



# Smarter Balanced: Online Summative Assessment Test Administration Manual English Language Arts/Literacy and Mathematics

2021-2022

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*Prepared by Cambium Assessment, Inc.*



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## Smarter Balanced Resources and Help Desk Information

### Vermont Smarter Balanced Assessment Portal

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

The home page for all Smarter Balanced assessment administration information.

### Vermont Smarter Balanced Assessment 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 any 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 student 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. Details should include the following:

- Type of device being used with the system
- Any error messages that appeared (code and description)
- Operating system and browser information, including version numbers (e.g. Windows 8.1 and Firefox 94 or Mac OS 10.15 and Safari 15)
- 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 aligned to the Common Core State Standards in English language arts (ELA)/literacy and mathematics, which accurately measure student progress toward college- and career-readiness. The Smarter Balanced assessments are available in ELA and mathematics to students in grades 3–8 and high school. Each content area of the online assessment consists of a computer adaptive test (CAT) as well as a performance task (PT). For more information about the Smarter Balanced Assessment Consortium, go to [www.smarterbalanced.org](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 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 location while students are testing and includes what a student can view, 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 validity of inferences from test results, the integrity of the assessments or the data must be reported immediately to the District Test Coordinator (DC).

Refer to [Appendix D: Testing Improprieties, Irregularities, and Breaches](#) and [Appendix E: Test Security Chart](#) 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 that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, graphic organizers, etc.).
Student seating	Students must be seated so there is enough space between them to minimize opportunities to look at each other’s work, or they should be provided with tabletop 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 which might compromise the testing environment.
Student supervision of electronic devices	Students are actively monitored by a trained test administrator and are <b>prohibited</b> from access to unauthorized electronic devices that allow availability to outside information, communication among students, or with other individuals outside the test environment, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, smart watches, iPods, 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 III.I Establishing Appropriate Testing Conditions</a> for examples) that are permitted for each specific test (or portion of a test). This includes access to medical devices, which may be integrated into other technology devices. Use of such devices may require additional monitoring to maintain test security. Refer to the <a href="#">Usability, Accessibility, and Accommodations Guideline</a> for information about student use of medical supports during testing.

No answer key development	No form or type of answer key may be developed for test items.
Access to assessments	Only students who are testing can view 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 and must not have access to secure testing materials including test items. Trained Teachers and Test Administrators may have limited exposure to 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 items.
Testing through secure browser	Administration of the Smarter Balanced assessments is permitted only through the Student Interface via the secure browser.
No unauthorized login to test delivery system (TDS)	Only students may log in to the Student Interface. Students may not use another student's username and password. 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.
<b>REQUIREMENTS DURING AND AFTER TESTING</b>	
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. Students may not discuss or share test items, stimuli, reading passages, or writing prompts with anyone during or after testing.
All test materials must remain secure at all times	Printed materials from the print-on-demand accommodation, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.
<b>REQUIREMENTS AFTER TESTING</b>	
No test materials used for instructional purpose	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.

Destroy test materials securely	Printed test items/passages, including embossed braille printouts, and scratch paper must be collected, inventoried and then securely destroyed immediately upon a student's completion of the test. See Section I.IV Secure Handling of Printed Materials for details.
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## I.IV Secure Handling of Printed Materials

### Destruction of printed materials and scratch paper

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

### Use of scratch paper on the Performance Tasks

**All printed materials and scratch paper must be collected, inventoried, and destroyed.**

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.

When administering the ELA PT, an embedded universal tool is available for note taking. This tool is located in the top-right corner of the Student Interface. Notes are retained from Part 1 to Part 2 so the student may return to the notes even though the student is not able to go back to specific items in Part 1. While the embedded Global Notes tool is the preferred mode for note-taking during the ELA PT, students may use scratch paper to take notes or develop draft responses.

To maintain the security of scratch paper used for notes on the ELA or mathematics PTs, the TE/TA should tell students to write their names on each piece of scratch paper, and then collect and inventory the scratch paper at the end of each test session, as well as upon completion of the test. All scratch paper that is collected and returned to students for use on a subsequent PT test session must have the student's name on it and be securely stored in between test sessions. Scratch paper must be securely destroyed immediately upon the student's completion of the test.

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 up), 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 securely stored for student use in a subsequent PT test session. All scratch paper must be immediately destroyed upon the student's completion of the PT to maintain test security.

## Section II. General Test Administration Information

### II.I Assessment Participation

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

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

The Smarter Balanced assessments use a variety of innovative digital accessibility tools that are embedded in the test delivery engine as well as a variety of designated supports and accommodations.

All students enrolled in grades 3–8 and high school are required to participate in the Smarter Balanced mathematics assessment except the following:

- Students with the most significant cognitive disabilities who meet the criteria for a state-selected or state-developed mathematics alternate assessment based on alternate achievement standards.

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

- Students with the most significant cognitive disabilities who meet the criteria for a state-selected or state-developed English language arts/literacy alternate assessment based on alternate achievement standards.
- ELs who enrolled in a U.S. school for the first time within the last 12 months prior to the beginning of testing window (These students have a one-time exemption from the Smarter Balanced ELA Assessment. The student will still be required to complete the English Language Proficiency (ELP) Assessment consistent with state and federal policy.)

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



## II.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* located at <http://vt.portal.cambiumast.com/>.

### 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 grade 6 through high school mathematics tests include some segments with an embedded calculator and some without. **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, selecting anywhere on a Grid Item – Hot Spot Item, etc. The mark items for review feature does not influence the adaptive nature of the CAT portion of the test, i.e., the response a student provides for each CAT item is used in the adaptive algorithm regardless of whether the student has marked the item for review. Students should be directed to provide their best answer to each item regardless of whether they want to mark the item for review later.

### Pause Rules

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

- If a test is paused for more than twenty 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 and notes on the digital notepad will not be saved when a test is paused regardless of how long the test is paused.

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

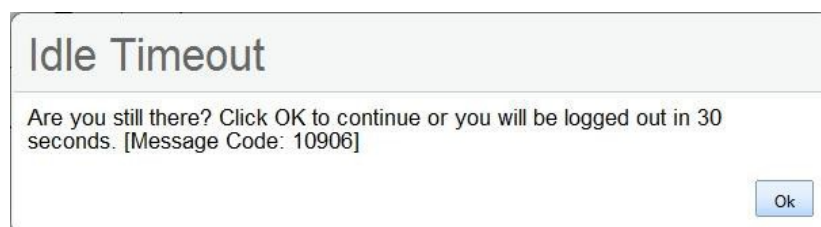
### *During the performance task (PT):*

- **There are no pause restrictions.** If a PT is paused for 20 minutes or more, the student can return to the section, review and change any previously answered items, and continue entering his or her responses.
- For the mathematics PT, any highlighted text will remain as long as the student logs back in to the test using the same operating system.
- For the mathematics PT, any notes on the embedded notepad for each item will **not** be saved when a test is paused regardless of how long the assessment is paused.
- For the ELA PT, notes taken in the embedded notepad 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 the session will expire after **45** calendar days after the student began the CAT, whichever occurs sooner. However, it is recommended that students complete the CAT within **five days** of starting 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.

### *Performance Task (PT)*

The PT remains active until the student completes and submits the test, or the session will expire after **20** calendar days after the student began the PT, whichever occurs sooner. However, it is recommended that students complete the PT within **three days** of starting each content area.



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

## II.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 Window	Date
<b>Smarter Balanced Math/ELA Summative Assessment Testing Window (Grades 3–9)</b>	March 15, 2022 – May 27, 2022
<b>Smarter Balanced Math/ELA Summative Assessment Make-Up Testing Window (Grades 3–9)</b>	May 30, 2022 – June 10, 2022

***Scheduling Time for Testing:***

[Table 2](#) 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 2. Estimated Testing Times for Smarter Balanced Assessments**

Content Area	Grades	Computer Adaptive Test (CAT) hrs : mins	Performance Task (PT) hrs : mins	Total Time hrs : mins
<b>English Language Arts/Literacy</b>	3–5	1:30	2:00	3:30
	6–8	1:30	2:00	3:30
	9	2:00	2:00	4:00
<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

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***

Students should take the CAT and PT on separate days. In either content area, the CAT and PT may be administered in any order; however, it is recommended that the CAT be administered before the PT.

## Section III. Prior to Test Administration

Prior to administer a test, TEs/TAs should

- read this manual, the TA User Guide available on the VT portal;
- attend any district/school test administration training;
- view any training modules, as applicable;
- complete the TA Certification course;
- check to ensure the secure browser is available on each device to be used for testing;
- view student information prior to testing to ensure that the correct student receives the proper test with the appropriate supports (a TE/TA should report any potential data errors to an SC, as appropriate);
- report all potential test security incidents to the SC in a manner consistent with state and district policies; and
- adhere to state security policy (see [Section I.II Ensuring Test Security](#)).

### III.I Establishing Appropriate Testing Conditions

The test administration should be conducted in a secure environment (see [Section I.III Security of the Test Environment](#)). 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.

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. The activity should not be related to the test being given (e.g. work on assignments for unrelated subjects or read a book).

During test administration, students may have access to and use of these additional required resources in [Table 3](#).

**Table 3: Additional Required Resources**

Content Area	Computer Adaptive Test (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 or creating graphic organizers if necessary.</li> <li>A whiteboard with a marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper.</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 higher.</li> <li>Scratch paper is required for all grades.</li> <li>Plain graph paper (no coordinate plane or other graphics) is also required for grade 6 and higher.</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 higher.</li> <li>Scratch paper is required for all grades.</li> <li>Plain graph paper (no coordinate plane or other graphics) is also required for grade 6 and higher.</li> <li>A whiteboard with a marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper.</li> </ul>

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

Action
<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>

**Verify that students are familiar with all item types that may appear on the online tests.**

- 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 (<https://vt.portal.cambiumast.com/>)

**Ensure the secure browser is available on each device to be used for testing.**

- The secure browser is required for testing. Consult the [Secure Browser](#) page on the VT Portal for more information.

**Verify student demographic information and test settings.**

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

- In addition to the correct school and grade, SCs and 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 [TIDE User Guide](#))
- DAs, DCs, and SCs can add, delete, or change embedded and non-embedded designated supports and accommodations in TIDE for students who require them. TEs/TAs may view student information; however, TEs/TAs cannot add, upload, or modify test settings in TIDE. Within the TAInterface, a TE/TA can change the default font size and turn off universal tools prior to the start of the test.

**Provide student with necessary login information (First Name, SSID, and Test Session ID).**

- 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 [TIDE User Guide](#). Student information is confidential; therefore, the cards/papers with this information must be kept secure until used during a test session.

*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 [Section IV.I Test Session Administration](#) that details creating the session ID.*



**IMPORTANT:** Any additions/modifications/deletions of students and changes to student test settings must be completed **before the student can test**. Any updates, 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 not being provided 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 appeal.

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



## Section IV. Day of Test Administration

It is important for anyone with access to student information 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.

To ensure that all students are tested under the same conditions, the TE/TA should adhere strictly to the script for administering the test. These instructions can be found in the boxes in bold on the following pages. 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](#).**

Distribute the following:

- Scratch paper to students for all test sessions
- Graph paper to students in grades 6 and higher for the mathematics assessments

**The directions in boxes indicated by the word “SAY” must be followed exactly and used each time a test is administered.**

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

### ***Address Problems That May Come Up During the Test Session***

[Table 4](#) shows appropriate responses to specific problems that may come up during testing.

**Table 4. TA Responses During the Test Session**

Problem	Response
The TE/TA notices that a student is off task.	Encourage the student to do his or her best. In some cases, the best solution would be to have the student pause the test (for less than 20 minutes) and allow the student to take a break.
A student requests assistance with answering a test item or manipulating an item type.	Tell the student that you are not allowed to help them and that they need to do their best on their own.
The TA Interface is accidentally closed while students are still testing.	Before 30 minutes have elapsed, the browser can be opened and the TE/TA can navigate back to the TA Interface. Re-enter the test session by entering the active session ID.
The TE/TA is automatically logged out of the TA Interface after 30 minutes of inactivity by both the TE/TA and by the students. This will result in closing the test session entirely.	The TE/TA can create a new test session with a new session ID. The students will need to use this to log back in to the system and resume testing.

## IV.I Test Session Administration

The TE/TA must create a test session before students can log in to the test delivery 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.

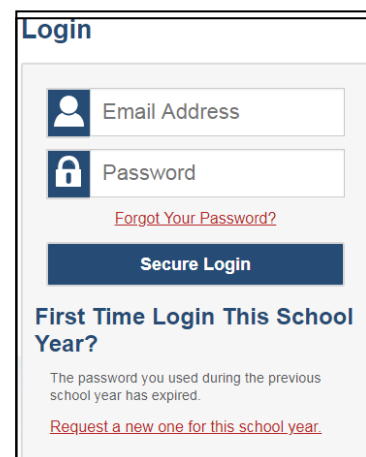
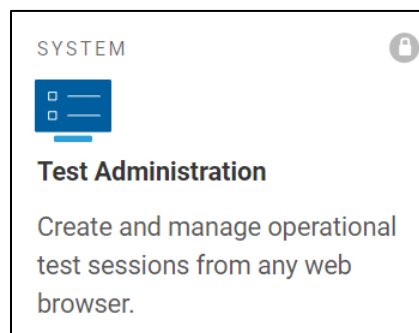
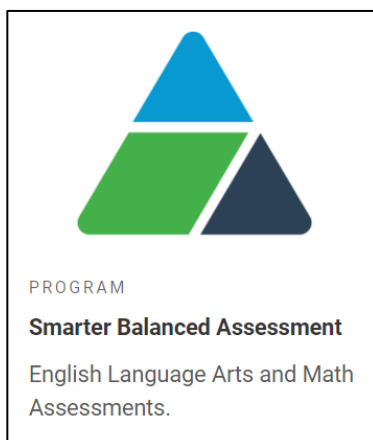
TEs/TAs should follow these steps to administer a test session:

### 1. Log in to the TA Interface

From the Vermont Comprehensive Assessment Program Portal

<http://vt.portal.cambiumast.com/> select the **Smarter Balanced Assessment** program card.

Select the **Test Administration** card. The TE/TA then enters his or her email address and password and clicks the **Secure Login** to log in to the TA Interface.



## 2. Create a Test Session

When a TE/TA logs in to the TA Interface, the **Test Selection** window opens automatically. To create a test session, select the particular test(s), grade(s), content area(s), and CAT(s) or PT(s) to be administered in the test session. Assessments are also categorized by test, grade, and content area. All tests appear collapsed by default. To expand a test group, click the (+) sign (or **Expand All**). To collapse an expanded test group, click the (-) sign (or **Collapse All**).

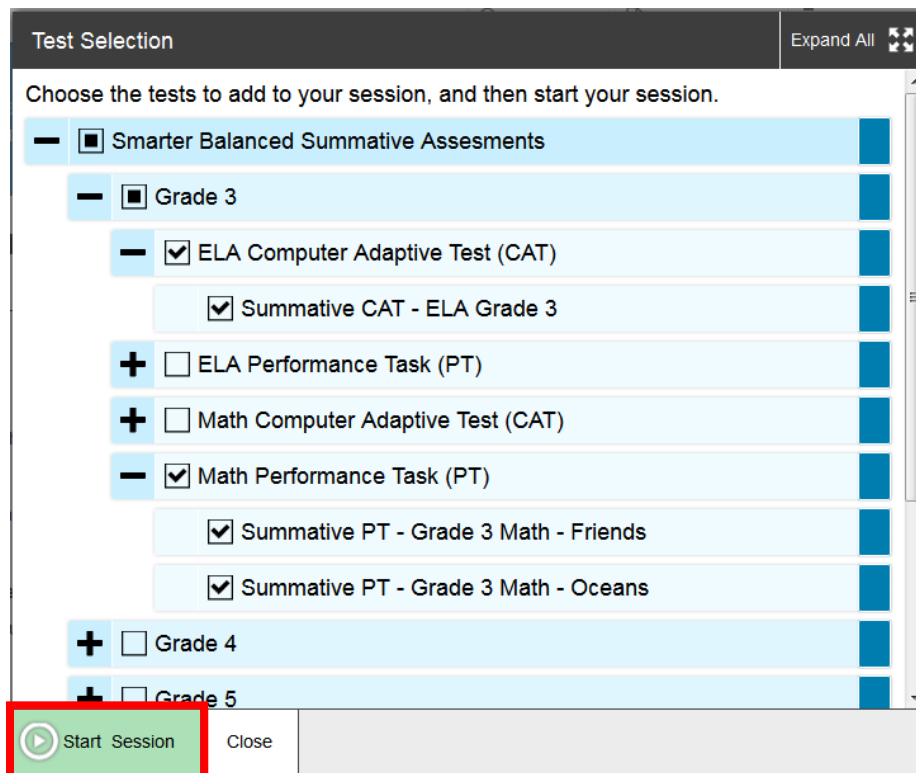


Students will only be able to see and access those tests for which they are eligible in TIDE.

## 3. Start the Test Session

After selecting the assessment(s) to be administered during the test session, the TE/TA clicks on the [**Start Session**] button to begin the test session and generate the session ID that students use to join that test session.

The example below shows that the TE/TA has selected to administer the grade 3 ELA CAT and math PT.



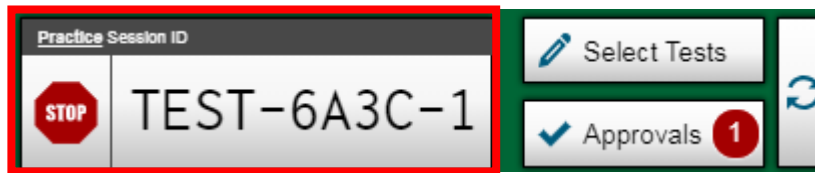
The screenshot shows the 'Test Selection' window with the following items selected:

- Smarter Balanced Summative Assessments (expanded)
  - Grade 3 (expanded)
    - ELA Computer Adaptive Test (CAT) (checked)
      - Summative CAT - ELA Grade 3 (checked)
    - ELA Performance Task (PT) (unchecked)
    - Math Computer Adaptive Test (CAT) (unchecked)
    - Math Performance Task (PT) (checked)
      - Summative PT - Grade 3 Math - Friends (checked)
      - Summative PT - Grade 3 Math - Oceans (checked)
  - Grade 4 (unchecked)
  - Grade 5 (unchecked)

At the bottom of the window, the 'Start Session' button is highlighted with a red box, along with a 'Close' button.

#### 4. Inform the Students of the Test Session ID

The system-generated session ID appears in the top-right corner of the screen. The TE/TA may also write the test session ID in a place where students can see it. Make sure students know that the test session ID must be entered **exactly** as it is written—it is case sensitive—without extra spaces or characters. **The TE/TA should write down the session ID for his or her own records, in case he or she gets involuntarily logged out of the system.** For example, if no computer in the session is active (by any student or TE/TA) for 30 minutes, the students and the TE/TA will be logged out. Having the session ID will allow the TE/TA to resume the session.




Give students the test session ID and other login information.


The statewide student identifier (SSID), and the student's first name may be provided to students ahead of time on a card to help them type it in the computer accurately. Refer to the [TIDE User Guide](#) for information about printing student testing tickets. Student information is confidential; therefore, the cards/papers with this information must be collected after each test session and securely shredded after testing is complete.


**SAY:** Today, you will take the Smarter Balanced [insert grade, ELA/mathematics, and CAT/PT] Summative Assessment. I will give you a test session ID that is required to start the test. If you need an individual break during the test, raise your hand and wait for my instructions and permission.

I will go over the log in steps shortly, but once you have logged in, wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.

### Please Sign In

**First Name:**  
 EX: JORDAN

**Student ID:**  
 EX: 123456789

**Session ID:**  
 VT - -

Browser: Secure v10.4

**SAY:** Enter your first name followed by your Student ID number using the information on the paper I gave you. Then, enter the test session ID exactly as it is written—it is case sensitive—without extra spaces or characters. Raise your hand if you need help typing this information on your keyboard.

Please do not share your Student ID number with anyone. This is private information.

**SAY:** Now click “Sign In.” Once you have successfully logged in, you will see a screen with your first name, Student ID number, and grade. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.



Contact your DC or SC if a student has incorrect information.

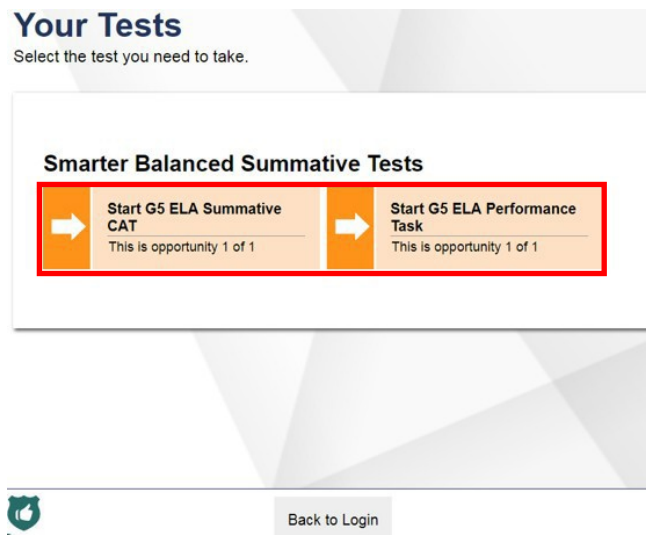
Ensure that all students have successfully entered their information.

The TE/TA should ensure that students use their legal first names, as they appear in TIDE, not nicknames. If a student is unable to log in, he or she will be prompted to try again and will be provided with a message describing the reason (an invalid SSID, for example). If the student is still having difficulty, the TE/TA can look up the correct information using the Student Lookup function on the TA Interface or TIDE. The TE/TA may assist students with logging in, if necessary.

## 5. Inform Students of the Test Session in Which They Are Participating

**SAY:** On the next screen, select the [INSERT NAME OF TEST (e.g., G5 ELA Summative CAT)]. If your screen does not say summative, please raise your hand. After you have selected the test, you will see a screen with a moving bar and a message saying that you are waiting for Test Administrator approval. This step helps ensure that you are taking the correct test. Please wait quietly while I verify each of your tests.

If the TE/TA is unsure of which content area or test students are participating in during that session, the TE/TA should contact the SC.

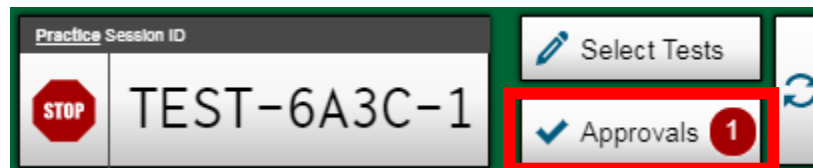



Students may be able to select from more than one test—for example, a PT and a CAT in both ELA and mathematics. The TE/TA should direct students to select the appropriate test name based on what the TE/TA is planning to administer at that time. Students will see only assessments for which they are eligible.



## 6. View and Approve Students Waiting for Test Session Approval

After students have selected a test, the TE/TA verifies that each student selected the appropriate test on the TA Interface before approving that student for testing. **It is very important that the TE/TA pays close attention to the test name prior to approving to be sure it is the correct test to be administered at that time.** On the TA Interface, the TE/TA will complete the following steps:

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



**Note:** The **Approvals** notification updates regularly, but you can also click  in the top-right corner to update it manually.

- b) A new window opens that shows a list of students. The TE/TA should review the list to ensure that students are taking the correct content area (mathematics or ELA) and type of test (CAT or PT). All tests should say “Summative” in the title.
- If a student selected a test other than the one the TE/TA plans to administer to that student that day (for example, selected a PT instead of a CAT or selected mathematics instead of ELA), the TE/TA must deny the test session. You can deny a student by selecting [  ]. The student may then log in again and select the correct test.
- c) The TE/TA should also review the test settings assigned to each student to ensure that they are correct. To check a student’s test settings and accommodations, click  for that student. The student’s information appears.

Approvals and Student Test Settings
✓ Approve All Students
↻ Refresh
✕ Done

2 students awaiting approval ● = Smarter Balanced Summative Assessments

**Summative CAT - ELA Grade 3**

Student Name	SSID	Opp #	See Details	Action
Lincoln, Abraham	9999990001	1	Standard	

**Summative CAT - Math Grade 3**

Student Name	SSID	Opp #	See Details	Action
Washington, George	9999990002	1	Custom	

- If a student’s settings are incorrect, do **not** approve that student to begin testing. The TE/TA will need to work directly with a SC or DC to correct the test settings in TIDE before approving the student to begin testing. *(Reminder: It may take up to 24 hours for changes to appear in the TA interface.)* **Ensuring the test settings are correct before the student begins testing is critical to avoid the need for a test reset that may result in additional testing for the student later.** Please see the [TIDE User Guide](#) for additional information on correcting student test settings.

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

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




If students will be taking an ELA assessment during the test session, or using a support that requires audio, read the next blue box so the students will know how to verify that their headsets are working properly

**SAY:** Next you should see a screen that prompts you to verify that the sound and video on your computer are working. Put your headsets on and click the play button. If you hear the chime and see the video, click [I could play the video and sound]. If not, raise your hand.

### Audio/Video Checks

Your test uses multi-media features. Please perform the following checks before continuing.

#### Sound and Video Playback Check



Make sure audio playback is working.

Make sure video and audio playback are working. To play the sample video and sound, press the play button.

**Next Step:**  
If you were able to play the video and its sound, choose **I could play the video and sound**. If not, choose **I could not play the video or sound**.

If a student's volume is not working, troubleshoot basic steps such as ensuring that the headset is fully plugged in, mute is not inadvertently selected, and the volume setting is turned up. If the student is still experiencing issues, contact your School Technology Coordinator or the Vermont Comprehensive Assessment Program Help Desk at 1-844-218-1184 or [VTHelpDesk@cambiumassessment.com](mailto:VTHelpDesk@cambiumassessment.com).

**SAY:** Before your test appears, you will see the Instructions and Help page with a Help Guide listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top-right corner.

You must answer each question on the screen before going on to the next page. During the test, you may see a page with no test questions. Follow the directions on the page to continue taking the test.

You must make an answer selection in order to move to the question on the next page. If you are unsure of an answer, provide what you think is the best answer; there is no penalty for guessing. If you would like to review that answer at a later time, mark the item for review by clicking on the icon (☰) in the top-right corner of the question and clicking the flag to mark for review before going on to the next question. Flagging the item will remind you to go back and decide whether or not you want to change the answer during this test segment.

You may PAUSE at any point in the test by clicking PAUSE rather than NEXT after answering an item. [The following statement only applies to the CAT.] The PAUSE button is used to stop the test. Note that PAUSING for more than 20 minutes will prevent you from changing any answer on previous pages of the test. Please raise your hand if you need a break and ask me before you click PAUSE.

Your answers need to be your own work. Please keep your eyes on your own test and remember that there should be no talking.

Please keep in mind that this test may be divided into segments. When you get to the end of each segment, you will be prompted to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to the previous segment.

When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.



For the CAT portion of the test, after a pause, the student's test can be resumed at any time within the testing window up to 45 days from the start date. For the PT, there is no pause limit, but the test expires 20 days after it is started.

## 7. Monitor Student Progress




### *Monitor Test Selection*

It is important that the TE/TA monitor student progress throughout the test session. This includes verifying that students are participating in the **summative test**, appropriate content

area (ELA or mathematics), and type of test (CAT or PT). The TA monitors the test each student is taking by referring to the Students in Your Test Session table in the TA Interface.

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

Students in your Test Session


Student Information	Opp #	Test	Progress 	Test Status	Test Settings	Actions
test, test SSID: 999946491	1	Grade 3 ELA - Practice Test	<div style="width: 27%;"><div style="width: 27%;"></div></div> 27%	Started	Standard 	

In the event that a student starts a test unintentionally (for example, selected an interim assessment instead of a summative assessment, PT instead of a CAT, or selected mathematics instead of ELA), the test’s expiration timeline will be activated. If a student is unable to return to and complete the test before it expires in 45 days (CAT) or 20 days (PT), the SC or DC will need to submit an appeal via TIDE to reopen the test.

***Monitor Test Progress***

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

The TE/TA may also use the TA Interface to view the testing progress of any student. This site will not show test items or scores but will let the TE/TA see the student’s progress by percentage of the test completed (e.g., 21%).

While the TA Interface is designed to automatically refresh every 20 seconds, the TE/TA can refresh it manually at any time by clicking the  button at the top right of the screen.



Do NOT click the web browser’s refresh button to refresh the TA Interface. Doing so may log the TE/TA out of the current session. If this happens, have students pause the test and create a new test session. Students should log back in to the test with the new session ID.



If the TA Interface is accidentally closed while students are still testing, the session will remain open until it times out after 30 minutes. Before 30 minutes have elapsed, the TE/TA can open the browser and navigate back to the TA Interface. The TE/TA will be prompted to enter the active session ID and re-enter the test session.

As a security measure, TEs/TAs are automatically logged out of the TA Interface after 30 minutes of TE/TA user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the TE/TA will have to create a new session, and the students will have to log in to the new session to resume testing. When starting a new session, the TE/TA should give the students the new session ID so that they can log in and resume testing.



If the TE/TA is using the TA Interface and navigates to another CAI system (TIDE, Reporting, etc.), the session will stop and all students in the session will be logged out. The TE/TA should keep the browser with the TA Interface open at all times throughout the session.

## 8. End the Test Session and Log Out of the Test Administrator Interface


When there are approximately 10 minutes left in the test session, read the following to the students.




SAY: This test session is almost over. Please review any completed or marked items now, as you will not be able to see those items again. Do not click **SUBMIT TEST** unless you are completely finished with your test.

After answering the last item in each segment, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all items available to the student or prior to submitting the test.

After answering the last question, students must submit their tests. If students would like to review their answers before submitting their test, they should click the number of the question they wish to review and then click [**SUBMIT TEST**] after they finish reviewing.

**Congratulations, you reached the end of the test!**

 You have marked questions. Review these questions before submitting your test.

1	5		9	13	17	21	25	29	
2	6		10	14		18	22	26	30
3	7		11	15	19	23	27	31	
4	8		12	16	20	24	28		

**Submit Test**

Once a student clicks [**SUBMIT TEST**], the student will not be able to review answers.

SAY: This test session is now over. If you have not finished, click PAUSE, and you will be able to finish at another time. If you have finished, click SUBMIT TEST. I will now collect any scratch paper or other materials.

The TE/TA should click [**STOP**] to end the test session and pause any student test in the session that is still in progress. When finished, the TE/TA can log out of the TA Interface by clicking the [**Logout**] button at the top right. The TE/TA should also collect any scratch paper and/or graph paper.

## IV.II Testing Over Multiple Sessions or Days

For some tests, particularly the PTs, 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 during 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, TE/TA 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, the TA 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 in a 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, the TE/TA should read the script (SAY boxes) to the students from the beginning in Section IV.I Test Session Administration.

A summary of recommendations for the number of sessions and session durations is available in the [Test Coordinator Manual \(TCM\)](#)

## Section V. Following Test Administration

### V.I Destroying Test Materials



Federal law—the Family Educational Rights and Privacy Act (FERPA)—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 higher) used during the performance task, which should be handled according to the guidance provided in [Section I.IV Secure Handling of Printed Materials](#).

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

Throughout testing, ensure that all test security incidents were reported in accordance with state and district policies (see [Section I.II Ensuring Test Security](#)).

Any breaches in test security must be reported immediately to your DC who will contact the Vermont Agency of Education (AOE).

See Testing Improprieties, Irregularities, and Breaches and Test Security Chart in [Appendix D](#) for more information.

## Appendix A. Instructions for Paper Tests

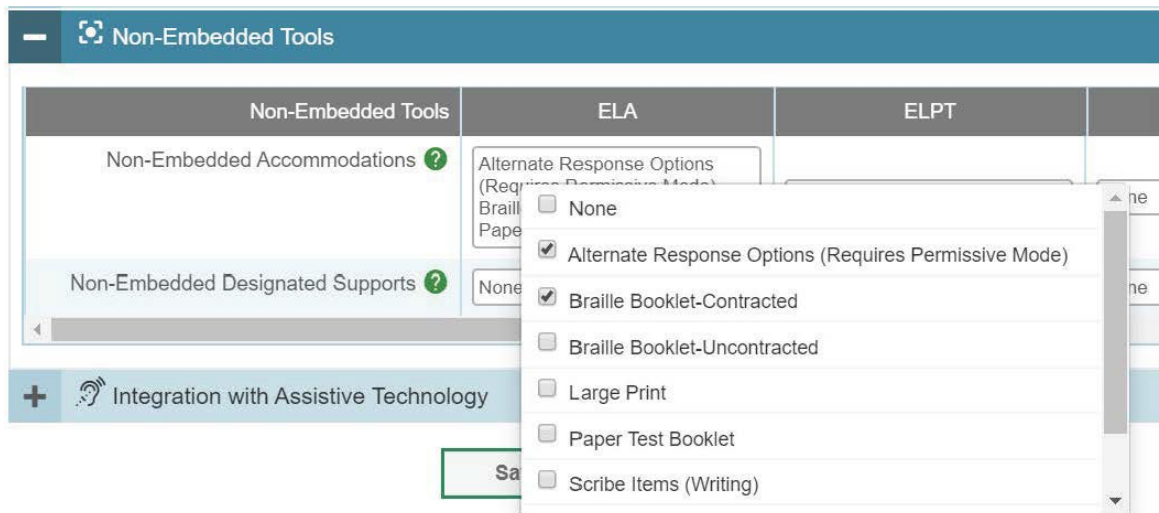
Smarter Balanced paper tests (standard paper, braille, or large print) are available only to students with paper test accommodations in their IEP or Section 504 plan.

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 paper, braille, or large print need to have the proper non-embedded accommodation selected in TIDE.



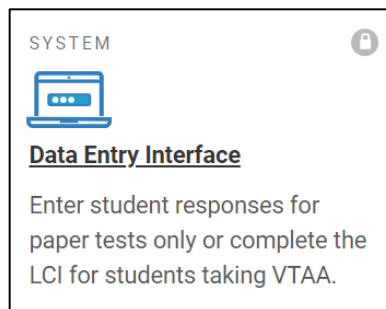


## ***Enter Student Responses into Data Entry Interface (DEI)***

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 portal 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.

## Appendix B. Print-on-Demand Accommodation

For those students whose Individualized Education Program (IEP) or 504 Plan indicates a need for a paper copy of **passages and/or items**, the print-on-demand non-embedded accommodation can only be set by a district-level user. A DA/DC must set this accommodation in TIDE, prior to testing. Refer to the [Usability, Accessibility, and Accommodations Guidelines](#) for information about 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 properly trained staff. This request needs to be made for each individual item.

## Appendix C. Computer Adaptive Test (CAT) Pause Rule Scenarios

### Scenarios

- 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.
- 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.
  - 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.
  - 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 D. 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 security 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. Definition for test security incidents are provided in [Table 5](#).

### *Definitions for Test Security Incidents.*

There are times when these situations may even require a retest of an individual or a group of students. Any breach in test security must be reported immediately to your DC who will contact the AOE.

**Table 5. Definitions for Test Security Incidents**

Type	Definition
<b>Breach</b>	An 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 Smarter Balanced Assessment Consortium and may result in a decision by Smarter Balanced 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). <b>Breaches require immediate attention and escalation to the AOE. Any breaches in test security must be reported immediately to your DC who will contact the AOE.</b>
<b>Irregularity</b>	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected by the district/school and submitted in the online appeals system for resolution, if necessary. <b>An irregularity must be reported to the DC and SC immediately and entered into the appeals module of TIDE (should an appeal be required) within 24 hours of the incident.</b>
<b>Impropriety</b>	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. An impropriety should be reported to the DC and SC immediately and entered into the appeals module of 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.

## Appendix E. Test Security Chart

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

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) leave 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 handheld 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 does not present Classroom Activity prior to performance task administration.
	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.
<b>HIGH Breach</b>	Testing staff providing a student access to another student's work/responses.
	Testing staff modifying student responses
	The live Student Interface or TA Interface being used for practice instead of a live test administration. The live TDS interfaces should only be used for live Smarter Balanced assessments (Interim or Summative). Any practice or training tests should be taken on the practice 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 being shared with the media (such as the writing prompts, test items, or reading passages), or allowing the 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 F. Test Administrator Checklist

Teacher/Test Administrator Activities	
<input type="checkbox"/>	1. Review the Test Administration Manual (TAM) and the Test Administrator User Guide.
<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 (latest) 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> <ul style="list-style-type: none"> <li>a. Work with your SC to set system volume prior to students launching the secure browser to ensure students can hear the audio portions of the ELA segment.</li> <li>b. The TE/TA should open the secure browser on each computer after closing any unnecessary applications.</li> </ul>
<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 higher 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 there is enough space between them or be provided desktop partitions to minimize opportunities to look at one another's screen.</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>