



LEAP 2025 Humanities Assessment

Grade 7

2019—2020: Window 2

Test Administration Manual



State Board of Elementary and Secondary Education Test Security Policy¹

The Louisiana State Board of Elementary and Secondary Education approved a Test Security Policy on December 10, 1998. This has been periodically revised.

The Board of Elementary and Secondary Education holds the test security policy to be of utmost importance and deems any violation of test security to be serious.

The State Superintendent of Education may disallow test results that may have been achieved in a manner that is in violation of test security.

In cases in which test results are not accepted because of a breach of test security or action by the Louisiana Department of Education, any programmatic, evaluative, or graduation criteria dependent upon the data shall be deemed not to have been met.

Any teachers or other school personnel who breach test security or allow breaches in test security shall be disciplined in accordance with the provisions of R.S. 17:441 et seq., R.S. 17:81.6 et seq., policy and regulations adopted by the State Board of Elementary and Secondary Education, and any and all laws that may be enacted by the Louisiana Legislature.

The mission of the Louisiana Department of Education (LDOE) is to ensure equal access to education and to promote equal excellence throughout the state. The LDOE is committed to providing Equal Employment Opportunities and is committed to ensuring that all of its programs and facilities are accessible to all members of the public. The LDOE does not discriminate on the basis of age, color, disability, national origin, race, religion, sex, sexual orientation, gender identity, political affiliation, or genetic information. Inquiries concerning the LDOE's compliance with Title IX and other civil rights laws may be directed to the Attorney, LDOE, Office of the General Counsel, P.O. Box 94064, Baton Rouge, LA 70804-9064; 877-453-2721 or assessment@la.gov. Information about the federal civil rights laws that apply to the LDOE and other educational institutions is available on the website for the Office of Civil Rights, USDOE, at <http://www2.ed.gov/about/offices/list/ocr/index.html>.

**To anonymously report testing irregularities,
please call the LDOE Assessment Hotline at 844-268-7320.**

¹ Excerpts from *Bulletin 118*

**SCHOOL TEST ADMINISTRATOR
PRE-ADMINISTRATION OATH OF SECURITY AND CONFIDENTIALITY STATEMENT**

I, _____, do hereby affirm the following:

Name of School Test Administrator (print)

- I was provided the *Test Administration Manual* to review on ____/____/____.
- I participated in professional development on test security and administration provided for this test administration on ____/____/____.
- I will read and follow all testing procedures in accordance with those outlined in the LEAP 2025 Humanities Assessment Test Administration Manual and all other guidelines and instructions provided by my school or district test coordinator.
- I will follow security regulations for distribution and return of secure consumable test booklets and supplementary secure materials.
- I will test students approved for accommodations and I will administer the test with the assigned accommodations.
- I will not give anyone access to test items/questions prior to testing.
- I will not examine any test item/question at any time (except when providing test accommodations for eligible students).
- I will not at any time copy, reproduce, record, store electronically, discuss, or use in a manner inconsistent with test regulations all or part of any secure test item, consumable test booklet, or supplementary secure materials.
- I will not coach students in any manner during administration of the test.
- I will not provide answers to students in any manner during administration of the test, including provision of cues, clues, hints, and/or actual answers in any form.
- I will report any testing irregularities to the school test coordinator or to the Assessment Hotline at 844-268-7320.
- I was informed of the Department policy in *Bulletin 746* regarding denial, suspension, and/or the revocation of a Louisiana Teaching, Administrator, or Ancillary Certificate due to cheating.

Executed on this day: ____/____/____

Name of School

Name of School System

Signature of School Test Administrator or Proctor

Signature of School Test Coordinator

Signature of Principal

BEFORE TESTING: school test administrators and proctors must complete and submit a signed copy of this form to their school test coordinator. This form will be maintained for a period of three years in the school test coordinator's file. Separate forms must be submitted for each test administrator.

**SCHOOL TEST ADMINISTRATOR
POST-ADMINISTRATION OATH OF SECURITY AND CONFIDENTIALITY STATEMENT**

I, _____, do hereby affirm the following:
Name of School Test Administrator (print)

- I was provided the *Test Administration Manual* to review on ____/____/____.
- I participated in professional development on test security and administration provided for this test administration on ____/____/____.
- I read and followed all testing procedures in accordance with those outlined in the LEAP 2025 Humanities Assessment Test Administration Manual, and all other guidelines and instructions provided by my school or district test coordinator.
- I followed security regulations for distribution and return of secure consumable test booklets and supplementary secure materials.
- I tested students approved for accommodations and I administered the test with the assigned accommodations.
- I did not give anyone access to test items/questions prior to testing.
- I did not examine any test item/question at any time (except when providing test accommodations for eligible students).
- I did not at any time copy, reproduce, record, store electronically, discuss, or use in a manner inconsistent with test regulations all or part of any secure test item, consumable test booklet, or supplementary secure materials.
- I did not coach students in any manner during administration of the test.
- I did not provide answers to students in any manner during administration of the test, including provision of cues, clues, hints, and/or actual answers in any form.
- I reported any testing irregularities to the school test coordinator or to the Assessment Hotline at 844-268-7320.
- I was informed of the Department policy in *Bulletin 746* regarding denial, suspension, and/or the revocation of a Louisiana Teaching, Administrator, or Ancillary Certificate due to cheating.

Executed on this day: ____/____/____

Name of School

Name of School System

Signature of School Test Administrator or Proctor

Signature of School Test Coordinator

Signature of Principal

AFTER TESTING: school test administrators and proctors must complete and submit a signed copy of this form to their school test coordinator. This form will be maintained for a period of three years in the school test coordinator's file. Separate forms must be submitted for each test administrator.

Any teacher or other school personnel found guilty of facilitating cheating may have his or her Louisiana Teaching, Administrator, or Ancillary Certificate suspended or revoked in accordance with *Bulletin 746, §908*, and may face criminal charges.

To anonymously report testing irregularities, please call the LDOE Assessment Hotline at 844-268-7320.

TABLE OF CONTENTS

Pre-Administration Oath of Security and Confidentiality Statement	ii
Post-Administration Oath of Security and Confidentiality Statement	iii
LEAP 2025 Humanities Assessment Purpose	vii
Key Dates	vii
TEST SECURITY	1
Secure Test Materials	1
REQUIRED TRAINING SESSIONS	2
DISTRICT TEST COORDINATOR-CONDUCTED TRAINING SESSION	2
SCHOOL TEST COORDINATOR-CONDUCTED TRAINING SESSION	2
ONLINE TOOLS TRAINING (OTT)	2
TESTING IRREGULARITIES AND SECURITY BREACHES	5
Electronic Devices	6
Visitors / Unauthorized Visitors	6
VOIDING STUDENT TESTS	6
TESTING GUIDELINES	7
TESTING ELIGIBILITY	7
TESTING SCHEDULE	7
Testing Times and Operational Design	7
Short Break between Sections	7
Pausing the Test	9
TESTING CONDITIONS	11
TESTING ENVIRONMENT	11
Materials Prohibited in the Testing Environment	11
SPECIAL POPULATIONS AND TEST ACCOMMODATIONS	13
IDEA Special Education Students	13
Students with One or More Disabilities According to Section 504	13
Gifted and Talented Students	13
TEST ADMINISTRATION PROCEDURES FOR SECTION 504 STUDENTS	14
TEST ACCOMMODATIONS FOR SPECIAL EDUCATION AND SECTION 504 STUDENTS	14
Braille	14
Large-Print	14
Answers Recorded (Scribe)	14
Capitalization and Punctuation	15
Extended Time	15
Communication Assistance	15
Transferred Answers	16
Individual/Small Group Administration	16
Tests Read Aloud (Text-to-Speech)	16
Other	17
SPECIAL CONSIDERATIONS FOR DEAF AND HARD-OF-HEARING STUDENTS	17
Physical Setting	17
Use of Fingerspelling	17

ENGLISH LEARNERS (ELs)	18
Exceptions for Test Accommodations	18
Special Considerations for Testing	18
TEST MATERIALS	19
ROLES AND RESPONSIBILITIES: QUICK REFERENCE	20
SCHOOL TEST ADMINISTRATOR	20
Before Testing	20
During Testing	20
After Testing	21
MANAGING STUDENT LOGINS	22
Student Changes (Transfers/Additions/Etc.)	22
Locked Test Codes/Student Login Tickets	23
Invalidating Student Test	23
Technical Issues	23
FREQUENTLY ASKED QUESTIONS	24
GENERAL ADMINISTRATION INSTRUCTIONS	26
READING DIRECTIONS TO STUDENTS	26
<i>WRITTEN IN BONE</i> —SECTION 1	29
<i>WRITTEN IN BONE</i> —SECTION 2	31
<i>A CHRISTMAS CAROL</i> —SECTION 1	33
<i>A CHRISTMAS CAROL</i> —SECTION 2	35
<i>THE GIVER</i> —SECTION 1	37
<i>THE GIVER</i> —SECTION 2	39
<i>HOW TO WRITE A MEMOIR</i> —SECTION 1	41
<i>HOW TO WRITE A MEMOIR</i> —SECTION 2	43
MAKE-UP TESTING	45

LEAP 2025 Humanities Assessment Purpose

The LEAP 2025 Humanities Assessment is a new approach to testing that measures student understanding of pre-identified knowledge and texts, drawing on students’ deep knowledge of content and books from their daily classroom experiences. This new approach is designed to make assessments more connected to the classroom for Louisiana teachers and students, while providing valid, reliable and transparent data on student achievement.

Alert

In order for the department to accurately report participation rates, appropriate accountability codes should be recorded for students who do not test.

Key Dates

Online Tools Training	Available
Locked Down Browser Install	Available
TSDL File uploaded to ADAM site	No later than January 13, 2020
Manual available to schools	January 13, 2020
Test Forms published in ADAM and available to schedule	January 20, 2020
TESTING WINDOW	January 27, 2020 – February 7, 2020
Void reports due	February 7, 2020

Contact the Louisiana Department of Education (LDOE) for requests for individual student information or questions about individual student circumstances, explanation or changes in testing procedures, or clarifications of procedures and policies.

By phone: 844-268-7320
By email: assessment@la.gov

TEST SECURITY

Administering tests is an important professional responsibility that requires the same seriousness of purpose and quality of preparation as any other instructional activity. A standardized test must be administered according to the directions. This manual details these directions and the tasks of a test administrator. To safeguard the value of the tests, each test administrator must follow all instructions exactly.

The LDOE requires that all persons involved in any aspect of testing strictly adhere to all security procedures described in this manual and in *Bulletin 118*.

Test administrators must receive this manual for the LEAP 2025 Humanities Assessment administration before testing to allow them ample time to review the directions for correct test administration.

Test administrators and proctors are required to sign the Test Administrator Pre-Administration and Post-Administration Oaths of Security and Confidentiality Statements both before and after testing is completed, ensuring that security and test administration procedures were followed (see pages ii and iii.)

Secure Test Materials

Test administrators are responsible for the security of all secure materials assigned to them. **On completion of testing each day, test administrators are required to account for these secure materials.** Materials must be stored in a locked, secure storage area when not being used for testing, immediately after testing each day, and during any extended break.

Secure test materials include:

- ADAM test codes,
- Student rosters,
- Student login tickets—LASID (if building elects to print for student use),
- Lists of students being provided accommodations,
- Scratch paper written on by students, and
- Any other materials including electronic formats that may contain test items or student responses.

Secure test materials must never be left in open areas or unsupervised. Supervision requires a person trained in test security. **No one, except students or test administrators who are administering tests which require a teacher to view items as part of an approved accommodation, is permitted to view or read the test or test items before, during, or after administration.**

The test coordinator will make arrangements for the test administrator to a) receive the ADAM test codes just prior to the scheduled test session and b) for the immediate return of test materials after each section. During extended breaks and immediately after completing testing each day, all secure test materials must be accounted for and returned to the test coordinator for storage in a locked, secure storage area.

REQUIRED TRAINING SESSIONS

DISTRICT TEST COORDINATOR-CONDUCTED TRAINING SESSION

The district test coordinator will schedule and conduct a training on test security and administration for all test coordinators, principals, the school system Section 504 coordinator, the school system SIS coordinator, the school system EL coordinator, and the school system special education director/supervisor who will be involved in test administration or monitoring. The training will focus on test security policies and procedures, test administration procedures, documentation and provision of testing accommodations, and the importance of strictly following all directions in the manuals.

SCHOOL TEST COORDINATOR-CONDUCTED TRAINING SESSION

The school test coordinators will train all persons who have access to, monitor, or administer tests. This includes test administrators, proctors, monitors, interpreters, scribes, and any other persons who will be in the presence of the tests at any time. **Attendance at the training session is mandatory.**

Training will focus on following test administration directions and procedures, test security, and providing an appropriate test setting. School test administrators should have this test administration manual during training in order to study, write in, and highlight the manual before testing.

School test coordinators will compile a list of students approved for accommodations, specifying the accommodations they are to receive. Test administrators for these students will receive a copy of the list before testing and should ensure they are knowledgeable about the accommodations and how to administer the tests with the assigned accommodations.

ONLINE TOOLS TRAINING (OTT)

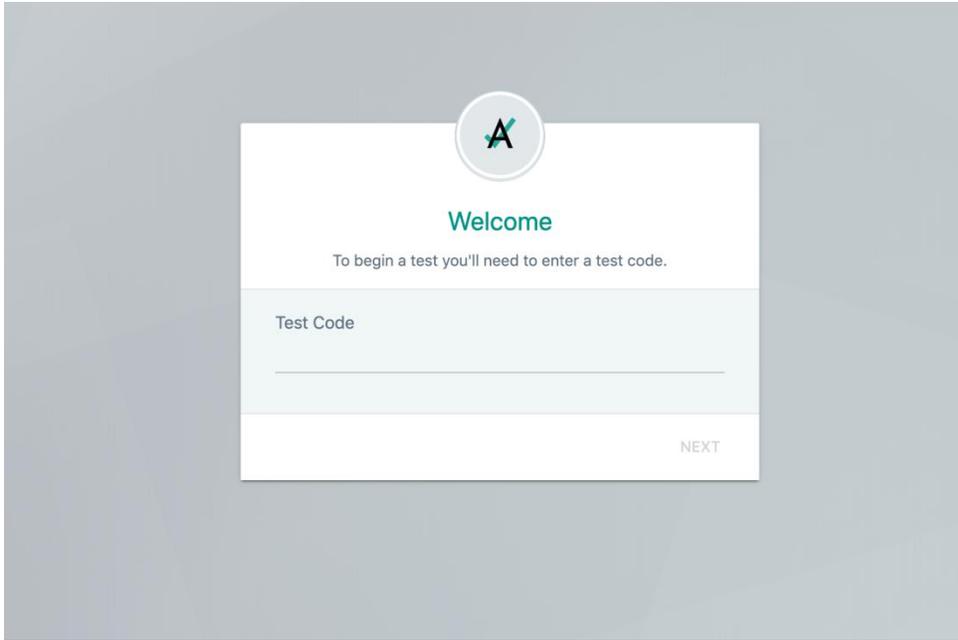
It is **required** that test administrators and students experience the Online Tools Training (OTT) **before** the computer-based test administration.

The OTT is designed to provide an introductory online experience for test administrators and students. The purpose of the OTT is for the students to observe and practice using features of the ADAM system prior to an actual test administration. Test items have been chosen to demonstrate the item types and tools of computer-based testing for the content area. The goal is to familiarize students with the use of the computer and not to test content knowledge within any subject.

Test administrators must model for students how to complete the various item types, use tools, and navigate the testing platform. Although the test items used for illustration purposes are indicative of the content of a given assessment, the OTT is **not** a practice test of content. That is, the OTT is not designed to demonstrate complete coverage of the tested content, and **it is not scored**.

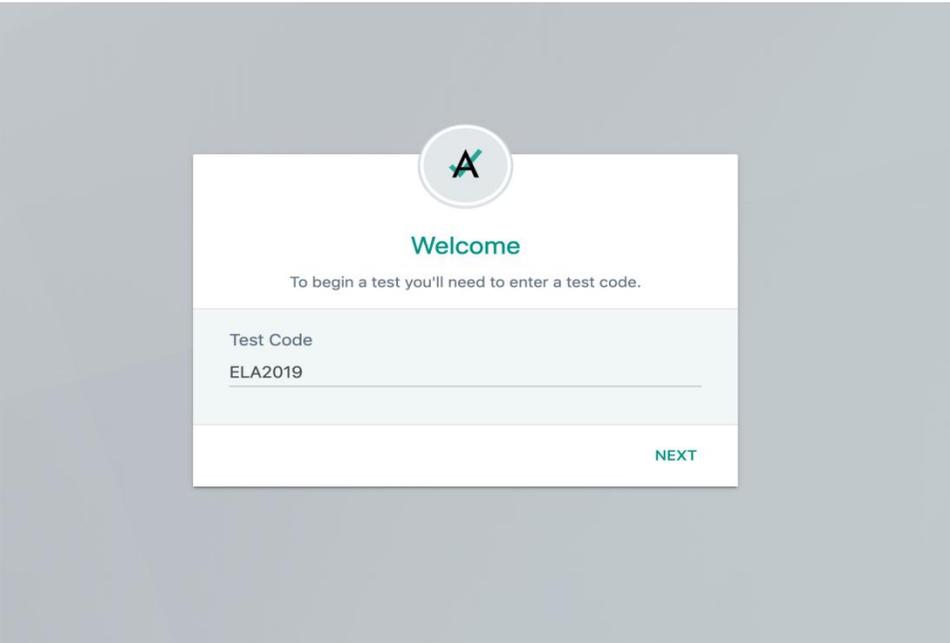
Remind students that the OTT is designed to allow them to experience taking an assessment on a computer and to experiment with the features available to them during an actual assessment.

To begin an OTT, students will navigate to www.adamexam.com/tester or open up the lockdown browser (if already installed) on the machine. Students will be directed to the following screen:

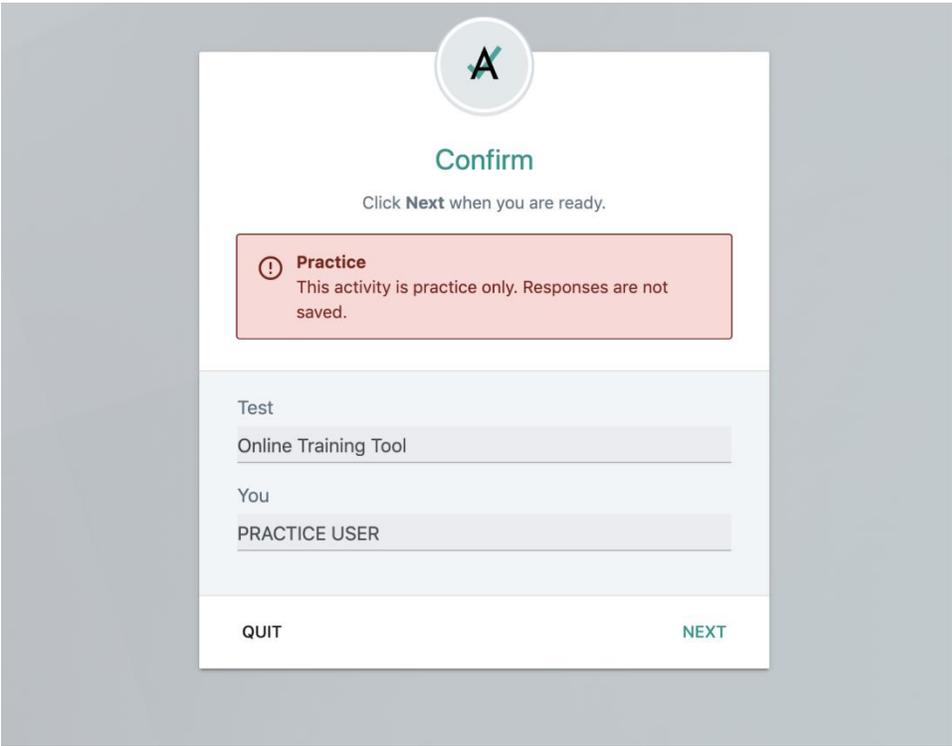


Students type in **ELA2019** as the test code for the OTT and click the **Next** button.

NOTE: Students who require the Text-to-Speech (TTS) accommodation must type in **ELA2019TTS** as the test code and then click the **Next** button.



Once the student clicks **Next**, the following screen will appear:



TESTING IRREGULARITIES AND SECURITY BREACHES

A testing irregularity or security breach is any incident in test handling or administration that leads to concerns regarding the security of the test or the accuracy of the test data. Any action that compromises test security or score validity is prohibited. All testing irregularities and security breaches must be reported to the test coordinator **with written documentation**.

Violations of test security defined in *Bulletin 118* include, but are not limited to:

- Administering tests in a manner that would give examinees an unfair advantage or disadvantage.
- Giving examinees access to test items prior to testing.
- Examining any test item at any time (except for providing certain accommodations, as described later in this manual).
- Reproducing or discussing all or part of any secure materials.
- Altering or interfering with examinees' responses in any manner.
- Administering previous or current forms of any statewide assessment.
- Failing to account for and secure test materials.
- Losing an ADAM test code or student login ticket (if tickets are printed by the building).
- Leaving test materials or ADAM test codes unattended or unsecure at any time.
- Conducting testing in alternate environments without LDOE approval.
- Reading or viewing the passages or test items before, during, or after testing.
- Failing to follow administration directions exactly as specified in this manual.
- Copying or reproducing (e.g., taking a picture of) any part of the passages, test items, or any secure test materials.
- Revealing or discussing passages, sources, stimuli, or test items at any time with anyone, including students and school staff, through verbal exchange, email, social media, or any other form of communication.
- Providing unauthorized persons access to secure materials.
- Removing secure test materials from the school's campus or removing them from locked storage for any purpose other than administering the test.
- Coaching students during testing, including giving students verbal or nonverbal cues, hints, suggestions, paraphrasing or defining any part of the test, or interfering with examinees in any manner during testing.
- Allowing cheating of any kind.
- Engaging in activities (e.g., grading papers, reading a book, newspaper, or magazine) that prevent proper student supervision at all times while secure test materials are still distributed or while students are testing.
- Leaving students unattended for any period of time while secure test materials are distributed or while students are testing.
- Failing to provide a student a documented accommodation.
- Providing a student an accommodation that is not documented.
- Not allowing students the allotted time to complete a section.
- Participating in, encouraging, or failing to report any security breach or testing irregularity.

Test coordinators will discuss other possible testing irregularities and security breaches with test administrators during training.

Violations of test security can result in the revocation of a Teaching, Administrator, or Ancillary Certificate as defined in *Bulletin 746*.

Electronic Devices

Using a cell phone or other handheld electronic device (e.g., smartphone, portable media player, smart watch, eBook reader, electronic pen, document scanner) is prohibited during distribution of secure test materials, while students are testing, after a student turns in his or her test materials, and/or during a break.

Exception: Test administrators may have devices but they must be in the “off” position while around secure test materials, except for devices required for approved accommodations, online assessments, or to provide technical assistance during online assessments. Test coordinators and test administrators are permitted to use cell phones in the testing environment **ONLY** in cases of emergencies or when timely administration assistance is needed.

Visitors / Unauthorized Visitors

Visitors, including parents/guardians, school board members, reporters, and school staff not authorized to serve as test administrators are prohibited from entering the testing environment.

Exception: Authorized visits by LDOE monitors and LDOE-sanctioned monitors, LEA monitors, and state-authorized observers are allowed based on state-specific policy, as long as these individuals do not disturb the testing process.

For a list of testing irregularities and security breaches that must be reported and documented, contact the test coordinator. Test administrators must adhere to the following protocol:

- The incident must be reported to the test coordinator immediately.
- Any additional documentation required by the test coordinator or LDOE must be completed.

Anyone wishing to anonymously report testing violations directly to the LDOE should call 1-844-268-7320 between the hours of 6:30 a.m. and 4:30 p.m.

VOIDING STUDENT TESTS

Student tests must be voided if there is an instance of cheating, misconduct, or administrative error—whether by a student or by anyone else.

In the case of student cheating, the test coordinator must receive a written account of the incident. In addition, a Void Form must be completed and emailed to assessment@la.gov.

TESTING GUIDELINES

TESTING ELIGIBILITY

All students except those qualifying for LEAP Connect must be tested, regardless of enrollment date.

TESTING SCHEDULE

The dates for test administration are scheduled by LDOE. **Both test sections must be administered and completed on a single day.** See individual student exceptions under *Make-up Testing* (page 45).

Unless a student has *Individual or Small Group Administration* as an accessibility feature, all students in a testing group must begin testing on a section at the scheduled time. If a student arrives late, the student may not join that section. The student must wait until make-up testing to complete the missed section.

NOTE: There is no formal make-up session. **Make-up testing must occur during the defined testing window.** The test administrator should notify the school test coordinator of students who need to take make-up tests.

After each day's scheduled testing, all secure materials must be returned to the test coordinator for storage in the locked, secure storage area.

If an extended break is scheduled for any reason, secure materials must be returned to the test coordinator to be stored in the locked, secure storage area during the extended break.

Testing Times and Operational Design

Each test section is timed at 60 minutes. Students must complete each section within the required testing time and must also be allowed the full allotted time. **Both test sections must be administered and completed within a single day.** The following are time allocations and material specifications for each test section:

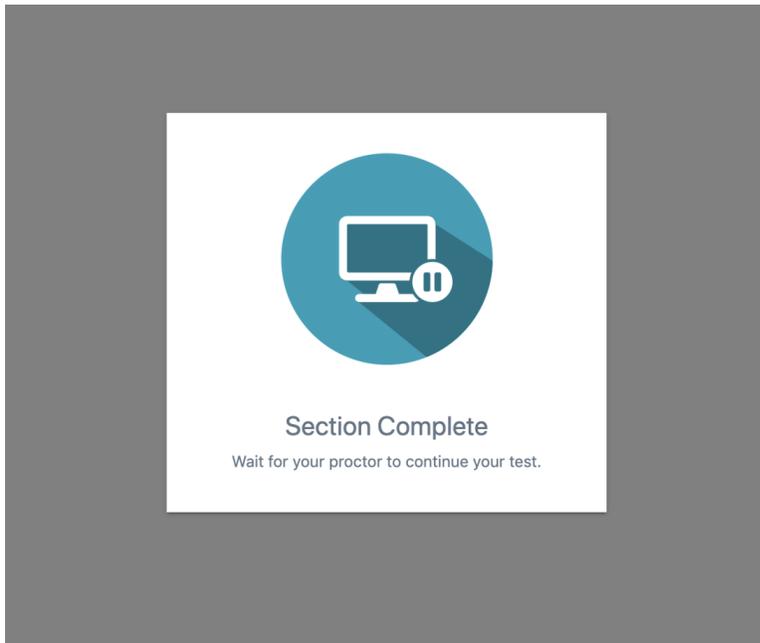
SECTION	TIME	MATERIALS REQUIRED
Section 1 (unit texts and unit-related texts)	60 minutes	Guidebook Unit Texts (unit-related texts are provided online)
Section 2 (essay)	60 minutes	No Texts Allowed

Short Break between Sections

When Section 1 is completed, test administrators should provide students with a break before they begin Section 2.

NOTE: Students cannot return to Section 1 after the break.

Once students complete Section 1, they will be presented with the following screen:



After the break, the proctor must click the **Release to Next Section** button (shown below) from the proctoring screen to allow students to start Section 2.

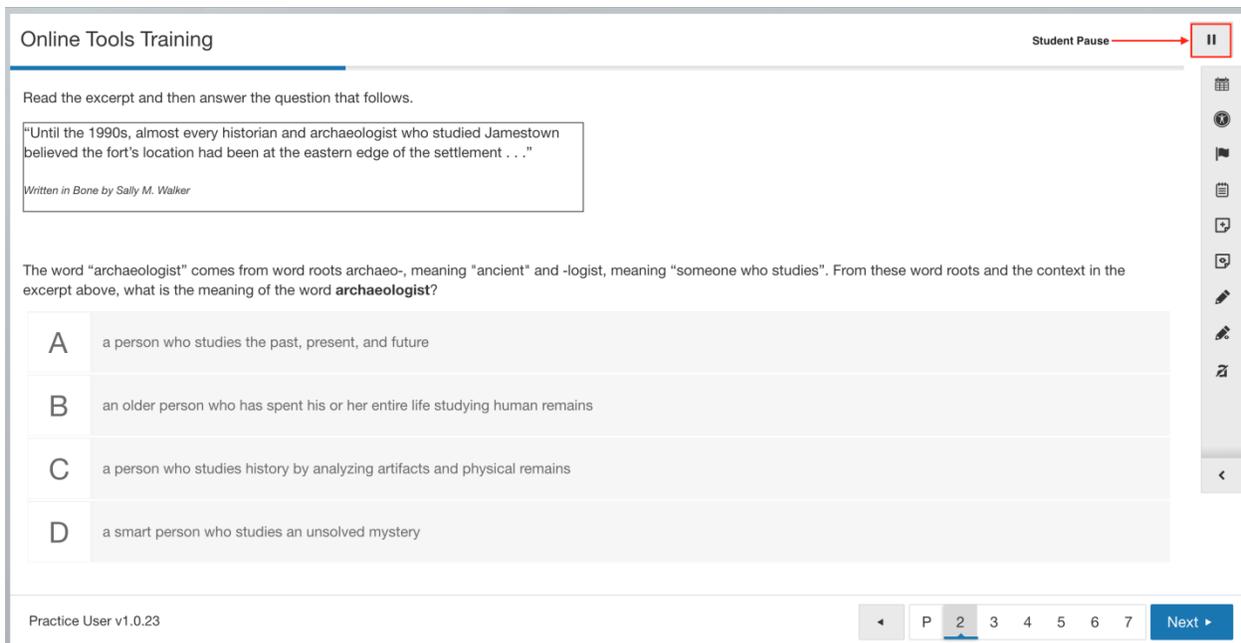
The screenshot shows the ADAM (Assessment Delivery and Management) interface. At the top left is the ADAM logo. The main header displays "Proctoring 07MAT-AA010100 Class The Giver Form A - Real (F3WNJR)" and an "Exit" button on the right. Below the header, there is a "Test Information" sidebar on the left and a "Test Sessions" table on the right. The "Test Sessions" table has columns for "Tester", "State", "Accommodations", and "Actions". The first row shows "Lily Jackson" with a "Section Complete" state and a "Release All To Next Section" button. Other rows show "Addison Taylor", "Avery Thomas", "Ella Miller", "Elizabeth Jones", and "Olivia White", all with "Not Started" states.

Tester	State	Accommodations	Actions
Lily Jackson	Section Complete	TTS	Release All To Next Section
Addison Taylor	Not Started	TTS	
Avery Thomas	Not Started	TTS	
Ella Miller	Not Started	TTS	
Elizabeth Jones	Not Started	TTS	
Olivia White	Not Started	TTS	

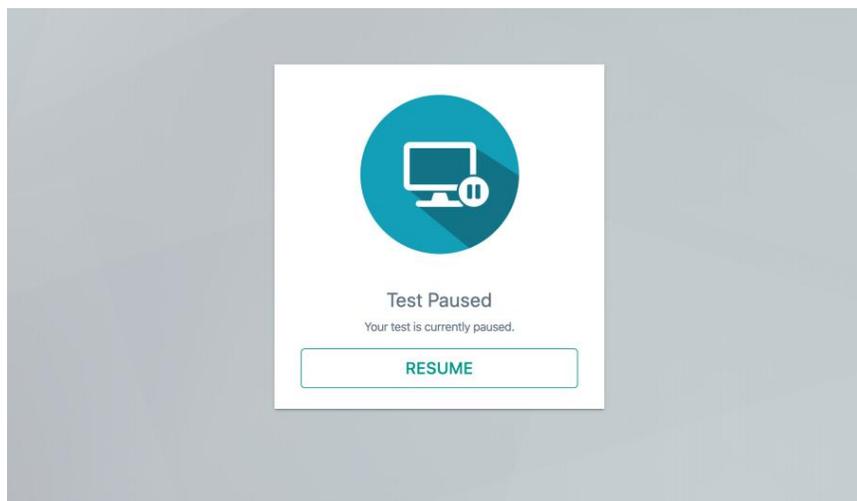
Pausing the Test

A test can be paused from the student screen (upper right hand corner) for up to 20 minutes. If a student needs to leave the computer lab/classroom for a short break during the test administration (e.g., restroom break, office visit, etc.) the student should click the **Student Pause** button. Once this button is clicked, the test items are removed from the screen for test security reasons.

- Student Screen Pause:
 - The **Student Pause** function should be utilized if a student has to leave his or her computer station for any reason for a period of less than 20 minutes.
 - Upon resuming, the student is returned to the portion of the test where he or she was prior to the pause.
 - Notes or markings he or she made using the online tools before pausing the test will remain in the test section.



The screenshot shows the 'Online Tools Training' interface. At the top right, there is a 'Student Pause' button with a red arrow pointing to it. The main content area contains a reading excerpt and a multiple-choice question. The excerpt reads: "Until the 1990s, almost every historian and archaeologist who studied Jamestown believed the fort's location had been at the eastern edge of the settlement . . ." followed by "Written in Bone by Sally M. Walker". The question asks for the meaning of the word 'archaeologist' based on the excerpt. The options are: A) a person who studies the past, present, and future; B) an older person who has spent his or her entire life studying human remains; C) a person who studies history by analyzing artifacts and physical remains; D) a smart person who studies an unsolved mystery. At the bottom, there is a navigation bar with a 'Next' button and a progress indicator showing question 2 of 7.



If a student needs to be away from the test for more than 20 minutes, the **Proctor Pause** button from the proctor dashboard should be used. In this case, the student session must be resumed by a proctor before the student can begin testing again.

- Proctor Dashboard Pause:
 - The **Proctor Pause** function should be utilized if a student needs to exit the test without submitting his or her answers for scoring.
 - If a student needs to move to a new location to continue the assessment, the test administrator should use the **Proctor Pause** button to pause the student and re-seat them when the student is ready to begin at the new location.
 - The **Submit** button should not be clicked if the student has not completed the assessment. The only time the **Submit** button should be used is if a student exits a test section and forgets/fails to submit their test.

When allowing extended time for students with this accommodation:

- Do **not** allow students to attend a lunch period or recess with other students if the lunch period or recess occurs between the original assessment session and the extended assessment session.
- Do **not** allow students to attend any classes or related activities between the original assessment session and the extended assessment session.

NOTE: Once a section is completed, the ADAM system will **not** allow students to return to the section. For special circumstances where students have stopped testing prior to completing a section, refer to page 23, *Managing Student Logins: Locked Test Codes/Student Login Tickets*.

See page 15 for more details on *Extended Time*.

TESTING CONDITIONS

Testing should occur at a time when students will be alert. Tests should not be administered immediately after strenuous physical or mental activity. Students should be informed that the tests are important. However, an overly tense atmosphere should be avoided.

The Board of Elementary and Secondary Education (BESE) policy states that testing shall be conducted in class-sized groups. Grades 4–12 classroom size should be no more than 33 students.

Testing must be administered in the students' usual classroom environment unless permission has been obtained from the LDOE or if student accommodations specify otherwise. BESE policy states that permission for testing in environments that differ from the usual classroom environment must be obtained in writing from the LDOE at least 30 days prior to testing. If testing outside the usual classroom environment is approved, the school system must provide at least one proctor in addition to the test administrator for every 30 students. The permission form is available in the Assessment Library at https://www.louisianabelieves.com/docs/default-source/assessment/permission-to-test-in-alternate-environment-2015-2016.pdf?sfvrsn=871a8c1f_8.

TESTING ENVIRONMENT

The testing environment is defined as any location in which students are actively testing (e.g., classroom, computer lab). It is important to establish procedures to maintain a quiet testing environment throughout testing.

Some students may finish testing before others. Reading materials unrelated to test content may be made available to these students.

Materials Prohibited in the Testing Environment

Prohibited materials can compromise test security and violate the construct being measured by the assessment, thus producing invalid results. Prohibited materials must be covered or removed from the testing room.

The following materials may not be used at any time during a test session, including after a student has completed testing (e.g., submits a test section) or during a break. Students, test administrators, or other authorized persons in the testing environment may not possess these or any other prohibited materials:

- All personal electronic equipment not related to testing (e.g., smartphones, portable media players, smart watches, document scanners, eBook reader, electronic pens).
Exception: Test administrators may have devices, but they must be in the “off” position while around secure test materials, except for devices required to provide approved accommodations, online assessments, or technical assistance during online assessments. Phones may ONLY be used in the case of an emergency.
- Any resources (e.g., books, posters, models, displays, teaching aids) that define, explain, illustrate terminology or concepts, or otherwise provide unauthorized assistance during testing. Refer to the *LEAP 2025 Accommodations and Accessibility Features User Guide* for additional information on approved resources for an English Learner or a student with a disability.

Exception: Each student should have a copy of the specified unit text(s) for **SECTION 1 ONLY** of the assessment.

Written in Bone (by Sally M. Walker)

A Christmas Carol (by Charles Dickens)

The Giver (by Lois Lowery)

How to Write a Memoir (by William Zinsser)

- **No texts are allowed during Section 2.**

Follow the general rule that if the material in question may help the student answer, find an answer, or post or copy materials, it is not allowed in the testing environment.

Prior to testing, instruct students to place all prohibited materials out of reach during testing (e.g., in a locker or book bag). If a student is found to have any prohibited materials in his or her possession upon arrival, the student must be instructed to hand the materials to the test administrator. If the prohibited material is an electronic device, the student must first turn off the device before handing it to the test administrator.

SPECIAL POPULATIONS AND TEST ACCOMMODATIONS

This section discusses testing for students with disabilities according to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Section 504 of the Rehabilitation Act of 1973 as well as for ELs and students who have been designated gifted and/or talented, a state-defined special education category.

Test accommodations are provided to minimize the effects of a disability to ensure a student can demonstrate the degree of achievement he or she actually possesses. The goal in using accommodations is to give these students an equal opportunity in assessment, not to give students with disabilities an unfair advantage over other students or to subvert or invalidate the purpose of the tests. (See *Bulletin 118*.)

Test accommodations should not be different from or in addition to the accommodations documented on the student’s IEP, IAP, or EL plan and provided in regular classroom instruction and assessment. Test accommodations may not be used if the student does not have a current IEP, IAP, or EL plan.

If an accommodation or accessibility feature—even an approved accommodation—is not provided in classroom instruction and assessment, it is inappropriate to provide that accommodation during testing. All accommodations or changes to an accommodation must be documented on the IEP, IAP, or EL plan 30 calendar days prior to the start of testing for the student to receive them. School systems should maintain records of IEP accommodations in the online Special Education Reporting system (SER) as well as maintain records for IAP, and EL Accommodations Checklists at the school system or school level. School systems must have a system for documenting and tracking test accommodations for all students who receive Section 504 services. This documentation does not have to be submitted to the Louisiana Department of Education.

Exceptions to standard test administration procedures may be made for special education students if the accommodations are addressed in the students’ IEPs and routinely used in classroom instruction and assessment. More than one accommodation may be used.

IDEA Special Education Students

All special education students with disabilities according to IDEA are to be tested, except those whose IEPs indicate they participate in LEAP Connect. More than one accommodation may be used.

Students with One or More Disabilities According to Section 504

The LDOE has adopted the definition of disability derived from the regulations for Section 504 of the Rehabilitation Act of 1973. For the definition and eligibility requirements, see *Bulletin 118*.

All students with one or more disabilities according to Section 504 are to be tested. More than one accommodation may be used.

Gifted and Talented Students

Students may be designated as gifted, as talented, or as both. Students so designated are classified by the State as special education and should be so coded in the Education Classification field. Their scores, however, are aggregated with those of regular education students in roster and summary reports.

If students are designated as both gifted and talented, code the primary exceptionality as “Gifted.”

These students may qualify under Section 504 and be eligible for accommodations in testing. Such students should be coded **both** as special education and as Section 504. An IAP must have been completed for the student to receive test accommodations. More than one accommodation may be used.

TEST ADMINISTRATION PROCEDURES FOR SECTION 504 STUDENTS

The school Section 504 Coordinator must provide the test coordinator and the school system Section 504 Coordinator a list of the Section 504 students with current IAPs and their approved standardized test accommodations by the deadline designated by the school system. The test coordinator should then give each test administrator whose testing group includes students approved for accommodations a list of those students (special education and Section 504), specifying the accommodations each is to receive.

The choice of a test administrator for students who receive accommodations should be made at the school level. All test administrators, scribes, and interpreters must be trained in test security, administration procedures, and accommodations.

TEST ACCOMMODATIONS FOR SPECIAL EDUCATION AND SECTION 504 STUDENTS

Individual or small group administration must be used if the accommodations will interfere with the testing of other students. Students who receive the same accessibility features or accommodations may be tested together.

Following are test accommodations that may be used for IDEA special education students and for students with disabilities according to Section 504.

Braille

A hardcopy braille form is available for students with a visual impairment who are unable to take the computer-based test.

Large-Print

Prior to testing, the test administrator must arrange for and have available the appropriate-size text based on the student's needs.

Answers Recorded (Scribe)

If a student is unable to write due to disability, the test must be administered individually to allow the student to dictate orally or sign responses to the test administrator, who must record them on the online form. Scribes and others supporting a student's test taking must be neutral in responding to the student during test administration; the assistance in testing must not cue any answer, and the recorded responses must accurately represent the student's choices. The scribe must transcribe responses verbatim from the student and may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate (or sign) words or parts, as needed.

A student using a scribe must be given the same opportunity as other students to plan and draft a constructed response. The scribe may write an outline, plan, or draft exactly as directed by the student, again without any cueing and guidance to the student.

The student must be allowed to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes

or edits to the scribe, and the scribe must make those changes exactly as dictated by student, even if a change is incorrect. All changes must be made during the test section.

Capitalization and Punctuation

For items that require a typed or written response, the student is responsible for all capitalization and punctuation. This can be accomplished using one or more of the following rules for punctuation:

- After dictation: The student can dictate the entire response at one time. The scribe will write/type the response without capitalization and punctuation. When the student is finished dictating, the scribe will show the response to the student. The student will tell the scribe which letters are to be capitalized and where punctuation should be added.
- During dictation: The student may add capitalization and punctuate during dictation.
 - For example, when stating the sentence “The fox ran.” The student will say, “Capital T, the fox ran, period.”
 - If a sentence includes other punctuation the student must indicate this. For example, when stating, “The boy bought apples, oranges, and bananas.” The student will say, “Capital T, the boy bought apples, comma, oranges, comma, and bananas, period.”

The scribe can automatically capitalize in the following cases:

- The scribe should capitalize the first letter of a sentence if the student has indicated the punctuation in the previous sentence. For example, if the student said, “Capital T, the fox ran, period. The fox jumped, period,” the scribe would write, “The fox ran. The fox jumped.”
- If the student has indicated for the scribe to begin a new paragraph, the scribe should capitalize the first letter of the new paragraph.

The student must specify capitalization in the following cases:

- If the student has not indicated punctuation in the previous sentence, for example, the student said, “Capital T, the fox ran, the fox jumped, period,” the scribe would write “The fox ran the fox jumped.”
- Other capitalization (e.g., capitalization of proper nouns, acronyms, etc.) must be indicated by the student.

Students must be given the opportunity to proofread their responses, even if they provide capitalization and punctuation during dictation.

Extended Time

For students with an IEP, IAP, or EL plan who have the accommodation *Extended Time*, the test administration time may have to be altered to allow for intermittent short breaks during the testing period. The time of day the test is administered may be adjusted to a time more beneficial for these students, but the test session must be completed the day it is started and within the scheduled testing dates.

Communication Assistance

For statewide assessments, communication assistance is signing or cuing the test for students who are hearing impaired. A test administrator and/or interpreter who is fluent in the signing or cuing modality routinely used by the student should be available to repeat or clarify directions and sign the tests **warranted** by the student’s IEP. The tests should be signed directly as written. The students must be

tested individually or in a small group. Directions to the section may be signed or cued. The test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers; this results in an invalid score. (See *Bulletin 118*.)

Transferred Answers

If a student records responses on scratch paper or assistive technology devices, the test administrator/scribe must transfer the student’s responses onto the online form exactly as the student wrote them. The test administrator must also write “*Transferred*” on the top of the material from which the responses were transferred. Student responses not transferred will not be scored. The test coordinator must verify that all responses have been transferred. Any sheets of paper, photocopies, computer disks, or printouts created in transferring answers are secure test materials. These materials must be returned to the test coordinator and maintained in the locked, secure area until test scores are returned and any questions regarding the scores have been resolved.

Individual/Small Group Administration

Tests may be administered to an individual or a small group of students (maximum of 8) who require more attention than can be provided in a larger classroom. If a student has other accommodations that affect the standard administration of the test (*Answers Recorded*), individual or small group administration **must** be used. The test coordinator should plan for this while planning for all logistics of testing. Students testing in small groups must be seated an adequate distance apart to prevent copying. Students who have the accommodation *Individual Administration* must be tested one-on-one by a test administrator in a location separate from other students.

Tests Read Aloud (Text-to-Speech)

The Text-to-Speech (TTS) function is available for students who require their test be read aloud. TTS allows students testing online to listen via headphones or speakers to test information displayed on the screen. Words and numbers, including test directions, items, answer choices, and other information, will be read aloud and can be repeated as necessary.

If TTS is enabled for a student’s test session, the student will see the ***Text-to-Speech*** tool bar (shown below) when starting the test.



Students must select the following button to enable TTS:



This allows students to click anywhere in the test item and for the TTS tool to begin reading from that point.

NOTE: All parts may be read aloud to students with the accommodation *Tests Read Aloud*.

Other

Other approved accommodations may be used, but they must be determined by the IEP team or Section 504 committee and documented on the student's IEP, IAP, or EL plan and they must not breach test security or invalidate the meaning of the test score or the purpose of the test.

Exception: Accommodations not specifically listed on the IEP, IAP, or EL Accommodations Checklist must be approved as a *Unique Accommodation*.

NOTE: Accessibility options (including options such as color scheme, font size, and zoom) are not accommodations. For example, all students may have directions repeated.

SPECIAL CONSIDERATIONS FOR DEAF AND HARD-OF-HEARING STUDENTS

The following guidelines should be considered for students who are deaf or hard of hearing.

The signing modality routinely used in the students' classroom instruction should be considered when administering the tests. Both a test administrator and interpreter may be used to administer the test, but both must be trained in test security and administration.

Physical Setting

- Students' auditory listening devices should be in good repair and used during the testing period.
- Students who depend primarily on lipreading should be seated no more than ten feet from the test administrator.
- The test is to be administered in a student's usual mode of communication.
- Be sure the room is well lit, with the source of light directed toward the test administrator; that is, the test administrator should avoid standing in front of windows or other sources of bright light.
- Be sure students are watching the test administrator during the delivery of all instructions.

Use of Fingerspelling

If portions of the test are signed, as warranted by a student's IEP, then the test may be projected using a document camera or transparencies. The school test coordinator may request transparencies from the district test coordinator. All transparencies must be returned to the district test coordinator. The transparencies are secure documents; district test coordinators must shred them following testing.

Signs must **not** be used when the sign would reveal the answer to the item. These words are to be fingerspelled. Care should also be taken in the use of nonmanual markers (facial expression, body language, objects) that might reveal the answer to the question.

Test items must be signed exactly as written.

A test administrator and/or interpreter who is fluent in the signing or cuing modality routinely used by the student should be available to repeat or clarify directions and sign the tests.

ENGLISH LEARNERS (ELs)

Refer to *Bulletin 118* for the definition of an English Learner (EL). All ELs are to be tested except those who participate in LEAP Connect.

All ELs may receive EL accommodations **if they are used routinely in the students' classroom instruction and assessment**. If foreign exchange students are screened and determined to be English Learners, they may qualify for test accommodations provided they are used in the students' regular classroom instruction and assessment.

Students with an *Extended Time* accommodation must be given sufficient time to respond to every test item but are limited to one school day to complete the session.

Have English/native-language word-to-word dictionaries (no definitions) available to ELs—but only if this accommodation is documented in students' EL Accommodations Checklists and has been routinely used in students' classroom instruction and assessment.

Exceptions for Test Accommodations

A student with a disability or who is an English Learner may be allowed to use certain tools or materials that are otherwise prohibited during testing if the need for these accommodations is documented in the student's IEP, EL, or IAP.

Special Considerations for Testing

With the support of the school administration, the test coordinator also has the authority to schedule students in testing spaces other than regular classrooms, and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in this manual. Accordingly, school-level teams may determine that any student may require one or more of the following test administration considerations, regardless of the student's status as a student with a disability or as an English Learner, as documented on a Personal Needs Profile (PNP) or accommodations plan:

- Frequent breaks
- Time of day
- Small-group or individual testing
- Separate or alternate location
- Specified area or seating
- Adaptive and specialized equipment or furniture
- Read aloud to self

TEST MATERIALS

The following test materials are provided by the test coordinator:

- ADAM test codes
- Student rosters

The test administrator must provide students the following:

- Blank or lined scratch paper
 - Students can request more scratch paper during the test session, if needed. All scratch paper—used and unused—must be collected after testing.
- Pencils
- Testing devices that meet the minimum technology specifications set forth by LDOE (**NOTE:** A student should not supply his or her own device for testing.)
- Headphones (for students who require them)
- Materials necessary for accessibility features
- Timing devices such as a clock or watch, to keep track of time during testing (if one is not clearly visible in the testing room)
- A clean copy of the specified unit text(s) for **SECTION 1 ONLY** of the assessment
 - Written in Bone* (by Sally M. Walker)
 - A Christmas Carol* (by Charles Dickens)
 - The Giver* (by Lois Lowery)
 - How to Write a Memoir* (by William Zinsser)

No texts are allowed during Section 2.

The following is a list of materials to be provided by the test coordinator, along with procedures to follow. Anything with test items or student responses is considered secure material:

- **LEAP 2025 Humanities Assessment Test Administration Manual**—This manual contains the procedures to be followed during the administration of the assessment. It is crucial that test administrators read all general instructions and directions for the tests they are going to administer—prior to testing. The manual is available at the school system’s sFTP site.
- **Student Login Tickets**—When students enter the ADAM test code to begin the test session they will be asked to enter their Louisiana Secure ID (LASID) before they can begin the assessment. Login Tickets may be provided to students and should be treated as secure material.
- **Student Test Roster**—The roster identifies the students in the test session. Student test rosters are secure materials that must be accounted for each day.
- **Braille**—A braille kit (with transfer instructions) will be provided for the testing session.
- **Headphones**—Headphones are required for students who receive the *Text-to-Speech* accommodation. Volume controls can be accessed by selecting the Options button and then Audio Settings. The volume can be adjusted during the test.
 - Noise-reduction headphones (i.e., headphones not connected to a device) are an accessibility feature and used to minimize distractions during testing. Test administrators are responsible for ensuring that these headphones are not connected to any device.

Test administrators must resolve all material shortages (e.g., headphones, scratch paper, pencils) with the test coordinator *before* test administration.

ROLES AND RESPONSIBILITIES: QUICK REFERENCE

SCHOOL TEST ADMINISTRATOR

The following checklists were designed to assist in the administration of the LEAP 2025 Humanities Assessment. They do not replace the detailed procedures in this manual. The test administrator’s responsibilities include the following:

Before Testing

- Read the LEAP 2025 Humanities Assessment Test Administration Manual in its entirety. Feel free to mark in the manual. If you have questions, ask the test coordinator.
- Attend the required training session(s) on test security and administration.
- Complete, sign, and submit the Test Administrator Pre-Administration Oath of Security and Confidentiality Statement (page ii) to the test coordinator.
- Administer Online Tools Training (OTT), and review the **Pause**, **Submit**, and **Finish** functions.
- If you are testing students with accommodations, discuss with the test coordinator arrangements that need to be made. Make sure you have a list of those students and the accommodations they are to receive.
- Locate reading materials unrelated to test content for students who may finish early; store reading materials where students cannot access them prior to testing session.
- Plan seating arrangements that will ensure independent work during testing.
- Make sure your no. 2 pencils are sharpened and have good erasers.
- Remove or cover all materials in the room that are related to the content of the test. This includes maps, charts, diagrams, and other educational aids.

Exception: Each student should have a clean copy of the specified unit text(s) for **SECTION 1 ONLY** of the assessment.

Written in Bone (by Sally M. Walker)

A Christmas Carol (by Charles Dickens)

The Giver (by Lois Lowery)

How to Write a Memoir (by William Zinsser)

No texts are allowed during Section 2.

- Make sure the testing environment has adequate lighting, ventilation, and minimal distractions.
- Pick up test materials from the test coordinator, following established security procedures, and verify that you have the correct and sufficient quantity of materials for your testing group.

During Testing

- Administer all tests in strict accordance with the procedures detailed in this manual and with *Bulletin 118*.
 - ✓ It is required that the assessment be administered in the order of the section numbers (i.e., Section 1 is administered first and Section 2 is administered second).
- Place a “Testing—Do Not Disturb” sign on the testing room door.
- Distribute test materials including student login tickets (if printed), pencils, and scratch paper.
- Read the directions to students verbatim from the LEAP 2025 Humanities Assessment Administration Manual. The boldface text inside boxes is to be read aloud.

NOTE: At any time during a test section, a test administrator may repeat a portion of the LEAP 2025 Humanities Assessment Test Administration Manual directions if necessary for clarification.

- Make sure students work only on the test section being administered.
- Troubleshoot computer-based testing issues as needed.
- Distribute reading materials unrelated to test content to students who wish to read when they complete testing.
- Ensure that students receive their approved accommodations. Ensure that students with a PNP receive their accessibility feature(s).
- Keep track of test time to ensure students are provided the full amount of time per test section.
- Maintain a calm testing environment. Disruptive students may be removed from the room; they may continue for the remainder of the testing time in a separate testing group or during make-up testing.
- Focus full attention on the testing environment at all times.
 - ✓ Continually monitor the testing process by moving unobtrusively about the room.
 - ✓ Ensure that students are supervised during testing, including during breaks.
- Ensure that students do not participate in any form of cheating, such as using notes, textbooks, or other teaching materials during testing; sharing test items with other students; or soliciting help in answering test items from other students, school personnel, or anyone else.
- Prevent the use of prohibited materials during testing sections.
- Do not provide assistance that could impact a student’s test results. Examples include, but are not limited to:
 - ✓ Providing answer to students
 - ✓ Indicating that a student has answered incorrectly or left an item blank
 - ✓ Defining words, spelling words, or providing synonyms
 - ✓ Influencing a student’s response by offering hints, clues, cues, facial expressions nods, or changes in voice inflection
 - ✓ Altering, explaining, or paraphrasing any test item, multiple choice option, reading passage, or writing prompt
 - ✓ Suggesting that a student write more on an item, check his or her work, or review or reconsider an answer
- Allow a break between sections as instructed in this manual. Maintain test security during break.
- Complete any documentation necessary for reporting any testing irregularity or security breach.
- Collect all test materials as directed and verify that all test materials have been returned before dismissing students.

After Testing

The following materials must be returned to the test coordinator daily:

- ADAM test codes
- Student rosters
- Lists of students with accommodations
- Student login tickets (if printed)
- Used and unused scratch paper

- ✓ All used scratch paper must be securely destroyed. Schools may only reuse scratch paper if the paper is completely blank.

When returning test materials to the test coordinator, **separate** the test materials for those students who need to take a make-up test from those who have completed testing. Inform the school test coordinator of students who require make-up testing.

NOTE: All materials containing student responses must be returned to the school test coordinator. Any sheets of paper, photocopies, CDs, flash drives, tapes, or printouts created in transferring answers are secure test materials. These materials must be returned to the school test coordinator and maintained in the locked, secure area until test scores are returned and any questions regarding the scores have been resolved.

- Submit written reports and documentation for any testing irregularities or suspected incidents of cheating to the school test coordinator.
- Complete the Test Administrator Post-Administration Oath of Security and Confidentiality Statement (pages ii and iii).
 - ✓ By signing this form, test administrators are stating that they maintained the security and confidentiality of all secure materials and participated in professional development on test security and administration. If both test administrators and scribes participate in test administration, then each should complete a form. Interpreters should also sign the form and write “Interpreter” next to their names. Return this form to the test coordinator, who will maintain the forms on file at the school for three years.
- Write your name (as test administrator) on the cover of the *Test Administration Manual* and return the manual to the school test coordinator. If other paraprofessionals used a *Test Administration Manual*, have those individual also write their names on the cover of the manual and return those to the school test coordinator.

MANAGING STUDENT LOGINS

Student Changes (Transfers/Additions/Etc.)

Students who change classrooms or enter/exit/move within the district:

<i>If...</i>	<i>Then...</i>
A student moves from one classroom to another classroom:	The school test coordinator has the ability to update the Class Roster through ADAM. Then, the school test coordinator must delete the student’s session in the original classroom and then select “scan for new students” to create a new session for the student in the new classroom.
A new student moves into the school system <i>prior</i> to or <i>during</i> the school system test window:	The district test coordinator has the ability to manually add new students or move students who have transferred to a new school within the same district.
A student moves from one school to another school within the participating districts <i>prior</i> to testing:	
A student moves into the school system or out of the school system to another system that is also participating in the Humanities assessment:	Please contact the Help Desk for assistance by calling 1-855-866-5778.

Locked Test Codes/Student Login Tickets

Student test code/student login ticket locks before testing is completed:

<i>If...</i>	<i>Then...</i>
A student exited the test by using the <i>End Test</i> function and the student needs to log back into the test:	Test administrator/proctor can un-submit the student section. NOTE: this action will only allow students to resume Section 2 of the test. If the student exited the test on Section 2, the student will start on Section 2 and will not be allowed back into Section 1.
A student exited the test by using the <i>Pause/Exit</i> function, or the student was inactive in the system. For example, this may occur when a student becomes ill and the test section is suspended. In this case, the section in progress will automatically lock at the end of each day. To continue testing the In-Progress section:	Test administrator/proctor must reseat the student using the <i>Reseat</i> action in the proctor dashboard. Once the student has been resealed, the original test code may be used to resume the test. It is critical that the administrator monitor the student as the student is NOT allowed to return to previously answered items within the In-Progress section.
A breach event is detected (student exits the section in a way that the secure browser detects a breach):	Test administrator/proctor must resume the student test section using the <i>Resume</i> action in the proctoring dashboard. If a breach is detected it is important for an administrator/proctor to document what occurred with the student section that caused the breach event.

Invalidating Student Test

A student's test needs to be voided due to a testing irregularity:

<i>If...</i>	<i>Then...</i>
A testing irregularity occurs while a student is testing, and the student's score is no longer valid:	Contact LDOE.

Technical Issues

Student experiences technical issues while testing:

<i>If...</i>	<i>Then...</i>
A student experiences technical issues while testing:	Contact your test coordinator.

FREQUENTLY ASKED QUESTIONS

May I Review the Test Materials Before Testing?

No one, except students or test administrators who are administering tests which require a teacher to view items as part of an approved accommodation, is permitted to view or read the test or test items before, during, or after administration. The test and anything containing test items or student responses are secure materials. Review this Test Administration Manual before the first test sessions to properly prepare for the administration.

Why Can't Teachers Look at the Tests?

Though the vast majority of teachers are honest, instances of testing irregularities have occurred. By not looking at the test, a teacher cannot provide cues to students—even inadvertently—or risk breaching test security in other ways.

Are There Guidelines for How to Answer Students' Questions During the Test?

The following guidelines identify acceptable and unacceptable ways to respond to student questions during testing.

- Test administrators may answer questions from students that require them to:
 - Read directions aloud
 - Repeat directions
 - Explain directions more clearly
- Test administrators may **not** answer questions that require them to:
 - Paraphrase or explain a test item
 - Provide hints to help a student with an item
 - Define a term

How Should I Handle Students Who Finish Early?

Students should review their answers or return to items they did not complete on the section being administered but they may not return to previously completed sections or move ahead. When they are finished, students should sit quietly or read silently. You should have a supply of library books or other reading materials unrelated to test content available for students who finish early. Such reading materials must be disseminated before the test. They must not be on the students' desks while students are testing.

How Should I Handle a Student Who Gets Ill During the Test?

If a student becomes ill during testing, the test materials should be collected. The **Student Pause** button will allow for a 20-minute break. Should the student require more than a 20-minute break, the proctor should **Pause** the student from the proctoring dashboard. The severity of the illness will determine how the situation should be handled and whether or not the test should be scored. Use the following guidelines:

- If the student is able to complete the test and test security has been maintained, the student should continue to use the same materials.
- In cases where a substantial amount of testing time was lost due to illness, document the last item attempted and how much time the student missed during the test section. The test should

be completed during the make-up session. **However, the student cannot return to the previously attempted items on the test.** Careful monitoring is essential.

- If the student has begun but is unable to complete the test during the test session or during the make-up session because of illness, the student’s test will be scored. Document the last item attempted and how much time the student missed during the test session.
- If the student becomes ill and is not able to attempt one or more of the sections, the student should obtain a doctor’s letter. A zero will not be given for the School Performance Score for an unattempted test if the student submits a letter from his or her doctor:
 - on the doctor’s letterhead,
 - with the doctor’s signature, and
 - with the student’s date of absence noted as being inclusive of all testing and make-up dates.

What if a Student is Absent from Testing?

Students who miss make-up opportunities for the test administration will receive a zero for the School Performance Score. However, a student who is absent due to illness during both testing and the make-up sessions will **not** receive a zero for the School Performance Score if the student submits a letter from his or her doctor:

- on the doctor’s letterhead,
- with the doctor’s signature, and
- with the student’s date of absence noted as being inclusive of all testing and make-up dates.

How Often Should I Circulate Among the Students During Testing?

Although you should periodically walk among the students during testing, you don’t want to make students nervous or distract them by constantly moving about. However, you do want to be alert for students who may need another pencil for their scratch work, for students who may require assistance with the technology, or for any testing irregularities, such as cheating.

What Should I Do if I See Cheating During Testing?

It is important to document suspected incidents of cheating—whether by students or by anyone else. In the case of student cheating, write a clear account of the events for the school test coordinator. Decisions about voiding tests because of student cheating are to be made at the school level by a test security committee consisting of, at a minimum, the principal, the school test coordinator, and the test administrator. All suspected instances of cheating should be reported to the district test coordinator.

How Does the LDOE Define a Testing Irregularity?

A *testing irregularity* is any incident in test handling or administration that leads to a question regarding the security of the test or the accuracy of test data. Examples include not providing approved accommodations or providing accommodations a student is not allowed; anything that disrupts the testing environment (e.g., a fire alarm during testing, a ringing cell phone, a disruptive student); or students working in the wrong section.

All testing irregularities must be reported in writing to the district test coordinator who must then submit reports to the LDOE. This is in addition to school test coordinators submitting Void Notification Forms and district test coordinators submitting Void Notification Forms.

Failure to report any testing irregularities is a violation of test security.

GENERAL ADMINISTRATION INSTRUCTIONS

READING DIRECTIONS TO STUDENTS

The directions to be read aloud to students are printed in **boldface** within boxes. Text that is not boldface is information for the test administrator and should not be read aloud.

***NOTE:** Instructions for distributing and collecting student login tickets have been included and are presented in brackets and italicized. Only include these if your school has elected to distribute printed student login tickets.*

Make sure that each student is sitting at a separate computer and that each computer is turned on and open to the desktop. When all students are ready, say:

Today you will take the LEAP 2025 Humanities Assessment. You may not use any unapproved electronic devices. Making calls, texting, and taking pictures are not allowed. If you have any electronic devices, including cell phones with you right now, please turn them off and raise your hand.

If a student raises his or her hand, collect the electronic device and store it until the test session is complete. Certain electronic devices may be allowed for accommodations purposes only during testing. Please contact your school test coordinator if you have questions regarding electronic devices.

Then say:

Each section of the test is timed. There are two sections and we will take a short break in between. You will be given 60 minutes for Section 1 and 60 minutes for Section 2.

Are there any questions?

Pause to answer any questions.

Then say:

Please listen to these rules carefully. Any of the following actions will result in your test being voided:

- **going into a test section before you are instructed to do so;**
- **giving or receiving help during the test;**
- **copying another student's answers or allowing another student to copy your answers;**
- **using notes, unauthorized books, or other aids, including cell phones and other electronic devices;**
- **not following the instructions;**
- **causing a disturbance of any kind;**
- **photographing or removing any test materials or notes from the room; or**
- **discussing the test questions at any time with anyone.**

Then say:

Please sit quietly while I pass out scratch paper, and a pencil, *[and student login tickets]*.

Distribute scratch paper, pencils, *[student login tickets]*.

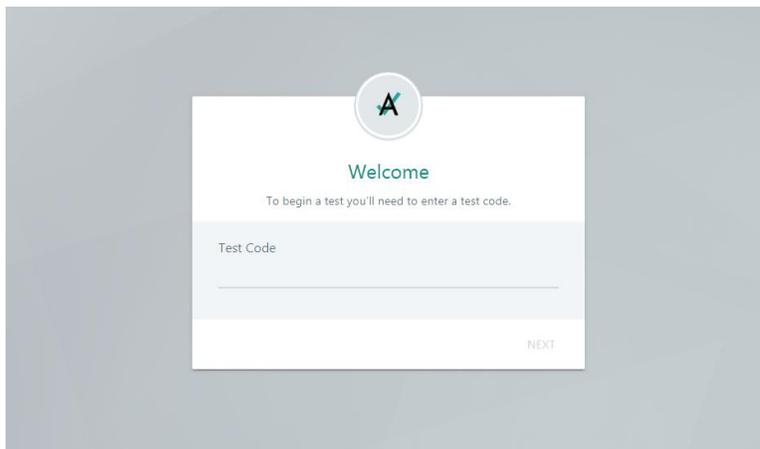
NOTE: For Section 1 only, you will also distribute the appropriate unit text (*Written in Bone, A Christmas Carol, The Giver, or How to Write a Memoir*).

Then say:

You should see the ADAM test delivery icon with the letter “A” and a checkmark. Double-click the icon to move to the WELCOME page.



A screen shot of the WELCOME screen is below.

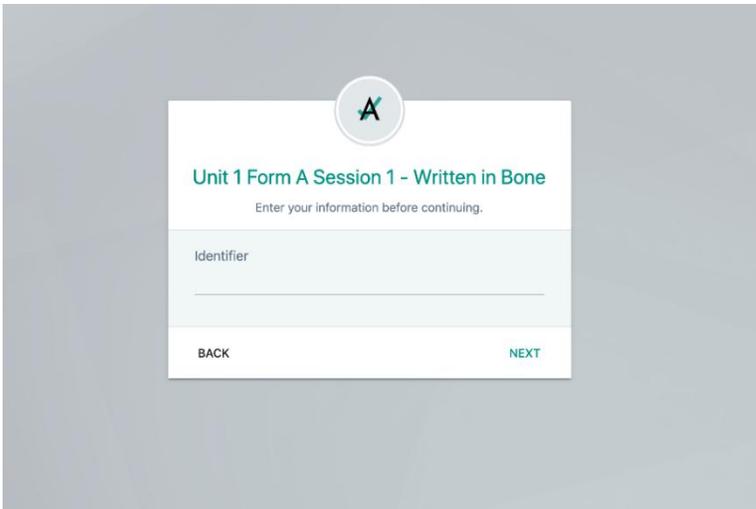


When all student monitors display the WELCOME page, write the ADAM test code on the board and say:

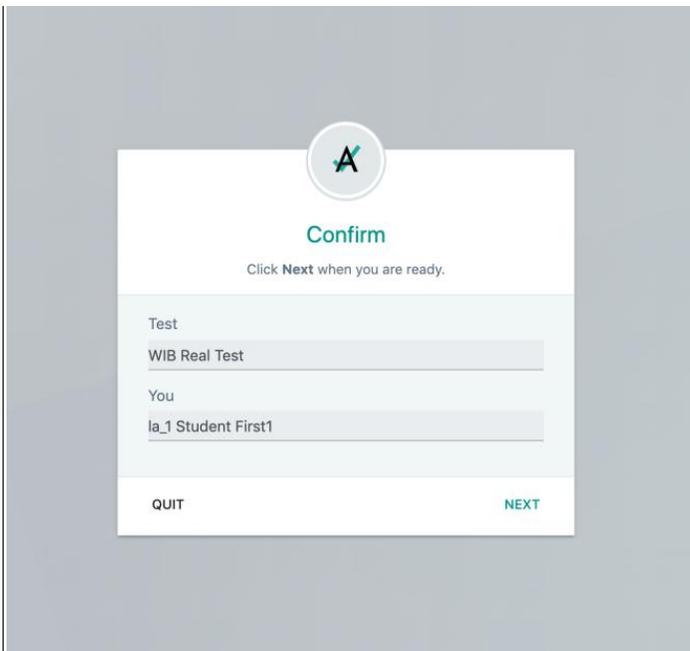
The ADAM test code is on the board. Type in this test code and click “NEXT.”

Now, please enter your LASID [as provided on the Student Login Ticket] where it says “Identifier.” [Place your Student Login Ticket on the top right corner of your desk so I may collect it.]

Click “NEXT” and stop.



You should see a confirmation screen with your first and last name, and the name of the test you are about to take [*Written in Bone*, *A Christmas Carol*, *The Giver*, or *How to Write a Memoir*]. If this information is NOT correct, please raise your hand.



Pause to see if there are any students who do not have the right information. *[During this time, collect the student login tickets to return to the school test administrator.]* If a student does not have the correct information, please contact the school test coordinator.

When all students are ready, go to the unit-specific directions:

- See page **29** for directions for *Written in Bone*.
- See page **33** for directions for *A Christmas Carol*.
- See page **37** for directions for *The Giver*.
- See page **41** for directions for *How to Write a Memoir*.

WRITTEN IN BONE

WRITTEN IN BONE—SECTION 1

When all students are ready, say:

We are now ready to begin the test. Click “NEXT.” The directions for answering questions should open. Is there anyone who does not see the directions for answering questions?

Check monitors to confirm that all students are on the directions screen (with the LDOE logo on top). Pause to assist students as necessary.

When all students are ready to begin, say:

Read the directions silently while I read them aloud.

In this test, you will do the following:

- **Answer questions about *Written in Bone*, by Sally M. Walker.**
- **Read a new text related to the unit and answer questions about the text.**
- **Respond to a prompt based on the texts you have read in the Written in Bone unit.**

As you answer the test questions, remember the following:

- **Some questions may have one part and require that you select ONE or TWO correct answers, while other questions may have two parts and ask you to select an answer in Part A and an answer in Part B. Make sure you read the questions carefully and answer them completely.**
- **For questions that require you to type or write a response, read the directions carefully and enter your response in the space provided.**
- **There are online tools available for you to use; for example, you can highlight text or use the line reader.**
- **Remember that once you exit a test section, you CANNOT go back into that section.**

Do not begin the test until you are instructed to so.

Are there any questions about these directions?

Answer all questions. Then say:

Remember: If you do not know the answer to a question, you may flag it and go on to the next question. If you finish early, you may REVIEW your answers and any questions you may have flagged.

When you have finished reviewing your items, follow the onscreen directions to click “NEXT” and “CONTINUE” to complete Section 1. Once you do this, you may not return to Section 1.

After you have completed Section 1, please read a book or sit quietly.

Does anyone have any questions?

Answer any questions. Then say:

To start the test, click “START” at the bottom of the screen.

You will have 60 minutes for this section. You may begin.

NOTE: In the event of a temporary loss of internet connectivity, have the student wait a few minutes and then try again to complete the test. If the problem persists, consult the test coordinator.

While students are testing, remember to actively monitor the testing environment, making sure that students are not committing any security breaches and that students with accommodations are able to access their online accommodations (e.g., students using Text-to-Speech are able to hear the test through their headphones).

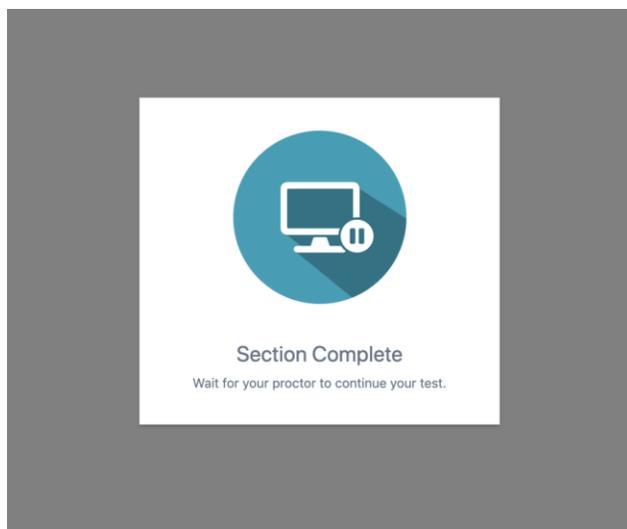
After 50 minutes of testing time, say:

You have 10 minutes remaining.

After the full 60 minutes, say:

If you have not done so already, navigate to the last item and click “REVIEW.” Then click “NEXT” and “CONTINUE” to exit Section 1.

Make sure all student monitors display the “Section Complete” screen (below).



Then say:

We will now take a short break.

- **Collect all unit texts after Section 1.**
- Collect the used scratch paper.
- Store the materials in a secure place during the break.
- Allow students to stay in the room and stretch or leave one at a time to use the restroom.

NOTE: Students with the accommodation *Extended Time* may not move to Section 2 until they have completed Section 1. Make sure only students with the accommodation *Extended Time* are allowed to continue testing on Section 1. For additional information about the accommodation *Extended Time*, see page 15 of this manual.

NOTE REGARDING BREAK: A short or extended break may be provided. If an extended break is provided, maintain test security and carefully monitor students to make sure they do not discuss the test questions. Students are not permitted to use electronic devices or engage in activities during breaks that may compromise the validity of the test.

WRITTEN IN BONE—SECTION 2

After the break:

- Provide students with blank scratch paper for Section 2.
- Click **Release to Next Section** (shown below) on the Proctor Screen to begin Section 2.

The screenshot shows the ADAM Proctoring interface. At the top, it says 'ADAM Assessment Delivery and Management'. Below that, the test title is 'Proctoring 07MAT-AA010100 Class The Giver Form A - Real (F3WNJR)'. The status is 'Paused' and 'Not Started'. A 'Release All To Next Section' button is visible in the top right. On the left, there is a 'Test Information' sidebar with details like Admin Name, Proctor, Opens, Closes, Passcode, Type, and Kiosk Only. The main area shows a table of 'Test Sessions' with columns for Tester, State, Accommodations, and Actions.

Tester	State	Accommodations	Actions
Lily Jackson	Section Complete	TTS	[Release] [Power]
Addison Taylor	Not Started	TTS	
Avery Thomas	Not Started	TTS	
Ella Miller	Not Started	TTS	
Elizabeth Jones	Not Started	TTS	
Olivia White	Not Started	TTS	

When all students are ready to begin, say:

Read the directions silently while I read them aloud.

You will now respond to a writing prompt based on what you learned during the Written in Bone unit. You will not have access to the unit texts; however you should support your response with relevant ideas and information you gained from the texts. You may also include ideas and information from the text you read in Section 1.

Be sure to do the following:

- **Organize and fully develop your ideas with thoughtful analysis**
- **Include relevant information from the texts**
- **Identify the texts you are referencing**
- **Use correct grammar, punctuation, and spelling**

Are there any questions about these directions?

To start this section, click “START” at the bottom of the screen.

You will have 60 minutes for this section. You may begin.

After 50 minutes of testing time, say:

You have 10 minutes remaining.

After the full 60 minutes, say:

If you have not done so already, click “REVIEW” and then “FINISH.”

You will be asked the question, “Do you want to submit your answers now?”

Click “YES.”

Make sure that all students have exited the test. The sign-in screen with the LDOE logo should be displayed on each student's screen. The program may now be closed.

When all students have exited the test, say:

You have completed the assessment and I will collect your scratch paper.

Ending the Test

- Collect the used scratch paper.
- Return all secure test materials [*including student login tickets*] to the test coordinator to store in a secure place.
- Report any missing materials and report any testing irregularities to the test coordinator.

A CHRISTMAS CAROL

A CHRISTMAS CAROL—SECTION 1

When all students are ready, say:

We are now ready to begin the test. Click “NEXT.” The directions for answering questions should open. Is there anyone who does not see the directions for answering questions?

Check monitors to confirm that all students are on the directions screen (with the LDOE logo on top). Pause to assist students as necessary.

When all students are ready to begin, say:

Read the directions silently while I read them aloud.

In this test, you will do the following:

- Answer questions about *A Christmas Carol*, by Charles Dickens.
- Read a new text related to the unit and answer questions about the text.
- Respond to a writing prompt based on the texts you have read in the Christmas Carol unit.

As you answer the test questions, remember the following:

- Some questions may have one part and require that you select ONE or TWO correct answers, while other questions may have two parts and ask you to select an answer in Part A and an answer in Part B. Make sure you read the questions carefully and answer them completely.
- For questions that require you to type or write a response, read the directions carefully and enter your response in the space provided.
- There are online tools for you to use; for example, you can highlight text or use the line reader.
- Remember that once you exit a test section, you CANNOT go back into that section.

Do not begin the test until you are instructed to so.

Are there any questions about these directions?

Answer all questions. Then say:

Remember: If you do not know the answer to a question, you may flag it and go on to the next question. If you finish early, you may REVIEW your answers and any questions you may have flagged.

When you have finished reviewing your items, follow the onscreen directions to click “NEXT” and “CONTINUE” to complete Section 1. Once you do this, you may not return to Section 1.

After you have completed Section 1, please read a book or sit quietly.

Does anyone have any questions?

Answer any questions. Then say:

To start the test, click “START” at the bottom of the screen.

You will have 60 minutes for this section. You may begin.

NOTE: In the event of a temporary loss of internet connectivity, have the student wait a few minutes and then try again to complete the test. If the problem persists, consult the test coordinator.

While students are testing, remember to actively monitor the testing environment, making sure that students are not committing any security breaches and that students with accommodations are able to access their online accommodations (e.g., students using Text-to-Speech are able to hear the test through their headphones).

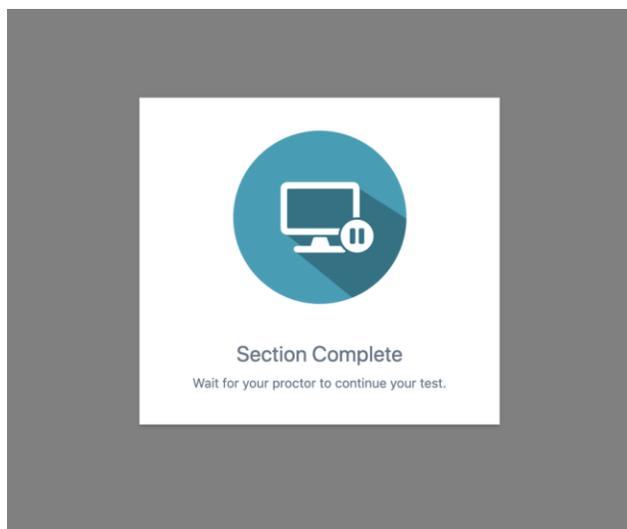
After 50 minutes of testing time, say:

You have 10 minutes remaining.

After the full 60 minutes, say:

If you have not done so already, navigate to the last item and click “REVIEW.” Then click “NEXT” and “CONTINUE” to exit Section 1.

Make sure all student monitors display the “Section Complete” screen (below).



Then say:

We will now take a short break.

- **Collect all unit texts after Section 1.**
- Collect the used scratch paper.
- Store the materials in a secure place during the break.
- Allow students to stay in the room and stretch or leave one at a time to use the restroom.

NOTE: Students with the accommodation *Extended Time* may not move to Section 2 until they have completed Section 1. Make sure that only students with the accommodation *Extended Time* are allowed to continue testing on Section 1. For additional information about the accommodation *Extended Time*, see page 15 of this manual.

NOTE REGARDING BREAK: A short or extended break may be provided. If an extended break is provided, maintain test security and carefully monitor students to make sure they do not discuss the test questions. Students are not permitted to use electronic devices or engage in activities during breaks that may compromise the validity of the test.

A CHRISTMAS CAROL—SECTION 2

After the break:

- Provide students with blank scratch paper for Section 2.
- Click **Release to Next Section** (shown below) on the Proctor Screen to begin Section 2.

The screenshot shows the ADAM Proctoring interface. At the top, it says "ADAM Assessment Delivery and Management". Below that, it displays "Proctoring 07MAT-AA010100 Class The Giver Form A - Real (F3WNJR)" and an "Exit" button. The main area is divided into two sections. On the left, "Test Information" includes fields for Admin Name, Proctor, Opens, Closes, Passcode, Type, Kiosk, and Only. On the right, "Test Sessions" shows a table of students and their status. A "Release All To Next Section" button is visible in the top right corner of the interface.

Tester	State	Accommodations	Actions
Lily Jackson	Section Complete	TTS	➡ ⏻
Addison Taylor	Not Started	TTS	
Avery Thomas	Not Started	TTS	
Ella Miller	Not Started	TTS	
Elizabeth Jones	Not Started	TTS	
Olivia White	Not Started	TTS	

When all students are ready to begin, say:

Read the directions silently while I read them aloud.

You will now respond to a writing prompt based on what you learned during the Christmas Carol unit. You will not have access to the unit texts; however you should support your response with relevant ideas and information you gained from the texts. You may also include ideas and information from the text you read in Section 1.

Be sure to do the following:

- **Organize and fully develop your ideas with thoughtful analysis**
- **Include relevant information from the texts**
- **Identify the texts you are referencing**
- **Use correct grammar, punctuation, and spelling**

Are there any questions about these directions?

To start this section, click “START” at the bottom of the screen.

You will have 60 minutes for this section. You may begin.

After 50 minutes of testing time, say:

You have 10 minutes remaining.

After the full 60 minutes, say:

If you have not done so already, click “REVIEW” and then “FINISH.”

You will be asked the question, “Do you want to submit your answers now?”

Click “YES.”

Make sure that all students have exited the test. The sign-in screen with the LDOE logo should be displayed on each student's screen. The program may now be closed.

When all students have exited the test, say:

You have completed the assessment and I will collect your scratch paper.

Ending the Test

- Collect the used scratch paper.
- Return all secure test materials *[including student login tickets]* to the test coordinator to store in a secure place.
- Report any missing materials and report any testing irregularities to the test coordinator.

THE GIVER

THE GIVER—SECTION 1

When all students are ready, say:

We are now ready to begin the test. Click “NEXT.” The directions for answering questions should open. Is there anyone who does not see the directions for answering questions?

Check monitors to confirm that all students are on the directions screen (with the LDOE logo on top).
Pause to assist students as necessary.

When all students are ready to begin, say:

Read the directions silently while I read them aloud.

In this test, you will do the following:

- **Answer questions about *The Giver*, by Lois Lowery.**
- **Read a new text related to the unit and answer questions about the text.**
- **Respond to a prompt based on the texts you have read in The Giver unit.**

As you answer the test questions, remember the following:

- **Some questions may have one part and require that you select ONE or TWO correct answers, while other questions may have two parts and ask you to select an answer in Part A and an answer in Part B. Make sure you read the questions carefully and answer them completely.**
- **For questions that require you to type or write a response, read the directions carefully and enter your response in the space provided.**
- **There are online tools available for you to use; for example, you can highlight text or use the line reader.**
- **Remember that once you exit a test section, you CANNOT go back into that section.**

Do not begin the test until you are instructed to so.

Are there any questions about these directions?

Answer all questions. Then say:

Remember: If you do not know the answer to a question, you may flag it and go on to the next question. If you finish early, you may REVIEW your answers and any questions you may have flagged.

When you have finished reviewing your items, follow the onscreen directions to click “NEXT” and “CONTINUE” to complete Section 1. Once you do this, you may not return to Section 1.

After you have completed Section 1, please read a book or sit quietly.

Does anyone have any questions?

Answer any questions. Then say:

To start the test, click “START” at the bottom of the screen.

You will have 60 minutes for this section. You may begin.

NOTE: In the event of a temporary loss of internet connectivity, have the student wait a few minutes and then try again to complete the test. If the problem persists, consult the test coordinator.

While students are testing, remember to actively monitor the testing environment, making sure that students are not committing any security breaches and that students with accommodations are able to access their online accommodations (e.g., students using Text-to-Speech are able to hear the test through their headphones).

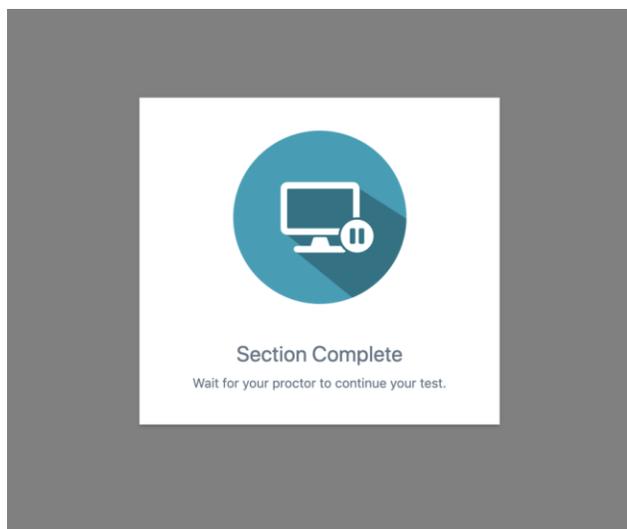
After 50 minutes of testing time, say:

You have 10 minutes remaining.

After the full 60 minutes, say:

If you have not done so already, navigate to the last item and click “REVIEW.” Then click “NEXT” and “CONTINUE” to exit Section 1.

Make sure all student monitors display the “Section Complete” screen (below).



Then say:

We will now take a short break.

- **Collect all unit texts after Section 1.**
- Collect the used scratch paper.
- Store the materials in a secure place during the break.
- Allow students to stay in the room and stretch or leave one at a time to use the restroom.

NOTE: Students with the accommodation *Extended Time* may not move to Section 2 until they have completed Section 1. Make sure only students with the accommodation *Extended Time* are allowed to continue testing on Section 1. For additional information about the accommodation *Extended Time*, see page 15 of this manual.

NOTE REGARDING BREAK: A short or extended break may be provided. If an extended break is provided, maintain test security and carefully monitor students to make sure they do not discuss the test questions. Students are not permitted to use electronic devices or engage in activities during breaks that may compromise the validity of the test.

THE GIVER—SECTION 2

After the break:

- Provide students with blank scratch paper for Section 2.
- Click **Release to Next Section** (shown below) on the Proctor Screen to begin Section 2.

ADAM
Assessment Delivery and Management

Proctoring 07MAT-AA010100 Class The Giver Form A - Real (F3WNJR) Exit

Test Information

Admin Name 07MAT-AA010100 Class The Giver Form A - Real

Proctor Jimmy Proctor

Opens 11/18/19

Closes 12/28/19

Passcode F3WNJR

Type SCHEDULED

Kiosk Only false

Paused Not Started Release All To Next Section

Test Sessions

Tester	State	Accommodations	Actions
Lily Jackson	Section Complete	TTS	
Addison Taylor	Not Started	TTS	
Avery Thomas	Not Started	TTS	
Ella Miller	Not Started	TTS	
Elizabeth Jones	Not Started	TTS	
Olivia White	Not Started	TTS	

When all students are ready to begin, say:

Read the directions silently while I read them aloud.

You will now respond to a writing prompt based on what you learned during The Giver unit. You will not have access to the unit texts; however you should support your response with relevant ideas and information you gained from the texts. You may also include ideas and information from the text you read in Section 1.

Be sure to do the following:

- **Organize and fully develop your ideas with thoughtful analysis**
- **Include relevant information from the texts**
- **Identify the texts you are referencing**
- **Use correct grammar, punctuation, and spelling**

Are there any questions about these directions?

To start this section, click “START” at the bottom of the screen.

You will have 60 minutes for this section. You may begin.

After 50 minutes of testing time, say:

You have 10 minutes remaining.

After the full 60 minutes, say:

If you have not done so already, click “REVIEW” and then “FINISH.”

You will be asked the question, “Do you want to submit your answers now?”

Click “YES.”

Make sure that all students have exited the test. The sign-in screen with the LDOE logo should be displayed on each student's screen. The program may now be closed.

When all students have exited the test, say:

You have completed the assessment and I will collect your scratch paper.

Ending the Test

- Collect the used scratch paper.
- Return all secure test materials *[including student login tickets]* to the test coordinator to store in a secure place.
- Report any missing materials and report any testing irregularities to the test coordinator.

HOW TO WRITE A MEMOIR

HOW TO WRITE A MEMOIR—SECTION 1

When all students are ready, say:

We are now ready to begin the test. Click “NEXT.” The directions for answering questions should open. Is there anyone who does not see the directions for answering questions?

Check monitors to confirm that all students are on the directions screen (with the LDOE logo on top).
Pause to assist students as necessary.

When all students are ready to begin, say:

Read the directions silently while I read them aloud.

In this test, you will do the following:

- **Answer questions about *How to Write a Memoir*, by William Zinsser.**
- **Read a new text related to the unit and answer questions about the text.**
- **Respond to a prompt based on the texts you have read in the How to Write a Memoir unit.**

As you answer the test questions, remember the following:

- **Some questions may have one part and require that you select ONE or TWO correct answers, while other questions may have two parts and ask you to select an answer in Part A and an answer in Part B. Make sure you read the questions carefully and answer them completely.**
- **For questions that require you to type or write a response, read the directions carefully and enter your response in the space provided.**
- **There are online tools available for you to use; for example, you can highlight text or use the line reader.**
- **Remember that once you exit a test section, you CANNOT go back into that section.**

Do not begin the test until you are instructed to so.

Are there any questions about these directions?

Answer all questions. Then say:

Remember: If you do not know the answer to a question, you may flag it and go on to the next question. If you finish early, you may REVIEW your answers and any questions you may have flagged.

When you have finished reviewing your items, follow the onscreen directions to click “NEXT” and “CONTINUE” to complete Section 1. Once you do this, you may not return to Section 1.

After you have completed Section 1, please read a book or sit quietly.

Does anyone have any questions?

Answer any questions. Then say:

To start the test, click “START” at the bottom of the screen.

You will have 60 minutes for this section. You may begin.

NOTE: In the event of a temporary loss of internet connectivity, have the student wait a few minutes and then try again to complete the test. If the problem persists, consult the school test coordinator.

While students are testing, remember to actively monitor the testing environment, making sure that students are not committing any security breaches and that students with accommodations are able to access their online accommodations (e.g., students using Text-to-Speech are able to hear the test through their headphones).

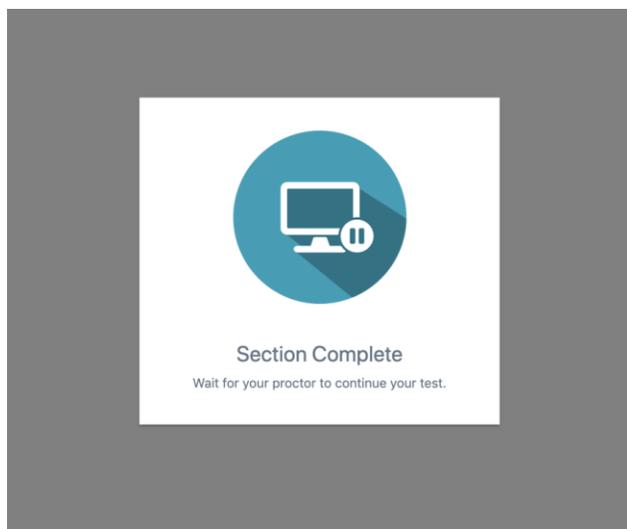
After 50 minutes of testing time, say:

You have 10 minutes remaining.

After the full 60 minutes, say:

If you have not done so already, navigate to the last item and click “REVIEW.” Then click “NEXT” and “CONTINUE” to exit Section 1.

Make sure all student monitors display the “Section Complete” screen (below).



Then say:

We will now take a short break.

- **Collect all unit texts after Section 1.**
- Collect the used scratch paper.
- Store the materials in a secure place during the break.
- Allow students to stay in the room and stretch or leave one at a time to use the restroom.

NOTE: Students with the accommodation *Extended Time* may not move to Section 2 until they have completed Section 1. Make sure that only students with the accommodation *Extended Time* are allowed to continue testing on Section 1. For additional information about the accommodation *Extended Time*, see page 15 of this manual.

NOTE REGARDING BREAK: A short or extended break may be provided. If an extended break is provided, maintain test security and carefully monitor students to make sure they do not discuss the test questions. Students are not permitted to use electronic devices or engage in activities during breaks that may compromise the validity of the test.

HOW TO WRITE A MEMOIR—SECTION 2

After the break:

- Provide students with blank scratch paper for Section 2.
- Click **Release to Next Section** (shown below) on the Proctor Screen to begin Section 2.

The screenshot shows the ADAM (Assessment Delivery and Management) Proctoring interface. At the top, it displays 'Proctoring 07MAT-AA010100 Class The Giver Form A - Real (F3WNJR)'. The interface is divided into two main sections. On the left, there is a 'Test Information' sidebar with the following details: Admin Name: 07MAT-AA010100 Class The Giver Form A - Real; Proctor: Jimmy Proctor; Opens: 11/18/19; Closes: 12/28/19; Passcode: F3WNJR; Type: SCHEDULED; Kiosk Only: false. The main area is titled 'Test Sessions' and shows a table of students. The status is 'Not Started' and there is a 'Release All To Next Section' button. The table has columns for Tester, State, Accommodations, and Actions.

Tester	State	Accommodations	Actions
Lily Jackson	Section Complete	TTS	➡ ⏻
Addison Taylor	Not Started	TTS	
Avery Thomas	Not Started	TTS	
Ella Miller	Not Started	TTS	
Elizabeth Jones	Not Started	TTS	
Olivia White	Not Started	TTS	

When all students are ready to begin, say:

Read the directions silently while I read them aloud.

You will now respond to a writing prompt based on what you learned during the How to Write a Memoir unit. You will not have access to the unit texts; however you should support your response with relevant ideas and information you gained from the texts. You may also include ideas and information from the text you read in Section 1.

Be sure to do the following:

- **Organize and fully develop your ideas with thoughtful analysis**
- **Include relevant information from the texts**
- **Identify the texts you are referencing**
- **Use correct grammar, punctuation, and spelling**

Are there any questions about these directions?

To start this section, click “START” at the bottom of the screen.

You will have 60 minutes for this section. You may begin.

After 50 minutes of testing time, say:

You have 10 minutes remaining.

After the full 60 minutes, say:

If you have not done so already, click “REVIEW” and then “FINISH.”

You will be asked the question, “Do you want to submit your answers now?”

Click “YES.”

Make sure that all students have exited the test. The sign-in screen with the LDOE logo should be displayed on each student's screen. The program may now be closed.

When all students have exited the test, say:

You have completed the assessment and I will collect your scratch paper.

Ending the Test

- Collect the used scratch paper.
- Return all secure test materials *[including student login tickets]* to the test coordinator to store in a secure place.
- Report any missing materials and report any testing irregularities to the test coordinator.

MAKE-UP TESTING

Make-up testing must be completed within the testing window. If a student starts a section and leaves the testing environment (e.g., due to illness, family emergency, natural disaster) without finishing that section, he or she may be allowed to complete that section on a different day. If there are concerns about a student completing a section, the student should NOT be allowed to begin testing. If a student leaves during a section, the test administrator should note the exact place in the section where the student stopped and the time remaining, and then contact the test coordinator.

Test administrators must closely monitor make-up testing to ensure students do not alter any previously entered responses.

The same security and administration procedures described for regularly scheduled administrations should be followed for make-up testing.

- The test coordinator and principal will schedule make-up test sessions and inform test administrators of the arrangements made.
- The test administrator must keep a record of students who need make-up testing. The record should include each student's name, student's login ticket, each test and section the student needs to complete, and any accommodations the student should receive. This information should be shared with the test coordinator each day.
 - The ADAM test codes are unique to each administrator. These codes are the same during make-up.
- If a student is absent because of illness during testing, including make-up testing, the test administrator must notify the test coordinator.