OFFICE *of the* SECRETARY *of* EDUCATION

2025-2026

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 2025-2026 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, 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 *2025-2026 Accessibility and Accommodations Information for Statewide Assessments* document to further outline policy regarding specific universal and designated features, accommodations, and protocol for students receiving specific supports. 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.

2025-2026 Statewide Assessment Updates

Learn more about updates impacting statewide assessments following Indiana's 2025 legislative session here.

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[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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Section 1: Participation 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.

Part A: *Education Scholarship Account (ESA) Guidance*

Students with disabilities who are eligible for special education and related services may be eligible for an ESA, under IC 20-51.4. 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.

If a student has an ESA, the parent may choose to have special education and related services provided by the public school under a service plan (SP), or the parent may choose to have special education funds added to the ESA so that the parent may choose which services to provide and the service providers to provide those services under an Education Scholarship Account Education Service Plan (ESA-SP).

Upon acceptance into the Educational Scholarship Account Program, parents will be provided with the testing location and list of statewide assessments required for their students. It is the

responsibility of the parent to coordinate testing with the assigned testing site. For questions regarding this process, please email esa@doe.in.gov or visit the ESA web page.

Section 2: 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.

Corporation Test Coordinators (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.

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 an ILEARN 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 cannot resume the assessment on a subsequent day, even if they paused the test due to illness, as it will expire overnight. 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.

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 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 [2] (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.

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[2] 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.

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 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 School Day.
- The medical support cannot be accessed during testing unless medically necessary.
- If the student is being tested in a small group setting a proctor must be present in the testing room (along with a TA). The proctor must be next to/near the student to monitor the student to ensure the student is not accessing any content other than the assessment.
- If the student is being tested individually, only the TA is necessary and the TA should be next to/near the student to ensure the student is not accessing any content other than the assessment.
- Proctors and TAs must 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 or TA 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 may administer the ILEARN Checkpoints remotely utilizing the Remote Proctoring feature. More information about Remote Proctoring can be found on the [Indiana Assessment Portal](). The ILEARN Summative must be administered in-person.

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: *Required Universal Reading 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 3: School Set-Up As Testing Site

Part A: *DOE Online*

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, the Additional 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. CTCs and the optional Additional Member will both be required to complete all training by established due dates in order to ensure uninterrupted access to test platforms during the test window. Refer to [this guidance](#) for assistance with accessing this platform.

Part C: *Formal Staff Training and Testing Security and Integrity Agreement*

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 solely 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.

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, cafeteria personnel, 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 4: Assessment Roles

Part A: *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.
  - The ILEARN Through-Year's first Checkpoint window opens prior to September 30; all school staff of 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 August 1; 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[3] assessment books, large print and/or braille materials) to the testing vendor by required deadlines.
- 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 E 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 Staff 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 B*: 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.

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[3] 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.

- 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 Test Information Distribution Engine (TIDE) 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 C: *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. For the ILEARN Checkpoints only, non-certified staff may serve as TAs provided that they have participated in the appropriate test security training(s) and have completed the necessary certification course outlined below.

TAs must complete a certification process to initiate testing for:
- ILEARN/IREAD (through Cambium Assessment, Inc. [CAI])
  - Remote Proctoring Test Administration Certification (through CAI for virtual schools administering the ILEARN Checkpoints remotely)
- 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. [**Note IDOE Assessment Policy overrides College Board requirements, therefore all TAs/Proctors administering a College Board assessment must have a valid, Indiana license.**]

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. 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 online or paper testing script, 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 the Secure Segment 1 Script or Paper Testing Script for IREAD.
- 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 D: *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, 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 the Secure Segment 1 Script or Paper Testing Script for IREAD, 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 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: 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 and participation in SAT Weekend testing does not fulfill accountability requirements. 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, except for the ILEARN Checkpoints. 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. **Practice Test Guidance.** Schools must use these guidelines to administer practice tests to students prior to operational testing. The purpose of practice tests is to familiarize students with the testing experience, including logging into the online system, using tools and features, interacting with different item types, and working with any assigned accommodations and/or designated supports. Students are required to take the applicable practice test(s) at least once prior to the operational assessment(s). Once a student has completed a practice test, they are not required to take that practice test again during the school year.

Test Administrators (TAs) (or Proctors for College Board assessments) must follow the scripted directions included in the appropriate test administration manual when administering a practice test. Students must participate in a practice test for a given content area prior to the corresponding operational test (e.g., a student completes the practice test for mathematics before beginning the operational test for mathematics). The practice test for each paper assessment is embedded at the front of the paper test document. Students participating in regular print, large print, or braille ILEARN or IREAD 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. The practice test for I AM is embedded in the operational assessment. Students and TAs will not have access to the I AM practice until the testing window opens.

Practice tests are not required prior to the administration of the SAT school day. The digital readiness check (which includes either a test preview or optional full-length practice test) must be conducted 1-2 weeks before test day.

School personnel serving as TAs must complete the CAI TA Certification Course. Only TAs who have completed the TA Certification Course and are identified in the Test Information Distribution Engine (TIDE) can initiate online test sessions. A separate TA Certification Course is required for I AM, and another course is available for ILEARN and IREAD assessments.

Schools that provide full time remote/virtual instruction for their entire school population will have remote proctoring test administration available for the ILEARN Checkpoints. A separate Remote Proctoring TA Certification Course is required for TAs to administer the practice tests remotely.

Students participating in IREAD Summer Retest are not required to participate in the practice test prior to participation if they participated in the practice test in the spring. Additional information on CAI practice tests can be found on the Indiana Assessment Portal.

WIDA Screener and ACCESS online practice tests can be accessed via a public webpage; thus, completion of WIDA training is not required to administer WIDA practice tests. Practice test items are also presented at the beginning of each operational domain test.

The Official SAT Practice is available through Khan Academy. Students with existing SAT or PSAT/NMSQT scores can connect to their College Board account to get practice tests and lessons tailored to their previous performance. Students without scores can take diagnostic tests to determine areas of emphasis in the practice. View additional information [here](#).

2. **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[4] 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 5, 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.

3. **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.

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[4] 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.

- Give students sufficient practice with various assessment item formats to ensure that testing measures students' knowledge and understanding rather than test-taking skills.
  - Administer items using the Released Items Repository/preparation resources. School staff may access [College Board's Educator Question Bank](#) and students may access [Khan Academy's SAT Practice and Preparation website](#) to access practice items.
  - Administer items using practice tests.

4. **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.

5. **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.

- Schools may review the [Mathematics](#) and [English/Language Arts](#) Assessment Frameworks when determining which reference materials need to be covered or removed for the ILEARN Checkpoints.

6. **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.

7. **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.

   - 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.

8. **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.

9. **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 F, 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.

10. **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.

11. **Systems Readiness Test (SRT).** Optional SRT protocol for ILEARN, IREAD, 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. All SAT School Day testing irregularities must be submitted to College Board in Test Day Toolkit.

- **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, 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, 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/Online or Paper Testing Script;
   ● 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 D 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.
● College Board manuals are also 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 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 2025-2026 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 2025-2026 All Staff Test Security and Integrity Training and the 2025-2026 Indiana Assessments Policy Manual.
- Direct any questions or concerns to your CTC/STC prior to testing.

2025-2026 Assessment Manuals		
ILEARN		
Test Administration(s)	**Manuals**	**Audience**
Fall 2025 Winter 2026 Spring 2026	ILEARN Test Administrator's Manual (TAM)* (Includes information for Grades 3-8, Checkpoints, Biology ECA, and U.S. Government ECA)	CTCs, STCs, and TAs
IREAD		
Spring 2026 Summer 2026	IREAD TAM*	CTCs, STCs, and TAs
I AM		
Spring 2026	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 2025 PSAT/NMSQT Spring 2026 SAT School Day	SAT Suite Test Coordinator Manual	CTCs and STCs
	SAT Suite Proctor Manual	Proctors
IKRA		
Fall 2025	KRA TAM	Kindergarten Teachers and kindergarten classroom staff

The same TAM will be used for all test administrations for the school year.

Section 6: Scoring and Reporting

Part A: *Scoring Process of Open-Ended Assessment Items*

Indiana's testing vendors employ qualified scorers in ELA and mathematics to score student responses to open-ended assessment items.

ILEARN Summative 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, 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 Summative 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 Assessments: I AM and IREAD 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 7: Test Security

Part A: *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.

Part B: *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 C: *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 H).

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 D: *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 E: *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 F: *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 G: *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.