

# **Administering Smarter Balanced Interim Assessments: A Test Administration Guide**

2018-2019

August 2, 2018

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](#) is the home for all online Smarter Balanced Interim Assessments administration information.

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:

- testing system is not available; user accounts are not available or users are not able to administer tests;
- student information is incorrect or missing;
- loading student data or student settings into TIDE;
- preparing for online testing—downloading the secure browser, voice packs, etc.;
- tests showing as unavailable to students when they log in to begin testing;
- password resets for state, complex area, complex, and school users; and
- settings not presenting as intended.

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 (consult with your Technology Coordinator for this 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 Computer Adaptive Test (CAT) or Performance Task (PT).

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

### Assessment Section

Assessment and Accountability Branch  
Office of Strategy, Innovation, and Performance  
Telephone: 808-733-4100  
Fax: 808-733-4483

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## 1.0 OVERVIEW OF THE SMARTER BALANCED INTERIM ASSESSMENTS

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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/Literary and Mathematics Assessments. The unabridged *Smarter Balanced Summative TAM* can be found in the Test Administration folder on the Smarter Balanced Resources page at [alohahsap.org](http://alohahsap.org).

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 are developed under the same conditions, protocols, and review procedures as those used in the summative assessments.
- Assessments include the same item types and formats 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. For more information how administering assessments out of grade level, please see section [2.1 Tasks to Complete Prior to Administration](#).
- Interim Assessments are currently fixed forms, i.e. all students answer the same questions and each student will answer the same questions if they take an assessment multiple times.
- There are two categories for the Interim Assessments:
  - Interim Comprehensive Assessments (ICAs) are similar to 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 twelve blocks per content area per grade.
- During 2018-2019, the ICAs and IABs will contain some overlapping items. 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.
- 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 same universal tools, designated supports, and accommodations based on the needs of individual students if they have been set in TIDE. It is recommended that students using these tools, supports, and accommodations be administered interim or practice tests to familiarize themselves with these tools prior to summative testing.
- Students have up to five opportunities to take the ICA and each of the IABs during the 2018-2019 school year.

- **The scoring of open response items will now be carried out in AIRWays Reporting.** The Teacher Hand Scoring System will be discontinued. The revised *AIRWays Reporting System User Guide*, including the new hand scoring process, will be available in early August 2018. **By late October 2018**, all student responses on the ICAs and IABs will be initially machine-scored for reporting in the Online Reporting System and AIRWays Reporting 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](#).
- Items may be used to engage teacher teams and/or students in discussions and reflection about the interim assessment experience including the discussion of items and student responses. However, if interim assessment items are reproduced, care should be taken to ensure they do not become public.

## 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 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](#). Although the ICAs are currently fixed forms, they are accurate simulations of the actual CAT assessments. The CAT will include the same item types and formats, including a Performance Task for ELA/Literacy, and address the same range of standards as the summative assessments. Each ICA includes:

- For mathematics, a CAT with 30 to 33 items depending on the grade level; and
- For ELA/Literacy, a CAT with 38 to 43 items depending on the grade level, and a Performance Task (PT) that ranges from 2-3 items depending on the content area and grade level.

Once the entire ICA (e.g., both the ELA CAT and the PT) is completed student results will be available in the Online Reporting System (ORS) and AIRWays Reporting System within 24 hours. Beginning in August 2018, all student responses on the ICAs and IABs will be initially machine-scored for reporting in the Online Reporting System and AIRWays Reporting System. Hand scoring of full writes by school staff members **is no longer required** for a score to be generated in ORS and AIRWays Reporting. However, there is **one short open response item on each of the grade 6 and grade 11 ELA PTs; these items will require hand scoring in AIRWays Reporting before ELA ICA results become available.** Items with responses available for hand scoring will be available in AIRWays Reporting for Test Administrators, Teachers, or school specified individuals to review and edit the initial machine scores as deemed appropriate. Hand scoring will no longer be required to generate an overall ICA or IAB score for tests containing hand scored items. 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 13 to 19 IABs for each grade level. IABs available for the

2018–2019 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). Even though the Performance Tasks have been removed from the Mathematics summative assessment, the Mathematics PT IABs are still available because they may be used to gauge student progress in meeting content area standards and measure higher order thinking in a content area.

Each IAB, except for the IAB Performance Tasks and IAB Brief Writes, has 10 to 18 items and can generally be completed in one class period. The IAB Performance Tasks will take approximately one hour for mathematics and one and a half hours for ELA/literacy to administer.

Once an IAB is completed student results will be available in the Online Reporting System (ORS) and AIRWays Reporting. Beginning in late October 2018, hand scoring of open response items by school staff members **will no longer be required** for a score to be generated 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 Bridge 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 Complete 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. It is highly recommended that ALL students be provided the opportunity to take the Training Test and Practice Test for each 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.
- Ensure that all TAs complete the online [TA Certification Course](https://smarterbalanced.alohasap.org/users/training-sites.stml) available at: <https://smarterbalanced.alohasap.org/users/training-sites.stml>. TCs and TAs should review the videos available in the Trainings and Webinars folder (including “What is a CAT?” and “Embedded Universal Tools and Online Features”) on the Smarter Balanced Resources page at [alohasap.org](http://alohasap.org), and encourage Teachers to show these to their students in preparation for the assessments.
- 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 before the student can be tested. (Students can be administered off-grade interim assessments if set in TIDE.) All high school students are pre-set in TIDE as eligible to take the 11th grade Interim Assessments.
- 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.

- Work with technology personnel to ensure timely computer setup including: conducting network diagnostics, downloading the latest version of the secure browser available at: <https://alohahsap.org/secure-browsers.shtml>, 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.

## 2.2 Scheduling the Interim Assessments

### *Interim Comprehensive Assessments*

The ICAs mirror the summative assessments and the components, recommended sequence, and duration are the same. Each ICA includes a Computer Adaptive Test (CAT) component, and the ELA/Literacy ICA also includes a Performance Task (PT). **For ELA/Literacy, both the CAT and PT need to be completed before scores will be posted in the ORS and AIRWays 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.

**Table 2: Estimated Testing Times for ICAs**

| Content Area                     | Grades | Computer Adaptive Test (CAT) items | Performance Task (PT) | Total "Computer" Time |
|----------------------------------|--------|------------------------------------|-----------------------|-----------------------|
| English Language Arts/Literacy   | 3-5    | 1:30                               | 1:45                  | 3:15                  |
|                                  | 6-8    | 1:25                               | 1:20                  | 2:45                  |
|                                  | HS     | 1:15                               | :55                   | 2:10                  |
| Mathematics                      | 3-5    | 1:35                               | N/A                   | 1:35                  |
|                                  | 6-8    | 1:35                               | N/A                   | 1:35                  |
|                                  | HS     | 1:05                               | N/A                   | 1:05                  |
| Total Time for both ELA and Math | 3-5    | 3:05                               | 1:45                  | 4:50                  |
|                                  | 6-8    | 3:00                               | 1:20                  | 4:20                  |
|                                  | HS     | 2:20                               | :55                   | 3:25                  |

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.

Table 3: Assessment Sequence - ELA

| English Language Arts/Literacy  |   |   |
|---------------------------------|---|---|
|                                 | CAT Items   | Performance Task (PT)   |
| Number and Duration of Sessions | <p>Recommendations :</p> <ul style="list-style-type: none"> <li>No more than three sessions. Additional sessions may be necessary in rare or extreme cases.</li> <li>Session durations range from 40–60 minutes for elementary students, and up to 90 minutes in secondary schools.</li> </ul>  | <p>The PT is presented in two segments.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>Session durations range from 60–120 minutes.</li> <li>Requiring multiple days for any PT segment is considered a test security violation. For example, requiring a student to spend at least two test sessions on the full-write (segment 2 of the PT) is considered a test security violation.</li> </ul> |
| Breaks within Sessions          | <p>Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens if all of those items have been answered.</p> <ul style="list-style-type: none"> <li>Recommendation: A single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g. lunch).</li> </ul> | <p>The PT is presented in two segments; however, once a student moves to Segment 2, he or she will not be able to review or revise answers to items in Segment 1.</p> <ul style="list-style-type: none"> <li>Recommendation: Students can complete both segments in one session.</li> </ul>   |
| Total Duration                  | <p>Once a student has started the CAT, it will be available for 45 calendar days.</p> <ul style="list-style-type: none"> <li>Recommendation: Student completes the CAT within five days of starting.</li> </ul>   | <p>Once a student has started the PT, it will be available for <b>10 calendar days</b>.</p> <ul style="list-style-type: none"> <li>Recommendation: Student completes the PT within one day.</li> </ul>  |

**Table 4: Assessment Sequence - Mathematics**

| Mathematics                     |   |                       |
|---------------------------------|---|-----------------------|
|                                 | CAT Items   | Performance Task (PT) |
| Number and Duration of Sessions | <p>Recommendations:</p> <ul style="list-style-type: none"> <li>Administered in one or two sessions.</li> <li>Session durations range from 40–60 minutes.</li> </ul> <p>Most students will complete the CAT items in two sessions of 60 minutes or less or one long session of more than 60 minutes.</p>   | N/A                   |
| Breaks within Sessions          | <p>Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to answered items on the previous screens.</p> <ul style="list-style-type: none"> <li>Recommendation: A single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g. lunch).</li> </ul> | N/A                   |
| Total Duration                  | <p>Once a student has started the CAT items, they will be available for 45 calendar days.</p> <ul style="list-style-type: none"> <li>Recommendation: Student completes the CAT within five calendar days of starting it.</li> </ul>   | N/A                   |

***Additional administration recommendations***

- For the ELA performance task, students may be best served by sequential, uninterrupted time that may exceed the time in a student’s regular schedule.
- Minimize the amount of time between beginning and completing each test within a content area.

### *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 and can be used in grades 9, 10, 11, and/or 12.

The IABs available during the 2018–19 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).

The results from IABs will be available in the ORS and AIRWays Reporting.

### 3.0 DAY OF INTERIM TEST ADMINISTRATION

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Use the following information and script to assist students with the login procedures. Please refer to the *Guide to Navigating the 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 the test. Remember that the CAT and PT portions are considered two unique tests and, as such, adherence to the process that follows is needed when initiating either test.

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.

Ideally, students taking the interim will practice using the same accessibility supports that they will use during summative testing. For a full listing of available supports, their definitions, and suggestions for use, see the *Usability, Accessibility, and Accommodations Guidelines (UAAG)* and *Crosswalk of Accessibility Features Across State Assessments in Hawai'i (CAF)*. **Designated supports** can be set in TIDE at the school level by Teachers, Test Administrators, and Test Coordinators; **Accommodations** will require the School's Test Coordinator to submit the [Accommodations Verification Request Form](#) to the Assessment Section for review and IEP student record verification.

To ensure that all students are tested under the same conditions, the TA should adhere strictly to the script for administering the test unless a student is assigned the non-embedded designated support or accommodation for Simplified Test Directions. These directions 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 decision to provide the Read Aloud Designated Support or Accommodation has been made or rendered.

Please remember that the script must be followed exactly and used each time a test is administered except with students who are assigned the Simplified Test Directions non-embedded designated support as described in the *UAAG* and *CAF*. 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 quiet environment, free from talking and other distractions. 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 Computer Adaptive Test (CAT) or the Performance Task (PT).

## Launch Secure Browsers



Prior to launching the secure browser, all other applications should be closed.

A secure browser is required to access the Smarter Balanced Interim Assessments. The secure browser provides a secure environment for student testing by disabling the hot keys, copy, and screenshot capabilities and access to the desktop (Internet, email, and other files or programs installed on school machines). Prior to launching the secure browser, all other applications should be closed. The secure browser will not display the IP address or URL for the secure testing website. Users cannot access other applications from within the secure browser, even if they know the keystroke sequences. The “back” and “forward” browser options are not available, except as allowed in the testing environment as testing navigation tools. Students will not be able to print from the secure browsers. During testing, the desktop is locked down, and students must “Pause” (to save the assessment or exam for another session) or answer all test items and complete the assessment or exam in order to exit the secure browser.

Before students arrive to take an assessment, make sure that the student login screen is showing on each computer. Click the HSAP Secure Browser icon on each computer to open the secure browser. It is recommended that Test Administrators rather than students launch the browsers in order to prevent students from accessing other applications. Once the secure browser is launched, students can no longer access other applications.

In the event of technical difficulties with the secure browser, contact your technology coordinator or the HSAP Help Desk.

## Distribute Materials

Distribute any needed materials, such as pencils, scratch paper and headphones. You may wish to plug in headphones ahead of time so that you do not need to pass them out during the test session.

### 3.1 Starting a Test Session

The TA must create a test session before students can log in to the Student Testing System (**but no more than 30 minutes prior or the system 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:

#### 1. *The TA logs in to the TA Interface.*

The TA accesses the TA Interface via the TA Live Site card at <https://smarterbalanced.alohahsap.org/>. The TA then enters his or her username and password and clicks [Secure Login] to log in to the TA Interface.



Email Address

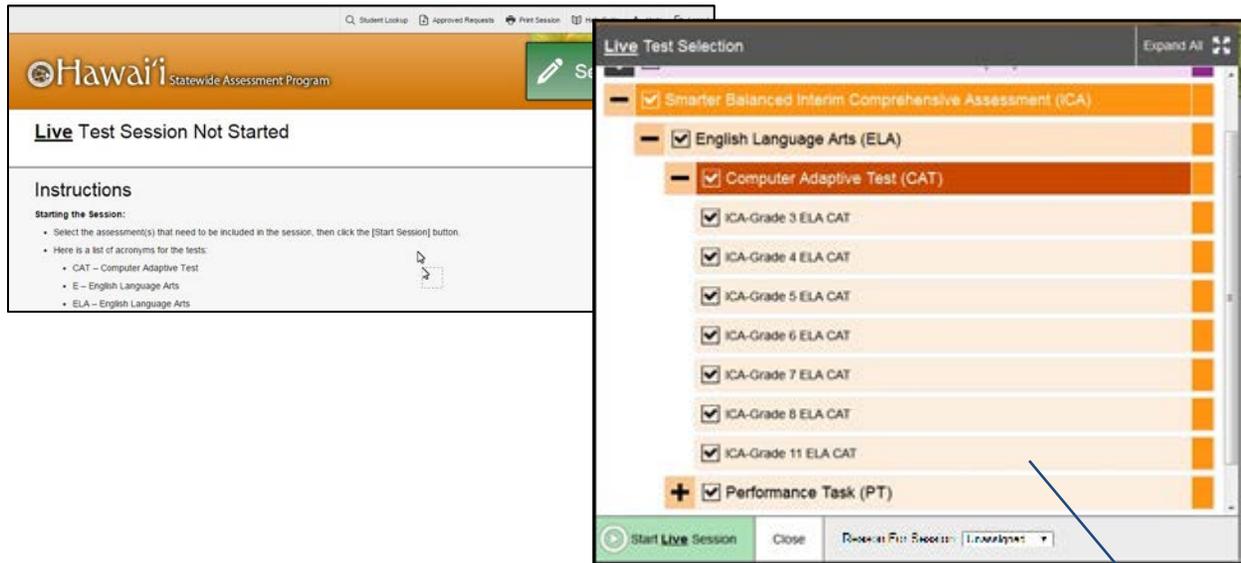
Password

[Forgot Your Password?](#)

Secure Login

## 2. The TA creates a test session.

When you log in to the TA Interface via the TA Live Site card, the Test Selection window opens automatically. This window allows you 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.



Smarter Balanced Interim Comprehensive CAT  
Smarter Balanced Interim Comprehensive  
Performance Task

**IMPORTANT:** When administering the Smarter Balanced Performance Task, the Test Administrator must select and start the Performance Tasks available for grade level they are testing on. TAs must be careful to only select the Interim assessments that are intended to be administered.



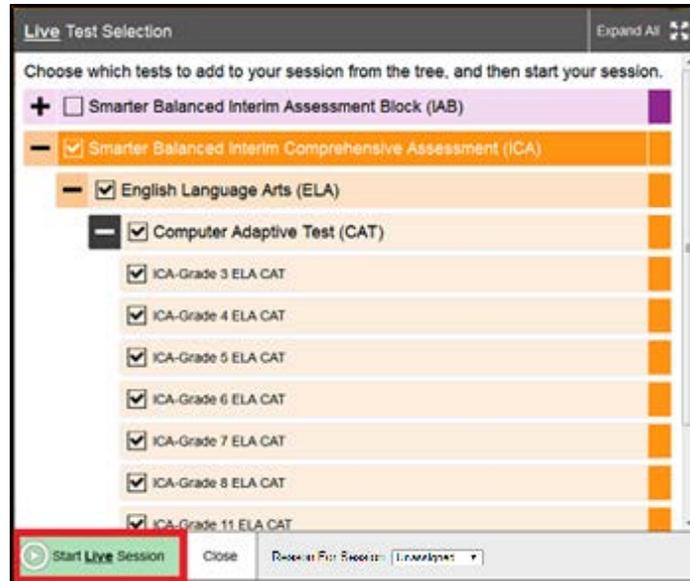
Students will only be able to see and access those selected tests for which they are eligible in TIDE.

## 3. The TA begins the 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.

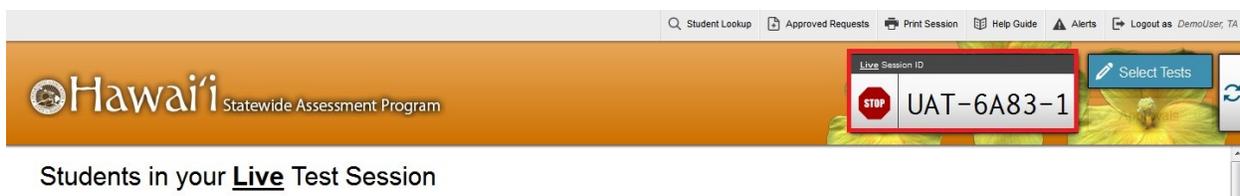


Although the Interim Assessments are considered non-secure tests, the administration procedures for the Summative Assessments, including electronic device policies, should be followed.



#### 4. The TA informs students of the test session ID.

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



Write the Session ID clearly on the chalkboard or whiteboard or somewhere else where students will be able to see it. Students must enter the Session ID exactly as it is written, without extra spaces or extra characters, in order to log in.

Test sessions must be created on the day of testing, not before. This prevents potential test security problems. Students from the same class who take tests at different times or with different Test Administrators do not need to use the same Test Session ID.

The script should be read in its entirety prior to a student logging in for the first time. For subsequent administrations of the same assessment, see section [3.2 Testing Over Multiple Sessions or Days](#).

**SAY:** Today, you will take the Smarter Balanced Interim [insert grade, ELA/mathematics, and CAT/PT] test. You will be given a test session ID that is required to start the test. Before logging in, let's go over some test rules.

You may only use the computer to take this test. You may not use the computer for another reason before, during, or after testing.

Take your cell phone and any other electronic devices out of your pocket, backpack, or bag and turn it off. Do not leave it on or place it on silent mode. If you have a backpack or bag, place the turned off phone or device in your backpack or bag and place it in the area I have designated. If you do not have a backpack or bag, bring your phone or device to my desk and place it in the area I have designated. Your phone or device will be returned to you at the end of the test session. If you do not follow these test security

directions and you use your phone or device during the test session for any reason, your test will be invalidated, your parents will be informed of your behavior and any consequences that will be determined by the principal.

### During Testing

You must answer each question on the screen before going on to the next one. Go ahead and provide what you think is the best answer even if you are unsure and mark it before going on to the next question. If you would like to review that answer, you may go back and change the answer during this test session.

If you have a question or need help with something during the test, raise your hand and I will come to you. Some of you may not finish your tests during this session, and that is okay. You will be able to finish on another day.



**NOTE:** If a school has a more stringent cell phone policy, then that policy may be stated in place of the minimum cell phone test security requirements stated above.

**NOTE:** TAs may not limit the number of questions a student may answer during a test session.

SAY: Please write your name on the scratch paper. I will collect all papers at the end of this session.

### [The following should be read for the Mathematics ICA CAT in grades 6 – 11 and ELA PT only]

SAY: Please keep in mind that this test is divided into segments. When you get to the end of a segment, you will be 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 any of the questions in the previous segment.

SAY: You may pause at any point in the test by clicking PAUSE rather than NEXT after answering an item. Please raise your hand if you need a break and ask permission before clicking PAUSE.

### [The following should be read for the ICA CAT test only]

SAY: If you pause your test for more than 20 minutes, you will no longer be able to go back and change your answers, even the ones you marked for review. You may check your answers to any questions before you pause your test.

SAY: Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you still have a cell phone or an electronic device, please turn it off, raise your hand and I will come and collect it before the test begins.

If you finish your test early, review your answers. Once you have done so, submit your test and log out. You must sit quietly in your seat until dismissed. You may not use the computer for any reason.

We have [x] minutes to work on this test today. I will let you know when there are 5 minutes remaining in the session. Begin to log in now.

Give students the test session ID and other log-in information. The test session ID, the statewide student identifier (SSID), and the student's first name may be provided to students ahead of time on a card or piece of paper to help them type it in the computer accurately. Student information is confidential; therefore, the cards/papers with this information must be collected and securely stored after each test session and securely shredded after all testing has been completed. **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 a test session if there is no activity for 30 minutes by the TA or a student. Having the session ID will allow the TA to resume the test 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:** Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.

Enter your legal first name, not your nickname, followed by your 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.

Now click "Sign In." *Once you have successfully logged in, you will see a screen with your first name and other information about you. If all 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.

Student information could also be provided to students ahead of time on a card or piece of paper to help them type it in the computer accurately. Test tickets with students' legal name and 10-digit State Student Identification Number (SSID) number can be printed from the Students Section of Preparing for Testing in TIDE at [www.hitide.org](http://www.hitide.org). However, please remember that SSIDs are confidential information and papers or cards need to be collected and stored in a secure location after each test session. The papers or cards must be shredded after testing has been completed.

If the information in the online testing system is incorrect for a student, the student's information must be updated in the Department's student information system by your school's office or registrar. Information from that system will then automatically be transferred into the online HSAP system.

Typically, it will take 48–72 hours for updated information from the student information system to be updated in the online HSAP system. Please contact your Test Coordinator if a student’s personal information is displayed incorrectly and you need assistance.

**5. The TA informs students of the test session in which they are participating.**

**SAY:** On the next screen, select the [INSERT NAME OF TEST (e.g., ICA Grade 5 ELA 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).

**Your Tests**  
Select the test you need to take.

Start ICA-Grade 5 ELA CAT  
This is opportunity 1 of 5

Start ICA-Grade 5 ELA PT  
This is opportunity 1 of 5

Start ICA-Grade 5 Math CAT  
This is opportunity 1 of 5

Start ICA-Grade 5 Math PT  
This is opportunity 1 of 5

**Next Step:**  
If you do not see the test you need to take, notify your Test Administrator and select **Back to Login**.

Back to Login

Students may be able to select from more than one test, for example, a CAT 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.

**6. The TA views and approves students who are waiting for test session approval.**

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.**



Accidentally selecting and starting a Summative assessment will start the clock on these assessments (10 calendar days for the ELA PT, 45 calendar days for the CAT), regardless of whether or not the TA or teacher intended to start these tests.

- a. Select the [Approvals #] button.

Hawaii Statewide Assessment Program

Live Session ID: [REDACTED] [STOP] [REDACTED]

Select Tests

Approvals 1

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, Computer Adaptive Test (CAT) or Performance Task (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.

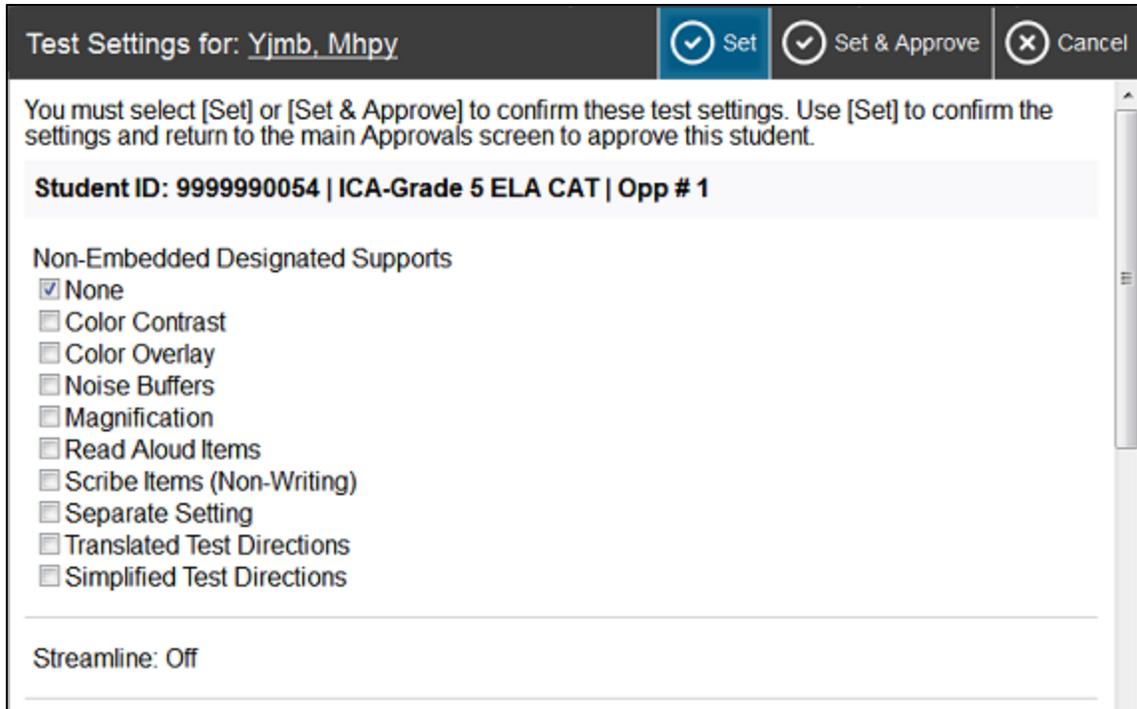
NOTE: Administering a summative test instead of an interim test is a testing irregularity and needs to be addressed in Testing Incidents in TIDE. Administering an interim test instead of a summative test is not a testing irregularity, but will require students to retest at a later time to complete summative testing.

- c. The TA should also review the test settings assigned to each student to ensure that they are correct.
  - i. 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.
  - ii. A designated support may be changed for a student after testing has begun; however, the student's test will need to be paused and he or she will need to log out of the test session in order for the TA to change the designated support in the TA Live Site. The TC may change the designated support in TIDE. The updated designated support will take effect once the student logs back in to the test session.
  - iii. The Language selection may not be changed after a student has begun a test opportunity. Once a student has started an online Smarter Balanced assessment in English or Braille, or in Spanish for Mathematics, the setting cannot be changed. If a student has started a test opportunity with the incorrect Language feature, the student's test should be immediately paused, and the Test Coordinator should contact the HSAP Help Desk for further assistance.
- d. When the correct test is selected and test settings are verified, the TA clicks [  ] for each student or [Approve All Students]. **The TA should only click Approve All Students if he or she confirms that the content area, type of test, and test settings for each student are correct.** 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)

| ICA-Grade 5 ELA CAT |            |       |             |  |
|---------------------|------------|-------|-------------|--|
| Student Name        | Student ID | Opp # | See Details | Action   |
| Yjmb, Mhpy          | 9999990054 | 1     | Custom      |    |



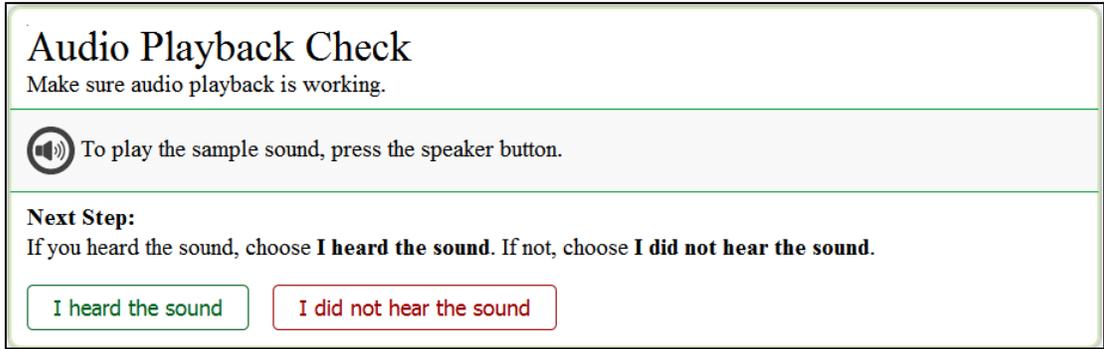
SAY: After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand.

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 or using Text-to-Speech for mathematics during the test session, read the next blue box so the students will know how to verify that their headsets are working properly.

[The following should be read for the ELA CAT and for any students who have the Text-to-Speech designated support or accommodation]

SAY: 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 [I heard the sound]. 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. When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

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 PT, there is no pause limit, but the test expires ten (10) calendar days after it is started. See *Testing Time and Recommended Order of Administration* for each content area and type of assessment in the *Smarter Balanced Summative TAM* located in the Test Administration section of the Smarter Balances Resources at [alohahsap.org](http://alohahsap.org).

### 7. The TA Monitors test progress.

#### Monitoring Test Selection

It is very important that TAs monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area and type of test (CAT or PT). The TA monitors the test each student is taking by referring to the Students in Your Test Session table in the TA Interface.

In the event a student is taking an incorrect test, the TA can pause the student's test. The TA should then instruct the student to log out and log in again to select the correct test.

In the rare event that a student starts a test unintentionally (for example, selected a PT instead of a CAT, or selected mathematics instead of ELA), the test's expiration timeline will be activated. If a student is unable to return to and complete the test before it expires in ten days (PT) or forty-five days (CAT), the TC will need to submit a "Testing Incident" request via TIDE to reopen the test.

#### 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. Incidences of cheating or other inappropriate behaviors should be addressed at the school level.

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 and which item they are currently working on (e.g., question 24/40).

While the TA Interface is designed to automatically refresh every minute, the TA can refresh it manually at any time by clicking the  button in the upper-right corner to update it manually. Do NOT click the web browser's refresh button to refresh the TA Interface.

| Students in your <b>Live</b> Test Session |            |                  |                     |                |                |  |
|---|------------|------------------|---------------------|----------------|----------------|--|
| 0 students awaiting approval              |            | 0 print requests |                     | 1 active tests |                | Smarter Balanced Interim Comprehensive Assessment (ICA)  |
| Student Name                              | Student ID | Opp #            | Test                | Requests       | Student Status | Test Settings  |
| Yjmb, Mhpy                                | 9999990054 | 1                | ICA-Grade 5 ELA CAT |                | started: 4/43  | Custom   |

### ***Student Directions During Testing***

TAs and proctors may not advise or assist students during test sessions, such as:

- provide reminders of test taking strategies,
- advise a student to use scratch paper,
- provide hints on problem solving techniques,
- remind students to review work,
- provide guidance on pacing (speed up or slow down).

If you notice that a student is off task, you may read the statement below **verbatim**.

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



If a student is not actively engaged with the test, the TA may pause the student's test and should consult with the TC to determine if additional test sessions are appropriate. TAs are not required to provide additional test sessions for a student who has exceeded the average test taking time and is not actively engaged in the test.

If a student is concerned about an item, you may direct the student to review a tutorial by reading the script below **verbatim**.

**SAY:** Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can select Tutorial from the context menu to view a short video.

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 30 minutes (Inactivity is different from pausing a test. The Pause Rule is 20 minutes). Before 30 minutes have elapsed the 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 30 minutes of TA user inactivity (defined as clicking the  button or navigating to any part of the TA Site) and/or 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. Please note that students will not be able to return to CAT items from previous sessions, even if the responses were marked for review.

#### ***8. The TA ends the test session and logs out of the Test Administrator Site.***

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

SAY: There are 5 minutes remaining in this test session. If you have not reached the last question on the test, please answer the current question on your screen and stop.

You may review any completed or marked items now. Do not submit your test unless you have answered all of the questions. If you have not finished the test, you will have a chance to answer the rest of the test questions on another day.

[The following should be read for the ELA CAT portion only].

SAY: If you are working on a set of questions for a reading passage, please finish all of the questions in that set.

SAY: If you need additional time let me know.

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 and reviewing any marked test questions, students must pause or 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 for Scoring**] after they finish reviewing. Once a student clicks [**Submit Test for Scoring**], the student will not be able to review answers. Students must then click [**Log Out**] to exit the testing site. Students who have not finished can click [**Pause**].

SAY: This test session is now over. If you have not finished, please answer the current question on your screen and click [Pause], and you will be able to finish at another time. Then click [Log Out].

Follow appropriate testing policies regarding allowing students who need additional time to finish testing. Keep in mind the 20 minute pause rule; students whose test is paused for longer than 20 minutes will not be able to go back to any questions that contain a response or are marked for review. Students will also not have access to notes entered in the Digital Notepad.

SAY: [**For Math and ELA CAT portions only**] Remember, if you are not finished and need to pause your test for more than 20 minutes, you will not be able to go back to the questions from this test session, including questions marked for review. You will also not have access to the notes you entered in the Digital Notepad.

SAY: If you have answered all the questions on your test and have finished reviewing your answers, click [**Submit Test For Scoring**]. Then click [**Log Out**]. I will now collect any scratch paper or other materials. Please be sure your name is written on your scratch paper.

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).

### 3.2 Testing Over Multiple Sessions or Days

For some tests, particularly the Performance Tasks (PTs), students may be best served by sequential, uninterrupted time that may exceed the time in a student’s schedule. The ELA PT may be administered in one session covering both Segments 1 and 2. Once a student moves on to Segment 2, he or she will not be able to review or revise the answer to the question in Segment 1. For the Mathematics IABs that include a PT, Smarter Balanced recommends that it be administered in one test session of 40–120 minutes.



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

If 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

### 3.3 Sensitive Responses

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

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

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

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

1. Suicide
2. Criminal activity
3. Alcohol or drug use
4. Extreme depression
5. Extreme violence
6. Sexual assault or physical abuse
7. Self-harm or intent to harm others
8. Neglect
9. Bullying

#### **Collecting information**

Prior to administration, each TA should have a thorough understanding of school and/or state policies regarding documentation of student actions or concerning responses during a secure test event. The TA should document as much information as possible in accordance with school, and/or state policies.

**Escalating information**

Should the TA encounter a sensitive situation while supervising the test session, the TA should immediately escalate this concern to the test coordinator or principal in accordance with school policies and procedures.

## 4.0 HAND SCORING OF OPEN RESPONSE ITEMS

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The AIRWays Reporting system (available at: <https://smarterbalanced.alohahsap.org/users/test-administrators.stml>) allows Scorers (school level staff) to edit scores for the Smarter Balanced Interim Assessments item responses and allow optional hand scoring by school staff.



**The scoring of open response items will now be carried out in AIRWays Reporting.** The Teacher Hand Scoring System will be discontinued. The revised *AIRWays Reporting System User Guide*, including the new hand scoring process, will be available in early August 2018.



Hand scoring of full writes by school staff members **is no longer be required** for a score to be generated in ORS and AIRWays Reporting. However, there is **one short open response item on each of the grade 6 and grade 11 ELA PTs; these items will require hand scoring in AIRWays Reporting before ELA ICA results become available.** This will no longer be necessary when the enhanced system is launched in late October 2018.

**By late October 2018**, all student responses on the ICAs and IABs will be initially machine-scored for reporting in the Online Reporting System and AIRWays Reporting System. When students in a test session submit an assessment, open response items are automatically machine-scored and reported to AIRWays Reporting and the Online Reporting System (ORS). In AIRWays, Scorers may view students' responses to each item and edit machine scores or condition codes for certain items. This optional hand scoring of open response items, including short answers, brief writes, and/or full writes, in AIRWays **is not required** for a student's results for the ICA or the IAB to be available in AIRWays Reporting or ORS.

Key features of the enhanced score editing/optional hand scoring in AIRWays Reporting:

- Open response items are automatically machine-scored and sent to AIRWays Reporting when a student submits a test.
- Professional staff at the school can access AIRWays Reporting and participate in scoring using their TIDE user name and password.
- Scorers 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

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Smarter Balanced Interim Assessment scores will be available in the Online Reporting System (ORS) and AIRWays Reporting System after tests have been submitted by a student and the scores for all responses have been combined to generate a report. In the case of the ELA ICAs, both the Computer Adaptive Test (CAT) and Performance Task (PT) for ELA/literacy must be completed by the student before scores are posted.

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 open 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](#). Class Target Score Reports are not available for the Interim Assessments.

The ORS and AIRWays Reporting can be accessed at:

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



The AIRWays Reporting system provides detailed information regarding school, class, and student results for the Interim Assessments. The system includes the student responses to Interim Assessment items.

## 6.0 UNIVERSAL TOOLS, DESIGNATED SUPPORTS, AND ACCOMMODATIONS

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Universal tools are available to all students and are pre-selected in TIDE. Designated Supports and Accommodations for students who require these accessibility features must be set in TIDE prior to the student taking any Interim Assessments.

### 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*, the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*, or the *HSAP Crosswalk of Accessibility Features Across State Assessments in Hawai'i* 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). For guidance regarding these designated supports, refer to the Accessibility and Accommodations folder 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). For guidance regarding these accommodations, refer to the Accessibility and Accommodations folder at [alohahsap.org](http://alohahsap.org).

Test Coordinators must submit the **Accommodations Verification form (available in the [Smarter Balanced Summative Test Administration Manual](#) [Appendix Q] or on the [Test Administration Forms page at alohahsap.org](#))** to be verified and set in TIDE by the Assessment Section. Only one Accommodations Verification Form is needed per student per accommodation per school year. This will enable the settings for all applicable assessments. Be sure to indicate which assessments the settings are needed for when filling out the form. Settings for Smarter Balanced ELA/Literacy or Mathematics Assessments will be applied to both the Interim and Summative Assessments.

## APPENDIX A: INTERIM ASSESSMENT BLOCKS AVAILABLE IN SCHOOL YEAR 2018-2019

English Language Arts/Literacy Interim Assessment Blocks Available SY 2018-2019

| <b>English Language Arts/Literacy Interim Assessment Blocks 2017-2018</b> |  |
|---|--|
| <b>Grades 3, 4 and 5</b>  | <b>Grades 6 and 7</b>                  |
| Read Literary Texts   | Read Literary Texts                    |
| Read Informational Texts  | Read Informational Texts               |
| Brief Writes  | Brief Writes                           |
| Revision  | Revision                               |
| Language and Vocabulary Use   | Language and Vocabulary Use            |
| Editing   | Editing                                |
| Listen/Interpret  | Listen/Interpret                       |
| Research  | Research                               |
| Opinion Performance Task (Grade 3)  | Explanatory Performance Task (Grade 7) |
| Narrative Performance Task (Grade 4, 5)                                   | Argument Performance Task (Grade 6)    |
| <b>Grade 8</b>  | <b>Grade 11</b>                        |
| Read Literary Texts   | Read Literary Texts                    |
| Read Informational Texts  | Read Informational Texts               |
| Brief Writes  | Brief Writes                           |
| Edit/Revise   | Revision                               |
| Listen/Interpret  | Listen/Interpret                       |
| Research  | Research                               |
| Explanatory Performance Task  | Explanatory Performance Task           |
|   | Editing                                |
|   | Language and Vocabulary Use            |

Mathematics Interim Assessment Blocks Available SY 2018-2019

| <b>Mathematics Interim Assessment Blocks 2018-2019</b> |                                      |                                   |
|--|--------------------------------------|-----------------------------------|
| <b>Grade 3</b>   | <b>Grade 4</b>                       | <b>Grade 5</b>                    |
| Operations and Algebraic Thinking                      | Operations and Algebraic Thinking    | Operations and Algebraic Thinking |
| Fractions  | Fractions                            | Fractions                         |
| Measurement and Data                                   | Measurement and Data                 | Measurement and Data              |
| Number and Operations in Base Ten                      | Number and Operations in Base Ten    | Number and Operations in Base Ten |
| Geometry   | Geometry                             | Geometry                          |
| Mathematics Performance Task                           | Mathematics Performance Task         | Mathematics Performance Task      |
| <b>Grade 6</b>   | <b>Grade 7</b>                       | <b>Grade 8</b>                    |
| Ratio and Proportional Relationships                   | Ratio and Proportional Relationships | Functions                         |
| Number System  | Number System                        | Number System                     |
| Expressions and Equations                              | Expressions and Equations            | Expressions & Equations I         |
| Geometry   | Geometry                             | Expressions & Equations II        |
| Statistics and Probability                             | Statistics and Probability           | Geometry                          |
| Mathematics Performance Task                           | Mathematics Performance Task         | Mathematics Performance Task      |
| <b>High School</b>                                     |                                      |                                   |
| Algebra and Functions I                                |                                      |                                   |
| Algebra and Functions II                               |                                      |                                   |
| Interpreting Functions                                 |                                      |                                   |
| Geometry – Right Triangles and Ratios                  |                                      |                                   |
| Geometry – Congruence                                  |                                      |                                   |
| Geometry – Measurement and Modeling                    |                                      |                                   |
| Number and Quantity                                    |                                      |                                   |
| Seeing Structure in Expressions/Polynomial Expressions |                                      |                                   |
| Statistics and Probability                             |                                      |                                   |
| Mathematics Performance Task                           |                                      |                                   |

**APPENDIX B: INTERIM ASSESSMENT ITEMS AVAILABLE TO EDIT SCORES/CONDUCT OPTIONAL HAND SCORING ITEM COUNTS IN AIRWAYS REPORTING**

**Interim Comprehensive Assessment**

| Interim Comprehensive Assessment |       |                     | Items Available to Edit Scores |              |          | Total Items |
|----------------------------------|-------|---------------------|--------------------------------|--------------|----------|-------------|
|                                  |       |                     | CAT Short Ans                  | PT Short Ans | PT Essay |             |
| Subject                          | Grade | Test Name           |                                |              |          |             |
| ELA                              | 3     | ICA - Grade 3       | 0                              | 0            | 1        | 40          |
| ELA                              | 4     | ICA - Grade 4       | 0                              | 0            | 1        | 41          |
| ELA                              | 5     | ICA - Grade 5       | 0                              | 0            | 1        | 40          |
| ELA                              | 6     | ICA - Grade 6       | 0                              | 1            | 1        | 42          |
| ELA                              | 7     | ICA - Grade 7       | 0                              | 0            | 1        | 41          |
| ELA                              | 8     | ICA - Grade 8       | 0                              | 0            | 1        | 42          |
| ELA                              | 11    | ICA - Grade 11      | 0                              | 1            | 1        | 39          |
| Mathematics                      | 3     | Math ICA - Grade 3  | 0                              | NA           | NA       | 31          |
| Mathematics                      | 4     | Math ICA - Grade 4  | 0                              | NA           | NA       | 30          |
| Mathematics                      | 5     | Math ICA - Grade 5  | 0                              | NA           | NA       | 31          |
| Mathematics                      | 6     | Math ICA - Grade 6  | 0                              | NA           | NA       | 30          |
| Mathematics                      | 7     | Math ICA - Grade 7  | 0                              | NA           | NA       | 31          |
| Mathematics                      | 8     | Math ICA - Grade 8  | 0                              | NA           | NA       | 31          |
| Mathematics                      | 11    | Math ICA - Grade 11 | 0                              | NA           | NA       | 31          |

Interim Assessment Blocks with Editable Scores

| ELA GRADE 3              |       |                 |
|--------------------------|-------|-----------------|
| Block Name               | Items |                 |
|                          | Total | Editable Scores |
| Read Literary Texts      | 15    | 1               |
| Read Informational Texts | 16    | 1               |
| Brief Writes             | 6     | 6               |
| Opinion PT               | 4     | 3               |

| ELA GRADE 4              |       |                 |
|--------------------------|-------|-----------------|
| Block Name               | Items |                 |
|                          | Total | Editable Scores |
| Read Literary Texts      | 15    | 1               |
| Read Informational Texts | 14    | 1               |
| Brief Writes             | 6     | 6               |
| Narrative PT)            | 4     | 3               |

| ELA GRADE 5              |       |                 |
|--------------------------|-------|-----------------|
| Block Name               | Items |                 |
|                          | Total | Editable Scores |
| Read Literary Texts      | 14    | 1               |
| Read Informational Texts | 15    | 2               |
| Brief Writes             | 6     | 6               |
| Narrative PT             | 4     | 3               |

| ELA GRADE 6              |       |                 |
|--------------------------|-------|-----------------|
| Block Name               | Items |                 |
|                          | Total | Editable Scores |
| Read Literary Texts      | 12    | 1               |
| Read Informational Texts | 16    | 1               |
| Brief Writes             | 6     | 6               |
| Argument PT              | 3     | 3               |

| ELA GRADE 7              |       |                 |
|--------------------------|-------|-----------------|
| Block Name               | Items |                 |
|                          | Total | Editable Scores |
| Read Informational Texts | 16    | 1               |
| Brief Writes             | 6     | 6               |
| Explanatory PT           | 4     | 3               |

| ELA GRADE 8              |       |                 |
|--------------------------|-------|-----------------|
| Block Name               | Items |                 |
|                          | Total | Editable Scores |
| Read Literary Texts      | 16    | 1               |
| Read Informational Texts | 16    | 2               |
| Brief Writes             | 6     | 6               |
| Explanatory PT           | 4     | 3               |

| ELA High School          |       |                 |
|--------------------------|-------|-----------------|
| Block Name               | Items |                 |
|                          | Total | Editable Scores |
| Read Literary Texts      | 16    | 1               |
| Read Informational Texts | 15    | 2               |
| Brief Writes             | 6     | 6               |
| Explanatory PT           | 3     | 3               |

| Mathematics Performance Task |       |                 |
|------------------------------|-------|-----------------|
| Block Name                   | Items |                 |
|                              | Total | Editable Scores |
| Grade 3 Mathematics PT       | 6     | 4               |
| Grade 4 Mathematics PT       | 6     | 4               |
| Grade 5 Mathematics PT       | 6     | 4               |
| Grade 6 Mathematics PT       | 6     | 3               |
| Grade 7 Mathematics PT       | 6     | 3               |
| Grade 8 Mathematics PT       | 6     | 2               |
| Grade 11 Mathematics PT      | 6     | 4               |

# APPENDIX C: SAMPLE REPORTS FROM THE ONLINE REPORTING SYSTEM

Now viewing: Scores for students who were mine at the end of the selected administration

## Individual Student Report

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

**Test:** Smarter Interim Comprehensive Assessment ELA/Literacy Grade 3  
**Year:** 2018-2019  
**Name:** Hfuc, Tgua U.

[Back to search results](#)

**Overall Performance on the Smarter Interim Comprehensive Assessment ELA/Literacy Grade 3 Test: Hfuc, Tgua U., 2018-2019**

| Name          | Opportunity | Scale Score | Achievement Level |
|---------------|-------------|-------------|-------------------|
| Hfuc, Tgua U. | #1 8/2/2018 | 2344 ±23    | Level 1           |

**Scale Score and Performance on the Smarter Interim Comprehensive Assessment ELA/Literacy Grade 3 Test: Hfuc, Tgua U., 2018-2019**

**Standard Exceeded** The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

**Standard Met** The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

**Standard Nearly Met** The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

**Standard Not Met** The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

**Hfuc, Tgua U. Scored 2344 ±23**

**Average Scale Scores on the Smarter Interim Comprehensive Assessment ELA/Literacy Grade 3 Test: Kula a'o Hawai'i and Comparison Groups, 2018-2019**

| Name                           | Average Scale Score |
|--------------------------------|---------------------|
| Hawaii Department of Education | 2412 ±1             |
| Training Complex Area A (9999) | 2360 ±13            |
| Kula a'o Hawai'i (995)         | 2360 ±13            |

**Information on Standard Error of Measurement**

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, for Smarter Balanced tests, 2300 (+/-10) indicates a score range between 2290 and 2310. For HSA Science, EOC and HSA-AIT, 230 (+/-10) indicates a score range between 220 and 240.

The table and the graph below indicate student performance on individual claims. The black line indicates the student's score on each claim. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

**Performance on the Smarter Interim Comprehensive Assessment ELA/Literacy Grade 3 Test, by Claim: Hfuc, Tgua U., 2018-2019**

| Claim            | Claim Performance  | Claim Description  |
|------------------|--------------------|--|
| Reading          | Below the Standard | <b>What These Results Mean</b><br>Student has difficulty reading closely and analytically to comprehend a range of increasingly complex literary and informational texts.<br><b>Next Steps</b><br>Read a story or article with your child and ask him or her to note unfamiliar words. Explain and discuss the meaning of the words. Ask your child about the main ideas of the text and to identify the author's point of view. |
| Writing          | Below the Standard | <b>What These Results Mean</b><br>Student has difficulty producing effective and well-grounded writing for a range of purposes and audiences.<br><b>Next Steps</b><br>Ask your child to write a text that shares an opinion or information, or create a narrative of real or imagined events. The writing should include details and facts.  |
| Listening        | Below the Standard | <b>What These Results Mean</b><br>Student has difficulty employing effective listening skills for a range of purposes and audiences.<br><b>Next Steps</b><br>Ask your child to compare information presented in different formats (music/book, photograph/internet blog) and talk about the main ideas. Discuss how the information is the same and different.   |
| Research/Inquiry | Above the Standard | <b>What These Results Mean</b><br>Student can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.<br><b>Next Steps</b><br>Ask your child to share his or her experiences or information about a topic. Use several sources (videos, books, online information) to research the topic and help your child write short notes about each source.                              |

**Writing Performance on the Smarter Interim Comprehensive Assessment ELA/Literacy Grade 3 Test, Based on the Smarter Balanced Performance Task Writing Rubric: Hfuc, Tgua U., 2018-2019**

| Essay   | Organization/Purpose   | Evidence/Elaboration  | Conventions  |
|---------|--|---|--|
| Opinion | The opinion response has an effective structure including a clear opinion, logical development, and various transitions to clarify and connect ideas. The response has an effective introduction and conclusion. (4 out of 4 points) | The opinion response provides uneven elaboration to support the opinion including few facts and details cited from sources, weak elaborative techniques, and ineffective language for the audience and purpose. (2 out of 4 points) | The opinion response shows little or no understanding of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. (0 out of 2 points) |

Based on data from the Smarter Interim Comprehensive Assessment, 2018-2019 administration.  
 Report Generated: 6/22/2018 3:09:19 PM HST

\*Standard error is not defined for groups of one student.

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-10) indicates a score range between 2290 and 2310.

**Hawai'i Department of Education**  
 Office of Strategy, Innovation and Performance  
 Assessment Section  
 641 18th Avenue, Room V-102  
 Honolulu, HI 96816

Now viewing: Scores for students who were mine at the end of the selected administration

## Individual Student Report

*How did my student perform on the test?*

**Test:** Smarter Interim Assessment Blocks ELA/Literacy Grade 4

**Year:** 2018-2019

**Name:** Intk, Iwvt F.

[Back to search results](#)

### Student Information on the Smarter Interim Assessment Blocks ELA/Literacy Grade 4 Test: Intk, Iwvt F., 2018-2019

| Name          | Opportunity   |
|---------------|---------------|
| Intk, Iwvt F. | #1 10/16/2018 |

### Performance on the Smarter Interim Assessment Blocks ELA/Literacy Grade 4 Test, by Block: Intk, Iwvt F., 2018-2019

| Block                      |  | Achievement Category |
|----------------------------|--|----------------------|
| Read Literary Texts        |  | Below Standard       |
| Read Informational Texts   |  | Below Standard       |
| Brief Writes               |  | At/Near Standard     |
| Listen/Interpret           |  | Below Standard       |
| Research                   |  | Below Standard       |
| Narrative Performance Task |  | At/Near Standard     |

Based on data from the Smarter Interim Assessment Blocks, 2018-2019 administration.  
Report Generated: 6/22/2018 3:38:52 PM HST

\*Standard error is not defined for groups of one student.

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (+/-10) indicates a score range between 2290 and 2310.

**Hawai'i Department of Education**  
Office of Strategy, Innovation and Performance  
Assessment Section  
641 18th Avenue, Room V-102  
Honolulu, HI 96816

## APPENDIX D: CHANGE LOG

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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.

| Location | Change | Date |
|----------|--------|------|
|          |        |      |
|          |        |      |
|          |        |      |
|          |        |      |
|          |        |      |
|          |        |      |
|          |        |      |
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|          |        |      |