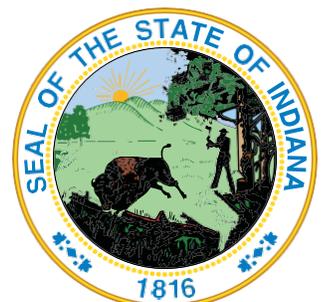


# ***ISTEP+*** **Grade 10**

**2019–2020**  
**SUMMER RETEST**

**TEST ADMINISTRATOR'S MANUAL**

**GRADE 10**



## **Indiana User Support**

### **Help Desk**

The Help Desk is open Monday through Friday (with the exception of holidays or as otherwise indicated on the Indiana Assessment Portal). Help Desk hours are as follows:

- 7 a.m. to 7 p.m. ET (6 a.m. to 6 p.m. CT) throughout the year

During these hours, staff will respond as promptly as possible based on the order in which communications are received. Urgent requests will be given priority.

#### **Indiana Assessment Help Desk**

Toll-Free Phone: 866-298-4256

Email:

**[airindianahelpdesk@air.org](mailto:airindianahelpdesk@air.org)**

The Indiana Assessment Help Desk may be contacted for situations and questions that include the following:

- Student information incorrect or missing
- Loading student settings into TIDE
- Test irregularities represented in TIDE
- Password resets for users
- Placing orders for materials
- Returning paper materials

Please provide the Help Desk with a detailed description of your problem, as well as the following:

- If the issue pertains to a student, provide the Student Test Number (STN) and that student's associated corporation or school. Do not provide the student's name.
- If the issue pertains to a TIDE user, provide the user's full name and email address.

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## General Information

### Overview of *ISTEP+* Test Administration

The Indiana Statewide Testing for Educational Progress Plus (*ISTEP+*) measures student achievement according to the Indiana Academic Standards. *ISTEP+* is the summative accountability assessment for Indiana students in Grade 10 and is also one pathway for fulfilling high school graduation requirements.

### The Testing Program

Each *ISTEP+* assessment contains standards-based multiple-choice, constructed-response, extended-response, gridded-response (paper-pencil format only), and technology-enhanced items (online format only) developed to measure Indiana Academic Standards.

Subject	Grade
<i>ISTEP+</i> English/Language Arts	Grade 10
<i>ISTEP+</i> Mathematics	Grade 10

*ISTEP+* assessments are administered to students by a Test Administrator (TA). This document provides directions for the administration of the *ISTEP+* ELA and Mathematics assessments.

American Institutes for Research (AIR) is the test vendor for *ISTEP+* and responsible for the scoring of all tests. AIR is working with Measurement Inc. (MI) to handle the printing, shipping, delivery, scoring, and processing of all paper test materials for *ISTEP+* assessments.

### Student Participation

Consistent with the *ISTEP+* testing plan, all students, including students with disabilities, English learners (ELs), and ELs with disabilities, should have equal opportunity to participate in the *ISTEP+* assessments.

The *Indiana Accommodations and Accessibility Guidance* is a comprehensive framework for all students, including those with special assessment needs. The *Accommodations and Accessibility Guidance* can be found at <https://www.doe.in.gov/assessment>.

All students enrolled in grade 10 are required to participate in a statewide assessment. A Case Conference Committee may determine that Indiana's Alternate Measure (*I AM*) is the most appropriate assessment utilizing the criteria for determining eligibility to participate. More information regarding participation in the alternate assessment can be found on the *I AM* website:

<https://www.doe.in.gov/assessment/iam>.

**School personnel must follow federal and state policies regarding student participation.**

## Important Dates

Prior to Testing	
Initial Order Window	May 20 – May 31, 2019
Materials Due in Corporation (Initial Orders Only)	July 15, 2019
AO (Additional Orders) Window	July 16 – August 12, 2019*

Test Administration	
Students must complete the assessment during one of these windows.	
Paper-Pencil	July 22 – August 16, 2019

\* Initial orders of braille assessment books will arrive separately from standard test materials. Corporations may also order additional standard print materials, braille, and large print assessment books during any Additional Orders window.

Electronic Report Release and Paper- Pencil Testing Information	
Shipping and Returning Materials	There is no pick-up schedule for returning test materials. Corporations and schools <b><u>must</u></b> schedule pick-ups on their own and <b><u>must</u></b> ship all paper-pencil test materials to Measurement, Inc. (MI) <b>on or before August 19, 2019. Materials shipped after this date may not be scored.</b>
Preliminary Reports Available in Online Reporting System for Tests	September 12, 2019

## Timing Guidelines

### Testing Times

Each *ISTEP+* section is timed as shown in the table below

#### Summer 2019 Testing Times

Section	Testing Times Per Section (minutes)		Total Testing Times (minutes)
	Instructions	Working Time	
<b>Mathematics</b>			
Part 1 – Section 1	5	30	35
Part 1 – Section 2	5	20	25
Part 2 – Section 1	5	35	40
Part 2 – Section 2	5	35	40
Part 2 – Section 3	5	30	35
<b>English/Language Arts</b>			
Part 1 – Section 1	5	30	35
Part 1 – Section 2	5	65	70
Part 2 – Section 1	5	28	33
Part 2 – Section 2	5	30	35
Part 2 – Section 3	5	45	50

### Scheduling the Tests

Test Administrators should plan testing to help all students do their best. Here are some points to remember:

- Allow time for questions related to test administration before beginning the test session. Make sure that the students understand how to launch the test on their devices.
- Monitor students to be sure each student is on task while testing and receives only allowable accommodations, if needed.
- Schedule testing so that there will be sufficient time to complete the test sections.
- Administer the test sections in the order in which they appear on the timing schedule within a content area as shown in the table above. Remember that students always complete the test sections in chronological order within the content area, except when a student is absent for a test section.
- Avoid testing just after the students have had strenuous physical activity.
- Schedule breaks so that a comfortable pace and a relaxed atmosphere are maintained. Be sensitive to the fatigue level and attention span of the students. Balance your sense of their attention span against your knowledge of the length and difficulty of the various assessments. Check with the School Test Coordinator (STC) or Corporation Test Coordinator (CTC) and adjust the schedule, as necessary.

- Eliminate distractions such as bells, telephones, or announcements over the public-address system.
- Use a “Testing In Progress—Do Not Disturb” sign on the door of the testing room or area

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### ***Timing the Tests***

Accurately timing test sections is important to ensure reliability of the results. The time limits give students the opportunity to demonstrate the effective range of their abilities, and most students will finish within the time specified. The time limits on some parts may mean that some students will not complete all the questions. *ISTEP+* is not an untimed assessment, therefore inappropriate time allocations may result in invalidations.

The table on page 7 of this manual shows the time limits for the individual test sections. Please note that time limits are for actual working time. The instruction times are recommended times and may be adjusted as necessary.

Calculate the time to stop the testing activity based on the actual starting time. Enter the stopping time in the appropriate space(s), as well.

Signal to the students when they should begin testing and tell them at that time when the test section will be over. Write the stopping time on the board. Check to make sure students continue to work according to the instructions within the test section and that they stop working when they reach the Stop sign icon in the assessment books. Allow students to go back over any questions within a timed section before time is called. You may call time if all of the students have completed a test section before the specified working time has elapsed.

Part 1 of the *ISTEP+* Grade 10 Retest assessment will be administered first, immediately followed by Part 2. IDOE does not recommend completing all assessment parts in a single day of test administration. The practice test should be administered to students at least once per school year. “Standard edition” and Large Print paper-pencil practice tests are available for download only on the [ISTEP+ Portal](#). Only braille versions of the paper-pencil practice tests will be shipped with the initial distribution of braille materials.

## Important Information

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### Test Administrator Preparation

**Before administering the assessment**, you should become thoroughly familiar with the testing schedule and the directions for administration provided in this manual. Study the information and share it with Proctors or other individuals who will help administer the assessments. The following guidelines and procedures are suggestions to help you plan and administer the assessments:

- Complete test administration, test security, and test accommodation training provided by your CTC or STC.
- Review the Indiana Testing Security and Integrity Agreement (you should have already signed this document).
- Rehearse the administration procedures and associated scripts, as applicable.
- Confirm with your STC that any necessary accommodation(s) have been assigned in the Test Information Distribution Engine (TIDE) to any students needing the accommodation(s) **before** testing begins.
- Review IDOE'S *Accessibility and Accommodations Guidance* (<https://www.doe.in.gov/assessment>) if administering the assessment to students with accommodations.
- Read the directions for administering the assessments **in advance** of the test sessions.
- Discuss any questions about test administration with the STC or CTC **in advance** of scheduled test sessions(s).
- Obtain the correct Student Test Numbers (STNs) for your students from the STC or CTC **in advance** of the scheduled test session(s).
- Documents (e.g., Student Access Cards, student rosters) containing student names and STNs should be stored securely when not in use.

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### Use of Proctors

State law requires that the *ISTEP+* assessment be administered by a Test Administrator who holds a current instructional, administrative, or school services license granted by the Indiana Department of Education. Proctors who do not have one of these licenses may not serve as a Test Administrator and may not administer the assessments. Proctors may, however, assist the Test Administrator before, during, and after the test administration.

Parents, students, and school volunteers are not permitted to serve as Test Administrators or Proctors. Test Administrators and Proctors must be corporation or school employees or contractors.

The number of Proctors needed for a testing period depends on the grade tested and the level of the students' test-taking experience. As a general rule, one Proctor for every 15 students is recommended. Familiarize Proctors with administration procedures before testing.

*Before Testing.* Proctors should help prepare the room (ensuring there are no unallowable resources or reference materials posted on the walls or throughout the testing room) for testing and assist in distributing student logins or student materials.

*At the Beginning of Testing.* Proctors should be introduced to the students for whom they will be responsible during the testing period.

*During Testing.* After testing has begun, follow the guidelines noted below.

**Proctors should adhere to the following guidelines:**

- Make certain that each student is working in the correct place in the assessment.
- Prevent talking or sharing of answers.
- Do not suggest the correct answer to the students. (If a student asks, “Is this right?” the Proctor should give a neutral response such as, “Decide what you think is correct and then go on.”)
- Inform the Test Administrator if any unusual problems arise. Monitor the environment for test integrity.

*At the End of Testing.* Proctors should assist the Test Administrator in collecting all test materials

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***Preparation of the Students***

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Test Administrators must provide each student an appropriate testing environment during every testing session.

Share the following test security reminders with students prior to testing and keep these reminders in mind as a Test Administrator, as well:

- It is a violation of test security procedures for students to do the following:
  - Discuss, rephrase, or paraphrase test questions or materials (in person, by phone, via email, text, social media, or any other communication method) with anyone, including, but not limited to other students (“other students” not only refers to students within the same school, but also applies to students attending any school).
  - Access cell phones, smart watches, or any other unauthorized device during testing.
  - Take pictures of any test materials (practice or operational). In addition, it is a violation of test security procedures to share pictures or snapshots of test materials with anyone.
  - Student-level consequences for any such violations will be determined by the local school corporation.

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## ***Testing Environment Before and During Testing***

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### Prior to Testing

Test Administrators and Proctors must:

- Verify no unallowable resources are visible on the walls or elsewhere in the room. Reference materials must be covered or removed from the testing room.
- Ensure students have cleared their desks or workstations of any materials that are not directly related to testing.
- Verify students (and staff) do not have cell phones, smart watches, or any other device that is not being used directly for test administration purposes.

**NOTE:** The one exception to the cell phone policy for staff is if this is the school's only means of communication regarding an urgent matter. Even then, the phone may be used only to communicate emergencies related to testing. This exception must be documented with the CTC.

- Review with students the reminders in the "Preparation of the Students" section on page 10 of this manual.
- Be thoughtful when scheduling the assessment to ensure there is sufficient time for giving instructions and completing the test.

### During Testing

Test Administrators and Proctors must:

- Confirm only staff or students directly involved with testing are present in the room.
- Ensure the testing environment is free from noise and distractions.
- Direct their full attention to student testing. Test Administrators and Proctors should not be engaged in any other activities (e.g., grading student work, reading or writing personal communication, visiting webpages, reviewing documents, or reviewing any information unrelated to testing on their testing devices).
- Supervise and monitor students during testing at all times. Students should not be left unsupervised at any time.
- Verify students or adults are not accessing cell phones, smart watches, or any other unallowable devices during testing.
- Ensure students do not talk to other students or disrupt other students.
- Confirm students use only permitted testing materials.
- Report any test security issues or irregularities to the STC.

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## Testing Cautions

Please refer to the 2019–2020 *Indiana Assessment Policies, Administration, and Security Manual*, available beginning July 8 at: <https://www.doe.in.gov/assessment> for any questions regarding ethical test preparation or practices.

- **Coaching.** The Test Administrator or the Proctors may repeat the instructions as they are written in the *Test Administrator's Manual*, but they may not rephrase instructions or answer students' factual questions regarding test items or vocabulary. No one should provide assistance that will inadvertently indicate an answer; this is an assessment, not an instructional activity. Do not indicate in any way (e.g., facial expressions, gestures, or the use of body language) that an answer choice is correct or incorrect, should be reconsidered, or should be checked.
- **Irregularities During Testing.** Irregularities can result in individual or group performance that is not valid. Make a note of any irregularities involving individual students, such as answering questions in rapid succession without taking time to consider the answer options, experiencing sudden illness, having to leave the room, or becoming disruptive during test administration. Note any unusual interruptions or distractions that affect the entire group. Record the time the interruption occurs. Report all irregularities affecting individual and group performance to your School Test Coordinator. These reports will be useful when interpreting test results or additional information is requested by IDOE.

Your CTC must submit a Testing Irregularity Report to the Office of Student Assessment when an irregularity occurs.

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## Invalidation

An assessment should be invalidated and a *Testing Irregularity Report* submitted when a student receives an accommodation for which he or she is not eligible, is provided another student's assessment, or is otherwise impacted by an irregularity that affects the validity of the student's assessment attempt. Notify the STC immediately following the administration of the test session if a student's test needs to be invalidated.

Participating in the *ISTEP+* assessments is an opportunity provided to every student by Indiana law. Any decision to invalidate a student's assessment denies him or her the right to results and must be weighed very carefully. Whenever an assessment is invalidated, the school must inform the student's parent(s) of the invalidation. The invalidation form (located on the inside back cover of this manual) provides a line for schools to document notification of the parents.

**Once an assessment has been invalidated, the invalidation may not be reversed.**

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## Test Administrator Roles and Responsibilities

The *ISTEP+* assessments are managed and administered using a role-based system. Each user is assigned a specific role which has access to the different systems or features. CTCs, STCs, and NPSTCs will find the *ISTEP+ Test Coordinator's Manual* more aligned to their roles.

This *ISTEP+ Test Administrator's Manual* aligns with the actual roles and responsibilities to which Test Administrators must adhere while administering the *ISTEP+* 10 assessments.

Test Administrators' roles and responsibilities for the assessments are provided in the table below. See pages 9 and 10 for details on a Proctor's roles and responsibilities while administering the assessments.

### Test Administrator Responsibilities

Assessments	Responsibilities
<p><b>All Assessments</b></p>	<ul style="list-style-type: none"> <li>• Complete training as defined by IDOE.</li> <li>• View student data in TIDE (e.g., name, STN, accommodations) prior to testing to ensure the correct student receives the proper assessment with the appropriate supports (TAs should report any potential data errors to Student Test Coordinators as appropriate.).</li> <li>• Administer the <i>ISTEP+</i> assessments.</li> <li>• Report all potential test security incidents to their School Test Coordinator (STC) in a manner consistent with IDOE procedures and policies.</li> <li>• Participate in training activities scheduled by the STC prior to the test administration.</li> <li>• Review this document in advance of the testing dates.</li> <li>• Adhere to test administration security procedures.</li> <li>• Follow the <i>Test Administrator's Manual</i> exactly as stated in this document.</li> <li>• Read aloud to the students the scripted directions exactly as stated in this document.</li> <li>• Request guidance from the STC when unusual circumstances arise or when uncertain about proper procedures.</li> </ul>
<p><b>Paper-Pencil Assessments (Regular Print)</b></p>	<ul style="list-style-type: none"> <li>• Receive assessment materials from the STC.</li> <li>• Verify the quantities of assessment materials received.</li> <li>• Distribute and collect all assessment materials on testing days.</li> <li>• Submit materials to STC per the secure check in and check out process.</li> </ul>
<p><b>Accommodated Paper-Pencil Assessments (Braille and Large print)</b></p>	<ul style="list-style-type: none"> <li>• Receive the accommodated paper-pencil assessment test kit from the STC.</li> <li>• Follow all directions provided in the <i>Test Administrator's Manual</i> for accommodated paper-pencil assessment.</li> <li>• Return all the assessment materials in the accommodated paper-pencil assessment test kit to the STC.</li> <li>• Submit materials to STC per the secure check in and check out process.</li> </ul>

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**Practice Test**

Schools may administer the paper-pencil practice test to students before administering the paper-pencil test. Once students have completed the practice test, the Test Administrator may administer the first test section. Any subsequent sections in the assessment book may be administered to students as time allows throughout the test window.

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**Assessment Materials**

This section provides information concerning all materials required for administering the *ISTEP+* assessments.

**Required Student Materials:**

1. A pencil.
2. Scratch paper. (Students may have access to scratch/blank paper, including blank lined or graph paper. A sample of allowable graph paper is available under the *Accessibility and Accommodations Guidance* section on the IDOE's website: <https://www.doe.in.gov/assessment>)
3. Calculator (for calculator-allowed Mathematics assessments only). Adhere to the guidelines posted in the Calculator Policy at <https://www.doe.in.gov/assessment>.
4. Reference Sheet (for Mathematics assessments only).

**Test Materials Required for Each Test Administrator:**

1. The *ISTEP+ Test Administrator's Manual* provides all essential information about test content, administering the test, and required timing.
2. Extra No. 2 pencils
3. Extra scratch paper
4. A "Testing In Progress—Do Not Disturb" sign (see Appendix B on page 65 of this manual)
5. A "No Personal Electronic Devices in the Testing Room" sign (see Appendix C on page 67 of this manual)

**NOTE: Test Administrators must collect and securely store all test materials containing students' personally identifiable information before students leave the testing area. Extra resources or materials accessed by students during the administration may result in test invalidations and must be reported to the STC.**

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## Test Security

All Test Administrators and Proctors **must** be trained in proper test security procedures, sign a Testing Security and Integrity Agreement, and adhere to test security procedures.

It is unethical and will be viewed as a violation of test security for any person to:

- Capture images of any part of the assessment via any electronic device
- Duplicate in any way any part of the assessment
- Examine, read, or review the content of any segment of the assessment
- Disclose or allow to be disclosed the content of any segment of the assessment before, during, or after test administration
- Discuss any *ISTEP+* assessment item before, during, or after test administration, unless the item has been released by IDOE
- Allow students access to any assessment content prior to scheduled test administration
- Allow students to share information during or after test administration
- Read any parts of the assessment to students except as indicated in the *Test Administrator's Manual* or as part of an accommodation
- Influence students' responses by making any kind of gestures (for example, pointing to items, holding up fingers to signify item numbers or answer options) while students are taking the assessment
- Instruct students to go back and reread/change responses after they have finished their assessments since this instruction may only be given before the students take the assessment
- Review students' responses
- Read or review students' scratch paper
- Participate in, direct, aid, counsel, assist in, encourage, or fail to report any violations of these test administration security procedures

Additional security violations for paper-pencil testing include the following:

- Reading or reviewing any assessment book during or after testing
- Changing any student's response in an assessment book
- Erasing any student's response in an assessment book
- Erasing any stray marks in an assessment book
- Failing to return all assessment books and other test materials following each scheduled test administration session. Schools and corporations are required to maintain a secure check-out and check-in document process.

Test Administrators and Proctors may **not** assist students in answering questions. Test Administrators and Proctors may **not** translate, reword, or explain any test content. No test content may ever be discussed, copied, paraphrased, reviewed, posted, texted, emailed, or photographed before, during, or after test administration. Concerns about test content should be reported following IDOE protocols.

### ***Use of Unacceptable Resources***

Students are not permitted to use resources on *ISTEP+* assessments that are not specifically identified in this manual or the *Accessibility and Accommodations Guidance* posted on the IDOE website at (<https://www.doe.in.gov/assessment>.) The use of unacceptable resources during *ISTEP+* testing is a test security violation and may result in the student's assessment being invalidated. Questions about appropriate resources must be directed to IDOE prior to test administration.

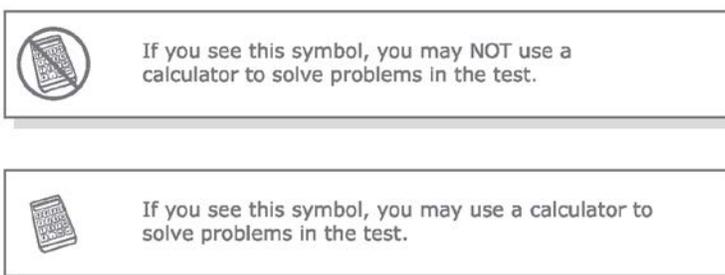
Test Administrators and Proctors must monitor students while testing. If students are observed using unacceptable resources, including but not limited to unacceptable reference materials, cell phones, smart watches, or other electronic devices, the unacceptable resource must be removed and your School Test Coordinator must be contacted as soon as possible. Allow the student to continue testing once the unacceptable resource has been removed.

Personal electronic devices, including but not limited to cell phones, smart watches, and other electronic devices, are major sources of test security violations. It is for this reason that students, Test Administrators, and Proctors are not permitted to have access to any personal electronic devices during *ISTEP+* testing. Test Administrators must confirm personal electronic devices are not accessible to students during testing.

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### ***ISTEP+ Calculator Policy***

Students may use their own calculator on the *ISTEP+* Mathematics Assessment, with some exceptions. A calculator with functionality that does not exceed that of a TI-84 Plus graphing calculator should be provided for Grade 10. Some sections of the *ISTEP+* Mathematics Assessment do not allow calculators. This is noted by the calculator and no calculator symbols in the test booklet and *Test Administrator's Manual*:



## ***Before ISTEP+ Administration***

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### ***Testing Students at Alternate Sites***

The IDOE defined guidance for administering statewide assessments to students receiving instruction at alternate sites (e.g., home, residential care facility, adult education center, hospital). Be sure to review the 2019–2020 *Testing Students at Alternate Sites Guidance* posted on the IDOE website (<https://www.doe.in.gov/assessment>) for more information. Contact IDOE (INassessments@doe.in.gov) with any questions.

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### ***Preparing the Room***

Test Administrators must prepare the testing room for test administration prior to the date(s) for testing. Good lighting, ventilation, and the absence of distracting noises and interruptions are important for helping to maximize student performance. Test Administrators must remove or cover completely any reference materials, including formula sheets, displayed in the testing room that could assist students while testing. Arrange seating so that students cannot easily see others' assessment books and so that the Test Administrator(s) and Proctor(s) can walk by to monitor each student. Students' desks and tables must be cleared of backpacks and any materials not directly related to testing prior to the beginning of the test session.

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### ***Test Settings and Accommodations***

Students who require specific test settings or testing accommodations must have those set before beginning the test session. Information on adding and updating accommodations and designated features can be found in both the TIDE and TDS User Guides on the *ISTEP+* Portal.

## ***During ISTEP+ Administration***

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### ***During ISTEP+ Administration***

ISTEP+ is a standardized assessment. The Test Administrator must follow the directions exactly as stated in the section of this manual titled *Online Testing Scripted Directions for ISTEP+*. The scripted directions are formatted to guide the Test Administrator through the test administration of each content area assessment and to help ensure proper testing procedures. Please review the directions in advance to become familiar with the scripted text and testing procedures. Read aloud to students only what is marked with a “**SAY**” and in bold.

#### ***Breaks During a Test Section***

- Individual students are allowed to use the restroom.
- Stretch breaks are allowed on an individual student basis, as needed. Students may not talk, use their cell phones or smart watches, or leave the room during their stretch break.

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### ***Test Irregularities***

TIDE allows School Test Coordinators to indicate exceptions as irregularities that occur to the standardized test environment to manage system access. IDOE is formalizing policy regarding the implementation of the test irregularity request process and will publish this guidance on July 8<sup>th</sup> on the IDOE website. Timely submission of this data is essential to support IDOE resolution.

This guidance will be communicated to School Test Coordinators prior to the operational window. Formal documentation is required in addition to the TIDE submission. Forms are accessible at the following location:

**<https://www.doe.in.gov/assessment/indiana-assessment-policies>**.

Corporation and School Test Coordinators and Test Administrators must discuss the details of a test irregularity to determine whether test invalidation is appropriate. School Test Coordinators should submit a Testing Concerns and Security Violations Report when invalidating any student test in response to a test security breach or an Irregularity Report for any irregularity that compromised the integrity of a student’s test administration. *An Irregularity Report may be submitted to address incidents which are not security related.*

**Examples of Test Irregularities and Security Violations**

This chart shows examples of a variety of testing irregularities and test security violations. Please note this is not an exhaustive list and is provided for informational purposes only.

<b>Examples of Test Irregularities and Test Security Violations</b>
Student(s) making distracting gestures or sounds or talking during the test session that creates a disruption in the test session for other
Student(s) leaving the test room without authorization
Test Administrator or School Test Coordinator leaving related instructional materials on the walls in the testing room
Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using handheld electronic devices to exchange information
Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing
Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts
Test Administrator or School Test Coordinator failing to ensure administration and
Test Administrator giving incorrect instructions
Test Administrator or School Test Coordinator sharing his or her username/password (via email or otherwise), including to other authorized
Test Administrator allowing students to continue testing beyond the close of the testing window
Test Administrator or teacher coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.
Test Administrator providing students with unallowable materials or devices during test administration or allowing inappropriate designated supports and/or accommodations during test administration
Test Administrator providing a student access to another student's work/responses
Test Administrator or School Test Coordinator modifying student responses or records at any time

### ***Students Who Disrupt Testing***

Students who disrupt testing, refuse to participate, or otherwise engage in behavior not consistent with acceptable classroom behavior should be removed from the testing room as soon as possible to allow other students to continue to test undisturbed. Whenever possible, the disruptive student should be allowed to continue testing in a different location and be subject to the disciplinary procedures established by the school for such occurrences after completion of testing. If the student participated in activities consistent with cheating, invalidate the test and submit a *Testing Concerns and Security Violations Report* to the IDOE and contact your School Test Coordinator for guidance. IDOE recommends that the student's parents or guardians receive written notification of the disruption incident and its consequences.

### ***Students Who Leave the Room During Testing***

Students should remain in the testing room during the entire scheduled test session. However, students may be allowed to go to the restroom during testing, if necessary.

The Test Administrator must collect the student's test materials before the student leaves the room. The Test Administrator must provide the test materials to the student once he or she returns to the classroom.

Students may not check their cell phones, smart watches, or any other electronic devices when they leave the room during testing.

## **Scripted Directions for ISTEP+ Paper Retest**

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### **General Directions**

Please read these directions before administering the *ISTEP+* assessment.

The material to be read aloud to the students is printed in boldface and is preceded by the word "SAY." All other information is for the Test Administrator and should not be read to the students. To ensure reliable results, the specific directions for administration of test sessions should be followed exactly.

Scratch paper is allowed for the *ISTEP+* assessment. Be sure that each student has some scratch paper before beginning the test. All scratch paper must be **collected and securely destroyed** by the School or Corporation Test Coordinator at the end of each test session.

Prior to starting a test session, verify that all students have appropriate accommodations and test settings in TIDE.

**NOTE: Personal electronic devices, such as smart phones and smart watches, should not be present in the testing environment. This applies to both students and adults.**

This test may be read aloud to students if their IEP, Section 504 Plan, or ILP (EL Plan) allows for such an accommodation. Items and passages measuring reading comprehension will not be read aloud. If a student requires a human reader, a paper book and script are required; the script will be made available in the TIDE system's secure inbox. See the *TIDE User Guide* for additional information.

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### **Directions for Completing the Student Demographic Page**

Prior to testing, Test Administrators must affix the pre-ID label to the testing booklet. Pre-ID labels can be printed from TIDE. Student demographic information does not need to be bubbled if a Pre-ID label is affixed. If a Pre-ID label is not available, complete boxes 2–6 using the directions on the student test book. Student names should be populated by the student regardless of an ID label being present.

**Directions for  
Administering the  
Part 1 Section 1  
ELA ISTEP+**



Before beginning this test section, make sure:

- You have reviewed all Test Administration Policies and Procedures.
- The STC/CTC has affixed the Pre-ID label to the Demographic Page.

**The passage(s) and questions in this section may not be read aloud to any of the students, including students with an IEP, a Section 504 Plan, a Nonpublic Service Plan, or an ILP (EL Plan).** Time limits may need to be adjusted if this section is read aloud. A separate Grade 10 read-aloud script is provided for those students requiring a Read-Aloud accommodation. Use the read-aloud script in conjunction with this *Test Administrator’s Manual* to administer the assessment to students with a read-aloud accommodation.

**If you are administering this test section to students with a braille accommodation, you must refer to the special instructions included with the braille edition assessment books before administering the test.** The special instructions indicate which directions in the braille assessment book have been modified. In these cases, you will need to read the directions from the special instructions in place of those provided in this manual.

After the students have arrived, each student should receive:

- Grade 10 English/Language Arts Part 1 Assessment Book
- No. 2 pencil with an eraser
- Scratch paper

Students will write their answers directly in their assessment books.

**Bold** text that follows the word “SAY” is to be read aloud to the students. *Italicized* text is for Test Administrator information only.

**SAY Today you will be taking the *ISTEP+* Grade 10 English/Language Arts test. Please check the front of your Part 1 assessment book to see if you have a label with your name on it or that the cover has been filled out with your name and information. If you have a book with a different name, raise your hand. (Pause)**

**Before we begin the test, look at the front cover of your book and locate Box 1, Student Name. On this line, carefully print your first and last name.**

**Please do not open your assessment book until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.**

*Make sure students have their own assessment books and have written their full names in Box 1 of the Demographic Page on the front cover.*

*Then find the full-page STOP sign located in the back of this manual. Hold it up so that it is clearly visible to all of the students.*

*For students without a braille accommodation*

**SAY Please look at this STOP sign that I am holding up. You will see smaller versions of this STOP sign in your assessment book. Whenever you come to a STOP sign at the end of a section, you should stop and wait quietly until you are told what to do next. Do not move on to the next section until you are told to do so. If you work on or review questions in a section other than the one being given, you will not receive a score for the other section.**

*For students with a braille accommodation*

**SAY You will have STOP signs in your assessment book. Whenever you come to a STOP sign at the end of a section, you should stop and wait quietly until you are told what to do next. Do not move on to the next section until you are told to do so. If you work on or review questions in a section other than the one being given, you will not receive a score for the other section.**

*For all students*

**SAY In this section, you will read a passage and then you will answer questions about what you have read. Write your answers directly on the lines under each question in the assessment book. Do not allow your response to continue beyond these lines, as any writing that appears beyond the lines may not be scorable.**

**If you cannot answer all the parts of a question, answer as many parts as you can; it is possible to receive partial credit for an answer. You may look back at the passage in this section as often as you like.**

**Are there any questions?**

*Pause to answer any questions the students may have.*

**SAY During the test, I am allowed to help you with the directions only. I am not allowed to help you with spelling, punctuation, or any other part of your writing. You may print or use cursive handwriting, whichever you prefer, as long as you write neatly. Read the directions very carefully and do your best to answer clearly and completely. Are there any questions?**

*Pause to help any students that have questions about the directions.*

**SAY Open your assessment book to the Section 1 cover page. In this section, you will read a passage and then answer questions about what you have read. You may look at the passage as often as you like.**

*Make sure that the students have found the correct page.*

**SAY** Please try to complete all questions on this test. Do not spend too much time on any one question. If you have any questions about the directions, raise your hand and I will help you.

As you write, please do not include personal information, such as a last name, phone number, home address, or email address in your response. You may use first names if you wish.

**Are there any questions?**

*Pause to answer any questions the students may have. Make sure that the students understand what they are to do.*

*If you are administering the test section to students with a read-aloud accommodation, please open the read-aloud script to the appropriate section and begin reading that script now.*

**SAY** You will have 30 minutes to complete Section 1: English/ Language Arts. To help you keep track of the time, I will write the time that this section will end on the board as soon as you have begun. When you see the words “Go On” at the bottom of a page, go on to the next page. When you come to the STOP sign, you have finished Section 1. If you finish early, you may check your work in Section 1 only. Then close your assessment book and sit quietly until I say STOP. Do not work ahead.

**Are there any questions?**

*Pause to answer any questions the students may have.*

**SAY** Look at the directions on the next page in your assessment book.

*Make sure that the students are on the correct page.*

**SAY** You may begin.

*Give the students 30 minutes to complete this test section. Make sure that the students are working in the right place in their assessment books.*

Record the starting time: \_\_\_\_\_

Add 30 minutes: + 30

Record the stopping time here and on the board: \_\_\_\_\_

*At the stopping time*

**SAY Stop. This is the end of Section 1: English/Language Arts. Close your assessment book. Place any scratch paper next to your assessment book.**

*If you do not intend to administer the remaining sections at this time, collect all test materials. Check to be sure that no scratch paper has been left in the assessment books. All used scratch paper must be collected by the School Test Coordinator and securely destroyed. The School Test Coordinator must store the assessment books in a secure location until the remaining sections are administered.*

**Directions for  
Administering the  
Part 1 Section 2 ELA  
ISTEP+**

Before beginning this test section, make sure:

- You have reviewed all Test Administration Policies and Procedures.
- The STC/CTC has affixed the Pre-ID label to the Demographic Page.



**The question in this section is a writing activity. The passage and writing prompt in this section may ONLY be read aloud to students if they have an IEP, a Section 504 Plan, a Nonpublic Service Plan, or an ILP (EL Plan) that allows for such an accommodation.** Time limits may need to be adjusted if this section is read aloud. A separate Grade 10 read-aloud script is provided for those students requiring this accommodation. Use the read aloud script in conjunction with this *Test Administrator's Manual* to administer the assessment to students with a read aloud accommodation.

**If you are administering this test section to students with a braille accommodation, you must refer to the special instructions included with the braille edition assessment books before administering the test.** The special instructions indicate which directions in the braille assessment book have been modified. In these cases, you will need to read the directions from the special instructions in place of those provided in this manual.

After the students have arrived, each student should receive:

- Grade 10 English/Language Arts Part 1 Assessment Book
- No. 2 pencil with an eraser
- Scratch paper

Students will write their answers directly in their assessment books.

For those who are immediately continuing from Section 1, skip to the next page and begin administering the test after the examiner's note that says "*BEGIN HERE for those who are immediately continuing from Section 1*".

**SAY Look at the front cover of your assessment book. Make sure you have the assessment book with your name on it and not another student's assessment book.**

**Please do not open your assessment book until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.**

*Pause to make sure students have their own assessment books.*

*BEGIN HERE for those who are immediately continuing from Section 1.*

**SAY** Now you will be taking Section 2: English/Language Arts. In Section 2, you will be given an idea to write about. This is called a writing prompt.

Following the writing prompt is a Prewriting/Planning page. Use the blank Prewriting/Planning space for notes, lists, webs, outlines, or anything else that might help you plan your writing. If you need additional paper for planning, raise your hand, and I will give you more paper. You must write your final draft on the lined final draft pages in the assessment book. **REMEMBER, ANYTHING YOU WRITE IN THE PREWRITING/PLANNING SPACE OR ON SCRATCH PAPER WILL NOT BE SCORED, SO YOU MUST MAKE SURE TO WRITE THE WORK YOU WANT SCORED ON THE LINED PAGES IN YOUR ASSESSMENT BOOK.**

After you finish your writing, be sure to use the Editing Checklist, which is shown at the end of the lined pages in your assessment book, to check your writing for correct grammar, spelling, punctuation, and capitalization. *(Pause.)*

Remember, only what you write on the lined pages of your assessment book will be scored. Try to plan ahead so you do not run out of lines.

During the test, I am allowed to help you with the directions only. I am not allowed to help you with spelling, punctuation, or any other part of your writing task. Just do your best. You may print or use cursive handwriting, whichever you prefer, as long as you write neatly. Read the directions very carefully and do your best to answer clearly and completely.

Are there any questions?

*Pause to answer any questions the students may have.*

**SAY** Open your assessment book to the Section 2 cover page and follow along as I read the directions. In this section, you will read a passage and then respond to the writing prompt based on the passage. You may look at the passage as often as you like.

Your writing will not be scored on your personal opinions or choices but will be scored objectively on how clearly you address the prompt; how well you organize your ideas; how effectively you express yourself; and how consistently you use correct paragraphing, grammar, spelling, and punctuation.

**SAY** Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

**NOTE:** Only your writing on the lined pages in this book will be scored.

*Make sure that the students are on the correct page.*

**SAY** If you have any questions about the directions, raise your hand and I will help you.

**As you write, please do not include personal information, such as a last name, phone number, home address, or email address in your response. You may use first names if you wish. Are there any questions?**

*Pause to answer any questions the students may have. Make sure that the students understand what they are to do.*

*If you are administering the test section to students with a read-aloud accommodation, please open the read-aloud script to the appropriate section and begin reading that script now.*

**SAY** You will have 65 minutes to complete Section 2: English/Language Arts. To help you keep track of the time, I will write the time that this section will end on the board as soon as you have begun. When you see the words “Go On” at the bottom of a page, go on to the next page. When you come to the STOP sign, you have finished Section 2. If you finish early, you may check your work in Section 2 only. Then close your assessment book and sit quietly until I say STOP. Do not work ahead.

**Are there any questions?**

*Pause to answer any questions the students may have.*

**SAY** Look at the next page in your assessment book. This is the beginning of the passage for Section 2. You may look back at the passage starting on this page as often as you like. After the passage is the writing prompt. The writing prompt gives you the idea to write about. Use the Prewriting/Planning page following the writing prompt to help you plan your writing. Then write your final draft on the lined pages. Are there any questions?

*Pause to answer any questions the students may have. Make sure that the students are on the correct page.*

**SAY** You may begin.

*Give the students 65 minutes to complete this test section. Make sure that the students are working in the right place in their assessment books.*

Record the starting time: \_\_\_\_\_  
 Add 65 minutes: + 65  
 Record the stopping time here and on the board: \_\_\_\_\_

**SAY Stop. This is the end of Section 2: English/Language Arts. Close your assessment book. Place any scratch paper next to your assessment book. You have finished the Part 1 English/Language Arts test. Good job!**

*Collect the scratch paper and assessment books. Check to be sure that no scratch paper has been left in the assessment books. All used scratch paper must be collected by the School Test Coordinator and securely destroyed. The School Test Coordinator must store the completed assessment books in a secure location until they are prepared for return for scoring.*

**Directions for  
Administering the  
Part 2 Section 1 ELA  
ISTEP+**



Before beginning this test section, make sure:

- You have reviewed all Test Administration Policies and Procedures.
- The STC/CTC has affixed the Pre-ID label to the Demographic Page.

**The passage(s) and questions in this section that measure reading comprehension may not be read aloud to any of the students, including students with an IEP, a Section 504 Plan, a Nonpublic Service Plan, or an ILP (EL Plan).** Time limits may need to be adjusted if this section is read aloud. A separate Grade 10 read-aloud script is provided for those students requiring this accommodation. Use the read-aloud script in conjunction with this *Test Administrator's Manual* to administer the assessment to students with a read-aloud accommodation.

**If you are administering this test section to students with a braille accommodation, you must refer to the special instructions included with the braille edition assessment books before administering the test.**

The special instructions indicate which directions in the braille assessment book have been modified. In these cases, you will need to read the directions from the special instructions in place of those provided in this manual.

After the students have arrived, each student should receive:

- Grade 10 English/Language Arts Part 2 Assessment Book and Answer Book
- No. 2 pencil with an eraser
- Scratch paper

Students will write their answers directly in their answer books.

**Text** is to be read aloud to the students. *Italicized text* is for Test Administrator information only.

**SAY Today you will be taking the ISTEP+ Grade 10 English/Language Arts test. You will be using two books, your assessment book with the questions and your answer book where you will mark your answers.**

**Please check the front of your Part 2 answer book to see if you have a label with your name on it or that the cover has been filled out with your name and information. Before we begin the test, look at the front cover of your book and locate Box 1, Student Name. On this line, carefully print your first and last name.**

**Please do not open your assessment books until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed. Now look at the front cover of your assessment book and find the student name line at the top. Write your name on this line.**

*Make sure students have their own assessment books and have written their full names in Box 1 of the Demographic Page on the front cover.*

*Then find the full-page STOP sign located in the back of this manual. Hold it up so that it is clearly visible to all of the students.*

*For students without a braille accommodation*

**SAY Please look at this STOP sign that I am holding up. You will see smaller versions of this STOP sign in your assessment book. Whenever you come to a STOP sign at the end of a section, you should stop and wait quietly until you are told what to do next. Do not move on to the next section until you are told to do so. If you work on or review questions in a section other than the one being given, you will not receive a score for the other section.**

*For students with a braille accommodation*

**SAY You will have STOP signs in your assessment book. Whenever you come to a STOP sign at the end of a section, you should stop and wait quietly until you are told what to do next. Do not move on to the next section until you are told to do so. If you work on or review questions in a section other than the one being given, you will not receive a score for the other section.**

*For all students*

**SAY The English/Language Arts test is about understanding what you have read and the skills used in writing. When you mark an answer, fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made and fill in a new answer circle.**

**You can make notes in your assessment book or on your scratch paper, but you must mark your answers in your answer book.**

**Are there any questions?**

*Pause to answer any questions the students may have.*

*If you are administering the test section to students with a read aloud accommodation, please open the read aloud script to the appropriate section and begin reading that script now.*

**SAY Now open your assessment books and turn to the Section 1 cover page to find Sample A. Next open your answer books and find the section title, “Section 1: English/Language Arts.”**

**SAY For Sample A, read the sentences and then answer the question that follows. After you have finished, stop and we will discuss the question together. Are there are questions?**

*Pause to allow the students to answer Sample A. Do not read the sample aloud.*

**Sample A**

A student is writing a speech to present to the school board. The student wants the board to approve a class trip to the nation's capital. Which sentences should be included in the opening paragraph? Select TWO.

- A.** Having the opportunity to visit our nation's capital would be worth so much more than the financial investment such a trip would require.
- B.** Although not all our nation's presidents are equally interesting, the capital city has a wealth of presidential history to offer those who visit.
- C.** Visiting the United States Holocaust Memorial Museum would give added meaning to the material we've studied in both our English and history classes.
- D.** Seeing the commemorative monuments, such as the Washington Monument, and hearing the reasons for their construction and their significance would be interesting.
- E.** The capital city is the primary location of the birth and development of our nation, so a school-sponsored visit to learn of these beginnings is a good way to study history.

**SAY Has everyone finished answering Sample A? (Pause.)**

**You should have filled in circles A and E. If you did not fill in the correct answers, completely erase the marks you made, and fill in the correct answers now.**

**Are there any questions?**

*Make sure that the students have marked the answers correctly. Samples may be repeated as necessary.*

**SAY During the test, I am allowed to help you with the directions only. I am not allowed to help you with the questions. If you have any questions about the directions, raise your hand and I will help you.**

**Now you will read and answer the remaining questions in this section by yourself. Remember to read all the directions carefully.**

**You will have 28 minutes to complete Section 1: English/Language Arts. To help you keep track of the time, I will write the time that this section will end on the board as soon as you have begun. When you see the words "Go On" at the bottom of a page, go on to the next page. When you come to the STOP sign, you have finished Section 1. If you finish early, you may check your work in Section 1 only. Then close your assessment book and answer book and sit quietly until I say STOP. Do not work ahead.**

**SAY Are there any questions?**

*Pause to answer any questions the students may have.*

**SAY Turn to the next page in your assessment book and make sure you are working on the correct number and section in your answer book**

*Make sure that the students are on the correct page.*

**SAY You may begin.**

*Give the students 28 minutes to complete this test section. Make sure that the students are working in the right place in their assessment books.*

*Record the starting time:* \_\_\_\_\_

*Add 28 minutes:* +28

*Record the stopping time here and on the board:* \_\_\_\_\_

*At the stopping time*

**SAY Stop. This is the end of Section 1: English/Language Arts. Make sure all of your marks are heavy and dark and that you have completely erased any marks that you do not want. When you are finished, put your answer book in the front of your assessment book and close the assessment book. Place your scratch paper next to your assessment book.**

*If you are not immediately continuing on to administer Section 2, collect the scratch paper, answer books, and assessment books. Check to be sure that no scratch paper has been left in the assessment books or answer books. All used scratch paper must be collected by the School Test Coordinator and securely destroyed.*

*The School Test Coordinator must store the answer books and assessment books in a secure location until the remaining sections are administered.*

*If you are continuing, the directions for Section 2 begin on the next page.*

**Directions for  
Administering the  
Part 2 Section 2 ELA  
ISTEP+**



Before beginning this test section, make sure:

- You have reviewed all Test Administration Policies and Procedures.
- The STC/CTC has affixed the Pre-ID label to the Demographic Page.

**The passage(s) and questions in this section that measure reading comprehension may not be read aloud to any of the students, including students with an IEP, a Section 504 Plan, a Nonpublic Service Plan, or an ILP (EL Plan).** Time limits may need to be adjusted if this section is read aloud. A separate Grade 10 read-aloud script is provided for those students requiring this accommodation. Use the read-aloud script in conjunction with this *Test Administrator's Manual* to administer the assessment to students with a read-aloud accommodation.

**If you are administering this test section to students with a braille accommodation, you must refer to the special instructions included with the braille edition assessment books before administering the test.** The special instructions indicate which directions in the braille assessment book have been modified. In these cases, you will need to read the directions from the special instructions in place of those provided in this manual.

After the students have arrived, each student should receive:

- Grade 10 English/Language Arts Part 2 Assessment Book and Answer Book
- No. 2 pencil with an eraser
- Scratch paper

Students will write their answers directly in their answer books.

For those who are immediately continuing from Section 1, skip to the next page and begin administering the test after the examiner's note that says "*BEGIN HERE for those who are immediately continuing from Section 1.*"

**SAY Look at the front cover of your assessment book and answer book. Make sure you have the assessment book and answer book with your name on them and not another student's books.**

**Please do not open your assessment book until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.**

*Pause to make sure students have their own assessment and answer books.*

*BEGIN HERE for those who are immediately continuing from Section 1.*

**SAY** Now you will be taking Section 2: English/Language Arts. When you mark an answer, fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made and fill in a new answer circle. You can make notes in your assessment book or on your scratch paper, but you must mark your answers in your answer book.

**Are there any questions?**

*Pause to answer any questions the students may have.*

*If you are administering the test section to students with a read-aloud accommodation, please open the read-aloud script to the appropriate section and begin reading that script now.*

**SAY** Open your assessment book to the Section 2 cover page to find Sample A. Next open your answer books and find the section title, “Section 2: English/Language Arts.” For Sample A, read the sentence and then answer the question that follows. After you have finished, stop and we will discuss the question together.

*Pause to allow the students to answer Sample A. Do not read the sample*

**Sample A**

A student is writing a report about the invention of the airplane. Which source would be MOST relevant for this topic?

- A. *My Own Airplane*, a story about a boy who pretends he is a pilot
- B. “Learning to Fly,” an Internet site about the training a pilot receives
- C. “The First Airplane,” an Internet site about the first successful airplane design
- D. *Inventors and Their Inventions*, a book about famous inventors and the inventions they have created

*aloud.*

**SAY** Has everyone finished answering Sample A? *(Pause.)*

**You should have filled in circle C. If you did not fill in the correct answer, completely erase the mark you made, and fill in the correct answer now.**

**Are there any questions?**

*Make sure that the students have marked the answer correctly. Samples may be repeated as necessary*

**SAY** During the test, I am allowed to help you with the directions only. I am not allowed to help you with the questions. If you have any questions about the directions, raise your hand and I will help you.

*Pause to help any students who have questions about the directions.*

**SAY** Now you will read and answer the remaining questions in this section by yourself. Remember to read all the directions carefully.

You will have 30 minutes to complete Section 2: English/Language Arts. To help you keep track of the time, I will write the time that this section will end on the board as soon as you have begun. When you see the words “Go On” at the bottom of a page, go on to the next page. When you come to the STOP sign, you have finished Section 2. If you finish early, you may check your work in Section 2 only. Then close your assessment book and answer book and sit quietly until I say STOP. Do not work ahead or go back to work on any section that has been completed.

**Are there any questions?**

*Pause to answer any questions the students may have.*

**SAY** Turn to the next page in your assessment book and make sure you are working on the correct number and section in your answer book.

*Make sure that the students are on the correct page.*

**SAY** You may begin.

*Give the students 30 minutes to complete this test section*

<i>Record the starting time:</i>	—
<i>Add 30 minutes:</i>	+ 30
<i>Record the stopping time here and on the board:</i>	—

*At the stopping time,*

**SAY Stop. This is the end of Section 2: English/Language Arts. Make sure all of your marks are heavy and dark and that you have completely erased any marks that you do not want. Put your answer book in the front of your assessment book and close the assessment book. Place your scratch paper next to your assessment book.**

*If you are not immediately continuing on to administer Section 3, collect the scratch paper, answer books, and assessment books. Check to be sure that no scratch paper has been left in the assessment books or answer books. All used scratch paper must be collected by the School Test Coordinator and securely destroyed. The School Test Coordinator must store the answer books and assessment books in a secure location until the remaining sections are administered.*

*If you are continuing, the directions for Section 3 begin on the next page.*

**Directions for  
Administering the Part  
2 Section 3 ELA  
ISTEP+**



Before beginning this test section, make sure:

- You have reviewed all Test Administration Policies and Procedures.
- The STC/CTC has affixed the Pre-ID label to the Demographic Page.

**The passage(s) and questions in this section that measure reading comprehension may not be read aloud to any of the students, including students with an IEP, a Section 504 Plan, a Nonpublic Service Plan, or an ILP (EL Plan).** Time limits may need to be adjusted if this section is read aloud. A separate Grade 10 read-aloud script is provided for those students requiring this accommodation. Use the read-aloud script in conjunction with this *Test Administrator's Manual* to administer the assessment to students with a read-aloud accommodation.

**If you are administering this test section to students with a braille accommodation, you must refer to the special instructions included with the braille edition assessment books before administering the test.** The special instructions indicate which directions in the braille assessment book have been modified. In these cases, you will need to read the directions from the special instructions in place of those provided in this manual.

After the students have arrived, each student should receive:

- Grade 10 English/Language Arts Part 2 Assessment Book and Answer Book
- No. 2 pencil with an eraser
- Scratch paper

Students will write their answers directly in their answer books.

For those who are immediately continuing from Section 2, skip to the next page and begin administering the test after the examiner's note that says "*BEGIN HERE for those who are immediately continuing from Section 2.*"

**SAY Look at the front cover of your assessment book and answer book. Make sure you have the assessment book and answer book with your name on them and not another student's books.**

**Please do not open your assessment book until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.**

*Pause to make sure students have their own assessment and answer books.*

*BEGIN HERE for those who are immediately continuing from Section 2.*

**SAY** Now you will be taking Section 3: English/Language Arts. Open your assessment books and turn to the Section 3 cover page. Next open your answer books and find the section title, “Section 3: English/Language Arts.” When you mark an answer, fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made and fill in a new answer circle. You can make notes in your assessment book or on your scratch paper, but you must mark your answers in your answer book.

**Are there any questions?**

*Pause to answer any questions the students may have.*

**SAY** Now you will read and answer the questions in this section by yourself. Remember to read all directions carefully.

**During the test, I am allowed to help you with the directions only. I am not allowed to help you with the questions. If you have any questions about the directions, raise your hand and I will help you.**

*Pause to help any students who have questions about the directions.*

*If you are administering the test section to students with a read-aloud accommodation, please open the read-aloud script to the appropriate section and begin reading that script now.*

**SAY** You will have 45 minutes to complete Section 3: English/Language Arts. To help you keep track of the time, I will write the time that this section will end on the board as soon as you have begun. When you see the words “Go On” at the bottom of a page, go on to the next page. When you come to the STOP sign, you have finished Section 3. If you finish early, you may check your work in Section 3 only. Then close your assessment book and answer book and sit quietly until I say STOP. Do not work ahead or go back to work on any section that has been completed.

**Are there any questions?**

*Pause to answer any questions the students may have.*

**SAY Turn to the next page in your assessment book and make sure you are working on the correct number and section in your answer book.**

*Make sure that the students are on the correct page.*

**SAY You may begin.**

*Give the students 45 minutes to complete this test section.*

*Record the starting time:* \_\_\_\_\_

*Add 45 minutes:* + 45

*Record the stopping time here and on the board:* \_\_\_\_\_

*At the stopping time,*

**SAY Stop. This is the end of Section 3: English/Language Arts. Make sure all of your marks are heavy and dark and that you have completely erased any marks that you do not want. Put your answer book in the front of your assessment book and close the assessment book. Place your scratch paper next to your assessment book. You have finished the Part 2 English/Language Arts test. Good job!**

*Collect all test materials. Check to be sure that no scratch paper has been left in the assessment books or answer books. All used scratch paper must be collected by the School Test Coordinator and securely destroyed. The School Test Coordinator must store the completed answer books and assessment books in a secure location until they are prepared for return for scoring.*

**Directions for  
Administering the  
Part 1 Section 1  
Mathematics ISTEP+**



Before beginning this test section, make sure:

- You have reviewed all Test Administration Policies and Procedures.
- The STC/CTC has affixed the Pre-ID label to the Demographic Page.

**This test section may ONLY be read aloud to students with an IEP, a Section 504 Plan, a Nonpublic Service Plan, or an ILP (EL Plan).** Time limits may need to be adjusted if this section is read aloud. A separate Grade 10 read-aloud script is provided for those students requiring this accommodation. Use the read-aloud script in conjunction with this *Test Administrator’s Manual* to administer the assessment to students with a read-aloud accommodation.

**If you are administering this test section to students with a braille accommodation, you must refer to the special instructions included with the braille edition assessment books before administering the test.** The special instructions indicate which directions in the braille assessment book have been modified. In these cases, you will need to read the directions from the special instructions in place of those provided in this manual.

After the students have arrived, each student should receive:



- Grade 10 Mathematics Part 1 Assessment Book
- Grade 10 Mathematics Reference Sheet
- Graphing calculator
- Punchout ruler
- No. 2 pencil with an eraser
- Scratch paper

Students will write their answers directly in their assessment books.

**Bold** text is to be read aloud to the students. *Italicized* text is for Test Administrator information only.

**SAY Today you will be taking the ISTEP+ Grade 10 Mathematics test. Please check the front of your Part 1 assessment book to see if you have a label with your name on it or that the cover has been filled out with your name and information. If you have a book with a different name, raise your hand. (Pause)**

**Before we begin the test, look at the front cover of your book and locate Box 1, Student Name. On this line, carefully print your first and last name.**

**Please do not open your assessment book until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.**

*Make sure students have their own assessment books and have written their full names in Box 1 of the Demographic Page on the front cover.*

*Then find the full-page STOP sign located in the back of this manual. Hold it up so that it is clearly visible to all of the students.*

*For students without a braille accommodation*

**SAY Please look at this STOP sign that I am holding up. You will see smaller versions of this STOP sign in your assessment book. Whenever you come to a STOP sign at the end of a section, you should stop and wait quietly until you are told what to do next. Do not move on to the next section until you are told to do so. If you work on or review questions in a section other than the one being given, you will not receive a score for the other section.**

*For students with a braille accommodation*

**SAY You will have STOP signs in your assessment book. Whenever you come to a STOP sign at the end of a section, you should stop and wait quietly until you are told what to do next. Do not move on to the next section until you are told to do so. If you work on or review questions in a section other than the one being given, you will not receive a score for the other section.**

*For all students*

**SAY Today you will be taking the *ISTEP+* Grade 10 Mathematics test. This test has two sections. Your assessment book contains the directions for completing each test question. Read the directions for each test question carefully. Your assessment book also contains the spaces for your answers. You are going to do all of your work and write all of your answers directly in your assessment book. You may use the punchout ruler, Mathematics Reference Sheet, calculator, and scratch paper to help you solve any of the problems in this test.**

**REMEMBER, IN THE *ISTEP+* GRADE 10 TEST, ANY WORK YOU DO ON SCRATCH PAPER WILL NOT BE SCORED, SO YOU MUST MAKE SURE TO WRITE THE WORK YOU WANT SCORED IN YOUR ASSESSMENT BOOK. *(Pause.)***

**Raise your hand if you do not have a punchout ruler, Mathematics Reference Sheet, scratch paper, or a calculator, and I will assist you.**

*Pause. Give punchout rulers, reference sheets, scratch paper, and calculators to students who do not have them.*

**SAY It is important to know that all of the problems in this section are worth more than one point and that you can receive partial credit for these problems. As you solve each problem, be sure your work clearly shows your reasoning by including mental mathematics steps in the lines and spaces provided. Please write and draw neatly.**

**SAY** Some questions have multiple parts; for example, some questions have a Part A, Part B, and Part C, so be sure to see all parts of the questions and where to write your answers.

**Are there any questions?**

*Pause to answer any questions the students may have.*

**SAY** During the test, I am allowed to help you with the directions only. I am not allowed to help you with steps or calculations for a problem. If you have any questions about the directions, raise your hand and I will help you.

Turn to the Section 1 cover page and follow along as I read the directions. You may use a calculator to solve any of the problems in this test. **NOTE:** A correct answer **CANNOT** receive full credit if no work is shown.

Since you may receive partial credit for all problems in this test, it is important to show **ALL** work in the spaces provided in this book. When you see the words “Show All Work,” be sure to show all the steps needed to solve the problem, make your handwriting clear and easy to read, and write the answer on the answer line.

As you complete each problem, remember to **READ** the problem carefully, **PLAN** how to solve the problem, **SOLVE** the problem showing all steps, and **CHECK** your work.

**Are there any questions?**

*Pause to answer any questions the students may have. Make sure that the students understand what they are to do.*

*If you are administering the test section to students with a read-aloud accommodation, please open the read-aloud script to the appropriate section and begin reading that script now.*

**SAY** You will have 30 minutes to complete Section 1: Mathematics. To help you keep track of the time, I will write the time that this section will end on the board as soon as you have begun. When you see the words “Go On” at the bottom of a page, go on to the next page. When you come to the STOP sign, you have finished Section 1. If you finish early, you may check your work in Section 1 only. Then close your assessment book and sit quietly until I say STOP. Do not work ahead.

**Are there any questions?**

*Pause to answer any questions the students may have.*

**SAY** Look at the directions on the next page in your assessment book.

*Make sure that the students are on the correct page.*

**SAY** You may begin.

*Give the students 30 minutes to complete this test section. Make sure that the students are working in the right place in their assessment books.*

Record the starting time: \_\_\_\_\_  
 Add 30 minutes: + 30  
 Record the stopping time here and on the board: \_\_\_\_\_

*At the stopping time:*

**SAY Stop. This is the end of Section 1: Mathematics. Close your assessment book. Place your punchout ruler, reference sheet, calculator, and any scratch paper next to your assessment book.**

*If you do not intend to administer the remaining sections at this time, collect all test materials. Check to be sure that no scratch paper has been left in the assessment books. All used scratch paper must be collected by the School Test Coordinator and securely destroyed. The School Test Coordinator must store the assessment books in a secure location until the remaining sections are administered.*

**Directions for  
Administering the  
Part 1 Section 2  
Mathematics ISTEP+**



Before beginning this test section, make sure:

- You have reviewed all Test Administration Policies and Procedures.
- The STC/CTC has affixed the Pre-ID label to the Demographic Page.

**This section may ONLY be read aloud to students if they have an IEP, a Section 504 Plan, a Nonpublic Service Plan, or an ILP (EL Plan) that allows for such an accommodation.** Time limits may need to be adjusted if this section is read aloud. A separate Grade 10 read-aloud script is provided for those students requiring this accommodation. Use the read-aloud script in conjunction with this *Test Administrator’s Manual* to administer the assessment to students with a read aloud accommodation.

**If you are administering this test section to students with a braille accommodation, you must refer to the special instructions included with the braille edition assessment books before administering the test.** The special instructions indicate which directions in the braille assessment book have been modified. In these cases, you will need to read the directions from the special instructions in place of those provided in this manual.

After the students have arrived, each student should receive:



- Grade 10 Mathematics Part 1 Assessment Book
- Grade 10 Mathematics Reference Sheet
- Graphing calculator
- Punchout ruler
- No. 2 pencil with an eraser
- Scratch paper

Students will write their answers directly in their assessment books. For those who are immediately continuing from Section 1, skip to the next page and begin administering the test after the examiner’s note that says *“BEGIN HERE for those who are immediately continuing from Section 1.”*

**SAY Look at the front cover of your assessment book. Make sure you have the assessment book with your name on it and not another student’s assessment book.**

**Please do not open your assessment book until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.**

*Pause to make sure students have their own assessment books.*

*BEGIN HERE for those who are immediately continuing from Section 1.*

**SAY Now you will be taking Section 2: Mathematics.**

**Your assessment book contains the directions for completing each test question. Read the directions for each test question carefully. Your assessment book also contains the spaces for your answers. You are going to do all of your work and write all of your answers directly in your assessment book. You may use the punchout ruler, Mathematics Reference Sheet, calculator, and scratch paper to help you solve any of the problems in this test. REMEMBER, IN THE *ISTEP+* GRADE 10 TEST, ANY WORK YOU DO ON SCRATCH PAPER WILL NOT BE SCORED, SO YOU MUST MAKE SURE TO WRITE THE WORK YOU WANT SCORED IN YOUR ASSESSMENT BOOK.**

*Pause. Give out punchout rulers, reference sheets, scratch paper, and calculators to students who do not have them.*

**SAY It is important to know that all of the problems in this section are worth more than one point and that you can receive partial credit for these problems. As you solve each problem, be sure your work clearly shows your reasoning by including all mathematics steps, including mental mathematics steps, in the lines and spaces provided. Please write and draw neatly.**

**Some questions have multiple parts; for example, some questions have a Part A, Part B, and Part C, so be sure to see all parts of the question and where to write your answers.**

**Are there any questions?**

*Pause to answer any questions the students may have.*

**SAY During the test, I am allowed to help you with the directions only. I am not allowed to help you with steps or calculations for a problem. If you have any questions about the directions, raise your hand and I will help you.**

**Turn to the Section 2 cover page and follow along as I read the directions. You may use a calculator to solve any of the problems in this test. NOTE: A correct answer CANNOT receive full credit if no work is shown.**

**Since you may receive partial credit for all problems in this test, it is important to show ALL work in the spaces provided in this book. When you see the words “Show All Work,” be sure to show all the steps needed to solve the problem, make your handwriting clear and easy to read, and write the answer on the answer line.**

**SAY** As you complete each problem, remember to **READ** the problem carefully, **PLAN** how to solve the problem, **SOLVE** the problem showing all steps, and **CHECK** your work.

**Are there any questions?**

*Pause to answer any questions the students may have.*

*If you are administering the test section to students with a read-aloud accommodation, please open the read-aloud script to the appropriate section and begin reading that script now.*

**SAY** You will have **20 minutes to complete Section 2: Mathematics**. To help you keep track of the time, I will write the time that this section will end on the board as soon as you have begun. When you see the words “Go On” at the bottom of a page, go on to the next page. When you come to the **STOP** sign, you have finished Section 2. If you finish early, you may check your work in Section 2 only. Then close your assessment book and sit quietly until I say **STOP**. Do not work ahead.

**Are there any questions?**

*Pause to answer any questions the students may have.*

**SAY** Turn to the next page in your assessment book.

*Make sure that the students are on the correct page.*

**SAY** You may begin.

*Give the students 20 minutes to complete this test section. Make sure that the students are working in the right place in their assessment books.*

Record the starting time: \_\_\_\_\_

Add 20 minutes: + 20

Record the stopping time here and on the board: \_\_\_\_\_

*At the stopping time,*

**SAY Stop. This is the end of Section 2: Mathematics. Close your assessment book. Place any scratch paper next to your assessment book. You have finished the Part 1 Mathematics test. Good job!**

*Collect the punchout rulers, reference sheets, calculators, scratch paper, and assessment books. Check to be sure that no scratch paper has been left in the assessment books. All used punchout rulers, reference sheets, and scratch paper must be collected by the School Test Coordinator and securely destroyed. The School Test Coordinator must store the completed assessment books in a secure location until they are prepared for return for scoring.*

**Directions for  
Administering the  
Part 2 Section 1  
Mathematics ISTEP+**



Before beginning this test section, make sure:

- You have reviewed all Test Administration Policies and Procedures.
- The STC/CTC has affixed the Pre-ID label to the Demographic Page.

**Unless specified by a student’s IEP, a Nonpublic Service Plan, or Section 504 Plan, use of calculators is NOT allowed for students taking ISTEP+ Grade 10 Retest Mathematics Section 1.**

**This section may ONLY be read aloud to any of the students with an IEP, a Section 504 Plan, Nonpublic Service Plan, or an ILP (EL Plan) that allows for such an accommodation.** Time limits may need to be adjusted if this section is read aloud. A separate Grade 10 read-aloud script is provided for those students requiring this accommodation. Use the read-aloud script in conjunction with this *Test Administrator’s Manual* to administer the assessment to students with a read-aloud accommodation.

**If you are administering this test section to students with a braille accommodation, you must refer to the special instructions included with the braille edition assessment books before administering the test.** The special instructions indicate which directions in the braille assessment book have been modified. In these cases, you will need to read the directions from the special instructions in place of those provided in this manual.

After the students have arrived, each student should receive:

- Grade 10 Mathematics Part 2 Assessment Book and Answer Book
- Grade 10 Mathematics Reference Sheet
- Punchout ruler
- No. 2 pencil with an eraser
- Scratch paper

Students will write their answers in their answer books.

**Bold** text is to be read aloud to the students. *Italicized* text is for Test Administrator information only.

**SAY Today you will be taking the ISTEP+ Grade 10 Mathematics test. You will be using two books, your assessment book with the questions and your answer book where you will mark your answers.**

**Please check the front of your Part 2 answer book to see if you have a label with your name on it or that the cover has been filled out with your name and information. Before we begin the test, look at the front cover of your book and locate Box 1, Student Name. On this line, carefully print your first and last name.**

**SAY Please do not open your assessment books until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed. Now look at the front cover of your assessment book and find the student name line at the top. Write your name on this line.**

*Make sure students have their own assessment books and have written their full names in Box 1 of the Demographic Page on the front cover.*

*Then find the full-page STOP sign located in the back of this manual. Hold it up so that it is clearly visible to all of the students.*

*For students without a braille accommodation*

**SAY Please look at this STOP sign that I am holding up. You will see smaller versions of this STOP sign in your assessment book. Whenever you come to a STOP sign at the end of a section, you should stop and wait quietly until you are told what to do next. Do not move on to the next section until you are told to do so. If you work on or review questions in a section other than the one being given, you will not receive a score for the other section.**

*For students with a braille accommodation*

**SAY You will have STOP signs in your assessment book. Whenever you come to a STOP sign at the end of a section, you should stop and wait quietly until you are told what to do next. Do not move on to the next section until you are told to do so. If you work on or review questions in a section other than the one being given, you will not receive a score for the other section.**

*For all students*

**SAY Section 1 consists of multiple-choice problems. When you mark an answer, fill in the circle or circles in your answer book that go with the answer or answers you choose. If you want to change an answer, completely erase the mark you made and fill in a new answer circle.**

**You can make notes in your assessment book or on your scratch paper, but you must mark your answers in your answer book. Raise your hand during the test if you need additional scratch paper to work some of the problems and I will give you some.**

**Are there any questions about how and where to mark your answers?**

*Pause to answer any questions the students may have.*

**SAY** Open your assessment book and look at the inside front cover. I will read aloud the sentences in the boxes while you read along silently.

Use only a No. 2 pencil to mark your answers in your answer book. Responses written in pen CANNOT be scored.

If you see this symbol, you may NOT use a calculator to solve problems in the test.

If you see this symbol, you may use a calculator to solve problems in the test.

A calculator is not allowed in Part 2, Section 1, of the *ISTEP+* mathematics test.

You may not need them in this section, but the punchout ruler and Mathematics Reference Sheet, which contains formulas, may be helpful in solving some of the problems in other sections of the test. Turn to the Section 1 cover page in your assessment books. Next open your answer books and find the section title, “Section 1: Mathematics.” We will begin by doing a sample question. Find Sample A on this page.

*Demonstrate. Make sure that the students have found the correct pages.*

*If you are administering the test section to students with a read-aloud accommodation, please open the read-aloud script to the appropriate section and begin reading that script now.*

**SAY** Sample A is a multiple-choice problem. For Sample A, work the problem and find an answer. Then fill in the circle of the correct answer choice. After you have finished, stop and we will discuss the answer and any questions you may have. *(Pause.)*

*Pause to allow the students to answer Sample A. Do not read the sample aloud.*

**Sample A**

Which quadratic equation could be used to find the zeros of

$$f(x) = x^2 + 13x - 30?$$

**A.**  $(x - 15)(x + 2) = 0$

**B.**  $(x + 10)(x + 3) = 0$

**C.**  $(x + 15)(x - 2) = 0$

**D.**  $(x - 10)(x - 3) = 0$

**SAY** Has everyone finished answering Sample A? *(Pause.)*

**You should have filled in circle C. If you did not fill in the correct answer, completely erase the marks you made, and fill in the correct answer now.**

**Are there any questions?**

*Make sure that the students have marked the answers correctly. Samples may be repeated as necessary.*

**SAY During the test, I am allowed to help you with the directions only. I am not allowed to help you with the steps or calculations for a problem. If you have any questions about the directions, raise your hand and I will help you.**

*Pause to help any students who have questions about the directions.*

**SAY Now you will read and answer the remaining questions in this section by yourself. Remember to read all the directions carefully. You will have 35 minutes to complete the test. To help you keep track of the time, I will write the time that this section will end on the board as soon as you have begun. When you see the words “Go On” at the bottom of a page, go on to the next page. When you come to the STOP sign, you have finished Section 1. If you finish early, you may check your work in Section 1 only. Then close your assessment book and answer book and sit quietly until I say STOP. Do not work ahead. Are there any questions?**

*Pause to answer any questions the students may have*

**SAY Turn to the next page in your assessment book and make sure you are working on the correct number and section in your answer book.**

*Pause to answer any questions the students may have*

**SAY You may begin.**

*Give the students 35 minutes to complete this test section.*

*Record the starting time:* \_\_\_\_\_

*Add 35 minutes:* +35

*Record the stopping time here and on the board:* \_\_\_\_\_

*At the stopping time,*

**SAY Stop. This is the end of Section 1: Mathematics. Make sure all of your marks are heavy and dark and that you have completely erased any marks that you do not want. When you are finished, put your answer book in the front of your assessment book and close the assessment book. Place your ruler, reference sheets, and scratch paper next to your assessment book.**

*If you are not immediately continuing on to administer Section 2, collect the reference sheets, punchout rulers, scratch paper, answer books, and assessment books. Check to be sure that no materials have been left in the assessment books or answer books. All used scratch paper must be collected by the School Test Coordinator and securely destroyed. The School Test Coordinator must store the answer books and assessment books in a secure location until the remaining sections are administered.*

*If you are continuing, the directions for Section 2 begin on the next page.*

**Directions for  
Administering the  
Part 2 Section 2  
Mathematics ISTEP+**

Before beginning this test section, make sure:

- You have reviewed all Test Administration Policies and Procedures.
- The STC/CTC has affixed the Pre-ID label to the Demographic Page.

**All students may use a calculator when taking ISTEP+ Grade 10 Retest Mathematics Section 2.**



**This test section may ONLY be read aloud to students with an IEP, a Section 504 Plan, a Nonpublic Service Plan, or an ILP (EL Plan) that allows for such an accommodation.** Time limits may need to be adjusted if this section is read aloud. A separate Grade 10 read-aloud script is provided for those students requiring this accommodation. Use the read-aloud script in conjunction with this *Test Administrator's Manual* to administer the assessment to students with a read-aloud accommodation.

**If you are administering this test section to students with a braille accommodation, you must refer to the special instructions included with the braille edition assessment books before administering the test.** The special instructions indicate which directions in the braille assessment book have been modified. In these cases, you will need to read the directions from the special instructions in place of those provided in this manual.

After the students have arrived, each student should receive:



- Grade 10 Mathematics Part 2 Assessment Book and Answer Book
- Grade 10 Mathematics Reference Sheet
- Graphing calculator
- Punchout ruler
- No. 2 pencil with an eraser
- Scratch paper

Students will mark their answers in their answer books.

For those who are immediately continuing from Section 1, skip to the next page and begin administering the test after the examiner's note that says, "*BEGIN HERE for those who are immediately continuing from Section 1*".

**SAY Look at the front cover of your assessment book and answer book. Make sure you have the assessment book and answer book with your name on them and not another student's books.**

**Please do not open your assessment book until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.**

*Pause to make sure students have their own assessment and answer books.*

*BEGIN HERE for those who are immediately continuing from Section 1.*

**SAY Now you will be taking Section 2: Mathematics. Open your assessment book to the Section 2 cover page to find Sample A. Next open your answer books and find the section title, “Section 2: Mathematics.”**

*Demonstrate. Make sure that students have found the correct pages.*

**SAY This section consists of multiple-choice problems. For the multiple-choice problems, fill in the circle or circles in your answer book that go with the answer or answers you choose. If you want to change an answer, completely erase the mark you made and make a new mark.**

**Remember, you may do all of your work in your assessment book or on your scratch paper, but you must mark your answers in your answer book. Raise your hand during the test if you need additional scratch paper to work some of the problems and I will give you some. You may also use your reference sheet of formulas, calculator, and punchout ruler to help you solve some of the problems.**

**Are there any questions?**

*Pause to answer any questions the students may have.*

*If you are administering the test section to students with a read-aloud accommodation, please open the read-aloud script to the appropriate section and begin reading that script now.*

**SAY We will begin by doing a sample problem. Look at Sample A in your assessment book. Read the problem and look at the answer choices. Solve the problem then fill in the answer circle in your answer book that goes with the answer you choose. The circles where you mark your answer for the sample are in the shaded area in your answer books under Section 2: Mathematics. After you have selected your answer, stop and we will discuss this question together.**

*Pause to allow the students to answer Sample A. Do not read the sample aloud.*

**Sample A**

Ravi bought a liquid fertilizer for his vegetable plants. He mixed  $\frac{1}{4}$  ounce of fertilizer into each cup of water. He then created the table to show the number of ounces of fertilizer used for different numbers of cups of the mixture.

**Fertilizer Mixture**

Number of Cups of the Mixture	Number of Ounces of Fertilizer
3	$\frac{3}{4}$
6	<b>x</b>
<b>y</b>	3
15	<b>z</b>

What values of  $x$ ,  $y$ , and  $z$  should be used to complete the table?

- |   |   |
|---|---|
| <p><b>A.</b> <math>x = 1\frac{1}{2}</math> ounces<br/> <math>y = 14</math> cups<br/> <math>z = 3\frac{3}{4}</math> ounces</p> | <p><b>B.</b> <math>x = 1\frac{1}{2}</math> ounces<br/> <math>y = 12</math> cups<br/> <math>z = 3\frac{3}{4}</math> ounces</p> |
| <p><b>C.</b> <math>x = 3\frac{3}{4}</math> ounces<br/> <math>y = 12</math> cups<br/> <math>z = 4\frac{3}{4}</math> ounces</p> | <p><b>D.</b> <math>x = 1\frac{3}{4}</math> ounces<br/> <math>y = 14</math> cups<br/> <math>z = 3\frac{3}{4}</math> ounces</p> |

**SAY** Has everyone finished answering Sample A? (*Pause*)

**You should have filled in circle B. If you did not fill in the correct answer, completely erase the mark you made, and fill in the correct answer now.**

**Are there any questions?**

*Make sure that the students have marked the answer correctly. Samples may be repeated as necessary.*

**SAY** During the test, I am allowed to help you with the directions only. I am not allowed to help you with steps or calculations for a problem. If you have any questions about the directions, raise your hand and I will help you.

*Pause to answer any questions the students may have about the directions.*

**SAY** Now you will read and answer the remaining questions in this section by yourself. Remember to read all the directions carefully.

You will have 35 minutes to complete Section 2: Mathematics. To help you keep track of the time, I will write the time that this section will end on the board as soon as you have begun. When you see the words “Go On” at the bottom of a page, go on to the next page. When you come to the STOP sign, you have finished Section 2. If you finish early, you may check your work in Section 2 only. Then close your assessment book and answer book and sit quietly until I say STOP. Do not work ahead or go back to work on any section that has been completed.

Are there any questions?

*Pause to answer any questions the students may have.*

**SAY Turn to the next page in your assessment book and make sure you are working on the correct number and section in your answer book.**

*Make sure that the students are on the correct page.*

**SAY You may begin.**

*Give the students 35 minutes to complete this test section.*

<i>Record the starting time:</i>	_____
<i>Add 35 minutes:</i>	+ 35
<i>Record the stopping time here and on the board:</i>	_____

*At the stopping time,*

**SAY Stop. This is the end of Section 2: Mathematics. Make sure all of your marks are heavy and dark and that you have completely erased any marks that you do not want. Put your answer book in the front of your assessment book and close the assessment book. Place your scratch paper next to your assessment book.**

*If you are not immediately continuing on to administer Section 3, collect the reference sheets, punchout rulers, calculators, scratch paper, answer books, and assessment books. Check to be sure that no reference sheets, punchout rulers, or scratch paper have been left in the assessment books or answer books. All used scratch paper and reference sheets that have been marked on must be collected by the School Test Coordinator and securely destroyed. The School Test Coordinator must store the answer books and assessment books in a secure location until the remaining sections are administered*

*If you are continuing, the directions for Section 3 begin on the next page.*

**Directions for  
Administering the  
Part 2 Section 3  
Mathematics ISTEP+**



Before beginning this test section, make sure:

- You have reviewed all Test Administration Policies and Procedures.
- The STC/CTC has affixed the Pre-ID label to the Demographic Page.

**All students may use a calculator when taking the *ISTEP+* Grade 10 Retest Mathematics Section 3.**

**This section may ONLY be read aloud to students with an IEP, a Section 504 Plan, a Nonpublic Service Plan, or an ILP (EL Plan) that allows for such an accommodation.** Time limits may need to be adjusted if this section is read aloud. A separate Grade 10 read-aloud script is provided for those students requiring this accommodation. Use the read-aloud script in conjunction with this *Test Administrator’s Manual* to administer the assessment to students with a read-aloud accommodation.

**If you are administering this test section to students with a braille accommodation, you must refer to the special instructions included with the braille edition assessment books before administering the test.** The special instructions indicate which directions in the braille assessment book have been modified. In these cases, you will need to read the directions from the special instructions in place of those provided in this manual.

After the students have arrived, each student should receive:



- Grade 10 Mathematics Part 2 Assessment Book and Answer Book
- Grade 10 Mathematics Reference Sheet
- Graphing calculator
- Punchout ruler
- No. 2 pencil with an eraser
- Scratch paper

Students will mark their answers in their answer books.

For those who are immediately continuing from Section 2, skip to the next page and begin administering the test after the examiner’s note that says, “*BEGIN HERE for those who are immediately continuing from Section 2.*”

**SAY Look at the front cover of your assessment book and answer book. Make sure you have the assessment book and answer book with your name on them and not another student’s books.**

**Please do not open your assessment book until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.**

*Pause to make sure students have their own assessment and answer books.*

*BEGIN HERE for those who are immediately continuing from Section 2.*

**SAY** Now you will be taking **Section 3: Mathematics**. Open your assessment books and turn to the **Section 3 cover page**. Next, open your answer books and find the section title, **“Section 3: Mathematics.”**

*Demonstrate. Make sure that students have found the correct pages.*

**SAY** This section consists of **multiple-choice problems**. For the multiple-choice problems, fill in the circle or circles in your answer book that go with the answer or answers you choose. If you want to change an answer, completely erase the mark you made and make a new mark.

**Remember, you may do all of your work in your assessment book or on your scratch paper, but you must mark your answers in your answer book. Raise your hand during the test if you need additional scratch paper to work some of the problems, and I will give you some. You may also use your reference sheet of formulas, calculator, and punchout ruler to help you solve some of the problems.**

**Are there any questions?**

*Pause to answer any questions.*

**SAY** During the test, I am allowed to help you with the directions only. I am not allowed to help you with the steps or calculations for a problem. If you have any questions about the directions, raise your hand and I will help you.

*Pause to help any students who have questions about the directions.*

*If you are administering the test section to students with a read-aloud accommodation, please open the read-aloud script to the appropriate section and begin reading that script now.*

**SAY** Now you will read and answer the problems in this section by yourself. Remember to read all the directions carefully.

**You will have 30 minutes to complete Section 3: Mathematics. To help you keep track of the time, I will write the time that this section will end on the board as soon as you have begun. When you see the words “Go On” at the bottom of a page, go on to the next page. When you come to the STOP sign, you have finished Section 3. If you finish early, you may check your work in Section 3 only. Then close your assessment book and answer book and sit quietly until I say STOP. Do not work ahead or go back to work on any section that has been completed.**

**Are there any questions?**

*Pause to answer any questions the students may have.*

**SAY Turn to the next page in your assessment book and make sure you are working on the correct number and section in your answer book.**

*Make sure that the students are on the correct page.*

**SAY You may begin.**

*Give the students 30 minutes to complete this test section.*

*Record the starting time:* \_\_\_\_\_

*Add 30 minutes:* + 30

*Record the stopping time here and on the board:* \_\_\_\_\_

*At the stopping time,*

**SAY Stop. This is the end of Section 3: Mathematics. Make sure all of your marks are heavy and dark and that you have completely erased any marks that you do not want. Put your answer book in the front of your assessment book and close the assessment book. Place your scratch paper, reference sheet, and punchout ruler next to your assessment book. You have finished the Part 2 Mathematics test. Good job!**

*Collect all test materials. Check to be sure that no rulers, reference sheets, or scratch paper have been left in the assessment books or answer books. All used scratch paper must be collected by the School Test Coordinator and securely destroyed. The School Test Coordinator must store the completed answer books and assessment books in a secure location until they are prepared for return for scoring.*

## After ISTEP+ Administration

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### **Following Test Administration**

When a student has finished testing, Test Administrators should collect the student's assessment book and any scratch paper. Confirm that the student's handwritten name is on the assessment book cover and matches the name on the Student Pre-ID label.

Once the student has completed testing and turned in their assessment book, no student or adult can go back and review, change, or correct the assessment books for any reason. This includes checking for missing responses, duplicate responses, etc. All assessment books will be returned for scoring as completed by the student.

### **Returning Test Materials to the School Test Coordinator**

All ISTEP+ assessment books are to be returned to the School Test Coordinator at the end of testing each day. Test Administrators should arrange the assessment books facing up. Paper clips or rubber bands must not be used to bind these materials as they may damage their edges.

After testing has been completed, prepare materials and return to your STC according to school security policy and the *Final Return Instructions* that were included from the scoring vendor when paper-pencil materials arrived in corporations for distribution.

Remove scratch paper from the inside of assessment books. All used scratch paper must be collected by the School Test Coordinator at the end of testing each day and securely destroyed. Do **not** dispose of scratch paper by placing it in the trash or recycling bin.

Only one assessment book per student/part may be submitted. If multiple assessment books per part are identified for students, make sure that all responses have been transmitted into one assessment book or answer book following IDOE transcription guidance.

Ensure that all testing materials are marked as either **scorable** or **non-scorable** as directed in the *Final Return Instructions*.

# ***Appendix A***

## ***Braille and Large Print***

**Instructions for Administering Braille and Large Print Tests**

Test Administrators must provide users of both braille and large print versions of the test with sufficient time to complete the test. The School Test Coordinator should provide Test Administrators with braille and large print kits as appropriate. The following materials are included in the braille and large print test kits.

Braille Test Kits	Large Print Test Kits
Cover Sheet	Cover Sheet
Copy of the paper-pencil receipt and return instructions	Copy of the paper-pencil receipt and return instructions
Grade-appropriate version of the following: a regular assessment book, a braille assessment book, a packet of ancillary materials (transcriber’s notes) on the inside back cover of the braille assessment books, and any administrative materials.	Grade-appropriate version of the following: a regular assessment book, a braille assessment book, a packet of ancillary materials (transcriber’s notes) on the inside back cover of the braille assessment books, and any administrative materials.

**Student Identification**

On the cover of the braille or large print assessment book, print the student’s name, STN, Corporation ID, and School ID.

If the student has questions concerning test directions, refer to the directions provided in the regular print assessment book. The Test Administrator must not read or interpret any test questions for the student. The regular assessment book is not to be copied or used for any purpose other than to transcribe the test.

**Transcription Guidelines**

The following guidelines must be followed to ensure accurate and fair transcription of student responses:

- All test materials and student responses are to be considered secure and confidential.
- Only persons who read and are proficient with braille should transcribe students’ braille responses.
- Transcribers should be impartial and have no vested interest in student scores.
- Transcriptions of student responses must be identical to what the student provides, including grammar, pronunciation, and spelling. If a student provides an incomplete response, the transcription must match that incomplete response exactly.
- Transcriptions should be proofread by a second impartial party to confirm accuracy. For cases where students have provided a graphic in a response, two transcribers should collaborate to transfer the response.
- When transcription is complete, student responses must be securely destroyed.
- Do NOT dispose of student responses by placing them in the trash.

The Test Administrator must provide written affirmation to the School Test Coordinator that the student responses have been transcribed with fidelity. Under no circumstances should a student's answer be altered or edited — to do so is a direct violation of test security. All responses must be transcribed into a regular print assessment book. Any responses that are not transcribed cannot be scored.

***Preparing Braille, Large Print, and Regular Print Assessment Books for Return***

Transcribe all responses into the assessment book enclosed in the braille or large print kit. The STC/CTC must ensure that the correct Pre-ID label is affixed to the front of the regular print assessment book. Note that when large print assessment books are used, **responses must be transcribed into a regular print assessment book to be scored.**

Keep the transcribed assessment book with the student's other used assessment books and return these to your STC/CTC with the rest of your class's **scorable materials.**

Collect all braille or large print assessment books. Return these to your STC/CTC with the rest of your students' **non-scorable materials.**

# ***Appendix B***

## ***Testing In Progress—Do Not Disturb Sign***

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**TESTING  
IN PROGRESS**

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**Do Not Disturb**

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# ***Appendix C***

## ***No Personal Electronic Devices in the Testing Room Sign***

# No Personal Electronic Devices



**in the Testing Room**

# ***Appendix D***

## ***ISTEP+ 10 Retest Report of Invalid Test***

## **ISTEP+ 10 Retest Report of Invalid Test**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
School: \_\_\_\_\_ School #: \_\_\_\_\_  
Corporation: \_\_\_\_\_ Corporation #: \_\_\_\_\_  
Content: \_\_\_\_\_ Segment #: \_\_\_\_\_  
Date: \_\_\_\_\_ Time: \_\_\_\_\_

Briefly describe the reason this student's test is invalid:

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Test Administrator Name: \_\_\_\_\_  
Test Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Parents Notified by: \_\_\_\_\_ Date: \_\_\_\_\_

One form must be completed for EACH test section that is invalidated. Reports must be made as close as possible to the actual occurrence.

Distribution List:

Student's permanent file (original)  
Principal and/or School Test Coordinator (copy)  
Teacher's records (copy)

**FOR SCHOOL USE ONLY**  
**DO NOT SEND TO AMERICAN INSTITUTES FOR RESEARCH OR IDOE**

**ISTEP+ 10 Test Administrator's Manual Change  
Log**

Location	Change	Date

