

# North Dakota

## Smarter Balanced Assessment: Online, Summative Test Administration Manual

### Test of English Language Arts/Literacy and Mathematics

2015–2016

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## NORTH DAKOTA SMARTER BALANCED USER SUPPORT

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The North Dakota Smarter Balanced Assessment (NDSA) portal at <http://ndsa.portal.airast.org/> is the home for all online North Dakota Smarter Balanced Assessment administration information.

For questions regarding the online testing system or for additional assistance, please contact the NDSA Smarter Balanced Assessment Service Desk at (800) 929-3757 or [NDSAServiceDesk@measuredprogress.org](mailto:NDSAServiceDesk@measuredprogress.org).

The NDSA Service Desk is open Monday through Friday from 7:00AM to 4:00PM Central Time prior to and following the test administration window, and 6:00AM to 6:00PM Central Time during the test administration window. During these hours, staff will respond promptly to calls.

The Service Desk may be contacted for situations and questions that include the following:

- Testing environment down or unavailable; user accounts not available or users not able to administer tests;
- Student information incorrect or missing;
- Loading student test settings into TIDE (including accommodations, or designated supports for the Math, ELA CAT, and ELA PT);
- Appeals functionality in TIDE;
- Preparing for online testing—downloading the secure browser, voice packs, etc.;
- Tests showing as available to students when they log in to begin testing;
- Password resets for State, district, and school users; and
- Settings not presenting as intended.

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

- Type of device being used for the test;
- Any error messages that appeared (code and description);
- Operating system and browser information;
- Network configuration information;
- Your contact information for follow-up, including email address and phone number;
- Any relevant and authorized student and school information, including statewide student identifier (SSID), grade level, content area, and performance task (PT) or computer adaptive test (CAT).

## 1.0 OVERVIEW OF THE SMARTER BALANCED ASSESSMENTS

### 1.1 About the Smarter Balanced Assessment Consortium

The Smarter Balanced Assessment Consortium is a multi-state, state-led consortium that developed 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](http://www.smarterbalanced.org).

### 1.2 About the Test

The NDSA Smarter Balanced summative assessments are available in ELA/literacy and mathematics to students in grades 3–8 and high school. Each content area of the online test consists of a computer adaptive test (CAT) as well as a performance task (PT).

### 1.3 Test Administration Roles and Responsibilities

The North Dakota Smarter Balanced Assessment uses a role-based system. Each user is assigned a specific role, which has access to the different systems or features. User roles and responsibilities for the test are provided in [Table 1](#).

**Table 1: User Roles in the Online Testing System**

User Role	Description
<b>State User (STATE)</b>	<p>State Users are responsible for the following:</p> <ul style="list-style-type: none"><li>• provisioning initial accounts to key district staff;</li><li>• reviewing and resolving test security incidents as submitted by districts/schools;</li><li>• reviewing and approving online appeal requests for resets, reopens, reopen segments, restores, re-assigns, applying grace period extensions, or invalidations; and</li><li>• coordinating with Smarter Balanced.</li></ul> <p>The initial State User assignment is managed by Measured Progress. State Users can then add other user accounts.</p>
<b>District Administrator (DA)</b>	<p>DAs are assigned by the state. If assigned, a DA can modify student records (including accommodations and designated supports) as well as add District Test Coordinators (DC) or School Test Coordinators (SC) in TIDE. All other responsibilities for this role should be assigned by the State.</p> <p>If no DCs are assigned for a district, then the DA performs all the responsibilities of a DC.</p>
<b>District Test Coordinator (DC)</b>	<p>The DC role is optional and is assigned by a DA within a district. The DC can upload/add/modify/remove student records and has the same capabilities as a DA, but cannot assign other DCs to the DC role.</p> <p>DCs are responsible for the following:</p> <ul style="list-style-type: none"><li>• adding SCs into TIDE;</li><li>• ensuring that the SCs, TEs, and TAs in their districts are appropriately trained regarding the state and NDSA Smarter Balanced assessment administration and security policies and procedures;</li><li>• reporting online test security incidents to the state via the Appeals module</li></ul>

User Role	Description
	<p>in TIDE;</p> <ul style="list-style-type: none"> <li>• general oversight responsibilities for all administration activities in their district schools; and</li> <li>• if no SCs are assigned for a district, then the DC performs all the responsibilities of an SC.</li> </ul>
<p><b>School Test Coordinator (SC)</b>  <i>Note: An SC can be a principal, vice principal, technology coordinator, counselor, or other staff member. If possible, an SC should be a person with non-instructional or limited instructional duties so that he or she can coordinate and monitor testing activity in the school.</i></p>	<p>The SC role is optional and is assigned by a DC within a district. The SC can upload/add/modify/remove student records and has the same capabilities as a DC, only at the school level in TIDE.</p> <p>SCs are responsible for:</p> <ul style="list-style-type: none"> <li>• Reviewing the User Roles and System access document on the North Dakota portal at <a href="http://ndsa.portal.airast.org/">http://ndsa.portal.airast.org/</a> prior to adding users to the school;</li> <li>• adding School Teachers (TE) and School Test Administrators (TA) in TIDE. <b>NOTE: The TA role should be only explicitly assigned if a user should not have access to score report data in the Online Reporting System (ORS), otherwise all users should be given the TE Role;</b></li> <li>• identifying TAs and ensuring they are properly trained;</li> <li>• coordinating with TAs so they administer all assessments;</li> <li>• entering and/or verifying test settings for students;</li> <li>• creating TIDE rosters prior to the start of the testing window;</li> <li>• creating or approving testing schedules and procedures for the school (consistent with state and district policies);</li> <li>• working with technology staff to ensure that necessary secure browsers are installed and any other technical issues are resolved;</li> <li>• monitoring testing progress during the testing window and ensuring that all students participate, as appropriate;</li> <li>• addressing testing problems, as needed;</li> <li>• mitigating and reporting all test security incidents in a manner consistent with Smarter Balanced, state, and district policies; and</li> <li>• general oversight responsibilities for all administration activities in their school and for all TAs.</li> </ul>
<p><b>School Teacher (TE)</b></p>	<p>TEs are responsible for:</p> <ul style="list-style-type: none"> <li>• completing Smarter Balanced assessment administration training (see section 1.4 <i>Training</i>) and reviewing all Smarter Balanced policy and administration documents prior to administering any Smarter Balanced assessments;</li> <li>• viewing student information prior to testing to ensure that the correct student receives the proper test with the appropriate supports. TEs should report any potential data errors to SCs and DCs as appropriate;</li> <li>• providing students with opportunities to become familiar with the online test tools by reviewing the practice and training tests;</li> <li>• administering the Smarter Balanced assessments;</li> <li>• becoming familiar with the Score Reports and Plan and Manage Testing in the Online Reporting System throughout the testing window; and</li> <li>• reporting all potential test security incidents to their SC and DC in a</li> </ul>

User Role	Description
<p><b>School Test Administrators (TA)</b>  <i>District or school personnel responsible for administering the Smarter Balanced assessments in a secure manner in compliance with the policies and procedures outlined in the Online, Summative Test Administration Manual. Note: All roles DA/DC, SC, and TE can administer tests. Users with this role in TIDE will NOT be able to see score report data.</i></p>	<p>manner consistent with Smarter Balanced, state, and district policies.</p> <p>The TA role is assigned by a DC or an SC.  TAs are responsible for:</p> <ul style="list-style-type: none"> <li>• completing Smarter Balanced assessment administration training (see section 1.4 Training) and reviewing all Smarter Balanced policy and administration documents prior to administering any Smarter Balanced assessments;</li> <li>• viewing student information prior to testing to ensure that the correct student receives the proper test with the appropriate supports. TAs should report any potential data errors to SCs and DCs as appropriate;</li> <li>• administering the Smarter Balanced assessments; and</li> <li>• reporting all potential test security incidents to their SC and DC in a manner consistent with Smarter Balanced, state, and district policies.</li> </ul>

**For a checklist of example activities to complete for District Test Coordinators, see Appendix I. For School Test Coordinators, see Appendix J. For School Test Administrators, see Appendix K.**



This manual refers to Test Administrators (TAs) generically whenever discussing administration or the user guide. Test Administrators can be defined as district or school personnel responsible for administering the Smarter Balanced assessments in a secure manner in compliance with the policies and procedures outlined in the *Online, Summative Test Administration Manual*. If the user role School Test Administrator in TIDE is being referenced, that will be clarified.

## 1.4 Training

Prior to administering a test, School Test Administrators (and any other individuals who will be administering any secure Smarter Balanced assessment) should read:

- this manual,
- the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*, and
- the *Test Administrator User Guide*, and view the associated training modules.

For example, you may want take the optional Test Administrator (TA) Certification course if you plan to administer any online Smarter Balanced assessment at your school. The TA Certification course takes 30 minutes and provides an overview on how to start and stop a test session, how to monitor student testing, and how to view or edit student test settings and accommodations.

Pursuant to federal requirements, the North Dakota Department of Public Instruction (NDDPI) must ensure that North Dakota school districts conduct sufficient and appropriate training for school personnel who supervise or administer the state assessment. Consequently, the NDDPI requires that, **each school district must certify that all school personnel who supervise or administer the state assessment and who have a need to know specific information about test administration have received appropriate and sufficient training on state assessments.**

All those involved in the assessment must fulfill the training requirements by reading the sections of this TAM that are pertinent to their role as indicated by the sidebars of the pages in this manual. Users may also voluntarily complete the online training modules located on the portal for their designated roles. Certification of training for each school district will be documented and submitted by the Superintendent or DC through an online form that will be made available after the assessment is complete. Only one certification per district is required.

All training resources can be found on the NDSA portal.

## 2.0 TEST ADMINISTRATION RESOURCES

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This NDSA Smarter Balanced *Online Test Administration Manual (TAM)* for summative assessments is intended for staff who play a role in the administration of NDSA Smarter Balanced assessments (District Administrators, District Test Coordinators, School Test Coordinators, and School Administrators). This manual provides procedural and policy guidance to implement the NDSA Smarter Balanced assessments.

To help quickly locate areas that pertain to each role, tabs that identify the primary user of that section have been placed on the margin of each page. The appendices of this manual contain important information that can be used as stand-alone materials and are easily extracted for printing or distribution. For a list of frequently used terms associated with the NDSA Smarter Balanced assessments, see *Appendix A*. For specific questions not addressed in this manual, please contact the NDSA Service Desk at (800)929-3757 or [NDSAsevicedesk@measuredprogress.org](mailto:NDSAsevicedesk@measuredprogress.org).

### 2.1 Summative Assessment Administration Resources

The *TAM* is designed to complement a variety of other resources listed in [Table 2](#) (manuals), [Table 3](#) (training modules), and

Table 4\_(other resources). All resources can be found on the NDSA portal.

**Table 2: Manuals**

Resource	Description
<i>TIDE User Guide</i>	TIDE is the system used to manage student information and user accounts for online testing as well as appeals and roster management. The TIDE User Guide provides a step-by-step approach to using the system.
<i>Braille Requirements and Testing Manual</i>	The <i>Braille Requirements and Testing Manual</i> include information about supported operating systems and required hardware and software for braille testing.
<i>Secure Browser Installation Manual</i>	The <i>Secure Browser Installation Manual</i> provides instructions for installing the secure browser on supported operating systems. The manual is organized by operating system. This document is a supplement to the <i>Technical Specifications Manual for Online Testing</i> .
<i>Technical Specifications Manual for Online Testing (TSM)</i>	The <i>Technical Specifications Manual</i> provides technology staff with the technical specifications for online testing, including information on Internet and network requirements, general hardware and software requirements, secure browser installation, and the text-to-speech function.
<i>Test Administrator User Guide</i>	The <i>Test Administrator User Guide</i> supports individuals using the test delivery system applications to manage testing for students. This resource provides information about the test delivery system, including the Test Administrator and student applications.
<i>Online Reporting System User Guide</i>	The <i>Online Reporting System User Guide</i> supports users in their use of participation and score reports.
<i>Usability, Accessibility, and Accommodations Guidelines</i>	The <i>Usability, Accessibility, and Accommodations Guidelines</i> focus on universal tools, designated supports, and accommodations for the NDSA Smarter Balanced assessments. The <i>Guidelines</i> are intended for school-level personnel and decision-making teams, particularly Individualized Education Program (IEP) and 504 teams, as they prepare for and implement the NDSA Smarter Balanced assessments. The <i>Guidelines</i> provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and providing universal tools, designated supports, and accommodations for those students who need them during the administration of the assessments. The <i>Guidelines</i> are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

**Table 3: North Dakota Training Modules**

Module Name	Primary Audience	Objective
Test Administration Overview	District/School Test Coordinators, School Test Administrators, teachers	This module prepares District/School Test Coordinators and School Test Administrators for the assessments by providing an overview of procedures, including policy matters and test security processes as well as a high level overview of AIR systems including the features offered by the Secure Browser and how to install it; how to access and use TIDE; what

		your students will experience when taking the Smarter Balanced Test and how to access and use the Test Administrator Interface
Student Interface for Online Testing	Students, District/School Test Coordinators, School Test Administrators, teachers	This module explains how to navigate the Student Interface. This module includes how students log into the testing system and select a test, the layout of the test and the functionality of the test tools, and how students navigate through the test.
Technology Requirements for Online Testing	District/School Technology Coordinators	This module provides current information about technology requirements, site readiness, supported devices, and the secure browser installation.
Test Administrator (TA) Interface for Online Testing	District/School Test Coordinators, School Test Administrators, teachers	This module presents an overview on how to navigate the Test Administrator Interface.
TIDE (Test Information Distribution Engine)	District/School Test Coordinators, School Test Administrators	This module provides detailed information on how to register users, enroll students, manage and edit users/students, and process/view test invalidations.
Online Reporting System	District/School Test Coordinators, School Test Administrators, teachers	This module presents how to access student scores, create class rosters, and drill down through levels of reporting

**Table 4: Other Resources**

Resource	Description
Practice Test*	<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. Item types are listed and described in <i>Appendix B: Item Types</i>.</p> <p>See also <i>Appendix D: Practice and Training Tests</i> for additional information about the Practice Tests.</p>
Training Test*	<p>Training Tests are for TAs and students to become familiar with the format and functionality of the online test. This resource is available by grade band (3–5, 6–8, high school) and has approximately six to nine mathematics and six to seven ELA items per grade band.</p> <p>See also <i>Appendix D: Practice and Training Tests</i> for additional information about the Training Tests.</p>

\* The Practice and Training Tests can be used as a “guest” without login credentials; however, if users want to access either of these sites as a TA (required if they want to administer a Braille Practice or Training Test), a login will be required. Contact your District or School Test Coordinator, or the NDSA Service Desk for access. The Practice and Training Tests do not require use of the secure browser, but some accessibility features (such as text-to-speech) are only available through the secure browser (see section 6.2 *The Secure Browser* and the *Test Administrator User Guide*).

### 3.0 ENSURING TEST SECURITY

The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All summative test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results.

#### 3.1 Security of the Test Environment

[Table 5](#) describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

**Table 5: Requirements of the Test Environment**

Requirement	Description
<b>BEFORE TESTING</b>	
Instructional materials removed or covered	Instructional materials <b>must be removed or covered, including but not limited to</b> information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
Student seating	Students must be seated so there is enough space between them to minimize opportunities to look at each other’s work, or they should be provided with tabletop partitions.
Signage	If helpful, place a “TESTING—DO NOT DISTURB” sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
<b>DURING TESTING</b>	
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student’s ability to concentrate or might compromise the testing situation.
Student supervision	Students are actively supervised and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of those allowable resources identified by Smarter Balanced (see section 9.1 <i>Establishing Appropriate Testing Conditions</i> for examples) that are permitted for each specific test (or portion of a test).
Access to assessments	Unauthorized staff or other adults must not be in the room during testing. Only students who are testing can view items. Students who are not being tested must not have access to secure testing materials including test items. Based on the item type (i.e., performance tasks), trained Test Administrators (TAs) may also have limited exposure to items in the course of properly administering the assessments; however, even TAs and other trained staff may not actively review or analyze any test items.

Requirement	Description
No answer key development	No form or type of answer key may be developed for test items.
Testing through secure browser	Administration of the Smarter Balanced assessments is permitted only through the Student Interface via the secure browser.
<b>DURING AND AFTER TESTING</b>	
No access to responses	District Administrators (DAs), District Test Coordinators (DCs), School Test Coordinators (SCs), School Teachers (TEs), School Administrators (TAs), and other staff are not permitted to review student responses in the testing interface or students' notes on scratch paper.
No copies of test materials	Unless needed as a print-on-demand or braille accommodation, no copies of the test items, stimuli, reading passages, performance task materials, or writing prompts may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	DAs, DCs, SCs, TEs, TAs, and other staff may not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. Student interaction during a test is limited to what is necessary for the purpose of a performance task.
All test materials must remain secure at all times	Printed materials from the print-on-demand accommodation, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.
<b>AFTER TESTING</b>	
No test materials used for instructions	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely	Printed test items/passages, including embossed braille printouts, and scratch paper must be collected and inventoried at the end of each test session and then immediately shredded. See section 3.2 <i>Secure Handling of Printed Materials</i> for details.



TAs 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 assessments or the data should follow the steps outlined in section 4.0 *Responding to Testing Improprieties, Irregularities, and Breaches* and section 5.0 *Appeals* (as necessary) of this manual and the *TIDE User Guide* located on the NDSA portal.

### 3.2 Secure Handling of Printed Materials

Accommodations, specifically the print on demand accommodation, should be set in TIDE a minimum of 24 hours prior to testing, and preferably 48 hours. This time allows staff to properly update the student record, and verify that the update is accurate and appropriate.

Printing **individual test items** for students whose IEP or 504 Plan expresses a need for a paper copy of **passages or stimuli** first requires the accommodation to be set in TIDE by the School or District Test Coordinator prior to testing.

Print requests must 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 504 Plan.

Once a student is approved to have the print-on-demand accommodation, 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 been trained using the Test Administrator training modules for the test. This request needs to be made for each individual item.

#### **Destruction of printed materials and scratch paper**

Printed materials from the print-on-demand accommodation and scratch paper must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration who have signed the non-disclosure agreement in TIDE. All test materials must remain secure at all times. Printed test items/passages, including embossed braille printouts and scratch paper, must be collected and inventoried at the end of each test session and then immediately shredded according to district and/or state policies or procedures. **DO NOT** keep printed test items/passages or scratch paper for future test sessions except as noted below for performance tasks (PTs).

#### **Use of scratch paper on performance tasks**

- The only exception to the requirement governing the immediate destruction of printed materials and scratch paper is when students take notes and/or draft responses to ELA or mathematics CAT constructed response items or the PTs.
- During the ELA PT, the notes on the embedded universal tool, Global Notes, are retained from Part 1 to Part 2 so that the student may return to the notes even though the student is not able to go back to specific items in Part 1. While the embedded Global Notes tool is the preferred mode for note taking during the ELA PT, students may use scratch paper to make notes or develop draft responses.
- To maintain the security of scratch paper used for notes on the ELA or mathematics CAT constructed response items or the PTs, TAs must direct students to write their names (or some appropriate identifying information) on their scratch paper, and then collect and inventory the scratch paper at the end of each test session, as well as upon completion of the test. All scratch paper must be securely stored in between test sessions and then securely destroyed immediately upon the student's completion of the test.



**The retention of scratch paper is only allowed for CAT Constructed Response Items and the PTs.** At the end of each test session, all scratch paper (including graph paper) must be collected, inventoried, and securely stored. All scratch paper must be immediately shredded upon the student's completion of the test to maintain test security.

## 4.0 RESPONDING TO TESTING IMPROPRIETIES, IRREGULARITIES, AND BREACHES

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches need to be reported in accordance with the instructions in this section for each severity level. Definitions for test security incidents are provided in [Table 6](#).

This section refers to documentation and reporting of incidents involving test security. Refer to *Appendix F* for a list of test security incident levels and examples of types of issues.

### 4.1 Impact and Definitions

**Table 6: Definitions for Test Security Incidents**

Type	Definition
<b>Impropriety</b>	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. An impropriety should be reported to the District Test Coordinator (DC) and School Test Coordinator (SC) immediately and entered into the appeals module of TIDE as necessary (should an appeal be required).
<b>Irregularity</b>	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level and submitted in the online appeals system for resolution. An irregularity must be reported to the DC and SC immediately and entered into the appeals module of TIDE within 24 hours of the incident (should an appeal be required).
<b>Breach</b>	An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the DC and SC immediately and entered in TIDE (should an appeal be required).

It is important for School Test Administrators (TAs) to ensure the physical conditions in the testing room meet the criteria for a secure test environment. See section 3.1 *Security of the Test Environment* for more detail.

### 4.2 Reporting Timelines and Activities

Any concern about breaches in test security, testing irregularities, and/or noncompliance with test administration procedures must be reported immediately by notifying the School or District Test Coordinator.

**Improprieties** are escalated in accordance with state policies and procedures, protocols, and/or guidelines **within 24 hours of the incident** by individual districts via the Test Security Log and the appeals module of TIDE (if appropriate<sup>1</sup>).

<sup>1</sup> The only security incidents that are reported in the appeals module of TIDE are those that involve a student and test, and that require an action for the test such as to reset, reopen, reopen test segments, invalidate, or restore a test that a student was taking at the time of the incident. TIDE does not serve as a log for all incidents.

**Irregularities** must be escalated **by the end of the day of the incident** to the state level via the Test Security Incident Log and via the appeals module of TIDE (if appropriate<sup>2</sup>).

**A 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 appeals module of TIDE (if appropriate<sup>2</sup>).

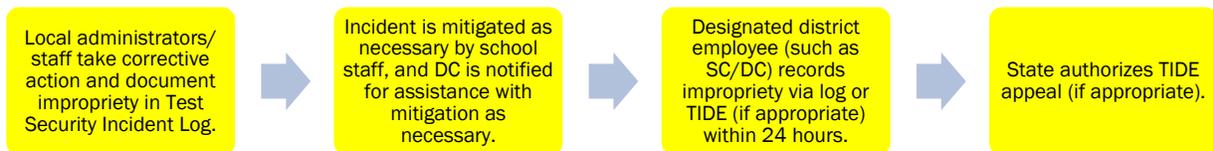
For examples of test security incidents, please see the **Test Security Chart** located in *Appendix F*.

### 4.3 Test Security Required Action Steps

The **Test Security Required Action Steps** depict the required actions for each test security incident in a process flow diagram format.

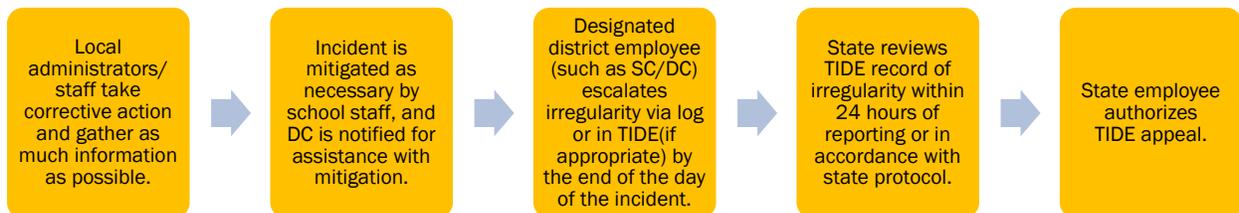
#### Impropriety

*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. (Example: Student(s) leaving the testing room without authorization.)*



#### Irregularity

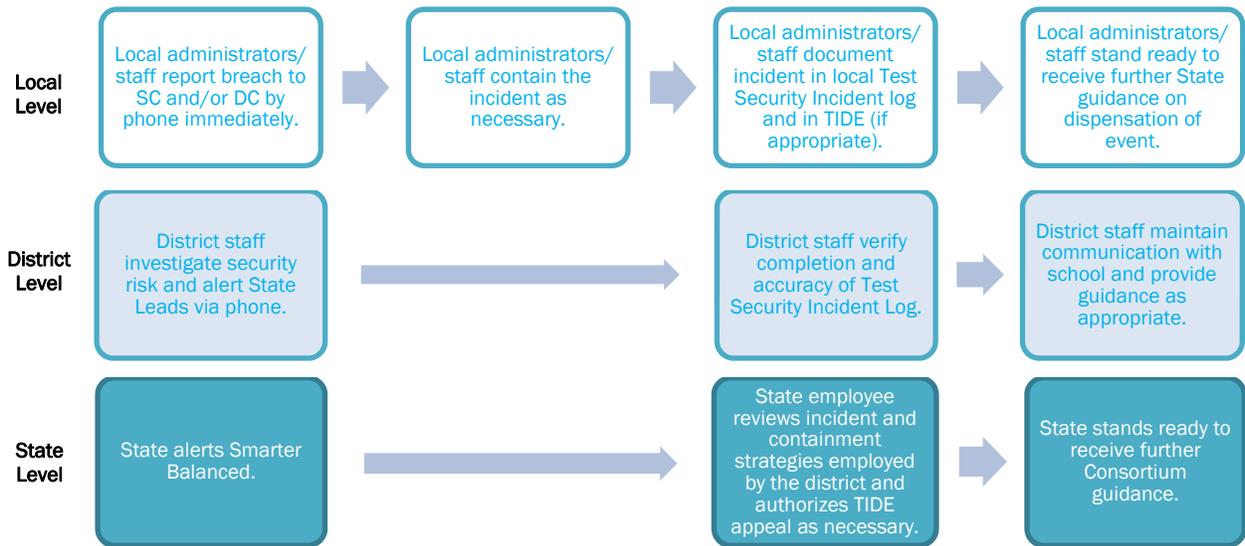
*Unusual circumstances that impact an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be contained at the local level. (Example: Disruption during the test session such as a fire drill.)*



#### Breach

*A test administration event that poses a threat to the validity of the test. Breaches require immediate attention and escalation to the state agency. Examples may include such situations as exposure of secure materials or a repeatable security/system risk. These circumstances have external implications. (Example: Administrators modifying student answers, or test items shared in social media.)*

<sup>2</sup> The only security incidents that are reported in the appeals module of TIDE are those that involve a student and test, and that require an action for the test such as to reset, reopen, reopen segments, invalidate, or restore a test that a student was taking at the time of the incident. The appeals module of TIDE does not serve as a log for all incidents.



#### 4.4 Test Security Incident Log

The **Test Security Incident Log** is the document of record for all test security incidents and should be maintained at the district level. More serious incidents will be reported either immediately (breach) or at the end of the day (irregularity).

##### Documentation of Security Incidents: Use of Incident Log and Appeals System

School and District Test Coordinators should ensure that all test security incidents are documented in a Test Security Incident Log or other tracking method. The **Test Security Incident Log** is located on the NDSA portal. TAs must download the template and log incidents immediately upon identification and submit them, via email or alternate agreed-upon process, to their SCs and DCs. District staff should establish a process that includes how frequently these logs should be submitted and communicate this preference to schools. The description of each column header is included in the template.

In addition to logging all test security incidents in the Test Security Incident Log, incidents requiring specific actions to be taken regarding the test itself are to be escalated—following the procedures noted in section 4.3 *Test Security Required Action Steps*—to the appropriate office or agency via the appeals module of TIDE.

## 5.0 APPEALS

For security incidents that result in a need to reset, reopen, invalidate, applying grace period extensions, or restore individual student assessments, **the request must be approved by the state.** In most instances, an appeal will be submitted to address a test security breach or irregularity. A system generated email will notify the user of action taken by the state (approve/reject). *In some cases, an appeal may be submitted to address incidents that are not security related such as reopening an assessment for a student who becomes ill and is unable to resume testing until after testing has expired.*

Because the Appeals system is for action only, all appeals should also be entered in the Test Security Incident Log, located on the NDSA portal. The online Appeals process and conditions for use are described in [Table 7](#). The *TIDE User Guide*, also located on the portal, contains specific instructions on submitting appeal requests for invalidation.

### 5.1 Online System Appeals Types

Table 7: Online System Appeals Types

Type of Appeal	Description	Conditions for Use
<b>RESET</b>	Allows the student to restart a test. You can submit these appeals until the end of the test window.	<p>The State may reset any test (<b>CAT or PT</b>) if any of the following settings need to be changed because they were incorrectly set:</p> <ul style="list-style-type: none"> <li>American Sign Language (for mathematics and ELA listening)</li> <li>Braille (braille is a language setting)</li> <li>Closed captioning (for ELA listening stimuli)</li> <li>Streamlined interface (the streamlined interface is a test shell setting)</li> <li>Translation—stacked (for mathematics tests only) <i>Note: Stacked translations are automatically provided when the selected language is Spanish.</i></li> <li>Translation—glossary (for mathematics tests only)</li> <li>Text-to-speech as an accommodation (e.g., for ELA reading passages in grades 6–8 or 11). <i>Note: Text-to-speech for items only is a designated support and NOT a valid reset request.</i></li> <li>Any non-embedded accommodation(s)</li> </ul> <p>Log as Testing Irregularity: YES.</p> <p>Additional Testing Irregularity considerations: <b>CAT:</b> A reset may be deemed appropriate at any point during a student’s testing experience, whether they’ve been presented, for example, with one item or fifteen items. If a reset is requested due to a student who began taking a test without the appropriate accommodations set, then it is up to the discretion of the TA/TE to determine if the reset should also be logged as a testing irregularity.</p> <ul style="list-style-type: none"> <li>If the student’s exposure to those items prior to the reset creates an unfair advantage for that student over others testing, then log as testing irregularity: YES.</li> </ul>

Type of Appeal	Description	Conditions for Use
		<ul style="list-style-type: none"> <li>If no advantage is created by the exposure, log as testing irregularity: NO.</li> </ul> <p><b>PT:</b></p> <ul style="list-style-type: none"> <li>Student has been presented with any item in a performance task.</li> </ul> <p>Log as Testing Irregularity: YES.</p> <p>Contact the North Dakota Department of Public Instruction (DPI) for specific concerns or uncertainties.</p>
<b>INVALIDATION</b>	<p>Eliminates the test opportunity (removing all responses on the test), and the student has no further opportunities for the test. You can submit these appeals until the end of the test window. The test will not be scored.</p>	<p>The State may invalidate any test (<b>computer adaptive test [CAT] or performance task [PT]</b>) if:</p> <ul style="list-style-type: none"> <li>There is a test security breach.</li> </ul> <p>Log as Test Breach: YES.</p> <ul style="list-style-type: none"> <li>The test is administered in a manner inconsistent with the <i>Test Administration Manual (TAM)</i>.</li> </ul> <p>Log as Testing Irregularity: YES.</p> <ul style="list-style-type: none"> <li>There is a testing session in which a student deliberately does not attempt to respond appropriately to items.</li> </ul> <p>Log as Testing Irregularity: YES.</p> <p><i>Note 1: Invalidated tests will not be scored.</i></p> <p><i>Note 2: After reviewing the circumstances of an incident, a state may elect only to document the above conditions as testing irregularities, rather than to invalidate the test.</i></p>
<b>REOPEN</b>	<p>Reopening a test allows a student to access a test that has already been completed, invalidated, or has expired.</p> <p>If an <b>expired or Invalidated</b> test is reopened, the test will reopen at the location at which the student stopped the assessment.<sup>3 4</sup></p> <p>If a <b>completed</b> test is reopened, the test will reopen at the last page of the test.<sup>3 4</sup></p>	<p>The State may reopen any test (<b>CAT or PT</b>) if:</p> <ul style="list-style-type: none"> <li>A student is unable to complete a test due to a technological difficulty that results in the expiration of the test.</li> </ul> <p>Log as Testing Irregularity: YES.</p> <p>The State may reopen a <b>CAT</b> if:</p> <ul style="list-style-type: none"> <li>A student is unable to complete the test before it expires (45 days for CAT and 20 days for PT) due to an unanticipated excused absence or unanticipated school closure.</li> </ul> <p>Log as Testing Irregularity: YES.</p> <p>The State may reopen a <b>PT</b> if:</p> <ul style="list-style-type: none"> <li>A student is unable to complete the test before it expires (45 days for CAT and 20 days for PT) due to an unanticipated excused absence or unanticipated school closure.</li> </ul>

<sup>3</sup> A test that is reopened following an expiration will remain open for 10 calendar days from the date it was reopened.

<sup>4</sup> For CAT tests, the Grace Period Extension (GPE) appeal must also be applied once the Reopen or Reopen Test Segment appeal is approved. The student can review items in the current segment but cannot return to previous segments. This is not required for PT tests.

Type of Appeal	Description	Conditions for Use
		<p>Log as Testing Irregularity: YES.</p> <ul style="list-style-type: none"> <li>A student starts a PT unintentionally—for example, selects a PT instead of a CAT, or selects a mathematics PT instead of an ELA PT—and the student is unable to complete the test before it expires (45 days for CAT and 20 days for PT).</li> </ul> <p>Log as Testing Irregularity: YES.</p> <ul style="list-style-type: none"> <li>A student unintentionally submits a test before he or she has completed it—for example, a student submits the ELA PT before completing Part 2.</li> </ul> <p>Log as Testing Irregularity: NO.</p>
<b>REOPEN TEST SEGMENT</b>	Reopening a test segment allows a student to access a test segment that the student inadvertently or accidentally leaves. <sup>3 4</sup>	The State may reopen a test segment based on state policy.
<b>RESTORE</b>	Restoring a test returns a test from the Reset status to its prior status.	The State may only restore a test if a test was inadvertently or inappropriately reset.
<b>GRACE PERIOD EXTENSION</b>	Allows the student to review previously answered questions upon resuming a test after expiration of the pause timer. For example, a student pauses a test, and a 20-minute pause timer starts running for the Math/ELA Computer Adaptive Tests.	The State may allow a Grace Period Extension for a test based on state policy.

## 5.2 Retake Opportunity

The North Dakota Department of Public Instruction typically does not allow for retests. Contact the ND DPI if there are specific circumstances that may need to be reviewed.

## 6.0 TECHNOLOGY INFRASTRUCTURE

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Prior to assessment administration, District Administrators (DAs), District Test Coordinators (DCs), School Test Coordinators (SCs), Technology Coordinators (TCs), and School Test Administrators (TAs) should review the technology infrastructure at their schools to ensure it meets the minimum requirements for administering the North Dakota Smarter Balanced assessment.

### 6.1 Technology Resources

The *System Requirements Manual* is available for download on the NDSA portal. 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 *Technical Specifications Manual for Online Testing* 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.

### 6.2 The Secure Browser

The secure browser is designed to support test security by prohibiting access to external applications or navigation away from the assessment. Devices that will be used for testing must be equipped with a secure browser prior to the assessment.



**This browser is updated each year and therefore must be downloaded and installed even if the device was used for testing in a prior year.**

School Technology Coordinators are responsible for ensuring that each device to be used for testing at the school is properly secured by installing the most current secure browser.

See the *Secure Browser Installation Manual* on the portal for more information on secure browser installation, or contact EduTech via [help@k12.nd.us](mailto:help@k12.nd.us).

See the *Technical Specifications Manual for Online Testing* on the NDSA portal for additional technology information.

See *Appendix C: Secure Browser for Testing* for additional guidelines about using the secure browser.

## 7.0 GENERAL TEST ADMINISTRATION INFORMATION

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

### 7.1 Assessment Participation

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

Consistent with the Smarter Balanced 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 assessments.

Smarter Balanced has crafted a comprehensive accessibility and accommodations framework, the *Usability, Accessibility, and Accommodations Guidelines*, for all students, including those with special assessment needs. The Consortium has also developed a variety of innovative digital accessibility tools that will be embedded in the test delivery engine as well as a variety of designated supports and accommodations. The *Usability, Accessibility, and Accommodations Guidelines* and the *Usability, Accessibility, and Accommodations Implementation Guide* can be found on the NDSA portal.

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

- Students with the most significant cognitive disabilities who meet the criteria for a state-selected or -developed mathematics alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).

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

- Students with the most significant cognitive disabilities who meet the criteria for a state-selected or -developed English language arts/literacy alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).
- ELLs who enrolled within the last twelve months prior to the beginning of testing in a U.S. school have a one-time exemption. These students may instead participate in their state’s English language proficiency assessment consistent with state and federal policy.

The State adheres to all Federal accountability rules regarding student participation.
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#### *Rules for Attempted Participation*

A student counts as a participant and is assigned the lowest achievement level if, at minimum, the student logs in to the computer adaptive test (CAT) and performance task (PT). However, a student will not receive a score for the test if no test items are answered.

## 7.2 General Rules of Online Testing

This section provides a brief overview of the general test administration rules for different portions of the assessment as well as information about test tools and accommodations. For more information, refer to the *Test Administrator User Guide* located on the portal.

### *Basic online testing parameters*

- CAT items and PTs will be presented as separate tests. Students may not return to a test once it has been completed and submitted.
- Within each test, there may be segments. For example, the grades 6 through high school mathematics tests include a segment with an embedded calculator available and another segment where the embedded calculator is not allowed and is not available for testing. A student may not return to a segment once it has been completed and submitted.
- Students **must enter an answer for all items on a page** before going to the next page. Some pages contain multiple items. Students may need to use the vertical scroll bar to view all items on a page.
- Students may mark items for review and use the **Past/Marked Questions** drop-down list to return to those items that have already been answered within a segment.

### *Pause rules*

During the CAT portion of the test:

- If a test is paused for more than **20** minutes the student is:
  - Required to log back in to the student interface;
  - Presented with the page containing the item(s) he or she was working on when the assessment was paused (if the page contains at least one unanswered item) OR with the next page (if all items on the previous page were answered); and
  - NOT permitted to review or change any previously answered items, even if they are marked for review (with the exception of items on a page that contains at least one item that was not answered yet).
- Any highlighted text will be saved when a test is paused regardless of how long the test is paused.
- Any notes on the digital notepad will not be saved when a test is paused regardless of how long the test is paused.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

See *Appendix E: CAT Pause Rules Scenarios* to review the rules that govern pausing during the test.

During the PT portion of the test:

- **There are no pause restrictions.** If a test is paused for twenty minutes or more, the student can return to the section and continue entering his or her responses.
- Any highlighted text will be saved when a test is paused regardless of how long the test is paused.

- For the Math PT, any notes on the digital notepad will not be saved when a test is paused regardless of how long the assessment is paused
- For the ELA PT, any notes on the global notes will be saved when a test is paused regardless of how long the assessment is paused.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

Please note that there are recommendations for breaks in [Table 9](#) and

Table 10.

### Test timeout (due to inactivity)

As a security measure, students and TAs are automatically logged out of the test after 30 minutes of inactivity. *Activity* is defined as selecting an answer or navigation option in the assessment (e.g., clicking [Next] or [Back] or using the **Past/Marked Questions** drop-down list to navigate to another item). Moving the mouse or clicking an empty space on the screen is not considered activity.

Before the system logs the student out of the assessment, a warning message will be displayed on the screen. If the student does not click [Ok] within 30 seconds after this message appears, he or she will be logged out. Clicking [Ok] will restart the 30 minutes inactivity timer.



**Caution:** As a security measure, TAs are automatically logged out after 30 minutes of user inactivity in the session, which will result in the closing of the test session.

### Test expiration

#### CAT Items

A student's CAT remains active until the student completes and submits the test or **45** calendar days after the student has begun the online test, whichever occurs sooner. However, Smarter Balanced recommends that students complete the CAT items portion of the test within **5** days of starting the designated content area.

#### Performance Task (PT)

The PT is a separate test that remains active only for **20** calendar days after the student has begun the online PT. However, Smarter Balanced recommends that students complete the PT within **3 days** of starting in each content area. A summary of recommendations for the number of sessions and session durations is provided in section 7.3 *Testing Time and Recommended Order of Administration*.



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

## 7.3 Testing Time and Recommended Order of Administration

All students participating in the assessments will receive a CAT and a PT in both English language arts (ELA) and mathematics.

### Testing time and scheduling

#### ✓ Testing Windows

Each district will establish a schedule for the administration of the North Dakota Smarter Balanced summative assessments using a testing window as defined below:

**Grades 3–8**

- The online test window is March 15–May 27, 2016.
- Testing may continue up to and including the last day of school.
- Testing shall not begin until at least sixty-six percent (66%) of a school’s annual instructional days have been completed, but no sooner than March 15, 2016.

**Grade 11**

- The online test window is March 15–May 27, 2016.
- Testing may continue up to and including the last day of school.
- Testing shall not begin until at least eighty percent (80%) of a school’s annual instructional days have been completed, but not sooner than March 15, 2015. A typical North Dakota high school might begin testing between April 1 and April 20, 2016, depending on the school calendar.

A district may establish more specific test windows within the constraints of the dates described above.

*[Note: Sixty-six percent of a school year occurs after the 120th instructional day in a 180-day year, leaving a twelve-week window for grades 3–8 testing; eighty percent of a school year occurs after the 144th instructional day in a 180-day year, leaving a seven-week window for grade eleven testing.]*

✓ **Scheduling Time for Testing:**

[Table 8](#) contains rough estimates of the time it will take most students to complete the Smarter Balanced assessments based on the time it took students to complete the Smarter Balanced Pilot and Field Tests. This information is for scheduling purposes only, as the assessments are not timed.

**Table 8: Estimated Testing Times for Smarter Balanced Assessments**

Content Area	Grades	Computer Adaptive Test (CAT) items hrs : mins	Performance Task (PT) hrs : mins	Total hrs : mins
English Language Arts/Literacy	3–5	1:30	2:00	3:30
	6–8	1:30	2:00	3:30
	11	2:00	2:00	4:00
Mathematics	3–5	1:30	1:00	2:30
	6–8	2:00	1:00	3:00
	11	2:00	1:30	3:30
Both	3–5	3:00	3:00	6:00
	6–8	3:30	3:00	6:30
	11	4:00	3:30	7:30

When developing a testing schedule, use the estimated testing times to calculate the number of days and the amount of time it will take to complete an assessment in each content area and grade level.

These estimates do not account for any time needed to start computers, load secure browsers, and log in students, nor do they account for breaks. TAs should work with SCs to determine precise testing schedules.

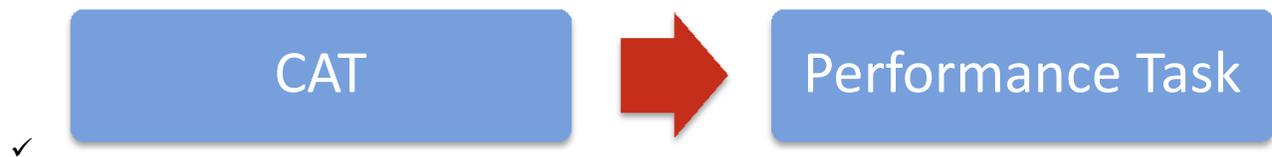
Schools are encouraged to design a testing schedule friendly to instructional needs, hardware availability, and local scheduling needs.

### *Recommended order of online administration*

The assessments are comprised of two components (tests) for ELA and mathematics: a CAT and a PT.

Smarter Balanced recommends that students take the CAT and PT items on separate days. For each content area, Smarter Balanced also recommends that students begin with the CAT items, followed by the PT. Districts/Schools may opt to administer in a different order if needed.

#### ✓ **Recommended Order of Test Administration**



#### ✓ *Duration and timing information for ELA and mathematics*

The scheduling/rules for each of these components is included in [Table 9](#) and

Table 10 on the next page. Note that the duration, timing, break/pause rules, and session recommendations vary for each content area and component.

**Table 9: Assessment Sequence—ELA**

ELA	CAT Items	Performance Task (PT)
<b>Number and Duration of Sessions</b>	<p>Recommendations:</p> <ul style="list-style-type: none"> <li>No fewer than two sessions (recommended) and no more than six sessions (rare/ extreme).</li> <li>Session durations range from 40–60 minutes.</li> </ul>	<p>The PT is presented in two parts.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>Administer in two sessions corresponding to Parts 1 and 2 of the PT.</li> <li>Session durations range from 60–120 minutes.</li> </ul>
<b>Breaks within Sessions</b>	<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 screens.</p>	<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"> <li>Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.</li> </ul>
<b>Total Duration</b>	<p>Once a student has started the online CAT items, they will be available for 45 days.</p> <ul style="list-style-type: none"> <li>Recommendation: Student completes this portion within five days of starting.</li> </ul>	<p>Once a student has started the online PT, it will be available for 20 days.</p> <ul style="list-style-type: none"> <li>Recommendation: Student completes each part of the PT within one day.</li> </ul>

Table 10: Assessment Sequence—Mathematics

Mathematics	CAT Items	Performance Task (PT)
<b>Number and Duration of Sessions</b>	<p>Recommendations:</p> <ul style="list-style-type: none"> <li>Administered in two sessions.</li> <li>Session durations range from 40–60 minutes.</li> </ul> <p>Most students will complete the CAT 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"> <li>Administered in one session.</li> <li>Session duration ranges from 40–120 minutes.</li> </ul>
<b>Breaks within Sessions</b>	<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 screens.</p>	<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>
<b>Total Duration</b>	<p>Once a student has started the CAT items, they will be available for 45 days.</p> <ul style="list-style-type: none"> <li>Recommendation: Student completes this portion within five days of starting it.</li> </ul>	<p>Once a student has started the PT, it will be available for 20 days.</p> <ul style="list-style-type: none"> <li>Recommendation: Student completes the PT in one day.</li> </ul>

**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 will vary on the CAT portion of each student’s test.**

The tests are not timed, so all time estimates are approximate.

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

The test can be spread out over multiple days as needed.

**7.4 Sensitive Responses**

**Taking appropriate action with student responses or student actions that cause concern**

Throughout the test administration process, student safety is always the primary consideration.

During testing, TAs may encounter student actions that disrupt the assessment administration and may endanger the student or others. In addition, it is possible that TAs will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety.

NDSA Smarter Balanced security protocols make it clear that TAs are not permitted to review student responses in the testing interface or students’ notes on scratch paper. However, during or after the Smarter Balanced assessments, a TA might unexpectedly encounter a student response that raises

sufficient concern to warrant adult action. Topics that may require the TA to take action include, but are not limited to, student references to the following:

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

✓ **Collecting information**

Prior to administration, each TA should have a thorough understanding of school, district, and/or state policies regarding documentation of student actions or concerning responses during a secure test event. The TA should document as much information as possible in accordance with school, district, and/or state policies.

✓ **Escalating information**

Should the TA encounter a sensitive situation while supervising the test session, the TA should immediately escalate this concern in accordance with school, district, and/or state policies and procedures.

## 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) and Section 504 teams, as they prepare for and implement the Smarter Balanced assessments. The *Guidelines* provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The *Guidelines* are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

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

If a school or district staff member identifies a designated support and/or accommodation that he or she believes should be offered, and that is not available, the school or district should provide that information to the North Dakota Department of Public Instruction. The State will keep a list of all requested designated supports and accommodations and provide those annually to Smarter Balanced for evaluation.

The complete set of *Usability, Accessibility, and Accommodations Guidelines*, as well as the full list of universal tools, designated supports, and accommodations, can be found on the NDSA portal. Please be sure to review these guidelines thoroughly before test administration.



To help states identify similarities between the test resources and classroom practices, Smarter Balanced has developed a *Resources and Practices Comparison Crosswalk*. The *Crosswalk* can be found in *Appendix G*.

The Summative and Practice/Training assessments contain embedded universal tools, designated supports, and accommodations. Embedded resources are those that are part of the computer administration system, whereas non-embedded resources are provided outside of that system; these are defined in [Table 11](#).

**Table 11: Definitions for Universal Tools, Designated Supports, and Accommodations**

Type	Definition
<b>Universal Tools</b>	Access features of the assessments that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.
<b>Designated Supports</b>	Access features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). They are either provided as digitally delivered components of the test administration system or separate from it.
<b>Accommodation</b>	Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do.

Type	Definition
	Accommodations are available for students with documented IEPs or 504 Plans. Consortium-approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments.

State Users, District Administrators, District Test Coordinators, and School Test Coordinators have the ability to set embedded and non-embedded designated supports and accommodations.

**Designated supports and accommodations must be set in TIDE prior to starting a test session.**

For additional information about the availability of designated supports and accommodations, refer to the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* for complete information available.

For information on updating student settings, refer to the *TIDE User Guide*. The *Test Administrator User Guide* also contains information on how to use some of these settings.

To help states identify similarities between the test resources and classroom practices, *Appendix G: Resources and Practices Comparison Crosswalk* lists the resources that are currently included in the *Usability, Accessibility, and Accommodations Guidelines* document and assists educators and decision-makers by providing a description of both the resource and its classroom equivalent.

One particular non-embedded accommodation for grade 4 and above mathematics items, the multiplication table, can be found in *Appendix H: Multiplication Table*.

## 9.0 PRIOR TO TEST ADMINISTRATION

### 9.1 Establishing Appropriate Testing Conditions

School Test Coordinators (SCs) and School 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 secure environment (see section 3.1 *Security of the Test Environment*).

Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may engage in after they finish the test.

During test administration, students may have access to and use of these additional required resources in [Table 12](#) specific to each assessment and content area.

**Table 12: Additional Required Resources**

Content Area	CAT Items	Performance Task (PT)
ELA	<ul style="list-style-type: none"><li>Headphones are required for the listening portion of the ELA assessment and for students requiring text-to-speech.</li><li>Scratch paper should be provided for note taking if necessary.</li></ul>	<ul style="list-style-type: none"><li>Headphones are required for some performance tasks and for students requiring text-to-speech.</li><li>Scratch paper should be provided for note taking if necessary.</li></ul>
Mathematics	<ul style="list-style-type: none"><li>Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries.</li><li>An embedded calculator will be available for some mathematics items in grade 6 and above.</li><li>Scratch paper is required for all grades.</li><li>Graph paper is also required for Grade 6 and above. Graph paper may be made available for grades 5 and below.</li></ul>	<ul style="list-style-type: none"><li>Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries.</li><li>An embedded calculator will be available for all mathematics PT items in grade 6 and above.</li><li>Scratch paper is required for all grades.</li><li>Graph paper is also required for Grade 6 and above. Graph paper may be made available for grades 5 and below.</li></ul>

### 9.2 Tasks to Complete Prior to Test Administration

- ✓ DCs, SCs, and TAs should verify that students are provided the opportunity to practice on the Training Test and Practice Test prior to testing.

It is highly recommended that ALL students be provided the opportunity to practice on the Training Test and Practice Test prior to testing. This allows students the opportunity to become

familiar with all of the item types, the universal tools, buttons, and any allowable designated supports and/or accommodations.

- ✓ DCs and SCs should ensure all TAs have login information for the TA interface.
- ✓ DCs, SCs, and TEs should verify and/or update student demographic information and test settings.

Each student must be correctly assigned to his or her district, school, and grade in TIDE. DPI will pre-populate TIDE with student information from the STARS system. DCs, SCs, and TEs should work together to verify and add/update demographic student information in TIDE.

In addition to the correct school and grade, SCs and TAs should verify that all students have accurate test settings in TIDE, including designated supports and accommodations (embedded and non-embedded) for each content area at least 48 hours prior to testing. The North Dakota Department of Public Instruction (DPI) will pre-populate, from the TieNet Special Education data system, accommodations and designated supports specified during the IEP process.

DC, SC, and TE users, as assigned by the district, can add/modify/delete student demographic information in TIDE, as described in Table 1. The DCs, SCs, and TEs can set embedded and non-embedded designated supports and accommodations in TIDE for students who require them. TAs may view student information; however, TAs cannot add, upload, or modify 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 test.



**IMPORTANT:** Any additions/modifications/deletions of students and changes to student test settings must be completed **before the student can test**. The update, once made, may take **up to 24 hours to appear in the TA interface**. Failure to correct test settings before testing could result in the student's not being provided with the needed accommodations and/or designated supports at the time of testing. This is considered a testing irregularity.

For information on how to view, add, upload, and modify student information, please refer to the *TIDE User Guide* located on the NDSA portal.



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

- ✓ SCs should ensure that TAs have necessary student login information.

*Each student will log in to the North Dakota Smarter Balanced assessment system using his or her first name, SSID, and a test session ID. Prior to starting a test session, TAs must have a record of each student's first name and SSID as it appears in TIDE. This information must be provided to each student to complete the login process. It is suggested that the SSID and the student's first name be printed on a card or on a piece of paper using the Test Ticket feature from TIDE and distributed to each student just prior to testing to help him or her type it in the computer accurately. Student information is confidential; therefore, the cards/papers with this information must be kept secure until used during a test session.*



When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to students before they log in. Please refer to the *Test Administrator User Guide* located on the portal for detailed information on how to obtain session IDs.

- ✓ DCs should ensure SCs and TAs understand protocols in the event a student moves to a new district and/or school.

**No district or school personnel should DELETE students from TIDE.** At the completion of testing, all districts/schools will complete the standard verification process. The State will authorize Measured Progress to remove any students at that time who left the state, or otherwise should not be counted for participation.

Generally, a student who begins testing online in one location will be able to complete the test, from where they left off, in a second location, without loss of information.

When students move within the state, their data record must be updated with the student's new school and/or district codes in TIDE at least 24 hours before the student begins or resumes testing in the new school or district. There are two ways student information can be updated in TIDE:

### 1. *Changing students via "Upload Student File"*

This process allows users to update student information by uploading a file to TIDE. As long as students' SSIDs remains the same, enter new school and/or district codes and all other required demographic information in the upload template to override the existing school/district codes. This process removes the student from their original school/district, while adding them to the new school/district.

Using the Upload Student File is an effective way to update data for several students across multiple grades and/or schools. This method allows users to retain all the original accommodation and designated support settings for the student.

### 2. *Adding students to TIDE via "Add Student"*

This process allows the user to update individual students in TIDE. When a student is added to the new school/district, TIDE will automatically associate the student with the new school/district (no information from the student's previous school is needed). This method requires the user to verify all of the student's required demographic fields and test settings, including necessary accommodations and/or designated supports. This is an effective way to add a few students.

With either method, the student data are no longer accessible to users from the previous school and/or district.

When a student enrolls in or changes to a new school/district, he or she must be added in TIDE at least 24 hours before the student begins testing.

## 10.0 DAY OF TEST ADMINISTRATION (TA LOGIN SCRIPT)



Use the following information and script to assist students with the login procedures. Please refer to the *Test Administrator User Guide* at <http://ndsa.portal.airast.org/> to become familiar with the Online Testing System.

**RECOMMENDATION:** Consider printing this section to be used on the day of testing for both the computer adaptive test (CAT) and performance task (PT) portions of each content area test. Remember that the CAT and PT portions are considered two unique tests and, as such, adherence to the process that follows is needed when initiating both tests.

The Test Administrator (TA) should verify the security of the testing environment prior to beginning a test session. (See section 3.1 *Security of the Test Environment*.) TAs **must** ensure that students do not have access to digital, electronic, or manual devices during testing.

To ensure that all students are tested under the same conditions, the TA should adhere strictly to the script for administering the test. These instructions can be found in the boxes in bold on the following pages. When asked, the TA should answer questions raised by students but 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 as listed in the *Usability, Accessibility, and Accommodations Guidelines*.**

**Please remember that the script must be followed exactly and used each time a test is administered.**

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

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

Any time a student logs in to the testing system, the TA should follow this script. This includes logging in to complete the CAT items or the PT.

### 10.1 Starting a Test Session

The TA must create a test session before students can log in to the Student Testing System (**but no more than 20 minutes prior or the system will time out**). When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log in and should be written down. TAs should follow these steps to create a session:

#### 1. *The TA logs in to the TA Interface.*

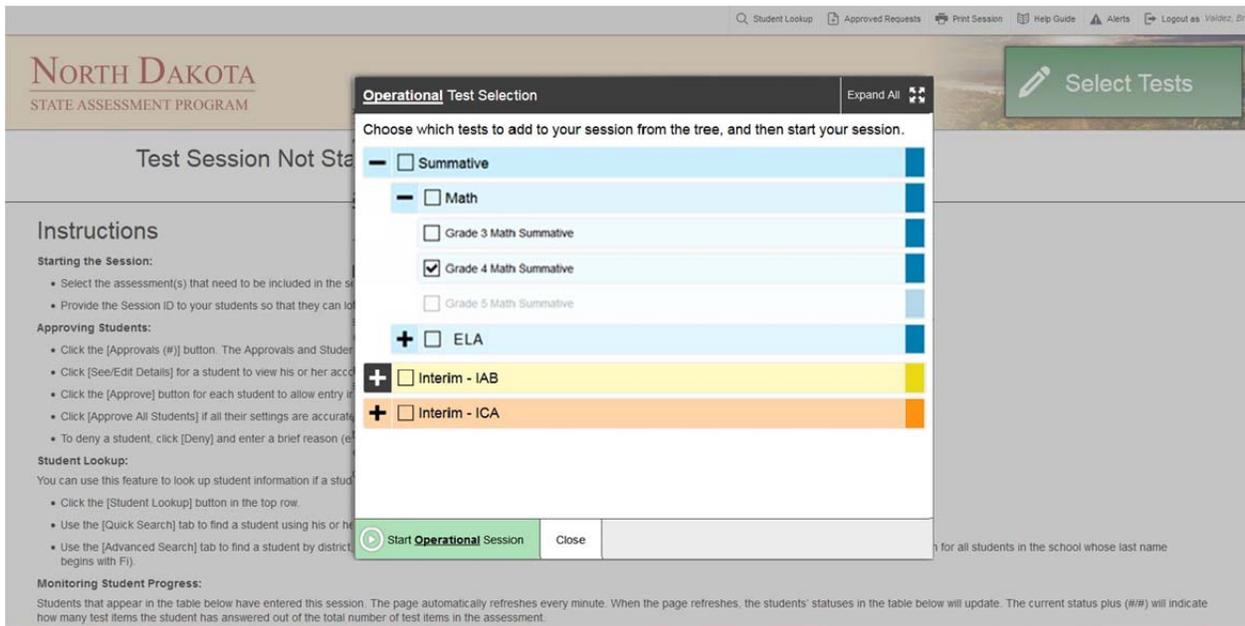
The TA accesses the TA interface via the Test Administration card on the portal. The TA then enters his or her username and password and clicks [**Secure Log In**] to log in to the TA Interface.

The image shows a login interface for test administrators. On the left is a blue card with a computer monitor icon showing a person with a key, labeled "Test Administration". On the right is a login form with fields for "Email Address" and "Password", a link for "Forgot Your Password?", and a "Secure Login" button.

**2. The TA begins the test session.**

When you log in to the TA Site, the Test Selection window opens automatically. This window allows you to select tests and start the session. To create a test session, select the particular test(s), content area, and CAT(s) or PT(s) to be administered in the test session; the TA may select all of the available tests simultaneously, which is useful during makeup test sessions. Only the tests that you select will be available to students who join your session.

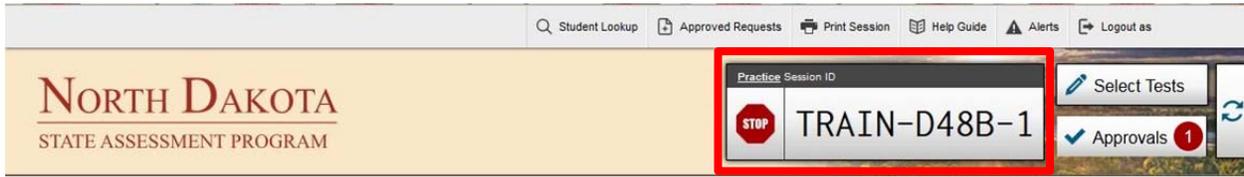
**3. After clicking the assessment(s) to be administered during the test session, the TA clicks on the [Start Operational Session] button to begin the test session and generate the session ID that students use to join that test session.**



- Students will only be able to see and access those selected tests for which they are eligible in TIDE.
- When administering the ELA or mathematics PTs for the Summative Assessment, you must select all available Performance Tasks for that grade and subjects since they will be randomly assigned to students during the test session.

#### 4. The TA informs students of the test session ID.

The system-generated session ID appears in the Operational Session ID box top of the screen.



**SAY:** Today, you will take the Smarter Balanced [insert grade, ELA/mathematics, and CAT/PT] test. You will be given a test session ID that is required to start the test. Before logging in, let's go over some test rules.

Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you have a cell phone, please raise your hand and I will come and collect it before the test begins.

If you finish your test early, please raise your hand and sit quietly.

Once you have logged in, wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information

#### Give students the test session ID and other login information.

The test session ID, the statewide student identifier (SSID), and the student's **first name** may be provided to students ahead of time on a card (printed as a Test Ticket from TIDE) or provided on a piece of paper to help them type it in the computer accurately. Student information is confidential; therefore, the cards/papers with this information must be collected after each test session and securely shredded after testing is complete.

The TA should write down the session ID for his or her own records, in case he or she gets involuntarily logged out of the system. The TA will be logged out of the session if there is no activity for 30 minutes by the TA or a student. Having the session ID will allow the TA to resume the session



If the session ID is not known and the TA tries to log in to the session after being involuntarily logged out of the system, the TA will be logged out for eight hours before he or she is able to start a new session.

TAs may also write the test session ID on a classroom dry-erase or chalkboard 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—it is case sensitive—without extra spaces or characters. Please refer to the *Test Administrator User Guide* on the portal to become familiar with the Online Testing System.

**SAY:** Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.

Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard. Please do not share your SSID with anyone. This is private information.

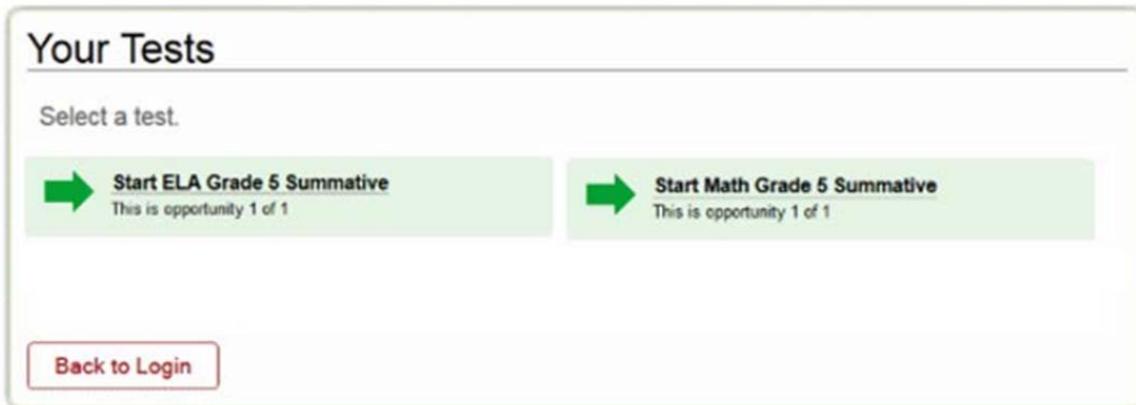
Now click “Sign In.” Once you have successfully logged in, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.

Ensure that all students have successfully entered their information. The TA should ensure 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 or in the TIDE system. TAs may assist students with logging in if necessary.

**5. The TA informs students of the test session in which they are participating.**

**SAY:** On the next screen, select the [INSERT NAME OF TEST (i.e., ELA Grade 4 CAT)], and then click START TEST. After you have selected your test, you will see a screen with a moving bar and a message saying that you are waiting for Test Administrator approval. This step helps ensure that you are taking the correct test. Please wait quietly while I verify each of your tests.

If TAs are unsure of which content area or test students are participating in during that session, TAs should contact the School Test Coordinator (SC).

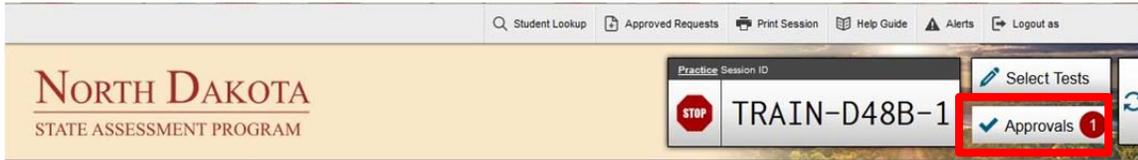


Students may be able to select from more than one test, for example, a PT and a CAT in both English language arts/literacy (ELA) and mathematics. TAs should direct students to select the appropriate test name based on what the TA is planning to administer at that time—to the content area “ELA” or “Math” and the test type “CAT” or “PT.” Students may only select from assessments for which they are eligible.

**6. The TA views and approves students who are waiting for test session approval.**

After students have selected a test, the TA verifies that each student selected the appropriate test before approving that student for testing. **It is very important that the TA pays close attention to the test name prior to approving to be sure it is the correct test to be administered at that time.** To do this:

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



- b. A new window opens that shows a list of students, organized by test name. The TA should review the list to ensure that students are taking the correct content area (mathematics or ELA) and type of test (CAT or PT).
  - i. If a student selected a test other than the one the TA plans to administer to that student that day (for example, selected a PT instead of a CAT or selected mathematics instead of ELA), the TA must deny the student entry to the test session. The student may then log in again and select the correct test.
- c. The TA should also review the test settings assigned to each student to ensure that they are correct.
  - i. If a student's settings are incorrect, do *not* approve that student to begin testing. The TA will need to work directly with a SC or District Coordinator (DC) to correct the test settings in TIDE before approving the student to begin testing. *(Reminder: It may take up to 24 hours for changes to appear in the TA interface.)* **Ensuring the test settings are correct before the student begins testing is critical to avoid the need for a test reset that may result in additional testing for the student later.**
- d. When the correct test is selected and test settings are verified, the TA clicks  for each student or [Approve All Students].

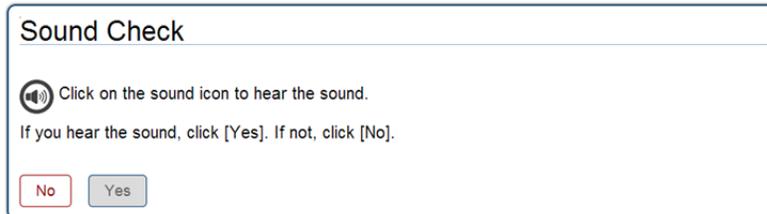
Approvals and Student Test Settings					<input checked="" type="checkbox"/> Approve All Students	<input type="checkbox"/> Refresh	<input type="checkbox"/> Done
Summative Assessment							
Student Name	Student ID	Opp #	Details				
Lastname, Firstname	99999991234	1	Standard	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lastname, Firstname	99999991234	1	Custom	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**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.**

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

If students will be taking an ELA assessment during the test session, read the next gray box, below, so the students will know how to verify that their headsets are working properly

**SAY (only for ELA test): Next, you should see a screen that prompts you to verify that the sound on your computer is working. Put your headsets on and click the icon of the speaker in the circle to hear the sound. If you hear the chime, click [YES]. If not, raise your hand.**



If a student's volume is not working, troubleshoot basic steps such as ensuring that the headset is fully plugged in, mute is not inadvertently selected, and the volume setting is turned up. If the student is still experiencing issues, contact your School Technology Coordinator or the NDSA Help Desk at (800) 929-3757 or [NDSAServiceDesk@measuredprogress.org](mailto:NDSAServiceDesk@measuredprogress.org).

**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. 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 one. Go ahead and provide what you think is the best answer even if you are unsure and mark it before going on to the next question if you would like to review that answer at a later time. You may go back and change the answer during this test session.**

**[For the Math CAT in grades 6 – 11 and ELA PT only: 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.]**

**You may pause at any point in the test by clicking PAUSE rather than NEXT after answering an item. Please raise your hand if you need a break and ask permission before clicking PAUSE.**

**[For the CAT portion only: If you pause your test for more than 20 minutes, you will no longer be able to go back and change your answers]**

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



For the CAT portion of the test, after a pause, the student’s test can be resumed at any time within the testing window up to forty-five days from the start date. For the performance task, there is no pause limit, but the test expires twenty days after it is started. See section 7.3 *Testing Time and Recommended Order of Administration* for each content area and type of assessment.

**7. The TA monitors student progress.**

**Monitoring Test Selection**

It is very important that TAs monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area and type of test (CAT or PT). The TA monitors the test each student is taking by referring to the Students in Your Test Session table in the TA Interface.

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

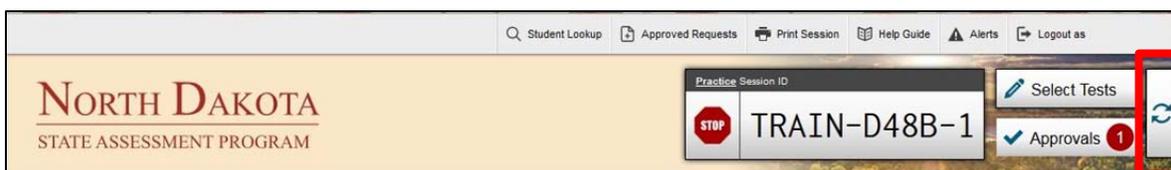
Students in your <b>Operational</b> Test Session								
4 students awaiting approval		16 print requests		31 active tests		● = Summative 1 ● = Summative 2		
Student Name	Student ID	Opp #	Test	Requests	Status	Test Settings	Pause Test	
Lastname, Firstname	99999991234	1	Grade 3 ELA		started: 19/40	Standard		
Lastname, Fi	9999999	1	Grade 5 Mathematics		paused	Custom		
Lastname, First	999999912	1	Grade 3 ELA		started: 9/40	Standard		
Lastname, Firstname	99999991234	1	Grade 5 Mathematics		started: 8/40	Custom		

In the rare event that a student starts a test unintentionally (for example, selected a PT instead of a CAT, or selected mathematics instead of ELA), the test’s expiration timeline will be activated. The State may approve or delegate approval to districts, on a case-by-case basis, an extension of up to 10 additional calendar days for performance tasks within the test administration window. If a student is unable to return to and complete the test before it expires in twenty days (PT) or forty-five days (CAT), the SC or DC will need to submit an appeal via TIDE to reopen the test.

✓ **Monitoring Test Progress**

Once students have started their tests, the TA should circulate through the room to ensure that all conditions of test security are maintained. If the TA witnesses or suspects the possibility of a test security incident, the SC and DC should be contacted immediately in accordance with the security guidance provided in section 4.0 *Responding to Testing Improprieties, Irregularities, and Breaches* of this manual.

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



While the TA Interface is designed to automatically refresh every forty seconds, the TA can refresh it manually at any time by clicking the  in the upper-right corner to update it manually. Do NOT click the web browser's refresh button to refresh the TA Interface.

### ✓ Student Directions During Testing

If you notice that a student is off task, you may read the statement below verbatim.

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

If a student is concerned about an item, you may direct the student to enter the concern in Online Comments by reading the script below verbatim.

**SAY: Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, select Tutorial from the context menu to view a short video.**

Allowing the students to practice on the Training Test and Practice Test prior to testing is strongly encouraged to ensure that students are able to manipulate each item type and use the various tools and supports during testing.

### IMPORTANT:

- If the TA Interface or TA training site browser is accidentally closed while students are still testing, the session will remain open until it times out after twenty minutes. Before 20 minutes have elapsed TA can open the browser and navigate back to the TA Interface. The TA will be prompted to enter the active session ID and re-enter the test session.
  - As a security measure, TAs are automatically logged out of the TA Interface after 30 minutes of TA user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the TA will have to create a new session and the students will have to log in to the new session to resume testing. When starting a new session, the TA should give the students the new session ID so that they can log in and resume testing.
8. *The TA ends the test session and logs out of the Test Administrator Site.*
  9. *When there are approximately ten minutes left in the test session, the TA should give students a brief warning.*

**SAY: We are nearing the end of this test session. Please review any completed or marked items now. Do not submit your test unless you have answered all of the questions.**

**If you need additional time, let me know.**

After answering the last item in each segment, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all items available to the student or prior to submitting the test. A test cannot be paused after the last item has been presented to the student.

After answering the last question, students must submit their tests. If students would like to review their answers before submitting their test, they should click [REVIEW MY ANSWERS] and then

[**SUBMIT TEST**] after they finish 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 session.

[For the CAT portion only: Remember, if you are pausing your test for more than 20 minutes, you will no longer be able to go back and change your answers when you return to the test.]

If you have answered all the questions on your test and have finished reviewing your answers, click [**SUBMIT TEST**]. I will now collect any scratch paper or other materials.

TAs should click [**Stop Session**] to end the test session and pause any student test in the session that is still in progress. When finished, TAs can log out of the TA Interface by clicking the [**Logout**] button at the top right. TAs should also collect any scratch paper (and graph paper for grades 6 and up).

## 10.2 Testing Over Multiple Sessions or Days

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

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

When testing is resumed on a subsequent day, the 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 general script (SAY boxes) to the students from the beginning in section *10.0 Day of Test Administration*.

A summary of recommendations for the number of sessions and session durations is in section *7.3 Testing Time and Recommended Order of Administration*.

## 11.0 FOLLOWING TEST ADMINISTRATION

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### 11.1 Destroying Test Materials



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printed materials must be securely stored and then shredded.

As a reminder, those printed and paper test materials identified in section 3.0 *Ensuring Test Security* must be securely shredded immediately following each test session and may not be retained from one test session to the next. The only exception to this is scratch paper (and graph paper for Grades 6 and up) used during the performance task, which should be handled according to the guidance provided in section 3.2 *Secure Handling of Printed Materials*.

### 11.2 Reporting Testing Improprieties, Irregularities, and Breaches

Throughout testing, ensure that all test security incidents were reported in accordance with the guidelines in sections 3.0 *Ensuring Test Security* and 4.0 *Responding to Testing Improprieties, Irregularities, and Breaches* in this manual and the *TIDE User Guide* located on the portal.

### 11.3 Smarter Balanced Online Test Security Agreement

After testing is complete for all students, the DC for each district or the TA for each school must certify that the NDSA Smarter Balanced Online Testing was administered according to the test administration procedures, that the security of the test was maintained, that no test materials have been retained in the school(s) in any way, and that all scratch paper and printed test materials have been securely destroyed in compliance with the instructions in the *Smarter Balanced Test Administrators Manual*. This application is located on the portal.

## APPENDIX A: FREQUENTLY USED TERMS

[Table 13](#) defines terms that are specific to the Smarter Balanced assessments.

Table 13: Frequently Used Terms

Term	Definition
<b>Accommodation</b>	Changes in procedures or materials that increase equitable access during the NDSA Smarter Balanced assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans. Consortium-approved accommodations do not compromise the construct, grade-level standards, or intended outcome of the assessments. See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> on the portal.
<b>Appeal</b>	Authorized users may submit and view requests for resetting, reopening, reopening test segments, invalidating, , applying grace period extensions, or restoring students' assessments in accordance with state policy. These requests must result from a test security incident or incorrect test setting that impacted testing. All requests must be approved by a state education agency representative.
<b>Break</b>	There is no limit on the number of breaks or the length of a break that a student may be given according to his or her unique needs. However, for some portions of the test, breaks of more than twenty minutes will prevent the student from returning to items already attempted by the student.  For a performance task (PT), the student can break for any amount of time and still return to any previously answered item within the PT's current segment only.
<b>Computer Adaptive Test (CAT)</b>	Based on student responses, the computer program selects the difficulty of items throughout the assessment. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of items to each student and provide more accurate scores for all students across the full range of the achievement continuum.
<b>Designated Supports</b>	Accessibility features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student).  See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> on the portal.
<b>District Administrator (DA)</b>	District-level staff member who has control over district assignments in TIDE. DAs may be assigned by the State. DAs may create DC accounts in TIDE.
<b>District Test Coordinator (DC)</b>	District-level staff member who is responsible for the overall administration of the summative assessment in a district. DCs should ensure that SCs (where applicable), TEs, and TAs in their districts are appropriately trained and aware of policies and procedures. DCs can also upload, add, modify, and remove student records. Additional responsibilities may be assigned by the State.
<b>Full-write</b>	A component of the English language arts/literacy (ELA) performance task that requires the student to develop an informative/explanatory, narrative, or opinion/argumentative multi-paragraph piece of writing for which he or she engages the full writing process.

Term	Definition
<b>Grace Period Extension</b>	<p>A specific appeal in the appeals module of TIDE. Allows the student to review previously answered questions upon resuming a test after expiration of the pause timer. For example, a GPE is required after a student reopens the ELA or mathematics CAT test in order to restart the 20 minute pause rule timer.</p> <p>Permission for a Grace Period Extension is initiated through the Appeals process in TIDE. See the <i>TIDE User Guide</i> for more information on the Appeals process.</p>
<b>Invalidation</b>	<p>A specific appeal in the appeals module of TIDE. Invalidating a test in the appeals module results in the omission of test results and student responses from the testing and accountability systems. Invalidation is often the outcome for assessments impacted by a test security incident.</p> <p>Permission for an invalidation request is initiated through the Appeals process in TIDE. See the <i>TIDE User Guide</i> for more information on the Appeals process.</p>
<b>Item</b>	<p>A test question or stimulus presented to a student to elicit a response.</p>
<b>Pause</b>	<p>Action taken by a student or TA to temporarily halt the test during any part of the test, as needed. Pauses of more than 20 minutes in the CAT component of the test will prevent the student from returning to items already attempted.</p> <p>For a performance task, the student can pause for any amount of time and still return to any previously answered item within the PT's current segment only. More information on test pausing is available in section 7.2 <i>General Rules of Online Testing</i>.</p>
<b>Performance Task (PT)</b>	<p>A PT is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test.</p>
<b>Reopen</b>	<p>A specific appeal in the appeals module of TIDE. It applies to a test that has already been submitted or has expired and allows the student to access the previously closed test.</p> <p>For example, a test may be reopened if a student started a test and became ill and was unable to resume testing until after the testing opportunity expired.</p> <p>Permission for a reopen is initiated through the Appeals process in TIDE. See the <i>TIDE User Guide</i> for more information on the Appeals process.</p>
<b>Reopen Test Segment</b>	<p>A specific appeal in the appeals module of TIDE. Reopening a test segment allows a student to access a test segment that the student inadvertently or accidentally leaves.</p> <p>Permission for a Reopen Test Segment is initiated through the Appeals process in TIDE. See the <i>TIDE User Guide</i> for more information on the Appeals process.</p>
<b>Reset</b>	<p>A specific appeal in the appeals module of TIDE. Resetting a student's test removes that test (the whole test; e.g. ELA CAT) from the system and enables the student to start a new test.</p> <p>Valid reasons for a reset would be if a student's test event was administered inconsistently with the student's IEP (this would include both embedded and non-embedded accommodations) or if the student started a test and didn't have a needed language support (such as a language glossary).</p> <p>Permission for a reset is initiated through the Appeals process in TIDE. See the</p>

Term	Definition
	<i>TIDE User Guide</i> for more information on the Appeals process.
<b>Restore</b>	<p>A specific appeal in the Appeals system. Restore a test from the “Reset” status to its prior status. This action can only be performed on assessments that have been reset.</p> <p>A test opportunity can be restored if it was reset in error. For example, if a test reset was requested for a mathematics test instead of an ELA test, then that mathematics test can be restored to its previous status.</p> <p>Permission for a restore is initiated through the appeals module in TIDE. See the <i>TIDE User Guide</i> for more information on the Appeals process.</p>
<b>School Teacher (TE)</b>	School staff instructor responsible for monitoring the test schedule, process, and TAs. SCs are also responsible for ensuring that TEs 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.
<b>School Test Coordinator (SC)</b>	(NOTE: These responsibilities may be assigned to the District Test Coordinator for those schools without an SC.) School staff member responsible for monitoring the test schedule, process, and TAs. SCs are also responsible for ensuring that TEs and 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.
<b>Secure Browser</b>	A web browser that is downloaded and installed on a computer prior to a student beginning the test. The browser is specifically designed for use with the North Dakota Smarter Balanced assessment to provide secure access to the CAT and PT test for each content area and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during the assessments.
<b>Segment</b>	A part of a test within the test delivery system. Depending on the test, segments typically separate items from others if the eligible tools are different (i.e., the mathematics test may have two segments—one segment that allows calculator use and another segment that does not). When a student completes a segment of the test, he or she will receive a message that indicates that once that segment is submitted it is no longer possible to return to that segment.
<b>Session</b>	<p>A timeframe in which students actively test in a single sitting. The length of a test session is determined by building or district administrators who are knowledgeable about 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 assessments are not timed, and an individual student may need more or less time overall. Further, individual students will have unique needs regarding the length of a test session.</p> <p>A session is set up by a test administrator in the TA Interface.</p> <p>Smarter Balanced recommends the CAT portion of the ELA and mathematics assessments be administered in at least two sessions.</p> <p><i>Note: A test session does not need to end when a segment ends.</i></p>
<b>Statewide Student Identifier (SSID)</b>	A statewide, unique student identifier, assigned for use in TIDE by a student’s state education agency for the purpose of the Smarter Balanced assessments.

Term	Definition
<b>Stimulus/Stimuli</b>	Material or materials used in the test context, which form the basis for assessing the knowledge and skills of students. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA and mathematics assessments to provide context for assessing the knowledge and skills of students and are diverse. They can be traditional reading passages/texts but viewed on a computer screen; images with audio presentations for students to listen to; simulated web pages for students to use for research; or scenarios to react to.
<b>School Test Administrator (TA)</b>	District or school personnel responsible for administering the Smarter Balanced assessments in a secure manner in compliance with the policies and procedures outlined in the <i>Online, Summative, Test Administration Manual</i> .
<b>Test Information Distribution Engine</b>	The registration system used for the North Dakota Smarter Balanced assessment. This is the system through which users interact with and inform the test delivery system. This registration system controls adding and managing users and students participating in the North Dakota Smarter Balanced assessment. This system uses a role-specific design to restrict access to certain tools and applications based on the user's designated role.
<b>Test Security Incident Log</b>	<p>Document of record for a district to record all test security incidents. A Test Security Incident Log must be created for each incident. The Test Security Incident Log is the document of record for all test security incidents.</p> <p>Schools staff should ensure that all test security incidents are documented in a Test Security Incident Log by contacting the NDSA Service Desk. The NDSA Service Desk will instruct school representatives regarding any additional steps. The Service Desk will complete the Test Security Incident Log. A copy of the completed log will be submitted to the incident reporter via email.</p>
<b>Testing Breach</b>	<p>A security event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported immediately to the state level.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to section 4.0 <i>Responding to Testing Improprieties, Irregularities, and Breaches</i> of this manual.</p>
<b>Testing Impropriety</b>	<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.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to 4.0 <i>Responding to Testing Improprieties, Irregularities, and Breaches</i> of this manual.</p>
<b>Testing Irregularity</b>	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level, but are submitted in the online system for resolution of the Appeal for testing impact.

Term	Definition
	For specific details on how to proceed when an incident has occurred, please refer to <i>4.0 Responding to Testing Improprieties, Irregularities, and Breaches</i> of this manual.
<b>Universal Tools</b>	Available to <b>all</b> students based on student preference and selection. See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> on the portal for complete information.

## APPENDIX B: ITEM TYPES

### Item and response types

As students engage with the Smarter Balanced assessments, they will be asked test questions that require them to respond in several ways, some of which may be new to students.

Smarter Balanced has produced several resources that teachers and students can use to get ready for the test, including a Practice Test and a Training Test. As pointed out in *Appendix D* of this manual, it is **highly recommended** that **ALL** students access the Training Test site before taking the test. Doing so will provide students an opportunity to view and practice each of the item types.

The Practice Tests and Training Tests are available through the NDSA portal.

### Summary of item types and how to provide responses

[Table 14](#) lists the different item types and briefly describes each one.



Not all assessments will necessarily include all item types.

**Table 14: Item and Scoring Types**

Content Area	Type of Item	Brief Description of How to Respond
ELA and Mathematics	Multiple Choice, single correct response	Single correct option
	Multiple Choice, multiple correct responses	Multiple-option selected response
	Matching Tables (with a variation True/False or Yes/No)	Table format, click entry
	Short text	Keyboard alphanumeric entry
Mathematics Only	Drag-and-Drop	Drag-and-drop single or multiple elements
	Hot Spot	Select object
	Table Fill In	Table format, click entry
	Graphing	Plot points and/or draw lines
	Equation/Numeric	Enter equation or numeric response
ELA Only	Two-part multiple choice, with evidence-based response (EBSR)	Two part, multiple choice
	Hot Text	Select and order text
	Essay	Keyboard alphanumeric entry

**Technical skills to access embedded resources**

To access some of the embedded resources (such as strikethrough, highlighter, American Sign Language videos, and text-to-speech) that are available to help work through these item types, students may need to access the **right-click context menu**. Please note the method to access the menu is dependent on the student’s device type. Devices and methods are shown in

[Table 15](#).

**Table 15: Right-Click Context Menu**

Device Type	Method to Access Right-Click Context Menu
Windows-based desktop or laptop (two-button mouse)	Click the right mouse button.
Mac OS-based desktop or laptop (one-button mouse)	Hold down the <b>[Ctrl]</b> key on keyboard and then click the mouse button.
iPad tablet (touchscreen)	Tap on the menu in the upper-left corner of the secure browser application.
Android-based tablet (touchscreen)	Tap on the menu in the upper-left corner of the secure browser application.
Chromebook (trackpad)	Hold down the <b>[Alt]</b> key on the keyboard and tap the trackpad.

## APPENDIX C: SECURE BROWSER FOR TESTING

School Test Administrators (TAs) should be aware of the following guidelines and employ the necessary precautions while administering online assessments:

- **Close External User Applications**

Prior to administering the online assessments, TAs should check all computers that will be used and close all applications except those identified as necessary by the School Technology Coordinator. After closing these applications, the TA should open the secure browser on each computer.

The secure browser and Student Interface automatically detect certain applications that are prohibited from running on a computer while the secure browser is open. The secure browser will not allow a student to log in if the computer detects that a forbidden application is running. A message will also display that lists the forbidden application(s) that needs to be closed.



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

- **Testing on Computers with Dual Monitors**

Systems that use a dual monitor setup typically display an application on one monitor screen while another application is accessible on the other screen.

Students should *not* take online assessments on computers that are connected to more than one monitor except in extremely rare circumstances such as when a TA is administering a test via read-aloud and wants to have a duplicate screen to view exactly what the student is viewing for ease of reading aloud. In these rare cases where a dual monitor is allowed, Smarter Balanced requires that the monitors be set up to “mirror” each other. School Technology Coordinators can assist TAs in setting up the two monitors to ensure they mirror each other rather than operate as independent monitors.

In these cases, all security procedures must be followed and the test administered in a secure environment to prevent others from hearing the questions or viewing the student or TA screens.

### *Secure browser error messages*

Possible error messages displayed by the secure browser are shown in [Table 16](#).

**Table 16: Secure Browser Error Messages**

Message	Description
<b>Secure Browser Not Detected</b>	The system automatically detects whether a computer is using the secure browser to access the online testing system. The system will not permit access to a test other than through the secure browser; under no condition may a student access a test using a non-secure browser.
<b>Unable to Establish a Connection with the Test Delivery System</b>	If a computer fails to establish a connection with the test delivery system, a message will be displayed. This is most likely to occur if there is a network-related problem. The causes may include an unplugged network cable or a firewall not allowing access to the site.

### Force-quit commands for secure browsers

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

To force the browser to close, use the following keyboard commands. (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.) See [Table 17](#).



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

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

**Table 17. Force-Quit Commands**

Force-Quit Commands
Windows: <b>[Ctrl] + [Alt] + [Shift] + [F10]</b> Mac OS X: <b>[Ctrl] + [Alt] + [Shift] + [F10]</b> Linux: <b>[Ctrl] + [Alt] + [Shift] + [Esc]</b>
<i>Note for Windows and Mac Users:</i> If you are using a laptop or netbook, you may also need to press the <b>[FN]</b> key before pressing <b>[F10]</b> .
<b>Caution:</b> <i>The secure browser hides features such as the Windows task bar or Mac OS X dock. If the secure browser is not closed correctly, then the task bar or dock may not reappear correctly, requiring you to reboot the device. Avoid using a force-quit command if possible.</i>



Force-quit commands do not exist for the secure browser for iOS, Chrome OS, and Android devices. These commands should be used only if the **[Close Secure Browser]** button does not work.

- iOS: To exit Guided Access, triple-click the Home button, then close the app as you would any other iOS app.
- Chrome OS: To exit the secure browser, press **[Ctrl] + [Shift] + [S]**.
- Android OS: To close the secure browser, tap the menu button in the upper-right corner and select **Exit**.

## APPENDIX D: PRACTICE AND TRAINING TESTS

In preparation for the test and to expose students to the various item-response types in ELA and mathematics (see *Appendix B* for item types), it is **highly recommended** that all students access the Practice and Training Tests, available through the NDSA portal. Each resource offers students a unique opportunity to experience a test in a manner similar to what they will see on the summative assessments and prepares students for testing. These resources will not be scored; however, scoring guides are available at <http://ndsa.portal.airast.org/resources/?section=3>.

### *Overview of the Practice Tests*

The Smarter Balanced Practice Tests allow educators and students to experience a full grade-level test and gain insight into the Smarter Balanced assessments. The Practice Tests mirror the summative assessments but are not scored. Each grade-level test includes a variety of item response types and difficulty levels—approximately thirty items each in ELA and mathematics—as well as an ELA and mathematics performance task at each grade level (3–8 and 11). The Practice Test also includes a comprehensive reflection of embedded universal tools, designated supports, and accommodations, which should also be provided to students with any non-embedded universal tools, designated supports, and accommodations as allowed on the summative assessments.

### *Overview of the Training Tests*

The Training Tests are designed to provide students and educators with an opportunity to quickly familiarize themselves with the software and navigational tools that they will use on the Smarter Balanced assessments. The Training Tests are organized by grade bands (grades 3–5, 6–8, and high school). Each test contains fewer than 10 questions.

On the student Training Test website, the questions were selected to provide students with an opportunity to practice a range of item response types. The Training Tests do not contain performance tasks. Similar to the Practice Tests, the Training Tests include all embedded universal tools, designated supports, and accommodations. Note that the text-to-speech functionality is available *only* when using the Training Tests through the secure browser. The student Training Test site may be used by anyone. Students can log in as guests or use their first name and SSID. Students who log in using their credentials may log in to a guest session or a proctored training session with a training session ID set up through the TA Training Test site.

### *Test Administrator login for the Practice and Training Tests*

The Test Administrator Training Test site provides an opportunity for TAs to practice setting up a test session using a Practice Test or Training Test. Access to the Test Administrator Training Test site requires specific login credentials provided by the State. This site may only be used by authorized state-level users, District Administrators (DAs), District Test Coordinators (DCs), School Test Coordinators (SCs), and TAs. Note that braille Practice Tests and Training Tests can only be accessed through the TA Training site.

To access the Test Administrator Training site go to <http://ndsa.portal.airast.org/test-administrators/>. Then select the **Practice & Training Test Administration** card. Enter your username and password when prompted.

For additional information about how to set up a Practice Test or Training Test session, refer to the *Test Administrator User Guide* located on the portal.



**Do NOT use the live Student Interface or TA Interface for practice.** Doing so constitutes a test security incident (breach). For all Training Test sessions, use the TA Training site and the Practice Tests or Training Tests.

It is **highly recommended** that **all** students access the Training Test site before taking a 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 and to allow for free and open communication on the testing process and/or content (see section 7.2 *General Rules of Online Testing*). This walk-through of the Practice and Training Tests provide opportunities for TAs to describe the limitations to the support they will be able to provide and the verbal interactions they can have with students during each live test session.

## APPENDIX E: COMPUTER ADAPTIVE TEST PAUSE RULE SCENARIOS

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### Scenarios:

- If the computer adaptive test (CAT) portion of the test is paused for less than 20 minutes, the student can return to previous test pages and change the response to any item he or she has already answered within a segment.
- If the CAT portion of the test is paused for more than 20 minutes, the test will return the student to the last page with unanswered items when the student resumes testing. If a page has both answered and unanswered items, the student may change any answers on that page. The student may not return to previous pages and cannot change answers to items on previous pages.
  - a. Example: A single test page has items 4–10. A student answers items 4–7 and pauses the test for more than 20 minutes. When the student resumes testing, he or she can change answers to items 4–10 but cannot return to items 1–3 on an earlier page.
  - b. Example: A page contains items 9–11 and a student answers all of those items before pausing the test for more than 20 minutes. When the student resumes testing, he or she will begin on item 12 and cannot return to items 1–11.

## APPENDIX F: TEST SECURITY CHART

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

Level of Severity & Potential Effect on Test Security	Types of Issues
<b>LOW Impropriety</b>	Student(s) making distracting gestures/sounds or talking during the test session that creates a disruption in the test session for other students.
	Student(s) leave the test room without authorization.
	Administrator or Coordinator leaving related instructional materials on the walls in the testing room.
<b>MEDIUM Irregularity</b>	Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using hand-held electronic devices to exchange information.
	Student(s) accessing the Internet or any unauthorized software or applications during a testing event.
	Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.
	Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts.
	Administrator or Coordinator failing to ensure administration and supervision of the Smarter Balanced assessments by qualified, trained personnel.
	Administrator giving incorrect instructions that are not corrected prior to testing.
	Administrator or Coordinator giving out his or her username/password (via email or otherwise), including to other authorized users.
	Administrator allowing students to continue testing beyond the close of the testing window.
	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.
	Administrator providing students with non-allowable materials or devices during test administration or allowing inappropriate designated supports and/or accommodations during test administration.
<b>HIGH BREACH</b>	Administrator allowing anyone other than a student to log in to the test unless prescribed as an allowable accommodation in the student's Individualized Education Program (IEP). This includes School Test Administrators (TAs) or other staff using student information to log in or allowing a student to log in using another student's information.
	Administrator providing a student access to another student's work/responses.
<b>HIGH BREACH</b>	Administrator or Coordinator modifying student responses or records at any time.
	The live Student Interface or TA Interface being used for practice instead of the Training or Practice

Level of Severity & Potential Effect on Test Security	Types of Issues
	Tests.
	Adult or student posting items or test materials on social media (Twitter, Facebook, etc.).
	Administrator allowing students to take home printed test items, reading passages, writing prompts, or scratch paper that was used during the test or failing to otherwise securely store test materials.
	Adult or student copying, discussing, or otherwise retaining test items, reading passages, writing prompts, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, writing prompts, or answer keys for instructional purposes.
	Secure test materials being shared with the media (such as the writing prompts, test items, or reading passages), or allowing media to observe a secure test administration.
	Adult or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.

## APPENDIX G: RESOURCES AND PRACTICES COMPARISON CROSSWALK

Smarter Balanced is committed to providing mathematics and English language arts/literacy (ELA) assessments that are accessible to all students. The Smarter Balanced assessments are accessible via a suite of resources (universal tools, designated supports, and accommodations) available locally or directly in the test platform. Although many resources, particularly those embedded in the system, may appear new, many of the resources are similar to those used commonly during classroom instruction. To help states identify similarities between the assessment resources and classroom practices, Smarter Balanced has developed a *Resources and Practices Comparison Crosswalk*. The *Crosswalk* lists the resources that are currently included in the *Guidelines* document and assists educators and decision-makers by providing a description of both the resource and its classroom equivalent. See [Table 18](#).

**Table 18. Resources and Practices Crosswalk**

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Common Instructional Practice
1.	<b>Breaks</b>	The number of items per session can be flexibly defined based on the student's need.	Breaks	Students pace themselves while completing work. Students may move about the classroom or take a short break outside to refocus.
2.	<b>Color Contrast</b>	Enables students to adjust screen or printed background or font color, based on student needs or preferences.	Color coding (Varied printing color and paper color)	Students have instructional materials that have different font or background paper color(s). Students can use one color for a main idea and another color for details when outlining or taking notes.
3.	<b>Color Overlays</b>	Color transparencies are placed over a paper-based assessment.	Color overlays	Color transparencies are placed over a paper-based assessment.
4.	<b>Digital Notepad Global Notes Scratch Paper</b>	These tools are used for making notes, computations, or responses about an item or performance task.	AVID Style Notes, brainstorming ideas, writing down connections, scratch paper, whiteboards, or notepaper	Strategies allow students to create notes or work on computations. Students may create two-column notes to record main ideas and to make connections with previous knowledge or ask questions. Students can organize ideas by listing all ideas for each topic and then prioritize.
5.	<b>Expandable Passages</b>	Each passage or stimulus can be expanded so that it takes up a larger portion of the screen.	Providing stimuli separate from items or other information	Teachers create a document for students to work from in which a passage or stimulus takes up a large portion of the paper.
6.	<b>Highlighter</b>	A digital tool for marking desired text, item	Highlighter	A digital or physical tool for marking desired text with a

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Common Instructional Practice
		questions, item answers, or parts of these with a color.		color. Students use highlighters to distinguish useful/meaningful text when completing an assignment. Students can denote main ideas, supporting details, and conclusion.
7.	<b>Keyboard Navigation</b>	Navigation throughout text can be accomplished by using a keyboard.	Students applying keyboarding skills using knowledge/skill of software	Students use classroom software programs such as Accelerated Reader, Interactive Math, Rosetta Stone, or EDMODO to complete classroom assignments, and make use of keyboarding skills in doing so.
8.	<b>Magnification</b>	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device.	Large-print texts or use of magnifying devices during instruction	Visually impaired students are provided large-print versions of state textbooks to enable access to curriculum. Students use computer screen enlargement to work in teams.
9.	<b>Mark for Review</b>	Allows students to flag items for future review during the assessment.	Circle, star, or check (✓) the item numbers of problems or questions that have not been answered	Circling, starring, or placing a check mark by an item about which a student is unsure enables the student to proceed to the next item. Students may also use paper sticky flags to notate areas for review or rereading. Students can also circle steps within a mathematics problem to revisit or ask questions.
10.	<b>Masking</b>	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.	Use of white space on documents Masking device	During instruction, students use a masking device that covers up sections of text before/after they read it, to maintain visual attention. Teachers create a clean document for students to work from that is not too “busy” or crowded with distracting information. Students use paper to block

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Common Instructional Practice
				test questions, to decrease distractions. Teachers block off text on classroom boards or overhead projectors to focus students on topics during whole-group discussions.
11.	Spell Check	Writing tool for checking the spelling of words in student-generated responses.	Proofreading	Students proofread other students' work using a dictionary. Teachers proofread students' work and have students make specific corrections. Students use rubrics to evaluate their own work, including checking for spelling, grammar, or content.
			Automated spell-check device	Students use an automated spell-check device during instruction.
12.	Strikethrough	Allows users to cross out answer options.	Process of elimination	Students cross out the answers to multiple-choice items that are obviously wrong. Students cross out incorrect words in sentences.
13.	Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen.	Large-print texts	Students receive large-print versions of state textbooks, or other text, to enable access to curriculum. Students have access to enlarged mathematics problems to make sure all steps are completed.
14.	Bilingual Dictionary	A bilingual/dual-language word-to-word dictionary is a language support.	Bilingual/dual-language paper dictionaries	Students use electronic or paper bilingual/dual-language dictionaries to look up word meanings during instruction.
15.	English Dictionary	An embedded English dictionary will be available for the full write portion of an ELA/literacy performance task. A non-embedded English dictionary may be	Electronic or paper English dictionary	Students use an electronic or paper English dictionary to look up word meanings.

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Common Instructional Practice
		available for the same portion of the test.		
16.	English Glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English.	Identify useful text features for understanding new vocabulary	Students utilize embedded definitions in textbooks; definitions in footnotes, margins, photos, charts, and illustrations; and glossaries in the rear of textbooks to clarify word meanings.
			English glossaries (instructional materials)	Students use glossaries of terms in their textbooks or instructional materials.
17.	Stacked Translations	Stacked translations provide the full translation of each test item above the original item in English.	Bilingual glossaries	Students utilize bilingual glossaries in the rear of textbooks to find unknown word meanings. Students use bilingual word list(s) appropriate to the subject area and language acquisition.
			Stacked or bilingual translations	Students use bilingual translations during their instruction (homework, worksheets, etc.).
18.	Thesaurus	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.	Electronic or paper thesaurus	Students utilize a thesaurus to enrich their writing vocabulary and to hone their knowledge of nuances in the English language.
19.	Translation Glossaries	Translation glossaries are provided for selected construct-irrelevant terms for mathematics.	Translation glossaries (instructional materials)	Students use a translation glossary at the rear of their text to facilitate transferring knowledge/skills from their primary language to English. Students use bilingual glossaries to find the meanings of content-specific words (e.g., mathematics, science, history). Glossaries may be located in the appendices of their textbooks or instructional materials.
20.	Translated Test Directions	Students can see test directions in another language.	Translated test directions	Written translated test directions are provided on the page, on the board, or on a classroom visual media

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Common Instructional Practice
				device. Students are provided both English and native-language directions to build skill and understanding in classroom directions.
			Translated instructions on assignments	Students have their assignment directions translated into their native language.
21.	<b>Abacus</b>	This tool may be used in place of scratch paper for students who typically use an abacus.	Counting devices (blocks, tiles, chips, etc.) or scratch paper	Students use items to count during their instruction.
22.	<b>Alternate Response Options</b>	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	Dictated responses	Students dictate responses to a teacher or an instructional assistant who records them.  Students use communication boards, picture representations, or other individual expressive communication devices.
23.	<b>American Sign Language (ASL)</b>	Test content is translated into ASL video. An ASL human signer and the signed test content are viewed on the same screen.	American Sign Language	An ASL interpreter or ASL-certified instructor signs during instruction.
24.	<b>Braille</b>	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille are available; Nemeth code is available for mathematics.	Braille	Instructional materials and assignments are completed in braille.
25.	<b>Calculator</b>	A calculator can be accessed for calculator-allowed items. The student may use the calculator offered with	Handheld calculators or computer calculators	Calculators can be used to do basic calculation in multi-step mathematics processes that are not being assessed.  A student may use the

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Common Instructional Practice
		assistive technology devices (such as a talking calculator or a braille calculator).		calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).
26.	<b>Closed Captioning</b>	Printed text that appears on the computer screen as audio materials are presented.	Instructional videos; movies	In-class videos and films are used that contain closed captioning. Closed captioning is used in foreign-language classes.
27.	<b>Math Tools</b>	Examples include embedded ruler or embedded protractor.	Rulers, protractors, number lines, manipulatives	Students can use rulers, protractors, and manipulative materials to complete graphs, rays, and circumferences.
28.	<b>Multiplication Table</b>	A paper-based single-digit (1–9) multiplication table.	Paper-based multiplication table	Students use a multiplication table (often it is a sticker on their desk) during regular instruction and assessments.
29.	<b>Noise Buffer</b>	Equipment used to block external sounds.	Ear mufflers, white noise, and/or other equipment.	Students regularly wear equipment to reduce environmental noise during regular instruction and assessments.
30.	<b>Print on Demand</b>	Paper copies of passages/stimuli and/or items are printed for students.	Printed materials	Teacher-provided print materials are used to facilitate learning activities. Photocopies of passages are used instead of textbooks so that students can write and/or highlight.
31.	<b>Separate Setting</b>	The test location is altered so that the student is tested in a setting different from that made available for most students.	Special seating arrangements	Students who are easily distractible are provided seating within the classroom, to improve focus. Students can come in during off periods to do homework or class assignments when the classroom has only a few students. During instruction and or testing, students are allowed to find an alternative environment to be in.
32.	<b>Speech-to-Text / Scribe</b>	Allows students to use their voices as input devices to the computer (or a human), to dictate responses or give	Tape recorders, scribes, specific computer programs	Students can use a tape recorder or scribe as an alternative to writing when a processing or physical challenge is present. A

No.	Guidelines Resource	Description (See Guidelines for Full Description)	Pedagogical Practices	Common Instructional Practice
		commands (e.g., opening application programs, pulling down menus, and saving work).		trained adult then transcribes the student's response word-for-word on the student's test or assignment.
33.	<b>Streamlined Mode</b>	Provides a streamlined interface in which the items are displayed below the stimuli.	Use of white space on documents Documents only displaying items below text	Students regularly have access to documents in which the text is only presented in a sequential format.
34.	<b>Text-to-Speech / Read-Aloud</b>	Text is read aloud to the student via embedded text-to-speech technology or a human.	Teacher or assistant reads aloud instructions	Listening skills are taught using read-aloud material, and then students are checked for understanding. Students listen to a prerecorded audio interpretation (book-on-tape) of text or a book.
35.	<b>Writing Tools</b>	Examples include bold, italic, bullets, undo/redo.	Writing tools	Students use desktop publishing software (Microsoft Word) in order to type up a story or article during instruction. Students can use italics and bullets to cite a reference or to emphasize important ideas.

## APPENDIX H: MULTIPLICATION TABLE

A single-digit (1–9) multiplication table is a non-embedded accommodation for **grades 4 and above** mathematics items. The multiplication table is to be used *only* for students with a documented and persistent calculation disability (i.e., dyscalculia). This table can be printed for students requiring this accommodation. See [Table 19](#).

Table 19. Multiplication Table

MULTIPLICATION TABLE									
×	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

## APPENDIX I: DISTRICT TEST COORDINATOR CHECKLIST

The District Test Coordinator activity checklist list below may be customized according to how roles are assigned by the State. See [Table 20](#).

Table 20. District Test Coordinator Checklist

	District Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<b>Direct Responsibilities</b>					
<input type="checkbox"/>	1. Notify schools when training materials are available.	<i>TAM</i> , section 2.1		Complete prior to testing.	
<input type="checkbox"/>	2. Notify schools when administration manuals are available.	<i>TAM</i> , section 2.1		Complete prior to testing.	
<input type="checkbox"/>	3. Review all Smarter Balanced policy and test administration documents.	<i>TAM</i> , section 2.1	60–90 minutes	Complete prior to testing.	
<input type="checkbox"/>	4. Review scheduling and testing requirements with SCs.	<i>TAM</i> , sections 7.2 and 7.3	60–90 minutes	Complete prior to testing.	
<input type="checkbox"/>	5. Plan any state-required training for SCs and TAs; retrain as needed.	<i>None</i>		Complete prior to testing.	
<input type="checkbox"/>	6. Review training modules and schedule training session for SCs.	<i>TAM</i> , section 2.1	2–3 hours	Complete prior to testing.	
<input type="checkbox"/>	7. Review security procedures with SCs and TAs.	<i>TAM</i> , sections 3.0, 4.0, and <i>Appendix F</i>		Complete prior to testing.	
<input type="checkbox"/>	8. Work with Technology Coordinators to ensure timely computer setup. <ul style="list-style-type: none"> <li>• Conduct network diagnostics.</li> <li>• Download the secure browser (beginning December).</li> <li>• Verify that schools meet the minimum technology requirements.</li> </ul>	<i>Technical Specifications Manual, Secure Browser Manual, System Requirements</i>	5–10 hours	Complete prior to testing.	

	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.	<i>TIDE User Guide</i>	2-4 hours	Complete before testing and during testing.	
<input type="checkbox"/>	10. Perform an equipment needs assessment based on individual student requirements. <ul style="list-style-type: none"> <li>• Work with the SC to identify students who will need specialized equipment for accommodations.</li> <li>• Communicate with the SC/TAs to identify the number of headsets needed in order to take the ELA Listening portions of the assessment. Place order for the number of headsets needed plus extra.</li> </ul>	None	1-2 hours	Complete 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.
<b>Monitor Administration Activities</b>					
<input type="checkbox"/>	11. Investigate all testing improprieties, irregularities, and breaches reported by TAs. <ul style="list-style-type: none"> <li>• Follow reporting procedure according to section 4.0.</li> </ul>	<i>TAM</i> , section 4.0	As needed	Ongoing. Deadline for all submissions will be one week after the testing window closes.	
<input type="checkbox"/>	Report any test security incident in TIDE and report to the appropriate personnel according to the guidelines in section 4.0 and 5.0.	<i>TAM</i> , sections 4.0 and 5.0	As needed		
<input type="checkbox"/>	12. Monitor with the District Technology Coordinator any technical problems to apply resolutions or disseminate information at other school sites prior to testing.	None	As needed	Ongoing throughout the testing window.	
<b>Oversight Responsibilities</b>					
<input type="checkbox"/>	13. Ensure that SCs and TAs in the district are	<i>TAM</i> , sections 3.0	As needed	Complete prior to testing.	

	District Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	appropriately trained and aware of policies and procedures, especially related to security. Encourage the TAs to review the training modules and TA Certification Course.	<i>and 4.0</i>			
<input type="checkbox"/>	14. Review school test administration schedules for adequate time and resource planning.	<i>TAM, section 7.3</i>	As needed	Complete prior to testing.	
<input type="checkbox"/>	15. Verify that SCs and TAs have reviewed student information in TIDE and are verifying student settings for designated supports and accommodations in TIDE.	<i>TIDE User Guide</i>	As needed	Complete prior to testing.	
<input type="checkbox"/>	16. You or your designee must be available during your testing window for questions and problem solving.	<i>None</i>	As needed	Complete during your entire testing window.	
<input type="checkbox"/>	17. Communicate regularly with SCs any emerging trends or issues.	<i>None</i>	As needed	Complete during your entire testing window.	

Table 21. North Dakota Department of Public Instruction Contact Information for District Administrators

Contact Information	
Questions about state policies	Questions about technology and the overall administration procedures
<p>North Dakota Department of Public Instruction: State Test Policy</p> <p><b>Name:</b> Robert G. Bauer, State Coordinator</p> <hr/> <p><b>Phone:</b> (701) 328-2224</p> <hr/> <p><b>Email:</b> <a href="mailto:rgbauer@nd.gov">rgbauer@nd.gov</a></p> <hr/>	<p>NDSA Service Desk</p> <p>Monday–Friday from 6:00 a.m. to 6:00 p.m. Central Time (during administration)</p> <p>(800) 929-3757</p> <p><a href="mailto:NDSAServiceDesk@measuredprogress.org">NDSAServiceDesk@measuredprogress.org</a></p>

**APPENDIX J: SCHOOL TEST COORDINATOR (OR DISTRICT TEST COORDINATOR IN THE EVENT THE SCHOOL DOES NOT HAVE A SCHOOL TEST COORDINATOR) CHECKLIST**

The School Test Coordinator activity checklist list below may be customized according to how roles are assigned by the State. See [Table 22](#).

**Table 22. School Test Coordinator Checklist**

School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources	
<b>Direct Responsibilities</b>					
<input type="checkbox"/>	1. Attend trainings your district offers and review all Smarter Balanced policy and test administration documents.	<i>TAM</i> , section 2.1	60–90 minutes	Complete prior to testing.	
<input type="checkbox"/>	2. Ensure that all TAs attend your school’s or district’s training and review the self-paced online training modules posted on the portal. Review with TAs the videos (“What is a CAT?” and “What are Universal Tools?”) and encourage them to show these to their students in preparation for the test. Encourage TAs to review the TA Certification Course.	<i>TAM</i> , section 2.1	2–3 hours	Complete prior to testing.	
<input type="checkbox"/>	3. Work with technology personnel to ensure timely computer setup: <ul style="list-style-type: none"> <li>• Conduct network diagnostics.</li> <li>• Download the secure browser.</li> <li>• Verify that your school has met the minimum technology requirements.</li> <li>• Ensure that other technical issues are resolved before and during testing.</li> </ul>	<i>TSM</i>	5–10 hours	Complete prior to testing.	

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	<p>4. Communicate with the TAs to identify the number of headsets needed for each testing site and ensure that the needed numbers are available at least two weeks prior to the testing window.</p> <ul style="list-style-type: none"> <li>• Headsets are required for the ELA Listening portions of the assessment, for students who require text-to-speech, or for students requiring audio glossaries (mathematics only).</li> <li>• Communicate with the DC to identify the number of headsets needed.</li> </ul>	None	Up to 1 hour	Complete prior to testing.	Order the number needed plus extra. Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available.
<input type="checkbox"/>	<p>5. Perform an equipment needs check based on individual student requirements.</p> <ul style="list-style-type: none"> <li>• Work with TAs to identify students who will need specialized equipment for accommodations.</li> </ul>	None	1–2 hours	Complete prior to testing.	
<input type="checkbox"/>	<p>6. Based on the test administration windows, work with TAs and DCs to establish a testing schedule.</p>	TAM, section 7.4	2–4 hours	Complete prior to testing.	
<input type="checkbox"/>	<p>7. Work with TAs to review student information in TIDE before students are tested to ensure that correct student information and test settings for designated supports and accommodations are applied.</p>	TIDE User Guide, TAM, section 9.2	2–4 hours	Complete prior to testing.	

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	8. Establish a place to test those students who need a separate test setting.	<i>Usability, Accessibility, and Accommodations Guidelines</i>	1–2 hours	Complete prior to testing.	
<input type="checkbox"/>	9. Work with TAs to plan a quiet activity for each test session for students who finish early.	<i>None</i>	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"/>	10. All assessments will have CAT items plus a performance task (PT).	<i>TAM, section 9.2</i>	60 minutes planning the day prior to administering the PT	Complete the week of testing.	Administration of the CAT items plus a PT will require advance preparations.
<input type="checkbox"/>	11. Ensure proper handling of all printed test materials and scratch paper. Collect all test materials on each day of testing to keep in a secure location until after the test session, and then destroy according to the security policy outlined in the <i>TAM</i> .	<i>TAM, sections 3.2 and 11.0</i>		Complete during and after testing window.	
<input type="checkbox"/>	12. Ensure adherence to all security policies. <ul style="list-style-type: none"> <li>• Ensure that all TAs read and sign the non-disclosure agreement if required by your state.</li> </ul>	<i>TAM, section 3.0</i>			
<input type="checkbox"/>	13. Document any testing impropriety, irregularity, or breach and report to the DC immediately after learning of the incident. <ul style="list-style-type: none"> <li>• Working with the DC, enter incidents in TIDE and the Test Security Incident log.</li> </ul>	<i>TAM, sections 4.0 and 5.0</i>	As needed	Ongoing	

School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources	
<b>Monitor Administration Activities</b>					
<input type="checkbox"/>	14. 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"/>	15. Raise any technical issues with the School Technology Coordinator for resolution.	None	As needed	Ongoing	
<input type="checkbox"/>	16. Review, investigate, and report on all potential testing improprieties, irregularities, and breaches reported by the TA. Mitigate incidents when appropriate.	TAM, sections 4.0 and 5.0	As needed	Ongoing	
<b>Oversight Responsibilities</b>					
<input type="checkbox"/>	17. Verify that TAs have verified student settings for designated supports and accommodations in TIDE.	<i>TIDE User Guide</i>	As needed	Complete prior to testing.	
<input type="checkbox"/>	18. Assist TAs in taking proper measures to ensure that students have access only to allowable non-embedded resources during testing.	None	As needed	Complete prior to testing.	
<input type="checkbox"/>	19. 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 testing improprieties, irregularities, or breaches occur.	TAM, sections 3.0, 4.0, 5.0, and Appendix F	As needed	Complete during testing.	

Table 23. North Dakota Department of Public Instruction Contact Information for School Test Coordinators

Contact Information	
Questions about the overall administration and state policies	Questions about technology and the overall administration procedures
<p><b>NDSA Service Desk</b>                      (800)929-3757 or                      NDSAServiceDesk@measuredprogress.org</p> <p><b>North Dakota Department of Public Instruction:                      State Test Policy</b></p> <p><b>Name:</b> Robert G. Bauer, State                      Coordinator _____</p> <p><b>Phone:</b> (701) 328-2224 _____</p> <p><b>Email:</b> <a href="mailto:rgbauer@nd.gov">rgbauer@nd.gov</a> _____</p>	<p><b>School Technical Coordinator</b></p> <p><b>Name:</b> _____</p> <p><b>Phone:</b> _____</p> <p><b>Email:</b> _____</p> <p><b>District Test Coordinator</b></p> <p><b>Name:</b> _____</p> <p><b>Phone:</b> _____</p> <p><b>Email:</b> _____</p>

## APPENDIX K: TEST ADMINISTRATOR CHECKLIST

The Test Administrator activity checklist list below may be customized according to how roles are assigned by the State. See [Table 24](#).

Table 24. 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, particularly the <i>Test Administration Manual (TAM)</i> .	<i>TAM</i> , section 2.1	1–2 hours	Complete prior to testing.	
<input type="checkbox"/>	2. Review the training modules and the TA Certification course.	<i>TAM</i> , section 2.1	2–3 hours	Complete prior to testing.	
<input type="checkbox"/>	3. Show students the modules “What is a CAT?” and “What are Universal Tools?”	<i>TAM</i> , section 2.1	1 hour	Complete prior to testing.	
<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>TAM</i> , Appendix D	1 hour	Complete prior to testing.	
<input type="checkbox"/>	5. Perform an equipment needs check based on individual student requirements. <ul style="list-style-type: none"> <li>Work with the SC to identify students who will need specialized equipment for accommodations.</li> </ul>	None	1–2 hours	Complete 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.
<input type="checkbox"/>	6. Work with the SC to determine precise testing schedules based on the test administration windows selected by the school schedule. <ul style="list-style-type: none"> <li>Make sure your students’ test administration schedule includes allowable breaks.</li> </ul>	<i>TAM</i> , section 7.3		Complete prior to testing.	

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	7. Confirm that you have received your TIDE login information. You should have received an automated email notifying you of how to log in to TIDE. You will also use this username and password for any other AIR-provided systems.	<i>TIDE User Guide</i>	2–4 hours	Complete prior to testing.	If you have not received this information, please check your spam/junk email folder to see if it was mistakenly routed there. If not, check with your District or School Test Coordinator.
<input type="checkbox"/>	8. Work with your SC to ensure that each student has an SSID number and has been loaded into TIDE.	<i>TIDE User Guide</i>	2–4 hours	Complete prior to testing.	
<input type="checkbox"/>	9. Confirm each student's test settings for designated supports and accommodations in TIDE against their IEP or other relevant documentation as appropriate.	<i>TIDE User Guide</i>	2–4 hours	Complete prior to testing.	
<input type="checkbox"/>	10. Ensure that the correct secure browser has been downloaded to any computer(s) on which students will be testing.	<i>TSM</i>	1–2 hours	Complete prior to testing. <i>and again</i> Complete the day before testing or morning of testing.	Check with your DC, SC or School Technical Coordinator if the [Secure Browser] icon is missing.
<input type="checkbox"/>	11. Communicate to students the need for headsets in order to take the ELA Listening portions of the assessment. a. Identify any students who may not have their own headsets and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing.	<i>None</i>		Make a count of needed headsets (vs. students who have their own) prior to testing and tell your SC the number needed. Three days before testing, remind students to have their headsets available the	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. Have extra headsets on hand in case students forget.

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	<p>b. Also have extra headsets on hand for students who may forget to bring theirs.</p> <p>c. Send reminders several days before and the day prior to testing to ensure students remember to bring headsets.</p>			<p>day of tests.</p> <p>One day before testing, remind students to bring their headsets.</p>	
<input type="checkbox"/>	12. All assessments will have CAT items plus a performance task (PT).	TAM, section 9.2	60 minutes planning the day prior to administering the PT	Complete the week of testing.	Administration of the CAT items plus a PT.
<input type="checkbox"/>	13. Plan a quiet activity for each test session for students who finish early.	None	15–30 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"/>	<p>14. Prior to administration, check all computers that will be used and close all applications except those identified as necessary by the school’s Technology Coordinator. Make sure that no computer has dual monitors.</p> <ul style="list-style-type: none"> <li>• Work with your SC to set system volume prior to students launching the secure browser to ensure students can hear the audio portions of the ELA segment.</li> </ul>	None	1–2 hours	Complete the morning of testing.	The TA should open the secure browser on each computer after closing any unnecessary applications.
<input type="checkbox"/>	15. Review all guidelines for creating a secure	TAM, section 10.1		Prior to and during day(s)	Provide students with scratch paper for all test

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	test environment. <ul style="list-style-type: none"> <li>Review all security procedures and guidelines in the TAM.</li> <li>Carefully read and sign a test security agreement if required by your state.</li> </ul>			of testing.	sessions. Also provide students in grades 6 and above graph paper for the mathematics assessments.
<input type="checkbox"/>	16. Make sure the physical conditions of the testing room are satisfactory. <ul style="list-style-type: none"> <li>Make sure that no instructional materials directly related to the content of the assessments are visible.</li> <li>Students should be seated so there is enough space between them, or provide desktop partitions to minimize opportunities to look at each other's screen.</li> <li>Actively monitor students throughout the test sessions.</li> </ul> Students who are not being tested may not be in the room where a test is being administered.	TAM, section 3.0		Complete the day(s) of testing.	<ul style="list-style-type: none"> <li>Make sure students clear their desks and put away all books, backpacks, purses, cell phones, electronic devices of any kind, and other materials not needed for the test.</li> <li>Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.</li> </ul>
<input type="checkbox"/>	17. On the day of testing, verify that the students have their login information (first name, SSID, and session ID).	TIDE User Guide		Complete the day(s) of testing.	
<input type="checkbox"/>	18. Administer the Smarter Balanced	TAM, section 10.1		Complete the day(s) of	Provide students with scratch paper for all test

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	assessments, following the script and directions for administration. Provide any necessary non-embedded designated supports and accommodations.			testing.	sessions. Also provide students in grades 6 and above graph paper for the mathematics assessments.
<input type="checkbox"/>	19. Report any testing improprieties, irregularities, and breaches to the SC and DC in writing immediately following an impropriety, irregularity, or breach.	<i>TAM, sections 4.0, 5.0, and Appendix F</i>		Complete as soon as possible during or immediately following testing.	
<input type="checkbox"/>	20. Securely dispose of all printed testing materials, including student login information, print-on-demand documents, and scratch paper in a secure manner.	<i>TAM, sections 3.0 and 11.0</i>		Complete after testing.	

Table 25. North Dakota Department of Public Instruction Contact Information for School Test Administrators

Contact Information	
Questions about the overall administration and state policies	Questions about technology and the overall administration procedures
<p><b>NDSA Service Desk</b>            (800)929-3757 or  <a href="mailto:NDSAServiceDesk@measuredprogress.org">NDSAServiceDesk@measuredprogress.org</a></p> <p><b>North Dakota Department of Public Instruction: State Test Policy</b></p> <p><b>Name:</b> Robert G. Bauer, State Coordinator _____</p> <p><b>Phone:</b> (701) 324-2224 _____</p> <p><b>Email:</b> <a href="mailto:rgbauer@nd.gov">rgbauer@nd.gov</a> _____</p>	<p><b>School Technical Coordinator</b></p> <p>Name: _____</p> <p>Phone: _____</p> <p>Email: _____</p> <p><b>School Test Coordinator</b></p> <p>Name: _____</p> <p>Phone: _____</p> <p>Email: _____</p> <p><b>District Test Coordinator</b></p> <p>Name: _____</p> <p>Phone: _____</p> <p>Email: _____</p>

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