Smarter Balanced Assessment Consortium

Test Coordinator's Manual

English Language Arts/Literacy and Mathematics

2016–2017

Contents

Smarter Balanced Resources and Help Desk Information

New Hampshire Smarter Balanced Assessment Portal

http://nh.portal.airast.org

This website is the home page for all Smarter Balanced Assessment administration information.

New Hampshire Smarter Balanced Assessment Help Desk

1-844-202-7584 | nhhelpdesk@air.org

The Help Desk is open Monday–Friday 7:00 a.m. to 4:00 p.m. outside of the summative testing window and Monday–Friday 7:00 a.m. to 7:00 p.m. during summative testing.

The Help Desk may be contacted for situations and questions that include some of the following:
- Testing environment down or unavailable
- User accounts not available or users are not able to administer tests
- Student information or test session incorrect or missing
- Loading student data or settings into the Test Information Distribution Engine (TIDE)
- Appeals functionality in TIDE
- Preparing for online testing—downloading the secure browser, voice packs, etc.
- Password resets for district and school users;
- Test settings (designated supports or accommodations) inaccurate

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

Section I. Overview of the Smarter Balanced Assessments

I.I About the Smarter Balanced Assessments

The Smarter Balanced assessments are next-generation assessments aligned to the Common Core State Standards in English language arts (ELA)/literacy and mathematics that measure student progress toward college- and career-readiness. The Smarter Balanced assessments are available in ELA and mathematics to students in grades 3–8. Each content area assessment consists of a computer adaptive test (CAT) and a performance task (PT). For more information about the Smarter Balanced assessments, go to http://www.smarterbalanced.org/.

I.II Ensuring Test Security

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

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

Violation of test security is a serious matter with far-reaching consequences. Breaches of test security include, but are not limited to, copying of test materials, failing to return test materials, coaching students, giving students answers, and/or changing students' answers. Such acts may lead to the invalidation of an entire school district's student test scores, disruption of the test system statewide, and legal action against the individual(s) committing the breach including revocation of the individual's license to teach in New Hampshire. A breach of test security may be dealt with as a violation of the Code of Professional Responsibility for Teachers, as well as a violation of other pertinent state and federal law and regulation. The New Hampshire Department of Education (DOE) will investigate all such matters and pursue appropriate follow-up action.

I.III Security of the Test Environment

Table 1 describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

Individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the assessments or the resulting data must report such incidents immediately to the District Test Coordinator (DC) who will contact DOE.

Refer to Section VI. Testing Improprieties, Irregularities, and Breaches for more information about prohibited behaviors that may give a student an unfair advantage or compromise the security of the assessments.

Table 1. Requirements of the Test Environment

REQUIREMENTS BEFORE TESTING	
Instructional materials removed or covered	Instructional materials **must be removed or covered, including but not limited to,** information that might assist students in answering questions. This includes materials that may be displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas).
Student seating	Students must be seated so there is enough space between them to minimize opportunities to look at each other's work, or they should be provided with table-top partitions.
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
REQUIREMENTS DURING TESTING	
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.
Student supervision of electronic devices	Students are actively monitored and are **prohibited** from access to unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, including but not limited to cell phones, iPods, cameras, and electronic translation devices.
Student access to allowable resources only	Students must only have access to and use of those allowable resources identified by Smarter Balanced (see Section IX.I Establishing Appropriate Testing Conditions for examples) that are permitted for each specific test (or portion of a test).
Access to assessments	Only students who are testing can view test items. Students who are not being tested or unauthorized staff or other adults must not be in the room where a test is being administered. Trained TEs/TAs may have limited exposure to test items in the course of properly administering the assessments; however, DCs, SCs, TEs, TAs,* and other trained staff may not actively review or analyze any test items.
No answer key development	No form or type of answer key may be developed for test items.
Testing through secure browser	Administration of the Smarter Balanced assessments is permitted only through the Student Interface via the secure browser.

No unauthorized logging in to the test delivery system	Only students may log in to the Student Interface. Students may not use another student's login credentials. Only adults may log in to the Test Administrator (TA) Interface with an authorized account. An adult may not use another person's username and password.
REQUIREMENTS DURING AND AFTER TESTING	
No access to responses	DCs, SCs, TEs, TAs,* and other staff are not permitted to review student responses in the testing interface or students' notes on scratch paper.
No copies of test materials	Unless needed as a print-on-demand or braille accommodation, no copies of the test items, stimuli, reading passages, performance task materials, or writing prompts may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	DCs, SCs, TEs, TAs,* and other staff may not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing.
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 by staff responsible for test administration.
REQUIREMENTS AFTER TESTING	
No test materials used for instructional purpose	Test items, stimuli, reading passages, or writing prompts must not be used for instructional purposes.
Destroy test materials securely	Printed test items/passages, including embossed braille printouts, and scratch paper must be collected and inventoried at the end of each test session and then immediately destroyed. See section I.IV Secure Handling of Printed Materials for details.

* DC = District Test Coordinator, SC = School Test Coordinator, TE = Teacher, TA = Test Administrator

I.IV Secure Handling of Printed Materials

Students whose Individualized Education Program (IEP) or 504 Plan indicates a need for a paper copy of **passages and/or items** may receive the print-on-demand non-embedded accommodation. This accommodation must be set in TIDE, prior to testing. Refer to the *Usability, Accessibility, and Accommodations Guidelines* for information about requesting the print-on-demand accommodation.

Print requests must be approved and processed by the TE/TA in the TA Interface during test administration. The decision to allow students to use print-on-demand must be made on an

individual student basis and is available only for students with an IEP or 504 Plan. Please note that this function cannot be used to create a printed test booklet as 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 TE/TA during testing by clicking the print icon on the screen. Before the TE/TA approves the student's request to print a test item/stimulus, the TE/TA must ensure that the printer is on and is monitored by staff that has been trained using the TA Certification course and Test Administrator training modules for the test. This request needs to be made for each individual item.

Destruction of Printed Materials and Scratch Paper

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

Use of Scratch Paper on the Performance Tasks

The only exception to the requirement governing the destruction of printed materials and scratch paper is when scratch paper is used during the ELA and mathematics PTs.

During the ELA PT, the Notes on the embedded universal tool in the upper right-hand corner of the student interface, are retained from Part 1 to Part 2 so that the student may return to the notes in Part 2 even though the student is not able to go back to specific items in Part 1.

While the embedded Notes tool is the preferred mode for note-taking during the ELA PT, students may use scratch paper to make notes. To ensure that students using scratch paper for notes have the same allowance as students using the online notes, the TE/TA should tell students to write their names (or some appropriate identifying information) on each piece of scratch paper, collect the scratch paper at the completion of Part 1 of the ELA PT, and securely store it for students' use during Part 2 of the ELA PT.

Likewise, the mathematics PT may extend beyond one test session. When this happens, the TE/TA should tell students to write their names on the scratch paper (and graph paper for grades 6 and above), collect the paper used in the first session, and securely store it for students' use in the subsequent test session.

> **The retention of scratch paper is only allowed for the PTs.** Following the conclusion of the PT, all scratch paper and graph paper must be collected, inventoried, and immediately destroyed to maintain test security.

Section II. Test Administration Roles and Responsibilities

The New Hampshire Smarter Balanced assessments use a role-based system in the Test Information Distribution Engine (TIDE). Each user is assigned a specific role that grants access to features within the various systems. User roles and responsibilities for the test are provided in Table 2.

Table 2. User Roles in the Online Testing System

USER ROLE	DESCRIPTION
District Test Coordinator (DC)	The DC's primary responsibility is to coordinate the administration of the Smarter Balanced assessment in the district. DCs are responsible for the following: • Reviewing all Smarter Balanced policy and test administration documents • Reviewing scheduling and test requirements with SCs and TEs/TAs • Working with SCs and Technology Coordinators to ensure all systems, including the secure browser, are properly installed and functioning • Importing users (SCs, TEs, TAs) into TIDE • Verifying all student information and eligibility in TIDE • Scheduling and administering training sessions for all SCs, TEs, TAs, and Technology Coordinators • Ensuring that all personnel are trained on how to properly administer the Smarter Balanced assessments • Monitoring secure administration of the test • Investigating and reporting all testing improprieties, irregularities, and breaches reported by the TEs/TAs • Attending to any secure material according to state and Smarter Balanced policy
School Test Coordinator (SC) ***Note:** An SC can be a principal, vice principal, technology coordinator, counselor, or other staff member. If possible, an SC should be a person with non-instructional or limited instructional duties so that he or she can coordinate and*	The SC's primary responsibilities are to coordinate the administration of the Smarter Balanced assessment and ensure that testing within his or her school is conducted in accordance with the test procedures and security policies established by the New Hampshire Department of Education (DOE). SCs are responsible for the following: • Establishing a testing schedule with DCs, TEs, and TAs based on test administration windows • Working with technology staff to ensure timely computer setup and installations

USER ROLE	DESCRIPTION
monitor testing activity in the school.	• Working with TEs and TAs to review student information in TIDE to ensure that correct student information and test settings for designated supports and accommodations are applied.
	• Identifying students who may require designated supports and test accommodations and ensuring that procedures for testing these students follow state and Smarter Balanced policy.
	• Attending all district trainings and reviewing all Smarter Balanced policy and test administration documents.
	• Ensuring that all TEs and TAs attend school or district trainings and review online training modules posted on the portal.
	• Establishing secure and separate testing rooms if needed
	• Monitoring secure administration of the test.
	• Monitoring testing progress during the testing window and ensuring that all students participate, as appropriate.
	• Investigating and reporting all testing improprieties, irregularities, and breaches reported by the TEs and TAs.
	• Attending to any secure material according to state and Smarter Balanced policy.
Teacher (TE) **Note:** *TEs should be certified school personnel; however, if a paraprofessional or substitute teacher is needed to administer a test, the individual must be fully trained in test administration and test security procedures.*	A TE's primary responsibility is to administer the Smarter Balanced assessments. The TE role does not allow for access to student results and is designed for test administrators such as technology staff, who administers tests, but should not have access to student results. TEs are responsible for the following: • Completing Smarter Balanced test administration training and reviewing all Smarter Balanced policy and test administration documents prior to administering any Smarter Balanced assessments. • Viewing student information prior to testing to ensure that the correct student receives the proper test with the appropriate supports. TEs should report any potential data errors to SCs and DCs as appropriate. • Administering the Smarter Balanced assessments. • Reporting all potential test security incidents to the SC/DC in a manner consistent with Smarter Balanced, state, and district policies. **Note: To ensure that test administration and test security procedures are followed, a certified teacher should monitor paraprofessionals. A substitute teacher should be monitored by the building principal or another administrator to ensure that test administration and security procedures are followed.*
Test Administrator (TA)	A TA is able to administer the Smarter Balanced assessment, but cannot view scores.

For a checklist of example activities to complete for District Test Coordinators and School Test Coordinators refer to Appendix J: District Test Coordinator Checklist and Appendix K: School Test Coordinator Checklist. For Test Administrators/Teachers, see Appendix L Teacher/Test Administrator Checklist. All resources are available on the New Hampshire Smarter Balanced Assessment Portal (http://nh.portal.airast.org).

Section III. Test Administration Resources

This *Test Coordinator Manual (TCM)* for summative assessments is intended for staff that plays a role in the administration of Smarter Balanced assessments (District Test Coordinators, School Test Coordinators, Teachers, and Test Administrators). This manual provides procedural and policy guidance to implement the Smarter Balanced assessments. The appendices of this manual contain important information that can be used as stand-alone materials and are easily extracted for printing or distribution. For a list of frequently used terms associated with the Smarter Balanced assessments, see Appendix A. For specific questions not addressed in this manual, please contact the New Hampshire Smarter Balanced Help Desk.

III.I Summative Assessment Administration Resources

This manual is designed to complement a variety of other resources listed in Table 3 (manuals and user guides), and Table 4 (other resources). All resources can be found on the New Hampshire Smarter Balanced Assessment Portal (http://nh.portal.airast.org).

Table 3. Manuals and User Guides

RESOURCE	DESCRIPTION
Braille Requirements and Testing Manual	The *Braille Requirements and Testing Manual* include information about supported operating systems and required hardware and software for braille testing.
Online Reporting System (ORS) User Guide	The *Online Reporting System User Guide* supports users in their use of participation and score reports.
Secure Browser Installation Manual	The *Secure Browser Installation Manual* provides instructions for installing the secure browser on supported operating systems and is organized by operating system.
Summative Assessment Test Administration Manual (TAM)	This manual provides the necessary steps for test examiners to follow prior to, during, and after test administration for the Smarter Balanced assessments. This includes the test administration script.
Technical Specifications Manual for Online Testing	The *Technical Specifications Manual for Online Testing* provides technology staff with the technical specifications for online testing, including information on Internet and network requirements, general hardware and software requirements, and the text-to-speech function.
Test Administrator (TA) User Guide	The *Test Administrator (TA) User Guide* supports individuals using the test delivery system applications to manage testing for students. This resource provides information about the test delivery system, including the Test Administrator (TA) and student applications.

RESOURCE	DESCRIPTION
Test Information Distribution Engine (TIDE) User Guide	TIDE is the system used to manage student information and user accounts for online testing as well as appeals and roster management. The TIDE User Guide provides a step-by-step approach to using the system.
Secure Systems and Permissions Brochure	This brochure provides an overview of tasks that all TIDE user roles have permission to execute.
Usability, Accessibility, and Accommodations Guidelines	The *Usability, Accessibility, and Accommodations Guidelines* focus on universal tools, designated supports, and accommodations for the Smarter Balanced assessments. The *Guidelines* are intended for school-level personnel and decision-making teams, particularly Individualized Education Program (IEP) and 504 teams, as they prepare for and implement the Smarter Balanced assessments. The *Guidelines* provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and providing universal tools, designated supports, and accommodations for 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 4. Other Resources

RESOURCE	DESCRIPTION
Practice Test*	Practice Tests include items and performance tasks for each grade level (3–8). The Practice Tests provide a preview of the item types included in the Smarter Balanced assessments. Item types are listed and described in Appendix B: Item Types. The Practice Tests can be found on the portal at http://nh.portal.airast.org. See also Appendix D: Practice and Training Tests for additional information about the Practice Tests.
Training Test*	Training Tests are for TEs/TAs and students to become familiar with the format and functionality of the online test. This resource is available by grade band (3–5, 6–8), and has approximately 8 to 9 mathematics and 6 ELA items per grade band. The Training Tests can be found on the portal at http://nh.portal.airast.org. See also Appendix D: Practice and Training Tests for additional information about the Training Tests.

* The Practice and Training Tests can be used as a "guest" without login credentials; however, if users want to access either of these sites as a TE/TA (required if they want to administer a braille Practice or Training Test), a login will be required. Contact your SC or DC for access. The Practice and Training Tests do not require use of the secure browser, but some accessibility features (such as text-to-speech) are only available through the secure browser (see Section VIII. Technology Requirements and the *Technical Specifications Manual for Online Testing*).

Section IV. 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 the format of the assessments, how to prepare and schedule for the assessments, and to review general rules for the Smarter Balanced assessments. Information about test pauses and restarting a paused test is also included in this section.

IV.I Assessment Participation

Participation of Students with Disabilities and/or English Learners

Consistent with the Smarter Balanced assessment testing plan, all students, including students with disabilities, English learners (ELs), and ELs with disabilities, should have equal opportunity to participate in the Smarter Balanced assessments.

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

All students enrolled in grades 3–8 are required to participate in the Smarter Balanced mathematics assessment except

- students with the most significant cognitive disabilities who meet the criteria for a state-selected or -developed mathematics alternate assessment based on alternate achievement standards (approximately 1% or fewer of the student population).

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

- students with the most significant cognitive disabilities who meet the criteria for a state-selected or -developed English language arts/literacy alternate assessment based on alternate achievement standards (approximately 1% or fewer of the student population); and

- ELs who enrolled in a U.S. school for the first time within the last 12 months prior to the beginning of testing window. These students have a one-time exemption and may instead participate in their state's English language proficiency assessment consistent with state and federal policy.

> School personnel should follow federal and state policies regarding student participation.

Attemptedness Rules for Participation

A student counts as a participant and is assigned the lowest achievement level if, at minimum, the student logs in to the computer adaptive test (CAT) **and** performance task (PT). A student is considered a non-participant if only one component of the test is accessed or if neither test is logged in to.

IV.II General Rules of Online Testing

This section provides a brief overview of the general test administration rules for different portions of the assessment as well as information about test tools and accommodations. For more information, refer to the *Test Administrator (TA) User Guide* located at http://nh.portal.airast.org.

Basic Online Testing Parameters

- The computer adaptive test (CAT) and performance task (PT) will be presented as separate tests for each content area. Students may not return to a test once it has been completed and submitted.

- Within each test there may be segments. For example, the grade 6 mathematics tests include a segment with an embedded calculator available and another segment where the embedded calculator is not allowed and is not available for testing. A student may not return to a segment once it has been completed and submitted.

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

- Students may mark items for review and use the **Questions** drop-down list to return to those items within a segment.

Pause Rules

During the Computer Adaptive Test (CAT):

- If a test is paused for more than 20 minutes, the student is required to log back in to the student interface. Once logged back in, the student is

  - o presented with the page containing the item(s) he or she was working on when the test 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

  - o NOT permitted to review or change any previously answered items, even if they were marked for review (with the exception of items on a page that contains at least one item that was not answered yet).

- Any highlighted text will remain as long as the student logs back in to the test using the same operating system.

- Any notes on the digital notepad will not be saved when a test is paused regardless of how long the test is paused.

- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

- See Appendix E: Computer Adaptive Test (CAT) Pause Rule Scenarios to review the rules that govern pausing during the test.

During the Performance Task (PT):

- **There are no pause restrictions.** If a PT is paused for 20 minutes or more, the student can return to the section and continue entering his or her responses.

- For the mathematics PT, any highlighted text will remain as long as the student logs back into the test using the same operating system.

- For the mathematics PT, any notes on the embedded notepad located in the Context Menu for each item will not be saved when a test is paused regardless of how long the assessment is paused.

- For the ELA PT, notes taken in the embedded notepad, located in the top right corner of the screen, will be saved when a test is paused and will be accessible for both Parts 1 and 2.

- 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.

There are recommendations for breaks in **Error! Reference source not found.** and **Error! Reference source not found.**.

Test Timeout (due to inactivity)

As a security measure, students and the TE/TA are automatically logged out of the test after 30 minutes of inactivity. *Activity* is defined as selecting an answer or navigation option in the assessment (e.g., clicking [**Next**] or [**Back**] or using the **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 minute inactivity timer.

Idle Timeout

Are you still there? Click OK to continue or you will be logged out in 30 seconds. [Message Code: 10906]

Ok
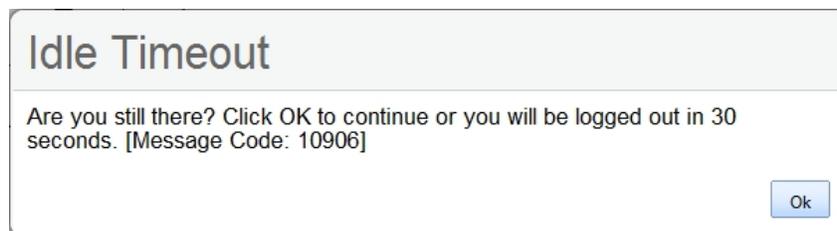
Caution: As a security measure, the TE/TA is automatically logged out after 30 minutes of user inactivity in the session, which will result in the closing of the test session. This includes inactivity by both the TE/TA on the TA Interface AND students within a test in the test session.

Test Expiration

Computer Adaptive Test (CAT)

A student's CAT remains active until the student completes and submits the test or until **45** calendar days after the student began the test, whichever occurs sooner. However, it is recommended that students complete the CAT within **5 days** of starting each content area.

Performance Task (PT)

The PT remains active until the student completes and submits the test or until **20** calendar days after the student began the PT, whichever occurs sooner. However, it is recommended that students complete the PT within **3 days** of starting in each content area. A summary of recommendations for the number of sessions and session durations is provided in section

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 test administration window, even if the student has not finished.

IV.III Test Scheduling

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

Testing Time and Scheduling

Testing Windows

TESTING WINDOW	DATE
Smarter Balanced Interim Assessment Test Window (ICA and IAB)	October 18, 2016–June 9, 2017
Smarter Balanced Math/ELA Summative Assessment Testing Window (Grades 3–8)	March 14, 2017–June 9, 2017

New Hampshire Testing Window Policy

Grades 3–8

- Testing shall not begin until at least 66% of a school's annual instructional days have been completed.

- Testing may continue up to and including the last day of school.

Note: 66% of a school year occurs after the 120th instructional day in a 180-day year, leaving a 12-week window for grades 3–8 testing.

Scheduling Time for Testing:

Table 5 contains estimates of the time it will take most students to complete the Smarter Balanced assessments. This information is for scheduling purposes only, as the assessments are not timed.

Table 5. Estimated Testing Times for Smarter Balanced Assessments

CONTENT AREA	GRADES	COMPUTER ADAPTIVE TEST (CAT) HRS:MINS	PERFORMANCE TASK (PT) HRS:MINS	CLASSROOM ACTIVITY (ADMINISTERED PRIOR TO THE PT)* HRS:MINS	TOTAL HRS: MINS
English Language Arts/Literacy (ELA)	3–5	1:30	2:00	:30	4:00
	6–8	1:30	2:00	:30	4:00
Mathematics	3–5	1:30	1:00	:30	3:00
	6–8	2:00	1:00	:30	3:30

CONTENT AREA	GRADES	COMPUTER ADAPTIVE TEST (CAT) HRS:MINS	PERFORMANCE TASK (PT) HRS:MINS	CLASSROOM ACTIVITY (ADMINISTERED PRIOR TO THE PT)* HRS:MINS	TOTAL HRS: MINS
Both	3–5	3:00	3:00	1:00	7:00
	6–8	3:30	3:00	1:00	7:30

* Classroom Activities are designed to fit into a 30 minute window; however, the time within the window will vary due to the complexity of the topic and individual student needs.

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

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

Recommended Order of Administration

The assessments comprise two components (tests) for ELA and mathematics: a CAT and a PT. All PTs must be preceded by the administration of a Classroom Activity.

Smarter Balanced recommends that students take the CAT and PT on separate days. For each content area, Smarter Balanced also recommends that students begin with the CAT, followed by the Classroom Activity and then the PT. Districts/schools may opt to administer in a different order if needed; however, the Classroom Activity, which is designed to introduce the PT, **must** occur prior to the PT. The recommended order of test administration is below:

CAT → Classroom Activity → Performance Task

Classroom Activity

The purpose of the Classroom Activities is to introduce students to the context of a performance task so they are not disadvantaged in demonstrating the skills the task intends to assess. Classroom Activities do not address content information; instead, they focus on vocabulary and key contextual topics. The Classroom Activity is designed to be an introduction and not an assessment.

Guidelines for administering the Classroom Activity for ELA or mathematics are as follows:

- A TE/TA should administer Classroom Activities. It is preferable—but not essential—that the TE/TA administering the Classroom Activity has content knowledge in the area of assessment.

- The TE/TA should be able to record information—including any tables, graphics, formulas, or other information contained in the Classroom Activity materials—for students to see, such as on a chalkboard or dry-erase board. Computers, projectors, and other technology are allowed but not required for the Classroom Activity. Recorded information should not be available when students participate in the PT. When the PT is being administered, content from the Classroom Activity should not be available (i.e., do not put any content from the Classroom Activity on the board, in handouts, etc.).

- Students may take notes during the Classroom Activity, but the notes may not be used during the PT. Notes must be collected before proceeding to the PT and stored in a secure location until securely shredded.

- There should be no more than a **three-day lapse** between the Classroom Activity and the PT administration. Inadvertently administering the PT before or without the Classroom Activity constitutes a testing irregularity.

- Classroom Activities should only be administered to students once and are designed to be completed in approximately 30 minutes.

- The Classroom Activity is non-secure; however, it should not be supplemented with any other content that the administrator may think is helpful. Supplementing the Classroom Activity may detract from the intended purpose of the Classroom Activity and is not advised.

- Consider the appropriate accommodations that should be provided to students in the class that would normally be provided during instruction. *Error! Reference source not found.* contains information on these student resources that can be provided during the Classroom Activity.

- In the event a student is absent during the Classroom Activity, a makeup session must be scheduled. The Classroom Activity may be recorded; however, the makeup session should provide students with an experience similar to that of his or her peers. To the greatest extent possible, the makeup session should provide students an opportunity to interact with the TE/TA and his or her peers.

Duration and Timing Information for ELA and Mathematics

The scheduling/rules for each of these components is included in Table 6 and Table 7. Note that the duration, timing, break/pause rules, and session recommendations vary for each content area and component.

Table 6. Assessment Sequence—ELA

ELA	CAT	CLASSROOM ACTIVITY	PERFORMANCE TASK (PT)
Number and Duration of Sessions	Recommendations: • No fewer than two sessions (recommended) and no more than six sessions (rare/ extreme). • Session durations range from 40 to 60 minutes.	Recommendations: • Administer in one session • Approximate session duration: 30 minutes • Should occur one to three days prior to PT Should NOT occur on the same day as the ELA PT	The PT is presented in 2 parts. Recommendations: • Administer in two sessions corresponding to Parts 1 and 2 of the PT. • Session durations range from 60 to 120 minutes.
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.	N/A	The PT is presented in 2 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. • Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.
Total Duration	Once a student has started the CAT, it will be available for 45 days. • Recommendation: Student completes this portion within 5 days of starting.	N/A	Once a student has started the PT, it will be available for 20 days. • Recommendation: Student completes each part of the PT within 1 day.

Table 7. Assessment Sequence—Mathematics

MATHEMATICS	CAT	CLASSROOM ACTIVITY	PERFORMANCE TASK (PT)
Number and Duration of Sessions	Recommendations: • Administered in 2 sessions. • Session durations range from 40 to 60 minutes. Most students will complete the CAT portion in 2 sessions of 60 minutes or less or 1 long session of more than 60 minutes.	Recommendations: • Administer in one session • Approximate session duration: 30 minutes • Should occur as close to the PT as is feasible, and no more than three days prior to the PT MAY occur on the same day as the PT	Recommendations: • Administered in 1 session. • Session duration ranges from 40 to 120 minutes.
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.	N/A	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.
Total Duration	Once a student has started the CAT, it will be available for 45 days. • Recommendation: Student completes this portion within 5 days of starting it.	N/A	Once a student has started the PT, it will be available for 20 days. • Recommendation: Student completes the PT in 1 day.

Additional Administration Recommendations

- For the PTs, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule.

- Minimize the amount of time between beginning and completing each test within a content area.

Additional considerations:

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

The test can be administered over multiple days, as needed.

IV.IV Sensitive Responses

Taking Appropriate Action with Student Responses or Student Actions that Cause Concern

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

Smarter Balanced security protocols make it clear that TEs/TAs are not permitted to review student responses in the testing interface or students' notes on scratch paper. However, during or after the Smarter Balanced assessments, a TE/TA might unexpectedly encounter a student response that raises sufficient concern to warrant adult action. Topics that may require the TE/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

Collecting Information

Prior to administration, each TE/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 TE/TA should document as much information as possible in accordance with school, district, and/or state policies.

Section V. Universal Tools, Designated Supports, and Accommodations

The Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* (*Guidelines*) are intended for school-level personnel and decision-making teams, including Individualized Education Program (IEP) and Section 504 teams, as they prepare for and implement the Smarter Balanced assessments. The *Guidelines* provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The *Guidelines* are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The Smarter Balanced *Guidelines* apply to **all** students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The *Guidelines* focus on universal tools, designated supports, and accommodations for the Smarter Balanced assessments of English language arts (ELA)/literacy and mathematics.

[Appendix H](#) provides a list of tools, supports, and accommodations available to students for the Smarter Balanced assessments.

The Smarter Balanced Summative and Interim assessments and the Practice and Training Tests contain embedded universal tools, designated supports, and accommodations. Embedded resources are those that are part of the computer administration system, whereas non-embedded resources are provided outside of that system; these are defined in Table 8.

Table 8. Definitions for Universal Tools, Designated Supports, and Accommodations

TYPE	DEFINITION
Universal Tools	Access features of the assessments that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.
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 either provided as digitally delivered components of the test administration system or separate from it.

TYPE	DEFINITION
Accommodations	Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. **Accommodations are available for students with documented IEPs or 504 Plans. Smarter Balanced-approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments**.

DCs, and SCs have the ability to set embedded and non-embedded designated supports and accommodations. **Designated supports and accommodations must be set in TIDE prior to starting a test session.**

For additional information about the availability of designated supports and accommodations, refer to the *Usability, Accessibility, and Accommodations Guidelines* at http://nh.portal.airast.org.

For information on updating student settings, refer to the *TIDE User Guide* at http://nh.portal.airast.org. The *Test Administrator User Guide* also contains information on how to use some of these settings.

To help identify similarities between the test resources and classroom practices, Appendix I lists the resources that are currently included in the *Usability, Accessibility, and Accommodations Guidelines* document and assists educators and decision-makers by providing a description of the resource.

A single-digit (1–9) multiplication table can be used as a non-embedded accommodation for grade 4 and above mathematics items. **This multiplication table is to be used only for students with a documented and persistent calculation disability (i.e., dyscalculia)**. For students requiring this accommodation, the table can be printed from the New Hampshire Smarter Balanced Assessment Portal resource section (http://nh.portal.airast.org/resources). Use of other multiplication tables is prohibited.

A paper-based table listing numbers from 1-100 can be used as a non-embedded accommodation for grade 4 and above mathematics items. **This table can be used only for students with a documented visual processing or spatial perception disability**. For students requiring this accommodation, the table can be printed from the New Hampshire Smarter Balanced Assessment Portal resource section (http://nh.portal.airast.org/resources).

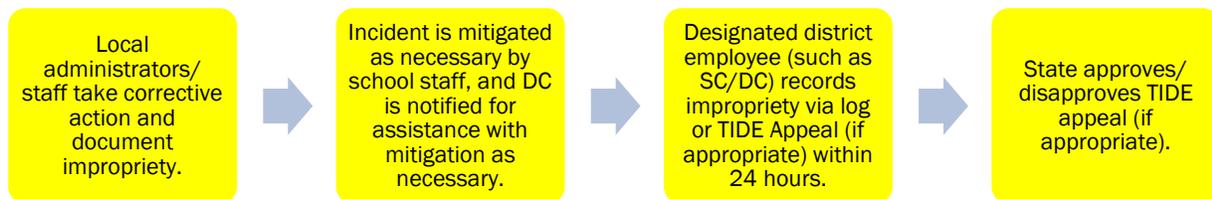# Section VI. Testing Improprieties, Irregularities, and Breaches

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches need to be reported in accordance with the instructions in this section for each severity level. Definitions for test security incidents are provided in Table 9.

There are times when these situations may even require a retest of an individual or a group of students. The DC should contact the DOE to report the test irregularity and to receive instructions for resolving the issue.

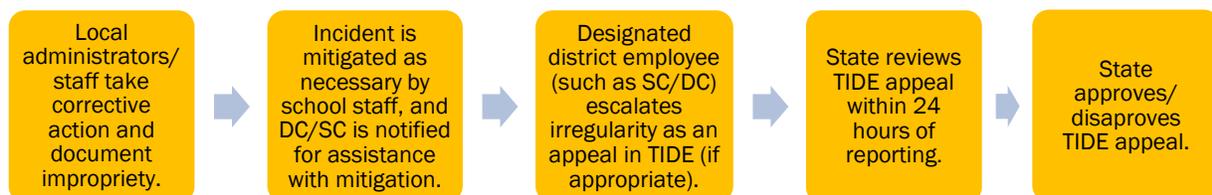Refer to Appendix F: Reporting Timelines and Action Steps

Improprieties

The TE/TA must immediately report the incident to the DC/SC. The DC/SC will correct and contain the incident at the district/school or enter it in the Appeals module of TIDE (if appropriate). Follow the steps in Section VII.III Filing an Appeal in TIDE for information on submitting an appeal.

| Local administrators/ staff take corrective action and document impropriety. | → | Incident is mitigated as necessary by school staff, and DC is notified for assistance with mitigation as necessary. | → | Designated district employee (such as SC/DC) records impropriety via log or TIDE Appeal (if appropriate) within 24 hours. | → | State approves/ disapproves TIDE appeal (if appropriate). |

Irregularities

The TE/TA must immediately report the incident to the DC/SC. The DC/SC will submit the incident in the Appeals module of TIDE (if appropriate) by the end of the day of the incident. Follow the steps in Section VII.III Filing an Appeal in TIDE for information on submitting an appeal.

| Local administrators/ staff take corrective action and document impropriety. | → | Incident is mitigated as necessary by school staff, and DC/SC is notified for assistance with mitigation. | → | Designated district employee (such as SC/DC) escalates irregularity as an appeal in TIDE (if appropriate). | → | State reviews TIDE appeal within 24 hours of reporting. | → | State approves/ disaproves TIDE appeal. |

Breaches

Breaches include test security incidents that pose a threat to the validity of the test. **Breaches require immediate attention and escalation to DOE**. 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; test items shared in social media). The TE/TA must immediately report a breach to the SC. The SC must immediately notify the DC who will call DOE at **603-271-3582.** The incident must be submitted to the Appeals module of TIDE (if appropriate). Follow the steps in Section VII.III Filing an Appeal in TIDE for information on submitting an appeal.
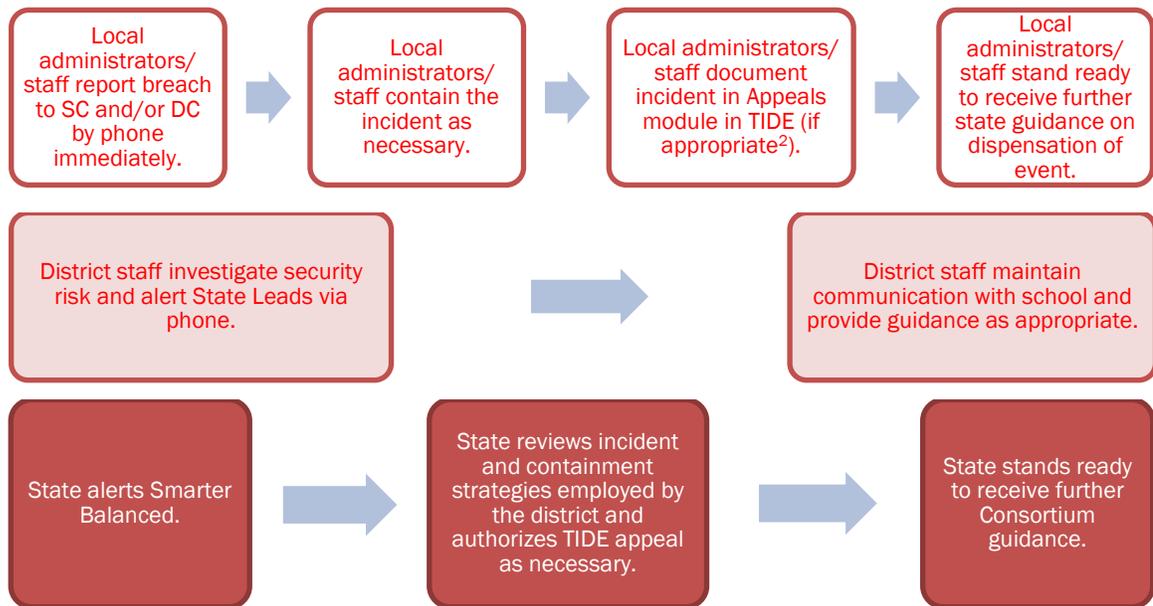
Local administrators/ staff report breach to SC and/or DC by phone immediately. → Local administrators/ staff contain the incident as necessary. → Local administrators/ staff document incident in Appeals module in TIDE (if appropriate[2]). → Local administrators/ staff stand ready to receive further state guidance on dispensation of event.

District staff investigate security risk and alert State Leads via phone. → District staff maintain communication with school and provide guidance as appropriate.

State alerts Smarter Balanced. → State reviews incident and containment strategies employed by the district and authorizes TIDE appeal as necessary. → State stands ready to receive further Consortium guidance.

Appendix G: .

Table 9. Definitions for Test Security Incidents

TYPE	DEFINITION
Impropriety	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. These circumstances can be corrected and contained at the local level. An impropriety should be reported to the DC and SC immediately and entered into the Appeals module of TIDE, if required.

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 corrected and contained at the local level and submitted in the online Appeals system for resolution. An irregularity must be reported to the DC and SC immediately and entered into the Appeals module of TIDE (should an appeal be required).
Breach	A test security incident that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the DC and SC immediately and entered in TIDE (should an appeal be required).

It is important for TEs/TAs to ensure the physical conditions in the testing room meet the criteria for a secure test environment. See Section I.III Security of the Test Environment for more detail.

Section VII. Appeals

For security incidents that result in a need to reset, reopen, allow a grace period extension, restore, or invalidate individual student tests, **the DOE must approve the request.** DOE approvals and denials will, in most cases, be processed within 24 hours. In most instances, an appeal will be submitted to address a test security breach or irregularity. In some cases an appeal may be submitted to address incidents that are not security related such as reopening an assessment for a student who becomes ill and is unable to resume testing because the test has expired.

Because the Appeals system is for action only, all appeals should also be entered in the Test Security Incident Log and submitted to the SC/DC. The Test Security Incident Log includes the information needed to process an appeal. The online Appeals process and conditions for use are described in Table 10. The *TIDE User Guide,* located at http://nh.portal.airast.org contains specific instructions on submitting appeal requests.

VII.I Online System Appeals Types

Table 10. Online System Appeals Types

TYPE OF APPEAL	DESCRIPTION	CONDITIONS FOR USE AND TYPE OF TEST SECURITY INCIDENT

RESET	Resetting a student's test removes that test from the system and enables the student to start a new test.	**Log as Testing Irregularity:**
		• The DOE may reset a test in the event that a student is caught cheating or posting images of test items/stimuli on the Internet.
		• The DOE may reset a test in the event that an adult engaged in inappropriate actions that violate test security.
		
		The DOE may reset a test if any of the settings, below, need to be changed because they were incorrectly set while the student is testing.
		   • **CAT:**
		      o If the student has been presented with five items or fewer, please log the test security incident as a **Testing Impropriety**.
		      o If the student has been presented with more than five items, please log the test security incident as a **Testing Irregularity**.
		   • **Performance Task:**
		      o If the student has been presented with any item in a performance task, please log the test security incident as a **Testing Irregularity**.

TYPE OF APPEAL	DESCRIPTION	CONDITIONS FOR USE AND TYPE OF TEST SECURITY INCIDENT
		- Applicable test settings: - American Sign Language (ASL) (for mathematics and ELA listening) - Braille (braille is a language setting) - Closed captioning (for ELA listening stimuli) - Streamlined interface (the streamlined interface is a test shell setting) - Translation—stacked (for mathematics tests only) *Note: Stacked translations are automatically provided when the selected language is Spanish.* - Translation—glossary (for mathematics tests only) - Text-to-speech as an **accommodation** *Note: Text-to-speech for test items is a designated support and is NOT eligible for an appeal but is a test setting that may be set in TIDE by the SC/DC.* - Any non-embedded accommodation(s)
REOPEN TEST	Reopening a test allows a student to access a test that was submitted in error 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 of the assessment but cannot return to previous segments.	**Log as Testing Irregularity:** - The DOE may reopen a test in the following situation: - A student is unable to complete a test due to a technological difficulty that results in the expiration of the test. - The DOE may reopen a **CAT** in the following situation: - A student is unable to complete the test before it expires (45 days) due to an unanticipated excused absence or unanticipated school closure. - The DOE may reopen a **PT** in the following situations: A student is unable to complete the test before it expires (20 days) due to an - unanticipated excused absence or unanticipated school closure.

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[*] A test that is reopened following expiration will remain open for 10 calendar days from the date it was reopened.

TYPE OF APPEAL	DESCRIPTION	CONDITIONS FOR USE AND TYPE OF TEST SECURITY INCIDENT
	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 but cannot return to previous segments.	• A student starts a PT unintentionally and the student is unable to complete the test because it expired 20 days after being opened. For example, a student selects a PT instead of a CAT or selects a Mathematics PT instead of an ELA PT. **Log as Testing Impropriety:** • A student unintentionally submits a test before he/she has completed it. For example, a student submits the ELA PT before completing Part 2 of the PT.
REOPEN A TEST SEGMENT	Reopening a test segment allows a student to access the first segment of a test that was submitted in error or has expired. If an **expired** test is reopened, the test will reopen to the first segment of the assessment. The student will be able to review items within that segment. If a **submitted** test is reopened, the test will reopen at the last page of the first segment. The student can review items in that segment.	**Log as Testing Irregularity** • The DOE may reopen a test segment if a student is unable to complete a test due to a technological difficulty that results in the expiration of the test. • The DOE may reopen an **ELA PT** if a student is unable to complete the test before it expires (20 days) due to an unanticipated excused absence or unanticipated school closure. • A student starts Part 2 of the PT unintentionally. **Log as Testing Impropriety** A student unintentionally submits a test before he/she has completed it. For example, a student submits the ELA PT before completing Parts 1 and 2.
RESTORE	Restoring a test returns a test from the Reset status to its prior status. This action can only be performed on tests that have been reset.	The DOE may only restore a test if a test was inadvertently or inappropriately reset.

| TYPE OF APPEAL	DESCRIPTION	CONDITIONS FOR USE AND TYPE OF TEST SECURITY INCIDENT
GRACE PERIOD EXTENSION	A Grace Period Extension allows the student to review previously answered questions upon logging back in to the test after expiration of the pause rule.	The DOE my grant a Grace Period Extension to reopen a test if • sudden loss of Internet access prevents a student from completing a test; or • a school event or evacuation takes place, such as a fire drill, interrupting the test administration.
INVALIDATION	Invalidating a student's test eliminates the test. The test will not be scored.	**Log as Test Breach:** • The DOE may invalidate a test if there is a test security breach that is discovered after the close of the testing window. **Log as Testing Irregularity:** A student was administered the wrong grade-level test because of an error in TIDE.

VII.II Filing an Appeal in TIDE

An appeal can be submitted in the Appeals module in TIDE. For a list of user roles that can perform this task, refer to the *TIDE User Guide*.

Creating Individual Appeals

1. Click the **Appeals** tab; then click **Create Appeals** (See Figure 1. TIDE Appeals Tab). The *Create Appeals* page appears.

Figure 1. TIDE Appeals Tab
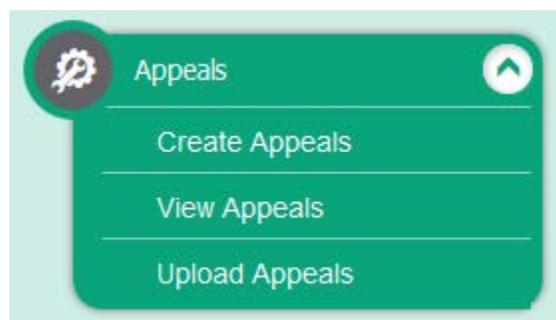
2. Select an Appeal Type to request. From the drop-down list, select a criteria to search by. Once selected, a text field will automatically populate in which a value can be entered. **Figure 2** displays an example of a request to **Re-open a Test** by searching for the test through a **Session ID.**

Figure 2. Selection Fields in the Create Appeals Page

3. Click **Search**. TIDE displays the found results at the bottom of the *View Appeals* page (see Figure 3).

Figure 3. Retrieved Appeals

4. To create an appeal, enter the reason in the pop-up text box. The reason should include detailed information about the incident. Then click **Submit**. TIDE displays a confirmation message.

Creating Appeals Through File Uploads

If many appeals need to be created, it may be easier to upload a file. The following sections describe how to compose the files and then upload them to TIDE.

Understanding the Appeal Upload File Format

The upload file is an Excel or CSV file with a heading row and data rows. Table 11 describes the columns in the upload file and associated valid values.

Table 11. Columns in the Appeals Upload File

Column Name	Description	Valid Values
Type*	Type of appeal.	One of the following: Invalidate a test Reset a test Re-open a test Re-open a test segment Revert a test that's been reset Grace period extension
Search Type*	Student field to perform a search on.	One of the following: Result ID Session ID SSID
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.
Reason*	Reason for creating impropriety.	Up to 1,000 alphanumeric characters.

*Required field.

Figure 4 is an example of a simple upload file that re-opens a test with result ID 99999999.

Figure 4. Sample Appeals Upload File

	A	B	C	D
1	TYPE	SEARCHTYPE	SEARCHVALUE	REASON
2	Re-open a test	Result ID	99999999	Student was ill during test window.

Submitting an Appeal Upload File

1. Click the **Appeals** tab; then click **Upload Appeals**. The *Upload Appeals* page appears.

2. Download one of the file templates by clicking **Download Excel Template** or **Download CSV Template**.

3. Open the file in a spreadsheet application or text editor, and add a row for each appeal. Be sure to follow the guidelines in Table 11. Save the file on the computer.

4. In the *Upload Appeals* page, click **Browse** and navigate to the upload file you created in step 3.

5. Click **Upload File**. TIDE displays a preview of the uploaded file (see Figure 5). Use this preview to verify the correct file for upload.

Figure 5. Appeals Upload File Preview

Type	Search Type	Value	Reason
Re-open a test	Result ID	99999999	Student was ill during test window.

6. Click **Next**. TIDE validates the file and displays error messages, if any.

7. Click **Commit**. TIDE commits those records that do not have errors and sends a confirmation email.

For more information on appeals, refer to the *TIDE User Guide* on the New Hampshire Smarter Balanced Assessment Portal (https://nh.portal.airast.org).

Section VIII. Technology Requirements

Prior to assessment administration, DCs, and SCs should meet with their Technology Coordinators, and review the technology infrastructure at their schools to ensure it meets the minimum requirements for administering the Smarter Balanced assessments.

The Secure Browser

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

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

Technology Coordinators are responsible for ensuring that each device to be used for testing at the school is properly secured by installing the most current secure browser. If secure browsers were not installed on computers used for testing, contact the DC or SC. Secure browsers can be downloaded from the New Hampshire Smarter Balanced Assessment Portal (http://nh.portal.airast.org/secure-browsers).

Section IX. Prior to Test Administration

IX.I Establishing Appropriate Testing Conditions

SCs, TEs, and TAs will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of computers available, the number of students in each tested grade, and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the TE/TA.

The test administration should be conducted in a secure environment (see Section I.III Security of the Test Environment).

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

During test administration, students may have access to and use of these additional required resources in **Error! Reference source not found.** specific to each assessment and content area.

IX.II Tasks to Complete Prior to Test Administration

USER ROLE	ACTION
DCs, SCs, TEs, and TAs	**Verify that students are provided the opportunity to practice on the Training Test and Practice Test prior to testing.** • It is highly recommended that ALL students be provided the opportunity to practice on the Training Test and Practice Test prior to testing. This allows students the opportunity to become familiar with all of the item types, the universal tools, buttons, and any allowable designated supports and/or accommodations.
DCs, SCs, TEs, and TAs	**Verify that students are familiar with all item types that may appear on the online tests.** • It is highly recommended that ALL students be provided with the opportunity to view the Item Type Tutorials on the New Hampshire Smarter Balanced Assessment Portal (http://nh.portal.airast.org/resources/?section=students-families).
DCs, SCs	**Ensure all TEs/TAs have login information for the TA Interface.**
DCs, SCs, TEs, and TAs	**Ensure the secure browser is available on each device to be used for testing.** • The secure browser is required for testing. Consult the *Secure Browser Installation Manual* for more information.

DCs, SCs, TEs, and TAs	**Verify student demographic information and test settings.**
	• Each student must be correctly assigned to his or her district, school, and grade in TIDE. District personnel will not be able to add or delete students, or make changes to student demographic information directly in TIDE.
	• In addition to the correct school and grade, SCs and TEs/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. The test settings are uploaded by the districts in TIDE (refer to the *TIDE User Guide*).
	• DCs, and SCs can add, delete, or change embedded and non-embedded designated supports and accommodations in TIDE for students who require them. TEs/TAs may view student information; however, TEs/TAs cannot add, upload, or modify test settings in TIDE. Within the TA Interface, a TE/TA can change the default font size and turn off universal tools prior to the start of the test. Refer to the *Usability, Accessibility, and Accommodations Guidelines* for guidance regarding turning off universal tools.

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

For information on how to view, add, upload, and modify student information, please refer to the *TIDE User Guide* located at http://nh.portal.airast.org.

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

USER ROLE	ACTION
SCs	**Ensure that TEs/TAs have necessary student login information.** • Students will log in to the test delivery system using their first name and SSID as they appear in TIDE. Students will also need the test session ID to log in to a test. This information must be provided to each student to complete the login process. The SSID and the student's first name may be printed and distributed to each student just prior to testing to help him or her type it into the computer accurately. For information on printing student test tickets with students' login information, consult the *TIDE User Guide.* Student information is confidential; therefore, the cards/papers with this information must be kept secure until used during a test session. *When a TE/TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to students before they log in. Please refer to the Test Administrator (TA) User Guide located at http://nh.portal.airast.org for detailed information on how to generate session IDs.*

Section X. Day of Test Administration

It is important for anyone with access to student information to remember that student personal information, including the SSID number, is confidential. If materials containing student personal information and/or SSIDs are distributed to students, these materials must be collected before the students leave the testing room and either securely stored to be used in a subsequent test session or destroyed.

The TE/TA should verify the security of the testing environment prior to beginning a test session. (See Section I.III Security of the Test Environment) TEs/TAs must ensure that students do not have access to digital, electronic, or manual devices during testing.

The *Summative Assessment Test Administration Manual (TAM)* contains a script that the TE/TA must use when administering a test. To ensure that all students are tested under the same conditions, the TE/TA should adhere strictly to the script provided for administering the test. The directions in boxes indicated by the word "SAY" must be followed exactly and used each time a test is administered. When asked, the TE/TA should answer questions raised by students but should never help the class or individual students with specific test items. **No test items or passages can be read to any student for any content area, unless the student requires a designated support or accommodation as described in the** *Usability, Accessibility, and Accommodations Guidelines.*

The TE/TA should distribute

- **scratch paper to students for all test sessions; and**

- **graph paper to students in grades 6 and above for the mathematics assessments.**

X.I Test Session Administration

The TE/TA must create a test session before students can log into the Online Testing System **(but no more than 30 minutes prior to the start of the test or the system will time out).** When a TE/TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log in and should be written down by the TE/TA so that students access the correct test.

The *Summative Assessment Test Administration Manual (TAM)* provides the TE/TA with the following steps to administer a test:

1. Log in to the TA Interface
2. Create a Test Session
3. Start the Test Session
4. Inform the Students of the Test Session ID

5. Inform Students of the Test Session in Which They Are Participating
6. View and Approve Students Waiting for Test Session Approval
7. Monitor Student Progress
8. End the Test Session and Log Out of the Test Administrator Interface

XI.II Testing Over Multiple Sessions or Days

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

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

When testing is resumed on a subsequent day, the TE/TA will need to start a new test session and provide a new session ID. When instructing the students to log in, TEs/TAs should read the script (SAY boxes) to the students.

A summary of recommendations for the number of sessions and session durations is in Section IV.III Test Scheduling.

Section XI. Following Test Administration

XI.I Destroying Test Materials

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

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

XI.II Reporting Testing Improprieties, Irregularities, and Breaches

Throughout testing, ensure that all test security incidents were reported in accordance with the guidelines in Section I.II Ensuring Test Security and Section VI. Testing Improprieties, Irregularities, and Breaches in this manual and the *TIDE User Guide* located at http://nh.portal.airast.org.

Appendix A. Frequently Used Terms

Table 12 defines terms that are specific to the Smarter Balanced assessments.

Table 12. Frequently Used Terms

TERM	DEFINITION
Accommodation	Changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans. **Consortium-approved accommodations do not compromise the construct, grade-level standards, or intended outcome of the assessments**. See the *Usability, Accessibility, and Accommodations Guidelines* at http://nh.portal.airast.org for complete information.
Appeal	Authorized users may submit and view requests for resetting, reopening, invalidating, or restoring students' assessments in accordance with state policy. These requests must result from a test security incident or incorrect test setting that affected testing. All requests must be approved by a state education agency representative.
Breach	A test security event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported immediately to the state level. For specific details on how to proceed when an incident has occurred, please refer to section VI. Testing Improprieties, Irregularities, and Breaches of this manual.
Break	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.
Computer Adaptive Test (CAT)	Based on student responses, the computer program selects the difficulty of items throughout the assessment. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of items to each student and provide more accurate scores for all students across the full range of the achievement continuum.
Designated Supports	Accessibility features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). See the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* for complete information at http://nh.portal.airast.org.
District Test Coordinator (DC)	District-level staff member who is responsible for the overall administration of the summative assessment in a district. DCs should ensure that the SCs, TEs and TAs in their districts are appropriately trained and aware of policies and

TERM	DEFINITION
	procedures established by the DOE and Smarter Balanced Assessment Consortium. In the event there is no DC, another designated individual will be assigned these responsibilities by the DOE.
Full-write	A component of the English language arts (ELA)/literacy performance task that requires the student to develop an informative/explanatory, narrative, or opinion/argumentative multi-paragraph piece of writing for which he or she engages the full writing process.
Grace Period Extension	A type of appeal in the Appeals module of TIDE. A grace period extension allows the student to return to items already attempted in the CAT component when the test is paused for more than 20 minutes because of an event, such as a building evacuation, during testing. Permission for a grace period is initiated though the Appeals process in TIDE. See the *TIDE User Guide* for more information on the Appeals process.
Impropriety	A test security event 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. For specific details on how to proceed when an incident has occurred, please refer to section VI. Testing Improprieties, Irregularities, and Breaches of this manual.
Invalidation	A type of appeal in the Appeals module of TIDE. Invalidating a test 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. Permission for invalidation is initiated through the Appeals process in TIDE. See the *TIDE User Guide* for more information on the Appeals process.
Irregularity	A test security event that affects an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level but are submitted in the online system for resolution of the Appeal for testing impact. For specific details on how to proceed when an incident has occurred, please refer to Section VI. Testing Improprieties, Irregularities, and Breaches of this manual.
Item	A test question or stimulus presented to a student to elicit a response.
Pause	Action taken by a student or TA to temporarily halt the test during any part of the test, as needed. Pauses of more than 20 minutes in the CAT component of the test will prevent the student from returning to items already attempted. For a performance task, the student can pause for any amount of time and still return to any previously answered item within the PT's current segment only.
Performance Task (PT)	A PT is a component of the test 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.

TERM	DEFINITION
Reopen	A type of appeal in the Appeals module of TIDE. It applies to a test that has already been submitted or has expired and allows the student to access the previously closed test. 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. Permission for a reopen is initiated through the Appeals process in TIDE. See the *TIDE User Guide* for more information on the Appeals process.
Reopen a Test Segment	A type of appeal in the Appeals module of TIDE. It applies to a segmented test that has already been submitted or has expired and allows the student to access the previously closed first segment of the test.
Reset	A type of appeal in the Appeals module. Resetting a student's test removes that test from the system and enables the student to start a new test. Any work previously done on the test would be lost. Valid reasons for a reset would be if a student's test event was administered inconsistently with the student's IEP (this would include both embedded and non-embedded accommodations), the student started a test and did not have a needed language support (such as a language glossary), or the student was caught cheating. Permission for a reset is initiated through the Appeals process in TIDE. See the *TIDE User Guide* for more information on the Appeals process.
Restore	A type of appeal in the Appeals module. Restores a test from the "Reset" status to its prior status. This action can only be performed on assessments that have been reset. A test opportunity can be restored if it was reset in error. For example, if a test reset was requested for a mathematics test instead of an ELA test, then that mathematics test can be restored to its previous status. Permission for a restore is initiated through the Appeals module in TIDE. See the *TIDE User Guide* for more information on the Appeals process.
School Test Coordinator (SC)	School staff member responsible for monitoring the school testing schedule, process, and TEs/TAs. SCs are also responsible for ensuring that TEs/TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the DOE and Smarter Balanced.
Secure Browser	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 Smarter Balanced assessments to provide secure access to the CAT and PT test for each content area and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during the assessments.
Segment	A part of a test within the test delivery system. Depending on the test, segments typically separate items from others if the eligible tools are different (i.e., the mathematics test may have two segments—one segment that allows calculator use and another segment that does not). When a student completes a segment of the test, he or she will receive a message that indicates that once that segment is submitted it is no longer possible to return to that segment.
Session	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

TERM	DEFINITION
	knowledgeable about testing rooms, staffing availability, and the timing needs associated with the assessment. Smarter Balanced recommends that session durations range between 40 and 120 minutes. However, Smarter Balanced assessments are not timed, and an individual student may need more or less time overall. Further, individual students will have unique needs regarding the length of a test session. A CAT or PT test session is most often set up by a TA or TE in the TA Interface and requires students to be logged in to the test delivery system. Smarter Balanced recommends that the CAT portion of the ELA and mathematics assessments be administered in at least two sessions. *Note: A test session does not need to end when a segment ends.*
Statewide Student Identifier (SSID)	A statewide, unique student identifier, assigned for use in TIDE by a student's state education agency for the purpose of the Smarter Balanced assessments. **In some cases this *may* be the same identifier used on other state assessments.**
Stimulus/Stimuli	Material or materials used in the test context that form the basis for assessing the knowledge and skills of students. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA and mathematics assessments to provide context for assessing the knowledge and skills of students and are diverse. They can be traditional reading passages/texts but viewed on a computer screen, images with audio presentations for students to listen to, simulated web pages for students to use for research, or scenarios to react to.
Teacher (TE)	District or school personnel who may be responsible for administering the Smarter Balanced assessments in a secure manner in compliance with the policies and procedures outlined in the *Test Coordinator Manual (TCM)*. TEs may view student results in the Online Reporting System (ORS).
Test Administrator (TA)	District or school personnel responsible for administering the Smarter Balanced assessments in a secure manner in compliance with the policies and procedures outlined in the *Test Coordinator Manual (TCM)*. A TA does not have permission to view student results in the Online Reporting System (ORS).
Technology Coordinator	School staff member responsible for ensuring school technology meets all system requirements and that the secure browser has been successfully installed on all devices and computers for the online test administration.
Test Information Distribution Engine	The registration system used for the Smarter Balanced assessments. This is the system through which users interact with and inform the test delivery system. This registration system controls adding and managing users and students participating in the Smarter Balanced assessments. This system uses a role-specific design to restrict access to certain tools and applications based on the user's designated role.
Test Security Incident Log	Document of record for a district to record all test security incidents. The template must be downloaded from http://nh.portal.airast.org.
Universal Tools	Available to **all** students based on student preference and selection. See the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* at http://nh.portal.airast.org for complete information.

Appendix B. **Item Types**

Item and Response Types

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

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

The Practice Tests and Training Tests are available through the New Hampshire Smarter Balanced Assessment Portal at http://nh.portal.airast.org.

Summary of Item Types

Table 13 lists the different item types and briefly describes each one. Tutorials of each item type are available on the New Hampshire Smarter Balanced Assessment Portal (http://nh.portal.airast.org/item-type-tutorials/).

> Not all assessments will necessarily include all item types.

Table 13. Item and Scoring Types

CONTENT AREA	TYPE OF ITEM	BRIEF DESCRIPTION OF HOW TO RESPOND
ELA and Mathematics	Multiple Choice, single correct response	Four-option multiple choice
	Multiple Choice, multiple correct responses	Multiple-option selected response
	Matching Tables (with a variation True/False or Yes/No)	Table format, click entry
	Short text	Keyboard alphanumeric entry
Mathematics Only	Drag-and-Drop	Drag-and-drop single or multiple elements
	Hot Spot	Select text
	Table Fill In	Table format, click entry
	Graphing	Plot points and/or draw lines
	Equation/Numeric	Enter equation or numeric response
ELA Only	Two-part multiple choice, with evidence-based response (EBSR)	Two part, multiple choice
	Hot Text	Select and order text

	Essay	Keyboard alphanumeric entry

Technical Skills to Access Embedded Resources

To access some of the embedded resources (such as strikethrough, highlighter, American Sign Language videos, and text-to-speech) that are available, students may need to access the **context menu** by clicking the context menu bars in the upper-right corner of the item or passage (Figure 5).

Figure 5. Context Menu
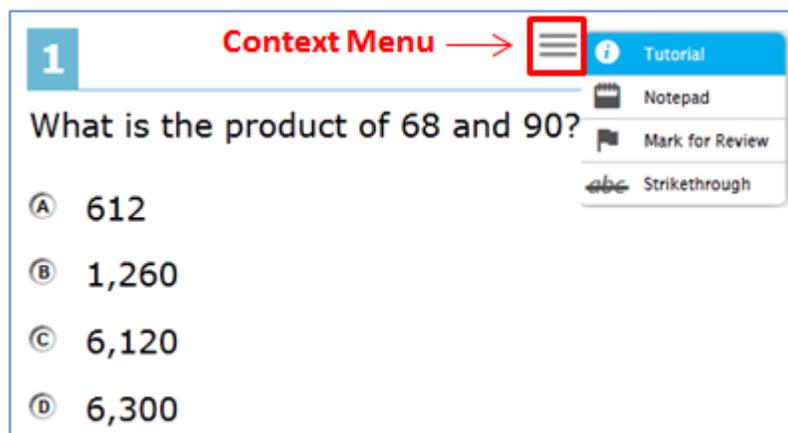
Appendix C. **Secure Browser for Testing**

TEs/TAs should be aware of the following guidelines and employ the necessary precautions while administering online assessments:

- **Close External User Applications**

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

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

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

- **Testing on Computers with Dual Monitors**

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

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

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

Secure Browser Error Messages

Possible error messages displayed by the secure browser are shown in Table 14.

Table 14. 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 online testing system. The system will not permit access to a test other than through the secure browser; under no condition may a student access a test using a non-secure browser.
Unable to Establish a Connection with the Test Delivery System	If a computer fails to establish a connection with the test delivery system, a message will be displayed. This is most likely to occur if there is a network-related problem. The causes may include an unplugged network cable or a firewall not allowing access to the site.

Force-Quit Commands for Secure Browsers

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

To force the browser to close, use the following keyboard commands:

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**].

Reminder: This will log the student out of the test he or she is taking. When the secure browser is opened again, the student will have to log back in to resume testing.

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

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

Appendix D. **Practice and Training Tests**

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

Overview of the Practice Tests

The Smarter Balanced Practice Tests allow educators and students to experience a full grade-level test and gain insight into the Smarter Balanced assessments. The Practice Tests mirror the summative assessments but are not scored. Each grade-level test includes a variety of item response types and difficulty levels—approximately 30 items each in ELA and mathematics—as well as an ELA and mathematics performance task at each grade level (3–8). The Practice Test also includes a comprehensive reflection of embedded universal tools, designated supports, and accommodations, which should also be provided to students with any non-embedded universal tools, designated supports, and accommodations as allowed on the summative assessments.

Overview of the Training Tests

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

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

Test Administrator Login for the Practice and Training Tests

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

To access the Test Administrator Training site go to http://nh.portal.airast.org and click Test Administrator. Then select the TA Training site card. Enter your username and password when prompted.

For additional information about how to set up a Practice Test or Training Test session, refer to the *Test Administrator User Guide* located at http://nh.portal.airast.org.

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

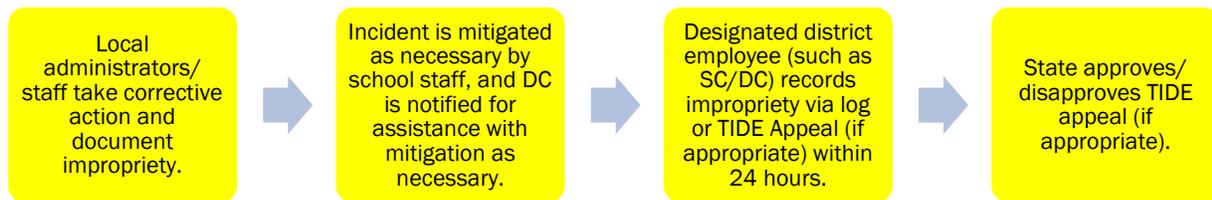# Appendix E. **Computer Adaptive Test (CAT) Pause Rule Scenarios**

Scenarios

1. If the CAT portion of the test is paused for less than 20 minutes, the student can return to previous test pages and change the response to any item he or she has already answered within a segment.

2. If the CAT portion of the test is paused for more than 20 minutes, the test will return the student to the last page with unanswered items when the student resumes testing. If a page has both answered and unanswered items, the student may change any answers on that page. The student may not return to previous pages and cannot change answers to items on previous pages.

    a. Example: A single test page has items 4–10. A student answers items 4–7 and pauses the test for more than 20 minutes. When the student resumes testing, he or she can change answers to items 4–10 but cannot return to items 1–3 on an earlier page.

    b. Example: A page contains items 9–11 and a student answers all of those items before pausing the test for more than 20 minutes. When the student resumes testing, he or she will begin on item 12 and cannot return to items 1–11.

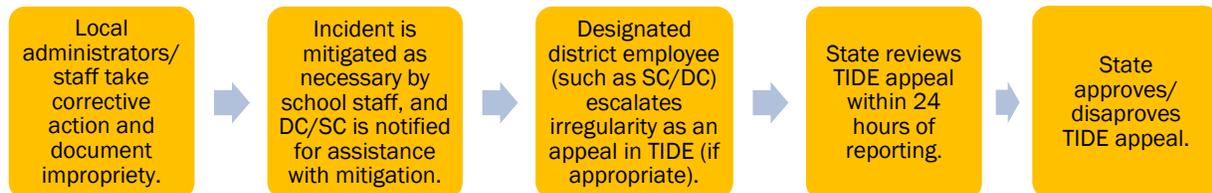# Appendix F. **Reporting Timelines and Action Steps**

Improprieties

The TE/TA must immediately report the incident to the DC/SC. The DC/SC will correct and contain the incident at the district/school or enter it in the Appeals module of TIDE (if appropriate*). Follow the steps in Section VII.III Filing an Appeal in TIDE for information on submitting an appeal.

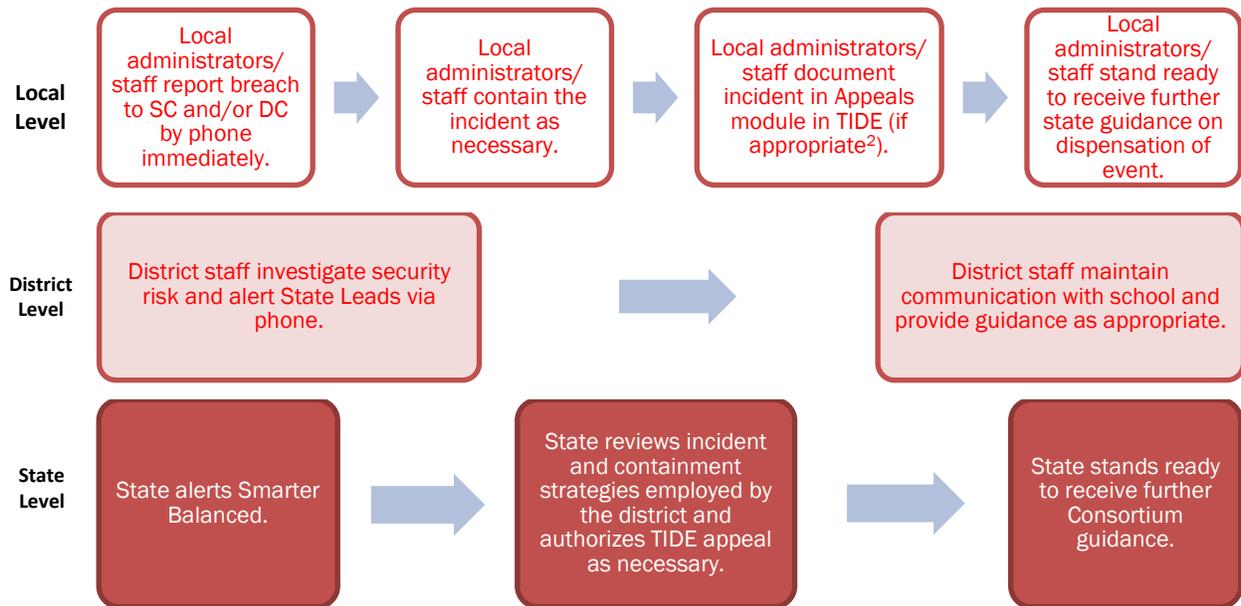| Local administrators/ staff take corrective action and document impropriety. | → | Incident is mitigated as necessary by school staff, and DC is notified for assistance with mitigation as necessary. | → | Designated district employee (such as SC/DC) records impropriety via log or TIDE Appeal (if appropriate) within 24 hours. | → | State approves/ disapproves TIDE appeal (if appropriate). |

Irregularities

The TE/TA must immediately report the incident to the DC/SC. The DC/SC will submit the incident in the Appeals module of TIDE (if appropriate) by the end of the day of the incident. Follow the steps in Section VII.III Filing an Appeal in TIDE for information on submitting an appeal.

| Local administrators/ staff take corrective action and document impropriety. | → | Incident is mitigated as necessary by school staff, and DC/SC is notified for assistance with mitigation. | → | Designated district employee (such as SC/DC) escalates irregularity as an appeal in TIDE (if appropriate). | → | State reviews TIDE appeal within 24 hours of reporting. | → | State approves/ disaproves TIDE appeal. |

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* The only security incidents that are reported in the Appeals system in TIDE are those that involve a student and test and that require an action for the test such as reset, reopen, allow a grace period extension, restore, or invalidate a test that a student was taking at the time of the incident. TIDE does not serve as a log for all incidents.

Breaches

Breaches include test security incidents that pose a threat to the validity of the test. **Breaches require immediate attention and escalation to DOE**. 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; test items shared in social media). The TE/TA must immediately report a breach to the SC. The SC must immediately notify the DC who will call DOE at **603-271-3582**. The incident must be submitted to the Appeals module of TIDE (if appropriate[*]). Follow the steps in Section VII.III Filing an Appeal in TIDE for information on submitting an appeal.

Local Level	Local administrators/ staff report breach to SC and/or DC by phone immediately.	→	Local administrators/ staff contain the incident as necessary.	→	Local administrators/ staff document incident in Appeals module in TIDE (if appropriate[2]).	→	Local administrators/ staff stand ready to receive further state guidance on dispensation of event.
District Level	District staff investigate security risk and alert State Leads via phone.	→			District staff maintain communication with school and provide guidance as appropriate.		
State Level	State alerts Smarter Balanced.	→	State reviews incident and containment strategies employed by the district and authorizes TIDE appeal as necessary.	→	State stands ready to receive further Consortium guidance.		

Appendix G. **Accessibility Guidelines for Classroom Activities**

Students with disabilities are allowed to have accommodations, and English learners should have access to language supports that they regularly use during classroom instruction. The information noted in Table 15 provides teachers with options that may be implemented during the activity as needed for students to have appropriate access to the information included in the Classroom Activity.

Overall Strategies for the Classroom Activity are as follows:

- Teachers may employ the same strategies for the Classroom Activity that they use during instruction to attend to the diversity of their individual student needs.

- Teachers can employ formative practices and professional judgment to determine whether individual students require additional support or scaffolding to meet the objectives of the Classroom Activity.

- Teachers can read and reread aloud any text included in the Classroom Activity.

- Teachers may employ assistive technologies that are typically available during instruction.

- The additional supports and strategies described in the table below may be made available to any student based on the student's individual needs and are not limited to particular impairments or to students who have Individualized Education Programs (IEPs) or 504 plans.

- Teachers may adjust any Classroom Activity to allow for different instructional settings (e.g., individual student makeup activity, remote learning environment).

- Teachers may employ more than one suggested strategy listed in the table below to meet student needs.

- These strategies are not mutually exclusive.

Table 15. Classroom Activity Guidance for Needs-Specific Accessibility Options

Student Need	Guidance for Accessibility (Student IEP and 504 Plans supersede these guidelines)
Visual Impairments	- Reading Materials: All materials that are required to be read by a student may be read aloud to the student. - Pictures, Figures, Drawings, and Photographs: Descriptions may be read to students. In addition, teachers can provide students with further explanation of the descriptions. These explanations may clarify the description without adding additional content. - Graphs: Further descriptions or repetition of descriptions may be necessary for a student. These explanations may clarify the description without adding additional content. - Venn Diagrams: Venn diagrams may be described to the student. In addition, a teacher may use a different chart, diagram format, or graphic organizer.

Student Need	Guidance for Accessibility (Student IEP and 504 Plans supersede these guidelines)
Reading Impairments	• Reading Materials: All materials that are required to be read by students may be read aloud to the student. • Writing Activities: All activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.
Physical Impairments	• Kinesthetic Activities: If a student cannot participate in a kinesthetic activity, the student may be asked to describe the activity orally. • Activities Requiring Movement: Tasks such as moving around the room or coming up to the board can be modified to allow the teacher or other students to interact with the student or allow the student to respond orally. • Writing Activities: If helpful to a student, all activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.
Hearing Impairments	• Activities Requiring Listening: Listening activities may be presented in American Sign Language (ASL). For activities that require students to describe sounds, such as those from a thunderstorm, a sound may be described by the student as how it feels and looks. • Activities Requiring Oral Responses: Oral responses may be provided via sign language or in writing.
Expressive Language Impairments	• Activities Requiring Oral Responses: Oral responses may be provided in writing, using a communication device, or any other means that the student uses to communicate.
English Learners	• Reading Materials: All materials that are required to be read by students may be read aloud to the student. • Writing Activities: All activities that require the student to write may allow for an oral response. • Visual Supports: If helpful to a student, vocabulary and key contextual topics may be supplemented with visual supports. • Flexible Grouping: Teachers may administer the Classroom Activity in flexible groups based on English language proficiency. • Activities Requiring Oral Responses: Oral responses may be provided in writing. • Students may use an English, non-English, and bilingual dictionary and
Separate Setting	• Group activities may be tailored to occur between a single student and his or her educator where the educator and student share discussion and work. • Activities between student(s) and an educator may be conducted online or via a telephone connection. • All student-facing information included in a Classroom Activity should be presented to students working in a separate setting.

Appendix H. **Test Security Chart**

The **Test Security Chart** in Table 16 shows the test security incident levels and examples of types of issues.

Table 16. Test Security Chart

Level of Severity and Potential Effect on Test Security	Types of Issues
LOW **Impropriety**	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) leaving the test room without authorization.
	Testing staff leaving related instructional materials on the walls in the testing room.
MEDIUM **Irregularity**	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, iPods, or electronic translators) during testing.
	Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts.
	Testing staff failing to ensure administration and supervision of the Smarter Balanced Assessments by qualified, trained personnel.
	Testing staff giving incorrect instructions that are not corrected prior to testing.
	Testing staff giving out his or her username/password (via email or otherwise), including to other authorized users.
	Testing staff coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.
	Testing staff providing students with non-allowable materials or devices during test administration or allowing inappropriate designated supports and/or accommodations during test administration.
	Testing staff 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 Test Administrators (TAs) or other staff using student information to log in or allowing a student to log in using another student's information.
	Testing staff providing a student access to another student's work/responses.
HIGH **Breach**	Testing staff modifying student responses
	The live Student Interface or TA Interface being used for practice instead of a live test administration. Live interfaces should only be accessed via the secure browser for live Smarter Balanced Assessments (Interim or Summative). Any practice or training tests should be taken on the Practice Test and Training Test sites, located on the portal.
	Adult or student posting items or test materials on social media (Twitter, Facebook, etc.).
	Testing staff 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 (e.g., writing prompts, test items, or reading passages) being shared with the media, 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 I. Universal Tools, Designated Supports, and Accommodations

The following tables (Table 17, Table 18, and Table 19) provide the universal tools, designated supports, and accommodations that are available to students. See the *Usability, Accessibility, and Accommodations Guidelines* for complete information.

Table 17. Universal Tools

UNIVERSAL TOOL	DESCRIPTION
Breaks	The number of items per session can be flexibly defined based on the student's need.
Calculator (for calculator-allowed items only, grades 6–8)	A calculator can be accessed for calculator-allowed items. The student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).
Digital Notepad Global Notes (for ELA performance tasks) Scratch Paper	These tools are used for making notes, computations, or responses about an item or performance task.
English Dictionary (for ELA-performance task full-writes)	An embedded English dictionary will be available for the full-write portion of an ELA/literacy performance task. A non-embedded English dictionary may be available for the same portion of the test.
English Glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English.
Expandable Passages	Each passage or stimulus can be expanded so that it takes up a larger portion of the screen.
Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color.
Keyboard Navigation	Navigation throughout text can be accomplished by using a keyboard.
Mark for Review	Allows students to flag items for future review during the assessment.
Math Tools	Examples include embedded ruler or embedded protractor.
Spell Check	Writing tool for checking the spelling of words in student-generated responses.
Strikethrough	Allows users to cross out answer options.
Thesaurus (for ELA-performance task full-writes)	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.

UNIVERSAL TOOL	DESCRIPTION
Writing Tools	Examples include bold, italic, bullets, and undo/redo.
Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen.

Table 18. Designated Supports

DESIGNATED SUPPORT	DESCRIPTION
Bilingual Dictionary (for ELA-performance task full-writes)	A bilingual/dual-language word-to-word dictionary is a language support.
Color Contrast	Enables students to adjust screen or printed background or font color, based on student needs or preferences.
Color Overlays	Color transparencies are placed over a paper-based assessment.
Magnification	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device.
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.
Noise Buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.
Read Aloud (for math items and ELA items)	Text is read aloud to the student via human reader.
Read Aloud in Spanish (for math)	Spanish text is read aloud to the student via human reader.
Separate Setting	The test location is altered so that the student is tested in a setting different from that made available for most students.
Stacked Translations (for math items)	Stacked translations provide the full translation of each test item above the original item in English.
Text-to-Speech (TTS) (for math stimuli, items, and ELA items)	Text is read aloud to the student via embedded text-to-speech technology.
Translated Test Directions	Students can see test directions in another language.
Simplified Test Directions	The test administrator simplifies the script within the SAY boxes in the *Test Administration Manual*.
Translation Glossaries (for math items)	Translation glossaries are provided for selected construct-irrelevant terms for mathematics.

DESIGNATED SUPPORT	DESCRIPTION
Turn Off any Universal Tool	Disabling any universal tools that might be distracting or that students do not need to use, or are unable to use.

Table 19. Accommodations

ACCOMMODATION	DESCRIPTION
100s Number Table	A paper-based table listing numbers from 1–100 is a non-embedded accommodation for Grade 4 math items and above. Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan. This can be printed for students requiring this accommodation.
Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.
Alternate Response Options	Alternate response options include, but are not limited to, adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.
American Sign Language (ASL) (for ELA listening items and math items)	Test content is translated into ASL video. An ASL human signer and the signed test content are viewed on the same screen.
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 are available; Nemeth code is available for mathematics.
Calculator (for calculator-allowed items only, Grades 6–8)	A calculator can be accessed for calculator-allowed items. The student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).
Closed Captioning (for ELA listening items)	Printed text that appears on the computer screen as audio materials are presented.
Multiplication Table	A paper-based single-digit (1–9) multiplication table.
Print on Demand	Paper copies of passages/stimuli and/or items are printed for students.
Read Aloud (for ELA reading passages)	Text is read aloud to the student via human reader. **Please note that giving this accommodation to a student will invalidate the student's test results.**
Streamline	This accommodation provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.

ACCOMMODATION	DESCRIPTION
Scribe	Allows students to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work) to a human, who records responses verbatim. **Please note that giving this accommodation to a student will invalidate the student's test results.**
Speech-to-Text	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).
Text-to-Speech (TTS) (for ELA passages)	Text is read aloud to the student via embedded text-to-speech technology. **Please note that giving this accommodation to a student will invalidate the student's test results.**

Appendix J. **Required Resources**

Content Area	CAT	Performance Task (PT)
ELA	• Headphones are required for the listening portion of the ELA assessment and for students requiring text-to-speech. • Scratch paper should be provided for note taking if necessary.	• Headphones are required for some performance tasks and for students requiring text-to-speech. • Scratch paper should be provided for note taking if necessary.
Mathematics	• Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries. • An embedded calculator will be available for some mathematics items in grade 6 and above. • Scratch paper is required for all grades. • Graph paper is also required for grade 6 and above.	• Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries. • An embedded calculator will be available for all mathematics PT items in grade 6 and above. • Scratch paper is required for all grades. • Graph paper is also required for grade 6 and above.

Appendix K. **District Test Coordinator Checklist**

DISTRICT TEST COORDINATOR ACTIVITIES
DIRECT RESPONSIBILITIES
☐ 1. Notify schools when training materials are available.
☐ 2. Notify schools when administration manuals are available.
☐ 3. Review all DOE policy and test administration documents.
☐ 4. Review scheduling and testing requirements with SCs.
☐ 5. Plan all training for SCs, TEs, and TAs; retrain as needed.
☐ 6. Review training modules and schedule training session for SCs, TEs, and TAs.
☐ 7. Review security procedures with SCs, TEs, and TAs.

☐ 8. Work with Technology Coordinators to ensure timely computer setup.
  o Conduct network diagnostics.
  o Download the secure browser (available early January).
  o Verify that schools meet the minimum technology requirements.

☐ 9. Work with school personnel to review the Test Information Distribution Engine (TIDE) student enrollment information.

☐ 10. Perform an equipment-needs assessment based on individual student requirements.
  o Work with the SC to identify students who will need specialized equipment for accommodations.
  o Communicate with the SC/TEs/TAs to identify the number of headsets needed in order to take the ELA Listening portions of the assessment. Place order for the number of headsets needed plus extra.

MONITOR TEST ADMINISTRATION ACTIVITIES
☐ 11. Investigate all testing improprieties, irregularities, and breaches reported by SCs/TEs/TAs. Follow reporting procedure according to section VI. Testing Improprieties, Irregularities, and Breaches
☐ 12. Develop a plan to document all Test Security Incidents. Submit appeals in TIDE. Report any breaches immediately to the DOE according to the guidelines in Section VI. Testing Improprieties, Irregularities, and Breaches and Section VII Appeals.
☐ 13. Monitor with the District Technology Coordinator any technical problems to apply resolutions or disseminate information at other school sites prior to testing.
OVERSIGHT RESPONSIBILITIES
☐ 14. Ensure that SCs, TEs, and TAs in the district are appropriately trained and aware of policies and procedures, especially related to test security.

DISTRICT TEST COORDINATOR ACTIVITIES
☐   15. Review school test administration schedules for adequate time and resource planning.
☐   16. Verify that SCs, TEs, and TAs have reviewed student information in TIDE and are verifying student settings for designated supports and accommodations in TIDE.
☐   17. Be available during testing for questions and problem solving or assign a designee if unavailable.
☐   18. Communicate regularly with SCs any emerging trends or issues.

Appendix L. **School Test Coordinator Checklist**

	SCHOOL TEST COORDINATOR ACTIVITIES
	DIRECT RESPONSIBILITIES
☐	1. Attend trainings your district offers and review all DOE policy and test administration documents.
☐	2. Ensure that all TEs/TAs attend your school's or district's training and view the online training modules posted on the portal. Review with TEs/TAs the videos ("What is a CAT?" and "What are Universal Tools?") and encourage them to show these to their students in preparation for the test.
☐	3. Work with technology personnel to ensure timely computer setup for the following: o Conduct network diagnostics. o Download the secure browser. o Verify that your school has met the minimum technology requirements. o Ensure that other technical issues are resolved before and during testing.
☐	4. Communicate with TEs/TAs to identify the number of headsets needed for each testing site and ensure that the needed number is available prior to the testing window. o Headsets are required for the ELA Listening portions of the assessment, for students who require text-to-speech, or for students requiring audio glossaries (mathematics only). o Communicate with the DC to identify the number of headsets needed. *Note: Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available.*
☐	5. Perform an equipment needs check based on individual student requirements. o Work with TEs/TAs to identify students who will need specialized equipment for accommodations.
☐	*6.* Based on the test administration windows, work with TEs/TAs and DCs to establish a testing schedule.
☐	7. Work with TEs/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.
☐	8. Establish a place to test those students who need a separate test setting.
☐	9. Work with TEs/TAs to plan a quiet activity for each test session for students who finish early. *Note: 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. Develop a plan for collecting and securing all test materials after each test session. Ensure that these materials are destroyed according Section I.IV Secure Handling of Test Materials.
☐	11. Ensure adherence to all test security policies.

		SCHOOL TEST COORDINATOR ACTIVITIES
☐	12.	Document any testing impropriety, irregularity, or breach and report to the DC immediately after learning of the incident. o Working with the DC, enter appeals in TIDE.
		MONITOR TEST ADMINISTRATION ACTIVITIES
☐	13.	Monitor testing progress during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.
☐	14.	Raise any technical issues with the School Technology Coordinator for resolution.
☐	15.	Review, investigate, and report to the DC on all potential testing improprieties, irregularities, and breaches reported by TEs/TAs. Mitigate incidents when appropriate.
		OVERSIGHT RESPONSIBILITIES
☐	16.	Verify that TEs/TAs have verified student settings for designated supports and accommodations in TIDE.
☐	17.	Assist TEs/TAs in taking proper measures to ensure that students have access only to allowable non-embedded resources during testing.
☐	18.	Verify that TEs/TAs are adhering to all test security policies and practices.

Appendix M. **Teacher/Test Administrator Checklist**

	TEACHER/TEST ADMINISTRATOR ACTIVITIES
☐	1. Review the *Smarter Balanced: Summative Assessment Test Administration Manual.*
☐	2. Review the training modules and attend school or district training sessions.
☐	3. Show students the modules "What is a CAT?" and "Embedded Universal Tools and Online Features."
☐	4. Use the Training Test and/or Practice Test with students to familiarize them with navigation of the system and tools.
☐	5. Perform an equipment-needs check based on individual student requirements. o Work with the School Test Coordinator to identify students who will need specialized equipment for accommodations. *Note: Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available.*
☐	6. Work with the School Test Coordinator to determine precise testing schedules based on the test administration windows selected by the school schedule. o Make sure your students' test administration schedule includes allowable breaks.
☐	7. Confirm that you have received your TIDE login information. You will also use this username and password for any other AIR-provided systems. *Note: If you have not received this information, please check your spam/junk email folder to see if it was mistakenly routed there. If not, check with your School Test Coordinator.*
☐	8. Work with your School Test Coordinator to ensure that each student appears in TIDE.
	9. Verify that student test settings have been uploaded into TIDE.
☐	10. Confirm each student's test settings for designated supports and accommodations in TIDE against their IEP or other relevant documentation as appropriate.
☐	11. Ensure that the correct secure browser has been downloaded to any computer(s) on which students will be testing.

☐	12. Communicate to students the need for headsets in order to take the ELA Listening portions of the assessment.
	   a. Identify any students who may not have their own headsets and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing.
	   b. Also have extra headsets on hand for students who may forget to bring their headsets.
	   c. Send reminders several days before and the day prior to testing to ensure students remember to bring headsets.
	Note: Administration of the ELA assessment will contain a listening portion. Students will need ear buds or headsets. Make sure your school has extras available for students who may need them on the day of testing.

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	TEACHER/TEST ADMINISTRATOR ACTIVITIES
☐	13. Plan a quiet activity for each test session for students who finish early. *Note: 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.*

☐	14. Prior to administration, check all computers that will be used and close all applications except those identified as necessary by the school's Technology Coordinator. Make sure that no computer has dual monitors.
	
	    a. Work with your Technology Coordinator to set system volume prior to students launching the secure browser to ensure students can hear the audio portions of the ELA segment.
	
	    b. The TA should open the secure browser on each computer after closing any unnecessary applications.

☐	15. Administer the Smarter Balanced Assessments, following the directions for administration. Provide any approved non-embedded designated supports and accommodations as noted in the student's test settings.
☐	16. Provide students with scratch paper for all test sessions. Also provide students in grades 6 and above with graph paper for the mathematics assessments.
☐	17. Ensure that students who need other non-embedded universal tools are provided those supports.
☐	18. On the day of testing, verify that the students have their login information (first name, SSID, and session ID).
☐	19. Review all guidelines for creating a secure test environment.

☐	20. Make sure the physical conditions of the testing room are satisfactory.
	
	    o Make sure that no instructional materials directly related to the content of the assessments are visible.
	
	    o Students should be seated so they have no opportunity to look at another student's computer screen. Either adequately space students or provide partitions to separate them.
	
	    o Actively monitor students throughout the test sessions.
	
	    o Make sure students clear their desks and put away all books, backpacks, purses, cell phones, electronic devices of any kind, and other materials not needed for the test.
	
	    o Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.

☐	21. Report any testing improprieties, irregularities, and breaches to the School Test Coordinator and District Test Coordinator.
☐	22. Securely destroy all printed testing materials, including student login information, print-on-demand documents, scratch paper, and graph paper.

Contact Information	
Questions about State Policies	**Questions about Technology and Overall Administration Procedures**
Comments, Questions, Breach/Irregularity Reports Julie Couch (603) 271-0058 julie.couch@doe.nh.gov **Special Populations: Usability, Accessibility, and Accommodations** Julie Couch (603) 271-0058 julie.couch@doe.nh.gov	**New Hampshire Smarter Balanced Assessment Help Desk** During summative window: Monday–Friday from 7:00 a.m. to 7:00 p.m. Eastern Time Outside summative window: Monday-Friday from 7:00 a.m. to 4:00 p.m. Eastern Time 844-202-7584 nhhelpdesk@air.org

Appendix N. **Change Log**

This change log identifies changes made to the *Test Coordinator Manual* throughout the year.

Change	Section	Date
Document Published		1/10/17
Added note to TTS accommodation	Table 19. Accommodations	4/3/17
Added note to Scribe accommodation	Table 19. Accommodations	4/3/17
Updated phone number	Section VI. Testing Improprieties, Irregularities, and Breaches and Appendix F. Reporting Timelines and Action Steps	5/26/17