

Idaho Standards Achievement Test (ISAT) in Science

2022–2023

Volume 5: Test Administration



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1. INTRODUCTION

In 2018, Idaho adopted three-dimensional science standards based on *A Framework for K–12 Science Education* (National Research Council, 2012) as the new Idaho State Science Standards. The Idaho State Department of Education (Idaho SDE) and its assessment vendor, Cambium Assessment, Inc. (CAI), then developed a new online assessment referred to as the Idaho Standards Achievement Test (ISAT) in Science to measure those new standards. The ISAT in Science was administered operationally for grades 5, 8, and 11 for the first time in the 2021–2022 school year.

This volume of the ISAT in Science technical report is to document test administration in support of useful interpretations of the score results, as specified in Standard 6.0 in the *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014). This volume of the technical report provides details about testing procedures, accommodations, test administrator training and resources, and test security procedures implemented for the ISAT in Science.

Specifically, this volume of the technical report provides the following evidence related to test administration and the validity of the assessment results:

- A description of the population for whom this test is intended
- A description of the training and documentation that test administrators (TAs) use to ensure compliance with the standardized procedures for test administration
- A description of the available test accommodations designed to remove barriers that otherwise would interfere with test takers' abilities
- A description of the test security process to mitigate loss, theft, and any kind of reproduction
- A description of CAI's Quality Monitor (QM) System and the testing irregularity investigation process that detects cheating, monitors real-time item quality, and evaluates test integrity

2. TESTING PROCEDURES AND TESTING WINDOWS

The Idaho State Department of Education (SDE) administers tests aligned with the state's content and achievement standards, and science to public school students as required by the Idaho Statutes. Per Section 08.02.03.11.06 of the Statutes, the science test must be administered to all public-school students in grade 5, grade 8, and grade 11. Administering the 2022–2023 ISAT required coordination, detailed specifications, and proper training. Various individuals participated in the test administration process, from those setting up testing environments to those administering the tests. Without proper training and coordination, the standardization required for test administration could have been compromised. The Idaho SDE worked with CAI to develop and provide the training and documentation necessary to administer the ISAT under standardized conditions in all testing environments. The *Summative Test Administration Manual* (TAM), provided in

Appendix 5-A, includes policy directions for test administration personnel to follow before, during, and after testing.

In spring 2023, students had an opportunity to take a training test at their school before taking the computer-based spring 2023 ISAT. The training test sessions contained sample test items and helped students become familiar with the computer-based test system’s functionality and the item types. Students were encouraged to access the training test on the ISAT Portal at <https://idaho.portal.cambiumast.com/> and practice independently. For the ISAT Science tests, students do not have a set time limit but are given approximate time allotments instead. The spring 2023 testing window ran from March 13–May 12, 2023.

The accommodations available for eligible students participating in the computer-based ISAT are described in the *Test Administrator User Guide* (Appendix 5-B), which was accessible before and during testing from the ISAT Portal at <https://idaho.portal.cambiumast.com/resources>.

2.1 ELIGIBLE STUDENTS

All students enrolled in the tested grade levels and subjects, with and without accommodations, participated in the spring 2023 ISAT test administration per Section 08.02.03.111.06 of the Idaho Statutes and federal law. Students must take the appropriate assessment(s) for the grade level and subject in which they receive(d) instruction.

This section summarizes the eligibility rules for the various groups of students who take the ISAT:

- **Public School Students.** All other Idaho public-school students enrolled in tested grade levels and subjects.
- **Homeschooled Students.** Students who are homeschooled may participate in the ISAT ELA/L and mathematics assessments at the request of their parent or guardian. Schools must provide these students with one testing opportunity for each relevant content area if requested.
- **English Learners.** All English learners (ELs) participated in the statewide assessments. ELs enrolled in U.S. schools for less than one year could be exempt from one administration of the ISAT ELA. However, exempt ELs were required to participate in Idaho’s annual English Language Proficiency assessment. Additionally, all ELs enrolled in tested grade levels and subjects were expected to participate in mathematics and science assessments, regardless of how long they were enrolled in a U.S. school.
- **Students with Disabilities.** Idaho has established procedures to ensure the inclusion of all public elementary and secondary school students with disabilities in the ISAT. Federal and state laws require all students to participate in the statewide assessments. In Idaho, a student on an Individualized Education Program (IEP) participates under
 - the ISAT without accommodations;
 - the ISAT with approved accommodations; or
 - the Idaho Alternate Assessment.

Per the Individuals with Disabilities Education Act (IDEA) and *Idaho IEP Guidance Handbook*, published by the Idaho SDE in 2017, (<https://www.sde.idaho.gov/sped/sped-manual/files/chapters/chapter-5-individualized-education-programs/The-Idaho-IEP-Guidance-Handbook.pdf>), decisions regarding which assessment option a student will participate in will be made annually by the student’s IEP team and will be based on the student’s curriculum, current levels of academic achievement, functional performance, and learning characteristics. Decisions cannot be based on program setting, category of disability, percentage of time in a particular placement or classroom, or any considerations related to a school’s Adequate Yearly Progress designation.

2.2 TESTING ACCOMMODATIONS

Students participating in the computer-based ISAT could use the standard online testing features in the Test Delivery System (TDS). These features include, but are not limited to, the ability to select an alternative background and font color, mouse pointer size and color, and font size before testing. However, these features had to be set in TDS. During the tests, students could zoom in and zoom out to increase or decrease the size of text and images; highlight items and passages (or sections of items and passages); cross out response options using the strikethrough function; use a notepad to make notes; and mark an item for review using the flag function.

All ISAT tests contains appropriate accommodations that make these options accessible to students with disabilities. ELs, and ELs with disabilities. These accommodations were provided to students with disabilities enrolled in public schools with current IEPs or Section 504 Plans and ELs.

In addition to accommodations, the ISAT also includes universal tools and designated supports. Section 2.5 in Volume 1, Annual Technical Report, lists the allowed accommodations and the number of students to whom they were provided on the science tests in the spring 2023 test administration.

Universal tools are access features delivered digitally (i.e., embedded) or separately (i.e., non-embedded) via CAI’s TDS and designated supports are features available to any student whose need has been indicated by an educator (or a team of educators with the parent[s] or guardian[s] and student). The *Test Administrator User Guide* (Appendix 5-B) located on the ISAT Portal at <https://idaho.portal.cambiumast.com/> provides instructions on accessing and using these features and Table 1 lists the universal tools, designated supports, and accommodations offered in the spring 2023 test administration.

The Idaho SDE has developed a comprehensive list of the *Usability, Accessibility, and Accommodations Guidelines (UAAG)* (Appendix 5-C). Students who required computer-based accommodations (e.g., permissive mode) were provided the opportunity to participate in practice activities for the statewide assessments with appropriate allowable accommodations. Computer-based test settings and accommodations had to be assigned in the Test Information Distribution Engine (TIDE) before a student started a test session. Idaho SDE performed a one-time upload of student accommodations data, and subsequent changes to student accommodations in TIDE were made by a school test coordinator (SC) or district test coordinator (DTC), as needed. Some settings and accommodations could not be changed after a student started the test.

If an EL or a student with an IEP or Section 504 Plan used any accommodations during testing, the TIDE and TDS systems recorded those test settings for each test that a student took.

The guidelines recommended for making accommodations decisions included the following:

1. Accommodations should facilitate an accurate demonstration of what the student knows or can do.
2. Accommodations should not provide the student with an unfair advantage or negate the validity of a test and must not change the underlying skills measured by the test.
3. Accommodations must be the same or nearly the same as those needed and used by the student to complete daily classroom instruction and routine assessment activities.
4. Accommodations must be necessary for the student to demonstrate knowledge, ability, skill, or mastery.

Students with disabilities not enrolled in public schools or receiving services through public school programs who required accommodations to participate in a test administration were permitted access to accommodations if the following information was provided:

1. Evidence that the student had been found eligible as a student with a disability as defined by IDEA
2. Documentation that the requested accommodations had been regularly used for instruction

Table 1. List of Universal Tools, Designated Supports, and Accommodations

Universal Tools	Designated Supports	Accommodations
Embedded		
Breaks Calculator Digital Notepad Expandable Passages and/or Items Highlighter Keyboard Navigation Line Reader Mark for Review Strikethrough Writing Tools Zoom	Color Contrast Language/Presentation Masking Mouse Pointer Permissive Mode Streamlined Interface Mode Text-to-Speech (TTS)	Braille Embedded Speech-to-Text Print-on-Demand
Non-Embedded		
Breaks Scratch Paper	Amplification Color Contrast Color Overlay Illustration Glossary Magnification Medical Device Noise Buffers Read Aloud Items Read Aloud Stimuli Read Aloud Items/Stimuli – Spanish Scribe	Abacus Alternate Response Options Calculator Speech-to-Text Word Prediction

Universal Tools	Designated Supports	Accommodations
	Separate Setting Simplified Test Directions Translated Test Directions Translations (Glossaries)	

Note. This table documented universal tools, designated supports, and accommodations available to ISAT for ELA, mathematics, and science, whenever applicable.

Available Accommodations

The test administrator (TA) and the school test coordinator (SC) ensured that accommodations were set before the test administration dates. In addition to the UAGG, the Idaho SDE provided a separate ISAT Supports and Accommodations Presentations¹ as a supplement to the test administration manuals for individuals involved in administering tests to students with accommodations.

The following accommodations were available for eligible students with IEPs or Section 504 Plans participating in paper-pencil assessments:

- Contracted Unified English Braille (UEB)
- Uncontracted UEB
- UEB with Nemeth (contracted and uncontracted)

A comprehensive list of accommodations for eligible students with IEPs, Section 504 Plans, or Individualized Learning Plans (ILPs) participating in computer-based assessments is listed in the Appendix of the *Test Information Distribution Engine User Guide* (Appendix 5-D).

The Idaho SDE monitors test administration in districts and schools to ensure that appropriate assessments, with or without accommodations, are administered for all students with disabilities and ELs and are consistent with Idaho’s policies for accommodations.

3. ADMINISTRATOR TRAINING

The Idaho State Department of Education (Idaho SDE) has established a clear, standardized test administration procedure for the administration of the ISAT with accommodations. The Idaho SDE has communicated that test administration process to its educators and all key personnel involved with the ISAT test administration. The key personnel involved with ISAT test administration included district administrators (DAs), district test coordinators (DTCs), school test coordinators (SCs), teachers (TEs), and test administrators (TAs). The roles and responsibilities of staff involved in testing are outlined in Section 3.1, Computer-Based Test Administration.

TAs were required to complete the online Cambium Assessment, Inc (CAI) TA Certification Course before administering the test. School and district staff could access test administration

¹ Accessible from the Idaho SDE website at <https://idaho.portal.cambiumast.com/resources/idaho-alternate-assessments/isat-supports-and-accommodations-presentation>.

manuals and guides on the ISAT Portal. The *Test Administrator User Guide* (Appendix 5-B) was designed to familiarize TAs with the TDS and includes tips and screen captures throughout the guide. The user guide also includes:

- steps to take before accessing the system and logging in;
- navigation instructions for the TA Interface application;
- details about the Student Interface students use for online testing;
- instructions for using the training websites available for TAs and students; and
- information on secure browser features and keyboard shortcuts.

The User Support sections in the *Test Administrator User Guide* (Appendix 5-B) and the *Test Information Distribution Engine User Guide* (Appendix 5-D) provide instructions to address technology challenges that might arise during test administration.

3.1 COMPUTER-BASED TEST ADMINISTRATION

The *Test Administrator User Guide* (Appendix 5-B) provides instructions about creating and monitoring test sessions, verifying student information, assigning test accommodations, and starting, pausing, and submitting tests. The *Technology Guide* (Appendix 5-E) provides information about the hardware, software, and network configurations necessary to run CAI's various testing applications.

Personnel involved with statewide assessment administration play a key role in ensuring the validity of the assessment by maintaining both standardized test administration conditions and test security. Their roles and responsibilities are summarized in the following paragraphs.

Roles and Responsibilities in the Online Testing Systems

DAs, DTCs, SCs, TEs, and TAs have specific roles and responsibilities in the online testing systems. Please refer to the *Reporting System User Guide* (Appendix 5-F) for more information about their roles and permissions.

District Test Coordinators and District Administrators

DTCs and DAs were responsible for coordinating testing at the district level and ensuring that the SCs in each school were aware of policies and procedures and trained to use CAI's systems.

School Test Coordinators

Before each test administration, SCs and DTCs verified that student eligibility was correct in TIDE and that accommodations or test settings were correct. To participate in a computer-based test, students had to be listed as eligible for that test in TIDE. The *Test Information Distribution Engine User Guide* (Appendix 5-D) details relevant information.

SCs ensured that testing at their schools was conducted in accordance with the test security and other policies and procedures established by the Idaho SDE. SCs were primarily responsible for identifying and training TAs. SCs worked with technology coordinators to ensure that computers

and devices were prepared for testing and that technical issues were resolved. During the testing window, SCs monitored testing progress, ensuring that all students participated appropriately, and resolved testing issues when necessary.

Test Administrators

TAs administered the ISAT and conducted a training test session based on instructions from each SC. TAs were required to complete the CAI TA Certification Course before administering the tests. TAs were responsible for reviewing relevant manuals and user guides to prepare the testing environment and ensuring that students did not have books, notes, or electronic devices available to them while testing. They were required to administer the ISAT following the directions found in those manuals and user guides and the scripted directions in the *Summative Test Administration Manual* (Appendix 5-A). TAs had to report any deviation in test administration to the SC, who would then report that information to the DTC. And, if necessary, the DTC would report that information to the Idaho SDE.

Teachers

Users with the School Test Coordinator (SC) role or higher could create rosters for their classes or sections, and users with the Teacher (TE) role could access score reports for students in their rosters after the test administration.

3.2 TEST ADMINISTRATION RESOURCES

This section outlines the training sessions, webinars, and resources available for the spring 2023 ISAT administration. Educators had to participate in the following two training sessions: TA Certification Course and Remote TA Certification Course.

TA Certification Course

All school personnel who serve as test proctors are required to complete an online TA Certification Course to administer assessments. This web-based course is about 20 minutes long and covers information on testing policies and the steps for administering a test session in the online system. The course is interactive, requiring participants to practice starting test sessions under different scenarios. Throughout the training and at the end of the course, participants are required to answer multiple-choice items about the information provided. Completion of the TA Certification Course is tracked online in TIDE.

Table 2 lists the available user guides and manuals related to the ISAT Science administration. The table also briefly describes each resource and its intended use.

Table 2. List of Guides and Manuals

Resource	Description
<i>Summative Test Administration Manual</i>	This manual provides policy directions for test administration personnel to follow before, during, and after testing. It also includes scripted test directions for TAs to use during test administration (Appendix 5-A).
<i>Test Administrator User Guide</i>	This user guide supports TAs who manage testing for students participating in the ISAT training tests and operational tests (Appendix 5-B).

Resource	Description
<i>Usability, Accessibility, and Accommodations Guidelines (UAAG)</i>	The accessibility manual is intended for school-level personnel and decision-making teams, including Individualized Education Program (IEP) and Section 504 Plan teams, as they prepare for and implement the Smarter Balanced assessments. The UAAG 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 UAAG are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment. (Appendix 5-C).
<i>Test Information Distribution Engine User Guide</i>	This user guide is designed to help users navigate TIDE. Users can find information on managing user account information, student account information, student test settings, student accommodations, appeals, and rosters. (Appendix 5-D).
<i>Technology Guide</i>	This includes instructions for set up and configuration of devices and assistive technologies for online testing. This guide is used with operating system-specific manuals provide information about hardware, software, and network configurations for running various testing applications provided by CAI. (Appendix 5-E).
<i>Reporting System User Guide</i>	This user guide describes the features of the Reporting System, a web-based system that provides score reports for each student who takes an ISAT test (Appendix 5-F), and district- and school-level results.
<i>Test Administrator Quick Guide</i>	This guide provides a brief overview of how to create and manage test sessions using the TA Interface and how a student will start their test (Appendix 5-G).
<i>TIDE Quick Guide</i>	This quick guide provides a brief overview of the steps for adding user accounts and students (Appendix 5-H).

Department Resources and Support

In addition to the resources listed in Table 2, the Idaho SDE provided the following resources for districts:

- A monthly newsletter distributed via email from Assessment and Accountability. These newsletters included an ISAT Update section outlining information relevant to the ISAT.
- Communications via email memos on an ad hoc basis. These messages addressed specific issues that needed to be communicated quickly to the field. They were distributed to superintendents, DTCs, principals, and special education directors.

Idaho Standards Achievement Tests Training Tests

The training tests were designed to familiarize students with the system, functionality, and item types. The items provided a grade- and subject-specific testing experience, including various item types. The training tests were not intended to guide classroom instruction. Users could also use the tutorials and familiarize themselves with each item type’s features and response instructions.

Computer-based training tests were available from the ISAT Portal at <https://idpt.cambiumtds.com/student>. The online training tests were available 30 days prior to test administration and throughout the testing window. Computer-based training tests were designed for use with CAI’s Secure Browser or a supported web browser. The portal provided a list of

supported web browsers and the versions needed to accommodate the practice tests. CAI’s TDS can deliver the training tests in guest mode and secure mode. In each mode, the training tests are deployed using the same test delivery engine as the operational test.

In guest mode, anyone can log in to the training test system anonymously and take any test offered. Users can interact with all item types presented in the Student Interface. Anonymity also implies that users may take as many tests as they like. Additionally, the user can select from the available accommodations and supports at the beginning of the test.

The design of the secure mode, which uses CAI’s Secure Browser, ensures that students, teachers, and educators are familiar with the online testing system before operational testing begins by mimicking the secure, operational test environment. The same tools, accommodations, and embedded supports are available in secure mode as in the operational tests, as training and operational tests are delivered through the same system.

4. TEST SECURITY PROCEDURES

Test security involves maintaining the confidentiality of test questions and answers and is critical in ensuring test integrity and the validity of the test results. If non-embedded accessibility supports are used, assessment security can become an issue when other test formats are used (e.g., braille) or when someone other than the student (e.g., interpreter, reader, scribe) is allowed to view the test. To ensure test security and confidentiality, test administrators (TA) must (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content, and (3) return all materials as instructed.

Some of the same considerations for test security apply to embedded accessibility supports. For example, ensuring that only authorized personnel have access to the test and that test materials are kept confidential is critical in technology-based assessments. In addition, it is important to guarantee that (1) seating is arranged to prevent students from viewing other students’ terminals, (2) students cannot access any unauthorized programs or the Internet while they are taking the assessment, and (3) students cannot access any saved data or computer shortcuts while taking the test. In most cases, any special required hardware devices and appropriate applications, such as switches, should be compatible with computer-delivered assessments. Prior to testing, educators should check device compatibility and make appropriate adjustments if necessary.

The test security procedures for ISAT included

- procedures to ensure the security of test materials;
- procedures to investigate test irregularities; and
- guidelines to determine if test invalidation is appropriate and necessary.

TAs were trained on test security procedures. Test security policies and procedures are clearly presented in the *Summative Test Administration Manual* (TAM) (Appendix 5-A).

All test items, test materials, and student-level testing information are secure materials for all assessments. The importance of maintaining test security and the integrity of test items is stressed

throughout the webinar training sessions and in the user guides, modules, and manuals. Features in the testing system also protect test security.

Everyone who administers or proctors the assessments is responsible for understanding the security procedures for administering them. Prohibited practices as detailed in the Idaho Assessment Systems Manual fall into one of three categories:

1. **Impropriety:** This is a test security incident that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity (e.g., student[s] leaving the testing room without authorization).
2. **Irregularity:** A test security incident that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be contained at the local level (e.g., disruption during the test session, such as a fire drill).
3. **Breach:** A test security incident 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 (e.g., administrators modifying student answers or students sharing test items through social media).

District and school personnel must document all test security incidents in the test security incident log on the SDE website (<https://apps.sde.idaho.gov/testincidentlog>). This log is the record for all test security incidents and should be maintained at the district level and submitted to SDE as incidents occur throughout testing.

4.1 SECURITY OF TEST MATERIALS

Before test materials were finalized, the test items had to undergo multiple reviews by various committees. It was critical to maintain test item security during those committee meetings. Items were accessed directly from CAI's secure Item Tracking System for online committee meetings; thus, no printed copies had to be transported to meetings. Materials were printed on light green paper, with each page marked as secure in the header and/or footer. Those printed materials were distributed to participants only after they had signed the CAI and state nondisclosure forms. CAI staff reviewed the security procedures with the committee members.

All test items, test materials, and student-level testing information were deemed secure, and appropriate handling was required. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student results. Reporting of any deviation in test administration was required to protect the validity of the assessment results.

The security of all test materials was required before, during, and after test administration. Under no circumstances were students permitted to assist in preparing secure materials before testing or organizing and returning materials after testing. After any test administration, secure materials (e.g., test tickets, scratch paper) were required to be returned immediately to the SC and placed in locked storage. Secure materials were never to be left unsecured, permitted to remain in classrooms, or removed from the school's campus overnight; they had to be securely destroyed after test

administration. In addition, any monitoring software that might have allowed test content on the student workstations to be viewed or recorded on another computer or device during testing had to be disabled.

All special document test materials (braille) were treated as secure documents, and processes were in place to protect them from loss, theft, and any kind of reproduction. Braille test booklets had to be returned to CAI via FedEx after test administration, and a notification of the return was provided to Idaho SDE.

All testing personnel were aware (via training) that failure to follow the test security procedures set forth by the Idaho SDE would be considered a testing security violation, and no individual was permitted to

- read or view the passages or test items before, during, or after testing;
- reveal the passages or test items;
- copy the passages or test items;
- explain the passages or test items to students;
- change or otherwise interfere with student responses to test items;
- copy or read student responses; or
- cause achievement of schools to be inaccurately measured or reported.

A CAI Secure Browser was required to access the computer-based ISAT tests. CAI's Secure Browser provided a protected environment for student testing by disabling hot keys, copy, and screen capture capabilities and preventing access to the desktop (Internet, email, and other files or programs installed on school machines). Users could not access other applications from the Secure Browser, even if they knew the keystroke sequences. Students were unable to print from the Secure Browser. During testing, the desktop was locked down. CAI's Secure Browser was designed to ensure test security by prohibiting external applications or navigation away from the test. Please refer to the *Test Administrator User Guide* (Appendix 5-B) for more information.

4.2 INVESTIGATING TEST IRREGULARITIES

Throughout the testing window, TAs must report breaches of protocol and testing irregularities to the SC, CAI Help Desk, and the Idaho SDE, as appropriate. Online test invalidation requests had to be submitted via the *Test Improprieties* module under *Administering Tests* in the TIDE system, as appropriate.

CAI's Quality Monitor (QM) System gathers data to detect cheating, monitors real-time item function, and evaluates test integrity. Every completed test runs through the QM System, and any anomalies (such as unscored or missing items, unexpected test lengths, or other unlikely issues) are flagged. Immediate notification then goes to CAI psychometricians and the project team through quality assurance reports. The forensic analysis report from the QM System flags unlikely patterns of behavior in test administrations aggregated at the test administration, TA, and school levels.

CAI psychometricians can monitor testing anomalies throughout the testing window. This is practiced when sufficient testing data are available and then done regularly (e.g., weekly or biweekly) before the testing window is closed. A variety of evidence is collected for the evaluation. These include unusual changes in test scores across administrations, much shorter or longer item-response times compared to the state average, and item-response patterns using the person-fit index. The flagging criteria used for these analyses are configurable and can be changed by the user. The analyses used to detect the testing anomalies can be run anytime within the testing window.

If any unexpected results are identified, psychometricians alert the project manager immediately to resolve any issues.

4.3 GUIDELINES FOR TEST IMPROPRIETIES

During the testing window, TAs were required to report any test incidents (e.g., disruptive students, loss of Internet connectivity, student improprieties) to the SC immediately. A test incident could include a testing session that was interrupted for an extended period of time due to a local technical malfunction or severe weather. SCs would notify DTCs of any test improprieties that were reported. DTCs were responsible for submitting requests for test improprieties to the Idaho SDE via CAI's TIDE system. The Idaho SDE would make the final decision on whether to approve the requested test impropriety. DTCs could track the status and final decisions of requested test impropriety in TIDE.

4.4 CAI'S SYSTEM SECURITY

CAI has built-in security controls in all of its data stores and transmissions. Unique user identification is a requirement for all systems and interfaces. All of CAI's systems encrypt data at rest and in transit. ISAT data reside on servers at Rackspace, CAI's hosting provider. Rackspace maintains 24-hour surveillance of its facilities' interiors and exteriors. CAI and Rackspace staff receive formal training in security procedures to ensure that they know the procedures and implement them properly.

Hardware firewalls and intrusion detection systems protect CAI's networks from system breaches. CAI's systems maintain security and access logs that are regularly audited for login failures, which may indicate intrusion attempts. All of CAI's secure websites and software systems enforce role-based security models that protect individual privacy and confidentiality in a manner consistent with the Family Educational Rights and Privacy Act.

CAI's systems implement sophisticated, configurable privacy rules that limit data access to only appropriately authorized personnel. CAI also maintains logs of key activities and indicators, including data backup, server response time, user accounts, system events and security, and load test results, as part of the process to security controls.

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Appendix 5-A
Summative Test Administration Manual



Summative Test Administration Manual (TAM)

2022-2023

Published March 24, 2023

Prepared by Cambium Assessment, Inc.



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Intended Audience

This *Summative Test Administration Manual (TAM)* is intended for staff who play a role in the administration of the Idaho Standards Achievement Tests (ISAT) and Idaho Alternate Assessment (IDAA) assessments. This manual provides procedural and policy guidance to implement the ISAT and IDAA assessments. It is designed to complement the assessment system user guides as well as the various resources listed in [Table 1. Quick Guides and Manuals](#), [Table 2. Training Modules and Videos](#), and [Table 3. Additional Resources](#).

All resources can be found on the [Idaho portal](#). These materials are publicly available; no special permissions into the assessment systems are required to access the materials on the resources page of the portal without requiring provisioning to the systems.

For 2022-23, Idaho SDE elected to transition to grade 11 as the grade of accountability. Starting in 2022-23, they will no longer offer grade 9 or grade 10 summative ELA/L and mathematics tests. The following students are required to test grade 11 testing; (1) any grade 11 student who did not test as a grade 10 student in spring 2022 and (2) any grade 11 student who did not score proficient or advanced on spring 2022 grade 10 ISAT using the 11th grade cut score. Students in grade 9 and 10 may challenge up and take the grade 11 tests. The grade 11 Smarter cut scores will be applied for all students taking the grade 11 summative tests, regardless of in which grade the student is enrolled. CAI will not bank scores, so any student who earns a proficient score on the grade 11 tests while they are in grade 9 or 10 may have their score submitted for accountability when they are in grade 11, but CAI will not manage this process. SDE is responsible for any score banking, if applicable. For interim tests, the grade 9 and 10 ELA/L and mathematics ICA tests will continue to be offered in 2022-23.

Overview of Summative Assessments

ISAT ELA/Literacy and Mathematics Tests

The Idaho Standard Achievement Tests (ISAT) are available in ELA/Literacy and Mathematics to students in Grades 3-8 and 11. Each content area of the online test consists of a computer-adaptive test (CAT) as well as a performance task (PT). Students in grades 3 to 8 and 11 are required to participate. Students in grades 9 and 10 are ineligible for the summative assessments but may take interims. Students in grades 9 and 10 may take the grade 11 ISAT ELA and Mathematics assessments if their teacher believes they are capable of doing so. District Coordinators (DC) must select 11 in the Challenge Up field in TIDE in order for grade 9 and 10 students to take the grade 11 ISAT ELA and Mathematics assessments. Please refer to the [TIDE User Guide](#) for more information.

A test is considered complete when both the CAT portion and the PT portion have been completed and submitted. Scores will appear in Reporting approximately 10 business days after both the CAT portion and PT portion of the test has been completed and submitted.

The grade 11 mathematics assessment reflect the integrated model of mathematics standards. Students will be assessed on content covered during the first two years of either the traditional or integrated pathway. Since the ISAT is computer adaptive, a student may be assessed on content beyond the first two years of either pathway if he/she is responding to items correctly.

ISAT Science Assessments

The spring 2023 ISAT science assessment will be administered to all students in grades 5, 8 and 11. With the introduction of clusters and standalone items, these assessments have been designed to determine a student's familiarity with the three-dimensional Idaho Science Standards. For more details on clusters and standalone items, please refer to the [ISAT Science FAQ 2022-2023](#) on the resources page of the Idaho portal.

IDAA ELA, Mathematics, and Science Assessments

The spring 2023 Idaho Alternate Assessment (IDAA) in ELA and mathematics will be administered to qualifying students with significant cognitive impairments (SCI) in grades 3–8 and 10. The spring 2023 IDAA in science will be administered to qualifying students with SCI in grades 5, 8 and 11. The IDAA has been developed to ensure that all students with SCI are able to participate in an assessment that is a measure of what they know and can do in relation to the grade-level Idaho Extended Content Standards Core Content Connectors.

Before Testing

Accessing the Idaho Portal

The following systems are available on the Idaho portal: the Test Information Distribution Engine (TIDE), the Test Administration app (also known as the Test Delivery System (TDS)), and the Reporting system. Access to these systems and their features is dependent on user role.

- TIDE supports state, district, and school test coordinators throughout the testing process, from test preparation, to test administration, to post-administration. It includes features to manage user and student information. For more information, please refer to the [TIDE User Guide](#) on the Idaho portal.
- TDS supports test administrators (TAs) who manage testing for students participating in the Practice and Training tests, Interim Assessments, and Summative Assessments. To use this system, user should be familiar with using a web browser to retrieve data and with filling out web forms. For more information, please refer to the [Test Administration User Guide](#) on the Idaho portal.
- Reporting provides student performance reports. Assessment Reports are available at various levels within a district. Access to each Assessment Report depends on user role. For more information, please refer to the [Reporting User Guide](#) on the Idaho portal. Reporting contains two major features: Score Reports and Reports and Files. For more information, please refer to the [Reporting User Guide](#) on the Idaho portal.
 - **Score Reports:** Provides score data for each test. Users can compare score data between individual students and the school, district, or overall state average scores. Reporting also provides information about performance on claims, reporting categories, targets, and Interim assessment blocks when applicable.
 - **Reports and Files:** Provides summary statistics (count and percentages) of students who tested in a selected subject and grade level. Enables user to download student data files containing test scores and demographic information.

Test Administration Resources

Each assessment system is a valuable resource in the test administration process.

TIDE supports state, district, and school test coordinators throughout the testing process, from test preparation, to test administration, to post-administration. Users must be added to TIDE before they can access any assessment system. Students must be added to TIDE before they can test in the Idaho Secure Browser (which is one component of TDS). Each user in TIDE has a role and each role has an associated list of permissions to access certain features within TIDE. During testing, users can print test tickets, manage invalidation requests, and monitor test progress. After testing, users can clean up testing data.

Figure 1. TA TIDE Dashboard



TIDE contains student information (as provided by district personnel). TIDE then distributes this information to the appropriate assessment system:

- TIDE sends all students’ eligibilities, settings/tools, and accommodations to TDS. This enables TDS to deliver the appropriate test to any given student in the required format.
- TIDE sends all students’ institutional associations to Reporting. This enables Reporting to aggregate scores at the classroom, school, district, and state levels.

Table 1. Quick Guides and Manuals

Resource	Description
CAI System’s User Roles Chart	The <i>User Roles Chart</i> outlines user roles and their various access levels for all the CAI systems related to the Idaho Assessment systems.
Data Entry Interface User Guide	The <i>Data Entry Interface User Guide</i> describes how to access the Data Entry Interface (DEI) to submit the IDAA Learner Characteristics Inventory (LCI), the Student Response Check (SRC), and student responses for those students requiring an ISAT paper test in ELA/mathematics.
Dual Enrollment in TIDE Quick Guide	The <i>Dual Enrollment in TIDE Quick Guide</i> document describes a feature in TIDE that gives users the ability to enroll students in multiple districts or schools.
IDAA Administration Script	The <i>IDAA Administration Script for Online Tests</i> outlines the steps and teacher script to administer the IDAA to students taking their test online.

Resource	Description
<u>IDAA Administration Script for Paper Test Forms</u>	The <i>IDAA Administration Script for Paper Test Forms</i> outlines the steps and teacher script to administer the IDAA using the student test booklet and stimulus booklet.
<u>IDAA Administration Script for Printed Response Option Cards</u>	The <i>IDAA Administration Script for Printed Response Option Cards</i> outlines the steps and teacher script to administer the IDAA using the printed response option cards to students taking their test online.
<u>IDAA Early Stopping Rule (ESR) Quick Guide</u>	The IDAA Early Stopping Rule outlines the steps required to activate the Early Stopping Rule (ESR) for students who do not have a consistent, observable mode of communication and do not respond to the first four test items.
<u>IDAA Learner Characteristics Inventory (LCI) Quick Guide</u>	The IDAA Learner Characteristics Inventory (LCI) outlines the steps for LCI in the Data Entry Interface (DEI).
<u>IDAA Student Response Check (SRC) Quick Guide</u>	The IDAA Student Response Check (SRC) outlines the steps for administering the SRC to students who do not have a consistent, observable mode of communication and for completing the SRC in the DEI. It also includes the response option cards that the teacher will print, cut out, and present to the student when administering the SRC.
<u>IDAA Paper Test Script Quick Guide</u>	The IDAA Paper Test Script Quick Guide is used to ensure that all students are tested under the same conditions, the teacher (TE) should strictly adhere to the script for administering the test. Depending on the computer skills of the student taking the IDAA, the TE or student will enter log-in information, play the HVRs, click student answer choices, and navigate through the test.
<u>IDAA Printed Response Option Script Quick Guide</u>	The IDAA Printed Response Option Script Quick Guide is used to ensure that all students are tested under the same conditions, the teacher (TE) should strictly adhere to the script for administering the test. Depending on the computer skills of the student taking the IDAA, the TE or student will enter log-in information, play the HVRs, click student answer choices, and navigate through the test.
<u>IDAA Test Administration Script Quick Guide</u>	The IDAA Test Administration Script Quick Guide is used to ensure that all students are tested under the same conditions.
<u>Interim Assessment Implementation Planning Checklist</u>	The Interim Assessment Implementation Planning Checklist provides different steps for teachers to facilitate Interim Assessment test administration, as well as required tasks once testing is completed.
<u>Interim Assessment Guide for Administration</u>	The Interim Assessment Guide for Administration consolidates information about the interim assessments into one resource.

Resource	Description
<u>IDAA Early Stopping Rule (ESR) Quick Guide</u>	<i>The IDAA Early Stopping Rule</i> outlines the steps required to activate the Early Stopping Rule (ESR) for students who do not have a consistent, observable mode of communication and do not response to the first four test items.
<u>IDAA Learner Characteristics Inventory (LCI) Quick Guide</u>	<i>The IDAA Learner Characteristics Inventory (LCI)</i> outlines the steps for LCI in the Data Entry Interface (DEI).
<u>IDAA Student Response Check (SRC) Quick Guide</u>	<i>The IDAA Student Response Check (SRC)</i> outlines the steps for administering the SRC to students who do not have a consistent, observable mode of communication and for completing the SRC in the DEI. It also includes the response option cards that the teacher will print, cut out, and present to the student when administering the SRC.
<u>IDAA Paper Test Script Quick Guide</u>	The <i>IDAA Paper Test Script Quick Guide</i> is used to ensure that all students are tested under the same conditions, the teacher (TE) should strictly adhere to the script for administering the test. Depending on the computer skills of the student taking the IDAA, the TE or student will enter log-in information, play the HVRs, click student answer choices, and navigate through the test.
<u>IDAA Printed Response Option Script Quick Guide</u>	The <i>IDAA Printed Response Option Script Quick Guide</i> is used to ensure that all students are tested under the same conditions, the teacher (TE) should strictly adhere to the script for administering the test. Depending on the computer skills of the student taking the IDAA, the TE or student will enter log-in information, play the HVRs, click student answer choices, and navigate through the test.
<u>IDAA Test Administration Script Quick Guide</u>	The <i>IDAA Test Administration Script Quick Guide</i> is used to ensure that all students are tested under the same conditions.
<u>Interim Assessment Implementation Planning Checklist</u>	The <i>Interim Assessment Implementation Planning Checklist</i> provides different steps for teachers to facilitate Interim Assessment test administration, as well as required tasks once testing is completed.
<u>Interim Assessment Guide for Administration</u>	The <i>Interim Assessment Guide for Administration</i> consolidates information about the interim assessments into one resource.
<u>ISAT Accessibility and Accommodations Presentation</u>	The <i>ISAT Accessibility and Accommodations Presentation</i> describes the universal tools, designated supports and accommodations entered in TIDE that students are permitted to use while participating in the ISAT Assessments, including a crosswalk between the TIDE settings and the Usability, Accessibility, and Accommodations Guidelines.
<u>Printing ISAT Individual Student Reports Quick Guide</u>	This resource can be used as a quick guide to printing students reports for the ISAT ELA/mathematics/science and IDAA ELA/mathematics/science Summative Assessments.
<u>Reporting Quick Guide</u>	This quick guide provides instructions and support for users viewing assessment performance reports in Reporting.
<u>Practice Test Quick Guide</u>	The <i>Practice Test Quick Guide</i> provides information to help users access and navigate the Sample and Training tests available in the TDS.
<u>Test Administrator User Guide</u>	The <i>Test Administrator User Guide</i> helps users navigate the TDS including the Student Interface and the Test Administrator Interface and helps to support TAs manage and administer testing for students participating in the ISAT and IDAA tests.

Resource	Description
<u>TIDE Quick Guide</u>	The <i>TIDE Quick Guide</i> provides a brief overview of the steps for adding user accounts and students to CAI systems.
<u>Usability, Accessibility, and Accommodations Guidelines (UAAG)</u>	The <i>Usability, Accessibility, and Accommodations Guidelines</i> focus on universal tools, designated supports, and accommodations for the ISAT ELA/literacy, mathematics, and science 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 to 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 2. Training Modules and Videos

Module Name	Primary Audience	Objective
<u>Authoring Training Module</u>	All Users	This module includes information on how to access Authoring, how to create items and tests, how to work with items and tests shared with you, and how to share items and tests with other educators.
<u>Braille Module</u>	District/School Test Coordinators, Test Administrators, Teachers	This module provides detailed information on how to administer tests to students using online Braille tests for the English Language Arts and mathematics ISAT assessments.
<u>Reporting Training Module</u>	District/School Test Coordinators, Teachers	This training module is designed to help users navigate and view performance reports in Reporting.
<u>Student Interface Training Module</u>	Test Administrators	The Student Interface Training Module tutorial provides a walk- through of the test session setup and student sign-in process. This tutorial also demonstrates how students can navigate the sample tests, Interim assessments, and Summative assessments.
<u>Technology Requirements</u>	District/School Technology Coordinators	This module provides current information about technology requirements, site readiness, supported devices, and Secure Browser installation.
<u>Test Administrator Training Module</u>	Test Administrators	The Test Administration (TA) Training Module provides a walk- through of the test session setup and student sign-in process. This tutorial also demonstrates how students can navigate the sample tests, Interim assessments, and Summative assessments.
<u>TIDE Test Improprieties Training Module</u>	District Coordinators	The TIDE Test Improprieties Training Module describes how to prevent, detect, and escalate test incidents, how the TIDE Test Improprieties platform can be used to request appeals for test improprieties. This presentation can be used to train all Test Administrators on test incidents and TIDE test improprieties.
<u>TIDE Training Presentation</u>	All Users	This presentation can be used to train all TIDE users in tasks that must be completed before testing, during testing, and after testing.

Table 3. Additional Resources

Resource	Description
Practice and Training Tests	<p>Sample Tests include items and performance tasks for grades 3–8 and high school. The Sample Tests are for students and provide a preview of the item types and online tools included in the ISAT and IDAA assessments. Item types are listed and described in Appendix B. Sample tests do not generate data and therefore should not be used to determine student mastery of the standards. The Practice and Training Tests can be found on the Idaho portal.</p>
Interim Assessments	<p>The ISAT assessments are aligned to the Idaho Content Standards in ELA/literacy, mathematics, and science to accurately measure student progress toward college- and career-readiness. The Interim Assessments are one of the three major components of the Idaho Comprehensive Assessment System. They are intended to support teaching and learning by gauging student progress towards attaining the content knowledge and skills included in the Idaho Content Standards as they will be measured by the ISAT ELA/literacy, mathematics, and science summative assessments.</p> <p>The TA Interface for the Interim Assessments can be found on the ELA/literacy & Math Assessments and Science Assessments pages of the Idaho portal. To access these assessments, users must be added to TIDE and must use their secure log-in credentials.</p> <p>Students may access the Interim Assessments through the Remote Interim Testing Site or through the Idaho Secure Browser.</p>
TA Certification Course	<p>The TA Certification Course must be taken (and passed) by all users that will administer an in-person summative or interim assessment. Users learn how to log in to the TA Interface, start a test session, approve students to test, pause and stop a session, and access the mobile interface.</p> <p>They will also learn how a student logs in. The course is complete with audio and visual instructions, interactive slides that allow for guided practice, and multiple-choice questions. A user who completes the course successfully will obtain a printable certificate of completion. The course can be taken as many times as needed.</p> <p>The TA Certification Course can be accessed through the Idaho portal by clicking on the “TA Certification Course” icon under any Assessment page.</p>

Test Administration Roles and Responsibilities

The assessments use a hierarchical role-based system. Each user (i.e., adult) 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 4](#), and continue on the following pages. For more information about user roles, please refer to the [CAI System’s User Roles Chart](#). The SDE recommends that each user should be assigned only one role in TIDE; however, a user can be assigned multiple roles. The [CAI System’s User Roles Chart](#) also shows the user role hierarchy when asking questions about TIDE user roles.

Table 4. User Roles and Responsibilities

User Role	Description
District Administrator (DA)	DAs are assigned by the State. If assigned, a DA can upload, add, modify, and delete student records. The DA can also add District Coordinators (DCs), School Coordinators (SCs), Teachers (TEs), Test Administrators (TAs), District Instructional Supports (DISs), Tools for Teachers – District and School roles (TFT_Ds and TFT_SCs) into TIDE.
District Coordinator (DC)	<ul style="list-style-type: none"> • adding SCs, TEs, TAs, DISs, Tools for Teachers – District (TFT_Ds), and Tools for Teachers – School (TFT_SCs) into TIDE; • ensuring that the SCs, TEs, and TAs in their districts are appropriately trained regarding the assessment administrations and security policies and procedures; • reporting test security incidents to the State via the Test Improprieties module in TIDE and the Test Security Incidents Log; • providing general oversight for all administration activities in their district/schools; and • entering and/or verifying test settings (i.e. Designated Supports and Accommodations) for students.
District Instructional Support (DIS)	DIS users have access only to the test reason manager in Reporting.
School Coordinator (SC) Note: <i>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>	<ul style="list-style-type: none"> • identifying TAs and ensuring that they are properly trained; • adding TEs, TAs, and TFT_SCs into TIDE; • coordinating with TAs so they administer all assessments; • entering and/or verifying student test settings; • creating or approving testing schedules and procedures for the school in a manner consistent with state and district policies; • working with technology staff to ensure that necessary Idaho Secure Browsers are installed, and any other technical issues are resolved; • monitoring testing progress during the testing window and ensuring that all students participate, as appropriate; • addressing testing incidents, as needed; • mitigating and reporting all test security incidents in a manner consistent with state and district policies; and

User Role	Description
<p>Teacher (TE) Note: <i>The “Teacher” role in TIDE can perform the same functions as the TA role, along with a few additions in Reporting.</i></p>	<ul style="list-style-type: none"> • completing assessment administration training and reviewing all Smarter Balanced, state, and district policy and administration documents prior to administering any assessments; • 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; and • administering the assessments under certain circumstances; and reporting all potential test security incidents to their SC and DC in a manner consistent with state and district policies.
<p>Test Administrator (TA)</p>	<ul style="list-style-type: none"> • completing ISAT assessment administration training and reviewing all state, and district policy and administration documents prior to administering any assessments; • 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; • administering the assessments under certain circumstances; * and • reporting all potential test security incidents to their SC and DC in a manner consistent with state and district policies. • Note: This role does not have access to Reporting.
<p>Tools for Teachers (TFT-D and TFT-SC)</p>	<p>TFT users have access only to Tools for Teachers and they may be associated to a certain school or district.</p>

Who Can Administer an IDAA Test?

- A certified and licensed educator familiar with the student, typically the student’s TE, who has completed the required Test Administrator (TA) Certification Course.
- A long-term substitute who is a certified and licensed educator and has completed the required TA Certification Course.
- A highly qualified paraprofessional who has completed the required TA Certification Course and fulfills test responsibilities under the supervision of a certified and licensed educator.

Test Administrator (TA) Certification Courses

Prior to administering a test, TAs and any other individuals who will be administering any secure assessments should read the [Usability, Accessibility, and Accommodations Guidelines \(UAAG\)](#) and view the associated training modules and videos, which are available on the resources page of the Idaho portal.

Additionally, the [TA Certification Course](#) is available on the portal to prepare all TAs for online test administration. This course is required prior to administering any assessments. The course can be found under the Assessment pages on the [Idaho portal](#).

ISAT Universal Tools, Designated Supports, and Accommodations

The [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 ISAT assessments in ELA/literacy, mathematics, and science. 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 *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 assessments. At the same time, the *Guidelines* support important instructional decisions about and connection between accessibility and accommodations for students who participate in the assessments.

If a school or district staff member identifies a designated support and/or accommodation that he or she believes should be offered that is not available, the school or district should provide that information to the District Test Coordinator, who will inform the State Department of Education (SDE) of the request. The SDE will keep a list of all requested designated supports and accommodations and provide those annually to Smarter Balanced for evaluation.

There are rare occasions when a student may need a non-standard or special accommodation to access the test. A non-standard or special accommodation is a testing accommodation that is not usually allowed or is different from the universal tools, designated supports and or accommodations described in the *Guidelines*. The use of any non-standard or special accommodations must be pre-approved by SDE staff.

Requests for non-standard or special accommodations should be submitted to the SDE using the online [Special Accommodations Request form](#).

The [ISAT Accessibility and Accommodations Presentation](#) lists the universal tools, designated supports, and accommodations that can be uploaded and lists the column in the upload template where the information for each universal tool, designated support, and accommodation can be entered. This module was created to assist assessment staff and administrators with entering student accommodations and designated supports into TIDE. Once entered in TIDE, these student settings will be applied to their tests in the TDS.

The complete set of [Usability, Accessibility, and Accommodations Guidelines](#), as well as the rest of these documents, can be found in the [Accessibility & Accommodations Resources page of the Idaho Portal](#).

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



Note: To help identify similarities between the test resources and classroom practices, Smarter Balanced has developed a [ELA/Literacy & Math Resources and Practice Comparison Crosswalk](#).

The Summative assessments, Interim assessments, and Practice and Training Tests contain embedded universal tools, designated supports, and accommodations. Embedded resources are those that are part of the TDS, whereas non-embedded resources are provided outside of the TDS; these are defined in [Table 5](#).

Table 5. Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Universal Tools	Access features of the assessments that either are provided as digitally delivered components of the TDS or separate from it. Universal tools are available to all students based on student preference and selection.
Designated Supports	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 provided as either embedded components of the TDS or are non-embedded.

Type	Definition
Accommodations	<p>Accommodations are changes in procedures or materials that increase equitable access during the assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or Section 504 plans.</p> <p>Consortium-approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments. They are provided as either embedded components of the TDS or are non-embedded.</p>

District Administrators, District Test Coordinators, and School Test Coordinators can set embedded and non-embedded designated supports and accommodations. **Designated supports and accommodations must be set in TIDE prior to starting a test session.** DAs and DCs should consistently monitor the schools’ use of designated supports and accommodations.

For additional information about the availability of designated supports and accommodations, refer to the [Usability, Accessibility, and Accommodations Guidelines, Embedded Supports and Accommodations Quick Start Guide](#) in the [Accessibility & Accommodations Resources page of the Idaho portal](#).

For information on updating student settings, refer to the “How district-level users specify student accommodations and test tools” and the “How district-level users upload student accommodations and test tools” sections of the [TIDE User Guide](#). The “How Students Use Test Tools” section of the [Test Administrator User Guide](#) also contains information on how to use some of these settings.

Note: In the event a student on an IEP or Section 504 Plan takes an assessment without their documented supports or with incorrect accommodations/designated supports, please refer to the following process:

1. For students whose tests are completed/submitted, **or who have completed more than five questions**, the district must, at a minimum, notify parents of the omission of the accommodation and provide the parent with the following options:
 - Convene an IEP team meeting to review the options and determine next steps,
 - Reset the student's test and require the student to take the test again with their accommodation(s) or
 - Do not reset the students' test, knowing the student did not receive their accommodation(s).
 - Submit a [ISAT Test Incident](#) in TIDE.

Communication with the parent must be documented in the IEP contact log and reviewed at the next IEP meeting.

2. For students whose tests are not completed/submitted and five or fewer questions have been answered, the district should submit the test impropriety request to have the test reset so the student can test with their appropriate accommodation(s).

Additional ISAT Accessibility Resources

To help states identify similarities between the test resources and classroom practices, the [UAAG Comparison Resources for Test Administration](#) lists the resources that are currently included in the [Usability, Accessibility, and Accommodations Guidelines](#) and assists educators and decision-makers by providing a description of both the resource and its classroom equivalent.

A table listing numbers from 1–100 is a non-embedded accommodation for mathematics items. The 100s number table is to be used only for students with visual processing or spatial perception needs as documented in their IEP or Section 504 Plan. This table can be printed for students requiring this accommodation from [Appendix G](#) or the [Accessibility & Accommodations Resources page of the Idaho portal](#). Use of other 100s number tables is prohibited.

When a student cannot access Text-to-Speech, which is an embedded resource available on the ISAT assessment, the student may be eligible to work with a test reader, which would be a non-embedded accommodation of “Read Aloud”. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the [Guidelines for Read Aloud](#). The guiding principle in reading aloud is to ensure that the student has access to test content.

ISAT Accommodations Coded in TIDE

There are certain types of accommodations that must be set in TIDE by the DAs/DCs and SCs user roles prior to the student testing. These accommodations include the following:

- American Sign Language (ASL)
- Closed Captioning (ELA/literacy only)
- Color Contrast
- Braille Type
- Language/Presentation
- Masking
- Mouse Pointer
- Non-Embedded Accommodations
- Non-Embedded Designated Supports

- Permissive Mode
- Print on Demand
- Print Size/Zoom
- Streamlined Interface Mode
- Text-to-Speech (TTS)
- Translation (Glossary)
- Speech-to-Text (STT)

Universal tools may be set or updated by the TA on the TA Interface prior to approving a test session. These universal tools include:

- Digital Notepad
- Highlighter
- Line Reader
- Mark for Review
- Strikethrough
- Student Comments
- Zoom


IDAA Accessibility Features and Accommodations

IDAA Accessibility Features

The IDAA has been designed with several embedded and non-embedded accessibility features that do not require IEP test accommodations, as listed and described in [Table 6](#) and [Table 7](#). This spring there are three non-embedded accommodations available to students taking the IDAA, which are described in [Table 8](#).

The test is designed with human voice recordings (HVRs) for all reading passages, item stimuli, test items, and response options. The HVRs for all components of each test item must be played. The TA may prompt a student to click the ear icon to activate the HVRs or the TE may click the ear icon to activate the HVR for the student. Refer to the [Test Administrator User Guide](#) for descriptions how to enable other accessibility features. Students and TEs should become familiar with the accessibility features by accessing the [IDAA Training Tests](#) available in the Idaho Portal prior to administration of the Test. The [IDAA Training Test Quick Guide](#), also available in the Idaho Portal, provides step-by-step instructions for accessing and administering the IDAA Training Tests.

Table 6. IDAA Embedded Accessibility Features

Embedded Feature	Description
<p>*Color Contrast</p>	<p>Allows for different background or font color, based on student needs or preferences. Available options:</p> <ul style="list-style-type: none"> • Black on white (default) • Black on Rose • Medium Gray on Light Gray • Reverse Contrast (white on black) • Yellow on Blue • Red on White • White on Red • Yellow on Black
<p>Highlighter</p>	<p>A digital tool for marking all or parts of desired text, item questions, and item answers in yellow.</p>
<p>Human Voice Recording (HVR)</p>	<p>Text is read aloud to the student via embedded HVR technology. The TA or student activates the HVR by clicking the  icon.</p>
<p>IDAA Fixed Form</p>	<p>The IDAA Fixed Form should be administered to <i>students who are deaf or hard of hearing</i>. Although the student will access test content in the online test delivery system, the <i>“Paper Tester” flag must be checked in TIDE</i> before the IDAA Fixed Form will appear in the test delivery system.</p>
<p>*Language/Presentation</p>	<p>Language selection (English) for IDAA tests.</p>
<p>*Line Reader Tool</p>	<p>Allows students to highlight an individual line of text in a passage or question.</p> <p>Note: This tool is not available when the Highlighter tool is in use.</p>
<p>Mark for Review</p>	<p>Allows students to flag items for future review during the assessment.</p>
<p>*Masking</p>	<p>Involves blocking off content that is not of immediate need or that may be distracting to the student. Students can focus their attention on a specific part of a test item by masking.</p>
<p>*Permissive Mode</p>	<p>An accommodation option that allows students to use accessibility software in addition to the secure browser</p>

Embedded Feature	Description
*Print on Demand	Items can be printed for students from the Student Interface in the TDS. This feature is not intended to be used to administer a paper-pencil test to students. Note: This accommodation will print one item at a time. This tool will not be available on the field test segment.
*Print Size/Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen. The test page can zoom in up to five levels.
*Streamlined Mode	This tool will be required when setting additional print size/zoom levels (5x–20x).
Strikethrough	Allows users to cross out answer options.
Volume Control	Audio can be controlled for embedded HVRs.

***NOTE:** These embedded accessibility features are pre-selected in TIDE. To disable these tools, update the Test Setting and Tools section in the View/Edit/Export Students page.

Table 7. IDAA Non-Embedded Accessibility Features

Non-Embedded Accessibility Feature	Description
<p>Assistive Technology Refer to the Test Administrator User Guide for information about:</p> <ul style="list-style-type: none"> • Compatibility of assistive technology (AT) with the TDS and with accessibility features • Enabling AT devices 	<p>Hardware and software tools used to increase, maintain, or improve the functional capabilities of children with disabilities.</p> <p>Student may use AT devices for viewing, responding to, or interacting with test items. The student and TE should use the AT device with the Practice and Training Tests available in the Idaho portal to ensure that it functions properly with the TDS. The TDS supports various AT devices, such as alternate keyboard, switches and hub, head mouse, etc. Visit the Technology Guide page on the Idaho portal for more information.</p>
Augmentative and Alternative Communication (AAC)	Forms of communication used to supplement or replace oral speech that are used to express thoughts, needs, wants, and ideas. These systems of communication may be aided or unaided.
Hand-held calculator	Familiar hand-held calculator with the same functions as those available on the online calculator.

Non-Embedded Accessibility Feature	Description
Mathematics manipulatives	Mathematics materials, such as counters or other concrete materials, that a student might use to solve mathematic equations and/or problems. If a student regularly uses manipulatives to solve math problems, those manipulatives should be made available for students during testing.
Scribe	<ul style="list-style-type: none"> • A scribe enters the student-selected response on behalf of the student. • Trained TE may enter student responses in the Idaho Secure Browser for the student as indicated below: <ul style="list-style-type: none"> ○ Student is unable to control the mouse to click an answer. Student may use an alternate mode of communication to indicate their answer choice. ○ Student does not use the mouse with intention. Student may use an alternate mode of communication to indicate their answer choice. <p>When administering the fixed-form test with printed response option cards, the trained TE records student responses in the Idaho Secure Browser.</p>

IDAA Accommodations and Fixed Forms

Students using any of the Accommodations described below, in [Table 8](#), must have a comparable accommodation identified in their IEP. **Students using these accommodations must also take the IDAA Fixed Form.** Although most students will access these accommodations in the online test delivery system, the ***“Paper Tester” flag must be checked in TIDE*** before the IDAA Fixed Form will appear in the test delivery system.



Note: Students who are deaf or hard of hearing should take the IDAA Fixed Form.

Table 8. IDAA Non-Embedded Accommodations

Non-Embedded Accommodation	Description
<p>Printed Response Option Cards</p>	<p>Printed Response Option Cards are printed cards that correspond with the answer options for each test item. They are intended for students who need to manipulate and/or interact with printed cards to indicate their answer choice. They would be appropriate for students who use an augmentative or alternate communication system; such as a picture exchange communication system, a communication device, an eye-gaze board to communicate, etc. The Printed Response Option Cards are used with the IDAA Fixed Form. Detailed instructions and script for administering the IDAA using printed response option cards are included in Appendix M. IDAA Test Administration Script for Printed Response Option Cards. Printed Response Option Cards can be ordered using the Paper Materials Order Form.</p>
<p>Read Aloud by Familiar Adult</p>	<p>Some students may need IDAA test items read-aloud by a familiar adult, as opposed to relying on the HVRs to access test content. The TE will first play all HVRs, then read text and describe images, tables, etc. as modeled by the HVR. The TE will use the test administration script based on the test form administered to the student. Students using the read aloud by familiar adult accommodation should take the IDAA Fixed Form.</p>
<p>Paper Test Form</p>	<p>The IDAA paper test forms are intended for a very small number of students who cannot access the IDAA in the test delivery system; mainly students with seizure disorders or other conditions that prevent them from interacting with the computer. The paper test forms include a student test booklet and a stimulus booklet. Detailed instructions and script for administering the IDAA paper test forms are included in Appendix N. IDAA Test Administration Script for Paper Test Forms. Students taking the IDAA paper test form will take the IDAA Fixed Form. IDAA Paper Test Forms can be ordered using the Paper Materials Order Form.</p>



Note: Students may use the Printed Response Option Cards with the IDAA Paper Test Forms, but the cards are not necessary, as deemed necessary by the IEP team and outlined on the IEP.

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. As illustrated in Idaho Code §

33-133, student data privacy is a top priority for the state of Idaho, ensuring that confidential student information is protected.

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.

Security of the Test Environment

[Table 9](#) 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 what the student can access via technology).

Table 9. Requirements of the Test Environment

Requirement	Description
BEFORE TESTING	
Instructional materials removed or covered	Instructional materials that might assist students in answering questions must be removed or covered. Materials include but are not limited to information displayed on bulletin boards, chalkboards or dry-erase boards, or charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas) or anything that might assist students in answering questions.
Student seating	Students must be seated so that 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.
DURING TESTING	
Quiet environment	Provide a quiet environment devoid of talking or other distractions that might interfere with a student’s ability to concentrate or might compromise the testing situation.

Requirement	Description
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 have access to and use of only those allowable resources identified by and the SDE (see Establishing Appropriate Testing Conditions for examples) that are permitted for each specific test (or portion of a test). This includes access to medical devices, which may be integrated into other technology devices. Use of such devices may require additional monitoring or a separate test setting to maintain test security.
Access to assessments	<p>Any staff present in the room during the test must sign the test security agreement.</p> <p>When supporting students during the assessment, adults may encourage students to do their best or redirect students or provide students a break but are prohibited from answering questions or interacting with items.</p> <p>TA's or TE's present during the test administration must adhere to test security policies at all time. TA's or TE's are prohibited from copying, photographing, or transferring test items to use outside the test session.</p> <p>TA's or TE's who are concerned about a specific item or suspect it is problematic can note the test session, student ID and question number on the student assessment and contact the SDE.</p>
Testing through Idaho Secure Browser	Administration of the assessments is permitted only through the Student Interface via the Idaho Secure Browser.
DURING AND AFTER TESTING	
Access to responses prohibited	DAs, DCs, SCs, TEs, TAs, and other staff are not permitted to review student responses in the testing interface or students' notes on scratch paper. Regardless of type of administration, proctors should not view test items and student responses.
Copies of test materials prohibited	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.
Access to digital, electronic, or manual devices prohibited	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, e-mail, or social media websites.
Retaining, discussing, or releasing test materials prohibited	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.

Requirement	Description
Reviewing, discussing, or analyzing test materials prohibited	<p>DAs, DCs, SCs, TEs, TAs, and other staff must not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing.</p> <p>TA's or TE's who are concerned about a specific item or suspect it is problematic can note the test session, student ID, and question number on the student assessment and contact the SDE.</p>
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.
AFTER TESTING	
Destroy test materials securely	Printed test items/passages, including embossed Braille printouts, and scratch paper must be collected and inventoried and then immediately destroyed upon a student's completion of the test. See Secure Handling of Printed Materials for details.
Use of test materials for instruction prohibited	Test items, stimuli, reading passages, or writing prompts may not be used for instruction. Please refer to the test security agreement and Access to Assessments in the During Testing section of this table.

Prior to Test Administration

Establishing Appropriate Testing Conditions

School Coordinators (SCs) and test proctors will need to work together to determine the most appropriate testing option(s) and testing environment for in-person administration. The number of computers available, the number of students in each tested grade, and the estimated time needed to complete each test, should all be considered. 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 [Security of the Test Environment](#)).

Establish procedures to maintain a quiet testing environment throughout the in-person test session, recognizing that some students will finish more quickly than others. If the TA allows students 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 a TA requires students 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 in-person testing, students may have access to and use of the additional required resources in [Table 10](#) which are specific to each assessment and content area.

Table 10. Required Resources

Content Area	Embedded	Non-Embedded
ELA	<ul style="list-style-type: none"> No additional requirements 	<ul style="list-style-type: none"> Headphones are required for the listening portion of the ELA/literacy assessment, some performance tasks, and for students requiring Text-to-Speech. Scratch paper should be provided for note taking if necessary.
Mathematics	<ul style="list-style-type: none"> An embedded calculator is available for some mathematics items in grade 6 and above. 	<ul style="list-style-type: none"> Headphones are required for students requiring Text-to-Speech and for students requiring Audio Glossaries. A non-embedded calculator may be used only by students with a documented accommodation in an IEP or Section 504 Plan per guidance provided in the UAAG. Scratch paper should be provided to all students in all grades. Graph paper should be provided for students in grades 6, 7, 8 and in high school.
Science	<ul style="list-style-type: none"> An embedded periodic table is available in grades 8 and 11. An embedded calculator is available in all grades. 	<ul style="list-style-type: none"> Headphones are required for students requiring Text-to-Speech. Scratch paper should be provided for all grades.

Tasks to Complete Prior to Test Administration

- ✓ **DCs, SCs, TEs, and TAs should verify that students are provided the opportunity to practice on the Training Test, Sample Test, or Interim assessments prior to testing.**

It is highly recommended that ALL students be provided an opportunity to become familiar with the testing interface, tools, and supports. This can be done by administering Training Tests, Sample Tests, or Interim assessments. Please note that Sample Tests and Training tests are not scored, do not follow a specific test blueprint, and do not produce score reports.

- ✓ **DCs and SCs should ensure that all TEs and TAs have the correct log-in information for the TA interface.**
- ✓ **DCs, SCs, TEs, and TAs 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. Districts/schools are responsible for loading all students in grade 3 through 12 that are required to participate in the 2021–2022 assessments (ISAT ELA/mathematics/science, and IDAA ELA/mathematics/science) into TIDE. Please see the [TIDE User Guide](#) for directions on how to add, view, edit and upload users, students, and student settings.

In addition to the correct school and grade, SCs, TEs, 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 prior to testing. It is recommended districts include program enrollment information to sort reports in Reporting. Students participating in the IDAA must have the *Special Education Status* and *Alt Assessment* flags checked.

DAs, DCs, and SCs can set embedded and non-embedded designated supports and accommodations in TIDE for students who require them. TEs and TAs may view student information; however, these roles 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.



Caution: 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 not being provided the needed accommodations and/or designated supports at the time of testing. This is considered a test irregularity.



Policy: It is important for anyone with access to student information to remember that student personal information, including the student's EDUID, is confidential. **If materials containing students' personal information and/or EDUIDs are distributed to students, these materials must be collected before the students leave the testing room and either securely stored to be in a subsequent test session or shredded.** For additional information about security protocols, refer to [Ensuring Test Security](#).

- ✓ **SCs should ensure that TEs and TAs have necessary student log-in information.**

Each student will log in to the Student Interface of the TDS using his or her legal first name, EDUID, and a test session ID. Prior to starting a test session, TAs must have a record of each student's first name and EDUID as it appears in TIDE. This information must be provided to each student to complete the log-in process. It is suggested that the EDUID and the student's first name be printed on a card or piece of paper and distributed to each student just prior to testing to help him or her type it into the computer accurately.

Printing test tickets can be done in TIDE. Please see the TIDE User Guide for specific information. Student information is confidential; therefore, the cards/papers with this information must be kept secure until used during a test session.



Note: When a proctor creates a test session, a unique test session ID is randomly generated. This test session ID must be provided to students before they log in. Please refer to the [Test Administrator User Guide](#) for detailed information on how to obtain session IDs.

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. Please refer to the [TIDE User Guide](#) for more information on steps to take to make sure your student data in TIDE is current.

Students can be enrolled in more than one district. Please refer to [Dual Enrollment in TIDE Quick Guide](#) on the Idaho portal for more information regarding this feature.

Please be aware that, for students who are dual-enrolled, all districts/schools a student is associated with in TIDE will appear on the “Is this You?” page when a student logs in to test on the Idaho Secure Browser. Students may proceed with testing regardless of in which school the student began their test.

After a student has been removed from a district/school in TIDE, students will continue to appear on rosters so that users with correct permissions can continue to view past year’s data.

[Table 11](#) describes tasks that must be completed prior to administering an IDAA.

Table 11. IDAA-Specific Tasks Prior to Testing

Tasks	Description
<p>Complete/Confirm Learner Characteristics Inventory (LCI)</p>	<p>Once the Special Education Status and Alt Assessment flags in TIDE have been checked, the TE will complete and submit the LCI in the Data Entry Interface (DEI). The LCI includes eligibility criteria and a description of the characteristics of each student who will participate in the Test. See Appendix R for details regarding completing of the LCI.</p>
<p>Complete/Confirm Student Response Check (SRC)</p>	<p>The purpose of the Student Response Check (SRC) is used to determine if the student has a consistent, observable mode of communication for response to test items. The SRC is only administered to students for whom the early stopping rule may be appropriate. The SRC is completed only once per student. See Appendix S for details regarding administration of the SRC.</p>
<p>Confirm Computer, ACC, and/or AT compatibility</p>	<p>Make sure that the computer, any AAC, and/or AT device a student may use to interact with the test items meet the minimum requirements (located in the Test Administrator User Guide), are in working order, are available for testing, and are compatible with the TDS.</p>

Tasks	Description
Arrange/Schedule Testing environment	Arrange to administer the Test in a familiar setting that is free of noise and distractions. The IDAA is administered one-on-one to each student. Develop a schedule to administer the IDAA to each student individually, during the best time of day for the student, and consider time needed for breaks. Students may complete the IDAA across multiple sessions and/or days.
Practice Test tools in the secure test browser	Since the IDAA is individually administered to qualifying students and many students will rely on the teacher to navigate through the test in the secure browser, teachers and student should become familiar with all online test tools. Students and TEs should become familiar with the accessibility features by accessing the IDAA Training Tests available in the Idaho Portal prior to administration of the Test. The IDAA Training Test Quick Guide , also available in the Idaho Portal provides step-by-step instructions for accessing and administering the IDAA Practice Tests. Teachers should also become familiar with the <i>Help Guide</i> , located on the <i>Instructions and Help</i> screen.
Confirm Paper Tester Fixed-form test with printed response option cards	For students taking the IDAA Fixed-Form test (for students who are blind or visually impaired, using printed response option card, having the test read aloud by a familiar adult, or taking the paper test form), the TE will need to confirm that the student is identified as “Yes” on the Paper Tester field in the student demographics section of TIDE. The TE will need to coordinate with the DC/SC to order materials for the printed response option cards and/or paper test forms using the Paper Materials Order Form located on the Idaho portal.
Organize Printed response option cards and paper test forms	For students taking the IDAA Fixed-Form test with printed response option cards or the paper test form, the TE will need to organize the printed response option cards and or paper test booklets for easy access during test administration.

Technology Infrastructure

Prior to assessment administration, District Administrators (DAs), District Coordinators (DCs), School Coordinators (SCs), and Technology Coordinators should review the technology infrastructure at their schools to ensure that it meets the minimum requirements for administering the assessments.

Technology Resources

The Technology attribute on the resources page of the Idaho portal provides all technology-related information. The User Guides, Quick Guides and Training Presentations subfolders include resources to assist technology coordinators when preparing districts and schools for online testing.

User Guides

- The [Technology Guide](#) page provides an overview of the embedded and non-embedded assistive technology tools that can be used to help students with special accessibility needs complete online tests in the TDS. It includes lists of supported devices and applications for each type of assistive technology that students may need, as well as setup instructions for the assistive technologies that require additional configurations in order to work with the TDS.
- These troubleshooting checklists are intended to help Technology Coordinators identify the source of a problem and possible resolution to any network-related issues or audio-related issues experienced during student testing. Contact the Idaho Help Desk for additional assistance as needed.

- The [Operating System Support Plan for the Test Delivery System](#) describes CAI’s plan for supporting operating systems during the 2022-23 test administration and following years.

The Idaho Secure Browser

The Idaho 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 an Idaho Secure Browser prior to the assessment.



Note: 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 for in-person is properly secured by installing the most current Idaho Secure Browser.

See the [Secure Browsers](#) page for more information on Idaho Secure Browser installation and for additional technology information.

See the Secure Browser section of the [Test Administrator User Guide](#) for additional guidelines about using the Idaho Secure Browser.

During Testing

General Test Administration Information

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; to understand how to prepare for the assessments; and to review general rules for online testing. Information about the participation requirements, test pauses, and test resumptions is also included in this section. TAs should become familiar with this section well in advance of the start of testing so that all materials for log-in, accommodations, and exemptions described below can be assembled.

Assessment Participation

Participation by All Students Including Students with Disabilities and English Learners

All students, including students with disabilities, English learners (ELs), and ELs with disabilities, should have equal opportunity to participate in the assessments. Students with the most significant cognitive impairments who meet all four participation criteria may qualify to take the Idaho Alternate Assessment (IDAA). Students must be given an opportunity to practice with supports and accommodations prior to the Summative test. This can be accomplished through administering a Sample test.

A comprehensive accessibility and accommodations framework, the [Usability, Accessibility, and Accommodations Guidelines](#), is available for all students, including those with special assessment needs. A variety of innovative digital accessibility tools are embedded in the TDS as well as a variety of designated supports and accommodations.

ISAT Mathematics

All students enrolled in grades 3–8 and 1 are required to participate in the mathematics assessment except:

- Foreign exchange students who are enrolled in a U.S. school.

ISAT English Language Arts/Literacy

All students enrolled in grades 3–8 and 11 are required to participate in the English language arts/literacy assessment except:

- English learners who enrolled in a U.S. school within the last 12 months prior to the beginning of testing. These students have a one-time exemption, and they may instead participate in the English language proficiency assessment (Access 2.0) consistent with state and federal policy.

- Foreign exchange students who are enrolled in a U.S. school.

ISAT Science

All students enrolled in grades 5, 8, and 11 will take the science assessment except:

- Foreign exchange students who are enrolled in a U.S. school.

IDAA ELA/Literacy and Mathematics

Qualifying students will take the IDAA in ELA/literacy and mathematics in grades 3–8 and 10.

IDAA Science:

Qualifying students will take the IDAA in science in grades 5, 8, and 10.

Attemptedness Rules for Participation

A student is assigned the lowest achievement level if, at a minimum, the student logs in to the computer-adaptive test (CAT) and performance task (PT) or IDAA and responds to one question.

This definition of participation is used when calculating state participation at the school, district, and state levels. As defined in [EdFacts SY 2022-23 File Specifications](#) FS185, FS188, and FS189; Federal Guidance on Participation - Every Student Succeeds Act (ESSA) Code § 1111 (b) (2)).

Assigning Scores to Tests

Tests are considered “complete” if students respond to the minimum number of operational items specified in the blueprint for the CAT and *all* items in the performance task. This will generate a valid score. Otherwise, the tests are categorized as “incomplete.”

A State Education Agency (SEA) or a Local Education Agency (LEA) may not count students without a valid score as participating in the State assessments.

Under both the IDEA and the ESEA, students without a valid score may not be reported as participating in state assessments on either the [state or local report card](#).

Idaho Accountability Rule for Participation Rate Calculation

Students enrolled on or before April 29, 2022 will be counted in participation rates; therefore, they should be tested ([IDAPA 08.02.03.112.05.e](#)).

Idaho Accountability Rule for Performance Reporting

Students enrolled in the first 56 calendar days of school and enrolled through the remainder of the regular testing window will be included in a school and/or district’s accountability determination. Please refer to ([IDAPA 08.02.03.112.05.d](#)).

General Rules of Online Testing

This section provides a brief overview of the general test administration rules, as well as information about different portions of the assessment, test tools, and accommodations. For more information, refer to the [Test Administrator User Guide](#).

Online Testing Parameters (All Tests)

- To minimize student interactions that can lead to additional COVID-19 spread, teachers this year may act as Test Administrators for in-person administration of their own students. District and School Test Coordinators must report such assignment in the Test Incident Log PRIOR TO the administration to notify the SDE that teachers are proctoring their own students. This is to protect teachers in case of any variabilities in scores.
- Teachers **must** sign the test security agreement if they are in a testing room at any time, regardless of whether they are proctoring the assessment.

In-Person Testing Parameters for ELA/literacy and Mathematics ISAT

- The Computer Adaptive Tests (CAT) and the Performance Tasks (PT) 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.**
- 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 **Items** drop-down list to return to those items marked for review that have already been answered within a segment, as long as students do not pause their test for more than 20 minutes.

In-Person Online Testing Parameters for Science ISAT

- Students **must enter an answer for each item** before going to the next item. 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 **Items** drop-down list to return to those items marked for review, as long as students do not pause their test for more than 20 minutes.

Online Testing Parameters for IDAA

- The IDAA employs embedded human voice recordings (HVRs) for all stimuli, reading passages, items, and answer options. The HVRs must be activated for all components of a test item before a student chooses an answer. The HVRs may be activated by the TE or the student.
- Students **must enter a response for each item** before going to the next item.
- Students may mark items for review and use the **Items** drop-down list to return to those items marked for review.
- Some students who qualify for the IDAA cannot accurately control or use a mouse or touch screen for multiple reasons. In these cases, the TE will act as a scribe for the student, activating the HVRs and clicking student answer choices. No IEP testing accommodation is required for the TE to act as a scribe for the student. The protocol for providing a scribe to a student taking the IDAA is outlined in [Appendix P](#).

Pause Rules (ELA/literacy and Mathematics ISAT)

Students are logged out of the test when they click the Pause button and then click Yes to pause their test. Students will need to have access to their login information (name, EDUID, and test session) after pausing their test. The student will be required to log back into the Student Interface when they are ready to continue testing.

During the CAT portion of the test:

- If a test is paused for more than 20 minutes the student is:
 - Required to log back into the student interface;
 - Presented with the 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 and notes on the digital notepad will be saved when a test is paused. However, when a test is paused, highlighting may not persist for certain hot-text questions or if the student switches testing devices.
- In the event of a technical issue (e.g., power outage, 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 D](#) to review the rules that govern pausing during the test.

During the ELA/literacy and/or mathematics performance task (PT) portion of the assessment:

- **There are no pause restrictions.** If a test is paused for 20 minutes or more, the student can return to the section and continue entering his or her responses.
- Any highlighted text and notes on the digital notepad will be saved when a test is paused. However, when a test is paused, highlighting may not persist for certain hot-text questions or if the student switches testing devices.
- Notes saved in the Global Notes feature of the TDS will be saved when a test is paused.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will be paused automatically. The students will need to log in again upon resuming the test. If necessary, an appeal to reopen the test segment the students were working on may be submitted.

Please note that there are recommendations for breaks in [Table 14](#) and [Table 15](#).

Pause Rules (Science ISAT)

Students are logged out of the test when they click the Pause button and then click Yes to pause their test. Students will need to have access to their login information (name, EDUID, and test session) after pausing their test. The student will be required to log back into the student interface when they are ready to continue testing.

- If a test is paused for more than 20 minutes the student is:
 - Required to log back into the student interface; and
 - Presented with the page containing the item he or she was working on when the assessment was paused.
- Any highlighted text will be saved when a test is paused.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

Pause Rules (IDAA)

- **There are no pause restrictions for IDAA tests.** If a test is paused for 20 minutes or more, the student can return to the section and continue entering responses. It is likely that a student will require multiple test sessions, possibly over multiple days, to complete the IDAA in each content area.

Test Timeout (Due to Inactivity) (All Tests)

As a security measure, students and TAs are automatically logged out of ISAT tests after 30 minutes of inactivity and 60 minutes for Alternate Assessments (IDAA). Activity is defined as selecting an answer or navigation option in the assessment (e.g., clicking [**Next**] or [**Back**], using the **Past/Marked Questions** drop-down list to navigate to another item).

Moving the mouse or clicking on an empty space on the screen is not considered activity.

Before the system logs the student out of the 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- or 60-minute inactivity timer.



Caution: As a security measure, proctors are automatically logged out after 30 minutes of student or proctor inactivity in the session, which will result in the closing of the test session.

Test Expiration

ELA/literacy, Mathematics, and Science ISAT

A student's CAT (ELA/literacy and mathematics) and science tests remain active until the student completes and submits the test or **45** calendar days after the student has begun the test, whichever occurs sooner. It is recommended that students complete the CAT portion of the test within **five days** of starting the designated content area.



Policy: For the CAT portion of the ELA/mathematics ISAT tests and all science ISAT tests, once a student's test has begun, the student's test can be resumed at any time within the testing window up to 45 days from the start date. For the performance task, there is no pause limit, but the test expires 20 days after it is started. See [Testing Time and Recommended Order of Administration](#) for each content area and type of assessment.

Performance Task (PT) – ELA/literacy and Mathematics ISAT Tests Only

The PT is a separate test that remains active for only **20** calendar days after the student has begun the PT. However, the SDE recommends that students complete the PT within **three to five days** of starting in each content area. A summary of recommendations for the number of sessions and session durations is provided in [Testing Time and Recommended Order of Administration](#).



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

ELA/literacy, Mathematics, and Science IDAA

A student's IDAA remains active until the student completes and submits the test or **60** calendar days after the student has begun the test, whichever occurs sooner.

Testing Time and Recommended Order of Administration

All students participating in the ISAT assessments will receive a CAT and a PT in both English language arts/literacy (ELA) and mathematics. Classroom activities are no longer a part of the Summative ELA/literacy and mathematics assessments. All science ISAT and IDAA assessments contain only one part.

Testing Time and Scheduling

Testing Windows

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

The online testing window for in-person administration of the ISAT ELA/L, mathematics, and science and IDAA assessments is scheduled to begin on March 13, 2023, and close on May 12, 2023. The last two weeks of the testing window is designated for make-up testing; however, regular testing can continue to occur during that time.

The paper testing window must be conducted over a five-week period and is scheduled to begin on April 3, 2023, and close on May 12, 2023.

Testing windows can also be found on the [Important Dates](#) page of the Idaho portal.

Scheduling Time for ISATs

[Table 12](#) and [Table 13](#) contains rough estimates of the time it will take most students to complete the assessments based on the time it took students to complete the assessments in previous school years. This information is for scheduling purposes only, as the assessments are not timed.

Table 12. Estimated Testing Times for ISAT ELA/Mathematics

Content Area	Grades	Full Form CAT hrs : mins	Performance Task (PT) hrs : mins	Full Form Total hrs : mins
ELA/Literacy	3–5	1:30	2:00	3:30
	6–8	1:30	2:00	3:30
	HS	2:00	2:00	4:00
Mathematics	3–5	1:30	1:00	2:30
	6–8	2:00	1:00	3:00
	HS	2:00	1:30	3:30

Table 13. Estimated Testing Times for ISAT Science

Grade	Total Estimated Summative Test Time hrs : mins
5	1:00–1:50
8	1:00–1:50
11	1:00–1:50

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 prepare technology, load Idaho Secure Browsers, start computers, and log in students. They also do not account for breaks.

TEs and TAs should work with SCs to determine precise testing schedules. There are many scheduling options for testing.

Scheduling Time for IDAAs

Testing time will vary for each student. Students may complete the IDAA over multiple testing sessions and over multiple days, as appropriate to meet the individual needs of the student. Testing may be resumed, based on the needs of the student.

Recommended Order of Online Administration for ELA/Literacy and Mathematics ISAT

ISAT ELA/literacy and mathematics assessments are made up of two components (tests): a CAT and a PT.

The SDE recommends that students take the CAT and PT on separate days to minimize the effect of student fatigue. It does not matter which portion of the assessment is administered first. Administering the PT before the CAT may help the flow of scoring to occur faster.

Duration and Timing Information for ELA/Literacy and Mathematics ISAT

The scheduling/rules for each of these tests applies to in-person administration and is included in [Table 14](#) and [Table 15](#). Note that the duration, timing, break/pause rules, and session recommendations vary for each content area and test.

Table 14. Assessment Format for ISAT ELA/Literacy

ELA/Literacy	CAT	Performance Task (PT)
<p>Number and Duration of Sessions</p>	<p>Recommendations:</p> <ul style="list-style-type: none"> • Two sessions (recommended) and no more than six sessions (rare/extreme). • Session durations range from 1 hour 15 minutes to 1 hour 30 minutes. 	<p>The PT is presented in two parts.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • Administer in two sessions corresponding to Segments 1 and 2 of the PT. • Session durations range from 1 hour 15 minutes to 2 hours. Part 2 should be scheduled to allow students enough time to complete the full-write in one test session.
<p>Breaks within Sessions</p>	<p>Breaks can be provided during the test sessions using TDS'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>Recommendation:</p> <ul style="list-style-type: none"> • A single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g. lunch). 	<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> <p>Recommendation:</p> <ul style="list-style-type: none"> • Students complete Part 1 in one test session and Part 2 the next school day in a single test session.
<p>Total Duration</p>	<p>Once a student has started the CAT items, they will be available for 45 days, but it is strongly recommended to have students complete the CAT within five days.</p> <p>Recommendation:</p> <ul style="list-style-type: none"> • Student completes the CAT within five days of starting. 	<p>Once a student has started the PT, it will be available for 20 days, but it is strongly recommended to have students complete the PT within 10 days.</p>

Table 15. Assessment Format for ISAT Mathematics

Mathematics	CAT	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> Administered in two sessions. Sessions run approximately 60 minutes. 	<p>Recommendations:</p> <ul style="list-style-type: none"> Administered in one session. Sessions run approximately 60 minutes.
Breaks within Sessions	<p>Breaks can be provided during the test sessions using TDS'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>Recommendation:</p> <ul style="list-style-type: none"> A single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g., lunch). 	<p>Students can take breaks during PT test sessions. Mathematics PT items are presented on a single screen. Following a break, the student will have access to the same items.</p>
Total Duration	<p>Once a student has started the CAT items, they will be available for 45 days.</p> <p>Recommendation:</p> <ul style="list-style-type: none"> Student completes the CAT within five days of starting it. 	<p>Once a student has started the PT, it will be available for 20 days.</p> <p>Recommendation:</p> <ul style="list-style-type: none"> Student completes the PT in one day.

Assessment Format for Science ISAT

The science assessments consist of cluster items and standalone items. Each cluster and standalone begin with a phenomenon (a discrete observation about the natural world), or an engineering/design problem. Clusters and standalones engage the student in grade-appropriate, meaningful scientific activity that allows the student to demonstrate his/her ability to think like a scientist and explain the phenomenon or solve the engineering/design problem.

For more information about clusters and standalones, refer to the [ISAT Science FAQ 2022-2023](#).

Assessment Format for IDAA

The IDAA assessments in ELA, mathematics, and science consist of literary or informational reading passages with selected-response reading, writing and language, mathematics, and science items.

Important reminders:

1. The number of items will vary on the ISAT CAT and PT portions of each student's test.
2. The tests are not timed, so time estimates are approximate.
3. Students should be allowed extra time if they need it, but TAs should use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.
4. The test can be spread out over multiple days, as needed.

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.

Security protocols make it clear that TAs/TEs are prohibited from reviewing student responses in the testing interface or students' notes on scratch paper. However, during the test administration, a TA supporting a student may encounter items and a student response. Topics that may require the TA to take action include, but are not limited to, student references to:

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

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 and/or district policies and procedures.

Escalating Information After Test Administration

During the hand-scoring process, if a human reader encounters a student response that raises sufficient concern to warrant adult action, the SDE is notified and will contact the school or district for further action.

Human Voice Recording (HVR) for IDAA

The IDAA is designed with HVRs for all reading passages, item stimuli, test items, and response options. Only those students with a specific testing accommodation may have the IDAA read-aloud by a familiar adult. The TE may prompt a student to click the ear icon to activate the HVRs or the TE may click the ear icon to activate the HVR for the student.

Once a student starts the test, the TA should sit with the student to facilitate the test administration and ensure the student activates all HVRs. The TA may assist the student in activating the HVR for all passages, stimuli, items, and answer choices. The TA may also click answer choices for the student in situations where a student responds in an alternate communication format, cannot operate a computer mouse or touch screen independently, or does not use a mouse or click with intention. If the TA witnesses or suspects the possibility of a test security incident, the SC and/or DC should be contacted immediately in accordance with the security guidance provided in this manual.

Early Stopping Rule (ESR) for IDAA

Students are eligible for the Early Stopping Rule (ESR) when they do not have a consistent, observable mode of communication, as indicated on the Student Response Check (SRC), and do not respond to the first four items on the IDAA because of deficits in communication skills. The ESR should not be used for students who have no consistent, observable response because of behavioral and other issues. While the SRC is administered only once per student, a student must be administered the first four items of the IDAA in each content area. Detailed instructions for activating the ESR are explained in [Appendix T](#).

Optimal Testing Conditions for IDAA

Providing optimal testing conditions is especially important for students taking the IDAA because of the individualized nature of the IDAA administration and the complex needs of students with the most significant cognitive impairments who qualify for the IDAA. Follow the optional testing conditions outlined below to ensure students have the best opportunity to show what they know on the IDAA.

- Administer the IDAA individually to each qualifying student.
- Administer the IDAA in a familiar setting that is free of noise and distractions.
- Follow the appropriate IDAA Administration Script for the type of test administered.

- Provide appropriate student positioning, accessibility features and accommodations, and AT as outlined in the student’s IEP that are consistent with SDE policies and this Test Administration Manual.
- Ensure that the student activates all HVRs for reading passages, item stimuli, test items, and response options before the student answers each item. If the student does not or cannot activate the HVRs, the TE should activate the HVRs for the student.
- Allow sufficient wait-time for students to respond to test items. The amount of wait-time needed for each student will vary.
- Replay any or all parts of HVRs up to three times as needed for the student to access test content. If a student needs HVRs replayed more than three times, then pause the test and resume at a later time and/or day.
- Pause the IDAA and resume at a later time or another day as indicated by student needs. The IDAA may be administered over multiple sessions and/or days but must be completed by May 13, 2022.
- Provide verbal prompts to support student engagement and focus. TEs may use phrases that do not indicate either the correct or incorrect response. Examples of acceptable encouraging phrases may include, but are not limited to:
 - “I like the way you are listening and following directions.”
 - “Only one more to go!”
 - “Just five minutes until a break!”
 - “Do you need a break?”
 - “Keep working!”
 - “Look at the screen.”
- Provide visual prompts to support student engagement and focus. See examples below:
 - Point to or tap the computer screen to draw the student’s attention to the screen.
 - Point to each answer option displayed on the screen as each HVR is played. **The TE should be careful not to inadvertently point to or suggest the correct answer in any way.**

Secure Handling of Printed Materials

For those students whose Individualized Education Program (IEP) or Section 504 Plan states a need for a paper copy of **test items, passages, or stimuli**, permission for the students to request this accommodation must first be set in TIDE by the DA, DC, or SC prior to testing.

Print-on-demand requests are only available for in-person administration and 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 Section 504 Plan. IEP teams and educators make decisions about accommodations. These teams (or educators for Section 504 Plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or Section 504 Plan. For more information, please refer to the [Usability, Accessibility, and Accommodations Guidelines \(UAAG\)](#) on the Idaho portal.

Please note that print-on-demand cannot be used to create a printed test book because the

test is adaptive, and students will need to answer one question before moving to the next.

Once a student is approved to have the print-on-demand accommodation, that student may send a print request to the 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 an authorized staff member who have completed the TA Certification Course. 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. 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 SDE policies and 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 (PTs)

- 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/literacy or mathematics PTs.
- During the ELA/literacy 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 is the preferred mode for note taking during the ELA/literacy 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/literacy or mathematics 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 SDE recommends that the scratch paper with the notes and/or drafted responses be stored in an envelope or folder until the student resumes the PT. The envelope or folder containing the notes and/or drafted responses should be labeled with some appropriate identifying information. The folder or envelope containing the notes and/or drafted responses can be stored in a location near the student's workstation or in another nearby secure location. The SDE recommends that the student and/or parent/guardian also communicate to the TA where the notes and/or drafted responses are being kept until the student resumes the PT.



Caution: The retention of scratch paper is allowed only for the performance tasks. At the end of each PT test session, all scratch paper (including graph paper) must be collected, inventoried, and securely stored for student use in a subsequent PT test session. All scratch paper must be immediately shredded upon the student's completion of the PT test to maintain test security.

Day of Test Administration



Note: Use the following information and the script for the ISAT in [Appendix E](#) for in-person administrations to assist students with the log-in procedures. Please refer to the [Test Administrator User Guide](#) to become familiar with the TDS.

In this section, when “test proctor” is mentioned, it refers to anyone who proctors a test regardless of his or her user role.

RECOMMENDATION: Consider printing this section and [Appendix E](#) to be used on the day of testing for all ISAT assessments: CAT, PT, and science. 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 IDAA test administration script and directions can be found in Appendices L through N, as listed below. **Consider printing the IDAA Test Administration Script for each test type to be administered.**

- [Appendix L](#): IDAA Test Administration Script
- [Appendix M](#): IDAA Test Administration Script for Printed Response Option Cards
- [Appendix N](#): IDAA Test Administration Script for Paper Test Forms

The test proctor should verify the security of the testing environment prior to beginning a test session. (See [Security of the Test Environment](#).) Test proctors **must** ensure that students do not have access to non-approved digital, electronic, or manual devices during testing.

The test proctor should verify that students have access to and use of the additional required resources specific to each assessment and content area (e.g., scratch paper for all tests, headphones for ELA, graph paper for mathematics grades 6 and above).



Note: With the exception of students in grades 6 and above with a documented accommodation in an IEP or Section 504 Plan to use a non-embedded calculator, students are expected to use the embedded calculator for calculator-allowed questions on the ISAT mathematics test.



Note: Students taking the IDAA mathematics may use a familiar hand-held calculator for all grades. An IEP accommodation is not required for students using this non-embedded accessibility feature.

To ensure that all students taking the ISAT are tested under the same conditions, the test proctor should adhere strictly to the script in [Appendix E](#) for administering the test, unless a student is assigned the non-embedded designated support or accommodation for Simplified Test Directions. The Guidelines for Simplified Test Directions can be found in [Appendix H](#). When asked, the test proctor should answer questions raised by students but should never help the class or individual students with specific test items. **Test items cannot be read to any student for any content area, unless the student is assigned a Read Aloud non-embedded designated support or accommodation as described in the [Usability, Accessibility, and Accommodations Guidelines \(UAAG\)](#).**

The test proctor 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 TDS, the test proctor should follow the script in [Appendix E](#).

Starting a Test Session

The test proctor should create an in-person test session before students can log in to the Student Interface of TDS (**but no more than 30 minutes prior or the system will time out**). When a test proctor creates a test session, a unique test session ID is randomly generated. This test session ID must be provided to the students before they log in and should be written down.

Refer to the [Test Administrator User Guide](#) for step-by-step instructions to create and monitor test sessions.

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

Based on the tests selected by the TA when establishing their sessions, 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. Test proctors should direct students to select the appropriate test name based on what the test proctor is planning to administer at that time—to the content area “ISAT Summative ELA/Literacy,” “ISAT Summative Math,” “ISAT Summative Science,” “IDAA ELA,” “IDAA Math,” “IDAA Science,” and the test type, where applicable (“ISAT ELA CAT,” “ISAT ELA PT,” “ISAT Math CAT,” “ISAT Math PT,” “IDAA ELA Fixed Form,” etc.). Students will be able to select assessments only for which they are eligible.

Each student will be logging in at a different time. The test proctor should monitor the sessions and approve all students who are currently ready before assisting any students who are having problems. Students taking the IDAA will likely need assistance logging on to their test sessions.

If students will be taking an ELA/literacy assessment or using testing with a text-to-speech accommodation during the test session, read the test administration directions so that the students will know how to verify that their headsets are working properly.

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 correct. If the student is still experiencing issues, contact your School Technology Coordinator or the Idaho Help Desk at 884-560-7365 or IDHelpDesk@cambiumassessment.com.

Student Directions During Testing

If a student asks for assistance in either answering an item or manipulating an item type, the test proctor should gently instruct the student to review the tutorial for help and let the student know that he or she should try his or her best, but that the test proctor cannot help answer an item. The test proctor may remind the student to re-read the instructions for that item.

Allowing the students to practice on the training tests, and/or sample tests 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 test proctor is using the TA Interface and navigates to another assessment system (TIDE, Reporting, etc.) the session will stop, and all students in the session will be logged out. The session cannot be resumed. A new session will have to be created, and the students will have to log in to the new session to resume testing.
 - When starting a new session, give the new test session ID to the students so they can log in and resume testing.
- If the TA Interface or Sample/Training site browser is accidentally closed while students are still testing, the session will remain open until it times out after 30 minutes. Before 30 minutes have elapsed, the test proctor can open the browser and navigate back to the TA Interface. The test proctor will be prompted to enter the active test session ID in order to re-enter the test session.
- As a security measure, test proctors are automatically logged out of the TA Interface after 30 minutes of test proctor user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the test proctor will have to create a new test session and the students will have to log in to the new session to resume testing.
 - When starting a new session, the test proctor should give the students the new session ID so that they can log in and resume testing. Please note that students will not be able to return to CAT items from previous segments, even if the responses were marked for review.

Testing Over Multiple Sessions or Days

For some tests, particularly the performance tasks (PTs), students may be best served by uninterrupted time that may exceed the time in a student’s schedule. The SDE recommends that the ELA/literacy 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, the SDE recommends that it be administered in one test session of 40–120 minutes.

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

When testing is resumed on a subsequent day, the test proctor will need to start a new test session and provide a new test session ID. When instructing the students to log in, test proctors should refer to the instructions available to their students in [Appendix E](#).

A summary of recommendations for the number of sessions and session durations is in [Testing Time and Recommended Order of Administration](#).

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 16](#).

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.

Impact and Definitions

Table 16. Definitions for Test Security Incidents

Type	Definition	Reporting Timelines
Incident	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.	Must be logged and reported to DA, DC, and SC within 24 hours.
Impropriety	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.	Must be logged and reported to DA, DC, and SC within 24 hours
Breach (Test Security Violation)	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 all states using the same items and may result in a decision to remove the test item(s) from the available secure bank, at cost to the State.	Must be logged and reported to DA, DC, and SC immediately

It is important for TAs to ensure that the physical conditions in the testing room meet the criteria for a secure test environment. See [Ensuring Test Security](#) for more detail.

ISAT Test Incidents Form

The ISAT Test Incidents form is the SDE secure online application that collects all test security incidents in TIDE. TAs must log incidents within 24 hours for test improprieties and test incidents upon identification either directly in the application or via e-mail or alternate agreed-upon process to their SCs and DCs.

In addition to logging all test incidents in the ISAT Test Incidents form, incidents requiring specific actions to be taken regarding the test itself are to be escalated—following the procedures noted in [Ensuring Test Security](#)—to the SDE via the Test Improprieties feature of TIDE. For more information on the logging Test Incident process, please refer to the [TIDE User Guide](#) and the ISAT Test Incidents Quick Guide.

After Testing

Returning Paper Test Materials

All paper test materials will arrive in districts with two sets of instructions: Receipt Instructions and Return Instructions. Please follow all directions in the Return Instructions to ensure materials are returned to the correct vendor. Measurement Incorporated, Inc. (MI) is the vendor for the ISAT paper test materials while Cambium Assessment, Inc., (CAI) is the vendor for the IDAA paper response option cards. Materials should be returned to the appropriate vendor.

If there are any questions about the paper materials, please contact the Idaho Help Desk at 884-560-7365 or IDHelpDesk@cambiumassessment.com.

Destroying Test Materials



Caution: Federal Law—The Family Educational Rights and Privacy Act (FERPA)—prohibits the release of any student’s personally identifiable information. Any printed materials must be securely stored and then shredded.

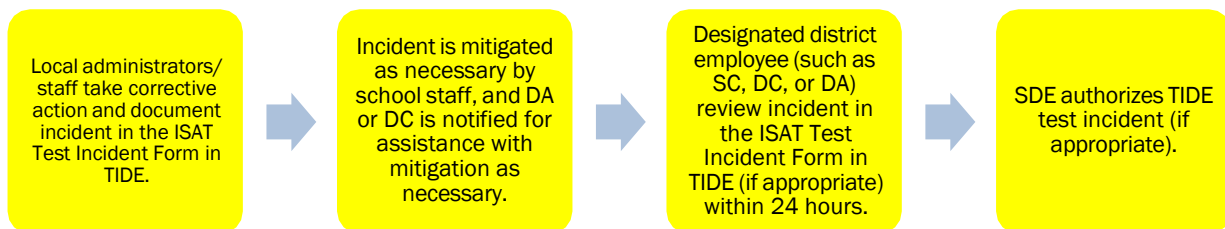
As a reminder, those printed and paper test materials identified in [Ensuring Test Security](#) must be securely shredded immediately following each test session and may not be retained from one test session to the next. The two exceptions to this include: scratch paper (and graph paper for grades 6 and up) used during the performance task, which should be handled according to the guidance provided in [Secure Handling of Printed Materials](#) and paper test materials that must be entered into the Data Entry Interface for scoring of students’ test responses. For more information about the Data Entry Interface, please refer to the [Data Entry Interface User Guide](#).

Reporting Testing Improprieties, Irregularities, and Breaches

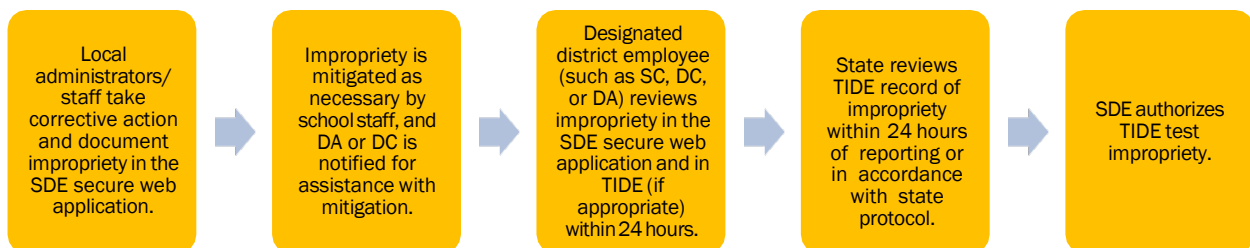
Throughout testing, ensure that all test security incidents are reported in accordance with the guidelines in [Ensuring Test Security](#) and [Responding to Testing Improprieties, Irregularities, and Breaches](#) and the [TIDE User Guide](#). District test security incident logs are to be submitted each week that incidents occur in the [ISAT Test Incident Form](#). Only DA or DC users can submit and view ISAT Test Incidents.

Incidents are escalated in accordance with state policies and procedures, protocols, and/or guidelines. Please refer to the District Comprehensive Assessment Plan and/or the State Test Security Handbook. The incident must be logged in Test Incident Form in TIDE **within 24 hours** and the Test Improprieties feature of TIDE if action is needed. Districts then review the incidents logged in the application at the end of each week of testing.

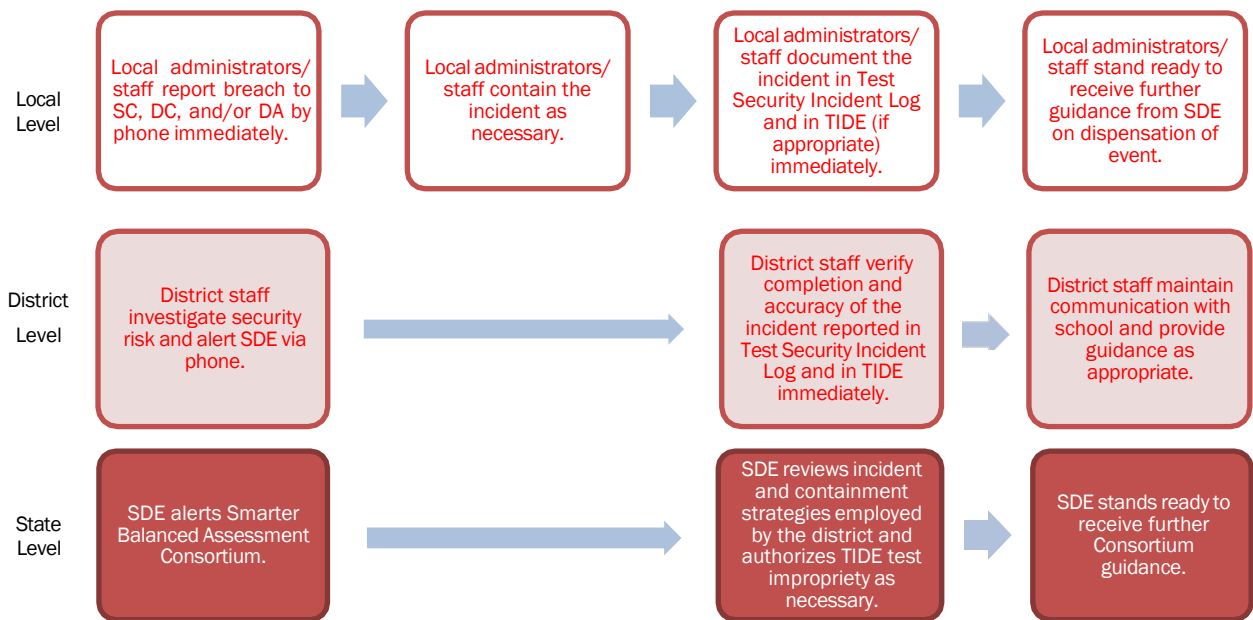
The **Test Security Required Action Steps** below depict the required actions for each test security incident in a process flow diagram format.



Improprieties are escalated in accordance with state policies and procedures, protocols, and/or guidelines. The incident must be logged in the Test Incident Form in TIDE **within 24 hours** and the Test Improprieties feature of TIDE if action is needed. Districts then review the incidents logged in the application at the end of each week of testing.



A **breach** requires immediate notification/escalation by telephone to the state assessment director by the DA or DC, immediately followed by documentation in the SDE secure web application and escalation via the Test Improprieties feature of TIDE if action is needed.



Note: The only security incidents that are reported in the Test Improprieties feature in TIDE are those that involve a student and test, and that require an action for the test such as to reset, reopen, invalidate, or restore a test that a student was taking at the time of the incident. The Test Improprieties feature of TIDE does not serve as a log for all incidents.

Submitting Test Improprieties in TIDE

For security incidents that result in a need to reset, reopen, invalidate, 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. 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 Incident Log. The online Appeals process and conditions for use are described in [Table 17](#).

Online System Appeals Types

Table 17. Online System Appeals Types

Type of Appeal	Description	Conditions for Use
<p>Reset a Test</p>	<p>Allows the student to restart a test opportunity by removing all responses on the test.</p>	<p>The State may approve an appeal to reset any test (CAT or PT) if a student begins a test without the correct test settings.</p> <ol style="list-style-type: none"> 1. Log as Testing Irregularity <p>Additional Testing Irregularity considerations:</p> <p>CAT:</p> <ol style="list-style-type: none"> 1. Student has been presented with five items or fewer – do NOT log as testing irregularity. 2. Student has been presented with more than five items – log as testing irregularity. <p>PT:</p> <p>Student has been presented with any items in a performance task – log as testing irregularity.</p>
<p>Invalidate a Test</p>	<p>Eliminates the test opportunity, and the student has no further opportunities for the test.</p>	<p>The SDE <i>may</i> approve an appeal to invalidate any test (computer adaptive test [CAT] or performance task [PT]) if:</p> <ol style="list-style-type: none"> 1. There is a test security breach. <ul style="list-style-type: none"> • Log as Test Breach 2. There is an irregularity or the test is administered in a manner inconsistent with the <i>Online Summative Test Administration Manual (TAM)</i>. <ul style="list-style-type: none"> • Log as Testing Irregularity 3. There is a testing session in which a student deliberately does not attempt to respond appropriately to items. <ul style="list-style-type: none"> • Log as Testing Irregularity <p>Note 1: Invalidated tests will not be scored.</p> <p>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.</p>

<p>Re-open a Test</p>	<p>Reopening a test allows a student to access a test that has already been submitted or expired. If an expired test is reopened, the test will reopen at the location at which the student stopped the assessment. The student will be able to review items within the current segment (if applicable) of the assessment but cannot return to previous segments. If a submitted test is reopened, the test will reopen at the last page of the test. The student can review items in the current segment (if applicable) but cannot return to previous segments or previous pages of a test.</p>	<p>The SDE may approve an appeal to reopen any test (CAT or PT) if:</p> <ol style="list-style-type: none"> 1. A student is unable to complete a test due to a technological difficulty that results in the expiration of the test. <ul style="list-style-type: none"> • Log as Testing Irregularity. <p>The SDE may reopen a CAT if:</p> <ol style="list-style-type: none"> 1. A student is unable to complete the test before it expires (45 days) due to an unanticipated excused absence or unanticipated school closure. <ul style="list-style-type: none"> • Log as Testing Irregularity 2. A student starts a CAT unintentionally—for example, selects a CAT instead of PT, or selects a mathematics CAT instead of an ELA CAT—and the student is unable to complete the test before it expires (45 days). <ul style="list-style-type: none"> • Log as Testing Irregularity <p>The SDE may reopen a PT if:</p> <ol style="list-style-type: none"> 1. A student is unable to complete the test before it expires (20 days) due to an unanticipated excused absence or unanticipated school closure. <ul style="list-style-type: none"> • Log as Testing Irregularity 2. 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 (20 days). <ul style="list-style-type: none"> • Log as Testing Irregularity 3. A student unintentionally submits a test before the student has completed it—for example, a student submits the ELA PT before completing Part 2. <p>Log as Testing Impropriety</p>
<p>Re-open a Test Segment</p>	<p>Allows the student to review questions in the previous segment. This option is only available for ISAT ELA and Mathematics.</p>	

<p>Restore a Test that was Reset</p>	<p>Reverses a reset, restoring the student's responses on the test when the reset was processed.</p>	<p>This appeal is useful when a District Administrator (DA), District Coordinator (DC), or School Coordinator (SC) inadvertently resets the incorrect test.</p>
<p>Exceeded the Pause Rule</p>	<p>Allows the student to review the previously answered questions upon resuming a test after expiration of the pause timer.</p>	

Appendix A. Frequently Used Terms

[Table 18](#) defines terms that are specific to the assessments.

Table 18. Frequently Used Terms

Term	Definition
Accommodation	Changes in procedures or materials that increase equitable access during the assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or Section 504 Plans. Consortium-approved accommodations do not compromise the construct, grade-level standards, or intended outcome of the assessments. See the Usability, Accessibility, and Accommodations Guidelines (UAAG) in the “Accessibility & Accommodations” folder for complete information.
Appeal/Test Incident	Authorized users may submit and view requests for resetting, reopening a test, reopening a test segment, invalidating, or restoring a test that was reset or applying a grace period extension (GPE) to 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 the SDE.
Assistive Technology	Hardware and software tools used to increase, maintain, or improve the functional capabilities of children with disabilities. Student may use AT devices for viewing, responding to, or interacting with Test items.
Augmentative and Alternate Communication	Forms of communication used to supplement or replace oral speech that are used to express thoughts, needs, wants, and ideas. These systems of communication may be aided or unaided.
Break	<p>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 20 minutes will prevent the student from returning to items already attempted by the student.</p> <p>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.</p>
Computer-Adaptive Test (CAT)	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.

Term	Definition
Data Entry Interface (DEI)	The DEI is a component of the TDS that allows authorized users to enter student assessment responses to receive scores for students who use the paper-pencil test accommodation. The DEI is also used by the teacher to submit the Learner Characteristics Inventory and Student Response Check for students who qualify for the Idaho Alternate Assessment.
Designated Supports	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 Usability, Accessibility, and Accommodations Guidelines (UAAG) in the “Accessibility & Accommodations” folder for complete information.
District Administrator (DA)	District-level staff member who must be assigned by the SDE. A DA can upload, add, modify, and remove all other users as well as student records in TIDE. They can also manage users in DC, SC, TE, and TA roles.
District Coordinator (DC)	District-level staff member who is responsible for the overall administration of the summative assessment in a district. DCs should ensure that the SCs, TEs, and TAs in their districts are appropriately trained and aware of policies and procedures. In the event that there is no DC, another designated individual will be assigned these responsibilities by the DA.
Early Stopping Rule (ESR)	The ESR is allowed for students taking the IDAA who do not have a consistent, observable mode of communication to respond to test items. Students who do not respond to the first four items on the IDAA because of communication deficits are not required to take the full test.
Education Unique Identification (EDUID)	The Statewide Education Unique Identification assigned by the SDE for use in TIDE and the Idaho System for Educational Excellence (ISEE) for the purpose of the assessments.
Fixed form	A test that contains a fixed list of items. All students who take this test are presented with the same items in the same order for all testing opportunities. Unlike CATs, these tests are not individually tailored to each student.
Full-write	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 using the full writing process.

Term	Definition
Grace Period Extension (GPE)	<p>A specific appeal in the Test Improperities feature of TIDE. This appeal should only be used in unique and rare situations.</p> <p>A GPE allows the student to review all 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.</p> <p>If the student resumes the test within 20 minutes, student can review previously answered questions in the current segment.</p> <p>If the student resumes the test after 20 minutes, student cannot review previously answered questions without a GPE to do so—the student can work on unanswered questions only.</p> <p>Upon receiving a GPE, the student can review previously answered questions the next time the student resumes the test. The normal pause rules apply to this opportunity.</p> <p>Permission for a GPE is initiated through the Test Improperities process in TIDE. See the TIDE User Guide for more information on the Test Improperities process.</p>
Human Voice Recordings (HVRs)	<p>The IDAA has embedded HVRs for all passages, item stimuli, test items, and answer options, as opposed to the test-to-speech available on the ISAT.</p>
Idaho Secure Browser	<p>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 Interim and Summative assessments to provide secure access to the test for each content area and to prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during the assessments.</p>
Invalidation	<p>A specific appeal in the Test Improperities feature of TIDE. Invalidating a test in the Test Improperities feature 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 is initiated through the Test Improperities process in TIDE. See the TIDE User Guide for more information on the Test Improperities process.</p>
Item	<p>A test question or stimulus presented to a student to elicit a response.</p>
Learner Characteristics Inventory (LCI)	<p>The LCI is a questionnaire that includes the IDAA participation criteria and teacher ratings of student characteristics. The LCI is completed one time for each qualifying student in the DEI before a student may be testing.</p>

Term	Definition
Pause	<p>Action taken by a student or TA to temporarily stop the test during any part of the test, as needed. Pauses of 20 minutes or more in the CAT component of the test will prevent the student from returning to items already completed and/or flagged for review.</p> <p>For a PT, the student can pause for any amount of time and still return to any previously answered item within the PT's current segment only.</p> <p>More information on test pausing is available in the General Rules of Online Testing and Appendix D.</p>
Performance Task (PT)	<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>
Printed Response Option Cards	<p>The "paper" version of the IDAA is a fixed form with printed response option cards. Qualifying students access IDAA test content in the secure browser, then the teacher presents the printed response option cards so the student can choose their answer.</p>
Reading Passage/Passage	<p>A reading passage is a type of stimulus (see definition of stimulus). When reading passage/passage is referenced on the assessment it is to differentiate this type of stimulus from others on the assessment. Reading passage or passage is used when speaking about the reading passages that are part of the ELA test.</p>
Reopen	<p>A specific appeal in the Test Improperities feature 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 Test Improperities process in TIDE. See the TIDE User Guide for more information on the Test Improperities process.</p>
Reset	<p>A specific appeal in the Test Improperities feature of TIDE. Resetting a student's test removes that test's items and responses from the system and enables the student to start a new test. Any work previously done on the test is lost.</p> <p>Valid reasons for a reset would be if a student's test event were administered inconsistently with the student's IEP or Section 504 Plan (this would include both embedded and non-embedded accommodations) or if the student started a test and did not have a needed language support (such as a language glossary).</p> <p>Permission for a reset is initiated through the Test Improperities process in TIDE. See the TIDE User Guide for more information on the Test Improperities process.</p>
Restore a Test That Was Reset	<p>A specific appeal in the Test Improperities feature of TIDE. Restore a test from the "Reset" status to its prior status. This action can be performed only on assessments that have been reset.</p>

Term	Definition
	<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/literacy test, then that mathematics test can be restored to its previous status.</p> <p>Permission for a restore is initiated through the Test Improperities feature in TIDE. See the TIDE User Guide for more information on the Test Improperities process.</p>
School Coordinator (SC)	<p>A school staff member who is responsible for monitoring the test schedule, process, TEs, 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 SDE and the Smarter Balanced Assessment Consortium.</p>
Segment	<p>A part of an ELA/literacy or mathematics test within the TDS. 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.</p> <p>Note: A test session does not need to end when a segment ends.</p>
Session	<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. The SDE recommends that session durations range between 40 and 120 minutes. However, assessments are not timed, and an individual student may need more or less time overall. Furthermore, individual students will have unique needs regarding the length of a test session.</p> <p>The SDE recommends that the CAT portion of the ELA/literacy and mathematics assessments be administered in two sessions.</p> <p>Note: A test session does not need to end when a segment ends.</p>
Stimulus/Stimuli	<p>Material or materials used in the test context that form the basis for students to answer connected test items. 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/literacy and mathematics assessments to provide context for assessing students' knowledge and skills. Examples of stimuli include: traditional reading passages/texts 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; charts and graphs for mathematics items.</p>
Student Response Check	<p>The purpose of the Student Response Check (SRC) is to determine if the student taking the Idaho Alternate Assessment has a consistent, observable mode of communication for response to test items. The SRC is only administered to the student for whom the early stopping rule may be appropriate. The SRC is completed only once per student.</p>

Term	Definition
Test Administrator (TA)	District or school personnel who are responsible for administering the assessments in a secure manner in compliance with the policies and procedures outlined in this manual.
Test Information Distribution Engine (TIDE)	The registration system used for the Interim and Summative assessments. This is the system through which users interact with and inform the TDS. This registration system controls adding and managing users and students participating in these assessments. This system uses a role-specific design to restrict access to certain tools and applications based on the user's designated role. For more information, please refer to the TIDE User Guide , the Dual Enrollment in TIDE Quick Guide , the TIDE Quick Guide , or the TIDE Training Presentation in the "User Guide or Quick Guide" sub-folder.
Test Incident Log	A secure web application to record all test security incidents. See the TIDE Test Improprieties and the Test Incident Log Application User Manual .
Test Breach	<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 Smarter Balanced Assessment Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A test breach incident must be reported immediately to the SDE.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to Responding to Testing Improprieties, Irregularities, and Breaches.</p>
Test Impropriety	<p>An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to Responding to Testing Improprieties, Irregularities, and Breaches.</p>
Test Irregularity	<p>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 TIDE for resolution of the Test Impropriety for testing impact.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to Responding to Testing Improprieties, Irregularities, and Breaches.</p>
Universal Tools	Available to all students based on student preference and selection. See the Usability, Accessibility, and Accommodations Guidelines (UAAG) in the "Accessibility & Accommodations" folder for complete information.

Appendix B. Item Types

As students engage with the assessments, they will be asked test questions that require them to respond in several ways, some of which may be new to students. [Table 19](#) lists item type by content area and provides a brief description of how students interact with each item type.

Table 19. Item and Response Types

Content Area	Type of Item	Brief Description of How to Respond
ELA/literacy Mathematics Science	Multiple Choice (MC)	Select a single option
	Multiple Select (MS)	Select two or more options
	Match Interaction (MI)	Match text or images in rows to values in columns
ELA/literacy Mathematics	Short Answer Text Response (SA)	Keyboard entry
Mathematics Science	Grid Item (GI) – Drag-and-Drop	Drag-and-drop single or multiple elements into a background image
	Grid Item (GI) – Connect line	Plot points and/or draw lines
	Grid Item (GI) – Bar graph	Select points on a background to plot bars
	Table Interaction (TI)	Keyboard entry into table cells
	Equation (EQ)	Enter equation or numeric response using on-screen panel containing mathematical characters
ELA/literacy Only	Evidence-Based Selected Response (EBSR)	Two-part item: Part A – Respond to a Multiple-Choice item. Part B – Site the evidence that supports the answer to Part A either Multiple Choice, Multiple Select, or Hot Text
	Hot Text (HTQ)	Select sections of text, or drag-and-drop sections of text
	Essay/Writing Extended Response (WER)	Keyboard entry
Mathematics Only	Grid Item (GI) – Hot Spot	Select certain areas of an image
Science Only	Editing Task Choice (ETC)	Click on boxes to select words or phrases
	Simulation (sim)	Select inputs and run trials to generate data
	External copy (EC)	Select evidence from text within the item
IDAA ELA, Mathematics and Science	Multiple Choice (MC)	Select a single option

Appendix C. Practice Opportunities for Students

Students should have adequate opportunities to interact with the various item types and response entries prior to the summative assessment. Practice opportunities can include use of the Interim Assessments, or Practice and Training Tests, available through the [Idaho portal](#).

IDAA Training Tests are also available at the same location as ISAT Practice and Training tests.

The Practice and Training Tests are not automatically scored; however, for reference, scoring guides are available in the [Practice Tests](#) subfolder.

Overview of the Practice Tests

The Practice Tests allow educators and students to experience a full grade-level test and gain insight into the assessments. The Practice Tests are similar to the summative assessments, but responses are not saved and are not scored. Each grade-level test includes a variety of item response types and difficulty levels—approximately 30 items each in ELA/literacy and mathematics—as well as an ELA/literacy and mathematics performance task at grades 3–8 and 11. The science Practice Tests contain five items each. 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 IDAA Training Tests

Teachers and students are encouraged to become familiar with the IDAA item types and the tools available in the test interface well before students take the IDAA in the spring. Sample tests are available in ELA, mathematics, and science in elementary school, middle school, and high school grade bands. Training test items include human voice recordings. Teachers administer the practice tests in a one-on-one setting with each student in the same way the IDAA is administered. Student responses are not scored.

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 ISAT ELA/literacy or mathematics 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 Sample & Training Test site, 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 Sample Tests, the Training Tests include all embedded universal tools, designated supports, and accommodations. The text-to-speech functionality is available when using the Sample and/or Training Tests through the secure and non-secure (or in guest mode) browsers. The [Practice and Training Tests site](#) may be used by anyone.

Students can log in as guests or use their legal first name and EDUID. 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 [Practice Test Administration](#) site.

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 context menu by clicking on the context menu bars in the top right corner of the item or passage.

Test Administrator Log-in for the Practice and Training Tests

The Practice Test Administration site provides an opportunity for test proctors to practice setting up a test session using a Practice Test or Training Test. Access to the Practice Test Administration site requires specific log-in credentials provided via TIDE. This site may only be used by authorized District Administrators (DAs), District Test Coordinators (DCs), School Test Coordinators (SCs), Teachers (TEs), and Test Administrators (TAs). Note that Braille Sample Tests and Training Tests can be accessed only through the Sample Test Administration site.

To access the Sample Test Administration site, go to [Idaho portal](#) and click on any **Assessments** page. Then select the **Practice Test Administration** card. Enter your username and password when prompted.



Caution: Do NOT use the live Student Interface or TA Interface for practice. Doing so constitutes a test security incident (breach). For all Practice/Training Test sessions, use the Practice Test Administration Site (on the Assessments pages of the Idaho portal) and the Practice Tests or Training Tests (on the Students & Families User page of the Idaho portal).

The Training Tests may be beneficial for those students who have not previously participated in online testing. Teachers are encouraged to conduct a group walk-through of the Training Test or Sample 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 [General Rules of Online Testing](#)). This walk-through of the Sample and Training Tests provides 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 D. Pause Rule Scenarios

All items on a single test page must be answered before pausing a test. Scenarios include the following:

1. If the ELA/literacy or mathematics computer-adaptive test (CAT) portion of the test or science test is paused for 20 minutes or less, the test will return the student to the last page with unanswered items when the student resumes testing. The student can return to previous test pages and change the response to any item he or she has already answered within a segment.

Example: A single test page has items 4–10. If the student or test proctor pauses the test for less 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.

2. If the ELA/literacy or mathematics CAT portion of the test or the science 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. The student may not return to previous pages and cannot change answers to items on previous pages.

Example: A page contains items 9–11 and a student answers all 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.

There are no pause restrictions for IDAA tests. If a test is paused for 20 minutes or more, the student can return to the section and continue entering his or her responses. It is likely that a student will require multiple test sessions, possibly over multiple days, to complete the IDAA in each content area.



Note: A constructed-response item is considered answered if the student has taken any action within the response area. This includes random keystrokes (e.g., sdkjfasdgi), one or more spaces using the spacebar, clicking anywhere on a Grid Item/Hot Spot Item, etc.

Appendix E. ISAT Test Administration Script



Policy: Use the following script and information in [Day of Test Administration](#) for test administration guidelines. Please refer to the [Test Administrator User Guide](#) to become familiar with the TDS.



Note: In this section, when “test proctor” is mentioned, it refers to anyone who proctors a test, regardless of his or her user role in TIDE.

Please remember that the script must be followed exactly and used each time a test is administered, except for students who are assigned the Simplified Test Directions non-embedded designated support. If the class is resuming a test and the test proctor is sure that all students are able to log in without hearing the log-in directions again, the test proctor may skip the italicized portion of the directions.

All directions that a test proctor needs to read to students are indicated by the word “SAY” 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 test proctor makes a mistake in reading a direction, the test proctor should stop and say, “I made a mistake. Listen again.” Then the direction should be reread.

The test proctor creates and begins a test session. The test proctor informs the students of the test session ID and indicates the following information:

SAY:

Today, you will take the [insert grade, test subject] test. I will give you a test session ID that is required to start the test. Once you have logged in, wait for me to approve the test before you start. I will be checking that you have correctly entered the test session ID and other information.

You must answer each question on the screen before clicking NEXT. If you are unsure about an answer, provide what you think is the best answer. If you would like to review that answer at a later time, mark the question for review before going on to the next question. Please raise your hand if you need a break and get permission from me before clicking PAUSE.

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 or smartwatch, please raise your hand and I will collect it before the test begins. If you finish your test early, please raise your hand and sit quietly.

[The following should be read for the CAT portion and science tests only.]

SAY:

If you pause your tests for more than 20 minutes, you will not be able to go back and review or change your answers to any question, even the ones you marked for review. You may check your answers to any questions before you pause your test.

[The following should be read for the mathematics CAT in grades 6–11 and ELA/literacy PT only.]

SAY:

Please keep in mind that this test is divided into segments. When you get to the end of a segment, you will be told 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 any of the questions in the previous segment.

Provide students the test session ID and other log-in information. The test session ID, the Education Unique Identification (EDUID), and the student’s first name may be provided to students ahead of time on a card or piece of paper to help them type it in the computer accurately.

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 may start. I will 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 EDUID number. Then enter the test session ID. Raise your hand if you need help typing this information using your keyboard.

Please do not share your EDUID 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, EDUID, school, and grade. If all 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.*

The test proctor informs students of the name of the test they will take.

SAY:

On the next screen, select the [INSERT NAME OF TEST (i.e., grade 6 ELA/literacy Summative CAT)]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for test proctor approval. This step helps ensure that you are taking the correct test. Please wait quietly while I verify each of your tests.

The test proctor views and approves students who are waiting for test session approval.

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. If any of it is incorrect, please raise your hand.

[The following should be read for the ELA/literacy tests only.]

SAY:

Next, you should see a screen that prompts you to check that the sound on your computer is working. Put your headsets on and click the green icon of the speaker to hear the sound. If you hear the sound, click YES. If not, raise your hand.

Read the following to all students.

SAY:

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

You must answer each question on the screen before going on to the next page. If you are unsure of an answer, provide what you think is the best answer; there is no penalty for guessing. If you would like to review that answer at a later time, mark the item for review by opening the context menu in the upper-right corner of the question and clicking “Mark for review” before going on to the next question. Flagging the item will remind you to go back and decide whether you want to change the answer during this test session.

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

Your answers need to be your own work. Please keep your eyes on your own test and remember that there should be no talking. If you have a cell phone, smartwatch, or other non-approved electronic devices, please raise your hand and I will collect it before the test begins.

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

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

SAY:

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

If a student asks for assistance in either answering an item or manipulating an item type, the test proctor should gently instruct the student to review the tutorial for help and let the student know that he or she should try his or her best, but that the test proctor cannot help answer an item. The test proctor may remind the student to re-read the instructions for that item.

SAY:

I cannot help you with your test. Try to your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can review a tutorial by clicking on the context menu button on the right side of the screen.

When there are approximately 10 minutes left in the test session, the test proctor should give students a brief warning.

SAY:

We are nearing the end of this test session. Please review your answers, including any questions you marked for review now. Do not submit your test unless you have answered all the questions.

[The following should be read for the ELA CAT portion only.]

SAY:

If you are working on a set of questions for a reading passage, please finish all the questions in that set.

If you need additional time, let me know.

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 time.

[For the CAT and science tests only] Remember, if you are not finished and need to pause your test for more than 20 minutes, you will not be able to go back to the questions from this test session, including questions marked for review. You will also not have access to the notes you entered in the Digital Notepad.

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.

The test proctor ends the test session and logs out of the Test Administrator (TA) site.

Appendix F. Test Security Chart

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

Table 20. Test Security Chart

Level of Severity & Potential Effect on Test Security	Types of Issues
LOW Incident	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, coordinator, or teacher leaving related instructional materials on the walls in the testing room.
MEDIUM Incident	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, coordinator, or teacher failing to ensure administration and supervision of the assessments by qualified, trained personnel.
	Administrator giving incorrect instructions that are not corrected prior to testing.
	Administrator, coordinator, or teacher giving out his or her username/password (via e-mail 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, paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, 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.	

Level of Severity & Potential Effect on Test Security	Types of Issues
MEDIUM Incident	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 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.
HIGH BREACH	Administrator, coordinator, or teacher modifying student responses or records at any time.
	Live Student Interface or TA Interface being used for practice instead of the Training or Training 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. Multiplication Table and 100s Number Table

A single-digit (1–12) multiplication table is a non-embedded accommodation for 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. Use of other multiplication tables is prohibited.

MULTIPLICATION TABLE												
×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

A table listing numbers from 1–100 is a non-embedded accommodation for mathematics items. The 100s number table is to be used only for students with visual processing or spatial perception needs as documented in their IEP or Section 504 Plan. This table can be printed for students requiring this accommodation from the resources section in the [Accessibility & Accommodations Resources page of the Idaho portal](#). Use of other 100s number tables is prohibited.

100s Number Table

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Appendix H. Guidelines for Simplified Test Directions

Simplified test directions are a designated support allowable across all grades on ISAT assessments. Designated supports can be provided to any student so long as an informed educator or group of educators determines it is appropriate. Students with difficulties in auditory processing, short-term memory, attention, or decoding may benefit from having test directions simplified for them. This designated support may require testing in a separate setting to avoid distracting other test takers. For information on documentation requirements and decision-making criteria for use of simplified test directions and all other accessibility resources, please see the [Usability, Accessibility, and Accommodations Guidelines \(UAAG\)](#).

A test proctor who provides the simplified test directions designated support is an adult who simplifies the script within the “SAY” instructions available in [Appendix E](#). Test proctors should not deviate from the test directions found in [Appendix E](#) in ways that impact the content being measured. The student depends on the test proctor to read the script in [Appendix E](#) accurately, pronounce words correctly, and speak in a clear voice. When a student needs additional support understanding the test directions found in [Appendix E](#), the test proctor may simplify or paraphrase the language in the script and verify the student’s understanding. Simplifying test directions should be consistent with classroom instruction and includes repeating or rephrasing. This may include breaking [Appendix E](#) directions into parts or segments or using similar words or phrases, but it should exclude defining words or concepts. The test proctor must be trained in administering the assessment and must follow the Guidelines for Simplified Test Directions presented here. The test proctor must ensure that the student understands the directions in [Appendix E](#). Only the script in [Appendix E](#) may be simplified. Test content, including test items, words from items, or instructions for individual items, may **NOT** be simplified or paraphrased.

Qualifications for Test Proctors Who Simplify Test Directions

- The test proctor who simplifies test directions should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
- Test proctors must be trained on the administration of the assessment in accordance with Idaho policy, and be familiar with the terminology and symbols specific to the directions and related conventions for standard oral communication.
- Test proctors must be trained in accordance with Smarter Balanced and Idaho security policies and procedures as articulated in this manual.
- Test proctors must be familiar with the vocabulary used in [Appendix E](#) directions and be able to speak clearly and at a normal pace with clear pronunciation.
- Test proctors must be willing to be patient and repeat test directions.

Prior to Test Administration

In addition to the guidelines noted in [Prior to Test Administration](#), test proctors who simplify test directions should:

- Be trained in administering the assessment per the requirements noted in [General Rules of Online Testing](#).
- Familiarize themselves with the testing environment and format in advance of the testing session.
- Have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on Idaho assessments.
- Have extensive practice in simplifying test directions and must be familiar and comfortable with the process before working directly with the student.
- Be familiar with the student's needs, including the Individualized Education Program (IEP) or Section 504 Plans if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that there are plans in place for providing all needed designated supports and accommodations.
- Be familiar with any assistive technology or approved supports the student requires. In addition to the simplified test directions support, students may make use of any other approved accessibility resource during the test as appropriate and in accordance with the *Usability, Accessibility, and Accommodations* Guidelines.
- It is recommended that the same test proctor be assigned to students for each day of testing.

Day of Test Administration

In addition to the guidelines noted in [Day of Test Administration](#), test proctors who simplify test directions should:

- Be prepared to restate the language in the script in [Appendix E](#).
- Read the directions aloud in paraphrased, clarified, or simplified form, rather than reading the script verbatim.
- Follow this manual's guidelines for assisting the student with taking the test.
- Not prompt the student in any way that would result in a different response to a test item.
- Not influence the student's response in any way.
- Spell any words in the script if requested by the student.
- Adjust their reading speed and volume if requested by the student.

- Not paraphrase, interpret, define, or translate any aspect beyond the script provided in [Appendix E](#). They should **NOT** read aloud any parts of the test content, including items, words, or instructions as this would be a violation of test security.
 - **ONLY** if the student is registered for the read aloud designated support and/or accommodation in conjunction with the simplified test directions designated support, the test reader should follow the *Guidelines for Read Aloud* in the [Accessibility & Accommodations Resources page of the Idaho portal](#).

Following Test Administration

Test proctors who simplify test directions should follow the guidelines noted in [After Testing](#).

Table 21. Example of Simplified Test Directions

Full Log-in Directions	Simplified Log-in Directions
<p>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 will be checking that you have correctly entered the test session ID and other information.</p> <p>Enter your legal first name, not your nickname, followed by your EDUID. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard.</p>	<p>Now we are ready to log in. Enter your legal first name, not your nickname, followed by your EDUID. Then enter the test session ID.</p>
<p>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 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.</p>	<p>Now click “Sign In.” Make sure that your personal information on the next screen is correct and click YES to continue. If it is not correct, raise your hand.</p>
<p>On the next screen, select [INSERT NAME OF TEST]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. Please wait quietly while I verify each of your tests.</p>	<p>On the next screen, select the [INSERT NAME OF TEST]. Then wait.</p>
<p>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. If any of it is incorrect, please raise your hand.</p> <p>Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner.</p>	<p>After I approve you to begin testing, make sure that you have the right test and settings. If any of the test information is incorrect, please raise your hand. If the information is correct, click YES.</p>
<p>When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.</p>	<p>When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.</p>

Appendix I. District Coordinator Checklist

The District Coordinator activity checklist list below may be customized according to how roles are assigned by the SDE.

District Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources	
Direct Responsibilities					
<input type="checkbox"/>	1. Notify schools when training materials are available.	Table 1 , Table 2 , and Table 3		Complete at least 5–6 weeks prior to testing.	
<input type="checkbox"/>	2. Notify schools when administration manuals are available.	Table 1 , Table 2 , and Table 3		Complete at least 5–6 weeks prior to testing.	
<input type="checkbox"/>	3. Review all state policy and test administration documents.	This manual	60–90 minutes	Complete at least 5–6 weeks prior to testing.	
<input type="checkbox"/>	4. Review scheduling and testing requirements with SCs.	General Rules of Online Testing and Testing Time and Recommended Order of Administration	60–90 minutes	Complete at least 3–4 weeks prior to testing.	
<input type="checkbox"/>	5. Plan any state-required training for SCs, TEs, and TAs; retrain as needed.	None		Complete at least 3 weeks prior to testing.	
<input type="checkbox"/>	6. Review training modules and schedule training session for SCs.	Table 1 , Table 2 , and Table 3	2–3 hours	Complete while spaced over 2–3 weeks prior to testing.	

	District Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	7. Review security procedures with SCs, TEs, and TAs.	Ensuring Test Security , Responding to Testing Improprieties , Irregularities , and Breaches , and Appendix H		Complete at least 2–3 weeks prior to testing.	Test Incident Log
☐	8. Work with Technology Coordinators to ensure timely computer setup. <ul style="list-style-type: none"> • Conduct network diagnostics. • Download the Idaho Secure Browser (currently available). • Verify that schools meet the minimum technology requirements. 	Technology Guide page on the Idaho portal.	5–10 hours	Complete at least 2 weeks prior to testing.	Technology Information folder on the Idaho portal
☐	9. Work with schools to add, update, and review TIDE student enrollment information.	TIDE User Guide	2–4 hours	Complete at least 2 weeks before testing and maintain/update during the testing window to keep rosters current.	“How District-level Users Register Students for Testing” section of the TIDE User Guide
☐	10. Perform an equipment needs assessment based on individual student requirements. <ul style="list-style-type: none"> • Work with SCs to identify students who will need specialized equipment for accommodations. 	None	1–2 hours	Complete at least 2 weeks prior to testing.	Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available.

District Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources	
<ul style="list-style-type: none"> Communicate with the SC/TEs/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. 					
Monitor Administration Activities					
<input type="checkbox"/>	<p>11. Investigate all testing improprieties, irregularities, and breaches reported by TEs and TAs.</p> <ul style="list-style-type: none"> Follow reporting procedure according to Responding to Testing Improprieties, Irregularities, and Breaches. 	Responding to Testing Improprieties, Irregularities, and Breaches	As needed	Ongoing. Deadline for all submissions is one day prior to the testing window close.	“How District-level Users Manage Test Improprieties” section of the TIDE User Guide
<input type="checkbox"/>	<p>12. Report any test security incident in TIDE and report to the appropriate personnel according to the guidelines in Responding to Testing Improprieties, Irregularities, and Breaches and the TIDE User Guide</p>	Responding to Testing Improprieties, Irregularities, and Breaches	As needed		“How District-level Users Manage Test Improprieties” section of the TIDE User Guide
<input type="checkbox"/>	<p>13. Monitor with the District Technology Coordinator any technical problems to apply resolutions or disseminate information at other school sites prior to testing.</p>	None		Ongoing throughout the testing window.	

District Test Coordinator Activities	Reference in Manual	Target Completion Date	Notes/Resources
Oversight Responsibilities			
<input type="checkbox"/> 14. Ensure that SCs, TEs, and TAs in the district are appropriately trained and aware of policies and procedures, especially related to security. Review the TA Certification Course (found on the portal), required.	Ensuring Test Security and Responding to Testing Improprieties, Irregularities, and Breaches	Complete at least 3 weeks prior to testing.	TA Certification available on the Idaho portal ELA/Literacy & Math Assessments, Science Assessments, and Idaho Alternate Assessments cards
<input type="checkbox"/> 15. Review school test administration schedules for adequate time and resource planning.	Testing Time and Recommended Order of Administration	Complete at least 3 weeks prior to testing.	
<input type="checkbox"/> 16. Verify that SCs, TEs, and TAs have reviewed student information in TIDE and are verifying student settings for designated supports and accommodations in TIDE.	TIDE User Guide	Complete at least 2 weeks prior to testing.	"How District-level Users Register Students for Testing" section of the TIDE User Guide
<input type="checkbox"/> 17. Any individuals who will be in the testing room must carefully read and sign the Test Security Agreement required by the Idaho State Department of Education (SDE) prior to testing. DCs or SCs should collect these signed forms from all testing proctors, depending on district policy.	Ensuring Test Security		Test Security Agreement available on the Idaho portal
<input type="checkbox"/> 18. You or your designee must be available during your testing window for questions and problem solving.	None	Complete during your entire testing window.	
<input type="checkbox"/> 19. Communicate regularly with SCs any emerging trends or issues.	None	Complete during your entire testing window.	

Contact Information	
Questions about state policies	Questions about technology and the overall administration procedures
<p>SDE</p> <p>Test Policy</p> <p>Name: Ayaka Nukui Phone: (208) 332-6926 E-mail: anukui@sde.idaho.gov</p> <p>Alternate Assessments</p> <p>Name: Karren Streagle Phone: (208) 332-6824 E-mail: kstreagle@sde.idaho.gov</p> <p>Test Incidents</p> <p>Name: Ayaka Nukui Phone: (208) 332-6926 E-mail: anukui@sde.idaho.gov</p>	<p>Idaho Help Desk</p> <p>Toll-Free Phone Support: 1-844-560-7365</p> <p>E-mail Support: IDHelpDesk@cambiumassessment.com</p>

Appendix J. School Test Coordinator Checklist

The School Test Coordinator activity checklist list below may be customized according to how roles are assigned by the SDE.

School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
Direct Responsibilities				
<input type="checkbox"/> 1. Attend trainings your district offers and review all state, and district policy and test administration documents.	Table 1 , Table 2 , and Table 3	60–90 minutes	Complete at least 3 weeks prior to testing.	
<input type="checkbox"/> 2. Ensure that all TEs and TAs attend your school's or district's training and review the self-paced online training modules posted on the Idaho portal. Review the TA Certification Course (found on the Idaho portal), as this course is required.	Table 1 , Table 2 , and Table 3	2–3 hours	Complete at least 3 weeks prior to testing.	<p>Training Presentations and TA Certification are available on the Idaho portal</p> <p>Training Presentations: Resources page – Trainings and System Guides folder</p> <p>TA Certification Course: ELA/Literacy & Math Assessments, Science Assessments, and Idaho Alternate Assessments cards</p>
<input type="checkbox"/> 3. Work with technology personnel to ensure timely computer setup: <ul style="list-style-type: none"> • Conduct network diagnostics. • Download the Idaho Secure Browser. • Verify that your school has met the minimum technology requirements. 	Technology Guide page on the Idaho portal.	5–10 hours	Complete at least 3–4 weeks prior to testing.	Technology Information folder on the Idaho portal

School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<ul style="list-style-type: none"> Ensure that other technical issues are resolved before and during testing. 				
<input type="checkbox"/> 4. Communicate with the TAs to identify the number of headsets needed for each testing site and ensure that the needed number are available at least two weeks prior to the testing window. <ul style="list-style-type: none"> Headsets are required for the ELA/literacy Listening portions of the assessment, for students who require text-to-speech, or for students requiring audio glossaries (mathematics only). Communicate with the DC to identify the number of headsets needed. 	None	Up to 1 hour	Complete at least 2 weeks 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"/> 5. Perform an equipment needs check based on individual student requirements. <ul style="list-style-type: none"> Work with TAs to identify students who will need specialized equipment for accommodations. 	None	1–2 hours	Complete at least 2 weeks prior to testing.	
<input type="checkbox"/> 6. Based on the test administration windows, work with TAs and DCs to establish a testing schedule.	Testing Time and Recommended Order of Administration	2–4 hours	Complete at least 1–2 weeks prior to testing.	

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	7. Work with TEs and 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.	TIDE User Guide	2–4 hours	Complete at least 1–2 weeks prior to testing.	“How District-level Users Register Students for Testing” section of the TIDE User Guide
<input type="checkbox"/>	8. Establish a place to test those students who need a separate test setting.	Usability, Accessibility, and Accommodations Guidelines (UAAG)	1–2 hours	Complete at least 1–2 weeks prior to testing.	UAAG available on the Idaho portal Accessibility & Accommodations folder
<input type="checkbox"/>	9. Work with TAs to plan a quiet activity for each test session for students who finish early.	None	30 minutes	Complete the week of testing.	The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.
<input type="checkbox"/>	10. 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.	Secure Handling of Printed Materials		Complete during and after testing window.	
<input type="checkbox"/>	11. Ensure adherence to all security policies. <ul style="list-style-type: none"> • Ensure that all TAs read and sign state security agreements. 	Ensuring Test Security		Ongoing	Test Security Agreement available on the Idaho portal
<input type="checkbox"/>	12. Document any test impropriety, irregularity, or breach and report to the DC immediately after learning of the incident. <ul style="list-style-type: none"> • Working with the DC, enter incidents in TIDE. 	Responding to Testing Improprieties, Irregularities, and Breaches and the TIDE User Guide	As needed	Ongoing	“How District-level Users Manage Test Improprieties” section of the TIDE User Guide

School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
Monitor Administration Activities				
<input type="checkbox"/> 13. 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"/> 14. Raise any technical issues with the School Technology Coordinator for resolution.	None	As needed	Ongoing	
<input type="checkbox"/> 15. Review, investigate, and report on all potential testing improprieties, irregularities, and breaches reported by the TA. Mitigate incidents when appropriate.	Responding to Testing Improprieties, Irregularities, and Breaches	As needed	Ongoing	

School Test Coordinator Activities	Reference in Manual	Target Completion Date	Notes/Resources
Oversight Responsibilities			
<input type="checkbox"/> 16. Verify that TAs have verified student settings for designated supports and accommodations in TIDE.	TIDE User Guide	Complete at least 1–2 weeks prior to testing.	“How Teachers and Test Administrators Manage Student Information” section of the TIDE User Guide
<input type="checkbox"/> 17. Any individuals that will be in the testing room must carefully read and sign the Test Security Agreement required by the Idaho State Department of Education (SDE) prior to testing. DCs or SCs should collect these signed forms from all testing proctors, depending on district policy.	Ensuring Test Security		Test Security Agreement available on the Idaho portal
<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	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.	Ensuring Test Security , Responding to Testing Improprieties , Irregularities , and Breaches , and Appendix H	Complete during testing.	ISAT Test Incident Form

Contact Information	
Questions about the overall administration and state policies	Questions about technology and the overall administration procedures
<p>SDE</p> <p>Test Policy</p> <p>Name: Ayaka Nukui</p> <p>Phone: (208) 332-6926</p> <p>E-mail: anukui@sde.idaho.gov</p> <p>Alternate Assessment</p> <p>Name: Karren Streagle</p> <p>Phone: (208) 332-6824</p> <p>E-mail: kstreagle@sde.idaho.gov</p> <p>Test Incidents</p> <p>Name: Ayaka Nukui</p> <p>Phone: (208) 332-6926</p> <p>E-mail: anukui@sde.idaho.gov</p>	<p>School Technical Coordinator</p> <div style="background-color: #cccccc; height: 20px; width: 100%;"></div> <p>Phone: _____</p> <p>E-mail: _____</p> <p>District Test Coordinator</p> <div style="background-color: #cccccc; height: 20px; width: 100%;"></div> <p>Phone: _____</p> <p>E-mail: _____</p> <p style="text-align: center;">Idaho Help Desk</p> <p style="text-align: center;">Toll-Free Phone Support: 1-844-560-7365</p> <p style="text-align: center;">E-mail Support: IDHelpDesk@cambiumassessment.com</p>

Appendix K. Teacher and Test Administrator Checklist

The Test Administrator activity checklist below may be customized according to how roles are assigned by the State.

	Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	1. Review all state and district policy and test administration documents, particularly this manual.	1–2 hours	Complete at least 2–3 weeks prior to testing.	
<input type="checkbox"/>	2. Review the training modules and attend school, district, or state training sessions if any are offered. Review the TA Certification Course (found on the Idaho portal), as it is required.	2–3 hours	Complete at least 2–3 weeks prior to testing.	TA Certification available on the Idaho portal ELA/Literacy & Math Assessments, Science Assessments, and Idaho Alternate Assessments cards
<input type="checkbox"/>	3. Provide students with a walk-through of the Training Test, Sample Test, and/or Interim Assessments for familiarity with navigation of the system and tools.	1 hour	Complete while spaced over 2–3 weeks prior to testing.	
<input type="checkbox"/>	4. Perform an equipment needs check based on individual student requirements. • Work with the SC to identify students who will need specialized equipment for accommodations.	1–2 hours	Complete at least 2 weeks prior to testing.	Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available. Technology Information folder on the Idaho portal
<input type="checkbox"/>	5. Work with the SC to determine precise testing schedules based on the test administration windows selected by the school schedule. Make sure your students’ test administration includes allowable breaks.		Complete at least 1–2 weeks prior to testing.	

Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/> 6. Confirm that you have received your TIDE log-in information. You should have received an automated e-mail from the Help Desk notifying you of how to log in to TIDE. You will also use this username and password for any other provided systems.	2–4 hours	Complete at least 1–2 weeks prior to testing.	If you have not received this information, please check your spam/junk e-mail folder to see if it was mistakenly routed there. If not, check with your School Test Coordinator.
<input type="checkbox"/> 7. Work with your SC to ensure that each student has an EDUID number and has been loaded into TIDE.	2–4 hours	Complete at least 1–2 weeks prior to testing.	
<input type="checkbox"/> 8. Confirm each student’s test settings for designated supports and accommodations in TIDE against their IEP or other relevant documentation as appropriate.	2–4 hours	Complete at least 1–2 weeks prior to testing.	
<input type="checkbox"/> 9. Ensure that the correct Idaho Secure Browser has been downloaded to any computer(s) on which students will be testing.	1–2 hours	Complete at least 1–2 weeks prior to testing. and again Complete the day before testing or morning of testing.	Technology Information folder on the Idaho portal

Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/> 10. Communicate to students the need for headsets in order to take the ELA/literacy Listening portions of the assessment. <ul style="list-style-type: none"> Identify any students who may not have their own headsets and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing. Also, have extra headsets on hand for students who may forget to bring theirs. Send reminders several days before and the day prior to testing to ensure that students remember to bring headsets. 		<p>Make a count of needed headsets (vs students who have their own) at least 3 weeks prior to testing and tell your SC the number needed. Three days before testing, remind students to have their headsets available the day of tests. One day before testing, remind students to bring their headsets.</p>	<p>Administration of the ELA/literacy assessment will contain a listening portion. Students will need ear buds or headsets. Make sure that 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.</p> <p>Technology Information available on the Idaho portal</p>
<input type="checkbox"/> 11. All assessments will have CAT items plus a performance task (PT).	60 minutes planning the day prior to administering the PT	Complete the week of testing.	Administration of the CAT items will require advance preparations.
<input type="checkbox"/> 12. Plan a quiet activity for each test session for students who finish early.	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"/> 13. Prior to administration, check all computers that will be used and close all applications except those identified as necessary by the School’s Technology Coordinator. Make sure that no computer has dual monitors. <ul style="list-style-type: none"> Work with your SC to set system volume prior to students launching the Idaho Secure Browser to ensure that students can hear the audio portions of the ELA/literacy segment. 	1–2 hours	Complete the morning of testing.	The TA should open the Idaho Secure Browser on each computer after closing any unnecessary applications.

	Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	<p>14. Review all guidelines for creating a secure test environment.</p> <ul style="list-style-type: none"> Review all security procedures and guidelines in the Online Test Administration Manual (TAM). Any individuals that will be in the testing room must carefully read and sign the Test Security Agreement required by the Idaho State Department of Education (SDE). Provide the signed version to your DC or SC, depending on district policy. 		Prior to and during day(s) of testing.	Test Security Agreement available on the Idaho portal
☐	<p>15. Make sure that the physical conditions of the testing room are satisfactory.</p> <ul style="list-style-type: none"> Make sure that no instructional materials directly related to the content of the assessments are visible. 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. Actively monitor students throughout the test sessions. Students who are not being tested may not be in the room where a test is being administered. 		Complete the day(s) of testing.	Make sure that students clear their desks and put away all books, backpacks, purses, cell phones, electronic devices of any kind, and other materials not needed for the test. Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.
☐	<p>16. On the day of testing, verify that the students have their log-in information (first name, EDUID, and test session ID).</p>		Complete the day(s) of testing.	

	Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	17. Administer the assessments, following the script and directions for administration. Provide any necessary non-embedded designated supports and accommodations.		Complete the day(s) of testing.	Provide students with scratch paper for all test sessions. Also, provide students in grades 6 and above graph paper for the mathematics assessments.
<input type="checkbox"/>	18. Report any testing improprieties, irregularities, and breaches to the SC and DC in writing immediately following a test impropriety, irregularity, or breach.		Complete as soon as possible during or immediately following testing.	
<input type="checkbox"/>	19. Securely dispose of all printed testing materials, including student log-in information, print-on-demand documents, and scratch paper in a secure manner.		Complete after testing.	

Contact Information

Questions about the overall administration and state policies

SDE Test Policy

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Questions about technology and the overall administration procedures

School Technical Coordinator

Name: _____

E-mail: _____

School Test Coordinator

Name: _____

E-mail: _____

District Test Coordinator

Name: _____

E-mail: _____

Idaho Help Desk
Toll-Free Phone Support: 1-844-560-7365
E-mail Support:
IDHelpDesk@cambiumassessment.com

Appendix L. IDAA Test Administration Script

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

Because of the nature of the IDAA and the complex needs of qualifying students, the IDAA must be administered individually to each student. This means that the TE sits with the student, facilitates the activation of the Human Voice Recordings (HVRs), supports, and encourages student engagement and participation, and, in some cases, serves as a scribe to click a student's answer choice. **At no time should the TE leave a student unattended during administration of the IDAA.**

To ensure that all students are tested under the same conditions, the teacher (TE) should strictly adhere to the script for administering the test. Depending on the computer skills of the student taking the IDAA, the TE or student will enter log-in information, play the HVRs, click student answer choices, and navigate through the test. When asked, the TE should answer questions raised by students, but should never help students choose the correct response.

All directions a TE needs to read to students are indicated by the word "SAY" and are highlighted in **blue boxes** so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner. The TE may reread any directions and paraphrase if a student does not seem to understand the directions. If the TE makes a mistake in reading a direction, the TE should stop and say, "I made a mistake. Listen again." Then the direction should be reread.

The TE should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, the TE should encourage students to do their best. TEs are responsible for individually administering the IDAA to qualifying students.



Note: When administering the IDAA using the read aloud by familiar adult accommodation, the TE will first play each HVR, then read text and describe images, tables, etc. as modeled by the HVR.

Starting a Test Session

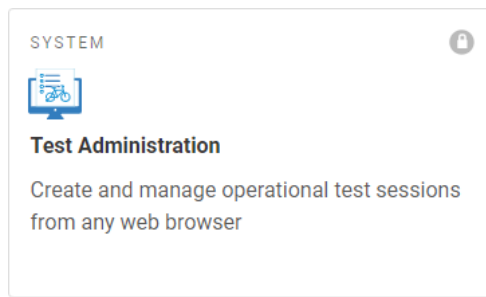
The TE should follow the steps outlined in this section to administer a test session.

The TE 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 TE creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log in and should be written down. TEs should follow these steps to create a session:

Step 1: The TE logs in to the TA Interface.

- a. Select the **Test Administration** card.
- b. On the *Login* page, the TE enters his or her email address and password associated with his or her TIDE account in the respective fields. Then, the TE clicks **Secure Login**. The TA Interface appears.

Figure 2. Test Administration Portal Card



Step 2: The TE begins the test session.

When a TE logs in to the TA Interface, the *Test Selection* window opens automatically. After clicking the assessment(s) to be administered during the test session, the TE 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.

Step 3: The TE logs the student into the secure test browser.

The TE will launch the secure test browser on the student’s computer or tablet.

SAY: Today, you will take the [NAME OF TEST (i.e., grade 5 ELA)] test. I will help you log into the test browser. First, let’s go over some test rules.

I will help you play the human voice recordings for each question. You must answer each question on the screen before clicking NEXT. If you are not sure about an answer, choose the best answer. If you want to see the question again, I will help you mark it to review later. You may go back and change the answer before you finish the test.

Let me know if you need a break. We can PAUSE your test and you can finish it later.

Enter or prompt the student to enter his/her first name, their EDUID, and the test session ID, then click “sign-in.” The system-generated session ID appears in the *Operational Session ID* box at the top of the TA interface screen. **The TE 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 student will be logged out of the session if there is no activity for 20 minutes by the TE or a student. Having the session ID will allow the TE to help the student resume the session.

SAY: We are logging into your test session. Type in your first name, your ID number, and the test session number. [The TE may complete these steps for the student.]

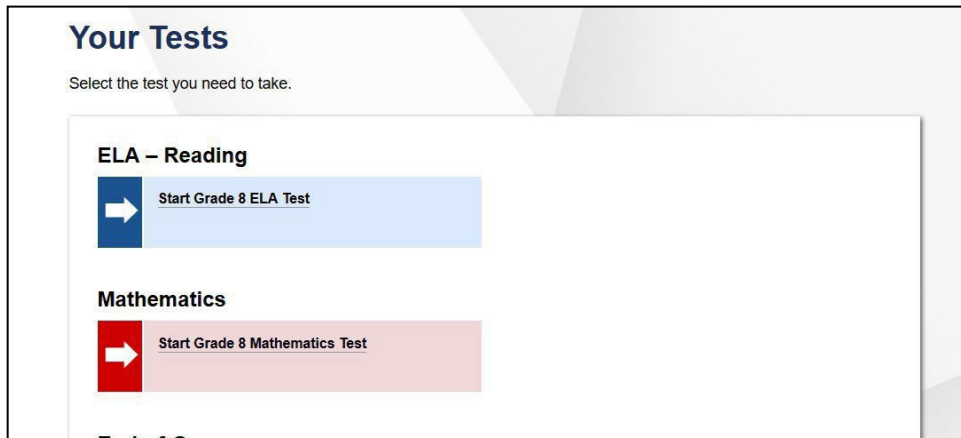
Once you have successfully logged in the student, you will see a screen with the student’s first name and other information about him/her. If all the information on the screen is correct, select YES to continue. If any of the information is incorrect, try logging in using the student credentials or check with your SC.

Step 4: The TE chooses the student’s test.

SAY: Now we choose your test. You are taking the [NAME OF TEST (i.e., grade 5 ELA)] test. Click on your test [point to the test for the student to click or click for the student]. Now we must wait a moment while I start your test on the other computer.

After choosing the correct test, notice the moving bar and message saying that you are waiting for approval. The TE will approve the request to start the test.

Figure 3. Choose the Student's Test



Step 5: The TE views and approves students who are waiting for test session approval.

After students have selected a test, the TE verifies that the student selected the appropriate test before approving that student for testing. **It is very important that the TE 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, the following steps should be performed:

- Select the **[Approvals (#)]** button.
- A new window opens that shows a list of students, organized by test name. The TE should review the list to ensure that the student is taking the correct test (grade level), and the correct content area (mathematics).
- The TE should also review the test settings assigned to the student to ensure that they are correct.
 - **If a student's settings are incorrect, do not approve that student to begin testing.** The TE will need to work directly with a SC 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 TDS.)* **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.**
- When the correct test is selected and test settings are verified, the TE clicks **[Approve]** or **[Approve All Students]**.

Figure 4. Approve Students to Enter Test Session

Approvals and Student Test Settings

Approve All Students
 Refresh
 Done

3 students awaiting approval
 0 active tests
 0 tests in session
 ● = ISAT Sample Tests

Grade 3 ELA - Practice Test - 1 student(s)				<input checked="" type="checkbox"/> Approve All Students
Student Name	EDUID	Opp #	See Details	Action
DoNotDelete, AFT	888887342	1	Standard	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>

Grade 4 ELA - Practice Test - 1 student(s)				<input checked="" type="checkbox"/> Approve All Students
Student Name	EDUID	Opp #	See Details	Action
DoNotDelete, AFT	888887376	1	Standard	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>

Grade 5 ELA - Practice Test - 1 student(s)				<input checked="" type="checkbox"/> Approve All Students
Student Name	EDUID	Opp #	See Details	Action
DoNotDelete, AFT	888887322	1	Standard	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>

SAY: Now, we must check to make sure we can hear your test and see the videos. [Student or TE clicks the ear icon to start the audio playback check.] Did you hear the music? Did you see the video? [student indicates “yes” using individual mode of communication.] I heard and saw it, too. Let’s click “continue” to start your test. [Student or teacher can click “continue.”]

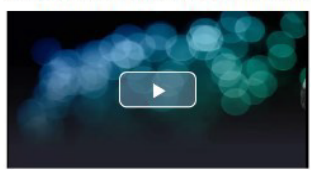
If the TE and/or student did not hear and see the video, check the volume controls. This may require quitting the secure test browser to increase the volume. This may also require working with technology staff to rectify any issues.

Figure 5. Sound and Video Playback Check

Sound and Video Playback Check

Make sure audio playback is working.

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



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

I could play the video and sound
 I could not play the video or sound

Step 6: The TE begins the student’s test.

From the Instructions and Help screen, check the student’s test settings.

SAY: Let’s double check your test settings.

The TE checks the student’s test settings. Check with the SC if the student’s test settings are not correct.

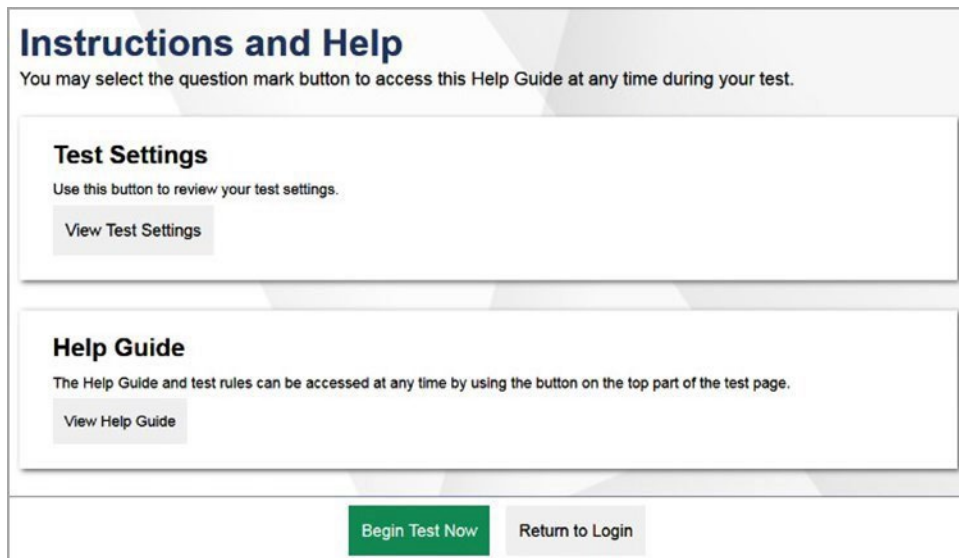
Review the Help Guide with the student, if appropriate. If the TE will be serving as a scribe for the student, then the TE should be familiar with all the test functions before test day.

SAY: Remember, you are taking your [NAME OF TEST (i.e., grade 5 ELA)] test today. I will help you play all the human voice recordings before you choose an answer. You must answer each question on the screen before clicking NEXT. If you are not sure about an answer, choose the best answer. If you want to see the question again, I will help you mark it to review later. You may go back and change the answer before you finish the test.

Let me know if you need a break. We can PAUSE your test and you can finish it later.

Let’s click the [BEGIN TEST NOW] bottom to start your test.

Figure 6. Begin Test



Administering the Test

Once a student’s test is started, the TE should sit with the student to closely monitor and facilitate student engagement and participation. Listed below are important reminders for individualized IDAA test administration:

- The TE ensures the student activates all human voice recordings (HVRs) by clicking the ear icon. The HVRs may be activated in one of four ways, depending on the individual needs of the student:
 1. Independently – the student independently clicks the ear icon to activate the HVR;

2. Visual prompt – the TE points to the ear icon to prompt the student to activate the HVR;
 3. Physical assist – the TE physically assists the student to control the mouse and click on the ear icon to activate the HVR; or
 4. Teacher – the TE activates the HVRs for the student.
- The HVRs may be replayed up to three times as needed for the student to access test content. If a student needs HVRs replayed more than three times, then pause the test and resume at a later time and/or day.
 - The TE closely monitors the student’s behavior during the test to facilitate breaks, as needed or requested by the student.
 - The TE may serve as a scribe by clicking answer choices for the student in situations where a student responds in an alternate format, cannot operate a computer mouse or touch screen independently, or does not use a mouse or click with intention.

If the TE witnesses or suspects the possibility of a test security incident, the SC and/or DC should be contacted immediately in accordance with the security guidance provided in this manual.

Outlined below are the steps for individually administering the three different item types included on the IDAA in ELA/Literacy, mathematics, and science: items with reading passages, items with stimuli, and stand-alone items.

Administering Items with Reading Passages

The script for each step below includes verbiage for the way in which the HVRs are activated as: Independently, Visual Prompt, Physical Assist, and Teacher, as described above.

Step 1: Activate the HVR for the reading passage.

SAY:

[Independently] Click the ear icon to listen to the reading passage.

[Visual Prompt] Look here [TE points to ear icon]. Click the ear icon to listen to the reading passage.

[Physical Assist] We will click the ear icon together so you can listen to the reading passage.

[Teacher] Listen while I play the reading passage.

Figure 7. IDAA Item with a Reading Passage

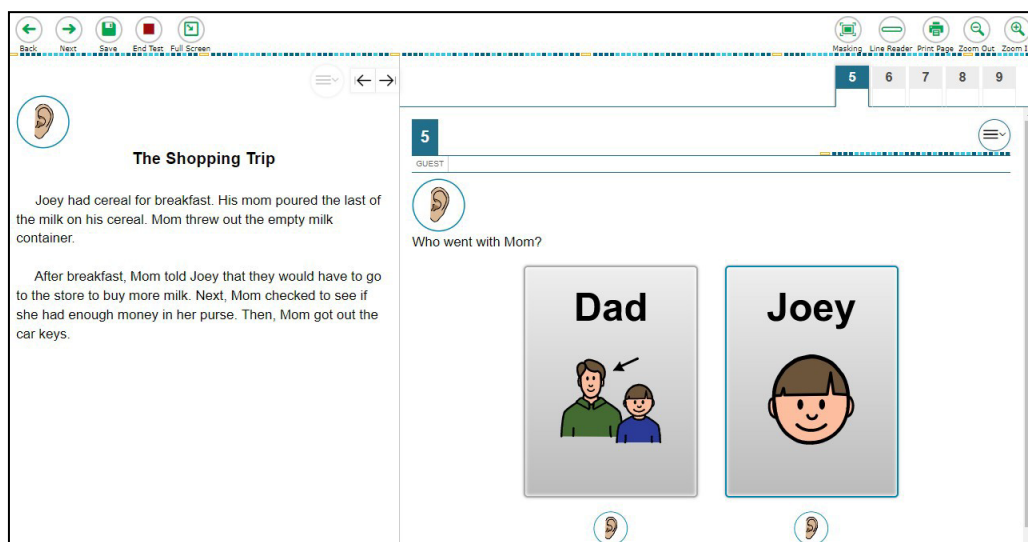


Figure 8. Ear Icon



Step 2: Activate the HVR for the test item.

SAY:

[Independently] Click the ear icon to listen to the question.

[Visual Prompt] Look here [TE points to ear icon]. Click the ear icon to listen to the question.

[Physical Assist] We will click the ear icon together so you can listen to the question.

[Teacher] Listen while I play the question.

Step 3: Activate the HVR for the answer options.

The TE may point to each answer option as the HVR plays.

SAY:

[Independently] Click the ear icon to listen to answer choice A. [Pause while HVR plays. Repeat for choices B and C.]

[Visual Prompt] Look here [TE points to ear icon]. Click the ear icon to listen to answer choice A. [Pause while HVR plays. Repeat for choices B and C.]

[Physical Assist] We will click the ear icon together so you can listen to answer choice A. [Pause while HVR plays. Repeat for choices B and C.]

[Teacher] Listen while I play answer choice A. [Pause while HVR plays. Repeat for choices B and C.]

Step 4: Student chooses an answer.

SAY: Choose your answer.

Students indicate their answer choice using their preferred mode of communication as follows:

- Student independently clicks their answer choice using the mouse or touch screen;
- Student indicates their answer using their preferred mode of communication (speaking, pointing, communication device, eye gaze, etc.) and TE acts as a scribe to click the answer option for the student.

Step 5: Go on to the next test item.

The student or TE may click the “next” button to go to the next item.

SAY: You are ready for the next question. Click the “next” button. [TE may point to, assist, or click the “next” button for the student.]

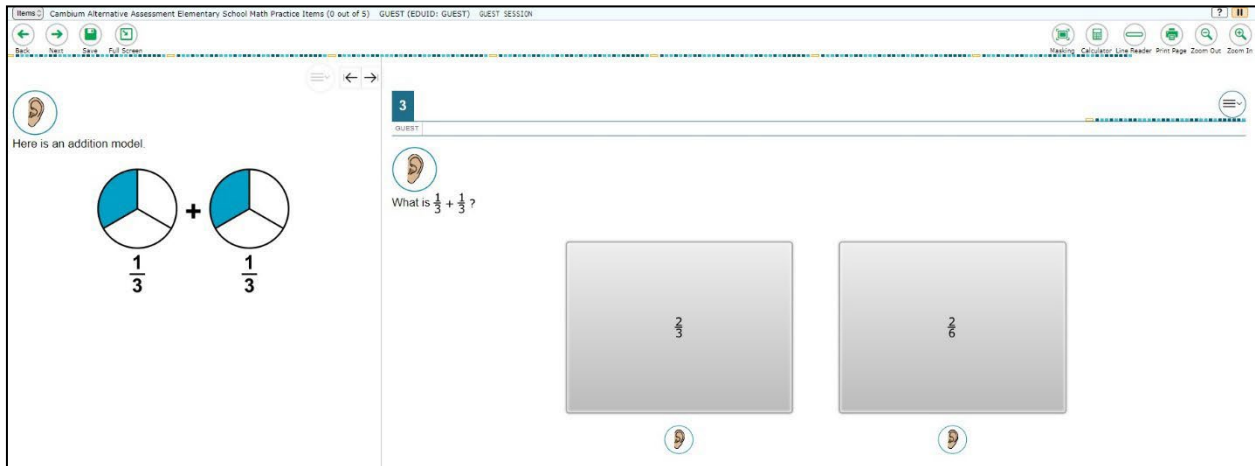
Figure 9. Next Button



Administering Items with a Stimulus

The script for each step below includes verbiage for the way in which the HVRs are activated: Independently, Visual Prompt, Physical Assist, and Teacher, as described above.

Figure 10. IDAA Item with a Stimulus



Step 1: Activate the HVR for the stimulus.

SAY:

[Independently] Click the ear icon to listen to the first part.

[Visual Prompt] Look here [TE points to ear icon]. Click the ear icon to listen to the first part.

[Physical Assist] We will click the ear icon together so you can listen to the first part.

[Teacher] Listen while I play the first part.

Step 2: Activate the HVR for the test item.

SAY:

[Independently] Click the ear icon to listen to the question.

[Visual Prompt] Look here [TE points to ear icon]. Click the ear icon to listen to the question.

[Physical Assist] We will click the ear icon together so you can listen to the question.

[Teacher] Listen while I play the question.

Step 3: Activate the HVR for the answer options.

The TE may point to each answer option as the HVR plays.

SAY:

[Independently] Click the ear icon to listen to answer choice A. [Pause while HVR plays. Repeat for choices B and C.]

[Visual Prompt] Look here [TE points to ear icon]. Click the ear icon to listen to answer choice A. [Pause while HVR plays. Repeat for choices B and C.]

[Physical Assist] We will click the ear icon together so you can listen to answer choice A. [Pause while HVR plays. Repeat for choices B and C.]

[Teacher] Listen while I play answer choice A. [Pause while HVR plays. Repeat for choices B and C.]

Step 4: Student chooses an answer.

SAY: Choose your answer.

Students indicates their answer choice using their preferred mode of communication as follows:

- Student independently clicks their answer choice using the mouse or touch screen;
- Student indicates their answer using their preferred mode of communication (speaking, pointing, communication device, eye gaze, etc.) and TE acts as a scribe to click the answer option for the student.

Step 5: Go on to the next test item

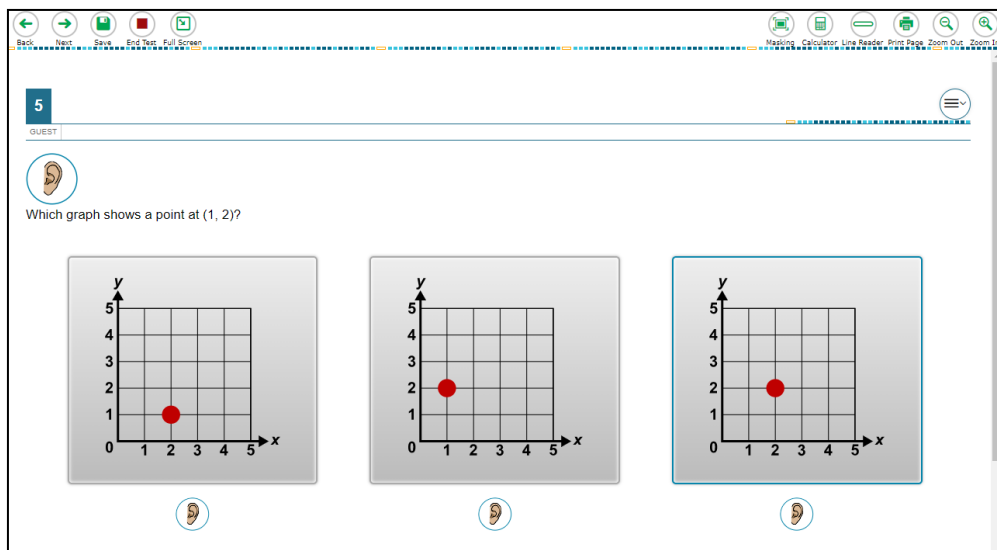
SAY: You are ready for the next question. Click the “next” button. [TE may point to, assist, or click the “next” button for the student.]

The student or TE may click the “next” button to go to the next item.

Administering Stand-Alone Items

The script for each step below includes verbiage for the way in which the HVRs are activated as: Independently, Visual Prompt, Physical Assist, and Teacher, as described above.

Figure 11. IDAA Stand-Alone Item



Step 1: Activate the HVR for the test item.

SAY:

[Independently] Click the ear icon to listen to the question.

[Visual Prompt] Look here [TE points to ear icon]. Click the ear icon to listen to the question.

[Physical Assist] We will click the ear icon together so you can listen to the question.

[Teacher] Listen while I play the question.

Step 2: Activate the HVR for the answer options.

The TE may point to each answer option as the HVR plays.

SAY:

[Independently] Click the ear icon to listen to answer choice A. [Pause while HVR plays. Repeat for choices B and C.]

[Visual Prompt] Look here [TE points to ear icon]. Click the ear icon to listen to answer choice A. [Pause while HVR plays. Repeat for choices B and C.]

[Physical Assist] We will click the ear icon together so you can listen to answer choice A. [Pause while HVR plays. Repeat for choices B and C.]

[Teacher] Listen while I play answer choice A. [Pause while HVR plays. Repeat for choices B and C.]

Step 3: Student chooses an answer.

SAY: Choose your answer.

Students indicate their answer choice using their preferred mode of communication as follows:

- Student independently clicks their answer choice using the mouse or touch screen;
- Student indicates their answer using their preferred mode of communication (speaking, pointing, communication device, eye gaze, etc.) and TE acts as a scribe to click the answer option for the student.

The student or TE may click the “next” button to go to the next item.

Step 4: Go on to the next test item.

The student or TE may click the “next” button to go to the next item.

SAY: You are ready for the next question. Click the “next” button. [TE may point to, assist, or click the “next” button for the student.]

Scripts for Additional Situations

Prompt After No Response

If a student is non-responsive to a test item, repeat the item again, starting with the script below. Repeat the item up to three times. If the student remains unresponsive, pause the test and resume the test at another time and/or day.

SAY: Let’s try that one again. Listen. Look at the screen. [Then, follow the steps specific to the item type.]

Prompts to Support Student Engagement

The TE may provide encouragement to support student engagement and focus. TEs should use phrases that do not indicate either the correct or incorrect response. Examples of acceptable encouraging phrases are outlined in the script below.

SAY any of the following as appropriate:

- I like the way you are listening and following directions.
- Do your best.
- Only one more to go!
- Just five minutes until a break!
- Keep working!
- Look at the screen. (The TE may point to or tap the computer screen to draw the student’s attention to the screen. However, the TE should be careful not to inadvertently point to or suggest the correct answer in anyway.)

Prompt for Handheld Calculator

Students may use a familiar handheld calculator on all IDAA mathematics and science test items. Use of the embedded calculator is not suggested or required.

SAY: Do you want to use your calculator? [or] Here is your calculator.

Prompts for Test Tools

If students have experience using embedded test tools, such as strikethrough, mark for review, zoom, etc., they may click the tools independently or the TE may prompt students to use the tools as appropriate. However, the TE should not prompt the student to use a tool as an indicator that the student made an incorrect answer choice.

SAY one of the following as appropriate:

- Do you want to use [name the test tool]?
- Show/tell me which answer you want to strikethrough.
- Do you want to go back to the last item?
- Do you want to make the question bigger/larger? Is that enough?
- Do you want to make the question smaller? Is that enough?
- Do you want me to make the recording louder/softer? Is that enough?
- Do you want me to print this item? [The IDAA is not intended for all items to be printed on demand.]

Prompt for a Break

Students may indicate the need for a break by specifically asking for one or by their behavior. It is up to the TE's discretion to allow a student to take a break from the IDAA. Remember, students taking the IDAA may have multiple breaks as necessary to address their individual needs. When students resume the IDAA, they are not restricted from returning to items they previously answered.

SAY: It looks like you need a break. Let's pause your test and come back to it [later today, after lunch, after a walk, etc., as appropriate].

Prompt for Testing Over Multiple Days

SAY: We are going to stop your testing for today and finish on [whatever day you plan to resume testing].

IMPORTANT:

- If the TE is using the TA Interface and navigates to TIDE, the session will stop, and all students in the session will be logged out. The session cannot be resumed. A new session will have to be created, and the students will have to log in to the new session to resume testing. When starting a new session, give the new session ID to the students so they can log in and resume testing.
- If the TA Interface is accidentally closed while students are still testing, the session will remain open until it times out after 20 minutes. The TE can open the browser and navigate back to the TA Interface. The TE will be prompted to enter the active session ID.
- As a security measure, TEs are automatically logged out of the TA Interface after 20 minutes of inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the TE will have to create a new session and the students will have to log in to the new session to resume testing.

Submitting a Test

Once all test items have been answered, the TE may prompt or assist the student to click the

“submit test” button or click the “submit test” button for the student. The TE should prompt or assist the student to return to any items marked for review.

SAY: You marked question [item number] for review. Listen to the question again. [TE follows steps as outlined for the specific item type.]

After reviewing all items marked for review the TE may prompt or assist the student to click the “end test” button or click the “end test” button for the student.

Figure 12. End Test Button



SAY: You have finished taking your test.

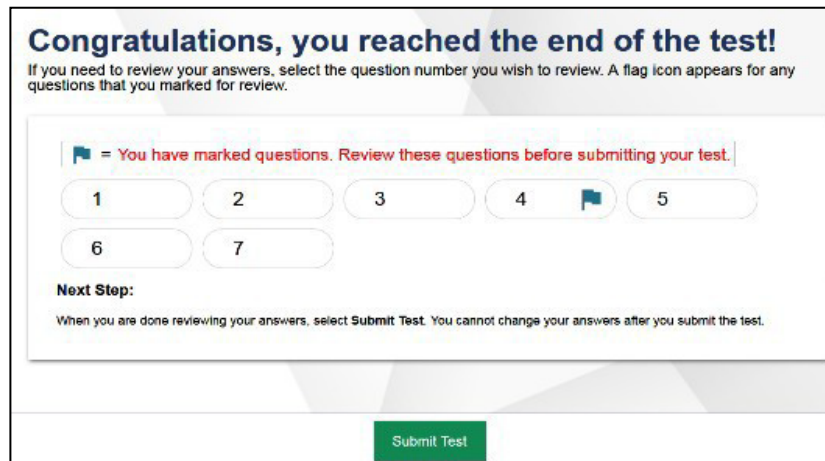
[Independently] Click the “end test” button.

[Visual Prompt] Look here [TE points to the “end test” button]. Click the “end test” button to submit your test.

[Physical Assist] We will click the “end test” button together so you can submit your test.

[Teacher] Listen click the “end test” button to submit your test.

Figure 13. Submit Test Window

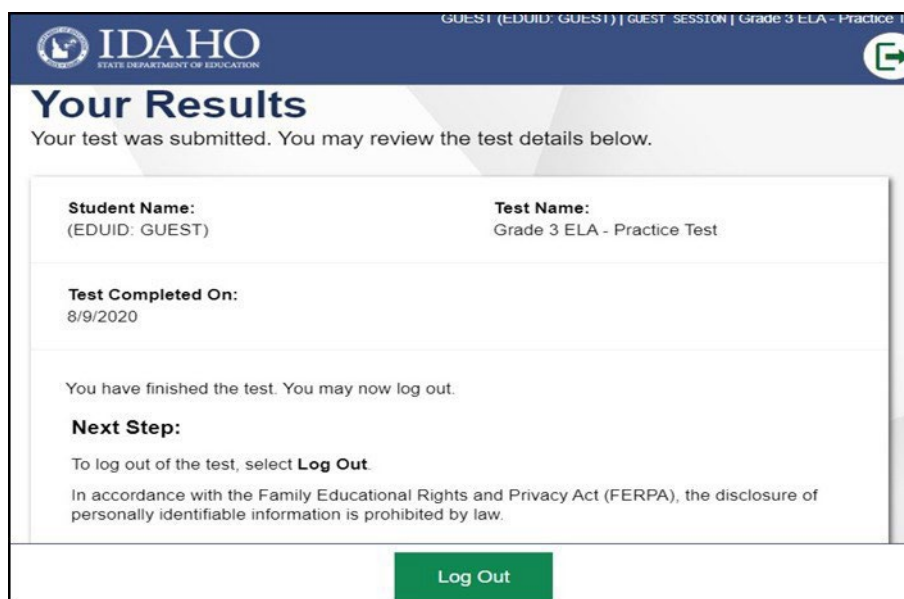


Ending a Test Session

The TA ends the test session and logs out of the TA Interface.

After the student has paused the test to take a break, stopped testing for the day, or submitted the test, the TEs should click [**Stop Session**] to end the test session and pause any student test in the session that is still in progress. When finished, the TE can log out of the TA Interface by clicking the [**Logout**] button at the top right. The TE should also collect any scratch paper or other secure test materials.

Figure 14. Log Out of Test Session Window



Testing Over Multiple Sessions or Days

When testing is continued on a subsequent day, the TE will need to start a new test session and prepare the student to resume their test. When students resume the IDAA, they are not restricted from returning to items they previously answered.

SAY: It is time to finish your [NAME OF TEST (i.e., grade 5 ELA)] test that you started on [day of last test session]. I will help you get logged in.

The student's test will resume starting with the first unanswered item from the previous test session.

SAY: We will start where you left off on [day of last test session]. [Resume administering test items.]

Appendix M. IDAA Test Administration Script for Printed Response Option Cards

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

Because of the nature of the IDAA and the complex needs of qualifying students, the IDAA must be administered individually to each student. This means that the TE sits with the student, facilitates the activation of the Human Voice Recordings (HVRs), supports and encourages student engagement and participation, and, in some cases, serves as a scribe to click a student's answer choice. **At no time should the TE leave a student unattended during administration of the IDAA.**

To ensure that all students are tested under the same conditions, the teacher (TE) should strictly adhere to the script for administering the test. Depending on the computer skills of the student taking the IDAA, the TE or student will enter log-in information, play the HVRs, click student answer choices, and navigate through the test. When asked, the TE should answer questions raised by students, but should never help students choose the correct response.

All directions a TE needs to read to students are indicated by the word "SAY" and are highlighted in **blue boxes** so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner. The TE may reread any directions and paraphrase if a student does not seem to understand the directions. If the TE makes a mistake in reading a direction, the TE should stop and say, "I made a mistake. Listen again." Then the direction should be reread.

The TE should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, the TE should encourage students to do their best. TEs are responsible for individually administering the IDAA to qualifying students.



Note: The IDAA Test Administration Script for Printed Response Option Cards differs from the IDAA Test Administration Script outlined in [Appendix L](#) only in that it prompts the TE to present the printed response option cards to the student as each relevant HVR is played.



Note: When administering the IDAA using the read aloud by familiar adult accommodation, the TE will first play each HVR, then read text and describe images, tables, etc. as modeled by the HVR.

Starting a Test Session

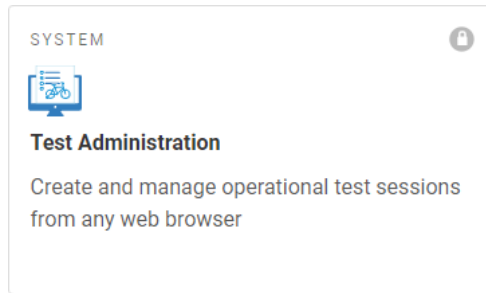
The TE should follow the steps outlined in this section to administer a test session.

The TE 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 TE creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log in and should be written down. TEs should follow these steps to create a session:

Step 1: The TE logs in to the TA Interface.

- a. Select the **Test Administration** card.

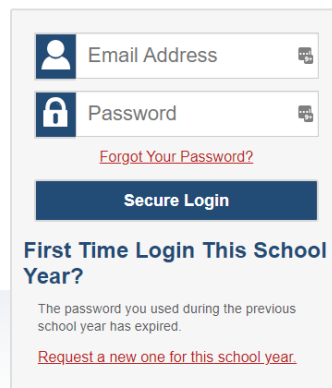
Figure 15. Test Administration Portal Card



- b. On the *Login* page, the TE enters his or her email address and password associated with his or her TIDE account in the respective fields. Then, the TE clicks **Secure Login**. The TA Interface appears.

Figure 16. Test Administration Login

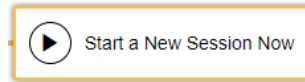
Login

A screenshot of a login form. It features two input fields: "Email Address" with a person icon and "Password" with a lock icon. Below the password field is a red link "Forgot Your Password?". A dark blue button labeled "Secure Login" is positioned below the fields. At the bottom, there is a section titled "First Time Login This School Year?" with the text "The password you used during the previous school year has expired." and a red link "Request a new one for this school year."

Step 2: The TE begins the test session.

When a TE logs in to the TA Interface, the *Test Selection* window opens automatically. After clicking the assessment(s) to be administered during the test session, the TE 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.

Figure 17. Start a New Session



Step 3: The TE logs the student into the secure test browser.

The TE will launch the secure test browser on the student’s computer or tablet.

SAY: Today, you will take the [NAME OF TEST (i.e., grade 5 ELA)] test. I will help you log into the test browser. First, let’s go over some test rules.

I will help you play the human voice recordings for each question. You must answer each question on the screen before clicking NEXT. If you are not sure about an answer, choose the best answer. If you want to see the question again, I will help you mark it to review later. You may go back and change the answer before you finish the test.

Let me know if you need a break. We can PAUSE your test and you can finish it later.

Enter or prompt the student to enter his/her first name, their EDUID, and the test session ID, then click “sign-in.” The system-generated session ID appears in the *Operational Session ID* box at the top of the TA interface screen. **The TE 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 student will be logged out of the session if there is no activity for 20 minutes by the TE or a student. Having the session ID will allow the TE to help the student resume the session.

SAY: We are logging into your test session. Type in your first name, your ID number, and the test session number. [The TE may complete these steps for the student.]

Figure 18. Student Secure Browser Login

Once you have successfully logged in the student, you will see a screen with the student's first name and other information about him/her. If all the information on the screen is correct, select YES to continue. If any of the information is incorrect, try logging in using the student credentials or check with your SC.

Step 4: The TE chooses the student's test.

SAY: Now we choose your test. You are taking the [NAME OF TEST (i.e., grade 5 ELA)] test. Click on your test [point to the test for the student to click or click for the student]. Now we must wait a moment while I start your test on the other computer.

After choosing the correct IDAA Fixed Form test, notice the moving bar and message saying that you are waiting for approval. The TE will approve the request to start the test.

Figure 19. Choose the Student's Test

If the fixed form tests do not appear, do not proceed with the test. Quit the secure test browser and contact the SC to ensure that the Paper Tester flag is checked in TIDE.

Step 5: The TE views and approves students who are waiting for test session approval.

After students have selected a test, the TE verifies that the student selected the appropriate test before approving that student for testing. **It is very important that the TE 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, the following steps should be performed:

- Select the **[Approvals (#)]** button.
- A new window opens that shows a list of students, organized by test name. The TE should review the list to ensure that the student is taking the correct test (grade level), and the correct content area (mathematics).
- The TE should also review the test settings assigned to the student to ensure that they are correct.
 - **If a student’s settings are incorrect, do not approve that student to begin testing.** The TE will need to work directly with a SC 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 TDS.) 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.*
- When the correct test is selected and test settings are verified, the TE clicks **[Approve]** or **[Approve All Students]**.

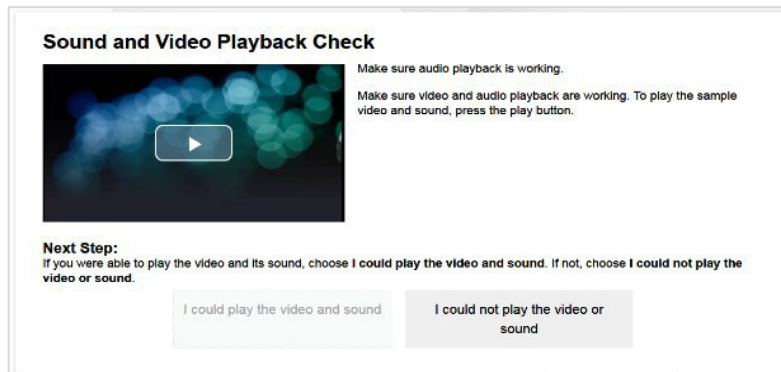
Figure 20. Approve Students to Enter Test Session

Approvals and Student Test Settings					<input checked="" type="checkbox"/> Approve All Students	Refresh	<input checked="" type="checkbox"/> Done
3 students awaiting approval			0 active tests	0 tests in session	= ISAT Sample Tests		
Grade 3 ELA - Practice Test - 1 student(s)					<input checked="" type="checkbox"/> Approve All Students		
Student Name	EDUID	Opp #	See Details	Action			
DoNotDelete, AFT	888887342	1	Standard		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Grade 4 ELA - Practice Test - 1 student(s)					<input checked="" type="checkbox"/> Approve All Students		
Student Name	EDUID	Opp #	See Details	Action			
DoNotDelete, AFT	888887376	1	Standard		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Grade 5 ELA - Practice Test - 1 student(s)					<input checked="" type="checkbox"/> Approve All Students		
Student Name	EDUID	Opp #	See Details	Action			
DoNotDelete, AFT	888887322	1	Standard		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

SAY: Now, we must check to make sure we can hear your test and see the videos. [Student or TE clicks the ear icon to start the audio playback check.] Did you hear the music? Did you see the video? [student indicates “yes” using individual mode of communication.] I heard and saw it, too. Let’s click “continue” to start your test. [Student or teacher can click “continue.”]

If the TE and/or student did not hear and see the video, check the volume controls. This may require quitting the secure test browser to increase the volume. This may also require working with technology staff to rectify any issues.

Figure 21. Sound and Video Playback Check



Step 6: The TE begins the student’s test.

From the Instructions and Help screen, check the student’s test settings.

SAY: Let’s double check your test settings.

The TE checks the student’s test settings. Check with the SC if the student’s test settings are not correct.

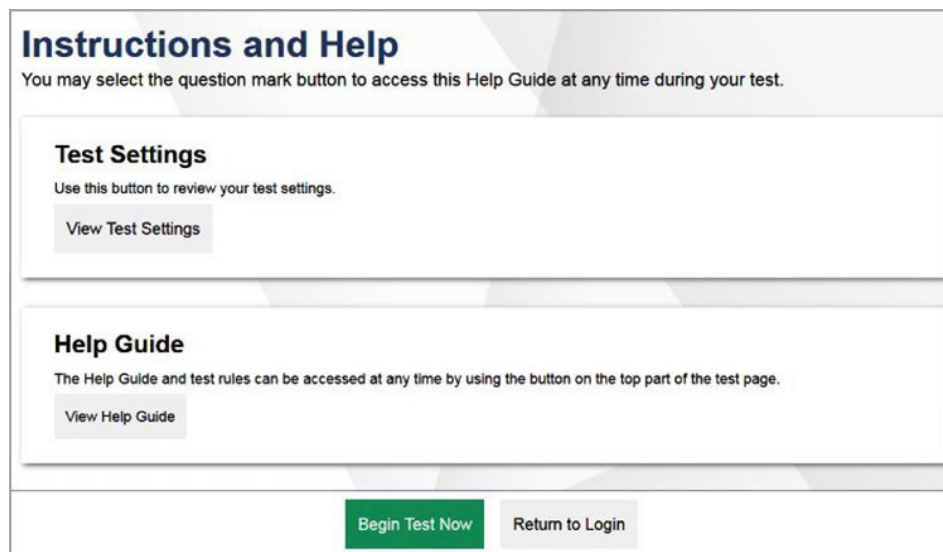
Review the Help Guide with the student, if appropriate. If the TE will be serving as a scribe for the student, then the TE should be familiar with all the test functions before test day.

SAY: Remember, you are taking your [NAME OF TEST (i.e., grade 5 ELA)] test today. I will help you play all the human voice recordings before you choose an answer. You must answer each question on the screen before clicking NEXT. If you are not sure about an answer, choose the best answer. If you want to see the question again, I will help you mark it to review later. You may go back and change the answer before you finish the test.

Let me know if you need a break. We can PAUSE your test and you can finish it later.

Let's click the [BEGIN TEST NOW] button to start your test.

Figure 22. Begin Test



Administering the Test

Once a student's test is started, the TE should sit with the student to closely monitor and facilitate student engagement and participation. Listed below are important reminders for individualized IDAA test administration:

- The TE ensures the student activates all human voice recordings (HVRs) by clicking the ear icon. The HVRs may be activated in one of four ways, depending on the individual needs of the student:
 1. Independently – the student independently clicks the ear icon to activate the HVR;
 2. Visual prompt – the TE points to the ear icon to prompt the student to activate the HVR;
 3. Physical assist – the TE physically assists the student to control the mouse and click on the ear icon to activate the HVR; or
 4. Teacher – the TE activates the HVRs for the student.
- The TE presents each printed response option cards to the student as each HVR response option is played.
- The HVRs may be replayed up to three times as needed for the student to access test content. If a student needs HVRs replayed more than three times, then pause the test and resume at a later time and/or day.

- The TE closely monitors the student’s behavior during the test to facilitate breaks, as needed or requested by the student.
- The TE may serve as a scribe by clicking answer choices for the student in situations where a student responds in an alternate format, cannot operate a computer mouse or touch screen independently, or does not use a mouse or click with intention.

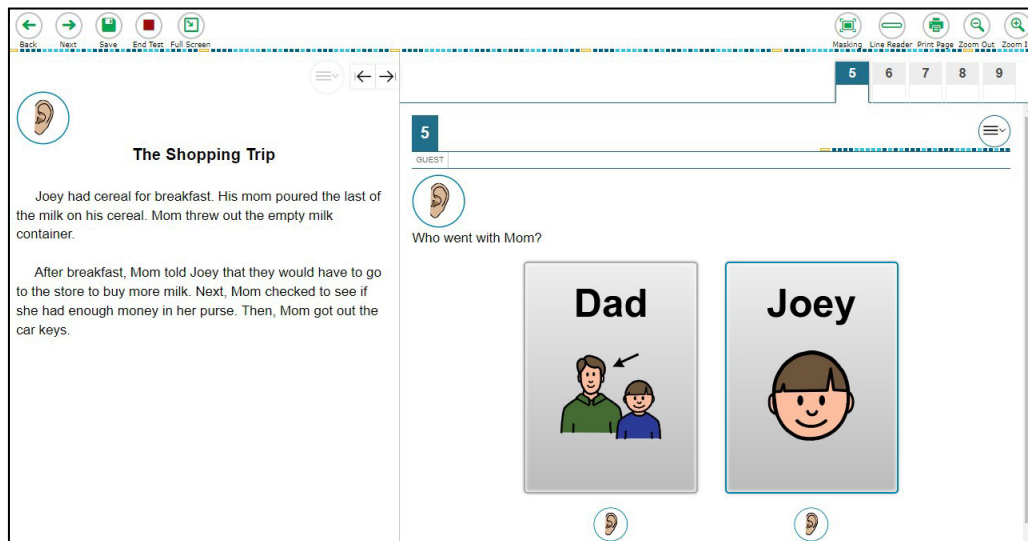
If the TE witnesses or suspects the possibility of a test security incident, the SC and/or DC should be contacted immediately in accordance with the security guidance provided in this manual.

Outlined below are the steps for individually administering the three different item types included on the IDAA in ELA/Literacy, mathematics, and science: items with reading passages, items with stimuli, and stand-alone items.

Administering Items with Reading Passages

The script for each step below includes verbiage for the way in which the HVRs are activated as: Independently, Visual Prompt, Physical Assist, and Teacher, as described above.

Figure 23. IDAA Item with a Reading Passage



Step 1: Activate the HVR for the reading passage.

SAY:

[Independently] Click the ear icon to listen to the reading passage.

[Visual Prompt] Look here [TE points to ear icon]. Click the ear icon to listen to the reading passage.

[Physical Assist] We will click the ear icon together so you can listen to the reading passage.

[Teacher] Listen while I play the reading passage.

Figure 24. Ear Icon



Step 2: Activate the HVR for the test item.

SAY:

[Independently] Click the ear icon to listen to the question.

[Visual Prompt] Look here [TE points to ear icon]. Click the ear icon to listen to the question.

[Physical Assist] We will click the ear icon together so you can listen to the question.

[Teacher] Listen while I play the question.

Step 3: Activate the HVR for the answer options.

The TE will present each printed response option card as the answer option HVRs are activated. Printed response option cards may be placed on the table in front of the student, on an AAC device, on an eye-gaze board, or other communication system.

SAY: Look at each card as I play the recording. Answer choice A [TE plays HVR for answer choice A]. [Pause while HVR plays. Repeat for choices B and C.]

Step 4: Student chooses an answer.

SAY: Choose your answer.

Students can point to, give, look at, etc. the printed response option card to indicate their answer choice. The TE clicks the answer option for the student.

Step 5: Go on to the next test item.

The student or TE may click the “next” button to go to the next item.

SAY: You are ready for the next question. Click the “next” button. [TE may point to, assist, or click the “next” button for the student.]

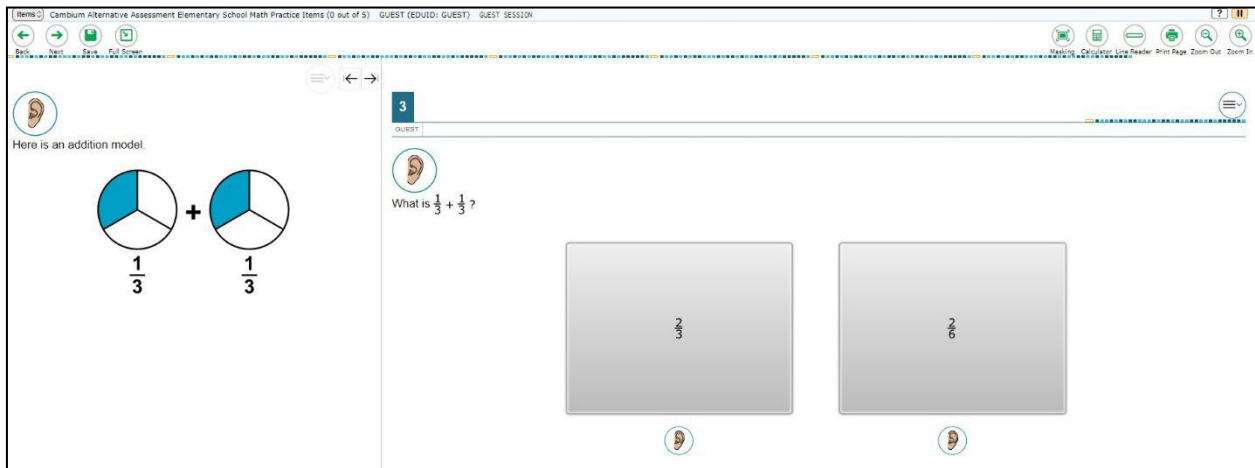
Figure 25. Next Button



Administering Items with a Stimulus

The script for each step below includes verbiage for the way in which the HVRs are activated: Independently, Visual Prompt, Physical Assist, and Teacher, as described above.

Figure 26. IDAA Item with a Stimulus



Step 1: Activate the HVR for the stimulus.

SAY:

[Independently] Click the ear icon to listen to the first part.

[Visual Prompt] Look here [TE points to ear icon]. Click the ear icon to listen to the first part.

[Physical Assist] We will click the ear icon together so you can listen to the first part.

[Teacher] Listen while I play the first part.

Step 2: Activate the HVR for the test item.

SAY:

[Independently] Click the ear icon to listen to the question.

[Visual Prompt] Look here [TE points to ear icon]. Click the ear icon to listen to the question.

[Physical Assist] We will click the ear icon together so you can listen to the question.

[Teacher] Listen while I play the question.

Step 3: Activate the HVR for the answer options.

The TE will present each printed response option card as the answer option HVRs are activated. Printed response option cards may be placed on the table in front of the student, on an AAC device, on an eye-gaze board, or other communication system.

SAY: Look at each card as I play the recording. Answer choice A [TE plays HVR for answer choice A]. [Pause while HVR plays. Repeat for choices B and C.]

Step 4: Student chooses an answer.

SAY: Choose your answer.

Students can point to, give, look at, etc. the printed response option card to indicate their answer choice. The TE clicks the answer option for the student.

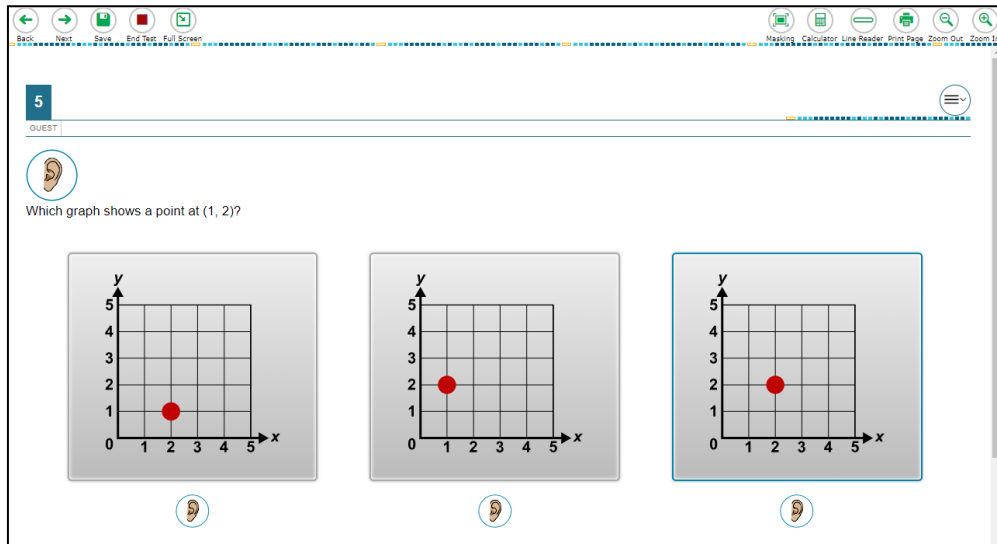
Step 5: Go on to the next test item.

The student or TE may click the “next” button to go to the next item.

Administering Stand-Alone Items

The script for each step below includes verbiage for the way in which the HVRs are activated as: Independently, Visual Prompt, Physical Assist, and Teacher, as described above.

Figure 27. IDAA Stand-Alone Item



Step 1: Activate the HVR for the test item.

SAY:

[Independently] Click the ear icon to listen to the question.

[Visual Prompt] Look here [TE points to ear icon]. Click the ear icon to listen to the question.

[Physical Assist] We will click the ear icon together so you can listen to the question.

[Teacher] Listen while I play the question.

Step 2: Activate the HVR for the answer options.

The TE will present each printed response option card as the answer option HVRs are activated. Printed response option cards may be placed on the table in front of the student, on an AAC device, on an eye-gaze board, or other communication system.

SAY: Look at each card as I play the recording. Answer choice A [TE plays HVR for answer choice A]. [Pause while HVR plays. Repeat for choices B and C.]

Step 3: Student chooses an answer.

SAY: Choose your answer.

Students can point to, give, look at, etc. the printed response option card to indicate their answer choice. The TE clicks the answer option for the student.

Step 4: Go on to the next test item.

The student or TE may click the “next” button to go to the next item.

SAY: You ready for the next question. Click the “next” button. [TE may point to, assist, or click the “next” button for the student.]

Scripts for Additional Situations

Prompt After No Response

If a student is non-responsive to a test item, repeat the item again, starting with the script below. Repeat the item up to three times. If the student remains unresponsive, pause the test and resume the test at another time and/or day.

SAY: Let’s try that one again. Listen. Look at the screen. [Then, follow the steps specific to the item type.]

Prompt to Support Student Engagement

The TE may provide encouragement to support student engagement and focus. TEs should use phrases that do not indicate either the correct or incorrect response. Examples of acceptable encouraging phrases are outlined in the script below.

SAY any of the following as appropriate:

- I like the way you are listening and following directions.
- Do your best.
- Only one more to go!
- Just five minutes until a break!
- Keep working!
- Look at the screen. (The TE may point to or tap the computer screen to draw the student’s attention to the screen. However, the TE should be careful not to inadvertently point to or suggest the correct answer in anyway.)

Prompt for Handheld Calculator

Students may use a familiar handheld calculator on all IDAA mathematics and science test items. Use of the embedded calculator is not suggested or required.

SAY: Do you want to use your calculator? [or] Here is your calculator.

Prompts for Test Tools

If students have experience using embedded test tools, such as strikethrough, mark for review, zoom, etc., they may click the tools independently or the TE may prompt students to use the tools as appropriate. However, the TE should not prompt the student to use a tool as an indicator that the student made an incorrect answer choice.

SAY one of the following as appropriate:

- Do you want to use [name the test tool]?
- Show/tell me which answer you want to strikethrough.
- Do you want to go back to the last item?
- Do you want to make the question bigger/larger? Is that enough?
- Do you want to make the question smaller? Is that enough?
- Do you want me to make the recording louder/softer? Is that enough?
- Do you want me to print this item? [The IDAA is not intended for all items to be printed on demand.]

Prompt for a Break

Students may indicate the need for a break by specifically asking for one or by their behavior. It is up to the TE's discretion to allow a student to take a break from the IDAA. Remember, students taking the IDAA may have multiple breaks as necessary to address their individual needs. When students resume the IDAA, they are not restricted from returning to items they previously answered.

SAY: It looks like you need a break. Let's pause your test and come back to it [later today, after lunch, after a walk, etc., as appropriate].

Prompt for Testing Over Multiple Days

SAY: We are going to stop your testing for today and finish on [whatever day you plan to resume testing].

IMPORTANT:

- If the TE is using the TA Interface and navigates to TIDE, the session will stop, and all students in the session will be logged out. The session cannot be resumed. A new session will have to be created, and the students will have to log in to the new session to resume testing. When starting a new session, give the new session ID to the students so they can log in and resume testing.
- If the TA Interface is accidentally closed while students are still testing, the session will remain open until it times out after 20 minutes. The TE can open the browser and navigate back to the TA Interface. The TE will be prompted to enter the active session ID.
- As a security measure, TEs are automatically logged out of the TA Interface after 20 minutes of inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the TE will have to create a new session and the students will have to log in to the new session to resume testing.

Submitting a Test

Once all test items have been answered, the TE may prompt or assist the student to click the “submit test” button or click the “submit test” button for the student. The TE should prompt or assist the student to return to any items marked for review.

SAY: You marked question [item number] for review. Listen to the question again. [TE follows steps as outlined for the specific item type.]

After reviewing all items marked for review the TE may prompt or assist the student to click the “end test” button or click the “end test” button for the student.

Figure 28. End Test Button



SAY: You have finished taking your test.

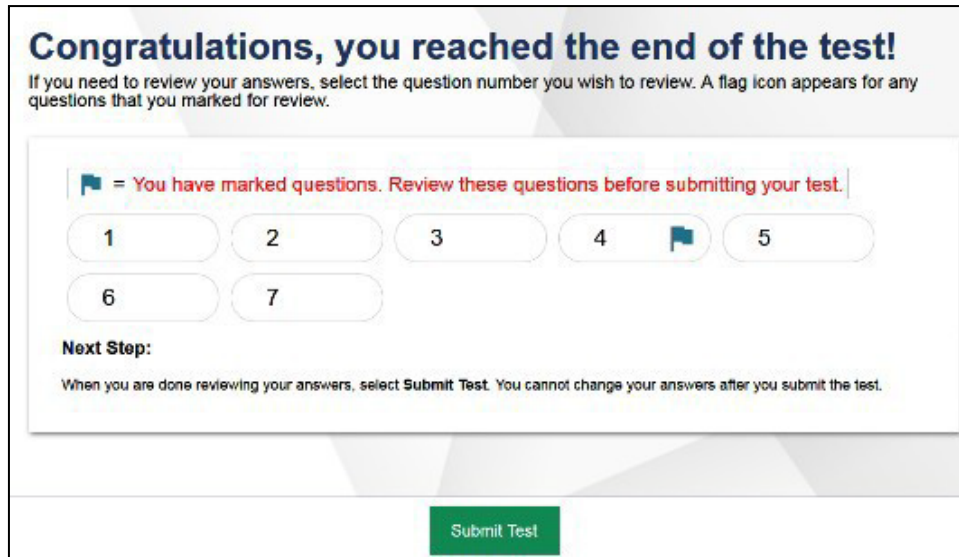
[Independently] Click the “end test” button.

[Visual Prompt] Look here [TE “end test” button]. Click the “end test” button to submit your test.

[Physical Assist] We will click the “end test” button together so you can submit your test.

[Teacher] Listen click the “end test” button to submit your test.

Figure 29. Submit Test Window

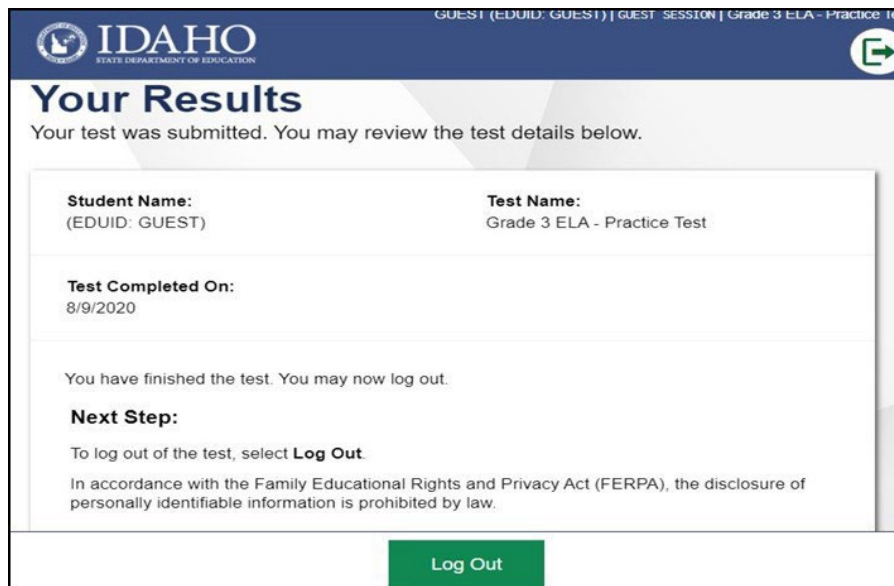


Ending a Test Session

The TA ends the test session and logs out of the TA Interface.

After the student has paused the test to take a break, stopped testing for the day, or submitted the test, the TEs should click [**Stop Session**] to end the test session and pause any student test in the session that is still in progress. When finished, the TE can log out of the TA Interface by clicking the [**Logout**] button at the top right. The TE should also collect any scratch paper or other secure test materials.

Figure 30. Log Out of Test Session Window



Testing Over Multiple Sessions or Days

When testing is continued on a subsequent day, the TE will need to start a new test session and prepare the student to resume their test. When students resume the IDAA, they are not restricted from returning to items they previously answered.

SAY: It is time to finish your [NAME OF TEST (i.e., grade 5 ELA)] test that you started on [day of last test session]. I will help you get logged in.

The student's test will resume starting with the first unanswered item from the previous test session.

SAY: We will start where you left off on [day of last test session]. [Resume administering test items.]

Appendix N. IDAA Test Administration Script for Paper Test Forms

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

Because of the nature of the IDAA and the complex needs of qualifying students, the IDAA must be administered individually to each student. This means that the TE sits with the student, facilitates the activation of the Human Voice Recordings (HVRs), supports, and encourages student engagement and participation, and, in some cases, serves as a scribe to click a student’s answer choice. **At no time should the TE leave a student unattended during administration of the IDAA.**

To ensure that all students are tested under the same conditions, the teacher (TE) should strictly adhere to the script for administering the test. Depending on the computer skills of the student taking the IDAA, the TE or student will enter log-in information, play the HVRs, click student answer choices, and navigate through the test. When asked, the TE should answer questions raised by students, but should never help students choose the correct response.

All directions a TE needs to read to students are indicated by the word “SAY” and are highlighted in **blue boxes** so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner. The TE may reread any directions and paraphrase if a student does not seem to understand the directions. If the TE makes a mistake in reading a direction, the TE should stop and say, “I made a mistake. Listen again.” Then the direction should be reread.

The TE should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, the TE should encourage students to do their best. TEs are responsible for individually administering the IDAA to qualifying students.



Note: The TE will log into the secure browser using the student credentials as if the student was taking the test online. The TE should use a computer with good speakers so the student can hear the HVRs without having to see the screen. Printed response option cards may be used to supplement the administration of the paper test forms.



Note: When administering the IDAA using the read aloud by familiar adult accommodation, the TE will first play each HVR, then read text and describe images, tables, etc. as modeled by the HVR.

Prepare Paper Test Materials

The IDAA Paper Tests Forms include a Test Booklet and Stimulus Booklet. The Test Booklet includes the test items and response options. The Stimulus Booklet includes reading passages and test stimuli that accompany some test items and appear on the left side of the screen in the secure test browser. The Stimulus Booklet is not required for all test items. The page headers in the Stimulus Booklet indicate the test items they accompany. Gather printed response option cards, if student will also use them to indicate answer choices when taking the paper test form.

Starting a Test Session

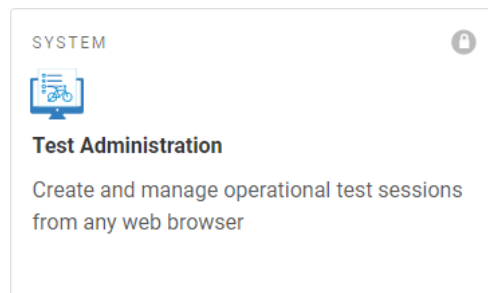
The TE should follow the steps outlined in this section to administer a test session.

The TE 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 TE creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log in and should be written down. TEs should follow these steps to create a session:

Step 1: The TE logs in to the TA Interface.

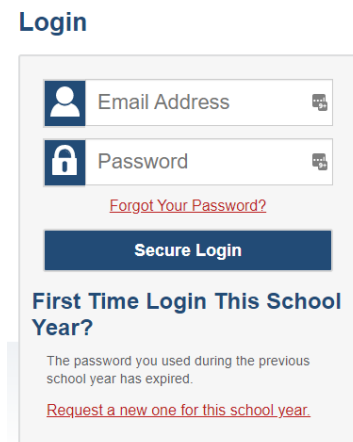
- a. Select the **Test Administration** card.

Figure 31. Test Administration Portal Card



- b. On the *Login* page, the TE enters his or her email address and password associated with his or her TIDE account in the respective fields. Then, the TE clicks **Secure Login**. The TA Interface appears.

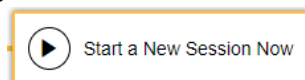
Figure 32. Test Administrator Login



Step 2: The TE begins the test session.

When a TE logs in to the TA Interface, the *Test Selection* window opens automatically. After clicking the assessment(s) to be administered during the test session, the TE 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.

Figure 33. Start a New Session



Step 3: The TE logs into the secure test browser.

The TE will launch the secure test browser using the student’s credentials on a **computer with good speakers so the student can hear the HVRs without viewing the computer screen.**

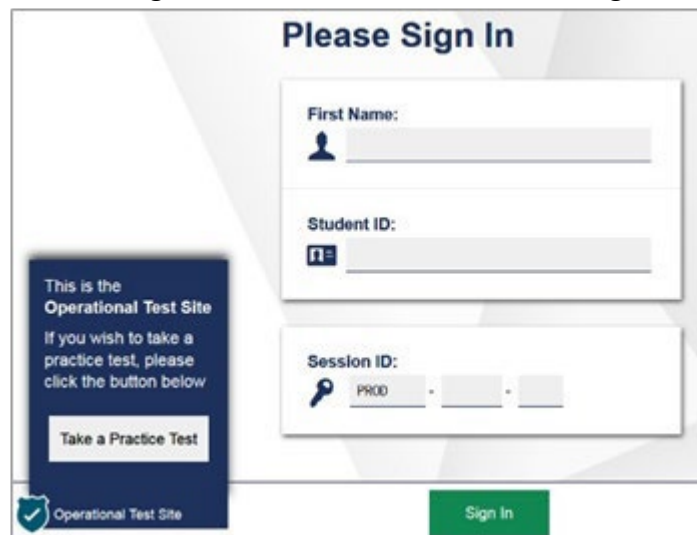
SAY Today, you will take the [NAME OF TEST (i.e., grade 5 ELA)] test. First, let’s go over some test rules.

I will play the human voice recordings on the computer for each question. You will follow along in your test booklet. [Show the student the stimulus and test booklets.] If you are not sure about an answer, choose the best answer. If you want to see the question again, I will help you mark it to review later. You may go back and change the answer before you finish the test.

Let me know if you need a break. We can PAUSE your test and you can finish it later.

Enter the student’s first name, EDUID, and the test session ID, then click “sign-in.” The system-generated session ID appears in the *Operational Session ID* box at the top of the TA interface screen. **The TE 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 TE will be logged out of the session if there is no activity for 20 minutes by the TE or a student. Having the session ID will allow the TE to help the student resume the session.

Figure 34. Student Secure Browser Login



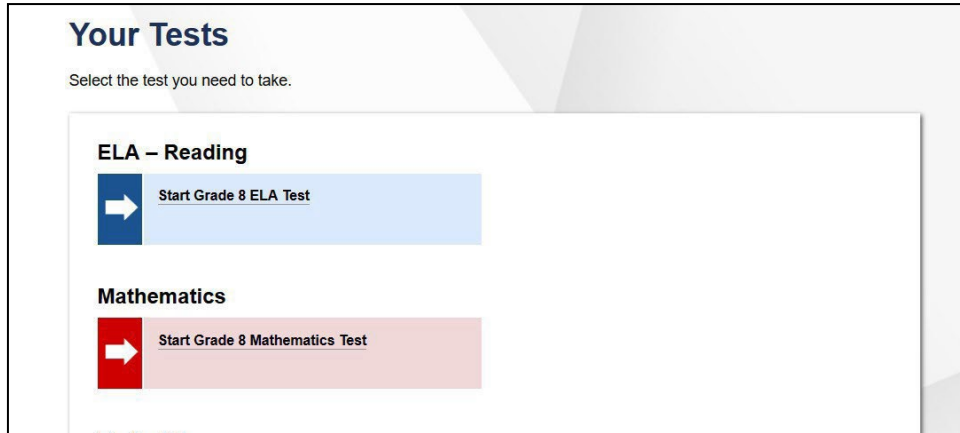
SAY: Please be patient with me while I get the computer ready.

Once you have successfully logged in the student, you will see a screen with the student’s first name and other information about the student. If all the information on the screen is correct, select YES to continue. If any of the information is incorrect, try logging in using the student credentials or check with your SC.

Step 4: The TE chooses the student's test.

The TE chooses the appropriate IDAA Fixed Form Test. Notice the moving bar and message saying that you are waiting for approval. The TE will approve the request to start the test.

Figure 35. Choose the Student's Test



If the fixed form tests do not appear, do not proceed with the test. Quit the secure test browser and contact the SC to ensure that the Paper Tester flag is checked in TIDE.

Step 5: The TE views and approves students who are waiting for test session approval.

The TE verifies that the appropriate test was selected. **It is very important that the TE 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, the following steps should be performed:

- Select the **[Approvals (#)]** button.
- A new window opens that shows a list of students, organized by test name. The TE should review the list to ensure that the student is taking the correct test (grade level), and the correct content area (mathematics).
- The TE should also review the test settings assigned to the student to ensure that they are correct.
 - **If a student's settings are incorrect, do not approve that student to begin testing.** The TE will need to work directly with a SC 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 TDS.)* **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.**
- When the correct test is selected and test settings are verified, the TE clicks **[Approve]** or **[Approve All Students]**.

Figure 36. Approve Students to Enter Test Session

Approvals and Student Test Settings					Approve All Students	Refresh	Done
3 students awaiting approval			0 active tests	0 tests in session	= ISAT Sample Tests		
Grade 3 ELA - Practice Test - 1 student(s)				Approve All Students			
Student Name	EDUID	Opp #	See Details	Action			
DoNotDelete, AFT	888887342	1	Standard				
Grade 4 ELA - Practice Test - 1 student(s)				Approve All Students			
Student Name	EDUID	Opp #	See Details	Action			
DoNotDelete, AFT	888887376	1	Standard				
Grade 5 ELA - Practice Test - 1 student(s)				Approve All Students			
Student Name	EDUID	Opp #	See Details	Action			
DoNotDelete, AFT	888887322	1	Standard				

SAY: Now, we must check to make sure we can hear your test . TE clicks the ear icon to start the audio playback check.] Did you hear the music? [student indicates “yes” using individual mode of communication.] I heard it, too. [TE can click “continue.”]

If the TE and/or student did not hear and see the video, check the volume controls. This may require quitting the secure test browser to increase the volume. This may also require working with technology staff to rectify any issues.

Figure 37. Sound and Video Playback Check

Sound and Video Playback Check

Make sure audio playback is working.

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

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

Step 6: The TE begins the student’s test.

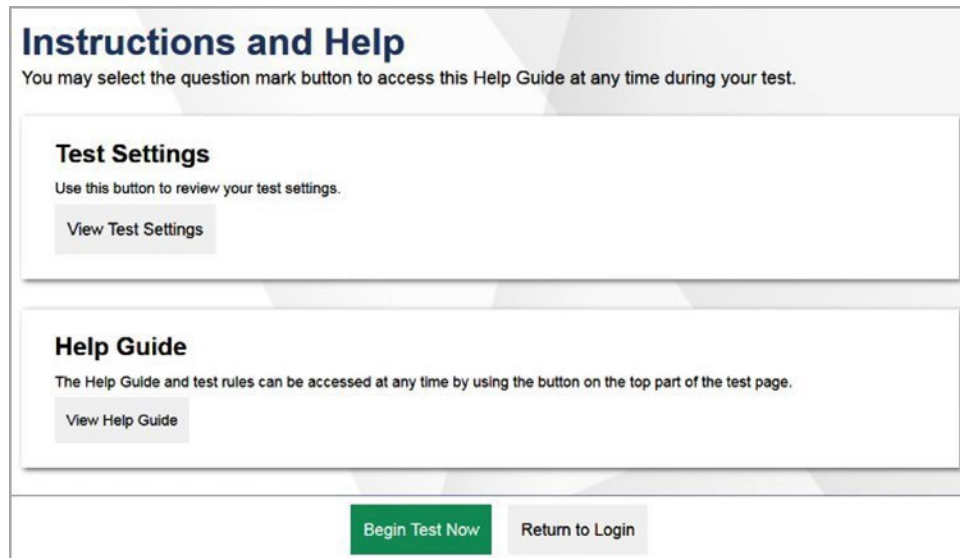
There is no need to review the Instructions and Help screen to check the student’s test settings for students taking paper test forms. The TE will serve as a scribe for the student.

SAY: Remember, you are taking your [NAME OF TEST (i.e., grade 5 ELA)] test today. I will play all the human voice recordings before you choose an answer. You must answer each question in your test booklet before we can go to the next question. If you are not sure about an answer, choose the best answer. If you want to come back to a question again, I will help you mark it to review later. You may go back and change the answer before you finish the test.

Let me know if you need a break.

[TE clicks the BEGIN TEST NOW bottom to start the test.]

Figure 38. Begin Test



Administering the Test

Once a student's test is started, the TE will position the student so they can hear the HVRs without viewing the computer screen and have plenty of room to present the test and stimulus booklets. If also using printed response option cards, the TE should allow room for those materials, as well.

Listed below are important reminders for individualized IDAA test administration:

- The TE activates all human voice recordings (HVRs) for the student by clicking the ear icon.
- The TE presents test and stimulus booklets as appropriate for each item while playing HVRs.
- The HVRs may be replayed up to three times as needed for the student to access test content. If a student needs HVRs replayed more than three times, then pause the test and resume at a later time and/or day.
- The TE closely monitors the student's behavior during the test to facilitate breaks, as needed or requested by the student.
- The TE will serve as a scribe by clicking answer choices for the student in the secure test browser.

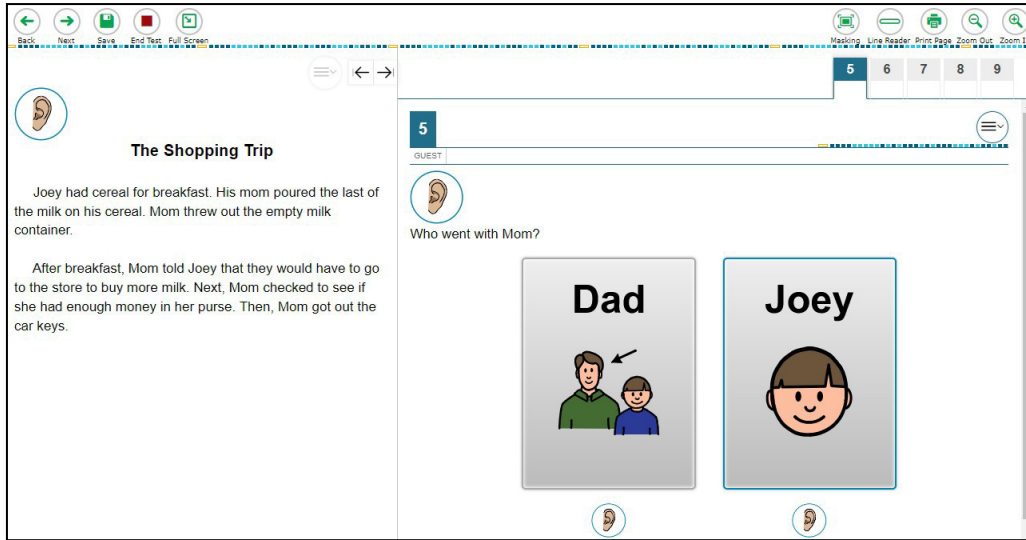
If the TE witnesses or suspects the possibility of a test security incident, the SC and/or DC should be contacted immediately in accordance with the security guidance provided in this manual.

Outlined below are the steps for individually administering the three different item types included on the IDAA in ELA/Literacy, mathematics, and science: items with reading passages, items with stimuli, and stand-alone items.

Administering Items with Reading Passages

The TE will present the student with both the test and stimulus booklets when administering items with reading passages.

Figure 39. IDAA Item with a Reading Passage



Step 1: Activate the HVR for the reading passage.

SAY: Look here [TE points to reading passage in stimulus booklet] and listen while I play the reading passage.

Figure 40. Ear Icon



Step 2: Activate the HVR for the test item.

SAY: Look here [TE points to item in test booklet] and listen while I play the question.

Step 3: Activate the HVR for the answer options.

The TE will point to each answer option in the test booklet as the HVR plays. If also using printed response option cards, present each card to the student to correspond with the playing of the each HVR

SAY: Look here [TE points to each answer option in the test booklet] and listen while I play each answer.

If using printed response option cards: Look at the cards [TE presents each printed response option card] and listen while I play each answer.

Step 4: Student chooses an answer.

SAY: Choose your answer.

Student indicates their answer choice using their preferred mode of communication (speaking, pointing, communication device, eye gaze, etc.) and TE acts as a scribe to click the answer option for the student.

Step 5: Go on to the next test item.

The TE clicks the “next” button to go to the next item.

SAY: You are ready for the next question. [TE clicks the “next” button.]

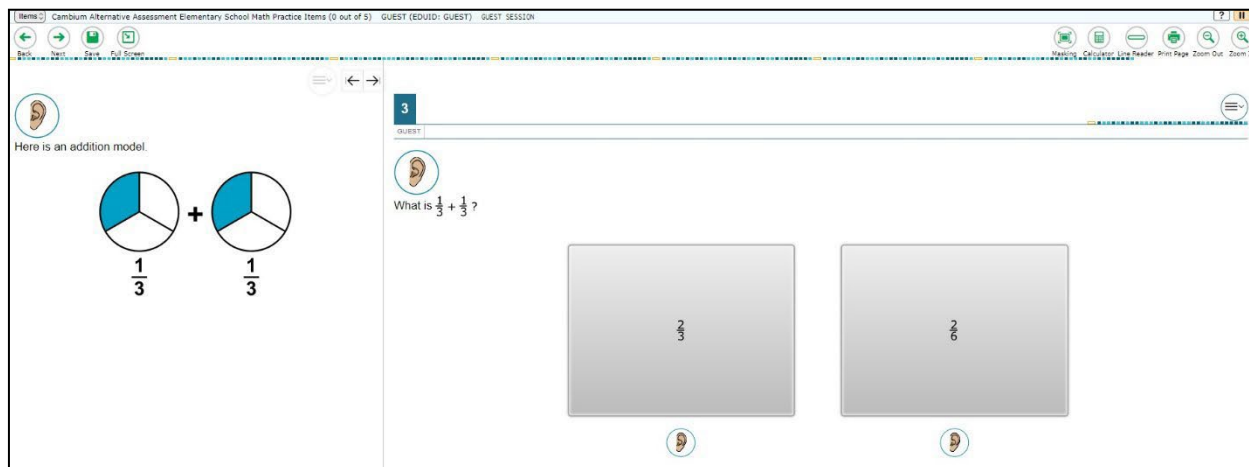
Figure 41. Next Button



Administering Items with a Stimulus

The TE will present the student with both the stimulus and test booklets when administering items with reading passages.

Figure 42. Online IDAA Item with a Stimulus



Step 1: Activate the HVR for the stimulus.

SAY: Look here [TE points to stimulus in stimulus booklet] and listen while I play the first part.

Step 2: Activate the HVR for the test item.

SAY: Look here [TE points to item in test booklet] and listen while I play the question.

Step 3: Activate the HVR for the answer options.

The TE will point to each answer option in the test booklet as the HVR plays. If also using printed response option cards, present each card to the student to correspond with the playing of the each HVR.

SAY: Look here [TE points to each answer option in the test booklet] and listen while I play each answer.

If using printed response option cards: Look at the cards [TE presents each printed response option card] and listen while I play each answer.

Step 4: Student chooses an answer.

SAY: Choose your answer.

Student indicates their answer choice using their preferred mode of communication (speaking, pointing, communication device, eye gaze, etc.) and TE acts as a scribe to click the answer option for the student.

Step 5: Go on to the next test item.

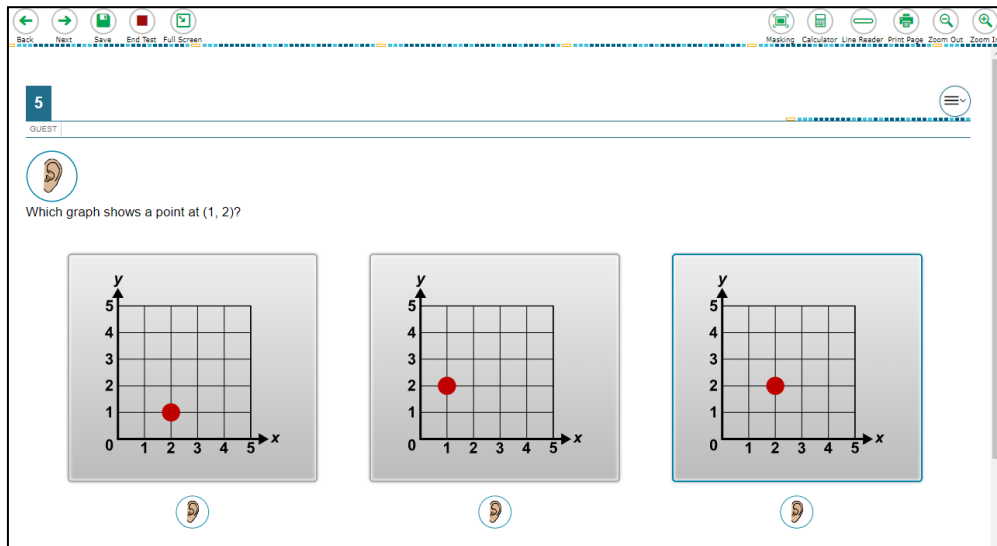
The TE clicks the “next” button to go to the next item.

SAY: You are ready for the next question. [TE clicks the “next” button.]

Administering Stand-Alone Items

The TE will present the student with the test booklet for stand-alone items.

Figure 43. IDAA Stand-Alone Item



Step 1: Activate the HVR for the test item.

SAY: Look here [TE points to item in test booklet] and listen while I play the question.

Step 2: Activate the HVR for the answer options.

The TE will point to each answer option in the test booklet as the HVR plays. If also using printed response option cards, present each card to the student to correspond with the playing of the each HVR

SAY: Look here [TE points to each answer option in the test booklet] and listen while I play each answer.

If using printed response option cards: Look at the cards [TE presents each printed response option card] and listen while I play each answer.

Step 3: Student chooses an answer.

SAY: Choose your answer.

Student indicates their answer choice using their preferred mode of communication (speaking, pointing, communication device, eye gaze, etc.) and TE acts as a scribe to click the answer option for the student.

Step 4: Go on to the next test item.

The TE clicks the “next” button to go to the next item.

SAY: You are ready for the next question. [TE clicks the “next” button.]

Scripts for Additional Situations

Prompt After No Response

If a student is non-responsive to a test item, repeat the item again, starting with the script below. Repeat the item up to three times. If the student remains unresponsive, pause the test and resume the test at another time and/or day. If the student remains unresponsive to any or all of the first four test items because of significant communication deficits, refer to the [Early Stopping Rule Quick Guide](#).

SAY: Let’s try that one again. Listen. Look here. [Then, follow the steps specific to the item type.]

Prompts to Support Student Engagement

The TE may provide encouragement to support student engagement and focus. TEs should use phrases that do not indicate either the correct or incorrect response. Examples of acceptable encouraging phrases are outlined in the script below.

SAY any of the following as appropriate:

- I like the way you are listening and following directions.
- Do your best.
- Only one more to go!
- Just five minutes until a break!
- Keep working!
- Look at here. (The TE may point to or tap the test and/or stimulus booklet(s) to draw the student’s attention to the booklet. However, the TE should be careful not to inadvertently point to or suggest the correct answer in anyway.)

Prompt for Handheld Calculator

Students may use a familiar handheld calculator on all IDAA mathematics and science test items. Use of the embedded calculator is not suggested or required.

SAY: Do you want to use your calculator? [or] Here is your calculator.

Prompt for a Break

Students may indicate the need for a break by specifically asking for one or by their behavior. It is up to the TE’s discretion to allow a student to take a break from the IDAA. Remember, students taking the IDAA may have multiple breaks as necessary to address their individual needs. When students resume the IDAA, they are not restricted from returning to items they previously answered.

SAY: It looks like you need a break. Let's pause your test and come back to it [later today, after lunch, after a walk, etc., as appropriate].

Prompt for Testing Over Multiple Days

SAY: We are going to stop your testing for today and finish on [whatever day you plan to resume testing].

IMPORTANT:

- If the TE is using the TA Interface and navigates to TIDE, the session will stop, and all students in the session will be logged out. The session cannot be resumed. A new session will have to be created, and the students will have to log in to the new session to resume testing. When starting a new session, give the new session ID to the students so they can log in and resume testing.
- If the TA Interface is accidentally closed while students are still testing, the session will remain open until it times out after 20 minutes. The TE can open the browser and navigate back to the TA Interface. The TE will be prompted to enter the active session ID.
- As a security measure, TEs are automatically logged out of the TA Interface after 20 minutes of inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the TE will have to create a new session and the students will have to log in to the new session to resume testing.

Submitting a Test

Once all test items have been answered, the TE will submit the student's test in the secure test browser. The TE should prompt or assist the student to return to any items in the test booklet marked for review.

SAY: You marked question [item number] for review. Look here and listen to the question again. [TE follows steps as outlined for the specific item type.]

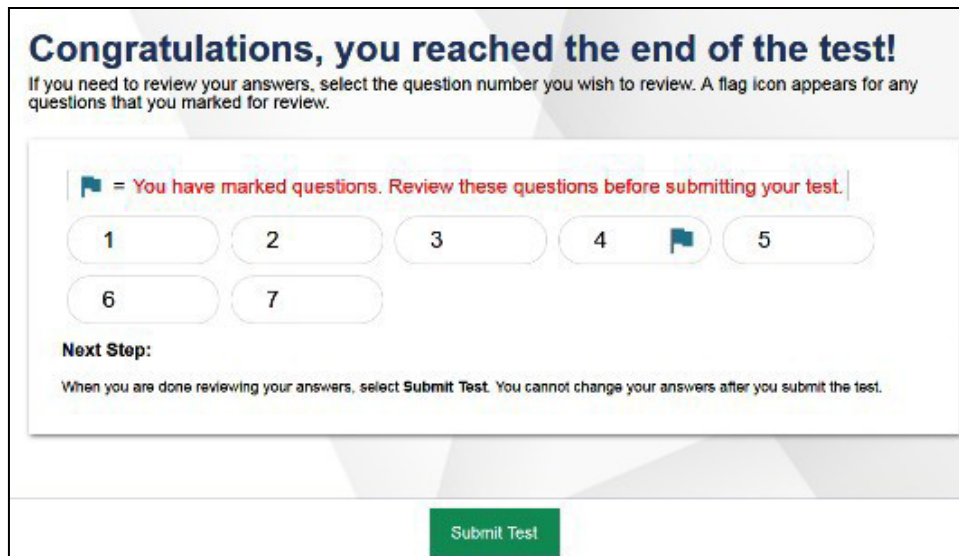
After reviewing all items marked for review the TE will click the "end test" button for the student.

Figure 44. End Test Button



SAY: You have finished taking your test. Now I will submit your test.

Figure 45. Submit Test Window

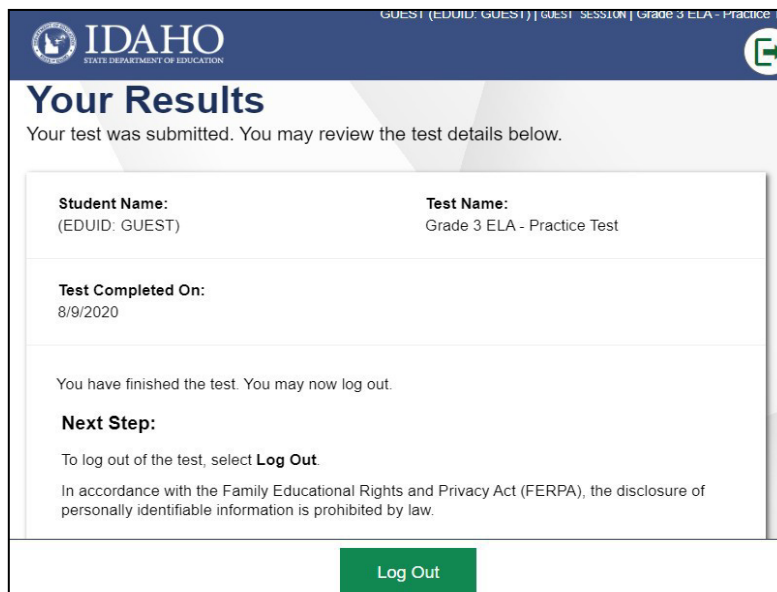


Ending a Test Session

The TA ends the test session and logs out of the TA Interface.

After the TE has paused the test to take a break, stopped testing for the day, or submitted the test, the TEs should click [**Stop Session**] to end the test session and pause any student test in the session that is still in progress. When finished, the TE can log out of the TA Interface by clicking the [**Logout**] button at the top right. The TE should also collect any scratch paper or other secure test materials.

Figure 46. Log Out of Test Session Window



Testing Over Multiple Sessions or Days

When testing is continued on a subsequent day, the TE will need to start a new test session and prepare the student to resume their test. When students resume the IDAA, they are not restricted from returning to items they previously answered.

SAY: It is time to finish your [NAME OF TEST (i.e., grade 5 ELA)] test that you started on [day of last test session]. I will help you get logged in.

The student's test will resume starting with the first unanswered item from the previous test session.

SAY: We will start where you left off on [day of last test session.] [Resume administering test items.]

Appendix O. IDAA Teacher and Test Administrator Checklist

The IDAA Teacher and Test Administrator activity checklist list below may be customized according to how roles are assigned by the State.

	Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	1. Review all state and district policy and test administration documents, particularly the Online Test Administration Manual (TAM).	1–2 hours	Complete at least 2–3 weeks prior to testing.	
<input type="checkbox"/>	2. Review the training modules and attend school, district, or state training sessions if any are offered. Review the TA Certification Course (found on the Idaho portal), as it is required.	2–3 hours	Complete at least 2–3 weeks prior to testing.	TA Certification available on the Idaho portal ELA/Literacy & Math Assessments, Science Assessments, and Idaho Alternate Assessments cards
<input type="checkbox"/>	3. Provide students with a walk-through of the IDAA sample tests for familiarity with the human voice recordings, test format, and navigation of the system and tools.	1 hour	Complete while spaced over 2–3 weeks prior to testing.	IDAA sample tests are available on the Idaho portal
<input type="checkbox"/>	4. Become familiar with all online test tools. Teachers should access the IDAA sample tests and become familiar with the Help Guide, located on the Instructions and Help screen.	1–2 hours	Complete while spaced over 2–3 weeks prior to testing.	IDAA sample tests are available on the Idaho portal
<input type="checkbox"/>	5. Perform an equipment needs check based on individual student requirements. <ul style="list-style-type: none"> • Work with the SC to identify students who will need specialized equipment for accommodations. 	1–2 hours	Complete at least 2 weeks prior to testing.	Technology Information available on the Idaho portal

	Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
<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"> Make sure your students' test administration includes multiple test sessions across one or more days. 		Complete at least 1–2 weeks prior to testing.	
<input type="checkbox"/>	7. Confirm that you have received your TIDE log-in information. You should have received an automated e-mail from the Help Desk notifying you of how to log in to TIDE. You will also use this username and password for any other provided systems.	2–4 hours	Complete at least 1–2 weeks prior to testing.	If you have not received this information, please check your spam/junk e-mail folder to see if it was mistakenly routed there. If not, check with your School Test Coordinator.
<input type="checkbox"/>	8. Work with your SC to ensure that each student has an EDUID number and has been loaded into TIDE.	2–4 hours	Complete at least 1–2 weeks prior to testing.	
<input type="checkbox"/>	9. Confirm that students' Special Education Status and Alt. Assessment fields are coded "yes" in TIDE.	30 minutes	Complete at least 1–2 weeks prior to testing.	
<input type="checkbox"/>	10. Confirm each student's test settings for accommodations in TIDE against their IEP or other relevant documentation as appropriate.	2–4 hours	Complete at least 1–2 weeks prior to testing.	
<input type="checkbox"/>	11. Complete the Learner Characteristics Inventory for each student.	10-15 minutes per student	Complete at least 1–2 weeks prior to testing.	
<input type="checkbox"/>	12. Administer the Student Response Check and enter student responses in the Data Entry Interface for student being considered for the Early Stopping Rule.	10-15 minutes per student	Complete at least 1–2 weeks prior to testing.	

Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/> 13. Ensure that the correct Secure Browser has been downloaded to any computer(s) on which students will be testing.	1–2 hours	Complete at least 1–2 weeks prior to testing. and again Complete the day before testing or morning of testing.	Technology Information available on the Idaho portal
<input type="checkbox"/> 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. <ul style="list-style-type: none"> • Work with your SC to set system volume prior to students launching the Secure Browser to ensure that students can hear the audio portions of the ELA/literacy segment. 	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 test environment. <ul style="list-style-type: none"> • Review all security procedures and guidelines in Online Summative Test Administration Manual (TAM). • Any individuals that will be in the testing room must carefully read and sign the Test Security Agreement required by the Idaho State Department of Education (SDE). Provide the signed version to your DC or SC, depending on district policy. 		Prior to and during day(s) of testing.	Test Security Agreement available on the Idaho portal

Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/> 16. Make sure that the physical conditions of the testing room are satisfactory. <ul style="list-style-type: none"> • Make sure that no instructional materials directly related to the content of the assessments are visible. • Individually administer the IDAA to qualifying students • Students who are not being tested may not be in the room where a test is being administered. 		Complete the day(s) of testing.	Make sure that students clear their desks and put away all books, backpacks, purses, cell phones, electronic devices of any kind, and other materials not needed for the test. Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.
<input type="checkbox"/> 17. On the day of testing, verify student information for test log-in (first name, EDUID, and test session ID).		Complete the day(s) of testing.	
<input type="checkbox"/> 18. Administer the assessments, following the script and directions for administration. Provide any necessary non-embedded accessibility features and/or accommodations.		Complete the day(s) of testing.	Provide students with scratch paper for all test 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 a test impropriety, irregularity, or breach.		Complete as soon as possible during or immediately following testing.	
<input type="checkbox"/> 20. Securely dispose of all printed testing materials, including student log-in information, print-on-demand documents, and scratch paper in a secure manner.		Complete after testing.	

Contact Information	
Questions about the overall administration and state policies	Questions about technology and the overall administration procedures
<p>SDE Test Policy</p> <p>IDAA Procedures</p> <p>Name: Karren Streagle Phone: (208) 332-6824 E-mail: kstreagle@sde.idaho.gov</p> <p>Test Irregularities</p> <p>Name: Ayaka Nukui Phone: 208-332-6926 E-mail: anukui@sde.idaho.gov</p>	<p>School Technical Coordinator</p> <p>Name: <input style="background-color: #cccccc;" type="text"/></p> <p>Phone: _____</p> <p>E-mail: _____</p> <p>School Test Coordinator</p> <p>Name: <input style="background-color: #cccccc;" type="text"/></p> <p>Phone: _____</p> <p>E-mail: _____</p> <p>District Test Coordinator</p> <p>Name: <input style="background-color: #cccccc;" type="text"/></p> <p>Phone: _____</p> <p>E-mail: _____</p> <p style="text-align: center;">Idaho Help Desk</p> <p style="text-align: center;">Toll-Free Phone Support: 1-844-560-7365</p> <p style="text-align: center;">E-mail Support: IDHelpDesk@cambiumassessment.com</p>

Appendix P. IDAA Non-Embedded Scribe Accessibility Feature: Protocols for Selected-Response Items

For a student who utilizes the non-embedded scribe accessibility feature on the IDAA, the scribe will enter the student-indicated answer to an item into the Idaho Secure Browser.

Qualifications

A scribe must:

- be a state-certified educator employed by the district;
- complete all training for the IDAA;
- be familiar to the student;
- be familiar with the Test Administration Script outlined in Appendices L through N;
- be familiar with accessibility features needed by the student; and
- be familiar with all the accommodations included in the student’s Individualized Education Program (IEP).

Expectations

Scribes are expected to:

- familiarize themselves with the test format in advance of the scribing session;
- be knowledgeable about the assessment and accessibility features that are available on the IDAA;
- know the specific embedded or non-embedded accessibility features that the student must receive; and
- practice the process for scribing during instruction before testing begins.

Scribe Protocol

The scribe may not question or correct student choices, alert the student to errors or mistakes, guide the student to a correct answer, or otherwise influence a student’s answer or answer choice in any way.

- The student must be tested in a setting that does not permit his or her responses to test items to be heard by other students.
- The scribe will comply with student requests for use of all available and allowable accessibility features on the TDS (e.g., when to turn a feature on or off, when to change the size of a graphic).
- A TE who is a scribe may answer procedural questions asked by the student (e.g., test directions, navigation within the test environment).
- The scribe must enter student responses directly into the TDS.

- The scribe may ask the student to repeat a response.
- The scribe allows the student to indicate when they want to move to the next test item.
- The scribe must provide an opportunity for the student to review and modify what the scribe has recorded.
- After testing, the scribe collects scratch paper, graphic organizers, other ancillary materials, and login information and gives it to the DC/SC for secure shredding. The scribe may not keep any testing materials after testing is complete.

Appendix Q. IDAA Augmentative & Alternative Communication Guidelines

The TE must record the student's response(s) exactly as the student indicates using the student's existing augmentative and alternative communication (AAC) system or device.

AAC methods include the following:

- The student should use the communication mode/system with which he or she is the most competent and which provides the most accessibility to producing a response.
- Allow the student to select the word/symbol/picture/phrase in the communication mode/system in the same manner used in instruction (e.g., direct select, indirect such as scanning, eye gaze).
- Allow the student to access words/symbols/pictures/phrases within their communication mode/system in the same manner used in instruction (e.g., subject-specific boards, multiple levels by categories).

Appendix R. IDAA Learner Characteristics Inventory (LCI) Process

The purpose of the LCI is to collect data on students who qualify for the Idaho Alternate Assessment (IDAA). The State Department of Education (SDE) will use LCI data to correlate a student’s IDAA scores with their teacher’s ratings of their academic skills and knowledge. The data are also used as part of a state-level review to ensure that only those students with the most significant cognitive disabilities are taking the IDAA.

The TE must complete the LCI **one time each year** before a student can take their first IDAA.

The *Special Education* and *IDAA Eligible* fields must be coded “yes” and *Primary Disability Type* selected in TIDE before the TE can complete the LCI, as illustrated in Figure 1 below. Please see the [TIDE User Guide](#) on the [Idaho Portal](#) for instructions about adding or editing student settings in TIDE. The TE completes the LCI in the Data Entry Interface (DEI). Directions for using the [Data Entry Interface User Guide](#). The LCI window opens on January 31, 2023 and will close on May 12, 2023.

Figure 47. Student’s TIDE Settings

The screenshot shows the 'Student Demographics' form in TIDE. The form includes fields for District, School, EDUID, Student's Last Name, Student's First Name, Student's Middle Name, Gender, Birth Date, and Grade. On the right side, there are radio button options for 'Section 504 Status', 'Special Education Status', 'IDAA Eligible', 'EL Status', 'Migrant Status', and 'Economic Disadvantage'. A dropdown menu for 'Primary Disability Type' is highlighted with a red box. Below these fields is a 'Field Test' section with an 'ELA' dropdown menu.



Note: Completing the LCI in the DEI will take less time if the TE collects all a student’s information beforehand.

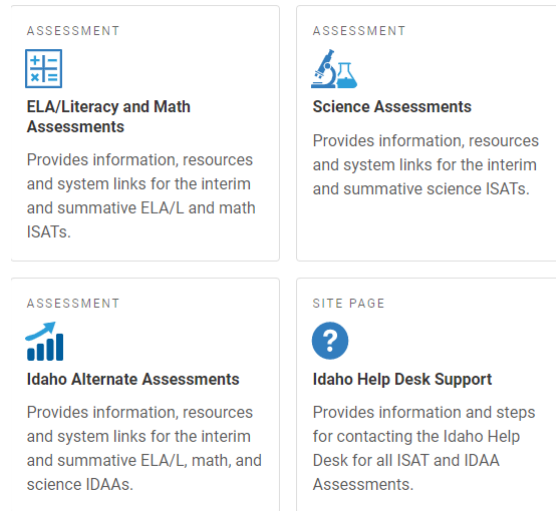
There are two versions of the LCI: one for students in grades 3–8 and one for students in high school. Printable PDF versions of the LCI are available on the [Idaho Portal Resources page](#) by typing LCI in the search field.

How to Log into the DEI

Authorized users can access the Data Entry Interface via the Idaho Portal.

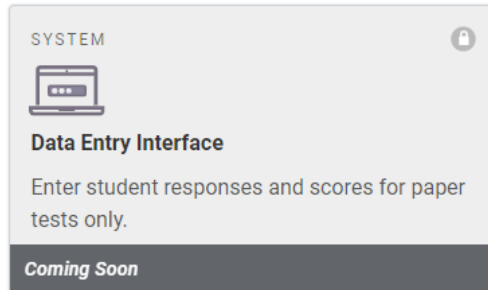
1. Navigate to the [Idaho Portal](#) and select ELA/Literacy and Math Assessments, Science Assessments, or Idaho Alternate Assessments.

Figure 48. Homepage Portal Cards
Browse by Assessments



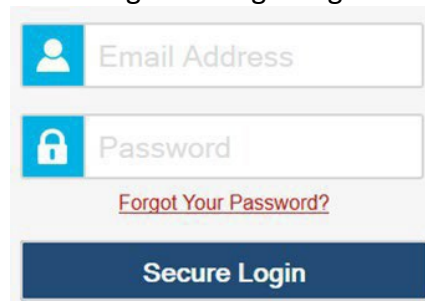
2. Select **Data Entry Interface**.

Figure 49. Card for the Data Entry Interface



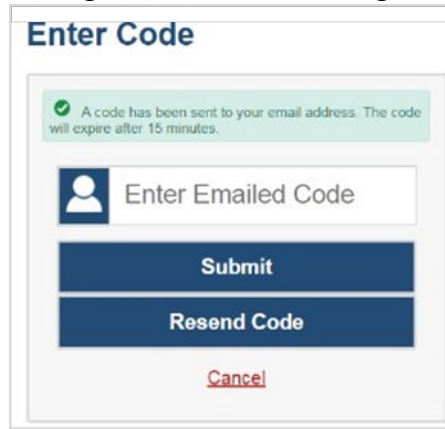
3. When the **Login** page that appears, enter your email address and password

Figure 4. Login Page



4. Click **Secure Login**. The **Enter Student Information** page appears.
 - a. If you have not logged in using this browser before, or if you have cleared your browser cache, the **Enter Code** page appears and an email containing an authentication code is sent to your address.

Figure 50. Enter Code Page



- b. In the *Enter Emailed Code* field, enter the emailed code.
- c. Click **Submit** to log into the DEI.

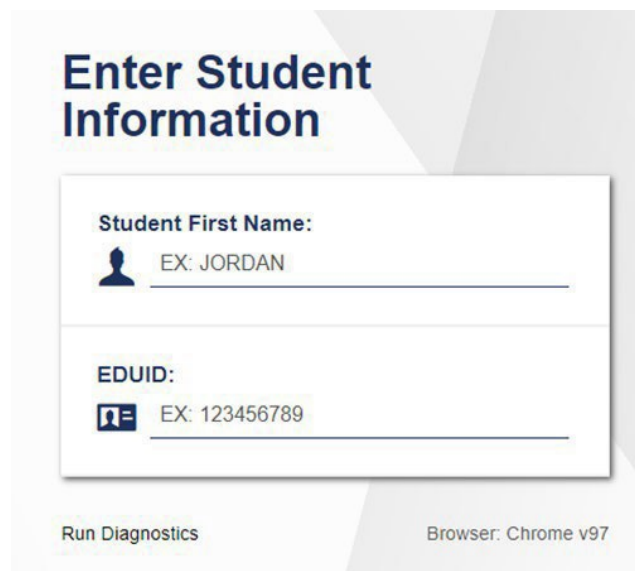
How to Complete the LCI

Before a qualifying student can access an Idaho Alternate Assessment (IDAA) in the secure browser, the teacher must complete the Learner Characteristics Inventory (LCI) in the DEI. The LCI only needs to be completed once for each qualifying student. This section outlines and explains the steps for completing the LCI for qualifying students.

Step 1 – Entering Student Information

After you log in to the Data Entry Interface, the **Enter Student Information** page appears. On this page, you can enter the login information for the student being tested.

Figure 6. Enter Student Information Page



- In the *Student First Name* field, enter the student's first name as it exists in TIDE.
- In the *Student ID* field, enter the student's EDUID.
- Click **Sign In**.

Please note, the DEI generates an error message if you cannot sign in. The most common student login error states:

- **Student Name and ID Do Not Match:** If this error appears, verify that you correctly entered the EDUID and first name. If this does not resolve the error, consult the student's record in TIDE to verify the first name associated with the student's EDUID.

Step 2 – Verifying Student Information

After entering a student's information, the *Is This the Student?* page appears. On this page, you can verify the student's information is correct.

Figure 51. Is This the Student? Page

Field	Value
First Name	Kilop
Last Name	Test
SSID:	8196642711
Grade	02
Date of Birth	September 9, 2001
School:	Demo School 1

At the bottom of the form, there is a shield icon on the left, a green button labeled "Yes" in the center, and a grey button labeled "No" on the right.

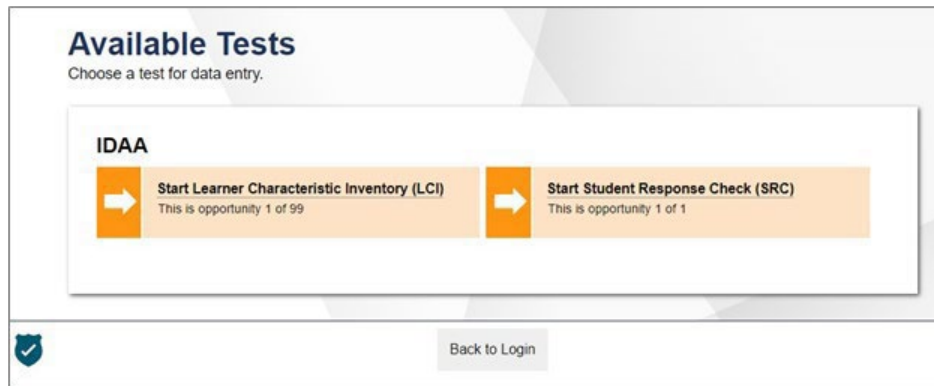
To verify the student's personal information:

- If all the information is correct, click **Yes**. The *Available Tests* page appears.
- If any of the information is incorrect, do not proceed with the data entry for this student. Logout of the application and notify the appropriate school personnel that the student's information is incorrect. Data entry cannot begin until this information is corrected.

Step 3 – Selecting the LCI

The *Available Tests* page will display the LCI and Student Response Check (SRC) as "tests" for qualifying students.

Figure 52. Available Tests showing the LCI and SRC



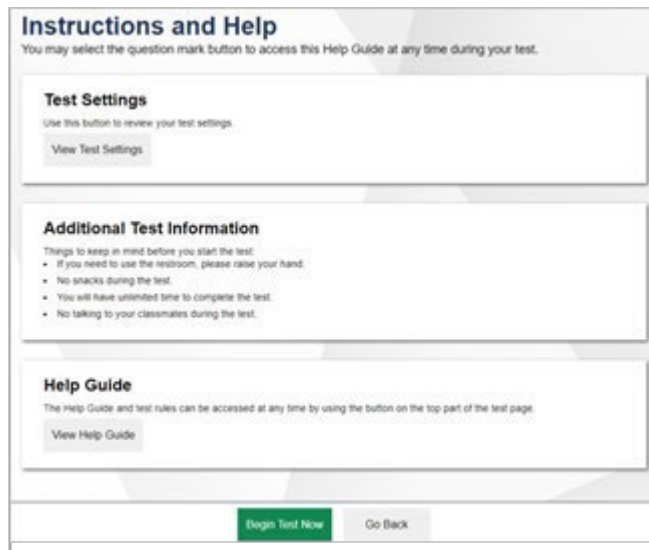
- Click the LCI test.

If the LCI does not appear for the student as expected, confirm that the *Special Education Status* and *IDAA Eligible* fields are coded “yes” and the *Primary Disability Type* is selected in TIDE.

Step 4 – Begin Test Now

From the *Instructions and Help* page, click **Begin Test Now** to launch the LCI. Do not click the link to **View Test Settings** because there are no test settings associated with the LCI. You may view the Help Guide as necessary.

Figure 9. Instructions and Help Page with Begin Test Now Button



Step 5 – Respond to Items

Answer all required items on the LCI using the mouse or keyboard as appropriate. You must answer each item before navigating to the next item. Item 6 on the LCI may be skipped only if the student’s primary language is English, as illustrated in the figure below.

Figure 53. Primary Language Item

6

Demio

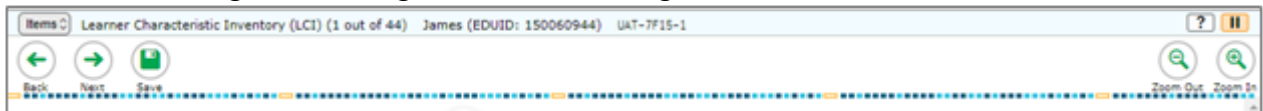
If yes, what is your student's primary language (the dominant language spoken in the student's home)?

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z
Space Delete

Navigate through the LCI items in two ways:

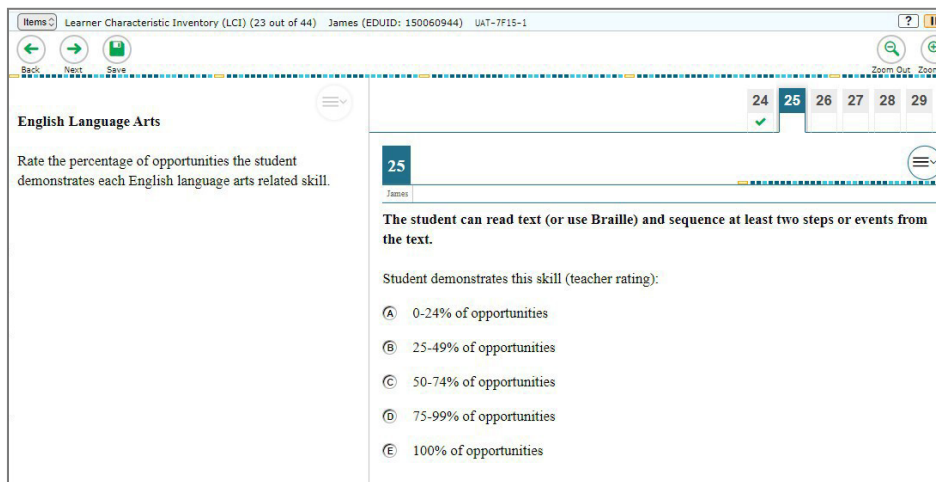
1. Use the **Back** and **Next** buttons in the navigation bar to move back and forth between items. Use the **Save** button to save responses, as illustrated in the figure below.

Figure 54. Navigation Bar Illustrating Back, Next, and Save Buttons



2. Navigate through items associated with a stimulus using the item numbers on the right side of the screen.

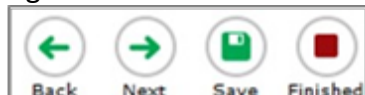
Figure 55. LCI Stimulus with Multiple Associated Items



Step 6 – Finishing and Submitting the LCI

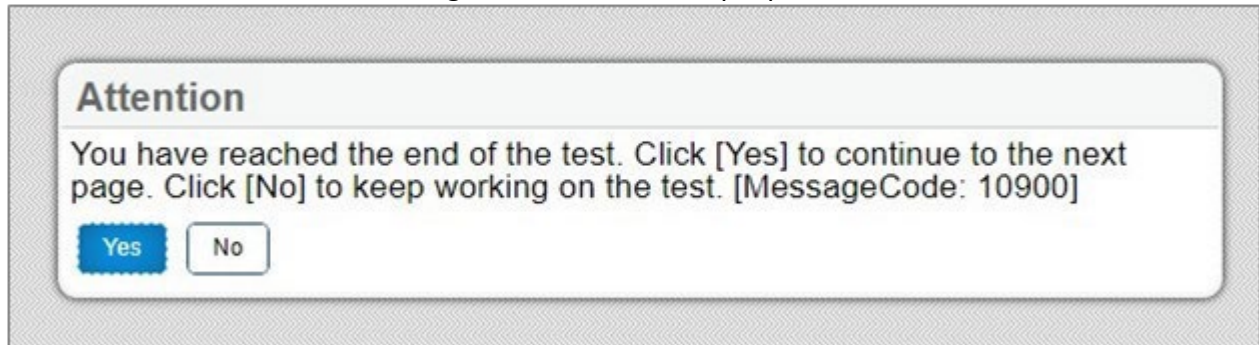
After responding to the last item on the LCI, the red **Finished** button will appear in the navigation bar, as illustrated in the figure below

Figure 56. LCI End Test Button



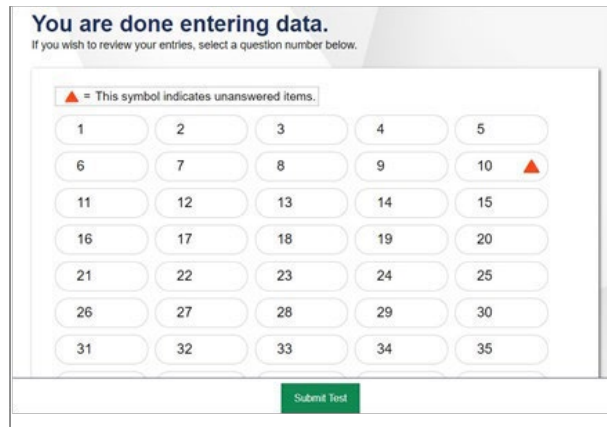
Clicking the **Finished** button activates an **Attention** pop-up box.

Figure 57. Attention Pop-Up Box



- Click **Yes** takes the user to the **You are done entering data** page, as illustrated in the figure below.

Figure 58. LCI "You are done entering data" Page

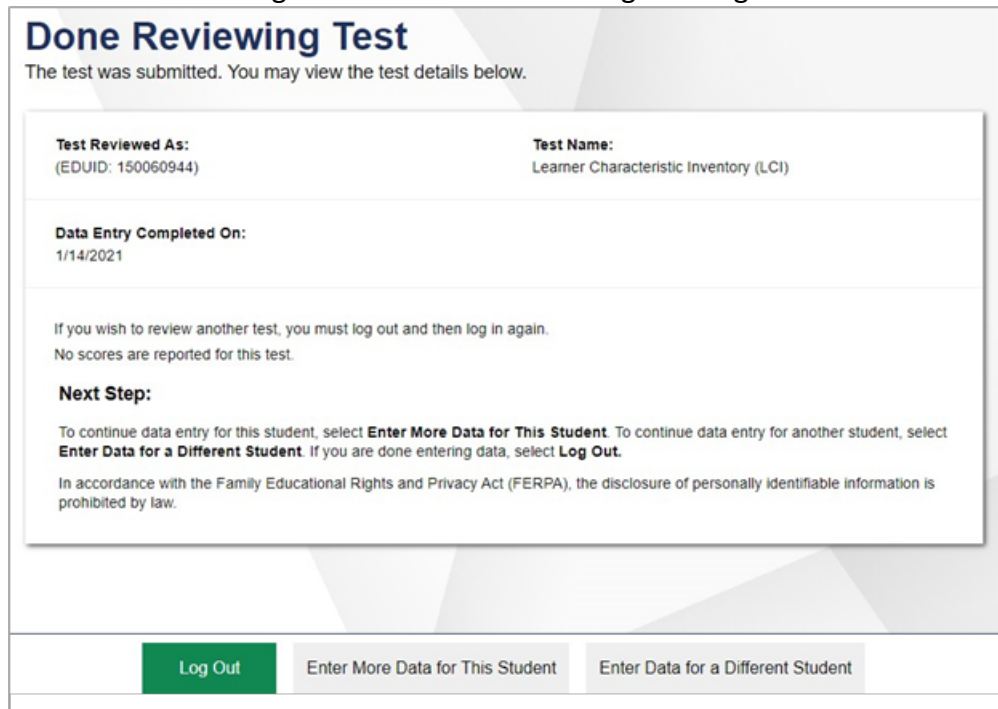


- Any unanswered items display a warning ▲ icon. As mentioned above, only LCI item 6 may be left unanswered. Review the data you entered.

Step 7 – After Submitting the LCI

After you submit the LCI, the **Done Reviewing Test** page appears, displaying the student's name, the test name, and the data entry completion date, as illustrated in the figure below.

Figure 59. LCI Done Reviewing Test Page



Done Reviewing Test

The test was submitted. You may view the test details below.

Test Reviewed As:
(EDUID: 150060944)

Test Name:
Learner Characteristic Inventory (LCI)

Data Entry Completed On:
1/14/2021

If you wish to review another test, you must log out and then log in again.
No scores are reported for this test.

Next Step:

To continue data entry for this student, select **Enter More Data for This Student**. To continue data entry for another student, select **Enter Data for a Different Student**. If you are done entering data, select **Log Out**.

In accordance with the Family Educational Rights and Privacy Act (FERPA), the disclosure of personally identifiable information is prohibited by law.

[Log Out](#) [Enter More Data for This Student](#) [Enter Data for a Different Student](#)

At this point, you have three options:

1. Log Out. Choose this option when finished completing the LCI.
2. Enter More Data for This Student. Choose this option after completing the LCI and proceeding to the SRC, or vice versa.
3. Enter Data for a Different Student. Choose this option when completing the LCI for a different student.

Appendix S. IDAA Student Response Check (SRC) Procedure

The purpose of the Student Response Check (SRC) is to evaluate a student’s ability to demonstrate a consistent, observable response using his or her preferred method of communication. This content-neutral assessment provides an opportunity to observe and confirm the student's mode of response. It is not important that the student respond correctly to any of the items, just that they respond to the stimuli presented. The SRC consists of 3 items.

The SRC is required only for those students for whom the early stopping rule is being considered. The SRC is not required for students whose mode of communication is clearly understandable and recognizable.

After the SRC is administered, the TE will record the student’s responses in the Data Entry Interface (DEI). Directions for using the DEI are located in the [Data Entry Interface User Guide](#). Regardless of how the student responds on the SRC, the TE must at least administer the first 4 scorable items on the IDAA.

Directions for Administering the SRC

The SRC is administered using the test administration directions and script provided and a print version of the response option cards (see [Figure 1](#)). The TE may present the printed response option cards as they appear or cut them into individual cards, based upon the communication mode most appropriate for the student. The student may respond to each item by pointing, speaking, eye-gaze, activating a switch or communication device, handing the answer option card to the TE, or other means by which the student usually communicates.

Figure 60. SRC Response Option Cards



SRC Administration Script

Since the SRC is required only for those students who may not have a consistent, observable mode of communication and may need the early stopping rule, TEs can expect that students may not respond. Allowing sufficient wait time will be key conducting a successful SRC.

Using Uncut Response Option Card

Present uncut response card to the student.

SRC Item 1:

SAY: Look at this card. I want you to choose an option. Point to the option when I tell you to.
[Point to each number as you say:] This is option one. This is option 2. This is option 3.
Point to option 1.

If the student points to an option, even if it is incorrect, proceed to SRC item 2. If no response, provide second attempt for SRC item 1.

SAY: I want you to point to option 1. [Point to each number as you say:] This is option one. This is option 2. This is option 3. Point to option 1.

SRC Item 2:

SAY Let's try another one.
[Point to each number as you say:] This is option one. This is option 2. This is option 3.
Point to option 3.

If the student points to an option, even if it is incorrect, proceed to SRC item 3. If no response, provide second attempt for SRC item 2.

SAY: Let's try one more time. [Point to each number as you say:] This is option one. This is option 2. This is option 3. Point to option 3.

SRC Item 3:

SAY: This is the last one
[Point to each number as you say:] This is option one. This is option 2. This is option 3.
Point to option 2.

If the student points to an option, even if it is incorrect, proceed to SRC item 3. If no response, provide second attempt for SRC item 3.

SAY: Look. [Point to each number as you say:] This is option one. This is option 2. This is option 3. Point to option 2.
Okay, we are finished.

Using Individual Response Option Cards

Depending on the individual mode of communication used by the student, individual response option cards may be presented to students by placing them on a surface in front of the student, attaching them to an assistive communication device, or placing them on an eye-gaze board. Students may be prompted to *point*, *give*, *press*, or *look* to indicate their answer choice, as outlined in the script below.

SRC Item 1:

Present cards to student in order, based on their individual mode of communication.

SAY: I am going to show you some cards. I want you to choose an option. [Point to/give me/press/look at] the option when I tell you to.

[Point to each number as you say:] This is option one. This is option 2. This is option 3.
[Point to/give me/press/look at] option 1.

If the student points to an option, even if it is incorrect, proceed to SRC item 2. If no response, provide second attempt for SRC item 1.

SAY: I want you to [point to/give me/press/look at] option 1. [Point to each number as you say:] This is option one. This is option 2. This is option 3. [Point to/give me/press/look at] option 1.

SRC Item 2:

SAY: Let's try another one.

[Point to each number as you say:] This is option one. This is option 2. This is option 3.
[Point to/give me/press/look at] option 3.

If the student points to an option, even if it is incorrect, proceed to SRC item 3. If no response, provide second attempt for SRC item 2.

SAY: Let's try one more time. [Point to each number as you say:] This is option one. This is option 2. This is option 3. [Point to/give me/press/look at] option 3.

SRC Item 3:

SAY This is the last one

[Point to each number as you say:] This is option one. This is option 2. This is option 3.
[Point to/give me/press/look at] option 2.

If the student points to an option, even if it is incorrect, proceed to SRC item 3. If no response, provide second attempt for SRC item 3.

SAY: Look. [Point to each number as you say:] This is option one. This is option 2. This is option 3. [Point to/give me/press/look at] option 2.
Okay, we are finished.

Complete the SRC in the Data Entry Interface (DEI)

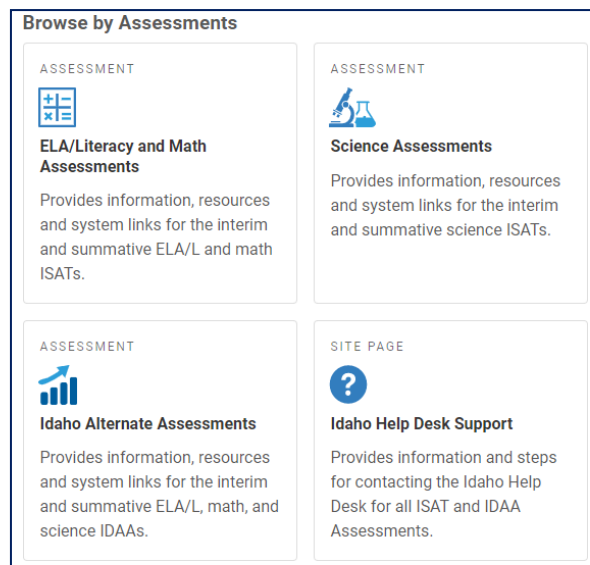
Once the teacher has administered the SRC to the student using the paper materials, the student's responses get entered into the Data Entry Interface (DEI).

How to Log into the DEI

Authorized users can access the Data Entry Interface via the Idaho Portal.

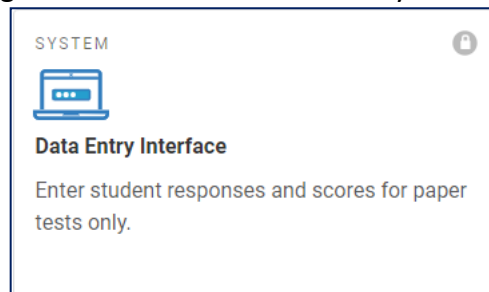
1. Navigate to the [Idaho Portal](#) and select ELA/Literacy and Math Assessments, Science Assessments, or Idaho Alternate Assessments.

Figure 61. Homepage Portal Cards



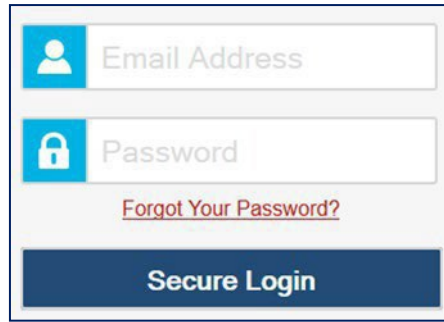
2. Select **Data Entry Interface**.

Figure 62. Card for the Data Entry Interface



3. When the **Login** page that appears, enter your email address and password.

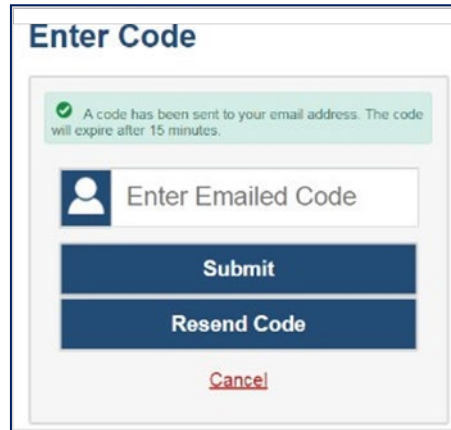
Figure 63. Login Page



The screenshot shows a login form with two input fields. The first field is labeled 'Email Address' and has a person icon on the left. The second field is labeled 'Password' and has a lock icon on the left. Below the password field is a link that says 'Forgot Your Password?'. At the bottom of the form is a dark blue button with the text 'Secure Login' in white.

4. Click **Secure Login**. The **Enter Student Information** page appears.
 - a. If you have not logged in using this browser before, or if you have cleared your browser cache, the **Enter Code** page appears and an email containing an authentication code is sent to your address.

Figure 64. Enter Code Page



The screenshot shows a page titled 'Enter Code'. At the top, there is a green message box with a checkmark icon and the text: 'A code has been sent to your email address. The code will expire after 15 minutes.' Below the message box is an input field with a person icon on the left and the text 'Enter Emailed Code'. Below the input field are three buttons: 'Submit', 'Resend Code', and 'Cancel'.

- b. In the *Enter Emailed Code* field, enter the emailed code.
 - c. Click **Submit** to log into the DEI.

Entering Student Information

1. After you log in to the Data Entry Interface, the **Enter Student Information** page appears. On this page, you can enter the login information for the student being tested.

Figure 65. Enter Student Information Page

Enter Student Information

Student First Name:
EX: JORDAN

EDUID:
EX: 123456789

Run Diagnostics Browser: Chrome v97

To enter a student's information:

- In the *Student First Name* field, enter the student's first name as it exists in TIDE.
- In the *Student ID* field, enter the student's EDUID.
- Click **Sign In**.

Please note, the DEI generates an error message if you cannot sign in. The most common student login error states:

- **Student Name and ID Do Not Match:** If this error appears, verify that you correctly entered the EDUID and first name. If this does not resolve the error, consult the student's record in TIDE to verify the first name associated with the student's EDUID.
2. After entering a student's information, the *Is This the Student?* page appears. On this page, you can verify the student's information is correct.

Figure 66. Is This the Student? Page

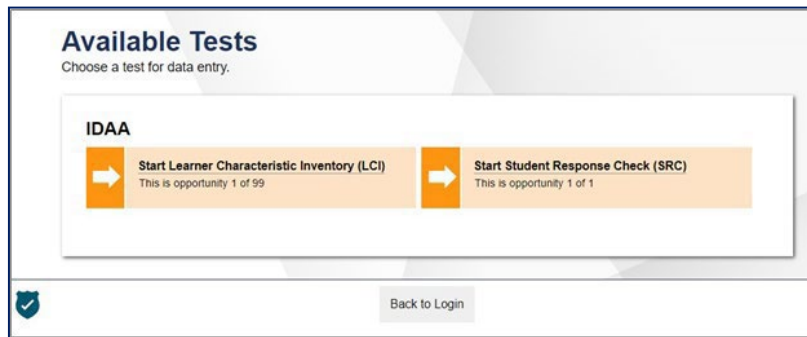
Is This the Student?
Please review the following information.

First Name Kilop	Last Name Test
SSID: 8196642711	Grade 02
Date of Birth September 9, 2001	School: Demo School 1

To verify the student's personal information:

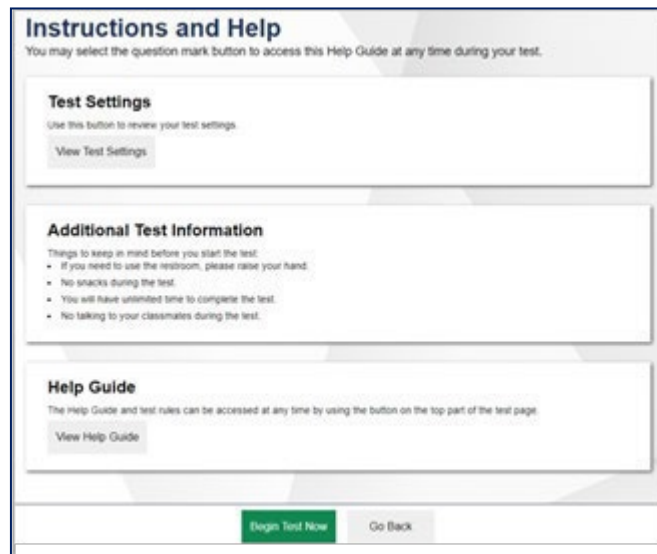
- If all the information is correct, click **Yes**. The **Available Tests** page appears. If any of the information is incorrect, do not proceed with the data entry for this student. Logout of the application and notify the appropriate school personnel that the student's information is incorrect. Data entry cannot begin until this information is corrected.
3. The **Available Tests** page will display the LCI and Student Response Check (SRC) as "tests" for qualifying students.

Figure 67. Available Tests showing the LCI and SRC



- a. Click the SRC test.
- b. **If the SRC does not appear for the student as expected, that the Special Education Status and IDAA Eligible fields are coded "yes", and the Primary Disability Type is selected in TIDE.**
4. From the **Instructions and Help** page, click **Begin Test Now** to launch the SRC. Do not click the link to **View Test Settings** because there are no test settings associated with the SRC. You may view the Help Guide as necessary.

Figure 68. Instructions and Help Page with Begin Test Now Button



5. Use the **Back** and **Next** buttons in the navigation bar to move back and forth between items. Use the **Save** button to save responses, as illustrated in the figure below.

Figure 69. Navigation Bar Illustrating Back, Next, and Save Buttons



6. For the SRC only:

- You will not be able to move to the next item until an answer is selected. If a student does not have a consistent, observable mode of communication, select “Mark as No Response” in the Context Menu.

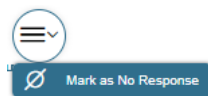
Figure 70. Item Context Menu



Select option 1.

- (A) Option 1
- (B) Option 2
- (C) Option 3

Figure 71. Mark as No Response



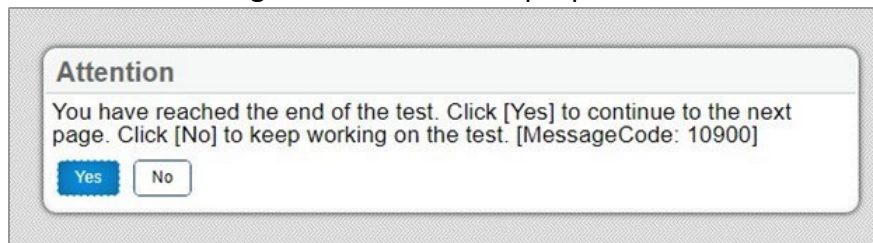
7. After responding to the last item on the SRC, the red **Finished** button will appear in the navigation bar, as illustrated in the figure below

Figure 72. SRC End Test Button



Clicking the **Finished** button activates an **Attention** pop-up box.

Figure 73. Attention Pop-Up Box



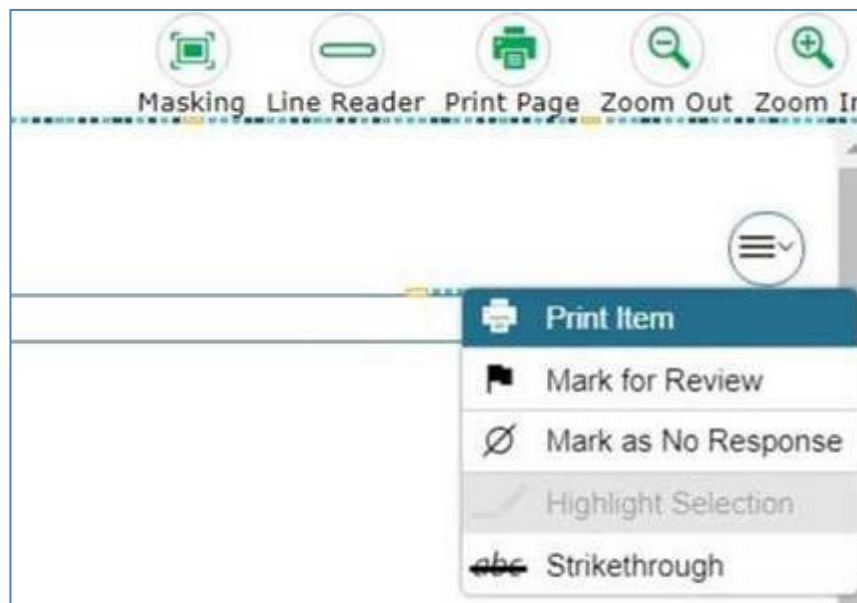
8. Clicking **No** returns the user to the last item.
- a. Click **Yes** takes the user to the **You are done entering data** page, as illustrated in the figure below.

Appendix T. IDAA Early Stopping Rule (ESR) Procedure

The purpose of the Early Stopping Rule (ESR) is to prevent students who do not have a consistent, observable mode of communication from sitting through the entire IDAA. Students are eligible for the ESR when they do not have a consistent, observable mode of communication, as indicated on the Student Response Check (SRC), and do not respond to the first four scorable items on the IDAA because of deficits in communication skills. The ESR allows the TE to submit a student's IDAA after administering the first four scorable items. The student counts as a test participant for accountability purposes and receives the lowest possible score. The ESR documents that the student did not take the entire IDAA because they do not have a consistent, observable mode of communication. **The ESR is not appropriate for students who have no consistent, observable response because of behavioral and other issues.** While the SRC is administered only once per student, a student must be administered at least the first four items of the IDAA in each content area.

When a student gives no response to the three items on the SRC, the TE will start the IDAA in each content area following the IDAA Test Administration Script contained in Appendices L through N. If a student does not respond to IDAA test items because of communication deficits, the teacher will mark the answer as "Mark as No Response" using the context, or hamburger, menu, as illustrated in the screenshot below.

Figure 74. IDAA Context Menu



If the student does not respond to any of the first four scorable items, the TE will be directed to a fifth item, as illustrated below, to confirm whether use of the Early Stopping Rule is appropriate. **Please read the fifth item carefully and respond based on the student's communication status. Once the TE saves the answer to the fifth item, they cannot return and change their answers to the previous four items.** If the response to the fifth item is, "Yes, submit this student's test and activate the Early Stopping Rule," the TE can submit the student's test at this point. If the response is, "No, this student will complete the full IDAA," then the student will complete the full test. Additionally, if the response to item 5 is, "No," the TE should pause the student's test until another time and re-administer the first four scorable items.

IDAA Early Stopping Rule Item 5

Students are eligible for the Early Stopping Rule when they have no consistent, observable response on the Student Response Check **and** on the first four items on the [content area] Idaho Alternate Assessment because of deficits in communication skills.

The Early Stopping Rule should not be used for students who have no consistent, observable response **because of behavioral or other issues**.

Teacher: I confirm that this student's lack of any consistent, observable response is related to his/her deficits in communication skills.

- Yes**, submit this student's test and activate the Early Stopping Rule.
- No**, this student will complete the full [content area] Idaho Alternate Assessment.

NOTE: The fifth item will be included in the total test item count. For example, if a test has 40 questions, the student's participation may show 40/41 after completing the test.

If the TE or student accidentally or erroneously selects a response to one of the first four scorable items and then proceeds to the 5th item, then the TE cannot activate the ESR. This holds true, even if the TE goes back and changes the responses to all of the first four items to "Mark as No Response." If the student is truly non-responsive to the first four scorable items because of communication deficits, the TE will need to work with the TC to submit a test incident/irregularity to have the test reset.

Appendix U. User Support

For additional information and assistance, contact the Idaho Help Desk.

The Help Desk is open Monday–Friday 8:00 a.m. to 8:00 p.m. Mountain Time (except holidays or as otherwise indicated on the Idaho portal).

Idaho Help Desk

Toll-Free Phone Support: 1-844-560-7365

Email Support:
IDHelpDesk@cambiumassessment.com

Refer to the Help Desk Information Template on the “Contact Us” page of the Idaho portal for a more detailed list of information to provide the Help Desk when reporting an issue.

Appendix W. Change Log

Location	Change	Date
Throughout	Created 2020-2021 version	3/2/2021
Appendix G	Removed “grades 4 and above” from first sentence.	3/23/2021
Additional ISAT Accessibility Resources	Removed “grade 4 and above” from the sentence.	3/23/2021
Labeling of the PDF	Updated the labeling of the PDF to “Online TAM”	3/23/2021
Use of scratch paper on performance tasks (PTs)	Removed “CAT constructed-response items or” from the sentence.	3/23/2021
Appendix G	The phrase “grade 4 and above “from the 100s Number Table	3/23/2021
Attemptedness Rules for Participation	Updated hyperlink for “EdFacts SY 2020-21 File Specifications” throughout the TAM.	3/30/2021
Appendix P	Changed “one time for each student” to “one time each year”.	4/2/2021
Throughout	Changed “to” to “so” for the sentence “Give your scratch paper to one of your parents to that they can give it to your teachers.” throughout the TAM.	4/2/2021
Appendix G	Multiplication Table containing numbers 1-9 changed with 1-12.	4/22/2021
Throughout	Updates for Summative SP22 Administration	1/20/2022
Throughout	Formatting updates for Summative SP22 Administration	2/17/2022
Portal	TAM Posted to the portal	2/22/2022
IDAA Quick Guides	Added links to the IDAA Quick Guides	2/24/2022
Table of Contents and Page Numbers	Updated Table of Contents and Page Numbers	

Test Timeout (Due to Inactivity) (All Tests)	Added the timeout expiration times for IDAA	3/17/2022
Throughout	Updates for SY22-23; removed mentions of Remote Summative Administration	9/6/2022
Throughout	Updates for SY22-23 Summative Assessments, added language about HS testing eligibility	1/20/2023
Posted to portal		2/23/2023

Appendix 5-B
Test Administrator User Guide



Test Administrator User Guide

2022–2023

Published April 20, 2023

Prepared by Cambium Assessment, Inc.



Descriptions of the operation of the Test Delivery System and related systems are property of Cambium Assessment, Inc. (CAI) and are used with the permission of CAI.

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Introduction to the User Guide

This user guide supports Test Administrators (TAs) who manage testing for students participating in the Idaho Assessment System practice tests and operational tests.

Organization of the User Guide

The guide includes the following sections:

- [How TAs Proctor Test Sessions in the TA Site](#)
- [How Students Sign in to the Student Testing Site and Complete Tests](#)

There is also an alphabetized [Appendix](#) with additional information and instructions about the TA Site, the Secure Browser, and more.

Understanding the Online Testing System's Sites

The Online Testing System delivers Idaho's online tests and consists of practice sites and operational testing sites. The practice sites function identically to the operational testing sites. However, the tests that are available in the practice and operational sites are different. Tests administered in the TA Training Site are for practice whereas the tests provided in the TA Interface are operational and students' scores will be official.

- **Practice Sites**
 - **TA Training Site:** Allows TAs to practice administering tests.
 - **Student Training Site:** Allows students to practice taking tests online and using test tools. Students can log in to the testing site with their name and ID or as guests. They can either take proctored tests in sessions created by TAs in the TA Training Site or they can take non-proctored tests.
- **Operational Testing Sites**
 - **TA Interface:** Allows TAs to administer operational tests.
 - **Student Testing Site:** Allows students to take operational tests.

Throughout the rest of this user guide, "TA Site" refers to both the TA Interface and TA Training Site.

How TAs Proctor Test Sessions in the TA Site

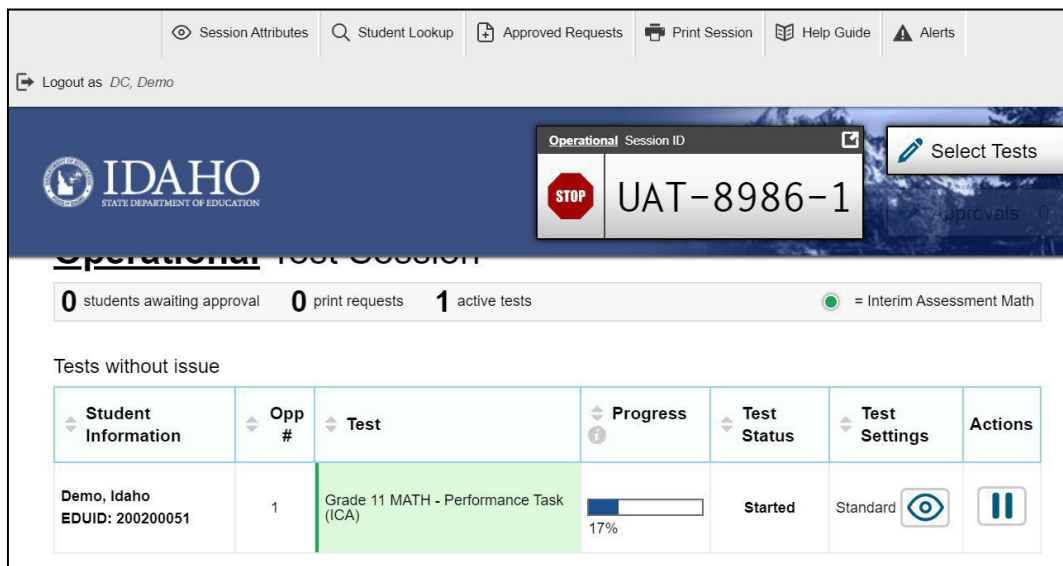
Administering tests in the Online Testing System is a straightforward process and the basic workflow is as follows:

1. The TA selects tests and starts a test session in the TA Site.
2. Students sign in to the Student Testing Site and request approval for tests.
3. The TA reviews students' requests and approves them for testing.
4. Students complete and submit their tests.
5. The TA stops the test session and logs out.

This section describes how TAs perform the following tasks within the TA Site (see [Figure 1](#)) to successfully administer online tests:

- [How to Select Tests and Start a Test Session](#)
- [How to Approve Students for Testing](#)
- [How to Monitor an Ongoing Test Session](#)

Figure 1. TA Site During an Ongoing Test



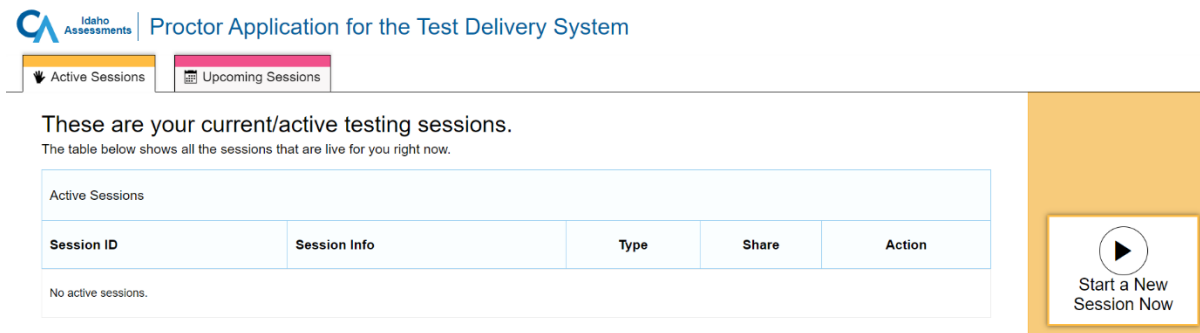
For information about the testing process from a student's perspective, see the section [How Students Sign in to the Student Testing Site and Complete Tests](#).

How to Schedule a Test Session

Test Administrators can schedule a test session in the Test Administrator Interface. You can schedule state-mandated achievement tests as well as formative tests that have been created and published in the Authoring system by districts and schools.

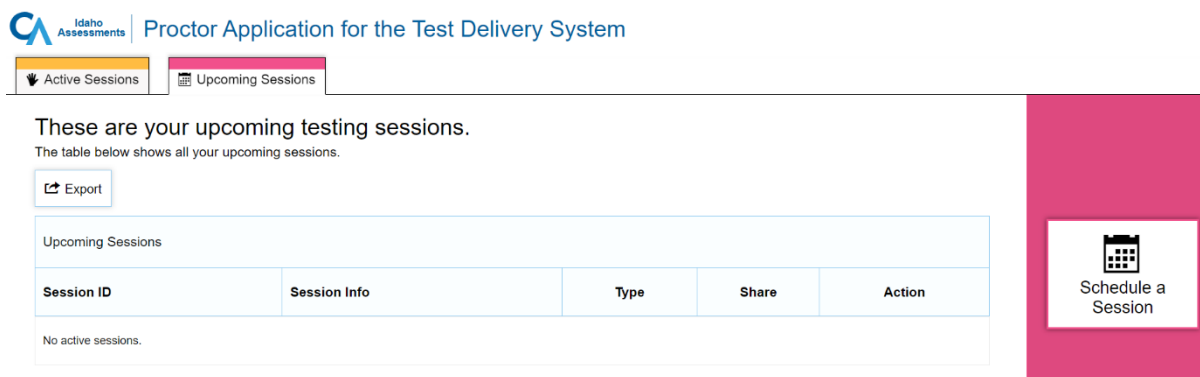
1. Log in to the TA Site. The **Active Sessions** appear with the **Active Sessions** and **Upcoming Sessions** tabs appear.

Figure 2. Active Sessions Window



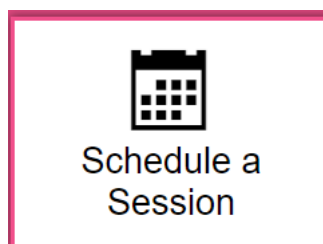
2. Select the **Upcoming Sessions** tab. The **Upcoming Sessions** window appears.

Figure 3. Upcoming Sessions Window



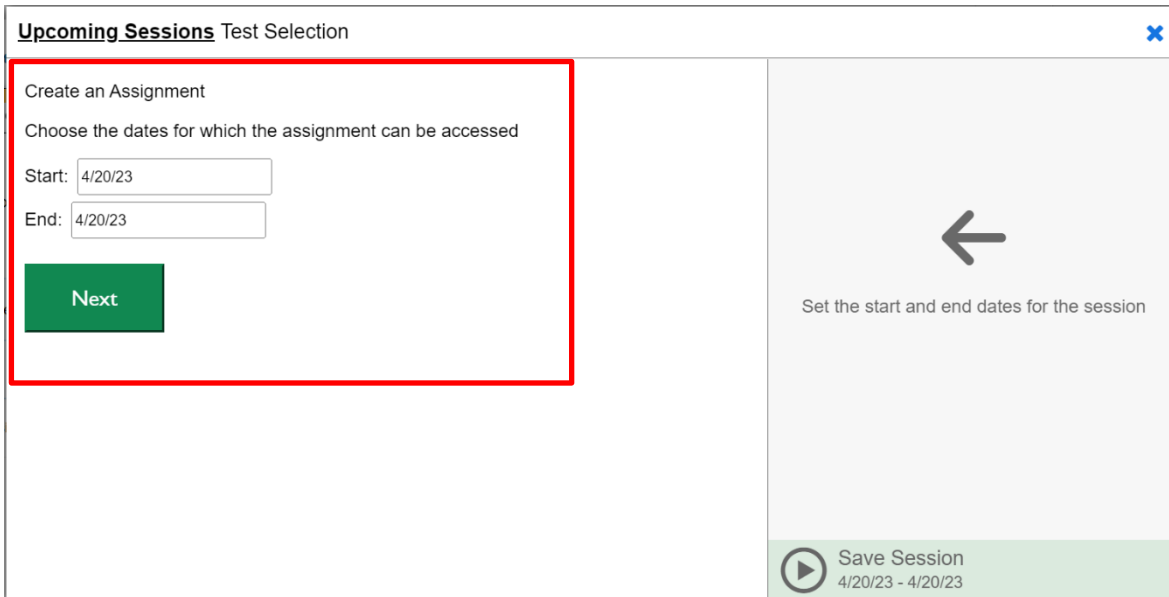
3. Select the Schedule a Session button.

Figure 4. Schedule a Session Button



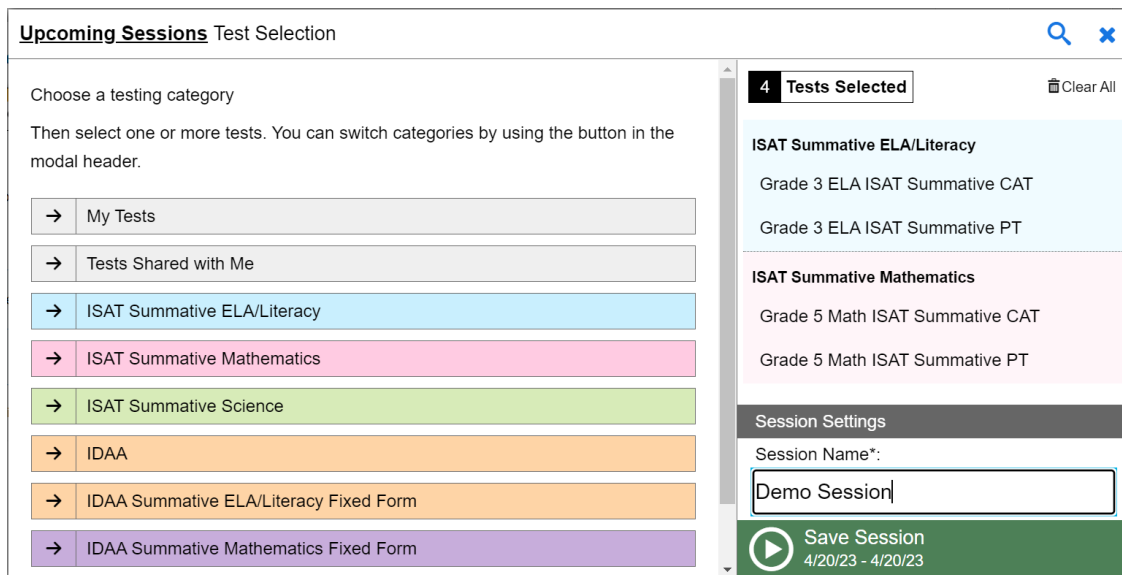
4. The **Upcoming Sessions Test Selection** window appears. Select the Start and End dates about the test session, and select **Next**.

Figure 5. Upcoming Sessions Test Selection Window



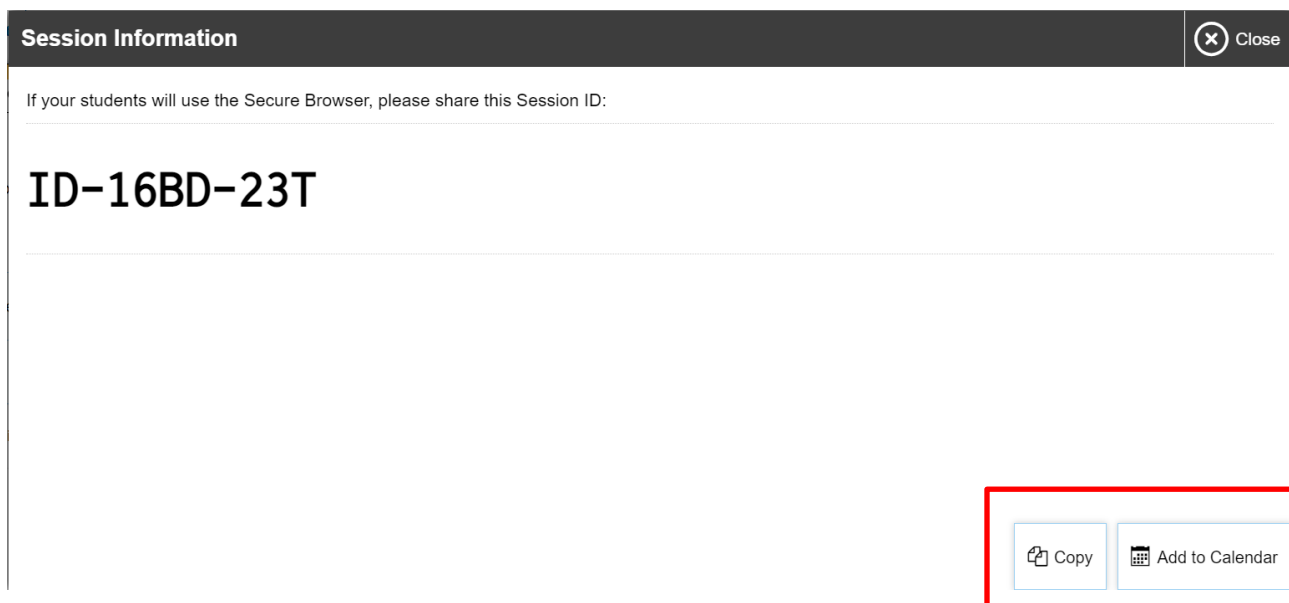
5. After selecting **Next** the Test Selection Window appears. Select the ISAT or IDAA assessments that should be included in the test session. As you select assessments, they will appear on the right. Finally, create a “Session Name” and select **Save Session**.

Figure 6. Test Selection Window



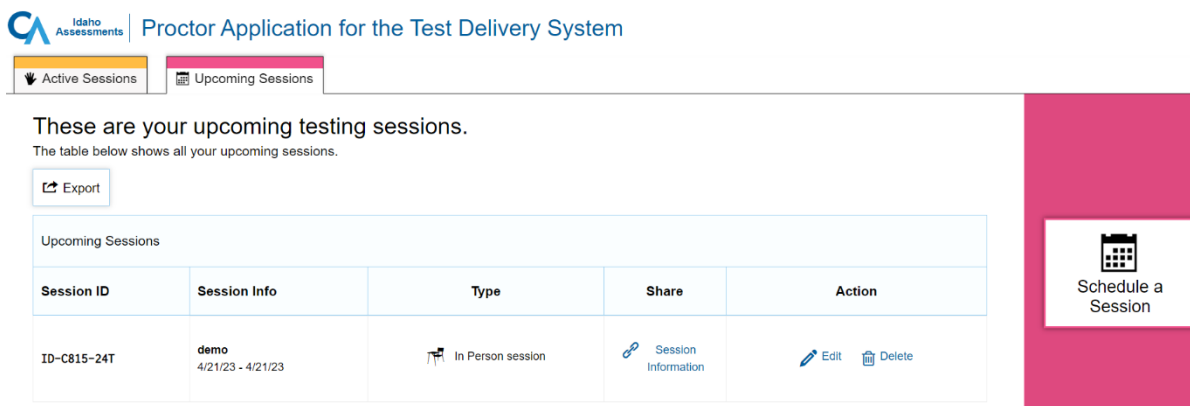
6. After selecting **Save Session**, the Session Information will appear. You will have the ability to **Copy** the scheduled Test Session ID, or you can **Add to Calendar**

Figure 7. Session Information Window



7. When you select **Close** in the top-right corner, the scheduled test session will not appear in the **Upcoming Sessions** window.

Figure 8. Upcoming Sessions Window



How to Select Tests and Start a Test Session

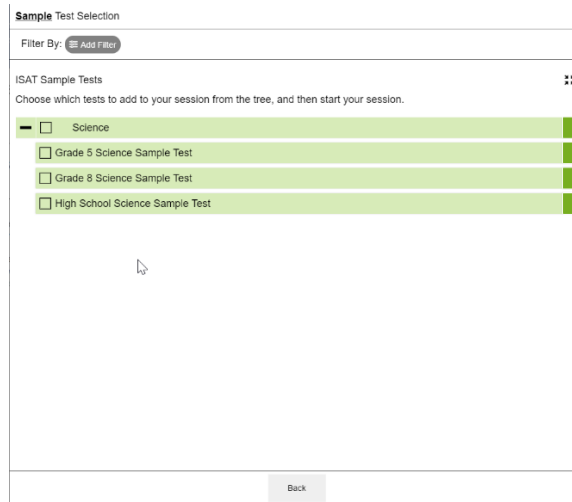
The first step in administering online tests is to select the tests that you wish to administer and start a test session. You can administer state-mandated achievement tests as well as formative tests that have been created and published in the Authoring system by districts and schools.

Please note that only the tests that you select will be available to students who join your session. You may have only one session open at a time. You cannot reopen closed sessions, but students can resume a test in a new session.

How to Create a New Test Session

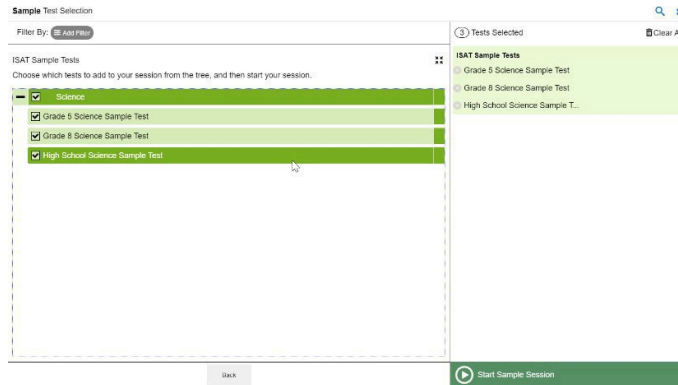
1. Log in to the TA Site. The **Test Selection** window (see [Figure 2](#)) opens automatically. If the **Test Selection** window is not open, click **Select Tests** in the upper-right corner of the TA Site.

Figure 2. Test Selection Window: Test Categories




2. From the list of color-coded test categories, select the test category from which you wish to include tests. This will display the tests or test groups available for that test category (see [Figure 3](#)).

Figure 3. Test Selection Window: Test Category Subgroups



Test Administrator User Guide

3. *Optional:* Expand a test subgroup to view the constituent tests. All test groups and sub-groups appear collapsed by default and you may have to expand the test group to view individual tests.
 - To expand a test group, select **+** (or **Expand All**).
 - To collapse an expanded test group, select **–** (or **Collapse All**).
 - To expand or collapse all the groups within a test category simultaneously, select .
4. To select the tests you wish to administer, do one of the following:
 - To select individual tests, mark the checkbox for each test you want to include.
 - To select all the tests in a test group, mark the checkbox for that group.


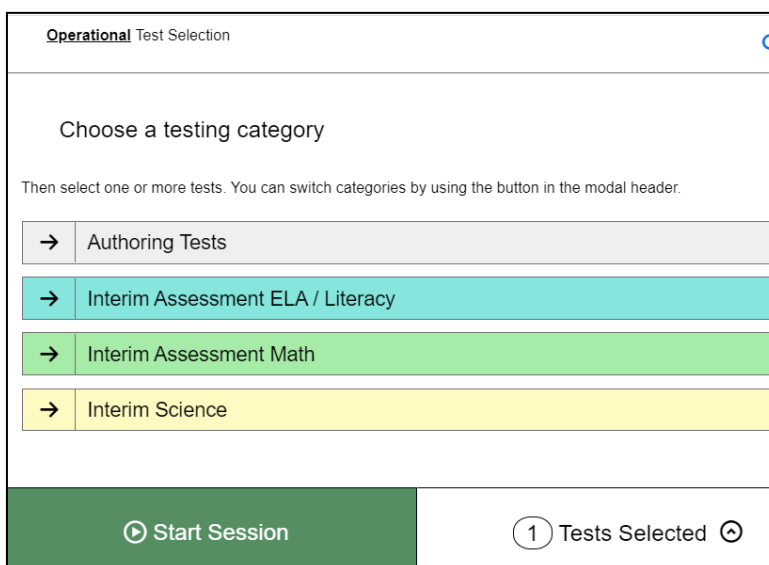

Once selected, tests are displayed under their respective test categories in the right-hand side panel of the **Test Selection** window (see [Figure 3](#)). If viewing on a smaller screen, the test selection count is displayed at the bottom of the **Test Selection** window (see [Figure 4](#)). To expand the selected tests section, select .

Figure 4. Test Selection Window: Tests Selected View for Small Screens



5. *Optional:* If you need to remove selected tests, do one of the following:
 - To remove an individual test, select  for each test you want to remove.
 - To remove all the selected tests, select **Clear All**.
6. To add tests from a different test category, do the following:


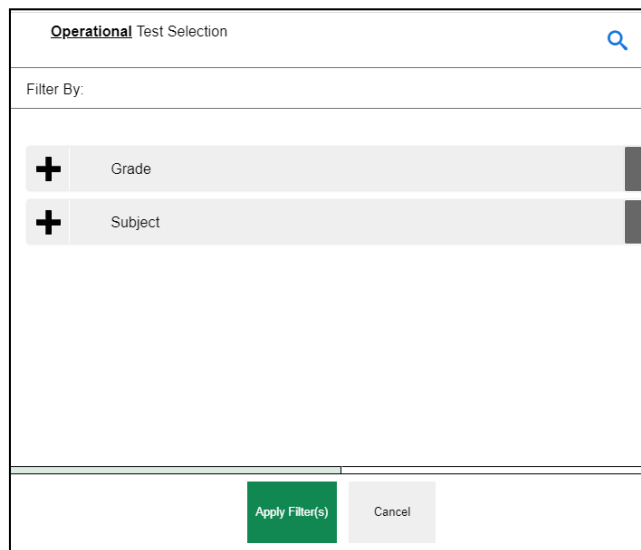
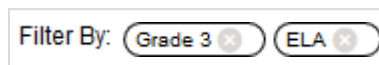
- a. Select **Back** at the bottom of the **Test Selection** window to return to the test categories view (see [Figure 2](#)).
 - b. Repeat Steps [2](#) to [4](#) to select the necessary tests.
7. *Optional:* When adding tests to your session, you may filter available tests based on the grade level and subject associated with the tests. If tests created in the Authoring system are available to be administered, you can filter tests by custom labels and standards as well. To filter tests, do the following:
- a. Select . The filter panel appears (see [Figure 5](#)).

Figure 5. Test Selection Window



- b. Expand the available filter categories and check the necessary grades and subjects that you wish to filter by. The selected filters are listed on top (see [Figure 6](#)).

Figure 6. Filter Selections





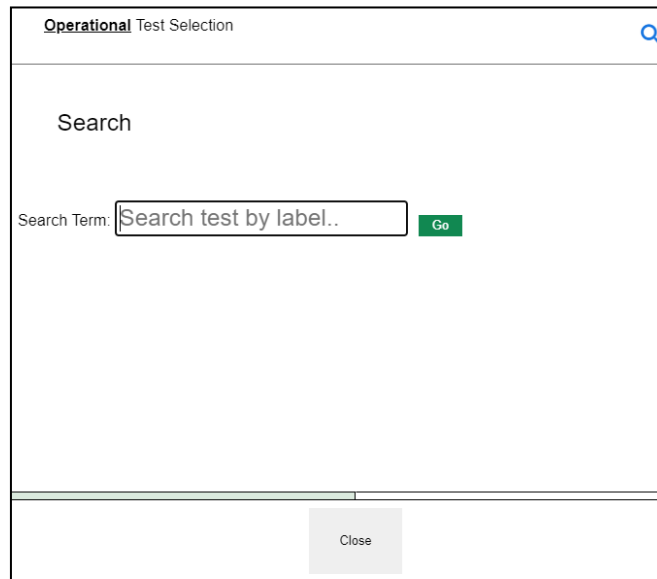
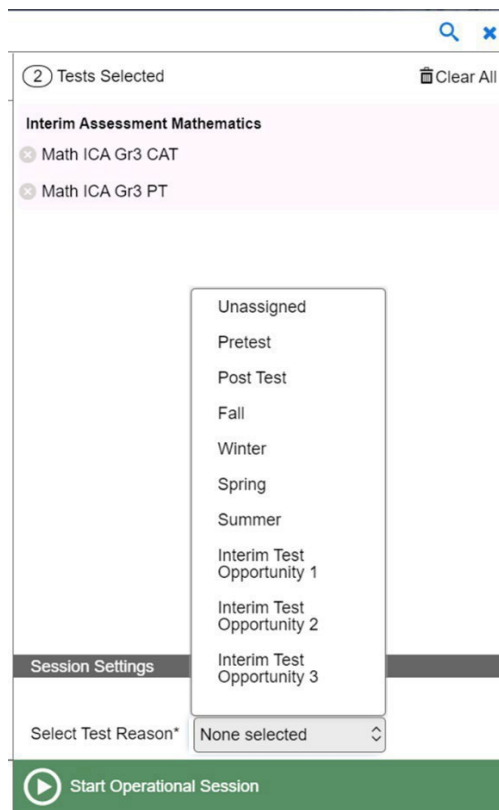
- You can remove a selected filter by selecting  for the applicable filter.
- c. Select **Apply Filter(s)** to apply your selected filters. The test list updates to display the tests that match your filter criteria.
8. *Optional:* You can also search for specific tests by their labels. To search for a test, do the following:
- a. Select  in the upper-right corner to bring up the search panel (see [Figure 7](#)).

Figure 7. Test Selection Window: Search Panel



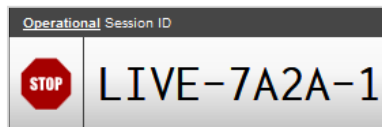
- b. In the *Search Term* field, enter the full or partial test label and select **Go**. The tests matching the entered label will be displayed. Note, the search term must be at least three characters long.
 - c. To close the search panel, select **Close** at the bottom of the panel.
9. Once the required tests have been selected, click **Start Session**. The exact label for this button may vary depending on whether you are starting a practice or operational session. The button becomes active after you have selected a test.
10. When the Sessions Settings section appears, select a **Test Reason** from the drop-down list.
 - The **Test Reason** attribute categorizes the test opportunities in your session for reporting purposes.

Figure 8. Session Attributes Window



11. The Session ID appears on the TA Site (see [Figure 9](#)). Provide the Session ID to your students. Please remember to write down the Session ID in case you accidentally close the browser window and need to return to the active test session.

Figure 9. Test Session ID

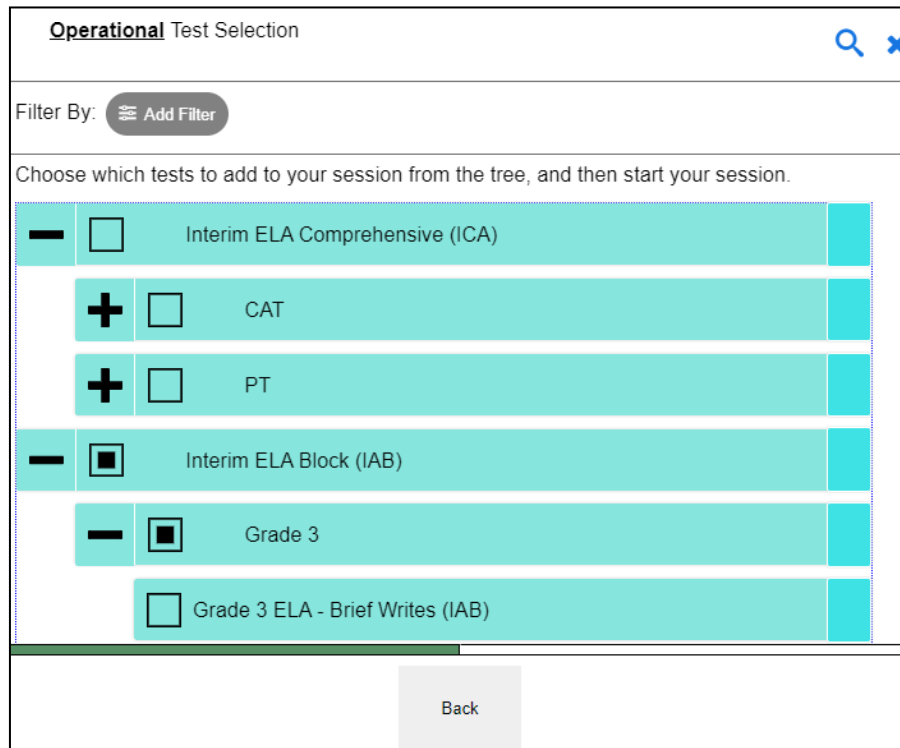



How to Add Tests to an Active Test Session

If necessary, you can add additional tests to an ongoing test session. While you can add tests to an active test session, you cannot remove tests from an active test session.

1. In the upper-right corner of the TA Site (see [Figure 1](#)), click **Select Tests**. The **Test Selection** window (see [Figure 10](#)) opens to the page that you last viewed and shows the tests that are currently active in the session.
2. Mark the checkboxes of the tests that you wish to add to the session following the instructions in the [How to Create a New Test Session](#) section. Tests that are already active in the session or that cannot be added to the session are grayed out. If the active session includes a stand-alone test, all other test categories are disabled.

Figure 10. Test Selection Window: Add to Session



3. *Optional:* To remove a selected test, do the following:
 - To remove an individual test, select  for each test you want to remove. The button is only displayed for tests that are not yet active in the session.
 - To remove all the selected tests, select **Clear All**. All selected tests that are not yet active will be removed.
4. Select **Add to Session**. The exact label for this button may vary depending on whether you are starting a practice or operational session. The button becomes active after you have selected at least one new test.
5. In the confirmation message that appears, click **Yes**.

How to Approve Students for Testing

After students sign in to the Student Testing Site and select tests, you must verify that their settings and accommodations are correct before approving them for testing. If a test contains segments requiring TA approval, you must also follow the same procedure when approving students' entry to test segments.


1. Select **Approvals** next to the Session ID. The **Approvals and Student Test Settings** window (see [Figure 11](#)) appears displaying a list of students grouped by test (and test segment, if applicable). Note, the **Approvals** button becomes active when students are awaiting approval and shows you how many students are awaiting approval. The **Approvals** notification updates regularly, but you can also select  in the upper-right corner to update it manually.

Figure 11. Approvals and Student Test Settings Window





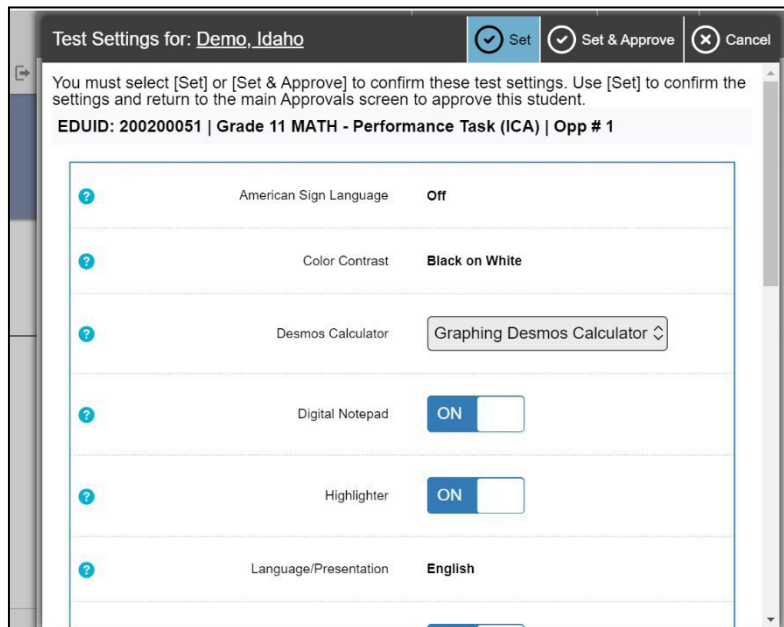


2. To check a student’s test settings and accommodations, select  for that student. The **Test Settings** window appears (see [Figure 12](#)) displaying the student’s test settings grouped by their area of need. Icons next to each setting indicate whether it is a universal tool () , designated support () , or accommodation ().

Figure 12. Test Settings Window for a Selected Student



- a. If any editable settings are incorrect, update them as required. Students should not begin testing until their settings are correct.
 - Editable settings can be updated in this window, while read-only settings must be updated in the Test Information Distribution Engine (TIDE).
- b. Do one of the following:
 - To confirm the settings, select **Set**. You must still approve the student for testing (see Step [5](#)).
 - To confirm the settings and approve the student, select **Set & Approve**.
 - To return to the **Approvals and Student Test Settings** window without confirming settings, select **Cancel**.
3. Repeat Step [2](#) for each student in the **Approvals and Student Test Settings** list. Since the **Approvals and Student Test Settings** window does not automatically refresh, select **Refresh** at the top of the window to update the list of students awaiting approval.
4. If you need to deny a student access to testing, do the following (otherwise skip to Step [5](#)):
 - a. Select  for that student.
 - b. *Optional:* In the window that appears, enter a brief reason for denying the student.
 - c. Select **Deny**. The student receives a message explaining the reason for the denial and is logged out. The student can still request access to the test again.

5. If you wish to approve students directly from the **Approvals and Student Test Settings** window, do the following:
 - To approve individual students, select  for each student.
 - To approve all students for a given test or segment, select **Approve All Students** for that test or segment.

How to Monitor an Ongoing Test Session

After you approve students for testing, you can monitor the testing progress for each student logged in to your session, approve a student’s print request, and pause a student’s test if necessary.

How to Monitor Students’ Test Progress

You can monitor the testing progress for each student logged in to your session from the table(s) displayed on the TA Site (see [Figure 13](#)).

At the start of the test, all the students in the session are listed in the **Tests without issues** table. If the Online Testing System detects that a student requires assistance, such as a student has a pending print request, or a student’s test has been paused due to an environment security breach or due to the launch of a forbidden application, the **Tests with potential issues** table appears at the top listing the students who need intervention.



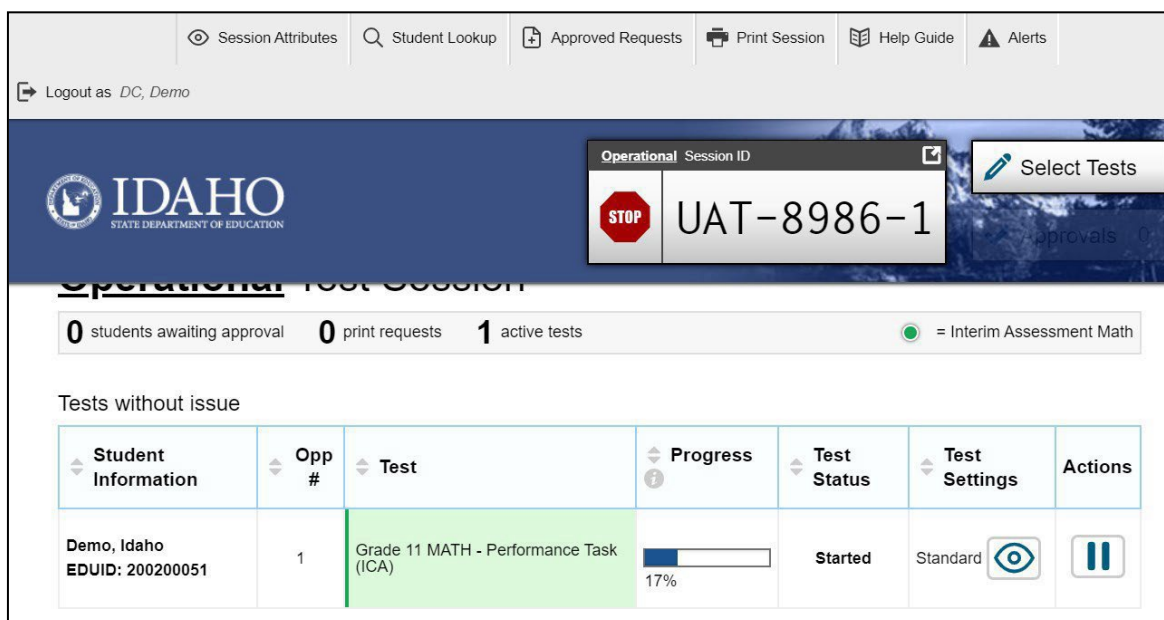


The table(s) refresh at regular intervals, but you can also refresh the table(s) manually by selecting  in the upper-right corner of the TA Site. You can also sort the tables by a given column by selecting  in that column’s header.

Figure 13. Table(s) for Monitoring Students’ Test Progress

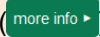






The screenshot shows the TA Site interface. At the top, there are navigation links: Session Attributes, Student Lookup, Approved Requests, Print Session, Help Guide, and Alerts. Below this is a header area with the Idaho State Department of Education logo, a session ID box (UAT-8986-1), and a 'Select Tests' button. A summary bar indicates: 0 students awaiting approval, 0 print requests, and 1 active tests. A legend shows a green dot for 'Interim Assessment Math'. Below this is a table titled 'Tests without issue'.

Student Information	Opp #	Test	Progress	Test Status	Test Settings	Actions
Demo, Idaho EDUID: 200200051	1	Grade 11 MATH - Performance Task (ICA)	<div style="width: 17%;"><div style="width: 17%;"></div></div> 17%	Started	Standard 	

[Table 1](#) describes the columns in the tables for monitoring students’ test progress.

Table 1. Columns in the Table(s) for Monitoring Students' Test Progress

Column	Description
Student Information	The name and EDUID of the student in the session.
Opp #	Opportunity number for the student's selected test.
Test	Name of the test the student selected. For segmented tests, this column also displays the name of the test segment that the student is currently testing.
Progress	<p>Indicates the student's test progress. It may display how many questions the student has answered out of the total number of test questions or display a progress bar to indicate how far the student has progressed in the test.</p> <p>The progress bar indicates the percentage of questions the students have answered out of the total number of questions, the percentage of questions the student has answered or viewed out of the total number of questions, or the percentage of questions the student has answered and the percentage of questions the student has viewed out of the total number of questions.</p>
Test Status	<p>Current status for each student in the session. For more information about the statuses in this column, see Table 2.</p> <p>If the Online Testing System detects that a student may be experiencing technical difficulties or requires assistance, such as the student may be experiencing connection issues, has a pending print request, or has paused his or her test, a more info icon () is displayed in this column for the student. When you hover over the icon, a message is displayed providing details about the issue.</p>
Test Settings	<p>Displays one of the following:</p> <ul style="list-style-type: none"> • Standard: Default test settings are applied for this test opportunity. • Custom: One or more of the student's test settings or accommodations differ from the default settings. <p>To view the student's settings for the current test opportunity, select .</p>
Actions	<p>Allows you to perform any available actions for an individual student's test.</p> <p>The  button in this column allows you to pause the student's test. If a student pauses his test, a more info icon () is displayed in the Test Status column, which provides information about how the test became paused. However, the more info icon is not displayed when the TA pauses a student's test.</p> <p>A  button appears in this column when the student requests a printout of test material. For information on how to approve students' print requests, see the section How to Approve a Student's Print Request.</p>

[Table 2](#) describes the codes in the Test Status column of the table(s) for monitoring students’ test progress.

Table 2. Student Testing Statuses

Column	Description
Approved	You approved the student, but the student did not yet start or resume the test.
Started	Student started the test and is actively testing.
Review	Student visited all questions and is currently reviewing answers before completing the test.
Completed	Student submitted the test. The student can take no additional action at this point.
Submitted	Test was submitted for quality assurance review and validation.
Reported	Test passed quality assurance and is undergoing further processing.
Paused*	Student’s test is paused. The time listed indicates how long the test has been paused.
Expired*	Test was not completed by the end of the testing window and the opportunity expired.
Pending*	Student is awaiting approval for a new test opportunity.
Suspended*	Student is awaiting approval to resume a test opportunity.

*Appears when the student is not actively testing. The student’s row grays out in such cases.

How to Approve a Student’s Print Request

Students with the Print on Demand accommodation set “ON” in TIDE can request printouts of test passages and questions. You must view and approve these print requests. When students send print requests, the request notification appears in the **Tests with potential issues** table.

You can also view a list of every print request you approved during the current session. For more information, see [Print Approved Requests Information](#).


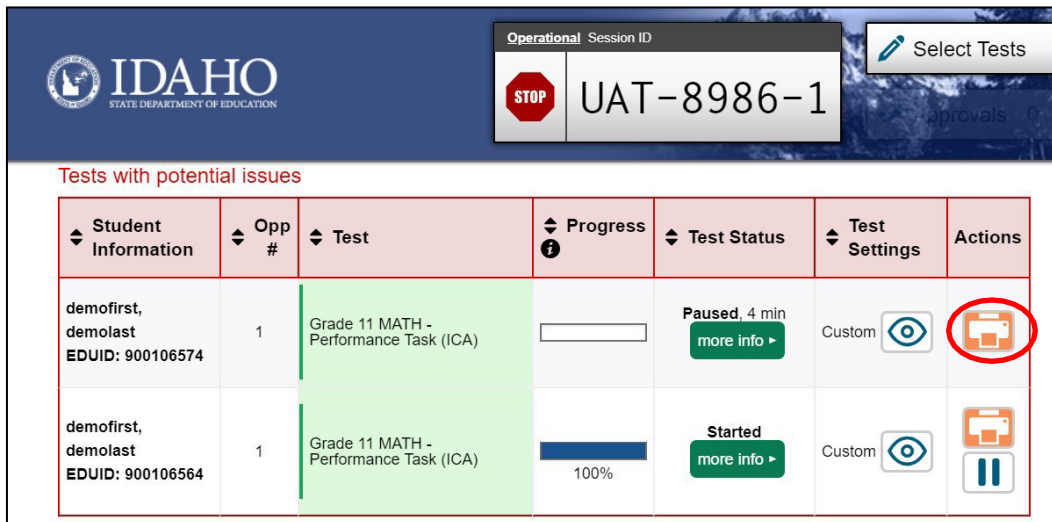
1. Select  (see [Figure 14](#)) in the Actions column of the **Tests with potential issues** table for a student. The request notification appears for students who have sent print requests.

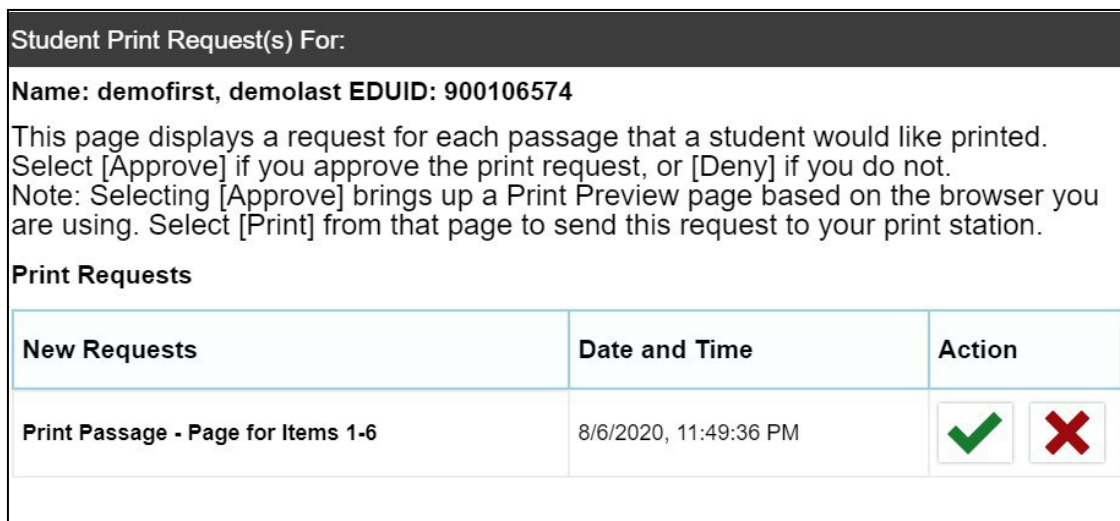
Figure 14. Print Request Notification



- Review the request in the **Student Print Request** window (see [Figure 15](#)) and do one of the following:

- To approve the request, select . A cover sheet appears in a new browser window.


Figure 15. Student Print Request Window



- To deny the request, select . In the window that appears, enter a brief reason for denying the request and select **Deny**. Do not proceed to Step [3](#).
- In the window displaying the cover sheet, select **Print** to open the printer dialog box.
 - Select **OK** to print the requested test elements.

How to Pause a Student's Test

You can pause a student's test if necessary. Please note that pausing a timed test pauses the timer for that individual student but not the timer for the test session.

1. In the Actions column of the table(s) for monitoring students' test progress, select  for the student whose test you wish to pause.
2. Select **Yes** to confirm. The Online Testing System logs the student out.

How to Enable Screensaver Mode

Since the student test progress tables in the TA Site often contain sensitive student information, such as student IDs, the TA Site consists of an in-built screensaver to hide the data from view. If the screensaver mode is auto-enabled, the screensaver will automatically turn on if you are not active in the TA Site for five minutes. If the screensaver mode is not auto-enabled, it is strongly recommended that you manually turn on the screensaver mode when stepping away from your device.


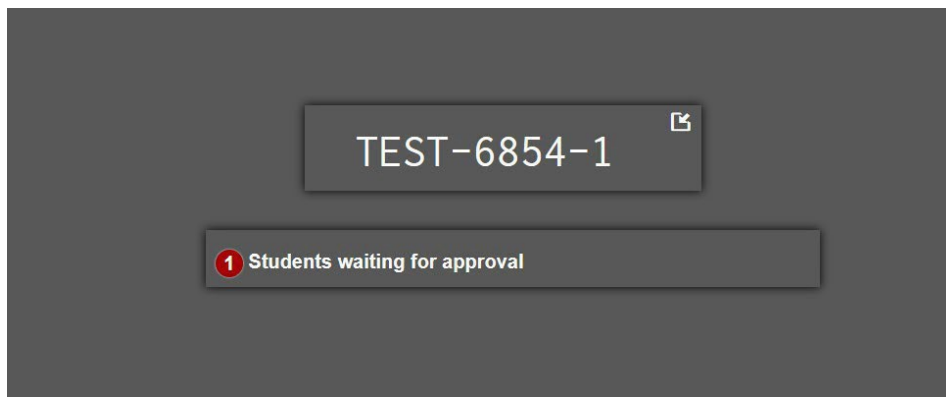

1. To turn on screensaver mode, select  in the upper-right corner of the Session ID (see [Figure 1](#)). A masking screen appears over the TA Site (see [Figure 16](#)). The screensaver displays the Session ID and the timer, if applicable. It also displays notifications if students are awaiting approval, there are pending print requests, or if students require other interventions.

Figure 16. Screensaver Mode Enabled



2. To turn off the screensaver mode, select  in the upper-right corner of the Session ID on the screensaver window. The button is only displayed if the screensaver mode is not set to auto-disable upon activity. If the screensaver mode is set to auto-disable upon activity, the screensaver will automatically turn off if any mouse or keyboard activity is detected. It will also turn off automatically if the test session times out due to TA or student inactivity or once the allotted time expires for a timed test.

How to Stop a Test Session

When students finish testing, or the current testing timeslot is over, you should stop the test session. Stopping a session automatically logs out all the students in the session and pauses their tests.

Once you stop a test session, you cannot resume it. To resume testing students, you must start a new


session. Please note, the Online Testing System automatically logs you out after 30 minutes of both user and student inactivity in the session. This action automatically stops the test session.

If the TA Site displays the timer, the session stops automatically when the timer reaches the end of the grace period. If the session was interrupted or does not display the timer, follow the instructions in this section to stop the session manually.

1. To stop a test session, select  next to the Session ID (see [Figure 1](#)).
2. Next, select **OK** in the confirmation message that appears. The test session stops.

How to Log Out of the TA Site

You should log out of the TA Site only after stopping a test session to prevent stopping a test session that is in progress. Please note that navigating away from the TA Site also logs you out. If you need to access another application while administering tests, open it in a separate browser window.

1. Select  in the upper-right corner of the TA Site (see [Figure 1](#)). A warning message appears.
2. In the warning message, select **Log Out**. The ISAT portal appears.

How Students Sign into the Student Testing Site and Complete Tests

This section describes the student sign-in process for the Student Testing Site that students follow when starting a new test or resuming a paused test. It also describes how students can view stimuli, respond to questions, pause a test, review previously answered questions, and submit a test.

How Students Sign in and Select Tests

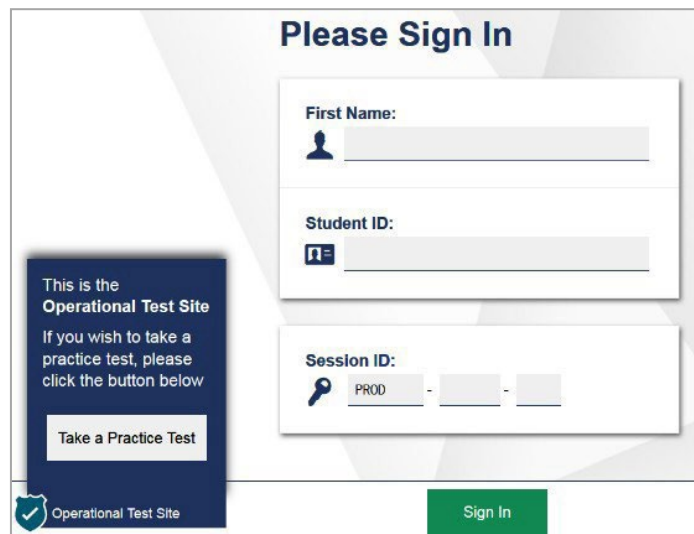
When testing, students must sign in to the appropriate testing site. For sessions created in the TA Interface, students sign in to the Student Testing Site on the Secure Browser or Take a Test app.

Students may also take practice tests in the Student Training Site to familiarize themselves with the online testing process. Aside from the sign-in process, the Student Training Site has the same appearance and functionality as the Student Testing Site. For information on how students sign in to the Student Training Site, see [Practice Test Site Student Sign-In Process](#).

How to Sign in to the Secure Browser or Take a Test App

1. Launch the Secure Browser or Take a Test app on the student’s testing device. The **Student Sign-In** page appears (see [Figure 17](#)).
2. Next, students enter the following information:
 - a. In the *First Name* and *EDUID* fields, students enter their first name and EDUD as they appear in TIDE.
 - b. In the *Session ID* field, students enter the Session ID as it appears on the TA Site. The first part of the three-part session ID that indicates whether a student is on the Student Testing Site or the Student Training Site is pre-filled.

Figure 17. Student Testing Site Student Sign-In Page




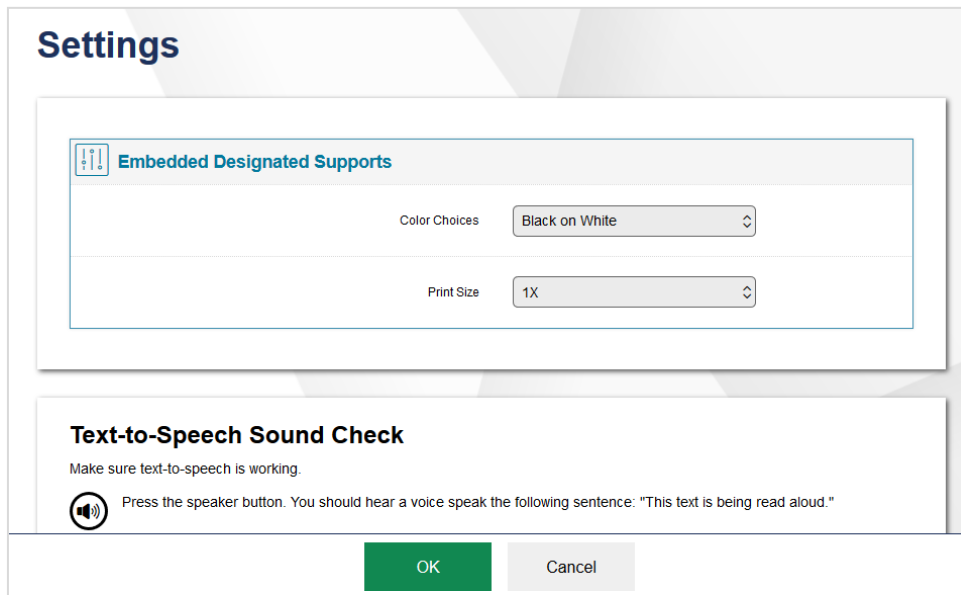
3. *Optional:* Students can modify test settings (such as background and text color) for the sign-in process, which persist until you set the actual test settings during the TA approval process:
 - c. Students select the cog wheel  in the upper-right corner of the **Student Sign-In** page to open the **Settings** page (see [Figure 18](#)).
 - d. Next, they select their preferred options from the available drop-down lists and select **OK**.

Figure 18. Settings Page




4. *Optional:* Students can read or listen to page directions, such as how to sign in to the Student Testing Site, if available:
 - e. Students select  to expand the Text-To-Speech card (see [Figure 19](#)), which appears on the **Student Sign-In** page and all consecutive pages prior to the test item pages. The Text-To-Speech card expands to display instructions pertaining to the page (see [Figure 20](#)).

Figure 19. Text-to-Speech Card




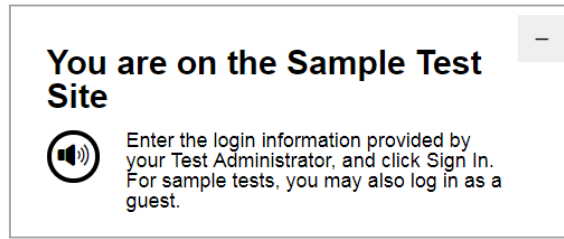
- f. Students can read the text or select  to hear the instructions.

Figure 20. Page Directions Message



5. Students select **Sign In**. The *Is This You?* page appears (see [Figure 21](#)).

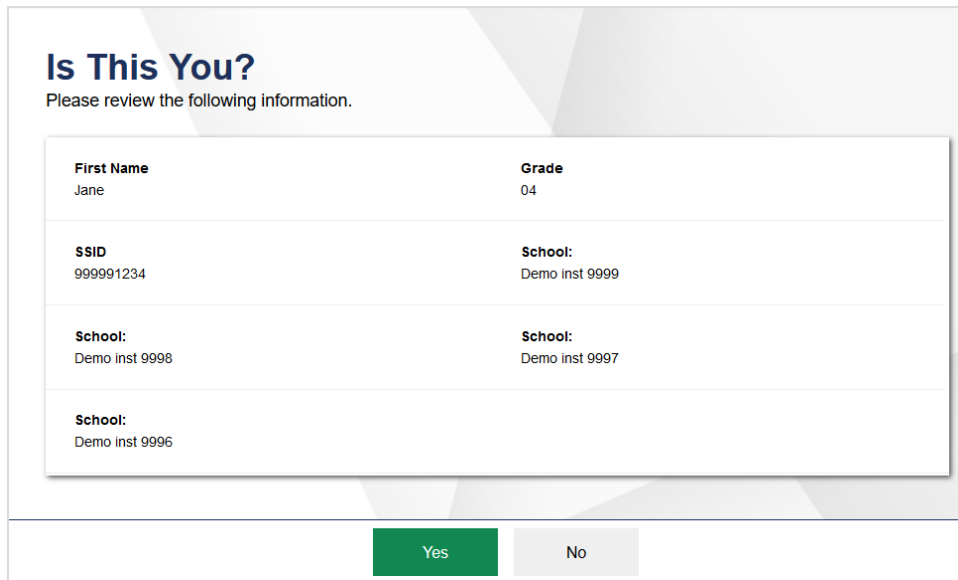
How to Verify Student Information

After signing into the Student Testing Site, students must verify their personal information on the *Is This You?* page.

- If all the information on the *Is This You?* page is correct, the student selects **Yes** to proceed.
- If any of the information is incorrect, the student must select **No**.

You must notify the appropriate school personnel that the student’s information is incorrect. Incorrect student demographic information must be updated before the student begins testing

Figure 21. Is This You? Page



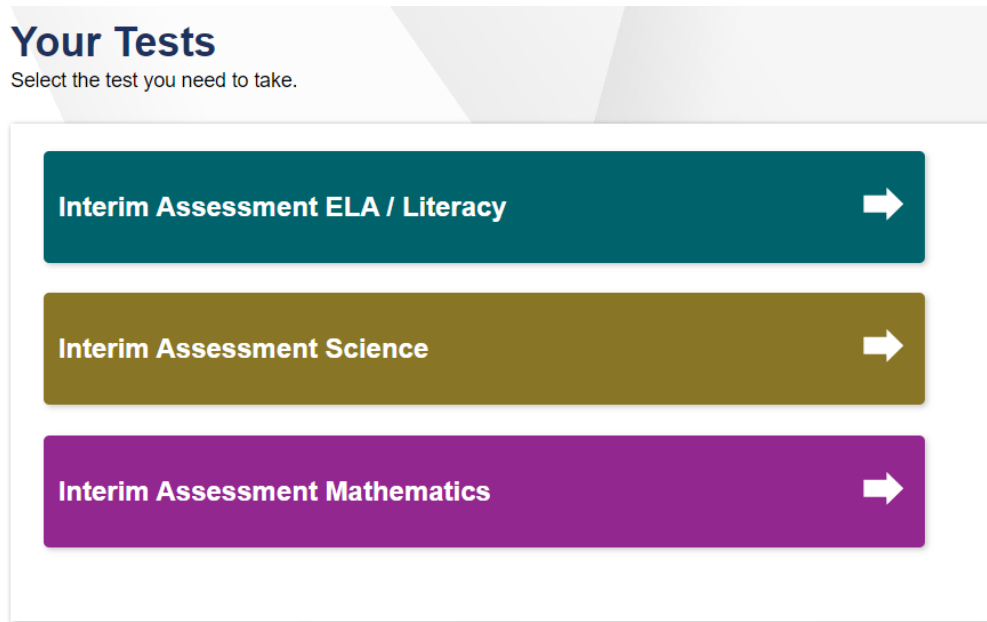
How to Select a Test

Students can select their tests from the *Your Tests* page (see [Figure 22](#)) that appears after students verify their personal information. The *Your Tests* page displays all the tests that a student is eligible to take. Students can only select tests that are included in the session and still need to be completed.

1. From the *Your Tests Page* that lists a student’s eligible tests in color-coded categories, the student selects the name of the test.

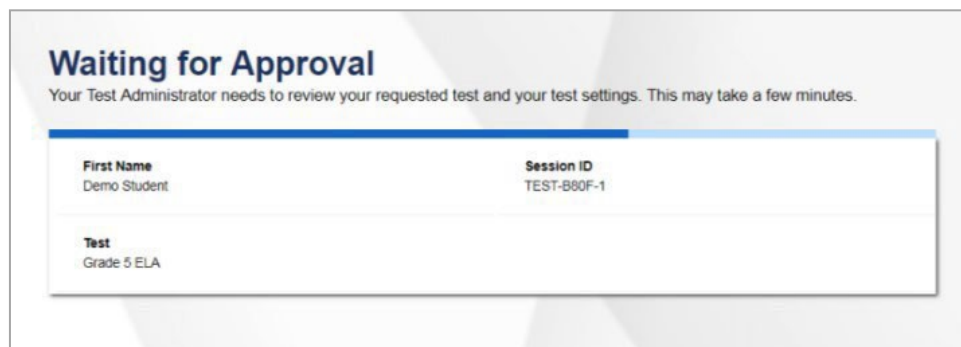
- If a student’s required test is inactive or not displayed, the student should log out. You should verify the test session includes the correct tests and add additional tests, if necessary.

Figure 22. Your Tests Page



2. The student’s request is sent to the TA for approval and the student is taken to the **Waiting for Approval** page (see [Figure 23](#)). After you approve the student for testing, the student can proceed to the next step:
 - If starting a new test, a student must complete the login process before beginning testing.
 - If resuming a paused test, the student will be directly taken to the test page where the student stopped the test based on the applicable pause rules.

Figure 23. Waiting for Approval Page



Please note that once the TA approves the test, the test content will be displayed to the student in the language specified for the student’s test. This includes the instructions on the remaining login pages, the button names, tool names, context menu options, tutorials, and even the item/stimuli content, where applicable. For example, if the language for a student’s grade 5 mathematics test is set to Spanish, the test content will be displayed in Spanish.

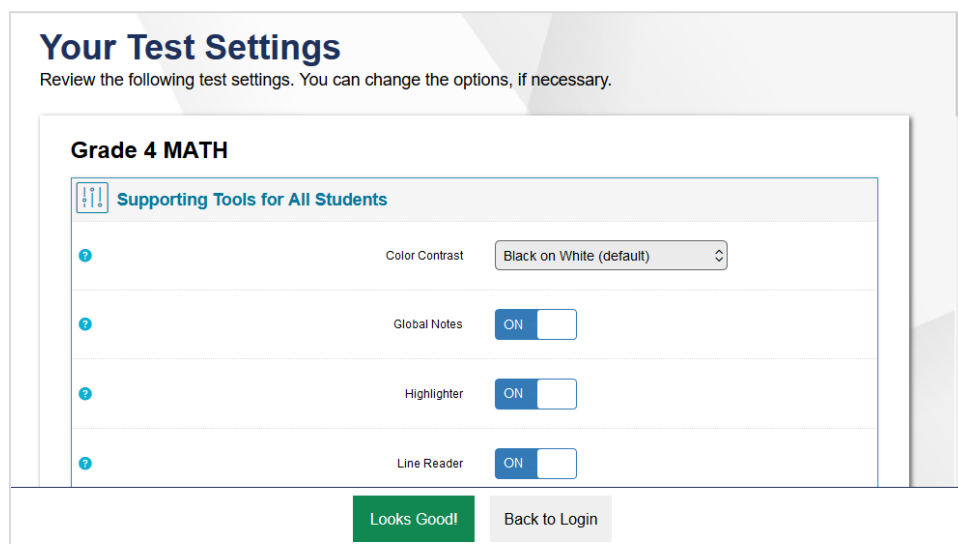
How to Verify Test Setting Information

Once students have been approved for testing, they will be brought to the **Instructions and Help** page. Then they can select **View Test Settings** and review their test settings on the **Review Test Settings**

page (see [Figure 24](#)). At this point, the student's actual test settings override any settings selected earlier in the login process.

- If the settings are correct, the student selects **OK** to return to the **Instructions and Help** page, then selects **Begin Test Now** to start their test.
- If the settings are incorrect, the student should select **Go Back** to log out of the Student Testing Site. After you correct the student's test settings, the student must sign in and request approval again.

Figure 24. Your Test Settings Page



How to Check Student Device Functionality

Depending on the test content and the specified test settings, students may need to verify that their testing device is functioning properly from the **Audio/Video Checks** page (see [Figure 25](#)). If a test does not require functionality checks, this page is skipped.


1. From the **Audio/Video Checks** page, which displays each required functionality check in its own panel, the student verifies each functionality as explained below.
2. Once all functionality checks have been verified, the student selects **Continue** at the bottom of the page to proceed to the **Instructions and Help** page.

To proceed without verifying any functionality, the student selects **Skip A/V Checks** (if available) at the bottom of the page, and then selects **Yes** in the affirmation message that appears.

Figure 25. Audio/Video Checks Page


Audio/Video Checks
Your test uses multi-media features. Please perform the following checks before continuing.


Audio Playback Check
Make sure audio playback is working.

 To play the sample sound, press the speaker button.

Next Step:
If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

Recording Device Check
Make sure your recording device is working.

 To start recording, press the Microphone button (top button).

 Operational Test Site

How to Check Text-To-Speech Functionality

The **Text-to-Speech Sound Check** panel (see [Figure 26](#)) appears if a student has the text-to-speech (TTS) setting. Students can only use TTS within the Secure Browser, a supported Chrome or Firefox browser, or the Take a Test app.

If TTS does not work, students should log out. You can work with students to adjust their audio or headset settings or move them to another device.



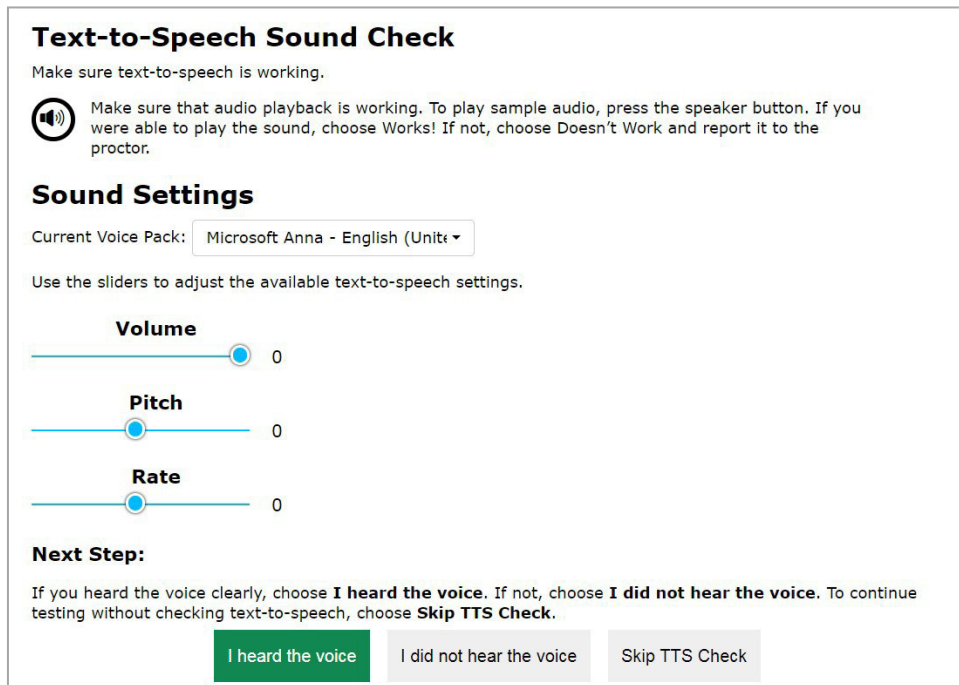
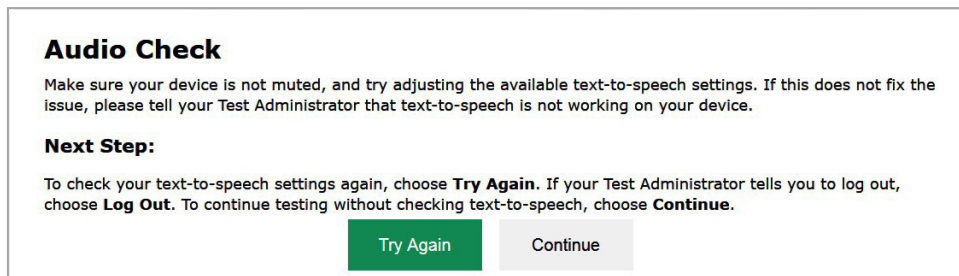
- From the **Text-to-Speech Sound Check** panel, students select  and listen to the audio.
 - If the voice is clearly audible, students select **I heard the voice**. A green check appears at the upper-right corner of the panel and students can proceed to the next functionality check.
 - If the voice is not clearly audible, students adjust the settings using the sliders and select  to listen to the audio again.

Figure 26. Text-to-Speech Sound Check Panel



- If students still cannot hear the voice clearly, they select **I did not hear the voice** to open the **Audio Check** panel (see [Figure 27](#)).
 - Students can select **Try Again** to return to the **Text-to-Speech Sound Check** panel and retry.

Figure 27. Audio Check Panel



- Students can select **Continue** to skip verifying the TTS functionality. Students can also do this from the **Text-to-Speech Sound Check** panel by selecting **Skip TTS Check**.

How to Check Audio Playback Functionality

The **Audio Playback Check** panel (see [Figure 28](#)) appears for tests with listening questions and allows students to verify that they can hear the sample audio.

If the audio does not work, students should log out. You should troubleshoot the device and headphones or move the student to another device with working audio.


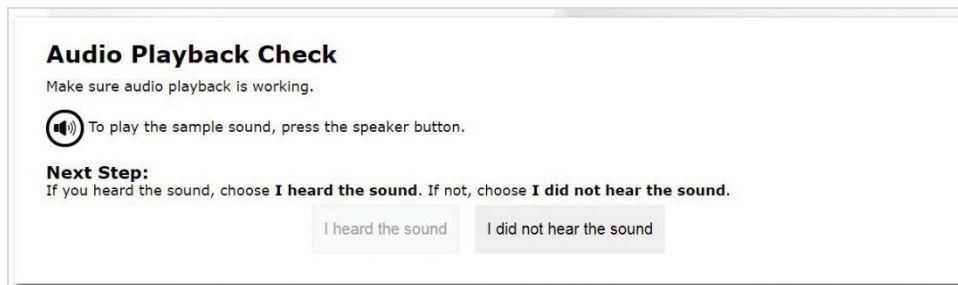
- From the **Audio Playback Check** panel, students select  and listen to the audio.
 - If the sound is clearly audible, students select **I heard the sound**. A green check appears at the upper-right corner of the panel and students can proceed to the next functionality check.

Figure 28. Audio Playback Check Panel



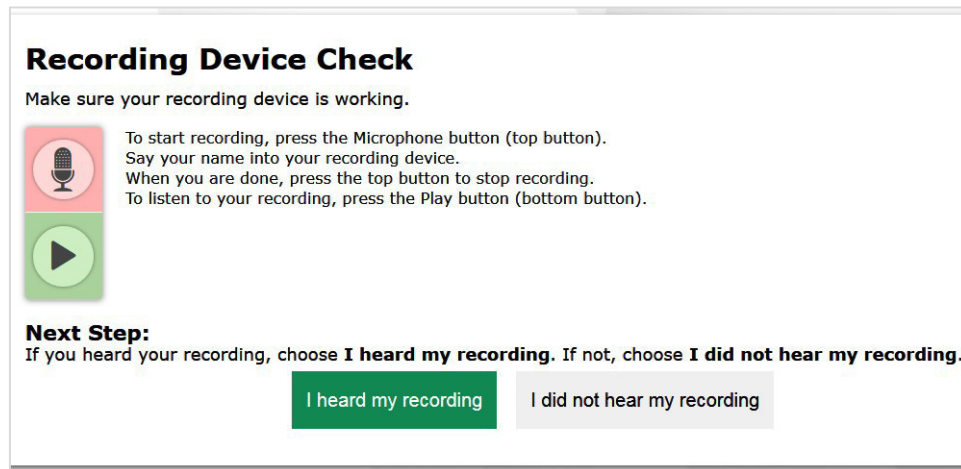
- If the sound is not clearly audible, students select **I did not hear the sound** to open the **Sound Check: Audio Problem** panel.
- Students can select **Try Again** to return to the **Audio Playback Check** panel and retry.




How to Check Recording Device Functionality

The **Recording Device Check** panel (see [Figure 29](#)) appears for tests with questions that require students to record audio responses. On this panel, students record their voice and verify that they can hear the recorded audio.

If the recording device does not work, students should log out. You should troubleshoot the recording device or set up a new recording device.

Figure 29. Recording Device Check Panel



1. From the **Recording Device Check** panel, students select  to begin recording their voice.
2. Students speak into their recording device, and then select  to stop recording.
3. Next, students select  to listen to their recorded audio.
 - If the recorded audio is clearly audible, students select **I heard my recording**. A green check appears at the upper-right corner of the panel and students can proceed to the next functionality check.
 - If the recorded audio is not clearly audible, they select **I did not hear my recording** to open the **Problem Recording Audio** panel and perform the following steps:
 - Students can select **Try Again** to return to the **Recording Device Check** panel and retry.
 - Students can click **Select New Recording Device** (which only appears for students testing on computers or tablets with multiple recording devices) to open the **Recording Input Device Selection** panel and select a different recording device.

How to Check Sound and Video Playback Functionality

The **Sound and Video Playback Check** panel (see [Figure 30](#)) appears for tests with video content and allows students to verify that they can view the sample video and hear its associated sound.

If the video or audio does not work, students should log out. You should troubleshoot the device and headphones or move the student to another device with working audio and video.


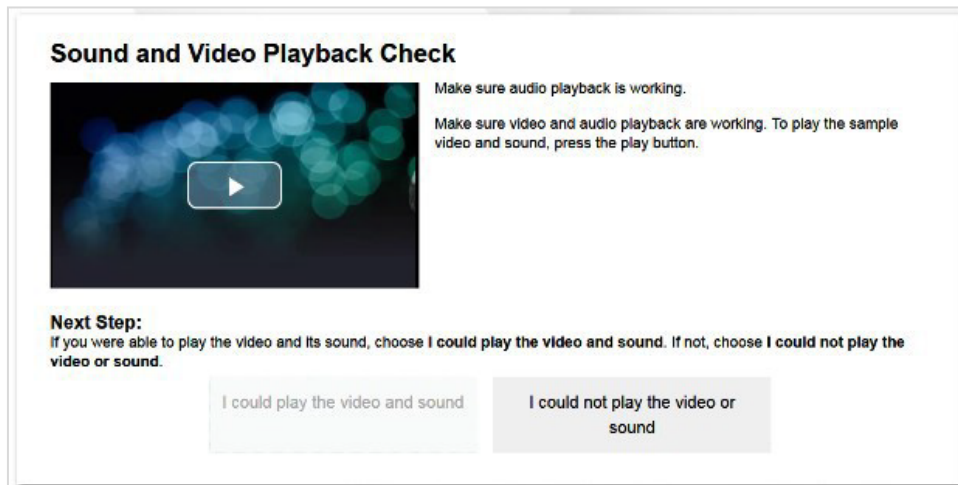
- From the **Sound and Video Playback Check** panel, students select  to play the video and sound.
 - If the video can be played and the sound is clearly audible, students select **I could play the video and sound**. A green check appears at the upper-right corner of the panel and students can proceed to the next functionality check.

Figure 30. Sound and Video Playback Check Panel



- If students are not able to play the video or hear the sound, students select **I could not play the video or sound** to open the **Video Playback Problem** panel.
- Students can select **Try Again** to return to the **Sound and Video Playback Check** panel.

How to Check Video Playback Functionality

The **Video Playback Check** panel (see [Figure 31](#)) appears for tests with video content and allows students to verify that they can view the sample video.

If the video does not work, students should log out. You should troubleshoot the device or move the student to another device with working video.


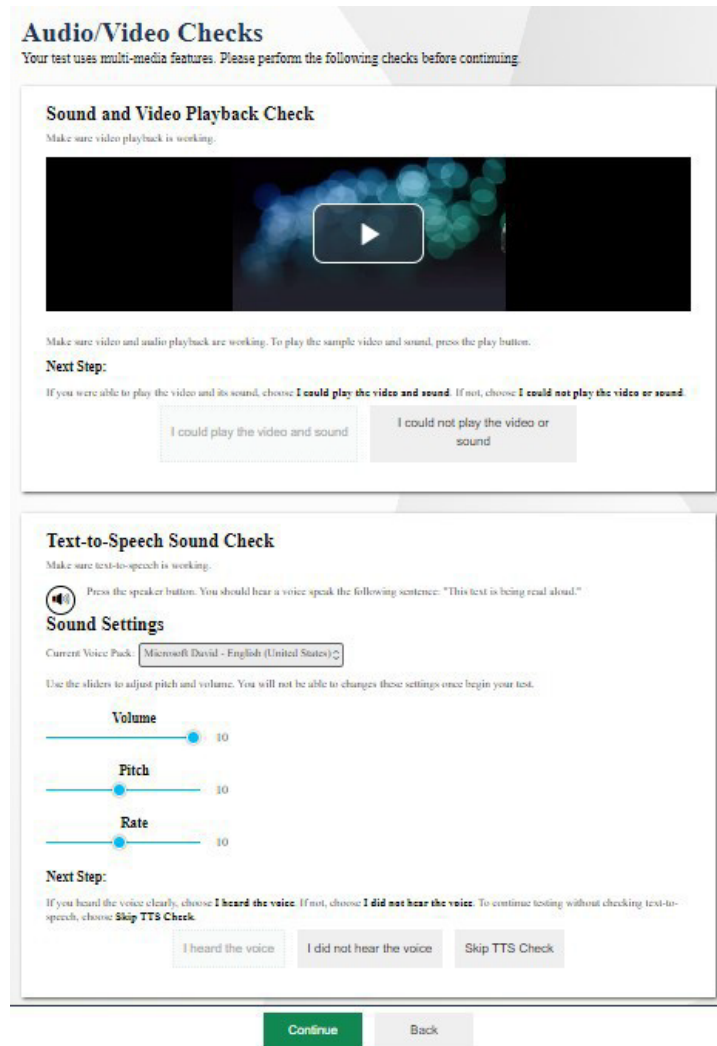
- From the **Video Playback Check** panel, students select  to play the video.
 - If the video can be played, students select **I could play the video**. A green check appears at the upper-right corner of the panel and students can proceed to the next functionality check.

Figure 31. Video Playback Check Panel



- If students are not able to play the video, students select **I could not play the video** to open the **Video Playback Problem** panel.
- Students can select **Try Again** to return to the **Video Playback Check** panel.

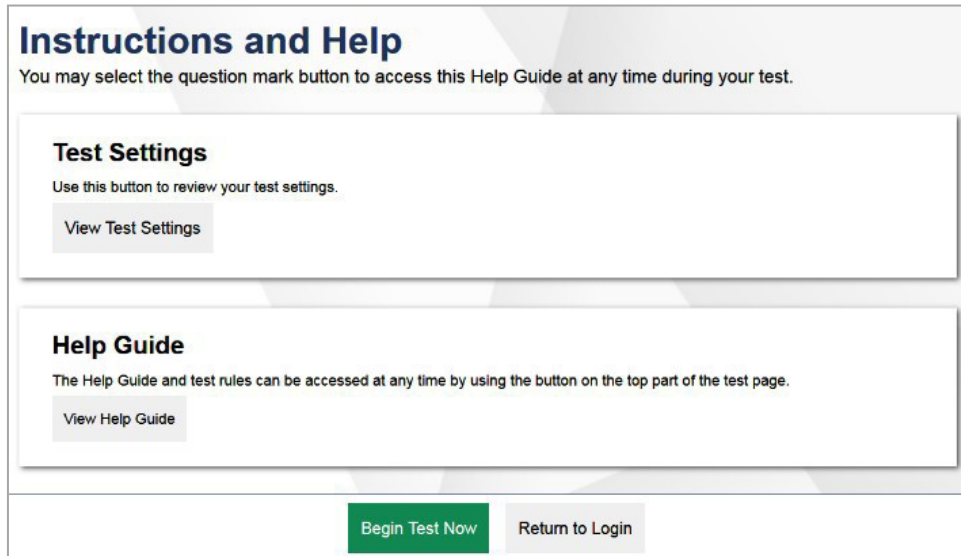
How to View Instructions and Begin Testing

The **Instructions and Help** page (see [Figure 32](#)) is the last step of the login process. Students may review this page to understand how to navigate the test and use test tools as well as review their test settings. This page may also contain additional test instructions or acknowledgements that students need to review in order to proceed.

1. *Optional:* To review their test settings, students select **View Test Settings**. To close the window, students select **OK**.
2. *Optional:* To review additional test information or acknowledgements, if available, students review the information on the page and proceed as instructed.

3. *Optional:* To view the helpguide, students select **View Help Guide**. To close the window, students select **Back**.
4. To start the test, students select **Begin Test Now**.

Figure 32. Instructions and Help Page

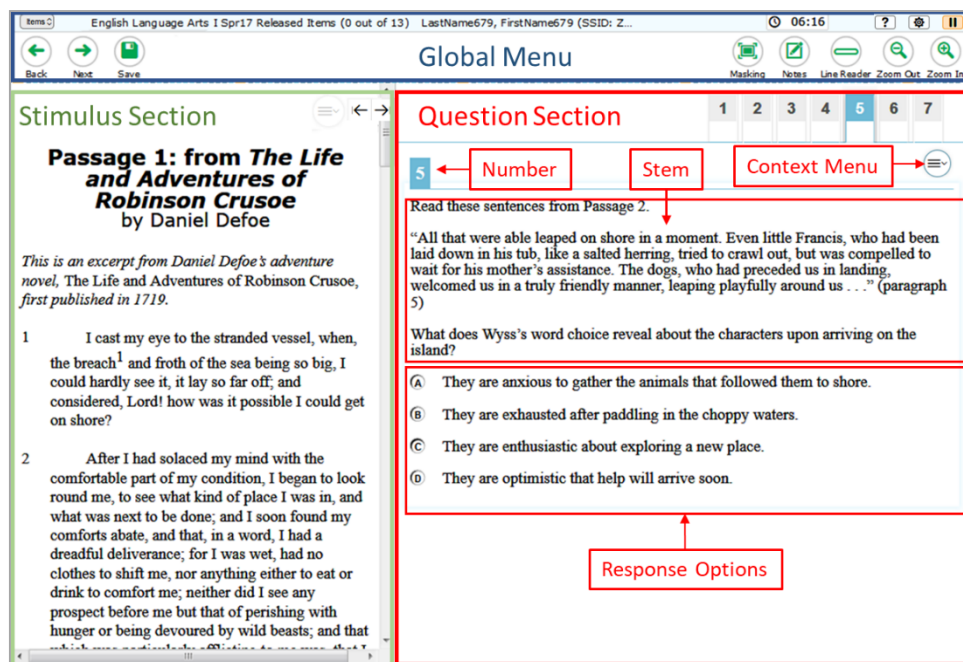


How Students Navigate the Student Testing Site

A test page can include the following sections (see sample test layout in [Figure 33](#)):

- The *Global Menu* section displays the global navigation and tool buttons. It also includes the **Items** menu, test information, help button, pause button, system settings button, and timer (if available).
- The *Stimulus* section, which appears only for questions associated with a stimulus, contains the stimulus content, context menu, and either the expand passage button or reading mode button.
- The *Question* section contains one or more test questions (also known as “items”). Each question includes a number, context menu, stem, and response area. Each question also displays the student’s name and the question’s most recent save date.

Figure 33. Sample Test Layout

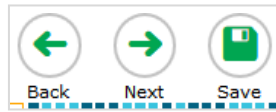


The following sections provide details about how to navigate the Student Testing Site.

How to Navigate between Items

- Some test pages may have only one question and others may have more or may consist of multiple parts that students must answer. Students proceed through the test pages by clicking the navigation buttons (see [Figure 34](#)).
 - After students respond to all the questions on a page, they select **Next** in the upper-left corner to proceed to the next page.
 - To navigate to a previous question in a test, students select **Back**.

Figure 34. Navigation Buttons



- When multiple items are grouped with a stimulus, the items are tabbed for individual viewing. Students select the tabs in the upper-right corner to proceed to the corresponding question (see [Figure 35](#)).

Figure 35. Tabbed Items










- The navigation tabs may also include a stimulus icon  that students can select to view the stimulus associated with the grouped questions.
- To jump directly to an item, students can select an item number from the items drop-down, which appears when students select the **Items** menu (see [Figure 36](#)). If a test consists of cover pages, cover page icons  are displayed in the **Items** menu that let students navigate to the selected cover page.
 - If an item has been marked for review,  is displayed next to the item.
 - If an item has been skipped or not answered,  is displayed next to the item.
 - Items that students cannot navigate to are grayed out.

Figure 36. Items Drop-Down



How to View Stimuli

When a test question is associated with a stimulus, students should review that stimulus before responding to the question. A stimulus is a reading passage or other testing material (such as a video or graphic) that students review in order to answer associated questions.

- Reading Passages:
 - Some reading passages contain sections of text that students can collapse to focus on other parts of the passage. Students can select  or  to expand or collapse sections of text.
- Videos: When the stimulus is a video, students can use standard video features to control the playback (see [Figure 37](#)).
 - To play a video, select  in the lower-left corner.

- To jump to a different point in the video, drag the slider to the required location.
- To adjust the speed at which the video plays, select **1x** , and then select the required speed from the menu that appears.

Figure 37. Video Playback Features










- To mute or unmute the video, select  in the lower-right corner.
- To expand the video to full screen mode, select  in the lower-right corner. To exit full screen mode, select  again.
- Slideshows: When the stimulus is a slideshow, students can navigate between the slides and play associated audio, if available (see [Figure 38](#)).
 - To move between the slides of a slideshow, select  and .
 - To play the audio for the current slide, select . To pause the audio, select .

Figure 38. Sample Slideshow

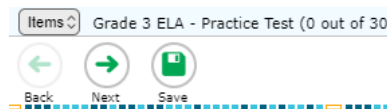


How to Respond to Test Questions

The items presented in the test delivery system (TDS) are of various types, and students may need to respond to them differently. Students can use the Student Training Site to familiarize themselves with the question types that may appear on tests. Students can also select a Tutorial from the Context Menu. The Tutorial is a short animation video that shows the student how to interact with the different parts of the item.

All responses are saved automatically. Students can also manually save their responses to questions by selecting **Save** in the upper-left corner.

Figure 39. Save Button




Please note that if an open lock icon (🔓) appears next to a question number, students can only respond to that question once. When students navigate away from the question, a warning message asks if they are sure they want to enter their response. If students select **Yes**, a closed lock icon (🔒) appears next to the question number, and the response can no longer be modified.

Test questions may require students to do any of the following tasks:

- Select one or more choices from a list of answer options:
 - For multiple-choice type items, students can re-click a selected radio button to deselect the response option, provided this feature is enabled.

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- Use an on-screen keypad to generate an answer. Students can select  in the answer space to open the keypad.
- Select graphic objects or text excerpts.
- Place points, lines, or bars on a graph.
- Drag and drop text or graphic objects.
- Enter text in a text box or table.
- Match answer options together.
- Modify a highlighted word or phrase in a reading selection.
- Enter input parameters to run an on-screen simulation.
- Expand categories and select options within them.
- Create graphs and charts out of unstructured data sets and draw inferences.

How to Pause Tests

Students can pause the test at any time. Pausing a test logs the student out. To resume testing, students must repeat the login process.

- To pause a test, students select **Pause** in the global menu and then select **Yes** in the confirmation message that appears.

If students are testing on Chromebooks, please ensure that they pause the test before closing the lid of the Chromebook. If the lid is closed before the test pauses, whoever opens the Chromebook next will be able to see the last question that the student was viewing (and any response they entered).

How Students Use Test Tools

A number of testing tools are available for students in the TDS. Some tools are available for all tests, while others are only available for a particular subject, accommodation, or type of question. There are primarily two types of test tools available:

1. **Global Tools:** These tools appear in the global menu at the top of the test page and are available for all items in a test.
2. **Context Menu Tools:** These tools are specific to the passage or question being viewed.

Students can access tools using a mouse or keyboard commands. For information about keyboard commands, please see [Keyboard Commands in the Student Testing Site](#).

How to Use Global Tools

The global menu consists of navigation buttons on the left and tool buttons on the right (see [Figure 40](#)).

- To use a global test tool, select the button for the tool. The selected test tool activates.

[Table 3](#) lists the tools available in the global menu.

Figure 40. Global Menu

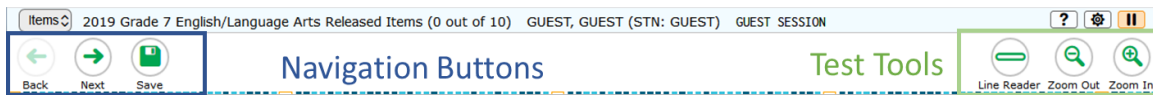


















Table 3. Global Tools

Tool Name	Instructions
Calculator 	To use the on-screen calculator, select Calculator in the global menu.
Dictionary 	To look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus, select Dictionary in the global menu.
Help 	To view the on-screen Help Guide window, select the question mark button  in the upper-right corner.
Language Toggle 	For items and stimuli that have content in two languages, such as English and Spanish, you can select the language in which to display the content for easier readability. By default, the item will be presented in the language specified at the beginning of the test. To switch the language, select Language Toggle in the global menu.
Line Reader 	To highlight an individual line of text in a passage or question, select Line Reader in the global menu. If the enhanced line reader mode is enabled, all content except for the line in focus is grayed out for greater emphasis. This tool is not available while the Highlighter tool is in use.
Masking 	The Masking tool temporarily covers a distracting area of the test page. To use this tool, perform the following steps: <ul style="list-style-type: none"> Select Masking in the global menu. Click and drag across the distracting area. To close the Masking tool, select Masking again. To remove a masked area, select  in the upper-right corner of that area.
Notes 	To enter notes in an on-screen notepad, select Notes in the global menu. These notes are available globally and can be accessed from any page in the test. Depending on the tool's settings, advanced editing features, such as word and character count, spell check, and text formatting options may be available.

Tool Name	Instructions
	<p>Table 10 lists the different editing tools that may be available. Furthermore, if the copy/paste feature is enabled, the text entered in this tool can be copied and pasted into text response areas or comment fields of items displayed on that page.</p>
Pause	To pause a test, select  . If you pause the test, then you will be logged out.
Print Page 	To print the entire test page, select Print Page in the global menu.
Print Passage 	To print a reading passage, select Print Passage in the global menu.
System Settings 	<p>To adjust audio volume during the test, select  in the upper-right corner. Students testing with TTS can also use this tool to adjust TTS settings.</p> <p>Students testing on mobile devices cannot use this tool to adjust volume. To adjust audio volume on mobile devices, students must use the device's built-in volume control.</p>
Transcripts 	To view a transcript of the audio content for the current test page, select the Transcripts button in the global menu. The text in transcripts can be read by screen readers.
Zoom buttons 	To enlarge the text and images on a test page, select Zoom In . Multiple zoom levels are available. To undo zooming, select Zoom Out .

How to Use the Language Toggle Tool

The Language Toggle tool allows students to switch between the two languages in which test content is available. When switching languages, the test content and all the elements on the screen, such as button labels and dialogs, switch to the selected language. Students can view the content in the chosen language and even respond to items in that language, if applicable.

Some important things to keep in mind when using the Language Toggle tool are:

- To be able to use the Language Toggle tool, item content must be available in two languages. Furthermore, the default presentation/language must be set to Spanish and the tool must be enabled in the test settings.
- By default, items are presented in the default language specified in the test settings. If a student toggles the language for an item and then proceeds to the next item, the next item will be displayed in the default language. If the student returns to the previous item, the previous item will continue to be displayed in the language to which the student had toggled until the student switches the language again.
- If a student highlights or masks text in one language and then switches to a different language, the corresponding sections will not be highlighted or masked. If the student switches back to the first

language, the original highlighting or masking will be displayed, provided the student has not highlighted or masked sections in the alternate language.


How to Use the Masking Tool

The Masking tool allows students to hide distracting areas of the test page.

- To mask an area of a test page, perform the following steps:
 - Select **Masking** in the global menu. The button becomes orange.
 - Click and drag across the distracting area of the test page. The selected area becomes dark gray. The tool remains active until you deactivate it.
- To deactivate the masking tool, select **Masking** in the global menu again. The button becomes green. Please note that masked areas will remain on the screen until you remove them.

Figure 41. Test Page with Masked Area



- To remove a masked area from a test page, select  in the upper-right corner of a masked area.

How to Use Context Menu Tools

A test page may include several elements, such as the question, answer options, and stimulus. The context menu for each element contains tools that are applicable to that element (see [Figure 42](#) and [Figure 43](#)). [Table 4](#) lists the available context menu tools.

Figure 42. Context Menu for Questions

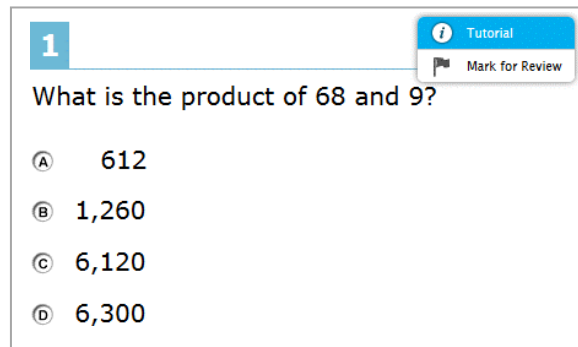
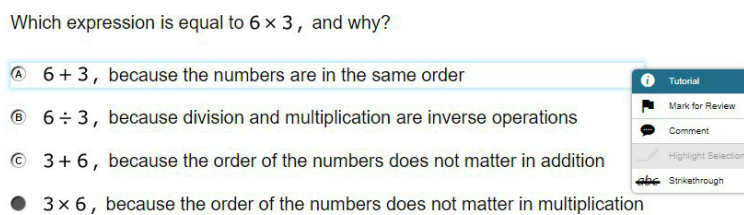


Figure 43. Context Menu for Answer Options



If a question has multiple parts, a context menu may be available for each part of the question. In such cases, the active context menu (that is, the context menu for the item or stimulus currently in focus) appears enabled while the other context menus appear grayed out. Furthermore, if this feature is enabled, the item number and context menu of the item a student is attempting remains visible on the screen even when scrolling through the item’s content to allow easy access to an item’s context menu.

To use the context menu, do one of the following:







- To use a context menu tool for a stimulus or question, open the context menu by clicking the context menu  or by right-clicking the required elements, and then select the tool.
- To use a context menu tool for answer options, open the context menu for answer options and select the required tool. To open the context menu for answer options, do one of the following:
 - If you are using a **two-button mouse**, right-click an answer option.
 - If you are using a **single-button mouse**, click an answer option while pressing **Ctrl**.
 - If you are using a **Chromebook**, click an answer option while pressing **Alt**.
 - If you are using a **tablet**, tap the answer option and then tap the context menu button.

Table 4. Context Menu Tools

Tool Name	Instructions
American Sign Language	You can watch videos that translate test content into American Sign Language (ASL). <i>To view ASL videos:</i>

Tool Name	Instructions
	<ul style="list-style-type: none"> From the context menu, select American Sign Language. If only one ASL video is available, the video opens automatically. If multiple ASL videos are available, sign language icons () appear next to the test content for each video. Select the icon for the test content you wish to translate into ASL. <p>If the ASL video content includes chapter markers, you can jump from one point of the video to another.</p>
Glossary (Word List)	<p>To open the glossary, click a word or phrase that has a border around it. If the TTS feature is enabled, you can select the TTS icon in the Glossary or Word List pop-up window to listen to the content. While the text is being read aloud, the TTS icon is replaced by the speaking icon.</p>
Highlighter	<p>To highlight text, select the text on the screen and then select Highlight Selection from the context menu. If multiple color options are available, select an option from the list of colors that appears.</p> <p>To remove highlighting, select Reset Highlighting from the context menu.</p> <p>Text in images cannot be highlighted. This tool is not available while the Line Reader tool is in use.</p>
Mark for Review	<p>To mark a question for review, select Mark for Review from the context menu. The question number displays a flap  in the upper-right corner and a flag icon  appears next to the question number on the test page. The Items pop-up window also displays a flag icon next to the question number.</p>
Notepad	<p>To enter notes for a question, select Notepad from the context menu. After entering a note, a pencil icon  appears next to the question number on the test page.</p> <p>You can only access your notes for a question on that question's test page.</p> <p>Depending on the tool's settings, advanced editing features, such as word and character count, spell check, and text formatting options may be available. Table 10 lists the different editing tools that may be available.</p>
Print Item	<p>To send a print request for an individual question, select Print Item from the context menu. After sending the request, a printer icon  appears next to the question number on the test page.</p>
Select Previous Version	<p>To view and restore responses previously entered for a Text Response question, select the Select Previous Version option from the context menu. A list of saved responses appears. Select the appropriate response and click Select.</p>

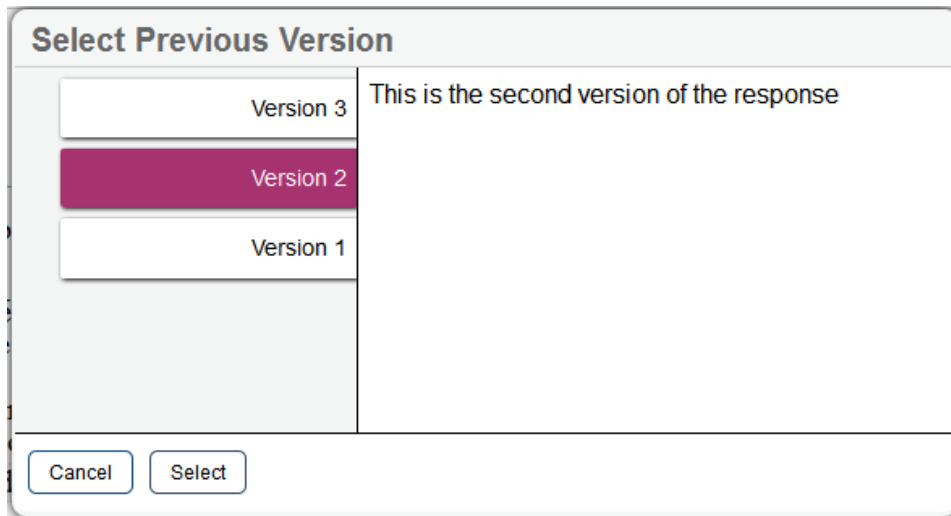
Tool Name	Instructions
Strikethrough	<p>For selected-response questions, you can cross out an answer option to focus on the options you think might be correct. If the tool is set to the enhanced mode, you can strikethrough multiple lines of text, such as an answer option spanning more than a line, as well as graphics.</p> <p>There are two options for using this tool:</p> <ul style="list-style-type: none"> • Option A: <ul style="list-style-type: none"> a. To activate Strikethrough mode, open the context menu and select Strikethrough. b. Select each answer option you wish to strike out. c. To deactivate Strikethrough mode, press Esc or click outside the question's response area. • Option B: Right-click an answer option and select Strikethrough.
Text-to-Speech	<p>To listen to passages and questions, select a Speak option from the context menu.</p> <p>To listen to your responses to constructed-response items, use the TTS button in the item response area. For more information, see How to Use the Text-To-Speech Tool.</p>
Tutorial	<p>To view a short video demonstrating how to respond to a particular question type, select Tutorial from the context menu.</p>

How to Use the Select Previous Version Tool

The Select Previous Version tool allows students to view and restore responses they previously entered for a text response question. For example, if students type a response, select **Save**, delete the text, and enter new text, they can use this tool to recover the original response. Please note that if the student's test pauses, any responses entered prior to pausing will no longer appear in the **Select Previous Version** window.

1. To recover a previously entered response, select the **Select Previous Version** option from the context menu. The **Select Previous Version** window appears, listing all the saved responses for the question in the left panel (see [Figure 44](#)).
2. Select a response version from the left panel. The text associated with that response appears in the right panel.
3. Click **Select**. The selected response appears in the text box for the question.

Figure 44. Select Previous Version Window

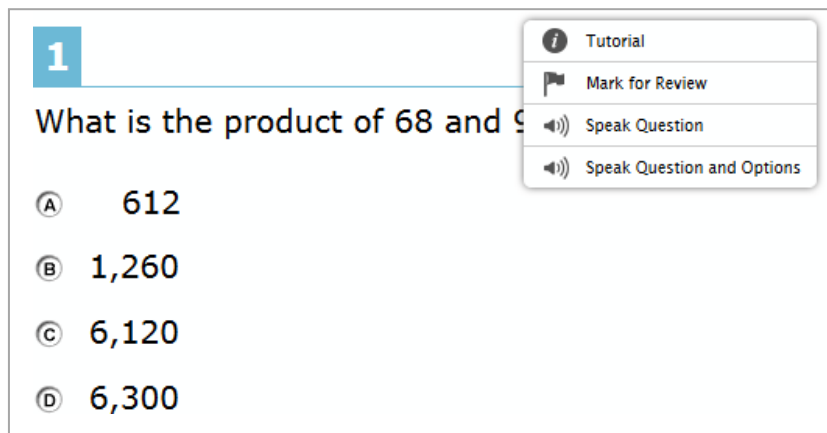


How to Use the Text-To-Speech Tool

Students testing with TTS can listen to passages, questions, and answer options using the TTS options available in the selected element’s context menu (see [Figure 45](#)). A test may include text that is not permissible to be read aloud. This text will be skipped when using TTS. Students may also listen to their responses to constructed-response items based on their accommodations.

If a student is using Text-to-Speech Tracking, the words become highlighted as they are read aloud. TTS is only available when using the Secure Browser or a supported Chrome or Firefox browser.

Figure 45. TTS Options for Questions






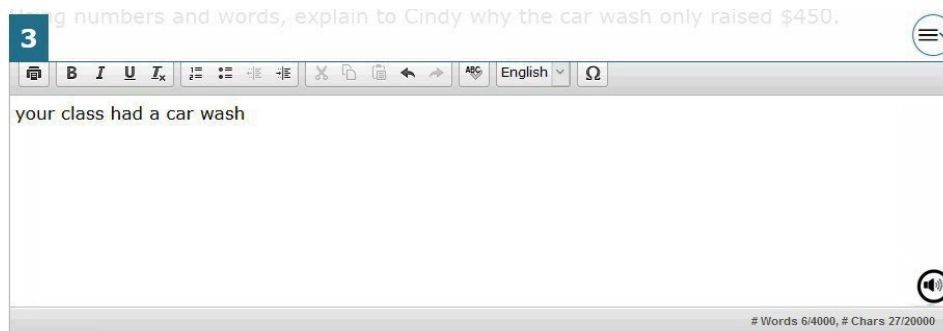
- To listen to a passage, students open the passage context menu and select a **Speak** option. Students can also select a portion of text to listen to, such as a word or phrase. To do this, students select the text, open the passage context menu, and select **Speak Selection**.
 - Please note that when listening to passages, students can pause TTS and then resume it at the point where it was paused. While this functionality is available on Windows, Mac, and iOS, it is not available on Android and Chrome OS. Students testing on Chrome OS can resume a paused TTS passage by selecting the remaining text to be read aloud and selecting **Speak Selection** from the context menu.
- To listen to a question or answer options, students open the question context menu and select one of the following **Speak** options:
 - To listen only to the question, students select **Speak Question**.
 - To listen to a multiple-choice question and all answer options, students select **Speak Question and Options**.
 - To listen only to an answer option, select **Speak Option** from the context menu and then select the answer option. Students could also right-click the answer option and select **Speak Option**.
- Some tests may also display ear icons  by questions and answer options when TTS is enabled. Students can click these icons to listen to the corresponding test content.
- Depending on their accommodations, students may also be able to use TTS to listen to their responses to constructed-response items (see sample in [Figure 46](#)). Students can select  or  as available in the formatting toolbar of the text-response area to listen to the text as entered.









Figure 46. Constructed-Response Item with TTS Tool



How to Use Other Tools

In addition to the global tools and context menu tools, there are some additional tools that may be available to students based on their accommodations or the test page layout. [Table 5](#) lists the additional tools available in the Student Testing Site.

Table 5. Other Tools

Tool Name	Instructions
Closed Captioning	<p>Questions and stimuli with audio elements automatically display closed captions for students testing with the appropriate accommodations. You can select the up arrow  to move the closed captioning to the top of the screen or the down arrow  to move it to the bottom of the screen. You can also close the closed captioning by selecting .</p>
Expand Buttons	<p>You can expand the passage section or the question section for easier readability.</p> <ul style="list-style-type: none"> To expand the passage section, select the right arrow icon  below the global menu. To collapse the expanded passage section, select the left arrow icon  in the upper-right corner. <p>To expand the question section, select the left arrow icon  below the global menu. To collapse the expanded question section, select the right arrow icon  in the upper-left corner.</p>
Speech-to-Text	<p>Speech-to-text (STT) allows students testing with the appropriate accommodations to dictate responses to constructed-response items.</p> <p>To use STT, select the microphone icon  in or near the item response area and begin speaking. The dictated response will be transcribed as text in the item response area.</p>

How to Use the Speech-to-Text Tool

Students with the appropriate accommodations may use the STT tool when responding to text response items. The STT tool allows a student to dictate responses to items that support the use of STT, and the student's spoken words are then transcribed as text in the item response areas.


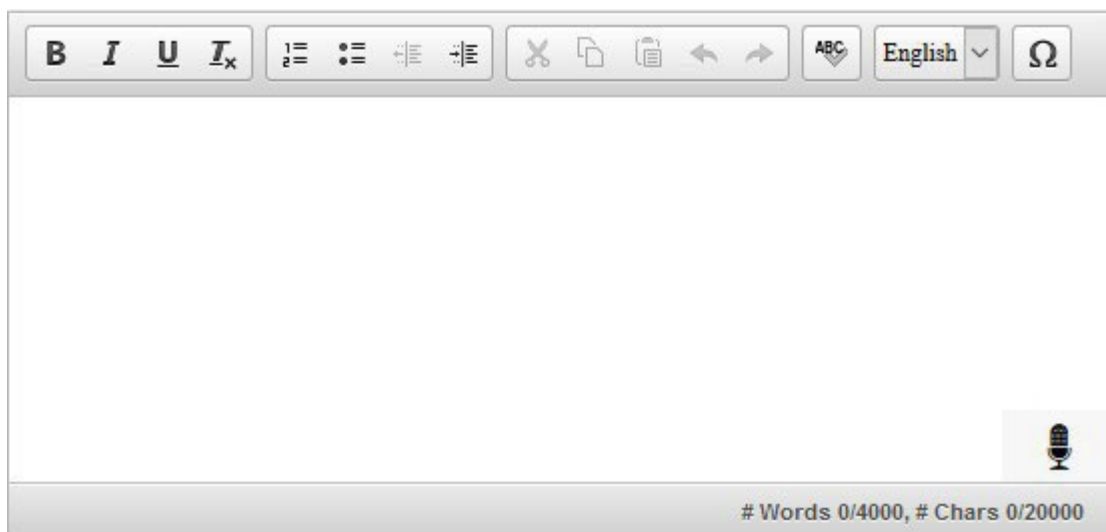

To begin dictating, the student selects the microphone button  that is displayed in the item's text response area (see [Figure 47](#)). The button scrolls along with the page and remains visible while the item is in focus. Students can also select whether to dictate text in English or Spanish from the language drop-down list in the formatting toolbar provided this accommodation is enabled for students.

Figure 47. Text-Response Area with STT Tool



As the student speaks, the words are transcribed into the text response area. There may be a slight delay while the text is being transcribed and dots appear in the text response area to indicate that the transcription is in process.

The student can stop the dictation by selecting the stop button  that appears when the student selects the microphone button. Note that the button automatically reverts to the microphone button if no sound is detected for a specified period. If the student selects the microphone button again and starts dictating, the new text is appended to the previously transcribed text.

Students can dictate for five minutes at a time. Depending on the tool settings, the entered text may be auto-punctuated. The student can also control the punctuation and grammar of the text through speech commands to some extent. For example, the student can say, “New Paragraph” to create a new paragraph. It is ultimately the student’s responsibility to ensure the accuracy of the transcription as well as grammar and punctuation.

The buttons in the formatting toolbar are disabled while dictation is on. The buttons are enabled once you stop the recording. You also cannot navigate away from the test page while dictation is on.

How Students Complete a Test

After students have completed their test, they need to submit their test.

How to Complete a Test Segment

In segmented tests, the **End Segment** page (see [Figure 48](#)) appears after students finish the last question in a segment where students can review questions from the current segment (and earlier segments, if allowed) or proceed to the next segment.




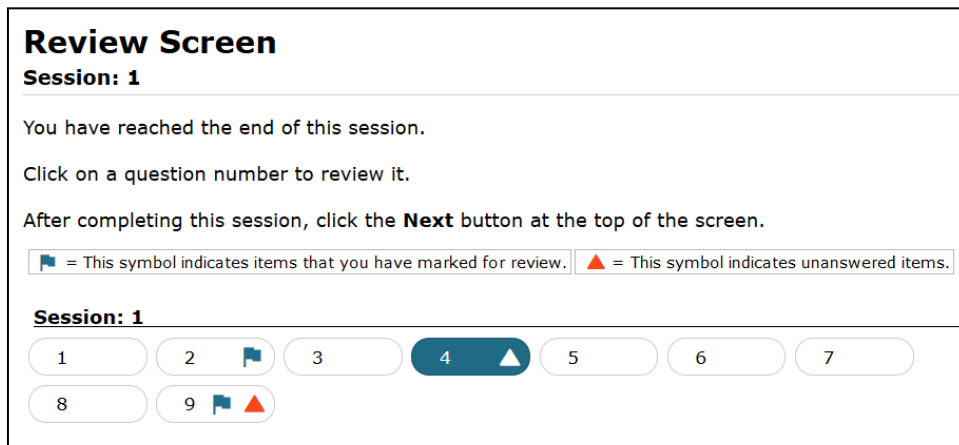
- To review questions, students select a question number. If a test consists of cover pages, students can select a cover page icon  to navigate to the selected cover page.
 - A flag icon  appears for any questions marked for review. A warning icon  appears for any unanswered questions.
- To move to the next segment, students select **Next** in the global menu.

Figure 48. End Segment Page



Please note that if the test blocks access to completed segments, students cannot return to the segment after selecting **Next**. Furthermore, some tests force students to log out before proceeding to the next segment to prevent students from accessing a segment before they are supposed to. In order to access the next segment, students must sign in and request approval from the TA again.

How to Submit a Test



To complete the testing process, students must submit their tests when they are done answering questions. For tests with time limits, a student’s test is submitted automatically when the timer on the test page or TA Site runs out. However, if students finish responding to questions before the timer runs out, they can follow the procedure in this section to submit the test manually.

Please note that once students submit their tests, they cannot return to the test or modify answers.

1. Students select **End Test** in the upper-left corner (see [Figure 49](#)), which appears after students respond to the last test question. A confirmation message appears.

Figure 49. Global Menu with End Test Button



2. Students select **Yes**. The **End Test** page appears (see [Figure 50](#)), allowing students to review answers and submit the test for scoring.
 - A flag icon  appears for any questions marked for review. A warning icon  appears for any unanswered questions.


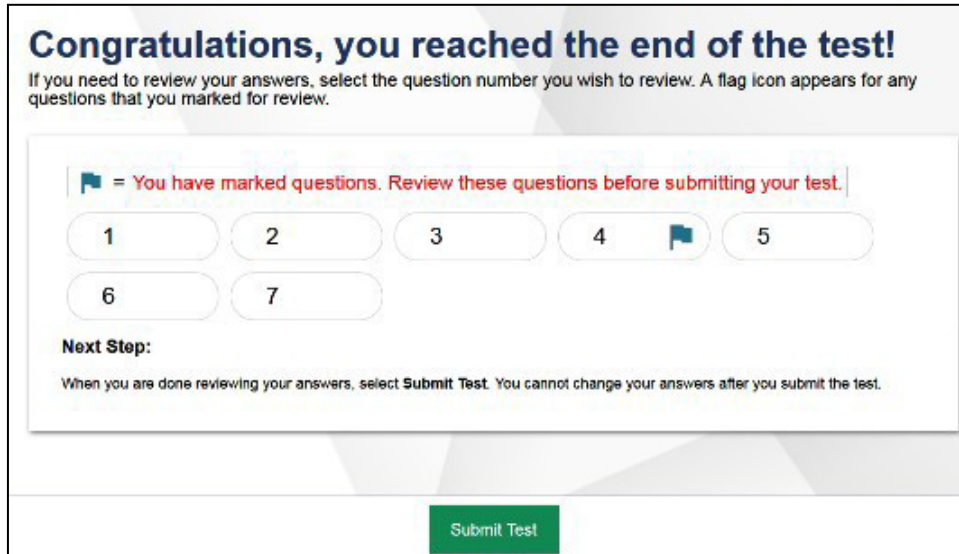
- If a test consists of cover pages, cover page icons  are displayed in the positions at which they occur in the test.

Figure 50. End Test Page



3. *Optional:* To review previous answers, students select a question number. Students can also select a cover page icon to navigate to a specific cover page. When finished reviewing, they can return to the **End Test** page by selecting **End Test** again.
4. To submit the tests, students select **Submit Test**, then select **Yes** in the confirmation message that appears. The **Your Results** page appears (see [Figure 51](#)), displaying the student's name, the test name, and the completion date.

Figure 51. Your Results Page



5. To exit the Student Testing Site, students select **Log Out**, and then close the Secure Browser.

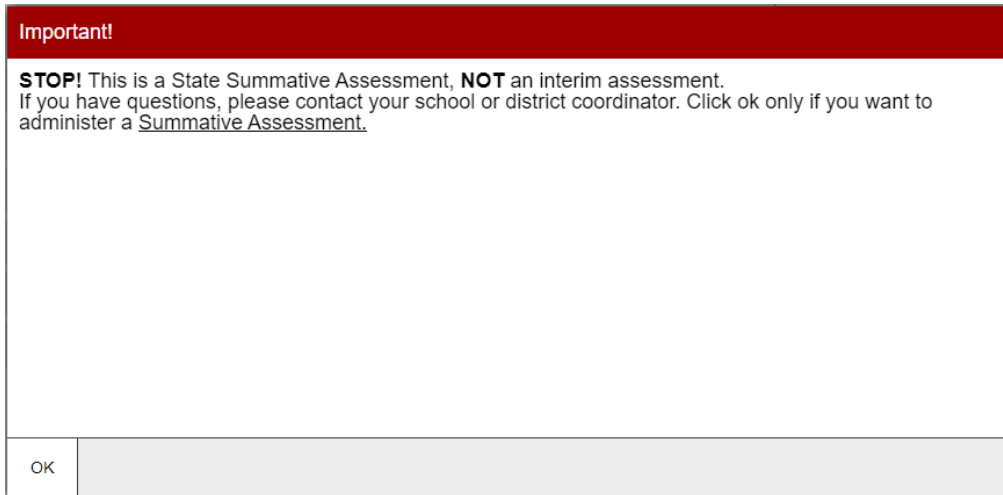
Appendix

A

Alert Messages

An alert message will appear when the Test Administrator adds an ISAT Interim or ISAT/IDAA Summative ELA, Mathematics, or Science Assessment to their test session.

Figure 52. Pop-up Message



The Test Administrator can select the “OK” button to add the assessment to the test window.

The Idaho State Department of Education can send statewide alerts that appear as pop-up messages on the TA Site.

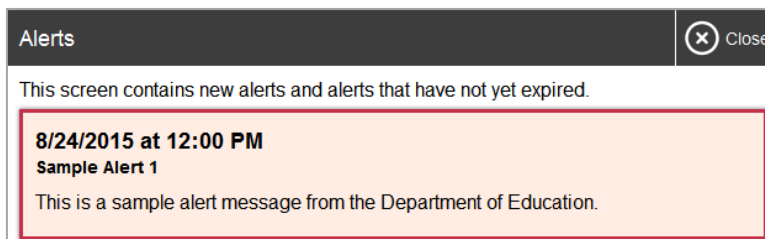
1. In the banner, select **Alerts** (see [Figure 52](#)). The **Alerts** window appears listing all the active alert messages (see [Figure 53](#)).

Figure 53. Alerts Button



2. Click **Close** to close the window and return to the TA Site.

Figure 54. Record of Alerts




Idaho Alternate Assessments (IDAA) in the Student Testing Site

You can administer alternate assessments online by adding the tests to sessions in the TA Site, following

the same procedure used to add any other test to a session. However, the appearance and behavior of the Student Testing Site is slightly different for alternate assessments.

Navigating the Idaho Alternate Assessments (IDAA)

The Student Testing Site displays alternate assessments in full-screen mode with the global menu hidden by default (see sample layout in [Figure 54](#)).

1. To proceed to the next question, students select .


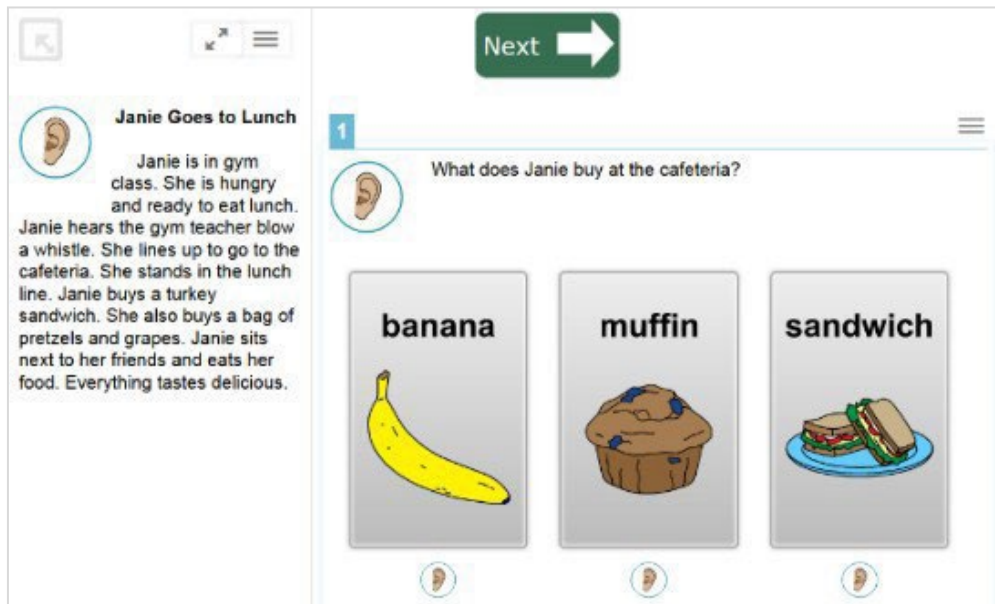
2. To exit full-screen mode and access the global menu, students select  in the upper-left corner. A message appears, asking for a password.
 - Students enter their first name and select **OK**. The global menu appears at the top of the screen.
 - When signed in as a guest user in the Student Training Site, students enter Guest.

Figure 55. Alternate Assessment Layout




- To return to full-screen mode, students select **Full Screen** in the global menu (see [Figure 55](#)).






Figure 56. Full Screen Button



Listening to Audio Content

Some test pages display ear icons , which read aloud the content for passages, questions, and answer options. These icons also appear when students take alternate assessments with TTS enabled (in addition to the TTS options available in the context menu).

To listen to the test’s content, students must do the following:

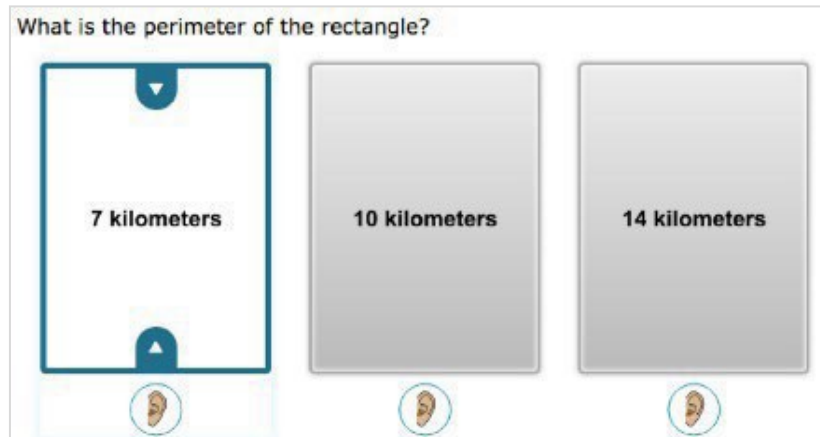
- To listen to a passage, select  beside the passage.
- To listen to a question and its answer options, select  beside the question.
- To listen only to an answer option, select  below the answer option.
- To stop the audio, click  while it is playing.
 - You cannot pause audio content. If you select  again, it will play the audio from the beginning.

Responding to Questions and Ending a Test

Alternate assessment questions display answer options as cards, which may include text, graphics, or both (see [Figure 56](#)).

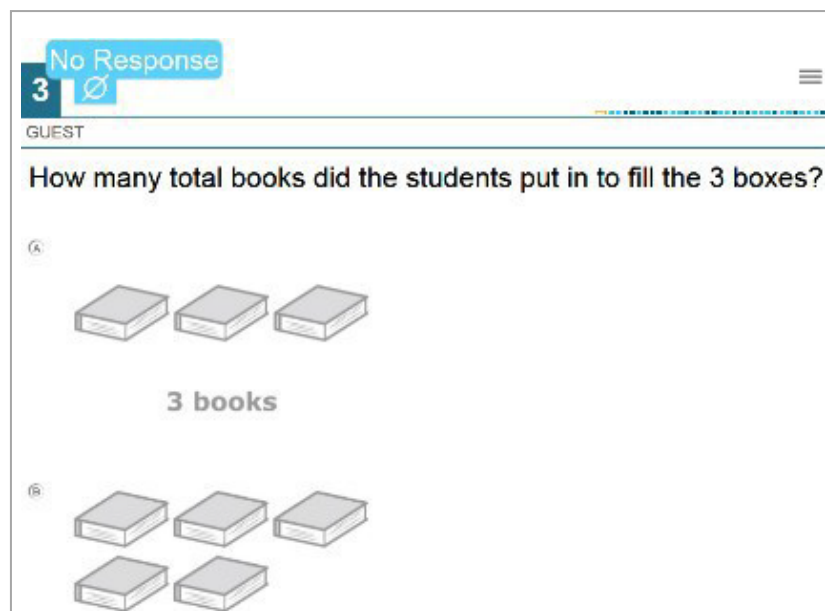
- To select an answer option, students select a card. Once a card is selected, arrows appear at the top and bottom of the card along with a blue border.

Figure 57. Alternate Assessment Card Item



- To indicate that no response was provided for an item and proceed with the test, do the following:
 - From the item's context menu, select **Mark as No Response**, then select **Yes** in the confirmation message that appears.
 - The item's response options are disabled and a no response icon \emptyset is displayed on top of the item, in the Items drop-down list, and on the **Review** page at the end of the test (see [Figure 57](#)). For reporting purposes, the item is assigned a condition code of NR.

Figure 58. Item Marked as No Response



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- b. *Optional:* To revert from the item’s context menu, select **Unmark No Response**. However, if you had entered any response prior to marking the item as “No Response”, that response will not be retrieved.
- To end a test, exit full-screen mode and select **End Test**. You can submit the alternate assessment by following the same procedure used to submit all other assessments in the Student Testing Site.

E

Expiration Rules for Test Opportunities

Opportunities refer to the number of times a student can take a test within a range of dates. Tests may have one opportunity or multiple opportunities. A student’s test opportunity remains active until the student submits the test or until the opportunity expires. Once a test opportunity expires, the student cannot complete or review the test.

K

Keyboard Commands in the Student Testing Site

Students can use keyboard commands to navigate between test elements, features, and tools. Some important things to note about keyboard commands include the following:

- Keyboard commands require the use of the primary keyboard, so please do not use keys in a numeric keypad.
- Some keyboard commands (such as the commands for using the Line Reader) may not work when testing on iOS or Android devices connected to an external keyboard.
- When Permissive Mode is enabled for a test, keyboard commands are blocked and will not work.

Keyboard Commands for Sign-In Pages and In-Test Pop-ups

[Table 6](#) lists keyboard commands for selecting options on the sign-in pages or pop-up windows that appear during a test.

Table 6. Keyboard Commands for Sign-In Pages and Pop-Up Windows

Function	Keyboard Commands
Move to the next option	• Tab
Move to the previous option	• Shift + Tab
Select the active option	• Enter
Mark checkbox	• Space
Scroll through drop-down list options	• Arrow Keys
Close pop-up window	• Esc

Keyboard Commands for Test Navigation

[Table 7](#) lists keyboard commands for navigating tests and responding to questions.

Table 7. Keyboard Commands for Test Navigation

Function	Keyboard Commands
Scroll up	• Up Arrow
Scroll down	• Down Arrow
Scroll to the right	• Right Arrow
Scroll to the left	• Left Arrow
Move to the next element	• Tab
Move to the previous element	• Shift + Tab
Select an answer option	• Space
Go to the next test page	• Ctrl + Right Arrow
Go to the previous test page	• Ctrl + Left Arrow
Open the global menu	• Ctrl + G
Open a context menu	• Ctrl + M

Keyboard Commands for Global and Context Menus

Students can use keyboard commands to access tools in the global and context menus. For more information about tools in these menus, see the section [How Students Use Test Tools](#).

Global Menu

1. To access the global menu tools using keyboard commands, press **Ctrl + G**. The global menu list opens.
2. To move between options in the global menu, use the **Up** or **Down** arrow key.
3. To select an option, press **Enter**.
4. To close the global menu without selecting an option, press **Esc**.

Context Menus

1. To open the context menu for an element (question, answer options, or stimulus), navigate to the element using the **Tab** or **Shift + Tab** command.
2. Press **Ctrl + M**. The context menu for the selected element opens.
3. To move between options in the context menu, use the **Up** or **Down** arrow keys.
4. To select an option, press **Enter**.

5. To close the context menu without selecting an option, press **Esc**.

Keyboard Commands for Highlighting Selected Regions of Text

This section explains how to use keyboard commands to select a text excerpt (such as a word in a passage) and highlight it. These instructions only apply to students using the Secure Browser.

1. To select text and highlight it, navigate to the element containing the text you want to select.
2. Press **Ctrl + M** to open the context menu and navigate to **Enable Text Selection**.
3. Press **Enter**. A flashing cursor appears at the upper-left corner of the active element.
4. To move the cursor to the beginning of the text you want to select, use the arrow keys.
5. Press **Shift** and an arrow key to select your text. The text you select appears shaded.
6. Press **Ctrl + M** and select **Highlight Selection**.

Keyboard Commands for Grid Questions

Questions with the grid response area may have up to three main sections: 1) an answer space, which is the grid area where students enter the response; 2) an object bank, which is a panel containing objects you can move to the answer space; 3) and a button row, which appears above the answer space and may include **Delete**, **Add Point**, **Add Arrow**, **Add Line**, **Add Circle**, **Add Dashed Line**, and **Connect Line** buttons (see [Figure 58](#)).

Figure 59. Grid Question

The screenshot shows a grid question interface. On the left is the **Object Bank**, a vertical list of numbers: 0.1, 0.2, 0.3, 0.4, 0.5, 0.9, 1.6, 2.5, 3.2, and 4.1. Above the grid is the **Button Row**, which includes a **Delete** button. The **Answer Space** is the main area for the question. It contains **Part A** with the instruction "Each full row = 1.0 meter" and three rows of 10 empty boxes each. Below that is **Part B** with two questions: "He will have meters of wire left over." and "He needs more meters of wire." The word "OR" is centered between the two questions.

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- To move between the main sections, do the following:
 - a. To move clockwise, press **Tab**.
 - b. To move counterclockwise, press **Shift + Tab**.
- To add an object to the answer space, do the following:
 - a. With the object bank active, use the arrow keys to move between objects. The active object has a blue background.
 - b. To add the active object to the answer space, press **Space**.
- To use the action buttons, do the following:
 - a. With the button row active, use the left and right arrow keys to move between the buttons. The active button is white.
 - b. To select a button, press **Enter**, and then press **Space** to apply the point, arrow, or line to the answer space.
- To move objects and graph elements in the answer space, do the following:
 - a. With the answer space active, press **Enter** to move between the objects, and then press **Space**. The active object displays a blue border.
 - b. Press an arrow key to move the object. To move the object in smaller increments, hold **Shift** while pressing an arrow key.

Keyboard Commands for Equation Questions

Equation questions allow students to use keyboard commands to open a menu listing the special characters they can insert into the response area.

1. To insert special characters in the response area, with the focus in the text field of the response area, press **Alt + 7**. The *Special Characters* window opens.
2. To move between options in the context menu, use the **Up** or **Down** arrow keys.
3. To add the selected option to the response area, press **Enter**.

L

Login Information for the TA Site

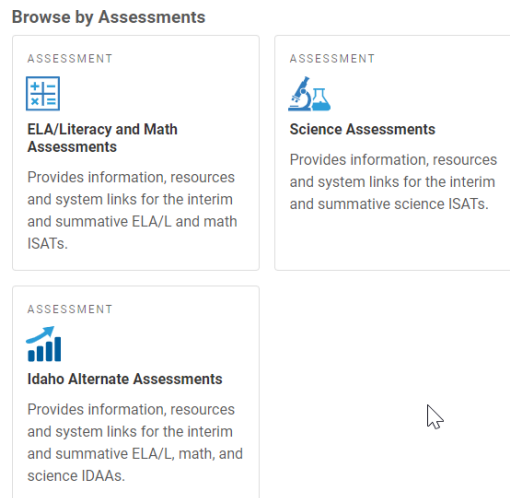
To be able to access the TA Sites, your TIDE administrator must first create your account in TIDE. Once your account is created, you will receive an account activation email. You can log in to the TA Sites after activating your account.

1. Navigate to the ISAT portal (<https://idaho.portal.cambiumast.com/>).

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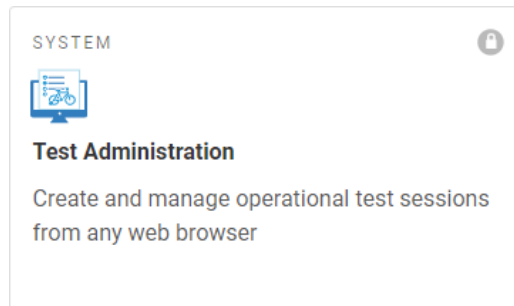
2. Click the *ELA/Literacy & Math Assessments*, *Science Assessments*, or *Idaho Alternate Assessment* cards (see [Figure 59](#)).

Figure 60. Assessment Cards



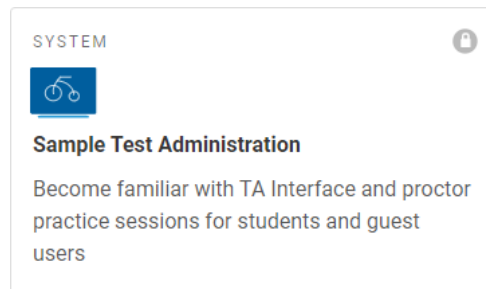
3. Select the appropriate TA Site:
 - a. To access the TA Interface, select **Test Administration** (see [Figure 60](#)).

Figure 61. Card for TA Interface



- b. To access the TA Training Site, click the *ELA/Literacy & Math Assessments*, *Science Assessments*, or *Idaho Alternate Assessment* card and then click **Sample Test Administration** (see [Figure 61](#)).

Figure 62. Cards for TA Training Site



4. The **Login** page appears (see [Figure 62](#)). Enter your email address and password.

Figure 32. Login Page

5. Select **Secure Login**. The selected TA Site appears.
 - a. If you have not logged in using this browser before, or if you have cleared your browser cache, the **Enter Code** page appears (see [Figure 63](#)), and an email containing an authentication code is sent to your address.

Figure 64. Enter Code Page

- In the *Enter Emailed Code* field, enter the emailed code.
 - Select **Submit** to view the TA Site.
 - Please note that you must use the authentication code within 15 minutes of the email being sent. If the code has expired, click **Resend Code** to request a new code.
- b. If you receive a warning message about the Non-Disclosure Agreement (NDA), you must sign the NDA in TIDE and then log in again.
 - c. If you receive a warning message about not being certified, you must complete the TA Certification Course and then log in again.

6. If you are associated with multiple institutions that have test windows set, a pop-up message prompts you to select a testing institution. Select your institution from the drop-down list and select **Go**. To change the institution, you must log out and then log back in.

P

Pause and Test Timeout Rules

Pause Rules

TAs and students can pause a test in order to temporarily log the student out of the test session. Students cannot review or modify answered questions after their test pauses for more than 20 minutes, even if they marked questions for review. The only exceptions to this rule are if a student pauses the test before answering all of the questions on the current page or if you submit an appeal in TIDE.

These pause rules apply regardless of whether the student or the TA pauses the test or a technical issue logs the student out.

Test Timeout Rules

A warning message displays after 30 minutes of test inactivity. Students who do not click **OK** within 30 seconds after this message appears are logged out. This timeout automatically pauses the test.

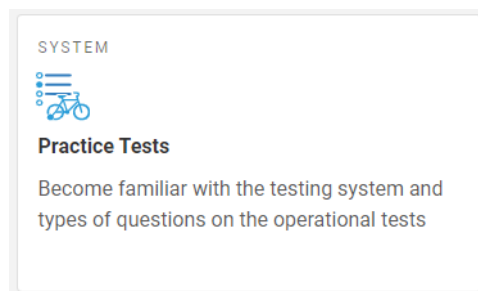
Practice Test Site Student Sign-In Process

The Student Training Site allows students to take practice tests. Aside from the login process, the Practice Test Site has the same appearance and functionality as the Student Testing Site. For information on how to sign in to the Student Testing Site, see [How Students Sign in and Select Tests](#).

Students can take practice tests in proctored sessions created in the TA Training Site or in in non-proctored/guest sessions. Students also have the option to sign in to the test sessions with their real identities to take tests specific to their grades or sign in as guests to take tests for any grade-level.

1. To access the Student Training Site, do one of the following:
 - From the Idaho portal (<https://idaho.portal.cambiumast.com/>), select the **Students and Families** card then select the **Practice Tests** card (see [Figure 64](#)).

Figure 65. Card for Student Training Site



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- In the Secure Browser, select the **Take the Sample/Training Tests** button.
2. To sign in, students do the following (see [Figure 65](#)):
- To sign in as a guest, students set the Guest User toggle to **On**. Otherwise, to use their real credentials, students set the Guest User toggle to **Off** and then enter their first name and EDUID.
 - To join a guest session, students set the Guest Session toggle to **On**. Or else, to join a proctored session, students set the Guest Session toggle to **Off** and enter the Session ID from the TA Training Site.
 - Students select **Sign In**.
 - If signed in with their real identities, the *Is This You* page appears. Students verify their information and click **Yes** to proceed to the *Your Tests* page.
 - If signed in as guest users, students are directly taken to the *Your Tests* page.

Figure 66. Student Training Site Login Page

Please Sign In

OFF **Guest User**
Toggle to sign in as yourself

First Name:

EDUID:

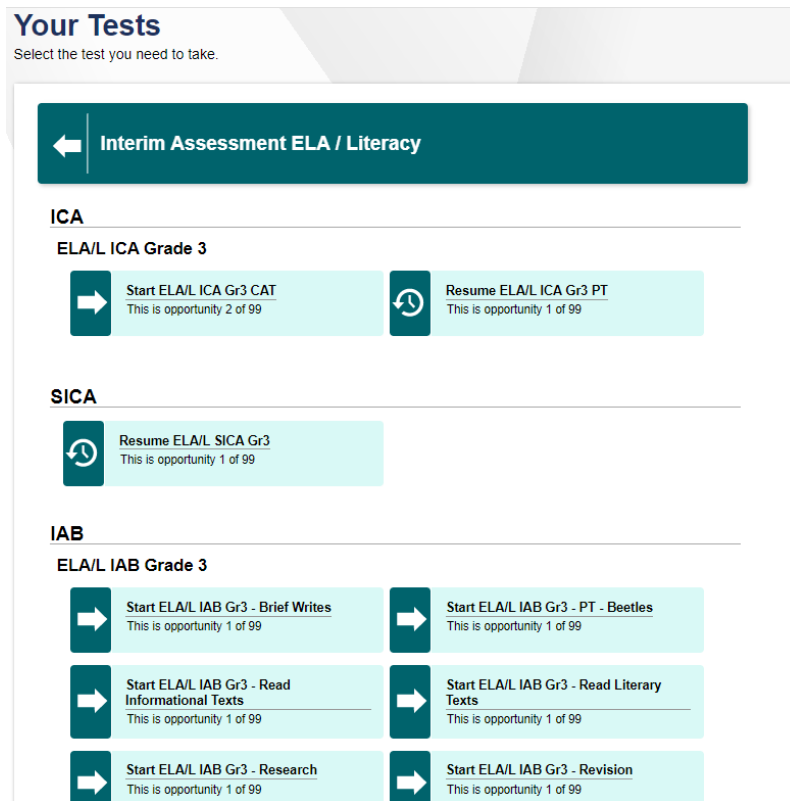
OFF **Guest Session**
Toggle to join an active session

Session ID:
 - -

Sign In

3. On the *Your Tests* page (see [Figure 66](#)), students do one of the following:
- If signed in with their real identities, students select a test from the ones available for their grade.
 - Students signed in as guests select their grade level from the drop-down list to view the tests available for that grade and then select a test.

Figure 67. Your Tests Page



4. If the students signed into a guest session, they must select the test settings they wish to use from the **Choose Settings** page (see [Figure 67](#)) and then click the **Select** button. When selecting the color of the text and background, mouse-pointer, and print size settings, students can see a live preview of their selected settings.

Figure 68. Choose Settings Page

The screenshot shows the 'Choose Settings' page for the 'Grade 3 ELA - Practice Test'. At the top, the Idaho State Department of Education logo is on the left, and the user information 'GUEST (EDUID: GUEST) | GUEST SESSION | Grade 3 ELA - Pra' is on the right. The main heading is 'Choose Settings:' followed by the instruction 'Review the following test settings. You can change the options, if necessary.' Below this is a section titled 'Grade 3 ELA - Practice Test' containing a 'Supporting Tools for All Students' panel. This panel lists four settings: 'Color Contrast' set to 'Black on White (default)', 'Global Notes' with an 'ON' toggle, 'Highlighter' with an 'ON' toggle, and 'Line Reader' with an 'ON' toggle. At the bottom of the panel are three buttons: a green 'Select' button, a grey 'Undo Changes' button, and a grey 'Go Back' button.



5. If the test includes audio content or TTS settings, the **Audio/Video Checks** page appears displaying the functionality checks that need to be performed. Students must follow the instructions on this page to ensure that their device is working properly.
6. On the final login page, students may review the help guide, their test settings, and the additional test information, then select **Begin Test Now** to start or resume their test opportunity.

Practice Test Scoring Guides

After students submit the test, the **Your Results** page appears. The [practice test scoring guides](https://idaho.portal.cambiumast.com/resources/ela/literacy,-a,-math-assessments/practice-test-scoring-guide-for-grades-3-11/) can be found on the ISAT portal (<https://idaho.portal.cambiumast.com/resources/ela/literacy,-a,-math-assessments/practice-test-scoring-guide-for-grades-3-11/>).

For some tests, this page also displays the test score. [Table 8](#) provides an overview of the columns in the score report.

Table 8. Overview of the Score Report

Column	Description
Question Number	The link in this column opens the question page with the student's entered response.
Your Answer	For multiple-choice questions, this column displays the student's selected answer option. For technology-enhanced questions, this column displays  if the student's response was correct or  if the student's response was incorrect.
Correct Answer	For multiple-choice questions, this column displays the correct answer option. For technology-enhanced questions, this column displays the scoring criteria.
Score	Number of points the student earned out of the maximum points possible for the question.

Prefetch Item Rules

Tests are configured to prefetch items to ensure that students do not experience delay when testing. For example, a test can be configured to prefetch two items so that while the student is attempting the first question, the second and third items are retrieved and ready to be presented to the student. Item prefetch values can be configured by test language. Hence, the same test can be set to have different prefetch values based on whether the student is testing in English, Spanish, or Braille. Tests can also be configured to prefetch items across test segments.

Depending on how a test has been configured, for students testing in Braille, item embossing requests are automatically sent to the TA Site before the student reaches the items in question. You can emboss items for an entire segment at a time and thereby reduce the time and preparation required to emboss Braille items.

Print Session Information

You can print a snapshot of the TA Site as it currently appears if you wish to keep a hard-copy record of the Session ID or list of approved students. Please note that Federal law prohibits the release of students' personally identifiable information. All printouts must be securely stored and then destroyed when no longer needed.

1. In the banner, select **Print Session**. The computer's print dialog window appears.

2. Select **OK**.

Print Approved Requests Information

You can view and print a list of every print request you approved for students during the current session. For information on how to approve a print request, see [How to Approve a Student's Print Request](#).

1. In the banner, select **Approved Requests**. The *Print Requests* window appears (see [Figure 68](#)), listing all the approved print requests.

Figure 69. Print Requests Window

The screenshot shows a window titled "Print Requests" with a dark header bar. On the right side of the header bar are two buttons: "Print" with a printer icon and "Close" with a close icon. Below the header bar, the text "GUEST Student ID GUEST" is displayed. Underneath is a table with four columns: "Test", "Request", "Question #", and "Approved On". The table contains two rows of data.

Test	Request	Question #	Approved On
Grades 2 - 3 ELPA	Passage for Item 5		6/3/2015 9:24:38 PM
Grades 2 - 3 ELPA	Passage for Item 7		6/3/2015 9:27:38 PM

2. Select **Print** to print the list.

S

Session Attributes

When starting a session, you may need to select certain attributes for that session. To review the selected attributes for a session, select **Session Attributes** in the banner.

Please note that if you modify a session's attributes after the session begins, the new attributes are applied to every test opportunity in the session. However, if a student completed a test before you changed the session attributes, that test is submitted with the original session attributes. You may change the test reason for an active session, but not the time limit.

Secure Browser

The Secure Browser ensures test security by prohibiting access to external applications and navigation away from the test. When the Secure Browser launches, it checks for other applications running on the device. If it detects a forbidden application, it displays a message listing the offending application and prevents the student from testing. This also occurs if a forbidden application launches while the student is already in a test.

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In most cases, a detected forbidden application is a scheduled or background job, such as anti-virus scans or software updates. The best way to prevent forbidden applications from running during a test is to schedule such jobs outside of planned testing hours.

Some additional measures you can implement to ensure that the test environment is secure include the following:

- **Close External User Applications.** Before launching the Secure Browser, or prior to administering the online tests, close all non-required applications on testing devices, such as word processors and web browsers.
- **Avoid Testing with Dual Monitors.** Students should not take online tests on computers connected to more than one monitor. Systems that use a dual-monitor setup typically display an application on one screen while another application is accessible on the other screen.
- **Disable Screen Savers and Timeout Features.** On all testing devices, be sure to disable any features that display a screensaver or log users out after a period of inactivity. If such features activate while a student is testing, the Secure Browser logs the student out of the test.

Accessing the Secure Browser on Mobile Devices

Tablets and Chromebooks should be configured for testing before you provide them to students. For more information, see the OS and platform specific technical documents on the ISAT Portal.

To configure iOS devices:

- Tap the **SecureTest** (formerly **AIRSecureTest**) Secure Browser icon.

To configure Chromebooks:

- From the **Apps** link on the Chrome OS login screen, select **SecureTest** (formerly **AIRSecureTest**) Secure Browser.

Closing the Student Testing Site on Tablets

After a test session ends, close the **SecureTest** (formerly **AIRSecureTest**) application on student tablets.

To close the Student Testing Site on iOS devices:

1. Double-tap the Home button. The multitasking bar appears.
2. Locate the **SecureTest** (formerly **AIRSecureTest**) app preview and slide it upward.

To close the Student Testing Site on Chromebooks:

- Click **Close Secure Browser** in the upper-right corner.

Using the Secure Browser with Accessibility Software

For students with special needs or administrators seeking to accommodate students using accessibility features, the Secure Browser provides the option for assessments to be taken in less restrictive environments. This feature is known as Permissive Mode.

Permissive Mode is an accommodation option that allows students to use accessibility software in addition to the Secure Browser. Offered on MacOS and Windows, students testing in Permissive Mode can have moderated access to the system outside of the Secure Browser. This allows students who need

accessibility tools to seamlessly navigate between the Secure Browser and approved applications that suit their test taking needs.

Please note that accessibility software must be certified for use with the Online Testing System and forbidden applications will still not be allowed to run. For information about supported operating systems, see the *Quick Guide for Setting Up Your Online Testing Technology*.

Permissive Mode activates when the student is approved for testing. Students who have the Permissive Mode setting enabled should not continue with the login process until their accessibility software is correctly configured.

To use accessibility software with the Secure Browser:

1. Open the required accessibility software.
2. Open the Secure Browser. Begin the normal login process up to the TA approval step.
3. When a student is approved for testing, the Secure Browser allows the operating system's menu and task bar to appear.
 - **Windows:** On Windows, the Secure Browser resizes, and the taskbar remains visible inside the test in its usual position. Students can execute the keyboard shortcut **Alt + Tab** to switch between the Secure Browser and accessibility applications, such as JAWS and NVDA, that they are permitted to use in their test session. Please note that when using Windows 8 and above, the task bar remains on-screen throughout the test after enabling accessibility software. However, forbidden applications are still prohibited.
 - **Mac:** On MacOS, the Secure Browser resizes, and students can view the dock in its usual position inside the test. If the dock is set to autohide, no resizing occurs, and the dock is only visible when the mouse is moved toward the bottom of screen. Students can execute the keyboard shortcut **CMD + TAB** to switch between the Secure Browser and permitted accessibility applications.
4. The student must immediately switch to the accessibility software that is already open on the computer so that it appears over the Secure Browser. The student cannot click within the Secure Browser until the accessibility software is configured.
 - **Windows:** To switch to the accessibility software application, click the application in the task bar.
 - **Mac:** To switch to the accessibility software application, click the application in the dock.
5. The student configures the accessibility software settings as needed.
6. After configuring the accessibility software settings, the student returns to the Secure Browser. At this point, the student can no longer switch back to the accessibility software. If changes need to be made, the student must sign out and then sign in again.
7. The student continues with the login process.

As soon as Permissive Mode is turned off, the Secure Browser reoccupies the whole screen so that the taskbar or dock is no longer visible, and the student's ability to switch between any applications and Secure Browser is suppressed.

Force-Quitting the Secure Browser

In the rare event that the Secure Browser or test becomes unresponsive, you can force-quit the Secure Browser. Please note that 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.

To force the Secure Browser to close, use the keyboard command for your operating system as shown below in [Table 9](#). This action logs the student out of the test. When the Secure Browser is opened again, the student logs back in to resume testing.

Table 9. Force Quit Secure Browser Keyboard Commands

Operating System	Key Combination
Windows*	<ul style="list-style-type: none"> • Ctrl + Alt + Shift + F10
Mac OS X*	<ul style="list-style-type: none"> • Ctrl + Alt + Shift + F10. The Ctrl key may appear as Control, Ctrl, or ^

* If you are using an Apple keyboard, you may need to press **Ctrl + Shift + Option + F10**. If you are using a laptop or notebook, you may also need to press **Function** before pressing **F10**.

Force-quit commands do not exist for the Secure Browser for iOS, Chrome OS, and Android devices.

- **iOS:** Double-tap the Home button, then close the app as you would any other iOS app.
- **Chrome OS:** To exit the Secure Browser from the login screens, press **Ctrl + Shift + S**. You cannot force quit once the test begins.

Student Lookup Feature

You can use the student lookup feature in the TA Site to perform a quick or advanced search for student information. This is useful if students signing in to your test session cannot remember their login information.

1. To perform a quick search, do the following:
 - a. In the banner, select **Student Lookup** (see [Figure 69](#)).
 - b. Enter a student's full EDUID and click **Submit EDUID**. Search results appear below the search field.

Figure 70. Student Lookup: Quick Search

Quick Search
Advanced Search
Close

Enter the student's full EDUID and click [Submit EDUID] to search for that student's record. Searches by partial EDUID are not permitted.

EDUID:

Search Results

First Name: Test
 Last Name: Demo
 Grade: 05
 EDUID: 600600613
 Date of Birth: 02022002
 Gender: F
 School: Demo inst 9999
 District: Demo district 9999
 RemoteProctoring:


2. To perform an advanced search:
 - a. In the banner, select **Student Lookup**, and then select **Advanced Search** (see [Figure 70](#)).
 - b. Select the appropriate district and school from the drop-down lists.
 - c. Select the appropriate grade.
 - d. *Optional:* Enter a student's exact first or last name. Partial names are not allowed.
 - e. Select **Search**. Search results appear below the search fields.
 - f. To view a student's information, click  in the Details column.

Figure 71. Student Lookup: Advanced Search

Quick Search | **Advanced Search** | Close

Use the drop-down menus to select the District, School, and Grade for your search. A First or Last Name is required.

District/School
Select a District/School

Grade
All Grades

First Name
[Text Input]

Last Name
[Text Input]

Search

Search Results

Student ID	First Name	Last Name	Grade	Details
99999991234	Demo	Student	3	[Details Icon]
99999991235	Demo	Student	3	[Details Icon]
99999991236	Demo	Student	3	[Details Icon]

T

Text-Response Questions

For text-response item types in the Student Testing Site, students can use a formatting toolbar. This toolbar is available above the response field for text response questions (see [Figure 71](#)) and also appears whenever students right-click anywhere in the text area. The formatting toolbar allows students to apply styling to text and use standard word-processing features. The lower-right corner of the response field displays the word count and character count for the student's response.

[Table 10](#) provides an overview of the formatting tools available




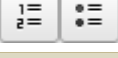







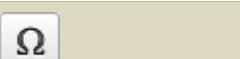

Figure 72. Text Response Question with Formatting Toolbar

B I U Ix | [List Icons] | [Undo/Redo] | English | Ω

The student uses this field to respond to the writing prompt.

Words 11/4000, # Chars 47/20000

Table 10. Description of Formatting Tools

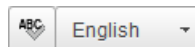
Tool	Description of Function
	<ul style="list-style-type: none"> Print the entered text.
	<ul style="list-style-type: none"> Bold, italicize, or underline selected text.
	<ul style="list-style-type: none"> Remove formatting that was applied to the selected text.
	<ul style="list-style-type: none"> Insert a numbered or bulleted list.
	<ul style="list-style-type: none"> Indent a line of selected text.
	<ul style="list-style-type: none"> Decrease indent of text.
	<ul style="list-style-type: none"> Cut selected text.
	<ul style="list-style-type: none"> Copy selected text.
	<ul style="list-style-type: none"> Paste copied or cut text.
	<ul style="list-style-type: none"> Undo the last edit to text or formatting in the response field.
	<ul style="list-style-type: none"> Redo the last undo action.
	<ul style="list-style-type: none"> Use spell check to identify potentially misspelled words in the response field. The drop-down list allows you to set a language for this tool.
	<ul style="list-style-type: none"> Add special characters in the response field.

Spell Check Feature

The spell check tool identifies words in the response field that may be misspelled.

1. Select a language for the spell check tool from the Spell Check drop-down list (see [Figure 72](#)), if necessary.

Figure 73. Spell Check Drop-Down List




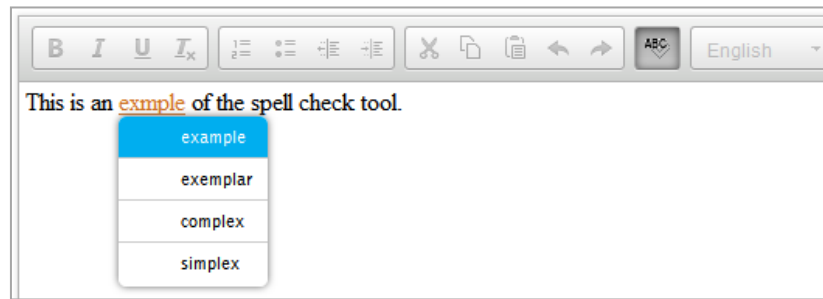

2. In the toolbar, select . Potentially incorrect words change color and become underlined.
3. Select a misspelled word. A list of suggestions appears (see [Figure 73](#)).


Figure 74. Spell Check Tool



4. Select a replacement word from the list. If none of the replacement words are correct, close the list by clicking anywhere outside it.
5. To exit spell check, select  again.

Special Characters Feature

Students can add mathematical, accented, and other symbols.

1. To add a special character, in the toolbar, select .
2. In the window that pops up, select the required character.

Transfer a Test Session

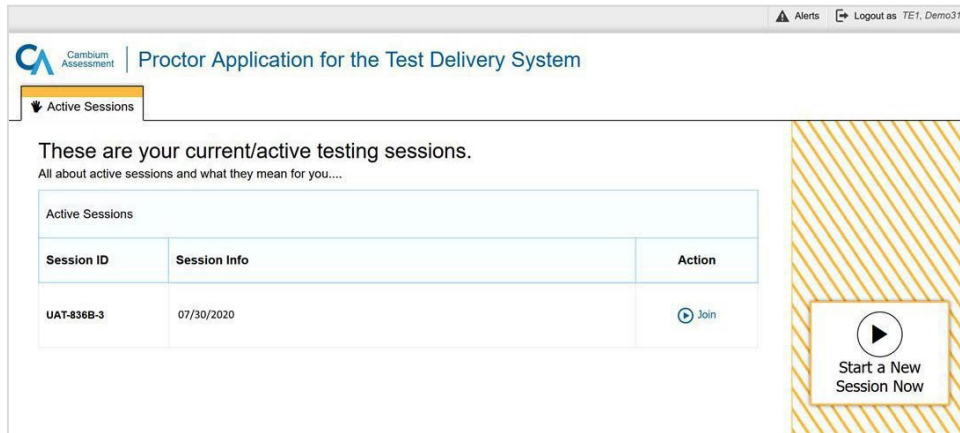
You can transfer an active test session from one device or browser to another without stopping the session or interrupting in-progress tests. This is useful in scenarios when your computer malfunctions or if you accidentally close the browser while a session is in progress.

Your session remains open until it times out. If you do not return to the active session within 30 minutes and there is no student activity during that time, the Online Testing System logs you out and pauses the students' tests.

The Online Testing System ensures that you can only administer a test session from one browser at a time. If you move a test session to a new device, you cannot simultaneously administer the session from the original browser or device.

1. While the session is still active on the original device or browser, log in to the TA Site on the new device or browser. The **Active Sessions** page appears (see [Figure 74](#)) listing the active session.

Figure 75. Active Sessions Page



2. Select **Join**. The test session page appears, allowing you to continue monitoring your students' progress. The test session on the previous computer or browser automatically closes. If the test session displays a timer, the timer continues counting down where it left off on the original device or browser.

If you do not wish to return to the active session, you can select **Start a New Session Now** to open the **Test Selection** window and create a new test session.

U

User Support and Troubleshooting Information

User Support

For information and assistance in using the Online Testing System, contact the ISAT Helpdesk. The Helpdesk is open Monday–Friday 8:00 a.m. to 8:00 p.m. Mountain Time (except holidays or as otherwise indicated on the Idaho Portal).

Idaho Help Desk

Toll-Free Phone Support: 1-844-560-7365

Email Support: IDHelpDesk@cambiumassessment.com

Test Administrator User Guide

Please provide the Helpdesk with a detailed description of your problem, as well as the following:

- Test Administrator name.
- If the issue pertains to a student, provide the student's EDUID and associated district or school. Do not provide the student's name.
- If the issue pertains to a TIDE user, provide the user's full name and email address.
- Any error messages and codes that appeared, if applicable.
- Affected test ID and question number, if applicable.
- Operating system and browser version information, including version numbers (for example, Windows 10 and Firefox 60 or Mac OS 10.14 and Safari 11).
- Information about your network configuration, if known:
 - Secure Browser installation (to individual devices or network).
 - Wired or wireless internet network setup.

Username and Password Issues

Your username for logging in to the TA Site is the email address associated with your account in TIDE. When you are added to TIDE, you receive an activation email containing a temporary link to the **Reset Your Password** page. To activate your account, you must set up your password within 15 minutes of the email being sent.

- **If your first temporary link expired:**

In the activation email you received, select the second link provided and proceed to request a new temporary link.

- **If you forgot your password:**

On the **Login** page, select **Forgot Your Password?** and then enter your email address in the *Email Address* field. You will receive an email with a new temporary link to reset your password.

- **If you did not receive an email containing a temporary link or authentication code:**

Check your spam folder to make sure your email program did not categorize it as junk mail. If you still do not have an email, contact your School or District Test Coordinator to make sure you are listed in TIDE.

- **Additional help:**

If you are unable to log in, contact the Idaho Help Desk for assistance. You must provide your name and email address. Contact information is available in the User Support section of this user guide.

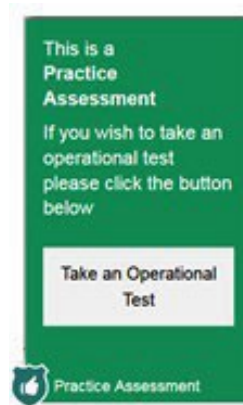
Common Student Sign-In Errors

The Online Testing System generates an error message if a student cannot sign in. The following are the most common student sign-in issues:

- **Session does not exist:**

The student entered the Session ID incorrectly or signed into the wrong site. Verify that the student correctly entered the active Session ID. Also, verify that both you and the student are using the correct sites. For example, students signed into the Student Training Site cannot access sessions created in the TA Interface. A message displayed in the bottom-left corner of the **Student Sign-In** page indicates which site the student is on (see [Figure 75](#)). If a student is on the wrong site, the student can select the button included in the message to proceed to the correct site.

Figure 76. Student Training Site Badge on the Login Page



- **Student information is not entered correctly:**

Verify that the student correctly entered the EDUID. If this does not resolve the error, use the Student Lookup tool to verify the student's information.

- **Session has expired:**

The Session ID corresponds to a closed session. Ensure that the student enters the correct Session ID and verify that your session is open. For more information about test sessions, see the section [How to Select Tests and Start a Test Session](#).

- **Student is not associated with the school:**

The student is not associated with your school, or you are not associated with the student's school.

Resolving Secure Browser Error Messages

This section provides possible resolutions for the following messages that students may receive when signing into tests using the Secure Browser.

- **You cannot log in with this browser:**

This message occurs when the student is not using the correct Secure Browser. To resolve this issue, ensure that the latest version of the Secure Browser is installed, and that the student launched the

Secure Browser instead of a standard web browser. If the latest version of the Secure Browser is already running, then log the student out, restart the device, and try again.

- **Looking for an internet connection...:**

This message appears when the Secure Browser cannot connect with the Online Testing System. This can occur if there is a network-related problem. Make sure that either the network cable is plugged in (for wired connections) or the Wi-Fi connection is live (for wireless connections). Also check if the Secure Browser must use specific proxy settings; if so, those settings must be specified as options when configuring the Secure Browser. If connection issues persist, contact a network technician.

- **Test Environment Is Not Secure:**

This message can occur when the Secure Browser detects a forbidden application running on the device. If this message appears on an iPad, ensure that either Autonomous Single App Mode or Automatic Assessment Configuration is enabled.

Change Log

Location	Change	Date
Posted to Portal	Updated for SY21-22	8/23/2021
Throughout	Updates for SY22-23	6/28/2022
Posted to Portal	Updated for SY22-23	7/28/2022

Appendix 5-C

Usability, Accessibility, and Accommodations Guidelines

ISAT ACCESSIBILITY FEATURES FOR ELA/LITERACY, MATHEMATICS, & SCIENCE

Idaho Usability, Accessibility, & Accommodations Guidelines



IDAHO STATE DEPARTMENT OF EDUCATION
ASSESSMENT & ACCOUNTABILITY | ISAT COMPREHENSIVE ASSESSMENT SYSTEM

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE / 711 TRS
WWW.SDE.IDAHO.GOV

SCHOOL YEAR 2022-2023

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INTRODUCTION

The Idaho State Department of Education (SDE) is committed to making the Idaho Standards Achievements Tests (ISATs) in English Language Arts (ELA)/Literacy, Mathematics, and Science accessible to all students. The purpose of the *Idaho Usability, Accessibility, and Accommodations Guidelines (UAAG)* is to outline and describe the accessibility features available to students when taking one of the interim or summative ISATs.

Idaho UAAG Background Information

Idaho is a member of the Smarter Balanced Assessment Consortium (Smarter Balanced). Therefore, our ISAT ELA/Literacy and Mathematics assessments are Smarter Balanced assessments and subject to all of the guidelines required by Smarter Balanced, including the *Smarter Balanced UAAG*.

Our ISAT Science assessments have been developed by Cambium Assessment, Inc., our testing vendor. While the accessibility features available on the ISAT Science assessments are not governed by those allowed on the Smarter Balanced assessments, the Idaho SDE has used the *Smarter Balanced UAAG* as a model for ISAT Science accessibility features. Having separate guidance documents for the ISAT ELA/Literacy and Mathematics assessments and the ISAT Science assessments has made it difficult for local education agencies (LEAs) to stay current on all of the accessibility features available to students when taking the ISATs across all content areas. The Idaho SDE recognizes the need for a single, comprehensive document that outlines all of the accessibility features available on the ISAT ELA/Literacy, Mathematics, and Science assessments. Since the vast majority of the accessibility features included in the *Smarter Balanced UAAG* are applicable to the ISAT Science assessments, it makes sense to start with the *Smarter Balanced UAAG* to create an *Idaho UAAG*.

Idaho UAAG

The Idaho SDE obtained permission from Smarter Balanced in June 2022 to make changes to the *Smarter Balanced UAAG* to create the *Idaho UAAG*, as long as the accessibility features for the Smarter Balanced assessments, our ISAT ELA/Literacy and Mathematics assessments, remain within those allowable by Smarter Balanced. Very little of the *Smarter Balanced UAAG* has been changed, although some of the content has been reorganized for ease of usage and to reflect our ISAT assessments in all content areas.

Smarter Balanced strives to provide every student with a positive and productive assessment experience, generating results that are a fair and accurate estimate of each student's achievement. Further, Smarter Balanced is building on a framework of accessibility for all students, including English Learners (ELs), students with disabilities, and ELs with disabilities, but not limited to those groups. In the process of developing its next-generation assessments to measure students' knowledge and skills as they progress toward college and career readiness, Smarter Balanced recognized that the validity of

assessment results depend on each and every student having appropriate universal tools, designated supports, and accommodations when needed, based on the constructs being measured by the assessment. Much of this document was developed for the Smarter Balanced members to guide the selection and administration of universal tools, designated supports, and accommodations.

The Smarter Balanced assessment is based on the Common Core State Standards (CCSS). Thus, the universal tools, designated supports, and accommodations that are appropriate for the Smarter Balanced assessment may be different from those that members allowed in the past. For the secure summative assessments, a member can only make available to students the universal tools, designated supports, and accommodations that are included in the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines (UAAG)*. A member may elect not to make available to its students any universal tool, designated support, or accommodation that is otherwise included in the *Guidelines* when the implementation or use of the universal tool, designated support, or accommodation is in conflict with a member's law, regulation, or policy.

The *Idaho UAAG* describes the Smarter Balanced universal tools, designated supports, and accommodations available for the Smarter Balanced assessments at this time (see [Appendix A](#)). Additionally, the *Idaho UAAG* describes the universal tools, designated supports, and accommodations available for the Cambium Assessment Inc. science assessments. The specific universal tools, designated supports, and accommodations approved by Smarter Balanced may change in the future if additional tools, supports, or accommodations are identified for the assessments based on member experience and research findings. Smarter Balanced has established a standing committee, including representatives from Governing members, that review suggested additional universal tools, designated supports, and accommodations to determine whether changes are warranted.

Proposed changes to the list of universal tools, designated supports, and accommodations are brought to Governing members for review, input, and vote for approval. Furthermore, members may issue temporary approvals (i.e., one summative assessment administration) for individual unique student accommodations or designated supports. K-12 leads will evaluate formal requests for unique accommodations/designated supports and determine whether or not the request poses a threat to the measurement of the construct. Upon issuing a temporary approval, the member will send documentation of the approval to the Consortium. The Consortium will consider all member-approved temporary accommodations/designated supports as part of the annual Consortium UAAG review process. If the Consortium determines it requires additional time to study the issue before the Consortium can engage in a vote, a member may notify the Consortium that the member intends to issue temporary approvals for the same accommodation/designated support during the next summative assessment administration. Members should include in their notification to the Consortium the intended use of the temporary accommodation/support and the rationale for issuing temporary authorizations for the next summative assessment administration. The Consortium will provide to members a list of the temporary accommodations/designated supports issued by members that are

not Consortium-approved accommodations/designated supports and cannot be authorized for the next summative assessment administration.

The *Idaho UAAG* reflects the Smarter Balanced framework for accessibility for all students; including English Learners (ELs), students with disabilities, ELs with disabilities, and other groups of students who may experience issues accessing the ISATs in ELA/Literacy, Mathematics, and/or Science. It describes the universal tools, designated supports, and accommodations available for the ISATs in all content areas (see [Appendix A](#)).

Intended Audience and Recommended Use

The *Idaho UAAG* is intended for district- and school-level personnel and decision-making teams, particularly Individualized Education Program (IEP) teams, as they prepare for and implement the ISATs. The *Idaho UAAG* provides information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The *Idaho UAAG* is also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The accessibility features outlined in the *Idaho UAAG* 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. This document focuses on universal tools, designated supports, and accommodations for the Smarter Balanced content assessments of English language arts (ELA)/literacy and mathematics (math) and for Cambium Assessment, Inc. (CAI) science assessments. At the same time, it supports important instructional decisions about accessibility and accommodations for students who participate in the ISATs. It recognizes the critical connection between accessibility and accommodations in instruction and accessibility and accommodations during assessment.

Recognizing Access Needs for All Students

All students (including students with disabilities, English learners (ELs), and ELs with disabilities) are to be held to the same expectations for participation and performance on the ISATs. Specifically, all students enrolled in tested grades are required to participate in the ISAT ELA/Literacy (grades 3 – 8 and 10), Mathematics (grades 3 – 8 and 10), and Science (grades 5, 8, and 11) assessments except:

- Students with the most significant cognitive disabilities who meet the participation criteria take the Idaho Alternate Assessment (IDAA) based on the Idaho Extended Content Standards (approximately 1% or fewer of the student population). Qualifying students takes the IDAA in all content areas.

- ELs who are enrolled for the first year in a U.S. school are exempt from taking the ISAT ELA/Literacy assessment. These students instead participate in their required English language proficiency assessment.

Federal laws governing student participation in assessments must meet the requirements of the Every Student Succeeds Act (ESSA) of 2016, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008).

Recognizing the diverse characteristics and needs of students who participate in the Smarter Balanced assessments, the Smarter Balanced members worked together through the Smarter Balanced Test Administration and Student Access Work Group to develop an Accessibility and Accommodations Framework that guided the Consortium as it worked to reach agreement on the specific tools, supports, and accommodations available for the assessment. The Work Group also considered research-based lessons learned about universal design, accessibility tools, and accommodations (see [Appendix B](#)).

The conceptual model that serves as the basis for the *Idaho UAAG* comes from the *Smarter Balanced UAAG* and is shown in [Figure 1](#). This figure portrays several aspects of ISAT accessibility features—universal tools (available for all students), designated supports (available when indicated by an adult or team), and accommodations [available need is documented in an Individualized Education Program (IEP) or 504 Plan]. It also portrays the additive and sequentially-inclusive nature of these three aspects. Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available to students for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). Accommodations are available only to those students with documented need as outlined on a student’s IEP or 504 Plan. Those students also may use designated supports and universal tools.

A universal tool for one content focus may be an accommodation for another content focus (see, for example, calculator). Similarly, a designated support may also be an accommodation, depending on the content target (see, for example, scribe). This approach is consistent with the emphasis that Smarter Balanced has placed on the validity of assessment results coupled with access. Universal tools, designated supports, and accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the Guidelines.

Also, as shown in [Figure 1](#), for each category of assessment features—universal tools, designated supports, and accommodations—there exists both embedded and non-embedded versions of the tools, supports, or accommodations depending on whether they are provided as digitally delivered components of the test administration system or separate from it.

Universal Tools

Designated Supports

Embedded

Breaks, Calculator, Digital notepad, English dictionary, English glossary, Expandable passages and/or items, Global notes, Highlighter, Keyboard navigation, Line reader, Mark for review, Math tools, Spell check, Strikethrough, Thesaurus, Writing tools, Zoom

Non-embedded

Breaks, English dictionary, Scratch paper, Thesaurus

Embedded

Color contrast, Illustration glossaries, Masking, Mouse pointer, Streamline, Text-to-speech, Text-to-speech in Spanish, Translated test directions, Translations (glossary), Translations (dual language), Turn off any universal tools

Non-embedded

Amplification, Bilingual dictionary, Color contrast, Color overlays, Illustration glossaries, Magnification, Medical supports, Noise buffers, Read aloud, Read aloud in Spanish, Scribe, Separate setting, Simplified test directions, Translated test directions, Translations (glossary)

Accommodations

Embedded

American Sign Language, Braille, Braille transcript, Closed captioning, Speech-to-text, Text-to-speech

Non-embedded

100s number table, Abacus, Alternate response options, Braille, Calculator, Multiplication table, Print on demand, Read aloud, Scribe, Speech-to-text, Word prediction

Figure 1. Conceptual Model Underlying the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines

The Conceptual Model recognizes that all students should be held to the same expectations for academic instruction aligned with the Idaho Content Standards and have available to them universal accessibility features. It also recognizes that some students may have certain characteristics and access needs that require the use of accommodations for instruction and when they participate in the ISATs.

The *Idaho UAAG* presents the current universal tools, designated supports, and accommodations adopted by Idaho to ensure valid assessment results for all students participating in the ISAT comprehensive assessment system.

Structure of the Document

This document is divided into several parts, as listed below.

- **Introduction:** This section introduces the document and the conceptual model that is the basis for the universal tools, designated supports, and accommodations in the *Idaho UAAG*.
- **Section I:** This section features the universal tools available on interim and summative ISATs.
- **Section II:** This section features the designated supports available on interim and summative ISATs.
- **Section III:** This section features the accommodations available on interim and summative ISATs.
- **Appendix A:** This appendix provides a summary list of allowable universal tools, designated supports, and accommodations.
- **Appendix B:** This appendix describes lessons learned from research on universal design, accessibility tools, and accommodations.
- **Appendix C:** This appendix provides answers to Frequently Asked Questions.
- **Appendix D:** This appendix provides the Smarter Balanced Read Aloud Guidelines (June 30, 2020).
- **Appendix E:** This appendix provides the Smarter Balanced Scribing Protocol (June 30, 2020).
- **Appendix F:** This appendix provides a Revision Log that lists all changes to this document from previous versions of the *Smarter Balanced UAAG* by section, page, description, date, and version.

SECTION I: UNIVERSAL TOOLS

What are Universal Tools?

Universal tools are accessibility features of the assessment that are either provided as digitally delivered components of the test delivery system (TDS) or separate from it. Universal tools are available to **all students** based on student preference and selection. The universal tools described in this section are not modifications. Universal tools all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the Guidelines. Unless otherwise noted or described, universal tools are available for ELA/Literacy, mathematics, and science assessments.

Embedded Universal Tools

The digitally delivered assessments include a wide array of embedded universal tools. These are available to all students as part of the TDS.

[Table 1](#) lists the embedded universal tools available to all students for computer-administered assessments. It includes a description of each tool. Although these tools are available to all students, educators may determine that one or more might be distracting for a particular student, and thus might indicate that the tool should be turned off for the administration of the assessment to the student (see Section II – Designated Supports).

Table 1. Embedded Universal Tools Available to All Students

Embedded Universal Tool	Description
Breaks	The number of items per session can be flexibly defined based on the student’s need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Calculator (for calculator-allowed math items, grades 6-8 and HS) (for science items, grades 5, 8, and 11) (See Non-embedded Accommodations for students who cannot use the embedded calculator)	An embedded, grade-appropriate, on-screen digital calculator can be accessed for calculator-allowed mathematics items, and all science items when students click on the calculator button. This tool is available only with the specific mathematics items for which the Smarter Balanced Item Specifications indicate that it would be appropriate. When the embedded calculator, as presented for all students, is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).

Embedded Universal Tool	Description
Digital notepad	This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
English dictionary (for ELA performance task full writes)	An English dictionary is available for the full write portion of an ELA performance task. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The student can access the embedded glossary by clicking on any of the pre-selected terms. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Expandable passages and/or items	Each passage/stimulus and/or associated item can be expanded so that it takes up a larger portion of the screen.
Global notes (for ELA performance tasks)	Global notes is a notepad that is available for ELA performance tasks in which students complete a full write. A full write is the second part of a performance task. The student clicks on the notepad icon for the notepad to appear. During the ELA performance tasks, the notes are retained from segment to segment so that the student may go back to the notes even though the student is not able to go back to specific items in the previous segment.
Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.
Keyboard navigation	Navigation throughout text can be accomplished by using a keyboard.
Line reader	The student uses an onscreen universal tool to assist in reading by raising and lowering the tool for each line of text on the screen.
Mark for review	Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
Math tools	These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to math items. They are available only with the specific items for which the Smarter Balanced Item Specifications indicate that one or more of these tools would be appropriate.
Spell check	Writing tool for checking the spelling of words in student-generated responses. Spell check only gives an indication that a word is misspelled; it does not provide the correct spelling. This tool is

Embedded Universal Tool	Description
	available only with the specific items for which the Smarter Balanced Item Specifications indicated that it would be appropriate. Spell check is bundled with other embedded writing tools for all performance task full writes (planning, drafting, revising, and editing). A full write is the second part of a performance task.
Strikethrough	Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.
Thesaurus (for ELA performance task full writes)	A thesaurus is available for the full write portion of an ELA/literacy performance task. A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Writing tools	Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for all student-generated responses. (Also see Spell check.)
Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the Zoom In button. The student can click the Zoom Out button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. To increase the default print size of the entire test, the print size must be set for the student in the test registration tool or set by the test administrator prior to the start of the test. This is the only feature that test administrators can set. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Non-Embedded Universal Tools

Some universal tools may need to be provided outside of the computer test administration system. These tools, shown in [Table 2](#), are to be provided locally for students. They can be made available to any student.

Table 2. Non-Embedded Universal Tools Available to All Students

Non-Embedded Universal Tool	Description
Breaks	Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy

Non-Embedded Universal Tool	Description
	assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English dictionary (for ELA performance task full writes)	An English dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Scratch paper	<p>Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers. Only plain paper or lined paper is appropriate for ELA. Graph paper is required beginning in sixth grade and can be used on all math assessments. Plain paper, lined paper and/or graph paper can be used for all science assessments. A whiteboard with a marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child's IEP or 504 Plan. Access to internet must be disabled on assistive technology devices.</p> <p>CAT: All scratch paper must be collected and securely destroyed at the end of each CAT assessment session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session.</p> <p>Performance Tasks: For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper, whiteboards, and/or assistive technology devices may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.</p>
Thesaurus (for ELA performance task full writes)	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

[Appendix A](#) provides a summary of universal tools, designated supports, and accommodations (both embedded and non-embedded) available for the ISATs in each content area.

SECTION II: DESIGNATED SUPPORTS

What are Designated Supports?

Designated supports are accessibility features available for use by **any student** for whom the need has been indicated by an educator or team of educators with parent/guardian and student. The designated supports described in this section are not modifications. Designated supports all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with these *Guidelines*. It is recommended that a consistent process be used to determine these supports for individual students. All educators making these decisions should be trained on the process and should be made aware of the range of designated supports available. Smarter Balanced members have identified digitally embedded and non-embedded designated supports for students for whom an adult or team has indicated a need for the support.

Designated supports need to be identified prior to assessment administration. Embedded and non-embedded supports must be entered into TIDE. Any non-embedded designated supports must be arranged for prior to testing and provided during testing by staff at the local level.

Who Makes Decisions About Designated Supports?

Informed adults make decisions about designated supports. Ideally, the decisions are made by all educators familiar with the student's characteristics and needs, as well as those supports that the student has been using during instruction and for other assessments. Student input to the decision, particularly for older students, is also recommended.

The use of an [Individual Student Assessment Accessibility Profile \(ISAAP\)](#), created and provided by Smarter Balanced, is one process that may be used to determine which designated supports should be available for an individual student. Schools may choose to use another decision-making process.

Regardless of the process used, all embedded designated supports must be activated prior to testing by entering information into the test registration tool.

Embedded Designated Supports

[Table 3](#) lists the embedded designated supports available to all students for whom the need has been indicated. It includes a description of each support along with recommendations for when the support might be needed. Unless otherwise noted or described, designated supports are available for ELA/Literacy, mathematics, and science assessments.

Table 3. Embedded Designated Supports

Embedded Designated Support	Description	Recommendations for Use
Color contrast	Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.	Students with attention difficulties may need this support for viewing test content. It also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student’s needs.
Illustration glossaries (for math items)	Illustration glossaries are a language support. The illustration glossaries are provided for selected construct-irrelevant terms for math. Illustrations for these terms appear on the computer screen when students select them. Students with the illustration glossary setting enabled can view the illustration glossary. Students can also adjust the size of the illustration and move it around the screen.	Illustration glossaries for specific items are available for students who are: <ul style="list-style-type: none"> • advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities). • deaf or hard of hearing, but who are not proficient in American Sign Language (ASL). The use of this support may result in the student needing additional overall time to complete the assessment.
Masking	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.	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This support also may be needed by students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.
Mouse pointer (Size and Color)	This embedded support allows the mouse pointer to be set to a larger size and also for the color to be changed. A test administrator sets	Students who are visually impaired and need additional enlargement or a mouse pointer in a different color to find more readily their

Embedded Designated Support	Description	Recommendations for Use
	<p>the size and color of the mouse pointer prior to testing.</p>	<p>mouse pointer on the screen will benefit from the mouse pointer support. Students who have visual perception challenges will also find this beneficial. The size and color are set during registration and cannot be changed during the administration of the assessment. Students should have ample opportunity to practice during daily instruction with the size and color to determine student preference. The mouse pointer can be used with the zoom universal tool. If students are using a magnification program (See Designated Support, magnification), the enlarged mouse pointer is built into magnification programs and mouse pointer may not be needed.</p>
<p>Streamlined Interface Mode</p>	<p>This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.</p>	<p>This designated support may benefit a small number of students who have specific learning and/or reading disabilities and/or visual impairment in which the text is presented in a more sequential format. Students should have familiarity interacting with items in streamline format.</p>
<p>Text-to-speech (for math and science stimuli and items and ELA items, not for reading passages)¹ (See Embedded Accommodations for ELA reading passages)</p>	<p>Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed, pause the voice, and or lower the volume of the voice via a volume control.</p>	<p>Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English braille proficiency. Students would need to use this support regularly during</p>

¹ See Embedded Accommodations for guidelines on the use of text-to-speech for ELA reading passages.

Embedded Designated Support	Description	Recommendations for Use
		instruction to meaningfully benefit from it on assessments. Students who use text-to-speech will need headphones unless tested individually in a separate setting.
Text-to-speech in Spanish (for math and science stimuli and items)	Text is read aloud to the student via embedded text-to-speech technology in Spanish. The student is able to control the speed, pause the voice, and or lower the volume of the voice via a volume control.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English braille proficiency. Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments. Students who use text-to-speech will need headphones unless tested individually in a separate setting.
Translated test directions (for math and science items)	Translation of test directions is a language support available prior to beginning the actual test items. Students can see test directions in another language. As an embedded designated support, translated test directions are automatically a part of the dual language translations designated support.	Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated directions support. This support should only be used for students who are proficient readers in the other language and not proficient in English.
Translation (Glossary) (for math items)	Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math. Translations for these terms appear on the computer screen when students click on them. Students with the language glossary setting enabled can view the translated glossary. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary.	Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translation glossary for specific items. The use of this support may result in the student needing additional overall time to complete the assessment.

<p>Language/Presentation (for math and science items)</p>	<p>Dual language translations are a linguistic support that is available for some students; dual language translations provide the full translation of each English test item and stimulus.</p>	<p>For students whose primary language is not English and who use dual language supports in the classroom, use of the dual language translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment.</p>
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Non-Embedded Designated Supports

Some designated supports may need to be provided outside of the digital-delivery system. These supports, shown in [Table 4](#), are to be provided locally for those students unable to use the designated supports when provided digitally.

Table 4. Non-Embedded Designated Supports

Non-Embedded Designated Support	Description	Recommendations for Use
Amplification	The student adjusts the volume control beyond the computer’s built in settings using headphones or other non-embedded devices.	Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security.
Bilingual dictionary (for ELA performance task full writes)	A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task.	For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.
Color contrast	Test content of online items may be printed with different colors.	Students with attention difficulties may need this support for viewing the test when digitally provided color contrasts do not meet their needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by

Non-Embedded Designated Support	Description	Recommendations for Use
		evidence of those colors that meet the student’s needs.
Color overlays	Color transparencies are placed over a paper-based assessment.	Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student’s needs.
Illustration Glossaries (for math and science items, paper/pencil assessment)	Illustration glossaries are a language support. The illustration glossaries are provided for selected construct-irrelevant terms for math. Illustrations for these terms appear in a supplement to the paper-pencil test and are identified by item number.	<p>Illustration glossaries for specific items are available for students who are:</p> <ul style="list-style-type: none"> • advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities). • deaf or hard of hearing, but who are not proficient in American Sign Language (ASL). <p>The use of this support may result in the student needing additional overall time to complete the assessment.</p>
Magnification	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) may be adjusted by the student with an assistive technology device or software. Magnification allows increasing the size and changing of the color contrast, including the size and color of the mouse pointer, to a level not provided for by the zoom universal tool, color contrast designated support, and/or mouse pointer designated support.	Students familiar with viewing enlarged text or graphics, or navigation buttons, with or without changes to color contrast, may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. The use of this designated support may result in the student needing additional overall time to complete the assessment.
Medical Device	Students may have access to medical supports for medical purposes (e.g., Glucose Monitor). The medical	Educators should follow local policies regarding medical supports and ensure students’ health is the highest

Non-Embedded Designated Support	Description	Recommendations for Use
	support may include a cell phone and should only support the student during testing for medical reasons.	priority. Electronic medical support settings must restrict access to other applications or the test administrator must closely monitor the use of the medical support to maintain test security. Use of medical supports may require a separate setting to avoid distractions to other test takers and to ensure test security.
Noise buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.	Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.
Read aloud (for math and science stimuli and items and ELA items, not for reading passages) (See Non-embedded Accommodations for ELA reading passages)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Guidelines for Read Aloud . All or portions of the content may be read aloud.	Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English braille proficiency. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis—not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.
Read aloud in Spanish	Spanish text is read aloud to the student by a trained and qualified human reader who follows the	Students receiving the translations (dual language) designated support and who are struggling readers may

Non-Embedded Designated Support	Description	Recommendations for Use
(for math and science, all grades)	administration guidelines provided in the Guidelines for Read Aloud in Spanish . All or portions of the content may be read aloud.	need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.
Scribe (for math and science items, except ELA performance task full write) (See Accommodations for ELA performance task full write)	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the administration guidelines provided in the Scribing Protocol for the ISAT Assessments .	Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses, may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment.
Separate setting	Test location is altered so that the student is tested in a setting different from that made available for most students.	Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by

Non-Embedded Designated Support	Description	Recommendations for Use
		<p>educators and/or specialists. Or the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher’s desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A specific adult, trained in a manner consistent with the Test Administration Manual (TAM), can act as test proctor (test administrator) when student requires it.</p>
Simplified test directions	<p>The test administrator simplifies or paraphrases the test directions found in the Guidelines for Simplified Test Directions.</p>	<p>Students who need additional support understanding the test direction may benefit from this resource. This designated support may require testing in a separate setting to avoid distracting other test takers.</p>
Translated test directions	<p>PDF of directions translated in each of the languages currently supported. Bilingual adult can read to student. The current ELA & Math Test Administration Translated Directions includes translated test directions in 19 languages.</p>	<p>Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated test directions. In addition, a biliterate adult trained in the Test Administration Manual can read the test directions to the student. The use of this support may result in the student needing additional overall time to complete the assessment.</p>
Translations (glossaries) (for math and science items,	<p>Translated glossaries are a language support. Translated glossaries are provided for selected construct-irrelevant terms for math. Glossary terms are listed by item and include</p>	<p>Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translation glossary for specific items.</p>

Non-Embedded Designated Support	Description	Recommendations for Use
paper-pencil assessment)	the English term and its translated equivalent.	The use of this support may result in the student needing additional overall time to complete the assessment.

[Appendix A](#) provides a summary of universal tools, designated supports, and accommodations (both embedded and non-embedded) available for the Smarter Balanced and Cambium Assessment, Inc. assessments.

SECTION III: ACCOMMODATIONS

What are Accommodations?

Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. The accommodations described in this section are not modifications. Accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidelines*. They allow students to show what they know and can do. Smarter Balanced members have identified digitally embedded and non-embedded accommodations for students for whom there is documentation of the need for the accommodations on an **Individualized Education Program (IEP) or 504 Plan**. One exception to the IEP or 504 requirements is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these), as noted in this section.

Determination of which accommodations an individual student will have available for the assessment is necessary because these accommodations must be made available before the assessment, either by entering information into the test registration tool, for embedded accommodations, or by ensuring that the materials or setting are available for the assessment for non-embedded accommodations.

The Smarter Balanced Test Administration and Student Access Work Group recognized that accommodations could increase cognitive load or create other challenges for students who do not need them or who have not had experience using them. Because of this possibility, Smarter Balanced members agreed that a student’s parent/guardian should know about the availability of specific accommodations through a parent/guardian report. This would ensure that parents/guardians are aware of the conditions under which their child participated in the assessment. Information included in the parent/guardian report should not be the basis for any educational decisions (such as eligibility for an Advanced Placement class) nor for documenting/reporting the use of the accommodation elsewhere (such as on a transcript).

Who Makes Decisions About Accommodations?

IEP teams and educators make decisions about accommodations. These teams (or educators for 504 Plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 Plan.

The IEP team (or educator developing the 504 Plan) is responsible for ensuring that information from the IEP is entered into the test registration tool, so that all embedded accommodations can be activated prior to testing. This can be accomplished by identifying one person from the team to enter information into the test registration tool, or by providing information to the test coordinator who enters into the test registration tool a form that lists all accommodations and designated supports needed by individual students on IEPs or 504 Plans.

Embedded Accommodations

[Table 5](#) lists the embedded accommodations available to those students for whom the accommodations are included on an IEP or 504 Plan. The table includes a description of each accommodation along with recommendations for when the accommodation might be needed and how it can be used. For those accommodations that may be considered controversial, a description of considerations about the use of the accommodation is provided. Unless otherwise noted or described, accommodations are available for ELA/Literacy, mathematics, and science assessments.

Table 5. Embedded Accommodations

Embedded Accommodation	Description	Recommendations for Use
American Sign Language (ASL) (for ELA listening items and math items)	Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.	Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere

Embedded Accommodation	Description	Recommendations for Use
		with clear presentation of the audio presentation in a listening test.
Braille	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 is available; Nemeth and UEB Math code(s) are available for math.	Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. Due to limitations with refreshable braille technology and math braille codes, refreshable braille is available only for ELA. For math, braille will be presented via embosser; embosser-created braille can be used for ELA also. Alternative text descriptions are embedded in the assessment for all graphics. The type of braille presented to the student (contracted or non-contracted) is set in the test registration tool. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Braille transcript (for math items, and ELA listening passages)	A braille transcript of the closed captioning created for the listening passages. The braille transcripts are available in the following codes: ELA <ul style="list-style-type: none"> • EBAE uncontracted • EBAE contracted • UEB uncontracted • UEB contracted 	Students may have difficulty hearing the listening portion of the passage and also do not have enough functional vision to read the closed captioning provided for the passage. These students who are visually impaired or blind and deaf or hard of hearing AND who use braille may have access to Braille Transcripts. These students must be registered in the test registration tool for both braille and closed captioning. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Closed captioning (for ELA listening items)	Printed text that appears on the computer screen as audio materials are presented.	Students who are deaf or hard of hearing and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this support

Embedded Accommodation	Description	Recommendations for Use
		<p>to access audio content. For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.</p>
Speech-to-text	<p>Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.</p>	<p>Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the embedded speech-to-text functionality and have had many opportunities to use it prior to testing. The embedded speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning</p>

Embedded Accommodation	Description	Recommendations for Use
		notes via speech-to-text, and to view what they produce while composing via speech-to-text.
Text-to-speech (available for ELA reading passages, all grades)	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed, pause the voice, and or lower the volume of the voice via a volume control. Members can refer to the Guidelines for Choosing TTS or Read Aloud in Grades 3-5 when deciding if this accommodation is appropriate for a student.	This accommodation is appropriate for a very small number of students. Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 Plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting.

Non-Embedded Accommodations

[Table 6](#) lists the non-embedded accommodations available for the Smarter Balanced assessments for those students for whom the accommodations are documented on an IEP or 504 Plan. The table includes a description of each accommodation, along with recommendations for when the accommodation might be needed and how it can be used. For those accommodations that may be considered controversial, a description of considerations about the use of the accommodation is provided.

Table 6. Non-Embedded Accommodations

Non-Embedded Accommodation	Description	Recommendations for Use
100s number table (for math items)	A paper-based table listing numbers from 1 – 100 available from Smarter Balanced for reference. Download the 100s Number Table by Smarter Balanced.	Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 Plan.
Abacus (for math and science items)	This tool may be used in place of scratch paper for students who typically use an abacus.	Some students, including students with visual impairments or with documented processing impairments, who typically use an abacus may use an abacus in place of using scratch paper.
Alternate response options	Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky	Students with some physical disabilities (including both fine motor and gross motor skills) may need to

Non-Embedded Accommodation	Description	Recommendations for Use
	Keys, Mouse Keys, Filter Keys, adapted mouse, touch screen, head wand, and switches.	use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform.
Braille (paper/pencil assessment)	<p>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). Codes available on paper-pencil:</p> <p>ELA</p> <ul style="list-style-type: none"> • EBAE uncontracted • EBAE contracted • UEB uncontracted • UEB contracted <p>Mathematics</p> <ul style="list-style-type: none"> • EBAE uncontracted with Nemeth • EBAE contracted with Nemeth • UEB uncontracted with Nemeth • UEB contracted with Nemeth • UEB uncontracted with UEB math • UEB contracted with UEB math 	Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The type of braille presented to the student (contracted or non-contracted) is set in the test registration tool. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Calculator (for calculator allowed math items only, grades 6-8 and HS) (for science items, grades 5, 8, and 11)	A non-embedded, stand-alone calculator for students needing a specialized calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform.	Students who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless

Non-Embedded Accommodation	Description	Recommendations for Use
		connectivity, and all security procedures need to be followed.
Multiplication table (for math items)	A paper-based multiplication table containing numbers 1 – 12 will be available from Smarter Balanced for reference. Download the Multiplication Table by Smarter Balanced.	For students with a documented and persistent calculation disability (i.e., dyscalculia).
Print on demand	Paper copies of either passages/stimuli and/or items are printed for students. For those students needing a paper copy of a passage or stimulus, permission for the students to request printing must first be set in the test registration tool. For those students needing a paper copy of one or more items, the member’s help desk must be contacted by the school or district coordinator to have the accommodation set for the student.	Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment.
Read aloud (for ELA reading passages, all grades) (See Designated Supports for ELA items and math items)	Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the Smarter Balanced Test Administration Manual and Guidelines for Read Aloud . All or portions of the content may be read aloud. Members can refer to the Guidelines for Choosing TTS or Read Aloud in Grades 3-5 when deciding if this accommodation is appropriate for a student.	This accommodation is appropriate for a very small number of students. Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 Plan. A student should have the option of asking a reader to slow down or repeat text. The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting.
Scribe (for ELA performance task full write) (See Designated Supports for	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the administration guidelines provided in the Smarter Balanced Test Administration Manual.	Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students’ responses

Non-Embedded Accommodation	Description	Recommendations for Use
math and other ELA items)		<p>verbatim on the ELA performance task full write. The full write is the second part of the performance task. The use of this accommodation may result in the student needing overall additional time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.</p>
Speech-to-text	<p>Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.</p>	<p>Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text</p>

Non-Embedded Accommodation	Description	Recommendations for Use
		via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text, and to view what they produce while composing via speech-to-text.
Word prediction	<p>Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, see text-to-speech, or read aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices.</p>	<p>Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.</p>

[Appendix A](#) provides a summary of universal tools, designated supports, and accommodations (both embedded and non-embedded) available for the Smarter Balanced and Cambium Assessment, Inc. assessments.

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APPENDIX A: SUMMARY OF UNIVERSAL TOOLS, DESIGNATES SUPPORTS, AND ACCOMMODATIONS

Table 7: Embedded Universal Tools, Designated Supports, and Accommodations

Universal Tools	Designated Supports	Accommodations
Breaks	Color contrast	American Sign Language ¹³
Calculator ²	Illustration glossaries ⁸	Braille Transcript
Digital Notepad	Masking	Closed Captioning ¹⁴
English Dictionary ³	Mouse pointer	Speech-to-text
English Glossary	Streamlined Interface	Text-to-Speech ¹⁵
Expandable Passages and/or Items	Text-to-speech ⁹	Text-to-Speech in Spanish
Global Notes ⁴	Text-to-speech in Spanish	
Highlighter	Translated test directions ¹⁰	
Keyboard Navigation	Translations (glossary) ¹¹	
Line Reader	Translations (dual language) ¹²	
Mark for Review	Turn off any universal tools	
Math Tools ⁵		
Spell Check		
Strikethrough		
Thesaurus ⁶		
Writing Tools ⁷		
Zoom		

² For calculator-allowed math items only in grades 6–8 and HS, and for science items in grades 5, 8, and 11

³ For ELA performance task full writes

⁴ For ELA performance tasks

⁵ Includes embedded ruler, embedded protractor

⁶ For ELA performance task full writes

⁷ Includes bold, italic, underline, indent, cut, paste, spell check, bullets, undo/redo

⁸ For math items

⁹ For math and science stimuli and items and ELA items (not for reading passages)

¹⁰ For math items

¹¹ For math items

¹² For math items

¹³ For ELA listening items and math items

¹⁴ For ELA listening items

¹⁵ For ELA reading passages, all grades

Table 8: Non-Embedded Universal Tools, Designated Supports, and Accommodations

Universal Tools	Designated Supports	Accommodations
Breaks English Dictionary ¹⁶ Scratch Paper Thesaurus ¹⁷	Amplification Bilingual Dictionary ¹⁸ Color Contrast Color Overlays Illustration Glossaries ¹⁹ Magnification Medical Supports Noise Buffers Read Aloud ²⁰ Read Aloud in Spanish ²¹ Scribe ²² Separate Setting Simplified Test Directions Translated Test Directions Translations (Glossary) ²³	100s Number Table Abacus Alternate Response Options ²⁴ Braille ²⁵ Calculator ²⁶ Multiplication Table Print on Demand Read Aloud ²⁷ Scribe ²⁸ Speech-to-Text Word Prediction

¹⁶ For ELA performance task full writes

¹⁷ For ELA performance task full writes

¹⁸ For ELA performance task full writes

¹⁹ For math items, paper-pencil assessment

²⁰ For math and science stimuli and items and ELA items (not for reading passages)

²¹ For math, all grades

²² For all items except ELA performance task full writes

²³ For math items on the paper-pencil assessment

²⁴ Includes adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, Filter Keys, adapted mouse, touch screen, head wand, and switches.

²⁵ For math and ELA paper-pencil assessment

²⁶ For calculator-allowed items only, grades 6–8 and HS

²⁷ For ELA reading passages, all grades

²⁸ For ELA performance task full writes

APPENDIX B: RESEARCH-BASED LESSONS LEARNED ABOUT UNIVERSAL DESIGN, ACCESSIBILITY TOOLS, AND ACCOMMODATIONS

More than half of all Consortium members participated in research spurred by the opportunity that members had to develop alternate assessments based on modified achievement standards (AA-MAS). The research conducted since 2007 provides numerous findings that are relevant to the next-generation assessments. Lessons learned from this research that are relevant to the Smarter Balanced assessment system are highlighted here.²⁹

Who might benefit from accessibility features identified by AA-MAS research?

Several studies explored the characteristics of students who might benefit from an AA-MAS and the accessibility features incorporated in the assessment. These studies consistently found:

- Students with and without Individualized Education Programs (IEPs) and 504 Plans would likely benefit from assessments with increased accessibility features.
- Students identified for the AA-MAS or who were among the lowest performing students in a member state/territory tended to be males, ethnic or racial minorities, English learners, or from low socioeconomic backgrounds.
- Students identified for the AA-MAS tended to have difficulty with:
 - Print materials
 - High vocabulary load materials
 - Directions
 - Multi-step problem solving
- Students identified for the AA-MAS tended to have:
 - Distractibility
 - Limited meta-cognitive skills
 - Poor organizational skills
 - Poor self-monitoring skills
 - Slower work pace
 - Limited working memory capacity

²⁹ The research used to develop this summary was highlighted in the document *Lessons Learned in Federally Funded Projects That Can Improve the Instruction and Assessment of Low Performing Students with Disabilities*, edited by M. Thurlow, S. Lazarus, and S. Becharod (2012), available at <https://nceo.umn.edu/docs/OnlinePubs/LessonsLearned.pdf>, and presentations by the authors of three of the chapters in the *Lessons Learned* report, Sue Becharod, Vince Dean, Sheryl Lazarus, and Shelly Loving-Ryder, along with representatives from the two general assessment consortia (PARCC – Tamara Reavis; Smarter Balanced – Magda Chia).

What changes can be made to test items and tests that do not change the construct being assessed?

Many studies examined the effects of changes to test items or the tests themselves. Among those changes that did not violate the construct were:

- Enhanced directions
- Increased size of text and visuals
- Increased white space
- Simplified formats, including simplified visuals
- Underlining

Among those changes that might not violate the construct, depending on how the construct was specifically defined, were:

- Adding visuals
- Bolding text
- Simplifying language in item stems
- Changing distractors by editing the attractive distractor or changing the order of distractors
- Chunking text by embedding questions within a passage
- Reordering items
- Providing thought questions or hint boxes
- Scaffolding for vocabulary, definition, context, inference, or complex questions

Other findings highlighted the need for individualized decisions about some accessibility features. For example:

- Read-aloud features are differentially effective for and preferred by students.
- Some features increase engagement and motivation in students.
- Too many features can be confusing to students.

Researchers found that students needed to have the opportunity to practice new item types and new accessibility features. In addition, their research emphasized the benefits of cognitive labs and item tryouts with students.

What can test developers do build on the lessons learned from AA-MAS research and implementation?

Many studies and AA-MAS implementation efforts pointed to considerations for test developers. For example:

- Require item-writer training that focuses on universal design and accessibility principles.
- Develop items from scratch rather than attempting to modify existing items to increase universal design and accessibility characteristics.

- Ensure that all users understand the purpose of the assessment through professional development activities.
- Always consider format changes that might increase the accessibility of items and tests but make changes to content and cognitive load only after careful delineation of the purpose and content targets of the assessment.
- Engage in research on the effects of individual changes and combinations of changes intended to increase universal design and accessibility.
- Implement innovative items with caution, and only after exploring the accessibility implications of the innovative items.

APPENDIX C: SMARTER BALANCED UAAG FREQUENTLY ASKED QUESTIONS

Smarter Balanced members identified frequently asked questions (FAQs) and developed applicable responses to support the information provided in the Smarter Balanced Assessment Consortium *Usability, Accessibility, and Accommodations Guidelines*. These questions and responses, as well as the information in the *Guidelines* document apply to the Smarter Balanced interim and summative assessments.

Members may use these FAQs to assist districts and schools to understand the universal tools, designated supports, and accommodations available for the Smarter Balanced assessments. Schools may use them with decision-making teams (including parents) as decisions are made and implemented with respect to the use of the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*.

Additional information to aid in the implementation of the *Guidelines* is available in the *Individual Student Assessment Accessibility Profile (ISAAP) Module*, the *Test Administration Manual*, and the *Implementation Guide*. These documents may be found on the [Smarter Balanced website](#).

The FAQs are organized into four sections. First are general questions. Second is a set of questions about specific universal tools and designated supports. Questions that pertain specifically to English learners (ELs) comprise the third set of FAQs, and questions that pertain specifically to students with disabilities comprise the fourth set of FAQs.

Overview of FAQs

1. *What are the differences among the three categories of universal tools, designated supports, and accommodations?*
2. *Which students should use each category of universal tools, designated supports, and accommodations?*
3. *What is the difference between embedded and non-embedded approaches? How might educators decide what is most appropriate?*
4. *Who determines how non-embedded accommodations (such as read aloud) are provided?*
5. *Are any students eligible to use text-to-speech or read aloud for ELA reading passages on the Smarter Balanced assessments?*
6. *Why are some accommodations that were allowed on previous assessments not listed in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?*
7. *Under which conditions may a member elect not to make available to its students an accommodation that is allowed by Smarter Balanced?*
8. *Can members allow additional universal tools, designated supports, or accommodations to individual students on a case-by-case basis?*
9. *What is to be done for special cases of “sudden” physical disability?*
10. *Who reviewed the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?*
11. *Where can a person go to get more information about making decisions on the use of designated supports and accommodations?*

12. *What security measures need to be taken before, during, and after the assessment for students who use universal tools, designated supports, and/or accommodations?*
13. *Who is supposed to input information about designated supports and accommodations into the test registration tool? How is the information verified?*
14. *Are there any supplies that schools need to provide so that universal tools, designated supports, and accommodations can be appropriately implemented?*
15. *What happens when accommodations listed in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines do not match any accommodations presented in the student's IEP or 504 Plan?*
16. *Are there accessibility resources that members have discussed and agreed not to include in the Smarter Balanced test?*
17. *What are the process and timeline for updating and making changes to the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?*
18. *Is the digital notepad universal tool fully available for ELA and math? Will a student's notes be saved if the student takes a 20-minute break?*
19. *For the global notes universal tool, if a student takes a break of 20 minutes, do the notes disappear?*
20. *For the highlighter universal tool, if a student pauses a test for 20 minutes, do the highlighter marks disappear?*
21. *How are students made aware that the spell check universal tool is available when moving from item to item?*
22. *For the zoom universal tool, is the default size specific to certain devices? Will the Test Administration Manual provide directions on how to do this adjustment?*
23. *For the English glossary universal tool, how are terms with grade- and context-appropriate definitions made evident to the student?*
24. *For the mark for review universal tool, will selections remain visible after a 20-minute break?*
25. *Can universal tools be turned off if it is determined that they will interfere with the student's performance on the assessment?*
26. *How are the language access needs of ELs addressed in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?*
27. *Why are resources to support English language proficiency needs classified as universal tools and designated supports?*
28. *Is text-to-speech available for ELs to use?*
29. *What languages are available to ELs in text-to-speech?*
30. *For which content areas will the Consortium provide translation supports for students whose primary language is not English?*
31. *Does a student need to be identified as an English learner in order to receive translation and language supports? What about foreign language exchange students?*
32. *For the translated test directions designated support, what options are available for students who are advancing toward English language proficiency and need support with understanding test directions? Can a human reader of directions in the native language be provided?*
33. *How is the translations glossary non-embedded designated support different from the bilingual dictionary?*
34. *Will translations be available in language dialects/variants?*
35. *What accommodations are available for students with disabilities (including ELs with disabilities)?*

36. *Is an embedded ASL accommodation available on ELA items that are not part of the listening portion of the test?*
37. *Will sign languages other than ASL (including signing in other languages) be available?*
38. *Can interpreters be used for students who are deaf or hard of hearing who do not use ASL?*
39. *What options do districts have for administering Smarter Balanced assessments to students who are blind?*
40. *Why is the non-embedded abacus an accommodation for the non-calculator items? Doesn't an abacus serve the same function as a calculator?*
41. *Can students without documented disabilities who have had a sudden injury use any of the Smarter Balanced accommodations?*
42. *How will the test administrator know prior to testing that the print on demand accommodation may be needed?*
43. *For the print on demand accommodation, how are student responses recorded—by a scribe or some other method?*
44. *How do member officials monitor training and qualifications for the non-embedded read aloud accommodation?*
45. *For students taking the paper-pencil test, can read aloud be provided in small groups?*
46. *If students are using their own devices that incorporate word prediction, will this impact their score?*
47. *How are assistive technology (AT) devices certified for use for the Smarter Balanced assessments?*
48. *What kind of medical supports may be used by students? What monitoring is needed?*
49. *For text-to-speech designated support and text-to-speech accommodation, can the student have their responses read back to them?*

General FAQs

1. What are the differences among the three categories of universal tools, designated supports, and accommodations?

Universal tools are access features that are available to all students based on student preference and selection. Designated supports for the Smarter Balanced assessments are those features that are available for use by any student (including English learners, students with disabilities, and English learners with disabilities) for whom the need has been indicated by an educator or team of educators (with parent/guardian and student input as appropriate). Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments by generating valid assessment results for students who need them and allowing these students the opportunity to show what they know and can do. The *Usability, Accessibility, and Accommodations Guidelines* identify accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 Plan.

Universal Tools, designated supports, and accommodations may be either embedded in the test administration system or provided locally (non-embedded).

2. Which students should use each category of universal tools, designated supports, and accommodations?

Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available only to students for whom an adult or team (consistent with member-designated practices) has indicated the need for these supports (as well as those students for whom the need is documented).

Accommodations are available only to those students with documentation of the need through either an Individualized Education Program (IEP) or a 504 Plan. Students who have accommodations on their IEPs or 504 Plans also may use designated supports and universal tools.

Table 9: What Tools are Available for My Students:

Accessibility Feature	All Students	English Learners (Els)	Students with Disabilities	ELs with Disabilities
Universal Tools	Yes	Yes	Yes	Yes
Designated Supports	Yes ³⁰	Yes ³¹	Yes	Yes
Accommodations	No	No	Yes	Yes

3. What is the difference between embedded and non-embedded approaches? How might educators decide what is most appropriate?

Embedded versions of the universal tools, designated supports, and accommodations are provided digitally through the test delivery system while non-embedded versions are provided at the local level through means other than the test delivery system. The choice between embedded and non-embedded universal tools and designated supports should be based on the individual student’s needs. The decision should reflect the student’s prior use of, and experience with, both embedded and non-embedded universal tools, designated supports, and accommodations. It is important to note that although print on demand is a non-embedded accommodation, permission for students to request printing must first be set in the test registration tool.

4. Who determines how non-embedded accommodations (such as read aloud) are provided?

IEP teams and educators make decisions about non-embedded accommodations. These teams (or educators for 504 Plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 Plan. Members are responsible for ensuring that districts and schools follow Smarter Balanced guidance on the implementation of these accommodations.

5. Are any students eligible to use text-to-speech or read aloud for ELA reading passages on the Smarter Balanced assessments?

³⁰ Only for instances that an adult (or team) has deemed the supports appropriate for a specific student’s testing needs.

³¹ Only for instances that an adult (or team) has deemed the supports appropriate for a specific student’s testing needs.

For students in all grades, text-to-speech or read aloud is available on ELA reading passages as a non-embedded accommodation for students whose need is documented on an IEP or 504 Plan, subject to each member's laws, regulations, and policies. Text-to-speech and read aloud are available on reading passages in all grades. Text-to-speech and read aloud for ELA reading passages are not available for ELs (unless the student has an IEP or 504 Plan). Whenever text-to-speech is used, appropriate headphones must be available to the student, unless the student is tested individually in a separate setting. Similarly, if the student receives a read aloud accommodation, the student may need to be tested in a small group or individual setting (also see [FAQ 45](#)).

6. *Why are some accommodations that were allowed on previous assessments not listed in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?*

After examining the latest research and conducting numerous discussions with external and member experts, Smarter Balanced members approved a list of universal tools, designated supports, and accommodations applicable to the current design and constructs being measured by its tests and items within them. Upon review of new research findings or other evidence applicable to accessibility and accommodations considerations, the list of specific universal tools, designated supports, and accommodations approved by Smarter Balanced may be subject to change. The Consortium has established a standing committee, including members from Governing members, to review suggested adjustments to the list of universal tools, designated supports, and accommodations to determine whether changes are warranted.

Proposed changes to the list of universal tools, designated supports, and accommodations will be brought to Governing members for review, feedback, and approval. Furthermore, members may issue temporary approvals (i.e., one summative assessment administration) for individual students.

Member leads will evaluate formal requests for temporary approvals and determine whether the request poses a threat to the measurement of the construct. The formal requests will include documentation of the student need, the specific nature of the universal tools, designated supports, or accommodations, and the plan for follow-up monitoring of use. Upon issuing a temporary approval, the member will send documentation of the approval to the Consortium. The Consortium will consider all member-approved temporary accommodations as part of the Consortium accommodations review process. The Consortium will provide to members a list of the temporary accommodations issued by members that are not Consortium-approved accommodations. In subsequent years, members will not be able to offer as a temporary accommodation any temporary accommodation that has been rejected by the Consortium.

7. *Under which conditions may a member elect not to make available to its students an accommodation that is allowed by Smarter Balanced?*

The Consortium recognizes that there should be a careful balance between the need for uniformity among members and the need for members to maintain their autonomy. To maintain this balance,

individual members may elect not to make available an accommodation that is in conflict with the member's laws, regulations, or policies.

8. *Can members allow additional universal tools, designated supports, or accommodations to individual students on a case-by-case basis?*

Yes, only in certain restricted and emergent circumstances. To address emergent issues that arise at the local level, authorized staff members will have the authority to provide temporary approvals for individual students. Authorized staff members include only those individuals who are familiar with the constructs the Smarter Balanced assessments are measuring, so that students are not inadvertently provided with universal tools, designated supports, or accommodations that violate the constructs being measured.

The temporary approvals for individual students will be submitted to Smarter Balanced for review. Temporary approvals accepted by Smarter Balanced will be incorporated into the official guidelines released by Smarter Balanced in the following year or continue to be investigated for acceptance. Authorized staff members are not to add any universal tools, designated supports, or accommodations to the Smarter Balanced Guidelines; only the Smarter Balanced Consortium may do so.

9. *What is to be done for special cases of “sudden” physical disability?*

One exception to the IEP or 504 requirements is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. For these situations, students may use the speech-to-text or scribe accommodations (if deemed appropriate based on the student having had sufficient experience with the use of the accommodations).

10. *Who reviewed the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?*

In addition to individuals and officials from the Smarter Balanced Governing members, several organizations and their individual members provided written feedback during the creation of the Guidelines. Furthermore, Smarter Balanced facilitates an annual process to solicit feedback from members. This feedback includes both feedback from each member in addition to stakeholder feedback provided to members.

11. *Where can a person go to get more information about making decisions on the use of designated supports and accommodations?*

Practice and training tests provide students with experiences that are critical for success in navigating the platform easily. The practice and training tests may be particularly important for those students who will be using designated supports or accommodations because the practice tests can provide data that may be useful in determining whether a student might benefit from the use of a particular designated support or accommodation. It is important that students have ample opportunities to use selected designated supports and accommodations in daily instruction.

In addition, it is recommended that decision makers refer to professional development materials provided by Smarter Balanced or state offices on the *Individual Student Assessment Accessibility Profile (ISAAP)* or member-developed process, as well as other member-developed materials consistent with the Smarter Balanced Implementation Guide.

Additional information on the decision-making process, and ways to promote a thoughtful process rather than an automatic reliance on a checklist or menu, is available through materials developed by groups of members.³²

12. What security measures need to be taken before, during, and after the assessment for students who use universal tools, designated supports, and/or accommodations?

Test security involves maintaining the confidentiality of test questions and answers and is critical in ensuring the integrity of a test and validity of test results. Ensuring that only authorized personnel have access to the test and that test materials are kept confidential is critical in technology-based assessments. In addition, it is important to guarantee that (a) students are seated in such a manner that they cannot see each other's terminals, (b) students are not able to access any unauthorized programs or the internet while they are taking the assessment, and (c) students are not able to access any externally saved data or computer shortcuts while taking the test. Prior to testing, the IEP team should check on compatibility of assistive technology devices and make appropriate adjustments if necessary. When a non-embedded designated support or accommodation is used that involves a human having access to items (e.g., reader, scribe), procedures must be in place to ensure that the individual understands and has agreed to security and confidentiality requirements. Test administrators need to (a) keep testing materials in a secure place to prevent unauthorized access, and (b) keep all test content confidential and refrain from sharing information or revealing test content.

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

³² These materials were developed by collaboratives of members to address decision making for students with disabilities, ELs, and ELs with disabilities:

- *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities* (3rd ed.). Washington, DC: Assessing Special Education Students State Collaborative on Assessment and Student Standards, Council of Chief State School Officers.
- *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners*. Washington, DC: Assessing English Language Learners State Collaborative on Assessment and Student Standards, Council of Chief State School Officers.
- *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of English Language Learners with Disabilities*. Washington, DC: Assessing Special Education Students and English Language Learners State Collaboratives on Assessment and Student Standards, Council of Chief State School Officers.

The following test materials must be securely stored between each testing session and destroyed immediately after the student's completion of the test:

- Scratch paper and all other paper handouts written on by students during testing;
 - Please note, for mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed to maintain test security. If the student is using an assistive technology device, the test administrator must ensure that all test materials are deleted from the device.
- Any reports or other documents that contain personally identifiable student information; and
- Printed test items or stimuli.

Additional information on this topic is provided in the Test Administration Manual (TAM).

13. Who is supposed to input information about designated supports and accommodations into the test registration tool? How is the information verified?

Generally, a school or district will designate a person to enter information into the test registration tool. Often this person is a test coordinator. For those students for whom an IEP team (or educator developing the 504 Plan) is identifying designated supports as well as accommodations, that team or educator is responsible for ensuring that information from the IEP (or 504 Plan) is entered appropriately so that all embedded accommodations can be activated prior to testing.

Entry of information for IEP and 504 students can be accomplished by identifying one person from the team to enter information or by providing information to the person designated by the school or district to enter data into the test registration tool. For students who are ELs, an educator who knows the student well and is familiar with the instructional supports used in the classroom should provide information to the person designated to enter information into the test registration tool.

14. Are there any supplies that schools need to provide so that universal tools, designated supports, and accommodations can be appropriately implemented?

Schools should determine the number of headphones they will provide (for text-to-speech, as well as for the listening test) and other non-embedded universal tools (e.g., thesaurus), designated supports (e.g., bilingual dictionary), and accommodations (e.g., multiplication table) for students. An alternative is to identify these as items that students will provide on their own.

15. What happens when accommodations listed in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines do not match any accommodations presented in the student's IEP or 504 Plan?

IEP or 504 teams should consider accommodations a student needs in light of the *Smarter Balanced Guidelines*. If it is decided that a specific accommodation is needed that is not included in the

Guidelines, the team should submit a request for a temporary approval to the member. The member contact will judge whether the proposed accommodation poses a threat to the constructs measured by the Smarter Balanced assessments; based on that judgment, the member contact will either issue a temporary approval or will deny the request.

Temporary approvals will be forwarded to a standing committee; this committee makes a recommendation to the Governing members about future incorporation of new accommodations into the *Smarter Balanced Guidelines*.

16. Are there accessibility resources that members have discussed and agreed not to include in the Smarter Balanced test?

There are several accessibility resources that members discussed with external experts, discussed with members, and agreed not to include in the Smarter Balanced test:

- Translated “word list” for ELA tests
- Bilingual dictionary for all ELA items except for the full write portion of the ELA Performance Task; the full write is the second part of a Performance Task.
- Calculator on mathematics items in grades 3-5
- External protractor/ruler for online mathematics tests
- Members also agreed to keep the current scribing policy; members agreed not to restrict it.
- Members also agreed not to change the font style.
- Graphic organizers that are not created by the student (see Scratch paper policy)

Universal Tools and Designated Supports FAQs

Available to All Students

17. What are the processes and timeline for updating and making changes to the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?

Smarter Balanced asks members to request changes to the *Guidelines* once each year. The process for making changes to the *Usability, Accessibility, and Accommodations Guidelines* is initiated by a survey that Smarter Balanced administers in January and February. Member leads or designees then submit requests via the survey. Upon collecting the survey results, Smarter Balanced engages in a process during February and March to examine research, solicit feedback from external experts and advisory committees, and discuss the requests with the UAAG Committee. Any new policy and/or change to an existing policy that the UAAG committee recommends is brought to member leads for a vote. Smarter Balanced then updates the *Guidelines* as necessary and posts the updated version the last week of June.

18. Is the digital notepad universal tool fully available for ELA and math? Will a student’s notes be saved if the student takes a 20-minute break?

The digital notepad is available on all items across both content areas. As long as a student or test administrator activates the test within the 20-minute break window, the notes will still be there. There is no limit on the number of pauses that a student can take in one test sitting.

19. For the global notes universal tool, if a student takes a break of 20 minutes, do the notes disappear?

Global notes, which are used for ELA performance tasks only, will always be available until the student submits the test, regardless of how long a break lasts or how many breaks are taken.

20. For the highlighter universal tool, if a student pauses a test for 20 minutes, do the highlighter marks disappear?

If a student is working on a passage or stimulus on a screen and pauses the test for 20 minutes to take a break, the student will still have access to the information visible on that particular screen. However, students do lose access to any information highlighted on a previous screen.

21. How are students made aware that the spell check universal tool is available when moving from item to item?

When appropriate, items include universal tools available for students to use. For the spell check tool, a line will appear under misspelled words.

22. For the zoom universal tool, is the default size specific to certain devices? Will the Test Administration Manual provide directions on how to do this adjustment?

The default size is available to all students and is not specific to certain devices. Information on how to use the zoom universal tool is included in the directions at the beginning of each test. Please note that in addition to zoom, students may have access to magnification and an enlarged mouse pointer, which are non-embedded designated supports.

23. For the English glossary universal tool, how are terms with grade- and context-appropriate definitions made evident to the student?

Selected terms have a light rectangle around them. If a student hovers over the terms, the terms with the attached glossary are highlighted. A student can click on the terms and a pop-up window will appear. In addition, a student can click on the audio button next to each term to hear it.

24. For the mark for review universal tool, will selections remain visible after a 20-minute break?

If a student takes a break for longer than 20 minutes, the student will not be able to access items from previous screens.

25. Can universal tools be turned off if it is determined that they will interfere with the student's performance on the assessment?

Yes. If an adult (or team) determines that a universal tool might be distracting or that students do not need to use them or are unable to use them, that universal tool can be turned off. This information must be noted in the test registration tool prior to test administration.

FAQs Pertaining to English Learners (ELs)

26. How are the language access needs of ELs addressed in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines?

The language access needs of ELs are addressed through the provision of numerous universal tools and designated supports. These include universal tools, such as English dictionaries and thesauri for full writes and English glossaries, and designated supports such as translated test directions and glossaries. These are not considered accommodations in the Smarter Balanced assessment system.

27. Why are resources to support English language proficiency needs classified as universal tools and designated supports?

- Resources that support students' needs regarding English language proficiency are different from resources that support students' needs associated with disabilities. Historically, assessment systems have confounded these two types of student needs.
- Students who are not formally classified as English learners may benefit from access to language supports on Smarter Balanced assessments. Therefore, associating language supports exclusively with formal English learner classification is unnecessarily limiting and potentially harmful.
- Smarter Balanced makes available resources to support English language proficiency needs as embedded universal tools and designated supports to ensure that the greatest number of students has access to these resources.
- English learners who also have disabilities can be provided access to accommodations as identified in their IEPs/504 Plans.

28. Is text-to-speech available for ELs to use?

Text-to-speech is available as a designated support to all students (including ELs) for whom an adult or team has indicated it is needed for math items and for ELA items (but not ELA reading passages). Text-to-speech for ELA reading passages is available for an EL in all grades only if the student has an IEP or 504 Plan. For text-to-speech to be available for an EL, it must be entered into the test registration tool.

29. What languages are available to ELs in text-to-speech?

Text-to-speech is currently available in English and in Spanish. However, the translated glossaries include an audio component automatically available to any student with the translated glossaries embedded designated support.

30. For which content areas will the Consortium provide translation supports for students whose primary language is not English?

For mathematics, the Consortium will provide full translations in American Sign Language, dual language translations in Spanish (with the ability to toggle among content in Spanish, English, or both languages with Spanish translation presented directly above the English item), and primary language pop-up glossaries in various languages and dialects including Arabic, Burmese, Cantonese, Filipino, Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, and Vietnamese. For the

listening portion of the English Language Arts assessment, Smarter Balanced will provide full translations in American Sign Language delivered digitally through the test delivery system.

Only translations that have gone through the translation process outlined in the *Smarter Balanced Translation Accommodations Framework for Testing English Language Learners in Mathematics* would be an accepted support.

31. Does a student need to be identified as an English learner in order to receive translation and language supports? What about foreign language exchange students?

Translations and language supports are provided as universal tools and designated supports. Universal tools are available to all students. Designated supports are available to those students for whom an adult (or team) has determined a need for the support. Thus, these are available to all students, regardless of their status as an EL. Foreign language exchange students would have access to all universal tools and those designated supports that have been indicated by an adult (or team).

32. For the translated test directions designated support, what options are available for students who do not understand the language available in the digital format? Can a human reader of directions in the native language be provided?

If a student would benefit from a read aloud/text-to-speech designated support in another language, then the test directions should be provided in that other language. Available as supplements to the *Test Administration Manual*, the directions include translated test administration scripts. The reader or text-to-speech device should be able to provide the directions in the student's language without difficulty due to accent or register. To ensure quality and standardized directions, the reader or text-to-speech device should only use directions that have undergone professional translation by the Consortium prior to testing. Smarter Balanced provides a PDF of the translated test directions in Arabic, Burmese, Cantonese, Dakota, French, Haitian-Creole, Hmong, Ilokano, Japanese, Korean, Lakota, Mandarin, Punjabi, Russian, Somali, Spanish, Tagalog, Ukrainian, Vietnamese, and Yup'ik.

33. How is the translations glossary non-embedded designated support different from the bilingual dictionary?

The translations glossary non-embedded designated support includes the customized translation of pre-determined construct-irrelevant terms that are most challenging to English learners. The translation of the terms is context-specific and grade-appropriate. Bilingual dictionaries often do not provide context-specific information nor are they customized. In addition, the translated glossary includes an audio support.

34. Will translations be available in language dialects/variants?

Translated glossaries are available in different languages and dialects including Arabic, Burmese, Cantonese, Filipino, Hmong, Korean, Mandarin, Punjabi, Russian, Somali, Spanish, Ukrainian, and Vietnamese.

FAQs Pertaining to Students with Disabilities

35. What accommodations are available for students with disabilities (including ELs with disabilities)?

Students with disabilities (including those who are ELs) can use embedded accommodations (e.g., American Sign Language, braille) and non-embedded accommodations (e.g., abacus, alternate response options, speech-to-text, word prediction) that have been documented on an IEP or 504 Plan. These students also may use universal tools and designated supports. A full list of accommodations can be found in the Guidelines document, [Table 5](#) and [Table 6](#).

36. Is an embedded ASL accommodation available on ELA items that are not part of the listening portion of the test?

The embedded ASL accommodation is not currently available on any ELA items that are not part of the listening claim. For the listening portion of the test, a student who is deaf or hard of hearing who has a documented need in an IEP or 504 Plan may use the embedded ASL.

37. Will sign languages other than ASL (including signing in other languages) be available?

Currently, only ASL is available.

38. Can interpreters be used for students who are deaf or hard of hearing who do not use ASL?

Smarter Balanced has consulted with external experts who have unanimously advised against this practice. Research indicates severe challenges with standardization and quality.

39. What options do districts have for administering Smarter Balanced assessments to students who are blind?

Students who are blind and who prefer to use braille should have access to either screen reader support with refreshable braille (only for ELA) or screen reader support with on-site embosser-created braille (for ELA or math). Students who are blind may also take a paper-pencil form of the assessment in braille. Various braille codes are offered for both online and paper-pencil braille.

For those students who are blind and prefer to use text-to-speech, access to text-to-speech should be provided for the math test and for ELA items only (text-to-speech is not available on ELA reading passages without a specific documented need in the student's IEP or 504 Plan).

Non-embedded read aloud accommodation in all grades is available for students who have an indicated need on ELA reading passages in their IEP or 504 Plan. Students should participate in the decision about the accommodation they prefer to use and should be allowed to change during the assessment if they ask to do so. Students can have access to both braille and text-to-speech that are embedded in the Smarter Balanced assessment system.

40. Why is the non-embedded abacus an accommodation for the non-calculator items? Doesn't an abacus serve the same function as a calculator?

An abacus is similar to the sighted student using paper and pencil to write a problem and do calculations. The student using the abacus must understand number sense and must know how to do calculations with an abacus.

41. Can students without documented disabilities who have had a sudden injury use any of the Smarter Balanced accommodations?

Students without documented disabilities who have experienced a physical injury that impairs their ability to use a computer may use some accommodations, provided they have had sufficient experience with them. Both speech-to-text and scribe are accommodations that are available to students who have experienced a physical injury such as a broken hand or arm, or students who have become blind through an injury and have not had sufficient time to learn braille. Prior to testing a student with a sudden physical injury, regardless of whether a 504 Plan is started, test administrators should contact their district test coordinator or other authorized individuals to ensure the test registration system accurately describes the student’s status and any accommodations that the student requires.

42. How will the test administrator know prior to testing that the print on demand accommodation may be needed?

The test administrator will know this information prior to testing because accommodations need to be documented beforehand and print on demand is an accommodation. Any accommodations—including both embedded and non-embedded accommodations—need to be entered into the test registration tool. The print on demand accommodation applies to either passages/stimuli or items, or both.

43. For the print on demand accommodation, how are student responses recorded—by a scribe or some other method?

The method of recording student responses depends on documentation in the IEP or 504 Plan (e.g., after first recording responses on the paper version, the student could enter responses into the computer, or the scribe could enter responses into the computer). All individuals acting as a scribe must have read, agreed to, and signed a test security agreement.

44. How do member officials monitor training and qualifications for the non-embedded read aloud accommodation?

Members will need to develop processes and procedures to monitor training and the qualifications of individuals who provide the read aloud accommodation when text-to-speech is not appropriate for a student. Member officials can use the Smarter Balanced [ELA Audio Guidelines](#) and [Mathematics Audio Guidelines](#) available online to obtain additional information about recommended processes to follow. Members can also use the *Smarter Balanced Read Aloud Guidelines* (see [Appendix D](#)).

45. For students taking the paper-pencil test, can read aloud be provided in small groups?

For a paper-pencil test, read aloud can be administered to a small group of students as long as the students are taking the same test (e.g., grade, content area) and students have experience testing

under this condition. The number of students in the small group should allow a student to ask the reader to slow down or to repeat text without the request distracting others. For online assessments, readers should be provided to students on an individual basis.

46. If students are using their own devices that incorporate word prediction, will this impact their score?

Word prediction is an allowable non-embedded accommodation. The students' score will not be affected under these circumstances. Students using these devices must still use their knowledge and skills to review and edit their answers.

47. How are assistive technology (AT) devices certified for use for the Smarter Balanced assessments?

Assistive technology device manufacturers may use the Smarter Balanced practice test through a secure browser as a method of determining whether a device works with the assessment. In addition, schools and districts can use the practice test through a secure browser to evaluate devices to ensure their functions are consistent with those allowed in the UAAG.

48. What kind of medical supports may be used by students? What monitoring is needed?

Medical supports would encompass any supports that have been prescribed or recommended by a medical professional who supports the student's health. The student's health and well-being are the highest priority. Medical supports may require the use of an app on a cell phone or tablet. These supports are not exhaustive but may include: glucose monitors, durable medical equipment, hearing aids, FM systems, service animals, etc. The use of medical supports may require a separate setting or additional monitoring by the test administrator to ensure the student is not accessing the internet for any other purpose.

49. For text-to-speech designated support and text-to-speech accommodation, can the student have their responses read back to them?

Text-to-speech is available as a designated support to all students for whom an adult or team has indicated it is needed for math items and for ELA items (but not ELA reading passages). Text-to-speech for ELA reading passages is available for students in all grades only if the student has an IEP or 504 Plan. Both policies allow text to be read to the student, including student responses. For text-to-speech (designated support or accommodation) and text-to-speech student responses to be available for a student, they must be entered into the test registration tool.

APPENDIX D: SMARTER BALANCED UAAG REVISION LOG

Updates to the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* are captured in this Revision Log. Updates are based on requests from members that do not impact policy. Any changes impacting policy require discussion and vote by Governing members. Updates captured in the Revision Log are separated into two categories:

- **Clarification:** Updates of this type add details to existing information included in the Guidelines.
- **Increased Flexibility:** Updates of this type reflect explicatory information included in the Guidelines that result in augmented access to Smarter Balanced assessments.

Revisions are captured in tracking tables according to category. In cases where both **Clarification** and **Increased Flexibility** edits are made, changes to the Guidelines will be captured in Table 11: **Increased Flexibility**.

Table 10: Clarification

Section	Page	Clarification: Description of Changes	Date	Version
Table 3	9	Consistently used the term “ELA reading passages” instead of “ELA passages” to clarify availability of text-to-speech as an embedded designated support.	03/12/14	1.2
Table 4	12	Consistently used the term “ELA reading passages” instead of “ELA passages” to clarify availability of read aloud as a non-embedded designated support.	03/12/14	1.2
Table 5	17	Consistently used the term “ELA reading passages” instead of “ELA passages” to clarify availability of text-to-speech as an embedded accommodation.	03/12/14	1.2
Table 6	19	Consistently used the term “ELA reading passages” instead of “ELA passages” to clarify availability of read aloud as a non-embedded accommodation.	03/12/14	1.2
Table 3	10	Added verbiage clarifying the audio component of translated glossaries.	08/01/14	2.1
Table 3	10	Added clarifying language for the translated test directions embedded designated support, “As an embedded designated support, translated test directions are automatically a part of the stacked translation designated support.”	11/5/14	2.2

Section	Page	Clarification: Description of Changes	Date	Version
Appendix C	32	Added question 16 to FAQs, which reflects information about a state vote addressing accessibility resources discussed and not included.	11/5/14	2.2
Global	No page	References to Consortium “states” were changed to “members.”	6/1/15	3.1
Global	No page	References to TIDE were changed to ART.	6/1/15	3.1
Figure 1	No page	Updated graphic to reflect new resources.	6/1/15	3.1
Introduction	5	Updated to include all appendices (A–E) and descriptions.	6/1/15	3.1
Table 1 Table 6 Appendix A	6 19 23	Inserted grade levels for which calculators are permitted.	6/1/15	3.1
Table 4	15	Updated the description of non-embedded Translations (Glossaries) to reflect that it is a resource available only for paper-pencil tests.	6/1/15	3.1
Appendix C	36	Added question 43 to FAQs to clarify small-group administration of the Read Aloud.	6/1/15	3.1
Appendix D	39	Example added to guidance regarding misspellings in the Read Aloud Protocol.	6/1/15	3.1
Table 4	14	Updated description of Separate Setting to include, “or to use a device requiring voicing (e.g., a Whisper Phone).”	8/15/15	3.2
Appendix C	32	Added FAQ 17 to describe the process for updating the UAAG.	8/15/15	3.2
Introduction	9	Elementary and Secondary Education Act (ESEA) (reauthorized as the No Child Left Behind Act of 2001 – NCLB) replaced with: Every Student Succeeds Act (ESSA) of 2016 and/or ESSA	7/1/16	4.1
Introduction FAQ 2	3	To maintain consistency throughout the document, the description of DS updated to: Designated	7/1/16	4.1

Section	Page	Clarification: Description of Changes	Date	Version
	27	supports are available to students for whom the need has been indicated by an educator (or team of educators with parent/guardian and student).		
Section Introductory Text	6 9 16	Added verbiage to introductory text to clarify impact of using accessibility resources: "The following [Universal Tools/Designated Supports/Accommodations] are not modifications. Universal tools all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the <i>Guidelines</i> ."	7/1/16	4.1
Table 4 Table 6	13 20	Read Aloud policy clarified and updated for consistency through document to indicate use of separate setting may be needed.	7/1/16	4.1
Table 5	18	Incorrect reference to "Read Aloud" corrected to Text-to-speech.	7/1/16	4.1
Table 6	21	To maintain consistency in the document, a footnote referencing appendix A was added.	7/1/16	4.1
FAQ 1	26	Formatting updated to increase readability.	7/1/16	4.1
FAQ 10	29	Verbiage updated to more clearly reflect current process for soliciting feedback.	7/1/16	4.1
FAQ 11	29	Updated link to the Practice test	7/1/16	4.1
FAQ 12	30	Update verbiage to align with new policy on scratch paper, which includes use of white boards and assistive technology devices	7/1/16	4.1
FAQ 29	35	Updated the link to the translations accommodation framework	7/1/16	4.1
Global	No page	English language learner updated to English learner	6/30/17	4.2
Global	No page	Formatting updates to increase readability. Editorial changes to increase consistency within and across documentation and to include updated information and references.	6/30/17	4.2

Section	Page	Clarification: Description of Changes	Date	Version
Table 4	14	Added verbiage to Magnification, “Magnification allows increasing the size and changing of the color contrast, including the size and color of the mouse pointer , to a level not provided for by the zoom universal tool, color contrast designated support, and/or mouse pointer designated support. ”	6/30/17	4.2
Table 3, Table 4	11, 14	To Read aloud and Text-to-speech, added clarifying verbiage, “for math stimuli and items.”	6/30/17	4.2
Table 4	15	To Separate Setting, added verbiage, “use Amplification” and “It may also include a calming device or support as recommended by educators and/or specialists.”	6/30/17	4.2
Table 4	15	For Scribe, added clarifying verbiage, “(for all items except ELA performance task full write. (See Accommodations for ELA performance task full write)”	6/30/17	4.2
Table 5	18	Included updated verbiage on technology, “Due to limitations with refreshable braille technology and math” and “Alternative text descriptions are embedded in the assessment for all graphics.”	6/30/17	4.2
Table 6	20	Inserted grade levels to the 100s Number Table	6/30/17	4.2
Table 6	20	For Scribe, added clarifying verbiage, “(for ELA performance task full write.) (See Designated Supports for all items except ELA performance task full write)”	6/30/17	4.2
Global	No page	Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization.	6/28/18	6.1
FAQ 27	41	Added FAQ, Why are resources to support English language proficiency needs classified as universal tools and designated supports?	6/28/18	6.1
Read Aloud Protocol	49-53	Removed “numbers greater than 99, however, should be read as individual numbers” and updated the examples that follow for this removal	6/28/18	6.1

Section	Page	Clarification: Description of Changes	Date	Version
Read Aloud Protocol	50-52	Added examples for square roots, functions, comparing lines, shapes and angles, trigonometry, and images/graphics, diagrams. Removed example for graphic organizer.	6/28/18	6.1
Read Aloud Protocol	60	Updated reference links	6/28/18	6.1
Scribing Protocol	61	From the section guiding scribing for selected responses, removed “Scribes should request clarification from the student about the use of capitalization, punctuation, and the spelling of words, and must allow the student to review and edit what the scribe has written.”	6/28/18	6.1
Global	No page	Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization	6/27/19	7.1
Table 4	15	Changed “Medical Device” to “Medical Supports” and updated the verbiage to reflect the change	6/27/19	7.1
Table 5	20	Updated verbiage for Braille, “Contracted and non-contacted Braille is available; Nemeth and UEB technical code(s) are available for math.”	6/27/19	7.1
Appendix A	28	Changed “Medical Device” to Medical Supports”	6/27/19	7.1
FAQ 11	39	Removed reference links	6/27/19	7.1
FAQ 32	44	Added Burmese, Hmong, and Somali	6/27/19	7.1
FAQ 34	46	Added Burmese, Hmong, and Somali; removed Tagalog and Ilokano	6/27/19	7.1
Appendix C	48	Added FAQ, What kind of medical supports may be used by students? What monitoring is needed?	6/27/19	7.1
Scribing Protocol	No page	Updated reference links	6/27/19	7.1

Table 11: Increased Flexibility

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Table 2	8	Scratch paper, the non-embedded universal tool, description has additional details regarding the performance task testing sessions: “For mathematics and ELA performance tasks, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed to maintain test security.”	03/12/14	1.2
Table 4	14	Added information regarding the availability of translated test directions in PDF format. New accessibility resource also added to Figure 1 and Appendix A.	08/01/14	2.1
Table 4	14	To separate setting, added that, “A specific adult, trained in a manner consistent with the TAM, can act as test proctor (test administrator) when student requires it.”	08/01/14	2.1
Table 4	13	Added information regarding the availability of noise buffers. New accessibility resource also added to Figure 1 and Appendix A.	08/01/14	2.1
Appendix C	26	Added the FAQs section.	08/01/14	2.1
Table 4	13	Moved noise buffers from non-embedded accommodations to non-embedded designated support. Same change was made to graphic and Appendix A table.	11/5/14	2.2
Table 5	18	Added descriptive information on the Streamline accommodation. Streamline was also added to graphic and Appendix A table.	11/5/14	2.2
Table 6	20	Throughout document, updated the policy on Read Aloud non-embedded Accommodation, per member vote on 3/6/15	3/9/15	2.3

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Appendix D	38	Added Read Aloud protocol reflecting change in policy as per member vote on 3/6/15	3/9/15	2.3
Intro, Appendix C	1 28	Added descriptive information regarding temporary approvals for individual unique student accommodations or designated supports. Language to address this language included in FAQ 6.	6/1/15	3.1
Table 4	13	Added information regarding the availability of Read Aloud in Spanish. New accessibility resource also added to Figure 1 and Appendix A.	6/1/15	3.1
Table 4	14	Updated the information on Translated Test Directions to include ELA	6/1/15	3.1
Table 6, Appendix C	20 35	Removed the conditional school year 2014-2015 for the Read Aloud non-embedded accommodation on ELA passages. Language consistent with this change included in FAQ 37.	6/1/15	3.1
Appendix C	34	Added languages to reflect all languages offered for Translated Test Directions to FAQ 30.	6/1/15	3.1
Table 2	9	To Scratch Paper, added verbiage, “A whiteboard with marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window) are permitted to make notes.” ... “Access to internet must be disabled on assistive technology devices.” ... “All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session.” ... “whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.”	7/1/16	4.1
Table 4	14	Added information regarding the availability of Designated Support, Simplified Test Directions. New accessibility resource also added to Figure 1 and Appendix A.	7/1/16	4.1
Table 6	19	Added information regarding the availability of Accommodation, 100s Number Table. New accessibility resource also added to Figure 1 and Appendix A.	7/1/16	4.1

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Table 1	7	Added information regarding the availability of the embedded Universal Tool, Line reader. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 1	7	Updated information to acknowledge the availability of the embedded Universal Tool, Thesaurus. Resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 3	11	Added information regarding the availability of the embedded Designated Support, Mouse pointer. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 4	13	Added information regarding the availability of the non-embedded Designated Support, Amplification. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 5	19	Added information regarding the availability of the embedded Accommodation, Braille Transcript. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 6	20	Added information to acknowledge the availability of the non- embedded (paper-pencil) Accommodation, Braille. Resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 6	23	Added information regarding the availability of the non-embedded Accommodation, Word Prediction. New accessibility resource also added to Figure 1 and Appendix A.	6/30/17	5.1
Table 2	8	Added to the description for the non-embedded universal tool, scratch paper, “including the use of digital graph paper” and “familiar to the student and/or” and removed “and acceptable to the member.”	6/28/18	6.1
Table 3	11	Streamline added as an embedded designated support.	6/28/18	6.1

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Table 4	14	Added policy for non-embedded designated support, medical device. New accessibility resource also added to Figure 1 and Appendix A.	6/28/18	6.1
Table 5	20	Added the UEB codes that will be available for embedded braille in the 18-19 school year.	6/28/18	6.1
Table 5	20	Removed the embedded accommodation, streamline. As described above, streamline was added as an embedded designated support.	6/28/18	6.1
Table 6	21	Added “including students with visual impairments or with documented processing impairments” to the recommendations for use for the abacus policy.	6/28/18	6.1
Table 3	11	Added information regarding the availability of embedded Designated Support, Illustration Glossaries. New accessibility resource also added to Figure 1 and Appendix A.	6/27/19	7.1
Table 4	15	Added information regarding the availability of non-embedded Designated Support, Illustration Glossaries. New accessibility resource also added to Figure 1 and Appendix A.	6/27/19	7.1
Global	No page	References to “ART” were changed to “test registration tool.”	6/30/20	8.1
Global	No page	Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization.	6/30/20	8.1
Table 1	9	For Calculator, changed grade levels from “6-8 and 11” to “6-8 and HS.” Change also applied in Table 6 and Appendix A.	6/30/20	8.1
Table 1	10	Added “and/or items” to Expandable passages resource name.	6/30/20	8.1
Table 1	10	Added to the description for the non-embedded universal tool, Expandable passages and/or items, “passage/stimulus and/or associated item”	6/30/20	8.1

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Table 2	11	For Scratch paper, updated verbiage “Scratch paper to make notes, write computations, or record responses may be available” to “Students may use blank scratch paper to make notes, write computations, record responses, or create graphic organizers.”	6/30/20	8.1
Table 3	15	For Text-to-speech, updated verbiage “This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction” to “Students would need to use this support regularly during instruction to meaningfully benefit from it on assessments.”	6/30/20	8.1
Table 6	25	Removed grade levels from 100s number table.	6/30/20	8.1
Table 6	26	For Calculator, updated verbiage “A non-embedded, stand-alone calculator for students needing a specialized calculator...” to the resource description.	6/30/20	8.1
Table 6	26	For Calculator, removed “with visual impairments” from the recommendations for use and updated verbiage “Test administrators should ensure that the calculator is available only for designated calculator items and that calculator functions are consistent with those of the embedded calculator for each grade level. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.”	6/30/20	8.1
Table 6	26	Removed grade levels from Multiplication table. Updated resource description verbiage from “A paper-based multiplication table will be available from Smarter Balanced for reference” to “A paper-based multiplication table containing numbers 1 – 12 will be available from Smarter Balanced for reference.”	6/30/20	8.1
FAQ 16	43	Removed “Multiplication table for mathematics items in grade 3” and added “Graphic organizers that are not created by the student (see Scratch paper policy).”	6/30/20	8.1

Section	Page	Increased Flexibility: Description of Changes	Date	Version
Global	No page	Carried out minor editorial changes to the text of the document to remove spelling or grammatical errors and to increase consistency in terminology and capitalization.	4/15/21	9.1
Table 1	No page	For English glossary, removed “accommodation” and updated description verbiage “The use of this universal tool may result in the student needing additional overall time to complete the assessment.”	4/15/21	9.1
Table 3	No page	For Translated test directions (for math items), removed “stacked” and updated description verbiage “As an embedded designated support, translated test directions are automatically a part of the dual language translations designated support.”	4/15/21	9.1
Table 3	No page	For Translated test directions (for math items), removed “have limited English language skills” and updated recommendations for use verbiage “Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated directions support.”	4/15/21	9.1
Table 3	No page	For Translations (glossaries) (for math items), removed “have limited English language skills (whether or not designated as ELs or ELs with disabilities)” and updated recommendations for use verbiage “Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translation glossary for specific items.”	4/15/21	9.1
Table 3	No page	Changed “Translations (stacked)” to “Translations (dual language). Change also applied to Figure 1.	4/15/21	9.1
Table 3	No page	For Translations (dual language), updated description verbiage “Dual language translations are a linguistic support that is available for some students; dual language translations provide the full translation of each English test item and stimulus.”	4/15/21	9.1
Table 3	No page	For Translations (dual language), removed “stacked” from the recommendations for use and updated	4/15/21	9.1

Section	Page	Increased Flexibility: Description of Changes	Date	Version
		verbiage “For students whose primary language is not English and who use dual language supports in the classroom, use of the dual language translation may be appropriate.”		
Table 4	No page	For Read aloud in Spanish (for mathematics, all grades), removed “stacked” and updated recommendations for use verbiage “Students receiving the translations (dual language) designated support and who are struggling readers...”	4/15/21	9.1
Appendix C	No page	For FAQ 30, updated verbiage for answer.	4/15/21	9.1
Appendix C	No page	Added FAQ #49, For text-to-speech designated support and text-to-speech accommodation, can the student have their responses read back to them?	4/15/21	9.1
Figure 1	8	Updated graphic to add new embedded designated support: Text- to-speech in Spanish.	6/30/22	10.1
Figure 1	8	Updated graphic to add new embedded accommodation: Speech- to-text.	6/30/22	10.1
Table 1	53	For Spell check, updated description verbiage “Spell check is bundled with other embedded writing tools for math and ELA items with open-ended student responses.”	6/30/22	10.1
Table 3	15	For Text-to-speech, updated recommendations for use verbiage “This support also may be needed by students with reading- related disabilities, or by students who are blind and are advancing toward English braille proficiency.”	6/30/22	10.1
Table 3	15	Added new resource: embedded Text-to-speech in Spanish.	6/30/22	10.1
Table 4	22	For Read aloud, updated recommendations for use verbiage “This support also may be needed by students with reading-related disabilities, or by students who are blind and are advancing toward English braille proficiency.”	6/30/22	10.1

Table 4	18	For Translated test directions, updated recommendations for use verbiage “Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translated test directions.”	6/30/22	10.1
Table 4	18	For Translations (glossaries), updated recommendations for use for verbiage “Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities).”	6/30/22	10.1
Table 5	24	For Braille, changed UEB Technical to UEB math per Braille Authority of North America changed standard.	6/30/22	10.1
Table 5	24	Added new resource: embedded Speech-to-text.	6/30/22	10.1
Table 6	27	For Braille, changed UEB Technical to UEB math per Braille Authority of North America changed standard.	6/30/22	10.1
Appendix A	35	Added embedded resources Text-to-speech in Spanish as a designated support and Speech-to-text as an accommodation.	6/30/22	10.1
Appendix C	49	For FAQ #32, updated verbiage for FAQ and answer.	6/30/22	10.1
Appendix C	58	For FAQ #17, updated verbiage for answer.	6/30/22	10.2
Appendix C	48	For FAQ #29, updated verbiage for answer.	6/30/22	10.2

Appendix 5-D

Test Information Distribution Engine (TIDE) User Guide



Test Information Distribution Engine (TIDE) User Guide

2022-2023

Published March 16, 2023

Prepared by Cambium Assessment, Inc.



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Introduction to TIDE

This user guide provides instructions on how to use TIDE.

At its core, TIDE is a registration system for users who will access assessment systems and students who will take interim and summative tests. Users of all CAI systems must be added to TIDE before they can access any CAI system. Students must be added to TIDE before they can test in the test delivery system (TDS). Rosters must be added in TIDE so Reporting can display scores at the classroom, school, district, and state level. During testing, TIDE users can print test tickets, manage test improprieties, and monitor test progress. After testing, TIDE users can clean up data.

Figure 1. TIDE Dashboard



You can use TIDE to perform the following tasks:

- You can add new **users** or modify existing **user accounts** in TIDE so district and school personnel can access TIDE and other CAI systems. Users must be registered in TIDE to access other CAI systems.
- You can add new **students** or modify existing **student accounts** so students can take the correct tests with the correct test settings at the correct time. Students must be registered in TIDE to test in the TDS.
- You can add new rosters or modify existing rosters. Rosters represent classes or other groups of students. After testing, TIDE sends rosters to Reporting so that the system can display scores at the classroom, school, district, and state levels.

- You can print hard-copy **test tickets** that include a student's username so the student can log in to a test.
- You can add new test improprieties or modify existing test improprieties if a test must be retaken or rescored.
- You can view your district's or school's progress in **monitoring test progress**.
- You can provide reasons why students did not take a test.

TIDE divides tasks by user role. Users with higher roles will have access to more tasks in TIDE than users with lower roles. District-level users have access to the most tasks, followed by school-level users, teachers, and test administrators (TAs). The structure of this guide is based on user role. It includes the following sections:

- **How to Activate Your Account and Log in to TIDE**
- **Two Things All TIDE Users Must Know How To Do**
- **How District-Level Users Perform Tasks in TIDE**
- **How School-Level Users Perform Tasks in TIDE**
- **How Teachers and Test Administrators Perform Tasks in TIDE**

There is also an [Appendix](#) with additional information and instructions.

How to Activate Your Account & Log in to & out of TIDE

Your TIDE administrator creates your account, and then TIDE sends you an activation email. This email contains a link that takes you to the **Reset Your Password** page in TIDE where you can set up your password for logging in to TIDE and other applicable CAI systems. This link expires 15 minutes after the email was sent. If you do not set up your password within 15 minutes, you need to request for a new link as described in the section “[Password Information](#)” in the Appendix.

If you do not receive an activation email, check your spam folder. Emails are sent from DoNotReply@cambiumast.com, so you may need to add this address to your contact list.

At the beginning of a new school year, your TIDE password and security details will be automatically reset. You will receive an email from DoNotReply@cambiumast.com to notify you of this occurrence and to alert you that you will not be able to log in to TIDE or any other system until you reactivate your account for the new school year. Follow the instructions in the section “How to reactivate your account” below to reactivate your account for the new school year.

How to activate your account

1. Select the link in the activation email. The **Reset Your Password** page appears (see [Figure 2](#)).
2. In the *New Password* and *Confirm New Password* fields, enter a new password. The password must be at least eight characters long and must include at least one lowercase alphabetic character, one uppercase alphabetic character, one number, and one special character (e.g., %, #, or !).
3. Select **Submit**.

Account activation is complete. You can proceed to TIDE by selecting the **TIDE** card (see [Figure 3](#)) in the portal page.

Figure 2. Reset Your Password Page

Reset Your Password

Please create a password in accordance with the New Password Requirements.

New Password

Confirm New Password

Submit

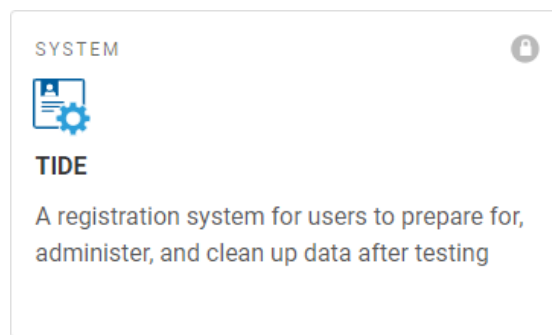
[Return to Login Page](#)

How to reactivate your account at the beginning of the school year

At the beginning of a new school year, your TIDE password and security details will be automatically reset. You will receive an email from DoNotReply@cambiumast.com to notify you of this occurrence and to alert you that you will not be able to log in to TIDE or any other system until you reactivate your account for the new school year.

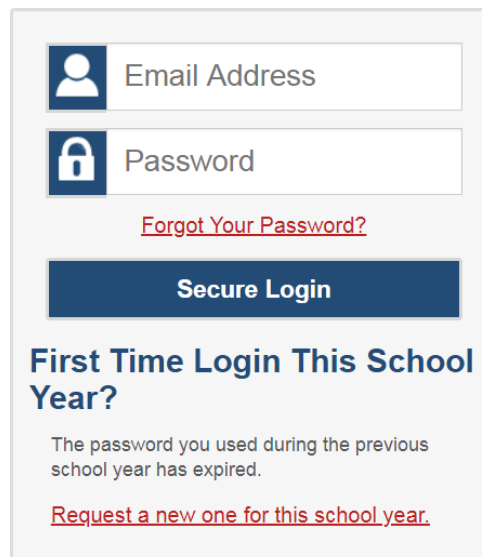
1. Navigate to the [Idaho Portal](#).
2. Select any assessment card.
3. Select **TIDE** (see [Figure 3](#)). The **Login** page appears (see [Figure 4](#)).

Figure 3. TIDE Card



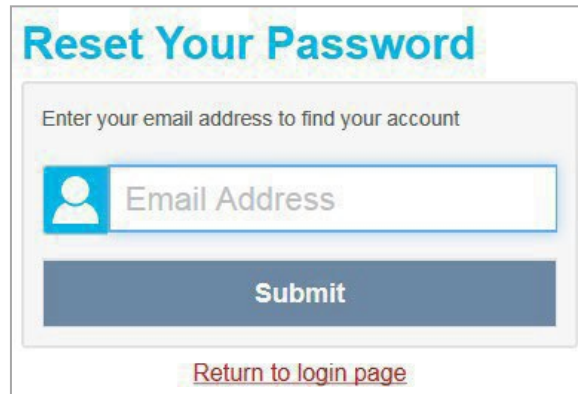
4. Select **Request a new one for this school year**. The **Reset Your Password: Find Account** page appears (see [Figure 5](#)).

Figure 4. Login Page

The image shows a login form with two input fields: 'Email Address' with a person icon and 'Password' with a lock icon. Below the fields is a link that says 'Forgot Your Password?'. A dark blue button labeled 'Secure Login' is positioned below the link. At the bottom of the form, there is a heading 'First Time Login This School Year?' followed by the text 'The password you used during the previous school year has expired.' and a link 'Request a new one for this school year.'.

5. Enter your TIDE recognized email address and select **Submit**. TIDE sends you an email containing a link to reset your password.
6. Select the link in the activation email. The **Reset Your Password** page appears (see [Figure 2](#)).
7. In the *New Password* and *Confirm New Password* fields, enter a new password. The password must be at least eight characters long and must include at least one lowercase alphabetic character, one uppercase alphabetic character, one number, and one special character (e.g., %, #, or !).
8. Select **Submit**.

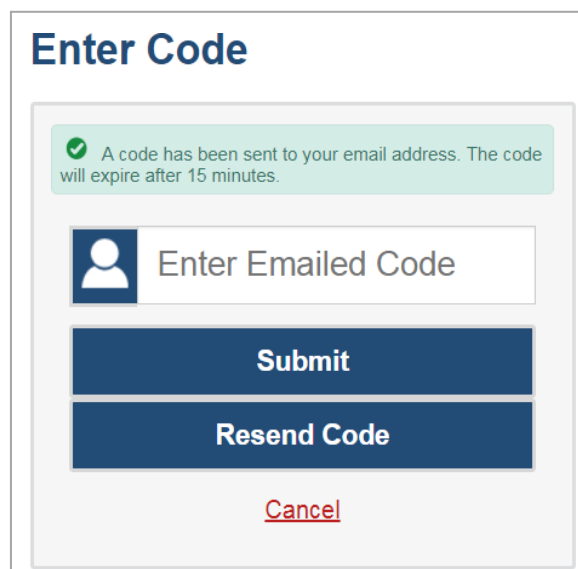
Figure 5. Fields in the Reset Your Password: Find Account Page



During the reactivation process, you will be taken to the **Enter Code** (see [Figure 6](#)) page and asked to provide the authentication code sent to your TIDE recognized email:

- In the *Enter Emailed Code* field, enter the emailed code and select **Submit**.
- You must enter the code within 15 minutes of the email being sent. If your code expires, you can request for a new code by selecting **Resend Code** on the **Enter Code** page.

Figure 6. Enter Code Page



How to log in to TIDE

Do not share your login information with anyone. All ISAT systems provide access to student information, which must be protected in accordance with federal privacy laws.

1. Navigate to the Idaho Portal (<https://idaho.portal.cambiumast.com/>).
2. Select the assessment card you will be administering.
3. Select **TIDE** (see [Figure 3](#)). The **Login** page appears (see [Figure 4](#)).
4. On the **Login** page, enter the email address and password you use to access all CAI systems.
5. Select **Secure Login**.

If you have not logged in using this browser before, or if you have cleared your browser cache, the **Enter Code** page appears (see [Figure 6](#)) and an email is sent to your address. This applies every time you access TIDE with a new browser. The email contains an authentication code, which you must use within 15 minutes of the email being sent.

In the *Enter Emailed Code* field, enter the emailed code. If the code has expired, Select **Resend Code** to request a new code.

Select **Submit**.

The **Dashboard** for your user role appears. Depending on your user role, TIDE may prompt you to select a role, client, state, district, or school to complete the login.

Working with TIDE in more than one browser tab or window may result in changes in one tab overwriting changes made in another tab. Do not have more than one TIDE browser tab or window open at one time.

How to log out of TIDE

In the TIDE banner (see [Figure 7](#)), select **Log Out**.

Figure 7. Log Out



Logging out of TIDE logs you out of most ISAT systems. However, you will not be logged out of the TA Interface in order to prevent the accidental interruption of active test sessions.

Three Things All TIDE Users Must Know How To Do

Records for users, students, and rosters must be added to TIDE and kept up to date for the testing process to flow properly. Users not added to TIDE will not have access to any CAI systems. Students not added to TIDE will not be able to test. Rosters not added to TIDE will not be available in Reporting and you will not be able to view your students' test results by class or by other meaningful groupings. The process for adding and modifying records in TIDE is user-friendly because it is basically the same no matter your user role or which type of record you want to add.

All TIDE users must be familiar with the following actions, as they are the same for users, students, Rosters, test windows, and Test Improprieties:

- You can add new records one at a time.
- You can view or modify existing records one at a time.
- You can upload multiple new records or modify multiple existing records in the same file.

How to add records one at a time

1. Start at the dashboard that appears when you first log in to TIDE, select the task for which you want to add a new record, and select **Add**.
2. On the page that appears, fill out the information, verify its accuracy, and select **Save**.

Figure 8. Add Users

Add Users

i Use this page to add users to assessment systems. [more info](#)

PERSONNEL

*Email Address:

[+ Add user or add roles to user with this email](#)

Figure 9. Add Students

Add Students

i Use this page to add students to assessment systems. [more info](#)

Student Demographics

*District: *Grade:

*School: *Section 504 Status: Yes No

*EDUID: *Special Education Status: Yes No

*Student's Last Name: Alt Assessment: Yes No

*Student's First Name: *Primary Disability Type:

Student's Middle Name: *EL Status: Yes No

*Gender: Male Female EL Category:

*Birth Date (MMDDYYYY): *Migrant Status: Yes No

*Economic Disadvantage: Yes No

Figure 10. Add Roster

Add Roster

i Use this page to add rosters. [more info](#)

Search for Students to Add to the Roster

*District: Student's Last Name:

*School: Student's First Name:

EDUID: Grade:

How to modify existing records one at a time

You can view and edit existing records one at a time or multiple existing records all at once through file export. If a record's information changes after you have added the record to TIDE, you must edit the record to match the most up-to-date information. You can also delete records from TIDE.

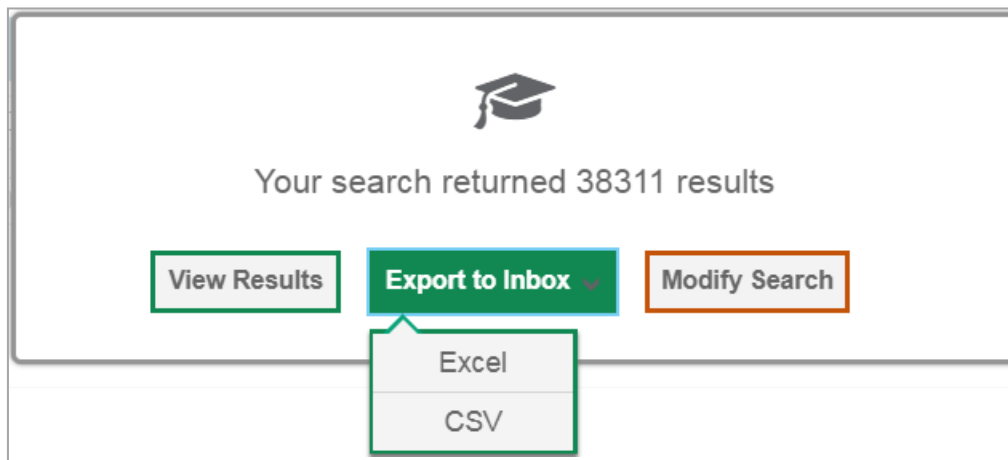
1. Begin by searching for the record you want to modify. Start at the dashboard that appears when you first log in to TIDE, select the task for which you want to search for records, and select **View/Edit/Export**. Fill out the form that appears and select **Search**.

Note: In the School drop-down list, users can begin typing in the Search field to filter results. You can enter part of or your complete school name or school ID

Figure 11. View/Edit/Export Student

2. A pop-up window appears, allowing you to view or export search results or modify your search. To view and edit search results, select **View Results**. To export all search results to the inbox from the pop-up window, select **Export to Inbox** and then select either **Excel** or **CSV**. The search results will be exported to your inbox, and you will return to the search form.

Figure 12. Search Results





3. If you select **View Results**, the search results will appear in a table. To edit individual records, select the edit button by the record you want. To delete individual records, mark the checkbox by that record and select . To export records, mark the checkbox by that record and select .

Figure 13. View/Edit/Export Student Search Results

View/Edit/Export Students

Use this page to view, edit, or export students. [more info](#)

+ Search Students

Number of students found: 5379

Enter search terms to filter search results 1-50 of 5379 records | Page:

	Edit	School Information		Student Demographics				
		District	School	EDUID	Student's Last Name	Student's First Name	Student's Middle Name	Gender
<input type="checkbox"/>	<input type="button" value="Edit"/>	9999	9999_9999	900105715	Aybb	Graham	Mi	Male
<input type="checkbox"/>	<input type="button" value="Edit"/>	9999	9999_9999	900105735	Aybb	Graham	Mi	Male

How to add or modify multiple records at once

Rather than adding or modifying records one at a time, you may want to add or modify multiple records all at once. File upload allows you to do this. Records not previously set up in TIDE will be added to TIDE through file upload. Records already set up in TIDE will be modified with the updated content from the upload. To upload records, you must be familiar with spreadsheet applications and/or comma-separated value (CSV) files.

1. Start at the dashboard that appears when you first log in to TIDE, select the task for which you would like to upload records, and select **Upload**. An upload screen will appear where you can download a template file.

Figure 14. Upload Roster

Upload Rosters

1. Upload 2. Preview 3. Validate 4. Confirmation

Use this page to upload a file of rosters you want to add or modify. [more info](#)

Step 1: Upload File

Choose File

Download Templates

2. Once you have downloaded and filled out the template file, return to the upload screen, select **Browse**, locate the file on your computer, and upload it to TIDE. Select **Next**. The upload preview screen appears.

Figure 15. Upload Roster Preview Page

Upload Rosters

1. Upload 2. Preview 3. Validate 4. Confirmation

i Verify you uploaded the correct file. Click **Next**. If the values in the columns are incorrect, try re-creating your upload file using one of the available templates from the previous Upload Rosters page.

Step 2: Preview

Row Number	District ID	School ID	Email	Roster Name	EDUID	Action
1	9999	9999_999901		DemoR	900105905	add
2	9999	9999_999901		DemoRoster	999916677	add
3	9999	9999_999901		DemoR	900105850	add
4	9999	9999_999901		DemoR	900105910	add
5	9999	9999_999901		DemoR	900105995	add

Next Cancel

- Once you have verified the information on the preview screen, select **Next** again. The validation screen appears.

Figure 16. Upload Roster Validation Page

Upload Rosters

1. Upload 2. Preview 3. Validate 4. Confirmation

[Download Validation Report](#)

i Review the validation results, then click **Continue with Upload**. [more info](#)

Step 3: Validate

Legend: **▲** Error: The file can be uploaded, but this row will not be included. **■** Warning: This field is invalid, but the row will be uploaded.

Row Number	District ID	School ID	Email	Roster Name	EDUID	Action
1	9999	▲ 9999_999901	▲	DemoR	900105905	add
2	9999	▲ 9999_999901	▲	DemoRoster	999916677	add
3	9999	▲ 9999_999901	▲	DemoR	900105850	add
4	9999	▲ 9999_999901	▲	DemoR	900105910	add
5	9999	▲ 9999_999901	▲	DemoR	900105995	add

Continue with Upload Upload Revised File Cancel

- The validation screen shows errors or warnings associated with your uploaded file. To continue with the upload despite these errors or warnings, select **Continue with Upload**. The confirmation screen appears. To revise the file before uploading, select **Upload Revised File**. To upload a new file from the confirmation screen, select **Upload New File**.

Figure 17. Upload Roster Confirmation Page

Upload Rosters

1. Upload 2. Preview 3. Validate 4. Confirmation

Step 4: Confirmation

Results: 0 records are committed.

Upload New File

How District-Level Users Perform Tasks in TIDE

District-level users can perform most of the tasks available in TIDE. Some of these tasks must be performed before testing begins, some must be performed during testing, and some must be performed after testing.

How District-Level Users Perform Tasks in TIDE Before Testing Begins

Before testing begins, district-level users must perform the following tasks in TIDE:

- Set up **user accounts** for school-level users so they can log in to TIDE and other CAI systems. If user accounts are not set up before testing begins, those users will not be able to access any CAI systems.
- Set up **student accounts** so students can take the correct tests with the correct test settings at the correct time. If student accounts are not set up in TIDE before testing begins, those students will not be able to test.
- Set up **rosters** so Reporting can display scores at the classroom, school, district, and state levels.

How District-Level Users Set Up User Accounts in TIDE

District-level users must set up user accounts for school-level users to sign into TIDE and other CAI systems. If these users do not have accounts set up in TIDE, they will not be able to access any CAI systems.

How district-level users add new user accounts one at a time


You can add users to TIDE one at a time. To learn more about adding records to TIDE one at a time, see the section "[How to add records one at a time](#)" in the Introduction to TIDE.

1. From the **Users** task menu, select **Add Users**. The **Add Users** page appears.

Figure 18. Add Users


2. In the *Email Address* field, enter the new user's email address and select **+Add user or add roles to user with this email**. Additional fields appear.
3. Enter the new user's first and last names in the required fields and other details in the optional fields.


Figure 19. Add User—Additional Fields

4. From the **Role** drop-down, select a role. From the drop-downs that appear, select a state, district, and school, if applicable.
5. *Optional:* To add multiple roles, select **+Add More Roles** and repeat Step 4.
6. *Optional:* To delete a role, select  next to that role.
7. Select **Save**. In the affirmation dialog box, select **Continue** to return to the **Add Users** page. TIDE adds the account and sends the new user an activation email from DoNotReply@cambiumast.com.

How district-level users modify existing user accounts one at a time

You can view and modify existing user accounts one at a time or multiple existing user accounts all at once through file export. If a user’s information changes after you have added the user to TIDE, you must edit the user account to match the most up-to-date information. If the user’s account does not include the most up-to-date information, the user may not be able to access other CAI systems or features within those systems. You can also delete users from TIDE.

1. From the **Users** task menu, select **View/Edit/Export Users**. The **View/Edit/Export Users** page appears.
2. Retrieve the individual user account you want to view, edit, export, or delete by following the procedure in the section [“How to modify existing records one at a time”](#) in the Introduction to TIDE.
3. In the list of retrieved user accounts, select  for the user whose account you want to view or edit.
4. If your role allows it, modify the user’s details as required, using the table “Fields in the View/Edit/Export Users Page” in the Appendix as a reference.

5. *Optional:* To add more roles for this user, select **+Add More Roles** and then follow the steps as described in the section on adding individual users.
6. *Optional:* To delete a role, select  next to that role. You can also delete the user's entire account from the search results table.
7. Select **Save**.
8. In the affirmation dialog box, select **Continue** to return to the list of user accounts.

How district-level users add or modify multiple user accounts all at once

You can also add or modify multiple user accounts all at once through file upload as shown in the section "[How to add or modify multiple records at once](#)" in the Introduction to TIDE.

1. From the **Users** task menu, select **Upload Users**. The *Upload Users* page appears.
2. Following the instructions in the section "[How to add or modify multiple records at once](#)" in the Introduction to TIDE and using the table "[Columns in the User Upload File](#)" in the Appendix as a reference, fill out the template, and upload it to TIDE. Users who have not previously been set up in TIDE will be added in TIDE. Users who already have accounts set up in TIDE will have their accounts modified with the updated content from the upload.

How District-Level Users Register Students for Testing

Students must be registered in TIDE to be eligible to test in the TDS.

How district-level users add new student accounts one at a time

You can add students to TIDE one at a time. To learn more about adding records to TIDE one at a time, see the section "[How to add records one at a time](#)" in the Introduction to TIDE.

When you add a student to a district and school, you must be associated with those entities. For example, district-level users can add students to any school within their district.

1. From the **Students** task menu on the TIDE dashboard, select **Add Students**. The *Add Students* form appears (see [Figure 20](#)).
2. In the *Demographics* panel, enter the student's demographic information, using the table "[Fields in the Demographics Panel](#)" in the Appendix as a reference.

Figure 20. Fields in the Add Students Form (top portion)

Add Students

i Use this page to add students to assessment systems. [more info](#)

Student Demographics

*District: Demo district 9999 - 9999 *Grade: - Select -

*School: -- Select -- *Section 504 Status: Yes No

*EDUID: *Special Education Status: Yes No

*Student's Last Name: Alt Assessment: Yes No

*Student's First Name: *Primary Disability Type: - Select -

Student's Middle Name: *EL Status: Yes No

*Gender: Male Female EL Category: - Select -

*Birth Date (MMDDYYYY): *Migrant Status: Yes No

*Economic Disadvantage: Yes No

3. In the available student test settings and tools panels (see [Figure 21](#)), enter the student's settings for each test, using the table "[Fields in the Test Settings and Tools Panels](#)" in the Appendix as a reference. The test settings are grouped into categories, such as support tools for all students, supporting students with literacy challenges, supporting students with hearing impairments, supporting students with visual impairments, supporting students using assistive technology, and non-embedded tools. Furthermore, the options available for a test setting are also grouped to indicate if an option is an accommodation, designated support, or universal tool. The panels display a column for each of the student's tests. You can select different settings for each test, if necessary.

Figure 21. Sample Student Settings and Tools Panel

4. In the *Test Eligibility* panel, select whether the student is eligible for paper tests.
5. Select **Save**.

If TIDE reports that another student already has the EDUID, contact the Idaho Help Desk.

If a student already exists, a confirmation pop-up window appears:

- To dual-enroll the student in the specified school, select **Add**.
- To move the student to the specified school, select **Move**.

To cancel the action, select **Cancel**. The pop-up window closes, and the **Add Students** page appears.

How district-level users modify existing student accounts one at a time

You can view and edit detailed information about a student’s record. You can also view a student’s test participation report and rosters to which students are active, if available.

1. From the **Students** task menu on the TIDE dashboard, select **View/Edit/Export Students**. The **View/Edit/Export Students** page appears.
2. Retrieve the individual student account you want to view, edit, export, or delete by following the procedure in the section “[How to modify existing records one at a time](#)” in the Introduction to TIDE.


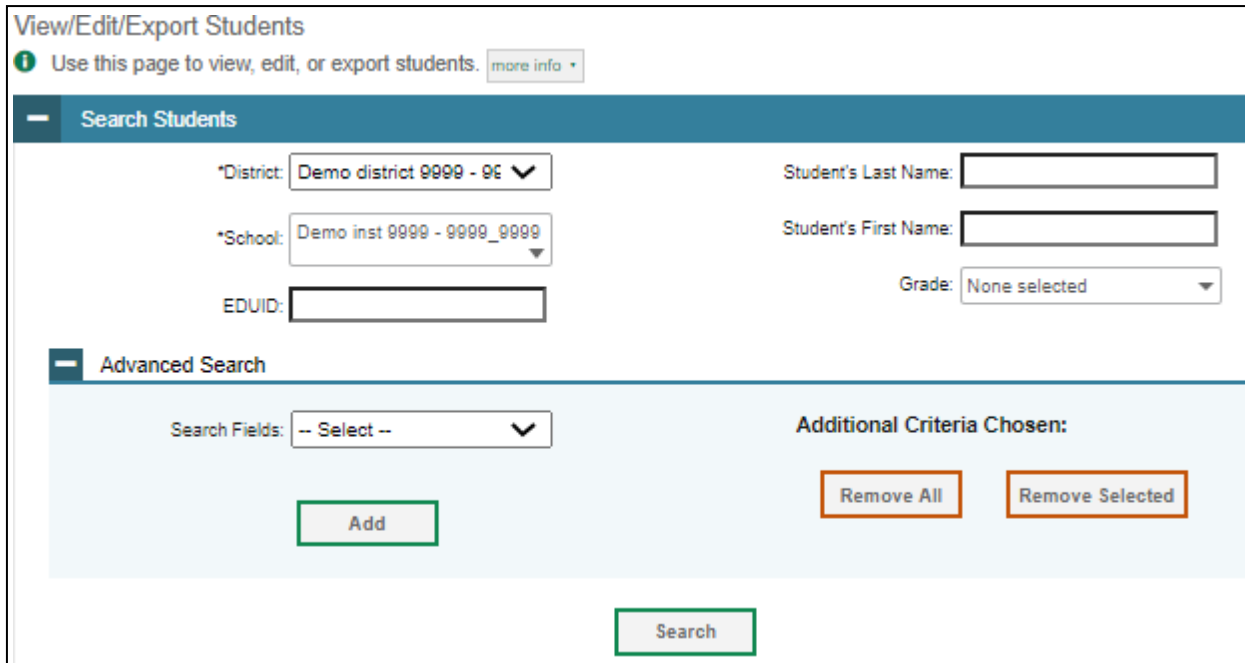
- In the list of retrieved students, select  for the student whose account you want to view. The **View/Edit Students: [Student's Name]** form appears.

Figure 22. View/Edit/Export Students



View/Edit/Export Students

Use this page to view, edit, or export students. [more info](#)

Search Students

*District: Demo district 9999 - 99 Student's Last Name:

*School: Demo inst 9999 - 9999_9999 Student's First Name:

EDUID: Grade: None selected

Advanced Search

Search Fields: -- Select --

Additional Criteria Chosen:

- From the *Participation Student* panel, view the student's test participation report, if available.
- If your user role allows it, modify the student's record as required:
 - In the *Demographics* panel, modify the student's demographic information, using the table "[Fields in the Demographics Panel](#)" in the Appendix as a reference.
 - In the available test settings and tools panels, modify the student's test settings, using the table "[Fields in the Test Settings and Tools Panels](#)" in the Appendix as a reference. The test settings are grouped into categories, such as visual, auditory, language, and presentation. Furthermore, the options available for a test setting are also grouped to indicate if an option is an accommodation, designated support, or universal tool. The panels display a column for each of the student's tests. You can select different settings for each test, if necessary.
 - In the *Test Eligibility* panel, select whether the student is eligible for paper tests.

Changing a test setting in TIDE after the test starts does not update the student's test setting if the same test setting is available in the TA Interface. In this case, you must change the test setting in the TA Interface.

- Select **Save**.
- In the affirmation dialog box, select **Continue** to return to the list of student records.
- Optional:* Grade 9 and 10 students are not required to take the Grade 11 Summative ISAT ELA and

Mathematics assessments. If a teacher feels that their grade 9 and 10 students are prepared to take the Grade 11 Summative ISAT ELA and Mathematics assessments, then their District Coordinator must select “11” in the Challenge Up field prior to administering the assessments.

Figure 23. Challenge Up

The image shows a screenshot of a web form titled "Challenge Up". The form contains two dropdown menus. The first dropdown menu is labeled "Mathematics:" and has a value of "- Select -". The second dropdown menu is labeled "English Language Arts:" and has a value of "11" selected. The "11" option is highlighted in blue. The form is set against a light blue background.

How district-level users add or modify multiple student accounts all at once

If you have many students to add, edit, or delete all at once, you can do so through file upload as shown in the section “[How to add or modify multiple records at once](#)” in the Introduction to TIDE.

If you are trying to move a student from one school to another, please do so from the **View/Edit/Export Students** page and NOT through file uploads. Trying to move a student via file uploads may erroneously cause the student to be dual-enrolled instead of moved. For information on moving students, see [How district-level users transfer students between schools or districts](#).

1. From the **Students** task menu on the TIDE dashboard, select **Upload Students**. The **Upload Students** page appears.

Note: All students uploaded via the Upload Students File will have the Masking, Print on Demand, Permissive Mode, and Streamlined Interface Mode tools automatically turned on for the IDAA ELA, Math, and Science assessments. The IDAA tools do not impact ISAT ELA, Math, or Science assessment testers.

Figure 23. Upload Students Page



2. Following the instructions in the section “[How to add or modify multiple records at once](#)” in the Introduction to TIDE and using the table “[Columns in the Student Upload File](#)” in the Appendix as a reference, fill out the Student template and upload it to TIDE.

If a student is already enrolled in TIDE a validation error will appear to let you know that a student is already enrolled in a different school or district. If you continue with the upload, the student will be dual enrolled in both districts and schools.

Figure 24. Dual Enrollment Error Message

FirstName	Middle Name	Birth Date (MMDDYYYY)	EDUID	Grade	Gender	HispanicOrLatino	Americ
Test	Test	10102010	991900018	05	M	Y	N
Test	Test	10102010	991900019	05	M	N	⚠️ N
Test	Test	10102010	991900022	05	M	Y	N
Test	Test		992920001	05	F	N	N
Test	Test		992920001	05	F	N	N

Legend: ⚠️ Error: The file can be uploaded, t

Student already exists in school(s) 9997_999701_9998_-999801_9999_999901

Continue with Upload Upload Revised File Cancel

How district-level users enroll students in multiple schools or districts

TIDE facilitates the ability for students enrolled in multiple districts or schools at the same time to appear with that distinction in TIDE. This is significant in situations where a student takes one subject at one school and a different subject at another school (e.g., in some cases, students enroll in more than one school because a subject may be offered in one school, but not in the other).

The significant features of dual-enrolling students are

- A district-level user can add a student with the same EDUID, first name, and last name to more than one district or school in two ways:
1. You can add students individually via the **Add Students** page (see [Figure 25](#)). For information about adding student records, see the section “How District-Level Users Add New Student Accounts One at a Time.”

Figure 25. Fields in the Add Students Form (top portion)

The screenshot shows the 'Add Students' form with the following fields and options:

- Save** (green button) and **Cancel** (orange button)
- Student Demographics** (blue header bar)
- *District: Demo district 9999 - 9999 (dropdown)
- *Grade: - Select - (dropdown)
- *School: -- Select -- (dropdown)
- *Section 504 Status: Yes No
- *EDUID: (text input)
- *Special Education Status: Yes No
- *Student's Last Name: (text input)
- Alt Assessment: Yes No
- *Student's First Name: (text input)
- *Primary Disability Type: - Select - (dropdown)
- Student's Middle Name: (text input)
- *EL Status: Yes No
- *Gender: Male Female
- EL Category: - Select - (dropdown)
- *Birth Date (MMDDYYYY): (text input with calendar icon)
- *Migrant Status: Yes No
- *Economic Disadvantage: Yes No

The steps to enroll a student who takes classes in multiple locations are the same used to add a student taking classes in only one testing location. If a student is not already enrolled in another district or school, TIDE will add this student to the new location. If a student is already enrolled in TIDE as attending a certain school, a pop-up confirmation message will appear when you attempt to dual-enroll that student. You can choose from the following three options:

1. **Add**—This will dual-enroll the student in the new school.
2. **Move**—This will transfer the student to the new school.
3. **Cancel**—This will terminate the action and take you back to the **Add Students** page.

- If you have many students to dual-enroll, it may be easier to perform this transaction through a file upload via the **Upload Students** page. For information about uploading student records, see the section [“How district-level users add or modify multiple user accounts all at once.”](#)
- If a district-level user tries to dual-enroll a student with the same EDUID, but a different name than what currently exists in TIDE, a validation error message is displayed (see [Figure 26](#)).

Figure 26. Error Message on Add Student Detail Page

The screenshot shows the 'Student Demographics' form with the following fields and values:

- *District: Demo District 9997 - 999
- *School: Demo School 999701 - 9!
- *EDUID: 787878787
- *Student's Last Name: testing
- *Student's First Name: account
- Student's Middle Name: (empty)
- *Grade: 04
- *Section 504 Status: No
- *Special Education Status: Yes No
- Alt Assessment: Yes No
- Primary Disability Type: - Select -
- *LEP Status: Yes No
- LEP Category: - Select -

A red box highlights the error message: "The StudentID already exists in the system, with a different name." which appears below the *Student's Last Name field.

- When viewing a record of a student who has been enrolled in more than one district or school, the record will display all the districts and schools in which the student is enrolled (see [Figure 27](#)).

Figure 27. Edit Student Form for a Dual-Enrolled Student

The screenshot shows the 'Student Demographics' form with the following fields and values:

- District: 9999 - Demo district 9999
- School: 9999_9998 - Demo inst 9998
- School: 9999_9999 - Demo Inst 9999
- School: 9999_9997 - Demo inst 9997
- EDUID: 999999713
- *Student's Last Name: Smith
- *Student's First Name: Joe
- Student's Middle Name: M
- *Birth Date (MMDDYYYY): 03182009
- *Grade: 03
- *Section 504 Status: No
- *Special Education Status: Yes No
- Alt Assessment: Yes No
- Primary Disability Type: - Select -
- *LEP Status: Yes No

- When editing the record of a student who has been dual-enrolled, any changes you make to the student’s demographic details (with the exception of EDUID, first, and last name) will be reflected immediately in TIDE. For example, if the most recent upload file has a different grade level than the record previously shown in TIDE, the system assumes the grade change is an intentional update, and therefore, modifies the student’s grade.

- When printing test tickets for a student who has been dual-enrolled, tickets will be printed for only the selected district and school in which the student is enrolled. For example, if you are printing a test ticket for a student who has been enrolled in three schools within the district (see [Figure 27](#)) and you have only retrieved the student’s enrollment record for one of these schools, test tickets will only be printed for the selected school. If you select all three enrollment records, test tickets will be printed for all three schools. For information about printing test tickets, see the section “[How District-Level Users Print Test Tickets.](#)”

The student can use any of the tickets to log in to the TDS. When verifying his or her information after logging in to the TDS, the first school in which the student was enrolled will be displayed by default. It is okay to continue with the verification process, as the school information has no impact on the tests that a student is eligible for.


- When deleting a record of a student who has been dual-enrolled, the record will only be deleted from the selected district and school; the student will remain in TIDE under the alternate district and school. For example, if a student is enrolled in School A and School B and you delete the student’s record for School A, the student’s record will still be available for School B to view, edit, or export.

How district-level users transfer students between schools or districts

If you are associated with multiple schools, you can also move students from one school to another on the [View/Edit/Export Students](#) page.

1. Retrieve the student account you want to view or edit by following the procedure in the section “[How district-level users modify existing student accounts one at a time.](#)”
2. In the list of retrieved records, do one of the following:
 - Mark the checkboxes for the students you want to move.
 - Mark the checkbox at the top of the table to move all students listed on the page.

When moving students, you can only move students who are listed on the page that you are viewing.

3. Do one of the following:
 - Select **Move to Another School** above the search results.
 - Select  in the floating Actions toolbar.
4. A section appears for moving the students. From the *District* drop-down list (if available), select the district to which you want to move the student.
5. From the *School* drop-down list, select the school to which you want to move the student.
6. Select **Yes**. After TIDE moves the student, an affirmation message appears.
7. Select **Continue** to return to the student listing.


How district-level users specify student accommodations and test tools

A student’s test settings include the available accommodations, such as text-to-speech (TTS) or color schemes. Test tools specify the tools a student can use during a test, such as a highlighter. This section explains how to edit student test settings and tools via an online form or a file upload.

1. From the **Test Settings and Tools** task menu on the TIDE dashboard, select **View/Edit/Export Test Settings and Tools**. The **View/Edit/Export Test Settings and Tools** page appears.

Figure 28. Test Settings and Tools

Edit	School Information		Student Demographics				Test Settings							
	District	School	EDUID	Student's Last Name	Student's First Name	Student's Middle Name	Grade	Color Contrast	Masking	Mouse Pointer	Print Size/Zoom	Language/Presentation	Streamlined Interface Mode	Text-To-Speech
<input type="checkbox"/>	9999	9999_999901	080800777	AFT	Donotdelete		02							
<input type="checkbox"/>	9999	9999_999901	109999071	Alt	Savannah		05					ELPT Braille EL Braille		
<input type="checkbox"/>	9999	9999_999901	316316316	Austin	Steve		05		SC On	SC Large Black				SC Designated Support
<input type="checkbox"/>	9999	9999_999901	190000750	braille	Idahodemo		03					MA Braille ELPT Braille EL Braille		ALT-MA N/A ALT-EL N/A
<input type="checkbox"/>	9999	9999_999901	190000752	braille	Idahodemo		06	EL Black on Rose	ALTAA Off			MA Braille ELPT Braille EL Braille		
<input type="checkbox"/>	9999	9999_999901	190000754	braille	Idahodemo		07					MA Braille ELPT Braille EL Braille		ALT-MA N/A ALT-EL N/A

2. Retrieve the student accounts whose settings and tools you want to view or edit by following the procedure in the section [“How district-level users modify existing student accounts one at a time.”](#)
3. In the list of retrieved students, select  for the student whose test settings and tools you want to edit. The **View/Edit Students: [Student's Name]** form appears.
4. For information about how to use this form, see the section [“How district-level users modify existing student accounts one at a time.”](#)

How district-level users upload student accommodations and test tools

If you have many students for whom you need to apply test settings, it may be easier to perform those transactions through file uploads. This task requires familiarity with composing CSV files or working with Microsoft Excel.

1. From the **Test Settings and Tools** task menu on the TIDE dashboard, select **Upload Test Settings and Tools**. The **Upload Test Settings and Tools** page appears.
2. Following the instructions in the section [“How to add or modify multiple records at once”](#) in the Introduction to TIDE and using the table [“Columns in the Test Settings Upload File”](#) in the Appendix as a reference, fill out the Test Settings template and upload it to TIDE.

How district-level users upload interim grades

You can set up interim grades for multiple students through file uploads. This task requires familiarity with composing CSV files or working with Microsoft Excel.

1. From the **Students** task menu on the TIDE dashboard, select **Upload Interims**. The **Upload Interims** page appears.
2. Following the instructions in the section “[How to add or modify multiple records at once](#)” in the Introduction to TIDE and using the table “[Columns in the Interim Grades Upload File](#)” in the Appendix as a reference, fill out the Interim Grades template and upload it to TIDE.

About the Interim Grades Upload File

If the upload file includes two rows specifying different grades for the same student and subject, then both grades will be set up as interim grades for the student’s subject.

If the upload file includes two rows for the same student and subject and the second row has a value “None,” then all interim grades established for the student’s subject up to that point will be removed.

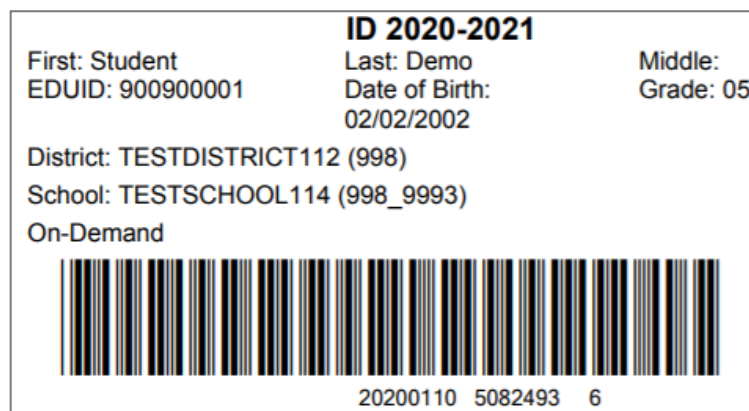
How district-level users print PreID labels from student lists

A PreID label (see [Figure 28](#)) is a label that you affix to a student’s testing materials, such as an answer booklet.


Districts and schools can print labels for students not included in the original PreID upload for a given administration, such as students who transferred to a school after the PreID upload.

This task requires the 5" × 2" label stock. You can print on partially used label sheets. TIDE generates the labels as a PDF file that you download and print with your browser.

Figure 29. Sample PreID Label



1. From the **Students** task menu on the TIDE dashboard, select **View/Edit/Export Students**. The **View/Edit/Export Students** page appears.
2. Retrieve the students for whom you want to print PreID labels by filling out the search criteria and selecting **Search**.

3. Select the column headings to sort the retrieved students in the order you want the labels printed.
4. Specify the students for whom labels need to be printed:
 - To print labels for specific students, mark the checkboxes for the students you want to print.
 - To print labels for all students listed on the page, mark the checkbox at the top of the table.
5. Select , and then select **My Selected PreID Labels**.
6. In the new browser window that opens, verify **PreID Labels** is selected in the *Print Options* section and a model appears for selecting the start position for printing on the first page (see [Figure 29](#)).
7. Select the start position you require.

The start position applies only to the first page of labels. For all subsequent pages, the printing starts in position 1, the upper-left corner.

8. Select **Print**. When printing PreID labels, make sure Print to Fit is unchecked.

Your browser downloads the generated PDF.

Figure 30. Layout Model for PreID Labels

1	2
3	4
5	6
7	8
9	10

How District-Level Users Manage Rosters

Rosters are groups of students associated with a teacher in a particular school. Rosters typically represent entire classrooms in lower grades, or individual classroom periods in upper grades. Rosters can also represent special courses offered to groups of students.

The rosters you create in TIDE are available in Reporting. Reporting can aggregate test scores at these roster levels. You can also use rosters to print test tickets containing students' login information to start taking a test.

Since teachers are responsible for the growth and development of students' skill sets, such as reading, writing, research, communication, and problem solving, it is important for a teacher to be able to analyze his or her students' performance data and adjust his or her teaching strategies accordingly. For teachers to be able to see their students' performance data, the students must be included in a roster associated with the teacher. Hence, rosters need to be created for all teachers who are responsible for teaching an academic subject, such as reading/literacy, mathematics, and science.

When creating rosters, it is recommended to follow the guidelines below:

- Rosters should ideally include about 25–30 students. If a roster is too large or too small, it may affect the credibility and usefulness of the data.
- One or more rosters may need to be created depending on the subjects taught by a teacher. For example, if a group of grade 3 students have the same teacher for reading, mathematics, and science, then separate rosters do not need to be created for each subject. However, if different teachers are responsible for teaching different subjects, then separate rosters need to be created for each teacher and subject.
- When naming rosters, a clear and consistent naming convention should be used that indicates the grade, class name, teacher, and period as applicable. For example, an elementary school roster may be named "Gr3Jones20-21" and a secondary school roster may be named "AikenPeriod3Eng9A20-21".

You can only create rosters from students associated with your school or district.

How district-level users add new rosters one at a time

1. From the **Rosters** task menu on the TIDE dashboard, select **Add Roster**. The **Add Roster** form appears (see [Figure 30](#)).
2. In the *Search for Students to Add to the Roster* panel, search for students by filling out the search criteria and selecting **Search**.

Figure 31. Add Roster Form

Add Roster

Use this page to add rosters. [more info](#)

Save Cancel

Search for Students to Add to the Roster

*District: Demo district 9999 - 99 ▼ Student's Last Name:

*School: select a School ▼ Student's First Name:

EDUID: Grade: None selected ▼

Advanced Search

Search

Add Students to the Roster

*Roster Name:

*Teacher Name: -Select- ▼

*Students to display: Current Students Current and Past Students

Select students from the "Available Students" list below to add to the roster.

3. In the *Add/Remove Students to the Roster* panel (see [Figure 31](#)), do the following:
 - In the *Roster Name* field, enter the roster name.
 - From the *Teacher Name* drop-down list, select a teacher or school personnel associated with the roster.
 - From the *Students to display* field, select the students you wish to view in the *Available Students* list. The two options are:

Figure 32. Add/Remove Students to Roster Panel: Current and Past Students

*Students to display: Current Students Current and Past Students



Select students from the "Available Students" list below to add to the roster:

Available Students (0)					Selected Students (4)				
<input type="checkbox"/> Add	Student Name	Grade	Reporting ID	Left School	<input type="checkbox"/> Remove	Student Name	Grade	Reporting ID	Left Roster
<div style="text-align: center;"> <input type="button" value="Add All"/> <input type="button" value="Add Selected"/> </div>					<input type="checkbox"/> <input checked="" type="checkbox"/>	DemoLH,demoFH	10	235469878	
					<input type="checkbox"/> <input checked="" type="checkbox"/>	InterimTEST,Idaho	10	800100188	
					<input type="checkbox"/> <input checked="" type="checkbox"/>	Lname,Fname	10	124088129	
					<input type="checkbox"/> <input checked="" type="checkbox"/>	Test P,Test N	10	102038475	

Current Students: Displays students who match your search criteria and are currently associated with the school.

Current and Past Students: Displays all the students who match your search criteria from the current year even if they are no longer associated with the school. For example, if a grade 3 student has left the school and you search for grade 3 students with the *Students to display* field set to **Current and Past Students**, the student who has left the school will also be displayed.


When viewing current and past students from the selected year, students who are no longer associated with your school will display, as well as the date on which they left the school. You can still add these students to your roster, if desired:

- To add students in the list of available students, do one of the following:
 - To move one student to the roster, select  for that student.
 - To move all the students in the *Available Students* list to the roster, select **Add All**.
 - To move selected students to the roster, mark the checkboxes for the students you want to add, then select **Add Selected**.
- To remove students in the list of students in the roster, do one of the following:
 - To remove one student from the roster, select  for the student.
 - To remove all the students from the roster, select **Remove All**.
 - To remove selected students from the roster, mark the checkboxes for the students you want to remove, then select **Remove Selected**.

4. Select **Save**, and in the affirmation dialog box, select **Continue**.

How district-level users modify existing rosters one at a time

You can modify existing rosters by performing the following steps:

1. From the **Rosters** task menu on the TIDE dashboard, select **View/Edit/Export Roster**. The **View/Edit/Export Roster** page appears.
2. Retrieve the roster record you want to view or edit by following the procedure in the section “[How to modify existing records one at a time](#)” in the Introduction to TIDE.
3. In the list of retrieved rosters, select  for the roster whose details you want to view. The **View/Edit Roster** form appears. This form is similar to the form used to add rosters (see [Figure 30](#)).
4. In the *Search for Students to Add to the Roster* panel, search for students by following the procedure in the section “[How to modify existing records one at a time](#)” in the Introduction to TIDE.
5. In the *Add/Remove Students to the Roster* panel (see [Figure 31](#)), do the following:
 - In the *Roster Name* field, enter the roster name.
 - From the *Teacher Name* drop-down list, select a teacher or school personnel associated with the roster.
 - From the *Students to display* field, select the students you wish to view in the *Available Students* and *Selected Students* lists. The two options are:

Current Students: Displays students who match your search criteria and are currently associated with the school and roster. The *Available Students* list displays students who are currently associated with your school and the *Selected Students* list displays students who are currently associated with the roster.


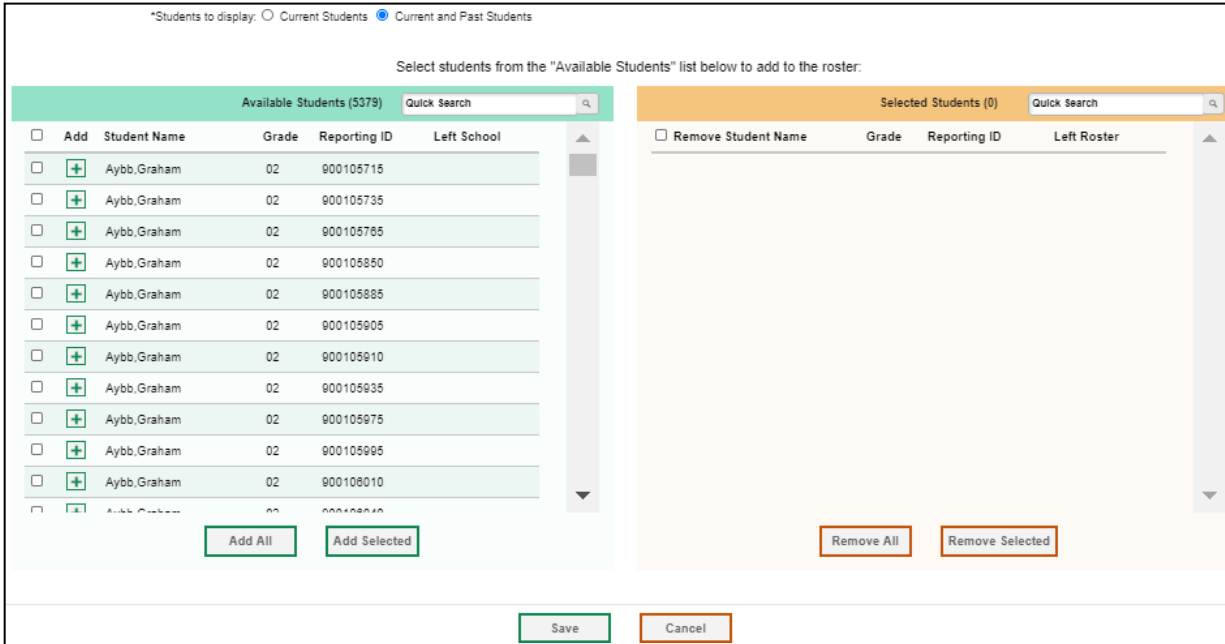

Current and Past Students: Displays all the students who match your search criteria from the current year even if they are no longer associated with the school or the roster. If a student has been removed from the roster, the date on which he was removed from the roster is displayed in the *Selected Students* list. If the student who has been removed from the roster is still associated with the school, he is listed in the *Available Students* list as a regular student. However, if he has left the school then his or her record will appear in the *Available Students* list with the date he left the school.
 - To add students from the list of available students, do one of the following:
 - To move one student to the roster, select  for that student.
 - To move all the students in the *Available Students* list to the roster, select **Add All**.
 - To move selected students to the roster, mark the checkboxes for the students you want to add, then select **Add Selected**.

Figure 33. Modifying a Roster: Current and Past Students



- To remove students in the list of students in the roster, do one of the following:
 - To remove one student from the roster, select  for the student.
 - To remove all the students from the roster, select **Remove All**.
 - To remove selected students from the roster, mark the checkboxes for the students you want to remove, then select **Remove Selected**.

6. Select **Save**, and in the affirmation dialog box select **Continue**.

How district-level users add or modify multiple rosters all at once


If you have many rosters to add or modify, you can do so through file upload as shown in the section [“How to add or modify multiple records at once”](#) in the Introduction to TIDE.

1. From the **Rosters** task menu on the TIDE dashboard, select **Upload Rosters**. The **Upload Rosters** page appears.
2. Following the instructions in the section [“How to add or modify multiple records at once”](#) in the Introduction to TIDE and using the table [“Columns in the Roster Upload File”](#) in the Appendix as a reference, fill out the Roster template and upload it to TIDE.

How district-level users print PreID labels from roster lists

For information about PreID labels and instructions to print PreID labels from student lists, see the section [“How district-level users print PreID labels from student lists.”](#)

1. From the **Rosters** task menu on the TIDE dashboard, select **View/Edit/Export Roster**. The **View/Edit/Export Roster** page appears.

2. Retrieve the rosters for which you want to print PreID labels by filling out the search criteria and selecting **Search**.
3. Select the column headings to sort the retrieved rosters in the order you want the labels printed.
4. Specify the rosters for whom labels need to be printed:
 - To print labels for specific rosters, mark the checkboxes for the rosters you want to print.
 - To print labels for all rosters listed on the page, mark the checkbox at the top of the table.
5. Select , and then select **My Selected PreID Labels**.
6. In the new browser window that opens, verify **PreID Labels** is selected in the *Print Options* section and a model appears for selecting the start position for printing on the first page (see [Figure 29](#)).
7. Select the start position you require.

The start position applies only to the first page of labels. For all subsequent pages, the printing starts in position 1, the upper-left corner.

8. Select **Print**. When printing PreID labels, make sure Print to Fit is unchecked.

Your browser downloads the generated PDF.

How District-Level Users Use TIDE During Test Administration

During testing, district-level users can perform the following tasks in TIDE:

- Print **test tickets** to help students log in to tests.
- Add, modify, and upload test improprieties.
- View reports of students' current test statuses, test completion rates, and test status codes.

How District-Level Users Print Test Tickets

A test ticket is a hard-copy form that includes a student's username for logging in to a test.

TIDE generates the test tickets as PDF files that you download with your browser.

Figure 34. Sample Test Ticket


ID 2020-2021		
First Name: Student	Last Name: Demo	Middle Name:
EDUID: 900900001	Date of Birth: 02/02/2002	
GRADE: 05		
District: TESTDISTRICT112 (998)		
School: TESTSCHOOL114 (998_9993)		

About Printing Test Tickets for Dual-Enrolled Students

When printing test tickets for a student who has been dual-enrolled, tickets will be printed for the selected districts and schools in which the student is enrolled.

The student can use any of the tickets to log in to the TDS. When verifying his or her information after logging in to the TDS, the first school in which the student was enrolled will be displayed by default. It is acceptable to continue with the verification process, as the school information has no impact on the tests that a student is eligible for.

How district-level users print test tickets from student lists

1. From the **Print Test Tickets** task menu on the TIDE dashboard, select **Print from Student List**. The **Print Test Tickets from Student List** page appears.
2. Retrieve the students for whom you want to print test tickets by filling out the search criteria and selecting **Search**.
3. Select the column headings to sort the retrieved students in the order you want the test tickets printed.
4. Specify the students for whom test tickets need to be printed:
 - To print test tickets for specific students, mark the checkboxes for the students you want to print.
 - To print test tickets for all students listed on the page, mark the checkbox at the top of the table.
 - To print test tickets for all retrieved students, no additional action is necessary. The option to print all retrieved records is available by default.
5. Select  and then select the appropriate action:
 - To print test tickets for selected students, select **My Selected Test Tickets**.
 - To print test tickets for all retrieved students, select **All Test Tickets**.

- In the new browser window that opens displaying a layout for selecting the printed layout (see [Figure 34](#)), verify **Test Tickets** is selected in the *Print Options* section.
- Select the layout you require, and then select **Print**.

Your browser downloads the generated PDF.


Figure 35. Layout Model for Test Tickets

The screenshot displays a web interface for selecting a test ticket layout. On the left, a sidebar contains a 'Print Options' section with three items: 'Test Tickets' (which has a checkmark and a blue border), 'PreID Labels', and 'Student Settings and Tools'. Above the sidebar are 'Print' and 'Cancel' buttons. The main content area is titled 'Choose a Test Ticket layout:' and features four radio button options: '5 x 2' (selected), '3 x 2', '2 x 2', and '1 x 1'. Below the radio buttons is a large rectangular area divided into four quadrants, each labeled with a number: 1 (top-left), 2 (top-right), 3 (bottom-left), and 4 (bottom-right).

How district-level users print test tickets from roster lists

- From the **Print Test Tickets** task menu on the TIDE dashboard, select **Print from Roster List**. The *View/Edit Rosters* page appears.
- Retrieve the rosters for which you want to print test tickets by filling out the search criteria and selecting **Search**.
- Select the column headings to sort the retrieved rosters in the order you want the test tickets printed.
- Do one of the following:
 - Mark the checkboxes for the rosters you want to print.
 - Mark the checkbox at the top of the table to print tickets for all retrieved rosters.

When printing multiple class groups, the total number of students included in the rosters should not exceed 1000.

- Select  and then select **Test Tickets**. A layout model appears for selecting the printed layout (see [Figure 34](#)).
- Verify **Test Tickets** is selected in the *Print Options* section.

7. Select the layout you require, and then select **Print**.

Your browser downloads the generated PDF.

How District-Level Users Manage Test Improprieties

In the normal flow of a test opportunity, a student takes the test in the TDS and then submits it. Next, the TDS forwards the test for scoring, and then the test scores are reported in Reporting.

Testing improprieties are a way of interrupting this normal flow. A student may want to retake a test or have another test opportunity. A TA may want to invalidate a test because of a hardware malfunction or an impropriety.

For a full list of testing impropriety types, see the table “[List of Test Impropriety Types](#)” in the Appendix.

For a list of testing impropriety statuses, see the table “[List of Test Impropriety Statuses](#)” in the Appendix.

For a list of available test improprieties by test status, see the table “[List of Test Improprieties by Test Status](#)” in the Appendix.

How district-level users add new test improprieties one at a time

You can create a testing impropriety for a given test result.

1. Retrieve the result for which you want to create a testing impropriety by doing the following:
 - From the **Test Improprieties** task menu on the TIDE dashboard, select **Create Testing Improprieties**. The *Create Testing Improprieties* page appears (see [Figure 35](#)).
 - Select a request type.
 - From the drop-down lists and in the text field, enter search criteria.

Figure 36. Selection Fields in the Create Testing Improprieties Page

Create Test Improprieties

i Use this page to create invalidation requests. [more info](#)

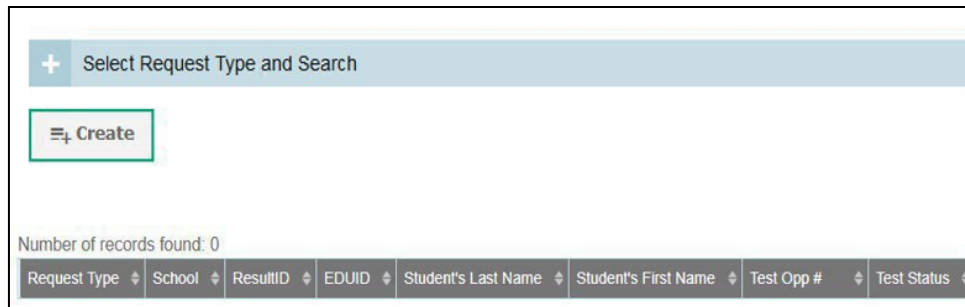
Select Request Type and Search

*Request Type: Invalidate a test *?* Reset a test *?* Re-open a test *?* Re-open test segment *?* Exceeded the Pause Rule *?* Restore a test that was reset *?*

*Search Student By:

- Select **Search**. TIDE displays the found results at the bottom of the *Create Testing Improprieties* page (see [Figure 36](#)).
2. Mark the checkbox for each result for which you want to create a test invalidation, and then select **Create**.
 3. From the **Select a reason from the list** drop-down, select a reason for creating the testing impropriety. The reasons may vary based on the testing impropriety type.

Figure 37. Retrieved Test Results



4. *Optional:* In the *Additional Comments* field, enter comments, if desired.
5. Enter a reason for the request in the window that pops up.
6. Select **Submit**. TIDE displays a confirmation message.

How district-level users modify existing test improprieties one at a time

You can view, approve, reject, retract, and export existing test improprieties.

1. From the **Test Improprieties** task menu on the TIDE dashboard, select **View Testing Improprieties**. The *View/Edit/Export Invalidation Requests* page appears (see [Figure 37](#)).

Figure 38. Selection Fields in the View/Edit/Export Invalidation Requests Page


The screenshot shows the 'View Test Improprieties' interface. At the top, there is a header 'View Test Improprieties' and a sub-header 'Appeal Information'. Below this, there are three main sections: 'Choose a Request Type', 'Choose a Request Status', and 'Additional Request Criteria'. Each section contains a list of radio button options with a question mark icon. A 'Search' button is located at the bottom center.

2. Retrieve the test improprieties you want to view by filling out the search criteria and selecting **Search**. [Figure 38](#) shows retrieved test improprieties.

Figure 39. Retrieved Test Improprieties

The screenshot shows a table with 11 columns: Case Number, Item, Request Type, School, ResultID, EDUID, Student's Last Name, Student's First Name, Segments, and Request Status. There are two rows of data. The first row has a checked checkbox in the first column, and the second row has an unchecked checkbox. The 'Request Status' column for both rows shows 'Processed' with a green speech bubble icon.

Case Number	Item	Request Type	School	ResultID	EDUID	Student's Last Name	Student's First Name	Segments	Request Status
<input checked="" type="checkbox"/>	10035	Invalidate a test	9999_9999	53845	800100071	Interim	Idaho		Processed
<input type="checkbox"/>	10837	Invalidate a test	9999_9999	54602	800100049	Interim	Idaho		Processed

3. *Optional:* Review the initiator's reason for the testing impropriety by selecting  in the Request Status column.

How district-level users add or modify multiple test improprieties all at once

If you have many test improprieties to create, it may be easier to perform those transactions through file uploads. This task requires familiarity with composing CSV files or working with Microsoft Excel.

1. From the **Test Improprieties** task menu on the TIDE dashboard, select **Upload Test Improprieties**. The **Upload Testing Improprieties** page appears.

2. Following the instructions in the section "[How to add or modify multiple records at once](#)" in the Introduction to TIDE and using the table "[Columns in the Test Impropriety Upload File](#)" in the Appendix as a reference, fill out the Test Impropriety template and upload it to TIDE.

How District-Level Users Monitor Test Progress

The tasks available in the **Monitoring Test Progress** task menu allow you to generate various reports that provide information about a test administration's progress.

The following reports are available in TIDE:

- Plan and Manage Testing Report: Details a student's test opportunities and the status of those test opportunities. You can generate this report from the **Plan and Manage Testing** page or the **Participation Report by EDUID** page.
- Test Completion Rates Report: Summarizes the number and percentage of students who have started or completed a test.
- Test Status Code Report: Displays all the non-participation codes for a test administration.

How district-level users view report of students' current test status

TIDE includes a Plan and Manage Testing report that details all of the student's test opportunities and the status of those test opportunities.

Because the report lists test opportunities, a student can appear more than once on the report.

1. From the **Monitoring Test Progress** task menu on the TIDE dashboard, select **Plan and Manage Testing**. The **Plan and Manage Testing** page appears (see [Figure 39](#)).
2. In the *Choose What* panel, select the parameters for which tests to include in your report:
 - From the **Test** drop-down list, select a test category.

Figure 40. Plan and Manage Testing Page

- From the **Administration** drop-down list, select an administration.
 - *Optional:* From the **Test Name** drop-down list, select the test for which you want to generate the report. You may select one, multiple, or all from this list.
3. In the *Search Students* panel, select the parameters for whose information to include in your report:
- From the **District** drop-down list, select a district if applicable.
 - From the **School** drop-down list, select a school if applicable. You may select one or more schools from this list. You may also select all schools if the selected district has 20 or less schools. For districts that have more than 20 schools, the **Select all** option will not be available. Furthermore, the checkboxes for the schools will be disabled once 20 schools have been selected.
 - *Optional:* If a single school was selected, choose a teacher from the **Teacher** drop-down list.
- The **Teacher** drop-down list includes all school-level users, such as teachers, TAs, and principals associated with the selected school. When you select a person from the **Teacher** drop-down list, TIDE performs a check to see if the person is associated with any roster. If no rosters exist for

the selected person, no data is displayed when you generate the report. If the selected person has an associated roster, the plan and manage testing reports show the test attempts of the students included in the roster.

If you do not select any person from the **Teacher** drop-down list and use the default value of **All** to generate the report, you will see all the tests taken in that school, irrespective of roster associations.

It is important to note that the TA Name displayed on the Plan and Manage Testing report does not imply the name of the teacher. The TA is the person who conducts the test. This can be the same as the teacher or it can mean a different person.

- *Optional:* In the *Student's Last Name* field, enter a student's last name.
 - *Optional:* In the *Student's First Name* field, enter a student's first name.
 - *Optional:* In the *EDUID* field, enter an EDUID.
 - *Optional:* From the **Grade** drop-down list, select a grade. You may select one, multiple, or all grades from this list.
4. In the *Get Specific* panel, select the radio button for one of the options and then set the parameters for that option. The following options are available (parameters for each option are listed in {brackets}):
- Students whose most recent {Session ID/TA Name} was {Optional Session ID/TA Name} between {start date} and {end date}.
 - Students whose current opportunity will expire {in/between} {number/range} days.
 - If you select "in," you may enter any number in the displayed text box to determine tests expiring in the specified number of days. You may also enter 0 to see opportunities that expire that day.
 - If you select "between," you may enter two numbers in the displayed text boxes to signify a range of days (such as 1–3).
 - Students who {have/have not} {completed/started} the {1st/2nd/Any} opportunity in the selected administration.
 - A search for students who have not started the 1st/Any opportunity will return results for students who have not started their first opportunity on the selected test.
 - Students on their {1st/2nd/Any} opportunity in the selected administration and have a status of {student test status}.
 - Search student(s) by {EDUID/Name}: {EDUID/Student Name}

5. Do one of the following:
 - To view the report on the page, select **Generate Report**.
 - To open the report in Microsoft Excel, select **Export Report**.

Figure 41. Plan and Manage Testing Report

Plan and Manage Testing

i Use this page to view participation report. [more info](#)

- Search Students

*State: -- Select -- Student's Last Name:

*District: -- Select -- Student's First Name:

*School: None selected Grade: None selected

StudentID:

- Advanced Search

Search Fields: -- Select -- Additional Criteria Chosen:

Add
Remove All
Remove Selected

- Choose What

*Test Type: Interims Administration: 2022-2023

Test Instrument: Interims Test ID's: All selected (27)

- Get Specific

Students who have completed Any opportunity the test in the selected administration

Students whose most recent SessionID was SessionID (optional) between 07/12/2022 and 07/12/2022

Note: If no TA or Session ID is specified, date range cannot exceed 15 days

students whose current opportunity will expire in days.

Students on their Any opportunity who have a status of None selected in the selected administration

Search student(s) by SSID : Enter up to 20 SSID(s) separated by commas

Generate Report
Export Report

For descriptions of the columns in this report, see the table “[Columns in the Plan and Manage Testing Report](#)” in the Appendix.

How district-level users view report of students’ current test status by student ID

You can also generate participation reports for specific students by EDUID. This section describes how to generate participation reports for one or more students using students’ EDUIDs.

Because the report lists test opportunities, a student can appear more than once on the report.

1. From the **Monitoring Test Progress** task menu on the TIDE dashboard, select **Participation Search**

by EDUID. The *Participation Search by EDUID* page appears (see [Figure 41](#)).

2. Do one of the following:

- To enter students' EDUIDs, select **Search by EDUID(s)**. Next, enter one or more EDUIDs, separated by commas, in the Student IDs field. You can enter up to 1,000 EDUIDs.

Figure 42. Participation Search by EDUID Page

Participation Search by EDUID

i Use this page to view participation reports for specified students. [more info](#)

Enter Upload

— Enter SSID(s)

Student ID(s)

[Generate Report](#)

- To upload EDUIDs, select **Upload EDUID**. Next, select **Browse** and then use the file browser to select an Excel or CSV file with Student IDs listed in a single column. You can upload up to 1,000 EDUIDs.

3. Select **Generate Report**. The *Participation Report by EDUID* appears (see [Figure 40](#)).

For descriptions of the columns in this report, see the table "[Columns in the Plan and Manage Testing Report](#)" in the Appendix.

How district-level users view report of test completion rates

The Test Completion Rate report summarizes the number and percentage of students who have started or completed a test.

1. From the **Monitoring Test Progress** task menu on the TIDE dashboard, select **Test Completion Rates**. The **Test Completion Rates** page appears.
2. In the *Report Criteria* panel (see [Figure 42](#)), select the parameters for which tests to include in your report.

Figure 43. Test Completion Rates Search Fields

3. *Optional:* Select a different report output under *Additional Options* to see more granular participation and completion information.
 - a. To display test completion counts and percentages for all students per test, leave the dropdown at **Select**. This runs the default report.

This option allows you to track participation at the test level across all grades, showing totals for eligible students, students completed, and students started.

- b. To display test completion counts and percentages for each test disaggregated by participating students' enrolled grades, select **Show By Grade**.

Showing results by grade allows you to track participation across enrolled grades. This is useful, for instance, when you have a test that all grade 3 students must take that also has some limited off-grade participation among grades 2, 4, and 5. This report makes it easy to track overall completion within the grade 3 population without the off-grade testers skewing the rates.

- c. To display overall test completion progress across ALL component tests in a given scoring combo and the total for the combo, select **Show By Scoring Combo**.

Showing results by scoring combo allows you to track test completion progress across ALL component tests in a scoring combo. These tests are administered as separate tests (parts) and then the scores are combined into one score on the combo. For example, Chemistry Part 1 is a component test and Chemistry Part 2 is another component test of the Chemistry Scoring Combo. Completion progress is shown per component test and for the combo. When this option is selected, only component tests associated with a scoring combo are returned in the report; standalone tests that are not combined with any other test for scoring are not included in the report.

4. To view the report, select **Export Report**. This report can only be exported to a spreadsheet application, like Microsoft Excel, and does not display on the TIDE screen. [Figure 66](#) displays a sample Test Completion Rate report for the default setting showing information for all students.
5. For a description of the columns in this report, see the table "[Columns in the Test Completion Rate Report](#)" in the appendix.

Figure 44. Test Completion Rate Report

Date	District ID	District Name	Test IDs	Opportunity	Test Instrument	Total Student	Total Stud	Total Stud	Percent St	Percent Cd
7/20/2020 5:00:01 AM	9999	Demo district 9999	Grade 10 ELA - Interim Assessment (ICA)	1	Interim Comprehensive	516	0	0	0.00%	0.00%
7/20/2020 5:00:01 AM	9999	Demo district 9999	Grade 10 ELA - Performance Task (ICA)	1	Interim Comprehensive	516	0	0	0.00%	0.00%
7/20/2020 5:00:01 AM	9999	Demo district 9999	Grade 10 MATH - Interim Assessment (ICA)	1	Interim Comprehensive	512	0	0	0.00%	0.00%
7/20/2020 5:00:01 AM	9999	Demo district 9999	Grade 10 MATH - Performance Task (ICA)	1	Interim Comprehensive	512	0	0	0.00%	0.00%
7/20/2020 5:00:01 AM	9999	Demo district 9999	Grade 11 ELA - Interim Assessment (ICA)	1	Interim Comprehensive	25666	0	0	0.00%	0.00%
7/20/2020 5:00:01 AM	9999	Demo district 9999	Grade 11 ELA - Performance Task (ICA)	1	Interim Comprehensive	25666	0	0	0.00%	0.00%
7/20/2020 5:00:01 AM	9999	Demo district 9999	Grade 11 MATH - Interim Assessment (ICA)	1	Interim Comprehensive	25682	0	0	0.00%	0.00%

How district-level users view report of test status codes

If students do not start or complete tests to which they are assigned, school officials assign special codes to those tests. The Test Status Code report displays all the non-participation codes for a test administration.

1. From the **Monitoring Test Progress** task menu on the TIDE dashboard, select **Test Status Code Report**. The **Test Status Code Report** page appears.
2. In the *Report Criteria* panel(see [Figure 44](#)), select search criteria for the test and administration.

Figure 45. Test Status Code Report Search Results

3. Do one of the following:
 - To view the report on the page, select **Generate Report**.
 - To open the report in Microsoft Excel, select **Export Report**.

TIDE displays the tests and associated statuses and special codes (see [Figure 45](#)).

Figure 46. Test Status Code Report

Name	EDUID	School ID	School Name	Test IDs	Test Status	Date Started	Special Code
UploadThree, Test	000000007	9999_9998	Demo inst 9998	Grade 4 ELA - Interim Assessment (ICA)			
UploadThree, Test	000000007	9999_9998	Demo inst 9998	Grade 4 ELA - Performance Task (ICA)			

For a description of the columns in this report, see the table “[Columns in the Test Status Code Report](#)” in the Appendix.

For a description of each status that a test opportunity can have, see the table “[Test Opportunity Status Descriptions](#)” in the Appendix.

How district-level users view test session status reports

District-level users can view status reports of active and inactive test sessions happening in their district for the current day. These reports show how many students in each school are testing and how many have started, paused, and completed their test.

District-level users can also view school-level test session status reports for each school in their district. These reports show each active and inactive session ID for a school, along with information like proctor name, test name, the start time of the test session, the total number of students taking the test, and the number of students who have started, paused, and completed the test.

1. From the **Monitoring Test Progress** task menu on the TIDE dashboard, select **Test Session Status Report**. The **Test Session Status Report** page appears.

Figure 47. Session Report Page

Test Session Status Report

i Use this page to view session reports for a school. [more info](#)

— Session Report

*District: Demo district 9999 - 9999

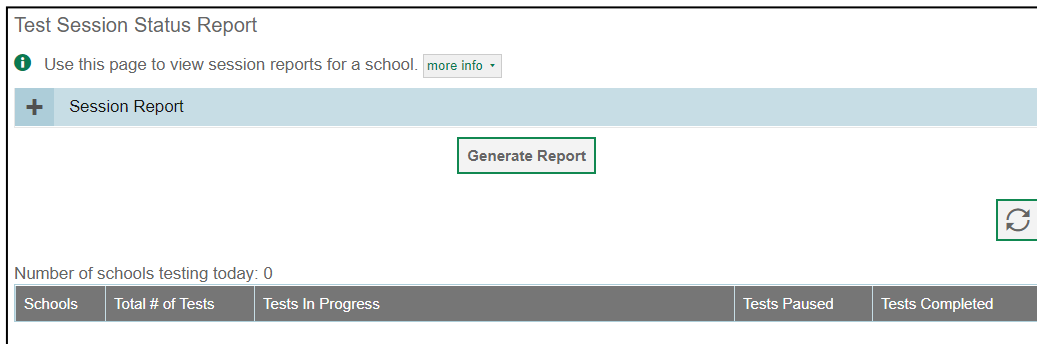
*School: Demo inst 9999 - 9999_9999

Generate Report

From the **District** drop-down list, select a district.

2. From the **School** drop-down list, select an individual school to view a detailed report for that school or select multiple schools to view a summary report for the schools you select. To view a summary
3. report for all schools in your district, select **All Schools**.
4. Select **Generate Report**. If you selected an individual school in Step 3, skip Step 5.
5. If you selected multiple schools in Step 3, a summary report page appears. For a description of the columns in this report, see the table "[Columns in the Summary Session Report Page](#)" in the Appendix.

Figure 48. Summary Session Report



6. Select a school from the summary report page to view a detailed report for that school. If you selected an individual school in Step 3, a detailed report will appear after you complete Step 4. For a description of the columns in this report, see the table "[Columns in the Detailed Session Report Page](#)" in the Appendix.

Figure 49. Detailed Session Report


Session ID	Proctor Name	Test Name	Start Time of Session	Total # of Tests	Tests in Progress	Tests Paused	Tests Completed
UAT-30EC-3	test, test	Interim Elementary School Earth and Space Science - Earth's Systems 2: 5-ESS2-2	01:49 PM	1	0	1	0
UAT-59A1-3	test, test	Interim Elementary School Physical Science - Motion and Stability: 5-PS2-1	12:37 PM	1	0	1	0
UAT-F3D5-3	test, test	+ Multiple Tests	01:38 PM	10	0	10	0

7. *Optional:* If multiple tests are available for one session, select **+ Multiple Tests** to expand the list of tests associated with that session.
8. *Optional:* Select **Expand All Sessions** to expand all sessions containing multiple tests. The button will only be displayed when multiple tests per session exist.
9. *Optional:* Select **Collapse All Sessions** to collapse all expanded sessions. The button will only be displayed when multiple tests per session exist.

Figure 50. School Report Page with All Sessions Expanded

Session ID	Proctor Name	Test Name	Start Time of Session	Total # of Tests	Tests in Progress	Tests Paused	Tests Completed
UAT-30EC-3	test, test	Interim Elementary School Earth and Space Science - Earth's Systems 2: 5-ESS2-2	01:49 PM	1	0	1	0
UAT-59A1-3	test, test	Interim Elementary School Physical Science - Motion and Stability: 5-PS2-1	12:37 PM	1	0	1	0
UAT-F3DS-3	test, test	Multiple Tests	01:38 PM	10	0	10	0
		IAB - ELA Grade 11 - Research		1	0	1	0
		IAB - Math Grade 11 - Seeing Structure in Expressions/Polynomial Expressions		1	0	1	0
		Interim Elementary School Earth and Space Science - Earth's Systems 1: 4-ESS2-1		1	0	1	0
		Interim Elementary School Physical Science - Motion and Stability: 5-PS2-1		2	0	2	0
		Interim Elementary School Physical Science - Structure and Properties of Matter 1: 5-PS1-2		1	0	1	0
		Interim High School Earth and Space Science - Weather and Climate 2: ESS2-4		1	0	1	0
		Interim High School Life Science - Inheritance and Variation of Traits: LS3-2		1	0	1	0
		Interim Middle School Physical Science - Chemical Reactions: PS1-5		1	0	1	0
		Interim Middle School Physical Science - Waves and Electromagnetic Radiation 2: PS4-1		1	0	1	0

10. *Optional:* To view inactive test sessions, mark the Inactive Test Sessions checkbox. Inactive test sessions will appear in italics. Sessions will be considered inactive if all students in the session are paused or have completed the test opportunity, and no new opportunities have been started.

11. *Optional:* Select  to refresh the list of available sessions. Data is refreshed in near real time.

How District-Level Users Submit Test Incident Report Forms

You can submit Test Incident Report forms by following the intrusions below. These may only be submitted for the ISAT and IDAA Summative Assessments.

1. From the **Submit Forms** task menu on the TIDE dashboard, select **Submit Forms**. The **Type of Form to Submit** page appears.

Figure 51. Type of Form to Submit Page

2. From the *Select a Form* drop-down list, select **Test Incident Report**. Then select **Select**. The form appears.
3. Enter in all of the required information, then select **Submit** once complete.


How District-Level Users View/Edit Test Incident Report Forms

You can view or edit submitted Test Incident Report forms by following the instruction below.

1. From the **Submit Forms** task menu on the TIDE dashboard, select **View/Edit Forms**. The **Search For Form Submissions to Review** page appears.

Figure 52. Search for Form Submissions to Review Page

The screenshot shows the 'Search for Form Submissions to Review' page. The navigation bar includes 'Users', 'Students', 'Test Settings and Tools', 'Rosters', 'Secure Test Materials', and 'Submit Forms'. The search form contains the following fields: '*Select a Form:' (dropdown menu with 'Test Incident Report' selected), '*FormStatus:' (dropdown menu with 'All selected (3)' selected), 'Submission ID:' (text input field with a clear button), '*Form Year:' (dropdown menu with '2022-2023' selected), '*District:' (dropdown menu with 'Demo district 9999 - 9999' selected), '*School:' (dropdown menu with 'All Schools' selected), 'Start Date:' (text input field with a calendar icon), and 'End Date:' (text input field with a calendar icon). A 'Search' button is located at the bottom center of the form.

2. Enter the required search criteria to find the *Test Incident Report* forms you want to view.
3. Select **Search**. A search results grid appears, displaying Test Incident Report forms matching your search criteria.
4. To view a *Test Incident Report*, select the edit button () for that form. The form appears.
5. Optional: To add attachments to the form, select Choose Files and use the file browser to select the file(s) you want to attach.
6. If you added attachments, select Submit. The form with new attachments is submitted.

How District-Level Users Use TIDE After Testing

After testing, district-level users can perform the following tasks in TIDE:

- View or edit non-participation codes
- Correct student enrollment information

How District-Level Users Perform Data Cleanup

After testing, you must clean up data by adding or editing non-participation codes for students who did not take a test as intended and by correcting student enrollment information, if necessary.

How district-level users view or edit non-participation codes

There are circumstances in which a student did not participate in an expected test or participated in a test but in a non-standard way. Examples include a student inadvertently taking an incorrect test, a parent opt-out, or the student not receiving appropriate instruction prior to the test. In such instances, you need to assign a special code to the student's test so that Reporting can accurately explain the non-participation.

There are two types of special codes: non-participation and participation. A student is considered to have participated in a test after answering six questions or after responding with any text to both writing prompts. For a list of special codes and their descriptions, see the table "[Special Codes and Their Descriptions](#)" in the Appendix.

Once you apply a special code, that special code persists until it is changed. For example, if you apply a special code for an interim assessment, that special code also applies to a summative assessment unless you explicitly change it.

1. From the **Data Cleanup** task menu on the TIDE dashboard, select **Non-Participation Codes**. The **Non-Participation Codes** page appears (see [Figure 50](#)).
2. Retrieve the student whose non-participation codes you want to view or edit by filling out the search criteria and selecting **Search**.

Figure 51. Fields in the Non-Participation Codes Page

The screenshot shows the 'Non-Participation Codes' page. At the top, there is a header 'Non-Participation Codes' and a sub-header 'Search Students'. Below this, there are several input fields: '*District:' with a dropdown menu showing 'Demo district 9999 - 9999!', '*School:' with a dropdown menu showing 'Demo inst 9999 - 9999_9999', and 'EDUID:' with a text input field. To the right, there are fields for 'Student's Last Name:', 'Student's First Name:', and 'Grade:' with a dropdown menu showing 'None selected'. Below these fields is an 'Advanced Search' section with a 'Search Fields:' dropdown menu showing '-- Select --'. To the right of this is an 'Additional Criteria Chosen:' section with two buttons: 'Remove All' and 'Remove Selected'. At the bottom of the 'Advanced Search' section is an 'Add' button. At the bottom of the entire page is a 'Search' button.


3. In the list of retrieved students, select  for the student whose non-participation codes you want to edit. The **Edit Non-Participation Codes** form appears, listing the student's demographic information in the *Student Information* panel, and the student's available tests and special codes in the *Special Codes* panel (see [Figure 51](#)).

Figure 52. Edit Non-Participation Codes

The screenshot shows the 'Edit Non-Participation Codes' form. It is divided into two main sections: 'Student Information' and 'Special Codes'. The 'Student Information' section contains the following data: District: 9999 - Demo district 9999, School: 9999_9999 - Demo inst 9999, EDUID: 600600618, Student's Last Name: Demo, Student's First Name: Test, Student's Middle Name: (empty), Gender: F, Birth Date (MMDDYYYY): 02022002, and Grade: 06. The 'Special Codes' section contains a 'Special Codes' header and a list of codes: Interim ES Earth and Space, Science - Earth's Systems 2-, and 5-ESS2-2: None (with a dropdown arrow).

4. From the drop-down lists in the *Special Codes* panel, select the special code for each available test, as required. For a listing of special codes, see the table "[Special Codes and Their Descriptions](#)" in the Appendix.
5. Select **Save**.

How School-Level Users Perform Tasks in TIDE

School-level users have access to many of the same tasks as district-level users and perform these tasks the same way a district-level user performs them. For these tasks, this section of the guide refers school-level users back to the instructions presented in the district-level user section.

How School-Level Users Perform Tasks in TIDE Before Testing Begins

Before testing begins, school-level users must perform the following tasks in TIDE:

- Set up **user accounts** for teachers and test administrators (TAs) so they can sign into TIDE and other CAI systems. If teachers or TAs do not have accounts set up in TIDE, they will not be able to access any CAI systems or administer tests.
- Set up **student accounts** so students can take the correct tests with the correct test settings. If student accounts are not set up in TIDE in the correct test administration before testing begins, those students will not be able to test.
- Set up **rosters** so Reporting can display scores at the classroom, school, district, and state levels.

How School-Level Users Set up User Accounts in TIDE

School-level users must set up user accounts in TIDE for teachers and TAs. If teachers and TAs do not have user accounts set up in TIDE before testing begins, they will not have access to any CAI systems or be able to administer tests.

Like district-level users, school-level users can add or modify user accounts one at a time or multiple user accounts all at once through file upload. These tasks can be performed following the procedure as described in the section "[How District-Level Users Set Up User Accounts in TIDE](#)." For detailed information, please refer to the following sections:

- [How district-level users add new user accounts one at a time](#)
- [How district-level users modify existing user accounts one at a time](#)
- [How district-level users add or modify multiple user accounts all at once](#)

How School-Level Users Register Students for Testing

School-level users can register students for testing if those students have not already been registered. If students are not registered for testing, they will not be able to sign into a test.

Like district-level users, school-level users can add or modify student accounts one at a time. School-level users can also specify or upload student accommodations and test tools and can specify or upload interim grades. Users also can print PreID labels from student lists. These tasks can be performed following the procedure as described in the section "[How District-Level Users Register Students for Testing](#)." For detailed information, please refer to the following sections:

- [How district-level users add new student accounts one at a time](#)

- [How district-level users modify existing student accounts one at a time](#)
- [How district-level users specify student accommodations and test tools](#)
- [How district-level users upload student accommodations and test tools](#)
- [How district-level users upload interim grades](#)
- [How district-level users print PreID labels from student lists](#)

How School-Level Users Manage Rosters

School-level users can manage rosters for students in their school. These rosters are then sent to Reporting so those systems can display scores.

Like district-level users, school-level users can add or modify rosters one at a time or all at once through file upload. Users can also print PreID labels from roster lists. These tasks can be performed following the procedure in the section “[How District-Level Users Manage Rosters](#).” For detailed information, please refer to the following sections:

- [How district-level users add new rosters one at a time](#)
- [How district-level users modify existing rosters one at a time](#)
- [How district-level users add or modify multiple rosters all at once](#)
- [How district-level users print PreID labels from roster lists](#)

How School-Level Users Use TIDE During Test Administration

During testing, school-level users can perform the following tasks in TIDE:

- Print **test tickets** to help students log in to tests.
- Add, modify, and upload test improprieties.
- View reports of students’ current test statuses, test completion rates, and test status codes.

How School-Level Users Print Test Tickets

School-level users can print test tickets for students in their school. Test tickets are hard-copy forms that includes a student’s username for logging in to a test.

Test tickets can be printed by following the procedure in the section “[How District-Level Users Print Test Tickets](#).” For detailed information, please refer to the following sections:

- [How district-level users print test tickets from student lists](#)
- [How district-level users print test tickets from roster lists](#)

How School-Level Users Manage Test Improprieties

School-level users can manage test improprieties for students in their school.

Like district-level users, school-level users can add or modify test improprieties one at a time or all at once through file upload. These tasks can be performed by following the procedure in the section “[How District-Level Users Manage Test Improprieties](#).” For detailed information, please refer to the following sections:

- [How district-level users add new test improprieties one at a time](#)
- [How district-level users modify existing test improprieties one at a time](#)
- [How district-level users add or modify multiple test improprieties all at once](#)

How School-Level Users Monitor Test Progress

Like district-level users, school-level users can view reports of students’ current test statuses, test completion rates, test status codes, and test session status. These tasks can be performed by following the procedure in the section “[How District-Level Users Monitor Test Progress](#).” For detailed information, please refer to the following sections:

- [How district-level users view report of students’ current test status](#)
- [How district-level users view report of students’ current test status by student ID](#)
- [How district-level users view report of test completion rates](#)
- [How district-level users view report of test status codes](#)
- [How district-level users view test session status reports](#)

How School-Level Users Use TIDE After Testing

After testing, school-level users can view or edit non-participation codes in TIDE.

How School-Level Users View or Edit Non-Participation Codes

Like district-level users, school-level users can view or edit non-participation codes by following the procedure in the section “[How district-level users view or edit non-participation codes](#).” For detailed information, please refer to the following section:

- [How district-level users view or edit non-participation codes](#)

How Teachers and Test Administrators Perform Tasks in TIDE

Teachers and test administrators (TAs) have access to some of the same tasks as district-level and school-level users and perform these tasks the same way a district-level or school-level user performs them. For these tasks, this section of the guide refers teachers and TAs back to the instructions presented in the district-level user section.

How Teachers and Test Administrators Perform Tasks in TIDE Before Testing Begins

Before testing begins, teachers and TAs can perform the following tasks in TIDE:

- View **user accounts** to verify their own account information.
- View **student accounts** to ensure student details are properly entered into TIDE. If student accounts are not set up in TIDE in the correct test administration before testing begins, those students will not be able to test.
- Teachers (not TAs) can set up **rosters** so Reporting can display scores at the classroom, school, district, and state levels.

How Teachers and Test Administrators View User Accounts in TIDE

Teachers and TAs can view their own user account information in TIDE by selecting **Manage Accounts** from the banner.

How Teachers and Test Administrators Manage Student Information

Teachers and TAs can view student accounts by selecting the **Student** task menu, selecting **View/Edit/Exporting Students**, filling out the search criteria, and selecting **Search**. Search results can be viewed in TIDE or exported to the inbox. Teachers and Test Administrators can print PreID labels from students lists. For more information, please refer to the following section:

- [How district-level users print PreID labels from student lists](#)

How Teachers Manage Rosters

Teachers (but not TAs) can manage rosters for students in their school. However, DAs/DCs/SCs need to assign students to teachers in a roster first, before teachers are then able to customize their rosters and create more granular rosters with those assigned students. These rosters are then sent to Reporting so those systems can display scores.

Like district- and school-level users, teachers can add or modify rosters one at a time or all at once through file upload. These tasks can be performed following the procedure in the section "[How District-Level Users Manage Rosters](#)." Teachers can also print PreID labels from roster lists. For detailed information, please refer to the following sections:

- [How district-level users add new rosters one at a time](#)

- [How district-level users modify existing rosters one at a time](#)
- [How district-level users add or modify multiple rosters all at once](#)
- [How district-level users print PreID labels from roster lists](#)

How Teachers and Test Administrators Use TIDE During Testing

During testing, teachers and TAs can perform the following tasks in TIDE:

- Print **test tickets** to help students log in to tests.
- View reports of students' current test statuses, test completion rates, and test status codes.

How Teachers and Test Administrators Print Test Tickets

Teachers and TAs can print test tickets for their students. Test tickets are hard-copy forms that includes a student's username for logging in to a test.

Test tickets can be printed by following the procedure in the section "[How District-Level Users Print Test Tickets](#)." Please note, only teachers can print test tickets from roster lists. For detailed information, please refer to the following sections:

- [How district-level users print test tickets from student lists](#)
- [How district-level users print test tickets from roster lists](#)

How Teachers and Test Administrators Monitor Test Progress

Like district- and school-level users, teachers and TAs can view reports of students' current test statuses, test completion rates, and test status codes. These tasks can be performed by following the procedure in the section "[How District-Level Users Monitor Test Progress](#)." For detailed information, please refer to the following sections:

- [How district-level users view report of students' current test status](#)
- [How district-level users view report of students' current test status by student ID](#)
- [How district-level users view report of test completion rates](#)
- [How district-level users view report of test status codes](#)

Appendix

A

Account Information

You can modify your name, phone number, and other account information in TIDE. (To change your email address, your school or district assessment coordinator must create a new account with the updated email address.)

1. In the TIDE banner (see [Figure 7](#)), from the **Manage Account** drop-down list, select **My Contact**. The **My Contact Information** page appears (see [Figure 52](#)).
2. Enter updates as necessary.
3. Select **Save**.

TIDE saves your changes, and a confirmation message appears.

Figure 53. Fields in the My Contact Information Page

The screenshot shows a form titled "Add/Edit My Account" with a teal header. Below the header, there are four input fields arranged in a 2x2 grid. The top-left field is labeled "*Email Address:" and contains the text "MAAC_DA@air.org". The top-right field is labeled "*Last Name:" and contains the text "Collins". The bottom-left field is labeled "*First Name:" and contains the text "Patricia". The bottom-right field is labeled "Phone:" and contains the text "202-403-5621". Below the input fields, there are two buttons: a green "Save" button and an orange "Cancel" button.


C

Changing Your Associated Test Administration, Institution, or Role

Depending on your permissions, you can switch to different test administrations, schools, districts, and user roles in TIDE.

1. In the TIDE banner (see [Figure 7](#)), select **Change Role** from the **Manage Account** drop-down menu. The **Administration Details** window appears (see [Figure 53](#)).
2. Update the information as necessary.
3. Select **Submit**. A new home page appears that is associated with your selections.

Figure 54. Administration Details Window



Administration Details

Select the User Role, Test Administration, District, and School (as applicable):

User Role:

Test Administration:

*State:

Columns in the Test Impropriety Upload File

You can use the information in the table below to [add or modify multiple test improprieties all at once through file upload](#).

Column Name	Description	Valid Values
Type*	Type of testing impropriety.	One of the following: Exceeded the pause rule Invalidate a test Re-open a test Re-opentestsegment Reset a test Restore a test that was reset
Search Type*	Student field to search.	One of the following: Result ID Session ID EDUID
Search Value*	Search value corresponding to the search type.	Up to 1,000 alphanumeric characters. The value must exist in the TDS or TIDE. For example, specifying a result ID of 123456 requires that this result ID exist in the TDS.

Column Name	Description	Valid Values
Reason*	Reason for creating testing impropriety.	Up to 1,000 alphanumeric characters. One of the options available for the selected testing impropriety type.
Comment	Additional comments explaining the reason for the testing impropriety.	Up to 1,000 alphanumeric characters.

*Required field.

Columns in the Detailed Session Report Page

You can use the information in the table below to [view test session status reports](#).

Column	Description
Proctor Name	Name of the proctor associated with the Session ID.
Test Name	Name of the test associated with the Session ID. Multiple tests may be associated with one Session ID.
Session ID	The Session ID to which the test is linked.
Start Time of Session	Start time of the session.
Total # of Test	Total number of students testing in each school.
Test in Progress	Number of tests that have been started and have not been completed or paused.
Tests Paused	Number of students who have paused their test.
Tests Completed	Number of students who have completed their test.

Columns in the Interim Grades Upload File

You can use the information in the table below to [upload interim grades](#).

Field Name	Description	Valid Values
EDUID*	State-assigned student identifier.	Up to 9 numeric characters. Must be enrolled in your district.
Field*	Label used for the interim grade attribute.	Interim Testing Grade

Field Name	Description	Valid Values
Subject*	Subject of assessment.	One of the following: <ul style="list-style-type: none"> • Mathematics • English Language Arts • Science
Grade*	Student's interim grade	Any of the following: Two-character grade in the range 03–12. Add leading zero for single-digit numbers. None

*Required field.

Columns in the Plan and Manage Testing Report

You can use the information in the table below to view the report of students' current test status through the [Plan and Manage Testing module](#) or when [searching by student ID](#).

Attribute	Description
Name	Student's legal name (Last Name, First Name).
EDUID	Student's Statewide Student Identifier number.
District Name	Name of the district associated with the record.
School Name	Name of the school associated with the record.
Grade	The grade in which the student is enrolled.
Interim Test Grade	Indicates the interim grades set up for the student.
EL Status	Indicates whether the student is an English learner (EL).
Test Name	Test name for this student record.
Language	The language setting that was assigned to the student (English or Spanish).
Opportunity	The opportunity number for that student's specific record.
Test Administrator Name	The TA who created the session in which the student is currently testing (or in which the student completed the test).
Session ID	The Session ID to which the test is linked.
Status	The status for that specific opportunity.
Result ID	The unique identifier linked to the student's results for that specific opportunity.
Restarts	The total number of times a student has resumed an opportunity (e.g., if a test has been paused three times and the student has resumed the opportunity after each pause, this column will show three restarts). (This includes Restarts with Grace Period—see below.)

Attribute	Description
Restarts with Grace Period	The total number of times a student has resumed an opportunity within 20 minutes after a test was paused. For example, if a test has been paused three times and the student resumed the opportunity within 20 minutes of two pauses but 25 minutes after the third pause, this column shows two Restarts with Grace Period). A student has a grace period of 20 minutes to pause the test at a test item and then resume the test at that same item. However, if a test is paused for more than 20 minutes, the test session will expire, and the student will not be able to review any previous answers.
Date Started	The date when the first test item was presented to the student for that opportunity.
Date Completed	The date when the student submitted the test for scoring.
Last Activity	The date of the last activity for that opportunity or record. A completed test can still have activity as it goes through the quality assurance (QA) and reporting process.
Expiration Date	The date the test opportunity expires.
Test Duration	The time it took a student to complete a test.
Force Complete Date	The date a test expired and was force-completed.

Columns in the Roster Upload File

You can use the information in the table below to [add or modify multiple rosters all at once](#).

Column Name	Description	Valid Values
District ID*	District associated with the roster.	District ID that exists in TIDE. Three alphanumeric characters.
School ID*	School associated with the roster.	School ID that exists in TIDE. Four alphanumeric characters. Must be associated with the district ID.
Email Address*	Email address of the teacher associated with the roster.	Email address of a teacher.
Roster Name*	Name of the roster.	Up to 20 characters.
EDUID*	Student's unique identifier within the district.	Upto9alphanumeric characters.
Action*	Action column to add or delete students from roster.	Add—adds student to roster. Delete—deletes student from roster.

*Required field.

Columns in the Student Upload File

You can use the information in the table below to [add or modify multiple student accounts all at once through file upload](#).

Column Name	Description	Valid Values
DistrictID*	District responsible for specific educational services or instruction of the student.	District ID that exists in TIDE and must be associated with the user uploading the file. Three alphanumeric characters.
SchoolID*	School responsible for specific education services and/or instruction of the student.	School ID that exists in TIDE. Must be associated with the user uploading the file and the district ID. Four alphanumeric characters. Can be blank when uploading district-level rosters.
LastOrSurname*	Student's last name.	Up to 35 alphanumeric characters.
FirstName*	Student's first name.	Up to 35 alphanumeric characters.
MiddleName	Student's middle name.	Up to 35 alphanumeric characters. Can be blank.
Birth Date (MMDDYYYY)*	Day on which student was born.	Date in format MMDDYYYY. Add leading zero for single-digit numbers.
EDUID*	Student's Education Unique Identification.	Must be nine alphanumeric characters. Include leading zeros if necessary. Note: If adding students with an EDUID that is already associated with a student with a different name, TIDE displays a corresponding error message during the validation process.
Grade*	Student's enrolled grade.	Two-character grade in the range KG–12. Add leading zero for single-digit numbers.

Column Name	Description	Valid Values
Gender*	Student's gender.	One of the following: M F
HispanicOrLatinoEthnicity*	Student's ethnicity.	One of the following: M F
AmericanIndianOrAlaskaNative*	Student's ethnicity.	One of the following: Y N
Asian*	Student's ethnicity.	One of the following: Y N
BlackOrAfricanAmerican*	Student's ethnicity.	One of the following: Y N
White*	Student's ethnicity.	One of the following: Y N
NativeHawaiianOrOtherPacificIslander *	Student's ethnicity.	One of the following: Y N
Section504Status*	Individuals with disabilities who are being provided with related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended	One of the following: Y N
SpecialEducationStatus*	A person receiving special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individual Family Service Plan (IFSP), or service plan.	One of the following: Y N

Column Name	Description	Valid Values
AltAssessment	An individual with the most significant cognitive disabilities to access grade-level content aligned to the core content connectors of the Idaho Content Standards.	One of the following: Y N Blank
PrimaryDisabilityType*	Major or overriding disability condition that best describes a student's impairment.	One of the following: ASD—Autism Spectrum Disorder CI—Cognitive Impairment DB—Deaf-blindness DD—Developmental Delay DE—Deaf EMD—Emotional Disturbance LI—Language Impairment MD—Multiple Disabilities N/A—Not Applicable OI—Orthopedic Impairment OHI—Other Health Impairment SI—Speech Impairment SLD—Specific Learning Disability TBI—Traumatic Brain Injury VI—Visual impairment
ELStatus*	Indication of student's Limited English Proficiency status.	One of the following: Yes No
ELCategory	Codes that indicate a student's Limited English Proficiency status.	One of the following: L1, LE, EW, X1, X2, X3, X4, FL, SO. Blank
MigrantStatus*	Student's migrant status.	One of the following: Yes No

Column Name	Description	Valid Values
ISATPaperTester	This flag will indicate whether a student will test on paper instead of online.	One of the following: Y N Blank
IDAAFixedForm	This flag to indicate whether a student will test on paper instead of online.	One of the following: Y N Blank
EconomicDisadvantgeStatus*	Indication that Student meets the State criteria for classification as having an economic disadvantage. Only a required field for Administrator, State, and District Roles.	One of the following: Y N Blank
DeleteStudent	Indicates if record is a deletion.	Y—Delete the record. If blank, indicates the record is an add or modify.

*Required field

Columns in the Summary Session Report Page

You can use the information in the table below to [view test session status reports](#).

Column	Description
Schools	List of schools for which you can view reports.
Total # of Tests	Total number of students testing in each school.
Tests in Progress	Number of tests that have been started and have not been completed or paused.
Tests Paused	Number of students who have paused their test.
Tests Completed	Number of students who have completed their test.

Columns in the Test Completion Rate Report

You can use the information in the table below to [view report of test completion rates](#).

Column	Description
Date	Date and time that the file was generated.
District ID	The ID of the reported district.
District Name	The name of the reported district.
School ID	The ID of the reported school. This column is only included in the school-level report.

School Name	Name of the reported school. This column is only included in the school-level report.
Test Instrument	Category of the test that is being reported.
Test IDs	Test ID that is being reported.

Column	Description
Opportunity	Test opportunity number that is being reported.
Total Student	Number of students with an active relationship to the school in TIDE.
Total Student Started	Number of students who have started the test.
Total Student Completed	Number of students who have finished the test and submitted it for scoring.
Percent Started	Percentage of students who have started the test out of the total number of students with an active relation to the school in TIDE.
Percent Completed	Percentage of students who have completed the test out of the total number of students with an active relation to the school in TIDE.

Columns in the Test Settings Upload File

You can use the information in the table below to [upload student accommodations and test tools](#).

Column	Description	Valid Values
EDUID*	Student's statewide identification number.	Nine digits
Subject*	Subject for which the tool or accommodation applies.	One of the following: ELA-CAT ELA-PT Math (CAT & PT) Science IDAA ELA IDAA MATH IDAASCIENCE
Tool Name*	Name of the tool or accommodation.	See the table "Valid Values for Tool Names."
Value*	Indicates if the tool or accommodation is allowed or disallowed, or the accommodation's appearance.	See the table "Valid Values for Tool Names."

*Required field.

Columns in the Test Status Code Report

You can use the information in the table below to [view reports of test status codes](#).

Column	Description
Student Name	Student's name.
EDUID	Student's Statewide Student Identifier number.
School ID	ID of school where student is enrolled.

Column	Description
School Name	Name of school where student is enrolled.
Test ID	Unique ID for the item result.
Test Status	Unique ID for the test session.
Date Started	Date the test started.
Special Code	Code indicating why student did not start or complete the test.

Columns in the User Upload File

You can use the information in the table below to [add or modify multiple user accounts all at once through file upload](#).

Column	Description	Valid Values
District ID*	District associated with the user.	District ID that exists in TIDE and must be associated with the user uploading the file. Three alphanumeric characters.
School ID	School associated with the user.	School ID that exists in TIDE, and must be associated with the user uploading the file. Four alphanumeric characters. Must be associated with the district ID. Can be blank when adding district-level users.
FirstName*	User's first name.	Up to 35 characters.
LastName*	User's last name.	Up to 35 characters.
Email*	User's email address.	Any standard email address. Up to 128 characters that are valid for an email address. This is the user's username for logging in to TIDE.
Phone	User's phone number.	Phone number in xxx-xxx-xxxx format. Extensions allowed.


Column	Description	Valid Values
Role*	User's role. For an explanation of user roles, see User Role Permissions .	One of the following: DA— District administrator DC— District coordinator TFT_D (Tools for Teachers-District) SC—School coordinator. TFT_SC (Tools for Teachers-School) TA—Test administrator TE— Teacher DIS – District Instructional Support Must be lower in the hierarchy than the user uploading the file.
Action*	Indicates if this is an add, modify, or delete transaction.	One of the following: Add—Addnewuseroredit existing user record. Delete—Remove existing user record.

*Required field.

D

Deleting Records from TIDE

You can delete existing records for users, students, rosters, and student eligibilities from TIDE. For users with multiple roles, individual roles can be deleted without deleting the entire user account.

1. Retrieve the records you want to delete by following the procedure in the section [Searching for Records in TIDE](#).
2. Do one of the following:
 - Mark the checkboxes for the record you want to delete.
 - Mark the checkbox at the top of the table to delete all retrieved records.
3. Select , and in the affirmation dialog box select **OK**.

E

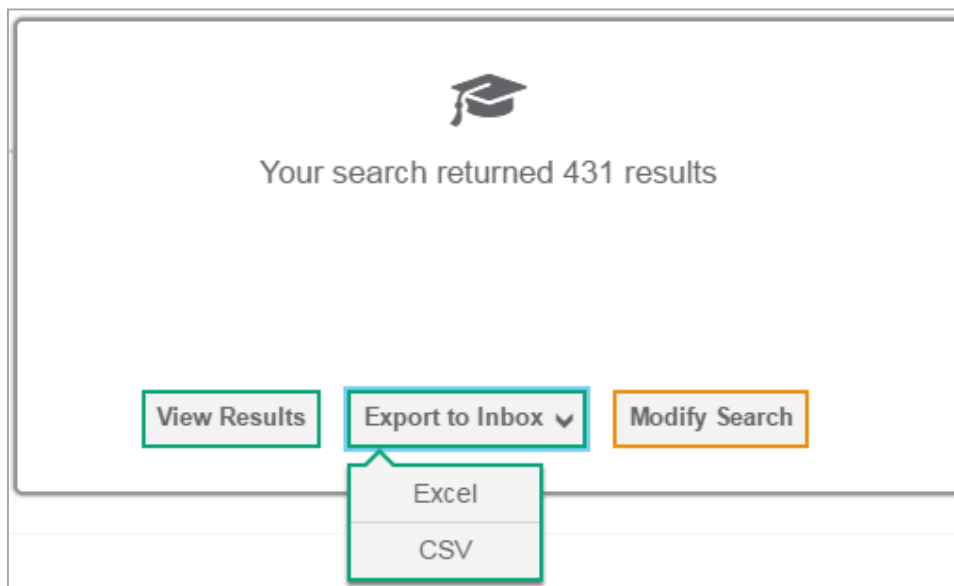
Exporting Records in TIDE

You can export search results for users, students, rosters, students' test settings, test windows, and test improprieties to the inbox.


1. Retrieve the records you want to export by following the procedure in the section [Searching for Records](#).

- In the search results pop-up window, select **Export to Inbox** and select the file format (CSV or Excel) in which the data should be exported. You can navigate away from the page and perform other tasks if required. When your file is available for download, you will receive an email to the email account registered in TIDE. After receiving the email, you can download the exported file from the Inbox.

Figure 55. Search Results



You can also export records from the search results grid.

- Retrieve the records you want to delete by following the procedure in the section [Searching for Records in TIDE](#).
- Do one of the following:
 - Mark the checkboxes for the record you want to export.
 - Mark the checkbox at the top of the table to export all retrieved records.
- Select , and in the affirmation dialog box select **OK**.

F

Fields in the Demographics Panel

You can use the information in the table below to [add new student accounts one at a time](#) or to [modify existing student accounts one at a time](#).

Field	Description
District ID*	District responsible for specific educational services and/or instruction of the student.

Field	Description
School ID*	School responsible for specific educational services and/or instruction of the student.
EDUID*	Student's Education Unique Identification.
Student's Last Name*	Student's last name.
Student's First Name*	Student's first name.
Middle Name	Student's middle name.
Gender*	Student's gender.
Birth Date (MMDDYYYY)*	Student's date of birth.
Grade*	Grade in which student is enrolled during the test administration.
Section 504 Status*	Indication whether individuals with disabilities are being provided with related aids and services under Section 504 of the Rehabilitation Act.
Special Education Status*	A person receiving special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individual Family Service Plan (IFSP), or service plan.
IDAA Eligible	Flag to indicate whether a student is eligible for an alternate assessment. Note: "Special Education Status" must be set to Yes in order to set this field to Yes .
Primary Disability Type*	The primary or overriding disability condition that best describes student's impairment. Note: "Special Education Status" must be set to Yes in order to set this field to Yes .
EL Status*	Indication of student's limited English proficiency (LEP) status.
EL Category	Codes that indicate a student's LEP status. Note: "EL Status" must be set to Yes in order to set any value for this field.
Migrant Status*	Student's migrant status.
Economic Disadvantage Status*	Indication that student meets the state criteria for classification as having an economic disadvantage. Note: Only a District Administrator (DA) or District Coordinator (DC) can view or edit this attribute.
Race and Ethnicity	
Hispanic or Latino*	Student's origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.
American Indian or Alaska Native*	Student's origin is in any of the original peoples of North and South America (including Central America), and who maintain cultural identification through tribal affiliations or community attachment.

Field	Description
Asian*	Student's origin is in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.
Black or African American*	Student's origin in any of the black racial groups of Africa.
White*	Student's origins in any of the original peoples of Europe, Middle East, or North Africa.
Native Hawaiian or Other Pacific Islander*	Student's origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Test Eligibility	
Interim Testing Grade	Grade at which the student is tested during the upcoming Interim Assessments test administration. For example, marking the grade 4 checkbox under the mathematics subject indicates the student receives the 4th grade mathematics test.
ISAT Paper Tester	Flag to indicate whether a student will test on paper instead of online.
IDAA Fixed Form	Flag to indicate whether a student will test on paper instead of online. Note: "Special Education Status" and "IDAA Eligible" must be set to Yes in order to set this field to Yes .
Challenge Up	Flag to allow ISAT grade 9 and 10 students to take the ISAT grade 11 assessments.

*Required field.

Fields in the Test Settings and Tools Panels

When you are [adding new student accounts with permanent IDs one at a time](#) or [modifying existing student accounts one at a time](#), you can use the information in the table below to enter the student's settings for each test.

Field	Description
Support Tools for All Students	
Color Contrast	List of available color settings for all tests in the indicated subject.
Masking	Indicates availability of the masking tool, allowing student to cover distracting regions of the test page.
Mouse Pointer	Turns additional sizes and colors of the mouse pointer on and off for all tests in the indicated subject.
Print on Demand (N/A for Braille tests)	Indicates print settings for all tests in the indicated subject. This accommodation allows a student to request printing of test items or stimuli (passages) or both, depending on what option is selected.
Print Size/Zoom	Indicates enlarged font size in which the tests appear in the indicated subject.
Supporting Students with Literacy Challenges	

Field	Description
Language/Presentation	Indicates language in which the tests appear in the indicated subject. Note: Spanish tests appear as stacked Spanish over English text.
Text-To-Speech (TTS)	Indicates availability of the Text-to-Speech (TTS) accommodation for all tests in the indicated subject.
Translation (Glossary)	Indicates which glossary, if any, is available for all tests in the indicated subject.
Supporting Students with Hearing Impairments	
American Sign Language (ASL)	Indicates if the ASL videos accommodation is available for all tests in the indicated subject.
Closed Captioning	Indicates if closed captioning is available for English language arts (ELA) tests.
Supporting Students with Visual Impairments	
Braille Transcriptions	Indicates availability of audio transcriptions in the indicated subject.
Braille Type	Type of braille in which test items are printed for online braille tests.
Supporting Students Using Assistive Technology	
Permissive Mode	Toggles permissive mode setting on or off, allowing student to use pre-approved hardware or software with Secure Browser.
Speech-to-Text	Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work)
Streamlined Interface Mode	Turns streamlined interface settings on or off for tests in the indicated subject.
Non-Embedded Tools	
Non-Embedded Accommodations	Indicates which non-embedded accommodations are available for all tests in the indicated subject.
Non-Embedded Designated Supports	Indicates which non-embedded designated supports are available for all tests in the indicated subject.

Fields in the View/Edit/Export Users Page

You can use the information in the table below to [modify existing user accounts](#).

Field	Description
Role*	User's role. For an explanation of user roles, see User Role Permissions .
Email Address	Email address for logging in to TIDE.
First Name	User's first name.
Last Name	User's last name.
Phone	User's phone number.

*Required field.

H

Handscoring Resources

TIDE provides resources you can use to prepare for scoring tests by hand.

1. From the **General Resources** drop-down list in the banner, select **Interim Tests Scoring Materials**. The *Interim Tests Scoring Materials* page appears.
2. Select the download link for the required resource.

I

Inbox Files

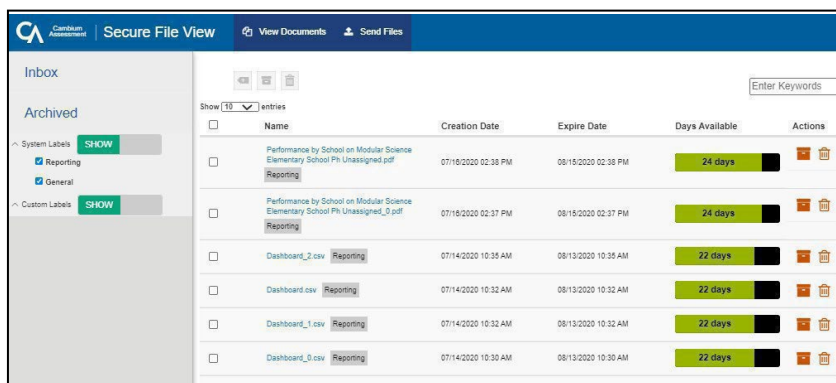
When searching for users, students, students' test settings, test windows, and test improprieties, you can choose to export the search results to the Inbox. The shared Inbox serves as a secure repository that lists files containing the data that you have exported in TIDE and other CAI systems. When you choose to export search results to the Inbox, TIDE sends you an email when the export task is completed, and the file is available in the Inbox for download.

The Inbox also lists any secure documents that have been externally uploaded to the Inbox and that you have privileges to view.

The files in the Inbox are listed in the order in which they were created. The file creation and file expiration dates appear, if applicable. The number of days remaining until a file expires is also displayed next to a file. By default, exported files are available for 30 days while secure documents are available for the period specified by the Idaho State Department of Education (SDE). You can access the Inbox from any page in TIDE to either download the file or archive the file for future reference. You can also delete the files you have exported, provided you have not archived them.

1. From the TIDE banner (see [Figure 7](#)), select **Inbox**. The *Inbox* page appears (see [Figure 55](#)). By default, TIDE displays the *View Documents* tab.
2. *Optional:* Select the file view from the available tabs:
 - **Inbox:** This is the default view and displays all the files except for the ones that you have archived.
 - **Archived:** Displays the files that you have archived.

Figure 56. Inbox—View Documents



3. *Optional:* To filter the files by keyword, enter a search term in the text box above the list of files. TIDE displays only those files containing the entered file name.




4. *Optional:* To hide or display system labels, toggle  / .

5. *Optional:* To hide files with a system label, unmark the checkbox for that system label.

6. *Optional:* To hide or display custom labels, toggle  / .

7. *Optional:* To hide files with a custom label, unmark the checkbox for that custom label.

8. Do one of the following:

- To download a file, select the file name.
- To add a new custom label or apply an existing custom label, select .
 - To apply a new custom label, mark the checkbox, enter a new custom label in the text box, and select **Save New Label**.
 - To apply an existing custom label, mark the checkbox, enter an existing custom label in the text box, and select **Apply Label**.
- To archive a file, select .
- To delete a file, select .

About File Deletion

- Archived files cannot be deleted.
- You can delete files that you have exported, but you cannot delete secure documents uploaded to the Inbox by admin users.

L

List of Test Impropriety Statuses

You can use the information in the table below to [manage test improprieties](#).

Test Impropriety Status	Description of Status
Error Occurred	An error occurred while the testing impropriety was being processed.
Pending Approval	Testing impropriety is pending SDE approval.
Processed	Testing impropriety was successfully processed and the test opportunity has been updated.
Rejected	Test impropriety was rejected by the SDE.
Rejected by System	The Test Delivery System(TDS) was unable to process the testing impropriety.
Requires Resubmission	Testing impropriety must be resubmitted.
Resolved	Test impropriety was resolved.
Retracted	Originator retracted the testing impropriety.
Submitted for Processing	Testing impropriety submitted to the TDS for processing.

List of Test Impropriety Types

You can use the information in the table below to [manage test improprieties](#).

Reset and revert test improprieties must be submitted at least one day prior to the end of a test window so that students can complete their test opportunity or data entry can be completed for paper-based tests.

Type	Description
Invalidate a test	Eliminates the test opportunity, and the student has no further opportunities for the test.
Reset a test	Allows the student to restart a test opportunity by removing all responses on the test.
Re-open a test	Reopening a test allows a student to access a test that has already been submitted or has expired. If an expired test is reopened, the test will reopen at the location at which the student stopped the assessment. The student will be able to review items within the current segment (if applicable) of the assessment but cannot return to previous segments. If a submitted test is reopened, the test will reopen at the last page of the test. The student can review items in the current segment (if applicable) but cannot return to previous segments or previous pages of a test.

Type	Description
Re-open test segment	Allows the student to review questions in the previous segment. This option is only available for ISAT ELA and Mathematics.
Restore a test that was reset	Reverses a reset, restoring the student's responses on the test when the reset was processed. This appeal is useful when a district administrator (DA), district coordinator (DC), or school coordinator (SC) inadvertently resets the incorrect test.
Exceeded the Pause Rule	Allows the student to review previously answered questions upon resuming a test after expiration of the pause timer.

P

Password Information

Your username is the email address associated with your account in TIDE. When you are added to TIDE, you receive an activation email containing a temporary link to the **Reset Your Password** page. To [activate your account](#), you must set your password within 15 minutes of the email being sent.

- **If your first temporary link expired:**

In the activation email you received, select the second link provided and proceed to request a new temporary link.

- **If you forgot your password:**

On the **Login** page, select **Forgot Your Password?** and then enter your email address in the *Email Address* field. You will receive an email with a new temporary link to reset your password.


- **If you did not receive an email containing a temporary link or authentication code:**


Check your spam folder to make sure your email program did not categorize it as junk mail. If you still do not have an email, contact your school test coordinator (SC) or district test coordinator (DC) to make sure you are listed in TIDE.

- **Additional help:**

If you are unable to log in, contact the ISAT Help Desk for assistance. You must provide your name and email address. Contact information is available in the User Support section of this user guide.

Printing Records in TIDE

1. Retrieve the records you want to print by following the procedure in the section [Searching for Records in TIDE](#).
2. Do one of the following:
 - To print some records, mark the checkboxes for the records you want to print, select , select **My Selected**, and then select **Print**.

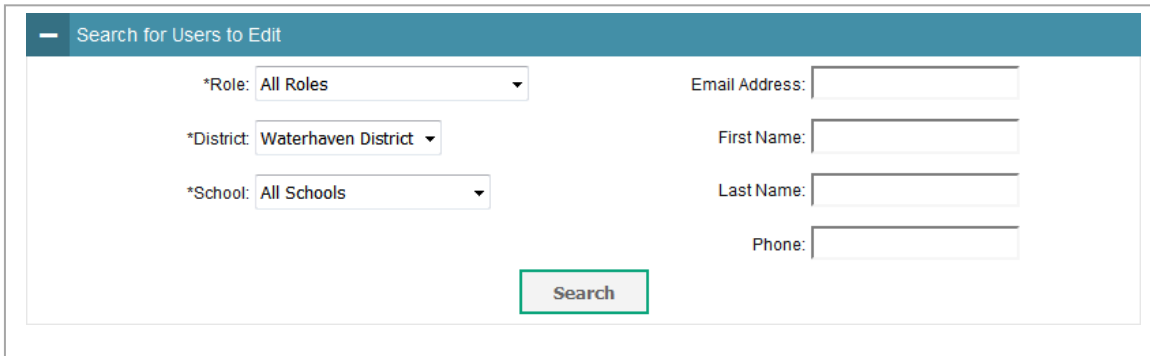
- To print all records, select , select **All**, and then select **Print**.

S

Searching for Records in TIDE

Many tasks in TIDE require you to retrieve a record or group of records (for example, locating a set of users to work with when performing the **View/Edit/Export Users** task). For such tasks, a search panel appears when you first access the task page (see [Figure 56](#)). This section explains how to use this search panel and navigate search results.

Figure 57. Sample Search Panel



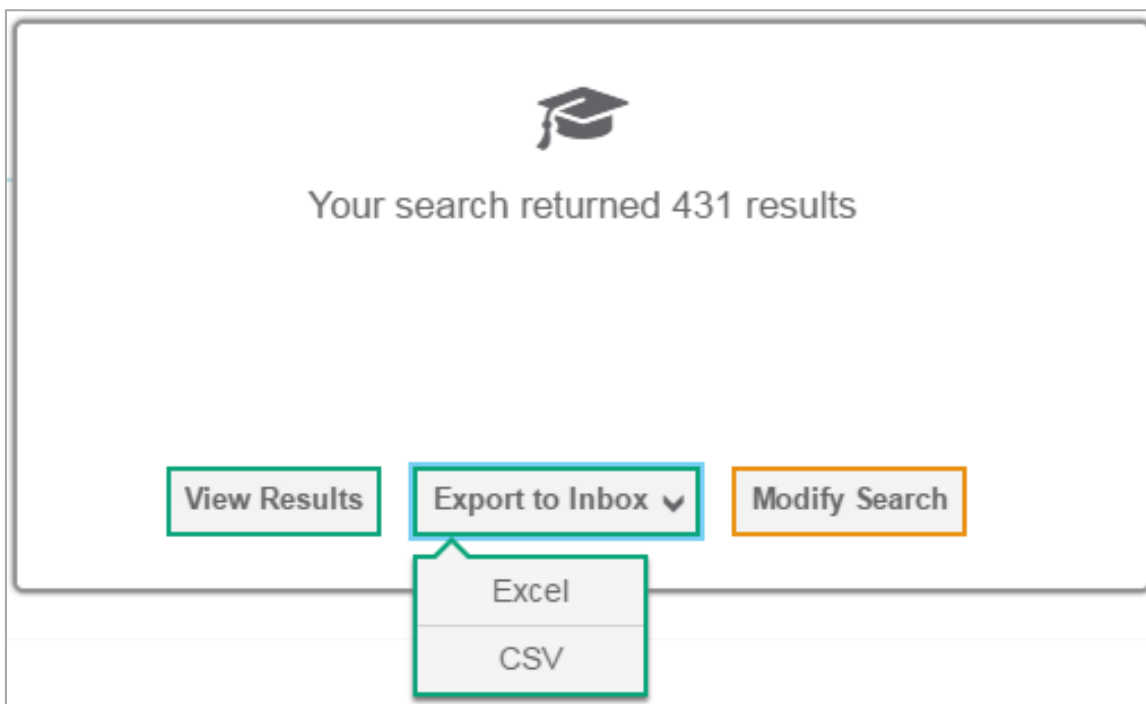
1. In the search panel, enter search terms and select values from the available search parameters, as required. Some fields may allow you to select multiple values. For example, the school and grade drop-down lists on the student search pages will allow you to select one, multiple, or all values. Similarly, the **Test ID** drop-down list on the *Plan and Manage Testing* page will allow you to select one, multiple, or all values.

The search parameters available in the search panel depend on the record type. Required search parameters are marked with an asterisk.

2. *Optional:* If the task page includes an additional search panel, select values to further refine the search results:
 - To include an additional search criterion in the search, select it and select **Add** or **Add Selected** as available.
 - *Optional:* To delete an additional search criterion, select it and select **Remove Selected**. To delete all additional search criteria, select **Remove All**.
3. **Select Search:**
 - If searching for users, students, students' test settings, test windows, and test improprieties, proceed to the next step.
 - If searching for other types of records, such as rosters, skip to [Step 7](#).

4. In the search results pop-up window (see [Figure 57](#)) that indicates the number of records that matched your search criteria and provides you with options to view or export the records or modify your search parameters, do one of the following:
 - To view the retrieved records on the page, select **View Results**. Continue to [Step 7](#). This option is not available if TIDE detects that this action might adversely affect its performance.

Figure 58. Search Results Pop-up Window



- To export the retrieved results to the Inbox, select **Export to Inbox** and select the file format (CSV or Excel) in which the data should be exported. You can navigate away from the page and perform other tasks if required. When your file is available for download, you will receive an email to the email account registered in TIDE. After receiving the email, you can download the exported file from the Inbox (see [Inbox Files](#)).
 - To return to the page and modify your search criteria, select **Modify Search**. Repeat Steps 1–3.
5. The list of retrieved records appears below the search panel (see [Figure 58](#)).

Figure 59. Sample Search Results

Number of students found: 3892

Enter search terms to filter search results

<input type="checkbox"/>	Edit	School Information		Student Demographics		
		District	School	EDUID	Student's Last Name	Student's First Name
<input type="checkbox"/>		9999	9999_9999	987656789	Advan	Eric
<input type="checkbox"/>		9999	9999_9999	111112233	Alt	Test

6. *Optional:* To filter the retrieved records by keyword, enter a search term in the text box above the search results and select . TIDE displays only those records containing the entered value.

7. *Optional:* To sort the search results by a given column, select its column header.

To sort the column in descending order, select the column header again.

8. *Optional:* If the table of retrieved records is too wide for your browser window, you can select and at the sides of the table to scroll left and right, respectively.

9. *Optional:* If the search results span more than one page, select or to view previous or next pages, respectively.

10. *Optional:* To hide columns, select (if available) and uncheck the checkboxes for the columns that you wish to hide. To show columns again, mark the applicable checkboxes.

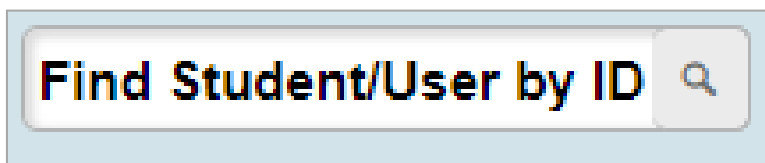
Searching for Students or Users by ID

A *Find Student/User by ID* field appears in the upper-right corner of every page in TIDE. You can use this field to navigate to the **View and Edit Student** or **View/Edit User: [User's Name]** form for a specified student or user.

1. In the *Find Student/User by ID* field, enter a student's EDUID or a user's email address. The EDUID or email address must be an exact match; TIDE does not search by partial EDUID or email address.

2. Select . The **View and Edit Student** or **View/Edit User: [User's Name]** form for that student or user appears.

Figure 60. Find Student/User by ID



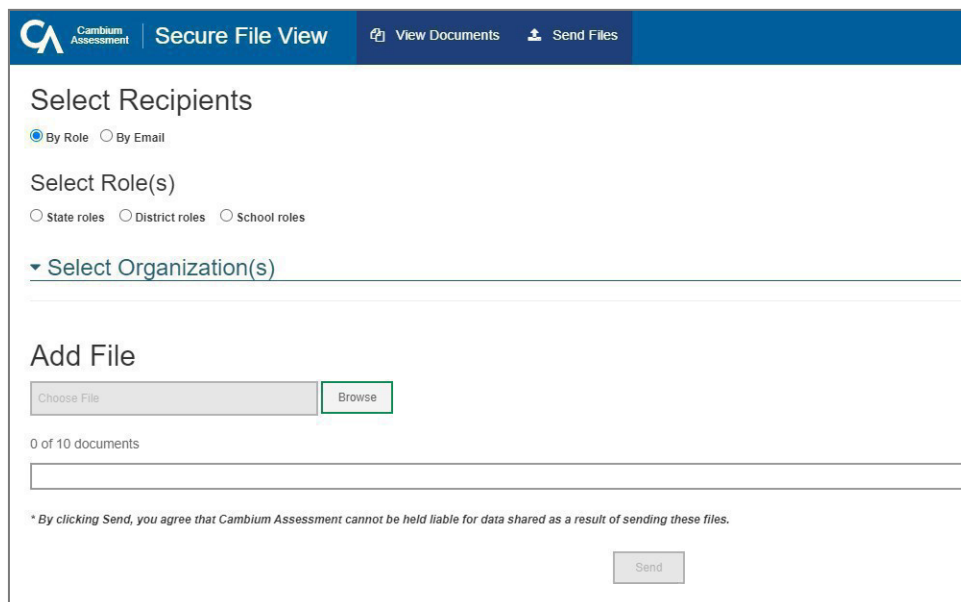
Sending Files from the Inbox

You can send a file or files from TIDE to individual recipients by email address or to groups of recipients by user role.

1. From the TIDE banner (see [Figure 7](#)), select **Inbox**. The **Inbox** page appears (see [Figure 55](#)). By default, TIDE displays the *View Documents* tab.
2. Select the **Send Files** tab. The **Send Files** page appears (see [Figure 60](#)).
3. In the *Select Recipients* field, do one of the following:
 - Select **By Role** to send a file or files to a group of users by user role.
 - Select **By Email** to send a file or files to a single recipient by email address.

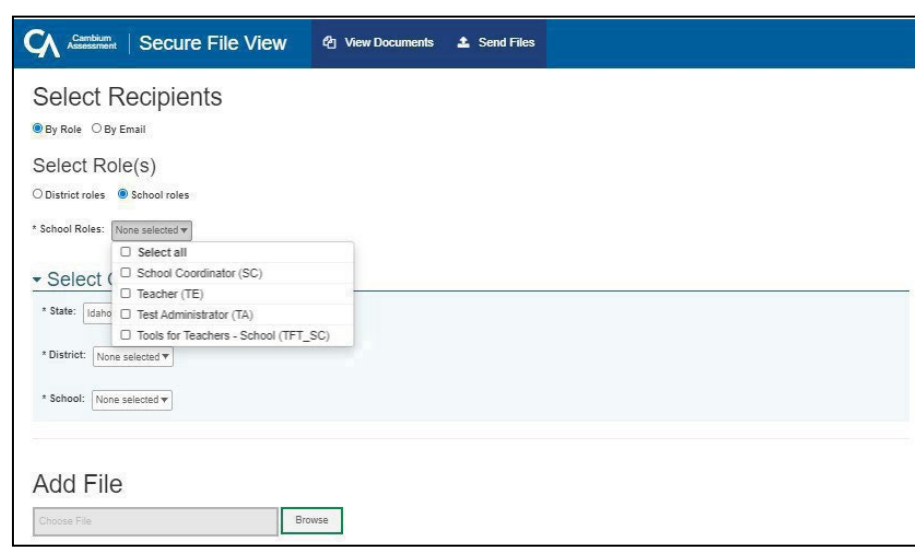
If you select **By Email**, skip to Step 7.

Figure 61. Inbox—Send Files



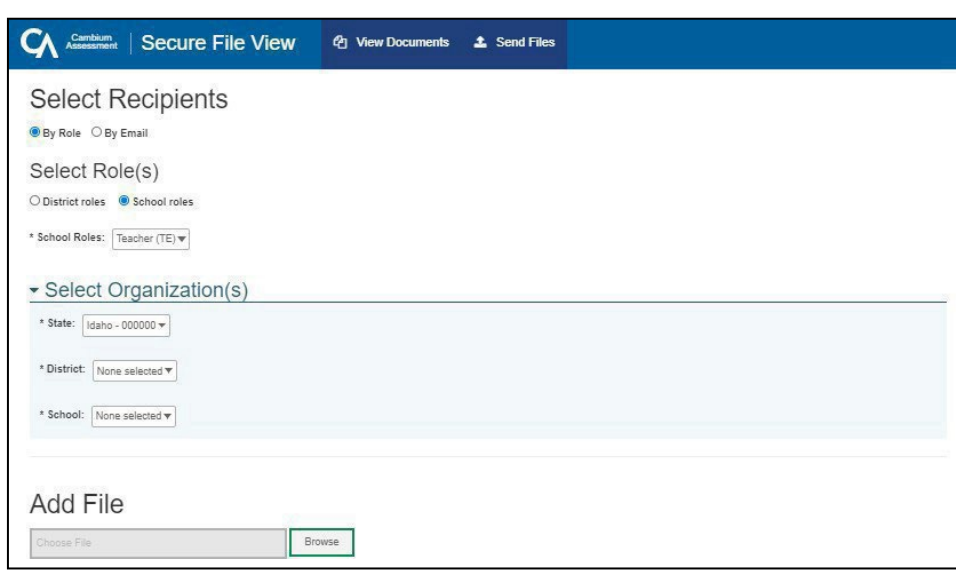
4. In the *Select Role(s)* field, select the role group to which you want to send a file or files. A drop-down list appears (see [Figure 61](#)).
5. From the drop-down list, select the role(s) to which you want to send a file or files. You can choose **Select all** to send a file or files to all roles in the selected role group.

Figure 62. Send Files—Select Roles



- From the *Select Organization(s)* drop-down lists, select organizations that will receive the file(s) you send (see [Figure 61](#)). These drop-down lists adhere to TIDE’s user role hierarchy. For example, district-level users will be able to filter at their role level and below.

Figure 63. Send Files—Select Organization(s)



- If you selected **By Role** in Step 3, skip this step. If you selected **By Email** in Step 3, enter the email address of the recipient to whom you wish to send a file or files.
- To select a file or files to send, in the *Add File* field, select **Browse**. A file browser appears.
- Select the file(s) you wish to send. You may send up to 10 files totaling no more than 20MB at once.
- Select **Send**.

Special Codes and Their Descriptions

You can use the information in the table below to [view or edit non-participation codes](#).

Special Code	Code Type	Description
None	Participation	Student took the test under standard testing conditions.
Absent	Non-participation	Student was not present during any part of the test administration period and was not able to make up the test.
Year 1 EL	Non-participation	English learners (ELs) who enrolled in a U.S. school within the last 12 months prior to the beginning of the test have a one-time exception from the ISAT ELA test.
Refusal—Student	Non-participation	Student chose to give up during testing or refused to start the test.
Refusal—Parent	Non-participation	A parent or legal guardian has requested that the student not take the test.
Medical	Non-participation	Student is unable to test during the testing window due to an unanticipated medical circumstance.
Withdrawn	Non-participation	Student withdrew from the school and did not return.
Invalidated	Non-standard participation	Student took the test in a manner that violated the test's construct. For example, due to the wrong grade being listed for the student in TIDE, the student took a test at the wrong grade level.
Dual Enrolled	Non-standard participation	Student is enrolled in multiple districts/schools for assessment purposes.
Foreign Exchange	Non-participation	Student is a foreign exchange student.
Remote Tester	Non-participation	Student took the remote summative ELA/L, math, or science ISATs.
Home School	Non-participation	Student is a home-schooled for ELA/L, math and/or science courses. The student is enrolled at the school for a course that is not required to be assessed by a summative ISAT.
Homebound	Non-participation	Student is confined to their domicile for a documented medical reason.

T

Test Opportunity Status Descriptions

You can view descriptions of each status in the table below when you [view reports of test status codes](#).

Status	Definitions
Approved	The TA has approved the student for the session, but the student has not yet started or resumed the test.
Completed	The student has submitted the test for scoring. No additional action can be taken by the student.
Denied	The TA denied the student entry into the session. If the student attempts to enter the session again, this status will change to “Pending” until the TA approves or denies the student.
Expired	The student’s test has not been completed and cannot be resumed because the test has expired.
Invalidated	The test result has been invalidated.
Paused	The student’s test is currently paused (as a result of one of the following): <ul style="list-style-type: none"> • The student paused his or her test by selecting the Pause button. • The student idled for too long (more than 20 minutes) and the test was automatically paused. • The TA stopped the session the student was testing in. • The TA paused the individual student’s test. The student’s browser or computer shut down or crashed.
Pending	The student is awaiting TA approval for a new test opportunity.
Reported	The student’s score for the completed test in the TDS has passed the quality assurance (QA) review and has been submitted to Reporting. Some items must be hand scored before they appear in Reporting.
Rescored	The test was rescored.
Review	The student has answered all test items and is currently reviewing his or her answers before submitting the test. (A test with a “review” status is not considered complete.)
Scored	The test will display a scored status, followed by the student’s score.
Started	The student has started the test and is actively testing.
Submitted	The test has been submitted for quality assurance review and scoring before it is sent to Reporting. Note: All tests go through an internal scoring process during QA review.
Suspended	The student is awaiting TA approval to resume testing.

U

User Role Permissions

Each user in TIDE has a role, such as a district-level user or a test administrator-level user. Each role has an associated list of permissions to access certain features within TIDE.

The table below indicates which users can access specific features and tasks within each CAI system. The corresponding user guide for each system contains complete information about each feature.

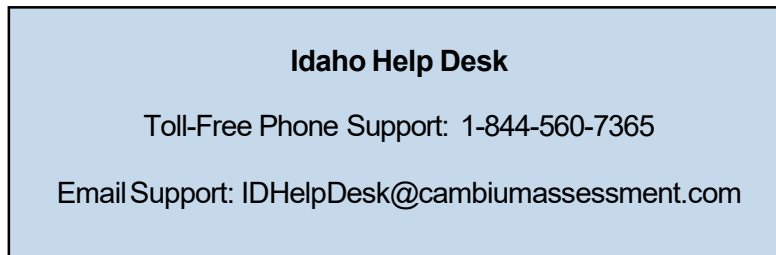
Task or Site	DA*	DC*	SC*	TE*	TA*	TFT_D*	TFT_SC*
Access to Test Information Distribution Engine (TIDE) Features and Tasks							
How to Set Up User Accounts							
HowtoAdd New User Accounts	✓	✓	✓				
How to Modify Existing User Accounts	✓	✓	✓	✓	✓		
HowtoUpload User Accounts	✓	✓	✓				
How to Register Students							
How to Add New Student Accounts	✓	✓	✓				
How to Modify Existing Student Accounts	✓	✓	✓	✓	✓		
How to Upload StudentAccounts	✓	✓					
How to Upload Student Accommodations and Test Tools	✓	✓	✓				
How to Manage Rosters							
HowtoAdd New Rosters	✓	✓	✓	✓			
How to Modify Existing Rosters	✓	✓	✓	✓			
How to Upload Rosters	✓	✓	✓	✓			
How to Print Test Tickets							
How to Print Test Tickets from Student Lists	✓	✓	✓	✓	✓		
How to Print Test Tickets from Roster Lists	✓	✓	✓	✓			
How to Manage Test Improperities							
How to Add New Test Improperities	✓	✓	✓				

Task or Site	DA*	DC*	SC*	TE*	TA*	TFT_D* TFT_SC*
How to Modify Existing Test Improperities	✓	✓	✓			
How to Upload Test Improperities	✓	✓	✓			
Economic Disadvantage	✓	✓				

User Support

For additional information and assistance in using TIDE, contact the Idaho Help Desk.

The help desk is open 8am to 8pm Mountain Time (except holidays or as otherwise indicated on the State Assessment Portal).



Please provide the help desk with a detailed description of your problem, as well as the following:

- If the issue pertains to a student, provide the EDUID and associated district or school for that student. Do not provide the student's name.
- If the issue pertains to a TIDE user, provide the user's full name and email address.
- Any error messages that appeared.
- Operating system and browser information, including version numbers (e.g., Windows 7 and Firefox 13 or Mac OS 10.7 and Safari 5).

V

Valid Values for Tool Names in the Test Settings Upload File

Tool Name	Description	Valid Value	Applies to
Support Tools for All Students			
Color Contrast	List of available color settings for all tests in the indicated subject.	Black on Rose	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE

Tool Name	Description	Valid Value	Applies to
		Black on White	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
		Medium Gray on Light Gray	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
		Reverse Contrast	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
		Yellow on Blue	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
Masking	Indicates availability of the Masking tool, allowing student to cover distracting regions of the test page. Note: Defaults On for all uploaded students.	Off	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
		On	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
Mouse Pointer	Turns additional sizes and colors of the mouse pointer on and off for all tests in the indicated subject.	Extra Large Black	ELA-CAT, ELA-PT, Math(CAT &PT), Science
		Extra Large Green	ELA-CAT, ELA-PT, Math (CAT &PT), Science
		Extra Large Red	ELA-CAT, ELA-PT, Math(CAT &PT), Science
		Extra Large White	ELA-CAT, ELA-PT, Math(CAT &PT), Science
		Extra Large Yellow	ELA-CAT, ELA-PT, Math(CAT &PT), Science
		Large Black	ELA-CAT, ELA-PT, Math (CAT &PT), Science

Tool Name	Description	Valid Value	Applies to
		Large Green	ELA-CAT, ELA-PT, Math(CAT &PT), Science
		Large Red	ELA-CAT, ELA-PT, Math (CAT &PT), Science
		Large White	ELA-CAT, ELA-PT, Math(CAT &PT), Science
		Large Yellow	ELA-CAT, ELA-PT, Math (CAT &PT), Science
		System Default	ELA-CAT, ELA-PT, Math(CAT &PT), Science
PrintonDemand (N/A for Braille tests)	Indicates print settings for all tests in the indicated subject. This accommodation allows a student to request printing of test items or stimuli (passages) or both, depending on what option is selected. Note: Defaults On for all uploaded students.	On	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
		Off	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
Print Size/Zoom	Indicates enlarged font size in which the test appears in the indicated subject. Note: Default for ELA-CAT, ELA-PT, Math (CAT & PT), and Science tests is 14pt font. Default for IDAA ELA and IDAA MATH is 18pt font.	1X	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
		1.5X	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
		1.75X	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
		2.5X	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE

		3X	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
Tool Name	Description	Valid Value	Applies to
		5X(Streamlined Mode Required)	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
		10X(Streamlined Mode Required)	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
		15X(Streamlined Mode Required)	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
		20X(Streamlined Mode Required)	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
Supporting Students with Literacy Challenges			
Language/Presentation	Indicates language in which the tests appear in the indicated subject. Note: Spanish tests appear as stacked Spanish over English text.	Braille	ELA-CAT, ELA-PT, Math (CAT & PT), Science
		English	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
		Spanish	Math(CAT & PT), Science
Text-to-Speech (TTS)	Indicates availability of the TTS for all tests in the indicated subject.	Designated Support	ELA-CAT, ELA-PT, Math (CAT & PT), Science
		Accommodation	ELA-CAT, ELA-PT
Translation (Glossary)	Indicates which glossary, if any, is available for all tests in the indicated subject.	Arabic & English Glossary	Math (CAT & PT)
		Arabic Glossary	Math (CAT & PT)
		Burmese & English Glossary	Math (CAT & PT)
		Burmese Glossary	Math (CAT & PT)

		Cantonese&English Glossary	Math (CAT & PT)
		Cantonese Glossary	Math (CAT & PT)

Tool Name	Description	Valid Value	Applies to
		English Glossary	ELA-CAT, ELA-PT, Math (CAT & PT)
		Filipino&English Glossary	Math (CAT & PT)
		Filipino Glossary	Math (CAT & PT)
		Hmong&English Glossary	Math (CAT & PT)
		Hmong Glossary	Math (CAT & PT)
		Illustration	Math (CAT & PT)
		Illustration & English	Math (CAT & PT)
		Korean&English Glossary	Math (CAT & PT)
		Korean Glossary	Math (CAT & PT)
		Mandarin&English Glossary	Math (CAT & PT)
		Mandarin Glossary	Math (CAT & PT)
		No Glossary	ELA-CAT, ELA-PT, Math(CAT&PT), Science
		Punjabi & English Glossary	Math (CAT & PT)
		Punjabi Glossary	Math (CAT & PT)
		Russian & English Glossary	Math (CAT & PT)
		Russian Glossary	Math (CAT & PT)
		Somali&English Glossary	Math (CAT & PT)
		Somali Glossary	Math (CAT & PT)
		Spanish& English Glossary	Math (CAT & PT)
		Spanish Glossary	Math (CAT & PT)
		Ukrainian&English Glossary	Math (CAT & PT)
		Ukrainian Glossary	Math (CAT & PT)
		Vietnamese&English Glossary	Math (CAT & PT)
		Vietnamese Glossary	Math (CAT & PT)

Arabic, English, & Illustration Glossary	Math (CAT & PT)
Burmese, English, & Illustration Glossary	Math (CAT & PT)
Cantonese, English, & Illustration Glossary	Math (CAT & PT)
Tagal, English, & Illustration Glossary	Math (CAT & PT)
Hmong, English, & Illustration Glossary	Math (CAT & PT)
Korean, English, & Illustration Glossary	Math (CAT & PT)
Mandarin, English, & Illustration Glossary	Math (CAT & PT)
Punjabi, English, & Illustration Glossary	Math (CAT & PT)
Russian, English, & Illustration Glossary	Math (CAT & PT)
Somali, English, & Illustration Glossary	Math (CAT & PT)
Spanish, English, & Illustration Glossary	Math (CAT & PT)
Ukrainian, English, & Illustration Glossary	Math (CAT & PT)
Vietnamese, English, & Illustration Glossary	Math (CAT & PT)

Tool Name	Description	Valid Value	Applies to
Supporting Students who are Deaf or Hard of Hearing			
American Sign Language	Indicates if the ASL videos accommodation is available for all tests in the indicated subject.	Off	ELA-CAT, ELA-PT, Math (CAT & PT)
		On	ELA-CAT, Math (CAT & PT)
Closed Captioning	Indicates if closed captioning is available for ELA and mathematics tests.	Off	ELA-CAT, ELA-PT, Math (CAT & PT)
		On	ELA-CAT, ELA-PT, Math (CAT & PT)
Supporting Students with Visual Impairments			
Braille Transcriptions	Indicates availability of audio transcriptions in the indicated subject.	Off	ELA-CAT, ELA-PT, Math (CAT & PT)
		On	ELA-CAT, ELA-PT, Math (CAT & PT)
Braille Type	Type of braille in which test items are printed for online braille tests.	UEB Contracted	ELA-CAT, ELA-PT
		UEB Uncontracted	ELA-CAT, ELA-PT
		UEB Contracted with Nemeth Math	ELA-CAT, ELA-PT, Math (CAT & PT), Science
		UEB Uncontracted (No math content)	ELA-CAT, ELA-PT
		UEB Contracted with UEB Math	Math (CAT & PT), Science
		UEB Uncontracted with UEB Math	Math (CAT & PT), Science

Supporting Students Using Assistive Technology			
Permissive Mode	Toggles permissive mode setting on or off, allowing student to use pre-approved hardware or software with Secure Browser. Note: Defaults On for all uploaded students.	Off	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
		On	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
Speech-to-Text	Transcribes a student's spoken words into text item responses in TDS.	Off	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
		On	ELA-CAT, ELA-PT, Math (CAT & PT), Science
Streamlined Interface Mode	The streamlined mode presents the test in an alternate, simplified format in which the items are displayed below the stimuli. Note: Defaults On for all uploaded students.	Off	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
		On	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE

Tool Name	Description	Valid Value	Applies to
Non-Embedded Tools			
Non-Embedded Accommodations	Indicates which non-embedded accommodations are available for all tests in the indicated subject.	100s Number Table	Math (CAT & PT)
		Abacus	Math (CAT & PT), Science
		Alternate Response Options	ELA-CAT, ELA-PT, Math (CAT & PT), Science
		Calculator	Math (CAT & PT), Science, IDAA MATH
		Multiplication Table	Math (CAT & PT)
		None	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA MATH
		Read Aloud	ELA-CAT, ELA-PT

		Scribe (Writing)	ELA-CAT, ELA-PT
		Speech-to-Text	ELA-CAT, ELA-PT, Math (CAT &PT), Science
		Word Prediction	ELA-CAT, ELA-PT, Math (CAT &PT), Science
Non-Embedded Designated Supports	Indicates which non-embedded designated supports are available for all tests in the indicated subject.	Amplification	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
		Bilingual Dictionary	ELA-PT
		Color Contrast	ELA-CAT, ELA-PT, Math (CAT &PT), Science
		Color Overlay	ELA-CAT, ELA-PT, Math (CAT & PT), Science
		Glossary—Arabic	Math (CAT &PT), Science
		Glossary—Burmese	Math (CAT & PT), Science
		Glossary—Cantonese	Math (CAT &PT), Science
		Glossary—Filipino	Math (CAT & PT), Science
		Glossary—Hmong	Math (CAT &PT), Science
		Glossary—Illustration	Math (CAT & PT), Science
		Glossary—Korean	Math (CAT &PT), Science
		Glossary—Mandarin	Math (CAT & PT), Science
		Glossary—Punjabi	Math (CAT &PT), Science
		Glossary—Russian	Math (CAT & PT), Science
		Glossary—Somali	Math (CAT &PT), Science
		Glossary—Spanish	Math (CAT & PT), Science
		Glossary—Ukrainian	Math (CAT &PT), Science

		Glossary— Vietnamese	Math (CAT & PT), Science
		Magnification	ELA-CAT, ELA-PT, Math (CAT &PT), Science
		Medical Device	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH
		Noise Buffers	ELA-CAT, ELA-PT, Math (CAT &PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
		None	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
		Read Aloud	ELA-CAT, ELA-PT, Math (CAT & PT), Science, IDAA ELA, IDAA MATH, IDAA SCIENCE
		Read Aloud Spanish	Math (CAT & PT), Science, IDAA MATH
		Scribe	ELA-CAT, ELA-PT, Math (CAT & PT), Science
		Separate Setting	ELA-CAT, ELA-PT, Math (CAT &PT), Science
		Simplified Test Directions	ELA-CAT, ELA-PT, Math (CAT & PT), Science
		Translated Test Directions	ELA-CAT, ELA-PT, Math (CAT &PT), Science

Change Log

Location	Change	Date
How District-Level Users Submit Test Incident Report Forms	Added for SY22-23	07/21/2022
How District-Level Users View/Edit Test Incident Report Forms	Added for SY22-23	07/21/2022
Idaho Portal	Posted to portal	08/09/2022
How district-level users view report of test completion rates	Added the "Show by Scoring Combo" and updated screenshot	02/06/2023
Student Upload Files	Updates for the ISATPaperTester and IDAAFixedForm fields in the student upload files.	02/14/2023

Appendix 5-E
Technology Guide



Technology Guide

Idaho State Department of Education

Getting Started

CAI's Test Delivery System (TDS) has two components: the Test Administrator (TA) Interface and the Student Interface.

- Test administrators use the TA Interface to create and manage test sessions from any web browser.
- Students access and complete their tests through the Student Interface via the Secure Browser.

Basic Steps

This guide explains in 4 steps how to set up technology in your schools and districts:

1. Set up staff workstations.
2. Set up student workstations.
3. Configure your network for online testing.
4. Configure assistive technologies.

Change Log

The following table lists changes made to this technology guide.

Page	Change	Date
Support Plan for Operating Systems	Rollover for 2023-2024 support plan.	8/4/23
Supported Operating Systems and Devices	Replaced a page (Supported Devices) as part of rollover for 2023-2024 support plan.	8/4/23
Configuring macOS 10.15 Workstations with the Secure Profile	Removed as part of rollover for 2023-2024 support plan.	8/4/23
Installation, configuration, and troubleshooting pages	Updated for latest versions as part of rollover for 2023-2024 support plan.	8/4/23
Windows Basic Secure Browser Installation	Removed "15" from mention of download link.	8/4/23
Supported Operating Systems and Devices	Changed verbiage about Chromebook support.	8/4/23
Resources to Add to Allowlists	Added note about updated allowlist domains.	8/4/23
Supported Operating Systems and Devices	Removed mentions of Neverware.	8/4/23
Configuring macOS 11.6+ Workstations	Removed page and folded the information into parent page (Configuring macOS Workstations).	8/15/23
Throughout	Changed mentions of using the Take a Test app in Windows to include Windows 11.	
Support Plan for Operating Systems Supported Operating Systems and Devices	iPadOS 17 is now supported.	9/30/23

Setting Up Staff Workstations

This section provides instructions for setting up staff workstations for administering tests to students and for accessing other CAI systems.

Setting Up TA or Proctor Workstations

It is unlikely that any setup is required for your TA workstations. Nearly any modern device, including mobile devices like tablets and phones, with any modern browser can be used to access the TA Interface and administer a testing session. The TA Interface is a website. Any device you already use to check your email, browse Facebook, read news articles, or watch YouTube should be capable of administering tests.

If your school uses a firewall or other networking equipment that blocks access to public websites, you may need to add certain websites to your allowlist. For a list of websites you should add to your allowlist, see [Resources to Add to Allowlists](#).

TAs can print test session information or test items for students with the print-on-request accommodation. To be able to print, TA workstations must be connected to a printer.

Setting Up Workstations to Access Other CAI Systems

Access to other CAI systems requires the use of one of the following supported web browsers:

- Chrome 113 or higher
- Firefox 113 or higher
- Edge 113 or higher
- Safari 16 or higher

For the best experience, TIDE and Reporting should be accessed on desktops or laptops running Windows or macOS.

Setting Up Student Workstations

In order for students to access online tests, each student workstation needs CAI's Secure Browser installed on it. The Secure Browser is CAI's customized web browser designed to keep tests secure by locking down the student desktop and preventing the student from accessing anything except their test. Unlike conventional web browsers, the Secure Browser displays the student application in full-screen mode with no user interface to the browser itself. It has no back button, next button, refresh button, or URL bar. Students open the Secure Browser and are taken exactly where they need to go.

To get started setting up your student workstations, you should first make sure your device is supported. Please note the Secure Browser is not supported for use within a virtual machine.

For a list of supported devices and operating systems, please visit [Supported Operating Systems and Devices](#).

Support Plan for Operating Systems

The table below describes CAI's plan for supporting operating systems during the upcoming and following years. This plan helps districts and schools manage operating system deployments based on the support timelines.

Minimum Supported Operating System	Release Date	Anticipated End of Support Date	Notes
Windows ^a			
10 22H2, 10 in S Mode 22H2	July 2015; rolling	End of 2025-2026 School Year	CAI's support for each Windows operating system ends ten school years after its release date. For the most part, this coincides with Microsoft's official end-of-life policies for its operating systems.
11 22H2	Oct. 2021; rolling	End of 2030-2031 School Year	
12 ^b	TBD	TBD	
Server 2016 R2	Oct. 2016	End of 2025-2026 School Year	
macOS ^a			
11.6	Nov. 2020	End of 2023-2024 School Year	As long as Apple continues to release new versions of macOS annually, CAI will support four active versions.
12.6	Sept. 2022	End of 2024-2025 School Year	
13.3	Oct. 2022	End of 2025-2026 School Year	
14 ^b	TBD	TBD	
iPadOS			
15.7	Sept. 2022	End of 2023-2024	CAI supports the three most recent major releases of iPadOS.
16.4	March 2023	End of 2024-2025	
17	Sept. 2023	End of 2025-2026	
ChromeOS ^d			
114 LTC	June 2023	For any given school year, CAI will support the latest version of ChromeOS available during the summer months and all subsequent versions until the following summer. For example, if ChromeOS 114 is released in June, it and all versions of ChromeOS after it will be supported until July of the following year.	Google releases new versions to the stable channel every four weeks and new versions to the Long-term Support Candidate (LTC) and Long-term Support (LTS) channel every six months. CAI strongly recommends the use of the LTC or LTS channel. Support may require updating the Chrome kiosk application.
108 LTS	Feb. 2023		
113 Stable	May 2023		

^aIf Microsoft or Apple ends support for an operating system sooner than six years after its release, then CAI will stop supporting that system one full school year after support ends.

^bSupport for this version is anticipated upon the completion of testing following its release.

^dCAI will support any device that Google actively supports for auto-update. CAI will not support any device that Google does not support for auto-update. Information on Google's auto-update policy, including currently supported devices, can be found at <https://support.google.com/chrome/a/answer/6220366>.

Supported Operating Systems and Devices

This table lists supported operating systems and devices.

Supported Operating Systems and Devices

Minimum Supported Operating System	Supported Devices
ChromeOS 114 LTC 108 LTS 113 Stable	<p>For a full list of supported Chromebooks, see https://support.google.com/chrome/a/answer/6220366.</p> <p>Google requires that Chromebooks manufactured in 2017 or later have an Enterprise or Education license and be attached to a management domain. The devices are required to be attached to the management console to run in kiosk mode, which is required to run the Secure Browser for testing.</p> <p>In 2022, Google introduced the Long-Term Support Candidate (LTC) and Long-Term Support (LTS) channels for ChromeOS. CAI strongly recommends the use of these channels. For more information, see https://support.google.com/chrome/a/answer/11333726.</p>
Windows 10 22H2 10 in S Mode 22H2 11 22H2 12 ^a Server 2016 R2	<p>Desktops/laptops with the following minimum hardware specifications:</p> <ul style="list-style-type: none"> • 1.4 GHZ 64-bit Intel/AMD/ARM^b Processor • 2 or more GB RAM • 20 or more GB hard drive space <p>CAI supports any tablet running Windows 10 but has done extensive testing only on Surface Pro, Surface Pro 3, Asus Transformer, and Dell Venue.</p>
macOS 11.6 12.6 13.3 14 ^a	<p>Desktops/laptops with the following minimum hardware specifications:</p> <ul style="list-style-type: none"> • 1.4 GHZ 64-bit Intel/Apple Silicon^c • 2 or more GB RAM • 20 or more GB hard drive space
iPadOS 15.7 16.4 17	<p>All 9.7" or larger iPads running a supported version of iPadOS.</p>

^aSupport for this version is anticipated upon the completion of testing following its release.

^bARM devices require x64 emulation.

^cApple silicon devices require Rosetta 2.

Our system supports thin clients, including any that support Windows 2016 terminal servers; NComputing vSpace Pro 10 with L300, L350, and firmware version 1.13.xx terminal clients; and ChromeOS Flex.

This table provides a list of supported NComputing solutions for Windows.

Supported NComputing Solutions for Windows

Minimum Supported Server Host	Supported Server Software	Supported Terminal
Windows Server 2016 R2 Windows 10	vSpace PRO 10	L350, firmware version 1.13.xx
Windows 11	vSpace PRO 12	L350, firmware version 1.13.xx

This table provides a list of supported terminal servers for Windows.

Supported Terminal Servers for Windows

Minimum Supported Terminal Server	Supported Thin Client

Windows Server 2016 R2	<p>Any thin client that supports a Windows server. Thin clients allow access only to the program running on the host machine. Zero clients, which allow access to other programs on the client machine, are not supported.</p> <p>Please note that using a terminal services or remote desktop connection to access a Windows Server or workstation that has the Secure Browser installed is typically not a secure test environment.</p>
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Note: Devices running ChromeOS Flex are also supported. For information on supported devices and installation instructions, please visit <https://chromeenterprise.google/os/chromeosflex/?sjid=3749381295652566277-NA>.

All supported computers, laptops, tablets, and approved testing devices must meet the requirements noted in this table.

Testing Device Requirements

Testing Device	Requirement
Screen Dimensions	Screen dimensions must be 10" or larger (iPads with a 9.7" display are included).
Monitors and Displays	<p>All devices must meet the minimum resolution of 1024 x 768. Larger resolutions can be applied as appropriate for the monitor or screen being used.</p> <p>For the best experience, your device's display scale should be set to 100% to keep the amount of usable screen real estate within the 1024 x 768 minimum resolution for TDS.</p> <p>A secure testing environment can only be guaranteed when using a single display. A multi-monitor configuration is not supported.</p>
Keyboards	<p>For the best possible testing experience, the use of external keyboards is highly recommended for tablets that will be used for testing. On-screen keyboards take screen area away from the test and may make typing responses more difficult.</p> <p>For iPads, the following are examples of external keyboards:</p> <ul style="list-style-type: none"> • iPad Eighth Generation: Logitech Rugged Combo or Logitech Combo Touch • iPad Air Third Generation: Apple Magic Keyboard or Apple Smart Folio Keyboard • iPad Pro: Air Keyboard
Mice	Wired two- or three-button mice can be used on desktops or laptops. Mice with browser-back buttons should not be used.
Headphones & Headsets	Wired headphones or headsets with a 3.5 mm or USB connector, and Bluetooth devices are supported.

Installing the Secure Browser

Once you have made sure your device is supported, you are ready to download and install the Secure Browser. This section explains where you can go to download the Secure Browser and how to install it.

The Secure Browser is available for all major operating systems listed on the [Supported Operating Systems and Devices](#) page. You can download the Secure Browser from your portal's Secure Browser page. This page also contains basic installation instructions.

If you are a Technology Coordinator and it is your responsibility to manage a large number of machines across your school or district, you can likely use the same tools you are already familiar with to push the Secure Browser out to all of your machines at scale. For example, the Secure Browser ships as an MSI package which enables use of MSIEXEC.

If you are from a small school, you can follow the basic installation instructions on your portal's Secure Browser page to install the Secure Browser. The Secure Browser is installed the same way as most other software. You will be asked to download a file, open that file, and follow prompts along the way to install the Secure Browser. If you are familiar with installing software, install the Secure Browser the same way.

If you are running the Secure Browser on Apple silicon devices, you must first install Rosetta 2. Rosetta 2 may already be installed on your Apple silicon device if you needed it to run another Intel-based application. If it is not already installed, a prompt to install it will appear the first time you launch the Secure Browser. Rosetta 2 can also be deployed to multiple devices at once through scripting or mobile device management (MDM). For more information about Rosetta 2, including instructions to install it, please see <https://support.apple.com/en-us/HT211861>.

For iPads and Chromebooks, the SecureTestBrowser app is CAI's mobile version of the Secure Browser. It is available in each app store to download and install. The first time you open this app, it will ask you to choose your state and assessment program. Your choice is saved and from then on, the Mobile Secure Browser works just like the desktop version, allowing you to access operational tests, practice tests, and the network diagnostic tool. You can also use any mobile device management utility to install the Secure Browser on multiple managed devices and configure those devices.

Windows 10, Windows 10 in S Mode, and Windows 11 come with Microsoft's Take a Test app, which enforces a locked-down, secure testing environment identical to CAI's Secure Browser. Users of the Take a Test app do not need to install the CAI Secure Browser on the testing machine. Instructions for configuring the Take a Test app can be found in [Windows Basic Secure Browser Installation](#).

Basic Secure Browser Installation Instructions

The instructions in this section describe basic methods for installing the Secure Browser on single devices.

Windows Basic Secure Browser Installation

The instructions on this page describe how to install the Windows Secure Browser on single devices.

This page also provides instructions to set up the Take a Test app on supported versions of Windows.

Installing the Secure Browser for Windows

1. Previously installed versions of the Secure Browser will be uninstalled automatically during the installation process.
2. From the Windows tab on your Secure Browser page, click **Download Secure Browser for all supported versions of Windows**. A dialog window opens.
3. Do one of the following (this step may vary depending on the browser you are using):
 - If presented with a choice to **Run** or **Save** the file, click **Run**. This opens the Secure Browser Setup wizard.
 - If presented only with the option to **Save**, save the file to a convenient location. After saving the file, double-click the installation file IDSecureBrowserX.X-64bit.msi to open the setup wizard.
4. Follow the instructions in the setup wizard. When prompted for setup type, click **Install**.
5. Click **Finish** to exit the setup wizard. The following items are installed:
 - The Secure Browser to the default location C:\Program Files\IDSecureBrowser
 - A shortcut **IDSecureBrowser** to the desktop.
6. Ensure all background jobs, such as virus scans or software updates, are scheduled outside of test windows. For example, if your testing takes place between 8:00 a.m. and 3:00 p.m., schedule background jobs outside of these hours.
7. *Optional:* Apply proxy settings, if needed. For more information about proxy settings, see [Configuring the Secure Browser for Proxy Servers](#).
8. Run the browser by double-clicking the **IDSecureBrowser** shortcut on the desktop. The Secure Browser opens, displaying the student login screen. The browser fills the entire screen and hides the task bar.
9. To exit the browser, click X in the upper-right corner of the screen.

Setting up Microsoft's Take a Test app for Windows

These procedures set up Microsoft's Take a Test app.

The Take a Test app enforces a locked-down, secure testing environment identical to CAI's Secure Browser. Users of the Take a Test app do not need to install the CAI Secure Browser on the testing machine. For more information about configuring the Take a Test app, see <https://learn.microsoft.com/en-us/education/windows/take-tests-in-windows>.

Creating a Dedicated Test Account for Non-permissive Mode Users

Non-permissive mode users should create a dedicated test account for the Take a Test app. Permissive mode features will not be available when using this method. To access permissive mode features, please see [Creating Desktop Shortcuts for Permissive Mode Users](#).

If you plan to use the Take a Test app on a dedicated test account on a Windows 10/11 device, do not disable fast user switching, as it causes the machine to enter an infinite loop when rebooted.

Note: Assessments administered through the Take a Test app will detect some forbidden apps are running in the background even if users don't start these apps, which causes the Take a Test app to log a user out of their account. (For more information, see <https://support.microsoft.com/en-us/help/4338725/k-12-assessment-unexpected-reports-apps-running-background-windows-10>) Because of this, CAI has disabled the forbidden app check when using the Take a Test app through a dedicated test account.

1. Sign into the device with an administrator account.
2. Go to **Settings > Accounts > Access work or school > Set up an account for taking tests**.
3. Select an existing account to use as the dedicated testing account.
Note: If you don't have an account on the device, you can create a new account. To do this, go to **Settings > Accounts > Family & Other Users > Add someone else to this PC > I don't have this person's sign-in information > Add a user without a Microsoft account**.
4. In the *Enter the test's web address* field, enter <https://id.cambiumtds.com/student>
5. Click **Save**.
The student can now sign in to the dedicated account to take the specified test.

Creating Desktop Shortcuts for Permissive Mode Users

Permissive mode users should create a desktop shortcut for the Take a Test app.

1. Log in to Windows as the user taking a test.
2. Right-click on the desktop and select **New > Shortcut**. The **Create Shortcut** dialog box appears.
3. In the *Type the location of the item* field, enter `ms-edu-secureassessment:https://id.cambiumtds.com/student`
4. Click **Next**.
5. In the next dialog box, type a name for the shortcut.
6. Click **Finish**.

The shortcut appears on the desktop. To run the Take a Test app, double-click the shortcut. To exit the Take a Test app, press Ctrl+Alt+Del.

macOS Basic Secure Browser Installation

The instructions on this page describe how to install the macOS Secure Browser on single devices.

Note: Students must not run the Secure Browser from a guest account.

If you are running the Secure Browser on Apple silicon devices, you must first install Rosetta 2. Rosetta 2 may already be installed on your Apple silicon device if you needed it to run another Intel-based application. If it not already installed, a prompt to install it will appear the first time you launch the Secure Browser. Rosetta 2 can also be deployed to multiple devices at once through scripting or mobile device management (MDM). For more information about Rosetta 2, including instructions to install it, please see <https://support.apple.com/en-us/HT211861>.

1. Previously installed versions of the Secure Browser will be uninstalled automatically during the installation process.
2. From the macOS tab on your Secure Browser page, click the correct **Download Secure Browser** button for your version of macOS. A dialog window opens. If prompted for a download location, select the desktop.
3. Open **Downloads** from the Dock, and double-click IDSecureBrowserX.X.dmg to display its contents.
4. Drag the **IDSecureBrowser** icon to the folder. This installs the Secure Browser into Applications.
5. Double-click the **IDSecureBrowser** icon on the desktop to launch the Secure Browser. (You must launch the Secure Browser to complete the installation.) The Secure Browser opens, displaying the student login screen. The browser fills the entire screen and hides the dock.
6. To exit the browser, click **X** in the upper-right corner of the screen.
7. Ensure all background jobs, such as virus scans or software updates, are scheduled outside of test windows. For example, if your testing takes place between 8:00 a.m. and 3:00 p.m., schedule background jobs outside of these hours.

iPadOS Basic Secure Browser Installation

The instructions on this page describe how to install the SecureTestBrowser app on individual iPads.

Installing the SecureTestBrowser App for iPadOS

The SecureTestBrowser Mobile Secure Browser for iPads is available from the App Store. The process for installing the Secure Browser is the same as for any other application.

1. On your iPad, open the App Store and search for SecureTestBrowser. The SecureTestBrowser application download page appears.
2. Tap **GET**. The iPad downloads and installs the Secure Browser. After installation, a SecureTestBrowser icon appears on the iPad's home screen.
3. Open SecureTestBrowser.
4. Configure your test administration by selecting your state and assessment program from the dropdown lists and tapping **OK**.

ChromeOS Basic Secure Browser Installation

The instructions on this page describe how to install the SecureTestBrowser app on individual ChromeOS devices.

Installing the SecureTestBrowser App for ChromeOS

The following links provide instructions from Google for installing the Secure Browser on Chromebooks and for managing device settings on managed Chromebooks.

[Using Chromebooks for Student Assessments](#)

Refer to [Option 1: School sets up Chromebook to run as a Single App Kiosk running the exam app.](#)

Do not follow the instructions for Options 2 and 3.

[Set ChromeOS device policies](#) (general information for managed Chromebooks)

Advanced Secure Browser Installation Instructions

The instructions in this section describe advanced methods for installing the Secure Browser for Windows, macOS, and ChromeOS.

Windows Advanced Secure Browser Installation

This page provides advanced Secure Browser installation instructions for Windows.

One scenario describes installing the Secure Browser on a shared network drive, from which students would then run the Browser. However, there are significant drawbacks in this method. Running the Secure Browser from a shared network drive creates contention among the students' client machines for two resources: LAN bandwidth and shared drive I/O. This performance impact can be avoided by installing the Secure Browser locally on each machine. **CAI strongly discourages the use of network shared drive installation for the Secure Browser, as this setup can compromise the stability and performance of the browser, especially during peak testing times.**

Install the Secure Browser via the Command Line

In this scenario, a user with administrator rights installs the Secure Browser from the command line. If you do not have administrator rights, refer to the section [Installing the Secure Browser Without Administrator Rights](#).

If you are not signed on to the computer as an administrator, obtain the administrator password.

Previously installed versions of the Secure Browser will be uninstalled automatically during the installation process.

1. Navigate to the Secure Browsers page of your portal at <https://idaho.portal.cambiumast.com/>. Click the Windows tab, then click **Download Browser**. A dialog window opens.
2. Save the file on the computer (this step may vary depending on the browser you are using):
If presented with a choice to Run or Save the file, click **Save**, and save the file to a convenient location.

If presented only with the option to Save, save the file to a convenient location.
3. Note the full path and filename of the downloaded file, such as c:\temp\IDSecureBrowser Win.msi.
4. Open a command prompt as the administrator by doing the following:
 - a. Click **Start**, and locate the Command Prompt application. (In some versions of Windows the application is under All Programs > Accessories > Command Prompt.)
 - b. Right-click Command Prompt, and select Run as Administrator.
 - c. As necessary, type the administrator password for the computer. The command prompt opens.
You need to do step 4 only once for the current login. The next time you open the command prompt, Windows retains the administrator role.

5. Run the command `msiexec /I <Source> [/quiet] [INSTALLDIR=<Target>]`
<Source> Path to the installation file, such as C:\temp\IDSecureBrowser Win.msi.

<Target> Path to the location where you want to install the Secure Browser. If absent, install to the directory described in step 7. The installation program creates the directory if it does not exist.

`/I` Perform an install.

`[/quiet]` Quiet mode, no interaction.

For example, the command

```
msiexec /I c:\temp\IDSecureBrowser Win.msi /quiet INSTALLDIR=C:\AssessmentTesting\BrowserInstallDirectory
```

installs the Secure Browser from the installation package at C:\temp\IDSecureBrowser Win.msi into the directory C:\AssessmentTesting\BrowserInstallDirectory using quiet mode.

6. Follow the instructions in the setup wizard. When prompted for setup type, click **Install**.
7. Click **Finish** to exit the setup wizard. The following items are installed:
 - a. The Secure Browser to the default location C:\Program Files\IDSecureBrowser\
 - b. A shortcut IDSecureBrowser to the desktop.
8. Ensure all background jobs, such as virus scans or software updates, are scheduled outside of test windows. For example, if your testing takes place between 8:00 a.m. and 3:00 p.m., schedule background jobs outside of these hours.
9. Run the browser by double-clicking the IDSecureBrowser shortcut on the desktop. The Secure Browser opens, displaying the student login screen. The browser fills the entire screen and hides the task bar.
10. To exit the browser, click **CLOSE SECURE BROWSER** in the upper-right corner of the screen.

Copying the Secure Browser Installation Directory to Testing Computers

In this scenario, a network administrator installs the Secure Browser on one machine, and copies the entire installation directory to testing computers.

1. On the computer from where you will copy the installation directory, install the Secure Browser following the directions on your portal. Note the path of the installation directory, such as C:\Program Files\IDSecureBrowser.
2. Identify the directory on the local testing computers to which you will copy the browser file (it should be the same directory on all computers). For example, you may want to copy the directory to c:\AssessmentTesting\. Ensure you select a directory in which the students can run executables.
3. On each local testing computer, do the following:
 - a. Ensure all background jobs, such as virus scans or software updates, are scheduled outside of test windows. For example, if your testing takes place between 8:00 a.m. and 3:00 p.m., schedule background jobs outside of these hours.
 - b. Copy the installation directory used in step 1 from the remote machine to the directory you selected in step 2. For example, if the target directory is c:\AssessmentTesting\, you are creating a new folder c:\AssessmentTesting\IDSecureBrowser.
 - c. Copy the shortcut c:\AssessmentTesting\IDSecureBrowser\IDSecureBrowser.exe - Shortcut.lnk to the desktop.
 - d. Run the browser by double-clicking the IDSecureBrowser shortcut on the desktop. The Secure Browser opens, displaying the student login screen. The browser fills the entire screen and hides the task bar.
 - e. To exit the browser, click **CLOSE SECURE BROWSER** in the upper-right corner of the screen.

Installing the Secure Browser for Use with an NComputing Terminal

In this scenario, a network administrator installs the Secure Browser on a Windows server accessed through an NComputing terminal. Prior to testing day, the testing coordinator connects consoles to the NComputing terminal, logs in from each to the Windows server, and starts the Secure Browser so that it is ready for the students.

This procedure assumes that you already have a working NComputing topology with consoles able to reach the Windows server.

1. Log in to the machine running the Windows server.
2. Install the Secure Browser following the directions on your portal.
3. Open Notepad and type the following command (no line breaks):


```
"C:\Program Files\IDSecureBrowser\IDSecureBrowser.exe" CreateProfile %SESSIONNAME%
```

If you used a different installation path on the Windows server, use that in the above command.

4. Save the file to the desktop as logon.bat.
5. Create a group policy object that runs the file logon.bat each time a user logs in. For details, see [Creating Group Policy Objects](#).
6. On each NComputing console, create a new IDSecureBrowser desktop shortcut by doing the following (this step is necessary because the default shortcut created by the installation program has an incorrect target):
 - a. Connect to the NComputing terminal.
 - b. Log in to the Windows server with administrator privileges.
 - c. Delete the Secure Browser's shortcut appearing on the desktop.
 - d. Navigate to the Secure Browser's installation directory, usually C:\Program Files\IDSecureBrowser\.
 - e. Right-click the file IDSecureBrowser.exe and select **Send To > Desktop** (create shortcut).
 - f. On the desktop, right-click the new shortcut and select **Properties**. The **Shortcut Properties** dialog box appears.
 - g. Under the **Shortcut** tab, in the **Target** field, type the following command:


```
"C:\Program Files\IDSecureBrowser\IDSecureBrowser.exe" P %SESSIONNAME%
```

If you used a different installation path on the Windows server, use that in the above command.

- h. Click **OK** to close the **Properties** dialog box.
7. Verify the installation by double-clicking the shortcut to start the Secure Browser.

Installing the Secure Browser on a Terminal Server or Windows Server

In this scenario, a network administrator installs the Secure Browser on a server—either a terminal server or a Windows server. Testing machines then connect to the server’s desktop and run the Secure Browser remotely. This scenario is supported on Windows Server 2016 R2.

CAUTION: Launching a Secure Browser from a terminal or Windows server is typically not a secure test environment, because students can use their local machines to search for answers. Therefore, CAI does not recommend this installation scenario for testing.

1. Log in to the server, and install the Secure Browser by following the directions on your portal. Note the path of the installation directory.
2. Copy and paste the line below into Notepad (no line breaks):
`"C:\Program Files\IDSecureBrowser\IDSecureBrowser" -CreateProfile %SESSIONNAME%`

If you used a different installation path, use that in the above command.

3. Save the file to the desktop as logon.bat.
4. Create a group policy object that runs the file logon.bat each time a user connects to the server’s desktop. For details, see [Creating Group Policy Objects](#).
5. On each client, create a new IDSecureBrowser desktop shortcut by doing the following (this step is necessary because the default shortcut created by the installation program has an incorrect target):
 - a. Connect from the client to the server.
 - b. On the desktop provided by the server, delete the Secure Browser’s shortcut.
 - c. Navigate to the Secure Browser’s installation directory, usually C:\Program Files\IDSecureBrowser\.
 - d. Right-click the file IDSecureBrowser.exe and select **Send To > Desktop** (create shortcut).
 - e. On the desktop, right-click the new shortcut and select **Properties**. The **Shortcut Properties** dialog box appears.
 - f. Under the **Shortcut** tab, in the **Target** field, type the following command:
`"C:\Program Files\IDSecureBrowser\IDSecureBrowser.exe" P %SESSIONNAME%`

If you used a different installation path on the server, use that in the above command.

- g. Click **OK** to close the Properties dialog box.
6. Verify the installation by double-clicking the shortcut to start the Secure Browser.

Installing the Secure Browser Without Administrator Rights

In this scenario, you copy the Secure Browser from one machine where it is installed onto another machine on which you do not have administrator rights.

1. Log on to a machine on which the Secure Browser is installed.
2. Copy the entire folder where the browser was installed (usually C:\Program Files\IDSecureBrowser) to a removable drive or shared network location.
3. Copy the entire directory from the shared location or removable drive to any directory on the target computer.
4. In the folder where you copied the Secure Browser, right-click IDSecureBrowser.exe and select Send To > Desktop (create shortcut).
5. Ensure all background jobs, such as virus scans or software updates, are scheduled outside of test windows. For example, if your testing takes place between 8:00 a.m. and 3:00 p.m., schedule background jobs outside of these hours.
6. Double-click the desktop shortcut to run the Secure Browser.

Sharing the Secure Browser over a Network

While the Secure Browser can be installed on a server’s shared drive and then shared to each testing computer’s desktop via a shortcut, CAI strongly discourages this setup as it can compromise the stability and performance of the browser, especially during peak testing times.

Uninstalling the Secure Browser on Windows

The following sections describe how to uninstall the Secure Browser from Windows or from the command line. Previously installed versions of the Secure Browser will be uninstalled automatically during the installation process.

Uninstalling the Secure Browser via the User Interface

1. Navigate to **Settings > System > Apps & features** (Windows 10 & Windows 11).
2. Select the Secure Browser program IDSecureBrowser and click **Remove** or **Uninstall**.
3. Follow the instructions in the uninstall wizard.

Uninstalling the Secure Browser via the Command Line

1. Open a command prompt.
2. Run the command `msiexec /X <Source> /quiet`
<Source> Path to the executable file, such as `C:\MSI\IDSecureBrowser.exe`.

`/X` Perform an uninstall.

`/quiet` Quiet mode, no interaction.

For example, the command

```
msiexec /X C:\AssessmentTesting\IDSecureBrowser.exe /quiet
```

uninstalls the Secure Browser installed at `C:\AssessmentTesting\` using quiet mode.

Installing the Secure Browser on Windows Mobile Devices

The procedure for installing the Secure Browser on Windows mobile devices is the same for installing it on desktops. See [Windows Basic Secure Browser Installation](#) details.

Creating Group Policy Objects

Many of the procedures listed above refer to creating a group policy object. These are objects that Windows executes upon certain events. The following procedure explains how to create a group policy object that runs a script when a user logs in. The script itself is saved in a file `logon.bat`.

For additional information about creating group policy objects, see [https://technet.microsoft.com/en-us/library/cc754740\(v=ws.11\).aspx](https://technet.microsoft.com/en-us/library/cc754740(v=ws.11).aspx).

1. In the task bar (Windows 10 & Windows 11), enter **gpedit.msc**. The Local Group Policy Editor appears.
2. Expand **Local Computer Policy > User Configuration > Windows Settings > Scripts (Logon/Logoff)**.
3. Select **Logon** and click **Properties**. The **Logon Properties** dialog box appears.
4. Click **Add**. The **Add a Script** dialog box appears.
5. Click **Browse...**, and navigate to the `logon.bat` you want to run.
6. Click **OK**. You return to the **Logon Properties** dialog box.
7. Click **OK**. You return to the Local Group Policy Editor.
8. Close the Local Group Policy Editor.

macOS Advanced Secure Browser Installation

This page provides advanced Secure Browser installation instructions for macOS.

Note: Students must not run the Secure Browser from a guest account.

Cloning the Secure Browser Installation to Other Macs

Depending on your networking and permissions, it may be faster to install the Secure Browser onto a single Mac, take an image of the disk, and copy the image to other Macs.

1. On the computer from which you will clone the installation, install the Secure Browser following the directions on your portal's Secure Browser page. Be sure to run and then close the Secure Browser after the installation.
2. Clone the image.
3. Deploy the image to the target Macs.

Uninstalling the Secure Browser on Mac

To uninstall a Mac Secure Browser, drag its folder to the Trash.

ChromeOS Advanced Secure Browser Installation

This page provides advanced Secure Browser installation instructions for ChromeOS.

Updating SecureTestBrowser for a New School Year

If an update to SecureTestBrowser is released to the Chrome Web Store, the app will automatically update on all devices to which it is installed. Users do not need to take any action to manually update SecureTestBrowser after it is installed on a device.

Installing SecureTestBrowser as a Kiosk App on Managed Chromebooks

These instructions are for installing the SecureTestBrowser Secure Browser as a kiosk app on domain-managed Chromebook devices. The steps in this procedure assume that your Chromebooks are already managed through the admin console.

SecureTestBrowser is not compatible with public sessions.

1. As the Chromebook administrator, log in to Google's Admin Console.
2. Select **Devices**. The **Devices** drop-down list opens.
3. From the **Devices** drop-down list, select **Chrome**. The **Chrome** drop-down list appears.
4. From the **Chrome** drop-down list, select **Apps & extensions**. The **Apps & extensions** drop-down list appears.
5. From the **Apps & extensions** drop-down list, select **Kiosks**. The **Apps & Extensions** page appears, displaying the **Kiosks** tab.
6. Hover over the plus sign icon to display options to add a new app.
7. Select the waffle icon to add a Chrome app or extension by ID. The **Add Chrome app or extension by ID** window appears.
8. Enter hblfbmjdaalalhifaajnnodlkiloengc in the **Extension ID** field.
9. Ensure **From the Chrome Web Store** is selected from the drop-down list.
10. Select **Save**. The SecureTestBrowser app appears in the app list.
11. Ensure **Installed** is selected from the **Installation Policy** drop-down list.

The SecureTestBrowser app will be installed on all managed devices the next time each managed device is turned on.

Removing SecureTestBrowser from Managed Chromebooks

If SecureTestBrowser must be removed from multiple managed Chromebooks for troubleshooting or other reasons, it can be removed using the Google Admin Console.

1. To access a list of all kiosk applications installed on your managed Chromebooks, follow steps [1-5](#) in the section [Installing SecureTestBrowser as a Kiosk App on Managed Chromebooks](#).
2. To remove SecureTestBrowser from all managed Chromebooks, select its app name from the list. The **Kiosk Settings** pane appears.
3. Select the trash can icon.
4. To close the Kiosk Settings pane, select **X**.

The SecureTestBrowser app will be removed from all managed devices the next time each managed device is turned on.

Configuring Student Workstations

For devices running Windows, macOS, iPadOS, or ChromeOS, there are a few additional configurations that need to be made before secure testing can begin.

A feature built into macOS 11.6 and higher and all supported versions of iPadOS called Assessment Mode (AM) (formerly known as Automatic Assessment Configuration (AAC)) handles many necessary configurations to prepare Mac workstations and iPads for online testing. For more information on AM, including a list of features it disables, please visit <https://support.apple.com/en-us/HT204775>. In addition to AM disabling features listed at the URL above, there are a few additional features in iPadOS that must be disabled prior to the administration of online testing. These features, listed at [Configuring iPadOS Workstations](#), should not be available to students without an accommodation and AM does not currently block them.

Configuring Windows Workstations

The following configurations should be performed on Windows workstations prior to the start of testing.

Disabling Fast User Switching

Fast User Switching is a feature in all supported versions of Windows that allows for more than one user to be logged in at the same time. If Fast User Switching is not disabled and students try to access another user account during a test, the Secure Browser will pause the test. If you plan to use the Take a Test app on a dedicated test account on a Windows 10/11 device, do not disable fast user switching, as it causes the machine to enter an infinite loop when rebooted.

Disabling Fast User Switching in Windows 10 and 11

1. In the Search charm, type gpedit.msc. Double-click the gpedit icon in the Apps pane. The **Local Group Policy Editor** window opens.
2. Navigate to **Computer Configuration > Administrative Templates > System > Logon**.
3. In the **Setting** pane, double-click **Hide entry points for Fast User Switching**.
4. Select **Enabled** and then **click** OK.
5. In the **Search** charm, type run. The **Run** dialog box opens.
6. Enter the command gpupdate /force into the text box and then click **OK**. (Note the space before the forward slash.)
7. The command window opens. When you see the message Computer Policy update has completed successfully, this will be your notification that Windows has successfully disabled Fast User Switching.

Disabling Screen Edge Swipe for Windows 10 & Windows 11 Touchscreen Devices

Swiping inward from the edge of the display on Windows 10 and Windows 11 touchscreen devices opens the Windows notification center. If this swiping gesture is not disabled and students taking a test in the Secure Browser on a Windows 10 or Windows 11 touchscreen device swipe from the edge of the screen during a test, the notification center will open, displaying any notifications that might appear there and pausing the test. This affects all Windows 10 and Windows 11 touchscreen devices.

1. In the Search charm, type gpedit.msc. Select the gpedit icon in the Apps pane. The **Local Group Policy Editor** window opens.
2. Navigate to **Computer Configuration > Administrative Templates > Windows Components > Edge UI**.
3. In the right pane, double-click/tap **Allow edge swipe**. The **Allow Edge Swipe** window opens.
4. Select **Disabled**.
5. Select **Apply**.
6. Select **OK**.
7. Close the **Local Group Policy Editor** window.
8. Restart your computer or tablet for the change to take effect.

Disabling App Pre-launching for Windows

Application Prelaunch is a feature in Windows 10 and 11 that allows Universal Windows Platform apps, such as the Photos app or Edge web browser, to prelaunch and run in the background even if a user didn't open the apps themselves. Users will be unable to start the Take a Test app with these apps running in the background and will be kicked out of a test if the apps launch while the user is running the Take a Test app. This does not affect users running the CAI Secure Browser.

App prelaunching can be disabled by using a PowerShell command and editing the registry. For instructions on how to disable app prelaunching, see this [page](#) from Microsoft's Online Windows Support.

Configuring macOS Workstations

About Assessment Mode

A feature in macOS 11.6 and higher called Assessment Mode (AM) works with CAI's Secure Browser to lock down macOS workstations for online testing. AM requires no setup. Once the Secure Browser is launched on a macOS workstation running macOS 11.6 or higher, AM kicks in automatically. Workstations running macOS 11.6 or higher require no further configuration prior to testing.

For more information about AM, including a list of features it disables, please visit <https://support.apple.com/en-us/HT204775>

Disabling Third-party App Updates for 11.6-12.6

Third-party app updates should be disabled. These updates may include components that compromise the testing environment.

1. Log in to the student's account.
2. Open **App Store**. The **App Store** window opens.
3. From the menu bar, select **App Store**.
4. Select **Preferences**. The **Preferences** window opens.
5. Clear the **Automatic Updates** checkbox.
6. Close the **Preferences** and **App Store** windows.

Disabling Fast User Switching for 11.6-12.6

Fast User Switching, a feature that allows for more than one user to be logged into a workstation at the same time, should be disabled. If Fast User Switching is not disabled and students try to access another user account during a test, the Secure Browser will pause the test.

1. Open **System Preferences**. The **System Preferences** window opens.
2. Select **Users & Groups**. The **Users & Groups** window opens.
3. If the padlock in the lower left corner is locked, click it and authenticate with administrator credentials.
4. Select **Login Options**. The **Login Options** window opens.
5. Clear the **Show fast user switching menu as** checkbox.
6. Close the **Users & Groups** window.

About Permissive Mode on macOS 13.3+

To launch third-party assistive technology applications on macOS 13.3+ workstations when permissive mode is turned on, first open the application, and then open the Secure Browser and follow the standard sign-in process. On the first page of the test, open the App Launcher from the global menu and select the application you want to run.

The App Launcher will only show third-party apps that have been added to the TDS database and installed on the device. If an installed app does not appear in the App Launcher, contact the helpdesk.

Students should not close the assistive technology application while the Secure Browser is still open, as they may not be able to relaunch it. If the student accidentally closes the assistive technology application, they must sign out and then sign in again.

Disabling Third-party App Updates for 13.3+

Third-party app updates should be disabled. These updates may include components that compromise the testing environment.

1. Log in to the student's account.
2. Open **App Store**. The **App Store** window opens.
3. From the menu bar, select **App Store**.
4. Select **Settings**. The **Settings** window opens.
5. Clear the **Automatic Updates** checkbox. You may have to enter admin credentials.
6. Close the **Settings** and **App Store** windows.

Disabling Fast User Switching for 13.3+

Fast User Switching, a feature that allows for more than one user to be logged into a workstation at the same time, should be disabled. If Fast User Switching is not disabled and students try to access another user account during a test, the Secure Browser will pause the test.

1. Open **System Settings**. The **System Settings** window opens.
2. Select **Control Center**. The **Control Center** section should be displayed. There is a section for Fast User Switching and its visibility in **Menu Bar** and **Control Center**.
3. For **Show in Menu Bar**, select **Don't Show**.
4. For **Show in Control Center**, make sure the toggle is set to **No**.
5. Close the **System Settings** window.

Installing Rosetta 2

If you are running the Secure Browser on Apple silicon devices, you must first install Rosetta 2.

Rosetta 2 may already be installed on your Apple silicon device if you needed it to run another Intel-based application. If it not already installed, a prompt to install it will appear the first time you launch the Secure Browser.

Rosetta 2 can also be deployed to multiple devices at once through scripting or mobile device management (MDM).

For more information about Rosetta 2, including instructions to install it, please see <https://support.apple.com/en-us/HT211861>.

Disabling Stage Manager on macOS 13.3+

Stage Manager helps you organize apps on your desktop. If Stage Manager is enabled on a device during testing, a student may be able to access apps other than the Secure Browser.

1. Open **System Settings**.
2. Open **Desktop & Dock**.
3. Select **Windows & Apps**.
4. Toggle Stage Manager off.

Disabling Screen Recording on macOS 13.3+

When permissive mode is allowed on a device running macOS 13.3+, screen recording should be disabled. Failure to disable screen recording while permissive mode is active may result in the Secure Browser being improperly sized on the device.

1. Open **System Settings**.
2. Open **Privacy & Security**.
3. Select **Screen Recording**.
4. Clear checkboxes for any assistive technology tools that have requested permission to record the device's screen.

Configuring iPadOS Workstations

The following configurations should be performed on iPads prior to the start of testing.

Disabling Voice Control

iPads running any supported version of iPadOS have access to a feature called Voice Control that is not automatically disabled by Assessment Mode (AM) (formerly known as Automatic Assessment Configuration (AAC)). Voice Control allows iPad users to control an iPad using voice commands. If this feature is enabled on iPads that are used for testing, students may be able to access unwanted apps, such as web browsers, during a test.

Voice Control is disabled by default. If it has never been enabled on an iPad, you have nothing to do. If it has been enabled, you must disable it before a student takes a test.

1. Select **Settings**.
2. Select **Accessibility**.
3. Select **Voice Control**.
4. Toggle the Voice Control switch to the left to disable Voice Control.

Disabling VoiceOver

iPads running any supported version of iPadOS have access to a feature called VoiceOver that is not automatically disabled by Assessment Mode (AM) (formerly known as Automatic Assessment Configuration (AAC)). VoiceOver is a gesture-based screen reader that allows users to receive audible descriptions of what is on the screen of their iPad. VoiceOver also changes touchscreen gestures to have different effects and adds additional gestures that allow users to move around the screen and control their iPads. If VoiceOver is not disabled on iPads, students may be able to access unwanted apps during a test. This feature should not be available to students without an accommodation.

1. Select **Settings**.
2. Select **Accessibility**.
3. Select **VoiceOver**.
4. Toggle the VoiceOver switch to the left to disable VoiceOver.

Disabling Emoji Keyboard

iPads running any supported version of iPadOS have an emoji keyboard enabled by default. If the emoji keyboard is not disabled, students will be able to enter emoticons into a test, which can be confusing for scorers.

1. Select **Settings**.
2. Navigate to **General > Keyboard**.
3. Select **Keyboards**.
4. Delete Emoji from the list by sliding it to the left and selecting **Delete**.

Enabling Voice Packs on iPadOS 16

A known issue on iPads running any version of iPadOS 16 prevents audio from playing on some tests for students who have text-to-speech enabled. This occurs when certain voice packs are not downloaded and enabled on the iPad.

When this occurs, the Text-to-Speech Check that normally appears on the Diagnostic Page does not appear, and the Audio Check instructs users to ensure their device is not muted and adjust available text-to-speech settings.

To prevent this, download and enable one of the following English voice packs on iPads running iPadOS 16: Alex, Fred, Samantha, or Victoria.

1. Select **Settings**.
2. Select **Accessibility**.
3. Select **Spoken Content**.
4. Select **Voices**.
5. Select **English**.
6. Select one of the following voice packs: **Alex, Fred, Samantha, or Victoria**.
7. Do one of the following:
 - If the voice pack you selected is not downloaded, download and enable it.
 - If the voice pack you selected is downloaded, enable it.

Voice packs that are enabled on an iPad will appear with a checkmark.

Configuring ChromeOS Workstations

The following configurations should be performed on ChromeOS workstations prior to the start of testing.

Limiting the Frequency of ChromeOS Updates

Limiting the frequency of ChromeOS updates that your devices receive in a given school year is a tried and true practice to avoiding any unnecessary issues that may arise during both instruction and assessment. The new, and best, strategy to accomplish this is to switch to Google's new LTC and LTS channels. Chromebooks subscribed to these channels will only receive critical bug fixes and security enhancements from Google while brand new features will only be released every six months. The alternative method to accomplishing this same goal is to pin the version of Chrome OS at the beginning of the school year so that the Chromebooks do not receive any updates from Google whatsoever. This is not as elegant as the first method because critical security fixes from Google would also not be deployed to your fleet of Chromebooks, but it is an alternative if you need new features more often than every six months.

Switching Devices to the LTC/LTS Channel

For instructions to switch channels, see <https://support.google.com/chrome/a/answer/11333726>.

Troubleshooting Student Workstations

This section contains some troubleshooting information for student desktops and laptops.

Troubleshooting Windows Workstations

This page provides some troubleshooting information for student workstations running Windows.

Resetting Secure Browser Profiles

If the Helpdesk advises you to reset the Secure Browser profile, use the instructions in this section.

1. Log on as an admin user or as the user who installed the Secure Browser, and close any open Secure Browsers.
2. Delete the contents of the following folders:

C:\Users\username\AppData\Local\CAI\

C:\Users\username\AppData\Roaming\CAI\

where username is the Windows user account where the Secure Browser is installed. (Keep the CAI\ folders, just delete their contents.)

3. Start the Secure Browser.

Blocking Device Touch Input Using the Group Policy Editor

Some tablets and devices have Touch features that may need to be disabled before testing. The following procedure describes how to disable the Touch feature on these devices using the Group Policy Editor:

1. Type gpedit.msc in the Search box on the Start menu. The **Local Group Policy Editor** window appears.
2. Navigate to Computer Configuration\Administrator Templates\Windows Components.
3. Scroll down to the Tablet PC folder, then select **Input Panel**.
4. Enable the following items in the Setting column:
 - a. Turn off AutoComplete integration with Input Panel.
 - b. Prevent Input Panel tab from appearing.
 - c. For tablet pen input, don't show the Input Panel icon.
 - d. For touch input, don't show the Input Panel icon.
 - e. Disable text prediction.
5. To enable an item in the **Setting** column, double-click on that item. The following screen will allow you to enable or disable your selected item as required.
6. Select **Enabled**, and click **OK**.
7. Close the **Local Group Policy Editor** window.

Configuring ZoomText to Recognize the Secure Browser

When displaying a test with a print-size accommodation above 4× magnification, the Secure Browser automatically enters streamlined mode. If you want to retain the standard layout of a test but display it with a print magnification above 4×, then consider using ZoomText—a magnification and screen-reading software that you can use with the Secure Browser. Use the following procedure to ensure ZoomText recognizes the Secure Browser.

1. If ZoomText is running, close it.
2. In the Windows Explorer, go to the installation directory for your version of ZoomText. For example, if you have ZoomText version 10.1:
Go to C:\Program Files\ZoomText 10.1\
3. In a text editor, open the file ZoomTextConfig.xml.
4. Search for line containing the D2DPatch property, similar to the following:
Property name="D2DPatch" value="*,~dwm,~firefox,~thunderbird"/
5. In the value attribute, add the prefix for your state's Secure Browser:
Property name="D2DPatch" value="*,~dwm,~firefox,~ XXsecurebrowser,~thunderbird"/
6. Save the file, and restart ZoomText.

Setting the Touch Keyboard on Microsoft Surface Pro Tablet to Appear

Some Surface Pro users accessing the touch keyboard are seeing the touch keyboard disappear when they click outside a text box or when they type an answer into a text box and then click next. The keyboard fails to reappear when users click back inside the next text box. To avoid these issues, users must set the touch keyboard to automatically show up.

1. Go to **Settings** (keyboard shortcut: Windows + I)
2. Go to **Devices > Typing**.
3. Scroll down and toggle on: Automatically show the touch keyboard in windowed apps when there's no keyboard attached to your device.

Disabling Two-finger Scrolling in HP Notebooks with Synaptics TouchPad

The trackpad software on the HP stream notebooks can cause the Secure Browser to close and display an “environment not secure” error. This can occur when a student tries to use the advanced trackpad features such as scrolling gesture with the trackpad. The Synaptics Touchpad driver is the driver that allows full use of all features of the trackpad. To avoid this error and the closing of the Secure Browser, disable the Touchpad two-finger scrolling Feature.

1. Open the Start Menu and then type **mouse settings** in the search field.
2. Select **Mouse** settings from the list of options.
3. Select **Touchpad**.
4. In the *Scroll and zoom* section, clear the *Drag two fingers to scroll* checkbox.

Disabling Automatic Volume Reduction

A feature in Windows automatically lowers or mutes the volume of some apps if Windows detects audio recording. This section describes how to disable automatic volume reduction.

1. Open the Start Menu.
2. Open the Control Panel.
3. Select **Sound**. The **Sound** window will open.
4. Select the **Communications** tab.
5. By default, the option to “Reduce the volume of other sounds by 80%” is selected. Change this to Do nothing.
6. Select OK.

Running NVDA Screen Reader 2018.1.1 with Take a Test App

Users running the Take a Test app and NVDA screen reader version 2018.1.1 at the same time on Windows 10 and 10 in S Mode with RS v1709 and v1803 are experiencing the Take a Test app crashing before a test is started. To keep the Take a Test app from crashing while running the NVDA screen reader 2018.1.1, you should update Windows 10 and 10 in S Mode to at least RS v1809. Windows Updates can be accessed through the Control Panel.

1. Open the Start Menu.
2. Type **Windows Update** in the search charm and hit enter. The **Windows Update** window appears.
3. Select **Check for Updates**.
4. Select Install Updates to install all available updates.

Viewing the Windows Taskbar in Permissive Mode

In Permissive Mode, the Windows taskbar should appear when a user hovers their mouse pointer near the bottom of the screen. In Windows 10, the taskbar does not appear as intended. The following sections describe how to view the Windows taskbar in Permissive Mode by turning off the auto-hide feature in the Taskbar Properties. These instructions differ slightly depending on your version of Windows. This procedure must be completed before the Secure Browser is launched on the student workstation.

Viewing the Taskbar in Permissive Mode on Windows 10

1. Right-click on the taskbar.
2. Click **Properties**. The **Taskbar** window appears.
3. Toggle Automatically hide the taskbar in desktop mode to **Off**.
4. Close the **Taskbar** window.

Viewing the Taskbar in Permissive Mode on Windows 11

1. Right-click on the taskbar.
2. Select **Taskbar Properties**.
3. Select **Taskbar Behavior**.
4. Clear the **Automatically hide the taskbar** checkbox.
5. Close the Taskbar window.

Disabling ClickLock

ClickLock is a feature that allows you to highlight text, drag objects, and open menus without having to hold down a mouse button. If enabled while students are taking tests in the Secure Browser or in conventional browsers like Chrome or Firefox, ClickLock can cause issues such as errors on the login page, multiple tabs opening while taking a test, and general site slowness and/or timeouts. If you encounter these issues while a student is testing, try disabling ClickLock by following the steps below.

1. Open the Control Panel.
2. Select **Mouse**.
3. Clear the **Turn on ClickLock** checkbox.

Troubleshooting macOS Workstations

This page provides some troubleshooting information for student workstations running macOS.

Resetting Secure Browser Profiles

If the Helpdesk advises you to reset the Secure Browser profile, use the instructions in this section.

1. Log on as an admin user or as the user who installed the Secure Browser and close any open Secure Browsers.
2. Start Finder.
3. While pressing **Option**, select **Go > Library**. The contents of the Library folder appear.
4. Returning to the Library, open the **Caches** folder, and delete the Secure Browser's folder.
5. Restart the Secure Browser.

Navigating to the Tool Menu with the Keyboard Using a Safari Browser

Students can use any supported public browser for practice tests, and navigate to the Tool menu using standard methods, with the exception of Safari. To access the Tool menu using Safari, enable the "Press tab to highlight each item on a webpage" option in Safari Preferences, as shown below.

NOTE: Students who have the text-to-speech (TTS) accommodation enabled for practice tests will need to use the Secure Browser.

1. Open Safari, and from the Safari menu, click **Preferences**.
2. Click **Advanced**.
3. Mark the **Press tab to highlight each item on a webpage** checkbox.

Disabling Text-to-Speech Keyboard Shortcut

A feature in macOS 10.15 and later allows users to have any text on the screen read aloud by selecting the text and hitting a preset key or set of keys on the keyboard. By default, this feature is disabled and must remain disabled so as not to compromise test security. This section describes how to toggle this feature.

1. From the Apple menu, select **System Preferences** (or, in macOS 13+, **System Settings**).
2. Select **Accessibility**.
3. Select **Speech**. Note: In macOS 12+, this feature is called Spoken Text.
4. To enable this feature, mark the **Speak selected text when the key is pressed** checkbox. To disable, clear the checkbox.

Setting MacBook Touch Bar to Show Function Keys

MacBook touch bars may allow students to access features on a device that should not be accessible while a student is testing. If students try to access these features while taking a test, the Secure Browser will pause the test. To prevent students from getting kicked out a test if they try to use the touch bar to access unwanted features, you can configure the touch bar to show only function keys.

1. From the Apple menu, select **System Preferences** (or, in macOS 13+, **System Settings**).
2. Select **Keyboard**.
3. Select the **Keyboard** tab.
4. In the **Touch Bar shows** field, select **F1, F2, etc. Keys**.

Configuring Networks for Online Testing

This section contains additional configurations for your network.

The Network Diagnostic Tool

CAI provides a network diagnostic tool to test your network's bandwidth to ensure it can handle administering online tests. The network diagnostic tool can be accessed through the Secure Browser or from your portal or practice test site through a conventional browser.

Once you are in the network diagnostic tool, choose the option that applies to you. Upon choosing the option, additional fields appear. Enter information as necessary and then run the test. The goal of the network diagnostic tool is to determine if your network bandwidth can handle the number of students you hope to test at peak volume. If the tool indicates you should test with fewer students, try running a third-party network speed test like speedtest.net. If a third-party tool also indicates you lack proper bandwidth, determine if other activity on your network is drawing bandwidth away from the machine attempting to take the test. If it is, try to prioritize bandwidth for CAI's websites during online testing.

Resources to Add to Allowlists

This page presents information about the URLs that CAI provides. Ensure your network's firewalls are open for these URLs. If your testing network includes devices that perform traffic shaping, packet prioritization, or Quality of Service, ensure these URLs have high priority.

URLs for Non-Testing Sites to Add to your Allowlist

The following table lists URLs for non-testing sites, such as Test Information Distribution Engine and Centralized Reporting System.

System	URL
Portal and Secure Browser Installation Files	https://idaho.portal.cambiumast.com/
Single Sign-On System	https://sso1.cambiumast.com/auth/realms/idaho/account
Test Information Distribution Engine	https://id.tide.cambiumast.com
Centralized Reporting System	https://id.reporting.cambiumast.com/

URLs for TA and Student Testing Sites to Add to your Allowlist

If your network configuration blocks or filters access to public sites, the following domains need to be added to your allowlist to provide access to the testing sites. Servers may be added or removed throughout the school year on new subdomains. Your system may require the use of wildcards to allow access to subdomains. To add a wildcard, in most cases, add the prefix *. before each domain. For example, *.cambiumtds.com would allow vsat1.cambiumtds.com through vsat9999.cambiumtds.com. For detailed instruction, consult documentation for your proxy server or firewall.

Note that these domains have been updated for the 2023-2024 administration.

System	Domain
TA and Student Testing Sites Assessment Viewing Application	cambiumtds.com tds.cambiumtds.com cambiumast.com cdn.cambiumtds.com cdn2.cambiumtds.com static.cambiumtds.com resources.cambiumtds.com

Domains for Email Exchange Server and Single Sign-On System

CAI systems send emails for password resets and login codes for the single sign-on system from cambiumast.com and from cambiumassessment.com. Add both domains to your allowlist to ensure you receive these emails.

Configuring Filtering Systems

If the school's filtering system has both internal and external filtering, the [URLs for the testing sites](#) must be added to allowlists in both filters. Ensure your filtering system is not configured to perform packet inspection on traffic to CAI servers. Please see your vendor's documentation for specific instructions. Also, be sure to add these URLs to your allowlist in any multilayer filtering system (such as local and global layers). Ensure all items that handle traffic to the domains above have the entire certificate chain and are using the latest TLS 1.2 protocol.

Configuring for Domain Name Resolution

The [URLs for non-testing sites](#) and [URLs for testing sites](#) list the domain names for CAI's testing and non-testing applications. Ensure the testing machines have access to a server that can resolve those names.

Required Ports and Protocols

The following table lists the ports and protocols used by the Test Delivery System. Ensure that all content filters, firewalls, and proxy servers are open accordingly.

Port/Protocol	Purpose
80/TCP	HTTP (initial connection only)
443/TCP	HTTPS (secure connection)

Configuring Network Settings

Local Area Network (LAN) settings on testing machines should be set to automatically detect network settings.

Configuring Network Settings for Windows

1. Open Control Panel.
2. Open **Internet Options**.
3. Open **Connections** tab.
4. Open **LAN Settings**.
5. Mark the **Automatically detect settings** checkbox.
6. Click **OK** to close the **Local Area Network (LAN) Settings** window.
7. Click **OK** to close the **Internet Properties** window.
8. Close the Control Panel.

Configuring Network Settings for macOS

1. Open System Preferences.
2. Open **Network**.
3. Select **Ethernet** for wired connections or **WiFi** for wireless connections.
4. Click **Advanced**.
5. Click **Proxies** tab.
6. Mark **Auto Proxy Discovery** checkbox.
7. Click **OK** to close window.
8. Click **Apply** to close **Network** window.
9. Close System Preferences.

Configuring the Secure Browser for Proxy Servers

By default, the Secure Browser attempts to detect the settings for your network's web proxy server. However, users of web proxies should execute a proxy command once from the command prompt. This command does not need to be added to the Secure Browser shortcut. The following tables list the form of the command for different settings and operating systems. To execute these commands from the command line, change to the directory containing the Secure Browser's executable file.

Note: The commands in the following tables use the domain proxy.com. When configuring for a proxy server, use your actual proxy server hostname.

Configuring the Windows Secure Browser for Proxy Servers

Description	Command
Use the browser without any proxy	IDSecureBrowser.exe -proxy 0 https://id.cambiumtds.com/student
Set the proxy for HTTP requests only	IDSecureBrowser.exe -proxy 1:http:proxy.com:8080 https://id.cambiumtds.com/student
Set the proxy for all protocols to mimic the "Use this proxy server for all protocols" of Firefox	IDSecureBrowser.exe -proxy 1:*:proxy.com:8080 https://id.cambiumtds.com/student
Specify the URL of the PAC file	IDSecureBrowser.exe -proxy 2:proxy.com https://id.cambiumtds.com/student
Auto-detect proxy settings	IDSecureBrowser.exe -proxy 4 https://id.cambiumtds.com/student
Use the system proxy setting (default)	IDSecureBrowser.exe -proxy 5 https://id.cambiumtds.com/student

Configuring the macOS Secure Browser for Proxy Servers

Description	Command
Use the browser without any proxy	./IDSecureBrowser -proxy 0 https://id.cambiumtds.com/student
Set the proxy for HTTP requests only	./IDSecureBrowser -proxy 1:http:proxy.com:8080 https://id.cambiumtds.com/student
Set the proxy for all protocols to mimic the "Use this proxy server for all protocols" of Firefox	./IDSecureBrowser -proxy 1:*:proxy.com:8080 https://id.cambiumtds.com/student
Specify the URL of the PAC file	./IDSecureBrowser -proxy 2:proxy.com https://id.cambiumtds.com/student
Auto-detect proxy settings	./IDSecureBrowser -proxy 4 https://id.cambiumtds.com/student
Use the system proxy setting (default)	./IDSecureBrowser -proxy 5 https://id.cambiumtds.com/student

Configuring Assistive Technologies

CAI's Test Delivery System is a website that is accessed through a Secure Browser.

Students who use assistive technologies with a standard web browser should be able to use those same technologies with the Test Delivery System. The best way to test compatibility with assistive technologies is by taking a practice test with those technologies turned on. For a list of supported technologies and configuration instructions, see the document titled *Assistive Technology Manual for Windows & macOS*.

Assistive technologies must be launched on student workstations prior to launching the Secure Browser.

Supported Embedded Features

Embedded features are built into the Test Delivery System and can be accessed through settings. They can be accessed without additional third-party software. To use these embedded features, students need an accommodation.

Embedded Text to Speech

Text-to-speech (TTS) reads text on the screen aloud. Using TTS requires at least one voice pack to be installed on the student workstation. Voice packs that ship with the operating systems out of the box for Windows, Mac, and iPadOS are fully compatible with the Secure Browser. The Secure Browser works with voice packs that ship out of the box for Chrome OS devices, but the pause feature does not work properly on these devices. For students who need the use of TTS, CAI recommends using a desktop, laptop, or tablet running Windows, macOS, or iPadOS. If a Chromebook is being used, there is a workaround that allows students to highlight a passage of text and have TTS read just that passage, eliminating the need for the pause feature.

For a full list of voice packs that have been tested and are allowed by the Secure Browser and for instructions about configuring TTS settings, see the document titled *Assistive Technology Manual for Windows & macOS*.

Embedded Speech to Text

Speech-to-text (STT) allows a student to speak into a headset and have their speech converted into text that becomes the response that is entered into the Test Delivery System. The Test Delivery System (TDS) now offers an embedded Speech-to-Text (STT) solution. This embedded tool is supported on Windows, Mac, iPadOS, and Chrome OS. Third-party (non-embedded) STT solutions are also still supported, but the embedded tool should be used whenever possible. For more information about embedded STT, see the document titled *Assistive Technology Manual for Windows & macOS*.

Embedded Word Prediction

Word prediction software predicts words as a student types. CAI offers an embedded word prediction feature for students testing in the Secure Browser on all supported operating systems. For more information, see the *TA User Guide*.

Supported Non-embedded Features

Non-embedded features require the use of other hardware and/or software to make certain functionality available to students within the Test Delivery System. Non-embedded features require settings be set to permissive mode. This mode, found in TIDE as a student test setting, temporarily lowers the security settings of the Secure Browser so that the student can interoperate with other software on the device, like JAWS or ZoomText, while they are taking the test. Permissive mode is supported on Windows and macOS.

Screen Readers

Screen readers allow students to read text displayed on a screen with a speech synthesizer and a refreshable braille display. Screen reading requires software to be installed on the student workstation. For a list of supported screen readers and configuration instructions, see the document titled *Assistive Technology Manual for Windows & macOS*.

Braille Embossers

The Test Delivery System (TDS) allows students to emboss test material with TA approval. The software that sends print requests to the braille embosser must be installed on computers that TAs use for test sessions. For more information about configuring supported braille embossers, see the document titled *Assistive Technology Manual for Windows & macOS*.

Refreshable Braille Displays

Refreshable Braille Displays (RBDs) are used to read text-only content. RBDs must be properly setup before they can be used by students. For information about installing and setting up RBDs, refer to the product's provided instructions and manuals.

Speech to Text

Speech-to-text (STT) allows a student to speak into a headset and have their speech converted into text that becomes the response that is entered into the Test Delivery System. STT is available as an embedded tool in the Test Delivery System (see [Embedded Speech-to-Text](#)) and also through third-party software for Windows and Mac through Dragon NaturallySpeaking or other similar software. Users should verify the security and privacy policies of any third-party software before deciding to use that software. Many STT providers send a student's audio recording to the cloud for processing. This should be disabled before use so sensitive testing data is not sent to third parties. Users should have a clear understanding of what third-party providers do and do not do with student information. For more information regarding STT and possible solutions for other operating systems, see the document titled *Assistive Technology Manual for Windows & macOS*.

Word Prediction

Word prediction software predicts words as a student types. CAI offers an embedded word prediction feature for students testing in the Secure Browser on Windows, macOS, and ChromeOS. Word prediction is available for Windows and Mac through the use of third-party apps like Read&Write and other similar software. For more information about supported third-party apps, see the document titled *Assistive Technology Manual for Windows & macOS*.

Alternative Computer Inputs

Alternative Computer Input (ACI) tools allow students to interact with a computer without using a traditional mouse and keyboard setup. CAI does not include any embedded alternative computer input tools, but it supports several third-party alternative computer input technologies. For more information about supported third-party alternative computer inputs, see the document titled *Assistive Technology Manual for Windows & macOS*.

Assistive Keyboard and Mouse Input

Assistive Keyboard and Mouse Input tools provide additional support to students who need to use a keyboard and mouse in order to respond to test items. CAI does not include any embedded assistive keyboard and mouse input tools, as these tools typically involve the use of special hardware, but TDS does support several third-party assistive keyboard and mouse input tools. For more information about supported third-party assistive keyboard and mouse input solutions, see the document titled *Assistive Technology Manual for Windows & macOS*.

Screen Magnification

Screen magnifier assistive technology enlarges the content displayed on the computer screen in order to assist students who need the content magnified. Although TDS supports some non-embedded screen magnifier tools from third parties, it is recommended that students use the embedded zoom tools in TDS. For more information about screen magnifier assistive technology, see the document titled *Assistive Technology Manual for Windows & macOS*.

Administering Online Tests

Before administering an operational test, get comfortable with the system by administering a practice test. Practice tests can be administered on supported devices via the Secure Browser or through modern conventional browsers like Chrome or Firefox.

1. TAs should open a web browser, go to the TA Practice Site, and choose a practice test to administer.
2. Students should launch the Secure Browser and click the link for practice tests.
3. TAs should give the students the Session ID.
4. Students should navigate through the login pages. Students can log in anonymously as a guest or with their real account. In either case, they should use a Session ID from the TA.

When TAs and students are comfortable using the system, you are ready to administer an operational test.

1. TAs should open a web browser and go to the TA Site.
2. Students should launch the Secure Browser.
3. TAs should give students the Session ID.
4. Students should enter the Session ID, their first name, and their Student ID.

For more information about administering practice and operational tests, see the TA User Guide.

Contact the Helpdesk for any additional assistance.

Appendix 5-F
Reporting System User Guide



Reporting System User Guide

For Summative and Interim Assessments

2022–2023

Published March 16, 2023

Prepared by Cambium Assessment, Inc.



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Introduction to the User Guide

This user guide gives instructions on using the Reporting System for the following:

- Accessing summative assessment data
- Accessing interim and benchmark assessment data
- Scoring interim and benchmark assessments

It includes the following sections:

- [How to Navigate Reports for Summatives and Interims](#)
- [How to Set Up Your Reports for Summatives and Interims So They Make Sense](#)
- [How to Export and Print Data on Summatives](#)

The guide also includes additional information on accessing your interim data and scoring interims, including the following:

- [How to Access Item-Level Data on Interims](#)
- [How to Score Items on Interims](#)
- [How to Set Up Your Interim Reports So They Make Sense](#)
- [How to Export and Print Data on Interims](#)

How to Navigate Reports for Summatives and Interims

This section explains how to navigate your reports for both summative and interim assessments.

How to Understand Which Students Appear in Your Reports

- Teachers can view data for all students in their classes (rosters) who have completed assessments. They can also view data for students to whom they have administered assessments in the current school year.
- School-level users can view data for all students in their schools who have completed assessments.
- District-level users can view data for all students in their districts who have completed assessments.

How to Start Viewing Reports

When you log in to the Reporting System, the first thing you see is the dashboard where you can view overall test results for some or all of your test groups. From there, you can navigate to a report listing individual tests.

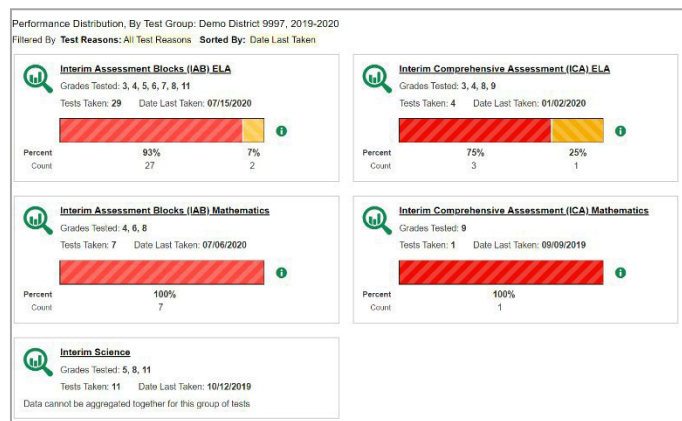
How to Use the Dashboard to View Aggregate Test Results

All users except state-level users see the standard dashboard. It displays an aggregation card for each test group. A typical test group comprises a single test type, a single subject, and all grades (for example, the second card shown in [Figure 1](#) is for the Summative ELA).

Each aggregation card displays the test group name, a list of grades included, the number of students in the group who took tests, the date of the test last taken, and a performance distribution bar displaying both percentages and student counts below it. You may sometimes see the message “Data cannot be aggregated together for this group of tests” instead of the performance distribution bar for tests that do not report performance distribution, or that use different sets of performance levels. Test group cards are sorted by date last taken.

Clicking the **i** button beside the performance distribution bar displays a legend with more information about performance levels.


Figure 1. Teacher View: Dashboard



By default, the dashboard is filtered to display only summative assessments, unless no summatives are available, in which case, all assessments are displayed. You can change the test groups and test reasons that appear using the **Filters** panel on the left. For more information on filtering, see [How to Set Up Your Reports for Summatives and Interims So They Make Sense](#) and [How to Set Up Your Interim Reports So They Make Sense](#).

If a message appears saying, “There are no assessments to display.”, there may have been no assessments taken during the current reporting time period or you may have set a Filter that excluded current data. When you first log into Reporting, only data from the current reporting time is displayed. To access data from previous school years, see “[How to View Data from a Previous Point in Time](#)”.

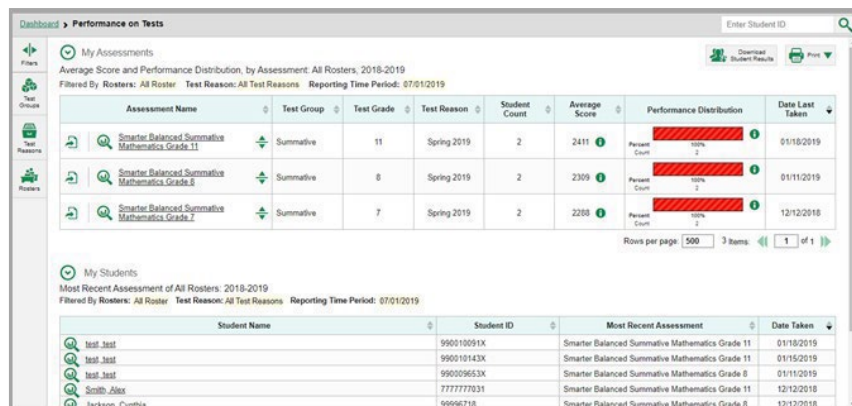
How to View More Detailed Data on a Particular Test Group

To view more detailed data for a particular test group, click the name of the group (or  beside it). The Performance on Tests report appears. It is filtered to display only the test group you selected.

In the Performance on Tests report, teachers see two tables, as in [Figure 2](#). They include the following:

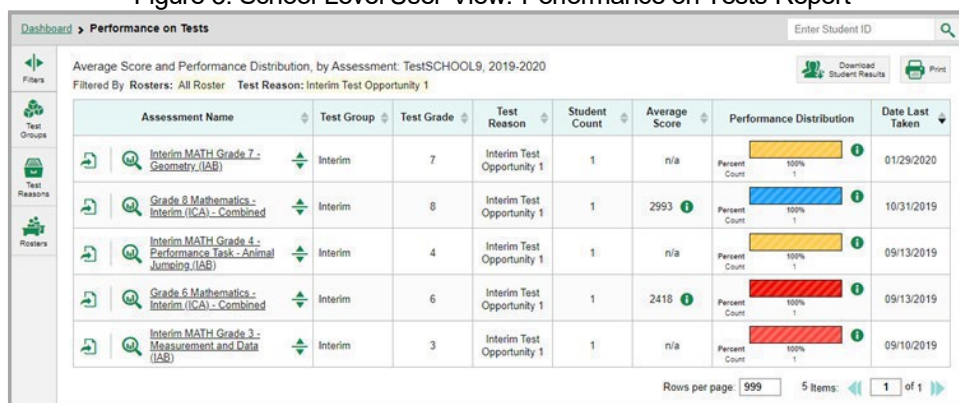
- The My Assessments table, listing all the assessments in the filtered test group or groups
- The My Students table, listing all your students who took the assessments

Figure 2. Teacher View: Performance on Tests Report



District- and school-level users see just one table, as in [Figure 3](#). Like the first table on the teacher Performance on Tests report, this table lists all the assessments in the test group.

Figure 3. School-Level User View: Performance on Tests Report



For each test, the assessments table (see [Figure 4](#)) shows the test group, test grade, test reason (the name of the testing window of a summative assessment, or a category assigned to an interim assessment), number of students who took the test, average score, performance distribution, and date the test was last taken.

Figure 4. Teacher View: Performance on Tests Report

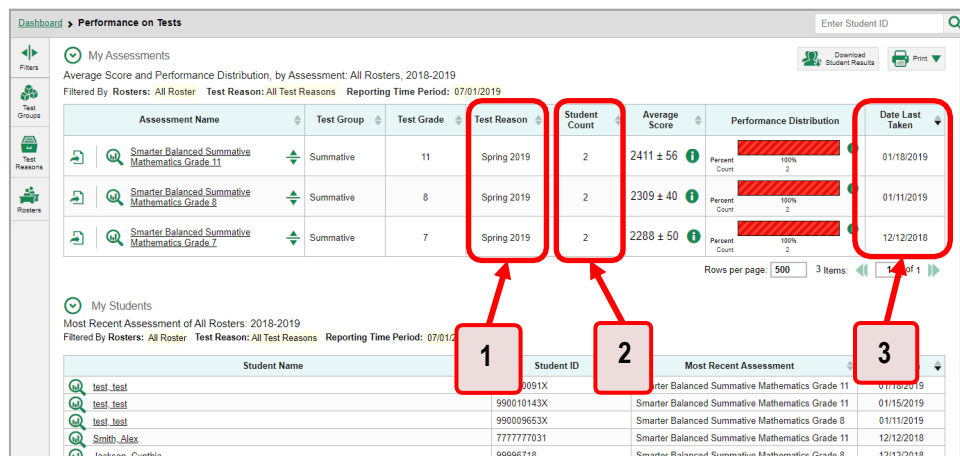


Table 1. Teacher View: Performance on Test Report Elements

#	Element
1	Test reasons (either testing windows or categories)
2	Number of students who took each test for each test reason
3	Date of most recent opportunity for each test for each test reason

You can use the filters to view a different set of assessments. For more information on filtering, see [How to Set Up Your Reports for Summatives and Interims So They Make Sense](#) and [How to Set Up Your Interim Reports So They Make Sense](#).

If a message appears saying, “There are no assessments to display” or “There are no students to display”, there may be no assessments taken in your current reporting time period, or you may have filtered out all data.

For Teachers and School-Level Users: How to View Student-Level Data for All Your Classes (Rosters)

The **Performance by Student** tab displays test results for each of your students across classes (rosters). In order to see the results for all your students, follow the instructions below.

- Starting from the dashboard that appears when you log in, click a test group name (or beside it).
- Click a test name (or beside it) in the assessments table at the top of the page.

3. In the report that appears, select the **Performance by Student** tab, as in [Figure 5](#). You will see results listing all your students. The first few rows also show aggregate performance data for your state, district, school, and/or total students.

Figure 5. School Performance on Test Report: Performance by Student Tab

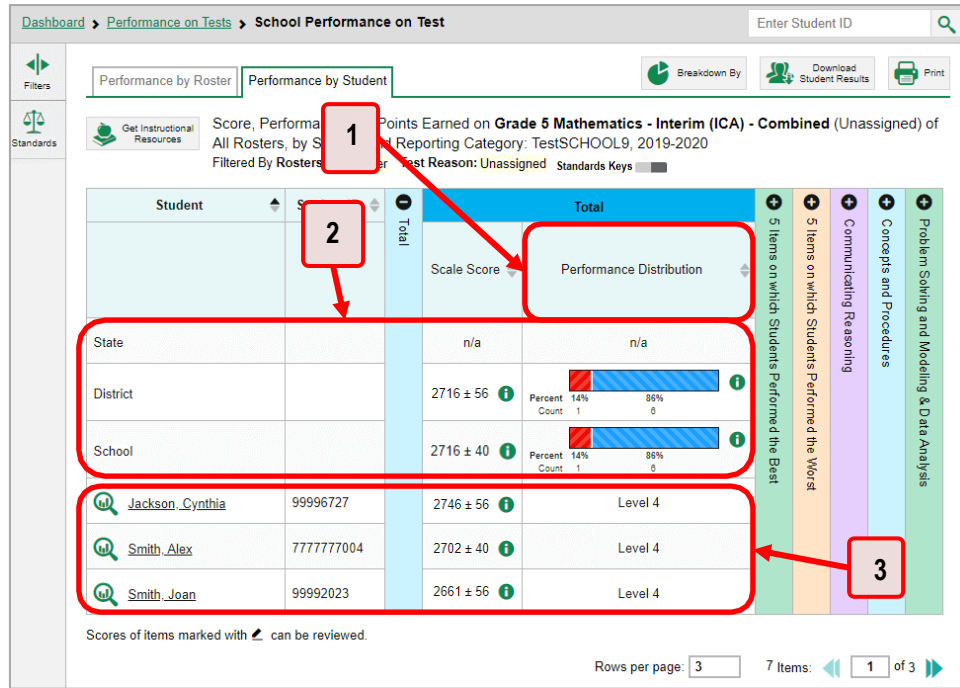


Table 2. School Performance on Test Report: Performance by Student Tab Elements

#	Element
1	Performance column header (click to sort)
2	Data for district and school (state data not available)
3	Student data

To see which students performed best, click the score or performance columns to sort them. You can view your students’ performance in each area of the test by clicking the reporting category section bars to expand them, as shown in [Figure 6](#).

Figure 6. My Students' Performance on Test Report: Performance by Student Tab with Expanded Reporting Category Section

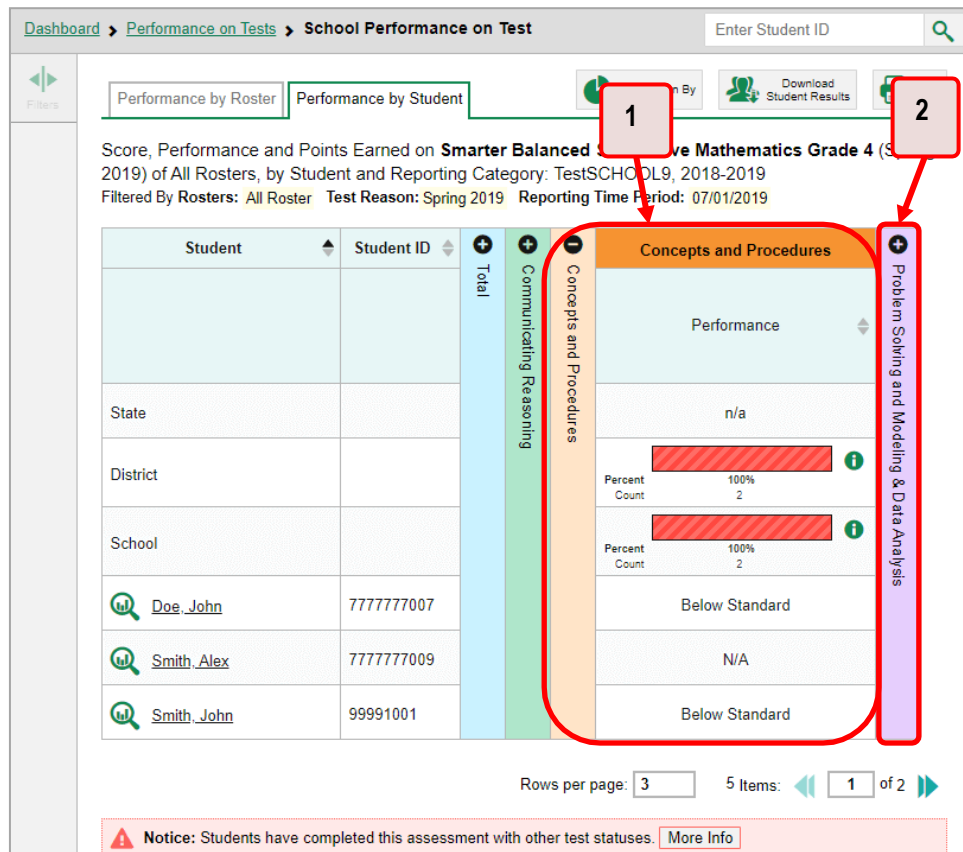


Table 3. My Students' Performance on Test Report: Performance by Student Tab Elements

#	Element
1	Reporting category section (expanded)
2	Additional reporting category sections (not expanded)



How to View Test Results for Classes (Rosters) on a Particular Test

You can view a list of classes (rosters) that took a particular test, and you can also view the test results for a particular class.




How to Access Test Results for All Your Classes (Rosters)

The **Performance by Roster** tab ([Figure 7](#)) displays test results for each class (roster). To view this tab, follow the instructions for your user role below.

Teachers and school-level users:

1. Generate a dashboard and click a test group name (or  beside it).
2. Click a test name (or  beside it) in the table of assessments. Either the My Students' Performance on Test or the School Performance on Test report appears, depending on your role. It is open to the **Performance by Roster** tab.

District-level users can view all classes (rosters) in a school. To do so, follow these instructions:

1. Generate a dashboard and click a test group name (or  beside it).
2. Click a test name (or  beside it) in the table of assessments. A page of district test results appears, listing schools within the district.
3. Click a school name (or  beside it). The School Performance on Test report appears, open to the **Performance by Roster** tab.

The report shown in [Figure 7](#) displays a list of your classes (rosters) and each class's performance. The first few rows also show aggregate performance data for your state, district, school, and total students.

Figure 7. My Students' Performance on Test Report: Performance by Roster Tab

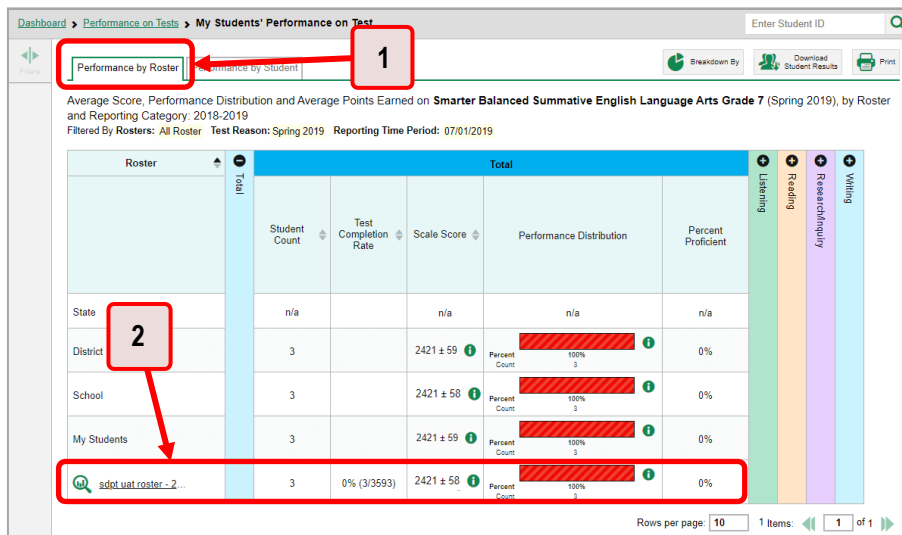


Table 4. My Students' Performance on Test Report: Performance by Roster Tab Elements

#	Element
1	Performance by Roster tab
2	Performance data for a class (roster)

How to See Which Classes (Rosters) Performed Well on This Assessment

To see which classes performed best on the test, do either of these options (see [Figure 8](#)):

- Click the score column header to sort by score and look for rosters with high average scores.
- Look at the bars in the Performance Distribution column to see where the percentage of students at or above proficient is high.

Figure 8. My Students' Performance on Test Report: Performance by Roster Tab

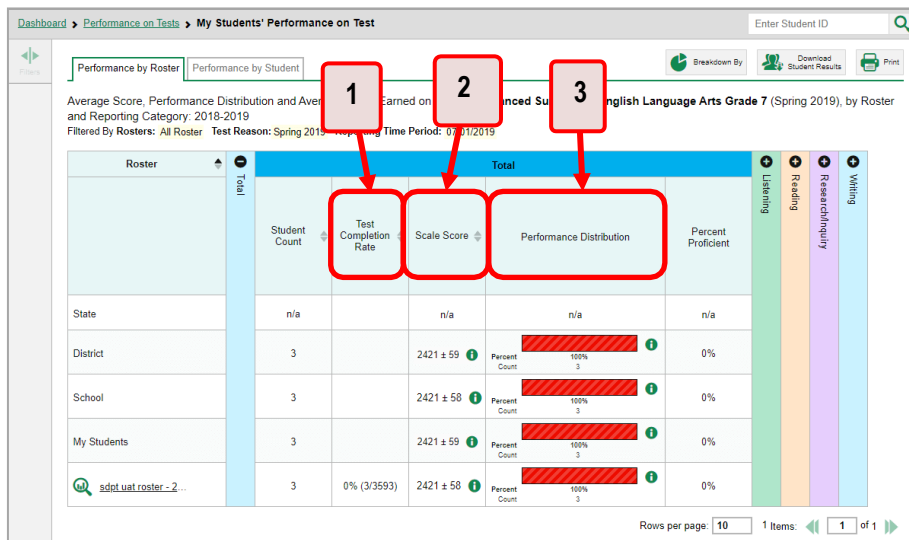


Table 5. My Students' Performance on Test Report: Performance by Roster Tab Elements

#	Element
1	Test Completion Rate column (click to sort)
2	Scale Score column (click to sort)
3	Performance Distribution column

How to See Which Classes (Rosters) Had the Highest Test Completion Rates

To see which classes had the highest test completion rate, click the Test Completion Rate column header to sort the column (see [Figure 8](#)).

How to See How Well Classes (Rosters) Performed in Each Area on the Test

For tests with reporting category sections, you can compare the performance of your students in each area of the test. Click each vertical section bar to expand or collapse it. In this example (Figure 9), you can view average score and a performance distribution bar for each class (roster) under the reporting category Communicating Reasoning.

Figure 9. My Students' Performance on Test Report: Performance by Roster Tab with Expanded Reporting Category Section

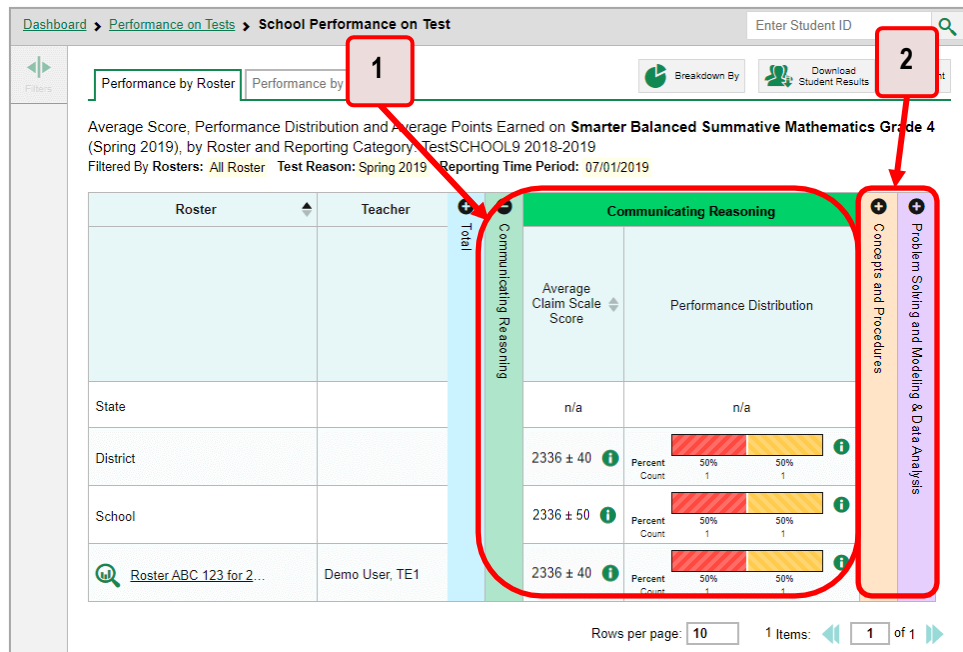


Table 6. My Students' Performance on Test Report: Performance by Roster Tab with Expanded Reporting Category Section Elements

#	Element
1	Reporting category section
2	More reporting category section bars (click to expand)

Summative and interim tests cover multiple reporting categories, while a benchmark test covers only one.

How to View and Interpret Standard Measures Within Reporting Category Sections

An educational standard, sometimes called an assessment target, describes the skill the item measures. Standards are nested within clusters (groups of standards).

The Standards sub-section contains the following:

- **Clusters** within the reporting category.
 - **Standards** within each cluster.
 - **Measures** within each standard.

Figure 10. School Performance on Test Report: Performance by Roster Tab with Expanded Reporting Category Section

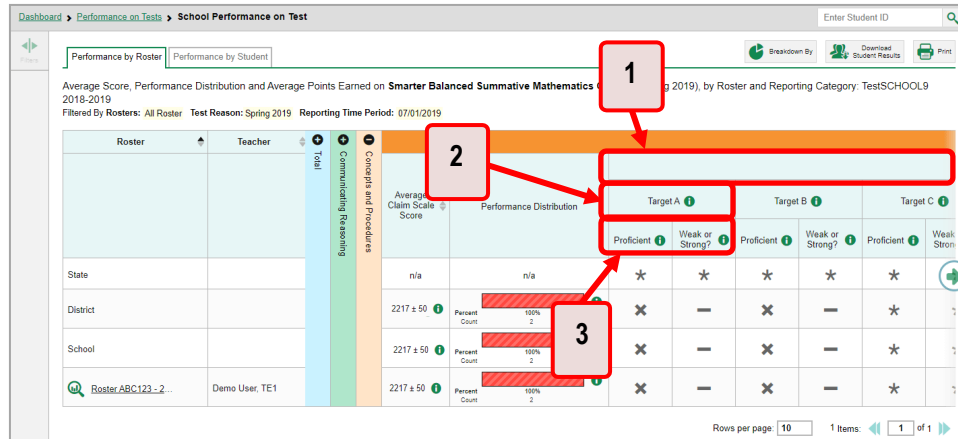


Table 7. School Performance on Test Report: Performance by Roster Tab: Reporting Category Section Elements


#	Element
1	Cluster header within a reporting category (header label not shown)
2	Standard header within the cluster column
3	Weak or Strong? and Proficient measures within the standard


Each standard column consists of sub-columns displaying performance measures:

- **Weak or Strong?:** You may want to identify strengths and weaknesses in different standards within the reporting category so you can focus instruction on very specific areas where improvement is needed. This column displays icons indicating how students' average performance on the standard compares with their average performance on the overall test. Note that these icons indicate only relative performance and not proficiency.
- **Proficient:** This column displays icons indicating whether students have on average attained proficiency in the standard.

Reporting System User Guide

Each standard column contains a sub-column displaying the performance measure % Correct. It shows the average percentage of points students earned out of the maximum points possible in the standard.

A highlighted cell with a warning icon  indicates that students responded to enough items aligned to the standard to detect a statistically significant weakness. Low percentages in cells that are not highlighted may not be statistically significant.

To learn more about these measures and the symbols they use, click the more information button  to the right of each measure.

How to View and Interpret Depth of Knowledge (DOK) Measures

Aggregate test results may include a **Depth of Knowledge (DOK)** section to the right of the reporting category sections. You can expand this section by clicking the vertical bar, just as with the reporting category sections.

Depth of Knowledge (DOK) is a classification system of cognitive complexity that refers to the cognitive demand associated with an item. DOK is based upon the assumption that curricular elements may all be categorized based on the cognitive demands required to produce an acceptable response, and it is meant to reflect complexity rather than difficulty. It represents the complexity of the cognitive process demanded by the task outlines by the objective (in other words, the kind of thinking required by the task, not whether the task is difficult).

There are four DOK levels that gauge how deeply students can grapple with the material. They include the following:

- **DOK 1 (Recall and Reproduction):** The student recalls facts, information, or definitions, or performs simple, routine procedures. Keywords: *list, identify, define*.
- **DOK 2 (Skills and Concepts):** The student engages in mental processing beyond recalling or reproducing a response. The student uses information, conceptual knowledge, and procedures. Keywords: *summarize, estimate, determine, organize, classify, infer*.
- **DOK 3 (Strategic Thinking):** The student engages in analysis and evaluation, reasoning, solves real-world problems, and coordinates knowledge and skills. Keywords: *analyze, explain and support with evidence, generalize, create, evaluate*.
- **DOK 4 (Extended Thinking):** The student engages in higher-order thinking and deep knowledge. The student conducts investigations, analyzes and synthesizes information from multiple sources, and solves real-world problems. Keywords: *analyze and synthesize, reflect, conduct, manage*.

Note that DOK 3 and DOK 4 are combined into a single level in reports. This is because DOK 4 applies only to writing prompts.

The **Depth of Knowledge (DOK)** section (see [Figure 11](#)) contains the following:


- **Depth of Knowledge (DOK) levels**
 - The **% Correct** measure within each DOK level. It indicates the percentage of students who correctly responded to items associated with that level. Percentages indicating statistically significant weaknesses are highlighted and display warning icons . “n/a” indicates that not enough students responded to the items to provide a reliable percentage.

Figure 11. District Performance on Test Report: Depth of Knowledge (DOK) Section

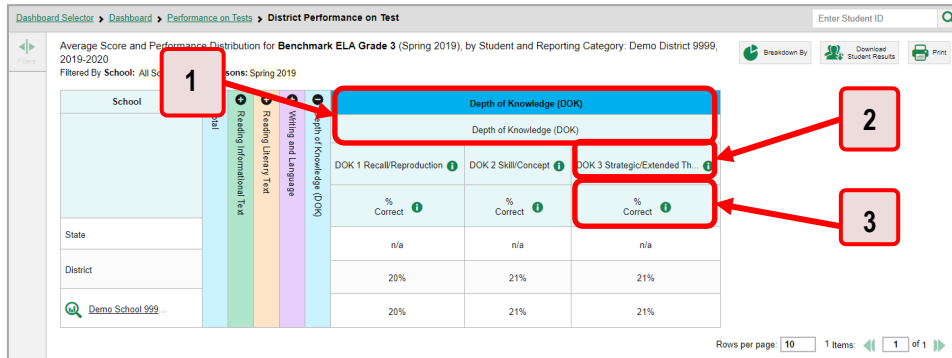




Table 8. District Performance on Test Report: Depth of Knowledge Section Elements

#	Element
1	Depth of Knowledge headers
2	DOK level header (DOK 3: Strategic/Extended Thinking)
3	% Correct header

To learn more about DOK levels, click the more information button  in one of the DOK level headers. A legend expands.

To learn more about % Correct, click the more information button  in any % Correct header. A legend expands.

How to Access Test Results for an Individual Class (Roster)


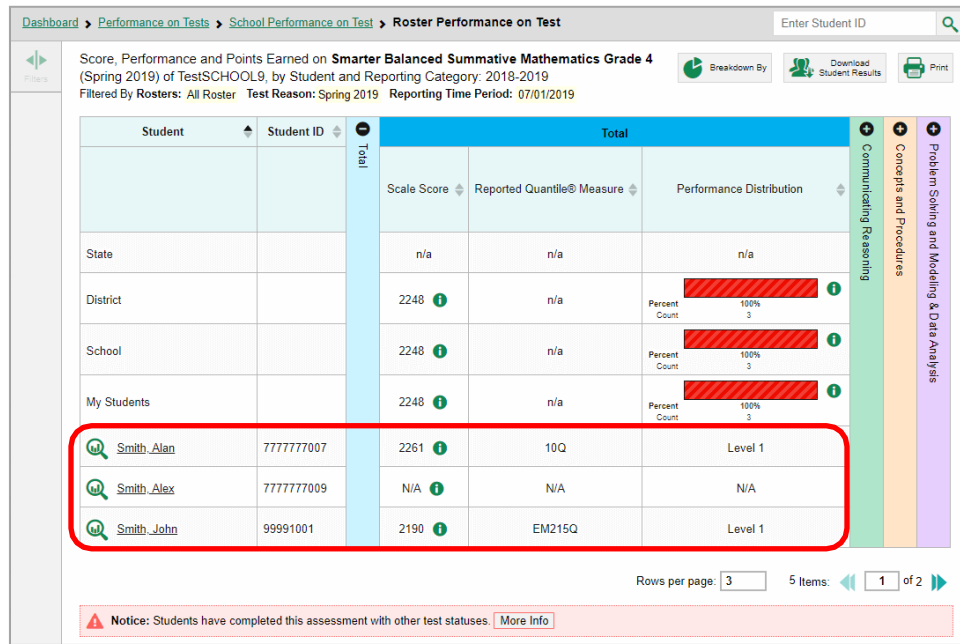
Prior sections explained how to access test results for all your classes (rosters). To view results for one specific class, click the name of a class that appears in the first column of the report (or  beside it). The class results listed by student appear (see [Figure 12](#)).

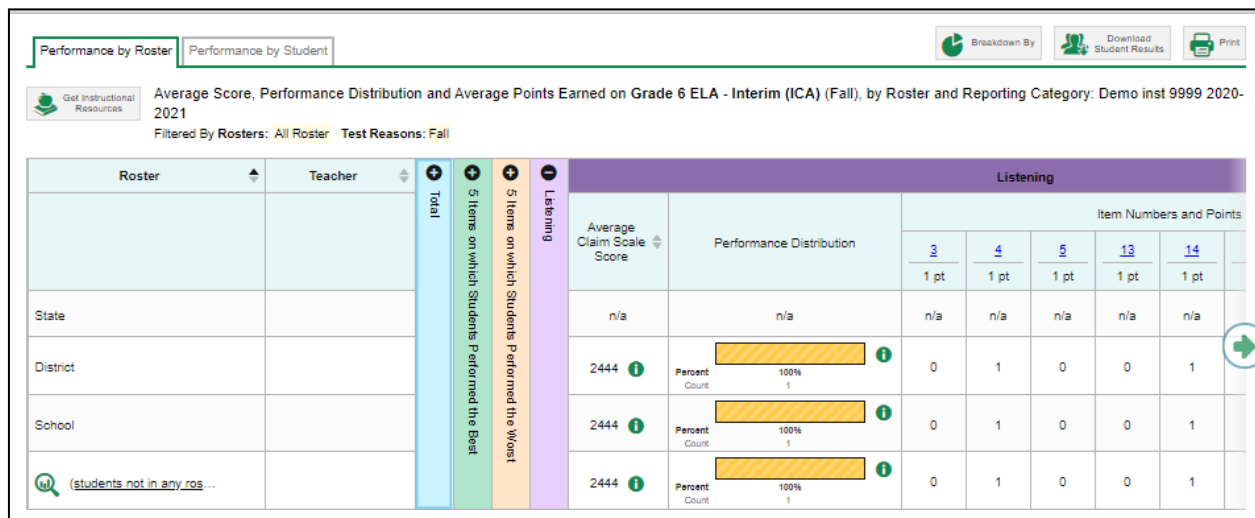
Figure 12. School-Level User View: Roster Performance on Test Report



How to See How Well Students in Your Class (Roster) Performed in Each Area of the Test

You can compare the performance of your students in each area of the test using the reporting category sections, as shown in [Figure 13](#). Click the vertical section bar to expand each section.

Figure 13. School-Level User View: Roster Performance on Test Report with Expanded Reporting Category Section





For School- and District-Level Users: How to View Test Results for a School on a Particular Test




You can view test results for all the students in a school on a particular test. This gives you a high-level look at how the school is performing.

How to Access Test Results for a School

School-level users

1. Generate a dashboard and click a test group name (or  beside it).
2. Click a test name (or  beside it) in the table of assessments. The School Performance on Test report appears.

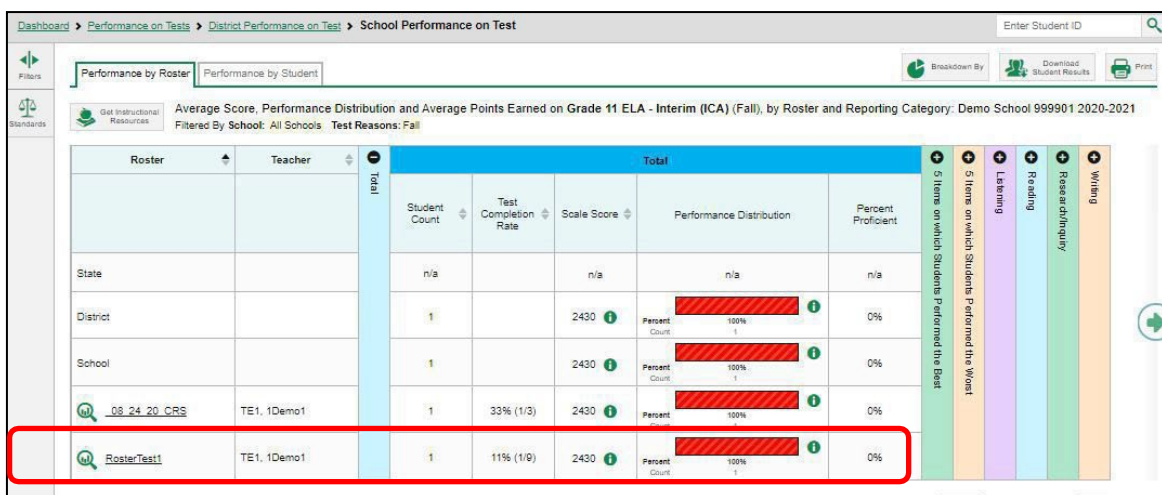
District-level users

1. Generate a dashboard and click a test group name (or  beside it).
2. Click a test name (or  beside it) in the table of assessments. A table listing test results by school appears.
3. Click the name of the school (or  beside it) for which you would like to see results. The test results for the school appear.

Note that district-level users can also access the test results from a school directly from the Performance on Tests report, by first filtering by school.

The **Performance by Roster** tab is open by default, as in [Figure 14](#).

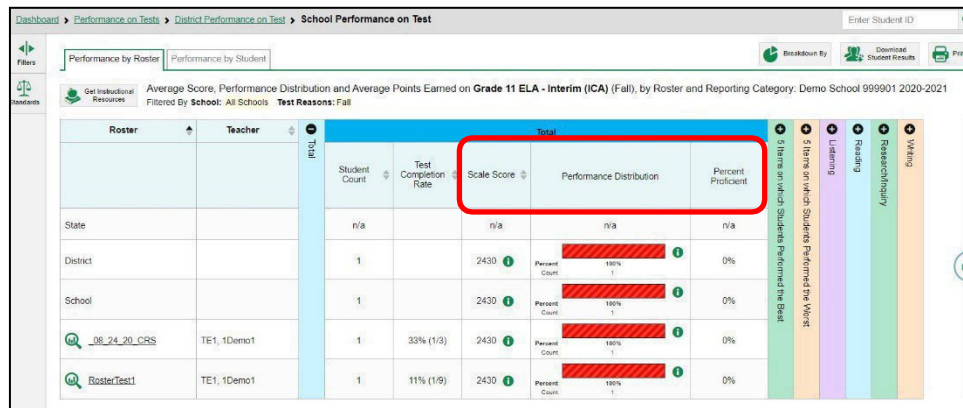
Figure 14. School Performance on Test Report: Performance by Roster Tab



How to See Which Classes (Rosters) Performed Well on This Assessment

In the **Performance by Roster** tab, look at the Performance Distribution column and click the header of the score column to sort by score (see [Figure 15](#)). Rosters with a high average scale score, and with a high percentage of students performing at or above proficient in the performance distribution bar, performed well on the assessment. If certain classes (rosters) performed consistently well, you could use them as a model for the classes with lower performance.

Figure 15. School Performance on Test Report: Performance by Roster Tab with Table Sorted by Score



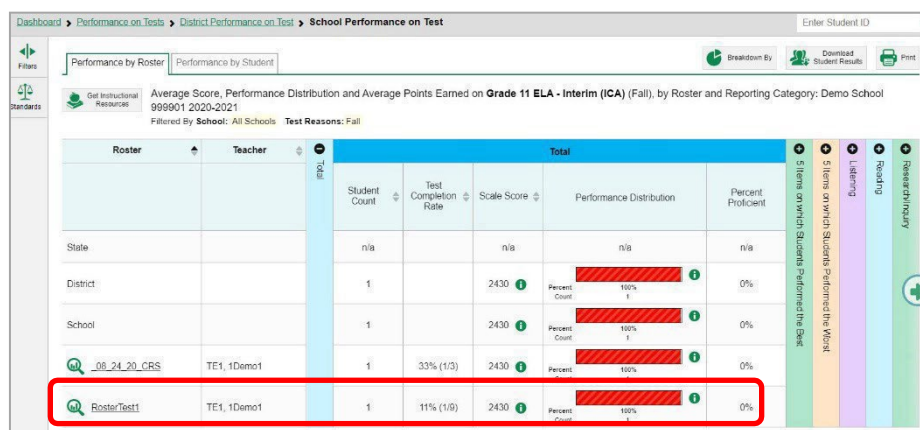
For District-Level Users: How to View Test Results for a District on a Particular Test

You can view test results for a district on a particular test. This gives you a high-level view of how the district is performing.

How to Access Test Results for a District

1. Generate a dashboard and click a test group name (or beside it).
2. Click a test name (or beside it) in the table of assessments. The District Performance on Test report appears, listing schools in the district (see [Figure 16](#)).

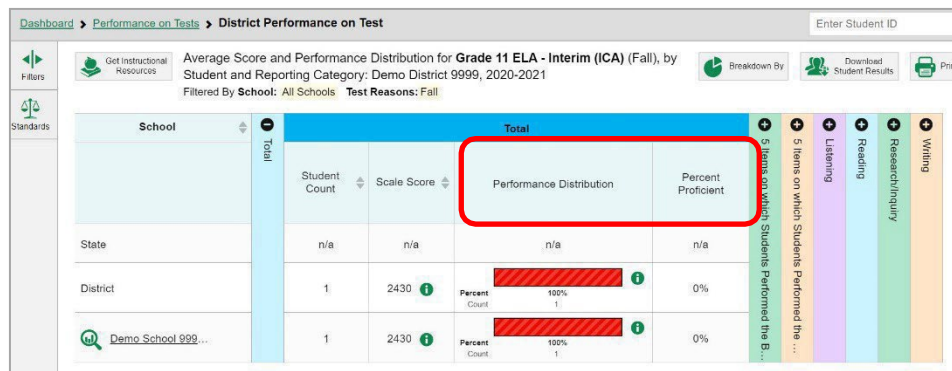
Figure 16. District Performance on Test Report



How to See Which Schools in the District Performed Well on This Assessment

Look at the score column and/or Performance Distribution column, and click the score column to sort by score (as in [Figure 17](#)).

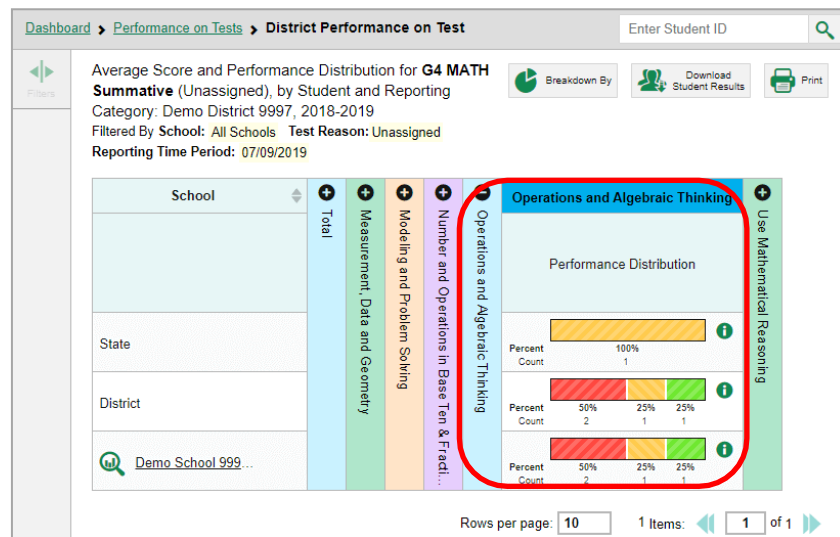
Figure 17. District Performance on Test Report Sorted by Score



How to See How Well Schools in the District Performed in Each Area of the Test

Click the vertical section bars to expand the reporting category sections (as in [Figure 18](#)).

Figure 18. District Performance on Test Report with Expanded Reporting Category Section



How to Track Student Performance Over Time

You can view your students' performance over time across multiple related assessments or across multiple test opportunities of a single assessment. This lets you see how students' performance has improved or declined.

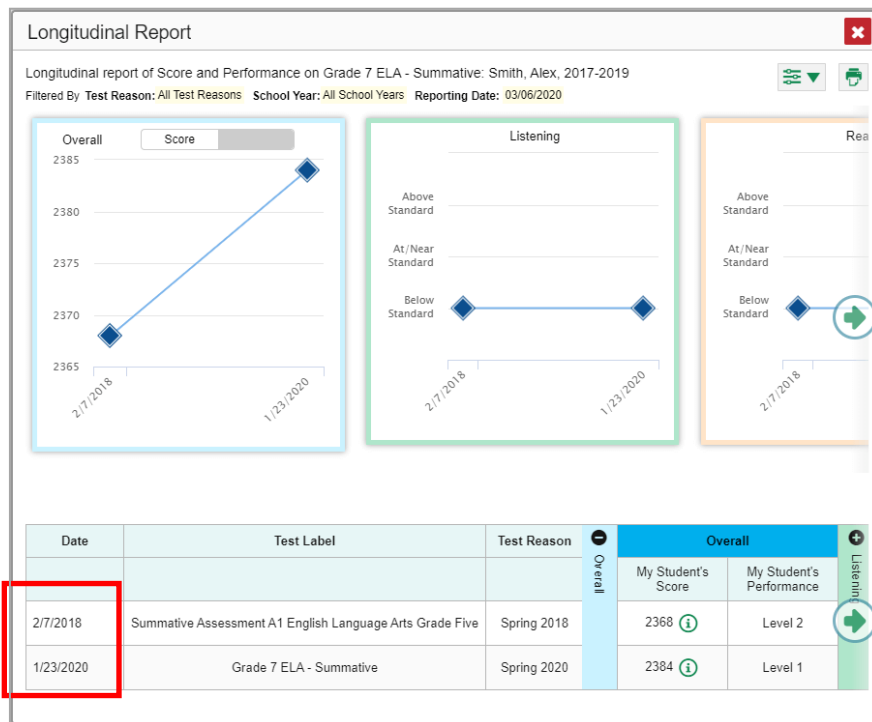
Each Longitudinal Report displays performance data for one of the following:

- A group of students who have completed every assessment available in the report. If you are a district- or school-level user, note that a certain percentage of students must have taken *all* the


related assessments in order for you to generate a Longitudinal Report. Teachers have the option of adjusting the pool of students, tests, and test reasons.

- **Aggregate longitudinal report for District and School users**
An aggregate longitudinal report for district and school users shows up when 70% or more of a cohort of students represented in any screen that shows multiple students have taken two or more tests that are configured in a progression.
- **Aggregate longitudinal report for Teacher users**
This is similar to the report for district and school users, except that instead of 70% criteria, teachers are shown a table of tests/test reason combinations and allowed to select which combinations to include in the report.
- An individual student (see [Figure 19](#)). The date section in the Longitudinal Report indicates the date a test was taken.

Figure 19. Longitudinal Report Window: Summative Report for a Single Student with Multiple Reporting Categories



How to Access a Longitudinal Report Comparing Related Assessments

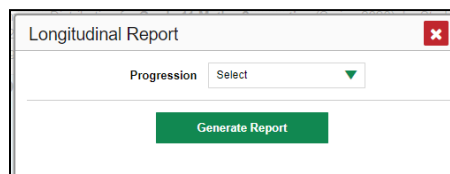
If the student(s) in your test results have completed multiple related assessments, the **Build Longitudinal Report** button  allows you to access a Longitudinal Report in the reports for any of those assessments. If they haven't done so, then no Longitudinal Report is available.

Click the **Build Longitudinal Report** button  in the **Features & Tools** menu .

The Longitudinal Report window appears. Depending on your role, the test types, and the number of students in the report, it may display a report options page rather than the Longitudinal Report itself. The contents of this page depend on your role and the number of students.

- If you are viewing a Longitudinal Report for which both interims and summatives are available, the **Progression** drop-down list (see [Figure 20](#) and [Figure 21](#)) appears. Use it to select which test types to view in the Longitudinal Report: summative, interim, or a combination. This drop-down list does not appear when only one test type is available.

Figure 20. My Students' Performance on Test Report: Performance by Roster Tab





- **Teachers only:** If the test results you are viewing are for multiple students, a table appears with a column for each test (see [Figure 22](#)). This table does not appear if you are viewing an individual student.
 - A sub-column appears for each test reason (a category of test, or, for a summative, a test window).
 - The cells in the columns display checkmarks  to indicate which students completed which test/test reason combinations.

Figure 22. Teacher View: Longitudinal Report Window: Detailed Report Options Page

Test	Grade 3 ELA		Grade 4 ELA		Grade 5 ELA		Grade 6 ELA
<input type="checkbox"/> Test Reason	<input checked="" type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input checked="" type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input checked="" type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input checked="" type="checkbox"/> Fall
Ackbar, Gial (9999191752)	✓	✓	✓	✓	✓	✓	✓
al Ghul, Talia (9998711390)	✓	✓	✓		✓	✓	✓
Allen, Barry (9998353812)			✓		✓	✓	✓
Amidala, Padme (9999109747)	✓	✓	✓	✓	✓	✓	✓
Andor, Cassian (9999425137)	✓	✓	✓	✓	✓	✓	
Antilles, Wedge (9999062995)	✓	✓	✓	✓	✓	✓	✓
Binks, Jar Jar (9999920535)	✓	✓	✓	✓	✓	✓	✓
Bullock, Harvey (9998949477)			✓	✓	✓	✓	✓
Calrissian, Lando (99995471...)	✓	✓	✓	✓	✓	✓	✓
Curry, Arthur (9998275404)			✓	✓	✓	✓	

- Mark the checkbox for each test/test reason combination you wish to include in the report. Mark the **Test Reason** checkbox on the left to include all or clear it to remove all. The test opportunities that will be included are highlighted in yellow.
- If you are viewing report options, click **Generate Report** at the top of the window to view the Longitudinal Report. (You can modify your selections and regenerate the report later using the **Change Selections** button )

How to View Students' Overall Performance on These Assessments Over Time

Look at the graph in the upper-left corner of the Longitudinal Report (see [Figure 23](#)). It shows the scores or performance levels of the student(s) each time they took the test(s).

Score data are plotted along a line.

Figure 23. Longitudinal Report Window: Summative Report for a Single Student with Multiple Reporting Categories

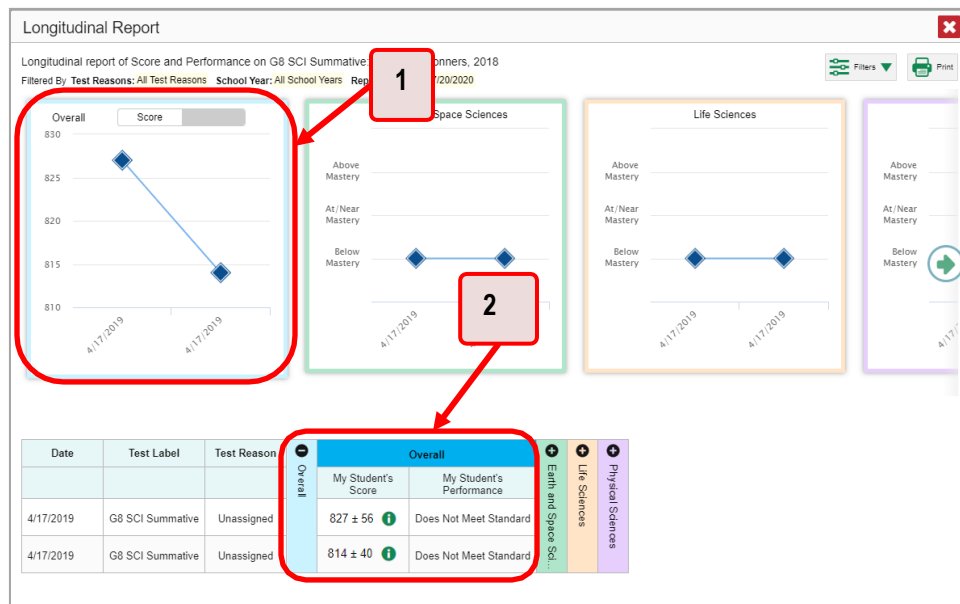


Table 9. Longitudinal Report Window Elements

#	Element
1	Overall performance graph
2	Overall performance section of table

Performance-level data are shown either the same way or, for multiple students, in performance distribution bars.

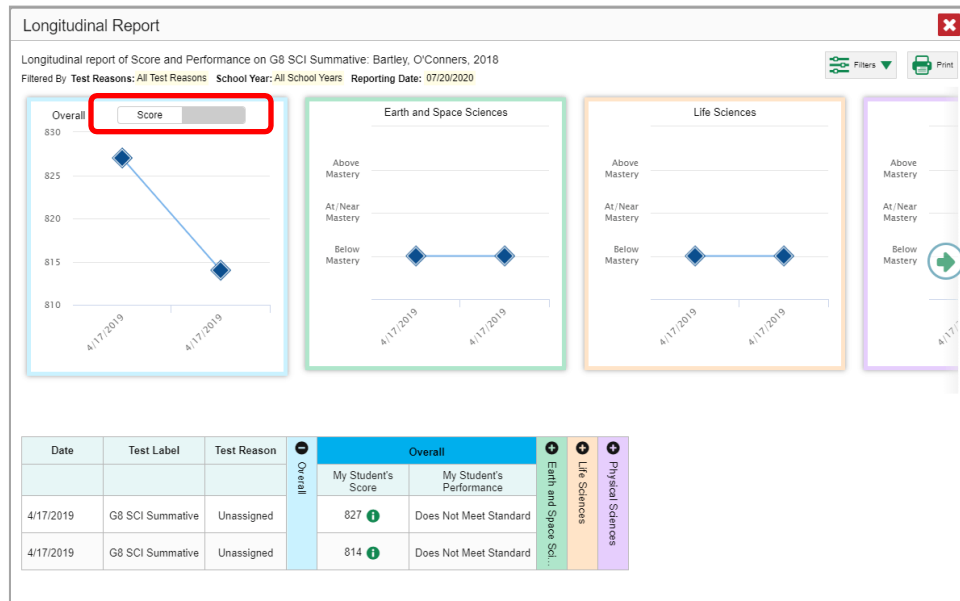
Hover your mouse over the data points in a line graph or the sections in a bar to get more information.

Alternatively, in the table at the bottom of the report, look at the **Overall** section.

How to Switch Between Score Data and Performance-Level Data

When a graph offers both score and performance-level data, a toggle bar appears at the top of it, as in [Figure 24](#). Click the toggle to switch. You may want to do this if you find performance-level data easier to read, or if you prefer the precision of score data. Sometimes, a test includes only one type of data.

Figure 24. Longitudinal Report Window: Summative Report for a Single Student with Multiple Reporting Categories




How to See Students' Performance in Different Areas Over Time

Look at the reporting category graphs to the right of the overall performance graph or look at the expandable reporting category sections in the table at the bottom. Here, you can see at a glance how students are improving or declining in each area, and you can compare their trajectories in different areas.

How to Distinguish Different Types of Tests in the Graphs

A symbol appears on each data point. When multiple test types are present, refer to the legend immediately below the graphs (see [Figure 25](#)) to find out which symbols correspond to which types.

How to Modify the Test Groupings You Have Selected

If you generated the report from the report options page, click the **Change Selections** button  in the upper-right corner of the window. The report options page reappears, allowing you to change your selection of test type or types and, if you are a teacher viewing multiple students, your selection of tests and test reasons, as well.


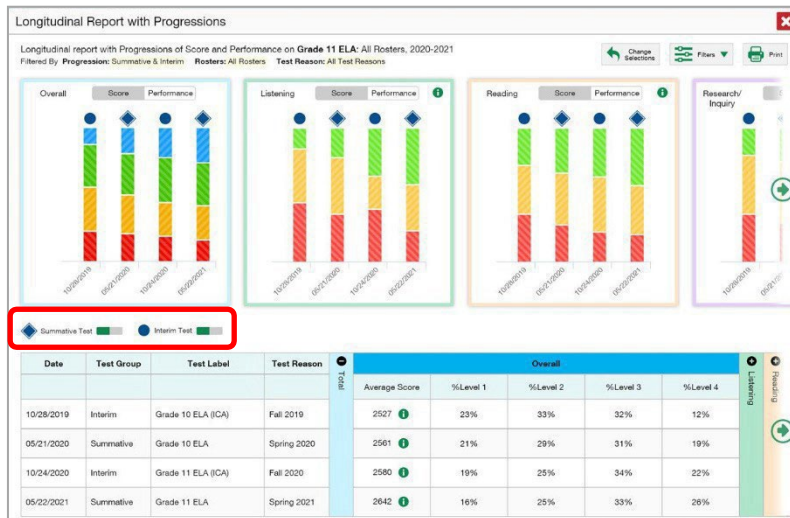
Alternatively, if your report contains multiple test types, click the test type toggles  in the legend immediately below the graphs (see [Figure 25](#)) to hide and show data for each one. Note that these toggles do not affect report printouts or exports.

Figure 25. Longitudinal Report Window: Summative & Interim Report for Multiple Students with Multiple Reporting Categories



How to Filter Test Opportunities to Show Some and Not Others

You may want to filter a Longitudinal Report in order to focus on some test opportunities and not others.

Note that filtering tests may affect the set of students whose data are included in the report.


1. Open the **Filters** menu  at the upper-right corner and select the filter options you prefer from the drop-down lists (see [Figure 26](#)).

Figure 26. Longitudinal Report Window: Summative Report for a Single Student with Multiple Reporting Categories and with Expanded Filter Menu

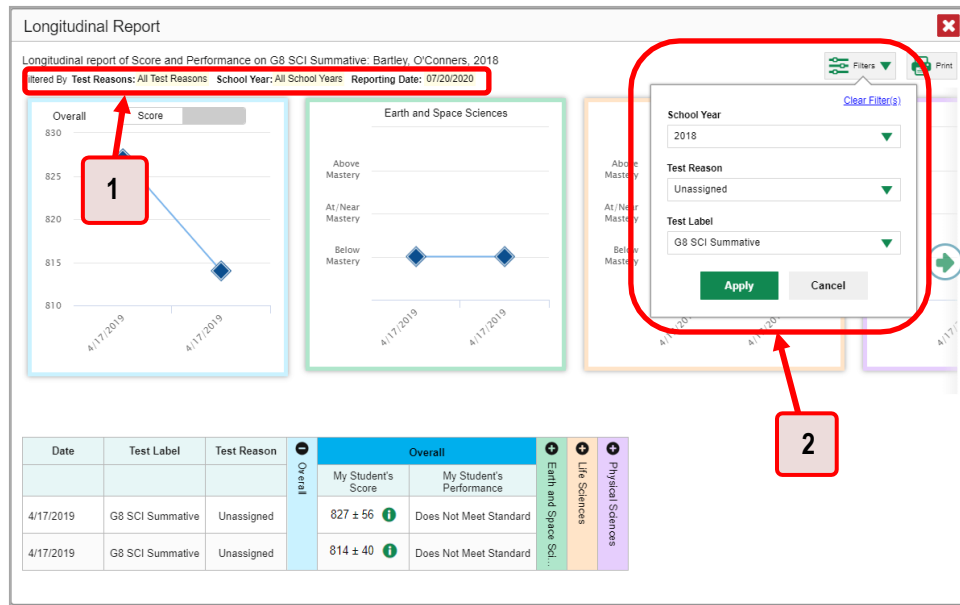


Table 10. Longitudinal Report Window Elements

#	Element
1	Row of filter details below the report header
2	Open filter menu with filters for school year, test reason (category of test or testing window), and test label (name)

- You may want to filter by a particular school year or years. Note that years are not calendar years. “2021” refers to the 2021–2022 school year. By default, Longitudinal Reports show data for all years. [Table 11](#) shows the school years in the drop-down menu and which school year it corresponds to.


Table 11. School years

Year in Drop-down	School year
2021-2022	2021
2020-2021	2020
2019-2020	2019
2018-2019	2018
2017-2018	2017
2016-2017	2016
2015-2016	2015
2014-2015	2014

Longitudinal Reports can show student performance from a time when the students were not yet associated with your class or school. For example, if you are a grade 7 teacher, you can use these reports to view your current students' performance on last year's grade 6 tests.

- If the report includes interim assessments, you may wish to filter by a test reason (a category of test), which means excluding all other test reasons from the data. For example, you may want to narrow down the report to show only tests taken in the spring. For summative assessments, test reasons are the same as testing windows and are not useful.
- Finally, you may find that certain individual tests are less relevant than others. In that case, you can use the **Test Label** options to deselect the names of the tests you do not want to see.

2. Click **Apply**.

3. *Optional:* To revert all filters to their defaults, open the **Filters** menu  again and click **Clear Filters**. Click **Apply**.

A row of filter details appears below the report header, as in [Figure 26](#), showing the test reasons and school years included in the report.

How to View Test Results Broken Down by Demographic Sub-Groups



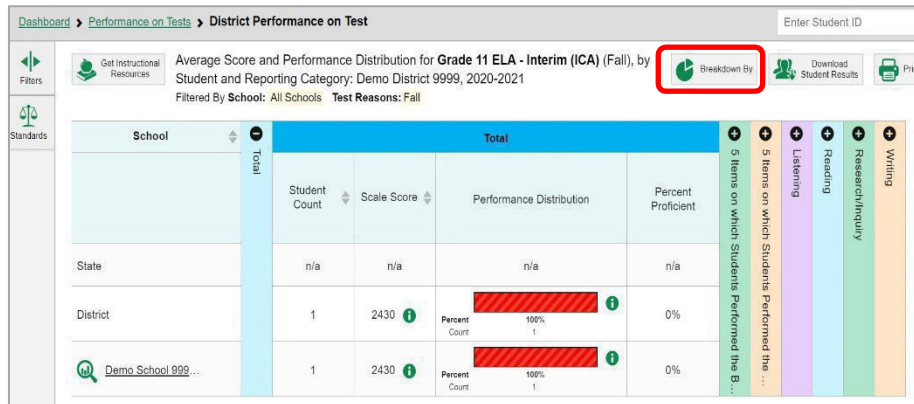
You can use the Breakdown By button  in the Features & Tools menu  to compare performance between different demographic sub-groups. This button is available for most aggregate test results.

Figure 27. District Performance on Test



To view test results broken down by demographic sub-groups, do the following:

1. Click **Breakdown By**  in the **Features & Tools** menu . The **Breakdown Attributes** window opens (see [Figure 27](#)).

The **Breakdown Attributes** window opens (see [Figure 28](#)).

Figure 28. My Students' Performance on Test Report: Performance by Student Tab: Breakdown Attributes Window

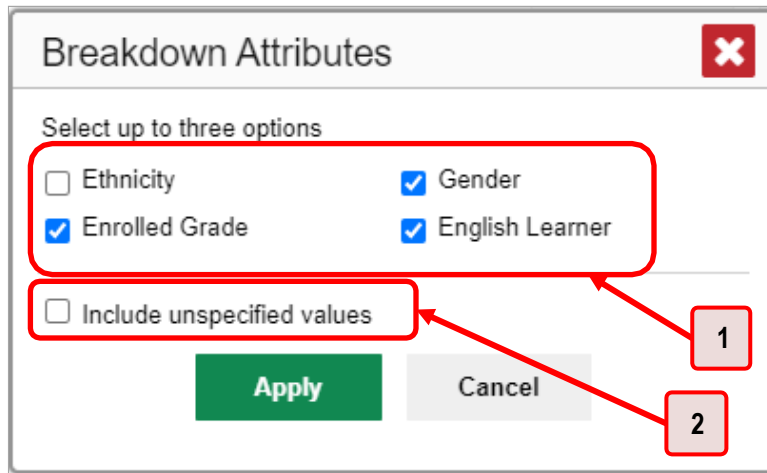


Table 12. Breakdown Attributes Window Elements

#	Element
1	Demographic options
2	Include unspecified values option

2. Select up to three student demographic categories.

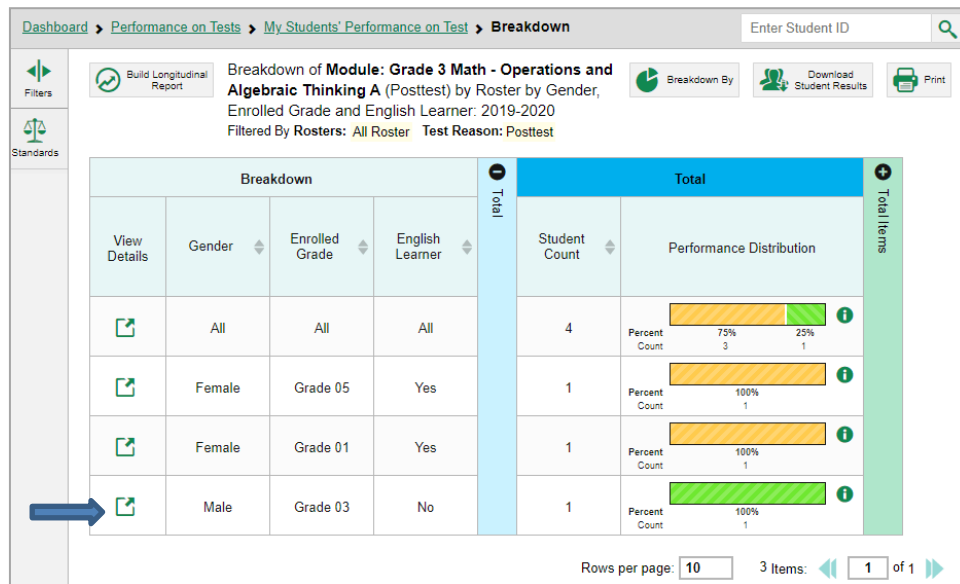
There is also an **Include unspecified values** checkbox, explained below:

- Some students who complete tests do not have specific demographic information in the Test Information Distribution Engine (TIDE). These students are considered to have unspecified values.
- To include data for these students, mark the checkbox.

3. Click **Apply**.

Data for each sub-group selected are displayed in the report (see [Figure 29](#)).

Figure 29. Demographic Breakdown of a My Students' Performance on Test Report

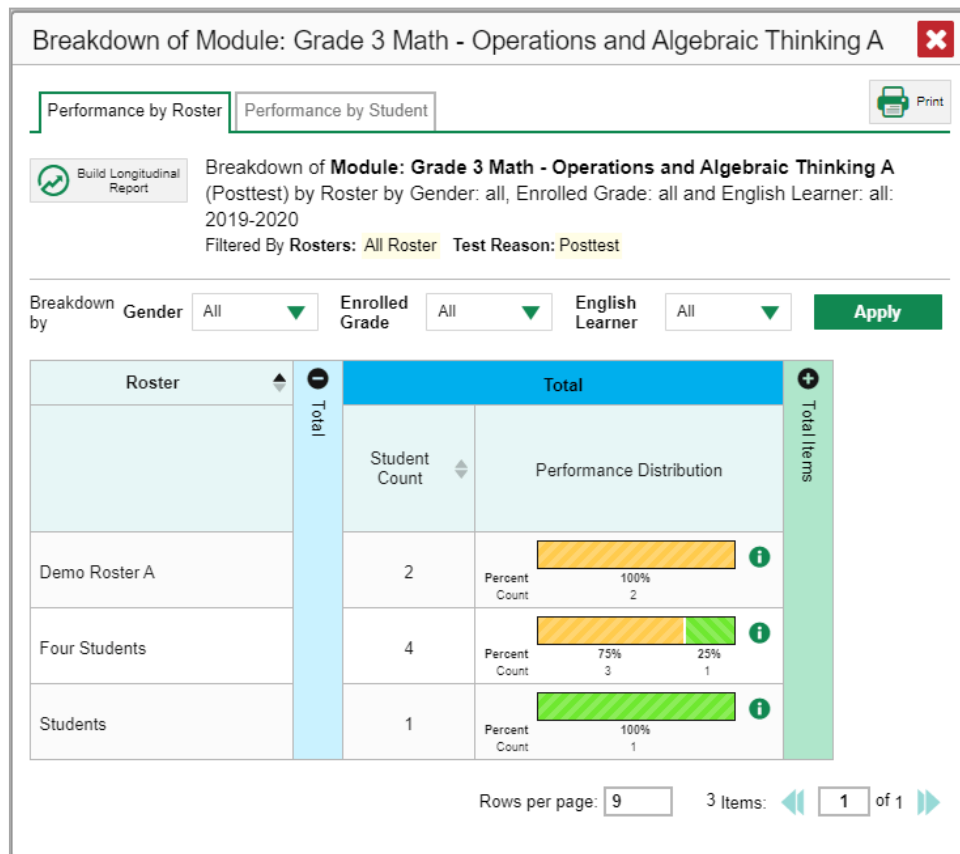


How to View Test Results for a Particular Demographic Sub-Group or Combination

When viewing test results broken down by sub-groups, go to the row for the demographic combination you want to view and click the view button in the View Details column on the left (see [Figure 29](#)).

A window opens, displaying detailed results for that combination. The report table is now laid out the same way as the original report, before you viewed it broken down by sub-groups (see [Figure 30](#)).

Figure 30. Demographic Combination Breakdown Window (from My Students' Performance on Test Report)



At the top of the report table are filter menus for each demographic category you choose. To change the demographic combination displayed, use the filters to select the demographic sub-groups you want to see and click **Apply**. The new combination is displayed.



You can use this window to get an in-depth look at specific groups of students. For example, you may want to determine which classes (rosters) have the highest-performing girls in grade 1.

How to View Test Results for Individual Students

You can find out how well an individual student understands the material covered on a specific completed assessment. You can also view a report for all the assessments a student has taken.

How to Access Test Results for an Individual Student on a Particular Test

Teachers and school-level users

1. Generate a dashboard and click a test group name (or  beside it).
2. Click a test name (or  beside it) in the table of assessments. A page of test results appears.
3. Select the **Performance by Student** tab.

4. Click the name of an individual student (or  beside it) in the report. The Student Performance on Test report appears (see [Figure 31](#)).

District-level users:




1. Generate a dashboard and click a test group name (or  beside it).
2. Click a test name (or  beside it) in the table of assessments. A page of test results by school appears.
3. Click a school name (or  beside it). The School Performance on Test report appears.
4. Perform the same steps as teachers and school-level users, starting at step [3](#).

Figure 31. Teacher View: Student Performance on Test Report

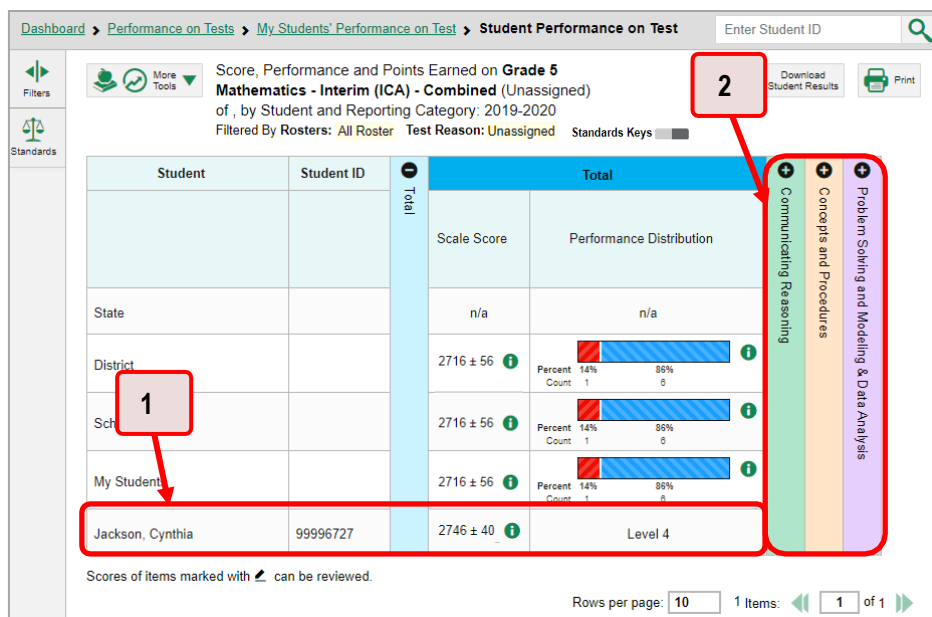



Table 13. Teacher View: Student Performance on Test Report Elements

#	Element
1	Row of data for the student
2	Reporting category section bars (click to expand)

You can view the student’s performance in each area of the test using the reporting category sections, which you can click to expand (see [Figure 31](#)).

How to View a Report for All the Assessments a Student Has Completed Over Time

The Student Portfolio Report allows you to view all the assessments an individual student has completed over time. This is useful for viewing performance on tests that have multiple opportunities, and for interim tests that were administered multiple times throughout the year.

To access this report, enter the student's EDUID in the search field in the upper-right corner and click  (see [Figure 32](#)). The Student Portfolio Report appears (see [Figure 33](#)).

- **Note, searching by a student's EDUID will bring up their most recent scores even if the school year in the "Reporting Time Period" is set to a different year.**

Figure 32. Teacher View: Performance on Tests Report

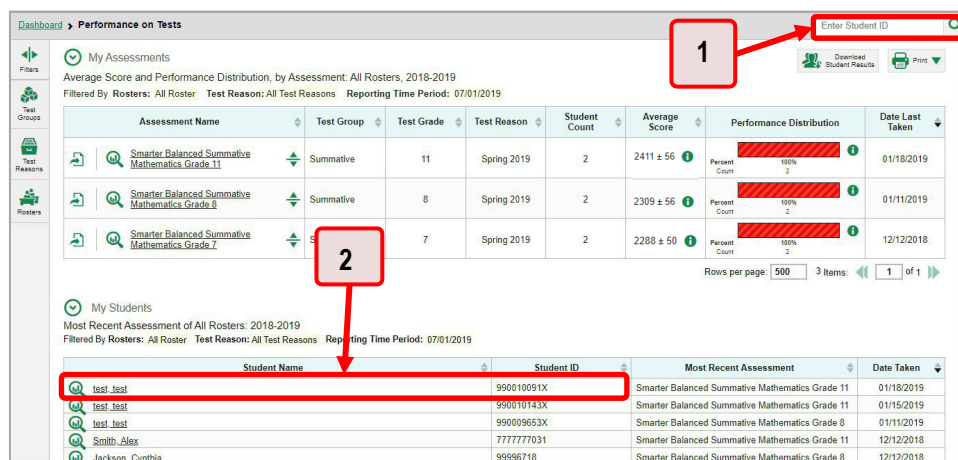


Table 14. Teacher View: Performance on Tests Report Elements

#	Element
1	Search field for EDUID
2	Student name and EDUID


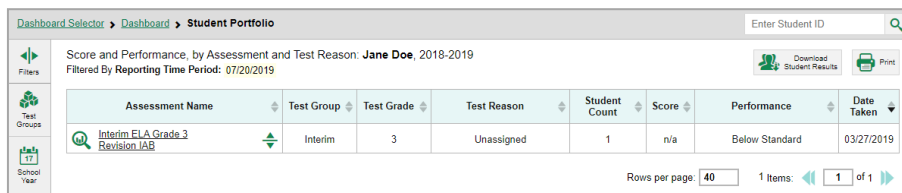
Teachers can also access this report from the Performance on Tests report by going to the My Students table below the main assessments table and clicking a student's name (or  beside it), also shown in [Figure 32](#).

Figure 33. Student Portfolio Report



To view individual test results for this student, click a test name (or  beside it).

How to Use the Student Portfolio Report to View Only the Tests You Are Interested In

You can temporarily filter which tests you want to see in the Student Portfolio Report. You may want to do this, for example, if you are an ELA teacher and you do not want to see a student's mathematics scores. By default, the data for those mathematics assessments appear in the report, but you can exclude them.

Figure 34. Student Portfolio Report

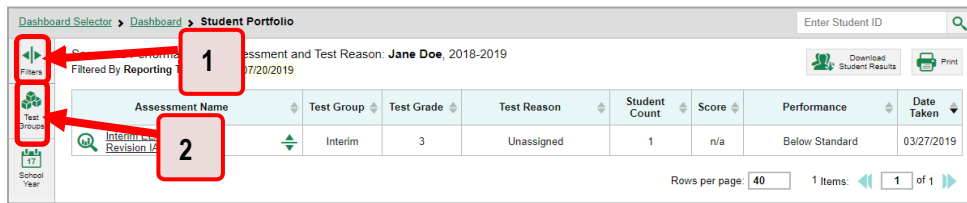


Table 15. Student Portfolio Report Elements

#	Element
1	Button to expand just the Filters panel
2	Button to expand Filters panel and Test Group options

1. In the **Filters** panel on the left side of the Student Portfolio Report (see [Figure 34](#)), click either the expand button or the **Test Groups** button . The **Filters** panel expands (see [Figure 35](#)).

Figure 35. Student Portfolio Report with Expanded Filters Panel

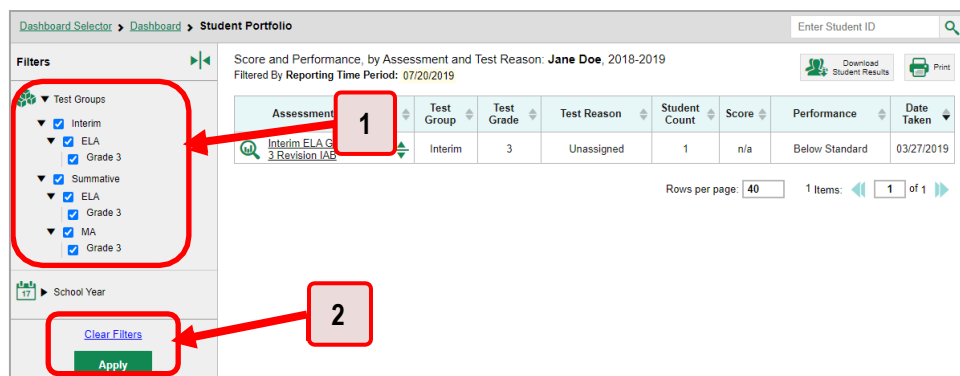


Table 16. Student Portfolio Report Elements

#	Element
1	Test Group options (all selected)
2	Apply button and Clear Filters

2. Mark as many selections as you like in the **Test Group** section of the **Filters** panel. Tests are organized by test type, subject, and grade.
3. Click **Apply**. The Student Portfolio Report updates to show only data for those tests.
4. *Optional:* To revert all filters to their defaults, open the filters panel again and click **Clear Filters**. Click **Apply**. Filters also revert when you log out, switch user roles, or switch systems.

How to View a Student’s Performance on Tests Taken in a Previous School Year or Years

If there are multiple years of data for a student, the Student Portfolio Report can look back at previous years. This gives you a high-level look at the student’s progress. Student Portfolio Reports can show student performance from a time when the students were not yet associated with you. For example, if you are a grade 7 teacher, you can use these reports to view a current student’s performance on last year’s grade 6 tests.



1. On the left side of the page, click either the **Filters** panel expand button  or the **School Year** button  (see [Figure 36](#)). The **Filters** panel expands.

Figure 36. Student Portfolio Report

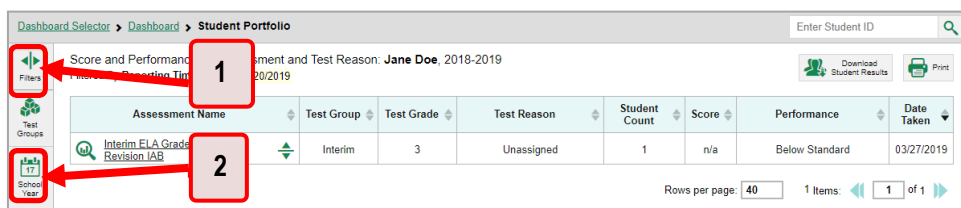


Table 17. Student Portfolio Report Elements

#	Element
1	Button to expand just the Filters panel
2	Button to expand Filters panel and school year options

3. Under **School Year**, select a year or years (see [Figure 37](#)).

Figure 37. Student Portfolio Report with Expanded Filters Panel

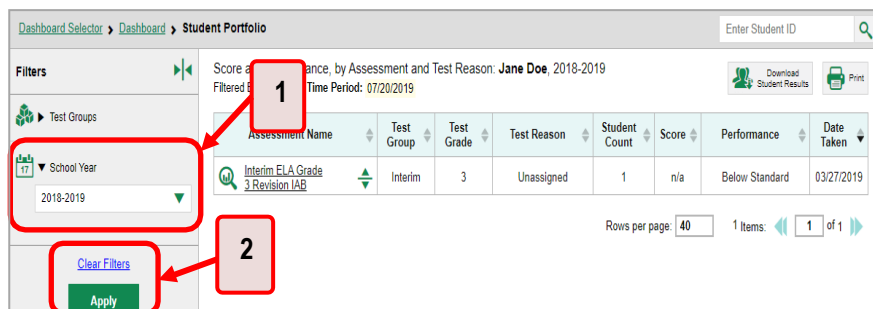


Table 18. Student Portfolio Report Elements

#	Element
1	School Year filter
2	Apply button and Clear Filters

4. Click **Apply**.

To switch back to the current year:

1. Open the **Filters** panel again.
2. Click **Clear Filters**.
3. Click **Apply**.

How to Use Individual Student Reports (ISRs)

This section discusses Individual Student Reports (ISRs), each of which provides easy-to-read performance data on a particular test. If a student took tests multiple times, an ISR will be available for each instance of a test the student took. ISRs are useful for sharing performance information with students and their parents and guardians and may be generated in English or Spanish.

What an Individual Student Report (ISR) Looks Like and How to Read It

An ISR is a PDF that displays results for a test that a student took. It may consist of a single page or multiple pages. ISR layouts vary according to the type of test. Details of sample ISRs are shown below in [Figure 38](#), [Figure 39](#), [Figure 40](#), [Figure 41](#), [Figure 42](#), and [Figure 43](#).

- At the top of each ISR are the student's name and EDUID, the name of the test, district, and school, and any other relevant information.
- Below that is a summary of the student's performance. An ISR for a scale-scored test displays the student's performance on a vertical scale that includes all the cut scores and performance levels.
- Each ISR includes a comparison table showing the average performance of the state, district, and/or school.
- Many ISRs include a table detailing the student's performance in each reporting category (as in [Figure 39](#)).
- Some ISRs include item-level data (as in [Figure 41](#)), scoring assertions, and/or scoring assertion outcomes (as in [Figure 42](#)).
- The ISR shows the standard deviation on the scale score, but the test report does not show the standard deviation on the scale score.
- Some ISRs include longitudinal graphs (as in [Figure 43](#)).

Figure 38. Detail of Individual Student Report (ISR): Mathematics Interim (ICA)

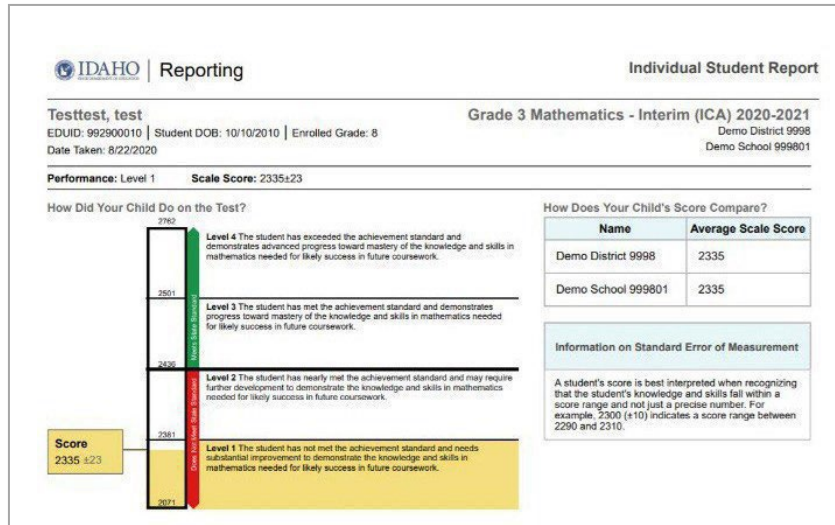


Figure 39. Detail of Individual Student Report (ISR): Mathematics Interim (ICA) with Reporting Categories

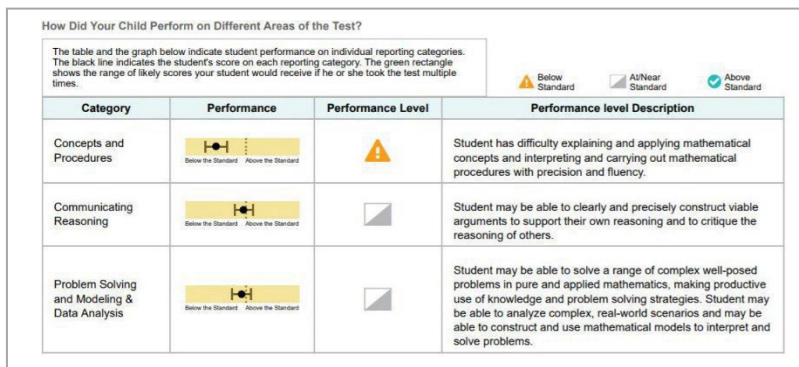


Figure 40. Detail of Individual Student Report (ISR)

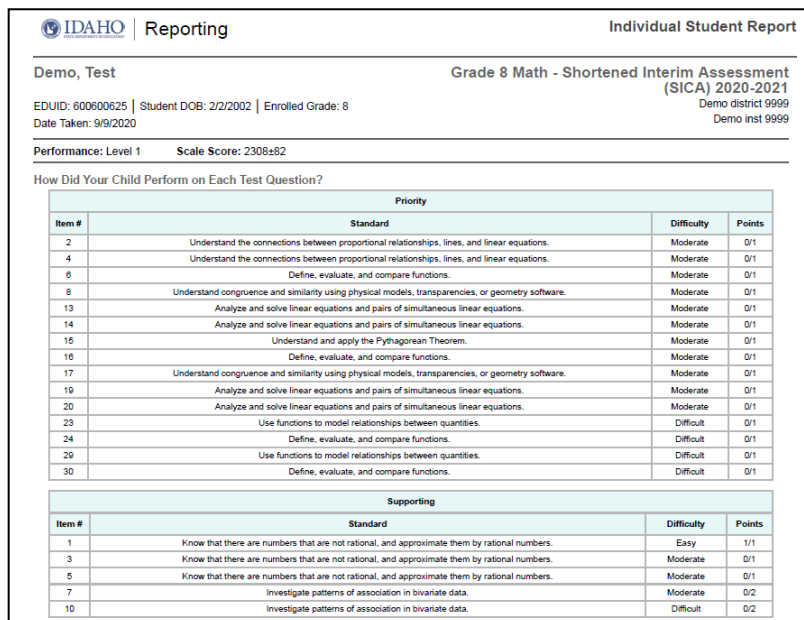


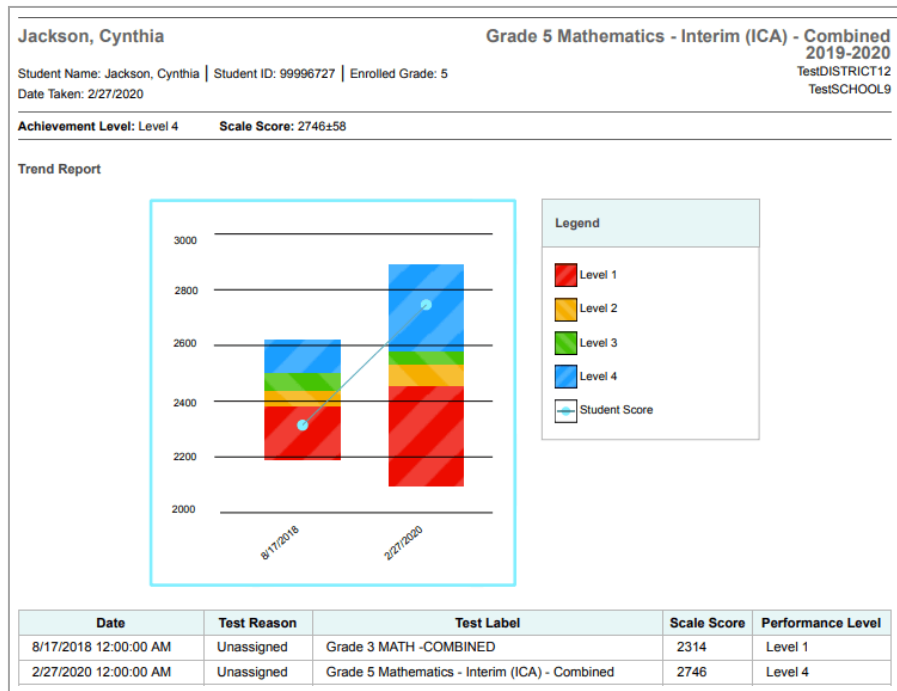
Figure 41. Detail of Individual Student Report (ISR): ELA Interim (IAB)

IDAHO Reporting		Individual Student Report	
DemoLC, demoFC		Grade 4 ELA - Performance Task - Unlikely Animal Friends (IAB) 2020-2021	
EDUID: 235469673 Student DOB: 12/21/2008 Enrolled Grade: 4		Demo District 9997	
Date Taken: 8/22/2020		Demo School 999701	
Performance Level: At/Near Standard			
How Did Your Child Perform on Each Test Question?			
USE EVIDENCE: Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed			
Item #	Standard	Difficulty	Points
2	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Difficult	0/2
3	Recall relevant information from experiences or gather relevant information from print and digital sources, take notes and categorize information, and provide a list of sources.	Difficult	0/1
INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics; Select and integrate information from data or print and non-print text sources			
Item #	Standard	Difficulty	Points
1	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Difficult	0/2
COMPOSE FULL TEXTS: Write full compositions demonstrating narrative strategies (dialogue, sensory or concrete details, description), structures, and authors' craft appropriate to purpose (detailing characters, plot, and setting)			
Item #	Standard	Difficulty	Points
4	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Unavailable	0/6

Figure 42. Detail of Individual Student Report (ISR): Science Interim with Scoring Assertions

IDAHO Reporting		Individual Student Report	
Test, Test		Elementary School Interim Physical Science - Chemical Reactions 2020-2021	
EDUID: 992920001 Student DOB: 10/10/2010 Enrolled Grade: 5		Demo District 9997	
Date Taken: 8/22/2020		Demo School 999701	
Score: 1/8			
What we can learn from your child's response?			
Information on Scoring Assertion			
Scoring assertions link specific features of student responses to the skills and knowledge made evident by those features. Each scoring assertion contains two parts: a statement about what the student did and did not do in a response, and what inference may be supported by this evidence. For example, an assertion for a mathematics graphing item might be: The student correctly graphed either the correct function or the function he or she provided, showing evidence of the ability to model relationships between two quantities. Because each test item incorporates many scoring assertions, by inspecting the student response for every meaningful piece of student input, we can collect more information about what the student knows and can do.			
Item #	Scoring Assertion	Outcome	
1-1	The student identified trials comparing all three liquids, providing some evidence that they understand that a ranking within a set requires information about all members of the set.	✗	
1-2	The student identified only controlled trials, and those trials supported their conclusion given the controlled trials that they ran, providing some evidence that the student can interpret and communicate the results of a controlled experiment.	✗	
1-3	The student identified the most and least reactive liquids among those tested, providing some evidence of understanding how to interpret and communicate the data from an investigation concerning the formation of new substances.	✗	
1-4	The student ran three trials in which the type of liquid was varied but the other two variables remained constant, indicating an understanding of how to carry out a controlled experiment in order to yield data that would allow the identification of the formation of new substances.	✗	
1-5	The student tested "lemon juice" for at least one trial in the simulation of part A, indicating an understanding that the reaction between lemon juice and baking soda should be tested for the formation of a new substance.	✗	
1-6	The student tested "vinegar" for at least one trial in the simulation of part A, indicating an understanding that the reaction between vinegar and baking soda should be tested for the formation of a new substance.	✓	
1-7	The student tested "water" for at least one trial in the simulation of part A, indicating an understanding that the reaction between water and baking soda should be tested for the formation of a new substance.	✗	
1-8	The student selected "Volume of the balloon changed" providing some evidence of understanding that a chemical reaction occurred because a gas was produced.	✗	

Figure 43. Detail of Individual Student Report (ISR): Mathematics Interim (ICA) with Longitudinal Graph



How to Generate and Export Individual Student Reports (ISRs)

To generate and export an Individual Student Report (ISR) for a test opportunity (an instance of a student taking a test), use the Student Results Generator. Each ISR shows a student’s overall performance on their test plus a breakdown of performance by reporting category. You can select any combination of test reasons, assessments, and students in order to generate either a single ISR or multiple ISRs at once.

You may want to use the Student Results Generator to simultaneously print large numbers of ISRs.

ISRs can be generated from almost any Reporting page.


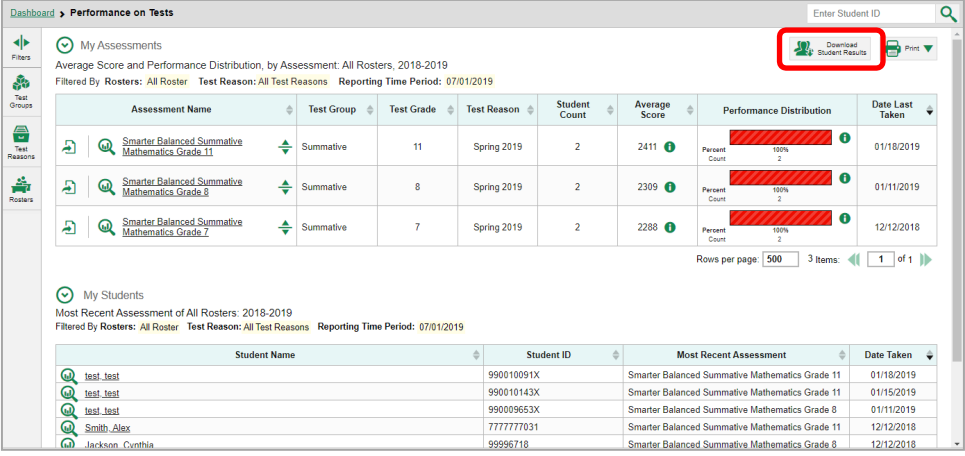
1. Click the **Download Student Results** button  in the **Features & Tools** menu . The **Student Results Generator** window open (see [Figure 45](#)).

Figure 44. Teacher View: Performance on Tests Report



Dashboard > Performance on Tests

Enter Student ID

My Assessments

Average Score and Performance Distribution, by Assessment: All Rosters, 2018-2019

Filtered By: Rosters: All Roster Test Reason: All Test Reasons Reporting Time Period: 07/01/2019

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Smarter Balanced Summative Mathematics Grade 11	Summative	11	Spring 2019	2	2411	Percent Count 100% 2	01/18/2019
Smarter Balanced Summative Mathematics Grade 8	Summative	8	Spring 2019	2	2309	Percent Count 100% 2	01/11/2019
Smarter Balanced Summative Mathematics Grade 7	Summative	7	Spring 2019	2	2288	Percent Count 100% 2	12/12/2018

Rows per page: 500 3 items: 1 of 1

My Students

Most Recent Assessment of All Rosters: 2018-2019

Filtered By: Rosters: All Roster Test Reason: All Test Reasons Reporting Time Period: 07/01/2019

Student Name	Student ID	Most Recent Assessment	Date Taken
test_test	990010091X	Smarter Balanced Summative Mathematics Grade 11	01/18/2019
test_test	990010143X	Smarter Balanced Summative Mathematics Grade 11	01/15/2019
test_test	990009663X	Smarter Balanced Summative Mathematics Grade 8	01/11/2019
Smith, Alex	7777777031	Smarter Balanced Summative Mathematics Grade 11	12/12/2018
Jackson, Cynthia	99996718	Smarter Balanced Summative Mathematics Grade 8	12/12/2018

Depending on from what page you open the Student Results Generator, the options available to you may be prepopulated or preselected. (The filters applied to the page have no effect, however.) You can change the selections.

2. Starting at the left, click the section bars to expand the sections or use the **Next** and **Previous** buttons to navigate them. Within each section you must make selections: first test reasons, then assessments, then students.
 - a. In the **Select the test reasons** section ([Figure 45](#)), mark the checkbox for each test reason you want to include in the report, or mark **All Test Reasons**. Test reasons are either testing windows or categories for tests.

Figure 45. Student Results Generator Window: Select Test Reasons Section

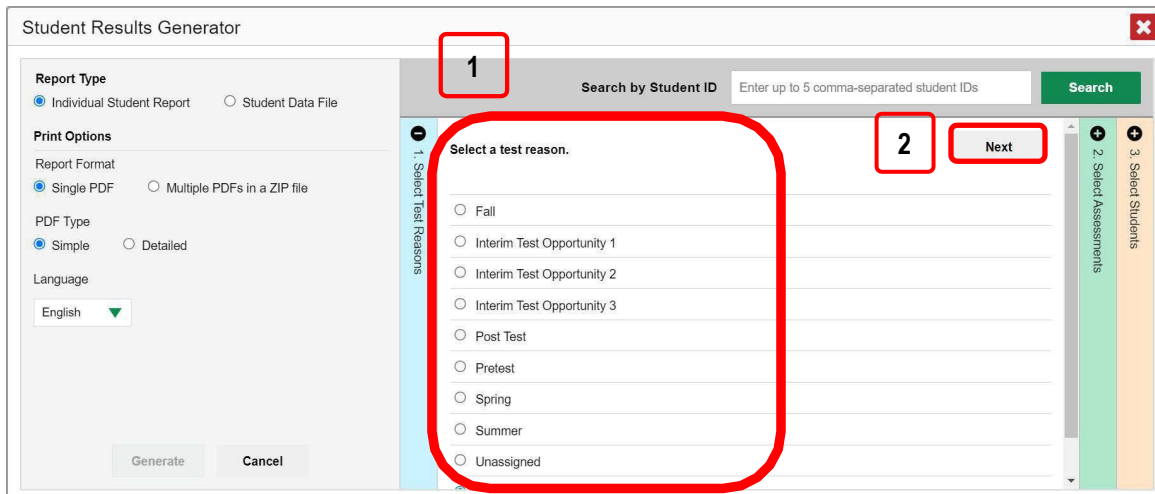


Table 19. Student Results Generator Window: Select Test Reasons Section Elements

#	Element
1	List of test reasons (test windows or categories), some of which are selected
2	Button to proceed to next section (Select Assessments)

- b. The **Select Assessments** section ([Figure 46](#)) groups tests by subject and grade. Mark the checkboxes beside the tests or groups of tests you want to include in the report or mark **All Subjects**.

Figure 46. Student Results Generator Window: Select Assessments Section

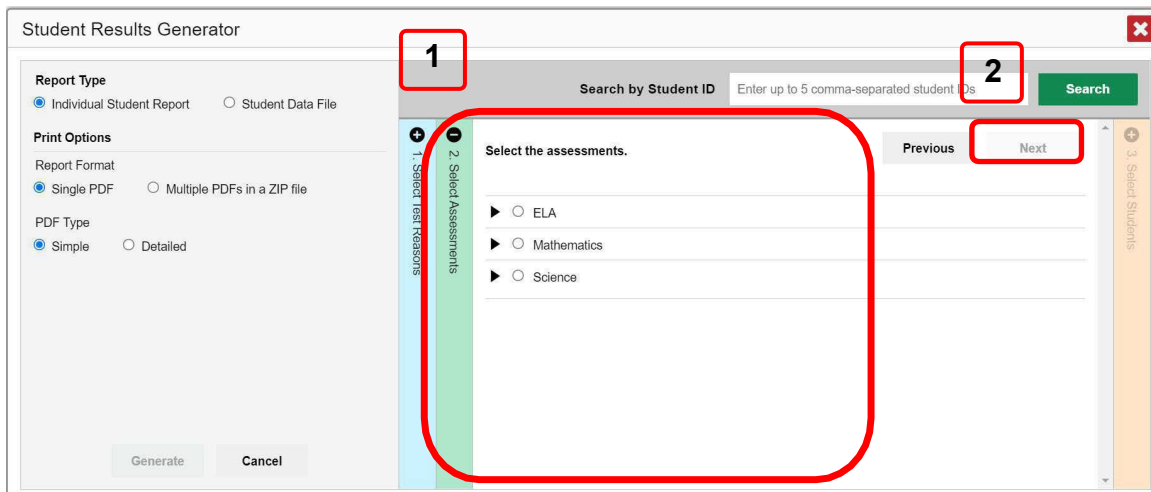


Table 20. Student Results Generator Window: Select Assessments Elements

#	Element
1	List of subjects, grades, and tests, one test of which is selected
2	Button to proceed to next section (Select Assessments)


- c. The **Select Students** section (Figure 47) contains a list of classes (rosters) (if you are a teacher or school-level user) or schools (if you are a district-level user). Mark the checkboxes for the schools, classes, and/or individual students you want to include in the ISRs.
 - Sometimes the list of students is truncated. You can display the entire list by clicking **Click to Load More**.
 - Marking the checkbox for a student in one class (roster) or school also marks it anywhere else the student appears, and the same goes for clearing the checkbox.
 - To search for a particular student, enter their EDUID in the field at the upper-right corner of the window and click . The student and all their assessments and test reasons are selected, and all your previous selections are cleared.

Figure 47. Teacher View: Student Results Generator Window: Select Students Section

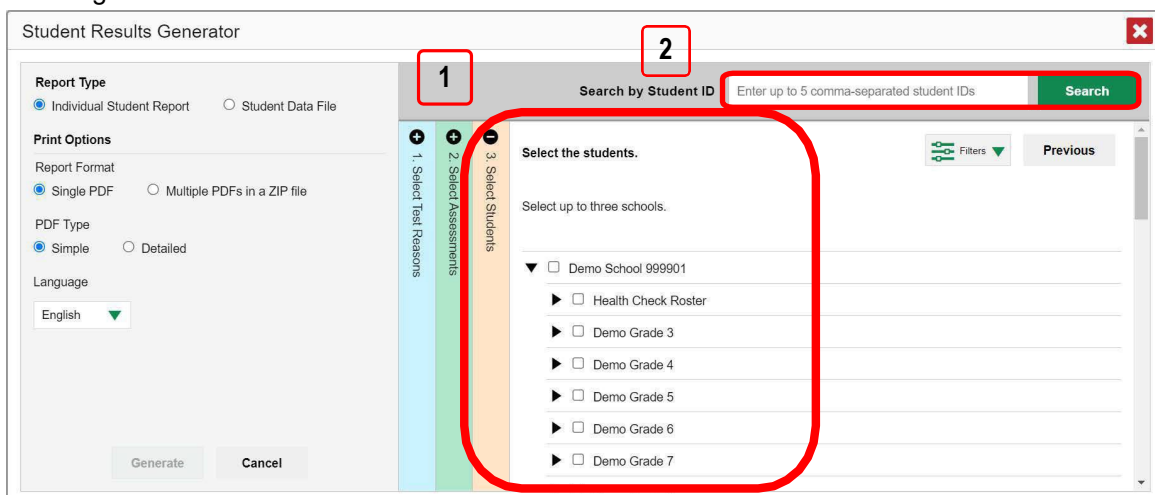



Table 21. Student Results Generator Window: Select Assessments Elements

#	Element
1	List of classes (rosters) and students (all selected)
2	Search field for EDUID

The *Selections* section displays a count indicating the total number of students for whom ISRs will be generated.

- d. *Optional:* To set a range of processing dates for which to generate results, use the filter menu as follows:
 - i. Open the **Filters** menu . The menu displays two date fields, as in Figure 48.
 - ii. Use the calendar tools to select dates or enter them in the format mm/dd/yyyy.

- iii. Click **Apply**. The results are filtered to include only test opportunities processed by Reporting in that date range. Note that the processing date is not always the same as the date a test was taken.
- iv. *Optional:* To revert to including results for all available dates, reopen the filter menu, click **Clear Filters**, then click **Apply**.

Figure 48. School-Level User View: Student Results Generator Window: Select Students Section with Filter Menu Open

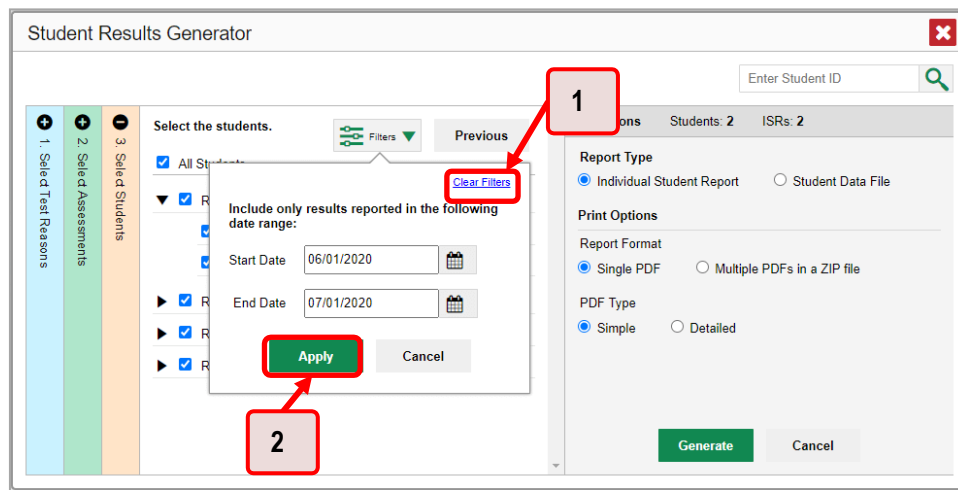


Table 22. School-Level User View: Student Results Generator Window: Select Students Section Elements

#	Element
1	Clear Filters
2	Apply button

- From the two Report Type options in the panel on the right, select the option for ISRs. The *Selections* section shows the number of ISRs to be generated, and more options appear below (see [Figure 49](#)).

Figure 49. School-Level User View: Student Results Generator Window: Select Students Section

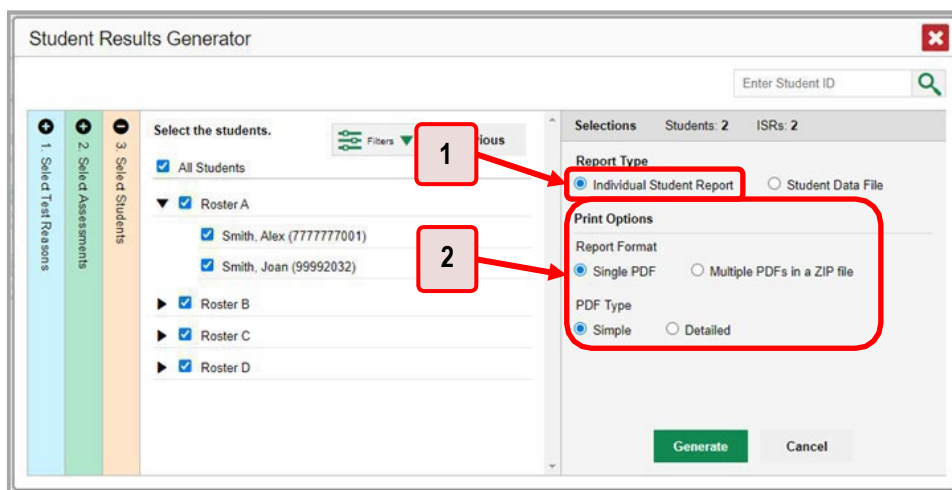


Table 23. School-Level User View: Student Results Generator Window: Select Students Section Elements

#	Element
1	Individual Student Report option (selected)
2	Options for your ISR files

- If you are generating multiple ISRs, then under Report Format, choose either a single PDF for all the ISRs, or a ZIP file containing a separate PDF for each one. If you select **Single PDF**, the Student Results Generator may nonetheless create a ZIP file of multiple PDFs depending on the number of schools, grades, and opportunities included.
- Under PDF Type, select either a simple or a detailed PDF.
- Optional:* If you selected a detailed ISR, then to add any supplemental materials that are available, such as a cover page or addendum, select **Include** under Supplemental Materials.
- From the **Language** drop-down list, select a language for the ISR.
- Click **Generate**. Once ISR generation is finished, the Inbox contains the new ISR(s) available for download.

Note that if a student took a test multiple times with different test reasons, an ISR will be generated for each test opportunity. If a student took a test multiple times with the same test reason, only the most recent test opportunity will be included. You can create an ISR for an older test opportunity by navigating directly to the report for that opportunity. Older test opportunities are marked with numbers ① in reports, starting with the earliest.

How to Generate and Export Student Data Files

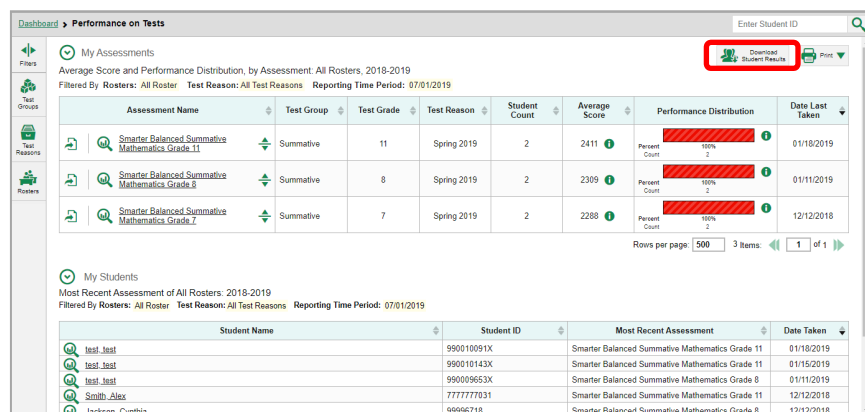
This section discusses student data files, which are useful for analysis.

To generate and export a student data file for a student, use the Student Results Generator. You can select any combination of test reasons, assessments, and students in order to generate and export the files.

You can generate student data files from almost any report page.

1. Click the **Download Student Results** button  in the **Features & Tools** menu . The **Student Results Generator** window opens.

Figure 50. Teacher View: Performance on Tests Report



Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Smarter Balanced Summative Mathematics Grade 11	Summative	11	Spring 2019	2	2411	100% Percent Count	01/18/2019
Smarter Balanced Summative Mathematics Grade 8	Summative	8	Spring 2019	2	2309	100% Percent Count	01/11/2019
Smarter Balanced Summative Mathematics Grade 7	Summative	7	Spring 2019	2	2288	100% Percent Count	12/12/2018

Student Name	Student ID	Most Recent Assessment	Date Taken
test_test	99010091X	Smarter Balanced Summative Mathematics Grade 11	01/18/2019
test_test	99010143X	Smarter Balanced Summative Mathematics Grade 11	01/15/2019
test_test	99009953X	Smarter Balanced Summative Mathematics Grade 8	01/11/2019
Smith, Alex	777777031	Smarter Balanced Summative Mathematics Grade 11	12/12/2018
Jackson, Cynthia	99996718	Smarter Balanced Summative Mathematics Grade 8	12/12/2018

2. The **Student Results Generator** window opens (see [Figure 51](#)).

Depending on from what page you open the Student Results Generator, the options available to you may be prepopulated or preselected. (The filters applied to the page have no effect, however.) You can change the selections.

3. Starting at the left, click the section bars to expand the sections or use the **Next** and **Previous** buttons to navigate them. Within each section, you must make selections: first test reasons, then assessments, then students.
 - e. In the **Select Test Reasons** section (see [Figure 51](#)), mark the checkbox for each test reason you want to include in the results, or mark **All Test Reasons**. Test reasons are categories of tests or, for summatives, simply testing windows.

Figure 51. Student Results Generator Window: Select Test Reasons Section

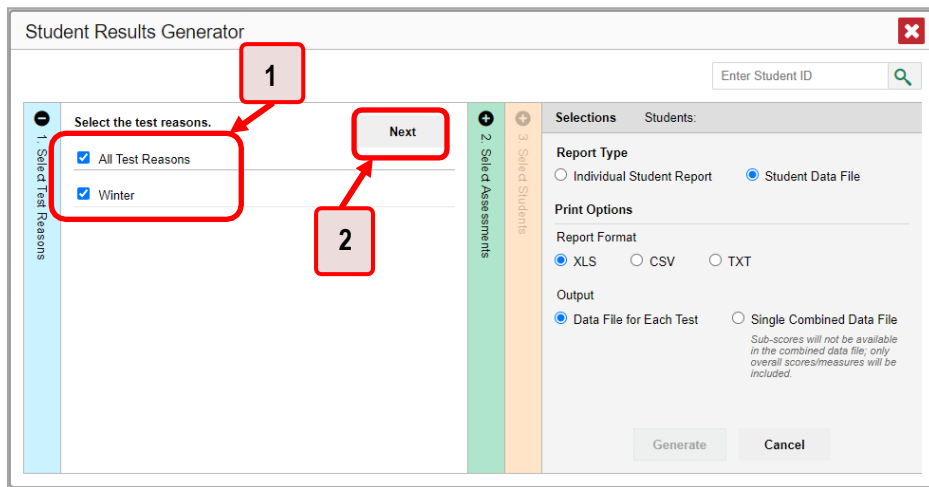


Table 24. Student Results Generator Window: Select Test Reasons Section Elements

#	Element
1	List of test reasons (testing windows or categories), some of which are selected
2	Button to proceed to next section (Select Assessments)

The expandable sections to the right are now populated with only the tests and students available for your test reason selections.

- f. The **Select Assessments** section (see [Figure 52](#)) groups tests by subject and grade. Mark the checkboxes beside the tests or groups of tests you want to include in the report or mark **All Subjects**.

Figure 52. Student Results Generator Window: Select Assessments Section

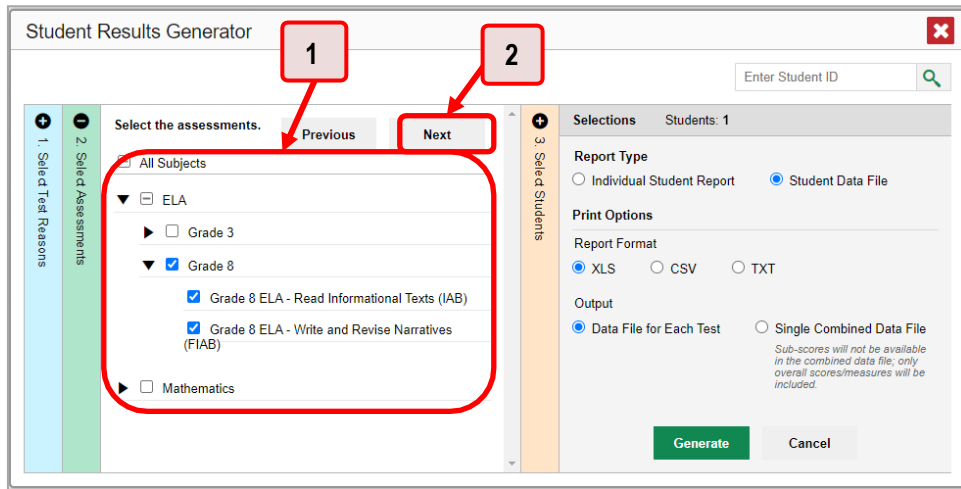


Table 25. Student Results Generator Window: Select Assessments Elements

#	Element
1	List of subjects, grades, and tests, some of which are selected
2	Button to proceed to next section (Select Students)

- g. The **Select Students** section (see [Figure 53](#)) contains a list of classes (rosters) (if you are a teacher or school-level user) or schools (if you are a district-level user). Mark the checkboxes for the schools, classes, and/or individual students you want to include in the results.


- Sometimes a list of students is truncated. You can display the entire list by clicking **Click to Load More**.
- Marking the checkbox for a student in one class (roster) or school also marks it anywhere else the student appears, and the same goes for clearing the checkbox.
- To search for a particular student, enter their EDUID in the field at the upper-right corner of the window and click . The student and all their assessments and test reasons are selected, and all your previous selections are cleared.

Figure 53. Teacher View: Student Results Generator Window: Select Students Section

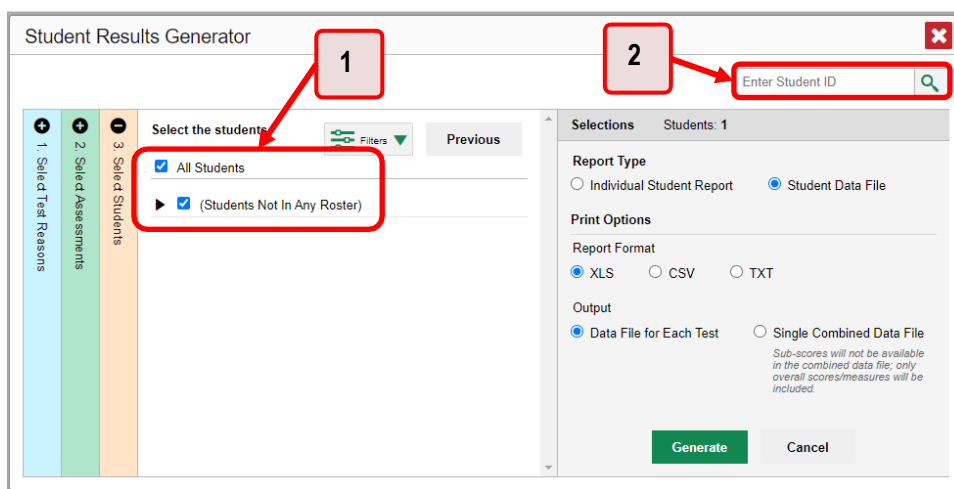



Table 26. Teacher View: Student Results Generator Window: Select Students Section Elements

#	Element
1	List of classes (rosters) and students (all selected)
2	Search field for EDUID

The *Selections* section displays a count indicating the total number of students for whom student data files will be generated.

- h. *Optional:* To set a range of processing dates for which to generate results, use the filter menu as follows:
- i. Open the **Filters** menu  (see [Figure 54](#)). The menu displays two date fields.
 - ii. Use the calendar tools to select dates, or enter them in the format mm/dd/yyyy.
 - iii. Click **Apply**. The results are filtered to include only test opportunities processed by Reporting in that date range. Note that processing date is not always the same as the date a test was taken.

- iv. *Optional:* To revert to including results for all available dates, reopen the filter menu, click **Clear Filters**, then click **Apply**.

Figure 54. Teacher View: Student Results Generator Window: Select Students Section with Filter Menu Open

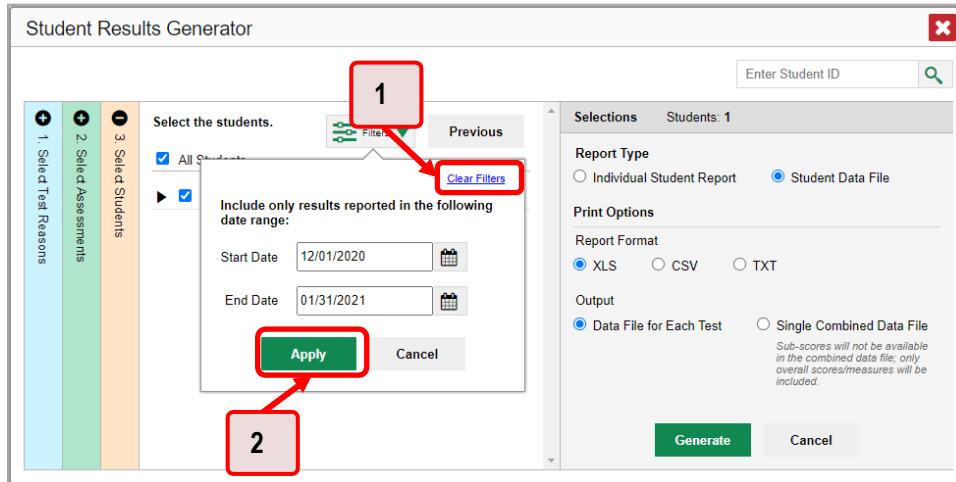


Table 27. Teacher View: Student Results Generator Window: Select Students Section Elements

#	Element
1	Clear Filters
2	Apply button

- From the two Report Type options in the panel on the right (see [Figure 55](#)), select **Student Data File**. More options appear below.

Figure 55. Teacher View: Student Results Generator Window: Select Students Section

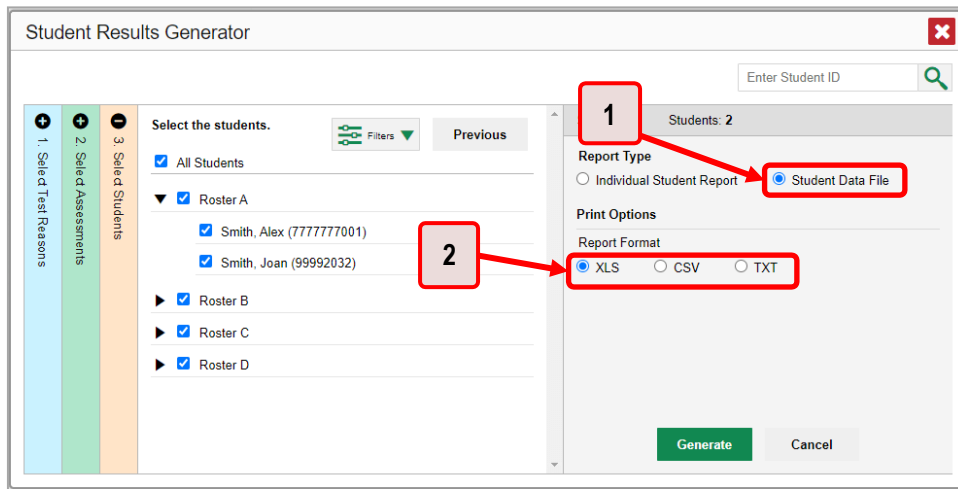


Table 28. Teacher View: Student Results Generator Window: Select Students Section Elements

#	Element
1	Student Data File option (selected)
2	Report Format options

- Under Report Format, select **XLS** (Excel .xlsx), **CSV** (comma-separated values), or **TXT** (tab-delimited text).
- Click **Generate**. Once data file generation is finished, the Inbox contains the new student data file(s) available for download.

Note that if a student took a test multiple times, the files will include each test opportunity.

How to Compare Students' Data with Data for Your State, District, School, and/or Total Students

In the Performance on Tests Report and the Student Portfolio Report, you can access performance data for your state, district, school, and/or total students.

How to Compare All Your Students' Performance on Any Test with Larger Groups' Performance


In the Performance on Tests Report (see [Figure 56](#)), click  to the right of a test name.

Figure 56. Teacher View: Performance on Tests Report

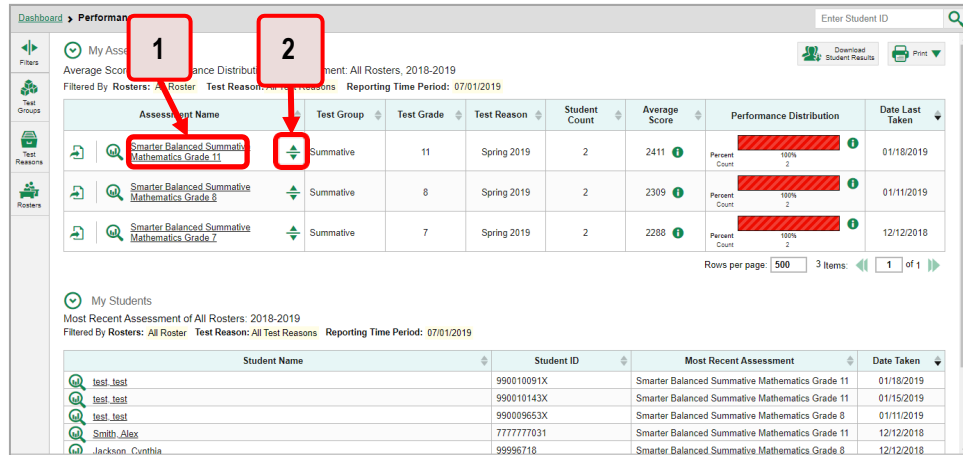


Table 29. Teacher View: Performance on Tests Report Elements

#	Element
1	Test name
2	Button to show comparisons for this test

Rows containing data for the state, district, and/or school appear below, as in [Figure 57](#).

Figure 57. Teacher View: Performance on Tests Report with Expanded Comparison Rows

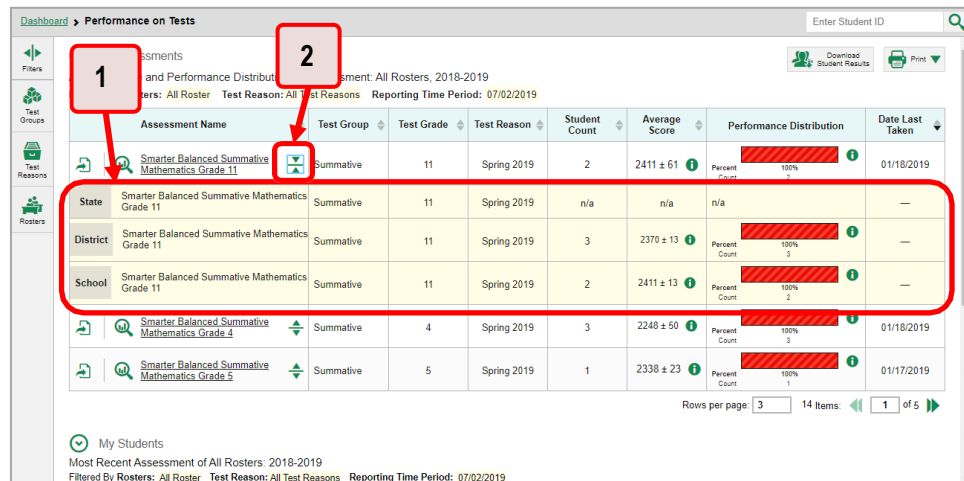



Table 30. Teacher View: Performance on Tests Report Elements

#	Element
1	Expanded comparison rows for state (no data shown), district, and school
2	Button to hide comparisons for this test

To hide the comparison rows, click  to the right of the test name.

How to Compare a Student’s Performance on Any of Their Tests with Larger Groups’ Performance

In the Student Portfolio Report, you can compare a student’s performance on any test with that of your state, district, school, and/or total students.

1. Enter the student's EDUID in the search field in the upper-right corner and click  (see [Figure 58](#)). The Student Portfolio Report appears.


Teachers can also access this report from the Performance on Tests Report by going to the My Students table at the bottom of the page and clicking a student's name (or  beside it).

Figure 58. Teacher View: Performance on Tests Report

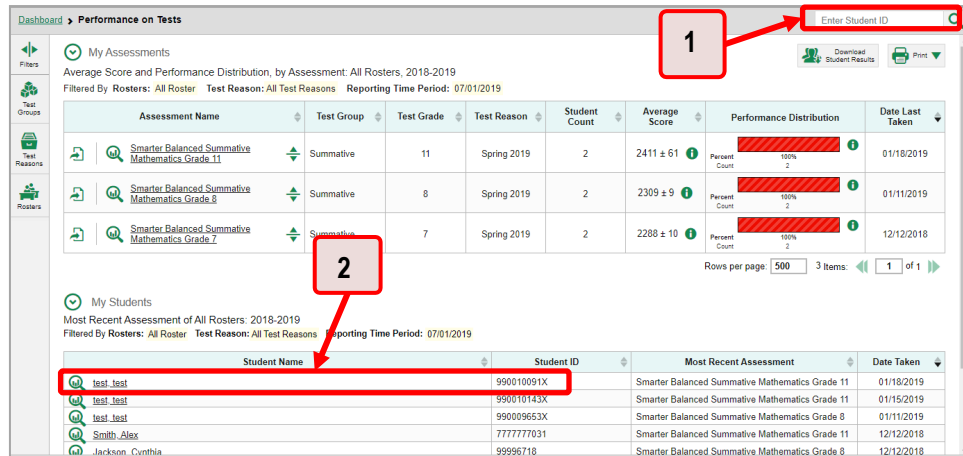


Table 31. Teacher View: Performance on Tests Report Elements

#	Element
1	Search field for EDUID
2	Student name and EDUID


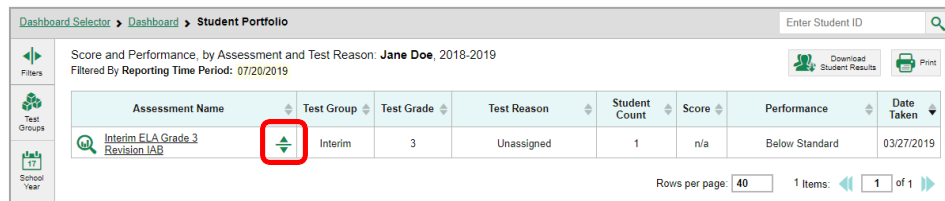
2. Click  to the right of a test name (see [Figure 59](#)).

Figure 59. Student Portfolio Report



Rows containing data for your state, district, school, and/or total students appear below, as in [Figure 60](#).

Figure 60. Student Portfolio Report with Expanded Comparison Rows

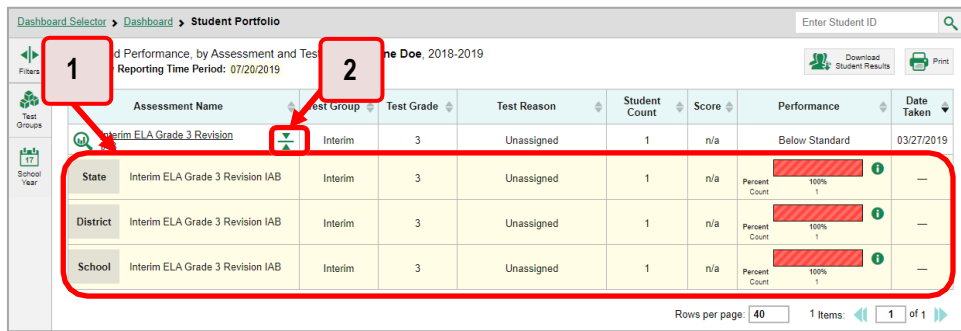


Table 32. Student Portfolio Report Elements

#	Element
1	Expanded comparison rows for state, district, and school
2	Button to hide comparisons for this test

To hide the comparison rows, click  to the right of the test name.

How to Set Up Your Reports for Summatives and Interims So They Make Sense

You can set up your reports, so it is easier to access the data that are most important to you. For example, if you are a teacher, you may want to hide certain tests in subjects you do not teach, or you may want to narrow down your reports to a single roster.

This section explains how to make several different adjustments to reports: filtering to show only the tests you are interested in; filtering to show only the classes (rosters) you are interested in; and viewing data from a previous point in time.

For Teachers: How to Set Preferences for Tests to Display

If you are a teacher, not only can you filter which tests you want to view, you can also make that type of filter persist after you log out. You may want to do this, for example, if you are an English language arts (ELA) teacher and you do not want to see your students' mathematics scores. By default, the data for those mathematics assessments appear in your reports.

Once you have set your persistent test preferences, school- and district-level users will have the option of using them, too. That means that when you have excluded certain test results from your preferences, they will not see any rosters belonging to you in those test results.

1. Open the **My Settings** menu in the banner and choose **Select Tests to Include on Reports** (see [Figure 61](#)). A window appears, showing tests organized hierarchically by subject, grade, and assessment name (see [Figure 62](#)).

Figure 61. Teacher View: Detail of Banner with Expanded My Settings Menu

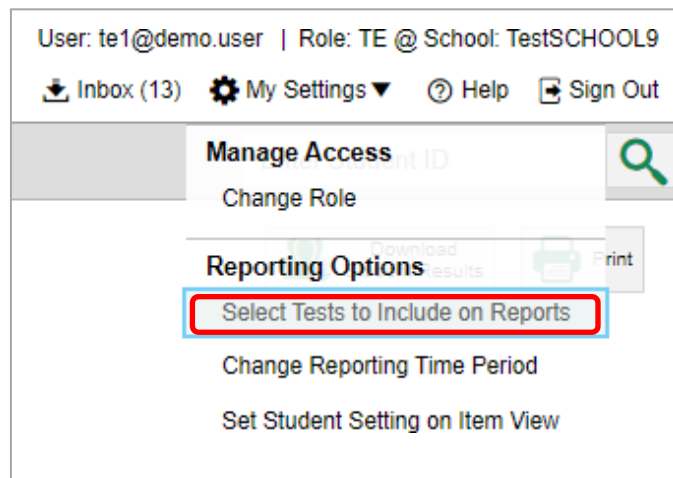
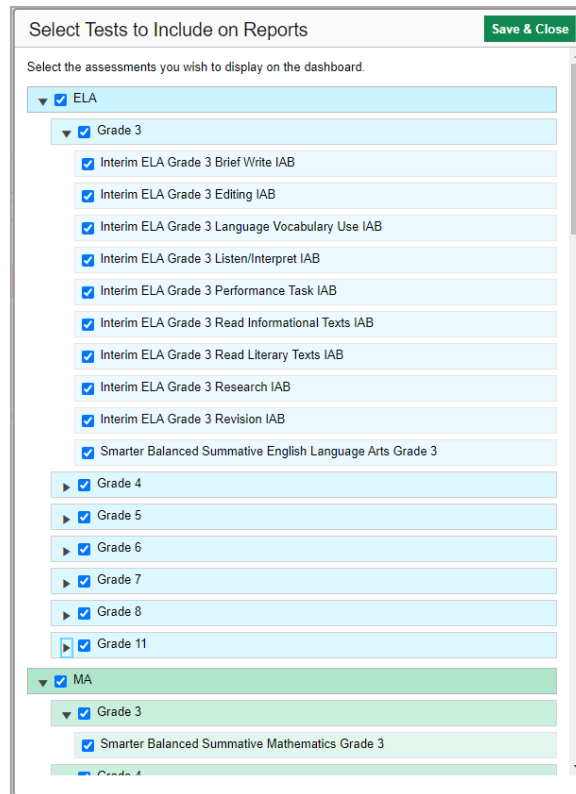


Figure 62. Teacher View: Select Tests to Include on Reports Window



2. Select the checkboxes beside the tests or groups of tests you want to display (see [Figure 62](#)).
3. Click **Save & Close** at the upper-right corner of the window.

For School- and District-Level Users: How to Set Preferences for Classes (Rosters) to Display

School- and district-level users can narrow down their data based on class (roster) by using the teachers' preferences setting.

For example, suppose a mathematics class belongs to a mathematics teacher who has excluded ELA tests from their reports. By using teacher preferences, you can view a set of ELA test results without that mathematics teacher's class. All students who took the ELA test will still appear in the report, whether or not they belong to the mathematics teacher's class, but the **Performance by Roster** tab will not list them as belonging to that mathematics teacher's class. By hiding classes that are not relevant to the test, and by preventing a student from appearing more than once in the same report, this setting makes reports easier to read.

1. From the **My Settings** drop-down list in the banner, select **Use Teachers' Test Selections** (see [Figure 63](#)). The **Use Teachers' Test Selections** window appears (see [Figure 64](#)).

Figure 63. School-Level User View: Detail of Banner with Expanded My Settings Menu

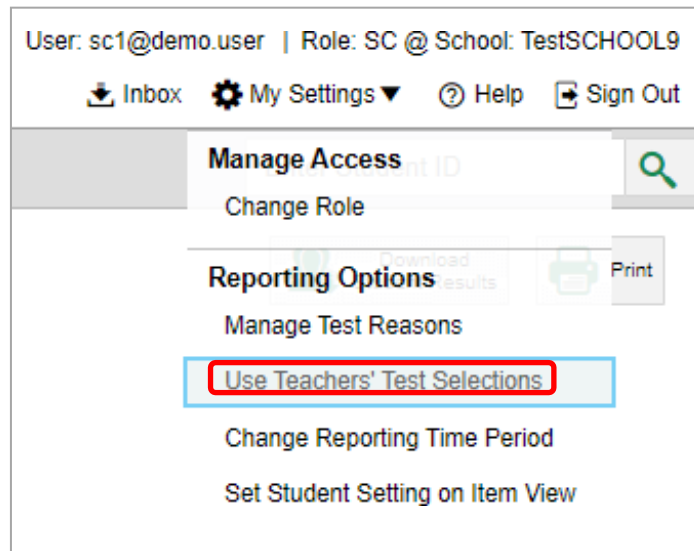
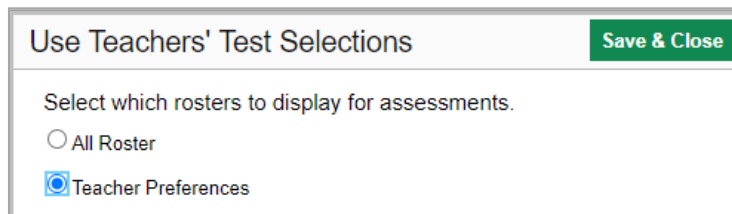


Figure 64. Use Teachers' Test Selections Window



2. Mark one of these two options:
 - **All Roster:** This is the default option. When this option is selected, all data for all classes (rosters) appear in all your reports.
 - **Teacher Preferences:** If you select this option, teachers who excluded a given assessment from their own reports will not appear in the school test results for that assessment.
3. Click **Save & Close** at the upper-right corner of the window.

How to Filter Tests to Display

You can temporarily filter which tests you want to see in your reports. You may want to do this, for example, if you are an ELA teacher and you do not want to see your students' mathematics scores. By default, the data for those mathematics assessments appear in your reports.



1. On the left side of the dashboard or the Performance on Tests report, click either the **Filters** panel expand button  or the **Test Group** button  (see [Figure 65](#)). The **Filters** panel expands (see [Figure 66](#)).

Figure 65. Teacher View: Dashboard

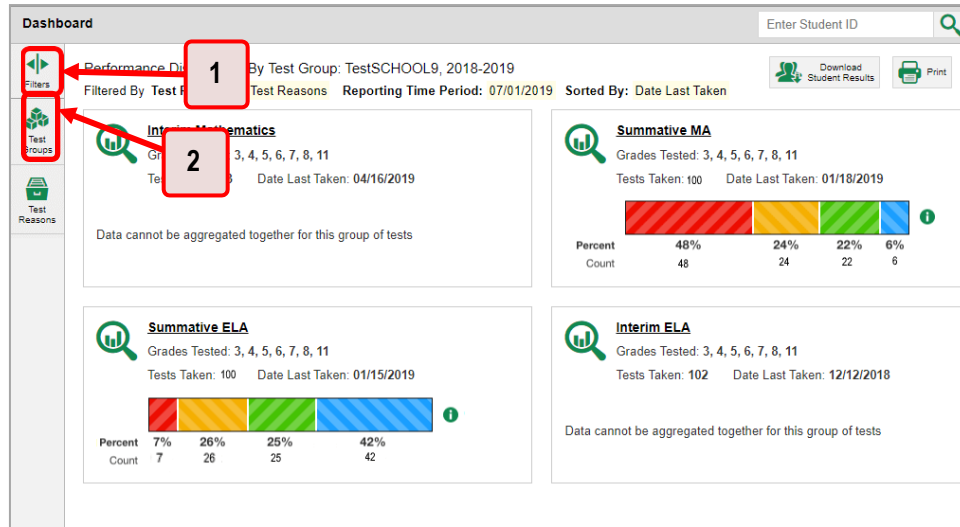


Table 33. Teacher View: Dashboard Elements

#	Element
1	Button to expand just the Filters panel
2	Button to expand Filters panel and Test Group options

2. Mark as many selections as you like in the **Test Group** section of the filters panel (see [Figure 66](#)). Tests are organized by test type, subject, and grade.

Figure 66. Teacher View: Dashboard with Expanded Filters Panel

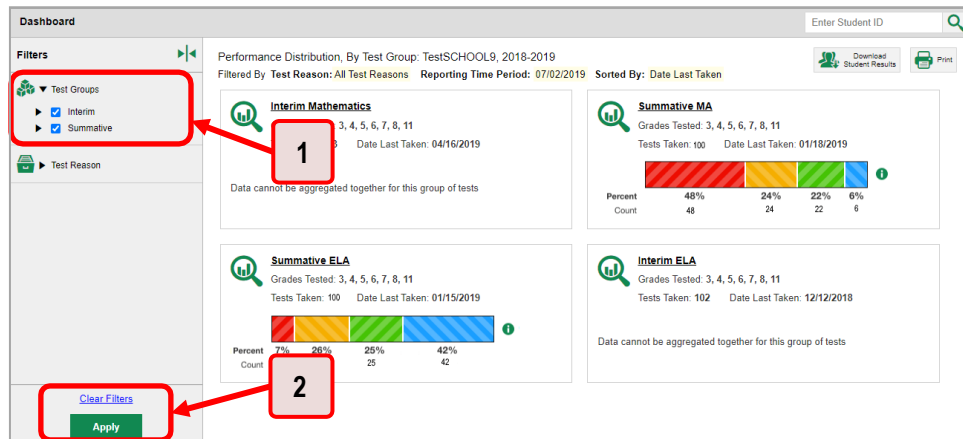


Table 34. Teacher View: Dashboard Elements

#	Element
1	Test Group options
2	Apply button and Clear Filters

3. Click **Apply**. The report updates to show only data for those tests.
4. *Optional:* To revert all filters to their defaults, open the filters panel again and click **Clear Filters**. Click **Apply**. Filters also revert when you log out, switch user roles, or switch systems.

For Teachers and School-Level Users: How to Filter Classes (Rosters) to Display

Rosters usually represent classes but can represent any group that is meaningful to users, such as students who have taken honors courses. Each roster is associated with a teacher. To learn how to create and modify rosters in the Reporting System, see [Class \(Roster\) Management](#).

In the Performance on Tests report, teachers and school-level users can filter by a particular roster. When you filter, you eliminate students not in the selected class from the data you are viewing.

Filtering by roster makes it easy to focus on a particular class's performance. And by switching filters, you can easily compare one class with another. If you do not filter by roster, the reports default to showing data for all classes. You may find data for a single class easier to understand.

1. On the left side of the Performance on Tests report, click either the **Filters** panel expand button  or the **Rosters** button  (see [Figure 67](#)). The **Filters** panel expands (see [Figure 68](#)).

Figure 67. Teacher View: Performance on Tests Report

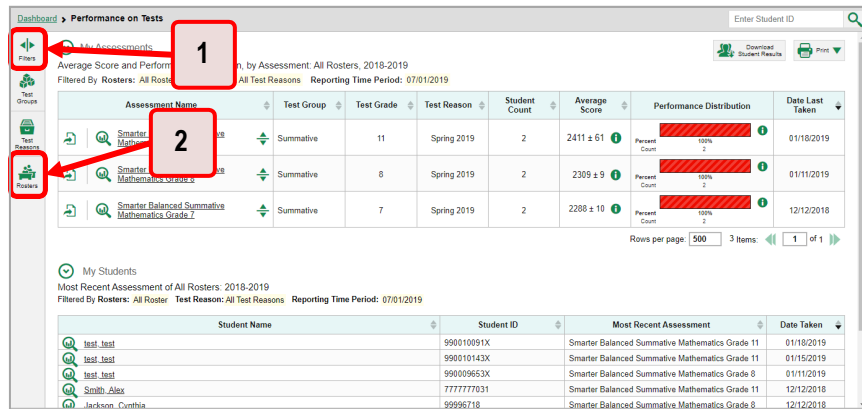


Table 35. Teacher View: Performance on Tests Report Elements

#	Element
1	Button to expand just the Filters panel
2	Button to expand the Filters panel and class (roster) options

2. Make a selection from the drop-down list in the **Rosters** section (see [Figure 68](#)).
 - If you are a school-level user, you must first select a teacher from the drop-down list, and then select a particular class (roster) from the second drop-down list that appears. By default, the first class listed is selected.

Figure 68. Teacher View: Performance on Tests Report with Expanded Filters Panel

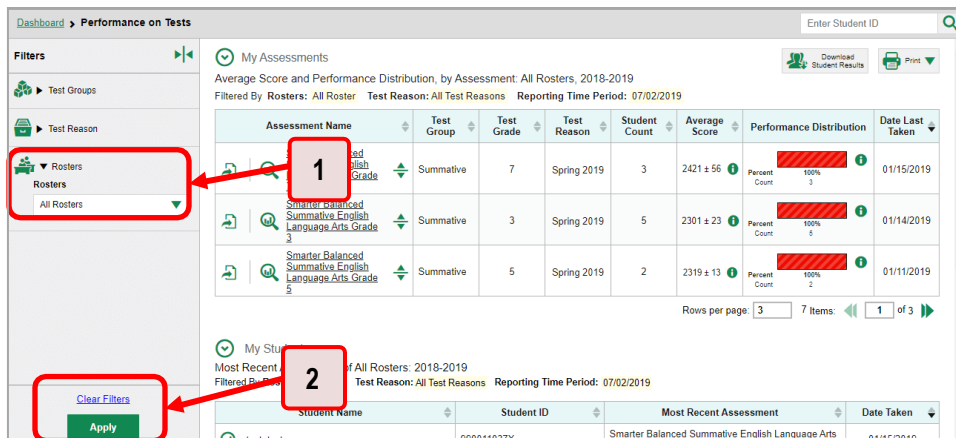


Table 36. Teacher View: Performance on Tests Report Elements

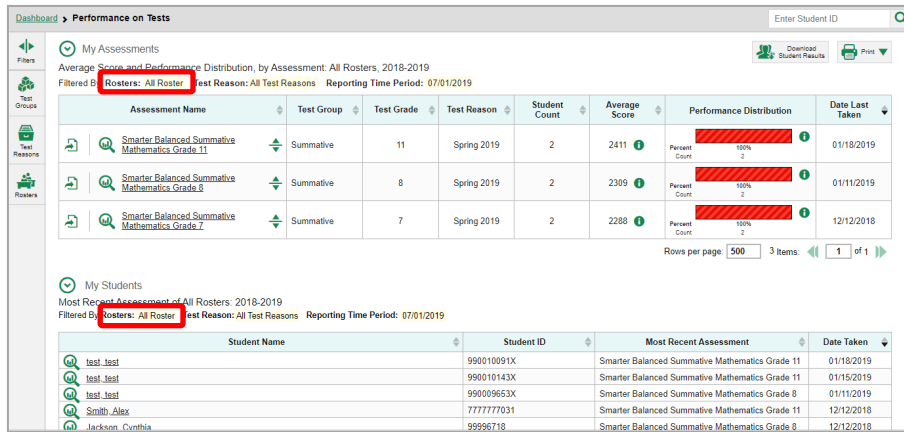
#	Element
1	Rosters drop-down list
2	Apply button and Clear Filters

3. Click **Apply**. The report updates to show only data for that class (roster).
4. *Optional:* To revert all filters to their defaults, open the filters panel again and click **Clear Filters**. Click **Apply**. Filters also revert when you log out, switch user roles, or switch systems.

All the reports accessible from this page will be filtered the same way.

The row of filter details below each table header shows the classes (rosters) you are viewing (see [Figure 69](#)).

Figure 69. Teacher View: Performance on Tests Report Filtered by All Rosters



For District-Level Users: How to Filter Schools to Display

Filtering the Performance on Tests Report by school makes it easy to focus on a particular school's performance. And by switching filters, you can easily compare it with another school. If you don't filter by school, the Performance on Tests Report defaults to showing data for all schools. You may find data for a single school easier to understand.

1. On the left side of the Performance on Tests Report, click either the expand button or the Schools button (see Figure 70). The Filters panel expands (see Figure 71).

Figure 70. District-Level User View: Performance on Tests Report

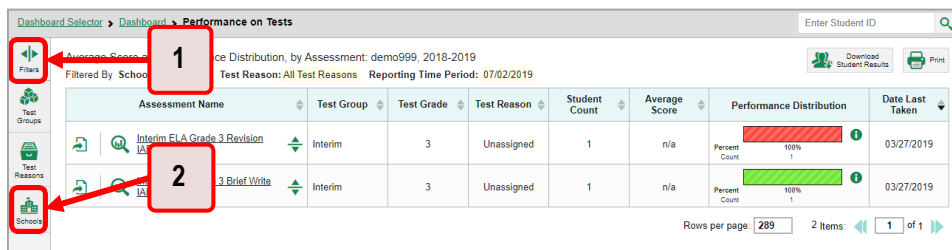


Table 37. District-Level User View: Performance on Tests Report Elements

#	Element
1	Button to expand just the Filters panel
2	Button to expand the Filters panel and Schools options

2. Make a selection from the drop-down list in the **Schools** section (see [Figure 71](#)).

Figure 71. District-Level User View: Performance on Tests Report with Expanded Filters Panel

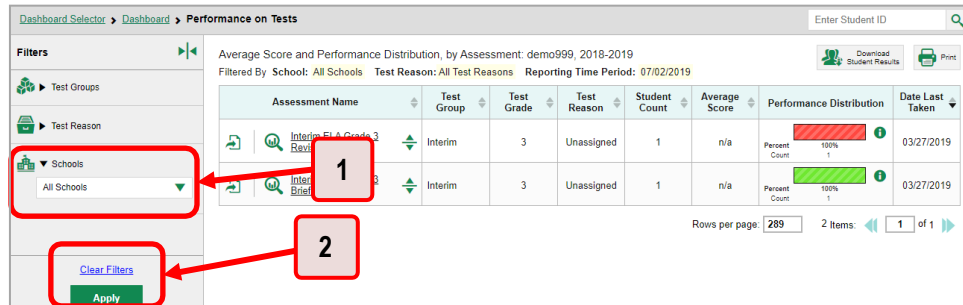



Table 38. District-Level User View: Performance on Tests Report Elements

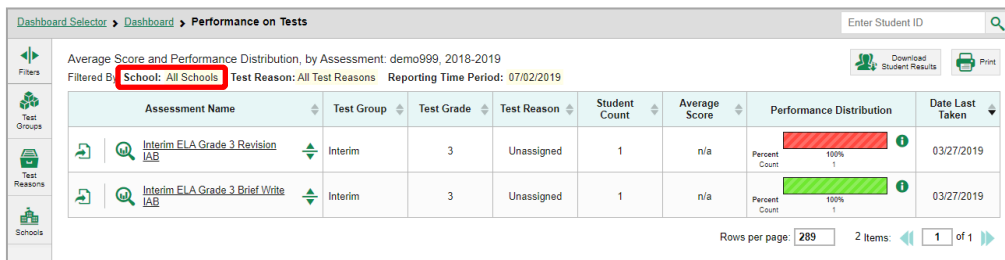
#	Element
1	Schools drop-down list
2	Apply button and Clear Filters

3. Click **Apply**. The report updates to show only data for that school.
4. *Optional:* To revert all filters to their defaults, open the filters panel again and click **Clear Filters**. Click **Apply**. Filters also revert when you log out, switch user roles, or switch systems.

If you click the name of a test (or  beside it) when you have filtered by a single school, the link will take you to the School Performance on Test Report and not to the District Performance on Test Report.

The row of filter details below the table header shows the schools you are viewing (see [Figure 72](#)).

Figure 72. District-Level User View: Performance on Tests Report Filtered by All Schools



How to View Data from a Previous Point in Time

Changing the reporting time period allows you to view test results from a previous point in time. There are two time period settings: You can select a school year for which to view tests, and you can enter a date for which to view students.

- When you set a school year for which to view tests, the reports show data for test opportunities completed *in the selected school year*.
- When you set a date for which to view students, the reports show data only for the students who were associated with you *as of the selected date*. Students' enrollment and demographic information is all given as of the selected date, as well. You can use this setting to view data for students who have left or recently entered your classes (rosters), school, or district. You can even view students who have left your state.

If you do not change the reporting time period, or if you reset it to the default, all the reports show test opportunities only for the current school year (except Longitudinal Reports and Student Portfolio Reports, which always retain the ability to look back to previous years), with current student data.

Some examples of how you can use this feature include the following:



- You may want to view the past performance of your current students, including new transfer students. In that case, set a school year in the past and keep the date set to today.
 - You may want to view the performance of your former students in order to compare them with that of your current students. In that case, set the date to a time when your former students were associated to you and had started testing, and set the school year to the same time. Then switch back to the present to compare.
1. From the **Features & Tools** menu , select **Change Reporting Time Period** . (If you're viewing the Dashboard Generator page, click **Change the reporting time period**. The dashboard also offers this link when no assessments are available to display.) The **Change Reporting Time Period** window appears (see [Figures 73 & 74](#)).

Figure 73. Teacher View: Detail of Banner with Expanded My Settings Menu

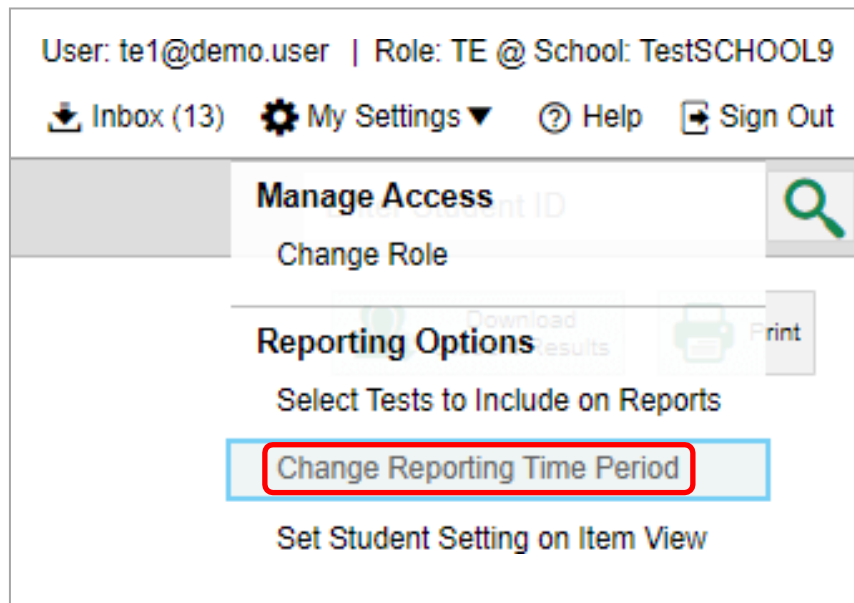


Figure 74. Change Reporting Time Period Window

Table 39. Change Reporting Time Period Window Elements

#	Element
1	School year and student date selectors
2	Reset To Today

2. From the school year drop-down list, select a school year (see [Figure 74](#)). This is the year for which you will view test results.
3. In the *View results for students who were mine on* field, use the calendar tool to select a date, or enter it in the format mm/dd/yyyy. You will be viewing all students who were associated with you on that date, and only those students.
 - To view your current students' past performance, keep the date set to today.
 - To view the performance of your former students, set the date to a day when those students were associated with you and had started testing. For example, if you want to view students who were in your roster at the end of the 2018–2019 school year, you will need to select “2018–2019” in the *View results for schoolyear* field and then select a date prior to 7/22/2019. This date will ensure the Idaho Assessment Systems were still displaying student information for the 2018–2019 school year.
4. Click **Save**. All reports are now filtered to show only data for the selected school year and date. All other filters are cleared.
5. *Optional*: To go back to viewing the latest data, open the **Change Reporting Time Period** window again, click **Reset To Today** in the lower-right corner, then click **Save**. The date resets and all filters are cleared. The reporting time period also resets when you log out but persists when you switch roles.

How to Export and Print Data on Summatives

You can export or print any data you see in the Reporting System. Some can be exported directly from the Performance on Tests Report. You may want to export or print to save a snapshot of data to consult later, or to share data. Different options will be available depending on the report you are viewing.

How to Export or Print a Report You Are Viewing



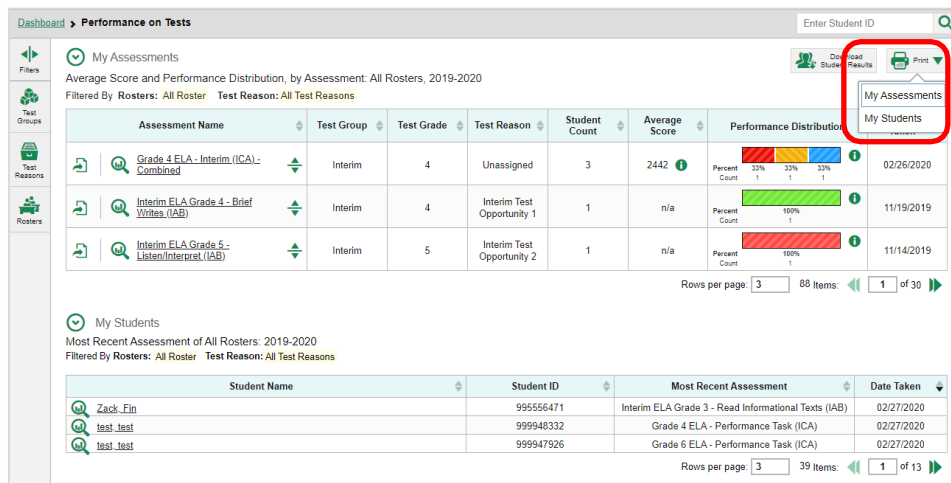
1. Select the print button  from the **Features & Tools menu**  or, in a Longitudinal Report window, from the upper right corner. If there are multiple report tables on the page, multiple print buttons appear.
 - If there are multiple report tables on the page, select the table you wish to print from the menu that appears (see [Figure 75](#)).

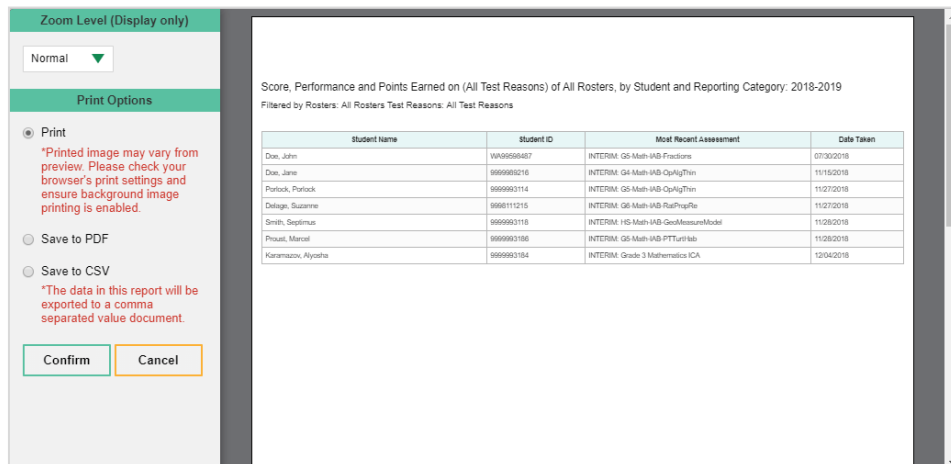
Figure 75. Teacher View: Performance on Tests Report with Expanded Print Menu



A print preview page opens (see [Figure 76](#)).

- To zoom in on the print preview, use the drop-down list under the *Zoom Level (Display only)* section. This setting affects the preview only.

Figure 76. Print Preview Page



2. Do one of the following under the *Print Options* section:
 - To print the report, select the **Save to PDF** button, then print. (This ensures that the symbols appear on the printed version)
 - To download a PDF version of the report, select **Save to PDF**. Then select an option from the **Page Layout** drop-down list that appears.
 - To download a comma-separated value (CSV) version of the report, select **Save to CSV**.
3. Click **Confirm**.

If you saved the report as PDF, Excel, or CSV, the Secure Inbox window appears, displaying the generated report.

How to Export an Assessment Report Directly from the Performance on Tests Report


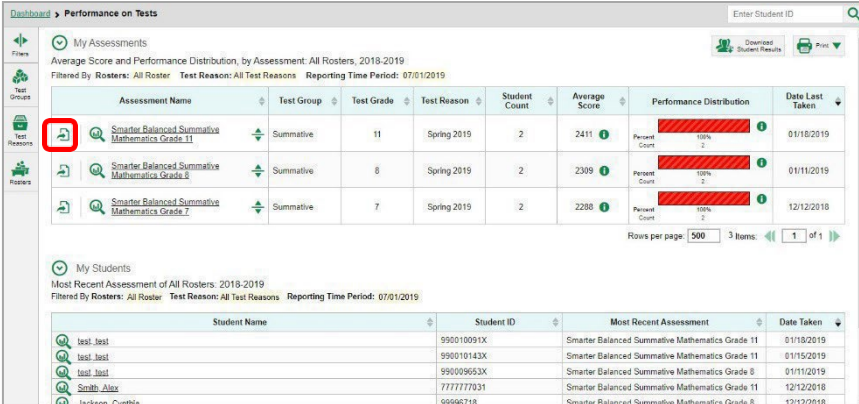
1. Click the export button  to the left of the name of the assessment whose report you wish to export (see [Figure 77](#)).

Figure 77. Teacher View: Performance on Tests Report



Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Smarter Balanced Summative Mathematics Grade 11	Summative	11	Spring 2019	2	2411	Percent Count: 100%	01/18/2019
Smarter Balanced Summative Mathematics Grade 8	Summative	8	Spring 2019	2	2309	Percent Count: 100%	01/11/2019
Smarter Balanced Summative Mathematics Grade 7	Summative	7	Spring 2019	2	2288	Percent Count: 100%	12/12/2018

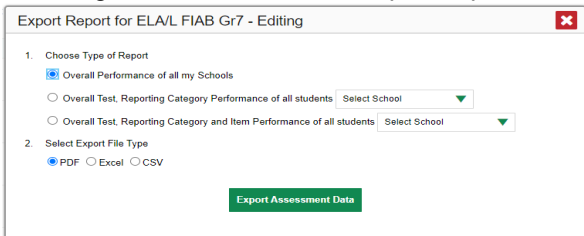
Student Name	Student ID	Most Recent Assessment	Date Taken
test_best	990010091X	Smarter Balanced Summative Mathematics Grade 11	01/18/2019
test_best	990010143X	Smarter Balanced Summative Mathematics Grade 11	01/15/2019
test_best	990009653X	Smarter Balanced Summative Mathematics Grade 8	01/11/2019
Smith, Alan	7777777031	Smarter Balanced Summative Mathematics Grade 11	12/12/2018
Jackson, Cynthia	99996718	Smarter Balanced Summative Mathematics Grade 8	12/12/2018

The **Export Report** window opens. The options in this window vary according to your user role (see [Figure 78](#) and [Figure 79](#)).

2. If necessary, select which report to export for the assessment.

Teachers and school-level users: The exported report will contain test results for all your students.

Figure 78. Teacher View: Export Report Window



Export Report for ELA/L FIAB Gr7 - Editing

1. Choose Type of Report
 - Overall Performance of all my Schools
 - Overall Test, Reporting Category Performance of all students Select School
 - Overall Test, Reporting Category and Item Performance of all students Select School
2. Select Export File Type
 - PDF Excel CSV

Export Assessment Data

District-level users: Select which report to export for the assessment (see [Figure 79](#)).

- To export the district test results for the assessment, mark the **Overall Performance of all my Schools** radio button.
- To export school test results, mark the **Overall Test, Reporting Category Performance of all my Students for [School Name]** radio button, then select a school from the drop-down list.

Figure 79. District-Level User View: Export Report Window

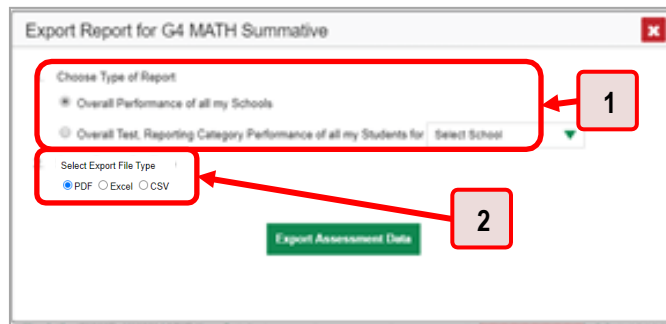


Table 40. District-Level User View: Export Report Window Elements

#	Element
1	Report type options
2	File type options

5. Do either of the following:
 - To export the report in PDF format, mark the **PDF** radio button.
 - To export the report in comma-separated values (CSV) format, mark the **CSV** radio button.
6. Click **Export Assessment Data**. A confirmation window appears.
7. Click **Yes** to export or **No** to return to the **Export Report** window. When you have exported a file, the **Secure Inbox** window appears with the generated file available for download.

More About How to Use Interim Reports

This section explains some Reporting features and functions that are specific to interim and benchmark assessment reports. These features cannot be used with summative assessment reports.

How to Access Item-Level Data on Interims

Reports for individual interim and benchmark tests include the following:

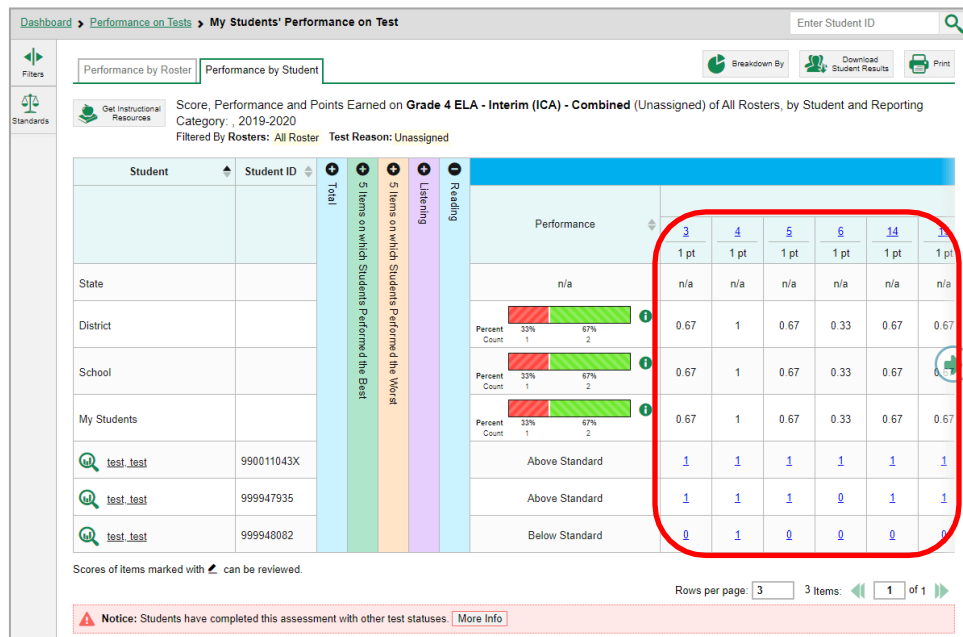
- Item-level data
- Access to the items themselves
- Access to student responses to the items

Test results for adaptive assessments include item-level data only on the individual student level.

How to View Item Scores

To expand sections containing item data, click the vertical section bars as in [Figure 80](#).

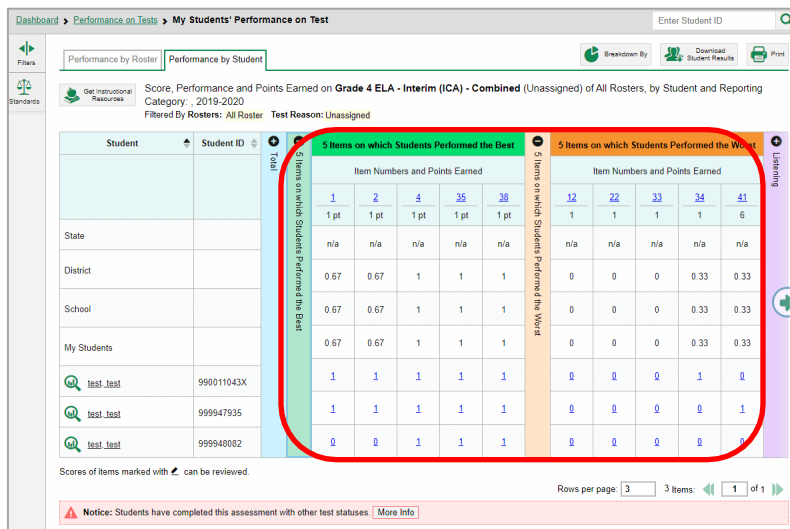
Figure 80. My Students' Performance on Test Report: Performance by Student Tab with Expanded Reporting Category Section



How to Find Out Which Items Students Performed on the Best or Struggled with the Most

Look in the sections **5 Items on Which Students Performed the Best** and **5 Items on Which Students Performed the Worst** (see [Figure 81](#)). You can click the vertical section bars to expand them, just like other sections.

Figure 81. My Students' Performance on Test Report: Performance by Student Tab with Expanded 5 Items on Which Students Performed the Best and Worst Sections



How to View an Item

You can view the actual items themselves, along with student responses to those items.

Figure 82. My Students' Performance on Test Report: Performance by Student Tab with Expanded Reporting Category Section

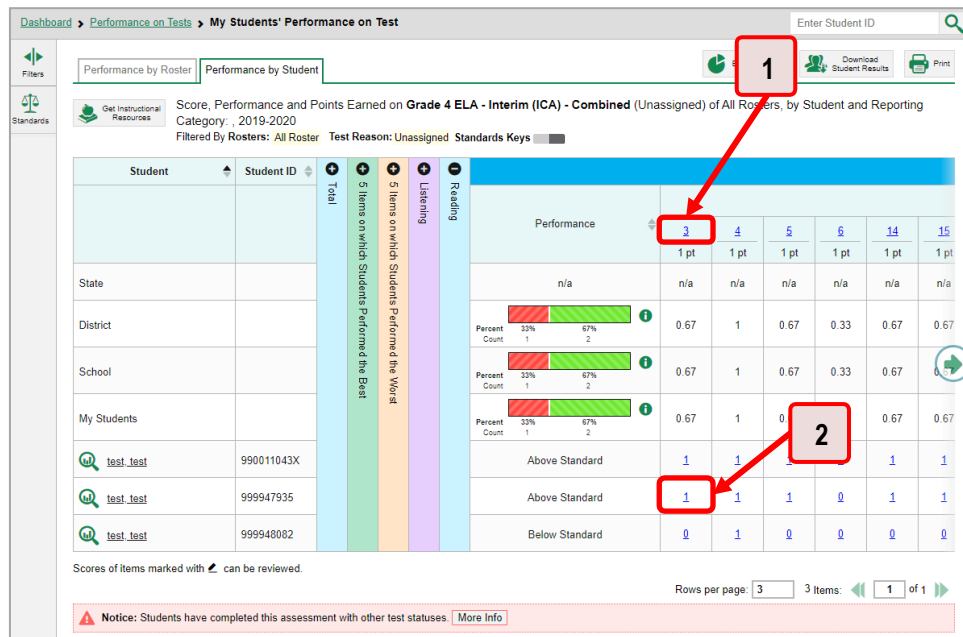


Table 41. My Students' Performance on Test Report: Performance by Student Tab Elements

#	Element
1	Item number (click to view item without student response)
2	Item score for a particular student (click to view item with student response)

Do either of the following (see [Figure 82](#)):

- To view the item in a blank state, click the item number in the first row of the report table.
- To view the student’s response to the item, find that student’s name in the Student column on the left. Then click the score the student obtained on that item.

The **Item View** window appears (see [Figure 83](#)). It contains an **Item & Score** tab and a **Rubric & Resources** tab. A banner at the top of the window displays the item’s number, score (when the item includes the student’s response), and confidence level (when a machine-suggested score has a low confidence level). The **Item & Score** tab (see [Figure 83](#)) shows the item and may include a particular student’s response.

Figure 83. Item View Window: Item & Score Tab with Student Response

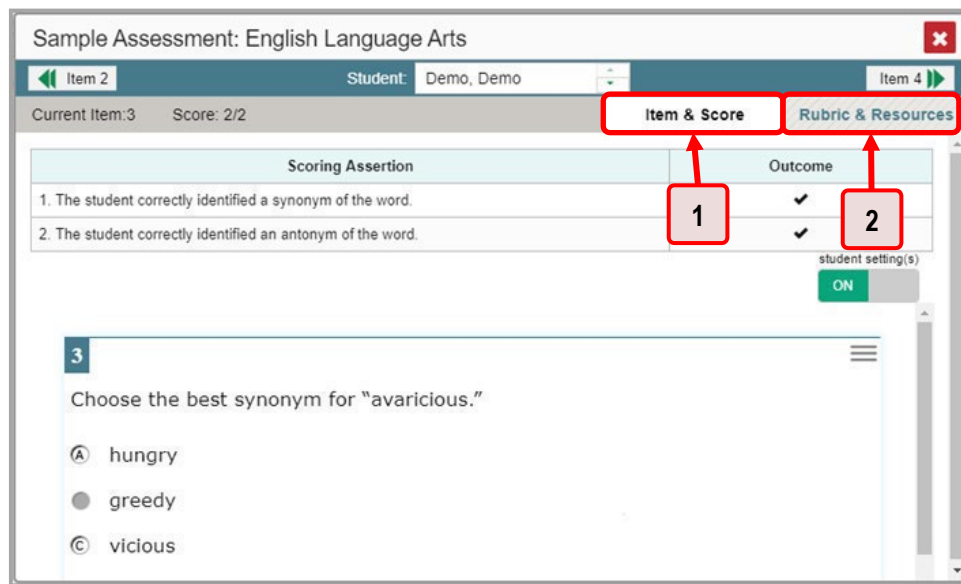


Table 42. Item View Window Elements

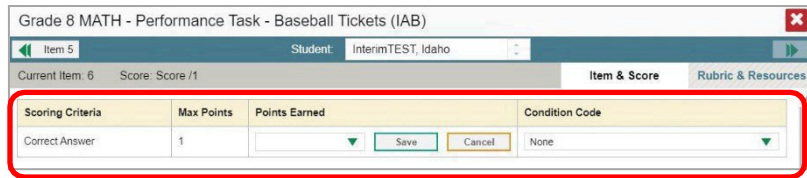
#	Element
1	Item & Score tab (selected)
2	Rubric & Resources tab

The **Item & Score** tab may include the following sections.

- **Scoring Criteria:** When you are viewing a student’s response and the item has scoring criteria, the Scoring Criteria table (see [Figure 84](#)) lists the name, maximum points, points earned, and condition

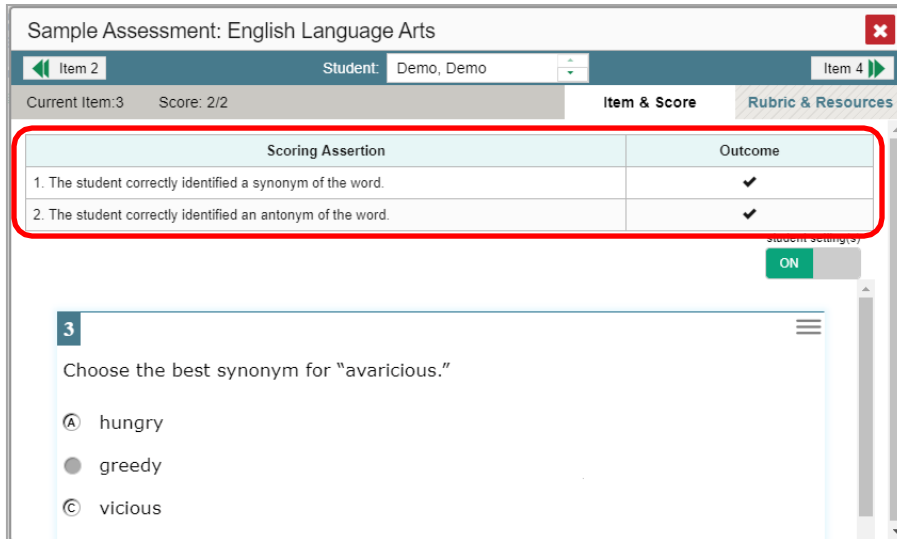
codes for each scoring criterion. This table also allows you to modify scores for items with editable scores.

Figure 84. Item View Window: Item & Score Tab with Student Response and Scoring Criteria Table



- Scoring Assertion:** Each scoring assertion contains both a statement that provides information about what the student did in their response, and the content knowledge, skill, or ability that is evidenced by their response. When you are viewing a student’s response and the item has scoring assertions, the Scoring Assertion table appears, listing each assertion and outcome (see [Figure 85](#)).

Figure 85. Item View Window: Item & Score Tab with Student Response and Scoring Assertion Table



- **Item:** Displays the item as it appeared on the assessment in the Student Testing Site. For items associated with a passage, the passage also appears.



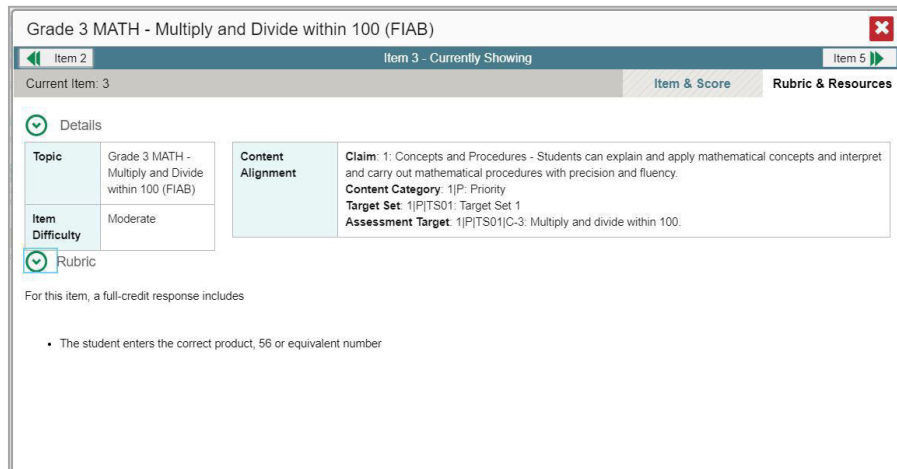
The **Rubric & Resources** tab (see [Figure 86](#)) may include the following sections, which you can expand and collapse by clicking  and , respectively.

Figure 86. Item View Window: Rubric & Resources Tab



- **Details:** May provide the following information:
 - **Topic:** Skill area to which the item belongs
 - **Difficulty:** Indicates whether the item is intended to be easy, moderate, or difficult
 - **Content Alignment:** Describes the standard to which the item is aligned
- **Resources:** Provides links to any exemplars or training guides available for the item.
- **Rubric:** Displays the criteria used to score the item. This section may also include a score breakdown, a human-readable rubric, or an exemplar, which provides an example of a response for each point value.
- **Frequency Distribution of Student Responses:** The table in this section provides a breakdown of how many students in the school earned each possible point value available for the item.

How to View Items With and Without the Students' Visual Settings

When viewing items with students' responses, you may or may not want to see the items exactly the way the students saw them on the test. For example, some students' tests are set to use large fonts, different color contrast, or Spanish.



1. From the **Features & Tools** menu , select **Set Student Setting on Item View** . The **Set Student Setting on Item View** window appears (see [Figure 88](#)).

Figure 87. Detail of Banner with Expanded My Settings Menu

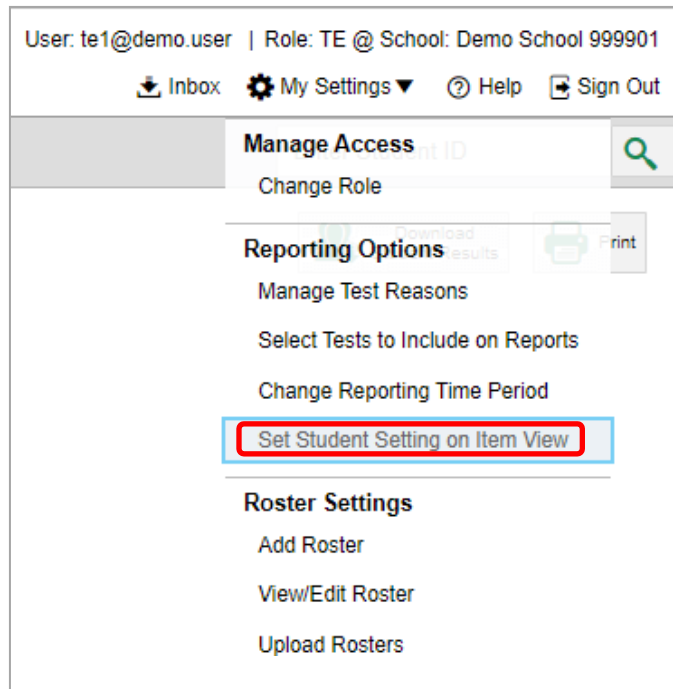
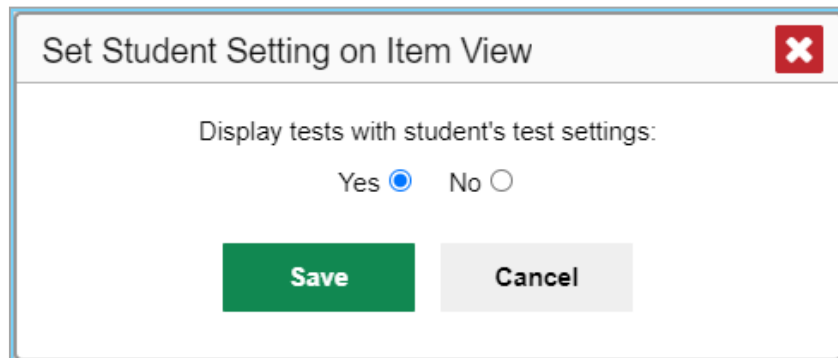


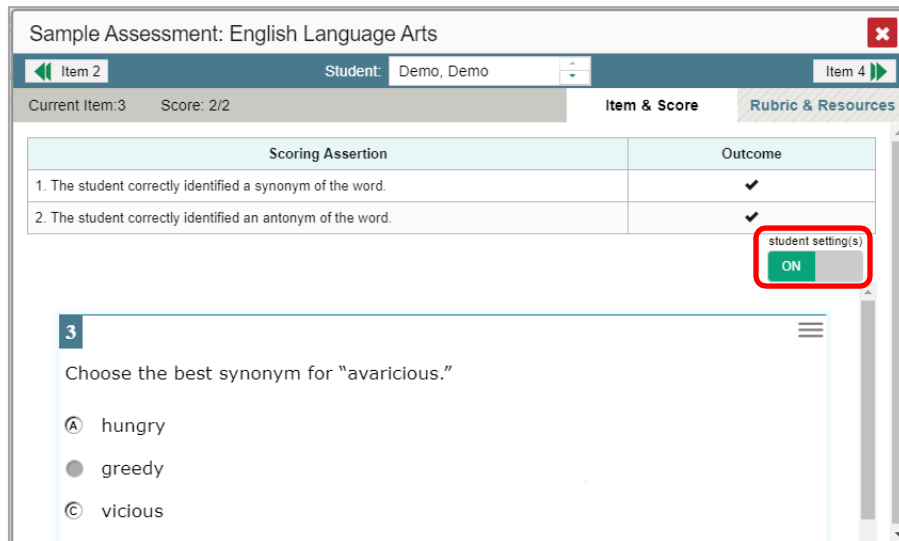
Figure 88. Set Student Setting on Item View Window



2. Select **Yes** to show students' visual settings on all items or **No** to hide them.
3. Click **Save**.

You can also show or hide visual settings on a per-item basis. To do so, click the toggle at the upper-right of the item you are viewing (see [Figure 89](#)). This action has no effect on your global setting.



Figure 89. Item View Window: Item & Score Tab with Student Response



What It Means When a Student Response Contains Highlighted Text

When a student's text response contains too much text copied from the item prompt and a condition code of Insufficient Original Text to Score has been applied, the copied portion is automatically highlighted.

How to Navigate to Other Items from the Item View Window

Use the buttons   labeled with the previous and next item numbers at the upper corners of the *Item View* window.

How to View Another Student's Response to the Current Item

If you have accessed the student's response from a report showing multiple students, you can click the arrows beside the *Student* field at the top of the window. The students are listed in the same order in which they are sorted in the report.

What It Means When an Item Score Reads "n/a"

You may sometimes see "n/a" instead of a score for an item. In some cases, the student did not respond to the item, or the item was not included in that form of the test.

How to Score Items on Interims

The Reporting System allows the School Test Coordinator (SC) and Test Administrator (TA) user roles to score certain items on interim and benchmark tests.

- Some items that require handscoring arrive in the Reporting System without any scores. For example, all short-answer items require handscoring. If a test contains unscored items, its

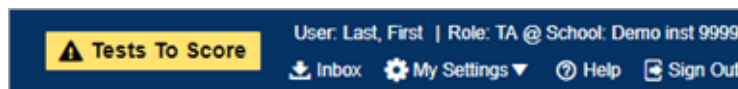
performance data is excluded from your reports until an authorized user scores all the unscored items in at least one opportunity of that test.

- Other items arrive in the Reporting System with automated scores suggested by the machine scoring system, which authorized users can override if necessary. For example, all full write items have machine-suggested scores that can be overridden.

How to Score Unscored Items

When you have tests with unscored items, a **Tests To Score** notification appears in the banner (see [Figure 90](#)).

Figure 90. Banner with Tests To Score Notification



1. In the banner, click **Tests To Score** (see [Figure 90](#)). The **Scoring Mode** window opens (see [Figure 91](#)), displaying a list of tests with unscored items. The table on the **Scoring Mode** dashboard indicates how many test opportunities and unscored items are available for each test. You can navigate this table just as you would any table of assessments.

Figure 91. Scoring Mode Window: Dashboard

 A screenshot of the "Scoring Mode" window. The title bar says "Scoring Mode" with a close button. Below the title bar is a "Dashboard" section. The dashboard content includes the text "Assessments to score for All Rosters, 2018-2019" and "Filtered by Rosters: All Rosters Test Reasons: All Test Reasons". Below this is a table with the following columns: "Assessment Name", "Test Reason", "Student Count", "Item To Score", and "Date Last Taken". The table contains six rows of assessment data. At the bottom right of the table area, there is a pagination control: "Rows per page: 10 6 Items: 1 of 1".

Assessment Name	Test Reason	Student Count	Item To Score	Date Last Taken
INTERIM: G5-ELA-ICA-PT	Unassigned	1	0	07/03/2019
INTERIM: G5-ELA-ICA-CAT	Unassigned	1	0	07/03/2019
INTERIM: G3-ELA-ICA-PT	Unassigned	1	2	07/03/2019
INTERIM: G3-Math-IAB-PTOrdFrm	Unassigned	1	0	07/03/2019
INTERIM: G3-ELA-IAB-BrifeWrit	Unassigned	1	0	07/03/2019
INTERIM: INTERIM: G3-Math-ICA-PT	Unassigned	1	4	07/03/2019


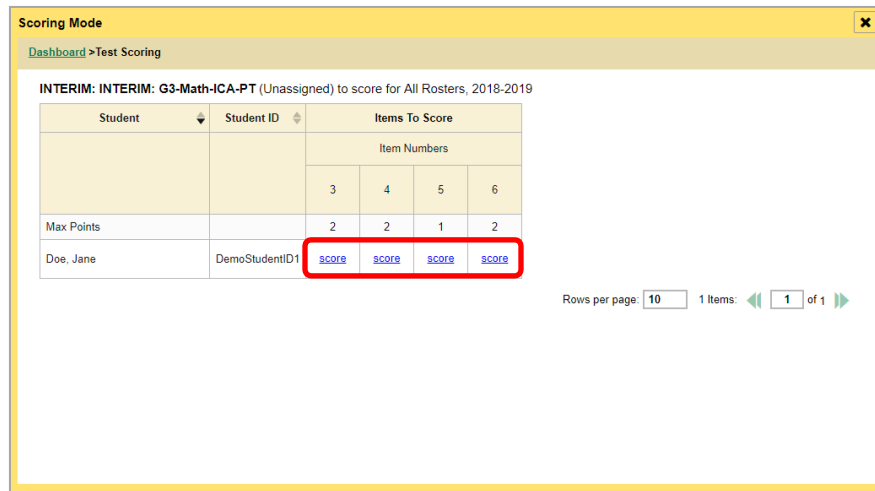
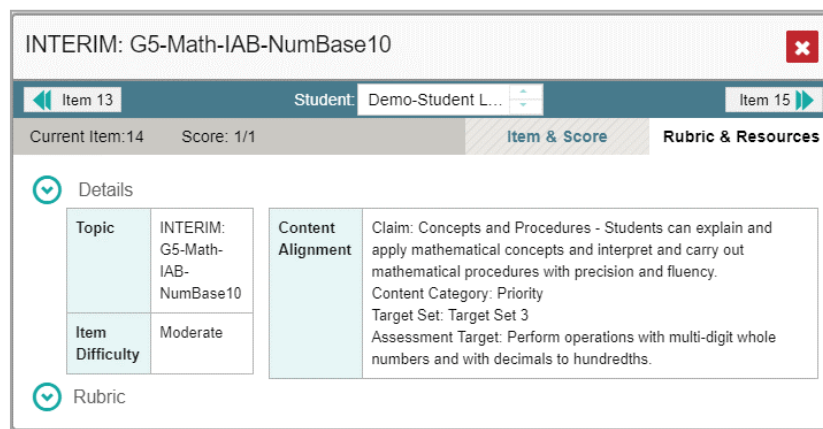
2. Click the name of the test you wish to score (or  beside it). The Test Scoring page appears (see [Figure 92](#)), displaying a list of students and items awaiting scoring for the selected test. You can navigate this table the same way as the previous one.

Figure 92. Scoring Mode Window: Test Scoring Page



3. To enter scores for an item, click the **score** link for the required item in the required student’s row (see [Figure 92](#)). The **Item View** window opens.
4. In the **Rubric & Resources** tab (see [Figure 93](#)), review the item’s rubric and available resources, if necessary.

Figure 93. Item View: Rubric & Resources Tab




5. In the **Item & Score** tab (see [Figure 94](#)), click the edit button  in the Scoring Criteria table at the top of the window.
6. Review the student's entered response and do one of the following:
 - To enter a score, select the appropriate score from the **Points Earned** drop-down list.
 - To assign a condition code to the response, select the appropriate option from the **Condition Code** drop-down list.

Figure 94. Item View: Item & Score Tab

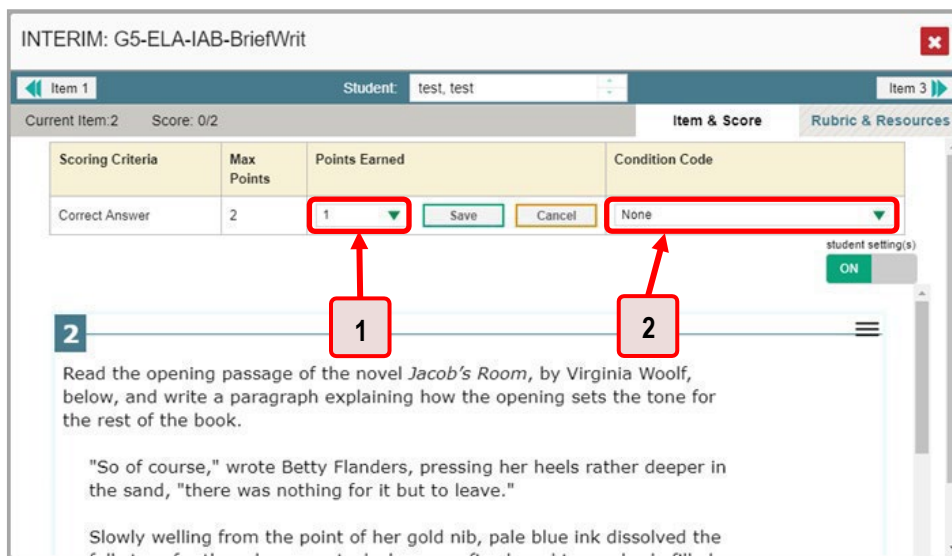


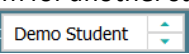


Table 43. Item View: Item & Score Tab Elements

#	Element
1	Points Earned drop-down list
2	Condition Code drop-down list

7. If the item has multiple scoring criteria, repeat step [6](#) for each criterion.
8. Click **Save**.
9. To continue scoring items, do one of the following:
 - To view another unscored item for the same student, use the buttons   labeled with the previous and next item numbers at the upper corners of the **Item View** window.
 - To view the same unscored item for another student, click the up or down arrows on the right side of the *Student* field  at the top of the window.
 - To return to the **Scoring Mode** window and select another item manually, close the **Item View** window.

10. Repeat steps 4–9 until you have entered scores for all the unscored items for the test.

How to Modify Scores for Items

You can modify scores for some items directly from the *Item View* window.



Reports display a pencil icon  in the column header for each item with a modifiable score (see [Figure 95](#)). When a machine-suggested score has a low confidence level, or when a condition code of Non-Scorable Language, Off Purpose, Off Topic, or Insufficient Original Text to Score has been assigned by machine,  displays next to the score. It is highly recommended that you review items flagged with this icon.

Figure 95. My Students' Performance on Test Report: Performance by Student Tab with Expanded Reporting Category Section

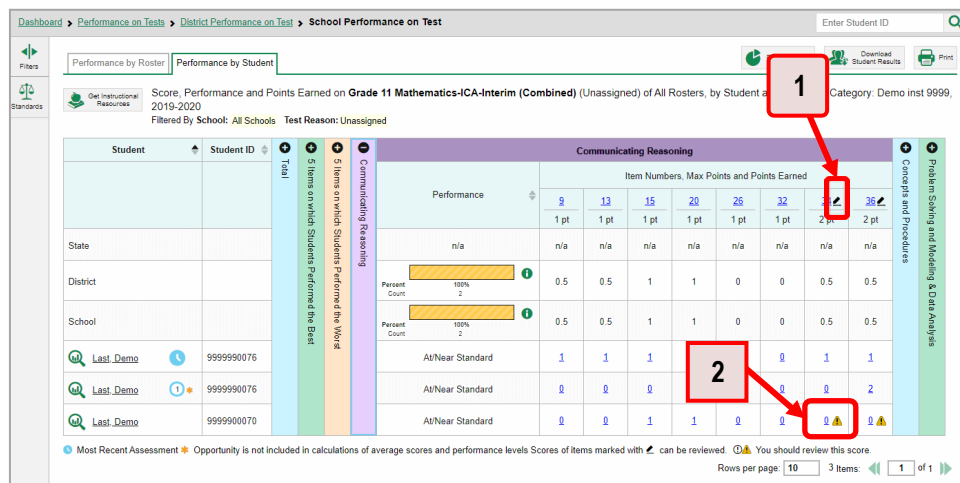


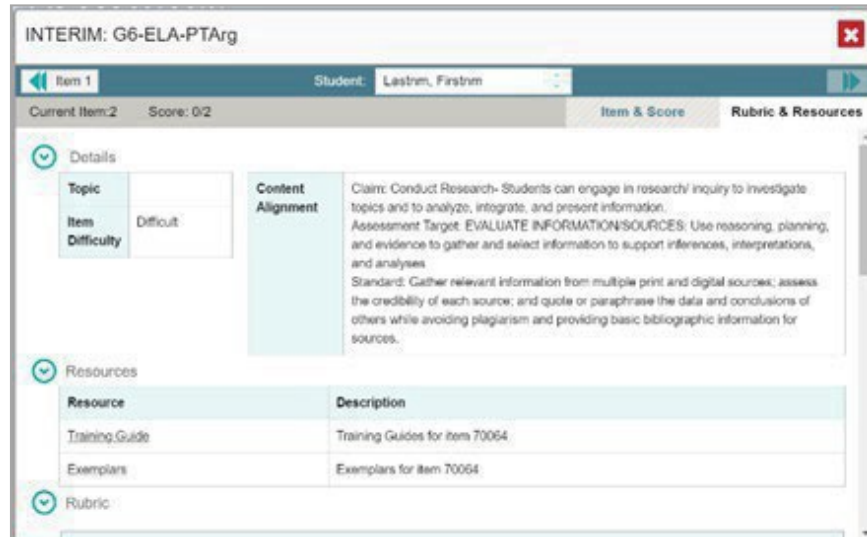
Table 44. My Students' Performance on Test Report: Performance by Student Tab Elements

#	Element
1	Pencil icon indicating that the item has modifiable scores
2	Item score link for a student, with alert icon

1. On a report with modifiable scores, click the item score link in the student's row of the report. The *Item View* window opens.

2. On the **Rubric & Resources** tab (see [Figure 96](#)), review the item’s rubric and available resources, if necessary.

Figure 96. Item View Window: Rubric & Resources Tab




3. On the **Item & Score** tab (see [Figure 97](#)), review the student’s entered response and click  in the Scoring Criteria table at the top of the window. The Points Earned and Condition Code columns become editable, as in [Figure 98](#).

Figure 97. Item View Window: Item & Score Tab

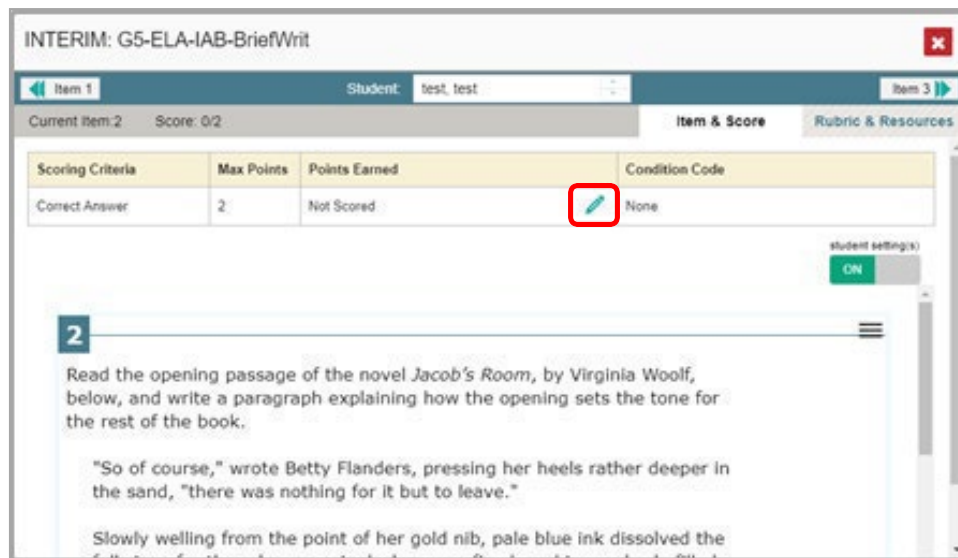


Figure 98. Item View Window: Item & Score Tab

Scoring Criteria	Max Points	Points Earned	Condition Code
Correct Answer	2	1	None

student setting(s)
ON

2

Read the opening passage of the novel *Jacob's Room*, by Virginia Woolf, below, and write a paragraph explaining how the opening sets the tone for the rest of the book.

"So of course," wrote Betty Flanders, pressing her heels rather deeper in the sand, "there was nothing for it but to leave."

Slowly welling from the point of her gold nib, pale blue ink dissolved the

4. Do one of the following (see [Figure 98](#)):
 - To enter a score for the response, select a numerical score from the **Points Earned** drop-down list.
 - To assign a condition code to the response, select one from the **Condition Code** drop-down list.
5. If the item has multiple scoring criteria, repeat step 4 for each criterion.
6. Click **Save**.
7. To continue modifying scores, do one of the following:
 - To view another item for the same student, use the buttons ◀ ▶ labeled with the previous and next item numbers at the upper corners of the **Item View** window.
 - To view the same item for another student, use the up or down arrow buttons on the right side of the *Student* field at the top of the **Item View** window.

The performance data in the test results update automatically when you close the **Item View** window.

How to Set Up Your Interim Reports So They Make Sense

There are three ways of setting up your interim reports that are different from summatives. You can assign test reasons to interim test opportunities, filter them by test reason, and filter them by standard.

How to Assign Test Reasons (Categories) to Interim Test Opportunities

Test reasons are categories used to classify test opportunities for reporting purposes. They typically indicate the timeframe in which tests were taken, and they are a good way to organize tests into groups.

Test reasons should ideally be assigned in the Test Administration Site at the time of testing. However, you can use the Test Reason Manager in the Reporting System to assign a different test reason to an interim or benchmark test opportunity after the test is completed. Summative test reasons cannot be reassigned.

1. From the **Features & Tools menu** , select **Manage Test Reasons** . The **Test Reason Manager** window opens (see [Figure 100](#)).

Figure 99. Teacher View: Detail of Banner with Expanded My Settings Menu

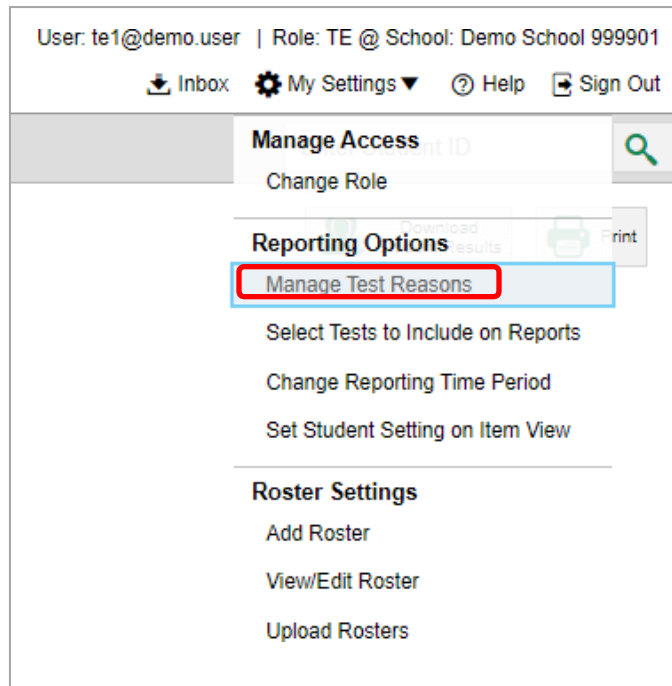


Figure 100. Test Reason Manager Window



Table 45. Test Reason Manager Window Elements

#	Element
1	Session ID field
2	Drop-down list to select a test reason
3	Fields for start and end dates

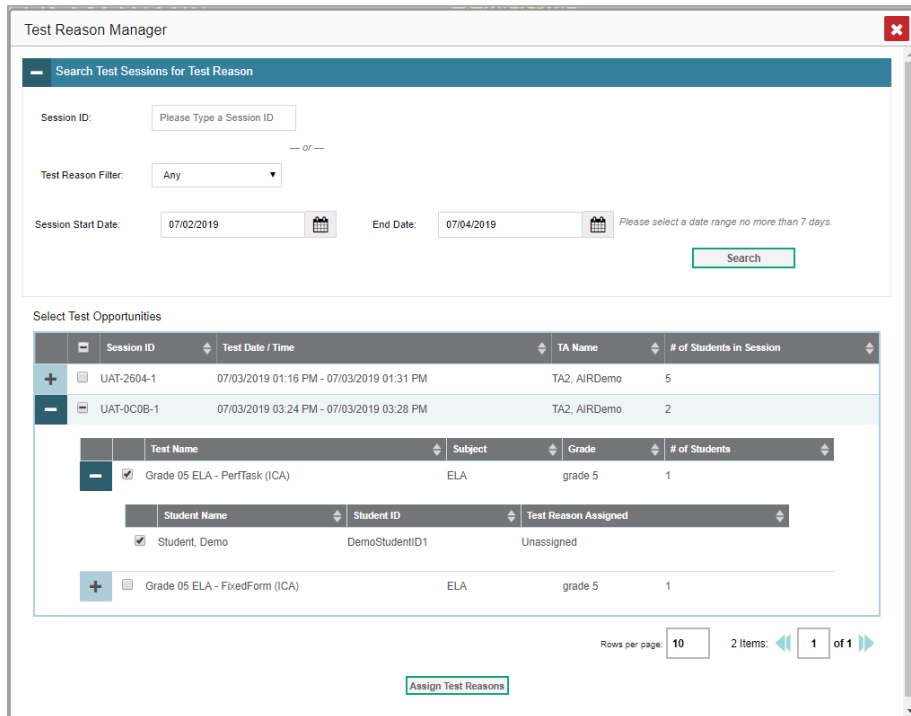
2. To search for the test opportunities you wish to categorize, do either of the following (see [Figure 100](#)):

- In the *Session ID* field, enter the session ID in which the opportunities were completed in TDS.
- Select the test reason associated with the opportunities you want to edit. Then select a range of dates during which the test session was administered. The date range cannot exceed seven days.

3. Click **Search**.

- A list of retrieved test sessions appears in the section *Select Test Opportunities* (see [Figure 101](#)). You can click the **+** buttons to expand the list of tests in each session and the list of students who took each test (that is, individual test opportunities). To navigate through a long list, use the controls in the upper-right and lower-right corners.

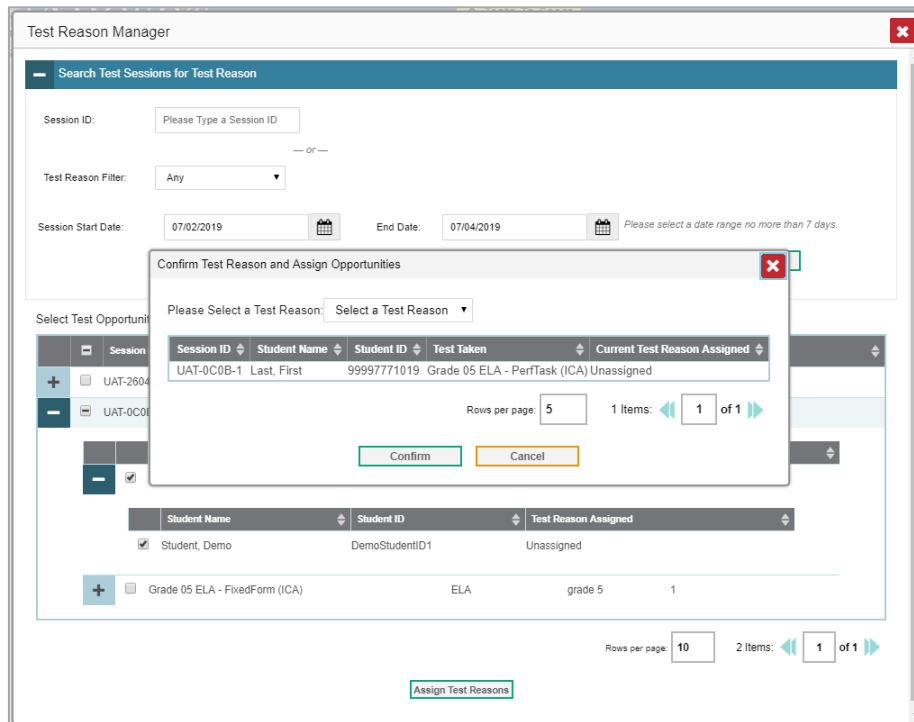
Figure 101. Test Reason Manager Window: Select Test Opportunities



- Mark the checkboxes for each session, test, or opportunity that you wish to assign to a test reason.
- Click **Assign Test Reasons** below the list of retrieved sessions.

- In the window that appears (see [Figure 102](#)), select a new test reason to assign to the selected opportunities and click **Confirm**.

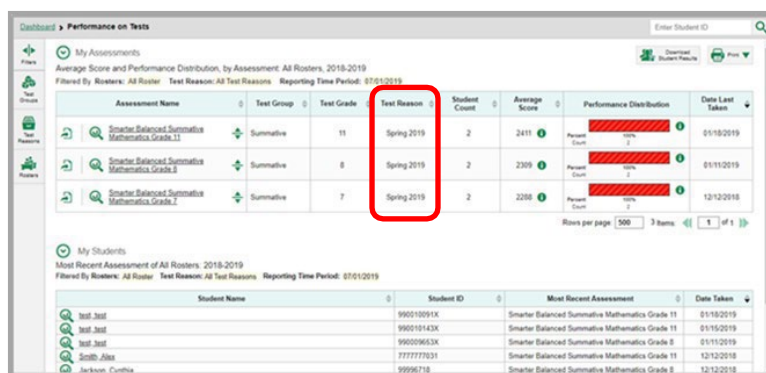
Figure 102. Confirm Test Reason and Assign Opportunities Window



How to Filter by Test Reason (Category)

Test reasons (shown in [Figure 103](#)) are categories used to classify test opportunities for reporting purposes. They typically indicate the timeframe in which interim and benchmark tests were taken, and they can be a good way to focus on specific groups of tests. For summative assessments, test reasons are simply testing windows and are not useful.

Figure 103. Teacher View: Performance on Tests Report



When your test opportunities have test reasons, you can filter reports by a single test reason. For example, you may want to filter by Fall and look at ELA performance, then filter by Spring and see if students have improved on ELA material. If you do not filter, you will see data for all different test

reasons. This will allow you to compare multiple test reasons side by side rather than a single test reason. You may find reports easier to understand when you are viewing only a single test reason.

The **Test Reason** filter is available on the dashboards and Performance on Tests Reports for teachers as well as for school- and district-level users.



1. On the left side of the dashboard or Performance on Tests Report, click either the **Filters** panel expand button  or the **Test Reason** button  (see [Figure 104](#)). The **Filters** panel expands (see [Figure 105](#)).

Figure 104. Teacher View: Performance on Tests Report

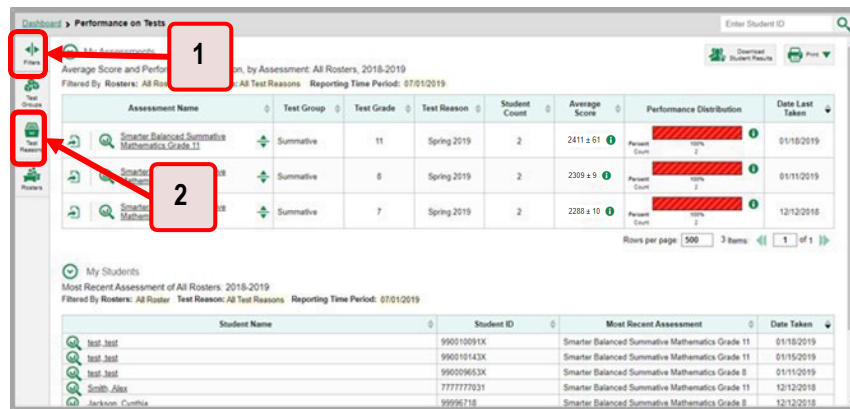


Table 46. Teacher View: Performance on Tests Report Elements

#	Element
1	Button to expand just the Filters panel
2	Button to expand the Filters panel and Test Reason options

2. Make a selection from the drop-down list in the **Test Reasons** section (see [Figure 105](#)).

Figure 105. Teacher View: Performance on Tests Report with Expanded Filters Panel

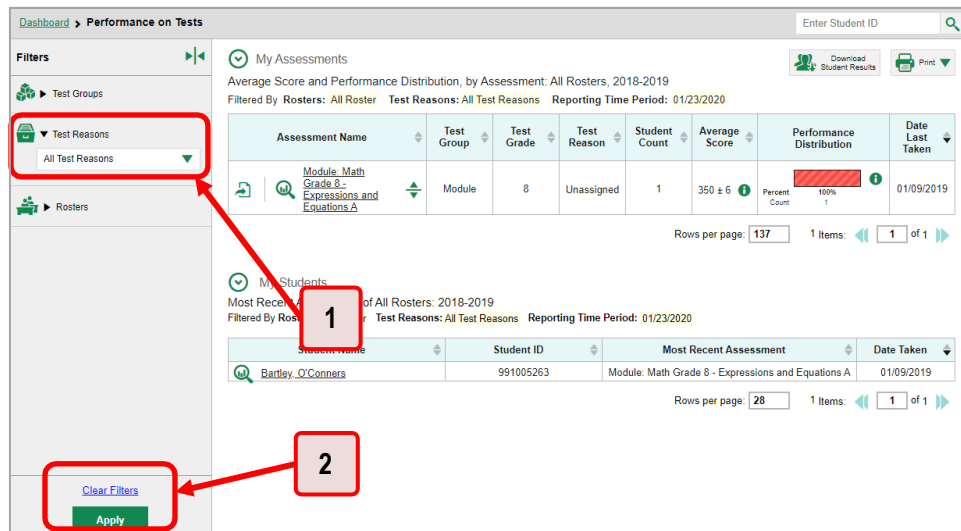


Table 47. Teacher View: Performance on Tests Report Elements

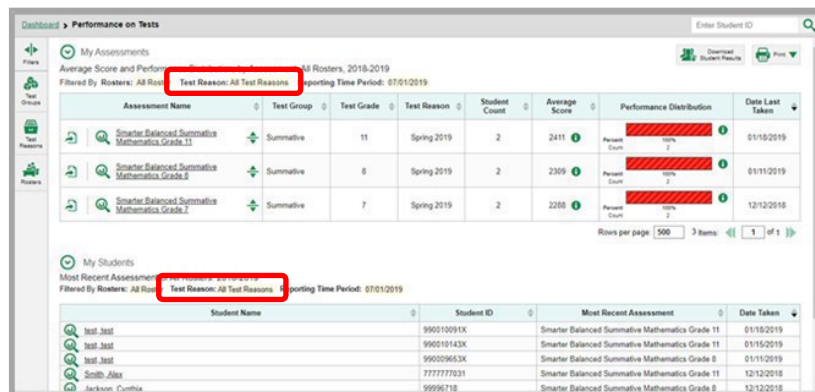
#	Element
1	Test Reason drop-down list
2	Apply button and Clear Filters

3. Click **Apply**. The report updates to show only data for that test reason.
4. *Optional:* To revert all filters to their defaults, open the **Filters** panel again and click **Clear Filters**. Click **Apply**. Filters will also revert when you log out, switch user roles, or switch systems.

All the reports accessible from this page will be filtered the same way.

The row of filter details below the table header (see [Figure 106](#)) shows the test reason selected, if any.

Figure 106. Teacher View: Performance on Tests Report



How to Filter Item-Level Data on Interims by Standards and Clusters of Standards

An educational standard, sometimes called an assessment target, describes the skill the item measures. An example of a mathematics standard is, “At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)”

You may want to see how your students performed on a particular standard or cluster of standards. In certain reports, you can filter by the standard to which items are aligned. That way you can view your students’ performance in just one area of skill. Then you can switch filters to compare it with their performance in another skill area. If you do not filter by standard, the reports will show results for all standards by default. You may find that switching between different sets of standard data and comparing them helps you understand students’ abilities better.

Standard filters are available in any report showing item-level data. The available standards vary by assessment.



1. On the left side of the page, click either the **Filters** panel expand button  or the **Standards** button  (see [Figure 107](#)). The **Filters** panel expands (see [Figure 108](#)).

Figure 107. My Students’ Performance on Test Report: Performance by Roster Tab with Expanded Reporting Category Section

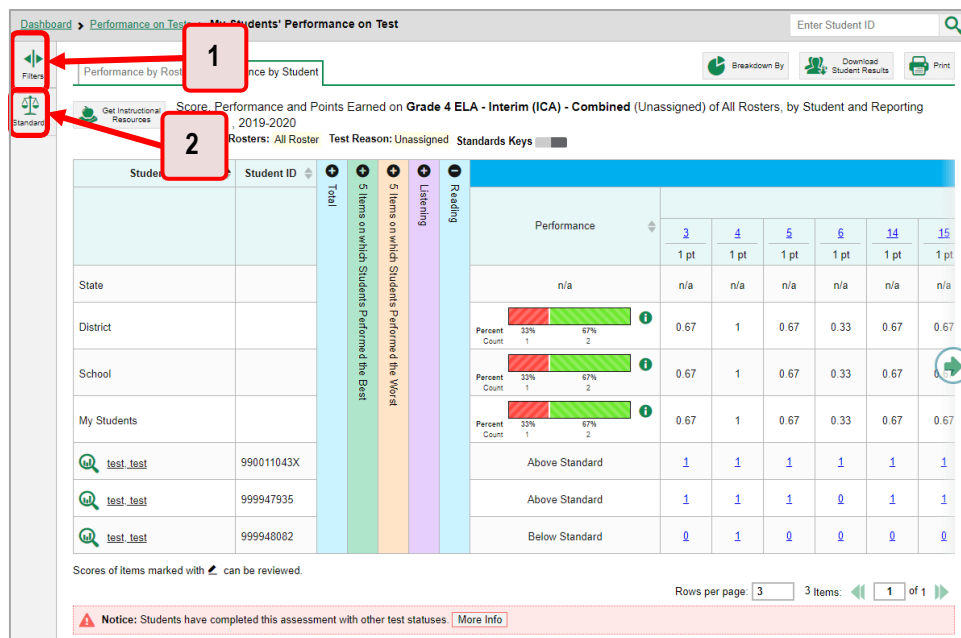


Table 48. My Students’ Performance on Test Report: Performance by Roster Tab Elements

#	Element
1	Button to expand just the Filters panel
2	Button to expand the Filters panel and Standards options

2. Use the drop-down list in the **Standards** section (as in [Figure 108](#)) to select a cluster. An additional drop-down list appears.
3. *Optional:* Keep making selections from the drop-down lists as they appear.

Figure 108. My Students' Performance on Test Report: Performance by Roster Tab with Expanded Filters Panel

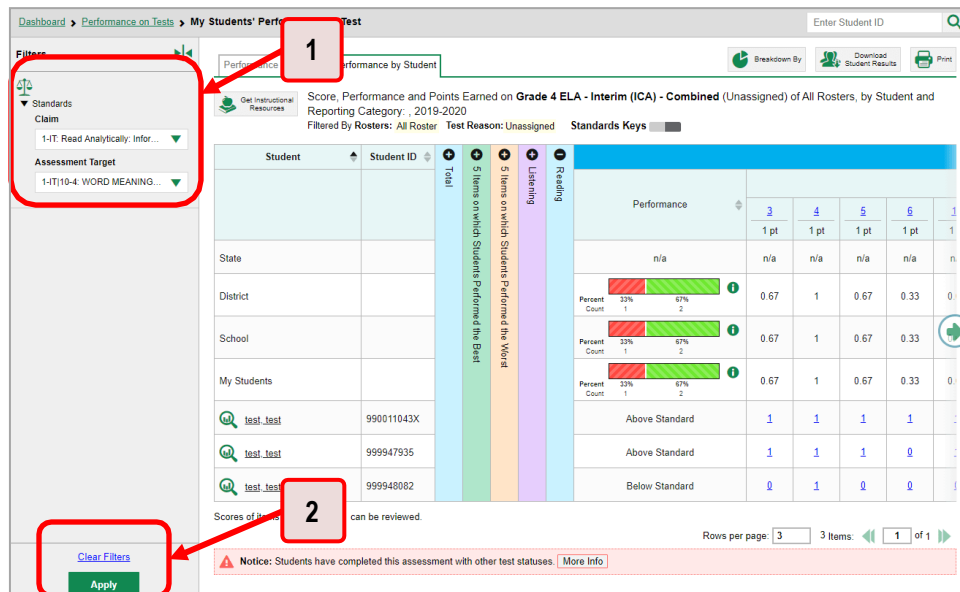


Table 49. My Students' Performance on Test Report: Performance by Roster Tab Elements

#	Element
1	Standards drop-down lists
2	Apply button and Clear Filters

4. Click **Apply**. The affected report updates to show only the items that belong to the selected cluster or standard (see [Figure 109](#)).
5. *Optional:* To revert all filters to their defaults, open the filters panel again and click **Clear Filters**. Click **Apply**. Filters will also revert when you log out, switch user roles, or switch systems.

All the reports accessible from this page will be filtered the same way.

The row of filter details below the table header specifies the standards selected, if any.

Figure 109. My Students' Performance on Test Report: Performance by Student Tab Filtered by Standard

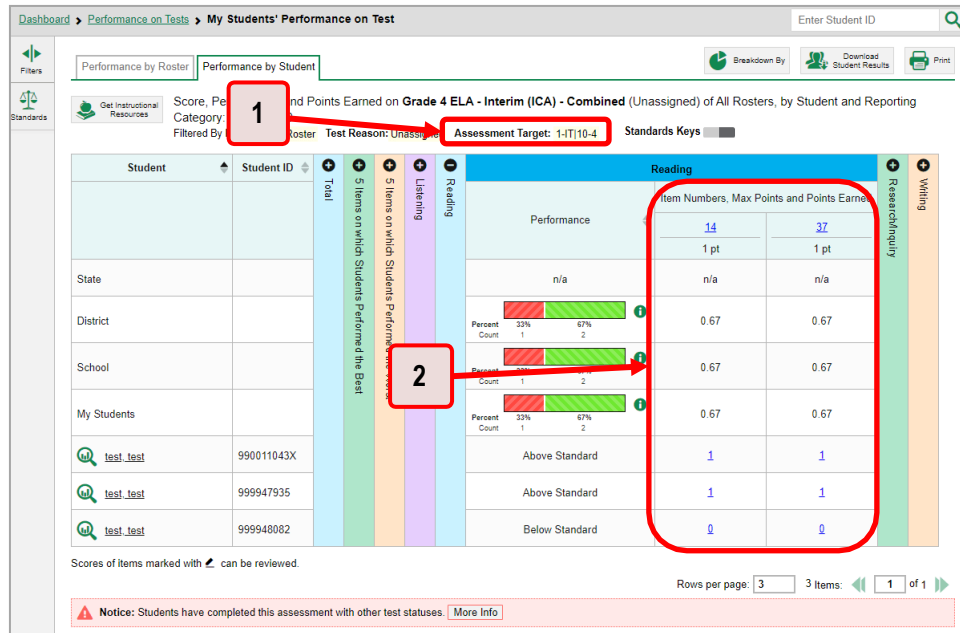


Table 50. My Students' Performance on Test Report: Performance by Student Tab Elements

#	Element
1	Row of filter details specifying the standards
2	Data for items that belong to the specified standards

How to Export and Print Data on Interims

You can export or print any report you see in the Reporting System. Some reports on individual tests can be exported directly from the Performance on Tests report. You may want to export or print to save a snapshot of data to consult later, or to share data. Different options will be available depending on the report you are viewing. Some interim and benchmark reports can be exported with item-level data.

How to Export or Print a Report You Are Viewing


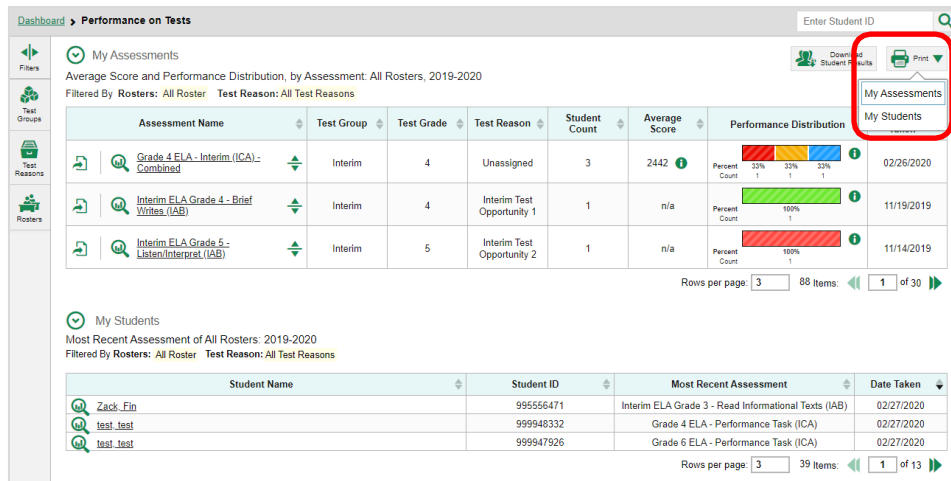
1. Click the **Print** button  in the upper-right corner of the report.
 - If there are multiple report tables on the page, select the table you wish to print from the drop-down menu that appears (see [Figure 110](#)).

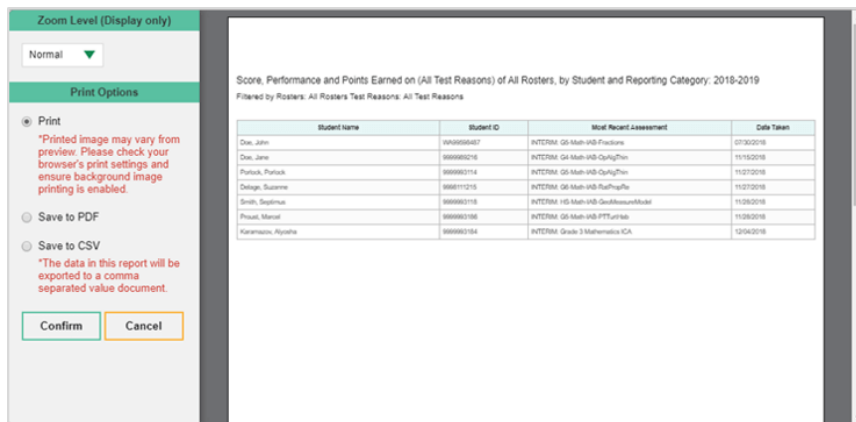
Figure 110. Teacher View: Performance on Tests Report with Expanded Print Menu



A print preview page opens (see [Figure 111](#)).

- To zoom in on the print preview, use the drop-down list under the *Zoom Level (Display only)* section. This setting affects the preview only.

Figure 111. Print Preview Page



2. If an aggregate report provides data for individual items, the *Report Options* section appears. Select either **Summary Only** or **Summary and Item Scores**. If you select the latter option, as in [Figure 112](#), the printed report includes data for the individual assessment items. Printouts of the Student Performance on Test report always include item data if available.

Figure 112. Print Preview Page with Summary and Item Scores Option Selected

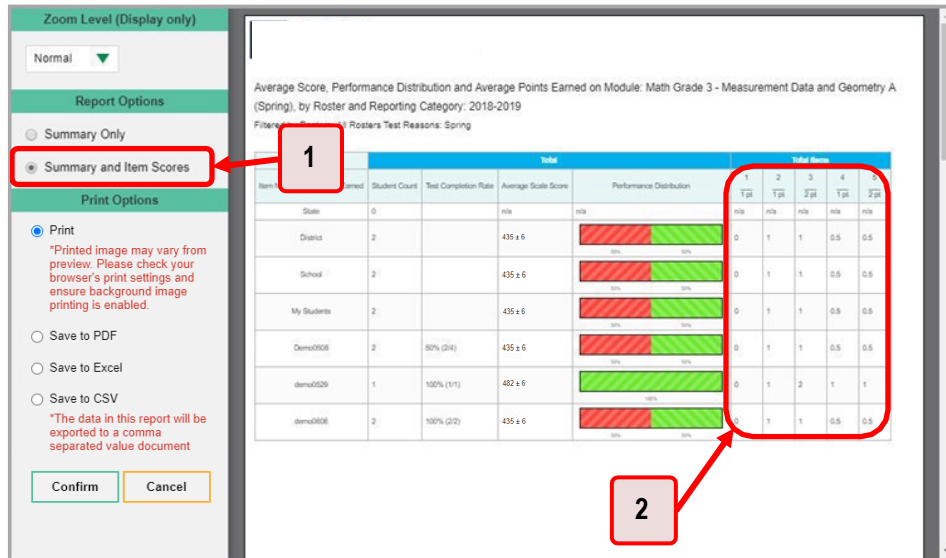


Table 51. Print Preview Page Elements

#	Element
1	Summary and Item Scores option (selected)
2	Item data

3. Do one of the following under the *Print Options* section:
 - To print the report, select the **Save to PDF** button, then print. (This ensures that the symbols appear on the printed version)
 - To download a PDF version of the report, select **Save to PDF**.
 - *Optional:* If the report is for a particular student, you can mark the **Include Items and Responses (takes extra time)** checkbox. The resulting PDF report includes the actual items and the student’s responses.
 - Select an option from the **Page Layout** drop-down list that appears.
 - To download a comma-separated value (CSV) version of the report, select **Save to CSV**.
4. Click **Confirm**.

If you saved the report as a PDF or CSV, the *Inbox* window appears, displaying the generated report. CSV reports may be zipped.

How to Export an Assessment Report Directly from the Performance on Tests Report


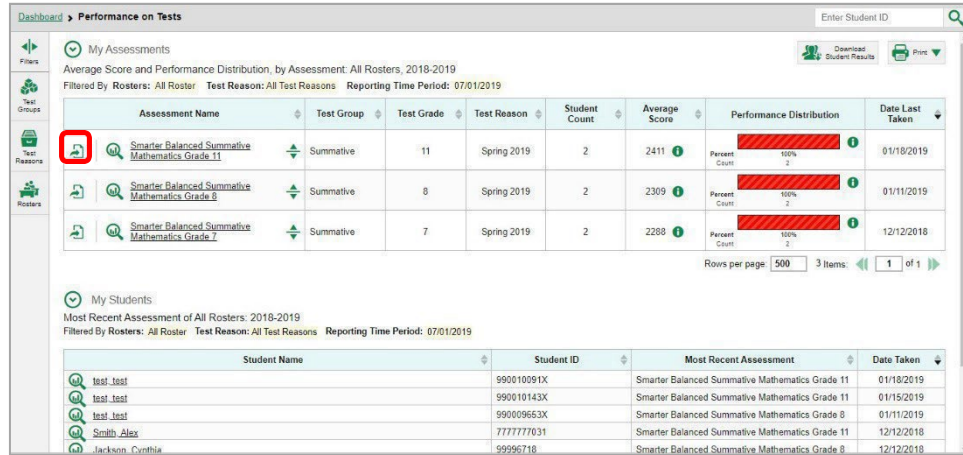
1. Click  to the left of the name of the assessment whose report you wish to export (see [Figure 113](#)).

Figure 113. Teacher View: Performance on Tests Report



My Assessments
Average Score and Performance Distribution, by Assessment: All Rosters, 2018-2019
Filtered By: Rosters: All Roster Test Reason: All Test Reasons Reporting Time Period: 07/01/2019

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Smarter Balanced Summative Mathematics Grade 11	Summative	11	Spring 2019	2	2411	Percent Correct: 100% 2	01/18/2019
Smarter Balanced Summative Mathematics Grade 8	Summative	8	Spring 2019	2	2309	Percent Correct: 100% 2	01/11/2019
Smarter Balanced Summative Mathematics Grade 7	Summative	7	Spring 2019	2	2288	Percent Correct: 100% 2	12/12/2018

Rows per page: 500 3 items: 1 of 1

My Students
Most Recent Assessment of All Rosters: 2018-2019
Filtered By: Rosters: All Roster Test Reason: All Test Reasons Reporting Time Period: 07/01/2019

Student Name	Student ID	Most Recent Assessment	Date Taken
test_test	990010091X	Smarter Balanced Summative Mathematics Grade 11	01/18/2019
test_test	990010143X	Smarter Balanced Summative Mathematics Grade 11	01/15/2019
test_test	990009653X	Smarter Balanced Summative Mathematics Grade 8	01/11/2019
Smith Alex	7777777031	Smarter Balanced Summative Mathematics Grade 11	12/12/2018
Jackson Cynthia	99996718	Smarter Balanced Summative Mathematics Grade 8	12/12/2018

The **Export Report** window opens (see [Figure 114](#) and [Figure 115](#)). The options in this window vary according to your user role.

2. Select which report to export for the assessment.
 - **District-level users:**
 - To export the district test results, mark the **Overall Performance of all my Schools** radio button.
 - To export school test results (excluding data for individual items), mark the **Overall Test, Reporting Category Performance of all my Students for [School Name]** radio button, then select a school from the drop-down list.
 - To export school test results (including data for individual items), mark the **Overall Test, Reporting Category and Item Performance of all my Students for [School Name]** radio button, then select a school from the drop-down list.

Figure 114. District-Level User View: Export Report Window

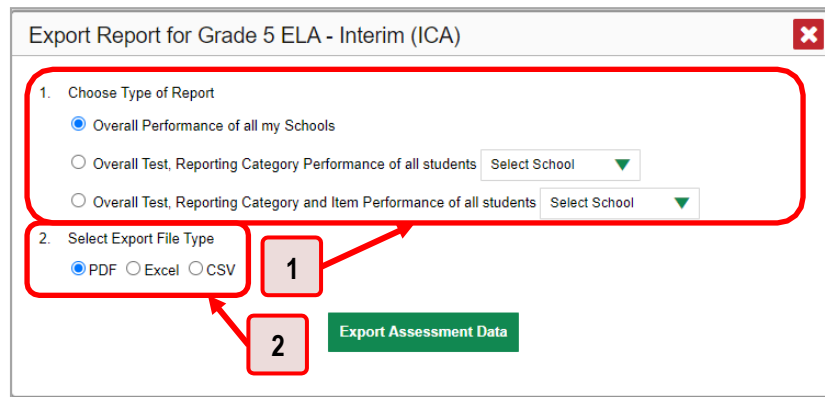


Table 52. District-Level User View: Export Report Window Elements

#	Element
1	Report type options
2	File type options

- **School-level users and teachers:**
 - To export results for all your associated students (excluding data for individual items), mark the **Overall Test, Reporting Category Performance of all students** radio button.
 - To export results for all your associated students (including data for individual items), mark the **Overall Test, Reporting Category and Item Performance of all students** radio button.

Figure 115. Teacher View: Export Report Window

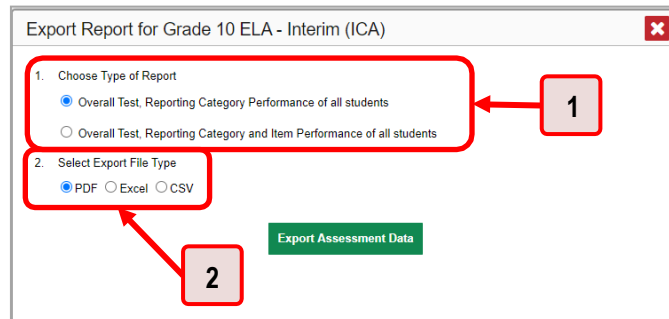


Table 53. Teacher View: Export Report Window Elements

#	Element
1	Report type options
2	File type options

3. Do either of the following:
 - To export the report in PDF format, mark the **PDF** radio button.
 - To export the report in comma-separated values (CSV) format, mark the **CSV** radio button.
4. Click **Export Assessment Data**. A confirmation window appears.
5. Click **Yes** to export or **No** to return to the **Export Report** window. When you have exported a file, the **Secure Inbox** window appears with the generated file available for download.

Appendix

Appendix sections are alphabetized for your convenience.

C

Class (Roster) Management

Teachers, school-level users, and district-level users can add, edit, and delete classes (rosters). Classes are a great way to organize students, allow teachers to view their students' performance, and allow other users to compare the performance of different classes.

How to Add a Class (Roster)

You can create new classes (rosters) from students associated with your school or district.

1. From the **Features & Tools menu** , select **Add Roster** . The **Roster Manager** window appears, showing the Add Roster form (see [Figure 117](#)).

Figure 116. Teacher View: Detail of Banner with Expanded My Settings Menu

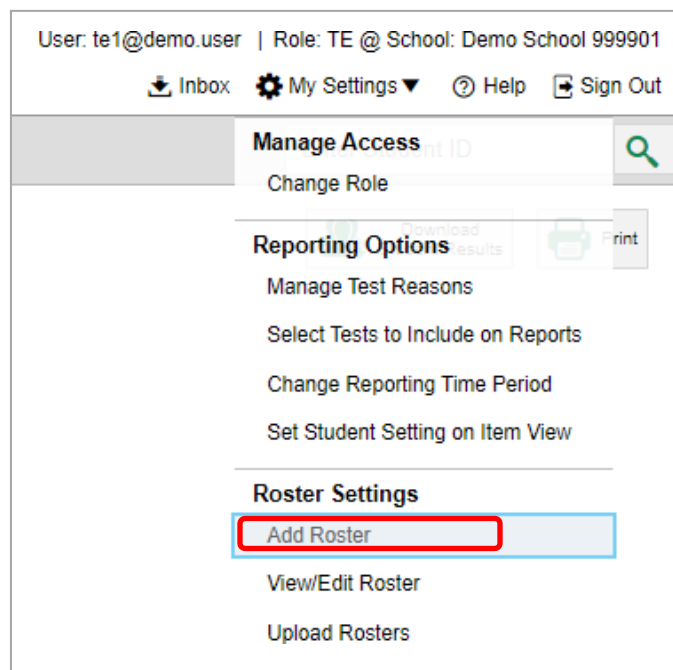


Figure 117. Roster Manager Window: Add Roster Form

2. In the *Search for Students to Add to the Roster* panel (see [Figure 117](#)), do the following:
 - i. If you are a district-level user, then in the **School** drop-down list, select the school for the roster.
 - j. *Optional:* In the *EDUID*, *Student's First Name*, and/or *Student's Last Name* fields, enter information about a particular student you want to add.
 - k. *Optional:* In the **Enrolled Grade** drop-down list, select the grade levels for the students in the roster.
 - l. *Optional:* In the *Advanced Search* panel (see [Figure 118](#)), select additional criteria:
 - i. From the **Search Fields** drop-down list, select a criterion type. A set of related criteria for that criterion type appear.
 - ii. In the related fields, select the additional criteria.
 - iii. Click **Add**.
 - iv. *Optional:* To remove the added criteria, mark the checkboxes for those criteria and click **Remove Selected**. To remove all additional criteria, click **Remove All**.

Figure 118. Roster Manager Window: Add Roster Form with Advanced Search Panel in Use

The screenshot shows the 'Roster Manager' window with the 'Add Roster' form. The form is divided into several sections:

- Search for Students to Add to the Roster:** This section contains dropdown menus for '*District' (Demo District 9999 - 999), '*School' (Demo School 999901 - 999), and '*Year' (2019-2020). It also has text input fields for 'Student's First Name', 'Student's Last Name', and 'Grade' (None selected). There are 'Save' and 'Cancel' buttons at the top.
- Advanced Search:** This section is highlighted with a red border. It includes a 'Search Fields' dropdown set to 'Gender', radio buttons for 'Gender: Male' and 'Female' (Female is selected), and an 'Add' button. To the right, under 'Additional Criteria Chosen:', there is a checkbox for 'Gender: Female' and 'Remove All' and 'Remove Selected' buttons. A 'Search' button is located at the bottom of this section.
- Add Students to the Roster:** This section at the bottom has a '*Roster Name' text input, a '*Teacher Name' dropdown set to '-Select-', and radio buttons for '*Students to display: Current Students' and 'Current and Past Students' (Current and Past Students is selected).

m. Click **Search**. The *Add Students to the Roster* panel shows settings for the roster, a list of retrieved students (*Available Students*), and a blank *Selected Students* list.

3. In the *Add Students to the Roster* panel (see [Figure 119](#)), do the following:

- n. In the *Roster Name* field, enter the roster name.
- o. From the **Teacher Name** drop-down list, select a teacher.
- p. *Optional:* To include former students in the Add Roster form, mark the **Current and Past Students** radio button. The *Available Students* list will include students who have left the selected school.

Figure 119. Roster Manager: Add Roster Form Scrolled Down to Add Students to the Roster Panel

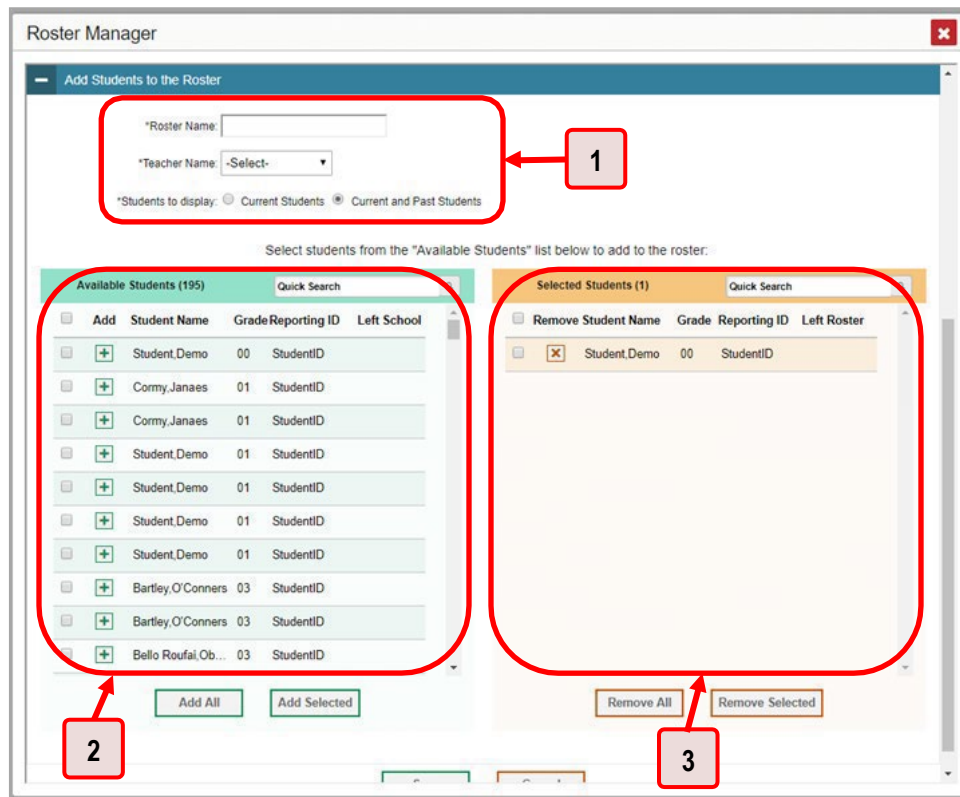




Table 54. Roster Manager: Add Roster Form Elements

#	Element
1	Settings for roster name, teacher name, and students to display
2	List of students who can be added to the roster
3	List of students you have added

- q. **To add students**, do one of the following in the list of available students:
- To move one student to the roster, click  beside that student’s name.
 - To move all the students in the *Available Students* list to the roster, click **Add All**.
 - To move selected students to the roster, mark the checkboxes for the students you want to add, then click **Add Selected**.
- r. **To remove students**, do one of the following in the list of students in this roster:
- To remove one student from the roster, click  beside that student’s name.
 - To remove all the students from the roster, click **Remove All**.

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- To remove selected students from the roster, mark the checkboxes for the students you want to remove, then click **Remove Selected**.

4. Click **Save**, and in the affirmation dialog box click **Continue**.

How to Modify a Class (Roster)

You can modify a class (roster) by changing its name, changing its associated teacher, adding students, or removing students.



1. From the **Features & Tools menu** , select **View/Edit Roster** . The **Roster Manager** window appears, showing the View/Edit/Export Roster form (see [Figure 121](#)).

Figure 120. Teacher View: Detail of Banner with Expanded My Settings Menu

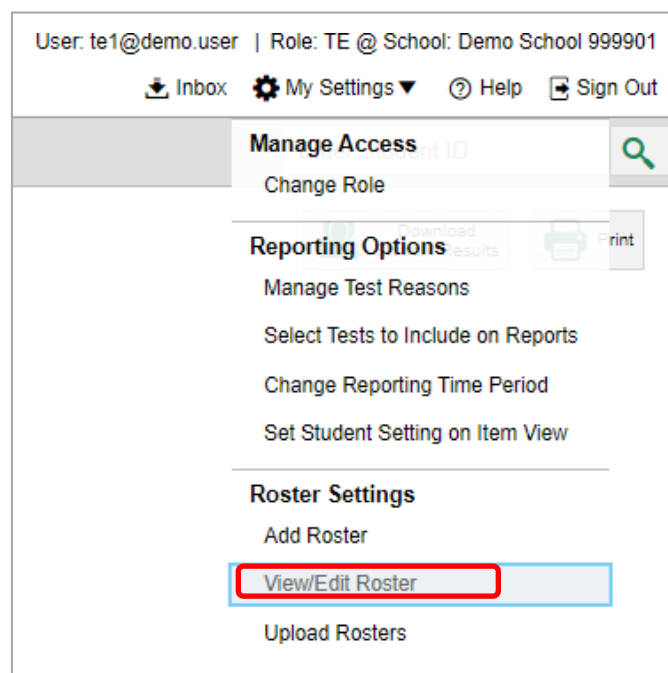
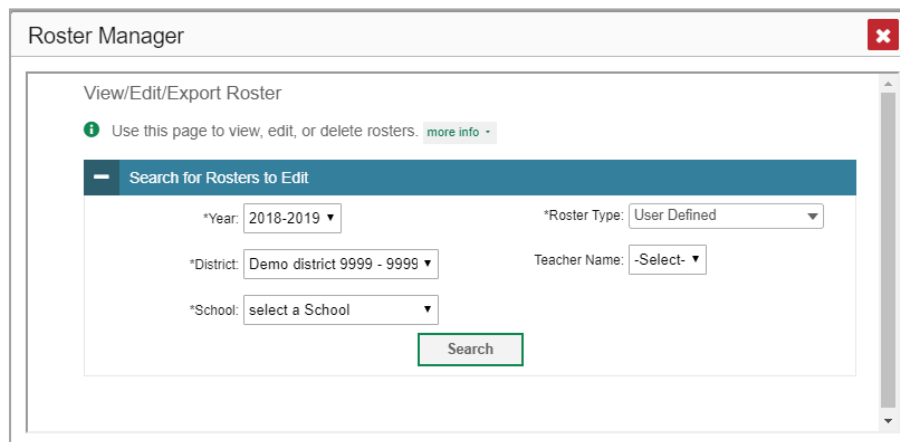


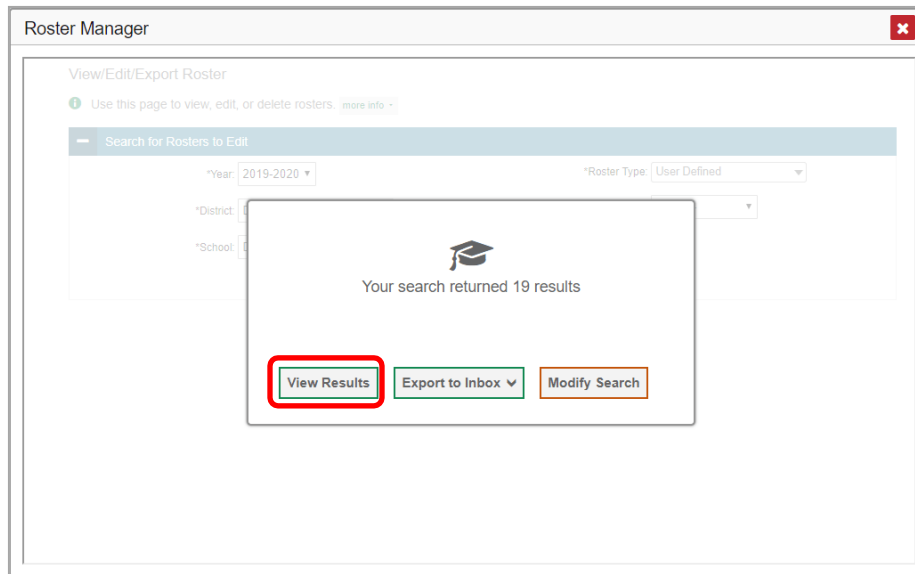
Figure 121. Roster Manager Window: View/Edit/Export Roster Form



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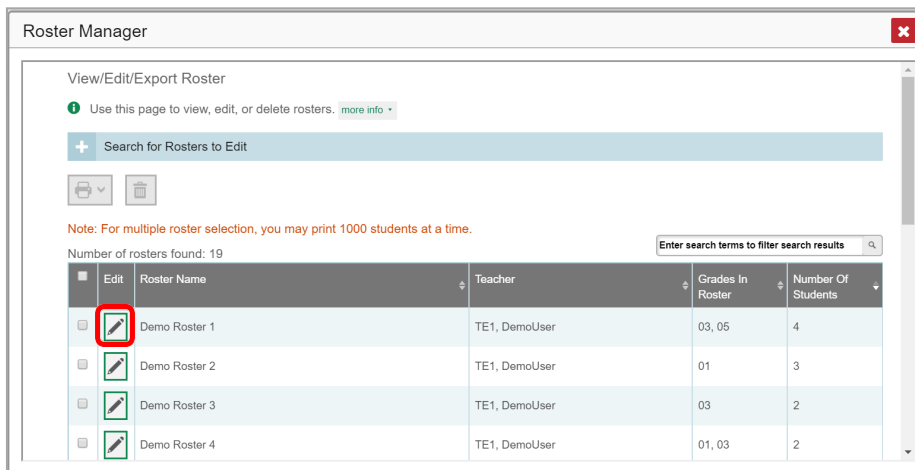
- In the *Search for Rosters to Edit* panel (see [Figure 121](#)), select the school year, school, and roster type for the roster you wish to edit. Optionally, select a teacher.
- Click **Search**. A search results pop-up appears (see [Figure 122](#)). Click **View Results** to view the results in your browser.

Figure 122. Roster Manager Window: Search Results Pop-Up



- A list of retrieved rosters is generated (see [Figure 123](#)).

Figure 123. Roster Manager Window: View/Edit/Export Roster Form Showing Retrieved Rosters



- In the list of retrieved rosters, click for the roster whose details you want to view. The *View/Edit/Export Roster* window opens.

6. *Optional:* To find students to add to the roster, use the *Search for Students to Add to the Roster* panel as follows:
 - s. If you are a district-level user, then in the **School** drop-down list, select the school for the roster.
 - t. *Optional:* In the *EDUID*, *Student's First Name*, and/or *Student's Last Name* fields, enter information about a particular student you want to add.
 - u. *Optional:* In the **Grade** drop-down list, select the grade levels for the students in the roster.
 - v. *Optional:* In the *Advanced Search* panel, select additional criteria.
 - v. From the **Search Fields** drop-down list, select a criterion type. A set of related criteria for that criterion type appear.
 - vi. In the related fields, select the additional criteria.
 - vii. Click **Add**.
 - viii. *Optional:* To remove the added criteria, mark the checkboxes for those criteria and click **Remove Selected**. To remove all additional criteria, click **Remove All**.
 - w. Click **Search**. The *Add Students to the Roster* panel shows settings for the roster, a list of retrieved students (Available Students), and a blank Selected Students list.

7. Scroll down to view the *Add Students to the Roster* panel, as in [Figure 124](#).

Figure 124. Roster Manager Window: View/Edit/Export Roster Form Scrolled Down to the Add Students to the Roster Panel

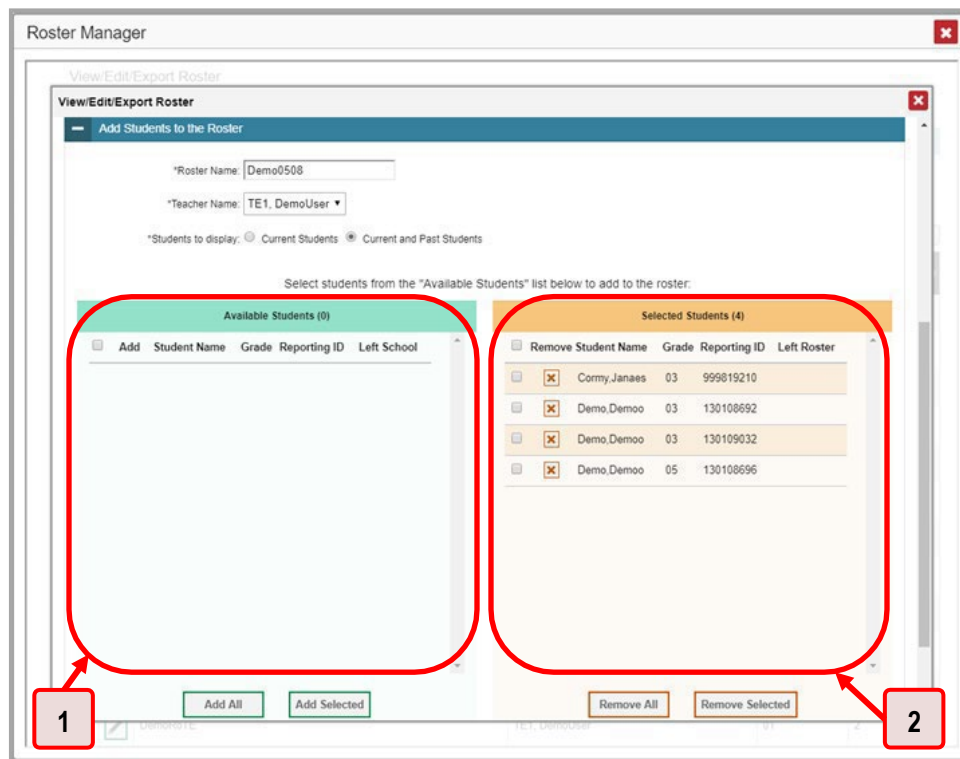




Table 55. Roster Manager Window: View/Edit/Export Roster Form Elements

#	Element
1	List of students who can be added to the roster (currently empty, because no search has been entered)
2	List of students belonging to the roster

8. *Optional:* In the *Add Students to the Roster* panel, do the following:
 - a. In the *Roster Name* field, enter a new name for the roster.
 - b. From the **Teacher Name** drop-down list, select the roster's new teacher.
 - c. *Optional:* To include former students in the Edit Roster form, mark the **Current and Past Students** radio button. The *Available Students* list will include students who have left the selected school, while the *Selected Students* list will include students who have left the roster.
 - d. To add students, do one of the following in the list of available students:
 - To move one student to the roster, click  beside that student's name.
 - To move all the students in the *Available Students* list to the roster, click **Add All**.

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- To move selected students to the roster, mark the checkboxes for the students you want to add, then click **Add Selected**.
- e. To remove students, do one of the following in the list of students in this roster:
- To remove one student from the roster, click  beside that student's name.
 - To remove all the students from the roster, click **Remove All**.
 - To remove selected students from the roster, mark the checkboxes for the students you want to remove, then click **Remove Selected**.
9. At the bottom of the page, click **Save**, and in the affirmation dialog box click **Continue**.

How to Upload Classes (Rosters)

If you have many classes (rosters) to create, it may be easier to perform those transactions through file uploads. This task requires familiarity with composing comma-separated value (CSV) files or working with Microsoft Excel.



1. From the **Features & Tools menu** , select **Upload Rosters** . The **Roster Manager** window appears, showing the Upload Rosters: Upload page (see [Figure 126](#)).

Figure 125. Teacher View: Detail of Banner with Expanded My Settings Menu

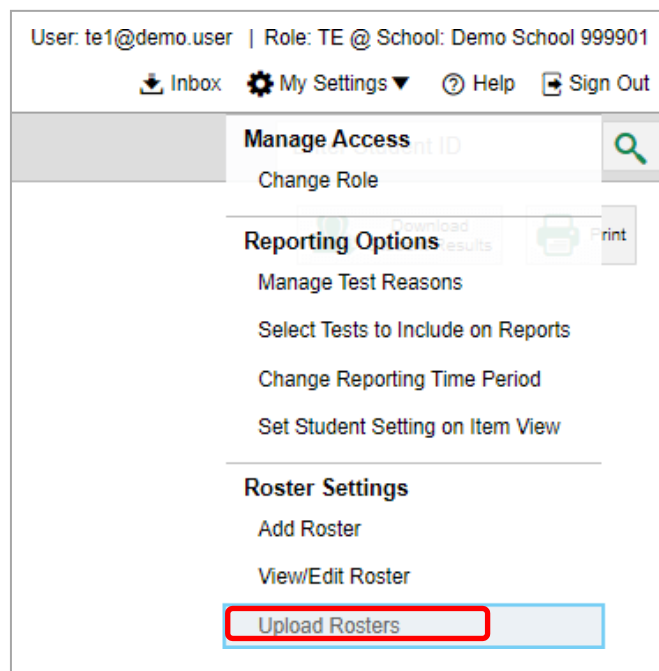


Figure 126. Roster Manager Window: Upload Rosters: Upload Page

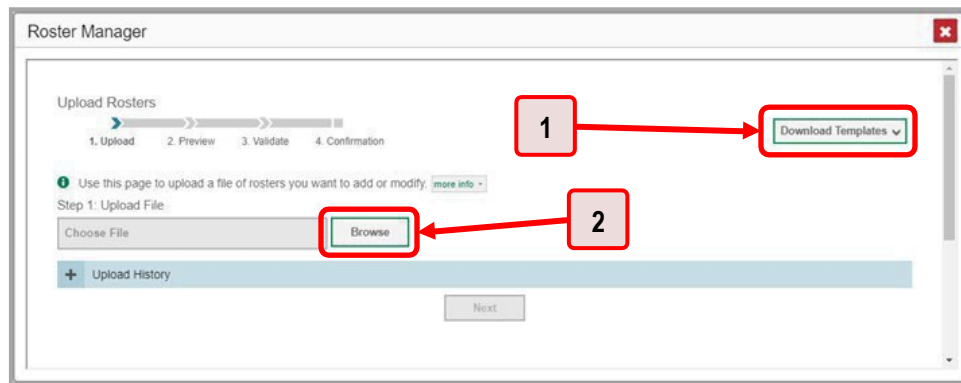
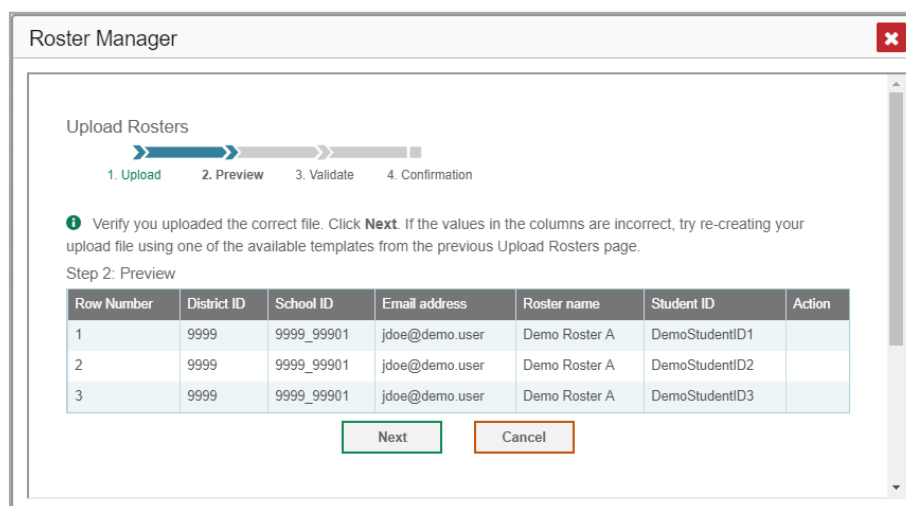


Table 56. Roster Manager Window: Upload Rosters: Upload Page Elements

#	Element
1	Download Templates menu button
2	Browse button

- On the Upload Rosters: Upload page (see [Figure 126](#)), click **Download Templates** in the upper-right corner and select the appropriate file type (either **Excel** or **CSV**).
- Open the template file in a spreadsheet application.
- Fill out the template and save it.
- On the Upload Rosters: Upload page, click **Browse** and select the file you created in the previous step.
- Click **Next**. The Upload Rosters: Preview page appears (see [Figure 127](#)). Use the file preview on this page to verify you uploaded the correct file.

Figure 127. Roster Manager Window: Upload Rosters: Preview Page



7. Click **Next** to validate the file.



Any errors  or warnings  are displayed on the Upload Rosters: Validate page (see [Figure 128](#)). If a record contains an error, that record will not be included in the upload. If a record contains a warning, that record will be uploaded, but the field with the warning will be invalid.

Figure 128. Roster Manager Window: Upload Rosters: Validate Page

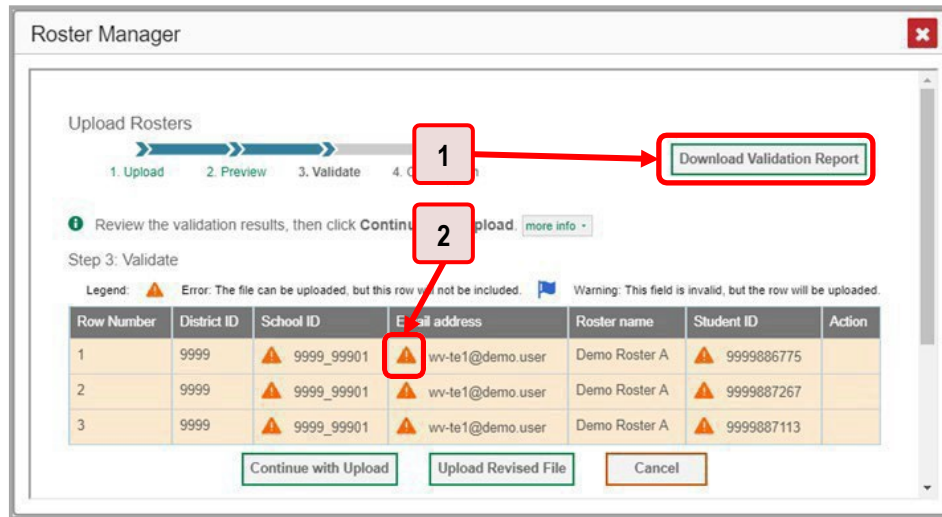


Table 57. Roster Manager Window: Upload Rosters: Validate Page Elements

#	Element
1	Download Validation Report button
2	Error symbol (click for more information)

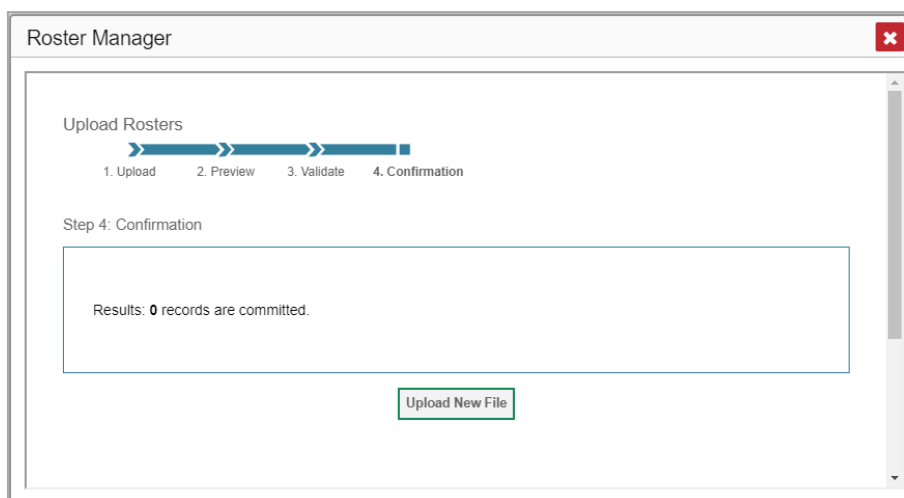
- *Optional:* Click the error and warning icons in the validation results to view the reason a field is invalid.
- *Optional:* Click **Download Validation Report** in the upper-right corner to view a text file listing the validation results for the upload file.

If your file contains a large number of records, the Reporting System processes it offline and sends you a confirmation email when it is complete. While the Reporting System is validating the file, do not press **Cancel**, as some records may have already started processing.

8. Do one of the following:
 - Click **Continue with Upload** at the bottom of the page. The Reporting System commits those records that do not have errors. If there are too many errors, you will not be able to do this.
 - Click **Upload Revised File** at the bottom of the page to upload a different file. Follow the prompts on the Upload Revised File page to submit, validate, and commit the file.

The Confirmation page appears (see [Figure 129](#)), displaying a message about howmany records (rows) were committed.

Figure 129. Upload Rosters: Confirmation Page



9. *Optional:* To upload another roster file, click **Upload New File**.

[Table 57](#) provides the guidelines for filling out the roster template that you can download from the Upload Roster page.

Table 58. Columns in the Rosters Upload File

Element	Description	Valid Values
District ID*	District associated with the roster.	District ID that exists in TIDE. Three alphanumeric characters.
School ID*	School associated with the roster.	School ID that exists in TIDE. Four alphanumeric characters. Must be associated with the district ID.
User Email ID*	Email address of the teacher associated with the roster.	Email address of a teacher existing in TIDE.
Roster Name*	Name of the roster.	Up to 20 characters.
EDUID*	Student's unique identifier within the district.	Up to 30 alphanumeric characters.
ACTION	Action to be taken on the student, either adding them to or deleting them from the roster. If blank, the student will be added.	Add or Delete.

*Required field

Condition Codes

[Table 58](#) provides an overview of the various condition codes that may be entered for a machine- or handscored item when a traditional score cannot be entered for the student's response.

Table 59. Condition Codes

Source of Code	Condition Code	Description
Human	Blank	<ul style="list-style-type: none"> The student did not enter a response.
Human	Insufficient Text	<ul style="list-style-type: none"> The student has not provided a meaningful response. Some examples: <ul style="list-style-type: none"> Random keystrokes Undecipherable text “I hate this test” “I don’t know”, “IDK” “I don’t care” “I like pizza!” (in response to a reading passage about helicopters) Response consisting entirely of profanity For ELA Full Writes, use the “Insufficient Text” code for responses described above and also if <ul style="list-style-type: none"> The student’s original work is insufficient to make a determination whether the student is able to organize, cite evidence/elaborate, and use conventions as defined in the rubrics. The response is too brief to make a determination regarding whether it is on purpose or on topic.
Human	Non-Scorable Language	<ul style="list-style-type: none"> ELA/literacy: Language other than English. Mathematics: Language other than English or Spanish.
Human	Off Purpose	<ul style="list-style-type: none"> For ELA Full Writes only: <ul style="list-style-type: none"> A writing sample will be judged off purpose when the student has clearly not written to the purpose designated in the task. An off-purpose response addresses the topic of the task but not the purpose of the task. Note that students may use narrative techniques in an explanatory essay or use argumentative/persuasive techniques to explain, for example, and still be on purpose. Off-purpose responses are generally developed responses (essays, poems, etc.) clearly not written to the designated purpose.
Human	Off Topic	<ul style="list-style-type: none"> For ELA Full Writes only: <ul style="list-style-type: none"> A writing sample will be judged off topic when the response is unrelated to the task or the sources or shows no evidence that the student has read the task or the sources (especially for informational/explanatory and opinion/argumentative). Off-topic responses are generally substantial responses.
Machine	Blank	<ul style="list-style-type: none"> The student did not enter a response.

Source of Code	Condition Code	Description
Machine	Insufficient Text (Duplicated Text)	<ul style="list-style-type: none"> The response contains a significant amount of text repeated over and over.
Machine	Insufficient Text (Too Few Words)	<ul style="list-style-type: none"> The response contains too few words to be considered a valid attempt.
Machine	Insufficient Text (Copied Text from the Prompt)	<ul style="list-style-type: none"> The response is largely composed of text copied from the prompt.
Machine	Insufficient Text (Refused to Answer)	<ul style="list-style-type: none"> The response is a refusal to respond, in a form such as “idk” or “I don’t know.”
Machine	Non-Specific	<ul style="list-style-type: none"> This condition code is assigned to machine-scored responses when TDS identifies that the response requires a condition code but cannot determine which specific condition code it requires.
Machine	Non-Scorable Language (Spanish Response)	<ul style="list-style-type: none"> The response is in Spanish.
Machine	Non-Scorable Language (Uninterpretable Language)	<ul style="list-style-type: none"> The response is in a language other than English or Spanish.

H

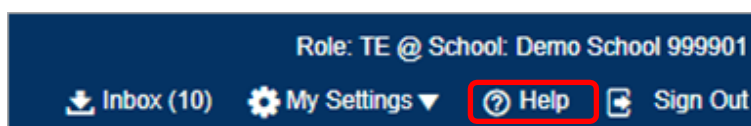
Help

The Reporting System includes an online user guide.

How to Access the Online User Guide

In the banner (see [Figure 130](#)), click **Help**. The guide opens in a pop-up window, showing the help page specific to the page you are on. For example, if you click **Help** while on the dashboard, you will see the Overview of the Dashboard page.

Figure 130. Banner



I

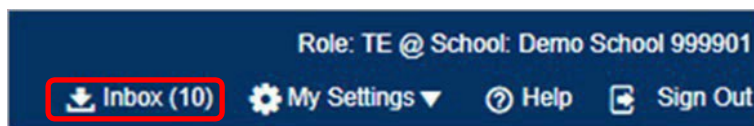
Inbox

The Reporting System allows you to access a Secure Inbox feature that is integrated with other online assessment systems, such as TIDE, and accessible from your portal. The Inbox serves as a central repository for secure documents uploaded by administrators (such as state personnel) or shared between users, files exported by users, and hotline alerts.

Each user’s Secure Inbox is personal to them and not shared among other users. Users can easily manage the files in their Inbox. The files are categorized into different tabs to allow users to view non-archived and archived files. Users can also search for files by keyword. Files are listed in the order in which they were created. The file creation and file expiration dates appear, if applicable, and the number of days remaining until a file expires is also displayed. By default, files are available for 30 days after being created. Users can archive or delete files as needed. Users can also share files by sending them to other users’ Inboxes.

How to Access and Manage Files in the Inbox

Figure 131. Banner



1. In the banner (see [Figure 131](#)), click **Inbox**. The **Secure Inbox** window appears (see [Figure 132](#)). By default, the Inbox window displays the **View Documents** tab.

Figure 132. Secure Inbox Window: View Documents Tab: Inbox Sub-Tab

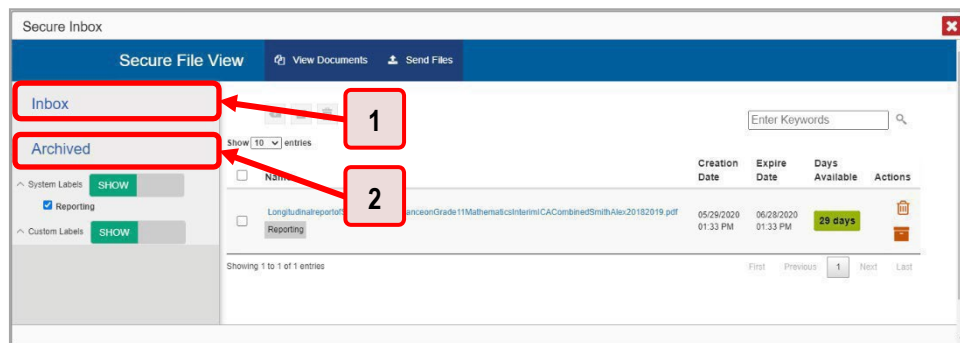


Table 60. Secure Inbox Window: View Documents Tab Elements

#	Element
1	Inbox sub-tab
2	Archived sub-tab

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2. Choose either of the available tabs (see [Figure 132](#)):
 - **Inbox:** Displays all files except those that have been archived. Includes columns for Creation Date, Expire Date, and Days Available.
 - **Archived:** Displays files that have been archived. Includes the same columns as the main **Inbox** tab.

Figure 133. Secure Inbox Window: View Documents Tab: Inbox Sub-Tab

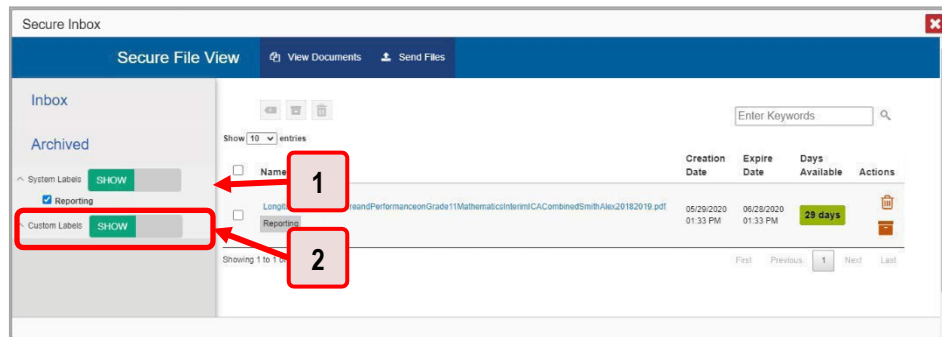


Table 61. Secure Inbox Window: View Documents Tab: Inbox Sub-Tab Elements

#	Element
1	System Labels toggle (set to show the labels) and checkboxes
2	Custom Labels toggle (set to show the labels) and checkboxes

3. *Optional:* To filter the files displayed, enter a search term in the text box in the upper-right corner and click . The search applies to both file names and labels.
4. *Optional:* To hide or display system labels, click the System Labels toggle (see [Figure 133](#)).
5. *Optional:* To hide files with a particular system label, clear the checkbox for that label (see [Figure 133](#)).
6. *Optional:* To hide or display custom labels, click the Custom Labels toggle (see [Figure 133](#)).
7. *Optional:* To hide files with a particular custom label, clear the checkbox for that label (see [Figure 133](#)).

Figure 134. Secure Inbox Window: View Documents Tab: Inbox Sub-Tab

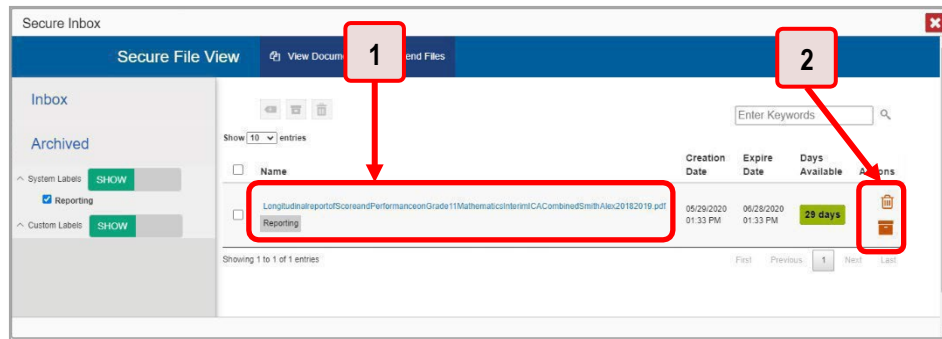







Table 62. Secure Inbox Window: View Documents Tab: Inbox Sub-Tab Elements

#	Element
1	Name of a file, with label indicating the system it is from
2	Delete and archive buttons

8. *Optional:* Do one of the following:

- To download a file, click the name of the file (see [Figure 134](#)).
- To apply a custom label, follow these instructions:
 - To create a new custom label, mark the checkbox for any file, click the label button , enter a new custom label in the text box, and click **Save New Label**. Then apply it as described below.
 - To apply a custom label to a file, mark the checkbox for that file, click the label button , mark the checkbox for that label, and click **Apply Label**.
- To archive a file, click  (see [Figure 134](#)).
- To unarchive a file, click . The file is moved back to the main Inbox.
- To delete a file, click  (see [Figure 134](#)).

You cannot delete or archive secure documents uploaded to the Inbox by admin users.

How to Use the Inbox to Send Files to Other Users' Inboxes

You can send a file or files to individual recipients by email address or to groups of recipients by user role.

1. From the banner (see [Figure 135](#)), select **Secure Inbox**. The **Secure Inbox** page appears (see [Figure 136](#)). By default, the *View Documents* tab displays.

Figure 135. Banner

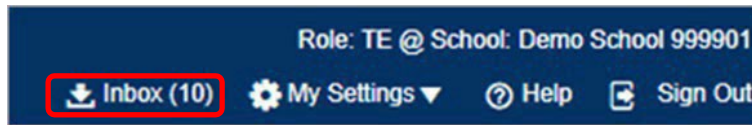
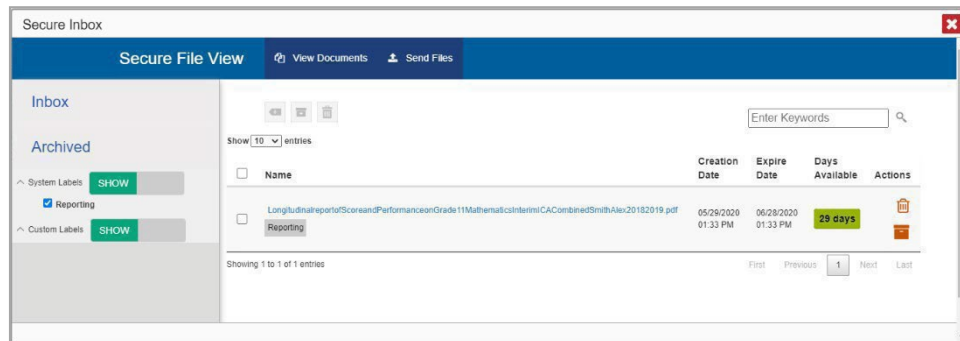


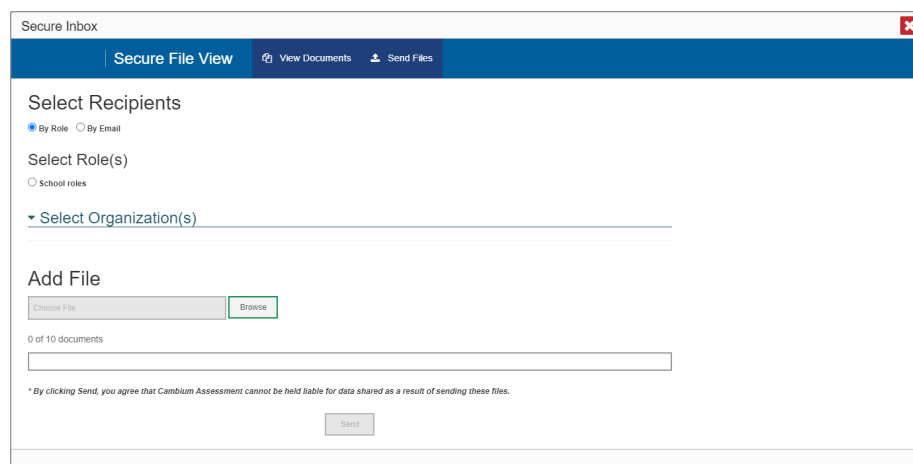
Figure 136. Secure Inbox Window: View Documents Tab



2. Select the **Send Files** tab. The **Send Files** page appears (see [Figure 137](#)).
3. In the *Select Recipients* field, do one of the following:
 - Select **By Role** to send a file or files to a group of users by user role.
 - Select **By Email** to send a file or files to a single recipient by email address.

If you select **By Email**, skip to step [7](#).

Figure 137. Secure Inbox Window: Send Files Tab



4. In the *Select Role(s)* field, select the role group to which you want to send a file or files. A drop-down list appears.
5. From the drop-down list (see [Figure 138](#)), select the role(s) to which you want to send a file or files. You can choose **Select all** to send a file or files to all roles in the selected role group.

Figure 138. Secure Inbox Window: Send Files Tab

- From the *Select Organization(s)* drop-down lists (see [Figure 139](#)), select organizations that will receive the file(s) you send. These drop-down lists adhere to the user role hierarchy. For example, district-level users will be able to filter at their role level and below.

Figure 139. Secure Inbox Window: Send Files Tab

- If you selected **By Role** in step 3, skip this step. If you selected **By Email**, enter the email address of the recipient to whom you wish to send a file or files.
- To select a file or files to send, in the *Add File* field, select **Browse**. A file browser appears.
- Select the file(s) you wish to send. You may send up to 10 files totaling no more than 20MB at once.
- Select **Send**.

L

Login Process

This section describes how to log in to the Reporting System.

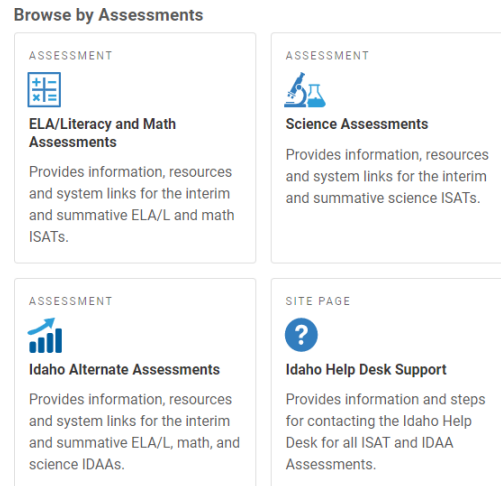
Reporting System User Guide

Do not share your login information with anyone. All ISAT systems provide access to student information, which must be protected in accordance with federal privacy laws.

How to Log In to the Reporting System

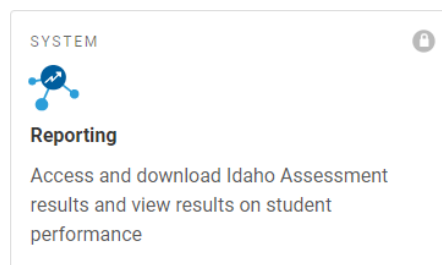
1. Open your web browser and navigate to the ISAT portal at <https://idaho.portal.cambiumast.com/>.
2. Select the ELA/Literacy & Math Assessments, Science Assessments, or Idaho Alternate Assessments card (see [Figure 140](#)).

Figure 140. Assessment Cards



3. Click the **Reporting** card (see [Figure 141](#)). The login page appears.

Figure 141. Reporting Card



4. On the login page (see [Figure 142](#)), enter the email address and password you use to access all CAI systems.

Figure 142. Login Page

Please Log In

Enter your username and password to log into AIR Assessment online systems. Once you log in, you will automatically be directed to your selected system.

Need More Help?

If you forgot your password or need a new password, please use the [Forgot Your Password](#) link to reset it.

For assistance, contact the WV Help Desk at 1-844-560-7367 | wvhelpdesk@air.org

Login

Email Address

Password

[Forgot Your Password?](#)

Secure Login

First Time Login This School Year?

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

[Request a new one for this school year.](#)

- a. Click **Secure Login**.
- f. If the Enter Code page appears (see [Figure 143](#)), an authentication code is automatically sent to your email address. You must enter this code in the *Enter Emailed Code* field and click Submit within 15 minutes.
 - If the authentication code has expired, click **Resend Code** to request a new code.

Figure 143. Enter Code Page

Enter Code

✓ A code has been sent to your email address. The code will expire after 15 minutes.

Enter Emailed Code

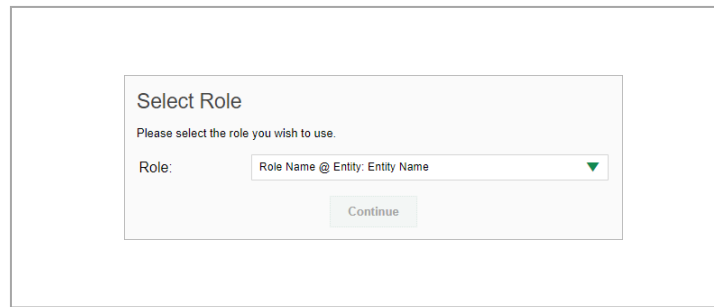
Submit

Resend Code

[Cancel](#)

- g. If your account is associated with multiple institutions, you are prompted to select a role, as in [Figure 144](#). From the **Role** drop-down list, select the role and institution combination you wish to use. You can also change your institution after logging in.

Figure 144. Select Role Window



The dashboard for your user role appears.

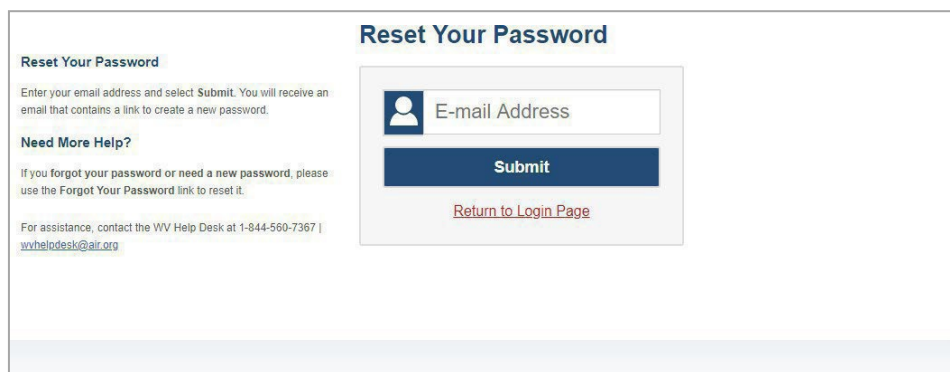
How to Set or Reset Your Password

Your username is the email address associated with your account in TIDE. When you are added to TIDE, you receive an activation email containing a temporary link to the **Reset Your Password** page (see [Figure 145](#)). To activate your account, you must set your password within 15 minutes.

All users are required to do a one-time password reset at the beginning of every school year, for security purposes.

- If your first temporary link expired:
In the activation email you received, click the second link provided and request a new temporary link.
- If you forgot your password:
On the **Login** page, click **Forgot Your Password?** and enter your email address in the *E-mail Address* field. Click **Submit**. You will receive an email with a new temporary link to reset your password.

Figure 145. Reset Your Password Page



- If you did not receive an email containing a temporary link or authentication code:
Check your spam folder to make sure your email program did not categorize it as junk mail. If you still do not see an email, contact your School or District Test Coordinator to make sure you are listed in TIDE.

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- Additional help:
If you are unable to log in, contact your Helpdesk for assistance. You must provide your name and email address.

M

Multiple Interim Test Opportunities

Sometimes, interim test results will include multiple rows for the same student.

When a student completes multiple test opportunities for a single assessment, as in [Figure 146](#), reports display a row of data for each opportunity. A clock icon 🕒 appears next to the most recent opportunity. Previous opportunities are marked with numbers ①, starting from the earliest test taken. An asterisk icon ✨ indicates that an opportunity is not the most recent and therefore is not included in calculations of average scores or performance distributions.

Figure 146. School Performance on Test Report: Performance by Student Tab

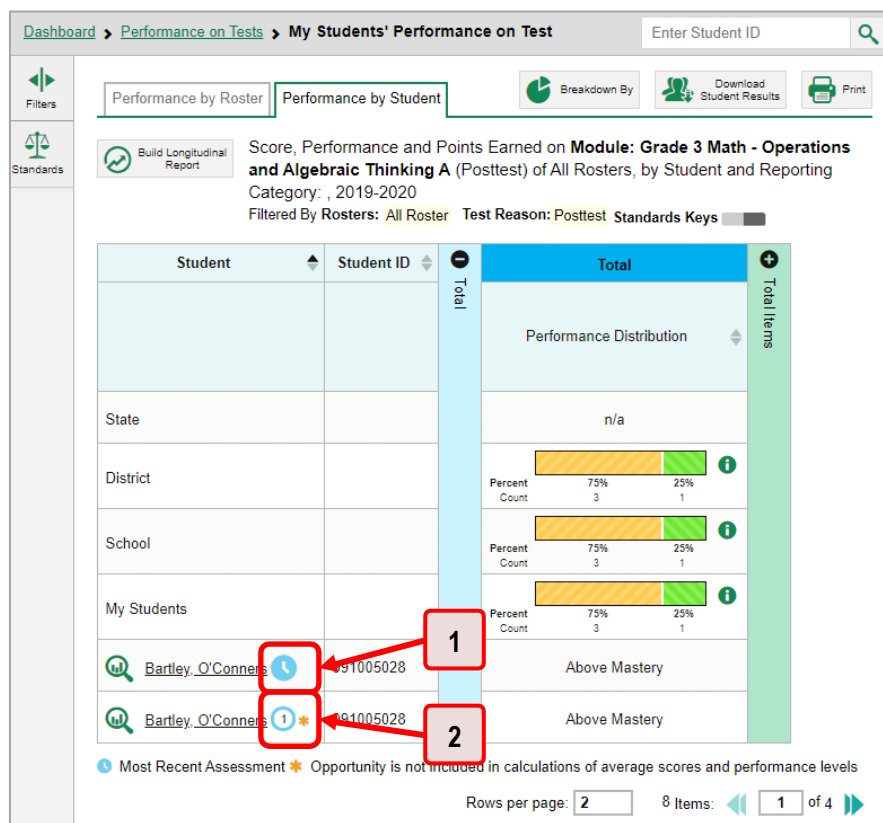



Table 63. School Performance on Test Report: Performance by Student Tab Elements

#	Element
1	Most recent opportunity
2	First opportunity

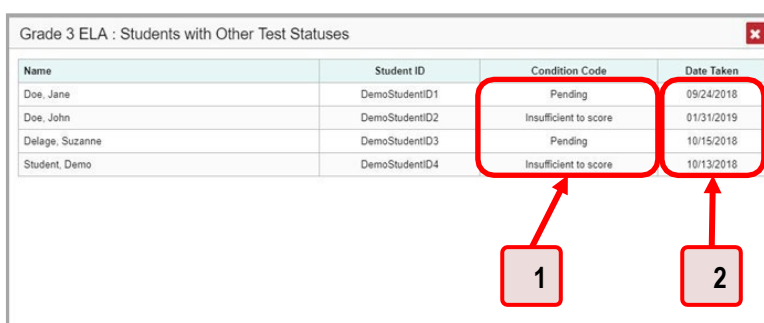
N

Non-Scorable Test Opportunities

The reports in Reporting do not include data for non-scorable test opportunities. A student's test opportunity cannot be scored when it has a test status of "Expired" or "Invalidated", or when it includes blank or empty reporting categories (reporting categories without items). If a test opportunity is non-scorable, a notification  appears below the report for that assessment.

You can click **More Info** on the notification to view the *Students with Other Test Statuses* window (see [Figure 147](#)). This window lists the students who have non-scorable test opportunities for the given assessment, as well as the status code and completion date for each.

Figure 147. Students with Other Test Statuses Window



Name	Student ID	Condition Code	Date Taken
Doe, Jane	DemoStudentID1	Pending	09/24/2018
Doe, John	DemoStudentID2	Insufficient to score	01/31/2019
Delage, Suzanne	DemoStudentID3	Pending	10/15/2018
Student, Demo	DemoStudentID4	Insufficient to score	10/13/2018

Table 64. Students with Other Test Statuses Window Elements

#	Element
1	Condition codes
2	Dates the tests were taken

P

Performance Data

Depending on the test, a report may display different kinds of performance data, including:

- Score data:
 - Scale scores
 - Raw scores, which may be in the form of percentages or fractions
- Performance-level data, which are used for tests with performance levels (also known as proficiency levels). Performance levels provide qualitative measurements of students' proficiency in relation to a particular standard or set of standards. Some aggregate reports include performance distribution bars, as in [Figure 148](#), showing the percentage and number of students who achieved each performance level. These bars are color-coded, with three performance levels being coded red-

Reporting System User Guide

yellow-green, four being coded red-yellow-green-blue, and five being coded red-yellow-green-blue-purple.

- Percent proficient, also shown in some aggregate reports (see [Figure 148](#)), represents the total percentage of students who achieved proficiency. It typically includes those who fell into the top one to three performance levels.

Figure 148. School-Level User View: School Performance on Test Report: Performance by Roster Tab

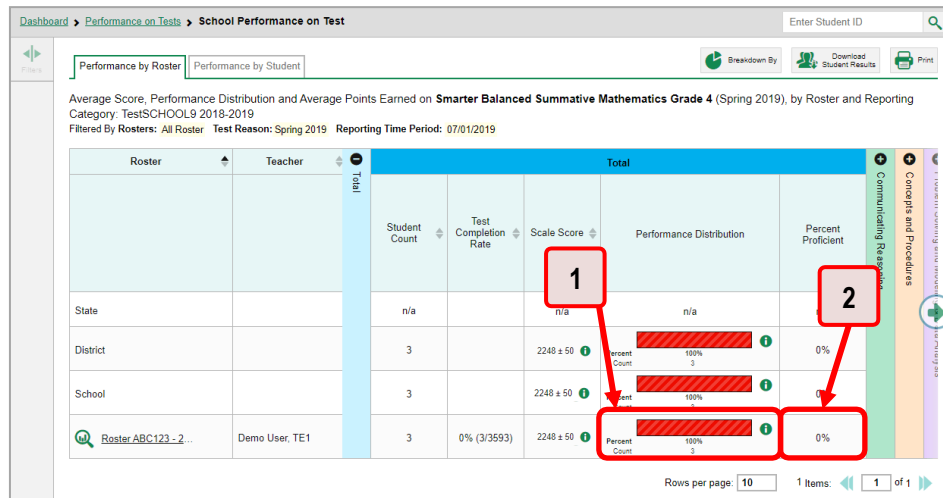


Table 65. School-Level User View: School Performance on Test Report Elements

#	Element
1	Performance distribution bar, divided into colored blocks representing different performance levels
2	Percent proficient

Reporting System User Guide

- Measures in aggregate reports for adaptive tests may also include **Weak or Strong?**, **Proficient?**, and **% Correct**.

In a report, click the more information button  in the scale score or Performance Distribution columns (see [Figure 149](#)).

Figure 149. School-Level User View: School Performance on Test Report: Performance by Roster Tab

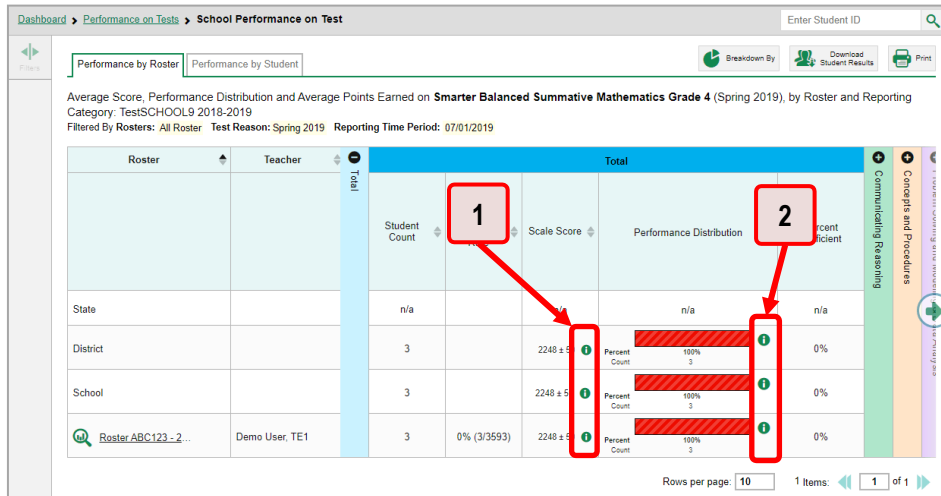


Table 66. School-Level User View: School Performance on Test Report Elements

#	Element
1	Buttons to learn more information on average score
2	Buttons to learn more information on performance distribution

A legend appears (see [Figure 150](#) and [Figure 151](#)), explaining what the scores or performance levels indicate.

Figure 150. My Students' Performance on Test Report with Expanded Scale Score Legend

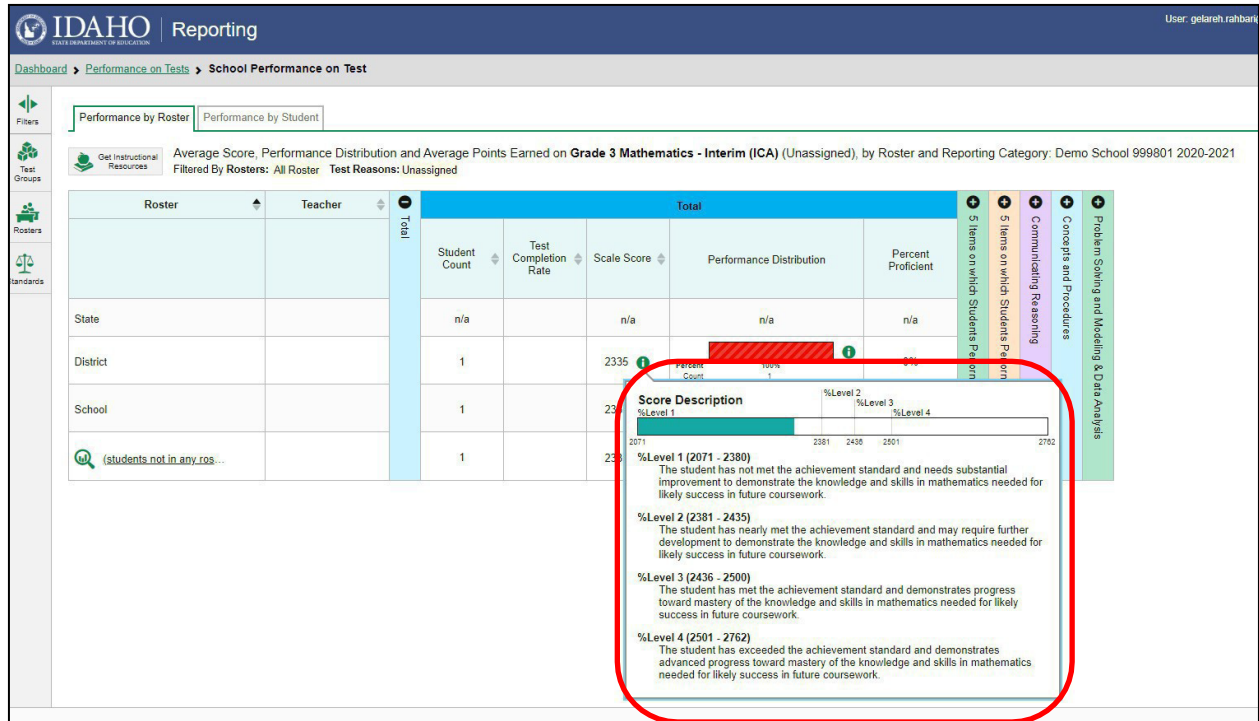
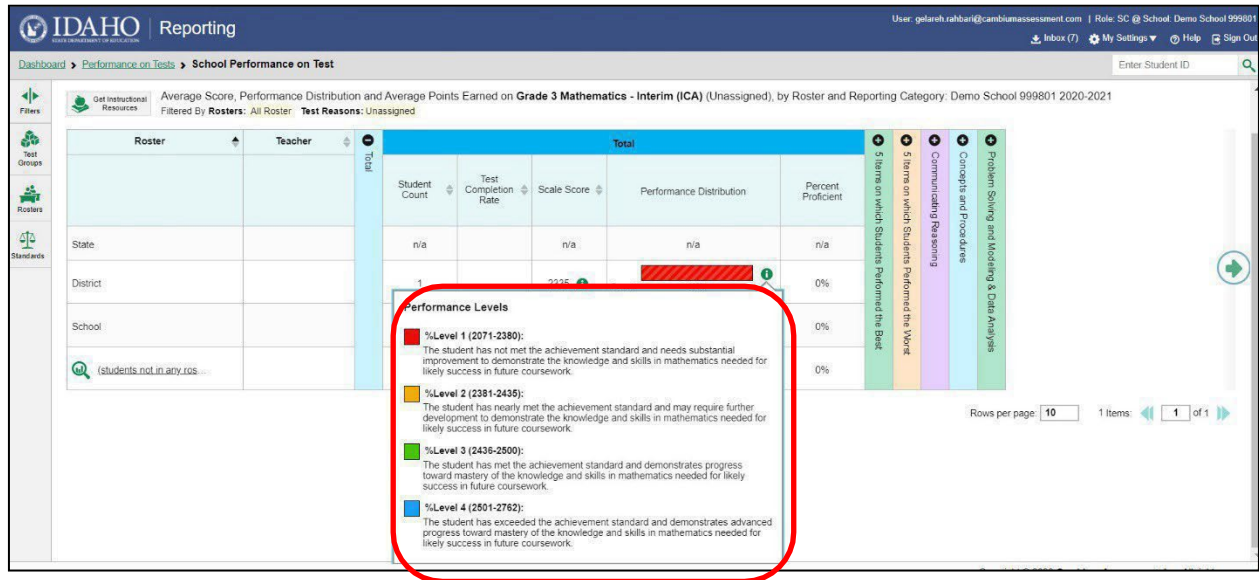


Figure 151. My Students' Performance on Test Report with Expanded Performance Distribution Legend





You will find similar buttons  in reports throughout the Reporting System.

R

Report Tables

How to Sort a Table



1. To sort by descending order, click the header of the column you wish to sort by. The bottom arrow in the header is shaded darker  when the column is sorted in descending order.
2. To sort by ascending order, click the column header again. The top arrow in the header is shaded darker  when the column is sorted in ascending order.

How to Specify the Number of Rows Displayed



In the *Rows per page* field below a table, enter the number of rows you want the table to display per page. Your specifications persist for each table.



You can click the arrow buttons in this field to increase or decrease the number of rows displayed in increments of one.

How to View Additional Table Rows

- To move to the next and previous pages in a table, click the arrow buttons   at the lower-right corner of the table.
- To jump to a specific table page, enter the page number in the field at the lower-right corner of the table.

How to View Additional Table Columns

To scroll the table to the right or left, click the arrow buttons   on the right and left sides of the table.

If a table contains expandable and collapsible accordion sections, you can click the section bars or  and  to expand and collapse them.

How to Expand All Accordion Sections in a Table

If you are navigating the page by tabbing through it, you may want to expand all the expandable accordion sections of a table at once. This feature, which is available in most test results, will make the table accessible to a screen reader.

1. Navigate to the table by tabbing through the page in your browser. When the “Load Accessible Table” message appears, press the **Enter** key. All the accordion sections expand.
2. *Optional:* To collapse the sections again, navigate back to the table. When the “Hide Accessible Table” message appears, press the **Enter** key. All the accordion sections collapse, except the **Total** section.

T

Test Resources

Some test results in the Reporting System include supplementary information that you can access, such as resources provided for the assessment in Tools for Teachers.


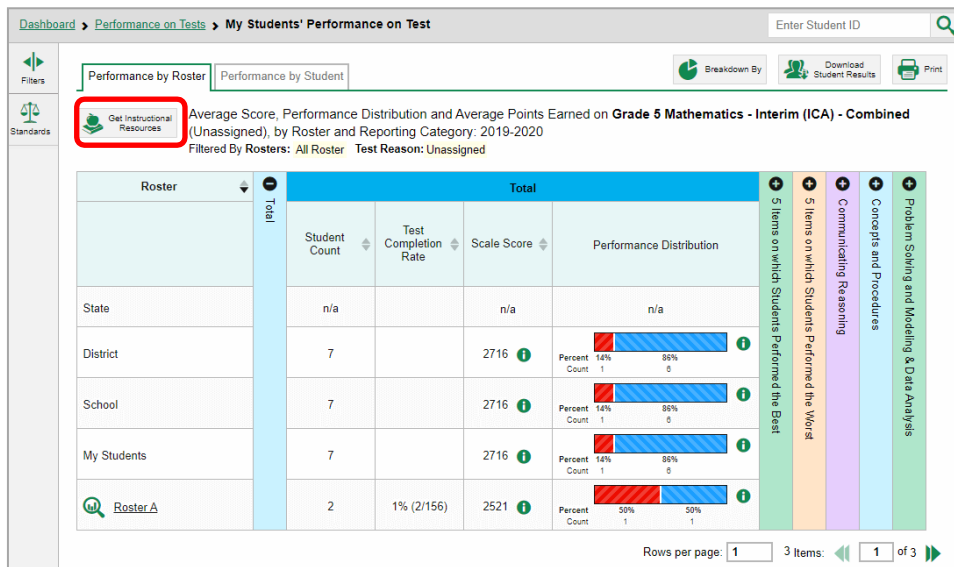
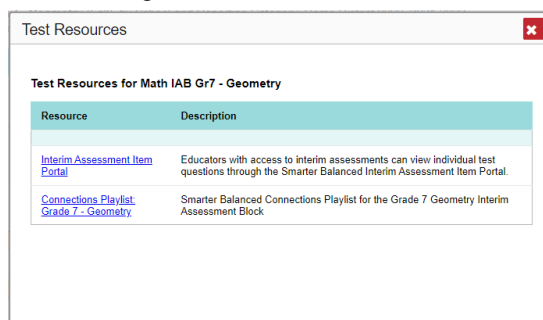
If additional assessment information is available, click the **Get Instructional Resources** button  in the upper-left corner of the report table (see [Figure 152](#)). If the test results also include a Longitudinal Report, this link will appear in a **More Tools** menu.

Figure 152. My Students' Performance on Test Report: Performance by Student Tab



A window opens (see [Figure 153](#)), displaying resource links that either download or open in a new browser tab or window.

Figure 153. Test Resources Window

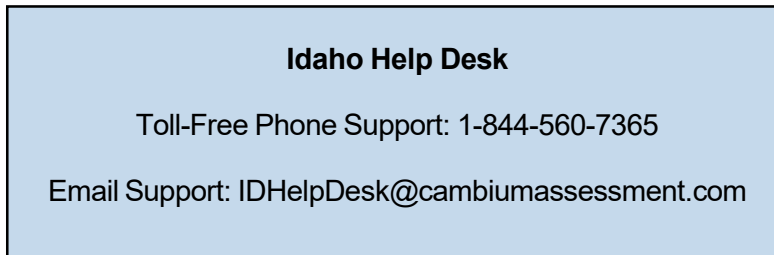


U

User Support

For additional information and assistance in using the Reporting System, contact the Idaho Help Desk.

The Help Desk is open 8am to 8pm Mountain Time (except holidays or as otherwise indicated on the Idaho portal).



Please provide the Help Desk with a detailed description of your problem, as well as the following:

- If the issue pertains to a student, provide the student's EDUID and associated district or school. Do not provide the student's name.
- If the issue pertains to a Test Information Distribution Engine (TIDE) user, provide the user's full name and email address.
- Any error messages and codes that appeared, if applicable
- Operating system and browser information, including version numbers (for example, Windows 8.1 and Firefox 60 or Mac OS 11 and Safari 11)

Change Log

Location	Change	Date
Posted to Portal	Updated for SY21-21	8/23/2021
How to Navigate Reports for Summatives and Interims	Updated screenshots for Test Reason, Roster Selection, and Assessment Selection	5/23/2022
Throughout document	Updates for SY22-23	8/09/2022
How to Print Interims/Summatives	Updates for the printing workaround	02/14/2023

Appendix 5-G
Test Administrator Quick Guide



Test Administrator Quick Guide

2022–2023

Published July 28, 2022





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TA Interface: Login and Start a Test Session

1. Open your web browser and navigate to the ISAT portal at <http://idaho.portal.cambiumast.com/>.
2. Click the **ELA/Literacy & Math Assessments**, **Science Assessments**, or **Alternate Assessment ELA & Math** cards (see [Figure 1](#)).
3. Click the **Test Administration** card (see [Figure 2](#)). The login page appears (see [Figure 3](#)).
4. [Figure 3](#)).
5. Enter your email address and password.
6. Click **Secure Login**. The TA Interface appears.

Figure 1. Assessment Cards

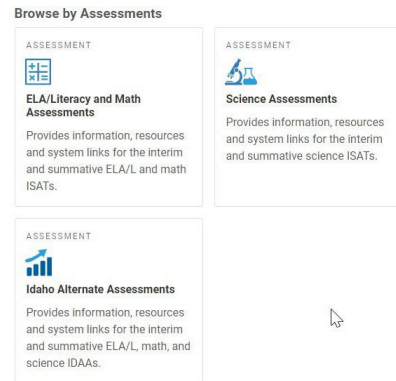


Figure 2. TA Interface Card

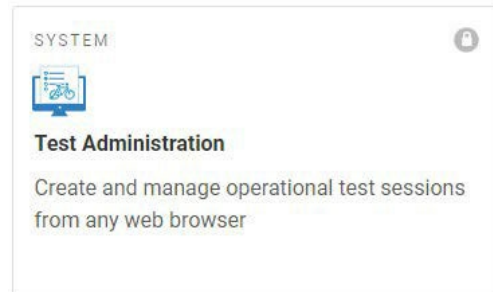





Figure 3. Login Page

Login

The screenshot shows a login form with two input fields: "Email Address" and "Password". Below the password field is a link for "Forgot Your Password?". A blue "Secure Login" button is positioned below the form. Below the button, there is a section titled "First Time Login This School Year?" with a message: "The password you used during the previous school year has expired." and a link: "Request a new one for this school year."

7. Start a test session (see [Figure 4](#)).
 - a. In the **Test Selection** window, select the tests to administer.
 - b. Click **Start Operational Session**. The session ID appears at the top of the page.
8. Provide the session ID to the students signing into your test session.
9. Have students sign in to the Student Testing Site using their first name, EDUID, and the session ID from step 7 (see [Figure 9](#)). For more information about the student login process, see the section [For Students: About the Testing Process](#).
10. Approve students for testing (see [Figure 5](#)). When students select tests, the **Approvals** box in the upper-right corner of the TA Interface shows notifications. Click **Approvals** to view the list of students awaiting approval.
 - To review and update a student’s test settings and accommodations, click  in that student’s row (see [Figure 6](#)).
 - To approve an individual student for testing, click .
 - To deny a student for testing, click  and enter the reason in the box.
 - To approve all students for a given test, click **Approve All Students** for that test or approve all students on the pop-up screen.
11. Monitor the students’ progress throughout their tests (see [Figure 7](#)). Students’ test statuses appear in the Student Status column of the **Students in Your Test Session** table.

This column also displays the number of test questions the student has answered

Figure 4. TA Interface: Select Tests, Start Session

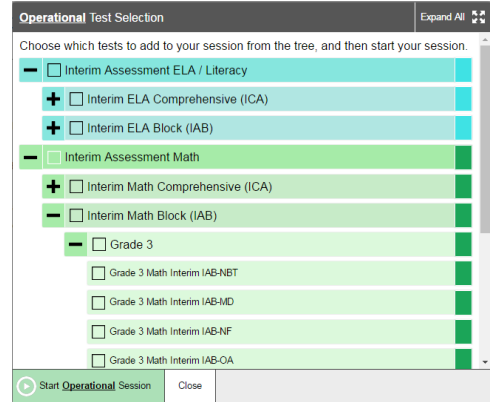


Figure 5. TA Interface: Approve Students

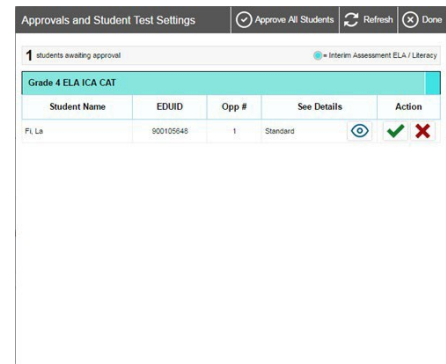


Figure 6. TA Interface: Edit Student Test Settings

You must select [Set] or [Set & Approve] to confirm these test settings. Use [Set] to confirm the settings and return to the main Approvals screen to approve this student.

EDUID: 111333555 | Grade 5 ELA - Brief Writes (IAB) | Opp # 1

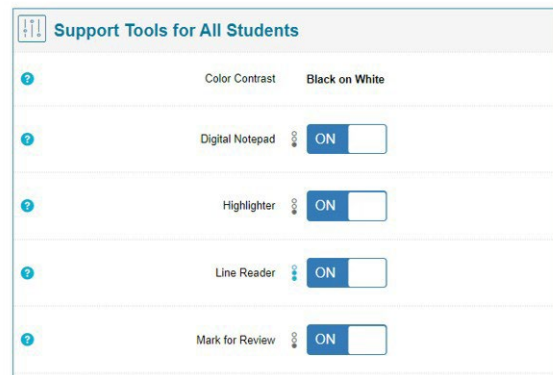







Figure 7. TA Interface: Students Currently Testing


Students in your **Operational** Test Session

Student Name	EDUID	Opp #	Test	Requests	Student Status	Test Settings	Pause Test
Fl La	800105648	1	Grade 4 ELA ICA CAT		completed	Standard	
Quik, Mlu	800105648	1	Grade 11 Math ICA CAT		completed	Standard	
AJBL, Dathan	800105648	1	Grade 11 Math Interim IAB-Geog/Topo/History/Cos		completed	Standard	
Sanford, Jemimah	800105648	1	Grade 11 ELA Interim IAB-Reading		completed	Standard	
AJBL, Dathan	800105648	1	Grade 11 ELA ICA CAT		paused 05	Standard	
AJBL, Dathan	800105648	1	Grade 11 Math ICA CAT		ended 02	Standard	 

out of the total number of questions in the test.

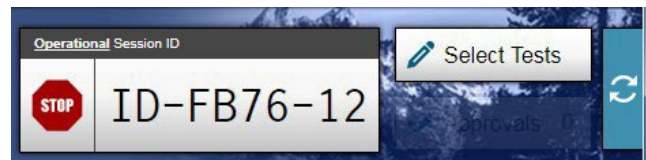
- Click  to pause an individual student's test. If a student's test is paused for more than 20 minutes, that student cannot review any questions completed before the test was paused.
- Click  to view a student's full information, including current test settings.

12. When the time is up, stop the test session and log out (see [Figure 8](#)).

- a. Click  to stop the session and automatically pause any in-progress tests in your session.
- b. Click **Log Out** to exit the TA Interface.

Once you stop a session, you cannot resume it. If you stop a session and students need to continue testing, start a new session.

Figure 8. TA Interface: Stop Session



TA Interface: Login and Schedule a Test Session

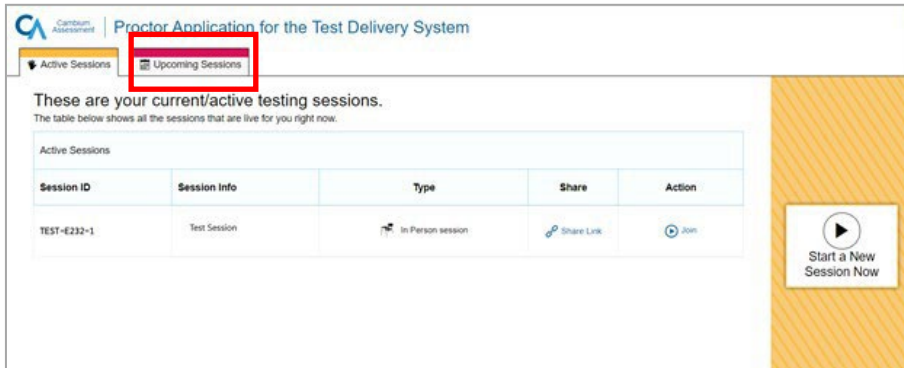
To help ensure the day of testing runs as smoothly as possible, test administrators can schedule test sessions in advance. When a test administrator schedules a test session in advance, the online testing system provides a test session ID. A test administrator provides this information to their students so students can join the session on the scheduled day. Student will enter the session ID and their first name and EUID to take the test.

Test administrators can schedule a test session in advance by following the steps below:

1. Access the test administration site by following steps in the section [TA Interface: Login and Start a Test Session](#).
2. The *Test Administration* page appears. Select **Upcoming Sessions**.

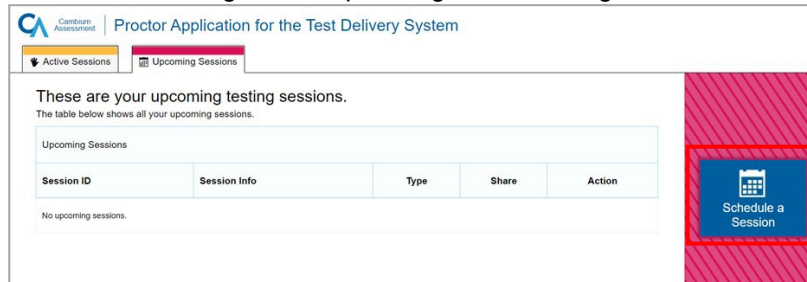


Figure 9. Active Sessions Page



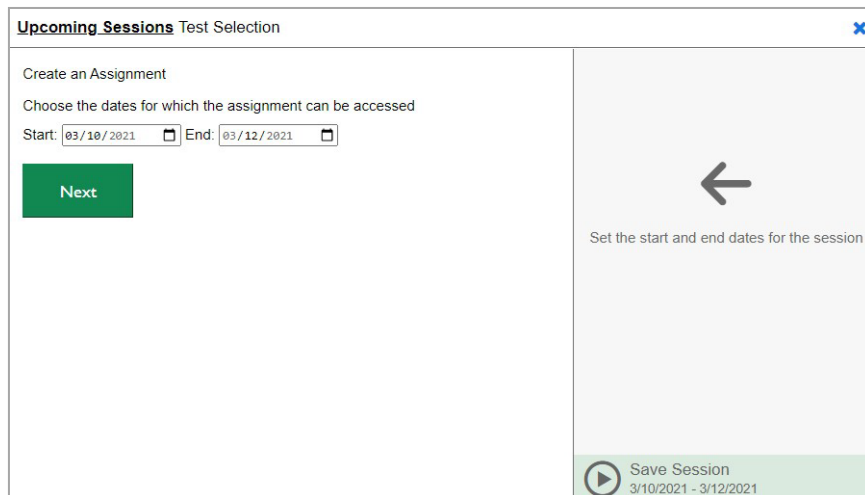
3. The *Upcoming Sessions* page appears. Select **Schedule a Session**.

Figure 10. Upcoming Sessions Page



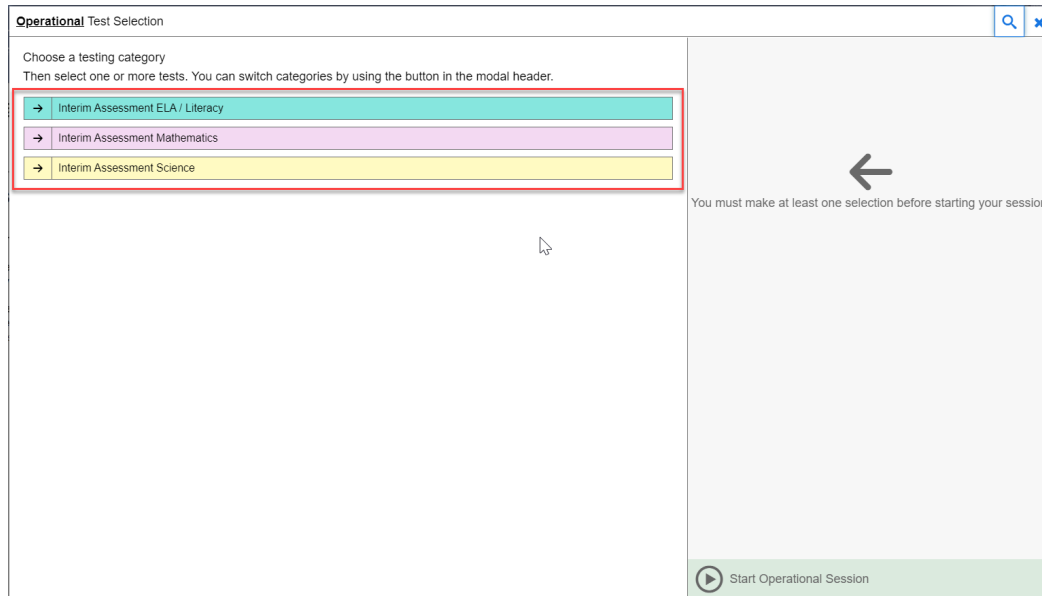
4. The *Schedule a Session* pop-up window appears. In the *Start* and *End* fields, enter a start and end date for the session and select **Next**.

Figure 11. Schedule a Session Window



5. The *Test Selection* page appears. From the list of color-coded test categories, select the test category from which you wish to include tests.

Figure 12. Test Selection Category Page



6. The tests or test groups for the selected test category appear. Select a test or group of tests to add to the session by marking the checkbox(es) by the test(s). Expand a group of tests by selecting the **Plus Sign** icon (+) next to that group.

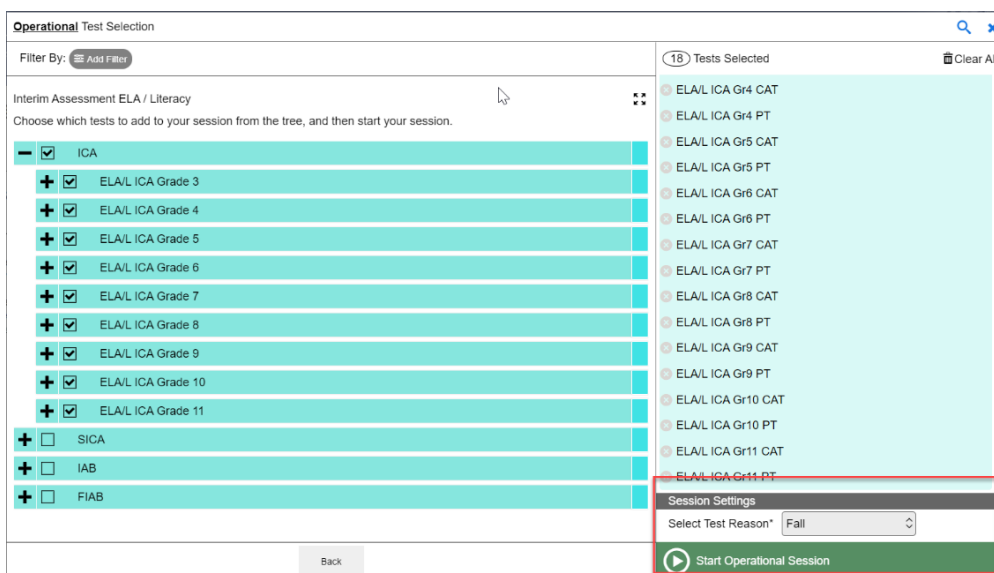
Figure 13. Expanded Test Selection Category Page



7. Once you have selected a test or tests to add to the session, the *Session Settings* fields appear. Do the following:

- a. In the *Session Name* field, enter a name for the session.
- b. In the *Session Type* field, do one of the following:
 - For an in-person session, select **In Person**.
 - For a remote session, select **Remote**. Remote sessions are when all students taking the test are at home.
- c. Select **Save Session**.

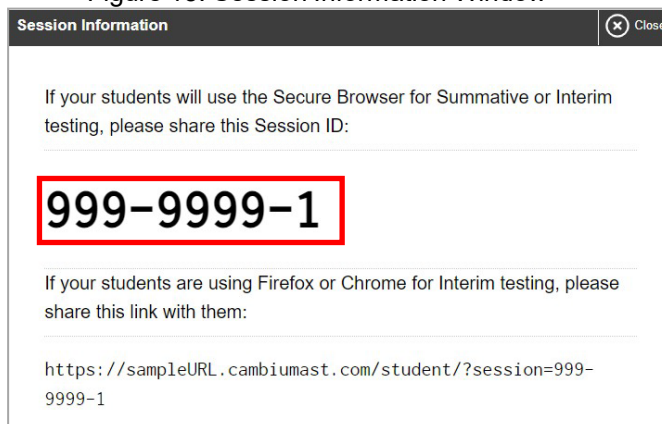
Figure 14. Session Settings



8. The *Session Information* pop-up window appears. This pop-up window provides the session ID that teachers need to share with students so students can join the session when it starts.



After providing the session ID to students using a secure method of communication, select **Close**.

Figure 15. Session Information Window





9. The *Test Administration* site appears again, displaying the *Upcoming Sessions* page. The scheduled session appears in the table.

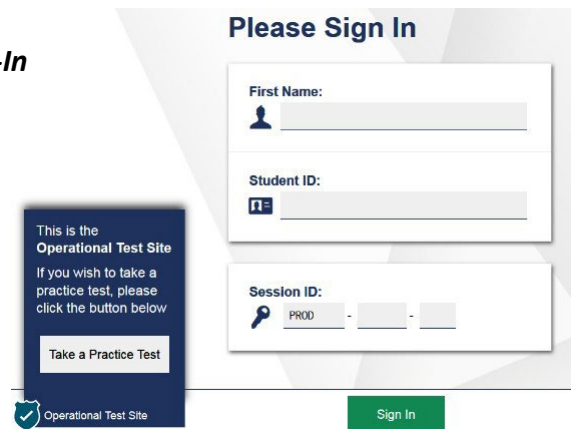
- To edit an upcoming session before it begins, select the **Edit** icon ().
- To delete an upcoming session before it begins, select the **Delete** icon ().

For Students: About the Testing Process

Sign In

- Open the Secure Browser. The **Student Sign-In** page appears (see [Figure 16](#)).
 - Enter your first name, EDUID, and the session ID.
 - Select **Sign In**.
- In. Common**
- Login Errors:
- **The first name and EDUID do not match.** This indicates that the first name entered does not match the first name associated with the EDUID.
 - **The session ID is not available.** The session ID entered is not an available test session. Verify that you entered the session ID correctly.

Figure 16. Student Sign-In Page



Select an Available Test

1. On the **Your Tests** page, select the test you need to take (see [Figure 17](#)).
2. Wait for the TA to check the student's test settings and approve test participation.

Verify Test Information

1. Review the information on the page and verify that the test settings are correct (see [Figure 18](#)).
2. Select **Yes** when the student is ready. The **Functionality Check** pages may appear, depending on the test.
 - a. If the student is testing with text-to-speech (TTS), play the sample TTS audio to verify that it reads the text aloud.
 - b. If the test contains audio content, play the sample audio to verify that the student can hear it clearly.
3. On the **Test Instructions and Help** page, have the student select **Begin Test Now** to start the test.

Figure 17. Student Your Tests Page

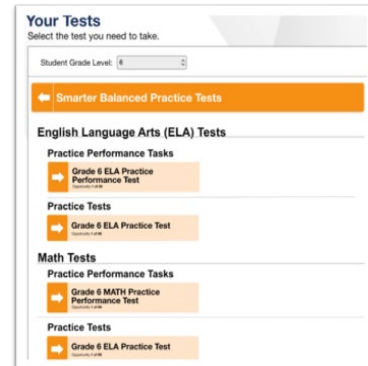


Figure 18. Student Is This Your Test? Page

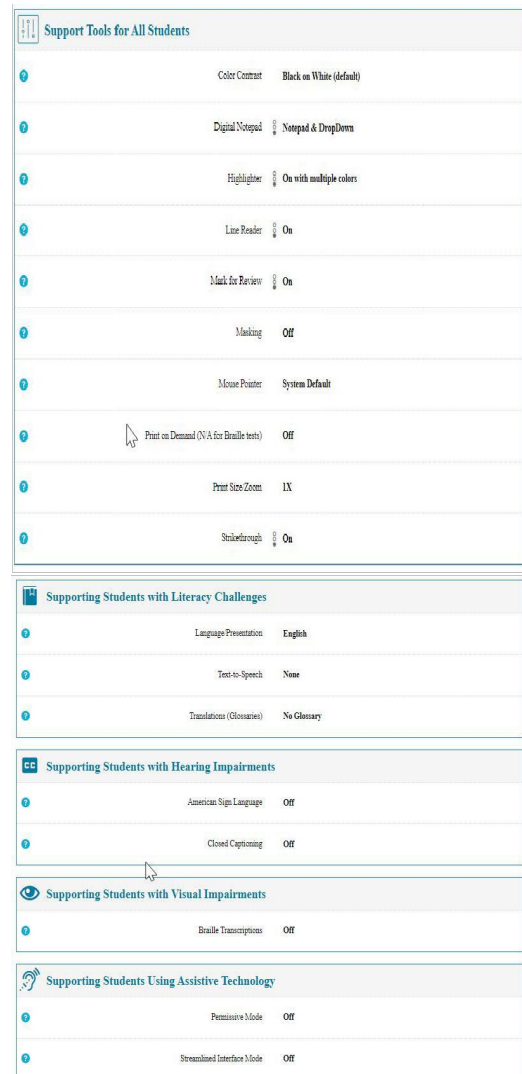




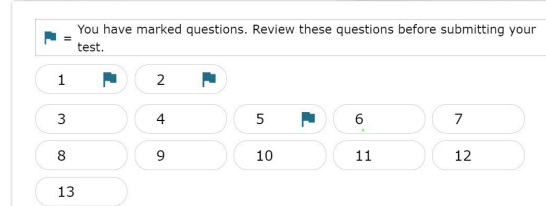
Figure 19. Student End Test Page

Complete the Test

1. On each page of the test, the student will answer all the questions before selecting **Next** to proceed to the next page.
2. After completing the last question on the test, select **End Test**.
3. On the **End Test** page, the student may select a question number to return to the test and review answers, or the student may select **Submit Test** to complete the testing process (see [Figure 19](#)). Once the student submits the test, he/she can no longer modify any responses.

You are done entering data.

If you wish to review your entries, select a question number below.



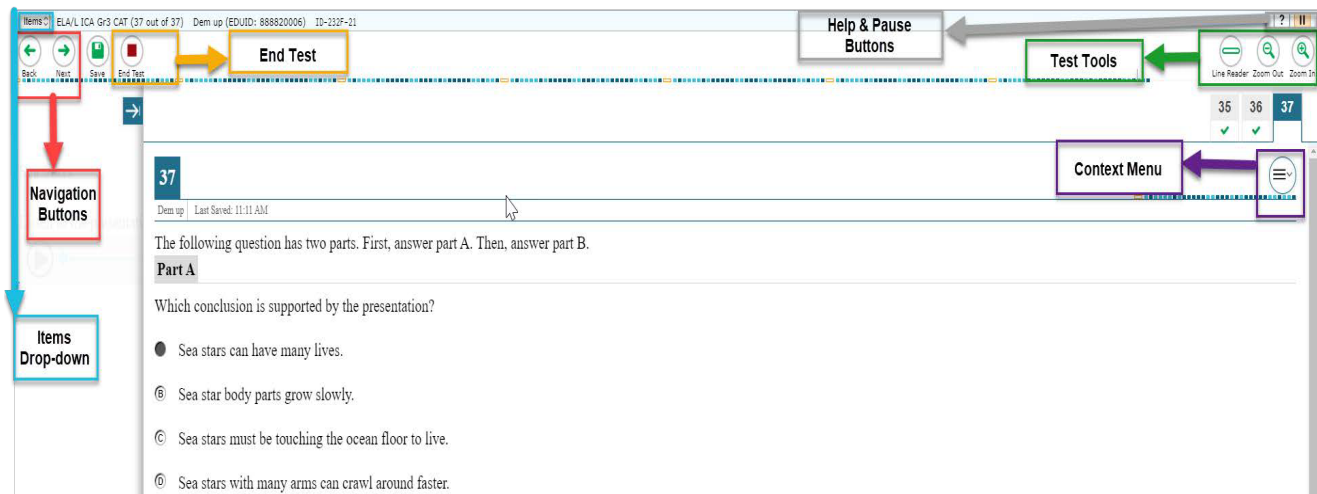
Note: You can pause a test at any point. If you pause for more than 20 minutes, you cannot review any questions completed before pausing, unless you paused on a page with incomplete questions.

Test Layout and Tools

This section provides an overview of the Test Delivery System’s available tools and where they are located.

[Figure 20](#) shows the basic test layout and primary tools available in the Student Testing Site.

Figure 20. Test Layout





Global and Context Menus

The global and context menus allow students to access on-screen tools. Students can access these tools using a mouse or keyboard shortcuts.

About the Global Menu

The global menu at the top of the test page contains navigation buttons on the left and tool buttons on the right (see [Figure 21](#)).

Figure 21. Global Menu



To open a test tool in the global menu:

1. Select the button for the tool. The selected test tool activates.

About the Context Menus

Each test page may include several elements, such as the question, answer options, and passages. The context menu for each element contains tools applicable to that element (see [Figure 22](#) and [Figure 23](#)).

Figure 22. Context Menu for Questions

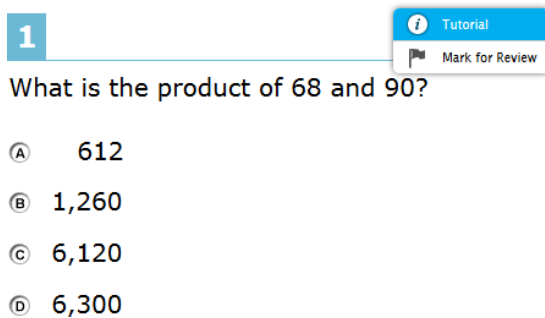
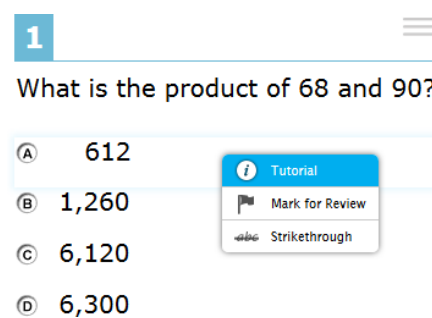



Figure 23. Context Menu for Answer Options



Opening a Context Menu for Stimuli and Questions

Students can access context menus by right-clicking elements or by selecting elements and then clicking the context menu button.

To access the context menu for a passage or question:

1. Click the context menu  button in the upper-right corner of the passage or question. The context menu opens.
2. Select a tool.



Opening a Context Menu for Answer Options

Students can use the context menu to access tools for answer options in a multiple-choice or multi-select question.

To access an answer option's context menu:

1. To open the context menu, do one of the following:
 - If you are using a **two-button mouse**, right-click an answer option.
 - If you are using a **single-button mouse**, click an answer option while pressing **Ctrl**.
 - If you are using a **Chromebook**, click an answer option while pressing **Alt**.
 - If you are using a **tablet**, tap the answer option and then tap the context menu button (this selects the answer option until you select a different option)
2. Select a tool from the context menu.





Available Test Tools

[Table 1](#) lists the tools available in the *Global Menu* section of the test page, while [Table 2](#) lists the tools available in the *Question* and *Passages* sections (context menu tools). Some tools in Table 2 need to be set in the Test Information Distribution Engine (TIDE) prior to a student accessing any of them.



Note: Some tools are available for all tests, while others are only available when testing in a particular subject or when testing with a particular accommodation.

Table 1. Global Tools

Tool Name	Instructions
Help 	To view the on-screen Instructions and Help window, select the question mark (?) button in the upper-right corner.
Calculator 	To use the on-screen calculator, select Calculator in the global menu.
Dictionary 	To look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus, select Dictionary in the global menu.
Global Notes 	To enter notes in an on-screen notepad, select Notes in the global menu.


















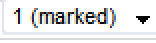

Tool Name	Instructions
Line Reader 	To highlight an individual line of text in a passage or question, select Line Reader in the global menu. This tool is not available while the Highlighter tool is in use. This tool now applies to all tests.
Masking 	The Masking tool temporarily covers a distracting area of the test page. To use this tool: 1. Select Masking in the global menu. 2. Click and drag across the distracting area. To close the Masking tool, select Masking again. To remove a masked area, select X in the upper-right corner of that area.
Print Page 	To print the entire test page, select Print Page in the global menu.
Print Passage 	To print a reading passage, select Print Passage in the global menu.
System Settings 	To adjust audio volume during the test, select  in the upper-right corner. Students testing with TTS can also use this tool to adjust TTS settings. Students testing on mobile devices cannot use this tool to adjust volume. To adjust audio volume on mobile devices, students must use the device's built-in volume control. If Guided Access is turned on, it must be turned off before adjusting the volume on iPads.
Zoom buttons 	To enlarge the text and images on a test page, select Zoom In . Multiple zoom levels are available. To undo zooming, select Zoom Out . Students testing with the Enhanced Zoom setting can enlarge text and images to levels 5X, 10X, 15X, and 20X. Enhanced Zoom requires students to test in streamlined mode that will need to be set in TIDE.


Table 2. Question and Passages Tools

Tool Name	Instructions
American Sign Language	You can watch videos that translate test content into American Sign Language (ASL). <i>To view ASL videos:</i> 1. From the context menu, select American Sign Language . <ul style="list-style-type: none"> ○ If only one ASL video is available, the video plays automatically. ○ If multiple ASL videos are available, sign language () icons appear next to the test content for each video. Select the icon for the test content you wish to translate into ASL.
Audio Transcription	Questions and stimuli with audio content automatically displays captions that can be read by Refreshable Braille Displays for students testing with the appropriate accommodations.



Tool Name	Instructions
Braille Type (ISAT ELA and Math only)	Type of Braille in which online test items are printed. Note: Online Braille testing is only offered for ISAT ELA and Math tests.
Closed Captioning	Questions and stimuli with audio elements automatically display closed captions for students testing with the appropriate accommodations.
Emboss (ISAT ELA and Math only)	This tool allows students to send test items to an embossing printer for online Braille testing. Note: Online Braille testing is only offered for ISAT ELA and Math tests.
Emboss Request Type (ISAT ELA and Math only)	This tool specifies the type of embossing in which online Braille tests are printed. Note: Online Braille testing is only offered for ISAT ELA and Math tests.
Expand Question/Passage	<p>You can expand the passage section or the question section for easier readability. To expand the passage section, select the right arrow  icon. The section will expand and overlap the question section for easier readability. To collapse the expanded section, select the left arrow icon  again.</p> <p>To expand the question section, select the left arrow icon  icon. The section will expand and overlap the question section for easier readability. To collapse the expanded section, select the right arrow  again.</p>
Expand Passage	<p>To expand the passage section, select the double arrow icon  in the upper-right corner of that section. The passage section will overlap the question section for easier readability. To collapse the expanded section, select the double arrow icon  again.</p>
Glossary (Word List)	To open the glossary, click a word or phrase that has a border around it.
Highlighter	<p>To highlight text, select the text on the screen and then select Highlight Selection from the context menu. To remove highlighting, select Reset Highlighting from the context menu.</p> <p>Text in images cannot be highlighted. This tool is not available while the Line Reader tool is in use.</p>
Mark for Review	<p>To mark a question for review, select Mark for Review from the context menu.</p> <p>The question number displays a flap  in the upper-right corner and appears next to the number. The Questions drop-down lists displays "(marked)"  for the selected question.</p>
Notepad	<p>To enter notes for a question, select Notepad from the context menu. After entering a note, a pencil icon  appears next to the question number of the test page.</p> <p>You can only access your notes for a question on that question's test page.</p>



Tool Name	Instructions
Print Item	To send a print request for an individual question, select Print Item from the context menu. After sending the request,  appears next to the question number.
Select Previous Version	To view and restore responses previously entered for a Text Response question, select the Select Previous Version option from the context menu. A list of saved responses appears. Select the appropriate response and click Select .
Strikethrough	For selected-response questions, you can cross out an answer option to focus on the options you think might be correct. There are two options for using this tool: <ul style="list-style-type: none">• Option A:<ol style="list-style-type: none">a. To activate Strikethrough mode, open the context menu and select Strikethrough.b. Select each answer option you wish to strike out.c. To deactivate Strikethrough mode, press Esc or click outside the question's response area.• Option B:<ol style="list-style-type: none">a. Right-click an answer option and select Strikethrough.
Text-to-Speech (TTS)	To listen to passages and questions, select a Speak option from the context menu.
Tutorial	To view a short video demonstrating how to respond to a particular question type, select Tutorial from the context menu.

Appendix 5-H
TIDE Quick Guide



Test Information Distribution Engine (TIDE) Quick Guide: Adding Users and Students

2022-2023

Published August 9, 2022

Prepared by Cambium Assessment, Inc.



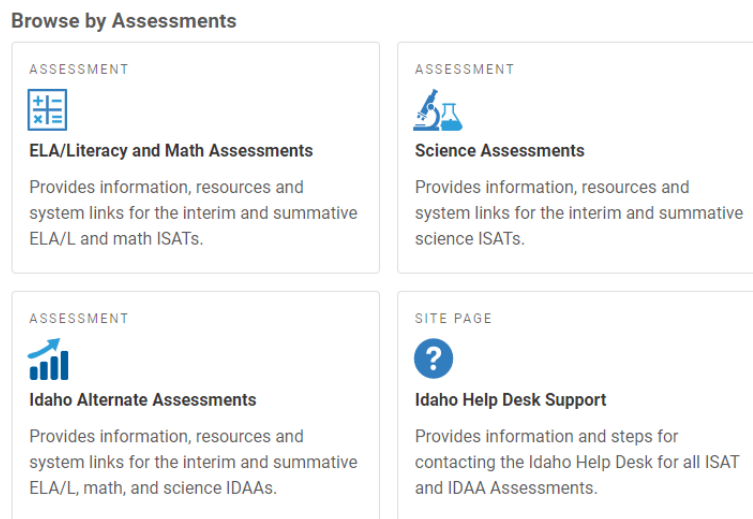
TIDE Quick Guide: Adding Users and Students

School administrators use TIDE to add and manage user (i.e. adult) accounts, and to add students participating in ISAT assessments. This Quick Guide provides a brief overview of the steps for adding user accounts and students. Complete information about TIDE is available in the *Idaho Test Information Distribution Engine (TIDE) User Guide*.

Logging in to TIDE

1. Open your web browser and navigate to the Idaho portal at <https://idaho.portal.cambiumast.com/>.
2. Click the **ELA/Literacy & Math Assessments**, **Science Assessments**, or **Idaho Alternate Assessment** card (see [Figure 1](#)).

Figure 1. Assessment Cards



3. Click the **TIDE** card (see [Figure 2](#)). The **Login** page appears (see [Figure 3](#)).

Figure 2. TIDE Card

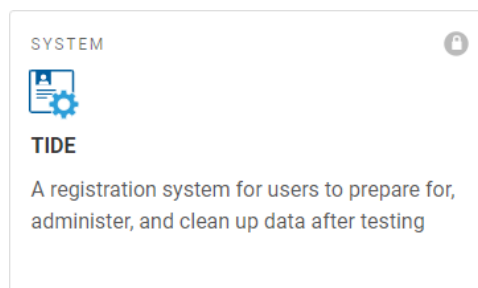


Figure 3. Login Page

4. Enter your email address and password.
5. Click **Secure Login**.
6. Depending on your user role, TIDE may prompt you to select a role, district, or school.
7. The TIDE dashboard appears.

Adding Users to TIDE

You can add users one at a time, as described in [Adding Individual Users to TIDE](#). You can also add many users at one time, as described in [Uploading Multiple Users to TIDE](#).

- When you add/search a user account, its role must be lower in the hierarchy than your role. Furthermore, you can add only those users that fall within your institution. For example, district-level users can create school-level accounts only for schools within their district.
- Please keep in mind, because the system is a hierarchy structure, having a higher-level role allows you to do anything a lower-level role is allowed to do. It also gives you additional functionality. For example, all users are able to administer tests so if a test administrator (TA) is also a teacher (TE), he/she does not need to be added into TIDE as a TA and a TE. Simply being added as a TE will cover both functions.

Adding Individual Users to TIDE

1. On the dashboard, open **Users**.
2. Click **Add Users**
3. In the Email address field, enter the new user's email address.
4. Click **+Add user or add roles to users with this email**. Additional field appears (see [Figure 4](#)). Enter the user's first name and last name in the required field and other details in the optional fields.

Figure 4. Add Users

5. From the **Role** drop-down, select a role.
6. Click **Save**.

Uploading Multiple Users to TIDE

Retrieve the Upload File Template

1. On the dashboard, open **Users**.
2. Click **Upload Users**.
3. Download the Excel or CSV template. Use this template file to compose the upload file (see [Figure 5](#)).

Figure 5. Uploading Users, Retrieving the Template



Enter User Information into the Upload File

Each row represents one user. Populate each column of the spreadsheet, including district ID, school ID, first name, last name, email address, role, and phone number (optional). In the Action column, enter **ADD** to add or edit users, or enter **DELETE** to delete users (see [Figure 6](#)).

Note: Please ensure all alphanumeric fields/cells are formatted as **TEXT** on the Excel template to accept leading zeros where necessary.

Figure 6. Uploading Users, Using the Template

	A	B	C	D	E	F	G	H	I
1	State ID	District ID	School ID	FirstName	LastName	Email	Role	Phone	Action
2									
3									
4									
5									

Refer to the *Idaho Test Information Distribution Engine (TIDE) User Guide* for detailed information about how to compose the upload file.

Upload the User File

Step 1: Upload File (see [Figure 7](#))

1. Click **Browse** and navigate to the file that is saved on your computer. Click **OK**.
2. Click **Next**.

Figure 7. Uploading Users – Step 1

Step 1: Upload File

IA_Users_UAT.xlsx

+ Upload History

Step 2: Preview File (see [Figure 8](#))

1. Preview the first few records from the file to ensure that you selected the correct file and that the information is in the appropriate columns.

Figure 8. Uploading Users – Step 2

Step 2: Preview


Row Number	District ID	School ID	First Name	LastName	Email	Phone	Role	Action
1	12345	9000	Anne	Walker	awalker@air.org	123-456-7890	TA	ADD
2	12345	9000	Abigail	Smith	asmith@air.org	232-456-7788	TE	ADD
3	12345	9000	George	Harris	gharris@air.org	445-667-8899	TE	DELETE

2. Click **Next**.


Step 3: File Validation (see [Figure 9](#))

1. TIDE validates the file to ensure there are no data or layout errors. For information about correcting errors, refer to the *Idaho Test Information Distribution Engine (TIDE) User Guide*.

Figure 9. Uploading Users – Step 3

LastName	Email
Oligo	 lilly@cambiumassessment
Amiri	Arian@cambiumassessment.com

2. If no errors exist, click **Continue with Upload**.

Note: the following legend  indicates there is an error in file. Click on the legend for more information.

Step 4: Confirmation

A confirmation message indicates that TIDE successfully uploaded the file (see [Figure 10](#)).

Figure 10. Uploading Users – Step 4

Results: 11 records committed, 3 records excluded

Adding Students to TIDE

You can add students one at a time, as described in [Adding Individual Students to TIDE](#). You can also add many students at once, as described in [Upload Multiple Students to TIDE](#).

Adding Individual Students to TIDE

1. On the dashboard, open **Students**.
2. Click **Add Students**.
3. Enter the **Student Demographics** and the **Race and Ethnicity** information (see [Figure 11](#)).

Figure 11. Add Students

The screenshot displays two sections of a form for adding students. The top section, titled 'Student Demographics', contains the following fields: District (dropdown), School (dropdown), EDUID (text), Student's Last Name (text), Student's First Name (text), Student's Middle Name (text), Gender (radio buttons for Male and Female), Birth Date (MMDDYYYY) (text with calendar icon), Grade (dropdown), Section 504 Status (radio buttons for Yes and No), Special Education Status (radio buttons for Yes and No), Alt Assessment (radio buttons for Yes and No), Primary Disability Type (dropdown), EL Status (radio buttons for Yes and No), EL Category (dropdown), Migrant Status (radio buttons for Yes and No), and Economic Disadvantage (radio buttons for Yes and No). A 'Field Test' section below contains ELA (dropdown) and MA (dropdown) fields. The bottom section, titled 'Race and Ethnicity', contains radio buttons for: Hispanic or Latino, Black or African American, American Indian or Alaska Native, White, Asian, and Native Hawaiian or Other Pacific Islander.

Note: * required fields

4. Click **Save**.

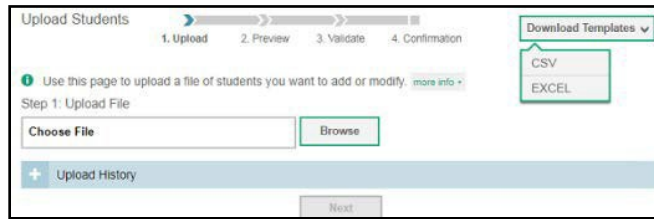
Upload Multiple Students to TIDE

You can follow these steps to upload multiple users at once.

Retrieve the Upload File Template

1. On the dashboard, open **Students**.
2. Click **Upload Students**.
3. Download either the Excel or CSV template. Use this template file to enter student information (see [Figure 12](#)).

Figure 12. Uploading Students, Retrieving the Template



Note: Please ensure all alphanumeric fields/cells are formatted as **TEXT** on the Excel template to accept leading zeros where necessary.

Enter Student Information into the Template

Each row represents one student. Populate each column in the spreadsheet (see [Figure 13](#)).

Figure 13. Upload Students: Template

	A	B	C	D	E	F	G	H
1	DistrictID	SchoolID	LastOrSurname	FirstName	MiddleName	Birth Date (MMDDYYYY)	EDUID	Grade
2								
3								
4								

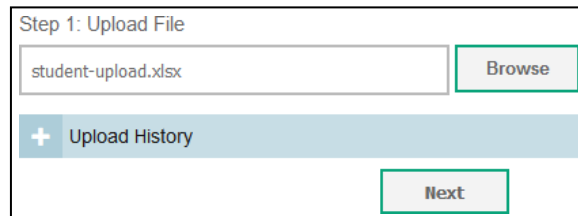
Refer to the *Idaho Assessment the Idaho Test Information Distribution Engine (TIDE) User Guide* for detailed information about how to compose the upload file.

Uploading the Student File

Step 1: Select File to Upload (see [Figure 14](#))

1. Click **Browse** and navigate to the file that is saved on your computer. Click **OK**.
2. Click **Next**.

Figure 14. Upload Students – Step 1



Step 2: Preview File (see [Figure 15](#))

1. Preview the first few records from the file to ensure that you selected the correct file and that the information is in the appropriate columns.
2. Click **Next**.

Figure 15. Upload Students – Step 2

Row Number	District ID	School ID	Last Name	First Name	Middle Name	Birthdate	EDUID	Grade	Gender	Hispanic flag	American Indian/Alaskan Native flag	Asian flag	Black/Al American flag
1	9999	999901	demo	testing		09152007	353535353	04	F	Yes	No	No	No
2	9999	999901	testing	demo		04152006	535353535	05	M	No	No	Yes	No

Step 3: File Validation (see [Figure 16](#))

1. TIDE validates the file to ensure that there are no data or layout errors.
2. If no errors exist, click **Commit File** to add the new students.



Note: the following legend  indicates there is an error in file. Click on the legend for more information.

Figure 16. Upload Students – Step 3

Gender	HispanicOrLatino	American Indian/Alaskan Native
Female	No	yes
 N	No	yes

Step 4: Confirmation (see [Figure 17](#))

A confirmation message indicates that TIDE successfully uploaded the file.

Figure 17. Upload Students – Step 4

Results: 11 records committed, 3 records excluded

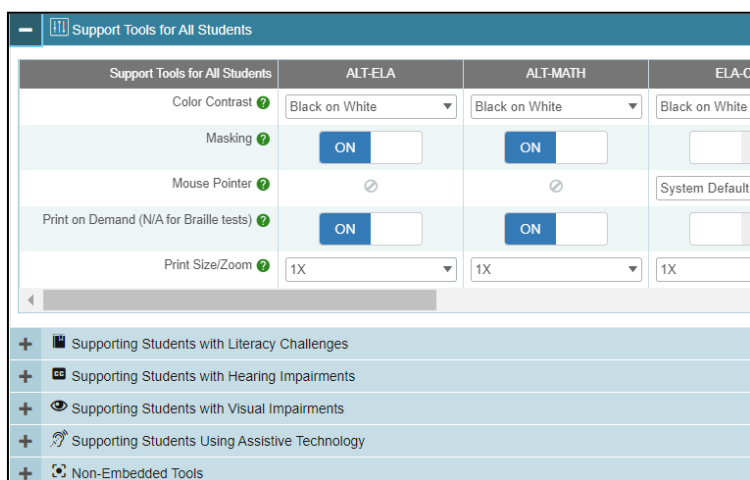
Adding Student Settings to TIDE

You can add student settings one at a time, as described in [Add Individual Student Settings to TIDE](#). You can also add multiple student settings at once, as described in [Upload Multiple Student Settings to TIDE](#).

Add Individual Student Settings to TIDE

1. On the dashboard, open **Students**.
2. Click **Add Student**
3. Enter the appropriate **Test Settings and Tools** (see [Figure 18](#)).

Figure 18. Add Individual Test Settings and Tools



4. Click **Save**.

Upload Multiple Student Settings to TIDE

CAUTION: Failed file uploads—If you upload a file that contains information for a student not enrolled in your district or school, TIDE rejects the file. You can only upload files for students who are enrolled in your district or school.

Retrieve the Student Settings Upload File Template

1. On the dashboard, open **Test Settings and Tools**.
2. Click **Upload Student Settings** (see [Figure 19](#)).

Figure 19. Upload Student Settings – Retrieving the Template



3. Download either the Excel or CSV template. Use this template file to enter student information. Enter the Students Test Settings and Tools into the template.

Each row represents one student. Populate each column of the spreadsheet (see [Figure 20](#)). Refer to the *Idaho Test Information Distribution Engine (TIDE) User Guide* for detailed information about how to compose the upload file.

Figure 20. Upload Student Settings: Template

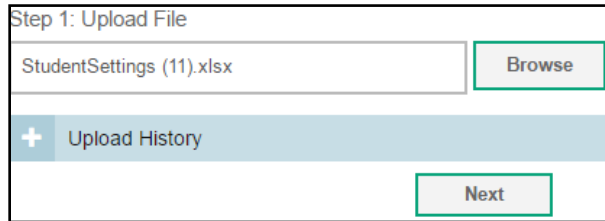
	A	B	C	D
1	EDUID	Subject	Test Tool	Value
2	123456789	ELA	Closed Captioning	Closed Captioning Not Available
3				
4				

Note: Subject, Test Tool, and Value fields are pre-populated. You may select an option from the drop-down lists.

Step 1: Select File to Upload (see [Figure 21](#))

1. Click **Browse** and navigate to the file that is saved on your computer. Click **OK**.

Figure 21. Upload Student Settings – Step 1

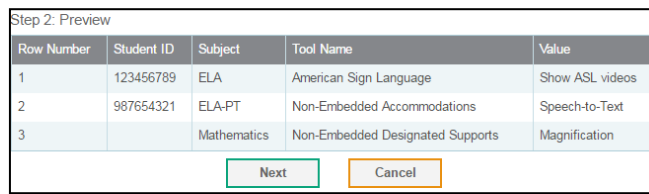


2. Click **Next**.

Step 2: Preview File (see [Figure 22](#))

1. Preview the first few records from the file to ensure that you selected the correct file and that the information is in the appropriate columns.

Figure 22. Upload Student Settings – Step 2



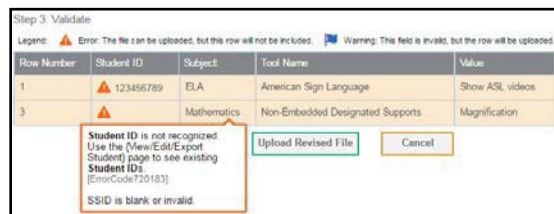
Row Number	Student ID	Subject	Tool Name	Value
1	123456789	ELA	American Sign Language	Show ASL videos
2	987654321	ELA-PT	Non-Embedded Accommodations	Speech-to-Text
3		Mathematics	Non-Embedded Designated Supports	Magnification

2. Click **Next**.

Step 3: Validate File (see [Figure 23](#))

1. TIDE validates the file to ensure that there are no data or layout errors.

Figure 23. Upload Student Settings – Step 3



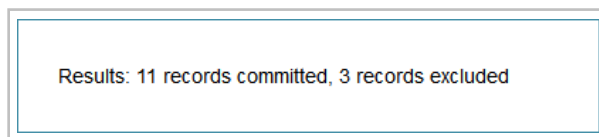
2. If no errors exist, click **Continue with Upload** to add the new students.

Note: The following legend indicates there is an error in file. Click on the legend for more information.

Step 4: Confirmation (see [Figure 24](#))

A confirmation message indicates that TIDE successfully uploaded the file.

Figure 24. Upload Student Settings – Step 4



Dual Enrollment

- Students can be enrolled in multiple schools or districts. Below are specific details related to this new feature. You can add the same student with the same EDUID to more than one school and district in two ways:
 - From the Add Student page (see Adding Individual Students).
 - From the Upload Students page (see Upload Multiple Students to TIDE).
 - **Note:** The steps to enroll a student who takes classes in multiple locations are the same used to add a student taking classes in only one testing location. If a student is not already enrolled in another district and/or school, TIDE will add this student to the new location. If a student is already enrolled in TIDE as attending a certain school, the student’s record will be updated with this new district or school location.
- When editing the record of a student who has been dual enrolled, any changes you make to the student’s demographic details (with the exception of EDUID and First & Last Name) will be reflected immediately in TIDE. For example, if the most recent upload file has a different grade level than the record previously shown in TIDE, the system assumes the grade change is an intentional update, and therefore, modifies the student’s grade.
- When deleting a record of a student who has been dual-enrolled, only the selected record will be deleted. For example, if a student is enrolled in School A and School B and you delete the student’s record for School A, the student’s record for School B will not be deleted.

Upload Interim Grades

The Interim Testing Grade indicates the grade level of interims a student is eligible to take. Students can take interim tests at a grade level that is different than their enrolled grade. [Figure 25](#) shows the Interim Assessment Eligibilities that are automatically selected – for each subject and grade level – when a student is added to TIDE.


Figure 25: Interim Assessment Eligibilities

Student's SY21-22 Grade	Preloaded Interim Assessments @ this Grade/Grade Band		
	ELA/L	Mathematics	Science ¹
2	N/A	N/A	N/A
3	3	3	Elementary
4	3, 4	3, 4	Elementary
5	4, 5	4, 5	Elementary
6	5, 6	5, 6	Elementary, Middle
7	6, 7	6, 7	Elementary, Middle
8	7, 8	7, 8	Elementary, Middle
9	8, 9	8, 9	Middle, High
10	9, 10	9, 10	High
11	10, 11	10, 11	High
12	N/A	N/A	N/A

¹Elementary = Grades 3, 4 & 5; Middle = Grades 6, 7 & 8;
High = Grades 9, 10, 11, 12

Users can set interim grades for multiple students through file uploads. Uploading Interim Grades can only be done AFTER students are added to TIDE. Uploading Interim Grades can be used to add ADDITIONAL interim grades for multiple students.

Troubleshooting Tips

- Ensure all leading zeros are maintained in the files by formatting all alphanumeric fields/cells in TEXT format.
 - **NOTE:** If the original document is a CSV file, opening the document in Excel will cause the leading zeros to be wiped out. To retain them, continue to open the file using CSV format.
- Ensure dates are formatted properly using MMDDYYYY (no spaces or dashes).
 - **NOTE:** If using the template in TIDE, an error message will appear if the correct format is not entered in these fields.
- Dependent fields in Student Demographics section of Add Students and Upload Students:
 - *Alt Assessment* cannot be set to Yes if *Special Education Status* is set to No.
 - *EL Category* cannot be set if *EL Status* is set to No.
- Ensure all values contain only the acceptable values for the field you are trying to enter. When in doubt, select the  **Help** button in the Upload pages in TIDE or refer to the TIDE user guide for a list of acceptable values.
- If further issues persist when trying to upload user or student files into TIDE, please contact the Idaho Help Desk via telephone (1-844-560-7365) or via email (IDHelpDesk@cambiumassessment.com).