Smarter Balanced Assessment Consortium:

Online, Summative, Test Administration Manual
(developed for the Smarter Balanced open-source system)

Test of English Language Arts/Literacy and Mathematics

Updated January 13, 2017

TABLE OF CONTENTS

LIST OF TABLES

Smarter Balanced Assessment Consortium Customer Service

The U.S. Virgin Islands Smarter Balanced assessment portal at http://vide.portal.airast.org/ is the home for all online Smarter Balanced assessment administration information.

For questions regarding the online testing system or for additional assistance, please contact the U.S. Virgin Islands Help Desk toll-free at 1-844-560-7369 or vihelpdesk@air.org.

The Help Desk is open 7:00 am AST to 5:00pm AST. During these hours, staff will respond promptly to calls.

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

1. Testing environment down or unavailable; user accounts not available or users not able to administer tests;
2. Student information incorrect or missing;
3. Loading student data or student settings into the Test Information Distribution Engine.
4. Appeals functionality in TIDE;
5. Preparing for online testing—downloading the secure browser, voice packs, etc.;
6. Tests showing as available to students when they log in to begin testing;
7. Password resets for State/Territory, district, and school users;
8. Settings not presenting as intended; and/or
9. Test Security incidents.

When contacting the Help Desk, provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred. This should include the following:

- type of device being used for the test;
- any error messages that appeared (code and description);
- operating system and browser information;
- network configuration information;
- your contact information for follow-up, including email address and phone number; and
- any relevant and authorized student and school information, including statewide student identifier (SSID), grade level, content area, and performance task (PT) or computer adaptive test (CAT).

All Roles

1.0 OVERVIEW OF THE SMARTER BALANCED ASSESSMENTS

1.1 About the Smarter Balanced Assessment Consortium

The Smarter Balanced Assessment Consortium is a member-led consortium that developed next-generation assessments aligned to the Common Core State Standards in English language arts (ELA)/literacy and mathematics that accurately measure student progress toward college- and career-readiness. For more information about the Smarter Balanced Assessment Consortium, go to www.smarterbalanced.org.

1.2 About the Test

The Smarter Balanced summative assessments are available in ELA/literacy and mathematics to students in grades 3–8 and high school. Each content area of the online test consists of a computer adaptive test (CAT) as well as a performance task (PT).

1.3 Test Administration Roles and Responsibilities

Sample users' roles and responsibilities for the test are provided in Table 1.

Table 1: User Roles in the Online Testing System

User Role	Description
State User (State)	State Users (State) will be responsible for: • uploading, adding, and modifying student information into the Test Information Distribution Engine (TIDE) system; • adding other State Users, District Administrators (DAs), District Test Coordinators (DCs), School Test Coordinators (SCs), and Test Administrators (TAs) into TIDE; • reviewing and resolving test security incidents as submitted by LEAs; • approving appeals for resets, reopens, restores, or invalidations; and • coordinating with Smarter Balanced. Initial State User assignment is managed by VIDE. State Users can then add other users.
District Administrator (DA) *Note: The DA role may not exist in all states.*	District Administrators (DA) may be assigned by a State User. If assigned, a DA can upload/add/modify/ remove district student records in TIDE. All other responsibilities for this role should be assigned by the State.
District Test Coordinator (DC) *Note: If DCs do not have a testing role in your state/territory, DC duties must be explicitly assigned and/or undertaken by appropriate state/territory or school staff.*	DCs are responsible for the following: • adding SCs and TAs into TIDE; • ensuring that the SCs and TAs in their districts are appropriately trained regarding the member and Smarter Balanced assessment administration and security policies and procedures; • reporting test security incidents to the state via http://vide.portal.airast.org/resources/?section=2; and • general oversight responsibilities for all administration activities in their district schools.

User Role	Description
School Test Coordinator (SC) *Note: An SC can be a principal, vice principal, technology coordinator, counselor, or other staff member. If possible, an SC should be a person with non-instructional or limited instructional duties so that he or she can coordinate and monitor testing activity in the school.*	SCs are responsible for: • identifying TAs and ensuring they are properly trained; • coordinating with TAs so they administer all assessments; • entering and/or verifying test settings for students; • creating or approving testing schedules and procedures for the school (consistent with state/territory and district policies); • working with technology staff to ensure that necessary secure browsers are installed and any other technical issues are resolved; • monitoring testing progress during the testing window and ensuring that all students participate, as appropriate; • addressing testing problems, as needed; • mitigating and reporting all test security incidents in a manner consistent with Smarter Balanced, member, and district policies; and • general oversight responsibilities for all administration activities in their school and for all TAs.
Test Administrator (TA) *Note: The Smarter Balanced assessments should be administered by individuals with an existing state/territory certification in education (e.g., teachers, school psychologists, principals, etc.).*	TAs are responsible for: • completing Smarter Balanced assessment administration training (see section *1.4 Training*) and reviewing all Smarter Balanced policy and administration documents prior to administering any Smarter Balanced assessments; • viewing student information prior to testing to ensure that the correct student receives the proper test with the appropriate supports. TAs should report any potential data errors to SCs and DCs as appropriate; • administering the Smarter Balanced assessments; and • reporting all potential test security incidents to their SC and DC in a manner consistent with Smarter Balanced, member, and district policies.

For a checklist of example activities to complete for District Test Coordinators, see *Appendix H*. For School Test Coordinators, see *Appendix I*. For Test Administrators, see *Appendix J*.

1.4 Training

Prior to administering a test, Test Administrators (and any other individuals who will be administering any secure Smarter Balanced assessment) will read the Smarter Balanced *Online, Summative, Test Administration Manual,* the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines,* and the *Test Administrator User Guide,* and view the associated Smarter Balanced training modules.

All Roles

2.0 TEST ADMINISTRATION RESOURCES

This *Online Test Administration Manual (TAM)* for summative assessments is intended for staff who play a role in the administration of Smarter Balanced assessments (State Users, District Administrators, District Test Coordinators, School Test Coordinators, and Test Administrators). This manual provides procedural and policy guidance to implement the Smarter Balanced assessments. To help quickly locate areas that pertain to each role, tabs that identify the primary user of that section have been placed on the margin of each page. The appendices of this manual contain important information that can be used as stand-alone materials and are easily extracted for printing or distribution. For a list of frequently used terms associated with the Smarter Balanced assessments, see *Appendix A*. For specific questions not addressed in this manual, please contact the Help Desk at vihelpdesk@air.org.

2.1 Summative Assessment Administration Resources

The *TAM* is designed to complement a variety of other resources developed by Smarter Balanced and VIDE listed in Table 2 (manuals), Table 3 (training modules), and Table 4 (other resources). All resources can be found on your state's assessment portal located at http://vide.portal.airast.org/.

Table 2: Manuals

Resource	Description
Test Information Distribution Engine (TIDE) User Guide	The Test Information Distribution Engine (TIDE) is the system used to manage student information and user accounts for online testing. The *TIDE User Guide* provides a step-by-step approach to using the enhanced user management system. http://vide.portal.airast.org/resources/?section=2
Secure Browser Installation Manual	The *Secure Browser Installation Manual* provides instructions for installing the secure browser on supported operating systems and is organized by operating system. This document is a supplement to the *Technical Specifications Manual for Online Testing*. http://vide.portal.airast.org/resources/?section=2
Technical Specifications Manual for Online Testing (TSM)	The *Technical Specifications Manual* provides technology staff with the technical specifications for online testing, including information on Internet and network requirements, general hardware and software requirements, secure browser installation, and the text-to-speech function. http://vide.portal.airast.org/resources/?section=2
Test Administrator User Guide	The *Test Administrator User Guide* supports individuals using the test delivery system applications to manage testing for students participating in the summative assessments. This resource provides information about the test delivery system, including the Test Administrator and student applications. http://vide.portal.airast.org/resources/?section=2

Resource	Description
Usability, Accessibility, and Accommodations Guidelines	The *Usability, Accessibility, and Accommodations Guidelines* focus on universal tools, designated supports, and accommodations for the Smarter Balanced assessments. The *Guidelines* are intended for school-level personnel and decision-making teams, particularly Individualized Education Program (IEP) and 504 teams, as they prepare for and implement the Smarter Balanced assessments. The *Guidelines* provide information for classroom teachers, English language learner educators, special education teachers, and instructional assistants to use in selecting and providing universal tools, designated supports, and accommodations for those students who need them during the administration of the assessments. The *Guidelines* are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment. http://vide.portal.airast.org/resources/?section=2

All Roles

Table 3: Training Modules

Module Name	Primary Audience	Objective
Test Information Distribution Engine (TIDE)	District/School Test Coordinators, Test Administrators	This module provides detailed information on how to upload student information, manage users, and use other features of the TIDE system.
Smarter Balanced Performance Task Overview Training Module	District/School Test Coordinators, Test Administrators, teachers	This module prepares District/School Test Coordinators and Test Administrators for the assessments by providing an overview of the Smarter Balanced Performance Task administration.
Student Interface for Online Testing	Students, District/School Test Coordinators, Test Administrators, teachers	This module explains how to navigate the Student Interface.
Technology Requirements for Online Testing	District/School Technology Coordinators	This module provides current information about technology requirements, site readiness, supported devices, and secure browser installation.
Test Administrator (TA) Interface for Online Testing	District/School Test Coordinators, Test Administrators, teachers	This module presents an overview on how to navigate the Test Administrator Interface.
What is a CAT (Computer Adaptive Test)?	State, District/School Test Coordinators, teachers, students	This module provides the characteristics and advantages of a CAT.

All Roles

Table 4: Other Resources

Resource	Description
Practice Test*	Practice Tests include items and performance tasks for each grade level (3–8 and 11). The Practice Tests provide a preview of the item types included in the Smarter Balanced assessments. Item types are listed and described in *Appendix B: Item Types*. This is the link to the Practice Tests on the VIDE portal: http://vide.portal.airast.org/practice-and-training-tests/ See also *Appendix D: Practice and Training Tests* for additional information about the Practice Tests.
Training Test*	Training Tests are for TAs and students to become familiar with the format and functionality of the online test. This resource is available by grade band (3–5, 6–8, high school) and has approximately six to nine mathematics and six to seven ELA items per grade band. This is the link to the Training Test: http://vide.portal.airast.org/practice-and-training-tests/ See also *Appendix D: Practice and Training Tests* for additional information about the Training Tests.

* The Practice and Training Tests can be used as a "guest" without login credentials; however, if users want to access either of these sites as a TA (required if they want to administer a braille Practice or Training Test), a login will be required. Contact the U.S. Virgin Islands Help Desk to get login credentials. The Practice and Training Tests do not require use of the secure browser, but some accessibility features (such as text-to-speech) are only available through the secure browser (see section *6.2 The Secure Browser*).

3.0 ENSURING TEST SECURITY

The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All summative test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results.

3.1 Security of the Test Environment

Table 5 describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

Table 5: Requirements of the Test Environment

Requirement	Description
BEFORE TESTING	
Instructional materials removed or covered	Instructional materials **must be removed or covered, including but not limited to** information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on posters (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
Student seating	Students must be seated so there is enough space between them to minimize opportunities to look at each other's work, or they should be provided with table-top partitions.
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
DURING TESTING	
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.
Student supervision	Students are actively supervised and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of those allowable resources identified by Smarter Balanced (see section *9.1 Establishing Appropriate Testing Conditions* for examples) that are permitted for each specific test (or portion of a test).
Access to assessments	Unauthorized staff or other adults must not be in the room during testing. Only students who are testing can view items. Students who are not being tested must not have access to secure testing materials including test items. Based on the item type (i.e., performance tasks), trained Test Administrators (TAs) may also have limited exposure to items in the course of properly

All Roles

Requirement	Description
	administering the assessments; however, even TAs and other trained staff may not actively review or analyze any test items.
Testing through secure browser	Administration of the Smarter Balanced assessments is permitted only through the Student Interface via a secure browser or a method of securing the student device.
DURING AND AFTER TESTING	
No access to responses	District Test Coordinators (DCs), School Test Coordinators (SCs), TAs, and other staff are not permitted to review student responses in the testing interface or students' notes on scratch paper.
No copies of test materials	Unless needed as a print-on-demand or braille accommodation, no copies of the test items, stimuli, reading passages, performance task materials, or writing prompts may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	DCs, SCs, TAs, and other staff may not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing.
All test materials must remain secure at all times	Printed materials from the print-on-demand accommodation, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.
AFTER TESTING	
No test materials used for instructions	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely	Printed test items/passages, including embossed braille printouts, and scratch paper must be collected and inventoried and then immediately destroyed upon a student's completion of the test. See section 3.2 Secure Handling of Printed Materials for details.

TAs and SCs or other individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the assessments or the data should follow the steps outlined in section *4.0 Responding to Testing Improprieties, Irregularities, and Breaches,* section *5.0 Appeals* (as necessary) of this manual, and the TIDE User Guide located at: http://vide.portal.airast.org/resources/?section=2.

3.2 Secure Handling of Printed Materials

For those students whose Individualized Education Program (IEP) or Section 504 Plan expresses a need for a paper copy of **passages or items,** permission for the students to receive this accommodation must first be set in TIDE.

Printing individual test items for students with this accommodation will require a request to the Help Desk to have the accommodation set for each student. For those students whose IEP or 504 Plan expresses a need for a paper copy of passages or stimuli, permission for the students to request this accommodation must first be set in TIDE one to two weeks prior to testing by the School or District Test Coordinator.

Print requests must be approved and processed by the TA during test administration. The decision to allow students to use print-on-demand must be made on an individual student basis and is available only for students with an IEP or Section 504 Plan. However, utilizing the print-on-demand functionality does not allow a printed version of the online test due to its adaptive nature.

Once a student is approved to receive the printing of test items/passages, that student may send a print request to the TA during testing by selecting the print icon on the screen. Before the TA approves the student's request to print a test item/stimulus, the TA must ensure that the printer is on and is monitored by staff who have been trained using the Test Administrator training modules for the test. This request needs to be made for each individual item.

Destruction of printed materials and scratch paper

All test materials must remain secure at all times. When materials are not in use for testing they must be retained securely in a locked area that can be opened only with a key or keycard by trained staff responsible for the test administration. Printed test items/passages, including embossed braille printouts and scratch paper, must be collected and inventoried at the end of each test session and then immediately destroyed according to district and/or state policies or procedures. **DO NOT** keep printed test items/passages or scratch paper for future test sessions except as noted below for constructed response items and performance tasks (PTs).

Use of scratch paper on performance tasks

- The only exception to the requirement governing the immediate destruction of printed materials and scratch paper is when students take notes and/or draft responses to ELA or Mathematics PTs.

- During the ELA PT, the notes on the embedded universal tool, Global Notes, are retained from Part 1 to Part 2 so that the student may return to the notes even though the student is not able to go back to specific items in Part 1. While the embedded Global Notes is the preferred mode for note taking during the ELA PT, students may use scratch paper to make notes or develop draft responses.

- To maintain the security of scratch paper used for notes on the ELA or Mathematics PTs, TAs must direct students to write their names (or some appropriate identifying information) on their scratch paper, and then collect and inventory the scratch paper at the end of each test session, as well as upon completion of the test. All scratch paper must be securely stored in between test sessions and then securely destroyed immediately upon the student's completion of the test.

The retention of scratch paper is only allowed for the PTs. At the end of each test session, all scratch paper (including graph paper) must be collected, inventoried, and securely stored. All scratch paper must be immediately destroyed upon the student's completion of the test to maintain test security.

All Roles

4.0 RESPONDING TO TESTING IMPROPRIETIES, IRREGULARITIES, AND BREACHES

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches need to be reported in accordance with the instructions in this section for each severity level. Definitions for test security incidents are provided in Table 6.

This section refers to documentation and reporting of incidents involving test security. Refer to *Appendix F* for a list of test security incident levels and examples of types of issues.

4.1 Impact and Definitions

Table 6: Definitions for Test Security Incidents

Type	Definition
Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. An impropriety should be reported to the District Test Coordinator (DC) and School Test Coordinator (SC) immediately and entered in TIDE as necessary (should an appeal be required).
Irregularity	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level and submitted in the TIDE Appeals system for resolution. An irregularity must be reported to the DC and SC immediately and entered in TIDE within 24 hours of the incident (should an appeal be required).
Breach	An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the DC and SC immediately and entered in TIDE (should an appeal be required).

It is important for Test Administrators (TAs) to ensure the physical conditions in the testing room meet the criteria for a secure test environment. See section *3.1 Security of the Test Environment* for more detail.

4.2 Reporting Timelines and Activities

Improprieties are escalated in accordance with state policies and procedures, protocols, and/or guidelines **within 24 hours of the incident** by individual districts via the Test Security Log on the VIDE portal http://vide.portal.airast.org/test-administrators/ and via the TIDE Appeals system (if appropriate[1]).

---

[1] The only security incidents that are reported in the online ART Appeals system are those that involve a student and test, and that require an action for the test such as to reset, reopen, invalidate, or restore a test that a student was taking at the time of the incident. The ART Appeals system does not serve as a log for all incidents.

Irregularities must be escalated **by the end of the day of the incident** to the state level via the Test Security Incident Log or other mechanism as designed by the State and via the online TIDE Appeals system (if appropriate[2]).

A Breach requires immediate notification/escalation by telephone to the state level by the DC, followed by documentation in the Test Security Incident Log.
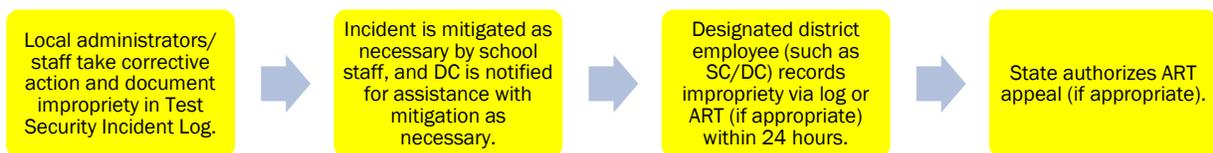
> For examples of test security incidents,
> please see the **Test Security Chart** located in *Appendix F.*

4.3 Test Security Required Action Steps

The Test Security Required Action Steps depict the required actions for each test security incident in a process flow diagram format.

Impropriety

Unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. (Example: Student(s) leaving the testing room without authorization.)

| Local administrators/ staff take corrective action and document impropriety in Test Security Incident Log. | → | Incident is mitigated as necessary by school staff, and DC is notified for assistance with mitigation as necessary. | → | Designated district employee (such as SC/DC) records impropriety via log or ART (if appropriate) within 24 hours. | → | State authorizes ART appeal (if appropriate). |

Irregularity

An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be contained at the local level. (Example: Disruption during the test session such as a fire drill.)

| Local administrators/ staff take corrective action and document impropriety in Test Security Incident Log. | → | Incident is mitigated as necessary by school staff, and DC is notified for assistance with mitigation. | → | Designated district employee (such as SC/DC) escalates irregularity via log or in ART (if appropriate) by the end of the day of the incident. | → | State reviews ART record of irregularity within 24 hours of reporting or in accordance with state protocol. | → | State employee authorizes ART appeal. |

Breach

A test administration event that poses a threat to the validity of the test. Breaches require immediate attention and escalation to the state agency. Examples may include such situations as

---

[2] The only security incidents that are reported in the online TIDE Appeals system are those that involve a student and test, and that require an action for the test such as to reset, reopen, invalidate, or restore a test that a student was taking at the time of the incident. The TIDE Appeals system does not serve as a log for all incidents.

exposure of secure materials or a repeatable security/system risk. These circumstances have external implications. (Example: Administrators modifying student answers, or test items shared in social media.)

All Roles

| Local Level | Local administrators/ staff report breach to SC and/or DC by phone immediately. | → | Local administrators/ staff contain the incident as necessary. | → | Local administrators/ staff document incident in local Test Security Incident log and in ART (if appropriate). | → | Local administrators/ staff stand ready to receive further State guidance on dispensation of event. |

| District Level | District staff investigate security risk and alert State Leads via phone. | → | | District staff verify completion and accuracy of Test Security Incident Log. | → | District staff maintain communication with school and provide guidance as appropriate. |

| State Level | State alerts Smarter Balanced. | → | | State employee reviews incident and containment strategies employed by the district and authorizes ART appeal as necessary. | → | State stands ready to receive further Consortium guidance. |

4.4 Test Security Incident Log

The Test Security Incident Log is the document of record for all test security incidents and should be maintained at the district level. More serious incidents will be reported either immediately (breach) or at the end of the day (irregularity).

Documentation of Security Incidents: Use of Incident Log and Appeals System

School and District Test Coordinators should ensure that all test security incidents are documented in a Test Security Incident Log or other tracking method. The **Test Security Incident Log** is located on the portal. TAs must download the template and log incidents immediately upon identification and submit them, via email or alternate agreed-upon process, to their SCs and DCs. District staff should establish a process that includes how frequently these logs should be submitted and communicate this preference to schools. The description of each column header is included in the template. In addition to logging all test security incidents in the Test Security Incident Log, incidents requiring specific actions to be taken regarding the test itself are to be escalated—following the procedures noted in section *4.3 Test Security Required Action Steps*—to the appropriate office or agency via the TIDE online Appeals system.

5.0 APPEALS

For security incidents that result in a need to reset, reopen, invalidate, or restore individual student assessments, **the request must be approved by the state.** In most instances, an appeal will be submitted to address a test security breach or irregularity. *In some cases an appeal may be submitted to address incidents that are not security related such as reopening an assessment for a student who becomes ill and is unable to resume testing until after testing has expired.*

Because the Appeals system is for action only, all appeals should also be entered in the Test Security Incident Log or other mechanism as designated by VIDE. The online Appeals process and conditions for use are described in Table 7. The TIDE User Guide, located at http://vide.portal.airast.org/resources/?section=2 contains specific instructions on submitting appeal requests for invalidation.

5.1 Online System Appeals Types

Table 7: Online System Appeals Types Available in TIDE

Type of Appeal	Description	Conditions for Use
RESET	Resetting a student's test removes that test from the system and enables the student to start a new test.	The State may reset any test (**CAT or PT**) if any of the following settings need to be changed because they were incorrectly set: • American Sign Language (for mathematics and ELA listening) • Braille (braille is a language setting) • Closed captioning (for ELA listening stimuli) • Streamlined interface (the streamlined interface is a test shell setting) • Translation—stacked (for mathematics tests only) *Note: Stacked translations are automatically provided when the selected language is Spanish.* • Translation—glossary (for mathematics tests only) • Text-to-speech as an accommodation for ELA reading passages. *Note: Text-to-speech as a designated support (for Math stimuli/items and ELA items) is NOT a valid reset request. This test setting may be changed in ART by an authorized user and does not require a reset.* • Any non-embedded accommodation(s) Log as Testing Irregularity: YES. Additional Testing Irregularity considerations: **CAT:** 1. Student has been presented with five items or fewer. Log as Testing Irregularity: NO. 2. Student has been presented with more than five items. Log as Testing Irregularity: YES. **PT:** 1. Student has been presented with any items in a performance task.

All Roles

Type of Appeal	Description	Conditions for Use
		Log as Testing Irregularity: YES.

INVALIDATION	Invalidating a student's test eliminates the test. The test will not be scored.	The State *may* invalidate any test **(computer adaptive test [CAT] or performance task [PT])** if:
		1. There is a test security breach.
		   Log as Test Breach: YES.
		2. The test is administered in a manner inconsistent with the *Test Administration Manual (TAM)*.
		   Log as Testing Irregularity: YES.
		3. There is a testing session in which a student deliberately does not attempt to respond appropriately to items.
		   Log as Testing Irregularity: YES.
		Note 1: Invalidated tests will not be scored.
		Note 2: After reviewing the circumstances of an incident, a state may elect only to document the above conditions as testing irregularities, rather than to invalidate the test.

REOPEN	Reopening a test allows a student to access a test that has already been submitted or has expired.
	If an *expired* test is reopened, the test will reopen at the location at which the student stopped the assessment.[3] The student will be able to review items within the current segment of the assessment but cannot return to previous segments.
	If a *submitted* test is reopened, the test will reopen at the last page of the test. The student can review items in the current segment but cannot return to previous segments.
		The State may reopen any test **(CAT or PT)** if:
		1. A student is unable to complete a test due to a technological difficulty that results in the expiration of the test.
		   Log as Testing Irregularity: YES.
		The State may reopen a **CAT** if:
		1. A student is unable to complete the test before it expires (45 days) due to an unanticipated excused absence or unanticipated school closure.
		   Log as Testing Irregularity: YES.
		The State may reopen a **PT** if:
		1. A student is unable to complete the test before it expires (10 days) due to an unanticipated excused absence or unanticipated school closure.
		   Log as Testing Irregularity: YES.
		2. A student starts a PT unintentionally—for example, selects a PT instead of a CAT, or selects a mathematics PT instead of an ELA PT—and the student is unable to complete the test before it expires (10 days).
		   Log as Testing Irregularity: YES.
		3. A student unintentionally submits a test before he or she has completed it—for example, a student submits the ELA PT before completing Part 2.
		   Log as Testing Irregularity: NO.

RESTORE	Restoring a test returns a test from the Reset status to its prior status. This action can only be	The State may only restore a test if a test was inadvertently or inappropriately reset.

---

[3] A test that is reopened following an expiration will remain open for 45 calendar days from the date it was reopened.

Type of Appeal	Description	Conditions for Use
	performed on tests that have been reset.	

All Roles

All Roles

6.0 TECHNOLOGY INFRASTRUCTURE

Prior to assessment administration, District Test Coordinators (DCs), School Test Coordinators (SCs), Technology Coordinators, and Test Administrators (TAs) should review the technology infrastructure at their schools to ensure it meets the minimum requirements for administering the Smarter Balanced assessments.

6.1 Technology Resources

The Smarter Balanced *Technology Strategy Framework and Testing Device Requirements* document is available for download at http://www.smarterbalanced.org/smarter-balanced-assessments/technology/. This document provides information about supported technology and technology requirements and can be used to confirm that your school meets the minimum requirements for online testing.

The *Technical Specifications Manual for Online Testing,* located at http://vide.portal.airast.org/resources/?section=2, provides Technology Coordinators with the technical specifications for online testing, including information about Internet and network requirements, hardware and software requirements, secure browser installation, and text-to-speech functionality.

6.2 The Secure Browser

The secure browser is designed to support test security by prohibiting access to external applications or navigation away from the assessment. Devices that will be used for testing must be equipped with a secure browser prior to the assessment. Many devices can use the Smarter Balanced open-source secure browser to secure the device.

This browser is updated each year and therefore must be downloaded and installed even if the device was used for testing in a prior year.

School Technology Coordinators are responsible for ensuring that each device to be used for testing at the school is properly secured by installing the most current secure browser.

See the *Technical Specifications Manual for Online Testing* http://vide.portal.airast.org/resources/?section=2 for additional technology information.

See *Appendix C: Secure Browser for Testing* for additional guidelines about using the secure browser.

District and School Test Coordinators and Test Administrators

7.O GENERAL TEST ADMINISTRATION INFORMATION

This section provides an overview of the online testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in accessing the assessments, how to prepare for the assessments, and to review general rules for online testing. Information about the Practice and Training Tests, test pauses, and test resumptions is also included in this section. Test Administrators (TAs) should become familiar with this section well in advance of the start of testing so materials for login, accommodations, and exemptions described below can be assembled.

7.1 Assessment Participation

Participation of Students with Disabilities and/or English Learners

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

Smarter Balanced has crafted a comprehensive accessibility and accommodations framework, the *Usability, Accessibility, and Accommodations Guidelines,* for all students, including those with special assessment needs. The Consortium has also developed a variety of universal tools that are embedded in the Smarter Balanced test delivery engine as well as a variety of designated supports and accommodations. The *Usability, Accessibility, and Accommodations Guidelines* and the *Usability, Accessibility, and Accommodations Implementation Guide* can be found at http://vide.portal.airast.org/resources/?section=2.

All students enrolled in grades 3–8 and high school are required to participate in the Smarter Balanced English language arts/literacy and mathematics assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for the mathematics alternate assessment based on alternate achievement standards (approximately 1% or fewer of the student population).

> School personnel should follow federal and state policies regarding student participation.

Attemptedness Rules for Participation

A student counts as a participant and is assigned the lowest achievement level if, at minimum, the student logs in to the computer adaptive test (CAT) and performance task (PT).

7.2 General Rules of Online Testing

This section provides a brief overview of the general test administration rules for different portions of the assessment as well as information about test tools and accommodations. For more information, refer to the *Test Administrator User Guide* located at http://vide.portal.airast.org/resources/?section=2.

Basic online testing parameters

- CAT items and PTs will be presented as separate tests. Students may not return to a test once it has been completed and submitted.

- Within each test there may be segments. For example, the grades 6 through high school mathematics tests include a segment with an embedded calculator available and another segment where the embedded calculator is not allowed and is not available for testing. **A student may not return to a segment once it has been completed and submitted.**

- Students **must enter an answer for all items on a page** before going to the next page. Some pages contain multiple items. Students may need to use the vertical scroll bar to view all items on a page.

- Students may mark items for review and use the **Past/Marked Questions** drop-down list to return to those items that have already been answered within a segment.

Pause rules

During the CAT portion of the test:

- If a test is paused for more than 20 minutes the student is:

  - Required to log back in to the student interface;

  - Presented with the page containing the item(s) he or she was working on when the assessment was paused (if the page contains at least one unanswered item) OR with the next page (if all items on the previous page were answered); and

  - NOT permitted to review or change any previously answered items, even if they are marked for review (with the exception of items on a page that contains at least one item that was not answered yet).

- Any highlighted text and notes on the digital notepad will not be saved when a test is paused regardless of how long the test is paused.

- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

  See *Appendix E: CAT Pause Rules Scenarios* to review the rules that govern pausing during the test.

During the performance task portion of the assessment:

- **There are no pause restrictions.** If a performance task is paused for 20 minutes or more, the student can return to the section and continue entering his or her responses.

- For the mathematics performance task, any highlighted text and notes on the digital notepad will not be saved when a test is paused regardless of how long the assessment is paused.

- For the ELA performance tasks, the Global notes are retained for both parts 1 and 2.

- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test. If necessary, an appeal to reopen the test segment the students were working on may be submitted. See Section 5.1 for more information about appeals.

Please note that there are recommendations for breaks in Table 9: Assessment Sequence—ELA and Table 10: Assessment Sequence—Mathematics.

District and School Test Coordinators and

Test timeout (due to inactivity)

As a security measure, students and TAs are automatically logged out of the test after 30 minutes of inactivity. *Activity* is defined as selecting an answer or navigation option in the assessment (e.g., clicking [**Next**] or [**Back**] or using the **Past/Marked Questions** drop-down list to navigate to another item). Moving the mouse or clicking on an empty space on the screen is not considered activity.

Before the system logs the student out of the assessment, a warning message will be displayed on the screen. If the student does not click [**Ok**] within 30 seconds after this message appears, he or she will be logged out. Clicking [**Ok**] will restart the 30 minute inactivity timer.

Idle Timeout

Are you still there? Click OK to continue or you will be logged out in 30 seconds. [Message Code: 10906]

Ok

Caution: As a security measure, TAs are automatically logged out after 30 minutes of user inactivity in the session, which will result in the closing of the test session.

Test expiration

CAT Items

A student's CAT remains active until the student completes and submits the test or **45** calendar days after the student has begun the test, whichever occurs sooner. However, Smarter Balanced recommends that students complete the CAT items portion of the test within **five days** of starting the designated content area.

Performance Task (PT)

The PT is a separate test that remains active only for **ten** calendar days after the student has begun the PT. **[State policy: Districts may elect to allow an individual student's PT to remain open for an additional 10 calendar days based on the needs of the individual student].** However, Smarter Balanced recommends that students complete the PT within **three days** of starting in each content area. A summary of recommendations for the number of sessions and session durations is provided in section *7.3 Testing Time and Recommended Order of Administration*.

If a student starts the test near the end of the testing window, the student must finish before the administration window officially closes. The assessment will automatically end on the last day of the scheduled administration window, even if the student has not finished.

7.3 Testing Time and Recommended Order of Administration

All students participating in the assessments will receive a CAT and a PT in both English language arts/literacy (ELA) and mathematics.

Testing time and scheduling

Testing Windows

The testing window for the first high school Spring 2016 Smarter Balanced Summative assessments window opens on January 17, 2017 for grades 10 and 11 and closes on February 17, 2017. The

window opens for grades 3-8 on March 13, 2017 and April 3, 2017 for grade 10 and 11 students. The testing window closes for all grades on June 16, 2016.

Scheduling Time for Testing:

Table 8 contains rough estimates of the time it will take most students to complete the Smarter Balanced assessments based on the time it took students to complete the Smarter Balanced Pilot and Field Tests. This information is for scheduling purposes only, as the assessments are not timed.

Table 8: Estimated Testing Times for Smarter Balanced Assessments

Content Area	Grades	Computer Adaptive Test (CAT) items hrs : mins	Performance Task (PT) hrs : mins	Total hrs : mins	Total hrs : mins
English Language Arts/Literacy	3–5	1:30	2:00	3:30	3:30
	6–8	1:30	2:00	3:30	3:30
	HS	2:00	2:00	4:00	4:00
Mathematics	3–5	1:30	1:00	2:30	2:30
	6–8	2:00	1:00	3:00	3:00
	HS	2:00	1:30	3:30	3:30
Both	3–5	3:00	3:00	6:00	6:00
	6–8	3:30	3:00	6:30	6:30
	HS	4:00	3:30	7:30	7:30

When developing a testing schedule, use the estimated testing times to calculate the number of days and the amount of time it will take to complete an assessment in each content area and grade level.

These estimates do not account for any time needed to start computers, load secure browsers, and log in students. Nor do they account for breaks. TAs should work with SCs to determine precise testing schedules.

Recommended order of online administration

The assessments are comprised of two components (tests) for ELA and mathematics: a CAT and a PT.

Smarter Balanced recommends that students take the CAT and PT items on separate days to minimize the effect of student fatigue. For each content area, Smarter Balanced also recommends that students begin with the CAT items followed by the PT. Districts/Schools may opt to administer in a different order if needed;

Duration and timing information for ELA and mathematics

The scheduling recommendations for each of these components is included in Table 9 and Table 10 on the next page. Note that the duration, timing, break/pause rules, and session recommendations vary for each content area and component.

Table 9: Assessment Sequence—ELA

ELA	CAT Items	Performance Task (PT)
Number and Duration of Sessions	Recommendations: • No fewer than two sessions (recommended) and no more than six sessions (rare/ extreme). • Session durations range from 40–60 minutes.	The PT is presented in two parts. Recommendations: • Administer in two sessions corresponding to Parts 1 and 2 of the PT. • Session durations range from 60–120 minutes.
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens. • Recommendation: A single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g. lunch).	The PT is presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, he or she will not be able to review or revise items in Part 1. • Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.
Total Duration	Once a student has started the CAT items, they will be available for 45 days. • Recommendation: Student completes this portion within five days of starting.	Once a student has started the PT, it will be available for 10 days. • Recommendation: Student completes each part of the PT within one day.

District and School Test Coordinators and Test Administrators

Table 10: Assessment Sequence—Mathematics

Mathematics	CAT Items	Performance Task (PT)
Number and Duration of Sessions	Recommendations: • Administered in two sessions. • Session durations range from 40–60 minutes. Most students will complete the CAT items in two sessions of 60 minutes or less or one long session of more than 60 minutes.	Recommendations: • Administered in one session. • Session duration ranges from 40–120 minutes.
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens. • Recommendation: A single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g. lunch).	Students can take breaks during PT test sessions. Mathematics PT items are presented on a single screen. Following a break, the student will have access to the same items.
Total Duration	Once a student has started the CAT items, they will be available for 45 days. • Recommendation: Student completes this portion within five days of starting it.	Once a student has started the PT, it will be available for 10 days. • Recommendation: Student completes the PT in one day.

Additional administration recommendations

• For the performance tasks, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule.

• Minimize the amount of time between beginning and completing each test within a content area.

> **Important reminders:**
>
> 1. The number of items will vary on the CAT portion of each student's test.
>
> 2. The tests are not timed, so all the time estimates are approximate.
>
> 3. Students should be allowed extra time if they need it, but test administrators need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.
>
> 4. The test can be spread out over multiple days as needed.

District and School Test Coordinators and

7.4 Sensitive Responses

Taking appropriate action with student responses or student actions that cause concern

Throughout the test administration process, student safety is always the primary consideration.

During testing, TAs may encounter student actions that disrupt the assessment administration and may endanger the student or others. In addition, it is possible that TAs will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety.

Smarter Balanced security protocols make it clear that TAs are not permitted to review student responses in the testing interface or students' notes on scratch paper. However, during or after the Smarter Balanced assessments, a TA might unexpectedly encounter a student response that raises sufficient concern to warrant adult action. Topics that may require the TA to take action include, but are not limited to, student references to:

1. Suicide
2. Criminal activity
3. Alcohol or drug use
4. Extreme depression
5. Extreme violence
6. Sexual assault or physical abuse
7. Self-harm or intent to harm others
8. Neglect

Collecting information

Prior to administration, each TA should have a thorough understanding of school, district, and/or state policies regarding documentation of student actions or concerning responses during a secure test event. The TA should document as much information as possible in accordance with school, district, and/or state policies.

Escalating information

Should the TA encounter a sensitive situation while supervising the test session, the TA should immediately escalate this concern in accordance with school, district, and/or state policies and procedures.

All Roles

8.0 UNIVERSAL TOOLS, DESIGNATED SUPPORTS, AND ACCOMMODATIONS

The Smarter Balanced Assessment Consortium's *Usability, Accessibility, and Accommodations Guidelines* are intended for school-level personnel and decision-making teams, including Individualized Education Program (IEP) and Section 504 teams, as they prepare for and implement the Smarter Balanced assessments. The *Guidelines* provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The *Guidelines* are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The Smarter Balanced *Guidelines* apply to **all** students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The *Guidelines* focus on universal tools, designated supports, and accommodations for the Smarter Balanced assessments of English language arts/literacy and mathematics. At the same time, the *Guidelines* support important instructional decisions about and connection between accessibility and accommodations for students who participate in the Smarter Balanced assessments.

If a school or district staff member identifies a designated support and/or accommodation that he or she believes should be offered, and that is not available, the school or district should provide that information to its State. The State will keep a list of all requested designated supports and accommodations and provide those annually to Smarter Balanced for evaluation.

> The complete set of *Usability, Accessibility, and Accommodations Guidelines*, as well as the full list of universal tools, designated supports, and accommodations, can be found at: http://vide.portal.airast.org/resources/?section=2.

 To help states identify similarities between the test resources and classroom practices, Smarter Balanced has developed a *Resources and Practices Comparison Crosswalk*. The *Crosswalk* can be found at http://www.smarterbalanced.org/wp-content/uploads/2015/09/Resources-and-Practices-Comparison-Crosswalk.pdf.

The summative assessments and Practice and Training Tests contain embedded universal tools, designated supports, and accommodations. Embedded resources are those that are part of the computer administration system, whereas non-embedded resources are provided outside of that system; these are defined in Table 11.

Table 11: Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Universal Tools	Access features of the assessments that are either provided as digitally delivered (embedded) components of the test administration system or are separate (non-embedded) from it. Universal tools are available to all students based on student preference and selection.
Designated Supports	Access features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). They are either provided as embedded components of the test administration system or are non-embedded.
Accommodation	Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or 504 Plans. Consortium-approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments. They are either provided as embedded components of the test administration system or are non-embedded.

All Roles

State users, District Administrators, District Test Coordinators, and School Test Coordinators have the ability to set embedded and non-embedded designated supports and accommodations. **Designated supports and accommodations must be set in the Test Information Distribution Engine (TIDE) prior to starting a test session.**

For additional information about the availability of designated supports and accommodations, refer to the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* for complete information http://vide.portal.airast.org/resources/?section=2.

For information on updating student settings, refer to the *TIDE User Guide* http://vide.portal.airast.org/resources/?section=2. The *Test Administrator User Guide* also contains information on how to use some of these settings.

To help educators identify similarities between the test resources and classroom practices, *the Resources and Practices Comparison Crosswalk* lists the resources that are currently included in the *Usability, Accessibility, and Accommodations Guidelines* document. The *Crosswalk* is available from the Smarter Balanced website at http://www.smarterbalanced.org/wp-content/uploads/2015/09/Resources-and-Practices-Comparison-Crosswalk.pdf.

The multiplication table and 100s number table are available for grade 4 and above mathematics assessments. These non-embedded accommodation resources need to be downloaded and printed prior to test administration from http://vide.portal.airast.org/resources/?section=2. A description of these resources is provided in *Appendix G.*

9.0 PRIOR TO TEST ADMINISTRATION

9.1 Establishing Appropriate Testing Conditions

School Test Coordinators (SCs) and Test Administrators (TAs) will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of computers available, the number of students in each tested grade, and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the TA.

The test administration should be conducted in a secure environment (see section *3.1 Security of the Test Environment*).

Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may engage in after they finish the test.

During test administration, students may have access to and use of these additional required resources in Table 12 specific to each assessment and content area.

Table 12: Additional Required Resources

Content Area	CAT Items	Performance Task (PT)
ELA	• Headphones are required for the listening portion of the ELA assessment and for students requiring text-to-speech. • Scratch paper should be provided for note taking if necessary. Only plain paper or lined paper is appropriate for ELA.	• Headphones are required for some performance tasks and for students requiring text-to-speech. • Scratch paper should be provided for note taking if necessary. Only plain paper or lined paper is appropriate for ELA.
Mathematics	• Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries. • An embedded calculator will be available for some mathematics items in grade 6 and above. • Scratch paper is required for all grades. • Graph paper is required beginning in sixth grade and can be used on all math assessments.	• Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries. • An embedded calculator will be available for all mathematics PT items in grade 6 and above. • Scratch paper is required for all grades. • Graph paper is required beginning in sixth grade and can be used on all math assessments.

9.2 Tasks to Complete Prior to Test Administration

✓ **District Test Coordinators (DCs), SCs, and TAs should verify that students are provided the opportunity to practice on the Training Test and Practice Test prior to testing.**

It is highly recommended that ALL students be provided the opportunity to practice on the Training Test and the Practice Test prior to testing. This allows students the opportunity to become familiar with all of the item types, the universal tools, buttons, and any allowable designated supports and/or accommodations.

✓ **DCs and SCs should ensure all TAs have login information for the TA interface.**

✓ **DCs, SCs, and TAs should verify and/or update student demographic information and test settings.**

Each student must be correctly assigned to his or her district, school, and grade in the Smarter Balanced Administration and Registration Tools (ART) system. SCs and TAs will need to work with District Administrators (DAs), State Users (State), or another entity designated by the state to add/update demographic student information, including statewide student identifiers (SSIDs), in TIDE.

In addition to the correct school and grade, SCs and TAs should verify that all students have accurate test settings in TIDE, including designated supports and accommodations (embedded and non-embedded) for each content area prior to testing.

Only State Users can add/modify/delete student demographic information in TIDE. The State, DAs, DCs, and SCs can set embedded and non-embedded designated supports and accommodations in TIDE for students who require them. TAs may view student information; however, TAs cannot add, upload, or modify student information. Within the TA Interface, a TA can change the default font size and turn off universal tools prior to the start of the test.

> **IMPORTANT:** Any additions/modifications/deletions of students and changes to student test settings must be completed **before the student can test**. The update, once made, may take **up to 24 hours to appear in the TA interface**. Failure to correct test settings before testing could result in the student's not being provided with the needed accommodations and/or designated supports at the time of testing. This is considered a testing irregularity.

For information on how to view, add, upload, and modify student information, please refer to the *TIDE User Guide* located at http://vide.portal.airast.org/resources/?section=2.

> It is important for anyone with access to student information to remember that student personal information, including the student's SSID, is confidential. **If materials containing student personal information and/or SSIDs are distributed to students, these materials must be collected before the students leave the testing room and either securely stored to be used in a subsequent test session or shredded.** For additional information about security protocols, refer to section *3.0 Ensuring Test Security* of this manual.

✓ **SCs should ensure that TAs have necessary student login information.**

Each student will log in to the Smarter Balanced testing system using his or her first name, SSID, and a test session ID. Prior to starting a test session, TAs must have a record of each student's first name and SSID. This information must be provided to each student to complete the login process. It is suggested that the SSID and the student's first name be printed on a card or piece of paper and distributed to each student just prior to testing to help him or her type it in the computer accurately. Student information is confidential; therefore, the cards/papers with this

information must be kept secure until used during a test session. Members may provide additional identifying information on the printed card.

> When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to students before they log in. Please refer to the *Test Administrator User Guide* located at http://vide.portal.airast.org/resources/?section=2 for detailed information on how to obtain session IDs.

✓ SCs should ensure that TAs have the additional required resources described in Table 12 available for student use during test administration.

✓ DCs should ensure SCs and TAs understand protocols in the event a student moves to a new district and/or school.

When students move within the state, their data record must be updated with the student's new school and/or district codes in ART at least 24 hours before the student begins or resumes testing in the new school or district. There are two ways student information can be updated in TIDE:

Changing students via "Upload Student File"

This process allows users to update student information by uploading a file to TIDE. As long as students' SSIDs remains the same, enter new school and/or district codes and all other required demographic information in the upload template to override the existing school/district codes. This is an effective way to update data for several students across multiple grades and/or schools. This method allows users to retain all the original accommodation and designated support settings for the student.

Adding students to TIDE via "Add Student"

This process allows the user to update individual students in TIDE. When a student is added to the new school/district, TIDE will automatically associate the student with the new school/district (no information from the student's previous school is needed). This method requires the user to verify all of the student's required demographic fields and test settings, including necessary accommodations and/or designated supports. This is an effective way to add a few students.

With either method, the student data are no longer accessible to users from the previous school and/or district.

When a student enrolls in or changes to a new school/district, he or she must be added in ART at least 24 hours before the student begins testing.

District and School Test Coordinators and Test Administrators

10.0 DAY OF TEST ADMINISTRATION

Use the following information and script to assist students with the login procedures. Please refer to the *Test Administrator User Guide* at http://vide.portal.airast.org/resources/?section=2 to become familiar with the Online Testing System.

RECOMMENDATION: Consider printing this section to be used on the day of testing for both the computer adaptive test (CAT) and performance task (PT) portions of each content area test. Remember that the CAT and PT portions are considered two unique tests and, as such, adherence to the process that follows is needed when initiating both tests.

The Test Administrator (TA) should verify the security of the testing environment prior to beginning a test session. (See section *3.1 Security of the Test Environment.*) TAs **must** ensure that students do not have access to non-approved digital, electronic, or manual devices during testing.

The TA should verify that students have access to and use of the additional required resources in Table 12 specific to each assessment and content area.

To ensure that all students are tested under the same conditions, the TA should adhere strictly to the script for administering the test unless a student is assigned the non-embedded designated support or accommodation for Simplified Test Directions. These instructions can be found in the boxes in bold on the following pages. When asked, the TA should answer questions raised by students but should never help the class or individual students with specific test items. **No test items can be read to any student for any content area, unless the student is assigned a Read Aloud non-embedded designated support or accommodation as described in the** *Usability, Accessibility, and Accommodations Guidelines* **(UAAG).**

Please remember that the script must be followed exactly and used each time a test is administered, except for students who are assigned the Simplified Test Directions non-embedded designated support as described in the UAAG. If the class is resuming a test and the TA is sure that all students are able to log in without hearing the login directions again, the TA may skip the italicized portions of the directions.

All directions that a TA needs to read to students are indicated by the word "SAY" and are in boxes so they stand out from the regular text. They should be read exactly as they are written (except for students assigned the Simplified Test Directions non-embedded designated support), using a natural tone and manner. If the TA makes a mistake in reading a direction, the TA should stop and say, "I made a mistake. Listen again." Then the direction should be reread.

The TA should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best.

Any time a student logs in to the testing system, the TA should follow this script. This includes logging in to complete the CAT or the PT.

10.1 Starting a Test Session

The TA must create a test session before students can log in to the Student Testing System **(but no more than 30 minutes prior or the system will time out).** When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log in and should be written down. TAs should follow these steps to create a session:

1. The TA logs in to the TA Interface.

The TA enters his or her username and password at http://vide.portal.airast.org/testadministrators/ and clicks [**Log In**] to log in to the TA Interface. The TA creates a test session.

2. The TA begins the test session.
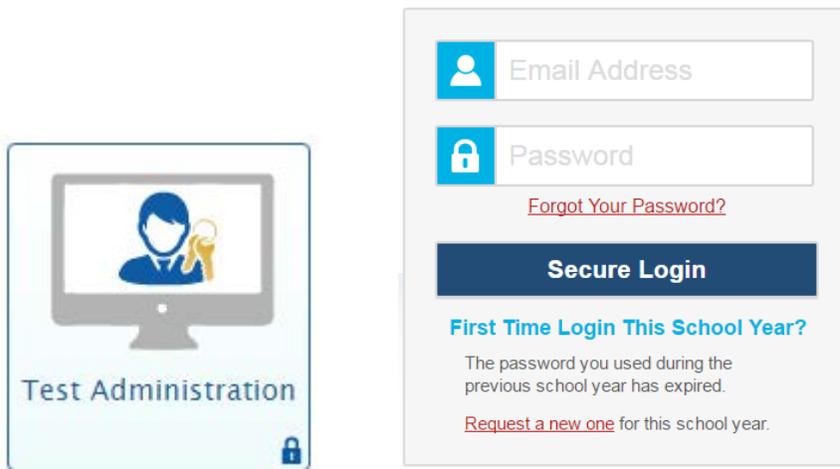
3. The TA informs students of the test session ID.

> **SAY:** Today, you will take the Smarter Balanced [NAME OF TEST (i.e., ELA Grade 4   CAT)] test. You will be given a test session ID that is required to start the test. Before logging in, let's go over some test rules.
>
> You must answer each question on the screen before clicking NEXT. If you are unsure about an answer, provide what you think is the best answer. If you would like to review that answer at a later time, mark the item for review before going on to the next question. You may go back and change the answer during this test session.
>
> You may pause at any point in the test by clicking PAUSE rather than NEXT after answering a question. Please raise your hand if you need a break and ask permission before clicking PAUSE.

> [The following should be read for the CAT portion only]
>
> **SAY:** If you pause your test for more than 20 minutes, you will not be able to go back and change your answers.
>
> [The following should be read for the Math CAT in grades 6 – 11 and ELA PT only]

> **SAY:** Please keep in mind that this test is divided into segments. When you get to the end of a segment, you will be prompted to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to any of the questions in the previous segment.

> **SAY:** Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you have a cell phone or smartwatch, please raise your hand and I will collect it before the test begins.
>
> If you finish your test early, please raise your hand and sit quietly.

Give students the test session ID and other log-in information. The test session ID, the statewide student identifier (SSID), and the student's first name may be provided to students ahead of time on a card or piece of paper to help them type it in the computer accurately. Student information is confidential; therefore, the cards/papers with this information must be collected after each test session and securely destroyed after testing is complete. **The TA should write down the session ID for his or her own records, in case he or she gets involuntarily logged out of the system.** The TA will be logged out of the session if there is no activity for 30 minutes by the TA or a student. Having the session ID will allow the TA to resume the session.

> ⚠️ If the session ID is not written down or known and the TA tries to log in to the session after getting involuntarily logged out of the system, the TA will be logged out for eight hours before he or she is able to start a new session.

TAs may also write the test session ID on a classroom dry-erase or chalk board or another place where students can see it. Make sure students know that the test session ID must be entered **exactly** as it is written—it is case sensitive—without extra spaces or characters. Please refer to the *Test Administrator User Guide* at http://vide.portal.airast.org/resources/?section=2 to become familiar with the Online Testing System.

> **SAY:** Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.
>
> Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. *Raise your hand if you need help typing this information on your keyboard.*
>
> Now click SIGN IN. *Once you have successfully logged in, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.*

Ensure that all students have successfully entered their information. The TA should ensure that the students use their legal first names, not nicknames. If a student is unable to log in, he or she will be prompted to try again and provided with a message describing the reason (an invalid SSID, for

example). If the student is still having difficulty, the TA can look up the correct information using the Student Lookup function on the TA Interface or in the TIDE system. TAs may assist students with logging in if necessary.

4. *The TA informs students of the name of the test that they will take.*

> SAY: On the next screen, select the [INSERT NAME OF TEST (i.e., ELA Grade 4 CAT)], and then click START TEST. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. Please wait quietly while I check and approve each of your tests.

If TAs are unsure of which content area or test students are participating in during that session, TAs should contact the School Test Coordinator (SC).

Students may be able to select from more than one test, for example, a PT and a CAT in both English language arts/literacy (ELA) and mathematics. TAs should direct students to select the appropriate test name based on what the TA is planning to administer at that time—to the content area "ELA" or "Math" and the test type "CAT" or "PT." Students may only select from assessments for which they are eligible.

5. *The TA views and approves students who are waiting for test session approval.*

After students have selected a test, the TA verifies that each student selected the appropriate test before approving that student for testing. **It is very important that the TA pays close attention to the test name prior to approving to be sure it is the correct test to be administered at that time.** To do this:

    a. Select the [**Approvals (#)**] button.

    b. A new window opens that shows a list of students, organized by test name. The TA should review the list to ensure that students are taking the correct content area (mathematics or ELA) and type of test (CAT or PT).

        i. If a student selected a test other than the one the TA plans to administer that day (for example, selected a PT instead of a CAT or selected a summative instead of an interim), the TA must deny the student entry to the test session. The student may then log in again and select the correct test.

    c. The TA should also review the test settings assigned to each student to ensure that they are correct.

        i. If a student's settings are incorrect, do *not* approve that student to begin testing. The TA will need to work directly with a SC or District Test Coordinator (DC) to correct the test settings in TIDE before approving the student to begin testing. *(Reminder: It may take up to 24 hours for changes to appear in the TA interface.)* **Ensuring the test settings are correct before the student begins testing is critical to avoid the need for a test reset that may result in additional testing for the student later.**

    d. When the correct test is selected and test settings are verified, the TA clicks [**Approve**] or [**Approve All Students**].

> **SAY:** After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand.

Each student will be logging in at a different time. The TA should monitor the sessions and log in all students who are currently ready before assisting any students who are having problems.

If students will be taking an ELA assessment during the test session, read the directions in the next box so the students will know how to verify that their headsets are working properly

> **[The following should be read for the for ELA test only]**
>
> **SAY:** Next you should see a screen that prompts you to check that the sound on your computer is working. Put your headsets on and click the icon of the speaker in the circle to hear the sound. If you hear the chime, click YES. If not, raise your hand.

If a student's volume is not working, troubleshoot basic steps such as ensuring that the headset is fully plugged in, mute is not inadvertently selected, and the volume setting is turned up. If the student is still experiencing issues, contact your School Technology Coordinator or Help Desk at 1-844-560-7369.

> **SAY:** Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. You can also find this information during your test by clicking the HELP button in When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

6. The TA monitors student progress.

Monitoring Test Selection

It is very important that TAs monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area and type of test (CAT or PT). The TA monitors the test each student is taking by referring to the Students in Your Test Session table in the TA Interface.

In the event a student is taking an incorrect test, the TA can pause the student's test. The TA should then instruct the student to log out and log in again to select the correct test.

In the rare event that a student starts a test unintentionally (for example, selected a PT instead of a CAT, or selected mathematics instead of ELA), the test's expiration timeline will be activated. Members may approve or delegate approval to districts, on a case-by-case basis, an extension of up to 10 additional calendar days for performance tasks within the test administration window. Test delivery systems could be configured to automatically expire performance tasks after 20 calendar days, unless the state has requested from their vendor for the performance tasks to expire after 10 days.

Monitoring Test Progress

Once students have started their tests, the TA should circulate through the room to ensure that all conditions of test security are maintained. If the TA witnesses or suspects the possibility of a test security incident, the SC and DC should be contacted immediately in accordance with the security guidance provided in this manual.

The TA may also use the TA Interface to view the testing progress of any student. This site will not show test items or scores but will let the TA see how many items have been delivered to each student (e.g., question 24/40).

While the TA Interface is designed to automatically refresh every minute, the TA can refresh it manually at any time by clicking the [**Refresh Now**] button at the top left of the page. Do NOT click the web browser's refresh button to refresh the TA Interface.

Student Directions During Testing

If you notice that a student is off task, you may read the statement below **verbatim**.

> **SAY:** It is important that you do your best. Do you need to pause the test and take a break?

If a student is concerned about an item, you may direct the student to review a tutorial by reading the script below **verbatim**.

> **SAY:** Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can review a tutorial by clicking on the "i" button on the right side of the screen.

IMPORTANT:

- If the TA is using the TA Interface and navigates to TIDE or the TA Practice or Training Site, the session will stop, and all students in the session will be logged out. The session cannot be resumed. A new session will have to be created, and the students will have to log in to the new session to resume testing. When starting a new session, give the new session ID to the students so they can log in and resume testing.

- If the TA Interface or TA training site browser is accidentally closed while students are still testing, the session will remain open until it times out after 30 minutes. The TA can open the browser and navigate back to the TA Interface. The TA will be prompted to enter the active session ID.

- As a security measure, TAs are automatically logged out of the TA Interface after 30 minutes of TA user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the TA will have to create a new session and the students will have to log in to the new session to resume testing. When starting a new session, the TA should give the students the new session ID so that they can log in and resume testing. Please note that students will not be able to return to CAT items from previous sessions, even if the responses were marked for review.

7. *The TA ends the test session and logs out of the Test Administrator Site.*

When there are approximately ten minutes left in the test session, the TA should give students a brief warning.

> **SAY:** We are nearing the end of this test session. Please review any completed or marked items now. Do not submit your test unless you have answered all of the questions.

> [The following should be read for the ELA CAT portion only]
>
> **SAY:** If you are working on a set of questions for a reading passage, please finish all of the questions in that set.

> **SAY:** If you need additional time let me know.

After answering the last item in each segment, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all items available to the student prior to submitting the test. A test cannot be paused after the last item has been presented to the student.

After answering the last question, students must submit their tests. If students would like to review their answers before submitting their test, they should click [**REVIEW MY ANSWERS**] and then [**SUBMIT TEST**] after they finish reviewing. Once a student clicks [**SUBMIT TEST**], the student will not be able to review answers.

> **SAY:** This test session is now over. If you have not finished, click PAUSE, and you will be able to finish at another time.

> [The following should be read for the CAT portion only]
>
> **SAY:** Remember, if you are pausing your test for more than 20 minutes, you will not be able to go back to the questions from this test session.

> **SAY:** If you have answered all the questions on your test and have finished reviewing your answers, click SUBMIT TEST. I will now collect any scratch paper or other materials.

TAs should click [**Stop Session**] to end the test session and pause any student test in the session that is still in progress. When finished, TAs can log out of the TA Interface by clicking the [**Logout**] button at the top right. TAs should also collect any scratch paper (and graph paper for grades 6 and up).

10.2 Testing Over Multiple Sessions or Days

For some tests, particularly the performance tasks, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule. Smarter Balanced recommends that the ELA PT be administered in two sessions corresponding with Part 1 and Part 2. Students can be provided breaks within each part; however, once a student moves on to Part 2, he or she will not be able to review or revise items in Part 1. For this reason, it is recommended that students complete Part 1 in one test session; Part 2 would ideally be delivered the next school day. For the mathematics PT, Smarter Balanced recommends that it be administered in one test session of 40–120 minutes.

If the TA intends to administer the test over the course of multiple days for a student or group of students, TAs may ask students to pause after they reach a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the TA should give the students clear directions on when to pause. For example, TAs may designate a certain amount of time for testing. Likewise, the end of Part 1 of the ELA PT might be a logical stopping point. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of the section.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. When instructing the students to log in, TAs may read only the un-italicized sections of the general script (SAY boxes) to the students from the beginning in section *10.0 Day of Test Administration*.

A summary of recommendations for the number of sessions and session durations is in section *7.3 Testing Time and Recommended Order of Administration*.

11.0 FOLLOWING TEST ADMINISTRATION

11.1 Destroying Test Materials

⚠️ Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student's personally identifiable information. Any printed materials must be securely stored and then shredded.

As a reminder, those printed and paper test materials identified in section *3.0 Ensuring Test Security* must be securely shredded immediately following each test session and may not be retained from one test session to the next. The only exception to this is scratch paper and graph paper used during the performance task, which should be handled according to the guidance provided in section *3.2 Secure Handling of Printed Materials*.

11.2 Reporting Testing Improprieties, Irregularities, and Breaches

Throughout testing, ensure that all test security incidents were reported in accordance with the guidelines in sections *3.0 Ensuring Test Security* and *4.0 Responding to Testing Improprieties, Irregularities, and Breaches* in this manual and the *TIDE User Guide*.

All Roles

APPENDIX A: FREQUENTLY USED TERMS

Table 13 defines terms that are specific to the Smarter Balanced assessments.

Table 13: Frequently Used Terms

Term	Definition
Accommodation	Changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans. Consortium-approved accommodations do not compromise the construct, grade-level standards, or intended outcome of the assessments. See the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* at http://vide.portal.airast.org/resources/?section=2 for complete information.
Appeal	Authorized users may submit and view requests for resetting, reopening, invalidating, or restoring students' assessments in accordance with state policy. These requests must result from a test security incident or incorrect test setting that impacted testing. All requests must be approved by a state education agency representative.
Break	There is no limit on the number of breaks or the length of a break that a student may be given according to his or her unique needs. However, for some portions of the test, breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. For a performance task (PT), the student can break for any amount of time and still return to any previously answered item within the PT's current segment only.
Computer Adaptive Test (CAT)	Based on student responses, the computer program selects the difficulty of items throughout the assessment. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of items to each student and provide more accurate scores for all students across the full range of the achievement continuum.
Designated Supports	Accessibility features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). See the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* for complete information. http://vide.portal.airast.org/resources/?section=2
District Administrator (DA)	District-level staff member who has the many of the same capabilities as a State user in TIDE. DAs may be assigned by the State. If assigned, a DA can upload, add, modify, and remove student records. All other responsibilities for this role should be assigned by the State.
District Test Coordinator (DC)	District-level staff member who is responsible for the overall administration of the summative assessment in a district. DCs should ensure that the School Test Coordinators (SCs) and TAs in their districts are appropriately trained and aware of policies and procedures. In the event there is no DC, another designated individual will be assigned these responsibilities by the State.

Term	Definition
Full-write	A component of the English language arts/literacy (ELA) performance task that requires the student to develop an informative/explanatory, narrative, or opinion/argumentative multi-paragraph piece of writing for which he or she engages the full writing process.
Invalidation	A specific appeal in the TIDE Appeals system. Invalidating a test in the Appeals system results in the omission of test results and student responses from the testing and accountability systems. Invalidation is often the outcome for assessments impacted by a test security incident. Permission for an invalidation is initiated through the Appeals process in TIDE. See the *TIDE User Guide* for more information on the Appeals process.
Item	A test question or stimulus presented to a student to elicit a response.
Pause	Action taken by a student or TA to temporarily halt the test during any part of the test, as needed. Pauses of more than 20 minutes in the CAT component of the test will prevent the student from returning to items already attempted, completed, and/or flagged for review. For a performance task, the student can pause for any amount of time and still return to any previously answered item within the PT's current segment only. More information on test pausing is available in section *7.2 General Rules of Online Testing*.
Performance Task (PT)	A PT is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test.
Reopen	A specific appeal in the TIDE Appeals system. It applies to a test that has already been submitted or has expired and allows the student to access the previously closed test. For example, a test may be reopened if a student started a test and became ill and was unable to resume testing until after the testing opportunity expired. Permission for a reopen is initiated through the Appeals process in TIDE. See the *TIDE User Guide* for more information on the Appeals process.
Reset	A specific appeal in the TIDE Appeals system. Resetting a student's test removes that test from the system and enables the student to start a new test. Any work previously done on the test would be lost. Valid reasons for a reset would be if a student's test event was administered inconsistently with the student's IEP (this would include both embedded and non-embedded accommodations) or if the student started a test and didn't have a needed language support (such as a language glossary). Permission for a reset is initiated through the Appeals process in TIDE. See the *TIDE User Guide* for more information on the Appeals process.
Restore	A specific appeal in the TIDE Appeals system. Restore a test from the "Reset" status to its prior status. This action can only be performed on assessments that have been reset. A test opportunity can be restored if it was reset in error. For example, if a test reset was requested for a mathematics test instead of an ELA test, then that mathematics test can be restored to its previous status.

All Roles

All Roles

Term	Definition
	Permission for a restore is initiated through the Appeals process in TIDE. See the *TIDE User Guide* for more information on the Appeals process.
School Test Coordinator (SC)	School staff member responsible for monitoring the test schedule, process, and TAs. SCs are also responsible for ensuring that TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the Smarter Balanced Assessment Consortium.
Secure Browser	A web browser that is downloaded and installed on a computer prior to a student beginning the test. The browser is specifically designed for use with the Smarter Balanced assessments to provide secure access to the CAT and PT test for each content area and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during the assessments.
Segment	A part of a test within the test delivery system. Depending on the test, segments typically separate items from others if the eligible tools are different (i.e., the mathematics test may have two segments—one segment that allows calculator use and another segment that does not). When a student completes a segment of the test, he or she will receive a message that indicates that once that segment is submitted it is no longer possible to return to items in that segment.
Session	A timeframe in which students actively test in a single sitting. The length of a test session is determined by building or district administrators who are knowledgeable about the periods in the building and the timing needs associated with the assessment. Smarter Balanced recommends that session durations range between 40 and 120 minutes. However, Smarter Balanced assessments are not timed, and an individual student may need more or less time overall. Further, individual students will have unique needs regarding the length of a test session. Smarter Balanced recommends the CAT portion of the ELA and mathematics assessments be administered in at least two sessions. *Note: A test session does not need to end when a segment ends.*
Statewide Student Identifier (SSID)	A statewide, unique student identifier, as assigned for use in ART, assigned to each student by his or her state education agency for the purpose of the Smarter Balanced assessments. **In some cases this *may* be the same identifier used on other state assessments.**
Stimulus/Stimuli	Material or materials used in the test context which form the basis for assessing the knowledge and skills of students. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA and mathematics assessments to provide context for assessing the knowledge and skills of students and are diverse. They can be traditional reading passages/texts but viewed on a computer screen; images with audio presentations for students to listen to; simulated web pages for students to use for research; or scenarios to react to.
Test Administrator (TA)	District or school personnel responsible for administering the Smarter Balanced assessments in a secure manner in compliance with the policies

Term	Definition
	and procedures outlined in the *Online, Summative, Test Administration Manual*.
Test Security Incident Log	Document of record for a district to record all test security incidents. The template must be downloaded from http://vide.portal.airast.org/resources/?section=2.
Testing Breach	A security event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported immediately to the state level. For specific details on how to proceed when an incident has occurred, please refer to section *4.0 Responding to Testing Improprieties, Irregularities, and Breaches* of this manual.
Testing Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. For specific details on how to proceed when an incident has occurred, please refer to *4.0 Responding to Testing Improprieties, Irregularities, and Breaches* of this manual.
Testing Irregularity	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level, but are submitted in the online system for resolution of the Appeal for testing impact. For specific details on how to proceed when an incident has occurred, please refer to *4.0 Responding to Testing Improprieties, Irregularities, and Breaches* of this manual.
Universal Tools	Available to **all** students based on student preference and selection. See the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* at http://vide.portal.airast.org/resources/?section=2 for complete information.

All Roles

APPENDIX B: ITEM TYPES

Item and response types

As students engage with the Smarter Balanced assessments, they will be asked test questions that require them to respond in several ways, some of which may be new to students.

Smarter Balanced has produced several resources that teachers and students can use to get ready for the test, including a Practice Test and a Training Test. As pointed out in *Appendix D* of this manual, it is *highly recommended* that **ALL** students access the Training Test site before taking the test. Doing so will provide students an opportunity to view and practice each of the item types.

The Practice Tests and Training Tests are available at http://vide.portal.airast.org/practice-and-training-tests/.

Summary of item types and how to provide responses

Table 14 lists the different item types and briefly describes each one.

Not all assessments will necessarily include all item types.

Table 14: Item and Scoring Types

Content Area	Type of Item	Brief Description of How to Respond
ELA and Mathematics	Multiple Choice (MC)	select a single option
	Multiple Select (MS)	select one or more options
	Match Interaction (MI)	match text or images in rows to values in columns
	Short Answer Text Response (SA)	keyboard entry
Mathematics Only	Grid Item (GI) – Drag and Drop	drag-and-drop single or multiple elements into a background image
	Grid Item (GI) - Hot Spot	select certain areas of an image
	Grid Item (GI) - Graphing	plot points and/or draw lines
	Table Interaction (TI)	keyboard entry into table cells
	Equation (EQ)	Enter equation or numeric response using on-screen panel containing mathematical characters
ELA Only	Evidence Based Selected Response (EBSR)	Two part item: respond to a Multiple Choice (MC) item, and then respond to a Multiple Select (MS) item
	Hot Text (HTQ)	select sections of text, or drag-and-drop sections of text
	Writing Extended Response (WER)	keyboard entry

Technical skills to access embedded resources

To access some of the embedded resources (such as strikethrough, highlighter, American Sign Language videos, and text-to-speech) that are available to help work through these item types,

students may need to access the **right-click context menu.** Please note the method to access the menu is dependent on the student's device type. Devices and methods are shown in Table 15.

Table 15: Right-Click Context Menu

Device Type	Method to Access Right-Click Context Menu
Windows-based desktop or laptop (two-button mouse)	Click on the right mouse button.
Mac OS-based desktop or laptop (one-button mouse)	Hold down the [**Ctrl**] key on keyboard and then click the mouse button.
iPad tablet (touchscreen)	Tap on the menu in the upper-left corner of the secure browser application.
Android-based tablet (touchscreen)	Tap on the menu in the upper-left corner of the secure browser application.
Chromebook (trackpad)	Hold down the [**Alt**] key on the keyboard and tap the trackpad.

School Test Coordinators and Test Administrators

APPENDIX C: SECURE BROWSER FOR TESTING

Test Administrators (TAs) should be aware of the following guidelines and employ the necessary precautions while administering online assessments:

• **Close External User Applications**
Prior to administering the online assessments, TAs should check all computers that will be used and close all applications except those identified as necessary by the School Technology Coordinator. After closing these applications, the TA should open the secure browser on each computer.

The secure browser and Student Interface automatically detect certain applications that are prohibited from running on a computer while the secure browser is open. The secure browser will not allow a student to log in if the computer detects that a forbidden application is running. A message will also display that lists the forbidden application(s) that needs to be closed.

> If a forbidden application is launched in the background while the student is already in a test, the student will be logged out and a message displayed. The student will have to close the forbidden application, reopen the secure browser, and log in to continue working on the assessment. This would be considered a test security incident.

• **Testing on Computers with Dual Monitors**
Systems that use a dual monitor setup typically display an application on one monitor screen while another application is accessible on the other screen.

Students should *not* take online assessments on computers that are connected to more than one monitor except in extremely rare circumstances such as when a TA is administering a test via read-aloud and wants to have a duplicate screen to view exactly what the student is viewing for ease of reading aloud. In these rare cases where a dual monitor is allowed, Smarter Balanced requires that the monitors be set up to "mirror" each other. School Technology Coordinators can assist TAs in setting up the two monitors to ensure they mirror each other rather than operate as independent monitors.

In these cases, all security procedures must be followed and the test administered in a secure environment to prevent others from hearing the questions or viewing the student or TA screens.

Secure browser error messages

Possible error messages displayed by the open-source secure browser are shown in Table 16.

Table 16: Secure Browser Error Messages

Message	Description
Secure Browser Not Detected	The system automatically detects whether a computer is using the secure browser to access the online testing system. The system will not permit access to a test other than through the secure browser; under no condition may a student access a test using a non-secure browser.
Unable to Establish a Connection with the Test Delivery System	If a computer fails to establish a connection with the test delivery system, a message will be displayed. This is most likely to occur if there is a network-related problem. The causes may include an unplugged network cable or a firewall not allowing access to the site.

Force-quit commands for secure browsers

In the rare event that the secure browser or test becomes unresponsive and you cannot pause the test or close the secure browser, users have the ability to "force quit" the secure browser.

To force the browser to close, use the following keyboard commands. (Reminder: This will log the student out of the test he or she is taking. When the secure browser is opened again, the student will have to log back in to resume testing.)

You are strongly advised against using the force-quit commands, as the secure browser treats this action as an abnormal termination. The secure browser hides features such as the Windows taskbar; if the secure browser is not closed correctly, then the taskbar may not reappear correctly.

These commands should be used only if the [**Close Secure Browser**] button does not work.

Force-quit Commands
Windows: [**Ctrl**] + [**Alt**] + [**Shift**] + [**F10**]
Mac OS X: [**Ctrl**] + [**Alt**] + [**Shift**] + [**F10**]
Linux: [**Ctrl**] + [**Alt**] + [**Shift**] + [**Esc**]
Note for Windows and Mac Users:
If you are using a laptop or netbook, you may also need to press the [**FN**] key before pressing [**F10**].

School Test Coordinators and Test Administrators

APPENDIX D: PRACTICE AND TRAINING TESTS

In preparation for the test and to expose students to the various item-response types in ELA and mathematics (see *Appendix B* for item types), it is **highly recommended** that all students access the Practice and Training Tests, available at http://vide.portal.airast.org/practice-and-training-tests/. Each resource offers students a unique opportunity to experience a test in a manner similar to what they will see on the summative assessments and prepares students for testing. These resources will not be scored; however, scoring guides are available at http://vide.portal.airast.org/practice-and-training-tests/.

Overview of the Practice Tests

The Smarter Balanced Practice Tests allow educators and students to experience a full grade-level test and gain insight into the Smarter Balanced assessments. The Practice Tests mirror the summative assessments but responses are not saved and are not scored. Each grade-level test includes a variety of item response types and difficulty levels—approximately thirty items each in ELA and mathematics—as well as an ELA and mathematics performance task at each grade level (3–8 and 11). The Practice Test also includes a comprehensive reflection of embedded universal tools, designated supports, and accommodations, which should also be provided to students with any non-embedded universal tools, designated supports, and accommodations as allowed on the summative assessments.

Overview of the Training Tests

The Training Tests are designed to provide students and educators with an opportunity to quickly familiarize themselves with the software and navigational tools that they will use on the Smarter Balanced assessments. The Training Tests are organized by grade bands (grades 3–5, 6–8, and high school). Each test contains approximately 10 questions.

On the student Training Test website, the questions were selected to provide students with an opportunity to practice a range of item response types. The Training Tests do not contain performance tasks. Similar to the Practice Tests, the Training Tests include all embedded universal tools, designated supports, and accommodations. Note that the text-to-speech functionality is available *only* when using the Training Tests through the secure browser. The student Training Test site may be used by anyone. Students can log in as guests or use their first name and SSID. Students who log in using their credentials may log in to a guest session or a proctored training session with a training session ID set up through the TA Training Test site.

Test Administrator login for the Practice and Training Tests

The Test Administrator Training Test site provides an opportunity for TAs to practice setting up a test session using a Practice Test or Training Test. Access to the Test Administrator Training Test site requires specific login credentials provided by the State. This site may only be used by authorized state-level users, District Administrators (DAs), District Test Coordinators (DCs), School Test Coordinators (SCs), and TAs. Note that braille Practice Tests and Training Tests can only be accessed through the TA Training site.

For additional information about how to set up a Practice Test or Training Test session, refer to the *Test Administrator User Guide* located at http://vide.portal.airast.org/resources/?section=2.

Do NOT use the live Student Interface or TA Interface for practice. Doing so constitutes a test security incident (breach). For all Training Test sessions, use the TA Training site and the Practice Tests or Training Tests.

It is *highly recommended* that *all* students access the Training Test site before taking a test. The Training Tests will be especially beneficial for those students who have not previously participated in online testing. Teachers are encouraged to conduct a group walk-through of the Smarter Balanced Training Test or Practice Test with their students to promote familiarity with the testing format and basic test rules and to allow for free and open communication on the testing process and/or content (see section 7.*2 General Rules of Online Testing*). This walk-through of the Practice and Training Tests provide opportunities for TAs to describe the limitations to the support they will be able to provide and the verbal interactions they can have with students during each live test session.

APPENDIX E: COMPUTER ADAPTIVE TEST PAUSE RULE SCENARIOS

Scenarios:

1. If the computer adaptive test (CAT) portion of the test is paused for LESS than 20 minutes, the student can return to previous test pages and change the response to any item he or she has already answered within a segment.

2. If the CAT portion of the test is paused for MORE than 20 minutes, the test will return the student to the last page with unanswered items when the student resumes testing. If a page has both answered and unanswered items, the student may change any answers on that page. The student may not return to previous pages and cannot change responses (complete or incomplete) to items on previous pages.

   a. Example: A single test page has items 4–10. A student answers items 4–7 and pauses the test for more than 20 minutes. When the student resumes testing, he or she can change answers to items 4–10 but cannot return to items 1–3 on an earlier page.

   b. Example: A page contains items 9–11 and a student answers all of those items before pausing the test for more than 20 minutes. When the student resumes testing, he or she will begin on item 12 and cannot return to items 1–11.

APPENDIX F: TEST SECURITY CHART

The **Test Security Chart** shows the test security incident levels and examples of types of issues.

Level of Severity & Potential Effect on Test Security	Types of Issues
LOW **Impropriety**	Student(s) making distracting gestures/sounds or talking during the test session that creates a disruption in the test session for other students.
	Student(s) leave the test room without authorization.
	Administrator or Coordinator leaving related instructional materials on the walls in the testing room.
MEDIUM **Irregularity**	Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using hand-held electronic devices to exchange information.
	Student(s) accessing the Internet or any unauthorized software or applications during a testing event.
	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.
	Administrator or Coordinator failing to ensure administration and supervision of the Smarter Balanced assessments by qualified, trained personnel.
	Administrator giving incorrect instructions that are not corrected prior to testing.
	Administrator or Coordinator giving out his or her username/password (via email or otherwise), including to other authorized users.
	Administrator allowing students to continue testing beyond the close of the testing window.
	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.
	Administrator providing students with nonallowable materials or devices during test administration or allowing inappropriate designated supports and/or accommodations during test administration.
	Administrator allowing anyone other than a student to log in to the test unless prescribed as an allowable accommodation in the student's Individualized Education Program (IEP). This includes Test Administrators (TAs) or other staff using student information to log in or allowing a student to log in using another student's information.
	Administrator providing a student access to another student's work/responses.
HIGH **BREACH**	Administrator or Coordinator modifying student responses or records at any time.
	The live Student Interface or TA Interface being used for practice instead of the Training or Practice Tests.
	Adult or student posting items or test materials on social media (Twitter, Facebook, etc.).
	Administrator allowing students to take home printed test items, reading passages, writing prompts, or scratch paper that was used during the test or failing to otherwise securely store test materials.
	Adult or student copying, discussing, or otherwise retaining test items, reading passages, writing prompts, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, writing prompts, or answer keys for instructional purposes.
	Secure test materials being shared with the media (such as the writing prompts, test items, or reading passages), or allowing media to observe a secure test administration.

All Roles

	Adult or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.

School Test Coordinators and Test Administrators

APPENDIX G: MULTIPLICATION TABLE AND 100s NUMBER TABLE

A single-digit (1–9) multiplication table is a non-embedded accommodation for **grades 4 and above** mathematics items. The multiplication table is to be used *only* for students with a documented and persistent calculation disability (i.e., dyscalculia). This table can be printed for students requiring this accommodation from http://vide.portal.airast.org/resources/?section=2. Use of other multiplication tables is prohibited.

Multiplication Table

×	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

A table listing numbers from 1-100 is a non-embedded accommodation for grades 4 and above mathematics items. The 100s number table is to be used *only* for students with visual processing or spatial perception needs as documented in their IEP or 504 plan. This table can be printed for students requiring this accommodation from http://vide.portal.airast.org/resources/?section=2. Use of other 100s number tables is prohibited.

100s Number Table

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

APPENDIX H: DISTRICT TEST COORDINATOR CHECKLIST

The District Test Coordinator activity checklist list below may be customized according to how roles are assigned by the State.

	District Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	Direct Responsibilities				
☐	1. Notify schools when training materials are available.	*TAM*, section *2.1*		Complete at least 5–6 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2
☐	2. Notify schools when administration manuals are available.	*TAM,* section *2.1*		Complete at least 5–6 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2
☐	3. Review all Smarter Balanced policy and test administration documents.	*TAM*, section *2.1*	60–90 minutes	Complete at least 5–6 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2
☐	4. Review scheduling and testing requirements with SCs.	*TAM*, sections *7.2* and *7.3*	60–90 minutes	Complete at least 3–4 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2
☐	5. Plan any state-required training for SCs and TAs; retrain as needed.	*None*		Complete at least 3 weeks prior to testing.	
☐	6. Review training modules and schedule training session for SCs.	*TAM*, section *2.1*	2–3 hours	Complete while spaced over 2–3 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2
☐	7. Review security procedures with SCs and TAs.	*TAM,* sections *3.0, 4.0,* and *Appendix F*		Complete at least 2–3 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2
☐	8. Work with District Technology Coordinators to ensure timely computer setup. • Conduct network diagnostics. • Download the secure browser (beginning late	*TSM*, section *I*, Network Diagnostic Tools *TSM*, section *V* *TSM*, sections *I* and *II*	5–10 hours	Complete at least 2 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2

District Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
November or early December). • Verify that schools meet the minimum technology requirements.				
☐ 9. Work with schools to review TIDE student enrollment information.	*ART User Guide,* pages XX–XX	2–4 hours	Complete at least 2 weeks before testing and during testing.	http://vide.portal.airast.org/resources/?section=2
☐ 10. Perform an equipment needs assessment based on individual student requirements. • Work with the SC to identify students who will need specialized equipment for accommodations. • Communicate with the SC/TAs to identify the number of headsets needed in order to take the ELA Listening portions of the assessment. Place order for the number of headsets needed plus extra.	*None*	1–2 hours	Complete at least 2 weeks prior to testing.	Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available.
Monitor Administration Activities				
☐ 11. Investigate all testing improprieties, irregularities, and breaches reported by TAs. • Follow reporting procedure according to section *4.0.*	*TAM, section 4.0*	As needed	Ongoing. Deadline for all submissions will be one week after the testing window closes.	http://vide.portal.airast.org/resources/?section=2
☐ 12. Report any test security incident in TIDE and report to the appropriate personnel according to the	*TAM, sections 4.0* and *5.0*	As needed		http://vide.portal.airast.org/resources/?section=2

District Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
guidelines in section *4.0* and *5.0*.				
13. Monitor with the District Technology Coordinator any technical problems to apply resolutions or disseminate information at other school sites prior to testing.	None		Ongoing throughout the testing window.	

District Test Coordinator Activities	Reference in Manual	Target Completion Date	Notes/Resources
Oversight Responsibilities			
14. Ensure that SCs and TAs in the district are appropriately trained and aware of policies and procedures, especially related to security.	*TAM, sections 3.0 and 4.0*	Complete at least 3 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2
15. Review school test administration schedules for adequate time and resource planning.	*TAM, section 7.3*	Complete at least 3 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2
16. Verify that SCs and TAs have reviewed student information in TIDE and are verifying student settings for designated supports and accommodations in TIDE.	*TIDE User Guide,* pages XX–XX	Complete at least 2 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2
17. You or your designee must be available during your testing window for questions and problem solving.	*None*	Complete during your entire testing window.	
18. Communicate regularly with SCs any emerging trends or issues.	*None*	Complete during your entire testing window.	

Contact Information	
Questions about state policies	**Questions about technology and the overall administration procedures**
Virgin Islands Department of Education	U.S. Virgin Islands Comprehensive Assessment Program (VIDE) Help Desk

Accommodations, Test Policy, Testing Irregularities {Blanks to fill in with your specific state information} Name: Alexandria Baltimore-Hookfin Phone: 340-773-1095 Ext. 7084 Email: abaltimore-hookfin@vide.vi **Your Smarter Balanced State Lead Contact (in the event of a security breach or irregularity)** {Blanks to fill in with your specific state information} Name: Alexandria Baltimore-Hookfin Phone: 340-773-1095 Ext. 7084 Email: abaltimore-hookfin@vide.vi	Toll-free: 1-844-560-7369 vihelpdesk@air.org The U.S. Virgin Islands Help Desk is open Monday-Friday from 7:00 am AST to 6:00 pm AST (excluding holidays)

APPENDIX I: SCHOOL TEST COORDINATOR CHECKLIST

The School Test Coordinator activity checklist list below may be customized according to how roles are assigned by the State.

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	Direct Responsibilities				
☐	1. Attend trainings your district offers and review all Smarter Balanced policy and test administration documents.	*TAM, section 2.1*	60–90 minutes	Complete at least 3 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2
☐	2. Ensure that all TAs attend your school's or district's training and review the self-paced online training modules posted on the Smarter Balanced portal. Review with TAs the videos ("What is a CAT?" and "What are Universal Tools?") and encourage them to show these to their students in preparation for the test.	*TAM, section 2.1*	2–3 hours	Complete at least 3 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2
☐	3. Work with technology personnel to ensure timely computer setup: • Conduct network diagnostics. • Download the secure browser. • Verify that your school has met the minimum technology requirements. • Ensure that other technical issues are resolved before and during testing.	*TSM, section I, Network Diagnostic Tools* *TSM, section V* *TSM, sections I and II*	5–10 hours	Complete at least 3–4 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	4. Communicate with the TAs to identify the number of headsets needed for each testing site and ensure that the needed number are available at least two weeks prior to the testing window. • Headsets are required for the ELA Listening portions of the assessment, for students who require text-to-speech, or for students requiring audio glossaries (mathematics only). • Communicate with the DC to identify the number of headsets needed.	*None*	Up to 1 hour	Complete at least 2 weeks prior to testing.	Order the number needed plus extra. Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available.
☐	5. Perform an equipment needs check based on individual student requirements. • Work with TAs to identify students who will need specialized equipment for accommodations.	*None*	1–2 hours	Complete at least 2 weeks prior to testing.	
☐	6. Based on the test administration windows, work with TAs and DCs to establish a testing schedule.	*TAM,* section *7.4*	2–4 hours	Complete at least 1–2 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2
☐	7. Work with TAs to review student information in TIDE applications before students are tested to ensure that correct student information and test settings for designated supports and accommodations are applied.	*TIDE User Guide,* pages XX–XX *TAM,* section *9.2*	2–4 hours	Complete at least 1–2 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	8. Establish a place to test those students who need a separate test setting.	*Usability, Accessibility, and Accommodations Guidelines*	1–2 hours	Complete at least 1–2 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2
☐	9. Work with TAs to plan a quiet activity for each test session for students who finish early.	*None*	30 minutes	Complete the week of testing.	The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.
☐	10. Ensure proper handling of all printed test materials and scratch paper. Collect all test materials on each day of testing to keep in a secure location until after the test session, and then destroy according to the security policy outlined in the *TAM*.	*TAM,* sections *3.2* and *11.0*		Complete during and after testing window.	http://vide.portal.airast.org/resources/?section=2
☐	11. Ensure adherence to all security policies. • Ensure that all TAs read and sign state security agreements if required by your state.	*TAM,* section *3.0*		Ongoing	http://vide.portal.airast.org/resources/?section=2
☐	12. Document any testing impropriety, irregularity, or breach and report to the DC immediately after learning of the incident. • Working with the DC, enter incidents in TIDE.	*TAM,* sections *4.0* and *5.0*	As needed	Ongoing	http://vide.portal.airast.org/resources/?section=2
	Monitor Administration Activities				
☐	13. Monitor testing progress during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.	*None*	As needed	Ongoing	

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	14. Raise any technical issues with the School Technology Coordinator for resolution.	*None*	As needed	Ongoing	
☐	15. Review, investigate, and report on all potential testing improprieties, irregularities, and breaches reported by the TA. Mitigate incidents when appropriate.	*TAM, sections 4.0 and 5.0*	As needed	Ongoing	http://vide.portal.airast.org/resources/?section=2

	School Test Coordinator Activities	Reference in Manual	Target Completion Date	Notes/Resources
		Oversight Responsibilities		
☐	16. Verify that TAs have verified student settings for designated supports and accommodations in ART.	*TIDE User Guide*	Complete at least 1–2 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2
☐	17. Assist TAs in taking proper measures to ensure that students have access only to allowable non-embedded resources during testing.	*None*	Complete prior to testing.	
☐	18. Verify that TAs are adhering to all test security policies and practices and that they have access to the Test Security Incident Log, and that they understand how to complete this document if testing improprieties, irregularities, or breaches occur.	*TAM, sections 3.0, 4.0, 5.0, and Appendix F*	Complete during testing.	http://vide.portal.airast.org/resources/?section=2

Contact Information	
Questions about the overall administration and state policies	**Questions about technology and the overall administration procedures**
Virgin Islands Department of Education Accommodations, Test Policy, Testing Irregularities Name: Alexandria Baltimore-Hookfin Phone: 340-773-1095 Ext. 7084 Email: abaltimore-hookfin@vide.vi **Your Territory Lead Contact (in the event of a security breach or irregularity)** Name: Alexandria Baltimore-Hookfin Phone: 340-773-1095 Ext. 7084 Email: abaltimore-hookfin@vide.vi	**School Technical Coordinator** Name: Phone: Email: **District Test Coordinator** Name: Phone: Email: U.S. Virgin Islands Comprehensive Assessment Program (VIDE) Help Desk Toll-free: 1-844-560-7369 vihelpdesk@air.org The U.S. Virgin Islands Help Desk is open Monday-Friday from 7:00 am AST to 6:00 pm AST (excluding holidays)

APPENDIX J: TEST ADMINISTRATOR CHECKLIST

The Test Administrator activity checklist list below may be customized according to how roles are assigned by the State.

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	1. Review all Smarter Balanced policy and test administration documents, particularly the *Test Administration Manual (TAM).*	*TAM,* section *2.1*	1–2 hours	Complete at least 2–3 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2
☐	2. Review the training modules and attend school or district training sessions, if any are offered.	*TAM,* section *2.1*	2–3 hours	Complete at least 2–3 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2
☐	3. Show students the videos "What is a CAT?" and "What are Universal Tools?"	*TAM,* section *2.1*	1 hour	Complete while spaced over 2–3 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2
☐	4. Provide students with a walk-through of the Training Test and/or Practice Test for familiarity with navigation of the system and tools.	*TAM, Appendix D*	1 hour	Complete while spaced over 2–3 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2
☐	5. Perform an equipment needs check based on individual student requirements. • Work with the SC to identify students who will need specialized equipment for accommodations.	*None*	1–2 hours	Complete at least 2 weeks prior to testing.	Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available. http://vide.portal.airast.org/resources/?section=2
☐	6. Work with the SC to determine precise testing schedules based on the test administration windows selected by the school schedule.	*TAM,* section *7.3*		Complete at least 1–2 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	• Make sure your students' test administration schedule includes allowable breaks.				
☐	7. Confirm that you have received your TIDE login information. You should have received an automated email from the Help Desk notifying you of how to log in to TIDE. You will also use this username and password for the Online Testing System.	*TIDE User Guide*		Complete at least 1–2 weeks prior to testing.	If you have not received this information, please check your spam/junk email folder to see if it was mistakenly routed there. If not, check with your School Test Coordinator. http://vide.portal.airast.org/resources/?section=2
☐	8. Work with your SC to ensure that each student has an SSID number and has been loaded into TIDE.	*TIDE User Guide*		Complete at least 1–2 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2
☐	9. Confirm each student's test settings for designated supports and accommodations in TIDE against their IEP or other relevant documentation as appropriate.	*TIDE User Guide*	2–4 hours	Complete at least 1–2 weeks prior to testing.	http://vide.portal.airast.org/resources/?section=2
☐	10. Ensure that the secure browser has been downloaded to any computer(s) on which students will be testing.	*TSM*, sections *V* and *VI*	1–2 hours	Complete at least 1–2 weeks prior to testing. *and again* Complete the day before testing or morning of testing.	http://vide.portal.airast.org/resources/?section=2 Check with your SC or School Technical Coordinator if the [**Secure Browser**] icon is missing.

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	11. Communicate to students the need for headsets in order to take the ELA Listening portions of the assessment. a. Identify any students who may not have their own headsets and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing. b. Also have extra headsets on hand for students who may forget to bring theirs. c. Send reminders several days before and the day prior to testing to ensure students remember to bring headsets.	*None*		Make a count of needed headsets (vs students who have their own) at least 3 weeks prior to testing and tell your SC the number needed. Three days before testing, remind students to have their headsets available the day of tests. One day before testing, remind students to bring their headsets.	Administration of the ELA assessment will contain a listening portion. Students will need ear buds or headsets. Make sure your school has extras available for students who may need them on the day of testing. Have extra headsets on hand in case students forget. http://vide.portal.airast.org/resources/?section=2
☐	12. All assessments will have CAT items plus a performance task (PT).	*TAM,* section *9.2*	60 minutes planning the day prior to adminis-tering the PT	Complete the week of testing.	Administration of the CAT items plus a will require advance preparations.

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	13. Plan a quiet activity for each test session for students who finish early.	*None*	15–30 minutes	Complete the week of testing.	The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.
☐	14. Prior to administration, check all computers that will be used and close all applications except those identified as necessary by the school's Technology Coordinator. Make sure that no computer has dual monitors. • Work with your SC to set system volume prior to students launching the secure browser to ensure students can hear the audio portions of the ELA segment.	*None*	1–2 hours	Complete the morning of testing.	The TA should open the secure browser on each computer after closing any unnecessary applications.
☐	15. Review all guidelines for creating a secure test environment. • Review all security procedures and guidelines in the *TAM*. • Carefully read and sign a test security agreement if required by your state.	*TAM,* section *3.0*		Prior to and during day(s) of testing.	http://vide.portal.airast.org/resources/?section=2
☐	16. Make sure the physical conditions of the testing room are satisfactory. • Make sure that no instructional	*TAM,* section *3.0*		Complete the day(s) of testing.	• Make sure students clear their desks and put away all books, backpacks, purses, cell phones, electronic devices of

Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
materials directly related to the content of the assessments are visible. • Students should be seated so there is enough space between them, or provide desktop partitions to minimize opportunities to look at each other's screen. • Actively monitor students throughout the test sessions. • Students who are not being tested may not be in the room where a test is being administered.				any kind, and other materials not needed for the test. • Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing. http://vide.portal.airast.org/resources/?section=2
17. On the day of testing, verify that the students have their login information (first name, SSID, and session ID).	*TIDE User Guide*		Complete the day(s) of testing.	http://vide.portal.airast.org/resources/?section=2
18. Administer the Smarter Balanced assessments, following the script and directions for administration. Provide any necessary non-embedded designated supports and accommodations.	*TAM,* section *10.1*		Complete the day(s) of testing.	http://vide.portal.airast.org/resources/?section=2 Provide students with scratch paper for all test sessions. Also provide students in grades 6 and above graph paper for the mathematics assessments.

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	19. Report any testing improprieties, irregularities, and breaches to the SC and DC in writing immediately following an impropriety, irregularity, or breach.	*TAM, sections 4.0, 5.0,* and *Appendix F*		Complete as soon as possible during or immediately following testing.	http://vide.portal.airast.org/resources/?section=2
☐	20. Securely dispose of all printed testing materials, including student login information, print-on-demand documents, and scratch paper in a secure manner.	*TAM, sections 3.0* and *11.0*		Complete after testing.	http://vide.portal.airast.org/resources/?section=2

Contact Information	
Questions about the overall administration and state policies	Questions about technology and the overall administration procedures

Virgin Islands Department of Education

Accommodations, Test Policy, Testing Irregularities

Name: Alexandria Baltimore-Hookfin

Phone: 340-773-1095 Ext. 7084

Email: abaltimore-hookfin@vide.vi

Territory Lead Contact (in the event of a security breach or irregularity)

Name: Alexandria Baltimore-Hookfin

Phone: 340-773-1095 Ext. 7084

Email: abaltimore-hookfin@vide.vi

School Technical Coordinator

Name:

Phone:

Email:

School Test Coordinator

Name:

Phone:

Email:

District Test Coordinator

Name:

Phone:

Email:

U.S. Virgin Islands Comprehensive Assessment Program (VIDE) Help Desk

Toll-free: 1-844-560-7369

vihelpdesk@air.org

	The U.S. Virgin Islands Help Desk is open Monday-Friday from 7:00 am AST to 6:00 pm AST (excluding holidays)

INDEX