

# **Idaho Standards Achievement Test (ISAT) in Science**

**2023–2024**

**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 Department of Education (the Department) 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 Department of Education (the Department) 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 2023–2024 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 Department 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 2024, students had an opportunity to take a training test at their school before taking the computer-based spring 2024 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 2024 testing window ran from March 11–May 24, 2024.

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 2024 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 Department in 2022, (<https://idahotc.com/Portals/0/Resources/1007/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 2024 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 2024 test administration.

The Department 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. Department 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
<b>Embedded</b>		
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
<b>Non-Embedded</b>		
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 Department provided a separate ISAT Supports and Accommodations Presentations<sup>1</sup> 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 Department 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 Department of Education (the Department) has established a clear, standardized test administration procedure for the administration of the ISAT with accommodations. The Department 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

<sup>1</sup> Accessible from the Department website at <https://idaho.portal.cambiumast.com/resource-item/en/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 Department. 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 Department.

### *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 2024 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*

<b>Resource</b>	<b>Description</b>
<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 Department 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. **Impropropriety:** 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 Department 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 the Department 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.

Although no Braille tests were administered in Spring 2024, when they are administered, 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 the Department.

All testing personnel were aware (via training) that failure to follow the test security procedures set forth by the Department 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 Department, 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 Department via CAI's TIDE system. The Department 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.

## **5. REFERENCES**

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National Research Council. (2012). *A framework for K–12 science education: Practices, crosscutting concepts, and core ideas*. Washington, DC: The National Academies Press.

**Appendix 5-A**  
**Summative Test Administration Manual**



# ISAT Summative Test Administration Manual (TAM)

2023-2024

Published April 18, 2024,  
*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) assessments. This manual provides procedural and policy guidance to implement the ISAT 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](#). Please refer to the [IDAA Summative TAM](#) for more information specific to administering the Idaho Alternate Assessment.

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.

In 2022-23, The Idaho Department of Education (the Department) elected to transition to grade 11 as the grade of accountability. As of the 2022-23 school year, grade 9 and 10 summative ELA/L and mathematics tests are no longer offered.

Students in grade 9 and 10 may “Challenge Up” and take the grade 11 tests. The grade 11 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. The Idaho Department of Education is responsible for score banking, if applicable. Grade 9 and 10 interim tests are available for math, ELA, and science.

## Overview of Summative Assessments

### ELA/Literacy and Mathematics ISATs

The Idaho Standard Achievement Tests (ISATs) 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 interim assessments at the school/LEA’s discretion. 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, and if they have already received instruction on all standards in the subject area. 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 reflects 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.

### Science ISATs

The spring 2024 ISAT science assessment will be administered to all students in grades 5, 8 and 11. The science ISAT determines a student’s ability to demonstrate their understanding of the 2022-2023 Idaho State Science Standards through cluster and standalone items. For more details on clusters and standalone items, please refer to the [Science ISAT Guide](#) on the Resources page of the Idaho Portal.

# 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.
- The Test Delivery System (TDS) supports test administrators (TAs and TEs) who manage testing for students participating in the Practice and Training tests, Interim Assessments, and Summative Assessments. To use this system, users should be familiar with using a web browser to retrieve data and with filling out web forms. For more information, please refer to the on the Idaho Portal.
- The Reporting system provides Assessment reports. Assessment Reports are available at various levels within a district. Different user roles will have different levels of access to Assessment reports. 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.

- **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

The [Idaho Portal](#) houses multiple resources for test administration, including: The [Test Information Delivery Engine \(TIDE\)](#), Quick Guides and Manuals (Table 1), Training Modules and Videos (Table 2), and Additional Resources (Table 3).

### Test Information Delivery Engine (TIDE)

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. Instructions can be found in the [TIDE User Guide](#).

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
<a href="#">CAI Systems and User Roles Chart</a>	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.
<a href="#">Data Entry Interface (DEI) User Guide</a>	The <i>Data Entry Interface (DEI) User Guide</i> describes how to access the Data Entry Interface (DEI) to submit student responses for those students requiring an ISAT paper test in ELA/mathematics.
<a href="#">Dual Enrollment in TIDE Quick Guide</a>	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.
<a href="#">Interim Assessment Implementation Planning Checklist</a>	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.
<a href="#">Interim Assessment Guide for Test Administration</a>	The <i>Interim Assessment Guide for Test Administration</i> consolidates information about the interim assessments into one resource.

Resource	Description
<a href="#">ISAT Supports and Accommodations Presentation</a>	The <i>ISAT Supports 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.
<a href="#">ISAT Science ISR Quick Guide (ELA and Mathematics coming soon)</a>	The <i>ISR Quick Guides</i> provide assistance in using the Student Results Generator and downloading a student overall performance report.
<a href="#">Reporting System Quick Guide</a>	The <i>Reporting System Quick Guide</i> provides instructions and support for users viewing assessment performance reports in Reporting.
<a href="#">ISAT Practice Test Quick Guide</a>	The <i>ISAT Practice Test Quick Guide</i> provides information to help users access and navigate the assessment practice tests available in the TDS.
<a href="#">Test Administrator TA User Guide</a>	The <i>Test Administrator TA 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 tests.
<a href="#">TIDE Quick Guide</a>	The <i>TIDE Quick Guide</i> provides a brief overview of the steps for adding user accounts and students to CAI systems.
<a href="#">Usability, Accessibility, and Accommodations Guidelines (UAAG)</a>	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 Guidelines 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 Guidelines 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
<a href="#">Authoring Training Module</a>	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.
<a href="#">Braille Module</a>	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.
<a href="#">Reporting Training Module</a>	District/School Test Coordinators, Teachers	This training module is designed to help users navigate and view performance reports in Reporting.
<a href="#">Student Interface Training Module</a>	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.
<a href="#">Technology Requirements</a>	District/School Technology Coordinators	This module provides current information about technology requirements, site readiness, supported devices, and Secure Browser installation.
<a href="#">Test Administrator (TA) Training Module</a>	Test Administrators	The Test Administrator (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.
<a href="#">TIDE Test Improprieties Training Module</a>	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.
<a href="#">TIDE Training Presentation</a>	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 <a href="#">IDAA assessments</a>. Item types are listed and described in <a href="#">Appendix B</a>. Sample tests do not generate data and therefore should not be used to determine student mastery of the standards. The <a href="#">Practice and Training Tests</a> can be found on the <a href="#">Idaho Portal</a>.</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 &amp; Math Assessments and Science Assessments pages of the <a href="#">Idaho Portal</a>. 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 <a href="#">Idaho Portal</a> by clicking on the “TA Certification Course” icon under any Assessment page.</p>

## Test Administration Roles and Responsibilities

TIDE, the Test Administration App, (TDS) and Reporting use a hierarchical role-based system. Each user is assigned a specific role which has access to different systems or features. User roles and responsibilities 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](#).

Idaho Department of Education 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.

Table 4. User Roles and Responsibilities

Done	Description
<b>District Administrator (DA)</b>	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.
<b>District Coordinator (DC)</b>	<p>A DC has the following responsibilities:</p> <ul style="list-style-type: none"> <li>• Adding SCs, TEs, TAs, DISs, Tools for Teachers – District (TFT_Ds), and Tools for Teachers – School (TFT_SCs) into TIDE.</li> <li>• Ensuring that the SCs, TEs, and TAs in their districts are appropriately trained regarding the assessment administrations and security policies and procedures.</li> <li>• Reporting test security incidents to the State via the Test Improprieties module in TIDE and the Test Security Incidents Log.</li> <li>• Providing general oversight for all administration activities in their district/schools; and</li> <li>• Entering and/or verifying test settings (i.e. Designated Supports and Accommodations) for students.</li> </ul>
<b>District Instructional Support (DIS)</b>	DIS users have access only to the test reason manager in Reporting. LEAs may choose to add instructional coaches to the DIS role.
<b>School Coordinator (SC)</b> <i>Note: An SC can be a principal, vice principal, technology coordinator, counselor, or other staff member. If possible, an SC should be a person with non-instructional or limited instructional duties so that they can coordinate and monitor testing activity in the school.</i>	<p>An SC has the following responsibilities:</p> <ul style="list-style-type: none"> <li>• Identifying TAs and ensuring that they are properly trained.</li> <li>• Adding TEs, TAs, and TFT_SCs into TIDE.</li> <li>• Coordinating with TAs so they administer all assessments.</li> <li>• Entering and/or verifying student test settings.</li> <li>• Creating or approving testing schedules and procedures for the school in a manner consistent with state and district policies.</li> <li>• Working with technology staff to ensure that necessary Idaho Secure Browsers are installed, and any other technical issues are resolved.</li> <li>• Monitoring testing progress during the testing window and ensuring that all students participate in their appropriate assessments.</li> <li>• Addressing testing incidents, as needed.</li> <li>• Mitigating and reporting all test security incidents in a manner consistent with state and district policies.</li> </ul>

User Role	Description
<p><b>Teacher (TE)</b></p> <p><b>Note:</b> <i>The “Teacher” role in TIDE can perform the same functions as the TA role, along with a few additions in Reporting.</i></p>	<p>A TE has the following responsibilities:</p> <ul style="list-style-type: none"> <li>• Completing assessment administration training and reviewing all Smarter Balanced, state, and district policy and administration documents prior to administering any assessments.</li> <li>• Viewing student information prior to testing to ensure that the correct student receives the proper test with the appropriate supports. TEs should report any potential data errors to SCs and DCs as appropriate; and</li> <li>• 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.</li> </ul>
<p><b>Test Administrator (TA)</b></p>	<p>A TA has the following responsibilities:</p> <ul style="list-style-type: none"> <li>• Completing ISAT assessment administration training and reviewing all state, and district policy and administration documents prior to administering any assessments.</li> <li>• Viewing student information prior to testing to ensure that the correct student receives the proper test with the appropriate supports. TAs should report any potential data errors to SCs and DCs as appropriate.</li> <li>• Administering the assessments under certain circumstances; * and</li> <li>• Reporting all potential test security incidents to their SC and DC in a manner consistent with state and district policies.</li> <li>• <b>Note:</b> This role does not have access to Reporting.</li> </ul>
<p><b>Tools for Teachers (TFT-D and TFT- SC)</b></p>	<p>TFT users have access only to Tools for Teachers and they may be associated with a certain school or district.</p>

## Test Administrator (TA) Preparation

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](#).

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.

## ISAT Universal Tools, Designated Supports, and Accommodations

The [Usability, Accessibility, and Accommodations Guidelines \(The Guidelines\)](#) 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 Idaho Department of Education the Department of the request. The Department 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 Idaho Department of Education staff.

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

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 resource Topic on [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.
Accommodations	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.  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.

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 resource Topic on [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 TA 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:

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);
- Do not reset the students' test, knowing the student did not receive their accommodation(s);
- Submit an [ISAT Test Incident](#) in TIDE.

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

- 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 and science 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 [100s Number Table by Smarter Balanced on 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

## ISAT Accommodation Coded in TIDE (Continued)

- 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

## 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 6](#) 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 6. Requirements of the Test Environment

Requirement	Description
<b>BEFORE TESTING</b>	
Instructional materials removed or covered	Instructional materials that might assist students in answering questions <b>must be removed or covered</b> . <b>Materials include but are not limited to</b> 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 and post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
<b>DURING TESTING</b>	
Quiet environment	Provide a quiet environment 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	<p>Students are actively supervised throughout the testing session by a trained Test Administrator (TA) and are prohibited from:</p> <ul style="list-style-type: none"> <li>• Viewing other students' answers.</li> <li>• Distracting or interrupting other students.</li> <li>• Accessing unauthorized electronic devices that allow availability to outside information, communication among students or with other individuals outside the test environment or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, smart watches, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices.</li> </ul>
Access to allowable resources only	<p>Students must have access to and use of only those allowable resources identified by and the Department (see <a href="#">Establishing Appropriate Testing Conditions</a> for examples) that are permitted for each specific test (or portion of a test).</p> <ul style="list-style-type: none"> <li>• This includes access to medical devices, which may be integrated into other technology devices.</li> <li>• Use of such devices may require additional monitoring or a separate test setting to maintain test security.</li> </ul>
Access to assessments	<p>Any staff present in the room during the test must sign <a href="#">Assessment Confidentiality Agreement</a></p> <ul style="list-style-type: none"> <li>• When supporting students during the assessment, adults may encourage students to do their best redirect students, or provide students a break, but are prohibited from answering questions about assessment items or interacting with items.</li> <li>• TAs or TEs present during the test administration must adhere to test security policies at all times. TAs or TEs are prohibited from copying, photographing, or transferring test items for use outside the test session.</li> <li>• TAs or TEs who are concerned about a specific item can note the test session, student ID and question number on the student assessment and contact the Department.</li> </ul>
Testing through Idaho Secure Browser	<p>Administration of summative assessments is permitted only through the Student Interface via the Idaho Secure Browser.</p>
<b>DURING AND AFTER TESTING</b>	
Access to responses prohibited	<p>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.</p>

Requirement	Description
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.
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> <ul style="list-style-type: none"> <li>• TAs or TEs who are concerned about a specific item can note the test session, student ID, and question number on the student assessment and contact the Department.</li> </ul>
All test materials must remain secure at all times	Printed materials from the print-on-demand accommodation, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.
<b>AFTER TESTING</b>	
Destroy test materials securely	<p>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.</p> <p>See <a href="#">Secure Handling of Printed Materials</a> for details.</p>
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 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, students may have access to and use of the additional required resources in [Table 7](#) which are specific to each assessment and content area.

Table 7. Required Resources

Content Area	Embedded	Non-Embedded
ELA	No additional requirements	<ul style="list-style-type: none"> <li>Headphones are required for the listening portion of the ELA/literacy assessment, some performance tasks, and for students requiring Text-to-Speech.</li> <li>Scratch paper should be provided for note taking if necessary.</li> </ul>
Mathematics	An embedded calculator is available for some mathematics items in grade 6 and above.	<ul style="list-style-type: none"> <li>Headphones are required for students requiring Text-to-Speech and for students requiring Audio Glossaries.</li> <li>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 <a href="#">UAAG</a>.</li> <li>Scratch paper should be provided to all students in all grades.</li> <li>Graph paper should be provided for students in grades 6, 7, 8 and in high school.</li> </ul>
Science	<ul style="list-style-type: none"> <li>An embedded periodic table is available in grades 8 and 11.</li> <li>An embedded calculator is available in all grades.</li> </ul>	<ul style="list-style-type: none"> <li>Headphones are required for students requiring Text-to-Speech.</li> <li>Scratch paper should be provided for all grades.</li> </ul>

## 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 11 that are required to participate in the 2023–2024 assessments (ISAT 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.
- ✓ 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 incident.



**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.

Test tickets display this recommended information and can be printed from 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 TA 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. 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 access 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 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 summative 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 used for testing is properly secured by installing the 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 TA 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 when accessing the assessments, to understand how to prepare for the assessments, and to review general rules for online testing. Information about the participation requirements, pausing tests, and resuming the test 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

For more information regarding Idaho testing population requirements, see [Testing Population Requirements](#).

### 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 an Idaho Public School in grades 3–8 and 11 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 an Idaho Public School in 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 an Idaho Public School in grades 5, 8, and 11 will take the science assessment except:

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

## 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 2023-24 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

If a student was enrolled on or before April 19 and enrolled through May 3 or [through] the last day of school (whichever comes first) and received no score, they will be counted as a non-participant on the ISAT.

## 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 TA User Guide](#).

### Testing Parameters

- In the 2023-2024 School Year and beyond, ISAT Test Administrators may NOT proctor their own students. A trained individual other than the student's regular classroom teacher, or teacher for the subject in which the student is assessing, must administer the ISAT.
- Teachers and any other adults in the room **must** sign the test security agreement if they are in a testing room at any time, regardless of whether they are administering the assessment.

### 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.

### 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.

## Pause Rules for 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 for 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.

## 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. 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 Department 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.

## 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. All science ISAT 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 assessments is scheduled to begin on March 11, 2024, and close on May 24, 2024. 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 1, 2024, and close on May 24, 2024.

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

## Scheduling Time for ISATs

[Table 8](#) and [Table 9](#) 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 8. Estimated Testing Times for ISAT ELA/Mathematics

Content Area	Grades	Adjusted Form CAT hrs: mins	Performance Task (PT) hrs: mins	Adjusted Form Total hrs: mins
ELA/Literacy	3–5	:45	2:00	2:45
	6–8	:45	2:00	2:45
	HS	1:00	2:00	3:00
Mathematics	3–5	:45	1:00	1:45
	6–8	1:00	1:00	2:00
	HS	1:00	1:30	2:30

Table 9. 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.

## 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 Idaho Department of Education 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 10](#) and [Table 11](#). Note that the duration, timing, break/pause rules, and session recommendations vary for each content area and test.

Table 10. Assessment Format for ISAT ELA/Literacy

ELA/Literacy	CAT	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> <li>Two sessions (recommended) and no more than six sessions (rare/extreme).</li> <li>Session durations range from 45 minutes to 60 minutes.</li> </ul>	<p>The PT is presented in two parts.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>Administer in two sessions corresponding to Segments 1 and 2 of the PT.</li> <li>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.</li> </ul>
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"> <li>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).</li> </ul>	<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"> <li>Students complete Part 1 in one test session and Part 2 the next school day in a single test session.</li> </ul>
Total Duration	<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"> <li>Student completes the CAT within five days of starting.</li> </ul>	<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 11. Assessment Format for ISAT Mathematics

Mathematics	CAT	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> <li>Administered in two sessions.</li> <li>Sessions run approximately 45 – 60 minutes each.</li> </ul>	<p>Recommendations:</p> <ul style="list-style-type: none"> <li>Administered in one session.</li> <li>Sessions run approximately 60 - 90 minutes.</li> </ul>
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"> <li>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).</li> </ul>	<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"> <li>Student completes the CAT within five days of starting it.</li> </ul>	<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"> <li>Student completes the PT in one day.</li> </ul>

## 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 [Science ISAT Guide](#).

### **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 Department is notified and will contact the school or district for further action.

## 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 has 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 Idaho Department of Education 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 Department 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 Department 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 TA 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 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.

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 TA User Guide](#) or [the Test Administrator TA Quick 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,” and the test type, where applicable (“ISAT ELA CAT,” “ISAT ELA PT,” “ISAT Math CAT,” “ISAT Math PT,” “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.

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 Department 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 Department 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 Test Incidents, Improprieties and Test Security Violations (Breaches)

Test security incidents, such as incidents, improprieties, and test security violations (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. For more information, please reference the [Assessment Integrity Guide](#).

Improprieties, incidents, and test security violations (breaches) must be reported in accordance with the instructions in this section for each severity level. Definitions for test security incidents are provided in [Table 12](#).

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 12. 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 Report

The [ISAT Test Incidents form Report](#) is the Idaho Department of Education 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 Report, 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 Department 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 on site 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 vendor. Measurement Incorporated, Inc. (MI) is the vendor for the ISAT paper test materials.

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

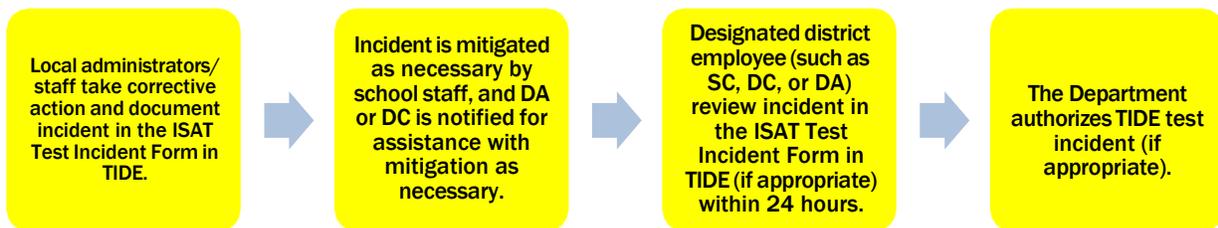
As a reminder, those printed and paper test materials identified in [Ensuring Test Security](#) must be securely shredded immediately following each test session and may not be retained from one test session to the next. The two exceptions to this include: scratch paper (and graph paper for grades 6 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 Test Incidents, Improprieties and Test Security Violations (Breaches)

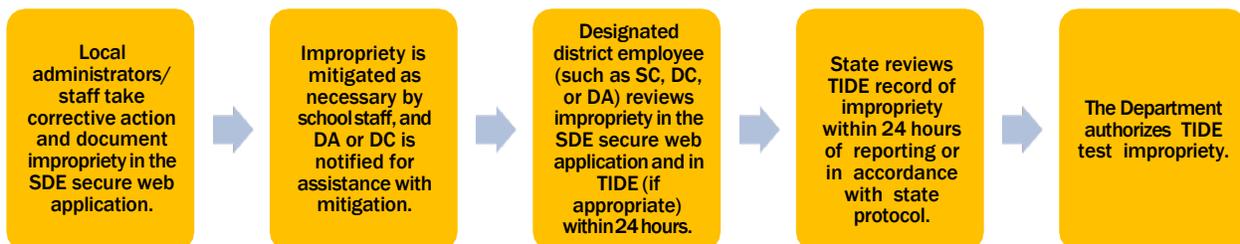
Throughout testing, ensure that all test security incidents are reported in accordance with the guidelines in [Ensuring Test Security](#) and Reporting Test Incidents, Improprieties and Test Security Violations (Breaches) the [TIDE User Guide](#). District test security incident logs are to be submitted each week that incidents occur in the [ISAT Test Incident Form in TIDE](#). 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.

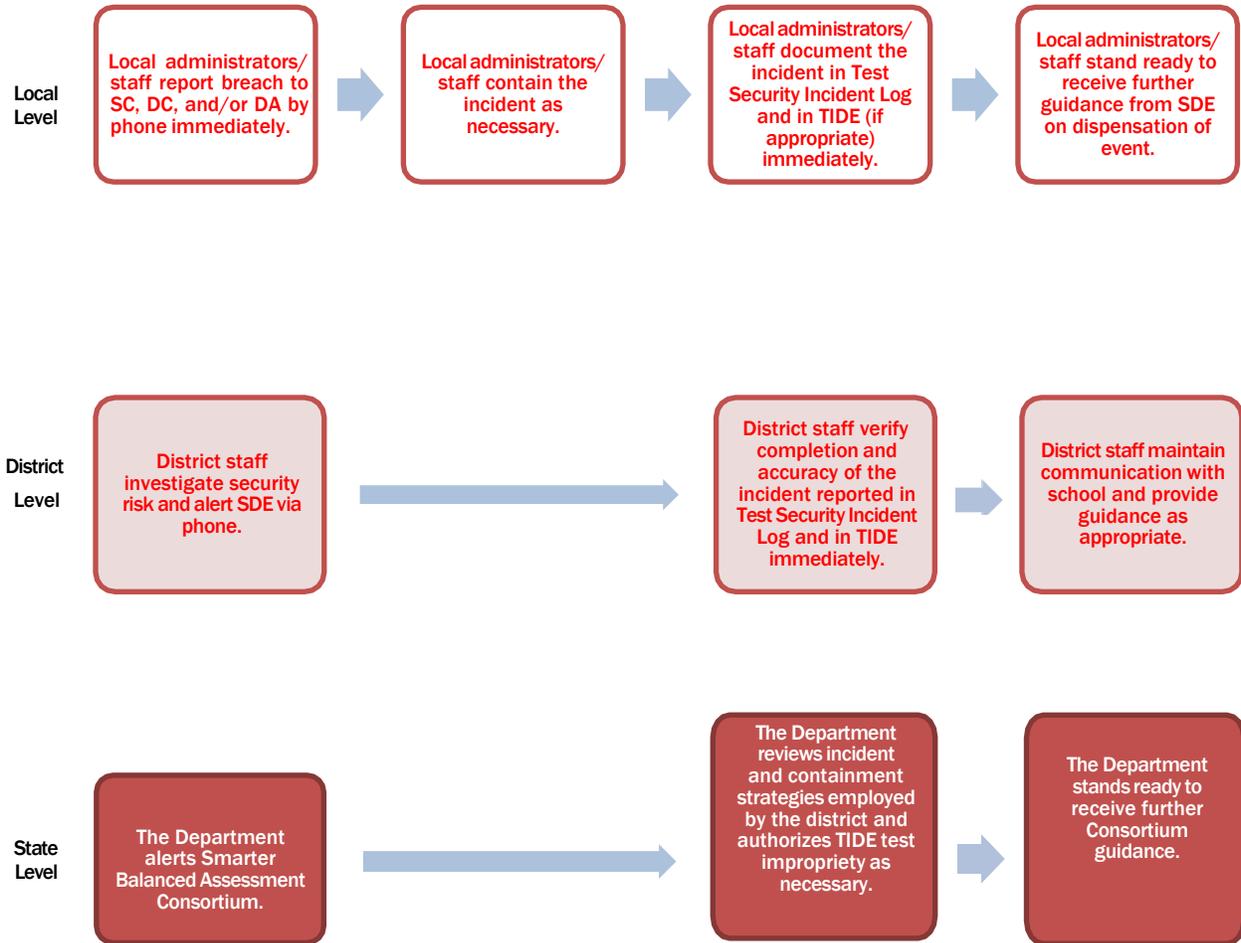
The **Test Security Required Action Steps** below depict the required actions for each test security incident in a process flow diagram format.



**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 Department’s 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 incident. 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 13](#).

## Online System Appeals Types

Table 13. Online System Appeals Types

Type of Appeal	Description	Conditions for Use
Reset a Test	Allows the student to restart a test opportunity by removing all responses on the test.	<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> <p>1. Log as Testing Incident</p> <p>Additional Testing Incident considerations:</p> <p><b>CAT:</b></p> <ol style="list-style-type: none"> <li>1. Student has been presented with five items or fewer – do NOT log as testing incident.</li> <li>2. Student has been presented with more than five items – log as testing incident.</li> </ol> <p><b>PT:</b></p> <p>Student has been presented with any items in a performance task – log as testing incident.</p>

Type of Appeal	Description	Conditions for Use
Invalidate a Test	Eliminates the test opportunity, and the student has no further opportunities for the test.	<p>The Department <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"> <li>1. There is a test security breach. <ul style="list-style-type: none"> <li>• Log as Test Breach</li> </ul> </li> <li>2. There is an incident, 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"> <li>• Log as Testing Incident</li> </ul> </li> <li>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"> <li>• Log as Testing Incident</li> </ul> </li> </ol> <p><b>Note 1:</b> Invalidated tests will not be scored.</p> <p><b>Note 2:</b> After reviewing the circumstances of an incident, a state may elect only to document the above conditions as testing incidents, rather than to invalidate the test.</p>
Re-open a Test	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>The Department may approve an appeal to reopen any test (CAT or PT) if:</p> <ol style="list-style-type: none"> <li>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"> <li>• Log as Testing Incident.</li> </ul> </li> </ol> <p>The Department may reopen a CAT if:</p> <ol style="list-style-type: none"> <li>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"> <li>• Log as Testing Incident</li> </ul> </li> <li>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).</li> </ol>

Type of Appeal	Description	Conditions for Use
		<ul style="list-style-type: none"> <li>• Log as Testing Incident</li> </ul> <p>The Department may reopen a PT if:</p> <ol style="list-style-type: none"> <li>1. A student is unable to complete the test before it expires (20 days) due to an unanticipated excused absence or unanticipated school closure.</li> </ol> <ul style="list-style-type: none"> <li>• Log as Testing Incident</li> </ul> <ol style="list-style-type: none"> <li>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).</li> </ol> <ul style="list-style-type: none"> <li>• Log as Testing Incident</li> </ul> <ol style="list-style-type: none"> <li>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.</li> </ol> <ul style="list-style-type: none"> <li>• Log as Testing Impropriety</li> </ul>
Re-open a Test Segment	Allows the student to review questions in the previous segment. This option is only available for ISAT ELA and Mathematics.	

Type of Appeal	Description	Conditions for Use
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 the previously answered questions upon resuming a test after expiration of the pause timer.	

# Appendix A. Frequently Used Terms

[Table 14](#) defines terms that are specific to the assessments.

Table 14. Frequently Used Terms

Term	Definition
<b>Accommodation</b>	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 <a href="#">Usability, Accessibility, and Accommodations Guidelines (UAAG)</a> in the “ <a href="#">Accessibility &amp; Accommodations</a> ” folder for complete information.
<b>Appeal/Test Incident</b>	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 Department.
<b>Assistive Technology</b>	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.
<b>Augmentative and Alternate Communication</b>	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.
<b>Break</b>	There is no limit on the number of breaks or the length of a break that a student may be given according to his or her unique needs. However, for some portions of the test, breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student.  For a performance task (PT), the student can break for any amount of time and still return to any previously answered item within the PT’s current segment only.
<b>Computer-Adaptive Test (CAT)</b>	Based on student responses, the computer program selects the difficulty of items throughout the assessment. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of items to each student and provide more accurate scores for all students across the full range of the achievement continuum.

Term	Definition
<b>Data Entry Interface (DEI)</b>	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.
<b>Designated Supports</b>	Accessibility features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). See the <a href="#">Usability, Accessibility, and Accommodations Guidelines (UAAG)</a> in the “Accessibility & Accommodations” folder for complete information.
<b>District Administrator (DA)</b>	District-level staff member who must be assigned by the Department. 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.
<b>District Coordinator (DC)</b>	District-level staff member who is responsible for the overall administration of the summative assessment in a district. DCs should ensure that 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.
<b>Education Unique Identification (EDUID)</b>	The Statewide Education Unique Identification assigned by the Department for use in TIDE and the Idaho System for Educational Excellence (ISEE) for the purpose of the assessments.
<b>Fixed form</b>	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.
<b>Full-write</b>	A component of the English Language Arts/Literacy (ELA) performance task that requires the student to develop an informative/explanatory, narrative, or opinion/argumentative multi-paragraph piece of writing using the full writing process.

Term	Definition
<b>Grace Period Extension (GPE)</b>	<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. 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 <a href="#">TIDE User Guide</a> for more information on the Test Improperities process.</p>
<b>Idaho Secure Browser</b>	<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>
<b>Invalidation</b>	<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 <a href="#">TIDE User Guide</a> for more information on the Test Improperities process.</p>
<b>Item</b>	<p>A test question or stimulus presented to a student to elicit a response.</p>

Term	Definition
<b>Pause</b>	<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 <a href="#">General Rules of Online Testing</a> and <a href="#">Appendix D</a>.</p>
<b>Performance Task (PT)</b>	<p>A PT is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test.</p>
<b>Reading Passage/Passage</b>	<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>
<b>Reopen</b>	<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 <a href="#">TIDE User Guide</a> for more information on the Test Improperities process.</p>
<b>Reset</b>	<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 <a href="#">TIDE User Guide</a> for more information on the Test Improperities process.</p>
<b>Restore a Test That Was Reset</b>	<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 <a href="#">TIDE User Guide</a> for more information on the Test Improperities process.</p>
<b>School Coordinator (SC)</b>	<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 Department and the Smarter Balanced Assessment Consortium.</p>
<b>Segment</b>	<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>
<b>Session</b>	<p>A timeframe in which students actively test in a single sitting. The length of a test session is determined by building or district administrators who are knowledgeable about the periods in the building and the timing needs associated with the assessment. The Department 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 Department 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>
<b>Stimulus/Stimuli</b>	<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>

Term	Definition
<b>Test Administrator (TA)</b>	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.
<b>Test Information Distribution Engine (TIDE)</b>	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 <a href="#">TIDE User Guide</a> , the <a href="#">Dual Enrollment in TIDE Quick Guide</a> , the <a href="#">TIDE Quick Guide</a> , or the <a href="#">TIDE Training Presentation</a> under the “User Guide or Quick Guide” Resource Type on the Idaho Portal.
<b>Test Incident Form</b>	A secure web application to record all test security incidents. See the <a href="#">Test Incident Form Quick Guide</a> and the <a href="#">TIDE Test Improprieties Quick Guide</a> .
<b>Test Breach</b>	<p>A security event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the 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 must be reported immediately to the Department.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to <a href="#">Responding to Testing Incidents, Improprieties, and Test Security Violations (Breaches)</a>.</p>
<b>Test Impropriety</b>	<p>An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to <a href="#">Responding to Testing Incidents, Improprieties, and Test Security Violations (Breaches)</a>.</p>
<b>Test Incident</b>	<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 <a href="#">Responding to Testing Incidents, Improprieties, and Test Security Violations (Breaches)</a></p>

<b>Universal Tools</b>	Available to all students based on student preference and selection. See the <a href="#">Usability, Accessibility, and Accommodations Guidelines (UAAG)</a> in the “ <a href="#">Accessibility &amp; Accommodations</a> ” folder for complete information.
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# 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 15](#) lists item type by content area and provides a brief description of how students interact with each item type.

Table 15. 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

# 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](#).

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

## 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

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 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 (Test Security Violation (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. Note: For the Math CAT in grades 6-11, students will only be able to return to previous test pages and change the response to any item he or she has already answered in the current segment they are testing in.

**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](#)



**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 TA 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 16. Test Security Chart

Level of Severity & Potential Effect on Test Security	Types of Issues
<b>LOW Incident</b>	Student(s) making distracting gestures/sounds or talking during the test session that creates a disruption in the test session for other students.
	Student(s) leave the test room without authorization.
	Administrator, coordinator, or teacher leaving related instructional materials on the walls in the testing room.
<b>MEDIUM Incident</b>	Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using hand-held electronic devices to exchange information.
	Student(s) accessing the Internet or any unauthorized software or applications during a testing event.
	Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.
	Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts.
	Administrator, 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
<b>MEDIUM Incident</b>	Administrator allowing anyone other than a student to log in to the test unless prescribed as an allowable accommodation in the student's Individualized Education Program (IEP). This includes TAs or other staff using student information to log in or allowing a student to log in using another student's information.
	Administrator providing a student access to another student's work/responses.
<b>HIGH BREACH</b>	Administrator, 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 and Accommodations 'Topic' on 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 [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 'Topic' on the Idaho Portal](#).

## Following Test Administration

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

Table 17. 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.</p> <p>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 Idaho Department of Education.

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

District Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<b>Direct Responsibilities</b>				
7. Review security procedures with SCs, TEs, and TAs.	<a href="#">Ensuring Test Security, Responding to Test Incidents, Improprieties and Test Security Violations (Breaches), and Appendix F.</a>		Complete at least 2–3 weeks prior to testing.	<a href="#">Test Incident Log in TIDE</a>
8. Work with Technology Coordinators to ensure timely computer setup. <ul style="list-style-type: none"> <li>• Conduct network diagnostics.</li> <li>• Download the Idaho Secure Browser (currently available).</li> <li>• Verify that schools meet the minimum technology requirements.</li> </ul>	<a href="#">Technology Guide</a> 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.	<a href="#">TIDE User Guide</a>	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 <a href="#">TIDE User Guide</a>

District Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<b>Direct Responsibilities</b>				
<p>10. Perform an equipment needs assessment based on individual student requirements.</p> <ul style="list-style-type: none"> <li>• Work with SCs to identify students who will need specialized equipment for accommodations.</li> </ul>	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.
<p>11. 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.</p>				
<b>Monitor Administration Activities</b>				
<p>12. Investigate all testing incidents, improprieties, and test security violations (breaches) reported by TEs and TAs.</p> <ul style="list-style-type: none"> <li>• Follow reporting procedure according to <a href="#">Responding to Testing Incidents, Improprieties, and Test Security Violations (Breaches)</a></li> </ul>	<a href="#">Responding to Testing Incidents, Improprieties, and Test Security Violations (Breaches)</a>	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 <a href="#">TIDE User Guide</a>

District Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<b>Direct Responsibilities</b>				
13. Monitor with the District Technology Coordinator any technical problems to apply resolutions or disseminate information at other school sites prior to testing.	None		Ongoing throughout the testing window.	

Contact Information	
Questions about the overall administration and state policies	Questions about technology and the overall administration procedures
<p><b>Idaho Department of Education Test Policy</b></p> <p>Name: Kristiana Pierce  Phone: 208-332-6903  E-mail: <a href="mailto:kpierce@sde.idaho.gov">kpierce@sde.idaho.gov</a></p> <p>Name: Brianna Lynch  Phone: 208-332-6979  E-mail: <a href="mailto:blynch@sde.idaho.gov">blynch@sde.idaho.gov</a></p> <p><b>Test Incidents</b></p> <p>Name: Kristiana Pierce  Phone: 208-332-6903  E-mail: <a href="mailto:kpierce@sde.idaho.gov">kpierce@sde.idaho.gov</a></p> <p>Name: Brianna Lynch  Phone: 208-332-6979  E-mail: <a href="mailto:blynch@sde.idaho.gov">blynch@sde.idaho.gov</a></p>	<hr/> <p>Idaho Help Desk</p> <p>Toll-Free Phone Support: 1-844-560-7365</p> <p>E-mail Support:  <a href="mailto:IDHelpDesk@cambiumassessment.com">IDHelpDesk@cambiumassessment.com</a></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 Idaho Department of Education.

School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<b>Direct Responsibilities</b>				
1. Attend trainings your district offers and review all state, and district policy and test administration documents.	<a href="#">Table 1</a> , <a href="#">Table 2</a> , and <a href="#">Table 3</a>	60–90 minutes	Complete at least 3 weeks prior to testing.	
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.	<a href="#">Table 1</a> , <a href="#">Table 2</a> , and <a href="#">Table 3</a>	2–3 hours	Complete at least 3 weeks prior to testing.	Training Presentations and TA Certification are available on the Idaho Portal <b>Training Presentations:</b> Resources page – Trainings and System Guides folder <b>TA Certification Course:</b> ELA/Literacy & Math Assessments, Science Assessments, and Idaho Alternate Assessments cards
3. Work with technology personnel to ensure timely computer setup: <ul style="list-style-type: none"> <li>Conduct network diagnostics.</li> </ul>	<a href="#">Technology Guide</a> 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"> <li>Verify that your school has met the minimum technology requirements.</li> <li>Download the Idaho Secure Browser.</li> <li>Ensure that other technical issues are resolved before and during testing.</li> </ul>				
<p>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.</p> <ul style="list-style-type: none"> <li>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).</li> <li>Communicate with the DC to identify the number of headsets needed.</li> </ul>	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.
<p>5. Perform an equipment needs check based on individual student requirements.</p> <ul style="list-style-type: none"> <li>Work with TAs to identify students who will need specialized equipment for accommodations.</li> </ul>	None	1–2 hours	Complete at least 2 weeks prior to testing.	
<p>6. Based on the test administration windows, work with TAs and DCs to establish a testing schedule.</p>	<a href="#">Testing Time and Recommended Order of Administration</a>	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
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.	<a href="#">TIDE User Guide</a>	2–4 hours	Complete at least 1–2 weeks prior to testing.	“How District-level Users Register Students for Testing” section of the <a href="#">TIDE User Guide</a>
8. Establish a place to test those students who need a separate test setting.	<a href="#">Usability, Accessibility, and Accommodations Guidelines (UAAG)</a>	1–2 hours	Complete at least 1–2 weeks prior to testing.	<a href="#">UAAG</a> available on the Idaho Portal Accessibility & Accommodations folder
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.
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.	<a href="#">Secure Handling of Printed Materials</a>		Complete during and after testing window.	
11. Ensure adherence to all security policies. <ul style="list-style-type: none"> <li>Ensure that all TAs read and sign state security agreements.</li> </ul>	<a href="#">Ensuring Test Security</a>		Ongoing	Assessment Confidentiality Agreement available on the Idaho Portal
12. Document any test incident, impropriety, or test security violation (breach) and report to the DC immediately after learning of the incident. <ul style="list-style-type: none"> <li>Working with the DC, enter incidents in TIDE.</li> </ul>	<a href="#">Responding to Test Incidents, Improprieties and Test Security Violations (Breaches)</a> and the <a href="#">TIDE User Guide</a>	As needed	Ongoing	“How District-level Users Manage Test Improprieties” section of the <a href="#">TIDE User Guide</a>

School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<b>Monitor Administration Activities</b>				
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	
14. Raise any technical issues with the School Technology Coordinator for resolution.	None	As needed	Ongoing	
15. Review, investigate, and report on all potential testing incidents, improprieties, and test security violations (breaches) reported by the TA. Mitigate incidents when appropriate.	<a href="#">Responding to Test Incidents, Improprieties and Test Security Violations (Breaches)</a>	As needed	Ongoing	

School Test Coordinator Activities	Reference in Manual	Target Completion Date	Notes/Resources
<b>Oversight Responsibilities</b>			
16. Verify that TAs have verified student settings for designated supports and accommodations in TIDE.	<a href="#">TIDE User Guide</a>	Complete at least 1–2 weeks prior to testing.	“How Teachers and Test Administrators Manage Student Information” section of the <a href="#">TIDE User Guide</a>
17. Any individuals that will be in the testing room must carefully read and sign the Assessment Confidentiality Agreement required by the Idaho State Department of Education (the Department) prior to testing. DCs or SCs should collect these signed forms from all testing proctors, depending on district policy.	<a href="#">Ensuring Test Security</a>		Assessment Confidentiality Agreement available on the Idaho Portal
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.	
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 incidents, improprieties, or test security violations (breaches) occur.	<a href="#">Responding to Test Incidents, Improprieties and Test Security Violations (Breaches)</a> and <a href="#">Appendix E</a> .	Complete during testing.	<a href="#">Test Incident Log in TIDE</a>

Contact Information	
Questions about the overall administration and state policies	Questions about technology and the overall administration procedures
<p><b>Idaho Department of Education Test Policy</b></p> <p>Name: Kristiana Pierce                      Phone: 208-332-6903                      E-mail: <a href="mailto:kpierce@sde.idaho.gov">kpierce@sde.idaho.gov</a></p> <p>Name: Brianna Lynch                      Phone: 208-332-6979                      E-mail: <a href="mailto:blynch@sde.idaho.gov">blynch@sde.idaho.gov</a></p> <p><b>Test Incidents</b></p> <p>Name: Kristiana Pierce                      Phone: 208-332-6903                      E-mail: <a href="mailto:kpierce@sde.idaho.gov">kpierce@sde.idaho.gov</a></p> <p>Name: Brianna Lynch                      Phone: 208-332-6979                      E-mail: <a href="mailto:blynch@sde.idaho.gov">blynch@sde.idaho.gov</a></p>	<p><b>School Technical Coordinator</b></p> <p>Name:  <div style="background-color: #cccccc; height: 20px; width: 100%;"></div> <hr style="border: 0.5px solid black;"/></p> <p>E-mail:</p>  <p><b>District Test Coordinator</b></p> <p>Name:  <div style="background-color: #cccccc; height: 20px; width: 100%;"></div> <hr style="border: 0.5px solid black;"/></p> <p>E-mail:  <hr style="border: 0.5px solid black;"/></p>  <p style="text-align: center;">Idaho Help Desk                      Toll-Free Phone Support: 1-844-560-7365                      E-mail Support:  <a href="mailto:IDHelpDesk@cambiumassessment.com">IDHelpDesk@cambiumassessment.com</a></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
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.	
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  <b>ELA/Literacy &amp; Math Assessments, Science Assessments, and Idaho Alternate Assessments</b> cards
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.	
4. Perform an equipment needs check based on individual student requirements. <ul style="list-style-type: none"> <li>Work with the SC to identify students who will need specialized equipment for accommodations.</li> </ul>	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 on the <a href="#">Idaho Portal</a>
5. Work with the SC to determine precise testing schedules based on the test administration windows selected by the school schedule. <ul style="list-style-type: none"> <li>Make sure your students’ test administration includes allowable breaks.</li> </ul>		Complete at least 1–2 weeks prior to testing.	

Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
<p>6. Confirm that you have received your TIDE log-in information.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	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.
<p>7. Work with your SC to ensure that each student has an EDUID number and has been loaded into TIDE.</p>	2–4 hours	Complete at least 1–2 weeks prior to testing.	
<p>8. Confirm each student’s test settings for designated supports and accommodations in TIDE against their IEP or other relevant documentation as appropriate.</p>	2–4 hours	Complete at least 1–2 weeks prior to testing.	
<p>9. Ensure that the correct Idaho Secure Browser has been downloaded to any computer(s) on which students will be testing.</p>	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
<p>10. Communicate to students the need for headsets in order to take the ELA/literacy Listening portions of the assessment.</p> <ul style="list-style-type: none"> <li>Identify any students who may not have their own headsets and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing.</li> <li>Also, have extra headsets on hand for students who may</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> <li>Three days before testing, remind students to have their headsets</li> </ul>	<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.</p> <p>Have extra headsets on hand in case students forget.</p> <p>Technology Information available on the <a href="#">Idaho Portal</a></p>

Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
<p>forget to bring theirs.</p> <ul style="list-style-type: none"> <li>Send reminders several days before and the day prior to testing to ensure that students remember to bring headsets.</li> </ul>		<p>available the day of tests.</p> <ul style="list-style-type: none"> <li>One day before testing, remind students to bring their headsets.</li> </ul>	
<p>11. All assessments will have CAT items plus a performance task (PT).</p>	<p>60 minutes planning the day prior to administering the PT</p>	<p>Complete the week of testing.</p>	<p>Administration of the CAT items will require advance preparations.</p>
<p>12. Plan a quiet activity for each test session for students who finish early.</p>	<p>15–30 minutes</p>	<p>Complete the week of testing.</p>	<p>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.</p>
<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>1–2 hours</p>	<p>Complete the morning of testing.</p>	<p>The TA should open the Idaho Secure Browser on each computer after closing any unnecessary applications.</p>

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"> <li>Review all security procedures and guidelines in the Online Test Administration Manual (TAM).</li> <li>Any individuals that will be in the testing room must carefully read and sign the Assessment Confidentiality Agreement required by the Idaho State Department of Education (the Department). Provide the signed version to your DC or SC, depending on district policy.</li> </ul>		Prior to and during day(s) of testing.	<a href="#">Assessment Confidentiality Agreement</a> 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"> <li>Make sure that no instructional materials directly related to the content of the assessments are visible.</li> <li>Students should be seated so there is enough space between them or provide desktop partitions to minimize opportunities to look at each other's screen.</li> <li>Actively monitor students throughout the test sessions.</li> <li>Students who are not being tested may not be in the room where a test is being administered.</li> </ul>		Complete the day(s) of testing.	<p>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.</p> <p>Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.</p>

Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
16. On the day of testing, verify that the students have their log-in information (first name, EDUID, and test session ID).		Complete the day(s) of testing.	
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.
18. Report any testing incidents, improprieties, and test security violations (breaches) to the SC and DC in writing immediately following a test impropriety, incident, or breach.		Complete as soon as possible during or immediately following testing.	
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	Questions about technology and the overall administration procedures
<p><b>Idaho Department of Education Test Policy</b></p> <p>Name: Kristiana Pierce                      Phone: 208-332-6903                      E-mail: <a href="mailto:kpierce@sde.idaho.gov">kpierce@sde.idaho.gov</a></p> <p>Name: Brianna Lynch                      Phone: 208-332-6979                      E-mail: <a href="mailto:blynch@sde.idaho.gov">blynch@sde.idaho.gov</a></p> <p><b>Test Incidents</b></p> <p>Name: Kristiana Pierce                      Phone: 208-332-6903                      E-mail: <a href="mailto:kpierce@sde.idaho.gov">kpierce@sde.idaho.gov</a></p> <p>Name: Brianna Lynch                      Phone: 208-332-6979                      E-mail: <a href="mailto:blynch@sde.idaho.gov">blynch@sde.idaho.gov</a></p>	<p><b>School Technical Coordinator</b></p> <p>Name: _____                      _____</p> <p>E-mail: _____</p> <p><b>School Test Coordinator</b></p> <p>Name: _____                      _____</p> <p>E-mail: _____</p> <p><b>District Test Coordinator</b></p> <p>Name: _____                      _____</p> <p>E-mail: _____</p> <p style="text-align: center;">Idaho Help Desk                      Toll-Free Phone Support: 1-844-560-7365                      E-mail Support:                      IDHelpDesk@cambiumassessment.com</p>

# Appendix L. 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](mailto: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 M. Change Log

Location	Change	Date
Throughout	References to Idaho Alternate Assessment (IDAA) were removed in this document. The Idaho Alternate Assessment (IDAA) has been separated into its own Test Administration Manual	12/31/23
<a href="#">Pg. 28</a>	SDE accountability policy update	03/07/2024
Throughout	Updated links and associations to IDAA Summative TAM, Idaho Portal, Appendices, and Tables	03/07/2024
<a href="#">Pg. 29</a>	SDE accountability policy update	03/11/2024
Throughout	Updated references to Irregularities, Incidents, Improprieties, and Test Security Violations (Breaches) in accordance with Assessment Integrity Guide.	03/22/2024
<a href="#">Pg.46, Pg. 48</a>	Renamed section headings to create consistency with language in Assessment Integrity Guide.	03/22/2024
<a href="#">Pg. 64</a>	Revised Pause Rule Scenario 1.; Appendix D	04/09/2024
Pg. 81, 87, 93	Contact information updated for The Department.	04/09/2024

**Appendix 5-B**  
**Test Administrator User Guide**



# Test Delivery System Test Administrator User Guide

2023–2024

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*Prepared by Cambium Assessment, Inc.*



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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 Program 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 Test Delivery System's Sites

The Test Delivery System delivers Idaho's online tests and consists of practice testing sites and operational testing sites. The functionality of the practice sites is similar to that of the operational 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 tests provided in the TA Interface are operational and students' scores are 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.
- **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

The process for administering tests in the Test Delivery System follows the workflow below:

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.

## Test Delivery System Test Administrator User Guide

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 to successfully administer online tests:

- [Select Tests and Start a Test Session](#)
- [Approve Students for Testing](#)
- [Monitor an Ongoing Test Session](#)

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](#).

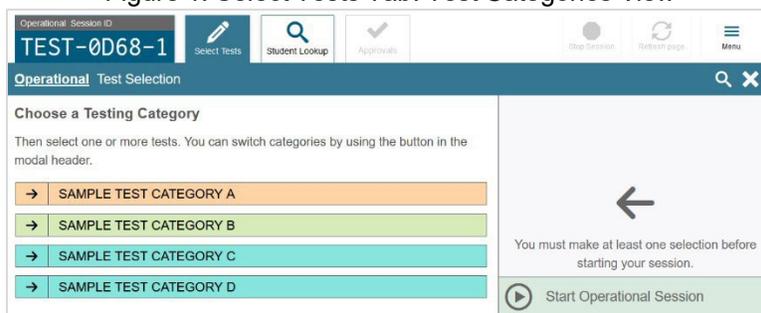
### Select Tests and Start a Test Session

In order for students to complete online tests, you must select which tests they need to take and start a test session. You can administer state-mandated achievement tests as well as formative tests created in the Authoring system.

Only the tests that you choose to include 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. You can also [transfer active sessions](#) to a new window or device.

1. To create a test session, first make sure you log in to the appropriate TA Site. The **Select Tests** tab opens, displaying a list of test categories (see [Figure 1](#)).
  - If the **Select Tests** tab does not open automatically, click **Select Tests** or click **Start a New Session Now** on the **Active Sessions** tab.

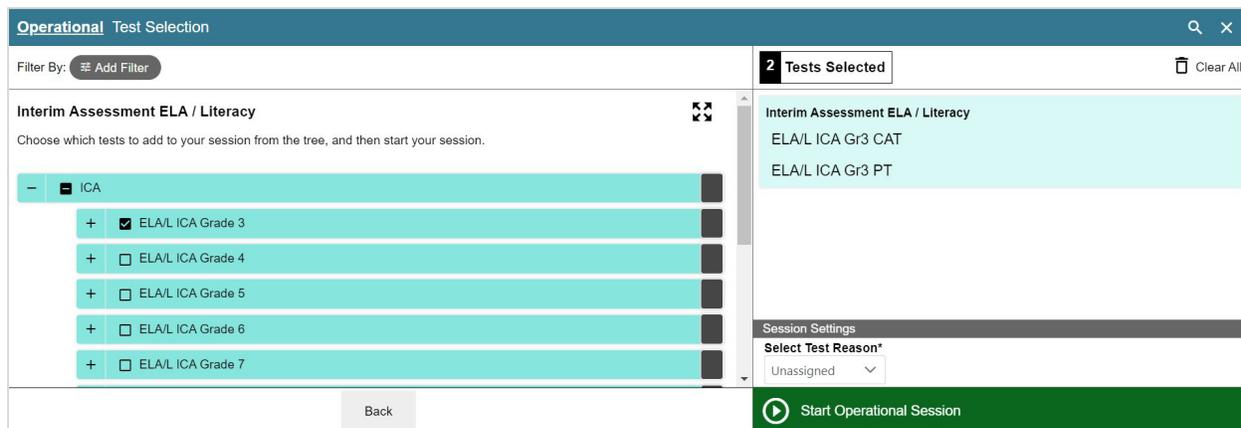
Figure 1. Select Tests Tab: Test Categories View



2. From the list of test categories, select the test category whose tests you wish to include in the session. A list of test groups or individual tests in that category appears.
  - To view the tests in a test group, click **+** to expand it (or **⌵** to expand all groups).

- To filter tests by their subject or grade level, click **Add Filter** above the test list. Mark the checkbox for each grade or subject you wish to filter by and click **Apply Filter(s)**. To remove an applied filter, click  next to that filter.
- To search for a test, select  in the top-right corner of the **Select Tests** tab. Enter a search term and click **Go**. To close the search panel, select **Close** at the bottom of the panel.

Figure 2. Select Tests Tab: Tests Selected



3. To select a test you wish to administer in the session, 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.
4. *Optional:* To add tests from a different test category, select **Back** at the bottom of the **Select Tests** tab to return to the test categories view (see [Figure 1](#)). Then select the appropriate tests.
5. *Optional:* If you need to remove a selected test, clear the checkbox for that test on the left. To remove all the selected tests, select **Clear All** in the top-right corner of the *Tests Selected* panel.
6. If any of the selected tests require you to select additional settings, such as a test reason, options for those settings appear in the *Session Settings* section. Select the required settings for your session.
7. Once the required tests have been selected, select **Start Session** (the exact label for this button may vary depending on whether you are starting a practice or operational session). A Session ID appears in the top-left corner. Be sure to share the Session ID with students who will be joining the session.

## Add Tests to an Active Test Session

If necessary, you can add additional tests to an active test session. You cannot remove tests from an active test session.

1. Open the **Select Tests** tab. This tab opens to the test list that you last viewed and shows the tests that are currently active in the session.

## Test Delivery System Test Administrator User Guide

2. Mark the checkboxes of the tests that you wish to add to the session following the instructions in the [Select Tests and Start a Test Session](#) section. Tests that are already included in the session or cannot be added to the session are grayed out.
  - If you select a new test reason when adding tests to a session, then the test reason changes for every active test opportunity in the session. Any test opportunities that were completed before you changed the test reason will be submitted with the original test reason.
3. Click **Add to Session** (the exact label for this button may vary depending on whether you are starting a practice or operational session).
4. In the confirmation message that appears, click **OK**.

## 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 uses segments that require TA approval, you must also follow the same procedure when approving students' entry to test segments.

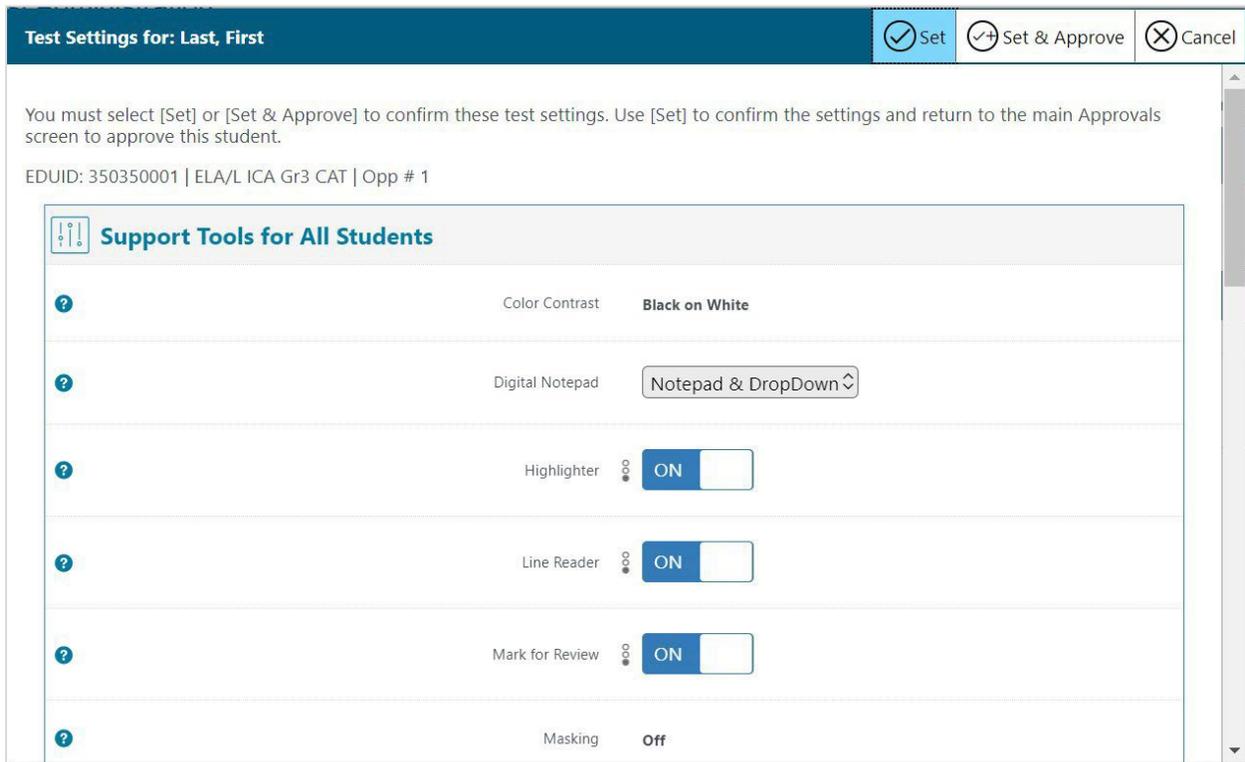
- A maximum of 200 students can join a given test session. If more than 200 students need to complete assessments, your school will need to create multiple test sessions for them.
1. Once students request approval, a notification appears on the **Approvals** tab. Open this tab to view a table of students awaiting approval.

Figure 3. Approvals and Student Test Settings Window

Student Name	Student ID	Opp #	See Details	Action
GUEST	GUEST	1	Standard	Approve Deny
GUEST	GUEST	1	Standard	Approve Deny

2. To check a student's test settings and accommodations, click  in the See Details column for that student. The **Test Settings** window appears (see [Figure 4](#)), displaying the student's test settings grouped by their area of need.

Figure 4. Test Settings Window for a Selected Student



- a. If any settings are incorrect, update them as required. Students should not begin testing until their settings are correct. Editable settings must be updated in this window, while read-only settings must be updated in the Test Information Distribution Engine (TIDE).
- b. To confirm the student’s settings, do one of the following:
  - To confirm the settings, click **Set**. You will still need to approve the student for testing (see step 5).
  - To confirm the settings and approve the student for the test all at once, click **Set & Approve**.
3. Repeat step 2 for each student on the **Approvals** tab. You can click **Refresh page** in the top-right corner to update the list of students awaiting approval.
4. *Optional:* If you need to deny a student access to the test, click **X** for that student. In the window that appears, enter an optional reason for denying the student and click **Deny**. The student receives the denial explanation and is logged out. They can still request access to the test again.
5. To approve students from the **Approvals** tab, click **✓** in the Actions column to approve an individual student, or click **Approve All Students** to approve every student currently listed in the table.

## Monitor an Ongoing Test Session

When students begin testing in your session, you can monitor the testing progress for each student, approve students' print requests, and pause students' tests.

The progress tables that display during an active test session show you the testing details for each student logged in to your session. If you navigate away from these tables, you can click the Session ID in the top-left corner to display them again.

Figure 5. Tables for Monitoring Students' Test Progress

The screenshot shows the Test Administrator interface for a session titled 'TEST-FAA4-1'. At the top, there are navigation buttons: 'Select Tests', 'Student Lookup', 'Approvals', 'Stop Session', 'Refresh page', and 'Menu'. Below these, a summary bar indicates '0 students awaiting approval', '0 print requests', '3 active students (max 200)', and '3 tests in session'. A legend shows a green dot for 'ELA and Math Practice Tests'. A red banner at the top of the main content area reads 'Test with potential issues'. Below this is a table with columns: Student Information, Test, Opp #, Progress, Test Settings, and Actions. The first row shows a student named 'GUEST' taking a 'G3 ELA Practice Test' (Opp # 1) with '8 / 21 answered' and a progress bar. The 'Test Settings' are set to 'Standard', and the 'Actions' column contains a pause button. Below this is a section titled 'These are your current/active testing sessions' with a similar table showing the same student and test, but with '0 / 0 answered - Approved' and a star icon in the actions column.

- When the session begins, all students are listed in a single test progress table. If a student requires assistance, they will be listed in a separate table for tests with potential issues, which appears at the top of the page. This can occur when a student has a pending print request or a student's test was paused due to a security issue, such as the launch of a forbidden application.
- The progress tables refresh at regular intervals, but you can also refresh them manually by clicking **Refresh Page** in the top-right corner.

[Table 1](#) describes the columns in the tables for monitoring students' test progress.

Table 1. Columns in the Tables for Monitoring Students' Test Progress

Column	Description
Student Information	The name and EDUID of the student in the session.
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 in.
Opp #	Opportunity number for the student's selected test.
Progress	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>Test Settings</p>	<p>Displays one of the following:</p> <ul style="list-style-type: none"> <li>• <b>Standard:</b> Default test settings are applied for this test opportunity.</li> <li>• <b>Custom:</b> One or more of the student's test settings or accommodations differ from the default settings.</li> </ul> <p>To view the student's settings for the current test opportunity, select .</p>
<p>Actions</p>	<p>Allows you to perform any of the following actions for the student:</p> <ul style="list-style-type: none"> <li>• To pause a student's test, click . The student will be logged out of the test.</li> <li>• If a student has a pending print request, click  to print the requested test content. For information, see <a href="#">Approve Students' Print Request</a>.</li> <li>• If  you want to pay close attention to the progress of a particular student, click  to list the student in a pinned table at the top of the page.</li> </ul>

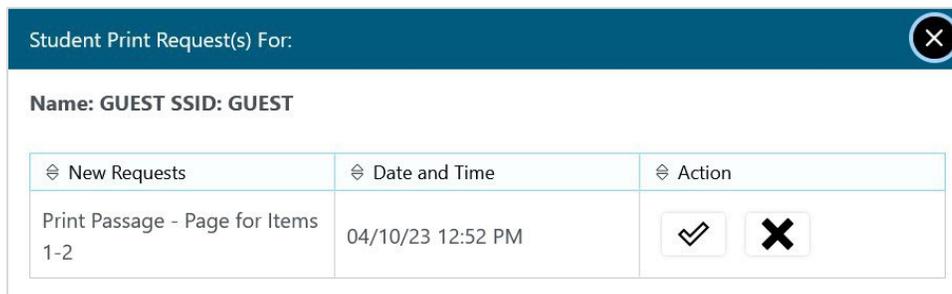
## Approve Students' Print Requests

Students using the print-on-request tool can request printouts of test passages and questions. You must review and approve these print requests. When students send print requests, a 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.

1. To review a print request, click  in the Actions column of the Tests With Potential Issues table for a student. The request notification appears only for students who have sent print requests.
2. Review the request in the **Student Print Request** window and do one of the following:
  - To approve the request, select . A cover sheet appears in a new browser window or tab.

Figure 6. Student Print Request Window



- To deny the request, select . In the window that appears, enter a brief reason for denying the request and click **Deny**. Do not proceed to the next step.

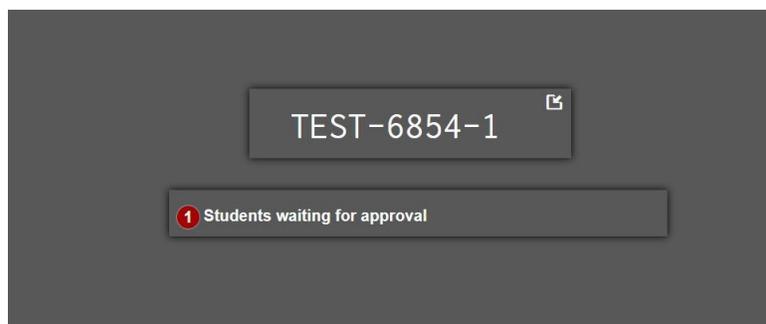
3. In the window displaying the cover sheet, click **Print**. Then click **OK** to print the requested test elements.
  - When students are finished using printed test content, you should securely dispose of it and [delete the downloaded files](#).

## Enable Screensaver Mode

You can enable screensaver mode to protect any sensitive student information displayed in the TA Site when you are away from your device. If screensaver mode is auto-enabled, the screensaver automatically turns on after 5 minutes of TA inactivity. If screensaver mode is not auto-enabled, it is strongly recommended that you turn on the screensaver when stepping away from your device.

1. To turn on screensaver mode, select **Toggle Screensaver** from the **Menu** in the top-right corner. A masking screen appears over the TA Site. The screensaver displays notifications if students are awaiting approval, if there are pending print requests, or if students require other interventions.

Figure 7. Screensaver Mode Enabled



2. To dismiss the screensaver, click detected. . It may also dismiss when mouse or keyboard activity is



## 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.

1. To stop a test session, click **Stop Session** at the top of the TA Site.
2. In the confirmation message that appears, select **OK**. The test session stops.

Once you stop a test session, you cannot resume it. To resume testing, you must start a new session. Please note, the Test Delivery System automatically logs you out after 20 minutes of both user and student inactivity. This action automatically stops the test session.

If you accidentally close the browser while students are testing, your session remains open until it times out. To return to the test session, you must log in to the TA Site and rejoin the active session. You can also [transfer your session](#) to another device.

## How Students Sign in to the Student Testing Site and Complete Tests

This section describes the 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 about how students sign in to the Student Training Site, see [Practice Test Site Student Sign-in Process](#).

### Sign into 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.
2. In the *First Name* and *EDUID* fields, students enter their first name and EDUID as they appear in TIDE.
3. In the *Session ID* field, students enter the Session ID as it appears on the TA Site. The first part of the Session ID, which indicates whether a student is on the Student Testing Site or the Student Training Site, is pre-filled.

Figure 8. Student Testing Site Student Sign-In Page

The screenshot shows a sign-in interface with the following elements:

- Title:** Please Sign In
- First Name:** Input field with a person icon.
- Student ID:** Input field with a TIDE icon.
- Session ID:** Input field with a key icon and 'PROD' pre-filled.
- Left Sidebar:** A blue box with the text: "This is the Operational Test Site. If you wish to take a practice test, please click the button below." and a "Take a Practice Test" button.
- Bottom:** A green "Sign In" button.

4. *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. To update these settings:

- a. Students select the cog wheel in the top-right corner of the **Student Sign-In** page to open the **Settings** page. Then they select their preferred options from the available drop-downs and select **OK**.

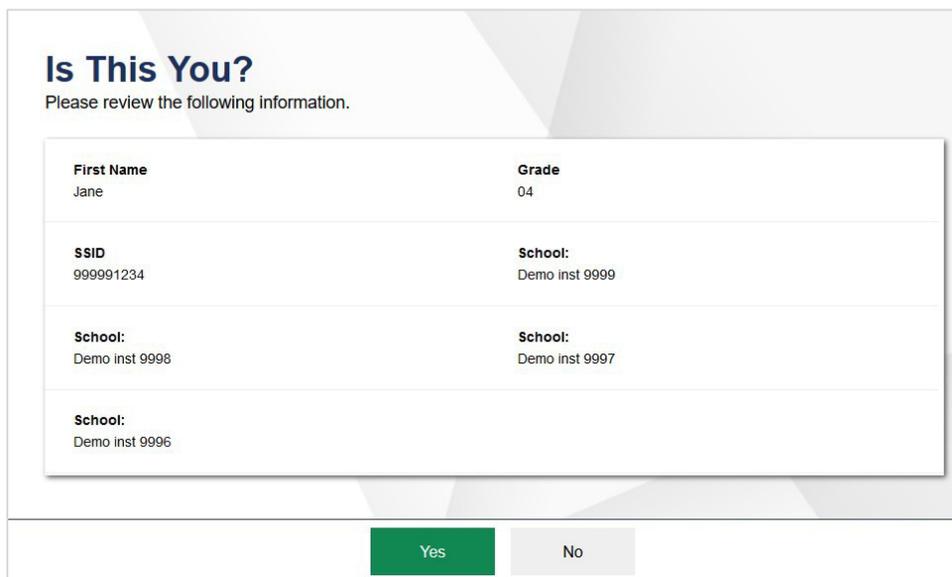
5. Students select **Sign In**. The **Is This You?** page appears.

## Verify Student Information

After signing in, 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 9. Is This You? Page



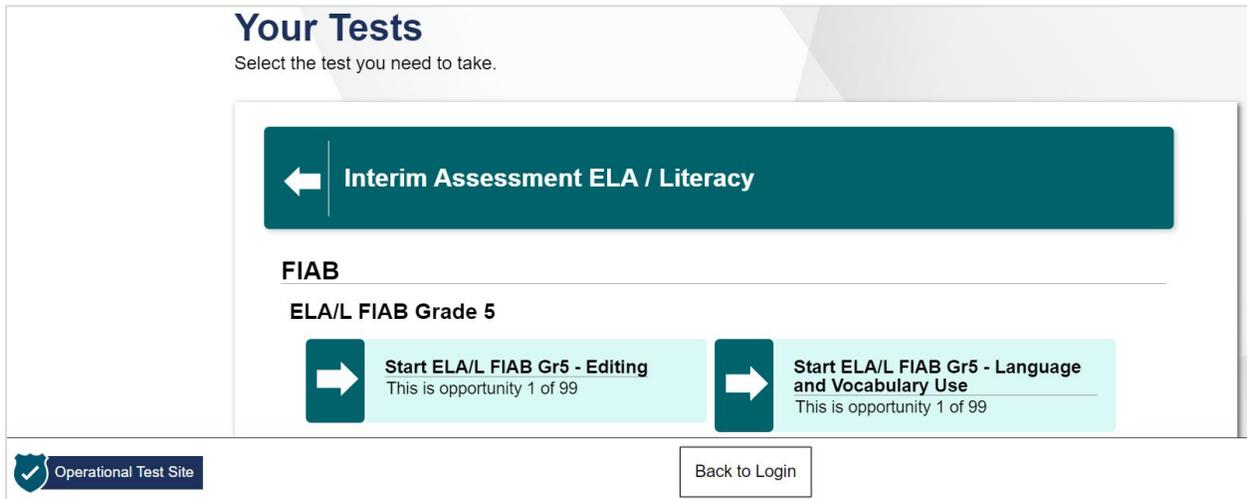
First Name	Grade
Jane	04
SSID	School:
999991234	Demo inst 9999
School:	School:
Demo inst 9998	Demo inst 9997
School:	
Demo inst 9996	

## Select a Test

Students can select their tests from the **Your Tests** page, which displays all the tests that a student is eligible to take, color-coded by test category. Students can select only tests that are included in the session and still need to be completed.

1. From the **Your Tests** page, the student selects the name of the test.
  - Students may need to select the category that a test belongs to in order to display the list of tests that belong to that category.
  - 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.

Figure 10. Your Tests Page



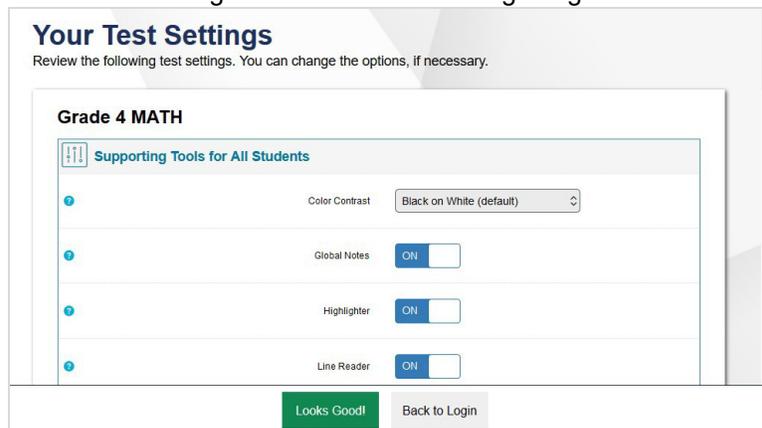
2. The student's request is sent to the TA for approval and the **Waiting for Approval** message appears. After you approve the student for testing, the student can proceed to the next step.
  - If starting a new test, the student must complete the login process before they begin testing.
  - If resuming a paused test, the student is taken directly to the test page where they stopped the test, based on the applicable pause rules.

## Verify Test Setting Information

Once students have been approved for testing, they can verify their test settings from the **View Test Settings** page.

- If the settings are correct, the student selects **OK** to continue.
- 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 11. Your Test Settings Page

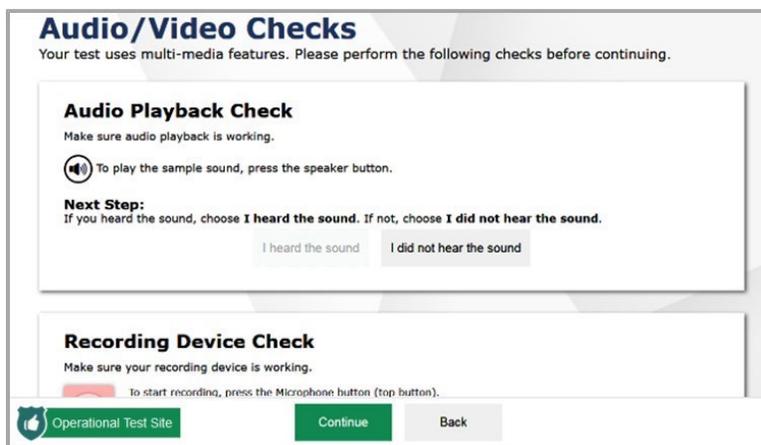


## Check Student Device Functionality

Depending on the test content and the specified test settings, students may need to verify that their testing device is functioning properly on the **Audio/Video Checks** page. This page displays each required functionality check in its own panel. If a test does not require functionality checks, this page is skipped.

If any of the device functionality checks fail, the student should log out and you should troubleshoot their testing device. Students should not continue with a test unless all functionality checks pass.

Figure 12. Audio/Video Checks Page



1. From the **Audio/Video Checks** page, the student verifies each functionality check in the appropriate panel. The following functionality check panels may appear:
  - **Text-to-Speech Check:** This panel appears if a student has the Text-to-Speech (TTS) setting. To test TTS settings, students select  and listen to the audio. If the voice is clearly audible, students select **I heard the voice**.
    - If the voice is not clearly audible, students adjust the settings using the sliders and select  to listen to the audio again. If students still cannot hear the voice clearly, they select **I did not hear the voice** and follow the instructions that appear.
  - **Audio Playback Check:** This panel appears for tests with listening questions. To test the device's audio playback functionality, students select  and listen to the audio. If the sound is clearly audible, students select **I heard the sound**.
    - If the sound is not clearly audible, students select **I did not hear the sound** and follow the instructions that appear.
  - **Recording Device Check:** This panel appears for tests with questions that require students to record spoken responses. It also displays for students who have a Speech-to-Text (STT) accommodation. To verify recording device functionality, students select  and record a vocal sample. Then they select  to stop recording and select  to listen to their recorded audio. If the recorded audio is clearly audible, students select **I heard my recording**.

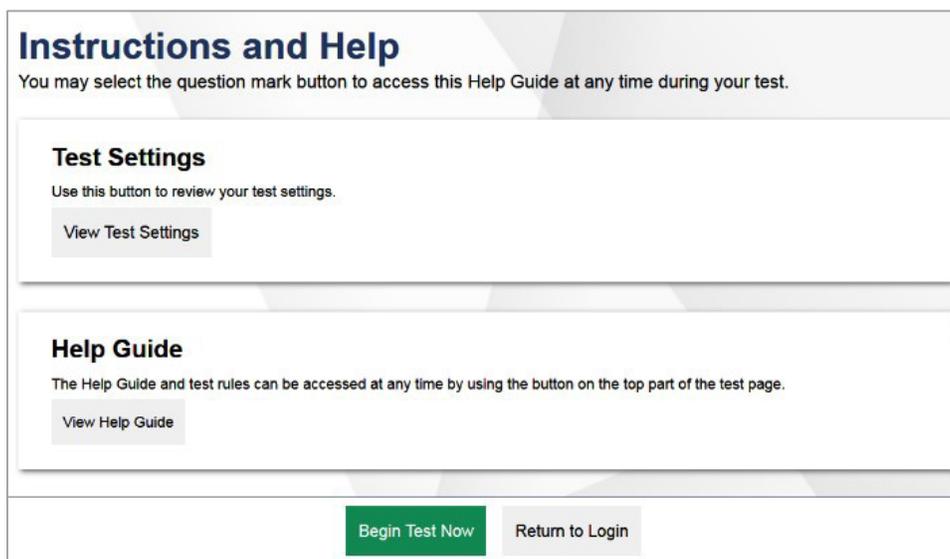
- If the recorded audio is not clearly audible, they select **I did not hear my recording** and follow the instructions that appear.
  - If the student is testing on a device with multiple recording options, they can select the **Select New Recording Device** option to open the **Recording Input Device Selection** panel and select a different recording device.
  - **Sound and Video Playback Check:** This panel appears for tests with both audio and video content. To verify the functionality of audio and video playback, students select  to play the video and sound. If the video plays and the sound is clearly audible, students select **I could play the video and sound**.
  - If students are not able to play the video or hear the sound, students select **I could not play the video or sound** and follow the instructions that appear.
  - **Video Playback Check:** This panel appears for tests with video content. To verify the functionality of video playback, students select  to play the video. If the video plays without issue, students select **I could play the video**.
  - If students are not able to play the video, students select **I could not play the video** and follow the instructions that appear.
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.

## View Instructions and Begin Testing

The **Instructions and Help** page is the last step of the sign-in 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. 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 help guide, students select **View Help Guide**. To close the window, students select **Back**.
4. To start the test, students select **Begin Test Now**.

Figure 13. Instructions and Help Page



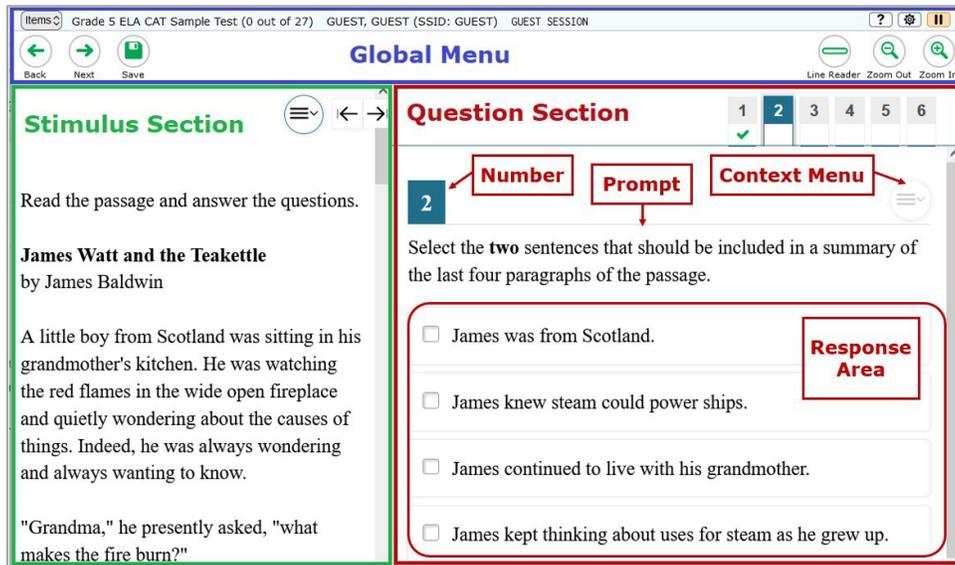
## How Students Navigate the Student Testing Site

This section explains how students use the features available in the Student Testing Site to navigate tests, use tools, and respond to items.

A test page in the Student Testing Site can include the following sections:

- 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 appears only for test pages with a stimulus. This section 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, prompt, and response area. Each question also displays the student’s name and the question’s most recent save date and time.

Figure 14: Sample Test Layout



The Student Testing Site uses a slightly different layout for [alternate assessments](#).

## Navigate Between Items

- Some test pages may have only one question, and others may have more.
  - After students respond to all the questions on a page, they select **Next** in the top-left corner to proceed to the next page.
  - To navigate to a previous question in a test, students select **Back**.
- When multiple items are grouped with a stimulus, the items are tabbed for individual viewing. Students select the tabs in the top-right corner to proceed through the questions.

- To jump directly to an item, students can select an item number from the **Items** menu in the top-left corner.
  - If an item has been marked for review,  displays next to the item.
  - If an item has been skipped or left unanswered,  displays next to the item.

Figure 15. Items Drop-Down

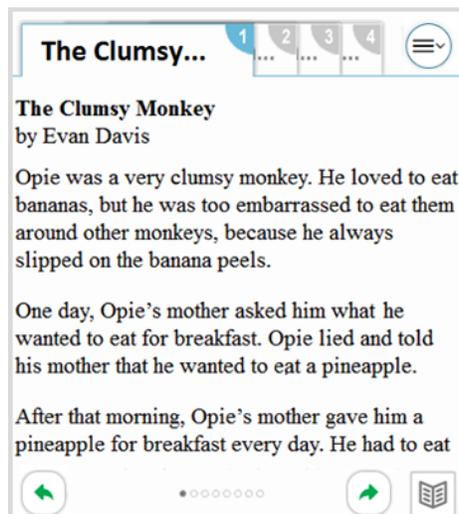


## View Stimuli

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:* When the stimulus is a reading passage, the content may be paginated.
  - To move between the pages of a reading passage, students can select  and  below the stimulus.
  - Students can select  to open the Reading Mode window, which displays two pages at a time.
  - If a stimulus has multiple reading passages, students can select the numbered tabs at the top of the stimulus to switch between the available 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.

Figure 16. Reading Passage



- **Videos:** When the stimulus is a video, students can use standard video features to control the playback.
  - 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 , and then select the required speed from the menu that appears.
  - 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.
  - To move between the slides of a slideshow, select  and .
  - To play the audio for the current slide, select . To pause the audio, select .

## Respond to Test Questions

The questions available in TDS may use various interaction types that require students to respond to them in different ways. Students can use the Student Training Site to familiarize themselves with the question types that may appear on tests.

All responses are saved automatically. Students can also manually save their responses to questions by selecting **Save** in the top-left corner.

Test questions may require students to do any of the following tasks:

- Select one or more choices from a list of answer options.
- 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. For more information, see the section Text-Response Questions.
- Match answer options together.
- Modify a highlighted word or phrase in a reading selection.
- Enter input parameters to run an on-screen simulation.

- Copy content from a passage to a text box.
- Expand categories and select options within them.
- Create graphs and charts.
- Record a spoken response using a microphone. For more information, see the section [Error! Reference source not found.](#)

## Pause Tests

Students can pause the test at any time. Pausing a test logs out the student. To resume testing, students must repeat the sign-in 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 the student viewed (and any response they entered).

## How Students Use Test Tools

A number of testing tools are available for students in TDS. Some tools are available for all tests, while others are available only for a particular subject, accommodation, or type of question. There are primarily two types of test tools available:

- **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 or test segment.
- **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](#).

## Using Global Tools

The global menu consists of navigation buttons on the left and tool buttons on the right (see [Figure 17](#)).

[Table 2](#) lists the tools available in the global menu.

Figure 17. Global Menu



Table 2. Global Tools

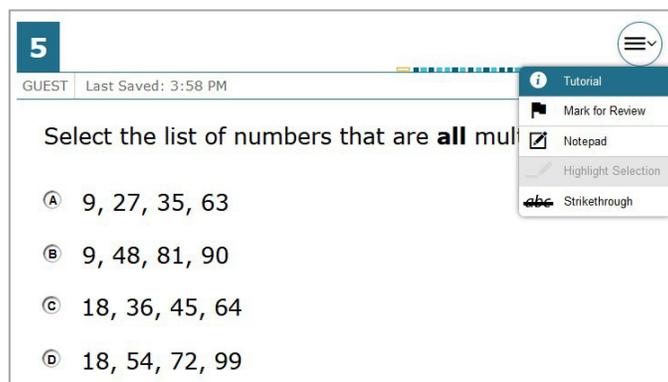
Tool Name	Instructions
Calculator 	To use the on-screen calculator, select <b>Calculator</b> in the global menu.
Dictionary 	To look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus, select <b>Dictionary</b> in the global menu.
Help 	To view the on-screen help guide, select the question mark  button in the top-right corner.
Language Toggle 	<p>For items and stimuli that have content in two languages, you can select the language in which to display the content for easier readability.</p> <p>By default, items are presented in the language specified at the beginning of the test. To switch the language, select <b>Language Toggle</b> in the global menu.</p>
Line Reader 	<p>To emphasize an individual line of text in a passage or question, select <b>Line Reader</b> in the global menu.</p> <p>This tool is not available while the Highlighter tool is in use.</p>
Masking 	<p>The Masking tool temporarily covers a distracting area of the test page. To use this tool:</p> <ul style="list-style-type: none"> <li>• Select <b>Masking</b> in the global menu.</li> <li>• Click and drag across the distracting area.</li> <li>• To close the  Masking tool, select <b>Masking</b> again. To remove a masked  area, select  in the top-right corner of that area.</li> </ul>
Notes 	<p>To enter notes in an on-screen notepad, select <b>Notes</b> in the global menu. These notes are available globally and can be accessed from any page in the test.</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. <a href="#">Table 8</a> lists the different editing tools that may be available.</p>
Pause	To pause a test, select  . If you pause the test, then you will be logged out.
Periodic Table 	To view the on-screen periodic table, select <b>Periodic Table</b> in the global menu.
Print Page 	To print the entire test page, select <b>Print Page</b> in the global menu.
Print Passage 	To print a reading passage, select <b>Print Passage</b> in the global menu.

Tool Name	Instructions
System Settings 	 To adjust audio volume or Text-to-Speech settings, students select in the top-right corner and choose an option from the available settings. <b>Note:</b> 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.
Zoom buttons 	To enlarge the text and images on a test page, select <b>Zoom In</b> . Multiple zoom levels are available. To undo zooming, select <b>Zoom Out</b> .

## Using 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 18](#)). [Table 3](#) lists the available context menu tools.

Figure 18. Context Menu for Questions



To use the context menu, do one of the following:

- To open the context menu for an item or stimulus, click the context menu  or right-click the required elements.
- To open the context menu for an answer option, 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 3. Context Menu Tools

Tool Name	Instructions
American Sign Language	<p>You can watch videos that translate test content into American Sign Language (ASL).</p> <ul style="list-style-type: none"> <li>• From the context menu, select <b>American Sign Language</b>. <ul style="list-style-type: none"> <li>▪ If only one ASL video is available, the video opens automatically.</li> <li>▪ 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.</li> <li>▪ If the ASL video content includes chapter markers, you can jump from one point of the video to another.</li> </ul> </li> </ul>
Glossary (Word List)	<p>To open the glossary, select 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.</p>
Highlighter	<p>To highlight text, select the text on the screen and then select <b>Highlight Selection</b> 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 <b>Reset Highlighting</b> 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 <b>Mark for Review</b> from the context menu. The question number displays a flap  in the top-right corner and a flag icon  appears next to the question number on the test page. The <b>Items</b> pop-up window also displays a flag icon next to the question number.</p>
Notepad	<p>To enter notes for a question, select <b>Notepad</b> 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>
Print Item	<p>To send a print request for an individual question, select <b>Print Item</b> 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 <b>Select Previous Version</b> option from the context menu. A list of saved responses appears. Select the appropriate response and click <b>Select</b>.</p> <p>For more information, see <a href="#">About the Select Previous Version Tool</a>.</p>

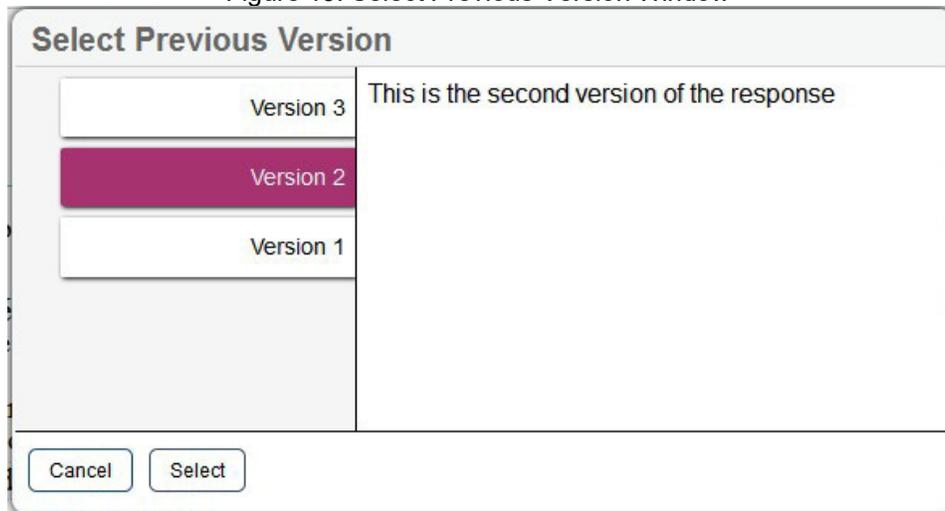
Tool Name	Instructions
Strikethrough	<p>For selected-response questions, you can cross out an answer option to focus on the options you think might be correct.</p> <p>There are two options for using this tool:</p> <ul style="list-style-type: none"> <li>• Option A:                             <ol style="list-style-type: none"> <li>a. To activate Strikethrough mode, open the context menu and select <b>Strikethrough</b>.</li> <li>b. Select each answer option you wish to strike out.</li> <li>c. To deactivate Strikethrough mode, press <b>Esc</b> or click outside the question's response area.</li> </ol> </li> <li>• Option B: Right-click an answer option and select <b>Strikethrough</b>.</li> </ul>
Text-to-Speech	<p>To listen to passages and questions, select a <b>Speak</b> 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.</p> <p>For more information, see <a href="#">About the Text-to-Speech Tool</a>.</p>
Tutorial	<p>To view a short video demonstrating how to respond to a particular question type, select <b>Tutorial</b> from the context menu.</p>

### About 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 cannot be recovered.

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.
2. Select a response version from the left panel. The text associated with that response appears in the right panel.
3. Select the **Select** button. The selected response appears in the text box for the question.

Figure 19. Select Previous Version Window



## About the Text-to-Speech Tool

Students testing with Text-to-Speech (TTS) can listen to passages, questions, and answer options using the TTS options available in the selected element's context menu. Students may also listen to their responses to constructed-response items based on their accommodations.

TTS is available when using the Secure Browser or a supported Chrome, Firefox, or Edge browser.

If TTS is enabled for a student, TTS will automatically read the entire page and prevent the student from performing any action until the content has been fully read.

- 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**.
  - When listening to passages, students can pause TTS and then resume it at the point where it was paused. While this functionality is not available on ChromeOS, students testing on a ChromeOS device 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 its 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 only to an answer option, select **Speak Option** from the context menu and then select the answer option. Students can also right-click the answer option and select **Speak Option**.
- To listen to TTS read from anywhere in a passage or item to the end of that passage or item, students can right-click where TTS should begin reading and select **Start Speaking From Here**.
- 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. Students can select  or  in the formatting toolbar of the text-response area to listen to the text as entered.

## Using Other Tools

In addition to the global tools and context menu tools, there are some tools in the test that may be available to students based on their accommodations or the test page layout. [Table 4](#) lists the additional tools available in the Student Testing Site.

Table 4. 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. You can also exit closed captioning by selecting .</p>
Expand Passage	<p>To expand the passage section, select the double arrow  icon. The stimulus section will expand and overlap the question section for easier readability. To collapse the expanded section, select the double arrow  icon again.</p>
Expand buttons	<p>You can expand the stimulus section or the question section for easier readability.</p> <ul style="list-style-type: none"> <li>To expand the stimulus section, select the right arrow icon  below the  global menu. To collapse the expanded stimulus section, select the left arrow icon  in the top-right corner.</li> <li>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 top-left corner.</li> </ul>
Reading Mode	<p>Reading Mode opens a window that lets you view  two pages of a reading passage at a time. To open Reading Mode, select  below a reading passage.</p> <p>To exit Reading Mode, select  in the lower-right corner of the window.</p>
Speech-to-Text (STT)	<p>Speech-to-Text allows students testing with the appropriate accommodations to dictate  responses to constructed-response items. To use STT, select the  microphone icon in the formatting toolbar of the item response area and begin speaking. The dictated response will be transcribed in the item response area.</p> <p>For more information, see the section <a href="#">About the Speech-to-Text Tool</a>.</p>

## About the Speech-to-Text Tool

Students with the appropriate accommodations may use the Speech-to-Text (STT) tool when responding to constructed-response items. In supported items, the STT tool allows a student to dictate a spoken response that is transcribed in the item response area. Students can dictate for five minutes at a time. If the appropriate accommodations are set, students can also select whether to dictate text in English or Spanish from the language drop-down list in the toolbar.

To begin dictating, the student selects the microphone button  in the toolbar of the item's text response area. Dictation is active when the microphone button is selected, shown as a darker gray color.

The student can stop the dictation by selecting the darkened microphone button . Students can click the microphone button again to resume dictation. If no sound is detected, a warning message alerts the student to select the microphone icon to continue dictation.

Depending on the tool settings, the entered text may be auto-punctuated. Students can also control the punctuation and grammar of the text through speech commands to some extent. For example, students 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 item's formatting toolbar are disabled while dictation is on. Students cannot navigate away from the test page while dictation is on.

## How Students Complete a Test

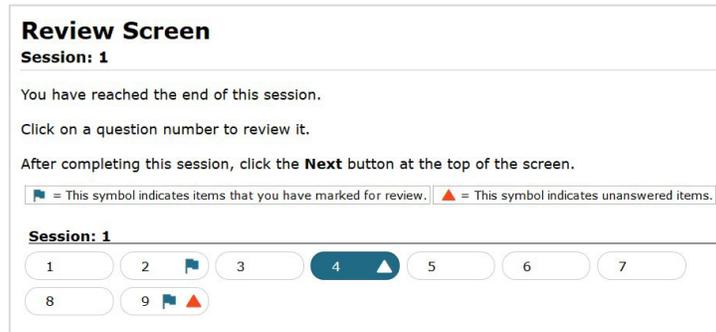
This section explains how students complete test segments and submit tests for scoring.

### Complete a Test Segment

In segmented tests, a segment review screen appears after students finish the last question in a segment. This page allows students to review questions from the current segment or proceed to the next segment.

- To review questions, students select a question number.
  - 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 20. Segment Review Screen



Please note that if the test blocks access to completed segments, students cannot return to the segment after selecting **Next**.

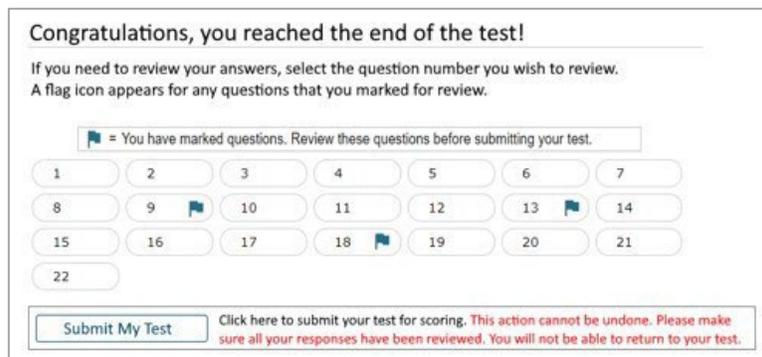
## Submit a Test

To complete the testing process, students must submit their tests when they are finished answering questions. Once students submit their tests, they cannot return to the test or modify answers.

1. After answering the last test question, students click **Next** in the global menu. The test review page appears, displaying a list of questions available to review.

– A flag  icon appears for any questions marked for review. A warning  icon appears for any unanswered questions.

Figure 21. Test Review Page



2. *Optional:* To review previous answers, students select a question number.
3. To submit the test, students select **Submit My Test**. Then they should confirm their decision in the message that pops up. The **Your Results** page appears, displaying the test completion details.
4. To exit the Student Testing Site, students select **Log Out** and close the Secure Browser.

## Appendix (Index)

### A

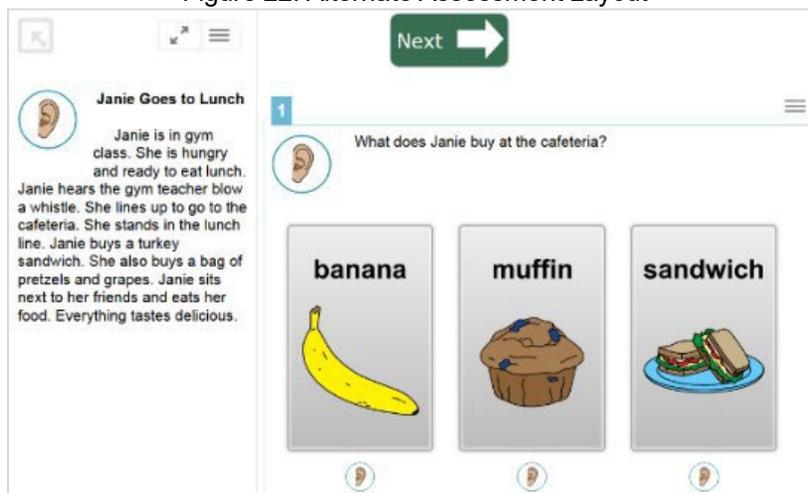
## Alternate Assessments in the Student Testing Site

You can administer alternate assessments by following the same procedure used to administer any other test type in the TA Site. However, the appearance and behavior of the Student Testing Site is slightly different for alternate assessments.

### Navigate Alternate Assessments

The Student Testing Site displays alternate assessments in full-screen mode with the global menu hidden by default.

Figure 22. Alternate Assessment Layout



- To proceed to the next question, students select .
- 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.
- To return to full-screen mode, students select **Full Screen** in the global menu.

### Listen to Audio Content

Some test pages display ear  icons, which read aloud the content for passages, questions, and answer options.

To listen to the test's content, students do the following:

- To listen to a passage, select  beside the passage.

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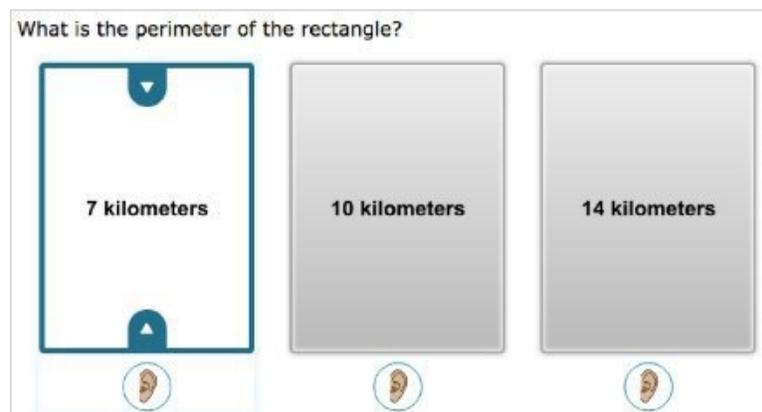
- To listen to a question, select  beside the question.
- To listen to an answer option, select  below the answer option.
- To stop the audio, click  while it is playing.
  - You cannot pause audio content. If you select  again, it will play the audio from the beginning.

## Respond to Questions

Alternate assessment questions display answer options as cards, which may include text, graphics, or both.

- 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 23. Alternate Assessment Card Item



- To indicate that no response or an unsupported response was provided for an item, do the following:
  - From the item's context menu, select **Mark as No Response** or **Mark as Unsupported Response**, then select **Yes** in the confirmation message that appears.
    - The item's response options disable, and a null symbol  displays next to the item number in the **Items** drop-down list and on the **Review** page at the end of the test.
  - *Optional:* To revert an item marked as no response or unsupported response, select **Unmark No Response** or **Unmark Unsupported Response** from the context menu. If you previously entered a response, that response will not be retrieved.

## **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 are:

- Keyboard commands require the use of the primary keyboard, so please do not use keys on a numeric keypad.
- Some keyboard commands (such as the commands for using the Line Reader) may not work when testing on iPadOS 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 5](#) lists keyboard commands for selecting options on the sign-in pages or pop-up windows that appear during a test.

Table 5. Keyboard Commands for Sign-In Pages and Pop-Up Windows

Function	Keyboard Commands
Move to the next option	<b>Tab</b>
Move to the previous option	<b>Shift + Tab</b>
Select the active option	<b>Enter</b>
Mark checkbox	<b>Space</b>
Scroll through drop-down list options	<b>Arrow Keys</b>
Close pop-up window	<b>Esc</b>

## Keyboard Commands for Test Navigation

[Table 6](#) lists keyboard commands for navigating tests and responding to questions.

Table 6. Keyboard Commands for Test Navigation

Function	Keyboard Commands
Scroll up	<b>Up Arrow</b>
Function	Keyboard Commands

Scroll down	<b>Down Arrow</b>
Scroll to the right	<b>Right Arrow</b>
Scroll to the left	<b>Left Arrow</b>
Move to the next element	<b>Tab</b>
Move to the previous element	<b>Shift + Tab</b>
Select an answer option	<b>Space</b>
Go to the next test page	<b>Ctrl + Right Arrow</b>
Go to the previous test page	<b>Ctrl + Left Arrow</b>
Open the global menu	<b>Ctrl + G</b>
Open a context menu	<b>Ctrl + M</b>

## 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 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 option, 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 apply only 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: an answer space, which is the grid area where students enter the response; an object bank, which is a panel containing objects you can move to the answer space; 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.

Figure 24. Grid Question

- To move between the main sections, do the following:
  - To move clockwise, press **Tab**. 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.

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- 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 access the TA Sites, your TIDE administrator must first create your account in TIDE. Once your account is created, you receive an account activation email. You can log in to the TA Sites after activating your account.

1. Navigate to the Idaho Assessment Program portal ([www.idaho.portal.cambiumast.com](http://www.idaho.portal.cambiumast.com)).
2. Select the appropriate user card or assessment card. Then select the card for the TA Interface or TA Training Site, depending on which type of session you need to administer. The **Login** page appears.
3. Enter your email address and password and click **Secure Login**. The selected TA Site appears.
  - a. If the **Enter Code** page appears, an authentication code will be emailed to you. You must enter this code in the *Enter Emailed Code* field and click **Submit** within 15 minutes. If the code expires, click **Resend Code** to request a new one.
  - b. If you receive a warning message about not being certified, you must complete the TA Certification Course and then log in again.

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4. If you are associated with multiple institutions that have test windows set, a message prompts you to select a testing institution. Select your institution and select **Go**. To change the institution, you must log out and then log back in.
  - To log out of the TA Site, click your name in the top-right corner and select **Logout** from the menu that appears.
  - To avoid stopping an in-progress test session, you should log out of the TA Site only after stopping a test session. 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.

# **P**

## **Pause and Test Timeout Rules**

### **Pause Rules**

TAs and students can pause a test in order to log out the student from the test session temporarily. 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 the questions on the current page or if you submit an appeal in TIDE.

These pause rules apply regardless of whether the test is paused by the student or TA, or if it was paused due to a technical issue.

### **Test Timeout Rules**

A warning message displays after 20 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 sign-in process, the Practice Test Site has the same appearance and functionality as the Student Testing Site. For information about 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 unproctored guest sessions. Students have the option to sign in to the test sessions with their real identities or sign in as guests.

1. To access the Student Training Site, do one of the following:
  - From the Idaho Assessment Program portal ([www.idaho.portal.cambiumast.com](http://www.idaho.portal.cambiumast.com)), select the **Practice and Training Tests** card.
  - Launch the Secure Browser and select the **Take a Practice Test** button.
2. When signing in, students can choose from the following options:
  - To sign in as a guest, students set the **Guest User** toggle to **On**. To use their real credentials, students set the **Guest User** toggle to **Off** and enter their first name and EDUID.
  - To join a guest session, students set the **Guest Session** toggle to **On**. To join a proctored session, students set the **Guest Session** toggle to **Off** and enter the Session ID from the TA Training Site.
3. Students select **Sign In**.
  - For students signed in with their real identity, the **Is This You** page appears. Students verify their information and click **Yes** to proceed to the **Your Tests** page.
  - For students signed in as a guest user, the **Your Tests** page appears immediately.

Figure 25. Student Training Site Login Page

**Please Sign In**

OFF **Guest User**  
Toggle to sign in as yourself

**First Name:**  
JOHN

**SSID:**  
1234567890

OFF **Guest Session**  
Toggle to join an active session

**Session ID:**  
UAT - -

## Test Delivery System Test Administrator User Guide

4. On the **Your Tests** page, students select a test.
  - Students signed in as a guest must select the appropriate grade level first.

Figure 26. Your Tests Page

5. If the students signed in to a guest session, they must select the test settings they wish to use from the **Choose Settings** page and then select the **Select** button.

Figure 27. Choose Settings Page

6. If the **Audio/Video Checks** page appears, students must follow the instructions on this page to ensure their device is working properly.
7. On the final sign-in 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.

## 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 about how to approve a print request, see [Approve Students' Print Request](#).

1. From the **Menu** in the top-right corner, select **Approved Requests**. The **Approved Requests** window appears, listing all the approved print requests.

Figure 28. Approved Requests Window

Approved Requests				
Student	Test	Request	Question #	Approved On
GUEST GUEST	Grades 3-5 ELA CAT Training Test	Print Passage - Page for Items 1-2	0	4/10/23 12:56 PM
GUEST GUEST	Grades 3-5 ELA CAT Training Test	Print Passage - Page for Item 3	0	4/10/23 12:57 PM

2. To print the list of requests, click **Print**.

## Remove Print Request Files from the Web Browser

Most supported web browsers automatically save downloaded files. For security purposes, you must delete all test-related files from your browser's download archive. Files saved to your computer should be deleted separately.

*To remove files in Google Chrome:*

1. Open the Chrome menu  in the top-right corner.
2. Select **Downloads**.
3. Remove all test-related files by clicking **X** for each file or clicking **Clear all** in the top-right corner.

*To remove files in Edge:*

1. Click the Edge Hub  icon in the top-right corner.
2. From the downloads list, select **Downloads**.
3. Select each file and click **X** to delete it.

*To remove files in Mozilla Firefox:*

1. Open the **Tools** menu and select **Downloads**.
2. Delete all test-related files by selecting each file and pressing the **Delete** key or clicking **Clear Downloads** at the top of the window.

## S Scheduled Test Sessions

The TA Site allows you to schedule proctored test sessions in advance.

### Schedule Test Sessions in Advance

You can schedule test sessions in advance and provide the session ID and session link to your students prior to the test date. Test sessions scheduled for a future date are listed in the Upcoming Sessions tab. Once a scheduled test session window becomes active, the test session moves to the Active Sessions tab, where you can begin the session.

1. To schedule a test session, open the **Upcoming Sessions** tab and click **Schedule a Session**. The **Schedule a Session** window pops up.
  - If you are prompted to select an institution, select the appropriate institution and click **Go**.
2. In the *Start* and *End* fields, enter a start and end date for the test session. Then click **Next**.
3. From the **Test Selection** window, select the tests that you wish to administer in the scheduled session. For more information about selecting tests from the **Test Selection** window, see the section [Select Tests and Start a Test Session](#).
4. In the *Session Name* field, enter a name for the scheduled test session.
5. Click **Save Session**. The **Session Information** window pops up, displaying the session ID and link that you can share with students who will join the session. Close the window to return to the **Upcoming Sessions** tab. The scheduled session appears in the table.
  - To retrieve the session ID and link to the session again, click **Share Link**.
  - To edit an upcoming session before it begins, click **Edit**. From the **Schedule a Session** window that appears, you can edit the session dates, selected tests, and session name.
  - To delete an upcoming session before it begins, click **Delete**.
  - To download a schedule of your upcoming sessions, click **Export**.
6. To join a scheduled session once it becomes active, open the **Active Sessions** tab and click  for the session you wish to join.
  - Students can now join the session and select their tests. You can approve students and monitor the test session in the same way that you would for test sessions started immediately.
 

**NOTE:** *Once a prescheduled testing session (using “Upcoming Sessions”) has begun, no further tests may be added to that test session. New tests may be added to a newly started test session.*

## 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 denylisted application, it displays a message listing the offending application and prevents the student from testing. This also occurs if a prohibited application launches while the student is already in a test.

Often, prohibited applications detected during a test are scheduled or background jobs, such as antivirus scans or software updates. The best way to prevent denylisted applications from running during a test is to schedule such jobs outside of planned testing hours.

There are additional measures you can implement to ensure the test environment is secure:

- **Close External User Applications**

Before launching the Secure Browser, or prior to administering the online tests, close all nonrequired 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 out the student from the test.

## Using the Secure Browser with Accessibility Software

Permissive Mode is an accommodation that allows students to use non-embedded assistive technology to complete tests in the Secure Browser. It must be turned on for any students testing with third-party assistive technology tools. When Permissive Mode is turned on, the Secure Browser's security settings will be partially lowered to allow students to use tools that would otherwise be blocked. This accommodation should be assigned to students in TIDE before they begin testing.

Permissive Mode is available for computers running supported desktop Windows and macOS operating systems only. Permissive Mode on macOS devices is supported only for macOS 13. When using Windows devices, the task bar remains on-screen throughout the test after enabling accessibility software. However, forbidden applications are still prohibited.

When Permissive Mode is turned on, standard keyboard commands in the Secure Browser will be disabled in order to accommodate any potential keyboard commands associated with the assistive technology the student may be using.

Please note that accessibility software must be certified for use with the Test Delivery System and forbidden applications will still not be allowed to run. For information about supported software and operating systems, see the *Assistive Technology Manual*.

## Test Delivery System Test Administrator User Guide

Permissive Mode activates when the student is approved for testing. Students who have the Permissive Mode setting enabled should not continue with the sign-in process until their accessibility software is correctly configured.

### Testing with Permissive Mode on Windows

Students can follow the instructions in this section to use assistive technology alongside the Secure Browser with all supported Windows operating systems.

1. Open the required accessibility software on the student's testing device.
2. Open the Secure Browser. Begin the standard sign-in process up to the proctor approval step.
3. When a student is approved for testing, the Secure Browser allows the operating system's menu and task bar to appear.
  - The Secure Browser resizes, and the taskbar remains visible inside the test in its usual position. Students can press **Alt+Tab** to switch between the Secure Browser and accessibility applications that they are permitted to use in their test session.
4. The student must click the accessibility software application in the task bar immediately to switch to the accessibility software that is already open on the computer. The student cannot click within the Secure Browser until the accessibility software is configured.
5. The student configures the accessibility software settings as needed.
  - If the student needs to test with multiple accessibility applications simultaneously, they should configure all of them during this step.
6. After configuring all the necessary accessibility software settings, the student returns to the Secure Browser and continues the sign-in process. At this point, the student can no longer switch back to the accessibility software. If changes need to be made to the accessibility software, the student must sign out and then sign in again.

### Testing with Permissive Mode on macOS 13

The Secure Browser for macOS 13 requires students to launch approved accessibility software after logging in to the test.

1. Open the required accessibility software on the student's testing device.
2. Open the Secure Browser and follow the standard sign-in process.
3. On the first page of the test, click **Applications**  in the global menu.
4. From the **App Launcher** window that pops up, select the appropriate assistive technology software and click **OK**.
5. Configure the accessibility software settings as needed.
  - If the student needs to test with multiple accessibility applications simultaneously, they should repeat steps [3–5](#).

6. After configuring the accessibility software settings, the student returns to the Secure Browser and continues testing.
  - **Note:** 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.

### Access and Close 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 *Technology Guide* on the Idaho Assessment Program Portal.

- To access the Student Testing Site on iPadOS devices, tap the **SecureTestBrowser** icon.
- To access the Student Testing Site on ChromeOS devices, select **SecureTestBrowser** from the **Apps** link on the ChromeOS login screen.

After a test session ends, close the **SecureTestBrowser** application on student tablets.

- To close the Student Testing Site on iPadOS devices, double-tap the Home button. The multitasking bar appears. Locate the **SecureTestBrowser** app preview and slide it upward.
- To close the Student Testing Site on ChromeOS devices, select **Close Secure Browser** in the top-right corner.

### Force-Quit the Secure Browser

In the rare event that the Student Testing Site becomes unresponsive, you can force-quit the Secure Browser. Please note that the Secure Browser hides features such as the macOS dock. If the Secure Browser is not closed correctly, then the 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 in [Table 7](#). This action logs out the student from the test. When the Secure Browser is opened again, the student logs back in to resume testing.

Table 7. Force Quit Secure Browser Keyboard Commands

Operating System	Key Combination
Windows*	<b>Ctrl + Alt + Shift + F10</b>
macOS*	<b>Ctrl + Alt + Shift + F10</b> . The <b>Ctrl</b> key may appear as <b>Control</b> , <b>Ctrl</b> , or <b>^</b>

\* 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 iPadOS and ChromeOS devices.

- **iPadOS:** Double-tap the Home button, then close the app as you would any other iPadOS app.

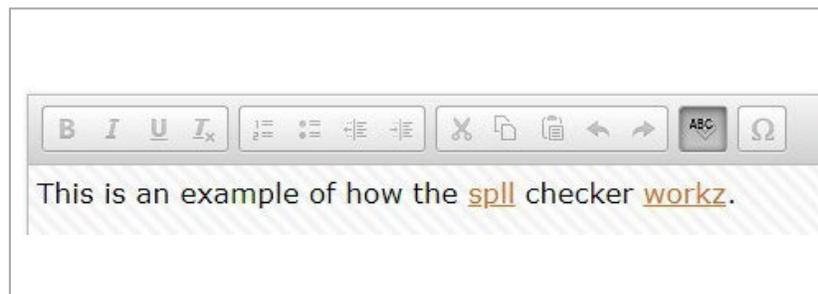
- **ChromeOS:** To exit the Secure Browser from the sign-in screens, press **Ctrl + Shift + S**. You cannot force-quit once the test begins.

## 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 drop-down list in the top-right corner, if necessary.
2. In the toolbar, select . Potentially incorrect words change color and become underlined.

Figure 32. Spell Check Tool



3. 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.

## 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 look up student information, open the **Student Lookup** tab.
2. Perform a quick or advanced search:
  - To perform a quick search, open the **Quick Search** tab and enter the student's EDUID in the search field provided. Then click  to display the search results.

Figure 29. Student Lookup: Quick Search

## Test Delivery System Test Administrator User Guide

Operational Session ID  
TEST-AC79-1

Select Tests Student Lookup Approvals

**Quick Search** Advanced Search

Enter the student's full TSDS ID (TSDS) and click [Submit TSDS] to search for that student's record, school/district information. Searches by partial TSDS are not permitted.

Note: This Student Lookup feature allows you to verify student information for login purposes only. If student eligibility for a specific online assessment, please check TIDE.

TSDS ID : 12345678

- To perform an advanced search, open the Advanced Search tab and fill out the search fields with the necessary information, including the student's district/school, enrolled grade, and first or last name (exact matches only). Then click  to display the search results.

Figure 30. Student Lookup: Advanced Search

Operational Session ID  
TEST-AC79-1

Select Tests Student Lookup Approvals

Quick Search **Advanced Search**

Use the drop-down lists to select the district, school, and grade for your search. A first

District/School

Grade  
All Grades

First Name

Last Name

## T Text-Response Questions

Text-response item types in the Student Testing Site may allow students to use a formatting toolbar. This toolbar is available above the response field (see [Figure 31](#)) and also appears when students rightclick in the text area. The formatting toolbar allows students to apply styling to text and use standard word-processing features. [Table 8](#) provides an overview of the formatting tools available.

Figure 31. Text Response Question with Formatting Toolbar

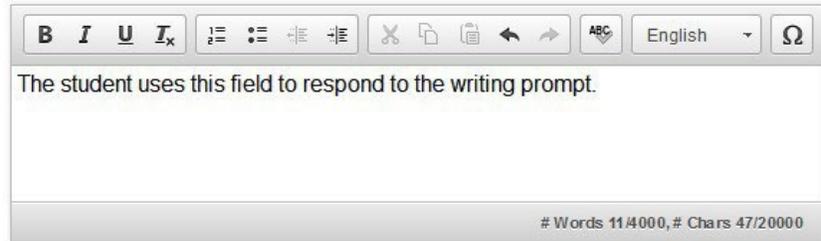


Table 8. Description of Formatting Tools

Tool	Description of Function
	Print the entered text.
	Enable speech-to-text (dictation).
	Bold, italicize, or underline selected text.
	Remove formatting that was applied to the selected text.
	Insert a numbered or bulleted list.
	Indent a line of selected text.
	Decrease indent of text.
	Cut selected text.
	Copy selected text.
	Paste copied or cut text.

	Undo the last edit to text or formatting in the response field.
	Redo the last undo action.
	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.
	Add special characters in the response field.

## Transfer a Test Session

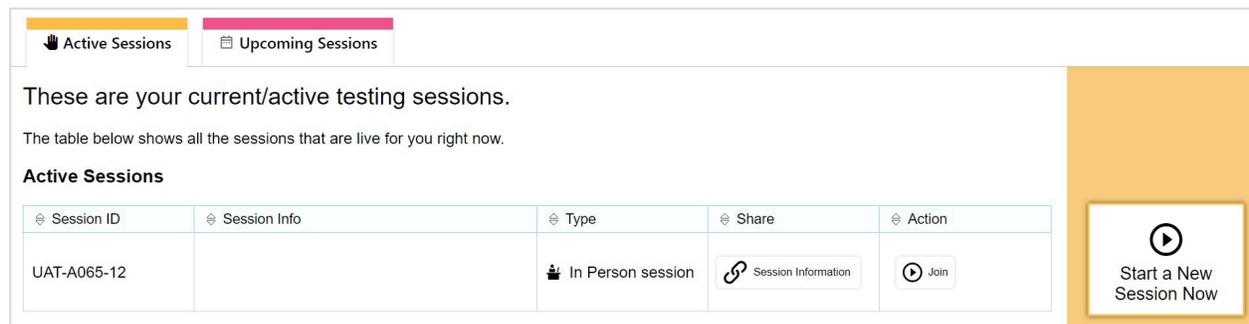
You can transfer an active test session from one device or browser to another without stopping the session or interrupting in-progress tests. This is useful if your computer malfunctions or if you accidentally close the browser while a session is in progress.

Your session remains open until it times out. If you do not return to the active session within 20 minutes and there is no student activity during that time, the Test Delivery System logs you out and pauses the students' tests.

The Test Delivery System ensures that you can administer a test session from only 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** tab appears (see [Figure 33](#)), listing the active session.
  - If the window for selecting an institution appears, select an institution and select **Go** to proceed to the **Active Sessions** tab.

Figure 33. Active Sessions Tab



2. In the table that appears, click  in the Action column for the session you wish to join. The test session page appears, allowing you to continue monitoring your students' progress. The test session on the previous computer or browser closes automatically.

If you do not wish to return to the active session, you can click **Start a New Session Now** to open the

## Troubleshooting

This section provides troubleshooting tips for common issues that may occur while testing.

### 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 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 Assessment Program Help Desk for assistance. You must provide your name and email address. Contact information is available in the [User Support and Troubleshooting Information](#) section.

### Common Student Sign-in Errors

The Test Delivery 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 in to 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 in to the Student Training Site cannot access sessions created in the TA Interface. A message in the bottom-left corner of the **Student Sign-In** page indicates which site the student is on. If a student is on the wrong site, the student can select the button in the message to switch to the correct site.

- **Student information is not entered correctly:**

Verify that the student entered the EDUID correctly. 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 [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 in to tests using the Secure Browser.

- **You cannot login with this browser:**  
This message occurs when the student is not using the correct Secure Browser. To resolve this issue, ensure 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 out the student, restart the device, and try again.
- **Looking for an internet connection...:**  
This message appears when the Secure Browser cannot connect with the Test Delivery 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 denylisted application running on the device. If this message appears on an iPad, ensure that either Assessment Mode is enabled

# U

## User Support

For information and assistance in using the Test Delivery System, contact the Idaho Assessment Program 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 Assessment Program portal).

**Idaho Assessment Program Help Desk**

Toll-Free Phone Support: 844-560-7365

Email Support: [idhelpdesk@cambiumassessment.com](mailto:idhelpdesk@cambiumassessment.com)

**Please provide the Help Desk 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 associated district or school. Do not provide the student’s name, a student EDUID should only be provided over the phone.
- 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.
- Information about your network configuration, if known:
  - Secure Browser installation (to individual devices or network).
  - Wired or wireless internet network setup.

## Change Log

Location	Change	Date
Spell Check Feature	Corrected Spell Check Feature description to conform to the Idaho UAAG and the figure to match the functionality of the feature.	12/20/2023

## **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](http://WWW.SDE.IDAHO.GOV)

SCHOOL YEAR 2023-2024

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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 11), Mathematics (grades 3 – 8 and 11), 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><b>CAT:</b> 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><b>Performance Tasks:</b> 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"> <li>• advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities).</li> <li>• deaf or hard of hearing, but who are not proficient in American Sign Language (ASL).</li> </ul> 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)<sup>1</sup> (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>

<sup>1</sup>See Embedded Accommodations for guidelines on the use of text-to-speech for ELA reading passages.

<b>Embedded Designated Support</b>	<b>Description</b>	<b>Recommendations for Use</b>
		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) 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"> <li>• advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities).</li> <li>• deaf or hard of hearing, but who are not proficient in American Sign Language (ASL).</li> </ul> <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, Bluetooth hearing aids). 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.
Printed test directions in English	Available as a supplement to the Test Administration Manual, a printed copy of oral test directions in English may be provided to the student.	Students for whom printed reading supports for verbally-delivered directions enable them to follow along with the verbal directions may benefit from this support. Students who may be multilingual or have hearing or auditory-processing difficulties, with or without reading-related disabilities, may need this support in English. A student should have the option of asking the test administrator to slow down or repeat any verbal direction provided. The use of this support may result in the student needing additional overall time to complete the assessment.

<p>Read aloud (for math and science stimuli and items and ELA items, not for reading passages) (See Non-embedded Accommodations for ELA reading passages)</p>	<p>Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <a href="#">Guidelines for Read Aloud</a>. All or portions of the content may be read aloud.</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. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments.</p> <p>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.</p>
<p>Read aloud in Spanish (for math and science, all grades)</p>	<p>Spanish text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <a href="#">Guidelines for Read Aloud in Spanish</a>. All or portions of the content may be read aloud.</p>	<p>Students receiving the translations (dual language) designated support and 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. 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.</p>

<p>Scribe (for math and science items, except ELA performance task full write) (See Accommodations for ELA performance task full write)</p>	<p>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 <a href="#">Scribing Protocol for the ISAT Assessments</a>.</p>	<p>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.</p>
<p>Separate setting</p>	<p>Test location is altered so that the student is tested in a setting different from that made available for most students.</p>	<p>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 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	The test administrator simplifies or paraphrases the test directions found in the <a href="#">Guidelines for Simplified Test Directions</a> .	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.
Translated test directions	PDF of directions translated in each of the languages currently supported. Bilingual adult can read to student. The current <a href="#">ELA &amp; Math Test Administration Translated Directions</a> includes translated test directions in 19 languages.	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.
Translated test directions in American Sign Language (ASL)	Test directions that include test administration scripts are translated into ASL video. The ASL human signer and the signed test content are viewed at the same time. 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 support when accessing text-based directions in the assessment. The use of this designated support may result in the student needing additional overall time to complete the assessment.
Translations (glossaries) (for math items, paper-pencil assessment)	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 the English term and its translated equivalent.	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.

[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"> <li>• EBAE uncontracted</li> <li>• EBAE contracted</li> <li>• UEB uncontracted</li> <li>• UEB contracted</li> </ul>	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 <a href="#">Guidelines for Choosing TTS or Read Aloud in Grades 3-5</a> 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 and science items)	A paper-based table listing numbers from 1 – 100 available from Smarter Balanced for reference. <a href="#">Download the 100s Number Table by Smarter Balanced.</a>	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"> <li>• EBAE uncontracted</li> <li>• EBAE contracted</li> <li>• UEB uncontracted</li> <li>• UEB contracted</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>• EBAE uncontracted with Nemeth</li> <li>• EBAE contracted with Nemeth</li> <li>• UEB uncontracted with Nemeth</li> <li>• UEB contracted with Nemeth</li> <li>• UEB uncontracted with UEB math</li> <li>• UEB contracted with UEB math</li> </ul>	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 and science items)	A paper-based multiplication table containing numbers 1 – 12 will be available from Smarter Balanced for reference. <a href="#">Download the Multiplication Table by Smarter Balanced.</a>	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 <a href="#">Guidelines for Read Aloud</a> . All or portions of the content may be read aloud. Members can refer to the <a href="#">Guidelines for Choosing TTS or Read Aloud in Grades 3-5</a> 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 <sup>13</sup>
Calculator <sup>2</sup>	Illustration glossaries <sup>8</sup>	Braille Transcript
Digital Notepad	Masking	Closed Captioning <sup>14</sup>
English Dictionary <sup>3</sup>	Mouse pointer	Speech-to-text
English Glossary	Streamlined Interface	Text-to-Speech <sup>15</sup>
Expandable Passages and/or Items	Text-to-speech <sup>9</sup>	Text-to-Speech in Spanish
Global Notes <sup>4</sup>	Text-to-speech in Spanish	
Highlighter	Translated test directions <sup>10</sup>	
Keyboard Navigation	Translations (glossary) <sup>11</sup>	
Line Reader	Translations (dual language) <sup>12</sup>	
Mark for Review	Turn off any universal tools	
Math Tools <sup>5</sup>		
Spell Check		
Strikethrough		
Thesaurus <sup>6</sup>		
Writing Tools <sup>7</sup>		
Zoom		

<sup>2</sup> For calculator-allowed math items only in grades 6–8 and HS, and for science items in grades 5, 8, and 11

<sup>3</sup> For ELA performance task full writes

<sup>4</sup> For ELA performance tasks

<sup>5</sup> Includes embedded ruler, embedded protractor

<sup>6</sup> For ELA performance task full writes

<sup>7</sup> Includes bold, italic, underline, indent, cut, paste, spell check, bullets, undo/redo

<sup>8</sup> For math items

<sup>9</sup> For math and science stimuli and items and ELA items (not for reading passages)

<sup>10</sup> For math items

<sup>11</sup> For math items

<sup>12</sup> For math items

<sup>13</sup> For ELA listening Items and math items

<sup>14</sup> For ELA listening items

<sup>15</sup> For ELA reading passages, all grades

**Table 8: Non-Embedded Universal Tools, Designated Supports, and Accommodations**

Universal Tools	Designated Supports	Accommodations
Breaks English Dictionary <sup>16</sup> Scratch Paper Thesaurus <sup>17</sup>	Amplification Bilingual Dictionary <sup>18</sup> Color Contrast Color Overlays Illustration Glossaries <sup>19</sup> Magnification Medical Supports Noise Buffers Printed Test Directions in English Read Aloud <sup>20</sup> Read Aloud in Spanish <sup>21</sup> Scribe <sup>22</sup> Separate Setting Simplified Test Directions Translated Test Directions Translated Test Directions in ASL Translations (Glossary) <sup>23</sup>	100s Number Table Abacus Alternate Response Options <sup>24</sup> Braille <sup>25</sup> Calculator <sup>26</sup> Multiplication Table Print on Demand Read Aloud <sup>27</sup> Scribe <sup>28</sup> Speech-to-Text Word Prediction

<sup>16</sup> For ELA performance task full writes

<sup>17</sup> For ELA performance task full writes

<sup>18</sup> For ELA performance task full writes

<sup>19</sup> For math items, paper-pencil assessment

<sup>20</sup> For math and science stimuli and items and ELA items (not for reading passages)

<sup>21</sup> For math, all grades

<sup>22</sup> For all items except ELA performance task full writes

<sup>23</sup> For math items on the paper-pencil assessment

<sup>24</sup> Includes adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, Filter Keys, adapted mouse, touch screen, head wand, and

switches.

<sup>25</sup> For math and ELA paper-pencil assessment

<sup>26</sup> For calculator-allowed items only, grades 6–8 and HS

<sup>27</sup> For ELA reading passages, all grades

<sup>28</sup> 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.<sup>29</sup>

### 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

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<sup>29</sup> 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. Bechard (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 Bechard, 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?*
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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 <sup>30</sup>	Yes <sup>31</sup>	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?**

<sup>30</sup>Only for instances that an adult (or team) has deemed the supports appropriate for a specific student’s testing needs.

<sup>31</sup>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.<sup>32</sup>

## **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.

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<sup>32</sup> 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 <b>and changing of the color contrast, including the size and color of the mouse pointer</b> , to a level not provided for by the zoom universal tool, <b>color contrast designated support, and/or mouse pointer designated support.</b> ”	6/30/17	4.2
Table 3, Table 4	11, 14	To Read aloud and Text-to-speech, added clarifying verbiage, “for math <b>stimuli and</b> 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 <b>“including students with visual impairments or with documented processing impairments”</b> 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, <b>“passage/stimulus and/or associated item”</b>	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, <b>stand-alone</b> calculator for students needing a <b>specialized</b> 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 <b>containing numbers 1 – 12</b> 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
Table 4	19	For Amplification, removed “, noise buffers, white noise machines” from the recommendations for use.	12/4/22	11.1
Table 4	20	For Medical Device, added “, Bluetooth hearing aids” to the description.	12/4/22	11.1
Table 4	21	Added new resource: non-embedded printed test directions in English.	12/4/22	11.1
Table 4	24	Added new resource: non-embedded translated test directions in American Sign Language.	12/4/22	11.1

## **Appendix 5-D**

### **Test Information Distribution Engine (TIDE) User Guide**



# Test Information Distribution Engine User Guide

2023–2024

Published March 8, 2024

*Prepared by Cambium Assessment, Inc.*



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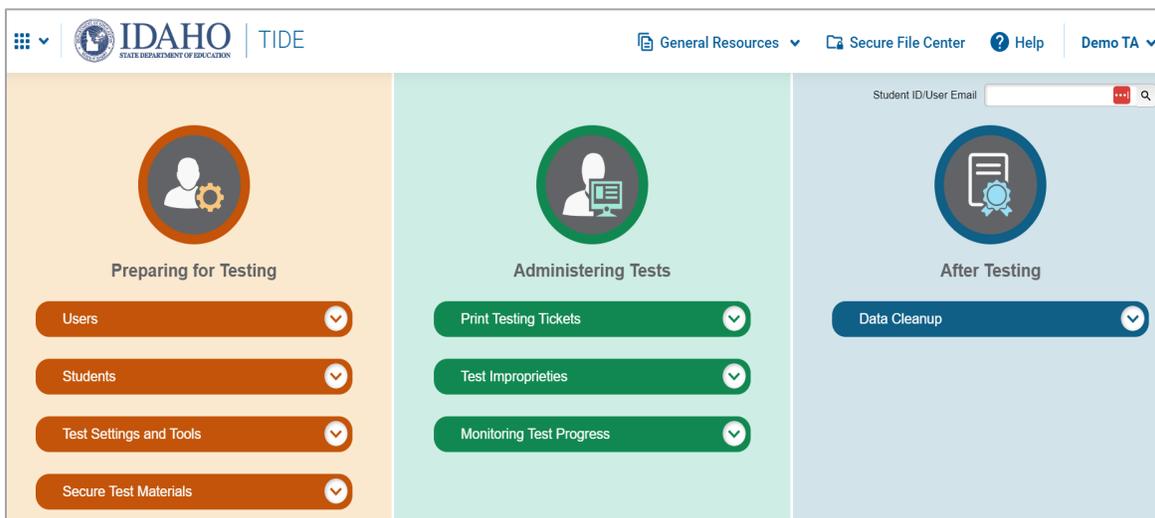
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## Introduction to TIDE

This user guide provides instructions on how to use TIDE.

At its core, TIDE is a registration system for users who will access CAI systems and students who will take CAI 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 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 and track return shipments of paper testing materials.

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 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 system can display scores at the classroom, school, district, and state levels.
- You can set up points of contact and shipping information for **paper testing materials**.

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- You can print hard-copy **test tickets** that include a student's user name 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 **starting and completing tests** and **participation rate**.
- You can correct student enrollment history and 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. 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

- **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.

## 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's 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, 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**.

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2. On the page that appears, fill out the information, verify its accuracy, and select **Save**.

Figure 2. Add User Page

Figure 3. Add Student Page

Figure 4. Add Roster Page

### 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've 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 5. View/Edit/Export Student Page

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 Secure File Center from the pop-up window, select **Export to Secure File Center** and then select either **Excel** or **CSV**. The search results will be exported to your Secure File Center, and you will return to the search form.

Please note the View Results button may be disabled if the search results contain records from all districts or all schools.

Figure 6. 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 7. View/Edit/Export Student Page with Search Results

View/Edit/Export Students

Use this page to view, edit, or export students. [more info](#)

+ Search Students

Number of students found: 10

Filter results

	Edit	School Information		Student Information													Race	
		District	School	EDUID	Student's Last Name	Student's First Name	Student's Middle Name	Gender	Birth Date (MMDDYYYY)	Grade	Section 504 Status	Special Education Status	IDAA Eligible	Primary Disability Type	EL Status	EL Category		Migrant Status
<input type="checkbox"/>	<input type="button" value="Edit"/>	9997	9997_999701	300330330	Last	Demo		Male	01012015	05	No	No		N/A - Not Applicable	No		No	Yes
<input type="checkbox"/>	<input type="button" value="Edit"/>	9997	9997_999701	771771770	Last	Demo		Male	01012015	05	No	No		N/A - Not Applicable	No		No	Yes

**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.

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1. Start at the dashboard that appears when you first log in to TIDE, select the task for which you'd like to upload records, and select **Upload**. An upload screen will appear where you can download a template file.

Figure 8. Upload Rosters Page

2. Once you've downloaded and filled out the template file, return to the upload screen, select **Choose File** or drag and drop the file, then upload it to TIDE. Select **Next**. The upload preview screen appears.

Figure 9. Upload Rosters Preview Page

Record Number	District ID	School ID	Email	Roster Name	EDUID	Action
1	9999	9999_999901		DemoR	9001059505	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

## Test Information and Distribution Engine User Guide

- Once you've verified the information on the preview screen, select **Next** again. The validation screen appears.

Figure 10. Upload Rosters Validate Page

**Upload Rosters**

Review the validation results below. [more info](#)

1 Upload Find a file
 2 Preview Preview upload
 3 **Validate** Fix errors
 4 Receive Confirmation All done

**Step 3: Validate**

✓ 3 record(s) will be processed.  
✗ 1 record(s) with errors cannot be processed. To include these records, review the tables below. Then edit and upload your revised file.

**Summary**

Shows an overview of issue types in your file with the number of times each issue occurs. Gives a solution for each type when possible.

Error / Warning Type	Count	Information
<span>✗</span> Error: Student ID is not enrolled in this School	1	Use a Student ID that is enrolled in the School. [ErrorCode700814]

**Details**

Shows the Record Number and column of each issue in your file. Select the icons for information about each issue. Note: Record Numbers are one less than the row numbers for Excel files with column labels in the first row.

Record Number	District ID	School ID	Email address	Roster Name	Student ID	Action
4	9999999999	9999999999-9999999999	@test.user	Sample 1	<span>✗</span>	

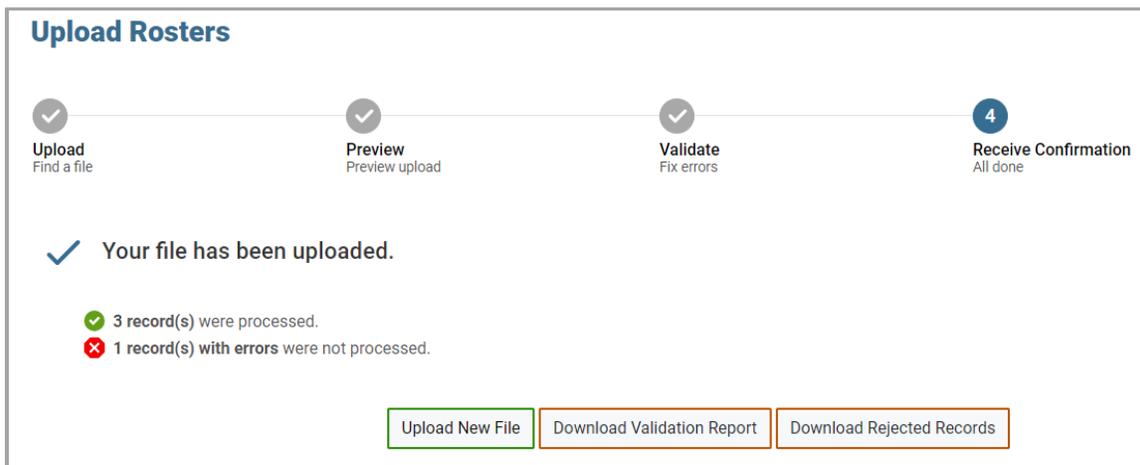
- If there are any issues with the file, the validation screen shows errors or warnings.
  - To make edits to the file before proceeding, select **Upload Revised File** to restart the process.
  - To view a list of issues with the file, select **Download Validation Report**.

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- To continue with the upload despite errors or warnings, select **Continue with Upload**. The confirmation screen appears.

⚠ **Caution:** Records with warnings will be processed, but records with errors will not be processed. You'll need to edit the rows with errors and upload the records again.

Figure 11. Upload Rosters Confirmation Page



## 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@cambiumassessment.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@cambiumassessment.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 ([Figure 12](#)).
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 in the portal page.

Figure 12. Reset Your Password Page

**Reset Your Password**

Please create a password in accordance with the New Password Requirements.

New Password

Confirm New Password

**Submit**

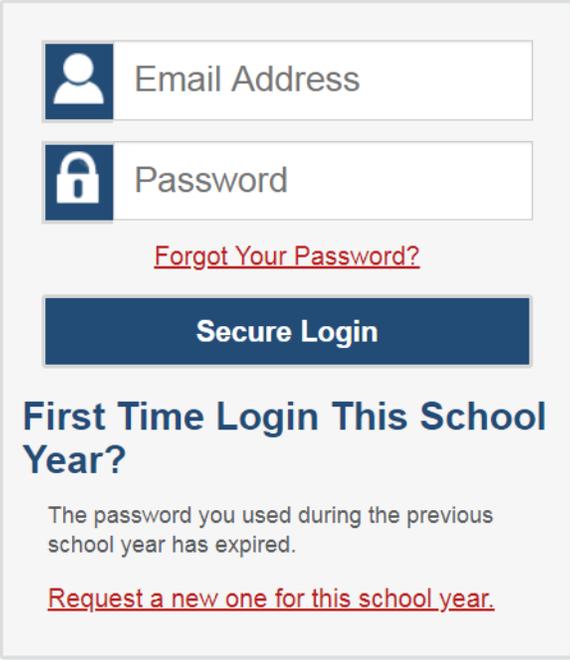
[Return to Login Page](#)

## 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@cambiumassessment.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 (<https://idaho.portal.cambiumast.com>).
2. Select the TIDE card.
3. Select **Request a new one for this school year**. The *Reset Your Password: Find Account* page appears ([Figure 14](#)).

Figure 13 Login Page



The screenshot shows a login interface with two input fields: 'Email Address' with a person icon and 'Password' with a lock icon. Below the password field is a red link for 'Forgot Your Password?'. A dark blue button labeled 'Secure Login' is positioned below the fields. Underneath the button, the text reads 'First Time Login This School Year?' followed by 'The password you used during the previous school year has expired.' and a red link 'Request a new one for this school year.'

4. Enter your TIDE email address and select **Submit**. TIDE sends you an email containing a link to reset your password.
5. Select the link in the activation email. The *Reset Your Password* page appears ([Figure 12](#)).
6. 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 !).
7. Select **Submit**.

Figure 14. Reset Your Password Page

Reset Your Password

Enter your email address to find your account

Email Address

Submit

[Return to login page](#)

During the reactivation process, you will be taken to the **Enter Code** (Figure 15) page and asked to provide the authentication code sent to your email.

- In the *Enter Emailed Code* field, enter the emailed code and select **Submit**.
- You must enter the code within fifteen 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 15. 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](#)

## How to log in to TIDE

Do not share your login information with anyone. All Idaho 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>).

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2. Select the assessment card you will be administering.
3. Select your user role.
4. Select **TIDE**. The **Login** page appears ([Figure 13](#)).
5. On the **Login** page, enter the email address and password you use to access all CAI systems.
6. Select **Secure Login**.
  - a. If you have not logged in using this browser before, or if you have cleared your browser cache, the **Enter Code** page appears ([Figure 15](#)) 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 fifteen minutes of the email being sent.
    - i. In the *Enter Emailed Code* field, enter the emailed code. If the code has expired, Select **Resend Code** to request a new code.
    - ii. Select **Submit**.
  - b. If the **Terms and Conditions** page appears, you should review the terms on this page and click **Accept** to proceed.

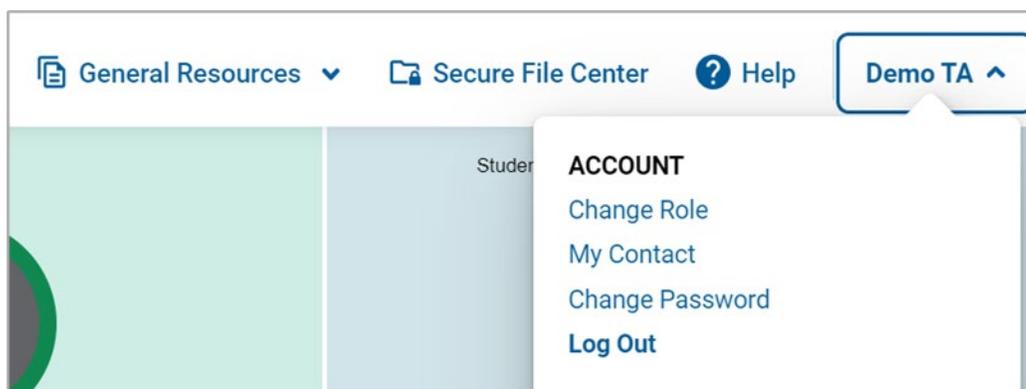
The **Dashboard** for your user role appears. Depending on your user role, TIDE may prompt you to select a role, client, state, district, or school to complete the login.

- ⚠ **Caution:** 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 ([Figure 16](#)), select **Log Out**.

Figure 16. Log Out



Logging out of TIDE logs you out of most Idaho systems. However, you will not be logged out of the TA Interface in order to prevent the accidental interruption of active test sessions.

## 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.
- Set up point of contact and shipping information for **paper testing materials**.

### How District-level Users Set Up User Accounts in TIDE

- District-level users must set up user accounts for school-level users to sign in to TIDE and other CAI systems. If these users don't 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, review the section "[How to add records one at a time](#)" in the Introduction.

1. From the **Users** task menu, select **Add Users**. The **Add Users** page appears.

Figure 17. Add User Page

2. In the *Email Address* field, enter the new user's email address and select **+Add user or add roles to use 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 18. Add User Page

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@cambiumassessment.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’ve 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.
3. In the list of retrieved user accounts, select  for the user whose account you want to view or edit.

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4. If your role allows it, modify the user's details as required, using the table "[Fields in the View/Edit Users \[User's Name\] 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.

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 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.

 **Note:** When exporting users, the sort order for users that appears on the View/Edit/Export Users page does not match the sort order for users in the exported file.

### How District-level Users Register Students for Testing

Students must be registered in TIDE to be eligible to test in 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, the section "[How to add records one at a time](#)" in the Introduction.

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 ([Figure 19](#)).
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 19. Detail of Add Students Form

The screenshot shows the 'Student Demographics' form. It contains the following fields and options:

- \*District: -- Select -- (dropdown)
- \*School: -- Select -- (dropdown)
- \*EDUID: [text input]
- \*Student's Last Name: [text input]
- \*Student's First Name: [text input]
- Student's Middle Name: [text input]
- \*Gender:  Male  Female
- \*Birth Date (MMDDYYYY): [text input] [calendar icon]
- \*Grade: - Select - (dropdown)
- \*Section 504 Status:  Yes  No
- \*Special Education Status:  Yes  No
- IDAA Eligible:  Yes  No
- \*Primary Disability Type: - Select - (dropdown)
- \*EL Status:  Yes  No
- EL Category: - Select - (dropdown)
- \*Migrant Status:  Yes  No

- In the available student test settings and tools panels (Figure 20), 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 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.

Figure 20. Sample Student Settings and Tools Panel

Support Tools for All Students	1 ELA-CAT	2 ELA-PT	3 Math (CAT & PT)	4 Science	5 IDAA ELA
Color Contrast ?	Black on White	Black on White	Black on White	Black on White	Black on White
Masking ?	OFF	OFF	OFF	OFF	ON
Print on Demand (N/A for Braille tests) ?	Off	Off	Off	Off	Stimuli&Items
Print Size/Zoom ?	1X	1X	1X	1X	1X
Mouse Pointer ?	System Default	System Default	System Default	System Default	[icon]

- In the *Test Eligibility* panel, mark the checkbox of each test for which the student should be eligible.
- 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, if available.

1. From the **Students** task menu on the TIDE dashboard, select **View/Edit/Export Students**. The **View/Edit/Export Students** page appears ([Figure 21](#)).
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.
3. 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 21. View/Edit/Export Student Page

4. From the *Participation Student* panel, view the student’s test participation report, if available.
5. From the *Rosters* panel, view rosters to which the student is currently active, if available.
6. 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, mark or clear checkboxes as required to modify the student’s eligible 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.

7. Select **Save**.
8. In the affirmation dialog box, select **Continue** to return to the list of student records.

### How district-level users view a history of changes to a student's account

The View Student History feature provides detailed information on updates made to a student's account by both TIDE users and automated processes. The information includes active and inactive statuses for the changes and the user's name or process that initiated the change.

You can view a history of:

- Recent Changes
- Student Information and Test Settings
- Enrollment and Rosters
- Test Eligibility

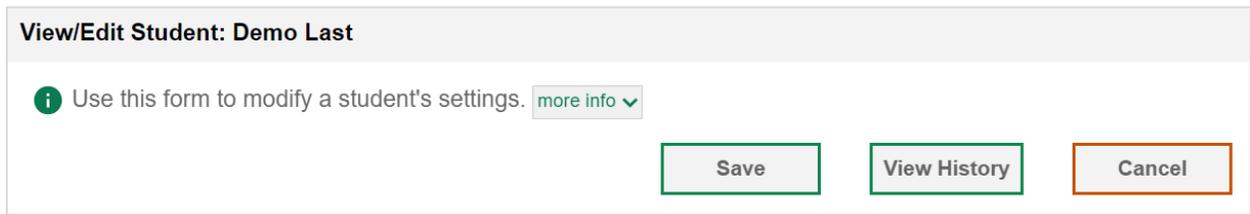
Each user role can only access the same information in the history as the user role has access to in the student information screens. The history is limited to displaying changes from August 9 of the current calendar year to the present. All times shown are displayed in US Eastern Time (ET).

-  **Note:** When a student is deleted, you won't have access to the View Student History feature for that student because inactive students do not display in TIDE.

*To access a student's history:*

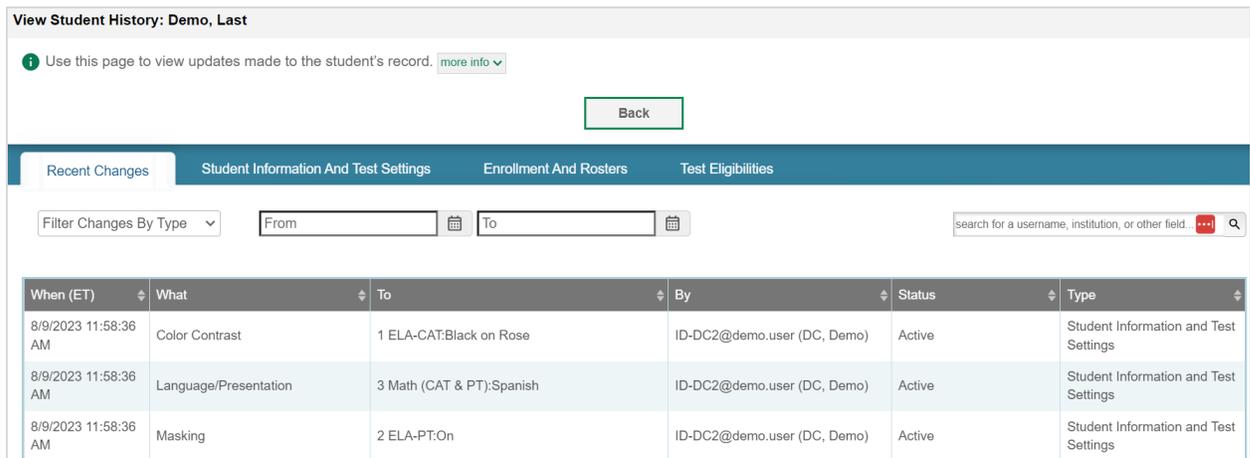
1. From the **Students** task menu on the TIDE dashboard, select **View/Edit/Export Students**. The **View/Edit/Export Students** page appears ([Figure 21](#)).
2. Retrieve the individual student account you want to view by following the procedure in the section "[How to modify existing records one at a time](#)" in the Introduction.
3. In the list of retrieved students, select  for the student whose account you want to view. The **View/Edit Student** window appears.
4. From the top of the page, select the **View History** button (Figure 22).

Figure 22. View History Button



5. Review the **Recent Changes** for an overview of all changes or select another tab to view only those changes (Figure 23).

Figure 23. Recent Changes Tab in View Student History



6. *Optional:* Use the filters and search options to limit the information shown in the history.

### 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.

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, [How district-level users transfer students between schools](#).

1. From the **Students** task menu on the TIDE dashboard, select **Upload Students**. The **Upload Students** page appears.
2. Following the instructions in the section [“How to add or modify multiple records at once”](#) in the Introduction 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.

### How district-level users generate upload-ready student data files

TIDE can generate student data files in upload-ready format. This allows you to download the file, edit student data as necessary, and upload the file back to TIDE to update student data in the system.

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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 student(s) you want to include in the data file by following the procedure in the section [“How to modify existing records one at a time”](#) in the Introduction.
3. When the search results pop-up appears, do one of the following:
  - To export an upload-ready student data file containing records for all students who match your search criteria to the Secure File Center, select **Export to Secure File Center** and then select **Upload-Ready File**.
  - To view the search results grid and select students to include in the upload-ready student data file, select **View Results** and continue to step [4](#).
4. *Optional:* From the search results grid, mark checkboxes for students you wish to include in an upload-ready data file.
5. Select  and then do one of the following:
  - To export the students you selected, if applicable, select **Export in upload format**.
  - To export all students in the results grid, select **Export All in upload format**.

TIDE generates the upload-ready student data file and exports it to your device. You can edit student data as necessary, save your changes, and upload the file back to TIDE to update student data in the system by following instructions in the section [How to add or modify multiple records at once](#).

### How district-level users enroll students in multiple schools

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 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:
  - You can add students individually via the **Add Students** page ([Figure 24](#)). For information about adding student records, review the section [“How district-level users add new student accounts one at a time.”](#)

Figure 24. Detail of Add Students Form

The screenshot shows the 'Add Students' form with a 'Student Demographics' section. At the top, there is a header 'Add Students' and a message: 'Use this page to add students to assessment systems. [more info](#)'. Below this are 'Save' and 'Cancel' buttons. The 'Student Demographics' section contains the following fields:

- \*District: -- Select -- (dropdown)
- \*School: -- Select -- (dropdown)
- \*EDUID: (text input)
- \*Student's Last Name: (text input)
- \*Student's First Name: (text input)
- Student's Middle Name: (text input)
- \*Gender:  Male  Female
- \*Birth Date (MMDDYYYY): (text input with calendar icon)
- \*Grade: - Select - (dropdown)
- \*Section 504 Status:  Yes  No
- \*Special Education Status:  Yes  No
- IDAA Eligible:  Yes  No
- \*Primary Disability Type: - Select - (dropdown)
- \*EL Status:  Yes  No
- EL Category: - Select - (dropdown)
- \*Migrant Status:  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:

- **Add** – This will dual-enroll the student in the new school
- **Move** – This will transfer the student to the new school
- **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, review the section [“How district-level users add or modify multiple student 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 ([Figure 25](#)).

Figure 25. 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 - 99
- \*EDUID: 787878787
- \*Student's Last Name: testing
- \*Student's First Name: account
- Student's Middle Name: (empty)
- \*Gender:  Male  Female
- \*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 -
- \*Migrant Status:  Yes  No

An error message is displayed below the 'Student's Last Name' field: "The StudentID already exists in the system, with a different name." This message is enclosed in a red rectangular box.

- 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 (Figure 26).

Figure 26. 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 (Figure 26) 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, the section "How District-level Users Print Test Tickets."

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The student can use any of the tickets to log in to the TDS. When verifying his 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

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 records 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 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.

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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, 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 comma-separated value (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 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 comma-separated value (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 and using the table “[Columns in the Interim Grades Upload File](#)” in the appendix as a reference, fill out the Interim Grade 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.

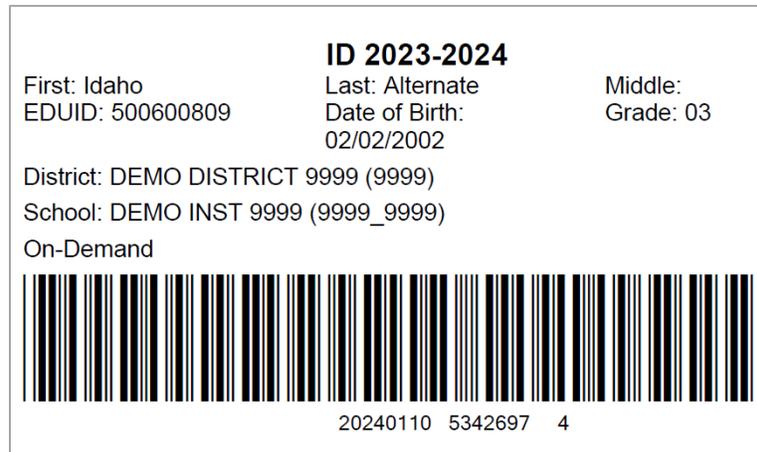
### How district-level users print PreID labels from student lists

A PreID label ([Figure 27](#)) 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 provided in your test materials shipment. 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 27. 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 ([Figure 28](#)).
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 28. 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 be created for special courses across grades or to group students who need extra support. You can also use rosters to print test tickets containing students' login information to start taking a test.

The rosters you create in TIDE are also available in Reporting. Reporting can aggregate test scores at these roster levels.

Since teachers are responsible for the growth and development of student's skill-sets, it is important for teachers to be able to analyze their students' performance data to adjust their teaching strategies accordingly. For teachers to view this information, the students must be included in a roster associated with each teacher. Hence, rosters need to be created for all teachers who are responsible for teaching an academic subject.

When creating rosters, 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 available from Reporting.

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- 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, period as applicable. For example, an elementary school roster may be named 'Gr3Jones23-24' and a secondary school roster may be named 'AikenPeriod3Eng9A23-24'.

There are a few restrictions to be aware of when creating rosters:

- Each user-defined roster can only be associated with one school.
- You can only create rosters from students associated with the school(s) or district(s) associated with your user account.
- Only 500 active students can be included in one roster.

### 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** page appears.
  2. Select a school.
  3. On the *Add Roster* form ([Figure 29](#)), add a roster name and select a teacher.
  4. Decide how you want to add students:
    - **Quick Roster** tab (search adds students automatically, manually remove students to edit)
      - Use the Quick Roster tab to create a roster from a group of students. Once you select the search criteria, all students who meet those criteria are automatically added to the roster after you select **Create Quick Roster**. You can remove students manually by selecting **X** next to individual students or select **Remove All** from the top of the grid. Selecting **Save** creates your roster.
    - **Student Search** tab (search finds students that you add and remove manually)
      - Use the **Student Search** tab for a more traditional search function, including the option to find specific students by ID or name. After you return results, select **+** to add individuals or select **Add All** from the top of the grid.
-  **Tip:** To return fewer students, limit your search by adding more criteria. Expand the *Additional Fields* section to add student information criteria as available.

Figure 29. Add Roster Form

5. *Optional:* After results appear under *Selected Students*, change the information that displays about students.
  - **Show more information** drop-down: Select or clear additional columns under Available/Selected Students grids.
  - 📄 **Note:** Selecting **Former Students** shows students who are no longer associated with the school in italics with the date they left the school. You can still add these students to your roster. Once a student has been added to a roster, the student will remain in the roster even if the student is no longer enrolled in the school.
  - Use the *Filter* field to limit students to those who match the text you enter. This keyword search only finds text in the grid. Be aware if you enter **11** to find students in 11th grade, any content with the text **11** will display. This could potentially pull in results you did not intend to find.

After saving, rosters must be changed from the *Edit Rosters* screen.

### How district-level users modify existing rosters one at a time

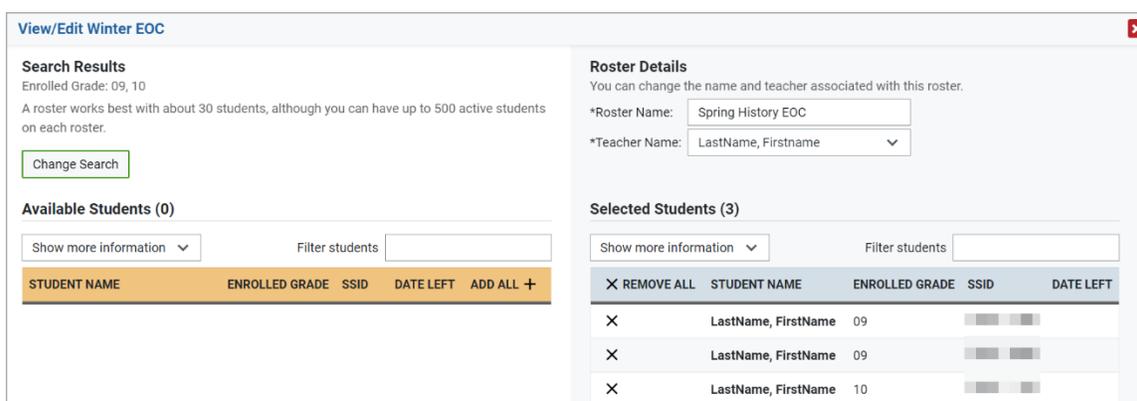
You can modify certain rosters, if required. You can modify existing rosters by performing the following steps:

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.
3. In the list of retrieved rosters, select  for the roster whose details you want to view. The **View/Edit [Roster Name]** form appears. This form is similar to the form used to add students to rosters. The *Selected Students* list displays students who are currently associated with the roster.
4. To add students, select **Find Students**.

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- Select the **Student Search** tab to add individual students manually.
  - Select the **Quick Roster** tab to add a group of students and then remove individual students who do not need to be on the roster.
-  **Note:** Each user-defined roster can only be associated with one school, so the search options do not include a way to search for a school.
5. To remove students, select  next to individual students or select **Remove All** from the top of the grid.
  6. Select **Save**, and in the affirmation dialog box select **Continue**.

Figure 30. Modifying a Roster: View/Edit Form



STUDENT NAME	ENROLLED GRADE	SSID	DATE LEFT	ADD ALL +

X REMOVE ALL	STUDENT NAME	ENROLLED GRADE	SSID	DATE LEFT
X	LastName, FirstName	09		
X	LastName, FirstName	09		
X	LastName, FirstName	10		

**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

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 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.

 **Tip:** You can pull the information you need from TIDE to edit existing rosters through file uploads by exporting the roster information from the View/Edit/Export Roster page, including the teacher’s email address.

**How district-level users print PreID labels from roster lists**

For information about PreID labels and instructions to print PreID labels from student lists, 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.

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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 ([Figure 28](#)).
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 Manage Orders for Paper Testing Materials

This section describes how to set up contact information of the person serving as a district-level or a school-level test coordinator, how to establish the shipping address to which all district-level or school-level orders for testing materials are shipped, how and how to order paper testing materials. This section also describes how to track order shipments and returns.

#### How district-level users set up point of contact and shipping information

You can assign someone to serve as a district-level or a school-level test coordinator. This person serves as the overall contact for all testing matters within the district or school. When sending announcements regarding TIDE or other testing applications, CAI uses the test coordinator's email address. In addition, you must establish an address to which all district-level or school-level orders for testing materials or reports are shipped.

3. From the **District Shipping Contact Information** task menu on the dashboard, select **District Shipping Contact Information**. The **District Shipping Contact Information** page appears ([Figure 31](#)).
4. From the *Search Contact Info Report* drop-down list, select an entity (district or school) as applicable.
5. Next, make selections from the district and school drop-down lists as applicable.
6. Select **Search**.

Figure 31. Contact Info Report Page

The screenshot shows a web interface for 'Shipping Contact Information'. At the top, there is a search section with two dropdown menus: '\*Search Contact Info Report For:' set to 'District' and '\*District:' set to 'Demo Dist 9999 - 9999'. A 'Search' button is located below these menus. Below the search section is a form divided into two columns: 'District Test Coordinator' and 'Shipping Information'. The 'District Test Coordinator' column contains fields for Name (Demo Dist 9999), \*First Name (test), Middle Name, \*Last Name (test), \*Email Address (test@test.user), \*Alternate Email Address (test@test.user), \*Phone Number (234-234-2343), and Fax Number (234-234-2343). The 'Shipping Information' column contains fields for Contact Person, \*Address Line1 (111 Test Lane), Address Line2, \*City (City), \*State (ST), \*Zip Code (12345), \*Zip+4 (6789), and \*Phone Number. A 'Save' button is located at the bottom right of the form.

7. When the report appears, verify or enter information in the *District Assessment Coordinator Information* panel.
8. Verify or enter information in the *Shipping Information* panel. Post Office (P.O.) boxes are not allowed for a shipping address.
9. Select **Save**.

**How district-level users place orders during the paper ordering window**

10. From the **Paper Ordering** task menu on the TIDE dashboard, select **Paper Orders**. The *Paper Orders* form appears ([Figure 32](#)). Note the **Contact Info** panel will appear above the *Paper Orders* form.

Figure 32. Paper Orders Page: Search for Orders Panel

11. In the *Contact Info* panel, do the following:
  - a. Verify or enter information in the *District Assessment Coordinator Information* panel.
  - b. Verify or enter information in the *Shipping Information* panel. Post Office (P.O.) boxes are not allowed for a shipping address.
  - c. Select **Verify**, and then select **Continue** in the confirmation message that appears.

If contact information is not established, you will not be able to proceed.

12. Do one of the following:
  - Mark **District** (if available) to place an order for an entire district.
  - Mark **School**, and then select a school, to place an order for an individual school.
13. Select **Search**. A list of materials available for ordering appears ([Figure 33](#)).

Figure 33. List of Available Orders

The following table lists your additional orders for your school or district.

Material Description	Additional Quantity	Quantity Pending Approval	Quantity Approved	Quantity You Will Receive
- Paper Test Materials Paper Materials	10	0	10	25

Figure 34. Search for Orders Panel

Comments				
<input type="button" value="Save Orders"/> <input type="button" value="Cancel"/>				
The following table lists your additional orders for Demo district 9999				
Material Description	Additional Quantity	Quantity Pending Approval	Quantity Approved	Quantity You Will Receive
ISAT Grade 3				
Grade 3 ELA Test Booklet <i>Kit Includes: Test Administration Manual, Listening Transcript, Standard Test Book</i>	<input type="text" value="1"/>	0	1	1
Grade 3 ELA Large Print DEI Kit <i>Kit Includes: Test Administration Manual, Listening Transcript, Standard Test Book, Large Print Book</i>	<input type="text" value="1"/>	0	1	1
Grade 3 ELA Braille DEI Kit_UEB Contracted <i>Kit Includes: Test Administration Manual, Listening Transcript, Standard Test Book, Braille UEB Contracted Book</i>	<input type="text" value="0"/>	0	0	0
Grade 3 ELA Braille DEI Kit_UEB Uncontracted <i>Kit Includes: Test Administration Manual, Listening Transcript, Standard Test Book, Braille UEB Contracted Book</i>	<input type="text" value="0"/>	0	0	0
Grade 3 Math Test Booklet <i>Kit Includes: Test Administration Manual, Standard Test Book</i>	<input type="text" value="0"/>	0	0	0

14. In the list of orders, review the number in the Quantity Approved column; this is the amount of each item you are scheduled to receive. If orders have not yet been placed, this amount will be 0.
15. If the Quantity Approved is incorrect, enter a different number in the Additional Quantity column.
16. Select **Save Orders**.
17. Select **Submit** to submit your order.

**How district-level users track shipments of paper testing materials**

You can view tracking reports showing the status of inbound shipments of testing materials.

18. From the **Paper Ordering** task menu on the TIDE dashboard, select **Track Shipments**. The **Track Shipments** page appears ([Figure 35](#)).
19. To view the shipping company’s tracking report, select its tracking number.

Figure 35. Track Shipments Page: Shipment Tracking Panel

Shipment Tracking		
District ID: 000002	Tracking Number: 1ZA5F5450300387069	Scheduled Delivery: 2/10/2014
District ID: 000002	Tracking Number: 1ZA5F5450300387069	Scheduled Delivery: 2/10/2014

**How district-level users view order history reports**

You can review the order history of testing materials for your school or district.

20. From the **Paper Ordering** task menu on the TIDE dashboard, select **Order History**. The **Order History** page appears ([Figure 36](#)).

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21. To view the order details, select the order number in the Order Number column. The Order Details form appears.

22. To view the order’s tracking report, select .

23. To view the order’s packing lists, manifests, and security checklists, select .

Figure 36. View Order History Page

Order Number	Order Type	Submitted By	Order Status	Submitted Date	Tracking	Reports
District: Demo district 9999						
180551	On-time	Demo User, DTC1	Approved	06/30/2023 03:22 PM (EST)		
School: Demo district 9901 9999_9901						
School: Demo district 9902 9999_9902						
180550	On-time	Demo User, ADMIN1	Open	06/30/2023 01:03 PM (EST)		

**How district-level users view order summary reports**

You can review reports for your school’s or district’s open orders.

24. From the **Paper Ordering** task menu on the TIDE dashboard, select **Order Quantity Reports**. The **Order Quantity Report** page appears ([Figure 37](#)).

Figure 37. Order Quantity Report Page

Order Quantity Reports

Use this page to review order quantities for your school or district. [more info](#)

**Search For Order**

\*Search Order For:  District  School

\*Search Order By: None selected

Select all

Additional

**Search**

25. Under *Search Order For*, do one of the following:

- Mark **District** (if available) to review orders for an entire district.
- Mark **School**, and then select a school, to review orders for an individual school.

26. From the **Search Order By** drop-down list, mark the checkbox **Additional**.

Select **Search**. The order report appears.

## 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 38. Sample Test Ticket

<b>ID 2020-2021</b>		
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 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.

### How district-level users print test tickets from student lists

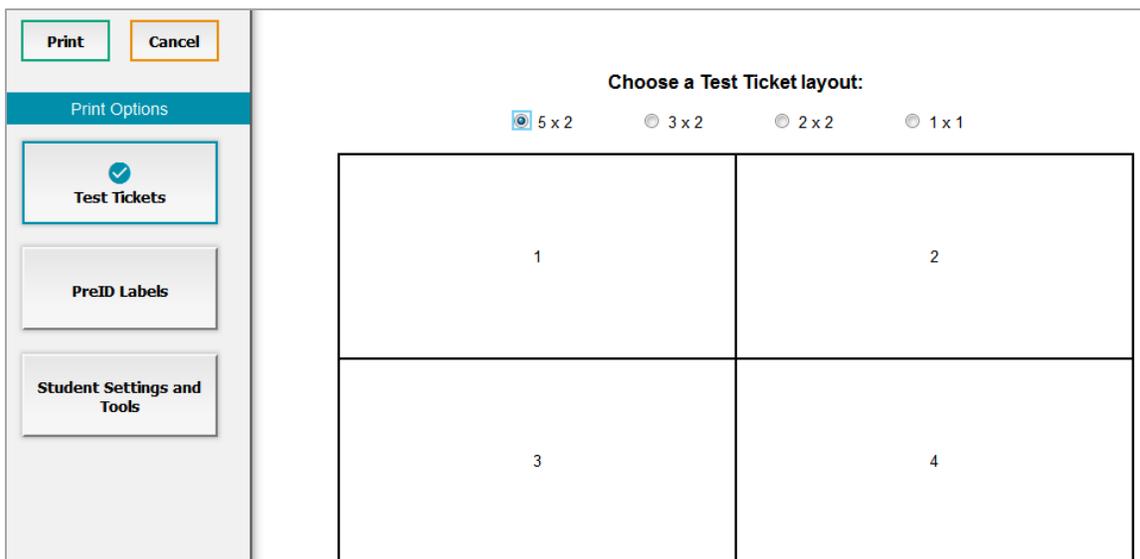
1. From the **Print Test Tickets** task menu on the TIDE dashboard, select **Print from Student List**. The **Print Test Tickets from Student List** page appears.
2. Retrieve the students for whom you want to print test tickets by filling out the search criteria and selecting **Search**.
1. Select the column headings to sort the retrieved students in the order you want the test tickets printed.

## Test Information and Distribution Engine User Guide

2. 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.
3. 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**.
4. In the new browser window that opens displaying a layout for selecting the printed layout ([Figure 39](#)), verify **Test Tickets** is selected in the *Print Options* section.
5. Select the layout you require, and then select **Print**.

Your browser downloads the generated PDF.

Figure 39. Layout Model for Test Tickets



The screenshot shows a dialog box titled "Choose a Test Ticket layout:". On the left side, there are two buttons: "Print" (green) and "Cancel" (orange). Below these is a "Print Options" section with three options: "Test Tickets" (selected with a checkmark), "PreID Labels", and "Student Settings and Tools". To the right of the "Print Options" section, there are four radio button options for layout sizes: "5 x 2" (selected), "3 x 2", "2 x 2", and "1 x 1". Below these options is a 2x2 grid of boxes labeled 1, 2, 3, and 4.

### How district-level users print test tickets from roster lists

1. From the **Print Test Tickets** task menu on the TIDE dashboard, select **Print from Roster List**. The *View/Edit Rosters* page appears.
2. Retrieve the rosters for which you want to print test tickets 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 test tickets printed.

## Test Information and Distribution Engine User Guide

4. 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.

5. Select  and then select **Test Tickets**. A layout model appears for selecting the printed layout ([Figure 39](#)).
6. 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 TDS and then submits it. Next, TDS forwards the test for scoring, and then the test scores are reported in Reporting.

Test improprieties are a way of interrupting this normal flow. A student may want to retake a test or have another test opportunity. A test administrator may want to invalidate a test because of a hardware malfunction or an impropriety.

For a full list of test impropriety types, the table "[List of Test Impropriety Types](#)" in the appendix.

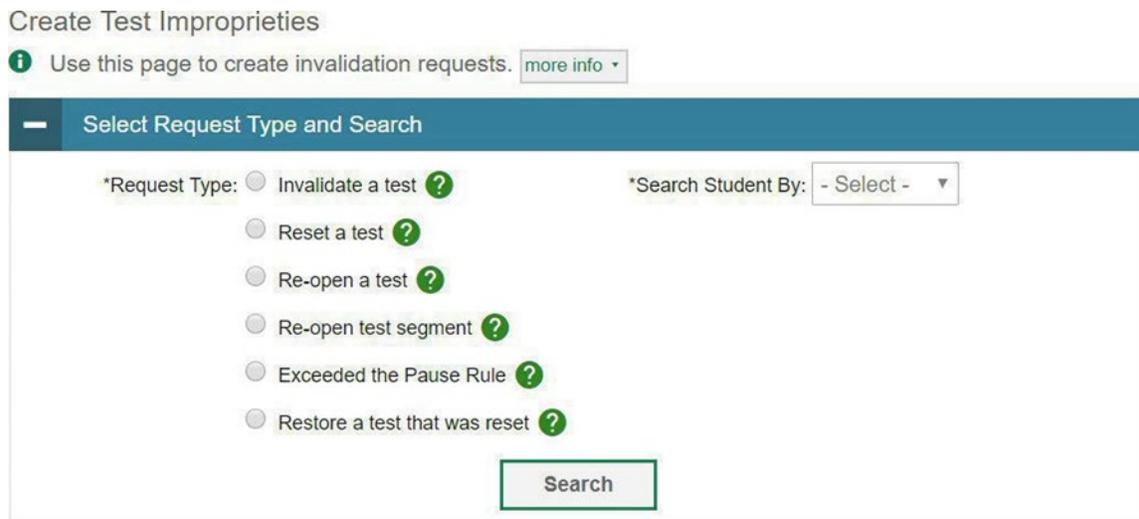
For a list of test impropriety statuses, the table "[List of Test Impropriety Statuses](#)" in the appendix.

### How district-level users add new test improprieties one at a time

You can create an test impropriety for a given test result.

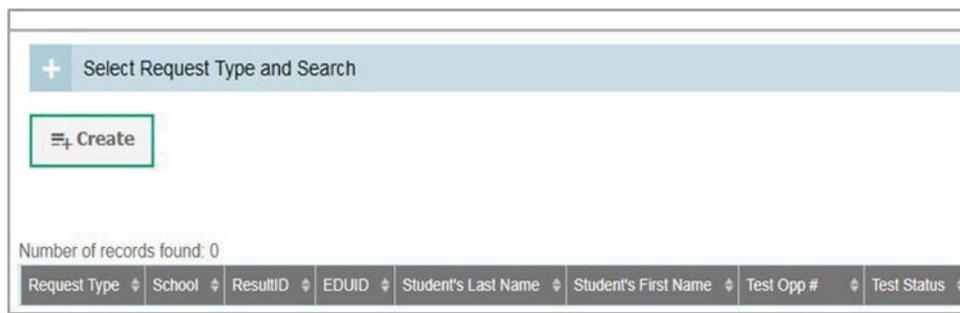
1. Retrieve the result for which you want to create an test impropriety by doing the following:
  - a. From the **Test Improprieties** task menu on the TIDE dashboard, select **Create Invalidation Requests**. The *Create Test Improprieties* page appears ([Figure 40](#)).
  - b. Select a request type.
  - c. From the drop-down lists and in the text field, enter search criteria.

Figure 40. Create Test Improprieties Page



- d. Select **Search**. TIDE displays the found results at the bottom of the *Create Test Improprieties* page ([Figure 41](#)).
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 test impropriety. The reasons may vary based on the test impropriety type.

Figure 41. 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 a at 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/Approve/Export Invalidation Requests**. The *View/Edit/Export Test Improprieties* page appears ([Figure 42](#)).

Figure 42. View/Edit/Export Test Improperities Page

The screenshot shows the 'View Test Improperities' interface. At the top, there is a header with a help icon and a 'more info' link. Below this is a section titled 'Appeal Information'. The main area is divided into three columns: 'Choose a Request Type', 'Choose a Request Status', and 'Additional Request Criteria'. Each column contains a list of checkboxes with question marks next to them. The 'Additional Request Criteria' column includes a 'Session ID' text input field and a 'Filter By' dropdown menu currently set to 'All'. A 'Search' button is located at the bottom center of the form.

2. Retrieve the test improperities you want to view by filling out the search criteria and selecting **Search**. [Figure 43](#) shows retrieved test improperities.

Figure 43. Retrieved Test Improperities

The screenshot shows the 'View Test Improperities' page with a table of results. Above the table, there are 'Process' and 'Export' buttons, and a 'Number of records found: 324' indicator. The table has the following columns: Case Number, Request Type, School, ResultID, EDUID, Student's Last Name, Student's First Name, Segments, Request Status, Request Date, and Additional Comments. The first four rows of data are visible, each with a checkbox in the first column and a message icon in the Request Status column.

Case Number	Request Type	School	ResultID	EDUID	Student's Last Name	Student's First Name	Segments	Request Status	Request Date	Additional Comments
<input checked="" type="checkbox"/>	Invalidate a test	9999_9999	512					Processed	01/26/2016 5:31 PM	
<input type="checkbox"/>	Invalidate a test	9999_9999	907					Processed	01/27/2016 11:52 AM	
<input type="checkbox"/>	Invalidate a test	9999_9999	878		Tammy sons	Julie-hills		Processed	01/27/2016 12:40 PM	
<input type="checkbox"/>	Invalidate a test	9999_9999	921		La	Fi		Processed	03/28/2016 1:36 PM	

3. *Optional:* Review the initiator’s reason for the test impropriety by selecting in the Request Status column.
4. You can also process test improperities on the **View/Edit/Export Test Improperities** page by marking the checkbox. This process is covered in the [How district-level users approve, reject, and retract test improprieties](#) section.

**Note:** When you select records with a *Request Status* that cannot be changed, like *Rejected by System* or *Submitted for Processing*, the **Process** options show *No Action(s) (#)* indicating that additional steps in the workflow are not possible for some records.

**How district-level users add or modify multiple test improperities all at once**

If you have many test improperities 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.

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1. From the **Test Improprieties** task menu on the TIDE dashboard, select **Upload Test Improprieties**. The **Upload Test Improprieties** page appears.
2. Following the instructions in the section "[How to add or modify multiple records at once](#)" in the Introduction 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 approve, reject, and retract test improprieties

Some test improprieties require you to approve or reject them before TDS can process them. You can also retract test improprieties you created.

You cannot delete approved or rejected test improprieties. To delete such test improprieties, contact the Helpdesk.

1. From the **Test Improprieties** task menu on the TIDE dashboard, select **Approve Test Improprieties**. The **Approve Test Improprieties** page appears.
2. Retrieve the test improprieties you want to process by filling out the search criteria and selecting **Search**.
3. Do one of the following:
  - Mark the checkboxes for the requests you want to process.
  - Mark the checkbox at the top of the table to process all the retrieved requests.
4. Select **Process** above the table and select an action:
  - To approve the selected requests, select **Approve**.
  - To reject the selected requests, select **Reject**.
  - To retract the selected requests, select **Retract**.
  - To resubmit a request that the TDS could not process, select **Resubmit**.
5. Enter a reason for the requested action in the window that pops up.
6. Select **Submit**. TIDE displays a confirmation message.

TIDE removes the selected test improprieties from the list of retrieved requests.

### 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 a student's test opportunities and the status of those test opportunities.

Because the report lists testing 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 ([Figure 44](#)).

Figure 44. Plan and Manage Testing Page

2. In the *Search Students* panel, select the parameters for whose information to include in your report:
  - a. From the **District** drop-down list, select a district if applicable.
  - b. 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 you select more than 20 schools or if you select all schools and the district contains more than 20 schools, the report will only be available to export to the Secure File Center.
  - c. *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, test administrators, and principal associated with the selected school. When you select a person from the **Teacher** drop-down list, TIDE performs a check to 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 shows the test attempts of the students included in the roster.

## Test Information and Distribution Engine User Guide

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 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.

- d. *Optional:* In the *Student's Last Name* field, enter a student's last name.
  - e. *Optional:* In the *Student's First Name* field, enter a student's first name.
  - f. *Optional:* In the *EDUID* field, enter a EDUID.
  - g. *Optional:* From the **Grade** drop-down list, select a grade. You may select one, multiple, or all grades from this list.
3. In the *Choose What* panel, select the parameters for which tests to include in your report:
    - a. From the **Test Type** field, select a test type. If you select Teacher Authored Tests, skip to step [2](#).
    - b. From the **Test** drop-down list, select a test category.
    - c. From the **Administration** drop-down list, select an administration.
    - d. *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.
    - e. *Optional:* From the **Filter By** drop-down list, select a specific test accommodation or demographic to filter the report.
      - If you select a test accommodation or demographic, a *Values* field is displayed. Select the required filter criteria from the available options.
  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 who {have/have not} {completed/started} the {1st/2nd/Any} opportunity in the selected administration.
      - 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 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 opportunities that expire that day.

## Test Information and Distribution Engine User Guide

- 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 on their {1st/2nd/Any} opportunity in the selected administration, and have a status of {student test status}.
  - Students who have a status of {student test status} in the selected administration.
  - Students whose most recent {Session ID/TA Name} was {Optional Session ID/TA Name} between {start date} and {end date}.
  - 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. If you are viewing a report for more than 20 schools, use this option and then select **Export to Secure File Center**.
  - To open the report in Microsoft Excel, select Export Report. If you are viewing a report for more than 20 schools, this option will be disabled.

Figure 45. Plan and Manage Testing Report

Number of students found: 100,000

Filter results

1-50 of 100,000 records | Page: << 1 of 2,000 >>

Student Name	EDUID	District Name	School Name	Grade	InterimTestGrade	EL Status	Test Name	Language	Opportunity	Test Administrator Name	SessionID	Status	Results ID	Restarts	Restart within Grace Period
Test, Demo	001001000	Demo district 9999	Demo inst 9999	03			ELA/L ICA Gr3 CAT								
Test, Demo	001001000	Demo district 9999	Demo inst 9999	03			ELA/L ICA Gr3 CAT								

For descriptions of the columns in this report, the table “[Columns in the Plan and Manage Testing Report](#)” in the appendix.

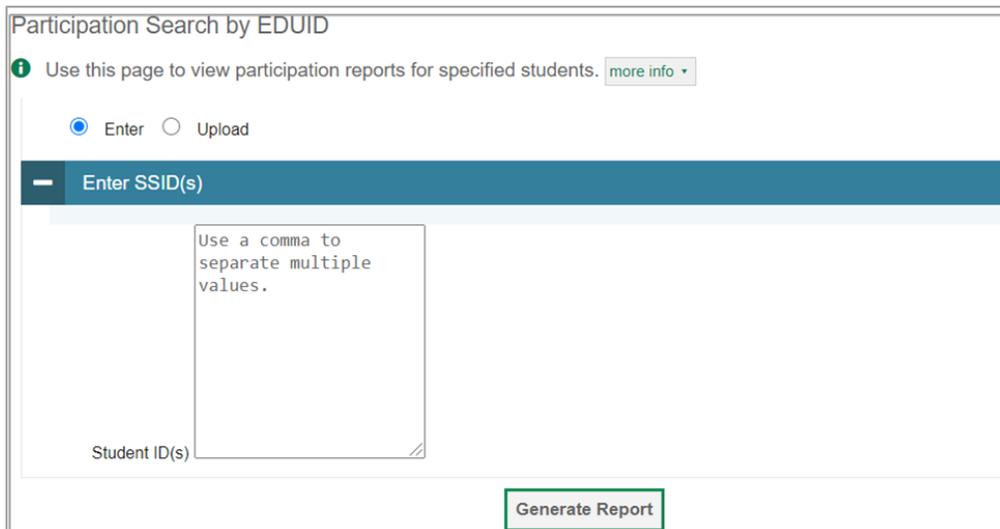
### How district-level users view report of students’ current test status by student ID

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 testing 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 ([Figure 46](#)).
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 1000 EDUIDs.

Figure 46. Participation Search by EDUID Page



- 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 1000 EDUIDs.

3. Select **Generate Report**. The Participation Report by EDUID appears ([Figure 45](#)).

For descriptions of the columns in this report, the table “[Columns in the Plan and Manage Testing Report](#)” in the appendix.

### How district-level users view reports of test completion rates

The Test Completion Rates report summarizes the number and percentage of students who have started or completed a test. There are several ways to view the results:

- By all students for each test selected (default behavior) (one row per test)
- By students’ enrolled grade for each test selected (one row per grade per test)
- By component tests and their scoring combos\* (multiple rows displaying and grouping component tests and their scoring combos together)

\*Only shows tests with component parts. For example: Biology Part 1 + Biology Part 2 = Biology Scoring Combo total. Not all tests have component test parts, so this report may be blank if the test selected does not contain a scoring combo. You can find more information on scoring combos and other report options later in this section.

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 ([Figure 47](#)), select the parameters for which tests to include in your report.

Figure 47. Test Completion Rates Page: Report Criteria

3. *Optional:* Select a different report output under *Additional Options* to view 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 48](#) 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, the table "[Columns in the Test Completion Rate Report](#)" in the appendix.

Figure 48. Test Completion Rate Report

Date	District ID	District Name	Test IDs	Opportunity	Test Instrument	Total Student	Total Stud	Total Stud	Percent St	Percent Co
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	25687	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 ([Figure 49](#)), select search criteria for the test and administration.

Figure 49. Report Criteria Panel

**Report Criteria**

Test: Smarter Summative

Administration: 2015-2016

Generate Report
Export Report

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 ([Figure 50](#)).

Figure 50. 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, the table [“Columns in the Test Status Code Report”](#) in the appendix.

For a description of each status that a test opportunity can have, the table [“Test Opportunity Status Descriptions”](#) in the appendix.

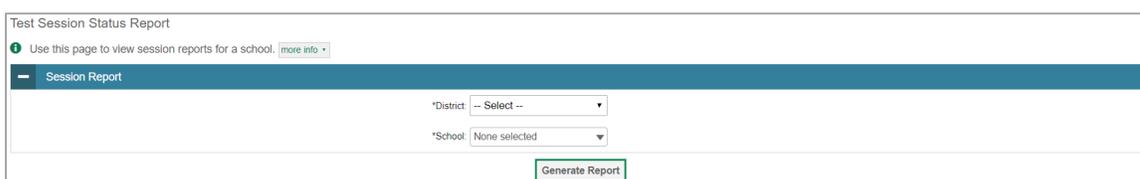
### How district-level users view test session status reports

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.

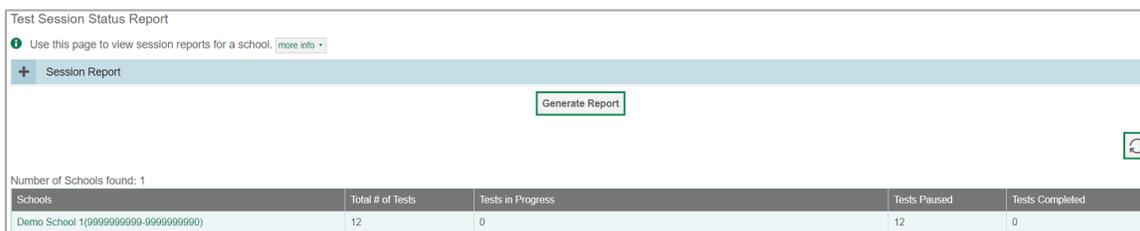
1. From the **Monitoring Test Progress** task menu on the TIDE dashboard, select **Session Report**. The **Session Report** page appears.

Figure 51. Test Session Status Report Page



2. From the **District** drop-down list, select a district.
3. 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 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, the table [“Columns in the Summary Session Report Page”](#) in the appendix.

Figure 52. Test Session Status 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, the table [“Columns in the Detailed Session Report Page”](#) in the appendix.

Figure 53. Detailed Test Session Status 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-F3DS-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 to expand all sessions containing multiple tests. The button will only be displayed when multiple tests per session exist.
9. *Optional:* Select to collapse all expanded sessions. The button will only be displayed when multiple tests per session exist.

Figure 54. School Report Page with All Sessions Expanded

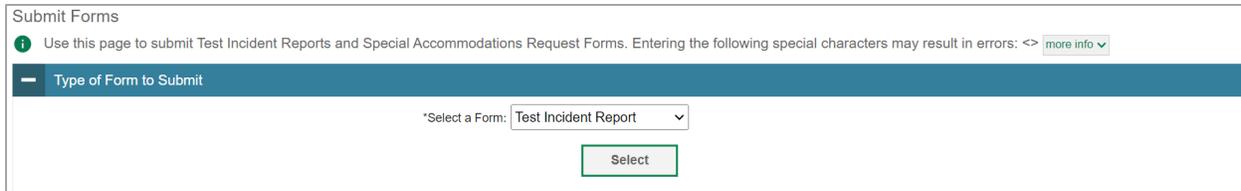
Session ID	Proctor Name	Test Name	Start Time of Session	Total # of Tests	Tests in Progress	Tests Paused	Tests Completed
UAT-30EC-3	test, test	Interim Elementary School Earth and Space Science - Earth's Systems 2: 5-ESS2-2	01:49 PM	1	0	1	0
UAT-59A1-3	test, test	Interim Elementary School Physical Science - 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 and Special Accommodations Request Forms

You can submit Test Incident Report and Special Accommodations Request forms by following the instructions below. These may only be submitted for the ISAT and IDAA Summative Assessments.

1. From the **Forms** task menu on the TIDE dashboard, select **Submit a Form**. The **Submit a Form** page appears.



2. From the *Select a Form* drop-down list, select the form you wish to submit.
3. Select **Select**. The form appears.
4. Using any available drop-down lists, checkboxes, and text boxes, fill out of the request form.
5. Select **Submit**. The form is submitted.

### How district-level users view existing forms

You can view existing forms by following instructions below.

1. From the **Forms** task menu on the TIDE dashboard, select **View Forms**. The **View Forms** page appears.



2. Enter search criteria to find the form you want to view.
3. Select **Search**. A search results grid appears, displaying forms matching your search criteria.
4. To view a form, 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, add, or edit non-participation codes for individual students.
- Add and/or edit non-participation codes for one or more students through a file upload.

### 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, 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 ([Figure 55](#)).
2. Retrieve the student whose non-participation codes you want to view or edit by filling out the search criteria and selecting **Search**.

Figure 55. Non-Participation Codes Page: Search Students Panel

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 ([Figure 56](#)).

Figure 56. Edit Non-Participation Codes Form

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, the table “[Special Codes and Their Descriptions](#)” in the appendix.
5. Select **Save**.

### How district-level users upload non-participation codes

If you have many students for whom you need to add or edit non-participation codes, 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 **Data Cleanup** task menu on the TIDE dashboard, select **Upload Non-Participation Codes**. The **Upload Non-Participation Codes** page appears.
2. Following the instructions in the section "[How to add or modify multiple records at once](#)" in the Introduction and using the linked table in "[Columns in the Special Codes Upload File](#)" in the appendix as a reference, fill out the *Special Codes Template File* and upload it to TIDE.
  - ⚠ **Caution:** Students must be eligible for tests selected on the upload file. The Excel download template (not the CSV) contains all tests for all students, whereas the **Edit Non-Participation Codes** form only shows the eligible tests for that student.
  - ⚠ **Caution:** Records may also be rejected for the following and other reasons:
    - Test is on Exclusion list so no special codes can be applied for that test
    - Student is inactive
    - User does not have access to student's school

If needed during the *Validate* step, select the error or warning icon for more information.

## 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 so they can sign in to TIDE and other CAI systems. If teachers or test administrators 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 at the correct time. 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 test administrators. If teachers and test administrators 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 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 in to a test.

Like district-level users, school-level users can add or modify student accounts one at a time or all at once through file upload. School-level users can also specify or upload student accommodations and test tools, upload student test restrictions, and view student distribution reports. 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](#)

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- How district-level users view a history of changes to a student's account
- How district-level users add or modify multiple student accounts all at once
- How district-level users specify student accommodations and test tools
- How district-level users upload student accommodations and test tools

### 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. 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 student lists

### How School-level Users Manage Orders for Paper Testing Materials

School-level users can order paper testing materials, track shipments and view materials that were ordered for their school. For detailed information, please refer to the following sections:

- How district-level users set up point of contact and shipping information
- How district-level users place orders during the paper ordering window
- How district-level users track shipments of paper testing materials
- How district-level users view order history reports
- How district-level users view order summary reports

### 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 PreID labels 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 a at 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, 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 reports of test completion rates](#)
- [How district-level users view report of test status codes](#)

### How School-level Users Use TIDE after Testing

After testing, school-level users can perform the following tasks in TIDE:

- View or edit non-participation codes

### **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 sections:

- [How district-level users view or edit non-participation codes](#)
- [How district-level users upload non-participation codes](#)

## How Teachers and Test Administrators Perform Tasks in TIDE

Teachers and test administrators 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 test administrators 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 test administrators 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 and edit student test accommodations and test tools, if necessary. 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 Teachers and Test Administrators View User Accounts in TIDE

Teachers and test administrators 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 test administrators can view student accounts and student distribution reports by selecting the **Student** task menu, selecting **View Students**, filling out the search criteria, and selecting **Search**. Search results can be viewed in TIDE or exported to the Secure File Center.

Like district- and school-level users, teachers and test administrators can also specify students' accommodations and test tools by following the procedure in the section "[How district-level users add or modify multiple student accounts all at once.](#)" For detailed information, please refer to the following section:

- [How district-level users specify student accommodations and test tools](#)

#### How Teachers and Test Administrators Manage Rosters

Teachers and test administrators can manage rosters for students in their school. These rosters are then sent to Reporting so those systems can display scores.

Like district- and school-level users, teachers and test administrators 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.](#)" For detailed information, please refer to the following sections:

- [How district-level users add new rosters one at a time](#)

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- [How district-level users modify existing rosters one at a time](#)
- [How district-level users add or modify multiple rosters all at once](#)

### How Teachers and Test Administrators Use TIDE During Testing

During testing, teachers and test administrators 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 test administrators 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](#)." 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 test administrators 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 reports 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, from the **Manage Account** drop-down list, select **My Contact**. The **My Contact Information** page appears ([Figure 57](#)).
2. Enter updates as necessary.
3. Select **Save**.

TIDE saves your changes, and a confirmation message appears.

Figure 57. Fields in the My Contact Information Page

The screenshot shows a web form titled "Add/Edit My Account". The form contains the following fields and values:

- Role: SC
- \*Email Address: ID-SC2@demo.user
- \*First Name: Demo
- \*Last Name: SC
- Phone Number: 555-555-5555

At the bottom of the form, there are two buttons: "Save" (highlighted with a green border) and "Cancel" (highlighted with an orange border).

### 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, select **Change Role** from the **Manage Account** drop-down menu. The **Administration Details** window appears ([Figure 58](#)).
2. Update the information as necessary.
3. Select **Submit**. A new home page appears that is associated with your selections.

Figure 58. Administration Details Window

The screenshot shows a window titled "Administration Details" with a user icon at the top. Below the title, it says "Select the User Role, Test Administration, District, and School (as applicable):". There are three dropdown menus: "User Role" (with "User Role" selected), "Test Administration" (with "Test Administration" selected), and "\*State" (with "State" selected). A "Submit" button is located at the bottom of the form.

### 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 test impropriety.	One of the following: Exceed the pause rule Invalidate a test Re-open a test Re-open test segment 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 TDS or TIDE. For example, specifying a result ID of 123456 requires that this result ID exist in TDS.

Column Name	Description	Valid Values
Reason*	Reason for creating test impropriety.	Up to 1,000 alphanumeric characters. One of the options available for the selected test impropriety type.
Comment	Additional comments explaining the reason for the test 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 date and time of the session.
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.
Earliest Start Time of Student Testing	Earliest start time that the student started testing.

### 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 Name	Description	Valid Values
Field*	Label used for the interim grade attribute.	INTERIMGRADE
Subject*	Subject of assessment.	One of the following: <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• English</li> <li>• Science</li> </ul>
Grade*	Student's interim grade.	Any of the following: Two-character grade in the range 02–12. 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 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 a student is enrolled.
Interim Test Grade	Indicates the interim grades set up for the student.
EL Status	Indicates whether the student is an English Language Learner.
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.
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.
Test Administrator Name	The test administrator who created the session in which the student is currently testing (or in which the student completed the test).

Attribute	Description
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 Within Grace Period—below.)
Restarts Within 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 Within 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 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.

Column Name	Description	Valid Values
User Email ID*	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.	Up to 9 alphanumeric 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 Special Codes Upload File

You can use the information in the linked table [Special Codes and Their Descriptions](#) to understand the special codes available when you [upload non-participation codes](#).

### 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.	DistrictID that exists in TIDE and must be associated with the user uploading the file. Three alphanumeric characters. Must exist in TIDE.
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 district ID. Four alphanumeric characters. Must exist in TIDE and be associated with the DistrictID.  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

Column Name	Description	Valid Values
Birthdate (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. <b>Note:</b> If adding students with an EDUID that are already associated with students of a different name, TIDE displays a corresponding error message during the validation process.
Grade	Student's enrolled grade.	Two-character grade in the range 03–12. Add leading zero for single-digit numbers.
Gender*	Student's gender.	One of the following: M—Male F—Female
Hispanic or Latino Ethnicity*	Student's ethnicity.	One of the following: Y N
American Indian or Alaska Native*	Student's ethnicity.	One of the following: Y N
Asian*	Student's ethnicity.	One of the following: Y N
Black or African American*	Student's ethnicity.	One of the following: Y N
White*	Student's ethnicity.	One of the following: Y N
Native Hawaiian or Other Pacific Islander *	Student's ethnicity.	One of the following: Y N

Column Name	Description	Valid Values
Section 504 Status*	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
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.	One of the following: Y N
Alt Assessment	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
Primary Disability Type*	Major or overriding disability condition that best describes a student's impairment.	One of the following: ASD—Autism Spectrum Disorder DB—Deaf-blindness DD—Developmental Delay DE—Deaf EMD— Emotional Disturbance ID—Intellectual Disability 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
EL Status*	Indication of student's Limited English Proficiency status.	One of the following: Yes No

Column Name	Description	Valid Values
EL Category	Codes that indicate a student's Limited English Proficiency status.	One of the following: L1, LE, EW, X1, X2, X3, X4, FL, SO. Blank
Migrant Status*	Student's migrant status.	One of the following: Y N
ISAT Paper Tester	This flag will indicate whether a student will test on paper instead of online.	One of the following: Y N Blank
IDAA Fixed Form	This flag to indicate whether a student will test on paper instead of online.	One of the following: Y N Blank
Delete Student	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](#). Columns specific to the *Additional Options* report outputs are noted at the end of the table.

Column	Description
Date	Date and time that the file was generated.
District Name	The name of the reported District.
District ID	The ID of the reported District.
School Name	The name of the reported school. This column is only included in the school-level report.
School ID	The ID of the reported school. This column is only included in the school-level report.
Test Instrument	Category of the test that is being reported.
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: 1 ELA-CAT 2 ELAPT 3 Math (CAT & PT) 4 Science 5 IDAA ELA 6 IDAA MATH 7 IDAA SCIENCE
Tool Name	Name of the tool or accommodation.	See the table "Valid Values for Tool Names."

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Column	Description	Valid Values
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
School Name	Name of school where student is enrolled.
Test ID	Unique ID for the item result.
Test Status	Unique ID for 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
DISTRICTID*	District associated with the user.	District ID that exists in TIDE, and must be associated with the user uploading the file. Up to 20 characters.
SCHOOLID	School associated with the user.	School ID that exists in TIDE, and must be associated with the user uploading the file. Up to 20 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.
LastorSurname*	User's last name.	Up to 35 characters.

Column	Description	Valid Values
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.
Role*	User's role. For an explanation of user roles, <a href="#">User Role Permissions</a> .	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—Add new user or edit 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.

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- Mark the checkbox at the top of the table to delete all retrieved records.

3. Select , and in the affirmation dialog box select **OK**.

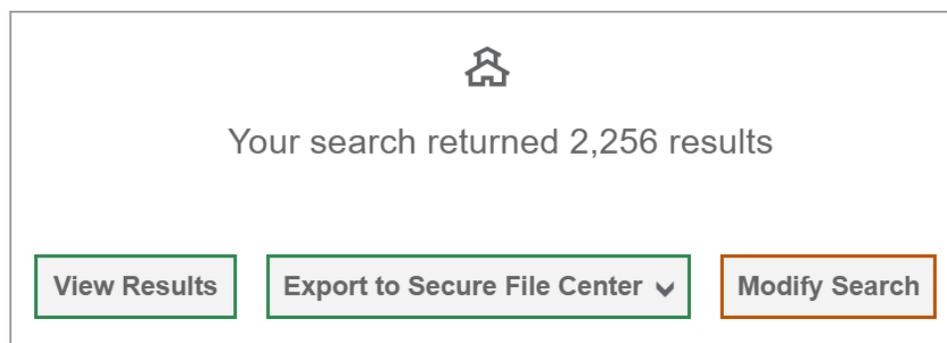
## E

### Exporting Records in TIDE

You can export search results for users, students, rosters, students' test settings, and test improprieties to the Secure File Center.

1. Retrieve the records you want to export by following the procedure in the section [Searching for Records in TIDE](#).
2. In the search results pop-up window, select **Export to Secure File Center** 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 Secure File Center.

Figure 59. Search Results



You can also export records from the search results grid.

1. Retrieve the records you want to export 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 export.
  - Mark the checkbox at the top of the table to export all retrieved records.
3. Select , and then select Excel or CSV.

## 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.
School ID*	School responsible for specific educational services and/or instruction of the student.
EDUID*	Student's Statewide Student Identifier (EDUID) within the enrolled district.
Last Name*	Student's last name.
First Name*	Student's first name.
Middle Initial	Initial of student's middle name.
Birth Date (MMDDYYYY)*	Student's date of birth.
Gender	Student's gender.
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. <b>Note:</b> "Special Education Status" must be set to <b>Yes</b> in order to set this field to <b>Yes</b> .
Primary Disability Type*	The primary or overriding disability condition that best describes student's impairment. <b>Note:</b> "Special Education Status" must be set to <b>Yes</b> in order to set this field to <b>Yes</b> .
EL Status*	Indication of student's limited English proficiency (LEP) status.
EI Category	Codes that indicate a student's LEP status. <b>Note:</b> "EL Status" must be set to <b>Yes</b> in order to set any value for this field.
Migrant Status*	Student's migrant status.
<b>Race and Ethnicity</b>	
Hispanic or Latino*	Student's origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.

Field	Description
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.
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.
<b>Test Eligibility</b>	
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. <b>Note:</b> "Special Education Status" and "IDAA Eligible" must be set to <b>Yes</b> in order to set this field to <b>Yes</b> .
Challenge Up	Flag to allow ISAT grade 9 and 10 students to take the ISAT grade 11 ELA and Math assessments.

\*Required field.

### Fields in the Test Settings and Tools Panels

When you are [adding new student accounts 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
<b>Visual Presentation</b>	
Color Contrast	List of available color settings.
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.

Field	Description
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.
<b>Supporting Students with Literacy Challenges</b>	
Language/Presentation	Indicates language in which the tests appear in the indicated subject. <b>Note:</b> 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.
<b>Supporting Students with Hearing Impairments</b>	
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.
<b>Supporting Students with Visual Impairments</b>	
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.
<b>Supporting Students Using Assistive Technology</b>	
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.
<b>Non-Embedded Tools</b>	
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.

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### Fields in the View/Edit Users [User's Name] Page

You can use the information in the table below to [modify existing user accounts](#).

Field	Description
Email Address*	Email address for logging in to TIDE.
Role*	User's role. For an explanation of user roles, <a href="#">User Role Permissions</a> .
First Name	User's first name.
Last Name	User's last name.
Phone	User's phone number.

\*Required field.

## H

### Hand-Scoring 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 Test Scoring Materials**. The *Interim Test Scoring Materials* page appears.
2. Select the download link for the required resource.

## 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 test impropriety was being processed.
Pending Approval	Test impropriety is pending approval.
Processed	Test impropriety was successfully processed and the test opportunity has been updated.
Rejected	Another user rejected the SDE.
Rejected by System	Test Delivery System was unable to process the test impropriety.
Requires Resubmission	Test impropriety must be resubmitted.

Test Impropriety Status	Description of Status
Resolved	Test impropriety was resolved.
Retracted	Originator retracted the test impropriety.
Submitted for Processing	Test impropriety submitted to Test Delivery System 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.

Type	Description
Invalidate a test	Eliminates the test opportunity, and the student has no further opportunities for the test. You can submit these test invalidations until the end of the test window.
Reset a test	Allows the student to restart a test opportunity (removing all responses on the test), or allows the data entry operator to restart the data entry process. You can submit these test improprieties until the end of the test window.
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.
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 test that was reset	Reverses a reset, restoring the student's responses on the test when the reset was processed. This test impropriety 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:**

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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 Helpdesk 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 ([Figure 60](#)). This section explains how to use this search panel and navigate search results.

Figure 60. Sample Search Panel

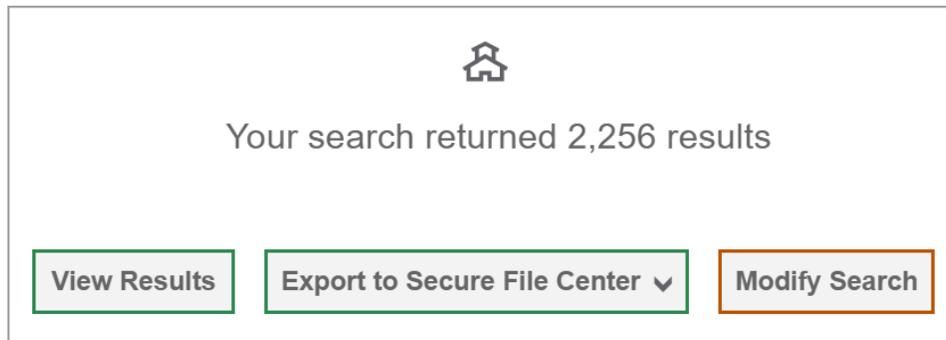
1. In the search panel, enter search terms and select values from the available search parameters, as required. Some fields may allow you to select multiple values. For example, the school and grade drop-down lists on the student search pages will allow you to select one, multiple, or all values. Similarly, 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, 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 ([Figure 61](#)) 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.

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Figure 61. Search Results Pop-up Window



- To export the retrieved results to the Secure File Center, select **Export to Secure File Center** 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 Secure File Center.
  - 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 ([Figure 62](#)).

Figure 62. Sample Search Results

View/Edit/Export Students  
 Use this page to view, edit, or export students. [more info](#)

+ Search Students

Number of students found: 21,233

Filter results

1-50 of 21,233 records | Page: << 1 of 425 >>

	Edit	School Information		Student Information												
		District	School	EDUID	Student's Last Name	Student's First Name	Student's Middle Name	Gender	Birth Date (MMDDYYYY)	Grade	Section 504 Status	Special Education Status	IDAA Eligible	Primary Disability Type	EL Status	EL Category
<input type="checkbox"/>		9999	9999_9999	500600801	Alternate	Ida		Male	02022001	03	Yes	No	No	N/A - Not Applicable	No	
<input type="checkbox"/>		9999	9999_9999	500600809	Alternate	Idaho		Female	02022002	03	Yes	Yes	Yes	N/A - Not Applicable	No	

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.

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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 63. Find Student ID/User Email Search Field



### Secure File Center

When searching for users, students, students' test settings, test windows, and test improprieties, you can choose to export the search results to the Secure File Center. The shared Secure File Center serves as a password protected 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 Secure File Center, TIDE sends you an email notification when the export task is completed and the file is available in the Secure File Center for download.

The Secure File Center also lists any secure documents that have been externally uploaded to the Secure File Center and that you have privileges to view.

### Viewing Documents in the Secure File Center

The files in the Secure File Center 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 SDE. You can access the Secure File Center from any page in TIDE to either download the file or archive the file. You can also delete the files you have exported, but not files added by admin users.

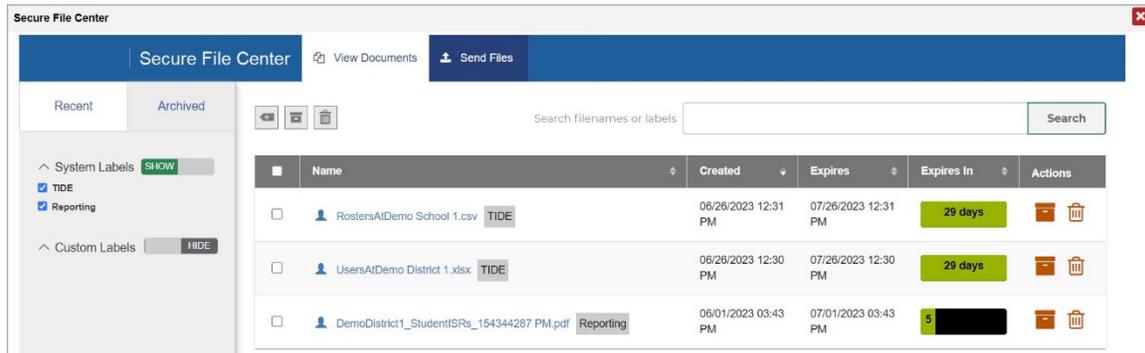
1. From the TIDE banner, select **Secure File Center**. The **Secure File Center** page appears ([Figure 64](#)). By default, TIDE displays the *View Documents* tab.

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2. *Optional:* Select the file view from the available tabs:

- **Recent:** 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 64. Secure File Center Window: View Documents Tab



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 return a file to the Secure File Center from the Archived tab, select .

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- To delete a file, select . Files exported to the Secure File Center or archived can be deleted. However, secure documents uploaded to the Secure File Center by admin users cannot be deleted.

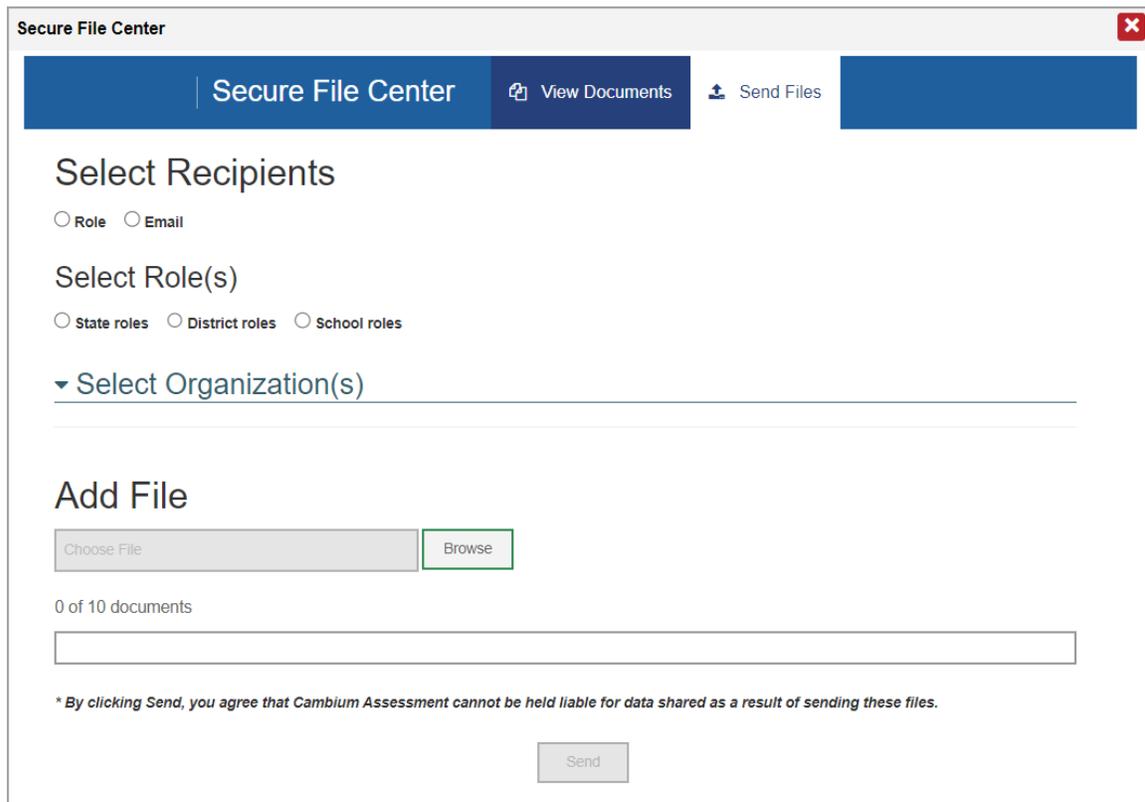
### Sending Files from the Secure File Center

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, select **Secure File Center**. The **Secure File Center** page appears ([Figure 64](#)). By default, TIDE displays the *View Documents* tab.
2. Select the **Send Files** tab. The **Send Files** page appears ([Figure 65](#)).
3. In the *Select Recipients* field, do one of the following:
  - Select **Role** to send a file or files to a group of users by user role.
  - Select **Email** to send a file or files to a single recipient by email address.

If you select **Email**, skip to step [7](#).

Figure 65. Secure File Center 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.

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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.
6. From the *Select Organization(s)* drop-down lists, select organizations that will receive the file(s) you send. 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.
7. If you selected **Role** in step [3](#), skip this step. If you selected **Email** in step [3](#), enter the email address of the recipient to whom you wish to send a file or files.
8. To select a file or files to send, in the *Add File* field, select **Browse**. A file browser appears.
9. Select the file(s) you wish to send.
10. Select **Send**.

Files display in the Secure File Center after you send them.

### Special Codes and Their Descriptions

You can use the information in the table below to [view or edit non-participation codes](#) or to [upload 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.

Special Code	Code Type	Description
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.
Challenged Up	Non- standard participation	Student had previously tested a grade 11 ELA or Math test through Challenge Up and scored proficient or higher.

## 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	<p>The student’s test is currently paused (as a result of one of the following):</p> <ul style="list-style-type: none"> <li>• The student paused his or her test by selecting the <b>Pause</b> button.</li> <li>• The student idled for too long (more than 20 minutes) and the test was automatically paused.</li> <li>• The test administrator stopped the session the student was testing in.</li> <li>• The test administrator paused the individual student’s test.</li> </ul> <p>The student’s browser or computer shut down or crashed.</p>
Pending	The student is awaiting TA approval for a new test opportunity.

Status	Definitions
Reported	The student’s score for the completed test in TDS has passed the quality assurance review and has been submitted to the ORS. Some items must be hand scored before they appear in ORS.
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 the ORS. Note: All tests go through an internal scoring process during quality assurance review.
Suspended	The student is awaiting TA approval to resume a 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							
How to Add New User Accounts	✓	✓	✓				
How to Modify Existing User Accounts	✓	✓	✓				
How to Upload User Accounts	✓	✓	✓				
How to Register Students							
How to Add New Student Accounts	✓	✓	✓				

Task or Site	DA*	DC*	SC*	TE*	TA*	TFT_D* TFT_SC*
How to Modify Existing Student Accounts	✓	✓	✓			
How to Upload Student Accounts	✓	✓				
How to Upload Student Accommodations and Test Tools	✓	✓	✓			
How to Manage Rosters						
How to Add 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	✓	✓	✓			
How to Modify Existing Test Improperities	✓	✓	✓			
How to Upload Test Improperities	✓	✓	✓			

### User Support

For additional information and assistance in using TIDE, contact the CAI Helpdesk.

The Helpdesk is open Monday – Friday 8:00 am to 8:00 pm MT (except holidays or as otherwise indicated on the State Assessment Portal).

**Idaho Helpdesk**

Toll-Free Phone Support: 1-844-560-7365

Email Support: IDHelpDesk@cambiumassessment.com

Please provide the Helpdesk 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
<b>Support Tools for All Students</b>			
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
		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
		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 Blue5	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
		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
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.	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
	Note: Defaults On for all uploaded students.		

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
		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
<b>Supporting Students with Literacy Challenges</b>			
Language/Presentation	Indicates language in which the tests appear in the indicated subject. <b>Note:</b> Students can toggle between Spanish and 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)
		English Glossary	ELA-CAT, ELA-PT, Math (CAT & PT)
		Filipino & English Glossary	Math (CAT & PT)
		Filipino Glossary	Math (CAT & PT)
		Hmong Glossary	Math (CAT & PT)
Hmong & English 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)
		Ukrainian & English Glossary	Math (CAT & PT)
		Ukrainian Glossary	Math (CAT & PT)
		Vietnamese & English Glossary	Math (CAT & PT)
		Vietnamese Glossary	Math (CAT & PT)

Tool Name	Description	Valid Value	Applies to
<b>Supporting Students who are Deaf or Hard of Hearing</b>			
American Sign Language	Indicates if the ASL videos	Off	ELA-CAT, ELA-PT, Math (CAT & PT)

	accommodation is available for all tests in the indicated subject.	On	ELACAT, 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)
<b>Supporting Students with Visual Impairments</b>			
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

<b>Supporting Students Using Assistive Technology</b>			
Permissive Mode	Toggles permissive mode setting on or off, allowing students to use pre-approved hardware or software with Secure Browser. <b>Note:</b> 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. <b>Note:</b> 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
<b>Non-Embedded Tools</b>			
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
	Printed Test Directions in English	ELA-CAT, ELA-PT, Math (CAT & PT)
	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
	Translated Test Directions in ASL	ELA-CAT, ELA-PT, Math (CAT &PT)

## Change Log

Location	Change	Date
Throughout	<p>Cutover from 2022-2023</p> <p>Changes throughout the document:</p> <ul style="list-style-type: none"> <li>• Updated <i>Secure Inbox</i> to <b>Secure File Center</b>, including all references of <i>Export to Secure Inbox</i> to <b>Export to Secure File Center</b>.</li> <li>• All icons have been updated.</li> <li>• Most screenshots showing the TIDE banner and new icons have been updated to show the new unified header.</li> <li>• Forms section updated to include Special Accommodations Request Form.</li> <li>• View Student History is a new feature available on the View Student page.</li> <li>• In Rosters, Current and Current and Past Students has been removed and is now Former Students.</li> <li>• Printed Test Directions in English and Translated Test Directions in ASL added as non-embedded accommodation values.</li> </ul>	8/7/23
Paper Orders	Paper Ordering information has been added under the new section How District-Level Users Manage Orders for Paper Testing Materials.	2/15/23
User Role Permissions	<i>User Role Permissions</i> updated	3/8/2024
Primary Disability Type	Updated CI (Cognitive Impairment) to ID (Intellectual Disability), Pg. 68	3/8/2024

**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
<a href="#">Support Plan for Operating Systems</a>	Rollover for 2023-2024 support plan.	8/4/23
<a href="#">Supported Operating Systems and Devices</a>	Replaced a page ( <a href="#">Supported Devices</a> ) 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
<a href="#">Windows Basic Secure Browser Installation</a>	Removed "15" from mention of download link.	8/4/23
<a href="#">Supported Operating Systems and Devices</a>	Changed verbiage about Chromebook support.	8/4/23
<a href="#">Resources to Add to Allowlists</a>	Added note about updated allowlist domains.	8/4/23
<a href="#">Supported Operating Systems and Devices</a>	Removed mentions of Neverware.	8/4/23
Configuring macOS 11.6+ Workstations	Removed page and folded the information into parent page ( <a href="#">Configuring macOS Workstations</a> ).	8/15/23
Throughout	Changed mentions of using the Take a Test app in Windows to include Windows 11.	9/30/23
<a href="#">Support Plan for Operating Systems</a> <a href="#">Supported Operating Systems and Devices</a>	iPadOS 17 is now supported.	10/31/23
<a href="#">Support Plan for Operating Systems</a> <a href="#">Supported Operating Systems and Devices</a>	macOS 14 is now supported.	11/6/23
<a href="#">macOS Basic Secure Browser Installation</a>	Updated macOS Basic Secure Browser Installation page.	11/23/23
<a href="#">Support Plan for Operating Systems</a> <a href="#">Supported Operating Systems and Devices</a>	iPadOS 17.1 is now supported.	12/11/23

# 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 <sup>a</sup>			
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 <sup>b</sup>	TBD	TBD	
Server 2016 R2	Oct. 2016	End of 2025-2026 School Year	
macOS <sup>a</sup>			
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	Sept. 2023	End of 2026-2027 School Year	
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	
17.1	Nov. 2023	End of 2025-2026	
ChromeOS <sup>d</sup>			
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		

<sup>a</sup>If 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.

<sup>b</sup>Support for this version is anticipated upon the completion of testing following its release.

<sup>d</sup>CAI 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

For each operating system listed below, the Test Delivery System (TDS) supports the latest minor version (generally, the number that appears after the decimal) released to stable channels at the start of each new school year. For example, if the minimum supported version of ChromeOS is 113, that means ChromeOS 122 is supported. Similarly, if macOS 14.0 is supported, that means macOS 14.4 is supported.

Before testing begins in your school or district, be sure to update your devices to at least the version listed on this page. During the school year, feel free to update devices as needed. CAI tests every new version released. If any issues are found in new versions, you will be notified via an announcement and the issue will be resolved as quickly as possible.

To ensure operational testing works as expected, try taking a practice test on a device or browser any time you update it. Use all features students will use on operational testing. If a feature works on a practice test, it should work the same way on an operational test.

## Supported Operating Systems and Devices

Minimum Supported Operating System	Supported Devices
<b>ChromeOS</b> 114 LTC 108 LTS 113 Stable	<p>For a full list of supported Chromebooks, see <a href="https://support.google.com/chrome/a/answer/6220366">https://support.google.com/chrome/a/answer/6220366</a>.</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>Chromebooks running in Tablet Mode and tablets running Chrome OS are not supported. Touchscreen features can be used on Chromebooks when available.</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 <a href="https://support.google.com/chrome/a/answer/11333726">https://support.google.com/chrome/a/answer/11333726</a>.</p>
<b>Windows</b> 10 22H2 10 in S Mode 22H2 11 22H2 12 <sup>a</sup> Server 2016 R2	<p>Desktops/laptops with the following minimum hardware specifications:</p> <ul style="list-style-type: none"> <li>• 1.4 GHZ 64-bit Intel/AMD/ARM<sup>b</sup> Processor</li> <li>• 2 or more GB RAM</li> <li>• 20 or more GB hard drive space</li> </ul> <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>
<b>macOS</b> 11.6 12.6 13.3 14	<p>Desktops/laptops with the following minimum hardware specifications:</p> <ul style="list-style-type: none"> <li>• 1.4 GHZ 64-bit Intel/Apple Silicon<sup>c</sup></li> <li>• 2 or more GB RAM</li> <li>• 20 or more GB hard drive space</li> </ul>
<b>iPadOS</b> 15.7 16.4 17.1	<p>All 9.7" or larger iPads running a supported version of iPadOS.</p>

<sup>a</sup>Support for this version is anticipated upon the completion of testing following its release.

<sup>b</sup>ARM devices require x64 emulation.

<sup>c</sup>Apple 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.

Please note the Secure Browser is not supported for use within a virtual machine.

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>

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>Students may use external mechanical, manual, and Bluetooth-based keyboards for testing online. Additional configuration of these devices is not required for use with the Secure Browser.</p> <p>Some external keyboards have additional "shortcut" buttons that can create security issues. These buttons may allow students to open another application or the tablet's default on-screen keyboard. Cambium strongly cautions against using keyboards that have these shortcut buttons.</p> <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"> <li>• iPad Eighth Generation: Logitech Rugged Combo or Logitech Combo Touch</li> <li>• iPad Air Third Generation: Apple Magic Keyboard or Apple Smart Folio Keyboard</li> <li>• iPad Pro: Air Keyboard</li> </ul>
Mice	Wired or Bluetooth mice with two to three buttons 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 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 in the Applications folder 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>.

## Disabling On-Screen Keyboard through Google Admin Console

The on-screen keyboard should be disabled before you administer online tests. If the on-screen keyboard is not disabled, the keyboard might pop up on a touchscreen device and, if it does, it may provoke the Secure Browser to pause the test.

Here are the steps to disable the on-screen keyboard:

1. Sign in to your Google Admin account.
2. On the Admin console home screen, click **Devices** on the left-hand menu. A list of available options appears.
3. Click **Chrome** in the list of options.
4. Under Chrome, click **Apps & extensions**. A list of apps that your Admin account manages appears.
5. Click **Kiosks** to view the list of all the available apps.
6. Select the kiosk app that you want to manage and the organizational unit. A menu appears with kiosk settings.
7. If **Allow On-screen Keyboard** is enabled, disable it by toggling it to off.

## Disabling Accessibility Menu through Google Admin Console

Here are the steps to disable the accessibility menu:

1. Sign in to your Google Admin account.
2. On the Admin console home screen, click **Devices** on the left-hand menu. A list of available options appears.
3. Click **Chrome** in the list of options.
4. Click **Settings** from the sublist of options.
5. Under Settings, select the **Organizational Unit** you want to apply the changes to.
6. Under Device settings, scroll down to Kiosk Accessibility settings.
7. Click **Kiosk floating accessibility menu**.
8. Select **Do not show the floating accessibility menu in kiosk mode** from the configuration dropdown list.
9. Click **Save** for the changes to be applied.

# 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

2023–2024

Published May 3, 2024

*Prepared by Cambium Assessment, Inc.*



Descriptions of the operation of the Reporting 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 gives instructions on using the Reporting System for the following:

- Accessing summative assessment data.
- Accessing interim assessment data.
- Scoring interim assessments.

It includes the following sections:

- [Navigate Reports](#)
- [Set Up Reports to Suit Your Needs](#)
- [Export and Print Data](#)
- [Score Items](#)

## Navigate Reports

This section explains how to navigate your reports for your Summative and Interim assessments.

### Understand Which Students Appear in Your Reports

- Teachers can view data for all students in their 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.

### Start Viewing Reports

#### Use the Dashboard Generator Page

When you log in to the Reporting System, the Dashboard Generator page appears ([Figure 1](#)). The controls on the left let you select from the groups of tests that have been processed for the school year. Choose the test type, subjects within the test types, and grades within the subjects.

Test types may include Field Authored, which comprises tests created in the Authoring system. The Field Authored type does not list subjects or grades as subcategories. If a field-authored test opportunity requires hand scoring for any item, it will not appear in reports until educators have provided scores for all items in the hand scoring module.

Figure 1. Dashboard Generator Page

Dashboard Selector > Dashboard Generator

These are 2023-2024 school year reports. [Change the reporting time period.](#)

**Which test groups would you like to start with?**

- IDAA
- ELA
- Mathematics
- Science
- Interim
- Interim Assessment Blocks (IAB)
- Interim Comprehensive Assessment (ICA)
- ISAT Summative
  - ELA
  - Mathematics
  - Science
- Shortened Interim Comprehensive Assessment (SICA)
  - Field Authored

Make these my default selections.

[Go to Dashboard](#)

**Looking for a specific student?**

Get the results of a student by entering their student ID

Enter Student ID  [Search](#)

**Features & Tools**

**Reporting Options**

- [Change Reporting Time Period](#)

**Download & Print**

- [Download Student Results](#)

**Test Options**

- [Manage Test Reasons](#)
- [Set Student Setting on Item View](#)

**Roster Settings**

- [Add Roster](#)
- [View/Edit Roster](#)
- [Upload Roster](#)

To the right of the dashboard generation controls are some other useful features. The *Looking for a specific student?* section allows you to use student ID to [view all that student's test results](#). The **Features & Tools** menu appears on the right side of this page and in reports and offers multiple features that are described elsewhere in this guide.

## Reporting System User Guide

If the Dashboard Generator shows a message saying there are no data, that means no test opportunities are available for this school year.

1. *Optional:* To change the test groups listed in the Dashboard Generator, [change the reporting time period](#).
2. Select the tests you want to view, expanding the test groups as needed.
3. *Optional:* To save your selections, mark the checkbox **Make these my default selections**. These selections will be set in the Dashboard Generator whenever you log in. You can change the defaults at any time.
4. Click **Go to Dashboard**. The dashboard appears, displaying any data available for your selections.

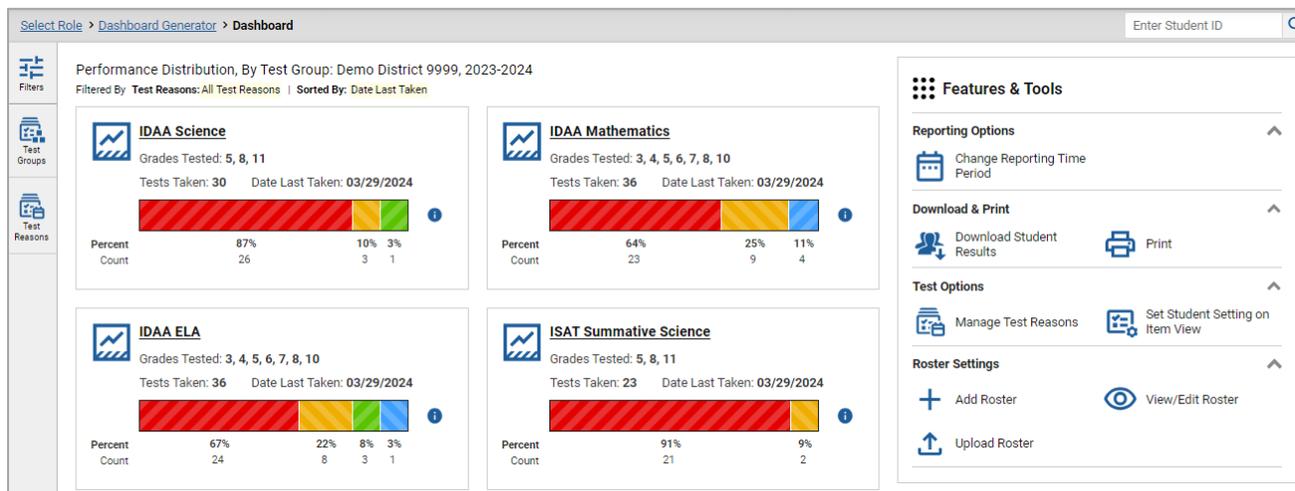
### Use the Dashboard to View Aggregate Test Results

All users can view the standard dashboard ([Figure 2](#)). It displays aggregation cards representing test groups.

Each aggregation card displays the test group name, a list of grades, the number of students who took tests in the group, the date of the test last taken, and a performance distribution bar displaying both percentages and student counts below it. You may sometimes receive 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  button beside the performance distribution bar displays a legend with more information about performance levels.

Figure 2. Dashboard



If a message appears saying “There are no assessments to display,” you may not have any students who have taken tests in your selected test groups in the selected time period. You can [change the reporting time period](#). If you are a teacher, you may also be able to view more students’ data by [managing your rosters](#).

To change the test groups and test reasons that appear, use the **Filters** panel on the left. For more information on filtering, refer to [Set Up Reports to Suit Your Needs](#). You can also backtrack to the Dashboard Generator using the link in the path at the upper-left corner and change your test group selections there.

### 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. The Performance on Tests report appears. It is filtered to display only the test group you selected.

In the Performance on Tests report, teachers view two tables, as in [Figure 3](#):

- 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 3. Teacher View: Performance on Tests Report

The screenshot shows a web interface for 'Performance on Tests'. At the top, there is a breadcrumb trail: 'Select Role > Dashboard Generator > Dashboard > Performance on Tests'. A search bar for 'Enter Student ID' is on the right. On the left, there is a sidebar with icons for 'Filters', 'Test Groups', 'Test Reasons', and 'Rosters'. A 'Features & Tools' button is in the top right of the main content area.

The main content is divided into two sections:

#### My Assessments

Average Score and Performance Distribution, by Assessment: All Rosters, 2022-2023  
 Filtered By Rosters: All Roster | Test Reasons: All Test Reasons |

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Date Last Taken
<a href="#">Test 547498 Math 1/19</a>	Test Authoring	6	Unassigned	1	0% <span>i</span>	01/19/2023
<a href="#">Test 547499 Science 1/19</a>	Test Authoring	4	Unassigned	1	7% <span>i</span>	01/19/2023
<a href="#">Test 546812 WV 1/17</a>	Test Authoring	6	Summer 2023	1	0% <span>i</span>	01/17/2023

Rows per page: 3 | 5 Items: 1 of 2

#### My Students

Most Recent Assessment of All Rosters: 2022-2023  
 Filtered By Rosters: All Roster | Test Reasons: All Test Reasons |

Student Name	Student ID	Most Recent Assessment	Date Taken
<a href="#">Test_Test</a>	716623001	Test 547498 Math 1/19	01/19/2023

Rows per page: 6 | 1 Items: 1 of 1

District- and school-level users view just one table, as in [Figure 4](#). Like the first table on the teacher Performance on Tests report, this table lists all the assessments in the test group.

Figure 4. School-Level User View: Performance on Tests Report

Dashboard Selector > Dashboard Generator > Dashboard > Performance on Tests Enter Student ID

Average Score and Performance Distribution, by Assessment: Demo District 9999, 2023-2024 Features & Tools

Filtered By School: All Schools | Test Reasons: All Test Reasons

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
<a href="#">Grade 11 Science Idaho Alternate Assessment</a>	IDAA	11	Spring 2024 (IDAA)	11	212 ± 22	 Percent Count: 91% 10, 9% 1	03/29/2024
<a href="#">Grade 8 Math Idaho Alternate Assessment</a>	IDAA	8	Spring 2024 (IDAA)	7	218 ± 32	 Percent Count: 57% 4, 43% 3	03/29/2024
<a href="#">Grade 3 ELA/Literacy Idaho Alternate Assessment</a>	IDAA	3	Spring 2024 (IDAA)	6	230 ± 42	 Percent Count: 50% 3, 17% 1, 33% 2	03/29/2024
<a href="#">Grade 10 Math Idaho Alternate Assessment</a>	IDAA	10	Spring 2024 (IDAA)	6	230 ± 42	 Percent Count: 33% 2, 50% 3, 17% 1	03/28/2024

Rows per page:  19 Items:  of 5

For each test, the assessments table shows the test group, grade, test reason (the name of the test 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.

You can use the filters to view a different set of assessments. For more information on filtering, refer to [Set Up Reports to Suit Your Needs](#).

If a message appears saying “There are no assessments to display” or “There are no students to display”, you may have filtered out all data.

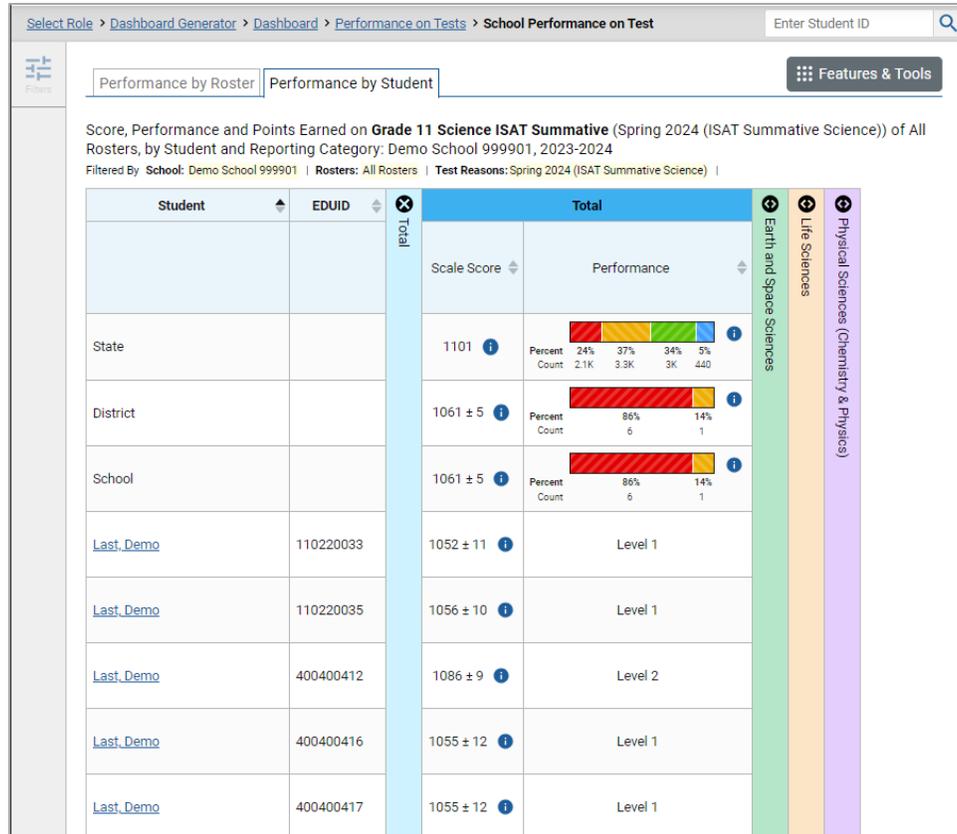
## Teachers: View Student-Level Data for All Your Students

The **Performance by Student** tab of the My Students’ Performance on Test report displays test results for each of your students across rosters. In order to view the results for all your students, follow the instructions below.

1. Generate a dashboard and click a test group name.
2. Click a test name in the assessments table at the top of the page.

- In the My Students' Performance on Test report that appears, select the **Performance by Student** tab, as in [Figure 5](#). The results that appear list all your students. The first few rows also show aggregate performance data for your state, district, school, and total students.

Figure 5. My Students' Performance on Test Report: Performance by Student Tab

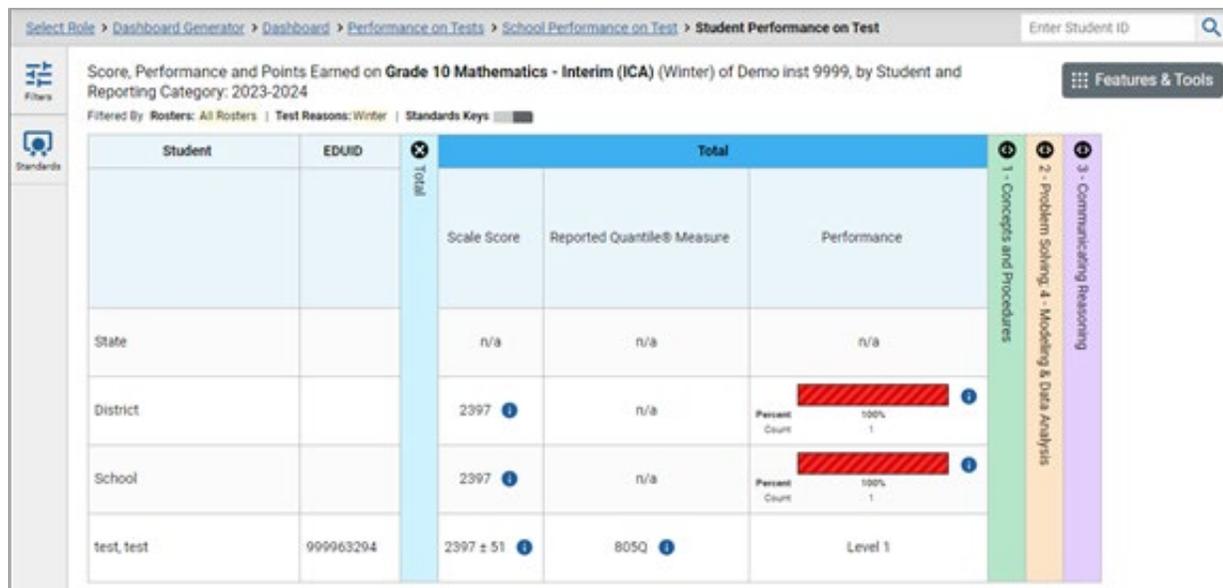


To find out which students performed best, click the score or Performance columns to sort them.

## Reporting System User Guide

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



## School-Level Users: View Student-Level Data for All Your Students

You can follow the same procedure as in [Teachers: View Student-Level Data for All Your Students](#) to view the **Performance by Student** tab of the School Performance on Test report.

## View Test Results for Rosters on a Particular Test

You can view a list of rosters that took a particular test, and you can also view the test results for a particular class.

## Access Test Results for All Your Rosters

The **Performance by Roster** tab ([Figure 7](#)) displays test results for each 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.
2. Click a test name 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 rosters in a school. To do so, follow these instructions:

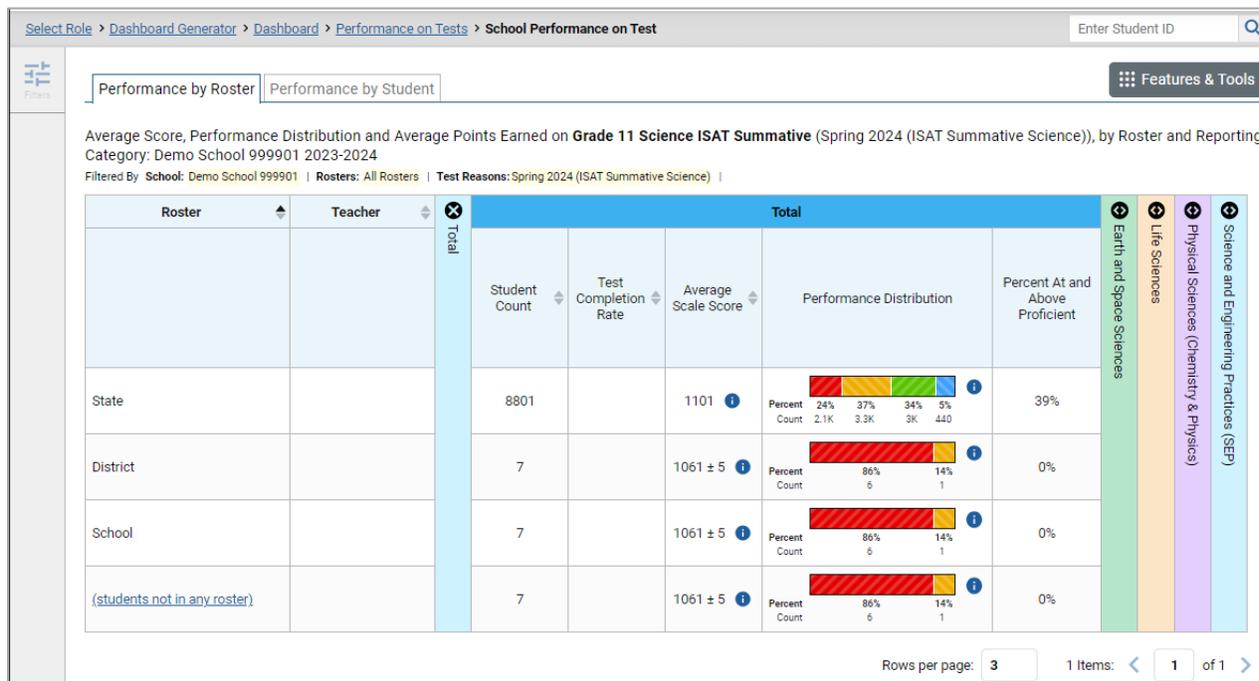
1. Generate a dashboard and click a test group name.

## Reporting System User Guide

- Click a test name in the table of assessments. A page of district test results appears, listing schools within the district.
- Click a school name. 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 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



### Determine Which Rosters Performed Well on This Assessment

To find out which classes performed best on the test, do either of these things:

- 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 determine where the percentage of students at or above proficient is high.

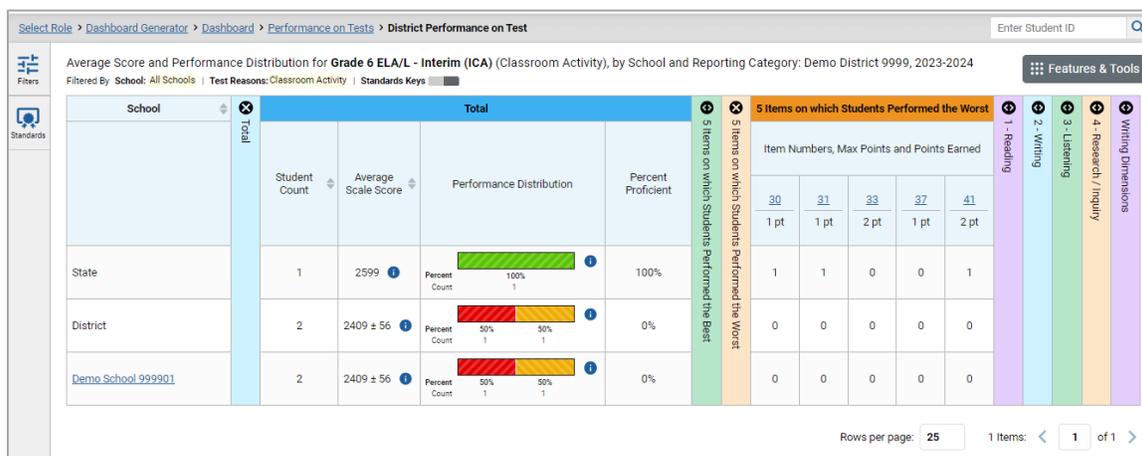
### Determine Which Rosters Had the Highest Test Completion Rates

To find out which classes had the highest test completion rate, click the Test Completion Rate column header to sort the column.

## Determine How Well 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 8), you can view average score and a performance distribution bar for each roster under the reporting category Communicating Reasoning.

Figure 8. My Students' Performance on Test Report: Performance by Roster Tab with Expanded Reporting Category Section



Summative and interim tests cover multiple reporting categories, while a benchmark test covers only one.

## View and Interpret Standard Measures Within Reporting Category Sections

Aggregate test results for adaptive tests may include detailed performance measures within standards within reporting categories.

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 (shown in Figure 9) contains the following:

- **Clusters** within the reporting category.
  - **Standards** within each cluster.
    - **Measures** within each standard.

To learn more about each standard, click the more info button  to the right of the standard name.

Figure 9. School Performance on Test Report: Performance by Roster Tab with Expanded Reporting Category Section

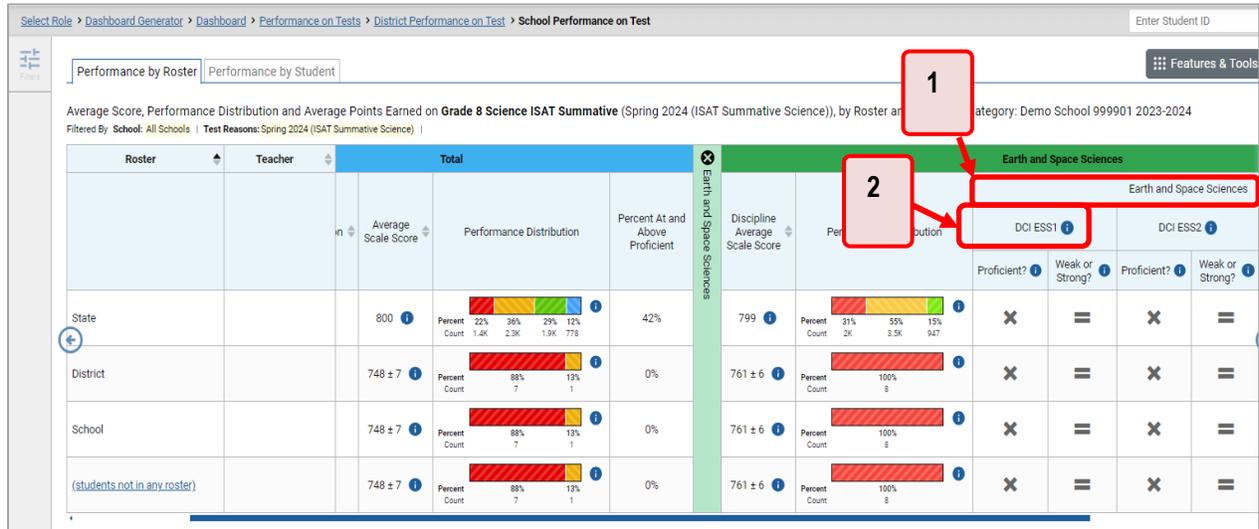


Table 1. School Performance on Test Report: Performance by Roster Tab: Reporting Category Section Elements

#	Element
1	Cluster header within a reporting category
2	Standard header within the cluster column

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

## Reporting System User Guide

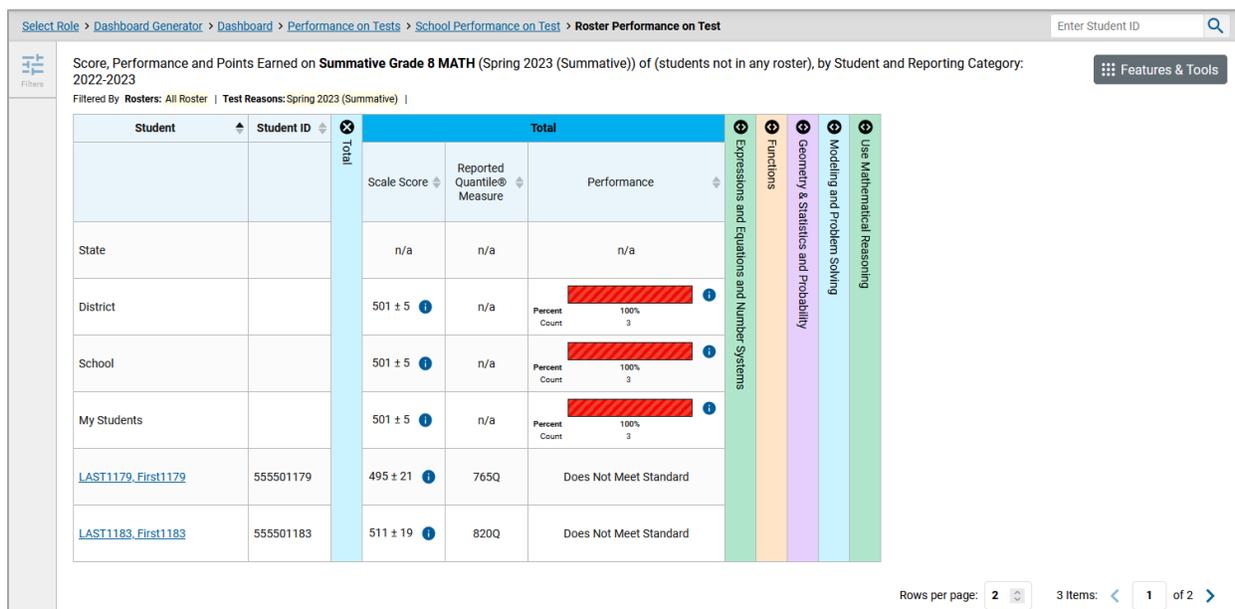
compares with their average performance on the overall test. Note that these icons indicate only relative performance and not proficiency.

- Proficient:** This column displays icons indicating whether students have on average attained proficiency in the standard.

### Access Test Results for an Individual Roster

Prior sections explained how to access test results for all your 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 ([Figure 14](#)).

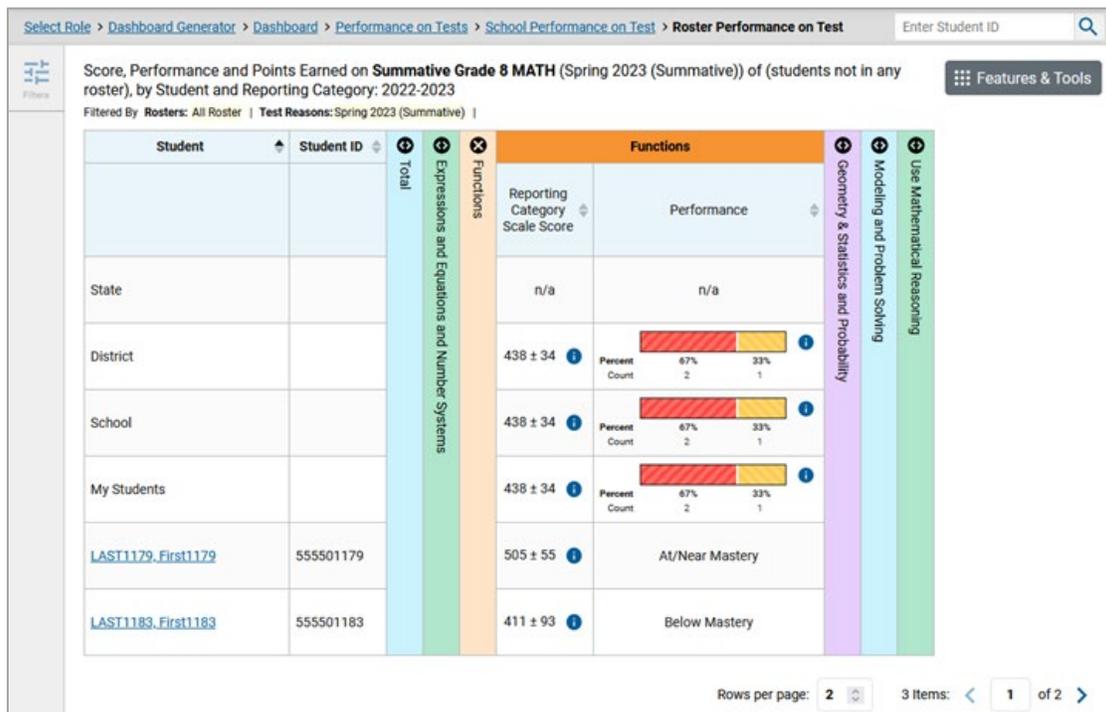
Figure 10. School-Level User View: Roster Performance on Test Report



## Determine How Well Students in Your 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 15](#). Click the vertical section bar to expand each section.

Figure 11. School-Level User View: Roster Performance on Test Report with Expanded Reporting Category Section



## School- and District-Level Users: 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.

### Access Test Results for a School

#### School-level users:

1. Generate a dashboard and click a test group name.
2. Click a test name 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.
2. Click a test name in the table of assessments. A table listing test results by school appears.

## Reporting System User Guide

- Click the name of the school for which you would like to view 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 16](#).

Figure 12. School Performance on Test Report: Performance by Roster Tab

Average Score and Performance Distribution, by Assessment: Demo district 9999, 2023-2024								Features & Tools	
Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken		
<a href="#">Grade 7 ELA/Literacy Idaho Alternate Assessment</a>	IDAA	7	Spring 2024 (IDAA)	9	262 ± 30	Percent Count: 78% (7), 11% (1), 11% (1)	03/25/2024		
<a href="#">Grade 10 Math Idaho Alternate Assessment</a>	IDAA	10	Spring 2024 (IDAA)	8	282 ± 28	Percent Count: 13% (1), 38% (3), 25% (2), 25% (2)	03/25/2024		
<a href="#">Grade 10 ELA/Literacy Idaho Alternate Assessment</a>	IDAA	10	Spring 2024 (IDAA)	10	249 ± 22	Percent Count: 80% (8), 20% (2)	03/25/2024		
<a href="#">Grade 7 Math Idaho Alternate Assessment</a>	IDAA	7	Spring 2024 (IDAA)	10	235 ± 24	Percent Count: 70% (7), 10% (1), 20% (2)	03/25/2024		

### Determine Which 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. 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 rosters performed consistently well, you could use them as a model for the classes with lower performance.

### District-Level Users: 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.

#### Access Test Results for a District

- Generate a dashboard and click a test group name.
- Click a test name in the table of assessments. The District Performance on Test report appears, listing schools in the district ([Figure 17](#)).

Figure 13. District Performance on Test Report

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 6 ELA ISAT Summative	ISAT Summative	6	Spring 2024 (ISAT Summative)	3	2448 ± 62	67% (2), 33% (1)	03/06/2024
Grade 3 ELA ISAT Summative	ISAT Summative	3	Spring 2024 (ISAT Summative)	4	2351 ± 79	75% (3), 25% (1)	02/23/2024
Grade 8 ELA ISAT Summative	ISAT Summative	8	Spring 2024 (ISAT Summative)	3	2420 ± 21	100% (3)	02/13/2024
Grade 7 ELA ISAT Summative	ISAT Summative	7	Spring 2024 (ISAT Summative)	4	2461 ± 19	75% (3), 25% (1)	02/13/2024
Grade 5 ELA ISAT Summative	ISAT Summative	5	Spring 2024 (ISAT Summative)	3	2332 ± 17	100% (3)	02/13/2024
Grade 11 ELA ISAT Summative	ISAT Summative	11	Spring 2024 (ISAT Summative)	2	2480 ± 29	50% (1), 50% (1)	02/08/2024
Grade 4 ELA ISAT Summative	ISAT Summative	4	Spring 2024 (ISAT Summative)	1	2308	100% (1)	02/08/2024

### Determine 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 it.

### Determine 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 14. District Performance on Test Report with Expanded Reporting Category Section

Campus	Total	(1) Low Difficulty Average Percent Correct	(2) Medium Difficulty Average Percent Correct	(3) High Difficulty Average Percent Correct	2. Computations and Algebraic Relationships					
					3	5	7	11	15	17
ESC		51%	35%	38%	0.42	0.46	0.44	0.57	0.43	0.43
District		51%	35%	38%	0.42	0.46	0.44	0.57	0.43	0.43
Demo Renamed Campus 1		51%	35%	38%	0.42	0.46	0.44	0.57	0.43	0.43

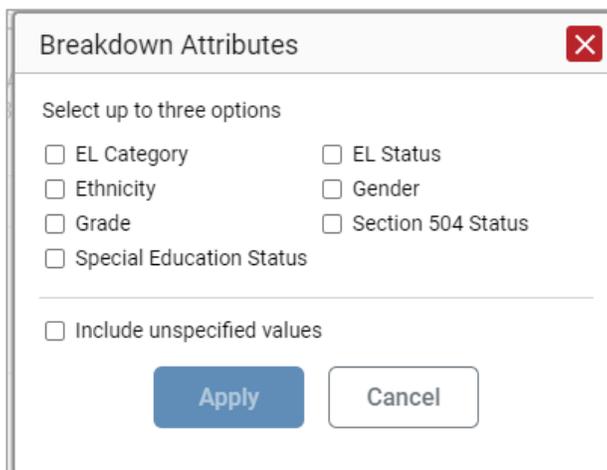
## View Test Results Broken Down by Demographic Sub-Groups

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.

### View Test Results Broken Down by Demographic Sub-Groups

1. Click **Breakdown By** in the **Features & Tools** menu. The **Breakdown Attributes** window opens ([Figure 19](#)).

Figure 15. My Students' Performance on Test Report: Performance by Student Tab: Breakdown Attributes Window



Breakdown Attributes

Select up to three options

EL Category       EL Status

Ethnicity       Gender

Grade       Section 504 Status

Special Education Status

---

Include unspecified values

Apply      Cancel

2. Select up to three student demographic categories.

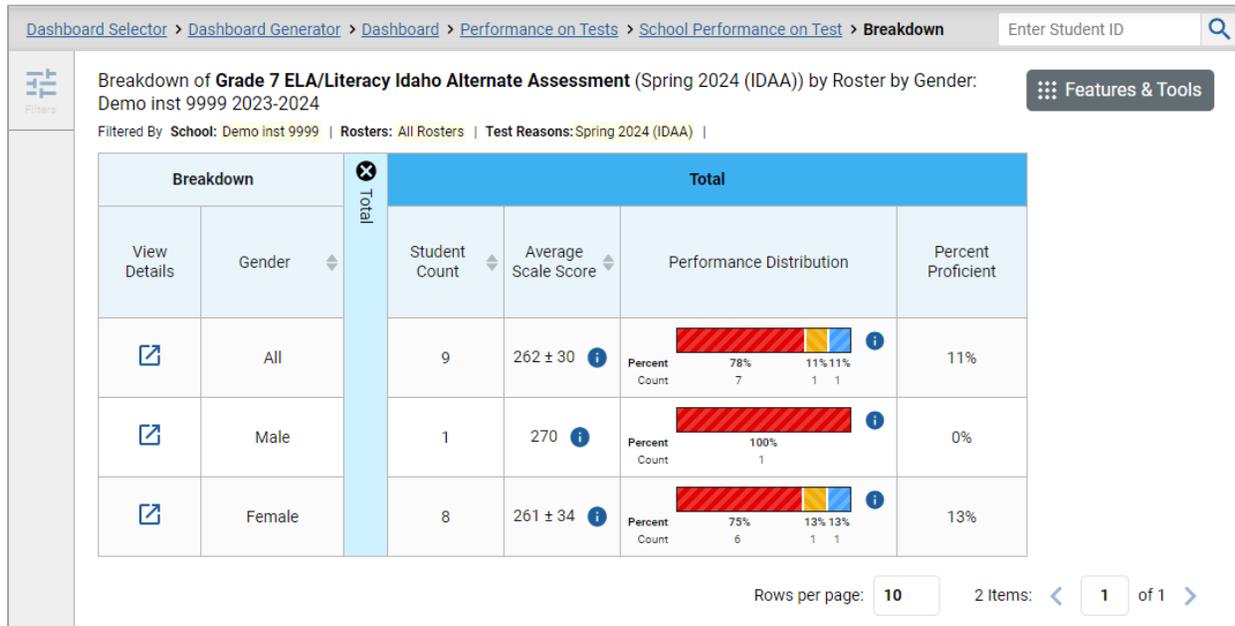
There is also an **Include unspecified values** checkbox, explained below:

- 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 ([Figure 20](#)).

Figure 16. Demographic Breakdown of a School Performance on Test Report

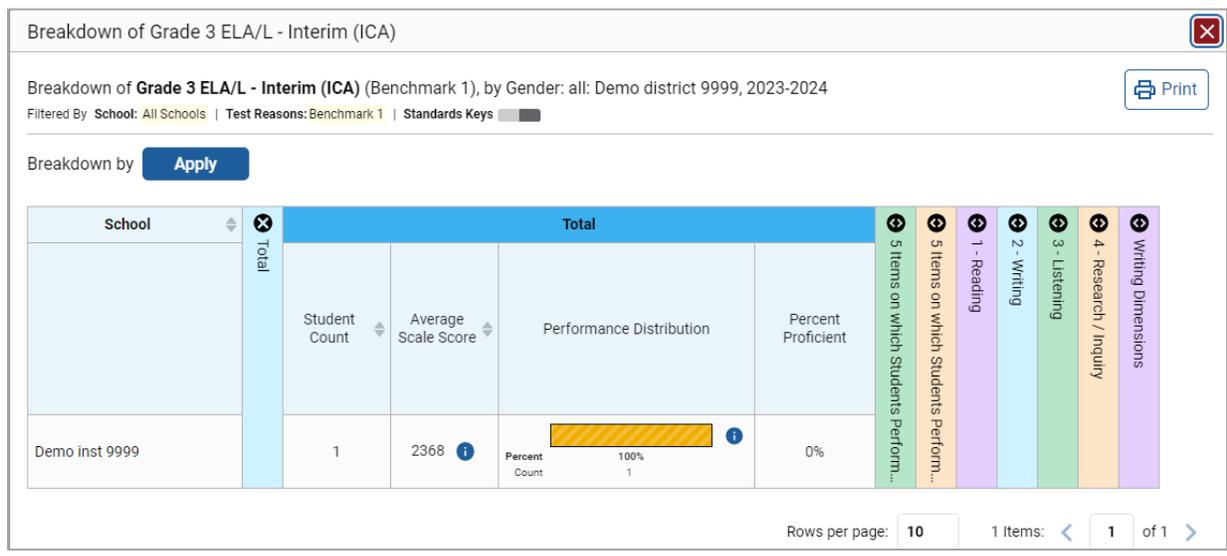


### View Test Results for a Particular Demographic Sub-Group or Combination

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 ([Figure 20](#)).

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 ([Figure 21](#)).

Figure 17. Demographic Combination Breakdown Window (from School Performance on Test Report)



At the top of the report table are filter menus for each demographic category you chose. To change the demographic combination displayed, use the filters to select the demographic sub-groups you want to view 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 rosters have the highest-performing girls in the first grade.

## 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 understand how students' performance has improved or declined.

Each Longitudinal Report displays performance data for one of the following:

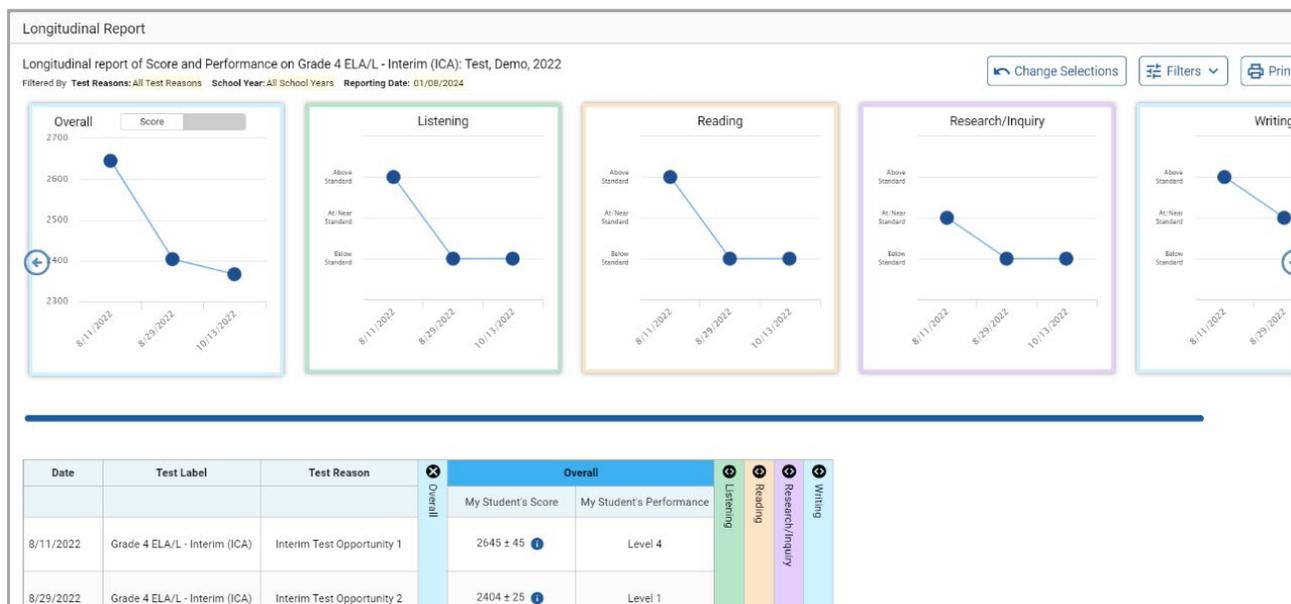
- A group of students who have completed every assessment available in the report. If you are a district- or school-level user, note that a certain percentage of students must have taken *all* the

## Reporting System User Guide

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.

- An individual student ([Figure 22](#)).

Figure 18. Longitudinal Report Window: Interim Report for a Single Student with Multiple Reporting Categories



### 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.

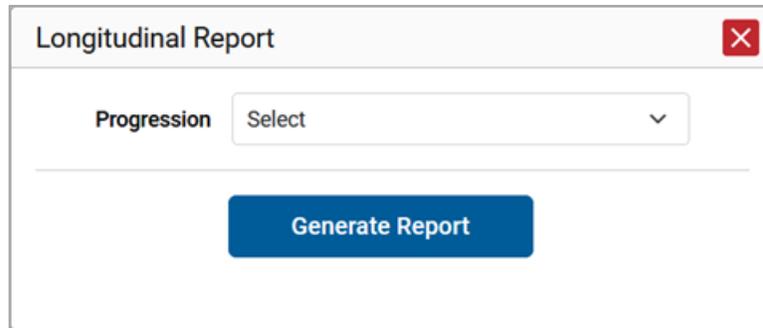
Click the **Build Longitudinal Report** button in the **Features & Tools** menu.

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 interim and summative tests are available, the **Progression** drop-down list ([Figure 23](#) and [Figure 24](#)) appears. Use it to select which test types to

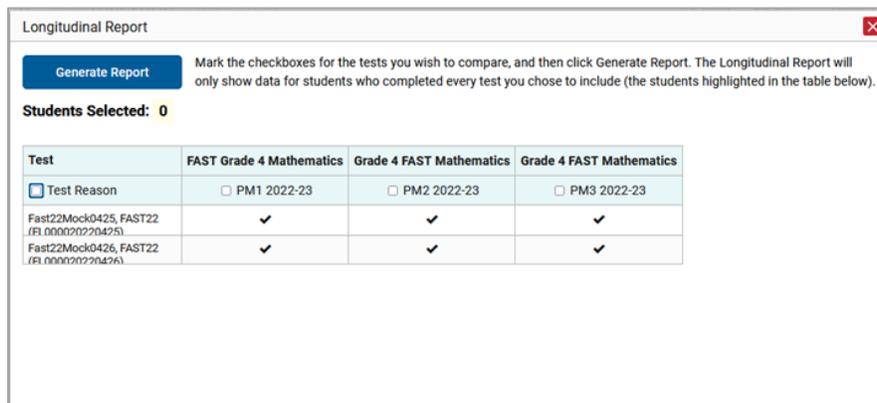
view in the Longitudinal Report: summative, interim, or a combination. This drop-down list does not appear when only one test type is available.

Figure 19. District-Level User View: Longitudinal Report Window: Report Options Page with Progression Drop-Down List Only



- **Teachers only:** If the test results you’re looking at are for multiple students, a table appears with a column for each test (Figure 24). This table does not appear if you’re looking at 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 20. Teacher View: Longitudinal Report Window: Detailed Report Options Page



- 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.

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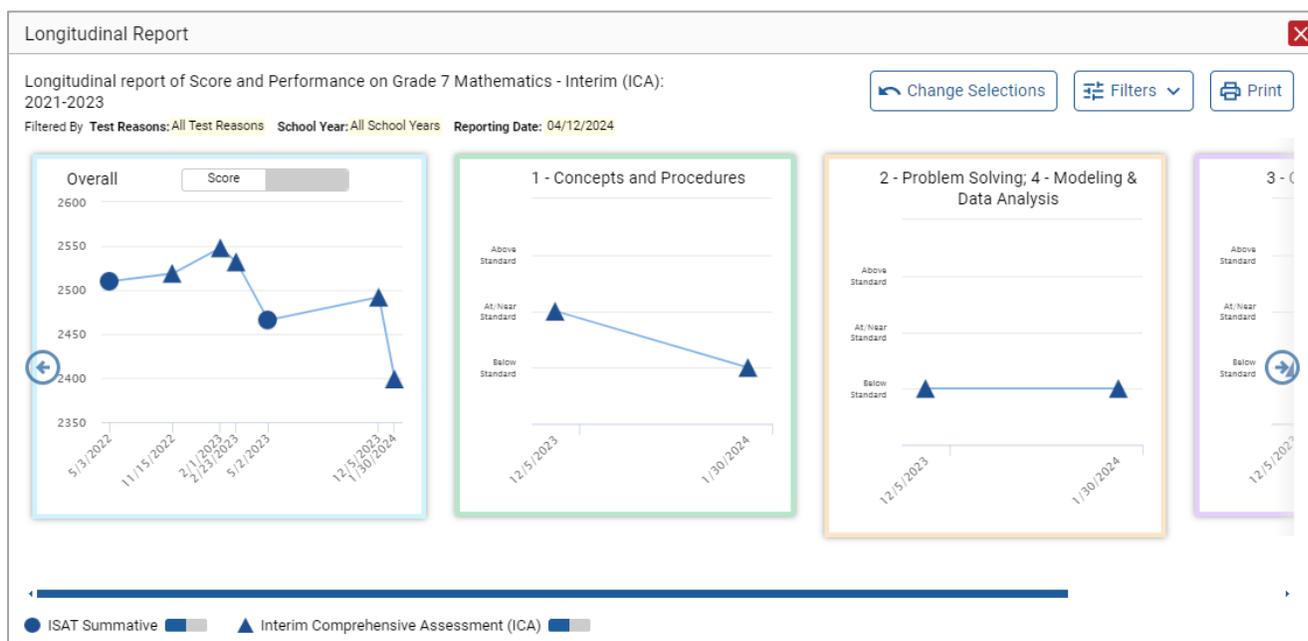
- If you're viewing report options, click **Generate Report** at the top of the window to view the Longitudinal Report. (You can modify your selections and regenerate the report later using the **Change Selections** button.)

### View Students' Overall Performance on These Assessments Over Time

Look at the graph in the upper-left corner of the Longitudinal Report ([Figure 25](#)). 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 21. Longitudinal Report Window: Summative and Interim Report for a Single Student with Multiple Reporting Categories



Performance level data are shown either the same way or, for multiple students, in performance distribution bars.

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.

### 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. 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.

## View 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 understand at a glance how students are improving or declining in each area, and you can compare their trajectories in different areas.

## Distinguish Different Types of Tests in the Graphs

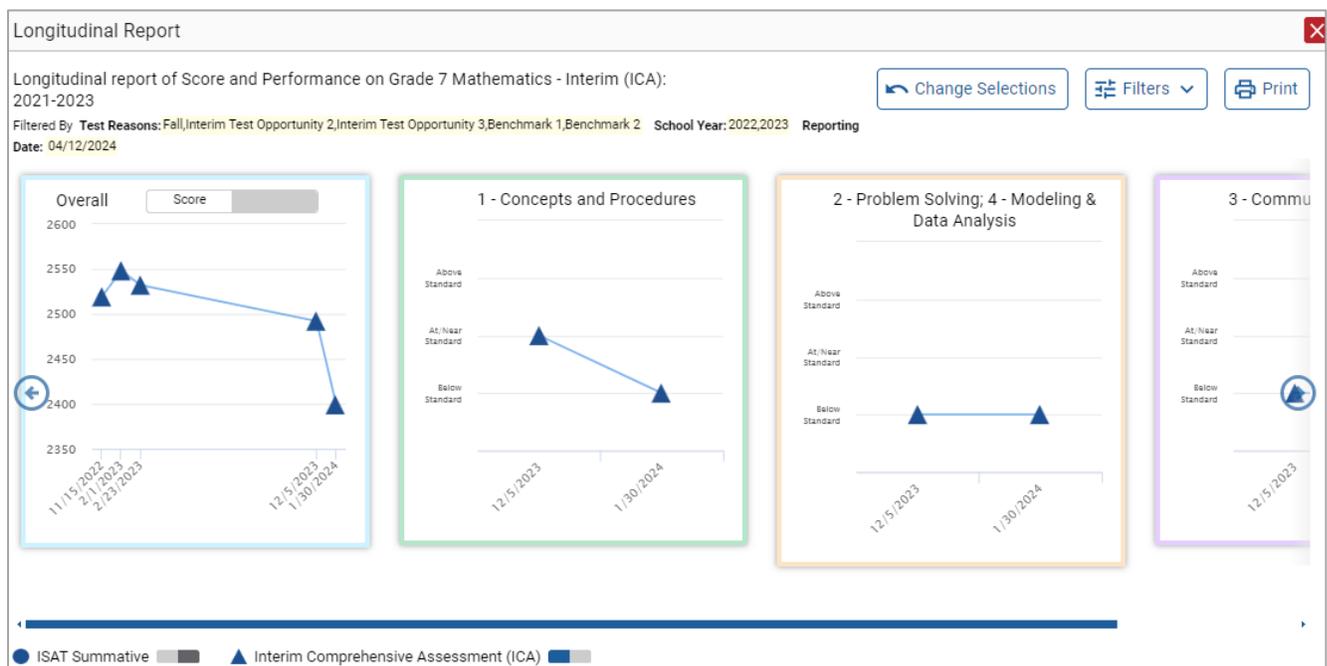
A symbol appears on each data point. When multiple test types are present, refer to the legend immediately below the graphs ([Figure 26](#)) to find out which symbols correspond to which types.

## Modify the Test Groupings You've 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. Click **Generate Report** again.

Alternatively, if your report contains multiple test types, click the test type toggles in the legend immediately below the graphs ([Figure 26](#)) to hide and show data for each one. Note that these toggles do not affect report printouts or exports.

Figure 22. Longitudinal Report Window: Summative and Interim Report for a Single Student with Multiple Reporting Categories



## 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.
  - You may want to filter by a particular school year or years. Note that years are not calendar years. “2022” refers to the 2022–2023 school year. By default, Longitudinal Reports show data for all years.

Longitudinal Reports can show student performance from a time when the students were not yet associated with you. For example, if you are a seventh-grade teacher, you can use these reports to view your current students’ performance on last year’s sixth-grade 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 the report down to show only tests taken in the spring. For summative assessments, test reasons are the same as test 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 don’t want to view.
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, showing the test reasons and school years included in the report.

## View a Cross-Sectional Report

When the Cross-Sectional Report is available, you can view an institution’s performance, irrespective of enrolled students, for a test family across multiple test reasons. Here, an institution can refer to either a teacher, a school, or a district. This report helps you understand how the institution’s performance has improved or declined across student populations.

Unlike the Longitudinal Report, the Cross-Sectional Report does not track a particular set of students. The set of students may vary across test reasons, depending on which ones belonged to your institution and took the tests at the time.

- A teacher can view a report for all their students.
- A school-level user can view a report for their school.
- A district-level user can view a report for their district or any school within it.

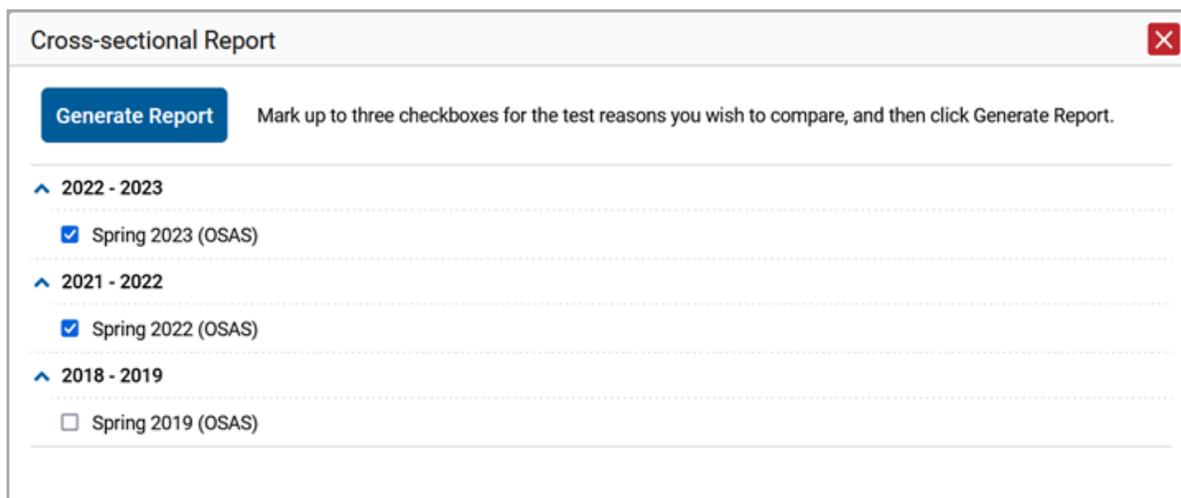
## Access a Cross-Sectional Report for an Institution and Test Family

When viewing either a [My Students’](#), a [School](#), or a [District Performance on Test Report](#) for a test that has a Cross-Sectional Report available, you can access the report using the **Build Cross-Sectional Report** button in the **Features & Tools** menu.

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1. Click **Build Cross-Sectional Report** in the **Features & Tools** menu. The **Cross-Sectional Report** window opens, displaying report options ([Figure 27](#)).

Figure 23. Cross-Sectional Report Window: Report Options Page

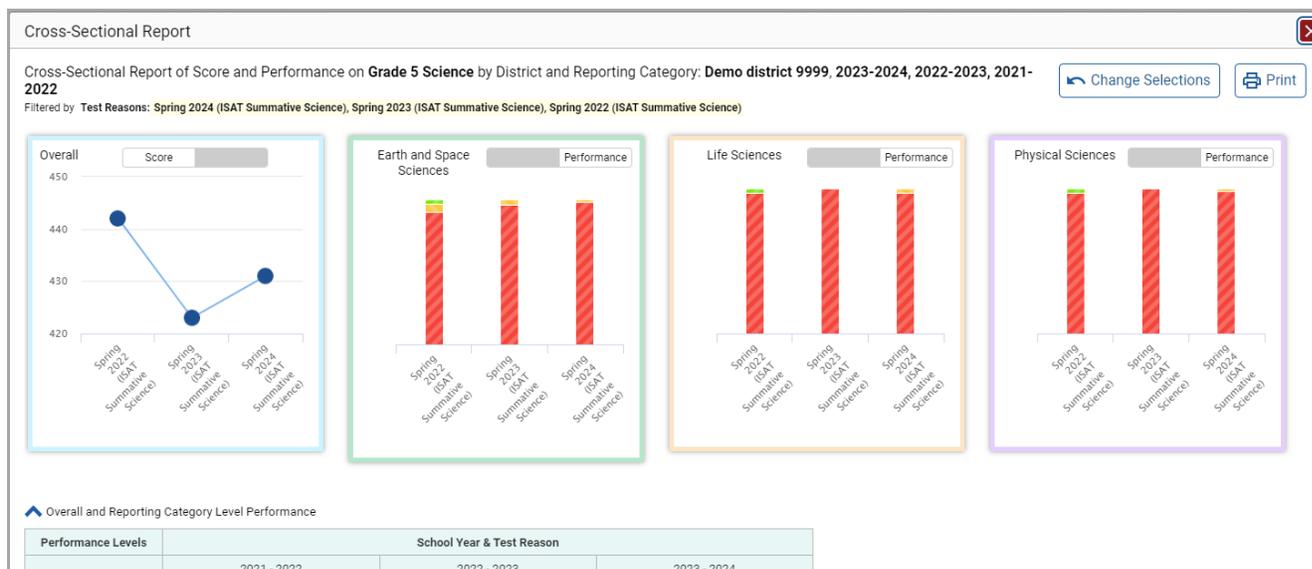


2. From the list of school years and test reasons, select up to three test reasons you wish to compare.
3. Click **Generate Report**. The report appears ([Figure 28](#)), displaying data for the test family to which the test belongs.

## View the Institution's Overall Performance on This Test Family Over Time

Look at the graph in the upper-left corner of the Cross-Sectional Report ([Figure 28](#)). It shows the scores or performance levels of the institution for each test reason.

Figure 24. Cross-Sectional Report Window (Scrolled to Top)



Score data are plotted along a line. Performance level data are shown in performance distribution bars.

Hover over the data points in a line graph or the sections in a bar to get more information.

Alternatively, in the first table at the bottom of the report ([Figure 29](#)), look at the **Overall** section.

Figure 25. Cross-Sectional Report Window (Scrolled Down)

Cross-Sectional Report			
Overall and Reporting Category Level Performance			
Performance Levels	School Year & Test Reason		
	2021 - 2022	2022 - 2023	2023 - 2024
	Spring 2022 (ISAT Summative Science)	Spring 2023 (ISAT Summative Science)	Spring 2024 (ISAT Summative Science)
<b>Overall</b>			
Average Score	442 <i>i</i>	419 <i>i</i>	436 <i>i</i>
%Level 1	98%	100%	95%
%Level 2	0%	0%	0%
%Level 3	0%	0%	5%
%Level 4	2%	0%	0%
<b>Earth and Space Sciences</b>			
Average Score	458 <i>i</i>	424 <i>i</i>	442 <i>i</i>
%Below Standard	91%	100%	95%
%Approaching Standard	6%	0%	5%
%Above Standard	3%	0%	0%
<b>Life Sciences</b>			
Average Score	448 <i>i</i>	428 <i>i</i>	432 <i>i</i>
%Below Standard	97%	100%	95%
%Approaching Standard	0%	0%	5%
%Above Standard	3%	0%	0%
<b>Physical Sciences</b>			
Average Score	444 <i>i</i>	431 <i>i</i>	438 <i>i</i>
%Below Standard	97%	100%	95%

### Switch Between Score Data and Performance Level Data

When a graph offers both score data and performance level data, a toggle bar appears at the top of it. Click the toggle to switch between data. 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 tests include only one type of data.

### View the Institution’s Performance in Different Areas Over Time

You can view the institution’s performance by reporting category or by standard.

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- View the reporting category graphs to the right of the overall performance graph (Figure 28), or view the expandable reporting category sections in the first table below the graphs (Figure 29). Here, you can understand at a glance how the district or school is improving or declining in each area, and you can compare its trajectory in different areas.
- Look at the second table below the graphs (Figure 30), which breaks down performance by standard. Again, this helps you understand at a glance how the district or school is improving or declining in each area.

Figure 26. Cross-Sectional Report Window (Scrolled Down)

✕ Earth and Space Sciences				
Earth and Space Sciences				
DCI ESS1-4; ESS1-5 ⓘ	✕	=	✕	=
DCI ESS1-3; ESS2-4; ESS2-5 ⓘ	✕	=	✕	=
DCI ESS2-3; ESS3-4; ESS3-5 ⓘ	✕	=	✕	=
✕ Life Sciences				
Life Sciences				
DCI LS1 ⓘ	✕	=	✕	=
DCI LS1-3; LS2-4 ⓘ	⊖	=	✕	=
DCI LS2-5 ⓘ	✕	=	✕	—
DCI LS2-3 ⓘ	✕	=	✕	—
✕ Physical Sciences				
Physical Sciences				
DCI PS1-3; PS2-5 ⓘ	✕	=	✕	—
DCI PS1-4; PS3-5 ⓘ	✕	=	✕	=
DCI PS1 ⓘ	✕	=	✕	=
DCI PS2-4 ⓘ	*	+	✕	=
✕ Science and Engineering Practices (SEP)				

### Modify the Test Reasons You've Selected

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 reasons. Click **Generate Report** again.

### 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.

### Access Test Results for an Individual Student on a Particular Test

Teachers and school-level users:

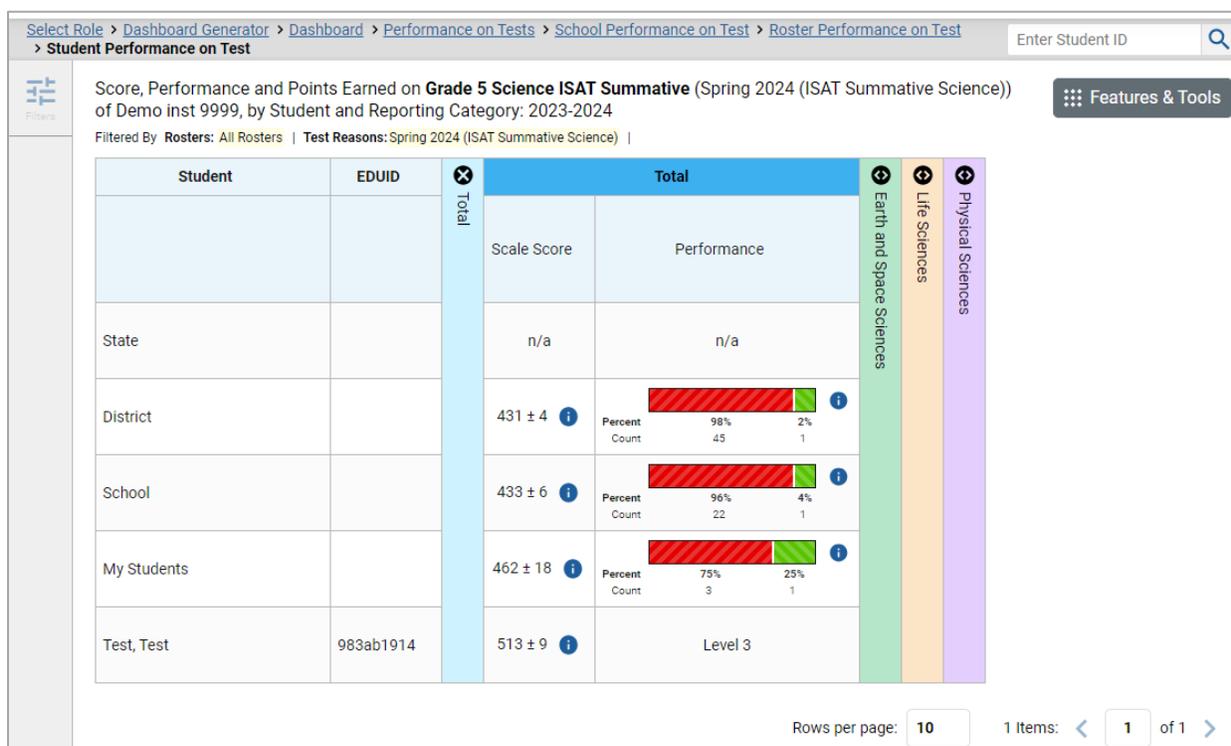
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1. Generate a dashboard and click a test group name.
2. Click a test name in the table of assessments. A page of test results appears.
3. Select the **Performance by Student** tab.
4. Click the name of an individual student in the report. The Student Performance on Test report appears ([Figure 31](#)).

### District-level users:

1. Generate a dashboard and click a test group name.
2. Click a test name in the table of assessments. A page of test results by school appears.
3. Click a school name. The School Performance on Test report appears.
4. Perform the same steps as teachers and school-level users, starting at step [3](#).

Figure 27. School-Level User View: Student Performance on Test Report



You can view the student's performance in each area of the test using the reporting category sections, which you can click to expand.

## 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 the search button. (When you are viewing the Dashboard Generator and data are available, the same field appears to the right of the dashboard generation controls.) The Student Portfolio Report appears ([Figure 32](#)).

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.

Figure 28. Student Portfolio Report

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Score	Performance	Date Taken
<a href="#">Grade 5 Science Idaho Alternate Assessment</a>	IDAA	5	Spring 2023 (IDAA)	1	280 ± 18	Level 2	03/30/2023
<a href="#">Grade 5 ELA/Literacy Idaho Alternate Assessment</a>	IDAA	5	Spring 2023 (IDAA)	1	292 ± 18	Level 2	03/30/2023

Rows per page: 100    2 Items: 1 of 1

To view individual test results for this student, click a test name.

## Use the Student Portfolio Report to View Only the Tests You're Interested In

You can temporarily filter which tests you want to view in the Student Portfolio Report. You may want to do this, for example, if you are an ELA teacher and you don't want to view a student's math scores. By default, the data for those math assessments appear in the report, but you can exclude them.

1. In the **Filters** panel on the left side of the Student Portfolio Report, click the **Test Groups** button. The **Filters** panel expands ([Figure 33](#)).

Figure 29. Student Portfolio Report with Expanded Filters Panel

Dashboard Generator > Dashboard > Student Portfolio Enter Student ID

Score and Performance, by Assessment and Test Reason: **Test Demo**, 2022-2023 Features & Tools

**Filters**

**Test Groups**

- IDAA
- Interim
- Interim Assessment Blocks (IAB)
- Interim Comprehensive Assessment (ICA)
- ISAT Summative
- Shortened Interim Comprehensive Assessment (SICA)
- Field Authored

**School Year**

2022-2023

[Clear Filters](#)

**Apply**

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Score	Performance	Date Taken
<a href="#">Grade 5 Mathematics - Interim (ICA)</a>	Interim Comprehensive Assessment (ICA)	5	Interim Test Opportunity 1	1	2633 ± 27	Level 4	08/11/2022
<a href="#">Grade 5 ELA/L - Interim (ICA)</a>	Interim Comprehensive Assessment (ICA)	5	Pretest	1	0	n/a	08/11/2022
Grade 5 ELA/L - Interim (ICA)	Interim Comprehensive Assessment (ICA)	5	Interim Test Opportunity 1	1	Insufficient to score	Insufficient to score	08/11/2022

Rows per page:  3 Items: <  of 1 >

2. Mark as many selections as you like in the **Test Groups** 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.

### 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 seventh-grade teacher, you can use these reports to view a current student's performance on last year's sixth-grade tests.

1. On the left side of the page, click the **School Year** button. The **Filters** panel expands.

- Under **School Year**, select a year or years ([Figure 34](#)).

Figure 30. Student Portfolio Report with Expanded Filters Panel

The screenshot shows a web interface for a Student Portfolio Report. The breadcrumb trail is: [Select Role](#) > [Dashboard Generator](#) > [Dashboard](#) > [Student Portfolio](#). There is a search box for 'Enter Student ID' and a 'Features & Tools' button.

**Filters Panel:**

- Test Groups:** (Expanded)
- School Year:**
  - 2022-2023 (Selected)
  - 2021-2022

Buttons: [Clear Filters](#), [Apply](#)

**Table: Score and Performance, by Assessment and Test Reason: LAST1179 First1179, 2022-2023**

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Score	Performance	Date Taken
<a href="#">Summative Grade 8 ELA</a>	Summative	8	Spring 2023 (Summative)	1	605 ± 13	Does Not Meet Standard	03/14/2023
<a href="#">Summative Grade 8 SCIENCE</a>	Summative	8	Spring 2023 (Summative)	1	824 ± 7	Does Not Meet Standard	03/09/2023
<a href="#">Summative Grade 8 MATH</a>	Summative	8	Spring 2023 (Summative)	1	495 ± 21	Does Not Meet Standard	03/03/2023

Rows per page: 100 | 3 Items: 1 of 1

- Click **Apply**.

To switch back to the current year:

- Open the **Filters** panel again.
- Click **Clear Filters**.
- Click **Apply**.

## Access Item-Level Data

Interim and benchmark assessments contain non-secure, non-public items. Reports for individual tests include the following:

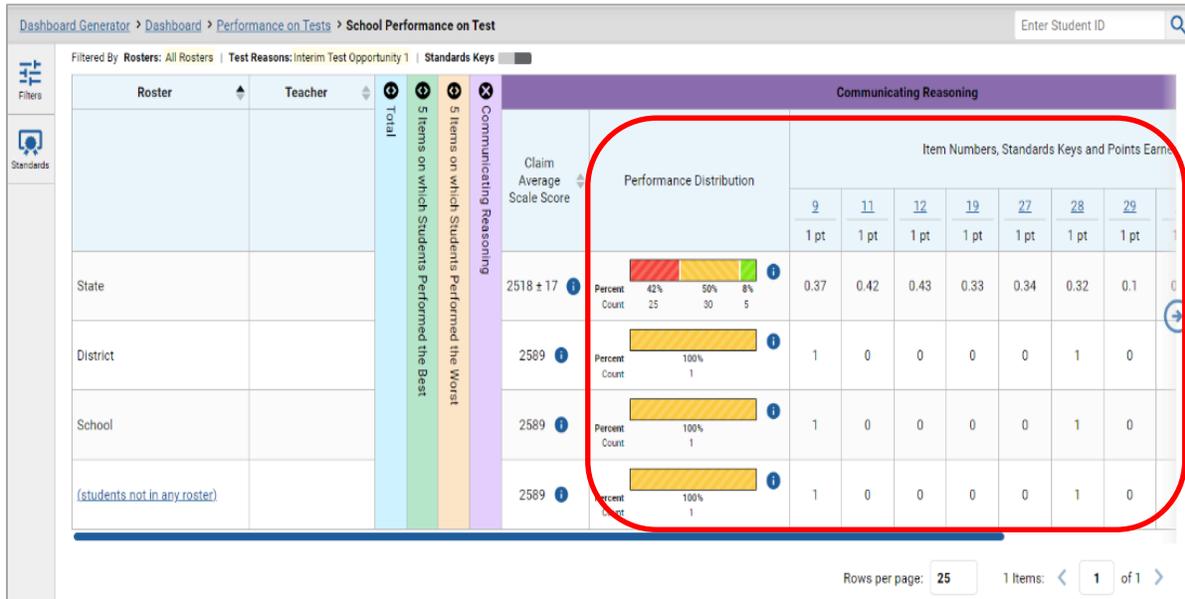
- Item-level data.
- Access to the items themselves.
- Access to student responses to the items.

Test results for adaptive assessments include item-level data only on the individual student level.

## View Item Scores

To expand sections containing item data, click the vertical section bars.

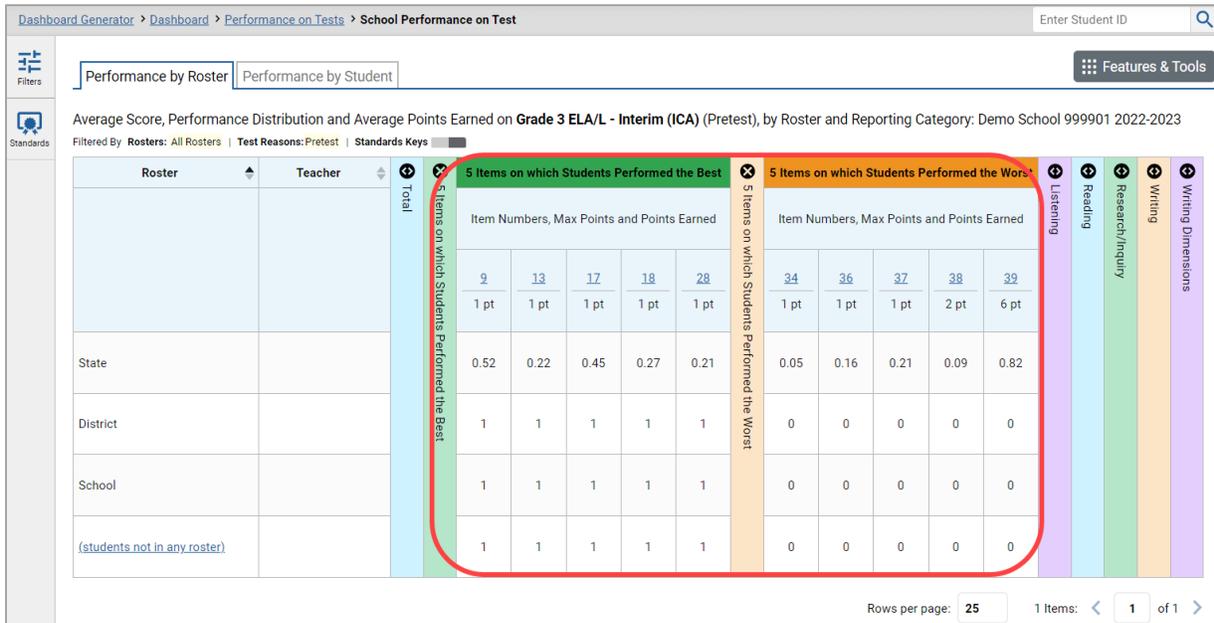
Figure 31. My Students' Performance on Test Report: Performance by Student Tab with Expanded Reporting Category Section



### 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** (Figure 36). You can click the vertical section bars to expand them, just like other sections.

Figure 32. School Performance on Test Report: Performance by Student Tab with Expanded 5 Items on Which Students Performed the Best and Worst Sections

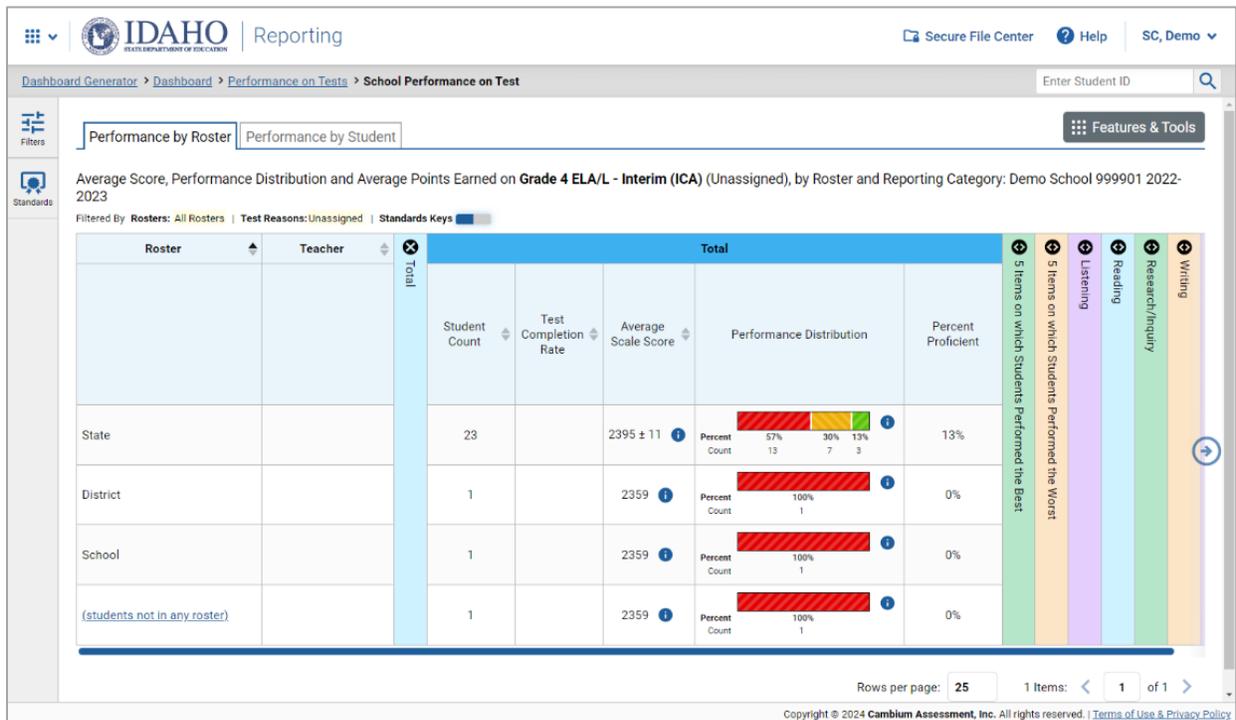


## View Standards for Each Item

In a report displaying item-level data, you can view the standard or standards to which each item is aligned. This allows you to determine at a glance what the item measures.

To show and hide item standards, click the **Standards Keys** toggle  in the row of filter details below the report table heading. Under each item number appears a standard key or list of standard keys ([Figure 37](#)). Note that this toggle does not affect printouts or exports, which always include the standard keys when they include item-level data.

Figure 33. School Performance on Test Report with Expanded Reporting Category Section



Click the more information buttons **i** beside the standard keys to view legends displaying the full text of each cluster (category of standards) and each standard, as in [Figure 38](#). This full text is not included in printouts or exports.

Figure 34. School Performance on Test Report with Expanded Reporting Category Section and Expanded Legend

The screenshot shows the 'School Performance on Test' report for 'Grade 4 ELA/L - Interim (ICA) (Winter)'. The 'Standards Keys' toggle is active. The table below shows performance data for various levels, with a detailed legend for standard 1-LT[3-4]4.RL.4.

Roster	Teacher	Total	Percent Proficient
State		n/a	n/a
District		2299 <b>i</b>	100% 1
School		2299 <b>i</b>	100% 1
<a href="#">(students not in any roster)</a>		2299 <b>i</b>	100% 1

**Claim:** 1-LT: Read Analytically: Literary Text - Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

**Assessment Target:** 1-LT[3-4]: WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus)

**Standard:** 1-LT[3-4]4.RL.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).

### View an Item

You can view the actual items themselves, along with student responses to those items.

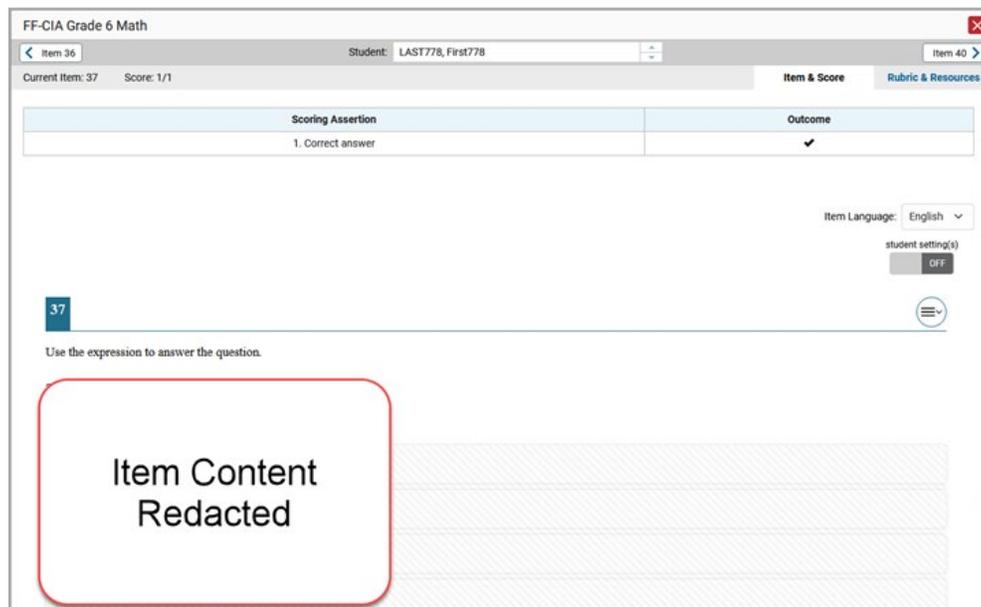
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Do either of the following:

- 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 ([Figure 39](#)). 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 shows the item and may include a particular student's response.

Figure 35. Item View Window: Item & Score Tab with Student Response (Item Redacted)



The **Item & Score** tab may include the following sections.

- **Scoring Criteria:** When you're viewing a student's response and the item has scoring criteria, the Scoring Criteria table (shown in [Figure 40](#)) 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 36. Item View Window: Item & Score Tab with Student Response and Scoring Criteria Table

INTERIM: HS-ELA-FocusedIAB-WriteReviseExplanatory

Student: Firstnm, Lastnm

63152: Eleanor Roosevelt - Brief Write      Item & Score      Rubric & Resources

Scoring Criteria	Max Points	Points Earned	Condition Code
Correct Answer	2 pt	Not Scored	None

**Scoring Note**

User	Date	Note
+ Add Note		

Item Language: English

student setting(s) ON

3

- **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

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evidenced by their response. When you're viewing a student's response and the item has scoring assertions, the Scoring Assertion table appears, listing each assertion and outcome ([Figure 39](#)).

- **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 ([Figure 41](#)) may include the following sections, which you can expand and collapse by clicking  and , respectively.

Figure 37. Item View Window: Rubric & Resources Tab

Current Item: 3 Item & Score **Rubric & Resources**

^ Details

<b>Topic</b>	1 - Reading	<b>Content Alignment</b>	<p><b>Claim:</b> 1-LT: Read Analytically: Literary Text - Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p><b>Assessment Target:</b> 1-LT 3-4: WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus)</p> <p><b>Standard:</b> 1-LT 3-4 4.RL.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>
<b>Item Difficulty</b>	Easy		

^ Rubric

Correct Answer: C

- **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 a fixed-form test item.

## View Items with and Without the Students' Visual Settings

When viewing items with students' responses, you may or may not want to view the items exactly the way the students viewed 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.
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're viewing. This action has no effect on your global setting.

## View an Item in a Different Language

Items are displayed in English by default. If an item is available in multiple languages, you can use the **Item Language** drop-down list at the upper-right corner to select a language.

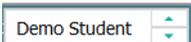
## What It Means When a Student Response Contains Highlighted Text

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.

## 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.

## 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 find “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.

## Use Individual Student Reports (ISR)

This section discusses Individual Student Reports (ISR), each of which provides easy-to-read performance data on a student’s test. If a student took tests multiple times, an ISR will be available for each test opportunity (an 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 the language of your choice.

## What an Individual Student Report (ISR) Looks Like and How to Read It

An ISR is a PDF that shows results for a test opportunity. 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 44](#), [Figure 45](#), [Figure 46](#), [Figure 47](#), [Figure 48](#), [Figure 49](#), and [Figure 50](#).

## Reporting System User Guide

- At the top of each ISR are the student 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 45](#)).
- Some interim and benchmark ISRs include item-level data (as in [Figure 48](#)), scoring assertions, and/or scoring assertion outcomes (as in [Figure 49](#)).
- Some ISRs include longitudinal graphs (as in [Figure 50](#)).
- ISRs can include supplemental materials, such as cover pages and addenda. These typically contain a message to parents and guardians, information on the assessment, a brief guide to interpreting the ISR, and/or links to additional resources.

Figure 38. Detail of Individual Student Report (ISR): ELA ISAT Summative

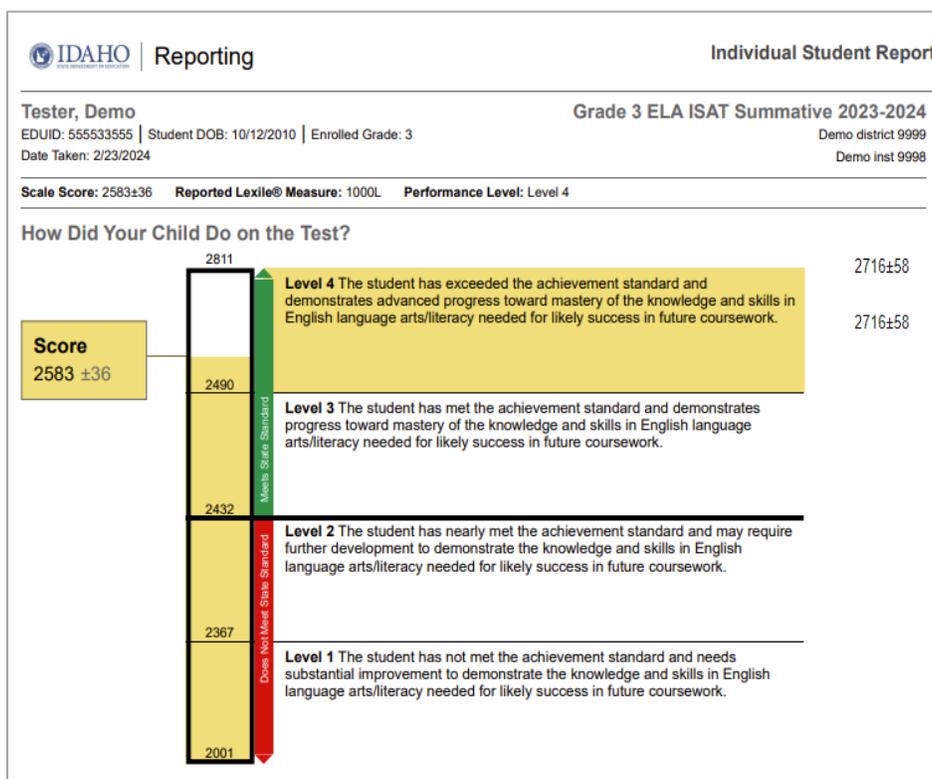
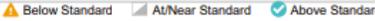


Figure 39. Detail of Individual Student Report (ISR): ELA ISAT Summative with Reporting Categories

How Did Your Child Perform on Different Areas of the Test?			
The table and the graph below indicate student performance on individual reporting categories. The black dot indicates the student's score on each reporting category. The lines to the left and right of the dot show the range of likely scores your student would receive if he or she took the test multiple times.			
			
Category	Performance Level	Performance Level	Performance Level Description
Reading and Listening			<b>What These Results Mean</b> The student demonstrates thorough ability to read closely and analytically and to use textual evidence to demonstrate complex critical thinking. The student also demonstrates thorough ability to employ listening skills.
Writing and Research			<b>What These Results Mean</b> The student demonstrates thorough ability to produce compelling, well supported writing for a diverse range of purposes and audiences. The student also demonstrates a thorough ability to use research/inquiry methods.

How Did Your Child Perform on the Essay?				
Essay	Raw Score	Conventions	Evidence/Elaboration	Organization/Purpose
Narrative	1 out of 10 points	The narrative response shows a partial understanding of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. (1 out of 2 points)	The narrative response was not able to be scored for one of the following reasons: Insufficient or directly copied from the source material; in a language other than English; off-topic or off-purpose; and does not address the writing prompt. (0 out of 4 points)	The narrative response was not able to be scored for one of the following reasons: Insufficient or directly copied from the source material; in a language other than English; off-topic or off-purpose; and does not address the writing prompt. (0 out of 4 points)

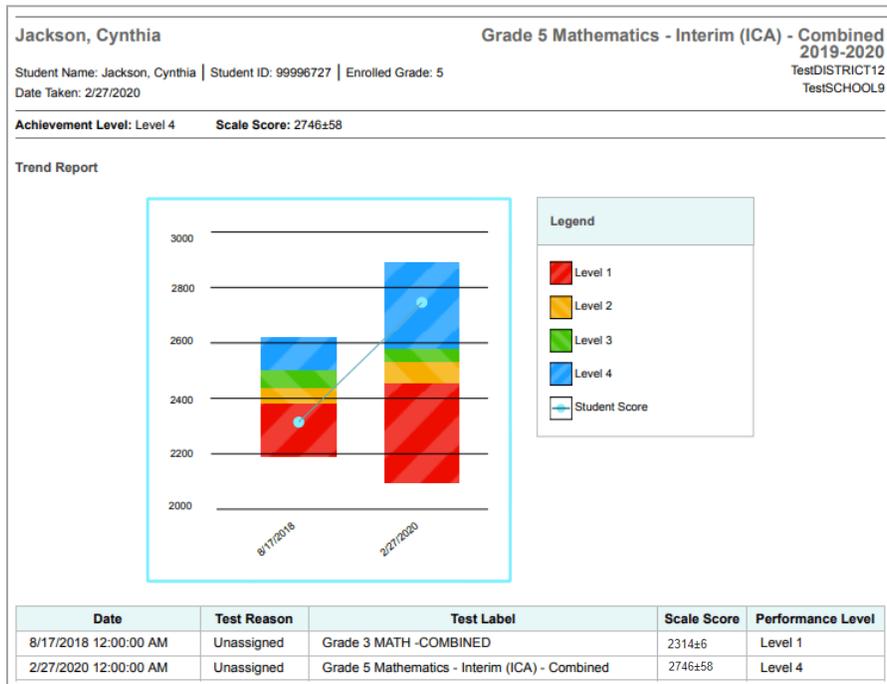
Figure 40. Detail of Individual Student Report (ISR): Math Interim (ICA) with Item- and Standard-Level Data

Communicating Reasoning - Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.			
Item #	Standard	Difficulty	Points
3	Base arguments on concrete referents such as objects, drawings, diagrams, and actions.	Moderate	2/2
5	Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	Easy	1/1
12	Test propositions or conjectures with specific examples.	Difficult	1/1
17	State logical assumptions being used.	Moderate	1/1
18	Use the technique of breaking an argument into cases.	Moderate	1/1
28	Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.	Difficult	1/1
36	Base arguments on concrete referents such as objects, drawings, diagrams, and actions.	Moderate	1/1
37	Base arguments on concrete referents such as objects, drawings, diagrams, and actions.	Difficult	2/2

Figure 41. Detail of Individual Student Report (ISR): Science Interim with Scoring Assertions

Marquez, Santos		SCI Interim Grade 8 - Waves 2018-2019	
Student ID: 991007093   Student DOB: 2/3/2002   Enrolled Grade: 8		Demo District 9998	
Date Taken: 10/18/2018		Demo School 999801	
<b>Score:</b> 1/22			
Item #	Scoring Assertion	Outcome	
1-1	The student correctly identifies the change in amplitude recorded in the simulation, providing some evidence of student ability to observe and summarize how waves change in different media.	✗	
1-2	The student correctly identifies that the frequency does not change, providing some evidence of student ability to identify wave properties and how they change in different scenarios.	✗	
1-3	The student identifies that frequency does not change, providing some evidence of student ability to identify how properties of the medium affect each wave characteristic.	✗	
1-4	The student identified that amplitude increases (or is indeterminate if they did not record it decreasing in the simulation), providing some evidence of student ability to identify how properties of the medium affect each wave characteristic.	✗	
1-5	The student indicates that the wavelength cannot be determined simply from density (or that it increases if they found it to decrease in the simulation), providing some evidence of student ability to interpret the data given and make inferences about the effect of media density on each wave characteristic.	✗	
1-6	The student correctly calculates and records the amplitude of the wave through salt water (4) providing some evidence of student ability to make observations and use them in a model of sound waves through media with different properties.	✗	
1-7	The student correctly calculates the wavelength of salt water (13-15), providing some evidence of student ability to make observations and use them in a model of sound waves through media with different properties.	✗	
1-8	The student indicates that the wave speed increases as the density increases based on the observations (or if they recorded the wavelength in salt water as shorter, then decrease, or "cannot tell" if they recorded equal wavelengths), providing some evidence of student ability to use data to identify how wave properties change in each scenario.	✗	
1-9	The student correctly calculates and records the amplitude of the wave through water (5) providing some evidence of student ability to make observations and use them in a model of sound waves through media with different properties.	✗	
1-10	The student correctly calculates the wavelength of water (11-13), providing some evidence of student ability to make observations and use them in a model of sound waves through media with different properties.	✗	
1-11	The student correctly identifies that the change in wavelength that was recorded in the simulation, providing some evidence of student ability to observe and summarize how waves change in different media.	✗	
1-12	The student correctly identifies that the change in wave speed (which goes up with the wavelength recorded in the simulation), providing some evidence of student ability to observe and summarize how waves change in different media.	✗	
1-13	The student indicated that the wave speed cannot be determined (or increase, if they found it to decrease in the simulation), providing some evidence of student ability to interpret the data given and make inferences about the effect of media density on each wave characteristic.	✓	

Figure 42. Detail of Individual Student Report (ISR): Math Interim (ICA) with Longitudinal Graph



## Generate and Export Individual Student Reports (ISR)

To generate and export an Individual Student Report (ISR) that details a student’s performance on a test opportunity, use the Student Results Generator. You can select any combination of a test reason, assessments within a subject, 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.

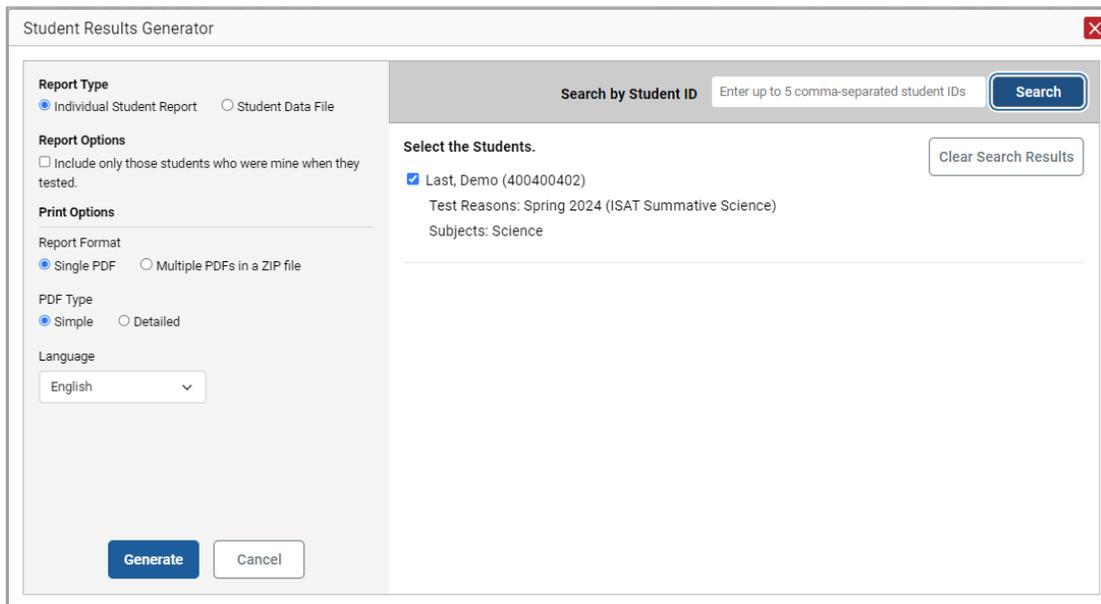
1. Click the **Download Student Results** button in the **Features & Tools** menu. The **Student Results Generator** window opens ([Figure 51](#)).

Depending what page you open the Student Results Generator from, the options available to you may be prepopulated or preselected; for example, the Student Portfolio Report prepopulates a single student, and the Student Performance on Test report preselects a single test opportunity. (The filters applied to the page have no effect, however.) You can change the selections.

Figure 43. Student Results Generator Window as Opened from Performance on Tests Report

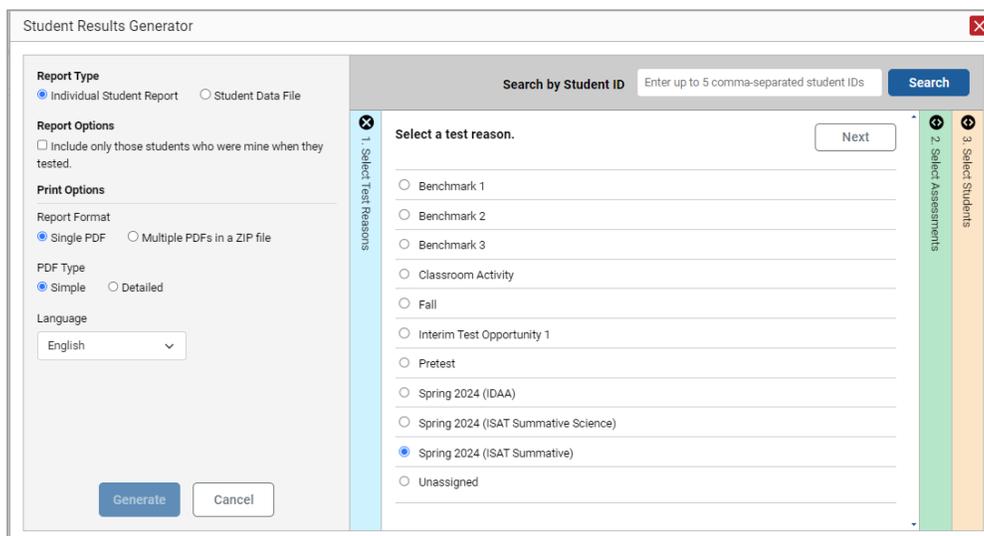
2. In the panel on the left, select **Individual Student Report**. Always do this before you make other selections. Switching between the **Individual Student Report** and **Student Data File** options may revert some selections.
3. If you're generating multiple ISRs, then under Report Format, choose 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.
4. Under PDF Type, select either a simple or detailed PDF.
5. If the test opportunity options are not preselected, or if you want to change them, there are two ways to make selections:
  - Search for students. In the search field at the upper-right corner, enter up to 5 comma-separated student IDs and click **Search**. The resulting list of students and all the tests they've taken will replace any previous selections, as in [Figure 52](#). To deselect and clear results, click **Clear Search Results**.

Figure 44. Student Results Generator Window: Student Search Results



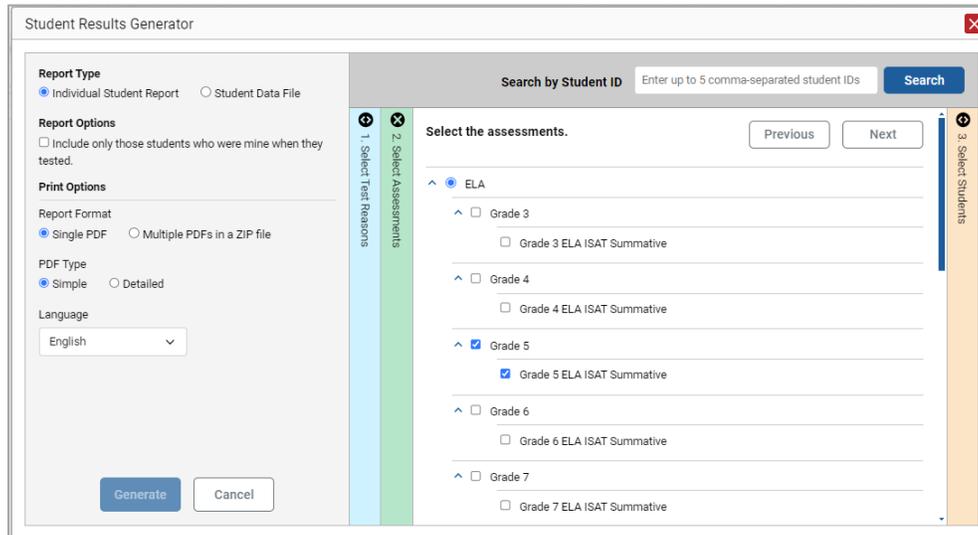
- o Use the three accordion sections. (If a student is prepopulated by the Student Portfolio Report, first remove the student by clicking **Clear Search Results**.) Starting from the left, click the section bars to expand them or use the **Next** and **Previous** buttons to navigate. Within each section you must make selections using the radio buttons and checkboxes:
  - i. In the **Select Test Reason** accordion section ([Figure 53](#)), choose a test reason. Test reasons are either test windows or categories for tests.

Figure 45. Student Results Generator Window: Select Test Reason Section



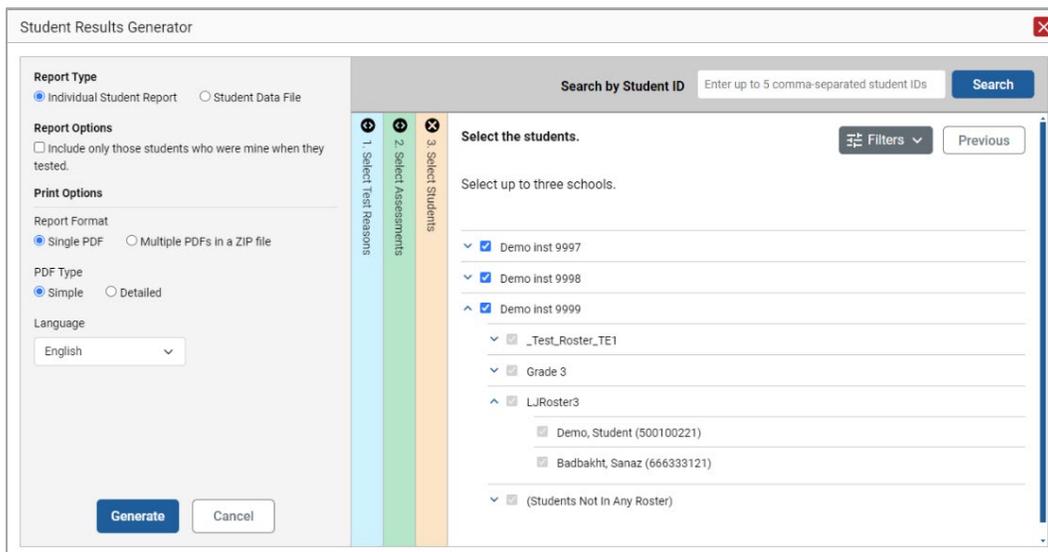
- ii. In the **Select Assessments** section ([Figure 54](#)), choose any number of tests or grade levels within a single subject.

Figure 46. Student Results Generator Window: Select Assessments Section



- iii. In the **Select Students** section ([Figure 55](#)), choose students from the expandable school and/or roster options. If you're a district-level user, you may choose students in up to three schools.
  - Sometimes the list of students is truncated. You can display the entire list by clicking **Click to Load More**.
  - Note that marking the checkbox for a student in one roster or school also marks it anywhere else the student appears, and the same goes for clearing the checkbox.

Figure 47. School-Level User View: Student Results Generator Window: Select Students Section



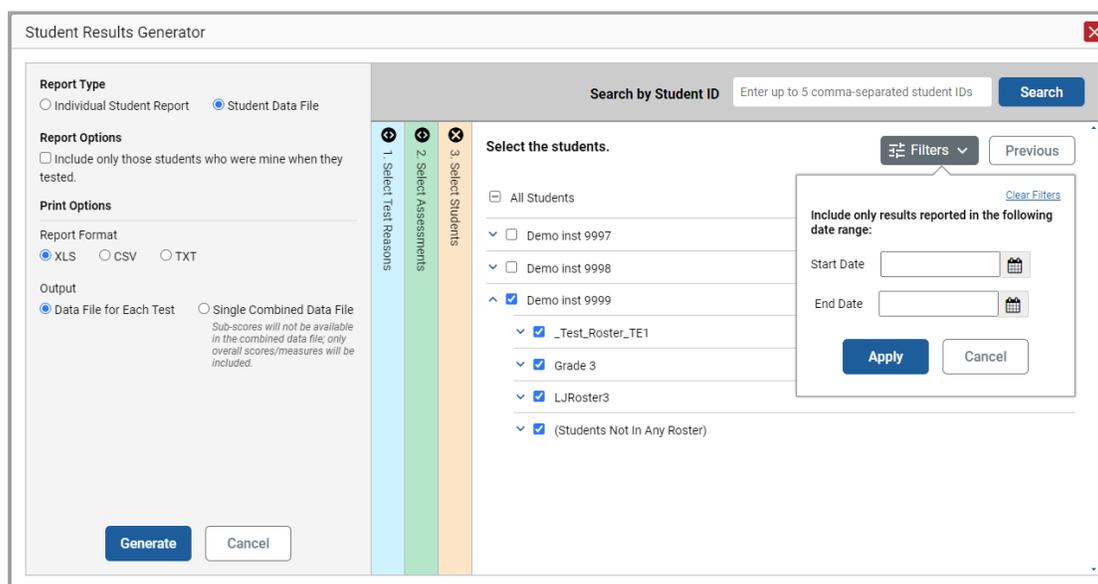
- 6. *Optional:* If you used the accordion sections to make your selections, then to set a range of processing dates for which to generate results, use the filter menu as follows:
  - a. Open the **Filters** menu. The menu displays two date fields, as in [Figure 56](#).

## Reporting System User Guide

- b. Use the calendar tools to select dates, or enter them in the format mm/dd/yyyy.
- c. Click **Apply**.
- d. *Optional:* To revert to including results for all available dates, reopen the filter menu, click **Clear Filters**, then click **Apply**.

Note that processing date is not always the same as the date a test was taken.

Figure 48. School-Level User View: Student Results Generator Window: Select Students Section with Filters Menu Open



7. From the **Language** drop-down list, select a language for the ISR.
8. Click **Generate**. Once ISR generation is finished, the Secure File Center 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 one test opportunity will be included. You can create an ISR for another test opportunity by navigating directly to the report for that opportunity. Past test opportunities are marked with numbers **1** in reports, starting with the earliest.

## Generate and Export Student Data Files

This section discusses student data files, which are useful for analysis.

To generate and export student data files, use the Student Results Generator. You can select any combination of a test reason, assessments, and students in order to generate and export the files.

You can generate student data files from almost any report page.

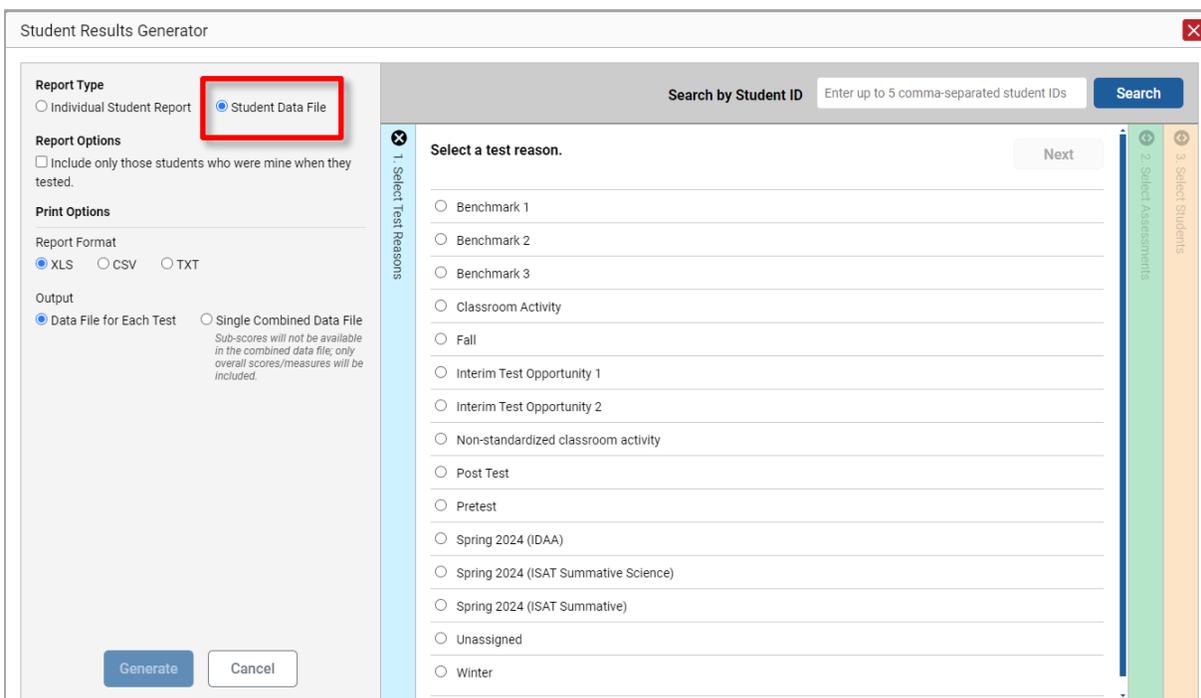
## Reporting System User Guide

1. Click the **Download Student Results** button in the **Features & Tools** menu. The **Student Results Generator** window opens.

Depending what page you open the Student Results Generator from, the options available to you may be prepopulated or preselected; for example, the Student Portfolio Report prepopulates a single student, and the Student Performance on Test report preselects a single test opportunity. (The filters applied to the page have no effect, however.) You can change the selections.

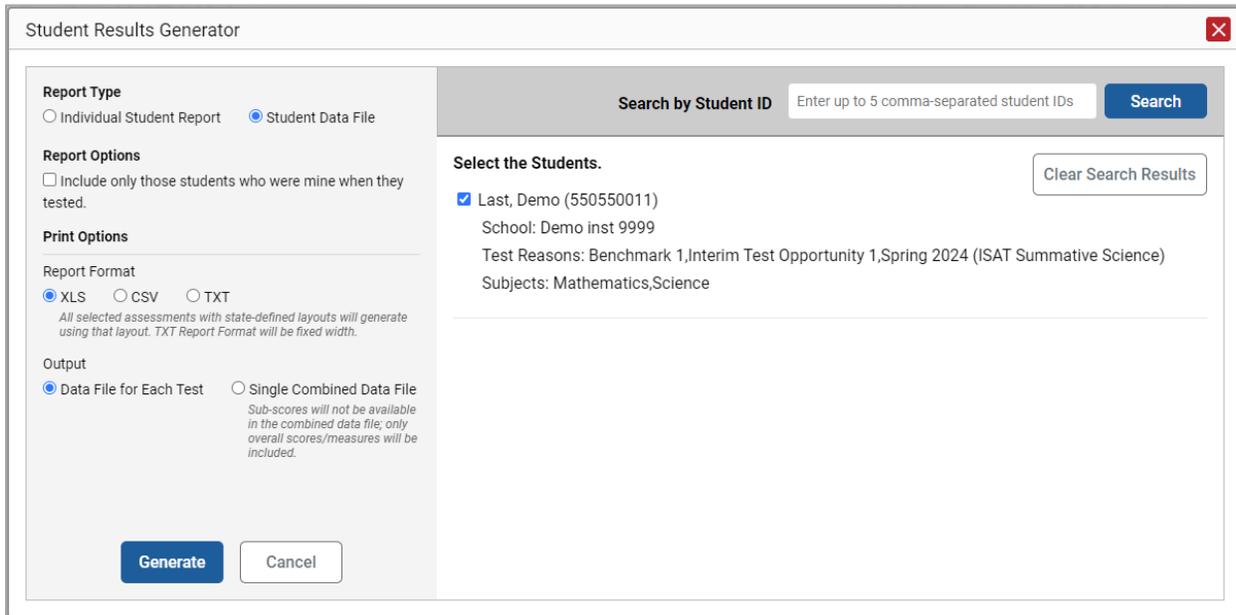
2. In the panel on the left, select **Student Data File**, as in [Figure 57](#). Always do this before you make other selections. Switching between the **Individual Student Report** and **Student Data File** options may revert some selections.

Figure 49. Student Results Generator Window



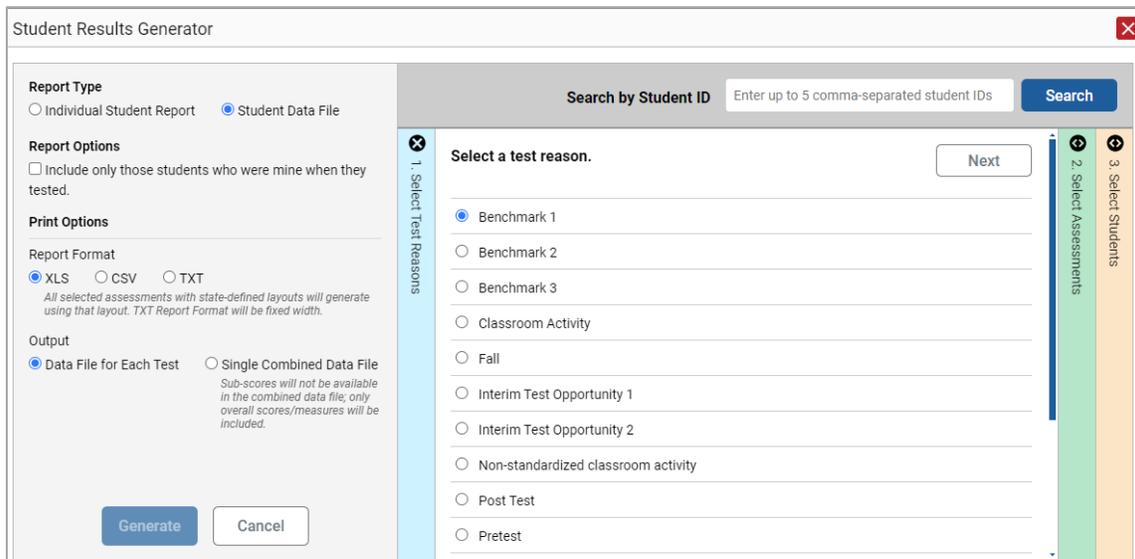
3. Under Report Format, select **XLS** (Excel, XLSX), **CSV** (comma-separated values), or **TXT** (tab-delimited text).
4. Under Output, select either **Data File for Each Test** or **Single Combined Data File**. Note that a single combined file does not include reporting categories. Large files may be split by school.
5. If the test opportunity options are not preselected, or if you want to change them, there are two ways to make selections:
  - Search for students. In the search field at the upper-right corner, enter up to 5 comma-separated student IDs and click **Search**. The resulting list of students and all the tests they've taken will replace any previous selections, as in [Figure 58](#). To deselect and clear results, click **Clear Search Results**.

Figure 50. Student Results Generator Window: Student Search Results



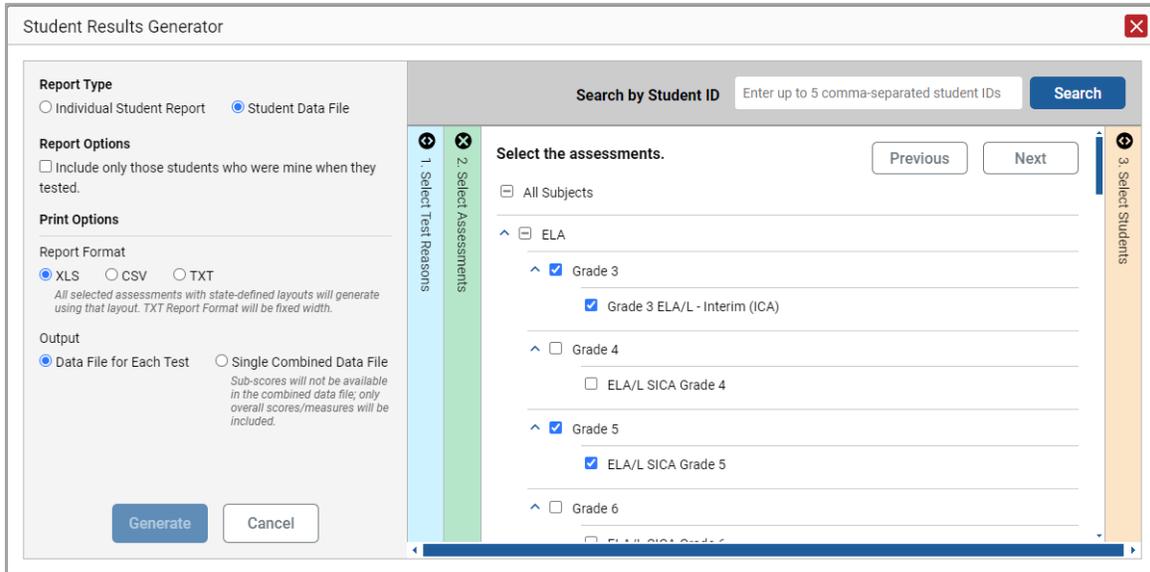
- Use the three accordion sections. (If a student is prepopulated by the Student Portfolio Report, first remove the student by clicking **Clear Search Results**.) Starting from the left, click the section bars to expand them or use the **Next** and **Previous** buttons to navigate. Within each section you must make selections using the radio buttons and checkboxes:
  - i. In the **Select Test Reason** section ([Figure 59](#)), choose a test reason. Test reasons are either test windows or categories for tests.

Figure 51. Student Results Generator Window: Select Test Reason Section



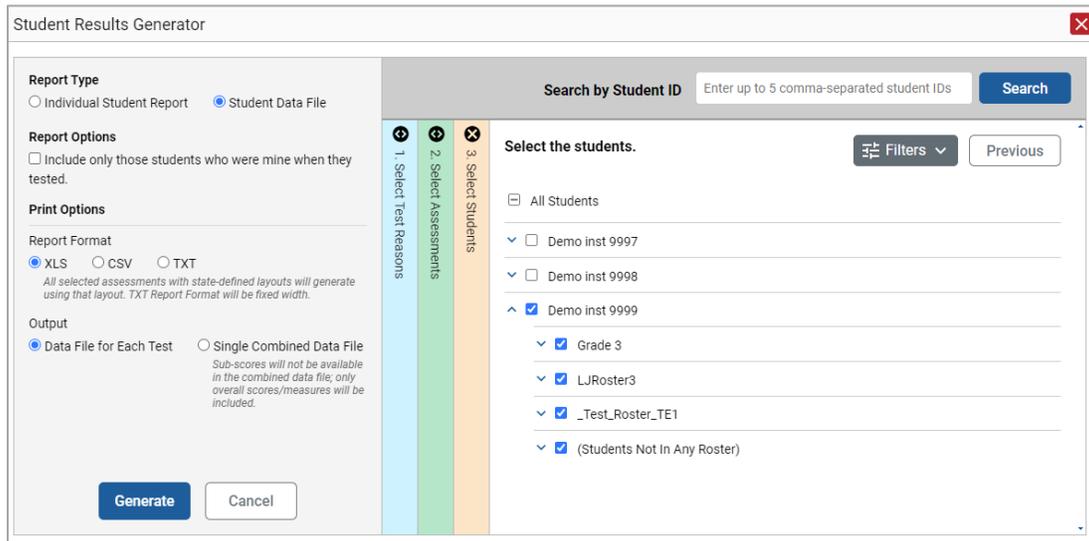
- ii. The **Select Assessments** section (Figure 60) groups tests by subject and grade. Mark the checkboxes beside the tests or groups of tests you want to include in the report, or mark **All Subjects**.

Figure 52. Student Results Generator Window: Select Assessments Section



- iii. In the **Select Students** section (Figure 61), select any number of students from the expandable school and/or roster options.
  - 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 roster or school also marks it anywhere else the student appears, and the same goes for clearing the checkbox.

Figure 53. School-Level User View: Student Results Generator Window: Select Students Section

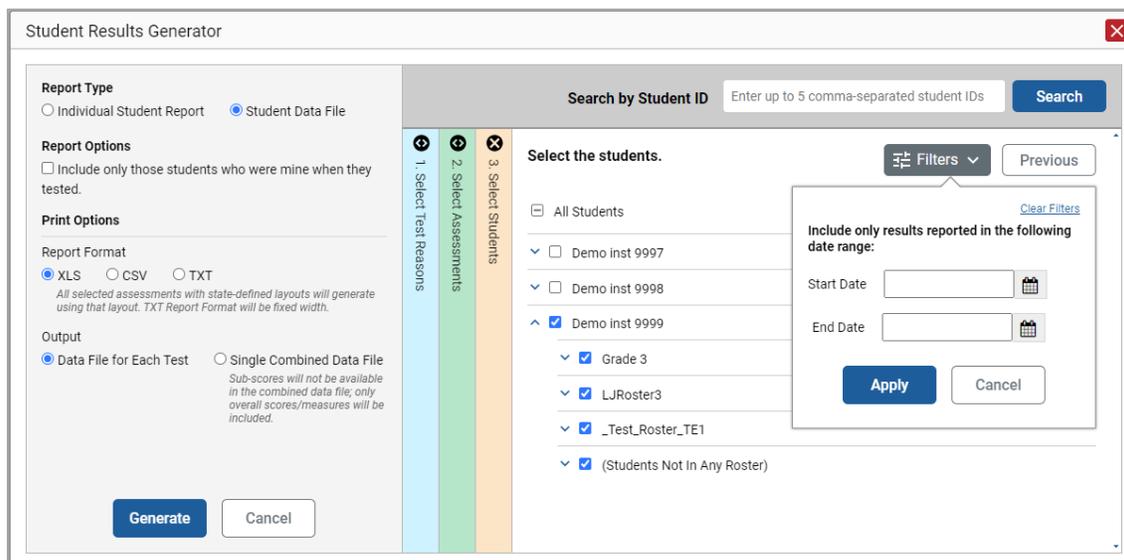


## Reporting System User Guide

7. *Optional:* If you used the accordion sections to make your selections, then to set a range of processing dates for which to generate results, use the filter menu as follows:
  - a. Open the **Filters** menu ([Figure 62](#)). The menu displays two date fields.
  - b. Use the calendar tools to select dates or enter them in the format mm/dd/yyyy.
  - c. Click **Apply**.
  - d. *Optional:* To revert to including results for all available dates, reopen the filter menu, click **Clear Filters**, then click **Apply**.

Note that processing date is not always the same as the date a test was taken.

Figure 54. School-Level User View: Student Results Generator Window: Select Students Section with Filters Menu Open



8. Click **Generate**. Once data file generation is finished, the Secure File Center 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.

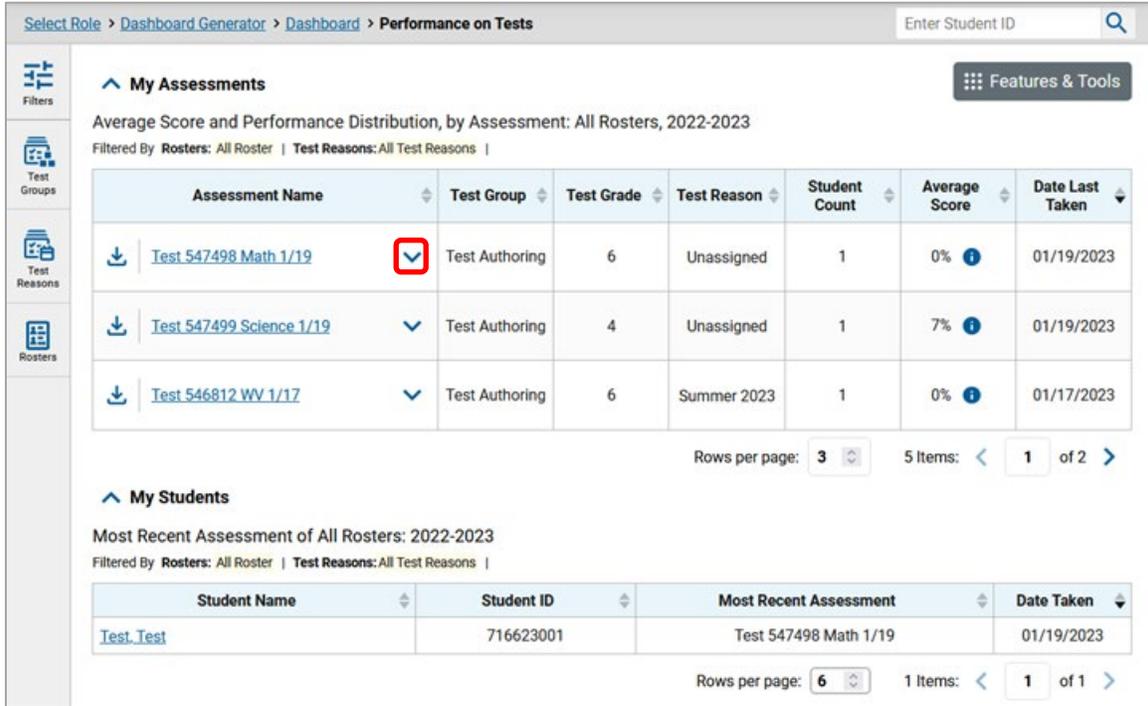
## Compare Students' Data with Data for Your State, District, School, and/or Total Students

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.

## Compare All Your Students' Performance on Any Test with Larger Groups'

In the Performance on Tests report ( [Figure 63](#) ), click  to the right of a test name.

Figure 55. Teacher View: Performance on Tests Report



The screenshot shows the 'Performance on Tests' report interface. At the top, there is a breadcrumb trail: 'Select Role > Dashboard Generator > Dashboard > Performance on Tests'. A search bar for 'Enter Student ID' is on the right. The main section is titled 'My Assessments' and displays 'Average Score and Performance Distribution, by Assessment: All Rosters, 2022-2023'. It is filtered by 'Rosters: All Roster' and 'Test Reasons: All Test Reasons'. A table lists three assessments:

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Date Last Taken
<a href="#">Test 547498 Math 1/19</a>	Test Authoring	6	Unassigned	1	0%	01/19/2023
<a href="#">Test 547499 Science 1/19</a>	Test Authoring	4	Unassigned	1	7%	01/19/2023
<a href="#">Test 546812 WV 1/17</a>	Test Authoring	6	Summer 2023	1	0%	01/17/2023

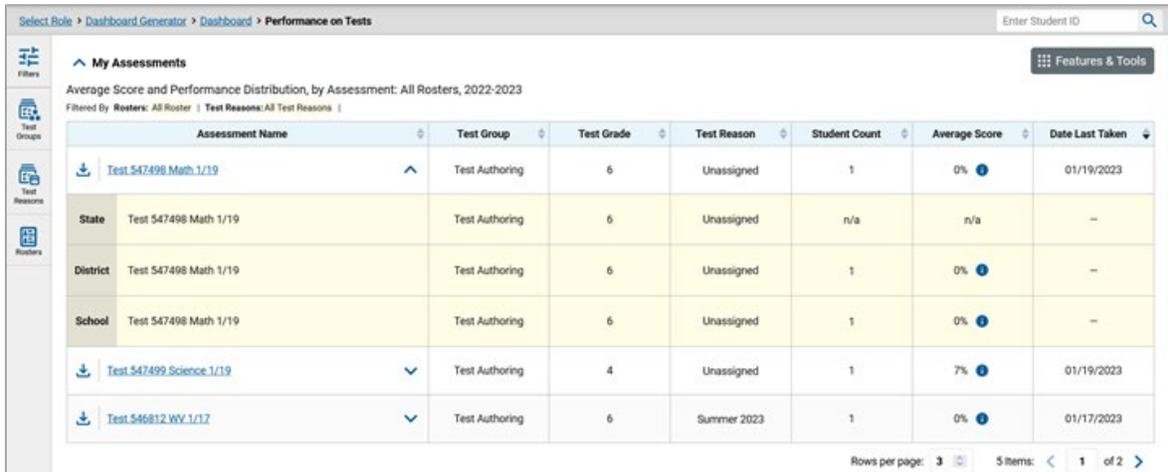
Below the table, it shows 'Rows per page: 3' and '5 Items: 1 of 2'. A 'Features & Tools' button is in the top right. A sidebar on the left contains icons for Filters, Test Groups, Test Reasons, and Rosters. Below the assessments table is a section for 'My Students' showing the 'Most Recent Assessment of All Rosters: 2022-2023', filtered by 'Rosters: All Roster' and 'Test Reasons: All Test Reasons'. It contains a table with one student:

Student Name	Student ID	Most Recent Assessment	Date Taken
<a href="#">Test_Test</a>	716623001	Test 547498 Math 1/19	01/19/2023

At the bottom, it shows 'Rows per page: 6' and '1 Items: 1 of 1'.

Rows containing data for the state, district, and/or school appear below, as in [Figure 64](#).

Figure 56. Teacher View: Performance on Tests Report with Expanded Comparison Rows



This screenshot shows the same report as Figure 55, but with the first assessment row expanded to show comparison data for State, District, and School. The comparison rows are highlighted in yellow:

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Date Last Taken
<a href="#">Test 547498 Math 1/19</a>	Test Authoring	6	Unassigned	1	0%	01/19/2023
State <a href="#">Test 547498 Math 1/19</a>	Test Authoring	6	Unassigned	n/a	n/a	--
District <a href="#">Test 547498 Math 1/19</a>	Test Authoring	6	Unassigned	1	0%	--
School <a href="#">Test 547498 Math 1/19</a>	Test Authoring	6	Unassigned	1	0%	--
<a href="#">Test 547499 Science 1/19</a>	Test Authoring	4	Unassigned	1	7%	01/19/2023
<a href="#">Test 546812 WV 1/17</a>	Test Authoring	6	Summer 2023	1	0%	01/17/2023

The interface elements (breadcrumbs, search bar, sidebar, and pagination) are identical to Figure 55.

To hide the comparison rows, click  to the right of the test name.

## Compare a Student's Performance on Any of Their Tests with Larger Groups'

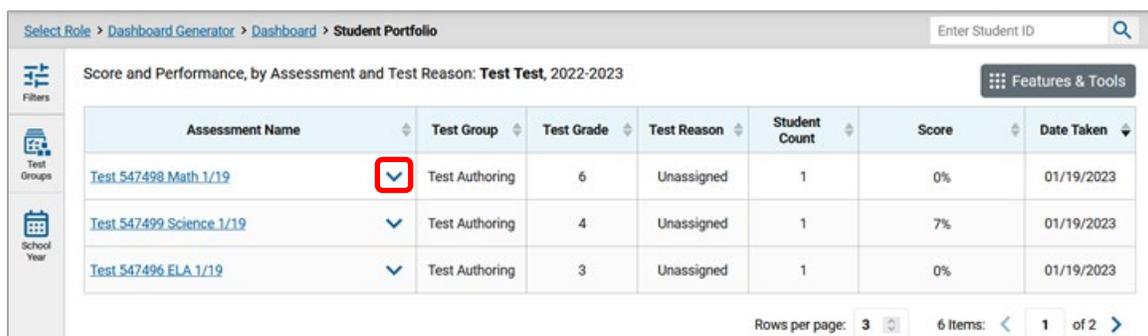
In the Student Portfolio Report, you can compare a student's performance on any test with that of your state, district, school, and/or total students.

- Enter the student's EDUID in the search field in the upper-right corner and click the search button. (When you are viewing the Dashboard Generator and data are available, the same field appears to the right of the dashboard generation controls.) 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.

- Click  to the right of a test name ([Figure 65](#)).

Figure 57. Student Portfolio Report



Select Role > Dashboard Generator > Dashboard > Student Portfolio

Enter Student ID

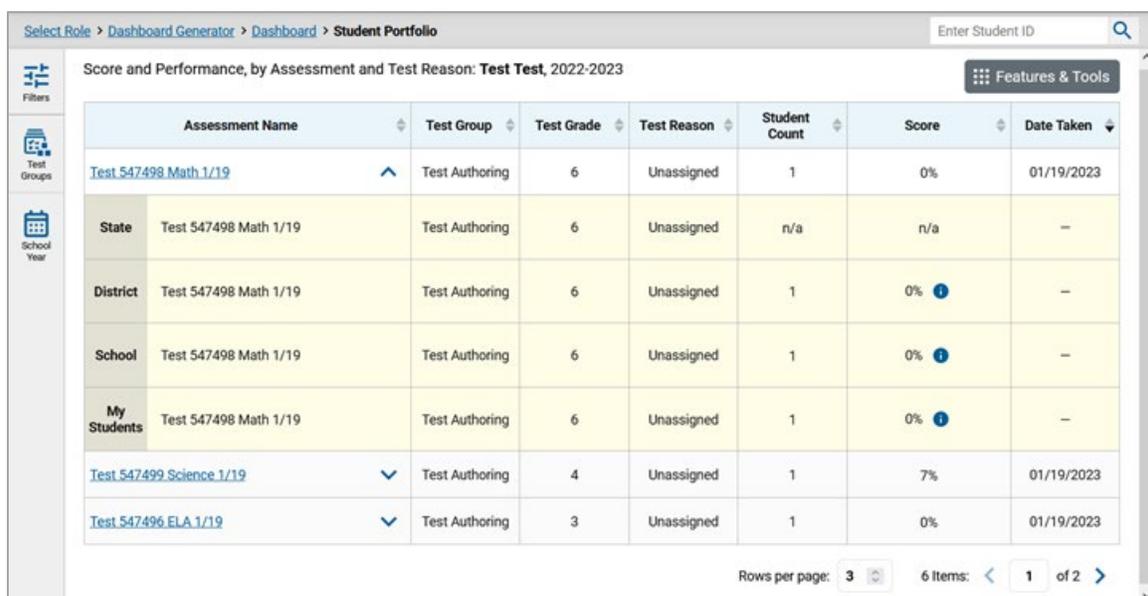
Score and Performance, by Assessment and Test Reason: **Test Test, 2022-2023** Features & Tools

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Score	Date Taken
Test 547498 Math 1/19	Test Authoring	6	Unassigned	1	0%	01/19/2023
Test 547499 Science 1/19	Test Authoring	4	Unassigned	1	7%	01/19/2023
Test 547496 ELA 1/19	Test Authoring	3	Unassigned	1	0%	01/19/2023

Rows per page: 3 6 Items: 1 of 2

Rows containing data for your state, district, school, and/or total students appear below, as in [Figure 66](#).

Figure 58. Student Portfolio Report with Expanded Comparison Rows



Select Role > Dashboard Generator > Dashboard > Student Portfolio

Enter Student ID

Score and Performance, by Assessment and Test Reason: **Test Test, 2022-2023** Features & Tools

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Score	Date Taken
Test 547498 Math 1/19	Test Authoring	6	Unassigned	1	0%	01/19/2023
State Test 547498 Math 1/19	Test Authoring	6	Unassigned	n/a	n/a	—
District Test 547498 Math 1/19	Test Authoring	6	Unassigned	1	0%	—
School Test 547498 Math 1/19	Test Authoring	6	Unassigned	1	0%	—
My Students Test 547498 Math 1/19	Test Authoring	6	Unassigned	1	0%	—
Test 547499 Science 1/19	Test Authoring	4	Unassigned	1	7%	01/19/2023
Test 547496 ELA 1/19	Test Authoring	3	Unassigned	1	0%	01/19/2023

Rows per page: 3 6 Items: 1 of 2

To hide the comparison rows, click  to the right of the test name.

## Set Up Reports to Suit Your Needs

You can set up your reports so it's easier to access the data that are most important to you. For example, if you're a teacher, you may want to hide certain tests in subjects you don't 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: showing only the tests you're interested in; showing only the rosters you're interested in; showing only the schools you're interested in; assigning and filtering by interim test reasons; filtering item-level data on interims by standards and clusters of standards; and viewing data from a previous point in time.

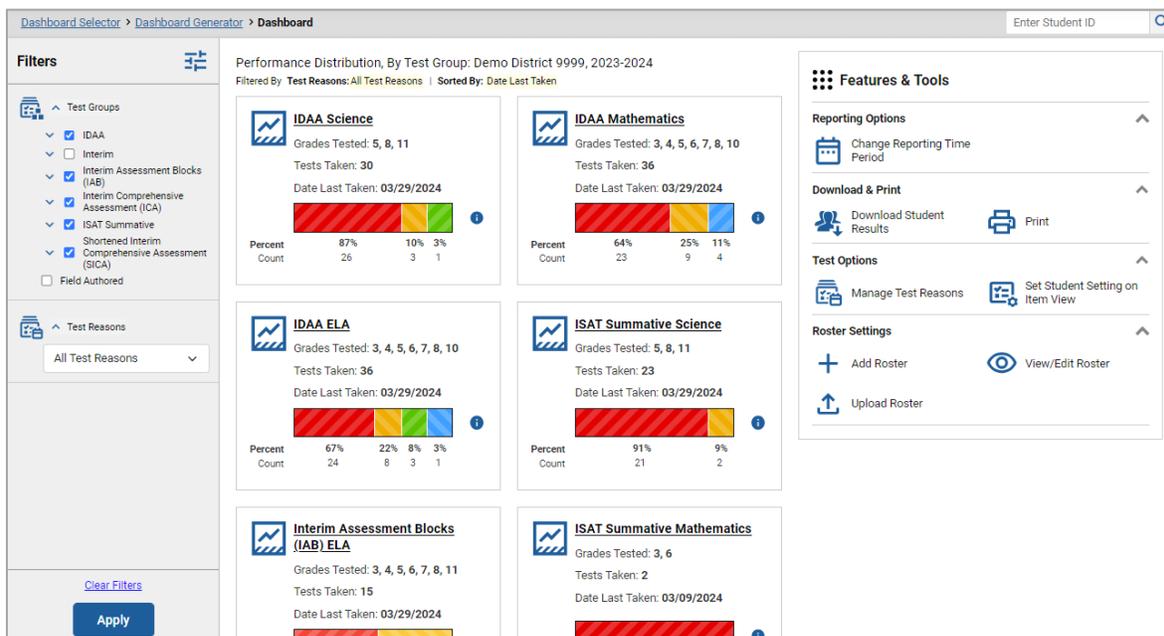
### Filter Tests to Display

You can filter the tests you want to view in reports. You may want to do this, for example, if you are an ELA teacher and you do not want to view your students' math scores. By default, the data for those mathematics assessments appear in your reports.

Filtering tests to display begins on the Dashboard Generator page. This is where you can select the test groups you want to view on the dashboard and, as an option, set those selections as defaults. You can also temporarily filter the tests that appear in the reports you are currently viewing, as described below.

1. On the left side of the dashboard or the Performance on Tests report, click the **Test Groups** button. The **Filters** panel expands ([Figure 67](#)).
2. Mark as many selections as you like in the **Test Groups** section of the filters panel ([Figure 67](#)). Tests are organized by test type, subject, and grade.

Figure 59. District-Level User View: Dashboard with Expanded Filters Panel



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.

## Teachers and School-Level Users: Filter Rosters to Display

Rosters usually represent classes, but can represent any group that's 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, refer to [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're 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 don't 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 the **Rosters** button. The **Filters** panel expands ([Figure 68](#)).
2. Make a selection from the drop-down list in the **Rosters** section.
  - o If you're 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 60. Teacher User View: Performance on Tests Report with Expanded Filters Panel

Select Role > Dashboard Generator > Dashboard > Performance on Tests

Enter Student ID

**Filters**

- Test Groups
- Test Reasons
- Rosters**
  - All Rosters

[Clear Filters](#)

**Apply**

**My Assessments** Features & Tools

Average Score and Performance Distribution, by Assessment: Test\_roster\_NonProctored, 2022-2023

Filtered By: Rosters: Test\_roster\_NonProctored | Test Reasons: All Test Reasons

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Date Last Taken
<a href="#">Test 547498 Math 1/19</a>	Test Authoring	6	Unassigned	1	0%	01/19/2023
<a href="#">Test 547499 Science 1/19</a>	Test Authoring	4	Unassigned	1	7%	01/19/2023
<a href="#">Test 546812 WV 1/17</a>	Test Authoring	6	Summer 2023	1	0%	01/17/2023

Rows per page: 3 | 5 Items: 1 of 2

**My Students**

Most Recent Assessment of Test\_roster\_NonProctored: 2022-2023

Filtered By: Rosters: Test\_roster\_NonProctored | Test Reasons: All Test Reasons

Student Name	Student ID	Most Recent Assessment	Date Taken
Test_Test	716623001	Test 547498 Math 1/19	01/19/2023

3. Click **Apply**. The report updates to show only data for that 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.

## Reporting System User Guide

All the reports accessible from this page will be filtered the same way.

The row of filter details below each table header shows the roster you’re viewing.

### District-Level Users: 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 the **Schools** button. The **Filters** panel expands ([Figure 69](#)).
2. Make a selection from the drop-down list in the **Schools** section ([Figure 69](#)).

Figure 61. District-Level User View: Performance on Tests Report with Expanded Filters Panel

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
<a href="#">ELA/L SICA Grade 3</a>	Shortened Interim Comprehensive Assessment (SICA)	3	Benchmark 1	1	2270	Percent Count 100% 1	02/22/2024
<a href="#">Math SICA Grade 3</a>	Shortened Interim Comprehensive Assessment (SICA)	3	Benchmark 1	1	2385	Percent Count 100% 1	01/19/2024
<a href="#">Math SICA Grade 5</a>	Shortened Interim Comprehensive Assessment (SICA)	5	Benchmark 1	1	2280	Percent Count 100% 1	12/18/2023
<a href="#">ELA/L SICA Grade 5</a>	Shortened Interim Comprehensive Assessment (SICA)	5	Classroom Activity	1	2310	Percent Count 100% 1	09/09/2023

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’ve 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’re viewing.

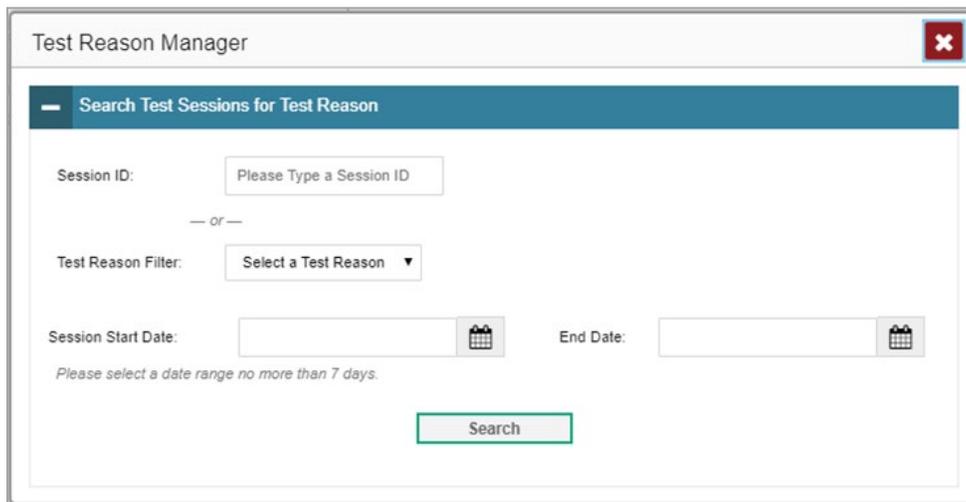
### Assign Test Reasons to Interim Test Opportunities

Test reasons are categories used to classify test opportunities for reporting purposes. They typically indicate the timeframe in which tests were taken, and they’re 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 that was completed in the present school year.

1. From the **Features & Tools** menu, select **Manage Test Reasons**. The **Test Reason Manager** window opens ([Figure 70](#)).

Figure 62. Test Reason Manager Window



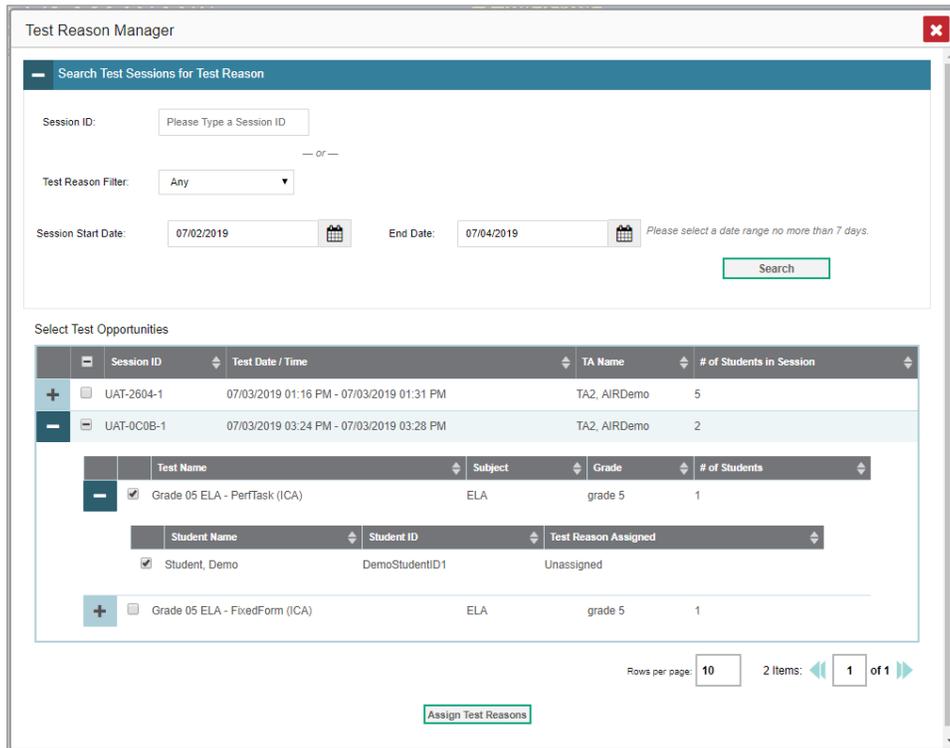
The screenshot shows a window titled "Test Reason Manager" with a close button in the top right corner. Below the title bar is a dark blue header with the text "Search Test Sessions for Test Reason". The main content area contains the following fields and controls:

- Session ID:** A text input field with the placeholder text "Please Type a Session ID".
- Test Reason Filter:** A dropdown menu with the text "Select a Test Reason" and a downward arrow.
- Session Start Date:** A date picker field with a calendar icon.
- End Date:** A date picker field with a calendar icon.
- A small note below the date fields: "Please select a date range no more than 7 days."
- Search:** A green button with the text "Search".

2. To search for the test opportunities you wish to categorize, do either of the following:
  - 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**.

4. A list of retrieved test sessions appears in the section *Select Test Opportunities* (Figure 71). 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.

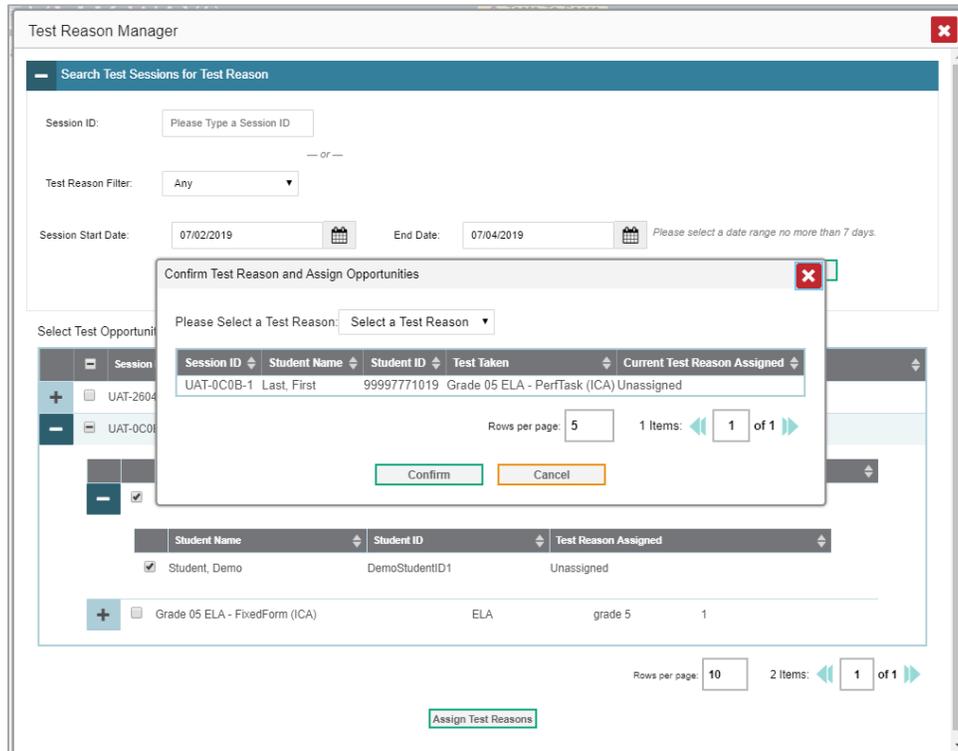
Figure 63. Test Reason Manager Window: Select Test Opportunities



5. Mark the checkboxes for each session, test, or opportunity that you wish to assign to a test reason.
6. Click **Assign Test Reasons** below the list of retrieved sessions.

- In the window that appears ([Figure 72](#)), select a new test reason to assign to the selected opportunities and click **Confirm**.

Figure 64. Confirm Test Reason and Assign Opportunities Window



## Filter by Test Reason

Test reasons (shown in [Figure 73](#)) 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 test windows and are not useful.

Figure 65. Teacher View: Performance on Tests Report

Select Role > Dashboard Generator > Dashboard > Performance on Tests Enter Student ID

**My Assessments** Features & Tools

Average Score and Performance Distribution, by Assessment: All Rosters, 2022-2023  
Filtered By Rosters: All Roster | Test Reasons: All Test Reasons |

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Date Last Taken
<a href="#">Test 547498 Math 1/19</a>	Test Authoring	6	Unassigned	1	0% <span>i</span>	01/19/2023
<a href="#">Test 547499 Science 1/19</a>	Test Authoring	4	Unassigned	1	7% <span>i</span>	01/19/2023
<a href="#">Test 546812 WV 1/17</a>	Test Authoring	6	Summer 2023	1	0% <span>i</span>	01/17/2023

Rows per page: 3 5 Items: 1 of 2

**My Students**

Most Recent Assessment of All Rosters: 2022-2023  
Filtered By Rosters: All Roster | Test Reasons: All Test Reasons |

Student Name	Student ID	Most Recent Assessment	Date Taken
<a href="#">Test.Test</a>	716623001	Test 547498 Math 1/19	01/19/2023

Rows per page: 6 1 Items: 1 of 1

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 find out if students have improved on ELA material. If you don't filter, you'll view 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're viewing only a single test reason.

The **Test Reasons** 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 the **Test Reasons** button. The **Filters** panel expands ([Figure 74](#)).

2. Make a selection from the drop-down list in the **Test Reasons** section.

Figure 66. District-Level User View: Performance on Tests Report with Expanded Filters Panel

Select Role > Dashboard Generator > Dashboard > Performance on Tests

Average Score and Performance Distribution, by Assessment: Demodistrict9996, 2022-2023

Filtered By School: All Schools | Test Reasons: All Test Reasons | Features & Tools

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Braille Module: Grade 4 Writing Informative	Interim Module Assessment	4	1st opportun...	1	n/a	Percent Count 100% 1	08/18/2022
Braille Module: Grade 3 Writing Opinion	Interim Module Assessment	3	1st opportun...	1	n/a	Percent Count 100% 1	08/18/2022
Braille Module: Grade 4 ELA - Listening A	Interim Module Assessment	4	1st opportun...	1	n/a	Percent Count 100% 1	08/18/2022
Braille Module: Grade 4 ELA - Editing A	Interim Module Assessment	4	1st opportun...	1	n/a	Percent Count 100% 1	08/18/2022

Rows per page: 4 9 Items: 1 of 3

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 shows the test reason selected, if any.

## 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 rosters, school, or district. You can even view students who have left your state.

If you don't 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, Cross-Sectional 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:

- 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 belonged 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 ([Figure 76](#)).

Figure 67. Change Reporting Time Period Window

2. From the school year drop-down list, select a school year ([Figure 76](#)). 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 the 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.
4. Click **Save**. All reports are now filtered to show only data for the selected school year and date. The selected date displays in the filter details below the report headings. 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.

# Export and Print Data

You can export or print any data you can view 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.

## Export or Print a Report You're Viewing

1. Select the print button from the **Features & Tools** menu, or, in some reports, from the upper-right corner. If there are multiple report tables on the page, multiple print buttons will appear.

A print preview page opens ([Figure 77](#)).

- o 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 68. Print Preview Page

The screenshot shows a print preview interface for a report. On the left is a sidebar with controls: a 'Zoom Level (Display only)' dropdown set to 'Normal', a 'Print Options' section with radio buttons for 'Save to PDF' (selected), 'Save to Excel', and 'Save to CSV', and a 'Print' button. Below these are 'Confirm' and 'Cancel' buttons. The main area displays the report header: 'IDAHO STATE DEPARTMENT OF EDUCATION Reporting', 'Average Score and Performance Distribution, by Assessment: Demo District 9999, 2023-2024', and filters for 'School: All Schools' and 'Test Reasons: All Test Reasons'. A table follows with columns: Assessment Name, Test Group, Test Grade, Test Reason, Student Count, Average Score, Performance Distribution (with bar charts showing percentages), and Date Last Taken. The table lists 18 different assessments across various grades and subjects.

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Grade 11 Science Idaho Alternate Assessment	IDAA	11	Spring 2024 (IDAA)	11	212 ± 22	Percent Count: 41% (100%)	03/29/2024
Grade 8 Math Idaho Alternate Assessment	IDAA	8	Spring 2024 (IDAA)	7	218 ± 32	Percent Count: 29% (100%)	03/29/2024
Grade 3 ELA/Literacy Idaho Alternate Assessment	IDAA	3	Spring 2024 (IDAA)	6	230 ± 42	Percent Count: 20% (100%)	03/29/2024
Grade 10 Math Idaho Alternate Assessment	IDAA	10	Spring 2024 (IDAA)	6	230 ± 42	Percent Count: 22% (100%)	03/28/2024
Grade 10 ELA/Literacy Idaho Alternate Assessment	IDAA	10	Spring 2024 (IDAA)	6	224 ± 40	Percent Count: 12% (100%)	03/28/2024
Grade 8 ELA/Literacy Idaho Alternate Assessment	IDAA	8	Spring 2024 (IDAA)	5	197 ± 40	Percent Count: 100% (100%)	03/28/2024
Grade 8 Science Idaho Alternate Assessment	IDAA	8	Spring 2024 (IDAA)	9	219 ± 30	Percent Count: 75% (100%)	03/28/2024
Grade 7 Math Idaho Alternate Assessment	IDAA	7	Spring 2024 (IDAA)	4	173 ± 42	Percent Count: 100% (100%)	03/28/2024
Grade 7 ELA/Literacy Idaho Alternate Assessment	IDAA	7	Spring 2024 (IDAA)	5	204 ± 43	Percent Count: 60% (100%)	03/28/2024
Grade 6 Math Idaho Alternate Assessment	IDAA	6	Spring 2024 (IDAA)	5	200 ± 42	Percent Count: 40% (100%)	03/28/2024
Grade 6 ELA/Literacy Idaho Alternate Assessment	IDAA	6	Spring 2024 (IDAA)	4	187 ± 50	Percent Count: 75% (100%)	03/28/2024
Grade 5 Science Idaho Alternate Assessment	IDAA	5	Spring 2024 (IDAA)	10	187 ± 24	Percent Count: 40% (100%)	03/28/2024
Grade 5 Math Idaho Alternate Assessment	IDAA	5	Spring 2024 (IDAA)	5	192 ± 39	Percent Count: 60% (100%)	03/28/2024
Grade 5 ELA/Literacy Idaho Alternate Assessment	IDAA	5	Spring 2024 (IDAA)	4	189 ± 52	Percent Count: 75% (100%)	03/28/2024
Grade 4 Math Idaho Alternate Assessment	IDAA	4	Spring 2024 (IDAA)	4	207 ± 62	Percent Count: 25% (100%)	03/28/2024
Grade 4 ELA/Literacy Idaho Alternate Assessment	IDAA	4	Spring 2024 (IDAA)	6	231 ± 42	Percent Count: 22% (100%)	03/28/2024

- 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 78](#), 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 69. Print Preview Page with Summary and Item Scores Option Selected

Zoom Level (Display only)

Normal

**Report Options**

Summary Only

Summary and Item Scores

**Print Options**

Save to PDF

Page Layout

Portrait

Save to Excel

Save to CSV

\*The data in this report will be exported to a comma separated value document

Print

**Confirm** Cancel

IDAHO STATE DEPARTMENT OF EDUCATION

Reporting

Average Score, Performance Distribution and Average Points Earned on DT1202\_RS (Benchmark 1), by Roster and Reporting Category: Demo School 999901 2023-2024

Filtered By School: All Schools | Test Reasons: Benchmark 1 |

Roster	Teacher	Total			
		Student Count	Test Completion Rate	Average Percent Correct	Average Score
State		n/a		n/a	n/a
District		1		33%	1/3
School		1		33%	1/3
(students not in any roster)		1		33%	1/3

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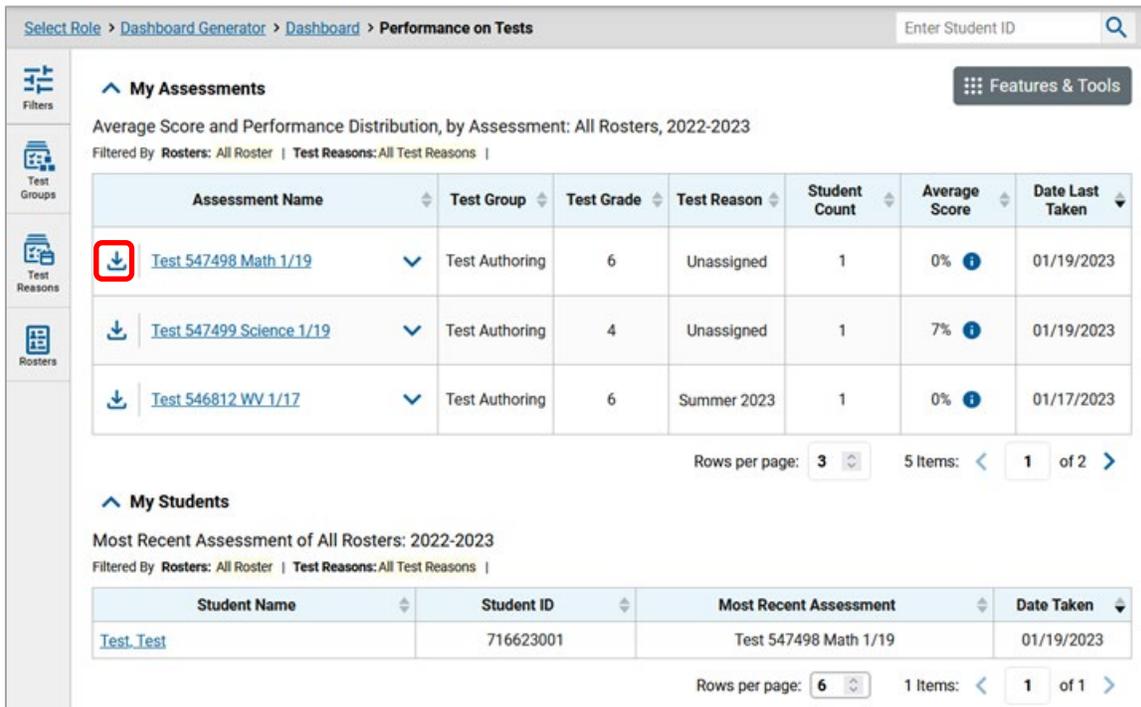
- To print the report, select the **Print** radio button. To download it, select **Save to PDF**, **Save to Excel** (XLSX), or **Save to CSV** (comma-separated values).
  - Optional:* If a printout or PDF is for a particular student and the report includes items, you can mark the **Include Items and Responses (takes extra time)** checkbox. The resulting report includes the actual items and the student's responses.
  - If you selected **Save to PDF**, choose an option from the **Page Layout** drop-down list that appears.
- Click **Confirm**.

If you saved the report as a PDF, Excel, or CSV, the **Secure File Center** window appears, displaying the generated report.

## 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 (as in [Figure 79](#)).

Figure 70. Teacher View: Performance on Tests Report



Select Role > Dashboard Generator > Dashboard > Performance on Tests Enter Student ID

**My Assessments** Features & Tools

Average Score and Performance Distribution, by Assessment: All Rosters, 2022-2023  
Filtered By **Rosters:** All Roster | **Test Reasons:** All Test Reasons |

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Date Last Taken
 <a href="#">Test 547498 Math 1/19</a>	Test Authoring	6	Unassigned	1	0% <span>?</span>	01/19/2023
 <a href="#">Test 547499 Science 1/19</a>	Test Authoring	4	Unassigned	1	7% <span>?</span>	01/19/2023
 <a href="#">Test 546812 WV 1/17</a>	Test Authoring	6	Summer 2023	1	0% <span>?</span>	01/17/2023

Rows per page:  5 Items: <  >

**My Students**

Most Recent Assessment of All Rosters: 2022-2023  
Filtered By **Rosters:** All Roster | **Test Reasons:** All Test Reasons |

Student Name	Student ID	Most Recent Assessment	Date Taken
<a href="#">Test_Test</a>	716623001	Test 547498 Math 1/19	01/19/2023

Rows per page:  1 Items: <  >

The **Export Report** window opens. 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 71. District-Level User View: Export Report Window

- **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 72. Teacher View: Export Report Window

3. Choose from the **PDF**, **Excel**, and **CSV** formats.
4. Click **Export Assessment Data**. A confirmation window appears.

Click **Yes** to export or **No** to return to the **Export Report** window. When you've exported a file, the **Secure File Center** window appears with the generated file available for download.

## Score Items

The Reporting System allows authorized users to score certain items on interim and benchmark tests.

- Some items that require hand scoring arrive in the Reporting System without any scores. For example, all short answer items, including field-authored ones, require hand scoring. If a test contains unscored items, its performance data are 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. Authorized users can override these scores if necessary. For example, all full write items have machine-suggested scores that can be overridden.

## Score Unscored Items

For a student's test performance to be reported, you need to enter scores for any hand-scored item responses on that test.

When you have tests with unscored items, a **Tests To Score** notification appears in the banner.

1. In the banner, click **Tests To Score**.
2. If the **Select School** page appears, make a selection and click **Continue**.
3. On the scoring **Dashboard** (Figure 82), click the name of the test you wish to score. The **Test Scoring** page appears (Figure 83), displaying a list of students and items awaiting scoring for the selected test. This table only includes assessments completed by students in your rosters or students in your test sessions.

Figure 73. Scoring Dashboard

Dashboard						
Assessments to score for All Rosters, 2022-2023						
Assessment Name	Test Reason	Student Count	Items to Score	Items to Submit	Date Last Taken	
<a href="#">INTERIM: HS-ELA-FocusedIAB-WriteReviseExplanatory</a>	School/District Conversation	1	1	0	07/13/2023	
<a href="#">INTERIM: G5-ELA-FocusedIAB-WriteReviseNarratives</a>	School/District Conversation	1	1	0	07/13/2023	
<a href="#">INTERIM: G5-ELA-FocusedIAB-WriteReviseInformational</a>	School/District Conversation	1	2	0	07/13/2023	
<a href="#">INTERIM: G3-Math-IAB-PTOrderForm</a>	School/District Conversation	1	4	0	07/07/2023	
<a href="#">INTERIM: G6-ELA-FocusedIAB-WriteReviseArgumentative</a>	School/District Conversation	1	2	0	07/07/2023	
<a href="#">INTERIM: G9-ELA-ICA-CAT</a>	Classroom	1	3	0	11/30/2022	
<a href="#">INTERIM: G11-ELA-ICA-PT</a>	Classroom	1	1	1	11/30/2022	
<a href="#">INTERIM: G11-ELA-ICA-CAT</a>	Classroom	1	3	0	11/30/2022	
<a href="#">INTERIM: G10-ELA-ICA-PT</a>	Classroom	1	1	1	11/30/2022	
<a href="#">INTERIM: G10-ELA-ICA-CAT</a>	Classroom	1	2	1	11/30/2022	

Rows per page: 10 10 Items: 1 of 1

Figure 74. Test Scoring Page

Dashboard > Test Scoring

Change School

**INTERIM: HS-ELA-FocusedIAB-WriteReviseExplanatory** (School/District Conversation) to score for Demo inst 9999, 2022-2023

<input type="checkbox"/> Submit	Student	Student ID	Date Taken	Items to Score
Item Numbers and Max Points				
3				
2 pt				
<input type="checkbox"/>	Firstnm, Lastnm	1111222315	7/13/2023 4:30:00 PM	<a href="#">Score</a>

Rows per page: 16 1 Items: < 1 of 1 >

Submit Score(s)

- To enter scores for an item response, click the **Score** link or score number link for the item in the required student's row. The scoring window opens to the **Item & Score** tab.
- Optional:* You can open the **Rubric & Resources** tab (Figure 84) to review the item's scoring rubric and any other available resources, such as an exemplar and training guide for scoring the item.

Figure 75. Item View Window: Rubric &amp; Resources Tab

CA-CIA Grade 8 ELA

Item 25 Student: LAST2011, First2011

Current Item: 28 Score: 4/10

Item & Score Rubric & Resources

**Details**

<b>Topic</b>	Writing and Language Standards	<b>Content Alignment</b>	<p>Domain: W: Writing Standards</p> <p>Cluster: W.8.TTP: Text Types and Purposes</p> <p>Standard: W.8.TTP ELA.8.21a: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts or tables), and multimedia when useful to aid comprehension.</p>
--------------	--------------------------------	--------------------------	---

**Rubric**

4 points

**Statement of Purpose/Focus and Organization**

The response is fully sustained and consistently and purposefully focused:

- controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained
- controlling idea or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task

The response has a clear and effective organizational structure creating unity and completeness:

- On the **Item & Score** tab (Figure 85), click the edit button  in the Scoring Criteria table at the top of the window.

7. Review the student's entered response and do one of the following:
  - If the student's response is scorable, select the appropriate score from the drop-down menu in the Points Earned column.
  - If the student's response cannot be scored for any reason, select the appropriate condition code from the drop-down in the Condition Code column. For more information about condition codes, refer to [Condition Codes](#).

Figure 76. Item View Window: Item &amp; Score Tab

INTERIM: HS-ELA-FocusedIAB-WriteReviseExplanatory

Student: Firstnm, Lastnm

63152: Eleanor Roosevelt - Brief Write

Item & Score | Rubric & Resources

Scoring Criteria	Max Points	Points Earned	Condition Code
Correct Answer	2 pt	Not Scored	None

Scoring Note

User	Date	Note
+ Add Note		

Item Language: English

student setting(s) ON

3

In some cases, the **Rubric & Resources** tab will refer to related items on the test, and scoring of this item will depend in part on the student's responses to those items. The related items can be viewed in the **Item & Score** tab under numbered sub-tabs, which you can find directly below the **student setting(s)** toggle.

8. If the item has multiple scoring criteria, repeat step 7 for each criterion.
  - When assigning condition codes to multiple scoring criteria, note that some related criteria may require the codes to be the same.
9. Click **Save**.
10. *Optional:* If you wish to provide an explanation for the given score(s) or condition code(s), click **Add Note** in the *Scoring Note* section, then enter your comment and click **Save**.
11. 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 scoring window.

## Reporting System User Guide

- 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 using the close button at the upper-right corner.

12. Repeat these steps until you have entered scores for all the unscored items for the test.

13. *Optional:* If you need to change the entered score for an item response, you can select the score link for that item on the **Test Scoring** page and repeat these steps.

Once you have entered scores for all the unscored items in a test opportunity, you may [submit that opportunity](#) for processing.

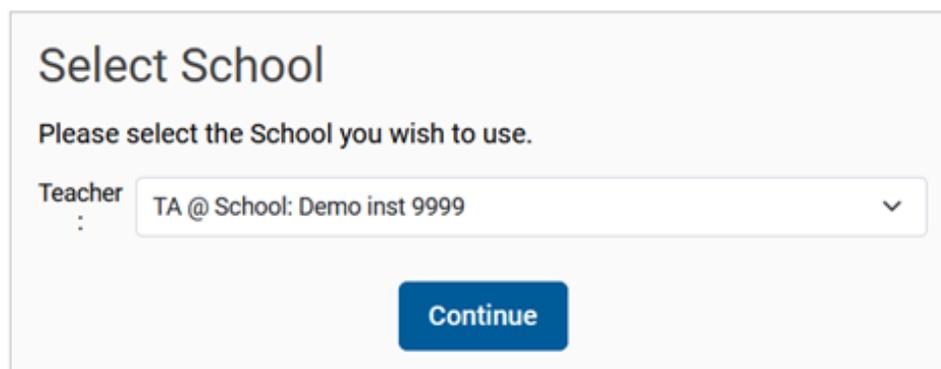
To return to reports, click the close button at the upper-right corner.

## Change the Selected School

Scoring mode allows you to score the item responses for only one school's test opportunities at a time. If you are associated with multiple schools, you may change the selected school in order to score the test opportunities from other schools.

1. To change the selected school, click **Change School** in the top-right corner of the **Dashboard**. The **Select School** page appears.

Figure 77. Select School Page



Select School

Please select the School you wish to use.

Teacher : TA @ School: Demo inst 9999

Continue

2. From the **Teacher** drop-down menu, select the school whose student responses you wish to score.
3. Click **Continue**. The **Dashboard** page appears, displaying the tests available for the selected school.

## Submit Scored Test Opportunities for Processing

In order for a test opportunity's scores to be reported, you will need to submit that opportunity for processing. You may only submit an opportunity once you have entered scores or condition codes for every hand-scored item on the test.

## Reporting System User Guide

- To submit scored opportunities for processing, navigate to the **Test Scoring** page ([Figure 88](#)) and mark the checkbox in the Submit column for each opportunity you wish to submit.
  - You can mark the checkbox at the top of the Submit column to select all fully scored opportunities at once.

Figure 78. Test Scoring Page: Submitting an Opportunity

The screenshot shows the 'Test Scoring' page for 'INTERIM: HS-ELA-IAB-PTEExplanatory (School/District Conversation) to score for Demo inst 9999, 2022-2023'. It features a table with columns for 'Submit', 'Student', 'Student ID', 'Date Taken', and 'Items to Score'. The 'Items to Score' column is further divided into three sub-columns: '1', '2', and '3', with their respective maximum points (2 pt, 2 pt, 6 pt) listed below. Two rows of student data are visible. The first row has a checked 'Submit' checkbox and scores of 0, 0, and 2. The second row has an unchecked checkbox and 'Score' links for the first two items, and a score of 0 with a warning icon for the third. A 'Submit Score(s)' button is located at the bottom left, and a 'Change School' button is at the top right. A message at the bottom states: 'Score is machine scored, and should be checked.' The page also shows 'Rows per page: 16' and '2 Items: 1 of 1'.

Submit	Student	Student ID	Date Taken	Items to Score		
				1	2	3
				2 pt	2 pt	6 pt
<input checked="" type="checkbox"/>	LAST, FIRST	WAMIQA36	2/6/2023 3:09:48 PM	0	0	2
<input type="checkbox"/>	LAST, FIRST	WAMIQA36	6/14/2023 12:14:46 PM	Score	Score	0

- Click **Submit Score(s)** in the bottom-left corner of the page.
- In the confirmation window that pops up, click **Continue**. The selected opportunities will be submitted for processing and reporting and removed from scoring.

To return to reports, click the close button at the upper-right corner. You can still modify the item scores on that test directly from the reports by following the procedure in the next section, [Modify Scores for Items in Reports](#).

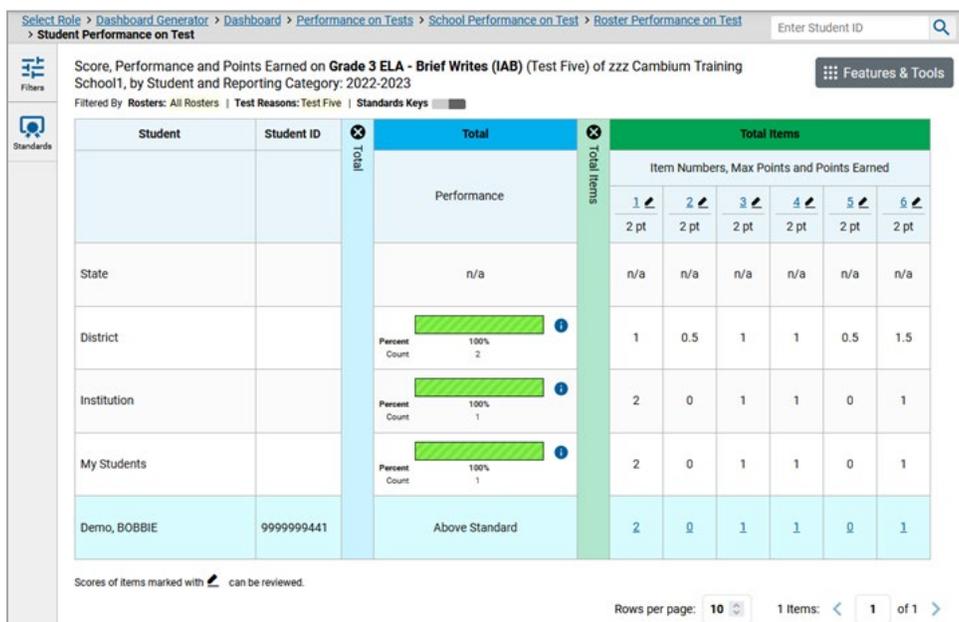
## Modify Scores for Items in Reports

You can modify scores for some items directly from the **Item View** window that opens from a report.

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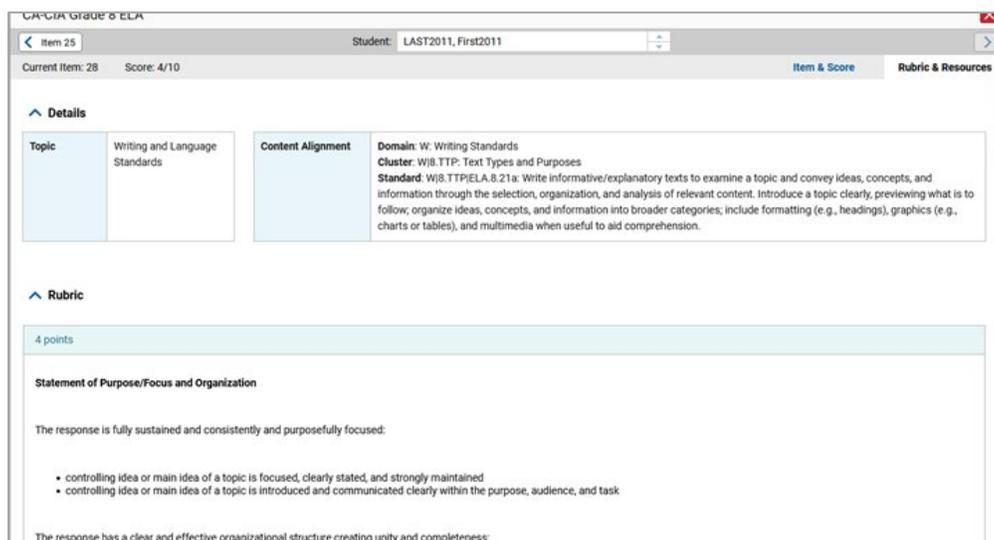
Reports display a pencil icon  in the column header for each item with a modifiable score (as in [Figure 89](#)). When a machine-suggested score has a low confidence level, or when a condition code of Non-Specific or Uninterpretable Language has been assigned by machine,  displays next to the score. It is highly recommended that you review items flagged with this icon.

Figure 79. Student Performance on Test Report with Expanded Total Items Section



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. *Optional:* You can open the **Rubric & Resources** tab ([Figure 90](#)) to review the item's scoring rubric and any other available resources, such as an exemplar and training guide for scoring the item.

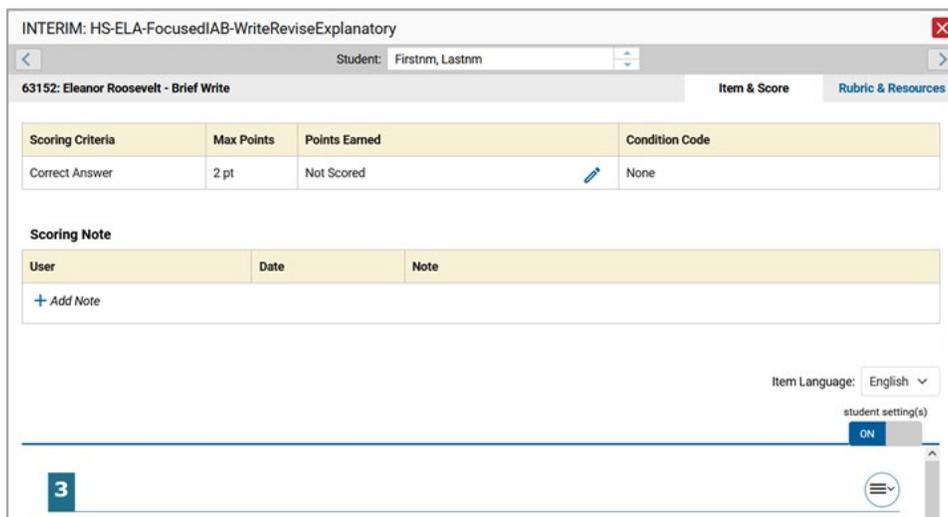
Figure 80. Item View Window: Rubric & Resources Tab



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- On the **Item & Score** tab (Figure 91), 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.

Figure 81. Item View Window: Item &amp; Score Tab



Scoring Criteria	Max Points	Points Earned	Condition Code
Correct Answer	2 pt	Not Scored	None

User	Date	Note
+ Add Note		

- Do one of the following:
  - 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.
- If the item has multiple scoring criteria, repeat step 4 for each criterion.
- Click **Save**.
- Optional:* If you wish to provide an explanation for why you chose the given score or condition code, click **Add Note** in the *Scoring Note* section, then enter your comment and click **Save**.
- 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.

Note that for some items, two Scoring Criteria tables appear, with the top one having modifiable scores and the bottom one displaying transformed scores, as in Figure 92. When you modify a score, the new scores are automatically transformed, and the transformed scores are what will appear in reports. You

will need to refresh or navigate away from the item or the report before you can view the transformed scores, and there may be a delay before they appear.

## Appendix

Appendix sections are alphabetized for your convenience.

### C

#### Roster Management

Rosters are groups of students. Each user-defined class is associated with a teacher. Each is also associated with a single administrative year. They typically represent entire classrooms in lower grades, or individual classroom periods in upper grades. They can also represent any group that is meaningful to users. A student may belong to more than one class.

Teachers, school-level users, and district-level users can add, edit, and delete user-defined classes. 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. Changes to rosters may take a few minutes to appear in reports.

When creating classes, follow the guidelines below:

- Classes should ideally include about 25–30 students. If a class is too large or too small, it may affect the credibility and usefulness of the data available in reports.
- When naming classes, a clear and consistent naming convention should be used that indicates the grade, class name, teacher, and/or period as applicable. For example, an elementary school class may be named “Gr3Jones23-24” and a secondary school class may be named “AikenPeriod3Eng9A23-24”.

A few restrictions to be aware of when creating rosters:

- Each user-defined class can only be associated with one school.
- You can only add students who are enrolled in the school or district associated with your user account.
- Only 500 active students can be included in one class.

#### Add a Roster

You can create new rosters from students associated with a school.

1. From the **Features & Tools** menu, select **Add Roster**. The *Roster Manager* window appears, showing the Add Roster form ([Figure 93](#)).

Figure 82. Roster Manager Window: Add Roster Form

**Add Roster**

**School Details**  
You are adding the roster to the School listed below. To add a roster to a different School, click **Change School**.

District: Demo District 9999 - 9999  
School: Demo School 1 - 9999\_9991

**Find and Select Students**  
Search for students to add to your roster by using **Student Search** to find specific students or groups, or use **Quick Roster** to quickly build a complete roster.  
A roster works best with about 30 students, although you can have up to 500 active students on each roster.

Student Search Quick Roster

Set at least one search field to create a quick roster.

ID Type:  
None selected

Grade:  
None selected

**+ Additional Fields**  
For a more specific quick roster, select additional fields to create your group.

Create Quick Roster

**Roster Details**  
\*Roster Name:   
\*Teacher Name: -- Select --

**Selected Students (0)**  
Show more information Filter students

<input type="checkbox"/> REMOVE ALL	STUDENT NAME	GRADE	SSID
Use Student Search or Quick Roster to add students.			

2. If necessary, select the district and school for the roster from the drop-down lists.
3. Add a roster name and select a teacher.
4. Decide how you want to add students:
  - **Quick Roster** tab (search adds students automatically, manually remove students to edit)
    - Use the **Quick Roster** tab to create a roster from a group of students. Once you select the search criteria, all students who meet those criteria are automatically added to the roster after you select **Create Quick Roster**. You can remove students manually by selecting **X** next to individual students or select **Remove All** from the top of the grid. Selecting **Save** creates your roster.
  - **Student Search** tab (search finds students that you add and remove manually)
    - Use the **Student Search** tab for a more traditional search function, including the option to find specific students by ID or name. After you return results, select **+** to add individuals or select **Add All** from the top of the grid.
- Tip:** To return fewer students, limit your search by adding more criteria. Expand the *Additional Fields* section to add student information criteria as available.
5. *Optional:* After results appear under *Selected Students*, change the information that displays about students.
  - **Show more information** drop-down: Select or clear additional columns under Available/Selected Students grids.
  - **Note:** Selecting **Former Students** shows students who are no longer associated with the school in italics with the date they left the school. You can still add these students to your class. Once a student has been added to a class, the student will remain in the class even if the student is no longer enrolled in the school.

## Reporting System User Guide

- Use the *Filter* field to limit students to those who match the text you enter.

This keyword search only finds text in the grid. Be aware if you enter 11 to find students in 11th grade, any content with the text “11” will display. This could potentially pull in results you did not intend to find.

- After you save, rosters may be changed from the Edit Rosters screen.

### Modify a Roster

You can modify a user-defined 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 form ([Figure 95](#)).
2. Select the school year, district, school, and roster type as needed for the roster you wish to edit. Optionally, select a teacher.
3. Click **Search**. Click **View Results** to view the results in your browser.

Figure 83. Roster Manager Window: View/Edit/Export Roster Form Showing Retrieved Rosters

The screenshot shows the 'Roster Manager' window with the 'View/Edit/Export Roster' form. At the top, there is a search bar labeled 'Search for Rosters to Edit' and three action buttons: a dropdown menu, a download icon, and a delete icon. Below the search bar, a note states: 'Note: For multiple roster selection, you may print 1,000 students at a time.' The form displays 'Number of rosters found: 30' and a 'Filter results' search box. The main content is a table with the following data:

<input type="checkbox"/>	Edit	Roster Name	Teacher	Grades In Roster	Number Of Students
<input type="checkbox"/>		!!!!IDROSTERupdateUI00100001	16.0, PPV	02	1
<input type="checkbox"/>		!!!!UploadIDRoster0001	16.0, PPV	03	1
<input type="checkbox"/>		!!!!UploadIDRoster0002	16.0, PPV	04, 05	2

4. In the list of retrieved rosters, click for the roster whose details you want to view. The **View/Edit** window for the roster opens.

Figure 84. Roster Manager Window: View/Edit Roster Form

**Search Results**  
Student's Last Name: demo  
A roster works best with about 30 students, although you can have up to 500 active students on each roster.

**Roster Details**  
You can change the name and teacher associated with this roster.  
\*Roster Name:   
\*Teacher Name:

**Available Students (122)**  
Show more information  Filter students   

STUDENT NAME	GRADE	REPORTING ID	DATE LEFT	ADD ALL	+
demo, demo	03	██████			+
demo, demo	03	██████			+

**Selected Students (7)**  
Show more information  Filter students   

REMOVE ALL	STUDENT NAME	GRADE	REPORTING ID	DATE LEFT
X	Last, Demo	03	██████	
X	Last, Demo	03	██████	

- To add students, select **Find Students**. Select the **Student Search** tab to add individual students manually or select the **Quick Roster** tab to add a group of students and then remove individual students who do not need to be on the roster. After you return results, select  to add individuals or select **Add All** from the top of the grid.

**Note:** Each user-defined roster can only be associated with one school, so the search options do not include a way to search for a school.

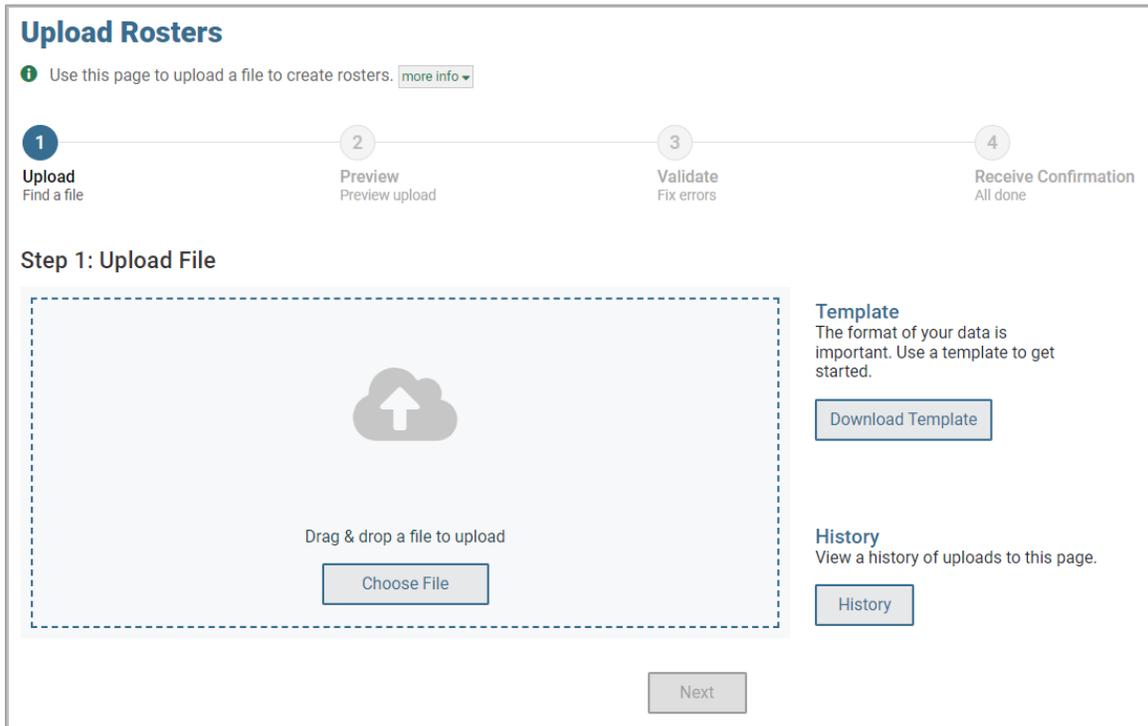
- To remove students, click  next to an individual student or select **Remove All** from the top of the grid.
- Select **Save**, and in the affirmation dialog box select **Continue**.

## Upload Rosters

If you have many 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.

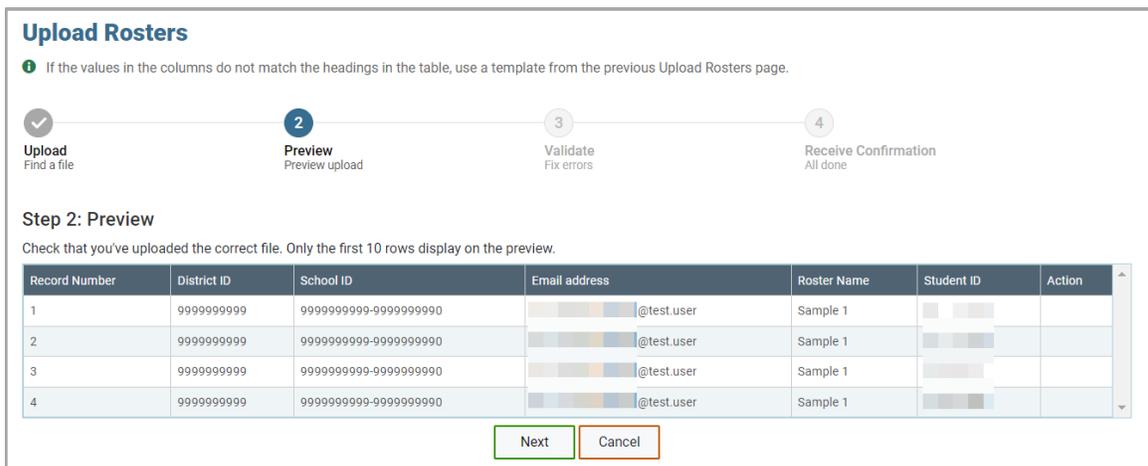
- From the **Features & Tools** menu, select **Upload Rosters**. The **Roster Manager** window appears, showing the Upload Rosters: Upload page ([Figure 96](#)).

Figure 85. Roster Manager Window: Upload Rosters: Upload Page



2. Click **Download Template** on the right and select the appropriate file type.
3. Open the template file in a spreadsheet application, fill it out, and save it.
4. On the Upload Rosters: Upload page, click **Choose File** and select the file you created in the previous step.
5. Click **Next**. The Upload Rosters: Preview page appears (Figure 97). Use the file preview on this page to verify you uploaded the correct file.

Figure 86. Roster Manager Window: Upload Rosters: Preview Page



## Reporting System User Guide

6. Click **Next** to validate the file.

Any errors or warnings are displayed on the Upload Rosters: Validate page (Figure 98). 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 87. Roster Manager Window: Upload Rosters: Validate Page

**Upload Rosters**

Review the validation results below. [more info](#)

Upload Find a file    Preview Preview upload    **3 Validate** Fix errors    4 Receive Confirmation All done

**Step 3: Validate**

3 record(s) will be processed.  
 1 record(s) with errors cannot be processed. To include these records, review the tables below. Then edit and upload your revised file.

**Summary**

Shows an overview of issue types in your file with the number of times each issue occurs. Gives a solution for each type when possible.

Error / Warning Type	Count	Information
✖ Error: Student ID is not enrolled in this School	1	Use a Student ID that is enrolled in the School. [ErrorCode700814]

**Details**

Shows the Record Number and column of each issue in your file. Select the icons for information about each issue. Note: Record Numbers are one less than the row numbers for Excel files with column labels in the first row.

Record Number	District ID	School ID	Email address	Roster Name	Student ID	Action
4	9999999999	9999999999-9999999999	@test.user	Sample 1	✖	

Upload Revised File    Continue with Upload    Download Validation Report

- To revise the file before uploading, select **Upload Revised File**.
- To view a list of issues with the file, select **Download Validation Report**.
- To continue with the upload regardless of errors or warnings, select **Continue with Upload**. The confirmation screen appears (Figure 99).

Figure 88. Upload Rosters Confirmation Page

**Upload Rosters**

Upload Find a file    Preview Preview upload    Validate Fix errors    **4 Receive Confirmation** All done

✓ Your file has been uploaded.

3 record(s) were processed.  
 1 record(s) with errors were not processed.

Upload New File    Download Validation Report    Download Rejected Records

[Table 2](#) provides the guidelines for filling out the Roster template that you can download from the Upload Roster page.

Table 2. Columns in the Rosters Upload File

Element	Description	Valid Values
District ID*	District associated with the roster.	District ID that exists in TIDE. Up to 20 characters.
School ID*	School associated with the roster.	School ID that exists in TIDE. Up to 20 characters. Must be associated with the district ID. Can be blank when adding district-level rosters.
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 3](#) provides an overview of the various condition codes that may be entered for a machine- or hand-scored item when a traditional score cannot be entered for the student's response.

Table 3. Condition Codes

Source of Code	Condition Code	Description
Human	Blank	<ul style="list-style-type: none"> <li>The student did not enter a response.</li> </ul>

Source of Code	Condition Code	Description
Human	Insufficient Text	<ul style="list-style-type: none"> <li>The student has not provided a meaningful response. Some examples: <ul style="list-style-type: none"> <li>Random keystrokes</li> <li>Undecipherable text</li> <li>“I hate this test”</li> <li>“I don’t know”, “IDK”</li> <li>“I don’t care”</li> <li>“I like pizza!” (in response to a reading passage about helicopters)</li> <li>Response consisting entirely of profanity</li> </ul> </li> <li>For ELA Full Writes, use the “Insufficient Text” code for responses described above and also if <ul style="list-style-type: none"> <li>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.</li> <li>The response is too brief to make a determination regarding whether it is on purpose or on topic.</li> </ul> </li> </ul>
Human	Non-Scorable Language	<ul style="list-style-type: none"> <li>ELA/literacy: Language other than English.</li> <li>Mathematics: Language other than English or Spanish.</li> </ul>
Human	Off Purpose	<ul style="list-style-type: none"> <li>For ELA Full Writes only: <ul style="list-style-type: none"> <li>A writing sample will be judged off purpose when the student has clearly not written to the purpose designated in the task.</li> <li>An off-purpose response addresses the topic of the task but not the purpose of the task.</li> <li>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.</li> <li>Off-purpose responses are generally developed responses (essays, poems, etc.) clearly not written to the designated purpose.</li> </ul> </li> </ul>
Human	Off Topic	<ul style="list-style-type: none"> <li>For ELA Full Writes only: <ul style="list-style-type: none"> <li>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).</li> <li>Off-topic responses are generally substantial responses.</li> </ul> </li> </ul>
Machine	Blank	<ul style="list-style-type: none"> <li>The student did not enter a response.</li> </ul>
Machine	Insufficient Text (Duplicated Text)	<ul style="list-style-type: none"> <li>The response contains a significant amount of text repeated over and over.</li> </ul>

Source of Code	Condition Code	Description
Machine	Insufficient Text (Too Few Words)	<ul style="list-style-type: none"> <li>The response contains too few words to be considered a valid attempt.</li> </ul>
Machine	Insufficient Text (Copied Text from the Prompt)	<ul style="list-style-type: none"> <li>The response is largely composed of text copied from the prompt.</li> </ul>
Machine	Insufficient Text (Refused to Answer)	<ul style="list-style-type: none"> <li>The response is a refusal to respond, in a form such as “idk” or “I don’t know.”</li> </ul>
Machine	Non-Specific	<ul style="list-style-type: none"> <li>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.</li> </ul>
Machine	Non-Scorable Language (Spanish Response)	<ul style="list-style-type: none"> <li>The response is in Spanish.</li> </ul>
Machine	Non-Scorable Language (Uninterpretable Language)	<ul style="list-style-type: none"> <li>The response is in a language other than English or Spanish.</li> </ul>

## H

### Help

The Reporting System includes an online user guide.

#### Access the Online User Guide

In the banner, click **Help**. The guide opens in a pop-up window, showing the help page specific to the page you’re on. For example, if you click **Help** while on the dashboard, the Overview of the Dashboard page appears.

## L

### Login Process

This section describes how to log in to the Reporting System.

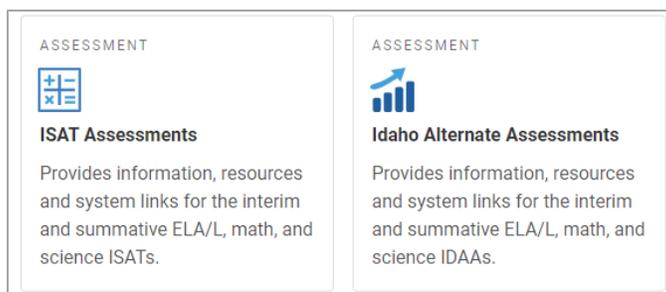
Do not share your login information with anyone. All Cambium systems provide access to student information, which must be protected in accordance with federal privacy laws.

## Reporting System User Guide

### Log In to the Reporting System

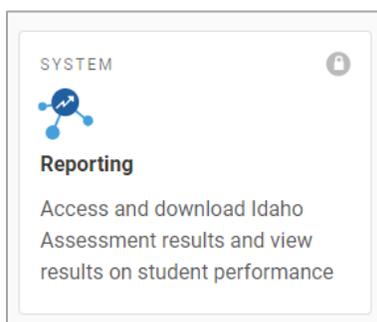
1. Navigate to the [Portal](#).
2. Select from the Browse by Assessments cards displayed ([Figure 100](#)).

Figure 89. Assessment Cards



3. Click the **Reporting** card ([Figure 101](#)). The login page appears.

Figure 90. Reporting Card



4. On the login page ([Figure 102](#)), enter the email address and password you use to access all CAI systems.

Figure 91. Login Page

5. Click **Secure Login**.

## Reporting System User Guide

- a. If the Enter Code page appears ([Figure 103](#)), 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 92. Enter Code Page

6. If your account is associated with multiple institutions, you are prompted to select a role, as in [Figure 104](#). 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 93. Select Role Page

The Dashboard Generator for your user role appears.

### 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 ([Figure 105](#)). 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.

## Reporting System User Guide

- 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 94. Reset Your Password Page

**Reset Your Password**

Enter your email address and select **Submit**. You will receive an email that contains a link to create a new password.

**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](mailto:wvhelpdesk@air.org)

**Submit**

[Return to Login 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 have not received 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 your Helpdesk for assistance. You must provide your name and email address.

## M

## Multiple 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 106](#), 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 included in calculations of average scores or performance distributions.

Figure 95. Roster Performance on Test Report

Student	Student ID	Total	Total Items			
		Score	Item Numbers, Max Points and Points Earned			
		Performance	1	2	3	4
			4-CR2-515.W.9a	4-CR3-515.W.9a	4-CR4-515.W.8	2-W4-515.W.2a
			2 pt	1 pt	2 pt	6 pt
State		n/a	n/a	n/a	n/a	n/a
District		100% 4	2	0	1.67	0
Institution		100% 3	2	0	2	0
My Students		100% 3	2	0	2	0
Demo_KATIE	9999999346	A2/Near Standard	2	0	2	0
Demo_KATIE	9999999346	A2/Near Standard	2	0	2	0

Scores of items marked with 🕒 can be reviewed. ⚠️ You should review this score.

🕒 Most Recent Assessment ⭐ Opportunity is not included in calculations of average scores and performance levels

## 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. 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.

## P

## Performance Data

Depending on the test, a report may display different kinds of performance data:

## Reporting System User Guide

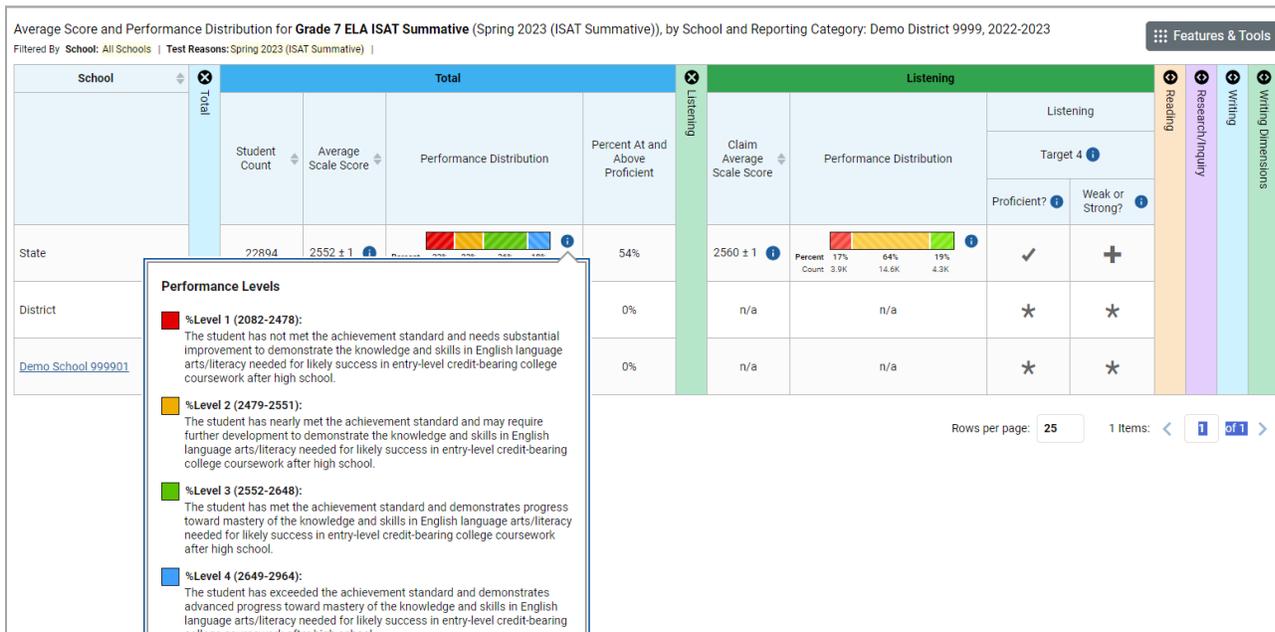
- Score data:
  - Scale scores.
  - Raw scores, which may be in the form of percentages or fractions.
- Standard error: After an individual student's score, you may notice a number with "±" before it. This is the standard error of measurement (SEM). A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. As an example, if a student receives a test score of 75 with an SEM of 4, that tells us that the student's knowledge and skills fall between 71 and 79. For average scores at aggregate levels, the number following "±" is the standard error of the mean.
- 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 107](#), 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 (Figure 107), represents the total percentage of students who achieved proficiency. It typically includes those who fell into the top one to three performance levels.

Figure 96. District Performance on Test Report

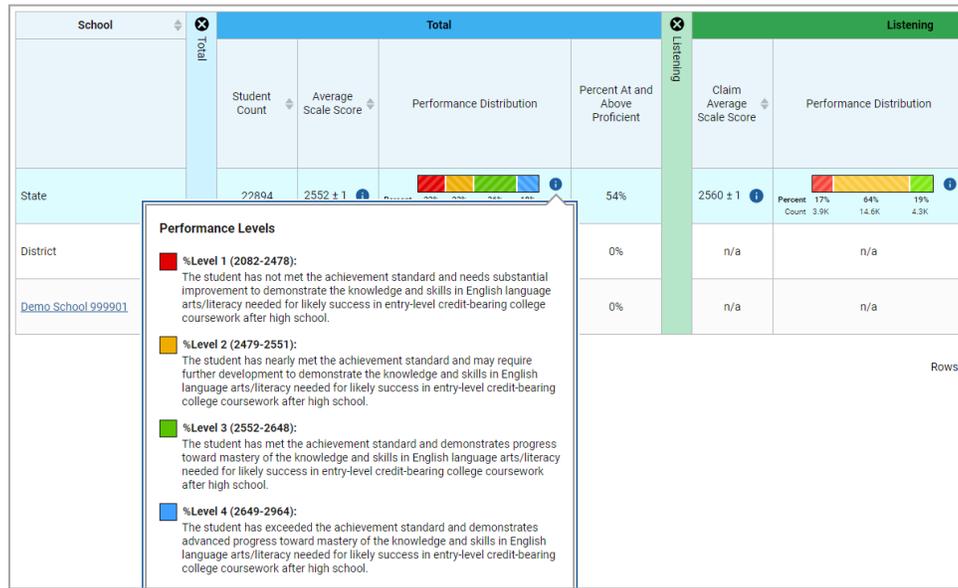


- Measures in aggregate reports for adaptive tests may also include Proficient? and Weak or Strong?.

In a report, click the more information button in the score or Performance Distribution columns.

A legend appears (Figure 108), explaining what the scores or performance levels indicate.

Figure 97. District Performance on Test Report with Expanded Performance Distribution Legend



You will find similar buttons in reports throughout the Reporting System.

## R

### Report Tables

#### 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.

#### 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.

### 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.

### 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. Alternatively, click and drag the horizontal scrollbar at the bottom of the table.

If a table contains expandable and collapsible accordion sections, you can click the section bars to expand and collapse them.

### Expand All Accordion Sections in a Table

If you're 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.

## S

### Secure File Center

The Reporting System allows you to access a Secure File Center that is integrated with other online assessment systems, such as TIDE, and accessible from your Portal. The Secure File Center 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 File Center is personal to them and not shared among other users. Users can easily manage the files in their Secure File Centers. 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. Users can archive or delete files as needed. Users can also share files by sending them to other users' Secure File Centers.

### Access and Manage Files in the Secure File Center

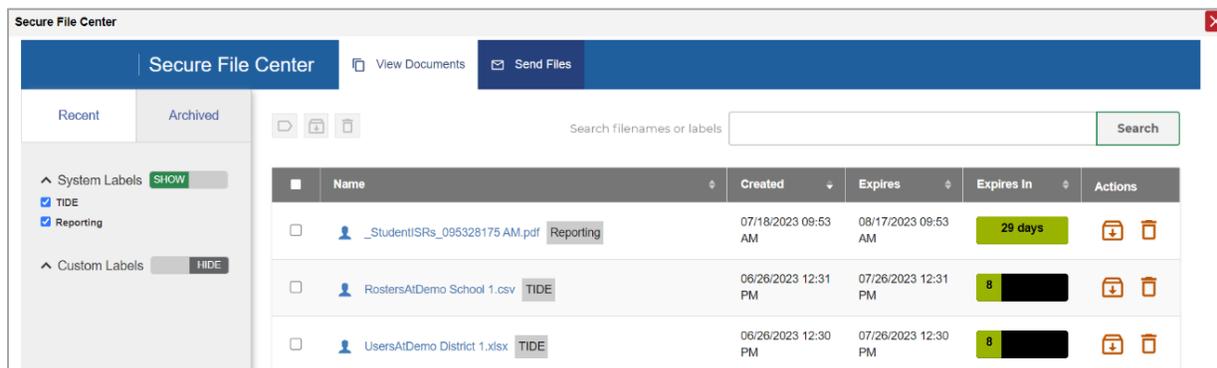
The files in the Secure File Center are listed in the order in which they were created. The file creation and file expiration dates appear, if applicable. The number of days remaining until a file expires is also displayed next to a file. By default, exported files are available for 30 days while secure documents are

## Reporting System User Guide

available for the period specified by the SDE. You can access the Secure File Center from any page in Reporting to either download the file or archive the file. You can also delete the files you have exported, but not files added by admin users.

1. In the banner, click **Secure File Center**. The **Secure File Center** window appears ([Figure 109](#)). By default, the Secure File Center displays the **View Documents** tab.

Figure 98. Secure File Center Window: View Documents Tab: Recent Sub-Tab



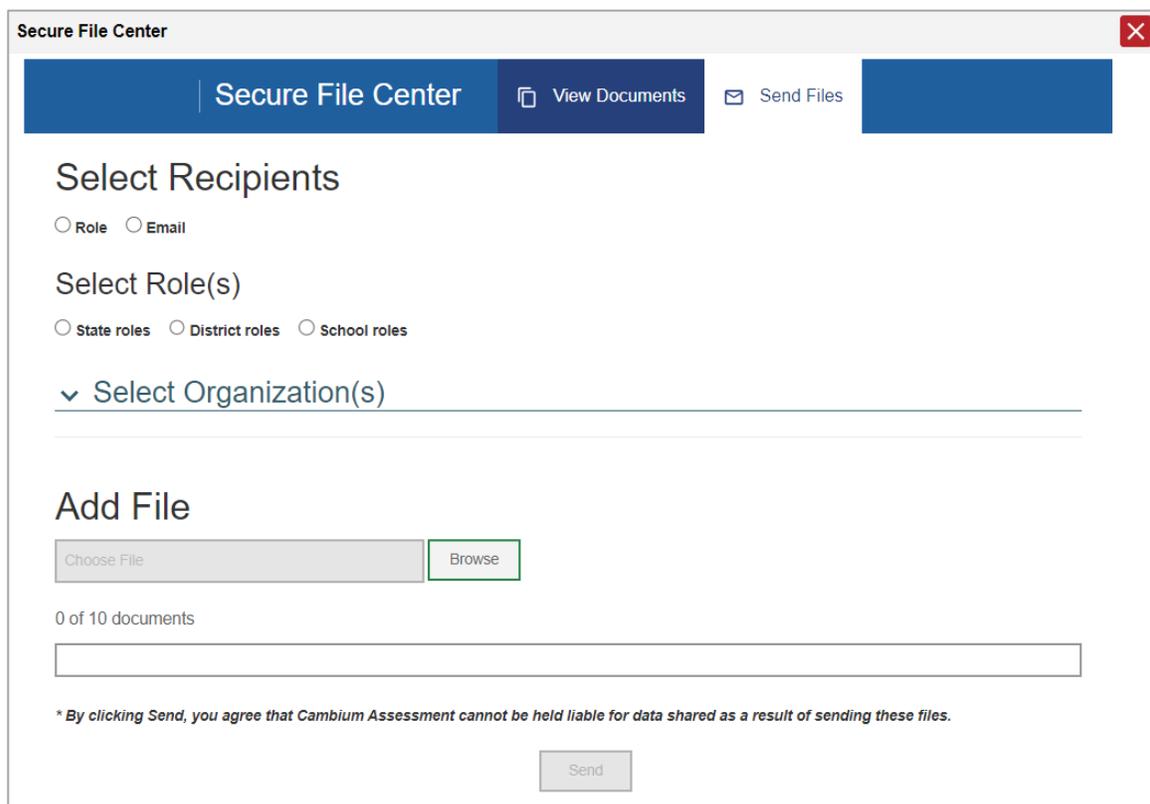
2. Choose either of the available tabs ([Figure 109](#)):
  - **Recent**: Displays all files except those that have been archived.
  - **Archived**: Displays files that have been archived.
3. *Optional*: To filter the files displayed, enter a search term in the text box in the upper-right corner.
4. *Optional*: To hide or display system labels, click the **System Labels** toggle.
5. *Optional*: To hide files with a particular system label, clear the checkbox for that label.
6. *Optional*: To hide or display custom labels, click the **Custom Labels** toggle.
7. *Optional*: To hide files with a particular custom label, clear the checkbox for that label.
8. *Optional*: Do one of the following:
  - To download a file, click the name of the file.
  - 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 unarchive a file from the **Archived** tab, select .

- To delete a file, select . Files exported to the Secure File Center or archived can be deleted. However, secure documents uploaded to the Secure File Center by admin users cannot be deleted.

### Send Files to Other Users' Secure File Centers

1. From the banner, select **Secure File Center**. The *Secure File Center* page appears. By default, the **View Documents** tab displays.
2. Select the **Send Files** tab. The *Send Files* page appears ([Figure 110](#)).
3. In the *Select Recipients* field, do one of the following:
  - Select **Role** to send a file or files to a group of users by user role.
  - Select **Email** to send a file or files to a single recipient by email address.
  - If you select **Email**, skip to step [7](#).

Figure 99. Secure File Center 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, 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.

## Reporting System User Guide

6. From the *Select Organization(s)* drop-down lists, 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.
7. If you selected **Role** in step 3, skip this step. If you selected **Email** in step 3, enter the email address of the recipient to whom you wish to send a file or files.
8. To select a file or files to send, in the *Add File* field, select **Browse**. A file browser appears.
9. Select the file(s) you wish to send.
10. Select **Send**.

Files display in the Secure File Center after you send them.

## T

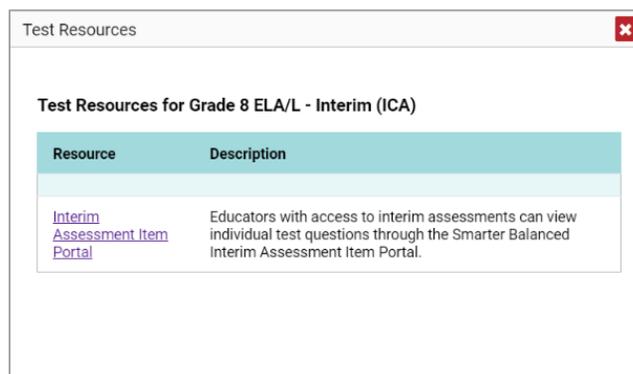
### Test Resources

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 **Get Instructional Resources** in the Features & Tools menu.

A window opens ([Figure 114](#)), displaying resource links that either download or open in a new browser tab or window.

Figure 100. Test Resources Window



## U

### User Role Change

If your account is associated with multiple user roles or institutions, you can switch between them. The following instructions do not apply to [switching schools for hand scoring purposes](#).

## Reporting System User Guide

1. From the banner menu, select **Change Role**. (Alternatively, click the **Select Role** link in the path at the upper-left corner.) The **Change Role** window appears.
2. From the **Role** drop-down list, select the desired role and institution (entity name) combination.
3. Click **Continue**. The window closes and the Dashboard Generator page appears.

## User Support

For additional information and assistance in using the Reporting System, contact the Idaho Helpdesk.

The Helpdesk is open 08:00 AM to 08:00 PM MST (except holidays or as otherwise indicated on the ISAT and IDAA Portal).

- ISAT and IDAA Helpdesk
  - **Toll-Free Phone Support:** 1.844.560.7365
  - **Email Support:** idhelpdesk@cambiumassessment.com

Please provide the Helpdesk 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 11 (23H1) and Firefox 113 or macOS 13.3 and Safari 16).

# Change Log

Location	Change	Date
Throughout	Cutover for 2023–2024 school year.	3/15/2024

**Appendix 5-G**  
**Test Administrator Quick Guide**



# Test Administrator Quick Guide

2023-2024

*Published April 19, 2024*



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# Test Administration Quick Guide

TDS manages testing for students participating in the Idaho State Assessment Program practice tests, ISAT and IDAA operational tests. This guide provides abbreviated information for the most common functions. More information is available in the [Test Administrator \(TA\) User Guide](#) through the portal.

The Test Delivery System has two components:

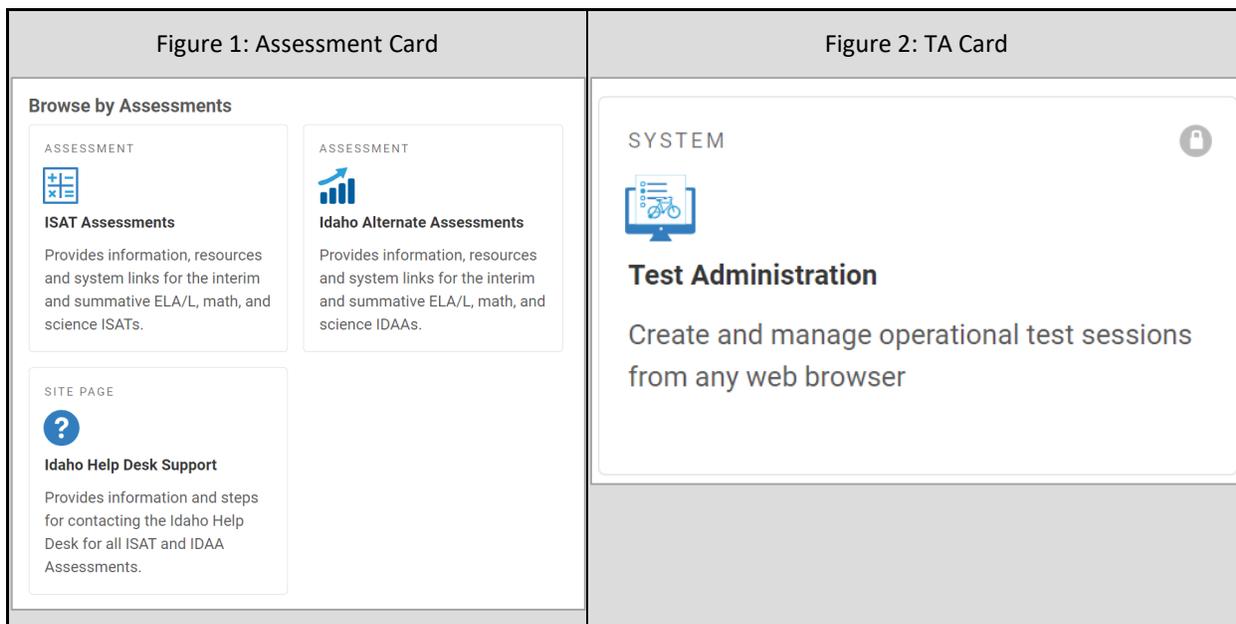
- Test Administrators (TAs) use the Test Administration (TA) Interface to create and manage test sessions.
- Students use the Student Testing Site to take the tests.

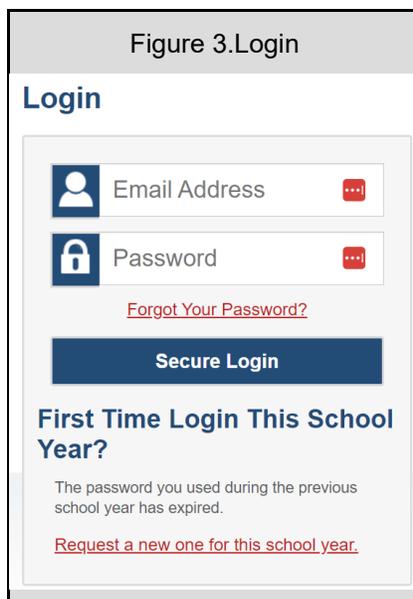
For online Help Guides, look for  in the TA Interface and  in the Student Testing Site.

## TA Interface

### Log In

Access the [Idaho State Assessment Program Portal](#) and click the ISAT Assessments card (Figure 1) to navigate to the **Test Administration (TA) Interface** card. (Figure 2). If this is the first time you are logging in for a new school year, request a new password. (Figure 3).





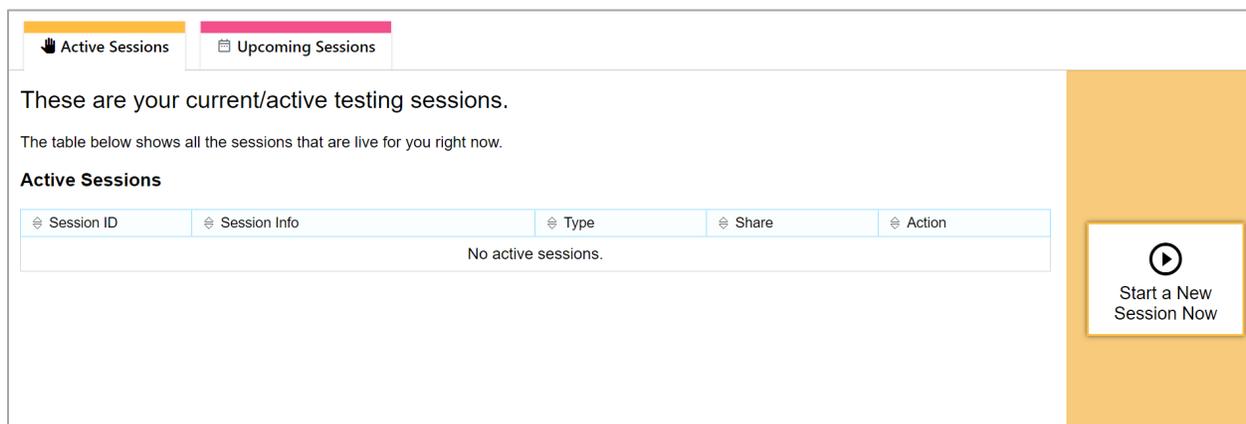
On the login page, enter the email address and password you use to access all CAI systems and click **Secure Login**.

**Note:** If the *Enter Code* page appears, an authentication code will be emailed to you. You must enter this code in the *Enter Emailed Code* field and click **Submit** within 15 minutes. If the code expires, click **Resend Code** to request a new one.

## Start a Test Session

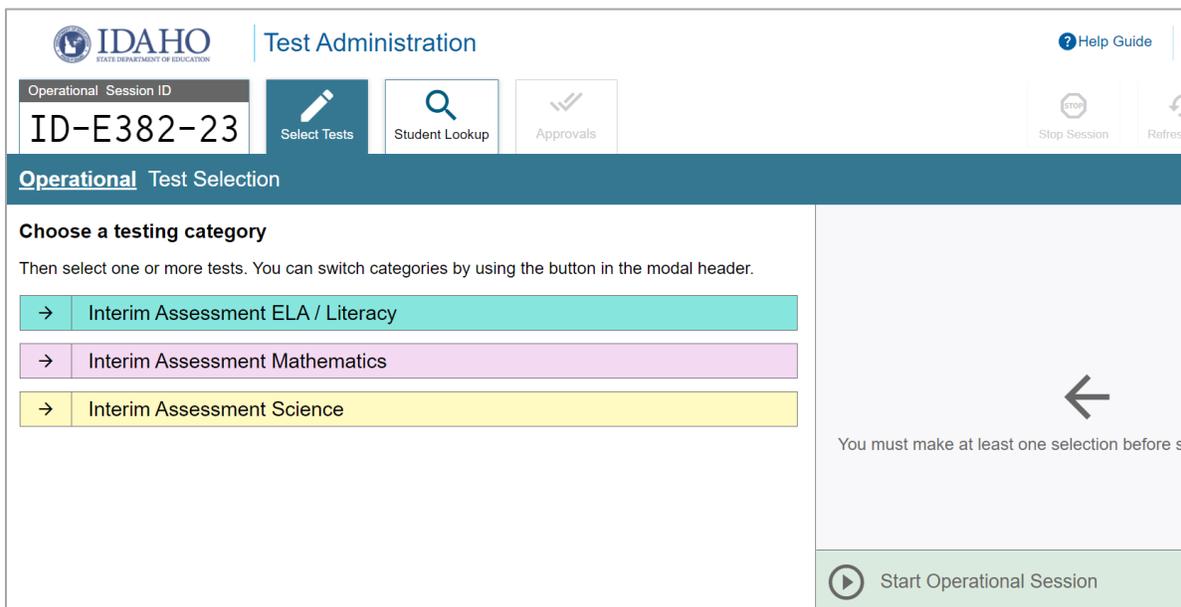
1. In the **Test Selection** window, select the tests to administer:
  - If the **Select Tests** tab does not open automatically, click **Select Tests** or click **Start a New Session Now** on the **Active Sessions** tab.

Figure 4. Test Selection Window



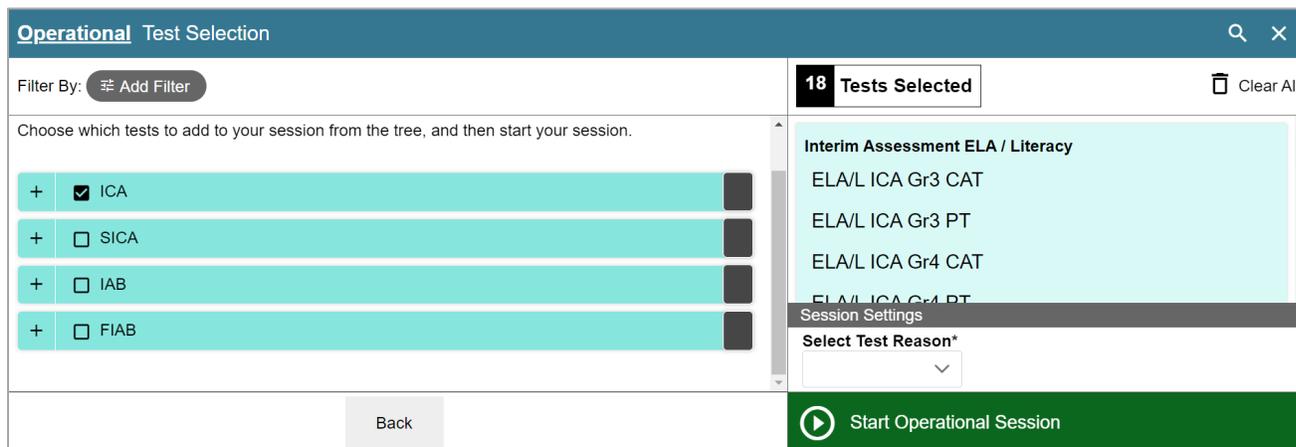
- Select the test category and then select the tests you wish to administer.
  -  **Note:** Once a prescheduled testing session (using “Upcoming Sessions”) has begun, no further tests may be added to that test session. New tests may be added to a newly started test session.

Figure 5. Test Category Window



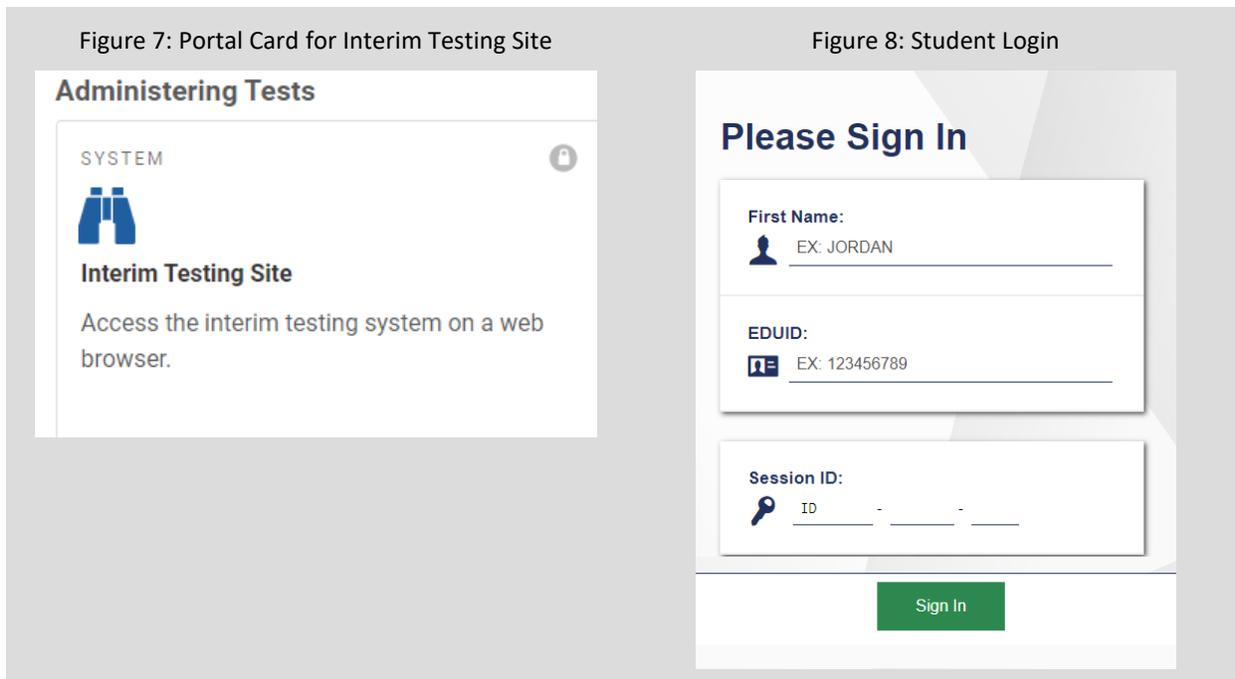
- If any of the selected tests require you to select additional settings, such as a test reason, options for those settings appear in the *Session Settings* section. Select the required settings for your session.
- Click **Start Session**. The *Session ID* appears at the top left of the page and starts with ID.
- Share the Session ID with students who will be joining the session.

Figure 6. TA Interface: Select Tests, Start Session



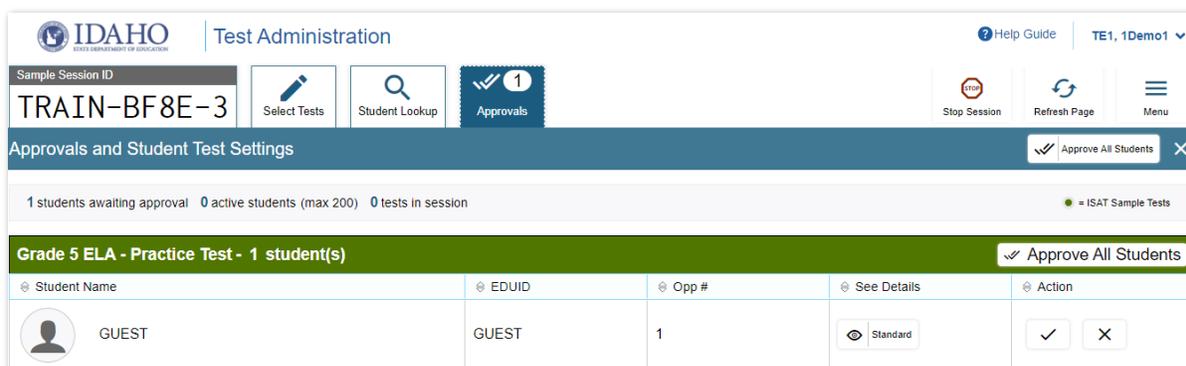
Students can take both interim and summative assessments via the Secure Browser. Interim assessments may also be taken through the Interim Testing Site.

Have students sign in to the Interim Testing Site using the card on the [Idaho Portal](#) (Figure 7) or into a test using the Secure Browser. In both scenarios, students will use their first name, EDUID, and the session ID to log into the test (7). For more information about the student login process, refer to the [Sign In](#) section.



Approve students for testing. When students select tests, the **Approvals** box in the TA Interface shows a notification, indicating how many students are waiting for approval. Click **Approvals** to view the list of students awaiting approval.

Figure 9. TA Interface: Approvals and Student Test Settings

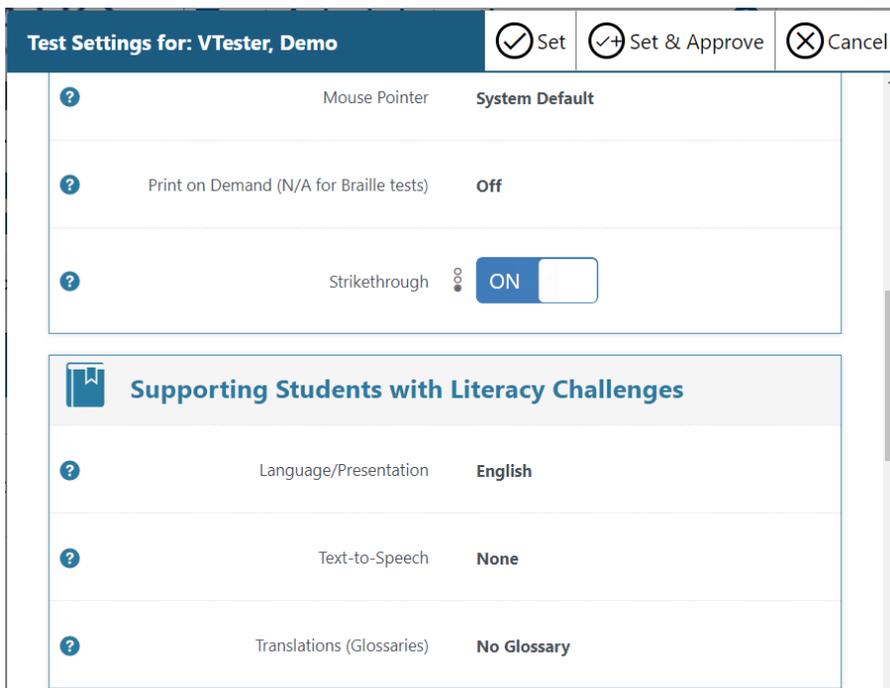


- Review and update test settings and accommodations by clicking  in that student's row.



**Note:** As a reminder, students should not be approved for testing if their settings and accommodations are not correct. Some test settings cannot be modified through the TA Interface. If any accommodations or designated support settings are incorrect, please click the **X** button to deny student access to the test and ask your School Coordinator (SC) to update the student's settings in TIDE.

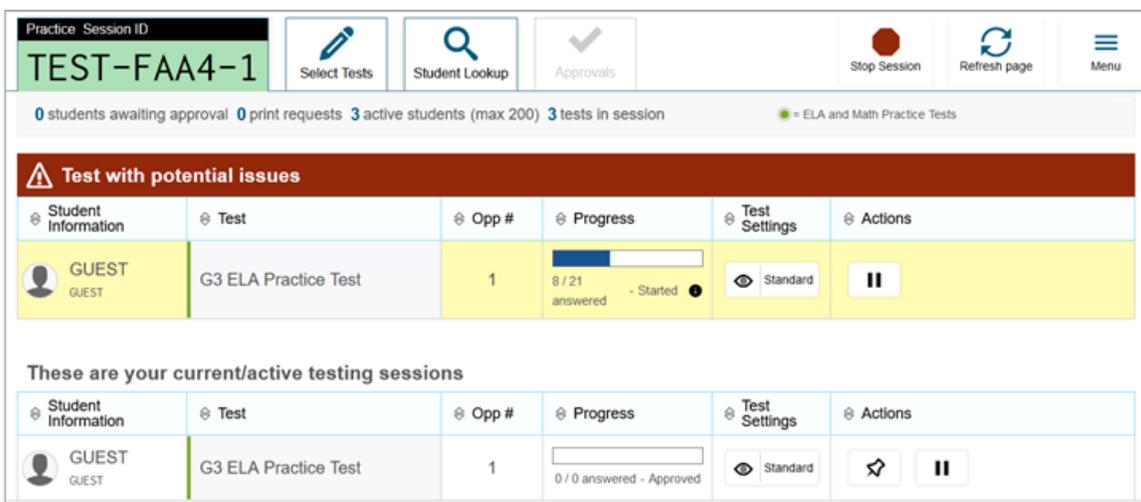
Figure 10. TA Interface: Edit Student Test Settings



- 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 or segment, click **Approve All Students** for that test or segment.

Monitor the students' progress throughout their tests. The *Progress* column displays the student's progress status for the test. Refreshing the page will not affect student's while they test.

Figure 11. TA Interface: Students Currently Testing



- Click  to pause an individual student's test. If a student's test is paused for more than 20 minutes, may not be able to review any questions completed before the test was paused. Check the Pause Rules in the Test Administration Manual (TAM) associated with the type of test you are administering for specific information about Pause Rules.
- Click  to view a student's full information, including current test settings.

When the time is up, stop the test session and log out.

- To stop a test session, click **Stop Session** at the top of the TA Site.
- In the confirmation message that appears, select **OK**. The test session stops.



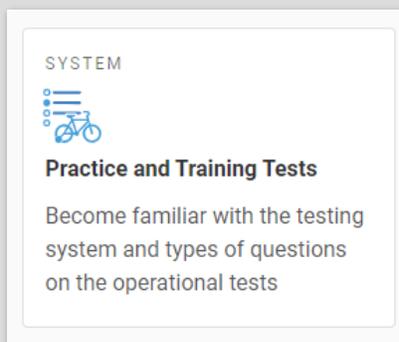
**NOTE:** When you *stop* a test session, the Session ID can no longer be used. When you *pause* a test session, you can log back into the same session, using that Session ID.

## Student Testing Site

### Sign In

Before taking an operational test, students can take practice and training tests to familiarize themselves with the online testing process and to practice the use of accommodations and designated supports. Aside from the sign-in process, the Student [Practice and Training Tests](#) Site (Figure 12) has the same appearance and functionality as the Student Testing Site.

Figure 12: Practice and Training Tests Card

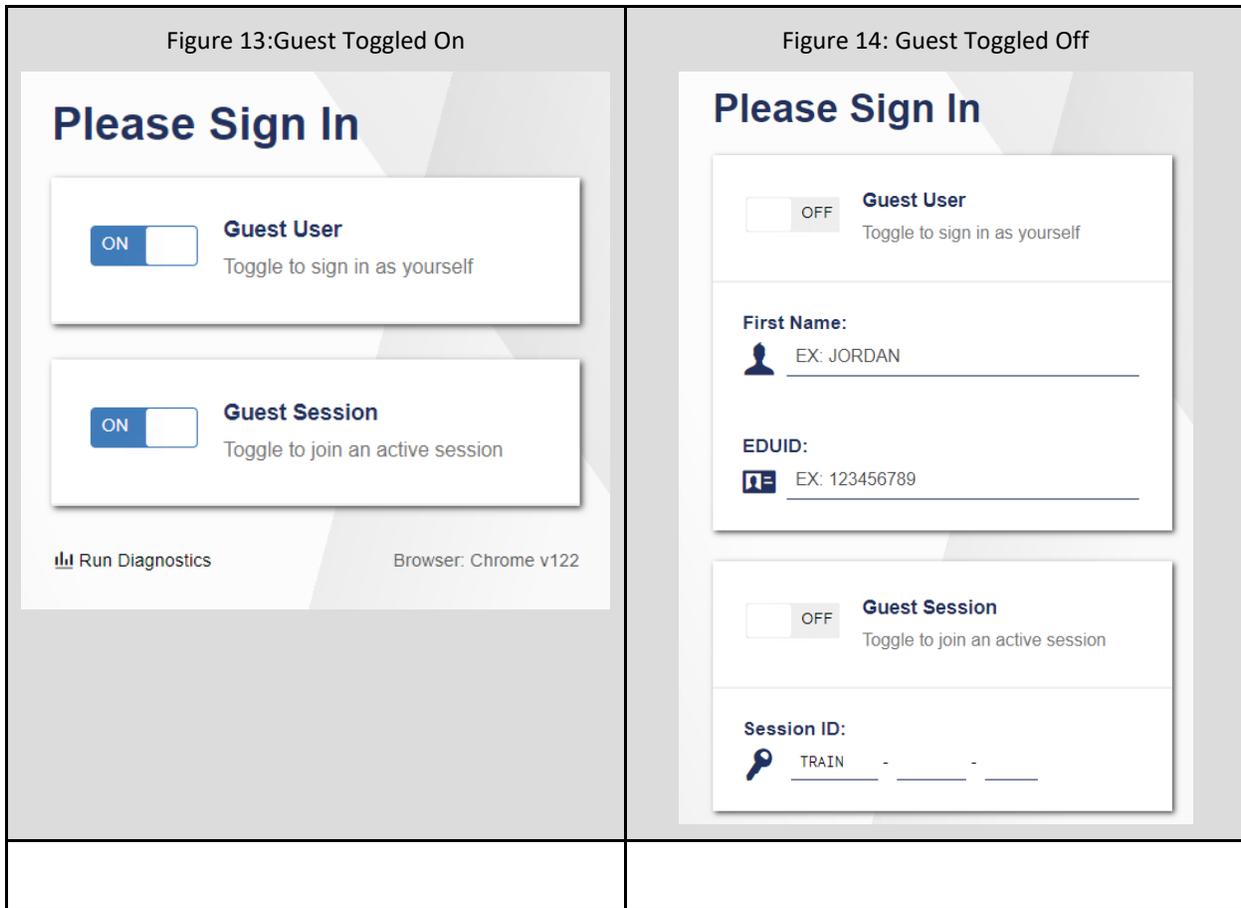


The [ISAT Practice Test Quick Guide](#) and The [IDAA Training Test Quick Guide](#) provide an overview on how to administer these tests.

### Practice and Training Tests Site

1. From the [Idaho State Assessment Program Portal](#), select the **Practice and Training Tests** card. (Figure 12). Alternately, launch the Secure Browser and select the **Take a Practice Test** card.
2. Keep *Guest User* toggled to **ON** (Figure 13) to take tests for any grade level or switch to **OFF** (Figure 14) to enter a student's first name and *EDUID* for only grade-level tests.

For Test Administrators: Keep *Guest Session* toggled to **ON** to access a non-proctored test or switch to **OFF** to enter a *Session ID* for a proctored test session in the TA Interface.



### Operational (Live) Test Site

1. Open the Secure Browser. The **Sign In** page appears (Figure 15).
2. Students enter their first name, *EDUID*, and the *Session ID*.
3. Select **Sign In**. If a student is signing into the Interim Testing Site, they will click the “Interim Testing Site” card on the [Idaho Portal](#). (See Figure 7)

Figure 15. Students: Secure Browser Sign-In Page

### 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. This information must match exactly as the information is found in TIDE or on the student’s testing ticket.
- **The session ID is not available.** The session ID entered is not an available test session. Verify that you entered the session ID correctly or that the session ID has started or has not been stopped.
- **No tests are available at this time.** The student settings do not match the online testing parameters. Check to see if the student is eligible for the test you are administering or if the correct test is in the operational test window.
- Call the [Idaho Help Desk](#) if you are unable to test and cannot get past the above login errors. They can assist you while you are trying to log students in.

### Verify Student Information

1. After you sign in, the ***Is This You?*** page appears on the student screen. Verify that the information on this page is correct.

If you are signed in as a guest, no confirmation page appears.

Select **Yes** to continue.

Figure 16. Students: Is This You? Page

Field	Value
First Name	first
Grade	09
EDUID	005500001
School:	Demo School 999901

Buttons: Yes, No

### Select an Available Test

1. On the **Your Tests** page, select the category of your test if available, then select the test you need to take.
  - If you are signed in as a guest, select your grade from the **Student Grade Level** drop-down list to view the available tests.
2. Wait for the TA to check your test settings and approve your participation.

Figure 17. Students: Your Tests Page

Interim Assessment ELA / Literacy →

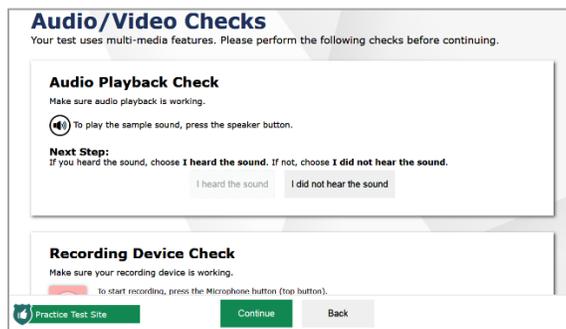
Interim Assessment Mathematics →

Operational Test Site | Back to Login

### Check Device Functionality

1. The **Audio/Video Checks** page may appear, depending on the test. Perform each check that appears to proceed to the next page.

Figure 18. Students: Audio/Video Checks Page



- If you are testing with text-to-speech (TTS), play the sample TTS audio to verify that it reads the text aloud.
- If the test contains audio content, play the sample audio to verify that you can hear it clearly.
- If the test contains verbal response questions, record an audio sample, and play it back to verify that your microphone is functioning properly.
- If the test contains video, play the sample video to verify that you can play the video properly.

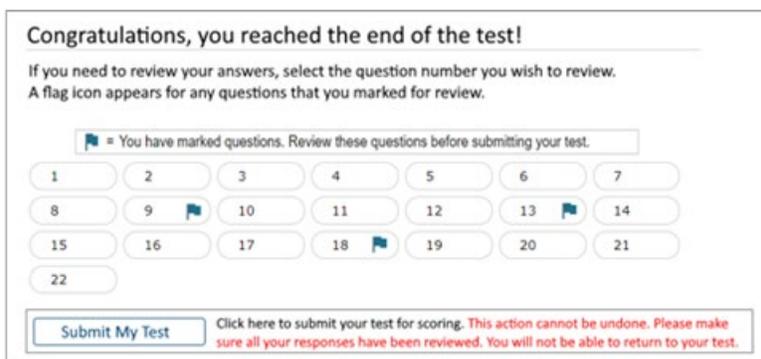
### Begin the Test

1. On the **Instructions and Help** page, review the test instructions and your test settings, if desired.
2. Select **Begin Test Now** to start the test.

### Complete the Test

1. On each page of the test, answer all the questions before selecting **Next** to proceed to the next page.
2. After completing the last question on the test, students click **Next** in the global menu. The test review page appears, displaying a list of questions available to review.
3. On the **End Test** page, (Figure 19) select a question number to return to the test and review answers or select **Submit My Test** to complete the testing process. Once you submit the test, you can no longer modify any responses.

Figure 19. Students: End Test Page



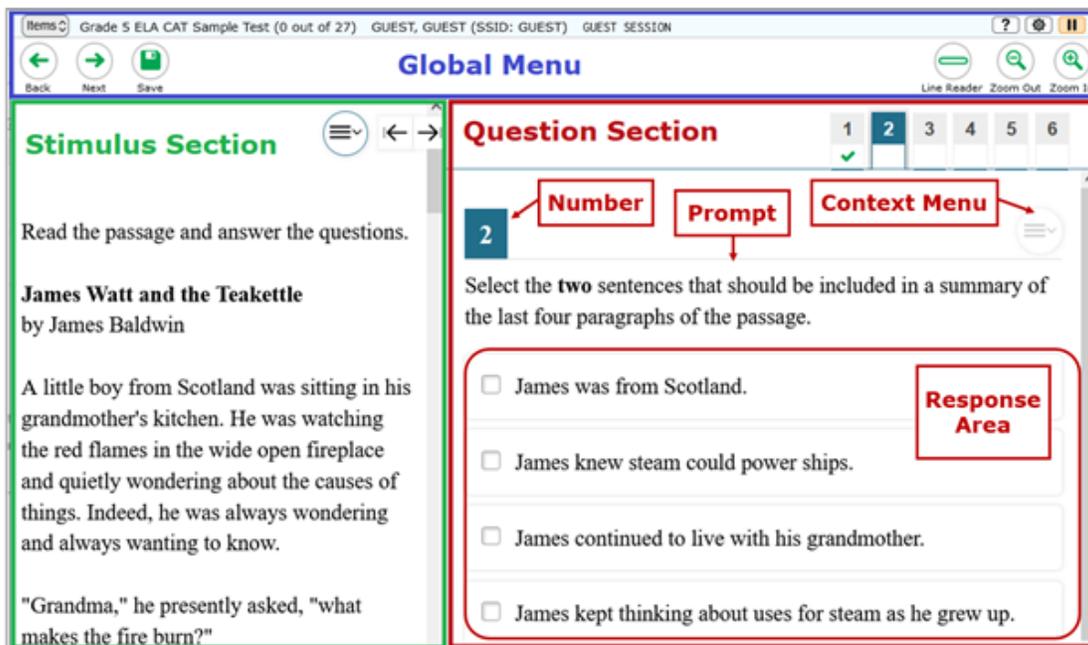
You can pause a test at any point. If you pause for more than 20 minutes, you cannot review any questions completed before pausing, unless you paused on a page with incomplete questions.

## 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. Students: Test Layout



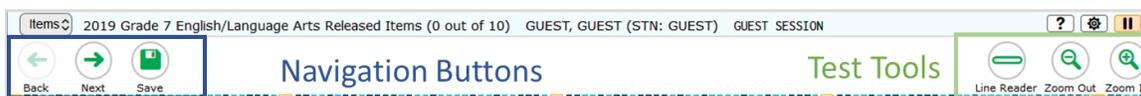
## Global and Context Menus

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 (Figure 21).

Figure 21. Students: Global Menu



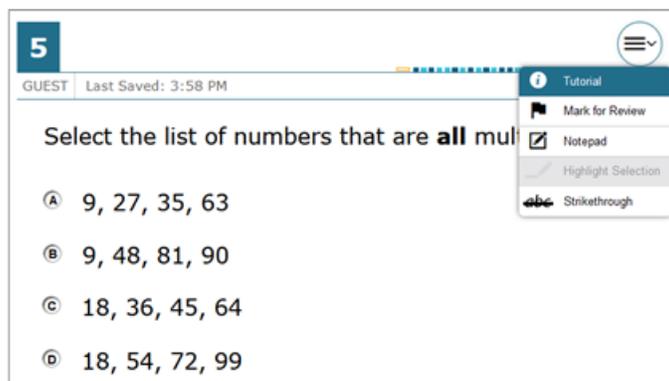
To open a test tool in the global menu:

- 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 stimulus. The context menu for each element contains tools applicable to that element (Figure 22).

Figure 22. Students: Context Menu for Questions



### Open 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 stimulus or question. The context menu opens.

Select a tool.

### Open 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:
  - For a two-button mouse, right-click an answer option.
  - For a single-button mouse, click an answer option while pressing **Ctrl**.
  - For a Chromebook, click an answer option while pressing **Alt**.
  - For a tablet, tap the answer option and then tap the context menu button (this selects the answer option until you select a different option).

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 Table 2 lists the tools available in the *Question* and *Stimulus* sections (context menu tools), and Table 3 lists the additional tools available in the Student Testing Site.

 **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
Calculator 	To use the on-screen calculator, select <b>Calculator</b> in the global menu.
Dictionary 	To look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus, select <b>Dictionary</b> in the global menu.
Help 	To view the on-screen <b>Help Guide</b> 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 <b>Language Toggle</b> in the global menu.
Line Reader 	To highlight an individual line of text in a passage or question, select <b>Line Reader</b> 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:  <ol style="list-style-type: none"> <li>3. Select <b>Masking</b> in the global menu.</li> <li>4. Click and drag across the distracting area.</li> <li>5. To close the Masking tool, select <b>Masking</b> again. To remove a masked area, select  in the upper-right corner of that area.</li> </ol>
Notes 	To enter notes in an on-screen notepad, select <b>Notes</b> 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.  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.
Pause	To pause a test, select  . If you pause the test, then you will be logged out.
Periodic Table 	To view the on-screen periodic table, select <b>Periodic Table</b> in the global menu.

Tool Name	Instructions
Print Page 	To request to print the entire test page, select <b>Print Page</b> in the global menu.
Print Passage 	To request to print a reading passage, select <b>Print Passage</b> 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> <p>You can also specify the language in which the names of buttons, messages, and other UI elements are displayed on the test page by selecting the required language from the <b>Language</b> drop-down list in the System Settings menu.</p>
Zoom buttons  	To enlarge the text and images on a test page, select <b>Zoom In</b> . Multiple zoom levels are available. To undo zooming, select <b>Zoom Out</b> .

Table 2. Context Menu Tools

Tool Name	Instructions
American Sign Language	<p>You can watch videos that translate test content into American Sign Language (ASL).</p> <p><i>To view ASL videos:</i></p> <p>From the context menu, select <b>American Sign Language</b>.</p> <ul style="list-style-type: none"> <li>▪ If only one ASL video is available, the video opens automatically.</li> <li>▪ 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.</li> </ul> <p>If the ASL video content includes chapter markers, you can jump from one point of the video to another.</p>
Glossary (Word List)	To open the glossary, select 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.

Tool Name	Instructions
<p>Highlighter</p>	<p>To highlight text, select the text on the screen and then select <b>Highlight Selection</b> 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 <b>Reset Highlighting</b> 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>
<p>Mark for Review</p>	<p>To mark a question for review, select <b>Mark for Review</b> 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 <b>Items</b> pop-up window also displays a flag icon next to the question number.</p>
<p>Notepad</p>	<p>To enter notes for a question, select <b>Notepad</b> 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.</p> <p>Furthermore, if the copy/paste feature is enabled, the text entered in this tool can be copied and pasted into text response areas of items displayed on that page.</p>
<p>Print Item</p>	<p>To send a print request for an individual question, select <b>Print Item</b> from the context menu. After sending the request, a printer icon  appears next to the question number on the test page.</p>
<p>Select Previous Version</p>	<p>To view and restore responses previously entered for a Text Response question, select the <b>Select Previous Version</b> option from the context menu. A list of saved responses appears. Select the appropriate response and click <b>Select</b>.</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> <ol style="list-style-type: none"> <li>6. Option A: <ol style="list-style-type: none"> <li>b. To activate Strikethrough mode, open the context menu and select <b>Strikethrough</b>.</li> <li>c. Select each answer option you wish to strike out.</li> <li>d. To deactivate Strikethrough mode, press <b>Esc</b> or click outside the question’s response area.</li> </ol> </li> <li>7. Option B: Right-click an answer option and select <b>Strikethrough</b>.</li> </ol>
Text-to-Speech	<p>To listen to passages and questions, select a <b>Speak</b> option from the context menu.</p> <p>To listen to responses to constructed-response items, use the TTS button in the formatting toolbar of the item response area.</p>
Tutorial	<p>To view a short video demonstrating how to respond to a particular question type, select <b>Tutorial</b> from the context menu.</p>

Table 3. 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 Passage	<p>To expand the passage section, select the double arrow  icon. The section will expand and overlap the question section for easier readability. To collapse the expanded section, select the double arrow  icon again.</p>

Tool Name	Instructions
Expand buttons	<p>You can expand the passage section or the question section for easier readability.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
Speech-to-Text (STT)	<p>Speech-to-Text allows students testing with the appropriate accommodations to dictate responses to constructed-response items. To use STT, select the microphone icon  in the formatting toolbar of the item response area and begin speaking. The dictated response will be transcribed as text in the item response area.</p>
Braille Type (ISAT ELA and Math Only)	<p>Type of Braille in which online test items are printed. <b>Note:</b> Online Braille testing is only offered for ISAT ELA and Math tests.</p>
Emboss (ISAT ELA and Math only)	<p>This tool allows students to send test items to an embossing printer for online Braille testing. <b>Note:</b> Online Braille testing is only offered for ISAT ELA and Math tests.</p>
Emboss Request Type (ISAT ELA and Math only)	<p>This tool specifies the type of embossing in which online Braille tests are printed. <b>Note:</b> Online Braille testing is only offered for ISAT ELA and Math tests.</p>

**Appendix 5-H**  
**TIDE Quick Guide**



# Test Information Distribution Engine (TIDE) Quick Guide: Adding Users and Students

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*Prepared by Cambium Assessment, Inc.*



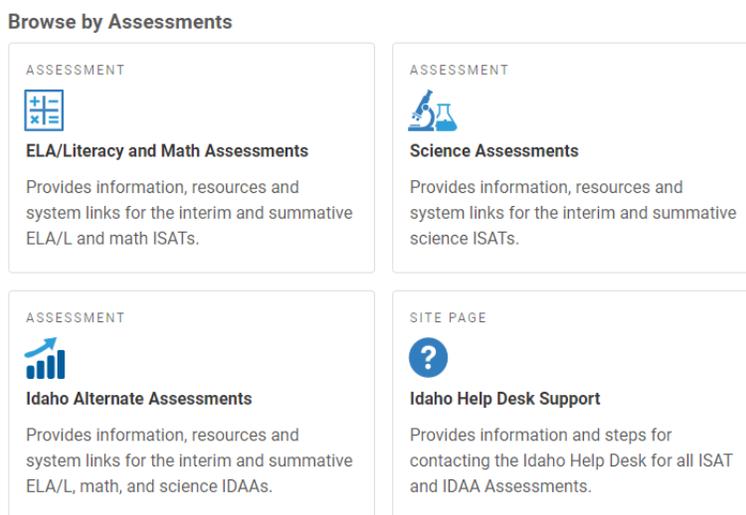
# TIDE Quick Guide: Adding Users and Students

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

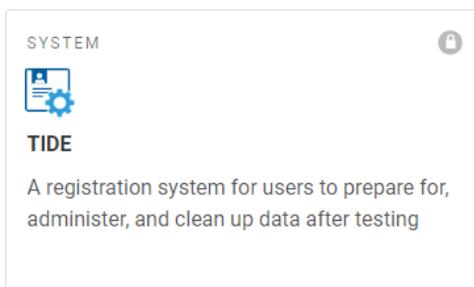


Figure 3. Login Page

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 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

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

## 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 a student. 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**.

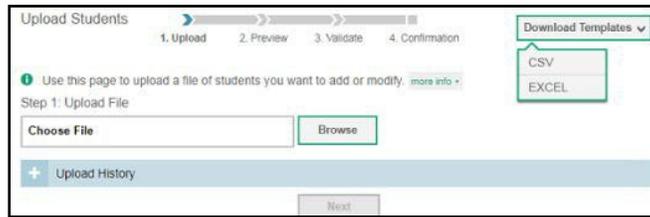
### Upload Multiple Students to TIDE

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								

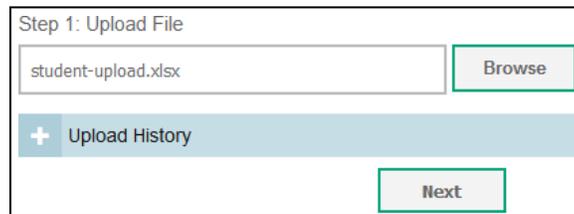
Refer to the *Idaho Assessment the Idaho Test Information Distribution Engine (TIDE) User Guide* for detailed information about how to compose the upload file.

*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

Next Cancel

**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

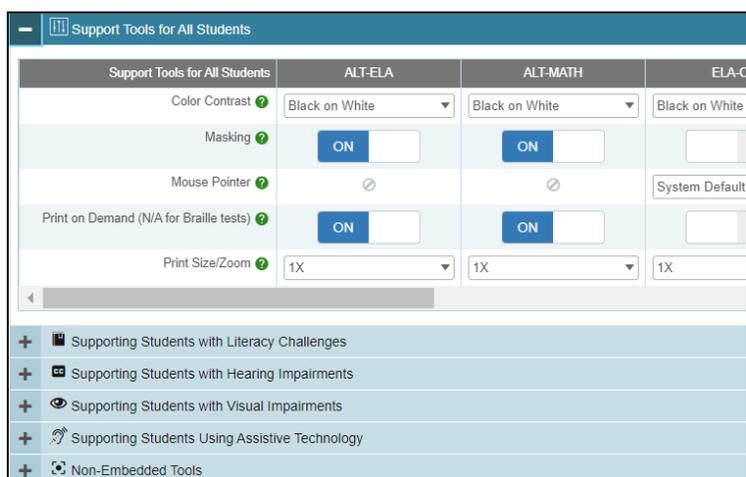
## Adding Student Settings to TIDE

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

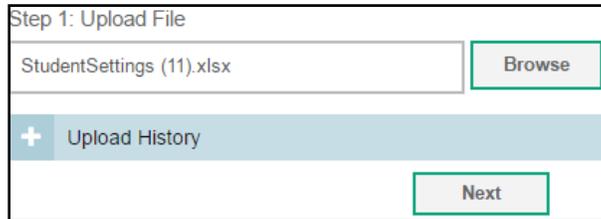
	A	B	C	D
1	EDUID	Subject	Test Tool	Value
2	123456789	ELA	Closed Captioning	Closed Captioning Not Available
3				
4				

**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

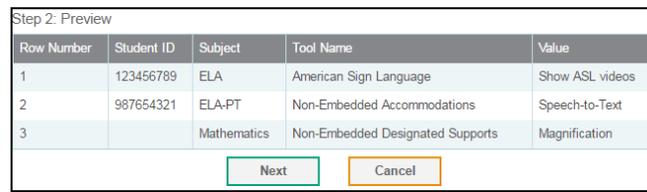


2. Click **Next**.

**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



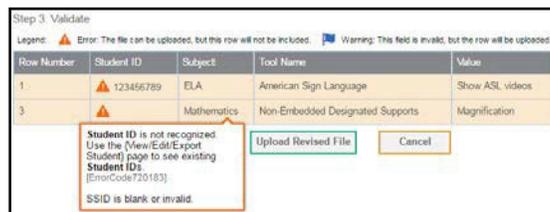
Row Number	Student ID	Subject	Tool Name	Value
1	123456789	ELA	American Sign Language	Show ASL videos
2	987654321	ELA-PT	Non-Embedded Accommodations	Speech-to-Text
3		Mathematics	Non-Embedded Designated Supports	Magnification

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 <sup>1</sup>
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

<sup>1</sup>Elementary = 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](mailto:IDHelpDesk@cambiumassessment.com)).