Test Administration Manual
Smarter Balanced and WCAS
2019 Spring TAM

English Language Arts, Mathematics, and Science

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Visit the WCAP Portal

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OVERVIEW

Purpose of This Manual

This Test Administration Manual (TAM) is intended to provide specific instructions for the administration of the Smarter Balanced English Language Arts (ELA) and mathematics assessments, the Washington Comprehensive Assessment of Science (WCAS), and the Off-Grade Level (OGL) assessments. The information in this manual details the security, coding, logistical, and paper-handling requirements at the school level.

There is a Definitions & Acronyms document on the Washington Comprehensive Assessment Program (WCAP) portal to assist with review of this TAM. The first time a reference is made in this manual, it will be followed by an acronym in parenthesis. After that, each additional reference will only be the acronym.

Who Can Proctor State Assessments

State assessments must be administered by trained staff members of a school district (e.g., teachers, educational support assistants, educational assistants, substitute teachers). It is recommended that test sessions be proctored by individuals with an existing state certification in education. However, non-certificated staff may administer state assessments with appropriate training and under the general supervision of a certificated school district employee. This does not mean that the certificated staff needs to be in the testing room at all times.

Student teachers and interns have a contractual relationship with the school district — even though they are not paid employees — and may assist in the administration of the assessments, including proctoring. Volunteers may not assist in the administration of any state assessments. Volunteers are not permitted to assist with handling secure test material, but may assist in the supervision of students who need a break or have completed testing.

About the Washington Comprehensive Assessment Program

The WCAP encompasses the entire state testing program and accompanying resources and is comprised of a set of standards-based assessments. The program's assessments were developed specifically to measure student progress toward meeting the K-12 State Learning Standards. The WCAP is designed to:

- Assist schools, districts, and the state in the improvement of student learning.
- Report students' levels of proficiency relative to the state learning standards.
- Measure progress toward district and school improvement targets.
- Serve as Washington's accountability measure to meet federal requirements under the Every Student Succeeds Act (ESSA).
- Be used as one of the state's requirements for a standard high school diploma, beginning with the graduating class of 2008.

About the Washington Comprehensive Assessment of Science

The grades 5, 8, and 11 WCAS fulfills the federal ESSA requirement that students be tested in science once in each of three grade spans (3-5, 6-9, and 10-12).

The WCAS measures the level of proficiency that Washington students have achieved based on the Washington State 2013 K-12 Science Learning Standards, which were adopted in October 2013.

About the Smarter Balanced Assessment and Consortium

The Smarter Balanced Assessment Consortium is a multi-state, state-led consortium that developed next-generation assessments aligned to the Common Core State Standards for ELA and mathematics that accurately measure student progress toward college-and career-readiness. For more information about the Smarter Balanced Assessment Consortium, go to www.smarterbalanced.org.

The grades 3–8 and 10 Smarter Balanced ELA and mathematics assessments fulfill the federal ESSA requirement that students be tested once at each grade within these grade levels.

RESOURCES AND TRAINING

Training

Prior to administering a test, Test Administrators (TAs) and other staff who will support the preparation of secure materials are required to receive training from the school district.

This manual is designed to complement a variety of other resources listed in this section. Table 1 details the materials that are **required** by the state for review. Table 2 details the materials that are **highly recommended** for review. Table 3 provides an overview of training tests, practice tests, and interim assessments. All resources listed below can be found on the WCAP Portal.

The grade- and content-specific *TA Script of Student Directions* for administering state assessments are available on the WCAP Portal as separate documents. This allows users to review this TAM electronically and print only the *TA Script* specific to the test being administered. All persons assisting with administration and material processes must read and understand all sections of this TAM as it pertains to responsibilities.

Table 1: Materials Required for Review

Resources	Description
TA Training for 2018-19 Test Administrations	TA training is conducted by the school district, prior to administration of state assessments. At the time of training, TAs fill out the "Prior to Testing" section of the *Test Security Staff Assurance Report*. TAs complete the "Post Testing" section at the conclusion of testing.
Test Administration Manual (TAM)	TAs and other staff who support the preparation or administration of state assessments will find the procedural and policy guidance required to implement the summative assessments within the TAM.
TA Script of Student Directions	Prior to the administration of each assessment, TAs must review the grade and content specific *TA Script of Student Directions* to ensure familiarity prior to reading it word-for-word to students, and to ensure availability of appropriate materials.
Professional Standards and Security, Incident, and Reporting Guidelines (PIRG)	State and local laws and policies specify practices to ensure test security, and the standardized and ethical administration of assessments. Security protocols must be developed by school districts and followed. These guidelines provide clear communication on security, test protocols, and responsibilities.
Guidelines on Tools, Supports, & Accommodations (GTSA)	The GTSA provides information for classroom teachers, English language development educators, special education teachers, and related services personnel to aid in selecting the appropriate accessibility features.
Calculator and Electronic Device Policy	This policy details availability and use of electronic devices and calculators for state assessments.
TA User Guide	This guide supports individuals using the Test Delivery System (TDS) application to manage and administer online testing for students.
TDS–TA and Student Interface Training Module	This module walks you through navigation of the TA and Student Interface. It includes directions for student login, test selection, layout and functionality of the test tools, and test navigation.

Table 2: Materials Highly Recommended for Review

Resources	Objective
TIDE Module	This Test Information Distribution Engine (TIDE) module provides a systematic approach to accessing TIDE, viewing student test settings, and rostering.
ORS Module	This Online Reporting System (ORS) module provides step-by-step instructions on how to access student scores and drill down through levels of reporting.
TA Certification Course (if required by district)	This training course provides an overview of the TDS Interface, security protocols, and monitoring requirements for online testing.

Table 3: Training Tests, Practice Tests, Interim Assessments, and Summative Assessments

Resource	Description
Training Test	Use training tests to familiarize students and TAs with the test format and the functionality of the Test Delivery System (TDS). Students learn how to log into a test, navigate tool buttons, and how to complete different item types. The training tests are not intended for reviewing grade-level content. This resource has approximately six to nine items per test. Training tests are available for each grade band (3–5, 6–9, 10–12) in ELA and mathematics, and in each tested grade (5, 8, 11) in science.
Practice Test	Use practice tests to familiarize students with grade-level content they will find on the summative assessments, and to practice responding to various item types. There are approximately 30 items, across all claim areas, including separate Performance Tasks (PTs) for ELA and mathematics. The English Language Proficiency Assessment for the 21st Century (ELPA21) practice tests cover four domains: Listening, Reading, Writing, and Speaking. Responses on the practice tests are not scored. Practice tests are available for ELA, mathematics, and ELPA21.
Interim Assessments	Interim assessments allow teachers to check student progress throughout the year and provide information that can assist in improving classroom instruction. Students also have access to the accessibility features that they will use on the summative assessments. If administration of the interim assessments is standardized, the same test protocols as the summative assessments should be followed. Some interim assessments are hand scored. A benefit of hand scoring is that it allows teachers to interpret strengths and weaknesses for their students, based on the knowledge and skills being assessed. Additional resources: the Interim Assessment Scoring – ELA Module and the AIRWays Module, which provide instructions for accessing the Teacher Hand Scoring System (THSS) materials.
Sample Paper-Pencil Test and Answer Booklets	Sample tests are available to support use of the Smarter Balanced summative paper-pencil tests. Eligible students must have proper documentation on their IEP or 504 Plan. The WCAS may be administered as a paper-pencil test to students with a documented IEP or 504 Plan, but no sample tests are currently available. One purpose of the paper-pencil sample tests is to give students an opportunity to practice using a test booklet and separate answer booklet, if applicable. Educators should read the Teacher Sample Booklet Companion document prior to using the paper-pencil supports with students. ELA: http://k12.wa.us/ELA/Assessment/default.aspx Mathematics: http://k12.wa.us/Mathematics/Assessment.aspx
Summative Assessments	The summative Smarter Balanced ELA assessment, Smarter Balanced mathematics assessment, and WCAS are used for federal and state accountability. The summative ELA and mathematics assessments are also used for meeting graduation requirements. The ELPA21 summative assessment is given to all students who qualify for English language development (ELD) services as based on a placement test. The ELPA21 summative assessment measures students' English language proficiency in reading, listening, writing, and speaking. Results from this test determine which students are eligible to continue receiving ELD services, and are used for federal and state accountability.

Caution: When administering assessments, it is important that teachers and TAs have a clear understanding of the different assessment types to ensure accurate administration. It is a breach in test security when a summative assessment is administered instead of a scheduled practice, training, or interim assessment. Should this situation occur, the District Test Coordinator (DC) is required to investigate the situation and report findings to the Office of Superintendent of Public Instruction (OSPI).

PRACTICE AND TRAINING TESTS

Teachers are encouraged to conduct a group walk-through of the training, practice, or sample tests with their students. This will promote familiarity with item types, testing format, and basic test rules such as pause, mark for review, leaving and ending a test or segment. It also allows free and open communication on the testing process and/or content, allowing teachers to describe the limitations to the support they will be able to provide during summative testing.

Select TA proctoring instructions from the Proctoring Practice and Training Tests guide to download a short step-by-step guide that provides teachers with instructions on setting up a secure practice or training test session, establishing student access, and approval of sessions. For paper-pencil test administrations, see the OSPI State Testing, Test Questions page for resources that include sample tests and answer booklets, claim videos, and item specifications from our state tests.

PARTICIPATION AND GENERAL TEST ADMINISTRATION

This section provides an overview of student participation, the testing environment, and guidelines for test administration. Become familiar with this section well in advance of the start of testing for an understanding of the TDS rules (pauses, expiration, and resumptions), student eligibility, exemptions, and administrative considerations. The General Rules for Paper Testing section provides an overview of what students will experience during testing and will help support a group walk-through of the practice and training tests.

Assessment Participation

Consistent with the testing plan, all students, including students with disabilities, English learners (ELs), and ELs with disabilities, should have equal opportunity to participate in state assessments. The Guidance for Individualized Education Program (IEP) Teams: Student Participation in Statewide Assessments for Accountability and Graduation document should be used to aid in assessment related decisions for students with disabilities.

There are a variety of innovative digital accessibility features embedded in TDS. Refer to the Student Accessibility Features section of this document.

Table 4: Federal and State Policies Regarding Student Participation in Summative Assessments

Grades	Subject	Accountability Requirements/Availability
3-8 and 10	ELA	Required for state and federal accountability, except: • Students with the most significant cognitive disabilities who meet the criteria for a WA-AIM ELA (alternate assessment based on alternate achievement standards for approximately one percent or fewer of the student population). • Students who have received state approval for a medical emergency exemption. • ELs who enrolled for the first time (within the last twelve months prior to the beginning of testing) in a U.S. school have a one-time exemption from ELA assessments, **but must** participate in the mathematics and science assessments for federal accountability.
3-8 and 10	Math	Required for state and federal accountability, except: • Students with the most significant cognitive disabilities who meet the criteria for a WA-AIM mathematics (alternate assessment based on alternate achievement standards for approximately one percent or fewer of the student population). • Students who have received state approval for a medical emergency exemption.
5, 8, and 11	Science	Required for state and federal accountability, except: • Students with the most significant cognitive disabilities who meet the criteria for a WA-AIM science (alternate assessment based on alternate achievement standards for approximately one percent or fewer of the student population). • Students who have received state approval for a medical emergency exemption.

Table 5: Off-Grade Level (OGL) Participation to Meet Graduation Requirements

Grade	Subject	Accountability Requirements/Availability
11-12	ELA & Math	Students taking an OGL assessment are required to participate in the accountability test on grade level standards. OGL testing is a graduation alternative, specific for students pursuing a Certificate of Individual Achievement (CIA) in ELA and mathematics.

⚠️ Students who received state approval for a medical emergency exemption will not be included in state or federal accountability or participation calculations. The exemption applies only to district and school reporting. High school students are required to fulfill graduation requirements.

Table 6: Attemptedness Rules Required For Scores to Report in ORS

Subject	Criteria to be Met to Generate a Score in ORS
ELA	Must attempt both Computer Adaptive Test (CAT) and Performance Task (PT) portion of the assessment.
Math	Must attempt both CAT and PT portion of the assessment.
Science	Must attempt the assessment.

Retake Opportunity

Students who have begun or completed a state assessment cannot retake that assessment in the same administration window. Should a test incident occur during testing, immediately stop the test and notify your School Test Coordinator (SC). Refer to the Appeals Overview section, and the *Professional Standards and Security, Incident, and Reporting Guidelines* (PIRG) for additional details on unique circumstances.

Grades 11 and 12: The Spring 2019 administration is available to students in the class of 2020 or earlier who have not yet met the graduation cut score on the high school ELA and/or mathematics assessment. The Fall 2019 retake administration will be available to students in the class of 2021 or earlier who have not yet met the graduation cut score on the high school ELA and/or mathematics assessment. Fall retakes are also available to students who tested on the ELA and/or mathematics assessment in Spring 2019 and would like to attempt a higher score. The Fall administration is not used for state or federal accountability reporting.

Student Accessibility Features

The *Guidelines on Tools, Supports, & Accommodations* (GTSA) provides information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and administering accessibility features for those students who need them. The GTSA is also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment. The GTSA applies to all students.

The online summative and interim assessments, as well as practice and training tests, contain embedded universal tools, designated supports, and accommodations. Embedded resources are those that affect the online TDS, whereas non-embedded resources are provided outside of that system or during paper-pencil testing; these are defined in the *TIDE User Guide* and GTSA.

DCs, DAs, and SCs have the ability to set embedded and non-embedded accessibility features in TIDE. Accessibility features must be set in TIDE prior to starting a test session. If a student begins a test without the correct settings, contact your SC right away to determine if the student's settings can be changed in TIDE or if a reset will be necessary.

For more information on the use of student accessibility features, refer to the GTSA.

General Rules of Online Testing

This section provides a brief overview of the general test administration rules for different portions of the assessment. For additional information, refer to the *TA User Guide*.

BASIC ONLINE TESTING PARAMETERS FOR ELA AND MATHEMATICS

- The CAT and PT are presented as separate tests. Students may not return to a test once it has been completed and submitted. Students will receive several warning messages prior to submitting the test. In order to generate a score in ORS, students must attempt both the CAT and PT.

- Some assessments are segmented. For example, grades 6, 7, 8, and HS mathematics include segments in which an embedded calculator is available, and other segments where the embedded calculator is not permitted and will not be available. Students will receive several warning messages and may not return to a segment once it has been completed and submitted.

- Students must enter an answer for all items on a page before having access to the next page. Some pages contain multiple items. Students may use the vertical scroll bar to view all items on a page.

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

- While taking the test, students may mark items for review to return to prior to submitting the test. After students click the **End Test** button, a pop-up message will appear. Students may select the **Yes** button if they are ready to finish the test and the **No** button if they are not. After students select the **Yes** button, a new screen provides students with an opportunity to review their answers, or students can select the **Submit Test** button if they are finished with the test. To review answers and go back to the test, students can select an item from the displayed item numbers. Items that have been marked for review will be indicated by a review flag. While students are reviewing their answers, the **End Test** button will remain on the screen. To return to the **End Test** screen, the student should click on the **End Test** button again. If a student's test is paused for more than 20 minutes, they will not be able to review or modify any questions that are marked for review.

The mark items for review feature does not influence the adaptive nature of the CAT portion of the test, i.e., the response a student provides for each CAT item is used in the adaptive algorithm regardless of whether the student has marked the item for review. Students should be directed to provide their best answer to each item regardless of whether they want to mark the item for review later.

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 upon resuming the test. If necessary, the DC may consider an appeal to reopen the test or segment the students were working on. See the Appeals Overview section for additional information.

BASIC ONLINE TESTING PARAMETERS FOR SCIENCE

- The science assessment is not segmented. However, it contains locking items, which a student is allowed to submit an answer to only one time. Locking items have a green padlock next to the item number.
- When the student is finished with a locking item and clicks the **Next** button, an attention box will appear asking the student if they are sure they are finished responding to this item and warning that once they leave this page they will **not** be able to change their response.
    - If the student would like to review their answer before moving on they will select the **No** button to return to the item.
    - If the student selects the **Yes** button their response is locked, and they will be moved on to the next page of items. If they return to this item, the green lock will be red. The student will be able to see the item and their response, but they will not be able to change their response.
- An appeal is not permitted to access locked items.
- Students must enter an answer for all items on a page before having access to the next page. Some pages contain multiple items. Students may use the vertical scroll bar to view all items on a page.
- A constructed response item is considered answered if the student has taken any action within the response area. This includes random keystrokes (e.g., sdkjfdlkdjfo), one or more spaces using the spacebar, clicking anywhere on a Grid Item, etc.
- While taking the test, students may mark items for review to return to prior to submitting the test. After students click the **End Test** button, a pop-up message will appear. Students may select the **Yes** button if they are ready to finish the test and the **No** button if they are not. After students select the **Yes** button, a new screen provides students with an opportunity to review their answers, or students can select the **Submit Test** button if they are finished with the test. To review answers and go back to the test, students can select an item from the displayed item numbers. Items that have been marked for review will be indicated by a review flag. While students are reviewing their answers, the **End Test** button will remain on the screen. To return to the **End Test** screen, the student should click on the **End Test** button again. If a student's test is paused for more than 20 minutes, they will not be able to review or modify any questions that are marked for review.

PAUSE RULES

When a test is paused, students will be required to log back in to the student interface with the current Session ID and TA approval. This rule applies to all online assessments.

During the WCAS and During the CAT Portion of the Smarter Balanced Tests:

- During the WCAS and the CAT portion of the Smarter Balanced Tests, best practice is for students to finish the item or items on a page and then click the **Pause** button before clicking the **Next** button to go to the next page of test items.
- If the WCAS or the CAT portion of a Smarter Balanced Test is paused for less than 20 minutes, the student can return to previous test pages and change the response to any item the student has already answered within that segment. The student may not return to a previous segment.
- If the WCAS or the CAT portion of a Smarter Balanced Test is paused for more than 20 minutes, the student will log back in and see the next test page with unanswered items.

Students will not be able to return to any previous pages or items they answered before pausing their test, even if they marked items for review. Students will only be able to move forward in their test. The student may not return to previous pages and cannot change answers to items on previous pages, even if items were marked for review. The system considers any random information entered into an item as a response, which may limit a student's ability to return to that item in the case of system/technology issue (e.g., power outage or network failure) or if exceeding the pause limit. Students should be reminded to provide their best attempt at the answer prior to marking the item for review.

- Notes on the digital notepad will not be saved when a test is paused, regardless of how long the test is paused.
- Highlighting will be preserved for students if a test is paused and resumed at a later time.
- 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 be required to log back in to the student interface, with TA approval.

Scenarios for WCAS and the CAT Portion of the Smarter Balanced Tests Pause Rules:

Example: A single test page has items 4–10. A student provides answers or enters random text (gibberish) for questions 4–7. The student also marks questions 6-7 for review and pauses the test for more than 20 minutes. When the student resumes testing, the student can change answers to items 4–10 but cannot return to items 1–3 on an earlier page.

Example: A page contains items 9–11 and a student provides answers or enters random text (gibberish) for all the questions before pausing the test for more than 20 minutes. When the student resumes testing, the student will begin on item 12 and cannot return to items 1–11. Reminder: The system will consider a marked for review item, with random text (gibberish) as a completed response when the session is paused over 20 minutes or the student is logged off. It is therefore not recommended that a student engage with a constructed response item until they are ready to complete that item.

During the PT Portion of the Smarter Balanced Tests:

- There are no pause restrictions. If a Smarter Balanced PT is paused for 20 minutes or more, the student can return to the section and continue entering his or her responses.
- For the Smarter Balanced Mathematics PT, any highlighted text and notes on the digital notepad will not be saved when a test is paused, regardless of how long the test is paused.
- During the Smarter Balanced ELA PT, the notes within 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 PT, students may use scratch paper to make notes or develop draft responses. Scratch paper used for the PT portion of the assessment must be collected and securely stored until student has completed testing, then securely destroyed.
- Once a student moves on to ELA Part 2, the student 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.
- There is no PT for the WCAS.

TEST TIMEOUT (DUE TO INACTIVITY)

As a security measure, the system will automatically log students out of the test after 30 minutes of inactivity. Activity is defined as selecting an answer or navigation option in the assessment (*e.g., clicking the **Next** button or the **Back** button or using the **Questions** drop-down list to navigate to another item*). The system does not recognize moving the mouse or clicking on an empty space on the screen as activity.

Before the system logs the student out of the assessment, a warning message displays on the screen. If the student does not click the **OK** button within thirty seconds after this message appears, the student will be logged out. Clicking the **OK** button will restart the inactivity timer. Please note that if logged out for inactivity, students will not be able to return to CAT items from previous sessions, even if the responses were marked for review.

> Caution: As a security measure, the system will automatically log TAs out after 30 minutes of inactivity in the session, which will result in the closing of the test session. Moving the mouse or clicking on an empty space on the screen is not considered activity. If this occurs, the TA will have to create a new session and the students will have to log in to the new session to resume testing. When starting a new session, the TA should give the students the new Session ID so that they can log in and resume testing.

TEST EXPIRATION FOR ONLINE ASSESSMENTS

Smarter Balanced Computer Adaptive Test (CAT) ELA and Mathematics

A student's CAT session remains active until the student completes and submits the test or 45 calendar days after the student began testing, whichever occurs sooner. It is recommended that students complete the CAT portion of the test within five days of starting the designated content area.

Smarter Balanced Performance Task (PT) ELA and Mathematics

The PT is a separate test that remains active for 15 calendar days after the student has begun the test. It is recommended that students complete the PT within three days of starting in each content area. The ELA PT will submit automatically if the 15 day window expires and the system has registered any response to the PT.

Washington Comprehensive Assessment of Science

The WCAS will remain active from the time a student opens the assessment until the end of the test window. It is recommended that this assessment be administered in one, two, or three sessions, following each school's district-approved test schedule.

> A summary of recommendations for the number of sessions and session durations is available at: Testing Schedule, Time, and Recommended Order of Administration.
>
> If a student starts the test near the end of the testing window, the student must finish his or her testing opportunity before the administration window officially closes. For additional information on state approved test windows, refer to the OSPI Timelines Calendar for 2018-19. The assessment will automatically end and report on the last day of the scheduled administration window, even if the student has not finished.

GENERAL RULES FOR PAPER TESTING

The Smarter Balanced CAT and PT will be presented as separate test sessions. The WCAS can be administered in multiple test sessions. Students may not return to a test session once it has been completed. The sessions will be administered differently, dependent on the assessment. Refer to the Testing Schedule, Time, & Recommended Order of Administration section.

Student test booklets and answer booklets (including accommodated forms, such as Braille, large print, and Spanish), the ELA Listening Transcripts, and the Science TA Script of Student Directions are **secure**. Maintaining the security of all test materials is crucial to obtaining valid and reliable assessment results. Therefore, test materials must follow chain-of-custody and be retained in locked storage, except during actual test administration. All individuals who administer state assessments must follow security procedures.

> TAs administering session 1 of the 3–8 or High School ELA paper-pencil test must refer only to secure transcript for student directions. The secure version of the manual includes the scripts for the listening passages and includes a secure watermark. Secure scripts are not included in the non-secure version of the manual.
>
> For ELA sessions 2 and 3, TAs will read from the non-secure *TA Script of Student Directions*, posted to the WCAP Portal.

Administering Braille and Large Print

When administering the braille or large print versions of a test, TAs must provide students with sufficient time to complete the test.

Braille and large print materials are prepackaged in kits that include an instruction sheet. However, OSPI has created an updated version of the instruction sheet that is specific to Washington guidelines: *Braille and Large Print Administration Instructions*. These instructions provide DCs, SCs, and TAs with information on material processing and an overview on administering and recording student responses.

Smarter Balanced

The *TA Script of Student Directions* for ELA and mathematics must be the basis for administering the braille and large print versions of the test. Yet, some modifications to these instructions are required and outlined in the *Braille and Large Print Administration Instructions*.

Student responses from ELA and mathematics Braille and large print materials must be transcribed into the standard size answer booklet prior to sending back to the scoring contractor. Braille and large print test booklets without transcription will not be scored.

WCAS

TAs must use the separate **secure** *TA Script of Student Directions* for science when administering the Braille, large print, and paper-pencil tests. The science *TA Script of Student Directions* will be included in your shipment of science test booklets.

Student responses for science standard print, Braille, and large print materials must be entered into the Data Entry Interface (DEI) and submitted for scoring (refer to the *DEI Module* and *DEI User Guide*). Standard print, Braille and large print test booklets not entered into DEI will not be scored.

Spanish science forms will be shipped back to the vendor for processing and scoring.

Table 7: Additional Administration Considerations

Administration Considerations
• 3:1 student to proctor ratio for the WCAS
• Adaptive furniture
• Breaks (determined by test and student's needs)
• Individual administration
• Light/acoustics
• Minimize distractions
• Non-embedded amplification
• Repeat directions word-for-word
• Seat location/proximity
• Separate room
• Slant board/wedge
• Small group
• Student's home/hospital/incarceration for testing
• Study carrel
• Test at a time beneficial to the students

TESTING SCHEDULE, TIME, AND RECOMMENDED ORDER OF ADMINISTRATION

Washington establishes mandated ELA and mathematics testing windows consistent with Smarter Balanced Consortium policies. WCAS testing schedules are coordinated within the Smarter Balanced windows. See State Testing, Timelines/Calendar for a full schedule of state assessments available. School test schedules are required to align to state guidance and receive DC approval. Test windows, unique to each school, can be set and viewed in TIDE.

Scheduling Time for Testing

The scheduling recommendations for each assessment are included in Tables 8 through 12.

The estimated working time, breaks, pause rules, and session recommendations vary for each content area and component. This information is for scheduling purposes only and does not include time for distributing materials and reading student directions. Because tests are not timed, TAs need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.

TESTING OVER MULTIPLE DAYS

For ELA or mathematics, Smarter Balanced recommends that students take the CAT and PT on separate days to minimize fatigue.

- It is recommended that students begin with the CAT items followed by the PT. However, districts may opt to administer in a different order, if needed.
- The TA should give the students clear directions on when to pause their test. Guidance should be written on a classroom board or another place that students can easily see.
- When testing plans call for tests to be administered over the course of multiple days for a student or group of students, the TA may ask students to pause their test after they reach a designated point. For example, the end of ELA PT 1 might be a logical stopping point.
- Some testing plans may have a designated amount of time set aside for testing.
- Allow an additional 10 minutes for students to review their answers for that session and ensure that their final answers are recorded before pausing their test.
- Students testing online will receive a notification when they reach the end of a segment.
- When testing resumes on a subsequent day, a new session must be started and the session ID provided to students.
- Students taking the paper-pencil ELA or mathematics assessment in two to three sessions should be given specific directions for stopping at the end of a segment.
- Students must have the opportunity to complete all questions in a segment prior to moving on.

> When administering the ELA paper-pencil **Session 1** assessment, TAs are required to read from the **secure** *ELA Listening Transcript* accompanying the test booklets.
>
> For **Sessions 2 and 3**, TAs will read from the **non-secure** *TA Script of Student Directions*, posted to the WCAP Portal.

For Science, OSPI recommends that the test be administered in one session, during the course of a single day.

- The science assessment may be administered in two or three sessions, over multiple days.
- When testing plans call for tests to be administered over the course of multiple days for a student or group of students, the TA may ask students to pause after they reach a designated point.
- The TA should give the students clear directions on when to pause. Guidance should be written on a classroom board or another place that students can easily see.
- Since the science assessment is not segmented, it is recommended that specific amounts of time be set aside for sessions one and two, likely one hour each. If needed, students can finish the assessment in a third session.
- Students taking the paper-pencil science assessment in two to three sessions should be given a specific page range in the booklet for each session.
- Allow an additional 10 minutes for students to review their answers for that session and ensure that their final answers are recorded before pausing their test.
- Students must have the opportunity to complete all questions prior to submitting their test.

Table 8. **Online Science Grades 5, 8, 11** Estimated Testing Times & Sequence

	Grade	Total Time	Recommended Number of Sessions	Breaks
Science	5	120 min	Administer in 1, 2, or 3 sessions	Breaks provided at TA discretion. Answers to completed locked items cannot be changed.
	8	120 min		
	11	120 min		

Table 9: **Online ELA & Mathematics Grades 3–5** Estimated Testing Times & Sequence

	Subject	Total Time	Test Time (Session 1)	Test Time (Session 2)	Recommended Number of Sessions	Breaks
ELA	CAT	90 min	40–60 min	40–60 min	No fewer than 2/no more than 6 sessions	Breaks provided at TA discretion
	PT	120 min	60–120 min	60–120 min	• Administer PT in 2 sessions corresponding to PTs 1 & 2 • Students complete PT1 in 1 session and PT2 another day	Once a student moves to PT2, the student will not be able to return to PT1
	CAT/PT	3 hr. 30 min				
Math	CAT	90 min	40–90 min	N/A	• Administer in 1 session • Most students will complete the CAT in 90 min or less	Breaks provided at TA discretion
	PT	60 min	40–120 min	N/A	• Administer in 1 session • Math PT items are presented on a single screen	• Breaks provided at TA discretion • Following a break, students can access all items
	CAT/PT	2 hr. 30 min				

Table 10: **Online ELA & Mathematics Grades 6–8** Estimated Testing Times & Sequence

Subject		Total Time	Test Time (Session 1)	Test Time (Session 2)	Recommended Number of Sessions	Breaks
ELA	CAT	90 min	40–60 min	40–60 min	No fewer than 2/no more than 6 sessions	Breaks provided at TA discretion
	PT	120 min	60–120 min	60–120 min	• Administer PT in 2 sessions corresponding to PTs 1 & 2 • Students complete PT1 in 1 session and PT2 another day	Once a student moves to PT2, the student will not be able to return to PT1
	CAT/PT	3 hr. 30 min				
Math	CAT	120 min	40–60 min	40–60 min	• Administer in 2 sessions • Most students will complete the CAT in 2 sessions of 60 min or <, or 1 long session of > than 60 min in 90 min or less	Breaks provided at TA discretion
	PT	60 min	40–120 min	N/A	• Administer in 1 session • Math PT items are presented on a single screen	• Breaks provided at TA discretion • Following a break, students can access all items
	CAT/PT	3 hr.				

Table 11: **Online ELA & Mathematics Grade 10** Estimated Testing Times & Sequence

Subject		Total Time	Test Time (Session 1)	Test Time (Session 2)	Recommended Number of Sessions	Breaks
ELA	CAT	120 min	40–60 min	40–60 min	No fewer than 2/no more than 6 sessions	Breaks provided at TA discretion
	PT	120 min	60–120 min	60–120 min	• Administer PT in 2 sessions corresponding to PTs 1 & 2 • Students complete PT1 in 1 session and PT2 another day	Once students move to PT2, they will not be able to return to PT1
	CAT/PT	3 hr. 30 min				
Math	CAT	120 min	40–60 min	40–60 min	• Administer in 2 sessions • Most students will complete the CAT in 2 sessions of 60 min or <, or 1 long session of > than 60 min	Breaks provided at TA discretion
	PT	60 min	40–120 min	N/A	• Administer in 1 session • Math PT items are presented on a single screen	• Breaks provided at TA discretion • Following a break, students can access all items
	CAT/PT	3 hr. 30 min				

Table 12: **Paper-Pencil ELA, Mathematics, & Science** Estimated Testing Times & Sequence

Subject	Category	Session 1 Recommendations	Session 2 Recommendations	Session 3 (PT) Recommendations
ELA	Number & Duration of Sessions	• Administer in 1 session • Approximate test time 15–30 min	• Administer in 1 session • Approximate test time 90–120 min	The PT is presented in 2 parts. • Students complete Part 1 in one session & Part 2 in a subsequent session. • Approximate test time 35–40 minutes for Part 1 & 70–85 min for Part 2
	Breaks in Session	Breaks provided at TA discretion	Breaks provided at TA discretion	The PT is presented in two parts. Breaks are permitted between Parts 1 & 2. Once a student moves to Part 2, the student will not be able to review/revise items in Part 1.
	Total Duration	15–30 minutes	90–120 minutes	Approximate session durations: 35–40 min for Part 1 & 70–85 min for Part 2.
Math	Number & Duration of Sessions	• Administer in 1 session • Approximate session duration: 15–90 min	• Administer in 1 session • Approximate session duration: 15–90 min	Administer in 1 session
	Breaks in Session	Breaks provided at TA discretion	Breaks provided at TA discretion	Breaks provided at TA discretion
	Total Duration	15–90 min	15–90 min	15–90 min
Science	Duration of Sessions	60 minutes to test. 10 minutes to review & finalize answers	60 minutes to test. 10 minutes to review & finalize answers	20–60 minutes to test. 10 minutes to review & finalize answers
	Breaks in Session	Breaks provided at TA discretion	Breaks provided at TA discretion	Breaks provided at TA discretion

IMPORTANT REMINDERS:

☐ These estimates are for actual testing time and do not account for time needed to start computers, load secure browsers, and log in students, nor do they account for breaks or time for distributing materials and reading directions for paper-pencil tests. TAs should work with SCs to determine testing schedules for approval of DCs.

☐ State assessments are not timed, so time estimates are approximate. TAs use their best professional judgment when allowing students extra time, when they need it.

☐ The total number of items on the online ELA and mathematics CAT portion of the test will vary based on student responses. The TA Interface will display the number of items when the student begins testing. Depending on how the student responds, the number of items the student completes may be more or less than the number first displayed in the TA Interface.

☐ Once started, the online ELA and mathematics PT will be available for 15 calendar days.

☐ Once started, the online ELA and mathematics CAT will be available for 45 calendar days.

☐ Once started, the online science test will be available until the end of the test window.

☐ ELA, mathematics, and science test schedules should be set to be complete prior to the last week of the state test window. The last week should be used for makeup testing, when possible. This will help to ensure that students have the amount of time needed to complete their testing opportunity.

☐ Paper-pencil science test should also be completed, when possible, prior to the last week of the state test window to allow for entry in the DEI system.

MATERIALS REQUIRED FOR PAPER-PENCIL TESTING

Before administering the assessment, make sure that you have the following materials available:

- Test booklet for each student (ELA, mathematics, and science)
- Answer booklet for each student (ELA and mathematics)
- At least two sharpened No. 2 pencils for each student (ELA, mathematics, and science)
- Blank scratch paper is required for each student (ELA, mathematics, and science)
- Graph paper for each student (mathematics* and science)

*graph paper is required in grades 6 and above

CALCULATORS AND ELECTRONIC DEVICES FOR PAPER-PENCIL TESTING

Refer to the Calculator and Electronic Device Use Policy for full guidance. Unapproved use of a calculator on a state assessment will result in invalidation of the student's test results.

Table 13: Calculator availability by subject and testing platform

Subject	Grade	Online	Paper-Pencil
Math	3–5	**No**	**No**
Math	6–10	Yes, **only** the embedded on-screen digital calculator can be accessed	Yes, approved hand-held calculators allowed on calculator approved sections of the test
Science	5, 8, 11	Yes, **only** the embedded on-screen digital calculator can be accessed	Yes, approved hand-held calculators allowed

SECURITY, INCIDENTS, & APPEALS

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

All summative test items and materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of test content and student information. Any deviation in test administration must be reported immediately to ensure the validity of assessment results. Full details are included in the PIRG. These guidelines are required to be reviewed by TAs and other staff who support in the preparation or administration of state assessments.

> WAC *181-87-060* (http://apps.leg.wa.gov/wac/default.aspx?cite=181-87-060) — Provides penalties for the unauthorized use or disclosure of test content and flagrant disregard of generally recognized professional standards in test preparation and administration.

Security and Preparation of the Test Environment

The test environment refers to all aspects of testing, and includes what students can see, hear, or access (including access via technology). Any individuals who have witnessed, been informed of, or suspect the possibility of a test incident that could potentially affect the validity of student test results, the integrity of the test, or the data must follow the steps outlined in the PIRG.

Table 14: Before Testing Requirements

Requirement	Description
Instructional materials removed or covered	Instructional materials within the testing location must be removed or covered including, but not limited to, information that might assist students in answering questions (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.). These materials may invalidate students test results.
Student seating	Students are to be seated with enough space to minimize opportunities of seeing one another's work, or provided with tabletop partitions.
Signage	As detailed in the PIRG, place a "Testing—Do Not Disturb" sign on the door or in the halls and entrances rerouting traffic in order to promote optimum testing conditions.

Table 15: During Testing Requirements

Requirement	Description
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise testing.
Student supervision	Students are actively supervised by a trained TA and are prohibited from access to 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.
Access to allowable resources only	Students must only access and use the allowable resources permitted for each test (or portion of a test). This includes access to medical devices, which may be integrated into other technology devices. Use of such devices may require additional monitoring to maintain test security. Refer to the test specific TA Script of Student Directions and the GTSA for specific details.

Access to assessments	As detailed in the PIRG, only students testing and permitted staff (TAs, SCs, DCs, DAs) can be present in the location where a test is being administered. Students who are not being tested may not be in the room where a test is being administered and must not have access to secure testing materials including test items.
Testing through secure browser	Administration of online summative and interim assessments is only permitted through the TDS (student interface) via the secure browser.
No test materials used for instruction	Test content including, but not limited to, items, stimuli, reading passages, writing prompts, or student responses to questions must not be used for instruction.

Table 16: During and After Testing Requirements

Requirement	Description
All test materials must remain secure at all times	As detailed in the PIRG, test booklets, printed materials from the print-on-demand accommodation, listening scripts, scratch paper, graph paper, and any ancillary materials with student information must be kept secure and confidential. Refer to the Secure Handling of Ancillary and Print-on-Demand Materials section.
Scratch/graph paper	To maintain the security of scratch or graph paper, TAs must direct students to write their names (or some appropriate identifying information) on their papers. TAs must collect and inventory the paper at the end of each test session, as well as upon completion of the test. Refer to the Secure Handling of Ancillary and Print-on-Demand Materials section for processing requirements.
No access to student responses or test content	As detailed in the PIRG, staff are not permitted to review, discuss, or analyze test content or student responses. No digital, electronic, or manual device may be used to record or retain test content. Similarly, these materials must not be discussed with, or released to anyone via any media, including fax, email, social media websites, etc. Students may not discuss or share test items, stimuli, reading passages, or writing prompts with anyone during or after testing.
Student support	For online tests, TAs are permitted to verify that the student has used the system correctly, or direct students on proper use of the technology. At no time however, for either paper-pencil or online testing, is a TA allowed to provide support on student responses to questions, comment on the quality or proficiency of a student response, and/or assist students selecting a response.
Print-on-demand	Before the TA approves the student's request to print a test item or stimuli, they must ensure that the printer is on and monitored by staff who have been trained in test security protocols and the use of print-on-demand.
Destroy test materials securely	As detailed in the PIRG and your *Test Security and Building Plan (TSBP),* printed test items and passages, including embossed braille printouts and ancillary materials (scratch and graph paper) must be collected and inventoried upon completion of each student's test session and immediately returned to the SC.
Collect and inventory test booklets and answer booklets	For paper-pencil testing, collect all test booklets and answer booklets. Verify that materials for each tested student are collected. Secure these materials in a locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration. This includes materials to be used for subsequent test sessions or to prepare for return to the testing contractor for processing and scoring.

Secure Handling of Ancillary and Print-on-Demand Materials

RETENTION AND DESTRUCTION OF PRINTED MATERIALS AND SCRATCH PAPER

All test materials must remain secure at all times. All test booklets and answer booklets, printed (print-on-demand) test items and passages, including embossed braille printouts, ELA Listening Transcripts, **secure** TA Script for science paper-pencil tests, accommodated forms, and ancillary materials such as scratch and graph paper, must be collected and inventoried at the end of each test session and then immediately returned to your SC according to your school's TSBP. Do not retain printed test items/passages or scratch paper for future test sessions, except as noted below for PTs or for students who require additional testing time. A Scratch Paper Log template is a resource that can be used to assist in tracking papers to and from students.

The only exception to the requirement governing the immediate return and destruction of printed materials and scratch and graph paper is when students take notes and/or draft responses to Part 1 of the ELA PT. TAs collect papers after the ELA PT Part 1 and securely store for use in PT Part 2. At the conclusion of PT Part 2 testing, scratch paper must be collected, inventoried, and returned to the SC.

> It is important for anyone with access to student information to remember that a student's personal information, including the State Student ID (SSID), is confidential. If materials containing students' personal information and/or SSIDs are distributed to students (e.g., test tickets), these materials must be collected before the students leave the testing room and either securely stored to be used in a subsequent test session, if appropriate, or immediately shredded according to the school's TSBP. For additional information, refer to the PIRG.

Test Incident and Appeals

TEST INCIDENTS OVERVIEW

Test security incidents are behaviors prohibited either because they compromise test validity or the secure administration of the assessment. Failure by staff or students to comply with security rules, whether intentional or accidental, constitutes a test incident and must be documented. Refer to the PIRG for best practices on reducing incidents, examples of incidents, and details on documenting and reporting of incidents.

APPEALS OVERVIEW

In the normal flow of a test opportunity, a student takes the test in TDS and then submits it for scoring. Next, TDS forwards the test for scoring, and then ORS reports the test scores. Appeals are a way of interrupting this normal flow.

TAs will notify their SC when a situation is believed to require an appeal. The SC will notify the DC or DA, who will review the situation, and if needed, will submit the appeal. Appeals are approved by the state and processed by the American Institutes for Research (AIR) appeals team. Appeals will be processed within 24 hours.

If a test incident occurs while administering a state assessment, and a request is submitted to allow the student another testing opportunity due to the unique situation, an appeal to reset the student test must be submitted in TIDE by your DC. The approval of a **reset** appeal

removes all student responses to that assessment. Refer to the TIDE User Guide for information on additional appeal types and the process for requesting them. Refer to the PIRG for roles and responsibilities. The Appeals Scenarios table below provides examples of testing incidents and instructions to correct the situation.

Table 17: Appeal Scenarios

Scenario	Description
Scenario 1	A student is logged out of the test (technology or system related) and needs to have his or her test opportunity reopened.
Response	Notify your SC to have the students testing opportunity reopened by the DC through the TIDE appeals. Approximate process time is 24 hours.
Scenario 2	A student was not provided the appropriate ASL, Braille, or Spanish Translation assessment.
Response	Deny the student access and contact your SC to have the students testing opportunity **reset** by the DC through TIDE appeals. Once approved, the SC will make the appropriate change in TIDE, and the student can test. Approximate processing time is 24 hours. A **reset** appeal is approved for students being assessed in an incorrect grade level assessment or to access to the ASL, Braille, Closed Captioning, or Stacked Spanish Translation assessment.
Scenario 3	A student was not provided one of the online embedded test settings (accessibility features), excluding ASL, Braille, and Spanish Stacked Translation.
Response	Deny the student access, or in the case that the student already began testing, pause the test immediately and contact your SC to have the student's test settings updated in TIDE. Changes are immediate so the student can rejoin the session that is in progress. No appeal required. The student should continue with the test session once the student's settings are updated in TIDE. Document as a testing incident.
Scenario 4	A student is cheating on their test.
Response	TA describes the situation to the SC and a recommendation is made to the DC regarding invalidation. When verified, the DC will submit an **invalidation** appeal for state approval.
Scenario 5	An ineligible student was tested.
Response	Contact your SC to request the DC to submit a **reset** appeal in TIDE. For this situation, an approved **reset** appeal of the students test results will ensure that reporting data is accurate.
Scenario 6	The TA notices a student submitted their test without completing all the items and the TA would like to have the test reopened so the student can complete their testing opportunity.
Response	This situation would not warrant an appeal to **reopen** a student's test. The test engine delivers clear warning messages to students that if they go beyond a test segment or submit their test that they cannot return to previous items. Students will also become familiar with this as they go through the training and practice tests.

PRIOR TO TEST ADMINISTRATION

This section provides an overview of steps needed to ensure that devices being used for test sessions are set up and that appropriate testing conditions have been established.

Establishing Appropriate Testing Conditions

As detailed in the PIRG, the test administration must be conducted in a secure environment. Establish procedures to provide a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others will. If students are allowed to leave the testing room when they finish, TAs must collect and account for all testing materials for each student prior to his or her release. Before testing begins, communicate the plan for students that finish early, explain the procedures for leaving without disrupting others, and let students know where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may engage in after they finish the test. Students may not access electronics while in the testing environment. Students may work on assignments for unrelated subjects or read a book.

> IMPORTANT: Any changes to student test settings must be completed by the DC, DA, or SC before the student can test. All updates to settings in TIDE, with exception of the ASL, Braille, Closed Captioning, and Spanish Translation are immediate. The ASL, Braille, Closed Captioning, and Spanish Translation settings may take up to 24 hours to appear in the TA interface. Failure to correct settings before testing could result in a student not being provided the appropriate accessibility supports at the time of testing.

SCs working with the 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.

During test administration, students may have access to and use of additional required resources outlined in the Materials Required for Paper-Pencil Testing section. These materials are specific to each assessment and content area being administered.

Technology

Prior to the first administration TAs should confirm with their SCs or Technology Coordinators that all computers and tablets intended for use in the administration of summative assessments are set up and configured to test using the student TDS.

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 items, students may need to access the right-click context menu. Please note the method to access the menu is dependent on the student's device type. An overview of keyboard shortcuts, devices and methods are in the _Technical Skills for Keyboard Commands_ document on the WCAP Portal. This document may be shared with students and is a great resource while administering a training or practice test.

SECURE BROWSER FOR TESTING

TAs should be aware of these guidelines and employ the necessary precautions while administering tests.

SCs working with TAs should ensure the secure browser has been loaded on all devices scheduled to be used during online testing. Battery operated devices should be fully charged.

TA INTERFACE LOGIN

If the TA will be accessing the TA Interface from a device they do not usually use, they will need to login to the TA Interface on that device a few days before testing. As described on page 6 of the TA User Guide, the TA will need to enter an authentication code as part of the login process on this new device. The code is sent to the TA's email address, therefore the TA will access to their email account to complete this process the first time.

CLOSE EXTERNAL USER APPLICATIONS

Prior to administering the online assessments, TAs should check all computers that will be used and close all applications except those identified as necessary by the Technology Coordinator. Please coordinate this work with your Technology Coordinator well in advance of any scheduled testing session.

After closing these applications, the TA should open the secure browser on each computer.

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

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

TESTING ON COMPUTERS WITH DUAL MONITORS

Systems that use a dual monitor setup typically display an application on one monitor screen while another application is accessible on the other screen. Students should not take online assessments on computers that are connected to more than one monitor except in extremely rare circumstances, such as when a TA is administering a test via read-aloud and wants to have a duplicate screen to view exactly what the student is viewing for ease of reading aloud. In these rare cases where a dual monitor is allowed, Smarter Balanced requires Technology Coordinators to set up the monitors to ensure they mirror each other rather than operate as independent monitors. In these cases, all security procedures must be followed and the test administered in a secure environment to prevent others from hearing the questions or viewing the student or TA screens.

SECURE BROWSER ERROR MESSAGES

If an error message appears from the secure browser, immediately notify your Technology Coordinator. Refer to Table 18 for secure browser error messages.

Table 18: Secure Browser Error Messages

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

FORCE-QUIT COMMANDS FOR SECURE BROWSERS

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

To force the browser to close, use the following keyboard commands. This will log the student out of the test the student is taking. When the secure browser is opened again, the student will have to log back in to resume testing. This may limit a student's ability to return to previously answered questions, including those marked for review.

It is strongly advised against using the force-quit commands, as the secure browser treats this action as an abnormal termination and hides features such as the Windows taskbar. If the secure browser is not closed correctly, the taskbar may not reappear correctly. These commands should only be used by the Technology Coordinator if the **Close Secure Browser** button does not work.

Force-quit Commands

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

Note for Windows and Mac Users:
*If you are using a laptop or netbook, you may also need to press the [**FN**] key before pressing [**F10**].*

Best Practices Prior to Testing

To begin planning and preparation for testing, it is important that teachers and TAs become knowledgeable with the testing components. This level of understanding will help ensure a comfortable experience for TAs administering test sessions and for students taking the practice or training tests, the interim assessments, and the summative assessments. Refer to the Proctoring Training and Practice Tests for practice proctoring test sessions.

ONLINE TESTING LOGIN INFORMATION

DCs and SCs ensure that TAs have necessary student login information. Students will log in to the Secure Browser using their unique SSIDs, first name as it is recorded in the student information system, and a test session ID. Prior to starting a test session, TAs must have a record of each student's first name and SSID as it appears in TIDE. This information is provided to each student to complete the login process. It is suggested that the SSID and the student's first name be printed on paper and distributed to each student just prior to testing to help him or her type it in the

computer accurately. Your SC may provide test tickets with this information from TIDE. Student information is confidential; therefore, any material with this information must be kept secure until used during a test session. Follow the TSBP for processing all secure materials.

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

PAPER-PENCIL TESTING PRE-ID INFORMATION

Pre-ID student labels should be affixed to the student test and/or answer booklet prior to testing. Blank student adhesive labels can be used to print individual student pre-ID information from TIDE for students for whom labels were not provided in the original shipment. For information on how to print out an individual student pre-ID label using TIDE, please refer to the *TIDE User Guide*, which is posted on the WCAP Portal.

Important Steps to Follow:

- Before testing, ensure that a student pre-ID label is affixed to the cover of the test or answer booklet in the box labeled "Place Student Barcode Label Here."
- If a pre-ID label is not available, use TIDE to print individual student pre-ID labels.
- A pre-ID label must be affixed to each student test and/or answer booklet.
- Make sure students have the test and answer booklet, if applicable, with their pre-ID label on it.

PROVIDING HELP DURING ADMINISTRATION OF TESTS

While students are testing, they may request assistance. The following sections provide an overview of the type of support that is permitted for the training test and summative assessments.

TRAINING AND PRACTICE TEST SUPPORT

It is highly recommended TAs lead all students through the training or practice test prior to taking the summative assessment, to ensure students have an opportunity to become familiar with the basic rules of the online test interface, pause rules, marking items for review, alert messages when leaving a segment, and ending a test session. If necessary, TAs may assist students with online skills such as scrolling, selecting a response by clicking, dragging and dropping, and moving between screens.

For paper tests, TAs should lead all students through the Smarter Balanced math and ELA sample tests prior to taking the paper-pencil summative assessment, to ensure students have an opportunity to become familiar with the item types, basic rules, and the testing process.

This allows students and TAs the opportunity to communicate freely about the testing process and/or content and an opportunity for teachers to describe the limitations to the support they will be able to provide and the verbal interactions they can have with students during each summative test session.

SUMMATIVE SUPPORT

When students are taking the summative assessments, they may look to the TA to verify they have used the technology correctly. However, at no time is a TA permitted to provide support on student responses to questions, comment on the quality or proficiency of a student response, or assist students selecting a response. Be prepared if students ask for more help than you are

permitted to support. To apply consistency within districts, you can help support students in a positive way by reading the Off Task and Item Concern scripts below, verbatim:

OFF TASK

- Online & Paper-Pencil: It is important that you do your best.
- Online: Do you need to pause the test and take a break?
- Paper-Pencil: Do you need to close your test and take a break?

ITEM CONCERN

- Online & Paper-Pencil: I cannot help you check your work.
- Online & Paper-Pencil: Always try your best and choose the answer that makes the most sense to you.
- Online & Paper-Pencil: You may also read the question again and think about what the question is asking you to do.
- Online: If you are unsure about how a question works, select the **Tutorial** button from the content menu to view a short video.

TAs ARE PERMITTED TO:

- Online & Paper-Pencil: Re-read student directions in English or the student's Native language.
- Online: Acknowledge the student has used the system correctly.
- Online: Redirect the student on proper use of technology.
- Online: Direct students to the keyboard or toolbar. However, TAs may not include identifying correct tool buttons.
- Online: Advance computer screens or turn pages of print-on-demand papers.
- Paper-Pencil: Turn pages for students needing assistance advancing through the test and answer booklets.

BEST PRACTICES FOR SUCCESSFUL TEST SESSIONS:

- Understand the difference between summative and interim assessments and practice and training tests. Become familiar with test labels in TDS to ensure that the correct test is being selected for the current test session.
- Know who will be in your test session and what settings your students need before testing.
- If the volume on a testing device is not working, troubleshoot basic steps such as ensuring that the headset is fully plugged in, mute is not inadvertently selected, and the volume setting is turned up.
- Do not approve test sessions for students if:
  - An ineligible or unknown student is seeking approval
  - An incorrect test was provided by you and selected by the student
  - The student comes to school not feeling well
  - Correct student settings, tools, supports, or accommodations are not available

Awareness and planning in these areas contribute to increased participation and validity of student scores.

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 (suicide, neglect, etc.) In addition, it is possible that TAs will encounter student responses to questions or notes on scratch paper that necessitate action to ensure student safety. Complete details are available in the PIRG.

DAY OF TEST ADMINISTRATION

It is required that TAs review the test-specific *TA Script of Student Directions* prior to administering a state summative assessment. This will allow the TA a clear understanding of expectations and familiarity prior to reading the directions to students during the testing session. Scripts in support of the 2019 online and paper-pencil ELA and mathematics assessments and the online science assessment are available on the WCAP portal. The paper-pencil science script is secure and will be included in the shipment of WCAS test materials.

Note: There also is a non-secure version of the paper-pencil science script available on the WCAP Portal. This non-secure version if for TA familiarity **only**.

TA Script Recommendation

Consider printing the *TA Script of Student Directions* document specific to the test being administered. The TA script also provides an overview of tasks and responsibilities on the day of testing.

To ensure that all students are tested under the same conditions, the TA must adhere strictly to the *TA Script of Student Directions* for administering the test, unless a student is assigned the non-embedded designated support for Simplified Test Directions. When asked, the TA should answer questions raised by students but should never help the class or individual students with specific test items. Test questions cannot be read to any student for any content area, unless the student requires Read-Aloud as described in the GTSA.

Print-on-Demand Instructions

Print-on-Demand requests must be approved and processed by the TA during test administration. Due to the adaptive nature of the online test, only one item can be printed at a time. Once a student is approved to receive the printing of test items/passages, that student may send a print request to the TA during testing by selecting the print icon on the screen. Before the TA approves the student's request to print a test item/stimulus, the TA must ensure that the printer is on and is monitored by staff who have been trained on security and the print on demand feature. This request needs to be made for each individual item.

FOLLOWING TEST ADMINISTRATION

Destroying Test Materials with Identifying Information

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

As a reminder, those printed and paper-pencil test materials identified in the Security and Preparation of the Test Environment section must be immediately returned to your SC, following each test session, in accordance with your TSBP. The only exception is scratch paper used during the ELA PT 1, which should be handled according to the guidance provided in the Secure Handling of Ancillary and Print-on-Demand Materials section.

Reporting Testing Improprieties, Irregularities, and Breaches

Throughout testing, ensure that all test security incidents are reported in accordance with the guidelines in the PIRG.

Assemble Materials for Return

1. After testing has been completed, prepare materials and return to your SC according to your school's TSBP.
2. Check to make sure that all Smarter Balanced answer booklets have been removed from inside the test booklets.
3. Remove scratch paper from inside the test and/or answer booklets. Do not dispose of the scratch paper by placing it in the trash.
4. Only one answer booklet per student/content area may be submitted. If multiple answer booklets for any student are identified, please ensure that all responses are transcribed into a single answer booklet.
5. For Smarter Balanced Braille and large print tests, make sure that student responses have been transferred to standard answer booklets.
6. All student responses in science paper-pencil tests (except Spanish) must be entered into DEI (refer to the *DEI Module* and *DEI User Guide*). Only Spanish tests are returned under scorable labels for contractor scoring.
7. All secure WCAS materials must be returned to the scoring contractor, after entry into DEI, under the non-scorable label.
8. Delete all notes recorded on assistive technology devices used by a student.
9. Follow your school's TSBP for packaging and return of materials to your SC.

Appendix A: Checklist for Test Administrators

The TAs activity checklists below may be customized by the DC and SC.

Table 19: Before Testing

Description	TA Activities	Resource
☐ Annual Training	Attend the district or school level annual training prior to administering a state assessment (required). Read and sign the *Test Security Staff Assurance Report*.	Locally delivered
☐ Training Materials	Review this manual and all materials as required by the state and/or school district, in their entirety, before administering state assessments.	TAM, Table 1
☐ Guidelines & Policy	Ensure security protocols are followed, students receive necessary accessibility features, and that students only have access to approved materials.	PIRG, GTSA, Calculator Policy
☐ Test Security & Building Plan	Become proficient with your school's TSBP to ensure that test materials will not be compromised before, during, or after the test administration.	Locally delivered
☐ Obtain Login Information	Obtain your Test Delivery System login information. You will also use the provided username and password to access other AIR systems. TAs will need to access an authentication code from their email, when logging in to the TA interface on a new computer. It is recommended to login a few days prior to testing.	*AIR Single Sign-On*
☐ Online Training & Practice Tests	Provide students with a walk-through of the training test and/or practice test for familiarity with navigation of the system and tools.	Training & Practice Test
☐ Paper-pencil supports	Provide students with state created sample tests and accessibility features they will use during the summative assessment. This ensures students have an opportunity to become familiar with the item types, basic rules, and the testing process.	TAM, Table 3
☐ Equipment Checks	Perform an equipment check based on individual student requirements. Work with your SC to identify students who will need specialized equipment for testing. For online tests, students are permitted and encouraged to use their own ear buds or headsets for the ELA assessments—Have a plan for availability of additional headsets during testing.	Locally delivered
☐ Test Schedule & Student Seating	Obtain your test schedule and student seating chart from your SC and verify that it includes a plan for students who need additional time. Students should be seated with enough space between them, or provided desktop partitions to minimize opportunities to look at each other's screen. For the Paper-Pencil WCAS, ensure 3:1 student to proctor ratio. Make sure that you administer only the approved test on your approved schedule. Students who are not being tested may not be in the testing location.	Locally delivered
☐ Accessibility Resources	Review the list of students in your test session and confirm accessibility features are correct per each student's plan. Notify your SC of any updates needed prior to approving the test session.	TIDE User Guide
☐ Plan Activities	Plan a quiet activity for students who finish early and have ended their test. Students may not access electronics. Students may work on assignments for unrelated subjects or read	Locally delivered
☐ Testing Device Setup	Work with your SC to confirm all testing devices have been verified and to identify whether you are responsible for opening the secure browser on each computer (closing other applications), adjusting the volume to ensure students will be able to hear the audio portion of the ELA test, and for fully charging testing devices. Have a backup plan in case the testing devices battery depletes.	Locally delivered
☐ Set Up Test Location	Make sure the physical conditions of the testing room are satisfactory. Cover or remove any instructional materials related to the content of the test being administered, as student access may invalidate test results. Identify a location for students to place non-approved electronics, personal bags, books, etc. Follow the policy on calculators and establish a plan for clearing all calculator memories.	TAM, Security and Preparation of the Test Environment, Calculator Policy

Table 20: Just Prior to and During Testing

Description	TA Activities	Resource
☐ Student Workspace	Follow your approved testing plan and seating arrangement. Students must clear their desks. Desks should only have what is needed and allowed for testing. All other student belongings should be placed in the location identified by the TA. Ensure students do not access unauthorized electronic devices (such as cell phones) at any time during testing.	TAM, Security and Preparation of the Test Environment,
☐ Test Tickets and Login Instructions	For online testing, verify that the students have their login information (first name, SSID, and session ID). Know who your students are. If in doubt, stop testing and notify your SC. TAs are responsible to ensure students log in under their own ID. Verify student information as you provide it to each student. Pass out materials/test tickets to students (scratch paper, etc.). Provide all accessibility features and ancillary materials as permitted in the GTSA and Accessibility Features Available to Students document.	TAM, GTSA, Force Quiet Commands for Secure Browser
☐ Labels and ancillary materials	For paper-pencil testing, verify that pre-ID labels are attached correctly to students' test or answer booklets. Pass out materials to students (scratch paper, etc.). Provide all accessibility features and ancillary materials as permitted in the GTSA and Accessibility Features Available to Students document.	TAM, GTSA, Secure Handling of Ancillary and Print-on-Demand Materials
☐ TA Script of Student Directions	Administer state assessments, following word-for-word the *TA Script of Student Directions* document.	TAM, Prior to Test Administration
☐ Breaks	Provide breaks as permitted. Additional breaks may be provided based on students' needs and TA judgment.	TAM, Scheduling Time for Testing
☐ Monitoring	One trained TA must be in the testing room at all times. Students are actively supervised and are prohibited from access to unauthorized electronic devices and/or materials. Unauthorized staff or ineligible students may not be in the testing location.	Locally delivered
☐ Testing Incidents	Should an anomaly occur with a student during your testing session, stop testing that student and check with your SC or DC for direction. Note: If a student begins testing under another student's login, stop testing and contact your SC. This will help to ensure the students testing opportunity. Note: Pausing a student's test session will help to ensure that the student is able to complete their testing opportunity.	TAM Test Incident and Appeals

Table 21: After Testing

Description	TA Activities	Resource
☐ Collect/Account for Materials	At the end of the testing session, prior to releasing students, collect and account for **all** materials distributed to students during your test session.	Locally delivered
☐ Clear Device Memory	When paper-pencil testing, if hand-held calculators are used, calculator memories must be cleared. Notes and other test content on assistive technology devices must also be deleted.	Locally delivered
☐ Return Materials to SC	Return all used and unused test and answer booklets, *ELA Listening Transcripts*, paper-pencil *WCAS TA Script of Student Directions*, accommodated forms, and ancillary materials to the SC immediately after each testing session is completed. Ancillary materials provided during the testing session are considered secure. Ensure all test tickets and rosters containing student information are returned with ancillary materials to be securely destroyed. Prior to the return of booklets to the scoring contractor, the TA or SC must enter student responses from WCAS standard print, large print, or Braille tests into the DEI according to the guidance provided in the secure, paper-pencil *WCAS TA Scripts of Student Directions* and the DEI User Guide. WCAS Spanish regular print and large print booklets are not entered into DEI prior to their return to the scoring contractor. Process materials according to your TSBP.	TAM, PIRG, DEI User Guide, Destroying Test Materials with Identifying Information Locally delivered
☐ Report to SC	Immediately report any missing materials according to the school's TSBP. Notation of missing materials must be included on the *Test Security Assurance Report*.	TAM, PIRG, Test Security & Building Plan Locally delivered
☐ Required Documentation	Complete the second page of your *Test Security Assurance Report*. The completed form must include an explanation of boxes checked "no" and notation of any missing materials. Sign and submit the report, along with your secure testing materials, to your SC, for district level retention.	WCAP Portal

Appendix B: Customer Service

The WCAP customer support for TAs is outlined below. For answers to questions regarding information in this TAM, general administration questions, or technology/system issues:

- **TAs** and **SCs**, contact your **Technology Coordinator** (technical/system issues) or your **DC or DAs**.
- **DCs** and **DAs** contact the OSPI Assessment Operations Team.

Table 22: Contact Information for Questions about Overall Administration & Policies

First, contact your SC
Name:
Phone:
Email:

Table 23: Contact Information for Escalating Incidents to the DC

When applicable, contact your DC
Name:
Phone:
Email:

Table 24: Contact Information for Reporting Technology and System Issues

TA Questions about technology and system issues. If contacting your Technology Coordinator you must also alert your SC.
Name:
Phone:
Email:

If a technology issue is unable to be resolved internally and the issue requires support from the AIR WCAP Help desk, you are required to also notify your SC. When a situation is escalated to the AIR Help Desk, provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred. This should include the following:

- type of device being used for the test;
- any error messages that appeared (code and description);
- operating system and browser information;
- your contact information for follow-up, including email address and phone number; and
- any relevant and authorized student and school information, including statewide student identifier (SSID), grade level, testing session ID, content area, and PT or CAT. Maintain student confidentiality by not sending information electronically, as doing so may violate FERPA policies.

Help Desk toll-free at 1-844-560-7366 or wahelpdesk@air.org. The Help Desk is open from 6:00 am PST to 6:00 pm PST, except holidays. During these hours, staff will respond promptly to calls.

Appendix C: Revision Log

Updates to this document after January 31, 2019 are noted below.

Table 25: Revision Log

Section	Page	Description of Change	Revision