



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

2018–2019

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## Table of Contents

<b>Smarter Balanced Resources and Help Desk Information .....</b>	<b>ii</b>
<b>Section I. Overview of the Smarter Balanced Summative Assessments and Test Security.....</b>	<b>1</b>
I.I About the Smarter Balanced Summative Assessments.....	1
I.II Ensuring Test Security.....	1
I.III Security of the Test Environment .....	2
I.IV Secure Handling of Printed Materials.....	4
<b>Section II. General Test Administration Information.....</b>	<b>5</b>
II.I Assessment Participation .....	5
II.II General Rules of Online Testing .....	6
II.III Test Scheduling .....	9
<b>Section III. Prior to Test Administration .....</b>	<b>11</b>
III.I Establishing Appropriate Testing Conditions.....	11
III.II Tasks to Complete Prior to Test Administration .....	12
<b>Section IV. Day of Test Administration .....</b>	<b>15</b>
IV.I Test Session Administration.....	16
IV.II Testing Over Multiple Sessions or Days .....	28
<b>Section V. Following Test Administration .....</b>	<b>29</b>
V.I Destroying Test Materials .....	29
V.II Reporting Testing Improprieties, Irregularities, and Breaches.....	29
<b>Appendix A. Print-on-Demand Accommodation.....</b>	<b>31</b>
<b>Appendix B. Computer Adaptive Test Pause Rule Scenarios.....</b>	<b>33</b>
<b>Appendix C. Testing Improprieties, Irregularities, and Breaches.....</b>	<b>35</b>
<b>Appendix D. Test Security Chart .....</b>	<b>37</b>
<b>Appendix E. Test Examiner Checklist.....</b>	<b>39</b>
<b>Appendix F. What If My Student Becomes Disruptive or Refuses to Respond? .....</b>	<b>41</b>

## Smarter Balanced Resources and Help Desk Information

### Connecticut Comprehensive Assessment Program Portal

<https://ct.portal.airast.org/>

This website is the home page for all Connecticut Smarter Balanced Assessment administration information.

### Connecticut Comprehensive Assessment Program Help Desk

1-844-202-7583 | [CTHelpDesk@air.org](mailto:CTHelpDesk@air.org)

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

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 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 user accounts; and
- test settings (designated supports or accommodations) are inaccurate.

When contacting the Help Desk, please 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:

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

## Section I. Overview of the Smarter Balanced Summative Assessments and Test Security

### I.I About the Smarter Balanced Summative Assessments

The Smarter Balanced Assessments are aligned to the Connecticut Core Standards in English language arts (ELA) and mathematics that measure student progress toward college and career readiness. The Smarter Balanced Assessments are available in both content areas to students in Grades 3–8. The mathematics assessment consists of a computer adaptive test (CAT) and a performance task (PT), and the ELA assessment consists of a CAT only. More information about the Smarter Balanced Assessments is available on the Connecticut State Department of Education website (<https://portal.ct.gov/SDE/Student-Assessment/Smarter-Balanced/Find-Information-about-Smarter-Balanced>).

### 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 and confidentiality of assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure that the assessment results are valid.

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 state-wide, and legal action against the individual(s) committing the breach. 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 Connecticut State Department of Education will investigate all such matters and pursue appropriate follow-up action. Any person found to have intentionally breached the security of the test system may be subject to sanctions including, but not limited to, disciplinary action by a local board of education, the revocation of Connecticut teaching certification by the State Board of Education,\* and civil liability pursuant to federal copyright law.

\*See Section 10-145b (i) (1) (E) of the Connecticut General Statutes which reads in relevant part as follows: The State Board of Education shall revoke any certificate, authorization or permit issued pursuant to said sections if the holder is found to have intentionally disclosed specific questions or answers to students or otherwise improperly breached the security of any administration of a state-wide examination pursuant to Section 10-14n.

### 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 Coordinator.

Refer to [Appendix C: Testing Improprieties, Irregularities, and Breaches](#) and [Appendix D: 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. 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, etc.).
Student seating	Students must be seated so there is enough space between them to minimize opportunities to look at each other’s work, or they should be provided with table-top partitions.
Signage	If helpful, place a “TESTING—DO NOT DISTURB” sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
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.

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

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 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 section <a href="#">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.
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 test items. Students who are not being tested or unauthorized staff or other adults 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 test items in the course of properly administering the assessments; however, Test Coordinators and Test Examiners may not actively review or analyze any test items.
Testing through secure browser	Administration of the Smarter Balanced Assessments is permitted only through the Student Interface via the secure browser.
No unauthorized login to 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 Administration 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	Test Coordinators and Test Examiners 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.

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

No reviewing, discussing, or analyzing test materials	Test Coordinators and Test Examiners 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 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 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 section <a href="#">I.IV Secure Handling of Printed Materials</a> for details.

## I.IV Secure Handling of Printed Materials

### 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 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 at the end of each test session and then immediately destroyed. 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 Task

The mathematics PT may extend beyond one test session. In these instances, the Test Examiner should tell students to write their names on the scratch paper (and graph paper for Grades 6–8), collect the paper used in the first session, and securely store all scratch paper for students’ use in the subsequent test session.



**Alert: The retention of scratch paper is only allowed for the PT.** Following the conclusion of the PT, all scratch paper and graph paper (for mathematics Grade 6–8) must be collected and immediately destroyed to maintain test security.



## Section II. General Test Administration Information

### II.I Assessment Participation

#### Grades 3–8 Participation Requirements

School and district personnel should follow federal and state policies regarding student participation. ***Connecticut General Statutes (Section 10-14n) mandate that all public school students enrolled in Grades 3–8 participate in the Smarter Balanced Summative Assessments or the Connecticut Alternate Assessments for ELA and mathematics, including students who repeat Grades 3–8.***

Connecticut General Statute 10-14n:

(b) (1) For the school year commencing July 1, 2015, and each school year thereafter, each student enrolled in Grades three to eight, inclusive, and grade eleven in any public school shall, annually, take a mastery examination in reading, writing and mathematics during the regular school day.

A student counts as a participant if, at minimum, the student logs in to both the CAT and PT for mathematics and the CAT only for ELA. A student is considered a non-participant in ELA if the CAT is not accessed, and a non-participant in mathematics if neither test is accessed, or if only one of the two mathematics components is accessed. If the student logs into the ELA test but does not complete at least one item, the student will be assigned the lowest obtainable scale score for the purposes of Next Generation Accountability analysis and reporting. For Math, any student that logs into both the CAP and PT and does not complete at least one item on each component, will be assigned the lowest obtainable scale score for the purposes of Next Generation Accountability analysis and reporting.

#### Participation of Students with Disabilities

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

The [Connecticut State Department of Education Assessment Guidelines](#) provides guidance for Connecticut school district personnel who must make decisions about testing student populations on 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 are required to participate in the Smarter Balanced Assessments, except students with the most significant cognitive disabilities who meet the criteria for participating in the Connecticut Alternate Assessment System.

## Participation of English Learners

Regardless of the amount of time in a United States school, English learners must be assessed in mathematics and ELA.

## 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 User Guide* available for download from the Connecticut Comprehensive Assessment Program Portal (<https://ct.portal.airast.org>).

### Basic Online Testing Parameters

- The CAT in both subject areas and the PT in mathematics will be presented as separate tests. Students may not return to a test once it has been completed and submitted.
- Within each test, there may be segments. For example, the Grades 6–8 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 test items on a page** before going to the next page. Some pages contain multiple test items. Students may need to use the vertical scroll bar to view all items on a page.
- Students may mark test items for review and use the **Questions** drop-down list to return to those items within a segment.

## Pause Rules

### *During the CAT:*

- 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 the student has already answered within a segment.
- If the CAT portion of the test is paused for more than 20 minutes, the student is required to log back in to the Student Interface. The test will return the student to the last page with unanswered items when the student logs back in to the test and 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. Examples of the pause rule on the CAT are as follows:
  - **Example A:** A single test page on the CAT contains items 4–10. A student answers items 4–7 on this page and pauses the test for more than 20 minutes. When the student logs back in to the Student Interface and resumes testing, the student can review or change their answers to items 4–10 but **cannot** return to items 1–3 on a previous page in the CAT.
  - **Example B:** A single test page on the CAT contains items 9–11. The student answers items 9–11 before pausing the test for more than 20 minutes. When the student logs back in to the Student Interface and resumes testing, the student will begin on item 12 but **cannot** return to items 1–11.
  - **Example C:** A single test page on the CAT contains item 9. The student has already answered items 1–8. The student was **only** reading item 9 before pausing the test for more than 20 minutes **and did not click on/near the response options or text field provided to collect a response**. When the student logs back in to the Student Interface and resumes testing, the student will begin on item 9 since item was not responded to. Students cannot go back to items 1–8.
- 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 not be saved when a test is paused regardless of how long the test is paused.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

- See [Appendix B: Computer Adaptive Test Pause Rule Scenarios](#) to review the rules that govern pausing during the test.

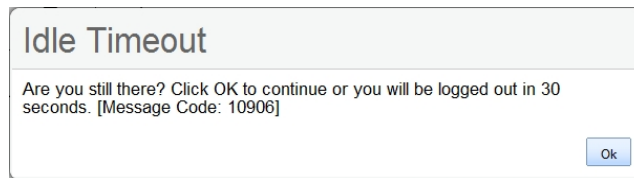
***During the Mathematics PT:***

- **There are no pause restrictions.** If the mathematics PT is paused for 20 minutes or more, the student can return to the section 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.
- 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 to the Student Interface again in order to resume the test.

**Test Timeout (Due to Inactivity)**

As a security measure, students and the Test Examiner 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).

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 and, if applicable, the pause rules take effect. Clicking **[Ok]** will restart the 30 minute inactivity timer.



**Alert:** As a security measure, the Test Examiner 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 Test Examiner on the Test Administration Interface AND students within a test in the test session.

## Test Expiration

### *Computer Adaptive Test*

A student’s CAT remains active until the student completes and submits the test or until it expires 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.

### *Performance Task*

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



**Note:** 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 end automatically 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 mathematics and a CAT in ELA. The testing window for the Smarter Balanced Summative Assessment is included in [Table 2](#).

**Table 2. Testing Window**

Testing Window	Date
<b>Smarter Balanced Summative Assessment (Grades 3–8)</b>	March 25, 2019 – June 7, 2019

***Scheduling Time for Testing***

[Table 3](#) contains estimates of the time it will take most students to complete the Smarter Balanced Summative Assessments. This information is for scheduling purposes only, as the assessments are not timed.

**Table 3. Estimated Testing Times for Smarter Balanced Summative Assessments**

Content Area	Grades	Computer Adaptive Test (CAT) Hours : Minutes	Performance Task (PT) Hours : Minutes	Total Time Hours : Minutes
<b>English Language Arts</b>	3–5	1:30	—	1:30
	6–8	1:30	—	1:30
<b>Mathematics</b>	3–5	1:30	1:00	2:30
	6–8	2:00	1:00	3:00
<b>Both English Language Arts and Mathematics</b>	3–5	3:00	1:00	4:00
	6–8	3:30	1:00	4:30

These estimates do not account for any time needed to start computers, load secure browsers, and log in students, and they do not account for breaks. Test Examiners should work with Test Coordinators to determine precise testing schedules.

***Recommended Order of Administration***

In mathematics, the CAT and PT may be administered in any order. It is recommended that the CAT be administered before the PT and on a separate day from the PT.

## Section III. Prior to Test Administration

Prior to administering a test, Test Examiners should

- read this manual;
- attend any district/school test administration training;
- check to confirm the latest 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 Test Examiner should report any potential data errors to a Test Coordinator, as appropriate);
- report all potential test security incidents to the Test Coordinator in a manner consistent with state and district policies; and
- adhere to state test-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](#)). Test Coordinators and Test Examiners 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 testing 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.

During test administration, students may have access to these additional required resources in [Table 4](#).

**Table 4. Additional Required Resources**

Content Area	Description
English language arts	<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>
Mathematics	<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 Grades 6, 7, and 8.</li> <li>Scratch paper is required for all grades.</li> <li>Graph paper is also required for Grades 6, 7, and 8.</li> </ul>

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

[Table 5](#) outlines all tasks that must be completed prior to the administration of any Smarter Balanced Summative Assessment.

**Table 5. 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 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>
<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 available on the Connecticut Comprehensive Assessment Program Portal (<a href="https://ct.portal.airast.org/item-type-tutorials/">https://ct.portal.airast.org/item-type-tutorials/</a>).</li> </ul>
<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 current secure browser is required for testing. Consult the <a href="#">Secure Browser Installation Manual</a> for more information.</li> </ul>



**Table 5. Tasks to Complete Prior to Test Administration**

Action
<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. <b>All changes to enrollment status (this includes students who move during testing) and student demographic information must be made in the Public School Information System (PSIS).</b></li> <li>In addition to the correct school and grade, Test Coordinators and Test Examiners 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 <i>TIDE User Guide</i>).</li> <li>Test Coordinators can add, delete, or change embedded and non-embedded designated supports and accommodations in TIDE for students who require them. Test Examiners may view student information; however, Test Examiners cannot add, upload, or modify test settings in TIDE. Within the Test Administration Interface, a Test Examiner can change the default font size and turn off universal tools prior to the start of the test. Refer to the Connecticut State Department of Education’s <a href="#">Connecticut State Department of Education Assessment Guidelines</a> for guidance regarding turning off universal tools.</li> </ul>
<p><b>Provide student with necessary login information (First Name, SASID, and Test Session ID).</b></p> <ul style="list-style-type: none"> <li>Students will log in to the test delivery system using their first name and SASID 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 SASID and the student’s first name may be printed and distributed to each student just prior to testing to help the student type it in to the computer accurately. For information on printing student test tickets with students’ login information, consult the <i>TIDE User Guide</i>. Student information is confidential; therefore, the cards/papers with this information must be kept secure until used during a test session and then collected and held secure at the end of each test session.</li> </ul> <p><i>When a Test Examiner 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 <a href="#">IV.I Test Session Administration</a> that details creating the Session ID.</i></p>



**Note:** “SSID” is used as the designation in all AIR systems for “SASID,” the State Assigned Student Identifier. These two acronyms—SSID and SASID—refer to the same 10-digit unique student identification number.



**Alert: Important.** Any additions/modifications/deletions 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 Test Administration Interface**. Failure to correct test settings before testing could result in the student 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 appeal—please contact your School Test Coordinator if you need to file this type of appeal.



## Summative Test Administration Manual

For information on how to view, add, upload, and modify student information, please refer to the *TIDE User Guide* available on the Connecticut Comprehensive Assessment Program Portal (<https://ct.portal.airast.org>).

## Section IV. Day of Test Administration

It is important for anyone with access to student information to remember that student personal information, including the SASID, is confidential. If materials containing student personal information and/or SASIDs 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.



**Alert:** The Test Examiner should verify the security of the testing environment prior to beginning a test session (see section [I.III Security of the Test Environment](#)). Test Examiners 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 Test Examiner should adhere strictly to the script for administering the test. These instructions are provided in the boxes on the following pages. When asked, the Test Examiner 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 [Connecticut State Department of Education Assessment Guidelines](#).**

### Distribute

- scratch paper to students for all test sessions;
- graph paper to students in Grades 6 , 7, and 8 for the mathematics assessments; and
- headphones to students for the listening portion of the English language arts assessments, to students who require Audio Glossaries on the mathematics assessments, and students who require text-to-speech on either assessment.

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

The Test Examiner should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, the Text Examiner should encourage students to do their best. Please refer to [Appendix F](#) in the event that your student becomes disruptive or refuses to respond while testing.

## IV.I Test Session Administration

The Test Examiner 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 Test Examiner 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 Test Examiner should follow the steps outlined in this section to administer a test session:


### 1. Log in to the Test Administration Interface

- a. From the Connecticut Comprehensive Assessment Program Portal (<https://ct.portal.airast.org/>), select the **Smarter Balanced Assessment** program card.
- b. Select the **Test Administration** card.
- c. On the *Login* page, the Test Examiner enters their email address and password associated with their TIDE account in the respective fields. Then, the Test Examiner clicks **Secure Login**. The Test Administration Interface appears.



### Login





[Forgot Your Password?](#)

**First Time Login This School Year?**

The password you used during the previous school year has expired.

Request a new one for this school year.

## 2. Create a Test Session

When a Test Examiner logs in to the Test Administration 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.

The *Test Selection* window color codes tests (**summative assessments are blue**). Assessments are also categorized by test, grade, content area, and type (CAT or PT). All tests appear collapsed by default. To expand a category, click (+) (or **Expand All**). To collapse an expanded category, click (-) (or **Collapse All**).

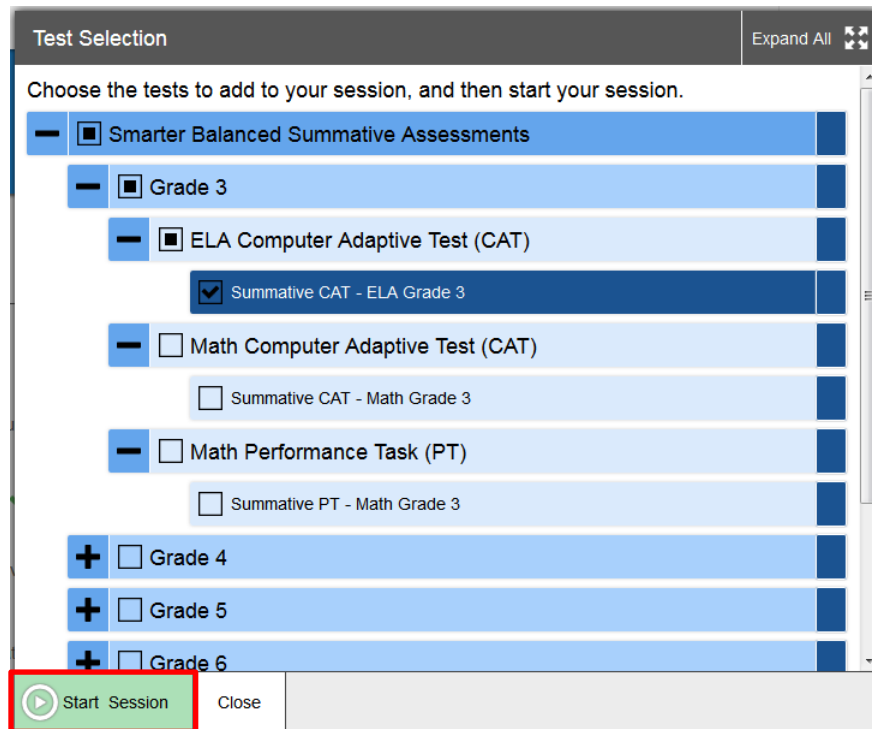


**Note:** Students will only be able to see and access those tests for which they are eligible in TIDE.

## 3. Start the Test Session

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

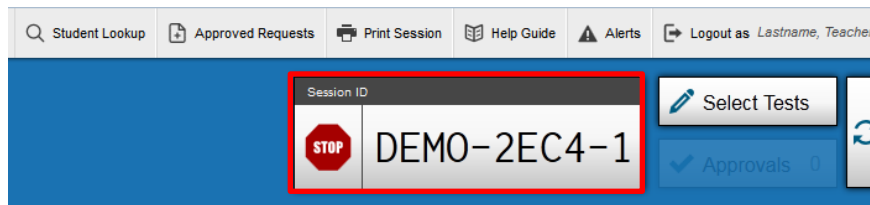
The example below displays all Grade 3 summative tests and shows that the Test Examiner has selected the Grade 3 ELA CAT to include in the test session.



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

The system-generated Session ID appears in the top-right corner of the screen.

The Test Examiner should write the test Session ID in a place where students can see it. Make sure students know that the case-sensitive test Session ID must be entered **exactly** as it is written without extra spaces or characters. **The Test Examiner should write down the Session ID for their own records, in case they are involuntarily logged out of the system.** For example, if no computer in the session is active (by any student or Test Examiner) for 30 minutes, the students and the Test Examiner will be logged out. Having the Session ID will allow the Test Examiner to resume the session.

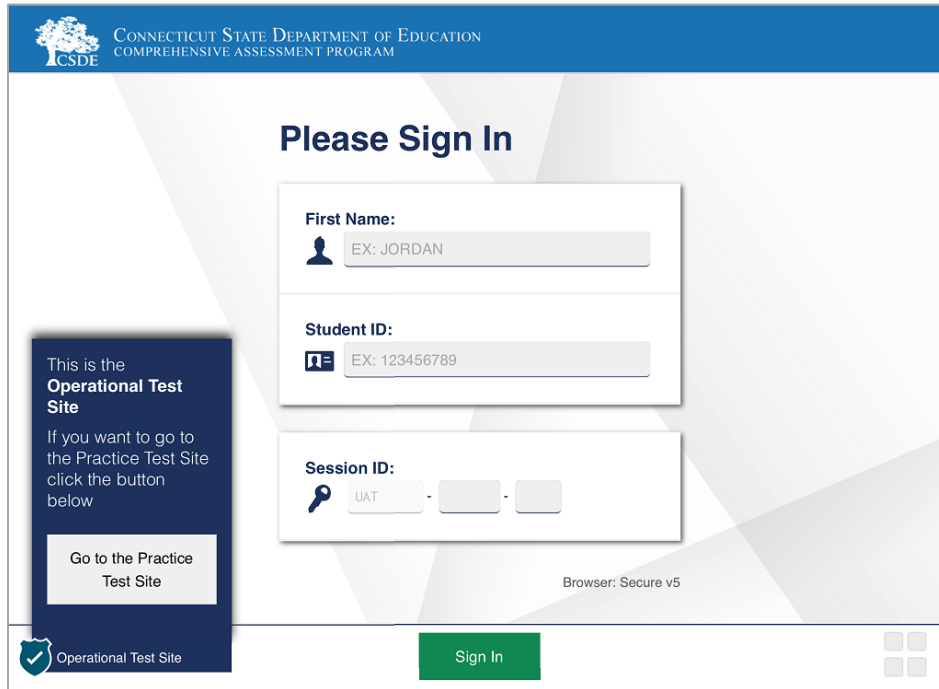


Give students the test Session ID and other login information.

The SASID 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. Test Examiners may print students’ first names and SASIDs by using the *Print Testing Tickets* feature in the *Administering Tests* section of TIDE. Student information is confidential; therefore, the test tickets with this information must be collected after each test session and securely destroyed 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.

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.



**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.

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

**SAY:** Now click “Sign In.” Once you have successfully signed in, you will see a screen with your first name, Student ID number, school, 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.



**Note:** Contact your School Test Coordinator or District Test Coordinator if a student has incorrect information.

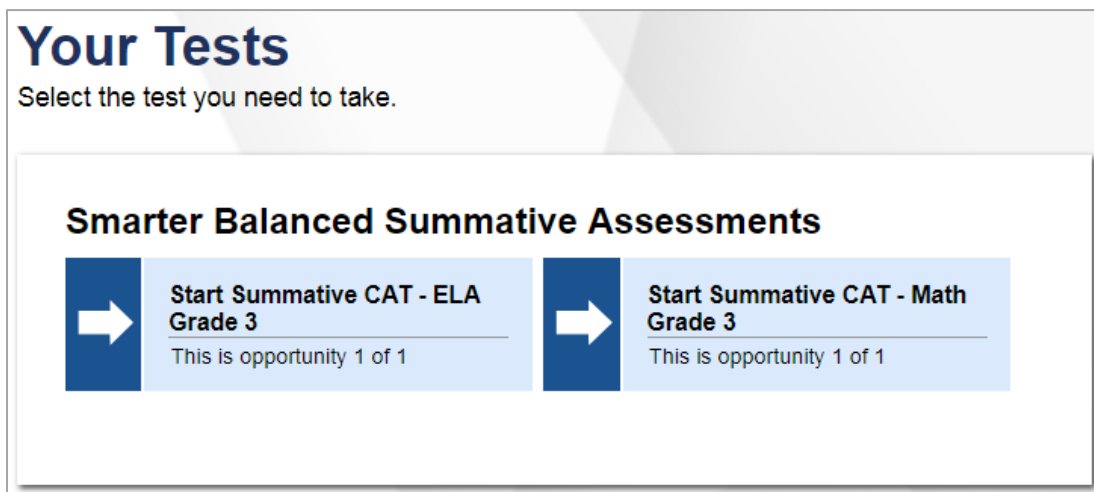
Ensure that all students have successfully entered their information.

The Test Examiner should ensure that students use their first names as they appear in TIDE, not nicknames. If a student is unable to log in, they will be prompted to try again, and will receive a message describing the reason (an invalid SASID, for example). If the student is still having difficulty, the Test Examiner can look up the correct information using the Student Lookup function on the Test Administration Interface or TIDE. The Test Examiner 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., Summative ELA Grade 3 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 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 Test Examiner is unsure of which content area or test students are participating in during that session, the Test Examiner should contact the School Test Coordinator.



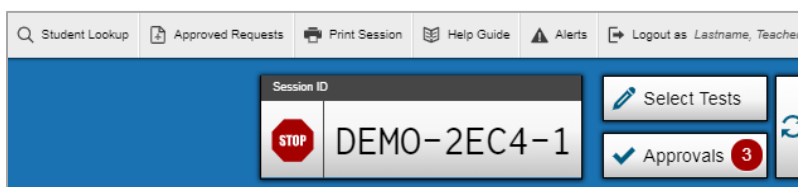
Students may be able to select from more than one test—for example, a CAT in both ELA and mathematics. The Test Examiner should direct students to select the appropriate test name based on what the Test Examiner is planning to administer at that time. Students will see only assessments for which they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






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

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

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



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

- b. A new window opens that shows a list of students. The Test Examiner 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 Test Examiner plans to administer to that student that day (for example, a student selected a PT instead of a CAT or selected mathematics instead of ELA), the Test Examiner 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 Test Examiner should also review the test settings assigned to each student to ensure that the settings are correct. To check a student’s test settings and accommodations, click  for that student. The student’s information will appear.

Approvals and Student Test Settings					Approve All Students	Refresh	Done
2 students awaiting approval					<input checked="" type="radio"/> = 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				



**Note:** “SSID” is used as the designation in all AIR systems for “SASID,” the State Assigned Student Identifier. These two acronyms—SSID and SASID—refer to the same 10-digit unique student identification number.

- If a student’s settings are incorrect, do **not** approve that student to begin testing. The Test Examiner will need to work directly with a School or District Test Coordinator 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 Test Administration 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 Test Examiner clicks [] next to the student’s name or clicks [**Approve All Students**].

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

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

The **Audio/Video Checks** page only appears for tests with video and sound content. The **Audio/Video Checks** page appears in all of the following circumstances:

- if a student will be taking an ELA CAT;
- if a student requires a support that utilizes audio/video (e.g., text-to-speech, American Sign Language, or Audio Glossaries on the mathematics assessments).


If any of the above are true, read the next 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 is working. Put your headsets on and click the play icon to play the video and sound. If you are able to play the video and hear the sound, click [I could play the video]. If not, raise your hand.

### Audio/Video Checks

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

#### Video Playback Check



Make sure audio playback is working.

Make sure video playback is working. To play the sample video, press the play button.

**Next Step:**

If you were able to play the video, choose **I could play the video**. If not, choose **I could not play the video**.

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 Connecticut Comprehensive Assessment Program Help Desk at 1-844-202-7583 or [CTHelpDesk@air.org](mailto:CTHelpDesk@air.org).



**Note:** If the student clicks [**I could not play the video**] during the Video Playback Check, an on-screen instruction will appear prompting the student to raise their hand and ask for assistance.

Please note that the Test Examiner should take care to emphasize the script regarding the actions that each student should take before pausing their test, whether the test needs to be paused due to a need for an individual student break or if all student tests included in a test session need to be paused due to a scheduled break. The script that a Test Examiner should read to students regarding the Instructions and Help Page may differ slightly based on the test included in the test session due to different pause rules for the CAT and the PT (see [Pause Rules](#)).



**Note:** 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 mathematics performance task, there is no pause limit, but the test expires 20 days after it is started.

**SAY:** Before your test appears, you will see an Instructions and Help page. This page allows you to view the Help Guide that includes the test tools and buttons that you may use during the test or that will appear on the test. Please click View Help Guide and read about the available tools carefully. You can also find this information in the Help Guide during your test by clicking the question mark 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 upper-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 you want to change the answer during this test. 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 pause the test. Note that PAUSING for more than 20 minutes will prevent you from changing any answer on previous pages of the test. Please respond to all items on your current test page before pausing 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.

When you get to the end of this test, you will be prompted to review your answers before submitting the test. Once you submit your answers, you will not be able to return to the test.

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

## 7. Monitor Student Progress

### *Monitor Test Selection*

It is important that the Test Examiner 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 Test Examiner monitors the test each student is taking by referring to the Students in your Test Session table in the Test Administration Interface.

In the event a student is taking an incorrect test, the Test Examiner should pause the student’s test and instruct the student to log out and log in again to select the correct test.

Students in your Test Session							
0 students awaiting approval		0 print requests		2 active tests		= Smarter Balanced Summative Assessments	
Student Name	SSID	Opp #	Test	Time	Test Status	Test Settings	Actions
Lastname, Firstname	9999990091	1	Summative CAT - ELA Grade 3	2 min spent	Approved 0/0 answered	Custom	
Lastname, Firstname	9999990092	1	Summative CAT - Mathematics Grade 3	2 min spent	Started 2/15 answered	Custom	




**Note:** “SSID” is used as the designation in all AIR systems for “SASID,” the State Assigned Student Identifier. These two acronyms—SSID and SASID—refer to the same 10-digit unique student identification number.

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 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 Test Coordinator will need to submit an appeal via TIDE to reopen the test.

### *Monitor Test Progress*

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

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

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



**Alert:** Do NOT click the web browser's refresh button to refresh the Test Administration Interface. Doing so may log the Test Examiner 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.



**Alert:** If the Test Administration 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 Test Examiner can open the browser and navigate back to the Test Administration Interface. The Test Examiner will be prompted to enter the active Session ID and re-enter the test session.

As a security measure, Test Examiners are automatically logged out of the Test Administration Interface after 30 minutes of Test Examiner inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the Test Examiner 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 Test Examiner should give the students the new Session ID so that they can log in and resume testing.



**Alert:** If the Test Examiner is using the Test Administration Interface and navigates to another AIR system (TIDE, ORS, etc.), the session will stop and all students in the session will be logged out. The Test Examiner should keep the browser with the Test Administration Interface open at all times throughout the session.

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

[Table 6](#) shows appropriate responses to specific problems that may come up during testing.

**Table 6. Test Examiner Responses During the Test Session**

Problem	Response
The Test Examiner notices that a student is off task.	Encourage the student to do their 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, but that they need to do their best on their own.
The Test Administration Interface is accidentally closed while students are still testing.	Before 30 minutes have elapsed, the browser can be opened and the Test Examiner can navigate back to the Test Administration Interface. Re-enter the test session by entering the active Session ID.
The Test Examiner is automatically logged out of the Test Administration Interface after 30 minutes of inactivity by both the Test Examiner and the students. This will result in closing the test session entirely.	The Test Examiner 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.

Students should have an opportunity to practice on the Training Test and Practice Test prior to testing to ensure that they are able to manipulate each item type and use the various tools and supports during testing.

## **8. End the Test Session and Log Out of the Test Administration 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 the student 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, only after they finish reviewing, should they click **[SUBMIT TEST]**.

Congratulations, you have reached the end of the test!

You have reached the end of the test. You may review your answers. If you are done reviewing your answers, click [Submit Test]. You cannot change your answers after you submit the test.

**Questions:**

1

2

3

4

5

6

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.

Click [**STOP**] in the Test Administration Interface to end the test session and pause any student test in the session that is still in progress. Log out of the Test Administration Interface by clicking the [**Logout**] button at the top right. Collect any scratch paper and/or graph paper.

## IV.II Testing Over Multiple Sessions or Days

If the Test Examiner intends to administer the test over the course of multiple days for a student or group of students, the Test Examiner may ask students to pause after they reach a designated point. (Students will receive a notification when they reach the end of the section. However, 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 Test Examiner should give the students clear directions on when to pause. For example, the Test Examiner may designate a certain amount of time for testing. This guidance may be written in a place that students can easily see it.

When testing is resumed on a subsequent day, the Test Examiner will need to start a new test session and provide a new Session ID. When instructing the students to log in, the Test Examiner should read the script (SAY boxes) to the students from the beginning of section [IV.I Test Session Administration](#).

A summary of recommendations for the number of sessions and session durations is available in the *Test Coordinator’s Manual (TCM)*.



## Section V. Following Test Administration

### V.I Destroying Test Materials



**Alert:** 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/or graph paper used during the mathematics 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 are reported in accordance with state and district policies (See [I.II Ensuring Test Security](#)).

Any breaches in test security must be reported immediately to your District Test Coordinator who will contact the Connecticut State Department of Education Performance Office.

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

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## Appendix A. Print-on-Demand Accommodation

For those students whose Individualized Education Program (IEP) or Section 504 Plan indicates a need for a paper copy of **passages and/or items**, permission for the students to receive the print-on-demand, non-embedded accommodation must be approved by the Connecticut State Department of Education (CSDE). The CSDE will set this accommodation in TIDE upon approval, prior to testing. Refer to the [Connecticut State Department of Education Assessment Guidelines](#) for information about requesting the print-on-demand accommodation.

Print requests must be approved and processed by the Test Examiner in the Test Administration 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 Section 504 Plan. 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 Test Examiner during testing by clicking the print icon on the screen. Before the Test Examiner approves the student's request to print a test item/stimulus, the Test Examiner must ensure that the printer is on and is monitored by properly trained staff. This request needs to be made for each individual item.

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## Appendix B. Computer Adaptive Test Pause Rule Scenarios

Pause rules are invoked in certain circumstances during the administration of a Computer Adaptive Test. The scenarios in which the pause rules are invoked are indicated below.

### 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 the student has already answered within a segment.
- If the CAT portion of the test is paused for more than 20 minutes, the student is required to log back in to the Student Interface. The test will return the student to the last page with unanswered items when the student logs back in to the test and 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. Examples of the pause rule on the CAT are as follows:
  - **Example A:** A single test page on the CAT contains items 4–10. A student answers items 4–7 on this page and pauses the test for more than 20 minutes. When the student logs back in to the Student Interface and resumes testing, the student can review or change their answers to items 4–10 but **cannot** return to items 1–3 on a previous page in the CAT.
  - **Example B:** A single test page on the CAT contains items 9–11. The student answers items 9–11 before pausing the test for more than 20 minutes. When the student logs back in to the Student Interface and resumes testing, the student will begin on item 12 but **cannot** return to items 1–11.
  - **Example C:** A single test page on the CAT contains item 9. The student has already answered items 1–8. The student was **only** reading item 9 before pausing the test for more than 20 minutes **and did not click on/near the response options or text field provided to collect a response.** When the student logs back in to the Student Interface and resumes testing, the student will begin on item 9 since item 9 was not responded to but cannot return to items 1–8.

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## Appendix C. 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. Definitions for test security incidents are provided in [Table 7](#).

There are times when these situations may even require a retest of an individual or a group of students. Any breaches in test security must be reported immediately to your District Test Coordinator who will contact the Connecticut State Department of Education Performance Office.

**Table 7. Definitions for Test Security Incidents**

Type	Definition
<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 Smarter Balanced Assessment 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 District Test Coordinator immediately and entered in TIDE (should an appeal be required). <b>Breaches require immediate attention and escalation to the state. Any breaches in test security must be reported immediately to your District Test Coordinator who will contact the Connecticut State Department of Education Performance Office.</b>
<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 by the district/school and submitted in the online appeals system for resolution, if necessary. <b>An irregularity must be reported to the District Test Coordinator immediately and entered into the appeals module of TIDE (should an appeal be required).</b>
<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 Test Coordinator immediately and entered into the appeals module of TIDE (should an appeal be required).

It is important for Test Examiners 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.

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## Appendix D. 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 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, 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 their 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.
<b>HIGH Breach</b>	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 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.
	Testing staff modifying student responses.
	The live Student Interface or Test Administration 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 Connecticut Comprehensive Program 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. This includes reviewing secure test items beyond active proctoring of students.
	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.	

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## Appendix E. Test Examiner Checklist

Test Examiner Activities	
<input type="checkbox"/>	1. Review the Test Administration Manual.
<input type="checkbox"/>	2. Attend school or district training sessions.
<input type="checkbox"/>	3. Use the Training Test and/or Practice Test with students to familiarize them with navigation of the system and tools.
<input type="checkbox"/>	4. Perform an equipment-needs check based on individual student requirements. <ul style="list-style-type: none"> <li>○ Work with the School Test Coordinator 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"/>	5. Work with the School Test Coordinator 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"/>	6. Confirm that you have received your TIDE login information. You will also use this username and password for any other AIR-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 School Test Coordinator.</i></p>
<input type="checkbox"/>	7. Work with your School Test Coordinator to ensure that each student appears in TIDE.
<input type="checkbox"/>	8. Verify that student test settings have been uploaded into TIDE.
<input type="checkbox"/>	9. 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"/>	10. Ensure that the correct secure browser has been downloaded to any computer(s) on which students will be testing.
<input type="checkbox"/>	11. Communicate to students the need for headsets in order to take the ELA Listening portions of the CAT. <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 prior to testing to ensure students remember to bring headsets.</li> </ul>
<input type="checkbox"/>	12. 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>

### Test Examiner Activities

- 13. 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.
  - 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.
  - b. The Test Examiner should open the secure browser on each computer after closing any unnecessary applications.
- 14. Administer the Smarter Balanced Summative Assessments, following the directions for administration. Provide any approved non-embedded designated supports and accommodations as noted in the student's test settings.
- 15. Provide students with scratch paper for all test sessions. Also provide students in Grades 6 and higher with graph paper for the mathematics assessments.
- 16. Ensure that students who need other non-embedded universal tools are provided those supports.
- 17. On the day of testing, verify that the students have their login information (first name, SASID, and Session ID).
- 18. Review all guidelines for creating a secure test environment.
- 19. Make sure the physical conditions of the testing room are satisfactory.
  - o Make sure that no instructional materials directly related to the content of the assessments are visible.
  - 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.
  - o Actively monitor students throughout the test sessions.
  - 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.
  - o Ensure that students do not access unauthorized electronic devices (such as cell phones, smart phones, or smart watches) at any time during testing.
- 20. Report any testing improprieties, irregularities, and breaches to the School Test Coordinator and District Test Coordinator.
- 21. Securely destroy all printed testing materials not needed for scoring, including student login information, print-on-demand documents, scratch paper, and graph paper.

## **Appendix F. What If My Student Becomes Disruptive or Refuses to Respond?**

If the student becomes disruptive, aggressive, or refuses testing:

- Mirror strategies used during instruction.
- Pause testing for that student; resume at another time when student is more receptive to testing.
- Consider testing in a different environment or provide additional staff supports.
- If personal safety is ever a concern for you or your student, pause testing for that student immediately.
- If the student is unable to complete testing, pause the test.





