_0} P(\theta_i \geq \theta_c | \boldsymbol{x}), \text{ and}$$

$$N_{00} = \sum_{i \in N_0} P(\theta_i < \theta_c | \boldsymbol{x}),$$

where N_1 consists of the students with estimated $\hat{\theta}_i$ being at and above the cut score, and N_0 contains the students with estimated $\hat{\theta}_i$ being below the cut score. The accuracy index is then computed as:

$$\frac{N_{11} + N_{00}}{N_1 + N_0}.$$

In Exhibit A, accurate classifications occur when the decision made based on the true score agrees with the decision made based on the form taken. Misclassifications, false positives, and false negatives occur when students' true-score classifications differ from their observed-score classifications (e.g., a student whose true score results in a Pass level classification but is classified incorrectly as Not Pass). N_{11} represents the expected number of students who are truly above the cut score; N_{01} represents the expected number of students falsely above the cut score; N_{00} represents the expected number of students truly below the cut score; and N_{10} represents the number of students falsely below the cut score.

Exhibit A: Classification Accuracy

		Classification on a Form Actually Taken	
		At or Above the Cut Score	**Below the Cut Score**
Classification on True Score	**At or Above the Cut Score**	N_{11} (Truly above the cut score)	N_{10} (False negative)
	Below the Cut Score	N_{01} (False positive)	N_{00} (Truly below the cut)

3.4.5 Classification Consistency

To estimate the consistency, we assume students are tested twice independently; hence, the probability of the student being classified as at or above the cut score θ_c in both tests can be estimated as

$$P(\theta_1 \geq \theta_c, \theta_2 \geq \theta_c) = P(\theta_1 \geq \theta_c)P(\theta_2 \geq \theta_c) = \left(\frac{\int_{\theta_c}^{+\infty} L(\theta|\boldsymbol{x})d\theta}{\int_{-\infty}^{+\infty} L(\theta|\boldsymbol{x})d\theta}\right)^2.$$

Similarly, the probability of consistency for at or above the cut score is estimated as

$$P(\theta_1 \geq \theta_c, \theta_2 \geq \theta_c|\boldsymbol{x}) = \left(\frac{\int_{\theta_c}^{+\infty} L(\theta|\boldsymbol{x})d\theta}{\int_{-\infty}^{+\infty} L(\theta|\boldsymbol{x})d\theta}\right)^2.$$

The probability of consistency for below the cut score is estimated as

$$P(\theta_1 < \theta_c, \theta_2 < \theta_c|\boldsymbol{x}) = \left(\frac{\int_{-\infty}^{\theta_c} L(\theta|\boldsymbol{x})d\theta}{\int_{-\infty}^{+\infty} L(\theta|\boldsymbol{x})d\theta}\right)^2.$$

The probability of inconsistency is estimated as

$$P(\theta_1 \geq \theta_c, \theta_2 < \theta_c|\boldsymbol{x}) = \frac{\int_{\theta_c}^{+\infty} L(\theta|\boldsymbol{x})d\theta \int_{-\infty}^{\theta_c} L(\theta|\boldsymbol{x})d\theta}{\left[\int_{-\infty}^{+\infty} L(\theta|\boldsymbol{x})d\theta\right]^2}, \text{ and}$$

$$P(\theta_1 < \theta_c, \theta_2 \geq \theta_c|\boldsymbol{x}) = \frac{\int_{-\infty}^{\theta_c} L(\theta|\boldsymbol{x})d\theta \int_{\theta_c}^{+\infty} L(\theta|\boldsymbol{x})d\theta}{\left[\int_{-\infty}^{+\infty} L(\theta|\boldsymbol{x})d\theta\right]^2}.$$

The consistent index is computed as

$$\frac{N_{11} + N_{00}}{N},$$

where

$$N_{11} = \sum_{i \in N} P\left(\theta_{i,1} \geq \theta_c, \theta_{i,2} \geq \theta_c|\boldsymbol{x}\right),$$

$$N_{01} = \sum_{i \in N} P\left(\theta_i < \theta_c, \theta_{i,2} \geq \theta_c|\boldsymbol{x}\right),$$

$$N_{10} = \sum_{i \in N} P\left(\theta_i \geq \theta_c, \theta_{i,2} < \theta_c|\boldsymbol{x}\right),$$

$$N_{00} = \sum_{i \in N} P\left(\theta_i < \theta_c, \theta_{i,2} < \theta_c|\boldsymbol{x}\right), \text{ and}$$

$$N = N_{11} + N_{10} + N_{01} + N_{00}.$$

As shown in Exhibit B, consistent classification occurs when two forms agree on the classification of a student as either *at or above* or *below* the performance standard, whereas inconsistent classification occurs when the decisions made by the forms differ.

Exhibit B: Classification Consistency

		Classification on the Second Form Taken	
		Above the Cut Score	**Below the Cut Score**
Classification on the First Form Taken	**At or Above the Cut Score**	N_{11} (Consistently above the cut)	N_{10} (Inconsistent)
	Below the Cut Score	N_{01} (Inconsistent)	N_{00} (Consistently below the cut)

3.4.6 Classification Accuracy and Consistency Estimates

The analysis of the classification index is performed for test scores in the 2024–2025 test administration. Table 12 and Table 13 present the decision accuracy and consistency indices. Accuracy classifications are slightly higher than the consistency classifications in all performance standards. The consistency classification rate can be somewhat lower than the accuracy rate because consistency assumes two test scores, both of which include measurement error, while the accuracy rate assumes a single test score and the true score, which does not include measurement error. The classification index ranged from 90% to 94% for accuracy, and from 87% to 94% for consistency across all grades and subjects. The accuracy and consistency rates for each performance standard are greater for the performance standards associated with smaller standard errors. The better the test is targeted to the student's ability, the higher the classification index. Within a grade, classification indices seem to be consistent across test administrations.

Table 12: Decision Accuracy, Consistency Indices for Performance Standards, Grade 2

Grade	Admin	Accuracy		Consistency	
		Cut 1–Cut 2	Cut 2–Cut 3	Cut 1–Cut 2	Cut 2–Cut 3
2	SP25	0.945	0.940	0.922	0.915
	SP24	0.944	0.943	0.921	0.919
	SP23	0.947	0.942	0.925	0.917
	SP22	0.944	0.941	0.922	0.916
	SU25	0.925	--	0.895	--

Table 13: Decision Accuracy, Consistency Indices for Performance Standards, Grade 3

Grade	Admin	Accuracy	Consistency
		Cut 1–Cut 2	Cut 1–Cut 2
3	SP25	0.942	0.918
	SP24	0.943	0.920
	SP23	0.949	0.928
	SP22	0.951	0.930
	SP21	0.956	0.938
	SP19	0.998	0.941
	SU25	0.935	0.908
	SU24	0.927	0.897
	SU23	0.925	0.894
	SU22	0.951	0.930
	SU21	0.916	0.882
	SU19	0.907	0.875

3.4.7 Reliability for Subgroups in the Population

The 2024–2025 marginal reliability results for each of the identified subgroups (gender, ethnicity [White, African American, Asian, Hispanic, American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and Multi-Racial], special education students, Section 504 Plan students, and SES students) were calculated. The marginal reliability coefficients for subgroups along with historical statistics are provided in Appendix 3-F, Marginal Reliability Coefficients for Overall and by Subgroup. As the appendix indicates, reliabilities are consistent across subgroups, meaning that IREAD assessments measure a common underlying achievement dimension across all subgroups. Where reliability estimates are attenuated, there is an associated decrease in variance within the subgroup population, indicating that the decrease in reliability is likely due to a restriction in range.

3.4.8 Reporting Category Reliability

The marginal reliability coefficients and the measurement errors are computed for the reporting categories. Table 14 presents the marginal reliability coefficients for reporting categories.

Table 14: Marginal Reliability Coefficients for Reporting Categories

Grade	Reporting Categories	BP min	BP max	Mean	SD	Min	Max	Marginal Reliability
2	Foundations and Vocabulary (RFV)	10	12	453.35	118.24	200	650	0.472
	Nonfiction (NF)	12	16	428.31	114.86	200	650	0.483
	Literature (L)	12	16	432.89	120.87	200	650	0.417
3	Foundations and Vocabulary (RFV)	10	12	496.10	120.75	200	650	0.239
	Nonfiction (NF)	12	16	468.98	111.62	200	650	0.548
	Literature (L)	12	16	470.90	118.06	200	650	0.383

3.4.9 Reliability for Accommodated Testers

Internal consistency reliabilities are also calculated for accommodated test administrations (braille and paper forms), and online accommodations that are provided to eligible students. Given the small number of students for accommodated test administrations, braille and paper forms are collapsed into a single category for the reliability analysis.

Table 15 shows the marginal reliabilities for the accommodated form, online accommodations, and non-accommodated test administrations. Note that even when collapsing across forms, the number of accommodated testers was very small, limiting the generalizability of the results. Nevertheless, the internal consistency reliabilities of online accommodated test administrations were comparable to those of non-accommodated test administrations, indicating that, like the non-accommodated assessments, accommodated test administrations result in test scores of similar precision to a reasonable extent.

Table 15: Marginal Reliability Coefficients for Accommodated vs. Non-Accommodated Students

Grade	Accommodated Form		Online Accommodations		Non-Accommodated	
	N	Reliability	*N*	Reliability	*N*	Reliability
2	95	0.869	24,500	0.885	56,802	0.881
3	137	0.898	21,851	0.904	33,503	0.805

3.5 Subscale Intercorrelations

Table 16 presents the observed correlation matrix of the reporting category scores for each grade. For grade 2, the correlations among the reporting categories ranged from 0.66 to 0.69. In grade 3, the correlations were between 0.64 and 0.72 and a bit lower for the grade 3 retakes in Spring and Summer, ranging from .55 to .62.

In some instances, these correlations were lower than one might expect. However, as previously noted, the correlations were subject to a large amount of measurement error at the strand level, given the limited number of items from which the scores were derived.

Consequently, overinterpretation of these correlations, as either high or low, should be avoided.

Table 16: Observed Correlations Among Reporting Category Scores

Admin	Grade	Reporting Category	Number of Items	Cat1	Cat2	Cat3
Spring	2	Foundations and Vocabulary (RFV)	12	1	-	-
		Nonfiction (NF)	12	0.67	1	-
		Literature (L)	14	0.65	0.69	1
Spring	3	Foundations and Vocabulary (RFV)	12	1	-	-
		Nonfiction (NF)	12	0.66	1	-
		Literature (L)	14	0.62	0.71	1
Spring Retakes	3	Foundations and Vocabulary (RFV)	12	1	-	-
		Nonfiction (NF)	12	0.58	1	-
		Literature (L)	14	0.55	0.62	1
Summer Retakes	2	Foundations and Vocabulary (RFV)	11	1	-	-
		Nonfiction (NF)	13	0.56	1	-
		Literature (L)	14	0.57	0.54	1
Summer Retakes	3	Foundations and Vocabulary (RFV)	11	1	-	-
		Nonfiction (NF)	13	0.59	1	-
		Literature (L)	14	0.60	0.58	1

The correction for attenuation indicates what the correlation would be if reporting category scores could be measured with perfect reliability. The observed correlation between two reporting category scores with measurement errors can be corrected for attenuation as

$$r_{x'y'} = \frac{r_{xy}}{\sqrt{r_{xx} r_{yy}}}$$

where $r_{x'y'}$ is the correlation between x and y corrected for attenuation, r_{xy} is the observed correlation between x and y, r_{xx} is the reliability coefficient for x, and r_{yy} is the reliability coefficient for y. When corrected for attenuation, the correlations among reporting scores are quite high, indicating that the assessments measure a common underlying construct. Table 17 presents disattenuated correlations. Disattenuated correlation is capped if the correlation is greater than 1. These values suggest that validity evidence of the internal structure is supported.

Table 17: Disattenuated Correlations Among Reporting Category Scores

Admin	Grade	Reporting Category	Number of Items	Cat1	Cat2	Cat3
Spring	2	Foundations and Vocabulary (RFV)	12	1	-	-
		Nonfiction (NF)	12	1.00	1	-
		Literature (L)	14	1.00	1.00	1
Spring	3	Foundations and Vocabulary (RFV)	12	1	-	-
		Nonfiction (NF)	12	1.00	1	-
		Literature (L)	14	1.00	1.00	1
Spring Retakes	3	Foundations and Vocabulary (RFV)	12	1	-	-
		Nonfiction (NF)	12	1.00	1	-
		Literature (L)	14	1.00	1.00	1
Summer Retakes	2	Foundations and Vocabulary (RFV)	11	1	-	-
		Nonfiction (NF)	13	1.00	1	-
		Literature (L)	14	1.00	1.00	1
Summer Retakes	3	Foundations and Vocabulary (RFV)	11	1	-	-
		Nonfiction (NF)	13	1.00	1	-
		Literature (L)	14	1.00	1.00	1

4 Item Development and Test Construction

4.1 Test Design and Test Specifications

The Indiana Department of Education (IDOE) sought the participation of Indiana educators in the development of the IREAD test blueprint and item specifications. IREAD assessments are designed to measure student achievement of the foundational reading skills included in the Indiana Academic Standards (IAS). The IAS were designed and adopted to ensure that Indiana students graduate from high school ready to succeed in their college and career endeavors. To ensure that the IREAD assessment is valid and reliable, the blueprint was constructed to ensure that the assessment represents the range of content defined in the IAS and results in an accurate classification of student achievement.

Indiana assessment forms were constructed using the IREAD blueprints and item pool. The construction of test forms is a process that requires both judgment from content experts and psychometric criteria to ensure that certain technical characteristics of the test forms meet industry-expected standards. The processes used for blueprint development and test form construction are described to support the claim that they are technically sound and consistent with the expectations of current professional standards.

IREAD is designed to support the claims described at the outset of this chapter.

4.1.1 Item Specifications

The IREAD item bank is developed using a rigorous, structured process that engages stakeholders at critical junctures. This process is managed by Cambium Assessment, Inc.'s (CAI) Item Tracking System (ITS), which is an auditable content-development tool that enforces workflow and captures every change to, and comment about, each item. Reviewers, including internal CAI reviewers or stakeholders in committee meetings, are able to review items in ITS as they will appear to the student, with all accessibility features and tools.

The process begins with the definition of item specifications and continues with

- selection and training of item writers;
- writing and internal review of items;
- review by state personnel and stakeholder committees;
- markup for translation and accessibility features;
- field testing; and
- post-field-test reviews.

Each of these steps has a role in ensuring that the items can support the claims that will be based on them. Exhibit C describes how the steps contribute to these goals, and later sections of this report include detailed discussions of every step in the process.

Exhibit C: Summary of How Each Step of Development Supports Claim Validity

Development Steps	Supports Alignment to the Standards	Reduces Construct-Irrelevant Variance Through Universal Design	Expands Access Through Linguistic and Other Supports
Item Specifications	Specifies item types, content limits, and guidelines for meeting Depth of Knowledge (DOK) requirements and adjusting difficulty	Avoids the use of any item types with accessibility constraints and provides language guidelines; allows for multiple response modes to accommodate different styles	
Selection and Training of Item Writers	Ensures that item writers have the background to understand the standards and specifications; teaches item writers about the selection of item types for measurement and accessibility	Training in language accessibility, bias, and sensitivity, helping item writers avoid unnecessary barriers	
Writing and Internal Review of Items	Checks content and DOK alignment and evaluates and improves overall quality	Eliminates editorial issues and flags and removes bias and accessibility issues	
Markup for Translation and Accessibility Features		Adds universal features, such as text-to-speech for directional statements only, that reduce barriers	Adds text-to-speech for directional statements only, braille, and visual human reader for phonics items
Review by State Personnel and Stakeholder Committees	Checks content and DOK alignment and evaluates and improves overall quality	Flags sensitivity issues	
Field Testing	Provides statistical checks on quality and flags issues	Flags items that appear to function differently for subsequent review of issues	May reveal usability or implementation issues with markup
Post-Field-Test Reviews	Provides final, more focused checks on flagged items; rubric validation ensures that scoring reflects standards and expectations	Final, focused review on items flagged for differential item functioning	

IDOE updated and added clarifying detail to the IREAD item specifications in 2025. The updated item specifications are used for new content development and continue to

describe the existing item bank. IREAD item specifications provide details about how content and skills will be measured on the assessment. Indiana educators and other content experts supported the creation of these specifications. Each item specification contains the following elements:

- *Standard:* Each IAS measured on the IREAD assessment is listed.
- *IREAD Foundational Reading Focus:* Early literacy focus for the listed standard.
- *Reporting Category:* Groups of similar standards combined for reporting purposes. IREAD has three reporting categories: (1) Reading: Foundations, (2) Reading: Nonfiction, and (3) Reading: Literature.
- *Hyperlinks*: Hyperlinks related to ILEARN Item Specifications and IREAD Stimulus Specifications are included.
- *Content Limit(s)/Constraint(s):* Boundaries or limits of assessment items for that standard. These boundaries apply directly to the measurement of skill on the assessment, not to boundaries on classroom instruction.
- *Clarifications:* Additional information clarifying the language of the standard and information about precursor standards for an identified standard.
- *Item Stem Requirements:* Rules for how the standards will be assessed.
- *Item Stem Examples:* Examples of item stems (questions or directions) that satisfy the requirements of the specification.
- *Connection to the Science of Reading:* Description of how the standard fits into the big picture of how students learn to read and write proficiently.
- *Expected Academic Vocabulary:* Vocabulary words students will be expected to know when responding to items aligned with the standard.
- *Text-to-Speech (TTS):* Each item specification indicates that all IREAD items and passages have TTS silenced and that the Do Not Speak icon should appear below any bolded directional statements.
- *Proficiency-Level Descriptors and Example Items:* Proficiency-Level Descriptors (PLDs) and sample items designed to illustrate the specific distinctions between performance tiers: for grade 2, items are categorized as At Risk, On Track, or Pass, while for grade 3, items are differentiated between Did Not Pass and Pass. Full example items that satisfy the requirements of the specifications and the identified proficiency level are included. The correct answer for each sample item is marked in bold text.
- *Sample Passage:* An example of a passage that would be presented with a reading comprehension item aligned with the standard (for Reading: Nonfiction and Reading: Literature standards only) is included.
- *Considerations for Grade 2 Instruction*: Skills to leverage from grade 2 content and potential gaps to address instructionally are found in Grade 2 IREAD item specifications only.

Table 18 is a sample of the item specifications that content experts, in collaboration with Indiana educators, developed for IREAD. It outlines the limits of the item content to fully address the standard.

Table 18: Sample Grade 3 ELA Item Specification

Standard	3.RC.5 Determine the main idea of a text; recount the key details and explain how they support the main idea. (E)
IREAD Foundational Reading Focus	Determine the main idea of a text.
Reporting Category	Reading: Nonfiction
Hyperlinks to Related ILEARN Item Specifications	**3.RC.5 Instructional Framework** **3.RC.5 ILEARN Item Specification**
Hyperlinks to Related IREAD Stimulus Specifications	**IREAD Stimulus Specifications**
Content Limits	• Include items that are only passage based • Include nonfiction samples of text. • Ask students to determine one main idea of a text or a section of a text. The main idea may be explicitly or implicitly stated in the passage. • Main ideas that are implicitly stated must be easily discernable. • Use the term “main idea” when writing IREAD items aligned to this standard; avoid the use of “central idea” for these assessment items. • Avoid asking for more than one main idea. • Avoid asking students to recount key details and explain how they support the main idea.
Clarifications	• While recounting key details and explaining how these details support a main idea should be taught as part of this standard, IREAD focuses on the foundational skill of determining the main idea of a text. IREAD assesses this skill using nonfiction texts only. • The main idea in a text or text section may be explicit or may be implicit but easily discernable. • The main idea is the most important point an author is trying to make. ○ The main idea is not always stated in the first or first few sentences. Sometimes it is repeated throughout the text or is not explicitly stated at all. Being able to identify patterns in the details will help students find the main idea.
Item Stem Requirements	Items that measure this standard will be passage-specific.
Item Stem Examples	*All items will use one of these stem variations.* • What is [Passage Title] MOSTLY about? • What is [Subheader Title] MOSTLY about? • What is the MAIN idea of [PassageTitle]? • What is the MAIN idea of this article? • What is this article MOSTLY about?

Connection to Science of Reading	• Reading comprehension is the product of word recognition and language comprehension as represented by The Simple View of Reading. • This standard asks students to pull out specific details including main ideas and key details such as reasons, examples, facts, steps or other evidence that back up and explain the main idea. • In order to apply this standard, students must be able to understand language structures within a nonfiction text and make connections to ideas (verbal reasoning) to determine the main idea of a text.
Expected Academic Vocabulary	Main idea
Text-to-Speech	All IREAD items and passages have TTS silenced. The Do Not Speak icon should appear below any bolded directional statements.
Proficiency Level Descriptor (Did Not Pass)	**Did Not Pass:** Identify the main idea of a text when the main idea is explicitly stated or is found at the beginning of the passage and requires minimal interpretation.
Example Item for Did Not Pass	[Students read the passage *Chopsticks.*] What is the MAIN idea of this article? A. Have you ever used chopsticks? **B. Chopsticks are helpful tools for eating food.** C. Today, people in China still cook their food in small pieces. D. If you practice, you can use chopsticks. **Answer: B** This item is DOK 2 because students must differentiate between information (or details) in a text and the main idea being presented. The item is easy because the main idea can be easily discerned from the first two sentences of the passage.
Proficiency Level Descriptor (Pass)	**Pass: Interpret information within a text or text section to determine the main idea.**
Example Item for Pass	[Students read the passage *Snow Hopper.*] What is this article MOSTLY about? A. A million snow fleas may move together. **B. Snow fleas are hopping insects that live in the snow.** C. No one knows where snow fleas disappear to. D. In the winter, snow fleas chew dead leaves and plants. **Answer: B** This item is DOK 2 because students must differentiate between information (or details) in a text and the main idea being presented. The item is difficult because students must interpret information across the entire text and determine the difference between a main idea and details presented within the text.
Sample Passages	**Sample Passage: Chopsticks**

Have you ever used chopsticks? If you like to eat Chinese food, these long, thin tools will come in handy.

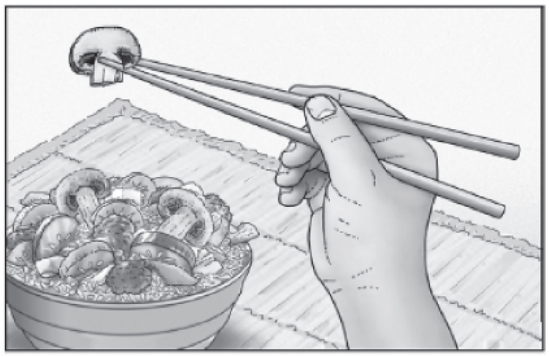
Two Simple Sticks

1 Thousands of years ago in China, people cooked food in large pots. Sometimes, they wanted to eat food as it was cooking. They dipped sticks into the pots to get the food out. This is what became known as chopsticks.

Chopsticks Today

2 When sailors arrived in China to trade goods, they saw people eating with sticks. They liked the quick way to eat the small pieces of food. They called the sticks “chopsticks.” Today, people in China 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.



Sample Passage: Snow Hopper

1 Take a walk in the woods on a sunny winter’s day. You might find tiny insects, called snow fleas, hopping on snow.

2 Crowds of snow fleas travel together. They look like grains of pepper popping up and down. If you put your hand on the snow, some may hop on top. Lift your hand up, and snow fleas jump off.

3 How do snow fleas hop? Each snow flea has two tiny tails. The tails bend under a snow flea’s body and are held by little hooks. When the hooks open, the tails spring out, and the snow flea leaps up. Snow fleas are also called springtails.

	4 In the winter, snow fleas chew dead leaves and plants buried beneath the snow. When they can't find enough food, they hop to some place new. **5** A million snow fleas may move together. Some hop on top of the snow. Most crawl under leaves below the snow. **6** In a few days, their journey is done. The tiny travelers may have moved 25 meters, about the length of a swimming pool. Then the huge group disappears. Where do all the snow fleas go? No one knows for certain, but their snow-hopping days are done.

4.1.2 Target Blueprints

Blueprints specify a range of items to be administered in each reporting category (or strand). The target blueprints include the requirements for the total test length and the minimum and maximum number of operational items for each score reporting category. Allowing a range in the number of required items allows the computer-adaptive test (CAT) algorithm the flexibility to select items that balance matching items to the ability of the student while matching the blueprints.

To ensure that the CAT accurately reflects the content of the curriculum standards, best practice requires that at least 50% of the standards for each reporting category be assessed on each test. In the aggregate, however, all the standards are assessed. Providing student performance on all standards at an aggregate level is very beneficial for instructional purposes. The blueprint requires a minimum of 10 items for each reporting category.

Table 19 presents the IREAD summative test blueprint requirements specified in the Test Delivery System (TDS) for the 2024–2025 school year. Each test must include items within the range of the minimum and maximum number of items for the total test and for the score reporting categories.

Table 19: IREAD Test Blueprint

Reporting Categories & Academic Standards	Total Items	Approx. Percent
Reading: Foundations	**10–14**	**25%–35%**
1.RF.3 Identify and produce beginning, middle (medial), and final sounds in single-syllable words.	1–2	3%–5%
2.RF.2 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled, one-syllable words.	1–2	3%–5%
3.RC.11 Apply context clues and text features to determine the meanings of unknown words.	2–4	5%–10%
3.RC.12 Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words.	4–5	10%–13%
Reading: Nonfiction	**12–16**	**30%–40%**
3.RC.1* Ask and answer questions to demonstrate comprehension of a text.	5–8	13%–20%
3.RC.5 Determine the main idea of a text; recount the key details and explain how they support the main idea.	1–4	3%–10%
3.RC.6 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as *first*, *next*, *finally*, *because*, *problem*, *solution*, *same*, and *different*.	2–3	5%–8%
3.RC.7 Apply knowledge of text features to locate information and gain meaning from a text.	1–2	3%–5%
3.RC.8 Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.	0–2	0%–2%
Reading: Literature	**12–16**	**30%–40%**
3.RC.1* Ask and answer questions to demonstrate comprehension of a text.	4–7	10%–18%
3.RC.2 Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	0–2	0%–5%
3.RC.3 Describe characters in a story and explain how their actions contribute to the plot.	3–6	8%–15%
1.RC.4 Make and confirm predictions about what will happen next in a story.	1–2	3%–5%
Total Number of Operational Items	**36–40**	**100%**

*3.RC.1 includes skills used when reading both nonfiction and literary texts. These skills will be measured using nonfiction texts in the Reading: Nonfiction reporting category and literary texts in the Reading: Literature reporting category.

4.1.2.1 IREAD Score Reporting Categories

The IREAD assessment measures students' understanding of standards that describe knowledge and skills that are foundational to reading. To assist in interpreting IREAD test scores, individual student reports describe "below," "at or near," and "above" proficient performance in each reporting category:

Reading: Foundations. Your student can almost always identify beginning, middle, and end sounds in one-syllable words. They can apply their knowledge of long and short vowels when reading regularly spelled one-syllable words, such as *cap* or *cape*. They can generally use context clues to complete the meaning of a story and can often identify word relationships.

Reading: Nonfiction. Your student's ability to answer questions about nonfiction texts is growing. They can identify main ideas, sequence events or procedural steps, and describe the relationship between those events or steps. They can apply text feature knowledge to locate or explain specific information and place events from a passage in chronological order.

Reading: Literature. Your student's ability to comprehend literature is growing. They can recall explicitly stated information, interpret text details to answer questions, recount key ideas, and identify simple themes. Your student can describe characters and explain how characters' actions contribute to the plot. They are also able to make logical predictions when reading.

4.1.3 Item Selection Algorithm

4.1.3.1 Adaptive Algorithm

CAI's adaptive algorithm takes as input two sources of information: an item pool and a test blueprint. The adaptive algorithm is then configured to execute maximally adaptive test administrations under the constraint of blueprint match (refer to Appendix 4-A, Adaptive Algorithm). Configuration of the adaptive algorithm is critical because the composition of the item pool, which changes from test administration to test administration, interacts with the blueprint to influence the performance of the adaptive algorithm.

4.1.3.2 Test Blueprint

Test blueprints may contain specifications from the content hierarchy (strand, benchmark, standard, etc.) and other constraints, such as DOK, item type, or any other test item attribute that may be stored.

CAI's adaptive engine supports blueprints that meet the following conditions (which have been advocated by the Consortium for Citizens with Disabilities, an umbrella group

encompassing most national advocacy groups for students with disabilities and other exceptional students):

1. Every student is tested on the full range of grade-level content, with no discernible differences in the content assessed.
2. Every student is tested on items measuring the same mix of cognitively complex skills, with no discernible difference—regardless of student proficiency.
3. Every student is tested on items reflecting the full range of other aspects (e.g., prescribed number of Open-Ended items) of the grade-level curriculum as may be appropriate for the grade.
4. Students are tested on items that provide the best measurement possible within these constraints.

These four principles ensure that every student can accurately demonstrate his or her academic skills and knowledge across the entire grade-level curriculum. CAI's adaptive algorithm supports blueprints that align with these principles.

4.1.3.3 Item Selection

The adaptive algorithm, built on our partnerships with client states over the years, ensures that each student will receive a test that (1) matches the blueprint and (2) contains the items that best match their performance level, as defined by the blueprint.

To accomplish this goal, the algorithm implements a highly parameterized multiple-objective utility function that includes

- a measure of the content match to the blueprint;
- a measure of overall test information; and
- measures of test information for each reporting category on the test.

We define an objective function that measures an item's contribution to each of these objectives, weighting them to achieve the desired balance. The equation below sketches this objective function for a single item.

$$f_{ijt} = w_2 \left(\frac{\sum_{r=1}^{R} s_{rit} p_r d_{rj}}{\sum_{r=1}^{R} d_{rj}} \right) + w_1 \sum_{k=1}^{K} q_k h_{1k}(v_{kijt}, V_{kit}, t_k) + w_0 h_0(u_{ijt}, U_{it}, t_0)$$

Where the *w* terms represent user-supplied weights that assign relative importance to meeting each of the objectives, d_{rj} indicates whether item *j* has the blueprint-specified feature *r*, and p_r is the user-supplied priority weight for feature *r*. The term s_{rit} is an adaptive control parameter that is described below. In general, s_{rit} increases for features that have not met their designated minimum as the end of the test approaches.

The remainder of the terms represent an item's contribution to measurement precision:

> v_{kjit} is the value of item *j* toward reducing the measurement error for reporting category *k* for test taker *i* at the time of selection *t*; and

u_{ijt} is the value of item *j* in terms of reducing the overall measurement error for test taker *i* at the time of selection *t*.

The terms U_{it} and V_{kit} represent the total information overall and on reporting category *k*, respectively.

The term q_k is a user-supplied priority weight associated with the precision of the score estimate for reporting category *k*. The *t* terms represent precision targets for the overall score (t_0) and each score reporting category score. The functions *h*(.) are given by:

$$h_0(u_{ijt}, U_{it}, t_0) = \begin{cases} au_{ijt} \; if \; U_{it} < t_0 \\ bu_{ijt} \; otherwise \end{cases}$$

$$h_{1k}(v_{kijt}, V_{kit}, t_k) = \begin{cases} c_k v_{kijt} \; if \; V_{kit} < t_k \\ d_k v_{kijt} \; otherwise \end{cases}$$

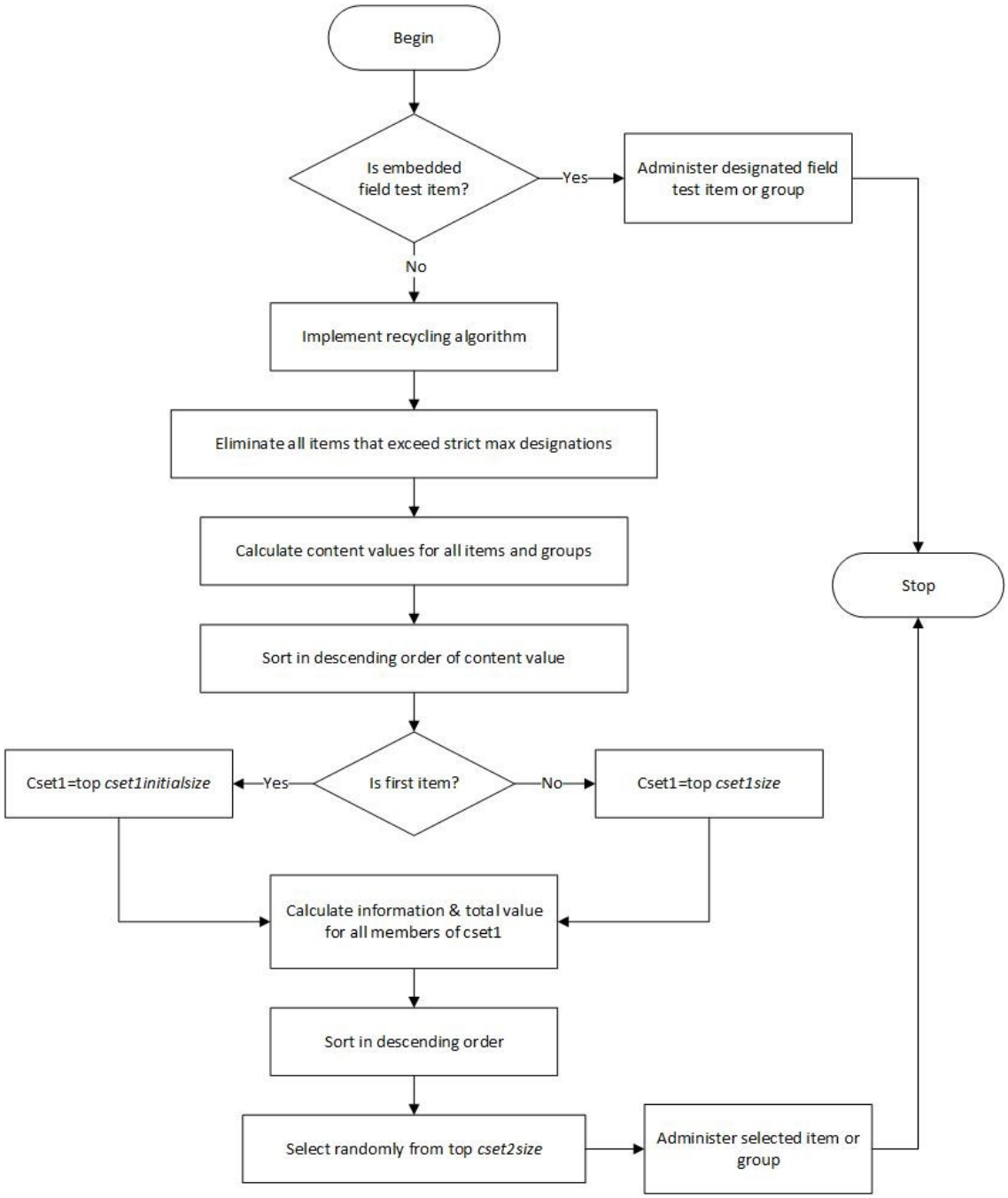
Items can be selected to maximize the value of this function. This objective function can be manipulated to produce a pure, standards-free adaptive algorithm by setting w_2 to zero or to produce a completely blueprint-driven test by setting $w_1 = w_0 = 0$. Adjusting the weights to optimize performance for a given item pool will enable users to maximize information subject to the constraint that the blueprint is virtually always met.

We note that the computations of the content values and information values generate values on very different scales and that the scale of the content value varies as the test progresses. Therefore, we normalize both the information and content values before computing the value of Equation 1.

This normalization is given by $x = \begin{cases} 1 \; if \; min = max \\ \frac{v - min}{max - min} \; otherwise \end{cases}$, where *min* and *max* represent the minimum and maximum, respectively, of the metric computed over the current set of items or item groups.

Figure 5 summarizes the item selection process. If the item position has been designated for a field-test item, then that item is administered. Otherwise, the adaptive algorithm is triggered.

Figure 5: Summary of Item Selection Process



Items (or groups of items in the case of English/Language Arts [ELA] tests) are sorted by their "content value," their value toward meeting the content constraints in the blueprint. Information measures are added to the content measures, and items are sorted based on their overall value for the objective function. The final item selection is made based on a random selection from among the small subset of items that have the highest combined content and information value.

We further note that at startup for each test administration, the item pool is customized based on the student's access needs. Any items indicated as access-limited for characteristics associated with the student are removed from the item pool at the initiation of the test; therefore, all item selection computations are based only on items to which the student has access. For example, this applies to items that have been brailled and can be delivered to students who require a braille accommodation.

4.1.4 Blueprint Match

The item selection algorithm delivers a test covering more benchmarks and with better precision compared with a fixed-form test. Across grades, almost all tests met the blueprint specifications with a 100% match. The Spring 2024 Simulation Summary Report is presented as Appendix 4-B, Simulation Summary Report.

4.2 Item Development Process

Operational items used on IREAD were inherited from the prior vendor. New items were developed in 2023–2024 to be added to the operational item pool after field testing. Several factors play into the development of new items; the item development team conducts a gap analysis for distributions of items across multiple dimensions, such as item counts, item types, item difficulty, and numbers in each strand or benchmark.

All CAI item writers who developed IREAD items have at least a bachelor's degree and many bring teaching experience. All item writers are trained in the following:

- Principles of universal design
- Appropriate use of item types
- IREAD item specifications

Key materials are included in Appendix 4-C, Item Writer Training Materials. These include the following:

- CAI's Language Accessibility and Bias and Sensitivity (LABS) Guidelines, which include a focus on Linguistic Complexity
- IREAD item specifications
- A training presentation (using Microsoft PowerPoint) for the appropriate use of item types

4.3 Item Review

4.3.1 Item Review Processes

CAI's test development structure uses highly effective units organized around each content area. Unit directors oversee team leaders who work with team members to ensure item quality and adherence to best practices. Teams include senior content specialists, who review items prior to client review and provide training and feedback for all content-area team members.

All newly developed IREAD items go through a rigorous, multiple-level internal review process before they are sent to external review. Staff members are trained to review items for both content and accessibility throughout the entire process. A sample item review checklist that our test developers use is included in Appendix 4-D, Item Review Checklist. The CAI internal review cycle includes the following phases:

- Preliminary Review
- Content Review 1
- Edit Review 1
- Senior Content Review

4.3.1.1 Preliminary Review

A Preliminary Review is conducted by team leads or senior content staff. Sometimes, Preliminary Review is conducted in a group setting, led by a senior test developer. During the Preliminary Review process, test developers, either individually or as a group, analyze all items to ensure that the following is true:

- The item aligns with the academic standard.
- The item matches the item specification for the skill being assessed.
- The item is based on a quality idea (i.e., it assesses something worthwhile in a reasonable way).
- The item is properly aligned to a DOK level.
- The vocabulary used in the item is appropriate for the grade and subject matter.
- The item considers language accessibility, bias, and sensitivity.
- The content is accurate and straightforward.
- The graphic and stimulus materials are necessary to answer the question.
- The stimulus is clear, concise, and succinct (i.e., it contains enough information to know what is being asked, it is stated positively, and it does not rely on negatives—such as *no*, *not*, *none*, *never*—unless absolutely necessary).

For selected-response items, test developers also check to ensure that the set of response options are

- as succinct and short as possible (without repeating text);
- parallel in structure, grammar, length, and content;
- sufficiently distinct from one another;
- all plausible (but with a clear and single correct option); and
- free of obvious or subtle cueing.

At the conclusion of the Preliminary Review, items that are accepted as written or revised during this review move on to Content Review 1. Items that are rejected during this review do not advance.

4.3.1.2 Content Review 1

Content Review 1 is conducted by a senior content specialist who was not part of the Preliminary Review. This reviewer carefully examines each item based on all the criteria

identified for Preliminary Review. Note that the criteria used for these internal reviews match the same criteria used by committee members during Content and Fairness Committee (CFC) Review, as documented in Appendix 4-D. The specialist also ensures that the revisions made during Preliminary Review did not introduce errors or content inaccuracies. This reviewer approaches the item from the perspective of potential clients as well as from the specialist's own experience in test development.

4.3.1.3 Edit Review 1

During Edit Review 1, editors have four primary tasks.

First, editors perform basic line editing for correct spelling, punctuation, grammar, and mathematical and scientific notation, ensuring consistency of style across the items. Second, editors ensure that all items are accurate in content. Editors compare reading passages against the original publications to ensure that all information is internally consistent across stimulus materials and items, including names, facts, or cited lines of text that appear in the item. Editors ensure that the answer keys and that all information in the item is correct. For mathematics items, editors perform all calculations to ensure accuracy. Third, editors review all material for fairness and language accessibility issues, using CAI's LABS Guidelines.

Finally, editors confirm that the items reflect the accepted guidelines for good item construction. In all items, they look for language that is simple, direct, and free of ambiguity with minimal verbal difficulty. Editors confirm that a problem or task and its stem are clearly defined and concisely worded with no unnecessary information. For MC items, editors check that options are parallel in structure and fit logically and grammatically with the stem and that the key accurately and correctly answers the question as it is posed, is not inappropriately obvious, and is the only correct answer to an item among the distractors.

4.3.1.4 Senior Content Review

By the time an item arrives at Senior Content Review, it has been thoroughly vetted by both content reviewers and editors. Senior reviewers (in particular, Senior Content Specialists) look back at the item's entire review history, ensuring that all the issues identified in that item have been adequately addressed. Senior reviewers verify the overall content of each item, confirming its accuracy and alignment to the standard.

4.3.2 Committee Review of Item Pool

After items have been developed, IDOE content experts review any eligible items prior to educators reviewing the items at Content and Fairness Committee (CFC) Review. At this stage in the review process, IDOE content experts can request edits, such as wording edits, scoring edits, or alignment or DOK updates. A CAI director for mathematics or ELA reviews all IDOE-requested edits in light of the IREAD item specifications and existing items in the bank to determine whether the requested edits will be made. At this stage, clients have the option to present these items to the committee (based on the edits made) or withhold them from committee review.

For items that have already been field-tested, wording and scoring edits are not eligible to be made, as such edits risk altering the function of calibrated items.

During the CFC Review for custom Indiana content, passages and items are reviewed for content validity, grade-level appropriateness, and alignment to the content standards. CFC Review members are typically grade-level and subject-matter experts but may also be reading coaches or literacy specialists.

Individual members of the CFC Review use their individual teaching backgrounds to check for issues in items that might unfairly impact students. CFC Reviews can include members with backgrounds in teaching students in special education, students with low vision, students with hearing impairment, and students in other special populations, including English learners (ELs). Further, diverse members of this CFC Review ensure that the items are free of bias and sensitivity concerns that may unfairly impact students of various ethnic and economic backgrounds.

4.3.3 Field Testing

The IREAD item pool grows each year through the field testing of new items. Any item used on an assessment is field-tested before it is used as an operational item. The 2023–2024 Indiana Learning Evaluation and Assessment Readiness Network (ILEARN) assessment contained field-test-ready IREAD items inherited from the previous vendor. The embedded field-test (EFT) slots are randomly positioned in the online adaptive ELA ILEARN grade 3 assessment. To render high-quality responses to the EFT items, students were unaware of which were operational items and which were EFT items. Field-test items were randomly distributed from the pool of available field-test items.

CAI's field-test item distribution algorithm minimizes design effects by randomly drawing an item from the pool for each student, ensuring that

- a random sample of students receives each item; and
- for any given item, the students are sampled with equal probability.

This design mimics the "spiraling-by-student within a classroom" model typically used with paper-and-pencil forms and ensures a broad representation of the items across abilities and demographic groups. To describe the distribution of forms, consider that J total forms are available for administration and a total of N students are participating in the field test. The probability that any one of the J forms can be assigned to one student is 1/J. Thus, the distribution of forms would follow a uniform distribution with sample sizes per form equal to N/J. Therefore, field-test item exposure rates depend on the number of field-test slots and the number of field-test items.

4.3.3.1 Content Data Review Committee Meeting

After IREAD items are field-tested in ILEARN, psychometric analysis of classical item statistics (see next section) is used to flag items that do not perform as expected. The flags are designed to highlight potential content weaknesses, miskeys, or possible bias issues. Content Data Review committee members were taught to interpret these flags and were given guidelines for examining the items for IREAD content or fairness issues.

4.4 Item Statistics

The item analyses included classical item statistics and item calibrations using the three-parameter logistic (3PL) and Generalized Partial Credit (GPC) item response theory (IRT) models. Classical item statistics are designed to evaluate item difficulty and the relationship of each item to the overall scale (item discrimination) and to identify items that may exhibit a bias across subgroups (differential item functioning [DIF] analyses).

4.4.1 Classical Statistics

Classical item statistics are sample-dependent, which means item difficulty and item discrimination indices are dependent on the sample of students selected to answer the items. If the same items are given to a different sample, they may vary substantially depending on the nature of the sample. This property is particularly important for IREAD assessments because they are administered via adaptive algorithms. For fixed-form tests, forms are randomly assigned to students, ensuring that each item is seen by a representative sample of participating students. By contrast, in an adaptive setting, items are selected to maximize test information near the student's ability estimate, which causes the resulting data to include students with a restricted range of ability levels. That is, only high-performing students are administered the most difficult items, and vice versa.

This characteristic of adaptive testing data has implications for the meaning and interpretation of the resulting classical test statistics. Specifically, the item difficulty index tends to migrate toward 0.5, regardless of how difficult an item is, and the item discrimination index is likely to be attenuated (or weakened) due to the restricted ability range in the adaptive data. As such, classical test statistics do not provide the same meaning or interpretation for items administered via adaptive algorithms. It is a standard practice in the field of psychometrics that operational items from an adaptive test do not use their operational adaptive test data to derive classical test statistics for item evaluation or item banking purposes. Therefore, classical item analyses were not conducted for operational items. In this chapter, classical analyses are reported only for field-test items.

4.4.1.1 Classical Statistics

4.4.1.1.1 Item Discrimination

The item discrimination index indicates the extent to which each item differentiates between those test takers who possess the skills being measured and those who do not. In general, the higher the value, the better the item can differentiate between high- and low-achieving students. The discrimination index is calculated as the correlation between the item score and the student's IRT-based ability estimate (biserial correlations for MC items and polyserial correlations for constructed-response items). Items are flagged for review if biserial/polyserial values are less than 0.25.

4.4.1.1.2 Item Difficulty

Extremely difficult or extremely easy items are flagged for review but are not necessarily rejected if the item discrimination index is not flagged. For MC items, the proportion of test takers in the sample selecting the correct answer (*p*-values) and those selecting each

of the incorrect responses, is computed. For constructed-response items, item difficulty is calculated both as the item's mean score and as the average proportion correct (analogous to *p*-value and indicating the ratio of the item's mean score divided by the number of points possible).

MC items are flagged for review if the *p*-value is less than 0.25 or greater than .95.

The criteria used for flagging based on the classical statistics are as follows:

- Adjusted biserial/polyserial correlation statistic is less than 0.25 for MC items.
- Adjusted biserial correlations for MC item distractors are greater than 0.00.
- Proportion correct value is less than 0.25 or greater than 0.95 for MC items.
- The proportion of students responding to a distractor exceeds the proportion responding to the keyed response for MC items.

4.4.2 Item Response Theory Statistics

Traditional item response models assume a single underlying trait, and they assume that items are independent given that underlying trait. In other words, the models assume that given the value of the underlying trait, knowing the response to one item provides no information about responses to other items. This basic simplifying assumption allows the likelihood function for these models to take the relatively simple form of a product over items for a single student:

$$L(Z) = \prod_{j=1}^{n} P(z|\theta),$$

where *Z* represents the pattern of item responses and *θ* represents a student's true proficiency.

IREAD employed IRT models for item calibration and student ability estimation. The IREAD assessment comprises MC items and 2-point composite items. All MC items will use the 3PL model. All polytomous items will use the GPC.

Three-Parameter Logistic Model

In the case of the 3PL model, we have

$$p_{ij}\left(z_{ij}\middle|\theta_j, a_{i,}b_i, \ldots b_i, c_i, \ldots c_i\right) = \left\{ \begin{array}{c} c_i + (1-c_i)\dfrac{exp\left(1.7 * a_i\left(\theta_j - b_i\right)\right)}{1 + exp\left(1.7 * a_i\left(\theta_j - b_i\right)\right)} = p_{ij}, \;\; if\; z_{ij} = 1 \\ \dfrac{1 - \; c_i}{1 + exp\left(1.7 * a_i\left(\theta_j - b_i\right)\right)} = 1 - p_{ij}, \;\; if\; z_{ij} = 0 \end{array} \right\},$$

where b_i is the difficulty parameter for item *i*, c_i is the guessing parameter for item *i*, a_i is the discrimination parameter for item *i*, and z_{ij} is the observed item score for the person *j*.

Generalized Partial Credit Model

In the case of the GPC for items with 2 or more points, we have

$$p_{ij}(z_{ij}|\theta_j, a_{i,} b_{i,1}, \dots b_{i,m_i}) = \left\{ \begin{array}{ll} \frac{exp(\sum_{k=1}^{z_{ij}} 1.7 * a_i(\theta_j - b_{i,k}))}{1 + \sum_{l=1}^{m_i} exp(\sum_{k=1}^{l} 1.7 * a_i(\theta_j - b_{i,k}))}, & if\ z_{ij} > 0 \\ \frac{1}{1 + \sum_{l=1}^{m_i} exp(\sum_{k=1}^{l} 1.7 * a_i(\theta_j - b_{i,k}))}, & if\ z_{ij} = 0 \end{array} \right\},$$

where $\boldsymbol{b}_i' = (b_{i,1}, \dots, b_{i,m_i})$ for the *i*th item's step parameters, m_i is the maximum possible score of this item, a_i is the discrimination parameter for item *i*, $z_{ij}$is the observed item score for the person *j*, *k* indexes step of the item *i*, and $b_{i,k}$ is the *k*th step parameter for item *i* with $m_i + 1$ total categories.

The field-test item calibration is conducted using IRTPRO 4.2. IRTPRO implements the method of maximum likelihood (ML) for item parameter estimation. The item parameter estimates of the field-test items are presented in Appendix 4-E, Field-Test Item Parameters.

4.4.3 Analysis of Differential Item Functioning

The *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], and National Council on Measurement in Education [NCME], 1999, 2014) provide a guideline for when sample sizes permitting subgroup differences in performance should be examined and appropriate actions taken to ensure that differences in performance are not attributable to construct-irrelevant factors.

DIF refers to items that appear to function differently across identifiable groups, typically across different demographic groups. Identifying DIF is important because it provides a statistical indicator that an item may contain cultural or other biases. DIF-flagged items are further examined by content experts who are asked to re-examine each flagged item to decide whether the item should be excluded from the pool due to bias. Not all items that exhibit DIF are biased; characteristics of the educational system may also lead to DIF.

CAI uses a generalized Mantel–Haenszel (MH) procedure to calculate DIF. The generalizations include adaptation to polytomous items and improved variance estimators to render the test statistics valid under complex sample designs. With this procedure, each student's raw score on the operational items on a given test is used as the ability-matching variable. That score is divided into 10 intervals to compute the $MH\chi^2$ DIF statistics for balancing the stability and sensitivity of the DIF scoring category selection. The analysis program computes the $MH\chi^2$ value, the conditional odds ratio, and the MH-delta for dichotomous items; the $GMH\chi^2$ and the standardized mean difference (SMD [Dorans & Schmitt, 1991]) are computed for polytomous items.

The MH chi-square statistic (Holland & Thayer, 1988) is calculated as:

$$MH\chi^2 = \frac{(|\sum_k n_{R1k} - \sum_k E(n_{R1k})| - 0.5)^2}{\sum_k var(n_{R1k})},$$

where $k = \{1, 2, \ldots K\}$ for the strata, n_{R1k} is the number of correct responses for the reference group in stratum k, and 0.5 is a continuity correction. The expected value is calculated as

$$E(n_{R1k}) = \frac{n_{+1k} n_{R+k}}{n_{++k}},$$

where n_{+1k} is the total number of correct responses, n_{R+k} is the number of students in the reference group, n_{++k} is the number of students in stratum k, and the variance is calculated as

$$var(n_{R1k}) = \frac{n_{R+k} n_{F+k} n_{+1k} n_{+0k}}{n_{++k}^2 (n_{++k} - 1)},$$

where n_{F+k} is the number of students in the focal group, n_{+1k} is the number of students with correct responses, and n_{+0k} is the number of students with incorrect responses in stratum k.

The MH conditional odds ratio is calculated as

$$\alpha_{MH} = \frac{\sum_k n_{R1k} n_{F0k} / n_{++k}}{\sum_k n_{R0k} n_{F1k} / n_{++k}}.$$

The MH-delta (Δ_{MH} [Holland & Thayer, 1988]) is then defined as

$$\Delta_{MH} = -2.35 ln(\alpha_{MH}).$$

The generalized MH statistic generalizes the MH statistic to polytomous items (Somes, 1986), and is defined as

$$GMH\chi^2 = \left(\sum_k \boldsymbol{a}_k - \sum_k E(\boldsymbol{a}_k) \right)' \left(\sum_k var(\boldsymbol{a}_k) \right)^{-1} \left(\sum_k \boldsymbol{a}_k - \sum_k E(\boldsymbol{a}_k) \right)$$

where $\boldsymbol{a}_k$ is a $(T-1)\ X\ 1$ vector of item response scores, corresponding to the T response categories of a polytomous item (excluding one response). $E(\boldsymbol{a}_k)$ and $var(\boldsymbol{a}_k)$, a $(T-1) \times (T-1)$ variance matrix, are calculated analogously to the corresponding elements in $MH\chi^2$ in stratum k.

The SMD (Dorans & Schmitt, 1991) is defined as

$$SMD = \sum_k p_{FK} m_{FK} - \sum_k p_{FK} m_{RK}$$

where

$$p_{FK} = \frac{n_{F+k}}{n_{F++}}$$

is the proportion of the focal group students in stratum k,

$$m_{FK} = \frac{1}{n_{F+k}}\left(\sum_t a_t n_{Ftk}\right)$$

is the mean item score for the focal group in stratum k, and

$$m_{RK} = \frac{1}{n_{R+k}}\left(\sum_t a_t n_{Rtk}\right)$$

is the mean item score for the reference group in stratum k.

DIF analysis was conducted for all field-test items with at least 200 responses per item in each subgroup (Zwick, 2012) to detect potential item bias for major demographic groups. DIF analyses were performed for the following groups:

- Male/Female
- White/African American
- White/Hispanic
- White/Asian
- White/Native American
- Student with Special Education (SPED)/Not SPED
- Socioeconomic Status (SES)/Not SES (proxy for Free and Reduced-Price Lunch)
- English Learners (ELs)/Not ELs

Table 20 details the DIF classification rules. Appendix 4-F, Field-Test Item Differential Item Functioning (DIF) summarizes the DIF flagging results of the Spring 2024 field-test items.

Table 20: DIF Classification Rules

DIF Category	Flag Criteria
Dichotomous Items	
C	MH_{χ^2} is significant, and $\lvert\widehat{\Delta}_{MH}\rvert \geq 1.5$.
B	MH_{χ^2} is significant, and $1 \leq \lvert\widehat{\Delta}_{MH}\rvert < 1.5$.
A	MH_{χ^2} is not significant, or $\lvert\widehat{\Delta}_{MH}\rvert < 1$.
Polytomous Items and Assertions	
C	MH_{χ^2} is significant, and $\lvert SMD\rvert / \lvert SD\rvert > .25$.
B	MH_{χ^2} is significant, and $.17 < \lvert SMD\rvert / \lvert SD\rvert \leq .25$.
A	MH_{χ^2} is not significant, or $\lvert SMD\rvert / \lvert SD\rvert \leq .17$.

4.5 Item Bank

As described earlier, all items used on the IREAD assessment are aligned to IAS listed on the IREAD blueprint. The IREAD item bank supports an adaptive assessment and a fixed-form assessment for students who require a paper test

Table 21 provides the count of operational items used on the 2024–2025 IREAD assessments.

Table 21: Operational Item Counts by Item Type and Reporting Category

Reporting Category	Multiple-Choice Items	Multi-Part Multiple-Choice Items	Total Number of Items
Reading: Foundations and Vocabulary	45	9	54
Reading: Nonfiction	47	0	47
Reading: Literature	29	0	29

4.5.1 Bank Maintenance

To maintain the IREAD item bank, new item development and embedded field testing in ILEARN's grade 3 Spring test administration began in 2023–2024. CAI's field-test engine was used for this effort, and items were calibrated and analyzed following the procedures described in Section 4.4.2, Item Response Theory Statistics.

The field-test engine that CAI employs for embedding field-test items randomly samples field-test items for each individual test administration, essentially creating thousands of unique EFT forms. This sampling approach to embedding field-test items results in several important outcomes:

- Reduction in the number of EFT items that each student must respond to and more efficient "spiraling" of items, which reduces clustering of item responses, resulting in more precise parameter estimates

- More generalizable item statistics because they are not based on items appearing in a single position
- A truly representative sample of respondents for each item

The embedded field-testing algorithm actually consists of two different algorithms—one for identifying which field-test items will be administered to which student (the *distribution algorithm*), and one for selecting the position on the test for each item administered to the student (the *positioning algorithm*).

When a student starts a test, the system randomly selects a predetermined number of item groups, stopping when it has selected item groups containing at least the minimum number of field-test items designated for administration to each student. We refer to item groups rather than items because field-test items, like items in the operational tests, can either be stand-alone items or appear together as a group, such as when items are bound with a reading passage or some other common stimulus. We use the term *item groups* to refer to both cases, with stand-alone items representing item groups of one. This randomization ensures that (1) each item is seen by a representative sample of participating students and (2) every item is as likely as every other item to appear in a class or school, minimizing the clustering effects.

Construction of item groups for reading passages or other stimulus-based item sets similarly reduces clustering. With static EFT blocks, reading passages and other stimuli are typically field-tested with two or more sets of fixed items so that each administration of a passage or stimulus is associated with a fixed set of items in a fixed order. The distribution algorithm, however, randomly selects a group of items from within the stimulus or passage set for administration so that all items within a stimulus or passage set are administered with all other items from within the set, which reduces clustering by distributing items across all students rather than within a limited number of forms and results in a more representative sample of students responding to each item.

A second *positioning algorithm* determines where an item appears on a given student's test, with the result that the position of each item is randomized among the positions designated as available for field-test items. This way, the field-test items can be interspersed with operational items (making them more difficult to detect) and each item is seen across all available positions. This approach helps "average out" position effects on item functioning, yielding more robust and generalizable estimates of their statistical properties. Our algorithm accomplishes what paper test "balanced block" designs seek to approximate. For item groups, averaging out position effects also means that any effects of item cueing are removed from item parameter estimates.

The procedures for item review are discussed in Section 4.3, Item Review. Twenty-four IREAD field-test items were embedded for field testing in the Spring 2024 ILEARN ELA grade 3 assessment. All 24 field-test items are owned by Indiana and were developed by the previous IREAD vendor.

4.5.2 Braille Item Pools

Hard-copy braille forms were transcribed from the regular print paper forms and were accompanied by braille notes that indicated to Test Administrators where modifications to the content were necessary for students taking the braille test.

5 Test Administration

In Spring 2025, pursuant to IC 20-32-8.5-2, the IREAD testing window was available for all grade 2 students, grade 3 students who did not previously pass in grade 2, and grades 4 through 5 students. All grade 2 and grade 3 students currently enrolled in an accredited Indiana school, including English learners (ELs) and students with disabilities, were required to participate in IREAD unless they participated in the alternate assessment, Indiana's Alternate Measure (I AM), or previously received a passing score in grade 2. Students in grades 4 through 5 who did not achieve a passing score were required to participate in each retest opportunity unless they received a Good Cause Exemption (GCE). The chart below shows which students participated in the Spring and Summer IREAD administrations in the 2024–2025 school year.

Spring IREAD	
Student Population	Participate?
Grade 2 students	Yes
Grade 3 students participating in ILEARN	Yes
Grade 4 or 5 students who: • Did not receive a passing score on IREAD in the most recent spring or summer retest administration (e.g., Did Not Pass, Undetermined) and were not granted a Good Cause Exemption under previous legislation; or • Were enrolled in grade 3 at an accredited Indiana school but did not participate in IREAD.	Yes
Grade 3 students who received a passing score in grade 2	No
Grade 3 students participating in I AM	No
Grade 4 or 5 students who were granted Good Cause Exemptions under previous legislation	No
Summer IREAD	
Student Population	Participate?
Grade 2 students	May
Grade 3 students who: • Did not receive a passing score on IREAD in the most recent spring administration (e.g., Did Not Pass, Undetermined); or • Were enrolled in grade 3 at an accredited Indiana school but did not participate in the spring IREAD administration (i.e., absent during the spring window, enrolled after the spring window and before the end of the school year).	Yes

Grade 4 students who: • Did not receive a passing score on IREAD in the most recent spring administration or as a grade 3 student in the spring or summer retest administrations (e.g., Did Not Pass, Undetermined, no score); or • Were enrolled in grade 3 at an accredited Indiana school but did not participate in IREAD.	Yes
Grade 5 students who did not receive a passing score as a grade 3 or 4 student in Spring or Summer retest administrations (e.g., Did Not Pass, Undetermined) and were not granted a Good Cause Exemption under previous legislation.	Yes

According to IC 20-32-8.5-2 and beginning with the 2024–2025 IREAD test administration, a GCE has significantly changed from past years. A GCE now serves to exempt an eligible student from retention if the student does not pass IREAD in grade 3. Grade 3 pupils are the only students eligible for a GCE. GCEs cannot exempt students from participating in IREAD.

The Spring online IREAD test window was from March 3 through March 14, 2025. The Summer IREAD test window was from May 12 through June 27, 2025.

IREAD was administered in Cambium Assessment, Inc.'s (CAI) Test Delivery System (TDS) as an untimed, online, multiple-choice, summative assessment as one test ID with three segments. Schools were required to administer the three operational test segments in chronological order (i.e., Segment 1, Segment 2, Segment 3) to all students. Beginning Spring 2024, students could complete test segments on a different day than they began the test segment. A 10-minute pause rule was provided, which prohibits students from moving backward to change previous answers if their test has been paused for longer than 10 minutes to support score validity. A paper-and-pencil test (also divided into three segments to mirror the online assessment) was provided to students who could not take the test online due to their Individualized Education Program (IEP).

The first three items on the IREAD assessment are phonics items that require a student to listen to item content. Beginning in Spring 2024, TDS was enabled to provide pre-recorded human voice recording (HVR) for students who are deaf or hard of hearing. Students were also provided the option to use a new feature called Visual Human Reader (VHR). This feature allows students to view an embedded video of a human reading the phonics items in Segment 1. This designated feature may be beneficial for students who receive speech services and prefer to watch the human reader speak the phonics items.

Any student who is deaf or hard of hearing and whose hearing impairment prevents them from receiving phonics instruction is exempt, per their formal educational plan, from the requirement to respond to any Segment 1 items measuring phonics standards. TDS was configured this year to include a Hard of Hearing (HoH) accommodation, which allows students to access the online assessment without the Segment 1 phonics items. Students testing with a paper-and-pencil accommodation were instructed to skip the first four items

on the assessment. These items were not included in the scoring for students who were assessed online or in paper-and-pencil formats.

Assessment instruments should have established test administration procedures that support useful interpretations of score results, as specified in Standard 6.0 of the *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], and National Council on Measurement in Education [NCME], 2014). This volume provides details on testing procedures, accommodations, Test Administrator (TA) training and resources, and test security procedures implemented for IREAD. Specifically, it provides the following evidence related to test administration for the validity of the assessment results:

- A description of the population of students who take IREAD
- A description of the training and documentation provided to TAs for them to follow the standardized procedures for administration
- A description of offered test accommodations that are intended to remove barriers that otherwise would interfere with a student's ability to take a test
- A description of the test security process to mitigate loss, theft, and reproduction of any kind
- A description of CAI's Quality Monitor (QM) System and the test irregularity investigation process to detect cheating, monitor real-time item quality, and evaluate test integrity

5.1 Testing Options

Administering the 2024–2025 IREAD assessments required coordination, detailed specifications, and proper training. Several groups of people were involved in the test administration process, from those setting up secure testing environments to those administering the tests. Without the proper training and coordination of these individuals, the standardization of the test administration could have been compromised. The Indiana Department of Education (IDOE) worked with CAI to develop and provide the training and documentation necessary for the administration of IREAD under standardized conditions within all testing environments for both online and paper-and-pencil tests.

All students were required to take a practice test at their school using the TDS interface prior to taking the IREAD assessment. The practice test sessions helped students become familiar with TDS functionality and item types by providing students with sample test items like those they would encounter on the IREAD assessment. Indiana students also had the opportunity to interact with released, nonsecure items on a public-facing Released Items Repository (RIR) assessment, available on the Indiana Assessment Portal. The IREAD RIR was released in July 2024.

Beginning Spring 2024, IREAD was administered as an untimed test. Schools could reference the Suggested Timing Schedule in

Table 22 when developing local testing schedules. However, students were given the time they needed to complete each test segment.

Schools were instructed to administer the three operational test segments in chronological order (i.e., Segment 1, Segment 2, Segment 3) to all students. Beginning Spring 2024, students may complete test segments on a different day than they begin the test segment. A 10-minute pause rule is in place, which prohibits students from moving backward to change previous answers if their test has been paused for longer than 10 minutes. This rule supports score validity.

Table 22: IREAD (Spring and Summer): Suggested Timing Schedule

	Instruction Time (in minutes)	Working Time (in minutes)	Total Time
IREAD Practice Test			
Segment 1	20	10	30
IREAD Spring and Summer Operational Assessment			
Segment 1 Reading Foundations and Vocabulary	5	30	35
Segment 2 Reading: Nonfiction	5	30	35
Segment 3 Reading: Literature	3	30	33

5.1.1 IREAD Practice Test

Corporations and schools must administer the IREAD practice test to students at least once per school year before administering the operational assessment. The practice test may be given multiple times, as needed. 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. Schools are not required to administer the practice test prior to the Summer retest unless the student did not participate in Spring testing or the student changes the mode of participation (e.g., moves from paper to online testing).

Untimed online IREAD practice tests were made available via the CAI Secure Browser beginning August 2024. The online practice test provides students with the opportunity to interact with the online testing platform and become familiar with any formal accommodations prior to the operational assessment. Students testing via paper-and-pencil received a smaller number of practice items on the pages immediately preceding the first operational test segment in their assessment books.

5.1.2 Students with Disabilities

Indiana established procedures to ensure the inclusion of students with disabilities in statewide testing in all public elementary and secondary schools. Federal and state laws require that all students participate in the state testing system. In Indiana, a student with an IEP will participate in the Indiana Reading Evaluation and Determination (IREAD) with the appropriate testing supports and accommodations prescribed by the IEP. If required by the students' IEP, the student will participate in Indiana's Alternate Measure (I AM). Per the Individuals with Disabilities Education Act (IDEA) and Title 5 Article 7-Special Education, published in December 2014 by the Indiana State Board of Education, decisions regarding the appropriate assessment for a student with disabilities are made annually by the student's IEP team. These decisions are based on the student's curriculum, present levels of academic achievement, functional performance, and

learning characteristics. Decisions cannot be based on program setting, category of disability, percentage of time in a particular placement or classroom, or any considerations regarding a school's Adequate Yearly Progress (AYP) designation.

Indiana does not have an opt-out policy for statewide assessments. IDOE advised schools to maintain documentation locally in the event a student is unable to participate for any reason in one or more IREAD assessments. IDOE recommended schools document relevant information (e.g., test(s) not completed, reason for nonparticipation, efforts to communicate with families) and include any supporting documentation (e.g., physician's note).

5.1.3 Administrative Roles

Corporation Test Coordinators (CTCs), Corporation Information Technology Coordinators (CITCs), Non-Public School Test Coordinators (NPSTCs), School Test Coordinators (STCs), and TAs each had specific roles and responsibilities in the online testing systems. See the *Online Test Delivery System (TDS) User Guide* (Appendix 5-C) for their specific responsibilities before, during, and after testing.

CTCs

CTCs were responsible for coordinating testing at the corporation level, ensuring that STCs in each school were appropriately trained in and aware of policies and procedures and that they were trained to use CAI systems.

CITCs

CITCs were responsible for ensuring that testing devices were properly configured to support testing and coordinating participation in the RIR as a systems readiness test (SRT). IDOE recommended that all schools complete an SRT prior to their first test administration. An SRT is a simulation of online testing at the state level that ensures student testing devices and local school networks are correctly configured to support online testing.

NPSTCs

NPSTCs were responsible for coordinating testing at the school level for non-public schools, ensuring that STCs within the school were appropriately trained and aware of policies and procedures and that they were trained to use CAI systems.

STCs

Before each test administration, STCs and CTCs were required to verify that student eligibility was correct in the Test Information Distribution Engine (TIDE) and that any accommodations or test settings were correct. To participate in a computer-based online test, students were required to have been listed as eligible for that test in TIDE. See the *Test Information Distribution Engine (TIDE) User Guide* (Appendix 5-B) for more information.

STCs were responsible for ensuring that testing at their schools was conducted in accordance with the test security and other policies and procedures established by IDOE. STCs were primarily responsible for identifying and training TAs. STCs worked with

technology coordinators to ensure that computers and devices were prepared for testing and technical issues were resolved to ensure a smooth testing experience for the students. During the test window, STCs monitored testing progress, ensured that all students participated as appropriate, and handled testing issues as necessary by contacting the CAI Help Desk.

Test Administrators

TAs were responsible for completing test administration, test security and test administration training, as well as reviewing necessary user manuals and user guides to prepare the testing environment. They were also responsible for ensuring students did not have books, notes, scratch paper, or electronic devices. TAs were required to administer IREAD following the directions found in the *IREAD Test Administration Manual* (TAM). Any deviation in test administration was required to be reported by TAs to the STC, who was to report it to the CTC. Then, if necessary, the CTC was to report it to IDOE. TAs also ensured that only the resources allowed for specific tests were available and no additional resources were being used during the IREAD test administration.

5.1.4 Online Test Administration

The *Online Test Delivery System (TDS) User Guide* (Appendix 5-C) provided instructions for creating and monitoring test sessions, verifying student information, assigning test accommodations, and starting, pausing, and submitting tests. The *Technology Setup for Technology Guide* (https://indiana.portal.cambiumast.com/tech-guide.html) provided information about hardware, software, and network configurations to run CAI's various testing applications.

Personnel involved with statewide test administration played an important role in ensuring the validity of the assessment by maintaining both standardized test administration conditions and test security. Their roles and responsibilities are summarized below.

5.1.4.1 Scheduling Make-Up Testing and Test Completion Sessions

Test completion sessions could include students working on different tests.

Unexpected circumstances (e.g., fire drills, power failures) could interrupt testing. Test completion sessions could be scheduled when normal conditions were restored. Interruptions could not reduce the total amount of time students were given to complete tests.

After a test had been paused for 10 minutes, the student could no longer view or modify responses from that testing session. Students could not view or change prior answers during a make-up session. A make-up or completion session was only to finish the remaining portions of the test.

5.1.4.2 Test Irregularities

On rare occasions, a non-standard situation arose during test administration. Three ways to account for irregularities were provided. Steps for dealing with test irregularities are

outlined in more detail in the sections on Appeals or Appeal Requests in the *TIDE User Guide*.

- ***Reset a Test.*** Resetting a test eliminates all responses for a student. When that student logged in to the test again, the test would start over. Resetting could only be implemented in situations where the test could not be appropriately completed as is (e.g., two students accidentally logged in to each other's test, a student requiring braille was not given the accommodation). A test could never be reset to give a student a second opportunity.
- ***Grace Period Extension.*** Extending a test's grace period gives a student access to his or her previous responses. This extension could be granted if a test session was interrupted unexpectedly (e.g., fire drill, lockdown). The grace period extension could not be applied if the test session ended normally or if the student was given time to review his or her answers before logging out of a test.
- ***Invalidate a Test.*** Tests could be invalidated when a student's performance was not an accurate measure of his or her ability (e.g., the student cheated, the student used inappropriate materials). If a test was invalidated, the student was not given another opportunity to take the test. Invalidating a test required the approval of an local education agency (LEA)-level user.
- ***Reopen a Test.*** Reopening a test changed the test's status from completed or reported to paused. This capability was useful if a student accidentally submitted a test before reviewing it. After the test was reopened, a student could resume testing. A test was not reopened once a student saw a score.

Reopen a Test Segment. Reopening a test segment allowed a student to return to a prior segment in cases where the student moved to the next segment in error. After the test segment was reopened, a student could return to the prior segment and complete his or her work.

5.1.5 Accommodated Test Administration

Students participating in the online, fixed-form IREAD assessment can use the standard online testing features in TDS. These features include the ability to select an alternate background and font color, mouse pointer size and color, and font size before testing. During the test, students can zoom in and out to increase or decrease the size of text and images, highlight items and passages (or sections of items and passages), cross out response options by using the strikethrough function, use a notepad to make notes, and flag a question for review using the mark for review function.

All Indiana State Assessments have appropriate accommodations available to students with current IEPs or Section 504 Plans, as well as to students identified as ELs. Accommodations are provided to allow these accessible options to students with disabilities and ELs, including ELs with disabilities. Accommodations available for eligible students participating in IREAD assessments are described in the *IREAD Test Administrator's Manual* (Appendix 5-A), which was accessible before and during testing from the IREAD Portal.

IREAD assessments provide two categories of assessment support to students: designated features and accommodations, both embedded (delivered through TDS) and

non-embedded. Designated features for IREAD are those supports that are available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). The *Online Test Delivery System (TDS) User Guide* published on the Indiana Assessment Portal (Appendix 5-C) provides instructions on how to access and use these features.

5.1.6 Allowable Resources for Online Testing

Table 23 provides a list of the designated features and accommodations that were offered in the 2024–2025 test administration. The *Online Test Delivery System (TDS) User Guide* can be found on the IREAD Portal (Appendix 5-C) and provides instructions on how to access and use these features.

Table 23: Designated Features and Accommodations Available in 2024–2025

	Designated Features	Accommodations
Embedded	Color Contrast (Computer) Language (English or Braille) Masking Mouse Pointer Text Size Visual Human Reader (VHR)	Hard of Hearing Test Form Streamline Text-to-Speech Except Items Measuring Reading Comprehension
Non-Embedded	Access to Sound Amplification System Assistive Technology to Magnify/Enlarge Special Furniture or Equipment for Viewing Tests Time of Day for Testing Altered Special Lighting Conditions Color Acetate Film for Paper Tests	Read Aloud to Self Large Print Booklet Braille Booklet Print Booklet Interpreter for Sign Language Read Aloud Script for Paper Booklet Human Reader Tested Individually Alternate Indication of a Response Student Provided with Additional Breaks Bilingual Word-to-Word Dictionary Color Acetate Film for Paper Tests

Students who required online accommodations (e.g., text-to-speech) were provided the opportunity to participate in the practice test for the statewide assessments with the appropriate accommodations. Computer-based test settings and accommodations were identified in TIDE before starting a test session. Some settings and accommodations could not be changed after a student had started the test.

If an EL or student with an IEP or Section 504 Plan used any accommodations during the test administration, this information was recorded by the TA in their required test administration information.

Guidelines recommended for making accommodation decisions included the following:

1. Accommodations should facilitate an accurate demonstration of what the student knows or can do.
2. Accommodations should not provide the student with an unfair advantage or negate the validity of a test; accommodations must not change the underlying skills being measured by the test.
3. Accommodations must be the same or nearly the same as those used by the student while completing daily classroom instruction and routine assessment activities.
4. Accommodations must be necessary for the student to demonstrate knowledge, ability, skill, or mastery.

Students with disabilities not enrolled in public schools or receiving services through public school programs who required accommodations to participate in a test administration were permitted access to accommodations if the following information was provided:

1. Evidence that the student had been found eligible as a student with a disability as defined by IDEA
2. Documentation that the requested accommodations had been regularly used for instruction

The TA and the STC were responsible for ensuring that arrangements for accommodations were made before the test administration dates. IDOE provided a separate accessibility manual, the *Accessibility and Accommodations Guidance Manual* (Appendix 5-D), as a supplement to the test administration manuals for individuals involved in administering tests to students with accommodations.

For eligible students with IEPs, Section 504 Plans, or Individual Learning Plans (ILPs) participating in computer-based assessments, a full comprehensive list of accommodations is listed in the *Test Information Distribution Engine (TIDE) User Guide* (Appendix 5-B).

The Accommodation Guidelines provide information about the available tools, supports, and accommodations that are available to students taking IREAD assessments. For further information, please refer to the *Indiana Assessments Policy Manual* (Appendix 5-E).

IDOE monitors test administration in corporations and schools to ensure that appropriate assessments, with or without accommodations, are administered for all students with disabilities and ELs and are consistent with Indiana's policies for accommodations.

5.2 Training and Information for Test Coordinators and Administrators

IDOE established and communicated to educators and key personnel involved with IREAD test administrations a clear, standardized procedure for the administration of IREAD that was to be followed in all test administrations, including those with accommodations. Key personnel included CTCs, CITCs, NPSTCs, STCs, and TAs. The

roles and responsibilities of staff involved in testing are further detailed in the next section.

TAs were required to complete the online TA Certification Course before administering the test. There were also several training modules developed by CAI in collaboration with IDOE to assist with test administration. The modules included topics on CAI systems, test administration, and accessibility and accommodations, and are included in the appendices of this volume of the technical report.

Test administration manuals and guides were available online for school and corporation staff. The *Online Test Delivery System (TDS) User Guide* (Appendix 5-C) was designed to familiarize TAs with TDS and contains tips and screen captures throughout the text. The user guide describes the following:

- Steps to take prior to accessing the system and logging in
- Navigation instructions for the TA Interface application
- Details about the Student Interface used by students for online testing
- Instructions for using the training sites available for TAs and students
- Information on Secure Browser features and keyboard shortcuts

The *"User Support"* section of both the *Online Test Delivery System (TDS) User Guide* (Appendix 5-C) and the *Test Information Distribution Engine (TIDE) User Guide* (Appendix 5-B) provides instructions to address possible technology challenges during test administration. The CAI Indiana Help Desk collaborated with IDOE to provide support to Indiana schools as they administered the state assessment.

5.2.1 Manuals and User Guides

The list of webinars and training resources for the Spring 2025 IREAD test administration is provided below. Training materials were available online at https://indiana.portal.cambiumast.com/resources#resource_type_sm=Training%20Resources&assessment_sm=IREAD-3 and are included as appendices to this report volume.

- **Test Administrator (TA) Certification Course:** All educators who administered the IREAD assessment were required to complete an online TA Certification Course.
- **Accessibility and Accommodations Training Module:** This module, available in both a recorded and slide version, provided information on the accessibility and accommodations in Indiana for IREAD assessments (Appendix 5-F, *Accessibility and Accommodations Guidance Manual*).
- **IREAD Pretest Workshop:** This module was required for all CTCs and provided training on standardized test administration practices, test security, and responses to testing irregularities to ensure that assessments are administered with fidelity.
- **Centralized Reporting System (CRS) Webinar Module:** This module provided a general overview of CRS where student scores, including individual scores and aggregate scores, displayed after students completed IREAD assessments (Appendix 5-G, Centralized Reporting System [CRS] Webinar Module).

The test administration resources comprising various tutorials and user guides (user manuals, quick guides, etc.) were available for Indiana personnel on the IREAD Portal

https://indiana.portal.cambiumast.com/iread-3.html and https://indiana.portal.cambiumast.com/resources#assessment_sm=IREAD-3.

Table 24 presents the list of available user guides and manuals related to the IREAD test administration. The table also includes a short description of each resource and its intended use.

Table 24: User Guides and Manuals

Resource	Description
Online Test Delivery System (TDS) User Guide	This user guide supports TAs who manage testing for students participating in the IREAD practice tests and operational tests (Appendix 5-C).
Technology Guide	This manual provides information about hardware, software, and network configurations for running various testing applications provided by CAI (https://indiana.portal.cambiumast.com/tech-guide.html).
Indiana Online Practice Test User Guide	This user guide provides an overview of the IREAD Practice Test (Appendix 5-H).
Test Information Distribution Engine (TIDE) User Guide	This user guide describes the tasks performed in TIDE for IREAD assessments (Appendix 5-B).
Centralized Reporting System (CRS) User Guide	This user guide provides an overview of the different features available to educators to support viewing student scores for the IREAD assessment (Appendix 5-I).
Indiana Accessibility and Accommodations Guidance Manual	The accessibility manual establishes the guidelines for the selection, administration, and evaluation of accessibility supports for instruction and assessment of all students, including students with disabilities, ELs, ELs with disabilities, and students without an identified disability or EL status (Appendix 5-D).
IREAD Sample Individual Student Report (ISR)	This user guide is an annotated individual student report (ISR) that provides information on how to read and interpret a student's IREAD test results (Appendix 5-J).

Department Resources and Support

In addition to the resources listed in Table 24, IDOE provided the following resources for corporations:

- Weekly newsletter distributed via email from the IDOE Office of Student Assessment to all officially designated CTCs in IDOE's database. The newsletter was titled "IREAD Assessment Update" and included new announcements relevant to the IREAD assessment, reminders of upcoming milestones, and a "planning ahead" section with important dates in the IREAD program. The IDOE Office of Student Assessment contact information was also available at the end of each weekly newsletter so that corporations and schools could contact the IDOE directly if there were any questions.
- On an "as-needed" basis, communications were sent out via email memos. These messages generally addressed specific issues that needed to be transmitted quickly to administrators and teachers in the field or important information that IDOE wanted to ensure was clearly outlined due to its importance to the IREAD program. The distribution was to superintendents, principals, and school leaders.

- General information about the assessments was posted on the IDOE Office of Student Assessment website at https://www.in.gov/doe/students/assessment/. This *Accessibility and Accommodations Guidance* in the IREAD Policy and Guidance section of the website was often referenced to address questions pertaining to accommodations and overall accessibility.

IREAD Practice Tests

The purpose of practice tests is to familiarize students with the system, functionality, and item types that will appear on the IREAD examination. Users could also watch tutorials on each item to familiarize themselves with the different features and response instructions for each item type. Practice tests are not intended to guide classroom instruction.

The IREAD practice tests were deployed on August 26, 2024, and remained available throughout the test window. Online practice tests were designed for use with the CAI Secure Browser, and CAI's TDS delivered the practice tests in secure mode using the same test delivery engine as the operational test. The Indiana Assessment Portal provided a list of supported web browsers that could be used to administer the practice tests.

The design of the secure mode ensured that students, teachers, and educators were familiar with the online testing system before operational testing began. Both practice and operational tests were delivered through the same system, and IDOE required all students to take a practice test prior to taking the operational IREAD test.

Students taking the IREAD assessment on paper were also required to take a practice test prior to taking the operational IREAD assessment. Paper testers took a paper-based practice test, located at the beginning of the paper-and-pencil assessment booklets. The TA script provided specific instructions to ensure that students completed the paper practice test items before starting the operational IREAD assessment. A practice test answer key was included within the TA script and provided educators the opportunity to ensure that their students understood how to respond to the different question types represented on the IREAD assessment.

5.3 Test Security

Test security involves maintaining the confidentiality of test questions and answers and is critical in ensuring the integrity of a test and the validity of test results. Indiana has developed an appropriate set of policies and procedures to prevent test irregularities and ensure test result integrity. These include maintaining the security of test materials, assuring adequate trainings for everyone involved in test administration, outlining appropriate incident-reporting procedures, detecting test irregularities, and planning for investigation and handling of test security violations.

The test security procedures for IREAD included the following:

- Procedures to ensure the security of test materials
- Procedures to investigate test irregularities
- Guidelines to determine if test invalidation was appropriate/necessary

In developing the *IREAD Test Administrator's Manual* (Appendix 5-A), IDOE and CAI ensured that all test security procedures were available to everyone involved in test administration. Each manual included protocols for reporting any deviations in test administration.

If IDOE determined that an irregularity in test administration or security had occurred, it acted following its approved procedures, including invalidating student scores if appropriate.

5.3.1 Student-Level Testing Confidentiality

To support these policies and procedures, IDOE leveraged security measures within CAI systems. For example, students taking IREAD assessments were required to acknowledge a security statement confirming their identity and acknowledging that they would not share or discuss test information with others. Additionally, students taking the online assessments were logged out of a test within the CAI Secure Browser after 20 minutes of inactivity.

5.3.2 Maintaining Test Security

The security of all test materials was required before, during, and after test administration. Under no circumstances were students permitted to assist in either preparing secure materials before testing or in organizing and returning materials after testing. After any testing session, secure materials (e.g., scratch paper) were required to be returned immediately to the STC and placed in locked storage. Secure materials were never to be left unsecured and were not permitted to remain in classrooms or be removed from the school's campus overnight.

Secure materials that did not need to be returned to the print vendor for scanning and scoring could be destroyed securely following outlined security guidelines but were not allowed to be discarded in the trash. In addition, any monitoring software that might have allowed test content on student workstations to be viewed or recorded on another computer or device during testing had to be disabled.

It is considered a testing security violation for an individual to fail to follow security procedures set forth by IDOE, and no individual was permitted to

- read or view the test items before, during, or after testing;
- reveal the test items;
- copy test items;
- explain the test items to students;
- change or otherwise interfere with student responses to test items;
- copy or read student responses; and
- cause achievement of schools to be inaccurately measured or reported.

All accommodated test materials (regular print, large print, and braille) were treated as secure documents, and processes were in place to protect them from loss, theft, and reproduction.

To access the online IREAD assessments, a Secure Browser was required. The CAI Secure Browser provided a secure environment for student testing by disabling hot keys, copy, and screen capture capabilities and preventing access to the desktop (Internet, email, and other files or programs installed on school machines). Users could not access other applications from within the Secure Browser, even if they knew the keystroke sequences. Students were not able to print from the Secure Browser. During testing, the desktop was locked down. The Secure Browser was designed to ensure test security by prohibiting access to external applications or navigation away from the test. See the *Online Test Delivery System (TDS) User Guide* (Appendix 5-C) for further details.

5.3.3 Online Management System

CAI has built-in security controls for all its data stores and transmissions. Unique user identification is a requirement for all systems and interfaces. All CAI systems encrypt data at rest and in transit. IREAD data resides on servers at Rackspace, CAI's online hosting provider. Rackspace maintains 24-hour surveillance of both the interior and exterior of its facilities. Staff at both CAI and Rackspace receive formal training in security procedures to ensure that they know the procedures and implement them properly.

Hardware firewalls and intrusion detection systems protect CAI networks from intrusion. CAI systems maintain security and access logs that are regularly audited for login failures, which may indicate intrusion attempts. All of CAI's secure websites and software systems enforce role-based security models that protect individual privacy and confidentiality in a manner consistent with the Family Educational Rights and Privacy Act (FERPA).

CAI systems implement sophisticated, configurable privacy rules that can limit access to data to only appropriately authorized personnel. CAI maintains logs of key activities and indicators, including data backup, server response time, user accounts, system events and security, and load-test results.

5.3.3.1 Secure System Design

CAI has developed a custom single sign-on application that is made available in the Indiana Assessment Portal. This application is used to support access to CAI systems in accordance with Indiana's user ID and password policy. Authorized users can log in to Indiana's single sign-on using their current user IDs and passwords and can be redirected to CAI's portal, where they have access to CAI's secure applications such as TIDE, TDS, and CRS. Nightly backups protect the data. The server backup agents send alerts to notify system administration staff in the event of a backup error, at which time they will inspect the error to determine whether the backup was successful or needs to be rerun. The system can withstand the failure of almost any component with little or no interruption of service.

CAI's hosting provider, Rackspace, has redundant power generators that can continue to operate for up to 60 hours without refueling. With multiple refueling contracts in place, these generators can operate indefinitely. Rackspace partners with nine different network providers, delivering multiple, redundant data routes. Every installation is served by multiple servers, any one of which can take over for an individual test upon failure of another.

CAI architecture ensures that data are recoverable at all times. Each disk array is internally redundant, with multiple disks containing each data element. Immediate recovery from the failure of any individual disk is performed by accessing the redundant data on another disk. CAI maintains support and maintenance agreements through our hosting provider for all hardware used by our systems.

5.3.3.2 System Security Components

CAI has built-in security controls in all its data stores and transmissions. Unique user identification is a requirement for all systems and interfaces. All CAI systems encrypt data at rest and in transit.

Network Security

Hardware firewalls and intrusion detection systems protect our networks from intrusion. They are installed and configured to prevent access for services other than hypertext transfer protocol secure (HTTPS) for our secure sites.

CAI systems maintain security and access logs that are regularly audited for login failures, which may indicate intrusion attempts.

Software Security

All of CAI's secure websites and software systems enforce role-based security models that protect individual privacy and confidentiality in a manner consistent with Indiana's privacy laws, FERPA, and other federal laws.

CAI systems implement sophisticated, configurable privacy rules that can limit access to data to only appropriately authorized personnel. Different states interpret FERPA differently, and our system is designed to support these interpretations flexibly. CAI has worked with IDOE to maintain data security according to its specifications.

CAI maintains logs of key activities and indicators, including data backup, server response time, user accounts, system events and security, and load-test results. In addition, CAI runs automated functional tests of our TDS every morning, and logs from these runs are available for at least one week from the time of the run.

CAI psychometricians monitor the quality and performance of test administrations statewide through a series of quality assurance (QA) reports. The QA reports provide information on item behavior, blueprint match rates, and item exposure rates, and provide cheating analysis reports.

5.4 Data Forensics Program

CAI's Quality Monitor (QM) System gathers data used to detect cheating, monitors real-time item function, and evaluates test integrity. Every completed test runs through the QM System, and any anomalies (such as tests not meeting blueprint, unexpected test lengths, or other unlikely issues) are flagged. CAI psychometricians run QA reports and alert the program team of any issues. The forensic analysis report from the QM System flags unlikely patterns of behavior in testing administrations aggregated at the following levels: test administration, TA, and school.

Item statistics and blueprint reports were run and reviewed weekly during the 2024–2025 IREAD test windows. In addition, response change analyses for multiple-choice and multi-select items were conducted. The last and next-to-last (if they existed) responses were compared, and students or aggregates were flagged if the number or average number of wrong-to-right response changes was above the flagging criteria.

CAI psychometricians monitored testing anomalies throughout the test window. A variety of evidence was collected for the evaluation. This evidence includes blueprint match, unusual or much longer test times as compared to the state average, and item response patterns using the person-fit index. The flagging criteria used for these analyses are configurable and can be set by IDOE. While analyses used to detect the testing anomalies could be run anytime within the test window, analyses relying on state averages are typically held until the close of the test window to ensure that final data are being used.

The lead psychometrician will alert the program team leads if any unexpected results are identified in order to immediately resolve any issues.

CAI also contracts with a third-party vendor, Caveon, to detect security breaches. IDOE, CAI, and Caveon conducted routine check-in calls prior to, during, and after each test window.

CAI and IDOE use an escalation protocol to address system and security concerns. A Microsoft Teams hotline was established for each test window as an immediate means to address concerns or work through irregularities. At the beginning of each test window, afternoon check-ins were established to review test administration and frequently asked questions and to address specific test irregularities.

5.5 Tracking and Resolving Test Irregularities

CAI's QM System gathers data used to detect cheating, monitors real-time item function, and evaluates test integrity. Every completed test runs through the QM System and any anomalies (such as tests not meeting blueprint, unexpected test lengths, or other unlikely issues) are flagged. CAI psychometricians ran QA reports and alerted the program team of any issues. The forensic analysis report from the QM System flagged unlikely patterns of behavior in testing administrations aggregated at the following levels: test administration, TA, and school.

Item statistics and blueprint reports were run and reviewed weekly during the Spring and Summer 2025 test windows. Analyses relying on student ability were run after the Summer test administration when all items were calibrated and placed on the same scale.

CAI psychometricians monitored testing anomalies throughout the test window. Evidence was collected for evaluation, including blueprint match, test times that were much longer than the state average, and item response patterns using the person-fit index. The flagging criteria used for these analyses are configurable and were confirmed by IDOE. While analyses used to detect the testing anomalies could be run anytime within the test window, analyses relying on state averages typically were held until the close of the test window to ensure that final data were used.

No unexpected results were identified during the 2024–2025 IREAD test windows. Had any unexpected results been identified, the lead psychometrician would have alerted the program team leads immediately to resolve any issues.

Throughout the test window, TAs were instructed to report breaches of protocol and testing irregularities to the appropriate STC. Test irregularity requests were submitted, as appropriate, through the Irregularities module under Administering Tests in TIDE.

TIDE allowed CTCs, NPSTCs, and STCs to report test irregularities (i.e., re-open test, re-open test segment) that occurred in the testing environment. In many cases, formal documentation proscribed by IDOE was required in addition to the submission of an Irregularity Request in TIDE.

CTCs, NPSTCs, STCs, and TAs had to discuss the details of a test irregularity to determine whether test invalidation was appropriate. CTCs, NPSTCs, and STCs had to submit to IDOE a *Testing Concerns and Security Violations Report* when invalidating any student test in response to a test security breach or interaction that compromised the integrity of the student's test administration.

During the test window, TAs were also required to immediately report any test incidents (e.g., disruptive students, loss of Internet connectivity, student improprieties) to the STC. A test incident could include testing that was interrupted for an extended period due to a local technical malfunction or severe weather. STCs notified CTCs or NPSTCs of any test irregularities that were reported. CTCs or NPSTCs were responsible for submitting requests for test invalidations to IDOE via TIDE. IDOE made the final decision on whether to approve the requested test invalidation and the decision was recorded and processed through TIDE. CTCs or NPSTCs could track the status and final decisions of requested test invalidations and irregularities in TIDE. This information was stored in TIDE for the school year and remained available until TIDE was updated for the 2024–2025 school year. Table 25 presents examples of test irregularities and test security violations.

Table 25: Examples of Test Irregularities and Test Security Violations

Description
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 test 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, paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, 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 allowing students to continue testing beyond the close of the test window.
TA or Test Coordinator modifying student responses or records at any time.
TA providing students with access to a calculator during a portion of the assessment that does not allow the use of a calculator.
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.

6 Scaling and Equating

6.1 Item Response Theory Procedures

6.1.1 Calibration of IREAD Item Bank

Per the Indiana Technical Advisory Committee's recommendation, the IREAD items were field-tested in the embedded field-test slots of the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) English/Language Arts (ELA) grade 3. The embedded field-test design, in conjunction with the adaptive administration of operational tests, produces item response data in a sparse data matrix. The IREAD field-test items in the sparse data matrix were concurrently calibrated along with ILEARN ELA grade 3 operational items, with parameter estimates for ILEARN operational items fixed to their bank values and field-test items calibrated under that constraint. This calibration resulted in IREAD field-test item parameters being on the ILEARN ELA grade 3 scale. It is necessary to identify linking constants to transform these item parameters from the ILEARN ELA grade 3 scale to the IREAD scale.

To accomplish this, IREAD and ILEARN ELA grade 3 item data from Spring 2019 were merged. Note that the Spring 2019 IREAD assessment was a fixed form, and all students took all items. IREAD operational items were calibrated with ILEARN operational items anchored to their bank values. This calibration resulted in IREAD operational items being on the ILEARN ELA grade 3 scale. Now that the Spring 2019 IREAD operational items had two sets of item parameter estimates, one on the IREAD scale and the other on the ILEARN ELA grade 3 scale, the Stocking and Lord method (Stocking & Lord, 1983) was used to identify the linking constants for a linear transformation from the ILEARN ELA grade 3 scale to the IREAD scale. These linking constants were applied to transform IREAD field-test items from the ILEARN ELA grade 3 scale to the IREAD scale.

The field-test items were calibrated using the IRTPRO software, version 4.2. The parameters of the operational items were fixed to their bank values, and the item parameters of the field-test items, as well as the mean and variance of each group, were estimated.

6.1.2 Estimating Student Ability Using Maximum Likelihood Estimation

IREAD assessments are scored using maximum likelihood estimation (MLE). MLEs are useful since an estimate of a person's ability can be obtained after one item has been answered correctly and one item has been answered incorrectly. With number-correct scoring, the test must be completed before an assessment of ability can be computed. This "early" estimate of ability is what allows tests to be adaptive.

However, when all the items administered at a specific point in the test have been answered correctly or incorrectly, the estimate of ability goes to positive or negative infinity, respectively, or the highest or lowest score. This has implications for determining what constitutes a completed test. Theoretically, with maximum likelihood scoring, the student could answer the first item correctly, quit the test, and receive the maximum score. To avoid this, the definition for a complete test needs to be based on something in addition

to a minimum number of items attempted, as is often the case with number-correct scored tests.

Ability estimates were generated using pattern scoring, a method that scores students depending on how they answer individual items.

The likelihood function for generating maximum likelihood estimates is based on a mixture of item models and can therefore be expressed as

$$L(\theta) = L(\theta)^{3PL} L(\theta)^{CR},$$

where

$$L(\theta)^{3PL} = \prod_{i=1}^{N_{3PL}} P_i^{z_i} Q_i^{1-z_i}$$

$$L(\theta)^{CR} = \prod_{i=1}^{N_{CR}} \frac{exp \sum_{l=1}^{z_i} Da_i(\theta - b_{il})}{1 + \sum_{h=1}^{m_i} exp \sum_{l=1}^{h} Da_i(\theta - b_{il})}$$

$$p_i = \frac{1 - c_i}{1 + exp[-Da_i(\theta - b_i)]}$$

$$q_i = 1 - p_i,$$

and where a_i is the slope of the item response curve (i.e., the discrimination parameter), b_i is the location parameter, c_i is the lower asymptote or guessing parameter, z_i is the observed response to the item, *i* indexes item, *h* indexes step of the item, m_i is the maximum possible score point, b_{il} is the *l*th step for item *i* with *m* total categories, and $D = 1.7$.

A student's theta (i.e., MLE) is defined as $\arg\max_{\theta} log\big(L(\theta)\big)$, given the set of items administered to the student.

Derivatives

Finding the maximum of the likelihood requires an iterative method, such as Newton–Raphson iterations. The MLE is found via the following maximization routine:

$$\theta_{t+1} = \theta_t - \frac{\partial lnL(\theta_t)}{\partial \theta_t} \Big/ \frac{\partial^2 lnL(\theta_t)}{\partial^2 \theta_t}$$

where

$$\frac{\partial lnL(\theta)}{\partial \theta} = \frac{\partial lnL(\theta)^{MC}}{\partial \theta} + \frac{\partial lnL(\theta)^{CR}}{\partial \theta}$$

$$\frac{\partial^2 lnL(\theta)}{\partial^2 \theta} = \frac{\partial^2 lnL(\theta)^{MC}}{\partial^2 \theta} + \frac{\partial^2 lnL(\theta)^{CR}}{\partial^2 \theta}$$

$$\frac{\partial lnL(\theta)^{MC}}{\partial \theta} = \sum_{i=1}^{N_{MC}} Da_i \frac{(P_i - c_i)Q_i}{1 - c_i}\left(\frac{z_i}{P_i} - \frac{1 - z_i}{Q_i}\right)$$

$$\frac{\partial^2 lnL(\theta)^{MC}}{\partial^2 \theta} = -\sum_{i=1}^{N_{MC}} D^2 a_i^2 \frac{(P_i - c_i)Q_i}{(1 - c_i)^2}\left(1 - \frac{z_i c_i}{P_i^2}\right)$$

$$\frac{\partial lnL(\theta)^{CR}}{\partial \theta} = \sum_{i=1}^{N_{CR}} Da_i \left(exp\left(\sum_{k=1}^{z_i} Da_i(\theta - \delta_{ki})\right)\right)\left(\frac{z_i}{1 + \sum_{j=1}^{m_i} exp\left(\sum_{k=1}^{j} Da_i(\theta - \delta_{ki})\right)} - \frac{\sum_{j=1}^{m_i} jexp\left(\sum_{k=1}^{j} Da_i(\theta - \delta_{ki})\right)}{\left(1 + \sum_{j=1}^{m_i} exp\left(\sum_{k=1}^{j} Da_i(\theta - \delta_{ki})\right)\right)^2}\right)$$

$$\frac{\partial^2 lnL(\theta)^{CR}}{\partial^2 \theta} = \sum_{i=1}^{N_{CR}} D^2 a_i^2 \left(\left(\frac{\sum_{j=1}^{m_i} jexp\left(\sum_{k=1}^{j} Da_i(\theta - \delta_{ki})\right)}{1 + \sum_{j=1}^{m_i} exp\left(\sum_{k=1}^{j} Da_i(\theta - \delta_{ki})\right)}\right)^2 - \frac{\sum_{j=1}^{m_i} j^2 exp\left(\sum_{k=1}^{j} Da_i(\theta - \delta_{ki})\right)}{1 + \sum_{j=1}^{m_i} exp\left(\sum_{k=1}^{j} Da_i(\theta - \delta_{ki})\right)}\right)$$

where θ_t denotes the estimated θ at iteration *t*. N_{CR} is the number of items that are scored using the Generalized Partial Credit Model (GPC), and N_{3PL} is the number of items scored using the three-parameter logistic (3PL) model.

6.1.2.1 Standard Errors of Measurement

The Standard Error of Measurement (SEM) of the marginal maximum likelihood estimation (MMLE) score estimate is:

$$SEM(\hat{\theta}_{MMLE}) = \frac{1}{\sqrt{I(\hat{\theta}_{MMLE})}}$$

where $I(\hat{\theta}_{MMLE})$ is the observed information evaluated at $\hat{\theta}_{MMLE}$. The observed information is calculated as $I(\theta^2) = -\frac{d^2 l(\theta)}{d\theta^2}$, where $\frac{d^2 l(\theta)}{d\theta^2}$ is defined in the previous section on derivatives. Note that the calculation of the standard error of estimate depends on the unique set of items that each student answers and their estimate of θ. Different students have different SEMs, even if they have the same raw score and/or theta estimate.

6.1.3 Calibrating Field-Test Items onto the IREAD Scale

Following the Spring 2024 IREAD assessments, item response theory (IRT) calibrations were completed that placed all items within grade on the same scale.

For field-test item calibrations, IREAD items were field-tested in the ILEARN ELA grade 3 test. All ILEARN ELA grade 3 operational items were anchored to their bank values and IREAD field-test item parameters were estimated. Table 26 presents the number of students used in field-test calibrations.

Table 26: Number of Students Used in Field-Test Calibrations

Grade	Calibration *N* Count
3	84,056

Since IREAD items were field-tested in ILEARN ELA grade 3, linking constants were computed to rescale these items back to the IREAD scale. The Stocking–Lord linking method was applied to compute the linking constants. These constants were then applied to the IREAD item parameters calibrated using the ILEARN ELA grade 3 operational items.

6.2 IREAD Reporting Scale (Scale Scores)

6.2.1 Overall Performance

For the 2024–2025 school year, scale scores were reported for each student who took the IREAD assessment. The scale scores were based on the operational items presented to the student and did not include any field-test items. The scale score is a linear transformation of the IRT ability estimate, θ:

$$SS = a * \theta + b,$$

where *a* is the slope and *b* is the intercept. Table 27 lists the scaling constants *a* and *b* for the IREAD assessment.

Table 27: Scaling Constants on the Reporting Metric

Slope (a)	Intercept (b)
74.81	516.44

6.2.1.1 LEXILE® Scores

IREAD reports Lexile®[1] measures for students in the *Did Not Pass* performance level. MetaMetrics provided conversion tables between IREAD scale scores and Lexile measures.

6.2.2 Reporting Category Performance

In addition to a total scaled score, performance on each reporting category is reported. Reporting category theta scores were calculated using MLE. The same rules for scoring all correct and all incorrect cases were applied to reporting category scores.

[1] *Lexile® measures are the intellectual property of Metametrics, Inc.*

6.2.2.1 Strengths and Weaknesses

For reporting categories, relative strengths and weaknesses were reported for each student at the reporting category level. The difference between the proficiency cut score and the reporting category score plus or minus 1.5 times standard error (SE) of the reporting category was used to determine the relative strengths and weaknesses.

The specific rules for mastery are as follows:

Below (Code = 1): if $round(SS_{rc} + 1.5 * SE(SS_{rc}),0) < SS_p$

At/Near (Code = 2): if $round(SS_{rc} + 1.5 * SE(SS_{rc}),0) \geq SS_p$ and $round(SS_{rc} - 1.5 * SE(SS_{rc}),0) < SS_p$, a strength or weakness is indeterminable

Above (Code = 3): if $round(SS_{rc} - 1.5 * SE(SS_{rc}),0) \geq SS_p$

SS_{rc} is the student's scale score on a reporting category; SS_p is the proficiency scale cut score (Level 3 cut scored); and $SE(SS_{rc})$ is the standard error of the student's scale score on the reporting category.

6.2.2.2 Standard-Level Aggregate Scores

Standard-level information was reported relative to the proficiency standard for tests that were adaptively administered.

First, $p_{ij} = p(z_{ij} = 1)$ was defined, representing the probability that student *j* responded correctly to item *i* (z_{ij} represents the j^{th} student's score on the i^{th} item). For items with one score point, the 3PL IRT model was used to calculate the expected score on item *i* for student *j* with θ_p as:

$$E(z_{ij}) = c_i + (1 - c_i)\frac{exp\left(1.7 * a_i(\theta_p - b_i)\right)}{1 + exp\left(1.7 * a_i(\theta_p - b_i)\right)}.$$

For items with 2 or more score points, using the GPC, the expected score for student *j* with a *Pass* cut score on item *i* with a maximum possible score of m_i was calculated as:

$$E(z_{ij}) = \sum_{l=1}^{m_i} \frac{exp\left(\sum_{k=1}^{l} 1.7 * a_i(\theta_p - b_{i,k})\right)}{1 + \sum_{l=1}^{m_i} exp\left(\sum_{k=1}^{l} 1.7 * a_i(\theta_p - b_{i,k})\right)}.$$

θ_p is the theta cut between the *Did Not Pass* and *Pass* for grade 3, and the theta cut between the *At Risk* and *On Track* for grade 2.

For each item *i*, the residual between observed and expected score for each student was defined as:

$$\delta_{ij} = z_{ij} - E(z_{ij}).$$

Residuals are summed for items within a standard. The sum of residuals was divided by the total number of points possible for items within the standard, *S*:

$$\delta_{jS} = \frac{\sum_{i \in T} \delta_{ji}}{\sum_{i \in T} m_i}.$$

For an aggregate unit, a standard score was computed by averaging individual student standard scores for the standard across students of different abilities receiving different items measuring the same standard at different levels of difficulty,

$$\underline{\delta}_{Sg} = \frac{1}{n_g} \sum_{j \in g} \delta_{jS},$$

and

$$se\left(\underline{\delta}_{Sg}\right) = \sqrt{\frac{1}{n_g\left(n_g - 1\right)} \sum_{j \in g} \left(\delta_{jS} - \underline{\delta}_{Sg}\right)^2},$$

where n_g is the number of students who responded to any of the items that belong to the standard *S* for an aggregate unit *g*. If a student did not see any items on a particular standard, the student was NOT included in the n_g count for the aggregate.

A statistically significant difference from zero in these aggregates was evidence that a class, teacher, school, or corporation was more effective (positive $\underline{\delta}_{Tg}$) or less effective (negative $\underline{\delta}_{Tg}$) in teaching a given standard.

The statistic $\underline{\delta}_{Tg}$ was not directly reported; instead, the aggregate was reported to show if a group of students performed better, worse, or as expected on this standard. In some cases, insufficient information was available, and that was indicated, as well.

For standard-level strengths/weaknesses, the following were reported:

If $\underline{\delta}_{Sg} \geq +1.5 * se\left(\underline{\delta}_{Sg}\right)$, then performance is above the Proficiency Standard.

If $\underline{\delta}_{Sg} \leq -1.5 * se\left(\underline{\delta}_{Sg}\right)$, then performance is below the Proficiency Standard.

Otherwise, performance is near the Proficiency Standard.

If $se\left(\underline{\delta}_{Sg}\right) > 0.2$, data are insufficient.

6.2.3 Rules for Zero and Perfect Scores

In IRT maximum likelihood ability estimation methods, zero and perfect scores are assigned the ability of minus and plus infinity. For all the tests, the extreme student ability estimates are truncated to the Lowest Obtainable Scores (LOT=Lowest Obtainable Theta Score/LOSS= Lowest Obtainable Scale Score) or the Highest Obtainable Scores (HOT=Highest Obtainable Theta Score/HOSS= Highest Obtainable Scale Score). Estimated theta values lower than the LOT or higher than the HOT will be truncated to the LOT and HOT values and will be assigned the LOSS and HOSS associated with the

LOT and HOT. Table 28 provides the LOT, LOSS, HOT, and HOSS for the IREAD assessment.

Table 28: Theta and Scaled Score Limits for Extreme Ability Estimates

Lowest Obtainable Theta (LOT)	Highest Obtainable Theta (HOT)	Lowest Obtainable Scale Score (LOSS)	Highest Obtainable Scale Score (HOSS)
-4.22992	1.785323	200	650

6.2.4 Rules for Scoring and Reporting of Incomplete Test Administrations

Reporting for the test administrations is based both on an attemptedness criterion and on whether the test administration is completed.

All operational items are included in the evaluation of test records for attemptedness or whether students attempted or completed a test. Field-test items are excluded.

IREAD implemented the following rules for participation and attemptedness as well as when to report overall and reporting category scores:

- **Not Participated (Attempt = N).** If a student responds to four or fewer than four (<4) items, the student did not attempt the test. Test scores for these records are not computed or reported.
- **Undetermined Attemptedness (Attempt = UND).** In this case, the student has not attempted enough items to receive either an overall score or reporting category scores.
- **Attempted (Attempt = Y).** Tests are considered “complete” if a student responds to at least five or more items on the test.

6.2.4.1 Online Tests

For online computer-adaptive tests (CATs), students are not able to skip test items due to the adaptive algorithm in the updated test design. Operational items with “Not for Scoring=False” status that the student has attempted are used for scoring.

6.2.4.2 Paper Tests

For paper-and-pencil tests, in each segment, the last item answered will be identified. Any item prior will be considered administered and used for scoring, and blank items will be treated as incorrect. Any item after this item will be considered not reached and treated as not answered and not used for scoring.

6.2.5 Comparison of Scores to Previous Year

As a quality assurance check for aberrant test administrations in the context of the COVID-19 pandemic, Cambium Assessment, Inc. (CAI) conducted a study to confirm the integrity of the test administration prior to the final release of Spring 2024 test scores. In this study, a weighted linear regression model was run to identify expected levels of

achievement for corporations in Spring 2024, given their observed achievement levels (Appendix 6-A, *Regression Study*). Corporations with large deviations from expected levels of achievement were identified. IDOE investigated flagged schools prior to the final score release.

7 PERFORMANCE STANDARDS

The Indiana Department of Education (IDOE) partnered with CTB/McGraw-Hill (CTB) to conduct a Cut Score Setting Meeting for the IREAD assessment. The IREAD assessment consisted of 40 multiple-choice items that were field-tested in Spring 2011.

The IREAD Cut Score Setting Meeting was held from June 28 through June 30, 2011, in Indianapolis, Indiana. The Bookmark Standard Setting Procedure (BSSP; Lewis, Mitzel, & Green, 1996; Lewis, Mitzel, Mercado, & Schultz, 2011) was implemented to set performance standards for the IREAD assessment.

Participants at the IREAD Cut Score Setting Meeting worked individually and in concert to recommend cut scores associated with two performance levels: *Did Not Pass* and *Pass*, with *Pass* representing the highest level of knowledge, skills, and abilities. Conducted over a period of three days, the workshop consisted of orientation, training, three rounds of judgments, and refinement of the Performance-Level Descriptors (PLDs). The final, participant-recommended cut score and impact data are shown in Table 29. The Indiana State Board of Education approved the participant-recommended cut score and PLDs on August 3, 2011. The detailed methodology to establish performance standards for the IREAD assessment and create the materials needed to implement the BSSP and the results of the Cut Score Setting Meeting are presented in the IREAD 2011 Cut Score Setting Technical Report.

Table 29: Final IREAD Cut Score and Associated Impact Data

	Cut Score	Impact Data	
IREAD	Pass	Did Not Pass	Pass
	446	19.8%	80.2%

As part of the IREAD Alignment and Cut Score Validation Study in July 2017, the researchers evaluated if the cut scores set during the last standard setting for IREAD were still reasonable. The extent that the cut scores were reasonable was analyzed based on whether they meaningfully distinguished the concepts, knowledge, and skills found in the two performance levels, “Pass” and “Did Not Pass.” The results of the analysis provided evidence that the current cut score for the IREAD assessment is appropriate and provides “meaningful distinctions in student’s reading skills between the ‘Pass’ and ‘Did Not Pass’ performance levels.”

Beginning in the 2021–2022 school year, IDOE began administering the IREAD assessment to grade 2 students to provide an early indicator of reading proficiency. IDOE, with the guidance and support from the Technical Advisory Committee (TAC), analyzed the current IREAD assessment to ensure that it would serve this new purpose. To provide schools with information about student reading ability at grade 2, a new cut score would need to be developed to indicate when a grade 2 student is “On Track” to reach proficiency in grade 3. The TAC recommended deriving the “On Track” cut statistically by using empirical data from a representative sample of grade 2 students taking IREAD in Spring 2022, followed by a standard confirmation meeting by content experts. The

statistical analysis for deriving the cut was conducted following the conclusion of the first IREAD test administration to a sample of grade 2 students in Spring 2022. The methodology and analysis of the statistical prediction of the cut score are detailed in Volume 6 (Appendix A) of the *2022–2023 IREAD Technical Report*. The standard confirmation meeting included a policy standard-setting workshop in June 2022 and a content standard-setting workshop in July 2022 to recommend an "On Track" performance standard to the Indiana State Board of Education. Volume 6 (Appendix B) of the *2022–2023 IREAD Technical Report* bears results from the cut score validation study conducted using Spring 2023 data.

This chapter describes the procedures that Indiana educators, serving as standard-setting panelists, followed to affirm or move the proposed IREAD "On Track" performance standard for grade 2 students.

7.1 Standard Confirmation Procedures

The workshop employed a modified ordered-item booklet (OIB) procedure, similar to the Bookmark method used initially to recommend the IREAD "Pass" performance standard, in which panelists used their expert knowledge of the academic content standards and student achievement to map the PLDs adopted by the Indiana State Board of Education onto an OIB based on the operational test forms administered to students in Spring 2022. It was considered a modified method in that panelists were provided a proposed cut along with a permissible range and were asked to affirm or move it within the permissible range. The reasoning for this is that the intended use of the grade 2 cut score is to inform educators about students' need for additional foundational reading instruction during grade 3.

7.1.1 Performance-Level Descriptors

PLDs define the content-area knowledge and skills that students at each performance level are expected to demonstrate.

In the June 2022 policy workshop, panelists considered policy PLDs for the current IREAD assessment (delivered at grade 3) and created new policy PLDs to describe different performance levels at grade 2. The committee kept the "Pass" policy PLD the same for grade 2 as for grade 3 but created two new descriptors: "On Track" and "At Risk."

> ***Pass.*** Students demonstrate proficient understanding when reading and comprehending literary and informational texts. Students identify and comprehend most new variations of word meaning and new text-based vocabulary. Students who Pass have demonstrated the foundational reading skills required by the end of grade 3.
>
> ***On Track.*** Students demonstrate expected understanding when reading and comprehending literary and informational texts. Students have a basic understanding of variations of word meanings and new text-based vocabulary. Students who are On Track require continued grade-level instruction in

foundational reading skills, comprehension, and vocabulary in order to achieve the foundational reading skills required by the end of grade 3.

At Risk. Students demonstrate limited understanding when reading and comprehending literary and informational texts. Students have a minimal understanding of word meaning and new text-based vocabulary. Students who are At Risk require additional remediation efforts and targeted instruction in foundational reading skills, comprehension, and vocabulary in order to achieve the foundational reading skills required by the end of grade 3.

7.1.2 Ordered-Item Booklet

Following a review of PLDs, panelists reviewed the OIB. An OIB is a collection of test items ordered from easiest to most difficult. Each page in the OIB corresponds to a level of achievement on IREAD, and panelists used the OIB to evaluate whether the proposed IREAD "On Track" performance standard accurately identifies the minimum level of achievement required to qualify for entry into the "On Track" performance level.

For IREAD assessments, all online test takers are administered a test form with a common set of items used for operational scoring. The operational items administered to Indiana students in Spring 2022, the last Spring IREAD summative test administration, served as the basis for the OIB. All items used to construct the Spring 2022 test forms were developed specifically for IREAD following IDOE item specifications and item review procedures.

To minimize gaps in the OIB, the OIB was augmented with additional items eligible for operational use to represent the range of item difficulties more fully, especially for the difficulty range at or below the upper limit of the permissible range of the proposed "On Track" cut. Increasing the number of items for the targeted range of item difficulties provides panelists with greater context to identify important shifts in the knowledge and skill requirements of test items. Often panelists become focused on the knowledge and skill requirements of a single item when deliberating on the location of a performance standard. This propensity is exacerbated when there are relatively few items in a given location, which can cause judgments about one item to take on too much importance. Moreover, even though there are sufficient items in summative test forms to establish reliable performance standards for a central proficient performance standard, there are typically fewer items available in locations associated with performance standards categorizing achievement well below and above proficient; thus, in the context of a single operational test form, movement of the performance standard location by even a page or two may result in very large increases or decreases in the percentage of students meeting the standard. Augmenting the OIB moderates the impact associated with each OIB page, especially for performance standards measuring achievement near the tails of the ability distribution.

Items were ordered according to their response probability (RP) level based on their item response theory (IRT) parameters. In IRT, the item characteristic curve for each item indicates the likelihood of responding correctly for each point along the student achievement dimension. The response probability criterion refers to the location on the achievement scale that corresponds to a given probability of success. In the context of

the standards-confirmation workshop, this criterion is used to develop a common understanding of what constitutes mastery when evaluating whether a student can respond successfully to an item. An RP value of 0.67 was adopted as the mastery criterion to construct the OIB for the standard-setting workshop. Panelists were asked to consider whether, for example, an “On Track” student has a 0.67 likelihood of answering the item correctly.

The assessment is composed entirely of dichotomously scored (e.g., incorrect versus correct) items. The items were calibrated using the three-parameter logistic (3PL) model.

The OIB was presented online, allowing panelists to view items in the same context as student test takers. A technical summary of the OIB is presented in Volume 6 (Appendix E) of the *2022–2023 IREAD Technical Report*, including for each page in the OIB, the item score point associated with the presented item, the difficulty represented by the page, and the standard error of the difficulty. The appendix also indicates the existing IREAD “Pass” performance standard associated with each OIB page and the overall percentage of students who would score at or above the standard.

7.2 Recommended Proficiency Cut

Workshop facilitators worked with the panelists with these two goals in mind: (1) Each panelist shares the reasoning behind their recommendation (Affirm or Move) and (2) General consensus is expected after discussion, but a majority decision may be accepted. At the end of the workshop, each panelist recommended a new location that was believed to more accurately reflect the content expectations delineated by the “On Track” PLD. All the recommendations fell within the permissible range, and the median recommended cut (page 14, scale score 405) was taken as the final recommendation.

8 Reporting and Interpreting IREAD Scores

The online Centralized Reporting System (CRS) generates a set of online score reports that includes information describing student performance for students, families, educators, and other stakeholders. The online score reports are generally produced immediately after students complete tests for IREAD, as the test is made up entirely of machine-scored items which provide immediate score results. Because the performance score report is updated each time a student completes a test, authorized users (e.g., school principals, teachers) can access available information on students' performance scores quickly and use it to immediately mediate to improve student learning. In addition to individual students' score reports, CRS also produces aggregate score reports by districts, schools, and teacher rosters. The timely accessibility of aggregate score reports can help users monitor students' performance in each subject by grade area, evaluate the effectiveness of instructional strategies, and inform the adoption of strategies to improve student learning and teaching during the school year.

This section contains a description of the types of scores reported in CRS and a description of the ways to interpret and use these scores in detail.

8.1 Confidentiality of Student Data

CRS is designed to help educators and parents answer questions about how well students have performed on the IREAD assessment. CRS is an online tool that provides educators and other stakeholders with timely, relevant score reports. CRS for the summative assessments has been designed with stakeholders who are not technical measurement experts in mind to ensure that the score reports are easy to read and understand. This is achieved by using simple language so that users can understand assessment results quickly and make inferences about student achievement. CRS is also designed to present student performance in a uniform format within the system. For example, similar colors are used for groups of similar elements, such as performance levels, throughout the design within the system. This design strategy allows readers to compare similar elements and to avoid comparing dissimilar elements.

Once authorized users log in to CRS, the online score reports are presented hierarchically. The system display begins by presenting summaries on student performance on all assessments by subject and grade at a selected aggregate level. To view student performance for a specific aggregate unit, users can select the specific aggregate unit from a list of aggregate units (e.g., schools within a district, rosters within a school). For more detailed student assessment results for a school, teacher, or roster, users can select the subject and grade on the online score reports.

Generally, CRS provides two categories of online score reports: (1) aggregate score reports across groups of students and (2) individual student score reports. Table 30 summarizes the types of online score reports available at the aggregate level and the individual student level. Detailed information about the online score reports and instructions on how to navigate the online score reporting system can be found in the *Centralized Reporting System User Guide*, located in a Help button on CRS and posted in the Resources section of the Indiana Assessment Portal.

Table 30: Types of Online Score Reports by Aggregation Level

Type of Report	Description
District School Teacher Roster	Number of students (for overall students and by subgroup) Average scale score (for overall students and by subgroup) Percentage and count of students at each performance level on the overall test (for overall students and by subgroup) Percentage and count of students at each performance category on the reporting category level (for overall students and by subgroup) Standard performance relative to proficiency (for overall students and by subgroup) Standard performance relative to the test as a whole (for overall students and by subgroup) On-demand student roster report
Student	Overall scale score Overall performance level Average scale scores for student's school and district Performance category at the reporting category level Reported Lexile® Measure

8.2 Overall Scores and Reporting Categories

Each student receives a single scale score if there is a valid score to report as defined in the psychometric scoring specifications. The validity of a score is determined using attemptedness rules, which define a set of parameters under which a student's test may be counted. A student's score will automatically be scored as undetermined (UND) if he or she fails to respond to at least one item in each test segment. Normally, a student takes a test in the Test Delivery System (TDS) and then submits it. TDS then forwards the test for scoring before CRS reports the scores. However, tests may also be manually invalidated before reaching CRS if testing irregularities occur (e.g., cheating, unscheduled interruptions, loss of power or Internet connection).

A student's score is based on the operational items on the assessment. A scale score describes how well a student performed on a test and is an estimate of students' knowledge and skills as measured by the assessment. The scale score is transformed from a theta score, which is estimated based on the item response theory (IRT) models, as described in Volume 1. Lower scale scores indicate the student's knowledge and skills fall below proficiency as measured by the assessment. Conversely, higher scale scores indicate the student has proficient knowledge and skills as measured by the assessment. Interpretation of scale scores is more meaningful when the scale scores are analyzed alongside performance levels and Performance-Level Descriptors (PLDs).

Based on the scale score, a student will receive an overall performance level. Performance levels are proficiency categories on an assessment, which students fall into based on their scale scores.

For IREAD, scale scores are mapped onto two performance levels:

- Level 1: Did Not Pass
- Level 2: Pass

For IREAD grade 2, scale scores are mapped onto three performance levels:

- Level 1: At Risk
- Level 2: On Track
- Level 3: Pass

Performance levels can be interpreted through PLDs, which are a descriptive analysis of a student's abilities based on performance. PLDs describe content-area knowledge and skills that students at each performance level are expected to possess and are determined by comparing a student's scale score against carefully established cut scores that are unique to each grade and subject. Cut points are listed in Section 8.4.5, Cut Scores.

In addition to an overall score, students receive reporting category scores. Reporting categories represent distinct areas of knowledge within each grade and subject.

Table 31 displays the IREAD reporting categories.

Table 31: Reporting Categories for IREAD

Test	Reporting Category
IREAD	1. Reading: Foundations 2. Reading: Nonfiction 3. Reading: Literature

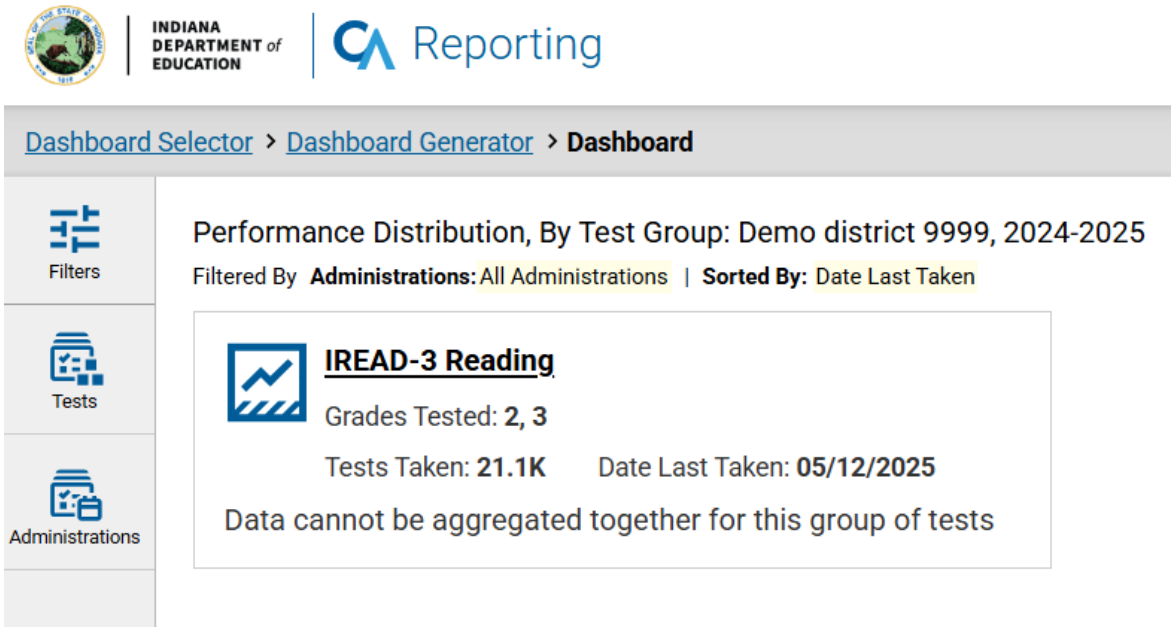
8.3 Reporting System for Students and Educators

8.3.1 Dashboard

When users log on to CRS, the dashboard page shows overall test results for all tests that the students have taken grouped by test family. The dashboard summarizes students' performance by test family for IREAD, including (1) the grades of the students who have tested, (2) the number of tests taken, (3) and the test date last taken.

Figure 6 presents an example dashboard page at the district level.

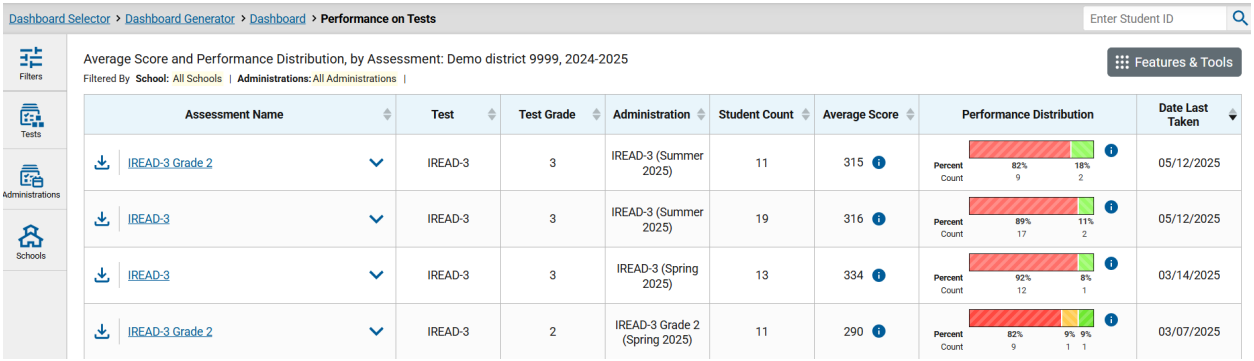
Figure 6: Dashboard: District Level



Once the user clicks the IREAD test family card in this example, the system will take the user to the detailed dashboard, where the results will be displayed by test. The detailed dashboard summarizes students' performance by test in each grade, including (1) student count, (2) average scale score, (3) the percentage and counts of students at each achievement level (performance distribution), and (4) test date last taken.

Figure 7 presents an example dashboard page at the district level.

Figure 7: Detailed Dashboard: District Level



8.3.2 Aggregate-Level Subject Detail Page

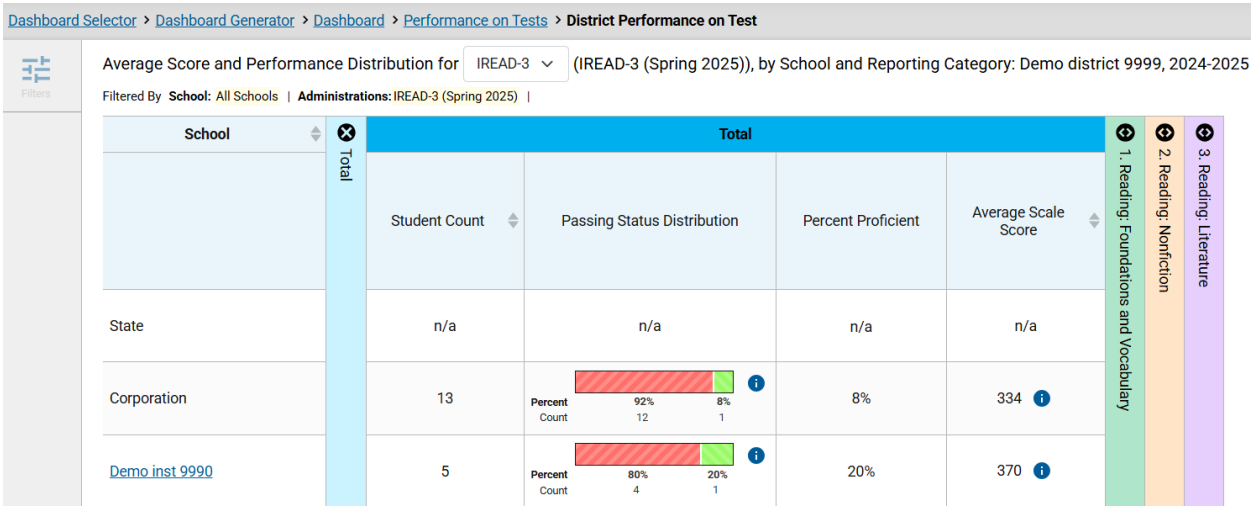
More detailed summaries of student performance in each grade in a subject area for a selected aggregate level are presented when users select an assessment on the dashboard page. On each aggregate report, the summary report presents the summary results for the selected aggregate unit and the summary results for all aggregate units above the selected aggregate. For example, at the roster level, summaries appear for the

teacher, school, and district aggregate. The roster performance can be compared with the above aggregate levels.

The subject detail page provides the aggregate summaries on a specific subject area including: (1) number of students, (2) percentage of students at each achievement level (passing status distribution), (3) percentage proficient, and (4) average scale score. The summaries are also presented for overall students and by subgroup, as configured per the Indiana Department of Education (IDOE) specifications.

Figure 8 presents an example of a subject detail page for IREAD at the district level.

Figure 8: Subject Detail Page for IREAD: District View



8.3.3 Aggregate-Level Reporting Category and Standard Report

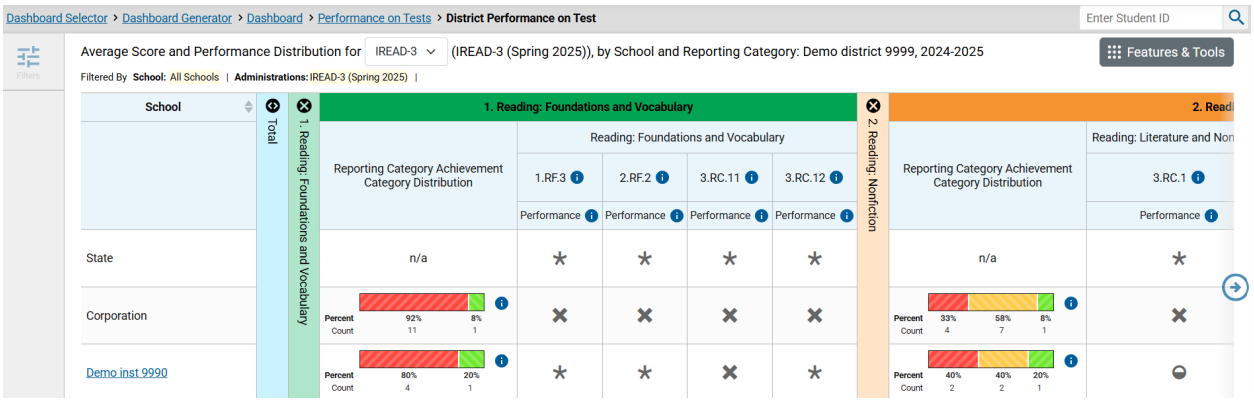
The Aggregate-Level Reporting Category Report provides the aggregate summaries on student performance in each reporting category for a particular grade and subject. The summaries on the Aggregate-Level Reporting Category Report include: (1) percentage of students in each achievement category for each reporting category, (2) performance relative to proficiency for each standard, and (3) performance on each standard relative to the overall.

For *Reporting Category Achievement Category Distribution*, a performance indicator produces information on how a group of students in a roster, school, or district performed on the standard compared to the proficiency cuts. The performance indicator shows whether performance on this standard for this group consistently meets/exceeds, performance varies, or does not meet what is expected of students at the proficient level. These indicators show strengths and weaknesses for a group of students and are provided at an aggregate level only because they are unreliable at the individual level.

Similar to the Aggregate-Level Subject Report, this report presents the summary results for the selected aggregate unit as well as the summary results for the aggregate units above the selected aggregate.

Figure 9 presents examples of the District Aggregate-Level Reporting Category and Standard Detail for IREAD.

Figure 9: Reporting Category and Standard Detail Page for IREAD: District Level

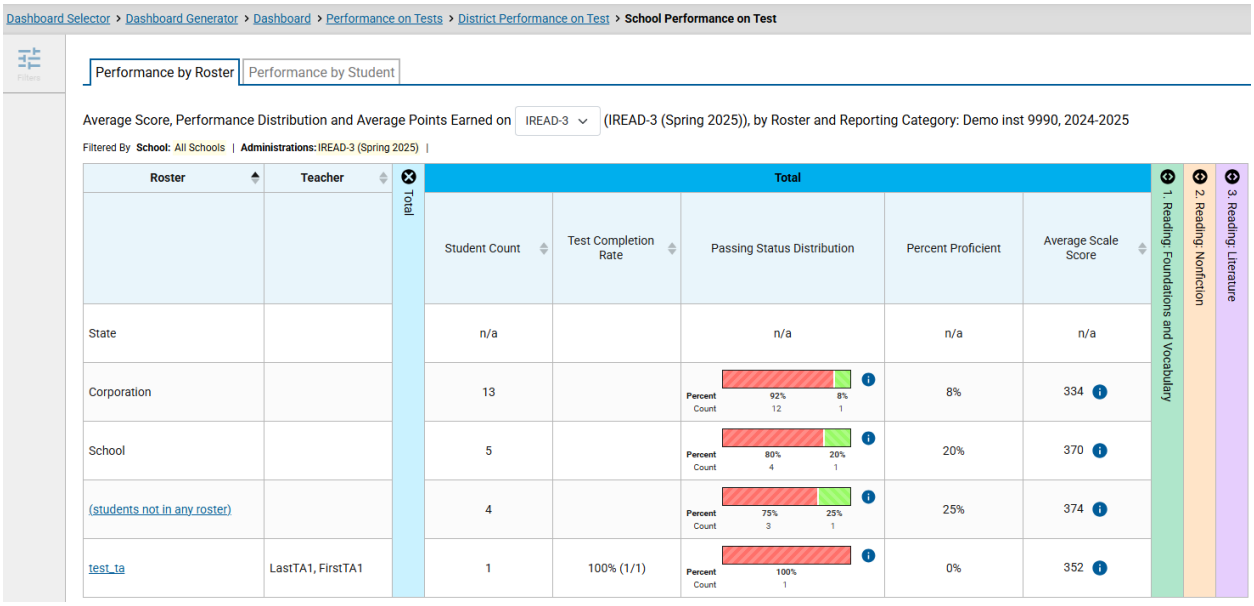


8.3.4 Student Performance on Test Report: Performance by Roster

The Student Roster Subject Report lists all students who belong to the selected aggregate level, such as a school, and reports the following measures for each student: (1) number of students, (2) roster test completion rate, (3) passing status distribution, (2) percent proficient, and (3) average scale score.

Figure 10 contains examples of the Student Roster Subject Report for IREAD.

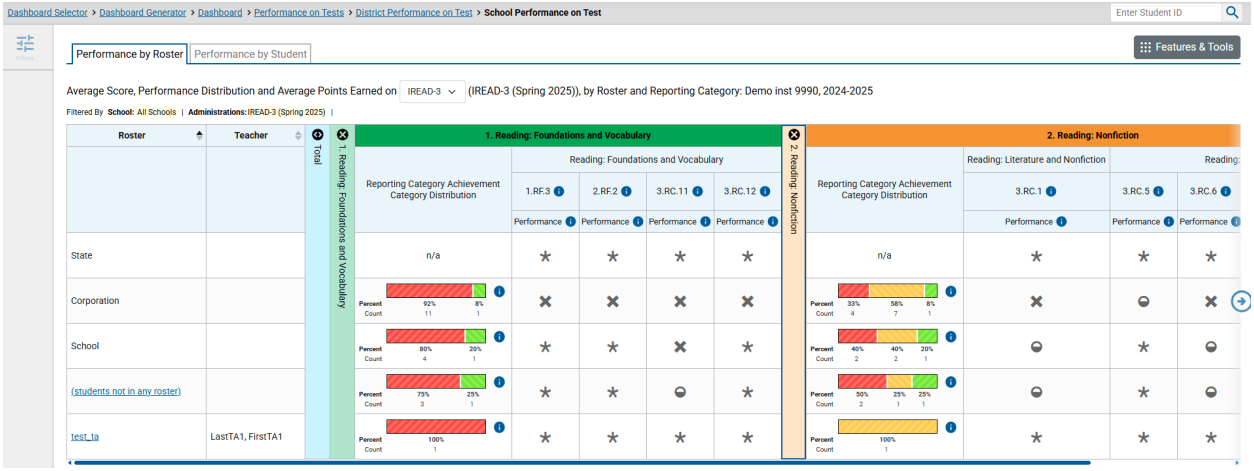
Figure 10: Student Performance on Test Report: Performance by Roster



8.3.5 Student Performance on Test Report: Performance by Roster with Expanded Reporting Category Section

The Student Roster Reporting Category Report records the reporting category achievement measures for individual students. Figure 11 presents an example of the Student Roster Reporting Category Report for IREAD, with the Reporting Category Report expanded.

Figure 11: Student Performance on Test Report: Performance by Roster with Expanded Reporting Category Section

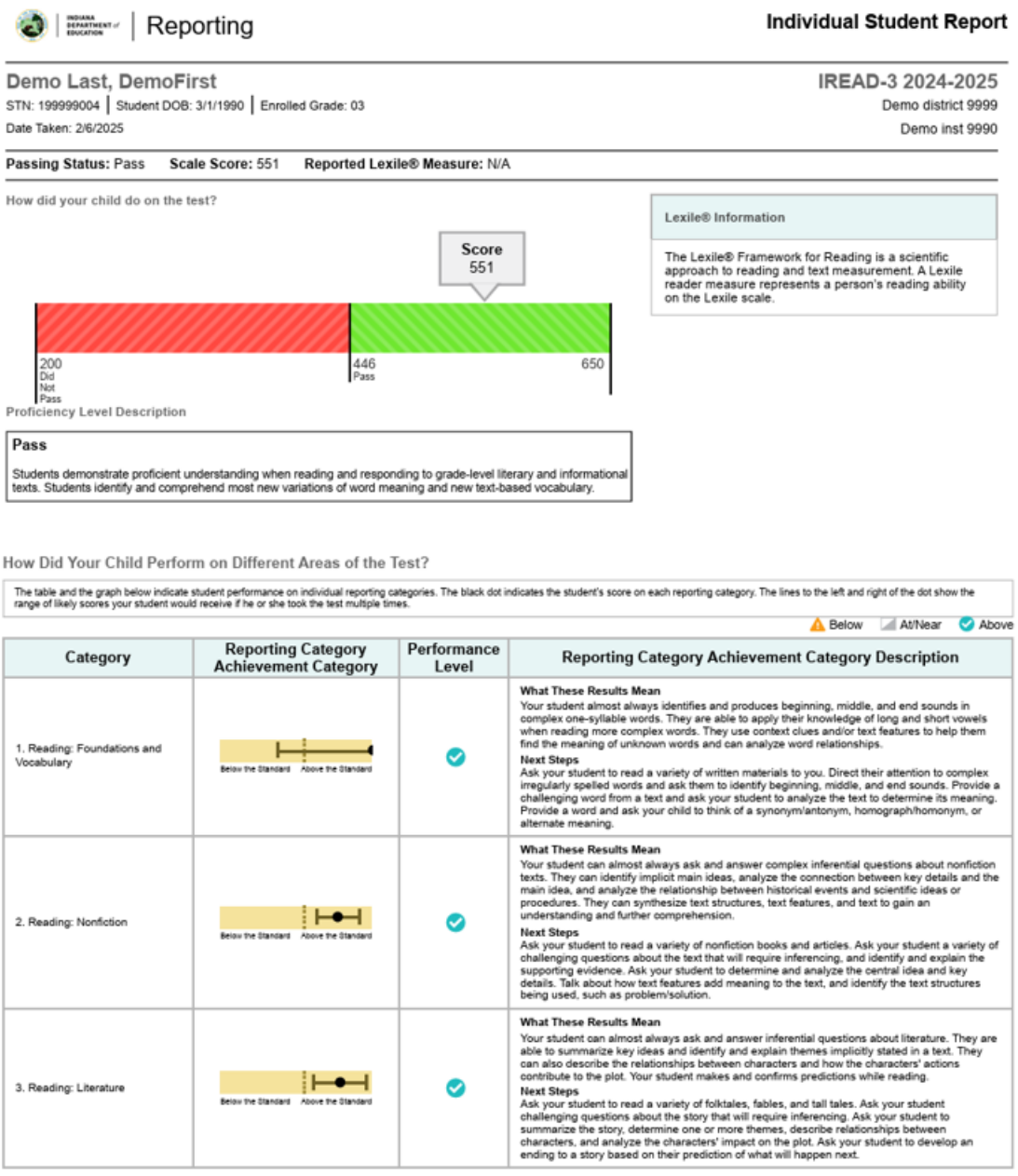


8.3.6 Student Individual Score Report Page

When a student completes a test, an online score report appears on the student detail page in CRS. The student detail page provides information about individual student performance on the test. It also provides (1) average scale score, (2) performance level for the overall test, (3) average scale scores for the student's state, district, and school in each subject area, and (4) the reported Lexile® Measure of the individual student.

On the top of the downloadable individual student report, the student's name, scale score, performance level, and reported Lexile® Measure are presented (Lexile® Measure is only presented for students who did not pass). On the left side, the student's performance is described in detail using a horizontal bar chart. The student scale score is presented in the horizontal bar chart. Student performance on each reporting category is shown under the overall performance where the performance is shown graphically followed by a description of the performance. Figure 12 presents an example of the student individual score report for IREAD.

Figure 12: Student Individual Score Report for IREAD



Reporting

Individual Student Report

Demo Last, DemoFirst
STN: 199999004 | Student DOB: 3/1/1990 | Enrolled Grade: 03
Date Taken: 2/6/2025

IREAD-3 2024-2025
Demo district 9999
Demo inst 9990

Passing Status: Pass **Scale Score:** 551 **Reported Lexile® Measure:** N/A

How did your child do on the test?

Score 551

200 Did Not Pass | 446 Pass | 650

Lexile® Information

The Lexile® Framework for Reading is a scientific approach to reading and text measurement. A Lexile reader measure represents a person's reading ability on the Lexile scale.

Proficiency Level Description

Pass

Students demonstrate proficient understanding when reading and responding to grade-level literary and informational texts. Students identify and comprehend most new variations of word meaning and new text-based vocabulary.

How Did Your Child Perform on Different Areas of the Test?

The table and the graph below indicate student performance on individual reporting categories. The black dot indicates the student's score on each reporting category. The lines to the left and right of the dot show the range of likely scores your student would receive if he or she took the test multiple times.

Below | At/Near | Above

Category	Reporting Category Achievement Category	Performance Level	Reporting Category Achievement Category Description
1. Reading: Foundations and Vocabulary	Below the Standard / Above the Standard	✓	**What These Results Mean** Your student almost always identifies and produces beginning, middle, and end sounds in complex one-syllable words. They are able to apply their knowledge of long and short vowels when reading more complex words. They use context clues and/or text features to help them find the meaning of unknown words and can analyze word relationships. **Next Steps** Ask your student to read a variety of written materials to you. Direct their attention to complex irregularly spelled words and ask them to identify beginning, middle, and end sounds. Provide a challenging word from a text and ask your student to analyze the text to determine its meaning. Provide a word and ask your child to think of a synonym/antonym, homograph/homonym, or alternate meaning.
2. Reading: Nonfiction	Below the Standard / Above the Standard	✓	**What These Results Mean** Your student can almost always ask and answer complex inferential questions about nonfiction texts. They can identify implicit main ideas, analyze the connection between key details and the main idea, and analyze the relationship between historical events and scientific ideas or procedures. They can synthesize text structures, text features, and text to gain an understanding and further comprehension. **Next Steps** Ask your student to read a variety of nonfiction books and articles. Ask your student a variety of challenging questions about the text that will require inferencing, and identify and explain the supporting evidence. Ask your student to determine and analyze the central idea and key details. Talk about how text features add meaning to the text, and identify the text structures being used, such as problem/solution.
3. Reading: Literature	Below the Standard / Above the Standard	✓	**What These Results Mean** Your student can almost always ask and answer inferential questions about literature. They are able to summarize key ideas and identify and explain themes implicitly stated in a text. They can also describe the relationships between characters and how the characters' actions contribute to the plot. Your student makes and confirms predictions while reading. **Next Steps** Ask your student to read a variety of folktales, fables, and tall tales. Ask your student challenging questions about the story that will require inferencing. Ask your student to summarize the story, determine one or more themes, describe relationships between characters, and analyze the characters' impact on the plot. Ask your student to develop an ending to a story based on their prediction of what will happen next.

8.4 Interpretation of Reported Scores

A student's performance on a test is reported as a scale score and a performance level for the overall test. There is also a separate performance level for each reporting category. Students' scores and performance levels are summarized at the aggregate levels. This section describes how to interpret these scores.

8.4.1 Scale Score

A scale score describes how well a student performed on a test and can be interpreted as an estimate of a student's knowledge and skills as measured by his or her performance on the assessment. A scale score is the student's overall numeric score. IREAD and IREAD grade 2 scale scores are reported on a within-test scale.

Scale scores are used to illustrate students' current level of performance. Lower scale scores can indicate that the student's knowledge and skills fall below proficiency as measured by the assessment. Conversely, higher scale scores can indicate that the student has proficient knowledge and skills as measured by the assessment. When combined across a student population, scale scores can not only describe school- and corporation-level changes in performance, but can also reveal gaps in performance among different groups of students. In addition, scale scores can be averaged across groups of students, allowing educators to use group comparison. Interpretation of scale scores is more meaningful when the scale scores are used along with performance levels and PLDs. It should be noted that the utility of scale scores is limited when comparing smaller differences among scores (or averaged group scores). Furthermore, the scale score of individual students should be interpreted cautiously when comparing two scale scores because small differences in scores may not reflect real differences in performance.

8.4.2 Performance Levels

Performance levels are proficiency categories on an assessment that students fall into based on their scale scores. For IREAD, scale scores are mapped onto two performance levels, also called the Passing Status (Level 1–Did Not Pass and Level 2–Pass) using performance standards (or cut scores: see Section 8.4.5, Cut Scores). For IREAD grade 2, scale scores are mapped onto three performance levels (Level 1–At Risk; Level 2–On Track; and Level 3–Pass) using performance standards (or cut scores: see Section 8.4.5, Cut Scores). PLDs are descriptions of content-area knowledge and skills that students at each performance level are expected to possess. Thus, performance levels can be interpreted in relation to PLDs.

PLDs are available on the IDOE web page at https://www.in.gov/doe/files/IREAD-Performance-Level-Descriptors-v2.pdf.

8.4.3 Aggregated Score

Students' scale scores are aggregated at the roster, school, and district levels to represent how a group of students performs on a test. When students' scale scores are aggregated, the aggregated scale scores can be interpreted as an estimate of the knowledge and skills that a group of students possesses. Given that student scale scores are estimates, the aggregated scale scores are also estimates and are subject to measures of uncertainty. In addition to the aggregated scale scores, the percentage of students in each performance level for the overall subject is reported at the aggregate level to represent how well a group of students performed overall.

8.4.4 Relative Strengths and Weaknesses

For standard performance, relative strengths and weaknesses at each standard are reported for aggregate levels only (e.g., classroom, school, district). Because an individual student responds to too few items within a standard to generate reliable data, the standard performance is produced by aggregating all items within a standard across students at an aggregate level, not an individual level. Standard reports include data on Performance Relative to Proficiency for each standard.

The Performance Relative to Proficiency data for a standard show how a group of students performed in each standard relative to the expected performance for proficiency. For summative assessments, this is the expected level of performance necessary to achieve Level 3 or Proficient performance. This is a standards-based report with the group performance in each standard being compared to the performance standard for that standard. Similar to the performance levels provided for the total test, these data indicate students' achievement in the standard with respect to the standards.

Because the Performance Relative to Proficiency data for each standard are comparable to the standards-based expectations, performance across groups can be compared.

8.4.5 Cut Scores

For all grades within IREAD, scale scores are mapped onto performance levels. For each performance level, there is a minimum and maximum scale score that defines the range of scale scores students within each performance level have achieved. Collectively, these minimum and maximum scale scores are defined as cut scores and are the cutoff points for each performance level. Table 32 and Table 33 show the cut scores for IREAD.

Table 32: IREAD Assessment Proficiency Cut Scores (Grade 2)

Tested Grade	Level 1 At Risk	Level 2 On Track	Level 3 Pass
Grade 2	200–404	405–445	446–650

Table 33: IREAD Assessment Proficiency Cut Scores

Tested Grades	Level 1 Did Not Pass	Level 2 Pass
Grades 3–5	200–445	446–650

8.4.6 Performance Levels

The Lexile® framework uses quantitative methods based on individual words and sentence lengths, rather than qualitative analysis of content, to produce scores. A Lexile® Measure for Reading is calculated on IREAD assessments to provide an index of how well a student reads and understands the texts presented. This score can then be matched with a similar Lexile® Text Measure to help educators identify reading materials that best enhance instruction for each student. The Lexile® Text Measure is obtained by evaluating the readability of a piece of text, such as a book or an article.

8.5 Appropriate Uses for Scores and Reports

Assessment results can be used to provide information on individual student's achievement on the test. Assessment results help determine if students have achieved key foundational reading skills by the end of grade 3 (as defined by Indiana's Academic Standards and the IREAD test blueprint) and help identify students at grade 2 who may need additional support to attain those foundational reading skills by the end of grade 3.

Assessment results on student achievement on the test can be used to help teachers or schools make decisions on how to support students' learning. Aggregate score reports for teacher and school levels provide information regarding the strengths and weaknesses of their students and can be used to improve teaching and student learning. By narrowing the student performance result by subgroup, teachers and schools can determine what strategies may need to be implemented to improve teaching and student learning, particularly for students from disadvantaged subgroups. For example, teachers can review student assessment results by Identified English Learner to determine if students who are classified as "Yes" have differences in their English/Language Arts scores in comparison to other students who are classified as "No" to determine if additional classroom instruction may be needed to enhance their achievement.

In addition, assessment results can be used to compare students' performance among different students and among different groups. Teachers can evaluate how their students perform compared with other students in schools and districts overall.

While assessment results provide valuable information to understand students' performance, these scores and reports should be used with caution. It is important to note that scale scores reported are estimates of true scores and hence do not represent the precise measure of student performance. A student's scale score is associated with measurement error, and thus users need to consider measurement error when using student scores to make decisions about student achievement. Moreover, although student scores may be used to help make important decisions about students' placement and retention, or teachers' instructional planning and implementation, the assessment results should not be used as the only source of information. Given that assessment results measured by a test provide limited information, other sources on student achievement such as classroom assessment and teacher evaluation should be considered when making decisions on student learning. Finally, when student performance is compared across groups, users need to consider the group size. The smaller the group size, the larger the measurement error related to the aggregate data, thus requiring interpretation with more caution.

9 Quality Assurance Procedures

Quality assurance (QA) procedures are enforced throughout all stages of IREAD test development, administration, scoring, and reporting. This chapter describes QA procedures associated with the following activities:

- Test construction
- Test production
- Data preparation
- Equating and scaling
- Scoring and reporting

Because QA procedures pervade all aspects of test development, we note that discussion of QA procedures is not limited to this chapter but is also included in chapters describing all phases of test development and implementation.

9.1 Quality Assurance in Item Development and Test Construction

Chapter 4, Item Development and Test Construction, details the item development and test configuration processes. Each test administration is generated by the adaptive algorithm to exactly match the detailed test blueprint while targeting test information to student ability. The blueprint describes the content to be covered, the Depth of Knowledge (DOK) with which it will be covered, the type of items that will measure the constructs, and every other content-relevant aspect of the test.

The adaptive test configuration process is managed through Cambium Assessment, Inc.'s (CAI) test simulator. Upon completion of a simulation, the test simulator immediately generates a blueprint match report to ensure that all elements of the test blueprint have been satisfied. In addition, the test simulator produces a statistical summary of form characteristics in order to ensure consistency of test characteristics across simulated test forms.

Prior to its implementation in the operational test administration, the CAI scoring engine and the accuracy of data files are checked using a simulated student response data file. The simulated data are used to check whether the student responses entered in the Test Delivery System (TDS) were captured accurately and whether the scoring specifications were applied accurately. The simulated data file is scored independently by two programmers, following the scoring rules.

In addition to checking the scoring accuracy, the test configuration file is checked thoroughly. For the operational test administration, a test configuration file is the key file that contains all specifications for the item selection algorithm, and eventually for the scoring algorithm, such as the test blueprint specification, slopes and intercepts for theta-to-scale score transformation, and the item information (e.g., cut scores, answer keys, item attributes, item parameters, passage information). The accuracy of the information in the configuration file is checked and confirmed numerous times independently by multiple staff members before the test window opens.

9.2 Quality Assurance in Computer-Delivered Test Production

9.2.1 Production of Content

While the online workflow requires some additional steps, it removes a substantial amount of work from the time-critical path, reducing the likelihood of errors. Like a test book, an online system can deliver a sequence of items; however, the online system makes the layout of that sequence algorithmic. The appearance of the item screen can be known with certainty before the final test is configured.

The production of computer-based tests includes four key steps:

1. Final content is previewed and approved in a process called *web approval*. Web approval packages the item exactly as it will be displayed to the student.
2. The complete test configuration is approved, which gathers the content, form information, display information, and relevant scoring and psychometric information from the item bank and packages it for deployment.
3. Tests are initially deployed to a test site where they undergo Platform Review, a process during which we ensure that each item displays properly on a large number of platforms representative of those used in the state for testing purposes.
4. The final system is deployed to a staging environment accessible to the Indiana Department of Education (IDOE) for user acceptance testing (UAT) and final review.

9.2.2 Web Approval of Content During Development

The Item Tracking System (ITS) integrates directly with the TDS display module and displays each item exactly as it will appear to the student. This process is called Web Preview and is tied to specific item review levels. Upon approval at those levels, the system locks content as it will be displayed to the student, transforming the item representation to the exact representation that will be rendered to the student. No change to the display content can occur without a subsequent Web Preview. This process freezes the display code that will present the item to the student.

Web approval functions as an item-by-item blueline review. It is the final rendering of the item as the student will view it. Layout changes can be made after this process in two ways:

1. Content can be revised and re-approved for web display.
2. Online style sheets can be changed to revise the layout of all items on the test.

Both processes are subject to strict change control protocols to ensure that accidental changes are not introduced. Next, we discuss automated quality control processes during content publication that raise warnings if item content has changed after the most recent web-approved content was generated. The web approval process offers the benefit of allowing final layout review much earlier in the process, reducing the work that must be performed during the very busy period just before tests go live.

9.2.3 Platform Review

Platform Review is a process in which each item is checked to ensure that it is displayed appropriately on each tested platform. A platform is a combination of a hardware device and an operating system. In recent years, the number of platforms has proliferated, and Platform Review now takes place on approximately 15 significantly different platforms.

Platform Review is conducted by a team. The team leader projects the item in its web-approved ITS format, and team members, each behind a different platform, look at the same item to gauge whether it renders as expected.

9.2.4 User Acceptance Testing and Final Review

Each release of every one of our systems goes through a complete testing cycle, including regression testing. With each release, and every time we publish a test, the system goes through UAT. During UAT, we provide our client with login information to an identical (though smaller scale) testing environment to which the system has been deployed. We provide recommended testing scenarios and constant support during the UAT period. Identified issues will be resolved before the opening of the test administration or noted for future review and resolution if a current resolution is not feasible within the timeline. IDOE signs off on the test administration go-live date at the conclusion of UAT activities.

Deployments to the production environment follow specific, approved deployment plans. Teams working together execute the deployment plan. Each step in the deployment plan is executed by one team member and verified by a second. Each deployment undergoes shake-out testing following the deployment. This careful adherence to deployment procedures ensures that the operational system is identical to the system evaluated on the testing and staging servers. Upon completion of each deployment project, management approves the deployment log.

During the year, some changes may be required to the production system. Outside of routine maintenance, no change is made to the production system without the approval of the Production Control Board (PCB). The PCB includes the director of CAI's Assessment Program or the chief operating officer, the director of our Computer and Statistical Sciences Center, and the project director. Any request for a change to the production system requires the signature of the system's lead engineer. The PCB reviews risks, test plans, and test results. In addition, if any proposed change affects client functionality or poses a risk to the operation of a client system, the PCB ensures that the client is informed and in agreement with the decision.

The PCB approves a maintenance plan that includes every scheduled change to the system.

Deviations from the maintenance plan must be approved by the PCB, including server or driver patches that differ from those approved in the maintenance plan.

Every bug fix, enhancement, data correction, or new feature must be presented with the results of a QA plan and approved by the PCB.

An emergency procedure is in place that allows rapid response in the event of a time-critical change needed to avert compromise of the system. Under those circumstances,

any member of the PCB can authorize the senior engineer to make a change, with the PCB reviewing the change retroactively.

Typically, deployments happen during a maintenance window, and deployments are scheduled at a time that can accommodate full regression testing on the production machines. Any changes to the database or procedures that in any way might affect performance are typically subject to a load test at this time.

9.2.4.1 Cutover and Parallel Processing

CAI maintains multiple environments to ensure smooth cutover and parallel processing. With a centralized hosting site in Washington, DC, multiple development environments and a test environment can be maintained. At Rackspace, we maintain a staging environment and a production environment.

The production environment runs independently of the other environments and is changed only with the approval of the PCB. When developing enhancements, they are developed and tested initially on the development and test environments in Washington, DC, before being deployed to the staging environment in Rackspace.

The staging environment is a scaled-down version of the production environment. It is in this environment that UAT takes place. Only when UAT is complete and the PCB signs off is the production environment updated. In this way, the system continues to function uninterrupted as testing takes place in parallel until a clean cutover takes place.

Prior to deployment, the testing system and content are deployed to a staging server where they are subject to UAT. UAT of TDS serves both a software evaluation and content approval role. The UAT period provides IDOE with an opportunity to interact with the exact test with which the students will interact.

9.2.5 Functionality and Configuration

The items, both individually and as configured onto the tests, form one type of online product. The delivery of that test can be thought of as an independent service. Here, we document QA procedures for delivering the online assessments.

One area of quality unique to online delivery is the quality of the delivery system. Three activities provide for the predictable, reliable, and quality performance of our system. They include the following:

1. Testing on the system itself to ensure function, performance, and capacity
2. Capacity planning
3. Continuous monitoring

CAI statisticians examine the delivery demands, including the number of tests to be delivered, the length of the test window, and the historic state-specific behaviors to model the likely peak loads. Using data from the load tests, these calculations indicate the number of each type of server necessary to provide continuous, responsive service, and CAI contracts for service in excess of this amount. Once deployed, our servers are monitored at the hardware, operating system, and software platform levels with monitoring software that alerts our engineers at the first signs that trouble may be ahead.

Applications log not only errors and exceptions but latency (timing) information for critical database calls. This information enables us to know instantly whether the system is performing as designed, or if it is starting to slow down or experiencing a problem.

In addition, latency data are captured for each assessed student—data about how long it takes to load, view, or respond to an item. All this information is logged, as well, enabling us to automatically identify schools or districts experiencing unusual slowdowns, often before they even notice.

9.3 Quality Assurance in Data Preparation

When a student responds to test questions online, his or her response to each item is immediately captured and stored in the Database of Record (DOR) at CAI, a repository for all data relevant to a student's testing experience. Our QA procedures are built on two key principles: automation and replication. Certain procedures can be automated, which removes the potential for human error. Procedures that cannot be reasonably automated are replicated by two independent analysts at CAI.

When data are prepared for psychometric analyses, they undergo two phases: a data preparation phase and a psychometric phase. In the former phase, data are extracted from DOR and provided to two independent SAS programmers. These two programmers are provided with the client-assigned business rules, and they independently prepare data files suitable for subsequent psychometric analysis. The data files prepared by the different programmers are formally compared for congruency. Any discrepancies identified are resolved through code review meetings with the lead programmer and the lead psychometrician.

When the two data files match exactly, they are then passed over to two independent psychometricians, who each perform classical and item response theory (IRT) analyses. Any discrepancies are identified and resolved. When all results match from the independent analysts, final results are uploaded to CAI's ITS.

CAI's TDS has a real-time quality-monitoring component built in. As students test, data flows through our Quality Monitor (QM) System. The QM System conducts a series of data integrity checks, ensuring, for example, that the record for each test contains information for each item that was supposed to be on the test, and that the test record contains no data from items that have been invalidated. In addition, the QM System scores the test, recalculates performance-level designations, calculates subscores, compares item parameters to the reference item parameters in the bank, and conducts a host of other checks.

The QM System also aggregates data to detect problems that become apparent only in the aggregate. For example, the QM System monitors item statistics and flags items that perform differently operationally than their item parameters predict. This functions as a sort of automated key or rubric check, flagging items where data suggest a potential problem. This automated process is similar to the sorts of checks performed for data review, but they are conducted (1) on operational data and (2) in real time to allow our psychometricians to catch and correct any problems before they have an opportunity to do any harm.

Data pass directly from the QM System to DOR, which serves as the repository for all test information, and from which all test information for reporting is retrieved. The Data Extract Generator is the tool used to retrieve data from DOR for delivery to IDOE and its QA contractor. CAI psychometricians ensure that data in the extract files match DOR prior to delivery to IDOE.

9.4 Quality Assurance in Item Analyses and Equating

Prior to operational work, CAI produces simulated data sets for testing software and analysis procedures. The QA procedures are built on two key principles: automation and replication. Certain procedures can be automated, which removes the potential for human error. Procedures that cannot be reasonably automated are independently replicated by two CAI psychometricians. Two psychometricians complete a dry run calibration and linking activities and compare results. The practice runs serve two functions:

1. To verify the accuracy of program code and procedures.
2. To evaluate communication and workflow among participants. If necessary, the team will reconcile differences and correct production or verification programs.

Following the completion of these activities and the resolution of questions that arise, analysis specifications are finalized.

9.5 Quality Assurance in Scoring and Reporting

CAI implements a series of quality control steps to ensure error-free production of score reports in an online format. The quality of the information produced in TDS is tested thoroughly before, during, and after the test window.

9.5.1 Quality Assurance in Test Scoring

CAI verifies the accuracy of the scoring engine using simulated test administrations. The simulator generates a sample of students with an ability distribution that matches that of the state. The ability of each simulated student is used to generate a sequence of item responses consistent with the underlying ability. Although the simulations were designed to provide a rigorous test of the adaptive algorithm for adaptively administered tests, they also provide a check of the full range of item responses and test scores in fixed-form tests. Additionally, these simulations ensure that students at all performance levels are exposed to the full range of test item content as dictated by the IREAD test blueprints. Simulations are always generated using the production item selection and scoring engine to ensure that verification of the scoring engine is based on a very wide range of student response patterns.

To verify the accuracy of the Centralized Reporting System (CRS), we merge item response data with the demographic information taken either from previous-year assessment data or if current-year enrollment data are available by the time simulated data files are created, we can verify online reporting using current-year testing information. By populating the simulated data files with real-school information, it is possible to verify that special school types and special districts are being handled properly in CRS.

Specifications for generating simulated data files are included in the analysis specifications document submitted to IDOE each year. A review of all simulated data is scheduled to be completed before the opening of the test administration window so that the integrity of item administration, data capture, and item and test scoring and reporting can be verified before the system goes live.

To monitor the performance of the assessment system during the test administration window, a series of QA reports can be generated at any time during the online assessment window. For example, item analysis reports allow psychometricians to ensure that items are performing as intended and serve as an empirical key-check through the operational test window. In the context of adaptive test administrations, other reports such as blueprint match and item exposure reports allow psychometricians to verify that test administrations conform to specifications.

The QA reports are generated on a regular schedule. Item analysis and blueprint match reports are evaluated frequently at the opening of the test window to ensure that test administrations conform to blueprint and items are performing as anticipated.

Each time the reports are generated, the lead psychometrician reviews the results. If any unexpected results are identified, the lead psychometrician alerts the project manager immediately to resolve any issues. Table 34 presents an overview of the QA reports.

Table 34: Overview of Quality Assurance Reports

QA Reports	Purpose	Rationale
Item Statistics	To confirm whether items work as expected	Early detection of errors (key errors for selected-response items and scoring errors for constructed-response, performance, or technology items)
Item Exposure Rates	To monitor unusually high exposure rates of items or passages or unusually low item pool usage (high unused items/passages)	Early detection of any oversight in the blueprint specification
Blueprint Match	To monitor match to test blueprint	Early detection of blueprint violation

9.5.1.1 Item Analysis Report

The item analysis report is used to monitor the performance of test items throughout the test window and serves as a key-check for the early detection of potential problems with item scoring, including the incorrect designation of a keyed response or other scoring errors, as well as potential breaches of test security that may be indicated by changes in the difficulty of test items. To examine test items for changes in performance, this report generates classical item analysis indicators of difficulty and discrimination, including proportion correct and biserial/polyserial correlation, as well as IRT–based item-fit statistics. The report is configurable and can be produced so that only items with statistics falling outside a specified range are flagged for reporting or generating reports based on all items in the pool.

Item* p-*Value. For multiple-choice items, the proportion of students selecting each response option is computed; for constructed-response, performance, and technology items, the proportion of student responses classified at each score point is computed. For multiple-choice items, if the keyed response is not the modal response, the item is also flagged. Although the correct response is not always the modal response, keyed response options flagged for both low biserial correlations and non-modal responses are indicative of miskeyed items.

Item Discrimination. Biserial correlations for the keyed response for selected-response items and polyserial correlations for polytomous constructed-response, performance, and technology items are computed. CAI psychometric staff evaluates all items with biserial correlations below a target level, even if the obtained values are consistent with past item performance.

Item Fit. In addition to the item difficulty and item discrimination indices, an item-fit index is produced for each item. For each student, a residual between the observed and expected scores given the student's ability is computed for each item. The residuals are averaged across all students, and the average residual is used to flag an item.

9.5.2 Quality Assurance in Reporting

Scores for the IREAD online assessments are assigned by automated systems in real time. For machine-scored portions of assessments, the machine rubrics are created and reviewed along with the items, then validated and finalized during rubric validation following field testing. The review process "locks down" the item and rubric when the item is approved for web display (web approval). During operational testing, actual item responses are compared to expected item responses (given the IRT parameters), which can detect miskeyed items, item drift, or other scoring problems. Potential issues are automatically flagged in reports available to psychometricians.

After passing through the series of validation checks in the QM System, data are passed to DOR, which serves as the centralized location for all student scores and responses, ensuring that there is only one place where the "official" record is stored. Only after scores have passed the QM checks and are uploaded to DOR are they passed to CRS, which is responsible for presenting individual-level results and calculating and presenting aggregate results. No score is reported in CRS until it passes all validation checks.

Data accuracy and integrity are critical to the success of assessment validity. Additional QA steps and procedures outside of the online systems are performed by staff on the assessment data to ensure accuracy before score reporting is considered final. These additional verifications ensure that the final data are thoroughly reviewed and accurate.

CAI psychometricians perform item pool simulations testing the adaptive algorithm on IREAD assessments to ensure that the system coding is performing as intended and students are receiving the appropriate test items based on their performance. These verifications are performed by CAI psychometric staff with the resulting deliverable of a simulation report to IDOE containing information on test items and item distribution to the student population.

IDOE established a production test deck verification process used annually to ensure that the scores are being reported as expected based on specific results entered into the online test administration systems and reporting system. Test deck cases are entered for demo students following certain patterns that are then verified in the reporting system prior to the initial score release in the CAI reporting system. This check ensures that student scores are populating through the system accurately, using end-to-end testing. Both online and paper-and-pencil test deck cases are entered and processed to ensure that both modes provide accurate score reporting results, which are verified in the CAI reporting system.

The student data files contain the final student test score results, and these files are delivered to IDOE annually at the conclusion of each test administration. A third-party vendor will replicate sample, initial, and final student data files to confirm accuracy of the scoring as part of quality control measures. The third-party vendor is provided a layout, configuration files, and scoring specifications from CAI to support this verification. CAI, IDOE, and the third-party vendor will meet as needed during this process to ensure that questions are answered and replication is completed on time.

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Appendix 2A
IREAD Stimulus Specifications

INDIANA DEPARTMENT of EDUCATION

IREAD: Stimulus Specifications

IREAD is a reading assessment that measures foundational reading skills to Indiana students beginning in grade two. The IREAD Stimulus Specifications provide guidelines for the creation and/or selection of appropriate stimuli (i.e. passages) for IREAD assessments. This guidance addresses the appropriate kinds of texts, grade-level appropriate topics, complexity, and other features of texts, pertinent to the ELA content area.

Reading Comprehension Passages

The following specifications apply for reading passages included on IREAD assessments:

- Must be clear and of fine quality
- Must be rich in content to support well-developed questions
- Must meet the demands of grade-level interest and appropriateness
- Must include numbered paragraphs.
- Must meet the specified word count ranges provided in Table 1
- Must meet the specified quantitative readability ranges (Lexile and Flesch-Kincaid Grade Level Formula) provided in Table 2
- Must adhere to all bias and sensitivity guidelines, avoiding the complex social issues listed in Table 3
    - All passages are reviewed by Content and Fairness committees prior to being administered to students. Content and Fairness committees are made up of educators from public, charter, and nonpublic schools that serve a range of students from a variety of backgrounds including geographic variations (e.g., urban/rural), race/ethnicity, socio-economic status, and religious beliefs.
- Must adhere to qualitative readability measures (elements of simple complexity) as described in Table 4a (literary text) and Table 4b (informational text)
    - Text features included in passages are limited to headers (instruction begins at grade 2) and illustrations/photographs (instruction begins at Kindergarten) for IREAD.

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Table 1: Word Count Ranges for Reading Comprehension Passages

Grade	Word Count Range
3	120-600

Table 2: Readability Ranges for Reading Comprehension Passages

Grade	Lexile Band	Flesch-Kincaid[1] Band
3	420-580 L	1.98-5.0

[1]Flesch-Kincaid grade level formula: 0.39 x (Total Words / Total Sentences) + 11.8 x (Total Syllables / Total Words) - 15.59

Table 3: Complex Social Issues that Must Be Avoided

Advocacy AIDS / HIV Alcohol Birthday celebrations Book bans Cancer Climate change COVID-19 Critical Race Theory (CRT) Death / dying Deportation of immigrants Disability Drugs	Famous living persons Gambling Gender identity Global warming Holiday celebrations Human sexuality Killing animals for sport Mass shootings / violence Occult (witches / ghosts / vampires) Offensive language Painting schools or teachers in a negative light Pandemic Politics (e.g., government roles or actions)	Racial injustice Religious topics or figures Sex Social services (e.g., foster care) Socio-economic status (disparity) Stereotypes or inaccurate representation Violence in schools War - historical examples War - present day examples Wind farms Yoga

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Table 4a: Text Complexity - Qualitative Measures Rubric for Literary Texts

Qualitative Measures Rubric for Literary Texts	
Features	**Elements of Simple Complexity**
Meaning	• One level of meaning • Theme should be obvious and revealed early in the text or require minimal interpretation.
Text Structure: Organization	• Clear, chronological sequence • Easy to predict
Text Features: Graphics (if used)	• A simple image is included on an as-needed basis within passages.
Language Conventionality	• Explicit, literal, straightforward • Easy to understand
Vocabulary	• Contemporary, familiar, conversational language; rarely unfamiliar or overly academic.
Sentence Structure	• Mainly simple sentences but may include simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
Knowledge Demands: Life Experiences	• Explores a single theme • Experiences portrayed are everyday and common to most readers

Table 4b: Text Complexity - Qualitative Measures Rubric for Informational Texts

Qualitative Measures Rubric for Informational Texts	
Features	**Elements of Simple Complexity**
Purpose	• Explicitly stated; clear, concrete with a narrow focus • Requires minimal interpretation - easy to identify based upon context or source
Text Structure: Organization of Main Ideas	• Connections between ideas, processes, or events are explicit and clear • Organization of text is clear or chronological or easy to predict
Text Features: Headers	• Headers are included in informational texts.

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Qualitative Measures Rubric for Informational Texts	
Features	**Elements of Simple Complexity**
Text Features: Graphics (if used)	• Simple images may be included but are not required. • Assessment of text features are limited to headers (instruction begins at grade 2) and illustrations/photographs (instruction begins at Kindergarten) for IREAD. Text feature use is limited to locating specific information or explaining an idea using an image or header.
Language Conventionality	• Explicit, literal, straightforward • Easy to understand
Vocabulary	• Contemporary, familiar, conversational language; rarely unfamiliar or overly academic.
Sentence Structure	• Mainly simple sentences but may include simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
Knowledge Demands: Subject Matter Knowledge	• Everyday, practice knowledge • Simple, concrete ideas

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Appendix 3A

Distribution of Scale Scores and Standard Deviations

Table 1: Mean and Standard Deviation of Scale Scores by Demographic, 2025

Grade	Admin	Group	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
2	SP	*N*	81,397	41,493	39,904	50,470	10,701	2,677	12,464	124	87	4,874	14,379	1,425	10,078	41,691
		Mean	434.23	429.24	439.42	450.20	398.64	451.17	397.61	426.70	426.07	431.64	379.23	438.38	381.19	410.09
		SD	92.60	93.03	91.86	88.72	88.60	87.75	93.64	91.52	95.06	91.67	92.93	83.98	90.63	89.45
3	SP	*N*	55,491	29,064	26,427	31,896	8,425	1,861	9,838	81	64	3,326	13,023	1,697	8,491	30,780
		Mean	468.75	464.15	473.82	487.09	436.62	482.76	434.22	480.22	448.83	468.74	411.91	490.25	421.31	448.64
		SD	92.72	94.17	90.83	87.10	90.36	91.43	96.57	78.60	91.32	89.21	95.17	75.35	97.11	90.06
3 Retake	SP	*N*	9,326	4,943	4,383	3,177	3,331	125	2,058	15	10	610	2,676	273	1,701	6,929
		Mean	423.69	419.01	428.96	441.15	412.69	433.04	410.10	419.73	415.10	436.93	399.22	458.29	399.68	420.04
		SD	78.60	79.77	76.92	76.64	74.97	72.23	83.51	78.50	51.73	73.11	81.14	66.43	84.30	76.38
2 Retake	SU	*N*	29,804	15,804	14,000	16,070	5,051	908	5,864	54	35	1,822	7,502	496	5,231	13,373
		Mean	401.97	400.02	404.17	413.71	387.11	412.90	379.75	391.67	392.20	406.11	368.82	421.98	374.80	403.43
		SD	75.96	77.57	74.04	72.33	75.62	72.57	79.66	86.46	76.80	74.31	79.99	59.57	80.67	74.69
3 Retake	SU	*N*	23,558	12,941	10,617	9,698	5,805	618	5,950	29	30	1,428	9,799	531	5,609	16,292
		Mean	401.55	399.53	404.03	418.26	390.07	409.21	383.34	416.59	387.50	407.36	380.31	446.24	376.58	398.32
		SD	83.17	84.20	81.83	83.99	76.94	79.77	83.03	85.09	92.66	80.50	82.22	70.65	83.55	81.21

Table 2: Mean and Standard Deviation of Scale Scores by Demographic, 2024

Grade	Admin	Group	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	*Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
2	SP	*N*	68,767	35,192	33,575	41,874	9,541	2,019	11,015	94	69	4,155	12,269	1,108	9,178	40,151
		Mean	421.33	416.90	425.98	439.37	382.60	439.85	384.49	421.68	386.74	417.75	368.58	419.26	370.25	399.23
		SD	94.09	94.72	93.19	89.77	90.47	89.79	93.49	85.06	89.38	92.81	92.05	88.80	89.55	90.76
3	SP	*N*	61,623	31,752	29,871	36,473	8,996	2,143	10,172	117	61	3,661	13,580	1,615	8,839	35,301
		Mean	471.07	465.53	476.97	488.94	436.96	493.92	432.49	465.14	431.98	471.54	411.46	484.77	419.04	448.50
		SD	95.30	96.81	93.30	88.94	94.03	91.39	100.32	99.05	91.04	92.35	98.30	74.57	98.39	92.61
3 Retake	SP	*N*	8,255	4,254	4,001	2,702	3,208	78	1,685	11	7	564	1,879	248	1,274	6,567
		Mean	421.19	418.16	424.40	438.03	411.05	440.58	409.03	425.82	-	431.30	399.72	445.41	400.29	419.20
		SD	76.49	76.92	75.91	71.84	76.40	68.87	80.43	57.72	-	70.50	82.31	64.30	83.62	74.89
3 Retake	SU	*N*	20,941	11,255	9,686	9,062	5,164	490	4,919	43	28	1,235	7,148	569	4,398	15,502
		Mean	413.13	411.26	415.30	430.70	398.42	428.16	393.06	418.63	414.61	419.45	393.65	449.04	387.71	407.73
		SD	81.46	82.67	79.98	77.65	79.17	72.66	84.90	81.53	110.78	76.64	82.63	70.89	85.03	79.87

*Results are not reported when the N count is fewer than 10.

Table 3: Mean and Standard Deviation of Scale Scores by Demographic, 2023

Grade	Admin	Group	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	*Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	SES
2	SP	*N*	45,927	23,432	22,495	28,783	6,401	1,033	6,832	83	53	2,742	8,145	648	26,245
		Mean	427.17	423.79	430.69	445.34	382.79	441.86	393.79	409.53	390.06	418.96	378.29	423.43	403.70
		SD	88.89	89.27	88.35	84.85	83.70	84.32	86.40	78.66	101.86	87.96	89.45	85.15	85.32
3	SP	*N*	73,225	37,784	35,441	45,591	9,944	2,464	10,704	86	75	4,361	14,150	1,782	40,083
		Mean	486.58	482.23	491.22	503.91	444.38	503.07	448.97	475.49	462.21	485.26	424.35	494.47	460.83
		SD	90.81	92.23	89.04	84.59	91.55	85.02	93.43	96.60	79.60	89.02	97.13	76.76	89.94
3 Retake	SP	*N*	7,522	3,912	3,610	2,467	3,064	71	1,355	12	9	544	1,355	237	6,210
		Mean	432.91	432.15	433.73	449.38	421.33	454.79	424.77	448.00	-	440.14	409.92	452.75	429.91
		SD	69.05	70.96	66.93	65.10	67.98	73.85	72.18	66.83	-	67.92	76.58	59.37	68.09
3 Retake	SU	*N*	18,887	10,022	8,865	8,158	5,048	394	4,022	28	27	1,210	5,886	614	14,501
		Mean	416.87	415.06	418.93	432.38	400.57	434.00	403.12	428.04	413.15	420.32	396.84	444.51	411.58
		SD	75.20	76.49	73.66	71.43	74.71	69.00	77.59	77.91	89.33	72.54	77.73	68.41	74.59

*Results are not reported when the N count is fewer than 10.

Table 4: Mean and Standard Deviation of Scale Scores by Demographic, 2022

Grade	Admin	Group	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	*Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
2	SP	*N*	20,199	10,352	9,847	13,806	2,358	232	2,696	33	16	1,058	3,350	170	1,722	10,627
		Mean	427.14	421.74	432.82	441.64	379.28	465.78	392.88	423.27	420.88	423.66	376.07	420.92	372.22	402.82
		SD	86.83	87.41	85.85	82.95	82.25	85.47	85.31	108.19	77.55	85.59	86.73	78.88	79.83	84.05
3	SP	*N*	79,633	40,659	38,974	51,726	9,858	2,489	10,922	120	73	4,445	13,526	1,524	8,013	39,120
		Mean	494.17	488.61	499.96	510.01	448.96	506.25	458.80	486.26	450.08	491.19	428.81	494.40	440.20	466.93
		SD	87.74	89.78	85.18	82.15	88.73	82.12	90.00	89.45	84.02	85.38	94.75	75.52	87.13	87.09
3 Retake	SP	*N*	5,579	2,853	2,726	2,126	2,240	43	759	10	6	395	748	161	313	4,280
		Mean	442.27	439.99	444.65	456.16	429.75	476.42	438.50	435.30	-	442.70	416.57	466.09	424.32	437.65
		SD	66.49	67.51	65.33	67.41	63.40	65.44	66.58	53.77	-	63.50	77.26	65.11	67.29	65.19
3 Retake	SU	*N*	16,265	8,644	7,621	7,663	4,116	279	3,132	30	21	1,024	4,520	374	2,346	11,549
		Mean	424.43	422.66	426.44	435.94	406.54	445.66	417.41	440.97	428.33	425.41	403.85	446.86	413.60	418.72
		SD	73.61	73.78	73.37	71.84	72.52	75.83	74.24	51.31	84.16	71.57	76.82	67.85	76.16	73.31

*Results are not reported when the N count is fewer than 10.

Table 5: Mean and Standard Deviation of Scale Scores by Demographic, 2021

Grade	Admin	Group	All Students	Male	Female	White	Black / African American	*Asian	Hispanic	*American Indian / Alaska Native	*Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
3	SP	*N*	79,231	40,578	38,653	51,993	9,830	2,554	10,319	132	82	4,321	13,050	1,356	7,977	39,503
		Mean	497.12	492.08	502.40	513.21	447.55	512.33	461.96	488.98	471.76	491.92	429.85	491.85	444.93	469.18
		SD	89.17	91.48	86.35	84.00	86.49	83.32	90.64	89.96	107.62	88.62	99.02	76.10	87.19	87.86
3 Retake	SP	*N*	2,277	1,221	1,056	785	1,012	9	295	7	1	168	344	73	129	1,866
		Mean	462.56	460.21	465.27	470.44	455.00	-	459.94	-	-	472.62	430.50	486.78	443.71	460.21
		SD	62.64	65.66	58.86	66.81	56.29	-	68.55	-	-	62.73	78.30	62.82	78.94	61.56
3 Retake	SU	*N*	14,674	7,880	6,794	7,227	3,651	244	2,666	24	14	848	4,168	383	2,094	10,457
		Mean	426.65	425.24	428.27	438.08	411.11	437.85	416.17	430.62	404.21	426.05	401.72	445.94	411.06	420.41
		SD	68.71	70.14	66.99	68.25	65.45	63.05	68.87	77.01	48.52	69.10	72.19	61.77	67.91	67.55

*Results are not reported when the N count is fewer than 10.

Table 6: Mean and Standard Deviation of Scale Scores by Demographic, 2019

Grade	Admin	Group	All Students	Male	Female	White	Black / African American	*Asian	Hispanic	*American Indian / Alaska Native	*Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
3	SP	*N*	82,841	42,475	40,366	54,668	10,433	2,275	10,772	129	73	4,491	13,223	1,570	7,761	43,416
		Mean	511.01	504.91	517.44	525.22	468.20	518.73	480.39	509.02	468.58	507.77	448.60	498.47	462.11	487.35
		SD	81.09	83.09	78.41	76.46	79.77	81.43	82.32	77.53	92.38	79.94	91.43	70.69	78.84	80.37
3 Retake	SP	*N*	3,040	1,646	1,394	986	1,458	7	352	5	1	231	419	134	130	2,544
		Mean	450.12	446.67	454.19	465.46	439.39	-	446.04	-	-	457.74	431.74	465.34	440.90	448.51
		SD	57.34	58.22	56.04	58.74	53.95	-	57.70	-	-	56.10	63.70	62.86	62.60	55.22
3 Retake	SU	*N*	12,613	6,957	5,656	5,594	3,537	196	2,539	21	8	718	3,882	424	2,014	9,561
		Mean	434.77	431.88	438.32	447.71	421.86	448.41	423.32	432.00	-	434.31	409.67	444.54	419.39	430.68
		SD	70.04	70.49	69.33	69.01	67.65	61.70	71.14	65.71	-	69.66	72.64	64.87	71.66	68.74

*Results are not reported when the N count is fewer than 10.

Appendix 3B

Percentage of Students in Performance Levels for Overall and by Subgroup

Table 1: Percentage of Performance Level by Demographic, 2024-2025

Grade	Admin	Group	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
2	SP	*N*	81,397	41,493	39,904	50,470	10,701	2,677	12,464	124	87	4,874	14,379	1,425	10,078	41,691
		L1	35.61	37.44	33.71	28.55	51.64	28.32	51.48	38.71	37.93	36.87	61.54	35.23	58.76	45.98
		L2	16.59	16.99	16.17	16.60	17.09	17.18	15.84	19.35	19.54	16.82	13.78	18.11	15.93	17.45
		L3	47.80	45.57	50.12	54.85	31.27	54.50	32.69	41.94	42.53	46.31	24.68	46.67	25.31	36.57
3	SP	*N*	55,491	29,064	26,427	31,896	8,425	1,861	9,838	81	64	3,326	13,023	1,697	8,491	30,780
		L1	34.56	36.56	32.36	26.72	48.64	28.91	48.88	27.16	39.06	34.97	61.18	24.75	53.63	42.98
		L2	65.44	63.44	67.64	73.28	51.36	71.09	51.12	72.84	60.94	65.03	38.82	75.25	46.37	57.02
3 Retake	SP	*N*	9,326	4,943	4,383	3,177	3,331	125	2,058	15	10	610	2,676	273	1,701	6,929
		L1	57.62	59.94	55.01	48.85	64.67	56.80	62.00	60.00	80.00	49.84	69.62	39.56	67.25	59.75
		L2	42.38	40.06	44.99	51.15	35.33	43.20	38.00	40.00	20.00	50.16	30.38	60.44	32.75	40.25
2 Retake	SU	*N*	29,804	15,804	14,000	16,070	5,051	908	5,864	54	35	1,822	7,502	496	5,231	13,373
		L1	69.78	70.18	69.32	64.78	77.01	65.20	78.27	72.22	74.29	68.61	81.75	65.32	79.49	69.36
		L2	30.22	29.82	30.68	35.22	22.99	34.80	21.73	27.78	25.71	31.39	18.25	34.68	20.51	30.64
3 Retake	SU	*N*	23,558	12,941	10,617	9,698	5,805	618	5,950	29	30	1,428	9,799	531	5,609	16,292
		L1	67.88	68.31	67.35	59.55	75.07	63.92	75.14	65.52	70.00	66.67	77.29	48.02	77.25	70.12
		L2	32.12	31.69	32.65	40.45	24.93	36.08	24.86	34.48	30.00	33.33	22.71	51.98	22.75	29.88

Table 2: Percentage of Performance Level by Demographic, 2023-2024

Grade	Admin	Group	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	*Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
2	SP	*N*	68,767	35,192	33,575	41,874	9,541	2,019	11,015	94	69	4,155	12,269	1,108	9,178	40,151
		L1	41.20	43.02	39.30	33.19	58.79	32.24	57.08	41.49	56.52	43.51	65.93	42.33	63.36	50.96
		L2	15.97	16.06	15.88	16.35	15.30	18.82	14.77	17.02	17.39	15.50	12.21	19.22	14.47	16.25
		L3	42.82	40.92	44.82	50.46	25.91	48.94	28.15	41.49	26.09	40.99	21.86	38.45	22.17	32.79
3	SP	*N*	61,623	31,752	29,871	36,473	8,996	2,143	10,172	117	61	3,661	13,580	1,615	8,839	35,301
		L1	34.20	36.62	31.63	26.78	48.88	25.80	49.62	37.61	52.46	33.76	61.15	26.13	55.62	43.41
		L2	65.80	63.38	68.37	73.22	51.12	74.20	50.38	62.39	47.54	66.24	38.85	73.87	44.38	56.59
3 Retake	SP	*N*	8,255	4,254	4,001	2,702	3,208	78	1,685	11	7	564	1,879	248	1,274	6,567
		L1	59.64	60.95	58.24	51.18	64.74	61.54	64.39	63.64	-	56.74	69.13	46.77	67.82	61.11
		L2	40.36	39.05	41.76	48.82	35.26	38.46	35.61	36.36	-	43.26	30.87	53.23	32.18	38.89
3 Retake	SU	*N*	20,941	11,255	9,686	9,062	5,164	490	4,919	43	28	1,235	7,148	569	4,398	15,502
		L1	62.44	62.83	61.99	54.39	70.68	52.65	70.10	55.81	53.57	60.81	71.33	47.10	71.87	65.81
		L2	37.56	37.17	38.01	45.61	29.32	47.35	29.90	44.19	46.43	39.19	28.67	52.90	28.13	34.19

*Results are not reported when the N count is fewer than 10.

Table 3: Percentage of Performance Level by Demographic, 2022-2023

Grade	Admin	Group	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	*Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	SES
2	SP	*N*	45,927	23,432	22,495	28,783	6,401	1,033	6,832	83	53	2,742	8,145	648	26,245
		L1	38.58	39.96	37.15	30.00	60.10	31.17	54.01	46.99	60.38	42.12	62.48	39.97	49.36
		L2	16.94	16.82	17.06	17.16	15.65	17.91	16.77	20.48	16.98	17.51	13.09	18.06	17.57
		L3	44.48	43.21	45.80	52.84	24.25	50.92	29.22	32.53	22.64	40.37	24.43	41.98	33.07
3	SP	*N*	73,225	37,784	35,441	45,591	9,944	2,464	10,704	86	75	4,361	14,150	1,782	40,083
		L1	28.45	30.21	26.57	21.12	47.12	21.55	43.68	33.72	44.00	28.62	56.76	25.31	38.89
		L2	71.55	69.79	73.43	78.88	52.88	78.45	56.32	66.28	56.00	71.38	43.24	74.69	61.11
3 Retake	SP	*N*	7,522	3,912	3,610	2,467	3,064	71	1,355	12	9	544	1,355	237	6,210
		L1	54.64	54.22	55.10	44.67	62.14	43.66	57.79	41.67	-	52.02	66.13	47.26	56.49
		L2	45.36	45.78	44.90	55.33	37.86	56.34	42.21	58.33	-	47.98	33.87	52.74	43.51
3 Retake	SU	*N*	18,887	10,022	8,865	8,158	5,048	394	4,022	28	27	1,210	5,886	614	14,501
		L1	60.80	61.81	59.66	53.00	69.63	52.79	66.53	53.57	59.26	60.33	70.81	48.70	64.00
		L2	39.20	38.19	40.34	47.00	30.37	47.21	33.47	46.43	40.74	39.67	29.19	51.30	36.00

*Results are not reported when the N count is fewer than 10.

Table 4: Percentage of Performance Level by Demographic, 2021-2022

Grade	Admin	Group	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	*Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
2	SP	*N*	20,199	10,352	9,847	13,806	2,358	232	2,696	33	16	1,058	3,350	170	1,722	10,627
		L1	38.72	41.06	36.26	31.71	62.13	21.12	54.60	39.39	31.25	41.59	64.51	38.82	64.81	50.49
		L2	17.55	17.80	17.27	18.04	15.22	14.66	17.62	12.12	18.75	16.92	13.88	24.12	16.78	17.60
		L3	43.73	41.13	46.46	50.25	22.65	64.22	27.78	48.48	50.00	41.49	21.61	37.06	18.41	31.91
3	SP	*N*	79,633	40,659	38,974	51,726	9,858	2,489	10,922	120	73	4,445	13,526	1,524	8,013	39,120
		L1	25.52	27.62	23.33	18.80	45.00	20.73	40.02	27.50	47.95	27.15	55.89	23.10	47.97	36.32
		L2	74.48	72.38	76.67	81.20	55.00	79.27	59.98	72.50	52.05	72.85	44.11	76.90	52.03	63.68
3 Retake	SP	*N*	5,579	2,853	2,726	2,126	2,240	43	759	10	6	395	748	161	313	4,280
		L1	51.16	51.42	50.88	42.47	59.33	25.58	53.62	70.00	-	48.86	62.97	38.51	60.06	54.23
		L2	48.84	48.58	49.12	57.53	40.67	74.42	46.38	30.00	-	51.14	37.03	61.49	39.94	45.77
3 Retake	SU	*N*	16,265	8,644	7,621	7,663	4,116	279	3,132	30	21	1,024	4,520	374	2,346	11,549
		L1	57.56	58.38	56.63	51.12	68.49	42.65	60.60	53.33	57.14	56.74	68.89	45.45	61.68	60.95
		L2	42.44	41.62	43.37	48.88	31.51	57.35	39.40	46.67	42.86	43.26	31.11	54.55	38.32	39.05

*Results are not reported when the N count is fewer than 10.

Table 5: Percentage of Performance Level by Demographic, 2020-2021

Grade	Admin	Group	All Students	Male	Female	White	Black / African American	*Asian	Hispanic	*American Indian / Alaska Native	*Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
3	SP	*N*	79,231	40,578	38,653	51,993	9,830	2,554	10,319	132	82	4,321	13,050	1,356	7,977	39,503
		L1	24.50	26.59	22.31	17.93	45.62	18.87	38.32	28.79	37.80	25.46	53.90	24.78	45.42	34.97
		L2	75.50	73.41	77.69	82.07	54.38	81.13	61.68	71.21	62.20	74.54	46.10	75.22	54.58	65.03
3 Retake	SP	*N*	2,277	1,221	1,056	785	1,012	9	295	7	1	168	344	73	129	1,866
		L1	34.34	36.12	32.29	30.70	39.03	-	33.22	-	-	26.19	53.49	26.03	42.64	36.23
		L2	65.66	63.88	67.71	69.30	60.97	-	66.78	-	-	73.81	46.51	73.97	57.36	63.77
3 Retake	SU	*N*	14,674	7,880	6,794	7,227	3,651	244	2,666	24	14	848	4,168	383	2,094	10,457
		L1	59.60	59.47	59.74	52.01	69.95	56.15	66.39	66.67	85.71	58.61	72.00	47.00	68.53	63.53
		L2	40.40	40.53	40.26	47.99	30.05	43.85	33.61	33.33	14.29	41.39	28.00	53.00	31.47	36.47

*Results are not reported when the N count is fewer than 10.

Table 6: Percentage of Performance Level by Demographic, 2018-2019

Grade	Admin	Group	All Students	Male	Female	White	Black / African American	*Asian	Hispanic	*American Indian / Alaska Native	*Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
3	SP	*N*	82,841	42,475	40,366	54,668	10,433	2,275	10,772	129	73	4,491	13,223	1,570	7,761	43,416
		L1	18.88	21.17	16.48	13.33	36.14	16.26	30.50	21.71	35.62	19.48	48.04	22.04	37.74	27.15
		L2	81.12	78.83	83.52	86.67	63.86	83.74	69.50	78.29	64.38	80.52	51.96	77.96	62.26	72.85
3 Retake	SP	*N*	3,040	1,646	1,394	986	1,458	7	352	5	1	231	419	134	130	2,544
		L1	45.62	48.18	42.61	35.40	53.84	-	46.02	-	-	36.80	59.43	36.57	50.00	47.29
		L2	54.37	51.82	57.39	64.60	46.16	-	53.98	-	-	63.20	40.57	63.43	50.00	52.71
3 Retake	SU	*N*	12,613	6,957	5,656	5,594	3,537	196	2,539	21	8	718	3,882	424	2,014	9,561
		L1	52.89	54.13	51.36	45.50	61.55	41.33	57.66	61.90	-	53.76	67.03	50.24	58.99	55.57
		L2	47.11	45.87	48.64	54.50	38.45	58.67	42.34	38.10	-	46.24	32.97	49.76	41.01	44.43

*Results are not reported when the N count is fewer than 10.

Appendix 3C

Distribution of Reporting Category Scores by Subgroup

Table 1. Mean and Standard Deviation of Reporting Category Scores by Demographic, G2 (SP25)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	N	81,397	41,493	39,904	50,470	10,701	2,677	12,464	124	87	4,874	14,379	1,425	10,078	41,691
RF / V	*Mean*	453.35	450.24	456.59	472.08	412.66	477.29	408.75	449.58	448.51	449.85	388.47	461.35	390.75	426.36
	SD	118.24	119.72	116.60	114.52	113.92	116.14	117.03	117.56	125.21	116.04	114.39	110.10	113.49	115.52
NF	*Mean*	428.31	424.94	431.81	444.84	389.11	446.68	392.81	414.38	426.32	424.24	373.28	427.85	376.54	401.01
	SD	114.86	115.79	113.78	112.14	110.85	112.70	113.35	119.59	113.07	114.40	114.21	112.34	110.74	112.06
L	*Mean*	432.89	423.55	442.60	449.97	393.53	446.76	395.78	427.23	417.16	430.02	372.55	433.64	377.20	406.49
	SD	120.87	119.78	121.23	118.69	117.25	114.55	117.48	117.96	119.89	121.45	117.8	114.83	113.65	118.41

RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 2. Mean and Standard Deviation of Reporting Category Scores by Demographic, G3 (SP25)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	N	55,491	29,064	26,427	31,896	8,425	1,861	9,838	81	64	3,326	13,023	1,697	8,491	30,780
RF / V	*Mean*	496.10	492.88	499.64	517.48	459.91	512.72	453.85	503.57	491.61	498.29	427.44	524.45	439.42	475.69
	SD	120.75	122.93	118.21	113.45	120.80	117.47	126.93	105.32	127.03	117.44	121.99	101.82	127.99	121.93
NF	*Mean*	468.98	466.57	471.64	488.50	432.18	486.71	434.88	477.20	433.70	466.49	407.80	491.31	423.38	445.55
	SD	111.62	113.32	109.67	105.91	110.58	107.96	115.69	94.02	114.99	109.73	117.10	98.21	115.71	110.36
L	*Mean*	470.90	461.87	480.84	490.64	436.38	481.35	434.94	485.51	450.11	469.67	408.02	490.11	420.37	449.42

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	SD	118.06	118.25	117.05	112.11	119.57	115.98	120.44	116.58	112.35	118.97	120.90	104.01	119.60	117.69

RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 3. Mean and Standard Deviation of Reporting Category Scores by Demographic, G3 Retake (SP25)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	N	9,326	4,943	4,383	3,177	3,331	125	2,058	15	10	610	2,676	273	1,701	6,929
RF / V	*Mean*	440.53	439.63	441.55	466.78	424.47	468.62	418.78	437.33	431.70	459.40	410.44	497.04	405.25	436.25
	SD	106.33	110.58	101.32	106.51	98.49	109.72	108.60	104.75	90.62	105.40	105.29	100.70	107.79	104.30
NF	*Mean*	419.10	415.55	423.10	436.76	404.61	421.53	411.78	424.13	370.80	431.14	392.46	456.79	403.11	414.32
	SD	101.90	102.85	100.67	101.56	100.00	107.15	103.04	88.69	75.48	94.43	105.62	89.55	103.02	100.64
L	*Mean*	419.55	410.16	430.14	435.64	408.93	429.40	406.94	388.00	446.90	434.56	392.46	452.24	398.10	415.76
	SD	108.56	108.44	107.72	107.87	106.29	98.66	111.37	116.16	69.96	104.55	108.16	96.10	109.99	107.46

RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 4. Mean and Standard Deviation of Reporting Category Scores by Demographic, G2 Retake (SU25)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	N	29,804	15,804	14,000	16,070	5,051	908	5,864	54	35	1,822	7,502	496	5,231	13,373
RF / V	*Mean*	419.84	419.75	419.96	435.58	400.67	433.77	389.06	415.31	408.17	426.72	376.80	446.63	383.57	421.45
	SD	106.28	109.05	103.06	104.81	101.73	105.53	104.61	123.88	114.51	106.52	101.69	94.18	105.31	105.48
NF	*Mean*	389.05	389.27	388.81	399.90	371.32	406.47	371.58	368.39	399.97	390.40	356.42	403.81	369.06	390.27
	SD	107.04	107.95	106.02	105.74	106.80	101.99	106.84	119.76	110.12	107.69	109.34	101.84	106.69	105.44
L	*Mean*	393.59	389.18	398.58	404.95	376.81	405.90	374.20	398.69	368.23	396.51	359.92	410.22	369.48	395.80
	SD	103.28	103.57	102.74	102.15	104.13	94.83	101.32	107.75	101.12	105.55	105.19	94.60	100.86	103.20

RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 5. Mean and Standard Deviation of Reporting Category Scores by Demographic, G3 Retake (SU25)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	N	23,558	12,941	10,617	9,698	5,805	618	5,950	29	30	1,428	9,799	531	5,609	16,292
RF / V	*Mean*	418.86	417.34	420.72	442.09	405.10	427.91	390.58	430.34	410.87	431.00	391.16	483.51	381.87	414.71
	SD	114.35	115.91	112.38	118.61	104.79	109.90	107.51	109.28	129.95	116.77	108.57	109.78	105.82	111.86
NF	*Mean*	392.94	392.75	393.16	409.63	376.13	405.55	380.72	407.52	395.83	392.97	368.43	437.47	375.82	388.24
	SD	113.52	114.27	112.62	114.54	109.38	112.00	111.81	127.15	110.15	114.48	114.39	106.61	111.89	112.63
L	*Mean*	393.48	390.14	397.55	411.41	378.60	395.37	377.52	408.48	377.97	397.98	371.89	437.54	370.31	389.62
	SD	109.66	108.42	111.02	113.08	104.51	103.77	104.46	88.44	102.26	111.78	107.81	106.21	103.30	107.98

RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 6. Mean and Standard Deviation of Reporting Category Scores by Demographic, G2 (SP24)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	N	68,767	35,192	33,575	41,874	9,541	2,019	11,015	94	69	4,155	12,269	1,108	9,178	40,151
RF / V	*Mean*	425.03	422.47	427.72	444.61	383.58	450.67	383.34	413.46	392.00	421.77	367.67	425.15	369.04	401.63
	SD	111.17	112.55	109.63	108.09	104.23	110.25	107.71	94.66	111.52	109.58	104.23	107.71	104.00	106.55
NF	*Mean*	418.93	416.30	421.68	436.84	377.46	437.88	384.86	424.69	386.70	415.18	366.65	416.62	370.84	394.68
	SD	114.96	115.40	114.44	112.51	110.86	109.82	111.62	114.93	101.37	114.57	112.87	112.93	107.99	111.75
L	*Mean*	423.51	415.23	432.19	442.65	381.32	441.13	386.41	418.80	394.90	417.88	366.65	415.94	370.99	399.42
	SD	121.77	120.46	122.52	119.52	117.34	118.33	116.67	104.10	103.22	122.05	117.48	116.30	111.45	118.73

RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 7. Mean and Standard Deviation of Reporting Category Scores by Demographic, G3 (SP24)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	N	61,623	31,752	29,871	36,473	8,996	2,143	10,172	117	61	3,661	13,580	1,615	8,839	35,301
RF / V	*Mean*	480.25	476.55	484.18	500.26	443.14	503.07	436.00	472.42	446.18	482.50	414.26	501.82	422.49	456.84
	SD	115.66	117.40	113.65	109.80	113.14	110.09	119.58	117.01	109.35	114.11	114.17	99.09	118.25	113.99

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
NF	*Mean*	474.74	470.81	478.92	493.35	436.22	500.36	437.32	466.61	422.72	474.12	410.69	489.75	423.99	449.40
	SD	113.29	115.33	110.93	107.70	114.22	109.89	115.62	118.29	115.87	110.15	119.16	92.17	115.02	112.05
L	*Mean*	478.09	468.01	488.80	496.80	441.55	496.95	439.01	472.91	439.26	479.81	411.63	488.65	422.42	453.99
	SD	119.99	120.86	118.11	114.49	121.33	115.64	122.42	123.58	115.13	118.99	124.36	105.12	119.77	119.36

RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 8. Mean and Standard Deviation of Reporting Category Scores by Demographic, G3 Retake (SP24)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	*Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	N	8,255	4,254	4,001	2,702	3,208	78	1,685	11	7	564	1,879	248	1,274	6,567
RF / V	*Mean*	424.78	424.88	424.67	449.08	411.68	449.09	406.13	448.73	-	434.40	401.47	462.84	397.05	422.30
	SD	95.13	97.31	92.77	95.12	91.09	98.94	96.31	84.30	-	86.42	99.33	85.43	99.06	93.12
NF	*Mean*	419.38	418.05	420.80	434.74	407.57	440.24	413.35	400.36	-	428.54	398.92	442.08	408.63	416.49
	SD	100.83	100.29	101.40	98.13	100.86	97.66	101.94	112.10	-	98.96	106.28	95.57	101.34	99.95
L	*Mean*	420.17	411.95	428.92	437.67	409.01	439.74	408.37	411.91	-	431.89	395.75	439.78	398.32	418.15
	SD	107.22	106.77	107.01	104.30	109.46	93.59	104.97	90.12	-	103.25	106.44	102.40	108.02	105.77

*Results are not reported when the N count is fewer than 10.
RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 9. Mean and Standard Deviation of Reporting Category Scores by Demographic, G3 Retake (SU24)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	N	20,941	11,255	9,686	9,062	5,164	490	4,919	43	28	1,235	7,148	569	4,398	15,502
RF / V	*Mean*	427.65	428.47	426.70	450.72	409.15	445.66	400.34	427.70	435.04	437.16	401.95	477.48	392.82	420.62
	SD	109.46	112.31	106.04	108.12	103.73	102.76	108.96	106.45	136.63	107.84	105.54	103.18	108.49	106.71
NF	*Mean*	408.51	408.28	408.77	426.19	390.14	426.24	391.96	410.02	412.71	414.23	388.66	446.47	389.83	401.94
	SD	105.25	105.99	104.40	103.22	103.98	96.17	105.51	107.05	122.36	103.96	106.56	90.67	104.94	104.29
L	*Mean*	407.63	402.46	413.65	425.17	391.96	421.07	388.75	422.33	414.25	413.69	387.02	439.75	383.36	401.93
	SD	107.27	108.02	106.09	106.17	105.86	93.51	107.43	106.07	119.52	103.16	108.18	104.71	104.90	106.43

RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 10. Mean and Standard Deviation of Reporting Category Scores by Demographic, G2 (SP23)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	SES
	N	45,927	23,432	22,495	28,783	6,401	1,033	6,832	83	53	2,742	8,145	648	26,245
RF / V	*Mean*	69.26	68.86	69.69	74.28	57.03	72.92	59.82	65.75	61.40	67.60	55.50	69.39	63.41
	SD	24.21	24.58	23.82	22.03	25.15	22.06	25.39	23.24	25.43	24.27	26.05	23.15	24.83
NF	*Mean*	53.06	52.43	53.71	57.50	41.82	58.04	45.31	45.46	41.98	50.53	41.06	51.57	46.69
	SD	26.11	26.14	26.07	25.66	24.19	25.56	24.59	25.34	26.61	26.17	25.05	25.57	25.01
L	*Mean*	59.17	57.58	60.83	64.55	45.96	62.23	49.67	52.27	45.11	56.57	45.32	57.62	52.17

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	SES
	SD	28.54	28.67	28.32	27.75	26.49	27.56	27.17	28.85	29.99	28.33	27.34	28.73	27.64

RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 11. Mean and Standard Deviation of Reporting Category Scores by Demographic, G3 (SP23)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	SES
	N	73,225	37,784	35,441	45,591	9,944	2,464	10,704	86	75	4,361	14,150	1,782	40,083
RF / V	*Mean*	81.99	81.47	82.55	85.77	73.19	85.21	73.40	77.88	78.45	82.01	67.55	85.37	77.14
	SD	20.57	21.20	19.86	17.53	23.77	17.92	24.58	24.48	21.35	20.20	25.77	15.69	22.55
NF	*Mean*	69.18	68.28	70.14	73.26	58.48	74.58	60.72	66.67	63.44	68.79	53.04	71.13	62.68
	SD	24.81	25.26	24.30	22.96	26.38	22.53	26.31	25.71	23.72	24.61	27.55	22.56	25.66
L	*Mean*	75.63	73.94	77.43	80.32	63.97	79.32	65.72	73.90	68.84	75.55	57.84	77.72	68.97
	SD	26.16	26.96	25.17	23.66	28.53	23.94	28.42	27.58	24.76	25.79	29.67	23.70	27.66

RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 12. Mean and Standard Deviation of Reporting Category Scores by Demographic, G3 Retake (SP23)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	*Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	SES
	N	7,522	3,912	3,610	2,467	3,064	71	1,355	12	9	544	1,355	237	6,210
RF / V	*Mean*	72.32	72.60	72.01	77.87	68.81	76.44	68.89	73.75	-	74.76	64.69	79.99	71.55
	SD	20.57	21.00	20.08	18.10	20.89	18.29	22.09	20.71	-	19.66	22.74	16.19	20.52
NF	*Mean*	55.80	55.89	55.70	59.55	52.34	62.90	55.58	63.33	-	57.57	49.98	60.41	54.87
	SD	22.86	23.12	22.58	22.12	22.80	22.57	22.92	16.90	-	23.46	23.89	22.41	22.83
L	*Mean*	60.22	59.21	61.31	65.08	56.80	65.96	57.89	64.92	-	62.25	53.60	64.06	59.29
	SD	24.69	25.04	24.26	24.27	24.22	23.72	24.78	28.16	-	25.12	25.73	23.56	24.66

*Results are not reported when the N count is fewer than 10.
RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 13. Mean and Standard Deviation of Reporting Category Scores by Demographic, G3 Retake (SU23)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	SES
	N	18,887	10,022	8,865	8,158	5,048	394	4,022	28	27	1,210	5,886	614	14,501
RF / V	*Mean*	71.12	70.82	71.46	76.03	66.49	77.27	66.01	69.75	71.22	72.35	64.66	80.04	69.67
	SD	23.59	24.17	22.90	21.25	24.55	21.09	25.23	26.77	28.33	21.93	24.87	18.63	23.81
NF	*Mean*	48.68	49.03	48.27	52.89	43.09	53.67	46.63	51.39	50.74	48.64	44.43	55.26	46.93
	SD	23.67	24.00	23.28	24.24	21.87	23.38	22.85	22.78	30.24	23.89	23.29	25.24	23.19
L	*Mean*	53.83	52.53	55.31	57.84	49.72	56.69	50.16	64.04	49.70	55.12	47.66	60.72	52.24
	SD	25.53	25.30	25.71	25.68	25.02	24.50	24.61	21.27	24.79	25.58	24.74	25.06	25.34

RF / V = Reading Foundations/ Vocabulary

NF = Non-Fiction
L = Literature

Table 14. Mean and Standard Deviation of Reporting Category Scores by Demographic, G2 (SP22)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	N	20,199	10,352	9,847	13,806	2,358	232	2,696	33	16	1,058	3,350	170	1,722	10,627
RF / V	*Mean*	72.98	72.01	74.00	76.98	60.13	80.39	63.57	70.27	72.44	71.90	59.79	73.76	57.94	67.24
	SD	22.13	22.77	21.40	20.04	23.57	19.27	23.85	27.75	21.61	22.36	24.43	20.24	23.42	23.09
NF	*Mean*	52.55	51.32	53.85	56.05	40.46	63.53	44.77	51.73	52.12	51.30	39.51	50.22	39.97	46.01
	SD	26.01	25.90	26.07	25.70	23.76	25.11	24.64	27.29	16.52	25.78	24.58	25.76	22.40	25.10
L	*Mean*	58.83	56.66	61.10	63.07	44.51	70.68	48.94	57.79	58.62	57.95	44.05	54.81	43.21	51.38
	SD	28.51	28.67	28.16	27.84	26.22	27.11	27.11	31.88	25.21	28.66	26.68	26.75	24.65	27.65

RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 15. Mean and Standard Deviation of Reporting Category Scores by Demographic, G3 (SP22)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	N	79,633	40,659	38,974	51,726	9,858	2,489	10,922	120	73	4,445	13,526	1,524	8,013	39,120
RF / V	*Mean*	85.73	84.89	86.60	88.83	77.06	87.52	78.62	85.44	77.47	85.48	72.51	87.41	74.90	81.28
	SD	17.57	18.51	16.49	14.89	21.32	15.02	21.27	17.98	21.64	16.91	23.43	14.08	22.24	19.69
NF	*Mean*	70.92	69.76	72.13	74.66	59.66	75.18	62.96	69.05	60.58	69.78	53.93	70.88	58.96	64.10

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	SD	24.03	24.54	23.43	22.24	26.05	21.79	25.52	22.88	25.41	24.15	27.25	21.95	25.48	25.14
L	*Mean*	77.64	75.77	79.60	81.86	65.35	80.39	68.46	75.67	65.34	77.02	58.72	78.21	63.22	70.62
	SD	25.14	26.09	23.95	22.65	28.25	22.85	27.56	26.05	28.49	25.21	29.31	23.18	27.51	27.06

RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 16. Mean and Standard Deviation of Reporting Category Scores by Demographic, G3 Retake (SP22)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	*Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	N	5,579	2,853	2,726	2,126	2,240	43	759	10	6	395	748	161	313	4,280
RF / V	*Mean*	78.34	78.12	78.58	82.60	75.15	82.19	75.87	78.60	-	77.97	71.93	85.58	71.19	77.30
	SD	17.42	18.15	16.63	15.94	17.68	15.36	18.31	17.91	-	17.26	21.55	13.26	19.89	17.65
NF	*Mean*	57.32	57.30	57.34	60.73	53.76	66.26	58.08	50.90	-	57.19	50.04	63.23	55.59	56.12
	SD	22.42	22.12	22.72	21.98	22.46	19.90	21.98	19.86	-	22.37	24.27	21.75	21.84	22.28
L	*Mean*	63.37	61.97	64.84	67.59	59.32	76.81	62.24	60.50	-	64.51	55.35	68.60	58.23	61.94
	SD	24.59	25.03	24.03	24.07	24.60	22.61	24.05	26.04	-	24.34	25.46	24.98	23.17	24.61

*Results are not reported when the N count is fewer than 10.
RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 17. Mean and Standard Deviation of Reporting Category Scores by Demographic, G3 Retake (SU22)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	N	16,265	8,644	7,621	7,663	4,116	279	3,132	30	21	1,024	4,520	374	2,346	11,549
RF / V	*Mean*	66.83	66.62	67.07	71.10	61.10	71.22	63.29	72.17	72.19	67.25	60.52	74.28	61.42	65.07
	SD	22.53	22.79	22.23	21.71	22.31	21.65	22.76	20.08	23.41	22.13	23.60	19.56	23.05	22.65
NF	*Mean*	53.70	53.46	53.97	56.74	47.94	62.78	53.00	59.47	49.29	53.72	48.10	59.57	52.89	51.86
	SD	24.49	24.77	24.18	24.33	23.98	24.06	24.18	21.96	26.76	24.24	24.65	24.25	24.32	24.32
L	*Mean*	56.85	55.44	58.45	59.94	51.57	63.15	55.43	62.80	55.14	57.44	50.24	62.23	54.25	55.31
	SD	25.20	25.23	25.07	25.19	24.90	25.74	24.28	19.53	26.58	25.22	25.05	25.45	24.34	25.02

RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 18. Mean and Standard Deviation of Reporting Category Scores by Demographic, G3 (SP21)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	N	79,231	40,578	38,653	51,993	9,830	2,554	10,319	132	82	4,321	13,050	1,356	7,977	39,503
RF / V	*Mean*	84.58	83.84	85.36	87.70	75.21	87.31	77.51	82.52	77.63	83.87	69.49	85.92	74.21	79.97
	SD	18.76	19.64	17.76	16.14	22.41	16.12	22.36	19.25	24.87	19.15	25.36	15.35	23.22	21.00
NF	*Mean*	72.14	71.43	72.88	76.82	56.75	76.54	62.84	70.45	66.10	70.61	54.46	70.28	58.36	64.16
	SD	26.11	26.74	25.41	24.08	27.12	24.09	27.25	26.87	28.56	26.00	29.00	24.77	26.84	27.06
L	*Mean*	77.18	75.00	79.47	81.30	64.72	80.29	68.07	74.64	69.79	76.13	57.96	76.04	63.05	70.24
	SD	25.55	26.31	24.52	23.25	28.27	23.48	27.84	27.21	29.16	25.90	29.68	24.30	27.65	27.32

RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 19. Mean and Standard Deviation of Reporting Category Scores by Demographic, G3 Retake (SP21)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	*Asian	Hispanic	*American Indian / Alaska Native	*Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	N	2,277	1,221	1,056	785	1,012	9	295	7	1	168	344	73	129	1,866
RF / V	*Mean*	79.77	79.74	79.79	81.57	78.44	-	77.39	-	-	82.62	70.70	87.63	71.08	79.26
	SD	16.77	17.62	15.73	16.61	16.29	-	18.73	-	-	15.59	21.77	12.16	21.58	16.72
NF	*Mean*	62.14	62.27	61.99	65.30	58.67	-	63.42	-	-	64.72	53.73	70.51	60.21	61.12
	SD	22.62	23.27	21.86	22.99	21.93	-	22.51	-	-	22.75	24.48	22.10	24.54	22.63
L	*Mean*	69.98	67.78	72.53	71.28	68.36	-	69.41	-	-	73.91	58.31	72.77	63.71	69.13
	SD	24.18	24.59	23.45	24.71	23.56	-	25.27	-	-	22.99	26.93	25.45	27.60	24.22

*Results are not reported when the N count is fewer than 10.

RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 20. Mean and Standard Deviation of Reporting Category Scores by Demographic, G3 Retake (SU21)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	N	14,674	7,880	6,794	7,227	3,651	244	2,666	24	14	848	4,168	383	2,094	10,457

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
RF / V	*Mean*	72.72	72.74	72.69	76.53	68.07	75.39	68.51	74.46	73.50	72.74	65.25	79.17	67.03	71.05
	SD	20.68	21.06	20.22	19.66	20.72	18.90	21.42	21.26	19.72	20.46	22.86	16.76	22.10	20.89
NF	*Mean*	52.75	52.70	52.82	55.74	48.01	57.57	51.02	52.71	42.21	51.87	45.98	59.10	50.56	50.83
	SD	23.07	23.35	22.75	23.02	22.63	20.96	22.65	23.58	12.76	23.33	23.11	22.92	22.20	22.80
L	*Mean*	56.80	55.87	57.87	60.54	51.39	60.42	53.84	53.25	48.00	56.73	49.24	62.49	52.38	54.69
	SD	25.54	25.84	25.14	25.47	25.05	23.32	24.78	28.41	25.57	25.68	25.19	24.68	24.02	25.32

RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 21. Mean and Standard Deviation of Reporting Category Scores by Demographic, G3 (SP19)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	N	82,841	42,475	40,366	54,668	10,433	2,275	10,772	129	73	4,491	13,223	1,570	7,761	43,416
RF / V	*Mean*	88.83	87.96	89.74	91.18	82.27	88.77	83.37	89.53	80.81	88.68	77.28	89.04	79.96	85.59
	SD	14.47	15.44	13.30	12.27	17.53	14.36	17.69	13.20	20.07	14.43	21.15	12.10	18.81	16.27
NF	*Mean*	75.53	74.13	76.99	78.73	65.16	78.57	69.13	75.42	64.51	74.64	59.13	72.85	65.41	69.93
	SD	21.73	22.49	20.80	19.94	24.19	20.50	23.37	21.83	27.57	22.06	26.78	20.62	23.75	23.13
L	*Mean*	81.71	79.89	83.63	85.36	70.48	83.24	74.06	80.59	68.84	81.25	63.94	78.87	69.37	75.99
	SD	22.30	23.48	20.81	19.81	25.77	21.12	24.99	20.68	29.84	22.45	28.40	22.60	25.31	24.43

RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 22. Mean and Standard Deviation of Reporting Category Scores by Demographic, G3 Retake (SP19)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	*Asian	Hispanic	*American Indian / Alaska Native	*Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	N	3,040	1,646	1,394	986	1,458	7	352	5	1	231	419	134	130	2,544
RF / V	*Mean*	82.43	82.11	82.81	86.17	79.97	-	80.57	-	-	84.65	78.04	86.77	76.92	82.27
	SD	14.54	15.08	13.86	13.14	14.83	-	15.44	-	-	13.49	17.05	13.24	17.49	14.17
NF	*Mean*	60.17	59.11	61.42	64.30	57.00	-	59.90	-	-	62.69	53.67	61.79	60.98	59.61
	SD	21.08	21.48	20.53	20.15	21.44	-	20.60	-	-	20.01	23.46	22.91	22.21	20.85
L	*Mean*	64.35	62.79	66.20	69.41	60.55	-	64.20	-	-	66.80	57.12	69.35	62.15	63.73
	SD	23.38	23.78	22.77	22.63	23.14	-	23.59	-	-	23.41	24.25	23.07	22.05	23.04

*Results are not reported when the N count is fewer than 10.
RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Table 23. Mean and Standard Deviation of Reporting Category Scores by Demographic, G3 Retake (SU19)

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	*Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	N	12,613	6,957	5,656	5,594	3,537	196	2,539	21	8	718	3,882	424	2,014	9,561
RF / V	*Mean*	70.13	69.82	70.51	74.53	66.17	72.79	65.60	68.38	-	70.66	62.68	73.96	64.14	68.87
	SD	21.36	21.77	20.83	20.38	21.04	18.31	22.22	20.15	-	21.11	22.87	19.38	22.38	21.38
NF	*Mean*	56.68	55.98	57.53	59.90	52.36	64.36	55.31	51.81	-	55.70	49.13	59.05	55.18	55.25

Reporting Category	Scale Score	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	*Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
	SD	24.27	24.60	23.83	24.20	23.77	23.20	24.00	25.02	-	24.47	24.44	23.83	24.11	24.08
L	*Mean*	59.51	58.15	61.18	63.37	55.50	62.29	56.45	62.00	-	59.24	51.72	61.38	55.00	58.46
	SD	24.63	24.71	24.42	24.60	24.35	22.81	23.83	24.31	-	24.95	24.44	24.94	23.19	24.49

*Results are not reported when the N count is fewer than 10.
RF / V = Reading Foundations/ Vocabulary
NF = Non-Fiction
L = Literature

Appendix 3D

Standard Error of Measurement Curves by Subgroup

Figure 1. Standard Error of Measurement Curves by Subgroup (Grade 2)

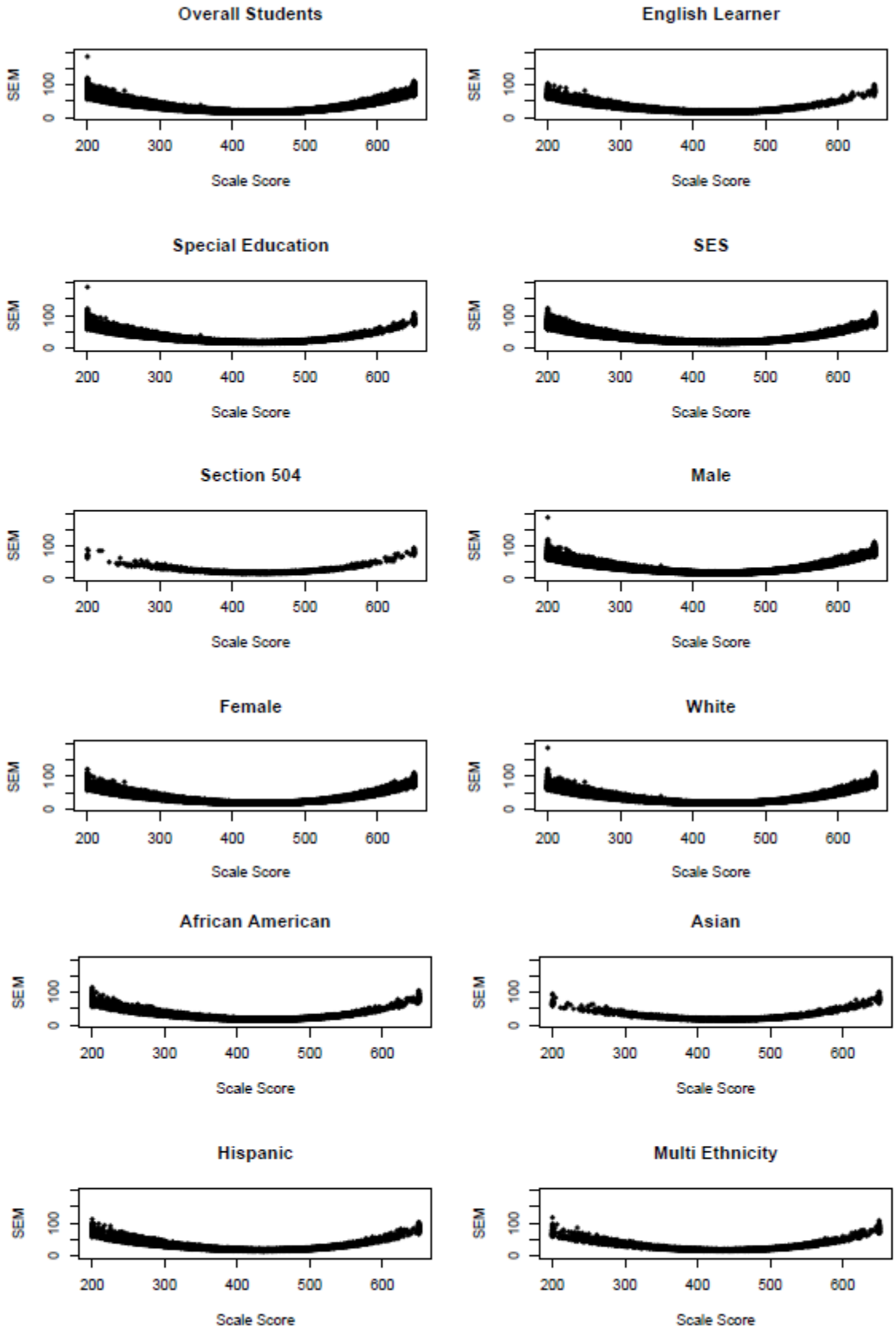


Figure 2. Standard Error of Measurement Curves by Subgroup (Grade 3)

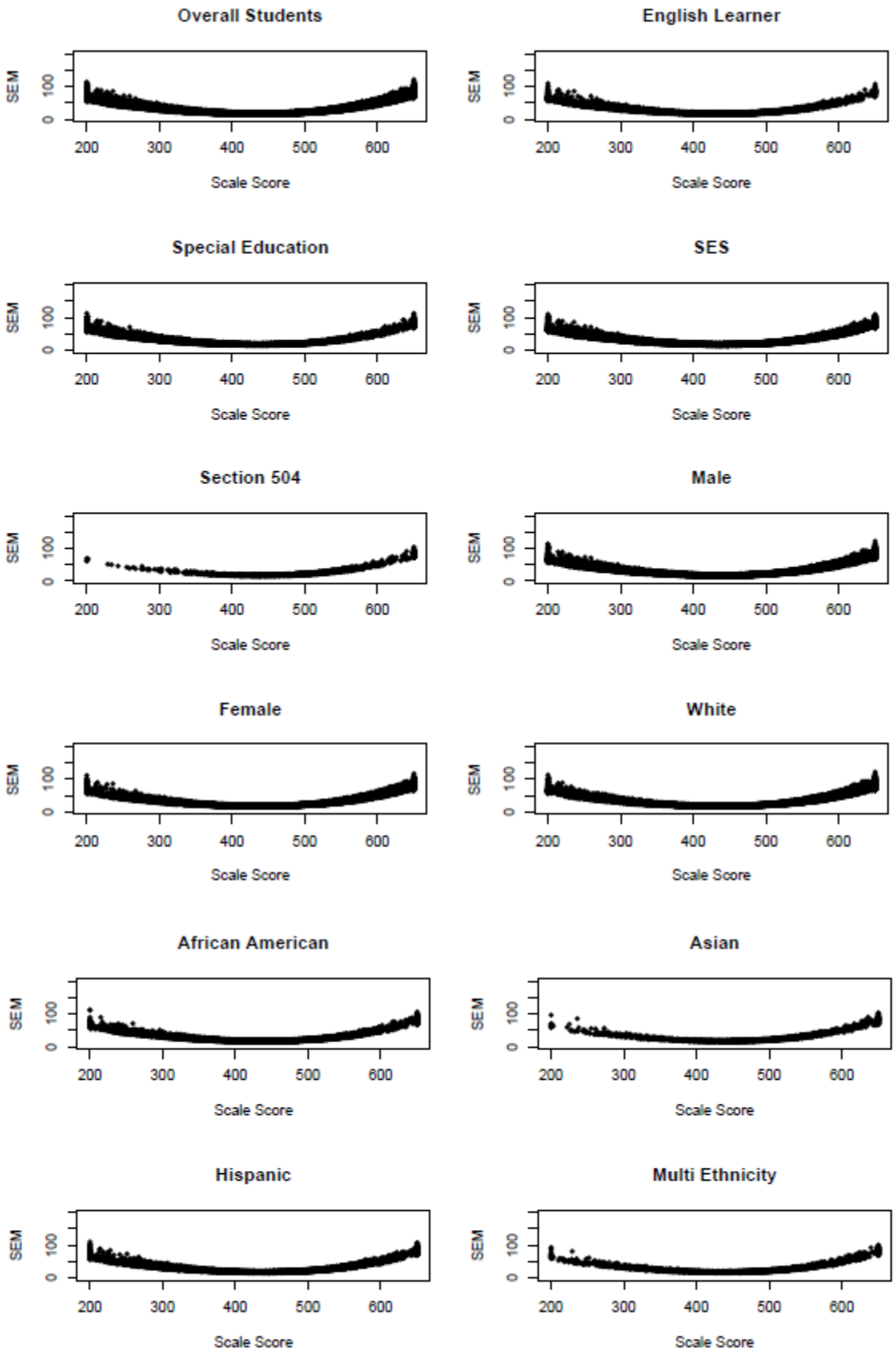


Figure 3. Standard Error of Measurement Curves by Subgroup (Grade 3 SP Retake)

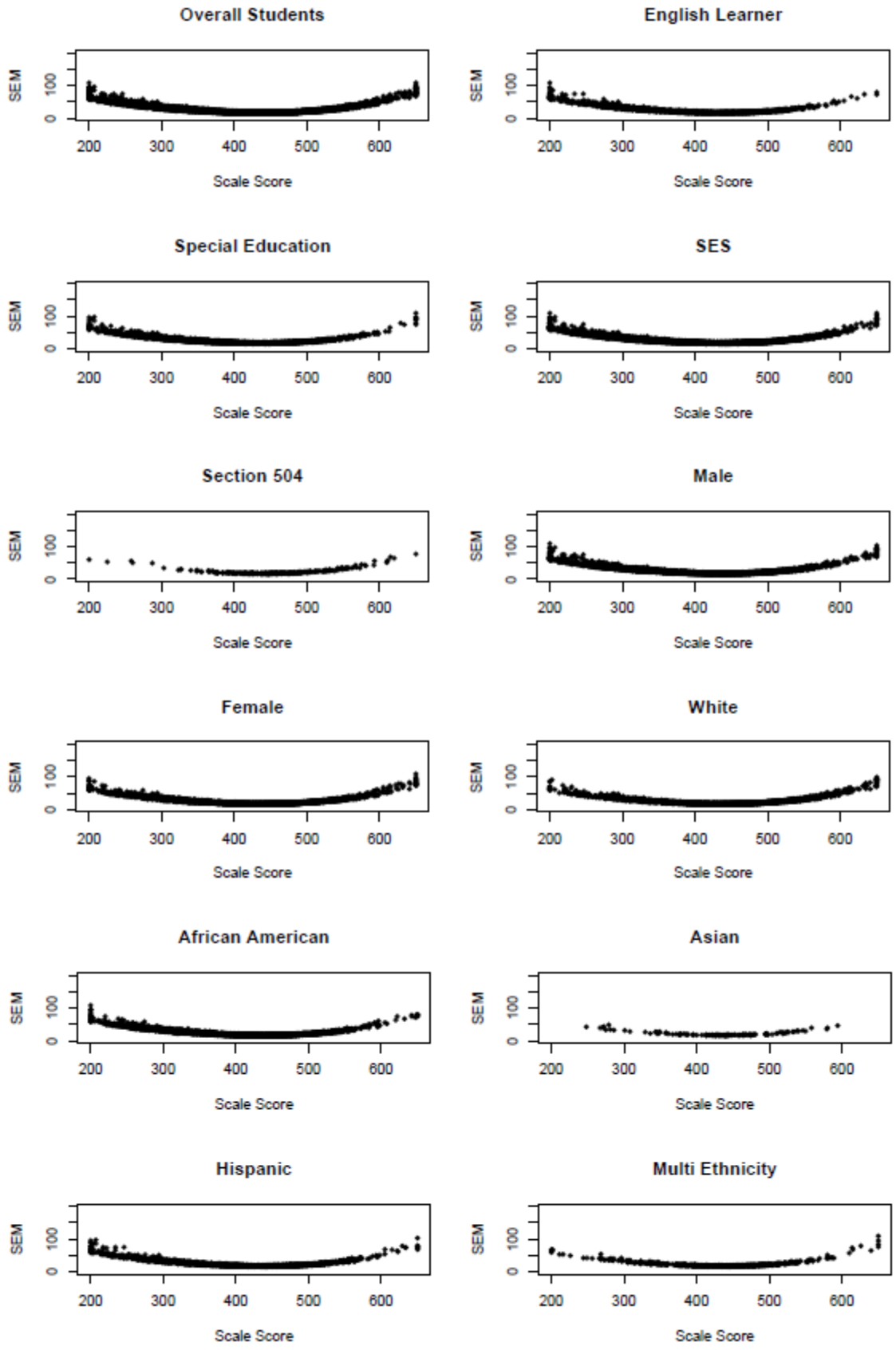


Figure 4. Standard Error of Measurement Curves by Subgroup (Grade 2 SU Retake)

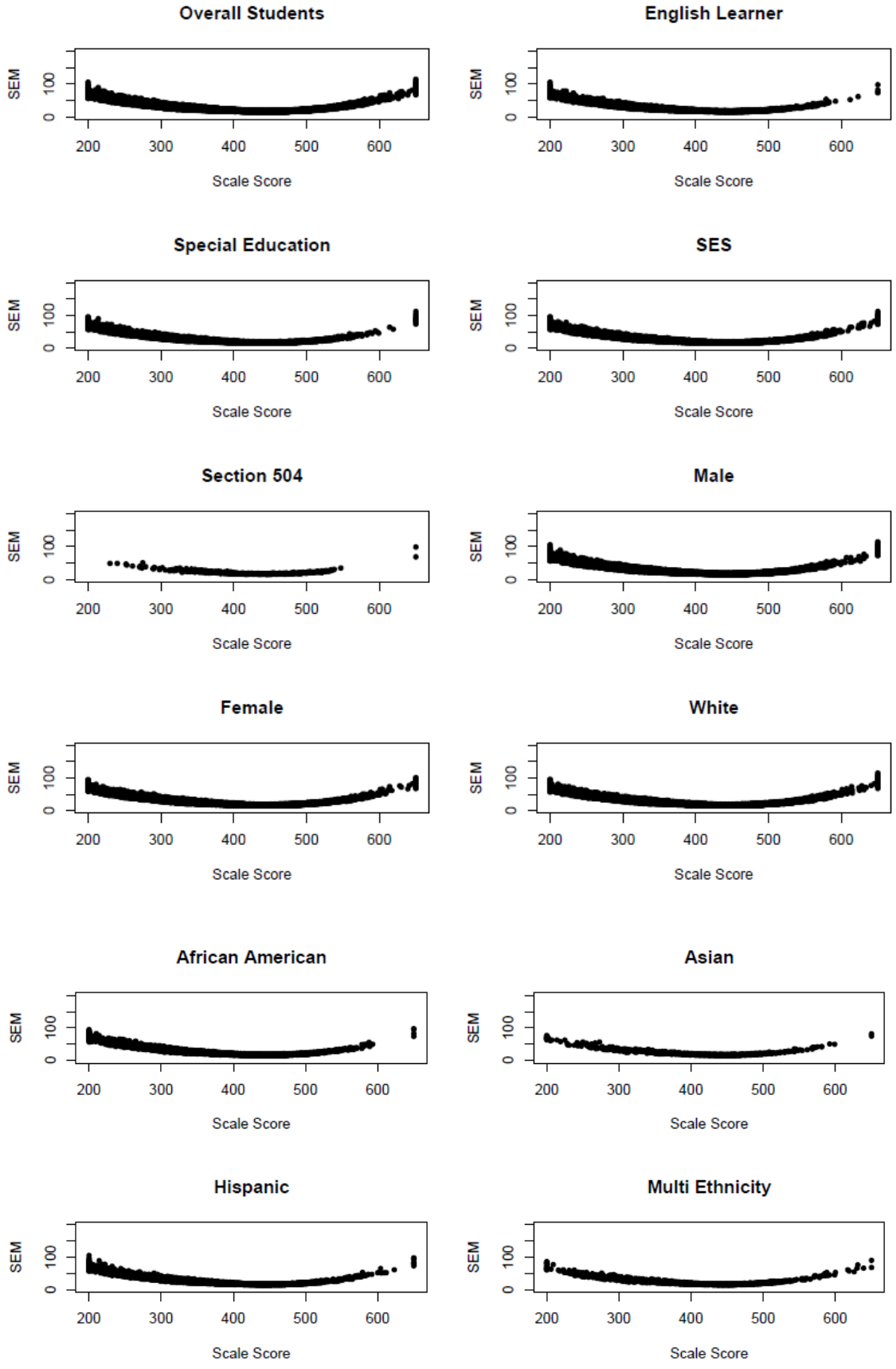
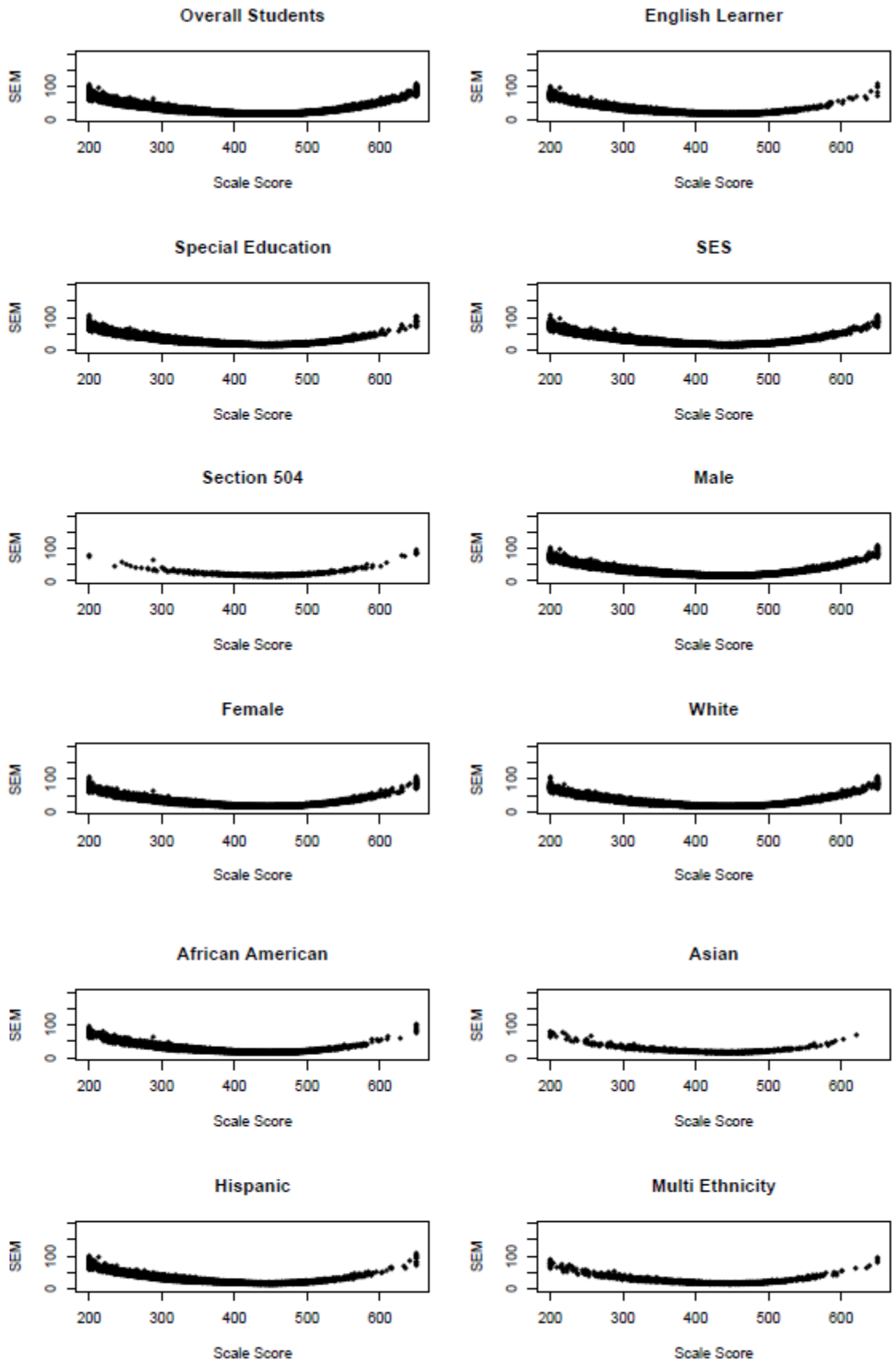


Figure 5. Standard Error of Measurement Curves by Subgroup (Grade 3 SU Retake)



Appendix 3E

Standard Error of Measurement Curves by Reporting Category

Figure 1. Standard Error of Measurement Curves by Reporting Category (Grade 2)

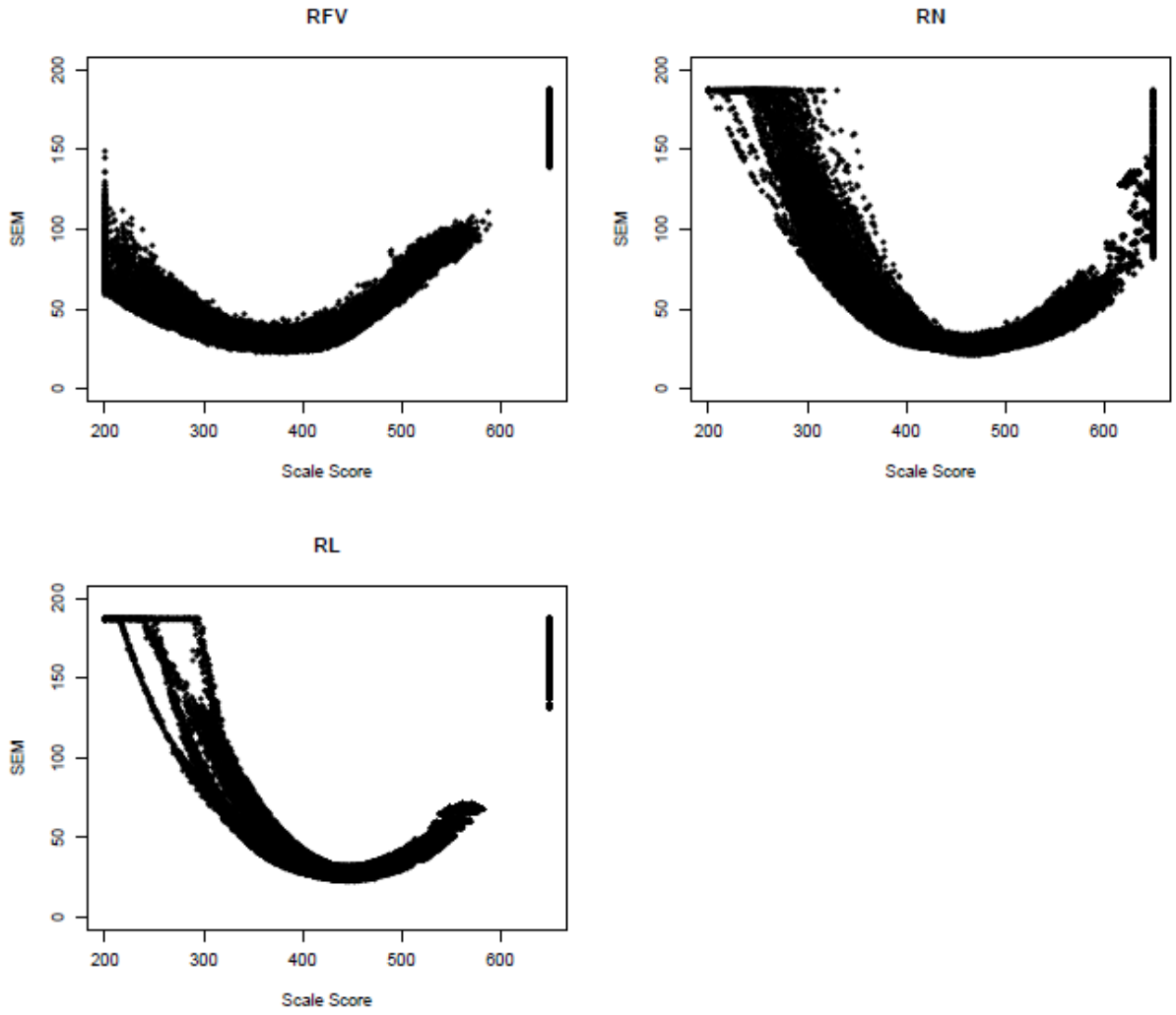


Figure 2. Standard Error of Measurement Curves by Reporting Category (Grade 3)

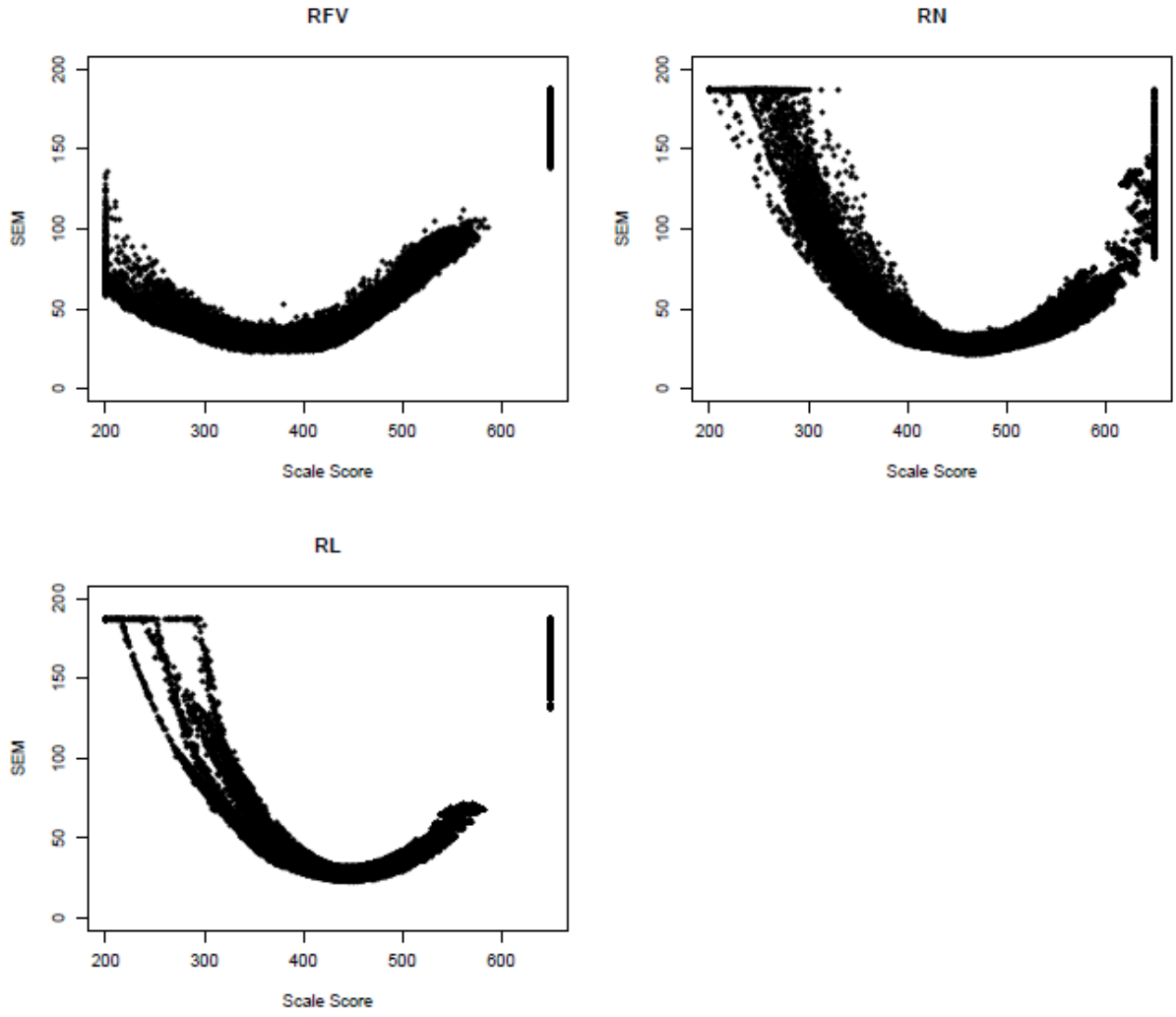


Figure 3. Standard Error of Measurement Curves by Reporting Category (Grade 3 SP Retake)

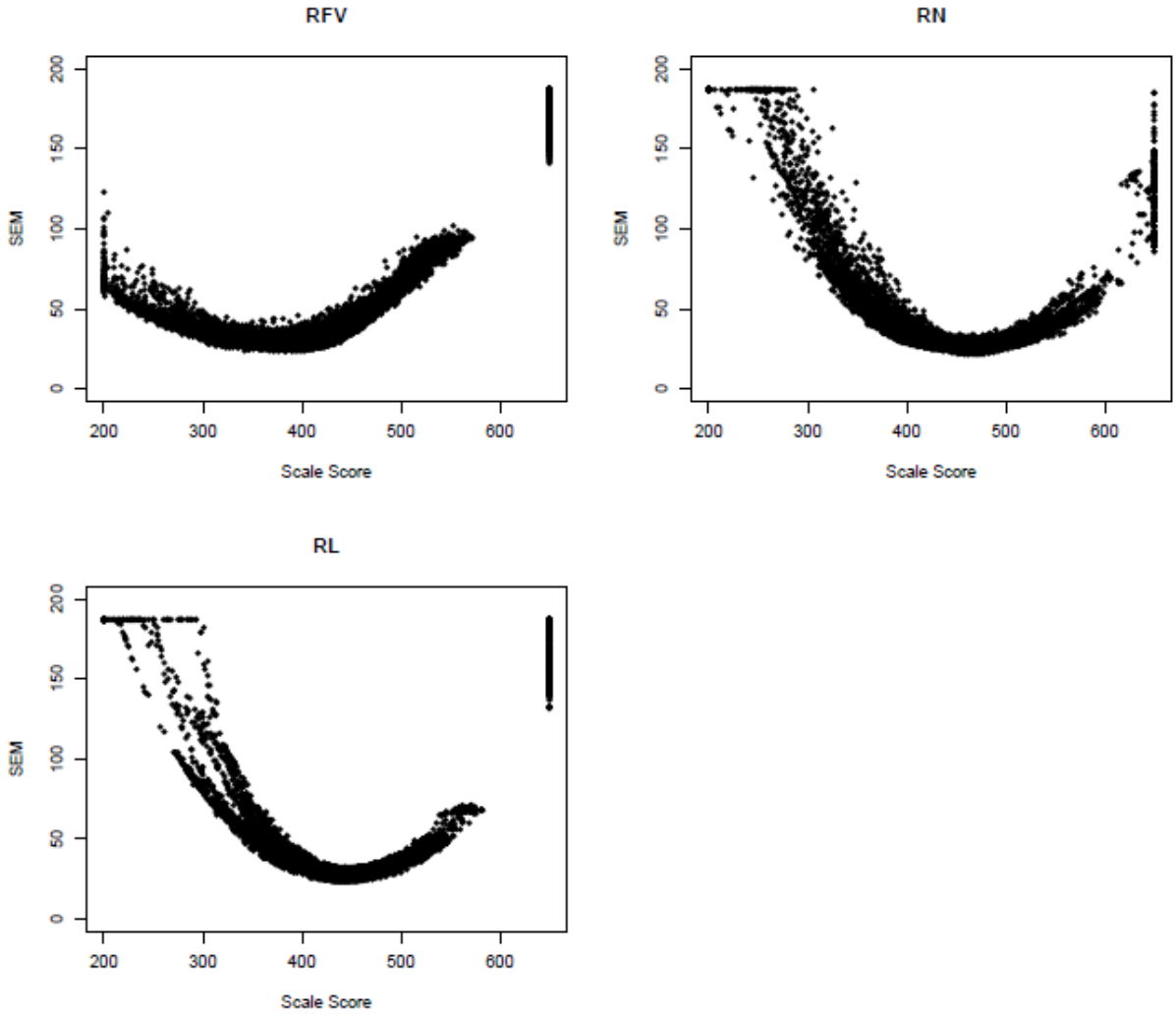


Figure 4. Standard Error of Measurement Curves by Reporting Category (Grade 2 SU Retake)

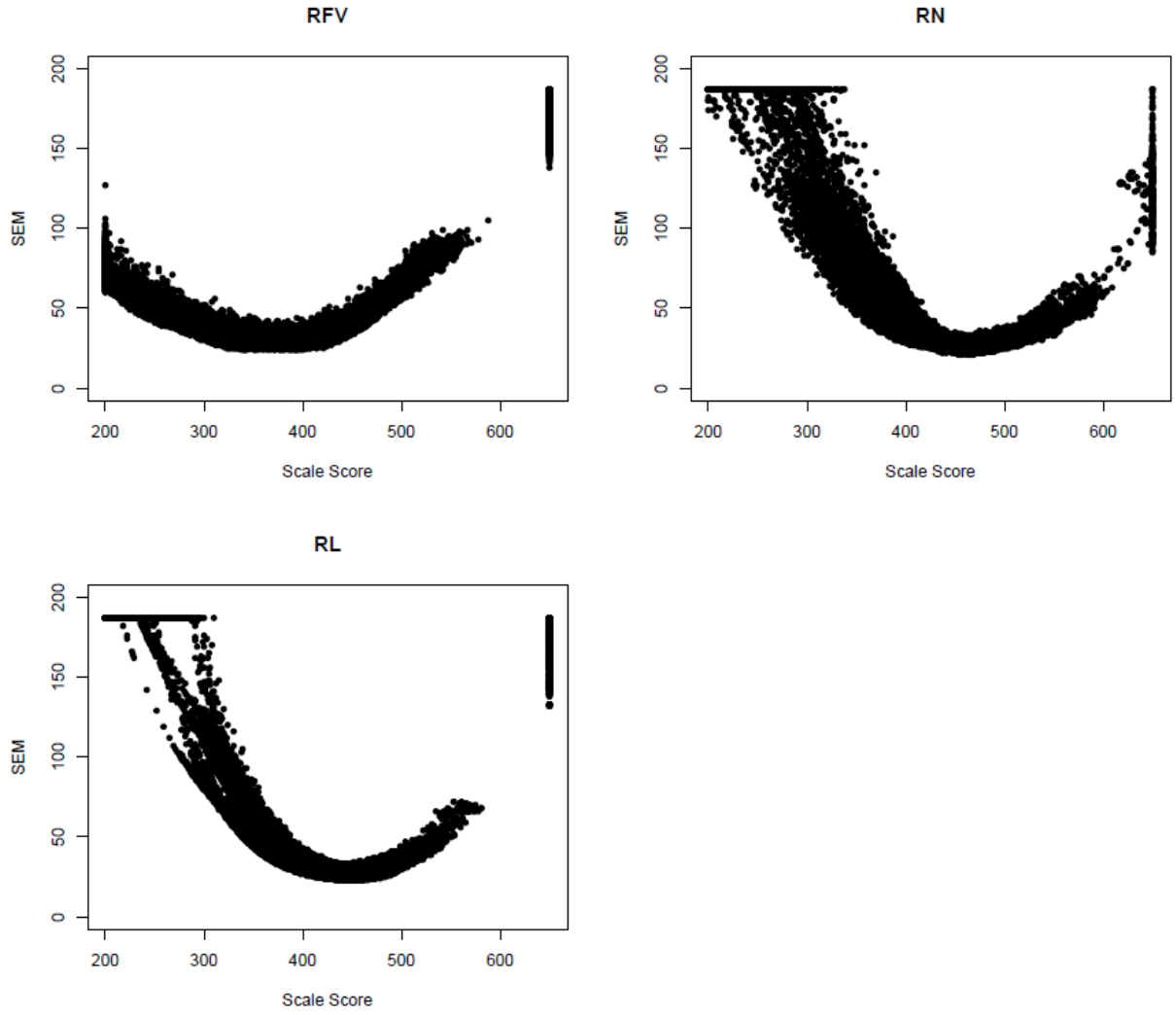
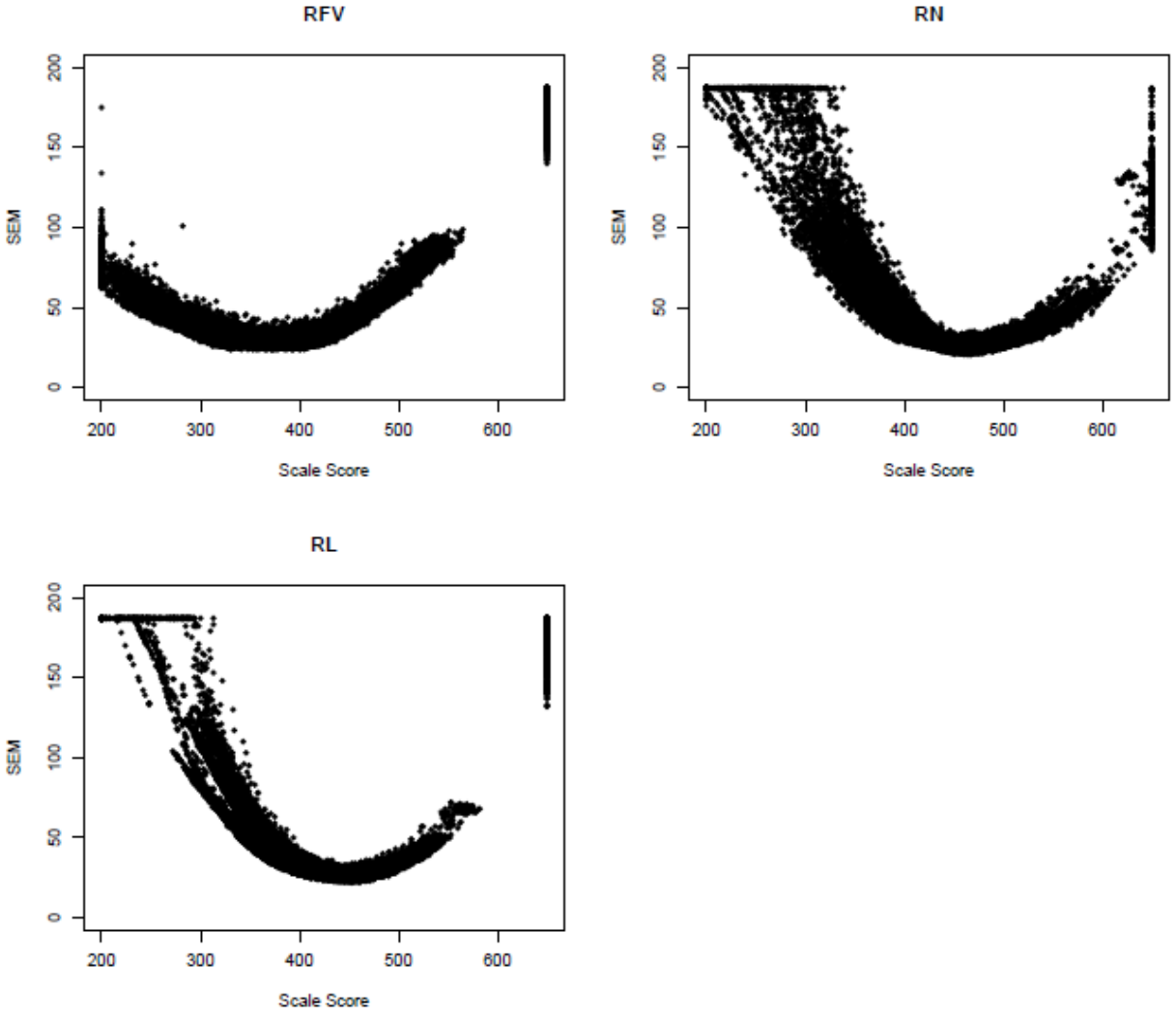


Figure 4. Standard Error of Measurement Curves by Reporting Category (Grade 3 SU Retake)



Appendix 3F

Marginal Reliability Coefficients for Overall and by Subgroup

Table 1: Marginal Reliability by Subgroup

Grade	Admin	Year	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	*English Learner	SES
G2	*SP*	*2025*	0.897	0.898	0.895	0.888	0.891	0.887	0.894	0.899	0.905	0.897	0.880	0.891	0.881	0.895
		2024	0.898	0.897	0.898	0.894	0.879	0.891	0.884	0.901	0.872	0.897	0.868	0.895	0.867	0.890
		2023	0.901	0.901	0.900	0.895	0.878	0.894	0.890	0.901	0.889	0.900	0.881	0.897	--	0.895
		2022	0.899	0.900	0.898	0.893	0.875	0.877	0.892	0.903	0.907	0.901	0.880	0.893	0.868	0.895
G3	*SP*	*2025*	0.878	0.884	0.871	0.849	0.900	0.856	0.904	0.839	0.887	0.878	0.902	0.819	0.906	0.895
		2024	0.875	0.881	0.867	0.846	0.897	0.839	0.900	0.886	0.894	0.873	0.898	0.830	0.901	0.892
		2023	0.859	0.866	0.849	0.819	0.897	0.822	0.897	0.882	0.885	0.858	0.903	0.824	--	0.888
		2022	0.836	0.850	0.820	0.791	0.891	0.797	0.888	0.847	0.898	0.839	0.902	0.811	0.899	0.877
		2021	0.812	0.825	0.795	0.758	0.888	0.755	0.876	0.830	0.866	0.824	0.893	0.805	0.892	0.866
		2019	0.782	0.804	0.754	0.722	0.867	0.760	0.852	0.776	0.881	0.789	0.891	0.790	0.876	0.838
G3 Retake	*SP*	*2025*	0.893	0.894	0.891	0.887	0.887	0.894	0.896	0.895	0.840	0.884	0.890	0.862	0.893	0.891
		2024	0.887	0.886	0.887	0.881	0.883	0.872	0.887	0.861	0.919	0.882	0.883	0.867	0.886	0.885
		2023	0.885	0.887	0.883	0.872	0.883	0.874	0.888	0.890	0.876	0.885	0.889	0.856	--	0.885
		2022	0.875	0.879	0.871	0.864	0.876	0.834	0.879	0.856	0.900	0.874	0.894	0.839	0.883	0.876
		2021	0.860	0.866	0.850	0.851	0.864	0.774	0.874	0.788	--	0.837	0.888	0.792	0.895	0.861
		2019	0.849	0.856	0.839	0.829	0.850	0.847	0.858	0.878	--	0.841	0.876	0.840	0.868	0.845
G2 Retake	*SU*	*2025*	0.879	0.880	0.878	0.880	0.866	0.882	0.866	0.889	0.874	0.881	0.854	0.864	0.862	0.878
G3 Retake	*SU*	*2025*	0.885	0.885	0.885	0.893	0.869	0.889	0.870	0.879	0.875	0.886	0.868	0.871	0.864	0.881
		2024	0.891	0.892	0.891	0.890	0.881	0.884	0.886	0.909	0.900	0.890	0.883	0.873	0.882	0.888
		2023	0.888	0.887	0.889	0.886	0.877	0.882	0.885	0.913	0.888	0.891	0.879	0.878	--	0.886
		2022	0.867	0.867	0.866	0.869	0.852	0.854	0.860	0.842	0.876	0.866	0.853	0.867	0.856	0.862
		2021	0.885	0.887	0.882	0.883	0.875	0.867	0.882	0.902	0.836	0.886	0.879	0.869	0.879	0.883

Grade	Admin	Year	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	*English Learner	SES
		2019	0.866	0.867	0.864	0.864	0.857	0.852	0.861	0.878	0.617	0.867	0.855	0.862	0.857	0.865

*English Learner was not available in the spring 2023 data.

Appendix 3G

Descriptive Statistics for Opportunity 2 Summer Administration

Table 1: Number of Students Participating in IREAD

Grade	Season	Number Tested	Number Reported
3 Retake	SU25	9,627	9,569

Table 2: Distribution of Demographic Characteristics of the Tested Population

Grade		All	Male	Female	White	AfAm	Asian	Hisp	AmIndian	Pacific	Multi	SPED	S504	EL	SES
3 Retake	Count	9,627	5,235	4,392	3,399	2,491	260	2,889	11	8	569	4,320	95	2,722	2,586
	Percent	100	54.38	45.62	35.31	25.88	2.70	30.01	0.11	.08	5.91	44.87	0.99	28.27	26.86

Table 3: Mean and Standard Deviation of Scale Scores by Demographic

Grade	Admin	Group	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	*Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
3 Retake	SU	*N*	9,569	5,199	4,370	3,388	2,457	257	2,879	11	8	569	4,284	95	2,709	2,564
		Mean	392.00	388.45	396.22	404.57	390.46	395.73	376.61	391.18	-	399.47	378.00	429.92	370.39	395.21
		SD	76.05	76.48	75.32	75.54	72.71	78.04	76.66	83.94	-	74.75	72.54	68.15	75.64	77.19

*Results are not reported when the N count is fewer than 10.

Table 4: Percentage of Performance Level by Demographic

Grade	Admin	Group	All Students	Male	Female	White	Black / African American	Asian	Hispanic	American Indian / Alaska Native	*Native Hawaiian / Other Pacific Islander	Multiracial / Two or More Races	Special Education	Section 504	English Learner	SES
3 Retake	SU	*N*	9,569	5,199	4,370	3,388	2,457	257	2,879	11	8	569	4,284	95	2,709	2,564
		L1	74.76	75.78	73.55	68.65	77.09	74.32	80.44	72.73	-	72.76	81.89	54.74	83.13	72.35
		L2	25.24	24.22	26.45	31.35	22.91	25.68	19.56	27.27	-	27.24	18.11	45.26	16.87	27.65

*Results are not reported when the N count is fewer than 10.

Table 5: Percentage of Students in Proficiency Levels

Grade	Admin	Number Tested	Scale Score Mean	Scale Score SD	% Not Pass	% Pass in G3
G3 Retake	SU25	9,569	392.00	76.05	74.76	25.24

Appendix 4A

Adaptive Algorithm

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Adaptive Item Selection Algorithm

1. Introduction, Background, and Definitions

This document describes the adaptive item selection algorithm. The item selection algorithm is designed to cover a standards-based blueprint, which may include content, cognitive complexity, and item type constraints. The item selection algorithm will also include:

- the ability to customize an item pool based on access constraints and screen items that have been previously viewed or may not be accessible for a given individual;
- a mechanism for inserting embedded field-test items; and
- a mechanism for delivering "segmented" tests in which separate parts of the test are administered in a fixed order.

This document describes the algorithm and the design for its implementation for the test delivery system (TDS). The implementation builds extensively on the algorithm implemented in the Cambium Assessment, Inc (CAI)'s TDS and incorporates substantial CAI intellectual property. CAI will release the algorithm and the implementation described here under the same open-source license under which the rest of the open-source system is released.

The general approach described here is based on a highly parameterized multiple-objective utility function. The objective function includes:

- a measure of content match to the blueprint;
- a measure of overall test information; and
- measures of test information for each reporting category on the test.

We define an objective function that measures an item's contribution to each of these objectives, weighting them to achieve the desired balance among them. Equation (1) sketches this objective function for a single item.

$$f_{ijt} = w_2 \frac{1}{\sum_{r=1}^{R} d_{rj}} \sum_{r=1}^{R} s_{rit} p_r d_{rj} + w_1 \sum_{k=1}^{K} q_k h_{1k}(v_{kijt}, V_{kit}, t_k) + w_0 h_0(u_{ijt}, U_{it}, t_0) \qquad (1)$$

where the term w represents user-supplied weights that assign relative importance to meeting each of the objectives d_{rj} indicates whether item j has the blueprint-specified feature r, and p_r is the user-supplied priority weight for feature r. The term s_{rit} is an

adaptive control parameter that is described. In general, s_{rit} increases for features that have not met their designated minimum as the end of the test approaches.

The remainder of the terms represents an item's contribution to measurement precision:

- v_{kijt} is the value of item j toward reducing the measurement error for reporting category k for examinee i at selection t; and
- u_{ijt} is the value of item j in terms of reducing the overall measurement error for examinee i at selection t.

The terms U_{it} and V_{kit} represent the total information overall and on reporting category k, respectively.

The term q_k is a user-supplied priority weight associated with the precision of the score estimate for reporting category k. The terms t represent precision targets for the overall score (t_0) and each score reporting category score. The functions $h(.)$ are given by:

$$h_0(u_{ijt}, U_{it}, t_0) = \begin{cases} au_{ijt} \text{ if } U_{it} < t_0 \\ bu_{ijt} \text{ otherwise} \end{cases}$$

$$h_{1k}(v_{kijt}, V_{kit}, t_k) = \begin{cases} c_k v_{kijt} \text{ if } V_{kit} < t_k \\ d_k v_{kijt} \text{ otherwise} \end{cases}$$

Items can be selected to maximize the value of this function. This objective function can be manipulated to produce a pure, standards-free adaptive algorithm by setting w_2 to zero or a completely blueprint-driven test by setting $w_1 = w_0 = 0$. Adjusting the weights to optimize performance for a given item pool will enable users to maximize information subject to the constraint that the blueprint is virtually always met.

We note that the computations of the content values and information values generate values on very different scales, and that the scale of the content value varies as the test progresses. Therefore, we normalize both the information and content values before computing the value of Equation (1). This normalization is given by $x = \begin{cases} 1 \; if \; min = max \\ \frac{v - min}{max - min} \; otherwise \end{cases}$, where min and max represent the minimum and maximum, respectively, of the metric computed over the current set of items or item groups.

The remainder of this section describes the overall program flow, the form of the blueprint, and the various value calculations employed in the objective function. Subsequent sections describe the details of the selection algorithm.

1.1 BLUEPRINT

Each test will be described by a single blueprint for each segment of the test and will identify the order in which the segments appear. The blueprint will include:

- an indicator of whether the test is adaptive or fixed form;

- termination conditions for the segment, which are described in a subsequent section;
- a set of nested content constraints, each of which is expressed as:
    - the minimum number of items to be administered within the content category;
    - the maximum number of items to be administered within the content category;
    - an indication of whether the maximum should be deterministically enforced (a “strict” maximum);
    - a priority weight for the content category p_r;
    - an explicit indicator as to whether this content category is a reporting category; and
    - an explicit precision-priority weight (q_k) for each group identified as a reporting category.
- a set of non-nested content constraints, which are represented as:
    - a name for the collection of items meeting the constraint;
    - the minimum number of items to be administered from this group of items;
    - the maximum number of items to be administered from this group of items;
    - an indication of whether the maximum should be deterministically enforced (a “strict” maximum);
    - a priority weight for the group of items p_r;
    - an explicit indicator as to whether this named group will make up a reporting category; and
    - an explicit precision-priority weight (q_k) for each group identified as a reporting category.
    - The priority weights, p_r on the blueprint, can be used to express values in the blueprint match. Large weights on reporting categories paired with low (or zero) weights on the content categories below them may allow more flexibility to maximize information in a content category covering fewer fine-grained targets, while the reverse would mitigate toward more reliable coverage of finer-grained categories, with less content flexibility within reporting categories.

An example of a blueprint specification appears in Appendix 1.

1.2 CONTENT VALUE

Each item or item group will be characterized by its contribution to meeting the blueprint, given the items that have already been administered at any point. The contribution is based on the presence or absence of features specified in the blueprint and denoted by the term d in Equation (1). This section describes the computation of the content value.

1.2.1 Content Value for Single Items

For each constraint appearing in the blueprint (r), an item i either does or does not have the characteristic described by the constraint. For example, a constraint might require a minimum of four and a maximum of six algebra items. An item measuring algebra has the described characteristic, and an item measuring geometry, does not. To capture this constraint, we define the following:

- d_j is a feature vector in which the elements are d_{rj}, summarizing item j's contribution to meeting the blueprint. This feature vector includes content categories such as claims and targets as well as other features of the blueprint, such as Depth of Knowledge (DOK) and item type.
- S_{it} is a diagonal matrix, the diagonal elements of which are the adaptive control parameters s_{rit}.
- p is the vector containing the user-supplied priority weights p_r.

The scalar content value for an item is given by $C_{ijt} = d_j' S_{it} p$.

Letting z_{rit} represent the number of items with feature r administered to student i by iteration t, the value of the adaptive control parameters is:

$$s_{rit} = \begin{cases} m_{it}\left(2 - \dfrac{z_{rit}}{Min_r}\right) & if\ z_r < Min_r \\ 1 - \dfrac{z_{rit} - Min_r}{Max_r - Min_r} & if\ Min_r < z_{rit} < Max_r \\ \left(Max_r - z_{rit}\right) - 1 & if\ Max_r \le z_{rit} \end{cases}$$

The blueprint defines the minimum (Min_r) and maximum (Max_r) number of items to be administered with each characteristic (r).

The term $m_{it} = \frac{T}{T-t}$ where T is the total test length. This has the effect of increasing the algorithm's preference for items that have not yet met their minimums as the end of the test nears and the opportunities to meet the minimum diminish.

This increases the likelihood of selecting items for content that has not met its minimum as the opportunities to do so are used up. The value s is highest for items with content that has not met its minimum, declines for items representing content for which the minimum number of items has been reached but the maximum has not, and turns negative for items representing content that has met the maximum.

1.2.2 Content Value for Sets of Items

Calculation of the content value of sets of items is complicated by two factors:

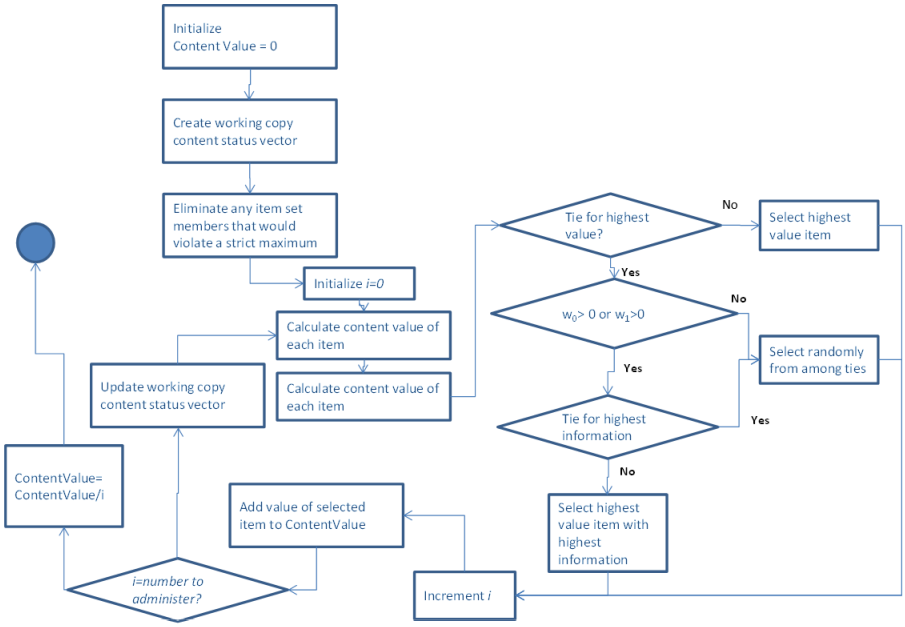
1. The desire to allow more items to be developed for each set and to have the most advantageous set of items administered.
2. The design objective of characterizing the information contribution of a set of items as the expected information over the working theta distribution for the examinee.

The former objective is believed to enhance the ability to satisfy highly constrained blueprints while still adapting to obtain good measurement for a broad range of students. The latter arises from the recognition that English Language Arts (ELA) tests will select one set of items at a time, without an opportunity to adapt once the passage has been selected.

The general approach involves successive selection of the highest content value item in the set until the indicated number of items in the set have been selected. Because the content value of an item changes with each selection, a temporary copy of the already-administered content vector for the examinee is updated with each selection such that subsequent selections reflect the items selected in previous iterations.

Exhibit A on the following page presents a flowchart for this calculation. Readers will note the check to determine whether $w_0 > 0$ or $w_1 > 0$. These weights, defined with Equation (1), identify the user-supplied importance of information optimization relative to blueprint optimization. In cases such as independent field tests, this weight may be set to zero, as it may not be desirable to make item administration dependent on the match to student performance. In more typical adaptive cases where item statistics will not be recalculated, favoring more informative items is generally better. The final measure of content value for the set of selected set of items is divided by the number of items selected to avoid a bias toward selection of sets with more items.

Exhibit A. Content Value Calculation for Item Sets



1.3 INFORMATION VALUE

Each item or item group also has value in terms of maximizing information, both overall and on reporting categories.

1.3.1 Individual Information Value

The information value associated with an item will be an approximation of information. The system will be designed to use generalized Item Response Theory (IRT) models; however, it will treat all items as though they offer equal measurement precision. This is the assumption made by the Rasch model, but in more general models, items known to offer better measurement are given preference by many algorithms. Subsequent algorithms are then required to control the exposure of the items that measure best. Ignoring the differences in slopes serves to eliminate this bias and help equalize exposure.

1.3.2 Binary Items

The approximate information value of a binary item will be characterized as $I_j(\theta) = p_j(\theta)(1 - p_j(\theta))$, where the slope parameters are artificially replaced with a constant.

1.3.3 Polytomous Items

In terms of information, the best polytomous item in the pool is the one that maximizes the expected information, $I_j(\theta)$. Formally, $I_j(\theta) > I_k(\theta)$ for all items $k \neq j$. The true value θ, however, remains unknown and is accessed only through an estimate, $\hat{\theta} \sim N(\bar{\theta}, \sigma_\theta)$. By definition of an expectation, the expected information $I_j(\theta) = \int I_j(t) f(t|\bar{\theta}, \sigma_\theta) dt$.

The intuition behind this result is illustrated in Exhibit B. In Exhibit B, each panel graphs the distribution of the estimate of θ for an examinee. The top panel assumes a polytomous item in which one step threshold (A1) matches the mean of the θ estimate distribution. In the bottom panel, neither step threshold matches the mean of the θ estimate distribution. The shaded area in each panel indicates the region in which the hypothetical item depicted in the panel provides more information. We see that approximately 2/3 of the probability density function is shaded in the lower panel, while the item depicted in the upper panel dominates in only about 1/3 of the cases. In this example, the item depicted in the lower panel has a much greater probability of maximizing the information from the item, despite the fact that the item in the upper panel has a threshold exactly matching the mean of the estimate distribution and the item in the lower panel does not.

Exhibit B. Two Example Items, with the Shaded Region Showing the Probability that the Item Maximizes Information for the Examinee Depicted

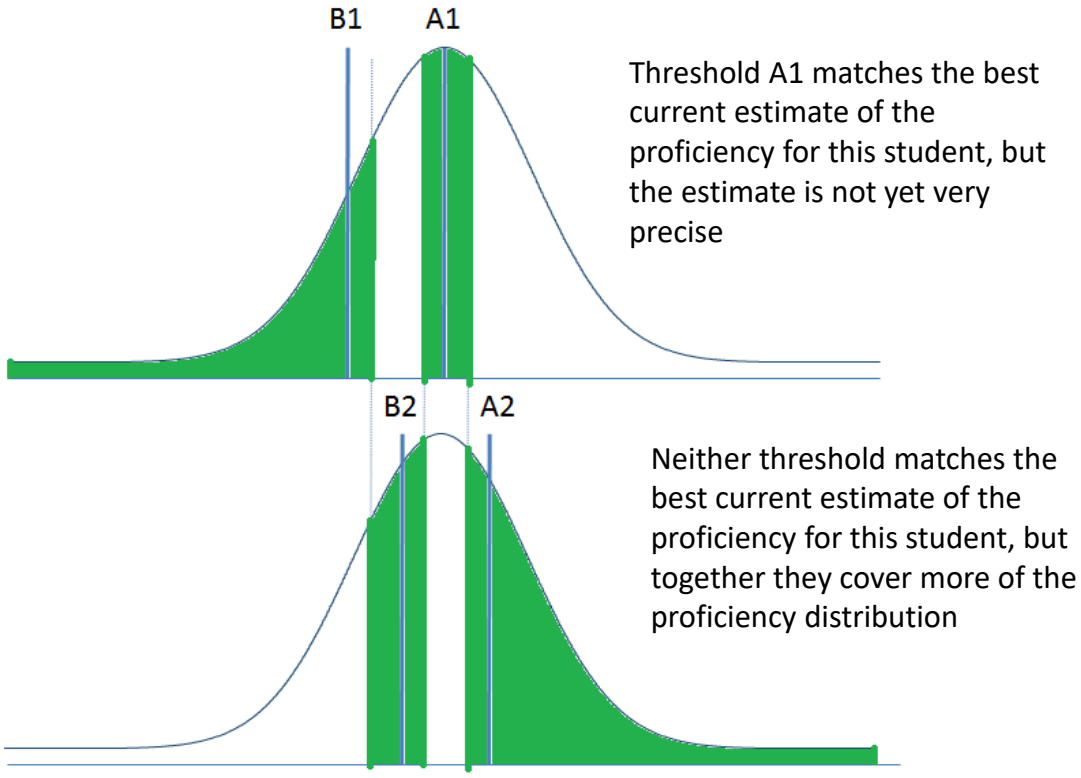
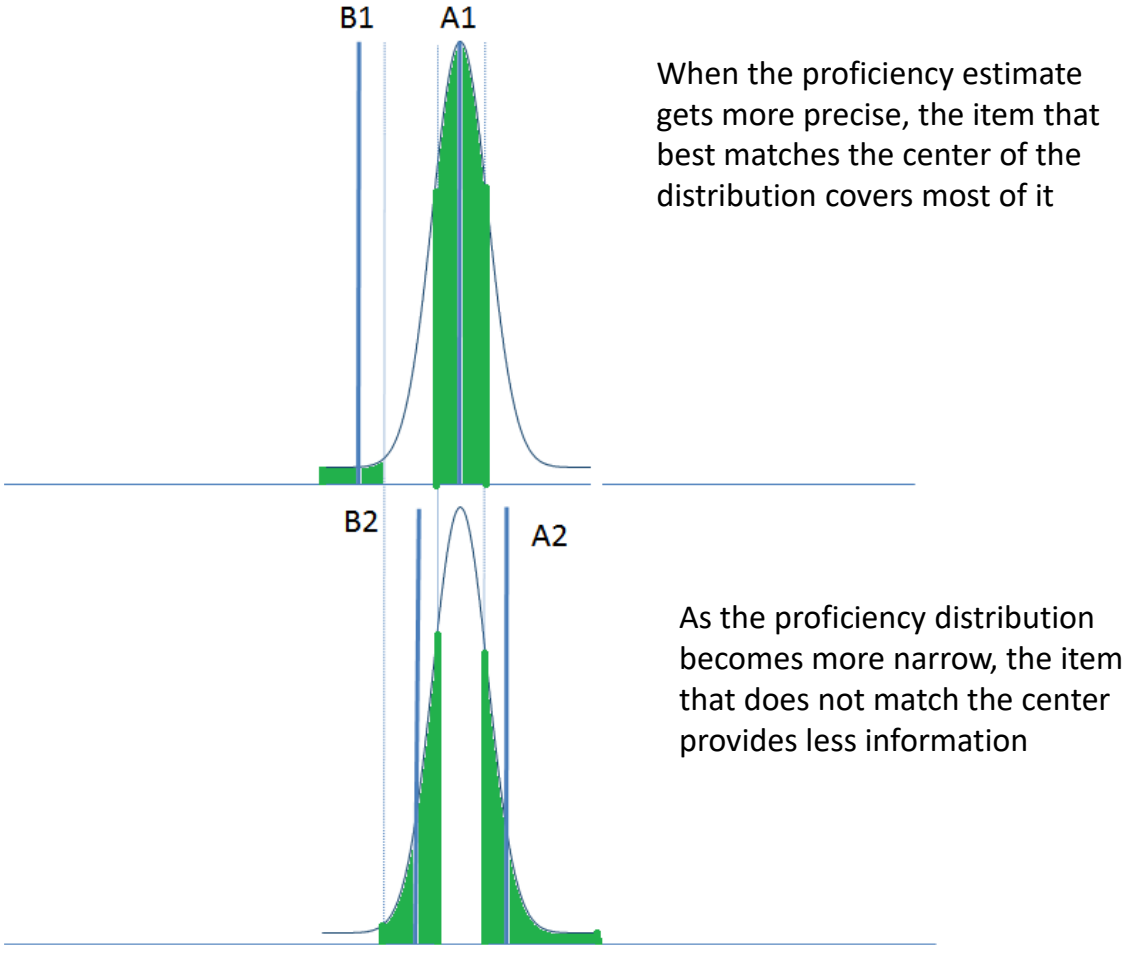


Exhibit C on the following page shows what happens to information as the estimate of this student's proficiency becomes more precise (later in the test). In this case, the item depicted in the top panel maximizes information about 65 to70 percent of the time, compared to about 30 to 35 percent for the item depicted in the lower panel. These are the same items depicted in the Exhibit B, but in this case, we are considering information for a student with a more precise current proficiency estimate.

Exhibit C. Two Example Items, with the Shaded Region Showing the Probability that the Item Maximizes Information for the Examinee Depicted



The approximate information value of polytomous items will be characterized as the expected information, specifically $E\left[I_j(\theta)|m_i, s_i\right] = \int \sum_{k=1}^{K} I_{jk}(t)\, p_j(k|t)\phi(t; m_i, s_i)dt$, where $I_{jk}(t)$ represents the information at t of response k to item j, $p_j(k|t)$ is the probability of response k to item j (artificially holding slope constant), given proficiency t, $\phi(.)$ represents the normal probability density function, and m_i and s_i represent the mean and standard deviation of examinee i's current estimated proficiency distribution.

We propose to use Gauss-Hermite quadrature with a small number of quadrature points (approximately five). Experiments show that we can complete this calculation for 1,000 items in fewer than 5 milliseconds, making it computationally reasonable.

As with the binary items, we propose to ignore the slope parameters to even exposure and avoid a bias toward the items with better measurement.

1.3.4 Item Group Information Value

Item groups differ from individual items in that a set of items will be selected for administration. Therefore, the goal is to maximize information across the working theta distribution. As with the polytomous items, we propose to use Gauss-Hermite quadrature to estimate the expected information of the item group.

In the case of multiple-item groups

$$E\left[I_g(\theta)|m_i, s_i\right] = \frac{1}{J_g}\int \sum_{j=1}^{J_g} I_{g(j)}(t)\, \phi(t; m_i, s_i)dt$$

Where $I_g(.)$ is the information from item group g, $I_{g(j)}$ is the information associated with item $j \in g$, for the J_g items in set g. In the case of polytomous items, we use the expected information, as described above.

2. ENTRY AND INITIALIZATION

At startup, the system will

- create a custom item pool;
- initialize theta estimates for the overall score and each score point; and
- insert embedded field-test items.

2.1 ITEM POOL

At test startup, the system will generate a *custom item pool*, a string of item IDs for which the student is eligible. This item pool will include all items that

- are active in the system at test startup; and
- are not flagged as "access limited" for attributes associated with this student.

The list will be stored in ascending order of ID.

2.2 ADJUST SEGMENT LENGTH

Custom item pools run the risk of being unable to meet segment blueprint minimums. To address this special case, the algorithm will adjust the blueprint to be consistent with the custom item pool. This capability becomes necessary when an accommodated item pool systematically excludes some content.

Let

$\boldsymbol{S}$ be the set of top-level content constraints in the hierarchical set of constraints, each consisting of the tuple (*name*, *min*, *max*, *n*);

$\boldsymbol{C}$ be the custom item pool, each element consisting of a set of content constraints $\boldsymbol{B}$;

$\boldsymbol{f}$, $\boldsymbol{p}$ integers represent item shortfall and pool count, respectively; and

$\boldsymbol{t}$ be the minimum required items on the segment.

For each s in $\boldsymbol{S}$, compute n as the sum of active operational items in $\boldsymbol{C}$ classified on the constraint.

$\boldsymbol{f}$ = summation over $S\ (min\ -\ n)$

$\boldsymbol{p}$ = summation over $S\ (n)$

if $t\ -\ f\ <\ p$, then $t\ =\ t\ -\ f$

2.3 Initialization of Starting Theta Estimates

The user will supply five pieces of information in the test configuration:

1. A default starting value if no other information is available
2. An indication whether prior scores on the same test should be used, if available
3. Optionally, the test ID of another test that can supply a starting value, along with
4. Slope and intercept parameters to adjust the scale of the value to transform it to the scale of the target test
5. A constant prior variance for use in calculation of working EAP scores

2.4 Insertion Of Embedded Field-Test Items

Each blueprint will specify

- the number of field-test items to be administered on each test;
- the first item position into which a field-test item may be inserted; and
- the last item position into which a field-test item may be inserted.

Upon startup, select randomly from among the field-test items or item sets until the system has selected the specified number of field-test items. If the items are in sets, the sets will be administered as a complete set, and this may lead to more than the specified number of items administered.

The probability of selection will be given by $p_j = \frac{\sum_{j=1}^{K} K_j}{\sum_{j=1}^{K} a_j K_j} a_j K_j \frac{m}{N_j}$, where

p_j represents the probability of selecting the item;

m is the targeted number of field-test items;

N_j is the total number of active items in the field-test pool;

K_j is the number of items in item set j; and

a_j is a user-supplied weight associated with each item (or item set) to adjust the relative probability of selection.

The a_j variables are included to allow for operational cases in which some items must complete field testing sooner or enter field testing later. While using this parameter presents some statistical risk, not doing so poses operational risks.

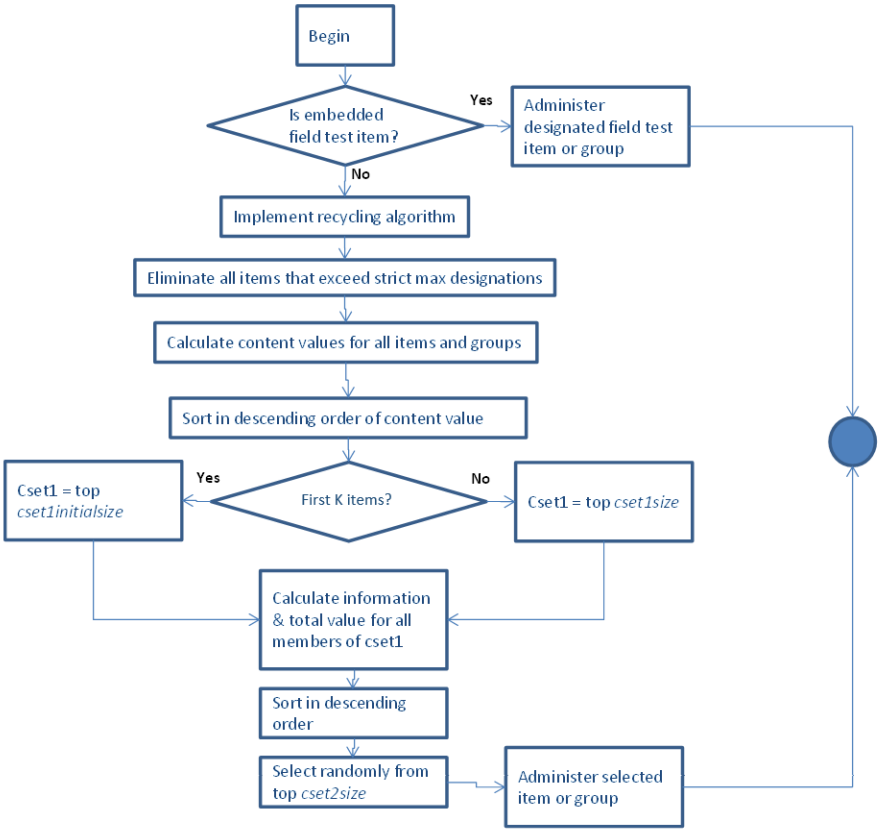
For each item set, generate a uniform random number r_j on the interval $\{0,1\}$. Sort the items in ascending order by $\frac{r_j}{p_j}$. Sequentially select items, summing the number of items in the set. Stop the selection of field-test items once $FTNMin \leq m \leq FTNMax = \sum_{j=0} K_j$.

Next, each item is assigned to a position on the test. To do so, select a starting position within
$f - FTMax - FTMin$ positions from $FTMin$, where $FTMax$ is the maximum allowable position for field-test items and $FTMin$ is the minimum allowable position for field-test items. $FTNMin$ and $FTNMax$ refer to the minimum and maximum number of field-test items, respectively. Distribute the items evenly within these positions.

3. ITEM SELECTION

Exhibit D summarizes the item selection process. If the item position has been designated for a field-test item, administer that item. Otherwise, the adaptive algorithm kicks in.

Exhibit D. Summary of Item Selection Process



This approach is a “content first” approach designed to optimize match to blueprint. An alternative, “information first” approach, is possible. Under an information first approach, all items within a specified information range would be selected as the first set of candidates, and subsequent selection within that set would be based, in part, on content considerations. The engine is being designed so that future development could build such an algorithm using many of the calculations already available.

3.1 Trimming The Custom Item Pool

At each item selection, the active item pool is modified in four steps:

1. The custom item pool is intersected with the active item pool, resulting in a custom active item pool.
2. Items already administered on this test are removed from the custom active item pool.
3. Items that have been administered on prior tests are tentatively removed (see Section 3.2, Recycling Algorithm).
4. Items that measure content that has already exceeded a strict maximum are tentatively removed from the pool, removing entire sets containing items that meet this criterion.

3.2 Recycling Algorithm

When students are offered multiple opportunities to test, or when prior tests have been started and invalidated, students will have seen some of the items in the pool. The trimming of the item pool eliminates these items from the pool. It is possible that in such situations, the pool may no longer contain enough items to meet the blueprint.

Hence, items that have been seen on previous administrations may be returned to the pool. If there are not enough items remaining in the pool, the algorithm will recycle items (or item groups) with the required characteristic that is found in insufficient numbers. Working from the least recently administered group, items (or item groups) are reintroduced into the pool until the number of items with the required characteristics meets the minimum requirement. When item groups are recycled, the entire group is recycled rather than an individual item. Items administered on the current test are never recycled.

3.3 ADAPTIVE ITEM SELECTION

Selection of items will follow a common logic, whether the selection is for a single item or an item group. Item selection will proceed in the following three steps:

1. Select Candidate Set 1 (*cset1*).
    a. Calculate the content value of each item or item group.

b. Sort the item groups in descending order of content value.

c. Select the top *cset1size*, a user-supplied value that may vary by test.

2. Select Candidate Set 2 (*cset2*).

   a. Calculate the information values for each item group in *cset1*.

   b. Calculate the overall value of each item group in *cset1* as defined in Equation (1).

   c. Sort *cset2* in descending order of value.

   d. Select the top *cset2size* item groups, where *cset2size* is a user-supplied value that may vary by test.

3. Select the item or item group to be administered.

   a. Select randomly from *cset2* with uniform probability.

Note that a "pure adaptive" test, without regard to content constraints, can be achieved by setting *cset1size* to the size of the item pool and w_2, the weight associated with meeting content constraints in Equation (1), to zero. Similarly, linear on-the-fly tests can be constructed by setting w_0 and w_1 to zero.

3.4 Selection of The Initial Item

Selection of the initial item can affect item exposure. At the start of the test, all tests have no content already administered, so the items and item groups have the same content value for all examinees. In general, it is a good idea to spread the initial item selection over a wider range of content values. Therefore, we define an additional user-settable value, *cset1initialsize*, which is the size of Candidate Set 1 on the first K items only, where K is the number of reporting categories. Similarly, we define *cset2initialisize*.

3.5 Exposure Control

This algorithm uses randomization to control exposure and offers several parameters that can be adjusted to control the tradeoff between optimal item allocation and exposure control. The primary mechanism for controlling exposure is the random selection from $CSET2$, the set of items or item groups that best meet the content and information criteria. These represent the "top k" items, where k can be set. Larger values of k provide more exposure control at the expense of optional selection.

In addition to this mechanism, we avoid a bias toward items with higher measurement precision by treating all items as though they measured with equal precision by ignoring variation in the slope parameter. This has the effect of randomizing over items with differing slope parameters. Without this step, it would be necessary to have other *post hoc* explicit controls to avoid the overexposure of items with higher slope parameters, an

approach that could lead to different test characteristics over the course of the testing window.

4. TERMINATION

The algorithm will have configurable termination conditions. These may include

- administering a minimum number of items in each reporting category and overall;
- achieving a target level of precision on the overall test score;
- achieving a target level of precision on all reporting categories; and
- achieving a score insufficiently distant from a specified score with sufficient precision (e.g., less than two standard errors below proficient). Cambium Assessment, Inc (CAI) envisions this being used in conjunction with other termination conditions to allow very high or very low achieving students to continue on to a segment that contains items from adjacent grades but barring other students from those segments.

We will define four user-defined flags indicating whether each of these is to be considered in the termination conditions (*TermCount*, *TermOverall*, *TermReporting*, *TermTooClose*). A fifth user-supplied value will indicate whether these are taken in conjunction or if satisfaction of any one of them will suffice (*TermAnd*). Reaching the minimum number of items is always a necessary condition for termination.

In addition, two conditions will each individually and independently cause termination of the test:

1. Administering the maximum number of items specified in the blueprint
2. Having no items in the pool left to administer

APPENDIX 1. DEFINITIONS OF USER-SETTABLE PARAMETERS

This appendix summarizes the user-settable parameters in the adaptive algorithm.

Parameter Name	Description	Entity Referred to by Subscript Index
w_0	Priority weight associated with overall information	N/A
w_1	Priority weight associated with reporting category information	N/A
w_2	Priority weight associated with match to blueprint	N/A
q_k	Priority weight associated with a specific reporting category	reporting categories
p_r	Priority weight associated with a feature specified in the blueprint (These inputs appear as a component of the blueprint.)	features specified in the blueprint
a	Parameter of the function $h(.)$ that controls the overall information weight when the information target has not yet been hit	N/A
b	Parameter of the function $h(.)$ that controls the overall information weight after the information target has been hit	N/A
c_k	Parameter of the function $h(.)$ that controls the information weight when the information target has not yet been hit for reporting category k	reporting categories
d_k	Parameter of the function $h(.)$ that controls the information weight after the information target has been hit for reporting category k	reporting categories
cset1size	Size of candidate pool based on contribution to blueprint match	N/A
cset1initialsize	Size of candidate pool based on contribution to blueprint match for the first K items or item sets selected	N/A
cset2size	Size of final candidate pool from which to select randomly	N/A
cset2initialsize	Size of candidate pool based on contribution to blueprint match and information for the first item or item set selected	
t_0	Target information for the overall test	N/A
t_k	Target information for reporting categories	reporting categories
startTheta	A default starting value if no other information is available	N/A
startPrevious	An indication of whether previous scores on the same test should be used, if available	N/A
startOther	The test ID of another test that can supply a starting value, along with startOtherSlope	N/A

Parameter Name	Description	Entity Referred to by Subscript Index
startOtherSlope	Slope parameter to adjust the scale of the value to transform it to the scale of the target test	N/A
startOtherInt	Intercept parameter to adjust the scale of the value to transform it to the scale of the target test	N/A
$FTMin$	Minimum position in which field-test items are allowed	N/A
$FTMax$	Maximum position in which field-test items are allowed	N/A
$FTNMin$	Target minimum number of field-test items	N/A
$FTNMax$	Target maximum number of field-test items	N/A
a_j	Weight adjustment for individual embedded field-test items used to increase or decrease their probability of selection	field-test items
AdaptiveCut	The overall score cutscore, usually proficiency, used in consideration of *TermTooClose*	
TooCloseSEs	The number of standard errors below which the difference is considered “too close” to the adaptive cut to proceed. In general, this will signal proceeding to a final segment that contains off-grade items.	
TermOverall	Flag indicating whether to use the overall information target as a termination criterion	N/A
TermReporting	Flag to indicate whether to use reporting category information target as a termination criterion	N/A
TermCount	Flag to indicate whether to use minimum test size as a termination condition	N/A
TermTooClose	Terminate if you are not sufficiently distant from the specified adaptive cut	
TermAnd	Flag to indicate whether the other termination conditions are to be taken separately or conjunctively	N/A

APPENDIX 2. SUPPORTING DATA STRUCTURES

Cambium Assessment, Inc (CAI) Cautions and Caveats

- Use of standard error termination conditions will likely cause inconsistencies between the blueprint content specifications, and the information criteria will cause unpredictable results, likely leading to failures to meet blueprint requirements.
- The field-test positioning algorithm outlined here is very simple and will lead to deterministic placement of field-test items.

ADDENDUM. ADJUSTMENTS TO THE USE OF ITEM CLUSTERS

Cambium Assessment (CAI) adjusted the adaptive algorithm to the use of item clusters as follows:

- Using marginal maximum likelihood estimator (MMLE) to update proficiency estimates, marginalizing out cluster effects.
- Normalizing the information by the number of assertions within an item, to avoid over-selection of item clusters and stand-alone items with more assertions.

Appendix 4B

Simulation Summary Report

IREAD

School Year 2024-2025 Simulation Summary Report

August 22, 2024

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Introduction

This document describes the results of the simulated test administrations used to configure and evaluate the adequacy of the item selection algorithm used to administer the IREAD 2024-2025 assessments. The purpose of the simulations is to configure the adaptive algorithm to optimize item selection to meet blueprint specifications while targeting test information to student ability. When the adaptive algorithm is optimized, the observed score is measured more precisely than would otherwise be possible in a fixed-form environment, especially for high and low performing students. Consequently, the test administrations (forms) generated by the adaptive algorithm will not and should not be statistically parallel. Nevertheless, scores from the assessment should be comparable, and each test form should measure the same content, albeit with a different set of test items.

Please note this report presents simulation results separately for IREAD grade 2 and grade 3.

Testing Plan

The IREAD assessment was constructed to measure foundational reading standards through grade 3. In 2014, the new Indiana Academic Standards (IAS) in English/Language Arts (ELA) were adopted for IREAD. IREAD assessments do not measure all the IAS for ELA, but rather the standards most relevant to foundational reading proficiency.

The testing plan begins by generating a sample of examinees from a Normal (μ,σ) distribution for each grade. The parameters for the normal distribution are typically based on operational test scores obtained from previous administration. The values given in Table 1 are based on Spring 2024 test administration.

Table 1: Mean and Standard Deviation

Grade	Mean Theta	Standard Deviation of Theta
2	-1.27	1.26
3	-.61	1.27

Statistical Summaries

Some of the tables in this document provide statistical summaries of the data by grade. The statistics computed include the statistical bias of the estimated theta parameter; mean squared error (MSE); significance of the bias; average standard error of the

estimated theta; the standard error at the 5th, 25th, 75th, and 95th percentiles; and the percentage of students falling inside the 95% and 99% confidence intervals. Computational details of each statistic are provided below.

Statistical bias refers to whether test scores systematically underestimate or overestimate the student's true ability and is distinguished from differential item functioning analyses which are used to detect "bias" or unfairness in the performance of test items across subgroups.

$$bias = \frac{1}{N}\sum_{i=1}^{N}\left(\theta - \hat{\theta}\right)$$

$$MSE = \frac{1}{N}\sum_{i=1}^{N}\left(\theta - \hat{\theta}\right)^2$$

where θ is the true score and $\hat{\theta}$ is the observed score. For the variance of the bias, we use a first-order Taylor series of the bias equation as:

$$var(bias) = \sigma^2 * g'\left(\hat{\theta}\right)^2 = \frac{1}{N(N-1)}\sum_{i=1}^{N}\left(\theta - \bar{\hat{\theta}}\right)^2$$

Significance of the bias is then tested as:

$$z = \frac{bias}{\sqrt{var(bias)}}$$

A *p*-value for the significance of the bias is reported from this z test.

The average standard error is computed as:

$$mean(se) = \sqrt{\frac{1}{N}\sum_{i=1}^{N} se_i^2}$$

where se_i is the standard error of the estimated θ for individual i.

To determine the number of students falling outside the 95% and 99% confidence interval coverage, a t-test is performed as follows:

$$t = \frac{\theta_i - \hat{\theta}_i}{se(\hat{\theta}_i)}$$

Where $\hat{\theta}$ is the ability estimate for individual i and θ is the true score for individual i. The percentage of students falling outside the coverage is determined by comparing the absolute value of the *t*-statistic to a critical value of 1.96 for the 95% coverage and to 2.58 for the 99% coverage.

Test Blueprints and Affinity Groups

The adaptive item selection algorithm must administer each student a test that adheres to the content requirements described in the IREAD blueprints, ensuring a comparable and sufficient coverage of the content of the Indiana Academic Standards (IAS).

In addition to content constraints, tests have constraints associated with affinity groups. Affinity groups define additional characteristics of a test that further constrain the test assembly algorithm. For example, constraints were also imposed to limit the type of passages administered, as well as the number of items per passage type by using affinity groups. For example, the affinity group Literature constrains each student to a minimum of 4 items being administered in the first reading comprehension segment of the test.

The tables in Appendix A provide a detailed summary of the blueprint configuration used in the CAT section simulations, including the reporting category or strand constraints, standard (content level) constraints, and affinity group constraints. The tables include the minimum and maximum items to be delivered for a given content area or affinity group, as well as whether a strict maximum was imposed, indicating that the constraint is required to be met exactly (TRUE = imposition of a strict maximum).

It is important to note that the min and max ranges for the simulation blueprint may be set differently from the min and max ranges in the published blueprint. In some cases, either the min or max was changed to help constrain the algorithm so that the desired test is delivered.

Factors Affecting Simulation Results

There are a number of factors that may influence simulation results for an adaptive test administration. These include:

1. The proportional relationship between the pool and the constraints to be met. Proportionally distributed pools tend to make better use of the pool (i.e., more uniform item exposure) and make it easier to meet blueprint and other constraints.

2. The correlational structure between constraints. It is easier to satisfy a constraint if there are instances of the constraint at all levels of another constraint. For example, if items associated with a feature constraint are only associated with a specific standard, it may be difficult to meet both the desired distribution of content and the desired distribution of items associated with feature constraint.

3. Whether or not there is a "strict maximum" on a given constraint, meaning that the requirement must be met exactly in each test administration. Note that for all IREAD adaptive assessments all requirements are a strict max (e.g., strand, standard, and affinity groups).

Results of Simulated Test Administrations

Simulations were evaluated for both grades using 5,000 simulated cases. This section describes the item selection algorithm with respect to:

- The degree to which student tests comply with all blueprint specifications,
- the range of content expected to be administered to each given student,
- the precision of resulting student ability estimates,
- and exposure of items within the bank.

Blueprint Match

Summaries of the item pool and simulation configurations are presented in Table 2. The table shows the grade, CAT test length, operational pool size, and components where strict maximums were imposed.

Table 2: Simulation Pool Size and Configuration Summary

Grade	CAT Test Length	Operational Pool Size	Strict Ranges Imposed
2	36-39	152	Strand, Standard, Passage Type
3	36-39	152	Strand, Standard, Passage Type

For both grade level simulations 100% of simulated students met strand, standard, and affinity group blueprint requirements.

Summary of Statistical Analyses

Each simulated record includes a true score and an ability estimate based on the adaptive test administration. Table shows the correlations between the true score and estimated ability for each of the IREAD assessments. As the table shows, correlations between estimated ability and true score are nearly one and both are above 0.90, indicating that the adaptive test administrations reliably estimate student ability.

Table 3: Correlations between True Score and Estimated Ability

Grade	Correlation
2	0.962
3	0.959

Table presents the mean of the biases (the average of the biases of the estimated abilities across all students), the standard error of the mean bias, the p-value for the significance of the estimated bias reported from the *z*-test, mean square error (MSE) of the estimated theta, and the percentage of students falling inside of the 95% and 99% intervals by subject and grade. In both cases, the mean bias of the estimated abilities is very small, providing further evidence that the true score is adequately recovered in the observed score. Appendix C presents the plot of biases for each of the assessments.

Table 4: Bias of the Estimated Abilities by Grade

Grade	Mean of the Biases	SE of the Biases	P-value for the T-Test	MSE	Inside 95% Interval	Inside 99% Interval
2	-0.004	0.005	0.444	0.129	95.82	98.88
3	-0.036	0.005	0.000	0.144	95.86	99.18

Table shows the mean standard errors of the ability estimate across the 5,000 simulated test administrations, as well as the standard error across the ability distribution. As the table indicates, in both tests, the standard error is relatively lower through much of the range of the ability distribution, increasing somewhat toward the higher end of the ability spectrum. Since the difficulty of the item pools is generally less than the ability of student population at the higher end of the distribution, there is less precision in the measurement

of these students. The graphs in Appendix B provide the standard error across estimated theta range for both grades.

Table 5: Standard Errors of the Estimated Abilities by Grade

Grade	Average SE	SE at 5 Percentile	SE at Bottom Quartile	SE at Top Quartile	SE at 95 Percentile
2	0.363	0.227	0.245	0.393	0.841
3	0.406	0.228	0.248	0.451	1.020

The summary statistics of the estimated abilities show that the item selection algorithm is generally choosing items that are conditional on each examinee's ability, where available. This is limited in the case of passage-based test by selection of item groups for passages and other stimulus-based items. The examinee ability estimates generated on the basis of the items chosen almost always recovers the true score. In other words, given that we know the true score for each examinee in a simulation, these data show that the true score is almost always recovered—an indication that the algorithm is working as expected for a computer-adaptive test.

Global Item Exposure

The simulator output also reports the degree to which the constraints set forth in the blueprints may yield greater exposure of items to students. This is reported by examining the percentage of test administrations in which an item appears. For instance, in a fixed paper form, 100% of the items appear on 100% of the test administrations because every examinee sees the same items. In an adaptive test with a sufficiently large item pool, we would expect that most of the items would appear on only a relatively small percentage of the test administrations. When this condition holds, it suggests that test administrations between students are more or less unique. Therefore, we calculated the item exposure rate for each item across by dividing the total number of test administrations in which an item appears by the total number of tests administered. Then we report the distribution of the item exposure rate (r) in six bins. The bins are r=0% (unused), 0%<r<=20%, 20%<r<=40%, 40%<r<=60%, 60%<r<=80% and 80%<r<=100%. If global item exposure is minimal, we would expect the largest proportion of items to appear in the 0%<r<=20% bin, an indication that most of the items appear on a very small percentage of the test forms.

Table presents the percentage of items that fall into each exposure bin for both grades. As expected, most test items are administered, and they are administered in 20% or fewer test administrations.

To further investigate the item usage across testers, Appendix D presents the number of unique items administered by item position for simulated examinees.

Appendix E contains additional ways to view item exposure. Tables outline the number of items that account for several levels of total item exposure. Pareto plots are used as a visual representation.

Table 6: Operational Item Exposure Rates by Grade

Grade	Total # Items	Unused	0%<r<= 20%	20%<r<= 40%	40%<r<= 60%	60%<r<= 80%	80%<r<= 100%
2	152	0	56.58	21.05	18.42	3.95	0
3	152	0	51.97	23.03	19.74	5.26	0

Summary

Overall, the simulation results show that students will be delivered tests that meet blueprint elements for content domains and strands across tests.

Results also show that a range of items are administered across each item position, and the overall item exposure indicates few items are overexposed.

Appendix 4C
Item Writer Training Materials

CAI INTERNAL REVIEW PROCESSES

AN OVERVIEW

Updated April 2023

Goals

By the end of this training, the participant will be able to:

a. Summarize typical internal review levels leading to client delivery

b. Describe the purpose of each review level

c. Identify project-specific differences

Typical ITS Template Lane Levels and Their Aliases



1. Writer – *not submit*
2. Preliminary Review – *group review; prelim*
3. Content Review 1 – *CR1; content*
4. Editorial Review 1 - *edit*
5. Senior Content Review 2 – *senior; CR2*
6. Batch

Review Terminology

Outcome Buttons for Most Reviews

- Accept as Appears (AA) – use when item is perfect as is
- Accept as Revised (AR) – use when you've made edits to an item OR when an item has been sent back to you for re-review
- Pend – use to save comments but keep the item where it is
- Revise and Resubmit (RR) - use when sending an item back to a prior review level for edits

Outcome Buttons Used Sparingly

- Reject – give a specific reason for rejection; usually a team decision
- Archive – give a specific reason for archiving

Internal Content Reviews

Writer

At this level, the item writer composes a new item.

Before hitting submit:

- Review any notes for the item attached to your assignment
- Review the specifications to ensure alignment and content limit match
- Review IDP to ensure that your set contains all requested item types
- Review style guide and bank for item type and layout match
- Check rationale, scoring, and assertions

Group Review (GR) –Roles



- **Writer** – plants the seed; fly on the wall at review
  - » *Listens; takes feedback and applies to future assignments; occasionally adds context*
- **Preliminary Reviewer** – cultivates and prunes growing plant
  - » *Takes notes; makes edits after GR*
- **Content Reviewer** – polishes flower
  - » *Provides input based on experience and project knowledge*
- **Senior Reviewer** – admires flower
  - » *Leads group. Projects items; leads discussion; directs attention to project parameters and best practices*
- **Specialty Reviewer** – provides plant food as needed
  - » *Participates to give expertise in a specific area (i.e., special education expert for alternative assessment projects)*

Group Review - Preparation

- Read all items and stimuli
- Review all attributes, alignments, scoring, and assertions/rationales
- Be prepared to give constructive feedback
- Prepare suggestions when needed

Group Review - Process

Item Review Will Include	A review of item content
	A review of associated stimuli and across sets (where applicable)
	A check of attributes
	A verification of alignment
	A verification of key, rationale, and scoring assertion

Group Review – Follow-up

After the Group Review, the Preliminary Reviewer

- Makes discussed edits
- Reviews items (*see next slide*)
- Records edits in review panel
- Uploads group review notes

Preliminary Review

The purpose of a preliminary review is to edit an item to the extent that the next reviewer, usually by a mid-level content expert, is checking work for consistency, accuracy, and accessibility. This review often takes place in conjunction with a group review.

Review and **update:**

- Option wording for precision, concision, sense, logic, and flow
- Option plausibility and accuracy
- Judgement-based/evaluative attributes (ex. DOK)
- Parallelism across options
- Interaction of items within a set (in stimulus-based passages)
- Rationale text
- Adherence to item specifications
- Item alignment
- Scoring (assertions, HRRs, exemplars)
- Other technical settings

Sample Review Comment: *Updated options for clarity. Checked attributes and updated DOK. Verified consistency across set. Verified alignment. Edited SA to match standard. Accept as Revised.*

Content Review

The purpose of a content review is to do an individual deep dive into the item, checking all features. Items should be compared to specifications, attributes, and general project-specific information.

An individual deep dive into the item. This includes:

a. Typical content things (alignment, wording, key, scoring, etc.)
b. Subject-specific content analysis
c. Comparison to item specs and other project-specific criteria
d. Attributes
e. General project specific information

Sample Review Comment: *Verified alignment, key. Compared to item specs and project notes. Updated graphic attribute to 'yes'. Accept as Revised.*

Editorial Review

- Only one of our editors should review items at this level. No test developer should review/promote items out of this level.

- Editors review items and stimuli
  a. Against the project-specific style guide
  b. For grammar, punctuation, and sentence structure
  c. For fairness concerns

Senior Review

The purpose of a senior review should be a final once-over. Edits suggested by editors should be reviewed. Items in need of substantial editing should be returned to content review.

- Brief check to ensure nothing was missed at content review
- Confirm alignment by reviewing standards, specs, item content
- Small edits can be made
- Larger edits should be returned to and made by the content reviewer with clear comments on what should be fixed and why
- Editorial Review comments should be checked for any notes

Sample Review Comment: *Revisions to content needed to more closely align to standard. Update stem; revise options to two words. Revise and Resubmit.*

Batch Review

The purpose of a batch review is to confirm attributes, formatting, and adherence to client preferences. Any concerns should be discussed with the senior reviewer.

- A check by project staff (e.g., grade band lead, content lead) of attributes, formatting, client preferences, etc., before delivery to client.
- **Not** intended to be another content review.
- Concerns about the substantive content of an item should be brought to the senior reviewer before changes are made

EXAMPLE: Checked attributes, formatting, alignment, keying, associations. Ready for client review. Accept as Appears.

Final Notes

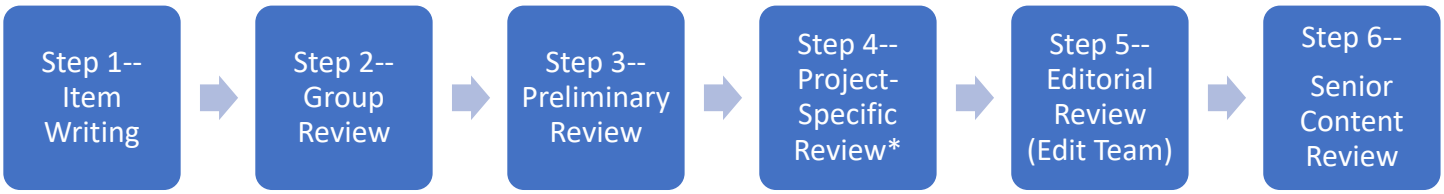
- At no point should the same reviewer conduct two levels of review (batch is sometimes an exception).
- All reviewers are responsible for reviewing for Language Accessibility Bias and Sensitivity (LABS) concerns.
- Clicking the “Accept” button means you have confirmed and approved the previously-described elements in specific items (and across a group of items, if applicable).



Appendix 4D
Item Review Checklist

ELA Item Development Process and Checklists

Revised Spring 2024



Item Writing—ELA

Step 1 in the Item Development Process

Metric: Stim-based: 1.2 hours/item; Discrete: 2.3 hours (this includes item entry and scoring)

Vendor Feedback: audit review only—20 mins total for full set. Only egregious issues noted.

Item writing is one of two foundational steps in the ELA item writing process, (the other is passage development). The expectation is that items produced at this stage meet all project specifications, technical quality guidelines, are free from bias and sensitivity concerns, tightly align to the standard, and meet all aspects of the IDP. The goal is to have items that are client-ready, meaning there is no need for additional revisions. Items requiring significant revisions or replacements, including changing the item type, will be returned to the item writer after group review.

Before you begin writing:

1. Check your assignment details in Fancy
2. Review the IDP
3. Review any project-specific notes/requirements
4. Review passage map for ideas/inspiration and client-specific requests
5. Review Learning Progressions for your target grade (K-3)

As you write an item, be sure to ask these fundamental questions:

Content Focus

- ☐ Does the item fully align?
- ☐ Does the item reflect accurate content? (Is it really mood? Or is it tone? Is that a theme? Is that voice? Is that really a society item?)
- ☐ Is there a clear correct response/clear correct responses?
- ☐ Are any distractors defensible?
- ☐ Are distractors plausible, attractive to a student who has not quite mastered the skill, but clearly incorrect?
- ☐ Is the targeted DOK correct?
- ☐ Does the item require any sort of background knowledge?
- ☐ Is the item free from bias or sensitivity concerns?
- ☐ If item requires use of context to determine meaning of word, is there sufficient context?
- ☐ Is this item worth asking/begging to be asked?

Technical Focus

- ☐ Is the item grade appropriate in language and context?
- ☐ Is the linguistic complexity of the item appropriate to the grade?
- ☐ Is the reading load appropriate? Or is more than what is needed?
- ☐ Are there any outliers?
- ☐ Is there clueing/clanging (between stem and answer choices)?
- ☐ Is there clueing/clanging within the set?

Style/ITS Focus

- ☐ Does item meet project style specifications?
- ☐ Emphasis words emphasized correctly?
- ☐ Straight quotes used?
- ☐ Free from grammar and/or mechanical errors?
- ☐ No misspellings
- ☐ Has scoring been added to the Grub, as appropriate?
- ☐ Is scoring functional?
- ☐ Does the item need a “max select”?
- ☐ Are attributes complete and accurate?
- ☐ Correct standards selected?
- ☐ Correct tutorial added?
- ☐ Rationales correctly aligned to options? Are they complete, sensical, and accurate?
- ☐ Assertions added and in correct style?
- ☐ Exemplars complete?
- ☐ Is HVR script added and accurate?
- ☐ Is stem used appropriately or does it and the HVR script interfere with the construct?

Passage Set Considerations

- ☐ Does the set meet the IDP?
- ☐ Does the set meet the difficulty/DOK/Learning Progression distribution requirements?
- ☐ Does the set meet the paired passages shared item number threshold?
- ☐ Does the set meet the item type distribution requirement?

Item Group Review--ELA

Step 2 in the Item Development Process

Metrics: 2.5 mins per item for prep; 2.5 mins per item for time in group review

The purpose of a group review is to review newly written items for clarity, consistency, accuracy, and flow. The group typically consists of the ***item writer****,* ***preliminary reviewer****, a* ***senior reviewer****, and occasionally a specialty reviewer, like Special Ed.*

Note that not all item sets will move through a group review (vendor sets, for example); in those instances, the Preliminary Review is conducted individually.

Preparation

Before the group review:

Read all items and stimuli

Review all attributes, alignments, scoring, and assertions/rationales

Be prepared to identify and share revisions you feel are necessary to move an item forward

Sr. Reviewers will identify the most problematic items that need to be discussed as a group and should prepare accordingly.

You will be allocated 2.5 mins an item for this prep work.

Process

Item Review Will Include:

A review of all items that contain egregious and/or fatal flaws.

The group will brainstorm potential solutions

Not all items will be reviewed (only those that are the most problematic)

Group reviews will be no longer than 25 mins max. In some cases, group reviews will not take the full 25 mins.

Texas Pairs will be no longer than 1 hour.

Follow-Up

After the Group Review:

Item Writers will write replacement items.

Item Writers will make substantial edits to items per group discussion.

Preliminary Reviewer makes all other discussed edits

Preliminary Reviewer reviews items using checklist and records *specific* edits in review panel

Sr. Reviewer posts summary report spreadsheet used for GR with revision notes, citing person responsible for edits in "Person Responsible" column

Preliminary Item Content Review—ELA

Step 3 in the Item Development Process

Metric: Stim-based: 15 mins/item for internal items, 30 mins/items for vendor items; 45 mins/item for discrete.

The Preliminary Content Review is a gate-keeper content review level. Edits and replacements suggested during group review should be implemented. Any major revisions or replacements that the Senior Reviewer deems necessary during their review at CR2 will return to the PR reviewer before client delivery.

- ☐ Does the item align with the standard?
- ☐ Is the language in the item simple, clear and concise? Are all words and contexts appropriate for the grade level?
- ☐ Is the depth of knowledge level appropriate?
- ☐ Is the key(s) the only correct answer? Is the item scoring properly?
- ☐ Are culls in order of passage appearance?
- ☐ Are options ordered in alpha order (one word options) or short-to-long (non-culled options)?
- ☐ Is art of high quality and appropriate style for intended grade?
- ☐ Is the item free from any clueing or clanging within the item/set?
- ☐ Does the Human Readable Rubric (HRR) identify the item's assertions and examples for how student responses will get credit?
- ☐ Do the item assertions each represent a correct student response with the specific aspect of the standard being measured? Does this follow project-specific style?
- ☐ Does the item have at least one exemplar for each score point? Are they named in a way that describes the response (not 'correct' or 'incorrect')? If there's an interesting response you try that's not in the exemplars, add it.
- ☐ If applicable, are the distractors plausible and parallel? Do the rationales address common student misconceptions?
- ☐ Is the layout in web preview grade-level appropriate and reduces scrolling?
- ☐ Is the item format the most appropriate/accessible?
- ☐ Has the placeholder item been rejected?
- ☐ Does the item description match the item?
- ☐ Has the item been associated to the correct stim, as appropriate?
- ☐ Does the item comply with the project's item specs?
- ☐ Does the item comply with any client specific requests for this round of development?

Project-Specific Item Review—ELA

*Step 4 in the Item Development Process**

Metric: 25 mins for the entire batch (not per item)

This review will happen <u>after</u> Preliminary Review and <u>before</u> Edit. The purpose of this review is to ensure that all project-specific requirements for style, IDP, etc., are present. It is NOT a content review. Whenever possible, this review will be conducted by the GBL and/or the Content Lead of the project. ****This step only applies to FL, TX, OH, IN, and UT. CR1 is eliminated for all other projects.***

1. **Check Metadata/Attributes and IDP**

    - Generate a summary report out of ITS.
    - Confirm the following:
        - IDP is met
        - All stim/item associations are present
        - Every item is aligned to the correct standard and CSR version (if applicable).
        - Grade level attribute is correct
        - DOK is correct
        - FT Mark-up is correct

2. **Cold Read each Item and Check item names**
    - Look at the name of each item in ITS and make sure it is consistent with the name of the stimulus and across the set.
    - You are not reviewing for content, but to check quickly for any egregious errors
    - Are all project-specific styles adhered to?

3. **Item Scores Correctly**

    - Answer each question and verify that the correct response gets full credit (change partial credit combinations as well if applicable).
    - Read the scoring assertion to make sure that the key language (first half) and standard language (second half) are correct.
        - Confirm that rationale meets project style

NOTE: use a summary table to complete the majority of the review. Focus your review on project-specific attributes.

Please do not make any content changes at this stage (remembering that this is not a content review) without first consulting with the Senior Reviewer.

Senior Content Item Review—ELA

Step 6 in the Item Development Process

<u>Metric: 25 minutes per item</u>

*The Senior Content Review is the **FINAL** gate-keeper level before client delivery. It is the final content review prior to client delivery. Edits suggested by editors should be reviewed. Items in need of substantial editing should be returned to preliminary review.*

- ☐ Does the web-preview of the item (including any graphics) appear correctly?
- ☐ Is the item factually correct?
- ☐ Does the item align to the correct level and standard?
- ☐ Is the language of the stem (and options) simple, clear and concise with words appropriate for the grade level?
- ☐ Is the context plausible and right for the grade level?
- ☐ Is the depth of knowledge level/complexity level appropriate?
- ☐ Is the key the only correct answer?
- ☐ Are the distractors plausible? Do they represent common misconceptions?
- ☐ If culls have been used, do they meet guidelines related to over-use?
- ☐ Is the item scoring correctly?
- ☐ Are all exemplars, rationales, and HRRs complete and present?
- ☐ Are all required attributes complete?
- ☐ Are the graphics simple and uncluttered?
- ☐ Have the review history notes been checked?
- ☐ Have Edit's recommend revisions been reviewed/applied, as appropriate?
- ☐ Has the style guide been followed? Does any/all boilerplate meet project- and item-specific requirements?
- ☐ Have you run a summary report to check that the set meets IDP and that all project-specific attributes have been completed?
- ☐ Have you consulted any project-specific checklists?

Appendix 4E
Field Test Item Parameters

Table 1: Field Test Item p-Value Five-Point Summary and Range: ELA

Grade	Total EFT Items	Min	5th Percentile	25th Percentile	50th Percentile	75th Percentile	95th Percentile	Max
3	130	0.27	0.35	0.53	0.62	0.73	0.86	0.88

Table 2: Field Test Item Parameter Five-Point Summary and Range: ELA

Grade	Parameter	Min	5th Percentile	25th Percentile	50th Percentile	75th Percentile	95th Percentile	Max
3	a	0.28	0.39	0.65	0.85	1.03	1.40	1.61
	b	-2.22	-1.80	-1.14	-0.61	0.03	1.30	2.91
	c	0.03	0.05	0.09	0.14	0.20	0.28	0.35

Appendix 4F

Field Test Item Differential Item Functioning (DIF)

Table 1: Number of Field Test Items by DIF Category

Grade	DIF Groups	DIF Category		
		A	B	C
3	Female/Male	126	3	1
	African-American/White	125	5	--
	Asian/White*	--	--	--
	Hispanic/White	120	8	2
	Native American/White*	--	--	--
	SPED/Not SPED	100	20	10
	LEP/Non-LEP	118	8	4
	SES/Not-SES	130	--	--

*DIF Statistics are not reported for groups with a sample size of less than 200.

Appendix 5A
IREAD Test Administrator's Manual

IREAD

Assessing Student Readiness

2024–2025

SPRING AND SUMMER

TEST ADMINISTRATOR'S MANUAL

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

Indiana User Support

Indiana Assessment 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. CT) year-round.

Indiana Assessment Help Desk

Toll-Free Phone: 866-298-4256

Email: **indianahelpdesk@cambiumassessment.com**

Chat: **indiana.portal.cambiumast.com/contact.html**

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 Indiana Assessment 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 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 Indiana Assessment 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 at 317-232-9050 or **INassessments@doe.in.gov** for inquiries regarding policy issues, testing irregularities, test security concerns, and assessment program information.

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Chapter 1: General Information

This Test Administrator's Manual (TAM) assists Test Administrators (TAs), Corporation Test Coordinators (CTCs), Non-Public School Test Coordinators (NPSTCs), and School Test Coordinators (STCs) in overseeing the administration of IREAD-3 assessments. This resource describes preparation activities, highlights important dates, and outlines important policies and procedures.

Overview of the IREAD-3 Assessment

The purpose of the Indiana Reading Evaluation and Determination *(IREAD-3)* assessment is to measure foundational reading skills through grade 3. IREAD-3 is an online, multiple-choice, summative assessment made up of three unique segments designed to measure if students have mastered foundational reading skills based on the Indiana Academic Standards through grade 3. The IREAD-3 assessment is an untimed computer-adaptive test which is designed to focus precision at the center of the scale near the cut score.

IREAD-3 provides the reading indicator required by Indiana Code 20-32-8.5-2 and may impact the promotion of current grade 3 students to grade 4 via the State Board of Education IREAD-3 policy. New for the 2024–2025 school year, grade 2 students who do not pass IREAD-3 during the spring administration are eligible to participate in the IREAD-3 summer retest administration. Visit IDOE's webpage for additional information **https://www.in.gov/doe/students/assessment/iread-3/**).

Phonics Items in Segment 1

IREAD-3 Segment 1 contains items that measure phonics skills. Phonics items are read to students via the Test Delivery System (TDS) by a pre-recorded human voice recording (HVR). Students see a "play" option along with their answer choices on the screen. The Visual Human Reader (VHR) designed feature provides students with a video of the human reader so that students can see the human forming the word. Students play the audio or video clip by selecting the "play" button on the clip. Clips will automatically appear on the screen as part of the item. For more information on these features, see page 17.

TAs administering the paper-and-pencil operational test will read aloud the phonics questions to all students using the *Secure Segment 1 Script*. CTCs and STCs must ensure any TA administering the paper-and-pencil operational test has a copy of the *Secure Segment 1 Script* on the day of Segment 1 administration. Students taking the paper-and-pencil operational test will only see answer options in their paper test book for Segment 1.

Additional Instructions for Hard-of-Hearing Students

For students utilizing the hard-of-hearing (HoH) accommodation, phonics questions will be omitted from the IREAD-3 assessment when testing online. Students testing paper-and-pencil will be instructed to skip the phonics sections. Though HoH students will not participate in the phonics items within Segment 1, **they must participate in the remaining items in Segment 1 to receive a score.** TAs administering Segment 1 to students with the HoH accommodation must review the instructions for HoH testing on pages 19–20 in this TAM and should pay close attention to the HoH accommodations embedded in the scripted directions for administration.

Student Participation and Test Structure

The chart below shows which students should participate in the spring IREAD-3 administration. School personnel must follow state policies regarding student participation. Beginning in the 2024–2025 school year, all grade 2 students must participate in the IREAD-3 spring assessment window.

Spring IREAD-3	
Student Population	**Participate?**
Grade 2 students	Yes
Grade 3 students participating in ILEARN	Yes
Grade 4 or 5 students who: • Did not receive a passing score on IREAD-3 in the most recent spring or summer retest administration (e.g., Did Not Pass, Undetermined) and were not granted a Good Cause Exemption; or • Were enrolled in grade 3 at an accredited Indiana school but did not participate in IREAD-3.	Yes
Grade 3 students who received a passing score in grade 2	No
Grade 3 students participating in I AM	No
Grade 4 or 5 students who were granted Good Cause Exemptions	No

The chart below shows which students should participate in the IREAD-3 summer retest administration.

Summer IREAD-3	
Student Population	**Participate?**
Grade 2 students	May*
Grade 3 students who: • Did not receive a passing score on IREAD-3 in the most recent spring administration (e.g., Did Not Pass, Undetermined); or • Were enrolled in grade 3 at an accredited Indiana school but did not participate in the spring IREAD-3 administration (i.e., absent during the spring window, enrolled after the spring window and before the end of the school year).	Yes
Grade 4 students who: • Did not receive a passing score on IREAD-3 in the most recent spring administration or as a grade 3 student in the spring or summer retest administrations (e.g., Did Not Pass, Undetermined, no score) and were not granted a Good Cause Exemption; or • Were enrolled in grade 3 at an accredited Indiana school but did not participate in IREAD-3.	Yes
Grade 5 students who did not receive a passing score as a grade 3 or 4 student in spring or summer retest administrations (e.g., Did Not Pass, Undetermined) and were not granted a Good Cause Exemption	Yes

*Grade 2 students who do not receive a passing score in the spring may participate in the IREAD-3 summer retest.

Chapter 2: Important Dates and Scheduling Guidance

IREAD-3 must be administered within a specific testing window. Use the charts below to review important testing dates including when students may complete the appropriate assessment.

2024–2025 IREAD-3 Assessment Windows

	Spring	Summer
Online	March 3 – 14, 2025	May 12 – June 27, 2025
Paper	March 3 – 14, 2025	May 12 – June 20, 2025

Important Dates

Task / Event	Spring Administration	Summer Administration
IDOE's Data Exchange	Continually Available	
Practice Tests Available	August 26, 2024	
Initial Orders Due[1]	December 27, 2024	N/A
Additional Order (AO) Window[2]	February 19 – March 7, 2025	April 28 – June 9, 2025
Package and Return Tests[3]	As soon as paper testing is completed and no later than March 21, 2025 (spring administration) and June 20, 2025 (summer retest administration).	
Final Day to Ship Paper Materials to Scoring Vendor	March 21, 2025	June 20, 2025
Final Results Available in Centralized Reporting System (CRS)[4]	April 28, 2025	July 28, 2025

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

[2] Schools must order any additional paper tests (regular print, large print, braille) in TIDE during the spring or summer AO window, as appropriate. There is no initial orders extract for the summer test window. All test booklets for the summer test window must be placed through the AO window, as appropriate.

[3] Corporations and schools must schedule pick-ups on their own. Student test booklets found more than one week (five business days) after the published pickup date must be immediately returned to the appropriate testing vendor; however, the student's responses will not be scored.

[4] Dates are tentative to allow time for quality control checks of early return data before release to schools, after which student results will deploy in CRS within 24 hours of test completion.

Scheduling the IREAD-3 *Assessment*

IREAD-3 Practice Tests

Corporations and schools must administer the IREAD-3 practice test to students at least once per school year before administering the operational assessment. The practice test may be given multiple times, if needed. 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. Schools are not required to administer the practice test again prior to the summer retest unless a student did not participate in spring testing or the student has changed their mode of participation (e.g., moves from paper to online testing).

Untimed online practice tests became available via the CAI Secure Browser on August 26, 2024. The online practice test provides students the opportunity to interact with the online testing platform and become familiar with any formal accommodations prior to the operational assessment. Students testing via paper-and-pencil will encounter a smaller number of practice items on the pages immediately preceding the first operational test segment in their test booklets.

IREAD-3 Operational Tests

IREAD-3 is untimed. Schools may use the Suggested Timing Schedule in Table 1 when developing local testing schedules; however, students should be given the time they need to complete each test segment.

Schools must administer the three operational test segments in chronological order (i.e., Segment 1, Segment 2, Segment 3) to all students. Students may complete test segments on a different day than they begin them on. A 10-minute pause rule is in place which prohibits students from moving backwards to change previous answers if their test has been paused for longer than 10 minutes. This rule supports score validity.

Table 1 – IREAD-3 (Spring and Summer): Suggested Timing Schedule

	Instruction Time (in minutes)	Working Time (in minutes)	Total Time
IREAD-3 Practice Test			
Segment 1	20	10	30
IREAD-3 Spring and Summer Operational Assessment			
Segment 1 Reading Foundations and Vocabulary	5	30	35
Segment 2 Reading Comprehension	5	30	35
Segment 3 Reading Comprehension	3	30	33

Pausing Tests

Students must pause their tests each time they step away from their testing device. TAs may need to pause student tests in the event of an unexpected testing irregularity. Students will be logged out and their tests automatically paused in the event of a power or internet/network outage. Students must log back in to resume testing.

A 10-minute pause rule applies to IREAD-3. If students pause their tests for *less* than 10 minutes, the students may revisit and/or change answers to previous test items within the current test segment. If students pause their tests for *more* than 10 minutes, they will begin where they left off and will only be able to move forward in the test.

Test Timeout

As a test security measure, automatic test timeout rules are enforced in both TDS and the TA Interface. Any student who is inactive in TDS for 20 minutes will be logged out of their assessment. The student will receive a warning message 60 seconds before timeout occurs.

The TA Interface will stop a test session after 30 minutes of inactivity from the TA. If the session is stopped, all student tests in that session will be paused. To resume testing, the TA must start a new session, and the students must log back in to their tests. Students who log back in after a test timeout must complete the unfinished test segment they were working on **before** starting the next test segment.

Makeup Testing

Some students may miss a scheduled test session due to absence. Students must make up all their test sessions in order, beginning with Segment 1. Due to the adaptive nature of the assessments, students cannot skip a segment for makeup testing.

Chapter 3: Preparing for Test Administration

Test Administrator Preparation

TAs must familiarize themselves with the testing schedule, guidelines, and directions prior to test administration. Proctors and ancillary staff must also be informed of these guidelines. The following guidelines and procedures include requirements and suggestions to help assessment personnel plan and administer IREAD-3 assessments:

- Complete test administration, test security, and test accommodations training provided by your CTC or STC.
- Review the *Indiana Testing Security and Integrity Agreement* ***https://www.in.gov/doe/students/assessment/indiana-assessments-policy-manual/***). (Staff must sign this document annually by September 30 or upon training if hired after the initial training window.)
- 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 *Accessibility and Accommodations Information for Statewide Assessments (**https://www.in.gov/doe/students/assessment/**)* if administering the assessment to students with accommodations.
- Discuss any questions about test administration with the STC or CTC **in advance** of scheduled test session(s).

The following guidelines and procedures are specific to online testing:

- Complete the *TA Certification Course (***https://ta-cert.cambiumast.com/courses/ta/indiana***)*, available on the Indiana Assessment Portal. TAs who have not completed this course will not be able to initiate online test sessions.
- Locate the *IREAD-3 Online Testing Script* on the Indiana Assessment Portal, which TAs will use to administer IREAD-3 to online testers.
- Confirm with your STC that any necessary accommodation(s) have been assigned to students in TIDE **before** testing begins.
- Confirm that you can log in to the TA Interface using the device that you will be using on test day. See "Accessing TIDE Accounts" on page 7.
- Ensure all testing devices and related peripherals (e.g., headphones, keyboards, mice) are working 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 testing day.
- Obtain the 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 and securely destroyed at the end of testing.
- Ensure that you know who to contact at your local corporation in the event of technical difficulties.

The following guidelines and procedures are specific to paper testing:

- Check out test materials (paper test booklets and IREAD-3 *Secure Segment 1 Scripts*) from the STC immediately prior to scheduled testing each day.
- Locate the correct IREAD-3 paper testing script for use: the *Paper Testing Script* OR the *Paper Testing Script for Read Aloud Accommodation*. The *Paper Testing Script for Read Aloud Accommodation* contains secure materials and must be stored securely when not in use.
- Ensure the correct Pre-ID label is affixed to each paper test. Alert the STC before administering the assessment if a paper test book is not correctly labeled.
- Return all test materials to the STC promptly at the end of each test session.
- Ensure there are at least two sharpened No. 2 pencils available for each student who will test.

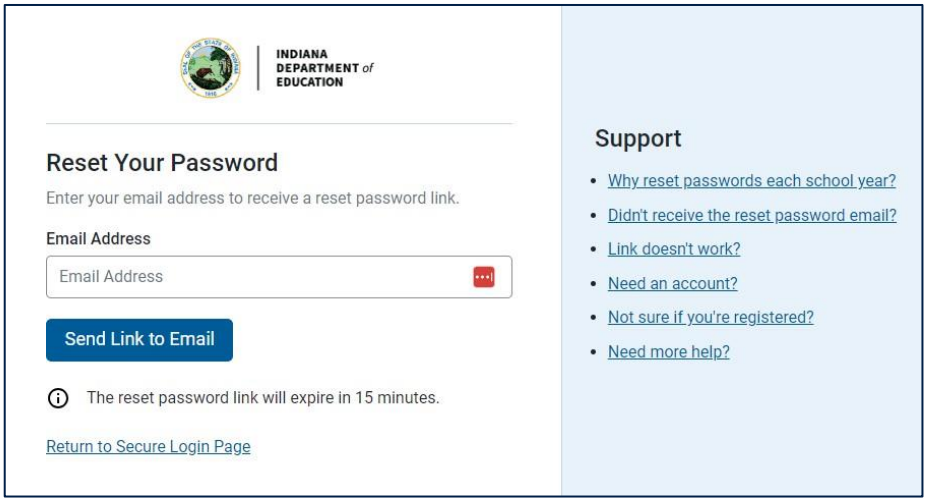
Accessing TIDE Accounts

CTCs and STCs must ensure that every TA has an active account in TIDE connected with a school email address and that the user's role and level of access is appropriate. Once a TIDE account has been created, the user 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 the user must select the second link to request a new activation email.

If a TIDE account has been generated for a user but they have not received the TIDE activation email, instruct the user to check their spam folder. Emails are sent from **DoNotReply@cambiumast.com**, so they may need to add this address to their contact list. If the email is not in the spam folder, the user should contact their STC to confirm that they created the account in TIDE. Users should contact the Indiana Assessment Help Desk (**https://indiana.portal.cambiumast.com/contact.html**) if this step has been completed and they continue to experience difficulty.

Each TA will have their own unique login credentials. TAs must NOT share their login information or password at any time. Sharing credentials may result in test 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.



A 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 the user has created a password, they should navigate to the Indiana Assessment Portal (**https://indiana.portal.cambiumast.com/**) and select the IREAD-3 card from the assessment options. On the next page, they can select the system card used for test administration and log in.

Passwords must be kept secure.

To request a password reset, navigate to the TIDE Sign In screen and select **"Reset Password."** The **Reset Your Password** page will appear. Follow the instructions on that page to reset the password. If log in issues persist, please contact the Indiana Assessment Help Desk.

Roles and Responsibilities

The IREAD-3 assessment program relies on a system of specific roles and responsibilities in order to administer tests with fidelity and keep data secure. Review the "Assessment User Roles, Responsibilities, and Qualifications" chart below for an overview of each user role. Refer to the ***Indiana Assessments Policy Manual*** for additional details and checklists to support those serving in each role.

Assessment User Roles, Responsibilities, and Qualifications

Role Name	Responsibilities	Qualifications
Test Administrator (TA)	Administer IREAD-3 assessments to students with fidelity. Monitor all students and proctors within a test session to ensure test security is maintained.	Individual employed by the school corporation who holds a current instructional, administrative, or school services license granted by IDOE. Emergency licenses are acceptable so long as the emergency license is classified as instructional, administrative, or school services. Student teachers are not permitted to serve as TAs.

Role Name	Responsibilities	Qualifications
Proctor	Assist the TA before, during, and after testing with materials, protocols, and monitoring the test session as needed. Ensure students are working on the assigned test only. Prevent students from talking or sharing answers. Remain neutral if asked questions about test content by a student (Example: “Decide what you think is right and move on.”). Inform the TA if any unusual problems arise.	Corporation or school employees and contractors can serve as proctors. Parents, student teachers, and school volunteers are not permitted to serve as proctors. One proctor for every 15 students is a general suggestion. This number can vary based on the grade being tested and student needs within the testing group.
Corporation Test Coordinator (CTC)	Oversee all test administration practices for a corporation, including (but not limited to) training TAs for administration, ensuring assessments are administered with fidelity, ensuring security of testing materials, communicating test results to educators and families, and communicating with IDOE for support when testing irregularities occur.	CTCs must be employed by the school corporation.
Non-Public School Test Coordinator (NPSTC)	Oversee all test administration practices for a non-public school, including (but not limited to) training TAs for administration, ensuring assessments are administered with fidelity, ensuring security of testing materials, communicating test results to educators and families, and contacting IDOE for support when testing irregularities occur.	NPSTCs must be employed by the school corporation and typically on-site at the testing location.
Sign Language Interpreter	Solely provides interpreting for a student with a sign language interpreter accommodation. Sign language interpreters do not assist in answering questions pertaining to test content and must receive clear communication from the TA regarding possible testing irregularities.	Interpreters must be employed or contracted by the school.

Confirm Student Test Settings in TIDE

TIDE is the home for all student test settings. Before test administration, CTCs, STCs, and TAs must work together to ensure that all students who require specific test settings or testing accommodations have the correct designations in TIDE.

For detailed instructions to view and edit student test settings, please consult the *TIDE User Guide* (**https://indiana.portal.cambiumast.com/resource-item/en/tide-user-guide**) on the Indiana Assessment Portal.

For more information on accommodations and designated features and how to configure them in TIDE, see "Chapter 4: Designated Features" and "Chapter 5: Accommodations."

Preparing the Room

TAs must prepare the testing room prior to scheduled test date(s). 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.
- Arrange seating so that students cannot easily see others' testing devices or test booklets and so that TAs and proctors can walk by to monitor each student.
- 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. Schools should have protocols in place if additional devices are required for multi-factor authentication (MFA) so that those devices are not used after launching the test. 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 "Test Security Reminders for Students" section that begins on page 11 of this manual.
- Review a digital or locally printed copy of the appropriate IREAD-3 scripted directions (online or paper) and ensure the script is on hand for test administration.
- Ensure all appropriate test settings or testing accommodations are displaying in TIDE or (for non-embedded accommodations) are prepared in the testing room.
- Ensure scratch paper and pencils are available for all students.

Test Security

Test Security Protocols

All TAs and proctors must be trained in proper test security procedures, sign the ***Indiana 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 testing script (online or paper) or as part of an accommodation;
- Influence students' responses by making any kind of gestures (e.g., 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;
- Participate in, direct, aid, counsel, assist in, encourage, or fail to report any violations of these test administration security procedures;
- Read or view any test booklet before, during, or after testing;
- Change any student's response in an test booklet;
- Erase any student's response in an test booklet;
- Erasing any stray marks in an test booklet; or
- Fail to return all test booklets 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.

Test Security Reminders for Students

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

- You are not allowed to:
  - Talk about the test or test questions with anyone, including other students in this school, students that go to other schools, or other friends or family members. If you are concerned about something you see on the test, you can tell your teacher.
  - Use a phone, smart watch, or any other device connected to the internet while testing.
  - Take videos, pictures, or screenshots of the test.

Preparing for Online Testing

Online Practice Test Information and Scripts

Schools are required to administer the online practice test to students at least once before students take the online assessment. Practice tests are administered with the same TA Interface and student Secure Browser used to administer operational tests. TAs must allow students with testing accommodations and designated features ample time to practice with the appropriate online tools before administering the operational assessment.

TAs should administer the online practice test to students using the *IREAD-3 Online Practice Test Script*, available on the Indiana Assessment Portal: **https://indiana.portal.cambiumast.com/resource-item/en/iread-3-online-practice-test-scripts**

An Icon *Reference Sheet* (**https://indiana.portal.cambiumast.com/resource-item/en/icon-reference-sheet**) displaying commonly used icons in TDS is available for TAs to use during practice and operational testing. TAs can use this sheet to indicate to students what buttons look like or which button they should press at a certain point during testing.

TAs may refer to the ***TDS User Guide*** or the ***Practice Test User Guide*** for additional support administering online practice tests. Test Coordinators can view practice test completion for students in TIDE using the Monitoring Test Progress module. See the ***TIDE User Guide*** for additional support.

Online Assessment Information and Scripts

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

Student Materials:

1. A supported testing device with internet access.
2. Headphones/earbuds for all students.
3. Login credentials (i.e., legal first name and STN).
4. (Recommended) A pencil.
5. (Recommended) Blank scratch paper.

Required TA Materials:

1. A digital or printed copy of the *IREAD-3 TAM* and *IREAD-3 Online Testing Script* (**https://indiana.portal.cambiumast.com/resource-item/en/iread-3-online-testing-script**).
2. A school-owned computer, laptop, tablet, or other supported test administration device with internet access.
3. (Recommended) A "Testing In Progress—Do Not Disturb" sign (see Appendix B on page 37 of this manual).
4. (Recommended) A "No Personal Electronic Devices in the Testing Room" sign (see Appendix C on page 39 of this manual).
5. (Optional) Student access cards (see the "Student Access Card" section on page 13 for additional information).
6. (Optional) Extra pencils for students.
7. (Optional) Extra scratch paper for students.
8. (Optional) Icon Reference Sheet

Computer and Device Preparation

Each student workstation (testing device) must meet the specifications and be prepared according to the instructions provided in the Setting Up Student Workstations page (**indiana.portal.cambiumast.com/tech-guide.html#Setting_Up_Student_Workstations**) of the *Technology Guide*, available on the Indiana Assessment Portal.

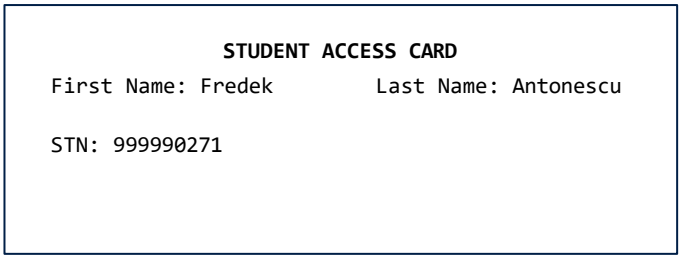
An evaluation of device and network readiness may occur through utilization of the Network Diagnostic tool and a Systems Readiness Test (SRT). An SRT is an optional process that can be completed by administering any RIR test to a group of users. For more information on completing an SRT, refer to the SRT Guide (**https://indiana.portal.cambiumast.com/resource-item/en/systems-readiness-test-srt-guide**).

CTCs must confirm with local IT staff that student devices have been configured for online testing ahead of practice and operational testing.

Student Access Cards

Student access cards are an optional resource available in TIDE that contain the information that a student needs to sign in to the Secure Browser to test. Student access cards are not session-specific, so they may be printed once and used throughout the testing window. Because the student access card contains both the student's name and STN, it is a secure document and must be protected under student privacy laws. TAs must collect and securely store student access cards following each testing session, and CTCs must ensure they are securely destroyed once all testing is complete. Refer to the ***TIDE User Guide*** for additional instructions on how to print student access cards.

Student Access Card



Preparing for Paper-and-Pencil Testing

Before administering paper-and-pencil operational tests, TAs must:

- Have a copy (digital or printed) of this TAM.
- Have a copy (digital or printed) of either the *IREAD-3 Paper Testing Script* (available on the Indiana Assessment Portal) OR the *IREAD-3 Paper Testing Script for Read Aloud Accommodation,* as appropriate based on student accommodations. The *IREAD-3 Paper Testing Script for Read Aloud Accommodation* contains secure materials and must be securely stored when not in use.
- Check out test materials from the STC immediately prior to scheduled testing each day, including:
  - IREAD-3 test booklets with affixed Pre-ID labels; and
  - *Secure Segment 1 Script* for test administration, included in the packaged test booklets.
- Contact the CTC, NPSTC, or STC immediately if a student expected to take an IREAD-3 assessment is missing a Pre-ID label, or if a student has a label that is incorrect. The correct Pre-ID label must be obtained before administering any IREAD-3 assessment.
- Be aware of test security procedures. IREAD-3 test booklets and accompanying *Secure Segment 1 Script* are secure documents that must be kept in secure, locked storage by the STC except when test administration is actively occurring.
- Return all test materials to the STC at the end of each testing day.

Ensure the following materials are available for each student prior to beginning the test:

- A test booklet with affixed Pre-ID label;
- At least two sharpened No. 2 pencils; and
- Scratch paper.

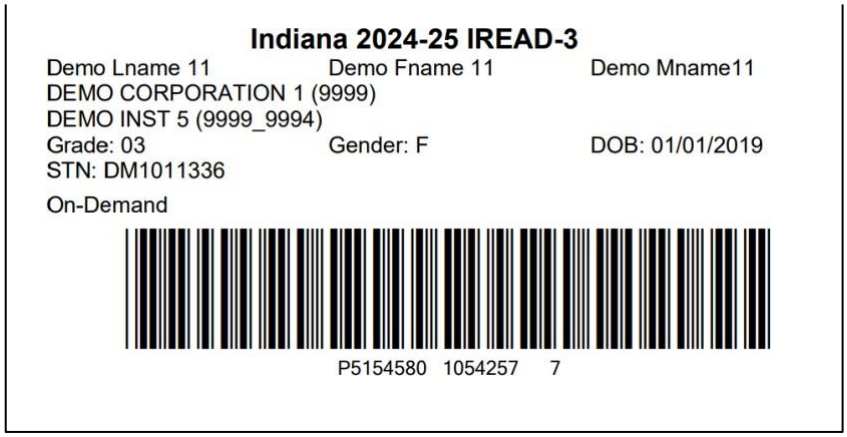
Paper-and-Pencil Practice Tests

Students testing on paper will participate in a paper practice test embedded within their paper test booklet(s). The paper-and-pencil practice test is located on the pages immediately preceding the first test segment in each test booklet. TAs may administer the practice test five days prior to the operational assessment. Upon completion of the practice test, all assessment materials must be stored securely until operational test day. TAs must ensure that students do not proceed past the practice questions to any operational test content. If a student accesses operational test content, notify the CTC. The CTC will submit a **Testing Irregularity Report** to IDOE for review and guidance.

Pre-ID Labels and Blank Student Labels for Test Booklets

Paper-and-pencil materials are sent to corporations for distribution to the schools within the corporation. CTCs will distribute the materials to individual schools upon receipt. Schools should immediately inventory the materials to confirm there are enough materials for all students prior to testing. CTCs of corporations that need additional printed materials must place an order in TIDE using the AO feature.

CTCs must affix Pre-ID labels on the front covers of students' test booklets. Students who are pre-identified as needing regular print test booklets prior to December 27, 2024, for IREAD-3 Spring (initial order date) will receive their test booklets with a Pre-ID label already affixed. Users can print Pre-ID labels from TIDE for any student as needed (see ***TIDE User Guide*** for instructions). Contact the Indiana Assessment Help Desk if additional blank labels are needed. **All paper tests must be labeled before the test is administered to students**.



Be sure to keep all boxes so test booklets can be returned to the scoring vendor once testing is complete.

Paper-and-Pencil Testing Administrator Precautions

- Do not allow students to use ink, colored pens/pencils, highlighters, or markers to mark their item responses in their scorable test booklets. Students must use a No. 2 pencil to enter responses and TAs must use a No. 2 pencil to transcribe student responses from non-scorable to scorable test booklets.
- Do not allow students to use correction fluid on the scorable test booklets.
- Do not allow students to make any marks near the timing marks on the edges of the scorable test booklets.
- Do not use "sticky" notes, paper clips, tape, staples, or glue on the scorable test booklets.
- Do not insert loose papers in to the scorable test booklets.
- Do not tape or glue additional paper in to the scorable test booklets.
- Do not photocopy the test booklets.
- Do not disassemble or pull pages from the test booklets.
- Do not erase any duplicate responses, or any other student-created response from a student test booklet.

Universal Features

Universal features are available to all students during testing. Students taking the paper-and-pencil operational test will have access to non-embedded universal features (i.e., highlighters), while students taking the online assessment will have access to both embedded (i.e., virtual notepad, line reader) and non-embedded universal features.

The *IREAD-3 Online Practice Test Script* contains scripted instructions that will introduce students to each universal feature in TDS before they begin the practice assessment. Students taking the paper-and-pencil operational test will take a practice test immediately before testing where they can practice working with their universal features before starting the operational assessment.

For more information on universal features, see "Section 1: Universal Features" of the ***Accessibility and Accommodations Information for Statewide Assessments***.

Chapter 4: Designated Features

Designated features are available for students for whom a need has been identified by an educator (or team of educators), parents/guardians, the student, or other personnel who are familiar with the student's characteristics and needs. TAs may edit a student's designated features, if necessary, within the TA Interface prior to providing approval for a student to begin testing. Designated features are available to any student.

Color Contrast

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 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).

To view a complete list of Color Contrast options refer to the ***Accessibility and Accommodations Information for Statewide Assessments.***

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 toolbar.
- 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-hand 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.

Visual Human Reader

Students have the option to use the VHR feature, which allows students to view an embedded video of a human reading the phonics items in Segment 1. This designated feature may be beneficial for students who receive speech services and prefer to watch the human reader speak the phonics items. This feature should be set in TIDE in advance of testing. CTCs and STCs can set this feature for students in TIDE. For support setting the feature for large numbers of students, contact the Indiana Assessment Help Desk. TAs can also adjust the VHR setting directly in the TA Interface at the time students log in to their test. This method should only be used if a student's designated features was not correctly entered into TIDE in advance of testing.

Text Size (Zoom Level)

The text 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 text 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 streamline format to be enabled for the student.

The text 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 Guides

The **"Help Guide"** button displays a high-level overview of the student interface. Students can access a sample test page that explains their test pages various components. Additionally, the *Help Guide* contains important reminders on navigating between test items, the pause rule, and the TTS accommodation.

Non-Embedded Designated Features

Non-embedded designated features are features and supports provided to a student by their school. Some examples include access to a sound amplification system, special lighting conditions, and assistive technology to magnify specific areas of the screen. For a full list of allowable non-embedded designated features and additional information regarding their use, refer to the ***Accessibility and Accommodation Information for Statewide Assessments***.

Chapter 5: Accommodations

Accommodations are available to students with a documented need noted in an IEP, Individual Learning Plan (ILP), Section 504 Plan, CSEP, or Service Plan. 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.

The school must confirm correct accommodations data are entered in its school student information system (SIS), Indiana IEP (IIEP) and/or Indiana ILP (IILP), as appropriate. IDOE's Data Exchange process will ensure all updates are included in IDOE's nightly data feed to CAI. Updated accommodations from IEP and SIS systems will reflect in TIDE within 24 hours. Updated accommodations from Indiana ILP will reflect in TIDE within 48 hours. The student may test once the school verifies correct settings in TIDE. A TA must report inaccuracies to the CTC or STC, who must ensure corrections are reported 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.

Text-to-Speech (TTS)

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 any students, including students with IEPs, Section 504 Plans, CSEPs, Service Plans, and ILPs. 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. For additional information on supported browsers, see the ***Setting Up Workstations to Access Other CAI Systems*** section of the *Technology 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 *Assistive Technology Manual* **(https://indiana.portal.cambiumast.com/resource-item/en/assistive-technology-manual).**

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**."
- To hear a specific part of the text read aloud, right-click on the first word you would like to hear and select **"Start Speaking From Here**." TTS will begin reading at the selected word.

Hard of Hearing (HoH) Accommodation

Any student who is deaf or hard of hearing and whose hearing impairment prevents them from receiving phonics instruction is exempt, per their formal educational plan, from the requirement to respond to any Segment 1 items measuring phonics standards.

In order to ensure TIDE reflects the HoH accommodation for a student and that correct scoring principles are applied to student tests, corporations and schools must report the HoH accommodation in the student's formal plan **and** report the student's nine-digit STN to IDOE **before** testing begins.

Once the HoH accommodation is confirmed in TIDE, the student can access the online assessment without the Segment 1 phonics items. Students testing paper-and-pencil will be directed by the TA to skip the Segment 1 phonics items. **All students with the HoH accommodation must respond to the non-phonics items in Segment 1.**

TAs must follow directions outlined in this TAM to administer the online assessment to students with the HoH accommodation.

Human Reader

Students with the human reader accommodation will have directions read aloud to them by the TA during paper-and-pencil testing. The TA must use the *IREAD-3 Paper Testing Script for Read Aloud Accommodation* and provide only the directions to students. No passages or items may be read aloud, even for students with the human reader accommodation.

Streamline Format

Streamline format 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.

Braille and Large Print Paper-and-Pencil Tests

Students who are blind or have low vision may opt to take a braille paper-and-pencil operational test instead of using refreshable braille in TDS. Large print and braille paper-and-pencil materials will be packaged and shipped to the corporation for distribution by the CTC. **Contact your CTC before requesting any additional large print or braille test materials.**

Beginning in the 2024–2025 school year, all IREAD-3 braille booklets are only available in Contracted Braille.

The following materials are included in the braille and large print test kits:

Braille Test Kits	Large Print Test Kits
Cover Sheet	Cover Sheet
Paper-and-pencil receipt and return instructions	Paper-and-pencil receipt and return instructions
• Regular print test booklet; • Braille test booklet; • Packet of ancillary materials (transcriber's notes) on the inside back cover of the braille test booklet; and • Braille Notes.	• Regular print test booklet; • Large print test booklet; and • Large print glossary sheet for forms with glossed terms.

Non-Embedded Accommodations

Non-embedded accommodations are those accommodations and supports provided to a student by their school. Some examples include additional breaks and scribe. For a full list of allowable non-embedded accommodations and additional information regarding their use, refer to the ***Accessibility and Accommodation Information for Statewide Assessments***.

Chapter 6: During Test Administration

During testing, the TA must read aloud from the appropriate script and follow the directions exactly as stated. The scripted directions are formatted to guide the TA through online test administration and to help ensure proper testing procedures. TAs should review the directions in advance to became familiar with the scripted text and testing procedures. Text should be read aloud only if it appears in a “SAY” box.

TAs 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 in the TA interface for monitoring student progress throughout the session.

Technical Support During Testing

During testing, a TA should not attempt to resolve technology issues if doing so is disruptive to students. The TA must have a way to contact the STC, Corporation Information Technology Coordinator (CITC), or School Information Technology Coordinator (SITC) without leaving the room unattended. This protocol must be established by the CTC and STC in advance of the test administration window.

Additional troubleshooting information is available in the ***TDS User Guide***, available on the **Indiana Assessment Portal**. If school personnel continue to have difficulty, they may contact corporation personnel, or they may contact the Indiana Assessment Help Desk.

In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

Monitoring Testing

During the administration of IREAD-3 assessments, 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 may repeat test directions as they are stated in the scripted directions, 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.

Breaks During a Test Segment

Students are allowed to take individual breaks during a test session to use the restroom or stretch. Students must pause their test during their break. TAs must make sure any student taking a break is aware of the 10-minute pause rule. Students may not talk or use their cell phones or smart watches during a break.

Students Who Finish Early

Students who finish testing early may read silently from a book. If they finish well ahead of schedule, they may exit the testing room.

Ending Testing

Online

When a student finishes testing, TAs should verify that the student has submitted their 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.

Securely destroy all secure materials including student access cards and scratch paper. Locally discard any printed TAMs or Online Scripted Directions. Refer to the *Material Return and Destruction Guidance* (**https://www.in.gov/doe/students/assessment/indiana-assessments-policy-manual/**) for specific instructions on this process.

Paper

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

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

Returning Test Materials to the Test Coordinator

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

Test Security

Maintaining a Secure Testing Environment

To maintain a secure environment 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 Irregularities, Invalidations, and Breach Forms

Situations may occur during testing that impact the standardization of the test administration. Irregularities can result in test scores that are not accurate descriptions of student ability. These situations may be unforeseen and unpreventable (e.g., student becomes ill, student engages in disruptive behavior, loss of internet) or they may be the result of human error (e.g., student is provided with an unallowable resource or incorrect directions).

Any irregularity that occurs during testing must be reported to the CTC. The CTC will use guidance from IDOE to determine if the student may continue testing once the issue is resolved, if the test must be invalidated, or if specific guidance from IDOE is needed. CTCs will submit the **Testing Irregularity Report** to report a testing irregularity to IDOE.

If a testing irregularity occurs that impacts the validity of test scores, the test may need to be invalidated OR the student may be eligible for a new testing opportunity known as a "breach form." If student behavior (e.g., disruptive behavior and/or cheating) caused the testing irregularity, the test will be invalidated. If another event impacted the assessment administration, IDOE may be able to offer a breach form. The CTC should submit a **Testing Irregularity Report** to IDOE describing the situation. IDOE will provide guidance on the available options upon review.

If an assessment is invalidated, the school must inform the student's parents/guardians of the invalidation. The Invalidation Form (located at the end of this TAM) provides an example form that schools may use to document the notification of parents/guardians. This is an example form for local use and should not be submitted to IDOE.

The table below describes common situations that result in testing irregularities and guidance on how the school should respond. This table is not comprehensive. Always contact IDOE for support if there are questions about how to proceed in a specific testing situations.

Testing Situation/ Irregularity	School Response
A student becomes ill or disruptive in the middle of a test session. A classroom loses internet connection in the middle of a test session.	Pause the student test. Allow the student to resume testing either the same day or on a different day within the test window once they are able. The student will not be able to go back and update answers to items they've already responded if they pause the test for longer than 10 minutes. A Testing Irregularity Report is not needed.
A student begins testing **with** an accommodation which they should not receive.	Pause testing for that student immediately. Do not allow the student to proceed. Submit a **Testing Irregularity Report** and await guidance.
A student begins testing **without** an accommodation which they should have received.	Pause testing for that student immediately. Do not allow the student to proceed. Submit a **Testing Irregularity Report** and await guidance.

A TA uses the incorrect testing script (providing students with incorrect directions) to administer the assessment.	Pause testing for the classroom immediately. Submit a **Testing Irregularity Report** and await guidance.
A TA or proctor observes a student cheating on the assessment.	If the student was cheating using books, notes, calculators, or advice from other students, submit a **Testing Irregularity Report** and confirm that the test will be invalidated. Wait for any additional guidance needed based on the situation. Apply local discipline policies as appropriate. If the student was cheating using a device such as a smart watch or phone, the affected student test must be invalidated. The school must immediately contact the student's parent/guardian to receive permission to search the device to see if test content was recorded or posted to social media. Follow the instructions within the Social Media and/or Unallowable Devices Concerns Report and submit the report upon completion. Apply local discipline policies as appropriate. If the student was involved in a cheating incident through no fault of their own (e.g., the cheating incident was initiated by another student and the receiving student attempted to stop the incident), submit a **Testing Irregularity Report** and await guidance from IDOE.
A TA approves a student into the incorrect test.	If the student enters the CAT incorrectly, instruct the student to pause the test, log out, and log back into the correct test. Submit a **Testing Irregularity Report**. Support will be needed to ensure the student can access the test segment at a later time.

Irregularity Requests in TIDE

TIDE allows CTCs, NPSTCs, and STCs to request action for a student test (e.g., re-open a test, re-open a test segment) in response to a testing irregularity that occurs in the standardized test environment. See the *TIDE User Guide* for directions on how to submit and Irregularity Request in TIDE and the Indiana Assessments Policy Manual on how to submit a **Testing Irregularity Report** to IDOE. CTCs should always submit a Testing Irregularity Report that describes the situation and wait for IDOE guidance prior to submitting requests in TIDE.

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 ***Accessibility and Accommodations Information for Statewide Assessments***. 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, with the exception of a student or staff member requiring a medical device. The medical purpose during testing must be documented in the student's formal plan in advance of testing and documented locally for any staff who requires a device for medical purposes. The protocol for the presence of a medical support during testing is located in the ***Indiana Assessments Policy Manual***.

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 may 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 impacted test segment(s) and submit a **Testing Irregularity Report** and mark the check box "Invalidate Test." 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 they return 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 they return to the classroom.

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

Students that leave the testing room for any reason (e.g., illness, parent pick up) during the administration of the IREAD-3 test segment and do not return for the remainder of the school day will need to resume testing where they left off; however, due to the pause rule, they will not be able to revisit and/or change answers to previous test items within that segment. They will only be able to begin where they left off and move forward in the test. Refer to Chapter 2 (Scheduling the IREAD-3 Assessment) for more details regarding the 10-minute pause rule.

Examples of Testing 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 Testing 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 testing irregularities must be reported by the CTC to IDOE on the day of the occurrence.

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. 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	Student must select "No" when signing in to test if accommodations are incorrect. Test accommodations must be added or updated in TIDE. This occurs during a nightly data feed from IDOE. Updates to data must be updated in the SIS or Indiana IEP. Students will be able to test with correct settings the day following updated submission.
Student starts test and accommodations are not correct	Student must **"Pause"** the test and be excused from the testing room. The TA must alert the CTC that the incorrect accommodations are active for the student. The CTC must contact IDOE for guidance.

Chapter 7: After Test Administration

Destroying Test Materials

After testing is complete, CTCs, STCs, NPSTC, and TAs must properly dispose of secure materials. All test booklets and answer documents, whether used or unused, must be returned to the scoring vendor. All other secure materials (e.g., used scratch paper, print-on-demand test content) must be destroyed locally by shredding or burning, including the *Secure Segment 1 Script*. Non-secure materials (e.g., packing boxes, printed TAMs) may be disposed of in the trash or recycling.

For a full list of materials and their appropriate disposal methods, see IDOE's ***Materials Return and Destruction Guidance.***

Returning Paper Materials

Once testing is complete, CTCs must return paper-and-pencil testing materials to the scoring vendor in a timely manner to ensure all students receive scores for their work. Detailed instruction on the paper materials return process is available in the *Return and Receipt Instructions* (**https://indiana.portal.cambiumast.com/resource-item/en/return-and-receipt-instructions**)

Additional Instruction for Returning Braille and Large Print Paper Test Materials

Affix the Pre-ID label to the front of the regular print test booklet. Transcribe all responses in to the regular print test booklet enclosed in the braille or large print kit. **When braille and large print test booklets are used, responses must be transcribed into a regular print test booklet to be scored.**

Keep the transcribed (i.e., regular print) test booklet with the other used test booklets from the student's class. Return these with **scorable materials** to the CTC to send to the scoring vendor, DRC.

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

Additional Paper Return Instructions for Test Coordinators

Test Coordinators primarily handle post-test administration activities for students who test on paper-and-pencil due to policies surrounding the return of secure and nonsecure testing materials.

ALL printed test materials must be returned to the scoring vendor, regardless of whether they have been used.

- TAs return all paper testing materials to the STC or NPSTC after testing is completed each day for secure storage.
- At the end of testing, STCs use the School Packing List (which came with the original materials) to ensure that all secure test materials are accounted for. STCs deliver the secure materials to the CTC within their original boxes.
- CTCs or NPSTCs verify that all secure materials are accounted for and seal the boxes after confirmation.

- CTCs or NPSTCs contact UPS and arrange for materials pickup. Use one of the following methods to initiate a return:
  - Visit ups.com: Select “Ship,” then select “Schedule and Manage Pickups” from the drop-down menu, then select “Schedule Ground Return Pickup”
  - Call UPS Customer Service: 800-742-5877. Request a “Package Returns Program” pickup.
  - Provide materials to your regular UPS Ground driver.
- Student test materials must be returned to the scoring vendor within seven calendar days (five business days) of the close of the paper test window in order for student responses to be scored. You must use the return shipping labels provided to you in order to guarantee your boxes can be accurately tracked when you ship them to the scoring vendor. Print the corporation name and address in the space provided on the return label. Retain the receipt tab for your records. Boxes can be tracked online at ups.com or by calling the Customer Service number (800-742-5877). Contact the Indiana Assessment Help Desk to report any problems with packing or arranging for materials pickup.

Corporations and schools should return materials as early as possible following testing to expedite the scoring process. Student test booklets and answer booklets found more than one week (five business days) after the published pickup date must be immediately returned to the appropriate testing vendor; however, the student’s responses will not be scored.

Failure by a corporation to return all test materials may be considered an integrity breach under 511 Indiana Administrative Code 5-5-3. This may result in action under Indiana Code 20-28-5-7 or in a required corrective action plan.

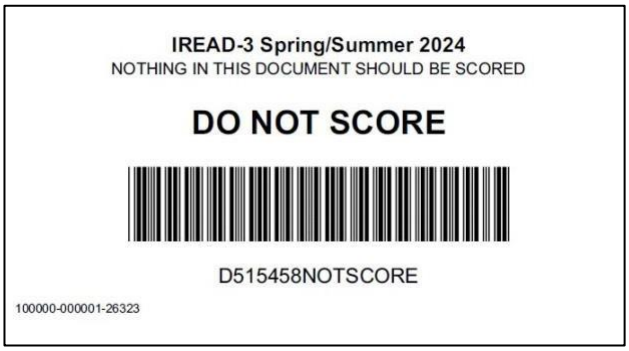
Materials Return Checklist

Return to the Scoring Vendor		Do Not Return to Scoring Vendor
Scorable	Non-Scorable	Secure Materials to Destroy Locally (e.g., securely shred, burn)
☐ Used Test Booklets (includes Regular Print test booklets)	☐ Unused Test Booklets ☐ Braille and Large Print Materials ☐ Damaged Materials	☐ Used Scratch Paper ☐ Student Access Cards ☐ Student Rosters with STNs and/or Birth Dates ☐ Accommodations Reports with Student Names, STNs and/or Birth Dates ☐ Print-on-Demand Test Content (e.g., printed passages, stimuli, items) ☐ Printed Secure Scripts ☐ Documents with Written or Printed Session IDs ☐ Pre-ID Labels ☐ Soiled or Contaminated Materials

Do Not Score Labels

The IREAD-3 Paper-and-Pencil operational test does not feature test invalidation bubbles. Instead, corporations and schools should place 'Do Not Score' labels on student test booklets that should not be scored. These test booklets will not be scored by the scoring vendor so it is important to be very careful when using these labels.

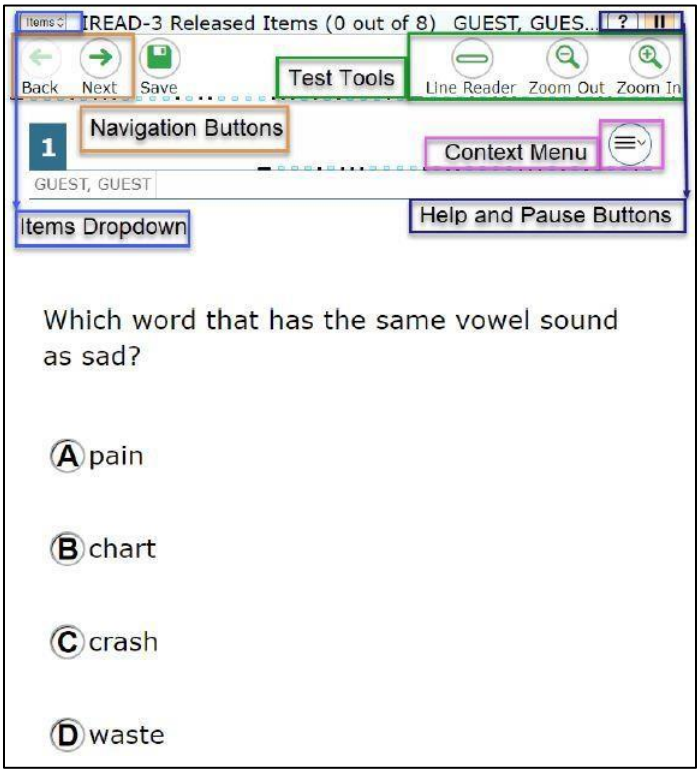
An example of a **DO NOT SCORE** label is below.



Appendix A:
Toolbar and Context Menu Tools

Appendix A: Toolbar and Context Menu Tools

Sample Test Page



Toolbar Tools

These tools appear in the toolbar at the top of the test page.

Toolbar Tool	Instructions
Help ?	To view the on-screen *Help Guide* window, select the ? button in the upper right-hand corner.
Pause ⏸	To pause a test, select ⏸ in the toolbar. 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 toolbar. **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: • Select **"Masking"** ( ) in the toolbar. • 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-hand corner of that area.

Toolbar Tool	Instructions
System Settings 	To adjust audio volume during the test, select  in the upper right-hand corner. Students testing with TTS can also use this 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.
Zoom buttons 	To enlarge the text and images on a test page, select  Multiple zoom levels are available. To undo zooming, select  .

Context Menu Tools

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

Context Menu Tool	Instructions
Expand buttons	You can expand the passage section or the question section for easier readability. • To expand the passage section, select the  below the toolbar. To collapse the expanded passage section, select the  in the upper right-hand corner. • To expand the question section, select  below the toolbar. To collapse the expanded question section, select the  in the upper left-hand corner.
Highlighter	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. To remove highlighting, select **"Reset Highlighting"** from the Context Menu. **NOTE:** Text in images cannot be highlighted. This tool is not available while the Line Reader tool is in use.
Mark for Review	To mark a question for review, select **"Mark for Review"** from the Context Menu. The question number displays  in the upper right-hand corner, and  icon appears next to the number on the test page. The Questions drop-down list displays (marked) for the question.
Notepad	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. You can only access your notes for a question on that question's test page.

Context Menu Tool	Instructions
Strikethrough	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: **Option A** 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. **Option B** 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 B:
Testing In Progress—Do Not Disturb Sign


TESTING
IN PROGRESS
Do Not Disturb

Appendix C:
No Personal Electronic Devices in the Testing Room Sign

No Personal Electronic Devices in the Testing Room



Appendix D:

IREAD-3 *Report of Invalid Test*

IREAD-3 Report of Invalidation

☐ Spring ☐ Summer Retest

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: _____

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.



INDIANA DEPARTMENT *of* EDUCATION

Appendix 5B
Test Information Distribution Engine (TIDE) User Guide

Test Information Distribution Engine User Guide

2024–2025

Updated August 2, 2024

Prepared by Cambium Assessment, Inc.



Descriptions of the operation of the Test Information Distribution Engine, Test Delivery System, and related systems are property of Cambium Assessment, Inc. (CAI) and are used with the permission of CAI.

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Introduction to TIDE

This user guide provides instructions regarding the use of the Test Information Distribution Engine (TIDE).

TIDE is Cambium Assessment, Inc.'s (CAI's) registration system used to manage users and student data and accommodations, submit irregularity requests, order additional paper materials, and monitor student test progress. Test Administrators (TAs) and additional staff must be added within TIDE before they may access additional CAI systems (e.g., Test Delivery System [TDS], Centralized Reporting System [CRS]). Student data is imported to TIDE for ILEARN, IREAD-3, and I AM assessments via the Indiana Department of Education's (IDOE's) Data Exchange process. More information on Data Exchange can be found here: https://www.in.gov/doe/it/link-initiative/data-exchange/.

TIDE users can create rosters to display classroom, school, corporation, and state level data in CRS. Users can assign a teacher to a roster, or they can leave the field blank to create a teacherless roster. Teacherless rosters are only visible within TIDE and will not transfer to CRS. Users may also use TIDE to complete the invalidation and discrepancy resolution process and track returned paper testing materials following test administration.

Permissioned users can perform the following tasks in TIDE:

- Add new **users** or modify existing **user accounts** in TIDE so corporation and school users can access TIDE and other CAI systems.

Figure 1. TIDE Dashboard



- Modify existing **student accounts** to ensure students participate in the correct assessment with any applicable settings at the scheduled test time. Students must be present in TIDE to test in TDS.
- Add new rosters or modify existing rosters. Rosters represent classes or groups of students. After testing, TIDE sends these rosters to CRS to ensure the system displays scores at the classroom, school, corporation, and state level. Note that only rosters with an assigned teacher will be sent to CRS. Teacherless rosters are visible only within TIDE, and will not be visible in CRS.
- Review points of contact and shipping information for **paper testing materials**. Shipping information can be updated by Corporation Test Coordinators (CTCs)/Non Public School Test Coordinators (NPSTCs) via DOE Online.
- Print hard-copy **student access cards** that include a student's login information to access the Student Testing Site.
- Add new irregularity requests or modify existing irregularity requests.
- View corporation or school's progress in **Monitoring Test Progress** and **Plan and Manage Testing**.

Users can perform various tasks within TIDE depending on their role. For example, CTCs can perform more actions than school level users. CTCs/NPSTCs are responsible for providing corporation and school level users with the appropriate level of user access within TIDE and provide permissions based on roles. IDOE and CAI provide initial access for new CTCs/NPSTCs. The TIDE User Guide was developed in consideration with varying user roles and includes the following sections:

CTCs/NPSTCs are responsible for providing corporation and school level users with the appropriate level of user access within TIDE and provide permissions based on roles. IDOE and CAI provide initial access for new CTCs/NPSTCs.

Activate User Accounts and Log in to TIDE

Perform Corporation Level Tasks in TIDE

Perform School Level Tasks in TIDE

Perform Teacher and Test Administrator Tasks in TIDE

Every TIDE user has a permissioned role (e.g., CTC or TA), and their designated role assigns an associated access to certain features and actions. Refer to the User Role Matrix for additional information on which users can access specific features and tasks in various CAI systems.

Access TIDE

IDOE works with CAI to create CTC and NPSTC user accounts in TIDE. Additional user accounts are then created by the CTC or NPSTC, as needed. If changes to the CTC/NPSTC role occur during the school year, administrative staff must ensure that the designation is immediately reflected in DOE Online using IDOE's guidance.

Contact the Indiana Assessment Help Desk if CTC changes are not reflected within TIDE.

When a TIDE user account is created, the user will receive an activation email generated automatically from CAI. This email contains a link to the ***Reset Your Password*** page, where they can create a password for TIDE and other applicable CAI systems. This link expires 15 minutes after the email is sent. If the user does not set their password within 15 minutes, they must request a new link, as described in the section Password Information.

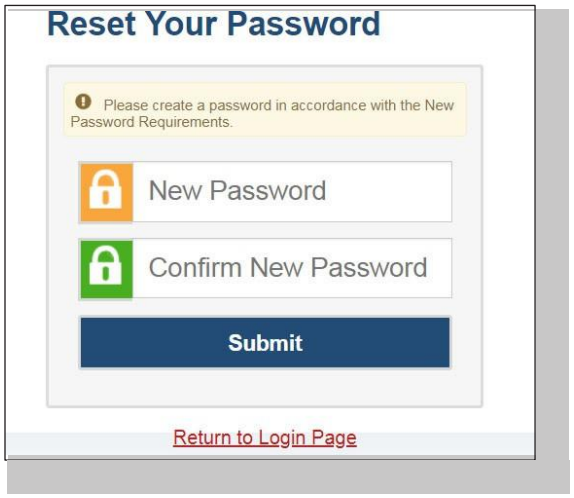
TIDE will undergo annual maintenance from July 27 through August 11, 2024. Following the system refresh on Monday, August 12, users will be required to reset their passwords. Users will receive an email from DoNotReply@cambiumassessment.com to notify them that they will not have access to TIDE or any other system until they reactivate their account for the new school year. Follow the instructions in the section Reactivating User Accounts at the Beginning of the School Year for a step-by-step guide on account reactivation.

If a user does not receive an activation email, they should check their spam folder. They may need to add this email address to their contact list.

Activating User Accounts

1. Select the link in the activation email. The ***Reset Your Password*** page appears (see Figure 2).
2. Enter a new password in the *New Password and Confirm New Password* fields. The password must be at least eight characters long and include at least one lowercase alphabetic character, one uppercase alphabetic character, one number, and one special character (e.g., %, #).
3. Select **Submit**.

Figure 2. Reset Your Password Page



Account activation is complete. Proceed to TIDE by clicking on *Return to Login Page* or by selecting the **TIDE** card on the Indiana Assessment Portal.

Reactivating User Accounts at the Beginning of the School Year

1. Navigate to the TIDE Login page (https://in.tide.cambiumast.com).
2. Select **Request a new one for this school year** from the Login page (see Figure 3). The ***Reset Your Password*** page appears (see Figure 4).
3. The user enters their TIDE email address and selects **Submit**. TIDE sends an email containing a link to reset the account password.
4. Select the link in the activation email. The ***Reset Your Password*** page appears (see Figure 4).
5. Enter a new password in the *New Password and Confirm New Password* fields. The password must be at least eight characters long and must include at least one lowercase alphabetic character, one uppercase alphabetic character, one number, and one special character (e.g., %, #).
6. Select **Submit**.

Figure 3. Login Page

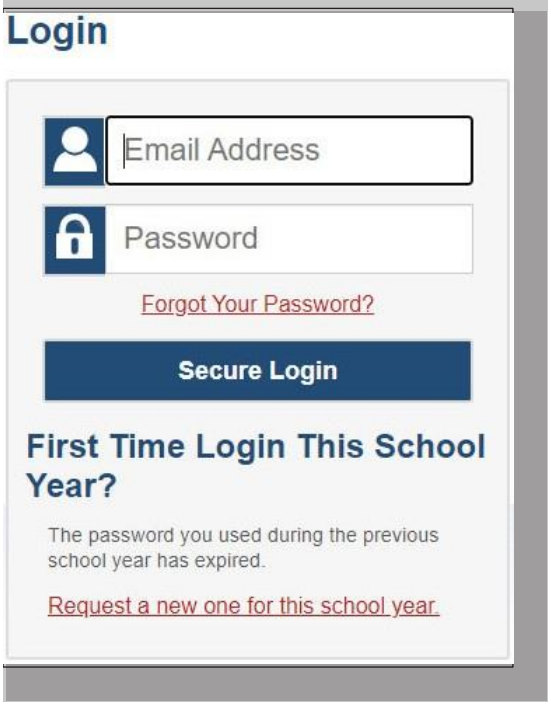
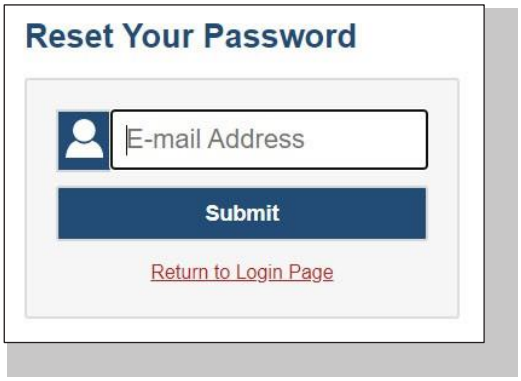
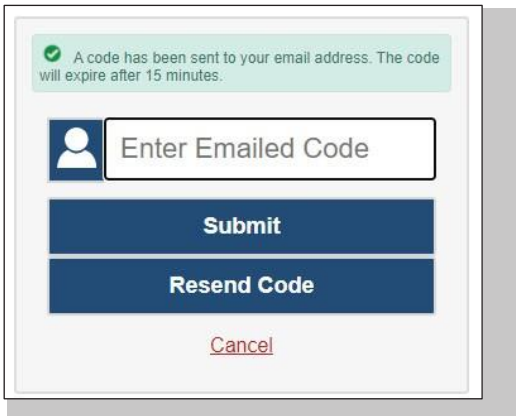


Figure 4. Reset Your Password



The user will be taken to the ***Enter Code*** page and asked to provide the authentication code sent to their email during the reactivation process (see Figure 5).

Figure 5. Enter Code

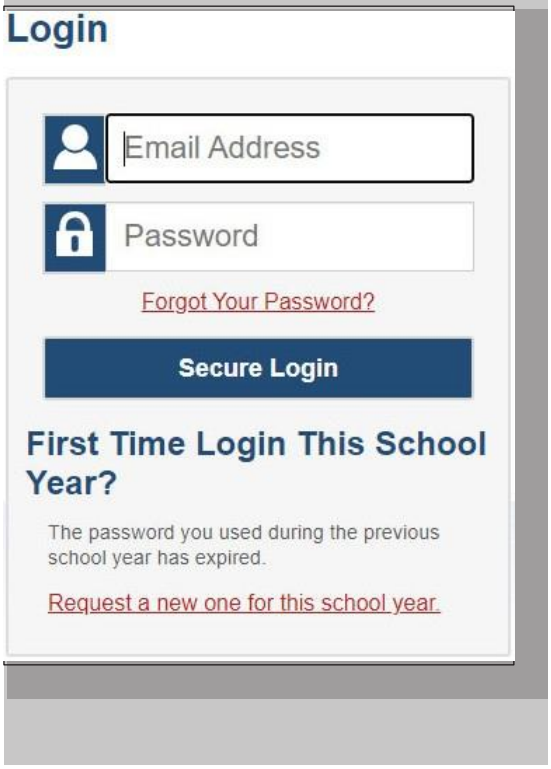


Logging in to TIDE

Do not share login information with anyone. All CAI systems used for Indiana assessments provide access to student information, which must be protected in accordance with federal privacy laws.

1. Navigate to the TIDE Login page.
2. On the ***Login*** page (see Figure 6), the user enters the email address and password they use to access all CAI systems.
3. Select **Secure Login**.
    a. If the user has not logged in using this browser before, or if they have cleared their browser cache, the ***Enter Code*** page appears and an email is sent to their address. The email contains an authentication code, which must be used within 15 minutes of the email being sent. This applies every time a user accesses TIDE with a new browser.
        i. In the *Enter Emailed Code* field, enter the emailed code. If the code has expired, Select **Resend Code** to request a new code.
        ii. Select **Submit**.

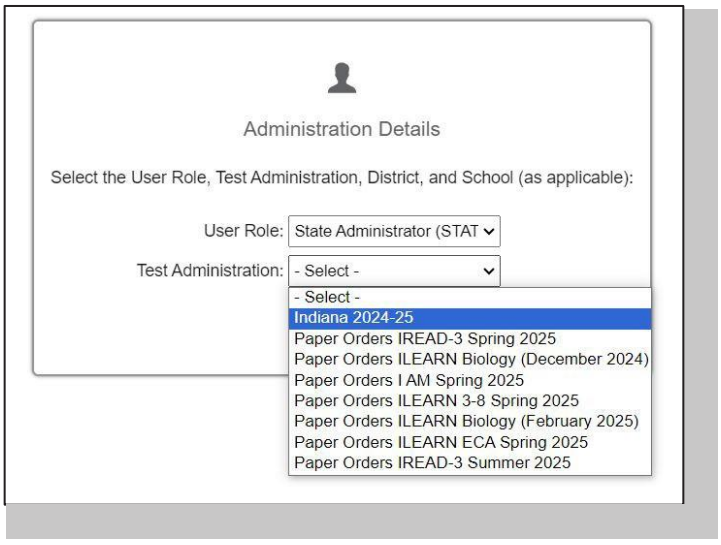
Figure 6. Login Page



The ***Dashboard*** for *Select the Test Administration, User Role, Corporation, and School* (as applicable) appears (see Figure 7). For test administration, select Indiana 2024-2025 for all actions in TIDE **except** management of paper orders.

For management of paper orders, select the appropriate administration and user role. Depending upon the user role, TIDE may prompt the user to select a corporation or school to complete the login.

Figure 7. Select Test Administration



NOTE:

Working with TIDE in more than one browser tab or window may result in changes in one tab overwriting changes made in another tab. Do not have more than one TIDE browser tab or window open at a time.

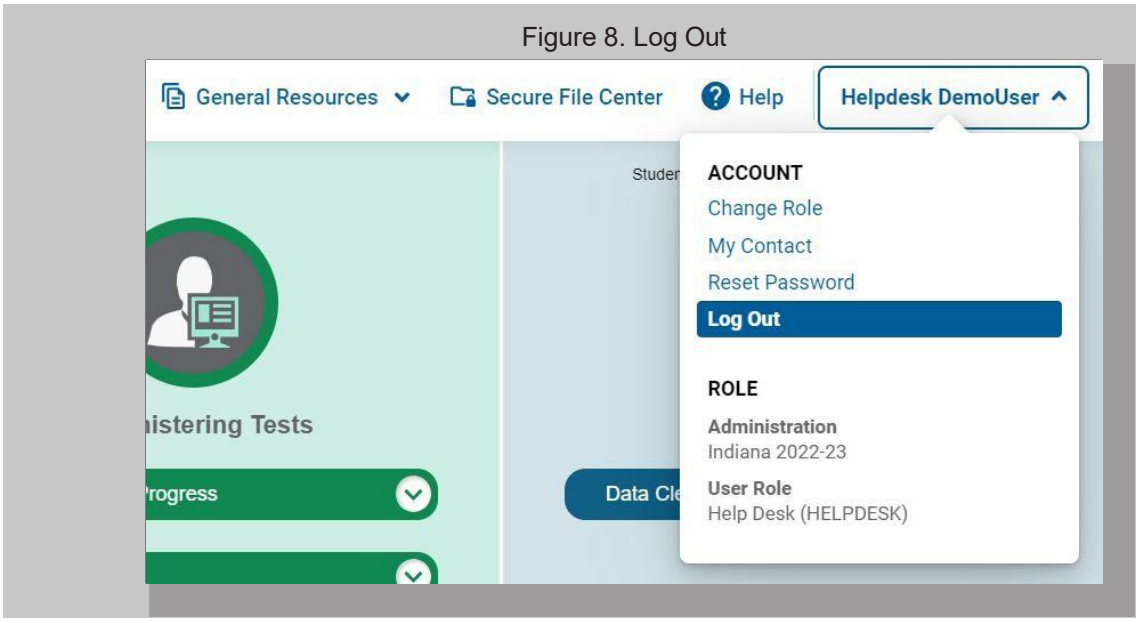
Logging out of TIDE

NOTE:

Logging out of TIDE logs users out of most Indiana systems. However, users will not be logged out of the TA Interface to prevent the accidental interruption of active test sessions.

In the TIDE banner (see Figure 8), select **Log Out**.

Figure 8. Log Out



Perform Corporation Level Tasks in TIDE

Please note that the following section of the TIDE User Guide applies to the corporation level user roles for Indiana, which include CTC, Co-Op User (Co-Op), and Corporation Information Technology Coordinator (CITC).

At the corporation level, CTCs, Co-Ops, or CITCs are responsible for adding new corporation level users and School Test Coordinators (STCs) for their respective corporations.

Please refer to the User Role Matrix section for more information about TIDE users and their respective permissions.

Corporation level users can perform most of the tasks available in TIDE. Specific tasks must be performed before, during, and after testing.

Perform Corporation Level Tasks Before Testing

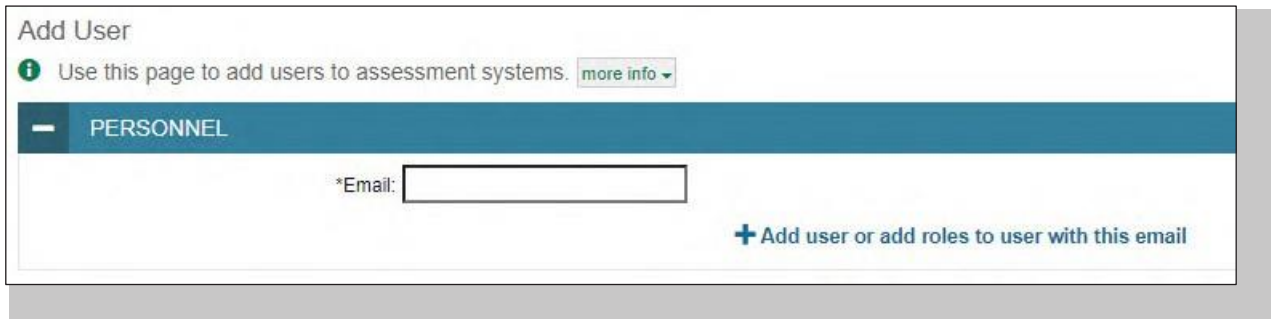
Before testing, corporation level users must perform the following tasks in TIDE:

- Set up **user accounts** for school level and other corporation level users for access to TIDE and other CAI systems. If user accounts are not set up before testing begins, those users will not be able to access any CAI systems.
- Verify the designated features and accommodations assigned to students are correct to access tests as scheduled.
- Verify point of contact and shipping information for **paper testing materials**.
- Optional: Create rosters to allow CRS to display scores by classroom, teacher, or other specified reporting groups, as needed. Ensure each roster has an assigned teacher. Teacherless rosters will not be visible in CRS.

Adding a New User Account

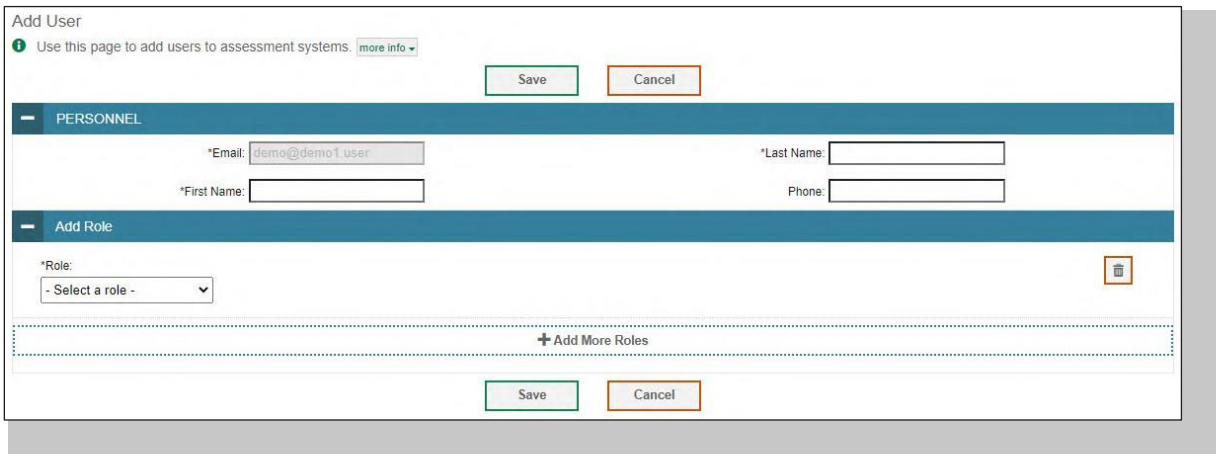
1. From the **Users** task menu, select **Add Users**. The ***Add Users*** page appears (see Figure 9).
2. In the *Email* field, enter the new user's email address and select **+Add user or add roles to use with this email**. Additional fields appear.

Figure 9. Add User



3. Enter the new user's first and last name in the required fields and other details in the optional fields.
4. From the Role drop-down select a role. From the roles that appear, select a state, corporation, and school, if applicable (see Figure 10).

Figure 10. Add User – Additional Fields



5. *Optional:* To add multiple roles, select **+Add More Roles** and repeat step 4.
6. *Optional:* To delete a role, select  next to that role.
7. Select **Save**. In the affirmation dialog box, select **Continue** to return to the ***Add Users*** page. TIDE adds the account and sends the new user an activation email from DoNotReply@cambiumassessment.com.

Modifying an Existing User Account

Users can view and modify existing user accounts one at a time or multiple existing user accounts at once through file export. If a user's information changes after they've been added to TIDE, their user account must be edited to match the most up-to-date information. If the user's account does not include current information, the user may not be able to access other CAI systems or features within those systems. Users can also be deleted from TIDE.

1. From the **Users** task menu, select **View/Edit/Export Users**. The ***View/Edit/Export Users*** page appears.
2. To view or edit an account, select  from the **Edit** column for the desired user. The **View/Edit User** page appears.
3. Modify the user's details as required using the table Fields in the View/Edit User Page as a reference. Not all user roles can modify other user accounts.
4. *Optional:* To add more roles for this user, select **+Add More Roles** and then follow the steps as described in the section on adding individual users.
5. *Optional*: To delete a role, select  next to that role. A user's entire account can also be deleted from the search results table.
6. Select **Save**.
7. In the affirmation dialog box, select **Continue** to return to the list of user accounts.

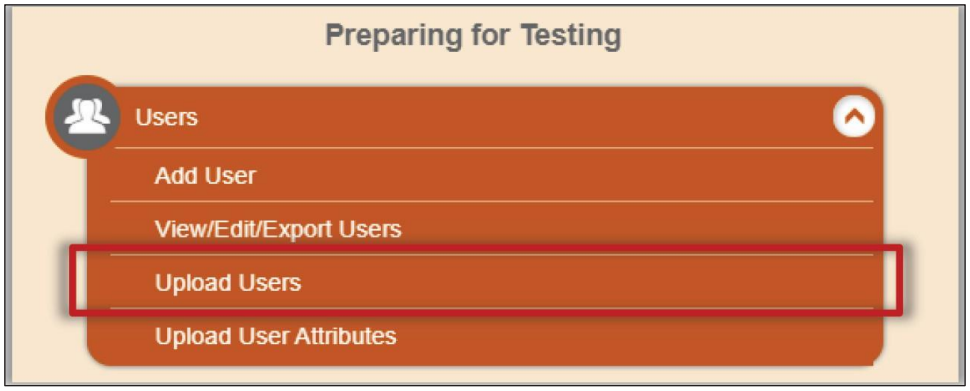
NOTE:

If modifying a user's email address, the CTC must contact the Indiana Assessment Help Desk to process this change.

Adding or Modifying Multiple User Accounts

1. From the **Users** task menu, select **Upload Users** (see Figure 11). The ***Upload Users*** page appears.
2. Using the table Columns in the User Upload File as a reference, fill out the template and upload it to TIDE. Users who have not previously been set up in TIDE will be added in TIDE. Users who already have accounts set up in TIDE will have their accounts modified with the updated content from the upload.

Figure 11. Preparing for Testing – Upload Users

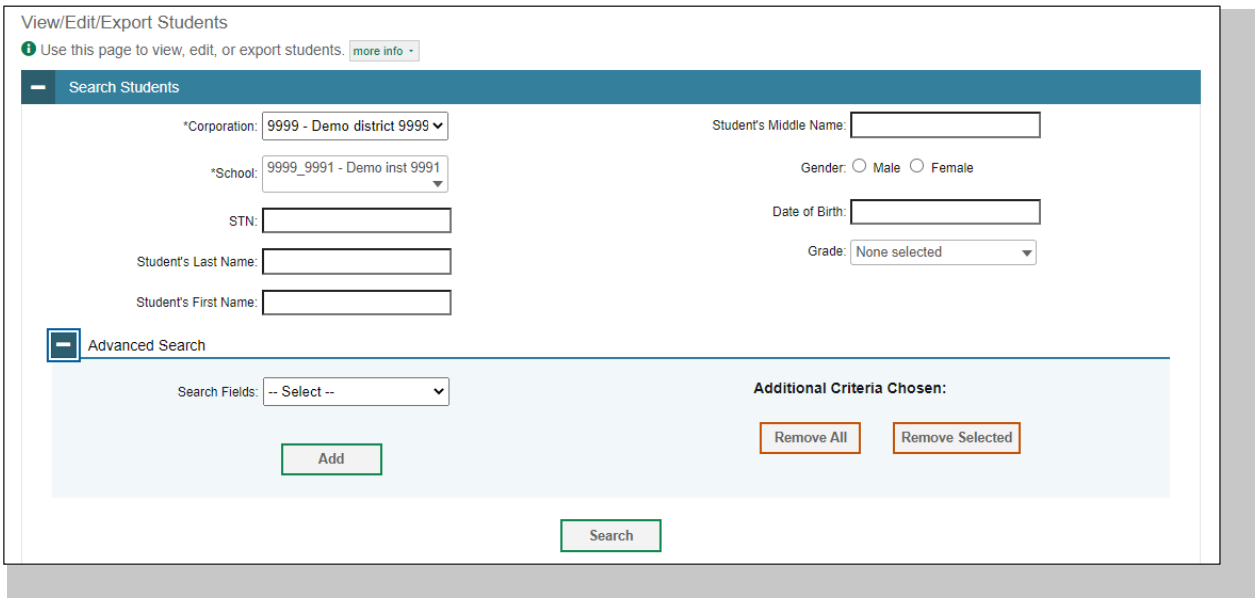


Viewing and Modifying Existing Student Accounts

Users can view detailed information about a student's record and make changes to a student's designated features, if necessary. They can also view a student's test participation report and rosters to which students are active, if available.

1. From the **Students** task menu on the TIDE dashboard, select **View/Edit/Export Students**. The ***View/Edit/Export Students*** page appears (see Figure 12).

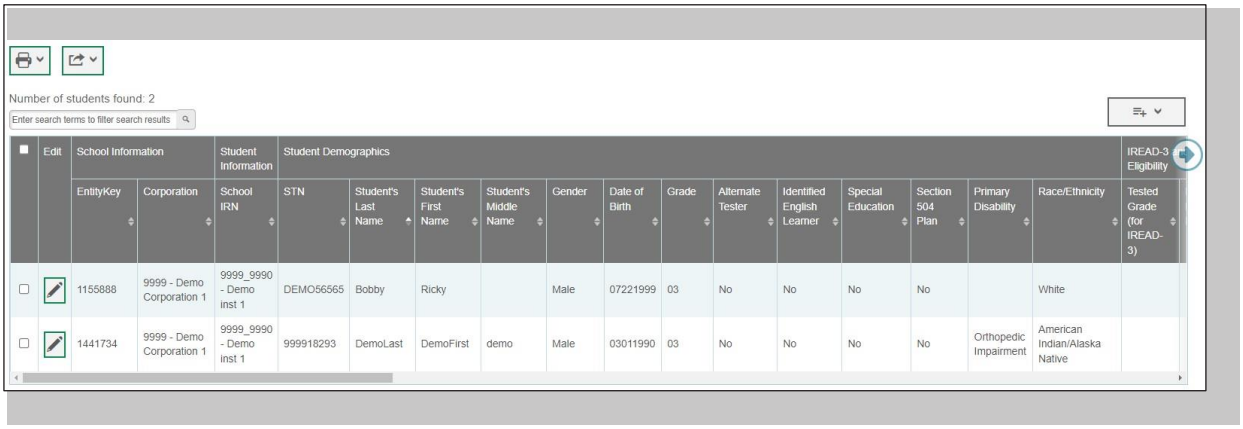
Figure 12. View/Edit/Export Students



NOTE: In the School drop-down, users can begin typing in the Search field to filter results. Users can enter their school ID or school name.

2. In the list of retrieved students, select  for the desired student. The ***View/Edit Students: [Student's Name]*** form appears (see Figure 13).

Figure 13. View Students



3. View the student's test participation report from the Student Participation panel.

   - From the Rosters panel, view rosters to which the student is currently active, if available.

4. Modify the student's record as necessary.

   - Users may need to set a student's eligibility to participate in an IREAD-3 Retest. Use the table Fields in the IREAD-3 Retester Eligibility as a reference. State, CTC, Co-Op, NPSTC, STC, and School Information Test Coordinator (SITC) user roles have the ability to modify IREAD-3 eligibility for grade four or five students and for grade two students during the Spring administration.Test eligibility flags can also be updated via file upload. Users may also need to set a student's eligibility to participate in the IREAD-3 Summer Retest administration.

   - Users may need to set a student's eligibility to participate in remote testing for ILEARN Checkpoints. Students that are enrolled in a virtual school and have completed the Remote Proctoring Parent/Student agreement may take ILEARN Checkpoints remotely. Students must be noted in TIDE as having a completed Remote Proctoring Parent/ Student agreement in order to test remotely. Consent flags can also be updated via file upload. CTC, Co-Op, NPSTC, STC, SITC, and CITC user roles have the ability to set the Parent/Student Consent for Remote Proctoring.

   - In the available designated features panels, users may modify the student's embedded and non-embedded designated features using the table Designated Features (Embedded) Test Settings and Tools as a reference. The test settings are grouped into categories such as designated features (embedded and non-embedded accommodations). Accommodations cannot be modified in TIDE. Use caution when establishing multiple features to ensure alignment to instruction and minimize additional challenges with unfamiliar or overwhelming experiences during the assessment. Users at the CTC, CITC, COOP, STC, NPSTC, and TA level will be able to edit embedded and non-embedded designated features in TIDE.

- All necessary changes to student accommodations must come to TIDE through IDOE's nightly data feed. The panels display a column for each of the available test families. Users can select different settings for each test family, if necessary. The section Verifying Student Accommodations and Test Tools also discusses how to verify student test settings and tools.

5. Select **Save**.

6. In the affirmation dialog box, select **Continue** to return to the list of student records.

Corporation level users can view the history of changes to a student's account by using the *View Student History* feature. This feature provides detailed information on updates made to a student account by both TIDE users and automated processes, including:

- Recent Changes;
- Student Information and Test Settings;
- Enrollment and Rosters; and
- Test Eligibility.

The information also includes the status of each change (active or inactive) and the initiating user. All times shown are US Eastern Time (ET).

Each user role will be able to view the history of changes relating to information which they have access to in other parts of TIDE. The history is limited to displaying changes from January 1 of the previous calendar year to the present.

Note: When a student is removed, users will no longer have access to the *View Student History* feature for that student, as inactive students are not displayed in TIDE.

To access a student's history:

1. From the **Students** task menu on the TIDE dashboard, select **View/Edit/Export Students**. The ***View/Edit/Export Students*** page appears (see Figure 13).

2. Retrieve the individual student account by following the procedure in step 4 on page 11, Modify the student record as necessary.

3. In the list of retrieved students, select  to view the student's account. The ***View Student History: [Student's Name]*** window appears.

4. From the top of the page, select the **View History** button.

5. Review the **Recent Changes** for an overview of all changes or select another tab to view only those changes.

NOTE:

If changes are made to a student's settings during active testing, they will not see changes reflected until the test is paused and resumed. The Language designated feature requires a different form; therefore, changing the Language of a test after student begin testing will cause a testing irregularity and may result in a test invalidation, test reset, or nonscorable test attempts (if the irregularity is not addressed).

Managing Students in Multiple Corporations or Schools

TIDE facilitates the ability for students enrolled in multiple corporations or schools at the same time to appear with that distinction in TIDE. This is beneficial in situations where a student takes one test at one school and a different test at another school (e.g., a student enrolls in more than one school because a subject may be offered in one school, but not the other,) or where a student's school of service differs from that student's school of accountability. Students are identified for dual enrollment via Data Exchange.

When viewing a record of a student who has been enrolled in more than one corporation or school, the record will display all the corporations and schools in which the student is enrolled (see Figure 14).

Figure 14. Dual-Enrolled Student



The student can use a student access card from either institution to log in to TDS. When verifying their information after logging in to TDS, the first school in which the student was enrolled will be displayed by default. Users may continue with the verification process as the school information has no impact on the tests that a student is eligible to take. For information about printing student access cards, see the section Printing Student Access Cards.

Verifying Student Accommodations and Test Tools

In addition to viewing a student's record, as described in the section above titled Viewing and Modifying Existing Student Accounts, corporation level users may use the Test Settings and Tools task to verify student test settings and tools prior to testing. A student's test settings and tools that require verification before testing include embedded and non-embedded designated features, and embedded and non-embedded accommodations, such as text-to-speech (TTS).

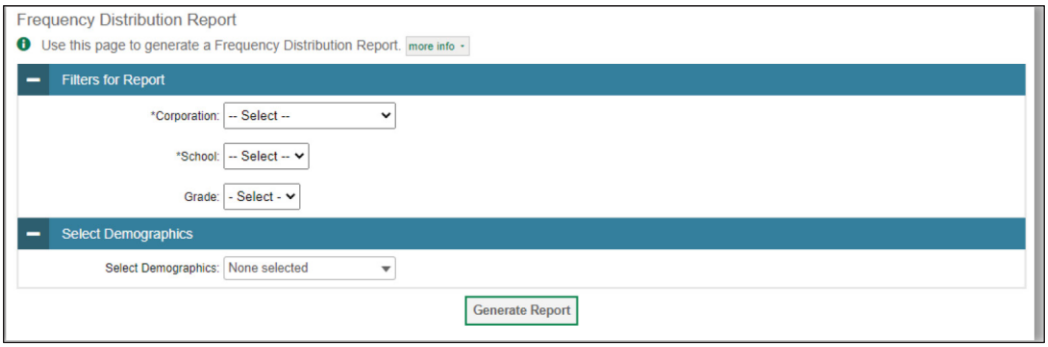
1. From the **Test Settings and Tools** task menu on the TIDE dashboard, select **View/Edit/ Export Test Settings and Tools**. The ***View/Edit/Export Test Settings and Tools*** page appears.
2. Retrieve the student accounts whose settings and tools need to be viewed or edited by following the procedure in the section Viewing and Modifying Existing Student Accounts.
3. In the list of retrieved students, select  for the student whose test settings and tools need to be edited. The ***View/Edit Students: [Student's Name]*** form appears.
4. For information about how to use this form, see the section Viewing and Modifying Existing Student Accounts.

Viewing Student Frequency Distribution Report

A Frequency Distribution Report (FDR) shows the number of occurrences of a particular category, such as the number of male and female students. Users can generate FDRs for the students in their corporation or school by a variety of demographics.

1. From the Students task menu on the TIDE dashboard, select **Frequency Distribution Report**. The ***Frequency Distribution Report*** page appears (see Figure 15).

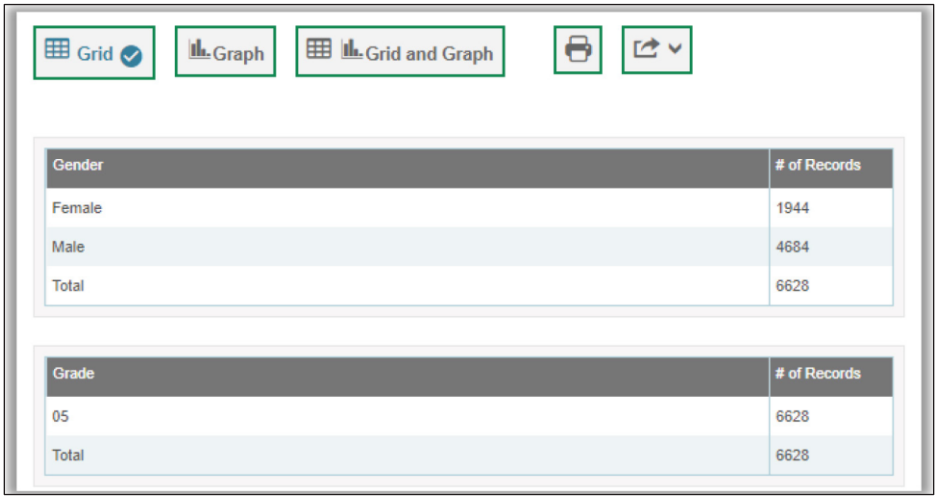
Figure 15. Frequency Distribution Report



2. In the *Filters for Report* panel, select the report filters:
   - From the **Corporation** drop-down list (if available), select a corporation.
   - From the **School** drop-down list (if available), select a school. Corporation level users can retain the default for all schools within the corporation.
   - *Optional:* Select a specific grade or retain the default for all grades.
   - *Optional:* In the Select Demographics sub-panel, mark checkboxes to filter the report for additional demographics.

3. Select **Generate Report**. TIDE displays the selected FDRs in grid format (see Figure 16).

Figure 16. Frequency Distribution by Gender and Grade



4. Do one of the following:

- To display the FDRs in tabular format, select Grid.
- To display the FDRs in graphical format, select Graph.
- To display the FDRs in both tabular and graphical format, select Grid & Graph.
- To download a PDF file of the FDRs, select , and then select Print on the new browser window that opens displaying the report. The generated PDF file displays the report in the user's selected format of Grid, Graph, or Grid & Graph.
- To export to Excel, select , and in the affirmation dialog box select Export to Excel.

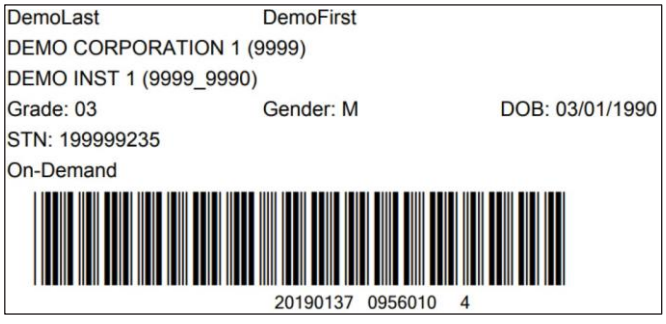
Printing Pre-ID Labels

A Pre-ID label (see Figure 17) is a label that users affix to a student's testing materials, such as an assessment book.

Corporations and schools will print Pre-ID labels locally prior to test administration. No automatic shipment will be sent to schools. Transfer students will populate within the Pre-ID PDF file once confirmed in CAI systems via Data Exchange.

This task requires the 5" × 2" label stock provided in the school's test materials shipment. Users can print on partially used label sheets. TIDE generates the labels as a PDF file that can be downloaded and printed with a browser.

Figure 17. Sample Pre-ID Label

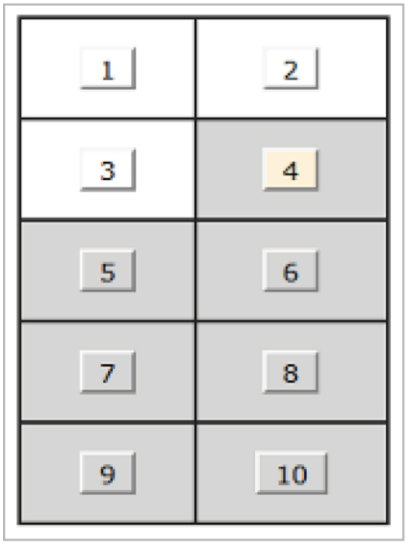


NOTE:

All used student test booklets to be scored must have a Pre-ID Label affixed to prevent test discrepancies.

1. From the **Students** task menu on the TIDE dashboard, select **View/Edit/Export Students**. The ***View/Edit/Export Students*** page appears.
2. Find the students who need printed Pre-ID labels by filling out the search criteria and selecting **Search**.
3. Select the column headings to sort the retrieved students in the order the labels should be printed.
4. Specify the students for whom labels need to be printed:
   - To print labels for specific students, mark the checkboxes for the students that need to be printed.
   - To print labels for all students listed on the page, mark the checkbox at the top of the table.
5. Select , and then select **My Selected Pre-ID Labels**.
6. In the new browser window that opens, verify **Pre-ID Labels** is selected in the *Print Options* section and a model appears for selecting the start position for printing on the first page (see Figure 18).
7. Select the start position required.
8. The start position applies only to the first page of labels. For all subsequent pages, the printing starts in position 1, the upper left-hand corner.
9. Select **Print**. When printing Pre-ID labels, make sure Print to Fit is unchecked.
10. The user's browser downloads the generated PDF.

Figure 18. Layout Model for Pre-ID Labels



Managing Rosters

Rosters are a way to group students together into a list. A roster can be a list of students associated with a teacher at a particular school, or it can be a list of disparate students that are not associated with a specific teacher, created purely for organizational purposes. Rosters that do not have a teacher associated with them are called "teacherless rosters," and are only visible in TIDE.

Rosters typically represent entire classrooms in lower grades and individual class periods in upper grades. They can also represent special courses offered to groups of students. Rosters can also be used to print Pre-ID labels and student access cards.

CRS can aggregate test scores at the roster level, and all rosters created in TIDE that are associated with a teacher will be available in CRS. For a teacher to be able to see their students' performance data, the students must be included in a roster associated with the teacher. Hence, rosters must be created for all teachers responsible for an academic subject, such as reading/literacy, mathematics, science, social studies, and health if corporation administrators wish to allow teachers to view results through CRS.

Starting with SY24-25, users will be able to view and edit existing rosters from previous school years, as well as create new rosters for a previous year. This feature is applicable to rosters from the SY23-24 school year and onwards.

When creating rosters, the following guidelines are recommended:

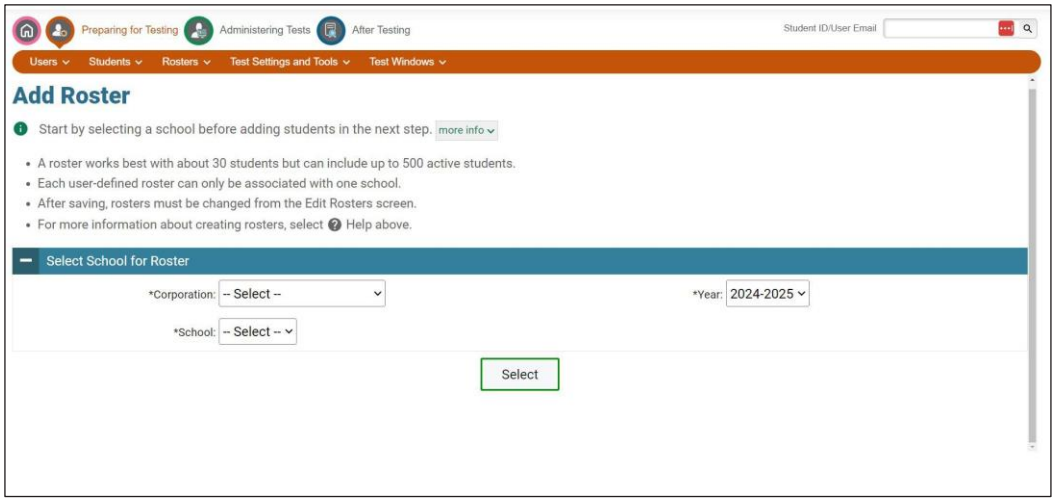
- One or more rosters may need to be created depending on the subjects taught by a teacher. For example, if a group of grade three students have the same teacher for reading, mathematics, and science, then separate rosters do not need to be created for each subject. However, if different teachers are responsible for teaching different subjects, then separate rosters must be created for each teacher and subject.
- When naming rosters, a clear and consistent naming convention should be used that indicates the grade, class name, teacher, and period as applicable. For example, an elementary school roster may be named "Gr3Jones23-24" and a secondary school roster may be named "AikenPeriod3BIO9A23-24."

Users can only create rosters from students associated with their school or corporation.

Adding a New Roster

1. From the **Rosters** task menu on the TIDE dashboard, select **Add Roster**. The ***Add Roster*** form appears (see Figure 19).
2. In the *Select School for Roster* panel, fill in the corporation and school details and select the desired school year. Then, choose **Select**.

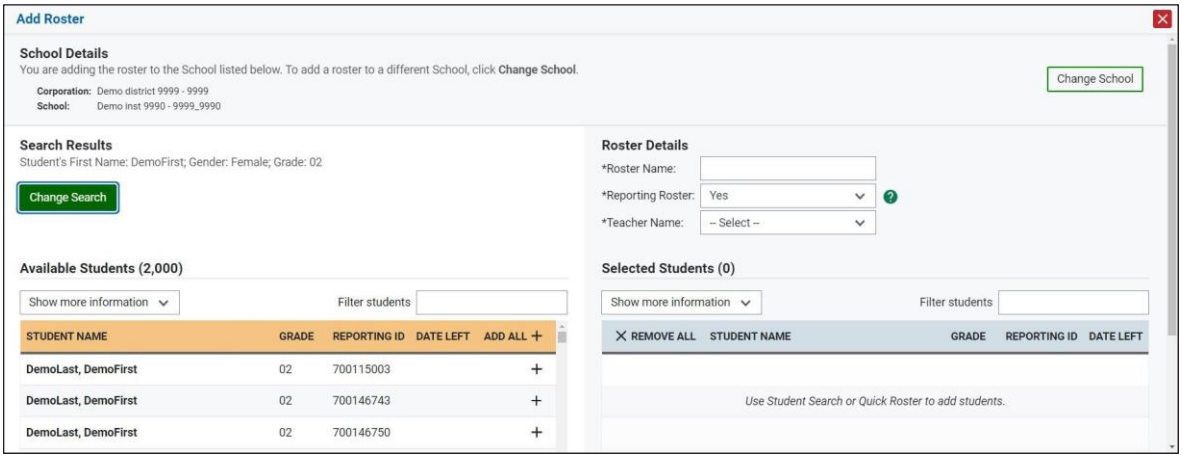
Figure 19. Add Roster



3. In the *Add/Remove Students* to the Roster panel (see Figure 20), do the following:

   - In the *Roster Name* field, enter the roster name.
   - From the *Reporting Roster* drop-down list, select **Yes** or **No** as appropriate. Selecting *Yes* will share the roster with CRS, while selecting *No* will create a roster for use in TIDE only.
     - If the user selected *Yes*, the *Teacher Name* field will appear. Select a teacher, TA, or other school personnel associated with the roster.
   - From the *Find and Select Students* field, users can use one of the following options to add students to the roster:
     - **Student Search:** Allows the user to search and find specific students or groups of students to add to their roster by searching for student information (e.g., STN).
     - **Quick Roster:** Allows the user to quickly build a complete roster by filtering students using group criteria (e.g., grade). Users can add additional filters by selecting the drop-down menu under *Additional Fields*.

Figure 20. Add/Remove Students to Roster



- To add students in the list of available students, do one of the following:
  - To move one student to the roster, select + for that student.
  - To move all students in the *Available Students* list to the roster, select **Add All** from the upper right-hand corner of the *Available Students* chart.
  - To move selected students to the roster, select + for the students that should be included in the roster.
- To remove students, do one of the following in the list of students in the roster:
  - To remove one student from the roster, select × for the student.
  - To remove all the students from the roster, select **Remove All** from the upper left-hand corner of the *Selected Students* chart.
  - To remove selected students from the roster, select × for the students that should be removed from the roster.

4. Select **Save** from the bottom of the *Selected Students* chart, and in the affirmation dialog box, select **Continue**.

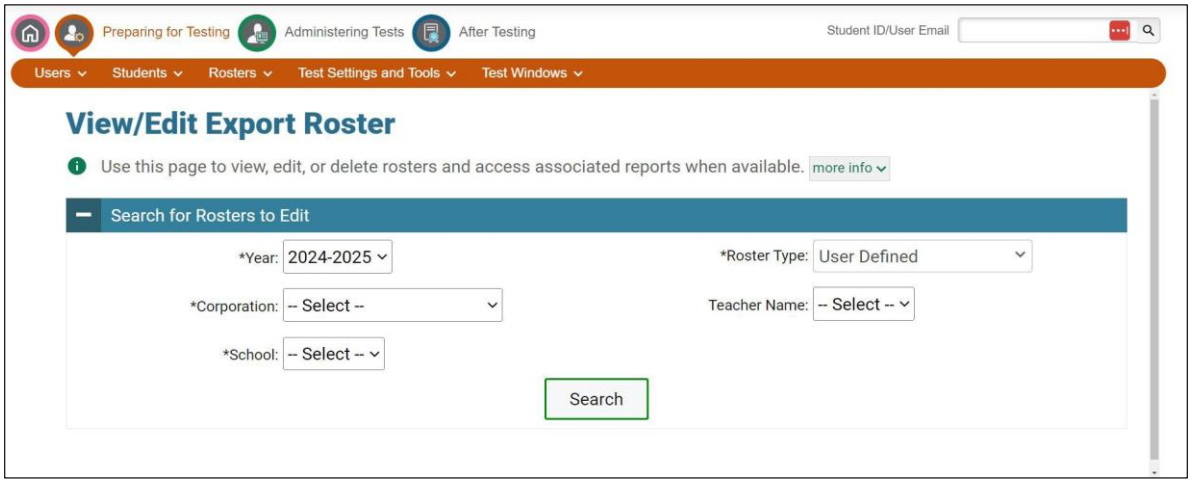
Modifying Existing Rosters

Users can modify certain rosters, if required. However, whether a roster can be modified or the method in which a roster can be modified depends on the roster type.

Users can modify existing rosters by performing the following steps:

1. From the **Rosters** task menu on the TIDE dashboard, select **View/Edit/Export Roster**. The ***View/Edit/Export Roster*** page appears (see Figure 21). Enter the corporation, school name, roster type, and roster year and choose **Search**. A pop-up will appear listing the number of results. Select **View Results** to see the full list of rosters matching the search criteria.

Figure 21. View/Edit/Export Roster



2. In the list of retrieved rosters, select next to a roster to view its details. The ***View/Edit/Export Roster*** form appears. This form is similar to the form used to add rosters.

3. In the *View/Edit/Export Roster* panel (see Figure 22), users can update roster details and add or remove students from the roster.

   a. To change the roster's name, click on the *Roster Name* box and update the text as needed.

   b. To change which teacher is associated with the roster, click the *Teacher Name* drop-down and select a new teacher.

   c. To filter students currently in the roster, type all or part of the student's STN, first name, last name, or grade into the *Filter Students* box on the upper right-hand corner of the *Selected Students* chart.

   d. To add students to the roster:

      - Select **Find Students** from the *Add Students* section. Users can search for an individual student by entering the student's information into the *Student Search* tab, or they can search for groups of students by entering filtering criteria into the *Quick Roster* tab. Once all information is entered, select **Search**.

      - To move all the students in the *Available Students* list to the roster, select **Add All**.

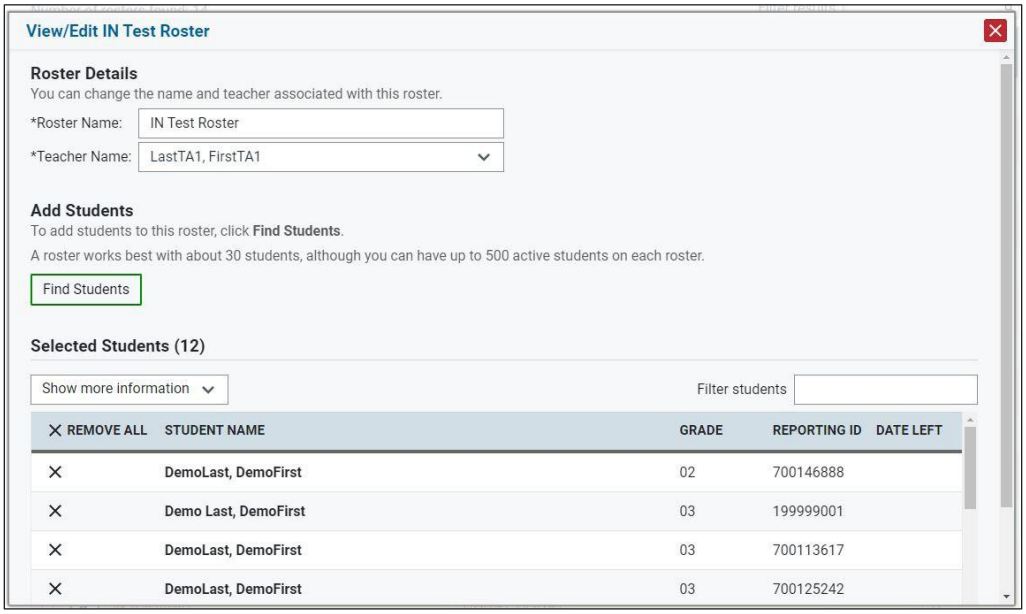
   e. To remove students, do one of the following in the list of students in the roster:

      - To remove one student from the roster, select ✕ for the student.

      - To remove all the students from the roster, select **Remove All** from the upper left-hand corner of the *Selected Students* chart.

4. Select **Save**, and in the affirmation dialog box select **Continue**.

Figure 22. Add/Remove Students to Existing Roster



Adding Rosters

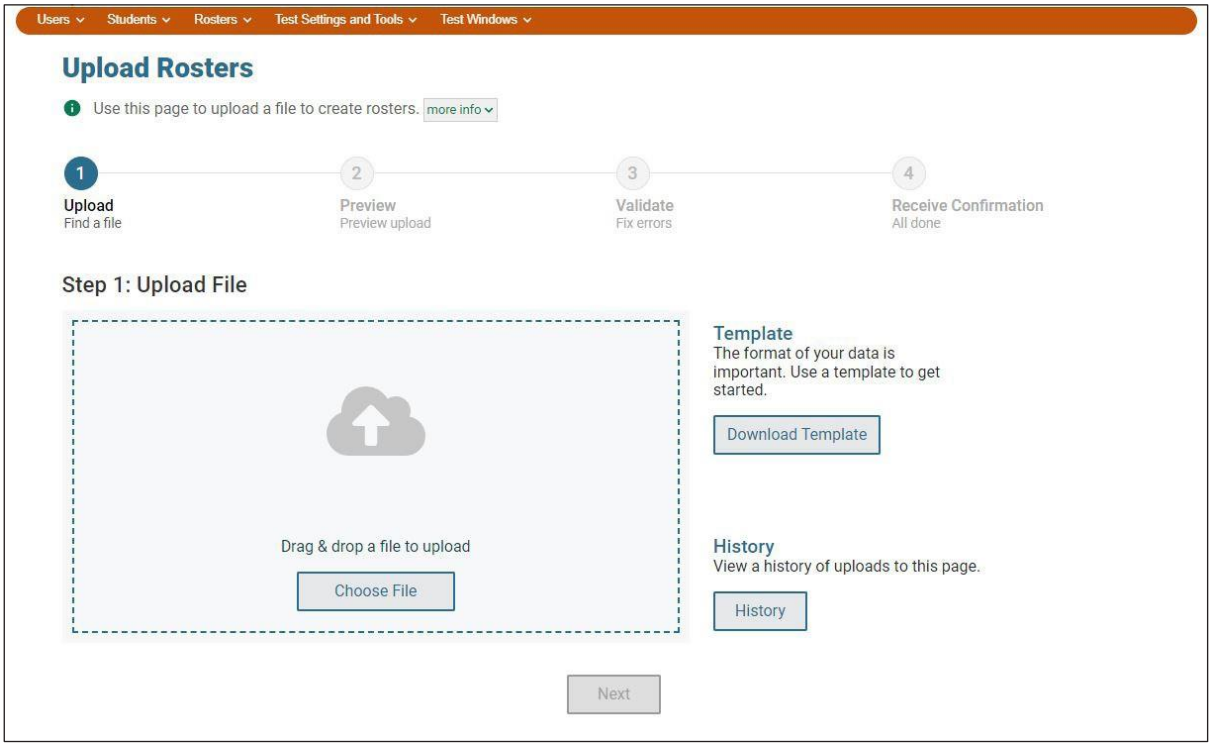
1. From the Rosters task menu on the TIDE dashboard, select **Upload Rosters**. The ***Upload Rosters*** page appears (see Figure 23).

2. Upload a roster by dragging and dropping it into the *Upload a File* box or by selecting **Choose File**. Then select **Next**.

    - Rosters must be formatted correctly in order for TIDE to accept the upload. If a roster is formatted incorrectly, TIDE will return an error. To confirm the roster is formatted correctly, download the roster template by choosing **Download Template**. Reference the table Columns in the Roster Upload File for more information on each column.

Please note that uploading a new roster or modifying an existing roster does not delete students.

Figure 23. Upload Roster



Managing Paper Material Orders

A user's corporation or school may be pre-approved to receive paper materials for testing based on student accommodations information provided to IDOE. TIDE computes the quantities of these materials based on the number of students with paper testing accommodations (e.g., non-embedded accommodations for regular print, large print, or braille assessment books). **CTCs must ensure timely return of all materials for scoring of test booklets.** This section describes how to review initial order materials, how to track order shipments and returns, and how to order additional quantities, as necessary.

NOTE: Not all test administrations provide initial material orders.

Reviewing Orders Placed Before Test Administration

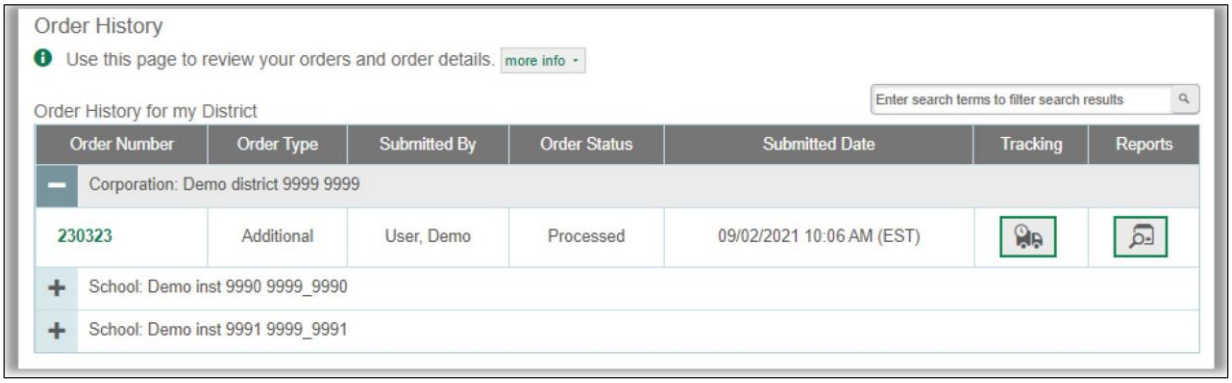
Initial orders will be generated based on paper testing accommodations for students during the extract date. Users can review initial orders at any time following the initial order extraction.

1. From the **Preparing for Testing** task menu on the TIDE dashboard, select **Paper Orders**. The ***Order History*** form appears (see Figure 24).

2. In the Order History form, there will be a table titled Order History for my District. The table's second column to the right, titled 'Order Type', distinguishes initial from additional order.

The sections below elaborate on the additional uses for the Order History form.

Figure 24. Order History



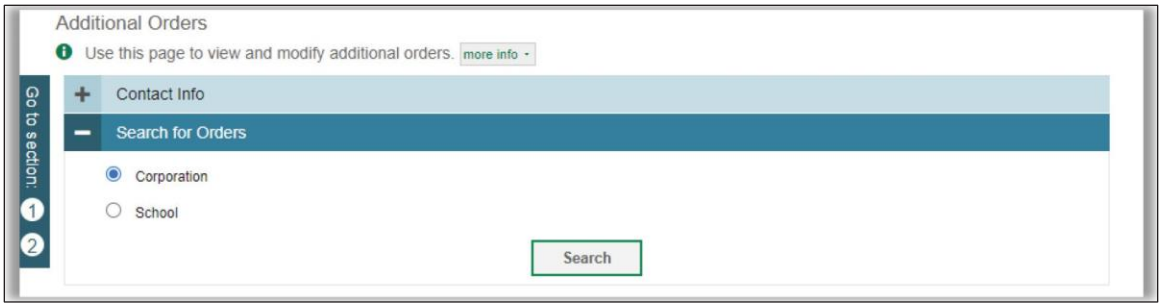
Please note initial orders will appear in the Orders Type column as "on-time" orders.

Placing Orders for Additional Paper Testing Materials

Users can request additional materials beyond those specified in their initial order.

1. From the **Paper Ordering** task menu on the TIDE dashboard, select **Additional Orders**. The ***Additional Orders*** form appears (see Figure 25).

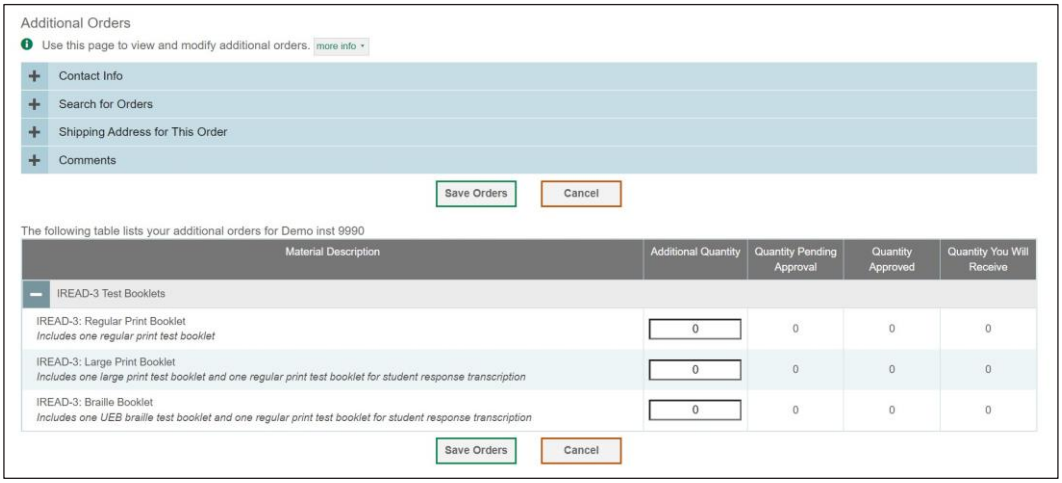
Figure 25. Retrieving Additional Order



2. In the *Contact Info* panel (if available), do the following:
   - Verify information in the *Corporation Test Coordinator Information* panel.
   - Verify information in the *Shipping Information* panel. Post Office (P.O.) boxes are not allowed for a shipping address.
   - Verify information in the *Mailing Information* section.
   - Select **Verify**, and then select **Continue** in the confirmation message that appears.
3. Do one of the following:
   - Mark **Corporation** (if available) to place an order for an entire corporation.
   - Mark **School**, and then select a school, to place an order for an individual school.

4. Select **Search**. A list of materials available for ordering appears (see Figure 26). For information on the columns that appear, see the table Columns in the Additional Orders Page.

Figure 26. Additional Orders – Entering Quantities



5. In the list of Additional Orders, review the number in the Quantity Approved column; this is the amount of each item scheduled for delivery.

6. If the Quantity Approved is incorrect, enter a different number in the Additional Quantity column. Any additional quantities ordered may require approval.

7. Select **Save Orders**.

8. Select **Submit** to submit the order. The *Order Summary* pop-up window appears with the new order request on display.

9. Select **Close** to return to the ***Additional Orders*** page.

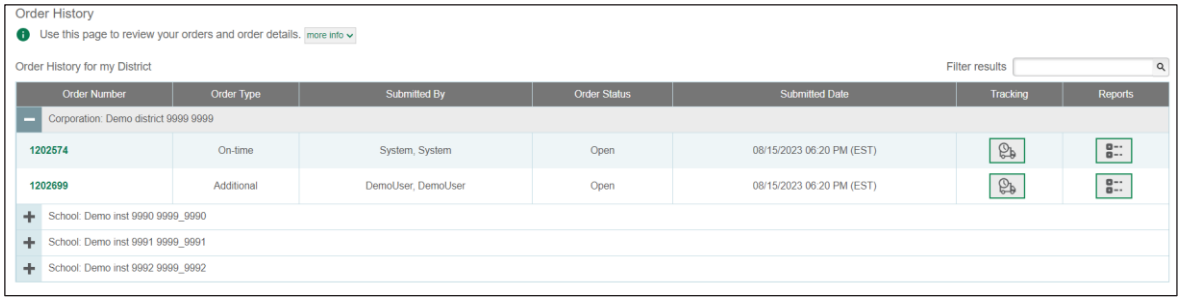
Tracking Shipments of Paper Testing Materials

Users can view tracking reports showing the status of inbound shipments of testing materials.

1. From the **Paper Ordering** task menu on the TIDE dashboard, select **Order History**. The ***Order History*** page appears (see Figure 27).

2. To view the shipping company's tracking report, select tracking.

Figure 27. Order History - Tracking



Viewing Order History Reports

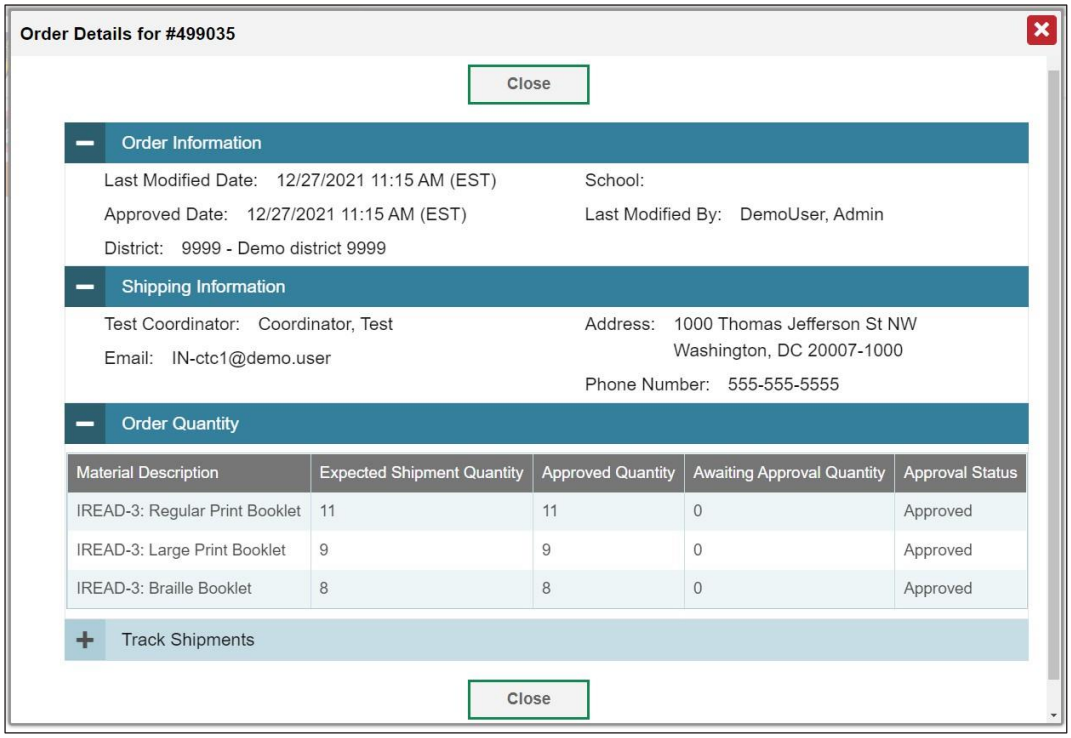
Users can review the order history of testing materials for their school or corporation.

1. From the **Orders** task menu on the TIDE dashboard, select **Order History**. The ***Order History*** page appears (see Figure 28).

2. To view the order details, select the order number in the Order Number column. The Order Details form appears.

3. To view the order's tracking report, select  .

Figure 28. Order Details



4. To view the order's packing lists, manifests, and security checklists, select  .

Viewing Order Summary Reports

Users can review reports for their school or corporation's open orders.

5. From the Orders task menu on the TIDE dashboard, select **Order Summary**. The ***Order Summary*** page appears (see Figure 29).

Figure 29. Order Summary



6. Under *Search Order For*, do one of the following:

   - Mark **Corporation** (if available) to review orders for an entire corporation.
   - Mark **School**, and then select a school, to review orders for an individual school.

7. From the **Search Order By** drop-down list, mark the checkboxes for **On-time** and **Additional**, as available, to include those types of orders in the report.

8. Select **Search**. The order summary report appears.

Using TIDE During Test Administration

During testing, corporation level users can perform the following tasks in TIDE:

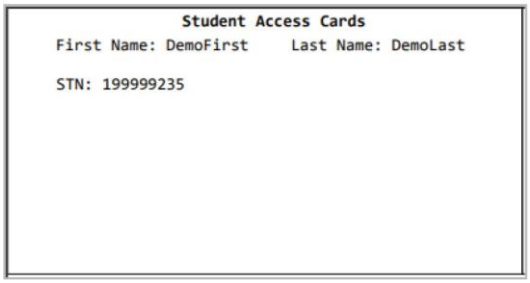
- Print **student access cards** to help students log in to tests.
- Process or retract irregularities.
- View reports of students' current test statuses, test completion rates, and test status codes.

Printing Student Access Cards

A student access card is a hard-copy form that includes a student's name and Student Test Number (STN) for logging in to a test (see Figure 30).

TIDE generates student access cards as PDFs that users download from their browser.

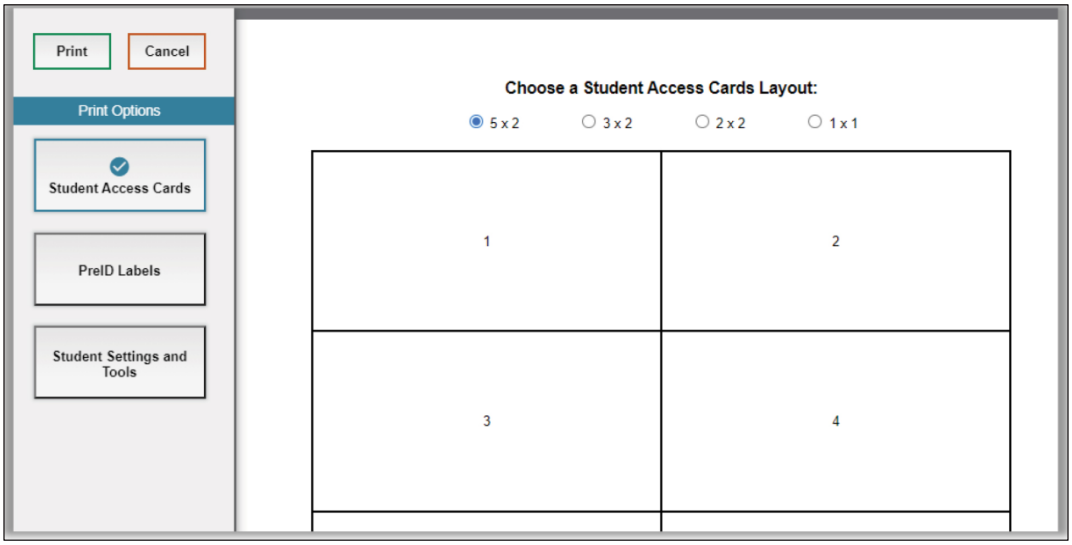
Figure 30. Sample Student Access Card



Printing Student Access Cards from Student Lists

1. From the **Print Student Access Cards** task menu on the TIDE dashboard, select **Print from Student List**. The ***Print Student Access Cards from Student List*** page appears.
2. Retrieve the students whose student access cards need to be printed by filling out the search criteria and selecting **Search**.
3. Select the column headings to sort the retrieved students in the order the student access cards should be printed.
4. Specify the students for whom student access cards need to be printed.
   - To print student access cards for specific students, mark the checkboxes for the students that need cards printed.
   - To print student access cards for all students listed on the page, mark the checkbox at the top of the table.
   - To print student access cards for all retrieved students, no additional action is necessary. The option to print all retrieved records is available by default.
5. Select  and then select the appropriate action:
   - To print student access cards for selected students, select **Selected Student Access Cards**.
   - To print student access cards for all retrieved students, select **All Student Access Cards**.
6. In the new browser window that opens displaying a layout for selecting the printed layout (see Figure 31), verify **Student Access Cards** is selected in the *Print Options* section.
7. The user's browser downloads the generated PDF.

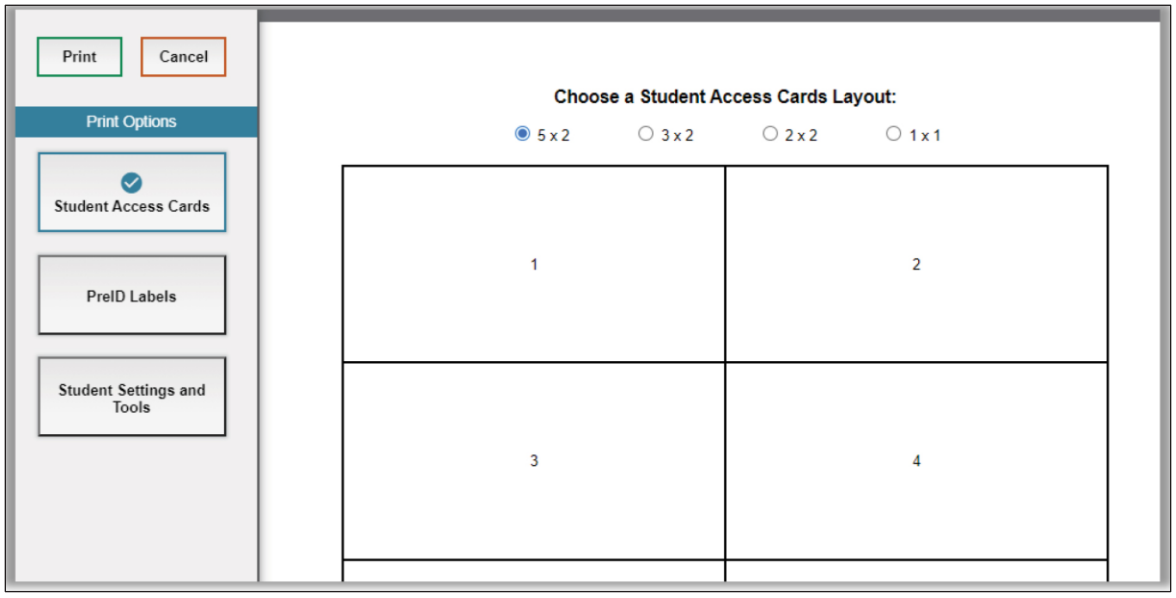
Figure 31. Print Student Access Cards – From Student List



Printing Student Access Cards from Roster Lists

1. From the **Print Student Access Cards** task menu on the TIDE dashboard, select **Print from Roster List**. The ***View/Edit Rosters*** page appears.
2. Retrieve the rosters from which the student access cards need to be printed by filling out the search criteria and selecting **Search**.
3. Select the column headings to sort the retrieved rosters in the order the student access cards should be printed.
4. Do one of the following:
   - Mark the checkboxes for the rosters that need to be printed.
   - Mark the checkbox at the top of the table to print tickets for all retrieved rosters.
5. Select  and then select **Student Access Cards**. A layout model appears for selecting the printed layout (see Figure 32).
6. Verify **Student Access Cards** is selected in the *Print Options* section.
7. Select the layout that is required, and then select **Print**.
8. The user's browser downloads the generated PDF.

Figure 32. Print Student Access Cards – From Student List



Managing Irregularity Requests

In the normal flow of a test opportunity, a student takes the test in TDS and then submits it. Next, TDS forwards the test for scoring, and then the test scores are reported in CRS.

Irregularity requests are a way of interrupting this normal flow. For example, a TA may be required or need to invalidate a test because of a hardware malfunction or an impropriety. This section describes how to create, submit, view, and upload irregularity requests.

There are two steps required for test coordinators to report irregularities. First, test coordinators must submit an IDOE Testing Irregularity Report. Once IDOE has provided guidance, test coordinators must then submit a TIDE Irregularity Request. IDOE's Testing Irregularity Report serves as official documentation when a testing irregularity occurs. The TIDE Irregularity Request allows schools to request specific action to be taken on a specific student test but does not serve as a corporation's official documentation of a testing irregularity.

See the tables in Appendix I for a list of irregularity request types, irregularity request statuses, and irregularity requests by test status.

Adding New Irregularity Requests

Once users have submitted a Testing Irregularity Report and received guidance from IDOE, they can create an irregularity request for a given test opportunity.

Figure 33. Create Irregularity Requests

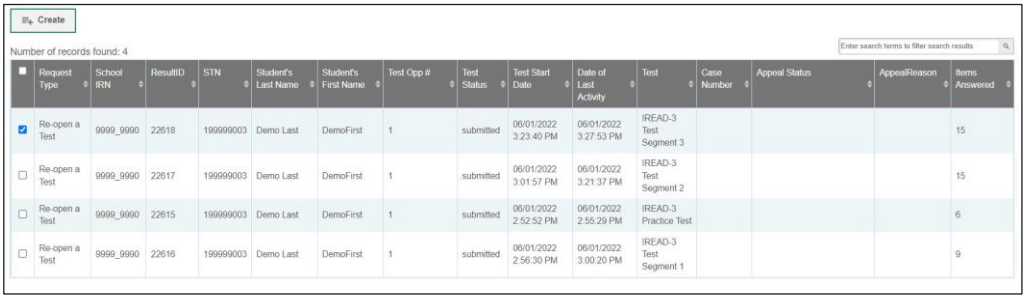


1. Retrieve the test opportunity an irregularity request needs to be created for by doing the following:

   - From the **Create Requests** task menu on the TIDE dashboard, select **Create Requests**. The ***Create Requests*** page appears (see Figure 33).
   - Select a request type.
   - From the drop-down lists and in the text field, enter search criteria.
   - Select **Search**. TIDE displays the found results at the bottom of the ***Create Requests*** page (see Figure 34).

2. Mark the checkbox for each test opportunity with an irregularity, and then select **Create**.

Figure 34. Create Irregularity Requests – Search Results



3. *Optional:* In the *Additional Comments* field, enter comments, if desired.

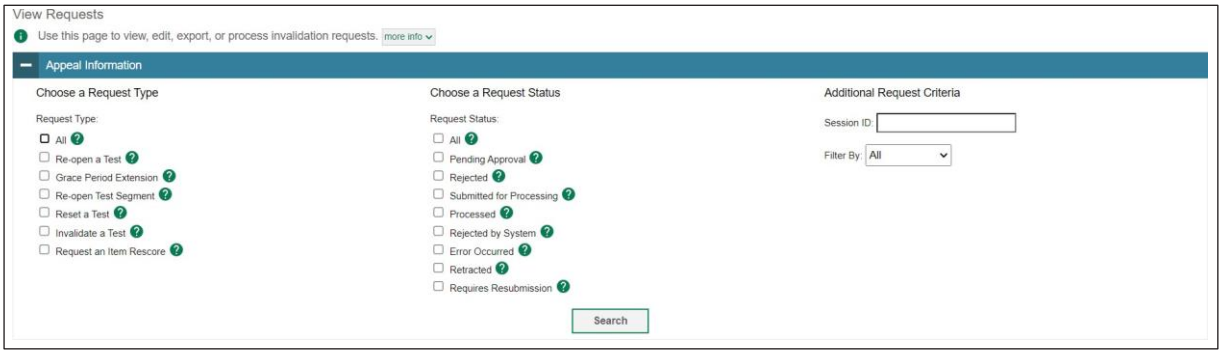
4. Select **Submit**. TIDE displays a confirmation message.

Modifying Existing Irregularity Requests

Users can view, retract, and export existing irregularity requests.

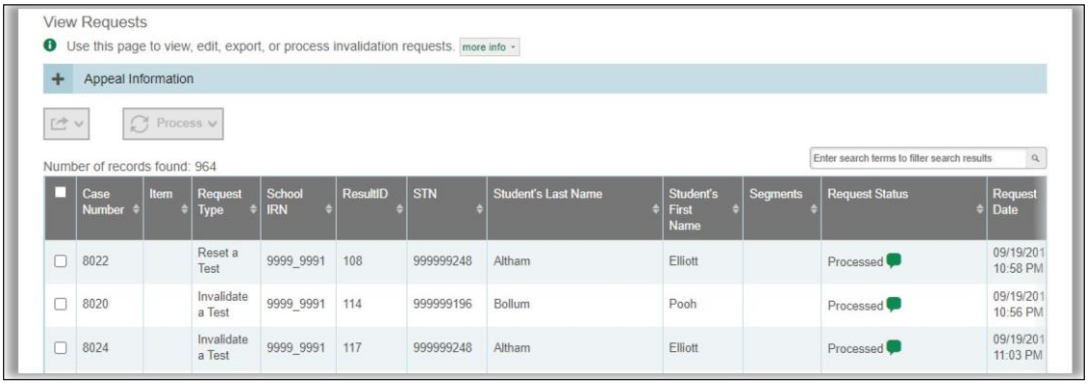
1. From the **View Requests** task menu on the TIDE dashboard, select **View Requests**. The ***View Requests*** page appears (see Figure 35).

Figure 35. View Irregularity Requests



2. Retrieve irregularity requests by filling out the search criteria and selecting **Search**. Figure 36 shows retrieved irregularity requests.

Figure 36. View Irregularity Requests – Search Results



3. *Optional:* Review the initiator's reason for the irregularity request by selecting in the Status column.

Adding or Modifying Multiple Irregularity Requests

If the user needs to create multiple irregularity requests, it may be easier to do so through a file upload. This task requires familiarity with composing comma-separated value (CSV) files or working with Microsoft Excel.

1. From the **Create Requests** task menu on the TIDE dashboard, select **Upload Requests**. The ***Upload Requests*** page appears.

2. Using the table Columns in the Irregularity Request Upload File in the appendix as a reference, fill out the Irregularity Request template and upload it to TIDE.

Creating an Item Rescore Request

Any ILEARN assessments containing open-ended items that require hand-scoring are eligible for review and a rescore. Pursuant to the Indiana Code, parents and guardians must have an opportunity to review their students' responses to open-ended, hand-scored items. Additionally, Indiana Code requires that schools manage the rescore request process locally on behalf of parents and guardians. Only ILEARN 3–8 English/Language Arts (ELA) and Mathematics assessments contain open-ended test items; therefore, one rescore request window exists.

Item rescores may only be requested during the designated ILEARN rescore window. Any rescores submitted outside of the established window will not be processed.

Assessment	Rescore Request Window
ILEARN 3–8 Spring 2025	May 12 - 30, 2025

The Principal Role

Pursuant to the Indiana Code, the Principal Role (PR) is available in TIDE for designated school personnel. Only one building administrator or designee is permissible per school.

Since rescore requests cannot be reversed and rescores can result in a decreased score for the student, caution must be used when designating PR users in TIDE. IDOE strongly recommends schools document locally such designations as well as any actions requested by the PR user to ensure appropriate communication.

The following roles can assign a PR within a school:

- CTCs,
- NPSTCs, and
- STCs.

NOTE: Sometimes the STC is also the Principal in a school.

The PR will access TIDE and CRS as part of the rescore process. Scores for specific items will be available in TIDE, and overall scale scores for students will be available in CRS. The PR should reference the CRS User Guide on the Indiana Assessment Portal for more information on how to access student scores in CRS.

Scores will go live in CRS on the same date that the rescore window opens. For students taking online tests, preliminary scores will appear in CRS within 12 business days of a student submitting their online test, or following quality control check completion. For students taking the paper-and-pencil operational test preliminary scores will appear in CRS within 15 business days of being received by the vendor or following quality control check completion. Paper-and-pencil materials require additional time for processing before scoring activities can begin.

For a list of preliminary go-live dates for ILEARN assessment, see the table below.

Assessment	Preliminarily Score Go-Live
ILEARN Biology ECA Fall 2024	December 9, 2024
ILEARN Biology ECA Winter 2025	February 10, 2025
ILEARN 3–8 Spring 2025	April 30, 2025*
ILEARN Biology ECA Spring 2025	April 21, 2025
U.S. Government ECA Spring 2025	April 21, 2025

*Scores populate within 12 days of test completion after April 30, 2025.

The PR must always maintain the security of test content and student response data when accessing this information in TIDE and must complete a Non-Disclosure Agreement (NDA) within TIDE. TIDE will track which PRs have acknowledged the NDA.

All rescore inquiries are done onsite at a student's school; assessment items may not be viewed virtually. Parents who would like to visit the school and review their students' responses to open-ended items must sign and date an NDA before they are allowed to view any test content. Schools must maintain signed NDAs in their local files.

If a PR believes any secure test materials have been viewed inappropriately or otherwise compromised in any way, they must contact IDOE immediately.

The Rescore Process

Step 1: Log into TIDE. From the **Irregularities** drop-down menu in the Administering Tests section, the PR can select **Create Requests** or **View Requests** for an item rescore.

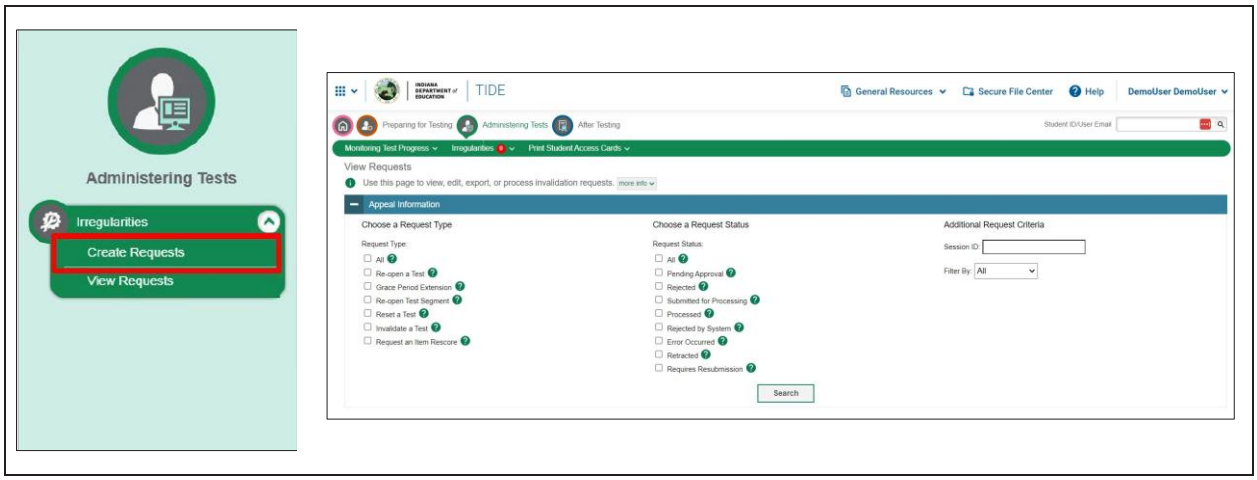
When a PR logs into TIDE and views the items available for rescoring, they will note there are two supplemental materials to consider before beginning the rescore process.

After the PR and parent sign the NDA, they should review the list of condition codes. Condition codes are assigned during the hand-scoring process and represent student responses unable to be scored. For example, a student would receive a 'B' condition code for a test item that does not have a response and therefore is blank. The PR might see condition codes for students while viewing scores for specific items within TIDE and should reference the Condition Code PDF to understand the meaning of each code and to determine whether a rescore is appropriate.

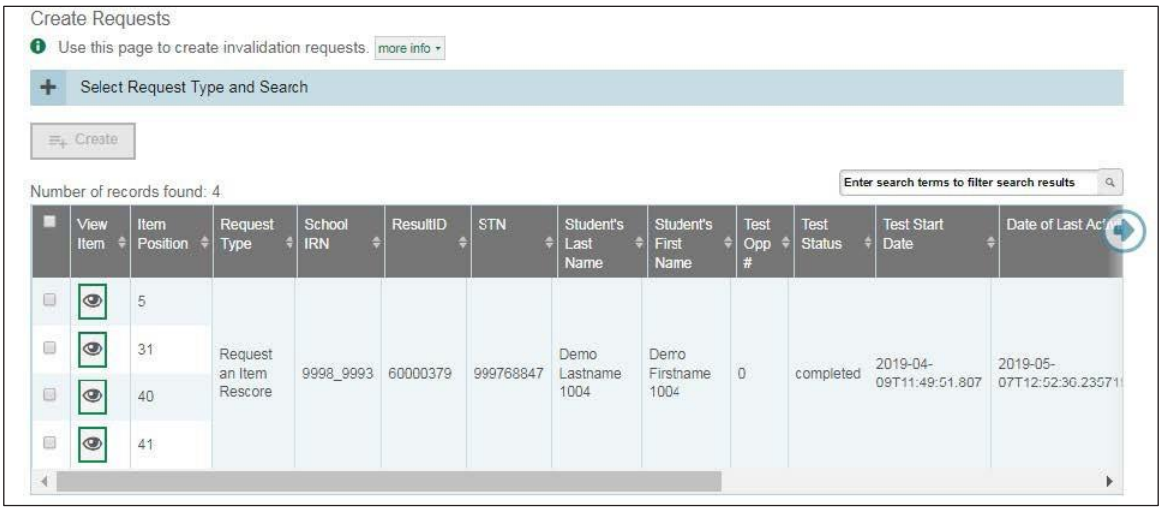
The location of the NDA and the Condition Code PDF is shown in Figure 33.

Step 2: Create a Request for Rescore:

1. Select **Create Requests** from the **Irregularities** drop-down menu.
2. Under the **Select Request Type** and **Search** panel, select the **Request an Item Rescore** radio button.
3. Search the STN in the **Search Student By** dropdown menu.
4. Complete the field that appears below the search selection with the student's 9-digit STN.
5. Click Search.
6. The search panel will automatically collapse, and the search results will appear below. TIDE will display all the results satisfying the search criteria.



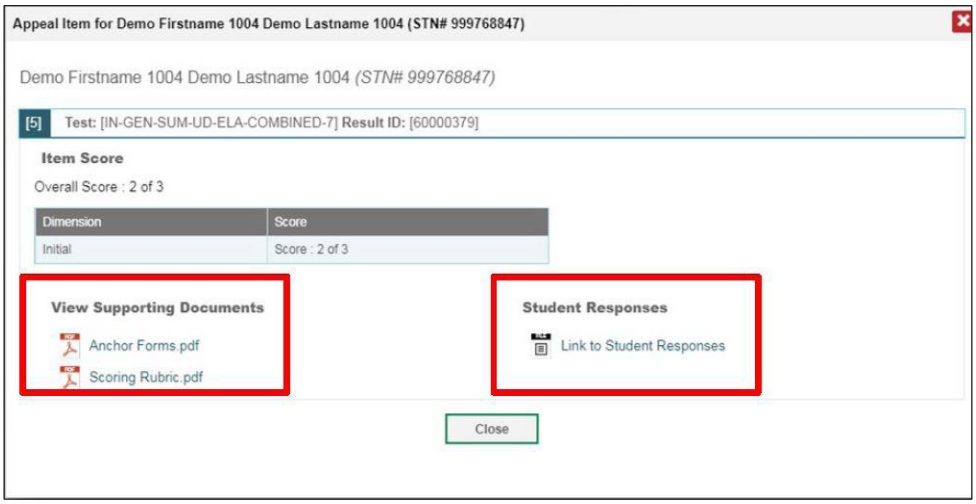
7. To view the item for which a rescore needs to be requested, click the eye icon next to the item number.



8. A pop-up window will display the student's score on the item as well as a link to view the item and student response. Stimuli or passages that are part of an item will also be visible for review when selecting **Link to Student Responses**.

    a. Supporting documents, including anchor forms and a scoring rubric, are available for each item.

NOTE: The format of the anchor forms and the scoring rubrics will vary depending on the item origin and type. Additionally, some anchor forms are 'baseline' forms, and examples will be applicable to multiple items during the hand-scoring process and may not reflect the item being reviewed.

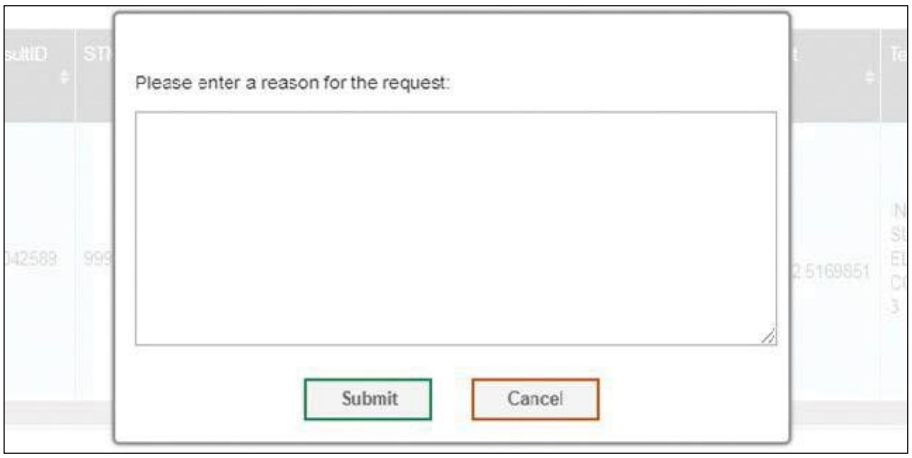


b. When finished viewing the item, click **Close** to close the window.

9. To create a **Request for Rescore** for a specific item, select the checkbox next to the item that needs to be rescored.

10. Click **Create**. The **Create** button will not become active until an item is selected.

11. In the pop-up window that appears, type a reason for the rescore request. Some examples of reasons that might be submitted are “I don’t believe the student received the credit they deserved based on the scoring rubric” or “the student received a condition code implying insufficient information and I don’t believe this is accurate.”



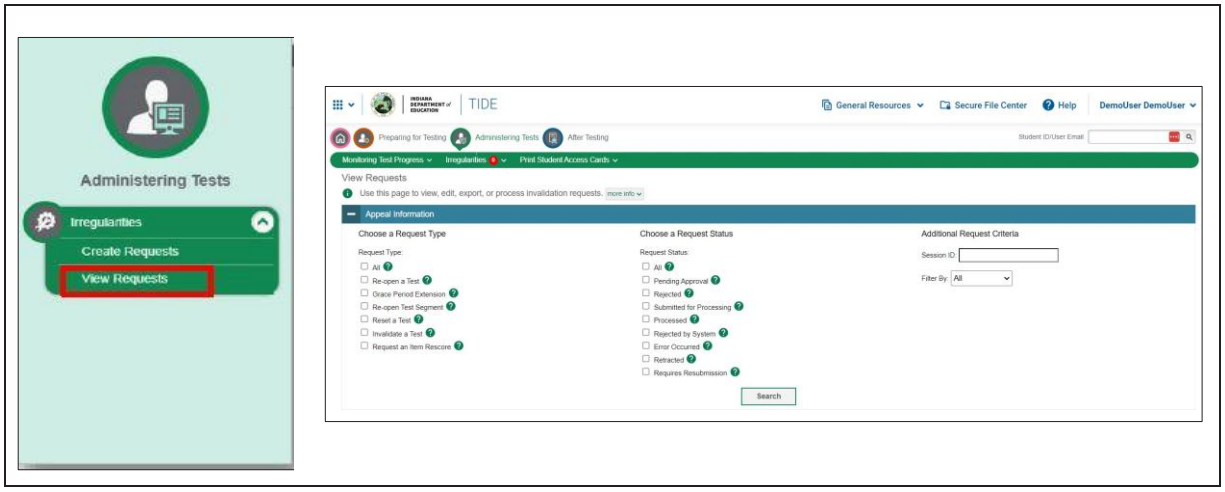
12. Click **Submit**.

13. When the request is processed, a pop-up will appear confirming that the request has been created. Click **Continue** to close the window. The **Create Requests Page** will reappear, and the item previously requested for rescore will no longer appear in the **Item Position** column.

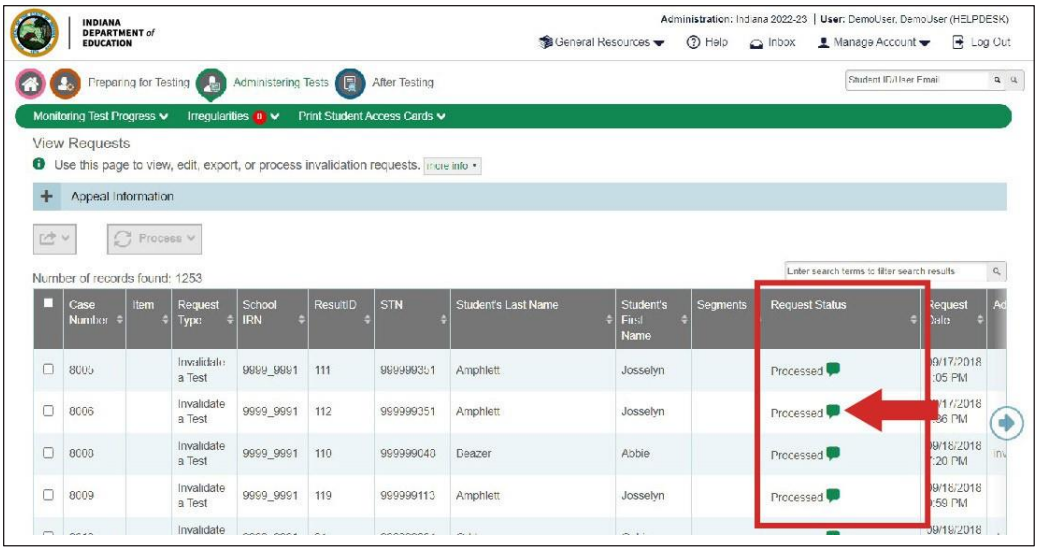
    a. Once the request is submitted/processed, the item is not selectable and the student response is not viewable. **Rescore requests cannot be reversed**.

Step 3: View the status of ongoing rescore requests.

1. Select **View Requests** from the **Irregularities** menu.
2. Under the **Appeal Information** panel, select a Request Type. To view rescore requests, select **Request an Item Rescore** or **All**; this is the only irregularity available for the PR.
3. Choose one or more statuses under **Choose a Request Status**. Selecting **All** will automatically select all statuses. If the search needs to be refined further, complete the fields under Additional Request Criteria.
4. Click **Search**.



5. A pop-up window will appear displaying the number of retrieved requests.
    a. To view the results, click **View Results**.
    b. To export the results to the Secure File Center, select a file format (Excel or CSV) under the **Export to Inbox** drop-down menu.
    c. To return to the previous page and modify the search results, select **Modify Search**.
6. If the user selected **View Results** (Step 5a), a search results table will display the retrieved records that meet the search criteria. The status of the request will appear in the **Request Status** column.
7. To view comments regarding the request status, click on the green callout next to the status in the **Request Status** column.
    a. *Submitted for Processing* means that the request has been submitted and is being sent to the hand-scoring vendor.
    b. *Processed* means that the rescore request has been successfully processed by the system, and the request has been sent to the hand-scoring vendor for a rescore.



8. To export a list of requests that the PR has submitted for rescores, select the checkboxes next to the requests to mark them for export. Choose a file format, either Excel or CSV, under the export drop-down menu. The file will download automatically to the user's computer.

9. To modify the results, click the plus (+) sign in the Appeal Information panel at the top of the screen to display the search options.

For additional assistance troubleshooting technical issues, contact the **Indiana Assessment Help Desk**.

Monitoring Test Progress

The tasks available in the **Monitoring Test Progress** task menu allow users to generate various reports that provide information about a test administration's progress.

The following reports are available in TIDE:

- **Plan and Manage Testing Report**: Details a student's test opportunities and the status of those test opportunities. Users can generate this report from the ***Plan and Manage Testing*** page or the ***Participation Search by STN*** page.
- **Test Completion Rates Report**: Summarizes the number and percentage of students who have started or completed a test.

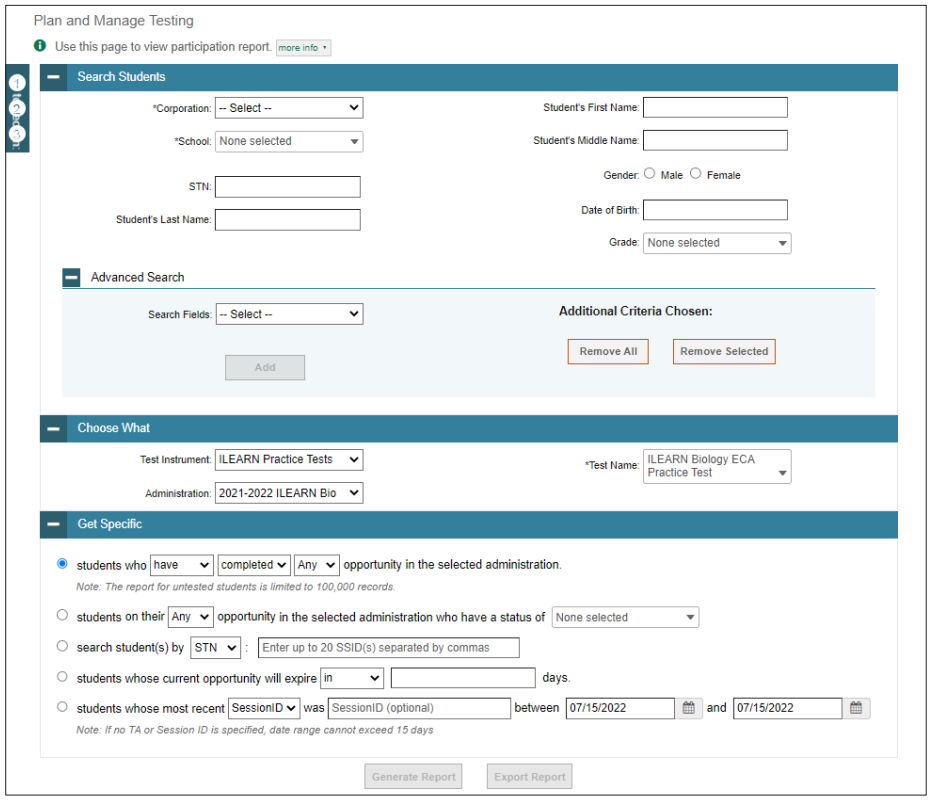
Viewing Report of Students' Current Test Status

TIDE includes a **Plan and Manage Testing Report** that details all of a student's test opportunities and the statuses of those test opportunities.

Because the report lists testing opportunities, a student can appear more than once on the report.

1. From the **Monitoring Test Progress** task menu on the TIDE dashboard, select **Plan and Manage Testing**. The ***Plan and Manage Testing*** page appears (see Figure 37).

Figure 37. Plan and Manage Testing



2. In the *Search Students* panel, select the parameters for the information that needs to be included in the report:

   - From the **Corporation** drop-down list, select a corporation, if applicable.
   - From the **School** drop-down list, users can select up to 20 schools (if applicable). If the selected corporation has 20 schools or less, users will be able to choose **Select all** to select all schools in their corporation. If the selected corporation has more than 20 schools, the **Select all** option will not be available.
   - *Optional:* If a single school was selected, choose a teacher from the **Teacher** drop-down list.
     - The **Teacher** drop-down list includes all school level users, such as teachers, TAs, and the principal associated with the selected school. When users select a person from the **Teacher** drop-down list, TIDE performs a check to see if the person is associated with any roster. If no classes exist for the selected person, no data is displayed when users generate the report. If the selected person has an associated roster, the Plan and Manage Testing Report shows the test attempts of the students included in the roster.
     - If users do not select a specific teacher from the **Teacher** drop-down list and use the default value of **All** to generate the report, they will see all the tests taken in that school, irrespective of roster associations. It is important to note that the TA Name displayed on the Plan and Manage Testing Report does not imply the name of the teacher. The TA is the person who conducts the test. This can be the same as the teacher or it can mean a different person.
   - *Optional:* In the *Student's Last Name* field, enter a student's last name.
   - *Optional:* In the *Student's First Name* field, enter a student's first name.
   - *Optional*: In the *STN* field, enter an STN.
   - *Optional:* From the **Grade** drop-down list, select a grade. Users may select one, multiple, or all grades from this list.

3. In the *Choose What* panel, select the parameters for which tests should be included in the report.

   - From the **Test Instrument** drop-down list, select a test category.
   - From the **Administration** drop-down list, select an administration.
   - *Optional:* From the **Test Name** drop-down list, select the test for which the report should be generated. One, multiple, or all may be selected from this list.

4. In the *Get Specific* panel, select the radio button for one of the options and then set the parameters for that option. The following options are available (parameters for each option are listed in {brackets}).

   - Students who {have/have not} {completed/started} the {1st/2nd/Any} opportunity in the selected administration.

- Students whose current opportunity will expire {in/between} {number/range} days.
  - If the user selects “in,” they may enter any number in the displayed text box to determine tests expiring in the specified number of days. They may also enter 0 to see opportunities that expire that day.
  - If the user selects “between,” they may enter two numbers in the displayed text boxes to signify a range of days (such as 1-3).
- Students on their {1st/2nd/Any} opportunity in the selected administration and have a status of {student test status}.
- Students whose most recent {Session ID/TA Name} was {Optional Session ID/TA Name} between {start date} and {end date}.
- Search student(s) by {STN/Name}: {STN/Student Name}.

5. Do one of the following:
   - To view the report on the page, select **Generate Report** (see Figure 38).
   - To open the report in Microsoft Excel, select Export Report.

Figure 38. Plan and Manage – Search Results



Corporation Name	School Name	STN	Name	Enrolled Grade	Current LEP	Test	Language	Opportunity	TA Name	Session ID	Status	Results ID	Restarts	Restarts within Grace Period	Date Started
Demo district 9999	Demo inst 9990	00011980	LN981, FN981	03	Y	ILEARN ELA G3 CAT - Braille	ENU-Braille	1	Demo, Proctor	UAT-4A19-1	reported 39/41	22011	0	0	03/02/
Demo district 9999	Demo inst 9990	00011980	LN981, FN981	03	Y	ILEARN ELA G3 Performance Task - Braille	ENU-Braille	1	Demo, Proctor	UAT-4A19-1	reported 3/3	22012	0	0	03/02/
Demo district 9999	Demo inst 9990	300000912	DemoLast, DemoFirst	03	N	ILEARN ELA G3 Performance Task	ENU	1	Demo, Proctor	UAT-3580-1	reported 3/3	22184	1	1	03/10/
Demo district 9999	Demo inst 9990	700007079	DemoLast, DemoFirst	03	N	ILEARN ELA G3 Performance Task	ENU	1	DemoUser, DemoUser	UAT-EA6A-1	reported 3/3	20320	0	0	02/09/
Demo district 9999	Demo inst 9990	700007105	DemoLast, DemoFirst	04	N	ILEARN ELA G4 CAT	ENU	1	DemoUser, DemoUser	UAT-EA6A-1	reported 34/34	20321	0	0	02/09/

For descriptions of the columns that appear within the Plan and Manage search report, see the table Columns in the Plan and Manage Testing Report.

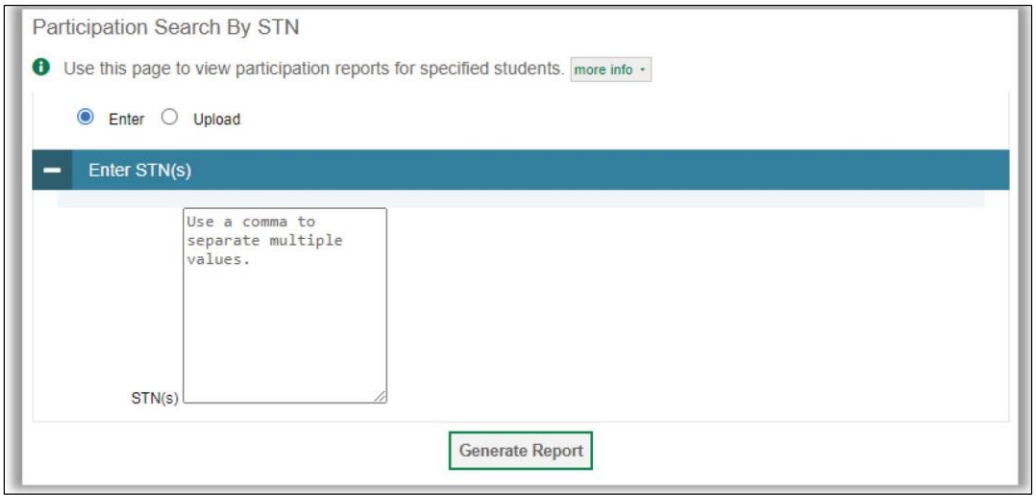
Viewing Report of Students’ Test Participation by STN

Users can also generate participation reports for specific students by STN. This section describes how to generate participation reports for one or more students using student STNs.

Because the report lists testing opportunities, a student can appear more than once on the report.

1. From the **Monitoring Test Progress** task menu on the TIDE dashboard, select **Participation Search by STN**. The *Participation Search by STN* page appears (see Figure 39).

Figure 39. Participation Search by STN



2. Do one of the following:

   - To enter students' STNs, select Search by STN(s). Next, enter one or more STNs, separated by commas, in the STN(s) field. Users can enter up to 1000 STNs.
   - To upload STNs, select Upload STN. Next, select Browse and then use the file browser to select an Excel or CSV file with STNs listed in a single column. Users can upload up to 1000 STNs.

3. Select Generate Report. The Participation Report by STN appears (see Figure 40).

Figure 40. Participation Search by STN – Search Results

Number of students found: 4

Enter search terms to filter search results

Corporation Name	School Name	STN	Name	Enrolled Grade	Current LEP	Test	Language	Opportunity	TA Name	Session ID	Status	Results ID	Restarts	Restarts within Grace Period	Date Started
Demo district 9999	Demo inst 9990	700114213	DemoLast, DemoFirst	05	N	ILEARN ELA G5 CAT	ENU	1	DemoUser, DemoUser	UAT-C7FD-1	expired 7/41	22433	0	0	04/18/2
Demo district 9999	Demo inst 9990	700114213	DemoLast, DemoFirst	05	N	ILEARN ELA G5 Performance Task	ENU	1	DemoUser, DemoUser	UAT-C7FD-1	reported 3/3	22434	0	0	04/18/2
Demo district 9999	Demo inst 9990	700114525	DemoLast, DemoFirst	04	N	ILEARN ELA G4 Fixed Form - HoH	ENU	1	LastPR1, FirstPR1	UAT-C1A6-1	reported 37/37	21990	0	0	03/02/2
Demo district 9999	Demo inst 9990	700114525	DemoLast, DemoFirst	04	N	ILEARN ELA G4 Performance Task - HoH	ENU	1	LastPR1, FirstPR1	UAT-C1A6-1	reported 3/3	21992	0	0	03/02/2

For descriptions of the columns in this report, see the table Columns in the Plan and Manage Testing Report.

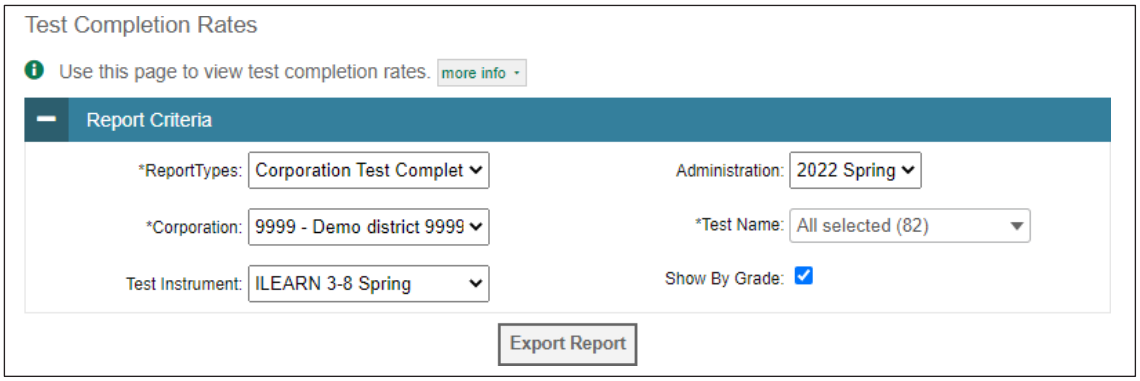
Viewing Report of Test Completion Rates

The **Test Completion Rate Report** summarizes the number and percentage of students who have started or completed a test.

1. From the **Monitoring Test Progress** task menu on the TIDE dashboard, **select Test Completion Rates**. The ***Test Completion Rates*** page appears.

2. In the *Report Criteria* panel (see Figure 41), select the parameters for which tests should be included in the report.

Figure 41. Test Completion Rates



3. To open the report in Microsoft Excel, select **Export Report**. Figure 42 displays a sample Test Completion Rate Report.

Figure 42. Test Completion Rates – Excel Export

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Date	Test	Administration	Test Name	Corporation Name	Corp ID	Opportunity	Enrolled Grade	Total Student	Total Student Started	Total Student Completed	Percent Started	Percent Completed
2	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G3 CAT	Demo district 9999	9999	1	03	12339	36	20	0.29%	0.16%
3	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G3 CAT - Braille	Demo district 9999	9999	1	03	863	11	3	1.27%	0.35%
4	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G3 Fixed Form - HoH	Demo district 9999	9999	1	03	541	10	3	1.85%	0.55%
5	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G3 Fixed Form - TTS All Items	Demo district 9999	9999	1	03	540	12	5	2.22%	0.93%
6	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G3 Performance Task	Demo district 9999	9999	1	03	12337	31	12	0.25%	0.10%
7	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G3 Performance Task	Demo district 9999	9999	1	08	1	1	0	100.00%	0.00%
8	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G3 Performance Task - Braille	Demo district 9999	9999	1	03	863	11	4	1.27%	0.46%
9	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G3 Performance Task - HoH	Demo district 9999	9999	1	03	541	10	4	1.85%	0.74%
10	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G3 Performance Task - TTS All Items	Demo district 9999	9999	1	03	540	15	5	2.78%	0.93%
11	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G3 Performance Task - TTS All Items	Demo district 9999	9999	1	04	1	1	1	100.00%	100.00%
12	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G4 CAT	Demo district 9999	9999	1	04	47918	20	13	0.04%	0.03%
13	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G4 CAT - Braille	Demo district 9999	9999	1	04	1106	9	2	0.81%	0.18%
14	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G4 Fixed Form - HoH	Demo district 9999	9999	1	04	536	9	2	1.68%	0.37%
15	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G4 Fixed Form - TTS All Items	Demo district 9999	9999	1	04	528	10	3	1.89%	0.57%
16	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G4 Performance Task	Demo district 9999	9999	1	04	47918	13	4	0.03%	0.01%
17	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G4 Performance Task - Braille	Demo district 9999	9999	1	04	1106	9	2	0.81%	0.18%
18	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G4 Performance Task - HoH	Demo district 9999	9999	1	04	536	9	2	1.68%	0.37%
19	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G4 Performance Task - TTS All Items	Demo district 9999	9999	1	04	528	11	4	2.08%	0.76%
20	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G5 CAT	Demo district 9999	9999	1	05	7147	22	10	0.31%	0.14%
21	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G5 CAT - Braille	Demo district 9999	9999	1	05	581	1	1	0.17%	0.17%
22	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G5 Fixed Form - HoH	Demo district 9999	9999	1	05	539	8	4	1.48%	0.74%
23	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G5 Fixed Form - TTS All Items	Demo district 9999	9999	1	05	532	5	3	0.94%	0.56%
24	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G5 Performance Task	Demo district 9999	9999	1	05	7147	11	9	0.15%	0.13%
25	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G5 Performance Task - Braille	Demo district 9999	9999	1	05	581	1	1	0.17%	0.17%
26	7/15/2022 5:00:01 AM	ILEARN 3-8 Spring	2022 Spring	ILEARN ELA G5 Performance Task - HoH	Demo district 9999	9999	1	05	539	6	3	1.11%	0.56%

For a description of the columns in this report, see the table Columns in the Test Completion Rate Report.

Please note that any tests that were started but not submitted will be automatically forced complete by the system and scored as-is at the end of each test window.

Using TIDE after Testing

After testing, corporation level users can perform the following data cleanup tasks in TIDE:

- Resolve paper-and-pencil operational testing discrepancies.
- Track return shipments of paper testing materials.

Resolving Paper-and-Pencil Operational Testing Discrepancies

Due to the nature and complexity of the testing process and the great volume of students involved, a variety of test discrepancies may occur when administering a test. After a student submits a paper or online test, TIDE performs checks for discrepancies.

An example of a paper-and-pencil discrepancy for ILEARN is a student assessment book that is missing a Pre-ID label. **If a Pre-ID label is missing, the assessment book cannot be associated with the correct student, and this must be resolved before the scores can be reported.** These discrepancies are flagged and reported to the appropriate CTC/NPSTC and STC associated with a corporation/non-public school through TIDE. These users need to take appropriate action to resolve the discrepancies before any further action can be taken on the discrepant tests. CTCs are required to confirm discrepant records prior to reporting.

Please note paper-and-pencil discrepancy resolution is not applicable to I AM assessments.

Resolving Student-Not-Found Discrepancies

A student-not-found discrepancy occurs when the identifying information on a paper answer document is not found in TIDE. The causes for this discrepancy include the following:

- STN is missing from the assessment book. This can occur when a student Pre-ID label is missing from the front of the student assessment book.
- STN on the assessment book is not present in TIDE. This can occur when a student's information is changed in the nightly file after the Pre-ID label is attached to the assessment book but before the assessment book is scanned in by the scoring vendor.
- The combination of the STN, first name, and last name on the assessment book does not match the STN, first name, and last name in TIDE.

Users can resolve a student-not-found discrepancy in two ways:

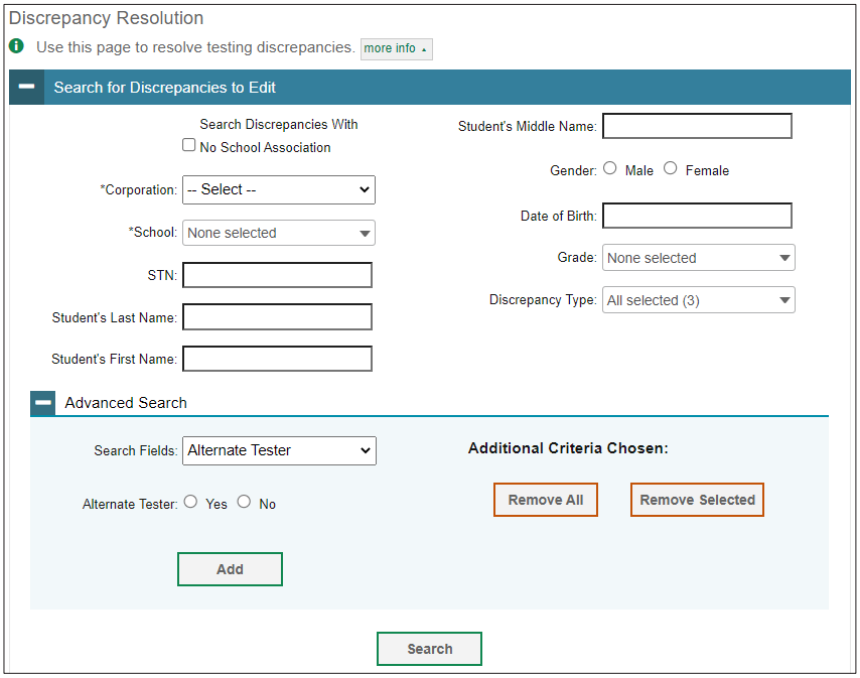
- Associate – enables users to associate the test with an existing student.
- Add Student – enables users to add or edit information for the student with whom the test should be associated in TIDE. Note that the student must be present in TIDE already or added to TIDE via IDOE's Data Exchange process.

To resolve student-not-found discrepancies by associating a student:

1. From the **Data Cleanup** task menu on the TIDE dashboard, select **Discrepancy Resolution**. The ***Discrepancy Resolution*** page (see Figure 43) appears.

2. Retrieve the list of discrepancies for the user's corporation and school by filling out the search criteria and selecting **Search**.

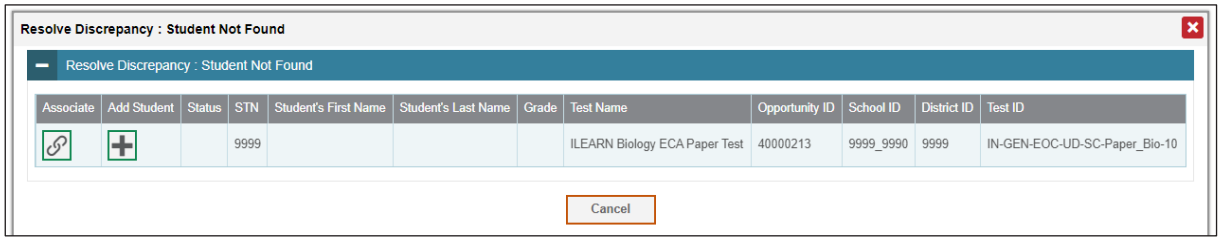
Figure 43. Discrepancy Resolution



3. *Optional:* To view the assessment book for a retrieved discrepancy, select the PDF in the View column for that discrepancy. The assessment book may contain a hint regarding the student to whom the test actually belongs.

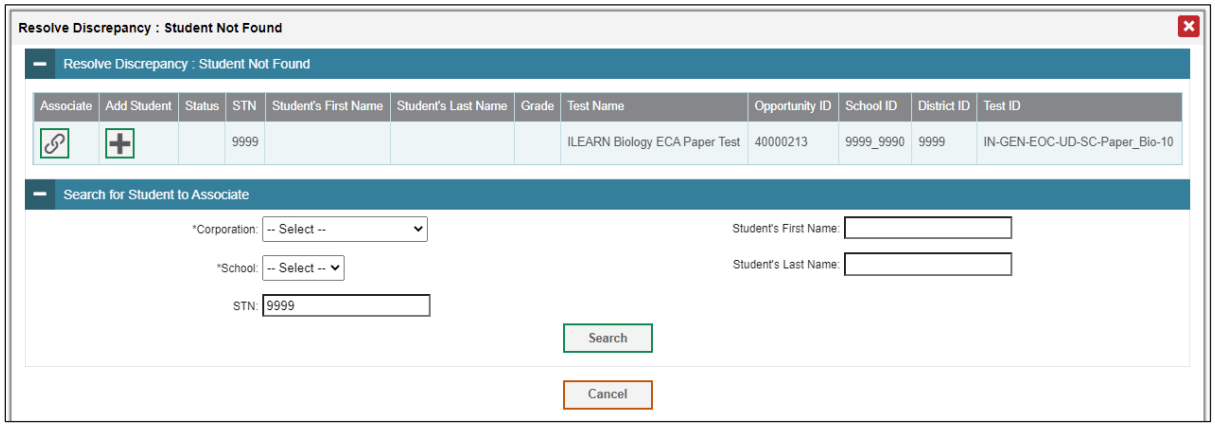
4. Select  for the student-not-found discrepancy that needs to be resolved. The ***Resolve Discrepancy: Student Not Found*** window appears (see Figure 44).

Figure 44. Discrepancy Resolution – Student Not Found



5. If the student with whom the test should be associated exists in TIDE, select  in the Associate column. The *Search for Students to Associate* panel appears (see Figure 45).

Figure 45. Discrepancy Resolution – Student Not Found – Search for Students



6. Select the corporation and school and enter search criteria for the other optional fields, if desired, to retrieve an existing student.

7. Select **Search**.

8. In the list of retrieved students (see Figure 46), select  for the student with whom the test should be associated.

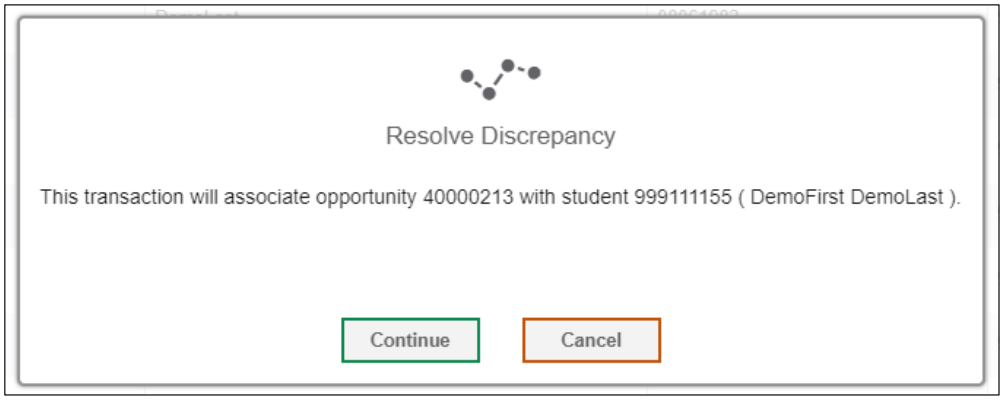
Figure 46. Discrepancy Resolution – Student Not Found – Associate Student



9. To continue with the association, select **Continue** in the Confirmation pop-up window.

10. An affirmation message appears to inform the user that the test has been associated with the student and the discrepancy has been successfully resolved (see Figure 47). Select **Continue** to return to the ***Discrepancy Resolution*** page.

Figure 47. Discrepancy Resolution – Student Not Found - Resolve



Resolving Duplicate Test Discrepancies

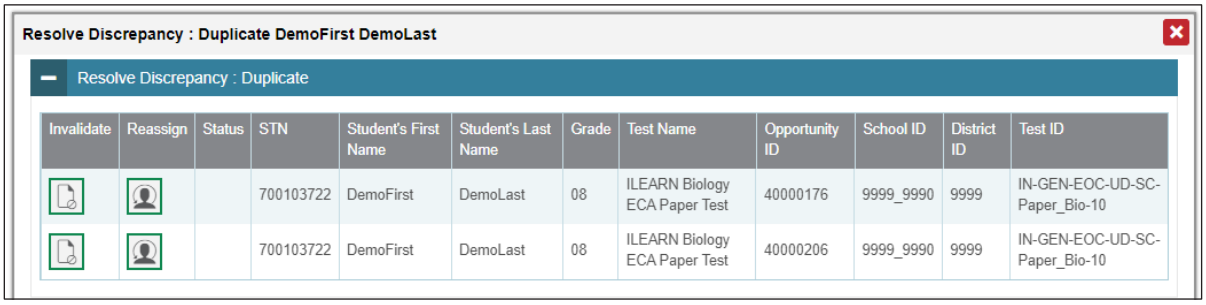
A duplicate test discrepancy occurs when TIDE detects two or more paper-and-pencil operational tests submitted by the same student. This discrepancy can occur when a student submitted an online test and later submitted a paper test, when a student submitted two of the same paper-and-pencil assessment books, or when one student inadvertently submitted a test under another student's name.

Users can resolve a duplicate-test discrepancy in two ways:

- Invalidate – enables the user to invalidate the test and prevent any further action on the test.
- Reassign – enables the user to reassign the test and related data to the correct student.

1. From the **Data Cleanup** task menu on the TIDE dashboard, select **Discrepancy Resolution**. The ***Discrepancy Resolution*** page appears.
2. Retrieve the list of discrepancies for the user's corporation and school by filling out the search criteria and selecting **Search**.
3. *Optional:* To view the assessment book for a retrieved discrepancy, select the PDF in the View column for that discrepancy. The assessment book may contain a hint regarding the student to whom the test actually belongs.
4. Select  for the duplicate discrepancy that needs to be resolved. The ***Resolve Discrepancy: Duplicate-Test*** window appears (see Figure 48).

Figure 48. Discrepancy Resolution – Duplicate Records



5. Do one of the following:

   - To invalidate the duplicate test, select  in the Invalidate column.
   - To reassign the duplicate test to another student, select  in the Reassign column. TIDE displays a list of search fields to retrieve the other student.
     - Enter search criteria to retrieve an existing student and select **Search**.
     - From the list of found students, select  for the student to whom the test needs to be reassigned.

6. In the dialog pop-up box, select **Continue**.

Perform School Level Tasks in TIDE

The following section of this user guide applies to the school level user roles for Indiana, which include STC, NPSTC, SITC, and PR. Not all school level user roles have permissions to complete all tasks in this section.

At the school level, STCs, NPSTCs, or SITCs must add all new users for their respective schools, as needed.

For more information on user roles please refer to the User Role Matrix section.

Perform School Level Tasks Before Testing

Before testing begins, school level users must perform the following tasks in TIDE:

- Create TIDE user accounts for TAs to ensure access to the TA Certification Course and other CAI systems.
- Create rosters within TIDE to allow CRS to display results by classroom, teacher, or other specified report groups.

Setting up User Accounts

The NPSTC, STC, and SITC can add or modify user accounts one at a time or multiple user accounts all at once through file upload. These tasks can be performed following the procedure described in the section Perform Corporation Level Tasks in TIDE. For detailed information, please refer to the following sections:

Adding a New User Account

Modifying an Existing User Account

Adding or Modifying Multiple User Accounts

Please note TAs and PRs cannot add users in TIDE. For more information on user role permissions, please refer to the User Role Matrix section.

Modifying Designated Features for Testing

Like corporation users, school users can modify student accounts one at a time through TIDE or the TA Interface. School users can also specify or upload student designated features and view student distribution reports. These tasks can be performed following the procedure as described in the section Verifying Student Accommodations and Test Tools. For additional information, refer to the following sub-sections:

Viewing and Modifying Existing Student Accounts

Viewing Student Frequency Distribution Report

Managing Rosters

Both corporation and school users can add or modify rosters one at a time or all at once through file upload. These tasks can be performed following the procedure in the section Managing Rosters. For detailed information, please refer to the following sub-sections:

Adding a New Roster

Modifying Existing Rosters

Adding or Modifying Multiple Rosters

Using TIDE During Test Administration

During testing, NPSTCs, STCs, and SITCs can perform the following tasks in TIDE:

- Print **Pre-ID Labels**.
- Print **student access cards** to help students log in to tests.
- Add, modify, and upload irregularity requests.
- View reports of students' current test statuses and completion rates.

Printing Pre-ID Labels

School level users can print Pre-ID labels for students in their school from Student and Roster Lists. A Pre-ID label is a label that TAs affix to a student's paper testing materials, such as an assessment book.

Pre-ID labels can be printed by following the procedure in the section Perform Corporation Level Tasks Before Testing. For detailed information, please refer to the following sub-section:

- Printing Pre-ID Labels

Printing Student Access Cards

School level users can print student access cards for students in their school. Student access cards are hard-copy forms that include a student's username for logging in to a test.

Student access cards can be printed by following the procedure in the section Using TIDE During Test Administration. For detailed information, please refer to the following sub-sections:

- Printing Student Access Cards from Student Lists
- Printing Student Access Cards from Roster Lists

Managing Irregularity Requests

School level users can manage irregularity requests for students in their school.

Like corporation level users, school level users can add or modify irregularity requests one at a time or all at once through file upload. These tasks can be performed by following the procedure in the section Managing Irregularity Requests. For detailed information, please refer to the following sub-sections:

- Adding New Irregularity Requests
- Modifying Existing Irregularity Requests
- Adding or Modifying Multiple Irregularity Requests

Monitoring Test Progress

Like corporation level users, school level users can view reports of students' current test statuses, test completion rates, and test status codes. These tasks can be performed by following the procedure in the section Monitoring Test Progress. For detailed information, please refer to the following sub-sections:

Viewing Report of Students' Current Test Status

Viewing Report of Students' Current Test Status by STN

Viewing Report of Test Completion Rates

Perform Test Administrator Tasks in TIDE

TAs may complete some actions available to corporation and school users. For these tasks, this section of the guide refers TAs back to the instructions presented in the corporation level user section.

Perform Test Administrator Tasks Before Testing

Before testing begins, TAs can perform the following tasks in TIDE:

- View **user accounts** to verify their own account information.
- View **student accounts** to ensure student details are properly entered into TIDE. If student accounts are not set up in TIDE, those students will not be able to test.

Viewing User Accounts in TIDE

TAs can view their own user account information in TIDE by selecting **Manage Accounts** from the banner.

Managing Student Information

TAs can view student accounts and student distribution reports by selecting the **Students** task menu, selecting **View/Edit/Export Students**, filling out the search criteria, and selecting **Search**. Search results can be viewed in TIDE or exported to the Secure File Center.

Using TIDE During Test Administration

During testing, TAs can perform the following tasks in TIDE:

- Print **student access cards** to help students log in to tests.

Printing Student Access Cards

TAs can print student access cards for their students. Student access cards contain a student's login credentials (e.g., legal first name, STN) to access TDS.

Student access cards can be printed by following the procedure in the section Printing Student Access Cards. For detailed information, please refer to the following sub-sections:

Printing Student Access Cards from Student Lists

Printing Student Access Cards from Roster Lists

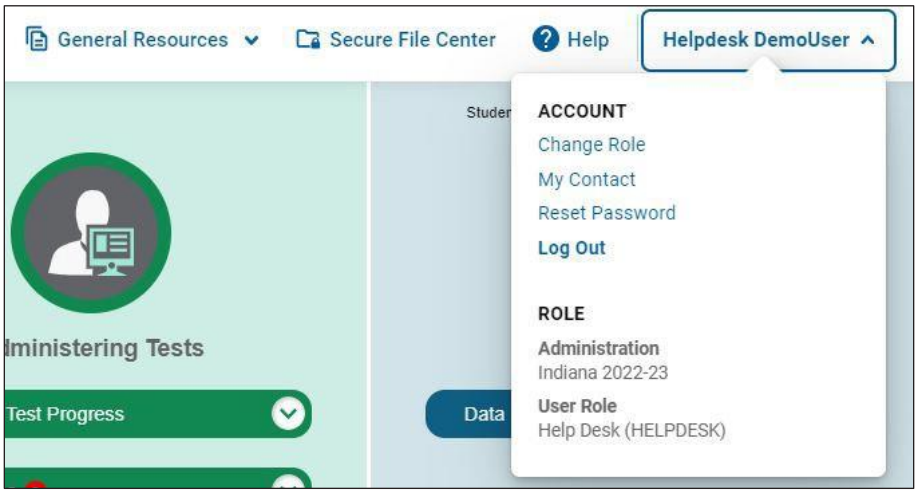
Appendix

A

Account Information

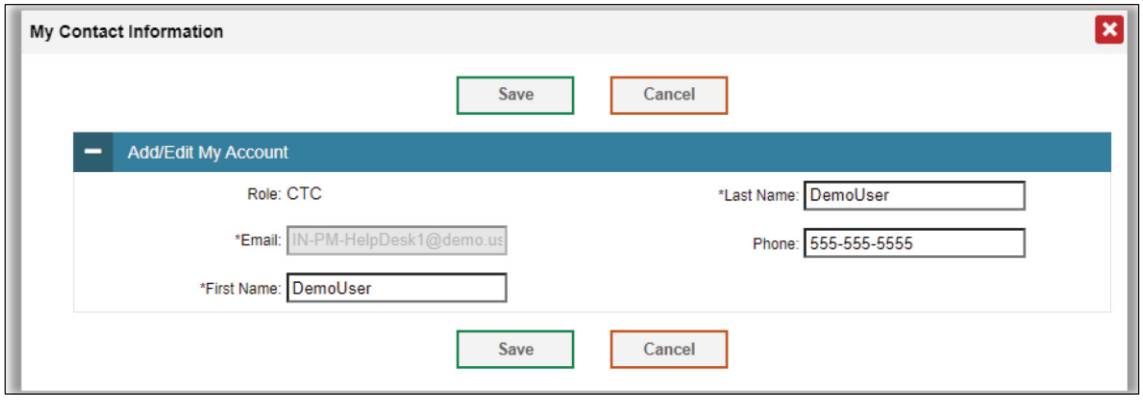
Users can modify their name, phone number, and other account information in TIDE. To change an email address, the user's CTC or NPSTC must contact the Indiana Assessment Help Desk.

Figure 49. TIDE Banner



1. In the TIDE banner (see Figure 49) from the drop-down list under the user's name, select **My Contact**. The ***My Contact Information*** page appears (see Figure 50).
2. Enter updates as necessary.

Figure 50. Fields in My Contact Information



3. Select Save.

TIDE saves the user's changes, and a confirmation message appears.

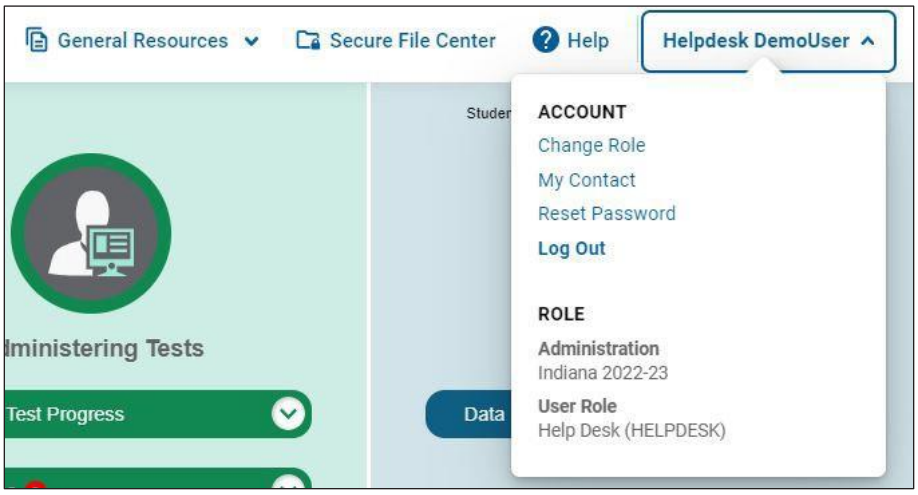
C

Changing a User's Associated Role, Test Administration, and Corporation

Depending on a user's permissions, they may be able to switch between different user roles, test administrations, corporations, and schools in TIDE.

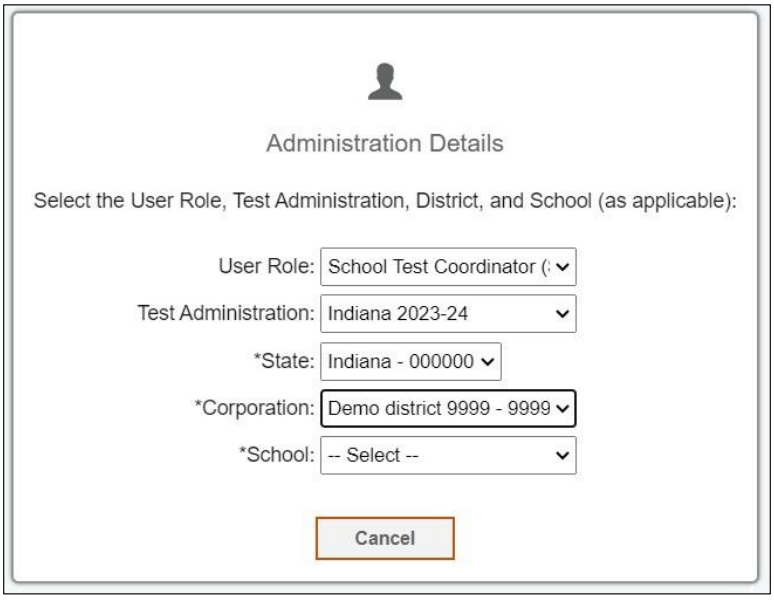
1. In the TIDE banner (see Figure 51), from the drop-down list under the user's name, select **Change Role**. The ***Administration Details*** window appears (see Figure 52).

Figure 51. TIDE Banner



2. Update the information as necessary.

Figure 52. Administration Details



3. Select **Submit**. A new home page appears that is associated with the user's selections.

Columns in Upload Files, Reports, and Pages

Columns in the Additional Orders Page

Status	Description
Material Description	Description of the materials included in the order.
Additional Quantity	Amount to order. The entered amount should include the quantity displayed in the *Quantity You Will Receive* column along with any additional quantity. For example, if the quantity displayed in the *Quantity You Will Receive* column shows 135 and 10 more are needed, enter 145.
Quantity Pending Approval	Latest quantity sent for approval. Resets to zero after approved or disapproved.
Quantity Approved	Latest quantity approved. Resets to zero after transmission to the printer.
Quantity You Will Receive	Cumulative quantity sent to the printer. This number always increases after each transmission. This number is rounded up to the multiple in a pack or box.

Columns in the Irregularity Request Upload File

Column Name	Description	Valid Values
Type*	Type of irregularity request	One of the following: • Invalidate a Test • Reset a Test • Reopen a Test • Grace Period Extension • Reopen Test Segment
Search Type*	Student field to search	One of the following: • Result ID • Session ID • STN
Search Value*	Search value corresponding to the search type	Up to 1,000 alphanumeric characters. The value must exist in TDS or TIDE. For example, specifying a result ID of 123456 requires that this result ID exist in TDS.
Reason*	Reason for creating irregularity request	Up to 1,000 alphanumeric characters.
Description	Additional comments explaining the reason for the irregularity request	Up to 1,000 alphanumeric characters.

*Required field.

Columns in the Upload Tested Grade and Eligibility Flags File

Field Name	Description	Valid Values
STN*	State-assigned student identifier	Nine alphanumeric characters. Must be enrolled in the user's corporation.
AttributeName*	Name of the student attribute	IREAD-3 Summer Retester Flag Tested Grade (for IREAD-3) Parental Consent for Remote A/V Monitoring
Subject*	Subject of assessment	One of the following: • NA • Reading
Value*	Value of the student attribute	Yes No 03 None Passed IREAD-3 at Grade 2 Biology ECA U.S. Government ECA Yes with camera
Fulfilled Testing Requirement	Test(s) a student has successfully completed	Passed IREAD-3 at Grade 2 Biology ECA U.S. Government ECA
Action*	Action column to add or delete students from roster.	Add – adds student to roster. Delete – deletes student from roster.

*Required field.

Columns in the Order Details Form

Column	Description
Material Description	Description of the materials included in the order.
Expected Shipment Quantity	Quantity to be shipped from the vendor.
Approved Quantity	Quantity of the material that is approved. This includes the original quantity plus any additional quantities ordered.
Awaiting Approval Quantity	Additional quantities ordered that are pending approval.
Approval Status	Approval status of additional quantities ordered.

Columns in the Order History Page

Column	Description
Order Number	Purchase order number.
Order Type	Type of order: initial (on-time) or additional.
Submitted By	User who generated the order.
Order Status	Order's current status.
Submitted Date	Date order was generated.
Tracking	Order's tracking report.
Reports	Order's documentation.

Columns in the Plan and Manage Testing Report

Attribute	Description
Name	Student's legal name (Last Name, First Name).
STN	State-assigned student identifier.
Corporation Name	Name of the corporation associated with the record.
School Name	Name of the school associated with the record.
Enrolled Grade	The grade in which a student is enrolled.
Current LEP	Indicates whether the student is an English learner.
Test	Test name for this student record.
Language	The language setting that was assigned to the student (English, Braille, or Spanish).
Results ID	The unique identifier linked to the student's results for that specific opportunity.
Opportunity	The opportunity number for that student's specific record.
Date Started	The date when the first test item was presented to the student for that opportunity.
Date Completed	The date when the student submitted the test for scoring.
TA Name	The TA who created the session in which the student is currently testing (or in which the student completed the test).
Session ID	The Session ID to which the test is linked.
Status	The status for that specific opportunity.

Attribute	Description
Restarts	The total number of times a student has resumed an opportunity (e.g., if a test has been paused three times and the student has resumed the opportunity after each pause, this column will show three restarts). (This includes Restarts Within Grace Period—see below.)
Restarts Within Grace Period	The total number of times a student has resumed an opportunity within 20 minutes after a test was paused. For example, if a test has been paused three times and the student resumed the opportunity within 20 minutes of two pauses but 25 minutes after the third pause, this column shows two Restarts Within Grace Period). A student has a grace period of 20 minutes to pause the test at a test item and then resume the test at that same item. However, if a test is paused for more than 20 minutes, the test session will expire, and the student will not be able to review any previous answers.
Last Activity	The date of the last activity for that opportunity or record. A completed test can still have activity as it goes through the QA and reporting process.
Expiration Date	The date the test opportunity expires.
Force Complete Date	The date a test expired and was force-completed.
Test Duration	The time it took a student to complete the test segment (e.g., computer-adaptive test, fixed-form test, performance task).

Columns in the Roster Upload File

Name	Description	Valid Values
Corporation ID*	Corporation associated with the roster.	Corporation ID that exists in TIDE. Up to four characters.
School ID*	School associated with the roster.	School ID that exists in TIDE. Up to four characters. Must be associated with the corporation ID.
Examiner ID	Email address of the teacher associated with the roster.	Email address of a teacher existing in CRS.
Class Name*	Name of the roster.	Up to 255 characters.
STN*	State-assigned student identifier.	Up to nine alphanumeric characters.
Action*	Action column to add or delete students from roster.	Add – adds student to roster. Delete – deletes student from roster.

*Required field.

Columns in the Test Completion Rate Report

Column	Description
Date	Date and time that the file was generated.
Test Name	Grade, test, and subject that are being reported.
Test	Test that is being reported.
Administration	Administration that is being reported.
Corporation Name	The name of the reported corporation.
Corporation ID	The ID of the reported corporation.
School Name	The name of the reported school. This column is only included in the school level report.
School ID	The ID of the reported school. This column is only included in the school level report.
Opportunity	Test opportunity number that is being reported.
Total Student	Number of students with an active relationship to the school in TIDE.
Total Student Started	Number of students who have started the test.
Total Student Completed	Number of students who have finished the test and submitted it for scoring.
Percent Started	Percentage of students who have started the test out of the total number of students with an active relation to the school in TIDE.
Percent Completed	Percentage of students who have completed the test out of the total number of students with an active relation to the school in TIDE.

Columns in the Test Status Code Report

Column	Description
STN	State-assigned student identifier.
Opportunity	Test opportunity number.
Test Name	Test in which student did not participate.
Test Status	Test's most recent status.
Date Started	Date student started the test.
Special Code	Code indicating why student did not start or complete the test.
Assigned School ID	ID of school where student is enrolled.
Assigned School Name	Name of school where student is enrolled.

Columns in the User Upload File

Column	Description	Valid Values
CORPORATION ID*	Corporation associated with the user.	Corporation ID that exists in TIDE and must be associated with the user uploading the file. Up to four characters.
SCHOOL ID*	School associated with the user.	School ID that exists in TIDE and must be associated with the user uploading the file. Up to four characters. Must be associated with the corporation ID. Can be blank when adding corporation level users.
First Name*	User's first name.	Up to 35 characters.
Last Surname*	User's last name.	Up to 35 characters.
E-Mail Address*	User's email address.	Any standard email address. Up to 128 characters that are valid for an email address. This is the user's username for logging in to TIDE.
Phone Number	User's phone number.	Phone number in xxx-xxx-xxxx format. Extensions allowed.
Role*	User's role. For an explanation of user roles, see User Role Matrix.	One of the following: CTC—Corporation Test Coordinator CITC—Corporation Information Technology Coordinator Co-Op (or COOP)—Co-Op user STC—School Test Coordinator NPSTC—Non-public School Test Coordinator PR—Principal TA—Test Administrator SITC—School Information Technology Coordinator Must be lower in the hierarchy than the user uploading the file.
Action*	Indicates if this is an add, modify, or delete transaction.	One of the following: Add—Add new user or edit existing user record. Delete—Remove existing user record.

*Required field.

D

Deleting Records from TIDE

Corporation level and school level personnel can delete existing records for users and rosters in TIDE. For users with multiple roles, individual roles can be deleted without deleting the entire user account.

1. Retrieve the desired records by following the procedure in the section Searching for Records in TIDE.
2. Do one of the following:
   - Mark the checkboxes for the record that needs to be deleted.
   - Mark the checkbox at the top of the table to delete all retrieved records.
3. Select  , and in the affirmation dialog box select **OK**.

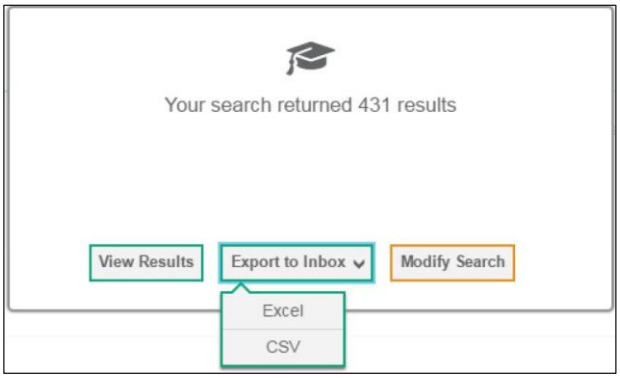
E

Exporting Records in TIDE

Users can export search results for students, other users, rosters, students' test settings, and irregularity requests to the Secure File Center.

1. Retrieve the desired records by following the procedure in the section Searching for Records in TIDE.
2. In the search results pop-up window, select **Export to Inbox** and select the file format (CSV or Excel) in which the data should be exported (see Figure 53). Users can navigate away from the page and perform other tasks if required. When the file is available for download, the user will receive an email to the email account registered in TIDE. After receiving the email, the exported file can be downloaded from the Secure File Center.

Figure 53. Exporting Search Results



Users can also export records from the search results grid.

3. Retrieve the desired records by following the procedure in the Searching for Records in TIDE.
4. Do one of the following:
   - Mark the checkboxes for the record that needs to be exported.
   - Mark the checkbox at the top of the table to export all retrieved records.
5. Select , and in the affirmation dialog box select **OK**.

F

Fields

Fields in the Demographics Panel

Field	Description
Corporation*	Corporation in which the student is enrolled.
School*	School in which the student is enrolled.
Grade	Grade in which student is enrolled during the test administration.
Student's Last Name	Student's last name.
Student's First Name	Student's first name.
Student's Middle Name	Student's middle name.
STN	State-assigned student identifier.
Date of Birth	Student's date of birth.
Gender	Student's gender.
Alternate Tester	Student's status as a participant in state alternate assessment (I AM).
Section 504 Plan	Student's 504 status.
Special Education	Student's Special Education status.
Primary Disability	Student's primary disability.
Home Language	Student's Home Language.
Identified English Learner	Student's English Learner Status.
Race/Ethnicity	Student's race/ethnicity is displayed.

*Dual enrolled students will have two corporations and two schools listed within the student demographics section. See Managing Students in Multiple Corporations or Schools for more information.

Fields in the IREAD-3 Retester Eligibility

Field	Description
Tested Grade (for IREAD-3)	Flag used to set a fourth or fifth grade student's eligibility for IREAD-3.
IREAD-3 Summer Retester Flag	Flag used to identify a student's intended participation for IREAD-3 Summer Retest administration. This flag is for reporting purposes only, and does not affect a student's eligibility for the IREAD-3 Summer Retest administration.

Designated Features (Embedded) Test Settings and Tools

Field	Description
Color Contrast	List of available color settings.
Glossaries	List of available glossary settings.
Language	List of available Language settings.
Mouse Pointer	List of available mouse pointer settings.
Masking	Toggles the Masking Tool on or off, allowing student to cover distracting regions of the test page.
Text Size	List of subjects and the type size in which the associated tests appear.
Visual Human Reader (VHR) Videos	Audio/video recording of IREAD-3 phonics items being read out loud.
Spanish Toggle	Students can change text from English to Spanish and back again.
TTS Tracking	As TTS reads across a line of text, both the line and the word being read are highlighted.

Designated Accommodations (Embedded) Test Settings and Tools

Field	Description
Hard of Hearing Form	Indicates the Hard of Hearing form will be administered to the student. This accommodation is available for ILEARN and IREAD-3.
American Sign Language (ASL)	Indicates whether the ASL accommodation has been turned on for a student's ILEARN ELA test.
Audio Transcriptions	Indicates whether the Audio Transcript accommodation has been turned on for a student's ILEARN ELA test.
Closed Captioning	Indicates whether the Closed Captioning accommodation has been turned on for a student's ILEARN ELA test.
Text-to-Speech (TTS)	Indicates which test content is administered with the TTS accommodation. This must be set to Yes for all students with a TTS accommodation except those who participate in I AM.
TTS for all Items	Indicates which test content is administered with the TTS accommodation. This must be set to Yes for any ILEARN student with a TTS for all items accommodation in order for the student to have all test content read aloud, including reading comprehension items. This must be set to No for any student who should not have reading comprehension test content read aloud.

Field	Description
Print on Demand	Indicates whether the Print on Demand accommodation has been turned on for a student's test.
Streamline Format	Indicates whether streamline format has been turned on for a student's test.
Permissive Mode	Toggles permissive mode setting on or off, allowing student to use pre-approved hardware or software with secure browser.
Online calculator for all Items	Indicates whether the online Desmos calculator is available throughout the student's entire test. This accommodation is available for ILEARN Mathematics tests. Students participating in ILEARN Science grades 4 and 6, ILEARN Biology ECA, and I AM Math and Science assessments will have an online calculator for all items.
Speech-to-Text (STT)	Indicated whether STT has been turned on for a student's test. Available on constructed response items and the notepad tool. Students taking assessments that do not have any constructed response items (ILEARN Checkpoints, ILEARN Biology, and ILEARN U.S. Government) will still be able to use STT on the notepad tool.
Human Reader/ Sign Language Interpreter for Reading Comprehension Items	Indicates whether a student should have items containing reading comprehension read aloud or signed on ILEARN ELA assessments.
Word Completion	When this tool is enabled, suggested words will pop up in a menu as students type a written response. Students can select a word in the pop-up menu instead of typing it out manually. Available on constructed response items and the notepad tool. Students taking assessments that do not have any constructed response items (ILEARN Checkpoints, ILEARN Biology, and ILEARN U.S. Government) will still be able to use STT on the notepad tool.

Fields in the View/Edit User Page

Field	Description
Email Address*	Email address for logging in to TIDE.
User Roles	User's role(s). For an explanation of user roles, see User Role Matrix.
Corporation	Corporation associated with the user.
School	School associated with the user.
First Name*	User's first name.
Last Name*	User's last name.
Phone	User's phone number.
TA Course Completed	Indicates if the user has completed the training course required to use online assessment systems to administer ILEARN or IREAD-3 assessments or the alternate assessment (I AM). Once the user completes either of the TA Certification Courses, this field will automatically populate with "**ILEARN/IREAD-3 TA Course Completed**" or "**I AM TA Course Completed**". Users that have completed both courses will see both in this column.

Field	Description
Remote Proctoring TA Course Completed	TAs that will be administering the ILEARN Checkpoints remotely are required to also complete the Remote Proctoring TA Certification Course. Once the user has completed this training course, it will be noted in this column.

*Required field.

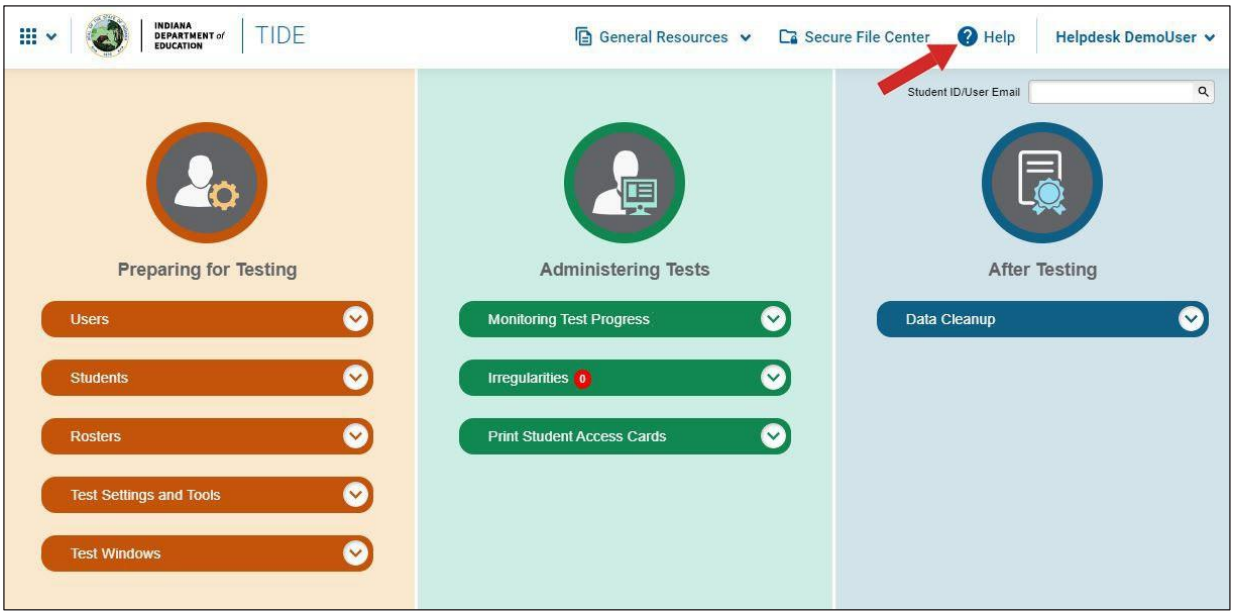
H

Help

Most pages in TIDE have help text that describes the page and how to use it. To show or hide help text on a page, click the gray **more info** link under the page title.

To read more detailed information about the current page, click the **Help** button in the banner. This will open the Help Guide.

Figure 54. Accessing Help



I

Irregularity Requests

Irregularity Request Types List for ILEARN, IREAD-3, and I AM

Reset and retract irregularity requests must be submitted at least one day prior to the end of a test window so that students can complete their test opportunity or data entry can be completed for paper-based tests.

Table 1 below provides descriptions of each irregularity request type for ILEARN, IREAD-3, and I AM.

Table 1. Types of Irregularity Requests for ILEARN and IREAD–3.

Type	Description	Submission of IDOE Testing Irregularity Report	PROGRAM
Grace Period Extension (GPE)	Allows the student to review previously answered questions upon resuming a test or test segment after expiration of the 20-minute pause rule. The following scenarios are possible: • If resuming the test within 20 minutes, student can review previously answered questions without the need to submit an irregularity request. • Without a GPE, student resuming the test after 20 minutes cannot review previously answered questions—student can only work on unanswered questions. • Once a GPE is approved, the student can review previously answered questions upon resuming the test. The normal pause rule applies to this opportunity. This type of irregularity request is only applicable to the **non- performance task** segments of the tests which have a 20- minute pause rule. A GPE might be requested for students who were unable to resume a paused test within 20 minutes due to an unplanned fire drill or power outage. In most cases, GPE irregularity requests apply to a group of impacted students, rather than individual students. ***IDOE approval is required. GPE irregularity requests do not apply to IREAD-3 assessments.***	CTC must submit a Testing Irregularity Report to IDOE **BEFORE** this irregularity request is submitted in TIDE: https://www.jotform.com/231586035449158	ILEARN I AM

Type	Description	Submission of IDOE Testing Irregularity Report	PROGRAM
Invalidate a Test	Invalidating a student's assessment indicates a student's assessment was not a standardized, valid attempt. **An invalidation cannot be reversed once indicated in the system.** Users should proceed with caution when submitting an invalidation. An invalidation may be submitted when there is a test security breach, or the assessment is administered in a manner inconsistent with procedures outlined in the Test Administrator's Manual (TAM). CTCs or STCs may contact IDOE prior to taking this action for additional guidance. Please refer to the appropriate ILEARN, IREAD-3, or I AM TAM to confirm the window for processing test irregularities.	CTC must submit a Testing Irregularity Report to IDOE when this irregularity request is submitted in TIDE **only** if related to a test security breach or large-scale testing irregularity: https://www.jotform.com/231586035449158	ILEARN IREAD-3 I AM
Reset a Test	Allows the student to restart a test opportunity (removing all responses on the test). Users can submit Reset a Test irregularity requests until the end of the test window. This irregularity would be requested if a student started testing with an incorrect designated feature or accommodation (e.g., Spanish Toggle, TTS) and has not accessed any test content. The student's test can be reset, and they can begin testing again with the correct accommodations. ***IDOE approval is required.***	CTC must submit a Testing Irregularity Report to IDOE **BEFORE** this irregularity request is submitted in TIDE: https://www.jotform.com/231586035449158	ILEARN IREAD-3 I AM
Re-open a Test	Reopens a completed or expired test. On the ILEARN assessment, this irregularity request is generally only allowed for the ELA Performance Task segments due to the seven-calendar-day expiration period of the tests once the student begins the first test item. An example of this is an extended absence due to illness or family emergency during the test window. Please note that this irregularity can only be submitted in TIDE after the auto-submission has taken place. The system will not allow a re-open request for a test in a paused status. ***IDOE approval is required.***	CTCs should use the guidance in each program's TAM to determine when an IDOE Testing Irregularity Report is required before or along with a TIDE irregularity request. https://www.jotform.com/231586035449158	ILEARN (ELA PT Only) IREAD-3 I AM

Type	Description	Submission of IDOE Testing Irregularity Report	PROGRAM
Re-open Test Segment	Reopens a test segment that a student submitted. Available only if the student has not yet started a new test segment. For example, use this invalidation request if, while students are testing, the school experiences an internet outage that prevents students from completing their tests or from reviewing their work before pausing. ***NOTE: This only applies to the ILEARN tests with multiple segments.*** • If this irregularity request is approved before the 20-minute pause rule goes into effect, students can review and answer all questions in the reopened test segment. • If this irregularity request is approved after the 20-minute pause rule goes into effect, students can review and answer only unanswered test questions in the reopened test segment. If users want students to review and answer all questions (even answered ones) in the reopened test segment after 20 minutes have lapsed, IDOE approval for a GPE Irregularity would be required. • If the test is not in a paused status, then a Re-Open a Test irregularity must be submitted and approved by IDOE prior to filing this irregularity request. ***IDOE approval is required.***	CTC must submit a Testing Irregularity Report to IDOE **BEFORE** this irregularity request is submitted in TIDE: https://www.jotform.com/231586035449158	ILEARN IREAD-3
Request an Item Rescore	Sends a request to CAI to rescore an individual open-ended item. This request is applicable only to ILEARN assessments that involve hand scoring. PR users submit this request if they or the student's parents believe the student's score on an individual item does not reflect the item rubric. Pursuant to Indiana Code 20-32-5.1-13(d), this irregularity request is available for the PR user to manage the rescore request process at the local level. An item rescore does not require IDOE approval and can only be requested one time. **Once submitted, the rescore request cannot be reversed or retracted in TIDE.**	N/A	ILEARN IREAD-3

Type	Description	Submission of IDOE Testing Irregularity Report	PROGRAM
Retract Irregularity Request	Sends a request to cancel a previously submitted irregularity request. Irregularity requests can only be retracted by the same user that submitted the initial irregularity.	N/A	ILEARN IREAD-3

Warning: Timing of Resets
Submit resets immediately so that students can complete their test opportunity or data entry can be completed for paper-based tests.

Irregularity Requests by Test Status List

Test Status	Invalidate a Test	Reset a Test	Re-open a Test	Re-open a Test Segment	Grace Period Extension	Request an Item Rescore
Completed	✓	✓	✓			✓
Expired	✓	✓	✓			
Paused	✓	✓		✓	✓	
Reported	✓	✓	✓			
Submitted	✓	✓	✓			✓
Invalidated		✓	✓			

Irregularity Request Statuses List

Irregularity Request Status	Description of Status
Error Occurred	An error occurred while the irregularity request was being processed.
Pending Approval	Irregularity request is pending approval.
Processed	Irregularity request was successfully processed, and the test opportunity has been updated.
Rejected	Another user rejected the irregularity request.
Rejected by System	TDS was unable to process the irregularity request.
Requires Resubmission	Irregularity request must be resubmitted.
Retracted	Originator retracted the irregularity request.
Submitted for Processing	Irregularity request submitted to TDS for processing.

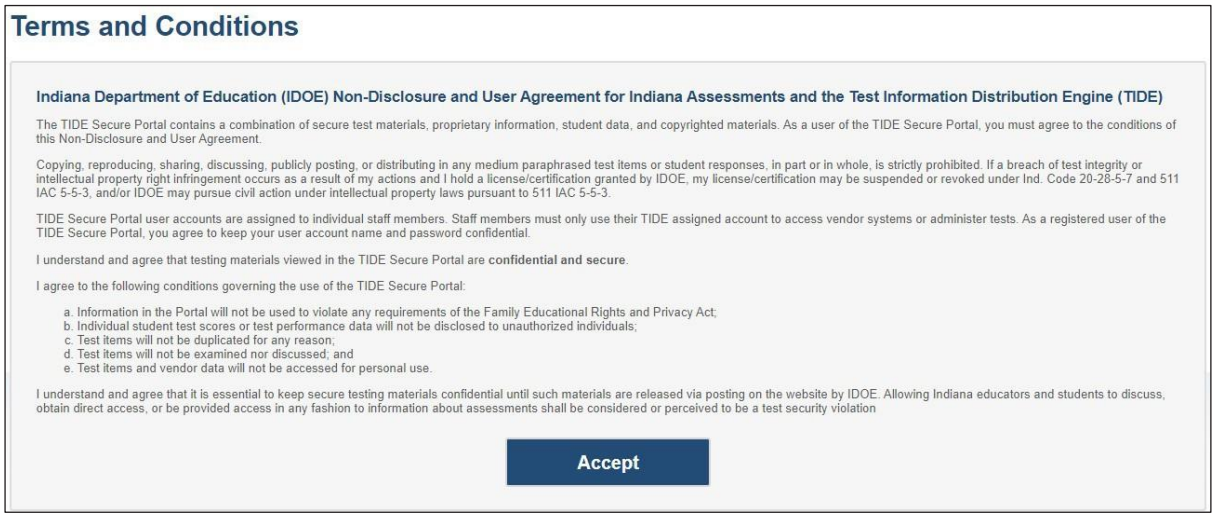
N

Non-Disclosure Agreement

All users must acknowledge an NDA each year prior to administering tests through the TA interface. If a user does not acknowledge the NDA, they will not be able to log into TIDE or the TA interface.

When a user logs into TIDE for the first time during the school year, the required User Agreement NDA will pop-up on their screen (see Figure 55). In order to move past the pop-up and enter TIDE, the user must select "**Accept**."

Figure 55. User Agreement NDA

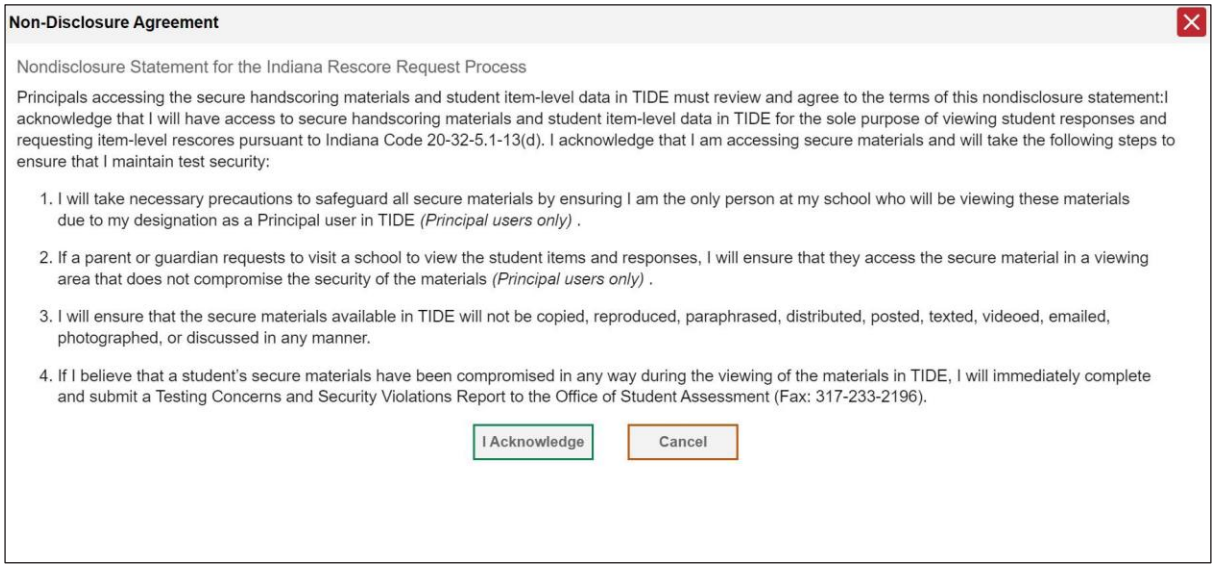


PR users will need to sign an additional NDA in order to submit rescore requests in TIDE. The Rescore Request Process NDA must be acknowledged before the PR can submit any rescore requests.

1. From the General Resources drop-down list in the banner, select **Non-Disclosure Agreement**. The ***Rescore Request NDA*** page appears (see Figure 56).

2. Read the agreement, and select **I Acknowledge**. A confirmation message appears.

Figure 56. Non-Disclosure Agreement



O

Ordering Materials

Some students take tests using standard or accommodated paper-and-pencil forms. To administer these tests, students and TAs need to receive test materials, such as assessment books.

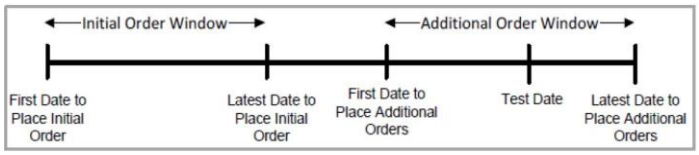
For test administrations that provide initial orders, TIDE automatically computes the quantities of test materials that a corporation or school receives based on the number of eligible students. For example, if there are 1,000 students in a corporation eligible for a grade 4 ILEARN ELA regular print booklet, TIDE will initiate an order for 1,000 regular print booklets.

The first window is for reviewing initial orders. This is the time during which users can review the paper material quantities TIDE automatically computes.

The Additional Order (AO) window opens soon after the initial order window closes. During this time, users can place AOs for materials as described in the section Placing Orders for Additional Paper Testing Materials. However, depending on when the order is placed, AOs may not arrive before a school's scheduled testing date within the paper test window. During the AO window, TIDE transmits the orders to the printer on a daily basis.

Figure 57 shows a timeline illustrating the order windows. The AO window extends after the test date; this allows corporations to place orders for return materials.

Figure 57. Order Windows for Testing Materials



Some AOs may require IDOE approval in order to be processed. TIDE only prints approved orders.

The quantity of materials a school or corporation receives may be more than the quantity that was ordered due to packaging constraints. Some items come in packs of five or 20 and cannot be separated into singles. If a school or corporation orders three of such an item, they will instead receive a pack of five.

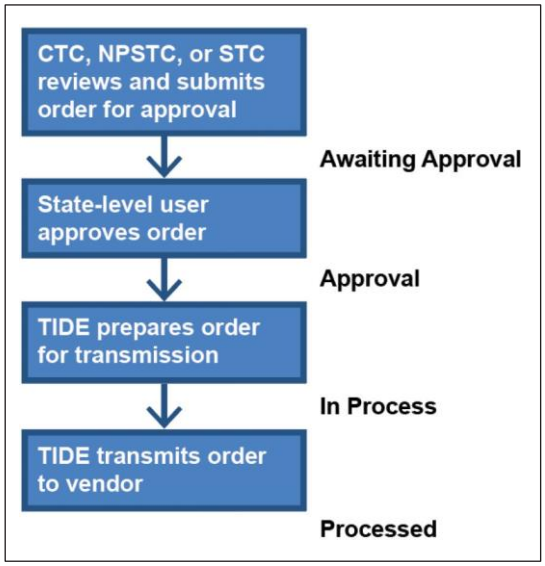
TIDE maintains a record of each order's status and labels the order as pending approval, approved, or rejected. These statuses appear in the View Order History task, as described in the section Viewing Order History Reports.

Understanding an Order's Status

Figure 58 illustrates the progression of an additional order and the associated status code.

On the ***Order History*** page (see the section Viewing Order History Reports) TIDE displays an order's status depending on its most recent activity. The Order Statuses List table below describes those statuses. (The user's permissions in TIDE may not include all of these statuses.)

Figure 58. Stages of an Order and Associated Status Code



Order Statuses List

Status	Description
Open	Order was generated by TIDE, awaiting review by a test coordinator. (Not applicable to AOs.)
Awaiting Approval	Order is awaiting approval.
Rejected	Order was not approved.
Approved	All line items in the order were approved.
Processed	Order was transmitted to vendor.
Partially Approved	At least one line item in the order was rejected.
In Process	Order is approved, not yet transmitted to vendor.
Canceled	Order was canceled.

P

Password Information

A user's TIDE username is the email address associated with their account in TIDE. When a user is added to TIDE, they will receive an activation email containing a temporary link to the ***Reset Your Password*** page. To activate the account, the user must set their password within 15 minutes of the email being sent.

- If first temporary link has expired, select the second link in the activation email and request a new temporary link.
- If a user forgets their password, they can reset it from the ***Login*** page by selecting ***Forgot Your Password?*** and entering their email address. A new temporary link will be sent to the user so they can reset their password.
- If a user does not receive an email containing the temporary link or authentication code, they should check their spam folder to make sure the email has not been categorized as junk mail. If the email is not in the spam folder, they should contact their STC, CTC, or NPSTC to make sure they are listed in TIDE.
- If a user is unable to log in, they should contact the Indiana Assessment Help Desk for assistance. Users must provide their name and email address.
- Details on contact information is available in the User Support and Troubleshooting section of this user guide.

Printing Records in TIDE

1. Retrieve the desired records by following the procedure in the section Searching for Records in TIDE.
2. Do one of the following:
   - To print some records, mark the checkboxes for the records that need to be printed, select  , select My Selected, and then select Print.
   - To print all records, select  , select All, and then select Print.

S

Searching for Records in TIDE

Many tasks in TIDE require users to retrieve a record or group of records (for example, locating a set of users to work with when performing the **View/Edit/ Export Users** task). For such tasks, a search panel appears when users first access the task page (see Figure 59). This section explains how to use this search panel and navigate search results.

Figure 59. Sample Search Panel



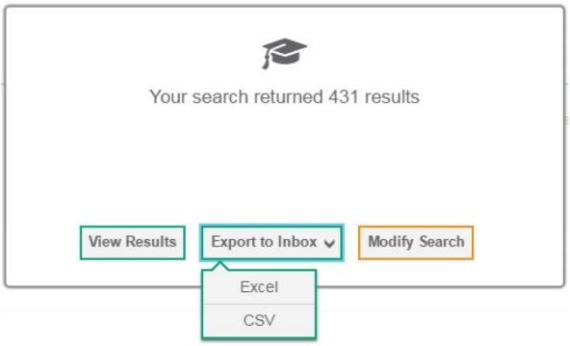
1. In the search panel, enter search terms and select values from the available search parameters, as required. Some fields may allow users to select multiple values. For example, the school and grade drop-down lists on the student search pages and discrepancy resolution pages will allow users to select one, multiple, or all values. Similarly, the **Test Name** drop-down list on the ***Plan and Manage Testing*** page will allow users to select one, multiple, or all values.

> **NOTE:**
>
> The search parameters available in the search panel depend on the record type. Required search parameters are marked with an asterisk.

2. *Optional:* If the task page includes an additional search panel, select values to further refine the search results:
   - To include an additional search criterion in the search, select it and select **Add** or **Add Selected** as available.
   - *Optional:* To delete an additional search criterion, select it and select Remove Selected. To delete all additional search criteria, select **Remove All**.
3. Select **Search**.
   - If searching for users, students, students' test settings, and irregularity requests, proceed to the next step.
   - If searching for other types of records, such as rosters, skip to step 5.

In the search results pop-up window (see Figure 60) that indicates the number of records that matched the search criteria and provides the user with options to view or export the records or modify the search parameters, do one of the following:

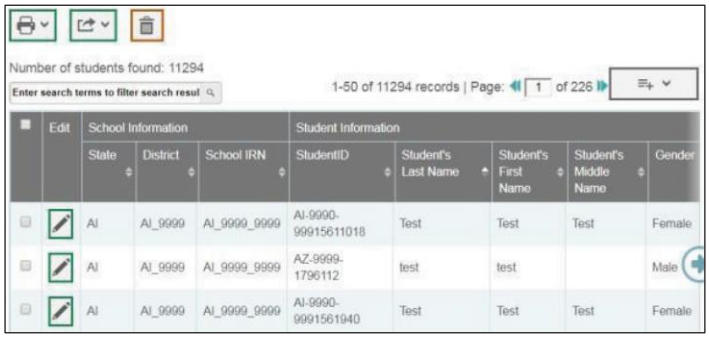
Figure 60. Search Results Pop-up Window



- To view the retrieved records on the page, select View Results. Continue to Step 5. This option is not available if TIDE detects that this action might adversely affect its performance.
- To export the retrieved results to the Secure File Center, select Export to Secure File Center and select the file format (CSV or Excel) in which the data should be exported. Users can navigate away from the page and perform other tasks if required. When the file is available for download, they will receive an email at the email address associated with their TIDE user account. After receiving the email, the exported file can be downloaded from the Secure File Center (see Secure File Center).
- To return to the page and modify the search criteria, select Modify Search. Repeat Steps 1–3

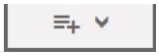
The list of retrieved records appears below the search panel (see Figure 61).

Figure 61. Sample Search Results



4. *Optional:* To filter the retrieved records by keyword, enter a search term in the text box above the search results and select . TIDE displays only those records containing the entered value.
5. *Optional:* To sort the search results by a given column, select its column header.

   To sort the column in descending order, select the column header again.
6. *Optional:* If the table of retrieved records is too wide for the browser window, select and at the sides of the table to scroll left and right, respectively.

7. *Optional:* If the search results span more than one page, select ◀ or ▶ to view previous or next pages, respectively.
8. *Optional:* To hide columns, select  (if available) and uncheck the checkboxes for the columns that should be hidden. To show columns again, mark the applicable checkboxes.

Searching for Students or Users by ID

A *Find Student/User by ID* field appears in the upper right-hand corner of every page in TIDE. Users can use this field to navigate to the ***View and Edit Student*** or ***View/Edit User: [User's Name]*** form for a specified student or user.

1. In the *Find Student/User by ID* field, enter a student's STN or a user's email address. The STN or email address must be an exact match; TIDE does not search by partial STN or email address.
2. Select  . The ***View and Edit Student*** or ***View/Edit User: [User's Name]*** form for that student or user appears.

Figure 62. Find Student/User by ID



Secure File Center

When searching for users, students, students' test settings, and irregularity requests, users can choose to export the search results to the Secure File Center. The Secure File Center serves as a secure repository which stores files containing the data that has been exported in TIDE and other CAI systems. When users choose to export search results to the Secure File Center, TIDE sends an email to the email address associated with the user's TIDE account when the export task is completed and the file is available in the Secure File Center for download.

The Secure File Center also lists any secure documents that have been externally uploaded to the Secure File Center and that the user has privileges to view.

NOTE:

All secure files must be tracked locally by the CTC, NPSTC, or STC.

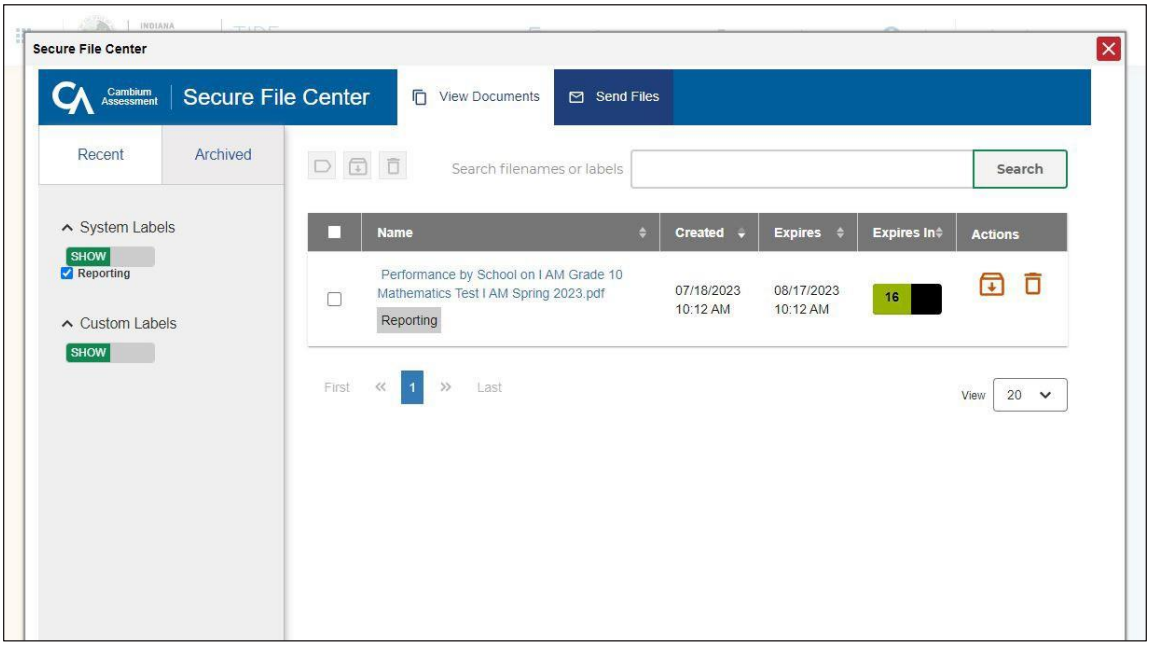
The files in the Secure File Center are listed in the order in which they were created. The file creation and file expiration dates appear, if applicable. The number of days remaining until a file expires is also displayed next to a file. By default, exported files are available for 30 days while secure documents are available for the period specified by IDOE. Users can access the Secure File Center from any page in TIDE to either download or archive a file for future reference. Users can also delete the files they have exported, provided they have not been archived.

Student responses in TDS are monitored for concerning content on both operational and practice tests. Responses which contain concerning content are flagged for review and posted to the CTC's Secure File Center for review. An email alert will be sent to the email address associated with CTC's TIDE account when a new file is available to the Secure File Center.

1. From the TIDE banner (see Figure 51), select **Secure File Center**. The *Secure File Center* page appears (see Figure 63). By default, TIDE displays the **View Documents** tab.

2. *Optional:* Select the file view from the available tabs:

Figure 63. Secure File Center



- Recent: This is the default view and displays all the files except for the ones that users have archived.
- Archived: Displays the files users have archived.

3. *Optional:* To filter the files by keyword, enter a search term in the text box above the list of files. TIDE displays only those files containing the entered file name.
4. *Optional:* To hide or display system labels, toggle HIDE/SHOW.
5. *Optional:* To hide files with a system label, unmark the checkbox for that system label.
6. *Optional:* To hide or display custom labels, toggle HIDE/SHOW.
7. *Optional:* To hide files with a custom label, unmark the checkbox for that custom label.
8. Do one of the following:
   - To download a file, select the file name.
   - To add a new custom label or apply an existing custom label, select  .
     - To apply a new custom label, mark the checkbox, enter a new custom label in the text box, and select **Save New Label**.
     - To apply an existing custom label, mark the checkbox, enter an existing custom label in the text box, and select **Apply Label**.
   - To archive a file, select  .
   - To delete a file, select  .

NOTE: About File Deletion

Archived files cannot be deleted.

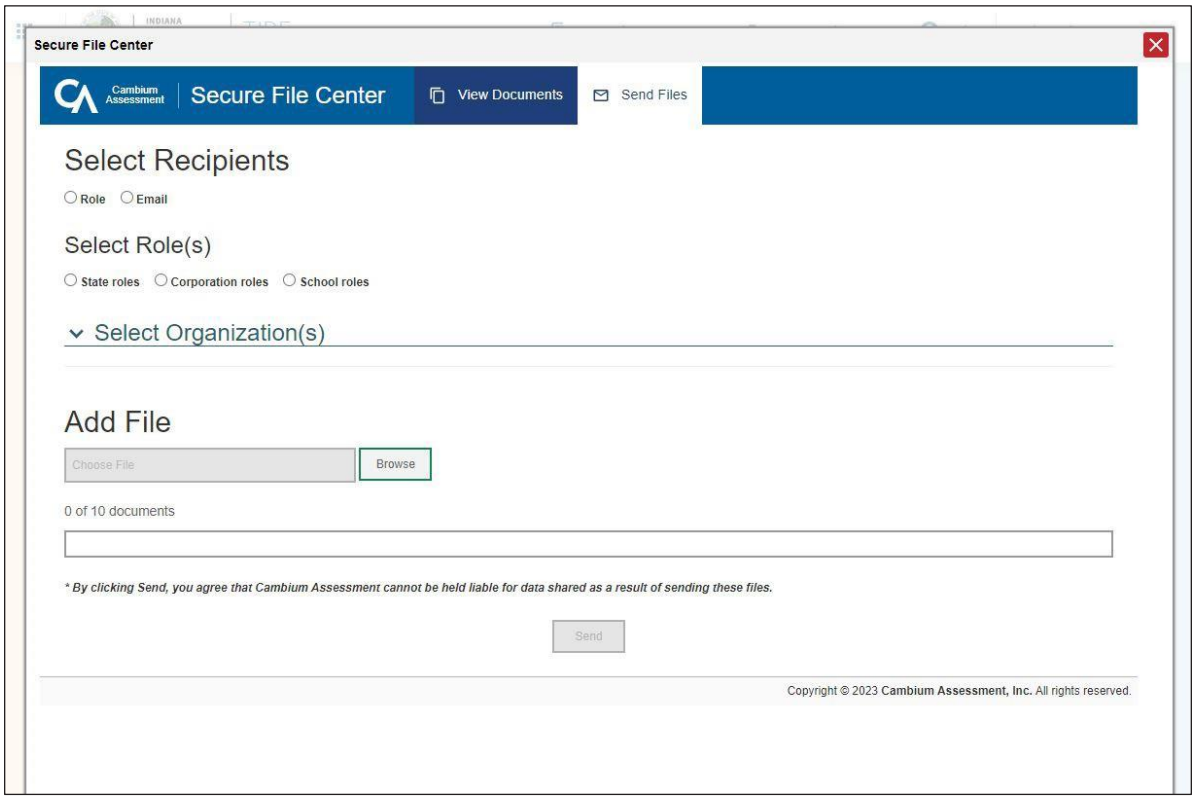
Users can delete files that they have exported, but they cannot delete secure documents uploaded to the Secure File Center by admin users.

Secure File Center: Sending Files from TIDE

CTC and STC level users can send files within TIDE to a specific TIDE user (by email) or to a group of TIDE users (by role). Other user roles cannot send files using TIDE.

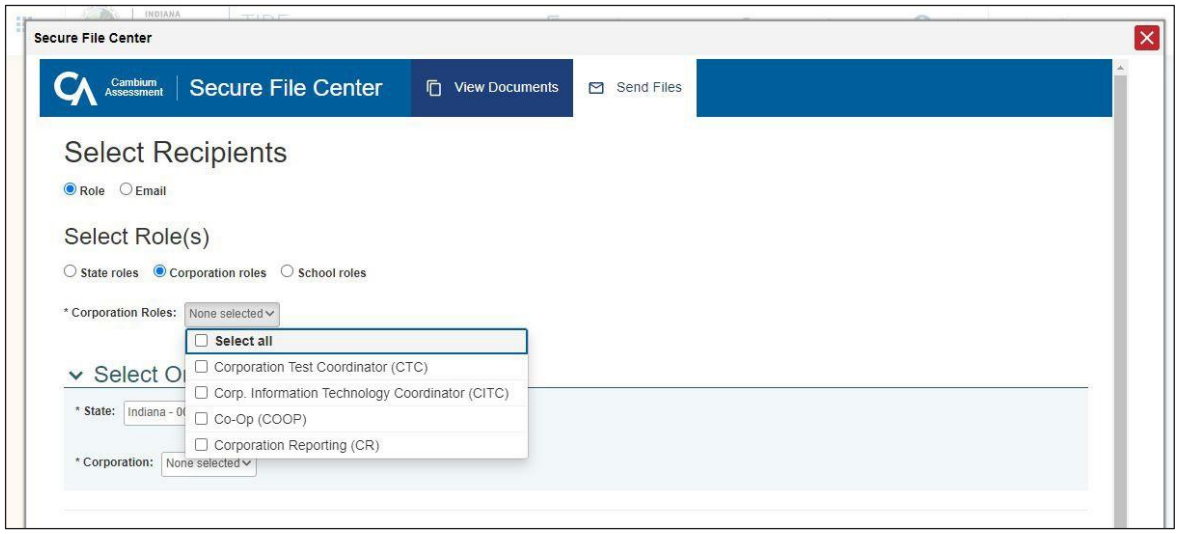
1. From the TIDE banner (see Figure 51), select **Secure File Center**. The *Secure File Center* page appears (see Figure 63). By default, TIDE displays the **View Documents** tab.
2. Select the **Send Files** tab. The **Send Files** page appears (see Figure 64).
3. In the *Select Recipients* field, do one of the following:
   - Select **By Role** to send a file to a group of users by user role.
   - Select **By Email** to send a file to a single recipient by their TIDE user account. If sending by email, skip to step 7.

Figure 64. Secure File Center – Send Files – By Role



4. In the *Select Role(s)* field, select the role group to which the file should be sent. A drop-down list appears (see Figure 65).

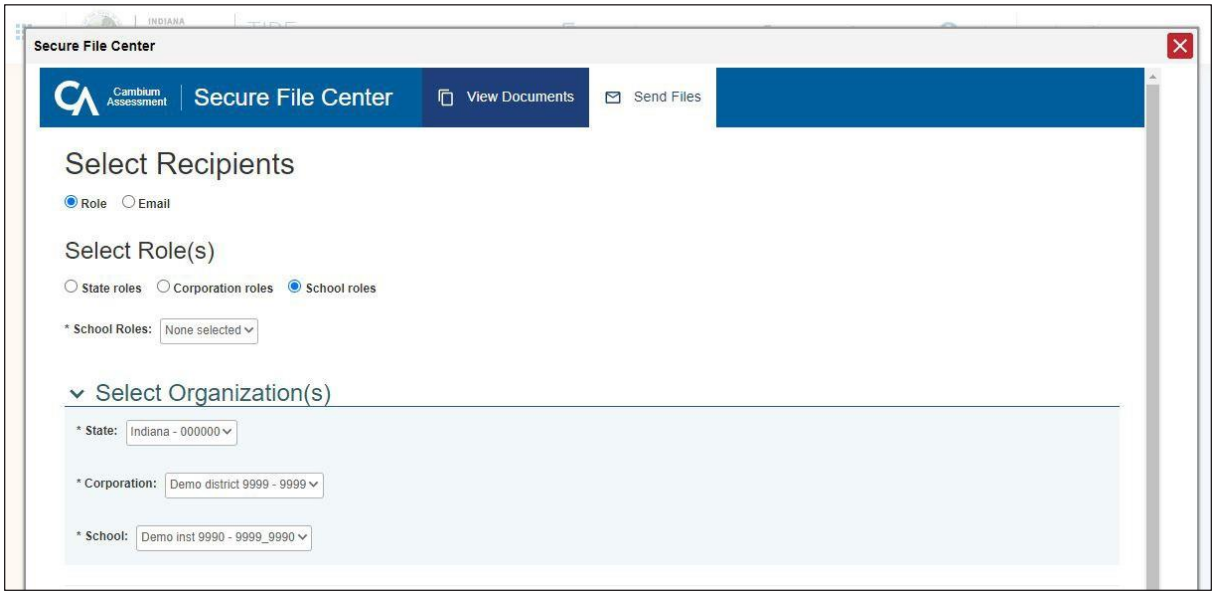
Figure 65. Secure File Center – Send Files – By Role – Corporation Roles



5. From the drop-down list, select the role(s) to which the file should be sent. Choose **Select all** to send the file to all roles in the selected role group.

6. From the **Select Organization(s)** section, use the drop-down lists to select the organizations that will receive the file(s) (see Figure 66). These drop-down lists adhere to TIDE's user role hierarchy. For example, corporation level users will be able to filter at their role level and below.

Figure 66. Secure File Center – Send Files – By Role – School Roles



7. If user selected **By Role** in step 3, skip this step. If user selected **By Email** in step 3, enter the email address of the recipient to whom the file or files should be sent.
8. To select a file or files to send, in the *Add File* field, select **Browse**. A file browser appears.
9. Select the desired file(s). Users may send up to 10 files at once. Collectively, the files must not exceed 20MB.
10. Select **Send**. The recipient will receive an automated email (from DoNotReply@cambiumassessment.com) indicating the file is retrievable within the Secure File Center. The Secure File Center will never send files directly to a recipient's email address. Sending secure information should be monitored by permissioned staff for appropriate use.

T

Test Opportunity Status Descriptions

Status	Definitions
Approved	The TA has approved the student for the session, but the student has not yet started or resumed the test.
Completed	The student has submitted the test for scoring. No additional action can be taken by the student.
Denied	The TA denied the student entry into the session. If the student attempts to enter the session again, this status will change to "Pending" until the TA approves or denies the student.
Expired	The student's test has not been completed and cannot be resumed because the test has expired. Expired tests will be forced complete and submitted for scoring.
Invalidated	The test result has been invalidated.
Paused	The student's test is currently paused (as a result of one of the following): • The student paused their test by selecting the **Pause** button. • The student idled for too long (more than 20 minutes) and the test was automatically paused. • The TA stopped the session in which the student was testing. • The TA paused the individual student's test. • The student's browser or computer shut down or crashed.
Pending	• The student is awaiting TA approval for a new test opportunity. • The TA timed out of the TA Interface due to inactivity, logged out of CAI systems, or closed the TA Interface during an active session.
Reported	The student's score for the completed test in TDS has passed the quality assurance review and has been submitted to CRS. **Note:** Some items must be handscored before they appear in CRS.
Review	The student has answered all test items and is currently reviewing their answers before submitting the test. (A test with a "review" status is not considered complete.)
Started	The student has started the test and is actively testing.
Submitted	The test has been submitted for quality assurance review and scoring before it is sent to CRS. **Note:** All tests go through an internal scoring process during quality assurance review.
Suspended	The student is awaiting TA approval to resume a test.

U

User Role Matrix

Each user in TIDE has a role, such as a corporation level user or a test administrator level user. Each role has an associated list of permissions to access certain features within TIDE.

The table below indicates which users can access specific features and tasks within each CAI system. The corresponding user guide for each system contains complete information about each feature.

Table 4. TIDE User Role Matrix

Preparing for Testing											
	State	CTC	Co-Op	CR	PR	CITC	NPSTC	STC	SR	TA	SITC
Adding Users	✓	✓	✓			✓	✓	✓			✓
View/Edit Users	✓	✓	✓			✓	✓	✓			✓
Upload Users	✓	✓	✓			✓	✓	✓			✓
View Students	✓	✓	✓		✓	✓	✓	✓		✓	✓
Print Pre-ID Labels	✓	✓	✓			✓	✓	✓		✓	✓
View Test Settings and Tools	✓	✓	✓			✓	✓	✓			
View/Edit/Upload Tester Grade and Eligibility Flag	✓	✓	✓		✓[1]	✓[1]	✓	✓		✓[1]	✓
Frequency Distribution Report	✓	✓	✓				✓				
Remote Proctoring Parent/Student Consent	✓	✓	✓			✓	✓	✓			✓

[1] View Only

* Only PR users can create Request an Item Rescore irregularity requests. PR users are unable to create any other type of irregularity request.

	State	CTC	Co-Op	CR	PR	CITC	NPSTC	STC	SR	TA	SITC	TFT-SC
Add Roster	✓	✓	✓			✓	✓	✓			✓	
View/Edit Roster	✓	✓	✓			✓	✓	✓		✓[1]	✓	
Upload Roster	✓	✓	✓			✓	✓	✓			✓	
Additional Orders		✓	✓				✓	✓				
Order History		✓	✓			✓	✓	✓			✓	
Order Summary		✓	✓			✓	✓	✓			✓	
Administering Tests												
Print Student Access Cards	✓	✓	✓			✓	✓	✓		✓	✓	
Create Irregularities	✓	✓	✓		✓*	✓	✓	✓			✓	
Upload Irregularities	✓	✓	✓			✓	✓	✓			✓	
Plan and Manage	✓	✓	✓			✓	✓	✓			✓	
Participation Search by STN	✓	✓	✓			✓	✓	✓			✓	
Test Completion Rates	✓	✓	✓			✓	✓	✓			✓	
Test Status Code Report		✓	✓			✓	✓	✓			✓	
After Testing												
Discrepancy Resolution	✓	✓	✓				✓					

[1] View Only

* Only PR users can create Request an Item Rescore irregularity requests. PR users are unable to create any other type of irregularity request.

Table 5. Test Delivery Systems User Role Matrix

	State	CTC	Co-Op	CR	PR	CITC	NPSTC	STC	SR	TA	SITC	TFT-SC
RIR TA Interface	✓	✓	✓			✓	✓	✓		✓	✓	
TA Interface	✓	✓	✓			✓	✓	✓		✓	✓	
TA Certification Course	✓	✓	✓			✓	✓	✓		✓	✓	
Tools for Teachers												✓

Table 6. Reporting User Matrix

	State	CTC	Co-Op	CR	PR	CITC	NPSTC	STC	SR	TA	SITC
Administering Tests											
School Listing		✓	✓	✓							
Teacher Listing		✓	✓	✓	✓		✓	✓	✓		
Roster Listing		✓	✓	✓	✓		✓	✓	✓	✓	
Student Listing		✓	✓	✓	✓		✓	✓	✓	✓	
Individual Student Report (ISR)		✓	✓	✓	✓		✓	✓	✓	✓	
Reports and Files											
Retrieve Student Results		✓	✓	✓	✓		✓	✓	✓	✓	
Toolbar											
Add Roster		✓	✓				✓	✓			
View/Edit Rosters		✓	✓	✓[1]	✓[1]		✓	✓	✓[1]	✓[1]	
Upload Rosters		✓	✓				✓	✓			
Search Students		✓	✓	✓	✓		✓	✓	✓	✓	

[1] View Only
* Only PR users can create Request an Item Rescore irregularity requests. PR users are unable to create any other type of irregularity request.

User Support and Troubleshooting

For additional information and assistance in using TDS, contact CAI's Indiana Assessment Help Desk. The Help Desk is available Monday through Friday 7 a.m. to 7 p.m. ET (except holidays or as otherwise indicated on the Indiana Assessment Portal).

Indiana Assessment Help Desk

Toll-Free Phone Support: 1-866-298-4256

Email Support: indianahelpdesk@cambiumassessment.com

Chat: https://indiana.portal.cambiumast.com/contact.html

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

- TA's name.
- If the issue pertains to a student, provide the student's STN and associated corporation or school. Do not provide the student's name.
- If the issue pertains to a TIDE user, provide the user's full name and email address.
- Any error messages and codes that appeared, if applicable.
- Affected test Session ID and question number, if applicable.
- Operating system and browser version information, including version numbers (for example, Windows 10 and Firefox 60 or Mac OS 10.14 and Safari 11).
- Information about the user's network configuration, if known:
    - Secure Browser installation (to individual devices or network)
    - Wired or wireless internet network setup

Please note that users must never share their login information with anyone, even with a technician to ensure test security.

Appendix 5C
Online Test Delivery System (TDS) User Guide

ILEARN, IREAD-3, and I AM Assessments

Online Test Delivery System

User Guide

2024–2025

Updated August 12, 2024

Prepared by Cambium Assessment, Inc.

Descriptions of the operation of the Test Information Distribution Engine, Test Delivery System, and related systems are property of Cambium Assessment, Inc. (CAI) and are used with the permission of CAI.

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Introduction to the User Guide

This user guide supports all personnel who manage testing for students participating in ILEARN Summative, ILEARN Checkpoint, IREAD-3, and I AM assessments through Cambium Assessment, Inc.'s (CAI's) online Test Delivery System (TDS). To access this system, users must be familiar with navigating a web browser to retrieve data, completing web forms, printing documents, and adjusting computer audio settings. If Test Administrators (TAs) or students use Chromebooks, iPads, or other devices for testing, they must be familiar with operating these devices as well.

Organization of the User Guide

The guide includes the following sections:

Proctor Test Sessions in the TA Interface

Access Student Testing Site and Complete Tests

Refer to the Appendix for additional information and instructions.

Understanding TDS Sites

TDS delivers Indiana's online tests for ILEARN, IREAD-3, and I AM. TDS consists of the test administration and student sites that house the operational and practice tests, as well as the Released Items Repository (RIR). RIR functionality mirrors sites used for operational and practice tests; however, tests within the RIR have some variance with scoring. RIR tests are intended to provide additional experience and are available for all users.

- **RIR Sites**
  - **RIR Test Administrator (TA) Interface:** Allows TAs to practice administering tests. Access to the RIR TA Interface requires a Test Information Distribution Engine (TIDE) user account and TA Certification.
  - **RIR Student Site:** Allows the public and students to interact with the system and released assessment content to obtain familiarity with ILEARN, IREAD-3, and I AM assessments. Users who are not students can access RIR tests by signing in to a Guest Session as a Guest User. Students can sign in with their first name and Student Test Number (STN) or as a Guest User. Students can sign in to proctored test sessions created by TAs (using the RIR TA Interface) or sign in to a Guest Session.
- **Operational and Practice Test Sites**
  - **TA Interface:** Allows TAs to administer operational and practice tests.
  - **Student Testing Site:** Allows students to access operational and practice tests using the Secure Browser.

Throughout this user guide, “TA Interface” refers to both the TA Interface and RIR TA Interface. “Student Testing Site” refers to both the Secure Browser and the RIR Student Site.

Note for users administering I AM: Directions in this user guide may differ slightly for I AM. While reviewing this guide, please remember that TAs administer I AM in a one-on-one setting and may only administer I AM to one student at a time. Additionally, TAs may provide assistance to students by reading aloud the student directions found throughout this user guide. Please contact the Indiana Assessment Help Desk with any questions.

Proctor Test Sessions in the TA Interface

Administering online tests in TDS is a straight-forward process; the workflow is as follows:

1. The TA selects tests and starts a test session in the TA Interface.
2. The TA provides the Session ID to students.
3. Students sign in to the Student Testing Site and request approval for tests.
4. The TA reviews students' requests to ensure the requested assessment should be initiated and approves them for testing.
5. Students complete and submit their tests.
6. The TA stops the test session and logs out.

This section describes the following tasks that TAs must perform to administer online tests successfully:

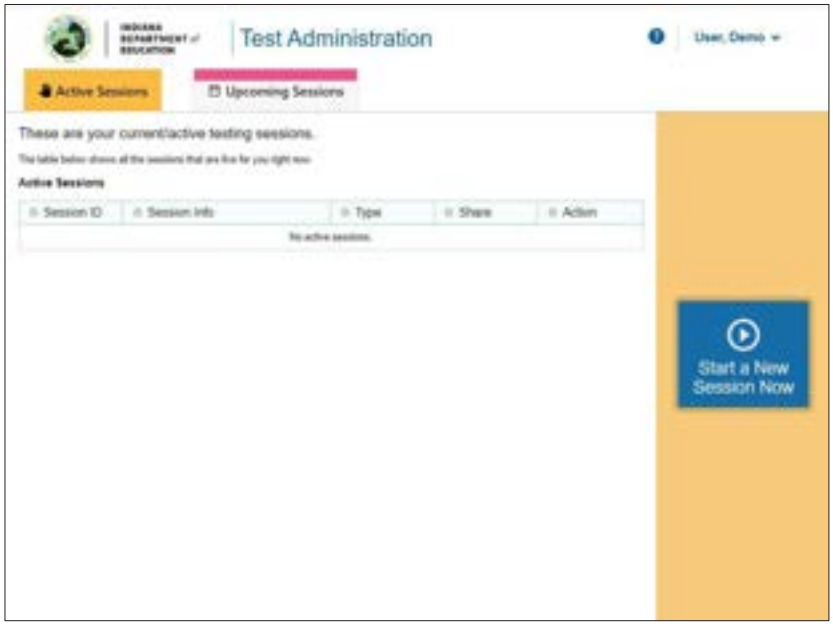
- Select and Start a Test Session
- Approve Students for Testing
- Manage a Test Session

For information about the testing process from a student's perspective, see the section Access Student Testing Site and Complete Tests.

Select and Start a Test Session

The first step in administering online tests is for the TA to log in to the TA Interface and select **Start a New Session Now** from the right-hand side of the screen. If the TA has any active test administration sessions, they will be listed on the "Active Sessions" tab after logging in. The TA may also choose to re-enter one of these ongoing sessions, if needed. **Note:** If there are multiple schools and/or corporations associated with a user's TIDE account, they must first select an institution. This selection will have no impact on which students are able to join the session.

Figure 1. Start a New Session



After starting the session, TAs will be brought to the Test Selection window, where they can add the tests that they will be administering during the session. Only the tests selected by the TA will be available to students who join the session. TAs can select multiple test forms (e.g., regular forms and hard of hearing forms) to administer as needed. Students will see only tests they are eligible to take based on their settings in TIDE. Users may have only one session open at a time. Stopped sessions cannot be reopened, but students can resume a test in a new session.

The **Test Selection** window is a tab in the TA Interface. Once the TA has selected tests and the session has been started, the TA Interface will automatically move to the **Test Session** tab. To add more tests during a session, the TA will need to return to the **Test Selection** tab. For more information, see Transfer a Test Session.

Create a New Test Session

1. Log into the TA Interface and select **Start a New Session Now**.
2. If the **Test Selection** window is not open, click the **Select Tests** tab on the upper right-hand side of the TA Interface (see Figure 2).

Figure 2. Select Tests Tab



3. To select tests for the session:
   - Select the arrow symbol to open a testing category (see Figure 3). Expand the list of tests by selecting the plus sign (see Figure 4).
   - To expand a test group, select ✚ (or Expand All). To collapse an expanded test group, select ▬ (or Collapse All).
   - Select the checkbox symbol to add a test to the session. A checkmark will appear in the box, and the test will appear in the **Tests Selected** section of the window (see Figure 5). **Warning:** A test session can have one test or multiple. Multiple tests within a session can include differing grade levels, content areas, and test forms (e.g., regular forms, hard of hearing forms). The operational TA Interface requires TAs to select tests individually, while the RIR TA Interface allows bulk selection of test groups. TAs are responsible for approving the appropriate test(s). TAs should be mindful of which test(s) they intend to administer when working through the approval process with students.
   - **Note:** The **Test Selection** window features color-coded test names grouped into various categories. A test group may include one or more sub-groups. All test groups and sub-groups appear collapsed by default, and the TA may have to expand the test group to view individual tests.

Figure 3. Test Selection Window: Test Categories

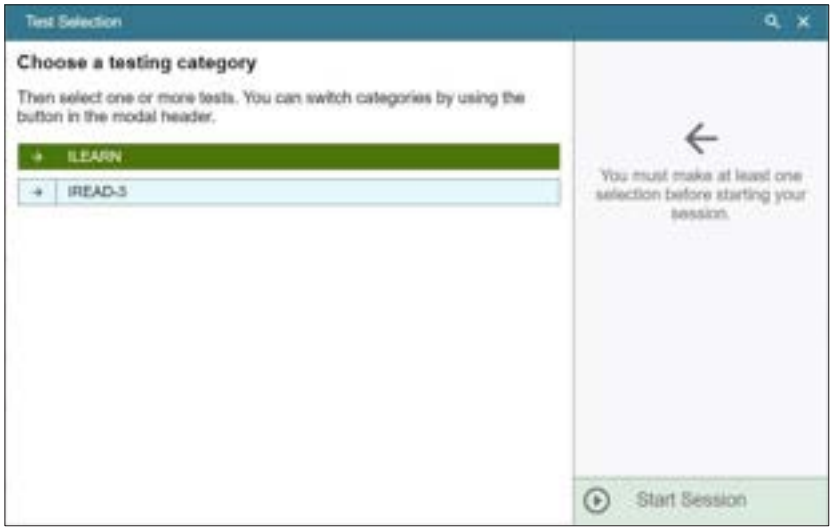


Figure 4. Test Selection Window: Test Category Subgroups

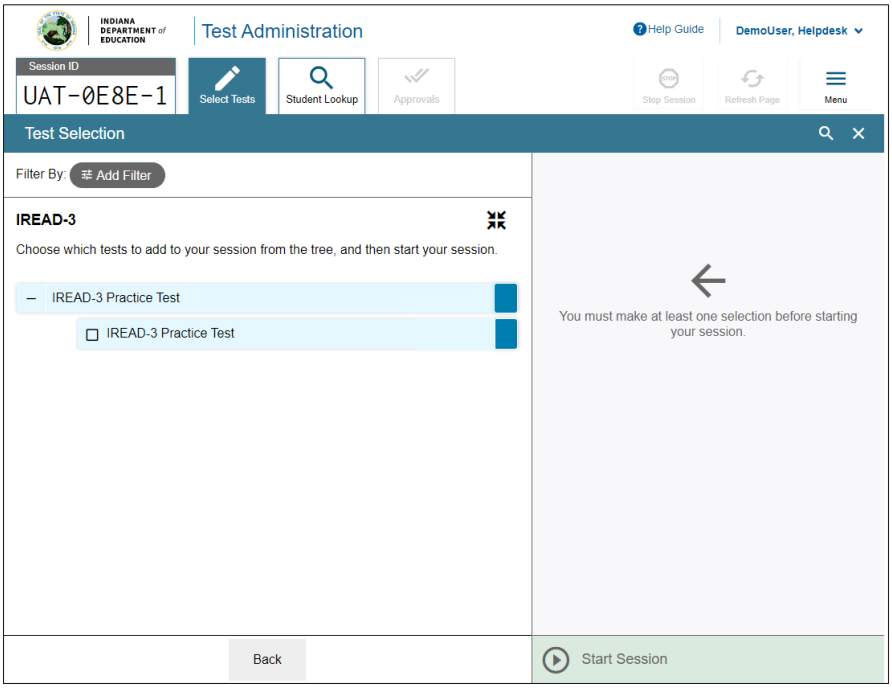
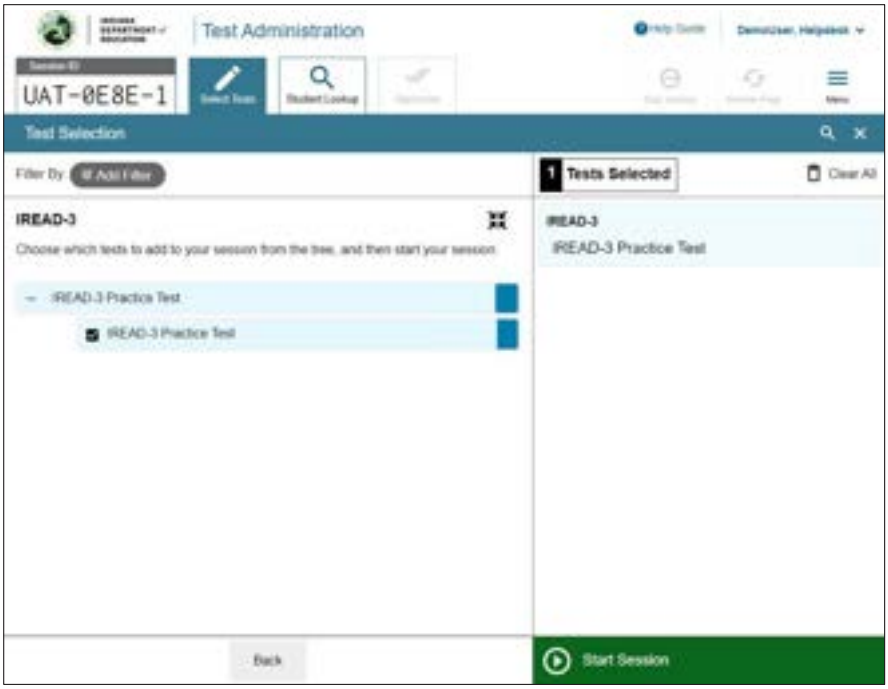


Figure 5. Test Selection Window Displaying Selected Tests

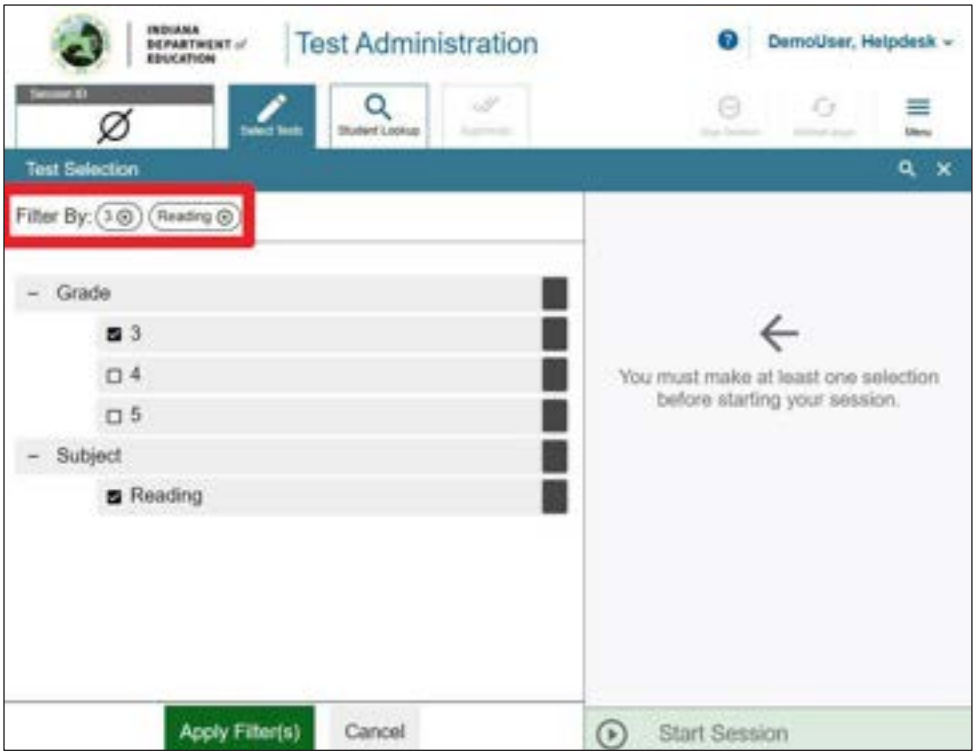


4. To remove selected tests, do one of the following:

   - To remove an individual test, deselect the test by clicking it again in the left-hand portion of the window.
   - To remove all the selected tests, select **Clear All** from the “Tests Selected” section of the window.

5. To add tests from a different test category, do the following:
   - Select **Back** at the bottom of the **Test Selection** window to return to the test categories view (see Figure 3).
   - Repeat steps 3-4 to select the necessary tests.
6. When adding tests to a session, TAs may filter available tests based on the grade and subject associated with the tests. To filter tests:
   - Select Add Filter.
   - Expand the available filter categories and check the necessary grades and subjects to add those filters. The selected filters are listed on top (see Figure 6).
     - Remove a filter by selecting ⊗ for the applicable filter.
   - Select **Apply Filter(s)** to apply the selected filters. The test list updates to display the tests that match filter criteria.

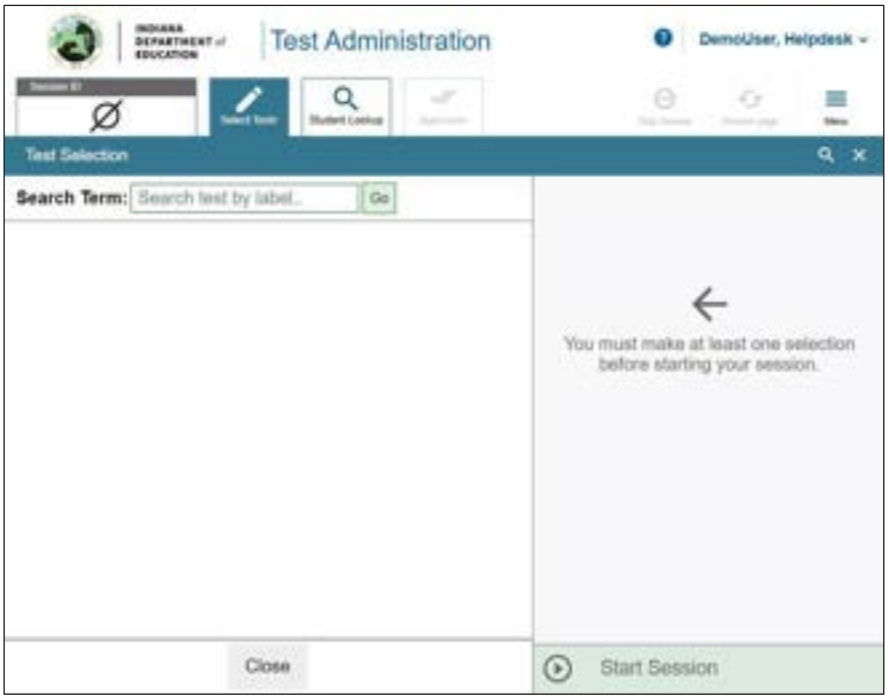
Figure 6. Filter Selections



7. TAs can also search for specific tests by their labels. To search for a test:

   - Select in the upper right-hand corner to bring up the search panel (see Figure 7).
   - In the *Search Term* field, enter the full or partial test label and select **Go**. The tests matching the entered label will be displayed. **Note:** The search term must be at least three characters long.
   - To close the search panel, select **Close** at the bottom of the panel.

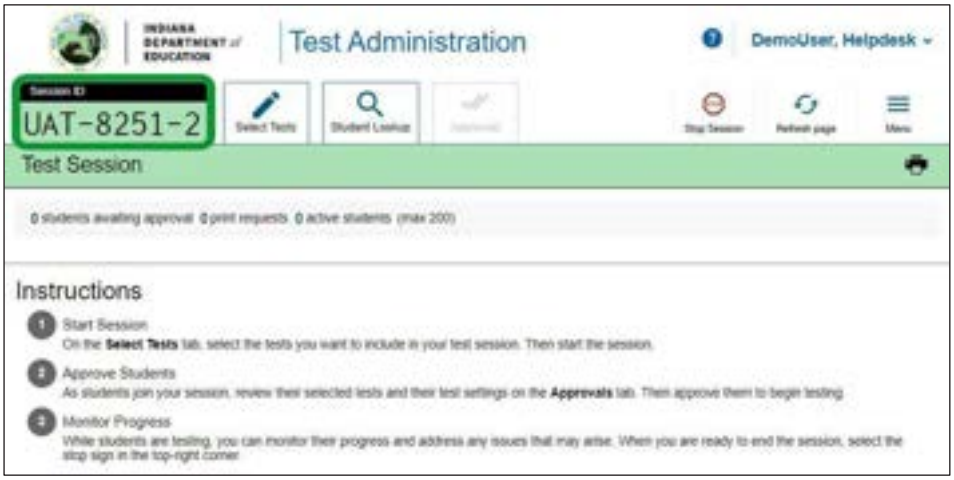
Figure 7. Search Panel



8. After selecting the required test(s), select **Start Session** (or **Start Released Items Session** if using the RIR TA Site). The button becomes active once a test has been selected.

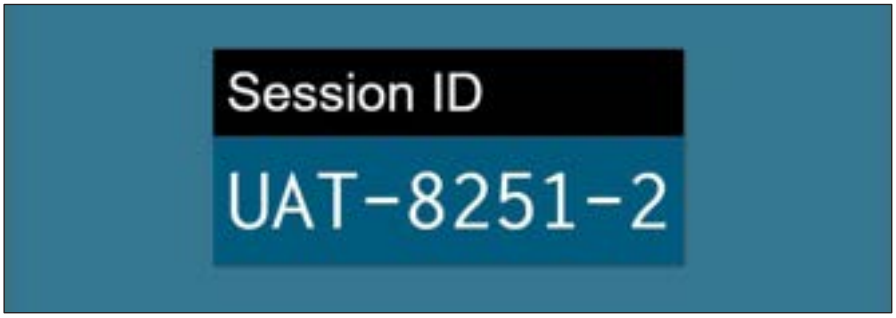
9. The Session ID appears on the TA Interface (see Figure 8). Provide the Session ID to the students. TAs should note the Session ID for their own records. If the browser is accidentally closed, log back into the TA Interface and select **Join** from the ***Active Sessions*** page (see Figure 68) to resume the session. If the TA does not join the test session within 20 minutes, the session will expire, and the TA will need to generate a new Session ID for students to resume testing. **Note:** Student opportunities are not tied to test sessions and beginning a new session will have no impact on the test.

Figure 8. Session ID



Selecting the **Menu** (≡) icon from the upper right-hand corner of the screen will open a drop-down menu with two options. Select the first option, **Toggle Screensaver**, to open a screensaver that displays the Session ID and hides the TA interface. To return to the TA Interface, click anywhere on the screen (see Figure 8).

Figure 9. Session ID - Screensaver



Add Tests to an Active Test Session

It is possible to add tests to an ongoing test session, if needed. Tests already in an active session cannot be removed.

1. In the upper left-hand corner of the TA Interface, click the tab titled **Select Tests**.
2. In the **Test Selection** window (see Figure 3) mark the checkbox for the required test and select **Add to Session** in the lower right-hand corner (see Figure 10). The exact label for this button may vary depending on whether the session is an RIR or operational and practice session.
3. In the confirmation message that appears, select **OK**.
4. To return to the test session without adding any new tests, click on the Session ID.

Figure 10. Add to Session Button



Approve Students for Testing

After students sign in to the Student Testing Site and select tests, the TA must verify that their settings and accommodations are correct before approving them for testing. If a test contains segments requiring TA approval, TAs must follow the same procedure when approving students' entry to test segments.

Note: Be careful when approving students for entry into test segments. If a student is to take the second segment on a subsequent testing day, they should not be approved for entry until that time.

When students are awaiting approval, the **Approvals** tab will activate to the right of the Student Lookup tab. The number of students awaiting approval will appear inside a circle on the tab (see Figure 11). The **Approvals** notification updates automatically at regular intervals, but TAs can also update it manually by selecting in the upper right-hand corner.

Figure 11. Students Awaiting Approval

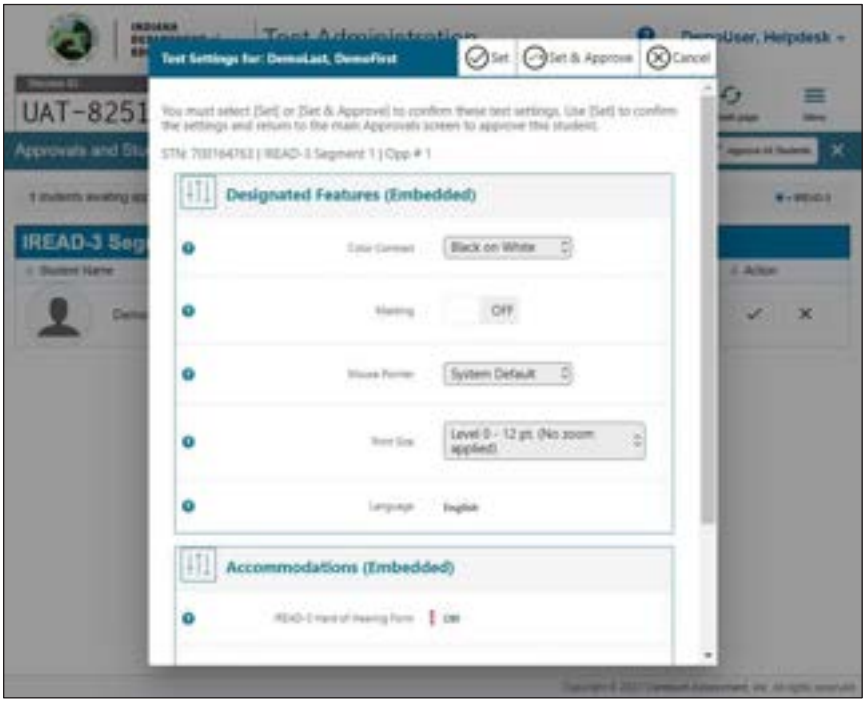


1. Select **Approvals**. The ***Approvals and Student Test Settings*** window appears, displaying a list of students grouped by test (and test segment, if applicable).

   - **Warning:** When selecting multiple tests, TAs must ensure students enter the correct test during the approval process.

2. To check a student's test settings and accommodations, select the for that student. The student's information appears in the Test Settings pop-up window. (see Figure 12). This window groups test settings by their area of need.

Figure 12. Test Settings and Accommodations



- Update any incorrect settings, as required. TAs must not approve students for testing until their settings are correct.
    - Embedded designated features settings can be changed in this window.
    - Embedded accommodations cannot be changed in this window or TIDE. If a student's embedded accommodations are incorrect, they must be corrected in Indiana IEP (IIEP), Indiana ILP (IILP), or the schools' Student Information System (SIS). Updates will be reflected in TIDE the following business day. The student must test on another day when accommodations are correct in TIDE.
- Do one of the following:
    - To confirm the settings, select **Set**. TAs must still approve the student for testing (see step 5).
    - To confirm the settings and approve the student, select **Set & Approve**.
    - To return to the ***Approvals and Student Test Settings*** window without confirming settings, select **Cancel**.

3. Repeat step 2 for each student in the ***Approvals and Student Test Settings*** list as needed. Since the **Approvals and Student Test Settings** window does not automatically refresh, select **Refresh** at the top of the window to update the list of students awaiting approval. **Note:** Refreshing this page will reset any student settings updated in this window if the student has not yet been approved.
4. If the TA needs to deny a student access to testing, do the following (otherwise skip to step 5):
    - Select ✕ for that student.
    - *Optional*: In the window that appears, enter a brief reason for denying the student.
    - Select **Deny**. The student receives a message explaining the reason for the denial and is logged out. The student can request access to the test again.
5. To approve students directly from the ***Approvals and Student Test Settings*** window, do the following:
    - To approve individual students, select ✓ for each student.
    - To approve all students for a given test or segment, select **Approve All Students** for that test or segment. Ensure that the students requested the appropriate test. This allows schools to manage local test schedules and minimize assessment resets or invalidations.

Manage a Test Session

After approving students for testing, the TA can monitor testing progress, approve a student's print request, and pause a student's test, if necessary.

Monitor Student's Test Progress

At the start of the test, all students in the session will be listed in **Tests without issues** table. The **Tests with potential issues** table will appear at the top when one of the following issues arises:

- A student has a pending print request.
- A student's test is paused due to an environment security breach. Please refer to the appropriate test program's Test Administrator's Manual (TAM) for information regarding actions that can be considered as test security violations.
- A forbidden application is launched.

The table(s) refresh at regular intervals, but can also be refreshed manually by selecting in the upper right-hand corner. TAs can also sort the tables by a given column by selecting the column header (see Figure 13).

Figure 13. Table(s) for Monitoring Students' Test Progress



Table 1 describes the columns in the tables for monitoring students' testing progress.

Table 1. Columns in the Table(s) for Monitoring Students' Testing Progress

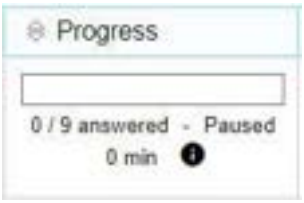
Column	Description
Student Information	The name and STN of the student in the session.
Opp #	Opportunity number for the student's selected test.
Test	Name of the test the student selected.
Progress	Indicates the student's testing progress. It may display how many questions the student has answered out of the total number of test questions. If TDS detects that a student may be experiencing technical difficulties or requires assistance, such as the student may be experiencing connection issues, has a pending print request, or has paused the test, a small "i" icon will appear in this column for the student (see image below). When hovering over this icon, a message is displayed providing details about the issue.  For more information about what statuses may appear during testing, see Table 2.
Test Settings	This column displays one of the following: • **Standard:** Default test settings are applied for this test opportunity. • **Custom:** One or more of the student's designated features or accommodations differs from the default settings. To view the student's settings for the current test opportunity, select  . Please note that these settings cannot be changed unless the student is pending approval.
Actions	Allows users to perform any available actions for an individual student's test. The Pause button in this column pauses the student's test. When a test pauses, this column displays an information button that opens a pop-up message explaining how the test became paused. However, the information button is not displayed if the TA pauses a student's test. A Printer button appears in this column when the student requests a printout of test material. A student may request a printout only if they have Print on Demand selected as an accommodation. Refer to the section Approve a Student's Print Request for more details. **Note:** This feature is not applicable for I AM.

Table 2 describes the codes in the Test Status column of the table(s) for monitoring students' test progress.

Table 2. Student Testing Statuses

Column	Description
Approved	User approved the student, but the student did not yet start or resume the test.
Started	Student started the test and is actively testing.
Review	Student visited all questions and is currently reviewing answers before completing the test.
Completed	Student submitted the test. The student can take no additional action at this point.
Submitted	Test was submitted for quality assurance review and validation.
Reported	Test passed quality assurance and is undergoing further processing.
Paused*	Student's test is paused. The time listed indicates how long the test has been paused.
Expired*	Test was not completed by the end of the testing window, and the opportunity expired. Please note that if a student starts but does not complete a test, it will expire and be forced complete by the system and submitted for scoring.
Pending*	Student is awaiting approval for a new test opportunity.
Suspended*	Student is awaiting approval to resume a test opportunity.

*Appears when the student is not actively testing. The student's row grays out in such cases.

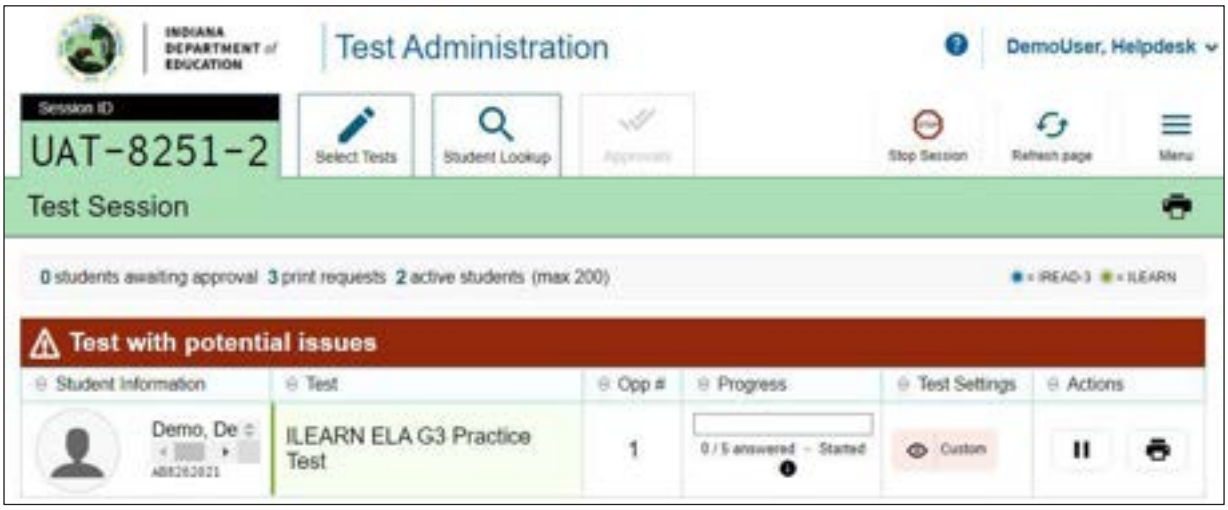
Approve a Student's Print Request

Students using the Print on Demand tool can request printouts of test passages and items. Requests must be reviewed and approved by the TA. When students send print requests, the request notification appears in the **Tests with potential issues** table (see Figure 14). **Note:** This feature is only available on ILEARN.

TAs can also view a list of every print request approved during the current session. For more information, please refer to Appendix P.

1. Select in the Actions column of the **Tests with potential issues** table for a student. The request notification appears for students who sent print requests.

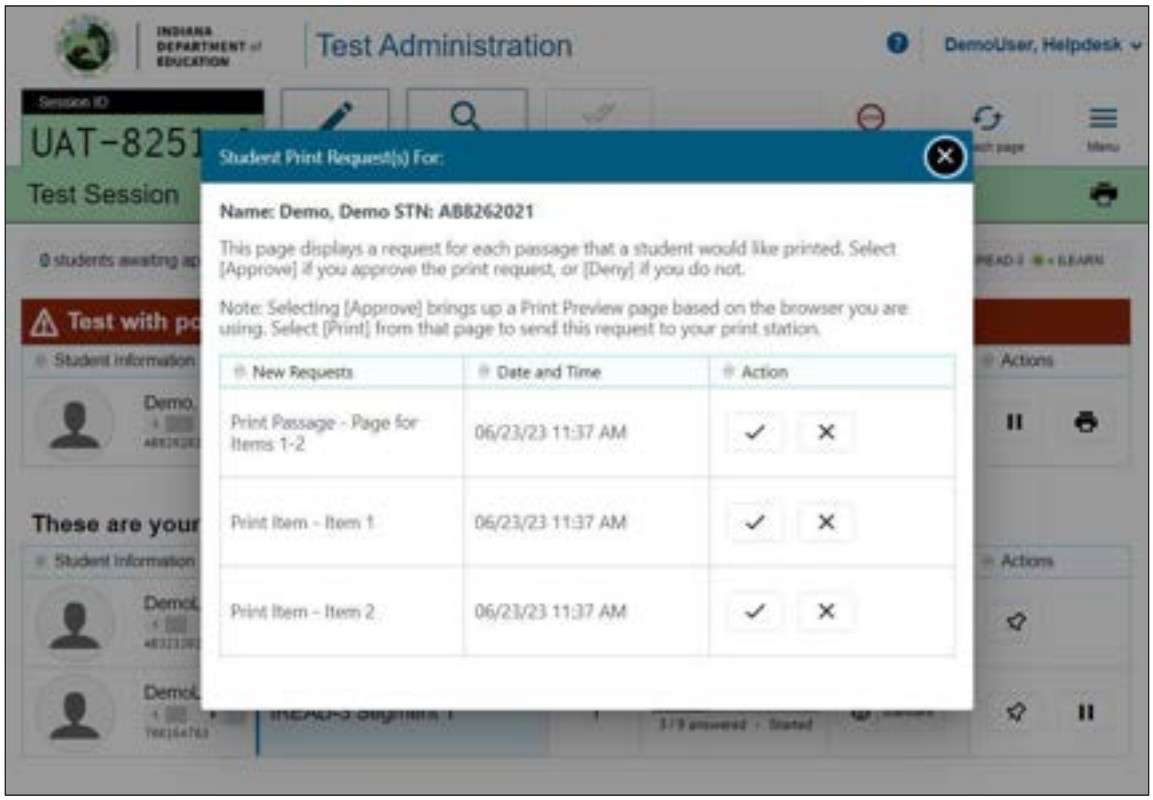
Figure 14. Print Request Notification



2. Review the request in the ***Student Print Request*** window (see Figure 15) and do one of the following:

   - To approve the request, select ✓. A cover sheet appears in a new browser window.
   - To deny the request, select ✕ In the window that appears, enter a brief reason for denying the request and select **Deny**. Do not proceed to step 3.

Figure 15. Student Print Request Window



3. In the new window, select **Print** to open the printer dialog box.
4. Select **OK** to print the requested test elements.

Pause a Student's Test

TAs can pause a student's test if necessary. For more information on the pause rule please refer to Appendix P.

1. In the Actions column of the table(s) for monitoring students' test progress, select ⏸ for the student whose test should be paused.
2. Select **OK** to confirm. TDS logs the student out.

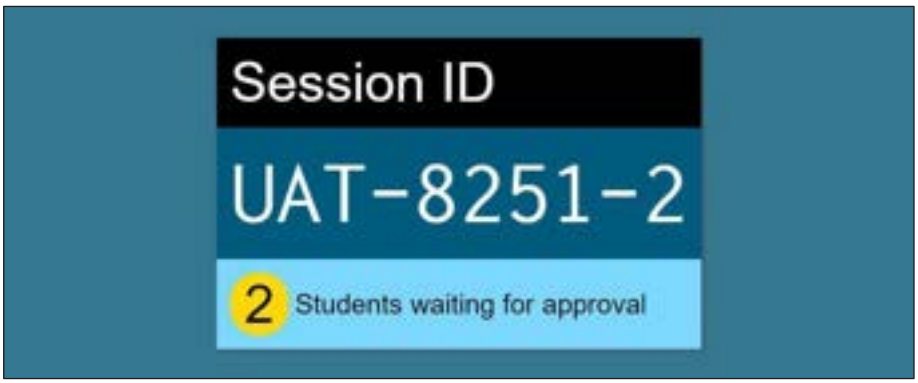
Enable Screensaver Mode

Since the student test progress tables in the TA Interface often contain sensitive student information, such as STNs, the TA Interface consists of a built-in screensaver to hide the data from view. If the screensaver mode is auto-enabled, the screensaver will automatically turn on if there is no activity in the TA Interface for five minutes. If the screensaver mode is not auto-enabled, it is strongly recommended that all users manually turn on the screensaver mode when stepping away from their device.

1. To turn on screensaver mode, select the **Menu** icon (☰) in the upper right-hand corner of the screen. Then, select **Toggle Screensaver** (see Figure 8). A masking screen appears over the TA Interface (see Figure 16).

   The screensaver displays the Session ID and the timer, if applicable. It also displays notifications if students are awaiting approval, there are pending print requests, or if students require other interventions.

Figure 16. Screensaver Mode Enabled



2. If the screensaver mode is set to auto-disable upon activity, the screensaver will automatically turn off if any mouse or keyboard activity is detected. Otherwise, select ⧉ in the upper right-hand corner of the Session ID on the screensaver window. The button is only displayed if the screensaver mode is not set to auto-disable upon activity. Screensaver mode will also turn off automatically if the test session times out due to TA or student inactivity.

Stop a Test Session

When students complete testing or when the allotted testing period is over, TAs must stop the active session, which logs out students and pauses tests that are not submitted. Sessions cannot be resumed, and TAs must create a new session to continue testing.

Please note, TDS automatically logs students out after 20 minutes of inactivity and logs users out of the TA Interface after 30 minutes of inactivity. Logging out of the TA Interface due to inactivity automatically stops the test session and pauses students' tests.

In the upper right-hand corner of the TA Interface, select  , then select **OK** in the confirmation message that appears (see Figure 17). The test session stops.

Figure 17. Stop Test Session Button



Log Out of the TA Interface

If a TA logs out of the TA interface during testing, the active session will close for their students. Please note that navigating away or signing out of the TA Interface also logs the user out of other CAI systems (e.g., TIDE, Centralized Reporting System). To access another application while administering tests, open it in a separate browser tab or window.

1. In the banner, the user selects their name from the top right-hand corner (see Figure 18).
2. Select **Log Out**. The Indiana Assessment Portal homepage appears.

Figure 18. Log Out



Access Student Testing Site and Complete Tests

This section describes the sign-in process that students use to start a new test or resume a paused test. It also describes how students can view stimuli, respond to questions, pause a test, review previously answered questions, and submit a test.

Sign in and Select Tests

When testing, students must sign into the appropriate testing site. For operational or practice test sessions created in the TA Interface, students sign in to the Secure Browser. RIR TA Interface sessions can be accessed from the Secure Browser or the RIR Student Site on a conventional browser.

Students may also take RIR tests to familiarize themselves with the online testing process. Aside from the sign-in process, the RIR has the same appearance and functionality as the operational Student Testing Site. View the *RIR Quick Guide* (https://indiana.portal.cambiumast.com/resources/user-guides/released-items-repository-quick-guide) on the Indiana Assessment Portal for additional information.

Sign In to the Secure Browser

1. Launch the Secure Browser on the student's testing device. The ***Student Sign-In*** page appears (see Figure 19).

2. Next, students enter the following information:

   a. In the *First Name* and *STN* fields, students enter their legal first name and STN as they appear in TIDE.

   b. In the *Session ID* field, students enter the Session ID as it appears on the TA Interface. The beginning of the three-part Session ID will be prefilled and indicates if the student is on the operational Student Testing Site ("IN") or the RIR ("TRAIN").

      Please note that the users can access the RIR using Guest Mode to familiarize themselves with the online tools and accommodations.

Figure 19. Student Testing Site Sign-In Page



3. *Optional:* Students can also modify color contrast and print size settings in the RIR during the sign-in process. These settings persist until operational test settings are set during the TA approval process.

    a. Students select the cog wheel in the upper right-hand corner of the ***Student Sign-In*** page to open the ***Settings*** page (see Figure 20).

    b. Next, they select their preferred options from the available drop-down lists and select **OK**.

Figure 20. Settings Page



4. Students select **Sign In**. The ***Is This You?*** page appears.

Verify Student Information

After signing in to the Student Testing Site, students must verify their personal information on the ***Is This You?*** Page (see Figure 21).

- If all the information on the ***Is This You?*** page is correct, the student selects **Yes** to proceed.
- If any of the information is incorrect, the student must select **No**.

TAs must notify the appropriate school personnel that the student's information is incorrect. Incorrect student demographic information must be updated **before** the student begins testing. Once resolved, this data displays in TIDE and TDS within 24 hours. Students may begin testing once school personnel confirm the correct data is present.

Please note that for dual-enrolled students, the school name that appears may not be the name of school where the student is testing.

Figure 21. Is This You? Page



Select a Test

Students can select their tests from the ***Your Tests*** page that appears after students verify their personal information. The ***Your Tests*** page displays all the tests that a student is eligible to take (see Figure 22). Students can select only tests that TAs add to the session and that have not been completed.

1. From the ***Your Tests Page*** that lists a student's eligible tests in color-coded categories, the student selects the name of the test.

    - If a student's required test is inactive or not displayed, the student must log out. TAs must verify the test session includes the correct tests and add tests, if necessary.

Figure 22. Your Tests Page

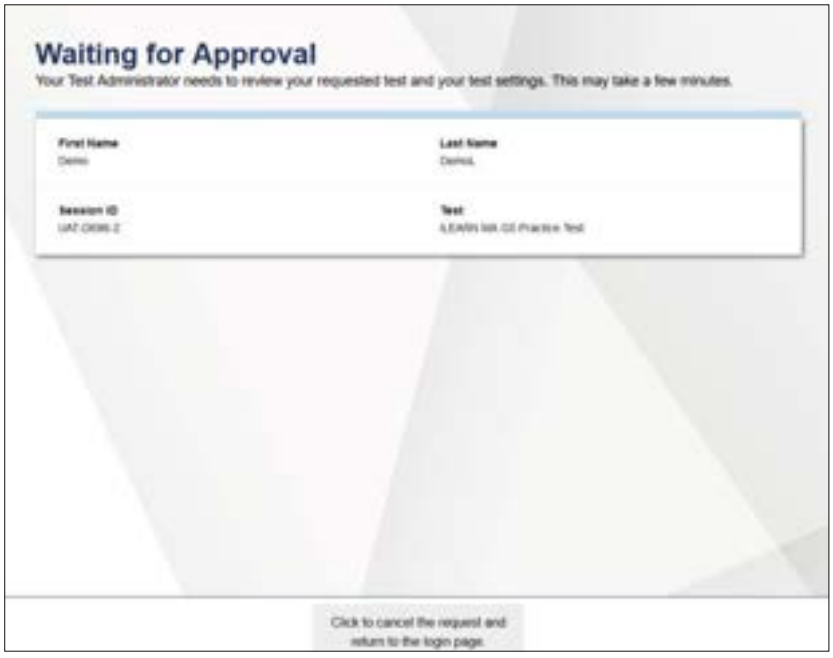


2. The student's request is sent to the TA for approval and the student is taken to the ***Waiting for Approval*** page (see Figure 23). After the TA approves the student for testing, the student can proceed to the next step:

    - If starting a new test, a student must complete the login process before beginning testing.

    - If resuming a paused test, the student will be taken directly to the test page where the student stopped the test based on the applicable pause rule. Refer to the TAM to verify the pause rule for the test(s) that will be administered.

Figure 23. Waiting for Approval Page



Verify Test Settings Information

Once students have been approved for testing, they can verify their test settings from the ***Your Test Settings*** page (see Figure 24). At this point, the student's actual test settings override any settings selected earlier in the sign-in process.

- If the settings are correct, the student selects **Looks Good** or **OK** to continue.
- If the settings are incorrect, the student should select **Back to Login** to log out of the Student Testing Site.

After correcting the student's test settings, the student must sign in and request approval again.

Figure 24. Your Test Settings Page



Check Student Device Functionality

Depending on the assessment, test content, and specified test settings, students may need to verify that their testing device is functioning properly from the ***Audio/Video Checks*** page (see Figure 25). If a test does not require functionality checks, this page is skipped.

1. The ***Audio/Video Checks*** page displays functionality checks based on the student's accommodations and the test they will be taking. The student will verify each functionality check by following the instructions on the screen.

2. Once all functionality checks have been verified, the student selects **Continue** to proceed to the ***Instructions and Help*** page.

Students taking the IREAD-3 assessment with a Hard of Hearing accommodation will not see the ***Audio/Video Checks*** page.

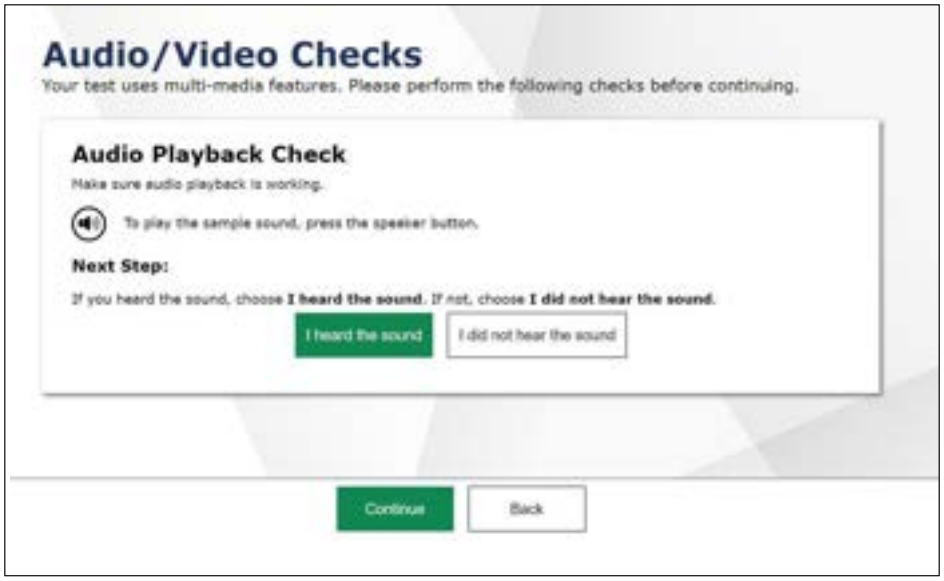
Audio Playback Check

All students taking an ILEARN English/Language Arts (ELA) assessment, an ILEARN 3-8 Science assessment, the ILEARN Biology End-of-Course Assessment (ECA), or IREAD-3 Segment 1 will see an Audio Playback Check. Students select (🔊) to listen to the audio.

- If the sound is clearly audible, students select **I heard the sound**. A green check appears at the upper right-hand corner of the panel and students can proceed to the next functionality check.

- If the voice is not clearly audible, students should raise their hand and get assistance from the TA.

Figure 25. Audio/Video Checks Page



Sound and Video Playback Check

Students taking Segment 1 of the IREAD-3 assessment with the Visual Human Reader (VHR) feature will also see a Sound and Video Playback Check. Students select ( ) to watch the video.

- If the video plays and the sound is clearly audible, students select **I could play the video and sound**. A green check appears at the upper right-hand corner of the panel and students can proceed to the next page.
- If the video does not play or if the sound is not clearly audible, students should raise their hand and get assistance from the TA.

Figure 26. Sound and Video Playback Check

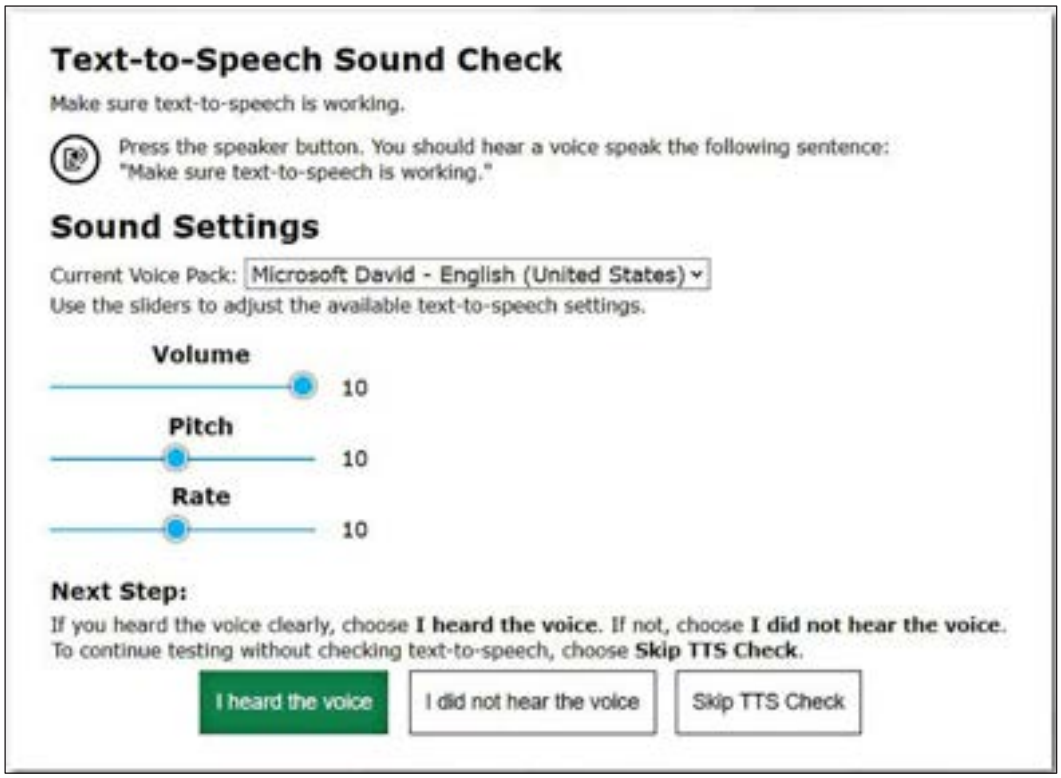


Check Text-to-Speech Functionality

The ***Text-to-Speech Sound Check*** panel appears beneath the audio/video check if a student has the text-to-speech (TTS) setting and for all students participating in I AM (see Figure 27). Students can use TTS only within the Secure Browser or a supported Chrome or Firefox browser.

If TTS does not work, students must immediately log out. TAs can work with students to adjust their audio or headset settings or move them to another device. The TA should confirm the students' settings in TIDE or contact the School Test Coordinator (STC) if the student continues to experience difficulty.

Figure 27. TTS Sound Check

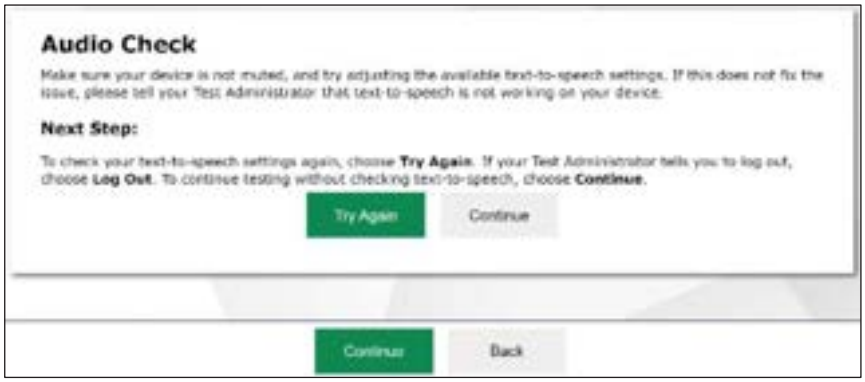


1. From the ***Text-to-Speech Sound Check*** panel, students select and listen to the audio.

   - If the voice is clearly audible, students select **I heard the voice**. A green check appears at the upper right-hand corner of the panel, and students can proceed to the next functionality check. **Note:** The green checkmark will not appear for students taking I AM.
   - If the voice is not clearly audible, students adjust the settings using the sliders and select to listen to the audio again. Students can adjust these settings at any point during the test using the **System Settings** tool [ ] in the banner.

- If students still cannot hear the voice clearly, they select **I did not hear the voice** to open the Audio/Video Check panel (see Figure 28).
    - Students can select **Try Again** to return to the ***Text-to-Speech Sound Check*** panel and retry.
    - Students can select **Continue** to skip verifying the TTS functionality. Students can also do this from the ***Text-to-Speech Sound Check*** panel by selecting **Skip TTS Check**. Audio Check Panel

Figure 28. Audio/Video Checks Page



Check Speech-to-Text Functionality

The ***Recording Device Check*** panel appears beneath the TTS check only if students have the speech-to-text (STT) setting (see Figure 29). Students can use STT only within the Secure Browser. STT is only available for use with constructed-response items on ILEARN assessments.

Figure 29. Recording Device Check



1. If STT does not work, the student **must immediately** log out. TAs can work with the student to adjust their microphone or headset settings or move them to another device. The TA should confirm the student's settings in TIDE or contact the STC if the student continues to experience difficulty.

   From the ***Recording Device Check*** panel, , a student says their name into the microphone, and then presses the stop button ( ).

2. The student then selects and listens to the audio.

   - If the student's recording is clearly audible, the student selects **I heard my recording.** A green check appears at the upper right-hand corner of the panel and the student can proceed to the next functionality check.
   - If the sound is not clearly audible, the student selects **I did not hear the sound** to open the ***Sound Check: Audio Problem*** panel.
     - The student can select **Try Again** to return to the ***Audio Playback Check*** panel and retry.

Check Audio Playback Functionality

The ***Audio Playback Check*** panel appears for tests containing listening and media literacy items and allows students to verify that they can hear the sample audio (see Figure 31).

If the audio does not work, students must log out. TAs must troubleshoot the device and headphones or move the student to another device with working audio.

1. From the ***Audio Playback Check*** panel, students select and listen to the audio.

   - If the sound is clearly audible, students select **I heard the sound**. A green check appears at the upper right-hand corner of the panel, and students can proceed to the next functionality check.
   - If the sound is not clearly audible, students select **I did not hear the sound** to open the ***Sound Check: Audio Problem*** panel.
     - Students can select **Try Again** to return to the ***Audio Playback Check*** panel and retry.
   - Starting with SY24-25, students will be able to change the speed at which audio plays during testing. The audio playback button will now display the rate at which the audio is playing. To adjust the speed, students click the dropdown arrow to the right of the current playback speed and select their desired option.

Figure 30. Audio Playback Check Panel



Figure 31. Audio Playback Check Panel



View Instructions and Begin Testing

The ***Instructions and Help*** page reflects the last step of the sign-in process (see Figure 32). Students may review this page to understand how to navigate the test and use test tools. Students may also review their test settings from this page, if desired.

1. *Optional*: To view the help guide, students select **View Help Guide**. To close the window, students select **Go Back**.
2. *Optional*: To review their test settings, students select **View Test Settings**. To close the window, students select **OK**.
3. Depending on the test being administered, students may see a **Terms and Conditions** box. Students will not be able to begin tests that require these until they check the box acknowledging the terms and conditions.
4. To start the test, students select **Begin Test Now.**

Figure 32. Instructions and Help Page

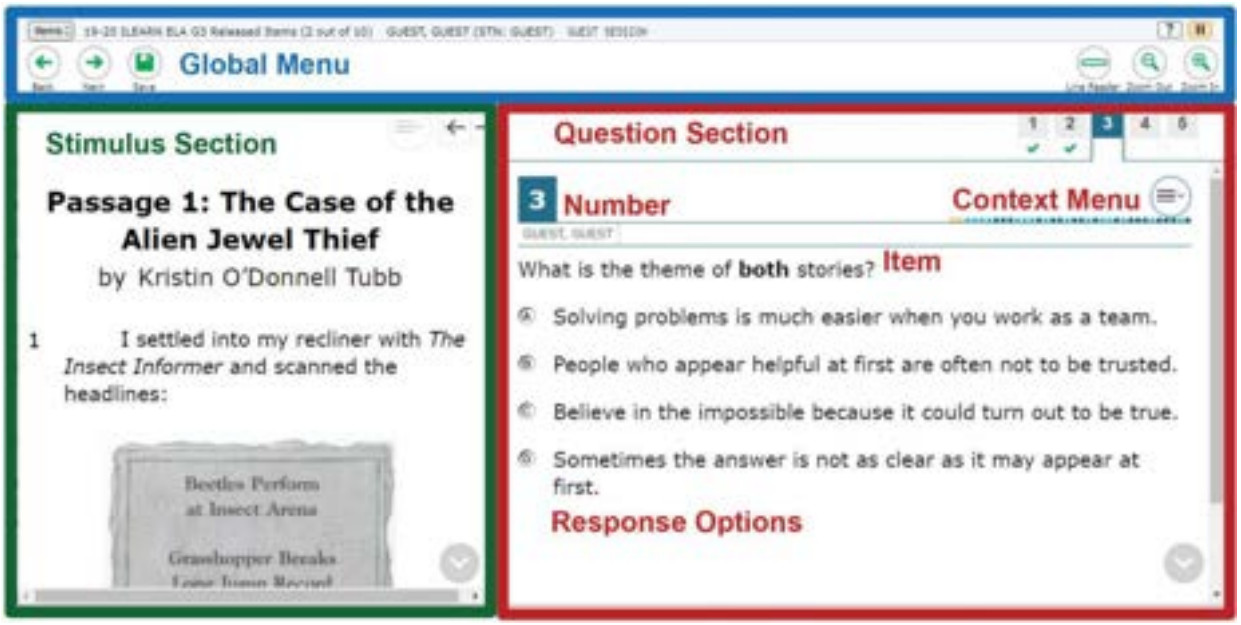


Navigate the Student Testing Site

A test page can include the following sections:

- The toolbar section displays the navigation and tool buttons. It also includes the Items menu, test information, help button, pause button, and system settings button (if available) (see Figure 33).
- The *Stimulus* section, which appears only for questions associated with a stimulus, contains the stimulus content, context menu, and the expand passage button. Please note that, if applicable, multiple tabs may be available on the stimulus side (for example, ILEARN).
- The *Question* section contains one or more test questions (also known as "items"). Each question includes a number, context menu, task or question, and response options. Each question also displays the student's name and the question's most recent save date.

Figure 33. Test Layout



Full Screen Mode

The Student Testing Site is presented in full screen mode by default for I AM tests. Students do not have access to the toolbar in full screen mode. In order to access tools from the toolbar (such as the online calculator, line reader, masking, and the zoom in and zoom out functions), TAs and students must exit full screen mode. Figure 34 illustrates the test page in full screen mode with Figure 35 showing the test page outside of full screen mode.

Figure 34. Test Layout in Full Screen Mode

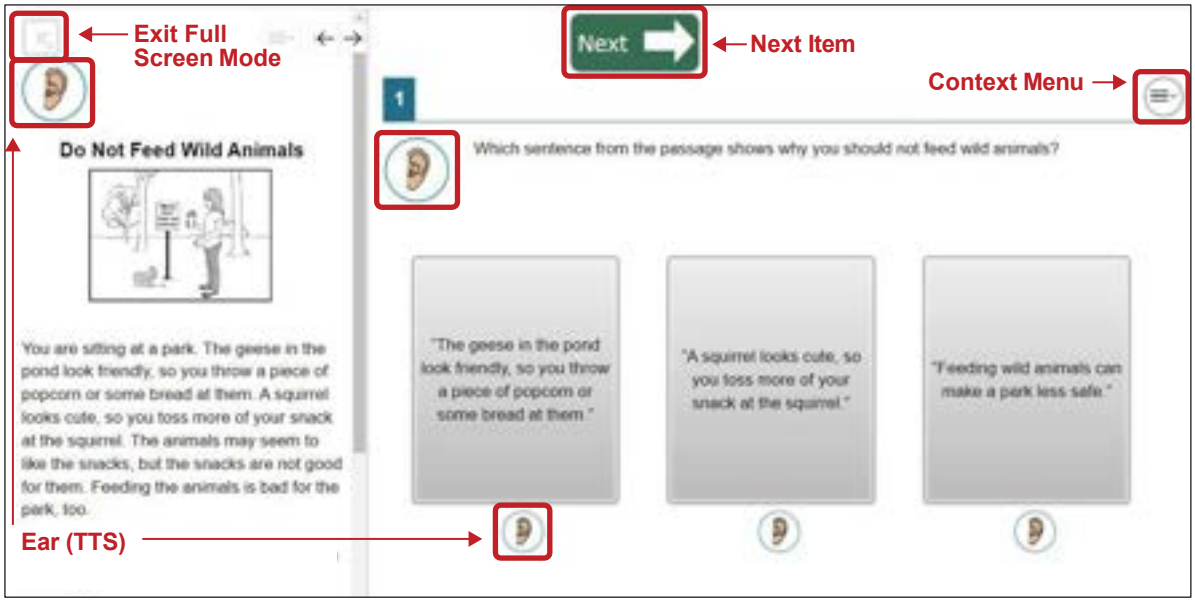
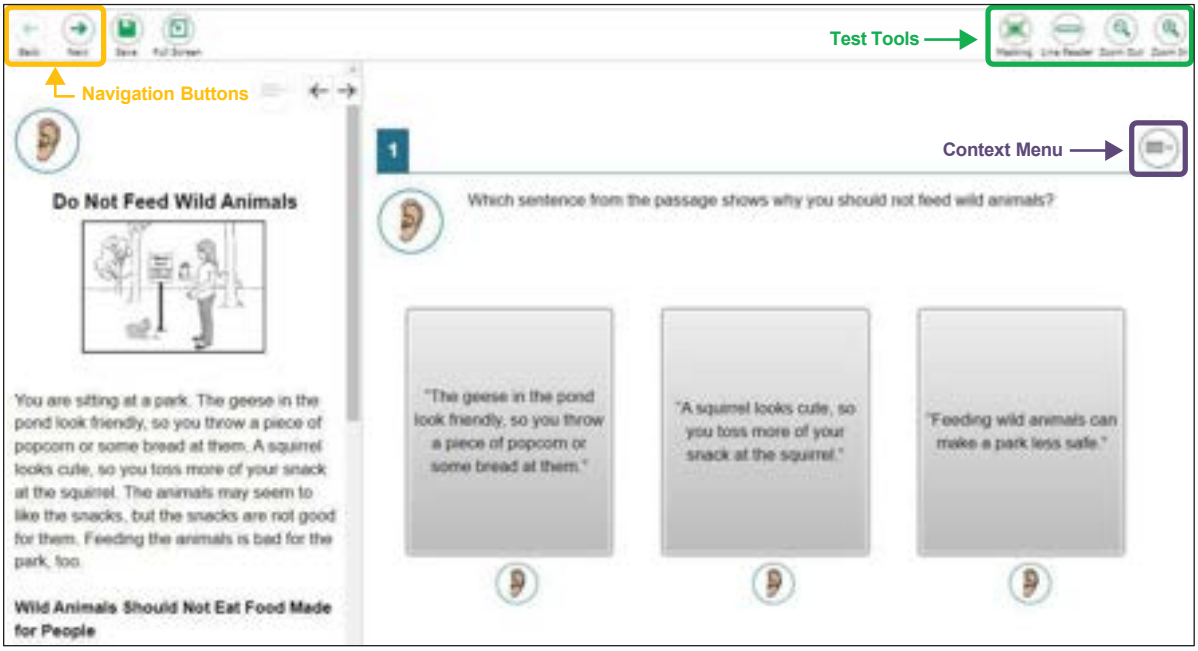


Figure 35. Test Layout Outside of Full Screen Mode



To exit full screen mode select the gray box ( ) with the arrow as indicated in Figure 34. As indicated in Figure 36, a message will appear asking for the password. Enter the student's first name as it appears in TIDE. When taking I AM RIR tests in guest mode, enter "Guest" as the password.

Figure 36. Password to Exit Full Screen Mode



Navigate Between Items

Some test pages may have only one question, and others may have more or may consist of multiple parts (see Figure 37).

- After students respond to all the questions on a page, they select **Next** in the upper left-hand corner to proceed to the next page.
- To navigate to a previous question in a test, students select **Back**.
- **For I AM:** Students testing in full screen mode will select the Next button at the top of the page.

Figure 37. Navigation Buttons



When multiple items are grouped with a stimulus, the items are tabbed for individual viewing. Students select the tabs in the upper right-hand corner to proceed to the corresponding question (see Figure 38).

- The navigation tabs may also include a stimulus icon ( ) that students can select to view the stimulus associated with the grouped questions.

Figure 38. Tabbed Items



- To jump directly to an item, select an item number from the pop-up window that appears when selecting the Items menu (see Figure 39). Some assessments have the following features:
  - If an item has been marked for review, is displayed next to the item.
  - A black circle with a black arrow will appear around the item the student is currently viewing.
  - **For I AM:** If an item has been marked as No Response, ∅ is displayed next to the item.

Figure 39. Items Pop-up Window



View Stimuli

When a test question is associated with a stimulus, students must review that stimulus before responding to the question. A stimulus is a reading passage or other testing material (such as a graphic) that students review to answer associated questions.

Human Voice Recording

All students taking Segment 1 of the IREAD-3 assessment will have phonics items read aloud to them by a pre-recorded audio clip of a human reader saying the stimulus. To play the audio, students select ( ). Students can replay the audio as many times as needed.

Figure 40. Human Voice Recording Playback



Visual Human Reader

Students taking Segment 1 of the IREAD-3 assessment with the Visual Human Reader (VHR) feature will have phonics items read aloud to them by a pre-recorded video of a human reader speaking the stimulus. To play the video, students select the play button from the bottom left-hand corner of the video clip. Students can replay the video as many times as needed.

Figure 41. Visual Human Reader Playback



Students testing with the VHR feature will see both video and audio playback options for each item.

Respond to Test Questions

The items presented in TDS are of various types, and students may need to respond to them differently. Students can use the RIR to familiarize themselves with the question types that may appear on tests.

All responses are saved automatically every two minutes for extended response. Students can also manually save their responses to questions by selecting **Save** in the upper left-hand corner.

Test questions may require students to complete any of the following tasks:

- Select one or more choices from a list of answer options.
- For multiple-choice type items, students can re-click a selected radio button to deselect the response option if this feature is enabled.
- Use an on-screen keypad to generate an answer. Students can select in the answer space to open the keypad.
- Select graphic objects or text excerpts.
- Place points, lines, or bars on a graph.
- Drag and drop text or graphic objects.
- Enter text in a text box or table.
- Match answer options together.
- Modify a highlighted word or phrase in a reading selection.

- Enter input parameters to run an on-screen simulation.
- Copy content from a passage to a text box.
- Expand categories and select options within them.
- Create graphs and charts from unstructured data sets and draw inferences.

Pause Tests

Students can pause the test at any time. To pause a test, students select **Pause** in the toolbar, and then select **Yes** in the confirmation message that appears. Pausing a test logs the student out. To resume testing, students must repeat the sign-in process.

If any student is testing on a Chromebook, ensure they pause the test before closing their device. If the Chromebook is closed before the test pauses, the student's current test content and any responses will be visible, which is a violation of test security procedures.

Entering Part 2 of the ILEARN ELA Performance Task

The ILEARN ELA Performance Task is made up of two parts (Part 1 and Part 2) under a single test ID. Students have seven calendar days to complete both parts of the ELA Performance Task. Once a student has started a part, they must complete that part before the end of the school day.

When students complete Part 1, they will be brought to a review page where they can check their answers for Part 1. Once they are finished reviewing their answers, students will be prompted to submit Part 1 at the bottom of the page. The student will be signed out, and TDS will submit Part 1 (making it no longer accessible). When the student signs back in to the ILEARN ELA Performance Task after submitting Part 1, they will automatically be brought to Part 2, upon TA approval.

Entering Part 2 on the I AM Assessment

I AM assessments are made up of two parts (Part 1 and Part 2). Students may take Part 2 of an I AM assessment immediately after completing Part 1 or at another time, as long as both parts of a given subject area assessment are completed within ten school days.

Students moving on to Part 2 right after completing Part 1 will see a screen with a "Waiting for Approval" message. Once the TA approves student entry from the TA inference, the student can continue testing in Part 2. Students participating in Part 2 of an I AM assessment in a separate sitting will need to join a new test session. When the student is ready to begin Part 2 the TA will use the instructions included in "Sign in and Select Tests" to log the student back into the test. The TA will sign the student in and approve the student to test.

Once the student is approved into the test, the TA and the student will verify TTS Settings and see an Instructions and Help page before entering Part 2. After selecting "Begin Test Now," the TA and Student will see another "Waiting for Approval" message. Once the TA approves entry, the student can begin the Part 2 assessment.

Test Tools

Many test tools are available for students in the Student Testing Site. Some tools are available for all tests, while others are available only for a particular subject, accommodation, or type of question. There are three types of test tools available:

- Toolbar Tools: These tools appear in the toolbar at the top of the test page and are available for all items in a test.
    - **Note:** Students taking I AM must exit full screen mode to view the toolbar.
- Toolstrip Tools: Starting with SY24-25, a new feature called Toolstrips will be added to TDS to help students more easily access important tools that were previously hidden away within the Context Menu.
- Context Menu Tools: These tools are specific to the passage or question being viewed.

Students can access tools using a mouse or keyboard commands. For information about keyboard commands, please see Appendix K.

Toolbar Tools

The toolbar consists of navigation buttons on the left and tool buttons on the right (see Figure 42 and Figure 43). Table 3 lists the tools available in the toolbar.

Figure 42. Toolbar – ILEARN and IREAD-3

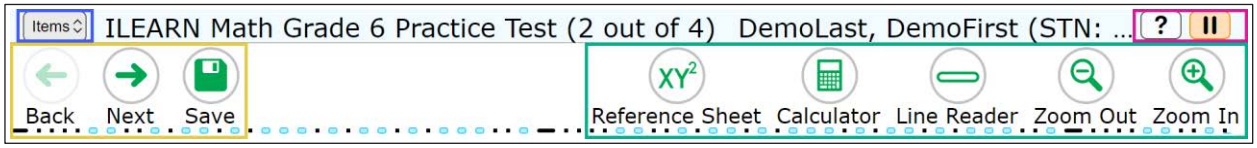


Figure 43. Toolbar – I AM



Table 3. Toolbar Tools

Tool Name	Instructions
Calculator	To use the on-screen calculator, select **Calculator** in the toolbar. Without an accommodation, this tool is available on portions of ILEARN Mathematics grades 6-8 tests, all ILEARN Science tests, and I AM Mathematics and Science tests. This tool is available throughout all segments of ILEARN Mathematics grades 6-8 with this formal accommodation.
Dictionary	To look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus, select **Dictionary** in the toolbar. Available for ILEARN English/ Language Arts Performance Tasks.
Help	To view the on-screen ***Help Guide*** window, select the question mark button in the upper right-hand corner.
Line Reader	To highlight an individual line of text in a passage or question, select **Line Reader** in the toolbar. This tool is not available while the Highlighter tool is in use. Available on all online Indiana tests.
Masking	This designated feature temporarily covers a distracting area of the test page and is available on all online Indiana tests. To use this tool: • Select **Masking** in the toolbar. • Click and drag across the distracting area. • To close the Masking tool, select **Masking** again. To remove a masked area, select **X** in the upper right-hand corner of that area.
Notes	To enter notes in an on-screen notepad, select **Notes** in the toolbar. The text entered in this tool cannot be copied and pasted into an item's response area. This tool is available for all ILEARN Performance Tasks.
Pause	To pause a test, select . If the test is paused, the student will be logged out.
Reference Sheet	To open the Math Reference Sheet, select **Reference Sheet** from the toolbar. To close the sheet, select the “x” in the upper right-hand corner of its window.

Tool Name	Instructions
Print Page	To print the entire test page, select **Print Page** in the toolbar. Available only on ILEARN tests for students with the Print on Demand accommodation.
Print Passage	To print a reading passage, select **Print Passage** in the toolbar. Available only on ILEARN tests for students with the Print on Demand accommodation.
System Settings	To adjust audio volume during the test, select in the upper right-hand corner. Students testing with TTS can also use this 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.
Transcripts	To view a transcript of the audio content for the current test page, select the Transcripts button in the toolbar. The text in transcripts can be read by screen readers. This accommodation is available only on ILEARN English/ Language Arts tests.
Zoom buttons	To enlarge the text and images on a test page, select **Zoom In**. Multiple zoom levels are available. To undo zooming, select **Zoom Out**. The **Zoom In** and **Zoom Out** buttons are available on all online Indiana tests.

Context Menu Tools

A test page may include several elements, such as the question, answer options, and stimulus. The context menu for each element contains tools that are applicable to that element and vary across assessments (see Figure 44 and Figure 45). Table 4 lists the available context menu tools.

Figure 44. Context Menu for Questions

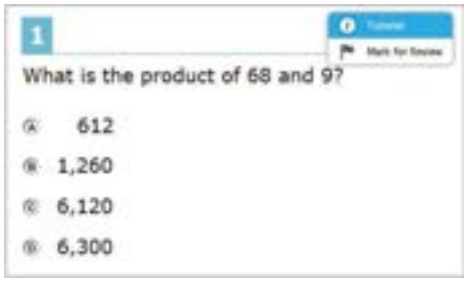


Figure 45. Context Menu for Answer Options



If a question has multiple parts, a context menu may be available for each part of the question. In such cases, the active context menu (i.e., the context menu for the item or stimulus currently in focus) appears enabled while the other context menus look grayed out.

When the context menu is enabled for an item, it will remain visible on the screen while the student scrolls through the item's content.

NOTE:

- When the context menu of an item is enabled, it will remain visible on the screen while the student scrolls through the item's content.
- To use a context menu tool for answer options, open the context menu for answer options and select the required tool. To open the context menu for answer options, do one of the following:
  - If using a **two-button mouse**, right-click an answer option.
  - If using a **single-button mouse**, click an answer option while pressing **Ctrl**.
  - If using a **Chromebook**, click an answer option while pressing **Alt**.
  - If using a **touchscreen device**, tap the answer option and then tap the context menu button (this selects the answer option until the user selects a different option).

Table 4. Context Menu Tools

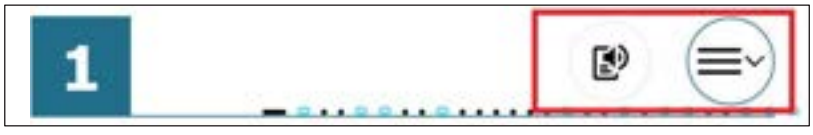
Tool Name	Details
Highlighter	To highlight text, select the text on the screen and then select **Highlight Selection** from the context menu. To remove highlighting, select **Reset Highlighting** from the context menu. Text in images cannot be highlighted. This tool is not available while the Line Reader tool is in use and is available on all online Indiana tests.
Mark for Review	To mark a question for review, select **Mark for Review** from the context menu. The question number displays a flap  in the upper right-hand corner and a flag icon  appears next to the question number on the test page. The **Questions** pop-up window also displays a flag icon next to the question number. The **Mark for Review** tool is available on all online ILEARN and IREAD-3 assessments.
Notepad	To enter notes for a question, select **Notepad** from the context menu. After entering a note, a pencil icon  appears next to the question number on the test page. Users can access their notes for a question on that question's test page only. The **Notepad** is available on ILEARN computer-adaptive tests, the ILEARN Social Studies grade 5 test, and IREAD-3 tests. Students with TTS for Constructed Response Enabled will also have TTS available in their notepad.

Tool Name	Details
Print Item	To send a print request for an individual question, select **Print Item** from the context menu. After sending the request, a printer icon appears next to the question number on the test page. This accommodation is available on ILEARN tests for students with the Print on Demand accommodation.
Select Previous Version	To view and restore responses previously entered for a constructed response question, select the **Select Previous Version** option from the context menu. A list of saved responses appears. Select the appropriate response and click **Select**. This feature is available on ILEARN tests.
Strikethrough	For multiple-choice questions, users can cross out an answer option to focus on the options they think might be correct. To activate the Strikethrough option, users can either select it from the context menu or right-click on an answer option and select Strikethrough. To deactivate Strikethrough mode at any time, press **Esc.**
Tutorial	To view a short video demonstrating how to respond to a particular question type, select **Tutorial** from the context menu. Available on all online Indiana tests.
Mark as No Response	If a student consistently does not offer a response to an item, select **Mark as No Response** from the context menu. This feature is only available on I AM tests.

Toolstrip Tools

Starting in SY24-25, certain important accommodations such as TTS and ASL videos will be moved out of the Context Menu and into a new feature called the Toolstrip, directly to the left of the Context Menu. Tools that live on the Toolstrip will only be visible when that tool is available for the item being viewed (e.g., if an item does not have any ASL video supports, no ASL video tool icon will appear on the Toolstrip while viewing that item).

Figure 46.



Items that appear on the Toolstrip will always appear there, rather than in the Context Menu.

Table 5. Toolstrip Tools

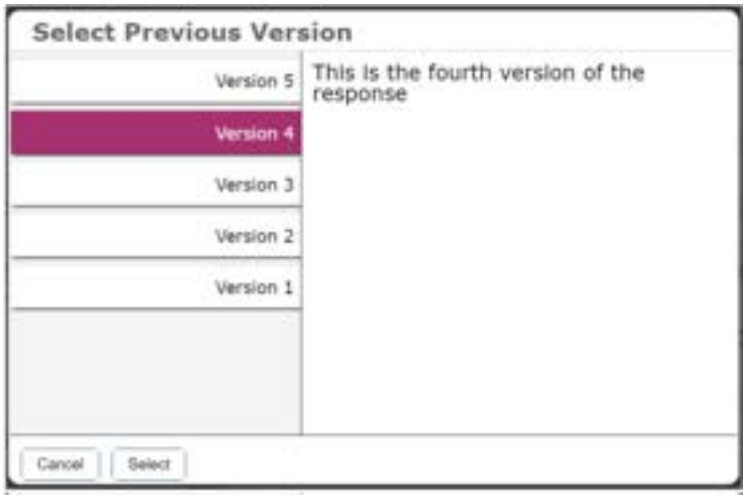
Tool Name	Details
American Sign Language	Students can watch videos that translate test content into American Sign Language (ASL). *To view ASL videos:* From the Toolstrip, select **American Sign Language**. If only one ASL video is available, the video opens automatically. If multiple ASL videos are available, sign language ( ) icons appear next to the test content for each video. To translate content into ASL, select the sign language icon beside it. This accommodation is available only on ILEARN English/Language Arts tests.
Spanish Toggle	Students can change text from English to Spanish by selecting the **"Cambiar de Idioma/Change Language"** icon ( ). When selected, text on the page will toggle from Spanish to English (or English to Spanish, as appropriate). Students can toggle between languages as many times as needed.
Text-to-Speech	Text is read aloud to the student via embedded TTS technology. Multiple TTS types are available. This accommodation is available on all online Indiana tests and is a universal feature for I AM.

Select Previous Version Tool

The Select Previous Version tool allows students to view and restore responses they previously entered for a constructed response question. For example, if students type a response, click Save, delete the text, and enter new text, they can use this tool to recover the original response. The testing site will also save student responses on text-response questions every two minutes.

1. To recover a previously entered response, select the **Select Previous Version** option from the context menu. The ***Select Previous Version*** window appears, listing all the saved responses for the question in the left panel.
2. Select a response version from the left panel. The text associated with that response appears in the right panel.
3. Click **Select**. The selected response appears in the text box for the question (see Figure 47).

Figure 47. Select Previous Version

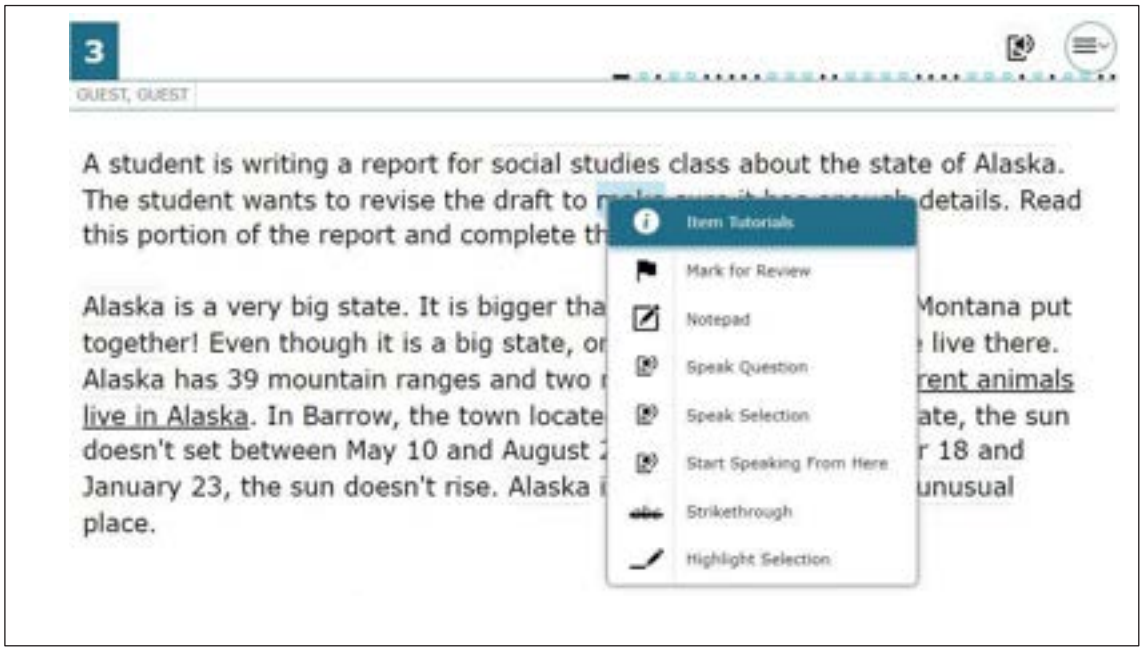


Text-to-Speech Tool

Students testing with TTS can listen to passages, questions, and answer options using the TTS options available in the selected element's Toolstrip. TTS is available only when using the Secure Browser or a supported Chrome or Firefox browser (see Figure 48). Depending on a student's TTS accommodations, the Do Not Speak/Sign icon may appear before the relevant test content to indicate items that may not be read aloud. TAs should refer to the TAM for more information. For students taking IREAD-3, TTS will only read aloud certain directions and will not read any of the items or passages.

For SY24-25, students taking ILEARN or I AM assessments will be able to use a new feature called TTS Line Tracking. This tool will automatically highlight the word and line that is currently being read.

Figure 48. TTS Options for Questions



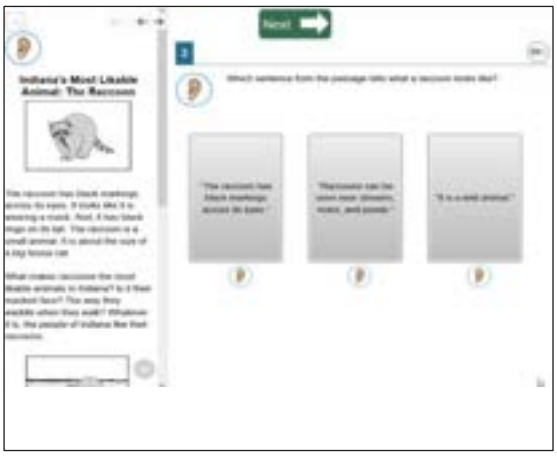
- To listen to a passage, students navigate to the Toolstrip above the passage and select a **Speak** option. Students can also select a portion of text to listen to, such as a word or phrase, or select a certain point in the text to have TTS begin speaking from. To have a portion of text read aloud, students select the text, navigate to the Toolstrip above the passage, and select **Speak Selection**. Students taking ILEARN or I AM assessments will also be able to have TTS start speaking from a specific point in the text. Users right-click on the first word they would like to hear and select **"Start Speaking From Here."**
    - Please note that when listening to passages, students can pause TTS and then resume it at the point where it was paused. While this functionality is available on Windows, Mac, and iPadOS, it is not available for Chrome OS. As a workaround, students testing on a Chrome OS device can resume a paused TTS passage by selecting the remaining text to be read aloud and selecting **Speak Selection** from the Toolstrip.

- To listen to a question or answer options, students navigate to the Toolstrip above the item and select one of the following **Speak** options:
  - To listen to the question only, students select **Speak Question**.
  - To listen to a multiple-choice question and all answer options, students select **Speak Question and Options**.
  - To listen to an answer option only, select **Speak Option** from the Toolstrip and then select the answer option. Students can also right-click the answer option and select **Speak Option**.
  - To hear a specific part of the text read aloud, users right-click on the first word they would like to hear and select **"Start Speaking From Here."** TTS will begin reading at the selected word.
- For I AM, students may also select the Ear ( ) icon to listen to passages, questions, and answer options, as illustrated in Figure 49 and Figure 50.
  - To listen to a passage, the student, with support from the TA, selects the Ear icon next to the passage. If the student needs to hear the passage a second time, the student can select the Ear ( ) again. The student can select the Ear icon as many times as needed.
  - To listen to a question and the answer options that follow it, the student, with support from the TA, selects the Ear icon next to the question (see Figure 49). For items with selection cards, the student can also listen to each answer option by selecting the Ear under each selection card (see Figure 50).

Figure 49. TTS for Traditional Multiple-Choice Item



Figure 50. TTS for Items with Selection Cards



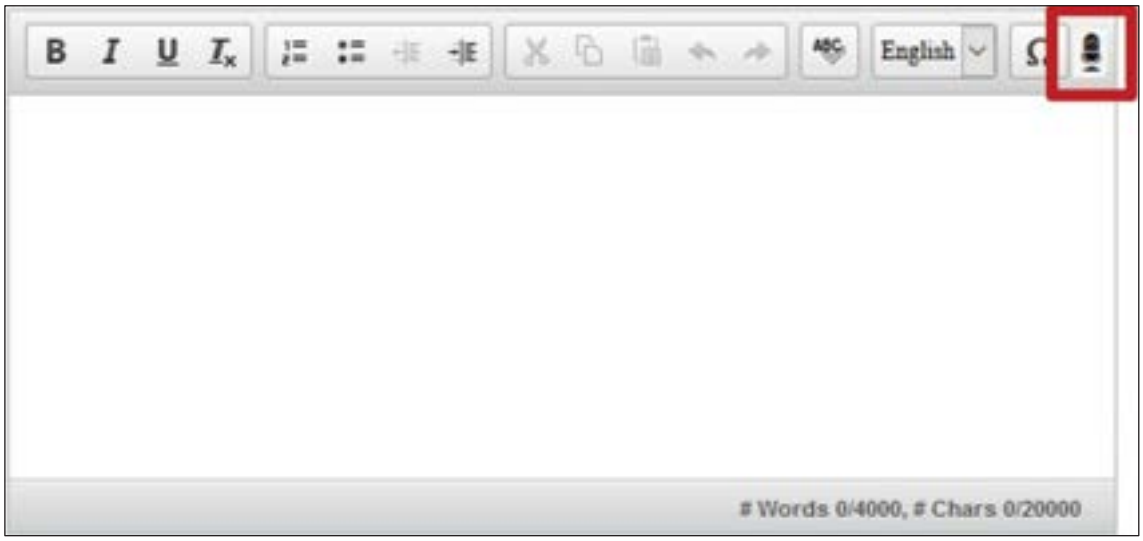
Speech-to-Text Tool

Speech-to-text (STT) technology transcribes a student's spoken words into text for item responses in TDS. Students with the appropriate accommodations may use STT assistive technology while taking tests. It is recommended that students use the STT tool in TDS. STT is available only when using the Secure Browser.

Students using both the STT and word completion accommodations will have access to both features, but will not be able to use STT and word completion at the same time. Students will be able to dictate their response using STT, and can then make additional typed adjustments using word completion.

- To record a written passage for transcription, students will select the microphone icon ( ) on the bar above the text box (see Figure 51). STT is available in text response boxes and in the notepad tool.
    - Once this has been marked, the student can simply begin speaking their response to the microphone. STT will then transcribe automatically into the text box.
    - To stop the recording process, the student selects the microphone option a second time.

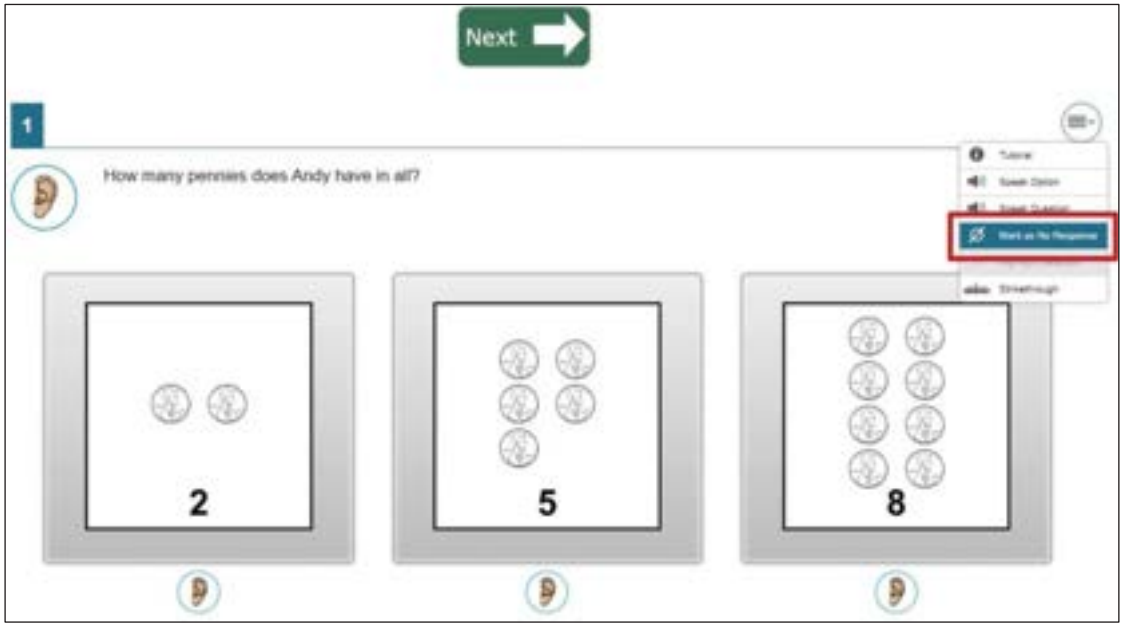
Figure 51. Speech-to-Text Tool



Mark as No Response Tool

If a student has no way to indicate a response while taking the I AM assessment, the TA must select **Mark as No Response** from the Context Menu in the Student Testing Site for the first five items of each test for which the student is eligible (see Figure 52). Marking this correctly will ensure the student is given No Mode of Communication (NMC) as their score.

Figure 52. Mark as No Response



Additional Tools

In addition to the toolbar and context menu tools, there are some additional tools that may be available to students based on their accommodations or the test page layout. Table 6 lists the additional tools available in the Student Testing Site.

Table 6. Additional Tools

Tool Name	Instructions
Closed Captioning	Questions and stimuli with audio elements automatically display closed captions for students testing with the appropriate accommodations. This accommodation is available only on ILEARN English/Language Arts tests.
Expand Buttons	Students can expand the passage section or the question section for easier readability. • To expand the passage section, select the right arrow icon below the toolbar. To collapse the expanded passage section, select the left arrow icon in the upper right-hand corner. • To expand the question section, select the left arrow icon below the toolbar. To collapse the expanded question section, select the right arrow icon in the upper left-hand corner. • This feature is available on all Indiana assessments.
Glossary (Word List)	To open the glossary, select a word or phrase that has a border. An English glossary is available on all ILEARN tests by default. A translated glossary can be selected for a student as designated feature. Glossaries are not available on IREAD-3 or I AM tests.
Word Completion	When this tool is enabled, suggested words will pop up in a menu as students type a written response. Students can select a word in the pop-up menu instead of typing it out manually. This tool is only available on ILEARN assessments.

Complete a Test

Students must submit their tests upon completion using the following information.

Complete a Test Segment

In segmented tests, the ***End Segment*** page appears after students finish the last question in a segment where students can review questions from the current segment (and earlier segments, if allowed) or proceed to the next segment (see Figure 53).

- To review questions, students select a question number.
  - A flag ( ) icon appears for any questions marked for review. A warning ( ) icon appears for any unanswered questions on tests (such as IREAD-3). **Note:** these are only available on some assessments.
  - **For I AM:** If an item has been marked as No Response, the No Response ( ) icon is displayed next to the item.
- To move to the next segment, students select **Next** in the toolbar.

Figure 53. Test Review Screen



Please note that some test segments are impermeable, and students will not be able to return to their current segment after moving to the next one. Some (such as the ELA PT) require students to log out before proceeding to the next segment to prevent students from accessing a segment before they are instructed to. To access the next segment, students must sign-in and request approval from the TA again.

Submit a Test

Students will submit their tests upon completion to prompt scoring.

Please note that once students submit their tests, they cannot return to the test or modify answers, and the TA cannot reopen the assessment.

Students taking I AM must exit full screen mode before completing the steps below (see Figure 54). As a reminder, the password for exiting full screen mode is the student's full first name as it appears in TIDE.

Figure 54. Exiting Full Screen Mode



NOTE:

The tests completed but not submitted will expire and will be forced complete by the system to be submitted for scoring.

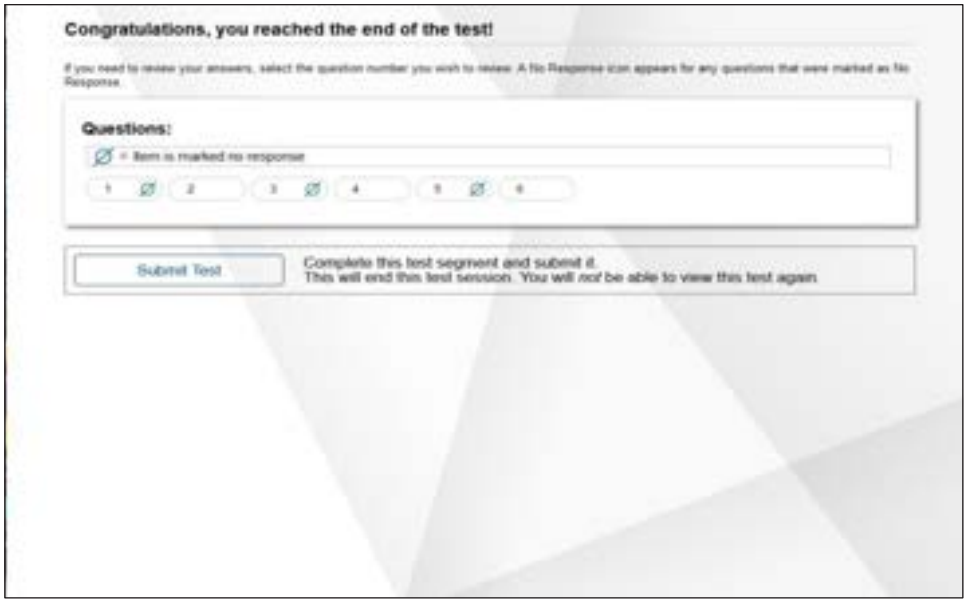
1. After answering the last question on the test, students select **Next** as if to go on to another item. They will be brought to the review page, where they can see any items they have flagged and go back to review or change their answers before submitting the test.

2. *Optional:* To review previous answers, students select a question number. When done reviewing, they can return to the review page by selecting the **"Items"** dropdown in the upper left-hand corner of the screen and choosing the last item, **"Review."**

    - A flag ( ) icon appears for any questions marked for review. A warning ( ) icon appears for any unanswered questions on fixed-form tests. **Note:** these are only available on some assessments.

- **I AM:** If an item has been marked as No Response, the No Response (∅) icon is displayed next to the item.

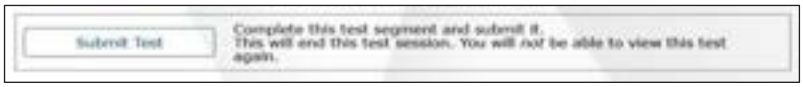
Figure 55. Test Review Screen



- **Note:** Students taking I AM who have already been reported as having NMC will not have the option to review their answers.

1. Once students are satisfied with their responses, they select **Submit Test** towards the middle of the page (see Figure 56). This will submit their test.

Figure 56. Submit Test Button



2. To submit the test, students select **Submit Test**, then select **Yes** in the confirmation message that appears. The ***Your Results*** page appears that displays the student's name, the test name, and the completion date (see Figure 57).

Figure 57. Your Results



3. To exit the Student Testing Site, students select **Log Out** and close the Secure Browser.

Appendix

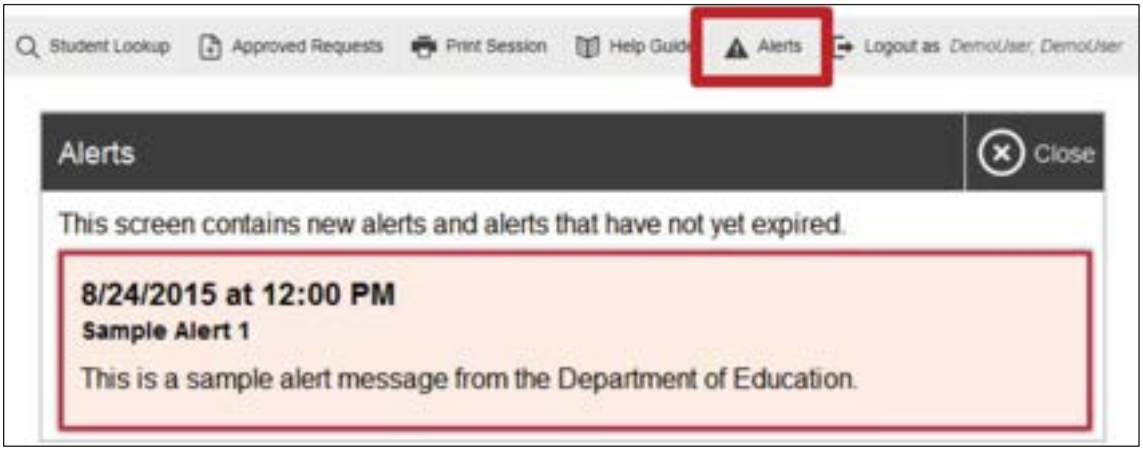
A

Alert Messages

The Indiana Department of Education (IDOE) can send statewide alerts that appear as pop-up messages on the TA Interface.

1. In the banner, select **Alerts**. The ***Alerts*** window appears and lists all the active alert messages (see Figure 58).
2. Select **Close** to close the window and return to the TA Interface.

Figure 58. Alert Messages



E

Expiration Rules for Test Opportunities

Opportunities refer to the number of times a student can take a test within a range of dates. Operational tests have one opportunity, and both practice and RIR tests have unlimited opportunities. A student's test opportunity remains active until the student submits the test or until the opportunity expires. Once a test opportunity expires, the student cannot complete or review the test. Please note that tests in expired status will be forced complete for scoring at the end of the test window.

K

Keyboard Commands in the Student Testing Site

Students can use keyboard commands to navigate between test elements, features, and tools. Some important things to note about keyboard commands are:

- Keyboard commands require the use of the primary keyboard, so please do not use keys in a numeric keypad.

- Some keyboard commands (such as the commands for using the Line Reader) may not work when testing on iPadOS devices connected to an external keyboard.
- When permissive mode is enabled for a test, keyboard commands are blocked and will not work.

Keyboard Commands for Sign-In Pages and In-Test Pop-ups

Table 7 lists keyboard commands for selecting options on the sign-in pages or pop-up windows that appear during a test.

Table 7. Keyboard Commands for Sign-In Pages and Pop-Up Windows

Function	Keyboard Commands
Move to the next option	**Tab**
Move to the previous option	**Shift + Tab**
Select the active option	**Enter**
Mark checkbox	**Space**
Scroll through drop-down list options	**Arrow Keys**
Close pop-up window	**Esc**

Keyboard Commands for Test Navigation

Table 8 lists keyboard commands for navigating tests and responding to questions.

Table 8. Keyboard Commands for Test Navigation

Function	Keyboard Commands
Scroll up	**Up Arrow**
Scroll down	**Down Arrow**
Scroll to the right	**Right Arrow**
Scroll to the left	**Left Arrow**
Move to the next element	**Tab**
Move to the previous element	**Shift** + **Tab**
Select an answer option	**Space**
Go to the next test page	**Ctrl + Right Arrow**
Go to the previous test page	**Ctrl** + **Left Arrow**
Open the toolbar	**Ctrl** + **G**
Open a context menu	**Ctrl** + **M**

Keyboard Commands for Toolbar and Context Menu

Students can use keyboard commands to access tools in the toolbar and context menu. For more information about tools in these menus, see the Test Tools section.

Toolbar

1. To access the toolbar tools using keyboard commands, press **Ctrl** + **G**. The toolbar list opens.
2. To move between options in the toolbar, use the **Up** or **Down** arrow key.
3. To select an option, press **Enter**.
4. To close the toolbar without selecting an option, press **Esc**.

Context Menu

1. To open the context menu for an element (question, answer options, or stimulus), navigate to the element using the **Tab** or **Shift** + **Tab** command.
2. Press **Ctrl** + **M**. The context menu for the selected element opens.
3. To move between options in the context menu, use the **Up** or **Down** arrow keys.
4. To select an option, press **Enter**.
5. To close the context menu without selecting an option, press **Esc**.

Keyboard Commands for Highlighting Selected Regions of Text

This section explains how to use keyboard commands to select a text excerpt (such as a word in a passage) and highlight it. These instructions apply only to students using the Secure Browser.

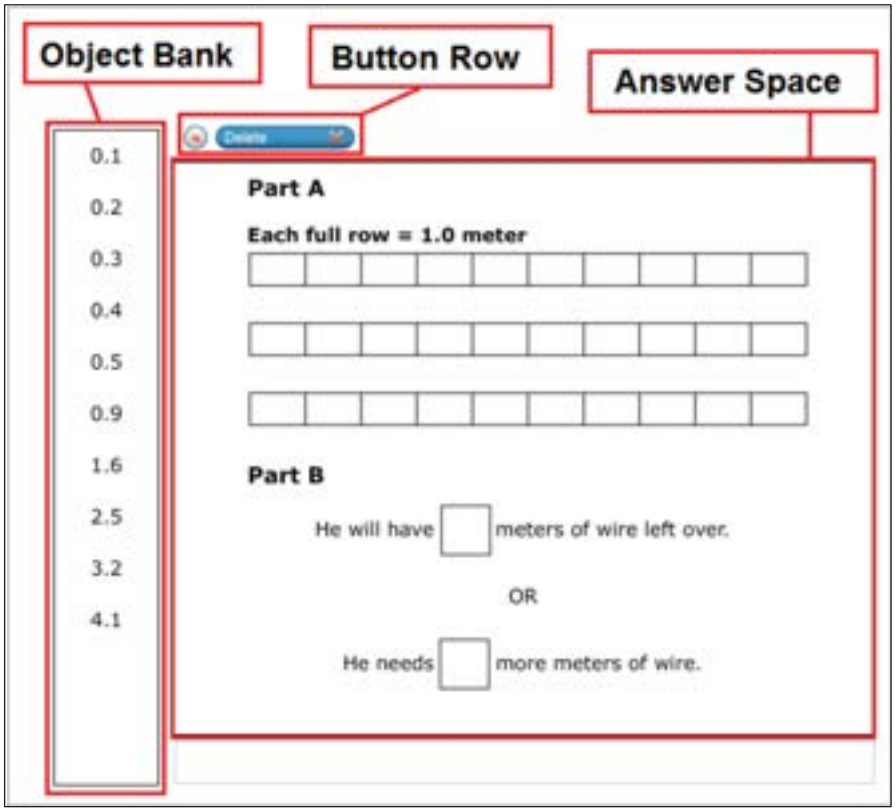
1. To select text and highlight it, the user first navigates to the element containing the text they want to select.
2. Press **Ctrl** + **M** to open the context menu and navigate to **Enable Text Selection**.
3. Press **Enter**. A flashing cursor appears at the upper left-hand corner of the active element.
4. To move the cursor to the beginning of the desired text, use the arrow keys.
5. Press **Shift** and an arrow key to select the text. The selected text appears shaded.
6. Press **Ctrl** + **M** and select **Highlight Selection**.

Keyboard Commands for Grid Questions

Questions with a grid response area may have up to three main sections: an answer space, which is the grid area where students enter the response; an object bank, which is a panel containing objects that can move to the answer space; and a button row, which appears above the answer space and may include **Delete**, **Add Point**, **Add Arrow**, **Add Line**, **Add Circle**, **Add Dashed Line**, and **Connect Line** buttons (see Figure 59).

- To move between the main sections, do the following:
  - To move clockwise, press Tab.
  - To move counterclockwise, press Shift + Tab.
- To add an object to the answer space, do the following:
  - With the object bank active, use the arrow keys to move between objects. The active object has a blue background.
  - To add the active object to the answer space, press **Space**.
- To use the action buttons, do the following:
  - With the button row active, use the left and right arrow keys to move between the buttons. The active button is white.
  - To select a button, press Enter, and then press Space to apply the point, arrow, or line to the answer space.
- To move objects and graph elements in the answer space, do the following:
  - With the answer space active, press Enter to move between the objects, and then press Space. The active object displays a blue border.
  - Press an arrow key to move the object. To move the object in smaller increments, hold **Shift** while pressing an arrow key.

Figure 59. Grid Questions



Keyboard Commands for Equation Questions

Equation questions allow students to use keyboard commands to open a menu listing the special characters they can insert into the response area.

1. To insert special characters in the response area, with the focus in the text field of the response area, press **Alt** + **7**. The ***Special Characters*** window opens.
2. To move between options in the context menu, use the **Up** or **Down** arrow keys.
3. To add the selected option to the response area, press **Enter**.

L

Login Information for the TA Interface

The user's TIDE administrator must first create an account for them in TIDE in order for the user to access the TA Interface. Once the account is created, the user will receive an account activation email. They can log in to the TA Interface after activating their account.

1. Navigate to the TA Interface (https://in.cambiumtds.com/testadmin).
2. The ***Login*** page appears. The user enters their email address and password (see Figure 60).
3. Select **Secure Login**. The selected TA Interface appears.

    a. The ***Enter Code*** page will appear for first-time users or if the browser cache is cleared (See Figure 61). An email containing an authentication code will be sent to the user's address.

    - In the *Enter Emailed Code* field, enter the emailed code.
    - Select **Submit** to view the TA Interface.

    Note: The authentication code must be used within 15 minutes of the email being sent. If the code has expired, select **Resend Code** to request a new code.

    b. If the user receives the "User is not certified proctor" message, they must complete the TA Certification Course and log in again.

    c. If the user receives a warning message about the Non-Disclosure Agreement (NDA), they must sign the NDA in TIDE and then log in again.

Figure 60. Login Page



Figure 61. Enter Code Page



4. If the user is associated with multiple schools, a pop-up message will prompt them to select a testing institution. Select the institution from the drop-down list and select **Go**. To change the institution, the user must log out and then log back in.

P

Pause and Test Timeout Rules

Pause Rule

TAs and students can pause a test to temporarily log the student out of the test session. Students cannot review or modify answered questions if their test is paused for longer than the test's pause rule permits, even if those questions are marked for review. The only exceptions to this rule are if a student pauses the test before answering all the questions on the current page or if a TA submits a Grace Period Extension irregularity request in TIDE and receives IDOE approval.

The pause rule for Indiana assessments is 20 minutes for ILEARN CAT tests (English/Language Arts, Math, Science), Social Studies grade 5 and U.S. Government ECA fixed-form tests, all ILEARN operational practice tests, and I AM assessments. The pause rule for IREAD-3 is 10 minutes.

There is no pause rule for ILEARN performance tasks; however, each part of the performance task will expire overnight, whether or not the student has completed that portion of the performance task. There is no pause rule for tests in the RIR.

The pause rule applies regardless of whether the student or the TA pauses the test or a technical issue logs the student out.

Test Timeout Rules

A warning message displays after 20 minutes of test inactivity in the Student Testing Site. A warning message appears after 30 minutes of inactivity in the TA Interface. Students and TAs who do not click **OK** within 60 seconds after this message appears are logged out. This timeout automatically pauses active tests.

Print Session

Users can print a snapshot of the TA Interface as it currently appears if they wish to keep a hard-copy record of the Session ID or list of approved students. Please note that federal law prohibits the release of students' personally identifiable information. All printouts must be securely stored and then destroyed when no longer needed.

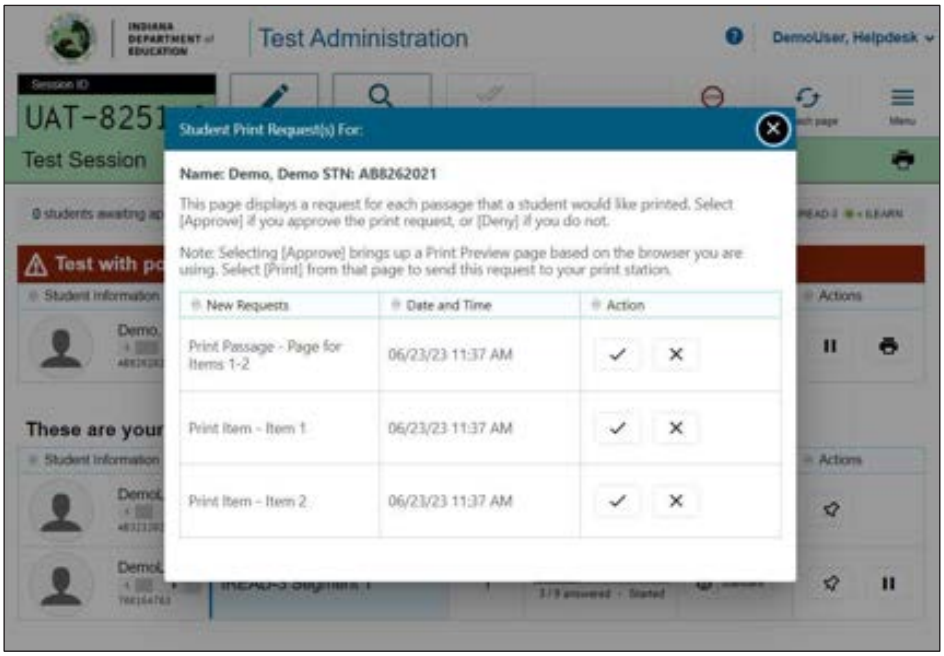
1. In the banner, select **Print Session**. The computer's print dialog window appears.
2. Select **OK**.

Print Approved Requests

Users can view and print a list of every print request they have approved for students during the current session.

1. In the banner, select **Approved Requests**. The ***Print Requests*** window appears and lists all the approved print requests (see Figure 62).
2. Select **Print** to print the list.

Figure 62. Print Requests



S

Secure Browser

The Secure Browser ensures test security by prohibiting access to external applications and navigation away from the test. When the Secure Browser launches, it checks for other applications running on the device. If it detects a forbidden application, it displays a message listing the offending application and prevents the student from testing. This also occurs if a forbidden application launches while the student is already in a test.

The first time a user launches a mobile version of the Secure Browser, **Secure Test**, it will ask them to choose their state and assessment program. Their choice will be saved and the Mobile Secure Browser will perform like the desktop version, allowing them to access operational tests, practice tests, and redirect to the RIR. In the event that the user accidentally selects the wrong state, they can click on the four-square icon in the lower right corner to reselect the correct state from the list.

In most cases, a detected forbidden application is a scheduled or background job, such as anti-virus scans or software updates. The best way to prevent forbidden applications from attempting to run during a test is to schedule such jobs outside of planned testing hours.

Some additional measures users can implement to ensure the test environment is secure are:

- *Close external user applications:* before launching the Secure Browser, or prior to administering the online tests, close all non-required applications on testing devices, such as word processors and web browsers.
- *Do not test with dual monitors:* students must not take online tests on computers connected to more than one monitor. Systems that use a dual monitor setup typically display an application on one screen while another application is accessible on the other screen.
- *Disable screen savers and timeout features:* on all testing devices, be sure to disable any features that display a screen saver or log users out after a period of inactivity. If such features activate while a student is testing, the Secure Browser logs the student out of the test.

Use the Secure Browser with Permissive Mode

For students who may benefit from the use of accessibility features or administrators seeking to accommodate students using accessibility features, the Secure Browser provides the option for assessments to be taken in less restrictive environments. This feature is known as permissive mode.

Permissive mode is an accommodation option that allows students to use accessibility software in addition to the Secure Browser. Offered on MacOS and Windows, students testing in permissive mode can have moderated access to the system outside of the Secure Browser. This allows students who need accessibility tools to navigate seamlessly between the Secure Browser and approved applications that suit their test taking needs.

Please note that accessibility software must be certified for use with the Online TDS and forbidden applications will still not be allowed to run. For information about supported operating systems, see the *Supported Devices* page in the Technology Guide.

Permissive mode activates when the student is approved for testing. Students with permissive mode must not continue with the sign-in process until their accessibility software is correctly configured.

To use accessibility software with the Secure Browser:

1. Open the required accessibility software.
2. Open the Secure Browser. Begin the normal sign-in process up to the TA approval step.

3. When a student is approved for testing, the Secure Browser allows the operating system's menu and task bar to appear.

    - **Windows:** On Windows, the Secure Browser resizes, and the taskbar remains visible inside the test in its usual position. Students can execute the keyboard shortcut **Alt + Tab** to switch between the Secure Browser and accessibility applications, such as JAWS and NVDA, that they are permitted to use in their test session. Please note that when using Windows 8 and above, the task bar remains on-screen throughout the test after enabling accessibility software. However, forbidden applications are still prohibited.

    - **Mac:** On MacOS, the Secure Browser resizes, and students can view the dock in its usual position inside the test. If the dock is set to autohide, no resizing occurs, and the dock is visible only when the mouse is moved toward the bottom of the screen. Students can execute the keyboard shortcut **Cmd + Tab** to switch between the Secure Browser and permitted accessibility applications.

4. The student must immediately switch to the accessibility software that is already open on the computer so that it appears over the Secure Browser. The student cannot click within the Secure Browser until the accessibility software is configured.

    - **Windows:** To switch to the accessibility software application, select the application in the task bar.

    - **Mac:** To switch to the accessibility software application, select the application in the dock.

5. The student configures the accessibility software settings as needed.

6. After configuring the accessibility software settings, the student returns to the Secure Browser. At this point, the student can no longer switch back to the accessibility software. If changes need to be made, the student must sign out and then sign in again.

7. The student continues with the sign-in process.

As soon as permissive mode is turned off, the Secure Browser reoccupies the whole screen so that the taskbar or dock is no longer visible, and the student's ability to switch between any applications and Secure Browser is suppressed.

Access the Secure Browser on Mobile Devices

iPads and Chromebooks must be configured for testing before they are provided to students. For more information, see the relevant section under the *Setting Up Student Workstations* guide on the Indiana Assessment Portal.

To configure iPadOS devices:

- Tap the **SecureTestBrowser** icon.

To configure Chromebooks:

- From the **Apps** link on the Chrome OS login screen, select **SecureTestBrowser**.

Close Student Testing Site on Devices

After a test session ends, close the **SecureTestBrowser** application on student devices.

To close the Student Testing Site on iPadOS devices:

1. Double-tap the Home button. The multitasking bar appears.
2. Locate the **SecureTestBrowser** app preview and slide it upward.

To close the Student Testing Site on Chromebooks:

- Select **Close Secure Browser** in the upper right-hand corner.

Force-Quitting the Secure Browser

In the rare event that the Secure Browser or test becomes unresponsive, users can force-quit the Secure Browser. Please note that the Secure Browser hides features such as the Windows task bar or Mac OS dock. If the Secure Browser is not closed correctly, then the task bar or dock may not reappear correctly, requiring the user to reboot the device. Avoid using a force-quit command if possible.

To force the Secure Browser to close, use the keyboard command for the appropriate operating system as shown below. This action logs the student out of the test. When the Secure Browser is opened again, the student logs back in to resume testing.

Table 9. Force Quit Secure Browser Keyboard Commands

Operating System	Key Combination
Windows*	**Ctrl** + **Alt** + **Shift** + **F10**
Mac OS*	**Ctrl + Alt + Shift + F10. The Ctrl key may appear as Control, Ctrl, or ^**
Linux	**Ctrl** + **Alt** + **Shift** + **Esc**

* If using a laptop or notebook, it may be necessary to press **Function** before pressing **F10**. If using an Apple keyboard, it may be necessary to press **Ctrl** + **Shift** + **Option** + **F10**.

Force-quit commands do not exist for the Secure Browser for iPadOS and Chrome OS devices.

- **iPadOS:** Double tap the Home button or swipe up from the bottom of the screen and hold. Then close the app as on any other iPadOS app.
- **Chrome OS:** To exit the Secure Browser from the sign-in screens, press **Ctrl** + **Shift** + **S**. Users cannot force quit once the test begins.

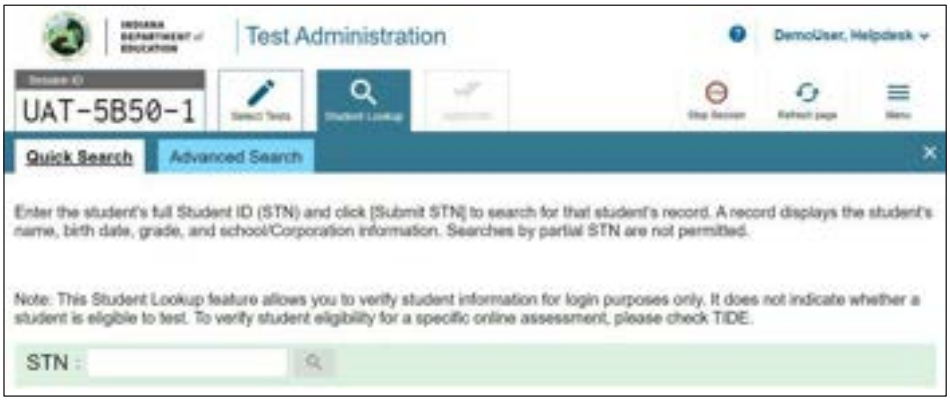
Student Lookup Feature

Users can use the student lookup feature in the TA Interface to perform a quick or advanced search for student information. This is useful if students signing in to the test session cannot remember their login information.

Please note, the Student Lookup feature will not indicate a student's assigned embedded accommodations or designated supports. Please refer to Approve Students for Testing section for instruction on how to check those settings through the TA Interface.

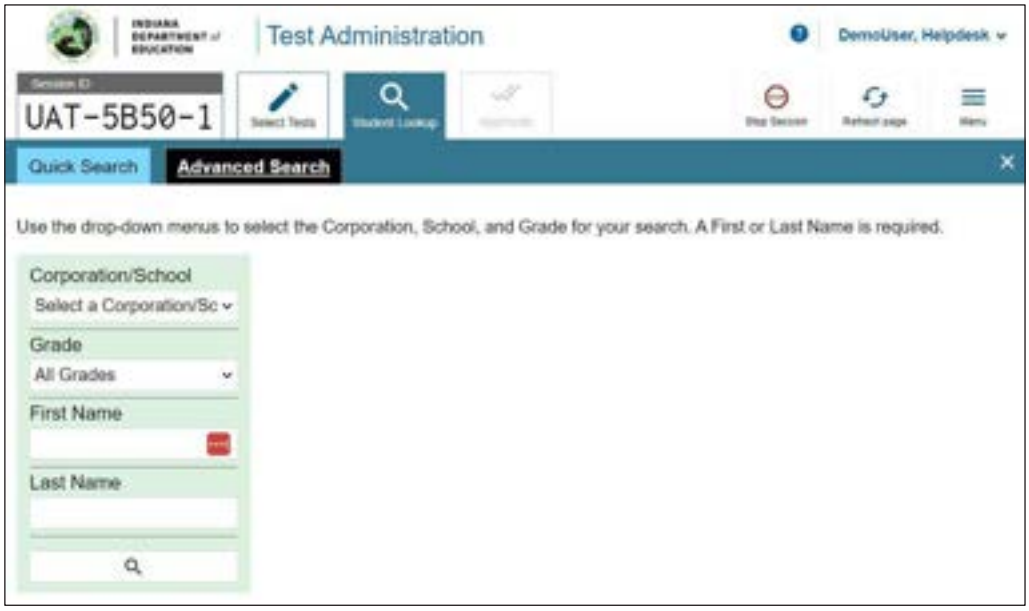
1. To perform a quick search (see Figure 63):
   a. In the banner, select **Student Lookup**.
   b. Enter a student's full STN and select **Submit STN**. Search results appear below the search field.

Figure 63. Student Lookup – Quick Search



2. To perform an advanced search (see Figure 64):
   a. In the banner, select **Student Lookup**, and then select **Advanced Search**.
   b. Select the appropriate corporation and school from the drop-down lists.
   c. Select the appropriate grade.
   d. *Optional*: Enter a student's exact first or last name. Partial names are not allowed.
   e. Select **Search**. Search results appear below the search fields.
   f. To view a student's information, select in the Details column.

Figure 64. Student Lookup – Advanced Search



T

Text-Response Questions

For text-response item types in the Student Testing Site, students can use a formatting toolbar. This toolbar is available above the response field for text-response questions (see Figure 65) and appears whenever students right-click anywhere in the text area. The formatting toolbar allows students to apply styling to text and use standard word-processing features. The lower right-hand corner of the response field displays the word count and character count for the student's response. Table 10 provides an overview of the formatting tools available.

Note that these tools are only available on ILEARN English/Language Arts Performance Task Part 2.

Figure 65. Text-Response Question with Formatting Toolbar

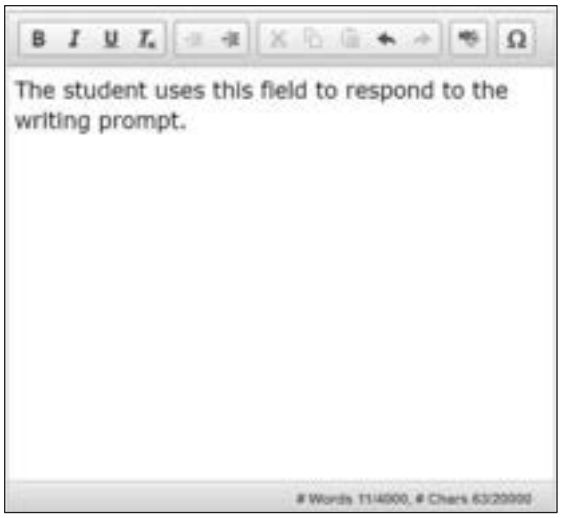


Table 10. Description of Formatting Tools

Tool	Description of Function
B I U	Bold, italicize, or underline selected text.
I_x	Remove formatting that was applied to the selected text.
⇥	Indent a line of selected text.
⇤	Decrease indent of text.
✂	Cut selected text.
⧉	Copy selected text.

Tool	Description of Function
	Paste copied or cut text.
	Undo the last edit to text or formatting in the response field.
	Redo the last undo action.
	Use spell check to identify potentially misspelled words in the response field. The drop-down list allows users to set a language for this tool.
	Add special characters in the response field.
	Enable and disable speech-to-text (dictation).

Spell Check Feature

The spell check tool identifies words in the response field that may be misspelled. This tool is only available on the ILEARN ELA Performance Task.

1. Select a language for the spell check tool from the Spell Check drop-down list, if necessary.
2. In the toolbar, select  to activate Spell Check. (see Figure 66).
3. Potentially incorrect words change color and become underlined. Review any misspelled words. (see Figure 67).
4. To exit spell check, select  again.

Figure 66. Spell Check Drop-Down List

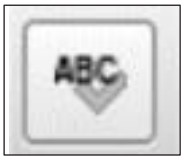
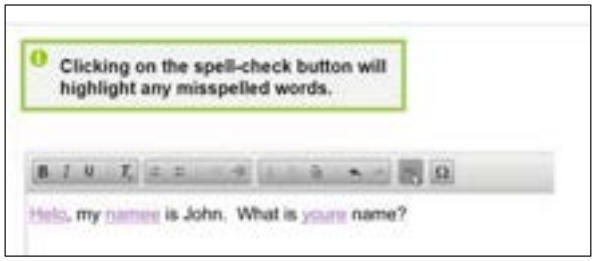


Figure 67. Spell Check Tool



Special Characters Feature

Students can add mathematical, accented, and other symbols.

1. To add a special character, in the toolbar, select  .
2. In the window that pops up, select the required character.

Transfer a Test Session

TAs can transfer an active test session from one device or browser to another without stopping the session or interrupting in-progress tests. This is useful in scenarios when the computer malfunctions or if the TA accidentally closes the browser while a session is in progress.

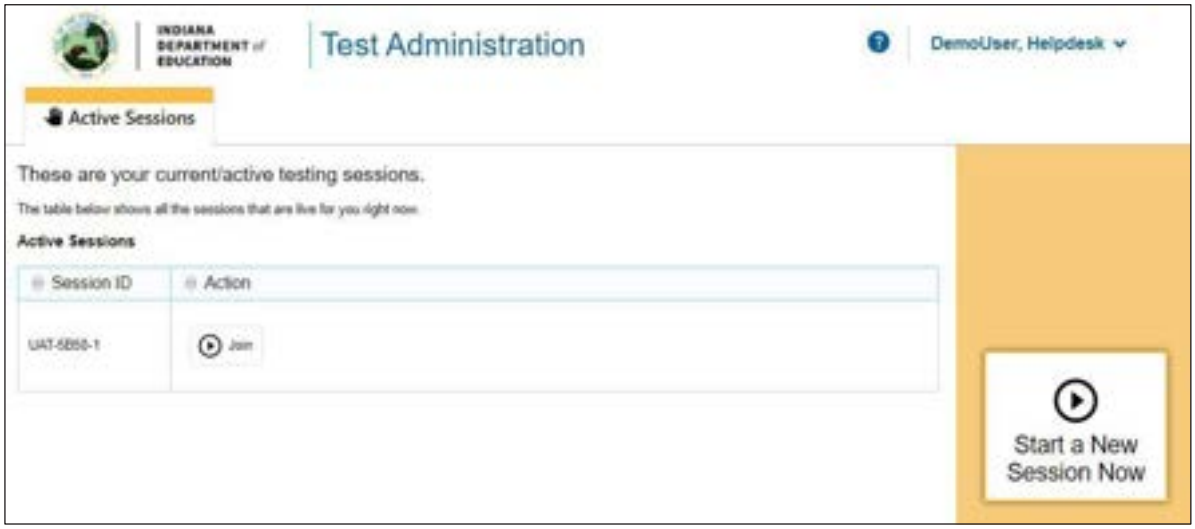
The session remains open until it times out. If the TA does not return to the active session within 20 minutes and there is no student activity during that time, TDS will log them out and pause the students' tests.

TDS ensures that TAs can only administer a test session from one browser at a time. If a TA moves a test session to a new device, they cannot simultaneously administer the session from the original browser or device.

1. While the session is still active on the original device or browser, log in to the TA Interface on the new device or browser. The ***Active Sessions*** page appears (see Figure 68) listing the active session.

    - If the pop-up window for selecting an institution appears, select an institution and **Go** to proceed to the ***Active Sessions*** page.

Figure 68. Active Sessions Page



2. Select **Join**. The test session page appears, allowing TAs to continue monitoring students' progress. The test session on the previous computer or browser automatically closes. If the test session displays a timer, the timer continues counting down where it left off on the original device or browser.

If the TA does not wish to return to the active session, they can select **Start a New Session Now** to open the **Test Selection** window and create a new test session.

U

User Support and Troubleshooting

For additional information and assistance in using TDS, contact CAI's Indiana Assessment Help Desk. The Help Desk is available Monday through Friday 7 a.m. to 7 p.m. ET (except holidays or as otherwise indicated on the Indiana Assessment Portal).

Indiana Assessment Help Desk

Toll-Free Phone Support: 1-866-298-4256

Email Support: indianahelpdesk@cambiumassessment.com

Chat: https://indiana.portal.cambiumast.com/contact.html

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

- TA's name.
- If the issue pertains to a student, provide the student's STN and associated corporation or school. Do not provide the student's name.
- If the issue pertains to a TIDE user, provide the user's full name and email address.
- Any error messages and codes that appeared, if applicable.
- Affected test Session ID and question number, if applicable.
- Operating system and browser version information, including version numbers (for example, Windows 10 and Firefox 60 or Mac OS 10.14 and Safari 11).
- Information about the user's network configuration, if known:
  - Secure Browser installation (to individual devices or network)
  - Wired or wireless internet network setup

Please note that users must never share their login information with anyone, even with a technician to ensure test security.

Usernames and Password Issues

A user's username for logging in to the TA Interface is the email address associated with their account in TIDE. When a user is added to TIDE, they receive an activation email containing a temporary link to the ***Reset Your Password*** page. To activate their account, they must set up their password within 15 minutes of the email being sent.

- **If the first temporary link expired:**
  In the activation email, select the second link provided and proceed to request a new temporary link.
- **If the user forgot their password:**
  On the ***Login*** page, the user selects **Forgot Your Password?** and then enters their email address in the Email Address field. They will receive an email with a new temporary link to reset their password.
- **If the user did not receive an email containing a temporary link or authentication code:**
  Check the spam folder to make sure it has not been categorized as junk mail. If no email is located, the user should contact their STC or CTC to make sure they are listed in TIDE.
- **Additional help:**
  If a user is unable to log in, contact the Indiana Assessment Help Desk for assistance. The user must provide their name and email address. Contact information is noted above in the beginning of the User Support and Troubleshooting section of this user guide.

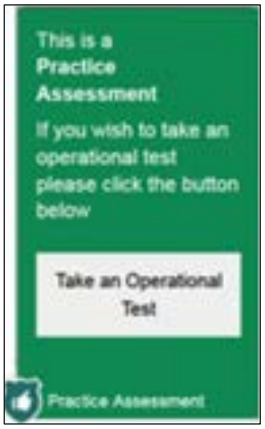
Common Student Sign-in Errors

The online TDS generates an error message if a student cannot sign in.

The following are the most common student sign-in issues:

- **Session does not exist:**
  The student entered the Session ID incorrectly or signed into the wrong site. Verify that the student correctly entered the active Session ID. Also, verify that both the TA and the student are using the correct sites. For example, students signed in to the RIR Student Site cannot access sessions created in the TA Interface. A message displayed in the bottom-left corner of the ***Student Sign-In*** page indicates which site the student is on (see Figure 69). If a student is on the wrong site, the student can select the button included in the message to proceed to the correct site.

Figure 69. Accessing Operational Test



- **Student information is not entered correctly:**
  Verify that the student correctly entered the STN. If this does not resolve the error, use the Student Lookup tool to verify the student's information.

- **Session stopped:**
  The Session ID corresponds to a stopped session. Ensure that the student enters the correct Session ID and verify that the session is active. For more information about test sessions, see the section Select and Start a Test Session.

Resolve Secure Browser Error Messages

This section provides possible resolutions for the following messages that students may receive when signing into tests using the Secure Browser.

- **You cannot login with this browser:**
  This message occurs when the student is not using the correct Secure Browser. To resolve this issue, ensure the latest version of the Secure Browser is installed, and that the student launched the Secure Browser instead of a standard web browser. If the latest version of the Secure Browser is already running, then log the student out, restart the device, and try again.
- **Looking for an internet connection:**
  This message appears when the Secure Browser cannot connect with TDS. This can occur if there is a network-related problem. Make sure that either the network cable is plugged in (for wired connections) or the Wi-Fi connection is live (for wireless connections). Also check if the Secure Browser must use specific proxy settings; if so, those settings must be specified as options when configuring the Secure Browser. If connection issues persist, contact a network technician.
- **Test environment is not secure:**
  This message can occur when the Secure Browser detects a forbidden application running on the device. If this message appears on an iPad, ensure that either Autonomous Single App Mode or Automatic Assessment Configuration is enabled.

Appendix 5D
Accessibility and Accommodations Guidance Manual

INDIANA DEPARTMENT of EDUCATION

Accessibility & Accommodations Information for Statewide Assessments

2024-2025

Indiana Department of Education
Office of Student Assessment

100 N. Senate Ave.
Indianapolis, IN 46204

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Introduction

The Indiana Department of Education's (IDOE's) Accessibility and Accommodations Information for Statewide Assessments is a document intended for school-level personnel and decision-making teams as they prepare for and implement Indiana statewide assessments. Information is provided for school personnel as a reference to inform guidance on accessibility considerations including universal features, designated features, and accommodations for students. Additional information regarding each Indiana statewide assessment can be found on IDOE's Assessment webpage. Consider this document as a whole and a supplement to training provided by IDOE's Office of Special Education and Office of Student Assessment (OSA) prior to informing instructional and assessment decisions. Contact IDOE's Office of Special Education for additional information or training related to IEPs.

Federal and state laws require that all students, including students with disabilities and English learners (ELs), participate in statewide assessments to maintain school accountability for student academic performance pursuant to Indiana Code (IC) 20-32-5.1-1 *et. seq*, and Sec.1111(b)(2)(B)(i)(II) of the Every Student Succeeds Act (ESSA) (codified at 20 U.S.C.A. § 6303b) IC Title 20.

The validity of assessment results depends on the utilization of the full array of accessibility features and accommodations appropriately for each student. These options include appropriate universal features, designated features, and accommodations, when needed, based on the constructs being measured by the assessment. Indiana statewide assessments are developed using principles of universal design to support the fair and valid measurement of all students' knowledge and skills. This means that the assessment systems were designed to have the broadest use possible for the full student population. IDOE implements systematic steps through item development and content presentation to ensure accessibility is interwoven throughout all stages of assessment delivery and scoring outcomes. This document serves to describe and clarify the appropriate uses of accessibility features and accommodations for Indiana assessments ILEARN, IREAD-3, I AM, WIDA Assessments, Digital SAT School Day, ISPROUT, and Indiana's Kindergarten Readiness Assessment (IKRA).

This document is intended for the following audiences:

- Individualized Education Program (IEP), Service Plan (including ESA), Section 504 Plan, Choice Special Education Plan (CSEP), or Individual Learning Plan (ILP) teams;
- Special education teachers, EL teachers, and general education teachers; and
- Administrators, special education directors, EL directors, Corporation Test Coordinators (CTCs), Non-Public School Test Coordinators (NPSTCs), and School Test Coordinators (STCs).

Available accommodations and the processes of confirming them within test delivery systems will vary depending on the assessment construct (e.g. foundation reading test versus grade-level proficiency test) and assessment vendor.

Assessment	Vendor
ILEARN, IREAD-3, & I AM	Cambium Assessment, Inc (CAI)
WIDA Assessments	WIDA
Digital SAT School Day	College Board
ISPROUT (ages 0-5) & IKRA	John Hopkins University

Indiana Accessibility Advisory Group

IDOE collaborates with expert consultants in Indiana and nationally with distinct knowledge of specific student populations and use of accommodations and other accessibility features. These consultants advise IDOE on these topics to ensure that intentional focus on supporting the needs of all student populations is realized throughout the assessment process. These consultants are selected for their specialized expertise in diverse student needs across various demographics.The advisory group supports the work of ensuring a high-quality assessment system by providing:

- Support and review of accessibility features and accommodations on Indiana standardized assessments;
- Information and guidance for IDOE on the use of best practices, resources, and tools; and
- Feedback or revisions on assessment materials.

IDOE welcomes feedback on the accessibility materials and tools related to assessment, which can be submitted to the Office of Student Assessment via phone at 317-232-9050 or email at INassessments@doe.in.gov.

Sections

Section 1: ILEARN, I AM, and IREAD-3 Universal Features Universal features are accessibility tools, supports, or resources provided to all students during test administration.

Section 2: ILEARN, I AM, and IREAD-3 Designated Features
Designated features are available for use by any student for whom the need has been indicated by an educator (or team of educators) familiar with the student's characteristics and needs.

Section 3: ILEARN, I AM, and IREAD-3 Accommodations An accommodation is a change in the standardized testing materials or procedures that allow students with an IEP, Section 504 Plan, ILP, Service Plan, and CSEP to participate in an assessment while measuring the intended construct.

Section 4: WIDA Administrative Considerations and Accommodations
Administrative considerations are allowed for all ELs during the administration of WIDA Screener, ACCESS, and Alternate ACCESS. Accommodations are available for ELs with disabilities.

Section 5: Digital SAT School Day Accommodations
Accessibility features and accommodations are allowed on the Digital SAT School Day. This section outlines state-allowed accommodations for the Digital SAT School Day and their application.

Section 6: ILEARN, I AM, and IREAD-3 Specific Testing Protocol
This section outlines specific guidelines for using scribes, permissive mode, the Fidelity Assurance Form, braille tests, and the print on demand feature.

Section 7: ILEARN, I AM, and IREAD-3 Special Circumstances and Non-Standard Accommodations
This section outlines specific guidelines including essential documentation required when submitting a Non-Standard Assessment Accommodation Request Form.

Section 8: ILEARN, I AM, and IREAD-3 Multilingual Features and Accommodations
This section consists of EL accommodations, information for Spanish translations of assessments, translated glossaries, and the use of bilingual dictionaries.

Section 9: Adaptations and Allowable Supports for ISPROUT and the Indiana Kindergarten Readiness Assessment (IKRA)
This section consists of allowable adaptations and supports for all students participating in ISPROUT and the IKRA, unallowable supports, and field supports for students with disabilities and multilingual learners.

Section 10: Data Upload Guidance
This section outlines information for data upload for Indiana IEP (IIEP), Indiana ILP (IILP), and schools' student information system (SIS) via Data Exchange.

Appendix A: This section consists of guidance for choosing text-to-speech (TTS) or a human reader for all items including reading comprehension accommodation for English/Language Arts (ELA) on ILEARN.

Appendix B: This section consists of updates that were implemented within the 2024-2025 Accessibility and Accommodations Information for Statewide Assessments.

Section 1: ILEARN, IREAD-3, and I AM Universal Features

Universal features are accessibility tools, supports, or resources available to **all students** as they take the assessment. No formal plans are required for students to access these features. Schools are responsible for ensuring that all non-embedded features are available to students while they take the assessment.

Universal features are intended to benefit a wide range of students and may be used by the student at their discretion during testing. Universal features will not display within the Test Information Distribution Engine (TIDE) and are grouped into two broad categories based upon how they are provided to the student:

- **Embedded**: Available via the online Test Delivery System (TDS). (See Tables 1 and 2.)
- **Non-Embedded**: Provided to the student by the school. (See Tables 3 and 4.)

Embedded Universal Features

Table 1. Embedded Universal Feature Descriptions for ILEARN, IREAD-3, and I AM Assessments

Embedded Universal Features
English Dictionary, Thesaurus: Access to the Merriam-Webster English Dictionary and Thesaurus, which contains synonyms of terms, is provided on the screen to allow students to interact with included assessment text. This feature is only provided for ILEARN ELA performance tasks.
Expandable Passages: Passages or stimuli may be expanded to occupy a larger portion of the screen for improved readability.
Notes: An online notepad for students to take notes during the test. Notes persist across items on the performance task, where the notepad appears as specific notes for each individual item. This feature is only provided for ILEARN ELA performance tasks. (See “Notepad” for additional information on a similar feature for additional content area tests.)
Notepad: An online notepad for students to take notes on individual items during the test. The digital notepad is item-specific and note visibility corresponds to the item. Students are unable to copy and paste their notes into their response. Text entered in the notepad is not saved upon test submission. This feature is not available for the ILEARN ELA performance task.
Glossary (English): Allows students to select certain construct-irrelevant terms (terms that are not part of what is being assessed) and access their definitions.
Highlighter: Used for marking desired text, item questions, and item answers in transparent colors on the screen.
Line Reader: Allows the student to highlight one line at a time for reading support.
Mark for Review: Students can flag an item for future review. Items with flags are displayed for the student’s review before test submission.

Online Calculator for All Items: An online calculator for all items is provided for I AM and ILEARN Science. Refer to the 2024-2025 Assessment Calculator Policy on the ILEARN webpage.

Desmos four-function calculator:
- I AM Grades 3 through 8 and 10 Mathematics;
- I AM Grades 4 and 6 Science and Biology; and
- ILEARN Grades 4 and 6 Science

Desmos scientific calculator:
- ILEARN Biology

Online Calculator for Allowable Items: An online calculator is available for specific items on specific tests. The online calculator for allowable items does not display in TIDE. Refer to the 2024-2025 Assessment Calculator Policy on the ILEARN webpage.

Desmos four-function calculator:
- ILEARN Grade 6 Mathematics

Desmos scientific calculator:
- ILEARN Grades 7 and 8 Mathematics

Tutorials: Item-specific animations show the student how to interact with the item.

Strikethrough: Allows students to cross out answer options on multiple-choice and multiple-select items.

Rich Text Writing Tools: Bold, italic, undo/redo, and spell check are available for student-generated responses on ILEARN ELA performance tasks (writing prompts) only.

Zoom: Makes text or other graphics in a window or frame appear larger on the screen.

Table 2. Embedded Universal Features for ILEARN, IREAD-3, and I AM Assessments. An 'X' indicates the feature is available for the assessment program

Embedded Universal Feature Assessment Application						
Embedded Feature	**IREAD-3**	**ILEARN 3-5**	**ILEARN 6-8**	**ILEARN Biology**	**ILEARN U.S. Government**	**I AM**
English Dictionary, Thesaurus		X	X			
Expandable Passages	X	X	X	X	X	X
Notepad	X	X	X	X	X	
Notes		X	X			

Glossary (English)		X	X	X	X	
Highlighter	X	X	X	X	X	X
Line Reader	X	X	X	X	X	X
Mark for Review	X	X	X	X	X	
Online Calculator For All Items		X	X	X		X
Online Calculator for Allowable Items (Math Only)			X			
Tutorials	X	X	X	X	X	X
Strikethrough	X	X	X	X	X	X
Rich Text Writing Tools		X	X			
Zoom	X	X	X	X	X	X
Additional I AM Embedded Universal Features						
Text-to-Speech						X

Non-Embedded Universal Features

Table 3. Non-Embedded Universal Feature Descriptions for ILEARN, IREAD-3, and I AM Assessments

Non-Embedded Universal Features
Dry Erase Board: Students may use a dry erase board in place of scratch paper if testing individually. Schools should be cautious when providing a dry erase board to students participating in the ILEARN ELA PT Segment 1. TAs must collect dry erase boards, including the student's name, at the end of the first PT session. The dry erase board must be securely stored until redistributed at the beginning of the next test session, if needed. TAs must ensure that all notes are erased from dry erase boards after administration.
English Dictionary, Thesaurus: An English dictionary and thesaurus may be used for the ILEARN ELA paper-and-pencil performance task.

Headphones or Noise Buffers: Headphones or noise buffers may be used to block out distractions. Headphones may not be connected to a device (e.g., a phone or the testing device) and may not play music, white noise, or other audio tracks. Students may provide their own headphones.
Highlighters for Paper Assessments: Students can mark desired text, item questions, item answers, or parts of these with a transparent color. Students should not use the highlighter to mark their responses to test items.
Preferential Seating: Seating arrangements are determined by the Test Administrator (TA) based on the best surroundings for the student. Some factors include lighting conditions, behaviors, and proximity to doors or windows.
Small Group Setting: Students may be assessed in smaller groups. The size of the small group is determined locally.
Scratch/Blank Paper (including lined or graph): Students may be provided scratch, blank, lined, and/or graph paper to record responses or solve mathematics problems before entering their answers into TDS. Sticky notes are not allowable.

Table 4. Non-Embedded Universal Features for ILEARN, IREAD-3, and I AM Assessments. An 'X' indicates the feature is available for the assessment program.

Non-Embedded Universal Feature Assessment Application						
Feature	**IREAD-3**	**ILEARN 3-5**	**ILEARN 6-8**	**ILEARN Biology**	**ILEARN U.S. Government**	**I AM**
Dry Erase Board	X	X	X	X	X	X
English Dictionary and Thesaurus		X	X			
Headphones or Noise Buffers	X	X	X	X	X	X
Highlighters for Paper Assessments	X	X	X	X	X	X
Preferential Seating	X	X	X	X	X	X
Small Group Setting	X	X	X	X	X	
Scratch/Blank Paper	X	X	X	X	X	X
Additional I AM Non-Embedded Universal Features						
Additional Breaks						X

Handheld/Adaptive Calculator for All Items						X
Individual Testing						X
Read Aloud to Self						X

Additional I AM Universal Features

All students participating in I AM receive the following supports as universal features in addition to those noted above. These are not required to be noted in a student's IEP, Service Plan, CSEP, or Section 504 Plan.

- **Text-to-Speech (TTS):** The student has all text read aloud via the online platform. Students must use TTS during testing unless a human reader designated feature is assigned.
- **Individual Testing:** Each student is tested individually.
- **Calculator:** An online or handheld/adaptive calculator is available for all mathematics and science items.
- **Read Aloud to Self:** The student can read aloud to themselves while accessing the online or paper assessment.
- **Additional Breaks:** The student can take breaks as often as needed

Section 2: ILEARN, IREAD-3, and I AM Designated Features

Designated features are available for use by **any student** for whom the need has been indicated by an educator (or team of educators), parents/guardians, the student (if appropriate), or other personnel who are familiar with the student's characteristics and needs. No formal plan is required to access designated features. Schools are responsible for ensuring that all non-embedded features are available to students while they take the assessment.

Decisions must reflect supports that the student requires and uses during instruction and classroom assessments. Student input in determining designated features, particularly for older students, is recommended. Students should be familiar with using the designated features assigned to them through regular instructional practices and the practice test prior to accessing the operational test.

Designated features must be identified and assigned in TIDE prior to assessment administration. Designated features not selected in TIDE may be selected within the TA Interface prior to testing.

Designated features are grouped into two broad categories based upon how they are provided to the student:

- **Embedded**: Available via the online Test Delivery System. (See Tables 5 and 6.)
- **Non-Embedded**: Provided to the student by the school. (See Tables 7 and 8.)

Embedded Designated Features

Table 5. Embedded Designated Features Descriptions for ILEARN, IREAD-3, and I AM Assessments

Embedded Designated Features
Color Contrast: Sets the screen background and font colors to a setting other than default. TA selects color choices prior to testing. The TA must set the color contrast feature in TIDE prior to testing. Available choices are: ● Black on white (default) ● Yellow (dark and light) ● Blue (dark and light) ● Magenta (dark and light) ● Gray (dark and light) ● Green (dark and light) ● Yellow on blue ● Reverse contrast ● Medium gray on light gray ● White on navy ● White on red ● Red on white ● Yellow on black

Masking: Blocks content that is not of immediate need or that may be distracting to the student.
Mouse Pointer: Allows changes to size (large and extra large) and color (black, green, red, yellow, and white) of the mouse pointer. TA selects color choices prior to testing.
Spanish Toggle: Provides a full Spanish translation of each test item for Mathematics, Science, and Social Studies ILEARN assessments. The student may toggle back and forth between Spanish and English as desired. This setting replaces the previous setting “Translation Stacked Spanish” and reduces the cognitive burden on students by allowing them to toggle back and forth between the languages as needed.
Text Size: The online text size can be set to 24 pt., 31 pt., 41 pt., or 51 pt. with larger options available when also using streamline format. This designated feature is set for the student prior to testing and cannot be changed once students have logged in to their assessment.
Text-to-Speech (TTS) Tracking: Works in conjunction with the embedded TTS feature. As TTS reads text aloud, TDS highlights both the word and row of the spoken text. TTS Tracking is automatically defaulted “on” in TIDE for students. This feature may be turned off locally before testing.
Translated Glossaries: Translated glossaries are provided for selected construct-irrelevant terms for Mathematics, Science, and Social Studies assessments. Translated glossaries also read the description of the term aloud to students when students select the audio icon. Students assigned translated glossaries should be provided with headphones during testing. The English glossary is not available when the translated glossary is selected. For an English glossary, see the embedded universal features. Available languages are: ● Spanish ● Burmese ● Mandarin ● Arabic ● Vietnamese
Visual Human Reader (VHR): Allows students participating in IREAD-3 to view an embedded video of a human reading the phonics items in Segment 1 out loud. This designated feature may be beneficial for students who receive speech services and prefer to watch the human reader speak the phonics items.

Table 6. Embedded Designated Features for ILEARN, IREAD-3, and I AM Assessments. An ‘X’ indicates the feature is available for the assessment program

Embedded Designated Feature Assessment Application						
Feature	**IREAD-3**	**ILEARN 3-5**	**ILEARN 6-8**	**ILEARN Biology**	**ILEARN U.S. Government**	**I AM**
Color Contrast	X	X	X	X	X	X

Masking	X	X	X	X	X	X
Mouse Pointer	X	X	X	X	X	X
Text Size	X	X	X	X	X	X
Text-to-Speech (TTS) Tracking		X	X	X	X	X
Spanish Toggle (NOT available for ELA)		X	X	X	X	
Translated Glossaries (NOT available for ELA)		X	X	X	X	
Visual Human Reader (VHR)	X					

Non-Embedded Designated Features

Table 7. Non-Embedded Designated Features Descriptions for ILEARN, IREAD-3, and I AM Assessments

Non-Embedded Designated Features
Access to sound amplification system: The student adjusts the volume control beyond the computer's built-in settings using headphones or other non-embedded devices. Permissive mode is no longer required for Bluetooth devices.
Assistive technology to magnify/enlarge: The size of specific areas of the screen may be adjusted by the student with an assistive technology device or software not provided by the zoom universal feature.
Color acetate film for paper assessment: Color transparencies that are placed over paper-based assessments.This feature is not available on the ILEARN Checkpoints as checkpoints are exclusively available online.
Human Reader for All Items: Text is read aloud to the student by a human reader for the I AM paper fixed-form or online assessment. Human Reader for All Items is available as a designated feature for I AM only. ILEARN and IREAD-3 students must have a formal accommodation to have content read aloud by a human reader during testing.
Special furniture or equipment for viewing test: Allows the student adaptive/specialized furniture or equipment when engaging in the assessment.

Special lighting conditions: Allows the student to view their test with the lighting conditions they use daily.
Time of day for testing altered: Tests are administered during a specific time of day based on the student's individual needs.

Table 8. Non-Embedded Designated Features for ILEARN, IREAD-3, and I AM Assessments. An 'X' indicates the feature is available for the assessment program

Non-Embedded Designated Feature Assessment Application						
Feature	**IREAD-3**	**ILEARN 3-5**	**ILEARN 6-8**	**ILEARN Biology**	**ILEARN U.S. Government**	**I AM**
Access to sound amplification system	X	X	X	X	X	X
Assistive technology to magnify/enlarge	X	X	X	X	X	X
Color acetate film for paper assessment	X	X	X	X	X	X
Human Reader For All Items						X
Special furniture or equipment for viewing test	X	X	X	X	X	X
Special lighting conditions	X	X	X	X	X	X
Time of day for testing altered	X	X	X	X	X	X

Section 3: ILEARN, IREAD-3, and I AM Accommodations

An accommodation is a change in the standardized testing materials or procedures that allows students with an IEP, Section 504 Plan, ILP, Service Plan, and/or CSEP to participate in an assessment while measuring the knowledge and skills required by academic standards. Schools are responsible for ensuring that all non-embedded features are available to students while they take the assessment.

Accommodations must be documented formally in the student's formal plan in one of the following ways:

Public Schools

- IEP: For students with disabilities served under the Individuals with Disabilities Education Act (IDEA) receiving special education services.
- Section 504 Plan: Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA.
- ILP: Information pertaining to ILP accommodations can be found in Section 8.

Non-Public Schools

- Service Plan: A non-public school student with a disability receives special education and related services from the public school in accordance with a Service Plan. A Service Plan is similar to an IEP but does not contain all components of an IEP and does not ensure free appropriate public education. For more information regarding Service Plans, please refer to ***Article 7: 511 IAC 7-34-5 Decisions regarding services provided by the public agency and service plans.***
- ESA Service Plan: Participating students in Indiana's Education Scholarship Account (ESA) program must take the state test or the assessment dictated by their special education service plan.
- Non-Public School Section 504 Accommodation Plan: If the student does not have a Service Plan, the non-public school may develop a Section 504 Accommodation Plan *if the student qualifies as a student with a disability under Section 504.*
- CSEP: Students whose Choice scholarships include special education funds have a CSEP that is developed by the non-public school per current guidance.
- ILP: Information pertaining to ILP accommodations can be found in Section 8.

Accommodations are grouped into two broad categories based upon how they are provided to the student:

- **Embedded**: Available through the online Test Delivery System. (See Tables 9 and 10.)
- **Non-Embedded**: Provided to the student by the school. (See Tables 11 and 12.)

Embedded Accommodations

Table 9. Embedded Accommodations Descriptions for ILEARN, IREAD-3, and I AM Assessments

Embedded Accommodations
Audio Transcriptions: Audio transcriptions of test content that may be read by the student or a braille device The text transcribed from the audio content in the item will display in a separate window. The text in the transcripts may be read by compatible screen readers. Audio transcriptions can deliver content directly to the student or on a braille device. This is an appropriate accommodation for students who are deaf or hard of hearing or blind or low vision, and may be useful for students who are accustomed to accessing information presented via audio in the form of braille. This accommodation is different from closed captioning. Audio transcriptions are available only on ILEARN ELA assessments due to ELA containing items that measure listening. Non-ELA subjects do not have listening items that require audio transcriptions.
Braille Embosser: The braille embosser creates materials (e.g., maps, charts, graphs, diagrams, and illustrations) in a raised format (paper or thermoform). Braille embossers can emboss single-sided or double-sided (interpoint) and can produce six or eight dot braille. Speed of printing, line width, and weight of braille paper are all differentiating factors for embossers. Items will be printed one by one. TDS provides the required files and software (print on demand) needed to print items, but local schools are responsible for providing access to the braille embosser. Braille embossers can only function if permissive mode and print on demand are also selected as accommodations in TIDE. Failure to select all three will result in the braille embosser not functioning during the assessment. Braille files are provided in either Braille Ready Format (BRF) or Printer Output File (PRN) format, depending on the item in question. PRN files are commonly used for items with graphics and charts, while BRF files are used for items that are text. BRF files can be printed using any braille embosser, whereas PRN files are each formatted for a specific embosser. Regardless of the embosser type, users will still be able to print both types of files. If there is an error while attempting to open and print a PRN file indicating an embosser incompatibility, save the file as a different type that is compatible with the embosser. The embosser will then be able to print the file.
Closed Captioning for Online Audio Items: Printed text appears on the computer screen as audio/visual materials are played. Closed captioning is available on ILEARN ELA tests due to ELA containing items that measure listening. Non-ELA subjects do not have listening items that require closed captioning.
Hard of Hearing Feature: Students with a documented hearing loss and a formalized plan (i.e., IEP, CSEP, Section 504 Plan, or a Service Plan) may benefit from this accommodation on ILEARN Science (i.e., grades four and six) and ILEARN ELA (i.e., grades three through eight). This accommodation must be indicated within a current, finalized formal plan. Students who receive the hard of hearing feature accommodation for ILEARN Science and ILEARN ELA will not receive items that may be sensitive to students who are deaf or hard of hearing (e.g., items that require a student to write a narrative about how music makes them feel or items requesting students draw upon experiences pertaining to sound and/or music). ILEARN Science contains some

items that require students to interact with sound in animations or with content related to sound waves. Students with the hard of hearing feature enabled will only receive items that do not require sound interactions, but will still receive items that discuss sound waves in ways consistent with instructional practice for students who are deaf or hard of hearing. Students with the hard of hearing feature accommodation on ELA will still receive listening items/audio components. There are various accommodations available that may be provided to the student to make these audio items accessible (i.e., audio transcriptions, closed captioning, sign language interpreter, & online ASL videos for listening items).
Hard of Hearing (HoH) Form: Students with documented hearing loss and a formalized plan (e.g., IEP, CSEP, Section 504 Plan, or a Service Plan) may be assigned the HoH form if indicated within their formal plan. On the IREAD-3 assessment, students assigned the HoH form will not respond to items measuring phonics skills; however, students must still respond to items in Segment 1 that do **not** measure phonics skills. Students who have the hard of hearing form accommodation indicated in a current IEP, Service Plan, or indicated in a schools' certified Student Information System (SIS) will display the hard of hearing accommodation in TIDE.

Human Reader or Sign Language Interpreter for Reading Comprehension Items (ILEARN ELA):
Students who require a human reader or sign language interpreter on ILEARN ELA will display one of the following options in TIDE:

- Reading Comprehension Items are Read Aloud by Human Reader or Signed by Sign Language Interpreter
- Reading Comprehension Items are NOT Read Aloud by Human Reader or Signed by Sign Language Interpreter

Students who require a human reader or sign language interpreter **except** items testing reading comprehension on ELA will only have items and passages read aloud or signed that do not measure reading comprehension. TDS will display a "Do Not Speak/Sign" icon on items and passages that cannot be read aloud or signed to the student. Due to TDS displaying a "Do Not Speak/Sign" icon on items and passages, this accommodation will appear under embedded accommodations in TIDE for ELA as Reading Comprehension Items are NOT Read Aloud by Human Reader or Signed by Sign Language Interpreter.

Students who require a human reader or sign language interpreter for all items **including** reading comprehension will have text read aloud by a human reader or signed by an interpreter for the online ELA CAT. Students with this accommodation will not display a "Do Not Speak/Sign" icon on items and passages. This accommodation will appear under embedded accommodations in TIDE for ELA as Reading Comprehension Items Are Read Aloud by Human Reader or Signed by Sign Language Interpreter.

Protocol for administering the online CAT with a human reader or sign language interpreter is located on page 45. If the human reader or sign language interpreter accommodation is required for a large group of students, the CTC may request to administer the paper fixed-form test to accommodate logistics of test administration. Additional guidance can be located in the ILEARN Test Administrator's Manual (TAM) on the ILEARN Assessment Portal.

The TA must oversee the sign language interpreter.

Parents/guardians are not allowed to serve as an interpreter during state testing. Interpreters must be school employees or individuals contracted by the school who have signed the Testing Security and Integrity Agreement.

Online American Sign Language (ASL) Video for Listening Items: The audio portions of items measuring listening skills are presented in ASL through embedded videos. This accommodation is available on ILEARN ELA assessments due to items that measure listening. Non-ELA subjects do not have listening items that require ASL videos.

Online Calculator for All Items:
An online calculator for all items is available for specific tests.

Desmos four-function calculator
- ILEARN Grade 6 Mathematics

Desmos scientific calculator
- ILEARN Grades 7 and 8 Mathematics

Permissive Mode to Use Assistive Technology Devices: Permissive mode allows specific supported third-party software to run on student devices while they are locked for testing via the Secure Browser. Students may switch between the Secure Browser and the approved accessibility application while testing. Examples of assistive technologies include refreshable braille, sound magnification for frequency modulation (DM) devices, and augmentative and alternative communication devices (AAC). Offered on MacOS and Windows, students testing in permissive mode can have moderated access to the system outside of the Secure Browser.

Third-party accessibility software must be certified for use with TDS, and forbidden applications will remain blocked. For information about supported operating systems, see the Assistive Technology Manual available on the Indiana Assessment Portal.

Print on Demand: Specific test items or stimuli may be printed during online testing as needed. Students with specific visual needs may review the printed content before responding to the item in the Secure Browser. Permissive mode is required for print on demand to function.

Students who need specific types of content (e.g., graphs only) presented on paper should receive this accommodation. Students who need all content presented on paper should receive the accommodation “Print Booklet”. A print booklet is not available on the ILEARN Checkpoints as the checkpoints are exclusively available online only.

Refreshable Braille: TDS provides the required software to view test content through refreshable braille displays. Schools provide the refreshable braille displays, which provide access to information on a computer screen by electronically raising and lowering different combinations of pins in braille cells (American Foundation for the Blind).

Permissive mode is required for refreshable braille to function.

Speech-to-Text (STT): Students who have motor or processing disabilities (such as dyslexia) that make it difficult to produce text or commands using computer keys may benefit from this accommodation. The Secure Browser provides software that listens to a student's verbal response and transforms it to text for open-ended items. STT is only available for assessments that have constructed response or essay items. Students using STT require a one-on-one testing environment. ILEARN Checkpoints, ILEARN Biology ECA, and ILEARN U.S Government do not include item types that require the use of STT however, students are able to use the word completion tool on the notepad tool.

Streamline Format: Streamline format displays test content vertically and left-aligned for enhanced accessibility. It provides the assessment in an alternate, simplified format where items are displayed below the stimuli on the test interface. Two-column scrolling is not present in streamline format.

Text-to-Speech Except Items Testing Reading Comprehension: Text is read aloud to the student via embedded TTS software for content except items testing reading comprehension. Students who use TTS will need headphones unless testing individually in a separate setting. For ILEARN ELA, items that measure reading comprehension are not read aloud and will display the "Do Not Speak/Sign" icon. Students are able to use this icon as a visual clue to help identify which items will be read aloud by the TTS software. TTS except items testing reading comprehension is applicable to all ILEARN subject areas, and is the only TTS accommodation for non-ELA subjects. Non-ELA subjects will have all items and stimuli read aloud to students. Text-to-speech tracking works in conjunction with the embedded TTS feature. As TTS reads text aloud, TDS highlights both the word and row of the spoken text. Refer to the Text-to-Speech Supplemental Information Sheet on the Indiana Assessment Portal for more information.

All items on IREAD-3 measure reading comprehension; therefore only the directions are read aloud for IREAD-3. TTS tracking is not a feature for IREAD-3 assessments.

Text-to-Speech Including Items Testing Reading Comprehension (ILEARN ELA): Text is read aloud to the student including items testing reading comprehension via embedded TTS software. Students who use TTS will need headphones unless testing individually in a separate setting. Students who require TTS for all items will have all items and passages read aloud, including those that contain reading comprehension content. TTS including items testing reading comprehension is applicable to ILEARN ELA assessments. Text-to-speech tracking works in conjunction with the embedded TTS feature. As TTS reads text aloud, TDS highlights both the word and row of the spoken text. Refer to the Text-to-Speech Supplemental Information Sheet on the Indiana Assessment Portal for more information. See Universal Features for more information regarding TTS with I AM.

Guidelines to help drive decision-making of TTS for all items are located in **Appendix A** of this document.

Word Completion: The word completion tool is available on all supported operating systems. Students type letters or words and a list of predicted words appear. The word completion tool is only available on constructed response and essay items. Color contrast and zoom features will not apply to this embedded software. ILEARN Checkpoints, ILEARN Biology ECA, and ILEARN U.S Government do not include item types that require the use of word completion, however, students are able to use the word completion tool on the notepad tool.

Students who have both STT and word completion accommodations will have access to both features on open-ended questions, but will not be able to use STT and word completion at the same time. For example, a student with both accommodations would be able to dictate their initial response using STT and then make additional typed adjustments using word completion.

Table 10. Embedded Accommodations for ILEARN, IREAD-3, and I AM Assessments. An 'X' indicates that the accommodation is available for the assessment program

Embedded Accommodation Assessment Application						
Accommodation	**IREAD-3**	**ILEARN 3-5**	**ILEARN 6-8**	**ILEARN Biology**	**ILEARN U.S. Government**	**I AM**
Audio Transcriptions		X	X			

Braille Embosser		X	X	X	X	
Closed Captioning for online Audio Items (ELA Only)		X	X			
Hard of Hearing Feature		X	X	X		
Hard of Hearing (HoH) Form	X					
Human Reader or Sign Language Interpreter for Reading Comprehension Items (ELA Only)		X	X			
Online ASL Videos for Listening Items (ELA Only)		X	X			
Online Calculator for All Mathematics Items			X			
Online Calculator for All Science Items		X	X	X		
Permissive Mode to Access Assistive Technology (AT) Device(s)	X	X	X	X	X	X
Print on Demand for Online Test		X	X	X	X	
Refreshable Braille		X	X	X	X	
Speech-to-Text (STT)		X	X	X	X	
Streamline Format for Online Test	X	X	X	X	X	X

TTS Except Items Testing Reading Comprehension	X	X	X	X	X	
TTS for All Items Including Reading Comprehension (ELA Only)		X	X			
Word Completion		X	X	X	X	

Non-Embedded Accommodations

Table 11. Non-Embedded Accommodations for ILEARN, IREAD-3, and I AM Assessments.

Non-Embedded Accommodations
Abacus: A non-embedded abacus may be provided in place of scratch paper for students who may be visually impaired or have a documented processing impairment.
Adaptive and/or Handheld Calculator for Calculator-Allowed Items: A non-embedded calculator for students that require a handheld or an adaptive calculator, such as a braille calculator or a talking calculator can be used on calculator-allowed items (ILEARN Grades 6-8 Mathematics). This calculator may be adaptive, handheld, or both adaptive and handheld.
Adaptive and/or Handheld Calculator for All Items: A non-embedded calculator for students that require a handheld or adaptive calculator, such as a braille calculator or a talking calculator, for all items can be used on ILEARN Grades 6-8 Mathematics, ILEARN Grades 4 and 6 Science, and the ILEARN Biology End of Course Assessment (ECA). This calculator may be adaptive, handheld, or both. An adaptive and/or handheld calculator for all items is a universal feature for students taking I AM Grades 3-8 and 10 Mathematics and I AM Grades 4 and 6 Science and Biology.
Alternate Indication of Response: Alternate response options include, but are not limited to: circling, pointing, stating, adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. Some alternate response options require external devices that must be plugged in and be compatible with TDS. In this case, permissive mode is required.
Bilingual Word-to-Word Dictionary: A standard published bilingual or dual-language word-to-word dictionary may be used during the assessment. This accommodation may be appropriate for students whose primary language is not English and who use native language support in the classroom. Guidelines for use of bilingual dictionaries are in **Section 8.**
Braille Booklet: A raised-dot code that students read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform).

IDOE provides these assessments in Unified English Braille (UEB) with Nemeth Math for all grades. A braille booklet is not available on the ILEARN Checkpoints as the checkpoints are exclusively available online.

Braille Embosser: TDS provides the required files and software (print on demand) needed, but local schools provide access to the braille embosser. The braille embosser creates materials (e.g., maps, charts, graphs, diagrams, and illustrations) in a raised format (paper or thermoform). Braille embossers can emboss single-sided or double-sided (interpoint) and can produce six or eight dot braille. Speed of printing, line width, and weight of braille paper are all differentiating factors for embossers. Items will be printed one by one.

Braille embossers can only function if permissive mode and print on demand are also selected. Failure to select all three will result in the braille embosser not functioning on the assessment.

Braille files are provided in either Braille Ready Format (BRF) or Printer Output File (PRN) format, depending on the item in question. PRN files are commonly used for items with graphics and charts, while BRF files are used for items that are text.

Braille Transcription for Audio Items: A braille transcript of the closed captioning is available for the listening passages.

Human Reader Except Items Testing Reading Comprehension: Text is read aloud to the student by a human reader.

ILEARN and I AM
Students who require a human reader except items testing reading comprehension on ELA will only have items and passages read aloud that do not measure reading comprehension. TDS and paper fixed-forms will display a “Do Not Speak” icon on items and passages that cannot be read aloud to the student.

The protocol for administering the online CAT with a human reader is located on page 45. If the human reader accommodation is required for a large group of students, the CTC may request to administer the paper fixed-form test to accommodate logistics of test administration. Additional guidance can be located in the appropriate TAM on the ILEARN portal.

Students who require a human reader for non-ELA subjects will receive all items and stimuli read aloud. This accommodation is applicable to ELA, Math, Science, and Social Studies.

IREAD-3
Due to the nature of IREAD-3 (a foundational reading assessment), only some specific directional text is read aloud to students. A human reader would not be able to identify this text on the online CAT. Therefore, the human reader accommodation **must** be provided via paper only (with accompanying read aloud script) for IREAD-3.

For IREAD-3, TAs must use the Paper Read Aloud Script (secure) and Secure Segment 1 Script when administering the human reader accommodation. The required scripts must be ordered or downloaded ahead of time in TIDE for IREAD-3, and the human reader must follow the script verbatim if administering the read aloud accommodation for paper testing. TAs/proctors may review the Paper Read Aloud Script for IREAD-3 paper assessments no more than 24 hours before administering the human reader accommodation to ensure proper administration. **Providing the human reader accommodation on the online assessment will result in a test irregularity and invalid test score.**

Human Reader Including Items Testing Reading Comprehension: Text is read aloud to the student by a human reader for the online CAT or paper fixed-forms. All items are read aloud including items testing reading comprehension. Students with this accommodation will not display a "Do Not Speak/Sign' icon on items and passages. This accommodation is only applicable to ILEARN ELA. Protocol for administering the online CAT with a human reader is located on page 45. Additional guidance can be located in the ILEARN TAM on the ILEARN portal. Guidelines to help drive decision-making of a human reader for all items including items testing reading comprehension is located in **Appendix A** of this document. This accommodation is only applicable to ELA because only ELA measures reading comprehension.
Hundreds Chart: A paper-based 1-100 chart may be used. Students with visual processing or spatial perception may benefit from this accommodation. This accommodation is available on all ILEARN and I AM Mathematics and Science assessments.
Individual Testing: Students are tested in a separate setting from peers based on individual needs.
Large Print Booklet: Large print assessment booklets are printed in 18 pt. font.* *The online print size may be changed to 24 pt., 31 pt., 41 pt., or 51 pt. with larger options available when also using streamline format. Adjusting the online print size may be more appropriate than using a large print booklet. A large print booklet is not available on the ILEARN Checkpoints as the checkpoints are exclusively available online.
Multiplication Table: For students with a documented math disability, a paper-based 9x9 multiplication table may be beneficial. The multiplication table is available on all ILEARN and I AM Mathematics and Science assessments.
Print Booklet: A paper form of the assessment may be provided to a student. The print booklet is a fixed-form test and is not adaptive. A print booklet is not available on the ILEARN Checkpoints as the checkpoints are exclusively available online.
Read Aloud to Self: Students may read aloud to themselves so they can listen to themselves as they answer the questions. Students can use a device such as a whisper phone. This accommodation requires students to be tested individually due to testing security and potential distractions.
Refreshable Braille: TDS delivers the assessment in a manner compatible with refreshable braille devices (RBDs), but local schools provide access to the refreshable braille device. A refreshable braille device is a mechanical device for displaying braille characters. Students who are blind or have low vision may use refreshable braille devices to read text output. Permissive mode must be indicated as an accommodation to use refreshable braille. Refreshable braille is available for students taking ILEARN.
Scribe: Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses. Students dictate their responses to a human who records the response verbatim

in the response area. The scribe protocol is found in Section 6. For students participating in the ILEARN Checkpoints who are unable to participate in the online assessment due to religious purposes, a Nonstandard Assessment Accommodation request may be submitted for the use of a scribe. More information pertaining to Nonstandard Assessment Accommodation requests is found in Section 7.

Sign Language Interpreter Except Items Testing Reading Comprehension: A student who is deaf or hard of hearing may require the use of a sign language interpreter. The interpreter must use the appropriate protocol to sign test content based on the student's accommodation.

Students who require a sign language interpreter **except** items testing reading comprehension on ILEARN ELA will only have items and passages signed that do not measure reading comprehension. TDS and the paper fixed-form will display a "Do Not Speak/Sign" icon on items and passages that cannot be signed to the student. A sign language interpreter except items testing reading comprehension is applicable to ILEARN English/language Arts, Mathematics, Science, and Social Studies.

For IREAD-3, students who only require general directions from the IREAD-3 Online Test Script, which does not contain secure test information, are able to participate in the online IREAD-3 assessment and would not require a sign language interpreter assessment accommodation. The information signed to the student from the Online Test Script includes directions provided to all students and does not contain secure information. Students who require a sign language interpreter for items except items testing reading comprehension on secure test directions are required to test paper-and-pencil and must have both accommodations indicated in their current formal plan. Sign language interpreters and TAs must use the IREAD-3 Paper Testing Script for Read Aloud Accommodation and Secure Segment 1 Script for students. The required scripts must be ordered or downloaded ahead of time in TIDE for IREAD-3. The TA and sign language interpreter must follow the script verbatim if administering the sign language interpreter accommodation for paper testing. TAs/sign language interpreters may review the script for IREAD-3 paper assessments no more than 24 hours before administering the sign language interpreter accommodation to ensure proper administration.

The TA must oversee the interpreter.*

Parents/guardians are not allowed to serve as an interpreter during state testing. Interpreters must be school employees or individuals contracted by the school who have signed the Testing Security and Integrity Agreement.

Sign Language Interpreter Including Items Testing Reading Comprehension: A student who is deaf or hard of hearing may require the use of a sign language interpreter. The interpreter must use the appropriate protocol to sign test content based on the student's accommodation.

Students who require a sign language interpreter for all items **including** reading comprehension will have text signed by an interpreter for the CAT or paper fixed-form on ILEARN ELA. Students with this accommodation will not display a "Do Not Speak/Sign' icon on items and passages. This accommodation is only applicable to ILEARN ELA.

Speech-to-Text (STT): Students who have motor or processing disabilities (such as dyslexia) that make it difficult to produce text or commands using computer keys may benefit from this accommodation.The TDS provides STT technology within the secure browser. Some limited cases may require the use of a non-embedded, third-party add on. In such cases, permissive mode is also required, and the third-party add on must be approved for use. Refer to the Assistive Technology Manual for more information. Speech-to-text is only available for assessments that have constructed response or essay items. Students using STT require a one-on-one testing environment. ILEARN Checkpoints do not consist of items that would require the use of STT.
Student Provided Access to Own Resources: Students can use their own resources, such as an abacus, tactile symbols and raised lined graph paper. Manipulatives (e.g., personal clocks) are not permitted.
Student Provided with Additional Breaks: Students are allowed additional breaks during testing. Some students may need to take a break due to the existence or sudden onset of a temporary or long-term medical condition, or to refocus due to attention concerns. If this occurs, the student's testing time is suspended during the break and is resumed upon the student's return.
Word Completion: Word prediction is an assistive technology tool that suggests words while students type. TDS provides word prediction technology within the secure browser. Some limited cases may require the use of a non-embedded, third-party add on. In such cases, permissive mode is also required, and the third-party add on must be approved for use. Refer to the Assistive Technology Manual for more information regarding accepted third-party software for word prediction. ILEARN Checkpoints do not consist of items that would require the use of word prediction.

Table 12. Non-Embedded Accommodations for ILEARN, IREAD-3, and I AM Assessments. An 'X' indicates the feature is available for the assessment program.

Non-Embedded Accommodation Assessment Application						
Accommodation	**IREAD-3**	**ILEARN 3-5**	**ILEARN 6-8**	**ILEARN Biology**	**ILEARN U.S. Government**	**I AM**
Abacus		X	X	X		
Adaptive and/or Handheld Calculator for Calculator-Allowed Items			X			
Adaptive and/or Handheld Calculator for ALL Mathematics items			X			
Adaptive and/or Handheld Calculator for ALL Science Items		X	X	X		

Alternate Indication of Response	X	X	X	X	X	X
Bilingual Word-to-Word Dictionary	X	X	X	X	X	X
Braille Booklet (Contracted)	X	X	X	X	X	X
Braille Embosser		X	X	X	X	
Braille Transcription for Audio Items (ELA Only)		X	X			
Human Reader Except Items Testing Reading Comprehension	X	X	X	X	X	
Human Reader Including Reading Comprehension		X	X			
Hundreds Chart		X	X	X		X
Individual Testing	X	X	X	X	X	X
Large Print Booklet	X	X	X	X	X	X
Multiplication Table		X	X	X		X
Print Booklet	X	X	X	X	X	X
Read Aloud to Self	X	X	X	X	X	X
Refreshable Braille		X	X	X	X	
Scribe	X	X	X	X	X	
Sign Language Interpreter Except Items Testing Reading Comprehension	X	X	X	X	X	
Sign Language Interpreter Including Items Testing Reading Comprehension		X	X			X

Speech-to-Text (STT)		X	X	X		
Student Provided Access to Own Resources						X
Student Provided with Additional Breaks	X	X	X	X	X	X
Word Completion		X	X	X		

Section 4: WIDA Administrative Considerations and Accommodations

WIDA provides the English language proficiency (ELP) assessments in Indiana, including WIDA Screener (placement) assessments and WIDA ACCESS (annual) assessments. WIDA shares extensive guidance regarding accessibility and accommodations for use on WIDA assessments. WIDA's Accessibility and Accommodations Manual includes detailed information regarding WIDA's Accessibility and Accommodations Framework, which includes administrative considerations, universal tools, and accommodations. Appendix D of that manual contains accommodations checklists for each WIDA assessment. To ensure compliance with Indiana policy and guidance, please refer to this Indiana-specific list of approved accommodations and supports.

This section details the administrative considerations and accommodations available for WIDA assessments. Eligibility for these considerations should be determined by an educator (or team of educators) familiar with the student's characteristics and needs, provided that all standardized testing and security requirements are met.

Clarifying and providing test directions in the student's home language is not an allowable accommodation or support in Indiana for specific test questions and/or content. Translation of directions for any state assessment is only permissible when utilizing an approved script.

Administrative Considerations

Administrative considerations are available to any student who might benefit from some personalization of standard test procedures. The following individualized administration procedures provide flexibility to corporations and schools in determining the conditions under which WIDA assessments may be administered most effectively.

Table 14. WIDA Administrative Considerations

WIDA Administrative Considerations		
Category	**Administrative Consideration**	**Description**
Test Timing and Scheduling	**Supervised Breaks**	Students may take a break at any point, as needed. Breaks may be planned in advance based upon student-specific needs. Students should be kept in the testing environment during breaks, when possible.
	Short Segments	In circumstances when a student needs longer breaks in testing, a test can be administered across multiple, short administration sessions. This should be predetermined based on the student's needs for breaks during instruction.
	Extended Testing Time	WIDA assessments are untimed. Timing guidance is provided, but there is not a strict limit. Any student who is actively engaged in testing can be allowed to

		continue working beyond the recommended timing guidance.
	Extended Testing of a Test Domain over Multiple Days (EM) ***Note:*** *EM is listed as an accommodation by WIDA. IDOE no longer recognizes EM as an accommodation. EM does not need to be indicated in the student's WIDA AMS profile.*	ACCESS Online and Paper: The Listening, Reading, and Speaking domain tests can be completed across multiple days. IDOE approval is not required. However, Indiana policy requires that the Writing domain test be completed on the same day it is started. EM is not allowed for the Writing domain.
Test Environment	**Adaptive and Specialized Equipment or Furniture**	Students who routinely use adaptive and specialized equipment or furniture (e.g., special seating, weighted vests, fidget tools, adaptive keyboards) should have access to those during testing.
	Alternative Microphone	Students who are uncomfortable using a headset may use an alternative microphone (external or the testing device's built-in microphone, in conjunction with external or the device's speakers).
	Familiar Test Administrator	The TA can be any staff member the student is familiar with, provided the certification and training requirements have been met.
	Individual or Small Group Setting	Students may be tested individually or in a small group setting.
	Specific Seating	Students may be seated any place in the testing environment that helps them hear, see, focus, or otherwise engage with the test. Seating arrangements must ensure the student can access test materials, hear the TA and any recorded audio, and be monitored by the TA.
Test Content Presentation	**Redirection**	TAs may quietly redirect a student's attention back to the test when the student is demonstrating off-task behavior. Verbal redirection may be given in English or the student's home language. This must be done without disturbing other test takers.
	Encouragement	TAs can provide verbal praise for on-task behavior. Encouragement must not be tied to the student's test performance and must not disturb other test takers.
	Read Aloud to Self	Students may read any part of the test aloud to themselves. Arrange an individual test administration

		if a student will not be using a whisper phone and/or will be a distraction to other test takers.
Test Item Responses	**Monitor Placement of Responses**	TAs may monitor students to ensure answers are marked in the correct places in a test booklet or the online test platform.

Universal Tools

Universal tools are available to all students participating in WIDA assessments to address individual accessibility needs. Universal tools may be embedded in the online test system or provided by TAs during testing.

Table 15. Universal Tools for WIDA Assessments

Universal Tools: WIDA		
Universal Tool	**Description**	**Test Mode**
Audio Aids	A tool the student can use to amplify or diminish sound.	Online and Paper
Color Adjustments	A tool to increase contrast or otherwise allow a student to better see the test content. Students can use transparent color overlays to alter how they see the test content on the screen or in a test booklet.	Online and Paper
Highlighters, Colored Pencils, or Crayons	Tools the student can use to mark specific text.	Online (embedded highlighter tool) and Paper
Keyboard Navigation	Students can move from screen to screen and make selections in the online test platform by using the keyboard instead of the mouse.	Online
Line Guide or Tracking Tool	Students can use a variety of tools to guide their eyes while reading.	Online and Paper
Low-Vision Aids or Magnification Devices	Tools the student can use to increase the size of graphics and text. A magnifier tool is built into the online test platform. A low-vision device can be used for paper testing.	Online and Paper
Sticky Notes	An embedded tool the student can use to make notes in preparing for responses on the online Writing test.	Online
Scratch Paper	Students can use blank scratch paper to make notes, draft text, or sketch diagrams as they test. Scratch paper is only permissible for the Listening, Reading, and Writing domain tests. Indiana	Online and Paper

	assessment policy does not allow for the use of scratch paper on the Speaking domain test, as students reading from a prepared response is not an accurate reflection of their speaking ability and fluency. Note: Used scratch paper is considered secure test material. It must be collected and securely destroyed following test administration.	

Accommodations

Accommodations on WIDA assessments are intended only for ELs with disabilities, as specified in an IEP, Service Plan, CSEP, or Section 504 Plan. Accommodations may be embedded within the online test platform or delivered locally by the TA. Paper-based test forms, including standard print, large print, and braille, are available if the accommodation is documented in the student's formal plan (excludes ILP*).

*ILP accommodations do not apply to WIDA ACCESS assessments. In general, only ELs with disabilities can have accommodations on WIDA assessments, per their formal plan.

Table 16. WIDA-Specific Accommodations (Allowable in Indiana)

WIDA-Specific Accommodations			
Accommodation Code and Name	**Description**	**Test Domains**	**WIDA Assessment**
BR: Braille	Provides access to the assessment for a braille-proficient EL who is blind.	Listening Reading Writing	ACCESS Paper
ES: Extended speaking test response time	The student is provided up to twice the allowable time to respond to items.	Speaking	Screener Online and Paper ACCESS Paper and Online
IR: In-person human reader	This accommodation may support students with a documented need for an in-person human reader. This accommodation only applies to text. TAs can read labels or captions, but never describe images. Answer choices may only be read aloud only for the Listening domain test. TAs must utilize the Human Reader Accommodation Script for paper test administrations. A special script is not needed for online test administrations; TAs only	Listening Speaking Writing	Screener Online and Paper ACCESS Online and Paper

	supplement the pre-recorded audio. Additional information regarding IR is detailed below this chart.		
RP: Repeat in-person human reader	This accommodation follows the same guidelines as the IR accommodation. TAs providing this accommodation can repeat anything they read aloud. For the Listening domain test, TAs can repeat each Listening passage and the associated test questions only one additional time. Additional information regarding RP is detailed below this chart.	Listening (1x) Speaking Writing	Screener Online and Paper ACCESS Online and Paper
SD: Interpreter signs test directions in ASL	Interpreter signs test logistics, directions, and practice items into ASL or another signed system. Translation of actual test items is not allowed.	Listening Reading Speaking Writing	Screener for Kindergarten Screener Online and Paper Kindergarten ACCESS ACCESS Online and Paper Alternate ACCESS
LP: Large Print	Large print version of the test. Student responses must be transcribed verbatim into the scannable test booklet for scoring.	Listening Reading Speaking Writing	Kindergarten ACCESS ACCESS Paper
MC: Manual control of item audio	This accommodation allows a student to indicate when they are ready to hear recorded audio during testing.	Listening Speaking Writing	Screener Online and Paper ACCESS Online and Paper
RA: Repeat item audio	This accommodation allows a student to hear recorded audio again. Audio on the Listening test can be replayed one time. Audio on the Speaking and Writing tests can be replayed as many times as needed.	Listening (1x) Speaking Writing	Screener Online and Paper ACCESS Online and Paper
SR: Scribed response	This accommodation is provided to students who are unable to write or type due to a disability or temporary medical condition (e.g., broken arm). TAs respond in the online test platform or in a test booklet, as directed by a student. See Appendix C or WIDA's Accessibility and Accommodations Manual for scribing guidance.	Listening Reading Writing	Screener for Kindergarten Screener Online and Paper Kindergarten ACCESS ACCESS Online and Paper Alternate ACCESS

RD: Student responds using a recording device, which is transcribed by the student	This accommodation allows the student to respond to test tasks by speaking into a recording device and then transcribing the recorded responses into the online test platform or a test booklet.	Writing	Screener for Kindergarten Screener Online and Paper Kindergarten ACCESS ACCESS Online and Paper Alternate ACCESS
NS: Test may be administered by school personnel in non-school setting	This accommodation is intended for students who are enrolled but unable to attend school due to hospitalization or other extended absence during the test window.	Listening Reading Speaking Writing	Screener for Kindergarten Screener Online and Paper Kindergarten ACCESS ACCESS Online and Paper Alternate ACCESS
WD: Word processor or similar keyboarding device used to respond to test items	This accommodation is for students who have a documented need to use a standalone word processor or other keyboarding device that is not compatible with the online test platform or testing device. Transcription must occur as soon as possible following the completion of the domain test.	Listening Reading Writing	Screener for Kindergarten Screener Online and Paper Kindergarten ACCESS ACCESS Online and Paper Alternate ACCESS

Additional Information Regarding IR and RP Accommodations

The IR and RP accommodations may support students with a documented need for an in-person human reader. These accommodations apply only to text. Additional information regarding the IR and RP accommodations is detailed below.

- IR and RP accommodations do not apply to the Reading domain test.
- For online test administrations with IR, the TA can read aloud labels and captions as they appear on screen, but never describe images. Labels and captions can be repeated, as needed, with IR and RP.
- Text answer choices may be read aloud only for Listening domain tests with IR.
- For Listening domain tests with IR and RP, each Listening passage and the associated test questions can only be read aloud one additional time. For online test administrations, the student will initially hear the Listening passage and test questions once from the online platform, and then the TA can repeat those one additional time.
- For ACCESS Online Writing domain tests with IR, the TA can read all text that appears on the screen for grades 4-12 Writing tasks. The TA will follow the standard Test Administrator Script for grades 1-3.
- For ACCESS Paper, the Human Reader Accommodation Script is required. This script is used instead of the Test Administrator Script for all test domains and replaces the pre-recorded audio for Listening and Speaking. This script must be requested by contacting DRC Customer Service during the Additional Materials Ordering (AMO) window.
- RP is the human reader replacement for the RA accommodation. A student should not be assigned both RP and RA accommodations.

- Students with the IR and RP accommodations must be administered testing in an individual test setting. For ACCESS Online, external speakers and a microphone, rather than a headset, should be used so the TA knows when to supplement the pre-recorded audio.

Indiana-Specific Accommodations

Table 17 details Indiana-specific accommodations approved for WIDA ACCESS assessments. These accommodations cannot be indicated in a student's WIDA AMS profile, but do require manual action to be taken in WIDA AMS by a District or School Coordinator user.

Table 17. Indiana-Specific Accommodations for WIDA ACCESS

Accommodation and Description	Required Actions
Exempt from Participating in One or More Domain Tests A student whose disability always prevents meaningful participation in one or more domains is exempt from participating in the specific domain test(s). ELs who participate in at least two domains have the opportunity to meet exit criteria. Examples include, but are not limited to: ● A student who is deaf is unable to participate in Listening. ● A student who is nonverbal is unable to participate in Speaking.	1. Ensure the exempt accommodation is correctly documented in the student's formal plan for each applicable domain. 2. Submit the WIDA ACCESS Domain Exemptions Form for the exempt accommodation(s) to be verified by IDOE. 3. During the ACCESS testing window, mark each impacted domain with Do Not Score code SPD (Special Education). **Note:** Do Not Score codes are marked in WIDA AMS for online tests (the student must have a test registration for each exempt domain) and on the back cover of the test booklet for paper tests.
Handwriting for ACCESS Online Writing Domain, Grades 4-12 A student accesses Writing test items via the online platform and handwrites responses in a paper Writing Response Booklet.	1. Ensure the Handwriting accommodation is documented in the student's formal plan. 2. Remove the student from the standard online Writing test registration in WIDA AMS. 3. Register the student for the Online Writing "HW" (Handwriting) test in WIDA AMS. 4. Place an AMO for the appropriate Writing Response Booklet.
Paper Testing, Grades 1-12 A student is unable to access or participate in online testing and instead participates in ACCESS Paper. Examples include, but are not limited to: ● A student with paper testing as an accommodation. ● A student with limited or no exposure to technology (i.e., refugee). ● A student with religious objections for technology use.	1. Ensure the paper testing accommodation is documented in the student's formal plan. 2. For ELs who do not have paper testing as an accommodation, but are not able to test online, submit the Nonstandard Assessment Accommodation Request Form for approval. 3. Remove the student from online test registrations if assigned in error. 4. Determine tier assignment (Tier A or B/C) and place an AMO for ACCESS Paper materials, if needed.

• A student with a temporary medical condition (e.g., concussion). • A student in a facility without internet access (e.g, correctional facility, hospital).	

Additional Guidance for Domain Exemptions

Please note the following additional information regarding ELs with exempt accommodations who participate in less than four domains.

- In order for an Overall scale score and proficiency level to be calculated:
  - The steps outlined in Table 17 must be completed.
  - The student must participate in at least two domains.
- For ACCESS Online, completion of the Listening and Reading domain tests generates tier placement for the Speaking and Writing domain tests. For online testers with Listening and/or Reading domain exemptions, IDOE must end the incomplete tests in WIDA AMS prior to the student being administered the Speaking and Writing domains. This will occur based upon WIDA ACCESS Domain Exemptions Form submissions. Do not remove students from exempt online test registrations in WIDA AMS.
- Overall scale scores and proficiency levels for students with domain exemptions **do not** populate in DRC's reporting. Exempt domain and associated composite scores will report as NA. Calculations are made outside of WIDA AMS after final state reporting is made available. Updated results for impacted ACCESS testers will be available in EdData (WIDA Outcomes Report) in late June.

As a reminder, no EL is exempt from participating in the annual ELP assessment, including ELs with disabilities. Just as there is no opt-out provision for students without disabilities, there is also no provision that allows a student's parent or case conference committee (CCC) to determine a student with disabilities will not participate in a particular assessment. Schools are federally required to assess 100 percent of identified ELs. Exempt accommodations must not be given unnecessarily as a means to opt a student out of participating in the assessment. Only in very rare circumstances should a student have exempt accommodations for all four domains.

- No Kindergarten ACCESS, ACCESS Online, or ACCESS Paper tester should be exempt from all four domains. If the CCC determines that a standard ACCESS tester should be exempt from all four domains, then participation in Alternate ACCESS should be considered for that student.
- The majority of Alternate ACCESS testers will be able to participate in at least a portion of the assessment. Alternate ACCESS is designed for ELs with the most significant cognitive disabilities, and each domain test has built in stopping points after three consecutive tasks are scored as *No Response* and/or *Incorrect*.
- If there is a specific situation that warrants an exemption from all four domains on the Alternate ACCESS, schools should contact IDOE's Office of Student Assessment for guidance on how to proceed so that the student is able to participate to the highest degree possible.
- If a student does not participate in any domains (i.e., test administration is not even attempted), then Do Not Score SPD codes should be marked for all test domains. The

Individual Characteristics Questionnaire (ICQ) in the student's test booklet must still be completed by the TA. ICQ information will be reported on the Individual Student Report for educators.

Accommodated Test Forms

The following ACCESS paper test forms are available for ELs with paper testing, LP, or BR accommodations:

- **ACCESS Paper:** Available for ELs in grades 1-12 who are unable to access or participate in online testing. Tier B/C is the only version of ACCESS Paper in which a student can meet Indiana exit criteria and be reclassified as fluent.
- **Large Print:** Available for ELs in kindergarten through grade 12 who have the LP accommodation. Test materials are printed in 18-point font on 11x17 inch paper. The large print kit also includes a scannable (standard) test booklet, in which student responses must be transcribed verbatim for scoring. Responses that are not transcribed into the scannable test booklet will not be scored.
- **Braille:** Unified English Braille (UEB) is available for grades 1-5. Both UEB with Nemeth and UEB Math/Science are available for grades 6-12. Specify UEB type, as well as contracted or uncontracted braille, when ordering materials. Braille materials are not shipped with initial materials orders. AMOs for braille materials require IDOE approval. Braille is available for the Listening, Reading, and Writing domains. The Speaking domain requires students to view images and is not available in a braille format. The standard Speaking test is included in the braille kit; however, students with the BR accommodation may receive a domain exemption for Speaking.

Use of Communication Device

An augmentative/alternative communication (AAC) device is considered the voice of a student who is unable to produce functional speech. Use of an AAC during testing should be consistent with the student's day-to-day instruction and communication methods and is not considered an accommodation. Students who use a communication device can use it on WIDA assessments. A Fidelity Assurance Form must be submitted for IDOE documentation.

Unallowable Accommodations and Supports

The following modifications would alter the set of knowledge, skills, and abilities WIDA assessments measure and are never allowed during test administration:

- Reading aloud items on the Reading domain test.
- Providing oral or written translations of items into a language other than English.
- Signing items, passages, or response options.
- Allowing responses in a language other than English.
- Allowing use of a bilingual word-to-word dictionary.

Section 5: Digital SAT School Day Universal Features and Accommodations

The Digital SAT School Day is administered to high school students during their junior year as Indiana's high school accountability assessment. Students who take the Digital SAT School Day will also receive a college-reportable score with the ability to distribute this score to up to four colleges and universities paid for by the state of Indiana. Students may participate in the Digital SAT School Day with accommodations approved by College Board and receive a college-reportable score. Most accommodations are approved by College Board, but certain accommodations listed are state-approved only (listed as State-Allowed Accommodations (SAAs) on page 43). Students who require an SAA will receive a score for accountability, but the score will not be reportable to colleges.

Universal Tools

Universal Tools are available to all students. Some tools are available to all test takers and do not require a formal plan. These include:

Table 17. Universal Tools

Universal Tools
Annotate: Students may use the annotate tool to highlight text from a question or to leave a note.
Desmos Calculator: For tests with math items, a built-in calculator is provided. Students can drag the calculator anywhere on the screen.
Line Reader: The line reader feature uses highlighting to guide students as they read.
Mark for Review: Students may use the bookmark icon to flag any question they want to review before submitting the test.
Notes: The notes feature is for digital note taking. Students also receive scratch paper.
Option Eliminator: Students can cross out and undo answer choices.
Reference: A reference sheet with commonly used formulas will appear on all tests with math items.
Testing Timer: A timer will let students know how much time is remaining in each part of the test. The timer is able to be hidden until five minutes remain. Students will receive an alert at five minutes.
Zoom: Students may use keyboard shortcuts on laptops or pinch and zoom on tablets to get a closer look at any part of an item.

Table 18. Non-Embedded Universal Tools

Non-Embedded Universal Tools

Instructions: General instructions are given orally and may be repeated by request of students.
Quiet Testing Environment: The test is administered in a quiet, structured environment.
Test Breaks: Test breaks are included in the test schedule.

Accommodations

Students with documented disabilities may be eligible for accommodations; however, a student must be approved for accommodations in College Board's Services for Students with Disabilities (SSD) Online before testing. Accommodations must be documented per stated timelines and processed to be approved prior to testing. Accommodations are requested in SSD Online by the school's designated SSD Coordinator, and schools may have more than one SSD Coordinator, as needed. Upon appointment, SSD Coordinators must submit a request form after which they will be able to gain access to SSD Online from their College Board professional account. Once approved in SSD Online, accommodations will be reflected in Test Day Toolkit (TDTK) and Bluebook and can be used on all SAT Suite of Assessments

Accommodations cannot be waived. Students must assess with the accommodations outlined in their formal plan (i.e., IEP, Section 504, Service Plan). Though some College Board documentation indicates that accommodations can be waived by the student, that does not apply to the statewide Digital SAT School Day for Indiana high school accountability. If a parent, student, or educator does not feel a specific accommodation is warranted on the Digital SAT School Day, then the proper course of action is to modify the student's plan to reflect the appropriate set of accommodations on the Digital SAT School Day.

Example: Many students who normally have an extended time accommodation do not regularly utilize that extended time. Because of the way extended time functions on the SAT (related to no self-pacing and lunch breaks, as described on p. 42), some of these students may not feel that extended time on the SAT is appropriate for them. In order to remove this accommodation, they must complete the process to update their IEP through a case conference committee.

College Board Forms

- Accommodations Request/Consent Forms and How to Use Them
- Accommodations and Supports Handbook

College Board provides many different types of accommodations to students with disabilities, along with EL supports for certain assessments. Information regarding common accommodations and supports is listed below.

Accommodations in SSD Online are categorized into six sections, as outlined in Table 19. College Board's *Accommodations and Supports Handbook* describes the non-embedded accommodations outlined in Table 19 in more detail. Additional information regarding acceptable calculators can be found in the *Spring 2025 Digital SAT School Day Coordinator* Manual.

Temporary Supports

Students with temporary conditions, such as a broken arm, may be eligible for temporary assistance on some assessments. To request temporary assistance, SSD Coordinators can submit the Request for Temporary Assistance Form.

In rare circumstances, a physical condition might have effects that are not permanent but are substantial and long-standing. (e.g., An injury might result in extensive limitations that last longer than one year.) A long-standing physical condition may be considered a disability. Accommodation requests for long-standing physical conditions should be made under the regular accommodation request process.

The SAT provides accommodations that are either embedded or non-embedded (Table 19) and must be approved by a case conference committee.

Accommodations

Table 19. Accommodations

Accommodations
Extended Time Accommodations: Students can receive time and one-half (50%), double time (100%), or more than double time (>100%). Documentation is required for more than double time. Students with more than double time (>100%) may test over the course of two or more days. Specific number of testing days will vary based upon each student's documented needs.
Reading/Seeing Text: Students approved for a human reader or screen reader for digital exams will take a digital exam using the screen reader functionality available through their device's operating system (i.e., text-to-speech) or their own screen reader software. Students approved for writer/scribe or dictation for digital exams should test with the digital exam using speech-to-text. Students approved for pre-recorded audio will take a digital exam using the screen reader functionality available through their device's operating system (i.e., text-to- speech) or their own screen reader software. ● Large Print Test Book and magnification devices (non-electric and electric), will be able to take digital exams using their device's functions to zoom in and out universal tools. ● Most students approved for Braille with raised line drawings, contracted will test with the digital exam using a refreshable braille display and/or screen reader. Students using a screen reader will need to use headphones. ● Raised Line Drawings: (formerly "braille graphs and figures"). Students can take the digital exam and use the raised line drawing supplement. ● Color Overlay/Color Contrast: students can use the color settings available through their operating system and/or device screen, or they can use a plastic overlay attached to their device's screen. ● Students approved for an ATC test format, if not separately approved for a particular assistive technology, can test with a standard digital exam using the app tools and functionality available through their device's operating system. ● If a student is unable to test using the digital exam, they will need to submit a request in SSD Online to request for Paper/Pencil Testing.
Recording Responses: Students approved for the writer/scribe or dictation accommodation will test digitally using speech-to-text accessibility on their operating device. The accommodation includes time and one-half 50%. Students approved for the Large-Print Answer Sheet will be able to take digital

exams using their device's functions to zoom in and out using a universal tool. For the braille writer accommodation on the digital exam, braille writing software should be used. If a student is unable to test using the digital exam, they will need to submit a request in SSD Online to request for Paper/Pencil Testing
Extra/Extended Breaks: Students can receive extra breaks, extended breaks, or breaks, as needed.
Modified Setting: Students can receive preferential seating, testing in a small group setting, individual testing, wheelchair accessibility, or home/hospital testing. Documentation is required for home/hospital testing.
Other: Students can receive food/drink/medication, permission to test blood sugar, a printed copy of verbal instructions, a sign language interpreter for oral instructions only, assistive technology, auditory amplification/FM system, or a four-function calculator. Documentation is required for assistive technology.
Paper Test: To request a paper test in SSD Online, click the "Reading/Seeing Text" accommodation category. After selecting "Other", type in "Paper test requested for digital assessments." Provide the necessary documentation before submitting the request.

Important Notes

- **Self-Pacing**: Students testing with extended time on the Digital SAT School Day assessment will use the entire time they're approved for (no self-pacing). Students cannot move to the next section when they're finished, even if they're the only student testing.
- **Reading/Seeing Accommodations:** When requesting accommodations for a student with a visual disability, remember to request both the reading/seeing accommodation (e.g., human reader or large print) and an accommodation for recording responses (e.g., large-print answer sheet, writer/scribe), as needed. Students approved for these accommodations will test with a digital exam as noted in the accommodations section. If a student is unable to test using the digital exam, requests in SSD Online must be made for Paper/Pencil Testing.
- **Extended Time and Lunch: While students are permitted to eat snacks during the break between the Reading/Writing and Math sections,** students are not allowed to take a lunch break during the Digital SAT School Day. This has special implications for students who are designated to take time and one-half (50%) extended time on the Digital SAT School Day, which requires a single full day of testing without a lunch break.

EL Supports

Some features are available for ELs as additional supports (see Table 20).

Table 20. EL Digital SAT School Day Supports

English Learner Supports

Approved Word-to-Word Bilingual Dictionaries: Word-to-word bilingual dictionary are available for ELs. This support does not require College Board approval to use.
Translated Directions: Schools must print the directions for students; no printed test directions will be sent to schools. Translated directions are available in: Spanish, Albanian, Arabic, Bengali, Gujarati, French, Portuguese, Polish, Chinese/Mandarin, Haitian-Creole, Hindi, Russian, Urdu, Pashto, Ukrainian, and Vietnamese. Use of translated test directions does NOT require approval by College Board. Translated test directions will be available in PDF format.
Time and One-Half Extended Time: The use of the time and one-half extended time as an EL support must be entered in SSD Online by the identified deadline to be used. While documentation does not need to be submitted to College Board, schools will be asked during the submission process to verify that the student meets certain criteria.

TTS in ILPs: College Board's policy is that students can only qualify for TTS with a formally-diagnosed disability. Certain Indiana students have TTS designated in their ILPs, though they do not have a diagnosed disability. Since one purpose of the SAT is to obtain a college-reportable score on a nationally-recognized college entrance exam paid for by the state, IDOE policy indicates that students with TTS designated in their ILP should test without the accommodation, if able, in order to retain their college-reportable score that can provide access to colleges and scholarships. If the student is unable to test without the accommodation, then TTS is available as a State-Allowed Accommodation.

State-Allowed Accommodations (SAAs)

SAAs are available for schools testing in statewide contracts. When using SAAs, students, schools, and the state will receive scores; however, the scores are **not** accepted by colleges, universities, or scholarship programs. These accommodations must be requested for each state administration and are only available for the specific test administration they are approved for. SSD Coordinators can request SAAs within SSD Online beginning in January for the upcoming spring assessment. No documentation is required for approval, but requests must be made to administer a test with SAAs. Because students who obtain SAAs are choosing to forgo their opportunity at using these scores for colleges, universities, or scholarships, SSD Coordinators should confirm that students and parents are fully aware of the consequences of testing with one of the available SAAs, and may wish to locally document the approval.

The following SAAs are the only three approved by IDOE:

- SAAs sign the Reading and Writing test content using American Sign Language (ASL) or Pidgin Signed English (PSE). The sign language interpreter may sign test questions and answer choices. The student may also sign their answer responses to the interpreter.
- SAAs sign the Mathematics test content using American Sign Language (ASL) or Pidgin Signed English (PSE). The sign language interpreter may sign test questions and answer choices. The student may also sign their answer responses to the interpreter.
- SAAs provide TTS to students with the designation in their ILP.

Student Rosters

The Test Coordinator at each school administering the SAT will utilize College Board's Test Day Toolkit (TDTK) and State Data Management System (SDMS)to manage the administration of the test. TDTK and SDMS will provide Test Coordinators with a roster of students registered for their school. If a student has accommodations for the digital SAT, the accommodations will appear in the student roster.

If a student's SDMS registration data does not exactly match their demographic data in SSD Online, the student's approved accommodations will not appear in SDMS, Test Day Toolkit, or Bluebook. If the school test coordinator or SSD coordinator is certain the student in SDMS is the same student associated with a particular SSD ID in SSD Online, one of them may "force match" these students by: Clicking Student Roster → Selecting the designated student → And entering the SSD ID from SSD Online into the SSD ID field in SDMS.

Test Coordinators will need to check the student roster in TDTK to determine how to assign students to testing rooms based on their accommodations and/or if alternative testing (e.g., linear paper tests) is required. Any embedded accommodations will be automatically configured in the Bluebook testing platform for students.

Section 6: Specific Testing Protocol for ILEARN, IREAD-3, and I AM

Protocol for Administering the Sign Language Interpreter and/or the Human Reader Accommodation on ILEARN and I AM

ILEARN

If the IEP case conference committee determines a student requires a sign language interpreter or human reader accommodation, TAs must follow IDOE's administration protocol.

- The sign language interpreter and/or human reader accommodation must be administered one-on-one for the ILEARN CAT, and the student must have this accommodation listed in their IEP, Service Plan, CSEP, Section 504 Plan, or ILP. Ideally, TAs and/or sign language interpreters will have worked with the student(s) previously.
- A one-on-one administration is required because the CAT administers different items to each student. No exceptions are available. If the human reader or sign language interpreter accommodation is required for a large group of students, the CTC may request to administer the paper fixed form to accommodate logistics of test administration.
- Two types of human reader and sign language interpreter accommodations are available for ILEARN ELA assessments (including reading comprehension or except reading comprehension). TAs must not read or sign items that measure reading comprehension for students who are assigned the human reader or sign language interpreter accommodation for items except items measuring reading comprehension. TDS and paper assessments will display a "Do Not Speak/Sign" icon on items and passages that cannot be read or signed to the student based on their assigned accommodation. Do not read or sign any items or passages labeled with the "Do Not Speak/Sign" icon. Images and additional guidance are provided in each applicable program's TAM.
- The sign language interpreter may display the "say boxes" from the appropriate test script (i.e., Paper Testing Script, Online Testing Script) if determined necessary for the student during administration.
- The sign language interpreter must instruct the student on how to request signed interpretation support prior to test administration and what to expect in the test environment before test administration.

I AM

- The sign language interpreter and/or human reader support must be administered one-on-one for I AM. The student must have the sign language interpreter accommodation listed in their IEP, Service Plan, or CSEP. A human reader is a designated feature available for students for whom the need has been indicated.
- The sign language interpreter may display the say boxes from the appropriate test script (i.e., Online & Paper Testing Script) and the Test Administrator's Manual (TAM) if determined necessary for the student during administration. Sign language interpreters must not display secure scripts.
- The sign language interpreter must instruct the student on how to request signed interpretation support prior to test administration and what to expect in the test environment before test administration.

During test administration for ILEARN and I AM assessments

- Sign language interpreters/human readers will:
    - Administer the assessment using the appropriate TAM and test script.
    - Sit with the student and sign and/or say the item and answer options from the student's screen or paper assessment to the student as the items are administered.
    - TAs/sign language interpreters should be attentive when reading items and/or passages so that students are not inadvertently clued as to a correct or incorrect response.
    - TAs/sign language interpreters may reread the directions, questions, and response options at the student's request only.
    - Adhere to all of the following procedures to maintain standardization and avoid cueing:
        - Say/sign numbers (including decimals) without indicating place value.
            - Example: Say/sign 45,000 as "four five zero zero zero" and <u>not</u> as "forty-five thousand"
            - Example: Say/sign 6.7 as "six point seven" and <u>not</u> as "six and seven tenths"
            - If the number is a date in context (e.g., "In 1876…") say/sign as typical to indicate a date.
        - Say/sign table and graph headers, keys, and labels, but do not interpret the graph by signing its contents. Do not say/sign or interpret the range of a graph or number line.
        - Say/sign map titles, keys, and labels exactly as they are displayed. Do not interpret labels. The human reader/interpreter may instruct the student to point to text if they would like it signed/spoken.
            - Example: If the label is abbreviated (such as IN for Indiana), say/sign the abbreviation, do <u>not</u> interpret the abbreviation for the student.
        - Say/sign equation symbols when they are present, but do not say/sign implicit mathematical steps.
            - Example: 4(3x + 2) should be said/signed "four open parenthesis three x plus two close parenthesis" and should <u>not</u> be said/signed "four times the quantity three x plus two" or "four times three x plus two". Adding the "times" or "times the quantity" interprets the equation for the student.
        - Text or labels on images may be signed/read.
- Sign language interpreters and human readers must not provide additional instructions or guidance to the student beyond the item, its answer options, or system message/tool names exactly as displayed on the screen.
- Sign language interpreters and human readers must not provide content support to the student during testing.
- Sign language interpreters and human readers administering the read aloud accommodation should be attentive when reading/signing directions and/or content to avoid inadvertently signaling a response option as correct or incorrect.

- Sign language interpreters and human readers may reread/sign the directions, questions, and response options at the student's request only.
- Sign language interpreters may correct themselves when signing incorrectly. If the sign language interpreter provides an answer to a question in error, the sign language interpreter must notify the TA immediately.
- The sign language interpreter must sign directions and/or content to the student using the information displayed on the student's screen. The interpreter must use literal translation methods. (Direct word-to-word translation is not appropriate to convey the meaning.)

The Role of TA

- The TA must understand that the role of the interpreter is to solely provide the sign language interpreter accommodation during test administration.
- The TA must communicate with the sign language interpreter prior to test administration to discuss protocol for addressing possible test irregularities.
    - It is the responsibility of the TA to contact the STC and/or CTC regarding test security or irregularity concerns, including if a sign language interpreter reports having provided an answer to a question in error.
- The TA must provide clear direction to the sign language interpreter if the student poses a question based on test content. Sign language interpreters do not assist in answering questions pertaining to the test.

Scribing Protocol

Scribing is an accommodation used with students who are unable to provide written responses on paper or enter answers into the online system. When a student's formal plan indicates that a response is to be scribed, the school must conduct a **one-on-one** test administration. This is to eliminate interference with the standardized testing of other students.

A scribe is a certified TA, Proctor, or translator who takes student dictation (e.g., speech, ASL, braille, assistive communication device, etc.) and records that dictation exactly into the paper or online assessment. The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content. Unless the student is also eligible to have the assessment read to them, the student must read the test directions, questions, and response options on their own.

Before Testing

- Scribes must complete IDOE's annual Test Security & Integrity Training and read and sign the Testing Security and Integrity Agreement, located in the Indiana Assessments Policy Manual.

- Scribes must familiarize themselves with the test format prior to the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers. This includes reviewing the TAM and any appropriate scripts for the student.

Scribe Procedure for Multiple-Choice or Technology-Enhanced Items

- The student must indicate the desired response option using their regular means of communication. This may include speaking the answer option, pointing to the answer option, or otherwise indicating the desired response option through eye gaze or similar response.
- Once the student makes their selection, the scribe will mark the indicated answer choice by selecting the answer (for online assessments) or bubbling the answer in the test book (for paper assessments).
- The student will confirm the selected answer and indicate to the scribe when they are ready to move on to the next item.

Open-Ended Responses

- The student will dictate the answer to the scribe.
- The scribe will correctly spell all words as dictated.
- The scribe will input work directly in view of the student.

The scribe will **not** capitalize words or punctuate text. The student will prompt the scribe to use capitalization and punctuation.

The scribe must not coach or correct the student on:

- The meaning of a word;
- The spelling of a word for writing prompts; or
- The punctuation of a sentence.
    - Capitalization or punctuation should not be included in written responses unless instructed to do so by the student.
    - Students must specify spelling for grade-level specific vocabulary on writing prompts.
        - Students are not expected to spell articles on writing prompts (e.g., the)
    - Students must specify spelling of homophones on writing prompts. (e.g., their, there, and they're).
    - No presumption should be made as to whether the pause is indicative of a comma or other mark of punctuation unless instructed by the student.
    - When the student has finished dictating, the written text is presented to the student for review. The student can indicate any necessary punctuation or capitalization.
    - The student may instruct the scribe to make other changes or additions (e.g., moving a sentence into another paragraph, adding an additional word or phrase, or correcting a spelling error).

Scribing with Sign Language

- The scribe must be proficient in the sign system utilized (e.g., ASL, Signed Exact English, or Pidgin), or the scribe should be working with an interpreter proficient in the sign system. Prior to test administration, the interpreter must also complete IDOE's Test Security & Integrity Training and read and sign the Testing Security and Integrity Agreement, located in

the Indiana Assessments Policy Manual. **Interpreters must be employed or contracted by the school.**

- When an open-ended response is required, interpreters should convey the meaning behind the student's indicated response, such as stating the student's response aloud to the TA while the TA scribes the interpreter's words.
- The interpreter/scribe must show the student the written response, but ***not*** sign the response to the student.
    - Probing or clarifying is allowed in the case of classifiers for students using ASL or other sign systems.
- Students may review the written or typed response on paper or on the computer screen and indicate any changes or revisions to the scribe.

Scribing with Braille

- The scribe must be proficient in reading (visually and/or tactually) braille in all braille codes used by the student.
- The scribe must enter the responses on paper or online exactly as the student has brailled. 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 or typed response on paper or on the computer screen by either using the scribe to read back the entered response or using assistive technology. Students may indicate any changes or revisions to the scribe.

After Testing

The scribe will submit online or paper-based student responses and collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver these materials to the STC. 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.

Permissive Mode

Permissive mode is an accommodation option that allows students to use accessibility software in addition to the Secure Browser. Offered on MacOS and Windows, students testing in permissive mode can have moderated access to the system outside of the Secure Browser. This allows students who need accessibility tools to navigate seamlessly between the Secure Browser and approved applications that suit their test taking needs.*

Permissive mode is necessary for students using assistive technology devices such as but not limited to refreshable braille, Augmentative and Alternative Communication (AAC) devices requiring an internet connection, or other assistive technology approved by IDOE.

**Accessibility software must be certified for use with TDS and forbidden applications will remain blocked. For information about supported operating systems, see the Supported Devices section of the Technology Guide. For information about supported assistive technologies, see the Assistive Technology Manual on the Indiana Assessment Portal.*

Requirements for Permissive Mode

- A Proctor must be present in the testing room (along with a TA). If the student is being tested individually, only the TA is necessary.
- The Proctor must be next to/near the student and monitor the student to ensure they are not accessing the device for anything other than approved accessibility software.
- Permissive mode activates when the student is approved for testing. Students who have the permissive mode setting enabled must not continue with the sign-in process until their accessibility software is correctly configured.

Transcription Guidelines

Schools must follow these guidelines to ensure accurate and fair transcription of student responses:

- All test materials and student responses are to be considered secure and confidential. Responses must be securely destroyed, not simply recycled or placed in the trash.
- Transcribers must be impartial and have no vested interest in student scores (i.e., parent/guardian or relative).
- TAs must be able to see the monitor or screen of the STT device at all times.
- Transcriptions of student responses must be identical to what the student provides, including grammar, pronunciation, and spelling. If a student provides an incomplete response, the transcription must match that incomplete response exactly.
- Transcriptions should be proofread by a second impartial party to confirm accuracy. For cases in which a student provides a graphic response, two transcribers must collaborate to transfer the response.
- TAs must provide written affirmation to the STC/CTC that the student's responses have been transcribed with fidelity. Under no circumstances should a student's answer be altered or edited — to do so is a direct violation of test security.
- At the conclusion of the test sessions each day, the STT device must be examined by the TA to ensure that none of the test components or the student's responses are stored on the device**.**

Fidelity Assurance Form

The Fidelity Assurance Form, submitted to IDOE by the CTC, is required when a student is using a medical device or an assistive technology device that requires active connection to the internet and/or contains prohibited features that **cannot** be disabled. Permissive mode will be required as an accommodation. The Fidelity Assurance Form is housed in the Moodle Test Coordinator Corner in the 'Assessment Forms' folder.

Print on Demand

Print on demand for ILEARN assessments allows students to request that an item from online testing be printed using the computer-adaptive algorithm. The item can be printed either on regular paper or via a braille embosser (for students using refreshable braille). Print on demand is an accommodation available **only** for students with an IEP, Service Plan, CSEP, or Section 504 Plan who participates in online assessments.

The intent of this tool is to enable a student to request a paper copy of an individual (or particular) online test item that might be difficult for the student to interpret in an online environment. For example, if a student is unable to read a graph online (even with the zoom features), they may need to print only the item(s) that include graphs. Utilizing the print on demand functionality is not equivalent to a paper version due to its adaptive nature. A very small number of students may need this accommodation.

Any student using this accommodation will need additional time to complete the assessment, must be tested individually, and must have permissive mode enabled. The student, TA, or Proctor must transcribe student responses for any items into the online system at the time of testing before the student may advance to the next item due to the increased security risks associated with this tool. This would include multiple-choice items, performance task items and mathematics equation/numeric response items. It is not possible to utilize this tool in a group setting due to the security risks involved and should be administered individually.

If students require most or all items in a paper format, they should receive a paper form instead of the online assessment (not applicable to the ILEARN Checkpoints).

Before Testing

CTCs and STCs will develop test security management that includes:

- Setting up the secure location of the printer. This must be a dedicated printer or one that is password protected. The dedicated printer must be in the testing room.
- Clarifying local testing staff roles and responsibilities. A Proctor or second TA must be assigned to the testing area. **The TA must never leave the testing room.**
- The student and the TA must rehearse this process before the actual test window, and CTCs and STCs must ensure this step takes place.

During Testing

Before TAs approve the student's request to print a test item (including stimulus or passage, if needed), they must ensure that the printer is on and monitored by staff who have signed IDOE's Testing Security and Integrity Agreement and completed required training.

1. The student sends a print request to the TA for an item.
2. The TA approves the student's print request and allows the item to print to a predetermined secure location.
3. Once printed, the Proctor retrieves the printed item from the secure printer and provides the printed page to the student.

4. The student responds to the item on the printed page.
5. The student or TA transcribes the student's response into the online system.
6. The student proceeds to the next item in the assessment.
7. The TA must collect the printed item after the student enters his or her response online and securely retain the printed item to check in to the STC according to the test schedule for a given day.

8. This process repeats for each item, as directed by the student.

After Testing

All printed materials resulting from the student's print-on-demand test administration must be provided to the STC for secure destruction immediately following the completion of the student's test session. The STC must collect the TA's signature and document the date, time, test segment, and content area of the printed test items upon the TA's submission. The STC must securely destroy the print-on-demand test items at the end of each testing day. Documentation of secure destruction must be kept on file (with the signature of the STC and another school administrator serving as a witness to confirm the date, time, and method of destruction). Printed test items, stimuli, and/or passages must not be kept for future test sessions. Any breach of this guidance will require submission of test security documentation to IDOE.

Paper, Large Print, and Braille Booklet Practice Test

Students participating in regular print, large print, or braille paper assessments may complete the practice test included within the secure materials five days prior to the operational assessment. Upon completion of the practice test, the materials must be securely stored until the operational assessment. TAs must ensure that students do not proceed past the practice assessment. If a student accesses the operational assessment in error, the TA must notify the CTC. The CTC must submit a testing irregularity report to IDOE for review and guidance.

Section 7: Special Circumstances and Nonstandard Accommodations

Temporary Accommodations

School corporations may provide testing accommodations to a student with a temporary condition, such as a broken arm or concussion, when that condition prevents the student from participating in a state-required assessment in the way the student would normally participate. If such an instance occurs, the school must develop an Emergency/Temporary Accommodation Plan under 511 IAC 5-2-4(b) or Individual Health Plan that describes the accommodation(s) the student will utilize during testing.

For students with concussions, IDOE has developed several guidance documents that may be used by both providers and schools regarding academic accommodations. These documents may be found under the Return to Learn Protocol section of IDOE's Concussion and Sudden Cardiac Arrest webpage.

The school is required to notify the student's parents of the planned accommodation(s). This document must be included as part of the student's permanent record kept on file at the local level and **does not** require submission to IDOE.

Temporary accommodations may include using assistive technology, such as non-embedded STT software or a scribe, if the student is taking the assessment via paper-and-pencil. CTCs can place an additional order within TIDE for a paper test booklet after submitting a Nonstandard Assessment Accommodation Request Form and receiving confirmation from IDOE.

Homebound Students

Students who are normally enrolled in a public school, charter school, accredited non-public school, or Choice school, but who are physically unable to attend school and receive instruction in their homes are required to participate in statewide assessments under conditions similar to general education students. For a student receiving homebound services, CTCs may request approval for a paper form of an assessment for the student by submitting a Nonstandard Assessment Accommodation Request Form. The assessment may also be delivered online following IDOE established protocols. The assessment may be administered during the student's scheduled service hours within the testing window by a certified test administrator.

Nonstandard Assessment Accommodation Request

A nonstandard assessment accommodation is requested for students who require specific accommodations that are not included on a formal plan or due to a temporary/emergency condition. A nonstandard assessment accommodation must be approved by IDOE. A nonstandard assessment accommodation may be requested for:

- Students with a religious belief requiring an accommodation;
- Students in a facility without access to computers or internet;
- Students who are homebound;
- Students with an Emergency/Temporary Accommodation Plan;

    - Students with limited or no formal education or exposure to technology (e.g., refugee student)

A nonstandard accommodation request should **not** be submitted for students who require an assessment accommodation (e.g., scribe, speech to text, paper testing) per an IEP, Section 504 Plan, CSEP, or Service Plan. Examples of students who may require a nonstandard accommodation are including but not limited to:

- A student with a temporary condition (i.e., broken arm) who requires the use of a scribe or speech-to- text.
- A student who requires paper testing due to a religious reason, limited exposure to technology, or a concussion.
- A student who is unable to directly interact with computers due to religious purposes and requires a scribe or human reader on the ILEARN Checkpoints.
- A student who requires testing at an alternate site or home due to being homebound.
- A student participating in WIDA ACCESS who requires the Handwriting accommodation for the Writing domain and does not have the accommodation indicated on an IEP or Service Plan.
    - Extended testing of a domain over multiple days (EM) is now considered an Administrative Consideration and does not require IDOE approval.

The accommodation:

- Must not alter the construct being measured by the assessment;
- Must align with instructional practices; and
- Must be individualized for the student who needs the accommodation.

Prohibited Modifications

The following are modifications (rather than accommodations) and are **not allowed for any students at any time on ILEARN, IREAD-3, and I AM assessments:**

- Reduce the complexity of the language in the directions or test items.
- Use of visual cues or color-coded prompts.
    - If providing sign language interpreter accommodations, it is permissible to to use visual cues, such as, pointing to directions from the TAM on a screen for students.
- Administer the entire assessment in a language other than English except for ILEARN Mathematics, Science, and Social Studies assessments utilizing the designated feature for refreshable braille or Spanish Toggle.
- Sticky notes as scratch/blank paper.
- Music in the background, which includes white noise or calming sounds.
    - If calming noise or music is a typical need for a student participating in I AM, it is permissible to provide music and/or noise in the background.
- Personal items.
- Facilitated communication.

- Animals as a calming mechanism unless it is a licensed service animal.
    - A Nonstandard Assessment Accommodation Request Form must be submitted and approved by IDOE.

Protocol for the Presence of a Medical Support During Testing

If a student has the need for a medical support during testing, the following protocol must be implemented.

- The need for a student to have a medical device (e.g., glucose monitor, cell phone, smart watch) for a medical purpose. Schools must submit the Fidelity Assurance Form to IDOE for documentation purposes and document this need locally.
- The need for a student to have access to a designated nurse for a medical purpose during testing must be documented in the student's formal plan (e.g., IEP, Section 504 Plan) prior to testing.
    - The nurse is required to complete test security training.
    - The designated nurse must be a typical, daily need for a student.
    - Nurses are not required to complete TA certification if they will not be actively interacting with and/or viewing test content.
        - In this case, the nurse would need to be situated within the room to ensure they do not view test content.
- Paraprofessionals who are assigned to students at all times during the school day are required to complete the test security training. Paraprofessionals must be situated within the room to ensure they do not view test content.
- The medical support cannot be visible during testing unless there is a medical need that requires it.
- A Proctor must be present in the testing room (along with a TA).
    - The Proctor must be near the student monitoring to ensure the student is not accessing the support unless there is a medical need. (Testing should be paused or stopped to allow the student to receive medical attention.)
- Once testing is finished:
    - The student's support must be checked (parents may need to be contacted for assistance) to review emails, text messages, or any other social media outlets that were accessible on the student's medical support (i.e., phone) to ensure the medical support was not used as a resource and to confirm that testing information was not videoed, photographed, referenced, obtained, shared on social media, or sent to others.
    - The Proctor (or TA in a one-on-one testing situation) must develop a signed and dated written statement verifying the monitoring of the student during testing and confirming the student's support was checked after testing, confirming there were no test security concerns.
        - This statement must be provided to the STC and CTC and kept on file locally. In the event the school is monitored by IDOE, this documentation may be requested.

Section 8: Multilingual Features and Accommodations for ILEARN, IREAD-3, and I AM Assessments

Students identified as ELs can have accommodations indicated in their ILPs on Indiana statewide assessments except WIDA Access (Table 22).* ELs are identified as students who:

- Are enrolled in Indiana schools and have a non-English language indicated on the Home Language Survey;
- Have been assessed with WIDA Screener and demonstrate an overall English proficiency level between 1.0 – 4.5; and
- Have not yet achieved proficiency on WIDA ACCESS for ELs.

Clarifying test directions in the student's home language is not an allowable accommodation or support in Indiana. Translation of directions for any state assessment is only permissible when utilizing an approved, translated script. Students who respond to open-ended or essay items in Spanish for Mathematics, Science, and Social Studies will have written responses scored. Responses must be indicated in English to be scored on ILEARN ELA.

*Paper testing is not an allowable accommodation in an ILP.

Table 22. ILP Accommodations

Accommodation	IREAD-3	ILEARN
Bilingual Word-to-Word Dictionary	X	X
Individual Testing	X	X
Read Aloud to Self	X	X
Student Provided Additional Breaks	X	X
TTS Except Reading Comprehension	X	X
Human Reader Except Reading Comprehension*	X	X

* Test item prompts and responses must never be translated for a student, as this would impact the validity of the assessment. Students participating in IREAD-3 may only receive a human reader ILP accommodation if also receiving a paper accommodation per an IEP, Section 504 Plan, or Service Plan.

Designated Features- Language Support

ILEARN assessments have Spanish Toggle (Spanish translation) and translated glossaries available. Translated glossaries have an audio option that will read the definition and description of a word to the student in their native language.

Spanish Toggle

Eligible students who are literate in Spanish (see below) may benefit from Spanish Toggle for Mathematics, Science, Social Studies, Biology, and U.S. Government. This feature provides the student with two presentations of an item, one in English and one in Spanish. A student can toggle between these presentations using the global icon to the top right of the student testing site. If a student also has TTS as an accommodation, TTS will only read aloud the English portion of any displayed text. If a student is viewing an item in Spanish, TTS will not be listed as an accommodation until the student toggles to English.

Language Glossaries

Eligible students (see below) may benefit from a glossary of translated terms for specific assessment items for ILEARN Mathematics, Science, and Social Studies. Language glossaries in Spanish, Burmese, Arabic, Mandarin, and Vietnamese are provided. If selected, the student will only receive the chosen language glossary; this feature replaces, rather than augments, the English glossary.

Eligible Students

Both Spanish Toggle and translated language glossaries are designated features, and may be appropriate for ELs, former ELs, and non-EL students who are multilingual. School staff familiar with the student's academic and linguistic background should determine appropriate language supports, taking the following student characteristics into account:

- WIDA ACCESS Oral Language proficiency level;
- WIDA ACCESS Literacy proficiency level;
- Formal education experiences;
- Native language literacy skills;
- Current language of instruction; and
- Presence of a disability.

The decision to use a designated feature should be made based on the individual's specific needs and not for entire student groups (e.g., providing Spanish glossaries to all students with Spanish as their home language).

Bilingual Dictionaries for ELs

IDOE permits word-to-word bilingual dictionaries for use on ILEARN, IREAD-3, and I AM assessments as an accommodation for ELs. However, use of a bilingual dictionary is not appropriate for all EL students. Students must meet the following requirements for a bilingual dictionary to be appropriate for use on state assessments:

- The student must be capable of reading in their native language;
- The student must be capable of reading words in English; and

- The student's ILP must document use of a bilingual word-to-word dictionary as an accommodation.

Schools must assure locally that bilingual dictionaries used by ELs on state standardized tests meet specific criteria. Schools are not required to seek formal approval from IDOE for use. The criteria require that the dictionaries:

- Contain word-to-word translations only;
- Do not contain definitions and/or examples of English phrases; and
- Do not contain any additional information (e.g., visuals, grammar, list of irregular verbs).

All schools are subject to possible monitoring of appropriate assessment practices by IDOE. Therefore, schools must be prepared to provide evidence that appropriate bilingual dictionaries were utilized. For guidance on choosing appropriate dictionaries, the following are examples that meet the criteria:

Language: Dutch
Title: Dutch-English/English-Dutch Concise Dictionary
Publisher: Hippocrene
ISBN-10: 0870529102
ISBN-13: 978-0870529108

Language: French
Title: English-French & French-English Word-to-Word Dictionary
Publisher: Bilingual Dictionaries, Inc.
ISBN-10: 0933146361
ISBN-13: 978-0933146365

Language: Kinyarwanda
Title: English-Kinyarwanda Dictionary: Kinyarwanda-English (Kinyarwanda and English Edition)
Publisher: CreateSpace Independent
ISBN-10: 0870529102
ISBN-13: 978-0870529108

Language: Spanish
Title: Word-for-Word English-Spanish Spanish-English Dictionary
Publisher: Harper Collins
ISBN-10: 0061774375
ISBN-13: 978-0061774379

The Chin language, commonly spoken by students from Myanmar (Burma), does not have a widely published word-to-word bilingual dictionary. If you need a Chin dictionary, please contact MSD Perry Township EL Department at 317-789-3700.

Contact IDOE's Office of Student Assessment if you need a dictionary and cannot locate an appropriate option, have questions or concerns, or need additional guidance.

Section 9: Adaptations and Allowable Supports for ISPROUT and the Indiana Kindergarten Readiness Assessment (IKRA)

ISPROUT Early Learning Assessment Adaptations

The table below includes various examples of adaptations that are allowable for all students participating in ISPROUT.

Table 23. ISPROUT Adaptations

Areas of Functioning	Examples of Adaptations	
Communication	Communication System	● Simplify the language used by adults; use shorter phrases with familiar words. ● Become familiar with the child's typical mode(s) of response, which may be subtle movements, eye gaze, gestures, or unique sounds. ● Use words the child understands. ● Use any signs the child understands or uses. ● Use an augmentative or alternative communication system the child understands or uses. ● Utilize a translator or translation app
	Sensory Support	● Use visual or tactile cues to support the child's communication.
Hearing	Communication System-Hard of Hearing	● Add use of gestures or signs in communication.
	Sensory Support - Hard of Hearing	● Make sure hearing aids or the auditory amplification system in the classroom are on and working. ● Get close to the child and face the child when speaking.
	Sensory Support - Hard of Hearing	● Use the child's system of communication: American Sign Language, Signing Exact English, Cued Speech, etc.
	Sensory Support - Hard of Hearing	● Get the child's attention visually and make sure the child is looking at objects in the environment that are being referenced.

Motor	Positioning - Large Motor	● Place the child in a supported position.
	Adaptive Equipment - Large Motor	● The child may need adaptive equipment for movement, such as a walker or wheelchair. ● Provide materials that will help the child's posture and stability such as wedges, bolsters, seating systems, and other postural supports.
	Alternate Response Mode - Large Motor	● The child may use different body parts to accomplish a task.
	Time - Large Motor	● The child may move more slowly than peers.
	Positioning - Small Motor	● Place the child in a supported position that will provide stability needed for the most optimal control of movements.
	Adaptive Materials - Small Motor	● Provide materials that will help the child grasp and manipulate the object, such as an adapted spoon and cup or writing tools such as a thick crayon or pencil.
	Alternate Response Mode - Small Motor	● The child may use different body parts to accomplish a task.
	Time - Small Motor	● The child may move more slowly than peers; provide for additional time during activities and routines if needed.
Sensory Sensitivity	Adjust Sensory Input	● Increase, decrease, or provide different tactile, visual, or auditory input. ● Allow the child to engage in activities that have been identified to promote sensory regulation, such as swinging for a few minutes before group time or holding a vibrating object during group time.
	Preferred Materials	● Use materials that are preferred by the child and that foster interest and engagement. ● Avoid materials or objects that may be

		aversive to the child because of a characteristic such as touch, light, or sound.
Social/Interactional Functioning	Communication System	● Use any alternative or augmentative communication system or functional communication behaviors the child responds to or initiates.
	Preferred Materials	● Use materials that are preferred by the child even if not typical for the activity.
	Preferred Adult or Peer	● Arrange for proximity/interactions with preferred peer. ● Arrange for proximity of preferred adult to encourage interactions with others.
Vision	Visual Materials - Low Vision	● Use objects that are large enough for the child to see, high contrast colors, and either extra or redacted lighting depending on the child. ● Use adaptive materials such as a light box, magnifiers, and other low vision aids as appropriate. ● Place materials in relation to the child such that they are within the child's visual field and at optimal viewing distance.
	Sensory Support - Low Vision	● Provide tactile or physical input when explaining what the child is being asked to do. ● Provide verbal explanations about what the child is being asked to do. ● Make sure glasses are clean and any visual aids are available.
	Orientation and Mobility - Low Vision	● Allow the child to use any beginning orientation and mobility techniques, including scanning, trailing, cane use, and protective techniques, at the level he or she is proficient.
	Alternative Response Mode - Low Vision	● The child may turn head or use head movements to utilize a limited visual field.

	Time - Low Vision	● The child may move more slowly than peers; provide additional time during activities and routines if needed.
	Sensory Support - Blind	● Provide tactile input by letting the child tactilely explore and identify an object prior to being asked to perform an action with it. ● Guide the child physically through an action in order to communicate what is desired, and then observe whether the child can do it without guidance. ● Provide verbal explanations and/or tactile input about what the child is being asked to do.
	Environmental Support - Blind	● Provide boundaries around the space the child is attending to; for example, put materials on a tray. ● Keep the larger environment organized and consistent.
	Orientation and Mobility - Blind	● Allow the child to use any beginning orientation and mobility techniques, including scanning, trailing, cane use, and protective techniques, at the level he or she is proficient.
	Materials - Blind	● When appropriate, use real objects rather than toy representations. ● The child may need to use Braille materials and tools. ● Use materials with tactile or auditory interest.
	Time - Blind	● The child may move more slowly than peers; provide for extra time during activities and routines if needed.

IKRA Allowable Supports

Table 24. Universally Designed Allowances for All Students

Directions	● Read directions aloud and repeat as many times as needed, either by request of the student or as determined by the teacher. Important: When repeating directions, teachers should not deviate from the item's script.

	● Pause while reading directions to ensure the student is attending. ● Redirect the student's attention to an item or a direction.
Item Presentation	● Provide magnification or enlargement of the test items (as many as needed). ● Change the position or orientation of materials to maximize the student's visual engagement (e.g., hold the stimulus booklet at a vertical angle instead of placing it flat on a table). ● Provide audio amplification for verbal directions. ● Provide physical support that maintains all possible answer choices for a given item to improve visual acuity. For example, use a color contrast overlay. ● Allow the student to retake an item, as determined by the teacher, at any point within the test window if the teacher determines that the student's performance was not indicative of his or her typical level of functioning (e.g., due to illness).
Student Response	● Allow the student to point to or verbally indicate a response for an item that asks the student to touch the correct response. ● Allow the student to indicate a corrected or changed response. ● Encourage a response from the student as long as the encouragement is not used as a cue. ● Teachers with students responding in their home language can utilize a translation app without recording the auditory responses.
Setting	● Assess the student in a familiar, comfortable location in the classroom or school. ● Allow the student to move and change locations during a test session. ● Change the lighting. ● Change the arrangement of the furniture, including allowing the student to stand during a direct assessment activity. ● Provide noise buffers. ● Assess in a setting with minimal visual distractions.
Scheduling	● Use teacher discretion for starting and stopping item and/or section administration. ● Allow the student to initiate starting and stopping item and/or section administration. ● Give as much time as needed to complete an item, unless otherwise indicated in the item directions.

Unallowable IKRA Supports

The following supports are not considered universally designed allowances and must **not** be used when administering the IKRA.

- Simplify language/words of the script.
- Rephrase, paraphrase, or change the semantics of the script.

- Use more familiar terms or words than those provided in the script.
- Provide visual or auditory cues not indicated in the script (e.g., claps, holding up fingers).
- Substitute or omit words from the script (e.g., skip over words or phrases).
- Provide clues and cues.
- Ask guiding questions not contained in the script.
- Cover or hide some of the item images to eliminate answer choices.
- Change test materials in any way.
- Provide information or prompts about an item beyond what is provided in the item's script.

IKRA Supports for Students with Disabilities

Table 25. IKRA Supports for Students with Disabilities

Selected Response/Performance Task Item	● Use braille to present item content, when appropriate. ● Use sign language to administer the item to a student who is deaf or hard of hearing and uses sign language as his or her mode of communication. ● Allow the student to gesture toward, touch, use eye gaze, or otherwise indicate a response through whatever dominant communication mode/language he or she utilizes, including sign language, sign language approximations, and digital language (e.g., use of augmentative communication device, allowing the student to "show" versus "tell").
Observational Rubric Item	● Do not penalize the student for the use of varied materials that allow the student to demonstrate the skill independently as stated in the item (e.g., adapted writing utensils). ● The student can use any of the following modes of communication to demonstrate skills and behaviors that imply verbal or spoken language, such as items that use the words express, suggest, communicate, ask, or tell: ○ Sign language (including approximations). ○ Digital language (e.g., use of an augmentative communication device). ○ Gestural language (e.g., head nod, eye gaze).

IKRA Supports for Students who are Multilingual Learners

- Consider multiple modes for demonstrating skills and behaviors if the item implies verbal or spoken language, such as observational rubric items that use the words express, suggest, communicate, ask, or tell.
- Accept multiple means of expression by allowing the student to point to, gesture toward, or touch a response instead of or in addition to providing a verbalized response.

IKRA Administration Protocol for Students who are Deaf or Hard of Hearing

The IKRA has features in printed English and in cases where young deaf/hard of hearing children are not yet reading, American Sign Language (ASL) accommodation by a human signer for the IKRA is provided. Human signers who provide ASL accommodations must follow these procedures during IKRA testing to ensure the standardization of the ASL presentation of the assessments.

“Not Scorable” Option

The “Not Scorable” option is available ONLY for students with disabilities and students who are multilingual learners. Some assessment activities may not be within a student’s abilities given any allowable support. In other words, the skill being assessed may not be appropriate given the student’s disability or level of English language proficiency. Therefore, the skill is considered “Not Scorable.” The “Not Scorable” option should only be considered after universal designed allowances (UDAs) and Level the Fields supports have been used. The rating of “Not Scorable” should only be applied after consultation with the special education or ESOL teacher and it has been determined that the student is not able to access the IKRA item due to his or her disability or the student’s level.

Section 10: Data Upload and Testing Systems

Student data is provided to IDOE and the testing vendor through schools' Indiana-certified SIS. Testing accommodations not provided through Indiana IEP (IIEP) or Indiana ILP (IILP) must be provided through the Data Exchange Validation Portal with a direct connection from a school's Indiana Certified SIS vendor. Schools that do not utilize an SIS vendor or an Indiana Certified SIS vendor must provide the accommodation data through the Data Exchange Validation Portal by utilizing the Student Indicator (Accommodations) Template.

Accommodations from IIEP and IILP are imported to the Test Information Distribution Engine (TIDE) via nightly Data Exchange for students with an Individualized Education Program (IEP), Individual Learning Plan (ILP), or Service Plan. Accommodations for Section 504 Plans, Choice Special Education Plans (CSEP), or ILP's (utilized outside of IILP) must be provided via the Data Exchange Validation Portal with a direct connection from a school's Indiana-certified SIS vendor. For more information, refer to the Reporting Guide: Student Accommodations section located on the Indiana IDOE Knowledge Hub.

If an accommodation is removed from a student's ILP but is still indicated within the school's SIS, the accommodation will still display within TIDE and may create a discrepancy. Any change or removal of accommodations within a student's IEP and/or ILP must be a case conference committee decision, ILP committee decision, or with parental consent to revise the IEP.

WIDA Assessments: Data Exchange

For WIDA ACCESS annual assessments, all identified ELs and associated student demographic information are extracted via Data Exchange in mid-November to populate the Pre-ID file. IEP and non-public Service Plan accommodations are extracted from IIEP and incorporated into the Pre-ID file. Section 504 Plan and CSEP accommodations are extracted from the SIS and incorporated into the Pre-ID file. The Pre-ID file is a one time data submission to DRC for the WIDA ACCESS annual testing window. The Pre-ID file populates student data (including accommodations data) and online test registrations in WIDA AMS. The Pre-ID file also generates initial materials orders, including accommodated materials (e.g., ACCESS Paper, large print, braille). Identified ELs not included in the Pre-ID file can be manually added to the ACCESS test administration in WIDA AMS. WIDA-specific accommodations can also be manually updated in WIDA AMS.

Note: Students participating in WIDA Screener Online must be manually added or imported by the school in WIDA AMS. There is no data import from IDOE to DRC for the Screener administration, as schools must locally identify which students are eligible to be screened.

ISPROUT & IKRA: Data Exchange

Data Exchange provides student information to be imported into KReady including:

- Student demographic information
- IIEP indication
- Disability Code

- Teacher/class assignment

SAT & College Board Assessments: Data Exchange

Although IDOE will provide data to College Board to register all eligible (i.e., cohort 2026) students for testing, accommodations for College Board assessments are completed independently, and will not flow from Indiana IEP or other systems. All accommodations must have College Board approval prior to administering the SAT within the Student Supports and Management System (SSD Online). Schools should designate one SSD Coordinator to request accommodations and oversee this process.

ILEARN, IREAD-3, and I AM Assessments: Data Exchange

Data Exchange provides student information to TIDE, including:

- Student demographic information;
- IIEP accommodations (IEP and Service Plan);
- IILP accommodations (ILP); and
- Test Code:
    - ILEARN (ELA, Math, Science, Social Studies, Biology, U.S. Government)
    - IREAD-3
    - I AM

Data Upload for ILEARN, IREAD-3, and I AM Assessments

The following table displays how schools' accommodations are uploaded into TIDE for ILEARN, IREAD-3, and I AM testing. This does not include the accommodations process for the SAT or WIDA.

Table 26. Data Upload for ILEARN, IREAD-3, and I AM

School Entity	IEPs	Service Plans	CSEPs	504s	ILPs	How Accommodations are Uploaded for StatewideTesting
Public	X	X		X	X	• IIEP: IEPs and SPs • IILP: ILP • SIS: 504s
Non-Public				X	X	• SIS
Choice School			X	X	X	• SIS
Charter School	X	X		X	X	• IIEP: IEPs and SPs • IILP: ILPs • SIS: 504s

Appendix A: Read Aloud Accommodation Guidance

Read Aloud for Assessment

Read aloud is when the content of an assessment is read to a student. Read aloud may be provided through TTS in a computer-based assessment or it may be provided by a human reader who is trained and qualified. For a computer-administered assessment, the Case Conference Committee should consider whether TTS is preferable to a human reader (or vice versa) and list this in each student's IEP or 504 plan (e.g., "TTS is preferable, but human reader is acceptable"). On a paper and pencil test, it must be provided by a human reader.

The Read Aloud accommodation for Students with Disabilities is an accommodation available for the ELA portion of ILEARN that is to be identified by a student's CCC or 504 team in advance of testing. **It is** an accommodation that is appropriate for a relatively small number of students to meet their particular needs and is not an allowable accommodation in an ILP.

This guidance is offered to support parents/guardians and Case Conference Committees and 504 teams in making decisions that will ensure that state assessments support learning for all students.

Although testing accommodations should generally be consistent with accommodations used for instruction, the use of a read aloud accommodation during instruction does not automatically qualify a student to receive the same accommodation on an ILEARN ELA, unless the student meets the criteria described in Table 24.

Case Conference Committees and 504 teams are encouraged to make consistent, appropriate, and defensible decisions regarding the use of read aloud accommodations for each student based on locally administered diagnostic assessments. Teams should amend IEPs and 504 plans for students who have been previously designated for read aloud accommodations but do not meet the criteria listed in Table 24.

The questions provided in Table 24 can assist IEP decision-making teams in determining whether it is appropriate to indicate that students in grades three through twelve should be provided the reading passages for an ELA reading assessment via a TTS or human read aloud accommodation. The questions should be answered by the student's teachers, and by the student himself or herself. Then, the Case Conference Committee or 504 team should consider the two sets of provided answers as well as other diagnostic information to make a decision.

Table 24. Guiding Questions with Explanatory Information

Student Name:

Teacher:
Responses in shaded boxes may indicate a need for the text-to-speech or human reader accommodation for reading comprehension. A majority of positive indications should exist rather than one or two marks in the shaded boxes for students to receive the accommodation in grades 3-12 for ELA reading passages. It is assumed that corporations and schools are supporting literacy practices for successful readers as part of daily instruction.

Question	Yes	No	Comments
1. Does the student have an identified reading disability or health issue that affects the student's decoding, fluency, or comprehension skills? A reading-based disability may affect a student's ability to decode, read with fluency, understand text that is decoded, or a combination of these. Determining the nature of the student's reading challenges can help determine the appropriate intervention approaches as well as needed accommodations during classroom instruction and during assessments. Having a reading-based disability means that there is strong evidence of the persistence of the disability despite intensive, targeted instruction. There should be documentation of the interventions used and formative assessment data on the effect of each intervention. Evidence of a reading-based disability should have been documented in kindergarten through grade two and reflected in such difficulties as difficulty learning letters or letter sounds, difficulty in learning sight words, and difficulty in phoneme blending. These and other data (for example, student work) should be reviewed by the case conference committees or Section 504 Plan team to consider the access effects of the use of the accommodation. TTS or the read aloud accommodation is meant to provide access to the text, not make up for being a slow reader. Being a slow reader does not mean that the student should receive the TTS or read aloud accommodation for the ILEARN ELA reading assessment in grades three through twelve.			

2. Have interventions been used over time (e.g., several years) to improve the student's decoding, fluency, or comprehension skills? If so, what approaches have been used to strengthen the student's decoding, fluency, or comprehension skills? Documentation of the approaches that have been taken to strengthen the student's decoding, fluency, or comprehension skills is an important step in determining whether a read aloud accommodation is needed. This documentation should include specific dates with progress monitoring data and interventions implemented. It should demonstrate that continuous, intensive interventions have not been successful in improving student decoding, fluency, or comprehension performance. Only if this can be demonstrated should the TTS or read aloud accommodation be considered for the student.			
3. Does the student use TTS or receive a read aloud accommodation during instruction? Students with significant disability-related barriers to accessing text usually have demonstrated these barriers over an extended period. As a result, for instructional purposes, they have used the TTS or read aloud accommodation during instruction to gain access to text. They also may have membership in an organization such as Bookshare, or regularly use assistive technology software to provide them access to text. If the student has not been provided these types of accommodations during instruction, they should not be provided during the assessment.			
4. Does the student use TTS or receive the human reader accommodation during formative assessments? Another indicator of the need for TTS or read aloud for ILEARN ELA reading passages is that the student regularly receives the accommodation during formative assessments.			

5. Does someone (e.g., teacher, paraprofessional, another student, parent) regularly read aloud to the student in school? A possible supporting indicator of the need for TTS or the read aloud accommodation is that the student typically is read to instead of the student reading for himself or herself. This indicator should be used with caution. It should not just be because students with disabilities are typically provided text-to-speech or a read aloud accommodation. Instead, it should be that someone reads aloud to the student, rather than the student reading for himself or herself, because it has been determined that the student will lack access to important information due to significant barriers to decoding, fluency, or comprehension. Even when this is the case, it does not necessarily mean that the student should receive the TTS or read aloud accommodation for ILEARN 3-8 ELA. There is a risk that some students who are regularly read aloud to in school may not have had appropriate access to high-quality reading instruction; this needs to be ruled out when using read aloud in school as a supporting indicator. Further, instruction should always strive to increase the student's independent reading.			
6. Is this student recently blind or does this student have a significant visual impairment? If so, is the student learning to read braille? A student who is learning to read braille should be assessed in grades three through twelve with the braille form of the assessment, so that an accurate measure of his or her reading and comprehension skills is obtained. If the student has not learned to read braille, providing the ILEARN ELA reading assessment passages through TTS or read aloud is appropriate.			
7. Is the student an EL? An EL is a student who is learning to read in English as part of the language acquisition process. It is important to obtain an accurate measure of his or her decoding and skills in English as the student learns the language, which may take several years. Thus, being an EL is not a sole reason to receive TTS or a read aloud accommodation for the LEARN ELA reading passages. If the student learning English also has a reading-based disability (as defined in Question 1) or is blind, then the considerations for those disabilities would apply. Only students with an IEP or Section 504 Pans are eligible to receive the TTS or read aloud accommodation.			

8. Does the student have other needs that might be accommodated by the provision of the TTS or read aloud accommodation? In the past, some educators attempted to monitor the pace at which a student went through an assessment by providing the read aloud accommodation. Pacing involved adjusting how fast the administrator read an item, the punctuation used as he or she read, and how much time was provided between each item to allow the student to respond. This is not an appropriate reason to provide the TTS or read aloud accommodation because it masks what the assessment is assessing. Sometimes a student who is not blind or does not have a significant visual impairment, or does not have a reading-based disability, has a disability that may have produced a situation where the child ended up lagging in his or her reading skills. This should be addressed through instruction rather than the assessment. It is important that students with other learning needs not be provided the TTS or read aloud accommodations for the ELA reading passages. Decision-making teams should recognize that beginning readers struggle for a variety of reasons. Thus, the team must use student data on the effect of the accommodation during instruction to decide whether the child's struggles are due to the disability. By only offering the TTS and read aloud accommodations to those students with true reading-based disabilities or blindness (for those who have not learned braille) and not providing to students with other learning needs, the assessment system can provide data and information for students with other disabilities needs to have missing skills addressed.			

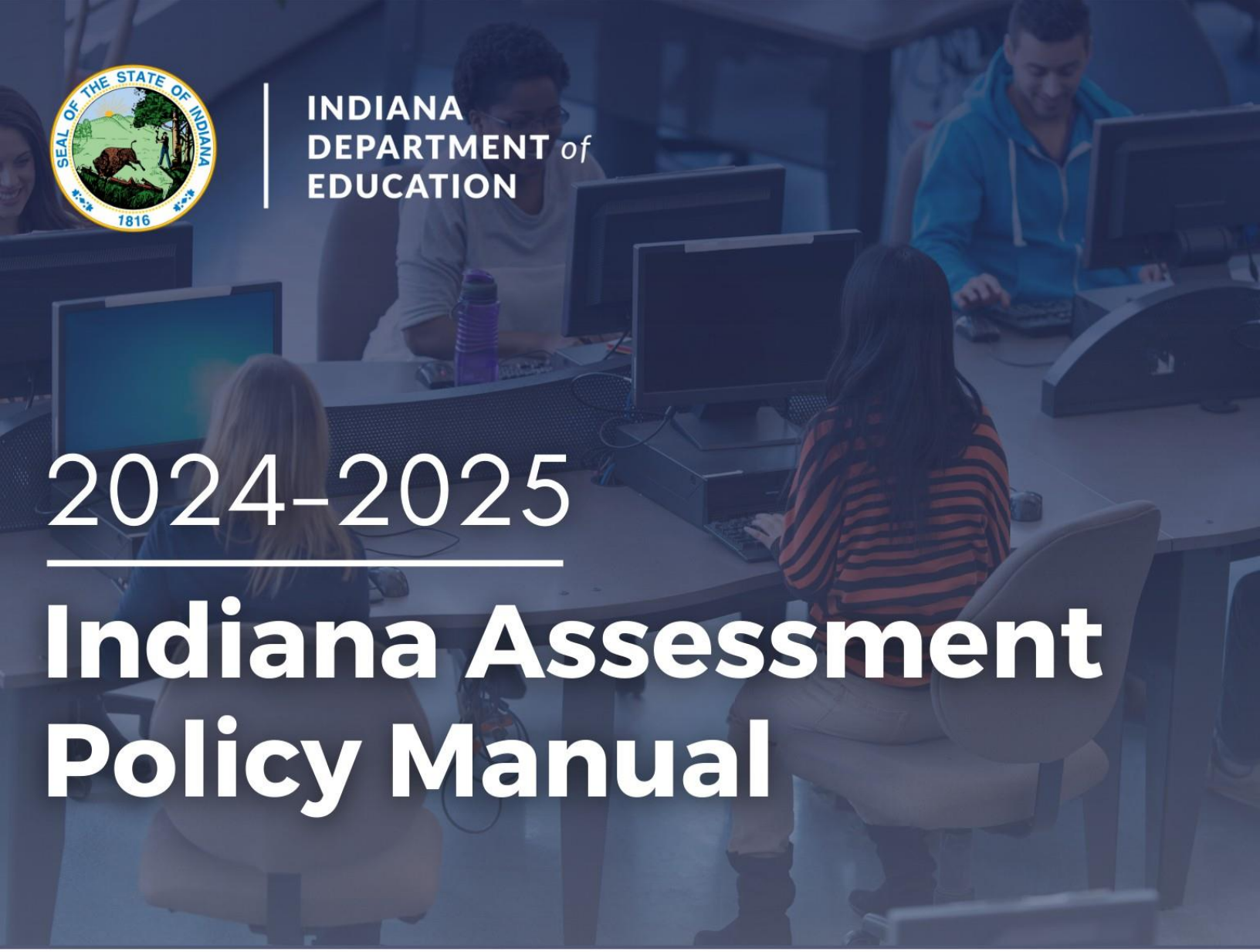
Contact IDOE's Office of Student Assessment with additional questions regarding accessibility and accommodations practices on Indiana statewide assessments.

Appendix B: Change Log

Description	Section	Page(s)
Dry erase boards may be used in place of scratch paper if testing individually.	1	9
Text-to-Speech (TTS) Tracking for I AM and ILEARN are now embedded designated features.	2	13-14
“Translation Stacked Spanish” was replaced with “Spanish Toggle.”	2	13-14
Information pertaining to an ESA Service Plan was added.	3	16
The Hard of Hearing Feature accommodation has been added to Tables 9 and 10.	3	17-18
ILEARN Checkpoints, ILEARN Biology ECA, and ILEARN U.S Government do not include item types that require the use of STT. However, students are able to use the word completion tool on the notepad tool.	3	20-23
Word prediction is now word completion.	3	21-29
Paper, large print, and braille booklet are not applicable on the ILEARN Checkpoint as the checkpoints are exclusively available online.	3	23-25
Clarification regarding the human reader and sign language interpreter accommodation for IREAD-3 has been added.	3	24-26
Sign Language Interpreter has been broken into two separate rows for increased understanding of the differences between except and including reading comprehension.	3	26
IREAD-3 is no longer a timed test. This information was removed from the extra time accommodation in Tables 11 and 12.	3	N/A
Line focus is now Line Reader.	5	39
Recording Responses has been updated with new information.	5	41-42
Student Rosters has been updated with new information.	5	44
All references to the SAT Digital School Day the Nonstandard Administration Report (NAR) have been removed as there is no longer a NAR.	5	N/A
All references to TAs requiring a paper script to provide a human reader for all items on I AM have been removed.	6	45

During test administration for ILEARN and I AM assessments, sign language interpreters and human readers must not say/sign the range of a graph or number line.	6	46
Students participating in regular print, large print, or braille paper assessments may complete the practice test included within the secure materials five days prior to the operational assessment.	6	52
A Nonstandard Assessment Accommodation request may be submitted for a student who is unable to directly interact with computers due to a religious purpose and requires a scribe or human reader for the ILEARN Checkpoints.	7	54
Extra time has been removed from Table 22 as it is no longer applicable.	8	N/A
Stacked Spanish Translation has been updated to Spanish Toggle.	8	57
Section 9, Adaptations and Allowable Supports for ISPROUT and the Indiana Kindergarten Readiness Assessment (IKRA), was added for clarification.	9	59-65
ISPROUT and IKRA data exchange information was added for clarification.	10	66

Appendix 5E
Indiana Assessments Policy Manual



INDIANA DEPARTMENT of EDUCATION

2024-2025

Indiana Assessment Policy Manual

Indiana Department of Education
Office of Student Assessment

100 N. Senate Ave.
Indianapolis, IN 46204

Introduction: How to Use the Indiana Assessments Policy Manual

The 2024-2025 Indiana Assessments Policy Manual communicates established guidelines regarding appropriate test administration in Indiana for key stakeholders including educators and Test Coordinators.[1] This document contains policy guidance and appendices that delineate specific aspects of test implementation, including test security protocol, reporting, and monitoring.

The Indiana Assessments Policy Manual applies to all statewide assessments, including ILEARN, I AM, Digital SAT School Day, IREAD-3, NAEP, WIDA, ISPROUT, and IKRA unless otherwise noted. In addition, "corporation" includes traditional public schools, public charter schools, accredited non-public schools, and Choice schools, unless otherwise noted. All documents should be reviewed thoroughly to facilitate prompt access to information during test administration.

The Indiana Department of Education (IDOE) publishes the *2024-2025 Accessibility and Accommodations Information for Statewide Assessments* document to further outline policy regarding specific universal and designated features, accommodations, and protocol for students receiving non-standard testing. General information is included in this manual, but specific guidance related to student needs is thoroughly addressed in the supplemental appendices and supporting documents available on IDOE's Indiana Assessments Policy Manual webpage.

2024-2025 Statewide Assessment Updates

- Development of the Indiana Kindergarten Readiness Assessment (IKRA)
- ILEARN Through-Year Assessment:
    - 2024-2025: Schools that opted in to pilot the ILEARN through-year assessment will administer Checkpoints in addition to the statewide summative assessment prior to statewide implementation (2025-2026 school year).
- IREAD-3 policy updates:
    - Beginning with the 2024-2025 school year, schools must administer IREAD-3 to second grade students.
    - Senate Enrolled Act (SEA) 1 requires third grade students to be retained if they do not pass IREAD-3 following the summer retest administration. Updates were made to Good Cause Exemption criteria.

Learn more about updates impacting statewide assessments following Indiana's 2024 legislative session here.

[1] "Test Coordinators", as used in this document, includes Corporation Test Coordinators (CTCs), School Test Coordinators (STCs), and Non-Public School Test Coordinators (NPSTCs).

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Appendix A: Documents Pursuant to 511 IAC 5-5

- Code of Ethical Practices and Procedures
- Protocol for Reporting and Investigating Alleged Breaches
- Indiana Testing Security and Integrity Agreement

Appendix B: Assessment Monitoring Checklist

Appendix C: Forms

- Testing Irregularity Report (Jotform)
- Testing Concerns and Security Violations Report (Jotform)
- Social Media and/or Unallowable Devices Concern Report (Jotform)
- Test Coordinator Corner Forms:
  - Fidelity Assurance Form
  - Nonstandard Assessment Accommodation Request Form

Appendix D: Assessment Calculator Policy

Appendix E: Practice Test Guidance

Appendix F: Test Invalidation Guidance

Appendix G: Assessment User Roles and Responsibilities Checklist

Appendix H: Assessment Technology Policy

Appendix I: Material Return and Destruction Guidance

Section 1: Communication from the IDOE

Part A: *DOE Online*

Corporation Test Coordinators (CTCs) must review contact information in DOE Online for accuracy by July 1, annually. CTCs must ensure that:

- All CTC contact information listed in DOE Online is accurate; and
- Shipping addresses for any materials are to a corporation-owned site (e.g., a home address is not appropriate).

When contact information changes, CTCs must ensure DOE Online is updated promptly. In the event that a change in CTC occurs, the departing CTC, superintendent (public school corporations), or school administrator (charter schools, Choice schools, and accredited non-public schools) must promptly update DOE Online with contact information for the new CTC.

Ensuring the accuracy of CTC contact information in DOE Online is critical, as key assessment updates and guidance from the IDOE are distributed using the contact information from DOE Online.

Part B: *Moodle Test Coordinator Corner*

IDOE adds all new CTCs and one (optional) identified staff member to the Moodle Test Coordinator Corner upon appointment within DOE Online. The Moodle Test Coordinator Corner is used to complete required training, access valuable CTC resources, and reference previous announcements. Refer to this guidance for assistance with accessing this platform.

Part C: *Requirement to Share Assessment Communication*

CTCs and School Test Coordinators (STCs) are required to share assessment communication from IDOE and testing vendors with appropriate school staff, including administrators and/or educators, in a timely manner. CTC communications disseminated to STCs and/or relevant staff from IDOE will be requested and reviewed during IDOE's monitoring visits.

Listserv messages are disseminated each Monday to CTCs. These emails are assessment-specific, therefore each assessment may not have updates every week. Urgent listservs related to current assessment administrations may be delivered during the week as dictated by circumstances. CTCs are responsible for sharing key announcements noted for educators or other staff. Listservs are archived within the Moodle Test Coordinator Corner for reference.

Section 2: IDOE Monitoring of Test Administration

IDOE staff members conduct unannounced onsite or scheduled online monitoring visits (via an online meeting platform) during testing windows. The purpose of monitoring is to ensure the fidelity of test administration and test security requirements. Schools are identified for monitoring based on previous testing irregularities, test security concerns, failure of a CTC to complete required training or return secure testing materials by required deadlines, data forensic analysis concerns (see Section 10, Part F), and a random sample derived from Indiana demographic data. A minimum of five school sites will be monitored during most test administration windows. Monitoring is an expectation defined for states by the U.S. Department of Education.

Prior to the start of each testing window:

- CTCs must review the Assessment Monitoring Checklist (Appendix B*)*;
- CTCs must notify staff that monitoring visits may occur during test administration windows; and
- CTCs must provide a copy of the Monitoring Checklist to administrators and STCs to prepare for monitoring visits.

During each testing window:

- Online Monitoring
    - IDOE staff sends an online meeting link to the principal and/or STC and CTC 24 hours prior to the monitoring visit. School staff should ensure all requested documentation is readily accessible to be shared during the online visit.
- Onsite Monitoring
    - IDOE staff monitor notifies the school front office staff of their arrival;
    - Monitors will request to speak with the STC or a designee; and
    - Monitors will not interrupt the test administration occurring with students.
- Online or Onsite Monitoring
    - IDOE staff completes the Monitoring Checklist based on their review of school documentation regarding training, test schedules, and test security practices.

After each testing window:

- The CTC will receive a copy of the completed Monitoring Checklist with feedback within two weeks after the designated testing window;
- In the event that a monitoring topic receives a rating of “0” or “1”, the CTC will be required to submit a corrective action plan addressing any areas of concern.

Section 3: Opt-Out Guidance

Indiana Code (IC) 20-32-5.1-7 requires every student enrolled full-time in a public school corporation, charter school, state-accredited non-public school, or Choice-participant school in Indiana to participate in statewide assessments. Pursuant to IC 20-33-2, it is a violation of Indiana's compulsory school attendance laws for a parent/guardian to refuse to send their child to school for the purpose of avoiding tests, including statewide assessments. Additional consequences for failing to participate in a statewide assessment and procedures to manage students who refuse to participate are determined at the school level.

School administrators should be aware that Section 1111(b)(2)(A) of the federal Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires the implementation of high-quality student academic assessments in mathematics, reading or English/language arts (ELA), and science. Section 1111(b)(2)(B) (i)(II) requires these assessments be administered to all elementary and secondary school students enrolled in those grade levels where assessments are required. In addition, Section 1111(c)(4)(E) requires a 95 percent participation rate in statewide assessments for all students, and each subgroup of students must be factored into the state's federal accountability system. Failure to participate in required assessments may result in a lower federal accountability rating.

Lastly, Section 1111(b)(2)(G) of ESEA requires that 100 percent of identified English learners (ELs) are assessed using the annual English language proficiency assessment (e.g., WIDA ACCESS), including those students whose parents have declined to enroll them in, or had them removed from, language instruction educational programs. WIDA assessments determine placement in a protected class under civil rights law.

Section 4: Assessment Roles

Part A: *Test Administrators*

Assessments must be administered only by personnel who hold an active professional educator license granted by IDOE. The license must be an instructional, administrative, or school services license. Personnel with an emergency Indiana license (in one of these three areas), Workplace Specialist license, Career Specialist permit, American Board for Certification of Teacher Excellence (ABCTE) permit, Alternative Special Education license, or a Transition to Teaching permit can also serve as Test Administrators (TAs). Additionally, charter school teachers who hold a Charter School license can serve as TAs. A substitute permit is not acceptable. Refer to IDOE's Educator Licensing webpage for more information.

TAs must complete a certification process to initiate testing for:

- ILEARN/IREAD-3 (through Cambium Assessment, Inc. [CAI])
- I AM (through CAI)
- ISPROUT (through John Hopkins University [JHU] or district trainer)
- IKRA (through JHU or district trainer)
- Applicable WIDA assessments (through WIDA Secure Portal)
- SAT School Day and PSAT/NMSQT: College Board refers to this role as “Proctors” for the SAT Suite of Assessments. Proctors for the SAT must also complete appropriate certification through College Board prior to administering the SAT.

TAs must be independently certified based on assessment requirements. Certified TAs must not share login credentials with anyone. TAs cannot rephrase assessment items or answer student’s factual questions about test content or vocabulary, but they may repeat initial test session directions as described in the corresponding test administration guidance or answer student questions about how to navigate the online platform.

Spanish translated directions for the practice and operational test are available for the ILEARN assessment. A Spanish translated TA script is also available for WIDA ACCESS Online for grades one through 12. A non-certified proctor who speaks Spanish fluently can deliver Spanish-scripted directions under the direct supervision of a certified TA. TAs should review and be comfortable delivering scripted directions in Spanish. Concerns or questions must be routed to the STC prior to test administration. Items and passages on WIDA assessments may NOT be translated to students by a human translator under any circumstance. Translating test content (outside of the approved Spanish, Braille, or Human Sign Language Interpreter accommodations) will always result in a test invalidation.

Read-aloud scripts must be used if a human reader (or sign language interpreter) is administering the paper assessment to students who have a read-aloud (or sign language interpreter) accommodation for IREAD-3. The script must be followed explicitly; TAs must not deviate from the script. Read-aloud protocol is found in the *Accessibility and Accommodations Information for Statewide Assessments* for a human reader (or sign language interpreter) administering the ILEARN computer-adaptive test (CAT) or I AM to students who have a human reader (or sign language interpreter) accommodation. The protocol must be followed exactly; the TA must not provide additional context or information to the students during testing.

TAs must not display or write anything on the board (e.g., smartboard, whiteboard) that is not stated or authorized in the Test Administrator’s Manual (TAM) during testing. Sign language interpreters may display the say boxes from the appropriate TAM, if determined necessary for the student during administration. Sign language interpreters must not display secure scripts. Test items/content are not to be read by anyone other than the student during the test session, with the following exceptions:

- TAs that administer tests using protocols based on a secure read-aloud script, such as IREAD-3.
- TAs that administer tests using the human reader (or sign language interpreter) protocol for online or paper assessments for students with that accommodation.
- TAs that administer the Indiana SAT using protocol based on an approved read-aloud accommodation by College Board.

TAs should be thoroughly familiar with administration procedures **prior to** the start of the testing window for each assessment. This includes:

- Being knowledgeable of the local testing schedule and communicating any concerns to the STC prior to testing;
- Studying the TAM/test administration guidance (paying specific attention to the icons representing reading comprehension and calculator usage);
- Reviewing the Code of Ethical Practices and Procedures (Appendix A);
- Reading all applicable portions of this manual;
- Reviewing student accommodations prior to test administration; and
- Completing all applicable test administration, test security, and test accommodations training.

All TAs must be trained to understand the testing procedures and their responsibilities as TAs. Only those who are certified TAs may administer the assessment. If uncertified or untrained staff administer an assessment, the impacted student assessments are at risk for invalidation following review of a required Testing Irregularity Report (TIR).

Part B: *Proctors/Hall and Room Monitors*

Personnel not certified (e.g., teacher's aides, secretaries, or substitute teachers who do not hold licensure as described in Part A) may only serve as proctors for ILEARN, I AM, IREAD-3, and WIDA; not as TAs. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance and presence of a TA. Proctors may, however, assist the TA before, during, and after the test administration. College Board refers to this role as "Hall and Room Monitors" for the Digital SAT School Day.

Parents, guardians, student teachers, and school volunteers are **not** permitted to serve as scribes, TAs, or proctors and cannot be present in the room during testing. Scribes, TAs, and proctors must be corporation/school employees or contractors. In addition, scribes, TAs, and proctors are not permitted to administer assessments to their own child (e.g., when the scribe, TA, or proctor is the parent/guardian of a child in a tested grade level) due to potential conflict of interest concerns.

The number of proctors needed for a testing period depends on the grade tested and the level of the students' testing experience. As a general rule, one proctor for every 15 students is

recommended. Refer to the College Board *SAT Suite Test Coordinator Manual* for guidance on the number of hall and room monitors required for the Digital SAT School Day. Proctors must be trained on test administration procedures and test security before assisting with testing.

- ***Before Testing****.* Proctors may help prepare the room for testing and assist in distributing test materials.
- ***During Testing.*** Proctors may only assist with the mechanics of taking the test. No additional assistance may be given. Proctors should adhere to the following guidelines:
    - Ensure that each student is in the correct assessment session.
    - Prevent talking or sharing of answers.
    - Offer a neutral response, such as, “Decide what you think is correct and then go on.” If a student asks, “Is this right?”, do not suggest the correct answer to the student verbally or by gesturing in any way.
    - Inform the TA immediately if any unusual problems arise.
    - Ensure test questions are not read by anyone other than the student during the test session, with the following exceptions:
        - TAs that administer tests using protocols based on a secure read-aloud script such as IREAD-3, or with an approved accommodation by College Board for Indiana SAT.
        - TAs that administer tests using the human reader (or sign language interpreter) protocol for online or paper assessments for students with that accommodation.
- ***Following Testing.*** Proctors may assist the TA in collecting assessment materials, such as any scratch paper, secure student login/access information, and paper assessment books.

Part C: *School Test Coordinators*

STCs should carefully review any changes in test administration procedures noted in the TAM/test administration guidance. STCs should distribute printed copies or ensure electronic copies of appropriate manuals are available during training in a secure group setting. If any aspect of the STC’s role is delegated to other personnel, they should be trained in proper test security practices and procedures and monitor completion of all tasks with fidelity. TAs may retain the TAM/test administration guidance until the assessment administration following training sessions. Secure, read-aloud scripts may be distributed to TAs during training, but must be collected immediately at the end of the training session. Secure scripts must be maintained and tracked at all times as part of the STC’s chain of custody (sign in/sign out process) during the test administration window.

The STC must ensure the school:

- Provides test security, test administration, and test accommodations training to all applicable staff prior to the start of the state testing window for each assessment.
- Maintains documentation (attendance sign-in sheets, training agendas, and other training materials) locally, reflecting completion of all required training by applicable staff.
- Follows security regulations for the distribution and return of secure test materials as directed, accounts for all secure assessment materials before, during, and after testing (e.g., controlling distribution within the building). Materials include those necessary for online and/or paper-and-pencil test administrations.
- Follows procedures located in testing manuals and those outlined by IDOE, including procedures referring to accommodations, testing conditions, timing, and instructions.
- Reviews and confirms that assessment accommodations are accurately indicated in the testing system based on students' Individualized Education Plans (IEPs), Individual Learning Plans (ILPs), Service Plans, Choice Special Education Plans (CSEPs), and Section 504 Plans.
- Provides the necessary furniture and lighting to allow students to do their best work on the test.
    - All school personnel involved in administering the test are responsible for the quality of testing conditions.
- Reports any missing assessment materials or other irregularities to the CTC immediately.
- Shares assessment results with parents/guardians, students, and staff (as appropriate) via a secure platform in a timely manner once results are available.

Part D: *Corporation Test Coordinators*

The CTC must:

- Review all test administration manuals and guidance well in advance of testing windows.
- Inventory and track assessment materials.
- Control the secure storage, distribution, administration, and collection of assessment materials.
- Maintain documentation and evidence that secure test materials were returned to testing vendors by established deadlines (e.g., tracking information).
- Participate in IDOE Pretest Workshops and other training on Moodle. (It is also suggested that CTCs attend other IDOE offerings like office hours or CTC Support Community Meetings.)
- Ensure that assessment content is not discussed and/or reproduced in any manner.
- Distribute listserv messages and updates from IDOE and testing vendors to relevant corporation and school staff, as applicable.

- Ensure all school staff (including, but not limited to, principals, teachers, custodians, front office staff, etc.) are aware that once testing materials arrive at the designated shipping address, these items remain securely stored until received by the CTC/STC. In the rare event that test materials have been routed to the incorrect location, all school staff must be informed of the locally-developed protocol that must be followed to ensure the materials are correctly routed immediately to the CTC or STC.
- Ensure all staff (including, but not limited to, TAs, proctors, principals, teachers in tested as well as non-tested grade levels, front office staff, teacher aides, cafeteria employees, custodians, etc.) complete IDOE's required test security and integrity training by September 30 annually. Locally maintain documentation (attendance sign-in sheets, training agendas, and other training materials) reflecting completion of all required training.
    - For schools participating in the ILEARN Through-Year Pilot, please note that the first Checkpoint window opens prior to September 30; all school staff of participating corporations will be expected to provide test security training prior to administering the first Checkpoint assessment.
    - For schools participating in the IKRA, please note that the window opens prior to September 30; kindergarten teachers and staff assisting with testing must complete test security training prior to the administration of the IKRA.
- Ensure TAs and proctors complete test administration training, test accommodations training, and a refresher test security training prior to each testing window, keeping locally-maintained documentation reflecting completion of all required training by applicable staff.
- Ensure all staff review and sign the current school year's Indiana Testing Security and Integrity Agreement annually by September 30, as described in the Code of Ethical Practices and Procedures (Appendix A).
    - CTCs must provide training and the Testing Security and Integrity Agreement to any new staff after September 30 during their employee orientation.
- Follow procedures outlined in the Code of Ethical Practices and Procedures (Appendix A).
- Follow procedures located in testing manuals and outlined by IDOE.
- Ensure schools provide assessment accommodations accurately based on students' IEPs, ILPs, Service Plans, CSEPs, and Section 504 Plans.
- Return all used and unused secure test materials (including damaged[2] assessment books, large print and/or braille materials) to the testing vendor by required deadlines.

[2] Assessment books and/or answer books that have been contaminated with blood, vomit, or other bodily fluids should not be returned. Please refer to the respective program's TAM for further instructions on how to handle these documents.

- For schools participating in IKRA, secure the teacher testing materials for use during the next school year. IKRA materials are not returned.
- Share assessment results with parents, students, and staff (as appropriate) via a secure platform, mail, or send with students in a timely manner once results are available.
- Report any testing irregularities or test security concerns in a timely manner to IDOE via the appropriate forms.

Please see Appendix G for more details on assessment roles. Additional responsibilities related to the SAT will be documented in resources from College Board.

Schools and corporations may identify an additional staff member to receive access to the Moodle Test Coordinator Corner for assessment information. This role is identified as the 'Additional Member' in DOE Online. 'WIDA Test Coordinator' may also be designated to assist the administration and oversight of WIDA assessments. CTCs can designate a WIDA Test Coordinator via this form until September 30, annually. Ultimately, the responsibilities listed above are that of the designated CTC.

Part E: *Other School Staff*

Other school staff (including but not limited to, teachers in non-tested grade levels, front office staff, custodians, cafeteria staff, and teacher aides not involved with testing) are required to complete IDOE's annual test security and integrity training by September 30. Although these staff members may not come into contact with testing materials, it is important that they receive training to ensure they are aware of procedures and requirements in the event they observe and must report a violation or are asked to engage in activities that could be a violation.

Some considerations may be made pertaining to specific staff or contractors. This may include cafeteria staff receiving modified (brief) test security training and indicating "Not Applicable" on question 12 of the Test Security and Integrity agreement. Training for individuals that are not school staff is a local decision unless they are present during an active testing window. Corporations should strongly consider the degree of risk for test security violations if the individual(s) that are not school staff do not complete training. Bus drivers are not required to complete test security training or sign the Testing Security and Integrity Agreement.

Part F: *Other Staff Required for the Digital SAT School Day*

College Board asks schools to identify at least one Services for Students with Disabilities (SSD) Coordinator who is responsible for being the liaison between the College Board SSD office and the high school. This person will be responsible for requesting accommodations in SSD Online, College Board's Student Supports and Accommodations Management System. Information about requesting access to SSD Online is available on the College Board website. College Board also asks schools to identify one Technology Coordinator. The Technology Coordinator is responsible for managing all technical aspects of the Digital SAT School Day. STCs must also

designate at least one technology monitor to be on site and help students with potential technical issues on test day.

Section 5: Formal Staff Training and Testing Security and Integrity Agreement

The administrative regulation 511 IAC 5-5-5 requires that, “Any individual who administers, handles, or has access to secure test materials at the school or corporation shall complete assessment training and sign the Indiana Testing Security and Integrity Agreement to remain on file in the appropriate building-level office each year.” The Indiana Testing Security and Integrity Agreement is available in Appendix A of this manual.

As it relates to completion of IDOE’s testing security training, this includes, but is not limited to, Test Coordinators, TAs, proctors, scribes, principals, teachers in tested and non-tested grade levels, teacher aides, front office staff, custodians, etc. (see Section 4 for more details).

Failure to participate in training may result in action by IDOE against the noncompliant corporation. This action can include, but may not be limited to, the corporation being required to develop a corrective action plan (signed by the CTC and superintendent) explaining how it will ensure all appropriate staff complete mandatory training. In addition, TAs that administer assessments without first completing the required training may impact the reporting of the student results (e.g., invalidations for misadministration of the assessment.)

All testing staff will be required to sign the College Board Testing Staff Agreement prior to the Indiana SAT School Day administration and complete College Board’s required training based on test staff role.

Section 6: Test Administration

Part A: *Alternative Approaches to Scheduling and Administration*

1. **Requesting Alternative Test Dates.** IDOE receives inquiries regarding alternative test dates based on emergency circumstances. Please contact IDOE at INassessments@doe.in.gov and provide details about the situation to receive individualized support and guidance.
2. **Testing on Weekends.** IDOE strongly recommends corporations and schools schedule testing to take place during normal school hours throughout the course of an established assessment window. CTCs and other school leaders tasked with creating local testing schedules may administer assessments during evening and/or weekend hours of an established test window, if needed, as the systems and procedures will not prevent this implementation; however, these three main risks must be understood by the CTC and corporation leadership:

a. **No technical support will be available.** While each vendor help desk is staffed during regular weekday hours to assist corporations and schools with any technical issues, such service is not available during the weekend. All vendor help desks are closed on Saturdays and Sundays and have limited evening hours during an active testing window.
b. **Policy support will be limited.** IDOE is closed on evenings and weekends, and staff may be unable to offer guidance to support schools during these hours. During standardized conditions, irregularities may occur. It is in everyone's best interest that schools administer assessments when support is available to manage any testing irregularities.
c. **Assessment windows will not be extended.** Corporations and schools should not wait to assess near the end of the assessment window and/or rely on testing during weekend hours to complete required assessments. IDOE will not extend assessment windows to corporations due to technology or other irregularities that occur based on schedules defined during weekends. IDOE's expectation remains that all corporations and schools complete testing within the established assessment window.

Testing for the Digital SAT School Day must be completed during the school day; weekend testing is not allowed. Guidance regarding testing schedules can be directed to INassessments@doe.in.gov for further assistance.

3. **Use of Non-Certified Staff as TAs.** IDOE policy requires TAs hold an instructional, administrative, or school services license granted by IDOE to administer assessments. If extenuating circumstances arise that require an exemption from this guidance, CTCs should complete the Test Administration Considerations Request Form, available in Moodle's Test Coordinator Corner.

Part B: *Before Testing*

1. **Communication with students regarding test protocols.** It is extremely important to clearly communicate the following expectations to students before test administration begins. Student-level consequences for violations will be determined by the local school corporation. Invalidations and consequences for corporations will be determined by IDOE.

    - It is a violation of test security procedures for students or staff to discuss, rephrase, or paraphrase test questions/materials (in person, by phone, via email, texting, or 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) or other educators.

- It is a violation of test security procedures for students or staff[3] to have access to phones, smart watches, or any other unauthorized device during testing.
- It is a violation of test security procedures for students or staff to take videos, pictures, or screenshots of any test materials or test content (practice or operational). In addition, it is a violation of test security procedures to share videos, pictures, or snapshots of test materials or test content with anyone.
    - If a TA or student has a concern regarding an assessment item, the TA should record the student test number (STN) of the student testing, the name of the test (e.g., ILEARN English/Language Arts [ELA] Grade 7 Performance Task), and the question number (e.g., Question 10). This information (with no comments about the content of the item) can be emailed to IDOE or submitted within the Test Information Distribution Engine (TIDE) (*Irregularities* > *Create a Request* > *Report a problem item*) for review.
- It is a violation of test security procedures for students or staff to review or respond to test questions prior to or following the current student test session. Please review the "Students Who Proceed to Another Test Section/Segment Without Permission" or "Order of Test Sessions" guidance in Section 6, Part C for more details.
- It is a violation of test security procedures for students to review or change answers in test sessions that were previously completed prior to the student working in their current test session.
- It is a violation of test security procedures for students to access unallowable resources (e.g., classroom notes, charts, tables) during testing sessions.
- Students taking the Digital SAT School Day should receive the SAT Student Guide prior to administration to be aware of specific security procedures.

2. **Acceptable practices for student preparation.** The following are examples of actions that can take place prior to the opening of any state standardized assessment window. School staff may:

    - Incorporate and review ELA and mathematics standards when reviewing other subject areas.
    - Review assessment objectives as part of a general review of critical curricula.
    - Give students sufficient practice with various assessment item formats to ensure that testing measures students' knowledge and understanding rather than test-taking skills.

[3] An exception to the cell phone policy for adults is if this is the school's only means of communication regarding an urgent matter or if a staff member or student requires a cell phone for a medical purpose (i.e., glucose monitoring). However, even in these unique situations, all test security requirements must be implemented.

- Administer items using the Released Items Repository/preparation resources. Students may access Khan Academy's SAT Practice and Preparation website to access practice items.
- Administer items using practice tests.

3. **Unacceptable practices for student preparation.** The following are examples of actions that cannot take place at any time during the school year. School staff may **not**:

- Use operational (unreleased) assessment items as test preparation materials. Schools and students should not have access to operational assessment items prior to test administration. It is also not acceptable to use operational (unreleased) assessment items, making minor alterations in those assessment items (such as changing the order of multiple-choice answers) and using such materials for review or instruction.
- Overuse practice/released items. IDOE provides released assessment items to illustrate item, test functionality, and test content expectations, such as the preparation resources (e.g., Released Items Repository) and practice tests. IDOE does not intend for these assessment items to be overused by educators or students as test preparation.
- Call students' attention to the fact that a similar question will be on the assessment.
- Develop and use elaborate review materials (e.g., workbooks, worksheets, live or online lessons.)
    - Educators must be knowledgeable consumers of any practice assessment items not published by IDOE, ensuring that practice assessment items used truly align to Indiana Academic Standards while not making the practice assessment items exclusively the curriculum. IDOE recommends that educators are mindful when presenting content to students or parents/guardians that may be viewed as test prep materials (e.g., ILEARN prep time) since the assessment aligns to the depth and breadth of Indiana's Academic Standards. Examples of elaborate review materials that schools should avoid include:
        - A large packet of review practice assessment items (online or printed) that takes a significant time away from daily classroom instruction or is used during test prep sessions/clubs outside of school hours just prior to testing;
        - Review practice assessment items that paraphrase or mirror actual assessment items; and
        - Drilling students on practice assessment items from a review booklet that accompanies the textbook or digital curriculum.

        - Note: It *is* permissible to use Item Specifications to understand expectations for Indiana Academic Standards and as models for general classroom assessments.
    - Teach assessment content that has not been previously covered during the time period immediately preceding the assessment ("cramming");
    - Engage in assessment prep review games or activities; or
    - Review standards and concepts with only those students to be assessed. Review only objectives on which students performed poorly on previous assessments. Strong, consistent, standards-based instruction is the optimal way to prepare students for any assessment.

4. **Display of reference materials.** Assessment spaces must be appropriately prepared for the administration of standardized assessments. School staff members may discuss concerns regarding whether a specific display is appropriate with their CTC or contact IDOE prior to testing.

   The following materials **must** be covered or removed from walls or bulletin boards during testing in all rooms or areas in which students will be assessed:

    - All posted materials, such as wall charts or nameplates, visual aids, posters, graphic organizers, and instructional materials that relate specifically to the content being assessed. This includes, but is not limited to, the following items:
        - Multiplication tables;
        - Tables of mathematical facts or formulas;
        - Fraction equivalents;
        - Number lines and coordinate planes;
        - Conversions tables
        - Writing aids;
        - Punctuation charts;
        - Spelling or vocabulary lists; and
        - Phonics charts.
    - All reference materials that a reasonable person might conclude offers students in that classroom or space an unfair advantage over other students.
    - All support materials that teachers might remove if they were giving their own unit tests in those subject areas.
    - Alphabet charts containing only letters may remain posted.

5. **Universal accessibility features, allowable resources, and strategies.** Particular resources and strategies used during instruction are allowable for all students assessing, and therefore, are not considered accommodations. Please refer to Section 1 of the *Accessibility and Accommodations Information for Statewide Assessments* for more details.

6. **Assessment experience**. Opportunities are provided for students, educators, parents/guardians, and community members to experience sample assessment items representing the type of questions that students will see on state assessments. Also, some of the online accommodations are available for practice.

    - Visit CAI's Released Items Repository to experience sample assessment items and embedded assessment tools for ILEARN, I AM, and IREAD-3.
    - Visit WIDA's Test Practice Site to access the Test Demo, Test Practice, and Sample Items for WIDA assessments.
    - Visit College Board's SAT Practice and Preparation site to get access to practice tests, as well as access to the free Official SAT Practice through Khan Academy.

7. **Test accommodations.** TAs are required by law to be familiar with the test accommodations approved for students with disabilities, ELs, and students with medical conditions covered by Section 504 of the Rehabilitation Act. Test Coordinators are responsible for ensuring TAs are aware of all accommodations students will need prior to a test session and that they receive training to provide appropriate accommodations. Accommodations must be confirmed **before** a student begins testing. If a student is not provided a test accommodation or is provided an accommodation that is not listed in their IEP, Section 504 Plan, Service Plan, CSEP, or ILP, **the school must submit a Testing Irregularity Report, notify the student's parent/guardian, and contact IDOE** for guidance as to whether the test session(s) must be invalidated.

    Note*:* Accommodations for the SAT must be submitted in the College Board SSD Online system and approved prior to the student using the accommodation.

8. **Practice tests.** The purpose of practice tests is to familiarize students with the testing experience, including accessing the test, using any provided tools or accommodations, and interacting with different types of assessment items that are part of the operational test administration. Schools must administer the content-specific practice test to every student at least once prior to the content-specific operational assessment. Schools may use the practice test to reinforce the mechanics of responding to different item types and navigating the online testing system. Practice test guidance can be found in Appendix E, as well as each assessment program's TAM. TAs should reinforce system and item functionality during this time to minimize confusion during the operational assessment. Schools should consult the appropriate program manual when seeking details about practice tests for students testing paper-and-pencil.

9. **Makeup tests.** The same test administration, test accommodations, and test security procedures and protocols for tests administered during a school's regular testing schedule must also be applied to makeup tests. Schools must appropriately plan the

testing schedule for makeup testing and/or continued work time for students participating in the CATs, as appropriate. Makeup test sessions must be outlined in each school's locally-developed test schedule, as needed. School administrators must monitor makeup testing to ensure TAs and proctors are adhering to test administration, test security, and test accommodations protocols. Students may not be left unsupervised during any test sessions, including makeup test sessions. Makeup test sessions must be administered by a certified TA.

10. **Systems Readiness Test (SRT).** Optional SRT protocol for ILEARN, IREAD-3, and I AM is provided for schools to use as needed to ensure the local network and testing devices are optimized for test administration. Additional details are published in the SRT Guidance located on the Indiana Assessment Portal.

    - College Board will provide technical readiness guidance for the Indiana SAT School Day to ensure device and infrastructure configuration requirements are met.
    - SRTs are not needed for ISPROUT or IKRA.

Part C: *During Testing*

1. **Testing irregularity/testing security concerns**

    - **Testing irregularity.** Any deviations from standardized conditions during testing (e.g., sudden illness, school emergencies) must, at a minimum, be locally documented and reported to the STC, building principal, and CTC.

      A testing irregularity is an unexpected event that impacts the validity of one or more student tests (e.g., test ticket swap, access to unallowable materials) or significantly disrupts the testing environment (e.g., large scale power or internet outage, students are administered the wrong assessment). CTCs must be made aware of testing irregularities and the Testing Irregularity Report Jotform (Appendix C) must be completed and submitted for significant interruptions to testing. Insignificant interruptions to testing where students are able to successfully return to their test (e.g., student leaves CAT test session early due to illness, student device reboots and student is able to resume testing) should be documented locally and do not require a Testing Irregularity Report.

    - **Test security complaints and investigations.** Each school shall investigate and report any complaint of inappropriate testing practices and security issues according to the Protocol for Reporting and Investigating Alleged Breaches as established and published pursuant to 511 IAC 5-5-4. CTCs must be promptly notified of inappropriate testing practices and test security issues. All test security concerns must be documented and immediately submitted to IDOE utilizing the Testing Concerns and Security Violations Report form. See Protocol for Reporting

and Investigating Alleged Breaches in Appendix A and the Testing Concerns and Security Violations Report form in Appendix C for more details.

- **Interruption to testing.** For timed assessments (e.g. SAT), when an interruption to testing has occurred, the test session can be completed only if the TA is aware of the remaining time in the test session. The first step is for the TA to pause the test, noting the current time. The TA must not permit students to discuss the contents of the test. When possible, the TA may resume the administration of the test session, allowing the students the exact number of minutes that remain to finish the interrupted test session.

  For timed assessments and ILEARN performance task sessions, once a test session has started, the session must be completed during the same school day. ILEARN consists mainly of untimed CATs that will not expire until the end of the test window. Students are able to pause and resume these tests, as needed, throughout the test window. However, schools should review the ILEARN Scheduling and Timing Guidance for specific details related to the expiration of ILEARN performance tasks for mathematics and ELA. IREAD-3, I AM, ISPROUT, and the IKRA are all untimed assessments.

  Interruptions, at minimum, should be documented at the local level. When an interruption to testing has occurred during untimed assessments, the test session should be completed at a later date and/or time as the testing schedule allows.

- If any irregularity occurs during administration of the Digital SAT School Day, College Board's irregularity report must be submitted per SAT guidelines. Schools are not required to also submit an IDOE Testing Irregularity Report for the SAT. TAs will provide a copy to the CTC to initiate a local investigation. For test security complaints or interruptions, an irregularity report may also be required. Refer to the *SAT Suite Test Coordinator Manual* for instructions on documenting an irregularity.

2. **Review of inappropriate actions during testing.** CTCs and STCs must ensure staff are informed that it is **never** appropriate to**:**

   - Coach students by indicating in any way (e.g., facial expressions, gestures, the use of body language) that an answer choice is correct or incorrect, should be reconsidered, or should be checked.
   - Allow students to use any type of mechanical, technical, or paper device/aid (e.g., calculators or text-to-speech) unless the test directions allow such use or the device is documented as a necessary and allowable test accommodation for the student (see *Accessibility and Accommodations Information for Statewide Assessments*).

- Answer students' factual questions regarding test content or vocabulary.
- Simplify, modify, or change test directions in an effort to make them easier for students to understand.
- Read any parts of the test to students (except as indicated in the test directions, or as documented as an acceptable accommodation per a student's IEP, Section 504 Plan, ILP, CSEP, or Service Plan). Reading comprehension questions may be read to the student only if the student has a human reader, including items testing reading comprehension accommodation.
- Translate any assessment items (questions or passages) into a student's native language unless utilizing an approved (published) translated script or sign language interpreter's protocol. Translation of assessment items is not allowed for the Digital SAT School Day.
- Alter students' answers during or after testing.
- Require students to spend a certain amount of time reading a passage or answering an item before moving on to another passage or item.

3. **Prohibition of cell phones, smart watches and other electronic devices**. Cell phones, smart watches and other personal electronic devices not directly used during test administration are prohibited within the testing environment for both students and staff. An exception to the cell phone policy for adults is if this is the school's only means of communication regarding an urgent matter or if a staff member requires a cell phone for a medical purpose (i.e., glucose monitoring). Schools must document locally if a staff member requires a cell phone for a medical purpose.

   Schools must have protocols in place for ensuring students do not have access to these electronic devices during testing (e.g., a plan for the collection and secure storage of such devices).

   In the event that a cell phone, smart watch, or other unallowable electronic device is found in a student's possession while test materials are present, CTCs must follow the action steps outlined in the Social Media or Unallowable Devices Concern Report Jotform (Appendix C).

4. **Providing directions.** TAs and proctors must **not** rephrase assessment items, translate assessment items, or answer student's factual questions about test content or vocabulary, but they may repeat initial test session directions as described in the TAM or applicable testing script. For ILEARN, IREAD-3, and I AM assessments, TAs and proctors may direct a student to watch the item type tutorial available for each item in the Test Delivery System and may reiterate the directions provided in the tutorial to students on how the item type functions. They may not provide "hints" on how to answer the item beyond referring to functionality. For example, "drag the box that you think has the

correct answer into the answer space" is appropriate, but "drag the box that shows what comes first into this answer space" is **not** appropriate.

5. **Monitoring of students.** TAs and proctors must actively monitor the testing session. It is not acceptable for TAs and/or proctors to do the following: leave students unsupervised for any amount of time, concentrate on other tasks or materials, or otherwise ignore what is happening in the testing room.

   TAs and proctors must ensure that all students:

   - Receive appropriate accommodations;
   - Follow the instructions provided in the TAM/administration manual;
   - Do not exchange answers;
   - Do not interfere with or distract others; and
   - Use only permitted materials and devices.

6. **Monitoring of TAs and proctors.** CTCs/STCs must develop protocols for monitoring staff during testing to ensure all personnel adhere to test administration and security requirements with fidelity. Documentation (e.g., monitoring logs/reports sharing monitoring dates/times, names of TAs/proctors monitored, what was observed during monitoring, information referenced in the "Room Observation" section of IDOE's Assessment Monitoring Checklist, and any concerns) of monitoring conducted during testing must be kept on file at the local level. This documentation will be requested and reviewed during IDOE's monitoring of schools.

7. **Order of test sessions.** The prescribed sequence of test sections/segments is specific to each assessment. Please refer to the appropriate TAM/administration manual for specific details regarding test administration guidance.

8. **Students who proceed to another test section/segment without permission.** If a student has completed one section/segment of a test and proceeds to the next section/segment without receiving specific instructions from a TA to do so, a Testing Irregularity Report must be submitted. TAs must consult the appropriate assessment's TAM/guidance and/or contact their CTC/STC or IDOE for instructions if an incorrect test is accessed or if the TA approves a student into a test segment accidentally. When a situation is unclear, always contact IDOE for specific guidance. TAs must review students' test session entry requests closely before approving student entry into any online assessment. A common test irregularity occurs when TAs approve the incorrect test segment requested by one or more students.

9. **Invalidations**. Follow instructions for invalidation of a test session in the TAM or online user guide for the specific assessment. **Once submitted in the online system, an**

invalidation may not be reversible. Always contact IDOE for guidance if unsure of the best way to proceed prior to submitting an invalidation.

It is critical that administrators promptly contact the parent/guardian in the event that their child's assessment is invalidated to inform them on the circumstances that led to the invalidation and provide advanced notice that their child's Individual Student Report (ISR) will reflect the invalidation. While initial contact can be made by phone, it is important that more formal documentation (e.g., a copy of a letter or email notification sent to the parent/guardian) of the communication is kept on file locally. See Appendix F for additional invalidation guidance.

Part D: *After Testing*

- **Transcribing.** Transcribing occurs after the administration of state assessments in several situations, including, but not limited to, the following scenarios:
    - The student circled (or otherwise marked) their answers directly in the assessment book on the multiple-choice portion of a paper-and-pencil test.
    - A paper test was completed with a writing utensil other than a number two pencil (e.g., pen).
    - The original assessment book became damaged or unreadable.
    - The student tested in a large print book.
    - The student tested in a braille book.
    - The student completed I AM via a paper test form.

  In all of these instances, transcribing is not considered an accommodation.
  The steps for transcribing can be found in the test administration manual/TAM for the specific assessment (or WIDA's Accessibility and Accommodations Manual for WIDA ACCESS assessments), including directions on how to handle, transcribe, and return secure test materials (e.g., damaged assessment books, large print, braille).

  Transcribing occurs after the administration of the Digital SAT School Day only when a student is approved for an accommodation in SSD Online that allows for transcription. Refer to the *SAT Suite Test Coordinator Manual* for information on transcription of answers to an answer sheet.

  Guidance on transcribing braille and large print is located in Section 6 of the *Accessibility and Accommodations Information for Statewide Assessments*.

- **Secure destruction and return of testing materials following administration.** Assessment books and supplies are secure materials. It is the responsibility of school officials and CTCs to adhere to all guidelines for the proper disposal and prompt return of

secure materials following an assessment administration. Duplication of assessment materials constitutes a breach of test security.

Please refer to the TAM/test administration guidance for directions on the proper packaging and return of assessment materials. For accurate scoring of student assessments, it is critical that all secure test materials are returned on time and to the appropriate vendor.

For most state assessments, CTCs must make arrangements for the pick-up of secure test materials by the established deadline for the specific assessment program. Student assessment books and answer booklets found more than one week (five business days) after the published pick-up date must be immediately returned to the appropriate testing vendor; however, the student's responses will not be scored.

Failure by a corporation or its employees to return all test materials may be considered as an integrity breach under 511 IAC 5-5-3, which may result in an action under IC 20-28-5-7 or the corporation being required to develop a corrective action plan (signed by the CTC and superintendent) explaining how it will ensure testing materials are disposed of and returned appropriately in the future.

Part E: *Ancillary Materials and Resource Guidance*

Refer to the following reminders regarding test administration materials.

- CTCs and STCs must download manuals from the Indiana Assessment Portal, the WIDA Secure Portal and/or WIDA AMS, College Board's Indiana Resources Google folder, and ISPROUT and IKRA Ready for Kindergarten system. Schools may print manuals locally or have TAs read directions from the electronic file on their school-owned devices, which are used solely to administer testing.
    - Some secure scripts needed for paper testing will be printed and shipped to schools along with the paper assessment. Refer to each program's test administration manual for details.
- Printed copies of College Board manuals will be sent to schools and are available online.
- Districts will receive initial orders of WIDA ACCESS manuals and scripts based on data reported on the Pre-ID file. Printed materials may also be ordered via the additional materials order. Additionally, non-secure manuals and scripts are available for download in the WIDA Secure Portal.
- Any locally-printed manuals and practice test scripts may be discarded locally once test administration is complete. Secure scripts must be securely destroyed.
- Licensed school staff administering WIDA, ILEARN, I AM, and/or IREAD-3 are referenced as TAs, and those administering the SAT or PSAT/NMSQT are Proctors.
- CTCs will receive a resource kit for each kindergarten teacher administering the IKRA.

Local-level responsibilities for CTCs and STCs include:

- Ensure that TAs access and review the correct assessment manual(s) **prior to testing** as part of Test Administration Training.
- Review the appropriate testing manuals for specific test coordinator responsibilities.
- Adhere to the procedures and processes outlined in the 2024-2025 CTC Test Security and Integrity Training, the Indiana Assessments Policy Manual, and the "Assurances" section of the "Test Coordinator" tab in DOE Online.

Responsibilities of TAs (Proctors for College Board) include:

- Review the TAMs in their entirety **prior to** administering assessments to students.
- Adhere to procedures and processes outlined in the 2024-2025 All Staff Test Security and Integrity Training and the 2024-2025 Indiana Assessments Policy Manual.
- Direct any questions or concerns to your CTC/STC prior to testing.

2024-2025 Assessment Manuals		
ILEARN		
Test Administration(s)	**Manuals**	**Audience**
Fall 2024 Winter 2025 Spring 2025	ILEARN Test Administrator's Manual (TAM)* (Includes information for Grades 3-8, Biology ECA, and U.S. Government ECA)	CTCs, STCs, and TAs
ILEARN Checkpoints Pilot: Checkpoint 1 Checkpoint 2 Checkpoint 3	ILEARN Checkpoints Administrator's Manual (CAM)	CTCs, STCs, and TAs
IREAD-3		
Spring 2025 Summer 2025	IREAD-3 TAM*	CTCs, STCs, and TAs
I AM		
Spring 2025	I AM TAM	CTCs, STCs, and TAs

WIDA		
WIDA Screener	WIDA Screener for Kindergarten TAM, WIDA Screener Online TAM, and WIDA Screener Paper TAM	TAs
WIDA ACCESS	District and School TCM	CTCs andSTCs
WIDA ACCESS	TAM	TAs
WIDA Screener and ACCESS	Accessibility and Accommodations Manual	CTCs, STCs, and TAs
SAT and PSAT/NMSQT		
Fall 2024 PSAT/NMSQT	SAT Suite Test Coordinator Manual	CTCs and STCs
Spring 2025 SAT School Day	SAT Suite Proctor Manual	Proctors
IKRA		
Fall 2024	KRA TAM	Kindergarten Teachers and kindergarten classroom staff

**The same TAM will be used for all test administrations for the school year.*

Section 7: Required Screening for Learning Characteristics Related to Dyslexia

IC 20-35.5 requires all Indiana public school corporations and charter schools (with no exceptions for high-performing corporations) to screen students in kindergarten through grade two for learning characteristics related to dyslexia. Corporations and schools must:

- Notify all parents of students in kindergarten through grade two that screening for learning characteristics related to dyslexia will occur, as required by IC 20-35.5.
- Screen all students in kindergarten through grade two during the first 90 calendar days of school. There are only two cases where students may be exempt from screening, which are denoted below.
    - Students who are already receiving intervention specific to learning characteristics related to dyslexia.
    - Students whose parent or guardian objects to the screening.
- Evaluate results of the screening and identify any students who are “at risk” or “at some risk” of learning characteristics related to dyslexia based on IDOE’s Dyslexia Programming Guidance for Schools.
- Notify parents of assessment results, appropriate classroom interventions and accommodations for students with dyslexia, and a statement that the parent may elect to have the student receive an educational evaluation by the school.
- Provide remediation and support to all students identified “at risk” or “at some risk.”
- Administer a diagnostic assessment to all students identified as “at risk” or “at some risk” for learning characteristics related to dyslexia to inform remediation plans during the first 90 calendar days.

CTCs are responsible for ensuring that screening occurs for all students and that diagnostic measures are provided for identified students. CTCs should work with each corporation’s designated reading specialist (as defined in IDOE’s Dyslexia Programming Guidance for Schools) to ensure all aspects of dyslexia programming as related to screening and assessments are met.

Section 8: Guidance for Specific Categories of Students

Part A: *Foreign Exchange Students*

Neither Indiana nor federal law provides any exemption from assessing foreign exchange students. Therefore, foreign exchange students must participate in all required state assessments. This includes WIDA Screener and WIDA ACCESS assessments, as applicable.

Part B: *Recently-Arrived English Learners (RAELs) and Federal Flexibility*

Indiana defines a “RAEL” as an EL enrolled in U.S. schools for less than 12 cumulative months during the school year. Indiana will uniformly apply statewide flexibility for RAELs to provide

three years before fully incorporating the achievement results of RAELs in accountability determinations.

- **Year One:** RAELs participate in all content areas of the statewide annual assessment to the extent possible, but ELA results will be excluded from accountability calculations and determinations.
- **Year Two:** RAELs participate in all content areas of the statewide annual assessment; only growth scores for ELA will be included in accountability calculations and determinations.
- **Year Three and Beyond:** RAELs participate in all content areas of the statewide annual assessment, and achievement and growth scores will be included in accountability calculations and determinations.

Part C: *Students with Temporary Conditions that Affect Ability to Test*

- **Emergency/Temporary Accommodation Plan under 511 IAC 5-2-4(b).** Corporations may provide test accommodations to a student with a temporary condition, such as a broken arm or concussion, when that condition prevents the student from participating in a state-required assessment in the manner in which the student would normally participate. If such an instance occurs and neither an Individuals with Disabilities Education Act (IDEA) or Section 504 provision apply, the school must develop an Emergency/Temporary Accommodation Plan under 511 IAC 5-2-4(b) or Individual Health Plan that describes the accommodation(s) the student will utilize during testing. These recommendations must come from the student's health care provider. For the Indiana SAT, a Request for Support for Temporary/Medical Conditions must be submitted to College Board as soon as possible.

  An Emergency/Temporary Accommodation Plan under 511 IAC 5-2-4(b) is a written plan that includes a description of what took place and describes the accommodation(s) the student will utilize during testing.

  For students with concussions, IDOE developed several guidance documents that can be used by both providers and schools regarding academic accommodations.

  The school is required to notify the student's parents/guardians of the planned accommodation(s). This document must be included as part of the student's permanent record kept on file at the local level and **does not** need to be submitted to IDOE.

  CTCs can request approval for a nonstandard assessment accommodation for a student by submitting a Nonstandard Assessment Accommodation Request form.

  - If a scribe is needed, follow the scribing instructions in Section 6 of the *Accessibility and Accommodations Information for Statewide Assessments*.

- If the test requires transcription, refer to directions within the test administration manual for the specific assessment (or WIDA's Accessibility and Accommodations Manual for WIDA ACCESS assessments).

Part D: *Students with Health-Related Concerns*

Some students have health-related concerns that must be taken into account during a state-required assessment. For example, a student is required to take medication in the school clinic at 10 a.m. each day. Although the best-case scenario is to schedule the assessment around it, this is not always possible. Please note that the student is permitted to leave the classroom for such health-related concerns during a test session as long as the teacher documents the length of time the student is absent from the classroom (in this case, to take the medication.) The student in this particular case would be allowed the total number of minutes for a timed test session despite the need to visit the school clinic.

Students taking ILEARN performance tasks must finish their session during the school day; students may take breaks during the test sessions.

The SAT School Day must be completed as an uninterrupted test session during one school day. Students may leave the testing room if needed; however, their testing time does not stop. Students with a formal plan may be eligible for accommodations for additional breaks or breaks as needed. These accommodations will stop the testing time while the student is on break.

Part E: *Illness During Testing*

Schools must have a clear and consistent policy that defines "excused illness." The assessment window will generally allow enough time for a student to make up a missed portion of the assessment due to an illness.

Under no circumstances may a student who is legitimately ill be required to attempt the test, and no assessments may be given after the end of the testing windows established by the Indiana State Board of Education.

If a student has started a performance task and is unable to complete it due to illness, the completed portion may be scored to provide credit to the student. Students who have begun an ILEARN performance task segment on one day cannot resume that segment on a subsequent day, even if they paused the test due to illness. If the student became ill upon immediately logging in to the performance task and responded to no questions, a Testing Irregularity Report to request reopening the test may be justified. If a student becomes ill while completing the ILEARN ELA Performance Task Part 1, they may resume testing on a subsequent day to complete Part 2.

Part F: *Students with Medical Emergencies During Testing*

Under no circumstances may a student who would be considered too ill or injured to attend school or regular class be required to attempt the test. If the student is able to receive instruction during the testing window, including off-site instruction (e.g., at home or in the hospital/facility), the student is generally able to participate in an assessment utilizing the Emergency/Temporary Accommodation Plan listed above in Part C.

If determined by a licensed health care provider that a student cannot participate in the testing window, the school must obtain a written statement from the student's health care provider stating that the student is prohibited, due to their medical condition, from participating in any type of testing. The document must be on the provider's official letterhead and include a statement of the student's medical reason for not being able to test, the provider's contact information, and a signature and date from the student's licensed health care provider. The school should maintain this documentation locally.

Part G: *Medical Exemption for Accountability*

There is no medical exemption for accountability submitted during the testing window. This is part of the audit procedure for accountability.

If the participation rate is 95 percent or higher for ILEARN, IREAD-3, or the Digital SAT School Day, the participation rate defaults to 100 percent, so schools still receive 100 percent participation even if, due to a medical issue, all students do not test. If participation rate is below 95 percent, the school can submit the health care provider's statement. The statement must be on the provider's letterhead and must be dated immediately before or during the student's testing window. Students whose test results are considered "Undetermined" will be included as nonparticipants when calculating participation rates for school accountability purposes. 95 percent participation for the identified one percentage of alternate testers (e.g., students taking I AM) is also required. 100 percent of identified ELs are federally required to participate in the annual WIDA ACCESS or Alternate ACCESS assessment. If you have questions about this procedure, please contact IDOE's Office of Accountability.

Part H: *Testing Students at Alternate Sites*

Schools may provide assessments to students at alternate sites under certain conditions. In cases where students receive services at an alternate site, the accountable school must oversee the test administration process. The accountable school is typically the school wherein the student has legal settlement; however, that may not always be the case. The accountable school is a student-by-student determination based on numerous factors outlined in IC § 20-26-11-1 *et seq*. and Article VII (for students with IEPs).

Schools must provide appropriate off-site staff with the formal training required of all TAs. This may be done via agreement between schools and the facilities providing testing services or by providing licensed TAs from the school to administer the assessment at the off-site facility. Schools must maintain signed copies of the Testing Security and Integrity Agreement on file for all TAs, ensure that all test materials (e.g., STNs, assessment books) are stored securely at all times, and document the custody of the test materials throughout the test administration to maintain test security. If a student is participating in Digital SAT School Day at an alternative location not due to a medical condition or disability, the school must submit an off-site request to College Board by the established College Board procedures and deadlines. Guidance for different student populations is outlined below. (Please note that the guidance above regarding completion of required trainings and signing the Testing Security and Integrity Agreement applies to TAs testing any student population below):

1. **Homebound students.** Homebound students are students enrolled in a public school, charter school, accredited non-public school, or Choice school who are physically unable to attend school and therefore receive instruction in their homes. These students are required to participate in statewide assessments under conditions similar to general education students. If the student is unable to test at the enrolled school and must test at home, the CTC should request the homebound accommodation for the student by submitting a Nonstandard Assessment Accommodation Request form. The assessment may be delivered online or provided via paper. The mode of assessment should be included in the request for approval.

   The assessment can be administered during the student's scheduled service hours within the testing window, as long as the student does not have contact with other students. Any test materials must be stored securely at all times, including during transport to and from the student. It is essential to document the custody of test documents during the test administration to ensure security related to testing materials. If such a student requires special test accommodations, please refer to *Accessibility and Accommodations Information for Statewide Assessments.*

2. **Students who are hospitalized, and the hospital provides educational services to the student.** Schools must confirm that the hospital staff member holds a valid Indiana license (instructional, administrative, or school services) and has completed necessary TA and Test Security Training before administering the assessment to the student. The CTC can request approval for a paper form of an assessment for the student by submitting a Nonstandard Assessment Accommodation Request form.

3. **Students who are hospitalized, and the hospital does NOT provide educational services to the student.**

a. Schools must follow all test administration requirements and may administer the assessments in the hospital. The CTC can request approval for a paper form of an assessment for the student by submitting a Nonstandard Assessment Accommodation Request form.
b. If the student does not test, the school must obtain a written statement from the student's physician or medical provider and maintain the documentation locally. This documentation may be requested by IDOE at a later date, so schools should ensure that this documentation is located at the school and in the student's file.

4. **Non-public schools, partially-enrolled students, and home-schooled students**

a. ***Students in accredited non-public schools (including Choice schools).*** Students enrolled in accredited non-public schools must participate in statewide assessments (IC 20-32-2-3) at the accredited non-public school.
b. ***Students in non-accredited, non-public schools.*** Students enrolled in non-public schools that are not accredited do not participate in statewide assessments at their non-public schools.
c. ***Students in home schools.*** Students exclusively attending home schools do not participate in statewide assessments.
d. ***Students with dual enrollment [4] (public and accredited non-public schools).*** If a student has dual enrollment in a public school and an accredited non-public school, the student is subject to required participation in statewide assessments at either the public school or the accredited non-public school.
e. ***Students with dual enrollment [4] (public and non-accredited non-public schools, including home schools).*** If the student has dual enrollment in a public school and a non-accredited non-public school (including home schools), per IC 20-33-2-12, the student may be offered the opportunity to participate in statewide assessments, but participation is not required.
f. ***Students in non-accredited non-public schools or home schools receiving special education services (not enrolled in a public school or accredited non-public school).*** Although corporations are required to offer special education services to these students, the students do not participate in statewide assessments.
g. ***Students partially enrolled in a public or accredited non-public school.*** If a student is only partially enrolled in a public or accredited non-public school (for example, attends only art and music), the school may elect to offer statewide

[4] To qualify for dual enrollment, the student must receive educational services from the corporation; that is, the student must be enrolled in the school and participate in at least one course or curriculum program that is part of the public school's regular instructional day. The student must be included in the corporation's Average Daily Membership count on a full-time equivalency basis as provided in IC 20-43-4-6. Students participating only in extracurricular activities are not considered enrolled.

assessments to the student, and the parent(s) may elect to have the students participate in the statewide assessments. However, the school is not obligated to offer the assessment, and the student is not obligated to participate. Partially-enrolled students are not included in any part of a school's accountability calculation. Students who are partially-enrolled may require additional set-up in some testing systems. Contact IDOE's Office of Student Assessment for support prior to testing partially-enrolled students to ensure successful administration.

5. **Suspended students.** It is the responsibility of an accredited school to administer applicable assessments to all of its enrolled students, as appropriate, including those students who may be suspended from school during the assessment window. Some schools have placed conditions on such testing (e.g., testing at an alternative site, having a parent/guardian present onsite near [but not inside] the testing room to ensure good behavior).

6. **Expelled students**. Except for a special education student who has been removed from the student's regular school setting and who is entitled to continue to receive educational services, a public school is not required to provide any services to a student who has been expelled. However, if the school provides any educational services (e.g., alternative education, special education, "last chance" program) to a student who has been expelled or who faces expulsion, the school must administer statewide assessments to the student. A school may provide statewide assessments to a student who has been expelled and who receives no other educational services. Some schools have placed conditions on such testing (e.g., testing at an alternative site, having a parent/guardian available onsite near [but not inside] the testing room to ensure good behavior). Students reported with the "Serving Expulsion" exit code will appear as "Active" in TIDE. If a student tests through an alternative education program, the student's scores will be aggregated with the results of the accountable corporation.

7. **Students in alternative schools/programs or private residential treatment facilities.** If a student is in an alternative school or program, the student will receive educational services from the local corporation, which includes participation in statewide assessments. The corporation must follow all test administration requirements and may administer statewide assessments in the alternative setting or at another location within the corporation.

    a. As provided by IC 20-26-11-11.5, if a student is placed in a private residential treatment facility described in IC 31-9-2-115(a)(1) by a physician, and the student receives educational services provided by the facility, the corporation of legal settlement is responsible for ordering and delivering the test materials as well as including the facility staff in formal training. The corporation of legal settlement

must also have a Testing Security and Integrity Agreement on file for this staff (see Section 5). The student's scores will be aggregated with the results of the corporation of legal settlement. If a student is placed in a private residential treatment facility by a physician, but the facility does not provide educational services to the student, the corporation of legal settlement is responsible for the student's participation in statewide assessments. The corporation of legal settlement must follow all test administration requirements and may administer statewide assessments in the private residential treatment facility. The student's scores will be aggregated with the results of the corporation of legal settlement. CTCs can request approval for a paper test form for the student by submitting a Nonstandard Assessment Accommodation Request form.

8. **Students in correctional facilities.** If a student is in a local juvenile or adult facility that does not have an educational program, the student will receive educational services from the local corporation, which includes participation in statewide assessments. The corporation must administer state-required assessments in the secure facility and follow all test administration requirements. CTCs can request approval for a paper form of an assessment for the student by submitting a Nonstandard Assessment Accommodation Request form. The Indiana Department of Correction (DOC) will test students in DOC facilities.

In all instances noted above, student scores will be aggregated with the results of the corporation of legal settlement.

Part I: *Protocol for the Presence of Medical Support During Testing*

If a student requires medical support during testing, the following protocol must be implemented:

- The student's need for medical support (e.g., glucose monitor, cell phone, smart watch) during testing must serve a medical purpose. Schools must submit the Fidelity Assurance Form (located within the Moodle Test Coordinator Corner) to IDOE for documentation purposes and document this need locally. In the event the school is monitored by IDOE, this documentation may be requested.
- Students who require a Bluetooth hearing device do not require a Fidelity Assurance Form submission.
- SSD Coordinators must submit a request in SSD Online and receive approval from College Board prior to testing for the Indiana SAT.
- The medical support cannot be accessed during testing unless medically necessary.
- A TA and proctor must be present in the testing room.
    - Proctors should carefully monitor the student and medical support to ensure that the student is not accessing the support for anything unless there is a medical

need (in this case, testing should be paused or stopped to allow the student to receive medical attention). The proctor may either monitor the medical support by keeping the medical support for the student unless/until the device is needed or by staying near the student and monitoring support access if the student needs to keep the device on hand at all times.

Part J: *Students with No Mode of Communication (NMC)*

The vast majority of students who participate in the alternate assessment are able to complete the test through various communication mechanisms. A small number of students have no observable way to communicate. TAs must implement a protocol during the assessment which identifies these students as NMC during reporting. This process is clearly delineated in the I AM TAM.

IDOE developed a systematic review for these students identified as having NMC for consecutive years.

The review process is outlined below.

- **Year One:** The student is identified as having NMC on the alternate assessment.
- **Year Two:** The student is identified as having NMC on the alternate assessment for two years. IDOE reviews the student's IEP for a communication goal and reports back to the corporation with any findings.
- **Year Three and Beyond:** The student is identified as having NMC on the alternate assessment for three or more consecutive years. IDOE reviews the student's IEP for a communication goal and reports back to the corporation with any findings. IDOE shares this information with the Indiana Resource Network to support corporations with new strategies to assist in moving toward communication by the student.

Part K: *Virtual Learners*

Virtual learners are required to participate in all statewide assessments. Statewide accountability assessments may **not** be administered remotely, but must be administered at a secure location with a TA present in-person. Schools have the flexibility to administer tests in-person to virtual learners in small groups or one-on-one and at different times or locations than other student groups. For the Digital SAT School Day, testing days and times must adhere to policies as defined in the SAT Coordinator's Manual. Virtual schools who have opted in for the ILEARN Checkpoints pilot during the 2024-2025 school year may administer the ILEARN Checkpoints virtually utilizing the remote guidance provided.

Part L: *Students Seeking Indiana Alternate Diploma*

511 IAC 6-7.1-10 sets forth the requirements an eligible student must meet to earn the new Indiana Alternate Diploma. Beginning in spring 2023, the alternate diploma was made

available to students with the most significant cognitive disabilities and for whom a case conference committee has determined that the alternate diploma is appropriate. More information can be found here.

Part M: Students in the Education Scholarship Account (ESA) Program

Students and their families participating in the Treasurer of State's Indiana ESA Program must participate in statewide assessments (per I.C. 20-51.4-3-1) unless otherwise prescribed in their IEP, Service Plan, Choice Special Education Plan (CSEP), or Section 504 Plan.

Section 9: Scoring and Reporting

Part A: *Scoring Process of Open-Ended Assessment Items*

Indiana's testing vendors employ qualified scorers in ELA, mathematics,and social studies to score student responses to open-ended assessment items.

ILEARN Assessments: Indiana educators are recruited in late winter to score open-ended assessment items from the ILEARN assessment. Educators must hold a minimum of a bachelor's degree from an accredited college or university and be currently employed as an educator at an accredited Indiana school. Teaching experience in ELA, mathematics, or social studies is preferred.

Scoring directors employed by the scoring vendor, who meet the qualifications for a scorer and have additional training and experience, supervise the scorers. All scorers must complete a rigorous training program and qualify for scoring by demonstrating their competence in scoring. Scorers are monitored throughout the scoring process to ensure reliability. Any scorers not meeting accuracy and reliability requirements are retrained or replaced and previous work is reviewed.

Part B: *Aggregate Test Results and Special Accommodations*

ILEARN, IREAD-3, Digital SAT School Day, and WIDA ACCESS test results will be reported at the state, corporation, and school levels for any of the following groups reaching the minimum number of participating students:

- General education
- Special education
- ELs
- Gender
- Race/Ethnicity

Additional aggregations are available through the provided Corporation Data File or School Data File.

Part C: *Assessment Results*

Pursuant to IC 20-32-5-9, corporations must promptly provide parents/guardians with information to access their child's assessment results. Corporations must use a secure method of delivery (e.g., delivery through local student information system [SIS], secure file transfer protocols, or U.S. mail) to provide test results to parents/guardians. Corporations must locally document the method and date of secure communication of test results to a parent/guardian. IDOE may request this documentation to confirm compliance. Student assessment results are protected by the Family Educational Rights and Privacy Act (FERPA) and must be provided to parents/guardians in a secure manner. Note: Email is not considered a secure method of transmission.

Part D: *Requesting a Rescore of a Student's Assessment*

ILEARN Assessments: A parent/guardian may request to have a student's response to any open-ended item rescored if there is evidence of incorrect scoring. A rescore should not be requested solely based on the student's scale score. Rescores must be requested by schools on behalf of the parent within the published rescore window. **Once a rescore request is submitted in TIDE, it cannot be reversed.** Scores obtained through rescoring will be final. Schools must communicate with families that rescore requests may result in an increased, decreased, or unchanged scale score following review.

I AM and IREAD-3 Assessments: I AM and IREAD-3 assessments do not contain open-ended items; therefore, the rescore request process is unavailable for these assessments.

WIDA ACCESS and Indiana SAT Assessments: A rescore request process is not available for these assessments.

Section 10: Test Security

Part A: *Overview*

The purpose of this section is to describe what constitutes unethical practices related to the security of assessment materials, including those related to online and/or paper assessment administrations, before, during, and after test administration. Prior to the release of specific assessment items by IDOE via posting on the website, all assessment materials are considered secure. Pursuant to 511 IAC 5-5-3(e), noncompliance with the Code of Ethical Practices and Procedures may result in action by IDOE under IC 20-28-5-7. In addition, pursuant to 511 IAC 5-5-3(f) IDOE has the authority to enforce applicable intellectual property laws.

Due to the length of certain test windows, secure test materials may be in a corporation or school's possession for several weeks. This makes security of test materials a critical responsibility.

Corporation administrators must develop, implement, and assess procedures for the secure storage, administration and delivery of standardized test materials back to testing vendors by established deadlines. **Failure by a corporation or its employees to securely store, administer and return all secure test materials by established deadlines may be considered an integrity breach under 511 IAC 5-5-3, which may result in an action under IC 20-28-5-7.** Secure test materials found past the established return of materials deadline must be immediately returned to the testing vendor; however, student responses in late returns will not be scored.

Note: For the Indiana SAT, test materials are shipped directly to the individual school, rather than the corporation offices.

Part B: *Secure Materials*

Many assessment materials are secure materials. It is the responsibility of school officials to adhere to all guidelines for the proper disposal and return of secure materials following assessment administration. CTCs/STCs must keep documentation locally on file verifying secure destruction of secure materials as well as the return of secure materials to vendors (see the Material Destruction and Return Guidance (Appendix I).

Duplication of assessment materials constitutes a serious breach of test security. Prior exposure of students to test questions necessitates the invalidation of scores and denies those students the right to receive accurate test results. Paper tests cannot be duplicated at the local level for any assessment for any reason. Additional paper forms should be requested using the directions in each program's TAM/test administration guidance or from the Office of Student Assessment if urgent circumstances arise.

Students participating in regular print, large print, or braille paper assessments may complete the practice test included within the secure materials five days prior to the operational assessment. Upon completion of the practice test, the materials must be securely stored until the operational assessment. TAs must ensure that students do not proceed past the practice assessment. If a student accesses the operational assessment in error, the TA must notify the CTC. The CTC must submit a testing irregularity report to IDOE for review and guidance.

Other than the exception noted above, under no circumstances may anyone view student test materials prior to administering the assessment.

Part C: *Test Security Violations*

It is a violation of test security to**:**

- Use another staff member's username and/or password to access vendor systems or administer tests.
- Use school or TA login credentials to access student level information or state and/or vendor systems for personal use.
- Use a student's login information to access practice tests or operational tests.
- Use another staff member's training quiz answers or other unauthorized resources to complete required TA or proctor assessment training or quizzes.
- Review test questions prior to, during, or after test administration.
- Give examinees access to test questions prior to testing.
- Provide access to test content to persons who should not have access. This includes administering tests in error to students who are not eligible to participate.
- Copy, reproduce, or use in any manner any portion of any secure assessment for any reason.
- Alter student assessment books and/or answer documents (paper-and-pencil or online) prior to, during, or after testing.
- Share or post actual or paraphrased test items/content or student responses in a public forum, social media, text, or email.
- Comment on test content in a public forum, social media, text, or email.
- Take pictures, screenshots, or videos of assessment materials.
- Deviate from the prescribed administration procedures specified in the TAM.
- Make answer keys available to examinees.
- Score student responses on the test locally before submitting the assessment for scoring to the testing vendor, as designated by IDOE, with the exception of some WIDA assessments requiring local scoring.
- Require students to spend a certain amount of time reading a passage or answering an item before moving on to another passage or item.
- Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this section.

Part D: *Required Local Test Security Policy*

Every corporation or other test administration location that administers tests under the Indiana Assessment System **must** have a locally developed written test security policy that is shared with staff. While IDOE does not require school board approval of this policy, corporations should follow local-level practices to determine whether this policy needs to be approved by the local school board. The test security policy developed must: Specify that secure test materials should not be delivered to school buildings more than one week (preferably less) in advance of test administration;

- Specify that teachers and other school staff members are not allowed access to secure materials more than four hours in advance of the test administration; and
- Describe the entity's plan for ensuring the security of assessment materials during testing and storage of all secure assessment materials before, during, and after testing. All test materials should be stored at a central location under lock and key.

Locally developed written test security policies must include, but are not limited to, the following actions:

- Ensure that all appropriate staff have knowledge of the Code of Ethical Practices and Procedures (Appendix A) and understand how to secure, administer, and handle the assessments while in their possession.
- Ensure all staff receive Test Security and Integrity Training prior to IDOE's established deadline.
- Ensure all appropriate staff receive test administration training prior to the start of the state testing window for each assessment.
- Ensure staff members who will provide students with test accommodations are familiar with each student's individual accommodation needs as per the student's IEP, ILP, Section 504 Plan, CSEP, and/or Service Plan prior to testing.
- Ensure staff members who will provide students with test accommodations receive focused training on providing such accommodations prior to the start of the state testing window for each assessment.
- Ensure all appropriate staff receive test security refresher training prior to the start of the state testing window for each assessment.
- Define and clearly communicate at least once annually for all appropriate staff how staff implementation of test administration and test security standards and procedures will be monitored by school administrators.
- Provide any other information and professional development necessary to ensure that all appropriate staff have the knowledge and skills necessary to make ethical decisions related to preparing students for an assessment, administering the assessment, and interpreting the results from assessment.
- Establish a testing schedule. At a minimum, the schedule should include the assessment name, testing dates and times, applicable grade levels, content areas, and testing room locations. Local testing schedules must be developed prior to the start of the state testing window for each assessment.
- Establish an access policy for assessment materials that allows only appropriate staff to have access to test administration manuals prior to the administration of the test, but prohibits the reviewing of any secure test questions before, during, or after the assessment administration.
- Establish a process that ensures all student assessments are secure when they are not being administered.

- Annually review school materials and practices related to preparing students for assessments. The description must include an explanation regarding how the corporation will ensure test preparation materials used by school staff are appropriate and do not violate test security protocols.
- Monitor testing to ensure staff are administering assessments with fidelity in terms of test administration and test security protocols/procedures and that staff are appropriately providing students with accommodations included in their formal plan.
- Provide channels of communication that allow teachers, administrators, students, parents/guardians, and other community members to voice their concerns about testing practices they consider inappropriate (see the Testing Concerns and Security Violations Report form in Appendix C).
- Establish procedures for investigating any complaint, allegation, or concern about inappropriate testing practices, and ensuring the protection of both the rights of individuals and of the integrity of the assessment.
- Investigate any complaint of inappropriate testing practices or testing irregularities according to the Protocol for Reporting and Investigating Alleged Breaches as established and published pursuant to 511 IAC 5-5-4 (Appendix A).

Part E: *Fidelity and Integrity – Requirements and Potential Consequences*

Any individual with a license granted by IDOE who violates the Code of Ethical Practices and Procedures (Appendix A) as established and published pursuant to 511 IAC 5-5-3 may face disciplinary action under IC 20-28-5-7, 511 IAC 5-5, and/or other applicable remedies available under state and federal laws. Violations of test security, pre-test activities, testing conditions, and post-test activities may result in license suspension or revocation of any school personnel involved under IC 20-28-5-7.

Part F: *Data Forensic Analysis*

IDOE receives data forensic information from testing vendors after testing has concluded. IDOE uses the following process steps related to analyzing the data forensic information received:

- IDOE reviews the analysis provided by each vendor.
- IDOE requires identified corporations to evaluate their data for test administration and/or test security concerns following this internal review based on defined flagging criteria.
- IDOE requires identified corporations to complete documentation and conduct interviews to gather more details regarding test sessions identified as concerns.
- IDOE reviews corporation documentation and notifies the corporation if additional action steps are necessary.
- IDOE determines whether any additional steps should be taken due to concerns regarding data integrity (e.g., validity and/or reliability) of the assessment administration.

Refer to IDOE's Indiana Assessments Policy Manual webpage for supporting Appendix documents. Contact IDOE's Office of Student Assessment with questions regarding this manual and accompanying documentation.

Appendix 5F
Accessibility and Accommodations Training Module

Accessibility & Accommodations Training

Office of Student Assessment

2024-2025

@EducateIN

Welcome

- The 2024-2025 Accessibility and Accommodations Training is for Corporation Test Coordinators (CTCs), School Test Coordinators (STCs) and Test Administrators (TAs).
- The purpose of this training is to support the management of testing accommodations and minimize the use of inappropriate test settings during test administration.
- TAs must be familiar with student testing accommodations before test administration.

Accessibility and Accommodations

To access the Accessibility and Accommodations Information For Statewide Assessments, please visit the Indiana Department of Education (IDOE)'s website.



Types of Accessibility Resources

Universal Features

Universal features are accessibility tools, supports, or resources available to all students as they access assessment content. No formal plans are required for students to access these features.

Designated Features.

Designated features are tools that are available for use by any student for whom the need has been indicated by an educator or team of educators, parent/guardian or the student (if appropriate), or other personnel who is familiar with the student's characteristics and needs. Student input in determining designated features, particularly for older students, is recommended.

Accommodations

An accommodation is a change in the standardized testing materials or procedures that allows students with an Individualized Education Program (IEP), Section 504 Plan, Individual Learning Plan (ILP), Service Plan, and/or CSEP to participate in an assessment while measuring the knowledge and skills required by academic standards.

Universal Features Display

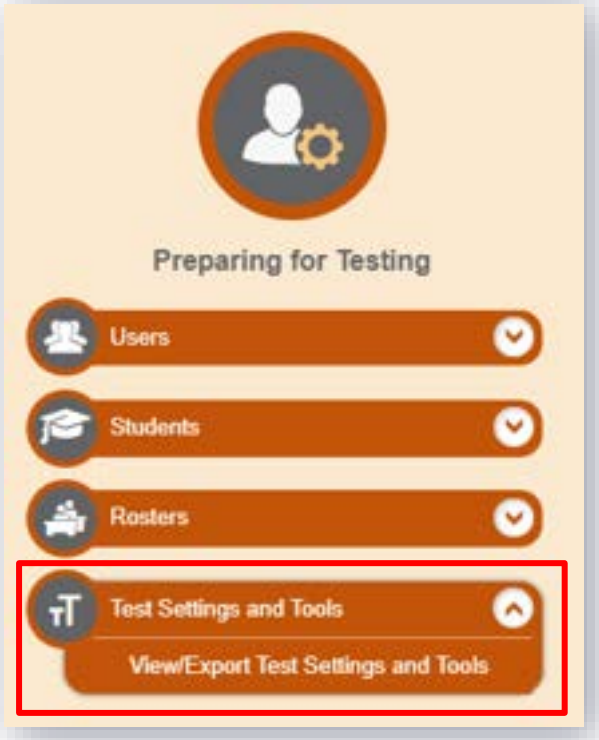


Designated Features Overview

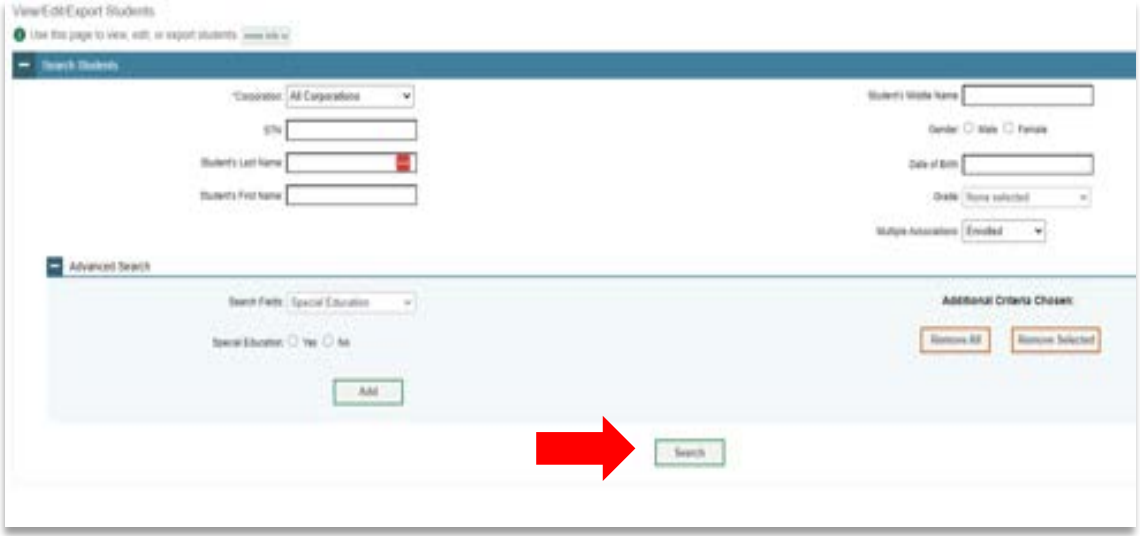
- Assigning a designated feature does not require documentation of need in an IEP, Service Plan, CSEP, ILP, or Section 504 Plan.
    - If schools elect to document designated features within a student's IEP or ILP, those features will populate in the Test Information Distribution Engine (TIDE) in the nightly feed.
- Designated features need to be identified and assigned in the Test Information and Distribution Engine (TIDE) prior to assessment administration. The TA can assign some designated features in the TA Interface prior to approving the student to test.
- Students should be familiar with using the designated features assigned to them.

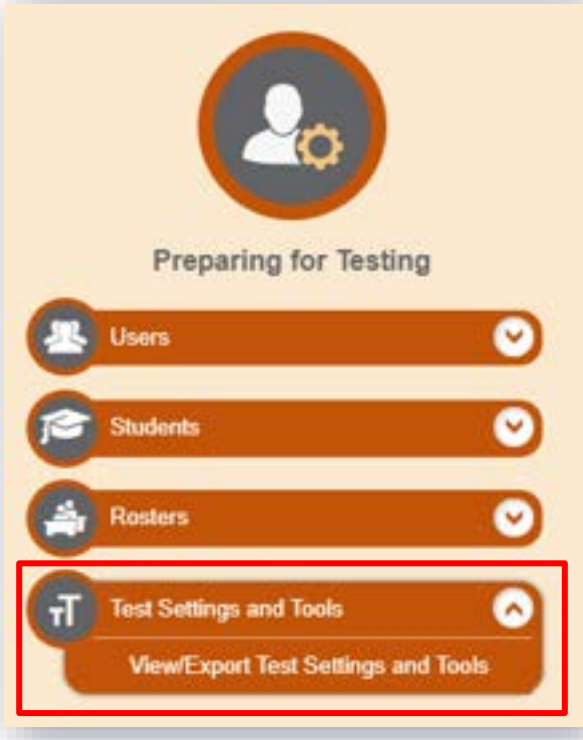
Assigning Designated Features & Accommodations in TIDE

- TAs must review each student's information prior to testing day to ensure that each student has the correct designated feature(s) and/or accommodation(s) set in TIDE.
- Student information, including enrollment and accommodations data, are imported to CAI systems via IDOE's Data Exchange process. Schools must ensure local data within your student information system (SIS) and Indiana IEP (IIEP), and Indiana ILP (IILP) are accurate to ensure correct accommodations import to TIDE.
- The student should not test until the Designated Features and Accommodations settings are correct in TIDE.
- Test invalidations often occur when accommodations are provided to students in error and/or without formal plans.
- Contact your STC if settings in TIDE are incorrect or if accommodations are withheld or provided in error to the student.

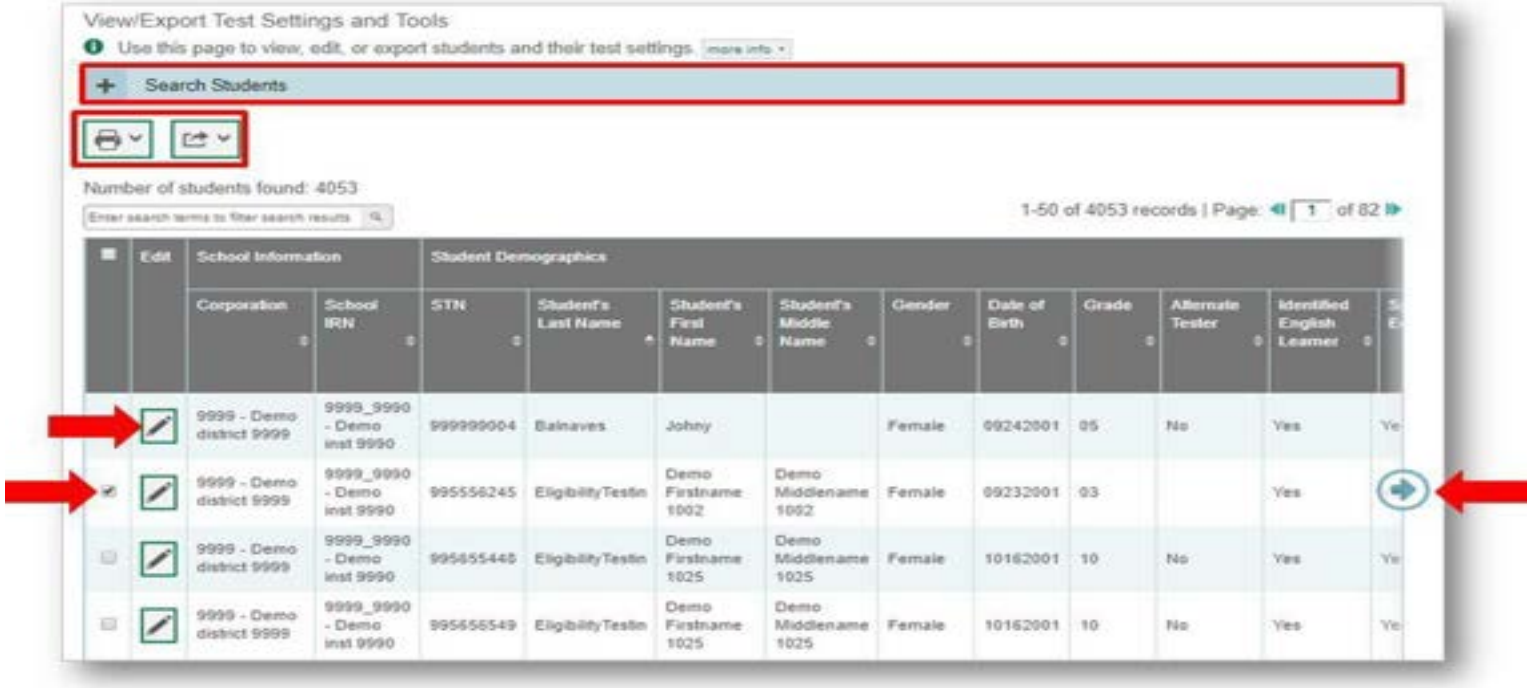


Assigning Designated Features in TIDE





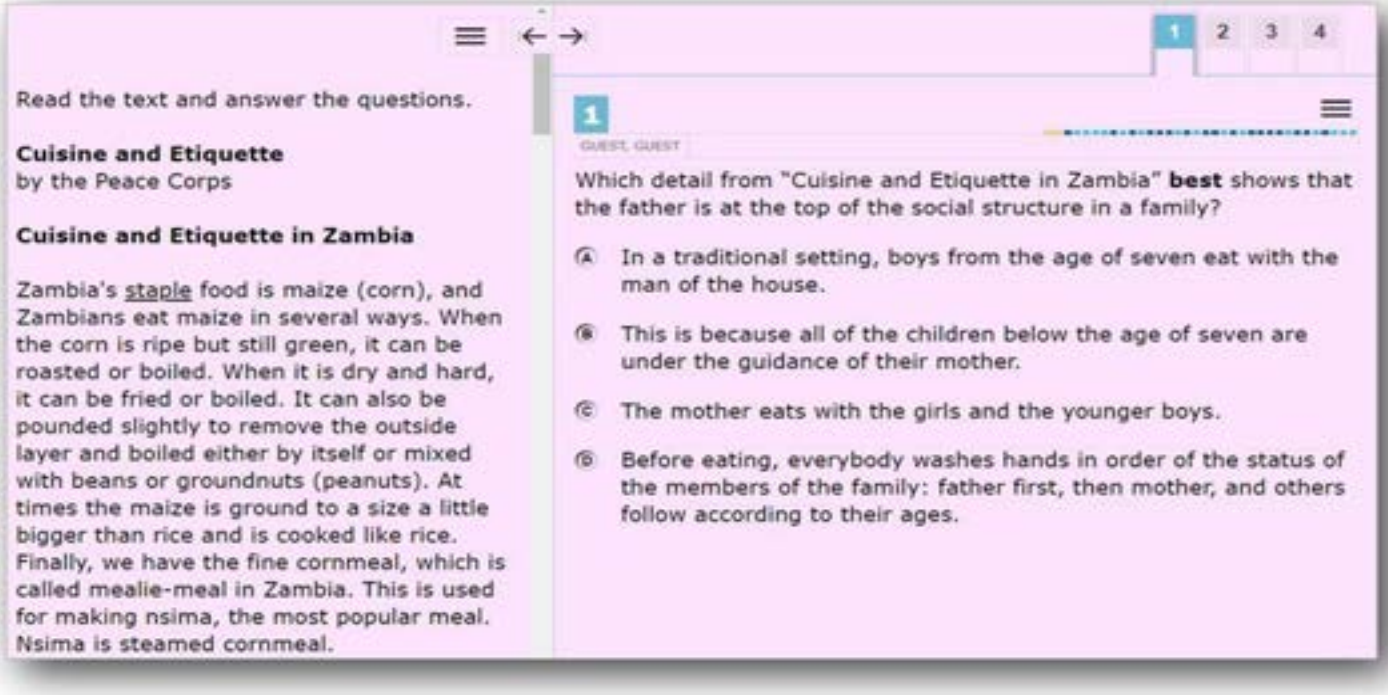
Assigning Designated Features in TIDE



View/Edit Test Setting and TOOLs



Embedded Feature: Color Contrast



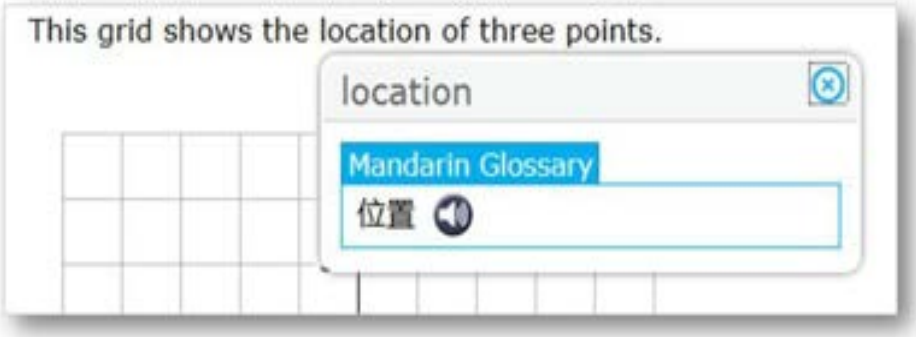
Embedded Feature: Glossaries

Languages Available:

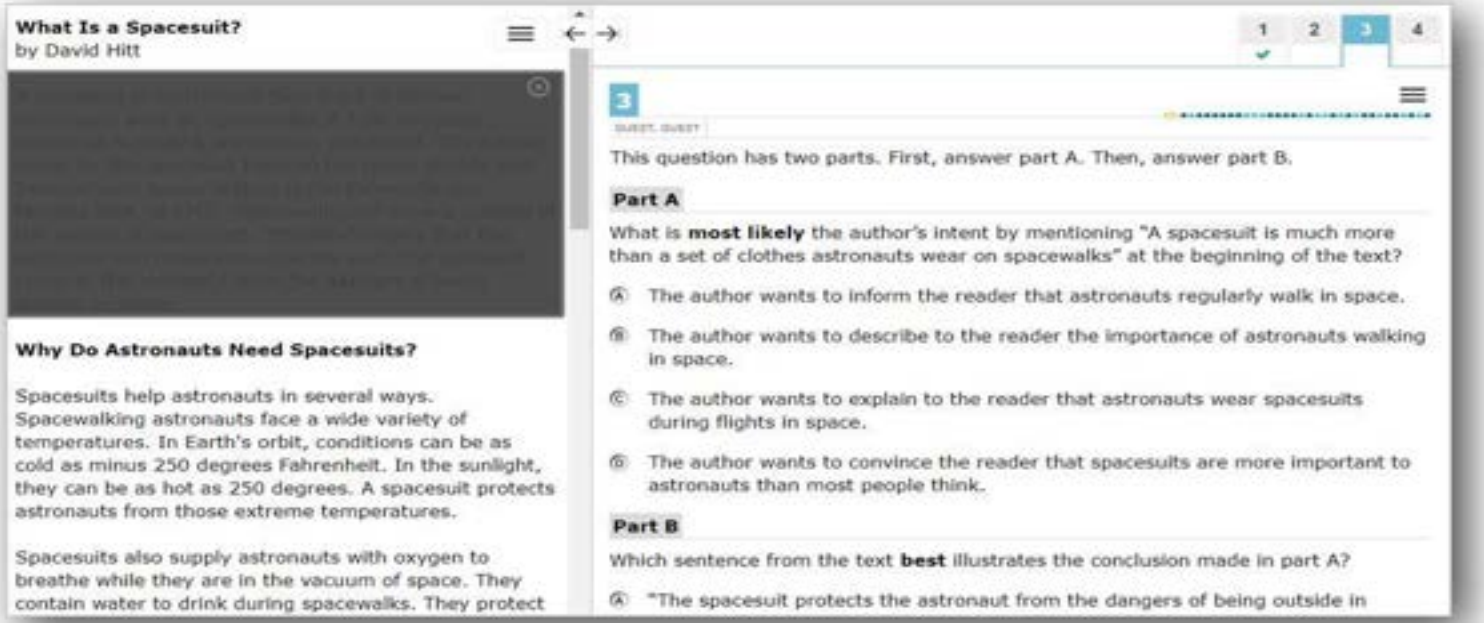
- Arabic
- Burmese
- Mandarin
- Spanish
- Vietnamese

ILEARN Content Areas:

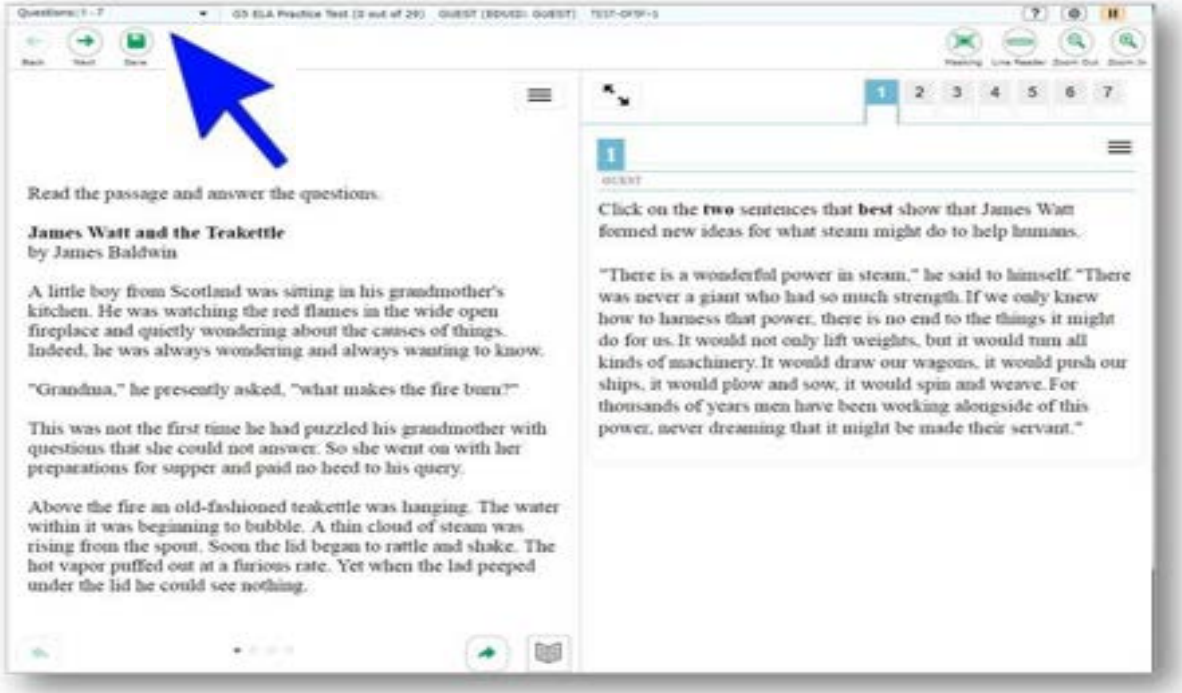
- Mathematics
- Science and Biology
- Social Studies



Embedded Feature: Masking



Embedded Feature: Mouse Pointer

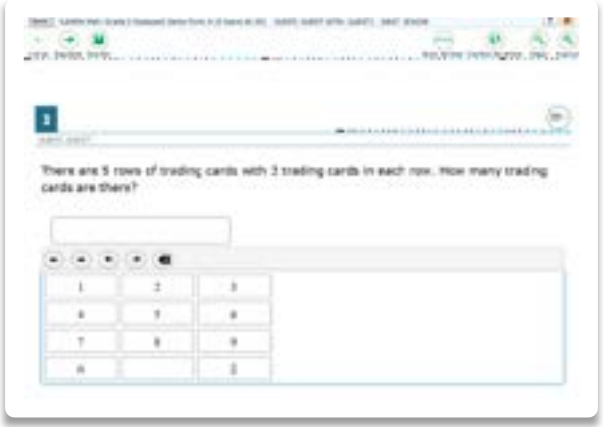


Embedded Feature: Spanish Toggle

- Spanish Toggle provides a full Spanish translation of each item for Mathematics, Science, and Social Studies ILEARN assessments.
- The student may toggle back and forth between Spanish and English as desired.
- This setting replaces the previous setting “Translation Stacked Spanish.”





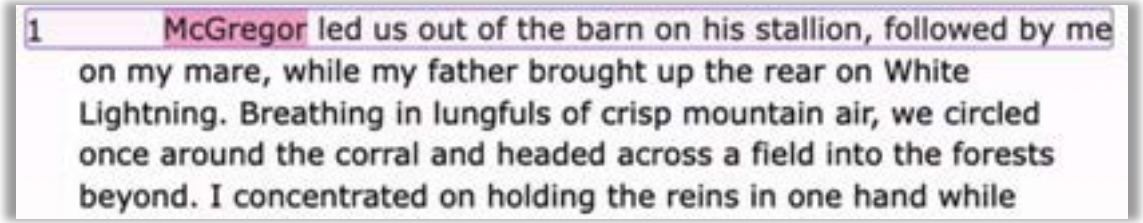


Embedded Feature: Spanish Toggle

- The Spanish Toggle designated feature should **not** be updated after a student has already begun testing.
- If a student begins testing with the incorrect language feature, pause testing and contact IDOE for assistance.

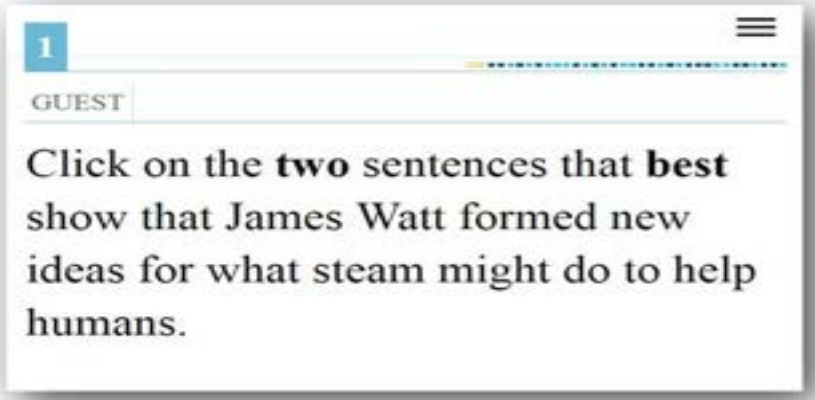
Embedded Feature: Text-to-speech Tracking

- Text-to-Speech (TTS) Tracking works in conjunction with the embedded TTS feature.
- As TTS reads text aloud, the Test Delivery System (TDS) highlights both the word and row of spoken text.



Embedded Feature: Text size

- Text size allows changes to the default zoom level.
- Options are one to eight times default magnification, with options five to eight available in Streamline Format.



Non-embedded designated features

- Assistive technology to magnify/enlarge
- Color acetate film for paper assessment
- Sound amplification system
- Special furniture or equipment for viewing test
- Special lighting conditions
- Time of day for testing altered



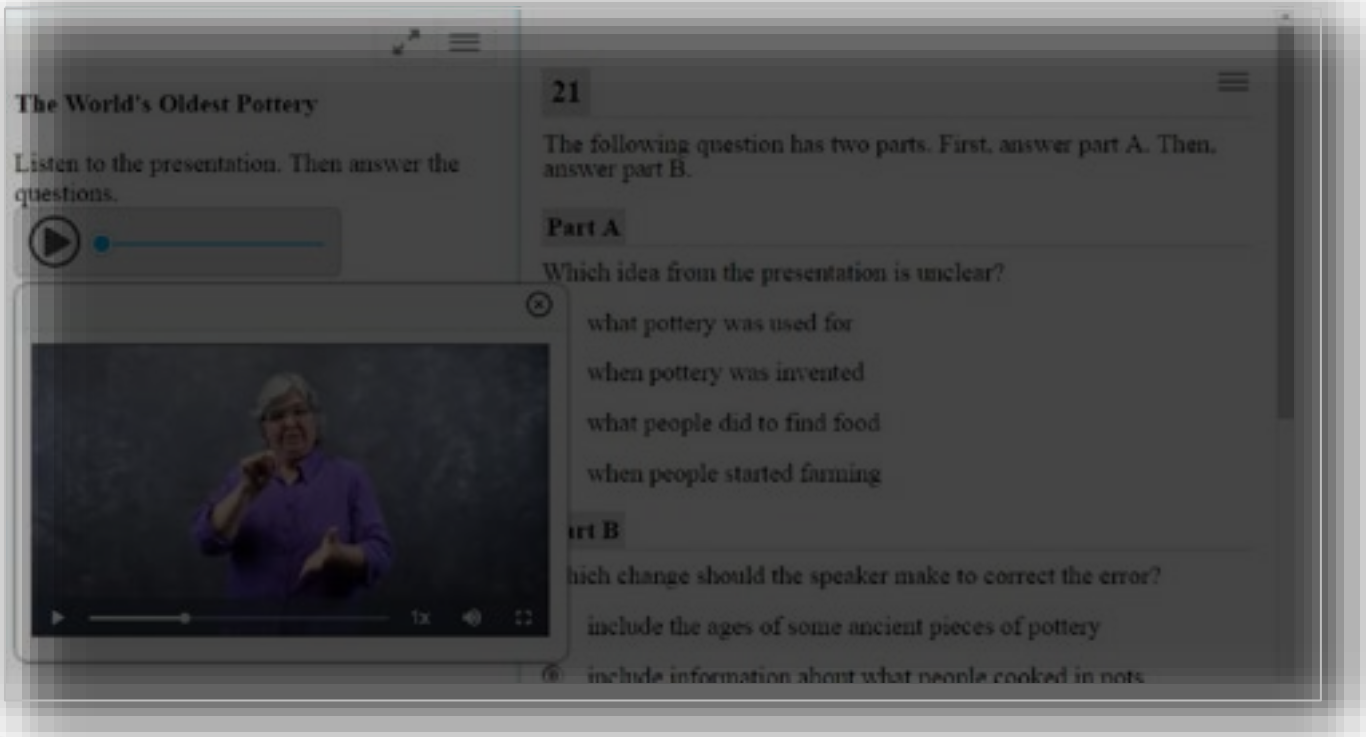




Accommodations Overview

- Accommodations are available for students with a need documented in their formal plan (IEP, Service Plan, CSEP, Section 504 Plan, or ILP).
- A Non-Standard Assessment Accommodation Request must be submitted to IDOE for students who require an accommodation due to a temporary condition (e.g., broken arm or concussion) through an Emergency/Temporary Action Plan.
    - Refer to Section 7 of the Accessibility and Accommodations Information for Statewide Assessments for more information.

Embedded Accommodations: American Sign Language (ASL) Video



Embedded Accommodations: Special Online forms/Hard-of-Hearing Forms

ILEARN Special Online Forms

- There is a special computer adaptive configuration that allows students to access the appropriate items for braille and Spanish. TAs must select the correct test in the TA interface.

IREAD Hard-of-Hearing (HoH) Form

- Provided for students not receiving phonics instruction due to a documented hearing impairment.
- CTCs and/or STCs must report all students needing the HoH Form to IDOE before the start of the test window.
- Students who participate in the online HoH form will not receive items measuring phonics skills, but will receive the other items in Segment 1.

Embedded Feature: Spanish Toggle

- The Spanish Toggle designated feature should **not** be updated after a student has already begun testing.
- If a student begins testing with the incorrect language feature, pause testing and contact IDOE for assistance.

Embedded Accommodations: Online Calculator

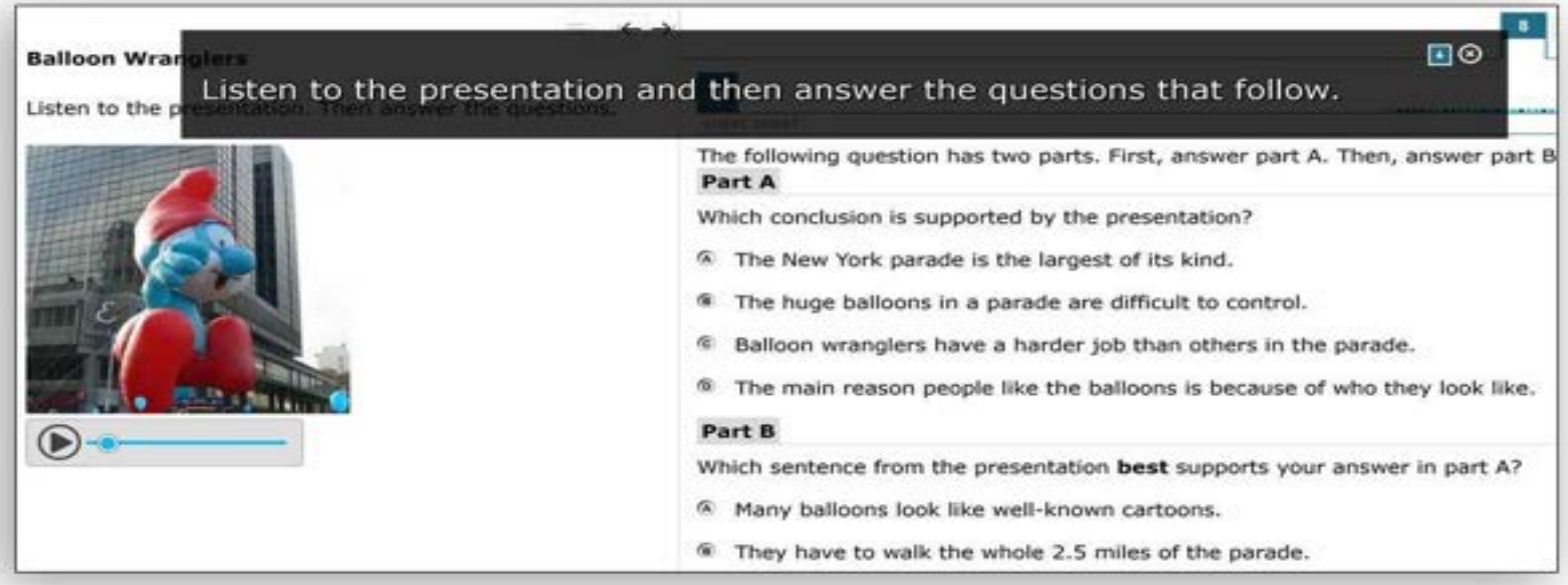


Four-Function Desmos Calculator



Scientific Desmos Calculator

Embedded Accommodations: closed captioning for audio items



Embedded Accommodations: Refreshable Braille and Braille Embosser





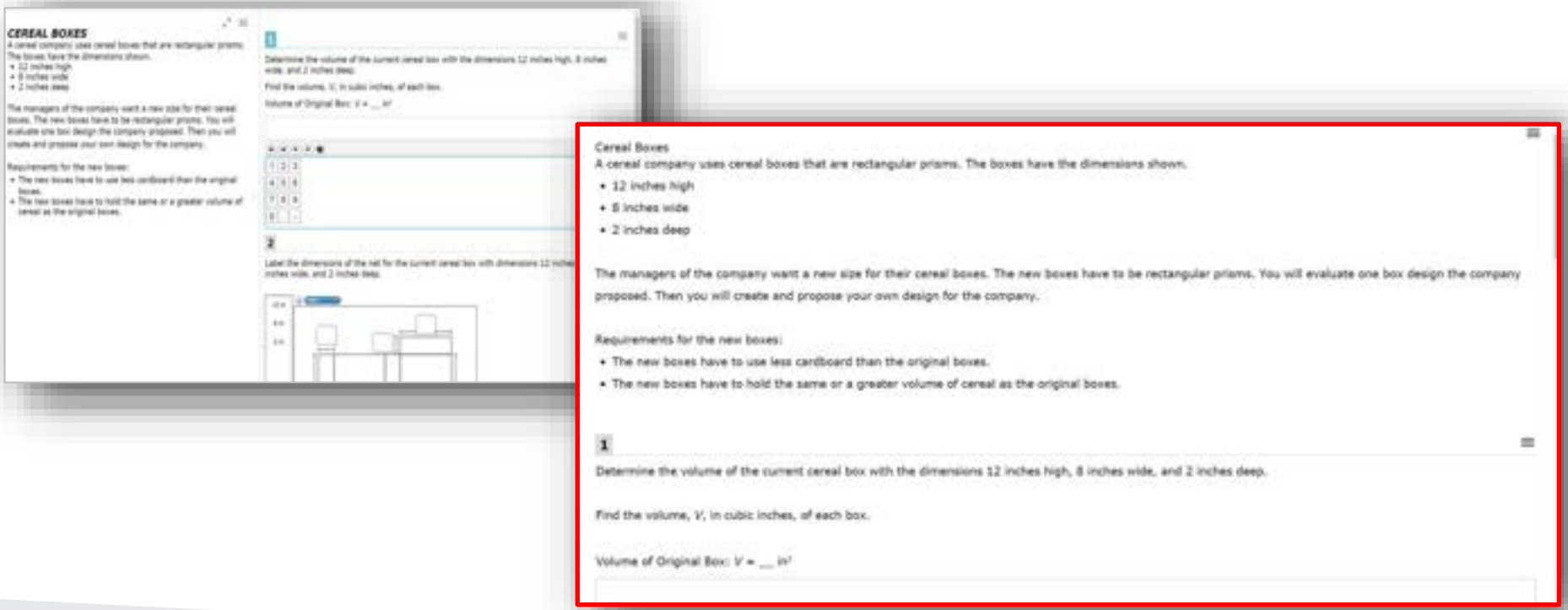


https://files.portal.cambiumast.com/CAI/Media/Refreshable_Braille_Display/Refreshable_Braille_Display.html

Embedded Accommodations: Permissive Mode

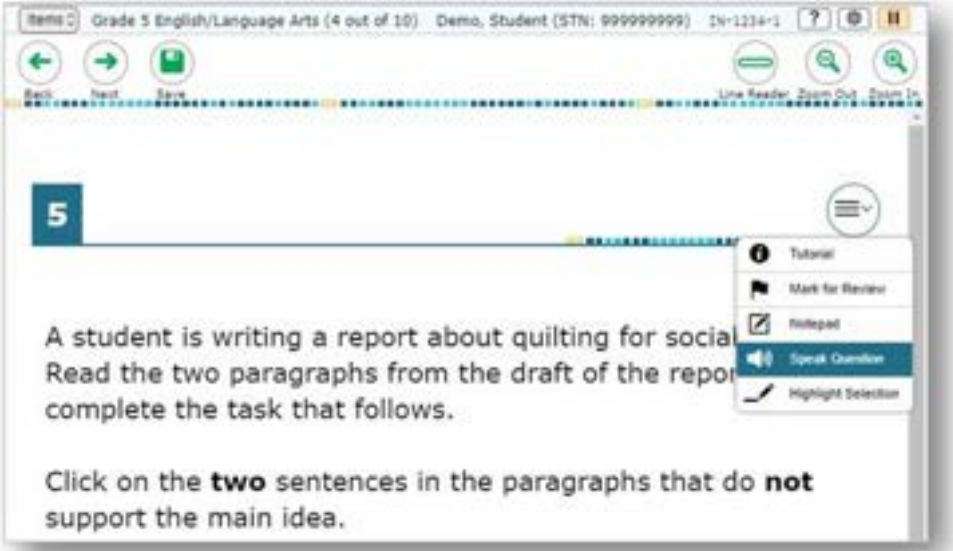
- Permissive mode allows the use of compatible accessibility hardware and software along with the Secure Browser during testing.
- Permissive mode must be enabled for students who require access to approved accessibility software and/or devices to interact with the test.
- Bluetooth devices do not require permissive mode.
- Accessibility software and/or devices and external devices include magnifiers, speech-to-text, braille screen readers, and refreshable braille displays.
- Permissive mode requires that the Fidelity Assurance Form is completed ahead of testing.
- When permissive mode is disabled, the only application that can be open on the computer is the Secure Browser.

Embedded Accommodations: Streamline Format

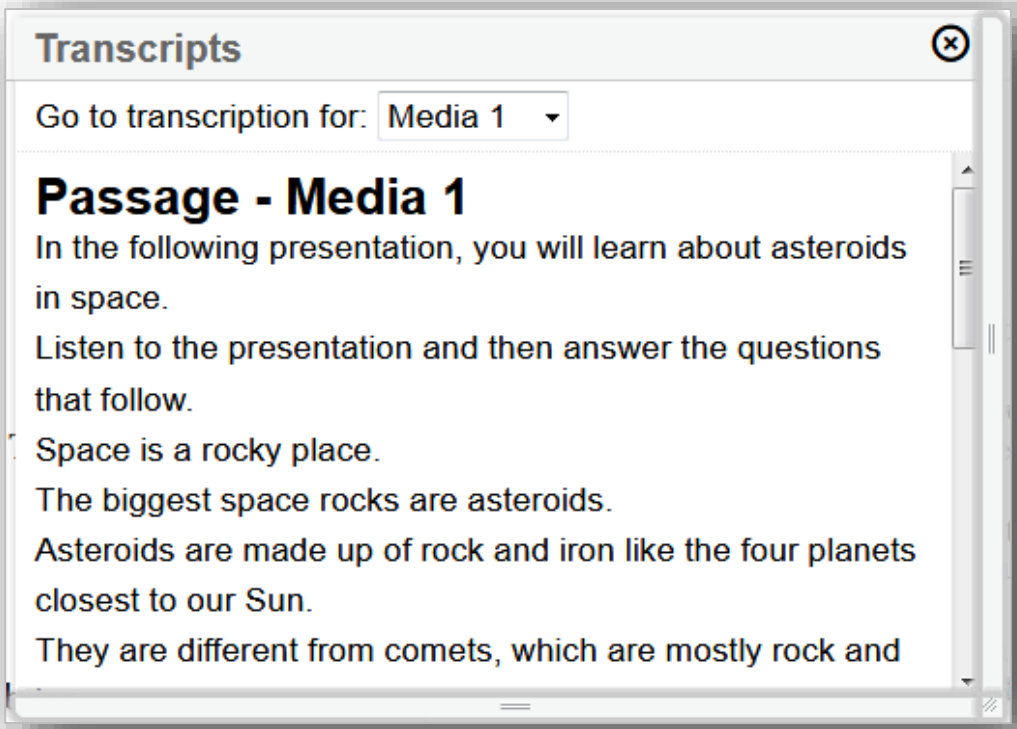


Embedded Accommodations: Text-to-speech





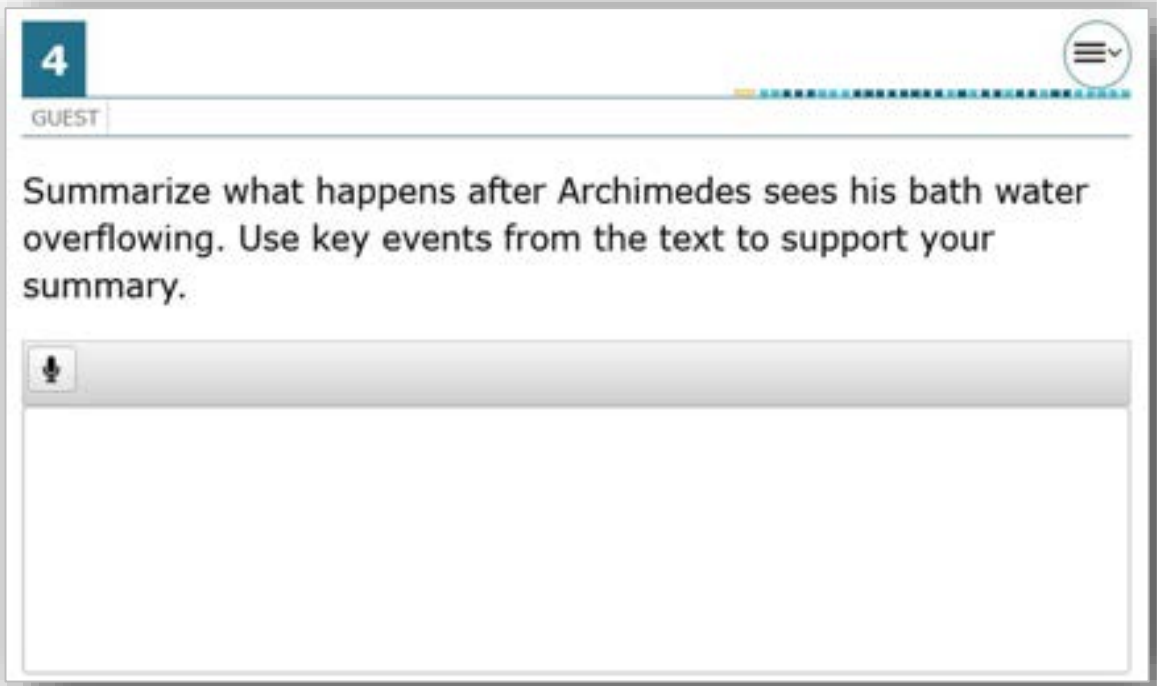
Embedded Accommodations: Audio Transcriptions



Embedded Accommodations: Print-on-demand

- The printing of items/stimuli is intended for rare instances when students cannot interact with items online due to a vision impairment or medical issue (e.g., seizures).
- The use of print-on-demand should be minimal (on ILEARN).
- Print-on-demand requires:
  - Test security management;
  - 1:1 test administration;
  - Two devices (one for student, one for TA);
  - A printer in a secure location; and
  - Additional time.

Embedded Accommodations: Speech-to-text



Embedded Accommodations:
Word completion



Non-Embedded Accommodations

- Review guidelines in the Accessibility and Accommodations
- Information For Statewide Assessments.
- Gather needed materials.
- Provide non-embedded accommodations at the time of testing.
- Document locally that accommodations were provided.

Non-embedded accommodations are provided by the TA, not by the testing platform. Follow the process above to provide non-embedded accommodations with fidelity.

Non-Embedded Accommodations: Alternate Indication of Response

Alternate response accommodations allow students to use accessibility technology—such as adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches—to respond to test items.



Non-Embedded Accommodations: Braille Booklets & Braille Transcript for Audio Items

- Graphic material—such as maps, charts, graphs, diagrams, and illustrations—may be presented in a raised format (paper or thermoform).
- A braille transcript is available for closed captioning.



Non-Embedded Accommodations: Additional breaks & Extra time



Non-Embedded Accommodations: Hundreds Chart & Multiplication Table



Indiana Department of Education

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Indiana Department of Education

Multiplication Table

x	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

Non-Embedded Accommodations: Interpreter for sign language

- Students who are deaf or hard of hearing may receive test directions via an approved interpreter using the appropriate test administrator's manual.
- Students who are deaf or hard of hearing and require a sign language interpreter for instructions only or instructions and test content will take ILEARN online or on paper.
- If the case conference committee determines a student requiring a sign language interpreter should participate in the CAT, a protocol is in place for TAs to follow in the Accessibility and Accommodations Information for Statewide Assessments.
- Interpreters must complete IDOE's annual Test Security and Integrity Training, read and sign the Indiana Testing Security and Integrity Agreement, and complete the Fidelity Assurance form.

Non-Embedded Accommodations: Large Print & print Booklets

- A paper form of the assessment can be provided to a student if it is formally documented in the student's educational record that the student cannot participate in online testing.
- If a student doesn't have a formal plan but a specific need has been requested for that student on state assessments, a Nonstandard Accommodation Request must be submitted for IDOE approval prior to testing.
- Students without a formal plan who require paper-and-pencil testing could include:
  - Students citing religious exemptions;
  - Students in a facility without access to computers;
  - Students receiving homebound instruction; and/or
  - Students with an Emergency/Temporary Accommodation Plan.

Non-Embedded Accommodations:
Read aloud to self & Individual Testing

Students may read aloud to themselves so they can listen to themselves answer the questions. They can use a device such as a whisper phone.





Non-Embedded Accommodations: Scribe

- A scribe is a human who records verbatim what students dictate.
- A scribe can be used for a student with a recent injury (such as a broken hand or arm) that makes it difficult to produce responses. In this situation, a Nonstandard Accommodation Request must be completed and approved by IDOE prior to testing.

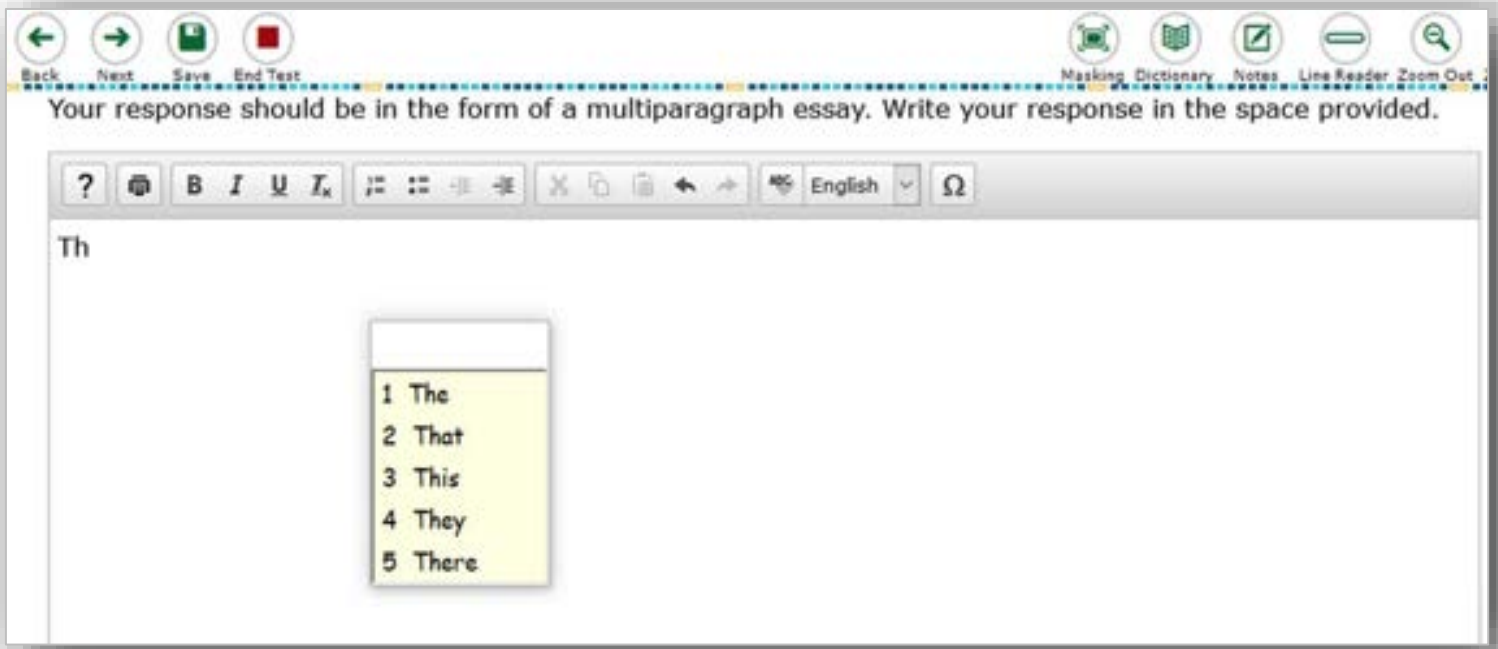
Non-Embedded Accommodations: Low vision notes

- Low vision notes are available for students taking I AM with little to no vision.
    - I AM Low Vision Notes will be packaged and delivered with the large print assessment booklets. There will be one Low Vision Note per grade – Grades 3-8 &10 and one for Biology.
    - TAs may use the visual descriptions included in the Low Vision Notes to support students taking I AM with this accommodation.

Non-Embedded Accommodations: Braille notes

- ILEARN Braille Notes are available for blind or visually impaired students taking the braille paper-and-pencil assessment.
    - The ILEARN Braille Notes contain transcribers notes and descriptions of images and charts that should be read aloud to students while testing.
    - ILEARN Braille Notes are printed and shipped as part of the braille kit and are separated by grade and subject.

Non-Embedded Accommodations: Word Completion



Non-embedded abacus accommodation

The **abacus tool** is an accommodation that may benefit students who typically use an abacus in place of scratch paper.

To use this, students must have the accommodation **written into their IEP (not selectable in Indiana IEP).**

- Schools will submit a Jotform for students requiring this accommodation; IDOE will set in TIDE.
- Section 504 Plans & CSEPS: Must be indicated in SIS to display in TIDE.



I AM Stimulus and response Materials

- IDOE has provided approved substitutions and alternatives for stimulus and response materials for I AM.
- Suggestions are allowable based on the student's degree of vision, hearing, and/or physical mobility.
- These do not need to be formally documented.

Contact Information

Contact Information:

- **IDOE Office of Student Assessment**
  - INassessments@doe.in.gov
  - (317) 232-9050
- **Indiana Assessment Help Desk**
  - Indianahelpdesk@cambiumassessment.com
  - (866) 298-4256

Resources:

- **IDOE Office of Student Assessment**
  - Accessibility and Accommodations Information for Statewide Assessments
- **Indiana Assessment Portal**
  - https://indiana.portal.cambiumast.com/

Thank you!

Appendix 5G
Centralized Reporting System (CRS) Webinar Module

Presenter Notes
2022-12-15 10:27:05

Welcome to this training module on the new Indiana Centralized Reporting System (CRS). CRS will be replacing the Online Reporting System (ORS) that was used for previous Indiana reporting for ILEARN, IREAD-3, and I AM. This training module is based on the 2022-2023 Centralized Reporting System User Guide for ILEARN

The Indiana Centralized Reporting System for ILEARN, IREAD-3, and I AM

Training Module
2022–2023

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Topics in Order of Presentation

- Log in to Reporting & Understand User Roles
- Dashboard Generator Page & the Dashboard
- Performance on Tests Report
- Corporation, School, Teacher, and Student Reports
- Print and Export Data
- Generate Individual Student Reports (ISRs) & Student Data Files
- Use the Longitudinal Report and the Demographic Breakdown Report
- Change Reporting Time Period

Presenter Notes
2022-12-15 10:27:05

This module provides an overview of CRS. The topics covered are general tasks such as logging in and navigating from the dashboard generator through the subsequent reports for district and school users and teachers, printing and exporting data, and generating ISRs and student data files. Two unique reports are covered: the Longitudinal

Log In to Reporting



USER

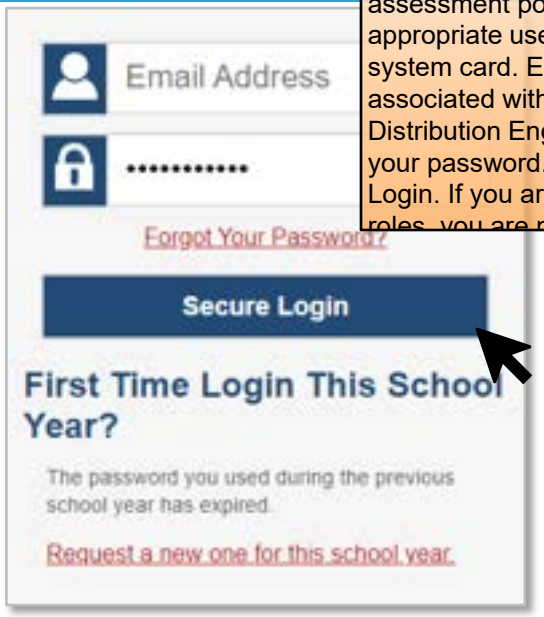
Test Administrators and Educators

Access systems used before, during, and after testing and review key resources.

SYSTEM

CRS (Centralized Reporting System)

Access student and school results and reports for state assessments.





Presenter Notes
2022-12-15 10:27:05

To log in to CRS, go to the Indiana assessment portal. Select the appropriate user role card and the CRS system card. Enter the email address associated with your Test Information Distribution Engine (TIDE) account and your password. Then select Secure Login. If you are assigned multiple roles, you are prompted to select a role

Understanding Different User Roles

User	Appear in Reports	Filter Options	Comparisons Available
Teacher	Students in your class (roster) who have completed ILEARN, IREAD-3, and I AM assessments	Select a class roster	Your students, school, corporation, and state
School	Students in your school who have completed ILEARN, IREAD-3, and I AM assessments.	Select a Teacher and then select a class roster	Your school, corporation, and state
Corporation	Students in your corporation who have completed ILEARN, IREAD-3 and I AM assessments	Select a school	Your corporation and state

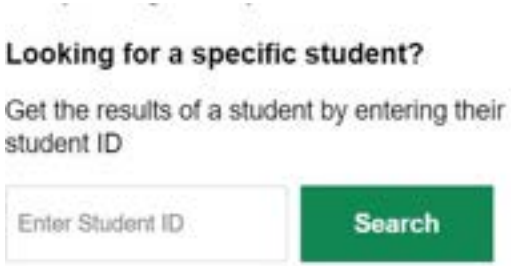
Presenter Notes
2022-12-15 10:27:05

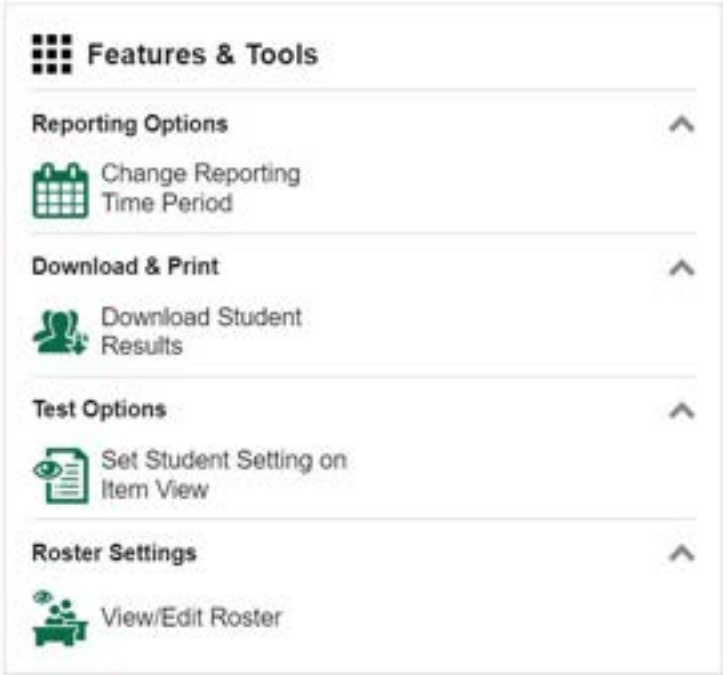
Teachers, school-level users, and corporation-level users have access to different features and data in CRS. This chart summarizes which students will appear in your reports, the filter options, and the aggregate comparisons available for each of the three roles.
Corporation and school aggregate data

Dashboard Generator





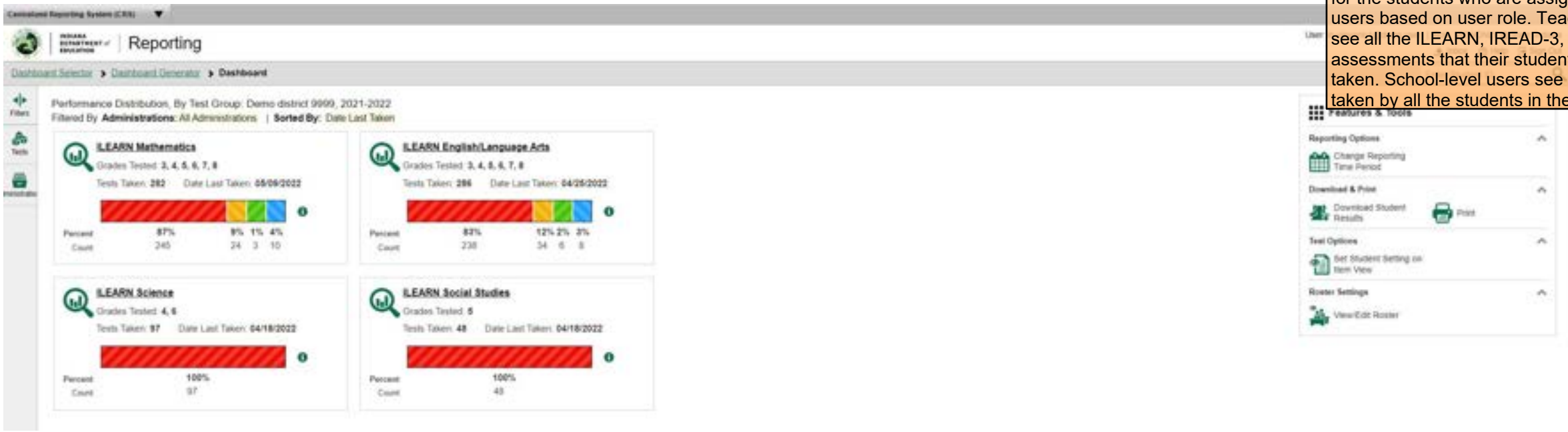




Presenter Notes
2022-12-15 10:27:05

The Dashboard Generator page is queued to display before the appearance of the dashboard so you can easily customize your results to view only the data that is most useful to the user. The banner displays user username and user role. Underneath the username is the Secure Inbox, a Help button, and a Sign Out button.

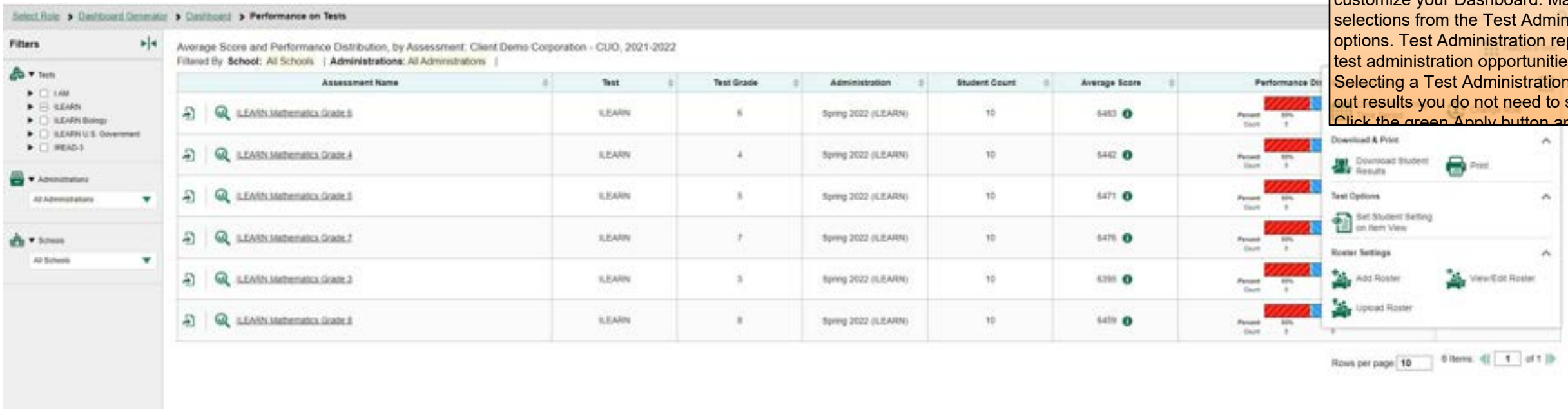
Dashboard—Test Administration Cards



Presenter Notes
2022-12-15 10:27:05

The Dashboard appears after the Test Administration is selected. Test information and results are displayed for the students who are assigned to users based on user role. Teachers see all the ILEARN, IREAD-3, and I AM assessments that their students have taken. School-level users see tests taken by all the students in the school.

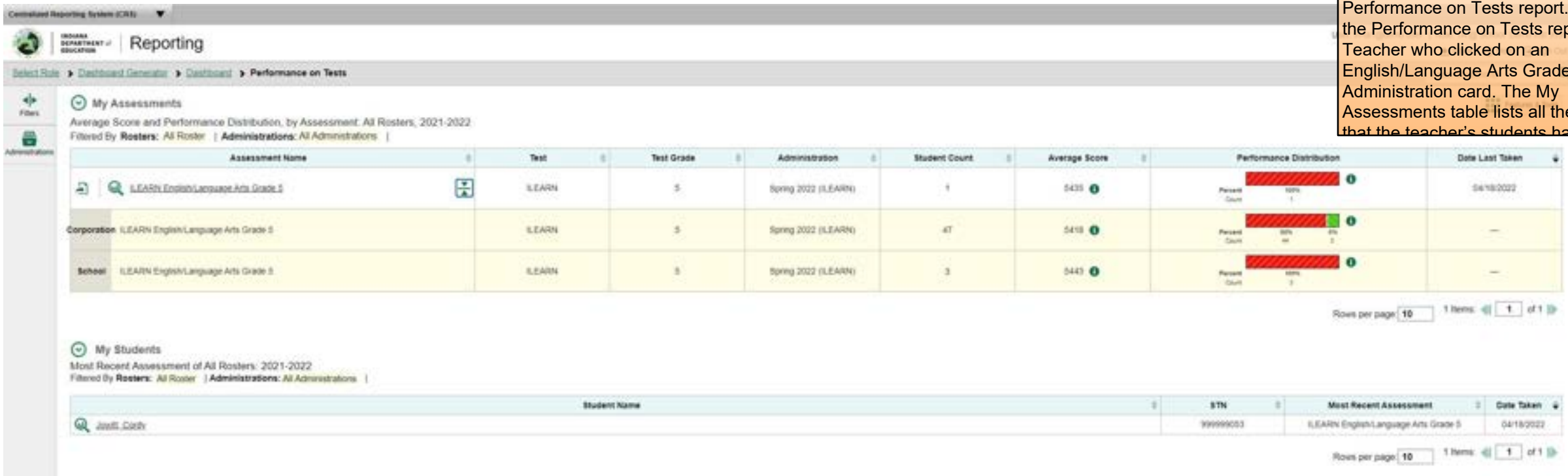
Dashboard—Filters Panel



Presenter Notes
2022-12-15 10:27:05

If you want to change the data you see, use the Filters panel to further customize your Dashboard. Make selections from the Test Administration options. Test Administration represent test administration opportunities. Selecting a Test Administration filters out results you do not need to see. Click the green Apply button and your

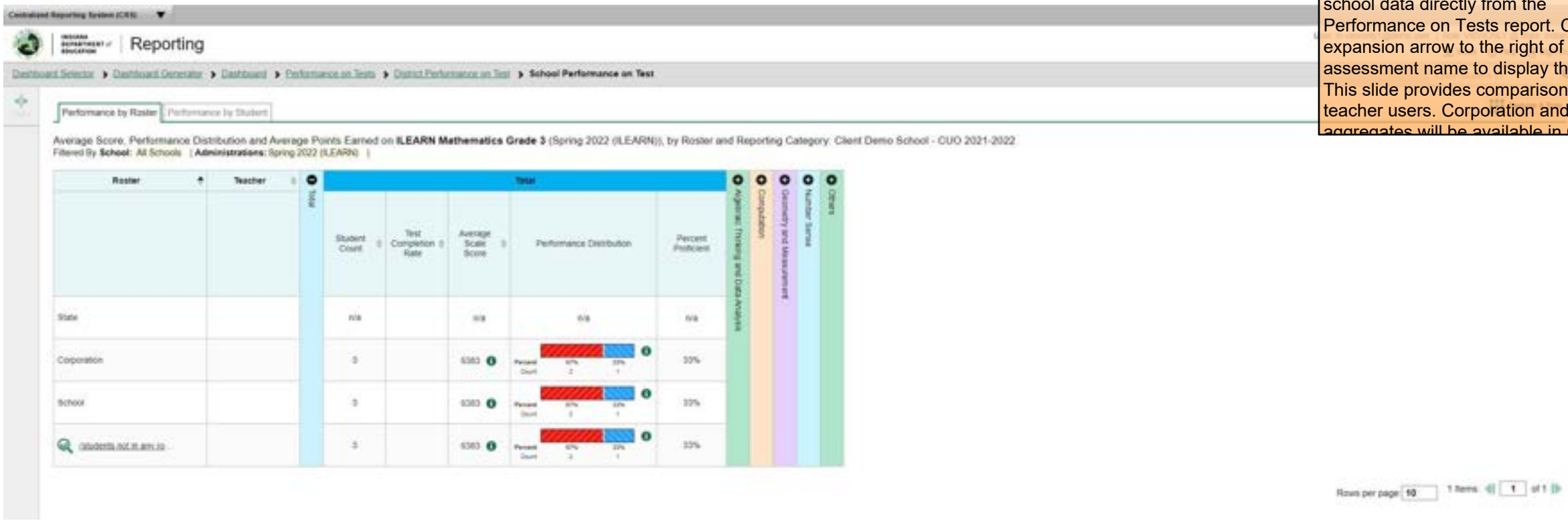
Performance on Tests Report for a Teacher—Two Tables



Presenter Notes
2022-12-15 10:27:05

When a user selects a test and leaves the Dashboard, all users move to the Performance on Tests report. Here is the Performance on Tests report for a Teacher who clicked on an English/Language Arts Grade 5 Test Administration card. The My Assessments table lists all the tests that the teacher's students have taken

Performance on Tests Report for a Teacher—Aggregate Comparison Rows



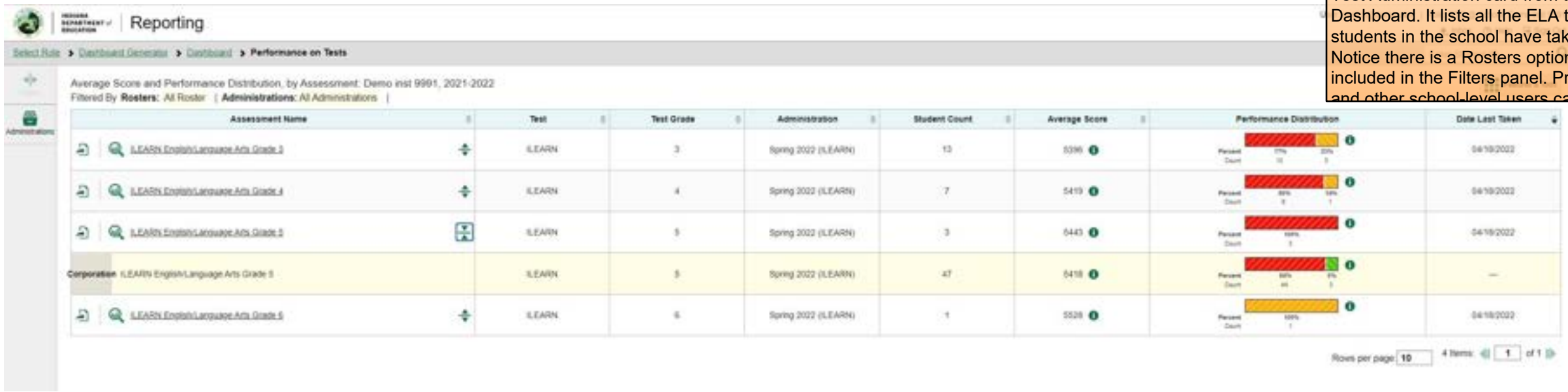
Presenter Notes
2022-12-15 10:27:05

Users can compare score results to aggregate state, corporation, and school data directly from the Performance on Tests report. Click the expansion arrow to the right of the assessment name to display the data. This slide provides comparison for teacher users. Corporation and school aggregates will be available in CRS.

Performance on Tests Report - School-Level User

Presenter Notes
2022-12-15 10:27:05

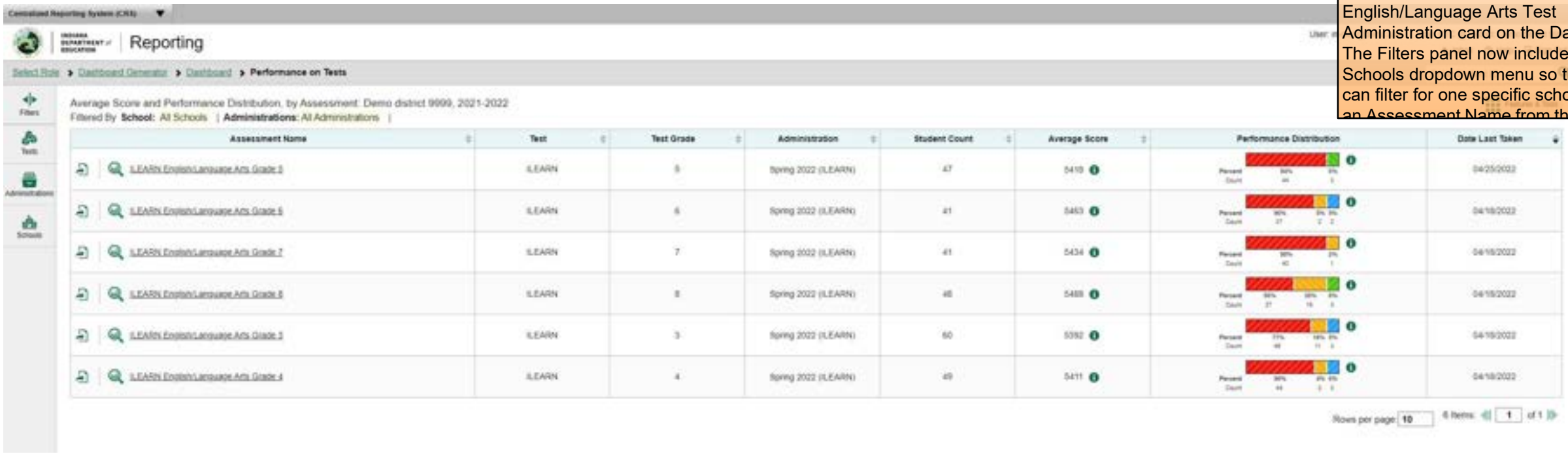
Here is the Performance on Tests report for a school-level user who selected the English/Language Arts Test Administration card from the Dashboard. It lists all the ELA tests the students in the school have taken. Notice there is a Rosters option included in the Filters panel. Principals and other school-level users can select



Performance on Tests Report

Presenter Notes
2022-12-15 10:27:06

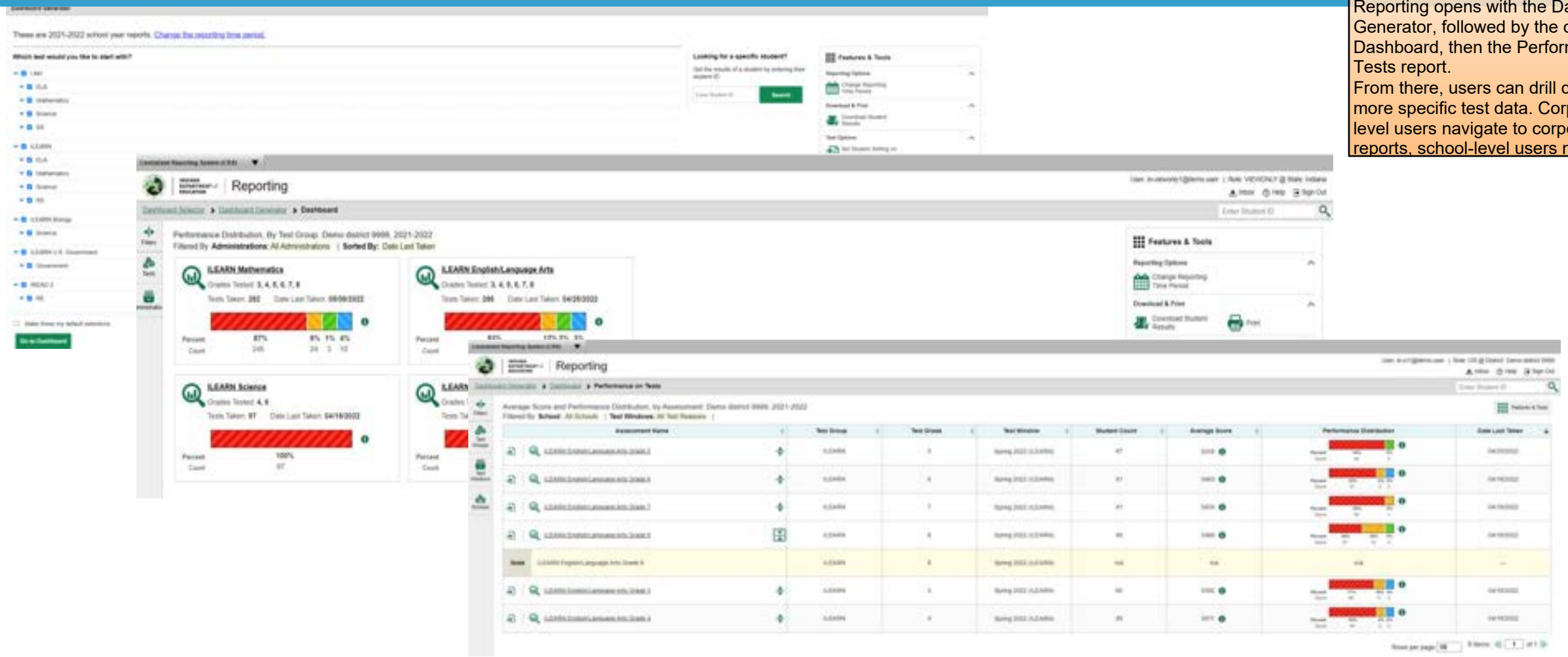
Here is a Performance on Tests report as it displays for a corporation-level user who clicked on the English/Language Arts Test Administration card on the Dashboard. The Filters panel now includes a Schools dropdown menu so that users can filter for one specific school. Select an Assessment Name from that column



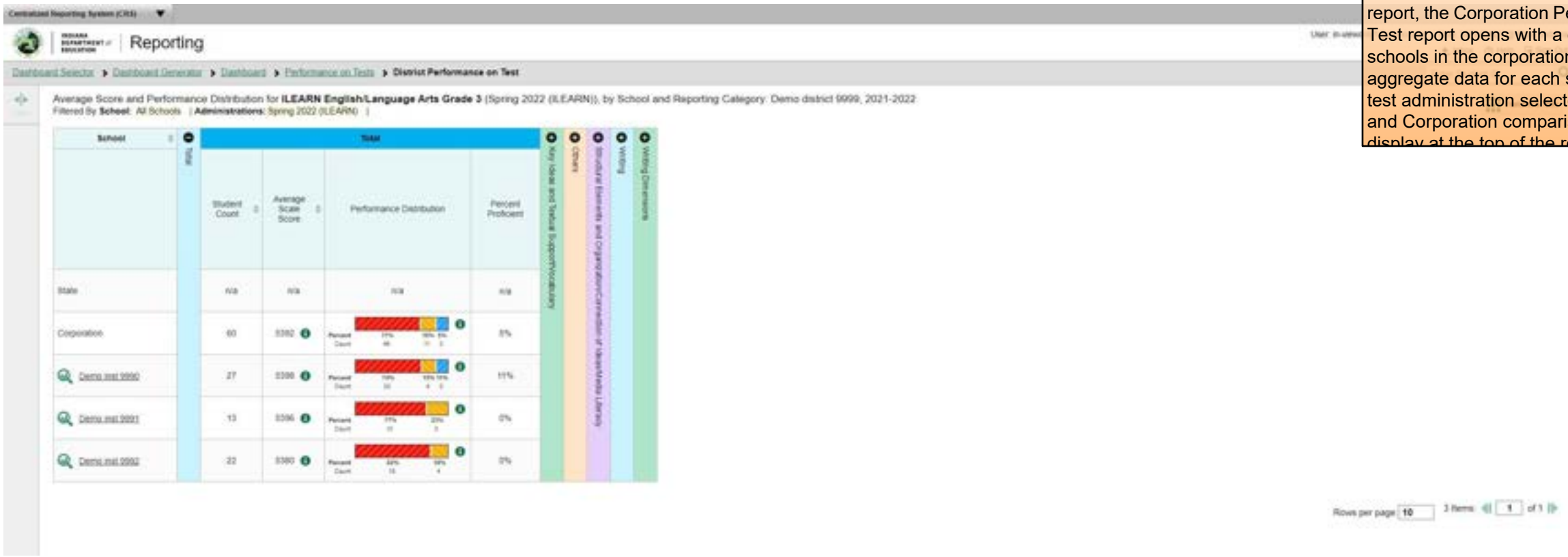
Reviewing the Sequence of Navigation

Presenter Notes
2022-12-15 10:27:06

To review the sequence of navigation: Reporting opens with the Dashboard Generator, followed by the customized Dashboard, then the Performance on Tests report.
From there, users can drill down into more specific test data. Corporation-level users navigate to corporation reports, school-level users navigate to



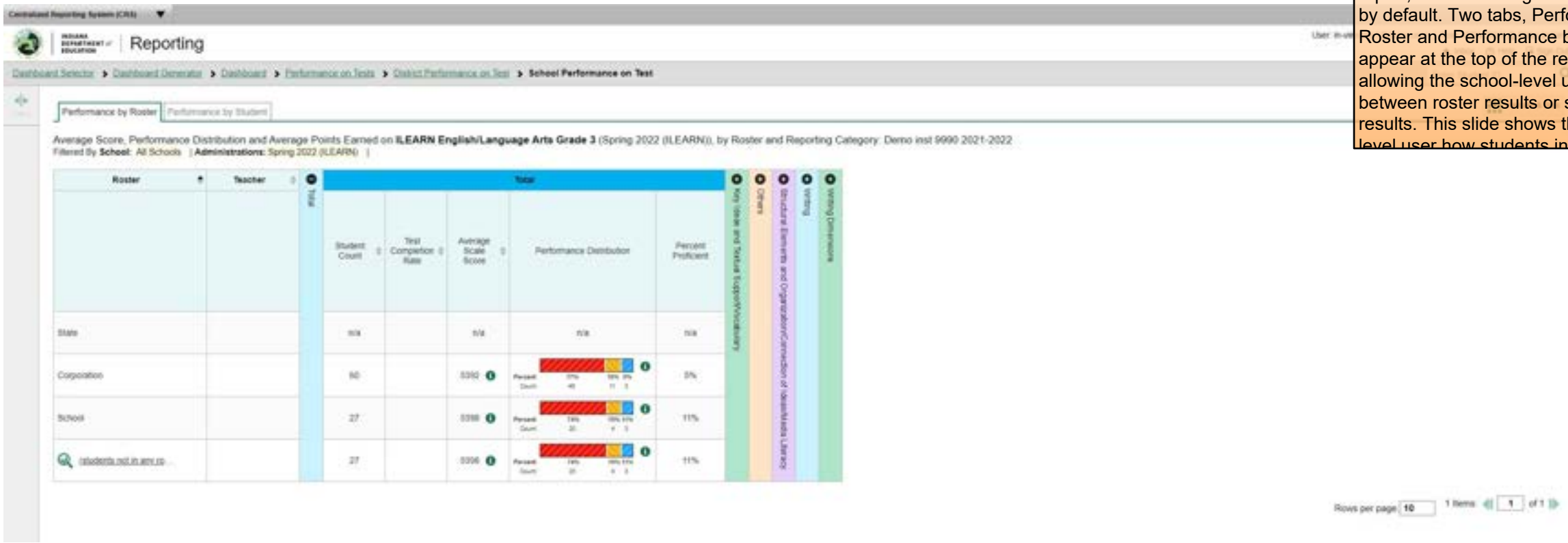
Corporation Performance on Tests



Presenter Notes
2022-12-15 10:27:06

When corporation-level users select a test from the Performance on Tests report, the Corporation Performance on Test report opens with a display of the schools in the corporation and the aggregate data for each school for the test administration selected. The State and Corporation comparison rows now display at the top of the results table.

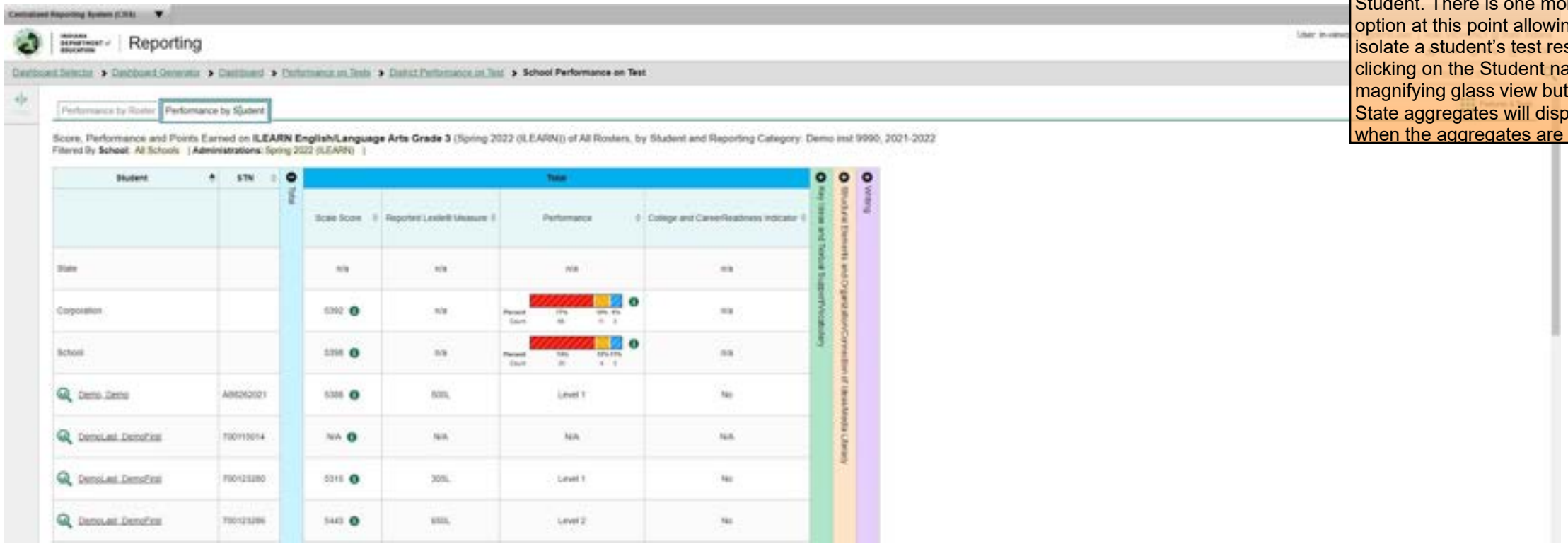
School Performance on Test Report — Performance by Roster



Presenter Notes
2022-12-15 10:27:06

In the School Performance on Test report, results are organized by Roster, by default. Two tabs, Performance by Roster and Performance by Student, appear at the top of the results table, allowing the school-level user to toggle between roster results or student results. This slide shows the teacher-level user how students in the roster

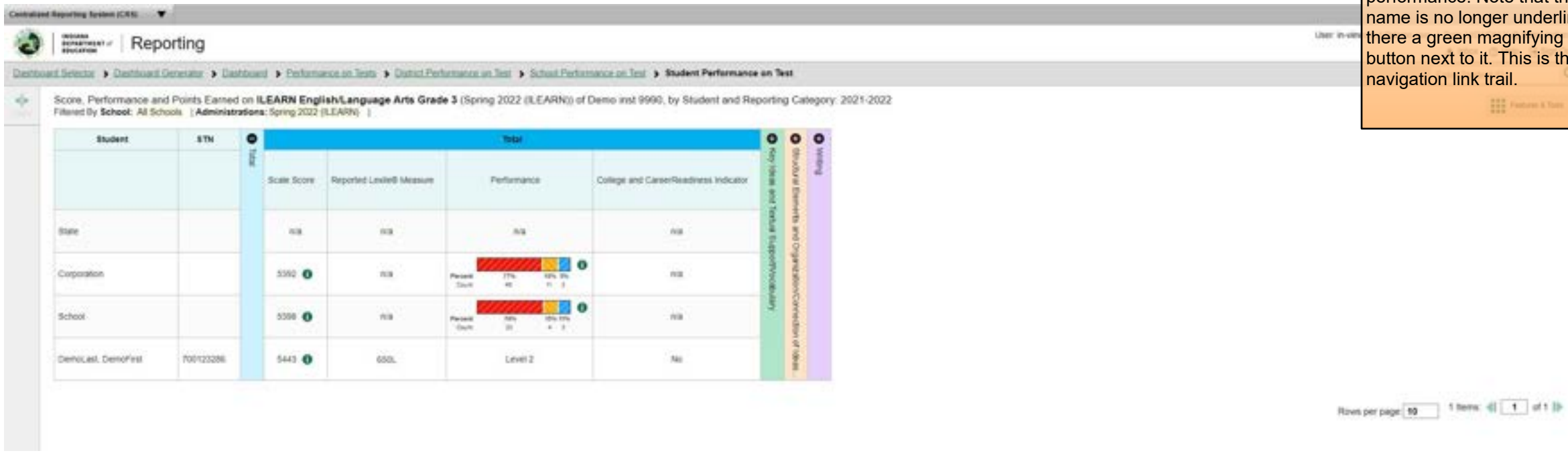
School Performance on Test Report – Performance by Student



Presenter Notes
2022-12-15 10:27:06

Here is the same School Performance on Test report showing Performance by Student. There is one more drill down option at this point allowing a user to isolate a student's test results by clicking on the Student name or the magnifying glass view button to the left. State aggregates will display as n/a when the aggregates are not available

School Performance on Test - Student Performance on



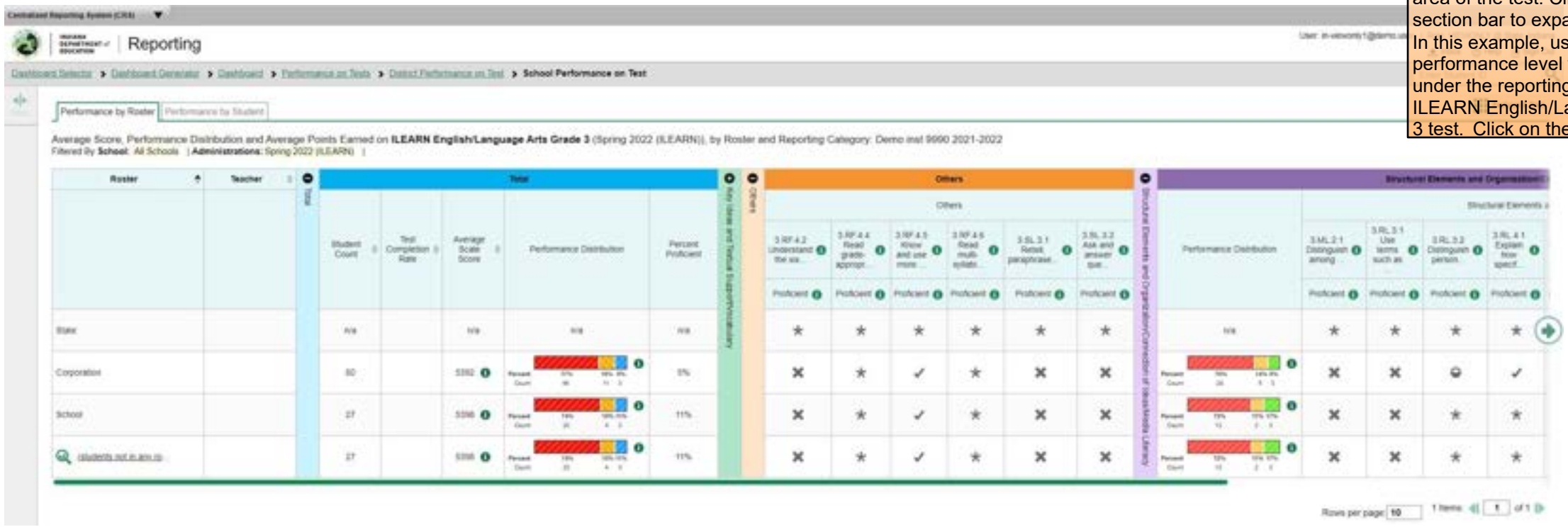
Presenter Notes
2022-12-15 10:27:06

This is the Student Performance on Test report showing a single student's performance. Note that the student's name is no longer underlined, nor is there a green magnifying glass view button next to it. This is the end of the navigation link trail.

Tests with Reporting Categories

Presenter Notes
2022-12-15 10:27:06

Users can compare the performance of students in each reporting category area of the test. Click each vertical section bar to expand or collapse it. In this example, users can view the performance level for each student under the reporting categories for the ILEARN English/Language Arts Grade 3 test. Click on the green arrow to the



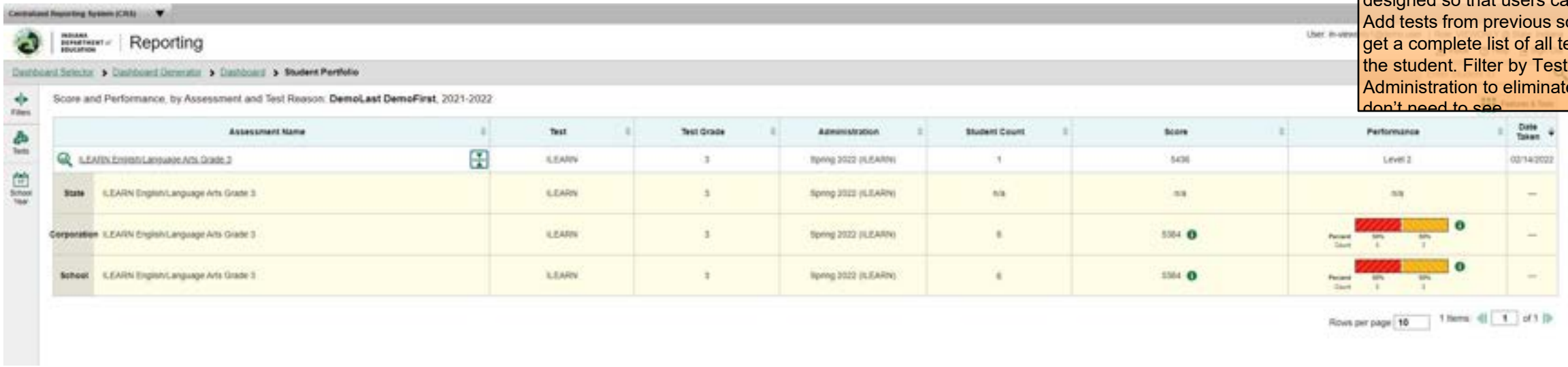
Access the Student Portfolio Report

Presenter Notes
2022-12-15 10:27:06

All users can access the standalone Student Portfolio report from any test report page. Copy and paste the STN number into the search box and then click the search button, as shown in the upper-left image. Teachers have access to this report from their My Students table on their Performance on Tests report page. Click the student's



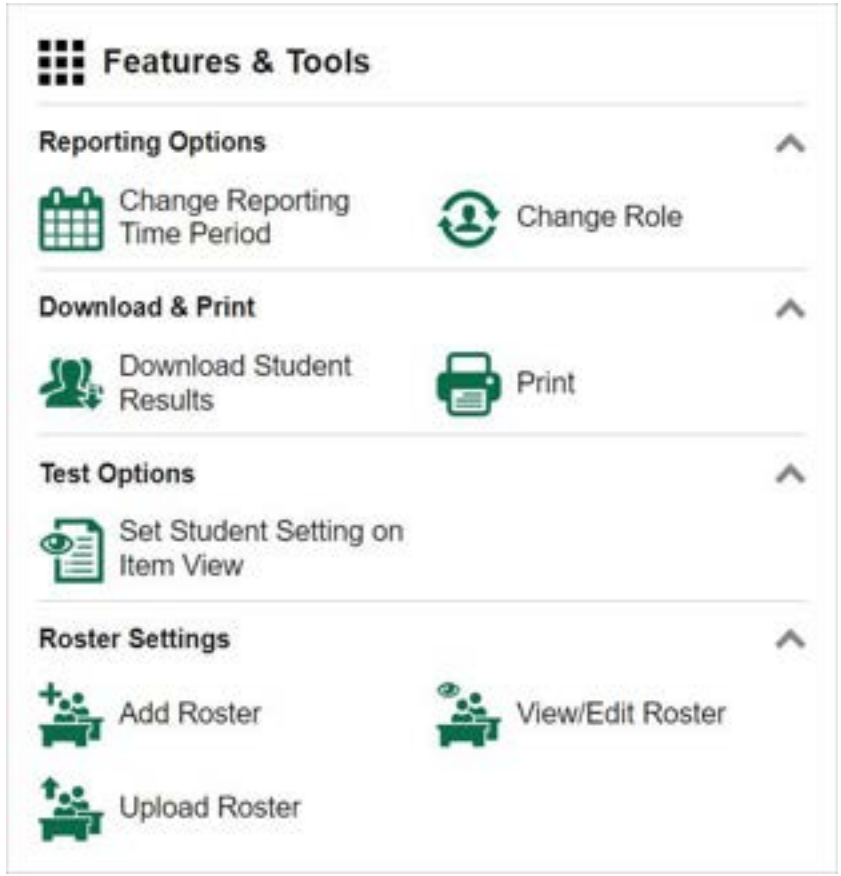
Ways to Use the Student Portfolio Report



Presenter Notes
2022-12-15 10:27:06

The Student Portfolio report lists all the tests the student has taken in the current school year. This report is designed so that users can quickly: Add tests from previous school years to get a complete list of all tests taken by the student. Filter by Test Administration to eliminate tests you don't need to see.

Download & Print Features



Presenter Notes
2022-12-15 10:27:06

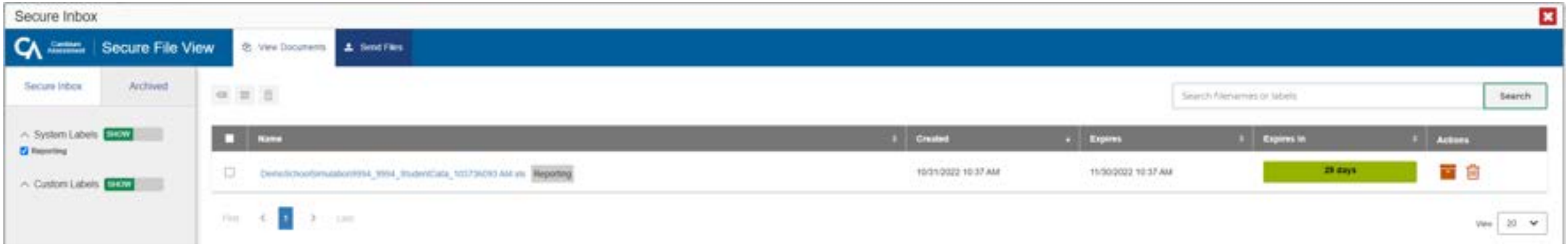
The Features & Tools menu is available at the upper-right corner of every page in Reporting. The actions displayed here vary, depending on the type of assessment and the user's role. This section covers how to print reports and how to download student results in the form of ISRs and the corporation and school student data file.

Print Anything Within CRS

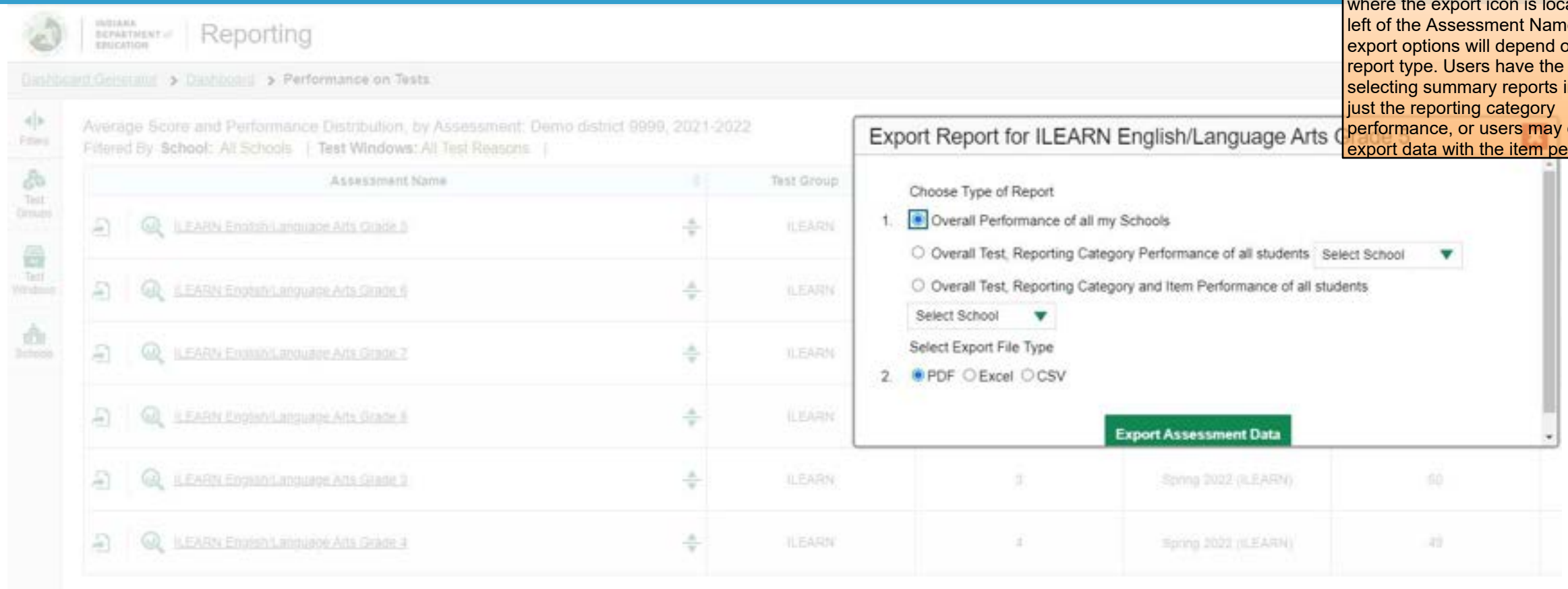
Presenter Notes
2022-12-15 10:27:07

You can order a print file from any page in Reporting except the Dashboard Generator. Make your selections from the gray panel on the left side of the page and click Confirm. If you save to PDF, Excel, or CSV, the file is stored in your Secure Inbox for 29 days as referenced in the second screenshot above.





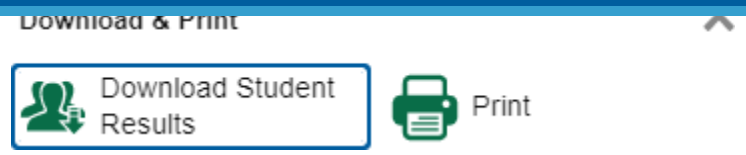
Export Options



Presenter Notes
2022-12-15 10:27:07

Data can be exported from any report where the export icon is located to the left of the Assessment Name. The export options will depend on the test report type. Users have the option of selecting summary reports including just the reporting category performance, or users may choose to export data with the item performance

Build ISRs and Student Data Files/Test Reasons





Presenter Notes
2022-12-15 10:27:07

The Download Student Results button allows users to generate an ISR or a corporation or school student data file. An ISR is a PDF that displays test results for a single test opportunity taken by a student. It may consist of a single page or multiple pages. ISRs are useful for sharing performance information with students and their

Select the Assessments



Presenter Notes
2022-12-15 10:27:07

Column 2 lists assessments by subject and grade. Select individual assessments or subjects. When you are generating ISRs you can select multiple grades under ONE subject, but not multiple subjects.

Select the Students



Presenter Notes
2022-12-15 10:27:07

Column 3 is labeled Select Students. The Select Students column displays the rosters in the school. Each roster can be expanded to show the students on that roster by clicking on the arrow next to the roster name. Corporation test coordinators are limited to selecting students from up to THREE schools only.

Another Customizing Option



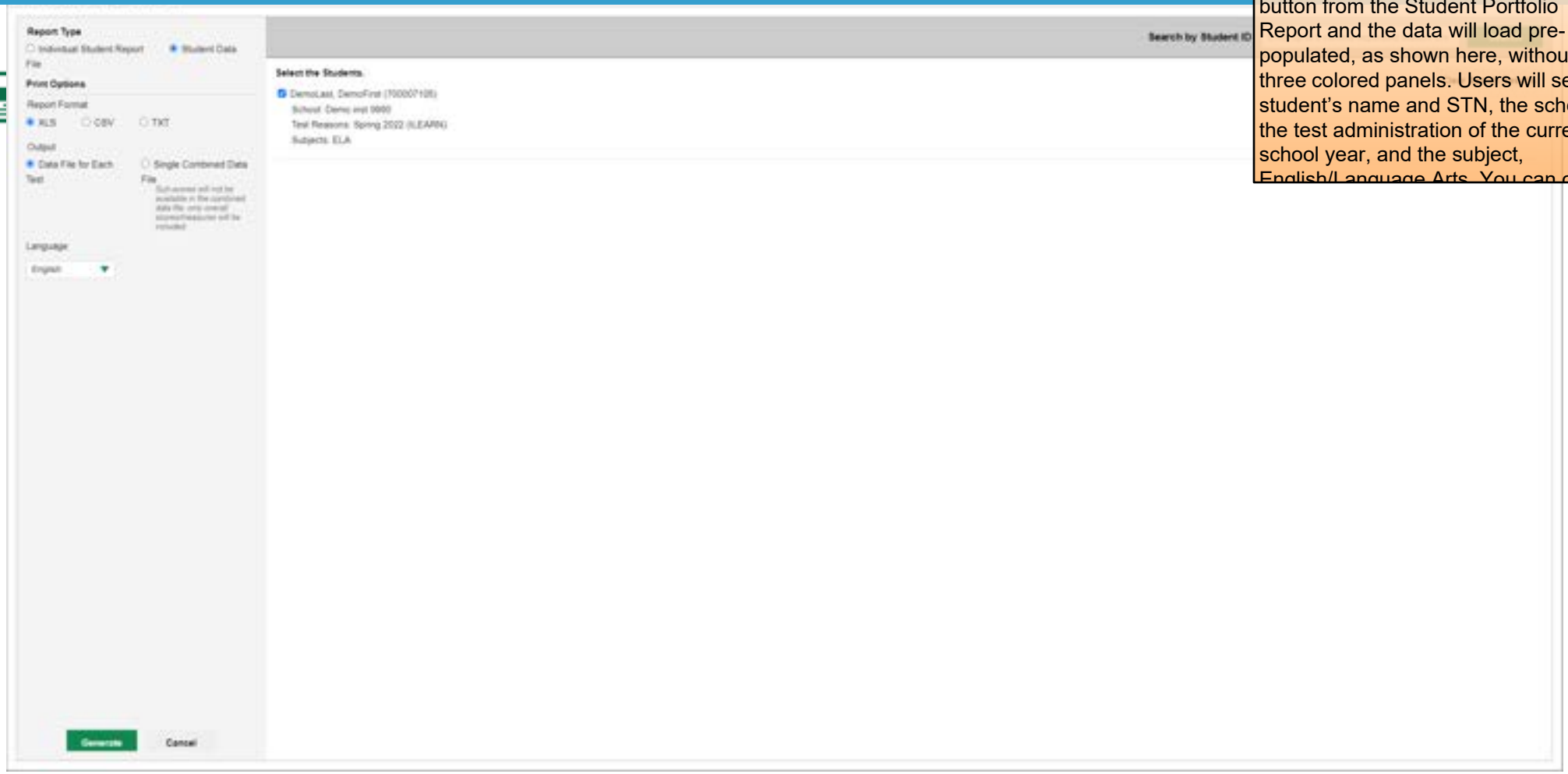
Presenter Notes
2022-12-15 10:27:07

Another customizing option is accessed via the Filters button which is in the Select Students section to the left of the Previous button. You can select a range of dates to be included in the ISR by using the calendar to enter a start date and an end date. Click Apply. After making your customizations, click the green

ISR from the Student Portfolio Report

Download & Print

Download Student Results



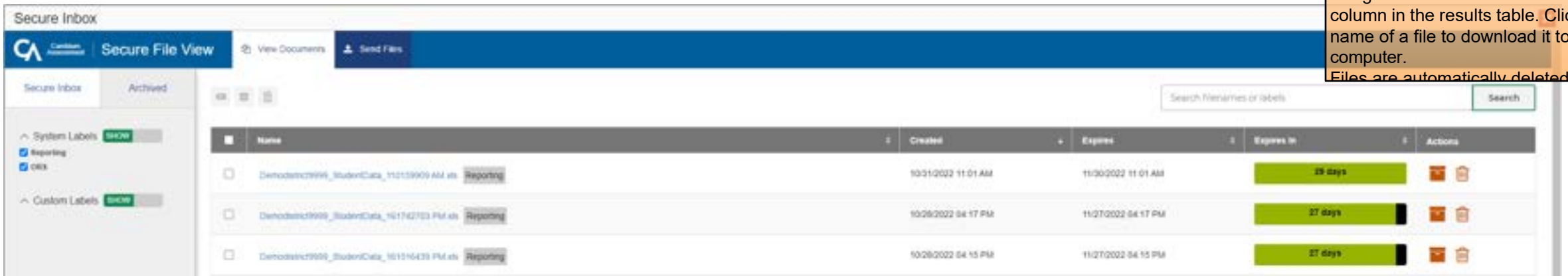
Presenter Notes
2022-12-15 10:27:07

Click the Download Student Results button from the Student Portfolio Report and the data will load pre-populated, as shown here, without the three colored panels. Users will see the student's name and STN, the school, the test administration of the current school year, and the subject, English/Language Arts. You can clear

Secure Inbox

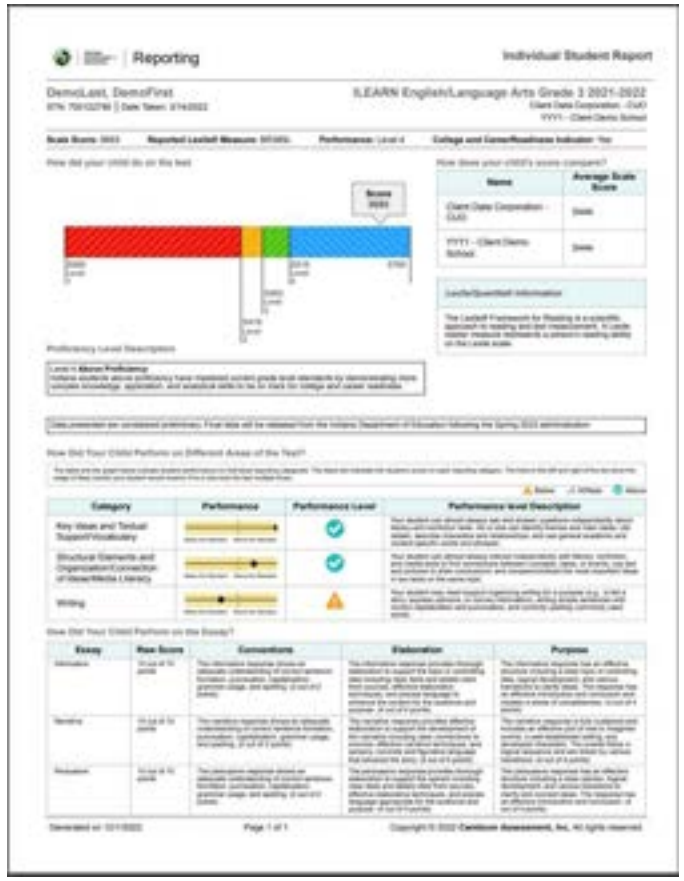
Presenter Notes
2022-12-15 10:27:07

Here is the Secure Inbox showing multiple demo data requests submitted by this corporation user. Files can be archived or deleted at any time by using the buttons under the Actions column in the results table. Click on the name of a file to download it to your computer.
Files are automatically deleted after 29

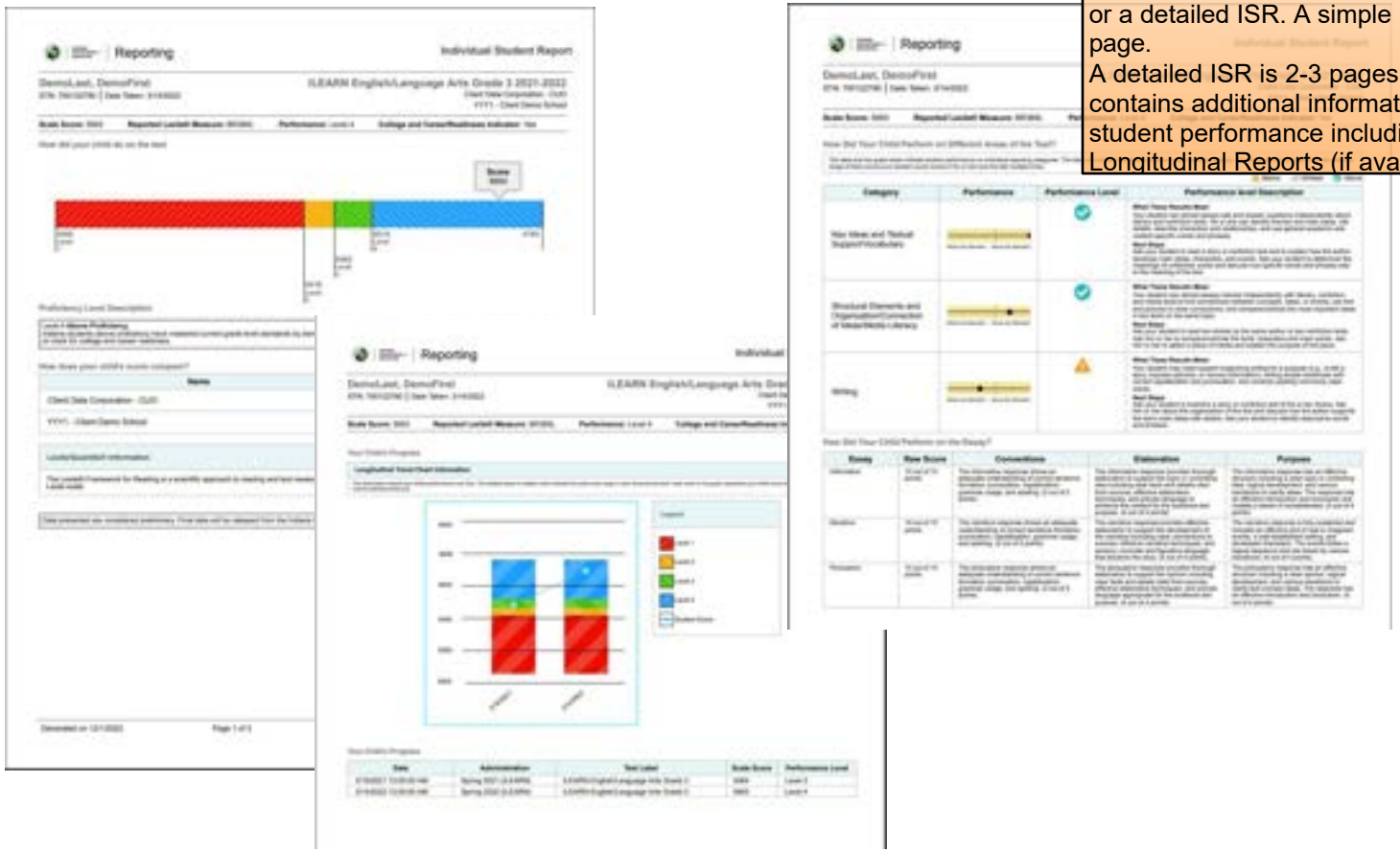


Individual Student Report (ISR)

Simple ISR



Detailed ISR



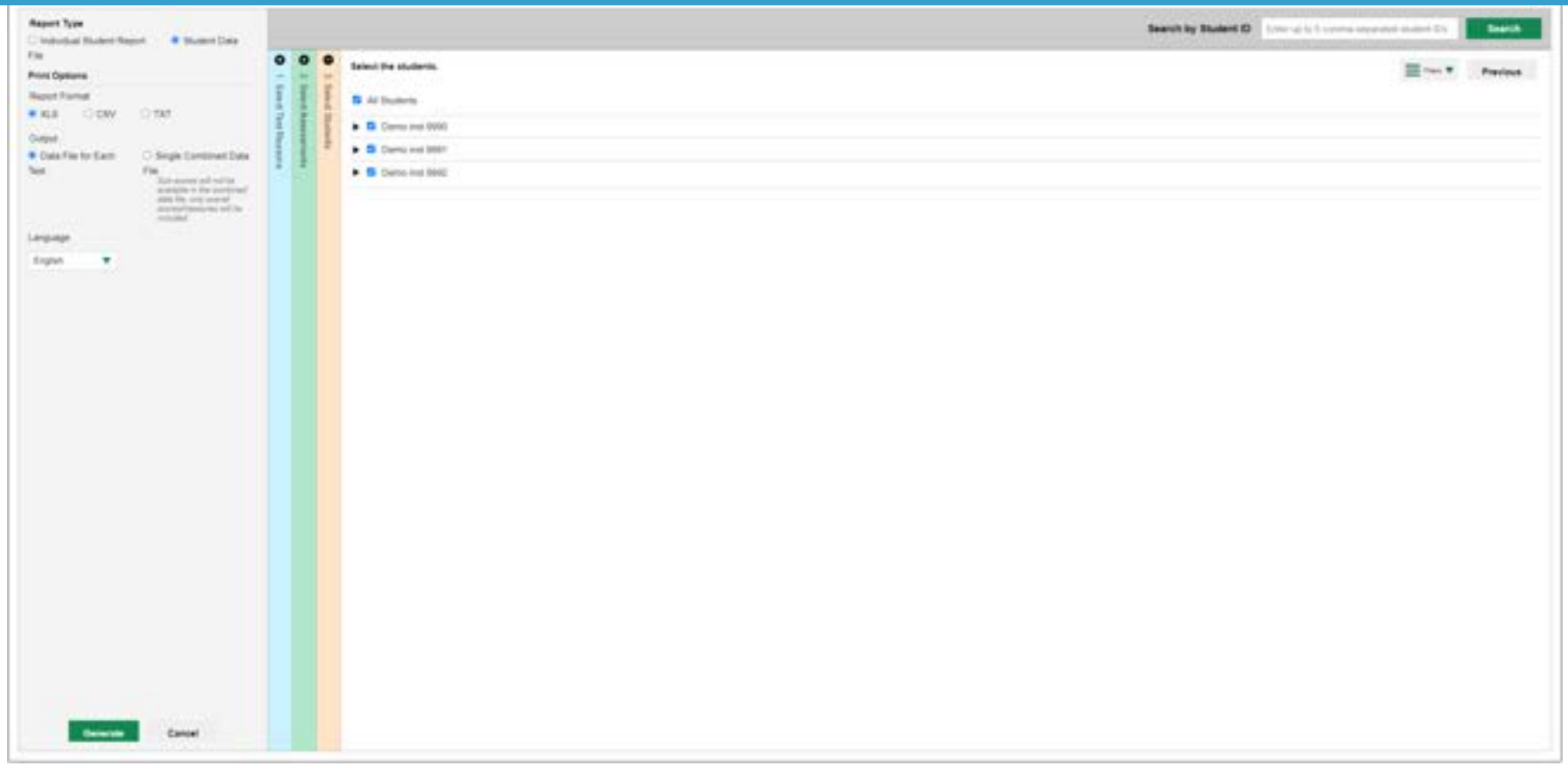
Presenter Notes
2022-12-15 10:27:07

Here is a sample student ISR for ILEARN English/Language Arts Grade 3. ISRs are available as a simple ISR or a detailed ISR. A simple ISR is one page.
A detailed ISR is 2-3 pages and contains additional information on student performance including Longitudinal Reports (if available), and

Generate a Corporation or School Student Data File

Presenter Notes
2022-12-15 10:27:07

A corporation or school data file is a user report of performance data, in Excel, CSV, or text format. Files of this nature allow users to employ the workbook features of a spreadsheet application to organize and sort the data. The generation process for a student data file is the same one used for the ISR with different print options



Student Data File—Excel Worksheet

Student Name	Student ID	Test Reason	Test OppNumber	Date Taken	Test Completion Date	ILEARN English/Langua	ILEARN English/Langua	ILEARN English/Language Art
Orders, Demo Firstnam	995202316	Spring 2022 (ILEARN)	Most Recent Assessment	04/18/2022	04/18/2022	5571	1060L	Level 4
Orders, Demo Firstnam	995203417	Spring 2022 (ILEARN)	Most Recent Assessment	04/18/2022	04/18/2022	5616	1170L	Level 4
Orders, Demo Firstnam	995204518	Spring 2022 (ILEARN)	Most Recent Assessment	04/18/2022	04/18/2022	5629	1205L	Level 4
Orders, Demo Firstnam	995250164	Spring 2022 (ILEARN)	Most Recent Assessment	04/18/2022	04/18/2022	5436	720L	Level 1

Generating ISRs and Student Data Files

Presenter Notes
2022-12-15 10:27:08

Here is a review of the parameters of the options for each type of file, ISRs and corporation and school student data files.

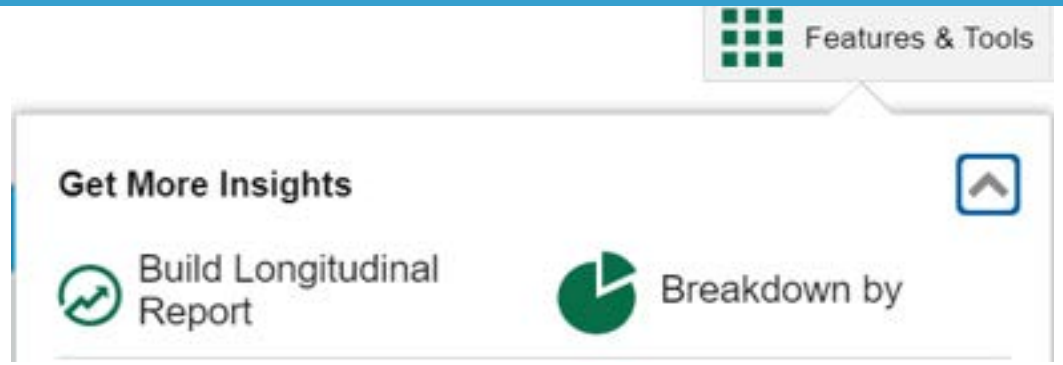
ISRs

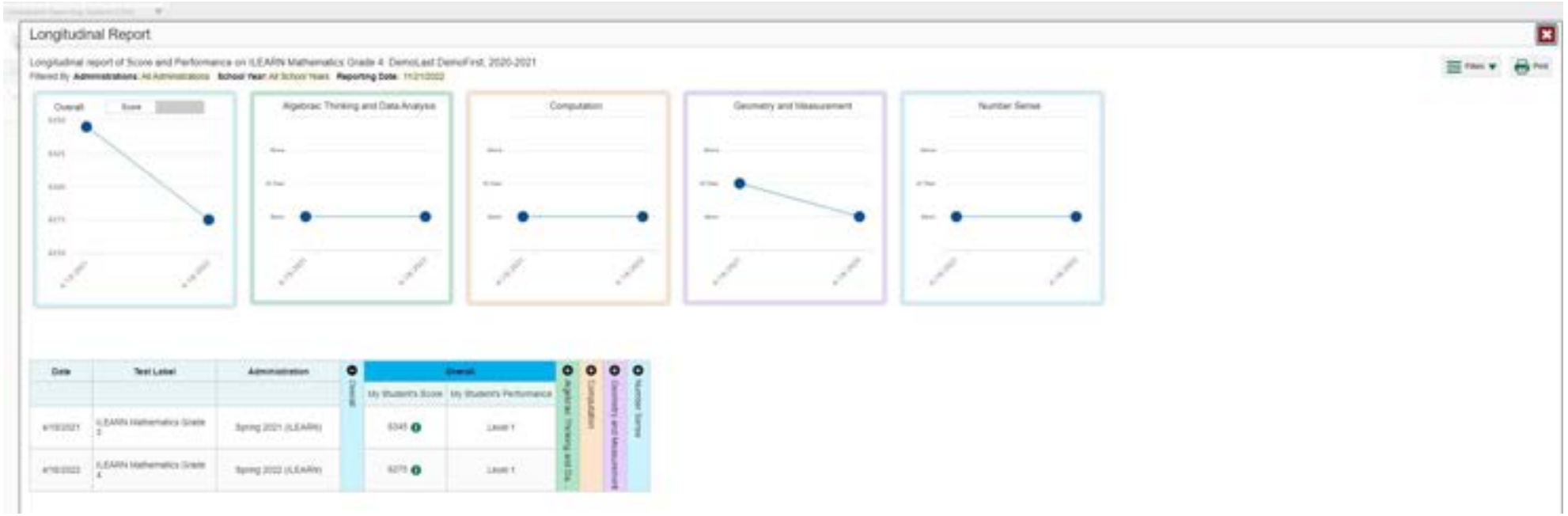
- One test administration
- A single subject; multiple grades
- Up to three schools for corporation-level users

Student Data

- One test administration
- Multiple subjects; multiple grades
- Multiple schools in a corporation
- Data file for each test or combined data file

Longitudinal Report

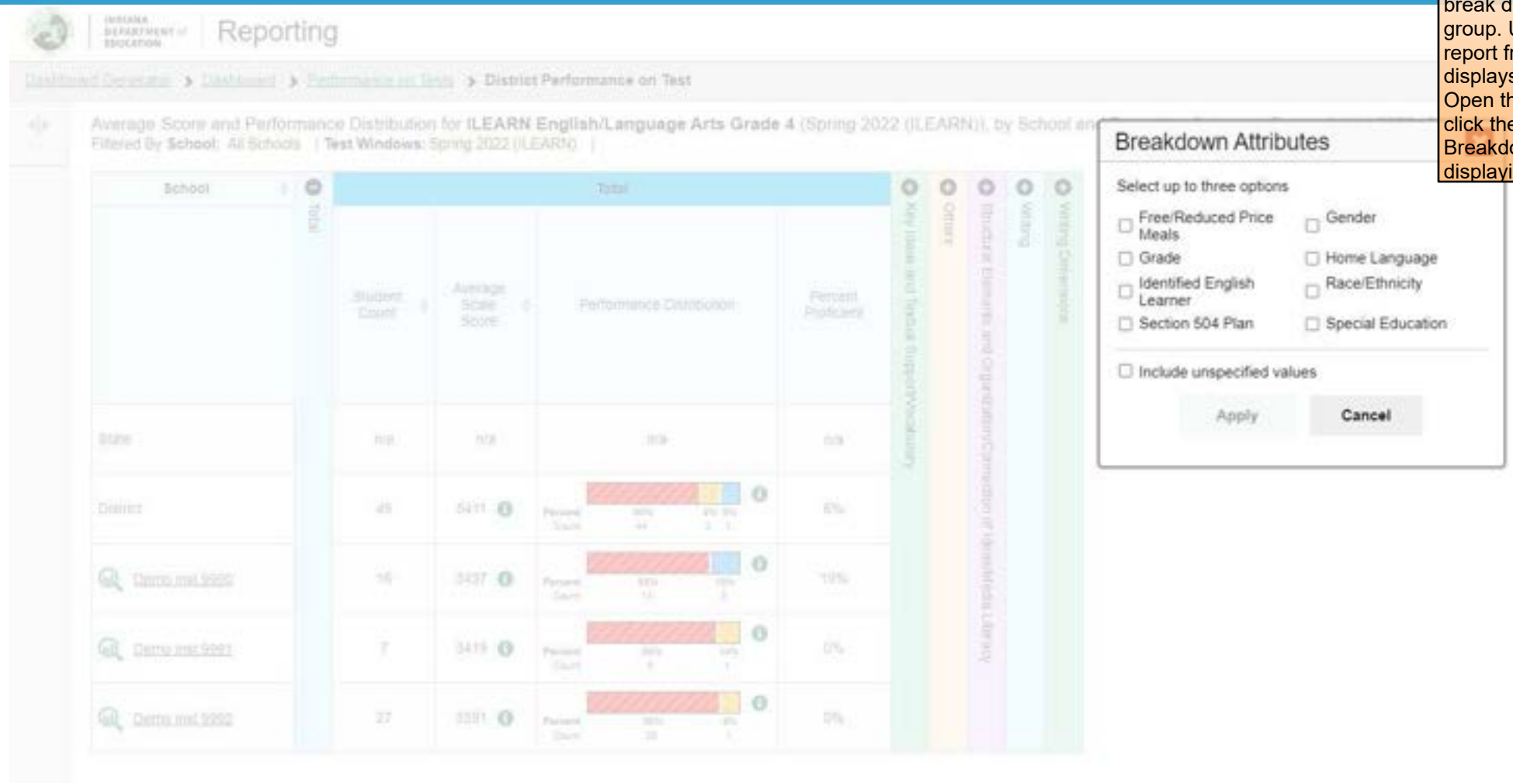




Presenter Notes
2022-12-15 10:27:08

When multiple tests are related and have been linked in the system, a Build Longitudinal Report button will display in the Features & Tools menu. Depending on user role, the test types, and the number of students in the report, the report may display a report options page rather than the Longitudinal Report itself. Longitudinal

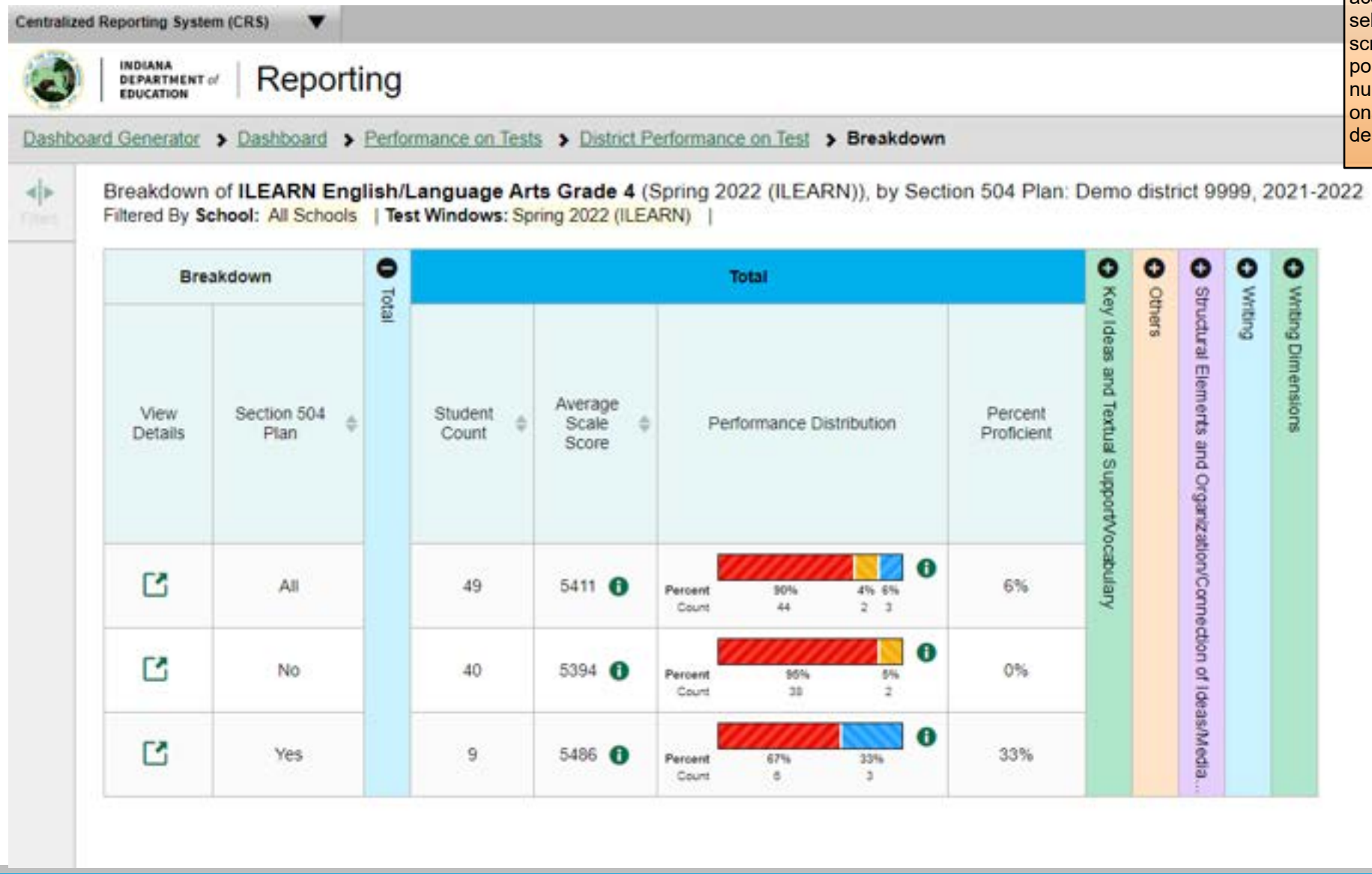
How to Build a Demographic Breakdown Report



Presenter Notes
2022-12-15 10:27:08

There is a tool that allows users to break down data by demographic sub-group. Users can create a breakdown report from any page in Reporting that displays data for multiple students. Open the Features & Tools menu and click the Breakdown by button. A Breakdown Attributes window opens, displaying the options available to you.

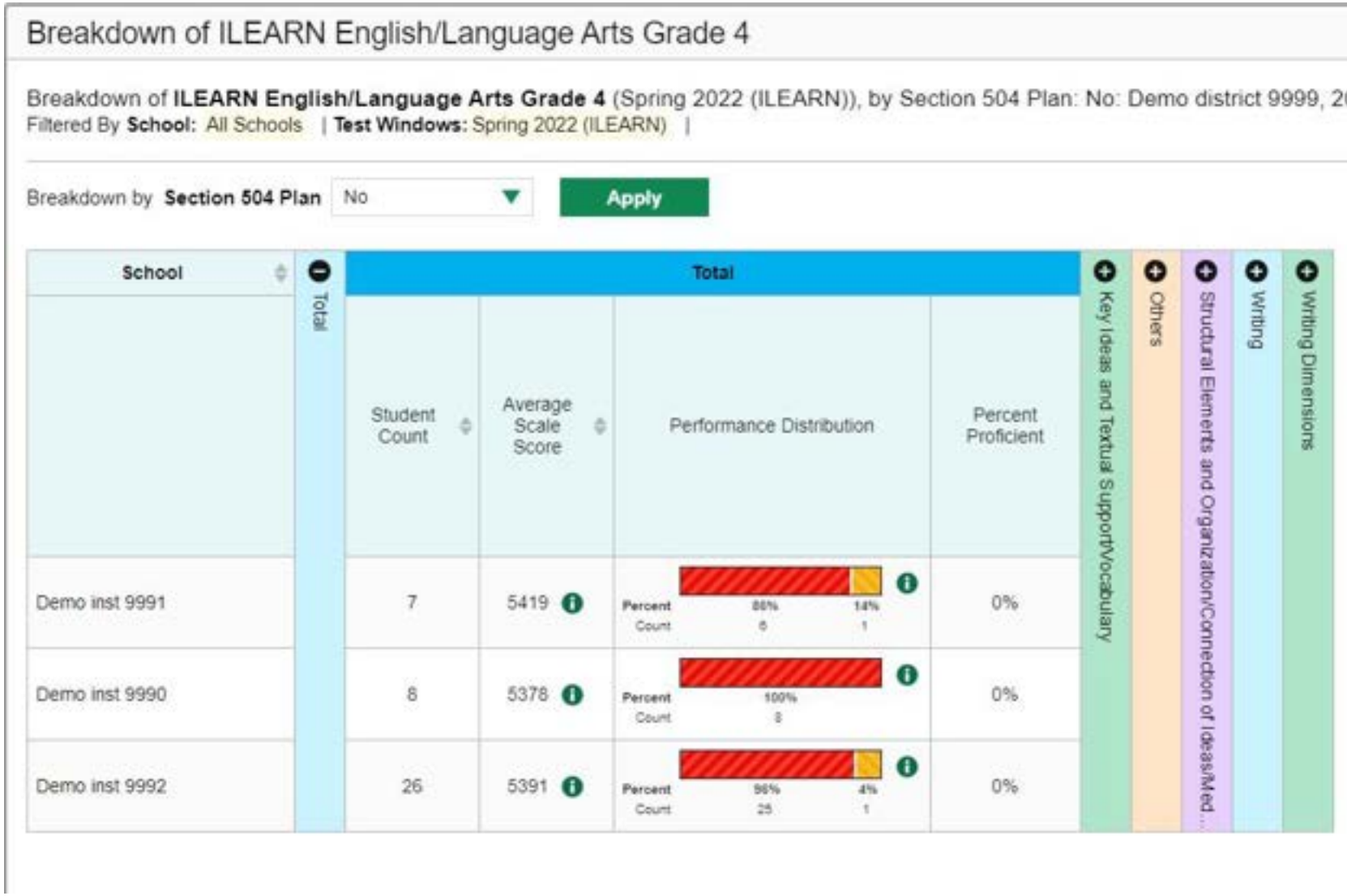
Demographic Breakdown Report



Presenter Notes
2022-12-15 10:27:08

The Breakdown page is organized according to the combinations selected, Section 504 Plan in this screenshot. A row appears for each possible sub-group combination. The number of rows in the table will depend on how the students fall into the demographic categories.

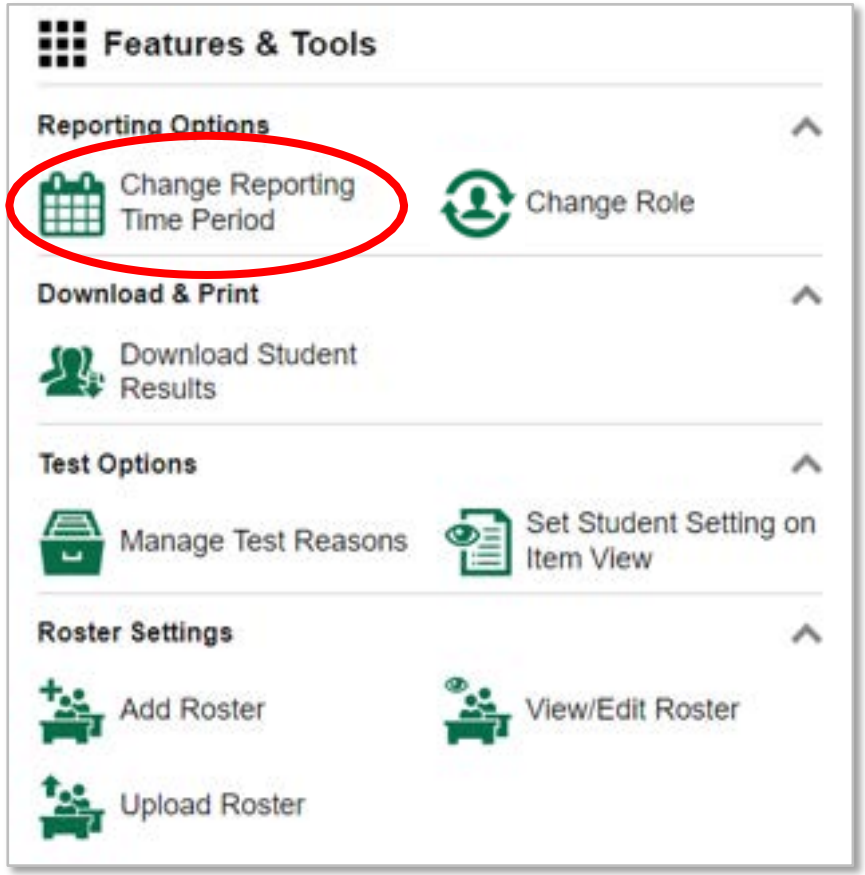
View Details Window/Breakdown Report

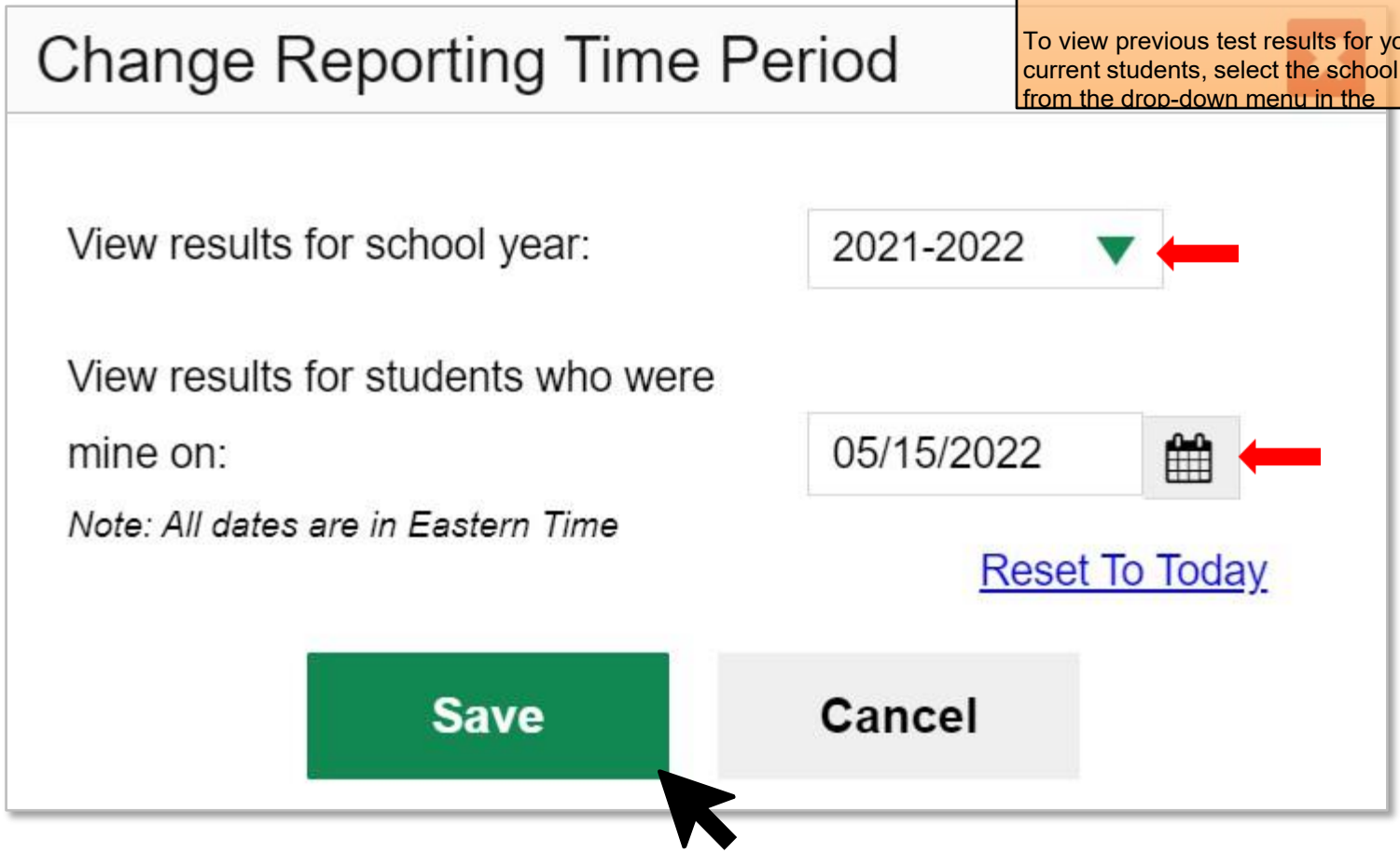


Presenter Notes
2022-12-15 10:27:08

A Breakdown window opens, displaying detailed results for the selected sub-group. A row of drop-down menu buttons appears above the table, displaying the attributes of the chosen sub-group. To quickly transition to another demographic sub-group for the same test, users can apply the breakdown menu options that display

Change Reporting Time Period





Presenter Notes
2022-12-15 10:27:08

The Change Reporting Time Period option under Features & Tools allows users to view test results from a previous point in time, for current students and/or for former students.

To view previous test results for your current students, select the school year from the drop-down menu in the

How Can I Get More Information?

Contact the Indiana Assessment Help Desk with questions or for additional assistance.

When contacting the Indiana Assessment Help Desk, please be ready to provide the following:

- Any error messages that are appearing (including codes)
- Operating system and browser information
- Network configuration information
- Contact information for follow-up by phone or email
- Any other relevant information (e.g., test names, content area reviewed, STNs)

Presenter Notes
2022-12-15 10:27:08

We hope this module has given you a solid, basic understanding of the features and functions of the Reporting system. A Reporting System User Guide is available on the Indiana Assessment portal. You can also call or email the Indiana Assessment Help Desk with your questions.

Thank You!

Presenter Notes
2022-12-15 10:27:08

Thank you for taking the time to view this training module. For detailed information, consult the Centralized Reporting System User Guide for ILEARN, IREAD-3, and I AM Assessments, 2022-2023, located on the Indiana Assessment portal, or contact the Indiana Assessment Help Desk.

2022-2023 Centralized Reporting System User Guide for ILEARN, IREAD-3, and I AM Assessments

https://indiana.portal.cambiumast.com/resources/user-guides/crs-user-guide

Indiana Assessment Help Desk

Cambium Assessment, Inc.

Toll-Free Phone: 1.866.298.4256

Email: indianahelpdesk@cambiumassessment.com

Chat: https://indiana.portal.cambiumast.com/contact.html#

Appendix 5H
Practice Test User Guide

Indiana Online Practice Test User Guide

Indiana Assessment: ILEARN and IREAD-3

2024-2025

Updated August 28, 2024

Prepared by Cambium Assessment, Inc.®

Descriptions of the operation of the Assessment Viewing Application, Test Delivery System, and related systems are property of Cambium Assessment, Inc. (CAI) and are used with the permission of CAI.

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Section I. Practice Test Administration

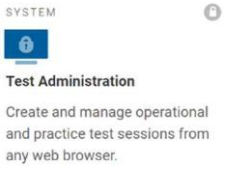
Test Administrators (TAs) and students use the same online testing system components for both practice and operational tests.

- TAs will use the TA Interface to create and manage test sessions.
- Students will sign in to the Student Testing Site via the Secure Browser to take the practice tests.

TA Interface: Login and Practice Test Setup

1. On the Indiana Assessment Portal (https://indiana.portal.cambiumast.com/), navigate to the applicable assessment program's portal page.
2. Select the **Test Administration** card. The TA Interface login page appears.
3. Enter your email address and password.
4. Select Secure Login to enter the TA Interface. TA certification is required to administer practice tests. A message will appear denying access until certification is complete.

Test Administration Card

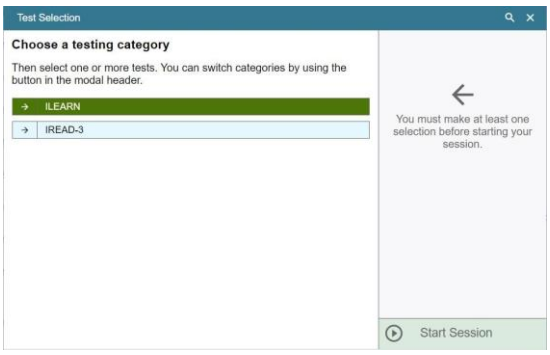


Login Page



5. Start a test session.
   a. In the ***Test Selection*** window, select the program (ILEARN or IREAD-3). Select the plus sign to expand the practice tests, and then select the specific practice tests you would like to administer.
   b. Select **Start Session**. The Session ID appears at the top left-hand corner of the page.
6. Provide the Session ID to the students signing in to your practice test session.

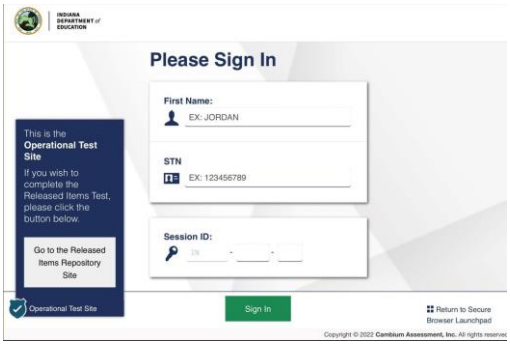
TA Interface: Select Tests, Start Session



7. Instruct students to sign in to the Student Testing Site using their first name, Student Test Number (STN), and the Session ID (from step 5.b). The following are common errors that students may encounter:
   - **The first name and STN do not match.** This indicates that the first name entered does not match the first name associated with the STN.
   - **The Session ID is not available.** The Session ID entered is not an available test session. Verify that the student entered the Session ID correctly.

   For more information about the student login process, see the appropriate grade-level Practice Test Script.

Student Testing Site: Sign In



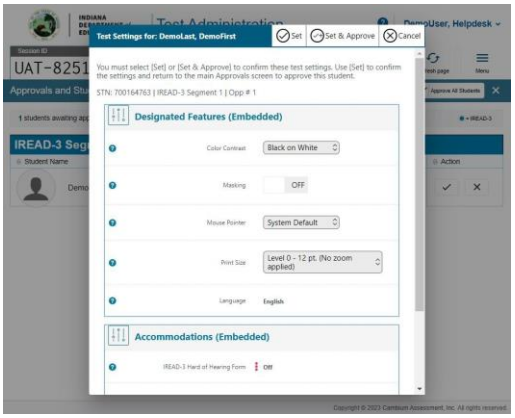
8. Approve students for testing. When students select practice tests, the **Approvals** tab in the upper right-hand corner of the TA Interface shows notifications. Select **Approvals** to view the list of students awaiting approval.
   - o To review a student's accommodations and update designated features (if necessary), select  in that student's row.
   - o To approve an individual student for testing, select .
   - o To deny a student for testing, select  and enter the reason in the box.

   To approve all students for a given practice test or session, select **Approve All Students.**

TA Interface: Approve Students



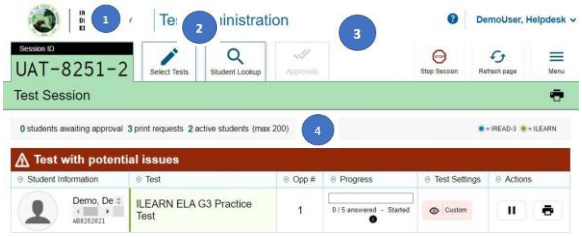
TA Interface: Edit Student Test Settings



9. Monitor the students' progress throughout the practice tests. Students' test statuses appear in the Progress column of the table on the **Approvals and Student Test Settings** tab. This column also displays the number of test questions the student has answered next to the total number of questions in the test.

   - The numbered items represent:
     1. Session ID
     2. Select Tests
     3. Approvals
     4. Students in your test session
   - Select ⏸ to pause an individual student's practice test. If a student's test is paused for more than 20 minutes, the student cannot review any questions completed before the test was paused.
   - Select 👁 to view a student's full information, including current test settings.

TA Interface: Students Currently Testing



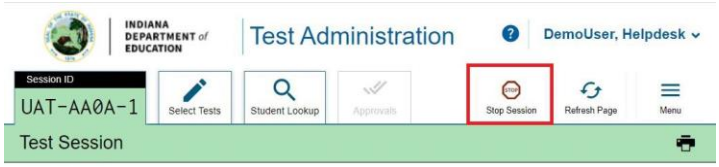
10. When the time is up, stop the test session and log out.

    a. Select Stop Session to stop the session and automatically pause any in-progress tests in your session.

    b. Select **Log Out** to exit the TA Interface.

Once you stop a session, you cannot resume it. If you stop a session and students need to continue testing, start a new session. Refer to the *Test Delivery System (TDS) User Guide* for instructions on transferring test sessions in case a TA accidentally exits a browser during testing, etc.

TA Interface: Stop Session



Information for TAs on Online Practice Tests

- On each page of the test, students should answer all the questions before selecting **Next** and moving on to the next page. All responses are saved automatically. Students can also manually save their responses to questions by selecting **Save** in the toolbar.
- When a test question is associated with a stimulus (for example, a passage), students should review the stimulus before responding to the question.
- Students respond to test questions in different ways depending on the question's type.
  - Multiple-choice questions: Students select a single answer option.
  - Multi-select questions: Students select two or more answer options.
  - Technology-enhanced questions: Students follow the instructions given for each question. Technology-enhanced questions require students to do one of the following tasks:
    - Use an on-screen keypad to generate an answer.
    - Select an object or text on the screen.
    - Plot points or lines on a graph or image.
    - Move objects or text around on the screen.
    - Enter text in a text box.
    - Match answer options together.
    - Enter values in a table.
    - Modify a highlighted word or phrase in a reading selection.
    - Enter input parameters to run an on-screen simulation.
- Some test pages may have only one question while others may have more. Students may need to scroll down the page to see all questions on a page.

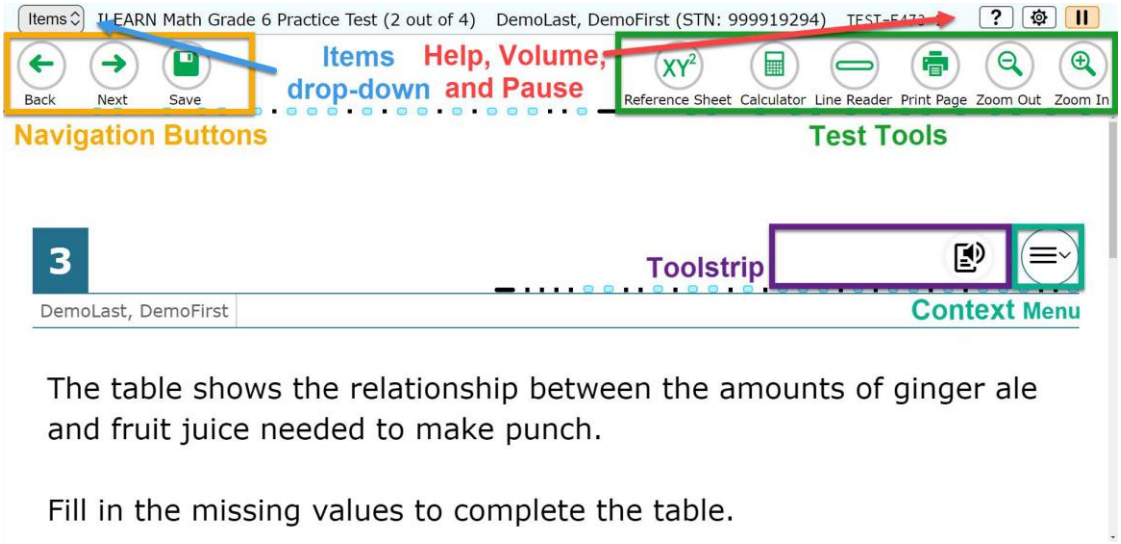
Information for TAs on Paper-and-Pencil Practice Tests

- TAs administering the paper-and-pencil assessment will also administer the paper-and-pencil practice test (rather than the online practice test detailed in this guide). The paper-and-pencil practice test appears at the front of each paper test booklet, directly before the operational items.
- TAs may administer the paper-and-pencil practice test five days prior to the operational assessment. Upon completion of the practice test, all assessment materials must be stored securely until operational test day.
  - TAs must ensure that students **do not proceed** past the practice test (to the operational test content)
  - If a student accesses operational test content, notify the CTC. The CTC will submit an irregularity report to IDOE for review and guidance.

Test Layout and Tools

This section provides an overview of the tools available in the online testing system and their location. Figure 1 below shows the basic test layout and primary tools available in the Student Testing Site.

Figure 1. Test Layout



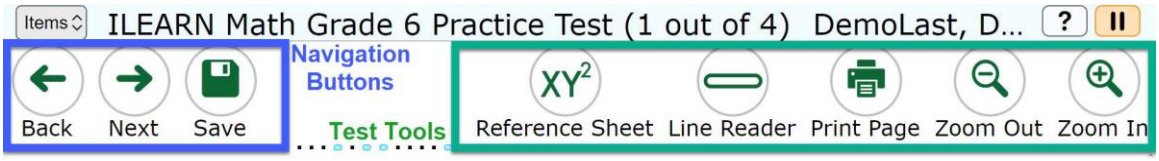
Toolbar, Context Menu, and Toolstrip

The toolbar, context menu, and toolstrip allow students to access on-screen tools. Students can access these tools using a mouse or keyboard shortcuts.

About the Toolbar

The toolbar at the top of the test page has navigation buttons on the left and tool buttons on the right (see Figure 2 below). To open a tool from the toolbar, select the button for that tool. The tool will open automatically once selected.

Figure 2. Toolbar



About the Context Menus and Toolstrips

Each test page may include several elements, such as the question, answer options, and stimulus. The context menu for each element contains tools applicable to that element (see Figure 3 and Figure 4). Starting in SY24-25, some tools (i.e., TTS options) that were previously hidden away in the context menu will now be available via the toolstrip, the area of space directly to the left of the context menu (see Figure 5). These tools will only be visible for students with the applicable accommodations and on questions where the tool can be used.

Figure 3. Context Menu for Questions

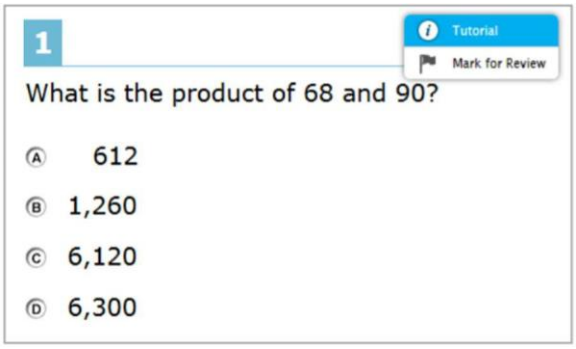


Figure 4. Context Menu for Answer Options

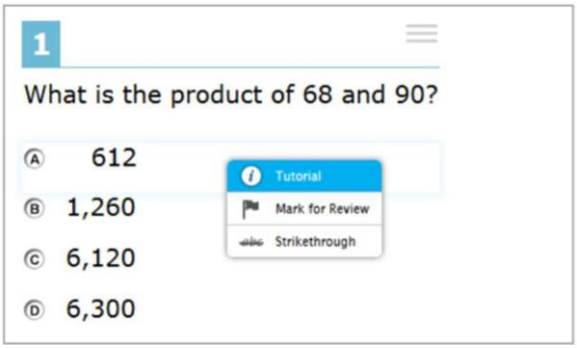


Figure 5. Toolstrip



Opening a Context Menu for Stimuli and Questions

Students can access a context menu by right-clicking on an element and selecting the desired option from the pop-up list, or by selecting the context menu button for the desired element.

To access the context menu for a passage or question:

1. Select the context menu button in the upper-right corner of the stimulus or question. The context menu opens.
2. Select a tool.

Opening a Context Menu for Answer Options

Students can use the context menu to access tools for answer options in a multiple-choice or multi-select question.

To access an answer option's context menu:

1. To open the context menu, do one of the following:
   - If using a **two-button mouse**, right-click an answer option.
   - If using a **single-button mouse**, select an answer option while pressing **Ctrl**.
   - If using a **Chromebook**, select an answer option while pressing **Alt**.
   - If using a **tablet**, tap the answer option and then tap the context menu button (this selects the answer option until you select a different option).
2. Select a tool from the context menu.

Available Test Tools

Table 1 lists the tools available in the toolbar; Table 2 lists the tools available in the item and stimulus sections of the page (context menu tools); Table 3 lists the Toolstrip Tools; and Table 4 lists the additional tools that may be available, and their location within the student's test.

Note: Some tools are available only for particular subjects or when testing with a particular accommodation.

Table 1. Toolbar Tools

Tool Name	Instructions
Help	To view the on-screen ***Help Guide*** window, select the question mark button in the upper right-hand corner.
Pause	Select to pause an individual student's test.
Calculator	To use the on-screen calculator, select Calculator in the toolbar. Without an accommodation, this tool is available on portions of ILEARN Mathematics grades 6-8 tests, all ILEARN Science tests, and I AM Mathematics and Science tests. This tool is available throughout all segments of ILEARN Mathematics grades 6-8 with this formal accommodation.
Dictionary	To look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus, select **Dictionary** in the toolbar.
Line Reader	To highlight an individual line of text in a passage or question, select **Line Reader** in the toolbar. This tool is not available while the Highlighter tool is in use.
Masking	The Masking tool temporarily covers a distracting area of the test page. 1. Select **Masking** in the toolbar. 2. Select and drag across the distracting area. To close the Masking tool, select **Masking** again. To remove a masked area, select **X** in the upper right-hand corner of that area.
Notes	To enter notes in an on-screen notepad, select Notes in the toolbar. The text entered in this tool cannot be copied and pasted into an item's response area. This tool is available on ILEARN Performance Task tests.
Print Page	To print the entire test page, select **Print Page** in the toolbar.
Print Passage	To print a reading passage, select **Print Passage** in the toolbar.
System Settings	To adjust audio volume during the test, select in the upper right-hand corner. Students testing with TTS can also use this 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.
Transcripts	To view a transcript of the audio content for the current test page, select the Transcripts button in the toolbar. The text in transcripts can be read by screen readers. This accommodation is available only on ILEARN ELA tests.
Zoom	To enlarge the text and images on a test page, select **Zoom In**. Multiple zoom levels are available. To undo zooming, select **Zoom Out**.
Spell Check	To activate spell check, select from the toolbar. Words that are potentially incorrect change color and become underlined. To exit spell check, select again.
Reference Sheet	To open the Math Reference Sheet, select **Reference Sheet** from the toolbar. To close the sheet, select the "x" in the upper right-hand corner of its window.

Table 2. Context Menu Tools

Tool Name	Instructions
Highlighter	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. Text in images cannot be highlighted. This tool is not available while the Line Reader tool is in use.
Mark for Review	To mark a question for review, select **Mark for Review** from the context menu. The question number displays a flap in the upper right-hand corner and flag icon next to the item number on the test page. The **Questions** drop-down list displays *marked* for the question.
Notepad	To enter notes for an individual test question, select **Notepad** from the context menu. After entering a note, a pencil icon appears next to the question number on the test page. You can only access your notes for a question on that question's test page.
Print Item	To send a print request for an individual question, select **Print Item** from the context menu. After sending the request, a printer icon appears next to the question number on the test page. This accommodation is available on all ILEARN tests.
Select Previous Version	To view and restore responses previously entered for an ELA constructed-response (open-ended) question, select the **Select Previous Version** option from the context menu. A list of saved responses appears. Select the appropriate response and choose **Select**.
Speech-to-Text	To transcribe students' spoken words into text for items where students can construct their own responses, select the microphone icon on the bar above the text box and speak the response. The transcription will automatically occur within the text box. To stop recording, select the microphone icon again. Students with the STT accommodation assigned in TIDE may access the tool in the RIR by logging in with their Student Access Card. STT is not available in guest mode or to students not assigned the accommodation.
Strikethrough	For selected response items, 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: ● Option A: ○ To activate Strikethrough mode, open the context menu and select **Strikethrough**. ○ Select each answer option you wish to strike out. ○ To deactivate Strikethrough mode, press **Esc** or select outside the question's response area. ● Option B: ○ Right-select an answer option and select **Strikethrough**.
Tutorial	To view a short video demonstrating how to respond to a particular question type, select **Tutorial** from the context menu.

Table 3. Toolstrip Tools

Tool Name	Instructions

American Sign Language	Students can watch videos that translate test content into American Sign Language (ASL). To View ASL videos:
	• From the context menu, select **American Sign Language**.
	  ○ If only one ASL video is available, the video opens automatically.
	  ○ If multiple ASL videos are available, sign language icons will appear next to the test content for each video. Select the icon for the test content you wish to translate into ASL.
	This feature is only available on ILEARN English Language Arts (ELA) assessments.

Spanish Toggle	Students can change text from English to Spanish (and back again) by selecting the "**Cambiar de Idoma/Change Language**" icon ( ). When selected, text on the page will toggle from Spanish to English (or English to Spanish, as appropriate). Students can toggle between languages as many times as needed.
Text-to-Speech	To listen to passages and questions, select a Speak option from the Toolstrip.

Table 4. Additional Tools

Tool Name	Instructions
Closed Captioning	Questions and stimuli with audio elements automatically display closed captions for students testing with the appropriate accommodations. This accommodation is available only on ILEARN ELA tests.
Expand Buttons	Students can expand the passage section or the question section for easier readability. • To expand the passage section, select the right arrow icon below the toolbar. To collapse the expanded passage section, select the left arrow icon in the upper right-hand corner. • To expand the question section, select the left arrow icon below the toolbar. To collapse the expanded question section, select the right arrow icon in the upper left-hand corner.
Word Completion	When this tool is enabled, suggested words will appear in a menu as students type a written response. Students can select a word in the pop-up menu instead of typing it manually.
Human Voice Recording	Phonics questions in Segment 1 of the IREAD-3 assessment are presented as pre-recorded audio clips of a human reader saying the stimulus. To play the audio, students select ( ). Students can replay the audio as many times as needed. This tool is a universal feature that will be available to all IREAD-3 testers.
Visual Human Reader	Phonics questions in Segment 1 of the IREAD-3 assessment are presented as pre-recorded video clips of a human reader saying the stimulus. To play the video, students select the play button from the bottom left-hand corner of the video clip. Students can replay the audio as many times as needed. This feature is provided in addition to Human Voice Recordings, and students testing with the Visual Human Reader feature will be able to use both tools while testing. This feature is available only to designated IREAD-3 testers.

Appendix 5l
Centralized Reporting System (CRS) User Guide

Centralized Reporting System User Guide

2024–2025

Prepared by Cambium Assessment, Inc.



Descriptions of the operation of the Centralized Reporting System and related systems are property of Cambium Assessment, Inc. (CAI) and are used with the permission of CAI.

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Introduction to the User Guide

The Centralized Reporting System (CRS) User Guide provides instructions for using CRS and accessing assessment data and student score reports for ILEARN, I AM, and IREAD-3 assessments. CRS provides current and past performance data for ILEARN, IREAD-3, and I AM assessments, including the data previously reported in the Online Reporting System (ORS). These reports allow users to compare performance data between students, rosters, and other institutions. Score reports in CRS provide information about student performance on the overall test subject, as well as the content categories within a subject, such as reporting categories.

Downloadable student data files are available in CRS for corporations and schools. The data files contain test scores and demographic information. Bulk printing of score reports can also be accessed in this location.

CRS also maintains roster functionality that enables users to create and manage rosters for analyzing score data for specific student groups. This can be helpful for teacher-level users when comparing student performance on an assessment across the classroom.

Please keep in mind the following information when reviewing scores in CRS. Student assessment results provide valuable data but are only part of the whole picture of student performance. Educators should be sure to use multiple data points when making decisions about student learning.

The CRS User Guide provides guidance over the following actions throughout the entirety of the user guide:

1. How to Navigate Reports;
2. Setting Up Reports; and
3. Exporting or Printing Data.

This user guide is intended for corporation and school personnel involved in administering ILEARN, I AM, and IREAD-3 summative assessments. Users should be familiar with using a web browser to retrieve data and fill out web forms. File download features require familiarity with using a spreadsheet application and working with downloadable data files.

How to Navigate Reports

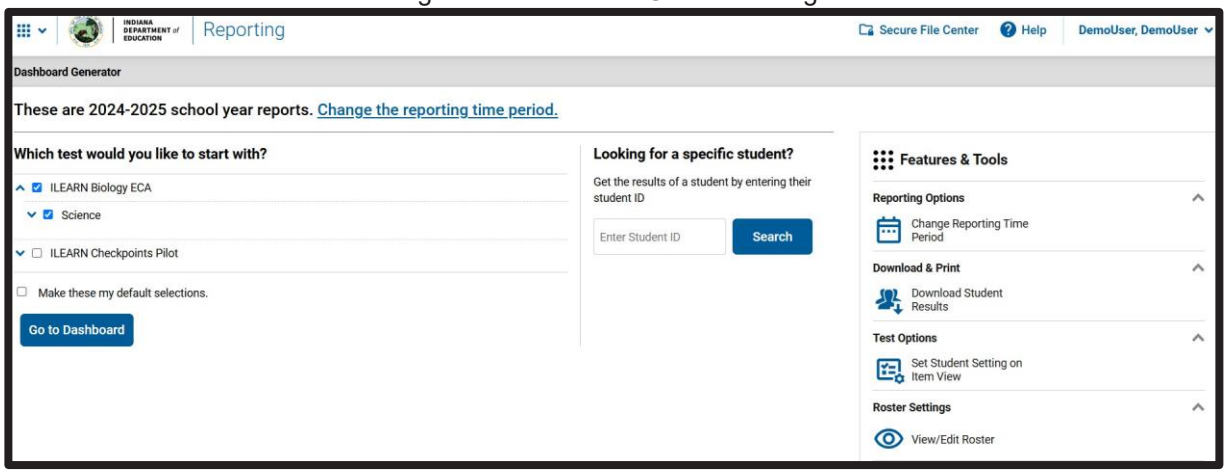
This section of the CRS User Guide will explain how users can navigate through reports within CRS.

Accessing CRS reports and features depends on the user role and permissions. Permissioned teachers can view data for all students within their classes (rosters) who have completed ILEARN, I AM, and IREAD-3 assessments. School-level users can view data for all students in their schools who have completed assessments. Corporation-level users can view data for all students in their corporation who have completed assessments.

Using the Dashboard Generator Page

When the user logs in to CRS, the Dashboard Generator page appears (Figure 1). The controls allow the user to select from test administrations that have been processed for Indiana in the current school year for ILEARN, I AM, and IREAD-3. The user may choose test types, subjects within the test types, and grades within the subjects.

Figure 1. Dashboard Generator Page



To the right of the Dashboard Generator controls are some other useful features. The **Looking for a specific student?** section allows the user to search by student test number (STN) to view all of the student's test results. The **Features & Tools** menu on the right offers multiple features that will be described later in this guide.

If the Dashboard Generator shows a message saying there is no data, that means no test opportunities are available for this school year.

1. *Optional:* To change the test administrations listed in the Dashboard Generator, change the reporting time period.
2. Select the tests the user wants to view, expanding the test groups as needed.
3. *Optional:* To save the selections, mark the checkbox **Make these my default selections**. These selections will be set in the Dashboard Generator whenever the user logs in. The user can change the defaults at any time.
4. Click **Go to Dashboard**. The dashboard appears, displaying any data available for your selections.

Viewing Aggregate Test Results

All users except state-level users see the standard dashboard. It displays an aggregation card for each test administration. A typical test administration comprises a single test, subject, and all grades (for example, the second card shown in Figure 2 is for ILEARN 3-8 English/Language Arts (ELA).

Each aggregation card displays the test name, a list of grades included, the number of students who participated in the administration, the administration date, and a performance distribution bar displaying percentages and student counts below it. The user may see the message "Data cannot be aggregated together for this group of tests" instead of the performance distribution bar for tests that do not report performance distribution or that use different sets of performance levels. Test administration cards are sorted by the most recent test administration.

Clicking the ⓘ button beside the performance distribution bar displays a legend with more information about performance levels.

Figure 2. Teacher View: Dashboard



If a message appears saying "There are no assessments to display," the user may not have students who participated in that test administration in the selected time period. The user can change the reporting time period. If the user is a teacher, they may also be able to view more students' data by managing your classes (rosters).

To change the test administrations and tests that appear, use the Filters panel on the left. For more information on filtering, refer to Setting Up Reports. The user can also backtrack to the Dashboard Generator using the link in the path at the upper left-hand corner and change the test group selections there.

Viewing Detailed Data on a Particular Test Administration

To view more detailed data for a particular test group, click the name of the administration (or beside it). The Performance on Tests Report appears. It is filtered to display only the test administration selected.

In the Performance on Tests Report, teachers see two tables, as in Figure 3:

1. The *My Assessments* table lists all the assessments in the filtered test administration(s).
2. The *My Students* table lists all of the user's students who took the assessments.
3. Corporation- and school-level users see just one table, as in Figure 4. Like with the first table on the teacher Performance on Tests Report, this table lists all the assessments in the test administration.

Figure 3. Teacher View: Performance on Tests Report

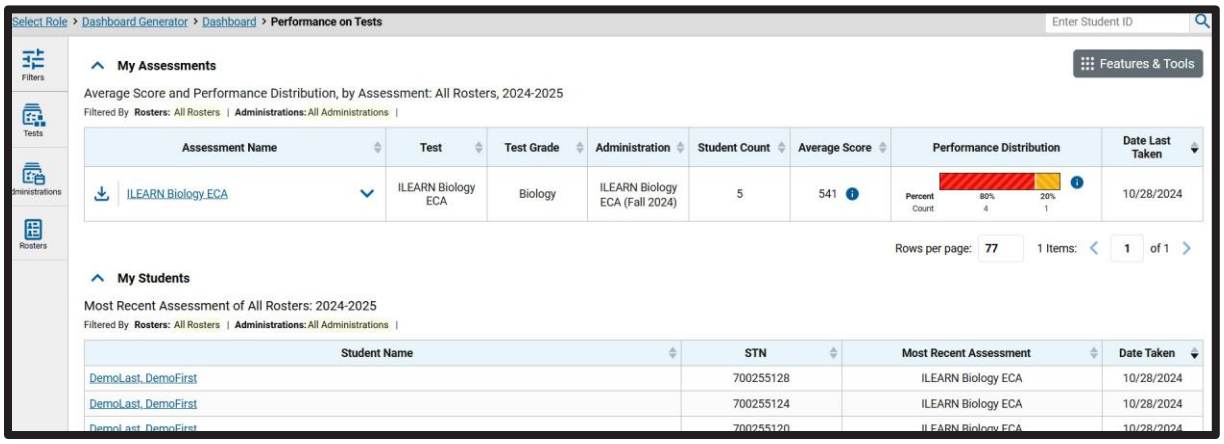
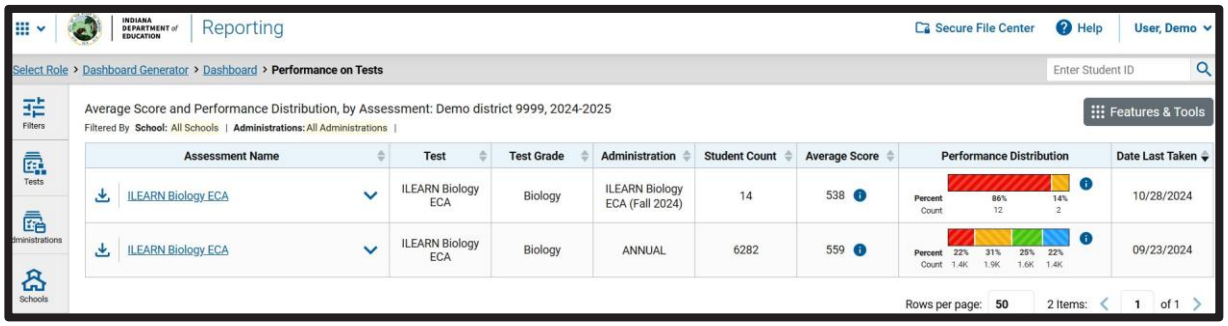


Figure 4. School-Level User View: Performance on Tests Report



For each test, the assessments table shows the test administration, grade, test (the name of the test window of an assessment), number of students who took the test, average score, performance distribution, and date the test was last taken.

The user can use the filters to view a different set of assessments. For more information on filtering, see Setting Up Reports.

If a message appears saying "There are no assessments to display" or "There are no students to display," the user may have filtered out all data.

Viewing Student-Level Data: Teachers and School-Level Users

The Performance by Student tab displays test results for each of the user's students across classes (rosters). In order to see the results for all of their students, follow the instructions below.

1. Starting from the Dashboard page upon login, click a test administration name (or beside it).
2. Click on a test name in the assessments table at the top of the page.
3. Once a test administration is selected, a page of corporation test results appear, listing schools within the corporation.
4. Click a school name. The School Performance on Test Report appears, opened to the **Performance by Roster** tab. In the report that appears, select the **Performance by Student** tab, as in Figure 5. The user will see results listing all of their students. The first few rows show aggregate performance data for the state, corporation, school, and/or total students.
5. To sort students according to their performance level, click the Score or Proficiency Level columns to sort them.
6. To view students' performance in each area, click the reporting category section bars to expand them, as shown in Figure 6. Students with invalidated and undetermined records will not appear in the chart of student results. They will instead be listed separately at the bottom of the page in red, as shown below.

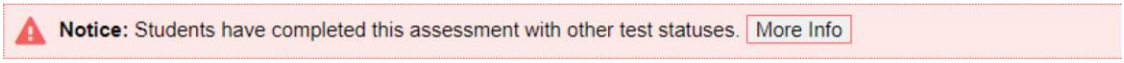


Figure 5. School Performance on Test Report: Performance by Student Tab

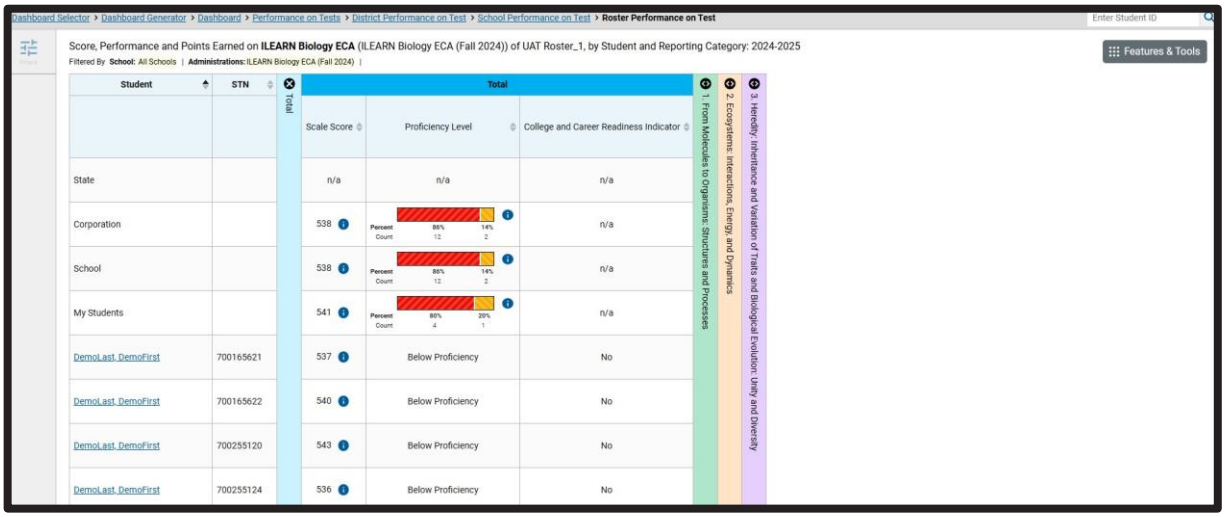
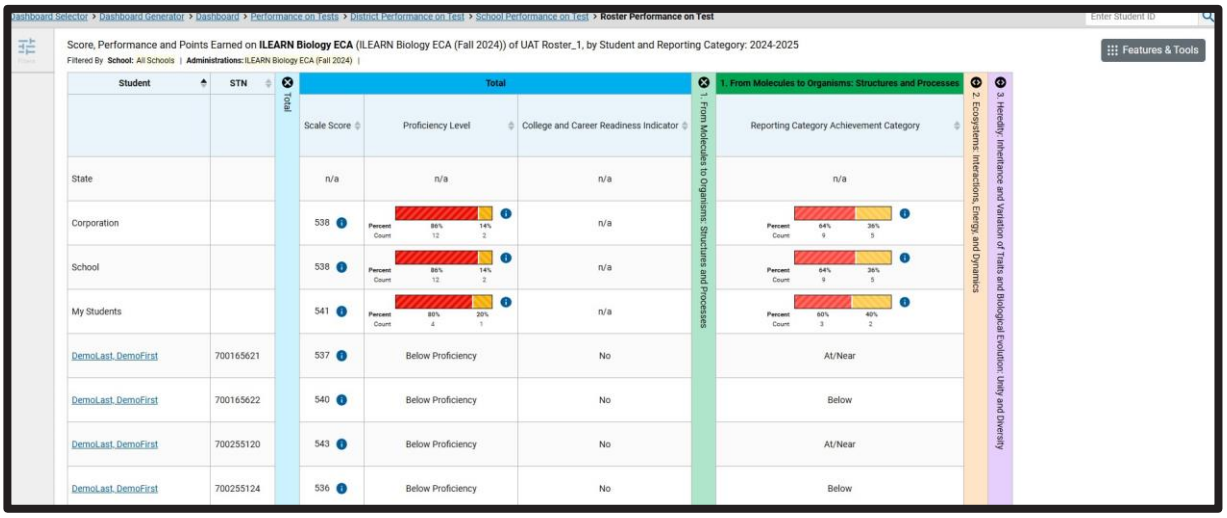


Figure 6. My Students' Performance on Test Report: Performance by Student Tab with Expanded Reporting Category Section



Viewing Test Results for Classes (Rosters)

Users can view a list of classes (rosters) that participated in a specific test administration and view the results for a particular class.

The **Performance by Roster** tab displays test results for each class (roster). To view this tab, follow the instructions for the appropriate user role below.

Teachers and school-level users:

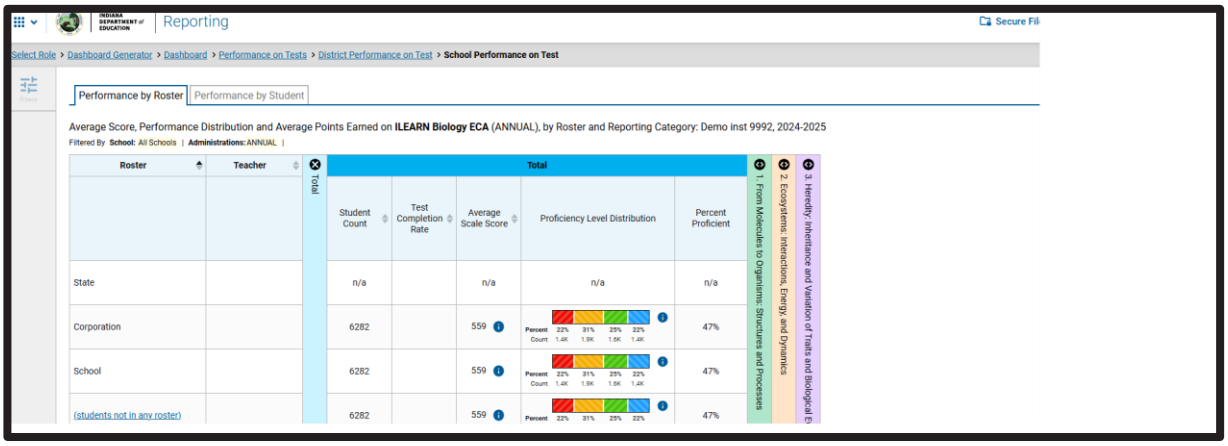
1. Log in to the Dashboard Generator and click a test administration (or beside it).
2. Once a test administration is selected (or beside it), the My Students' Performance on Test or the School Performance on Test Report appears, depending on the user's role. There are two tabs available, and it will open to the **Performance by Roster** tab.

Corporation-level users can view all classes (rosters) in a school. To do so, follow these instructions:

1. Log in to the Dashboard Generator and click a test administration name (or beside it).
2. Once a test administration is selected (or beside it), a page of corporation test results appear, listing schools within the corporation.
3. Click a school name. The School Performance on Test Report appears, opened to the **Performance by Roster** tab.

The report shown in Figure 7 displays a list of the user's classes (rosters) and each class's performance. The first few rows also show aggregate performance data for the state, corporation, school, and total students.

Figure 7. My Students' Performance on Test Report: Performance by Roster Tab



Viewing Classes (Rosters) by Performance on Assessment

To review assessments by performance, users may do either of the following:

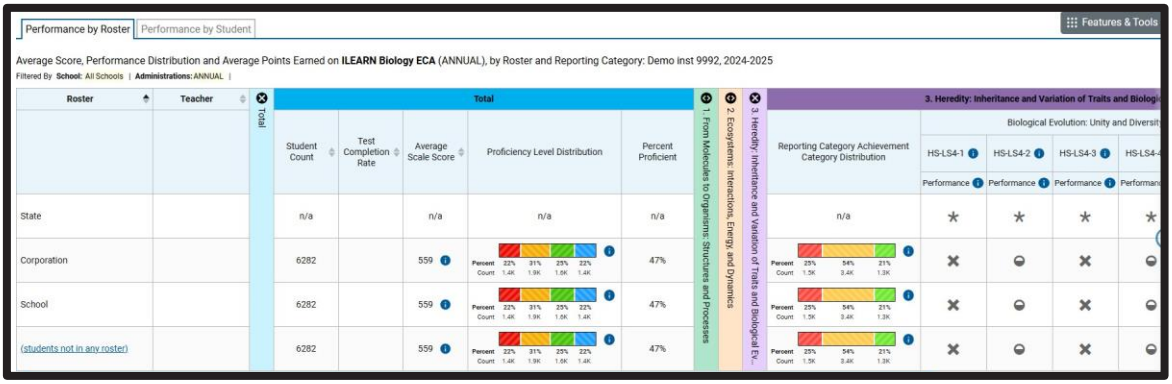
1. Click the score column header to sort by score and view rosters with high average scores.
2. Look at the bars in the Performance Distribution column to see where the percentage of students at or above proficient is high.

To see which classes had the highest test completion rate, click the Test Completion Rate column header to sort the column.

Reviewing Class (Roster) Performance in Test Area

For tests with reporting category sections, the user can compare the performance of students in each area of the test. Click each vertical section bar to expand or collapse it. In this example (Figure 8), the user can view the average performance level and a performance distribution bar for each class (roster) under the reporting category Number Sense and Computation.

Figure 8. My Students' Performance on Test Report: Performance by Roster Tab with Expanded Reporting Category Section



Viewing and Interpreting Standard Measures Within a Reporting Category

Aggregate test results for adaptive tests include detailed performance measures of standards within reporting categories. The standard score report displays the performance of aggregate entities on each standard assessed. This report is available for ILEARN Summative and IREAD-3 assessments.

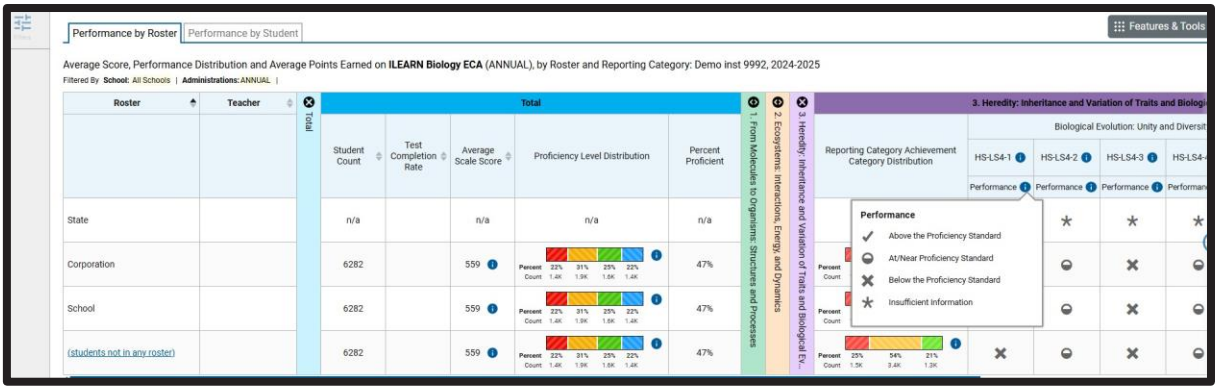
The Standards sub-section (shown in Figure 9) provides information on a group's reported proficiency level in each standard.

To learn more about each standard, click the more information button ⓘ to the right of the standard name.

Each standard column consists of sub-columns displaying available performance measures depending on the assessment. To learn more about these measures and the symbols they use, click the more information button ⓘ to the right of each measure.

1. An asterisk will appear when there is insufficient data available to determine whether the performance on this standard is above, near, or below the proficiency standard. Asterisks may appear more frequently for standards not as prominently represented on the test blueprint.

Figure 9. School Performance on Test Report: Performance by Roster Tab
with Expanded Reporting Category Section and Performance Level Descriptors



Viewing and Interpreting Writing Dimension Measures

Aggregate test results for some assessments may also include a **Writing Dimensions** section to the right of the expandable sections in the report table. Users can expand it by clicking the vertical bar, just as with the reporting category sections. This section helps users understand how students performed on different aspects of writing.

The **Writing Dimensions** section (see Figure 10) contains the following under the Essay header:

1. **Essay type**. For example, Argumentative, Informative, Narrative, or Persuasive.
2. **Writing dimension** within the essay type, as listed in item rubrics. Rubric dimensions which can be included are Organization/Purpose, Evidence/Elaboration, and Conventions.
3. **Point value**. A sub-column for each possible item point value for the writing dimension. Each point value sub-column displays the percentage of students who earned that number of points.
4. For each dimension, the lowest ▼ and highest ▲ point values are sometimes highlighted and marked with arrow icons in the rows with the highest percentages. This allows the user to quickly identify groups of students who are performing well and those who may need additional support. Highlighting and arrow icons do not appear where they are not useful and will not be present in a report containing only one row of data or in a row where percentages are “n/a” or all the same.
5. To learn about the highlighting and arrow icons, click the more information button ⓘ in the Essay header in Figure 10. A legend expands, as in Figure 11.

Figure 10. Corporation Performance on Test Report with Expanded Writing Dimensions Section

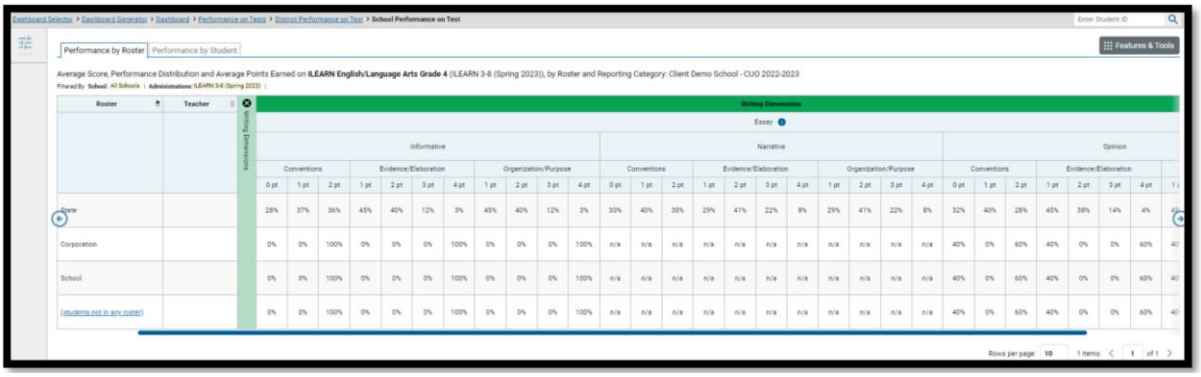
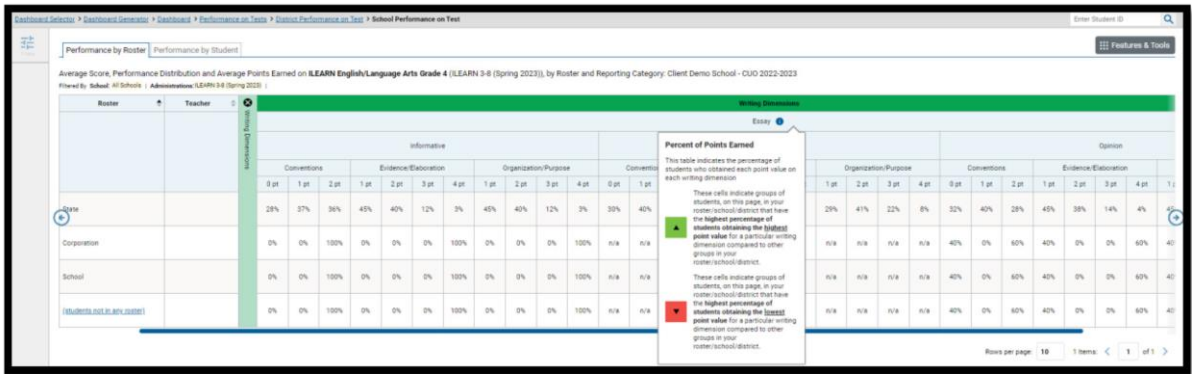


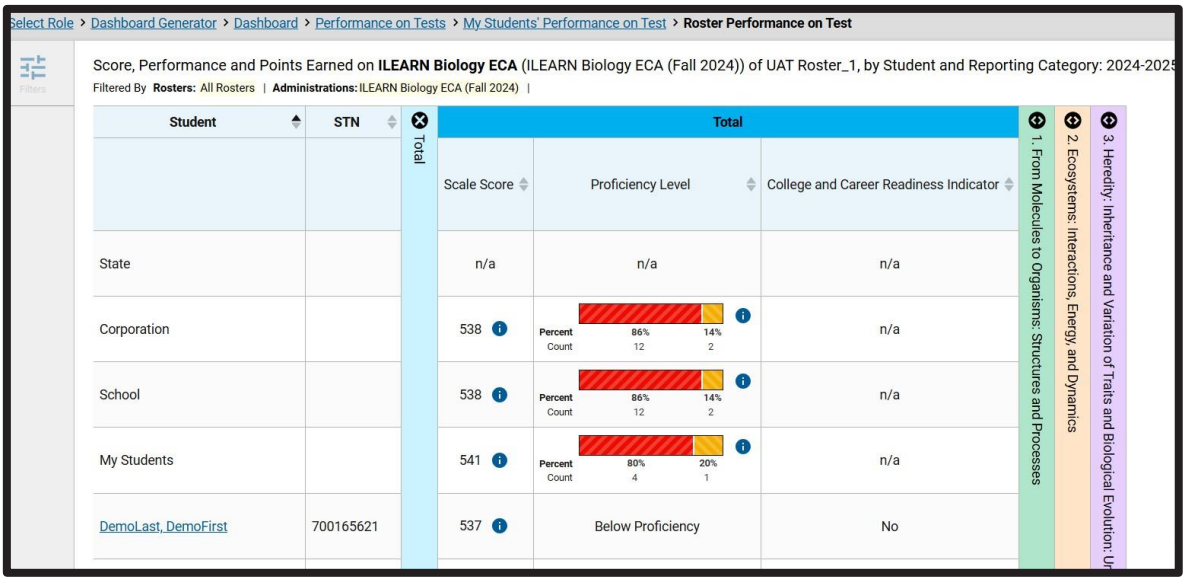
Figure 11. Corporation Performance on Test Report with Expanded Writing Dimensions Section and Expanded Legend



Accessing Test Results for an Individual Class (Roster)

Prior sections explained how to access test results for all of the user’s classes (rosters). To view results for one specific class, click the name of a class that appears in the first column of the report. The class results listed by student appear (see Figure 12).

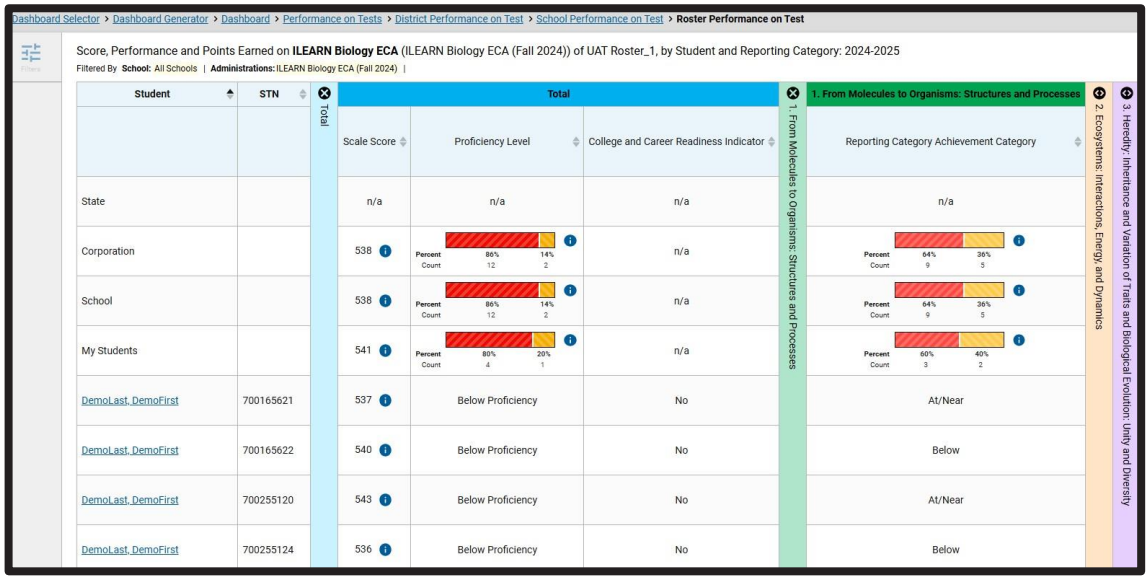
Figure 12. Teacher View: Roster Performance on Test Report



Reviewing Student (Roster) Performance in Each Area of the Test

Users can compare the performance of their students in each area of the test using the reporting category sections, as shown in Figure 13. Click the vertical section bar to expand each section.

Figure 13. School-Level User View: Roster Performance on Test Report with Expanded Reporting Category Section



Viewing Test Results

School- and corporation-level users can view test results for all the students in the school on a particular test. This provides a high-level overview of how the school is performing on a specific assessment.

School-level users:

1. From the Dashboard Generator that appears upon login, click a test administration (or beside it).
2. Once a particular assessment is selected, the School Performance on Test Report appears.

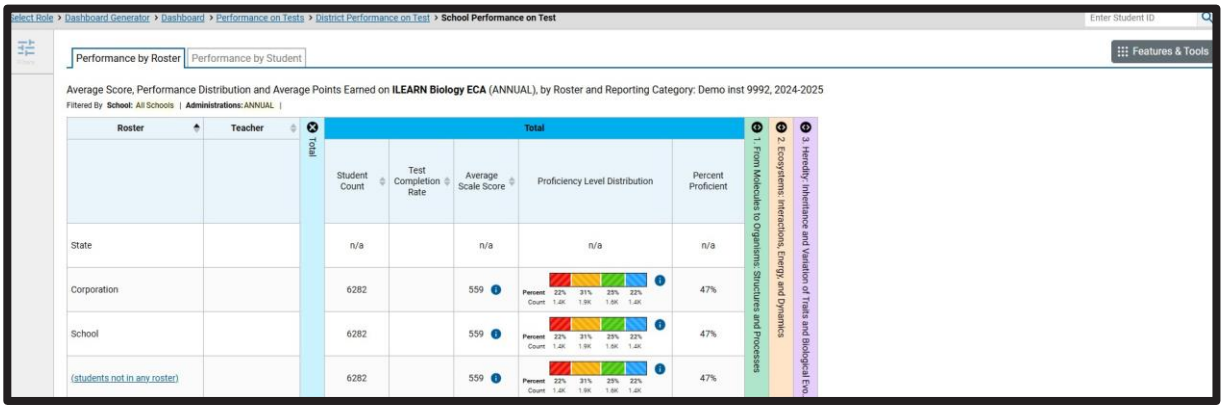
Corporation-level users:

1. From the Dashboard Generator that appears upon login, click a test administration (or beside it).
2. Once a particular assessment is selected, the table listing test results by school appears.
3. Click the school for which the user would like to see results. The test results for the school appear.

Corporation-level users can also access the test results from a school directly from the Performance on Tests Report by first filtering by school.

The **Performance by Roster** tab is open by default, as in Figure 14.

Figure 14. School Performance on Test Report: Performance by Roster Tab



Reviewing Class (Rosters) Performance on the Assessment

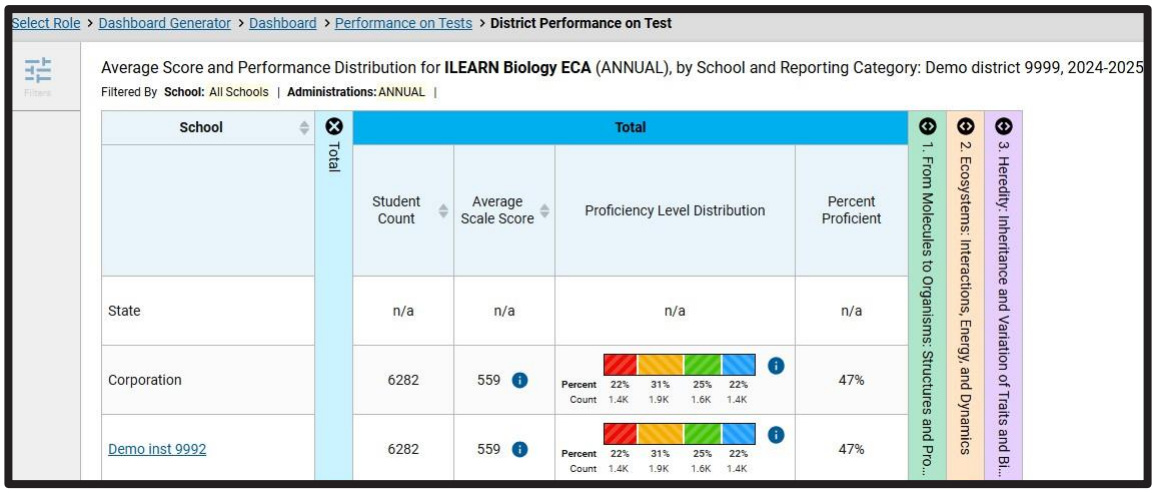
In the Performance by Roster tab, look at the Proficiency Level column and click the header of the score column to sort by score. Rosters will appear with high average scale scores and a high percentage of students performing at or above proficiency in the Proficiency Level distribution bar.

Viewing Corporation Test Results

Corporation-level users can view test results for a corporation on a particular test. This provides a high-level overview of how the corporation is performing. To access these reports, perform the following steps:

1. Log in to the Dashboard Generator and click a test administration name.
2. Once a specific test administration has been selected, the Corporation Performance on Test Report appears, listing schools in the corporation (see Figure 15).

Figure 15. Corporation Performance on Test Report

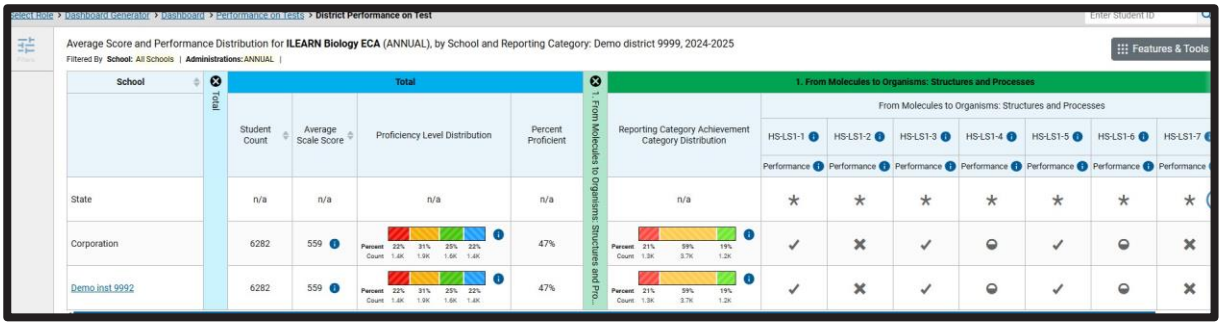


Reviewing a Corporation's School Assessment Performance

Look at the score column and/or Proficiency Level column and click the score column to sort by student scores.

To review school assessment performance, select the vertical section bars to expand the reporting category sections (as in Figure 16).

Figure 16. Corporation Performance on Test Report with Expanded Reporting Category Section



Tracking Student Performance Over Time

For ILEARN ELA and Mathematics tests, users can view a student's performance over time across multiple related assessments. This report will illustrate increases and decreases in student performance over time. Because grade 3 students do not have any ILEARN testing history, this feature is only available for ILEARN students in grades 4 through 8.

Each Longitudinal Report displays performance data for one of the following:

- A group of students who have completed every assessment available in the report. If the user is a corporation- or school-level user, note that a certain percentage of students must have taken all the related assessments in order to generate a Longitudinal Report. Teachers have the option of adjusting the pool of students, tests, and test reasons.
- An individual student ISR with a longitudinal report option available (see Figure 17).

Figure 17. Longitudinal Report Window: Summative Report for a Single Student



Accessing Longitudinal Reports Comparing Assessments

If students in the test results have completed multiple related assessments, the **Build Longitudinal Report** button will appear and allow the user to access a Longitudinal Report in the reports for any of those assessments.

Click the **Build Longitudinal Report** button in the **Features & Tools** menu. The ***Longitudinal Report*** window appears.

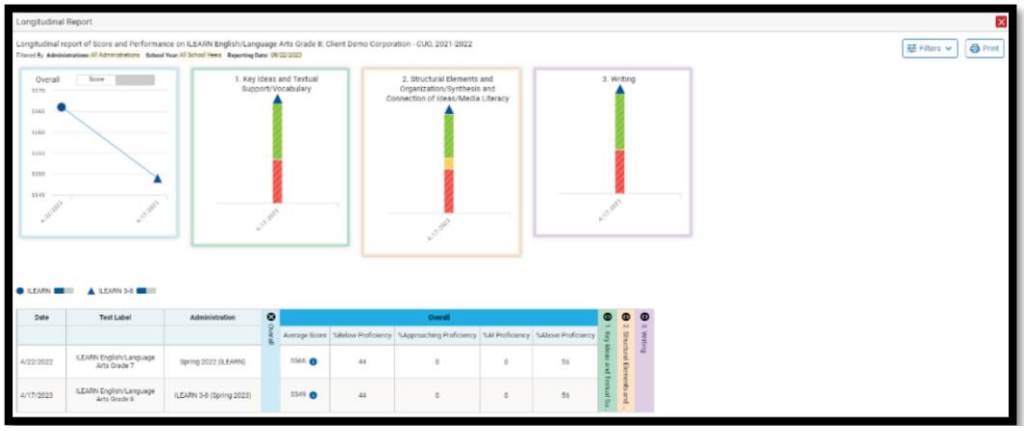
Depending on the user's role and the number of students in the report, it may display a report options page rather than the Longitudinal Report itself.

1. **Teachers only**: If the test results are for multiple students, a table appears with a column for each test. This table does not appear for an individual student.
    a. A sub-column appears for each test reason (a test category or test window for summative assessments).
    b. The cells in the columns display checkmarks to indicate which students completed which test/test reason combinations.
    c. Mark the checkbox for each test/test reason combination the user would like to include in the report. Mark the **Test Reason** checkbox on the left to include all or clear it to remove all. The test opportunities that will be included are highlighted in yellow.
    d. When viewing report options, click **Generate Report** at the top of the window to view the Longitudinal Report. (The user can modify selections and regenerate the report later using the **Change Selections** button .)

Viewing Students' Overall Performance on Assessments

The graph in the upper left-hand corner of the Longitudinal Report (Figure 18) shows the scores or performance levels of students each time they took a specific test. Score data are plotted along a line.

Figure 18. Longitudinal Report Window: Summative Report for a Single Student with Multiple Reporting Categories



Performance-level data are shown either the same way or in performance distribution bars for multiple students. Hover over the data points in a line graph or the sections in a bar to view more information. Alternatively, in the table at the bottom of the report, look at the **Overall** section.

Switching Between Score and Performance-Level Data

The reporting category graphs to the right of the overall performance graph or in the expanding reporting category selections at the bottom provide how the students are progressing in a specific test area. This allows users to compare trajectories in various areas.

Viewing Students' Performance in Different Areas Over Time

Look at the reporting category graphs to the right of the overall performance graph or look at the expandable reporting category sections in the table at the bottom. Here, the user can see at a glance how students are improving or declining in each area, and they can compare their trajectories in different areas.

Modify Selected Test Administrations

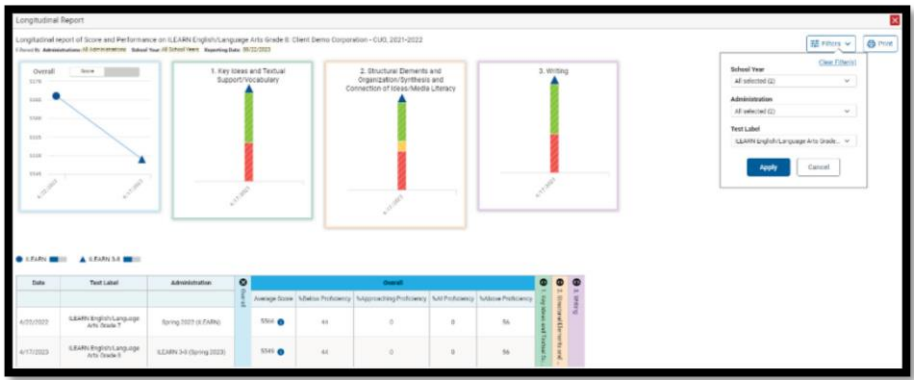
If the user is a teacher and generated the report from the report options page, click the **Filters** button in the upper left-hand corner of the window. The filter options reappear, allowing them to change the selection of tests and test reasons as well.

Filtering Test Opportunities

Users may also filter a Longitudinal Report to focus on certain test opportunities individually. Note that filtering tests may impact the set of students whose data will be included in the report.

1. Open the **Filters** menu at the upper right-hand corner and select the preferred filter options from the drop-down lists (see Figure 19).
    a. The user may want to filter by a particular school year or years. Note that years are not calendar years. “2021” refers to the 2021–2022 school year. By default, Longitudinal Reports show data for all years.
    b. Longitudinal Reports can show student performance from a time when the students were not yet associated with the user. For example, if the user is a seventh grade teacher, they can use these reports to view their current students’ performance on last year’s grade 6 tests.
    c. The user can filter by test reason, but for summative assessments, test reasons are the same as test windows and are not useful.
    d. Finally, the user may find that certain individual tests are less relevant than others. In that case, the user can use the **Test Label** options to deselect the names of the tests they don’t want to see.
2. Click **Apply**.
3. *Optional:* To revert all filters to their defaults, open the **Filters** menu again and click **Clear Filters**. Click **Apply**.
4. A row of filter details appears below the report header, (see Figure 19), showing the test reasons and school years included in the report.

Figure 19. Longitudinal Report Window: Summative Report for a Single Student with Multiple Reporting Categories and with Expanded Filter Menu



Accessing Cross-Sectional Reports Comparing Multiple Test Administrations

When the Cross-Sectional Report is available, school- and corporation-level users can view a school or corporation’s performance, irrespective of enrolled students, for a **test** across multiple test administrations. This report helps the user understand how the **institution’s** performance has improved or declined across student populations.

Unlike the Longitudinal Report, **the Cross-Sectional Report does not track a particular set of students**. The set of students may vary across tests, depending on which students were enrolled and took the tests at the time.

A school-level user can view a report for their school. A corporation-level user can view a report for their district or any school within it.

Figure 20. Cross-Sectional Report Window: Performance Data Across Administrations

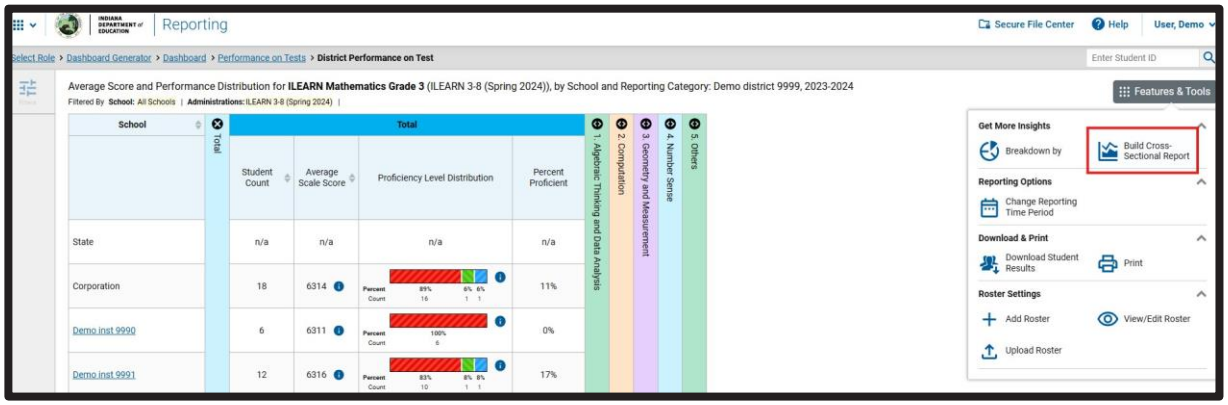


Figure 21. Cross-Sectional Report Window: Selecting Administrations to Compare

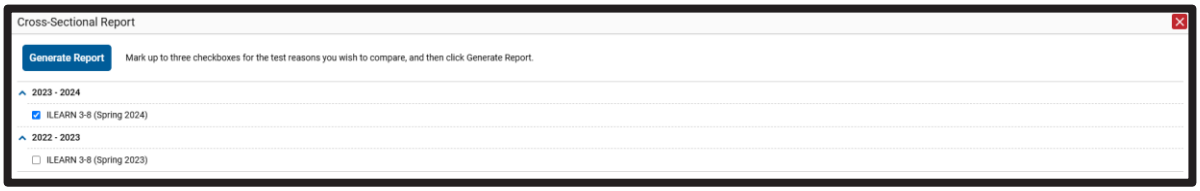
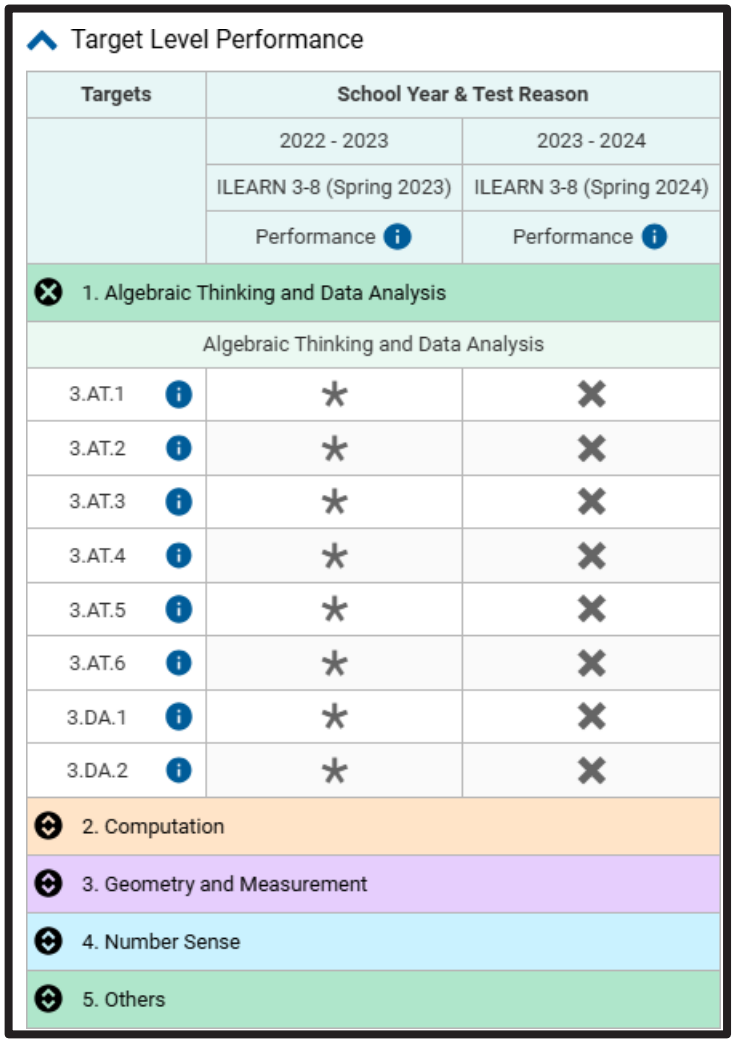


Figure 22. Cross-Sectional Report Window: Viewing Scores for Overall and Reporting Category Level Across School Years or Testing Windows



Figure 23. Cross-Sectional Report Window:
Viewing Target Level Data Across School Years or Testing Windows



Viewing Test Results by Demographic Sub-Groups

The user can use the **Breakdown By** button in the **Features & Tools** menu to compare performance between different demographic sub-groups. This button is available for most aggregate test results.

To view test results broken down by demographic sub-groups, do the following:

1. Click **Breakdown By** in the **Features & Tools** menu. The **Breakdown Attributes** window opens (see Figure 24).
2. Select the student demographic categories. Students who participate in ILEARN, I AM, and IREAD-3 assessments are required to have this demographic information entered for them in the Test Information Distribution Engine (TIDE).
3. Click **Apply.**

Data for each sub-group selected are displayed in the report (see Figure 25).

Figure 24. My Students' Performance on Test Report:
Performance by Student Tab: Breakdown Attributes Window

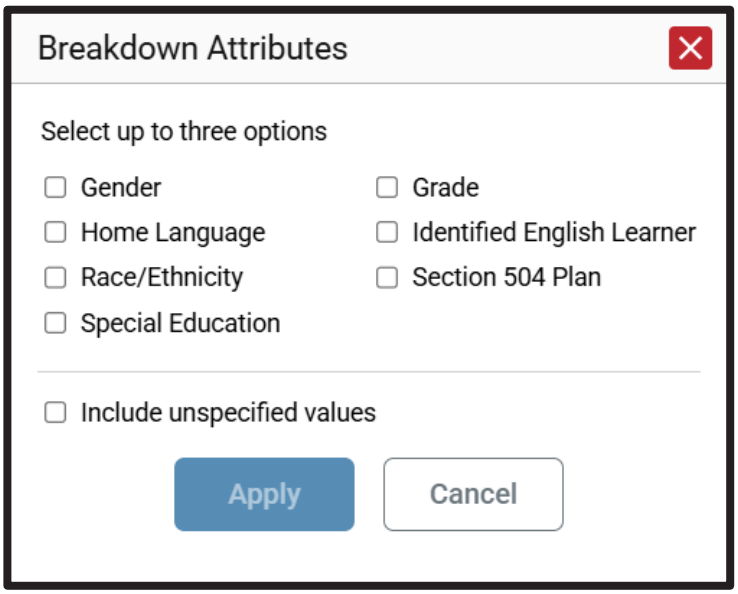
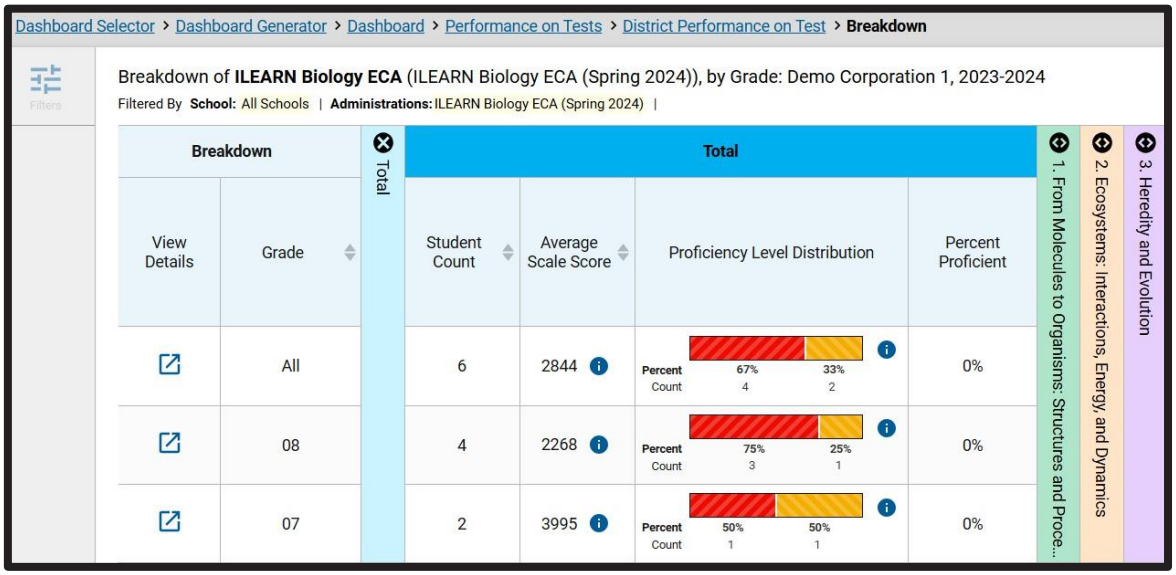


Figure 25. Demographic Breakdown of a My Students' Performance on Test Report

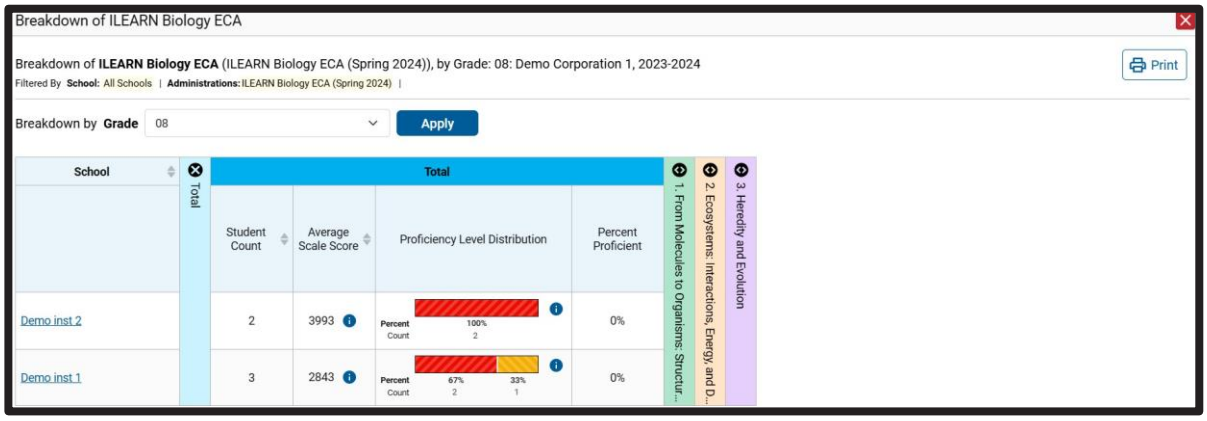


Viewing Test Results for a Particular Demographic Sub-Group or Combination

When viewing test results broken down by sub-groups, the user can go to the row for the demographic combination they want to view and click the view button in the View Details column on the left (see Figure 25).

A window opens, displaying detailed results for that combination (see Figure 26).

Figure 26. Demographic Combination Breakdown Window
(from My Students' Performance on Test Report)



At the top of the report table are filter menus for each demographic category the user chose. Select the demographic sub-groups they want to see and click **Apply**. The new combination is displayed. Users can use this window to get an in-depth look at specific groups of students.

Viewing Individual Student Test Results

The user can find out how well an individual student has mastered the knowledge and skills measured on a specific completed assessment. The user can also view a report for all the assessments a student has completed and submitted for scoring.

Accessing Test Results for an Individual Student on a Particular Test

Teachers and school-level users:

1. Log in to the Dashboard Generator and click a test administration name (or beside it).
2. Once a specific test administration has been selected, a page of test results appears.
3. Select the **Performance by Student** tab.
4. Click the name of an individual student. The Student Performance on Test Report appears (see Figure 27).
5. Individual students can also be searched for quickly using the Enter Student ID search feature at the upper right-hand side of the page as shown (see Figure 27). This is much faster if specific student information is needed quickly.

Corporation-level users:

1. Log in to the Dashboard Generator and click a test group name (or beside it).
2. Once a specific test name has been selected, a page of test results by school appears.
3. Click a school name. The School Performance on Test Report appears.
4. Perform the same steps as teachers and school-level users, starting at Step 3 above.

Figure 27. Corporation View: Student Performance on Test Report



The user can view the student's performance in each area of the test using the reporting category sections, which they can click to expand.

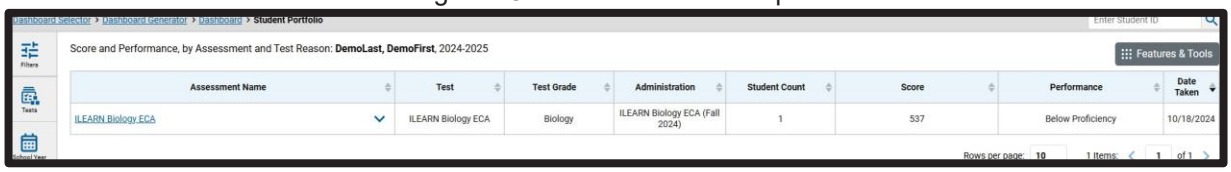
Viewing a Report for an Individual Student's Assessment Over Time

The Student Portfolio Report allows the user to view all the assessments an individual student has completed over time.

To access this report, enter the student's STN in the search field in the upper right-hand corner and click . (When the user is viewing the Dashboard Generator and data are available, the same field appears to the right of the dashboard generation controls.) The Student Portfolio Report appears (see Figure 28).

Teachers can also access this report from the Performance on Tests Report by going to the *My Students* table below the main assessments table and clicking a student's name.

Figure 28. Student Portfolio Report

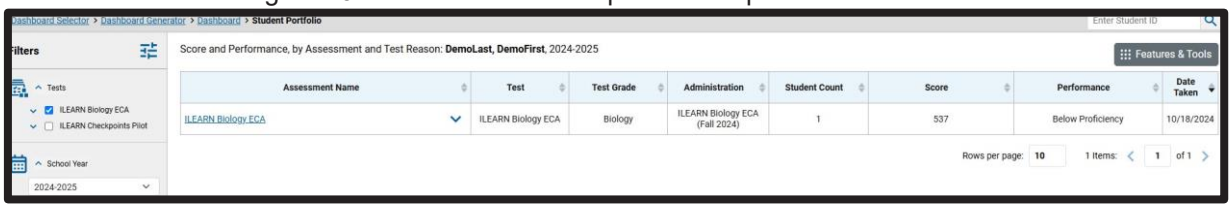


Using the Student Portfolio Report to View Specific Students

By default, all assessment data will appear in the Portfolio Report, but users can temporarily filter to only see specific tests in some instances. For example, an ELA teacher does not need to review a student's Mathematics test scores.

1. In the **Filters** panel on the left side of the Student Portfolio Report, click either the **Filters** button or the **Test Group** button . The **Filters** panel expands (see Figure 29).
2. Mark as many selections as needed in the **Test Group** section of the **Filters** panel. Tests are organized by test, subject, and grade.
3. Click **Apply**. The Student Portfolio Report updates to show only data for those tests.
4. *Optional:* To revert all filters to their defaults, open the filters panel again and click **Clear Filters**. Click **Apply**. Filters also revert when the user logs out, switches user roles, or switches systems.

Figure 29. Student Portfolio Report with Expanded Filters Panel



Viewing Individual Student Test Results from Previous Administrations

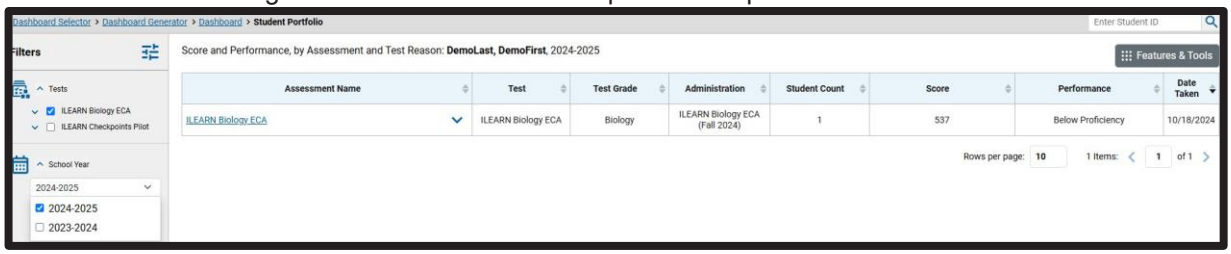
If there are multiple years of data for a student, the Student Portfolio Report can look back at previous years. This gives users a high-level overview of the student's progress. Student Portfolio Reports can show student performance from a time when the students were not yet associated with the user. For example, if the user is a seventh grade teacher, they can use these reports to view a current student's performance on last year's grade 6 tests.

1. On the left side of the page, click either the **Filters** panel expand button or the school year button. The **Filters** panel expands.
   a. Under **School Year**, select a year or years (see Figure 30).
2. Click **Apply**.

To switch back to the current year:

1. Open the **Filters** panel again.
2. Click **Clear Filters**.
3. Click **Apply**.

Figure 30. Student Portfolio Report with Expanded Filters Panel



Using Individual Student Reports (ISRs)

This section discusses ISRs, each of which provides easy-to-read student score performance data on a student assessment. An ISR is a PDF that displays test results for a student and are used to share performance information with students and their parents and guardians. The layouts will vary according to the type of assessment administered. Details of sample ISRs are shown below in Figure 31, Figure 32, Figure 33.

The top of each ISR includes the student's name and STN, corporation, school, and any other relevant information. Below that is a summary of the student's performance.

- An ISR for a scale-scored test displays the student's performance on a vertical scale that includes all the cut scores and performance levels.
- Each ISR includes a comparison table showing the average performance of the state, corporation, and/or school.
- Many ISRs include a table detailing the student's performance in each reporting category. ISRs can include supplemental materials, such as interpretive guide addendums. These typically contain a message to parents and guardians, information on the assessment, a brief guide to interpreting the ISR, and/or links to additional resources.
- Different proficiency levels will display for students based on their performance on the assessment. The Performance Level Descriptors tables below provide information about what users will see displayed in CRS on the student ISRs.
- There might also be instances where a student does not have a proficiency level on their ISR. Students with a result of Invalidated will not have a valid score on the assessment. Students with a result of Undetermined did not answer enough questions on the assessment in order to get a valid score.

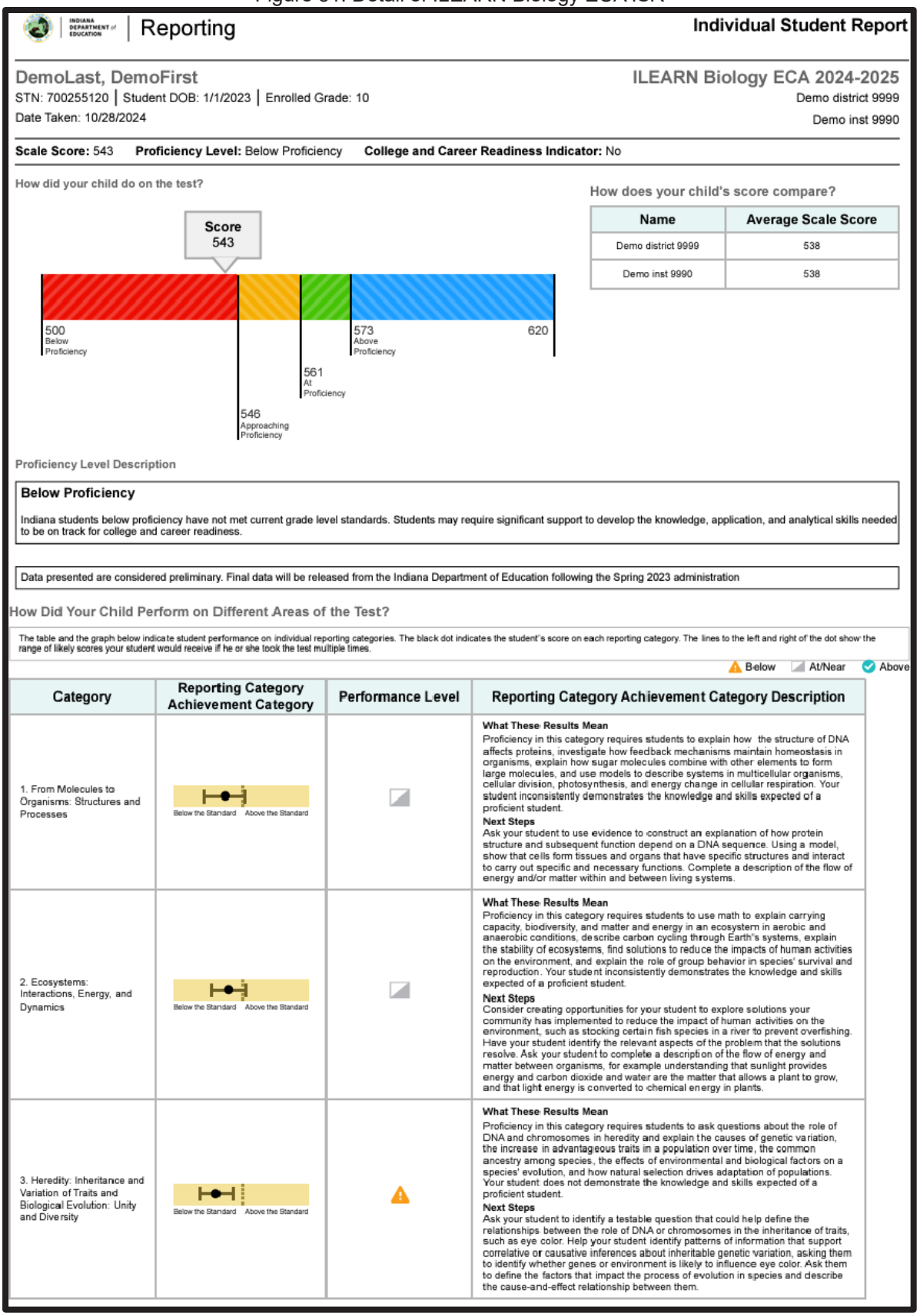
Table 1. ILEARN Grades 3-8 and ILEARN Biology End-of-Course Assessment (ECA) Performance Level Descriptors

Performance Level	Description
Above Proficiency	Indiana students *above proficiency* have mastered current grade level standards by demonstrating more complex knowledge, application, and analytical skills to be on track for college- and career-readiness.
At Proficiency	Indiana students *at proficiency* have met current grade level standards by demonstrating essential knowledge, application, and analytical skills to be on track for college- and career-readiness.
Approaching Proficiency	Indiana students *approaching proficiency* have nearly met current grade level standards by demonstrating some basic knowledge, application, and limited analytical skills. Students may require support to be on track for college- and career-readiness.
Below Proficiency	Indiana students *below proficiency* have not met current grade level standards. Students may require significant support to develop the knowledge, application, and analytical skills needed to be on track for college- and career-readiness.

Table 2. ILEARN U.S. Government ECA Performance Level Descriptors

Performance Level	Description
At Proficiency	Indiana students *at proficiency* have met current grade level standards by demonstrating essential knowledge, application, and analytical skills to be on track for college- and career-readiness.
Below Proficiency	Indiana students *below proficiency* have not met current grade level standards. Students may require significant support to develop the knowledge, application, and analytical skills needed to be on track for college- and career-readiness.

Figure 31. Detail of ILEARN Biology ECA ISR



INDIANA DEPARTMENT of EDUCATION | Reporting

Individual Student Report

DemoLast, DemoFirst
STN: 700255120 | Student DOB: 1/1/2023 | Enrolled Grade: 10
Date Taken: 10/28/2024

ILEARN Biology ECA 2024-2025
Demo district 9999
Demo inst 9990

Scale Score: 543 **Proficiency Level:** Below Proficiency **College and Career Readiness Indicator:** No

How did your child do on the test?

How does your child's score compare?

Name	Average Scale Score
Demo district 9999	538
Demo inst 9990	538

Proficiency Level Description

Below Proficiency

Indiana students below proficiency have not met current grade level standards. Students may require significant support to develop the knowledge, application, and analytical skills needed to be on track for college and career readiness.

Data presented are considered preliminary. Final data will be released from the Indiana Department of Education following the Spring 2023 administration

How Did Your Child Perform on Different Areas of the Test?

The table and the graph below indicate student performance on individual reporting categories. The black dot indicates the student's score on each reporting category. The lines to the left and right of the dot show the range of likely scores your student would receive if he or she took the test multiple times.

Below At/Near Above

Category	Reporting Category Achievement Category	Performance Level	Reporting Category Achievement Category Description
1. From Molecules to Organisms: Structures and Processes	Below the Standard Above the Standard		**What These Results Mean** Proficiency in this category requires students to explain how the structure of DNA affects proteins, investigate how feedback mechanisms maintain homeostasis in organisms, explain how sugar molecules combine with other elements to form large molecules, and use models to describe systems in multicellular organisms, cellular division, photosynthesis, and energy change in cellular respiration. Your student inconsistently demonstrates the knowledge and skills expected of a proficient student. **Next Steps** Ask your student to use evidence to construct an explanation of how protein structure and subsequent function depend on a DNA sequence. Using a model, show that cells form tissues and organs that have specific structures and interact to carry out specific and necessary functions. Complete a description of the flow of energy and/or matter within and between living systems.
2. Ecosystems: Interactions, Energy, and Dynamics	Below the Standard Above the Standard		**What These Results Mean** Proficiency in this category requires students to use math to explain carrying capacity, biodiversity, and matter and energy in an ecosystem in aerobic and anaerobic conditions, describe carbon cycling through Earth's systems, explain the stability of ecosystems, find solutions to reduce the impacts of human activities on the environment, and explain the role of group behavior in species' survival and reproduction. Your student inconsistently demonstrates the knowledge and skills expected of a proficient student. **Next Steps** Consider creating opportunities for your student to explore solutions your community has implemented to reduce the impact of human activities on the environment, such as stocking certain fish species in a river to prevent overfishing. Have your student identify the relevant aspects of the problem that the solutions resolve. Ask your student to complete a description of the flow of energy and matter between organisms, for example understanding that sunlight provides energy and carbon dioxide and water are the matter that allows a plant to grow, and that light energy is converted to chemical energy in plants.
3. Heredity: Inheritance and Variation of Traits and Biological Evolution: Unity and Diversity	Below the Standard Above the Standard		**What These Results Mean** Proficiency in this category requires students to ask questions about the role of DNA and chromosomes in heredity and explain the causes of genetic variation, the increase in advantageous traits in a population over time, the common ancestry among species, the effects of environmental and biological factors on a species' evolution, and how natural selection drives adaptation of populations. Your student does not demonstrate the knowledge and skills expected of a proficient student. **Next Steps** Ask your student to identify a testable question that could help define the relationships between the role of DNA or chromosomes in the inheritance of traits, such as eye color. Help your student identify patterns of information that support correlative or causative inferences about inheritable genetic variation, asking them to identify whether genes or environment is likely to influence eye color. Ask them to define the factors that impact the process of evolution in species and describe the cause-and-effect relationship between them.

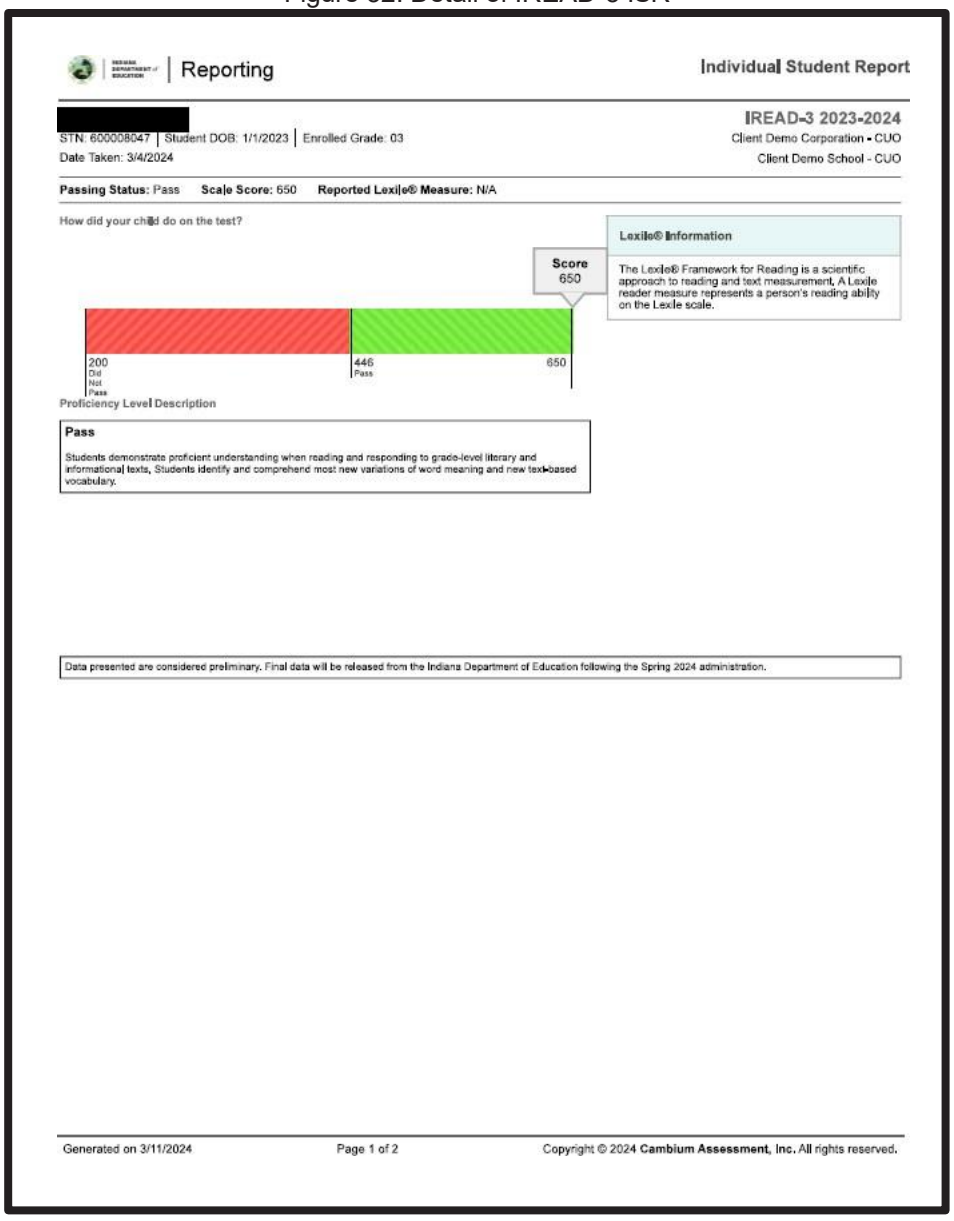
Table 3. IREAD-3 Performance Level Descriptors

Performance Level	Description
Pass (446-650)	Pass students demonstrate proficient understanding when reading and responding to grade-level literary and informational texts. Students identify and comprehend most new variations of word meaning and new text-based vocabulary.
Did Not Pass (200-445)	Did Not Pass students demonstrate limited understanding when reading and responding to grade-level literary and informational texts. Students have difficulty identifying and comprehending new variations of word meanings and new text-based vocabulary.

Table 4. IREAD-3 Grade 2 Performance Level Descriptors

Performance Level	Description
Pass (446-650)	Students demonstrate proficient understanding when reading and comprehending literary and informational texts. Students identify and comprehend most new variations of word meaning and new text-based vocabulary. Students who *Pass* have demonstrated the foundational reading skills required by the end of grade 3.
On Track (405-445)	Students demonstrate expected understanding when reading and comprehending literary and informational texts. Students have a basic understanding of variations of word meanings and new text-based vocabulary. Students who are *On Track* require continued grade-level instruction in foundational reading skills, comprehension, and vocabulary in order to achieve the foundational reading skills required by the end of grade 3.
At Risk (200-404)	Students demonstrate limited understanding when reading and comprehending literary and informational texts. Students have a minimal understanding of word meaning and new text-based vocabulary. Students who are *At Risk* require additional remediation efforts and targeted instruction in foundational reading skills, comprehension, and vocabulary in order to achieve the foundational reading skills required by the end of grade 3.

Figure 32. Detail of IREAD-3 ISR



Reporting

Individual Student Report

[redacted]

STN: 600008047 | Student DOB: 1/1/2023 | Enrolled Grade: 03

Date Taken: 3/4/2024

IREAD-3 2023-2024

Client Demo Corporation - CUO

Client Demo School - CUO

Passing Status: Pass **Scale Score:** 650 **Reported Lexile® Measure:** N/A

How did your child do on the test?

Score 650

200 Did Not Pass

446 Pass

650

Lexile® Information

The Lexile® Framework for Reading is a scientific approach to reading and text measurement. A Lexile reader measure represents a person's reading ability on the Lexile scale.

Proficiency Level Description

Pass

Students demonstrate proficient understanding when reading and responding to grade-level literary and informational texts. Students identify and comprehend most new variations of word meaning and new text-based vocabulary.

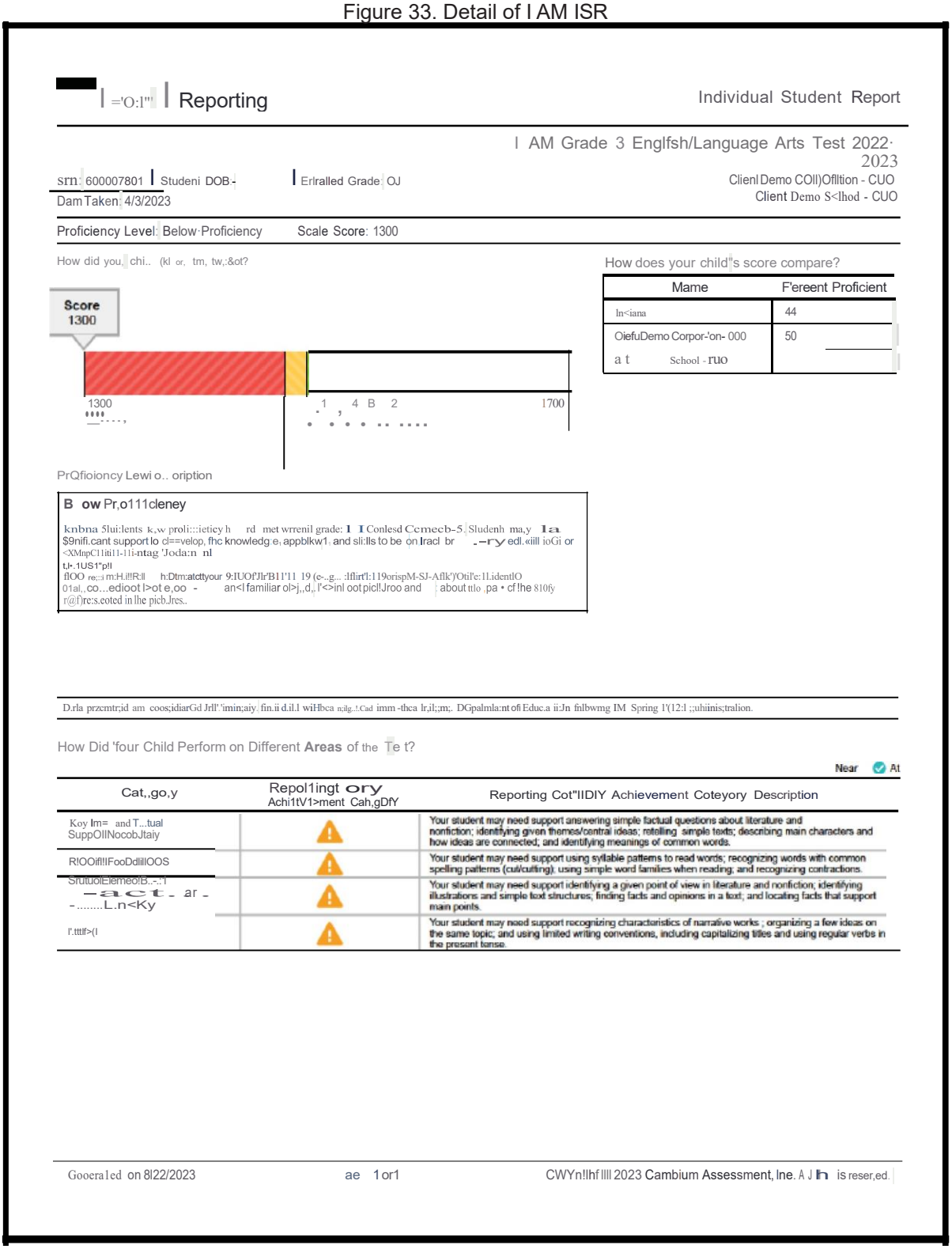
Data presented are considered preliminary. Final data will be released from the Indiana Department of Education following the Spring 2024 administration.

Generated on 3/11/2024 Page 1 of 2 Copyright © 2024 **Cambium Assessment, Inc.** All rights reserved.

Table 5. I AM Performance Level Descriptors

Performance Level	Description
At Proficiency	Indiana students *at proficiency* have met current grade level Content Connectors by demonstrating some basic knowledge, application, and skills to be on track for post-secondary education or competitive, integrated employment.
Approaching Proficiency	Indiana students *approaching proficiency* have nearly met current grade level Content Connectors by demonstrating some basic knowledge, application, and skills. Students may require support to be on track for post-secondary education or competitive integrated employment.
Below Proficiency	Indiana students *below proficiency* have not met current Content Connectors. Students may require significant support to develop the knowledge, application, and skills to be on track for post-secondary education or competitive integrated employment.
No Mode of Communication (NMC)	*NMC* indicates the Indiana student was unable to communicate a response to the first five test items. *NMC* is only applicable to I AM assessments.

Figure 33. Detail of I AM ISR



Reporting

Individual Student Report

I AM Grade 3 Englfsh/Language Arts Test 2022·2023

srn: 600007801 | Studeni DOB - | Erlralled Grade: OJ

Dam Taken: 4/3/2023

Clienl Demo COll)Oflltion - CUO

Client Demo S<lhod - CUO

Proficiency Level: Below·Proficiency Scale Score: 1300

How did you, chi.. (kl or, tm, tw,:&ot?

Score 1300

1300 1700

How does your child"s score compare?

Mame	F'ereent Proficient
In<iana	44
OiefuDemo Corpor-'on- 000	50
a t School - ruo	

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How Did 'four Child Perform on Different **Areas** of the Te t?

Near At

Cat,,go,y	Repol1ingt ory Achi1tV1>ment Cah,gDfY	Reporting Cot"IIDIY Achievement Coteyory Description
Koy Im= and T...tual SuppOIINocobJtaiy	⚠	Your student may need support answering simple factual questions about literature and nonfiction; identifying given themes/central ideas; retelling simple texts; describing main characters and how ideas are connected; and identifying meanings of common words.
R!OOif!IFooDdlillOOS	⚠	Your student may need support using syllable patterns to read words; recognizing words with common spelling patterns (cut/cutting); using simple word families when reading; and recognizing contractions.
SrutuolElemeolB..-:·I' —act- ar - -.....L.n<Ky	⚠	Your student may need support identifying a given point of view in literature and nonfiction; identifying illustrations and simple text structures; finding facts and opinions in a text; and locating facts that support main points.
l'.tttlf>(I	⚠	Your student may need support recognizing characteristics of narrative works ; organizing a few ideas on the same topic; and using limited writing conventions, including capitalizing titles and using regular verbs in the present tense.

Gooera1ed on 8l22/2023 ae 1or1 CWYn!lhf llll 2023 Cambium Assessment, Ine. A J h is reser,ed.

Generating and Exporting ISRs

To generate and export an ISR that details a student's performance on a test opportunity, use the Student Results Generator. The user can select any combination of a test, assessments within a subject, and students in order to generate either a single ISR or multiple ISRs at once. The user may want to use the Student Results Generator to simultaneously print large numbers of ISRs.

Coming Spring 2025: A new quick print feature will allow users to print student ISRs without having to launch the Student Results Generator. Users will also be able to print multiple student opportunities at one time.

ISRs can be generated from almost any CRS page.

1. Click the **Download Student Results** button in the **Features & Tools** menu. The ***Student Results Generator*** window opens (Figure 34).
2. Depending on what page they open the Student Results Generator from, the options available to the user may be prepopulated or preselected; for example, the **Student Portfolio Report** prepopulates a single student, and the **Student Performance on Test Report** preselects a single test opportunity. (The filters applied to the page have no effect, however.) The user can change the selections.
3. In the panel on the left, select **Individual Student Report**. Always do this before making other selections. Switching between the **Individual Student Report** and **Student Data File** options may revert some selections.
4. Under PDF Type, select either a simple or detailed PDF.
5. *Optional:* Select **Include only those students who were mine when they tested.** This setting allows the user to include students who were associated with them at the time of testing (regardless of their current associations). If the user marks this checkbox, students who were not associated with them at the time of testing are excluded.
6. *Optional:* If supplemental materials are available, such as a cover page or addendum, select **Include** under Supplemental Materials.
7. If the test opportunity options are not preselected, or if the user wants to change them, there are two ways to make selections:
    a. Search for students. In the search field at the upper right-hand corner, enter up to five comma-separated STNs and click **Search**. The resulting list of students and all the tests they've taken will replace any previous selections, as in Figure 35. To deselect and clear results, click **Clear Search Results**.
    b. Use the three sections in the table. (If a student is prepopulated by the Student Portfolio Report, first remove the student by clicking **Clear Search Results**.) Starting from the left, click the section bars to expand them or use the **Next** and **Previous** buttons to navigate. Within each section, the user must make selections using the radio buttons and checkboxes.
        i. In the **Select Test Reasons** section (Figure 36), choose a test. Test administrations represent test windows.

ii. In the **Select Assessments** section (Figure 37), choose any number of tests or grade levels within a single subject.

iii. In the **Select Students** section (Figure 38), choose students from the expandable school and/or class (roster) options. If the user is a corporation-level user, they may choose students in up to three schools.

c. Sometimes the list of students is truncated. The user can display the entire list by clicking **Click to Load More**.

d. Marking the checkbox for a student in one class (roster) or school also marks it anywhere else the student appears. The same is true for clearing the checkbox.

8. *Optional:* If the user used the table sections to make their selections, then to set a range of processing dates for which to generate results, use the filter menu as follows:

   a. Open the filters menu . The menu displays two date fields, as in Figure 39.

   b. Use the calendar tools to select dates or enter them in the format mm/dd/yyyy.

   c. Click **Apply**.

   d. *Optional:* To revert to including results for all available dates, reopen the filter menu, click **Clear Filters**, then click **Apply**.

9. From the **Language** drop-down list, select a language for the ISR.

10. Click **Generate**. Once ISR generation is finished, the Secure File Center contains the new ISR(s) available for download.

Figure 34. Student Results Generator Window as Opened from Performance on Tests Report

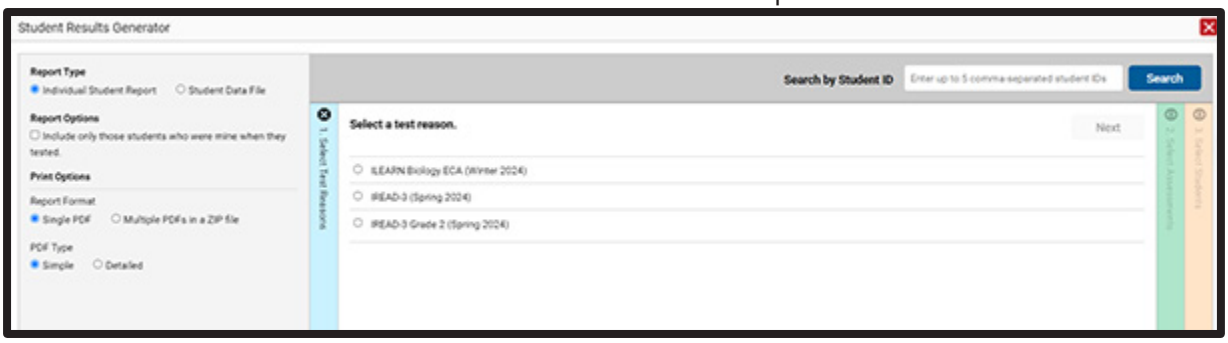


Figure 35. Student Results Generator Window: Student Search Results

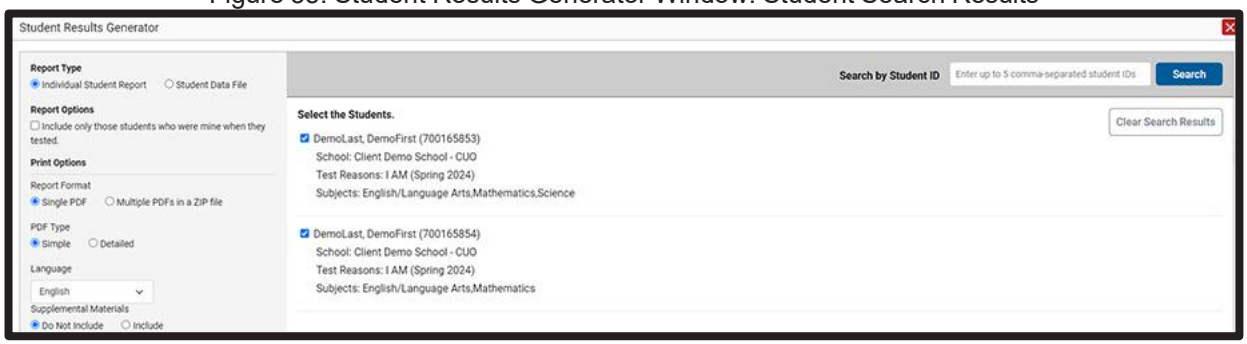


Figure 36. Student Results Generator Window: Select Test Reason Section



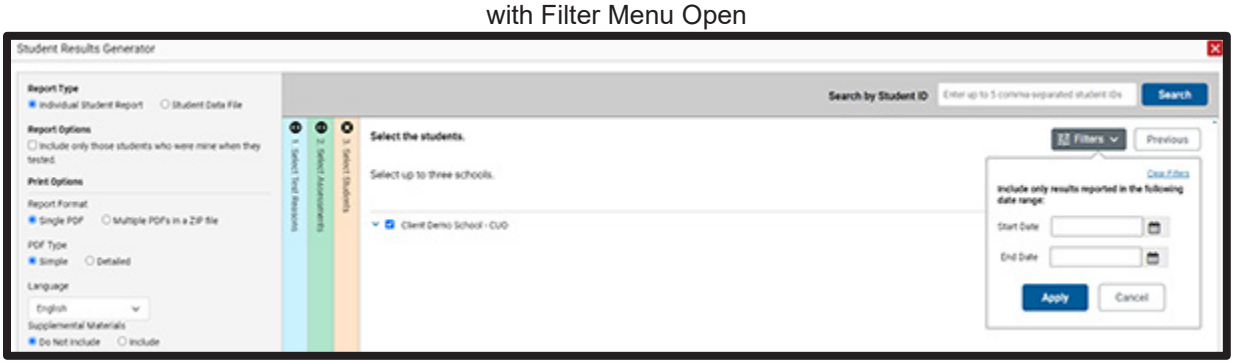
Figure 37. Student Results Generator Window: Select Assessments Section



Figure 38. Teacher View: Student Results Generator Window: Select Students Section



Figure 39. Teacher View: Student Results Generator Window: Select Students Section with Filter Menu Open



How to Generate and Export Student Data Files

This section discusses student data files, which are useful for analysis across groups of students.

To generate and export student data files, use the Student Results Generator. The user can select any combination of a test administration, assessments, and students in order to generate and export the files. The user can generate student data files from almost any report page.

1. Click the **Download Student Results** button in the **Features & Tools** menu. The ***Student Results Generator*** window opens.

   Depending upon the page from which the user opened the Student Results Generator, the options available to them may be prepopulated or preselected; for example, the Student Portfolio Report prepopulates a single student, and the Student Performance on Test Report preselects a single test opportunity. (The filters applied to the page have no effect, however.) The user can change the selections.
2. In the panel on the left, select **Student Data File**, as in Figure 40. Always do this before making other selections. Switching between the **Individual Student Report** and **Student Data File** options may revert some selections.
3. Under Report Format, select **XLS** (Excel .xlsx), **CSV** (comma-separated values), or **TXT** (tab-delimited text).
4. *Optional:* Select **Include only those students who were mine when they tested.** This setting allows the user to include students who were associated with them at the time of testing (regardless of their current associations). If the user marks this checkbox, students who were not associated with them at the time of testing are excluded.
5. Under Output, select either **Data File for Each Test** or **Single Combined Data File**. Note that a single combined file does not include reporting categories. Large files may be split by school.
6. If the test opportunity options are not preselected, or if the user wants to change them, there are two ways to make selections:
   a. Search for students:
      i. In the search field at the upper right-hand corner, enter up to five comma-separated STNs and click **Search**.
      ii. The resulting list of students and all the tests they've taken will replace any previous selections, as in Figure 41.
      iii. To deselect and clear results, click **Clear Search**.
   b. Use the three table sections:
      i. If a student is prepopulated by the Student Portfolio Report, first remove the student by clicking **Clear Search Results**.
      ii. Starting from the left, click the section bars to expand them or use the **Next** and **Previous** buttons to navigate.
      iii. Within each section the user must make selections using the radio buttons and checkboxes:

1. In the **Select Test Reasons** section (Figure 42), choose a test reason. Test reasons represent test windows.
2. The **Select Assessments** section (Figure 43) groups tests by subject and grade. Mark the checkboxes beside the tests or groups of tests the user wants to include or mark **All Subjects**.
3. In the **Select Students** section (Figure 44), select any number of students from the expandable school and/or class (roster) options.
    a. Sometimes a list of students is truncated. The user can display the entire list by clicking **Click to Load More**.
    b. Marking the checkbox for a student in one class (roster) or school also marks it anywhere else the student appears, and the same goes for clearing the checkbox.

7. *Optional:* If the user used the table sections to make their selections, then to set a range of processing dates for which to generate results, use the filter menu as follows:
    a. Open the **Filters** menu (see Figure 45). The menu displays two date fields.
    b. Use the calendar tools to select dates or enter them in the format mm/dd/yyyy.
    c. Click **Apply**.
    d. *Optional:* To revert to including results for all available dates, reopen the filter menu, click **Clear Filters**, then click **Apply**. Note that processing date is not always the same as the date a test was taken.
8. Click **Generate**. Once data file generation is finished, the Secure File Center contains the new student data file(s) available for download.

Figure 40. Student Results Generator Window



Figure 41. Student Results Generator Window: Student Search Results

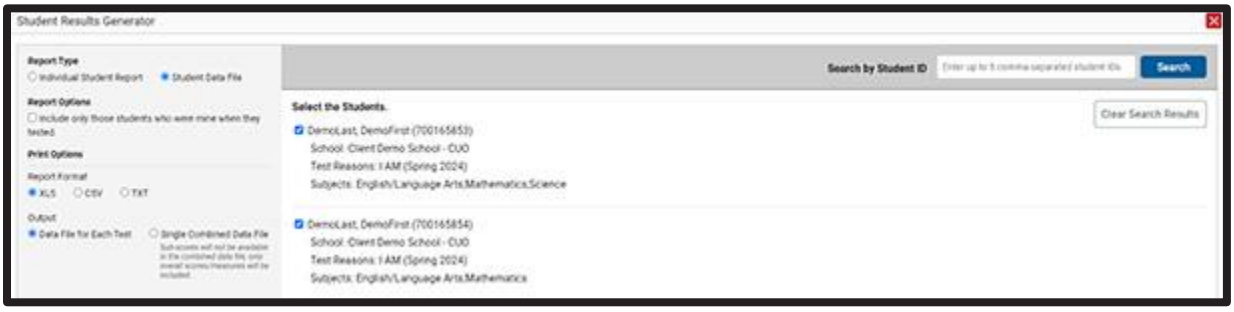


Figure 42. Student Results Generator Window:
Select Test Reason Section

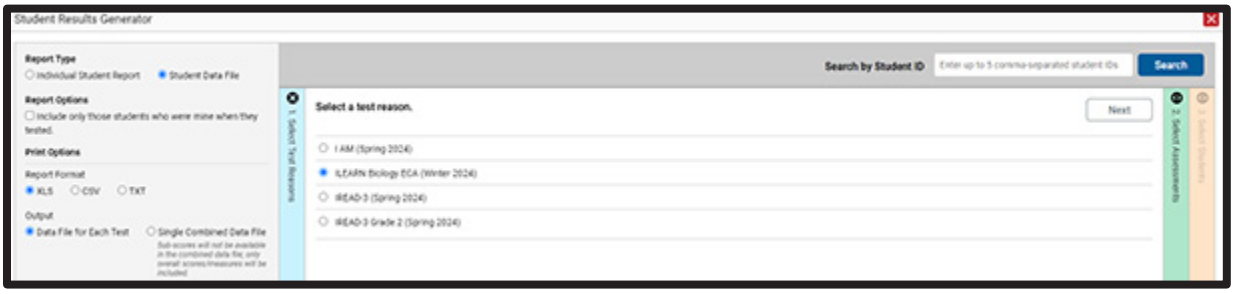


Figure 43. Student Results Generator Window:
Select Assessments Section



Figure 44. Corporation-Level User View: Student Results Generator Window:
Select Students Section



Figure 45. Corporation-Level User View: Student Results Generator Window: Select Students Section with Filter Menu Open



Comparing Students' Data with State, Corporation, and School Results

In the Performance on Tests Report and Student Portfolio Report, users can access performance data for their state, corporation, school, and/or total students.

In the Performance on Tests Report (see Figure 46), click ⌄ to the right of a test name. Rows containing data for the state, corporation, and/or school appear below, as in Figure 47. To hide the comparison rows, click ⌃ to the right of the test name.

Figure 46. Teacher View: Performance on Tests Report

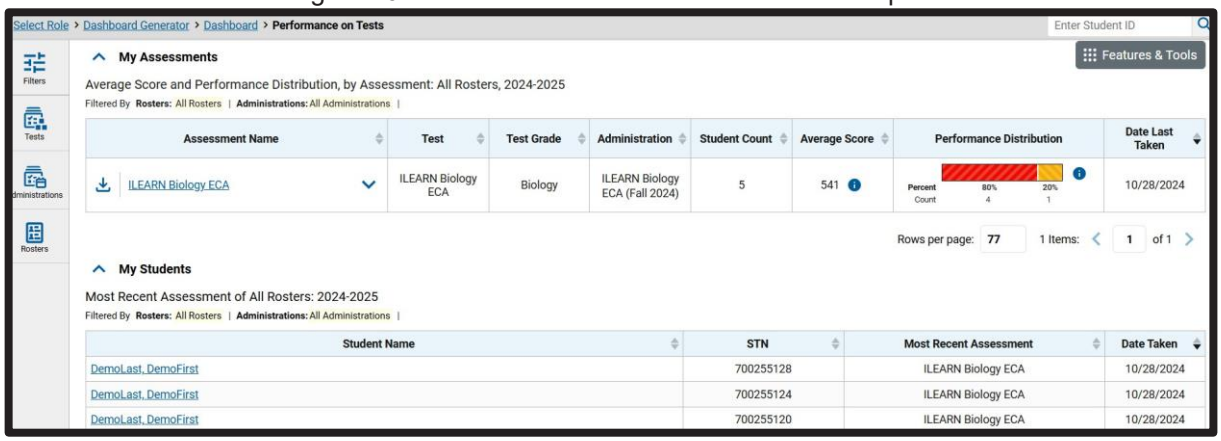
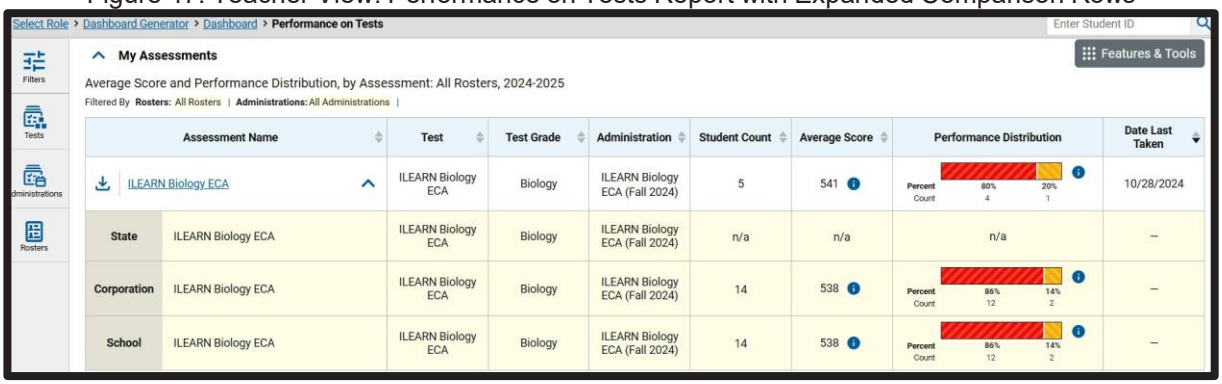


Figure 47. Teacher View: Performance on Tests Report with Expanded Comparison Rows



Comparing Individual Student Performance with Larger Groups

In the Student Portfolio Report, the user can compare a student's performance on any test with that of the state, corporation, school, and/or total students.

1. Enter the student's STN in the search field in the upper right-hand corner. The Student Portfolio Report appears.
    a. Note: When viewing the Dashboard Generator and data are available, the same field appears to the right of the dashboard generation controls.
2. Click ⌄ to the right of a test name (see Figure 48).
3. Rows containing data for the state, corporation, school, and/or total students appear below (see Figure 49).
    a. To hide the comparison rows, click ⌃ to the right of the test name.

Figure 48. Student Portfolio Report

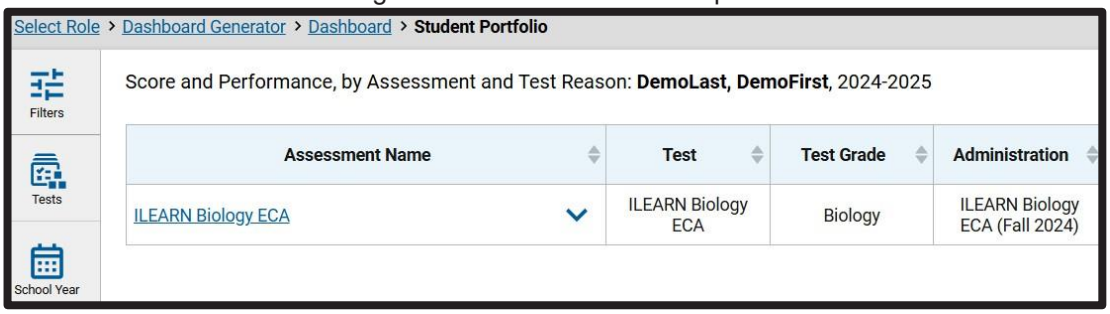
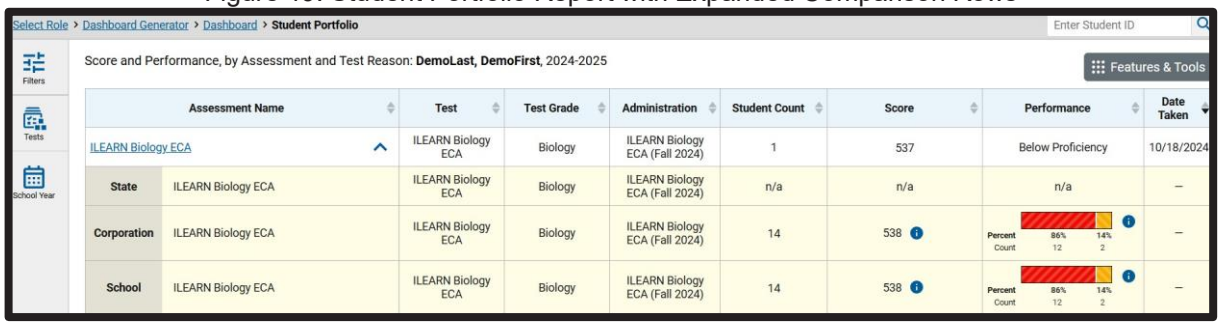


Figure 49. Student Portfolio Report with Expanded Comparison Rows



Setting Up Reports

The user can set up reports so it's easier to access the data that is most important. For example, if the user is a teacher, they may want to hide certain tests in subjects they don't teach, or they may want to narrow down reports to a single roster.

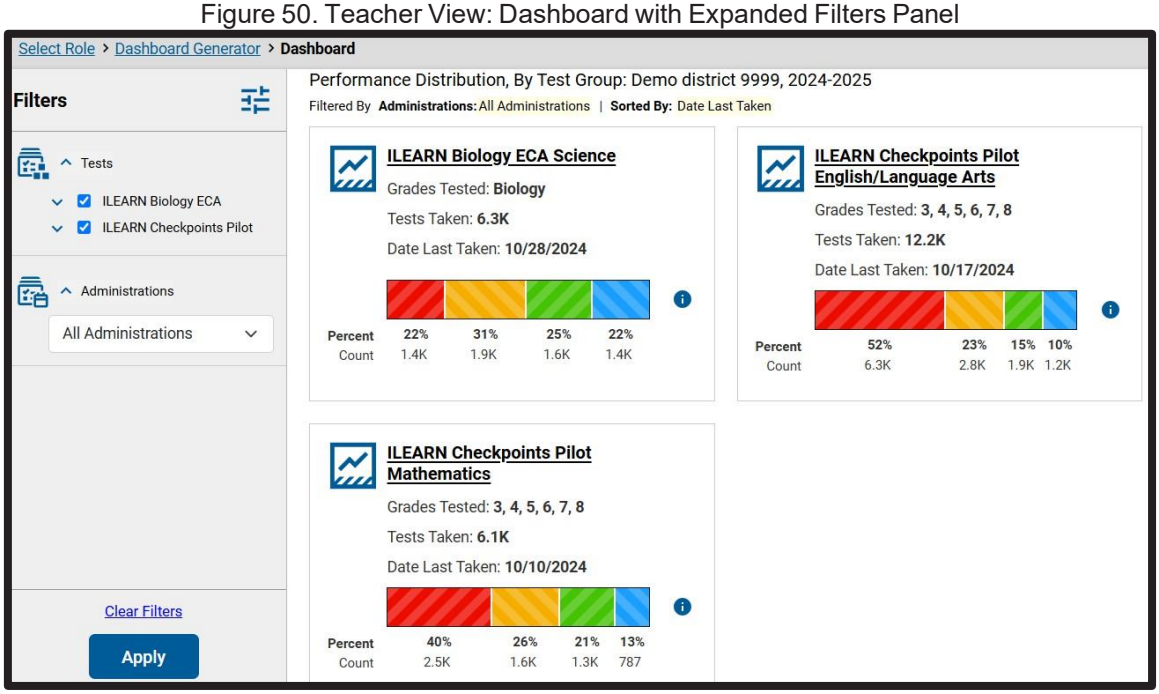
This section explains how to make several different adjustments to reports: showing only the tests, classes (rosters), and/or schools of interest; and viewing data from a previous point in time.

Filtering Tests to Display

By default, all assessment data will appear in the Student Portfolio Report, but users can temporarily filter to only see some tests in some instances. For example, an ELA teacher may not need to review a student's Mathematics scores.

1. On the left side of the dashboard or the Performance on Tests Report, click the **Filters** panel expand button or the **Test Administrations** button . The **Filters** panel expands (see Figure 50).
2. Mark as many selections as needed in the **Test Administrations** section of the filters panel. Tests are organized by test type, subject, and grade.
3. Click **Apply**. The report updates to show only data for those tests.
4. *Optional:* To revert all filters to their defaults, open the filters panel again and click **Clear Filters**. Click **Apply**. Filters also revert when the user logs out, switches user roles, or switches systems.

Figure 50. Teacher View: Dashboard with Expanded Filters Panel



Filtering Classes (Rosters) to Display

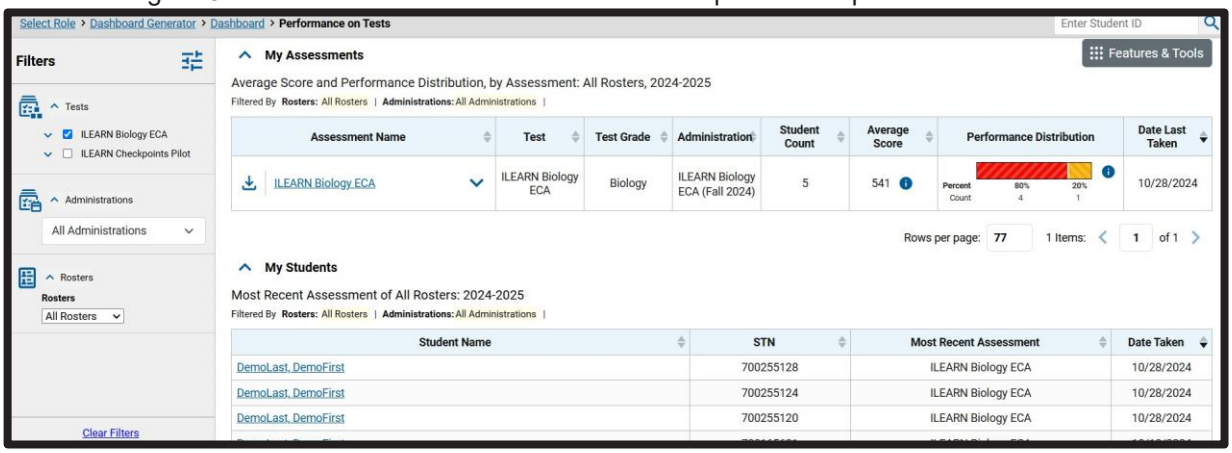
Rosters usually represent classes, but can represent any group that is meaningful to users, such as students who have taken honors courses. Each roster is associated with a teacher. To learn how to create and modify rosters in CRS, see Class (Roster) Management.

In the Performance on Tests Report, teachers and school-level users can filter by a particular roster. When the user filters, they eliminate students not in the selected class from the data they're viewing.

Filtering by roster makes it easy to focus on a particular class's performance. By switching filters, the user can easily compare one class with another. If they don't filter by roster, the reports default to showing data for all classes. The user may find data for a single class easier to understand.

1. On the left side of the Performance on Tests Report, click the **Filters** panel button . The **Filters** panel expands (see Figure 51).
2. Make a selection from the drop-down list in the **Rosters** section (see Figure 51).
    a. If the user is a school-level user, they must first select a teacher from the drop-down list, and then select a particular class (roster) from the second drop-down list that appears. By default, the first class listed is selected.
3. Click **Apply**. The report updates to show only data for that class (roster).
4. *Optional:* To revert all filters to their defaults, open the filters panel again and click **Clear Filters**. Click **Apply**. Filters also revert when the user logs out, switches user roles, or switches systems.

Figure 51. Teacher View: Performance on Test Report with Expanded Filters Panels



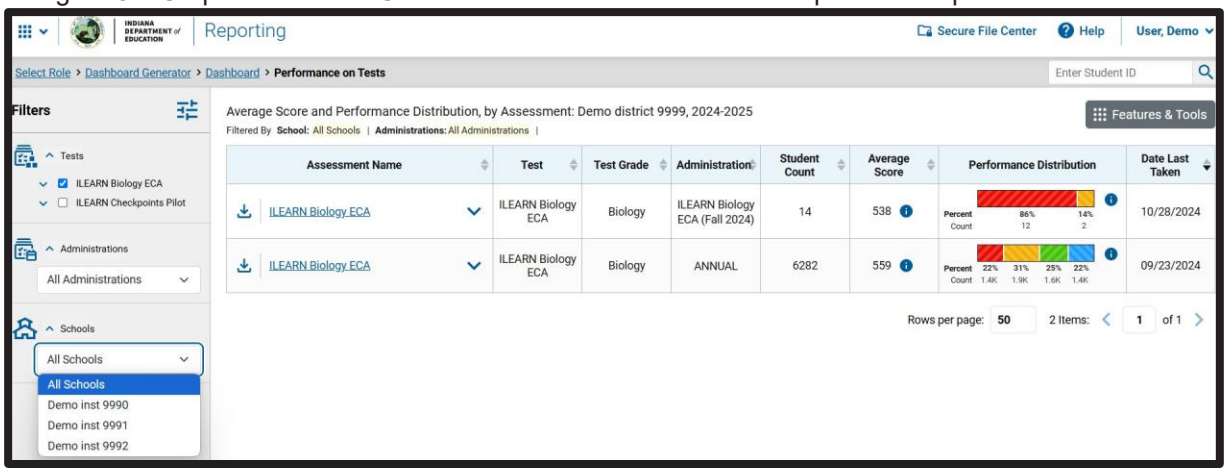
Filtering Schools to Display: Corporation-Level Users

Filtering the Performance on Tests Report by school makes it easy to focus on a particular school's performance. And by switching filters, the user can easily compare it with another school. If they don't filter by school, the Performance on Tests Report defaults to showing data for all schools. The user may find data for a single school easier to understand.

1. On the left side of the Performance on Tests Report, click either the **Filters** panel expand button or the **Schools** button . The **Filters** panel expands.
2. Make a selection from the drop-down list in the **Schools** section (see Figure 52).
3. Click **Apply**. The report updates to show only data for that school.
4. *Optional:* To revert all filters to their defaults, open the filters panel again and click **Clear Filter**s. Click **Apply**. Filters also revert when the user logs out, switches user roles, or switches systems.

If the user clicks the name of a test when they've filtered by a single school, the link will take them to the School Performance on Test Report and not to the Corporation Performance on Test Report. The row of filter details below the table header shows the schools they're viewing.

Figure 52. Corporation-Level User View: Performance on Tests Report with Expanded Filters Panel



Viewing Data from Previous Administrations

Changing the reporting time period allows users to view test results from a previous point in time. There are two time period settings: users can select a school year for which to view tests, and users can enter a date for which to view students.

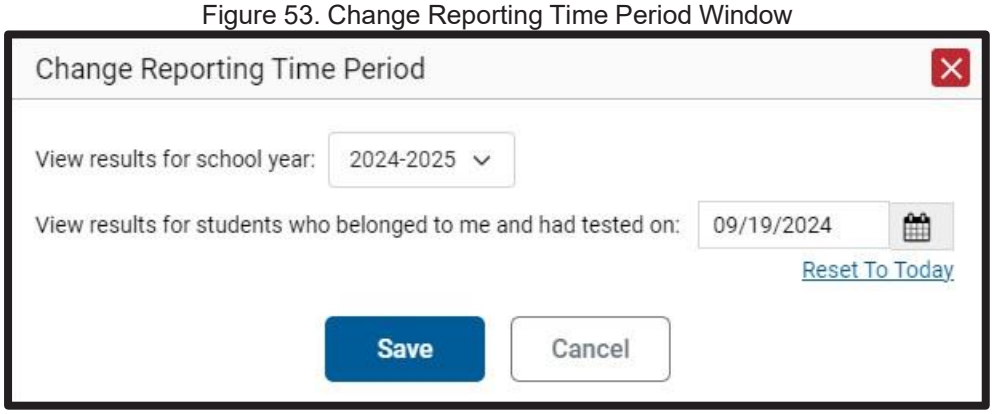
1. When users set a school year to view tests, the reports show data for test opportunities completed in the selected school year.
2. When users set a date to view students, the reports show data only for the students who were associated with the user as of the selected date. Students' enrollment and demographic information is all given as of the selected date as well. This setting can be used to view data for students who have left or recently entered classes (rosters), schools, or corporations. Users can also view students who have left the state.
3. CRS now provides student search results of student score reports and downloadable date files for 'students who were mine when they tested,' similar to what was available in the previous reporting system. This will provide corporations and schools a more efficient way to gather information on their students without having to change the date multiple times to retrieve the same results.

If the reporting time period is not changed, or if it is reset to default, all reports show test opportunities only for the current school year with current data. The exception is Longitudinal Reports and Student Portfolio Reports which can always look back to previous years.

Some examples of how to use this feature:

1. Viewing the past performance of the user's current students, including new transfer students. In that case, set a school year in the past and keep the date set to today.
2. Viewing the performance of students who tested with users previously to compare them with current students. In that case, set the date to a time when students who tested previously started testing, and set the school year to the same time. Then switch back to the present students to compare the data.
3. From the **Features & Tools** menu, select **Change Reporting Time Period**. (If viewing the Dashboard Generator page, click **Change Reporting Time Period**. The dashboard also offers this link when no assessments are available to display.) The ***Change Reporting Time Period*** window appears (see Figure 53).
4. From the school year drop-down list, select a school year to view test results.
5. In the View results for students who were mine on field, use the calendar tool to select a date, or enter it in the format mm/dd/yyyy. Users will view all the students who were associated with the user on that date, and only those students.
6. To view current students' past performance, keep the date set to today.
7. To view the performance of former students, select a date when those students tested previously.
8. Click **Save**. All reports are now filtered to show only data for the selected school year and date. The selected date displays in the filter details below the report headings. All other filters are cleared.
9. *Optional:* To go back to viewing the latest data, open the ***Change Reporting Time Period*** window again, click **Reset To Today** in the lower right-hand corner, then click **Save**. The date resets and all filters are cleared. The reporting time period also resets when logged out of the system but remains available while users are logged in and switch roles.

Figure 53. Change Reporting Time Period Window



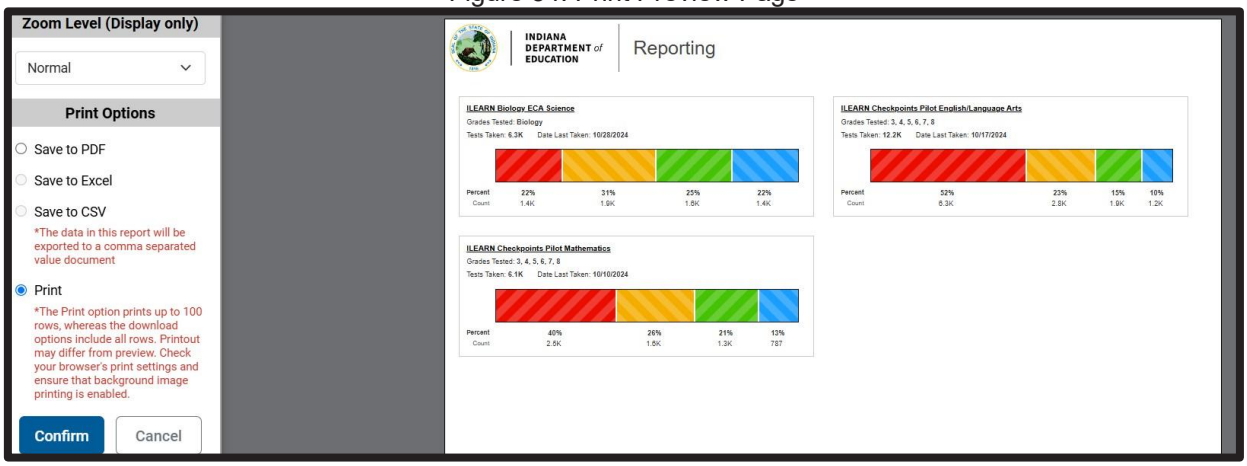
Exporting or Printing Data

The user can export or print any data in CRS. Some can be exported directly from the Performance on Tests Report. The user may want to export or print to save a snapshot of data to consult later or to share data. Different options will be available depending on the report they are viewing.

Exporting or Printing a Current Report

1. Select the print button from the **Features & Tools menu** or, in a Longitudinal Report window, from the upper right-hand corner. If there are multiple report tables on the page, multiple print buttons appear. The print preview page will open (see Figure 54).
    a. To zoom in on the print preview, use the drop-down list under the Zoom Level (Display only) section. This setting affects the preview only.
2. Do one of the following under the *Print Options* section:
    a. To print the report, select the **Print** radio button.
    b. To download a PDF version, select **Save to PDF**. Then select an option from the **Page Layout** drop-down list that appears.
    c. To download a Microsoft Excel (XLSX) version, select **Save to Excel**.
    d. To download a comma-separated values (CSV) version, select **Save to CSV**.
3. Click **Confirm**.
4. If the user saved the report as a PDF, Excel, or CSV, the **Secure File Center** window appears, displaying the generated report.

Figure 54. Print Preview Page



Exporting from the Performance on Tests Report

1. Click the export button to the left of the assessment report to export (see Figure 55).
    a. The ***Export Report*** window opens. The options in this window vary according to user role (see Figure 56 and Figure 57).
2. If necessary, select which report to export for the assessment.
    a. **Teachers and school-level users**: The exported report will contain test results for all of the user's students.
    b. **Corporation-level users**: Select which report to export for the assessment (see Figure 57).
        i. To export the corporation test results for the assessment, mark the **Overall Performance of all my Schools** radio button.
        ii. To export school test results, mark the **Overall Test, Reporting Category and Item Performance of all Students** radio button, then select a school from the drop-down list.
3. Select the file format the user would like the report exported in and mark the appropriate radio button (PDF, Excel, or CSV).
4. Click **Export Assessment Data**. A confirmation window appears.
5. Click **Yes** to export or **No** to return to the ***Export Report*** window. When they've exported a file, the **Secure File Center** window appears with the generated file available for download.

Figure 55. Teacher View: Performance on Tests Report

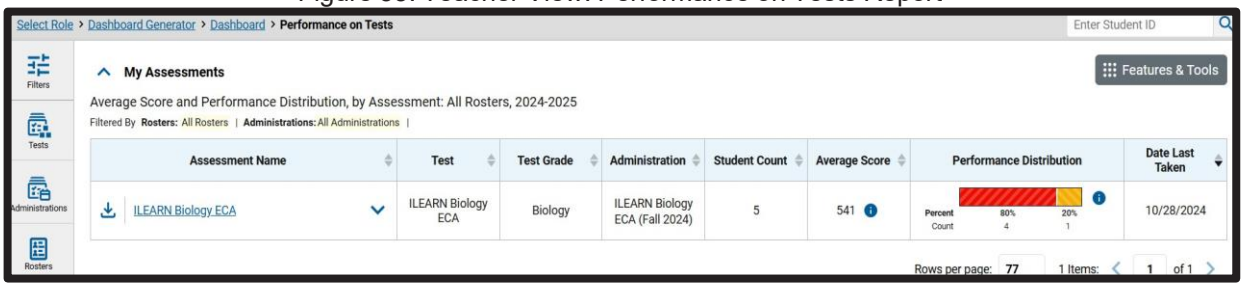


Figure 56. Teacher View: Export Report Window

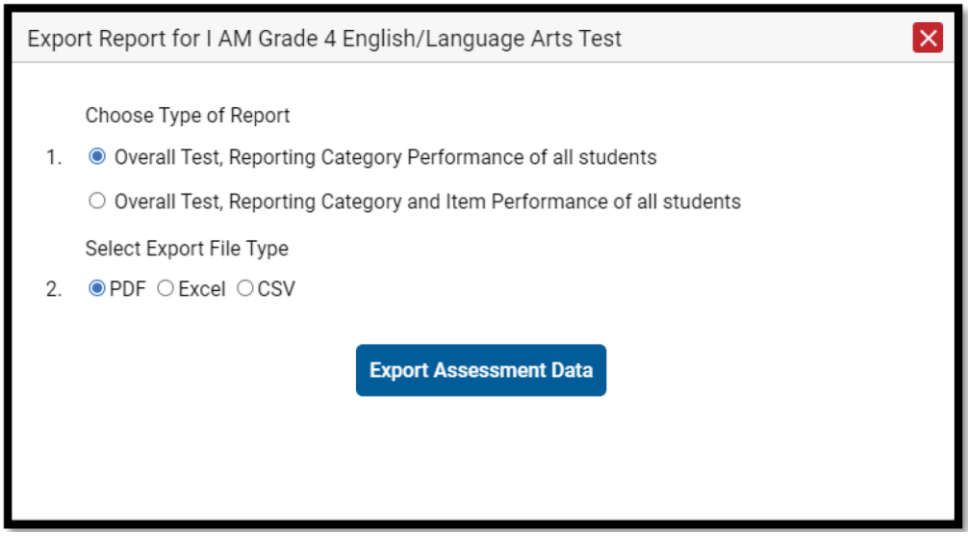
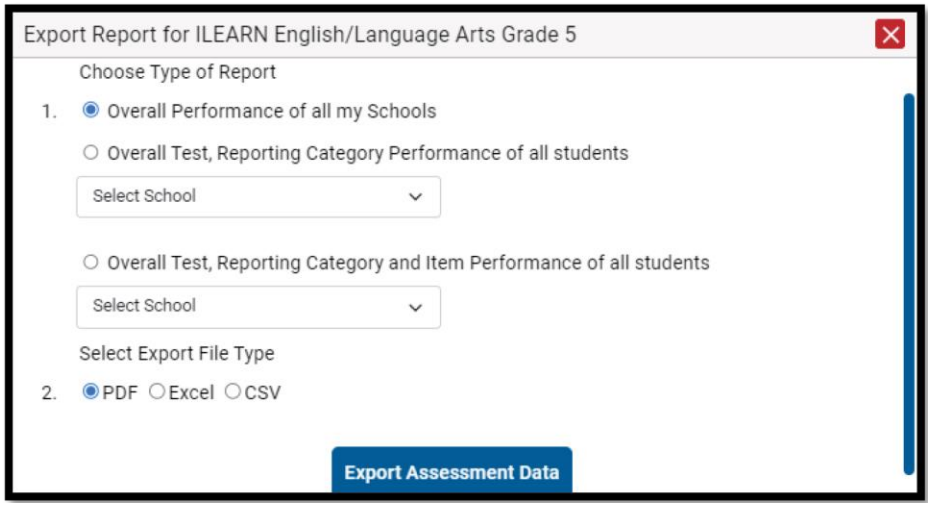


Figure 57. Corporation-Level User View: Export Report Window



Appendix

Appendix sections are alphabetized by subject and term.

C

Class (Roster) Management

Classes (rosters) are groups of students. Except when created at the corporation level, each class is associated with a teacher. Each is also associated with a single administrative year.

Teachers, school-level users, and corporation-level users can add, edit, and delete classes (rosters). Classes (rosters) are a great way to organize students, allow teachers to view their students' performance, and allow other users to compare the performance of different groups of students.

How to Add a Class (Roster)

The user can create new classes (rosters) from students associated with their school or corporation.

1. From the **Features & Tools menu**, select **Add Roster** +. The ***Roster Manager*** window appears, showing the Add Roster form (see Figure 58).
2. In the Select School for Roster panel, select the corporation, school, and year.
3. In the Search for Students to Add to the Roster panel (see Figure 59), do the following:
    a. If the user is a school-level user, then in the **School** drop-down list, select the school for the roster.
    b. *Optional:* In the STN, Student's First Name, and/or Student's Last Name fields, enter information about a particular student they want to add.
    c. *Optional:* In the **Enrolled Grade** drop-down list, select the grade levels for the students in the roster.
    d. *Optional:* In the Additional Fields panel (see Figure 59), select additional criteria:
        i. From the **Search Fields** drop-down list, select a criterion type. A set of related criteria for that criterion type appear.
        ii. In the related fields, select the additional criteria.
        iii. Click **Add Selected**.
        iv. Optional: To remove the added criteria, click ✕ for those criteria.
        v. Click **Search**. The *Add Students to the Roster* panel shows settings for the roster, a list of retrieved students (Available Students), and a blank Selected Students list.
4. In the Add Students to the Roster panel (see Figure 60), do the following:
    a. In the Roster Name field, enter the roster name.
    b. From the **Teacher Name** drop-down list, select a teacher.
    c. From the **Reporting Roster** drop-down list, select **Yes** to share the roster with CRS to allow student test results to be viewed as a group or **No** to only have the roster available within TIDE for test preparation purposes.

d. To add students, do one of the following in the list of available students:
    i. To move one student to the roster, click + beside that student's name.
    ii. To move all the students in the Available Students list to the roster, click **Add All** in the row with the column headers.
e. To remove students, do one of the following in the list of students in this roster:
    i. To remove one student from the roster, click ✕ beside that student's name.
    ii. To remove all the students from the roster, click **Remove All** in the row with the column headers.

5. Click **Save**, and in the affirmation dialog box click **Continue**.

Figure 58. Roster Manager Window: Add Roster Form

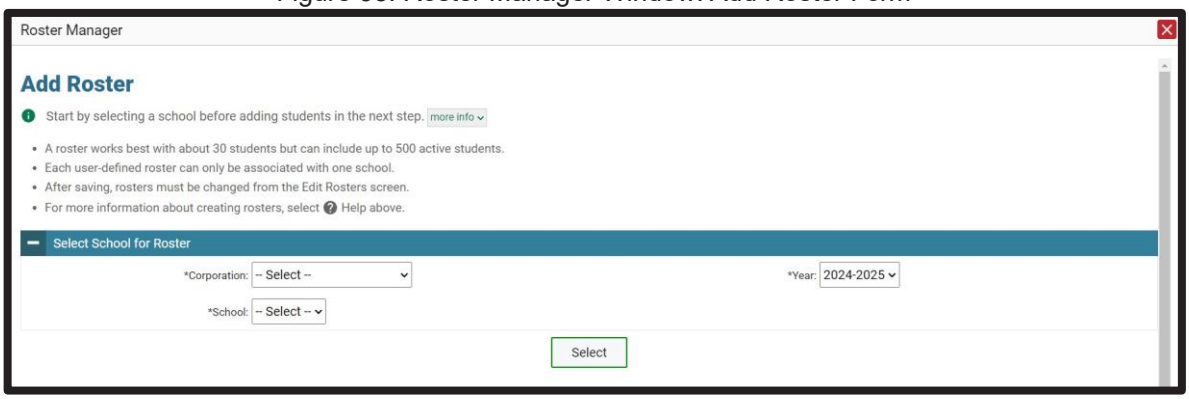


Figure 59. Roster Manager Window: Add Roster Form with Advanced Search Panel in Use

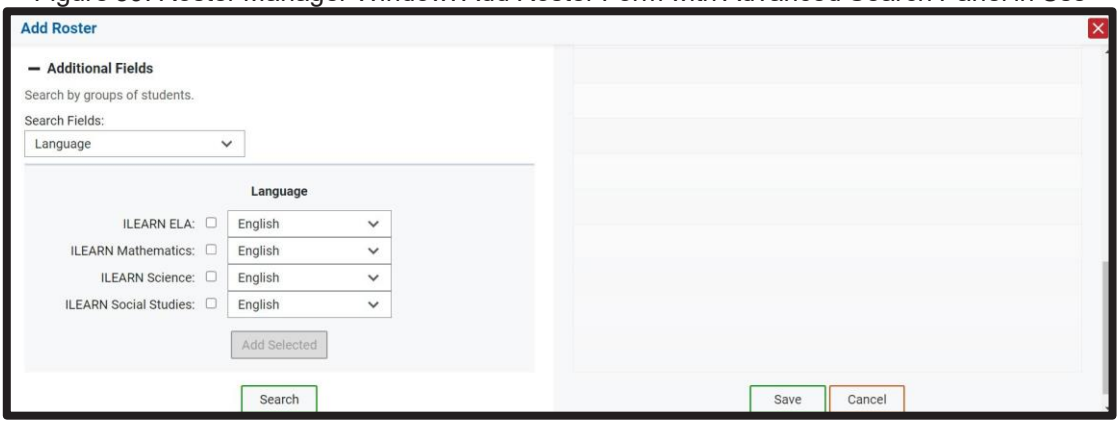
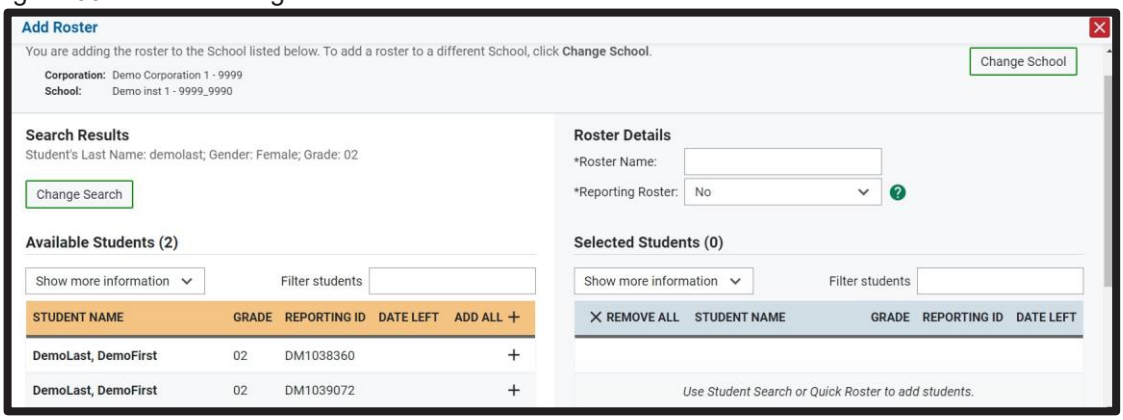


Figure 60. Roster Manager: Add Roster Form Scrolled Down to Add Students to the Roster Panel



How to Modify a Class (Roster)

The user can modify a class (roster) by changing its name, changing its associated teacher, adding students, or removing students.

1. From the **Features & Tools menu**, select **View/Edit Roster**. The **Roster Manager** window appears, showing the View/Edit/Export Roster form (see Figure 61).
2. In the Search for Rosters to Edit panel (see Figure 61), select the year, corporation, school, and roster type for the roster they wish to edit. A teacher can also be selected.
3. Click **Search**. A search results pop-up appears (see Figure 62). Click **View Results** to view the results in the browser.
4. A list of retrieved rosters is generated (see Figure 63).
5. In the list of retrieved rosters, click for the roster whose details they want to view. The **View/Edit/Export Roster** window opens.
6. *Optional:* To find students to add to the roster, click **Find Students**.
7. *Optional:* In the STN, Student's First Name, and/or Student's Last Name fields, enter information about a particular student they want to add.
8. *Optional:* In the **Enrolled Grade** drop-down list, select the grade levels for the students in the roster.
9. *Optional:* In the Additional Fields panel, select additional criteria:
    a. From the **Search Fields** drop-down list, select a criterion type. A set of related criteria for that criterion type appear.
10. In the related fields, select the additional criteria.
11. Click **Add Selected**.
12. *Optional:* To remove the added criteria, click ✕ for those criteria.
13. Click **Search**.
14. Scroll down to view the Add Students to the Roster panel, as in Figure 64).
15. *Optional:* In the Add Students to the Roster panel, do the following:
    a. In the Roster Name field, enter a new name for the roster.

16. From the **Teacher Name** drop-down list, select the roster's new teacher.
    a. To add students, do one of the following in the list of available students:
        i. To move one student to the roster, click + beside that student's name.
        ii. To move all the students in the *Available Students* list to the roster, click **Add All** in the row with the column headers.
17. To remove students, do one of the following in the list of students in this roster:
    a. To remove one student from the roster, click ✕ beside that student's name,
    b. To remove all the students from the roster, click **Remove All** in the row with the column headers.
18. At the bottom of the page, click **Save**, and in the affirmation dialog box click **Continue**.

Figure 61. Roster Manager Window: View/Edit/Export Roster Form

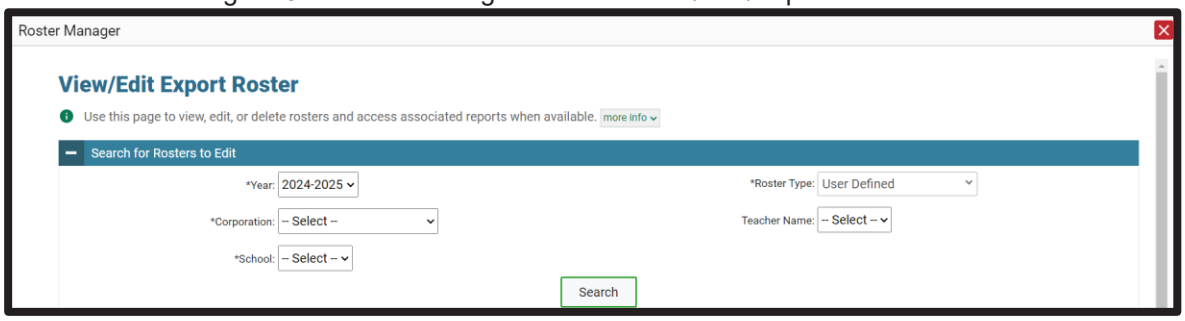


Figure 62. Roster Manager Window: Search Results Pop-Up

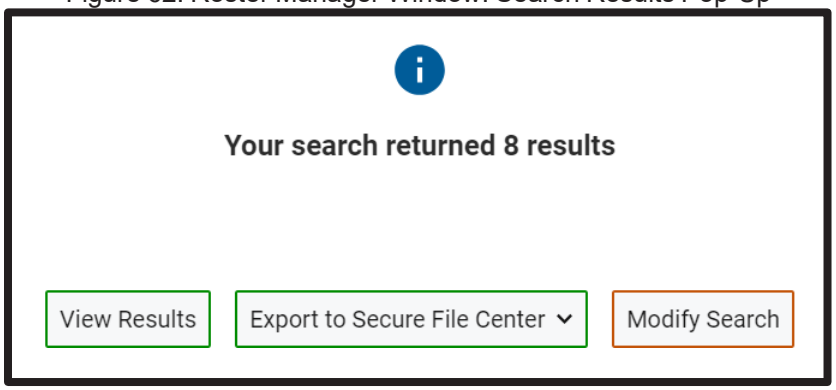


Figure 63. Roster Manager Window: View/Edit/Export Roster Form Showing Retrieved Rosters

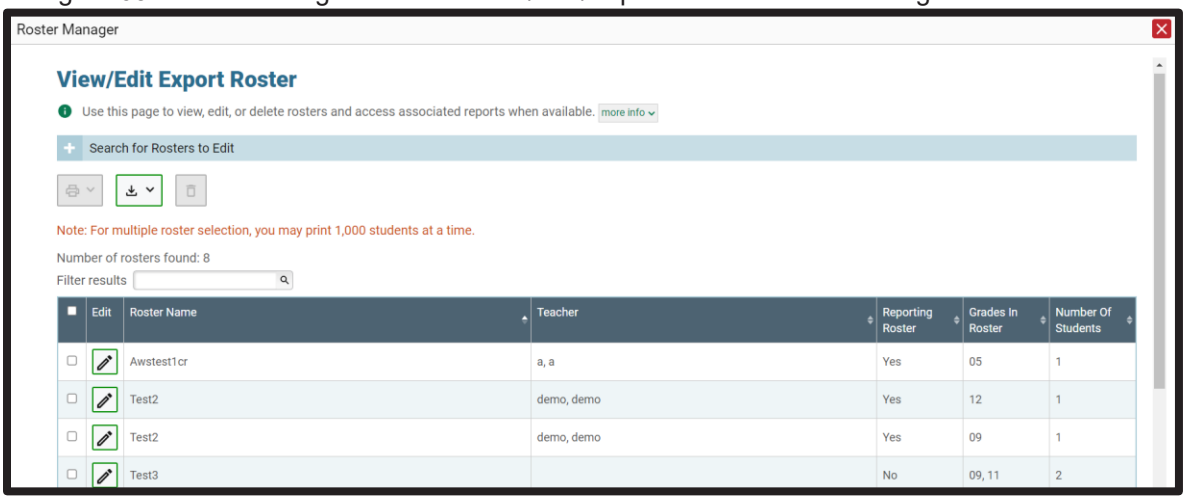
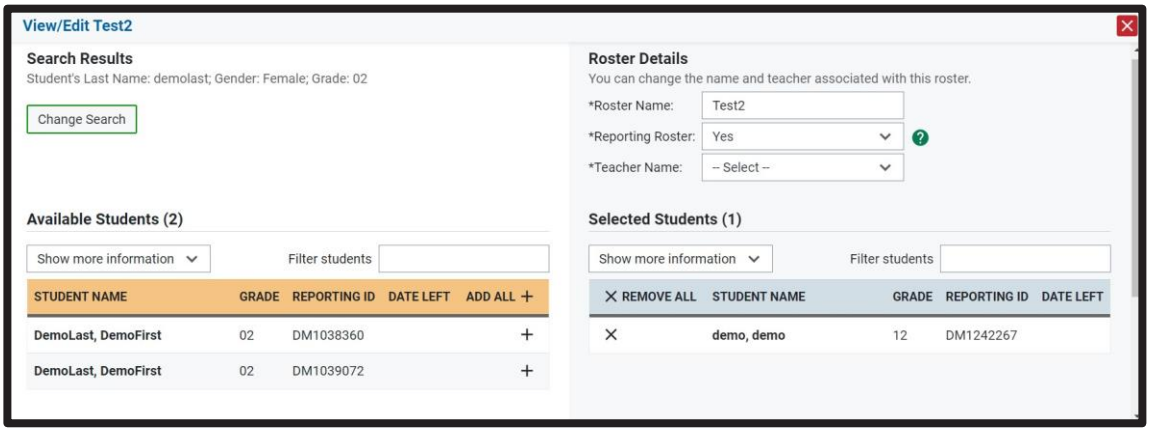


Figure 64. Roster Manager Window: View/Edit/Export Roster Form Scrolled Down to the Add Students to the Roster Panel



How to Upload Classes (Rosters)

If the user has many classes (rosters) to create, it may be easier to perform those transactions through file uploads. This task requires familiarity with composing CSV files or working with Microsoft Excel or similar application.

1. From the **Features & Tools menu**, select **Upload Rosters**. The ***Roster Manager*** window appears, showing the Upload Rosters: Upload page (see Figure 65).
2. On the Upload Rosters: Upload page (see Figure 65), click **Download Template** and select the appropriate file type (either **Excel** or **CSV**).
3. Open the template file in a spreadsheet application.
4. Fill out the template and save it. Table 6 provides the guidelines for filling out the Roster template that they can download from the Upload Roster page.
5. On the Upload Rosters: Upload page, click **Choose File** and select the file created in the previous step.

6. Click **Next**. The Upload Rosters: Preview page appears (see Figure 66). Use the file preview on this page to verify that the correct file has been uploaded.
7. Click **Next** to validate the file.
    a. Any errors ⚠ or warnings 🚩 are displayed on the Upload Rosters: Validate page (see Figure 67). If a record contains an error, that record will not be included in the upload. If a record contains a warning, that record will be uploaded, but the field with the warning will not be.
        i. *Optional:* Click the error and warning icons in the validation results to view the reason a field is invalid.
        ii. *Optional:* Click **Download Validation Report** in the upper right-hand corner to view a text file listing the validation results for the upload file.
    b. **NOTE**: If the file contains a large number of records, CRS processes it offline and sends a confirmation email when it is complete. While CRS is validating the file, do not press **Cancel**, as some records may have already started processing.
8. Do one of the following:
    a. Click **Continue with Upload** at the bottom of the page. CRS commits those records that do not have errors. If there are too many errors, the user won't be able to do this.
    b. Click **Upload Revised File** at the bottom of the page to upload a different file. Follow the prompts on the Upload Revised File page to submit, validate, and commit the file.
9. The Confirmation page appears (see Figure 68), displaying a message about how many records (rows) were committed.
10. *Optional:* To upload another roster file, click **Upload New File**.

Figure 65. Roster Manager Window: Upload Rosters: Upload Page

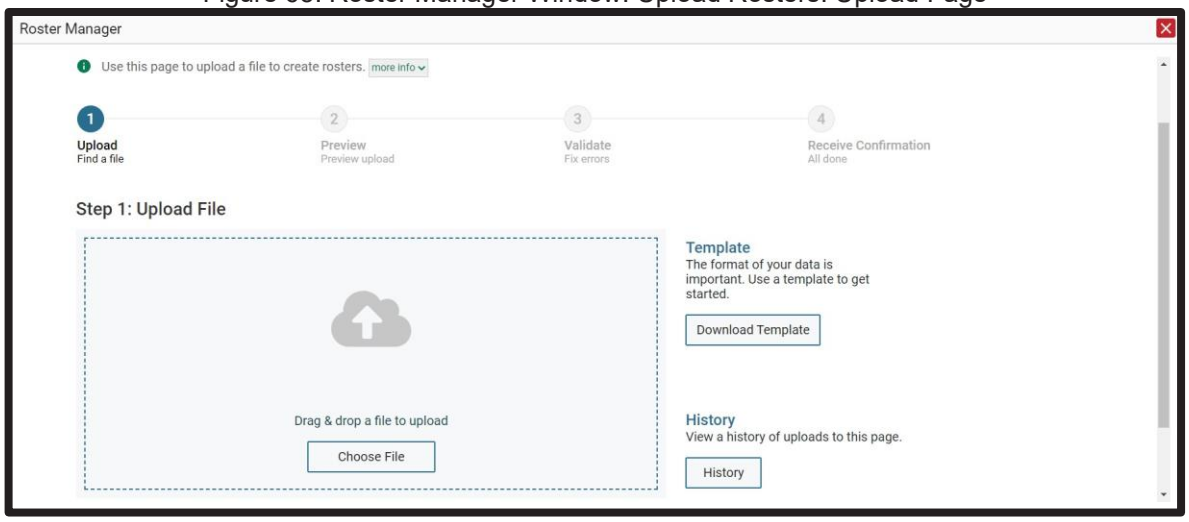


Figure 66. Roster Manager Window: Upload Rosters: Preview Page

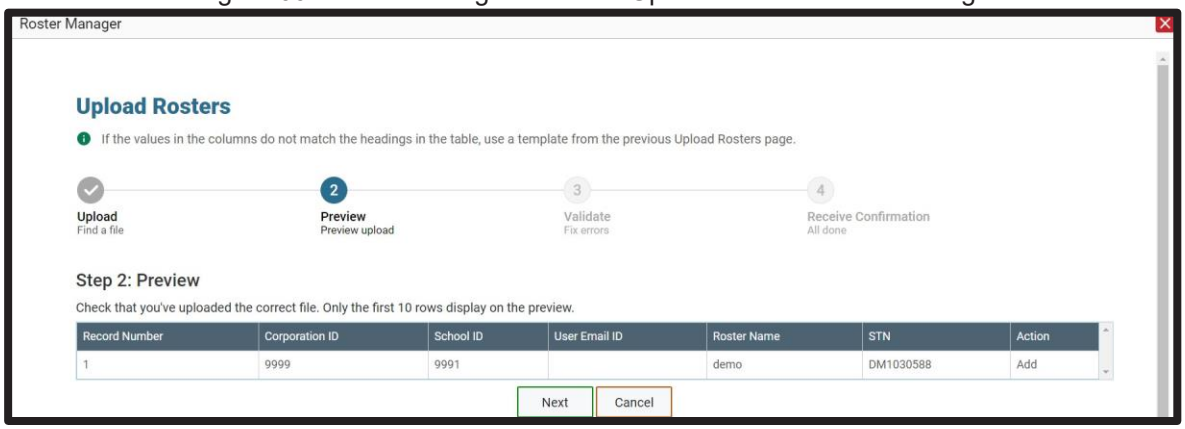


Figure 67. Roster Manager Window: Upload Rosters: Validate Page

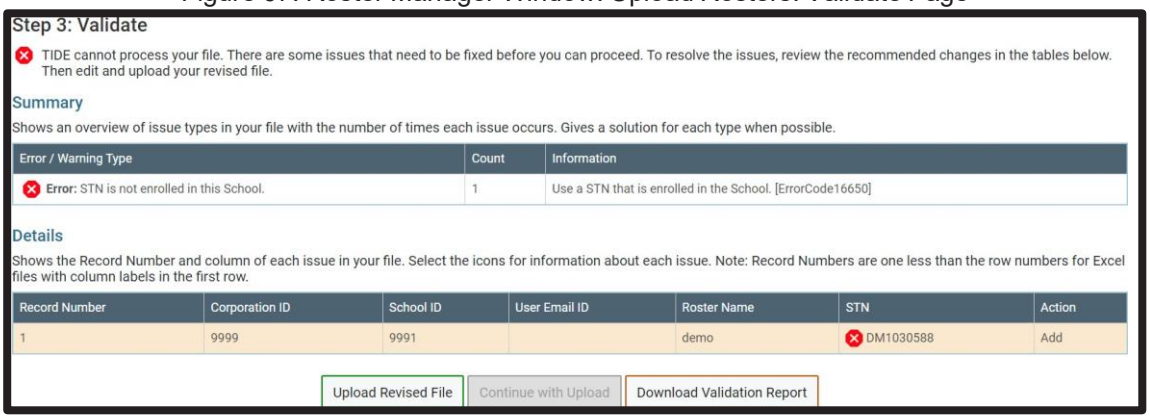


Figure 68. Upload Rosters: Confirmation Page

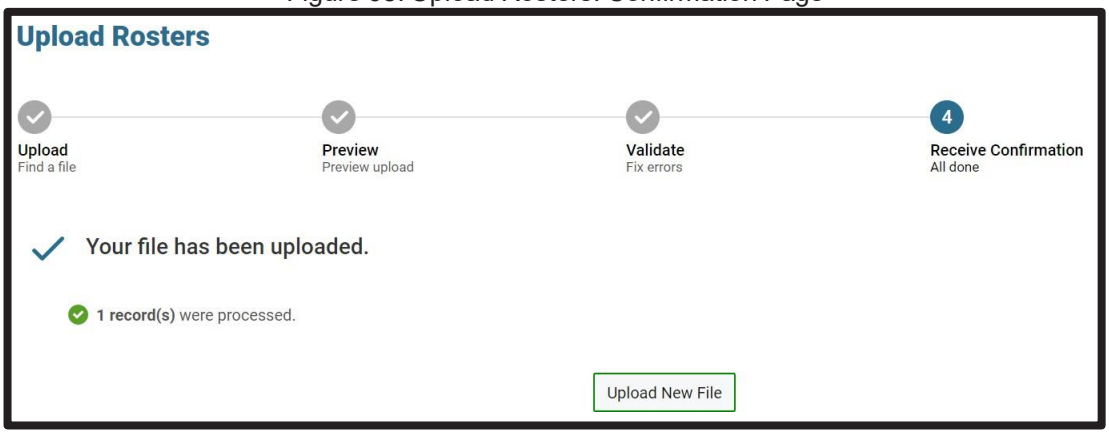


Table 6. Columns in the Rosters Upload File

Element	Description	Valid Values
Corporation ID*	Corporation associated with the roster.	Corporation ID that exists in TIDE. Four numeric or alphanumeric characters.
School ID	School associated with the roster.	School ID that exists in TIDE. Four numeric or alphanumeric characters. Must be associated with the corporation ID. Can be blank when adding corporation-level rosters.
User Email ID*	Email address of the user associated with the roster.	Email address of a teacher existing in TIDE.
Roster Name*	Name of the roster.	Up to 20 characters.
STN*	Student's unique identifier within the corporation (i.e., Student ID).	Nine numeric or alphanumeric characters.
ACTION	Action to be taken on the student, either adding them to or deleting them from the roster. If blank, the student will be added.	Add or Delete.

*Required field.

L

Login Process

This section describes how to log in to CRS.

Users should not share their login information with anyone. All Indiana assessment program systems provide access to personal student information, which must be protected in accordance with federal privacy laws.

Logging in to CRS

1. Navigate to the Indiana Assessment Portal (https://indiana.portal.cambiumast.com/).
2. Select the appropriate assessment from the cards displayed (see Figure 69).
3. Scroll down to the *After Testing* section and find and click the **Centralized Reporting System** card (see Figure 70). The login page appears.

4. On the login page (see Figure 71), the user will enter the email address and password they use to access all CAI systems.
    a. Click **Secure Login**.
    b. If the Enter Code page appears (see Figure 72), an authentication code is automatically sent to the user's email address. The user must enter this code in the *Enter Emailed Code* field and click Submit within 15 minutes.
        i. If the authentication code has expired, click **Resend Code** to request a new code.
    c. If the user's account is associated with multiple roles and/or institutions, they are prompted to select a role, (see Figure 73). From the **Role** drop-down list, select the role and institution combination they wish to use. The user can also change their institution after logging in.
    d. The Dashboard Generator appears.

Figure 69. User Role Cards



Figure 70. Centralized Reporting System Card



Figure 71. Login Page

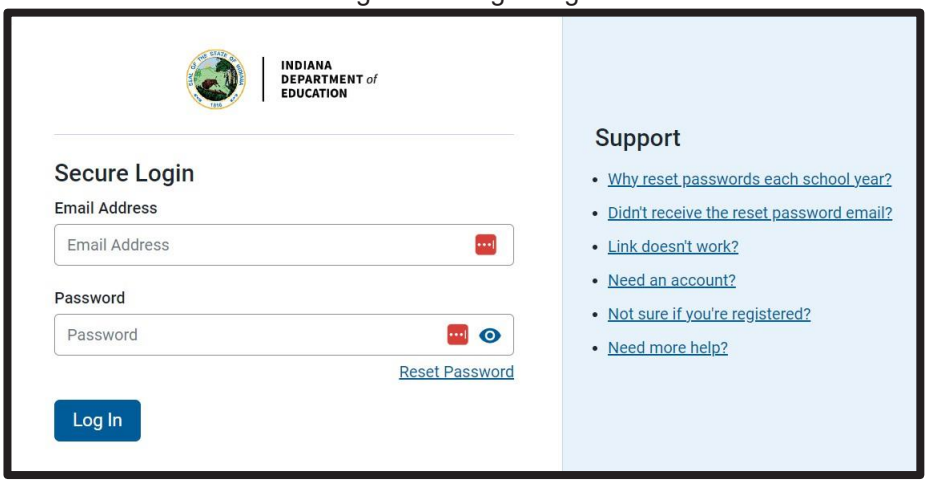


Figure 72. Enter Code Page

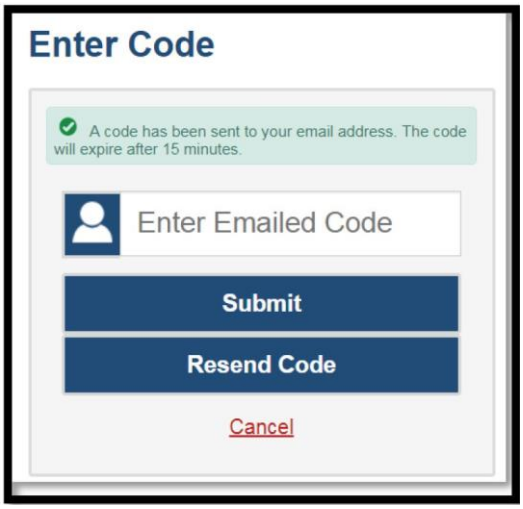
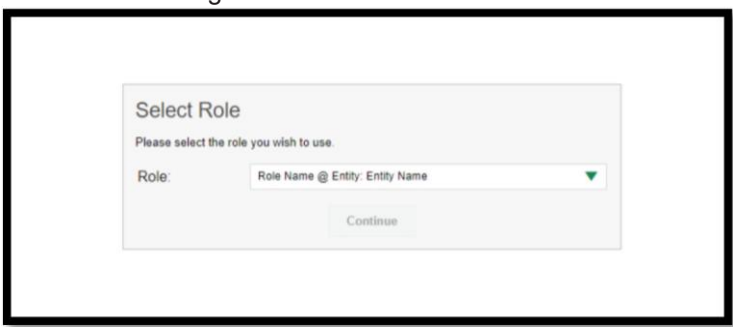


Figure 73. Select Role Window



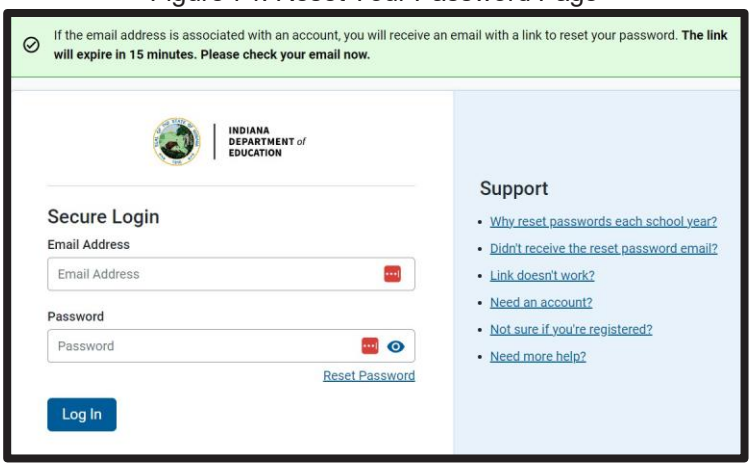
How to Set or Reset A User's Password

The user's username is the email address associated with their account in TIDE. When the user is added to TIDE, they receive an activation email containing a temporary link to the **Reset Your Password** page (see Figure 74). To activate the user's account, they must set their password within 15 minutes.

All users are required to do a one-time password reset at the beginning of every school year, for security purposes.

1. If the first temporary link expired: In the activation email the user received, click the second link provided and request a new temporary link.
2. If the user forgot their password: On the **Login** page, click **Forgot Your Password**? and enter their email address in the E-mail Address field. Click **Submit**. The user will receive an email with a new temporary link to reset their password.
3. If the user did not receive an email containing a temporary link or authentication code: The user should check their spam folder to make sure their email program did not categorize it as junk mail. If they still do not see an email, the user should contact their School or Corporation Test Coordinator to make sure they have an account.
4. Additional help: If the user is unable to log in, contact the Indiana Assessment Help Desk for assistance. Name and email address information will need to be provided to the Help Desk to further assist and troubleshoot the issue.

Figure 74. Reset Your Password Page



P

Performance Data

Depending on the test, a report may display different kinds of performance data:

- Score Data: Average Scale Scores.
- Performance level data, which is used for tests with proficiency levels.
    - Performance levels provide qualitative measurements of students' proficiency in relation to a particular standard or set of standards. Some aggregate reports include Proficiency Level bars, as in Figure 75, showing the percentage and number of students who achieved each performance level. These bars are color-coded and represent different performance levels for ILEARN, I AM, and IREAD-3.
    - In a report, click the more information button in the score or Proficiency Level columns. A legend (see Figure 76 and Figure 77) will appear explaining what the scores or performance levels indicate for each assessment.

- Percent proficient, also shown in some aggregate reports (see Figure 78), represents the total percentage of students who achieved proficiency. It typically includes those who fell into the top one to three proficiency levels.

Figure 75. School-Level User View: School Performance on Test Report: Performance by Roster Tab

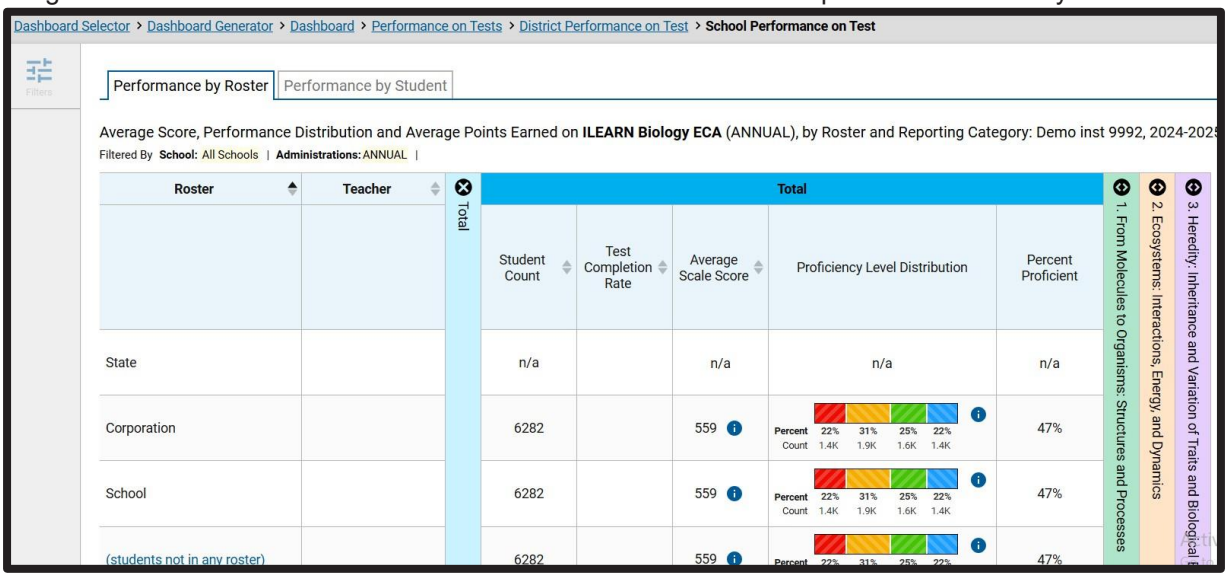


Figure 76. My Students' Performance on Test Report with Expanded Scale Score Legend

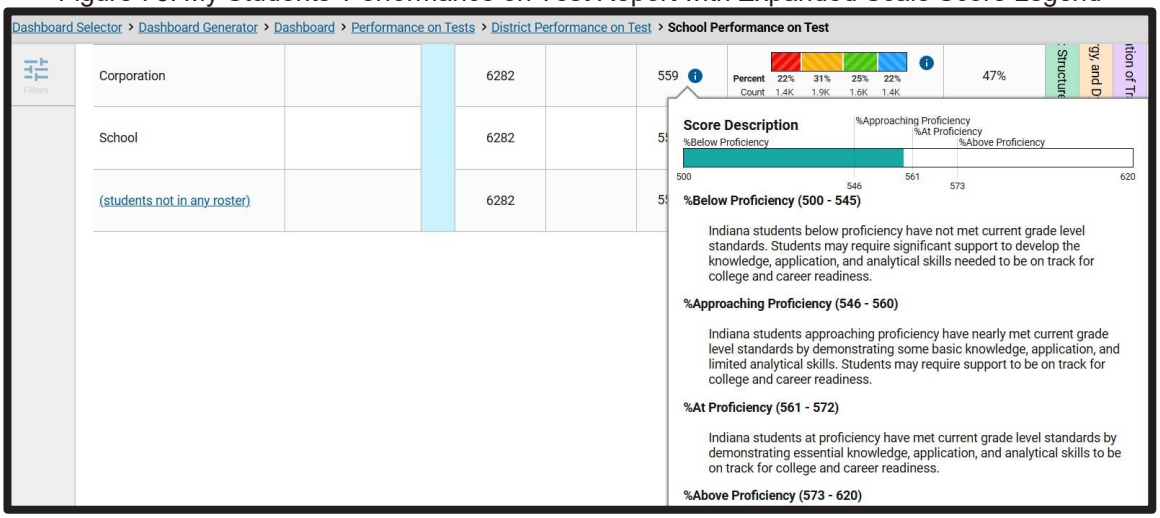
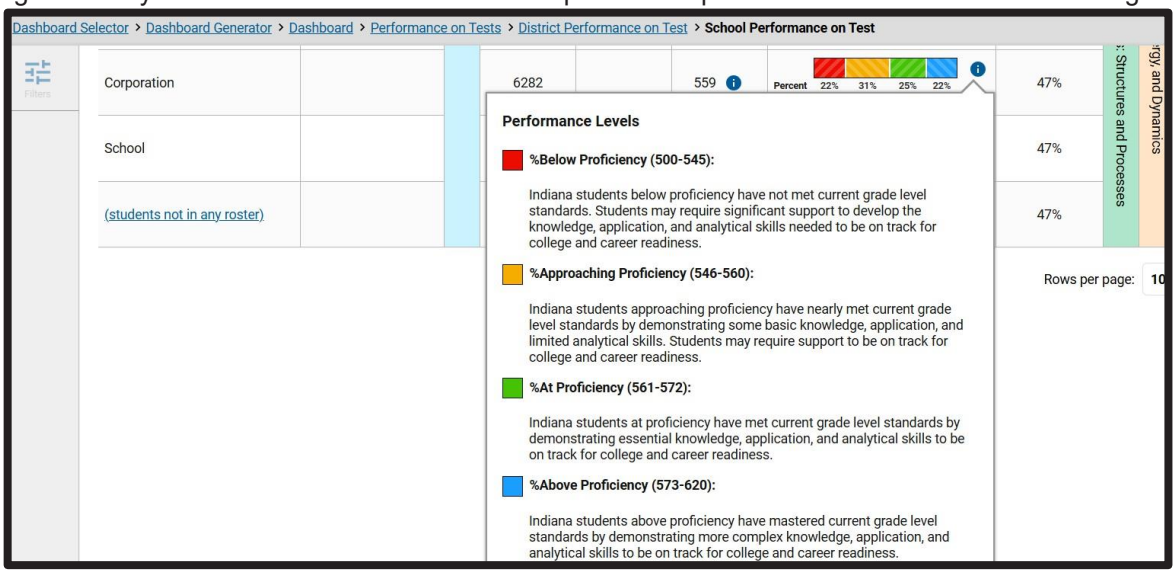


Figure 77. My Students' Performance on Test Report with Expanded Performance Distribution Legend



R

Report Tables

Sorting a Table

1. To sort by descending order, click the header of the column the user would like to sort by. The bottom arrow in the header is shaded darker when the column is sorted in descending order.'
2. To sort by ascending order, click the column header again. The top arrow in the header is shaded darker when the column is sorted in ascending order.

Specifying the Number of Rows Displayed

In the Rows per page field below a table, enter the number of rows for the table to display per page. The user's specifications persist for each table.

The user can click the arrow buttons in this field to increase or decrease the number of rows displayed in increments of one.

Viewing Additional Table Rows

1. To move to the next and previous pages in a table, click the arrow buttons at the lower right-hand corner of the table.
2. To jump to a specific table page, enter the page number in the field 1 at the lower right-hand corner of the table.

Viewing Additional Table Columns

To scroll the table to the right or left, click the arrow buttons on the right and left sides of the table. Alternatively, click and drag the green horizontal scrollbar at the bottom of the table.

If a table contains expandable and collapsible table sections, the user can click the section bars or and to expand and collapse them.

Expanding All Section Tables

If the user is navigating the page by tabbing through it, they may want to expand all the expandable sections of a table at once. This feature, which is available in most test results, will make the table accessible to a screen reader.

1. Navigate to the table by tabbing through the page in the browser. When the “Load Accessible Table” message appears, press the **Enter** key. All the table sections expand.
2. To collapse the sections again, navigate back to the table. When the “Hide Accessible Table” message appears, press the **Enter** key. All the table sections collapse, except the **Total** section.

Accessing CRS at the Corporation Level

1. Log in to CRS. The Dashboard Selector page appears.
2. From the state and corporation options, select **District/Corporation View** (Figure 78).
3. Do either of the following:
    a. From the drop-down list that appears, select a corporation.
    b. In the search field that appears, enter a corporation ID.
4. Select **View**. The corporation Dashboard Generator appears. From here, the user can use CRS at the corporation level.
5. To return to the Dashboard Selector, select Dashboard Selector in the upper left-hand corner.

Figure 78. User View: Dashboard Selector Page



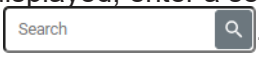
S

Secure File Center

CRS allows access to a Secure File Center feature that is integrated with other online assessment systems, such as TIDE, and accessible from the portal. The Secure File Center serves as a central repository for secure documents uploaded by administrators (such as state personnel) or shared between users, files exported by users, and hotline alerts.

Each user's Secure File Center is personal to them and not shared among other users. Users can easily manage the files in their Secure File Center. Users can also search for files by keyword. Files are listed in the order in which they were created. The file creation and file expiration dates appear, if applicable, and the number of days remaining until a file expires is also displayed. By default, files are available for 30 days after being created. Users can archive or delete files as needed. Users can also share files by sending them to other users' Secure File Centers.

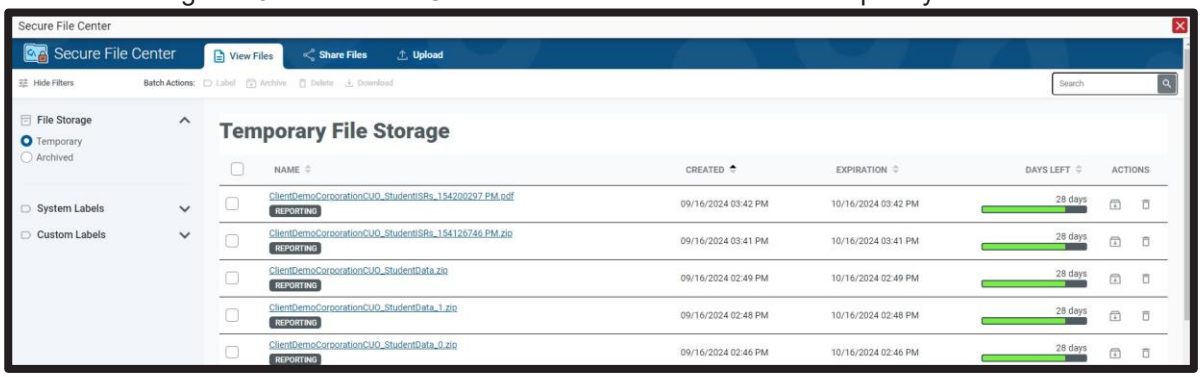
How to Access and Manage Files in the Secure File Center

1. In the banner, click **Secure File Center.** The **Secure File Center** window appears (see Figure 79). By default, the Secure File Center window displays the **View Files** tab.
2. Choose either of the available File Storage options (see Figure 79):
    a. **Temporary**: Displays all files except those that have been archived. Includes columns for Creation Date, Expire Date, and Days Available.
    b. **Archived**: Displays files that have been archived. Includes the same columns as the main **Secure File Center** tab.
3. *Optional:* To filter the files displayed, enter a search term in the text box in the upper right-hand corner and click 

. The search applies to both filenames and labels.

4. *Optional:* To hide or display system labels, click the System Labels dropdown.
5. *Optional:* To hide files with a particular system label, clear the checkbox for that label.
6. *Optional:* To hide or display custom labels, click the Custom Labels dropdown.
7. *Optional:* To hide files with a particular custom label, clear the checkbox for that label.
8. *Optional:* Do one of the following:
    a. To download a file, click the name of the file.
    b. To apply a custom label, follow these instructions:
        i. To create a new custom label, mark the checkbox for any file, click the label button Label, enter a new custom label in the text box, and click **Add**. Then apply it as described below.
        ii. To apply a custom label to a file, mark the checkbox for that file, click the label button Label, mark the checkbox for that label, and click **Apply Selected Labels**.
        iii. To archive a file, click Archive.
        iv. To unarchive a file, click . The file is moved back to the main Secure File Center Tab.
        v. To delete a file, click Delete. The user cannot delete or archive secure documents uploaded to the Secure File Center by admin users.

Figure 79. Secure File Center Window: View Files Tab: Temporary Sub-Tab



How to Use the Secure File Center to Send Files to Other Users' Secure File Centers

Files can be set to individual recipients by email address or to groups of recipients by user role.

1. From the banner, select **Secure File Center.** The ***Secure File Center*** page appears (Figure 80). By default, the *View Files* tab displays.
2. Select the **Share Files** tab. The ***Share Files*** page appears (Figure 81).
3. In the *Select Recipients* field, do one of the following:
    a. Select **Role** to send a file or files to a group of users by user role.
    b. Select **Email** to send a file or files to a single recipient by email address. If you the user selects **Email**, skip to Step 7.

4. In the Select Role(s) field, select the role group for which to send a file or files to. A drop-down list appears.
5. From the drop-down list, select the role(s) to send a file or files to. The user can choose **Select All** to send a file or files to all roles in the selected role group.
6. From the Select Organization(s) drop-down lists, select organizations that will receive the file(s) chosen to send. These drop-down lists adhere to the user role hierarchy. For example, corporation-level users will be able to filter at their role level and below.
7. If the user selected **Role** in Step 3, skip this step. If they selected **Email**, enter the email address of the recipient for whom to send a file or files.
8. To select a file or files to send, in the Add File field, select Browse. A file browser appears.
9. Select the file(s) to send. Up to 10 files may be sent at one time.
10. Select Send.

Figure 80. Secure File Center Window: View Files Tab

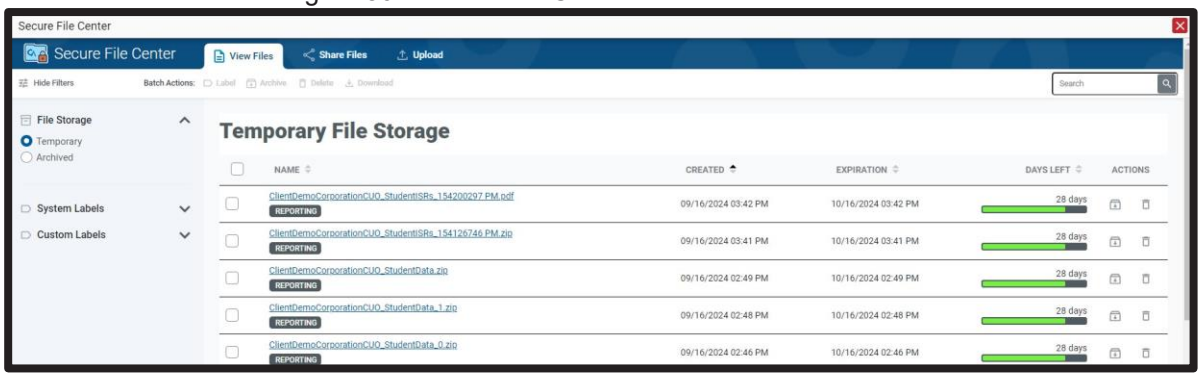
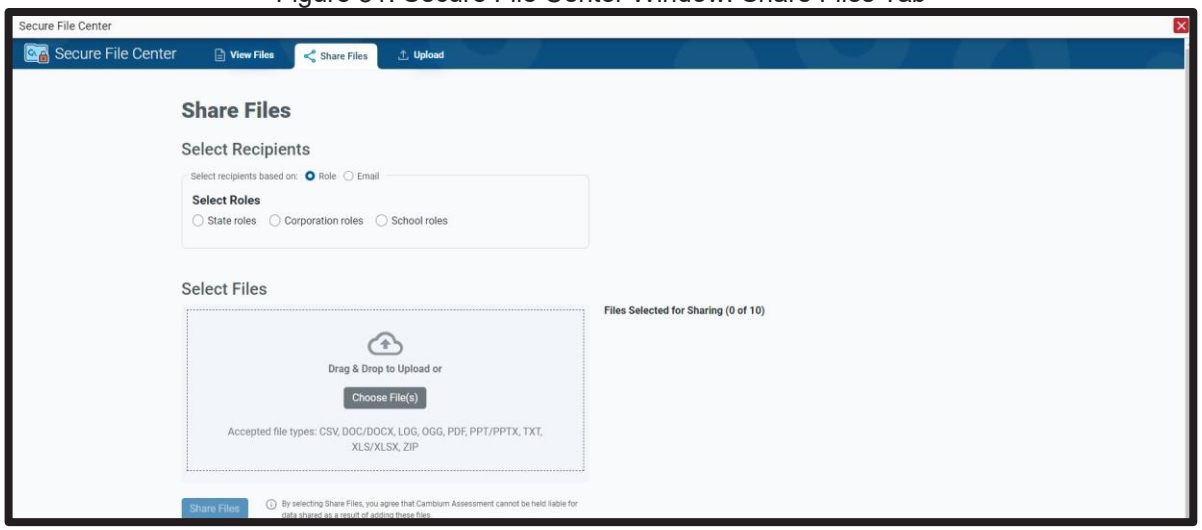


Figure 81. Secure File Center Window: Share Files Tab



U

User Role Change

If the user's account is associated with multiple user roles or institutions, they can switch between them.

1. From the **Role** drop-down list in the upper right-hand corner, select the desired role and institution (entity name) combination.
2. Click **Continue**. The window closes and the Dashboard Generator page appears.

User Support

For additional information and assistance in using CRS, contact CAI's Indiana Assessment Help Desk. The Help Desk is available Monday through Friday from 7 a.m. to 7 p.m. ET (except holidays or as otherwise indicated on the Indiana Assessment Portal).

Indiana Assessment Program Help Desk

Toll-Free Phone Support: 1-866-298-4256

Email Support: indianahelpdesk@cambiumassessment.com

Chat: https://indiana.portal.cambiumast.com/contact.html

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

- If the issue pertains to a student, provide the student's STN and associated corporation or school. Do not provide the student's name.
- If the issue pertains to a TIDE user, provide the user's full name and email address.
- Any error messages and codes that appeared, if applicable.
- Operating system and browser information, including version numbers (for example, Windows 11 (22H2) and Firefox 113 or macOS 12.6 and Safari 16).

Please note that users must never share their login information with anyone, even with a technician to ensure student data privacy.

Appendix 5J
IREAD Sample Individual Student Report (ISR)

INDIANA DEPARTMENT *of* EDUCATION

Indiana Reading Evaluation and Determination
IREAD-3 Assessment Results

Dear Parent/Guardian,

This report provides information about your child's performance on the Indiana Reading Evaluation and Determination (IREAD-3) assessment. IREAD-3 is a summative assessment administered to all third graders enrolled in accredited Indiana schools to determine mastery of foundational reading skills.

Please read this report closely and review the results with your child and their teacher. Thank you for supporting your child's education.

Indiana Department of Education

INFORMATION ON INDIANA'S IREAD-3 ASSESSMENT

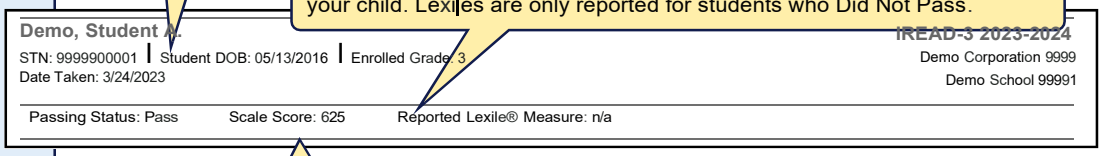
IREAD-3 measures foundational reading standards through grade 3. Overall student results in IREAD-3 are reported as three-digit scale scores. These scale scores align with the two proficiency levels (Pass and Did Not Pass), based on the Indiana Academic Standards related to reading. IREAD-3 is a summative assessment, given at the end of instruction, to determine proficiency on a set of standards.

UNDERSTANDING THE IREAD-3 ASSESSMENT

Basic test information

Reported Lexile® Measure (English/Language Arts only): Represents your child's reading ability, and serves as a guide in selecting books for your child. Lexiles are only reported for students who Did Not Pass.

Your child's test score can vary if the test is taken several times. Their knowledge and skills likely fall within a score range rather than a precise number. Scores are an estimation of your child's ability.



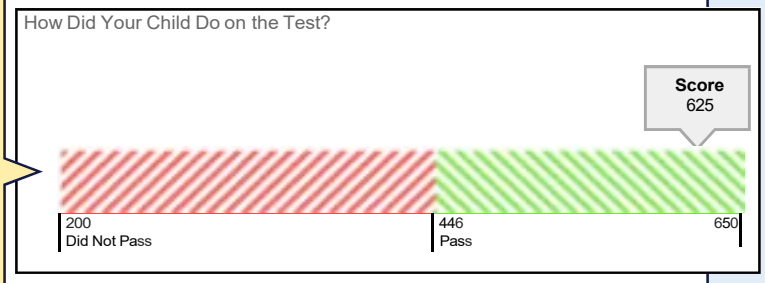
A scale score is your child's overall numerical score placed on a proficiency scale rather than using percent correct or a raw score.

We encourage you to review these results along with classroom performance with your child and their teacher. If you have questions about the contents of this report, contact your local school or corporation.

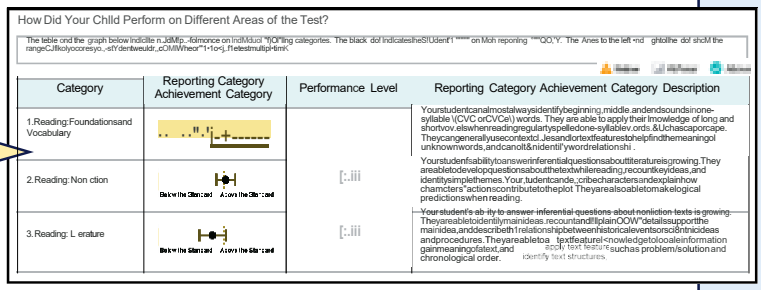
Questions to consider with your child's teacher:

- **What are strengths?**
- **What are areas of growth?**
- **What strategies can we use to support growth?**
- **What instructional materials do you recommend for my child?**

For IREAD-3, the test scale is divided into two levels using one cut score: 446. The cut score is the score that separates the two levels. **Based on your child's IREAD-3 scale score, they are placed into one of two proficiency levels: Pass or Did Not Pass.**



Also included is a breakdown of performance across three domains within a content area. Each domain shows a box-and-whisker plot, performance level, and a description of your child's performance.



ADDITIONAL RESOURCES

- To practice questions similar to what your child has seen on IREAD-3, go to https://iread3.portal.cambiumast.com/
- For more information about this assessment, go to https://www.in.gov/doe/students/assessment/iread-3/

[redacted]

STN: 600008047 | Student DOB: 1/1/2023 | Enrolled Grade: 03

Date Taken: 3/4/2024

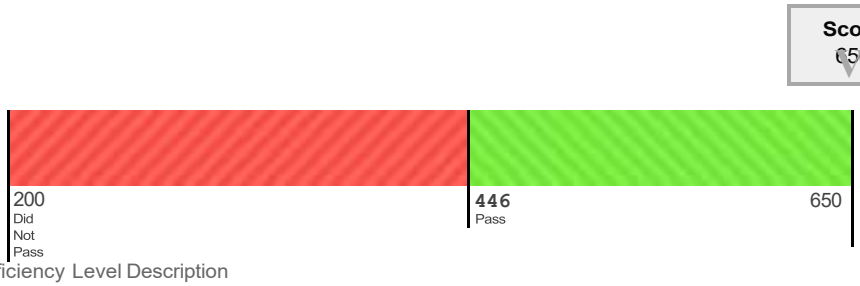
IREAD-3 2023-2024

Client Demo Corporation - CUO

Client Demo School - CUO

Passing Status: Pass **Scale Score:** 650 **Reported Lexile® Measure:** N/A

How did your child do on the test?



Lexile® Information

The Lexile® Framework for Reading is a scientific approach to reading and text measurement. A Lexile reader measure represents a person's reading ability on the Lexile scale.

Proficiency Level Description

Pass

Students demonstrate proficient understanding when reading and responding to grade-level literary and informational texts. Students identify and comprehend most new variations of word meaning and new text-based vocabulary.

Data presented are considered preliminary. Final data will be released from the Indiana Department of Education following the Spring 2024 administration.

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[redacted]

STN: 600008047 | Student DOB: 1/1/2023 | Enrolled Grade: 03

Date Taken: 3/4/2024

IREAD-3 2023-2024

Client Demo Corporation - CUO

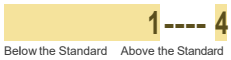
Client Demo School - CUO

Passing Status: Pass **Scale Score:** 650 **Reported Lexile® Measure: N/A**

How Did Your Child Perform on Different Areas of the Test?

The table and the graph below indicate student performance on individual reporting categories. The black dot indicates the student's score on each reporting category. The lines to the left and right of the dot show the range of likely scores your student would receive if he or she took the test multiple times.

A Below At/Near Above

Category	Reporting Category Achievement Category	Performance Level	Reporting Category Achievement Category Description
1. Reading: Foundations and Vocabulary			**What These Results Mean** Your student can almost always identify beginning, middle, and end sounds in one-syllable \(CVC or CVCe\) words. They are able to apply their knowledge of long and short vowels when reading regularly spelled one-syllable words, such as cap or cape. They can generally use context clues and/or text features to help find the meaning of unknown words, and can often identify word relationships. **Next Steps** Read a variety of written materials with your student. Point out one- and two-syllable words and ask the student to identify beginning, middle, and end sounds. Ask your student to identify words with long or short vowel sounds. Point to an unknown word from the text and talk with your student about how to use context clues to determine the meaning of the word. Talk about word relationships such as synonyms/antonyms, homographs/homonyms, and multi-meaning words.
2. Reading: Nonfiction			**What These Results Mean** Your student can almost always ask and answer complex inferential questions about nonfiction texts. They can identify implicit main ideas, analyze the connection between key details and the main idea, and analyze the relationship between historical events and scientific ideas or procedures. They can synthesize text structures, text features, and text to gain an understanding and further comprehension. **Next Steps** Ask your student to read a variety of nonfiction books and articles. Ask your student a variety of challenging questions about the text that will require inferencing, and identify and explain the supporting evidence. Ask your student to determine and analyze the central idea and key details. Talk about how text features add meaning to the text, and identify the text structures being used, such as problem/solution.
3. Reading: Literature			**What These Results Mean** Your student's ability to answer inferential questions about literature is growing. They are able to develop questions about the text while reading, recount key ideas, and identify simple themes. Your student can describe characters and explain how characters' actions contribute to the plot. They are also able to make logical predictions when reading. **Next Steps** Read a variety of folktales, fables, and tall tales with your student. Ask your student questions about the story that will require inferencing. Pause, while reading, and encourage your student to stop and ask questions about what they have read. Ask your student to determine key ideas/events, identify themes, describe characters, and explain how characters' actions add to or affect the plot. Pause while reading and predict what will happen next.

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Appendix 6A
Regression Study

Indiana Reading Evaluation and Determination

Annual Technical Report 2024–2025

Examining the Consistency of Corporation Performance between Spring 2024 and Spring 2025 IREAD Test Administrations

IREAD SPRING 2025 ADMINISTRATION ANALYSES

IN Technical Advisory Committee Meeting

April 10, 2025

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Purposes

- Integrity of item and test scoring
  - To check that the assessments are operating as intended
- Integrity of test administration
  - To help IDOE identify possible irregularities in test administrations by Indiana corporations

QC Processes and Analyses

- Item-level scoring
  - Item statistics reports are used to identify items that are not performing as expected.
- Test-level scoring
  - CAI's UAT and production score QC are conducted to ensure scoring accuracy of overall scale scores, overall performance levels, and reporting category scores.
- Weighted regression
  - To provide descriptive statistics on statewide test performance
  - To identify unexpected changes in corporation-level performance between Spring 2024 and Spring 2025 that could indicate irregularities in the Spring 2025 test administration.

G3 and G2 Test Administration

- Grade 3
  - Census test
  - Two performance levels: Did Not Pass, Pass
- Grade 2 (added as a separate test to IREAD starting Spring 2023)
  - Census test starting Spring 2025
  - Three performance levels: At Risk, On Track, Pass
- Both Grade 3 and Grade2 IREAD tests became Computer Adaptive Test (CAT) starting Spring 2024 and share the same item pool.
- In Spring 2024, 68699 students participated in Grade 2 testing.
  - About 42% of them passed and they were exempted from Grade3 testing in Spring 2025.
  - This has implications on subsequent data analyses.

Item Statistics Reports



Flagging Rules for P Value and Polyserial

  - Since IREAD is administered adaptively and the adaptive algorithm gives an item to a sample of students with abilities close to the item difficulty level, this results in a matched sample with a restricted range of abilities.

- Thus, target values for p value and polyserial are established using simulations.
  - Simulations are run using the same settings (e.g., item pool, blueprint, adaptive parameters, and ability distribution) as the operational tests.
- The difference between the target value and the observed value in the production data is observed for each item.
  - Note that target value and observed value are both based on a matched sample with a restricted range of abilities.
- Differences that are more than 3 standard deviations are flagged.

Flagging and Review

- Flagging rules:
  - |P Value Difference| > 3 SD & P Value_QA < 0.25
  - |Polyserial Difference| > 3 SD & Polyserial_QA < 0.3
  - RMSEA (Flagged if larger than 0.1)
- Flagged items are reviewed by CAI psychometricians and content experts.
- Item statistics are based on Grade 3 data.

Findings

	P Value	Polyserial	P Value Diff	Polyserial Diff	RMSEA
Mean	0.70	0.58	0.03	-0.09	0.04
SD	0.12	0.11	0.05	0.07	0.02
Min	0.38	0.23	-0.09	-0.23	0.00
Max	0.95	0.77	0.17	0.15	0.11

- P values and polyserials are consistent with target values from simulations.
  - Correlations between Spring 2025 *p* values/polyserials and their target values are 0.93 and 0.87, respectively.
- Number of items flagged by each rule:
  - |P Value Difference| > 3 SD & P Value_QA < 0.25: 0 item
  - |Polyserial Difference| > 3 SD & Polyserial_QA < 0.3: 1 item
  - RMSEA (Flagged if larger than 0.1): 1 item

Exposure Report



Exposure Report

Grade	Spring 2024	N	ItemsInExam	unused	0to20	21to40	41to60	61to80	81to100
2	Administration	81219	150	0	53.33	24.00	18.67	4.67	0.00
	Simulation	10000	150	0	52.00	24.00	20.00	4.00	0.00
	Difference		0	0	1.33	0.00	-1.33	0.67	0.00
3	Administration	64571	150	0	53.33	23.33	19.33	4.67	0.00
	Simulation	10000	150	0	52.00	22.67	20.00	5.33	0.00
	Difference		0	0	1.33	0.66	-0.67	-0.66	0.00

- Item exposure reports indicate whether pool usage is consistent with the configuration of the adaptive algorithm during simulations.
- Item exposure rate differences greater than +/- 3% and ItemsInExam differences greater than +/- 10 items are escalated for secondary review.
- Differences seem to be within our criteria for both grades.

Score QC

Test-Level Scoring Accuracy

- Score QC
  - UAT score QC (before testing window opens)
  - Production score QC (after testing window opens)
    - » Final SDF (before final score release)
- Verification checks
  - Overall Scale Scores
  - Performance Level (*Pass, Did Not Pass)*
  - Reporting Category Scores and Performance Levels
  - Attemptedness
- A third-party vendor conducts independent replications on all scores.

Findings

- CAI has completed score QC for UAT
  - ASC* completed replications for sample SDF from UAT successfully.
- CAI has completed score QC on final online DoR. Score QC on final paper DoR is still ongoing.
  - ASC is scheduled to begin replications on the final SDF on 04/18/2025.

*Online Assessment Platform and Psychometric Services

Weighted Regression



Analyses

- Statewide descriptive statistics across years (Spring 2019, and Spring 2021 through Spring 2025, for Grade 3, and Spring 2022 through Spring 2025, for Grade 2)
  - Participation rates
  - Demographic characteristics
  - Test performance (scale score, percent proficient)
- Predicting Spring 2025 corporation performance from Spring 2024 corporation performance and Spring 2025 demographic characteristics for Grade 3
  - R^2 and F test
  - Regression coefficients
  - Flagged corporations

Data

- Data for both Spring 2025 and Spring 2024 are population data
  - Spring 2025 data were based on DOR data pulled on 03/24/2025
  - Spring 2024 data were based on final SDF
- Corporation-level data were generated based on all students from Spring 2025 and Spring 2024
  - Have valid scale scores
  - On-grade students
- All corporations were included in this regression analysis
- Corporation-level variables
  - Corporation mean
  - Corporation-level demographic variables
  - Corporation exemption rate difference

Methodology

- Weighted regression is used to achieve homoscedasticity.
  - An analytical weight is set to the corporation size.
- Weighted standardized residuals are used to identify corporations that deviate from expected levels of achievement.
  - It allows for a flagging criterion that is sensitive to the size of the corporation to be applied.

Statewide Descriptive Statistics

Grade 3 Demographics

Year	N	Female	White	AfricanAmer	Hisp	SPED	ELL	S504	SES
2025	84,056	49	62	13	15	18	12	2	52
2024	81,919	49	63	13	15	19	12	2	54
2023	81,926	49	64	13	14	18	11	2	53
2022	81,158	49	65	12	14	17	10	2	49
2021	81,427	49	66	12	13	16	10	2	50
2019	NA	49	66	13	13	16	9	2	52

- Demographics are based on all the students who participated in Grade 3.
- N shows the number of students participated in G3 plus the number of students exempted from the current year G3.
- For all the students, Spring 2025 seems to show similar demographics to Spring 2024.

Grade 3 Participation and Test Performance

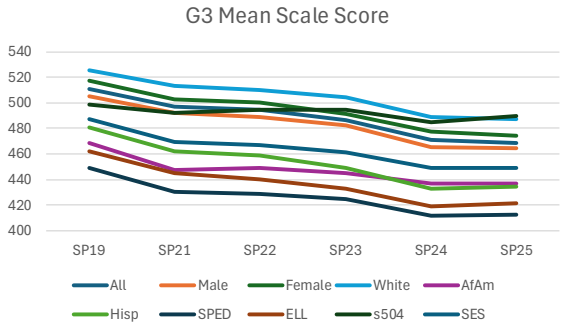
Year	N Enrolled	N Participated	N Passed G3	N Passed G2 Prior Year	Participation Rate	SS Mean G3	SS SD G3	Percent Prof Adjusted
2025	85,497	55,357	36040	28699	98%	469	93	77%
2024	82,825	61,518	40410	20401	98%	471	95	74%
2023	83,195	73,093	52351	8833	98%	487	91	75%
2022	81,158	79,633	--	--	98%	494	88	75%
2021	81,427	79,231	--	--	97%	497	89	75%
2019	NA	82,841	--	--	NA	511	81	81%

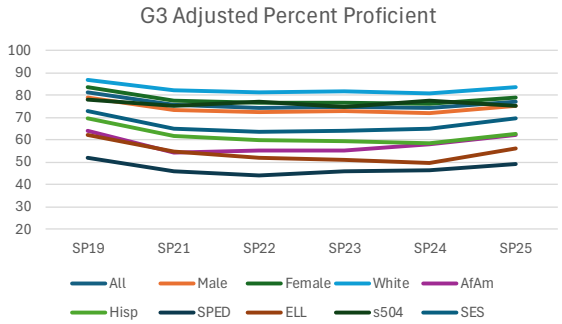
- Among the 85497 students enrolled in Grade 3, 28699 students passed in Grade 2 and thus did not participate in Grade 3 testing by exemption. Therefore, the statistics were adjusted taking the number of exempt students into account:
  - Participation Rate= $\frac{N\ Participated\ \ +N\ Passed\ \ G2\ Prior\ \ Year}{N\ Enrolled}$
  - Percent Prof (Adjusted) = $\frac{N\ Passed\ \ G3\ (Current\ \ year\ )+N\ Passed\ \ G2\ (Prior\ \ year\ )}{N\ Participated\ \ +N\ Passed\ \ G2\ (Prior\ \ year\ )}$

Grade 3 Participation and Test Performance Summary

- Test performance shows a slight decrease in Spring 2025.
  - ➢ This is expected given participation in Grade 2 testing increased from Spring 2024 to Spring 2025, and students who passed in Grade 2 were exempted from Grade 3.
- After adjustment for exemption, participation rate seems to be comparable between Spring 2025 and Spring 2024.
- Adjusted percent proficient shows an increase from Spring 2024 to Spring 2025.

Grade 3 Subgroup Test Performance





Adjusted Percent Proficiency										
	All	Male	Female	White	AfAm	Hisp	SPED	ELL	s504	SES
SP25	77.25	75.39	79.20	83.83	61.99	62.65	49.12	56.39	75.09	69.68
SP24	74.19	72.10	76.36	81.04	58.08	58.31	46.61	49.64	77.62	64.97
Diff	3.06	3.28	2.84	2.79	3.92	4.34	2.51	6.75	-2.53	4.71

Grade 3 Subgroup Participation Rate

Year	All	Male	Female	White	AfAm	Hisp	SPED	ELL	s504
2025	98	97	98	97	97	98	91	98	97
2024	98	97	98	97	97	98	91	98	97
2023	98	98	99	98	97	98	92	97	95
2022	98	98	99	99	96	98	91	98	85
2021	97	94	97	97	93	96	89	91	92

Subgroup participation rate seems to be consistent from Spring 2024 to Spring 2025. SPED seems to show the lowest participation rate among the subgroups, which is consistent across years.

* Enrollment data not available for Spring 2019

Grade 2 Demographics

Year	N	Female	White	African Amer	Hisp	SPED	ELL	S504	SES
2025	81,300	49	62	13	15	18	12	2	51
2024	68,699	49	61	14	16	18	13	2	58
2023	45,780	49	63	14	15	18	10	1	57
2022	20,199	49	68	12	13	17	9	1	53

- As compared to Spring 2024, there seems to be an increase in White but a decrease in some disadvantaged subgroups (e.g. African American, Hispanic, ELL, and SES) in Spring 2025.

Grade 2 Participation and Test Performance

Year	N Enrolled	N Participated	Participation Rate	SS Mean	SS SD	Percent Prof
2025	82,760	81,300	98%	434	93	48%
2024	70,237	68,699	98%	421	94	43%
2023	47,927	45,780	96%	427	89	45%
2022	21,073	20,199	96%	427	87	44%

- Test performance seems to increase compared to Spring 2024, in terms of both scale score distributions and percent proficient.
- It is important to note that IREAD was optional for G2 students from Spring 2022-2024, but it was mandated for the entire state in Spring 2025.

Predicting Spring 2025 Corporation Performance

Regression Model

- Dependent variable
  - Spring 2025 mean corporation scores
- Independent variables
  - Spring 2024 mean corporation scores
  - Corporation's proportion exempt difference between Spring 2025 and Spring 2024
  - Spring 2025 corporation-level demographics
- *Proportion Exempt Difference* was added as a new independent variable to account for the pass rate difference between prior year and current year in Grade 2.
  - Proportion Exempt = $\frac{N\ Passed\ \ at\ G2\ (prior\ \ year\ )}{N\ Participated\ \ \ at\ G3\ (current\ \ year\ )+N\ Passed\ \ at\ G2\ (prior\ \ year\ )}$
  - Proportion Exempt difference= Proportion Exempt (current year)-Proportion Exempt (prior year)
  - Corporations that did not participate in Grade 2 testing in Spring 2024 or Spring 2025 have a proportion exempt of 0 for that specific year.

R^2 and F Test

Subject	Grade	R^2	Adjusted R^2	F	F (Num. DF)	F (Den. DF)	P-value
IREAD	3	0.85	0.85	283.28	13	634	<.001

Standardized Regression Coefficients

Predictors	G3E
Proportion Exempt Difference	-0.29
Mean [SP24]	0.67
SES[Sp25]	-0.19
Special Education[Sp25]	-0.19
Section 504 [Sp25]	-
English Learner [Sp25]	-
Female [Sp25]	-
White [Sp25]	-
Black / African American [Sp25]	-
Asian [Sp25]	-
Hispanic [Sp25]	-
American Indian / Alaska Native [Sp25]	-
Native Hawaiian / Other Pacific Islander [Sp25]	-

Number of Corporations Flagged

Subject	Grade	N Corps	N Corps Flagged by |Std. Residual| > 4	N Corps Flagged by Wted |Std. Residual| > 3
IREAD	3	648	3	4

Summary and Recommendation

Summary

- Item statistics reports suggest that items were performing as intended.
- Score QC suggests that test-level scoring was accurate.
- Statewide impact data suggests an increase in test performance for Spring 2025 compared to Spring 2024.
- Weighted regression analysis suggests that Spring 2025 corporation-level achievement can be predicted with high levels of accuracy by the prior achievement and corporation characteristics.
- Only 7 corporations were flagged for deviating from expected levels of achievement by weighted standardized residuals greater than 3 or 4.

Recommendation

- IDOE should evaluate the flagged corporations for potential irregularities.
- If no irregularities are identified, we recommend proceeding with final score release.

Questions/Suggestions?