



Innovative Assessment Program Test Administration Manual

Grades 3 and 4 Field Tests
Grade 5 Pilot
Window 3 (2023-2024)



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.

¹Excerpts from <https://bese.louisiana.gov/policy>

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.**

KEY DATES

Key Dates for LEAP ELA IAP—Grades 3 and 4 Field Tests and Grade 5 Pilot

Online Tools Training Available	Available now
Lockdown Browser Ready for Installation	Available now
Test Forms Published in ADAM and Available to Schedule	April 4, 2024
Testing Window	April 15, 2024 – May 17, 2024
Void reports due	May 17, 2024

ALERTS

LEAP ELA Alerts—Grades 3 and 4 Field Tests and Grade 5 Pilot

Proctor Dashboard Update Reminder. Test Administrators will use the Proctor Dashboard instructions to release students to Section 2 of the assessment (see [page 9](#) and [Preparing for Section 2](#) in the test administration directions). Students must take the sections in the appropriate order.

Test Materials. Students must **not** use copies of texts studied in class for any part of the assessment. Providing students with prohibited materials is considered an administrative error that must be reported and will result in the student’s test being **voided**.

Text-to-Speech (TTS), Human Read Aloud, and Communication Assistance Script Accommodations. The *TTS*, *Human Read Aloud*, and *Communication Assistance Script* accommodations are available for students who have a *Tests Read Aloud* accommodation. If more than one student is using TTS and testing concurrently in the same room, they must each have individual headphones.

If the *TTS*, *Human Read Aloud*, or *Communication Assistance Script* accommodations are not properly assigned before a student begins a test, the test coordinator must complete the [Unique Accommodations Request Form](#) and send it to assessment@la.gov. If more than one student is involved, they must be tested individually because they may have different test forms.

Students with a *TTS* accommodation should have practiced using the TTS player in the Online Tools Training. It is especially important that these students understand how to start and stop the TTS player.

Braille Accommodation. Students with the *Braille* accommodation must use a braille test booklet. All braille responses will need to be entered into ADAM, the online testing system. School systems are responsible for ordering any necessary extra materials prior to the start of testing.

Accommodated Materials. To request IAP braille testing materials, an accommodated print form, or a Communication Assistance Script (CAS), the district test coordinator must complete the [IAP Material Request Form](#). Only one form may be submitted per LASID. If a CAS is requested for Human Read Aloud, the [Unique Accommodations Request Form](#) must also be completed and emailed to assessment@la.gov. Material request forms must be received 4 weeks prior to the start of an administration window.

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

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

- I was provided the *LEAP ELA Innovative Assessment Program Test Administration Manual—Grades 3 and 4 Field Test and Grade 5 Pilot* 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 this *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 test 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 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 *not* administer any test items/questions from parallel, previously administered, or current forms of statewide practice tests as practice tests or study guides (does not include sample test items).
- 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 Test Administrator or Proctor

Signature of School Test Coordinator

Signature of Principal

BEFORE TESTING: 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 and proctor.

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

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

- I was provided the *LEAP ELA Innovative Assessment Program Test Administration Manual—Grades 3 and 4 Field Test and Grade 5 Pilot* 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 this *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 test 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 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 will *not* administer any test items/questions from parallel, previously administered, or current forms of statewide practice tests as practice tests or study guides (does not include sample test items).
- 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 Test Administrator or Proctor

Signature of School Test Coordinator

Signature of Principal

AFTER TESTING: 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 and proctor.

Any teacher or other school personnel found guilty of facilitating cheating may have their 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.

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

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OVERVIEW

Innovative Assessment Program

The grades 3 and 4 field tests that are part of the Innovative Assessment Program (IAP) offer an approach to testing that measures student understanding of the knowledge taught through the content and texts in the ELA Guidebooks curriculum. During three designated testing windows, students take short assessments focused on the texts they studied throughout the year. This approach is designed to provide information from the assessments that is more connected to what is happening in the classroom for Louisiana teachers and students, while also providing valid, reliable, and transparent data on student achievement.

The IAP grade 5 pilot assessment for window 3, a curriculum-relevant test, is not directly related to a particular curriculum. Instead, it attempts to simulate the structure of high-quality ELA curriculum by presenting students with a collection of texts, informational and literary, related to the same topic. The first texts in section 1 will introduce students to the topic of the assessment. Then the students will read and answer questions about additional texts on the same topic to show their reading comprehension of those texts, but also to apply the knowledge presented in the first text. In section 2, students will write a narrative based on the texts they read in the assessment.

The data from the grades 3 and 4 field tests and grade 5 pilot will provide valuable information necessary to continue to expand the Innovative Assessment Program. Therefore, it is imperative that students understand the importance of doing their best when taking the tests.

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. Standardized tests, which include field tests and pilots, 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 and proctors must receive this manual 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 (see [pages iv](#) and [v](#)) both before and after testing is completed, ensuring that security and test administration procedures were followed.

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 the following:

- ADAM test codes
- Student rosters
- Student Login Tickets—LASID (if school elects to print for student use)
- Lists of students being provided accommodations
- Scratch paper written on by students
- 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 viewing of items as part of an approved accommodation, is permitted to view or read the test or test items before, during, or after administration.**

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

REQUIRED TRAINING SESSIONS

School Test Coordinator-Conducted Training Session

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, testing procedures, test security, and providing an appropriate test setting. During training, test administrators should study, write in, and highlight the manual to prepare for 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.

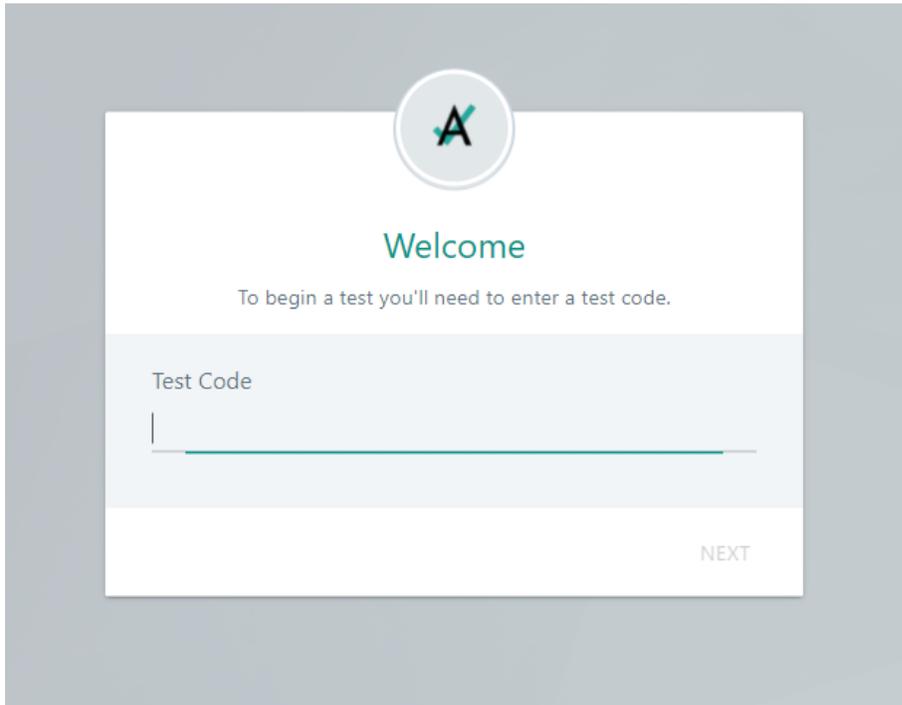
Online Tools Training (OTT)

It is recommended that test administrators and students complete the Online Tools Training (OTT) **before** the test administration.

The OTT is designed to introduce test administrators and students to the online testing system. The purpose of the OTT is for 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 general item types and system tools. The goal is to familiarize students with the testing platform and not to test their content knowledge.

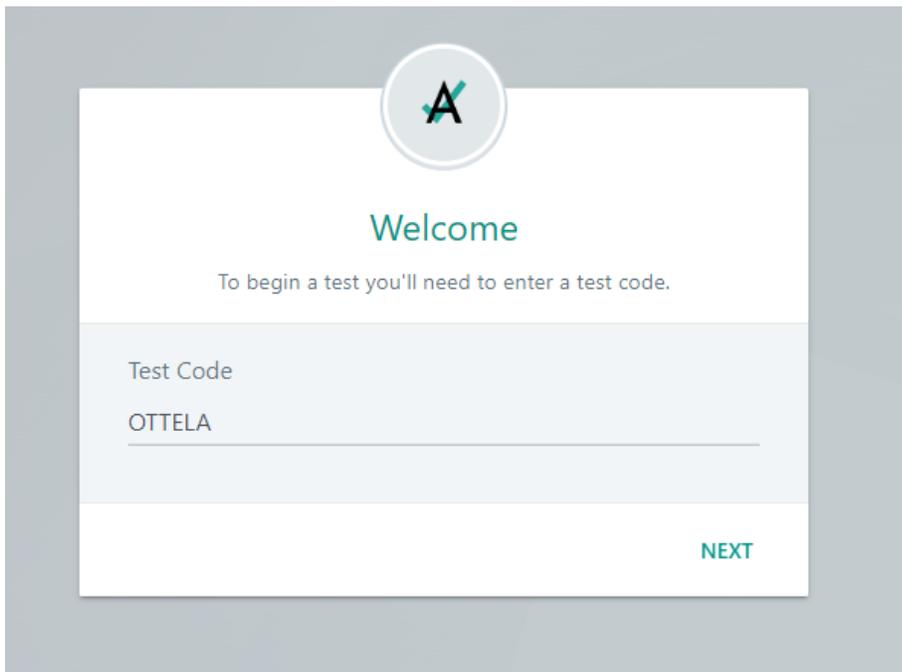
Students should be reminded that the OTT is designed to allow them to experience taking an assessment on a computer and to experiment with the features available to them during the actual assessment. For example, students with a *TTS* accommodation should have practiced using the TTS player as part of the OTT so that they understand how to start and stop the TTS player.

To begin the 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:

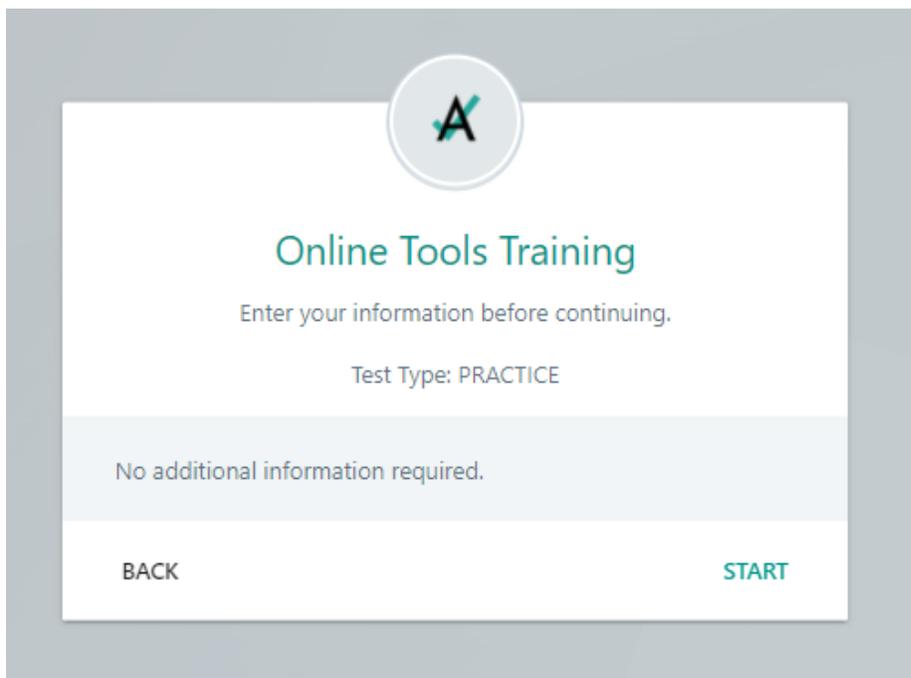


Students type in **OTTELA** as the test code for the OTT and click the **Next** button.

NOTE: Students who require the *Tests Read Aloud* accommodation must type in **OTTELATTS** as the test code and then click the **Next** button.



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



Once users are in the OTT, they should follow the prompts to become familiar with the online testing platform. There is no limit to the amount of times users may work through the OTT.

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 school test coordinator **with written documentation**.

The list that follows includes violations of test security as outlined in [Bulletin 118](#), as well as possible testing irregularities:

- 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 before, during, and after testing
- Losing an ADAM test code or Student Login Ticket (if tickets are printed by the schools)
- 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 with 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

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

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

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

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

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 students turn in their 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 to provide approved accommodations, online assessments, or technical assistance during online assessments. School 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.

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 school test coordinator must receive a written account of the incident and report the incident to assessment@la.gov.

TESTING GUIDELINES

Testing Schedule

The dates for test administration are scheduled by LDOE; however, school systems determine the administration dates within the testing window.

There are two sections that need to be administered during each window. **Sections 1 and 2 must be administered on the same day in the proper order.** For more information about the content and design of the grades 3 and 4 field tests, consult the [IAP assessment guide](#), found in the [Assessment Guidance library](#) of the LDOE website. See the table below for information about the test administration of each section.

GRADES 3 AND 4 FIELD TESTS				
TEST SECTION	FOCUS OF EACH SECTION	TESTING TIME	TEST ADMINISTRATION	TESTING MATERIALS
Section 1	Questions about Unit Text(s) and Unit-Related Text(s)	45 minutes	Sections 1 and 2 must be administered on the same day.	Scratch Paper and Pencils Only [Students are not allowed to have copies of unit texts for any part of the assessment.]
Section 2	Writing Task	45 minutes	Students will use the same Student Login Ticket for both sections.	

GRADE 5 PILOT				
TEST SECTION	FOCUS OF EACH SECTION	TESTING TIME	TEST ADMINISTRATION	TESTING MATERIALS
Section 1	Reading and Answering Questions about a Set of New Texts Related to the Same Topic	45 minutes	Sections 1 and 2 must be administered on the same day.	Scratch Paper and Pencils Only [Students are not allowed to have reading material on their desks during any part of the assessment.]
Section 2	Writing Task	60 minutes	Students will use the same Student Login Ticket for both sections.	

All LEAP ELA Innovative Assessment Program Field Test sections are timed, but exceptions are made for students with the accommodation *Extended Time*.

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 makeup testing to complete the missed section and must take the sections in the proper order (Section 1, Section 2).

Refer to Makeup Testing ([page 13](#)) for how to handle students participating in makeup testing.

After each day's scheduled testing, all secure materials must be returned to the school 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 school test coordinator to be stored in the locked, secure storage area during the extended break.

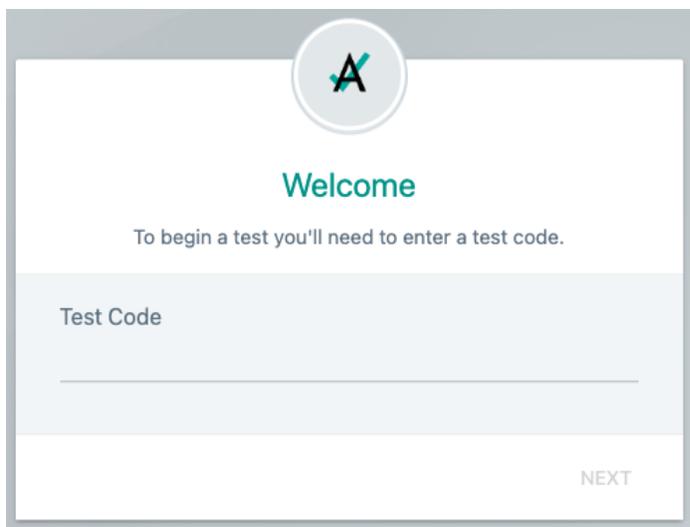
NOTE: During the break, maintain test security and carefully monitor students to make sure they do not discuss the test questions. Students are not permitted to use electronic devices or engage in activities that may compromise the validity of the test.

Short Break Between Sections

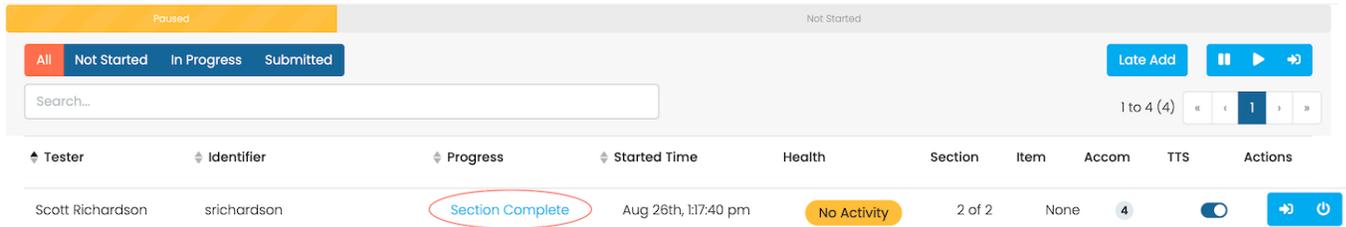
Test administrators should provide students with a break before they begin Section 2.

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

Once students complete Section 1, they will be directed back to the Welcome page.

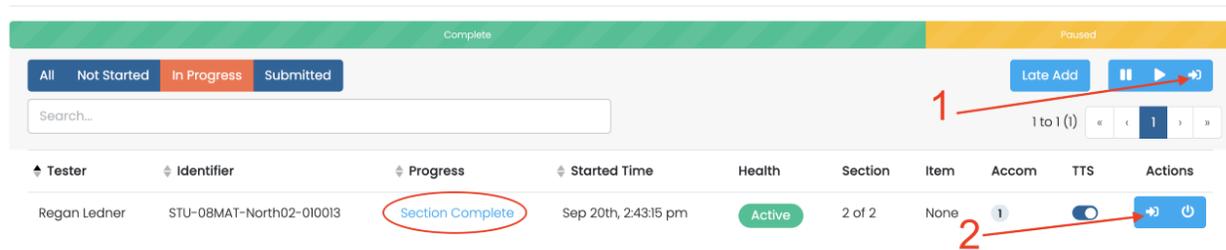


The proctor should verify that students have completed Section 1 in the Proctor Dashboard. The student’s progress in the Proctor Dashboard is set to “Section Complete” when they complete Section 1.



Between Sections 1 and 2, the proctor must open Section 2 for students by doing one of the following:

1. Release Section 2 to **all** students at once **OR**
2. Individually release Section 2 for **each** student



For more information about the proctor dashboard, consult the [LDOE ELA Innovative Assessment Program Support Desk](#).

Pausing the Test

If necessary, a test can be paused from the student screen for up to 20 minutes. If a student needs to leave the room for a short break during the test administration (e.g., restroom break, office visit, etc.), the student should click the **Student Pause** button (shown below). Once this button is clicked, the test items are removed from the screen to maintain test security.

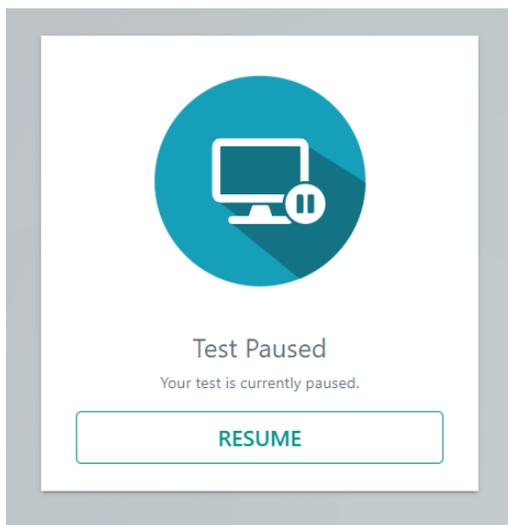
- Student Screen Pause:
 - The **Student Pause** function should be utilized if students have to leave their computer station for any reason for a period of less than 20 minutes.
 - Upon resuming, students are returned to the portion of the test where they were prior to the pause.
 - Notes or markings students made using the online tools before pausing the test will remain.



What are **two** ways that the film and novel versions of *The Hunger Games* present information differently?

A

The film emphasizes the history between Peeta and Katniss right away, but the book only provides this detail once the Hunger Games have begun.



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's test section must be resumed by the test administrator 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 the 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 test until the student is ready to resume testing at the new location.

For more information about the proctor dashboard, consult the [LDOE ELA Innovative Assessment Program Support Desk](#).

For students with the *Extended Time* accommodation who have not completed the test section:

- Do not allow students to attend a lunch period with other students who have completed the day's test.
- Do not allow students to attend any classes or related activities until the day's test is complete.
- See [page 16](#) for more details on *Extended Time*.

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 24](#), *Testing Issues: Locked Test Codes/Student Login Tickets*.

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](#).

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. **Remember that students must NOT use copies of the unit texts or other texts studied in class, as well as other reading materials during any part of the assessment. Doing so will result in the student's test being voided.**

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 the test, including after a student has completed testing (e.g., submits responses to 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, smartwatches, 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 testing. 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.
Students must NOT use copies of the unit texts or other texts studied in class, as well as other

reading materials during any part of the assessment. Providing students with prohibited texts is considered an administrative error that must be reported and will result in the student’s test being voided. 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.

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 students are found to have any prohibited materials in their possession upon arrival, the students must be instructed to hand the materials to the test administrator. If the prohibited material is an electronic device, students must first turn off the device before handing it to the test administrator.

Makeup Testing

Makeup 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, the student 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 school test coordinator. Students may not go back to previously answered items.

Test administrators must closely monitor makeup 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 makeup testing.

- The school test coordinator and principal will schedule makeup test sessions and inform test administrators of the arrangements made.
- The test administrator must keep a record of students who need makeup testing. The record should include each student name, Student Login Ticket (if created), the test and section the student needs to complete, and any accommodations the student should receive. This information should be shared with the school test coordinator each day.
 - The ADAM test codes are unique to each administrator. These codes are the same during makeup testing.
- If a student is absent because of illness during testing, including makeup testing, the test administrator must notify the school test coordinator.

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 English Learners 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 students can demonstrate the degree of achievement they actually possess. 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 Individualized Education Program (IEP), Individual Accommodation Plan (IAP), or English Learner (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 their 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.

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 school 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 school 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.

The following test accommodations as well as any others listed on the IEP as approved for state accommodations or as unique accommodations 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

Students may use the Zoom tool to enlarge the test items and passages.

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 the student, even if a change is incorrect. All changes must be made during testing.

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 punctuation 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. Students must be given sufficient time to respond to every test item but must take Section 1 and Section 2 on the same day and within the scheduled testing dates.

Communication Assistance

For statewide assessments, communication assistance is signing or cueing the test for students who are hearing impaired. A test administrator and/or interpreter who is fluent in the signing or cueing modality routinely used by the student should be available to repeat or clarify directions and sign the tests **if 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 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 school 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 school test coordinator and maintained in the locked, secure area until 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 school 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 have the *Tests Read Aloud* accommodation on an IEP, IAP, or EL checklist. 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, 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.

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 cueing 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 and documented on the EL checklist.

ELs with an *Extended Time* accommodation must be given sufficient time to respond to every test item but must take Sections 1 and 2 on the same day and within the scheduled testing dates.

Have English/native-language word-to-word dictionaries (no definitions) available to ELs—but only if this accommodation is documented in a student’s EL Accommodations Checklist and has been routinely used in the student’s classroom instruction and assessment.

Exceptions for Test Accommodations

A student with a disability or 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, IAP, or EL plan.

Special Considerations for Testing

With the support of the school administration, the school 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 school 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, 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:** Students should not supply their 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)

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

- **LEAP ELA Innovative Assessment Program Test Administration Manual—Grades 3 and 4 Field Test and Grade 5 Pilot**—This manual contains the procedures to be followed during the administration of the assessment. It is critical 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 a test section, they will be asked to enter their Louisiana Secure ID (LASID) before they can begin the assessment. Student 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 test.
- **Headphones**—Headphones are required for students who receive the *Tests Read Aloud* 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 school test coordinator *before* test administration.

ROLES AND RESPONSIBILITIES: QUICK REFERENCE

Test Administrator

The following checklists were designed to assist in the administration of the LEAP ELA Guidebooks Grades 3 and 4 Field Tests and the IAP Grade 5 Pilot. They do not replace the detailed procedures in this manual. The test administrator’s responsibilities include the following:

Before Testing

- Read the *LEAP ELA Innovative Assessment Program Test Administration Manual—Grades 3 and 4 Field Test and Grade 5 Pilot* in its entirety. Feel free to mark in the manual. If you have questions, ask the school 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 iv](#)) to the school test coordinator.
- Complete the Online Tools Training (OTT), and review the ***Pause, Flag, Review, Finish, and Submit*** functions.
- If you are testing students with accommodations, discuss with the school test coordinator arrangements that need to be made. Make sure you have a list of those students and the accommodations they are to receive.
- Plan seating arrangements that will ensure independent work during testing.
- Make sure 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.
- Make sure the testing environment has adequate lighting, ventilation, and minimal distractions.
- Make sure testing devices, especially Chromebooks, are fully charged.
- Pick up test materials from the school 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 outlined in the administration table (i.e., Section 1 is administered first; 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 ELA Innovative Assessment Program Test Administration Manual—Grades 3 and 4 Field Test and Grade 5 Pilot*. 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 test administration directions, if necessary, for clarification.
- Make sure students work only on the test section being administered.
 - Troubleshoot computer-based testing issues as needed.

- Ensure that students receive their approved accommodations. Ensure that students with a PNP receive their accessibility feature(s). If a student has the *TTS* accommodation, make sure the TTS player is visible on the student’s computer screen.
- 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 makeup 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 answers 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 part of a test item, reading passage, or writing prompt
 - ✓ Suggesting that students write more on an item, check their work, or review or reconsider an answer
- Use the proctor dashboard to monitor student progress and release students to Section 2 of the assessment.
- Allow a short break between sections as instructed in this manual. Maintain test security during the 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 school 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 school test coordinator, **separate** the test materials for those students who need to make up a test section from those who have completed testing. Inform the school test coordinator of students who require makeup testing.

NOTE: All materials containing student responses must be returned to the school test coordinator. Any sheets of paper, photocopies, 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 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 ([page v](#)).
 - ✓ 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 school 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 *LEAP ELA Innovative Assessment Program Test Administration Manual—Grades 3 and 4 Field Test and Grade 5 Pilot* and return the manual to the school test coordinator. If other paraprofessionals used the manual, have those individuals also write their names on the cover of the manuals and return those to the school test coordinator.

TESTING ISSUES

Student Changes (Transfers/Additions/Etc.)

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

<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. ADAM automatically rescans classes every 30 minutes to update Administrations. This removes the student from the previous roster and places them on the roster for 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 and school test coordinator have the ability to manually add new students or move students who have transferred to a new school within the same school system.
A student moves from one school to another school within the participating school system <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 assessment:	Please contact the Help Desk for assistance by calling 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>
<p>Test is closed by the student by unintentionally exiting the testing window.</p> <p>Or</p> <p>Test is closed by the system because the student has been paused or inactive for too long (timed out) or disrupted by a technical failure such as a computer crash or Internet outage.</p> <p>Or</p> <p>Test is closed by the proctor even though the student did not complete the test. (For example, in cases of student illness during the test session, or when class testing is paused due to a fire drill.)</p>	<p>The student session status in the proctor dashboard will show as <i>In Progress</i> or <i>Reseat</i>.</p> <p>During a Test Session: The Proctor can Reseat the student using the <i>Reseat</i> button in the proctor dashboard. The student will need to re-enter their test code and ID to reopen the test and resume testing. The system will reseat the student to the question they were on when the test was previously exited.</p> <p>On the Same Day as a Test Session: A proctor can Reseat the student using the <i>Reseat</i> button in the proctor dashboard. The student will need to re-enter their test code and ID to reopen the test and resume testing. The system will reseat the student to the question they were on when the test was previously exited.</p> <p>On Another Day After the Test Session: The student’s incomplete session will be autosubmitted by the system at the end of the day of the test session. Reopening a test on another day requires approval by LDOE. District Test</p>

<i>If...</i>	<i>Then...</i>
	<p>Coordinators should contact LDOE for this approval.</p>
<p>Test is Submitted by the student unintentionally by using the <i>Finish</i> button or other <i>Submit</i> function before completing the test, and the student needs to log back in to complete the test.</p> <p>Or</p> <p>Test was paused or interrupted during the original test session and then autosubmitted and locked by the system at the end of the day before the student could complete the test.</p>	<p>The student session status in the proctor dashboard will show as <i>Submitted</i>.</p> <p><u>During a Test Session:</u> An authorized District Test Coordinator can Unsubmit the student session using the <i>Unsubmit</i> button in the proctor dashboard. The Coordinator or Proctor will then need to <i>Reseat</i> the student to the unsubmitted test. The student will need to re-enter their test code and ID to reopen the test and resume testing.</p> <ul style="list-style-type: none"> • If the student was on Section 1, then they will be returned to Section 1 when the test resumes. • If the student was on Section 2, they will still be returned to Section 1 when the test resumes. The student will need to resubmit Section 1 and the proctor will need to release the student to Section 2. <p>Students may not go back to previously answered items. Test administrators must closely monitor reopened testing to ensure students do not alter any previously entered responses.</p> <p>District Test Coordinators must submit a testing irregularity form for all unsubmitted tests.</p> <p><u>On the Same Day as a Test Session:</u> An authorized District Test Coordinator can Unsubmit the student session using the <i>Unsubmit</i> button in the proctor dashboard. The Coordinator or Proctor will then need to <i>Reseat</i> the student to the unsubmitted test. The student will need to re-enter their test code and ID to reopen the test and resume testing.</p> <ul style="list-style-type: none"> • If the student was on Section 1, then they will be returned to Section 1 when the test resumes.

<i>If...</i>	<i>Then...</i>
	<ul style="list-style-type: none"> If the student was on Section 2, they will still be returned to Section 1 when the test resumes. The student will need to resubmit Section 1 and the proctor will need to release the student to Section 2. <p>Students may not go back to previously answered items. Test administrators must closely monitor reopened testing to ensure students do not alter any previously entered responses.</p> <p>District Test Coordinators must submit a testing irregularity form for all unsubmitted tests.</p> <p><u>On Another Day After the Test Session:</u> The student’s incomplete session will be autosubmitted by the system at the end of the day of the test session. Unsubmitting and reopening a test on another day requires approval by LDOE. District Test Coordinators should contact LDOE for this approval.</p>
A testing irregularity is detected (For example, student exits the section in a way that the secure browser detects an irregularity):	<p>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. If a testing irregularity is detected, it is important for a test administrator/proctor to document what occurred with the student section that caused the testing irregularity.</p>

Invalidating a Student’s 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 assessment@la.gov .

Technical Issues

Student experiences technical issues while testing:

<i>If...</i>	<i>Then...</i>
A student experiences technical issues (e.g., cannot log in, cannot advance to the next screen, cannot submit answers) while testing:	Contact your school test coordinator.

FREQUENTLY ASKED QUESTIONS

May I Review the Test Materials Before Testing?

No one, except students or test administrators who are administering tests that require test administrators 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 section to properly prepare for the administration.

Why Can't Teachers Look at the Tests?

Test security violations are minimized when teachers do not have access to the test. 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
 - Spell or pronounce words

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. If you allow students who finish testing early to read, make sure the reading material is **unrelated** to the test content. **Remember that students must NOT use copies of the unit texts or other texts studied in class, as well as other reading materials during any part of the assessment. Doing so will result in the student's test being voided.** These materials 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** a student's test 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 makeup testing. **However, the student cannot return to the previously attempted items on the test.** Careful monitoring is essential.

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. All suspected instances of cheating must 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.

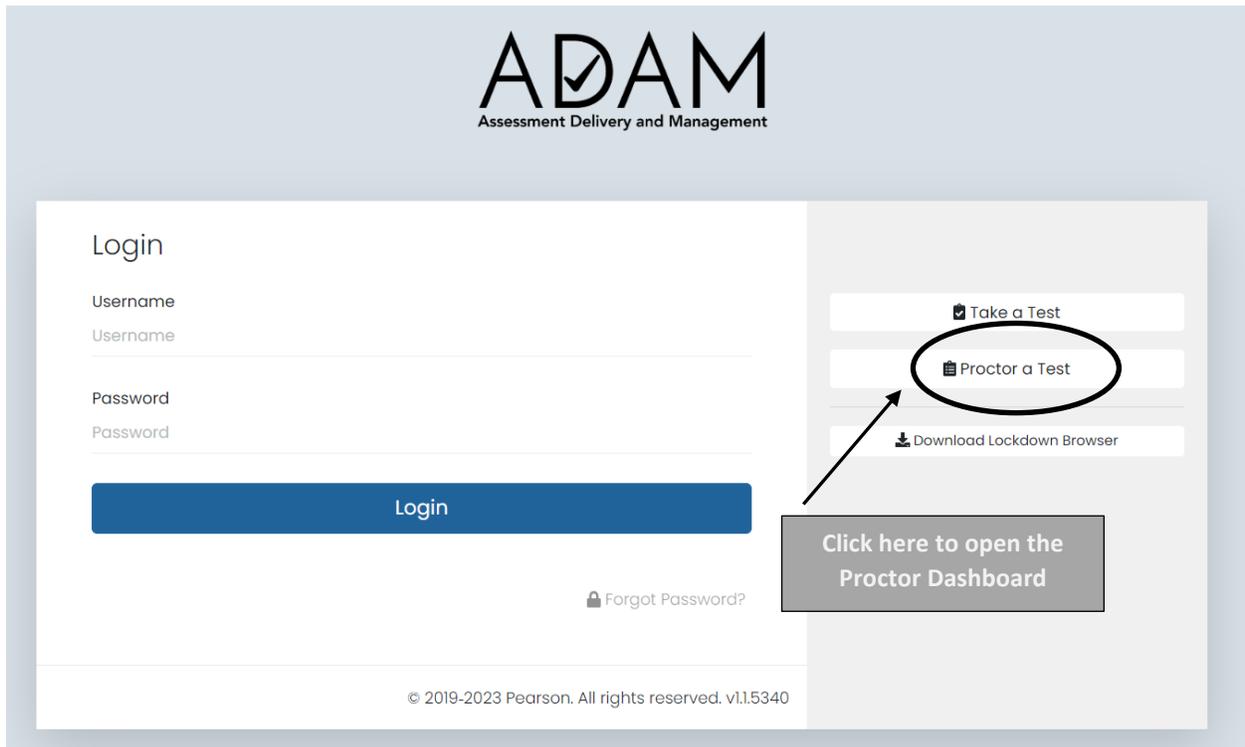
All testing irregularities must be reported in writing to the district test coordinator who must then submit reports to the LDOE.

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

GENERAL ADMINISTRATION INSTRUCTIONS

Proctor Dashboard Instructions for Test Administrators

During student testing, test administrators will access the proctor dashboard via the Proctor Login screen in [ADAM](#).



To open the proctor dashboard, test administrators should do the following:

1. Go to www.adamexam.com and click the “Proctor a Test” Button.
2. Enter the Section 1 test code and test password provided by the school test coordinator.

NOTE: Test administrators will use the same test code and test password to proctor Sections 1 and 2.

After completing the test administration of Section 2, test administrators should close the proctor dashboard.

Proctor Login

Enter Test Code

Enter Proctor Password

Submit

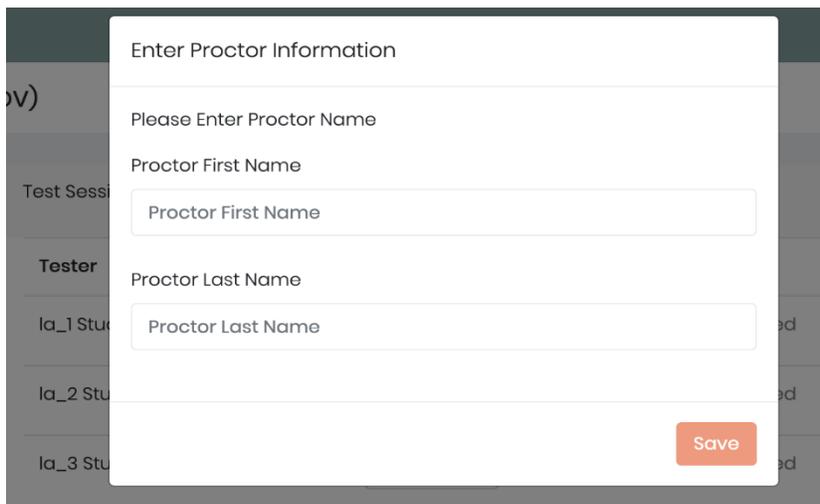
After entering the test code and test password, test administrators will be asked to confirm that they are in the correct proctor group.

Confirm

Proctor Group Name

Confirm

Next, test administrators will be asked to type in their first and last name.



Test administrators will then be directed to the proctor screen where the following monitoring features are available:

Section Release—Test administrators must use this feature to open Section 2 testing for their students. All students in “Section Complete” status should be released to the next section.

Pause Session—This feature allows administrators to pause an individual student’s test session. Test administrators must unpaue the session for the student to resume testing.

Reset Session—Test administrators should use this feature to resume a student’s test session after an interruption (e.g., computer issue, session timeout, or some other unexpected error).

The screenshot shows the proctor dashboard interface. At the top, there are three main sections: Testing Information, Config Information, and Actions. The Testing Information section includes details like Test Name, Administration, Proctor Group, and Testing School. The Config Information section shows Test Window, Proctor Name, and Kiosk Only status. The Actions section contains Test Code, Proctor Password, and a Print Cards button. Below these sections is a progress bar and a search filter. The main part of the dashboard is a table listing student sessions with columns for Tester, Identifier, Organization, Progress, Started Time, Health, Section, Item, TTS, Accom, Code, and Actions. Callouts point to various controls: 'Click to enlarge Test Code to present on a projector' points to the Test Code field; 'Resume All Sessions' points to a play button; 'Pause All Sessions' points to a pause button; and 'Release All to Next Section' points to a right arrow button. A yellow box highlights the 'Actions Menu' options: 'Pause Session', 'Reset Session', and 'Release to Next Section', noting that options change based on the tester's status.

This close-up shows the Actions menu for a student whose status is 'No Activity'. The menu is open, showing two options: 'Pause Session' and 'Reset Session'. The 'Reset Session' option is highlighted, indicating it is available for this status.

This close-up shows the Actions menu for a student whose status is 'Section Complete'. The menu is open, showing two options: 'Release to Next Section' and 'Reset Session'. The 'Release to Next Section' option is highlighted, indicating it is available for this status.

For more information about the proctor dashboard, test administrators should consult the [LDOE ELA Innovative Assessment Program Support Desk](#).

GRADES 3 AND 4 LEAP ELA GUIDEBOOKS FIELD TEST ADMINISTRATION DIRECTIONS

Reading Directions to Students

The directions to be read aloud to students are printed in **boldface** within boxes. Text that is not in 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 instructions if your school has elected to distribute printed Student Login Tickets.

General Directions for Administering Sections 1 and 2 for Grades 3 and 4

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 Section 1 and Section 2 of the LEAP ELA Guidebooks field test. 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 students raise their hands, collect their electronic devices and store them until the test section is complete. (Certain electronic devices may be allowed for accommodation 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.
You will be given 45 minutes for Section 1 and 45 minutes for Section 2, and we will take a short break between the sections.
Are there any questions?

Pause to answer any questions.

Then say:

Please listen to these rules carefully. Any of the following actions may 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—which include the unit texts—or other aids, such as 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**
- **Discussing the test questions at any time with anyone**

After reading the testing rules, say:

Please sit quietly while I pass out scratch paper and a pencil [*and Student Login Tickets*].

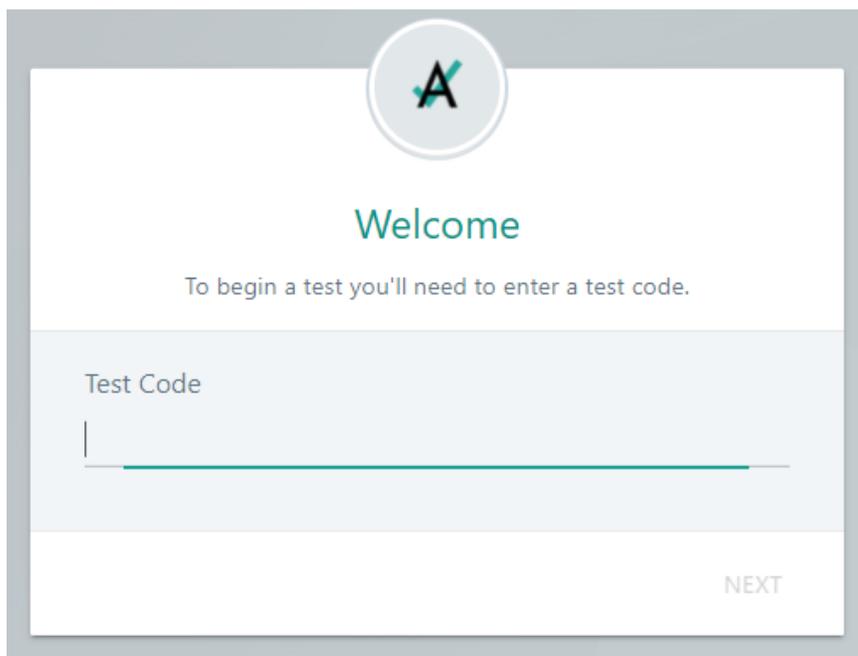
Distribute scratch paper and pencils, [*and Student Login Tickets*].

Then say:

On your computer’s desktop you should see the ADAM icon with the letter “A” and a checkmark. Double-click the icon to move to the WELCOME page.



A screenshot of the WELCOME page 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 the 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. If any of this information is NOT correct, please raise your hand.

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

Grades 3 and 4 LEAP ELA Guidebooks Assessment—Section 1

When all students are ready, say:

We are now ready to begin the test. Click “NEXT.” The general test directions should be displayed. Is there anyone who does not see the directions?

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



In this test, you will do the following:

- Answer questions about the text(s) you read in class.
- Read a new text(s) and answer the questions that follow.
- Respond to a writing prompt.

As you answer the test questions, remember the following:

- Make sure you read the directions and questions carefully and answer each question completely.
- 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 do so by the Test Administrator.

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 text(s) you read in class.**
- **Read a new text(s) and answer the questions that follow.**
- **Respond to a writing prompt.**

As you answer the test questions, remember the following:

- **Make sure you read the directions and questions carefully and answer each question completely.**
- **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 do so by the Test Administrator.

Please remember that using copies of the unit texts is prohibited during all parts of the assessment.

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 use the flag button to mark a question you want to review before finishing the test. When you complete this section, select the “Review” button to check for any questions that you did not answer or may have flagged.

When you have finished reviewing your responses, follow the onscreen directions to complete Section 1. Once you submit your answers, you may not return to Section 1.

After you have completed Section 1, please sit quietly. *[If you are allowing students to read after completing the test section, make sure the reading material is not related to the unit content. Remember that students must NOT use copies of the unit texts for any part of the assessment. Doing so will result in the student’s test being voided.]* **Does anyone have any questions?**

Answer any questions. Then say:

You will have 45 minutes to complete this section. I will let you know when you have 10 minutes of testing time left. To start the test, click “Start” at the bottom of the screen.

You may begin.

Write the starting and stopping times on the board. Then write the time when the ten-minute announcement will be made.

NOTE: In the event of a temporary loss of internet connectivity, have the students wait and then try again to complete the test. If the network connection is interrupted for more than 90 seconds, the students will receive a message on their screens that stops them from continuing. The students should not close the browser. Once the network connection issue is resolved, the assessment session will start up automatically. If the students exit the assessment by closing the browser, the proctor will need to reseat the students before they can log back into the assessment. When the students log back into the session, they will resume where they left off. For more information about using the proctor dashboard to reseat a student, consult the [LDOE ELA Innovative Assessment Program Support Desk](#).

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).

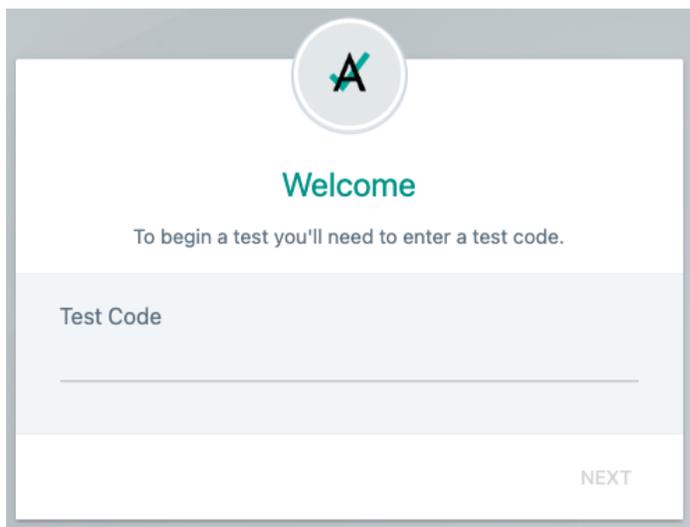
After **35 minutes** of testing time, say:

You have 10 minutes remaining.

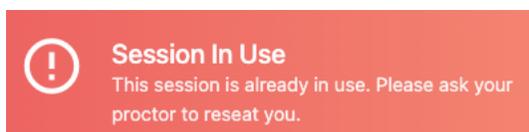
When the session time has expired, say:

Time is up. If you have not done so already, select “Review” to open the Review page and then select “Finish.” Select “Yes” to submit your responses to Section 1. After submitting your responses, you should be taken to the Welcome page. Stay on this screen until instructed to start Section 2.

Once students complete Section 1, they will be directed back to the Welcome page.



Make sure that students do not log into Section 2 before it is time to do so. If the student tries to log into Section 2 prior to the section being released, the student will receive the message below:



After verifying that all students have the Welcome page showing on their computer screens, say:

We will now take a short break.

- Collect the used scratch paper.
- Store the other test 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.

If you have students with the accommodation *Extended Time* who need to complete this section, follow the procedures established by the school test coordinator. **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 16](#) of this manual.

NOTE REGARDING BREAK: During the short break, 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 the break that may compromise the validity of the test.

Preparing for Section 2

Before starting Section 2, verify that each student has submitted their answers to Section 1. A successfully submitted Section 1 shows “Section Complete” in the Progress column of the proctor screen. If the Progress does not show “Section Complete,” have the student submit their answers to complete Section 1 and check that “Section Complete” is now displayed next to the student’s name.

Tester	Identifier	Organization	Progress	Started Time	Health	Section	Item	TTS	Accom	Code	Actions
Grade8 MZDptv1448	MZDptv1448	LADOE Sample School	Section Complete	Mar 7th, 9:25:18 am	No Activity	2 of 2	None	<input type="checkbox"/>			⋮

Actions

- ➔ Release to Next Section
- 🔄 Reset Session

After verifying that students have submitted their responses to section 1, follow the steps below to prepare students to take Section 2:

- Use the **Section Release** feature of the Proctor Dashboard to open Section 2 for students. You can do one of the following:
 - Release Section 2 to **all** students at once **OR**

Release All to Next Section

All Not Started In Progress Submitted Exited

Auto Refresh (5 mins) 1 to 25 (30)

Tester	Identifier	Organization	Progress	Started Time	Health	Section	Item	TTS	Accom	Code	Actions
Grade8 MZDptv1448	MZDptv1448	LADOE Sample School	Section Complete	Mar 7th, 9:25:18 am	No Activity	2 of 2	None	<input type="checkbox"/>			⋮

- Individually release Section 2 for **each** student

Tester	Identifier	Organization	Progress	Started Time	Health	Section	Item	TTS	Accom	Code	Actions
Grade8 MZDptv1448	MZDptv1448	LADOE Sample School	Section Complete	Mar 7th, 9:25:18 am	No Activity	2 of 2	None	<input type="checkbox"/>			⋮

Actions

- ➔ Release to Next Section
- 🔄 Reset Session

- After releasing the students to Section 2, the following approval message will appear. Click “Release” to proceed.

Release All

Are you sure you want to release all students on this page to continue to the next section?

Cancel
Release

The student Progress in the Proctor Dashboard will display “Ready” after students are released to the next section, and students will be set up to take Section 2.

Grade7 MZDptv1302	MZDptv1302	LADOE Sample School	Reset	Mar 11th, 2:34:33 pm	Active	2 of 2	None	<input type="checkbox"/>			⋮
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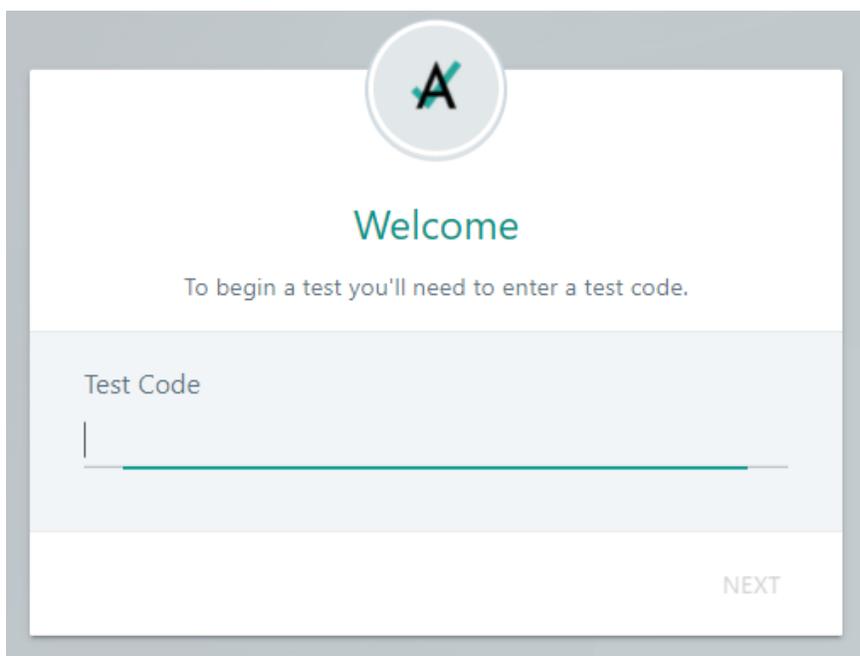
Grades 3 and 4 LEAP ELA Guidebooks Assessment—Section 2

After the break ends and all students have been released to Section 2, provide students with blank scratch paper and pencils *[and Student Login Tickets]*. **Remember that providing students with the unit texts is prohibited on both sections of the assessment and will result in the student’s test being voided.**

After handing out the scratch paper and pencils, say:

On your computer’s desktop you should see the ADAM WELCOME page.

A screenshot of the WELCOME screen is below.



After verifying that all student monitors display the WELCOME page, write the ADAM test code (the same code used to sign into Section 1) on the board and say:

The ADAM test code is on the board. It is the same test code you used to sign into Section 1. Type in the test code and click “NEXT.”

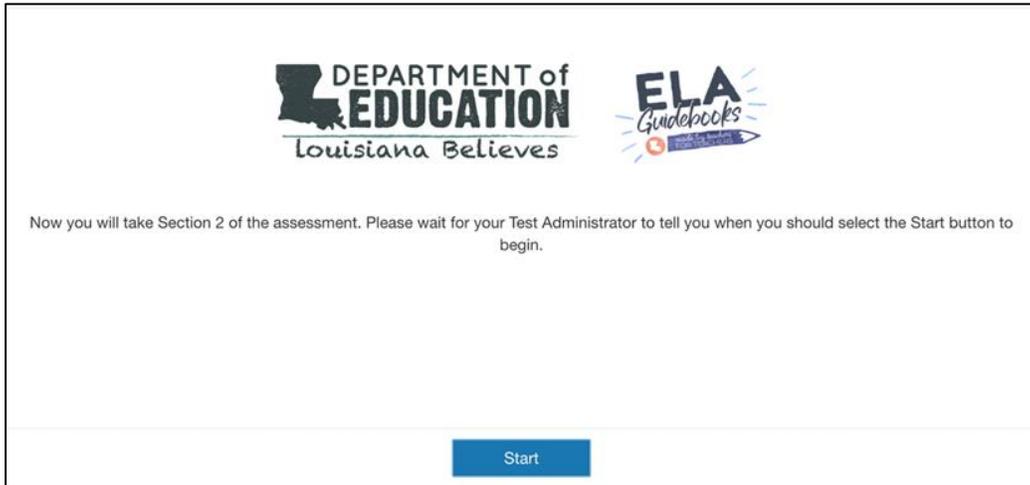
Now, please enter your LASID *[as provided on the Student Login Ticket where it says “Identifier.” Place your Student Login Ticket on the top right corner of your desk so I may collect it.]*.

Click “NEXT” and stop.

You should see a confirmation screen with your first and last name and the name of the unit test. If any of this information is NOT correct, please raise your hand. If the information is correct, click “NEXT.”

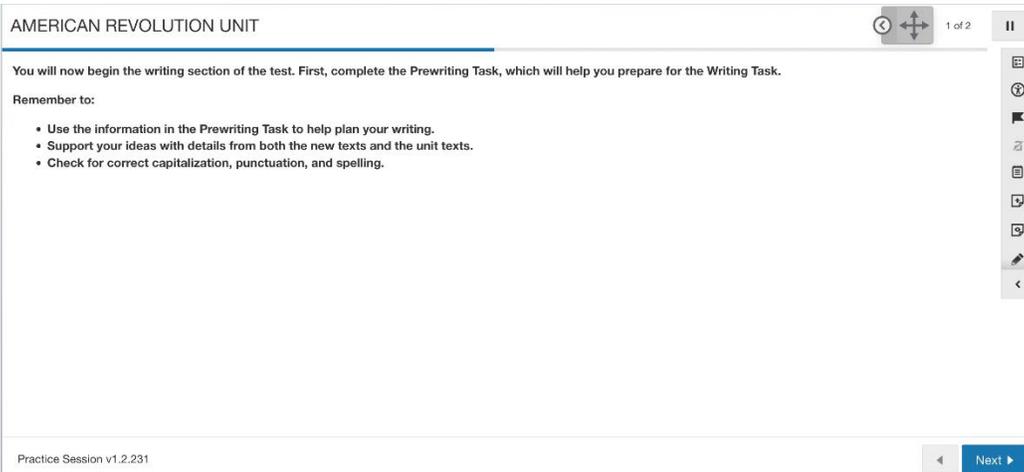
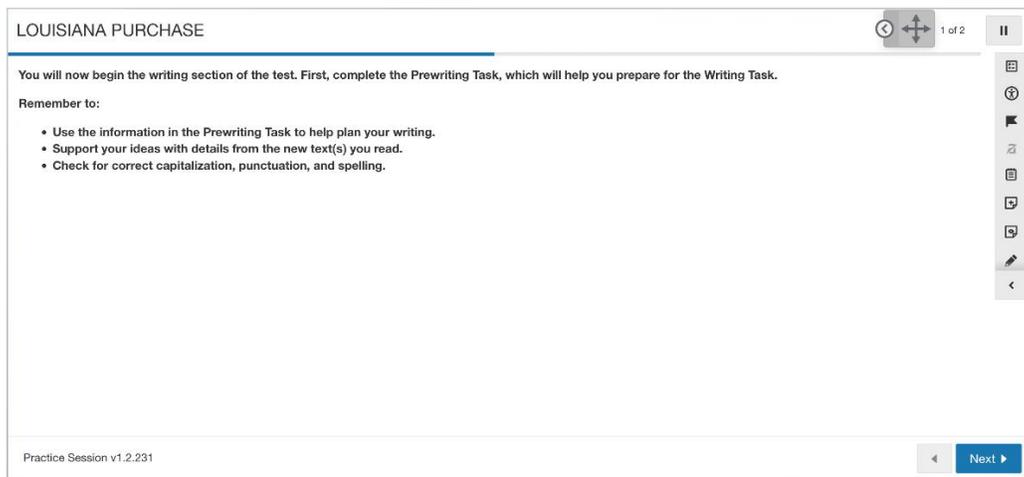
Pause to see if there are any students who do not have the correct information displayed. *[During this time, collect the Student Login Tickets to return to the school test coordinator.]* If a student does not have the correct information, please contact the school test coordinator.

Once students have entered the test code and LASID, they should be on the test start screen which will look like this:



When all students have signed into Section 2 and are ready to begin, say:

Now you will take Section 2 of the assessment. Please select the “Start” button to move to the directions for this section; however, do not click Next to begin the test until I tell you to do so.



When all students have signed into Section 2 and are ready to begin, say:

Read the directions silently while I read them aloud *[Make sure to read the appropriate directions for the test you are administering]:*

[For the Grade 3 Louisiana Purchase unit test, read the following directions:]

You will now begin the writing section of the test. First, complete the Prewriting Task, which will help you prepare for the Writing Task.

Remember to:

- **Use the information in the Prewriting Task to help plan your writing.**
- **Support your ideas with details from the new text(s) you read.**
- **Check for correct capitalization, punctuation, and spelling.**

[For the Grade 4 American Revolution unit test, read the following directions:]

You will now begin the writing section of the test. First, complete the Prewriting Task, which will help you prepare for the Writing Task.

Remember to:

- **Use the information in the Prewriting Task to help plan your writing.**
- **Support your ideas with details from both the new text and the unit texts.**
- **Check for correct capitalization, punctuation, and spelling.**

Do not begin the test until you are instructed to do so. Please remember that using copies of the unit texts is prohibited during all parts of the assessment.

Are there any questions about these directions?

Answer any questions. Then say:

When you have finished reviewing your response, follow the onscreen directions to complete Section 2. After you have completed the section, please sit quietly. *[If you are allowing students to read after completing the test section, make sure the reading material is not related to the unit content. Remember that students must NOT use copies of the unit texts for any part of the assessment. Doing so will result in the student's test being voided.]*

You will have 45 minutes to complete this section. I will let you know when you have 10 minutes of testing time left.

To start this section, click “NEXT” at the bottom of the screen. You may begin.

Write the starting and stopping times on the board. Then write the time when the ten-minute announcement will be made.

NOTE: In the event of a temporary loss of internet connectivity, have the students wait and then try again to complete the test. If the network connection is interrupted for more than 90 seconds, the students will receive a message on their screens that stops them from continuing. The students should not close the browser. Once the network connection issue is resolved, the assessment session will start up automatically. If the students exit the assessment by closing the browser, the proctor will need to reseat the students before they can log back into the assessment. When the students log back into the session, they will resume where they left off. For more information about using the proctor dashboard to reseat a student, consult the [LDOE ELA Innovative Assessment Program Support Desk](#).

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 **35 minutes** of testing time, say:

You have 10 minutes remaining.

When the session time has expired, say:

Time is up. If you have not done so already, select “Review” to open the Review page and then select “Finish.” Select “Yes” to submit your responses to Section 2. Then select “Close” to exit the assessment.

NOTE: If you have students with the accommodation *Extended Time* who need to complete this section, follow the procedures established by the school test coordinator. Make sure only students with the accommodation *Extended Time* are allowed to continue testing on Section 2. For additional information about the accommodation *Extended Time*, see [page 16](#) of this manual.

Make sure that all students have exited the test. The ADAM welcome screen should be displayed on each student’s screen. The program may now be closed.

Then say:

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

Ending the LEAP ELA Guidebooks Assessment for Grades 3 and 4

- Collect the used scratch paper.
- Return all secure test materials [*including Student Login Tickets*] to the school test coordinator to store in a secure place.
- Report any missing materials and report any testing irregularities to the school test coordinator.
- Dismiss the students in accordance with school procedures established by the school test coordinator. Then follow the steps listed in “Roles and Responsibilities: Test Administrator—After Testing” on [page 22](#).

IAP GRADE 5 PILOT: CURRICULUM-RELEVANT ASSESSMENT ADMINISTRATION DIRECTIONS

Reading Directions to Students

The directions to be read aloud to students are printed in **boldface** within boxes. Text that is not in 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 instructions if your school has elected to distribute printed Student Login Tickets.

General Directions for Administering Sections 1 and 2 for the Grade 5 Pilot

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 Section 1 and Section 2 of the LEAP ELA Innovative Grade 5 Pilot 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 students raise their hands, collect their electronic devices and store them until the test section is complete. (Certain electronic devices may be allowed for accommodation 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.

You will be given 45 minutes for Section 1 and 60 minutes for Section 2, and we will take a short break between the sections.

Are there any questions?

Pause to answer any questions.

Then say:

Please listen to these rules carefully. Any of the following actions may 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—which include classroom texts—or other aids, such as 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**
- **Discussing the test questions at any time with anyone**

After reading the testing rules, say:

Please sit quietly while I pass out scratch paper and a pencil [*and Student Login Tickets*].

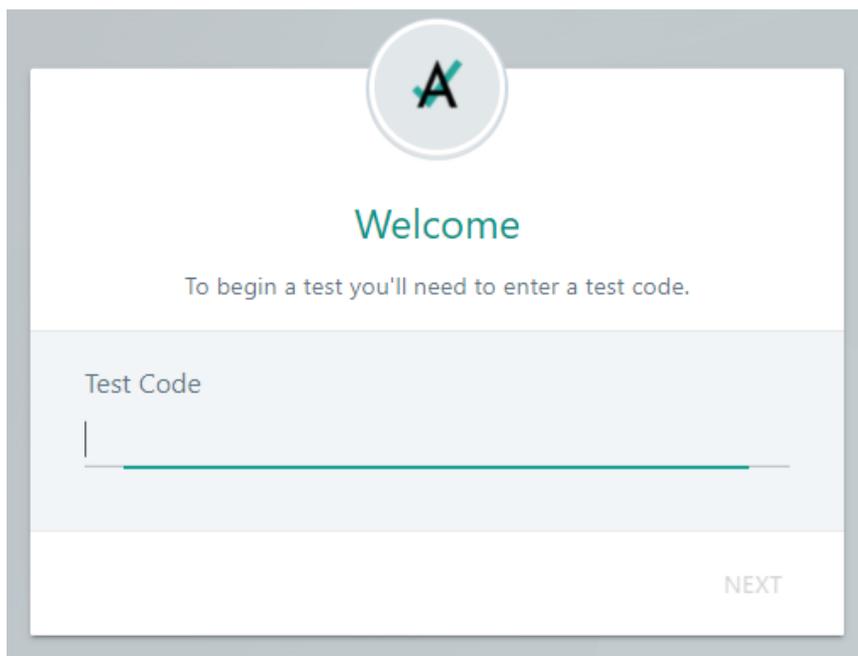
Distribute scratch paper and pencils, [*and Student Login Tickets*].

Then say:

On your computer’s desktop you should see the ADAM icon with the letter “A” and a checkmark. Double-click the icon to move to the WELCOME page.



A screenshot of the WELCOME page 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 the 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.

A circular logo with a stylized 'A' is at the top center. Below it, the title 'CURRICULUM-RELEVANT ASSESSMENT' is displayed in teal. Underneath the title is the instruction 'Enter your information before continuing.' A light blue input field is labeled 'LASID' and contains the placeholder text 'Enter your LASID'. At the bottom, there are two buttons: 'BACK' on the left and 'NEXT' on the right.

You should see a confirmation screen with your first and last name. If any of this information is NOT correct, please raise your hand.

A circular logo with a stylized 'A' is at the top center. Below it, the word 'Confirm' is displayed in teal. Underneath is the instruction 'Click Next when you are ready.' A light blue input field is labeled 'Test' and contains the text 'CURRICULUM-RELEVANT ASSESSMENT'. Below that, another light blue input field is labeled 'Your Name' and contains the text 'Your Name Here'. At the bottom, there are two buttons: 'QUIT' on the left and 'NEXT' on the right.

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

Grade 5 Pilot Assessment—Section 1

When all students are ready, say:

We are now ready to begin the test. Click “NEXT.” The general test directions should be displayed. Is there anyone who does not see the directions?

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

CURRICULUM-RELEVANT ASSESSMENT



**DEPARTMENT of
EDUCATION**
Louisiana Believes

In this test, you will do the following:

- Read a set of related texts and answer the questions about them.
- Respond to a writing prompt.

As you answer the test questions, remember the following:

- Make sure you read the directions and questions carefully and answer each question completely.
- 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 do so by the Test Administrator.

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:

- **Read a set of related texts and answer the questions about them.**
- **Respond to a writing prompt.**

As you answer the test questions, remember the following:

- **Make sure you read the directions and questions carefully and answer each question completely.**
- **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 do so by the Test Administrator.

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 select the “Review” button to check for any questions that you did not answer or may have flagged.

When you have finished reviewing your responses, follow the onscreen directions to complete Section 1. Once you do this, you may not return to Section 1.

After you have completed Section 1, please sit quietly. *[If you are allowing students to read after completing the test section, make sure the reading material is not related to the instructional content. Remember that students must NOT have reading materials on their desks during any part of the assessment. Doing so will result in the student’s test being voided.]*

Does anyone have any questions?

Answer any questions. Then say:

You will have 45 minutes for this section. I will let you know when you have 10 minutes of testing time left. To start the test, click “Start” at the bottom of the screen.

You may begin.

Write the starting and stopping times on the board. Then write the time when the ten-minute announcement will be made.

NOTE: In the event of a temporary loss of internet connectivity, have the students wait and then try again to complete the test. If the network connection is interrupted for more than 90 seconds, the students will receive a message on their screens that stops them from continuing. The students should not close the browser. Once the network connection issue is resolved, the assessment session will start up automatically. If the students exit the assessment by closing the browser, the proctor will need to reseat the students before they can log back into the assessment. When the students log back into the session, they will resume where they left off. For more information about using the proctor dashboard to reseat a student, consult the [LDOE ELA Innovative Assessment Program Support Desk](#).

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).

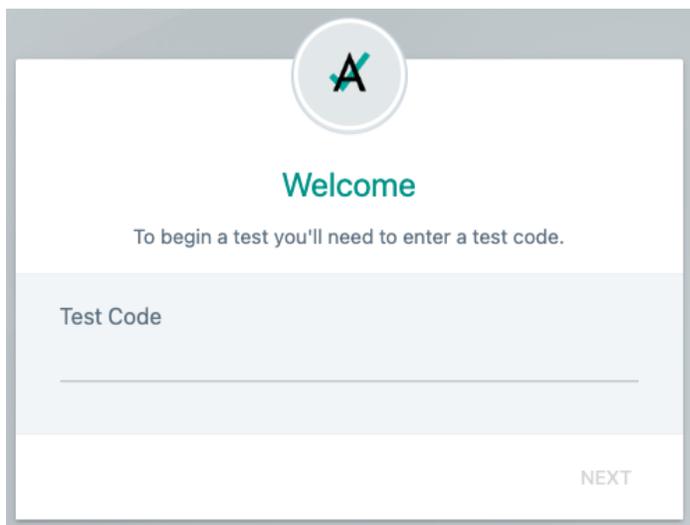
After **35 minutes** of testing time, say:

You have 10 minutes remaining.

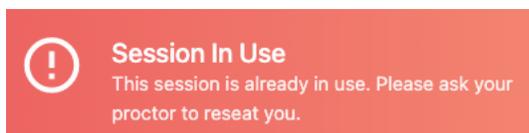
When the session time has expired, say:

Time is up. If you have not done so already, select “Review” to open the Review page and then select “Finish.” Select “Yes” to submit your responses to Section 1. After submitting your responses, you should be taken to the Welcome page. Stay on this screen until instructed to start Section 2.

Once students complete Section 1, they will be directed back to the Welcome page.



Make sure that students do not log into Section 2 before it is time to do so. If the student tries to log into Section 2 prior to the section being released, the student will receive the message below:



After verifying that all students have the Welcome page showing on their computer screens, say:

We will now take a short break.

- Collect the used scratch paper.
- Store the other test 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.

If you have students with the accommodation *Extended Time* who need to complete this section, follow the procedures established by the school test coordinator. **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 16](#) of this manual.

NOTE REGARDING BREAK: During the short break, 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 the break that may compromise the validity of the test.

Preparing for Section 2

Before starting Section 2, verify that each student has submitted their answers to Section 1. A successfully submitted Section 1 shows “Section Complete” in the Progress column of the proctor screen. If the Progress does not show “Section Complete,” have the student submit their answers to complete Section 1 and check that “Section Complete” is now displayed next to the student’s name.

Tester	Identifier	Organization	Progress	Started Time	Health	Section	Item	TTS	Accom	Code	Actions
Grade8 MZDptv1448	MZDptv1448	LADOE Sample School	Section Complete	Mar 7th, 9:25:18 am	No Activity	2 of 2	None	<input type="checkbox"/>			⋮

Actions

- ➔ Release to Next Section
- 🔄 Reseat Session

After verifying that students have submitted their responses to section 1, follow the steps below to prepare students to take Section 2:

- Use the **Section Release** feature of the Proctor Dashboard to open Section 2 for students. You can do one of the following:

- Release Section 2 to **all** students at once **OR**

The screenshot shows the Proctor Dashboard interface. At the top right, a yellow callout box highlights the 'Release All to Next Section' button. Below this, there are filter tabs for 'All', 'Not Started', 'In Progress', 'Submitted', and 'Exited'. A search bar and a refresh button are also visible. The main table shows a student with 'Section Complete' status. At the bottom right, there are playback controls for sections 1 and 2.

- Individually release Section 2 for **each** student

This screenshot is identical to the one above, but it highlights the 'Release to Next Section' option in the 'Actions' dropdown menu for the student with 'Section Complete' status.

- After releasing the students to Section 2, the following approval message will appear. Click “Release” to proceed.

Release All

Are you sure you want to release all students on this page to continue to the next section?

Cancel
Release

The student Progress in the Proctor Dashboard will display “Ready” after students are released to the next section, and students will be set up to take Section 2.

Grade7 MZDptv1302	MZDptv1302	LADOE Sample School	Reseat	Mar 11th, 2:34:33 pm	Active	2 of 2	None	<input type="checkbox"/>			⋮
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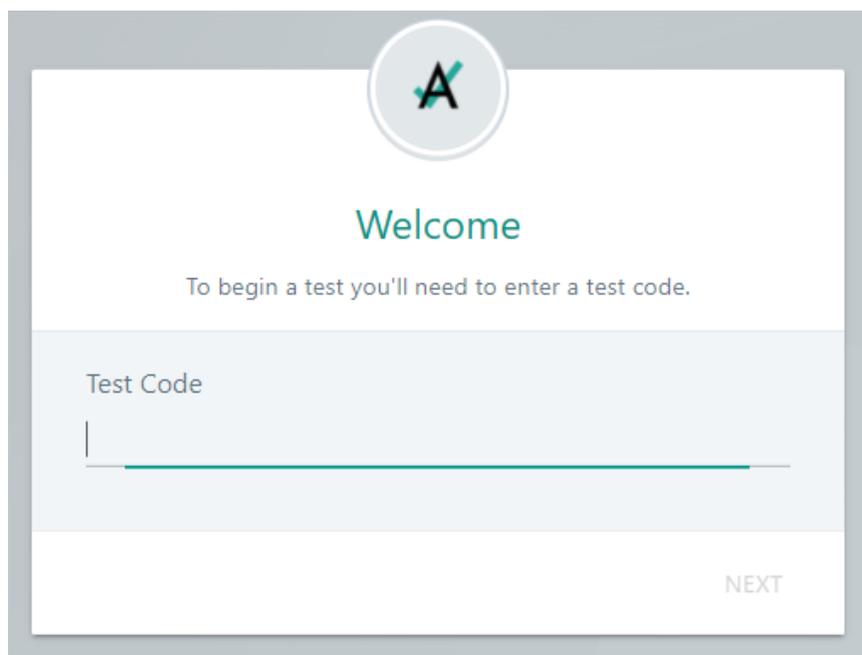
Grade 5 Pilot Assessment—Section 2

After the break ends and all students have been released to Section 2, provide students with blank scratch paper and pencils *[and Student Login Tickets]*. **Remember that students must NOT have reading materials on their desks during any part of the test. Doing so will result in the student’s test being voided.**

After handing out the scratch paper and pencils, say:

On your computer’s desktop you should see the ADAM WELCOME page.

A screenshot of the WELCOME screen is below.



After verifying that all student monitors display the WELCOME page, write the ADAM test code (the same code used to sign into Section 1) on the board and say:

The ADAM test code is on the board. It is the same test code you used to sign into Section 1. Type in the 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. If any of this information is NOT correct, please raise your hand. If the information is correct, click “NEXT.”

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

Once students have entered the test code and LASID, they should be on the test start screen which will look like this:

CURRICULUM-RELEVANT ASSESSMENT



In this test, you will do the following:

- Read a set of related texts and answer the questions about them.
- Respond to a writing prompt.

As you answer the test questions, remember the following:

- Make sure you read the directions and questions carefully and answer each question completely.
- 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 do so by the Test Administrator.

Start

When all students have signed into Section 2 and are ready to begin, say:

Now you will take Section 2 of the assessment. Please select the “Start” button to move to the directions for this section; however, do not click Next to begin the test until I tell you to do so.

CURRICULUM-RELEVANT ASSESSMENT

1 of 2

You will now respond to a writing task based on what you learned from the texts you read in Section 1 of the assessment.

When responding to the writing task, 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.

Practice Session v1.2.231

Next

Read the directions silently while I read them aloud:

You will now respond to a writing task based on what you learned from the texts you read in Section 1 of the assessment.

When responding to the writing task, 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.**

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

Are there any questions about these directions?

Answer any questions. Then say:

When you have finished reviewing your response, follow the onscreen directions to complete Section 2. After you have completed the section, please sit quietly. *[If you are allowing students to read after completing the test section, make sure the reading material is not related to instructional content. Remember that students must NOT have reading materials on their desks during any part of the assessment. Doing so will result in the student’s test being voided.]*

You will have 60 minutes to complete this section. I will let you know when you have 10 minutes of testing time left.

To start this section, click “NEXT” at the bottom of the screen. You may begin.

Write the starting and stopping times on the board. Then write the time when the ten-minute announcement will be made.

NOTE: In the event of a temporary loss of internet connectivity, have the students wait and then try again to complete the test. If the network connection is interrupted for more than 90 seconds, the students will receive a message on their screens that stops them from continuing. The students should not close the browser. Once the network connection issue is resolved, the assessment session will start up automatically. If the students exit the assessment by closing the browser, the proctor will need to reseat the students before they can log back into the assessment. When the students log back into the session, they will resume where they left off. For more information about using the proctor dashboard to reseat a student, consult the [LDOE ELA Innovative Assessment Program Support Desk](#).

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.

When the session time has expired, say:

Time is up. If you have not done so already, select “Review” to open the Review page and then select “Finish.” Select “Yes” to submit your response to Section 2. Then select “Close” to exit the assessment.

NOTE: If you have students with the accommodation *Extended Time* who need to complete this section, follow the procedures established by the school test coordinator. Make sure only students with the accommodation *Extended Time* are allowed to continue testing on Section 2. For additional information about the accommodation *Extended Time*, see [page 16](#) of this manual.

Make sure that all students have exited the test. The ADAM welcome screen should be displayed on each student’s screen. The program may now be closed.

Then say:

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

Ending the Grade 5 Pilot Assessment

- Collect the used scratch paper.
- Return all secure test materials [*including Student Login Tickets*] to the school test coordinator to store in a secure place.
- Report any missing materials and report any testing irregularities to the school test coordinator.
- Dismiss the students in accordance with school procedures established by the school test coordinator. Then follow the steps listed in “Roles and Responsibilities: Test Administrator—After Testing” on [page 22](#).