



# Vermont Comprehensive Assessment Program

## Smarter Balanced Test Coordinator's Manual

English Language Arts/Literacy and  
Mathematics

2020-2021

Published March 1, 2021

*Prepared by Cambium Assessment, Inc.*



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## Smarter Balanced Resources and Help Desk Information

### Vermont Comprehensive Assessment Program Portal

<http://vt.portal.cambiumast.com/>

### Vermont Comprehensive Assessment Program Help Desk

1.844.218.1184 | [VTHelpDesk@cambiumassessment.com](mailto:VTHelpDesk@cambiumassessment.com)

The Help Desk is open Monday–Friday 7:00 a.m. to 4:00 p.m. outside of the summative testing window and Monday–Friday 7:00 a.m. to 7:00 p.m. during summative testing.

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

- Testing environment down or unavailable
- User accounts not available or users are not able to administer tests
- Student information or test session incorrect or missing
- Loading student data or settings into the Test Information Distribution Engine (TIDE)
- Appeals functionality in TIDE
- Preparing for online testing—downloading the secure browser, voice packs, etc.
- Password resets for district and school users
- Test settings (designated supports or accommodations) inaccurate

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 within the system
- Any error message(s) 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
- 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).

## Section I. Overview of the Smarter Balanced Assessments

### I.I About the Smarter Balanced Assessments

The Smarter Balanced assessments are next-generation assessments aligned to the Common Core State Standards in English language arts (ELA)/literacy and mathematics that measure student progress toward college and career readiness. The Smarter Balanced assessments are available in ELA and mathematics to students in grades 3–9. Each content area assessment consists of a computer adaptive test (CAT) and a performance task (PT). For more information about the Smarter Balanced assessments, go to <http://www.smarterbalanced.org/>.

### I.II 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, student information, and test results. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results.

Violation of test security is a serious matter with far-reaching consequences. Breaches of test security include, but are not limited to, copying of test materials, failing to return test materials, coaching students, giving students answers, and/or changing students' answers. Such acts may lead to the invalidation of an entire school district's student test scores, disruption of the test system statewide, and legal action against the individual(s) committing the breach including revocation of the individual's license to teach in Vermont. A breach of test security may be dealt with as a violation of the Code of Professional Responsibility for Teachers, as well as a violation of other pertinent state and federal law and regulation. The Vermont Agency of Education (AOE) will investigate all such matters and pursue appropriate follow-up action.

### I.III Security of the Test Environment

[Table 1](#) 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).

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 resulting data must report such incidents immediately to the District Test Coordinator (DC) who will contact AOE.

Refer to [Section VI. Testing Improprieties, Irregularities, and Breaches](#) for more information about prohibited behaviors that may give a student an unfair advantage or compromise the security of the assessments.

**Table 1. Requirements of the Test Environment**

REQUIREMENTS BEFORE TESTING	
Instructional materials removed or covered	Instructional materials <b>must be removed or covered, including but not limited to</b> , information that might assist students in answering questions. This includes materials that may be displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, and graphic organizers).
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.
REQUIREMENTS 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 of electronic devices	Students are actively monitored and are <b>prohibited</b> 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, including but not limited to cell phones, iPods, smart watches, cameras, and electronic translation devices.
Student access to allowable resources only	Students must only have access to and use of those allowable resources identified by Smarter Balanced (see <a href="#">Section IX.1 Establishing Appropriate Testing Conditions</a> for examples) that are permitted for each specific test (or portion of a test).
Access to assessments	Only students who are testing can view test items. Students who are not being tested or unauthorized staff or other adults (including students' parents/guardians) must not be in the room where a test is being administered. Trained TEs/TAs may have limited exposure to test items in the course of properly administering the assessments; however, DAs, DCs, SCs, TEs, TAs,* and other trained staff may not actively review or analyze any test items.
No answer key development	No form or type of answer key may be developed for test items.
Testing through secure browser	Administration of the Smarter Balanced assessments is permitted only through the Student Interface via the secure browser.
No unauthorized logging in to the test delivery system	Only students may log in to the Student Interface. Students may not use another student's login credentials. Only adults may log in to the Test Administrator (TA) Interface with an authorized account. An adult may not use another person's username and password.

REQUIREMENTS DURING AND AFTER TESTING	
No access to responses	DAs, DCs, SCs, TEs, 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	DAs, DCs, SCs, TEs, 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 by staff responsible for test administration.
REQUIREMENTS AFTER TESTING	
No test materials used for instructional purpose	Test items, stimuli, reading passages, or writing prompts must not be used for instructional purposes.
Destroy test materials securely	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. See <a href="#">Section I.IV Secure Handling of Printed Materials</a> for details.

\* DA = District Administrator, DC = District Test Coordinator, SC = School Test Coordinator, TE = Teacher, TA = Test Administrator

## I.IV Secure Handling of Printed Materials

Students whose Individualized Education Program (IEP) or 504 Plan indicates a need for a paper copy of **passages and/or items** may receive the print-on-demand non-embedded accommodation. This accommodation must be set in TIDE, prior to testing. Refer to the [Usability, Accessibility, and Accommodations Guidelines](#) for information about requesting the print-on-demand accommodation.

Print requests must be approved and processed by the TE/TA in the TA Interface 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 504 Plan. Please note

that this function cannot be used to create a printed test booklet as the test is adaptive and students will need to answer one question before moving to the next.

Once a student is approved to have the print-on-demand accommodation, that student may send a print request to the TE/TA during testing by clicking the print icon on the screen. Before the TE/TA approves the student's request to print a test item/stimulus, the TE/TA must ensure that the printer is on and is monitored by staff who have been trained using the TA Certification course and Test Administrator training modules for the test. This request needs to be made for each individual item.

## Destruction of Printed Materials and Scratch Paper

Printed materials from the print-on-demand accommodation and scratch paper 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. All test materials must remain secure at all times. 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 shredded 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 performance tasks (PTs).

## Use of Scratch Paper on the Performance Tasks

The only exception to the requirement governing the destruction of printed materials and scratch paper is when scratch paper is used during the ELA and mathematics PTs.

During the ELA PT, the Notes on the embedded universal tool in the upper right-hand corner of the student interface, are retained from Part 1 to Part 2 so that the student may return to the notes in Part 2 even though the student is not able to go back to specific items in Part 1.

While the embedded Notes tool is the preferred mode for note-taking during the ELA PT, students may use scratch paper to make notes. To ensure that students using scratch paper for notes have the same allowance as students using the online notes, the TE/TA should tell students to write their names (or some appropriate identifying information) on each piece of scratch paper, collect the scratch paper at the completion of Part 1 of the ELA PT, and securely store it for students' use during Part 2 of the ELA PT.

Likewise, the mathematics PT may extend beyond one test session. When this happens, the TE/TA should tell students to write their names on the scratch paper (and graph paper for grades 6 and above), collect the paper used in the first session, and securely store it for students' use in the subsequent test session.



**The retention of scratch paper is only allowed for the PTs.** Following the conclusion of the PT, all scratch paper and graph paper must be collected, inventoried, and immediately destroyed to maintain test security.



## Section II. Test Administration Roles and Responsibilities

The Vermont Comprehensive Assessment Programs use a role-based system in the Test Information Distribution Engine (TIDE). Each user is assigned a specific role that grants access to features within the various systems. User roles and responsibilities for the test are provided in [Table 2](#).

**Table 2. User Roles in the Online Testing System**

USER ROLE	DESCRIPTION
<b>District Administrator (DA)</b>	<p>The DA assumes the overall responsibility for implementing Smarter Balanced assessments in all the Supervisory Unit/Supervisory District schools. DAs serve as the local point of contact for questions and information and are responsible for disseminating information and organizing training for DCs, SCs, TAs, and TEs. The DA's password for TIDE provides the highest level of access to student files, including the ability to add/upload students, upload/edit student settings, and view/edit student demographic information. DAs may also upload other DAs into the TIDE system.</p>
<b>District Test Coordinator (DC)</b>	<p>The DC's primary responsibility is to coordinate the administration of the Smarter Balanced assessment in the district.</p> <p>DCs are responsible for the following:</p> <ul style="list-style-type: none"> <li>• Reviewing all Smarter Balanced policy and test administration documents</li> <li>• Reviewing scheduling and test requirements with SCs and TEs/TAs</li> <li>• Working with SCs and Technology Coordinators to ensure all systems, including the secure browser, are properly installed and functioning</li> <li>• Importing users (SCs, TEs, TAs) into TIDE</li> <li>• Verifying all student information and eligibility in TIDE</li> <li>• Scheduling and administering training sessions for all SCs, TEs, TAs, and Technology Coordinators</li> <li>• Ensuring that all personnel are trained on how to properly administer the Smarter Balanced assessments</li> <li>• Monitoring secure administration of the test</li> <li>• Investigating and reporting all testing improprieties, irregularities, and breaches reported by the TEs/TAs</li> <li>• Attending to any secure material according to state and Smarter Balanced policy</li> </ul>
<b>School Test Coordinator (SC)</b> <i>Note: An SC can be a principal, vice principal,</i>	<p>The SC's primary responsibilities are to coordinate the administration of the Smarter Balanced assessment and ensure that testing within his or her school is conducted in accordance with the test procedures and security policies established by the Vermont Agency of Education (AOE).</p>

USER ROLE	DESCRIPTION
<p><i>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.</i></p>	<p>SCs are responsible for the following:</p> <ul style="list-style-type: none"> <li>• Establishing a testing schedule with DCs, TEs, and TAs based on test administration windows</li> <li>• Working with technology staff to ensure timely computer setup and installations</li> <li>• Working with TEs and TAs to review student information in TIDE to ensure that correct student information and test settings for designated supports and accommodations are applied</li> <li>• Identifying students who may require designated supports and test accommodations and ensuring that procedures for testing these students follow state and Smarter Balanced policy</li> <li>• Attending all district trainings and reviewing all Smarter Balanced policy and test administration documents</li> <li>• Ensuring that all TEs and TAs attend school or district trainings and review online training modules posted on the portal</li> <li>• Establishing secure and separate testing rooms if needed</li> <li>• Monitoring secure administration of the test</li> <li>• Monitoring testing progress during the testing window and ensuring that all students participate, as appropriate</li> <li>• Investigating and reporting all testing improprieties, irregularities, and breaches reported by the TEs and TAs</li> <li>• Attending to any secure material according to state and Smarter Balanced policy</li> </ul>
<p><b>Teacher (TE)</b>  <b>Note:</b> <i>TEs should be certified school personnel; however, if a paraprofessional or substitute teacher is needed to administer a test, the individual must be fully trained in test administration and test security procedures.</i></p>	<p>A TE's primary responsibility is to administer the Smarter Balanced assessments.</p> <p>TEs are responsible for the following:</p> <ul style="list-style-type: none"> <li>• Completing Smarter Balanced test administration training and reviewing all Smarter Balanced policy and test administration documents prior to administering any Smarter Balanced assessments.</li> <li>• Viewing student information prior to testing to ensure that the correct student receives the proper test with the appropriate supports. TEs should report any potential data errors to SCs and DCs as appropriate.</li> <li>• Administering the Smarter Balanced assessments.</li> <li>• Reporting all potential test security incidents to the SC/DC in a manner consistent with Smarter Balanced, state, and district policies.</li> </ul> <p><i>*Note: To ensure that test administration and test security procedures are followed, a certified teacher should monitor paraprofessionals. A substitute teacher should be monitored by the building principal or another administrator to ensure that test administration and security procedures are followed.</i></p>

USER ROLE	DESCRIPTION
<b>Test Administrator (TA)</b>	A TA is able to administer the assessment but cannot view student scores.

For a checklist of example activities to complete for DCs and SCs refer to [Appendix K: District Test Coordinator Checklist](#) and [Appendix L: School Test Coordinator Checklist](#). For Test Administrators/Teachers, see Appendix M Teacher/Test Administrator Checklist. All resources are available on the Vermont Comprehensive Assessment Program Portal (<http://vt.portal.cambiumast.com/>).

## Section III. Test Administration Resources

This *Test Coordinator Manual (TCM)* for summative assessments is intended for staff who play a role in the administration of Smarter Balanced assessments (District Administrators (DAs), District Test Coordinators (DCs), School Test Coordinators (SCs), Teachers (TEs), and Test Administrators (TAs)). This manual provides procedural and policy guidance to implement the Smarter Balanced assessments. 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 Vermont Comprehensive Assessment Program Help Desk.

### III.I Summative Assessment Administration Resources

This manual is designed to complement a variety of other resources listed in [Table 3](#) (manuals and user guides), and [Table 4](#) (other resources). All resources can be found on the Vermont Comprehensive Assessment Program Portal (<http://vt.portal.cambiumast.com/>).

**Table 3. Manuals and User Guides**

RESOURCE	DESCRIPTION
<i>Braille Requirements and Testing Manual</i>	The <a href="#">Assistive Technology Manual</a> includes information about supported operating systems and required hardware and software for braille testing.
<i>Reporting Quick Guide</i>	The <a href="#">Reporting Quick Guide</a> provides an overview of the steps for logging into Reporting, the reports available to TEs, and how to preview items in a report.
<i>Secure Browser</i>	The <a href="#">Secure Browser</a> page on the Vermont Comprehensive Assessment Program Portal provides instructions for installing the secure browser on supported operating systems and is organized by operating system.
<i>Test Administration Manual (TAM)</i>	The <a href="#">Test Administration Manual (TAM)</a> provides the necessary steps for test examiners to follow prior to, during, and after test administration for the Smarter Balanced assessments. This includes the test administration script.
<i>Quick Guide for Setting Up Your Online Testing Technology</i>	The <a href="#">Quick Guide for Setting Up Your Online Testing Technology</a> provides information about supported operating systems and browsers, as well as information about network and internet requirement, general peripheral and software requirements, and configuring text-to-speech settings.
<i>Test Administrator (TA) User Guide</i>	The <a href="#">Test Administrator (TA) User Guide</a> supports individuals using the test delivery system applications to manage testing for students. This resource provides information about the test delivery system, including the Test Administrator (TA) and student applications.
<i>Test Information Distribution Engine (TIDE) User Guide</i>	TIDE is the system used to manage student information and user accounts for online testing as well as appeals and roster management. The <a href="#">TIDE User Guide</a> provides a step-by-step approach to using the system.

RESOURCE	DESCRIPTION
<i>User Role Permissions for Secure Online Systems</i>	The <a href="#">User Role Permissions for Secure Online Systems</a> outlines the user roles and permissions for each secure online testing system used to administer the online assessments for the Vermont Comprehensive Assessment Program. These systems include: Test Information Distribution Engine (TIDE), Reporting, Test Administrator (TA) Interface, and Assessment Viewing Application (AVA).
<i>Usability, Accessibility, and Accommodations Implementation Guide</i>	This manual provides states with clarification of the critical information to convey to districts and schools about the Smarter Balanced document <i>Usability, Accessibility, and Accommodations Guidelines</i> , and implementation strategies for ensuring that the information in that document is conveyed to districts and schools.
<i>Usability, Accessibility, and Accommodations Guidelines</i>	The <a href="#">Usability, Accessibility, and Accommodations Guidelines</a> focus on universal tools, designated supports, and accommodations for the Smarter Balanced assessments. The <i>Guidelines</i> 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 <i>Guidelines</i> provide information for classroom teachers, English language development 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 <i>Guidelines</i> are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

**Table 4. Other Resources**

RESOURCE	DESCRIPTION
Practice Test*	Practice Tests include items and performance tasks for each grade level (3 –8) and high school. The Practice Tests provide a preview of the item types included in the Smarter Balanced assessments. Item types are listed and described in <a href="#">Appendix C</a> . Item Types.  The Practice Tests can be found on the portal at <a href="https://vt.portal.cambiumast.com/training-tests.stml">https://vt.portal.cambiumast.com/training-tests.stml</a> . See also <a href="#">Appendix E: Practice and Training Tests</a> for additional information about the Practice Tests.
Training Test*	Training Tests are for TEs/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, and high school) and has approximately 8 to 9 mathematics and 6 ELA items per grade band.  The Training Tests can be found on the portal at <a href="https://vt.portal.cambiumast.com/training-tests.stml">https://vt.portal.cambiumast.com/training-tests.stml</a> . See also <a href="#">Appendix E: Practice and Training Tests</a> 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 TE/TA (required if they want to administer a braille Practice or Training Test), a login will be required. Contact your SC or DC for access. 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 VIII. Technology Requirements](#) and the *Quick Guide For Setting Up Your Online Testing Technology*).

## Section IV. 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 the format of the assessments, how to prepare and schedule for the assessments, and to review general rules for the Smarter Balanced assessments. Information about test pauses and restarting a paused test is also included in this section.

### IV.I Assessment Participation

#### Participation of Students with Disabilities and/or English Learners

Consistent with the Smarter Balanced assessment 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 created a comprehensive accessibility and accommodations framework, the [Usability, Accessibility, and Accommodations Guidelines](#), for all students, including those with special assessment needs. Smarter Balanced has also developed a variety of innovative digital accessibility tools that will be embedded in the 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 on the portal.

All students enrolled in grades 3–9 are required to participate in the Smarter Balanced mathematics assessment except

- students with the most significant cognitive disabilities who meet the criteria for a state selected or developed mathematics alternate assessment based on alternate achievement standards (approximately 1% or fewer of the special needs student population).

All students enrolled in grades 3–9 are required to participate in the Smarter Balanced English language arts/literacy assessment **except**

- students with the most significant cognitive disabilities who meet the criteria for a state-selected or -developed English language arts/literacy alternate assessment based on alternate achievement standards (approximately 1% or fewer of the special needs student population); and
- ELs who enrolled in a U.S. school for the first time within the last 12 calendar months prior to the beginning of testing window. These students have a one-time English language arts/literacy (ELA) exemption and must instead participate in the Limited English Proficiency (LEP) assessment.

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

### Attemptedness Rules for Participation

A student counts as a participant if, at minimum, the student logs in to the computer adaptive test (CAT) **and** performance task (PT). Assessments with at least one CAT item and one PT item answered are considered attempted. All attempted assessments receive scores.

A student is considered a non-participant if only one component of the test is accessed or if neither test is accessed.

## IV.II 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 \(TA\) User Guide](#).

### Basic Online Testing Parameters

- The computer adaptive test (CAT) and performance task (PT) will be presented as separate tests for each content area. 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 9 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 **Questions** drop-down list to return to those items within a segment. A constructed response item is considered answered if the student has taken any action within the response area. This includes random keystrokes (e.g., sdkjfdlkdjfo), one or more spaces using the spacebar, clicking anywhere on a Grid Item – Hot Spot Item, etc.

## Pause Rules

### *During the Computer Adaptive Test (CAT):*

- If a test is paused for more than 20 minutes, the student is required to log back in to the student interface. Once logged back in, the student is
  - presented with the page containing the item(s) he or she was working on when the test 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 were 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 will remain as long as the student logs back in to the test using the same operating system.
- Any notes on the digital notepad will 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 F: Computer Adaptive Test \(CAT\) Pause Rule Scenarios](#) to review the rules that govern pausing during the test.

### *During the Performance Task (PT):*

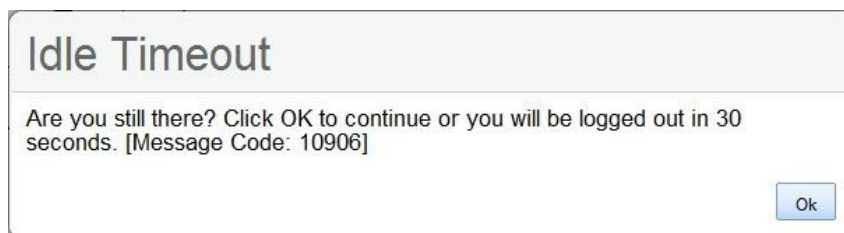
- **There are no pause restrictions.** If a PT is paused for 20 minutes or more, the student can return to the section and continue entering his or her responses.
- Any highlighted text will remain as long as the student logs back into the test using the same operating system.
- Any notes on the digital notepad located in the Context Menu for each item will be saved when a test is paused regardless of how long the assessment is paused.
- For the ELA PT, notes taken in the global notes notepad, located in the top right corner of the screen, will be saved when a test is paused and will be accessible 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.



## Test Timeout (due to inactivity)

As a security measure, students and the TE/TA 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 **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.



**Caution:** As a security measure, the TE/TA is automatically logged out after 30 minutes of user inactivity in the session, which will result in the closing of the test session. This includes inactivity by both the TE/TA on the TA Interface AND students within a test in the test session.

## Test Expiration

### *Computer Adaptive Test (CAT)*

A student’s CAT remains active until the student completes and submits the test or until **45** calendar days after the student began the test, whichever occurs sooner. However, it is recommended that students complete the CAT within **5 days** of starting each content area.

### *Performance Task (PT)*

The PT remains active until the student completes and submits the test or until **20** calendar days after the student began the PT, whichever occurs sooner. However, it is recommended that students complete the PT within **3 days** of starting in each content area. The ELA PT will submit automatically if the 20-day window expires and the system has registered response any to the PT.

A summary of recommendations for the number of sessions and session durations is provided in section [IV.III Test Scheduling](#).



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 test administration window, even if the student has not finished.

## IV.III Test Scheduling

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

TESTING WINDOW	DATE
Smarter Balanced Math/ELA Summative Assessment Testing Window (Grades 3–9)	March 16, 2021 – May 28, 2021
Smarter Balanced Math/ELA Summative Assessment Make-Up Testing Window (Grades 3–9)	May 31, 2021 – June 11, 2021

#### Vermont Testing Window Policy

##### Grades 3–9

- Testing shall not begin until at least 66% of a school's annual instructional days have been completed.
- Testing may continue up to and including the last day of school.

*Note: 66% of a school year occurs after the 120th instructional day in a 180-day year, leaving a 12-week window for grades 3–9 testing.*

#### Scheduling Time for Testing:

[Table 5](#) contains estimates of the time it will take most students to complete the Smarter Balanced assessments. This information is for scheduling purposes only, as the assessments are not timed.

**Table 5. Estimated Testing Times for Smarter Balanced Assessments**

CONTENT AREA	GRADES	COMPUTER ADAPTIVE TEST (CAT) HRS:MINS	PERFORMANCE TASK (PT) HRS:MINS	TOTAL HRS: MINS
English Language Arts/Literacy (ELA)	3–5	1:30	2:00	3:30
	6–8	1:30	2:00	3:30
	9	2:00	2:00	4:00

CONTENT AREA	GRADES	COMPUTER ADAPTIVE TEST (CAT) HRS:MINS	PERFORMANCE TASK (PT) HRS:MINS	TOTAL HRS: MINS
<b>Mathematics</b>	3–5	1:30	1:00	2:30
	6–8	2:00	1:00	3:00
	9	2:00	1:30	3:30
<b>Both</b>	3–5	3:00	3:00	6:00
	6–8	3:30	3:00	6:30
	9	4:00	3:30	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. TEs/TAs should work with SCs to determine precise testing schedules.

### *Recommended Order of Administration*

Smarter Balanced recommends that students take the CAT and PT on separate days.

### *Duration and Timing Information for ELA and Mathematics*

The scheduling/rules for each of these components is included in [Table 6](#) and [Table 7](#). Note that the duration, timing, break/pause rules, and session recommendations vary for each content area and component.

**Table 6. Assessment Sequence—ELA**

ELA	CAT	PERFORMANCE TASK (PT)
<b>Number and Duration of Sessions</b>	Recommendations: <ul style="list-style-type: none"> <li>No fewer than two sessions (recommended) and no more than six sessions (rare/extreme).</li> <li>Session durations range from 40 to 60 minutes.</li> </ul>	The PT is presented in 2 parts. Recommendations: <ul style="list-style-type: none"> <li>Administer in two sessions corresponding to Parts 1 and 2 of the PT.</li> <li>Session durations range from 60 to 120 minutes.</li> </ul>

ELA	CAT	PERFORMANCE TASK (PT)
<b>Breaks within Sessions</b>	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.	The PT is presented in 2 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: <ul style="list-style-type: none"> <li>Students complete Part 1 in one test session and Part 2 the next school day.</li> </ul>
<b>Total Duration</b>	Once a student has started the CAT, it will be available for 45 days. <ul style="list-style-type: none"> <li>Recommendation: Student completes this portion within 5 days of starting.</li> </ul>	Once a student has started the PT, it will be available for 20 days. Recommendation: <ul style="list-style-type: none"> <li>Student completes each part of the PT within 1 day.</li> </ul>

**Table 7. Assessment Sequence—Mathematics**

MATHEMATICS	CAT	PERFORMANCE TASK (PT)
<b>Number and Duration of Sessions</b>	Recommendations: <ul style="list-style-type: none"> <li>Administered in 2 sessions.</li> <li>Session durations range from 40 to 60 minutes.</li> </ul> Most students will complete the CAT portion in 2 sessions of 60 minutes or less or 1 long session of more than 60 minutes.	Recommendations: <ul style="list-style-type: none"> <li>Administered in 1 session.</li> <li>Session duration ranges from 40 to 120 minutes.</li> </ul>
<b>Breaks within Sessions</b>	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.	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.
<b>Total Duration</b>	Once a student has started the CAT, it will be available for 45 days. <ul style="list-style-type: none"> <li>Recommendation: Student completes this portion within 5 days of starting it.</li> </ul>	Once a student has started the PT, it will be available for 20 days. <ul style="list-style-type: none"> <li>Recommendation: Student completes the PT in 1 day.</li> </ul>

***Additional Administration Recommendations***

- For the PTs, 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.

Additional considerations:

Students should be allowed extra time if they need it, but TEs/TAs need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.

The test can be administered over multiple days, as needed.

## IV.IV Sensitive Responses

### Taking Appropriate Action with Student Responses or Student Actions that Cause Concern

During testing, TEs/TAs may encounter student actions that disrupt the assessment administration and may endanger the student or others. In addition, it is possible that TEs/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 TEs/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 TE/TA might unexpectedly encounter a student response that raises sufficient concern to warrant adult action. Topics that may require the TE/TA to take action include, but are not limited to, student references to:

- Suicide
- Criminal activity
- Alcohol or drug use
- Extreme depression
- Extreme violence
- Sexual assault or physical abuse
- Self-harm or intent to harm others
- Neglect

#### *Collecting Information*

Prior to administration, each TE/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 TE/TA should document as much information as possible in accordance with school, district, and/or state policies.

## Section V. Universal Tools, Designated Supports, and Accommodations

The Smarter Balanced [Usability, Accessibility, and Accommodations Guidelines \(Guidelines\)](#) 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.



[Appendix I](#) provides a list of tools, supports, and accommodations available to students for the Smarter Balanced assessments.

The Smarter Balanced assessments and the 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 8](#).

**Table 8. Definitions for Universal Tools, Designated Supports, and Accommodations**

TYPE	DEFINITION
<b>Universal Tools</b>	Access features of the assessments that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.
<b>Designated Supports</b>	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 digitally delivered components of the test administration system or separate from it.

TYPE	DEFINITION
<b>Accommodations</b>	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. Smarter Balanced-approved accommodations do not compromise the learning expectations, construct, grade-level standards, or intended outcome of the assessments.

DAs, DCs, and SCs have the ability to set embedded and non-embedded designated supports and accommodations. **Designated supports and accommodations must be set in TIDE prior to starting a test session.**

For additional information about the availability of designated supports and accommodations, refer to the [Usability, Accessibility, and Accommodations Guidelines](#).

For information on updating student settings, refer to the [TIDE User Guide](#). The [TA User Guide](#) also contains information on how to use some of these settings.

To help identify similarities between the test resources and classroom practices, [Appendix J](#). Required Resources lists the resources that are currently included in the [Usability, Accessibility, and Accommodations Guidelines](#) document and assists educators and decision-makers by providing a description of the resource.

A single-digit (1–9) multiplication table can be used as a non-embedded accommodation for grade 4 and above mathematics items. This multiplication table is to be used only for students with a documented and persistent calculation disability (i.e., dyscalculia). For students requiring this accommodation, the table can be printed from the Vermont Comprehensive Assessment Program Portal resource section (<http://vt.portal.cambiumast.com/resources>). Use of other multiplication tables is prohibited.

A paper-based table listing numbers from 1-100 can be used as a non-embedded accommodation for grade 4 and above mathematics items. This table can be used only for students with a documented visual processing or spatial perception disability. For students requiring this accommodation, the table can be printed from the Vermont Comprehensive Assessment Program Portal resource section (<http://vt.portal.cambiumast.com/resources>).

## Section VI. 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 9](#).

There are times when these situations may even require a retest of an individual or a group of students. The DC should contact the AOE to report the test irregularity and to receive instructions for resolving the issue.

For information, please refer to [Appendix G: Reporting Timelines and Action Steps](#).

**Table 9. Definitions for Test Security Incidents**

TYPE	DEFINITION
<b>Impropriety</b>	A test security incident 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 DC and SC immediately and entered into the Appeals module of TIDE, if required.
<b>Irregularity</b>	A test security incident 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 online Appeals system for resolution. An irregularity must be reported to the DC and SC immediately and entered into the Appeals module of TIDE (should an appeal be required).
<b>Breach</b>	A test security incident 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 TEs/TAs to ensure the physical conditions in the testing room meet the criteria for a secure test environment. See [Section I.III Security of the Test Environment](#) for more detail.



## Section VII. Appeals

For security incidents that result in a need to reset, reopen, allow a grace period extension, restore, or invalidate individual student tests, **the AOE must approve the request.** AOE approvals and denials will, in most cases, be processed within 24 hours. 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 because the test has expired.

Because the Appeals system is for action only, all appeals should also be entered in the Test Security Incident Log and submitted to the DC/SC. The Test Security Incident Log includes the information needed to process an appeal. The online Appeals process and conditions for use are described in [Table 10](#). The [TIDE User Guide](#) located on the portal contains specific instructions on submitting appeal requests.

### VII.I Online System Appeals Types

**Table 10. Online System Appeals Types**

TYPE OF APPEAL	DESCRIPTION	CONDITIONS FOR USE AND TYPE OF TEST SECURITY INCIDENT
RESET	Resetting a student's test removes that test from the system and enables the student to start a new test.	<p><b>Log as Testing Irregularity:</b></p> <ul style="list-style-type: none"> <li>• The AOE may reset a test in the event that a student is caught cheating or posting images of test items/stimuli on the Internet.</li> <li>• The AOE may reset a test in the event that an adult engaged in inappropriate actions that violate test security.</li> </ul> <p>The AOE may reset a test if any of the settings, below, need to be changed because they were incorrectly set while the student is testing.</p> <ul style="list-style-type: none"> <li>• <b>CAT:</b> <ul style="list-style-type: none"> <li>○ If the student has been presented with five items or fewer, please log the test security incident as a <b>Testing Impropriety</b>.</li> <li>○ If the student has been presented with more than five items, please log the test security incident as a <b>Testing Irregularity</b>.</li> </ul> </li> <li>• <b>Performance Task:</b> <ul style="list-style-type: none"> <li>○ If the student has been presented with any item in a performance task, please log the test security incident as a <b>Testing Irregularity</b>.</li> </ul> </li> <li>• Applicable test settings:</li> </ul>

TYPE OF APPEAL	DESCRIPTION	CONDITIONS FOR USE AND TYPE OF TEST SECURITY INCIDENT
		<ul style="list-style-type: none"> <li>○ American Sign Language (ASL) (for mathematics and ELA listening)</li> <li>○ Braille (braille is a language setting)</li> <li>○ Closed captioning (for ELA listening stimuli)</li> <li>○ Streamlined interface (the streamlined interface is a test shell setting)</li> <li>○ Translation—stacked (for mathematics tests only)               <ul style="list-style-type: none"> <li>▪ <i>Note: Stacked translations are automatically provided when the selected language is Spanish.</i></li> </ul> </li> <li>○ Translation—glossary (for mathematics tests only)</li> <li>○ Text-to-speech as an <b>accommodation</b> <ul style="list-style-type: none"> <li>▪ <i>Note: Text-to-speech for test items is a designated support and is NOT eligible for an appeal but is a test setting that may be set in TIDE by the SC/DC.</i></li> </ul> </li> <li>○ Any non-embedded accommodation(s)</li> </ul>
<b>REOPEN TEST</b>	<p>Reopening a test allows a student to access a test that was submitted in error or has expired. If an <b>expired</b> test is reopened, the test will reopen at the location at which the student stopped the assessment.* The student will be able to review items within the current segment of the assessment but cannot return to previous segments.</p>	<p><b>Log as Testing Irregularity:</b></p> <ul style="list-style-type: none"> <li>● The AOE may reopen a test in the following situation:           <ul style="list-style-type: none"> <li>○ A student is unable to complete a test due to a technological difficulty that results in the expiration of the test.</li> </ul> </li> <li>● The AOE may reopen a <b>CAT</b> in the following situation:           <ul style="list-style-type: none"> <li>○ A student is unable to complete the test before it expires (45 days) due to an unanticipated excused absence or unanticipated school closure.</li> </ul> </li> <li>● The AOE may reopen a <b>PT</b> in the following situations:           <ul style="list-style-type: none"> <li>○ A student is unable to complete the test before it expires (20 days) due to an unanticipated excused absence or unanticipated school closure.</li> </ul> </li> </ul>

**Note:** A test that is reopened following expiration will remain open for 10 calendar days from the date it was reopened.

TYPE OF APPEAL	DESCRIPTION	CONDITIONS FOR USE AND TYPE OF TEST SECURITY INCIDENT
	<p>If a <b>submitted</b> 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.</p>	<ul style="list-style-type: none"> <li>A student starts a PT unintentionally and the student is unable to complete the test because it expired 20 days after being opened. For example, a student selects a PT instead of a CAT or selects a Mathematics PT instead of an ELA PT.</li> </ul> <p><b>Log as Testing Impropriety:</b></p> <ul style="list-style-type: none"> <li>A student unintentionally submits a test before he/she has completed it. For example, a student submits the ELA PT before completing Part 2 of the PT.</li> </ul>
<p><b>REOPEN A TEST SEGMENT</b></p>	<p>Reopening a test segment allows a student to access the first segment of a test that was submitted in error or has expired.</p> <p>If an <b>expired</b> test is reopened, the test will reopen to the first segment of the assessment. The student will be able to review items within that segment.</p> <p>If a <b>submitted</b> test is reopened, the test will reopen at the last page of the first segment. The student can review items in that segment.</p>	<p><b>Log as Testing Irregularity:</b></p> <ul style="list-style-type: none"> <li>The AOE may reopen a test segment if a student is unable to complete a test due to a technological difficulty that results in the expiration of the test.</li> <li>The AOE may reopen an <b>ELA PT</b> if a student is unable to complete the test before it expires (20 days) due to an unanticipated excused absence or unanticipated school closure.</li> <li>A student starts Part 2 of the PT unintentionally.</li> </ul> <p><b>Log as Testing Impropriety:</b></p> <ul style="list-style-type: none"> <li>A student unintentionally submits a test before he/she has completed it. For example, a student submits the ELA PT before completing Parts 1 and 2.</li> </ul>
<p><b>RESTORE</b></p>	<p>Restoring a test returns a test from the Reset status to its prior status. This action can only be performed on tests that have been reset.</p>	<p>The AOE may only restore a test if a test was inadvertently or inappropriately reset.</p>

TYPE OF APPEAL	DESCRIPTION	CONDITIONS FOR USE AND TYPE OF TEST SECURITY INCIDENT
<b>GRACE PERIOD EXTENSION</b>	A Grace Period Extension allows the student to review previously answered questions upon logging back in to the test after expiration of the pause rule.	The AOE may grant a Grace Period Extension to reopen a test if <ul style="list-style-type: none"> <li>• sudden loss of Internet access prevents a student from completing a test; or</li> <li>• a school event or evacuation takes place, such as a fire drill, interrupting the test administration.</li> </ul>
<b>INVALIDATION</b>	Invalidating a student's test eliminates the test. The test will not be scored.	<b>Log as Test Breach:</b> <ul style="list-style-type: none"> <li>• The AOE may invalidate a test if there is a test security breach that is discovered after the close of the testing window.</li> </ul> <b>Log as Testing Irregularity:</b> <ul style="list-style-type: none"> <li>• A student was administered the wrong grade-level test because of an error in TIDE.</li> </ul>

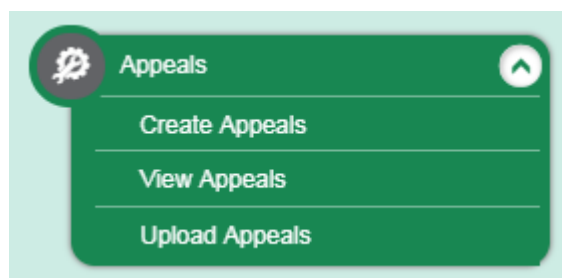
## VII.II Filing an Appeal in TIDE

An appeal can be submitted in the Appeals module in TIDE. For a list of user roles that can perform this task, refer to the [TIDE User Guide](#).

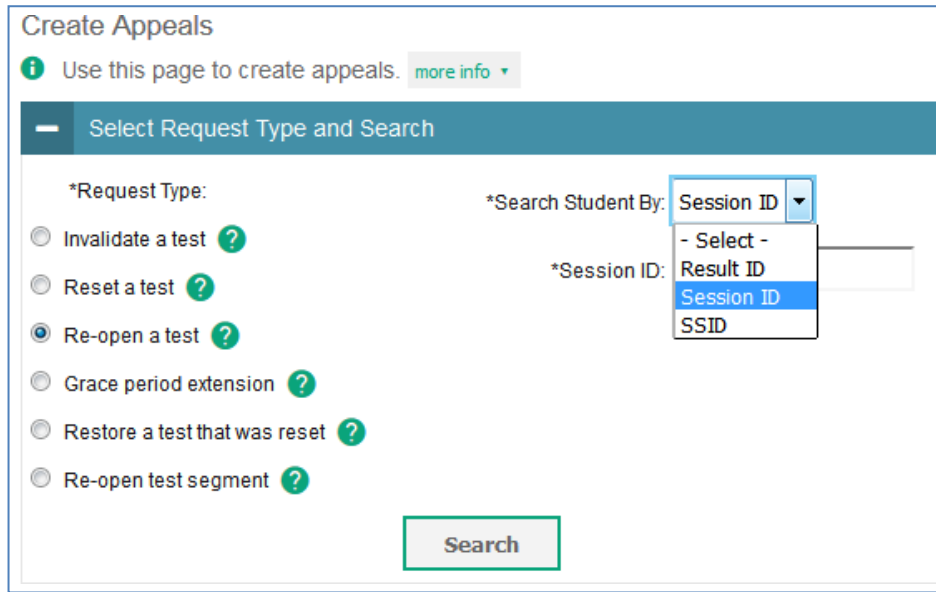
### Creating Individual Appeals

1. Click the **Appeals** tab; then click **Create Appeals** (See Figure 1). The **Create Appeals** page appears.

Figure 1. TIDE Appeals Tab



2. Select an Appeal Type to request. From the drop-down list, select a criterion to search by. [Figure 2](#) displays an example of a request to **Re-open a Test** by searching for the test through a **Session ID**.

**Figure 2. Selection Fields in the Create Appeals Page**


**Create Appeals**

Use this page to create appeals. [more info](#)

**Select Request Type and Search**

\*Request Type:

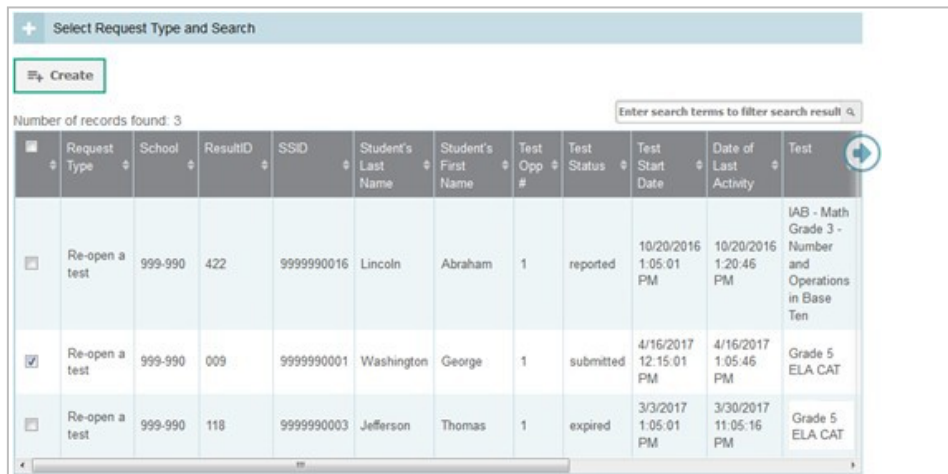
- Invalidate a test ?
- Reset a test ?
- Re-open a test ?
- Grace period extension ?
- Restore a test that was reset ?
- Re-open test segment ?

\*Search Student By: Session ID

\*Session ID: - Select -  
Result ID  
Session ID  
SSID

**Search**

- Click **Search**. TIDE displays the found results at the bottom of the **Create Appeals** page (see [Figure 3](#)).

**Figure 3. Retrieved Appeals**


**Select Request Type and Search**

[Create](#)

Number of records found: 3

Enter search terms to filter search result

Request Type	School	ResultID	SSID	Student's Last Name	Student's First Name	Test Op #	Test Status	Test Start Date	Date of Last Activity	Test
<input type="checkbox"/> Re-open a test	999-990	422	9999990016	Lincoln	Abraham	1	reported	10/20/2016 1:05:01 PM	10/20/2016 1:20:46 PM	IAB - Math Grade 3 - Number and Operations in Base Ten
<input checked="" type="checkbox"/> Re-open a test	999-990	009	9999990001	Washington	George	1	submitted	4/16/2017 12:15:01 PM	4/16/2017 1:05:46 PM	Grade 5 ELA CAT
<input type="checkbox"/> Re-open a test	999-990	118	9999990003	Jefferson	Thomas	1	expired	3/3/2017 1:05:01 PM	3/30/2017 11:05:16 PM	Grade 5 ELA CAT

- To create an appeal, mark the checkbox for each result for which you want to create a test appeal, and then click **Create**. Enter the reason for the request in the window that pops up. The reason should include detailed information about the incident. Then click **Submit**. TIDE displays a confirmation message.

## Creating Appeals Through File Uploads

If many appeals need to be created, it may be easier to upload a file. The following sections describe how to compose the files and then upload them to TIDE.

### *Understanding the Appeal Upload File Format*

The upload file is an Excel or CSV file with a heading row and data rows. [Table 11](#) describes the columns in the upload file and associated valid values.

**Table 11. Columns in the Appeals Upload File**

Column Name	Description	Valid Values
Type*	Type of appeal.	One of the following: Invalidate a test Reset a test Re-open a test Re-open a test segment Revert a test that's been reset Grace period extension
Search Type*	Student field to perform a search on.	One of the following: Result ID Session ID SSID
Search Value*	Search value corresponding to the search type.	Up to 1,000 alphanumeric characters. The value must exist in TDS or TIDE. For example, specifying a result ID of 123456 requires that this result ID exist in TDS.
Reason*	Reason for creating impropriety.	Up to 1,000 alphanumeric characters.

\*Required field.

[Figure 4](#) is an example of a simple upload file that re-opens a test with result ID 99999999.

**Figure 4. Sample Appeals Upload File**

	A	B	C	D
1	TYPE	SEARCHTYPE	SEARCHVALUE	REASON
2	Re-open a test	Result ID	99999999	Student was ill during test window.

### *Submitting an Appeal Upload File*

1. Click the **Appeals** tab; then click **Upload Appeals**. The **Upload Appeals** page appears.

2. Download one of the file templates by clicking **Download Excel Template** or **Download CSV Template**.
3. Open the file in a spreadsheet application or text editor and add a row for each appeal. Be sure to follow the guidelines. Save the file on the computer.
4. In the **Upload Appeals** page, click **Browse** and navigate to the upload file you created in step 3.
5. Click **Upload File**. TIDE displays a preview of the uploaded file (see [Figure 5](#)). Use this preview to verify the correct file for upload.

**Figure 5. Appeals Upload File Preview**

Type	Search Type	Value	Reason
Re-open a test	Result ID	99999999	Student was ill during test window.

6. Click **Next**. TIDE validates the file and displays error messages, if any.
7. Click **Commit**. TIDE commits those records that do not have errors and sends a confirmation email.

For more information on appeals, refer to the [TIDE User Guide](#) on the Vermont Comprehensive Assessment Program Portal.

## Section VIII. Technology Requirements

Prior to assessment administration, DAs, DCs, and SCs should meet with their Technology Coordinators, and review the technology infrastructure at their schools to ensure it meets the minimum requirements for administering the Smarter Balanced assessments.

### 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.



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.

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. If secure browsers were not installed on computers used for testing, contact the DC or SC. Secure browsers can be downloaded from the Vermont Comprehensive Assessment Program Portal (<https://vt.portal.cambiumast.com/secure-browsers.shtml>).



## Section IX. Prior to Test Administration

### IX.I Establishing Appropriate Testing Conditions

SCs, TEs, and 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 TE/TA.

The test administration should be conducted in a secure environment (see [Section I.III 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 the [Test Administration Resources](#) section specific to each assessment and content area.

### IX.II Tasks to Complete Prior to Test Administration

USER ROLE	ACTION
DCs, SCs, TEs, and TAs	<p><b>Verify that students are provided the opportunity to practice on the Training Test and Practice Test prior to testing.</b></p> <ul style="list-style-type: none"> <li>It is highly recommended that ALL students be provided the opportunity to practice on the Training Test and Practice Test on the device they will use for testing 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.</li> </ul>
DCs, SCs, TEs, and TAs	<p><b>Verify that students are familiar with all item types that may appear on the online tests.</b></p> <ul style="list-style-type: none"> <li>It is highly recommended that ALL students be provided with the opportunity to view the Item Type Tutorials on the Vermont Comprehensive Assessment Program Portal (<a href="https://vt.portal.cambiumast.com/item-type-tutorials/">https://vt.portal.cambiumast.com/item-type-tutorials/</a>).</li> </ul>
DCs, SCs	<p><b>Ensure all TEs/TAs have login information for the TA Interface.</b></p>
DCs, SCs, TEs, and TAs	<p><b>Ensure the secure browser is available on each device to be used for testing.</b></p> <ul style="list-style-type: none"> <li>The secure browser is required for testing. Consult the <a href="#">Secure Browser</a> page for more information.</li> </ul>

DCs, SCs, TEs, and TAs	<p><b>Verify student demographic information and test settings.</b></p> <ul style="list-style-type: none"> <li>• Each student must be correctly assigned to his or her district, school, and grade in TIDE. District personnel will not be able to add or delete students or make changes to student demographic information directly in TIDE.</li> <li>• In addition to the correct school and grade, SCs and TEs/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. The test settings are uploaded by the districts in TIDE (refer to the <a href="#">TIDE User Guide</a>).</li> <li>• DAs, DCs, and SCs can add, delete, or change embedded and non-embedded designated supports and accommodations in TIDE for students who require them. DAs and DCs can set the print-on-demand accommodation for students who require it. TEs/TAs may view student information; however, TEs/TAs cannot add, upload, or modify test settings in TIDE. Within the TA Interface, a TE/TA can change the default font size and turn off universal tools prior to the start of the test. Refer to the <a href="#">Usability, Accessibility, and Accommodations Guidelines</a> for guidance regarding turning off universal tools.</li> </ul>
SCs	<p><b>Ensure that TEs/TAs have necessary student login information.</b></p> <ul style="list-style-type: none"> <li>• Students will log in to the test delivery system using their first name and SSID as they appear in TIDE. Students will also need the test session ID to log in to a test. This information must be provided to each student to complete the login process. The SSID and the student's first name may be printed and distributed to each student just prior to testing to help him or her type it into the computer accurately. For information on printing student test tickets with students' login information, consult <a href="#">TIDE User Guide</a> the information is confidential; therefore, the cards/papers with this information must be kept secure until used during a test session.</li> </ul> <p><i>When a TE/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 <a href="#">TA User Guide</a> for detailed information on how to generate session IDs.</i></p>



**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 and may result in the need for a test reset.

For information on how to view, add, upload, and modify student information, please refer to the [TIDE User Guide](#).



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 destroyed.** For additional information about security protocols, refer to [Section I.II Ensuring Test Security](#) of this manual.

## Section X. Day of Test Administration



It is important for anyone with access to student information to remember that student personal information, including the 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 destroyed.



The TE/TA should verify the security of the testing environment prior to beginning a test session. (See [Section I.III Security of the Test Environment](#)) TEs/TAs must ensure that students do not have access to digital, electronic, or manual devices during testing.

[The Smarter Balanced: Summative Assessment Test Administration Manual \(TAM\)](#) contains a script that the TE/TA must use when administering a test. To ensure that all students are tested under the same conditions, the TE/TA should adhere strictly to the script provided for administering the test. The directions in boxes indicated by the word “SAY” must be followed exactly and used each time a test is administered. When asked, the TE/TA should answer questions raised by students but should never help the class or individual students with specific test items. **No test items or passages can be read to any student for any content area, unless the student requires a designated support or accommodation as described in the [Usability, Accessibility, and Accommodations Guidelines](#).**

The TE/TA should distribute

- scratch paper to students for all test sessions; and
- graph paper to students in grades 6 and above for the mathematics assessments.

### X.I Test Session Administration

The TE/TA must create a test session before students can log into the Online Testing System **(but no more than 30 minutes prior or the system will time out)**. When a TE/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.

The TAM provides the TE/TA with the following steps to administer a test:

1. Log in to the TA Interface
2. Create a test session
3. Start the test session
4. Inform the students of the Test Session ID
5. Inform students of the test session in which they are participating
6. View and approve students waiting for test session approval
7. Monitor student progress
8. End the test session and log out of the TA Interface

## **XI.II 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 and pause the test. Ideally Part 2 should be completed the next school day. For the mathematics PT, it is recommended that it be administered in one test session of 40–120 minutes.

If the TE/TA intends to administer the test over the course of multiple days for a student or group of students, TEs/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 TE/TA should give the students clear directions on when to pause. For example, TEs/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 TE/TA will need to start a new test session and provide a new session ID. When instructing the students to log in, TEs/TAs should read the script (SAY boxes) to the students.

A summary of recommendations for the number of sessions and session durations is in [Section IV.III Test Scheduling](#).

## Section XI. Following Test Administration

### XI.I 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 destroyed.

As a reminder, those printed and paper test materials identified in [Section I.II Ensuring Test Security](#) must be securely destroyed 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 for grades 6 and up) used during the performance task, which should be handled according to the guidance provided in [Section I.IV Secure Handling of Printed Materials](#).

### XI.II Reporting Testing Improprieties, Irregularities, and Breaches

Throughout testing, ensure that all test security incidents were reported in accordance with the guidelines in [Section I.II Ensuring Test Security](#) and [Section VI. Testing Improprieties, Irregularities, and Breaches](#) in this manual and the [TIDE User Guide](#) located on the Vermont Comprehensive Assessment Program Portal.

## Appendix A: Instructions for Paper Tests

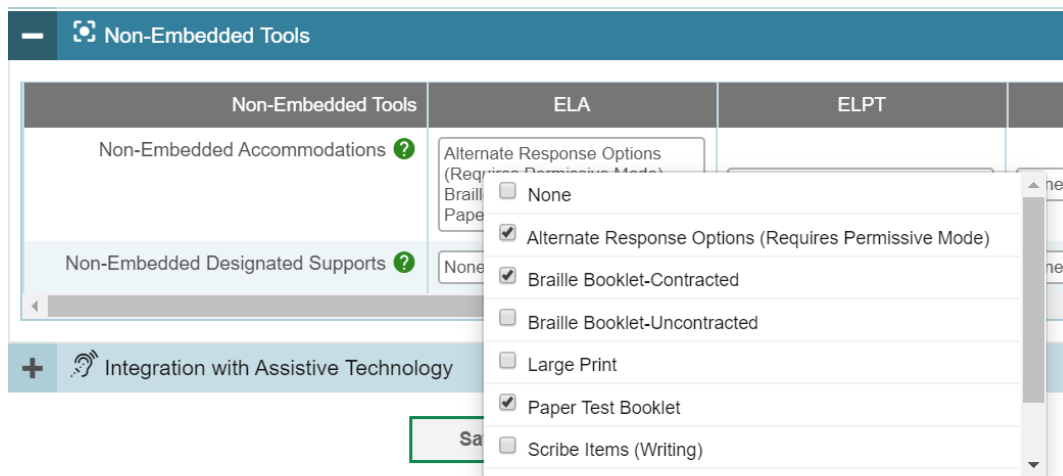
Smarter Balanced paper tests (standard paper, braille, or large print) are available only to students with paper test accommodations in their IEP or Section 504 plan.

Upon completion of paper tests, Test Administrators are required to submit student responses to standard paper, large print, and braille paper tests in the Data Entry Interface (DEI) so that the student's test can be scored. The DEI is a secure system that will display an online version of the test. Test Administrators must accurately transcribe all student responses into the DEI and submit the test on behalf of the student.

The following procedures are necessary to successfully administer a paper assessment.

### *Verify Student Settings in TIDE*

Ensure that all students requiring standard, large print, and braille materials have been correctly marked in the student settings section in TIDE. Students who are taking the print version of standard, braille, and large print need to have the proper non-embedded accommodation selected in TIDE.

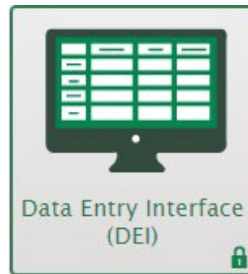


### *Enter Student Responses into Data Entry Interface (DEI)*

For all Standard paper, large print, and braille paper tests, the Test Administrator should verify that the student's name, SSID, Test Administrator name, school, and district are written on the cover of the booklet. Students must answer all questions directly in their test booklet. For responses requiring more space than available in the test booklet, students may answer on a piece of paper with their name, SSID, and question number(s) clearly marked; this paper must be inserted into their test booklets.

Upon completion of the test, the Test Administrator will collect all test booklets and record all student responses into the Data Entry Interface (DEI). The DEI displays the appropriate paper test in an online format for each student. All items that were presented to the student in the paper test booklet will be populated in the DEI. All student responses must be entered into the DEI to be captured for scoring.

1. From the [Vermont Comprehensive Assessment Program Portal](#), navigate to the **Smarter Balanced Assessments card**. Select the **Data Entry Interface** card to log in to the DEI.



2. Enter and confirm student information as it appears in TIDE.
3. Select the assessment for which student data needs to be entered.
4. Enter the student's data exactly as it appears on the student's paper test form.
5. Ensure that all paper materials are returned to your Test Coordinator.

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

- All test materials and student responses are to be considered secure and confidential.
- Only persons who know braille should enter braille responses into the DEI.
- Transcribers should be impartial and have no vested interest in student scores.
- Transcriptions of student responses must be identical to what the student provides, including grammar, punctuation, and spelling. If a student provides an incomplete response, the transcription must match that incomplete response exactly.
- Transcriptions should be proofread by a second impartial party to confirm accuracy. For cases where students have provided a graphic in a response, two transcribers should collaborate to transfer the response.

The Test Administrator must provide written affirmation to the Test Coordinator that student responses have been completed on the student's test booklet and entered into the DEI with fidelity. Under no circumstances should a student's answer be altered or edited; to do so is a direct violation of test security.



For more detailed information concerning the DEI, consult the [Accessing the Data Entry Interface \(DEI\)](#) brochure available on the Vermont Comprehensive Assessment Program Portal.

### *Return Materials*

After testing is complete and responses are entered into the DEI, assemble all paper test materials. Secure test materials should be shipped back promptly; there is no need to wait for the end of the test window to ship materials.

- Verify that all test booklets have been collected from the Test Administrators after test administration.
- Verify materials against the Packing List provided in the shipment to ensure that all **secure** test booklets are included for return. **Non-secure** test materials should not be returned.
- Place all test booklets in the return box that was included in the initial shipment.
- Pack boxes for shipping using newspaper or other packing materials to minimize shifting and seal each box using reinforced tape.
- All materials are returned via FedEx. FedEx return kits and instructions were provided in the original shipment of test materials. Please contact the Vermont Comprehensive Assessment Program Help Desk with questions about returning test materials.

**The District Administrator and School Test Coordinator maintain final responsibility for ensuring that all secure materials are packaged and ready for return.**

## Appendix B. Frequently Used Terms

[Table 12.](#) Frequently Used Terms defines terms that are specific to the Smarter Balanced assessments.

**Table 12. Frequently Used Terms**

TERM	DEFINITION
<b>Accommodation</b>	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 <a href="#">Usability, Accessibility, and Accommodations Guidelines</a> for complete information.
<b>Appeal</b>	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 affected testing. All requests must be approved by a state education agency representative.
<b>Breach</b>	A test 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 <a href="#">Section VI. Testing Improprieties, Irregularities, and Breaches</a> of this manual.
<b>Break</b>	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.
<b>Computer Adaptive Test (CAT)</b>	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.
<b>Designated Supports</b>	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 <a href="#">Usability, Accessibility, and Accommodations Guidelines</a> for complete information.

TERM	DEFINITION
<b>District Administrator (DA)</b>	District-level staff member assigned as a DA by the AOE. DAs have the same test administration responsibilities as DCs, but may also add users into TIDE. DAs are also responsible for adding students and uploading student settings into TIDE. DA's serve as the central point of contact for news, questions, information and training in their supervisory union/supervisory district.
<b>District Test Coordinator (DC)</b>	District-level staff member who is responsible for the overall administration of the summative assessment in a district. DCs should ensure that the SCs, TEs and TAs in their districts are appropriately trained and aware of policies and procedures established by the AOE and Smarter Balanced Assessment Consortium. In the event there is no DC, another designated individual will be assigned these responsibilities by the AOE.
<b>Full-write</b>	A component of the English language arts (ELA)/literacy 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.
<b>Grace Period Extension</b>	A type of appeal in the Appeals module of TIDE. A grace period extension allows the student to return to items already attempted in the CAT component when the test is paused for more than 20 minutes because of an event, such as a building evacuation, during testing. Permission for a grace period is initiated through the Appeals process in TIDE. See the <a href="#">TIDE User Guide</a> for more information on the Appeals process.
<b>Impropriety</b>	<p>A test security event 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.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to <a href="#">Section VI. Testing Improprieties, Irregularities, and Breaches</a> of this manual.</p>
<b>Invalidation</b>	<p>A type of appeal in the Appeals module of TIDE. Invalidating a test 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.</p> <p>Permission for an invalidation is initiated through the Appeals process in TIDE. See the <a href="#">TIDE User Guide</a> for more information on the Appeals process.</p>
<b>Irregularity</b>	<p>A test security event that affects 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.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to <a href="#">Section VI. Testing Improprieties, Irregularities, and Breaches</a> of this manual.</p>
<b>Item</b>	A test question or stimulus presented to a student to elicit a response.

TERM	DEFINITION
<b>Pause</b>	<p>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.</p> <p>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.</p>
<b>Performance Task (PT)</b>	<p>A PT is a component of the test 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.</p>
<b>Reopen</b>	<p>A type of appeal in the Appeals module of TIDE. It applies to a test that has already been submitted or has expired and allows the student to access the previously closed test.</p> <p>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.</p> <p>Permission for a reopen is initiated through the Appeals process in TIDE. See the <a href="#">TIDE User Guide</a> for more information on the Appeals process.</p>
<b>Reopen a Test Segment</b>	<p>A type of appeal in the Appeals module of TIDE. It applies to a segmented test that has already been submitted or has expired and allows the student to access the previously closed first segment of the test.</p>
<b>Reset</b>	<p>A type of appeal in the Appeals module. 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.</p> <p>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), the student started a test and did not have a needed language support (such as a language glossary), or the student was caught cheating.</p> <p>Permission for a reset is initiated through the Appeals process in TIDE. See the <a href="#">TIDE User Guide</a> for more information on the Appeals process.</p>
<b>Restore</b>	<p>A type of appeal in the Appeals module. Restores a test from the "Reset" status to its prior status. This action can only be performed on assessments that have been reset.</p> <p>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.</p> <p>Permission for a restore is initiated through the Appeals module in TIDE. See the <a href="#">TIDE User Guide</a> for more information on the Appeals process.</p>
<b>School Test Coordinator (SC)</b>	<p>School staff member responsible for monitoring the school testing schedule, process, and TEs/TAs. SCs are also responsible for ensuring that TEs/TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the AOE and Smarter Balanced.</p>

TERM	DEFINITION
<b>Secure Browser</b>	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.
<b>Segment</b>	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 that segment.
<b>Session</b>	<p>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 testing rooms, staffing availability, 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.</p> <p>A CAT or PT test session is most often set up by a TA or TE in the TA Interface and requires students to be logged in to the test delivery system.</p> <p>Smarter Balanced recommends that the CAT portion of the ELA and mathematics assessments be administered in at least two sessions.</p> <p><i>Note: A test session does not need to end when a segment ends.</i></p>
<b>Statewide Student Identifier (SSID)</b>	A statewide, unique student identifier, assigned for use in TIDE by a student's state education agency for the purpose of the Smarter Balanced assessments.
<b>Stimulus/Stimuli</b>	Material or materials used in the test context that 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.
<b>Teacher (TE)</b>	District or school personnel who may be responsible for administering the Smarter Balanced assessments in a secure manner in compliance with the policies and procedures outlined in the <i>Test Coordinator Manual (TCM)</i> . TEs may view student results in Reporting.
<b>Test Administrator (TA)</b>	District or school personnel responsible for administering the Smarter Balanced assessments in a secure manner in compliance with the policies and procedures outlined in the <i>Test Coordinator Manual (TCM)</i> . A TA does not have permission to view student results in Reporting.

TERM	DEFINITION
<b>Technology Coordinator (TC)</b>	School staff member responsible for ensuring school technology meets all system requirements and that the secure browser has been successfully installed on all devices and computers for the online test administration.
<b>Test Information Distribution Engine (TIDE)</b>	The registration system used for the Smarter Balanced assessments. This is the system through which users interact with and inform the test delivery system. This registration system controls adding and managing users and students participating in the Smarter Balanced assessments. This system uses a role-specific design to restrict access to certain tools and applications based on the user's designated role.
<b>Test Security Incident Log</b>	Document of record for a district to record all test security incidents. The template must be downloaded from <a href="http://vt.portal.cambiumast.com">http://vt.portal.cambiumast.com</a> .
<b>Universal Tools</b>	Available to <b>all</b> students based on student preference and selection. See the Smarter Balanced <a href="#">Usability, Accessibility, and Accommodations Guidelines</a> for complete information.

## Appendix C. 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 E: Practice and Training Tests](#) of this manual, it is **highly recommended** that **ALL** students access the Practice and 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 through the Vermont Comprehensive Assessment Program Portal at <https://vt.portal.cambiumast.com/training-tests.stml>.

### Summary of Item Types

[Table 13](#) lists the different item types and briefly describes each one. Tutorials of each item type are available on the Vermont Comprehensive Assessment Program Portal (<http://vt.portal.cambiumast.com/item-type-tutorials/>).



Not all assessments will necessarily include all item types.

**Table 13. Item and Scoring Types**

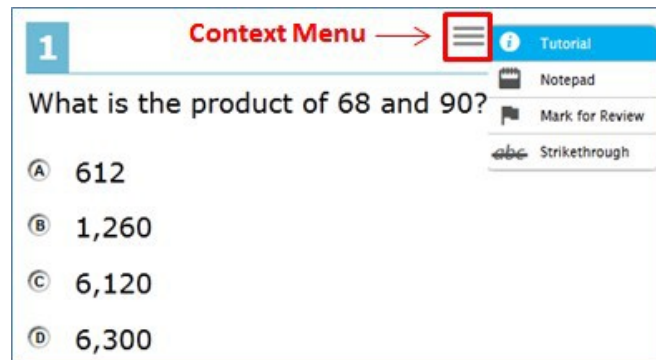
CONTENT AREA	TYPE OF ITEM	BRIEF DESCRIPTION OF HOW TO RESPOND
ELA and Mathematics	Multiple Choice, single correct response	Four-option multiple choice
	Multiple Choice, multiple correct responses	Multiple-option selected response
	Matching Tables (with a variation True/False or Yes/No)	Table format, click entry
	Short text	Keyboard alphanumeric entry
Mathematics Only	Drag-and-Drop	Drag-and-drop single or multiple elements
	Hot Spot	Select text
	Table Fill In	Table format, click entry
	Graphing	Plot points and/or draw lines

CONTENT AREA	TYPE OF ITEM	BRIEF DESCRIPTION OF HOW TO RESPOND
	Equation/Numeric	Enter equation or numeric response
ELA Only	Two-part multiple choice, with evidence-based response (EBSR)	Two part, multiple choice
	Hot Text	Select and order text
	Essay	Keyboard alphanumeric entry

### *Technical Skills to Access Embedded Resources*

To access some of the embedded resources (such as strikethrough, highlighter, American Sign Language (ASL) videos, and text-to-speech (TTS)) that are available, students may need to access the **context menu** by clicking the context menu bars in the upper-right corner of the item or passage ([Figure 5](#)).

**Figure 5. Context Menu**





## Appendix D: Secure Browser for Testing

TEs and 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, the TE/TA 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 TE/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 TE/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. Technology Coordinators can assist the TE/TA 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 TE/TA screens.

## Secure Browser Error Messages

Possible error messages displayed by the secure browser are shown in [Table 14](#).

**Table 14. Secure Browser Error Messages.**

MESSAGE	DESCRIPTION
<b>Secure Browser Not Detected</b>	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.
<b>Unable to Establish a Connection with the Test Delivery System</b>	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:

FORCE-QUIT COMMANDS
Windows: <b>[Ctrl] + [Alt] + [Shift] + [F10]</b> Mac OS X: <b>[Ctrl] + [Alt] + [Shift] + [F10]</b> Linux: <b>[Ctrl] + [Alt] + [Shift] + [Esc]</b>
<i>Note for Windows and Mac Users:</i> If you are using a laptop or netbook, you may also need to press the <b>[FN]</b> key before pressing <b>[F10]</b> .

**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.

## Appendix E: 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 C. Item Types](#)), it is **highly recommended** that all students access the Practice and Training Tests, available through the Vermont Comprehensive Assessment Program Portal at <https://vt.portal.cambiumast.com/training-tests.stml>. 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 on the Vermont Comprehensive Assessment Program Portal at <https://vt.portal.cambiumast.com/resources/scoring-guides-tm/>.

### 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 are not scored. Each grade-level test includes a variety of item response types and difficulty levels—approximately 30 items each in ELA and mathematics—as well as an ELA and mathematics performance task at each grade level (3–8 and HS). 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 and 6–8). Each test contains fourteen to fifteen 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. 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, DAs, DCs, SCs, TEs, and TAs. Note that braille Practice Tests and Training Tests can only be accessed through the TA Training site.

To access the Test Administrator Training site, go to the Vermont Comprehensive Assessment Program Portal (<http://vt.portal.cambiumast.com>) and select the TA Practice & Training site card. Enter your username and password when prompted.

For additional information about how to set up a Practice Test or Training Test session, refer to the [TA User Guide](#) located in the resources section of the Vermont Comprehensive Assessment Program Portal.



**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.

## Appendix F: Computer Adaptive Test (CAT) Pause Rule Scenarios

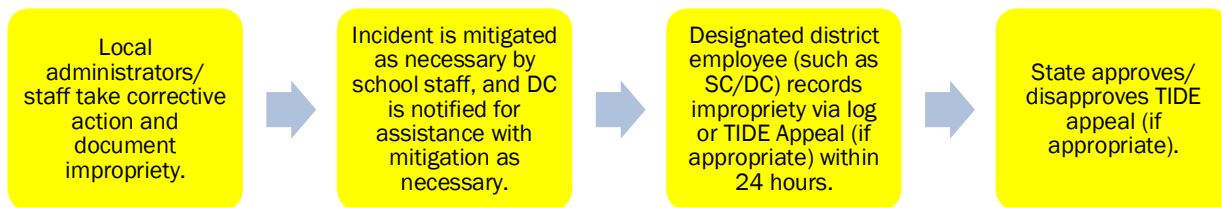
### Possible Scenarios

1. If the 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 answers 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 G: Reporting Timelines and Action Steps

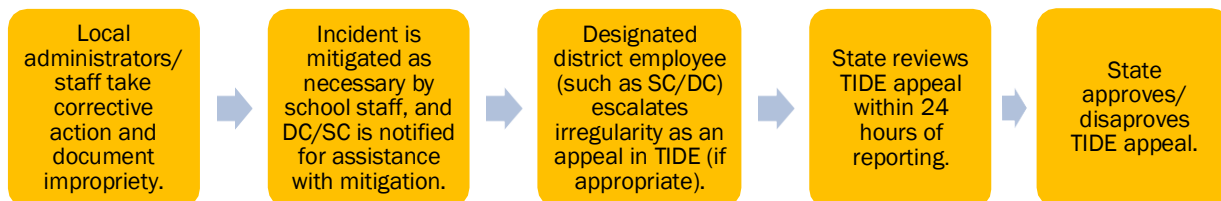
### Improprieties

The TE/TA must immediately report the incident to the DC/SC. The DC/SC will correct and contain the incident at the district/school or enter it in the Appeals module of TIDE (if appropriate<sup>\*</sup>). Follow the steps in [Section VII.III Filing an Appeal in TIDE](#) for information on submitting an appeal.



### Irregularities

The TE/TA must immediately report the incident to the DC/SC. The DC/SC will submit the incident in the Appeals module of TIDE (if appropriate) by the end of the day of the incident. Follow the steps in [Section VII.III Filing an Appeal in TIDE](#) for information on submitting an appeal.

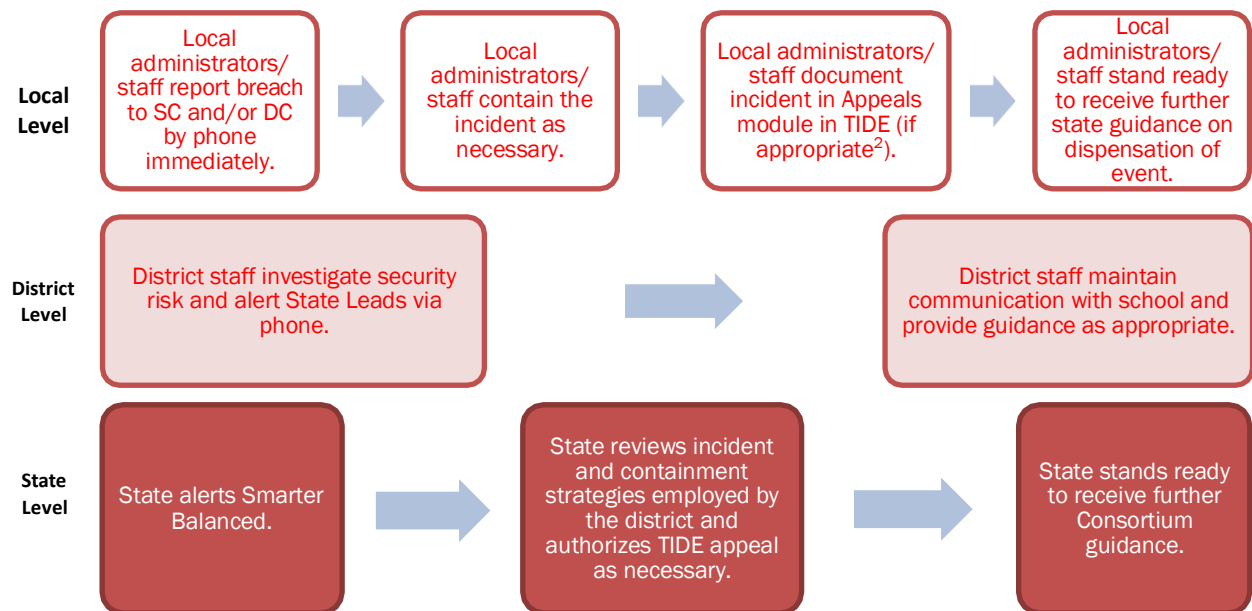



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<sup>\*</sup>The only security incidents that are reported in the Appeals system in TIDE are those that involve a student and test and that require an action for the test such as reset, reopen, allow a grace period extension, restore, or invalidate a test that a student was taking at the time of the incident. TIDE does not serve as a log for all incidents.

## Breaches

Breaches include test security incidents that pose a threat to the validity of the test. **Breaches require immediate attention and escalation to AOE.** Examples may include such situations as exposure of secure materials or a repeatable security/system risk. These circumstances have external implications (e.g., administrators modifying student answers; test items shared in social media). The TA/TE must immediately report a breach to the DC/SC. The DC/SC must immediately notify the DA who will call AOE. The incident must be submitted to the Appeals module of TIDE (if appropriate<sup>\*</sup>). Follow the steps in [Section VII.III Filing an Appeal in TIDE](#) for information on submitting an appeal.




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**Note:** The only security incidents that are reported in the Appeals system in TIDE are those that involve a student and test and that require an action for the test such as to reset, reopen, allow a grace period extension, restore, or invalidate a test that a student was taking at the time of the incident. TIDE does not serve as a log for all incidents.

## Appendix H: Test Security Chart

The Test Security Chart in [Table 15](#) shows the test security incident levels and examples of types of issues.

**Table 15. Test Security Chart**

Level of Severity and Potential Effect on Test Security	Types of Issues
<b>LOW Impropriety</b>	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) leaving the test room without authorization.
	Testing staff leaving related instructional materials on the walls in the testing room.
<b>MEDIUM Irregularity</b>	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, iPods, or electronic translators) during testing.
	Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts.
	Testing staff failing to ensure administration and supervision of the Smarter Balanced Assessments by qualified, trained personnel.
	Testing staff giving incorrect instructions that are not corrected prior to testing.
	Testing staff giving out his or her username/password (via email or otherwise), including to other authorized users.
	Testing staff 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.
	Testing staff providing students with non-allowable materials or devices during test administration or allowing inappropriate designated supports and/or accommodations during test administration.
	Testing staff 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.
Testing staff providing a student access to another student's work/responses.	
<b>HIGH Breach</b>	Testing staff modifying student responses
	The live Student Interface or TA Interface being used for practice instead of a live test administration. Live interfaces should only be accessed via the secure browser for live Smarter Balanced Assessments (Interim or Summative). Any practice or training tests should be taken on the Practice Test and Training Test sites, located on the portal.
	Adult or student posting items or test materials on social media (Twitter, Facebook, etc.).
	Testing staff 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 (e.g., writing prompts, test items, or reading passages) being shared with the media, or allowing media to observe a secure test administration.
Adult or student improperly removing secure testing materials, such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.	



## Appendix I. Universal Tools, Designated Supports, and Accommodations

The following tables ([Table 16](#), [Table 17](#), and [Table 18](#)) provide the universal tools, designated supports, and accommodations that are available to students. See the [Usability, Accessibility, and Accommodations Guidelines](#) for complete information.

Table 16. Universal Tools

UNIVERSAL TOOL	DESCRIPTION
<b>Breaks</b>	The number of items per session can be flexibly defined based on the student's need.
<b>Calculator (for calculator-allowed items only, grades 6 and higher)</b>	A calculator can be accessed for calculator-allowed items. The student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).
<b>Digital Notepad</b> <b>Global Notes (for ELA performance tasks)</b> <b>Scratch Paper</b>	These tools are used for making notes, computations, or responses about an item or performance task.
<b>English Dictionary (for ELA-performance task full-writes)</b>	An embedded English dictionary will be available for the full-write portion of an ELA/literacy performance task. A non-embedded English dictionary may be available for the same portion of the test.
<b>English Glossary</b>	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English.
<b>Expandable Passages</b>	Each passage or stimulus can be expanded so that it takes up a larger portion of the screen.
<b>Highlighter</b>	A digital tool for marking desired text, item questions, item answers, or parts of these with a color.
<b>Keyboard Navigation</b>	Navigation throughout text can be accomplished by using a keyboard.
<b>Mark for Review</b>	Allows students to flag items for future review during the assessment.
<b>Math Tools</b>	Examples include embedded ruler or embedded protractor.
<b>Spell Check</b>	Writing tool for checking the spelling of words in student-generated responses.
<b>Strikethrough</b>	Allows users to cross out answer options.
<b>Thesaurus (for ELA-performance task full-writes)</b>	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.

UNIVERSAL TOOL	DESCRIPTION
<b>Writing Tools</b>	Examples include bold, italic, bullets, and undo/redo.
<b>Zoom</b>	A tool for making text or other graphics in a window or frame appear larger on the screen.

Table 17. Designated Supports

DESIGNATED SUPPORT	DESCRIPTION
<b>Bilingual Dictionary (for ELA-performance task full-writes)</b>	A bilingual/dual-language word-to-word dictionary is a language support.
<b>Color Contrast</b>	Enables students to adjust screen or printed background or font color, based on student needs or preferences.
<b>Color Overlays</b>	Color transparencies are placed over a paper-based assessment.
<b>Magnification</b>	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device.
<b>Masking</b>	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.
<b>Noise Buffers</b>	Ear muffs, white noise, and/or other equipment used to block external sounds.
<b>Read Aloud (for math items and ELA items)</b>	Text is read aloud to the student via human reader.
<b>Read Aloud in Spanish (for math)</b>	Spanish text is read aloud to the student via human reader.
<b>Separate Setting</b>	The test location is altered so that the student is tested in a setting different from that made available for most students.
<b>Simplified Test Directions</b>	The test administrator simplifies the script within the SAY boxes in the <i>Test Administration Manual (TAM)</i> .
<b>Stacked Translations (for math items)</b>	Stacked translations provide the full translation of each test item above the original item in English.
<b>Text-to-Speech (TTS) (for math stimuli, items, and ELA items)</b>	Text is read aloud to the student via embedded text-to-speech technology. For the ELA CAT, TTS as a Designated Support only reads test items (question & answer sets). For the ELA Performance Task (PT), and both the mathematics CAT and PT, both items and stimuli are read.
<b>Translated Test Directions</b>	Students can see test directions in another language.

DESIGNATED SUPPORT	DESCRIPTION
<b>Translation Glossaries (for math items)</b>	Translation glossaries are provided for selected construct-irrelevant terms for mathematics.
<b>Turn Off any Universal Tool</b>	Disabling any universal tools that might be distracting or that students do not need to use, or are unable to use.

Table 18. Accommodations

ACCOMMODATION	DESCRIPTION
<b>100s Number Table</b>	A paper-based table listing numbers from 1–100 is a non-embedded accommodation for Grade 4 math items and above. Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan. This can be printed for students requiring this accommodation.
<b>Abacus</b>	This tool may be used in place of scratch paper for students who typically use an abacus.
<b>Alternate Response Options</b>	Alternate response options include, but are not limited to, adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.
<b>American Sign Language (ASL) (for ELA listening items and math items)</b>	Test content is translated into ASL video. An ASL human signer and the signed test content are viewed on the same screen.
<b>Braille</b>	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille are available; Nemeth code is available for mathematics.
<b>Calculator (for calculator-allowed items only, Grades 6 and higher)</b>	A calculator can be accessed for calculator-allowed items. The student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).
<b>Closed Captioning (for ELA listening items)</b>	Printed text that appears on the computer screen as audio materials are presented.
<b>Multiplication Table</b>	A paper-based single-digit (1–9) multiplication table.
<b>Print-on-Demand</b>	Paper copies of passages/stimuli and/or items are printed for students.
<b>Read Aloud (for ELA reading passages)</b>	Text is read aloud to the student via human reader. Read Aloud accommodation requires state approval in grades 3-5 on the ELA CAT. Read aloud on the ELA CAT can only be set by the state.

ACCOMMODATION	DESCRIPTION
<b>Streamline</b>	This accommodation provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.
<b>Scribe</b>	Allows students to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work) to a human, who records responses verbatim.
<b>Speech-to-Text</b>	Allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Speech to Text programs will not work with the secure browser for Chromebooks.
<b>Text-to-Speech (TTS) (for ELA passages)</b>	Text is read aloud to the student via embedded text-to-speech technology. TTS as an accommodation in grades 3-5 requires state approval. TTS on the ELA CAT can only be set by the state.

## Appendix J. Required Resources

Content Area	CAT	Performance Task (PT)
<b>ELA</b>	<ul style="list-style-type: none"> <li>Headphones are required for the listening portion of the ELA assessment and for students requiring text-to-speech.</li> <li>Scratch paper should be provided for note taking if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Headphones are required for some performance tasks and for students requiring text-to-speech.</li> <li>Scratch paper should be provided for note taking if necessary.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries.</li> <li>An embedded calculator will be available for some mathematics items in grade 6 and above.</li> <li>Scratch paper is required for all grades.</li> <li>Graph paper is also required for grade 6 and above.</li> </ul>	<ul style="list-style-type: none"> <li>Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries.</li> <li>An embedded calculator will be available for all mathematics PT items in grade 6 and above.</li> <li>Scratch paper is required for all grades.</li> <li>Graph paper is also required for grade 6 and above.</li> </ul>

## Appendix K: District Test Coordinator Checklist

DISTRICT TEST COORDINATOR ACTIVITIES	
DIRECT RESPONSIBILITIES	
<input type="checkbox"/>	1. Notify schools when training materials are available.
<input type="checkbox"/>	2. Notify schools when administration manuals are available.
<input type="checkbox"/>	3. Review all AOE policy and test administration documents.
<input type="checkbox"/>	4. Review scheduling and testing requirements with SCs.
<input type="checkbox"/>	5. Plan all training for SCs, TEs, and TAs; retrain as needed.
<input type="checkbox"/>	6. Review training modules and schedule training session for SCs, TEs, and TAs.
<input type="checkbox"/>	7. Review security procedures with SCs, TEs, and TAs.
<input type="checkbox"/>	8. Work with Technology Coordinators to ensure timely computer setup. <ul style="list-style-type: none"> <li>○ Conduct network diagnostics.</li> <li>○ Download the secure browser.</li> <li>○ Verify that schools meet the minimum technology requirements.</li> </ul>
<input type="checkbox"/>	9. Work with school personnel to review the Test Information Distribution Engine (TIDE) student enrollment information.
<input type="checkbox"/>	10. Perform an equipment-needs assessment based on individual student requirements. <ul style="list-style-type: none"> <li>○ Work with the SC to identify students who will need specialized equipment for accommodations.</li> <li>○ Communicate with the SC/TEs/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.</li> <li>○ Communicate all Text to Speech Accommodation Requests on IEPs/504 plans for students in grades 3-5 on the ELA CAT. Submit requests to the state.</li> </ul>
MONITOR TEST ADMINISTRATION ACTIVITIES	
<input type="checkbox"/>	11. Investigate all testing improprieties, irregularities, and breaches reported by SCs/TEs/TAs. Follow reporting procedure according to <a href="#">Section VI. Testing Improprieties, Irregularities, and Breaches</a>
<input type="checkbox"/>	12. Develop a plan to document all Test Security Incidents. Submit appeals in TIDE. Report any breaches immediately to the AOE according to the guidelines in <a href="#">Section VI. Testing Improprieties, Irregularities, and Breaches</a> and <a href="#">Section VII. Appeals</a> .
<input type="checkbox"/>	13. Monitor with the Technology Coordinator any technical problems to apply resolutions or disseminate information at other school sites prior to testing.

**DISTRICT TEST COORDINATOR ACTIVITIES****OVERSIGHT RESPONSIBILITIES**

- 14. Ensure that SCs, TEs, and TAs in the district are appropriately trained and aware of policies and procedures, especially related to test security.
- 15. Review school test administration schedules for adequate time and resource planning.
- 16. Verify that SCs, TEs, and TAs have reviewed student information in TIDE and are verifying student settings for designated supports and accommodations in TIDE.
- 17. Be available during testing for questions and problem solving or assign a designee if unavailable.
- 18. Communicate regularly with SCs any emerging trends or issues.

## Appendix L. School Test Coordinator Checklist

SCHOOL TEST COORDINATOR ACTIVITIES	
DIRECT RESPONSIBILITIES	
<input type="checkbox"/>	1. Attend trainings your district offers and review all AOE policy and test administration documents.
<input type="checkbox"/>	2. Ensure that all TEs/TAs attend your school's or district's training and view the online training modules posted on the portal. Review with TEs/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.
<input type="checkbox"/>	3. Work with technology personnel to ensure timely computer setup for the following: <ul style="list-style-type: none"> <li>○ Conduct network diagnostics.</li> <li>○ Download the secure browser.</li> <li>○ Verify that your school has met the minimum technology requirements.</li> <li>○ Ensure that other technical issues are resolved before and during testing.</li> </ul>
<input type="checkbox"/>	4. Communicate with TEs/TAs to identify the number of headsets needed for each testing site and ensure that the needed number is available prior to the testing window. <ul style="list-style-type: none"> <li>○ 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).</li> <li>○ Communicate with the DC to identify the number of headsets needed.</li> </ul> <p><i>Note: Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available.</i></p>
<input type="checkbox"/>	5. Perform an equipment needs check based on individual student requirements. <ul style="list-style-type: none"> <li>○ Work with TEs/TAs to identify students who will need specialized equipment for accommodations.</li> <li>○ Submit TTS Accommodation Requests for students in grades 3-5 on the ELA CAT to the DA.</li> </ul>
<input type="checkbox"/>	6. Based on the test administration windows, work with DCs and TEs/TAs to establish a testing schedule.
<input type="checkbox"/>	7. Work with TEs/TAs to review student information in TIDE before students are tested to ensure that correct student information and test settings for designated supports and accommodations are applied.
<input type="checkbox"/>	8. Establish a place to test those students who need a separate test setting.
<input type="checkbox"/>	9. Work with TEs/TAs to plan a quiet activity for each test session for students who finish early. <p><i>Note: 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.</i></p>
<input type="checkbox"/>	10. Ensure proper handling of all printed test materials and scratch paper. Develop a plan for collecting and securing all test materials after each test session. Ensure that these materials are destroyed according <a href="#">Section I.IV Secure Handling of Test Materials</a> .
<input type="checkbox"/>	11. Ensure adherence to all test security policies.



SCHOOL TEST COORDINATOR ACTIVITIES	
<input type="checkbox"/>	12. Document any testing impropriety, irregularity, or breach and report to the DC immediately after learning of the incident. <ul style="list-style-type: none"> <li>○ Working with the DC, enter appeals in TIDE.</li> </ul>
MONITOR TEST ADMINISTRATION ACTIVITIES	
<input type="checkbox"/>	13. Monitor testing progress during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.
<input type="checkbox"/>	14. Raise any technical issues with the Technology Coordinator for resolution.
<input type="checkbox"/>	15. Review, investigate, and report to the DC on all potential testing improprieties, irregularities, and breaches reported by TEs/TAs. Mitigate incidents when appropriate.
OVERSIGHT RESPONSIBILITIES	
<input type="checkbox"/>	16. Verify that TEs/TAs have verified student settings for designated supports and accommodations in TIDE.
<input type="checkbox"/>	17. Assist TEs/TAs in taking proper measures to ensure that students have access only to allowable non-embedded resources during testing.
<input type="checkbox"/>	18. Verify that TEs/TAs are adhering to all test security policies and practices.

## Appendix M. Teacher/Test Administrator Checklist

TEACHER/TEST ADMINISTRATOR ACTIVITIES	
<input type="checkbox"/>	1. Review the <a href="#">Smarter Balanced: Summative Assessment Test Administration Manual (TAM)</a> .
<input type="checkbox"/>	2. Review the training modules and attend school or district training sessions.
<input type="checkbox"/>	3. Show students the modules “What is a CAT?” and “Embedded Universal Tools and Online Features.”
<input type="checkbox"/>	4. Use the Training Test and/or Practice Test with students to familiarize them with navigation of the system and tools.
<input type="checkbox"/>	5. Perform an equipment-needs check based on individual student requirements. <ul style="list-style-type: none"> <li>○ Work with the SC to identify students who will need specialized equipment for accommodations.</li> </ul> <p><i>Note: Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available.</i></p>
<input type="checkbox"/>	6. Work with the SC to determine precise testing schedules based on the test administration windows selected by the school schedule. <ul style="list-style-type: none"> <li>○ Make sure your students’ test administration schedule includes allowable breaks.</li> </ul>
<input type="checkbox"/>	7. Confirm that you have received your TIDE login information. You will also use this username and password for any other CAI-provided systems. <p><i>Note: 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 SC.</i></p>
<input type="checkbox"/>	8. Work with your SC to ensure that each student appears in TIDE.
<input type="checkbox"/>	9. Verify that student test settings have been uploaded into TIDE.
<input type="checkbox"/>	10. Confirm each student’s test settings for designated supports and accommodations in TIDE against their IEP or other relevant documentation as appropriate.
<input type="checkbox"/>	11. Ensure that the correct secure browser has been downloaded to any computer(s) on which students will be testing.
<input type="checkbox"/>	12. Communicate to students the need for headsets in order to take the ELA Listening portions of the assessment. <ul style="list-style-type: none"> <li>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.</li> <li>b. Also have extra headsets on hand for students who may forget to bring their headsets.</li> <li>c. Send reminders several days before and the day prior to testing to ensure students remember to bring headsets.</li> </ul> <p><i>Note: 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.</i></p>

**TEACHER/TEST ADMINISTRATOR  
ACTIVITIES**

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | <p>13. Plan a quiet activity for each test session for students who finish early.</p> <p><i>Note: 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.</i></p>  |
| <input type="checkbox"/> | <p>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.</p> <ol style="list-style-type: none"> <li>a. Work with your Technology Coordinator to set system volume prior to students launching the secure browser to ensure students can hear the audio portions of the ELA segment.</li> <li>b. The TA should open the secure browser on each computer after closing any unnecessary applications.</li> </ol>   |
| <input type="checkbox"/> | <p>15. Administer the Smarter Balanced assessments, following the directions for administration. Provide any approved non-embedded designated supports and accommodations as noted in the student's test settings.</p>   |
| <input type="checkbox"/> | <p>16. Provide students with scratch paper for all test sessions. Also provide students in grades 6 and above with graph paper for the mathematics assessments.</p>  |
| <input type="checkbox"/> | <p>17. Ensure that students who need other non-embedded universal tools are provided those supports.</p>   |
| <input type="checkbox"/> | <p>18. On the day of testing, verify that the students have their login information (first name, SSID, and session ID).</p>  |
| <input type="checkbox"/> | <p>19. Review all guidelines for creating a secure test environment.</p>   |
| <input type="checkbox"/> | <p>20. Make sure the physical conditions of the testing room are satisfactory.</p> <ul style="list-style-type: none"> <li>o Make sure that no instructional materials directly related to the content of the assessments are visible.</li> <li>o Students should be seated so they have no opportunity to look at another student's computer screen. Either adequately space students or provide partitions to separate them.</li> <li>o Actively monitor students throughout the test sessions.</li> <li>o Make sure students clear their desks and put away all books, backpacks, purses, cell phones, electronic devices of any kind, and other materials not needed for the test.</li> <li>o Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.</li> </ul> |
| <input type="checkbox"/> | <p>21. Report any testing improprieties, irregularities, and breaches to the DC and SC</p>   |
| <input type="checkbox"/> | <p>22. Securely destroy all printed testing materials, including student login information, print-on-demand documents, scratch paper, and graph paper.</p>   |

<b>Contact Information</b>	
<b>Questions about State Policies</b>	<b>Questions about Technology and Overall Administration Procedures</b>
<p><b>Comments, Questions, Breach/Irregularity Reports</b></p> <p style="text-align: center;">Gabriel McGann 802-828-0504 Gabriel.McGann@vermont.gov</p> <p><b>Special Populations: Usability, Accessibility, and Accommodations</b></p> <p style="text-align: center;">Linda Moreno 802-828-0505 Linda.Moreno@vermont.gov</p>	<p style="text-align: center;"><b>Vermont Comprehensive Assessment Program Help Desk</b></p> <p>During summative window: Monday–Friday 7:00 a.m. to 4:00 p.m. outside of the summative testing window and Monday–Friday 7:00 a.m. to 7:00 p.m. during summative testing</p> <p>Outside summative window: Monday-Friday from 7:00 a.m. to 4:00 p.m. Eastern Time</p> <p style="text-align: center;">1-844-218-1184</p> <p style="text-align: center;"><a href="mailto:vthelpdesk@cambiumassessment.com">vthelpdesk@cambiumassessment.com</a></p>