



LEAP 2025 Humanities Assessment

Grade 7

2019—2020: Window 2

**School and System
Test Coordinator's 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 COORDINATOR
PRE-ADMINISTRATION OATH OF SECURITY AND CONFIDENTIALITY STATEMENT**

I, _____, do hereby affirm the following:

Name of School Test Coordinator (print)

- I was provided the *Test Coordinator's 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 Coordinator's Manual, the Test Administration Manual, and all other guidelines and instructions provided by my district test coordinator.
- I will provide professional development on test security and administration prior to this test administration to all individuals who have access to, monitor, or administer the test.
- I will keep all secure materials in a locked, secure storage area before and after testing.
- I will follow security regulations for distribution and return of secure test materials.
- I will provide a list of students approved for accommodations, with the accommodations they are to receive, to the appropriate test administrators.
- I will verify that all testing environments are prepared for testing, including sufficient space between students, removal or covering of all academic content materials, and placement of Testing—Do Not Disturb signs on doors.
- 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 or supplementary secure materials.
- I will not prepare or administer any test items from parallel, previously administered, or current forms of statewide assessments as practice tests or study guides (does not include released test items).
- I will verify that testing is not conducted in environments that differ from the usual classroom environment without prior written permission from the Louisiana Department of Education.
- I will report any testing irregularities to the 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 Coordinator

Signature of Principal

BEFORE TESTING: school test coordinators must complete and submit a signed copy of this form to their district test coordinator. This form will be maintained for a period of three years in the school test coordinator's file.

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

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

- I was provided the *Test Coordinator's 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 Coordinator's Manual, the Test Administration Manual, and all other guidelines and instructions provided by my district test coordinator.
- I provided professional development on test security and administration prior to this test administration to all individuals who have access to, monitor, or administer the test.
- I kept all secure materials in a locked, secure storage area before and after testing.
- I followed security regulations for distribution and return of secure test materials.
- I provided a list of students approved for accommodations, with the accommodations they were to receive, to the appropriate test administrators.
- I verified that all testing environments were prepared for testing, including sufficient space between students, removal or covering of all academic content materials and placement of Testing—Do Not Disturb signs on doors.
- 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 or supplementary materials.
- I did not prepare or administer any test items from parallel, previously administered, or current forms of statewide assessments as practice tests or study guides (does not include released test items).
- I verified that testing was not conducted in environments that differ from the usual classroom environment without prior written permission from the Louisiana Department of Education.
- I reported any testing irregularities to the district 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 Coordinator

Signature of Principal

AFTER TESTING: school test coordinators must complete and submit a signed copy of this form to their district test coordinator. This form will be maintained for a period of three years in the district test coordinator's file.

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 |
| MAKE-UP TESTING | 19 |
| TEST MATERIALS | 20 |
| ROLES AND RESPONSIBILITIES: QUICK REFERENCE | 21 |
| DISTRICT TEST COORDINATOR | 21 |
| Before Testing | 21 |
| During Testing | 21 |
| After Testing | 21 |
| DISTRICT DATA COORDINATOR | 22 |
| Before Testing | 22 |
| During Testing | 22 |
| SCHOOL TEST COORDINATOR | 22 |
| Before Testing | 22 |
| During Testing | 23 |
| After Testing | 23 |
| SCHOOL TEST ADMINISTRATOR | 23 |
| Before Testing | 23 |
| During Testing | 24 |
| After Testing | 25 |
| MANAGING STUDENT LOGINS | 27 |
| Student Changes (Transfers/Additions/Etc.) | 27 |
| Locked Test Codes/Student Login Tickets | 27 |
| Invalidating Student Test | 28 |
| Technical Issues | 28 |

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 coordinators must be given 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 coordinators are required to sign the School Test Coordinator 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 coordinators and test administrators are responsible for the security of all secure materials assigned to them. **On completion of testing each day, test coordinators 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 must create test administrations in ADAM, generate ADAM test codes, and 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 is required to schedule and conduct 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. Prior to this training session, the district test coordinator should review this manual, the training webinar, and the training materials provided.

The training should 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.

Emphasize the importance of test coordinators providing training for test administrators in test security and proper test administration procedures. Only persons trained in test security and administration procedures shall be allowed to administer statewide assessments or have access to secure test materials.

SCHOOL TEST COORDINATOR-CONDUCTED TRAINING SESSION

The school test coordinators are required to 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 should focus on following test administration directions and procedures, test security, and providing an appropriate test setting. Distribute the test administration manuals before the training session to allow test administrators time to study, write in, and highlight the manuals before testing.

Compile a list of students approved for accommodations, specifying the accommodations they are to receive. Test administrators for these students should be given a copy of the list before testing. Make sure the assigned test administrator is knowledgeable about the accommodations and how to administer the tests with the assigned accommodations.

ONLINE TOOLS TRAINING (OTT)

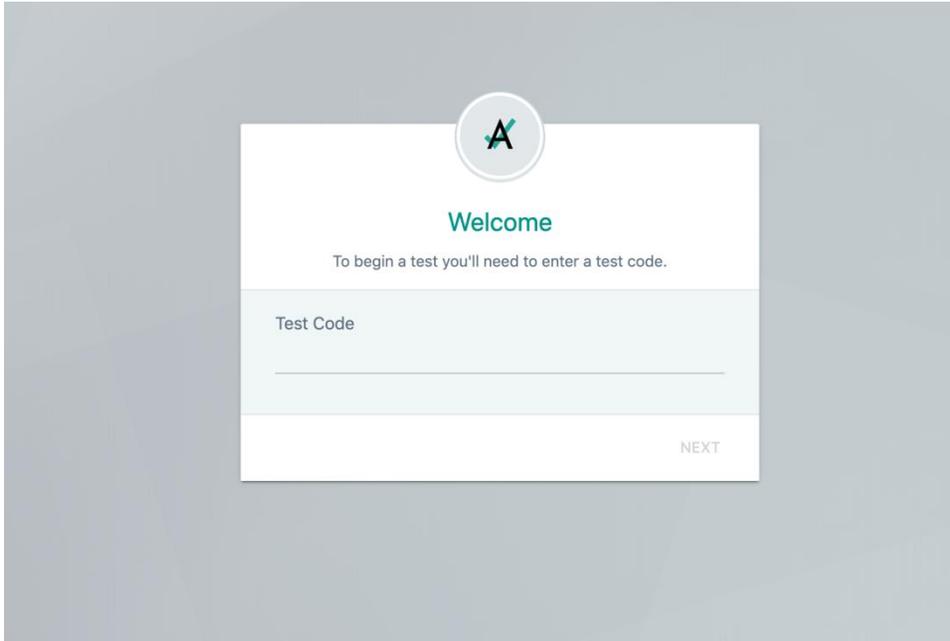
It is **required** that test administrators and students experience the Online Tools Training (OTT) **before** the computer-based test administration.

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**.

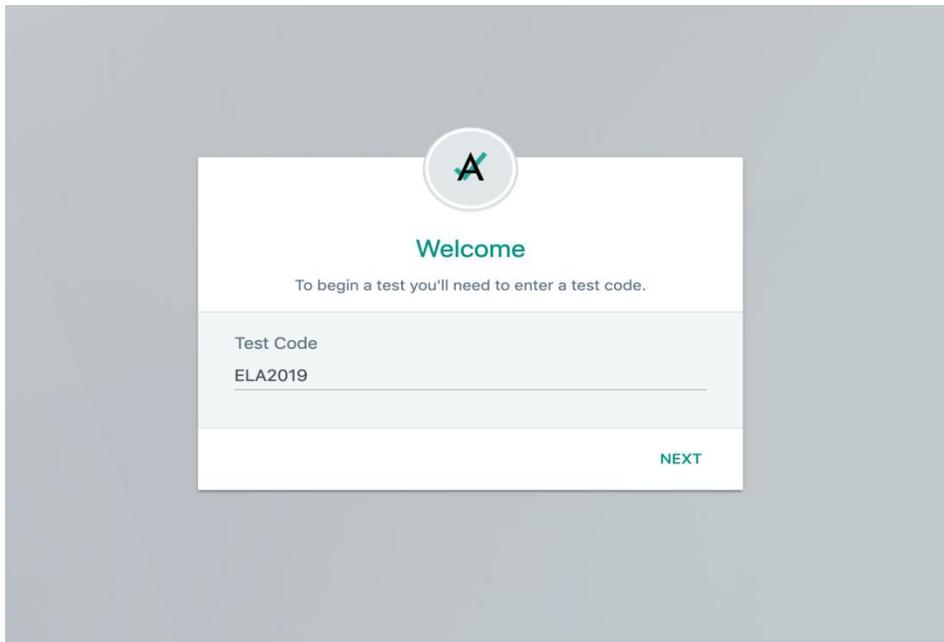
Administrators should remind students that the OTT is designed to allow them to experience taking an assessment on a computer and to experiment with the features available to them during an actual assessment.

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:

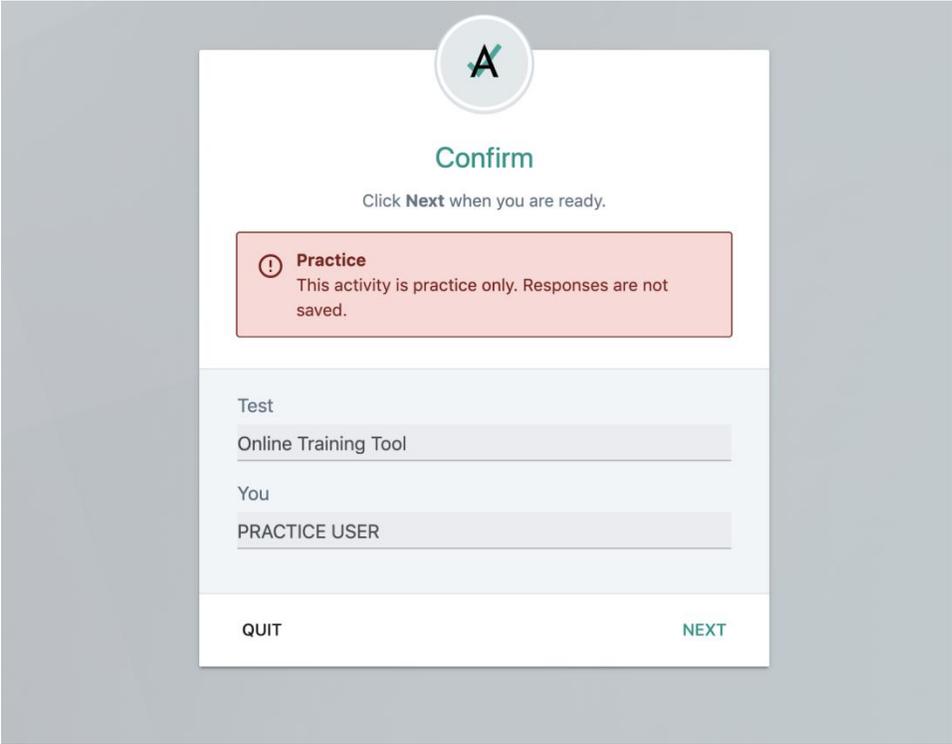


Students type in **ELA2019** as the test code for the OTT and click the **Next** button.

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 as well as 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 should 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 district 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 19).

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:

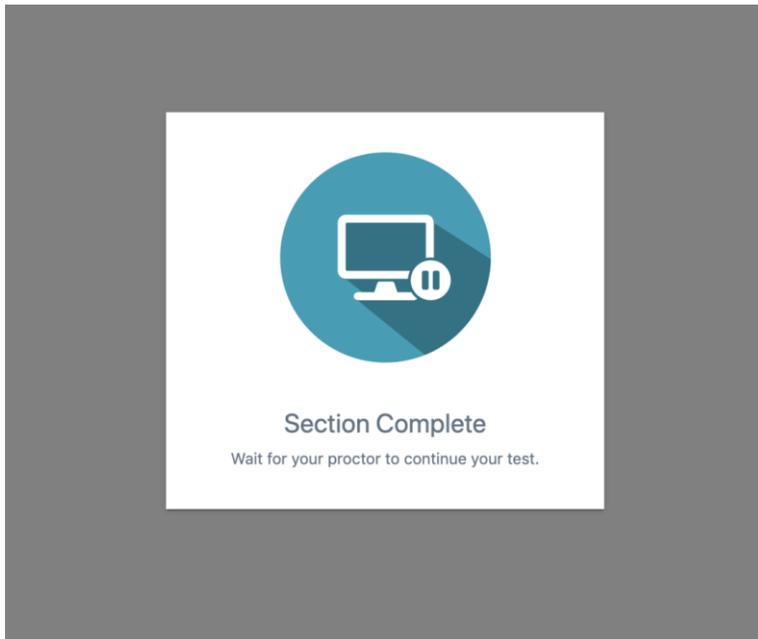
| SECTION | TIME | MATERIALS REQUIRED |
|---|------------|---|
| Section 1 (unit texts and unit-related texts) | 60 minutes | Guidebook Unit Texts (unit-related texts are provided online) |
| Section 2 (essay) | 60 minutes | No Texts Allowed |

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.

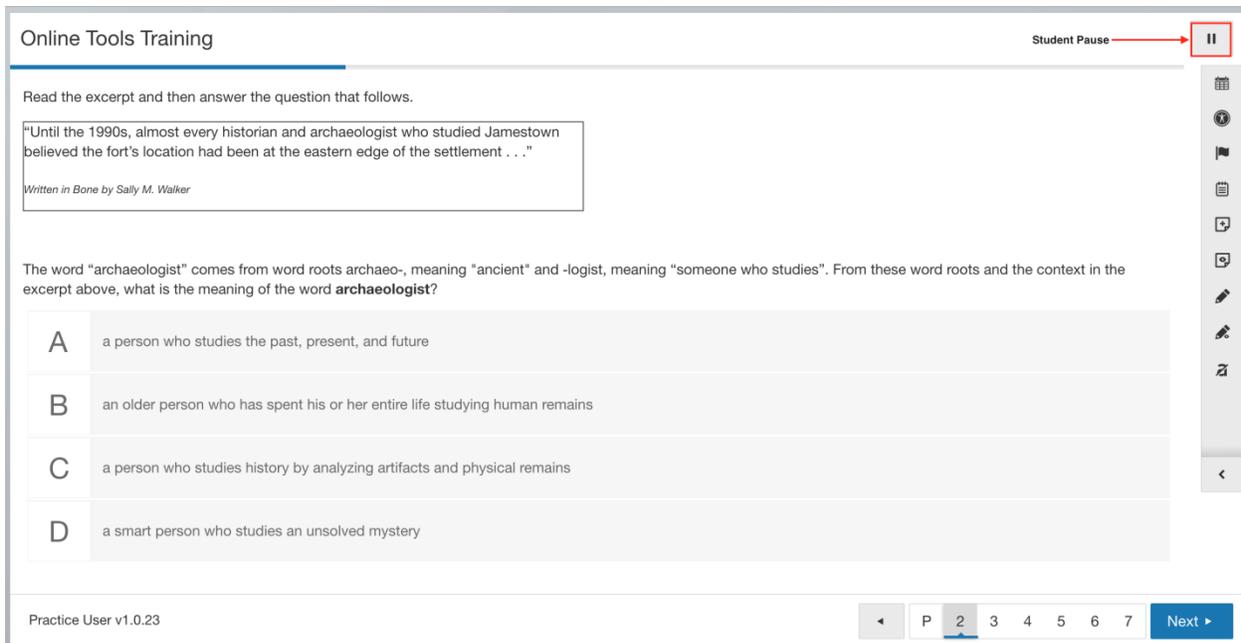
A screenshot of the ADAM (Assessment Delivery and Management) proctoring interface. The header shows 'ADAM Assessment Delivery and Management' and 'Proctoring 07MAT-AA010100 Class The Giver Form A - Real (F3WNJR)'. The interface is divided into several sections: 'Test Information' on the left, a 'Paused' status bar at the top, and a 'Test Sessions' table on the right. The 'Test Sessions' table lists students and their current status. A 'Release All To Next Section' button is visible in the top right of the interface.

| Tester | State | Accommodations | Actions |
|-----------------|------------------|----------------|------------------------|
| Lily Jackson | Section Complete | TTS | [Next Section] [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 | |

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.



Online Tools Training Student Pause → **||**

Read the excerpt and then answer the question that follows.

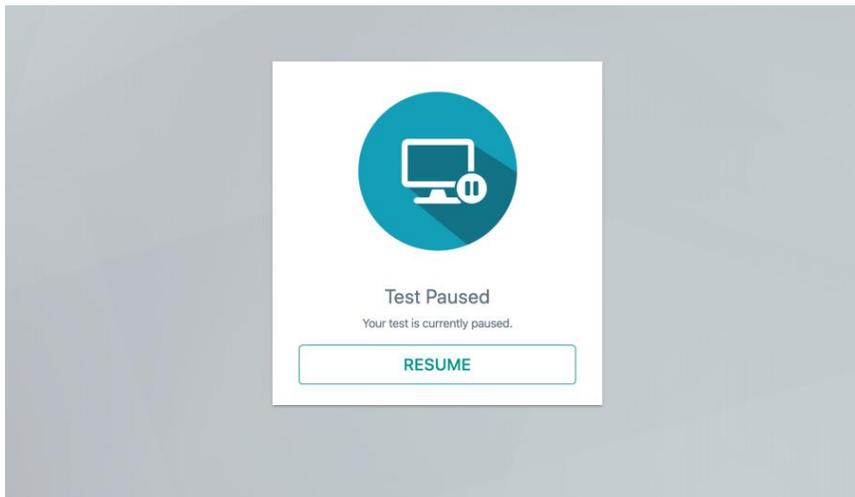
"Until the 1990s, almost every historian and archaeologist who studied Jamestown believed the fort's location had been at the eastern edge of the settlement . . ."

Written in Bone by Sally M. Walker

The word "archaeologist" comes from word roots archaeo-, meaning "ancient" and -logist, meaning "someone who studies". From these word roots and the context in the excerpt above, what is the meaning of the word **archaeologist**?

- 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

Practice User v1.0.23 ◀ P 2 3 4 5 6 7 Next ▶



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 27, *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, test administrators must 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

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 (if created), 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.

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

DISTRICT TEST COORDINATOR

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 district test coordinator's responsibilities include the following:

Before Testing

- Read the LEAP 2025 Humanities Assessment Test Coordinator's Manual in its entirety. Feel free to mark in the manual.
- Attend test coordinator training webinar.
- Schedule testing, make-up dates, and times of testing, based on the Key Dates.
- Administer Online Tools Training (OTT), and review the **Pause**, **Submit**, and **Finish** functions.
- Work with school test coordinators and technology coordinators to establish a testing plan.
- Become familiar with technology and technology documentation.
- Conduct school system training sessions and any additional training.
- Update the school system test security policy and submit the Statement of Assurance and an electronic version of the school system test system security policy to the LDOE annually.
- Verify that an appropriate locked, secure storage area has been designated at each school.
- Report immediately to the LDOE any damaged or missing secure materials.
- Return any missing secure materials to the LDOE when they are found.
- Create administrations in ADAM (www.adamexam.com).
- Generate ADAM test codes.
- Distribute ADAM test codes to schools immediately before testing.

During Testing

- Be readily available to answer questions about test security, administration, and return of materials.
- Report immediately to the LDOE any breaches of test security.
- Document and track test accommodations for students who receive Section 504, special education, and EL services.

After Testing

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

- Collect materials from schools.
 - ✓ Ensure that all school test coordinators know the deadline for returning materials.
- Destroy secure materials (scratch paper, ADAM test codes, student login tickets (if printed by buildings), etc.).

DISTRICT DATA COORDINATOR

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 district data coordinator's responsibilities include the following:

Before Testing

- Ensure access to the MZD sFTP site.
- Upload TDSL file to MZD sFTP site with complete PII (personally identifiable information).
- Attend relevant trainings.
- Become familiar with ADAM Technology Guidelines.
- Ensure URLs are white-listed per ADAM Technology Guidelines.
- Install secure web browser (<https://mzdevinc.com/lockdown>).
- Ensure computers are configured prior to testing.
- Create a communication plan with test coordinator to support test administrators during testing.

During Testing

- Be readily available to answer questions and troubleshoot.

SCHOOL TEST COORDINATOR

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 school test coordinator's responsibilities include the following:

Before Testing

- Attend test coordinator training.
- Review in their entirety the test coordinator and the test administration manuals.
- Distribute the test administration manual to test administrators before the training session.
- Become familiar with technology and technology documentation.
- Review Online Tools Training (OTT).
- Schedule OTT for students prior to testing.
- Conduct a training session on test security, test accommodations, and test administration for test administrators and all other persons who have access to secure materials before, during, and after test administration.
- Provide additional training as needed.
- Work with technology coordinators to assess the school's capacity for online testing, ensure requirements have been met, and establish a testing plan.
- Verify testing dates and scheduling times with the district test coordinator.
- Establish a communication plan with test administrators and technology coordinators to be used during testing.
- Arrange for make-up testing.

- Submit a Permission Form for Testing in Environments Different from the Usual Classroom Setting to the district test coordinator by the school system deadline if planning to test in any environment that differs from the usual classroom environment.
- Make arrangements for locations for students testing in small groups or individually, including students requiring *Extended Time* accommodations; verify that classrooms have been prepared for testing, including the covering or removal of all academic materials from the walls.
- Compile a list of students approved for accommodations, with the accommodations they are to receive, and provide the list of such students in a testing group to test administrators.
- Print and distribute student login tickets (if desired) and rosters to test administrators.
- Distribute ADAM test codes to test administrators immediately before testing.

During Testing

- Manage student login tickets (if printed).
- Ensure there is enough scratch paper (blank or lined) for each student.
- Be readily available to answer questions.
- Monitor testing.
- View testing status to ensure testing is complete.
- Collect and verify return of all secure test materials from test administrators, including student login tickets (if printed), rosters, and accommodations lists, at the end of each testing day.
- Ensure that test materials are locked in a secure storage area.
- Report any testing irregularities to the district test coordinator.
- Monitor make-up testing.

After Testing

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

- Ensure all student sections are submitted if students have completed their tests.
- Collect and destroy all used scratch paper.
- Collect ADAM test codes, student login tickets (if printed), rosters, accommodations lists, and any secure materials from test administrators.
- Ensure all test administrators and any paraprofessionals who assisted during testing complete and return the Oath of Securing and Confidentiality Statements to maintain at the school for three years.

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 reseal the student using the <i>Reseat</i> action in the proctor dashboard. Once the student has been reseated, 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. |