Online Summative Assessment
Spring Online TAM

Test Administration Manual
English Language Arts, Mathematics, Science

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Visit the WCAP Portal at: http://wa.portal.airast.org/

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1.0 OVERVIEW

1.1 Purpose of This Manual

This Test Administration Manual (TAM) is intended to provide specific instructions for the administration of the Smarter Balanced, Measurements of Student Progress (MSP), and Off-Grade Level (OGL) assessments within the online test engine. Information details the security, coding, logistical, and paper-handling requirements at the school level.

There is a Definitions & Acronyms document on the WCAP Portal, under the General Information sub-folder to assist with review of this TAM. The first time a reference is made in this manual, it will be followed by an acronym in parenthesis. After that, each additional reference will only be the acronym. As an example, TA will be written out as Test Administrator (TA) the first time it is referenced and then will display as TA from that point on.

1.2 Who Can Proctor State Assessments

The state assessments must be administered by trained staff members of a school district (e.g., teachers, ESAs, EAs, substitute teachers). It is recommended that assessments be administered by individuals with an existing state certification in education (e.g., teachers, school psychologists, principals, etc.). However, non-certificated staff may administer assessments with appropriate training and under the general supervision of a certificated school district employee. Student teachers and interns have a contractual relationship with the school district — even though they are not paid employees — and may assist in the administration of the assessments, including proctoring. **Volunteers may not administer or assist in the administration of any state assessments**. Volunteers are not permitted to assist with handling secure test material. Volunteers may assist in the supervision of students who need a break or have completed testing and left the testing site.

1.3 About the Smarter Balanced Assessment Consortium

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

1.4 About the Washington Comprehensive Assessment Program

The Washington Comprehensive Assessment Program (WCAP) encompasses the entire state testing program and is comprised of a set of standards-based assessments. The program's assessments were developed specifically to measure student progress toward meeting the state standards. The WCAP is a set of standards-based student assessments designed to:

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

For information on K-12 Learning Standards, go to:
http://www.k12.wa.us/CurriculumInstruct/learningstandards.aspx

2.0 RESOURCES AND TRAINING

2.1 Training

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

This manual is designed to complement a variety of other resources listed in this section. Table 1 details the materials that are required by the state for review. Table 2 details the materials that are highly recommended for review. Table 3 provides an overview of Training Tests and Practice Tests, and Interim Assessments. All resources listed below can be found at the WCAP Portal.

The TA Script of Student Directions (SAY portion) is available on the WCAP Portal as a separate document. This allows users to view this manual electronically and print only the directions specific to the test being administered. TAs and persons assisting student's with accessibility supports must read and understand this complete manual. All persons who process test materials must read and understand all sections of this manual that pertain to their responsibilities.

Table 1: Materials Required for Review

Resources	Description
TA Training for Spring 2017	TA Training is conducted by the school district. This training must conclude prior to administration of state assessments. At the time of training TAs fill out the Testing section of the *Test Security Assurance* form.
Test Administration Manual (TAM)	This Online TAM is intended for TAs and other staff who support the preparation or administration of state assessments. It provides the procedural and policy guidance required to implement the summative Smarter Balanced ELA/mathematics, and science state assessments through the online Test Delivery System (TDS).
TA Script for Student Directions (**SAY**) Document	Prior to each assessment being administered, TAs must review and become familiar with the TA Script of Student (SAY) boxes. This will allow familiarity of the script, prior to reading it word-for-word to students.
Professional Standards and Security, Incident, and Reporting Guidelines (PIRG)	State and local laws and policies specify practices to ensure test security and the standardized and ethical administration of assessments. Security protocols must be developed by school districts and followed. These guidelines provide clear communication on security, test protocols, and responsibilities.
Guidelines on Tools, Supports, &Accommodations (GTSA)	These guidelines provide information for classroom teachers, English language development educators, special education teachers, and related services personnel to aid in selecting and administering universal tools, designated supports, and accommodations for those students who need them.
Calculator and Electronic Device Policy	This policy details availability and use of electronic devices and calculators for state assessments.
Test Information Distribution Engine User Guide (TIDE)	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.
TA User Guide	This guide supports individuals using TDS applications to manage testing for students. This resource provides information on accessing systems and administering tests.
TA and Student TDS Interface Training Module	This module walks you through how to navigate the TA and Student Interface. It includes directions on student login, test selection, layout and functionality of the test tools, and test navigation.

Resources	Description
Online Reporting System User Guide (ORS)	This guide supports users in their use of participation and score reports.
TA Certification Course (if required by district)	This training course provides a walkthrough of the TA Interface, data review, security, and monitoring for online assessments. The course is highly recommended by the state and may be required by your school or district.

Table 2: Materials Highly Recommended for Review

Resources	Objective
TIDE Module	This module provides a visual and audio step-by-step approach to using the system.
ORS Module	This module provides step-by-step instructions on how to access student scores and drill down through levels of reporting.
Performance Task Training (PT)	The PT training defines and discusses Smarter Balanced PTs. This module is from 2015 with no intended updates for 2017.
What is a CAT Module	This training describes characteristics and advantages of Computer Adaptive Testing (CAT).

Table 3: Training Tests, Practice Tests, Interim Assessments

Resource	Description
Training Test*	The Training Tests familiarize students and anyone proctoring the test with the format and functionality. Students learn how to log into a test, navigate tool buttons, and how to complete different item types. The intent is not to look at grade level content. This resource has approximately six to nine items per grade band.
Practice Test*	Practice Tests are used to familiarize students to grade level items they will find on the Summative Assessments, and to practice responses to them. There are approximately 30 items students will experience across all claim areas, including the PT. No scoring.
Interim Assessments	The Interim Assessments allow teachers to check student progress and provides information to improve classroom instruction. Interim assessments should be administered following the same test administration protocols as the summative assessments. Students can also have access to the accessibility supports that they will use on the Summative Assessments. Some Interim Assessments are hand scored. A benefit of hand scoring is that it allows teachers to interpret strengths and weaknesses for their students, in the skills being assessed. Additional Resources include the ELA Interim Assessment Scoring Module and THSS Training Materials

* Teachers are encouraged to conduct a group walk-through of the Training or Practice Test to promote familiarity with the testing format, basic test rules, and to allow for free and open communication on the testing process and/or content. This provides an opportunity for teachers to describe the limitations to the support they will be able to provide. Students will become familiar with the pause rules, mark for review, leaving a segment, and ending a test session.

Select TA Instructions for Practice and Training Tests to download a short step-by-step guide, providing teachers with instructions on setting up a secure practice or training test session, establishing student access, and approval of sessions. This guide also includes an informational section providing additional details on the Practice and Training Tests, and Interim Assessments.

3.0 PARTICIPATION AND GENERAL TEST ADMINISTRATION

This section provides an overview of student participation, the online testing environment, and guidelines for testing. Become familiar with this section well in advance of the start of testing for an understanding of the TDS rules (pauses, expiration, resumptions), student eligibility, exemptions, and administrative considerations. Section 3.4 General Rules of Online Testing provides an overview of what students will experience in accessing the assessments. This also will help support group walk-throughs of the Practice and Training Tests.

3.1 Assessment Participation

Participation of Students, including Individuals with Disabilities and/or English Learners

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

The Consortium developed a variety of innovative digital accessibility tools that are embedded in TDS, as well as a variety of designated supports and accommodations. Refer to section 3.3 Student Accessibility Supports.

Table 4 Participation provides an overview of federal and state policies regarding student participation.

Table 4 Participation

Smarter Balanced Assessments		
Grades	Subjects	Accountability Requirements/Availability[1]
3-8, 11[2]	ELA	Required for state and federal accountability, except: • Students with the most significant cognitive disabilities who meet the criteria for a WA-AIM ELA (approximately one percent or fewer of the student population). • Students who have received state approval for a medical emergency exemption.[3] • ELs who enrolled within the last twelve months prior to the beginning of testing in a U.S. school have a one-time exemption from ELA assessments, but must participate in the mathematics assessment for federal accountability.
	Math	Required for state and federal accountability, except: • Students with the most significant cognitive disabilities who meet the criteria for a WA-AIM mathematics alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population). • Students who have received state approval for a Medical Exemption from state testing.

1. Students in grades 10 and 12 may participate in the Smarter Balanced Assessments, if they meet eligibility requirements. Refer to the state testing calendars for eligibility.
2. A student in grade 11 who earned a level 3 or level 4 ELA or Math score in grade 10 is not required to test in grade 11. The state will carry forward the previous score for participation and accountability.
3. Students who received state approval for a medical emergency exemption will not be included in Federal accountability or participation calculations. This exemption does **not** apply to a high school student's graduation requirements. Students will still be required to meeting graduation requirements.

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Off-Grade Level Washington Alternate Assessments		
Grades	Subjects	Accountability Requirements/Availability
10-12	ELA & Math	OGL testing is a graduation alternative, specific for students pursuing a CIA. Students are required to participate in the accountability test on grade level standards in 11th grade.
	Science	Off grade testing is a graduation alternative, specific to students pursuing a CIA in the Classes of 2017 and beyond.
Measurements of Student Progress		
Grades	Subjects	Accountability Requirements/Availability
5 & 8	Science	Required for federal and state accountability.

For a score to be reported in ORS, the student must attempt the ELA CAT and ELA PT, the Math CAT and Math PT, and science assessment, when applicable.

3.2 Retake Opportunity

Students who have begun or completed a state assessment cannot retake that assessment in the same administration window. Should a test incident occur during testing, immediately stop the test and notify your School Test Coordinator (SC). Refer to *5.3 Appeals Overview*, for additional details on unique circumstances.

Grades 11 and 12: The Fall 2017 retake administration is available to students in the class of 2019 or earlier who have not yet passed the high school ELA/math assessment and/or met the ELA/math assessment graduation requirement. Available to students who tested on ELA/math assessment in 2017 and would like to attempt a higher score.

3.3 Student Accessibility Supports

The *Guidelines on Tools, Supports, & Accommodations* (GTSA) 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 GTSA applies to **all** students.

The Summative Assessments, Interim Assessments, and Practice and Training Tests contain embedded universal tools, designated supports, and accommodations. Embedded resources are those that are part of the computer administration system, whereas non-embedded resources are provided outside of that system; these are defined in the *TIDE User Guide* and *GTSA*.

Your District Test Coordinators (DCs), District Administrator (DAs), and School Test Coordinators (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.**

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

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

3.4 General Rules of Online Testing

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

Basic online testing parameters

- CAT items and PTs will be presented as separate tests. Students may not return to a test once it has been completed and submitted. Students will receive several warning messages.

- Within each test, there may be segments. For example, the high school mathematics tests include a segment with an embedded calculator available and another segment where the embedded calculator is not permitted and is not available for testing. A student may not return to a segment once it has been completed and submitted. Students will receive several warning messages.

- 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, while going through a test, to return to prior to submitting the test. After students click the [**End Test**] button, a pop-up message will appear. Students may select [**Yes**] if they are ready to finish the test and [**No**] if they are not. After students select [**Yes**], a new screen provides students with an opportunity to review their answers, or select [**Submit Test**]. To review answers and go back to the test, students can select an item or test page from the displayed item numbers. Items that have been marked for review will be indicated by a review flag. While students are reviewing their answers, the [**End Test**] button will remain on the screen. To return to the End Test screen, the student should click that button again

- 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. If necessary, an appeal to reopen the test or segment the students were working on may be considered by the DC or DA. See *Section 5.3 Appeals Overview*.

Pause rules

When a test is paused, students will be required to log back in with the current Session ID and TA approval, to the student interface. This applies to the ELA, mathematics, Science, and ELPA21 assessments.

During the CAT portion of the test:

- If the CAT portion of the test is paused for less than 50 minutes, the student can return to previous test pages and change the response to any item he or she has already answered **within that segment. The student may not return to a previous segment.**

- If the CAT portion of the test is paused for more than 50 minutes:

  — The test will return the student to the last page that contains a blank item. If a page had both attempted and blank items, the student will have access to both and can change any answers on that page. The student may not return to previous pages and cannot change answers to items on previous pages, even if items were marked for review.

— The system considers any random information entered into an item as a response, which may limit a student's ability to return to that item in the case of system/technology issue (e.g., power outage or network failure) or if exceeding the pause limit. Students should be reminded to provide their best attempt at the answer prior to marking the item for review.

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

- Highlighting will be preserved for students if a test is paused and resumed at a later time.

- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will be required to log back in to the student interface, with TA approval.

Scenarios for CAT Pause Rules:

Example: A single test page has items 4–10. A student provides answers or enters random text (marking for review) in items 4–7 and pauses the test for more than 50 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.

Example: A page contains items 9–11 and a student provides answers or enters random text (marking for review) before pausing the test for more than 50 minutes. When the student resumes testing, he or she will begin on item 12 and cannot return to items 1–11. Reminder: The system will consider a marked for review item, with random text (gibberish) as a completed response when the session is paused over 50 minutes or the student is logged off.

During the PT portion of the test:

- There are no pause restrictions. If a PT is paused for 50 minutes or more, the student can return to the section and continue entering his or her responses.

- For the **mathematics PT**, any highlighted text and notes on the digital notepad **will not be saved** when a test is paused, regardless of how long the test is paused.

- During the **ELA PT**, the notes on the embedded universal tool, Global Notes, are retained from Part 1 to Part 2 so that the student may return to the notes even though the student is not able to go back to specific items in Part 1. While the embedded Global Notes is the preferred mode for note taking during the ELA PT, students may use scratch paper to make notes or develop draft responses.

- 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.

Test timeout (due to inactivity)

As a security measure, students 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 Marked for Review 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 thirty seconds after this message appears, he or she will be logged out. Clicking [Ok] will restart the inactivity timer. **Please note that students will not be able to return to CAT items from previous sessions, even if the responses were marked for review.**

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, TAs are automatically logged out after 30 minutes of TA inactivity in the session, which will result in the closing of the test session. Moving the mouse or clicking on an empty space on the screen is not considered activity. If this occurs, the TA will have to create a new session and the students will have to log in to the new session to resume testing. When starting a new session, the TA should give the students the new Session ID so that they can log in and resume testing. Testing will likely not be able to continue until the next day.

Test expiration

CAT Items

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

Performance Task (PT)

The PT is a separate test that remains active only for **15** calendar days after the student has begun the PT. However, Smarter Balanced recommends that students complete the PT within **three** days of starting in each content area. A summary of recommendations for the number of sessions and session durations is provided in section *4.0 Testing Schedule, Time, and Recommended Order of Administration*.

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

Table 5 Additional Administration Considerations

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

4.0 TESTING SCHEDULE, TIME, AND RECOMMENDED ORDER OF ADMINISTRATION

Washington establishes mandated testing windows consistent with consortium policies. The full schedule for all state assessments is available at: State Testing Timelines. School testing schedules must align to state guidance. All School schedules are required to be approved by the DC.

4.1 Scheduling Time for Testing

The scheduling recommendations for each assessment is included in Table 6, Table 7, Table 8, and

Table 9. Note that the estimated time, break/pause rules, and session recommendations vary for each content area and component. This information is for scheduling purposes only, as tests are not timed. Smarter Balanced recommends that students take the CAT and PT items on separate days to minimize the effect of student fatigue. For each content area, it also is recommended students begin with the CAT items followed by the PT. Districts may opt to administer in a different order if needed.

Testing Over Multiple Days

When tests are scheduled to be administered over the course of multiple days for a student or group of students, TAs may ask students to pause after they reach a designated point. The TA should give the students clear directions on when to pause. For example, TAs may designate a certain amount of time for testing. Likewise, the end of Part 1 of the ELA PT might be a logical stopping point. This guidance may be written on a classroom board or another place that students can easily see. Students will receive a notification when they reach the end of the section. When testing resumes on a subsequent day, a new session will need to be started and Session ID provided to students.

To ensure students are able to complete their testing opportunity, TAs must become proficient with section 3.4 General Rules of Online Testing to ensure that students have the opportunity to complete all questions in a segment or test prior to moving on.

Table 6 Estimated MSP & OGL Science Testing Times

Administration & Grade	Subject	Estimated Total Time	Student Working/Break Schedule					
			Test Time (Set 1)	Break 1	Test Time (Set 2)	Break 2	Test Time (Set 3)	Additional Time
MSP Grade 5	Science	70–90 min	35 min	10 min	35 min	10 min	20 min	20 min intervals
MSP Grade 8	Science	90–110 min	45 min	10 min	45 min	10 min	20 min	20 min intervals
OGL ES & MS	Science	90–120 min	45 min	10 min	45 min	10 min	30 min	20 min Intervals

Table 7 Estimated SBA Grades 3–5 Testing Times

Grades 3-5 SBA				Student Working/Break Schedule	
Subject	Estimated working Time	Estimated Working Time (Session 1)	Estimated Working Time (Session 2)	Recommended Number of Sessions	Breaks
ELA CAT	90 min	40–60 min	40–60 min	Recommended: No fewer than 2 sessions; no more than 6	Breaks can be provided using the software's pause feature
ELA PT	120 min	60–120 min	60–120 min	• Administer PT in two sessions corresponding to Parts 1 and 2 • Recommended: Students complete Part 1 in one test session, and Part 2 the next day	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 return to Part 1

ELA CAT & PT	3 hours and 30 min	Total estimated testing time for both ELA CAT and PT			
Grades 3-5 SBA		**Student Working/Break Schedule**			
Subject	Estimated working Time	Estimated Working Time (Session 1)	Estimated Working Time (Session 2)	Recommended Number of Sessions	Breaks
Math CAT	90 min	40–60 min	40–60 min	Administer in two sessions. Most students will complete the CAT in two sessions of 60 min or <, or one long session of > than 60 min	Breaks can be provided using the software's pause feature
Math PT	60 min	40–120 min		Recommendation: Administer in one session.	• 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.
Math CAT & PT	2 hours & 30 min	Total estimated testing time for both Math CAT and PT			
ELA + Math	6 hours	Total estimated testing time for both ELA and Math CATs and PTs.			

Table 8 Estimated SBA Grades 6–8 Testing Times

Grades 6-8 SBA		Student Working/Break Schedule			
Subject	Estimated working Time	Estimated Working Time (Session 1)	Estimated Working Time (Session 2)	Recommended Number of Sessions	Breaks
ELA CAT	90 min	40–60 min	40–60 min	Recommended: No fewer than 2 sessions; no more than 6	Breaks can be provided using the software's pause feature
ELA PT	120 min	60–120 min	60–120 min	• Administer PT in two sessions corresponding to Parts 1 and 2 • Recommended: Students complete Part 1 in one test session, and Part 2 the next day	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 return to Part 1
ELA CAT & PT	3 hours & 30 min	Total estimated testing time for both ELA CAT and PT			
Math CAT	120 min	40–60 min	40–60 min	Administer in two sessions. Most students will complete the CAT in two sessions of 60 min or <, or one long session of > than 60 min	Breaks can be provided during the test sessions using the software's pause feature
Math PT	60 min	40–120 min		Recommendation: Administer in one session.	• 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.
Math CAT & PT	3 hours	Total estimated testing time for both Math CAT and PT			
ELA + Math	6 hours & 30 min	Total estimated testing time for both ELA and Math CATs and PTs.			

Table 9 Estimated SBA High School Testing Times

High School SBA		Student Working/Break Schedule			
Subject	Estimated working Time	Estimated Working Time (Session 1)	Estimated Working Time (Session 2)	Recommended Number of Sessions	Breaks
ELA CAT	120 min	40–60 min	40–60 min	Recommended: No fewer than 2 sessions; no more than 6	Breaks can be provided using the software's pause feature
ELA PT	120 min	60–120 min	60–120 min	• Administer PT in two sessions corresponding to Parts 1 and 2 • Recommended: Students complete Part 1 in one test session, and Part 2 the next day	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
ELA CAT & PT	4 hours	Total estimated testing time for both ELA CAT and PT			
Math CAT	120 min	40–60 min	40–60 min	Administer in two sessions. Most students will complete the CAT in two sessions of 60 min or <, or one long session of > than 60 min	Breaks can be provided using the software's pause feature
Math PT	90 min	40–120 min		Recommendation: Administer in one session.	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 return to Part 1
Math CAT & PT	3 hours & 30 min	Total estimated testing time for both Math CAT and PT			
ELA + Math	7 hours & 30 min	Total estimated testing time for both ELA and Math CATs and PTs.			

Important reminders:

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

☐ The estimated time outlined in these tables The tests are not timed, so time estimates are approximate. Students should be allowed extra time if they need it, but 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 number of items will vary on the CAT portion of each student's test. The TA Interface will display the number of items when the student begins testing. Depending on how the student responds, the number of items the student completes may be < than or > than the number in the TA Interface.

☐ Once a student has started the PT, it will be available for 15 calendar days.

☐ Once a student has started the CAT items, they will be available for 45 days.

☐ Pause rules are 50 minutes and inactivity rules are 30 minutes.

5.0 SECURITY, INCIDENTS, & APPEALS

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

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

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

5.1 Security and Preparation of the Test Environment

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

Table 10 Requirements of the Test Environment

Requirement	Description
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 that is displayed in the testing location (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.). These materials may invalidate students test results.
Student seating	Students must be seated so there is enough space between them to minimize opportunities to look at each other's work, or provided with table-top partitions.
Signage	As noted in the PIRG, place a "Testing—Do Not Disturb" sign on the door or in the halls and entrances rerouting traffic in order to promote optimum testing conditions.
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 testing.
Student supervision	As detailed in the PIRG, At least one trained TA is required to be in the testing location at all times. Students are actively supervised and are prohibited from access to unauthorized devices that allow availability to outside information, communication among students, photographing or copying test content. Access to non-approved materials or electronics devices may invalidate student test results.
Access to allowable resources only	Students must only have access to and use of the allowable resources that are permitted for each specific test (or portion of a test). See *GTSA for details*.
Access to assessments	As detailed in the PIRG, students who are ineligible to test or unauthorized staff or other adults must not be in the location where a test is being administered.

Requirement	Description
Testing through secure browser	Administration of the Smarter Balanced assessments is permitted only through the student interface via a secure browser.
No test materials used for instructions	Test content, including but not limited to, items, stimuli, reading passages, writing prompts, or student responses to questions must not be used for instruction.
DURING AND AFTER TESTING	
All test materials must remain secure at all times	As detailed in the PIRG, printed materials from the print-on-demand accommodation, scratch paper, and test documents with student information must be kept secure. Refer to Section 5.2.
Scratch/graph paper	To maintain the security of scratch or graph paper, TAs must direct students to write their names (or some appropriate identifying information) on their papers and then collect and inventory the paper at the end of each test session, as well as upon completion of the test. See Section 5.2 for processing requirements.
No access to student responses or test content either by copying or by digital, electronic, or manual devices	As detailed in the PIRG, no staff are permitted to review, discuss, or analyze test content or student responses. No digital, electronic, or manual device may be used to record or retain test content (items, reading passages, or writing prompts, etc.). Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc.
Student Support	TAs are permitted to verify that the student has used the system correctly or redirect students on how to properly use the technology. At no time, however, is a TA allowed to provide support on student responses to questions, comment on the quality or proficiency of a student response, assist students selecting a response. See section 6.3 Promising Practices.
Print-on-Demand	Before the TA approves the student's request to print a test item/stimulus, the TA must ensure that the printer is on and is monitored by staff who have been trained on security and the use of print-on-demand.
AFTER TESTING	
Destroy test materials securely	As detailed in the PIRG, printed test items/passages, including embossed braille printouts, and ancillary materials must be collected and inventoried and then upon completion of a student's test session, immediately returned to your SC according to your *Test Security and Building Plan*.

5.2 Secure Handling of Ancillary and Print-on-Demand Materials

Retention and Destruction of printed materials and scratch paper

All test materials must remain secure at all times. Printed (print-on-demand) test items/passages, including embossed braille printouts and scratch and graph paper, must be collected and inventoried at the end of each test session and then immediately returned to your SC according to your school's *Test Security and Building Plan*. **Do not** retain printed test items/passages or scratch paper for future test sessions, except as noted below for PTs or for students requiring additional time. Follow your school's *Test Security and Building Plan* for retention. A *Scratch Paper Log* template is a resource that can be used to assist in tracking papers to and from students.

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

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, when appropriate, or immediately shredded according to the school's** *Test Security and Building Plan*. For additional information refer to the PIRG.

5.3 Test Incident and Appeals

Test Incidents Overview

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

Appeals Overview

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

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

If a test incident occurs while administering a state assessment and a request is submitted to allow the student another testing opportunity due to the unique situation, an appeal to Reset the student test record must be submitted in the TIDE Appeals application by your DC or DA. The approval of a Reset appeal, removes all student responses to that assessment.

Table 11 provides different testing scenarios that may require special handling or an appeal to be submitted in TIDE.

Table 11 Appeal Scenario's

Scenario	Description
Scenario 1	A student was logged out of the test (technology or system related) and needs to have his/her test opportunity re-opened due to the incident.
Response	Notify your SC to have the students testing opportunity Reopened by the DC through the TIDE appeals. Once approved by the state, the student can test. Approx. process time is 24 hours.
Scenario 2	A student was not provided the appropriate ASL, Braille, or Spanish Translation assessment.
Response	Deny the student and contact your SC to have the students testing opportunity Reset by the DC or DA through the TIDE appeals. Once approved by the state, the SC will make the appropriate change in TIDE, and the student can test. Approx. process time is 24 hours.[1]

Scenario 3	A student was not provided one of the online embedded test settings (supports, accommodations), excluding ASL, Braille, and Spanish Stacked Translation.
Response	Deny the student, or in the case that the student already began testing, pause the test immediately and contact your SC to have the students test settings updated in TIDE. Changes are immediate so that student can rejoin the session that is in progress. No appeal required.[3]
Scenario 4	A student is caught cheating on their test.
Response	TA describes the situation to the SC and a recommendation is made to the DC regarding Invalidation. When validated, the DC will submit an invalidation appeal for state approval.
Scenario 5	An ineligible student was assessed.
Response	Contact your SC to notify the DC to submit an appeal to Reset the students test. [2]
Scenario 6	The TA notices that Steven submitted his test without completing all the items and the TA would like to have his test Re-opened so that Steven can complete his testing opportunity.
Response	This situation would not warrant an appeal to reopen a student's test. The test engine delivers clear warning messages to students that if they go beyond a test segment or submit their test, that they cannot return to previous items. Students will also become familiar with this a they go through the Training and Practice Tests.

[1] For this situation, an approved Reset appeal will allow a student to gain access to the appropriate grade level assessment or access to the ASL, Braille, Closed Captioning, or Stacked Spanish Translation assessment.

[2] For this situation, an approved Reset appeal of the students test results will ensure that reporting data is accurate.

[3] This situation does not warrant an approval to reset the students test. The student should continue with the test session once the student setting has been updated in TIDE. This will be documented as a testing incident.

Refer to the *PIRG* for roles and responsibilities. TAs will follow the reporting process as outlined by the school district.

6.0 PRIOR TO TEST ADMINISTRATION

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

6.1 Technology

Prior to the first administration TAs should confirm with their SCs or Technology Coordinators that all computers and tablets intended for use in the administration of Summative Assessments are set up and configured to test using the student Test Delivery System (TDS).

Technical skills to access embedded resources

To access some of the embedded resources (such as strikethrough, highlighter, American Sign Language videos, and text-to-speech) that are available to help work through these item types, students may need to access the **right-click context menu.** Please note the method to access the menu is dependent on the student's device type. For an overview of keyboard shortcuts, devices and methods are in the *Technical Skills and Keyboard Commands* document on the WCAP-Portal. This document may be shared with students and is a great resource while proctoring a Training or Practice Test.
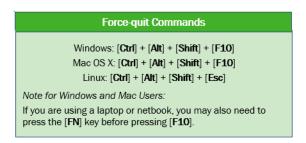
Force-quit commands for secure browsers

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

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

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

Force-quit Commands
Windows: [**Ctrl**] + [**Alt**] + [**Shift**] + [**F10**]
Mac OS X: [**Ctrl**] + [**Alt**] + [**Shift**] + [**F10**]
Linux: [**Ctrl**] + [**Alt**] + [**Shift**] + [**Esc**]
Note for Windows and Mac Users:
If you are using a laptop or netbook, you may also need to press the [**FN**] key before pressing [**F10**].

Secure Browser for Testing

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

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

Close External User Applications

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

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

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

Testing on Computers with Dual Monitors

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

Secure browser error messages

Possible error messages displayed by the open-source secure browser are shown in Table 12 When a secure browser error message appears, immediately notify your Technology Coordinator.

Table 12 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.

6.2 Establishing Appropriate Testing Conditions

As detailed in the PIRG, the test administration must be conducted in a secure 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, TAs must collect and account for all testing materials for each student prior to his or her release. Explain the procedures for leaving without disrupting others and where the students 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 and where to locate the activity. Students may not access electronics. Students may work on assignments for unrelated subjects or read a book.

SCs working with the TAs should verify that all students have accurate test settings in TIDE, including designated supports and accommodations (embedded and non-embedded) for each content area prior to testing.

During test administration, students may have access to and use of additional required resources, as outlined in the PIRG, that are specific to each assessment and content area being administered.

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

✓ **DCs and SCs ensure that TAs have necessary student login information.**

Each student will log in to the TA Interface using his or her SSID, the student's first name as it is recorded in the student information system, and a Test Session ID. Prior to starting a test session, TAs must have a record of each student's first name and SSID as it appears in TIDE. This information is provided to each student to complete the login process. It is suggested that the SSID and the student's first name be printed on paper and distributed to each student just prior to testing to help him or her type it in the computer accurately. Your SC may provide test tickets. Student information is confidential; therefore, the material with this information must be kept secure until used during a test session and then immediately processed according to the *Test Security and Building Plan.*

📄 When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to students before they log in. Please refer to the *TA User Guide* located at http://wa.portal.airast.org/ for detailed information on how to obtain session IDs.

6.3 Promising Practices

To begin planning and preparation for testing, it is important that teachers and/or TAs become knowledgeable with the testing components. This level of understanding will help ensure a comfortable experience for you administering, and for students taking the Practice or Training Tests, the Interim Assessments, and the Summative Assessments. To assist with this, a short step-by-step instruction document is available to TAs for practice proctoring Training or Practice test sessions.

Providing Help During Administration of Training Tests and Summative Assessments

While students are testing they may request assistance. The following sections provide an overview of the type of support that is permitted for the Training Test and Summative Assessments.

Training and Practice Test Support

It is highly recommended TAs lead all students through the **Training or Practice Test** prior to the Summative Assessment, to ensure students have an opportunity to become familiar with the basic rules of the online test interface, pause rules, marking items for review, alert messages when leaving a segment, and ending a test session. It also allows for free and open communication on the testing process and/or content. This provides an opportunity for teachers to describe the limitations to the support they will be able to provide and the verbal interactions they can have with students during

each Summative test session. If necessary, TAs may assist students with online skills such as scrolling, selecting a response by clicking, dragging and dropping, and moving between screens.

[Summative Assessment Support]

When students are taking the Summative Assessments, they may look to the TA to verify that they have used the technology correctly. **At no time, however, is a TA allowed to provide support on student responses to questions, comment on the quality or proficiency of a student response, assist students selecting a response, or encourage students to re-record to try for more points.**

Be prepared if students ask for more help than you are permitted to support
To apply consistency within districts, you can help support students in a positive way by saying:
- Always try your best
- Read the question again
- Think about what the question is asking you to do
- Use your Underline button or your pencil (paper testers) to underline key words
- I cannot help you with your work

TAs are permitted to:
- Re read student directions in English or the student's Native language
- Acknowledge that the student has used the system correctly
- Redirect the student on how to properly use the technology
- Direct students to the keyboard or toolbar, however, TAs may not include identifying correct tool buttons
- Advancing computer screens or turning pages for print on demand papers

Tips for Successful Test Sessions

- Understand the difference between Summative and Practice, Training, and Interims. Become familiar with test labels to ensure that the correct test is being identified for your approved test session.
- Know who is in your testing session, and settings your students need before testing.
- If a student's volume is not working, troubleshoot basic steps such as ensuring that the headset is fully plugged in, mute is not inadvertently selected, and the volume setting is turned up.
- Do not approve test sessions for students if:
  - An ineligible or unknown student is seeking approval
  - An incorrect test was provided by you and selected by the student
  - Student comes to school not feeling well
  - Correct student settings are not available

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

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

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

During testing, TAs may encounter student actions that disrupt the assessment administration and may endanger the student or others (suicide, neglect, etc.) In addition, it is possible that TAs will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety. Complete details are available in the *PIRG*.

7.0 DAY OF TEST ADMINISTRATION

It is required that TAs review the test specific TA Script of Student Directions (SAY boxes) prior to administering a state Summative Assessment. This will allow the TA a clear understanding of expectations and familiarity prior to reading the directions to students during the testing session. Scripts in support of the Spring 2017 Smarter Balance (ELA, Math), MSP Science, and Off-Grade Level for ELA, Math, and Science are available on the WCAP Portal.

Recommendation

Consider printing the TA Script and Student Directions (SAY box) for the specific test being administered to ensure accessibility during your test session. This script also provides an overview of tasks and responsibilities on the day of testing.

To ensure that all students are tested under the same conditions, the TA must adhere strictly to the TA Script of Student Directions (SAY) for administering the test, unless a student is assigned the non-embedded designated support or accommodation for Simplified Test Directions. These instructions can be found in the boxes in bold on the following pages. When asked, the TA should answer questions raised by students but should never help the class or individual students with specific test items. **No test items can be read to any student for any content area, unless the student is assigned a Read Aloud non-embedded designated support or accommodation as described in the PIRG.**

Print-on-Demand Instructions

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

8.0 FOLLOWING TEST ADMINISTRATION

8.1 Destroying Test Materials with Identifying Information

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

As a reminder, those printed and paper test materials identified in section *5.1 Security and Preparation of the Test Environment* must be immediately returned to your SC, following each test session, in accordance with your *Test Security and Building Plan*. The only exception to this is scratch paper (and graph paper, when permitted) used during the PT 1, which should be handled according to the guidance provided in section *5.2 Secure Handling of Printed Materials*.

8.2 Reporting Testing Improprieties, Irregularities, and Breaches

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

APPENDIX A: TA CHECKLIST

The TAs activity checklist list below may been customized according to how roles are assigned by the DC and SC.

	Description	TA Activities	Resource
		BEFORE TESTING	
☐	Annual training session	Attend the district or school level annual training prior to administering a state assessment (required). Carefully read and sign a *Test Security Assurance* form.	Locally delivered
☐	Training materials (TAMs, User Guides, Modules)	Review this manual and all materials as required by the state and/or school district, in their entirety, before administering state assessments.	*TAM,* Table 1
☐	Guidelines & Policy	*Become familiar with the* PIRG*,* GTSA*, and* Calculator *and Electronic* Device Policy *to ensure all security protocols are being followed, students are receiving necessary accessibility supports, and that students are accessing only approved materials.*	GTSA PIRG Calculator and Device Policy
☐	Test Security and Building Plan	Become proficient with your school's Test Security and Building Plan to ensure that test materials will not be compromised before, during, or after the test administration.	Locally delivered
☐	Training and Practice Tests	Provide students with a walk-through of the Training Test and/or Practice Test for familiarity with navigation of the system and tools.	Training Test and Practice Test
☐	Obtain login information for AIR systems	Confirm that you have received your TIDE login information. You will also use the provided username and password to access other AIR systems.	*AIR Single Sign-On*
☐	Equipment checks	Perform an equipment check based on individual student requirements. Work with the SC to identify students who will need specialized equipment for accommodations. *Note: Students are permitted and encouraged to use their own ear buds or headsets—school districts should also plan on having some available.*	Locally delivered
☐	Test schedules and student seating	− Obtain your testing schedule and student seating chart from your SC. Students should be seated with enough space between them, or provide desktop partitions to minimize opportunities to look at each other's screen. − Make sure that you administer only the approved test on your approved schedule. − Students who are **not** being tested may not be in the room where a test is being administered. − Does your schedule include a plan for student who need additional time?	Locally delivered

Description	TA Activities	Resource
BEFORE TESTING		
☐ Accessibility resources and materials	Obtain the list of students for your testing session and confirm each student is identified for appropriate test settings (materials, tools, supports, accommodations) per student plan. Notify your SC if any updates are needed.	*TIDE User Guide*
☐ Headsets	As allowed by your SC, communicate to students the personal earbuds and headsets are permitted for use during testing session for the ELA and ELPA21 assessments. Secure extra as needed and have available as spares on the day of testing.	*TAM, section 6.0*
☐ Plan a quiet activity for students who finish early	Plan a quiet activity, as allowed by the SC, for each test session for students who finish early and have submitted their test for scoring. **Students may not access electronics.** Students may work on assignments for unrelated subjects or read a book.	Locally delivered
☐ Testing device setup	− Work with your SC to check all testing devices that will be used in your session. **Dual monitors are not permitted.** open the secure browser on each computer after closing any other applications. Adjust volume to ensure students will be able to hear the audio portions of the ELA test. − Work with your SC to plan ahead to ensure that all testing devices are fully charged and know your backup plan should a battery deplete (wall socket?)	Locally delivered
☐ Setting up the testing location	− Make sure the physical conditions of the testing room are satisfactory. − Have a plan for covering or removing any instructional materials related to the content of the test being administered. Student access may invalidate test results. − Have a location secured, away from students testing locations, for students to place non-approved electronics, personal bags, books, etc. − Establish a plan for clearing calculator memories of school district and students personal calculators. Follow the guidance in the Calculator and Device Policy.	TAM, section 5.1

Description	TA Activities	Resource
DURING TESTING		
☐ Student workspace	– Follow your approved seating arrangement to minimize opportunities to look at each other's screen. – Students must clear their desks (put away all books, backpacks, purses, and non-approved electronic devices **of any kind**, and other materials not needed for the test) and place the materials in the location identified by the TA. – Ensure students do not access unauthorized electronic devices (such as cell phones) at any time during testing.	TAM, section 5.1
☐ Test Tickets and Login instructions	– On the day of testing, verify that the students have their login information (first name, SSID, and session ID). – TAs are responsible to ensure students log in under their own ID. Verify student information as you provide it to each student. – Know who your students are. If in doubt, **stop testing** until you notify your SC. – Pass out materials/test tickets to students (scratch paper, etc.). – Provide all accessibility supports and ancillary materials as permitted	TAM, section 6.2
☐ TA Script and Student Directions (SAY)	Administer state assessments, following word-for-word the TA Script and Student Directions (SAY boxes).	TAM, section 7.0
☐ Breaks	Provide breaks as permitted. Additional breaks may be provided based on students' needs and TA judgment.	TAM, section 4.0
☐ Monitoring	– One trained TA must be in the testing room at all times. – Students are actively supervised and are prohibited from access to unauthorized electronic devices and/or materials. – Unauthorized staff or ineligible students may not be in the testing location.	Locally delivered
☐ Testing Incidents	Should an anomaly occur with a student during your testing session, **stop** testing that student and gain direction from your SC or DC. – *Note: If a student begins testing under another students login (**stop testing**) contact your SC. This will help to ensure the students testing opportunity.* – *Note: Pausing a student's test session will help to ensure that the student is able to complete their testing opportunity.*	TAM, section 5.0

Description	TA Activities	Resource
	AFTER TESTING	
☐ Collect and account for testing materials	At the end of the testing session, collect and account for all materials distributed to each student during your testing session, Including test tickets.	TAM, section 5.2 Local material
☐ Clear device memory	Calculator memories must be erased. Notes and other test content on assistive technology devices must also be deleted.	Locally delivered
☐ Return Materials to SC	Return all used and unused test booklets, accommodated forms and ancillary materials to the SC immediately after each testing session is completed. Ancillary materials provided during the testing session are considered secure. Ensure all test tickets and rosters containing student information are returned with ancillary materials to be securely destroyed. *Process materials according to your TSBP.*	PIRG TAM, section 8.1 Locally delivered
☐ Report to SC	Immediately report any missing materials according to the school's *Test Security and Building Plan*. Notation of missing materials must be included on the *Test Security Assurance Form*.	PIRG TAM, section 5.2 Locally delivered
☐ Required Documentation	Complete the second page of your *Test Security Assurance* form. The completed form must include an explanation of boxes checked "no" and notation of any missing materials. Sign and submit the report, along with your secure testing materials, to your SC, for district level retention.	*WCAP Portal*

APPENDIX B: CUSTOMER SERVICE

The WCAP customer support for TAs is outlined below.

Questions regarding information in this TAM, general administration questions, or technology/system issues:

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

TA Questions about the overall administration and school district/state policies	TA Questions about technology and the overall administration procedures
First, contact your School Test Coordinator (SC) Name: _____ Phone: _____ Email: _____ *When applicable, contact your District Test Coordinator (DC)* Name: _____ Phone: _____ Email: _____	*For technology related issues, contact your school Technology Coordinator. If contacting your Technology Coordinator you must also alert your SC.* Name: _____ Phone: _____ Email: _____

If a technology issue is unable to be resolved internally, the issue needs to be escalated to the WCAP Helpdesk. When contacting the help desk, you are required to also notify your SC.

The **WCAP Help Desk** may be contacted for situations and questions that include the following:

1. Testing environment down or unavailable; user accounts not available; or users not able to administer tests;
2. Password reset issues for school users that cannot be resolved by resetting password;

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

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

APPENDIX C: CUSTOMER SERVICE

REVISION LOG

Updates to the *Online TAM* are noted below.

Section	Page	Description of Change	Revision Date