

APPENDIX A: DIRECTIONS FOR ADMINISTRATION SCRIPT

Use the following information and script to assist students with the login procedures. Please refer to the *Test Administrator User Guide* at <http://sbac.portal.airast.org/field-test/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 *Test Administrator User Guide* at

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

SAY: Enter your confirmation code, 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 confirmation code or SSID with anyone. This is private information.

Once you have successfully logged in, you will see a screen with your confirmation code, SSID, school, and grade. In some cases your confirmation code may be your name, but in other cases it may be an alpha-numeric code. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand so that you can show me what is wrong.

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

If the problem cannot be resolved, please contact the Smarter Balanced Help Desk at 1-855-833-1969 or smarterbalancedhelpdesk@ets.org.

SAY: On the next screen, 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 screen with a moving bar and message saying that you are waiting for Test Administrator approval. This step helps ensure that you are taking the correct test. Please wait quietly while I verify each of your tests.

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

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; however, it is possible for the Student Name field to be blank.*

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 screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand 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 screen 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 section.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. When instructing the students to log in, TAs should read the unitalicized sections of the general script to the students.

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 and DC 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	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.

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.

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

1. **The Test Security Required Action Steps** (page 60) depicts the required actions from the Test Security Chart in a process flow diagram format.
2. **The Test Security Chart** (page 64) shows the test security incident levels and examples of types of issues.
3. **The Test Security Incident Log** (page 62) is the document of record for the district to record all test security incidents. More serious incidents will be reported either immediately (breach) or at the end of the day (irregularities).
4. **The Online Administration System for Reporting Test Security Incidents** (page 62) 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, or restore a test that has been reset. This request goes to the state education agency 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:

Improperity: Misconduct or Anomaly: Any 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. Any reporting of an improperity, beyond the local level, is at the discretion of the state. (Specific examples of improperities are provided on page 64.)

Irregularity: Any 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. The circumstances causing the irregularity can be corrected at the local level, but the irregularity is submitted in the online system for resolution of the Appeal for testing impact.

Breach: Any event that poses a threat to the validity of the test. 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 immediately to the state level.

At times it will be up to the Test Administrator (TA) and/or District Coordinator (DC) to distinguish among improperities, 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 immediate notification/escalation by telephone to the state level by the DC followed by documentation in the Test Security Incident Log and escalation via the online Appeals system (if appropriate*).

Irregularities must be escalated **by the end of the day of the incident** to the state level via the Test Security Incident Log or via the online Appeals system in TIDE (if appropriate*).

Improprieties are escalated in accordance with state policy, protocol, and/or guidelines **within 24 hours of the incident** by individual districts via the Test Security Log and via TIDE (if appropriate*).

(* The only incidents that can be reported 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 13.

Table 13: Test Security Incident Types

Incident Type	Smarter Balanced–Recommended Reporting Timeline
Breach	Report to state immediately
Irregularity	Report to state by the end of the day discovered
Impropriety	Escalate to District Test Coordinator within 24 hours of the incident**

** Your state may have more stringent reporting timelines for escalating improprieties

For examples of test incidents,
please see **The Test Security Chart** on page 64