



Smarter Balanced Assessment Consortium: California Online Field Test Administration Manual

For Spring 2014 Field Tests of English Language Arts/ Literacy and
Mathematics

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Prepared by Educational Testing Service (ETS)



Modified on Behalf of the California Department of Education



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SUPPORT FOR THE SMARTER BALANCED FIELD TEST IN CALIFORNIA

The California Smarter Balanced Portal at <http://sbac.portal.airast.org/ca/> is the home for all California Smarter Balanced Field Test administration information. Manuals, brochures, and information related to the Field Test in California are available through this portal. Additionally, all Smarter Balanced Field Test applications, including the California Test Information Distribution Engine (TIDE), can be accessed through this portal. Finally, the California Smarter Balanced Portal is where all general announcements and news related to the Smarter Balanced Field Tests for California will be posted.

Additional instructions and forms for the California Assessment of Student Performance and Progress (CAASPP) in general and California's implementation of the Field Test in particular can be found on the Web site of the California Technical Assistance Center (CaTAC), <http://californiatac.org/about/smarter-balanced/>.

For questions regarding the online testing system or for additional assistance, please contact:

CaTAC
CaTAC@ets.org
800-955-2954

CaTAC is open Monday through Friday from **7 a.m. to 5 p.m.** PT. During these hours, staff will respond promptly to calls.

CaTAC should be contacted for situations such as the following:

1. Testing environment is down or unavailable. (The California portal will display a chart showing all anticipated "downtimes" for the system. If the downtime is during a prescheduled time, it is not necessary to contact CaTAC.)
2. User accounts are not available or users are not able to administer tests.
3. Student(s) are not registered or student demographic information is incorrect or missing.

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

- any error messages that appeared;
- operating system and browser information;
- information about network configuration;
- your contact information for follow-up, including email and phone number; and
- any relevant student and school information.

The California Technical Assistance Center Contact Information
Phone 800-955-2954
Email CaTAC@ets.org

Web site: <http://californiatac.org/about/smarter-balanced/>

State Contact Information for the District Test Coordinator	District Contact Information for the School Test Coordinator
<p>Your CDE CAASPP Contact</p> <p>Name: CAASPP Office</p> <p>Phone: 916-445-8765</p> <p>Email: caaspp@cde.ca.gov</p> <p>California Technical Assistance Center 800-955-2954 CalTAC@ets.org http://californiatac.org/about/smarter-balanced/</p>	<p>Your District Test Coordinator Contact (also referred to in California as the LEA CAASPP Coordinator)</p> <p>Name: _____</p> <p>Phone: _____</p> <p>Email: _____</p> <p>Your District Technology Coordinator Contact</p> <p>Name: _____</p> <p>Phone: _____</p> <p>Email: _____</p>

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1.0 OVERVIEW OF THE SMARTER BALANCED FIELD TEST

1.1 About the Smarter Balanced Assessment Consortium

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

1.2 About the Field Test

The Field Test is a “trial run” of the assessment that helps ensure that the assessments are valid, reliable, and fair for all students. For test developers, the Field Test is used to show which items work well and which ones need to be improved so that they can contribute to the operational assessment in the spring of 2015. The Field Test is an evaluation of items and processes, so schools and local educational agencies (LEAs) will not receive individual student results; however, broad participation of schools from across the state and the country is extremely important to the overall development of the assessments.

The Smarter Balanced Field Test will be delivered to over five million students from within the 23 member states. The Field Test provides the Consortium an opportunity to:

1. gather and analyze student response data on items,
2. establish Smarter Balanced scoring and reporting scales,
3. stress-test the test-delivery systems, and
4. offer students and Test Administrators the opportunity to experience a testing environment that will be very similar to the operational system.

The Field Test will be administered to all students in grades 3 through 8 and grade 11 and selected students in grades 9 and 10 and will include over 21,000 items including performance tasks. The data from the Field Test will provide the Consortium with important information on how these items and tasks perform in a real-world setting and will inform the construction of the scale on which the operational assessments will be scored and reported.

Student participation

In California, the following students are expected to participate in the Field Test:

- grades 3 through 8—all students;
- grades 9 and 10—only students in schools selected by Smarter Balanced; and
- grade 11—students in schools selected by Smarter Balanced are expected to participate, and all other grade 11 students are encouraged to participate

LEAs should have received a list of participation information about schools testing students in grades 9, 10, and 11 from CalTAC and should contact CalTAC if they do not know which students are to be tested in these upper grades.

All students in the specified grade levels will participate in the Smarter Balanced Field Test unless the students will take the California Alternate Performance Assessment (CAPA), are English learners who have attended school in the United States for less than 12 months (for the ELA/literacy FT only), or have a parent/ guardian exemption (see section *6.2 Field Test Participation* for more information). Generally, if a student participated in the California Standards Tests (CSTs) or takes the California Modified Assessment (CMA) and attends a school participating in the Field Test, he or she is eligible to participate.

1.3 User Roles and Responsibilities for the Field Test

User roles and their responsibilities for the Field Test are provided in Table 1.

Table 1: User Roles in the Online Testing System for the Smarter Balanced Field Test

User Role	Description
State Users (State) (California Department of Education [CDE])	<p>The CDE and its contractor, ETS, will be responsible for:</p> <ul style="list-style-type: none"> uploading student information into the Test Information Distribution Engine (TIDE); adding other State Users and District Test Coordinators (DCs) into TIDE who have submitted a signed CAASPP Test Security Agreement; reviewing and resolving test security incidents as submitted by LEAs; and communicating and providing support to LEAs regarding which schools are participating in the Field Test.
District Test Coordinator (DC)	<p>The District Test Coordinator was designated by the district superintendent at the beginning of the 2013–14 school year. <i>(Note: In the state regulations, this role is referred to as the LEA CAASPP Coordinator.)</i> The DC will be added to TIDE by a State User. A signed CAASPP Test Security Agreement from the DC must be on file with CalTAC.</p> <p>DCs are responsible for the following:</p> <ul style="list-style-type: none"> adding School Test Coordinators (SCs) and Test Administrators (TAs) into TIDE; coordinating with SCs so that tests are administered in the appropriate grade(s) and content area(s) for their schools; updating student information in the California Longitudinal Pupil Achievement Data System (CALPADS); ensuring that the SCs and TAs in their districts are appropriately trained regarding Smarter Balanced test administration and security policies and procedures; and reporting all test security irregularities and/ or breaches that occur before, during, or after test administration to the CDE within 24 hours of discovery using the Irregularity and/ or Breach Report Form found on the Forms Web page at http://californiatac.org/administration/forms/. <i>(California Code of Regulations [CCR], Title 5, Education, Section 859 [e])</i> <p>DCs also have oversight responsibilities for all administration activities in their district schools. Please see the DC Checklist in <i>Appendix E</i> for details.</p>

User Role	Description
<p>School Test Coordinator (SC)</p>	<p>The School Test Coordinator was designated by the District Test Coordinator at the beginning of the 2013–2014 school year. SCs can be added to TIDE by a District Test Coordinator. <i>(Note: In the state regulations, this role is referred to as the CAASPP Test Site Coordinator. There can be more than one school test coordinator as required by school need.)</i></p> <p>An SC can be a principal, vice principal, technology coordinator, counselor, or other staff member. If possible, an SC should be a person with noninstructional or limited instructional duties so that he or she can coordinate and monitor testing activity in the school.</p> <p>SCs are accountable for ensuring that testing at their school is conducted in accordance with the test security and other policies and procedures established by the Smarter Balanced Assessment Consortium, the CDE, the CDE contractor, and state regulations. SCs are responsible for:</p> <ul style="list-style-type: none"> identifying Test Administrators (TAs) and ensuring that they have submitted signed Test Security Affidavits (5 <i>CCR</i> Section 850 [w]) to the DC and are properly trained; coordinating with TAs so that they administer tests in the appropriate grade(s) and content area(s) for their school; creating or approving testing schedules and procedures for the school (consistent with district and state policies); working with technology staff to ensure that necessary secure browsers are installed and any other technical issues are resolved; monitoring testing progress during the testing window and ensuring that all students participate, as appropriate; using the school’s procedure for correcting student data errors reported by TAs in CALPADS, verifying the corrections in TIDE, and ensuring that the student’s test session is rescheduled; addressing testing problems, as needed; and reporting all test security incidents that occur before, during, or after test administration to the DC immediately. <p>SCs also have oversight responsibilities for all administration activities in their school, and they oversee TAs. Please see the SC Checklist in <i>Appendix F</i> for details.</p>
<p>Test Administrator (TA)</p> <p>Note. <i>The Smarter Balanced Field Test should be administered by individuals with an existing state certification in education (e.g., teachers, school psychologists, principals, etc.). Expanding the TA role</i></p>	<p>Test Administrators administer the Smarter Balanced Field Test. School Test Coordinators should identify school personnel to act as TAs. <i>(Note: In the state regulations, this role is referred to as the Test Examiner.)</i> TAs are responsible for:</p> <ul style="list-style-type: none"> reading and signing the Test Security Affidavit, which is returned to the DC; completing Smarter Balanced test administration training (see section 1.4 <i>Training Requirements</i>) and reviewing all Smarter Balanced policy and administration documents prior to administering any Smarter Balanced assessments; viewing student information prior to testing to ensure the right student is getting the right test with the correct supports. TAs cannot add, edit, or remove students from TIDE and should report any potential data errors to

User Role	Description
<i>to other individuals who receive the required test administration trainings is a decision made at the state level in accordance with California policy, protocol, or guidelines.</i>	SCs and DCs as appropriate; <ul style="list-style-type: none"> administering the Smarter Balanced assessment; and reporting all potential test security incidents immediately to their SC and DC.

For TIDE User Roles, see section 7.0 *Designating Student Accessibility and Accommodation Options in TIDE* for the detailed table of roles and permissions assigned to each role. For a checklist of activities to complete for State Users (State) at the CDE, see *Appendix D*. For DCs, see *Appendix E*. For SCs, see *Appendix F*. For TAs, see *Appendix G*.

1.4 Training Requirements

All DCs, SCs, TAs, and school administrative staff who will be involved in the Smarter Balanced assessment administration **should complete the Smarter Balanced Field Test online training modules (see Table 5 in section 2.2 Field Test Resources)** in addition to the supplemental videos, which can be found on the Training Web page at <http://californiatac.org/training/sbft/> and the California Smarter Balanced Portal at <http://sbac.portal.airast.org/ca/>. These modules are self-paced and will provide training on technology requirements, TIDE/ user roles, online test administration from the perspective of the TA and the student, and an overview of the performance task administration.

The DC, SC, and/ or other staff designated by the state are responsible for ensuring all appropriate trainings have been completed. Such training should include, but not be limited to, training on item security and professional conduct associated with the administration of standardized assessments.

Smarter Balanced also recommends that states ensure that individuals have read and understand the *Online Field Test Administration Manual* and the *Usability, Accessibility, and Accommodation Guidelines*.

2.0 INTRODUCTION TO THE ONLINE FIELD TEST ADMINISTRATION MANUAL

This *California Online Field Test Administration Manual (CA TAM)* is intended for staff who play a role in the administration of Smarter Balanced assessments (State Users, District Test Coordinators, School Test Coordinators, and Test Administrators). To help you quickly locate areas that pertain to each role, tabs have been placed on the margin of each page that identify the role for which the section is primarily intended.

In addition, this manual is designed to provide Smarter Balanced policies and procedures to ensure standard administration and to support the integrity and validity of the test. This manual also gives an overview of Smarter Balanced guidance on topics such as: test security, test scheduling, and general administration, tailored to the audience of California users.

2.1 Frequently Used Terms

Table 2 defines terms that are specific to the Smarter Balanced Field Test and the online testing environment.

Table 2: Frequently Used Terms

Term	Definition
Accommodation	Changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented individualized education programs (IEPs) or Section 504 Plans. Consortium-approved accommodations do not compromise the construct, grade-level standard, or intended outcome of the assessment. See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> for complete information. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf
Break	There is no limit on the number of breaks or the length of a break that a student might be given according to his or her unique needs. The number of items per session can be based on the student's need. However, for some portions of the test, breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. For a performance task (PT), the student can break for any amount of time and still return to any previously answered item within the PT current segment only.
Classroom Activity	The classroom activity is a short teacher (Test Administrator or other authorized staff)-led activity designed to provide students with information and key terms that would be helpful for him or her to know prior to taking the performance task. A classroom activity is required before the performance task portion of the Field Test for both mathematics and ELA. There should not be a lag of more than three days between the classroom activity and the performance task.

Term	Definition
Computer Adaptive Test (CAT)	Based on student responses, the computer program adjusts the difficulty of items throughout the assessment. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of items to each student and can quickly identify which skills students have mastered. The Field Test will not be adaptive because the items need to first be calibrated. However, the Field Test will provide the data necessary to allow the operational Smarter Balanced Assessment to be computer adaptive.
Confirmation Code	A number or alphanumeric code assigned to a student that is designated by a state and needed for a student to login to the Field Test. For California, the confirmation code will be the student's first name as it appears in CALPADS. More information about the confirmation code is available in section <i>6.1 Student Enrollment and Login Process</i> .
Consortium	The Smarter Balanced Assessment Consortium.
Designated Supports	Features that are available for use by any pupil for whom the need has been indicated, prior to the assessment administration, by an educator or group of educators (e.g., team of educators with parent/ guardian and student). See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> for complete information. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf
District Test Coordinator (DC) <i>alternatively known as LEA CAASPP Coordinator</i>	District-level personnel responsible for the overall administration of the Field Test in a district. DCs should ensure that the School Test Coordinators (SCs) and Test Administrators (TAs) in their districts are appropriately trained and aware of policies and procedures. In the event there is no DC, another designated individual will be assigned these responsibilities by the district superintendent.
Force Majeure	An extraordinary circumstance (e.g., a power outage or network disturbance lasting for more than one full school day) or act of nature (e.g., flooding, earthquake, volcano activity) that directly prevents a school from making reasonable attempts to adhere to the Field Test schedule.
Full-write	A component of the ELA performance task that requires the student to develop an informative/ explanatory, narrative, or opinion/ argumentative multiparagraph piece of writing for which the student engages the full writing process.
Invalidation	The act of omitting test results and student responses from the testing and accountability systems for a given testing opportunity for which the student may not retest. Invalidation is often the outcome for tests impacted by a test security incident.
Non-Performance Task (PT) Items	The Field Test is comprised of two components: a classroom activity/ performance task (see definitions) and non-performance task (non-PT) items, such as Multiple Choice, Matching Tables, and Drag and Drop. For a full list of item types, please see <i>Appendix C</i> . The items in the non-PT will become the CAT portion of the operational assessment.

Term	Definition
Pause	<p>A student or Test Administrator may pause any part of the test as needed. Depending on the section of the test, the consequences of a student's pausing the test will differ. Pauses of more than 20 minutes in the non-PT component of the test will prevent the student from returning to items already attempted.</p> <p>For a performance task, the student can pause for any amount of time and still return to any previously answered item within the PT current segment only. More information on test pausing is available in section <i>6.4 General Rules of Online Testing</i>.</p>
Performance Task (PT)	<p>The Field Test is comprised of two components: a performance task, which is comprised of a classroom activity with an individually administered, computer-generated task, and non-PT items (see definition).</p> <p>A PT is a required portion of the Field Test that requires students to answer a set of complex questions that are centered on a common theme or problem. Prior to the PT, teachers or instructional staff conduct a classroom activity for all students in the class to ensure that the context of the task does not interfere with a student's ability to address the content of the task.</p>
Reset	<p>Resetting a test allows the student to restart the test. For example, this may occur if a student's test event was administered inconsistently with the student's IEP (this is extremely rare). In most cases, the TA can stop the test, contact the SC to enable the approved accommodation(s), and then proceed with the test session without a reset.</p> <p>Permission for a reset is initiated through the Appeals process in TIDE. See section <i>7.0 Designating Student Accessibility and Accommodation Options in TIDE</i> for more information on the Appeals process.</p>
School Test Coordinator (SC) <i>alternatively known as</i> CAASPP Test Site Coordinator	<p>School personnel responsible for monitoring the Field Test schedule, process, and TAs. SCs are also responsible for ensuring that TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the Smarter Balanced Assessment Consortium.</p>
Secure Browser	<p>A Web browser that is downloaded and installed on a computer prior to a student's beginning the test. The browser is specifically designed for use with the Smarter Balanced Assessment to provide secure access to the Field Test and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during the assessment.</p>
Segment <i>alternatively known as</i> Part	<p>Tests are broken up into segments within the Test Delivery System. Depending on the test, segments typically separate items from others if the eligible tools are different (i.e., the mathematics test may have two segments, one segment which allows calculator use and another segment which does not). When a student completes a segment of the test, he or she will receive a message that indicates that once that segment is submitted it is no longer possible to return to that segment.</p>
Session	<p>A timeframe in which students actively test. The length of a test session is determined by building administrators who are knowledgeable about the periods in the building and the timing needs associated with the assessment. Smarter Balanced recommends that session durations range between 40 and 120 minutes. However, Smarter Balanced tests are <i>not</i> timed and an</p>

Term	Definition
	<p>individual student may need more or less time overall. Further, individual students will have unique needs regarding the length of a test session.</p> <p>Though a session is most often set up by an administrator in the TA Interface, the performance task includes a classroom activity, which does not require students to be currently logged in to the Test Delivery System, but may still be administered as an independent session.</p> <p>Smarter Balanced recommends the non-PT portion of the ELA and mathematics tests be administered in at least two sessions.</p> <p>Note: <i>A test session does not need to end when a segment ends.</i></p> <p>Smarter Balanced recommends the ELA PT portion of the test be administered in two sessions corresponding with the segments (Part 1 and Part 2) of the PT. The mathematics PT portion should be administered in one session. Additional information on session recommendations is in section 6.5 <i>Testing Time and Recommended Order of Administration</i>.</p>
Statewide Student Identifier (SSID)	<p>A statewide, unique student identifier, as assigned for use in TIDE, assigned to each student by the CDE.</p> <p>Note: <i>Additional information about the SSID is in section 6.1 Student Enrollment and Login Process.</i></p>
Test Administrator (TA) <i>alternatively known as Test Examiner</i>	<p>District or school personnel responsible for administering the Smarter Balanced Field Test in a secure manner in compliance with the policies and procedures outlined in the <i>California Online Field Test Administration Manual</i>.</p>
Test Information Distribution Engine (TIDE)	<p>The overall registration system used by the Smarter Balanced Assessment. This is the system through which users interact with and inform the test delivery system. In California, the TIDE receives student data from CALPADS. TIDE is also used by DCs and SCs to assign designated supports and accommodations. TIDE uses a role-specific design to restrict access to certain tools and applications based on the user's designated role.</p> <p>See the <i>California Tide User Guide</i> for complete information.</p> <p>http://sbac.portal.airast.org/ca/field-test-ca/resources/</p>
Testing Breach	<p>An event that poses a threat to the validity of the test; in the state regulations, called a "testing irregularity." Examples may include such situations as a release of secure materials or a repeatable security/ system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported by the DC to the CDE within 24 hours.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to <i>Appendix B</i> of this manual.</p>
Testing Impropriety	<p>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. (<i>Note: In California, these may be referred to as Testing Incidents.</i>)</p> <p>For specific details on how to proceed when an incident has occurred, please refer to <i>Appendix B</i> of this manual.</p>

Term	Definition
Testing Irregularity	An unusual circumstance that impacts an individual or group of students who is testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level, but should also be submitted by the DC to the CDE within 24 hours. For specific details on how to proceed when an incident has occurred, please refer to <i>Appendix B</i> of this manual.
Universal Tools	Available to all students based on student preference and selection. See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> for complete information. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf

2.2 Field Test Resources

The *California Online Field Test Administration Manual (CA TAM)* provides information regarding policies and procedures for the Smarter Balanced Field Test as well as screenshots and step-by-step instructions on how to administer the online Field Tests. This manual is designed to complement a variety of other resources listed in Table 3 (manuals), Table 4 (online training modules from CalTAC), Table 5 (online training modules from Smarter Balanced), Table 6 (online training modules from Smarter Balanced on accessibility-related topics), and Table 7 (other resources). Please ensure all of these are reviewed prior to test administration.

Table 3: Manuals

Resource	Description
<i>California Technology Specifications Manual for Online Testing (TSM)</i>	Provides the technical specifications for online testing for School and District Technology Coordinators, including information about Internet and network requirements, hardware and software requirements, secure browser installation, and text-to-speech function. This manual is tailored for use in California only. http://sbac.portal.airast.org/ca/
<i>California Test Information Distribution Engine (TIDE) User Guide</i>	Provides information on how to allow authorized personnel to create user accounts and manage students' test settings for the Field Test administration. This guide is tailored for use in California only. http://sbac.portal.airast.org/ca/field-test-ca/resources/
<i>California Test Administration User Guide</i>	Provides detailed information about the test delivery system (coming in March 2014). This guide is tailored for use in California only. http://sbac.portal.airast.org/ca/
<i>Usability, Accessibility, and Accommodations Guidelines</i>	Describes the Smarter Balanced universal tools, designated supports, and accommodations available at this time for the Smarter Balanced assessments. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf
Universal Tools, Designated Supports, and Accommodations	Table of universal tools, designated supports, and accommodations; includes the California-specific non-embedded accommodations. http://californiatc.org/administration/instructions/

Resource	Description
for the California Assessment of Student Performance and Progress Assessment System table	

* Please access the California Smarter Balanced Portal for resources at <http://sbac.portal.airast.org/ca/>.

Table 4: Online Training Modules—CaITAC

Module Name	Primary Audience	Objective
Windows Network Secure Browser	District/School Test Coordinators, District/School Technology Coordinators	This module provides step-by-step instructions on how to install the secure browser for Windows computers over a network.
Windows One-by-One Secure Browser Installation	District/School Test Coordinators, District/School Technology Coordinators	This module provides step-by-step instructions on how to install the secure browser for individual Windows computers.
Mac® Network Secure Browser Installation	District/School Test Coordinators, District/School Technology Coordinators	This module provides step-by-step instructions on how to install the secure browser for Macintosh® computers over a network.
Mac One-by-One Secure Browser Installation	District/School Test Coordinators, District/School Technology Coordinators	This module provides step-by-step instructions on how to install the secure browser for individual Macintosh® computers.
Smarter Balanced Field Test Workshop Archived Webcast	District/School Test Coordinators, District/School Technology Coordinators	This recorded Webcast presents an overview of the topics in this manual and is specific to the California implementation of the Smarter Balanced Field Test. This workshop was also presented throughout California during February 2014. Some of the contents are specific to the California implementation of the Smarter Balanced Field Test.

Module Name	Primary Audience	Objective
Smarter Balanced Field Test Technology Requirements Archived Webcast	District/ School Test Coordinators, District/ School Technology Coordinators	This recorded Webcast presents the technology requirements for schools. Some of the contents are specific to the California implementation of the Smarter Balanced Field Test.
Setting Up and Using the Smarter Balanced Practice Test Archived Webcast	District/ School Test Coordinators, District/ School Technology Coordinators	This recorded Webcast describes the procedures to set up and use the Smarter Balanced Practice tests. Some of the contents are specific to the California implementation of the Smarter Balanced Field Test.
Smarter Balanced Field Test Secure Browser Archived Webcast	District/ School Test Coordinators, District/ School Technology Coordinators	This recorded Webcast discusses the secure browser and demonstrates its installation. Some of the contents are specific to the California implementation of the Smarter Balanced Field Test.

* Please access the California Technical Assistance Center Web page for additional videos, Webcasts, and resources that have been added since publication, at <http://californiatac.org/training/sbft/>.

Table 5: Online Training Modules—Smarter Balanced

Module Name	Primary Audience	Objective
Accessibility and Accommodations	Test Administrators and School Test Coordinators	This module describes the recommended uses of available universal tools, designated supports, and documented accommodations for student accessibility to Smarter Balanced assessments.
Let’s Talk Universal Tools	Students, Test Administrators, teachers	This module acquaints students and teachers with the online, universal tools (e.g., types of calculators, expandable text) available in the Smarter Balanced assessment. This module should be shown to students in a classroom setting. For grades 3–8, it is encouraged that the teachers be in the room to answer questions from the students as they view the module.
Performance Task Overview	District/ School Test Coordinators, teachers	This module provides an overview of what a performance task is and the purpose of the classroom activity as it pertains to the performance task.
Student Interface for Online Testing	District/ School Test Coordinators, Test Administrators, teachers	This module explains how to navigate the Student Interface.

Module Name	Primary Audience	Objective
Technology Requirements for Online Testing	District/ School Technology Coordinators	This module provides current information about technology requirements, site readiness, supported devices, and secure browser installation.
Test Administrator (TA) Interface for Online Testing	District/ School Test Coordinators, Test Administrators, teachers	This module presents an overview on how to navigate the Test Administrator Interface.
Smarter Balanced Test Administration Overview	District/ School Test Coordinators, Test Administrators, teachers	This module prepares District/ School Test Coordinators and Test Administrators with an overview of procedures, including policy matters and test security processes.
Test Information Distribution Engine (TIDE)	District/ School Test Coordinators, Test Administrators	This module provides detailed information on how to upload student information, manage users, and use other features of the TIDE system.
What is a CAT? (Computer Adaptive Test)	State, District/ School Test Coordinators, teachers	This module provides the characteristics and advantages of a Computer Adaptive Test (CAT).
What is a Field Test?	Students, teachers	This module is designed for students and should be shown to students in a classroom setting. This module is intended to answer student questions on what a field test is and why it is important for students to participate in the Smarter Balanced Field Test. For grades 3–8, it is encouraged that the teachers be in the room to answer questions from the students as they view the module.

* Please access the California Smarter Balanced Portal for resources at <http://sbac.portal.airast.org/ca/field-test-ca/resources/>.

Table 6: Online Training Modules—Accessibility

Module Name	Primary Audience	Objective
Accessibility and Accommodations	Test Administrators and School Test Coordinators	This module describes the recommended uses of available universal tools, designated supports, and documented accommodations for student accessibility to Smarter Balanced assessments.

Module Name	Primary Audience	Objective
Let's Talk Universal Tools	Students, Test Administrators, teachers	This module acquaints students and teachers with the online, universal tools (e.g., types of calculators, expandable text) available in the Smarter Balanced assessment. This module should be shown to students in a classroom setting. For grades 3–8, it is encouraged that the teachers be in the room to answer questions from the students as they view the module.

Table 7: Other Resources

Resource	Description
<i>Practice Test for the Field Test</i>	<p>Practice Tests include items and performance tasks for each grade level (3–8 and 11). The Practice Tests provide a preview of the item types included in the Smarter Balanced assessments.</p> <p>Practice Tests are accessed via the California Smarter Balanced Portal and do not require use of the secure browser. This is the direct link to the Practice Tests: http://sbac.portal.airast.org/ca/practice-test-ca/.</p>
<i>Training Test for the Field Test</i>	<p>Training Tests are located on the California portal for TAs and students to become familiar with the format and functionality of the online test. This resource will be available by grade band (3–5, 6–8, high school) and will have approximately eight to nine mathematics and six ELA items per grade band.</p> <p>Training Tests are accessed via the California Smarter Balanced Portal and do not require use of the secure browser.</p> <p>Access the Training Tests using the following link: http://sbac.portal.airast.org/ca/practice-test-ca/.</p>

3.0 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 test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results. Failure to honor security severely jeopardizes student information and/or puts the operational test at risk.

*To ensure consistent administration across all participating schools in every Smarter Balanced state, all Test Administrators (TAs) **should** complete the Test Administration training modules located on the California Smarter Balanced Assessment Portal, at <http://sbac.portal.airast.org/ca/field-test-ca/resources/>.*

3.1 Security of the Test Environment

The test environment refers to all aspects of the testing situation while students are testing. The test environment includes what a student can see, hear, or access (including access via technology). A violation of the security of the test environment may result in a test irregularity.

Requirements of a secure test environment include, but are not limited to, the following:

- 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. Please see section *9.1 Establishing Appropriate Testing Conditions* for more detail.
- Students are actively supervised and the students are free from access to unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes, but is not limited to, cell phones, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices.
- SCs or TAs should post the "Unauthorized Electronic Devices May Not Be Used at Any Time During the Testing Session" signs so that they are clearly visible to all students. A master of this sign can be downloaded from the Forms Web page at <http://californiatac.org/administration/forms/>.
- Information displayed on bulletin boards, chalkboards or dry-erase boards, or charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.) and that might assist students in answering questions. These materials **must be removed or covered**.
- Students should be seated so there is enough space between them to minimize opportunities to look at each other's work, or should be provided with table-top partitions.
- Students should have access to and use of only those allowable resources identified by Smarter Balanced that are permitted for each specific assessment (or portion of an assessment).
- Only students who are testing can observe assessment items. Students who are not being tested or unauthorized staff must not be in the room where a test is being administered. Based on the item type (i.e., performance tasks), trained TAs may also have limited exposure to assessment items in the course of properly administering the assessment; however, even TAs may not actively review or analyze any assessment items.

- Administration of the Smarter Balanced Field Test is permitted only through the Student Interface via a secure browser.

3.2 Secure Handling of Printed Test Materials and Note Paper: Printing, Storage, and Disposal

Printing

Under extremely rare circumstances, a TA may be allowed to print individual test items or stimuli for a student who meets the criterion for this accommodation. The printing of items/ stimuli is intended for those extremely rare instances where a student's condition (e.g., photosensitive epilepsy) prevents him or her from accessing material online. Access to printed items/ stimuli should **not** be assigned based solely on a student's personal preference. The decision to allow this accommodation must be based on each individual student's need.

Printing Individual Test Items

Printing **individual test items** for students with this accommodation will require a request to CalTAC to have the accommodation set for the student—please see the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* for complete information (http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf).

Printing Passages or Stimuli

For those students whose Section 504 Plan or IEP expresses a need for a paper copy of **passages or stimuli**, permission for the students to request this accommodation must first be set in TIDE one to two weeks prior to testing by the School or District Test Coordinator.

Print requests will need to be approved and processed by the TA during test administration. The decision to allow students to use print on demand must be made on an individual student basis and is available only for students with an IEP or Section 504 Plan.

Note: *It is a testing impropriety to apply this resource for a student without documentation of actual need. The use of this resource should be minimal.*

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

Destruction of printed materials and note paper

Any note paper or printed assessment items and passages 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 who have signed a state-specific security agreement. All test materials must remain secure, both prior to the testing event and following a testing event, until test materials, including printed materials, are securely shredded at the end of each test session.

Printed test items/ stimuli, including embossed Braille printouts, must be collected and inventoried at the end of each test session and then immediately shredded. **DO NOT** keep printed test items/ stimuli for future test sessions.

The following test materials must be securely shredded:

- Scratch paper and all other paper handouts written on by students during testing, including copies of the classroom activity;
- Any reports or other documents that contain personally identifiable student information; and
- Printed test items or stimuli.

4.0 TESTING IMPROPRIETIES, IRREGULARITIES, AND BREACHES

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited during test administration, either because they give a student an unfair advantage or because they compromise the secure administration of the assessment. 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.

Appendix B contains more details about improprieties, irregularities, and breaches and should be reviewed by State Users (State), District Test Coordinators (DCs), School Test Coordinators (SCs), and Test Administrators (TAs) prior to test administration. The *California TIDE User Guide* will contain specific instructions on invalidating, resetting, re-opening, or restoring a test when an incident has occurred. DCs, SCs, and TAs should review *Appendix B* of this manual and the *California TIDE User Guide* located on the California portal at <http://sbac.portal.airast.org/ca/field-test-ca/resources/>. Definitions are provided in Table 8 below.

Table 8: Definitions for Test Security Incidents

Type	Definition
Testing Breach	An event that poses a threat to the validity of the test; in the state regulations, called a “testing irregularity.” Examples may include such situations as a release of secure materials or a repeatable security/ system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported by the DC to the CDE within 24 hours.
Testing Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. (<i>Note: In California, these may be referred to as “testing incidents.”</i>)
Testing Irregularity	An unusual circumstance that impacts an individual or group of students who is testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level, but should also be submitted by the DC to the CDE within 24 hours.

Item security rules include but are not limited to the following:

- Unless assigned as an accommodation, no copies of the test items, stimuli, reading passages, PT materials, or writing prompts may be made or otherwise retained. This includes using any digital, electronic, or manual device to record or retain an item.
- Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone. All printed test items, stimuli, and reading passages must be securely shredded immediately following a test session.
- Test items, stimuli, reading passages, or writing prompts must never be sent by email or fax, or replicated/ displayed electronically.
- Secure test items, stimuli, reading passages, or writing prompts must not be used for instruction.
- No review, discussion, or analysis of test items, stimuli, reading passages, or writing prompts at any time, including before, during, or between sections of the test, is allowed by students, staff, or TAs. Student interaction with test content during a test is limited to what is dictated for the purpose of a performance task.

- No form or type of answer key may be developed for test items.

TAs and SCs or other individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the tests or the data should follow the steps outlined in *Appendix B* of this manual and the *California TIDE User Guide* located on the California portal at <http://sbac.portal.airast.org/ca/>.

5.0 TECHNOLOGY INFRASTRUCTURE

Prior to test administration, District Test Coordinators (DCs), School Test Coordinators (SCs), Technology Coordinators, and Test Administrators (TAs) should review the technology infrastructure at their schools.

5.1 Technology Resources

The *Technology Strategy Framework and System Requirements* specifications document is available for download at http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/Tech_Framework_Device_Requirements_11-1-13.pdf. This document provides information about supported technology and technology requirements and can be used to confirm that your school meets the minimum requirements for online testing.

The California Smarter Balanced Portal provides a **link to a diagnostic testing tool that Technology Coordinators can use to test their school's bandwidth** (see the instructions at <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/11/Bandwidth-Check-Instructions.pdf>).

To use the diagnostic tool:

1. Select the test your school will administer.
2. Enter the total number of students who will take the test.
3. Click [**Run Network Diagnostics Tests**].

Note: You may want to run this test more than once and at different times of the day because estimates change as the network conditions change and can vary from run to run.

The California *Technical Specifications Manual for Online Testing*, located on the portal (<http://sbac.portal.airast.org/ca/field-test-ca/resources/>), provides Technology Coordinators with the technical specifications for online testing, including information about Internet and network requirements, hardware and software requirements, secure browser installation, and text-to-speech functionality.

5.2 The Secure Browser

The Smarter Balanced Field Test secure browser must be installed on all computers that will be used for testing at least two weeks prior to the Field Test.

Students must use the secure browser to log in to the Student Interface and access the Smarter Balanced Field Test. The secure browser is designed to ensure test security by prohibiting access to external applications or navigation away from the test.

Your School Technology Coordinator is responsible for ensuring that the secure browser has been correctly installed on all computers to be used for testing at your school.



For information about accessing and installing the secure browsers or accessing the Field Test, refer to the *California Technical Specifications Manual* on the California Smarter Balanced Portal (<http://sbac.portal.airast.org/ca/field-test-ca/resources/>).

While the secure browser is an integral component of test security, TAs perform an equally important role in preserving test integrity and security. In addition to the security guidelines presented in this manual, DCs and SCs should understand and adhere to the security guidelines listed in the CAASPP Security Agreement. TAs and other personnel associated with the Field Test should understand and

adhere to the security guidelines listed in the CAASPP Security Affidavit. Both documents are available for download from the Forms Web page at <http://californiatac.org/administration/forms/>. In addition, TAs should be aware of the following guidelines and employ the necessary precautions while administering online assessments:

1. Close External User Applications

Prior to administering the online assessments, TAs should check all computers that will be used and close all applications except those identified as necessary by the school's Technology Coordinator. After closing these applications, the TA should open the secure browser on each computer. *The secure browser will not work if the computer detects that a forbidden application is running (see below).*

2. No Testing on Computers with Dual Monitors

Students must not take online assessments on computers that are connected to more than one monitor. Systems that use a dual monitor setup typically display an application on one monitor screen while another application is accessible on the other screen.

Forbidden application detection

The secure browser and Student Interface automatically detect certain applications that are prohibited from running on a computer while the secure browser is open. When the secure browser is launched, the system checks all applications currently running on a computer. If a forbidden application is detected, the student will not be able to log in. A message will also be displayed that lists the forbidden application(s) that needs to be closed.

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

Before administering tests, TAs should take proper measures to ensure that forbidden applications are not running on student computers. TAs may contact their School Technology Coordinator or District Technology Coordinator for assistance in closing forbidden applications.

Secure browser error messages

1. Secure Browser Not Detected

The system automatically detects whether a computer is using the secure browser to access the online testing system. The system will not permit access to the test other than through the secure browser; under no condition may a student access a Field Test using a nonsecure browser.

2. Unable to Establish a Connection with the Test Delivery System

If a computer fails to establish a connection with the Test Delivery System, the message below will be displayed. This is most likely to occur if there is a network-related problem. The causes may include an unplugged network cable or a firewall not allowing access to the site.

Unable to establish a connection with the Test Delivery System (TDS).

[CLICK HERE TO TRY AGAIN](#)

Force-quit commands for secure browsers

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

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



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

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

Force-quit Commands

Windows: **[Ctrl] + [Alt] + [Shift] + [F10]**

Mac OS X: **[Ctrl] + [Alt] + [Shift] + [F10]**

Linux: **[Ctrl] + [Alt] + [Shift] + [Esc]**

Note for Windows and Mac Users:

If you are using a laptop or netbook, you may also need to press the **[FN]** key before pressing **[F10]**.

6.0 TEST ADMINISTRATION

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

6.1 Student Enrollment and Login Process

Student enrollment

Only students who are enrolled in a school and grade participating in the Smarter Balanced Field Test may take the assessments. **Each student must be correctly assigned to his or her school and grade in the Smarter Balanced TIDE system.** If an eligible student does not appear in TIDE, has missing or incorrect designated supports and accommodations, or is associated with an incorrect school or grade, this information must be updated in CALPADS before the student can test. District Test Coordinators (DCs) and School Test Coordinators (SCs) will need to add/ update student information in CALPADS at least three business days in advance of testing.

Students cannot access a test if their student enrollment or accessibility and accommodation information is incorrect.

Refer to the *California TIDE User Guide* on the California Smarter Balanced Portal for additional information: <http://sbac.portal.airast.org/ca/field-test-ca/resources/>.

Student login

Each student will log in to the Smarter Balanced Field Test using a confirmation code* , his or her state abbreviation (e.g., California = CA) followed by a hyphen and his or her Statewide Student Identifier (SSID)** , and a test session ID.

***Note:** When a Test Administrator creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log in. Please refer to the Test Administrator User Guide located at <http://sbac.portal.airast.org/ca/field-test-ca/resources/> for detailed information on how to obtain session IDs.*

* **Confirmation Code:** This is a number or alphanumeric code (that may not be unique) assigned to a student that is designated by, state, or in some cases, district. In California, the confirmation code is the student's first name as it appears in CALPADS.

Districts and schools will have the capability of viewing student confirmation codes by running a search in the "View/ Edit" student tab within the Student Information tab in TIDE. This will allow a file export of all students in a school, or allow you to search specific students to determine their confirmation code.

More information on confirmation code can be found on the portal at <http://sbac.portal.airast.org/wp-content/uploads/2014/01/Confirmation-Code-1.14.14.pdf>.

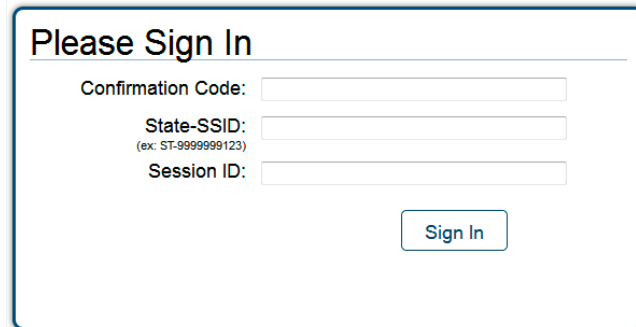
** **SSID:** A unique number or alphanumeric code assigned to a student by the state.

Sample for a California
Demo Session:

Confirmation: John (First name)

State-SSID: CA-123456789

Session ID: Demo-123-abc



Please Sign In

Confirmation Code:

State-SSID:
(ex: ST-9999999123)

Session ID:

Verifying student information

DCs, SCs, and TAs can verify students' SSIDs in TIDE prior to starting test administration. However, it is important for anyone with access to this information to remember that student personal information, including SSIDs, is confidential. **If materials containing the student name and/or the SSID are distributed to students, these materials must be collected before the students leave the testing room and either securely stored to be used in a subsequent test session or shredded.** For additional information about security protocols, refer to section *3.0 Test Security* of this manual.

6.2 Field Test Participation

Smarter Balanced has crafted a comprehensive accessibility and accommodations framework, *Usability, Accessibility, and Accommodations Guidelines*, for all students and those with special assessment needs. It is also developing a variety of innovative digital accessibility tools that will be embedded in the Smarter Balanced test delivery engine. The Field Test will feature several universal digital accessibility tools and a variety of designated supports and accommodations.

The *Usability, Accessibility, and Accommodations Guidelines* (Smarter Balanced Guidelines) can be found at http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf. The Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress Assessment System table can be found at <http://californiatac.org/administration/instructions/>.

If a student requires a designated support or accommodation that is not listed in the Smarter Balanced Guidelines or the CDE table, you may request approval of an undefined support or accommodation by submitting a request to the CDE using the online form available at www.californiatac.org/administration/forms.

Consistent with the Smarter Balanced field-testing plan, all students, including students with disabilities, English language learners (ELLs), and ELLs with disabilities, should have equal opportunity to participate in the Smarter Balanced Field Test.

All students enrolled in grades 3 through 8 and grade 11 and selected students in grades 9 and 10 are required to participate in the Smarter Balanced mathematics assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for the California Alternate Performance Assessment (CAPA).

- Students whose parents/ guardians have submitted written requests to exempt their children from all or any part of the Field Test. All such requests must be honored as indicated in *California Education Code (EC) Section 60615*.

All students enrolled in grades 3 through 8 and grade 11 and selected students in grades 9 and 10 are required to participate in the Smarter Balanced English language arts/ literacy assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for the CAPA.
- ELLs who enrolled within the last 12 months prior to the beginning of testing in a U.S. school.
- Students whose parents/ guardians have submitted written requests to exempt their children from all or any part of the Field Test. All such requests must be honored as indicated in *California ECSection 60615*.

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

For answers to questions about the tools and accommodations available for the Field Test, school personnel should contact the California Technical Assistance Center at CaITAC@ets.org or 800-955-2954.

6.3 Preparing Students for Testing

Practice and Training Tests

In preparation for the Field Test and to expose students to the various items (see *Appendix C* for item types) in ELA and mathematics, it is highly recommended that all students access the Practice Test for the Field Test (<http://sbac.portal.airast.org/ca/practice-test-ca/>) and/or the Training Test for the Field Test (<http://sbac.portal.airast.org/ca/>). Each resource offers students a unique opportunity to experience a test in a manner similar to what they will see on the Field Test and prepare students for the Field Test.

Overview of the Practice Tests

Practice Tests are grade-specific (3–8 and 11) and include a range of item types, grade-level content, and difficulty. There are approximately 30 items, including a performance task, on a Practice Test in each content area. Smarter Balanced will increase the number of items and features in the Practice Tests over time.

In addition, the Practice Tests include an initial set of accessibility features that will be available to all students in the final assessment system, such as highlighting text, zooming in and out, marking items for review, and the digital notepad. A user guide that provides direct guidance on accessing the Practice Tests, as well as frequently asked questions that provide additional information about the assessment and how to use it, are available through the California Smarter Balanced Portal at <http://sbac.portal.airast.org/ca/>.

Overview of the Training Tests Sites

Training Tests are not grade specific and provide students and teachers with an opportunity to become familiar with the software and all interfaces features and functionality that will be used in the Smarter Balanced Field Test. The Training Tests are available by grade bands (3–5, 6–8, and high school) and have six items in ELA and eight to nine in mathematics. The Training Tests do not

include performance tasks. The site is accessible from the Training Test section of the California Smarter Balanced Portal (<http://sbac.portal.airast.org/ca/>). Note that the text-to-speech functionality is available *only* when using the Training Test through the secure browser.

- The TA Training Test Site may be used only by authorized state-level users, DCs, SCs, and TAs. This site provides Test Administrators with an opportunity to become familiar with the tools needed to proctor online tests.
- The Student Training Test Site may be used by anyone. Students can log in as guests or use their confirmation code and State-SSID. Students who log in using their credentials may log into a guest session or into a proctored training session with a training session ID set up through the TA Training Test Site.

The Training Tests can be used alone or in conjunction with the TA Training Test Site. These applications can be used together to simulate an online test session so that both TAs and students can become comfortable with the online testing environment. For additional information, refer to the *Practice Test and Training Test User Guide* located on the California Smarter Balanced Portal (<http://sbac.portal.airast.org/ca/>).



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

It is *highly recommended* that **ALL** students access the Training Test Site before taking the Field Test. The Training Tests will be especially beneficial for those students who have not previously participated in online testing. Teachers are encouraged to conduct a group walk-through of the Smarter Balanced Training Test or Practice Test with their students to promote familiarity with the testing format and basic test rules (see section 6.4 *General Rules of Online Testing*). A comparison of the Training Test and Practice Test is provided in Table 9.

Table 9: Comparison of the Training Test and Practice Test

Feature	Practice Test	Training Test
Purpose	Provide students the opportunity to experience a range of grade-specific item types (as well as performance tasks) similar in format and structure to the Smarter Balanced assessments.	Provide students with an opportunity to become familiar with the software and interface features that will be used in the Smarter Balanced assessments.
Grade Level	Individual assessments at each grade <ul style="list-style-type: none"> • Grades 3–8 and 11 	Three assessments by grade band: <ul style="list-style-type: none"> • Grades 3–5 • Grades 6–8 • high school
Type of Items	Approximately 30 items in ELA and 30 items in mathematics per grade level One ELA and one mathematics performance task per grade level	Approximately 14–15 items per grade band (6 in ELA and 8–9 in mathematics) No performance tasks Includes new item types not currently present in the Practice Test (matching tables, table fill-in, evidence-based selected response)

Feature	Practice Test	Training Test
Available Embedded Universal Tools, Designated Supports, and Accommodations	<p>All universal tools</p> <p>Most designated supports, including:</p> <ul style="list-style-type: none"> • Color contrast • Masking • Text-to-speech items • Translations (glossary): Spanish <p>Most accommodations, including:</p> <ul style="list-style-type: none"> • American Sign Language for all mathematics items and ELA Listening stimuli and items • Braille • Streamlining* 	<p>All universal tools</p> <p>All designated supports, including:</p> <ul style="list-style-type: none"> • Color contrast • Masking • Text-to-speech items • Translated test directions: Spanish • Translations (glossary): Spanish, Arabic, Cantonese, Filipino, Korean, Mandarin, Punjabi, Russian, Ukrainian, Vietnamese • English glossary • Full translation: Spanish <p>All accommodations, including:</p> <ul style="list-style-type: none"> • American Sign Language for all mathematics items and ELA Listening stimuli and items • Braille • Streamlining* • Text-to-speech for reading passages in grades 6 to high school
Access	http://sbac.portal.airast.org/ca/practice-test-ca/	http://sbac.portal.airast.org/ca/

* *Streamlining is an embedded accommodation on the computer-administered test system that allows a student to select and alternate display of an item and stimulus with more white space and a separation of the instructions from the question.*

6.4 General Rules of Online Testing

This section provides a brief overview of the general test administration rules as well as information about test tools and accommodations. For more advanced information, refer to the *Practice Test and Training Test User Guide* located on the California Smarter Balanced Portal (<http://sbac.portal.airast.org/ca/>).

Basic test rules

- Non-PT items and performance tasks will be presented in the Field Test administration as separate tests. Students may not return to a test once it has been submitted.
- Within each test there may be segments. A student may not return to a segment once it has been submitted.
- Students **must answer 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 must answer all test items before the test can be submitted.

- Mark items for review and use the Past/ Marked drop-down list to return to those items.

Pause rules

- **During the non-PT portion of the test, if a test is paused for more than 20 minutes** the student is:
 - Required to log back into the student interface;
 - Presented with the test page containing the test 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 test page (if all items on the previous test page were answered); and
 - NOT permitted to review or change any previously answered test items (with the exception of items on a page that contains at least one item that was not answered yet).
- **During the performance task portion of the test, there are no pause restrictions.** If a test is paused for 20 minutes or more, the student can return to the section and continue typing his or her responses. Please note that there are specified recommendations provided in section *6.5 Testing Time and Recommended Order of Administration*.
- Any highlighted text, notes on the digital notepad, or items marked for review will not be saved when a 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.

Scenarios:

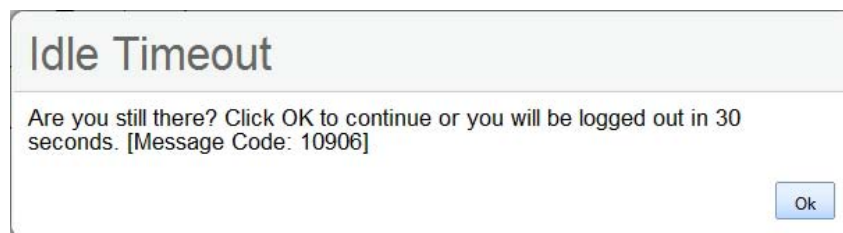
1. If during the non-PT portion of the Field Test a test is paused for less than 20 minutes (or does not pause at all), the student can return to previous test pages and change the response to any question he or she has already answered within a segment.
2. If during the non-PT portion of the Field Test a test is paused for more than 20 minutes, when the student resumes testing, the test will return the student to the last page with unanswered items. If a page has both answered and unanswered items, the student may change any answers present on that page. However, he or she may not return to previous pages and consequently cannot change answers to items on previous pages.
 - a. Example: A single test page has questions 4–10. A student answers questions 4–10 and pauses the test for more than 20 minutes. When the student resumes testing, he or she can change answers to questions 4–10 but cannot return to questions 1–3 on an earlier page.
3. If during the non-PT portion of the Field Test a test is paused for more than 20 minutes and there is no answered item on that individual page, the student will not have access to any items on previous pages for which a response has already been provided.
 - a. Example: Question 6 is the only item on a test page and the student does not answer it before pausing the test. The student resumes testing after pausing for more than 20 minutes and is directed to the page with question 6. The student may not return to questions 1–5.
 - b. Example: A page contains questions 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 question 12 and cannot return to questions 1–11.

- If during the performance task portion of the Field Test a test is paused for more than 20 minutes, the student will return to the section and continue typing his or her responses. There are no pause restrictions for the PT portion of the test.

Test timeout (due to inactivity)

As a security measure, students are automatically logged out of the test after 20 minutes of test inactivity. *Activity* is defined as selecting an answer or navigation option in the test (e.g., clicking [Next] or [Back] or using the **Past/Marked Questions** drop-down list to navigate to another item). Moving the mouse or clicking on an empty space on the screen is not considered activity.

Before the system logs the student out of the test, 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 20 minute inactivity timer.



Test expiration

Non-PT Items

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

Note: *The 45-day limit does not extend past the official end of the Field Test, June 6. If a student starts the test a week before the Field Test end date, the student must finish before the administration window officially closes. The test will automatically end on June 6 even if the student has not finished.*

Performance Task (PT)

The PT is a separate test section that remains active only for ten calendar days after the student has begun the PT. However, Smarter Balanced recommends that students complete the PT within three days of starting. A summary of recommendations for the number of sessions and session durations is provided in section 6.5 *Testing Time and Recommended Order of Administration*.

6.5 Testing Time and Recommended Order of Administration

All students participating in the Field Test, regardless of content area (ELA, mathematics, or both), will receive non-PT items, a classroom activity, and a performance task. If you are unsure which content areas or grades are being administered to your students, please confirm with your SC.

6.5.1 Testing Time in California

Testing Windows

The Field Test is being administered March 18–June 6, 2014.

For the Field Test in California, LEAs were provided a six-week testing window for each school. The assigned Field Test window falls within the overall administration dates. The CDE and Smarter Balanced will be using this information to ensure that there is sufficient server capacity for all scheduled students to test. Please ask your SC for the dates if you are unsure of your school’s testing window(s) or download the county list that includes your school from the Testing Window Web page at <http://californiatac.org/about/smarter-balanced/testing-windows/>. If the DC requested window reassignment and you are not sure if your list was updated, the DC should contact CalTAC for a current list.

Scheduling Time for Testing:

Table 10 contains the estimated times it will take most students to complete the California Smarter Balanced Field Test based on the time it took students to complete the Smarter Balanced Pilot Test.

Table 10: Estimated Testing Times for California Smarter Balanced Field Tests

	Content Area	Grades	Non– Performance Task items hrs : mins	Classroom Activity (administered prior to the PT)* hrs : mins	Performance Task (PT) hrs : mins	Estimated Total hrs : mins	Estimated Grand Total hrs : mins
Single Content area	ELA	3–5	1:30	:30	2:00	3:30	4:00
		6–8	1:30	:30	2:00	3:30	4:00
		HS	2:00	:30	2:00	4:00	4:30
	Math	3–5	1:30	:30	1:00	2:30	3:00
		6–8	2:00	:30	1:00	3:00	3:30
		HS	2:00	:30	1:30	3:30	4:00

	Content Area	Grades	Non-Performance Task items hrs : mins	Classroom Activity (administered prior to the PT)* hrs : mins	Performance Task (PT) hrs : mins	Estimated Total hrs : mins	Estimated Grand Total hrs : mins
Both Content areas	ELA+Math, with ELA PT	3–5	1:30	: 30	2:00	3:30	4:00
		6–8	1:45	: 30	2:00	3:45	4:15
		HS	2:00	: 30	2:00	4:00	4:30
	ELA+Math, with Math PT	3–5	1:30	: 30	1:00	2:30	3:00
		6–8	1:45	: 30	1:00	2:45	3:15
		HS	2:00	: 30	1:00	3:00	3:30

* Classroom activities are designed to fit into a 30-minute window and will vary due to the complexity of the topic and individual student needs.

When developing a testing schedule, you may use the estimated testing times to calculate the number of days and the amount of time it will take to complete a test by grade level for each of the four testing scenarios in California—ELA only, mathematics only, ELA and mathematics with an ELA PT, and ELA and mathematics with a mathematics PT.

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

Local Capacity and the Impact on Scheduling

The following information, tools, and recommended configuration details have been developed to assist school and district technology staff evaluate local testing capacity and prepare computers to be used for the Smarter Balanced assessment.

- Districts should ensure that computers meet the minimum technology requirements, described on the California Smarter Balanced Technology Portal (<http://sbac.portal.airast.org/ca/>).
- Prior to testing, the Smarter Balanced secure browser should be installed on all computers in the schools that will be used for testing. Details and download instructions for the secure browser can be found in the *Technical Specifications Manual* located on the Smarter Balanced Web page at <http://sbac.portal.airast.org/browsers/>.
- Smarter Balanced has developed Technology Readiness Tool (TRT) for schools and districts to assess their technology readiness: <https://www.techreadiness.net>. Frequently asked questions for using this tool can be found here: <http://techreadiness.org/r/Resources/> (note that many districts have conducted this exercise already and may have user IDs established already). Schools should work with their District Technology Coordinators prior to utilizing this tool.

- To help estimate the number of days and associated network bandwidth required to administer the Smarter Balanced assessment, schools should access the online calculator at <http://www3.cde.ca.gov/sbactechcalc/>. Divide the resulting estimate by two for California testing. The calculated days and bandwidth information are based on the number of students, number of computers, and number of hours per day computers are available for testing.

6.5.2 Recommended Order of Administration

The Field Test in California is comprised of either two or three components (tests), as assigned for each grade within each California school.

Scenario 1: Two components (tests):

Students receive a single content area, either ELA or mathematics. There is a computer-administered test consisting of non-performance task items *and* a computer-administered test consisting of a **performance task**.

Scenario 2: Three components (tests):

Students receive both content areas, ELA and mathematics. There are two computer-administered tests, one for each content area, consisting of non-performance task items. A third computer-administered test consists of a **performance task** in either ELA or mathematics.

Overall testing time is approximately the same for either scenario. Refer to Table 10 through Table 14 for more specific estimates and guidelines.

All performance tasks must be preceded by the administration of a classroom activity.

All components must be administered and submitted in order to have a valid assessment for the student.

Recommended Order of Test Administration

Administer First: Non-performance task assessment(s)

Administer Second: Performance task assessment

- Classroom activity (first, approximately one to three days prior to administering the PT)
- Individually administered, computer-generated performance task (second)

The performance task component of the assessment should not be administered on the same day as the non-PT items.

6.5.3 Duration and Timing Information for Testing in California

The scheduling/ rules for each of these components is included in Table 11 through Table 14 below. Note that the duration, timing, break/ pause rules, and session recommendations vary in each content area and component.

Assessment Sequence

Smarter Balanced recommends that students take the PT and the non-PT items on separate days. Smarter Balanced also recommends that students begin with the non-PT items, followed by the classroom activity, and then the PT. Districts/ Schools may opt to administer in a different order if needed; however, the classroom activity, which is designed to introduce the PT, **must** occur prior to the administration of the PT component.

Table 11: California Assessment Sequence for Single Content Area—ELA

	Non-Performance Task Items	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> No fewer than two sessions (recommended) and no more than six sessions (rare/extreme) Session durations range from 40–60 minutes 	<p>Recommendations:</p> <ul style="list-style-type: none"> Administer in one session Approximate session duration: 30 minutes, session may vary due to the complexity of the topic and individual student needs Should occur one to three days prior to PT Should NOT occur on the same day as the ELA PT 	<p>The PT is presented in two parts.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> Administer in two sessions corresponding to Parts 1 and 2 of the PT Session durations range from 60–120 minutes.
Breaks within Sessions	<p>Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous pages.</p>	NA	<p>The PT is presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, he or she will not be able to review or revise items in part one.</p> <ul style="list-style-type: none"> Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.
Total Duration	<p>Once a student has started the non-PT items, they will be available for 45 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes this component within five days of starting. 	NA	<p>Once a student has started the PT, it will be available for 10 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes each part of the PT within one day
Additional Required Resources	<p>Headphones are required for the listening portion of the ELA assessment.</p>	NA	<p>Headphones are required for some performance tasks.</p>

Table 12: California Assessment Sequence for Single Content Area—Mathematics

	Non-Performance Task Items	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> Administered in two sessions Session durations range from 40–60 minutes <p>Most students will complete the non-PT items in two sessions of 60 minutes or less or one long session of more than 60 minutes.</p>	<p>Recommendations:</p> <ul style="list-style-type: none"> Administered in one session Approximate session duration: 30 minutes, session may vary due to the complexity of the topic and individual student needs Should occur as close to the PT as is feasible, and no more than three days prior to the PT MAY occur on the same day as the PT 	<p>Recommendations:</p> <ul style="list-style-type: none"> Administered in one session Session duration ranges from 40–120 minutes
Breaks within Sessions	<p>Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous pages.</p>	NA	<p>Students can take breaks during PT test sessions. Mathematics PT items are presented on a single screen. Following a break, the student will have access to the same items.</p>
Total Duration	<p>Once a student has started the non-PT items, they will be available for 45 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes this component within five days of starting it. 	NA	<p>Once a student has started the PT, it will be available for 10 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes the PT in one day
Additional Required Resources	NA	NA	NA

Table 13: California Assessment Sequence for Both Content Areas + ELA Performance Task

	Non–Performance Task Items	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> No fewer than two sessions (recommended) and no more than six sessions (rare/extreme) Session durations range from 40–60 minutes 	<p>Recommendations:</p> <ul style="list-style-type: none"> Administer in one session Approximate session duration: 30 minutes, session may vary due to the complexity of the topic and individual student needs Should occur one to three days prior to PT Should NOT occur on the same day as the ELA PT 	<p>The PT is presented in two parts.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> Administer in two sessions corresponding to Parts 1 and 2 of the PT Session durations range from 60–120 minutes
Breaks within Sessions	<p>Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous pages.</p>	NA	<p>The PT is presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, he or she will not be able to review or revise items in Part 1.</p> <ul style="list-style-type: none"> Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.
Total Duration	<p>Once a student has started the non-PT items, they will be available for 45 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes this component within five days of starting. 	NA	<p>Once a student has started the PT, it will be available for 10 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes each part of the PT within one day
Additional Required Resources	<p>Headphones are required for the listening portion of the ELA assessment.</p>	NA	<p>Headphones are required for some performance tasks.</p>

Table 14: California Assessment Sequence for Both Content Areas + Mathematics Performance Task

	Non–Performance Task Items	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> No fewer than two sessions (recommended) and no more than six sessions (rare/extreme) 	<p>Recommendations:</p> <ul style="list-style-type: none"> Administer in one session Approximate session duration: 30 minutes, session may vary due to 	<p>The PT is presented in two parts.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> Administer in two sessions corresponding to

	Non-Performance Task Items	Classroom Activity	Performance Task (PT)
	<ul style="list-style-type: none"> Session durations range from 40–60 minutes 	the complexity of the topic and individual student needs <ul style="list-style-type: none"> Should occur one to three days prior to PT Should NOT occur on the same day as the Mathematics PT 	Parts 1 and 2 of the PT <ul style="list-style-type: none"> Session durations range from 60–120 minutes.
Breaks within Sessions	Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous pages.	NA	The PT is presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, he or she will not be able to review or revise items in Part 1. <ul style="list-style-type: none"> Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.
Total Duration	Once a student has started the non-PT items, they will be available for 45 days. <ul style="list-style-type: none"> Recommendation: Student completes this component within five days of starting. 	NA	Once a student has started the PT, it will be available for 10 days. <ul style="list-style-type: none"> Recommendation: Student completes each part of the PT within one day.
Additional Required Resources	Headphones are required for the listening portion of the ELA assessment.	NA	Headphones are required for some performance tasks.

Additional administration recommendations

- For the performance tasks, students may be best served by sequential, uninterrupted time that may exceed the time in a student’s schedule.
- Minimize the amount of time between beginning and completing each test within a content area.

Important reminders:

- The number of items in the non-PT items portion of the Field Test will vary.
- The tests are not timed, so all time estimates are approximate. Students should be allowed extra time if they need it.
- The Field Test can be spread out over multiple days as needed.
- The classroom activity must be completed prior to administration of the PT.

7.0 DESIGNATING STUDENT ACCESSIBILITY AND ACCOMMODATION OPTIONS IN TIDE

Prior to testing, specific designated supports and accommodations **must be enabled in TIDE** by the School Test Coordinator (SC) or District Test Coordinator (DC), or other appropriate LEA staff member as assigned. Designated supports and accommodations are set in the system by content area (English language arts/ literacy and mathematics).

Table 15 lists features and functions described included in TIDE.

The DC must use CALPADS to add/ edit/ delete students. Changes to CALPADS will take approximately three business days to appear in TIDE. The DC and SCs can set embedded and non-embedded designated supports and accommodations in TIDE for a student who requires them. Test Administrators (TAs) may view student information. However, TAs cannot add, upload, or edit student information. Within the TA Interface, a TA can change the default font size and turn off Universal Tools prior to the start of the Field Test.

The embedded settings are marked with an asterisk (*) in Table 15.

Table 15: User Access to Tasks in TIDE

Group	Description	Test settings and Available Resources	User Roles			
			State	DC	SC	TA
User Management	Add, upload, view, and edit information for users in the state, district, or school who are below your role level.		✓	✓	✓	
Student Information	Add, view, and edit student information, including test settings. <i>Note: All users can VIEW student information. DCs must use CALPADS to add/ delete students or edit student demographic information. DCs and SCs are responsible for adding/ editing designated supports and accommodations through TIDE.</i>	Upload Student File	✓			
		Add/ Delete Students	✓			
		Edit Students	✓			
		Color Contrast*		✓	✓	
		Masking*		✓	✓	
		Translations* (stacked, glossary)		✓	✓	

Group	Description	Test settings and Available Resources	User Roles			
			State	DC	SC	TA
	<p>The table check mark (✓) indicates edit permission.</p> <p>The asterisk (*) indicates that the capability is an embedded resource.</p>	Permissive Mode		✓	✓	
		Print Size*		✓	✓	
		Non-embedded Designated Supports		✓	✓	
		ASL*		✓	✓	
		Braille*		✓	✓	
		Closed Captioning* *		✓	✓	
		Print on Demand* * *		✓	✓	
		Streamlined Interface*		✓	✓	
		Text to Speech*		✓	✓	
		Non-embedded Accommodations		✓	✓	
Appeals	Security incidents in the online administration system	Create	✓			
		View	✓	✓	✓	✓
		View pending appeals	✓			
		Upload	✓			
Voice Pack	Download the NeoSpeech™ Julie voice pack.	NA		✓	✓	

The Closed Captioning accommodation, marked with two asterisks, (**), will not be available for the Field Test. However, for students who would have received this accommodation, the Closed Captioning option should still be selected in TIDE. For the Field Test only, selecting the Closed Captioning option will suppress the ELA Listening and allow these students to participate in the rest of the ELA test.



*The Print on Demand accommodation, marked with three asterisks, (***) , will require a request by the DC to CalTAC if the student needs the Print on Demand option for individual items. The Print on Demand option for passages and stimuli can be set in TIDE by the DC or SC.*

For more detailed information on these resources, please see the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* for complete information:

(http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf). See also the Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress Assessment System table at <http://californiatac.org/administration/instructions/>.

For information on how to view, add, upload, and edit student designated supports and/or accommodations, please refer to the *California TIDE User Guide* located on the portal: <http://sbac.portal.airast.org/ca/field-test-ca/resources/>.

8.0 UNIVERSAL TOOLS, DESIGNATED SUPPORTS, AND ACCOMMODATIONS

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

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

The complete set of *Usability, Accessibility, and Accommodations Guidelines* can be found at http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf.

See also the Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress Assessment System table at <http://californiatac.org/administration/instructions/>.

Please be sure to review these guidelines thoroughly before test administration.

If a student requires a designated support or accommodation that is not listed in the Smarter Balanced Guidelines or the CDE table, you may request approval of an undefined support or accommodation by submitting a request to the CDE using the online form available at www.californiatac.org/administration/forms.

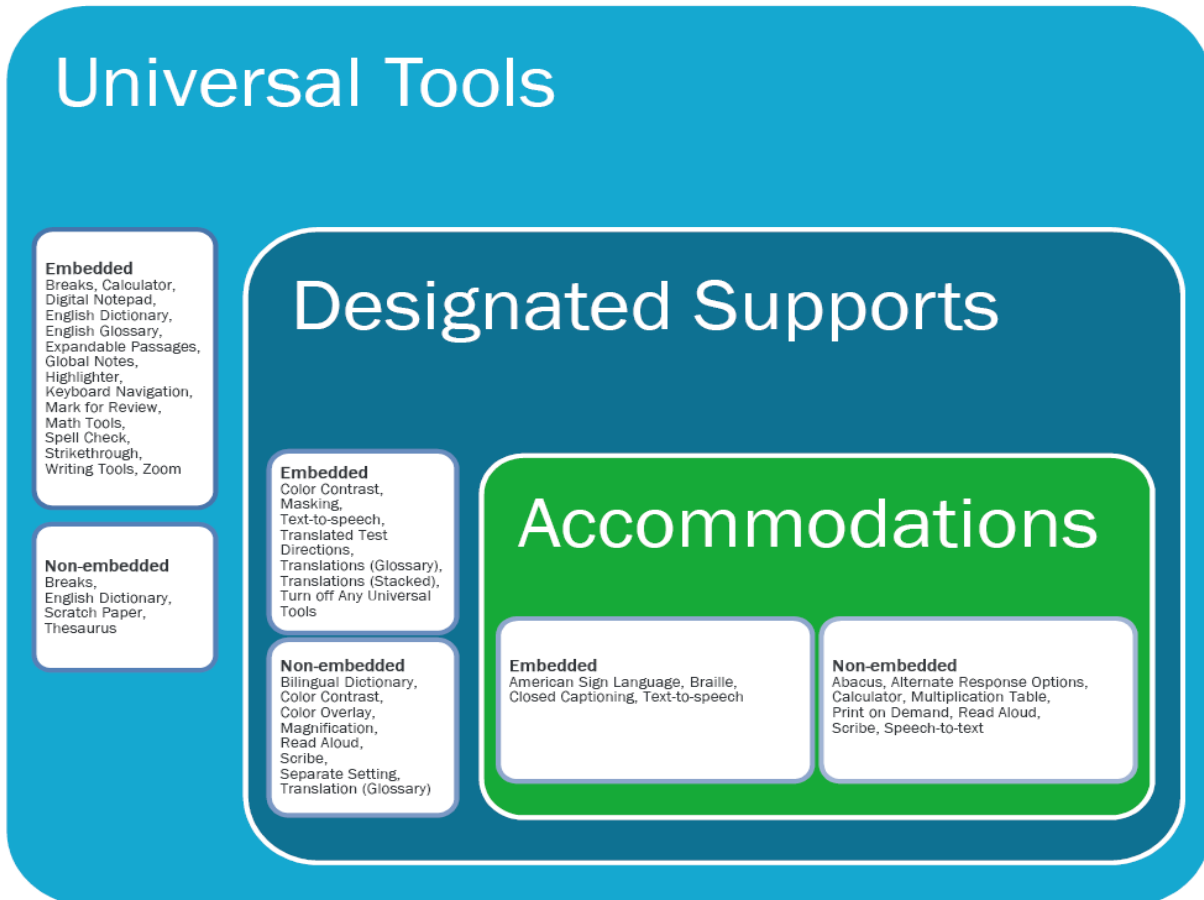
The Field Test and Training Tests contain embedded universal tools, designated supports, and accommodations; these are defined in Table 16. Embedded resources are those that are part of the computer administration system, whereas non-embedded resources are provided outside of that system.

Table 16: Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Universal Tools	Access features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.
Designated Supports	Access features of the assessment available for use by any student for whom the need has been indicated by an educator or group of educators. They are either provided as digitally delivered components of the test administration system or separate from it.

Type	Definition
Accommodation	Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or Section 504 Plans. Consortium-approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessment.

The Conceptual Model below recognizes that all students should be held to the same expectations for instruction in the Common Core State Standards (CCSS) and have available to them universal accessibility features. It also recognizes that some students may have certain characteristics and access needs that require the use of accommodations for instruction and when they participate in the Smarter Balanced assessments. *(Note: This model may not include all universal tools, designated supports, and accommodations that may be available in the Field Test.)*



District Test Coordinators, and School Test Coordinators have the ability to set embedded and non-embedded designated supports and accommodations. **LEAs must set embedded designated supports and accommodations in TIDE prior to starting a test session.**

For additional information about the availability of designated supports and accommodations, refer to the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* for complete information: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf. See also the Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress Assessment System table at <http://californiatac.org/administration/instructions/>.

If a student requires a designated support or accommodation that is not listed in the Smarter Balanced Guidelines or the CDE table, you may request approval of an undefined support or accommodation by submitting a request to the CDE using the online form available at www.californiatac.org/administration/forms.

For information on updating student settings, refer to the *California TIDE User Guide* on the portal at <http://sbac.portal.airast.org/ca/field-test-ca/resources/>.

9.0 DIRECTIONS FOR ADMINISTRATION



Note: This section includes directions for administration and a script to use in the administration of tests.

9.1 Establishing Appropriate Testing Conditions

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

The test administration should be conducted in a room that does not crowd students. Good lighting, ventilation, and freedom from noise and interruptions are important factors to be considered when selecting a site.

Prepare rooms for test administration following the requirements for a secure test environment described in section *3.0 Test Security*. As a reminder, information that is displayed on bulletin boards, chalkboards or dry-erase boards, or charts and that might be used by students to help answer questions **must be removed or covered**. This applies to rubrics, vocabulary charts, student work, posters, graphs, charts, etc. **Cell phones or other electronic devices are not allowed to be used during testing (i.e., turned off and put away)**. It may be helpful to place a “TESTING—DO NOT DISTURB” sign on the door. It may also be helpful to post signs in halls and entrances rerouting hallway traffic, if necessary, in order to promote optimum testing conditions. Finally, post a sign so that it is clearly visible to all students that states that unauthorized electronic devices may not be used at any time during the testing session.

Appropriate seating arrangements must be used to discourage students from aiding one another. Students should be seated so that they cannot view the answers of others. To prevent confusion, arrangements for student seating must be completed prior to the test administration.

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 do after they finish the test.

9.2 Components of the Field Test

The Field Test components are comprised of two separate assessments: the non-performance task (non-PT) items and the classroom activity/ PT. Smarter Balanced recommends that students take the non-PT and the PT items on separate days. Smarter Balanced also recommends that students begin with the non-PT items, followed by the classroom activity, and then the PT items. Districts/ Schools may opt to administer in a different order if needed; however, the classroom activity, which is designed to introduce the PT, **must** occur prior to the PT.

Important Recommendations:

- If a student begins the assessment with the non-PT items, he or she should complete all the non-PT items prior to moving on to the classroom activity and PT. Similarly, if a student begins the assessment with the classroom activity and PT, he or she should complete the entire PT prior to moving on to the non-PT items. It is recommended that you not have more than one test event open for any student at a given time.
- It is recommended that an entire content session (ELA or mathematics) be completed before starting another, but it is not required and would be up to the discretion of the School or District Test Coordinator.

9.3 Classroom Activity Administration Guidelines

The Smarter Balanced Assessment Consortium Field Test administration provides an opportunity to collect information about student performance on items and tasks. It is also an opportunity to explore how to improve the testing experience by offering new ways of ensuring that all students are allowed the opportunity to show what they know about the content.

All Field Test participants will receive information provided in a classroom activity before students complete a PT in the assigned content area. The purpose of the classroom activity is to provide students with information and key terms that would be helpful for him or her to know prior to taking the performance task.

Classroom activities may be administered in a classroom and may take place on a separate day from the performance task. Regardless of where the classroom activity is administered, the teacher or TA should be able to record information for students to see (such as on a chalkboard or dry-erase board). Computers, projectors, and other technology are allowed but not required for the classroom activity.

The classroom activity involves the participation of all students in an instructional task. Students may take notes during this time, but the notes must be collected before proceeding to the PT and stored in a secure location until securely shredded.

Please read the following information carefully to prepare for administering the classroom activity for ELA or mathematics:

- The classroom activity involves interactions between the teacher and students. The performance task that follows will be completed by individual students in the computer-based test delivery system.
- The classroom activity should be administered close to the performance task administration but it can occur on different days. The recommendation is that there is no more than a three-day lapse between the classroom activity and the PT administration.
- Classroom activities are designed to fit into a 30-minute window and will vary due to the complexity of the topic and individual student needs. These activities will be administered in a classroom or in any area deemed appropriate for classroom activity administration.
- The SC will download and provide the assigned classroom activity at least one or two days before the planned administration of your classroom activity and performance task.
- Determine an appropriate space for completing the classroom activity. Decide how to display information that students will need to see, where to record student responses or notes from the discussion, and any other logistic details.

- Consider the appropriate accommodations that should be provided to students in the class that would normally be provided during instruction. Provide these accommodations during the classroom activity.
- Any tables, graphics, formulas, or other information contained in the materials for the classroom activity may be displayed for students.

9.4 Classroom Activity/ Performance Tasks

Classroom preparation

The SC, or other designated individual, will need to take the following steps before testing:

1. **Identify which classroom activity has been selected for your class to administer.** Classroom activities are assigned by grade for each individual school.

This information can be found on the California Smarter Balanced Portal at <http://sbac.portal.airast.org/ca/>. Locate California and then use the menus within the file to filter for your school. Beside the name of the school will be a listing of the classroom activities assigned to your grade/ content area.

2. **Download the classroom activity.**

Once you know your classroom activity, you will need to download and review the materials at least one or two days prior to the planned delivery of your classroom activity and PT.

Materials are posted on the California Smarter Balanced Portal at <http://sbac.portal.airast.org/ca/field-test-ca/> and are in alphabetical order. By clicking on your classroom activity, you will have the ability to print and/ or save the materials. Review the teacher directions for the classroom activity carefully to ensure that you know how to prepare for and carry out the classroom activity.

3. **Complete the classroom activity.**

Ensure that the teacher or other instructional staff has presented the classroom activity to the students prior to PT administration. It is recommended that the classroom activity be administered one to three days prior to the administration of the PT.

Classroom activities include directions associated with that specific classroom activity.

Note: The classroom activity is not administered online (i.e., does not require a computer) and does not require a login.

4. **Administer the make-up classroom activity.**

For students who are absent on the day of the classroom activity, it is recommended that a make-up session is scheduled.

5. **Administer the performance task.**

The students must work independently on the performance task responses; instructions will be delivered to them in the Test Delivery System.

ELA

The ELA PT consists of two parts: Part 1 and Part 2. It is recommended that each part be administered on separate days. In Part 1, students will read sources and answer three research questions. During Part 2 (the full write), students will provide a written response using those

sources. Only in Part 2 of the ELA PT may students have access to a hard-copy (non-embedded universal tool) or online dictionary or online thesaurus (embedded universal tools).

Note 1: *if you opt to offer a hard-copy dictionary to your students, it must be a commercially published dictionary in print form. Teacher- or student-created dictionaries are not allowed.*

Note 2: *ELA performance tasks may require headsets.*

Mathematics

The mathematics performance task should be administered in one session.

Note: *Mathematics performance tasks do not require headsets unless needed as an accommodation.*

9.5 Directions for Administration

Use the following information and script to assist students with the login procedures. This script is reproduced in *Appendix A* for ease of printing. Please refer to the *California Test Administrator User Guide* at <http://sbac.portal.airast.org/ca/field-test-ca/resources/> to familiarize yourself with the Online Testing System.

Login script

RECOMMENDATION: Consider printing this section to be used on the day of testing the PT and the non-PT items. Remember that the PT and the non-PT items are considered two unique tests, and as such, adherence to the process that follows is needed when initiating both tests.

To ensure that all students are tested under the same conditions, you 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, you should answer questions raised by students, but you should never help the class or individual students with specific test items. **No test items can be read to any student for any content area, unless specified as an accommodation.**

Please remember that the script must be followed exactly and used each time a test is administered. If you are resuming a test and are sure that all students are able to log in without hearing the login directions again, you may skip the italicized portions of the directions.

All directions that you are to read to students are indicated by the word “SAY” and are in boxes so they stand out from the regular text. Read these directions exactly as they are written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “I made a mistake. Listen again.” Then read the direction again.

Try to maintain a natural classroom atmosphere during the test administration. Before each test begins, encourage students to do their best.

Any time a student logs into the testing system, the Test Administrator should follow this script. This includes logging in to complete the non-PT items or the performance task.

SAY: Today, you will take the Smarter Balanced [insert name of ELA or mathematics] test. You will be given 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, you will have to wait for me to approve the test before you can start. I'll be checking that you have correctly entered your ID number and other information.

Give Students the Test Session ID

The test session ID, the SSID, and the confirmation code may be provided to students ahead of time on a card or piece of paper to help them type it in the computer accurately. TAs may also write the test session ID on the board or another place where students can see it. Make sure students know that the test session ID must be entered **exactly** as it is written, without extra spaces or characters. Student information is confidential; therefore, the cards/ paper with this information will need to be collected and securely shredded if used. Please refer to the *California Test Administrator User Guide* at <http://sbac.portal.airast.org/ca/field-test-ca/resources/> to familiarize yourself with the Online Testing System.

SAY: Enter your confirmation code which is your full first name, your two-letter state abbreviation followed by a hyphen, and your SSID. Then enter the test session ID. *Raise your hand if you cannot see these numbers well enough to type them on your keyboard.*

Please do not share your SSID with anyone. This is private information.

Once you have successfully logged in, you will see a page on your screen with your full first name, SSID, school, and grade. If all of the information on your page is correct, select YES to continue. If any of the information is incorrect, please raise your hand so that you can show me what is wrong.

Make sure all students have successfully entered their information. Since you are using the student name as the confirmation code, be sure that the students use their first names as it appears in CALPADS, not nicknames. If a student is unable to log in, he or she will be prompted to try again and provided with a message describing the reason (an invalid SSID, for example). If the student is still having difficulty, the TA can look up the correct information using the Student Lookup function on the TA Interface. TAs may assist students with logging in if necessary.

If the problem cannot be resolved, please contact your School Test Coordinator.

SAY: On the next page, select the test you will be taking today labeled [INSERT NAME OF TEST], and then click START TEST. After you have selected your test, you will see a page 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.

In the event of technical difficulties with the secure browser, contact your School or District Technology Coordinator or your School Test Coordinator.

Approving Students for Testing

After students log in, you must confirm that these are the correct students to take the test and approve the students' login requests. The upper right corner of your screen will always display a list

of students who are awaiting approval at any time. **Please make sure the correct student has logged in.**

Once students begin appearing in the preview box, you can click [**Approvals (#)**] to open the Approvals pop-up window, shown below. Review each student’s test settings and edit as necessary. You can either click [**Approve**] for each individual student (recommended) or, when you are satisfied that all students in the list can be approved, click [**Approve All Students**]. *Reminder. If any student’s test settings are incorrect, do NOT approve that student.*

Note: The SSID is required.

To refresh the list of students awaiting approval at any time, click the [**Refresh**] button at the top of the pop-up window.

Approvals and Student Test Settings

G3 ELA				
Student Name	State-SSID	Opp #	Test Settings	Action
▶ STUDENT A	AI-99999991843	1	Standard Settings <input type="button" value="See/Edit Details"/>	<input checked="" type="button" value="Approve"/> <input type="button" value="Deny"/>

G3 Math				
Student Name	State-SSID	Opp #	Test Settings	Action
▶ STUDENT B	AI-99999991086	1	Standard Settings <input type="button" value="See/Edit Details"/>	<input checked="" type="button" value="Approve"/> <input type="button" value="Deny"/>
▶ STUDENT C	AI-99999990553	1	Custom Settings <input type="button" value="See/Edit Details"/>	<input checked="" type="button" value="Approve"/> <input type="button" value="Deny"/>

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

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

SAY: *Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. 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 page before going on to the next question. During the test, you may see a page with no test questions. Follow the directions on the page to continue taking the test.

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 the box next to the flag in the upper right corner of the screen before going on to the next question. Flagging the item will remind you to go back and decide whether you need 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 non-PT test.] 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 prior to clicking 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 are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

Please keep in mind that this test is 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.



Note: For the Non-PT 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 performance task, there is no pause limit, but the test expires 10 days after the start. See section 6.5 Testing Time and Recommended Order of Administration for recommended testing.

9.6 Testing Over Multiple Sessions or Days

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

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

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. When instructing the students to log in, TAs should read the unitalized sections of the general script to the students from the beginning in section 9.5 *Directions for Administration*. For printing purposes, the entire script will also be available in *Appendix A* of this manual.

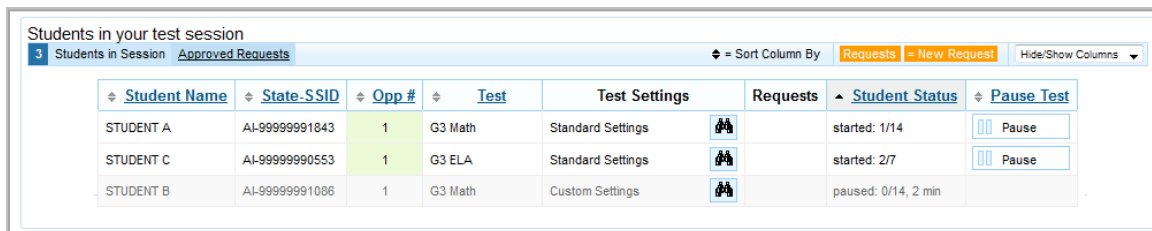
A summary of recommendations for the number of sessions and session durations is in section 6.5 *Testing Time and Recommended Order of Administration*.

9.7 Monitoring Testing

Once students have started their tests, circulate through the room to ensure that all conditions of test security are maintained. If you witness or suspect the possibility of a test security incident, contact your SC immediately.

You 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 you see how many items have been delivered to each student (e.g., question 24 of 40).

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



Student Name	State-SSID	Opp #	Test	Test Settings	Requests	Student Status	Pause Test
STUDENT A	AI-99999991843	1	G3 Math	Standard Settings		started: 1/14	Pause
STUDENT C	AI-99999990553	1	G3 ELA	Standard Settings		started: 2/7	Pause
STUDENT B	AI-99999991086	1	G3 Math	Custom Settings		paused: 0/14, 2 min	

If you notice that a student is off task, you may say the following statement to the student, verbatim, to keep him or her focused.

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

If a student asks for assistance either in answering an item or manipulating an item type, gently instruct the student to review the tutorial for help and let the student know that he or she should try his or her best, but that you cannot help answer an item.

SAY: I can't help with the test. Try to do your best.

Warn students before the end of the test session.

When there are approximately five minutes left for the test session, give students a brief warning.

SAY: We are nearing the end of this testing period. Please review any completed or marked items now. If you have not finished, you will have the chance to finish the test at another time.

End the test session and log out of the Test Administrator Site.

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 (presented after any pause taken) or to end the test. Tests can no longer be paused after the last item has been presented.

After answering the last question, students must end their test. If students would like to review their answers before ending their test, they do so by clicking **[REVIEW MY ANSWERS]** and then **[SUBMIT]**

TEST] once they are done reviewing. Once a student clicks [**SUBMIT TEST**], the student will not be able to review answers.

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

Collect any scratch paper. Then click [**Stop Session**] to end the test session and pause any student tests in your session that are still in progress. When you are finished, you can log out of the TA Interface by clicking the [**Logout**] button at the top right.

10.0 FOLLOWING TEST ADMINISTRATION

10.1 Destroying Test Materials



Federal law—the Family Educational Rights and Privacy Act—and state law (*California Government Code* Section 11019.9) prohibit the release of any student’s personally identifiable information. Any printouts must be securely stored and then shredded.

As a reminder, those test materials identified in section *3.0 Test Security* must be securely shredded immediately following each test session and may not be retained from one test session to the next.

10.2 Reporting Testing Improprieties, Irregularities, and Breaches

At the close of the testing window, ensure that all test security incidents were reported in accordance with the guidelines in *Appendix B* in this manual.

APPENDIX A: DIRECTIONS FOR ADMINISTRATION SCRIPT

Use the following information and script to assist students with the login procedures. Please refer to the *California Test Administrator User Guide* at <http://sbac.portal.airast.org/ca/field-test-ca/resources/> to familiarize yourself with the Online Testing System.

Login script

RECOMMENDATION: Consider printing this section to be used on the day of testing the PT and the non-PT items. Remember that the PT and the non-PT items are considered two unique tests, and as such, adherence to the process that follows is needed when initiating both tests.

To ensure that all students are tested under the same conditions, you 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, you should answer questions raised by students, but you should never help the class or individual students with specific test items. **No test items can be read to any student for any content area, unless specified as an accommodation.**

Please remember that the script must be followed exactly and used each time a test is administered. If you are resuming a test and are sure that all students are able to log in without hearing the login directions again, you may skip the italicized portions of the directions.

All directions that you are to read to students are indicated by the word “SAY” and are in boxes so they stand out from the regular text. Read these directions exactly as they are written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, “I made a mistake. Listen again.” Then read the direction again.

Try to maintain a natural classroom atmosphere during the test administration. Before each test begins, encourage students to do their best.

Any time a student logs into the testing system, the Test Administrator should follow this script. This includes logging in to complete the non-PT items or the performance task.

SAY: Today, you will take the Smarter Balanced [insert name of ELA or mathematics] test. You will be given 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, you will have to wait for me to approve the test before you can start. I'll be checking that you have correctly entered your ID number and other information.

Give Students the Test Session ID

The test session ID, the SSID, and the confirmation code may be provided to students ahead of time on a card or piece of paper to help them type it in the computer accurately. TAs may also write the test session ID on the board or another place where students can see it. Make sure students know that the test session ID must be entered **exactly** as it is written, without extra spaces or characters. Student information is confidential; therefore, the cards/ paper with this information will need to be collected and securely shredded if used. Please refer to the *California Test Administrator User Guide*

at <http://sbac.portal.airast.org/ca/field-test-ca/resources/> to familiarize yourself with the Online Testing System.

SAY: Enter your confirmation code which is your full first name, your two-letter state abbreviation followed by a hyphen, and your SSID. Then enter the test session ID. *Raise your hand if you cannot see these numbers well enough to type them on your keyboard.*

Please do not share your SSID with anyone. This is private information.

Once you have successfully logged in, you will see a page on your screen with your full first name, SSID, school, and grade. If all of the information on your page is correct, select YES to continue. If any of the information is incorrect, please raise your hand so that you can show me what is wrong.

Make sure all students have successfully entered their information. Since you are using the student name as the confirmation code, be sure that the students use their first names as it appears in CALPADS, not nicknames. If a student is unable to log in, he or she will be prompted to try again and provided with a message describing the reason (an invalid SSID, for example). If the student is still having difficulty, the TA can look up the correct information using the Student Lookup function on the TA Interface. TAs may assist students with logging in if necessary.

If the problem cannot be resolved, please contact your School Test Coordinator.

SAY: On the next page, select the test you will be taking today labeled [INSERT NAME OF TEST], and then click START TEST. After you have selected your test, you will see a page 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.

In the event of technical difficulties with the secure browser, contact your School or District Technology Coordinator or your School Test Coordinator.

Approving Students for Testing

After students log in, you must confirm that these are the correct students to take the test and approve the students' login requests. The upper right corner of your screen will always display a list of students who are awaiting approval at any time. **Please make sure the correct student has logged in.**

Once students begin appearing in the preview box, you can click [**Approvals (#)**] to open the Approvals pop-up window, shown below. Review each student's test settings and edit as necessary. You can either click [**Approve**] for each individual student (recommended) or, when you are satisfied that all students in the list can be approved, click [**Approve All Students**]. *Reminder. If any student's test settings are incorrect, do NOT approve that student.*

Note: *The SSID is required.*

To refresh the list of students awaiting approval at any time, click the [**Refresh**] button at the top of the pop-up window.

Approvals and Student Test Settings					✓ Approve All Students	🔄 Refresh	✖ Done
G3 ELA							
Student Name	State-SSID	Opp #	Test Settings	Action			
▶ STUDENT A	AI-99999991843	1	Standard Settings	✍ See/Edit Details	✓ Approve	✖ Deny	
G3 Math							
Student Name	State-SSID	Opp #	Test Settings	Action			
▶ STUDENT B	AI-99999991086	1	Standard Settings	✍ See/Edit Details	✓ Approve	✖ Deny	
▶ STUDENT C	AI-99999990553	1	Custom Settings	✍ See/Edit Details	✓ Approve	✖ Deny	

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

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

SAY: *Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. 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 page before going on to the next question. During the test, you may see a page with no test questions. Follow the directions on the page to continue taking the test.

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 the box next to the flag in the upper right corner of the screen before going on to the next question. Flagging the item will remind you to go back and decide whether you need 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 non-PT test.] 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 prior to clicking 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 are ready to begin your test, click **BEGIN TEST NOW** at the bottom of the page.

Please keep in mind that this test is 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.



Note: For the Non-PT 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 performance task, there is no pause limit, but the test expires 10 days after the start. See section 6.5 Testing Time and Recommended Order of Administration for recommended testing.

Testing Over Multiple Sessions or Days

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

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

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. When instructing the students to log in, TAs should read the unitalicized sections of the general script to the students from the beginning in section *9.5 Directions for Administration*. For printing purposes, the entire script will also be available in *Appendix A* of this manual.

A summary of recommendations for the number of sessions and session durations is in section *6.5 Testing Time and Recommended Order of Administration*.

Monitoring Testing

Once students have started their tests, circulate through the room to ensure that all conditions of test security are maintained. If you witness or suspect the possibility of a test security incident, contact your SC immediately.

You 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 you see how many items have been delivered to each student (e.g., question 24 of 40).

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

Students in your test session								
3 Students in Session		Approved Requests		Sort Column By		Requests = New Request		Hide/Show Columns
Student Name	State-SSID	Opp #	Test	Test Settings	Requests	Student Status	Pause Test	
STUDENT A	AL-99999991843	1	G3 Math	Standard Settings		started: 1/14	<input type="button" value="Pause"/>	
STUDENT C	AL-99999990553	1	G3 ELA	Standard Settings		started: 2/7	<input type="button" value="Pause"/>	
STUDENT B	AL-99999991086	1	G3 Math	Custom Settings		paused: 0/14, 2 min		

If you notice that a student is off task, you may say the following statement to the student, verbatim, to keep him or her focused.

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

If a student asks for assistance either in answering an item or manipulating an item type, gently instruct the student to review the tutorial for help and let the student know that he or she should try his or her best, but that you cannot help answer an item.

SAY: I can't help with the test. Try to do your best.

Warn students before the end of the test session.

When there are approximately five minutes left for the test session, give students a brief warning.

SAY: We are nearing the end of this testing period. Please review any completed or marked items now. If you have not finished, you will have the chance to finish the test at another time.

End the test session and log out of the Test Administrator Site.

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 (presented after any pause taken) or to end the test. Tests can no longer be paused after the last item has been presented.

After answering the last question, students must end their test. If students would like to review their answers before ending their test, they do so by clicking **[REVIEW MY ANSWERS]** and then **[SUBMIT TEST]** once they are done reviewing. Once a student clicks **[SUBMIT TEST]**, the student will not be able to review answers.

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

Collect any scratch paper. Then click **[Stop Session]** to end the test session and pause any student tests in your session that are still in progress. When you are finished, you can log out of the TA Interface by clicking the **[Logout]** button at the top right.

APPENDIX B: REPORTING TESTING IMPROPRIETIES, IRREGULARITIES, AND BREACHES

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

Three portions of the manual refer to documentation and reporting of incidents involving test security.

1. **Reporting Timelines and Activities** (page 64) describes the actions to be taken by DCs, SCs, and TAs for each type of incident, including when the action should be reported.
2. **The Test Security Chart** (page 69) shows the test security incident levels and examples of types of issues.
3. **The Test Security Incident Log** (page 67) provides instructions on how to submit your request to invalidate a test, reset a test, report a problem with an item, re-open a test, and restore a test that has been reset. This log is sent by the DC to the CDE for resolution.

All of these references should be used as needed during test administration to report incidents and inform staff of test security measures.

Impact and Definitions:

Impropriety: Misconduct or Anomaly: 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. (Note: In California, these may be referred to as “testing incidents.”)

Irregularity: An unusual circumstance that impacts an individual or group of students who is testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level, but should also be submitted by the DC to the CDE within 24 hours.

Breach: An event that poses a threat to the validity of the test; in the state regulations, called a “testing irregularity.” Examples may include such situations as a release of secure materials or a repeatable security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported by the DC to the CDE within 24 hours.

At times it will be up to the Test Administrator (TA) and/ or District Coordinator (DC) to distinguish among improprieties, irregularities, and breaches in accordance with the minimum guidelines included in this manual and in keeping with state policy.

It is important to be vigilant before, during, and after testing for any situations that could lead to or be an impropriety, irregularity, or breach.

- Actively supervise students throughout the test session to ensure that students do not access unauthorized electronic devices, such as cell phones, or other unauthorized resources or tools at any time during testing.

- Make sure students clear their desks of and put away all books, backpacks, purses, cell phones, electronic devices of any kind, as well as other materials not explicitly permitted for the test.
- Make sure the physical conditions in the testing room meet the criteria for a secure test environment. Students should be seated so there is enough space between them to minimize opportunities to look at each other’s work or be provided with table-top partitions.
- Students who are not being tested and unauthorized staff must not be in the room where a test is being administered. Determine where to send these students during testing and prepare appropriate assignments for them as needed.
- Make sure no instructional materials directly related to the content of the tests are visible to students, including posters or wall charts.
- States should ensure that specific guidance is provided for districts that have minimal personnel and may experience potential conflicts of interest in the identification, investigation, and/or reporting of test security incidents.

Reporting Timelines and Activities

A **Test Security Breach** requires notification **within 24 hours** to the CDE by the DC using the Irregularity and/or Breach Report Form found on the Forms Web page at <http://californiatac.org/administration/forms/>. Breaches may occur before, during, or after testing. This form may be e-mailed to CAASPIrreg@cde.ca.gov or faxed to the number on the form.

Irregularities may occur before, during, or after testing and must be escalated **within 24 hours** to the CDE by the DC using the Irregularity and/or Breach Report Form found on the Forms Web page at <http://californiatac.org/administration/forms/>. This form may be e-mailed to CAASPIrreg@cde.ca.gov or faxed to the number on the form. The DC may also contact the CDE by telephone to report an irregularity.

Improprieties may be reported by the TA to the SC. The SC should notify the DC immediately of any test administration incidents that occur before, during, or after testing. The SC may use the Impropriety Report Form found on the Forms Web page at <http://californiatac.org/administration/forms/> for documenting the incident. The DC should submit a report to the CDE only if the incident is determined to be an irregularity.

Note: The only incidents that can be reported by the CDE in the online TIDE Appeals system are those that involve a student and test and that require an action for the test. TIDE does not serve as a log for all incidents.)

Recommended reporting timelines are provided in Table 17.

Table 17: Test Security Incident Types

Incident Type	California Smarter Balanced—Required Reporting Timeline
Breach	TA/ SC reports to DC immediately. DC reports to the CDE within 24 hours.
Irregularity	TA/ SC reports to DC immediately. DC reports to the CDE within 24 hours.
Impropriety	SC reports to the DC immediately.

Test Security Required Action Steps

Impropriety

Unusual circumstances that have a low impact on the individual or group of students who are testing and have a low risk of potentially affecting student performance on the test, test security, or test validity. An impropriety should be reported immediately by a TA to the SC and/or the DC.

Irregularity

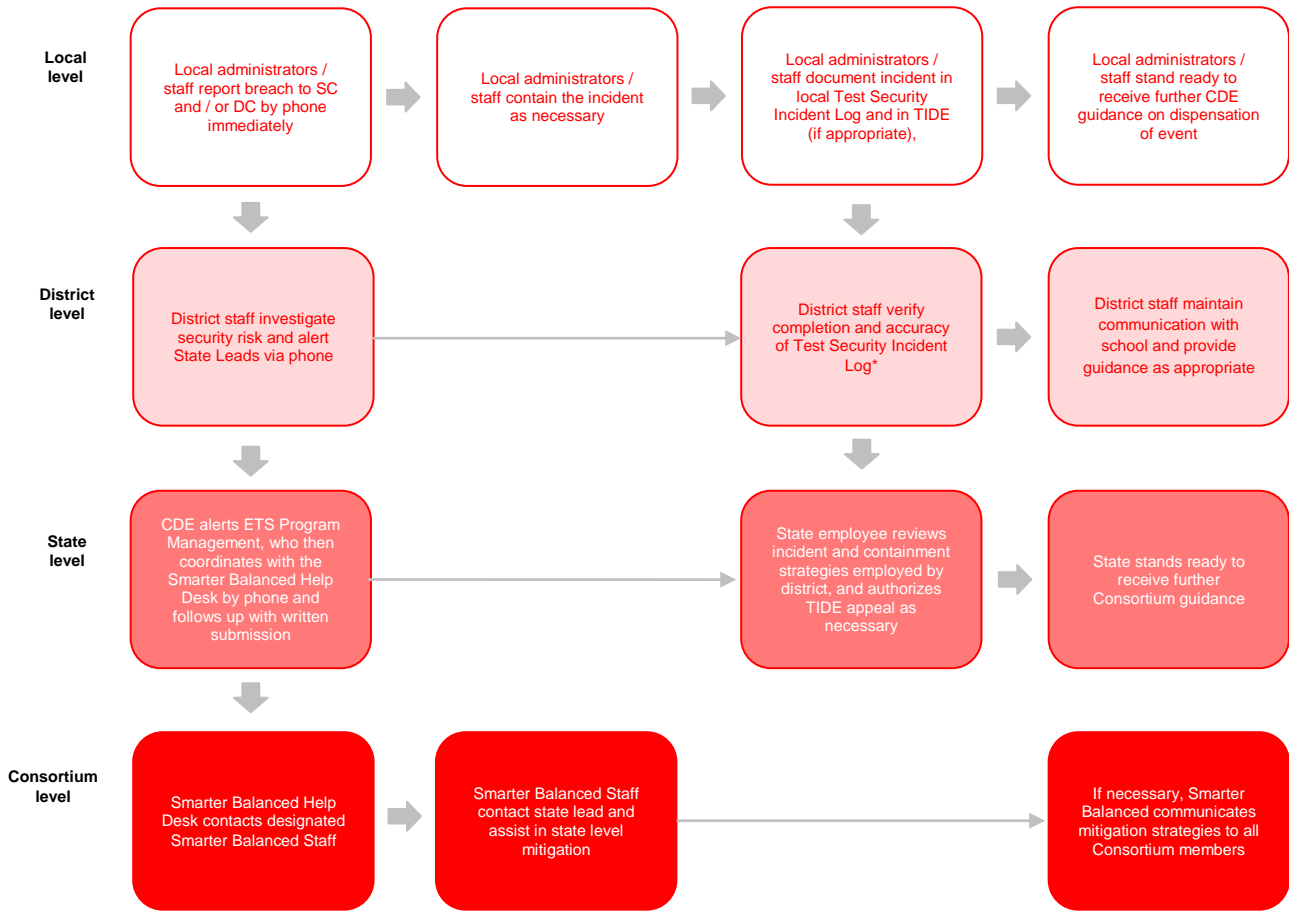
Unusual circumstances that impact an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be contained at the local level. An irregularity should be reported immediately by a TA to the SC and/or the DC. The DC should report the irregularity to the CDE within 24 hours.

Breach

A test administration event that poses a threat to the validity of the test. Examples may include such situations as exposure of secure materials or a repeatable security/system risk. These circumstances have external implications. Breaches should be reported immediately by a TA to the SC and/or the DC. The DC should report the breach to the CDE within 24 hours.

The reporting flow looks like this:

For examples of test incidents,
please see **The Test Security Chart** on page 69



IMPORTANT Information regarding Security Breaches: For severe incidents requiring immediate attention (such as a release of secure materials or a repeatable security/ system risk), the District Test Coordinator should immediately contact the CDE.

Documenting in the Test Security Incident Log

The **Test Security Incident Log** is located on the California Smarter Balanced Portal (<http://sbac.portal.airast.org/ca/>). TAs must download the template and log incidents immediately upon identification and submit via email (or alternate agreed-upon process) to their SCs and DCs. The columns described in Table 18 must be completed. Districts can decide how frequently these logs should be submitted and communicate this preference to schools.

The log should only be used in cases where an incident report results in a need to invalidate, reset, re-open, or restore individual student assessments.

#	Severity level *Impropriety *Irregularity *Breach	Date Occurred/ Reported	District Name	State District ID	School Name	State School ID	Grade of Enrollment	Content Area *Math *Math-PT *ELA *ELA-PT	Adult or Student Initiated?	Description of Incident (see Test Security Chart) *500 character max	State SSID	How was the issue addressed locally?	Local recommendation regarding dispensation of test entered onto the online system *Invalidate *Reset *Reopen *Restore *Restore the Test
1	Irregularity	1/16/2013	District A	455889	School A	34576	4	ELA	Student	Student cheating	XY-12345	Student removed from testing.	Invalidate the Test

District and School Test Coordinators and Test Administrators

Table 18: Test Security Incident Log Headings

Column Header	Description
#	The entry number for that incident.
Severity Level	Enter the incident severity level. Options: Impropriety, Irregularity, or Breach
Date Occurred/ Reported	Enter the date the incident occurred if an Impropriety, or occurred and reported if Irregularity or Breach.
District Name	Enter the name of the district in which the incident occurred.
State District ID	Enter the ID of the district in which the incident occurred.
School Name	Enter the name of the school in which the incident occurred.
State School ID	Enter the ID of the school in which the incident occurred.
Grade of Enrollment	Enter the grade in which the incident occurred.
Content Area	Enter the content area that was being tested when the incident occurred. Options: ELA, ELA-PT, Math, Math-PT
Adult or Student Initiated?	Did the incident begin with an adult or student behavior/ action?
Description of Incident	Provide a description of the incident (see examples in the Test Security Chart).
State-SSID	If the incident was student-based, list the state initials and the student SSID.
How was the issue addressed locally?	Describe how the issue was addressed, mitigated, or contained.
Local recommendation regarding dispensation of test entered onto the online system	What do the local administrators and coordinators recommend happen with the test. Options: Invalidate a test, Reset a test, Re-open a test, or Restore a test that has been reset

Reporting Incidents in the Online Administration System

Incidents are reported in TIDE by the CDE; details are found in the *California TIDE User Guide* (<http://sbac.portal.airast.org/ca/field-test-ca/resources/>). The online reporting system is only appropriate for reporting an action related to a student incident that impacts a test. All other incidents (involving adults or not involving tests) should be reported using the appropriate Breach and/or Irregularity Form or Impropriety Form; use the Test Security Log process described previously if the incident involves an Appeal. Types of Appeals are described in Table 19.

Table 19: Online System Appeals Types

Appeal Type	Description
Invalidate a Test	Invalidating a student’s test eliminates the test. The student loses that test and does not receive a score. Invalidation is often requested due to test security incidents; e.g., a TA sees two students discussing answers to questions during a test session.
Reset a Test	Resetting a student’s test removes that test from the system and enables the student to start a new test. Scores associated with this test are removed from the system. A test reset is often requested due to an accommodation not being set properly for test (e.g., a student realizes that the required Text-To-Speech accommodation was not set). Only the most recent test may be reset.
Re-open a Test	Re-open is for a test that has already been submitted or has expired. The system will prevent an unsubmitted test from being re-opened if the student has already started a reset test for that content area.
Restore a test that has been reset	Return a test from the Reset status to its prior status. This action can only be performed on tests that have been reset. A test can be restored if it was reset in error.

Note: *The Appeals system should be used by California DCs to address incidents that are not security related such as re-opening an assessment for a student who becomes ill and is unable to resume testing until after testing has expired.*

Test Security Chart

Level of Severity & Potential Effect on Test Security	Types of Issues
<p>LOW Impropriety - Misconduct Anomaly</p> <p>Unusual circumstances that have a low impact on the individual or group of students who are testing and have a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level.</p>	<p>Student(s) making distracting gestures or sounds during the test session that creates a disruption in the testing session for other students.</p> <p>Student(s) leave the test room without supervision.</p> <p>Students talking during testing.</p> <p>Administrators or coordinators leaving unrelated instructional materials on the walls in the testing room.</p> <p>Student cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using graphing calculators to exchange information.</p> <p>Student(s) accessing the internet or any unauthorized software or applications during a testing event.</p> <p>Student(s) accessing or using electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.</p> <p>Disruptions to a testing session - such as fire drill, school-wide power outage, earthquake, or other acts.</p> <p>Administrator or Coordinators failing to ensure administration and supervision of the Smarter Balanced Field Test by qualified, trained personnel.</p> <p>Administrator gives incorrect instructions that are not corrected prior to testing.</p> <p>Administrator or teacher does not present class activity prior to Performance Task administration.</p> <p>Administrator or Coordinators giving out the username and password for authorized users to other individuals, including other authorized users.</p>
<p>MEDIUM Irregularity</p> <p>Unusual circumstances that impact an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. The circumstances causing the irregularity should be corrected at the local level, but submitted in the online system for resolution of the Appeal for testing impact.</p>	<p>Administrator allowing students to continue testing beyond the close of the selected testing window.</p> <p>Administrator or teacher coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.</p> <p>Administrator providing students with non-allowable materials or devices during test administration or allowing inappropriate accommodations during test administration.</p> <p>Administrator allowing anyone other than a student to log into the Field Test unless prescribed as an allowable accommodation in the student's IEP. This includes test administrators or other staff using student information to log in or allowing a student to log in using another student's information.</p> <p>Administrator or Coordinator sending student log in information to others via email.</p> <p>Administrator providing a student access to another person's work/responses.</p> <p>Administrator or Coordinator modifying student responses or records at any time.</p> <p>Administrator allowing students to take home test items, reading passages, writing prompts, or scratch paper that was used during the Field Test or failing to otherwise securely store test materials.</p> <p>Administrator or student copying, discussing, or otherwise retaining test items, stimuli, 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.</p> <p>Secure test materials are shared with the media (such as the writing prompts, test items or reading passages) or media is allowed to observe a secure test administration.</p> <p>Administrator, Coordinator, or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.</p>
<p>HIGH BREACH</p> <p>An event that poses a significant threat to the validity of the test. Examples may include such situations as a significant release of secure materials or a significant repeatable security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test question(s) from the available secure bank. A breach incident must be reported immediately.</p>	<p>Administrator or Coordinator sending student log in information to others via email.</p> <p>Administrator providing a student access to another person's work/responses.</p> <p>Administrator or Coordinator modifying student responses or records at any time.</p> <p>Administrator allowing students to take home test items, reading passages, writing prompts, or scratch paper that was used during the Field Test or failing to otherwise securely store test materials.</p> <p>Administrator or student copying, discussing, or otherwise retaining test items, stimuli, 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.</p> <p>Secure test materials are shared with the media (such as the writing prompts, test items or reading passages) or media is allowed to observe a secure test administration.</p> <p>Administrator, Coordinator, or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.</p>

District and School Test Coordinators and Test Administrators

Consortium Test Security Protocols

Background

Members of the Smarter Balanced Assessment Consortium, including Governing States, Advisory States, and Affiliate members, have a vested interest in ensuring that assessments are supported by security protocols that establish both fairness for student engagement and validity in the interpretation of results. With regard to the Smarter Balanced assessment system, security needs are amplified due to the increased consequences associated with the broader membership.

Disclosure or dissemination of secure assessment items or other secure materials will adversely affect the validity of assessment results across the Consortium. The confidentiality of assessment items and corresponding student responses is paramount in maintaining the integrity and validity of any assessment. The action or inaction of one Consortium member will have consequences for the Consortium as a whole. Accordingly, Consortium members administering assessments provided by Smarter Balanced will be expected to take appropriate steps to assure the security of the assessments.

Membership Expectation

Prior to beginning any secure Smarter Balanced assessment, Consortium members will be expected to have processes in place to support test security.

With regard to overall security of the Consortium assessments, each member will be **required** to have in place:

- Comprehensive protocols and associated procedures to respond to possible security breaches (including test and/or item exposure). Minimum standards outlining how to discriminate security breaches from other testing incidents are included in the Smarter Balanced Test Administration Manual.
- Plans supporting adequate training on test security procedures for Test Administrators, Test Coordinators, and any individuals supporting test administration. Such training should include, but not be limited to, training on item security and professional conduct associated with the administration of standardized assessments.
- Prior to administration of the Operational assessment, a process for implementing established Consortium protocols to certify operational assessment systems.

With regard to overall test security, the Consortium **recommends** that each member have in place a process and associated timeline for ensuring that:

- Test Administrators (and any other individuals who will be administering any secure Smarter Balanced assessment) have read and understand the Smarter Balanced Test Administration Manual; the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines; and associated Smarter Balanced training modules.
- Each member has clearly defined state protocols and/or guidelines that describe which individuals (staff or otherwise) may be designated as Test Administrators or other roles related to administering a secure Smarter Balanced assessment.

APPENDIX C: ITEM TYPES

The Smarter Balanced Field Test includes the item types shown in Table 20 (though all tests may not contain all item types) and scoring methods:

Table 20: Item and Scoring Types

Content Area	Available Response Types	Available Scoring Types	Description Notes
Math	Multiple Choice, single correct response	automatic with key	four-option multiple choice
	Multiple Choice, multiple correct responses	automatic with key(s)	multiple-option multiple choice
	Matching Tables (variation True/False or Yes/No)	automatic with machine rubric	table format, click entry
	Hot Text	automatic with machine rubric	select and order text
	Drag and Drop	automatic with machine rubric	drag and drop single or multiple elements
	Hot Spot	automatic with machine rubric	select text
	Graphing	automatic, graphic response scoring	plot points and or draw lines
	Equation/Numeric	automatic, equation scoring	enter equation or numeric response
	Short Text	hand-scored	keyboard alphanumeric entry
	Table Fill-In	automatic with machine rubric	keyboard numeric table fill in
ELA	Multiple Choice, single correct response	automatic with key	four-option multiple choice
	Two-part Multiple Choice, with evidence responses	automatic with keys	two part, multiple-option multiple choice
	Multiple Choice, multiple correct responses	automatic with key(s)	multiple-option multiple choice
	Matching Tables (variation True/False or Yes/No)	automatic with machine rubric	table format, click entry
	Hot Text	automatic with machine rubric	select and/or move text
	Short Text	hand-scored	keyboard alphanumeric entry
	Essay	hand-scored	keyboard alphanumeric entry

APPENDIX D: CDE-USER (STATE) CHECKLIST

CDE Activities	Reference in Manual	Target Completion Date	Notes/ Resources
Direct Responsibilities			
<input type="checkbox"/>	1. Ensure all districts and schools know if they are participating in the Field Test and which grades/ content areas they are to administer.	<i>None</i>	Complete at least 5–6 weeks prior to testing.
<input type="checkbox"/>	2. Designate roles in the event that these roles are not assigned but needed (not every state may have every role): <ul style="list-style-type: none"> • District Test Coordinator and • School Test Coordinator 	<i>California TIDE User Guide, page 5, 16</i>	Complete at least 5–6 weeks prior to testing. In the event that there is no DC, the principal may likely fit in this role. http://sbac.portal.airast.org/ca/field-test-ca/resources/
<input type="checkbox"/>	3. Add other users to TIDE, including DCs.	<i>California TIDE User Guide, page 16, 21</i>	Complete at least 5–6 weeks prior to testing. http://sbac.portal.airast.org/ca/field-test-ca/resources/
<input type="checkbox"/>	4. Review manuals to identify areas where information needs to be adapted to your state policy(s).	<i>None</i>	Complete at least 5–6 weeks prior to testing.
<input type="checkbox"/>	5. On an ongoing basis, share and communicate important information to districts/schools that they need to prepare for administration, such as when the training modules are available, when the administration materials are available, where they are posted, and timelines and calendars.	<i>None</i>	4–5 weeks prior to testing and throughout the test window(s) http://sbac.portal.airast.org/ca/
<input type="checkbox"/>	6. Communicate a state-level policy with your districts around required training expectations.	<i>None</i>	Complete 4–5 weeks prior to testing.

	CDE Activities	Reference in Manual	Target Completion Date	Notes/ Resources
<input type="checkbox"/>	7. Communicate state requirements for test security procedures to districts/ schools.	<i>None</i>	Complete 4–5 weeks prior to testing.	
<input type="checkbox"/>	8. Determine whether your state will use the existing SSID or an alternate SSID. If alternate, state would be responsible for determining alternate SSIDs, loading them, and ensuring districts/ schools are aware of these.	<i>None</i>	Complete prior to loading the TIDE file, by 2/21 (for California only).	States are encouraged (but not required) to use an ID that is unique to the assessment and unrelated to the educational record of the student.
<input type="checkbox"/>	9. Communicate confirmation codes and provide the general guidelines—for example “use student first name as it appears in CALPADS”—to schools/ districts for the students expected to take the Field Test.	<i>None</i>	Determine codes prior to loading the TIDE file, by 2/21 (for California only). Communicate codes to districts/ schools prior to testing.	http://sbac.portal.airast.org/wp-content/uploads/2014/01/Confirmation-Code-1.14.14.pdf
	10. Prepare the TIDE file for upload with all students taking the Field Test and upload the file into TIDE. <ul style="list-style-type: none"> Review Accessibility Support Request Forms submitted by DCs and add these to TIDE when approved for a student. 	<i>None</i>	Complete by 2/21 (for California only).	For California, this process has been customized with the contractor to work with CALPADS.
Monitor Administration Activities				
<input type="checkbox"/>	11. Periodically update TIDE with corrected CALPADS extracts.	<i>None</i>	At least two weeks prior to testing and throughout the window as needed	

	CDE Activities	Reference in Manual	Target Completion Date	Notes/ Resources
<input type="checkbox"/>	12. Investigate and make a decision on all test security incidents reported in TIDE.	<i>TAM, Appendix B California TIDE User Guide, page 47</i>	Ongoing	http://sbac.portal.airast.org/ca/field-test-ca/resources/ Follow the process outlined in the TIDE User Guide.
<input type="checkbox"/>	13. Monitor and review all test security incidents submitted within the state and make an appropriate Appeal in TIDE as necessary. <ul style="list-style-type: none"> Review Irregularities within 24 hours of reporting. 	<i>California TAM, Appendix B California TIDE User Guide, page 47</i>	Throughout the testing window(s)	http://sbac.portal.airast.org/ca/field-test-ca/resources/
<input type="checkbox"/>	14. Review breaches immediately. <ul style="list-style-type: none"> Review incident and containment strategies employed by the district. Authorize a TIDE Appeal as necessary. Prepare for further Consortium guidance. 	<i>California TAM, Appendix B California TIDE User Guide, page 47</i>	Throughout testing window(s)	http://sbac.portal.airast.org/ca/field-test-ca/resources/

Questions about technology and the overall administration procedures
California Technical Assistance Center

800-955-2954

CaITAC@ets.org

<http://californiatac.org/about/smarter-balanced/>

Hours of operation: Monday through Friday, 7 a.m. to 5 p.m. PT

APPENDIX E: DISTRICT TEST COORDINATOR CHECKLIST

District Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/ Resources
Direct Responsibilities				
<input type="checkbox"/> 1. Notify schools when training materials are available.	<i>CA TAM</i> , section 2.2, Table 4		Complete at least 5–6 weeks prior to testing.	http://sbac.portal.airast.org/ca/ http://californiatac.org/training/sbft/
<input type="checkbox"/> 2. Notify schools when administration manuals are available.	<i>CA TAM</i> , section 2.2, Table 3		Complete at least 5–6 weeks prior to testing.	http://sbac.portal.airast.org/ca/
<input type="checkbox"/> 3. Review all Smarter Balanced policy and test administration documents posted to the California Smarter Balanced Portal.	<i>CA TAM</i> , section 2.1	60–90 minutes	Complete at least 3 weeks prior to testing.	http://sbac.portal.airast.org/ca/
<input type="checkbox"/> 4. Review scheduling and testing requirements with SCs.	<i>CA TAM</i> , section 6.5	60–90 minutes	Complete at least 3 weeks prior to testing.	http://sbac.portal.airast.org/ca/
<input type="checkbox"/> 5. Plan training for SCs and TAs.	<i>None</i>		Complete at least 3 weeks prior to testing.	
<input type="checkbox"/> 6. Review training modules and schedule training session for SCs.	<i>CA TAM</i> , section 2.2, Table 4	2–3 hours	Spaced over 2–3 weeks prior to testing	http://sbac.portal.airast.org/ca/ http://californiatac.org/training/sbft/
<input type="checkbox"/> 7. Review security procedures with SCs and TAs.	<i>CA TAM</i> , section 3.0, <i>Appendix B</i>		Complete at least 2–3 weeks prior to testing.	http://sbac.portal.airast.org/ca/
<input type="checkbox"/> 8. Work with District Technology Coordinators to ensure timely computer set up. <ul style="list-style-type: none"> • Conduct network diagnostics. • Download the secure browser (beginning late November or early December). • Verify that schools meet the minimum technology requirements. 	<i>TSM</i> , section I, Network Diagnostic Tools <i>TSM</i> , section V <i>TSM</i> , sections I and II	5–10 hours	Complete at least 2 weeks prior to testing.	http://sbac.portal.airast.org/ca/ http://sbac.portal.airast.org/wp-content/uploads/2013/07/SmarterBalanced_TechnicalSpecificationsManual.pdf

District Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/ Resources
<input type="checkbox"/> 9. Work with schools to review TIDE student enrollment information and update information in CALPADS.	<i>CA TIDE User Guide</i> , pages 30–35	2–4 hours	Complete at least 2 weeks before testing and during testing.	http://sbac.portal.airast.org/ca/
<input type="checkbox"/> 10. Perform an equipment needs assessment based on individual student requirements. <ul style="list-style-type: none"> • Work with the SC to identify students who will need specialized equipment for accommodations. • Communicate with the SC/TA to identify the number of headsets needed in order to take the ELA Listening portions of the assessment. Place order for the number of headsets needed plus extra. 	None	1–2 hours	Complete at least 2 weeks prior to testing.	Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available.
Monitor Administration Activities				
<input type="checkbox"/> 11. Investigate all test improprieties, irregularities, and breaches reported by TAs. <ul style="list-style-type: none"> • Follow reporting procedure according to <i>Appendix B</i>. 	<i>CA TAM</i> , Appendix B	As needed	Ongoing. Deadline for all submissions will be one week after the testing window closes.	http://sbac.portal.airast.org/ca/
<input type="checkbox"/> 12. Report any test security incident to the CDE, if necessary, according to the guidelines in <i>Appendix B</i> .	<i>CA TAM</i> , Appendix B	As needed within 24 hours of receiving a report		http://sbac.portal.airast.org/ca/ http://californiaatac.org/administration/forms/ CDE CAASPP Office CAASPPirreg@cde.ca.gov 916-445-8765

District Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/ Resources
<input type="checkbox"/> 14. Monitor with the District Technology Coordinator any technical problems to apply resolutions or disseminate information at other school sites prior to testing.	<i>None</i>		Ongoing throughout the testing window	

District Test Coordinator Activities	Reference in Manual	Target Completion Date	Notes/ Resources
Oversight Responsibilities			
<input type="checkbox"/> 15. Ensure that SCs and TAs in the district are appropriately trained and aware of policies and procedures, especially related to security.	<i>CA TAM</i> , section 3.0	Complete at least 3 weeks prior to testing.	http://sbac.portal.airast.org/ca/ http://californiatac.org/training/sbft/
<input type="checkbox"/> 16. Review school test administration schedules for adequate time and resource planning.	<i>CA TAM</i> , section 6.5	Complete at least 3 weeks prior to testing.	http://sbac.portal.airast.org/ca/
<input type="checkbox"/> 17. Verify that SCs and TAs have reviewed student information in CA TIDE and are verifying student accessibility in CA TIDE and settings.	<i>CA TIDE User Guide</i> , pages 30–35	Complete at least 2 weeks prior to testing.	http://sbac.portal.airast.org/ca/
<input type="checkbox"/> 18. You or your designee must be available during your testing window for questions and problem solving.	<i>None</i>	Complete during your entire testing window.	

Contact Information	
Questions about state policies	Questions about technology and the overall administration procedures
<p>California Department of Education Accommodations, Test Policy, Testing Irregularities</p> <p>Name: CAASPP Office Phone: 916-445-8765 Email: caaspp@cde.ca.gov</p> <p>California Department of Education (in the event of a security breach or irregularity)</p> <p>Name: CAASPP Office Fax: 916-319-0969 Email: CAASPPirreg@cde.ca.gov</p>	<p>California Technical Assistance Center 800-955-2954 CalTAC@ets.org http://californiatac.org/about/smarter-balanced/ Hours of operation: Monday through Friday, 7 a.m. to 5 p.m. PT</p>

APPENDIX F: SCHOOL TEST COORDINATOR CHECKLIST

School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/ Resources
Direct Responsibilities				
<input type="checkbox"/> 1. Confirm the grades and content areas that are participating in the Field Test for your school with your DC.	<i>None</i>	60 minutes	Complete at least 3 weeks prior to testing.	
<input type="checkbox"/> 2. Attend trainings your district offers and review all Smarter Balanced policy and test administration documents posted to the California Smarter Balanced Portal.	<i>CA TAM</i> , section 2.2, Table 3	60–90 minutes	Complete at least 3 weeks prior to testing.	http://sbac.portal.airast.org/ca/ http://californiatac.org/training/sbft/
<input type="checkbox"/> 3. Ensure that all TAs attend your school’s or district’s training and review the self-paced online training modules posted to the portal. Review with TAs the videos (“Introduction to the Field Test” and “What are Universal Tools?”) and encourage them to show their students in preparation for the Field Test.	<i>CA TAM</i> , section 2.2, Table 4	2–3 hours	Complete at least 3 weeks prior to testing.	http://sbac.portal.airast.org/ca/ http://californiatac.org/training/sbft/
<input type="checkbox"/> 4. Work with technology personnel to ensure timely computer setup: <ul style="list-style-type: none"> • Conduct network diagnostics. • Download the secure browser. • Verify that your school has met the minimum technology requirements. • Ensure that other technical issues are resolved before and during testing. 	<i>TSM</i> , section I, Network Diagnostic Tools <i>TSM</i> , section V <i>TSM</i> , sections I and II	5–10 hours	Complete at least 3–4 weeks prior to testing.	http://sbac.portal.airast.org/wp-content/uploads/2013/07/SmarterBalanced_TechnicalSpecificationsManual.pdf http://sbac.portal.airast.org/ca/

School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/ Resources
<input type="checkbox"/> 5. Communicate with the TA to identify the number of headsets needed for the site (with TA) and ensure that needed number are available at least 2 weeks prior to the testing window. Headsets are required for the ELA Listening portions of the assessment.	None	1–2 hours	Complete at least 2 weeks prior to testing.	Order the number needed plus extra.
<input type="checkbox"/> 6. Determine which students will use allowable test accommodations and designated supports and establish a place to test those students. <ul style="list-style-type: none"> If a student requires a support or accommodation that is not listed, request the support or accommodation by downloading the Accessibility Support Request Form and faxing or emailing the completed form to the CDE using the information on the form. 	<i>Usability, Accessibility, and Accommodations Guidelines</i> <i>Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress Assessment System</i>	1–2 hours	Complete at least 2 weeks prior to testing.	http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf http://californiatac.org/administration/instructions/ http://californiatac.org/administration/forms/
<input type="checkbox"/> 7. Perform an equipment needs check based on individual student requirements. <ul style="list-style-type: none"> Work with the TA to identify students who will need specialized equipment for accommodations. Communicate with the DC to identify the number of headsets needed in order to take the ELA Listening portions of the assessment. Place an order for the number 	None	1–2 hours	Complete at least 2 weeks prior to testing.	Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available.

School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/ Resources
of headsets needed plus extra.				
<input type="checkbox"/> 8. Based on the test administration windows assigned to the school, work with the TA to establish a testing schedule.	CA TAM, Section 6.5	2–4 hours	Complete at least 1–2 weeks prior to testing.	http://sbac.portal.airast.org/ca/
<input type="checkbox"/> 9. Work with the TA to review student information in CA TIDE applications before the student is tested to ensure that correct student information and test settings and accommodations are applied.	CA TIDE User Guide, pages 30–35 CA TAM, section 7.0	2–4 hours	Complete at least 1–2 weeks prior to testing.	http://sbac.portal.airast.org/ca/
<input type="checkbox"/> 10. Work with the TA to plan a quiet activity for each test session for students who finish early.	None	30 minutes	Complete the week of testing.	The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.
<input type="checkbox"/> 11. All Field Tests will have non-PT items plus a performance task (PT) with a classroom-based activity. <ul style="list-style-type: none"> • Download and review the classroom activity for your grade(s). • Work with your TA(s) to plan the administration of the classroom activity. 	CA TAM, sections 9.2, 9.3, and 9.4	60 minutes planning the day prior to administering the PT	Complete the week of testing.	<ul style="list-style-type: none"> • Administration of the non-PT items plus a PT with a classroom-based activity will require advance preparations. • Classroom Activity Administration Guidelines and Instructions for Downloading Classroom Activities can be accessed at: http://sbac.portal.airast.org/ca/
<input type="checkbox"/> 12. Ensure proper handling of all printed test materials and note paper. Collect all test materials on each day of testing to keep in a secure location until after the test session, and then	CA TAM, sections 3.0 and 10.0		Complete during and after each testing window.	http://sbac.portal.airast.org/ca/

School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/ Resources
destroy according to security policy.				
<input type="checkbox"/> 13. Ensure adherence to all security policies. <ul style="list-style-type: none"> • Ensure that all TAs read and sign the CAASPP Test Security Affidavit. 	CA TAM, section 3.0			http://sbac.portal.airast.org/ca/field-test-ca/resources/ http://californiatac.org/administration/forms/
<input type="checkbox"/> 14. Document containment of any impropriety, irregularity, or breach and report to the DC immediately after learning of the incident.	CA TAM, Appendix B	As needed	Ongoing	http://sbac.portal.airast.org/ca/field-test-ca/resources/
Monitor Administration Activities				
<input type="checkbox"/> 15. Monitor testing progress during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.	None	As needed	Ongoing	
<input type="checkbox"/> 16. Raise any technical issues with the School Technology Coordinator for resolution.	None	As needed	Ongoing	
<input type="checkbox"/> 17. Review, investigate, and report on all potential improprieties, irregularities, and breaches reported by the TA. Mitigate incidents when appropriate.	CA TAM, Appendix B	As needed	Ongoing	http://sbac.portal.airast.org/ca/

School Test Coordinator Activities	Reference in Manual	Target Completion Date	Notes/ Resources
Oversight Responsibilities			
<input type="checkbox"/> 18. Verify that TAs have been verifying student accessibility and accommodations in TIDE.	CA TIDE User Guide, pages 30–35	Complete at least 1–2 weeks prior to testing.	http://sbac.portal.airast.org/ca/
<input type="checkbox"/> 19. Verify that TAs or other instructional staff have administered the classroom activity.	None	Complete at least 1–2 weeks prior to testing.	


	School Test Coordinator Activities	Reference in Manual	Target Completion Date	Notes/ Resources
<input type="checkbox"/>	20. Verify that TAs have scheduled make-up reviews of the classroom activity for students who were absent for the first review.	<i>None</i>	Complete at least 1–2 weeks prior to testing if possible.	
<input type="checkbox"/>	21. Assist TAs in taking proper measures to ensure that students have access only to allowable non-embedded resources during testing.	<i>None</i>	Complete prior to testing.	
<input type="checkbox"/>	22. Verify that TAs are adhering to all test security policies and practices and that they have access to the Test Security Incident Log, and that they understand how to complete this document if improprieties, irregularities, or breaches occur.	<i>CA TAM, section 3.0 and Appendix B</i>	Complete during testing.	http://sbac.portal.airast.org/ca/field-test-ca/resources/

Contact Information	
Questions about the overall administration and state policies	Questions about technology and the overall administration procedures
<p>California Department of Education Accommodations, Test Policy, Testing Irregularities</p> <p>Name: CAASPP Office Phone: 916-445-8765 Email: caaspp@cde.ca.gov</p>	<p>School Technology Coordinator</p> <p>Name: _____ Phone: _____ Email: _____</p> <p>District Test Coordinator</p> <p>Name: _____ Phone: _____ Email: _____</p> <p>California Technical Assistance Center 800-955-2954 CalTAC@ets.org http://californiatac.org/about/smarter-balanced/ Hours of operation: Monday through Friday, 7 a.m. to 5 p.m. PT</p>

APPENDIX G: TEST ADMINISTRATOR CHECKLIST

Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/ Resources
<input type="checkbox"/> 1. Review all Smarter Balanced policy and test administration documents posted to the portal, particularly the <i>California Test Administration Manual (CA TAM)</i> .	<i>CA TAM</i> , section 2.2, Table 3	60–90 minutes	Complete at least 2–3 weeks prior to testing.	http://sbac.portal.airast.org/ca/
<input type="checkbox"/> 2. Review the training modules that are posted to the Smarter Balanced Portal and attend any school or district training sessions if any are offered.	<i>CA TAM</i> , section 2.2, Table 4	2–3 hours	Complete at least 2–3 weeks prior to testing.	http://sbac.portal.airast.org/ca/
<input type="checkbox"/> 3. Show students the videos “Introduction to the Field Test” and “What are Universal Tools?”	<i>CA TAM</i> , section 2.2, Table 4	1 hour	Spaced over 2–3 weeks prior to testing	http://sbac.portal.airast.org/ca/
<input type="checkbox"/> 4. Provide students with a walk-through of the Training Test and/or Practice Test for familiarity with navigation of the system and tools.	<i>CA TAM</i> , section 6.3	1 hour	Spaced over 2–3 weeks prior to testing	http://sbac.portal.airast.org/ca/
<input type="checkbox"/> 5. Perform an equipment needs check based on individual student requirements. <ul style="list-style-type: none"> • Work with the SC to identify students who will need specialized equipment for accommodations. 	None	1–2 hours	Complete at least 2 weeks prior to testing.	Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available. http://sbac.portal.airast.org/ca/

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/ Resources
<input type="checkbox"/>	6. Ensure that students will have ear buds or headsets for the ELA Listening portion.	<i>None</i>	60 minutes	Complete at least 1–2 weeks prior to testing.	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.
<input type="checkbox"/>	7. 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"> • Make sure your students' test administration schedule includes allowable breaks and time for the classroom activity prior to the performance task. 	<i>CA TAM, section 6.5</i>		Complete at least 1–2 weeks prior to testing	http://sbac.portal.airast.org/field-test-ca/ca/resources/
<input type="checkbox"/>	8. Confirm that you have received your CA TIDE login information from your SC. This username and password will also be used for the Online Testing System.	<i>CA TIDE User Guide, pages 8–9</i>	2–4 hours	Complete at least 1–2 weeks prior to testing.	http://sbac.portal.airast.org/ca/
<input type="checkbox"/>	9. Work with your SC to ensure that each student has an SSID number and that you know the student's first name as entered in CALPADS, and that the student has been loaded into CA TIDE.	<i>CA TIDE User Guide, pages 30–32</i>	2–4 hours	Complete at least 1–2 weeks prior to testing.	http://sbac.portal.airast.org/ca/

Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/ Resources
<input type="checkbox"/> 10. Confirm each student’s accommodations in CA TIDE against their IEP or other relevant documentation as appropriate.	<i>CA TIDE User Guide</i> , pages 30–35	2–4 hours	Complete at least 1–2 weeks prior to testing.	http://sbac.portal.airast.org/ca/
<input type="checkbox"/> 11. Ensure that the secure browser has been downloaded to any computer(s) on which students will be testing by checking for the [Secure Browser] icon on each testing computer. 	<i>TSM</i> , sections V and VI	1–2 hours	Complete at least 1–2 weeks prior to testing. <i>and again</i> Complete the day before testing or morning of testing.	http://sbac.portal.airast.org/wp-content/uploads/2013/07/SmarterBalanced_TechnicalSpecificationsManual.pdf Check with your SC or School Technical Coordinator if the [Secure Browser] icon is missing.
<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"> • 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. • Also have extra headsets on hand for students who may forget to bring theirs. • Reminders should be sent several days before and the day prior to testing to ensure 	None		Make a count of needed headsets (vs students who have their own) at least 3 weeks prior to testing and tell your SC the number needed. Three days before testing, remind students to have their headsets available the day of tests. One day before testing, remind students to bring their headsets.	Have extra headsets on hand in case students forget. http://sbac.portal.airast.org/ca/

Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/ Resources
students remember to bring headsets.				
<input type="checkbox"/> 13. All Field Tests will have non-PT items plus a performance task (PT) with a classroom activity. <ul style="list-style-type: none"> Obtain the classroom activity from you SC and plan for the administration. Administer the classroom activity. 	CA TAM, sections 9.2, 9.3, and 9.4	60 minutes planning the day prior to administering the PT 30 minutes actual classroom activity administration time	Complete the week of testing.	<ul style="list-style-type: none"> Administration of the non-PT items plus a PT with a classroom-based activity will require advance preparations. Classroom Activity Administration Guidelines and Instructions for Downloading Classroom Activities can be accessed at: http://sbac.portal.airast.org/field-test-ca/ca/resources/
<input type="checkbox"/> 14. Plan a quiet activity for each test session for students who finish early. 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.	None	15–30 minutes	Complete the week of testing.	
<input type="checkbox"/> 15. 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. <ul style="list-style-type: none"> Work with your SC to set system volume prior to students launching the secure browser to ensure students can hear the audio 	None	1–2 hours	Complete the morning of testing.	The TA should open the secure browser on each computer after closing any unnecessary applications.

Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/ Resources
portions of the ELA segment.				
<input type="checkbox"/> 16. Administer the Smarter Balanced assessments, following the script and directions for administration. Provide any necessary accommodation supports.	<i>CA TAM</i> , section 9.5, Login script		Complete the day(s) of testing.	http://sbac.portal.airast.org/ca/field-test-ca/resources/
<input type="checkbox"/> 17. On the day of testing, verify that the students have their login information (first name from CALPADS, SSID, and session ID).	<i>CA TIDE User Guide</i> , page 30–32		Complete the day(s) of testing.	http://sbac.portal.airast.org/ca/field-test-ca/resources/
<input type="checkbox"/> 18. Review all guidelines for creating a secure test environment. <ul style="list-style-type: none"> Review all security procedures and guidelines in the <i>CA TAM</i>. Make sure you have carefully read and signed the CAASPP Test Security Affidavit. 	<i>CA TAM</i> , section 3.0		Prior to and during day(s) of testing.	http://sbac.portal.airast.org/ca/field-test-ca/resources/ http://californiaatac.org/administration/forms/
<input type="checkbox"/> 19. Make sure the physical conditions of the testing room are satisfactory. <ul style="list-style-type: none"> Make sure that no instructional materials directly related to the content of the tests are visible. Students should be seated so that there is enough space between them or provide desktop partitions to minimize opportunities to 	<i>CA TAM</i> , section 3.0		Complete the day(s) of testing.	<ul style="list-style-type: none"> 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. Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing. Post an “Unauthorized

Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/ Resources
look at each other's screen. <ul style="list-style-type: none"> Actively supervise students throughout the test sessions. Students who are not being tested may not be in the room where a test is being administered. 				Electronic Devices May Not Be Used at Any Time During the Testing Session” sign so that it is clearly visible to all students. http://sbac.portal.airast.org/ca/ http://californiaatac.org/administration/forms/
<input type="checkbox"/> 20. Report any testing improprieties, irregularities, and breaches to the SC in writing immediately following an impropriety, irregularity, or breach.	<i>CA TAM</i> , section 4.0 and <i>Appendix B</i>		Complete as soon as possible during or immediately following testing.	http://sbac.portal.airast.org/ca/
<input type="checkbox"/> 21. Securely dispose of all printed testing materials, including student login information, print-on-demand documents, and scratch paper in a secure manner.	<i>CA TAM</i> , section 10.0		Complete after testing.	http://sbac.portal.airast.org/ca/

Contact Information	
Questions about the overall administration and state policies	Questions about technology and the overall administration procedures
<p>California Department of Education Accommodations, Test Policy, Testing Irregularities</p> <p>Name: CAASPP Office</p> <p>Phone: 916-445-8765</p> <p>Email: caaspp@cde.ca.gov</p>	<p>School Technology Coordinator</p> <p>Name: _____</p> <p>Phone: _____</p> <p>Email: _____</p> <p>School Test Coordinator</p> <p>Name: _____</p> <p>Phone: _____</p> <p>Email: _____</p> <p>District Test Coordinator</p> <p>Name: _____</p> <p>Phone: _____</p> <p>Email: _____</p>

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