



# **Administering Smarter Balanced Interim Assessments:**

**A Test Administration Guide**

2015–2016

February 2, 2016

Assessment Section  
Assessment and Accountability Branch  
Office of Strategy, Innovation, and Performance  
Hawai'i Department of Education

## Hawai'i Statewide Assessment Program Customer Service

The Hawai'i Statewide Assessment Program portal at [alohahsap.org](http://alohahsap.org) is the home for the most recent Hawai'i assessment administration information regarding each Hawai'i statewide assessment including the Smarter Balanced Interim Assessments.

For questions regarding the online testing system or for additional assistance, please contact the Hawai'i Statewide Assessment Program Help Desk at 1-866-648-3712 or [hsaphelpdesk@air.org](mailto:hsaphelpdesk@air.org)

The Help Desk will be open Monday–Friday from 7:30 a.m. to 4:00 p.m. HST (except holidays) During these hours, staff will respond to your calls, voice mail messages, and emails as promptly as possible based on the order in which they are received.

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

1. Testing system is not available; user accounts are not available or users are not able to administer tests;
2. Student information is incorrect or missing;
3. Loading student data or student settings into TIDE;
4. Preparing for online testing—downloading the secure browser, voice packs, etc.;
5. Tests showing as unavailable to students when they log in to begin testing;
6. Password resets for State, complex area, complex, and school users; and,
7. Settings not presenting as intended.
8. Teacher Hand Scoring System is not accessible.

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;
- Network configuration information;
- Any relevant and authorized student and school information, including statewide student identifier (SSID), grade level, content area, and computer adaptive (CAT) or performance task (PT).

Policy-related questions may be directed to the Assessment Section.

### Assessment Section

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This abridged *Test Administration Guide for the Smarter Balanced Interim Assessments* has been adapted from the Test Administration Manual for the SmarterBalanced Summative English Language Arts/Literacy and Mathematics Assessments. The unabridged *Smarter Balanced Summative TAM* can be found in the Test Administration folder on the Resources page at [alohahsap.org](http://alohahsap.org).

## 1.0 Overview of the Smarter Balanced Interim Assessments

The Smarter Balanced Summative Assessments are aligned to the Hawai'i Common Core Standards in English language arts/literacy and mathematics to accurately measure student progress toward college- and career-readiness. The Interim Assessments are one of the three major components of the Smarter Balanced Assessment System. They are intended to support teaching and learning by gauging student progress towards attaining the content knowledge and skills included in the Hawai'i Common Core Standards as they will be measured by the Smarter Balanced Summative Assessments.

### 1.1 Key Features of the Interim Assessments

Key features of the Interim Assessments include:

- Items were developed under the same conditions, protocols, and review procedures as those used in the summative assessments.
- Assessments include the same item types and formats, including performance tasks, as the summative assessments.
- Grades 3–8 and high school are supported. At the high school level, the assessments are consistent with the grade 11 summative design and may be administered in grades 9, 10, 11, and/or 12.
- Assessments are currently fixed forms, i.e. all students answer the same questions, but will be available as adaptive assessments in future school years.
- There are two categories for the Interim Assessments:
  - Interim Comprehensive Assessments (ICAs) use the same blueprints as the summative assessments, assess the same range of standards, and provide scores on the same scale.
  - Interim Assessment Blocks (IABs) focus on smaller sets of Hawai'i Common Core Standards and provide more detailed target information within a claim for instructional purposes. There are between five and seventeen blocks per content area per grade.
- During 2015-2016, the ICAs and IABs will contain overlapping item banks. Therefore, students who take the ICA and IABs more than once, or who take both the ICA and IABs in the same grade levels and content areas will see the same items more than once. As more interim assessment items are available in future school years, the ICAs and IABs will be adaptive and have fewer overlapping items.
- Interim Assessments are administered using the Hawai'i test delivery system via the TA Live Site with certified test administrators launching test sessions and students logging in through the secure browser.
- ICAs and IABs provide access to the universal tools, designated supports, and accommodations based on the needs of individual students.
- Students have up to five opportunities to take the ICA and each of the IABs during the 2015-2016 school year.

- Most questions can be machine-scored by the test delivery system. Constructed-response items and performance tasks that require students to type their answers will require hand scoring at the school level using the Interim Assessment Teacher Hand Scoring System.
- Test questions are not secure and authorized users can view the ICAs and IABs via the Assessment Viewing Application (AVA). A user guide that supports AVA can be accessed in the Test Administration folder on the Smarter Balanced Resources page at [alohahsap.org](http://alohahsap.org).
- Items are not intended for use in instruction and may not be shared or reproduced.

## 1.2 The Interim Comprehensive Assessment

The ICA for each grade and content area is a complete assessment that is based on the same blueprint which is used for the corresponding summative assessment. These blueprints can be found in the General Information Folder on the Smarter Balanced Resources page at [alohahsap.org](http://alohahsap.org). Although the ICAs are currently fixed form, they include the same item types and formats, including performance tasks, and address the same range of standards as the summative assessments. Each ICA includes:

- a computer adaptive test (CAT) (fixed form for this year). The CATs range from 37 to 49 items depending on the content area and grade level,
- a performance task (PT) that ranges from 3-6 items depending on the content area and grade level, and
- an optional classroom activity that precedes the performance task.

Once the entire ICA is completed and constructed responses (short answer, brief writes, and/or full writes) are hand scored by school staff members, student results will be available in the Online Reporting System (ORS) within 24 hours. The ICA reporting provides the same type of scores as the ones provided for the summative assessments:

- Overall scale score with error band endpoints and a corresponding achievement level per grade and content area.
- Claim score reporting is based on three classifications related to the overall scale score cut point between levels 2 and 3. These classifications are “Below Standard,” “At/Near Standard,” and “Above Standard.”

## 1.3 The Interim Assessment Blocks

IABs include the same item types and formats, including performance tasks, as the summative assessments but they are shorter and focus on smaller sets of content concepts than the ICAs and the summative assessments. There are 11 to 15 IABs for each grade level. IABs available for the 2015–2016 school year are listed in Appendix A. The IAB blueprints for each grade and content area can be found in the General Information Folder on the Resources page at [alohahsap.org](http://alohahsap.org).

Each IAB, except for the IAB Performance Tasks and IAB Brief Writes, has 10 to 15 items and can generally be complete in one class period. The IAB Performance Tasks may be optionally preceded by the corresponding classroom activity and will take approximately one hour for mathematics and two hours for ELA/literacy to administer.

Once an IAB is completed, and constructed responses are hand scored, if applicable, student results will be available in the ORS. Results will report overall information for each block as “Below Standard,” “At/Near Standard,” and “Above Standard.”

## 2.0 Preparing to Administer the Smarter Balanced Interim Assessments

The Smarter Balanced Interim Assessments, although not secure tests, are administered using the same procedures that are used for the HSA Science Assessments, End-of-Course Exams, and the Smarter Balanced Summative Assessments.

**Table 1 Personnel Who May Serve as Test Administrators**

Personnel	Requirements
General education teacher (full or part time)	Must have a Hawai'i teacher license or credential
Special education teacher, including those hired (full or part time) by a private recruiting agency	Must have a teacher license or credential for Hawai'i or another state
School counselor	Must have a master's degree in counseling
Instructors	Must be teaching a class independently in a content area where there is a shortage of Hawai'i licensed or credentialed teachers
Long-term substitute teachers	Not required to have a Hawai'i teacher license or credential if they are teaching a class independently
Identified public charter school employees	Qualified teaching staff members
Test Coordinator	Must meet any one of the above requirements

## 2.1 Tasks to be Completed Prior to Administration

In order to have a successful “testing experience” the following tasks should be completed prior to scheduling the assessments:

- TCs and TAs should verify that students are provided an opportunity to complete the Training Test and Practice Test for a content area 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 based on their individual needs.
- Ensure that all TAs complete the online TA Certification Course available at: <http://alohahsap.org/SMARTERBALANCED/training-sites/>, have them review the videos (“What is a CAT?” and “Embedded Universal Tools and Online Features”) available in the Trainings and Webinars folder on the Smarter Balanced Resources page at [alohahsap.org](http://alohahsap.org), and encourage them to show these to their students in preparation for the assessments.
- Work with technology personnel to ensure timely computer setup including: conducting network diagnostics, downloading the secure browser available at: <http://alohahsap.org/HSA/browsers/>, and verifying that your school has met the minimum technology requirements.
- Communicate with the TAs to identify the number of headsets needed for each testing site and ensure that the needed number is available. Headsets are required for the ELA Listening portion of the assessment, for students who require text-to-speech, or for students requiring audio glossaries.

- Each student must be correctly assigned to his or her school and grade in TIDE. Incorrect student information must be updated in the Department’s student information system (eSIS) before the student can be tested.
- In addition to the correct school and grade, TCs, TAs, and Teachers should verify that all students have accurate test settings in TIDE, including designated supports and accommodations (embedded and non-embedded) based on individual student needs for each content area prior to testing.
- The ICA and some IABs include a performance task. The optional corresponding classroom activities can be downloaded from the Classroom Activities folder at: <http://alohahsap.org/SMARTERBALANCED/classroom-activities/> and the teachers who will be conducting the classroom activities should review the scripts and ensure that they have all of the necessary materials.

## 2.2 Scheduling the Interim Assessments

### 2.2.1 The Interim Comprehensive Assessments

The ICAs mirror the summative assessments and the components, recommended sequence and duration are the same. Each ICA includes a CAT component, an optional classroom activity, and a performance task for each content area. The components need to be completed (along with the hand scoring of constructed-response items) before scores can be posted in the Online Reporting System. The estimated testing times for each grade and content area are presented in the tables that follow and may be helpful during scheduling. These estimated testing times are also used for the summative assessments.

Content Area	Grades	Computer Adaptive Test (CAT) items	Performance Task (PT)	Total “Computer” Time	Classroom Activity (optionally administered prior to the PT)*	Total Time
English Language Arts/Literacy	3-5	1:30	2:00	3:30	:30	4:00
	6-8	1:30	2:00	3:30	:30	4:00
	HS	2:00	2:00	4:00	:30	4:30
Mathematics	3-5	1:30	1:00	2:30	:30	3:00
	6-8	2:00	1:00	3:00	:30	3:30
	HS	2:00	1:30	3:30	:30	4:00
Total Time for both ELA and Math	3-5	3:00	3:00	6:00	1:00	7:00
	6-8	3:30	3:00	6:30	1:00	7:30
	HS	4:00	3:30	7:30	1:00	8:30

The scheduling rules and recommendations for ELA/literacy and mathematics appear in the following tables. Note that the duration, timing, break/pause rules, and session recommendations vary for each content area.

English Language Arts/Literacy			
	CAT Items	Classroom Activity (Optional)	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations :</p> <ul style="list-style-type: none"> <li>No fewer than two sessions (recommended) and no more than six sessions (rare/extreme).</li> <li>Session durations range from 40–60 minutes.</li> </ul>	<p>Recommendations:</p> <ul style="list-style-type: none"> <li>Administer in one session</li> <li>Approximate session duration: 30 minutes</li> <li>Should occur one to three days prior to PT</li> <li>Should NOT occur on the same day as the ELA PT</li> </ul>	<p>The PT is presented in two parts.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>Administer in two sessions corresponding to Parts 1 and 2 of the PT. (If you follow this recommendation have students save and pause the test before going to Part 2.)</li> <li>Durations range from 60–120 minutes.</li> </ul>
Breaks within Session	<p>Breaks can be provided during the test sessions using the software’s pause feature.</p> <p>If the test is paused for more than 30 minutes, the student will not be able to go back to items on the previous screens.</p>	NA	<p>The PT is presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, he or she will not be able to review or revise items in Part 1.</p>
Total Duration	<p>Once a student has started the CAT items, they will be available for 45 calendar days.</p> <p>Recommendation: Student completes this portion within five days of starting it.</p>	<p>Classroom activities typically take 30 to 45 minutes.</p>	<p>Once a student has started the PT, it will be available for 10 calendar days</p> <p>Recommendation: Student completes each part of the PT within one day.</p>

Mathematics			
	CAT Items	Classroom Activity (Optional)	Performance Task (PT)
Number and Duration of Sessions	Recommendations: <ul style="list-style-type: none"> <li>Administered in two sessions.</li> <li>Session durations range from 40–60 minutes.</li> </ul> Most students will complete the CAT items in two sessions of 60 minutes or less or one long session of more than 60 minutes.	Recommendations: <ul style="list-style-type: none"> <li>Administered as close to the PT as feasible in one 30 to 45 minute session</li> <li>Approximate session duration: 30 minutes</li> <li>Should occur as close to the PT as is feasible, and no more than three days prior to the PT</li> <li>MAY occur on the same day as the PT</li> </ul>	Recommendations: <ul style="list-style-type: none"> <li>Administered in one session.</li> <li>Session duration ranges from 40–120 minutes.</li> </ul>
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 30 minutes, the student will not be able to go back to items on the previous screens.	NA	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 items, they will be available for 45 calendar days.	Classroom activities typically take 30 to 45 minutes.	Once a student has started the PT, it will be available for 10 calendar days but it is recommended that students complete the PT in one day.

Smarter Balanced recommends that students take the CAT and PT items on separate days. For each subject, Smarter Balanced also recommends that students begin with the CAT items, followed by the optional Classroom Activity, and then the PT.



Schools may opt to administer in a different order if needed; however, the optional Classroom Activity, which is designed to introduce the PT, must be provided prior to the PT.

### 2.2.2 The Interim Assessment Blocks

The Interim Assessment Blocks (IABs) focus on smaller sets of Hawai'i Common Core Standards and related targets within a claim and provide more detailed information for instructional purposes. The IABs yield overall information for each block. They:

- Provide teachers with information about a student's strengths or needs in a particular area.
- Focus on content across grade levels at the high school level to be used in grades 9, 10, 11, and/or 12.

The IABs available during the 2015–16 school year are listed in Appendix A. The test blueprints, outlining the content of each block, can be found in the General Information folder on the Resources page at [alohahsap.org](http://alohahsap.org).

### 3.0 Administering the Smarter Balanced Interim Assessments



Use the following information and script to assist students with the login procedures. Please refer to the *Guide to Navigating Online HSAP Administration in the Test Administration folder on the Resources page* at [alohahsap.org](http://alohahsap.org) to become familiar with the Online Testing System.



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 shredded.



**RECOMMENDATION:** Consider printing this section to be used by the Test Administrator on the day of testing for both the computer adaptive test (CAT) and performance task (PT) portions of each test.

Remember that the CAT and PT portions are considered two unique tests and, as such, the process that follows is needed when initiating both tests.

The Test Administrator (TA) should verify the security of the testing environment prior to beginning a test session and must ensure that students do not have access to digital, electronic, or manual devices during testing.

To ensure that all students are tested under the same conditions, the TA should adhere strictly to the script for administering the test. 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 specified as an accommodation as listed in the *Usability, Accessibility, and Accommodations Guidelines* which can be found in the Test Administration folder on the Resources page at [alohahsap.org](http://alohahsap.org).

Please remember that the script must be followed exactly and used each time a test is administered. If the class is resuming a test and the TA is sure that all students are able to log in without hearing the login directions again, the TA may skip the italicized portions of the directions.

All directions that a TA needs to read to students are indicated by the word "SAY" and are in boxes so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner. If the TA makes a mistake in reading a direction, the TA should stop and say,

"I made a mistake. Listen again." Then the direction should be reread.

The TA should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best.

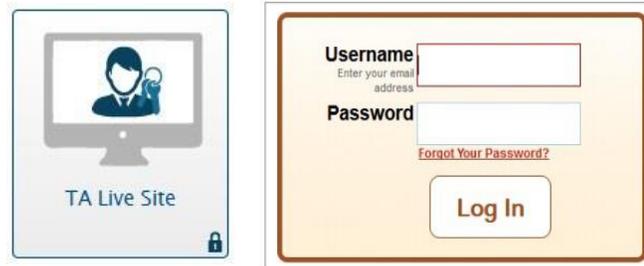
Any time a student logs in to the testing system, the TA should follow this script. This includes logging in to complete the CAT or the PT.

#### 3.1 Starting a Test Session

The TA must create a test session no more than thirty minutes before students can log in to the Student Testing System or the test session will time out). When a 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. TAs should follow these steps to create a session:

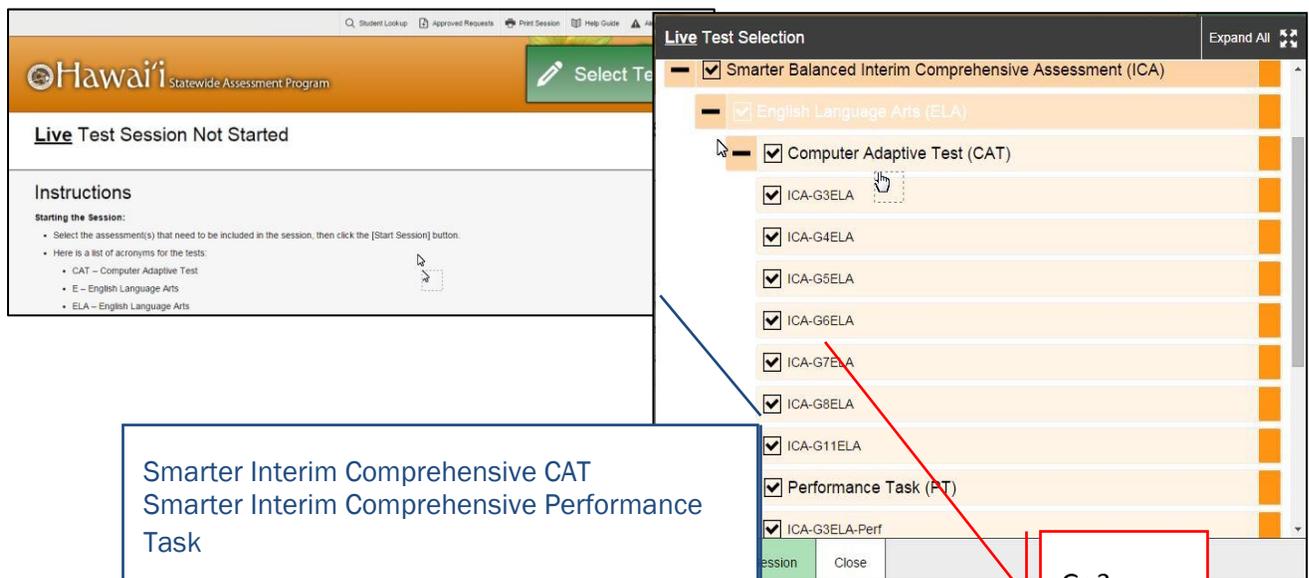
### 3.1.1 Logging in to the TA Live Site.

The TA accesses the TA Live Site via the link at <http://alohahsap.org/SMARTERBALANCED/test-administrators/>. The TA then enters his or her username and password and clicks [Log In] to log in to the TA Interface.



### 3.1.2 Creating a Test Session

The test selection box is located in the middle of the screen or by clicking the **Select Tests** button. To create a test session, select the particular test(s), content area, and CAT(s) or PT(s) to be administered in the test session. All of the Interim Assessments are available through the TA Live site. Interim Assessments can be “filtered” by test and subject.



**If you select ICA Performance...**

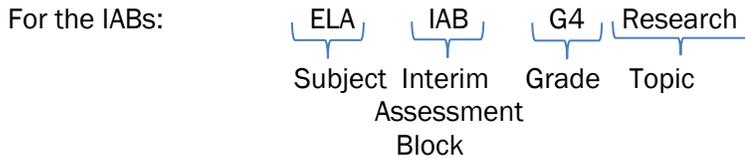
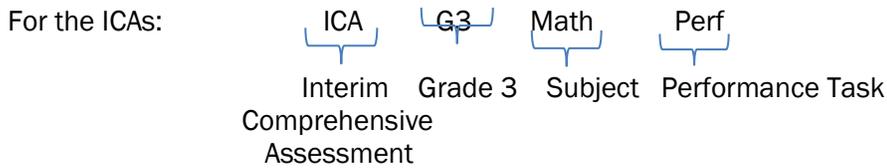
ICA-G3ELA-Perf	ICA-G6Math-Perf
ICA-G3Math-Perf	ICA-G7ELA-Perf
ICA-G4ELA-Perf	ICA-G7Math-Perf
ICA-G4Math-Perf	ICA-G8ELA-Perf
ICA-G5ELA-Perf	ICA-G8Math-Perf
ICA-G5Math-Perf	ICA-G11ELA-Perf
ICA-G6ELA-Perf	ICA-G11Math-Perf

**If you select ICA CAT...**

ICA-G3ELA	ICA-G6Math
ICA-G3Math	ICA-7ELA
ICA-G4ELA	ICA-G7Math
ICA-G4Math	ICA-G8ELA
ICA-G5ELA	ICA-G8Math
ICA-G5Math	ICA-G11ELA
ICA-G6ELA	ICA-G11Math

- Gr 3
- Gr 4
- Gr 5
- Gr 6
- Gr 7
- Gr 8
- Gr 11

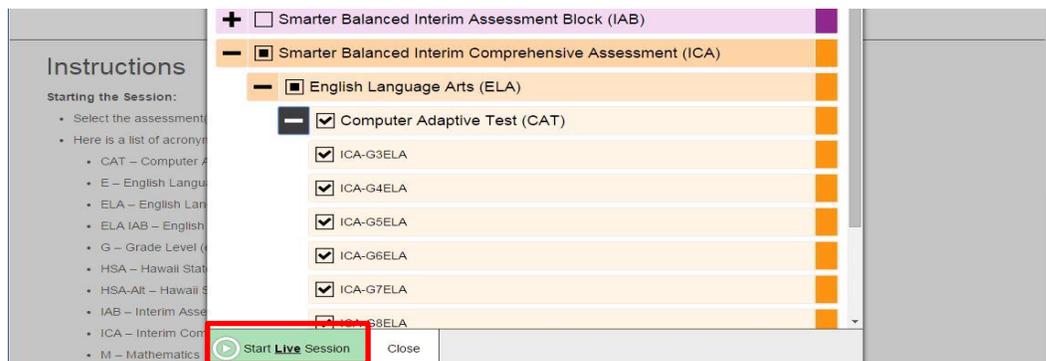
The Smarter Balance test name labels use the following naming conventions



Students will only be able to see and access those tests for which they are eligible in TIDE.

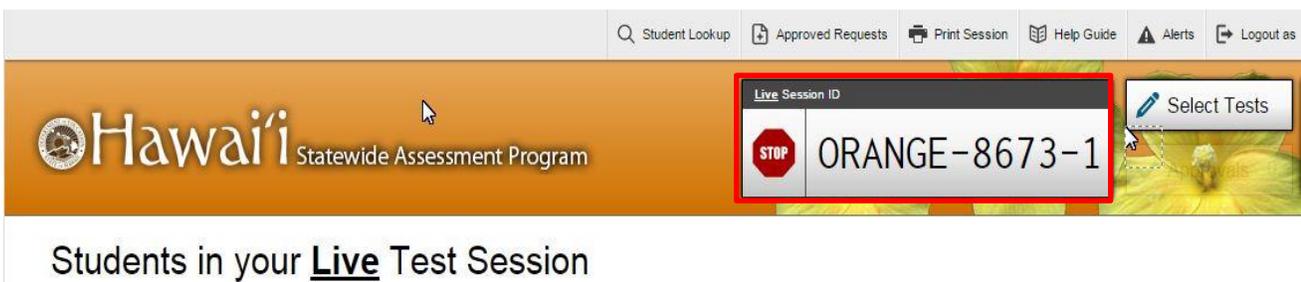
### 3.1.3 Beginning a Test Session

After clicking on the assessment(s) to be administered during the test session, the TA clicks on the [Start **Live** Session] button to begin the test session and generate the session ID that students use to join that test session.



### 3.1.4 Informing Students of the Test Session ID

The system-generated session ID appears in the top-right corner of the screen.



Give students the test session ID and other log-in information.

**SAY:** Today, you will take the Smarter Balanced [insert grade, ELA/mathematics, and CAT/PT] Interim Assessment. I will give you a test session ID that is required to start the test. If you need an individual break during the test, raise your hand and wait for my instructions and permission.

Once you have logged in, wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.



The student's legal first name and SSID may be provided to students ahead of time on a card or piece of paper to help them type it in the computer accurately. The test session ID must be provided to the students before they log in and should be written on a board or chart in the testing room so students can also type it in the computer accurately. Student information is confidential; therefore, the cards/papers with this information must be collected after each test session and kept secure until students use this information for the next test session. The cards/papers need to be securely shredded after testing is complete.

The TA should write down the session ID for his or her own records, in case he or she gets involuntarily logged out of the system.

The TA will be logged out of the session if there is no activity for thirty minutes by the TA (defined as clicking "Refresh" or navigating to any part of the TA Site) or a student (defined as selecting an answer or navigation option in the test). Having the session ID will allow the TA to resume the session.

TAs may also write the test session ID on a classroom dry-erase or chalk board or another place where students can see it. Make sure students know that the test session ID must be entered exactly as it is written—it is case sensitive—without extra spaces or characters. Please refer to the *Guide to Navigating Online HSAP Administration in the Test Administration folder* on the Resources page at [alohahsap.org](http://alohahsap.org) to become familiar with the Online Testing System.

**SAY:** Enter your first name followed by your SSID number. Then enter the test session ID. *Raise your hand if you need help typing this information on your keyboard.*

Please do not share your SSID with anyone. This is private information.

**SAY:** Now click "Sign In." *Once you have successfully logged in, you will see a screen with your first name, SSID, school, and grade. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.*

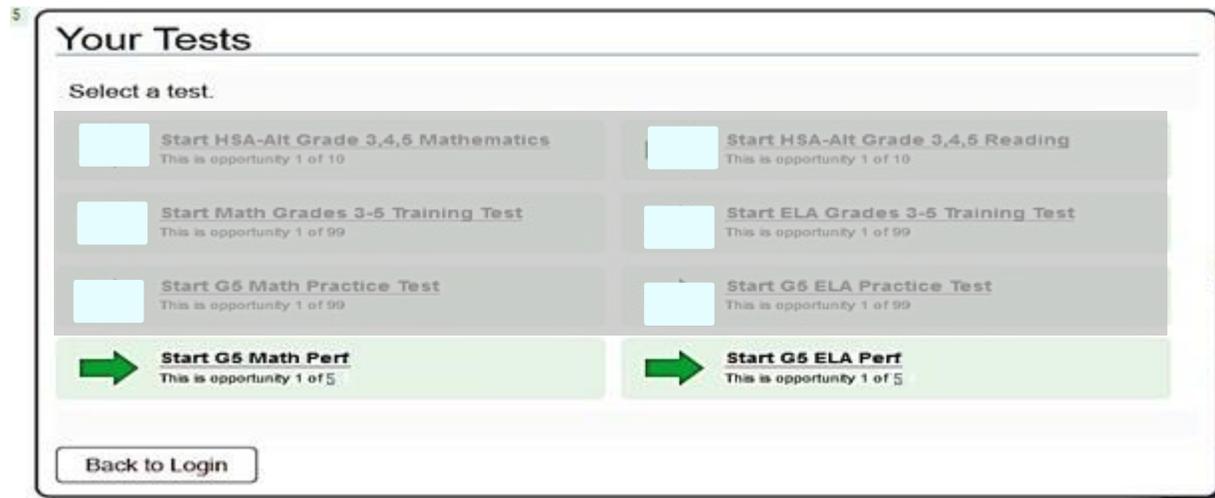
Ensure that all students have successfully entered their information.

The TA should ensure that the students use their legal first names, not nicknames. If a student is unable to log in, he or she will be prompted to try again and provided with a message describing the reason (an invalid SSID, for example). If the student is still having difficulty, the TA can look up the correct information using the Student Lookup function on the TA Interface or TIDE. TAs may assist students with logging in if necessary.

### 3.1.5 Informing Students of the Test Session In Which They are Participating

SAY: On the next screen, select the [INSERT NAME OF TEST (i.e., ELA Grade 4 CAT)], and then click START TEST. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. This step helps ensure that you are taking the correct test. Please wait quietly while I verify each of your tests.

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



Students may be able to select from more than one test, for example, a PT in both English language arts/literacy (ELA) and mathematics. TAs should direct students to select the appropriate test name based on what the TA is planning to administer at that time—to the content area “ELA” or “Math” and the test type “CAT” or “PT.” Students will see only assessments for which they are eligible.

### 3.1.6 Viewing and Approving Students Waiting to Enter the Test Session

After students have selected a test, the TA verifies that each student selected the appropriate test before approving that student for testing. It is very important that the TA pays close attention to the test name prior to approving to be sure it is the correct test to be administered at that time. To do this:

- a. Select the [Approvals # button].



#### Students in your **Live** Test Session

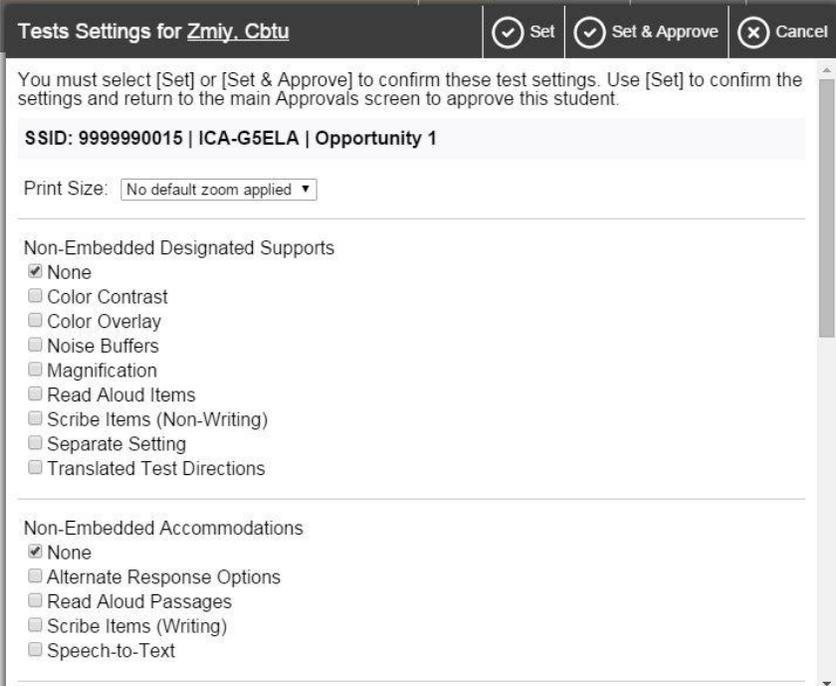
1 students awaiting approval 0 print requests 0 active tests

- b. A new window opens that shows a list of students, organized by test name. The TA should review the list to ensure that students are taking the correct content area (mathematics or ELA) and type of test (CAT or PT).
  - i. If a student selected a test other than the one the TA plans to administer to that student that day (for example, selected a PT instead of a CAT or selected mathematics instead of ELA), the TA must deny the student entry to the test session. The student may then log in again and select the correct test.
- c. The TA should also review the test settings assigned to each student to ensure that they are correct.
  - ii. If a student's settings are incorrect, do not approve that student to begin testing. Depending on the setting, the TA will need to work directly with the Test Coordinator (TC), the student's Teacher, and/or the Assessment Section to correct the test settings in TIDE before approving the student to begin testing. (Reminder: It may take up to 24 hours for changes to appear in the TA interface.) Ensuring the test settings are correct before the student begins testing is critical to avoid the need for a test reset that may result in additional testing for the student later. Please see the TIDE User Guide for additional information on correcting student test settings.
- d. When the correct test is selected and test settings are verified, the TA clicks [Approve] or [Approve All Students].

Test settings, designated supports in particular, can be set by the TA if necessary and appropriate.

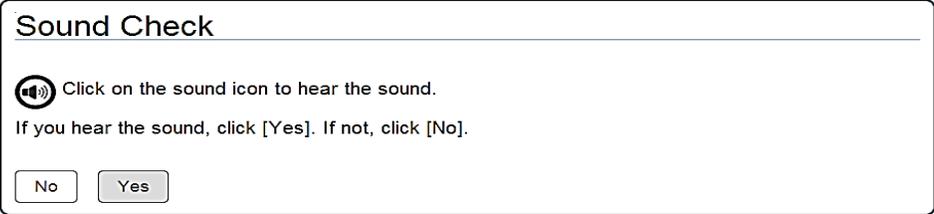
Approvals and Student Test Settings				Approve All Students	Refresh	Done
1 students awaiting approval		= Smarter Balanced Interim Comprehensive Assessment (ICA)				
<b>ICA-G5ELA</b>						
Student Name	Student ID	Opp #	See Details	Action		
Zmiy, Cbtu	9999990015	1	Standard			

**SAY:** After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand.



Each student will be logging in at a different time. The TA should monitor the sessions and log in all students who are currently ready before assisting any students who are having problems. If students will be taking an ELA assessment during the test session, read the next blue box so the students will know how to verify that their headsets are working properly

**SAY (only for ELA test):** Next you should see a screen that prompts you to verify that the sound on your computer is working. Put your headsets on and click the icon of the speaker in the circle to hear the sound. If you hear the chime, click [YES]. If not, raise your hand.



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. If the student is still experiencing issues, contact your School Technology Coordinator or the HSAP Help Desk at 1-866-648-3712 or [hsaphelpdesk@air.org](mailto:hsaphelpdesk@air.org).

SAY: Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test.

Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner.

You must answer each question on the screen before going on to the next page. During the test, you may see a page with no test questions. Follow the directions on the page to continue taking the test.

You must make an answer selection in order to move to the question on the next page. If you are unsure of an answer, provide what you think is the best answer; there is no penalty for guessing. If you would like to review that answer at a later time, mark the item for review by opening the context menu in the upper-right corner of the question and clicking "Flag for Review" before going on to the next question. Flagging the item will remind you to go back and decide whether or not you want to change the answer during this test segment.

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

Your answers need to be your own work. Please keep your eyes on your own test and remember that there should be no talking.

Please keep in mind that this test may be divided into segments. When you get to the end of each segment, you will be prompted to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to the previous segment.

For the CAT portion of the test, after a pause, the student's test can be resumed at any time within the testing window up to forty-five (45) calendar days from the start date. For the performance task, there is no pause limit, but the test expires ten (10) calendar days after it is started. See section 7.3 *Testing Time and Recommended Order of Administration* in the *Smarter Balanced Summative TAM* at [alohahsap.org](http://alohahsap.org) for each content area and type of assessment.

### 3.1.7 Monitoring Test Progress

Once students have started their tests, the TA should circulate through the room to ensure that all conditions of test security are maintained. If the TA witnesses or suspects the possibility of a test security incident, the Principal and TC should be contacted immediately in accordance with the security guidance provided in this manual.

The TA may also use the TA Interface to view the testing progress of any student. This site will not show test items or scores but will let the TA see how many items have been delivered to each student (e.g., question 24/40).

While the TA Interface is designed to automatically refresh every 30 seconds, the TA can refresh it manually at any time by clicking the refresh icon at the top left of the page. Do NOT click the web browser's refresh button to refresh the TA Interface.

Students in your **Live** Test Session

0 students awaiting approval 0 print requests 1 active tests ● = Smarter Balanced Interim Comprehensive Assessment (ICA)

Student Name	SSID	Opp #	Test	Requests	Student Status	Test Settings	Pause Test
Zmiy, Cbtu	9999990015	1	ICA-G5ELA		started: 6/43	Custom	

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

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

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

**SAY:** I can't help you with your test. Try to do the best that you can.

Allowing the students to practice on the Training Test and Practice Test prior to testing is strongly encouraged to ensure that students are able to manipulate each item type and use the various tools and supports during testing.

#### IMPORTANT:

- If the TA is using the TA Interface and navigates to another AIR system (TIDE, ORS, etc.) the session will stop, and all students in the session will be logged out.
- If the TA Interface or TA training site browser is accidentally closed while students are still testing, the session will remain open until it times out after thirty minutes (Inactivity is different from pausing a test. The Pause Rule is 30 minutes). Before thirty minutes have elapsed TA can open the browser and navigate back to the TA Interface. The TA will be prompted to enter the active session ID and re-enter the test session.

- As a security measure, TAs are automatically logged out of the TA Interface after thirty minutes of TA user inactivity (defined as clicking "Refresh" or navigating to any part of the TA Site) and student inactivity (defined as selecting an answer or navigation option in the test) in the test session, which will result in closing the test session. 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.

### 3.2 Ending a Test Session

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

**SAY:** We are nearing the end of this test session. Please review any completed or marked items now. Do not submit your test unless you have answered all of the questions.

After answering the last item in each segment, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all items available to the student or prior to submitting the test.

After answering the last question, students must submit their tests. If students would like to review their answers before submitting their test, they should click [REVIEW MY ANSWERS] and then [SUBMIT TEST] after they finish reviewing. Once a student clicks [SUBMIT TEST], the student will not be able to review answers.

**SAY:** This test session is now over. If you have not finished, click PAUSE, and you will be able to finish at another time. If you have finished, click SUBMIT TEST. I will now collect any scratch paper or other materials.

TAs should click [Stop Session] to end the test session and pause any student test in the session that is still in progress. When finished, TAs can log out of the TA Interface by clicking the [Logout] button at the top right. TAs should also collect any used scratch paper (and graph paper for grades 6 and up).

### 3.3 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, pause the test and, ideally, be delivered Part 2 the next school day. For the mathematics PT, Smarter Balanced recommends that it be administered in one test session of 40–120 minutes.

If the TA intends to administer the test 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. For most tests, except for the ELA PT, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, 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 dry-erase board, chalkboard, or another place that students can easily see.



It is very important that tests be Paused not Ended or Submitted if students will be completing in a later session.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. When instructing the students to log in, TAs should read the unitalicized sections of the general script (SAY boxes) to the students from the beginning of this section

### 3.4 Classroom Activities

**Schools may decide whether or not to conduct the Classroom Activities which are now "optional" before administering the ELA/Literacy and Mathematics performance tasks.**

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:

- Classroom Activities should be administered by a teacher. It is preferable that the teacher administering the Classroom Activity has content knowledge in the area of assessment.
- Students may take notes during the Classroom Activity, but the notes may not be used during the PT. Notes must be collected and shredded.
- There should be no more than a three-day lapse between the Classroom Activity and the PT administration.
- Classroom Activities should only be administered to students once and are designed to be completed in approximately thirty minutes.
- The Classroom Activity should not be supplemented with any other content that the teacher may think is helpful.
- In the event a student is absent during the Classroom Activity, a make-up session must be scheduled. The Classroom Activity may be recorded; however, to the greatest extent possible, the make-up session should provide students an opportunity to interact with the teacher and his or her peers.

## 4.0 Hand Scoring Constructed-Response Items

The Teacher Hand Scoring System (THSS) (available at: <http://alohahsap.org/SMARTERBALANCED/test-administrators/> ) allows Scorers to score HSAP Smarter Balanced Interim Assessments item responses that require hand scoring. When students in a test session submit an assessment, the hand-scored items are sent to THSS, where Scorers can view students' responses to each item and enter scores or condition codes. The hand scoring of constructed response items, including short answers, brief writes, and/or full writes, in the THSS must be completed in order for a student's results for the ICA or the IAB to be available.

Key features of the THSS:

- Constructed response items are automatically sent to the THSS when a student submits a test.
- The testing session TA will see the responses that require scoring after logging into the THSS.
- All professional staff at the school can access the THSS and participate in scoring using their TIDE user name and password
- Scores have access to item-specific scoring rubrics, exemplars and training guides while reviewing and scoring a student's response to an item.

## 5.0 Accessing Smarter Balanced Interim Assessment Scores

Smarter Balanced Interim Assessment scores will be available in Online Reporting System (ORS) only after a student has completed **BOTH** the CAT and PT and all responses that require hand scoring have been scored by a Test Administrator or Teacher in THSS. Principals, Test Coordinators, and Teachers will have access to score reports at the school, class, and student levels for each ICA completed by a student and a combined report for any IABs completed.

The ICA reporting is the same as for the summative assessments: The reports contain: an overall scale score with error band endpoints and achievement level per content area/subject and claim-level classifications as "Below Standard," "At/Near Standard," and "Above Standard". Once an IAB is completed, and constructed responses are hand scored, if applicable, student results will be available in the ORS. Results will report overall information for each block as "Below Standard," "At/Near Standard," and "Above Standard". Sample reports appear in Appendix C.

The ORS can be accessed at: <http://alohahsap.org/SMARTERBALANCED/test-administrators/> using your TIDE user name and password. The *ORS User Guide* can be found in the Reporting folder on the Resources page at [alohahsap.org](http://alohahsap.org).

## 6.0 Universal Tools, Designated Supports, and Accommodations

### 6.1 What are Universal Tools?

Universal tools are access features of an assessment or exam that are provided as digitally-delivered, i.e., embedded, or separately-delivered, i.e., non-embedded, components of the test administration system. Universal tools are available to all students based on their preference and selection and have been preset in TIDE. For specific information on how to access and use these universal tools, refer to the *Guide to Navigating the Online HSAP Administration* or the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* posted on the Resources page at [alohahsap.org](http://alohahsap.org).

### 6.2 What Are Designated Supports?

Designated supports are access features that are available for use by a student for whom a need has been indicated by an educator or team of educators. Educators may consult with parents, guardians, and students as needed. A consistent process needs to be used to determine which embedded and non-embedded designated supports are needed by a student for an assessment. Educators who make these decisions for an identified student need to have a clear understanding of the process for ensuring that this student is currently using the feature during classroom instruction and is given an opportunity to practice using any variation in the feature that will be provided during the administration of an assessment. For specific instructions on how to set these designated supports in TIDE, refer to the TIDE User Guide posted on the Resources page at [alohahsap.org](http://alohahsap.org).

### 6.3 What are Accommodations?

Accommodations are changes in procedures or materials that increase equitable access for IDEA-eligible and 504 students during the administration of the Smarter Balanced Assessments. A student's need for an embedded or non-embedded accommodation must be documented in his or her IEP or 504 Plan. For specific instructions on how to set these accommodations in TIDE, refer to the TIDE User Guide posted on the Resources page at [alohahsap.org](http://alohahsap.org).

Test Coordinators must submit a Verification of Student Need Form to be approved by the Assessment Section for certain designated supports and accommodations to be set in TIDE by a state-level user. See Appendices D- J of this guide for more information about settings that require Assessment Section approval for Interim Assessments. Only one Verification of Student Need Form is needed per student per school year for the setting to be enabled for all applicable assessments and/or exams. Be sure to indicate which assessments and/or exams the setting is needed for when filling out the form. Settings for Smarter Balanced English Language Arts or Mathematics Assessments will be applied to both the Interim and Summative Assessments.

**Appendix A: Interim Assessment Blocks Available in School Year 2015-2016**

English Language Arts/Literacy Interim Assessment Blocks Available SY 2015-2016

Summary – Grades 3, 4 and 5
Read Literary Texts
Read Informational Texts
Edit/Revise
Brief Writes
Listen/Interpret
Research
Informational Performance Task
Opinion Performance Task
Narrative Performance Task

Summary – Grades 6, 7, and 8
Read Literary Texts
Read Informational Texts
Edit/Revise
Brief Writes
Listen/Interpret
Research
Explanatory Performance Task
Argument Performance Task
Narrative Performance Task

Summary – Grade 11	
Read Literary Texts	Listen/Interpret
Read Informational Texts	Research
Edit/Revise	Explanatory Performance Task
Brief Writes	

Mathematics Interim Assessment Blocks Available SY 2015-2016

<b>Grade 3</b>
Operations and Algebraic Thinking
Fractions
Measurement and Data
Mathematics Performance Task

<b>Grade 4</b>
Operations and Algebraic Thinking
Numbers and Operations in Base 10
Fractions
Mathematics Performance Task

<b>Grade 5</b>
Numbers and Operations in Base 10
Fractions
Measurement and Data
Mathematics Performance Task

<b>Grade 6</b>
Ratio and Proportional Relationships
Geometry
Expressions and Equations
Mathematics Performance Task

<b>Grade 7</b>
Ratio and Proportional Relationships
Number System
Expressions and Equations
Mathematics Performance Task

<b>Grade 8</b>
Expressions & Equations, with Proportionality, Statistics & Probability
Geometry
Functions
Mathematics Performance Task

<b>High School</b>
Algebra and Functions - Linear Functions
Algebra and Functions - Quadratic Functions
Geometry - Right Triangle Ratios in Geometry
Mathematics Performance Task

## Appendix B: Interim Assessment Hand Scoring Item Counts

### Interim Comprehensive Assessment

Interim Comprehensive Assessment			Items to be Hand Scored			Total Items
			CAT	PT	PT	
Subject	Grade	Test Name	Short Ans	Short Ans	Essay	
ELA	3	ICA - Grade 3	3	2	1	47
ELA	4	ICA - Grade 4	3	2	1	48
ELA	5	ICA - Grade 5	3	2	1	47
ELA	6	ICA - Grade 6	3	2	1	49
ELA	7	ICA - Grade 7	3	2	1	49
ELA	8	ICA - Grade 8	3	2	1	49
ELA	11	ICA - Grade 11	3	2	1	46
Mathematics	3	Math ICA - Grade 3	0	4	0	37
Mathematics	4	Math ICA - Grade 4	0	3	0	36
Mathematics	5	Math ICA - Grade 5	0	2	0	37
Mathematics	6	Math ICA - Grade 6	0	2	0	36
Mathematics	7	Math ICA - Grade 7	0	2	0	37
Mathematics	8	Math ICA - Grade 8	0	2	0	37
Mathematics	11	Math ICA - Grade 11	1	4	0	39

## Interim Assessment Blocks

### Mathematics

The majority of the IABs in mathematics are machine scored and do not require any hand scoring. The Performance Tasks are the exception. Each of the mathematics Performance Tasks has 2 to 4 short answer items which will need hand scoring.

### ELA/Literacy

Many of the ELA/Literacy IABs are machine scored and do not require hand scoring. None of the Edit and Revise, Listen and Interpret, and Research blocks contain items to be hand scored. The following table lays out the hand scoring required in the remaining blocks.

ELA/Literacy Interim Assessment Blocks Requiring Hand Scoring									
Grade	Test Name	Short Ans	Essay	Total Items	Grade	Test Name	Short Ans	Essay	Total Items
3	Reading Literary Text	1		15	6	Brief Writes	6		6
3	Reading Informational Text	1		16	6	Argument PT	2	1	4
3	Brief Writes	6		6	7	Reading Literary Text	1		16
3	Opinion PT	2	1	4	7	Reading Informational Text	1		16
4	Reading Literary Text	1		15	7	Brief Writes	6		6
4	Reading Informational Text	1		14	7	Argument PT	2	1	4
4	Brief Writes	6		6	8	Reading Literary Text	1		16
4	Narrative PT	2	1	4	8	Reading Informational Text	1		16
5	Reading Literary Text	1		15	8	Brief Writes	6		6
5	Reading Informational Text	1		15	8	Argument PT	2	1	4
5	Brief Writes	6		6	11	Reading Literary Text	1		16
5	Narrative PT	2	1	4	11	Reading Informational Text	1		15
6	Reading Literary Text	1		15	11	Brief Writes	6		6
6	Reading Informational Text	1		16	11	Explanatory PT	2	1	4

## Appendix C: Sample Reports from the Online Reporting System

### Individual Student Report

*How did my student perform on the ELA/Literacy test?*

Test: Smarter Interim Comprehensive Assessment ELA/Literacy Grade 7  
 Year: 2015-2016  
 Name: Fqag, Venv

**Legend: Claims Performance Levels**  
⚠ Below Standard   
 ⊖ At/Near Standard   
 ✔ Above Standard

#### Student Test Performance

Name	SID	Opportunity	Scale Score	Achievement Level
Fqag, Venv	9999990017	Opportunity #1 10/19/2015	2584 ±24	Level 3

#### Scale Score and Overall Performance

**Fqag, Venv Scored 2584 ±24**

#### Comparison Scores

Name	Average Scale Score
Hawaii Department of Education	2501 *
Training Complex Area A (9999)	2584 *
Demo School Group 2 (99998)	2584 *
<b>Kula a'io Hawaii (995)</b>	2584 *
<b>Hannah, PR</b>	2584 *
<b>HI Roster114</b>	2584 *

#### Student Test Performance

Claim	Performance	Claim Description
Reading	⊖	Student may be able to read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Listening and Speaking	⊖	Student may be able to employ effective speaking and listening skills for a range of purposes and audiences.
Writing	✔	Student can produce effective and well-grounded writing for a range of purposes and audiences.
Research/Inquiry	✔	Student can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.



### Individual Student Report

How did my student perform on the test?

Test: Smarter Interim Assessment Blocks ELA/Literacy Grade 11

Year: 2015-2016

Name: Kscn, Rknp

Legend: Blocks Performance Categories

- Below Standard
- At/Near Standard
- Above Standard

Student Information		
Name	SSID	Opportunity
Kscn, Rknp		Opportunity #1 10/24/2015

Student Test Performance	
Block	Performance Level
Read Literary Texts	
Read Informational Texts	
Edit/Revise	
Brief Writes	
Listen/Interpret	
Research	
Explanatory Performance Task	

### Student Performance on Each Block

How did my students perform on each block?

Test: Smarter Interim Assessment Blocks ELA/Literacy Grade 11

Year: 2015-2016

Name: Students with no group (ROSTER)

Legend: Blocks Performance Categories

- Below Standard
- At/Near Standard
- Above Standard

Breakdown By:

#### Comparison Scores

Name	Number of Students Tested at Least One Block
Hawaii Department of Education	1
Training Complex Area A (9999)	4
Demo School Group 2 (99998)	4
Kula a'o Hawai'i (995)	4
Students with no group (Teacher)	2
Students with no group (ROSTER)	2

#### Scale Scores, Achievement Levels and Claims Achievements Levels

Smarter Interim Assessment Blocks ELA/Literacy Grade 11 Test for Students in Students with no group (ROSTER)

Name	Number of Blocks Tested	Number of Blocks Above Standard	Read Literary Texts	Read Informational Texts	Edit/Revise	Brief Writes	Listen/Interpre	Research	Explanatory Performance Task
Kscn, Rknp	7	2							
Hxdq, Oamx	7	2							

**Appendix D: Print-on-Demand Accommodation**

(Appendix D in HSA Science/EOC TAM and Appendix P in Smarter Balanced Summative TAM)

Verification of Student Need Form

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ 10-digit Student ID: \_\_\_\_\_ Grade Level: \_\_\_\_\_

School Name: \_\_\_\_\_ School Code: \_\_\_\_\_

School Contact Person Name: \_\_\_\_\_

Assessment(s):  Smarter Balanced ELA/Literacy  Smarter Balanced Mathematics  
 (check all that apply)  HSA Science  Algebra 1  Algebra 2  Biology 1  U.S. History

Student is:  IDEA-eligible  Section 504  
 (check only one)

To be eligible for this accommodation, a student’s specific visual impairment must require him or her to take the online Smarter Balanced Assessments in a paper format in an individual setting due to an inability to be tested using a computer, closed circuit TV, or projector screen. Note that scribes may be provided for students who cannot respond using the computer, and alternative color backgrounds may be provided for students with difficulty viewing certain colors. No Verification of Student Need Form is needed to use a scribe or alternative color backgrounds for a student with the Print-on-Demand accommodation.

Written documentation of the student’s need for the Print-on-Demand accommodation may be requested by the Assessment Section if deemed necessary.

In the space below, state the reason the student needs this accommodation:

The principal and all teachers who provide classroom instruction for the student must sign this form to verify that the student meets the criteria listed above for this accommodation.

Print Name	Signature	Title
		Principal
		Teacher

*Assessment Section Use Only*

Verified: Y or N  
 Name and Date:

Fax the completed form to the Assessment Section at (808) 733-4483;  
 or, scan and e-mail to [HSA/SAS/HIDOE@notes.k12.hi.us](mailto:HSA/SAS/HIDOE@notes.k12.hi.us) (the full Lotus Notes address is required).  
 The school Test Coordinator should retain the original form for documentation purposes.

**Appendix E: Text-to-Speech Accommodation: ELA CAT Reading Passages (Grades 3-8 and 11)**  
**(Appendix Q in Smarter Balanced Summative TAM)**

Verification of Student Need Form

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ 10-digit Student ID: \_\_\_\_\_ Grade Level: \_\_\_\_\_

School Name: \_\_\_\_\_ School Code: \_\_\_\_\_

School Contact Person Name: \_\_\_\_\_

Student is:  IDEA-eligible  504  
 (check only one)

Student requires Text-to-Speech (TTS) for:  Passages\*  Passages & Items

*\*TCs cannot later add TTS Items as a designated support to TTS Passages in TIDE. If the student requires TTS for both Passages and Items, select the Passages & Items box.*

To be eligible for this accommodation, a student’s specific need must be documented in the student’s IEP or 504 Plan.

Written documentation of the student’s need for the Text-to-Speech accommodation may be requested by the Assessment Section if deemed necessary.

In the space below, state the reason the student needs this accommodation:

The principal and all teachers who provide classroom instruction for the student must sign this form to verify that the student meets the criteria listed above for this accommodation.

Print Name	Signature	Title
		Principal
		Teacher

*Assessment Section Use Only*

Verified: Y or N  
 Name and Date:

Fax the completed form to the Assessment Section at (808) 733-4483;  
 or, scan and e-mail to [HSA/SAS/HIDOE@notes.k12.hi.us](mailto:HSA/SAS/HIDOE@notes.k12.hi.us) (the full Lotus Notes address is required).  
 The school Test Coordinator should retain the original form for documentation purposes.

**Appendix F: Read Aloud Accommodation: ELA Reading Passages**  
**(Appendix R in Smarter Balanced Summative TAM)**

Verification of Student Need Form

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ 10-digit Student ID: \_\_\_\_\_ Grade Level: \_\_\_\_\_

School Name: \_\_\_\_\_ School Code: \_\_\_\_\_

School Contact Person Name: \_\_\_\_\_

Student is:  IDEA-eligible  504  
(check only one)

To be eligible for this accommodation, a student’s specific need must be documented in the student’s IEP or 504 Plan.

Written documentation of the student’s need for the Read Aloud accommodation may be requested by the Assessment Section if deemed necessary.

In the space below, state the reason the student needs this accommodation:

The principal and all teachers who provide classroom instruction for the student must sign this form to verify that the student meets the criteria listed above for this accommodation.

Print Name	Signature	Title
		Principal
		Teacher

*Assessment Section Use Only*

Verified: Y or N  
 Name and Date:

Fax the completed form to the Assessment Section at (808) 733-4483;  
 or, scan and e-mail to [HSA/SAS/HIDOE@notes.k12.hi.us](mailto:HSA/SAS/HIDOE@notes.k12.hi.us) (the full Lotus Notes address is required).  
 The school Test Coordinator should retain the original form for documentation purposes.

**Appendix G: Multiplication Table Accommodation: Mathematics (Grades 4–8 and 11)**  
 (Appendix S in Smarter Balanced Summative TAM)

Verification of Student Need Form

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ 10-digit Student ID: \_\_\_\_\_ Grade Level: \_\_\_\_\_

School Name: \_\_\_\_\_ School Code: \_\_\_\_\_

School Contact Person Name: \_\_\_\_\_

Assessment(s):  Smarter Balanced Mathematics  Algebra 1  Algebra 2  
 (check all that apply)

Student is:  IDEA-eligible  Section 504  
 (check only one)

To be eligible for this accommodation, a student should have a documented and persistent calculation disability (e.g., dyscalculia) documented in the student's IEP or 504 Plan. **Note that for students in grades 3, the Multiplication Table will not be an available accommodation.** The Multiplication Table can be found in Appendix H in this Smarter Balanced Interim Assessment Administration Guide and Appendix H in the Smarter Balanced Summative Test Administration Manual.

Written documentation of the student's need for the multiplication table accommodation may be requested by the Assessment Section if deemed necessary.

In the space below, state the reason the student needs this accommodation:

The principal and all teachers who provide classroom instruction for the student must sign this form to verify that the student meets the criteria listed above for this accommodation.

Print Name	Signature	Title
		Principal
		Teacher
		Teacher
		Teacher

Assessment Section Use Only

Verified: Y or N  
 Name and Date:

Fax the completed form to the Assessment Section at (808) 733-4483;  
 or, scan and e-mail to [HSA/SAS/HIDOE@notes.k12.hi.us](mailto:HSA/SAS/HIDOE@notes.k12.hi.us) (the full Lotus Notes address is required).  
 The school Test Coordinator should retain the original form for documentation purposes.

## Appendix H: Multiplication Table

(Appendix H in Smarter Balanced Summative TAM)

A single-digit (1–9) multiplication table is a non-embedded accommodation for **grades 4 and above** mathematics items. The multiplication table is to be used *only* for students with a documented and persistent calculation disability (i.e., dyscalculia). This table can be printed for students requiring this accommodation. Use of the multiplication table requires submission and approval of the form found in Appendix G: Multiplication Table Accommodation: Mathematics (Grades 4-8 and 11) PRIOR to use.

MULTIPLICATION TABLE									
×	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

**Appendix I: Optional Courtesy Testing for Home-Schooled Students**  
**(Appendix T in Smarter Balanced Summative TAM)**

Verification of Student Status Form

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

10-digit Student ID: \_\_\_\_\_ Grade Level: \_\_\_\_\_

School Name: \_\_\_\_\_ School Code: \_\_\_\_\_

School Contact Person Name: \_\_\_\_\_

School Contact Person Email: \_\_\_\_\_

School Contact Person Phone: \_\_\_\_\_

Assessment(s):  Smarter Balanced ELA/Literacy  Smarter Balanced Mathematics  HSA Science  
(check all that apply)

*Note: Courtesy testing for home-schooled students is not provided for the EOC Exams.*

Schools are not required to offer home-schooled students optional courtesy testing for the Smarter Balanced Interim Assessments.

An Assessment Section staff member will inform the School Contact Person (listed above) whether this request has been approved or disapproved after it has been processed.

A home-schooled student cannot access the secure online Smarter Balanced ELA/Literacy or Mathematics Assessments or the Hawai'i State Science Assessment until the grade level provided by the elementary school office staff or secondary school registrar and entered on this form has been activated in TIDE by the Assessment Section.

**Do not ask parents to bring their home-schooled child to your school to be tested until an Assessment Section staff member informs the School Contact Person (listed above) that the student can access the secure online testing site.**

<i>Assessment Section Use Only</i>
Verified: Y or N Name and Date:

Fax the completed form to the Assessment Section at (808) 733-4483;  
or, scan and e-mail to [HSA/SAS/HIDOE@notes.k12.hi.us](mailto:HSA/SAS/HIDOE@notes.k12.hi.us) (the full Lotus Notes address is required).  
The school Test Coordinator should retain the original form for documentation purposes.

**Appendix J: Additional Designated Supports or Accommodations**  
**(Appendix U in Smarter Balanced Summative TAM)**

Verification of Student Need Form

A separate form for each additional designated support or accommodation that is not included in the list of 51 Smarter Balanced universal tools, designated supports, and accommodations must be submitted and approved or disapproved prior to testing a student.

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ 10-digit Student ID: \_\_\_\_\_ Grade Level: \_\_\_\_\_

School Name: \_\_\_\_\_ School Code: \_\_\_\_\_

School Contact Person Name: \_\_\_\_\_

Check each criterion that applies to this additional designated support or accommodation request.

- \_\_\_\_\_ Based on student’s identified learning needs
- \_\_\_\_\_ Currently provided during classroom instruction
- \_\_\_\_\_ Agreed upon by the staff members who provide services of the student
- \_\_\_\_\_ Stated in the student’s IEP or 504 Plan with agreement by team to request from the Assessment Section

More detailed information about the student’s need for additional designated supports or accommodations may be requested by the Assessment Section if deemed necessary.

In the space below, state the reason the student needs this additional designated support or accommodation:

The principal and all teachers who provide classroom instruction for the student must sign this form to verify that the student meets the criteria listed above for this additional designated support or accommodation.

Print Name	Signature	Title
		Principal
		Teacher
		Teacher
		Teacher

*Assessment Section Use Only*

Verified: Y or N  
 Name and Date:

Fax the completed form to the Assessment Section at (808) 733-4483;  
 or, scan and e-mail to [HSA/SAS/HIDOE@notes.k12.hi.us](mailto:HSA/SAS/HIDOE@notes.k12.hi.us) (the full Lotus Notes address is required).  
 The school Test Coordinator should retain the original form for documentation purposes.

## Appendix K: Change Log

This Change Log can be used to identify specific changes that are made to any of the information included in the original document throughout the current school year.

<b>Location</b>	<b>Change</b>	<b>Date</b>
Throughout	Updated the administration of the Interim Assessment Classroom Activities to optional.	1/5/2016
Appendix D-K	Added Appendices D-K.	1/5/2016
TA Script; 3.1.6 Viewing and Approving Students Waiting to Enter the Test Session	Changed pause rule reference from twenty to thirty minutes.	1/11/2016
Appendix D-K	Updated locations of appendices in Smarter Balanced Summative TAM.	2/2/2016
Appendix H: Multiplication Table	Added clarifying text that submission and approval of Appendix G is needed prior to use of multiplication table.	2/2/2016
Throughout	Added number of days before test expiration as “calendar” days.	2/2/2016
3.1.6 Viewing and Approving Students Waiting to Enter the Test Session	Added Smarter Summative TAM to reference section 7.3 <i>Testing Time and Recommended Order of Administration</i> .	2/2/2016
5.0 Accessing Smarter Balanced Interim Assessment Scores	Changed heading from “Results” to “Scores.” Clarified that BOTH the CAT and PT need to be completed and hand scoring needs to occur before a student will receive a score	2/2/2016