



Smarter Balanced English Language Arts/Literary and Mathematics Assessments:

Online, Summative, Test Administration Manual

2018-2019 Revision

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Smarter Balanced Assessments Customer Service

The [Hawai'i Statewide Assessment Program portal](#) is the home for all online Smarter Balanced Assessments administration information.

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

The Help Desk is 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 environment down or unavailable;
- user accounts not available or users not able to administer tests;
- student information incorrect or missing;
- loading student data or student settings into TIDE;
- reporting testing incidents in TIDE;
- test security violations and testing policy inquiries (callers will be forwarded to the Hawai'i Department of Education Assessment Section);
- 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). Please do not take any screen captures, or photos of the screen that show test items or answers.

1.0 OVERVIEW OF THE SMARTER BALANCED ASSESSMENTS

1.1 About the Smarter Balanced Assessment Consortium

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

This Test Administration Manual provides information specifically for Smarter Balanced testing in Hawai'i in Spring 2019. For information about other Hawai'i Statewide Assessments, including [HSA-Alt](#), [HSA Science Bridge Assessments](#) and [EOC Exams](#), please visit the appropriate portal website at alohahsap.org.

1.2 About the Assessments

The Smarter Balanced summative assessments are available in ELA/literacy and mathematics to students in grades 3–8 and 11. The ELA/literacy summative assessment consists of a computer adaptive test (CAT) as well as a performance task (PT). The Math summative assessment consists of a computer adaptive test (CAT) only.



For ELA/literacy, a student must complete **BOTH** the CAT and PT in order to receive a score. More information about scores and reporting can be found in the Online Reporting System User Guide on alohahsap.org.

1.3 Test Administration Roles and Responsibilities

The Hawai'i Statewide Assessment Program uses a role-based system. Each user is assigned a specific role which has access to the different online systems or features. Users' roles and responsibilities for the assessments are provided in [Table 1](#).

Table 1: User Roles in the Online Testing System

User Role	Description
Principal	<p>Principals are responsible for the following:</p> <ul style="list-style-type: none"> • adding their school's Test Coordinators (TCs) into the Test Information Distribution Engine (TIDE) system; • ensuring that the TCs and Test Administrators (TAs) in their schools are appropriately trained regarding the state's Smarter Balanced assessment administration and security policies and procedures; • ensuring that test security incidents are reported to the state; and • general oversight responsibilities for all administration activities in their schools.

User Role	Description
Test Coordinator (TC) <i>Note: A TC can be any school staff member. If possible, a TC should be a person with non-instructional or limited instructional duties so that he or she can coordinate and monitor testing activity in the school.</i>	TCs are responsible for: <ul style="list-style-type: none"> identifying TAs, entering them into TIDE, and ensuring they are properly trained; coordinating with TAs so they administer all assessments to the appropriate students in identified grades; reviewing all Smarter Balanced policy and administration documents; collaborating with the Student Services Coordinator (SSC) and teachers to enter and verify designated supports and accommodations settings for all students; creating or approving testing schedules and procedures for the school (consistent with state policies); working with technology staff to ensure that necessary secure browsers are installed and any other technical issues are resolved; monitoring testing progress during the testing window and ensuring that all students participate, as appropriate; addressing testing issues, as needed; mitigating and reporting all test security incidents in a manner consistent with state policies; and general oversight responsibilities for all administration activities in their school and for all TAs.
Test Administrator (TA) <i>Note: Only the personnel described in Table 2 (below) who meet the requirements may administer the Smarter Balanced assessments.</i>	TAs are responsible for: <ul style="list-style-type: none"> completing Smarter Balanced assessment administration training (see section 1.4 Training) and reviewing all Smarter Balanced policy and administration documents prior to administering any Smarter Balanced assessments; reviewing student information in TIDE prior to testing to ensure that each student receives the proper assessment with the appropriate supports. TAs should report any potential data errors to TCs as appropriate; administering the Smarter Balanced assessments; assuring the test environment meets the specified requirements; and reporting all potential test security incidents to their TC in a manner consistent with state's Smarter Balanced policies.
Teacher (TE) <i>NOTE: Teachers may often serve a dual role as TAs; some of these responsibilities may overlap between the two roles.</i>	Teachers are responsible for: <ul style="list-style-type: none"> reviewing all Smarter Balanced policy and administration documents; reviewing student information in TIDE prior to testing to ensure that each student receives the proper assessment with the appropriate supports. Teachers should report any potential data errors to TCs as appropriate; monitoring students' testing progress in the Test Information Distribution Engine (TIDE) and reviewing students' performance results using the Online Reporting System (ORS); and reporting all potential test security incidents to their TC in a manner consistent with state policies.

User Role	Description
	<ul style="list-style-type: none"> using the Usability, Accessibility, and Accommodations Guidelines (UAAG) and Crosswalk of Accessibility Features Across State Assessments in Hawai'i (CAF) to learn about state test accessibility support options for students – the specific definitions and suggested uses for the universal tools, designated supports, and accommodations that are available make selections of appropriate accessibility supports for students, test accessibility support selections in consultation with students, parents, and other special education and support staff, and align classroom instruction and assessment with the available state test accessibility supports; communicating with parents regarding student accessibility supports and state test results in accordance with school policy.
Technology Coordinator	<p>Technology Coordinators are responsible for:</p> <ul style="list-style-type: none"> verifying that all of your school's computers that will be used for online testing meet the operating system requirements as described in the <i>Technical Specifications Manual</i>; verifying that your school's network and Internet are properly configured for testing (see the <i>System Requirements</i> on alohahsap.org), conduct network diagnostics, and resolve any issues. installing the secure browser, voice packs for text-to-speech, etc., on all computers that will be used for testing; and monitoring any technical problems during testing and applying resolutions or informing TC and TAs if test sessions need to be rescheduled.
Data Assessment Team Advisor	<p>Data Assessment Team Advisors are responsible for:</p> <ul style="list-style-type: none"> data collection and management report creation data analysis communicating with school staff

For a checklist of example activities to complete for Principals, see [Appendix J](#). For Test Coordinators, see [Appendix K](#). For Test Administrators, see [Appendix L](#). Checklists are also provided for Technology Coordinators, see [Appendix M](#), Student Services Coordinators, see [Appendix N](#), Curriculum Coordinators, see [Appendix O](#).

Table 2: 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

Each TA must

- be familiar with this *Test Administration Manual (TAM)*;
- be trained in and knowledgeable about proper test administration and test security; and
- have completed the appropriate online certification course.

It is recommended that TCs conduct school-sponsored, face-to-face trainings for their TAs.



Caution: TAs may not administer the assessments to close relatives (e.g., children, grandchildren).



If the assessments are administered in a location other than the school, the TA must meet the criteria specified above.

1.4 Training

Anyone who will administer the online Smarter Balanced assessments must complete the online TA Certification Course. Test Administrators must be re-certified each year; therefore, anyone who completed the online TA Certification Course for the 2018-2019 online HSAP assessments must complete the updated version for 2018-2019. Proctors may not administer the online assessments or exams and do not need to complete the online TA Certification Course.

Prior to administering an assessment, Test Administrators who will be administering any secure Smarter Balanced assessment should read this manual, the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*, the HSAP *Crosswalk of Accessibility Features Across State Assessments in Hawai'i*, and the *Guide to Navigating Online HSAP Administration*; view the associated training modules; and/or attend a face-to-face training. Test Coordinators are encouraged to provide face-to-face training for all of their school's administrators. All Test

Administrators who will be administering Smarter Balanced assessments must also complete the online TA Certification Course prior to the start of testing.

The online TA Certification Course and all other training materials may be found on the Hawai'i Smarter Balanced portal website at <https://smarterbalanced.alohasap.org/>.

If needed, Test Coordinators may work with their principals to identify proctors to assist Test Administrators. Proctors are recommended when more than 25 students will test with one Test Administrator. Only Hawai'i State Department of Education employees (e.g., educational assistants, part-time teachers, project teachers) may serve as proctors. Proctors may not administer any of the online assessments or exams and do not need to take the online TA Certification Course. Proctors may walk around the room to monitor students' behavior and inform the Test Administrator if anyone becomes ill, is disruptive, or appears to be cheating. Before proctoring an assessment or exam, Test Coordinators should review the test security and student confidentiality requirements in this manual with the proctor, and the proctor must sign the Acknowledgement Form for Proctors and Skills Trainers in [Appendix V](#). This form can also be downloaded from the Test Administration Forms page at <https://smarterbalanced.alohasap.org/test-administration-forms.stml>.

2.0 TEST ADMINISTRATION RESOURCES

This *Test Administration Manual (TAM)* for the Smarter Balanced summative assessments is intended for staff who have a role in the administration of Smarter Balanced assessments, including State Users, Principals, Test Coordinators, and Test Administrators. This manual provides procedural and policy guidance to implement the Smarter Balanced assessments. To help quickly locate areas that pertain to each role, tabs that identify the primary user of that section have been placed on the margin of each page. The appendices of this manual contain important information that can be used as stand-alone materials and are easily extracted for printing or distribution. Information in the appendices include:

- Foundational Information for Smarter Balanced Assessments, such as a list of frequently used terms
- Test Administration Forms
- Student Population Definitions and Participation Requirements
- Test Security
- Test Preparation Checklists for Principals, Test Coordinators, Test Administrators, Technology Coordinators, Student Services Coordinators, and Curriculum Coordinators

For specific questions not addressed in this manual, please contact the HSAP Help Desk.

2.1 Summative Assessment Administration Resources

The TAM is designed to complement a variety of other Smarter Balanced resources listed in [Table 3](#) (Manuals), [Table 4](#) (Training Modules), and [Table 5](#) (Other Resources). All resources can be found at alohahsap.org.

Table 3: Manuals

Resource	Description
<i>AIRWays Reporting System User Guide</i>	The <i>AIRWays Reporting System</i> user guide supports users of AIRWays, a component of the Smarter Balanced Interim Assessments that allows authorized users to view individual student responses on both the Interim Comprehensive Assessments (ICAs) and the Interim Assessment Blocks (IABs).
<i>Assessment Viewing Application User Guide</i>	The Assessment Viewing Application (AVA) user guide supports users of AVA, a component of the Online Testing System that allows authorized users to view the Smarter Balanced Interim Assessments, including both the Interim Comprehensive Assessments and the Interim Assessment Blocks.
<i>Braille Requirements and Testing Manual</i>	The <i>Braille Requirements and Testing Manual</i> provides information on administering the Assessments to students who require the Braille accommodation, information about supported operating systems, and required hardware and software for braille testing.
<i>Crosswalk of Accessibility Features Across State</i>	The <i>Crosswalk of Accessibility Features Across State Assessments in Hawai'i</i> focuses on universal tools, designated supports, and accommodations for statewide assessments. The <i>Crosswalk</i> is intended for school-level personnel and decision-making teams, particularly Individualized Education Program (IEP) and 504 teams, as they prepare for and implement the Smarter Balanced assessments. The <i>Crosswalk</i> provides information for classroom teachers, English language

Resource	Description
<i>Assessments in Hawai'i</i>	development educators, special education teachers, and instructional assistants to use in selecting and providing universal tools, designated supports, and accommodations for those students who need them during the administration of the assessments. The <i>Crosswalk</i> is also intended for assessment staff and administrators who oversee the decisions that are made for instruction and assessment.
<i>Guide to Navigating Online HSAP Administration</i>	The <i>Guide to Navigating Online HSAP Administration</i> supports individuals using the test delivery system applications to manage testing for students. This resource provides information about the Test Delivery System (TDS), including the Test Administrator and student applications.
<i>Online Calculators in the Test Delivery System Manual</i>	The <i>Online Calculators in the Test Delivery System Manual</i> is a quick reference guide for the online Desmos Calculators used on the Smarter Balanced Mathematics Assessments.
<i>Online Reporting System User Guide</i>	The <i>Online Reporting System (ORS) User Guide</i> provides instructions on how to generate reports with student score information.
<i>Secure Browser Installation Manual</i>	The <i>Secure Browser Installation Manual</i> provides instructions for installing the secure browser on supported operating systems and is organized by operating system. This document is a supplement to the <i>Technical Specifications Manual for Online Testing</i> .
<i>Technical Specifications Manual for Online Testing (TSM)</i>	The <i>Technical Specifications Manual for Online Testing</i> provides technology staff with the technical specifications for online testing, including information on Internet and network requirements, general hardware and software requirements, secure browser installation, and the text-to-speech function.
<i>TIDE User Guide</i>	The Test Information Distribution Engine (TIDE) is the system used to plan, monitor, and manage testing. Users can establish school-level TA and TC accounts, access student information, update teacher rosters and student accessibility supports, report testing improprieties, monitor test progress, and submit and generate reports on student participation. The <i>TIDE User Guide</i> provides a step-by-step approach to using the system.
<i>Usability, Accessibility, and Accommodations Guidelines</i>	The <i>Usability, Accessibility, and Accommodations Guidelines (UAAG)</i> focus on universal tools, designated supports, and accommodations for the Smarter Balanced assessments. The <i>Guidelines</i> are intended for school-level personnel and decision-making teams, particularly Individualized Education Program (IEP) and 504 teams, as they prepare for and implement the Smarter Balanced assessments. The <i>Guidelines</i> provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and providing universal tools, designated supports, and accommodations for those students who need them during the administration of the assessments. The <i>Guidelines</i> are also intended for assessment staff and administrators who oversee the decisions that are made for instruction and assessment.

Table 4: Training Modules and Online TA Certification Course

Module Name	Primary Audience	Objective
Online TA Certification Course	Test Administrators, Test Coordinators	This online TA Certification Course must be completed prior to the start of testing by all TAs and any other individuals who will be administering Smarter Balanced assessments.
Training Modules		
Accessibility and Accommodations Training Module	Test Administrators, Teachers, Test Coordinators	This module describes the recommended uses of available universal tools, designated supports, and accommodations for student accessibility to Smarter Balanced assessments.
AIRWays Training Module	Test Administrators, Teachers, Test Coordinators	This module includes key features of the AIRWays Reporting System, including viewing individual student responses on both the Interim Comprehensive Assessments and the Interim Assessment Blocks.
AVA Training Module	Test Administrators, Teachers, Test Coordinators	This training module is designed to help users navigate the Assessment Viewing Application (AVA), including viewing the Interim Comprehensive Assessments and the Interim Assessment Blocks.
CAT Training Module	Test Coordinators, Teachers, students	This module describes the characteristics and advantages of a CAT.
Embedded Universal Tools and Online Features Tutorial	Students, Test Administrators, Teachers	This module acquaints students and teachers with the online universal tools (e.g., types of calculators, expandable text) available in the Smarter Balanced assessments. This module should be shown to students in a classroom/group setting. For grades 3–8 and 11, it is recommended that the teachers be in the room to answer questions from the students as they view the module.
Online Reporting System (ORS) Training Module	Test Coordinators, Test Administrators, Teachers	This module provides detailed information on how to access the Student Results and Score Reports sections to create and view various types of reports by drilling down through levels of reporting.
Performance Task Overview Training Module	Test Coordinators, Test Administrators, Teachers	This module provides an overview of the ELA/literacy performance task.

Module Name	Primary Audience	Objective
Read-Aloud Training Module	Test Coordinators, Test Administrators, Teachers	This training module is designed to help the read-aloud test reader understand the guidelines for the Read-Aloud designated support and accommodation when administering the Smarter Balanced Assessments.
Scribing Protocol Training Module	Test Coordinators, Test Administrators, Teachers	This module is designed to help the adult who acts as a scribe for a student understand the guidelines for the scribe designated support and accommodation when administering the Smarter Balanced assessments.
Student Interface Training Module	Students, Test Coordinators, Test Administrators	This module explains how to navigate the Student Interface. The module includes information on how students log into the testing system, how students select a test, the layout of the test, the functionality of the test tools, and how students navigate through the test.
Technology Requirements Training Module	Technology Coordinators	This module provides current information about technology requirements, site readiness, supported devices, and secure browser installation.
Test Administrator (TA) Interface Training Module	Test Coordinators, Test Administrators	This module presents an overview on how to navigate the Test Administrator Interface.
Testing with Braille Training Module	Test Coordinators, Test Administrators, Teachers	This training module provides Test Administrators with information on how to administer online tests to students using Braille.
TIDE Module	Test Coordinators, Test Administrators	This module provides detailed information on how to register users, enroll students, manage and edit users/students, set designated supports for students, and process/view testing incident requests.

Table 5: Other Resources

Resource	Description
Training Test*	<p>Training Tests are for TAs and students to become familiar with the format and functionality of the online assessments including item types. This resource is available by grade band (3–5, 6–8, 11) and has approximately six to nine mathematics and six to seven ELA items per grade band.</p> <p>Item types are listed and described in Appendix B.</p> <p>See also Appendix D: Training and Practice Tests for additional information about the Training Tests.</p>
Practice Test*	<p>The Smarter Balanced Practice Tests allow educators and students to experience a full grade-level ELA CAT and PT test, and a Math CAT to gain insight into the Smarter Balanced Assessments. The Practice Tests mirror the summative assessments but are not scored. Each grade-level test includes a variety of item response types and difficulty levels—approximately thirty items each in ELA/literacy and mathematics.</p> <p>See also Appendix D: Training and Practice Tests for additional information about the Practice Tests.</p>

*The Training and Practice Tests do not require use of the secure browser and can be used by a “guest” user without login credentials; however, if users want to administer a braille Training or Practice Test, or use some accessibility features such as text-to-speech, they must access either of these sites as a Test Administrator and administer the tests via the secure browser (see section 6.2 *The Secure Browser* and the *Technical Specifications Manual*).

3.0 ENSURING TEST SECURITY

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

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

3.1 Security of the Test Environment

Table 6 describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

Table 6: Requirements of the Test Environment

Requirement	Description
BEFORE TESTING	
Instructional materials removed or covered	Instructional materials must be removed or covered . Materials include, but are not limited to, information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
Designated area for backpacks, cell phones, etc.	The TA should prepare a designated location in the classroom for students to place their backpacks and purses, along with cell phones and other electronic devices. This location should be inaccessible to students during testing.
Student seating	Students must be seated so there is enough space between them to minimize opportunities to look at each other's work, or they should be provided with table-top partitions.
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
DURING TESTING	
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.
Student supervision	Students are actively supervised by a certified test administrator and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students or with other individuals outside the test environment, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, smart watches, personal digital assistants (PDAs), iPods, cameras, smart watches, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of those allowable resources identified by Smarter Balanced (see section 9.1 <i>Establishing Appropriate Testing Conditions</i> for examples) that are permitted for each specific test (or

Requirement	Description
	portion of a test). This includes access to medical devices, which may be integrated into other technology devices. Use of such devices may require additional monitoring to maintain test security. For more information about the use of medical devices in the testing environment, please refer to the <i>Usability, Accessibility, and Accommodations Guidelines</i> .
Access to assessments	Unauthorized staff or other adults must not be in the room during testing. Students who are not participating in testing may not be in the room where a test is being administered and must not have access to secure testing materials including test items. Students should only be able to see test items on their own screens. Adults and non-testing students should not be able to view the assessment. Trained Test Administrators (TAs) may have limited exposure to items in the course of properly administering the assessments; however, even TAs and other trained staff may not actively review or analyze any test items.
Testing through secure browser	Administration of the Smarter Balanced assessments is permitted only through the Student Interface via the secure browser.
DURING AND AFTER TESTING	
No access to responses	Principals, Test Coordinators (TCs), Test Administrators (TAs), and other staff are not permitted to review student responses in the testing interface or students' notes on scratch paper.
No copies of test materials	Unless needed as a print-on-demand or braille accommodation, no copies of the test items, stimuli, reading passages, performance task materials, or writing prompts may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc. Students who require access to medical monitoring devices during testing should be tested in a separate setting.
No use of student monitoring software	Use of student monitoring software (such as Hapara and similar software/applications) is prohibited during testing. The software may be installed on tablets used for testing (such as Chromebooks) but the Test Coordinator, technology coordinator, and/or others who may have access to the parent computer may not use the program to monitor students during testing.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	Principals, TCs, TAs, and other staff may not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. Students may not discuss or share test items, stimuli, reading passages, or writing prompts with anyone during or after testing.
All test materials must remain secure at all times	Printed materials from the print-on-demand accommodation, ELA PT scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.

Requirement	Description
AFTER TESTING	
No test materials used for instruction	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely	Printed test items/passages, including embossed braille printouts, and scratch paper must be collected and inventoried at the end of each test session and then immediately shredded. See section 3.2 <i>Secure Handling of Printed Materials</i> for details.

TAs and TCs or other individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the assessments or the data must follow the steps outlined in section [4.0 Responding to Testing Improprieties, Irregularities, and Breaches](#) of this manual and the *TIDE User Guide* located at <https://smarterbalanced.alohasap.org/>.

3.2 Secure Handling of Printed Materials

For a student whose Individualized Education Program (IEP) or 504 Plan expresses a need for a paper copy of **passages or items**, the [Appendix Q: Accommodations Verification Form](#) must be submitted to the Assessment Section for review and verification before it is activated in TIDE prior to testing.

Print requests from students must be approved and processed by the TA during test administration. The decision to allow students to use print-on-demand must be made on an individual student basis and is available only for students with an IEP or 504 Plan. Due to the adaptive nature of the online test, only one item can be printed at a time. Note that utilizing the print-on-demand functionality does not allow a printed version of the entire online test due to its adaptive nature.

Once a student is approved for the print-on-demand accommodation, in a separate setting where no other students are present, that student may send a print request to the TA during testing by clicking on the print icon on the screen. Before the TA approves the student's request to print a test item/stimulus, the TA must ensure that the printer is on in the testing room and is monitored by staff who have been trained using the Test Administrator training modules for the test. This request to print needs to be made for each individual item.

Destruction of printed materials and scratch paper

All test materials must remain secure at all times. Printed materials from the print-on-demand accommodation and scratch paper must be kept in a securely locked room or cabinet that can be opened only with a key or keycard by a Test Administrator or Test Coordinator until they are shredded. Printed test items/passages, including embossed braille printouts and scratch paper, must be collected and inventoried at the end of each test session and then immediately shredded. **DO NOT** keep printed test items/passages or scratch paper for future test sessions except as noted below for ELA performance tasks (PTs).

Use of scratch paper on ELA performance tasks

- The only exception to the requirement governing the immediate destruction of printed materials and scratch paper is when students take notes and/or draft responses to ELA PTs.

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

*Global Notes can be turned off by a TA on the TA Live Site before a student begins testing.

- To maintain the security of scratch paper used for notes on the ELA PT, TAs must direct students to write their names (or some appropriate identifying information) on their scratch paper, and then collect and inventory the scratch paper at the end of each test session, as well as upon completion of the test. All scratch paper must be securely stored in a locked room or cabinet in between test sessions and then securely destroyed immediately upon the student's completion of the test.

The retention of scratch paper is only allowed for the ELA PT. At the end of each ELA PT test session, all other scratch paper must be collected, inventoried, and securely stored for student use in a subsequent ELA PT test session. All scratch paper must be immediately shredded upon the student's completion of the ELA PT to maintain test security.

4.0 RESPONDING TO TESTING IMPROPRIETIES, IRREGULARITIES, AND BREACHES

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches need to be reported in accordance with the instructions in this section for each severity level. Definitions for test security incidents are provided in [Table 7](#).

This section refers to documentation and reporting of incidents involving test security. Refer to [Appendix F](#) for a list of test security incident levels and examples of types of issues.

4.1 Impact and Definitions

Table 7: Definitions for Test Security Incidents

Type	Definition
Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the state level and do not need to be reported to the Consortium. An impropriety should be reported to the School Principal and Test Coordinator (TC) immediately, and forwarded to the Assessment Section within 24 hours and entered into TIDE should a testing incident request be required (see procedure outlined in section 4.2 <i>Reporting Timelines and Activities</i> below).
Irregularity	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the state level and do not need to be reported to the Consortium. An irregularity must be reported to the School Principal and TC immediately, and forwarded to the Assessment Section within 24 hours and entered into TIDE should a testing incident request be required (see procedure outlined in section 4.2 <i>Reporting Timelines and Activities</i> below).
Breach	An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the School Principal and TC immediately and both the Complex Area Superintendent and Assessment Section (808-733-4100) should be immediately contacted by telephone. The information should be entered into TIDE within 24 hours should a testing incident request be required (see procedure outlined in section 4.2 <i>Reporting Timelines and Activities</i> below).

It is important for Test Administrators (TAs) to ensure the physical conditions in the testing room meet the criteria for a secure test environment. See section 3.1 *Security of the Test Environment* for more detail.

4.2 Reporting Timelines and Activities

Improprieties and **Irregularities** should be reported to the Assessment Section by the end of the school day. These are to be reported using the Testing Incident Report Form found in [Appendix P](#). This form can also be downloaded from the Test Administration Forms page at <https://smarterbalanced.alohahsap.org/test-administration-forms.shtml>.

A **breach** poses a serious threat to the integrity of the assessment and requires that the incident is addressed to the extent possible at the school site, that it be reported to the appropriate school personnel right away, and that both the Complex Area Superintendent and Assessment Section be contacted by telephone. A more complete report of the incident should be submitted to the Assessment Section using the Testing Incident Report Form, found in [Appendix P](#), by the end of the school day during which the incident occurs.

For examples of test security incidents, please see the **Test Security Chart** located in [Appendix F](#).



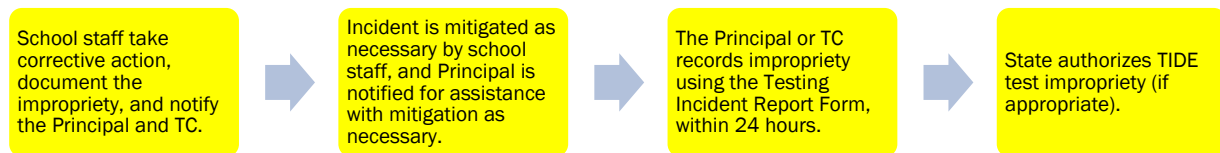
The only security incidents that are reported in TIDE are those that involve a student and test, and that require an action for the test such as to reset, reopen, invalidate, or restore a test that a student was taking at the time of the incident. TIDE does not serve as a log for all incidents.

4.3 Test Security Required Action Steps

The **Test Security Required Action Steps** depict the required actions for each test security incident in a process flow diagram format.

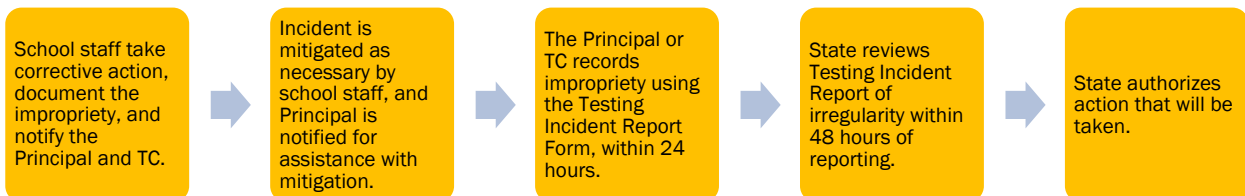
Impropriety

Unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. (Example: Student(s) leaving the testing room without authorization.)



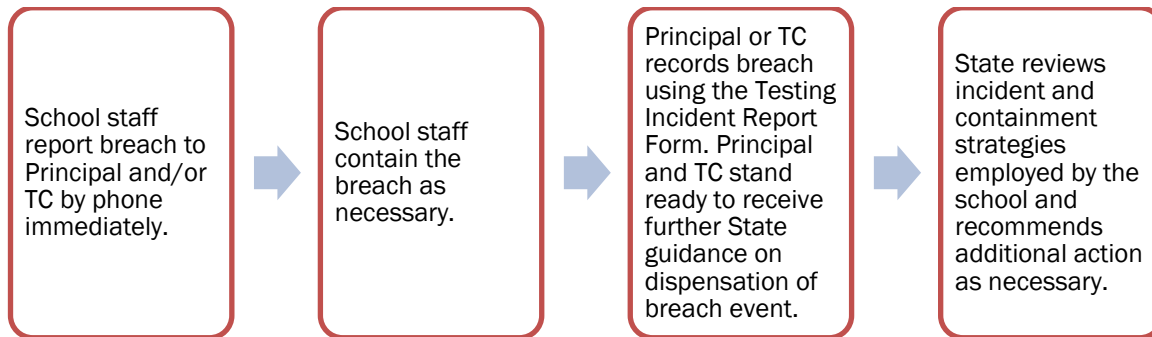
Irregularity

An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be contained at the local level. (Example: Disruption during the test session such as a fire drill.)



Breach

A test administration event that poses a threat to the validity of the test. Breaches require immediate attention and escalation to the HIDOE Assessment Section at 808-733-4100. Examples may include such situations as exposure of secure materials or a repeatable security/system risk. These circumstances have external implications. (Example: Administrators modifying student answers, or test items shared in social media.)



4.4 Reporting Test Security Incidents

All staff members at a school are required to report test security incidents to the Principal. Test security incidents that do not involve the Test Coordinator should also be reported immediately to the Test Coordinator. Principals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially impact the integrity of the assessments and test results should immediately contact the Assessment Section at 808-733-4100 or HSA/SAS/HIDOE@notes.k12.hi.us.

Principals and Test Coordinators should ensure that all test security incidents are reported to the Assessment Section with 24 hours using the Test Security Incident Report Form, found in [Appendix P](#). This form can also be downloaded from the Test Administration Forms page at <https://smarterbalanced.alohahsap.org/test-administration-forms.stml>.

Test security incidents requiring specific actions to be taken regarding the test itself may need to be reported by the TC using the "Testing Incidents" tab in TIDE, in addition to reporting each incident using the Test Security Incident Report Form. These include incidents that result in a need to reset, reopen, invalidate, or restore individual student assessments. The Assessment Section will direct the TC to submit a "Testing Incident" request in TIDE if necessary following submission and review of a Test Security Incident Report Form. **All requests submitted via the "Testing Incidents" tab in TIDE must be approved by the state.** In most instances, these requests will be submitted to address a test security impropriety, irregularity or breach. *In some cases these requests may be submitted to address incidents that are not security related such as reopening an assessment for a student who becomes ill and is unable to resume testing until after the test has expired.*

A toll-free, anonymous tip line for reporting test security concerns has been established at 1-866-648-3712. Principals, teachers, and Test Coordinators should share this information with their school community.

5.0 TESTING INCIDENTS

For testing incidents that result in a need to reset, reopen, or invalidate individual student assessments, the request must be approved by the state. In most instances, a testing incident will be submitted to address a test security breach or irregularity. In some cases a testing incident may be submitted to address incidents that are not security related such as reopening an assessment for a student who becomes ill and is unable to resume testing until after testing has expired.

The online process and conditions for use are described in [Table 8](#). The *TIDE User Guide* located at <https://smarterbalanced.alohasap.org/> contains specific instructions on submitting requests.

5.1 Testing Incident Actions

Table 8: Action Types

Action Type	Description	Conditions for Use
GRACE PERIOD EXTENSION	<p>A Grace Period Extension (GPE) allows students whose tests have been paused for more than 20 minutes to review previously answered questions.</p> <p>Grace Period Extensions apply only to active tests. To request the re-opening of an expired or a submitted test, please select “Re-open a test”.</p>	<p>The State may approve a Grace Period Extension if there is a major disruption causing students’ tests to be paused for more than 20 minutes, such as:</p> <ol style="list-style-type: none"> 1. Internet outage 2. fire drill 3. school-wide power outage, or 4. a natural disaster.
INVALIDATION	<p>Invalidating a student’s test eliminates the test. The test will not be scored, and the student will be counted as a non-participant.</p>	<p>The State may invalidate any test (computer adaptive test [CAT] or performance task [PT]) if:</p> <ol style="list-style-type: none"> 1. There is a test security breach. 2. The test is administered in a manner inconsistent with the <i>Test Administration Manual (TAM)</i>. 3. There is a test session in which a student deliberately does not attempt to respond appropriately to items. <p><i>Note 1: Invalidated tests will not be scored.</i></p> <p><i>Note 2: After reviewing the circumstances of an incident, a state may elect only to document the above conditions as testing irregularities, rather than to invalidate the test.</i></p>
RE-OPEN	<p>Reopening a test allows a student to access a test that has already been submitted or has expired.</p> <p>If an expired test is reopened, the test will reopen at the location at which the student</p>	<p>The State may reopen any test (CAT or PT) if:</p> <ol style="list-style-type: none"> 1. A student is unable to complete a test due to a technological difficulty that results in the expiration of the test. <p>The State may reopen a CAT if:</p> <ol style="list-style-type: none"> 2. A student is unable to complete the test before it expires (45 calendar days) due to an unanticipated excused absence or unanticipated school closure.

Action Type	Description	Conditions for Use
	<p>stopped the test. The student will be able to review items within the current segment of the test but cannot return to previous segments.</p> <p>If a submitted test is reopened, the test will reopen at the last page of the test. The student can review items in the current segment but cannot return to previous segments.</p> <p>Once the request has been approved, the student will have an additional 10 calendar days to complete the PT or 45 calendar days to complete the CAT. A test may only be reopened once.</p>	<p>The State may reopen a PT if:</p> <ol style="list-style-type: none"> 3. A student is unable to complete the test before it expires (10 calendar days) due to an unanticipated excused absence or unanticipated school closure. 4. A student unintentionally submits a test before he or she has completed it—for example, a student submits the ELA PT before completing Part 2. <ol style="list-style-type: none"> a. Note: Students will be asked repeatedly (up to three times) by the testing system to confirm that they are ending and submitting their tests. Unintentional test submissions should therefore be rare occurrences.
RE-OPEN TEST SEGMENT	Reopening a test segment allows a student to access a test segment that the student inadvertently leaves.	The State may reopen a test segment that a student inadvertently leaves due to a technical interruption.
RESET	Resetting a student's test removes that test from the system and enables the student to start a new test.	<p>The State may reset any test (CAT or PT) if a student starts a CAT or PT unintentionally—for example, selects a CAT instead of PT, selects a mathematics CAT instead of an ELA CAT, or selects a Summative assessment instead of an Interim assessment.</p> <p>The State may also reset any test (CAT or PT) if any of the following settings need to be changed because they were incorrectly set:</p> <ol style="list-style-type: none"> 1. American Sign Language (for mathematics and ELA listening) 2. Braille (braille is a language setting) 3. Closed captioning (for ELA listening stimuli) 4. Streamlined interface (the streamlined interface is a test shell setting) 5. Translation—stacked (for mathematics tests only) <i>Note: Stacked translations are automatically provided when the selected language is Spanish. Contact the HSAP Help Desk to set this designated support in TIDE.</i> 6. Translation—glossary (for mathematics tests only)

Action Type	Description	Conditions for Use
		<p>7. Text-to-speech as an accommodation for ELA reading passages. IDEA-eligible and 504 students in grades 3-5 are eligible to use this accommodation if they have a documented reading-related disability documented in their plans.</p> <p><i>Note: Text-to-speech as a designated support (for Math stimuli/items and ELA items) is NOT a valid reset request. This test setting may be changed in TIDE by the school's Test Coordinator and does not require a reset.</i></p> <p><i>Note: Text-to-speech for items only, and stimuli & items for the ELA PT, is a designated support and NOT a valid reset request.</i></p> <p>8. Any non-embedded accommodation(s)</p>
RESTORE	Restoring a test returns a test from the Reset status to its prior status. This action can only be performed on tests that have been reset.	The State may only restore a test if a test was inadvertently or inappropriately reset.

5.2 Retake Opportunity

In extremely rare instances, the State may reset a student's assessment at the request of the school if the State determines that the student's actions did not compromise the integrity of the assessment. If an assessment is reset, the student's initial responses will be removed and the student may retake this assessment. The time limit for the test window will also be reset (i.e., a student who has their CAT reset will again have 45 calendar days to complete the CAT and a student who has their PT reset will again have 10 calendar days to complete the PT). Under no circumstance should the same performance task be retaken.

Schools that wish to request a retake should submit the Testing Incident report form as well as a request using the "Testing Incidents" tab in TIDE. Specific information regarding the request should be included to help the Assessment Section process the request. The Assessment Section will notify the school via the TIDE system whether or not the request has been approved.

6.0 TECHNOLOGY INFRASTRUCTURE

Prior to assessment administration, Principals, Test Coordinators (TCs), Technology Coordinators, and Test Administrators (TAs) should review the technology infrastructure at their schools to ensure it meets the minimum requirements for administering the Smarter Balanced assessments.

6.1 Technology Resources

The *System Requirements Manual* is available to download at <https://smarterbalanced.alohahsap.org/>. This document provides information about supported technology and technology requirements and can be used to confirm that your school meets the minimum requirements for online testing.

The *Technical Specifications Manual*, located at <https://smarterbalanced.alohahsap.org/> provides Technology Coordinators with the technical specifications for online testing, including information about Internet and network requirements, hardware and software requirements, secure browser installation, and text-to-speech functionality.

The *Smarter Balanced Guide to Technology Readiness* is available for download at <https://portal.smarterbalanced.org/library/en/guide-to-technology-readiness.pdf>. This document is intended to help school leaders better understand, plan for, and manage the technology necessary for successful administration of Smarter Balanced assessments. Given the unique requirements presented by administering tests via internet-connected computers and not via paper-and-pencil, this guide is intended to help school leaders address key questions about technology readiness for the Smarter Balanced assessment system, including what it means to be ‘technology-ready’ for the Smarter Balanced Assessment.

6.2 The Secure Browser

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



The secure browser is updated each year and must be downloaded and installed on each device that will be used for online testing in 2018-2019 even if the device was used for testing in a prior year.

School Technology Coordinators are responsible for ensuring that each device to be used for testing at the school is properly secured by installing the most current secure browser.

See the *Secure Browser Installation Manual* at <https://smarterbalanced.alohahsap.org/> for more information on secure browser installation.

See the *Technical Specifications Manual* at <https://smarterbalanced.alohahsap.org/> for additional technology information.

See [Appendix C: Secure Browser for Testing](#) for additional guidelines about using the secure browser.

7.0 GENERAL TEST ADMINISTRATION INFORMATION

This section provides an overview of the online testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in accessing the assessments, how to prepare for the assessments, and to review general rules for online testing. Information about the Training and Practice Tests, test pauses, and test resumptions is also included in this section. Test Administrators (TAs) should become familiar with this section well in advance of the start of testing so materials for login, accommodations, and exemptions described below can be assembled.

7.1 Assessment Participation

Participation of Students with Disabilities, Hawaiian Language Immersion Program Students, and/or English Language Learners

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

Smarter Balanced has crafted a comprehensive accessibility and accommodations framework, the *Usability, Accessibility, and Accommodations Guidelines*, (UAAG) for all students, including those with special assessment needs. The Consortium has also developed a variety of innovative digital accessibility tools that will be embedded in the test delivery engine as well as a variety of designated supports and accommodations. The *Usability, Accessibility, and Accommodations Guidelines* can be found at <https://smarterbalanced.alohahsap.org/>.

The Hawai'i State Assessment Program (HSAP) has created the *Crosswalk of Accessibility Features Across State Assessments in Hawai'i* to assist school-level personnel and decision-making teams in the selection and administration of universal tools, designated supports, and accommodations on all statewide assessments.

All students enrolled in grades 3–8 and 11 are required to participate in the Smarter Balanced English language arts/literacy assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for a state-selected or developed English language arts/literacy alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).
- ELL Program students whose first enrollment in a U.S. school was within this school year, based on the information provided by their parents when the students were enrolled. Test Coordinators are asked to work with their ELL coordinator, office staff, or registrar to confirm the accuracy of the first year ELL information entered in Infinite Campus before confirming a student's status in TIDE.
- ELLs who enrolled within the last twelve months prior to the beginning of testing in a U.S. school have a one-time exemption. These students may instead participate in their state's English language proficiency assessment consistent with state and federal policy.
- Students enrolled in Hawaiian Language Immersion Programs in grades 3 through 8 will be administered the Kaiapuni Assessment of Educational Outcomes (KĀ'EO) Language Arts Assessment. (HLIP students with IEP/504 plan documentation of a need for Braille, American Sign Language, and/or Close Captioning accommodation(s) for statewide assessments will be administered the appropriate Smarter Balanced Assessments.)

All ELL students enrolled in grades 3–8 and 11 are required to participate in the Smarter Balanced Mathematics assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for a state-selected or -developed Mathematics alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).
- Students enrolled in Hawaiian Language Immersion Programs in grades 3 through 8 will be administered the Kaiapuni Assessment of Educational Outcomes (KĀ'EO) Mathematics Assessment. (HLIP students with IEP/504 plan documentation of a need for an accommodation(s) for statewide assessments will be administered the appropriate Smarter Balanced assessments.)

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

7.2 General Rules of Online Testing

This section provides a brief overview of the general test administration rules for different portions of each content area assessment as well as information about test tools and accommodations. For more information, refer to the *Guide to Navigating Online HSAP Administration* located at <https://smarterbalanced.alohahsap.org/>.

Basic online testing parameters

- The ELA CAT and the ELA PT will be presented as separate tests. Students may not return to a test once it has been completed and submitted. The Math assessment consists only of the Math CAT.
- Within each test there may be segments. For example, the grades 6 - 8 and 11 mathematics tests include a segment with an embedded calculator available and another segment where the embedded calculator is not allowed and is not available for testing. **A student may not return to a segment once it has been completed and submitted.**
- Students **must enter an answer for all items on a page** before going to the next page. Some pages contain multiple items. Students may need to use the vertical scroll bar to view all items on a page.
- Students may mark items for review and use the **Past/Marked Questions** drop-down list to return to those items that have already been answered within a segment. However, if a student entered any type of response to the item, it is considered answered. This includes random keystrokes (e.g., sdkjfdlkjdjfo), one or more spaces using the spacebar, clicking anywhere on a Grid Item – Hot Spot Item, etc. Therefore, even if the student has marked the item for review, once the test has been paused for more than twenty minutes, they cannot return to that item as it is considered answered.



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

Pause rules

During the CAT portion of the test:

- If a test is paused for more than 20 minutes the student is:
 - Required to log back in to the student interface;
 - Presented with the page containing the item(s) he or she was working on when the assessment was paused (if the page contains at least one unanswered item) OR with the next page (if all items on the previous page were answered); and
 - NOT permitted to review or change any previously answered items, even if they are marked for review (with the exception of items on a page that contains at least one item that was not answered yet).
- Students may access the digital notepad and highlighted text for previous items during the CAT portion of the test unless they pause the test for more than 20 minutes.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

See [Appendix E: CAT Pause Rules Scenarios](#) to review the rules that govern pausing during the test.

During the ELA performance task portion of the assessment:

- **There are no pause restrictions.** If a performance task is paused for 20 minutes or more, the student can return to the current section and continue entering his or her responses.
- For the ELA performance task, Global Notes and highlighted *passage* text are retained for both parts 1 and 2 throughout the test. Once the student moves from part 1 to part 2, they are no longer able to access highlighted *item* text from the previous segment.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test. If necessary, a testing incident to reopen the test segment the students were working on may be submitted. See Section 5.1 for more information about test improprieties.

Please note that there are recommendations for breaks in [Table 10: Assessment Sequence—ELA](#) and [Table 11: Assessment Sequence—Mathematics](#).

Test timeout (due to inactivity)

As a security measure, individual students and TAs are automatically logged out of a test session after 30 minutes of inactivity. Student activity is defined as selecting an answer or navigation option in the assessment (e.g., clicking [Next] or [Back] or using the **Past/Marked Questions** drop-down list to navigate to another item), or clicking on an empty space on the screen. Moving the mouse is not considered activity. TA activity is defined as clicking "Refresh" or navigating to any section of the site, such as Student Lookup.

Before the system logs an individual student or TA out of a test session, a warning message will be displayed on the screen. If the student or TA does not click [Ok] within thirty seconds after this message appears, he or she will be logged out. Clicking [Ok] will restart the 30-minute inactivity timer.



Caution: As a security measure, TAs are automatically logged out after 30 minutes of user inactivity, which will result in the closing of the test session for all of the students. TA activity is described in the Test timeout paragraph above.

Test expiration

Computer Adaptive Test (CAT)

A student's CAT remains active until the student completes and submits the test or **45** calendar days after the student has begun the test, whichever occurs sooner. However, it is recommended that students complete the CAT within **five days** of starting the designated content area. Students typically require one or two test sessions to complete the CAT. Limiting the number of test questions that a student may answer during any one test session is considered a test security violation.

Performance Task (PT)

The ELA PT is a separate test that remains active only for **ten** calendar days after the student has begun the PT. However, it is recommended that students complete the PT within **three days** of starting it. For example, if a student starts the PT on a Monday and needs an additional test session to complete the PT then the additional test session should be provided no later than Wednesday. The ELA PT will submit automatically if the 10 day window expires and the system has registered any response to the PT. Students typically require one or two test sessions to complete the PT. Limiting a student to answering specific sections or questions during any one test session may lead to a test security violation. Requiring multiple days for any test segment is considered a test security violation. For example, requiring a student to spend at least two test sessions on the PT (segment 2 of the PT) is a test security violation. Students are to work at their own pace without any additional guidance or restrictions during a test session.

A summary of recommendations for the number of sessions and session durations is provided in section 7.3 *Testing Time and Recommended Order of Administration*.



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

If a student completes the CAT near the end of the test session, do not have the student start the PT if the TA does not think the student can complete the PT during the test session.

The ELA PT is designed to be completed in one or two test sessions. Students are encouraged to work at their own pace and may not be limited in what they are able to complete in a test session (e.g., limiting students to only answering five questions per session). If a student is not actively engaged in testing after attempts to redirect the students, the Test Administrator may end a test session. Requiring multiple test sessions may lead to a test security violation and, should this occur, a testing incident report is required to be submitted in TIDE.

7.3 Testing Time and Recommended Order of Administration

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

Testing time and scheduling

Testing Windows

The Hawai'i Department of Education will establish a schedule for the administration of the Smarter Balanced summative assessments with the Smarter Balanced standard testing window adopted in September 2013, and the subsequently adopted policy on member flexibility to establish testing windows:

Grades 3–8, and 11

- Testing shall not begin until at least 66 percent of a school's annual instructional days have been completed, and
- Testing may continue up to and including the last day of school.

The Hawai'i Smarter Balanced summative assessment testing window dates are as follows:

Grades 3-8, and 11 (including Yellow Multi-track schools): February 19, 2019 – May 31, 2019 (14 weeks)

Grades 3-8 and 11 (Multi-track schools Red, Blue, and Green): March 18, 2019 – June 21, 2019 (13 weeks)

Secondary block-schedule schools only: November 26, 2018 (open-ended until ELA and Math assessments are completed)

Paper/Pencil (Only for students at alternative sites with no Internet access): May 7, 2018 – May 24, 2018 (3 weeks)

Braille Paper/Pencil: February 19, 2019 – May 17, 2019 (13 weeks)

Student Pacing

Students are to work at their own pace. Test Administrators may not specify the number of questions a student must answer during a CAT test session, e.g., requiring a student to only answer questions 1 – 10. Students who are off-task or not actively engaged in testing may be 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?

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.

Scheduling Time for Testing:

Table 9 contains estimates of the time it will take most students to complete the Smarter Balanced assessments. This information is for scheduling purposes only, as the assessments are not timed.

Table 9: Estimated Testing Times for Smarter Balanced Assessments

Content Area	Grades	Computer Adaptive Test (CAT) items hrs : mins	Performance Task (PT) hrs : mins	Total hrs : mins
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
Both	3–5	3:05	1:45	4:50
	6–8	3:00	1:20	4:20
	HS	2:20	:55	3:15

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

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

Recommended order of online administration

The ELA Assessment is composed of a CAT and a PT section. The Math Assessment is composed of a CAT section only.

Smarter Balanced recommends that students complete the ELA CAT and PT on separate days to minimize the effect of student fatigue. Smarter Balanced also recommends that students begin with the CAT, followed by the PT. Schools may choose to administer the PT before the CAT.

Recommended Order of Test Administration



Duration and timing information for ELA and mathematics

The scheduling/rules for each of these components is included in [Table 10](#) and [Table 11](#) on the next page. Note that the duration, timing, break/pause rules, and session recommendations vary for each content area and for each component of the ELA assessment.

Table 10: Assessment Sequence—ELA

ELA	Computer Adaptive Test (CAT) Items	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ol style="list-style-type: none"> 9. No more than three sessions. Additional sessions may be necessary in rare or extreme cases. 10. Session durations range from 40–60 minutes for elementary students, and up to 90 minutes in secondary schools. 	<p>The PT is presented in two segments.</p> <p>Recommendations:</p> <ol style="list-style-type: none"> 11. Session durations range from 60–120 minutes. 12. 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.
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"> • 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). 	<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> <ol style="list-style-type: none"> 13. Recommendation: Students can complete both segments in one session.
Total Duration	<p>Once a student has started the CAT, it will be available for 45 calendar days.</p> <ol style="list-style-type: none"> 14. Recommendation: Student completes the CAT within five days of starting. 	<p>Once a student has started the PT, it will be available for 10 calendar days.</p> <ol style="list-style-type: none"> 15. Recommendation: Student completes the PT within one day.

Table 11: Assessment Sequence—Mathematics

Mathematics	Computer Adaptive Test (CAT)	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ol style="list-style-type: none"> 16. Administered in one or two sessions. 17. Session durations range from 40–60 minutes. <p>Most students will complete the CAT in two sessions of 60 minutes or less or one long session of more than 60 minutes.</p>	N/A

Mathematics	Computer Adaptive Test (CAT)	Performance Task (PT)
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"> 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). 	N/A
Total Duration	<p>Once a student has started the CAT, it will be available for 45 calendar days.</p> <p>18. Recommendation: Student completes the CAT within five calendar days of starting it.</p>	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.

Important reminders:

- The number of items included on the CAT will vary for each student
- The tests are not timed, so all the time estimates are approximate.
- Students should be allowed extra time if they need it, but Test Administrators need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.
- The time for the CAT or PT can be spread out over multiple days as needed for identified students. 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.

7.4 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 or threats of 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.

7.5 Use of Smarter Balanced Assessment Results for College Readiness

The Smarter Balanced ELA/Literacy and Mathematics Assessment results may be used to assist the University of Hawaii (UH) System of community colleges and universities in determining student readiness for college-level English and mathematics. At the end of the CAT portions of the Smarter Balanced Grade 11 ELA/Literacy and Mathematics Assessments, students will be asked if they would like to release their results to the UH System. If a student intends to submit an application to the UH System, they may authorize the release of their results by marking the circle that indicates their understanding that their Smarter Balanced ELA and/or Mathematics results will be shared directly with the UH System. Students who choose not to release their results to the UH System may need to provide those results upon request at a later date, if they apply for admission to courses in the UH system.

8.0 UNIVERSAL TOOLS, DESIGNATED SUPPORTS, AND ACCOMMODATIONS

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

The Smarter Balanced *UAAG* and *CAF* apply to **all** students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The *UAAG* and *CAF* focus on universal tools, designated supports, and accommodations provided for the Smarter Balanced assessments of English language arts/literacy and mathematics. At the same time, the *UAAG* and *CAF* support important instructional decisions about and connection between accessibility and accommodations for students who participate in the Smarter Balanced Assessments.

If a school staff member identifies a designated support and/or accommodation that he or she believes should be offered, and that is not available, the school should provide that information to the Assessment Section by submitting [Appendix S: Additional Designated Supports or Accommodations](#). A list of all requested designated supports and accommodations will be provided annually to Smarter Balanced for evaluation.

The complete set of *Usability, Accessibility, and Accommodations Guidelines* and the *Crosswalk of Accessibility Features Across State Assessments*, as well as the full list of universal tools, designated supports, and accommodations, can be found at: <https://smarterbalanced.alohahsap.org/>. Please be sure to review these guidelines thoroughly before test administration.



To help users identify similarities between the test resources and classroom practices, Smarter Balanced has developed a *Resources and Practices Comparison Crosswalk*. The *Crosswalk* can be found in the Resources folder at: <https://smarterbalanced.alohahsap.org/> or on the on the Accessibility and Accommodations page of the Smarter Balanced website <http://www.smarterbalanced.org/assessments/accessibility-and-accommodations/>.

The summative assessments, and Training and Practice Tests contain three levels of accessibility support: universal tools, designated supports, and accommodations. These supports can be embedded or non-embedded. Embedded supports are those that are part of the test delivery system, whereas non-embedded supports are those that are provided outside of that system; the three categories of accessibility support are defined in [Table 12](#).

Table 12: Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Universal Tools	Access features of the assessments that are either provided as embedded components of the test delivery system or separate from it. Universal tools are available to all students based on student preference and selection.

Type	Definition
Designated Supports	Access features of the assessments that are available for use by any student for whom the need has been indicated by an educator or team of educators. Educators may consult with a parent/guardian and student as needed. The access features are either provided as embedded components of the test delivery system or separate from it.
Accommodations	Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced Assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or 504 Plans. Consortium-approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments. They are either provided as embedded components of the test delivery system or are non-embedded.

The TIDE User Guide contains a full list of embedded and non-embedded designated supports and accommodations. Based on their specific user role in TIDE, State-level users, Test Coordinators, Test Administrators, and Teachers have the ability to set supports and accommodations. **Designated supports and accommodations must be set in TIDE prior to starting a test session.**

All Universal Tools will be available to all students during a test session. One or more of the preselected Universal Tools can be deactivated by the Test Coordinator in TIDE before a student is tested or by a Test Administrator in the TA Interface of the testing system for a student who may be distracted by the ability to access a specific tool during a test session.

Test Coordinators, Test Administrators, and Teachers have the ability to set embedded and non-embedded designated supports. **Designated supports must be set in TIDE prior to starting a test session.**

For additional information about the availability of designated supports and accommodations, refer to the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* and the HSAP *Crosswalk of Accessibility Features Across State Assessments in Hawai'i* for complete information at: <https://smarterbalanced.alohahsap.org/>.

For information on updating student settings, refer to the TIDE User Guide at: <https://smarterbalanced.alohahsap.org/>. The Guide to Navigating Online HSAP Administration, located on the same website, also contains information on how to use some of these settings.

To help educators identify similarities between the test resources and classroom practices, *The Resources and Practices Comparison Crosswalk* located at alohahsap.org lists the resources or accessibility supports that are currently included in the *Usability, Accessibility, and Accommodations Guidelines* and *Crosswalk of Accessibility Features Across State Assessments in Hawai'i* documents and assists educators and decision-makers by providing a description of both the resource and its classroom equivalent.

Two particular non-embedded accommodations for grade 4 and above that can be used for mathematics items are the [multiplication table](#) and the [100s number table](#). Students must use a printed copy of the official Multiplication Table and/or 100s number table and may not use any other table provided by teachers during classroom instruction or created for the Smarter Balanced Mathematics Assessment. A Test Coordinator must submit the [Appendix Q: Accommodations](#)

[Verification Form](#) to the Assessment Section for review and verification. The Assessment Section will notify the Test Coordinator of the approval or disapproval of the requested accommodations.

For students who require a small group or individual setting, these settings are now included in the Smarter Balanced non-embedded “Separate Setting” designated support. The total number of students may not exceed eight when a student is being tested in a small-group setting. If a proctor is present in the testing room with the Test Administrator, the total number of students should not exceed 12 to maintain the intent and benefits of a small-group setting.

9.0 PRIOR TO TEST ADMINISTRATION

9.1 Establishing Appropriate Testing Conditions

The Test Coordinator (TCs) and Test Administrators (TAs) will need to work together to determine the most appropriate schedule based on the number of computers available, the number of students in each grade tested, and the average time needed to complete each Smarter Balanced Assessment. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the TA.

The test administration should be conducted in a secure environment (see section 3.1 *Security of the Test Environment*).

An assessment or exam should be administered in a room that does not crowd students. Good lighting, ventilation, and freedom from noise and interruptions are important factors to be considered when selecting a site. **Students may not be tested at any site where some students are participating in classroom activities or completing assignments.**

The room should be prepared for test administration. Information displayed on bulletin boards, chalkboards, or charts that students might use to help answer test items **must be removed or covered**. This applies to rubrics, vocabulary charts, student work, posters, graphs, charts, etc. You will find it helpful to place a “TESTING — DO NOT DISTURB” sign on the door. You may also want to block off hallways by posting signs in halls and entrances. Reroute traffic, if necessary, in order to promote optimum testing conditions.

The Test Administrator must direct each student who enters the testing room with a cell phone or any other electronic device (including smart watches) to turn it off, put it in a back pack or bag, and place the back pack or bag in a designated, secure area in the testing room that cannot be accessed during the test session. If a student does not have a back pack or bag, his/her cell phone must be placed in a designated area. Students’ cell phones or other electronic devices will be returned to them after all students have ended their test session. This procedure is intended to prevent students from having their tests invalidated when they use their cell phones for any reason during test sessions e.g., checking their social networking feeds, texting friends and family members, listening to music, using the calculator on their cell phones to answer mathematics items when an online calculator is not allowed for these items, accessing the Internet on their cell phones to locate answers to test items, taking pictures of test items and posting them on social networking sites, e.g., Snapchat, Twitter, Facebook, and Instagram. **Any of these actions constitute a breach in test security, must be reported immediately to the Assessment Section, and will result in the invalidation of a student’s score for an assessment or exam.**

Students should be seated in such a way that they will not be tempted to look at the answers of others. Because the Smarter Balanced Assessments are adaptive, it is unlikely that students will see the same test items as other students; however, appropriate seating arrangements need to be in place to prevent students from aiding one another. To prevent confusion, arrangements for student seating should be completed prior to the test administration.

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

Examples of quiet work include reading a book or drawing using teacher provided paper and pencil. **Quiet work may not involve accessing the Internet to use other educational programs currently made available to students for instructional purposes;** student access to the Internet before or after a test session in the testing room is not allowed for test security purposes. Remember that the online Smarter Balanced Summative Assessments are not timed, and some students may begin a test session and complete it on another day.

A variety of documents are available online for review and download at alohahsap.org.

- Online Smarter Balanced assessment user guides and manuals for various online HSAP systems
- Online combined Smarter Balanced and HSA Science Bridge Assessment customizable English and translated Parent Letters for 12 student populations in the 14 most commonly spoken languages in Hawai'i
- Online combined Smarter Balanced and HSA Science Bridge Assessment Parent Information Booklets in English and translated languages
- Online Smarter Balanced assessment blueprints for each content area and grade tested
- Online Smarter Balanced assessment scale score ranges by performance level for each content area and grade tested

Test Coordinators will receive copies of the following printed documents only:

- Combined Parent Information Booklet in English for online Smarter Balanced assessments in grades 3-8 and 11 and HSA Science Bridge Assessments in grades 4 and 8
- Combined Parent Information Booklet in translated languages for online Smarter Balanced assessments in grades 3-8 and 11 and HSA Science Bridge Assessments in grades 4 and 8

9.2 Tasks to Complete Prior to Test Administration

- ✓ TCs, TAs, Teachers, Student Support Coordinators Team members, Parents, and Students should collaborate in learning about and selecting appropriate accessibility supports for each student.
- ✓ TCs and TAs should verify that students are provided the opportunity to take the Training Test and Practice Test for each 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.

- ✓ TCs should ensure all TAs have login information for the TA interface that must be accessed via the TA Live Site.
- ✓ TCs should ensure that all TAs have received training and have been certified via the Online Certification course.
- ✓ TCs, TAs, and Teachers should verify and/or update student demographic information and test accessibility support settings as appropriate.

Each student must be correctly assigned to his or her school and grade in TIDE. Incorrect student information must be updated in the student information system before the student can be tested. Data from the Department's electronic student information system (Infinite Campus) will

be uploaded nightly into the online TIDE system. Student information will appear in TIDE about 48–72 hours after it has been entered into Infinite Campus.

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) for each content area prior to testing.

TCs, TAs, and Teachers, based on their user role in TIDE, can set embedded and non-embedded designated supports and some accommodations in TIDE for students who require them. Within the TA Interface, a TA can change the default font size, turn off universal tools, and select some designated supports prior to the start of the test.

TCs will need to submit the appropriate Accommodations Verification Requests to the state for approval at least two weeks prior to testing. Upon approval, the Assessment Section will set the Braille, Print On Demand, and Streamline Accommodations in TIDE.



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

For information on how to view, add, upload, and modify student information, please refer to the TIDE User Guide located at <https://smarterbalanced.alohahsap.org/>.



TAs may view student demographic information; however, TAs cannot add, upload, or modify student demographic information.

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.** For additional information about security protocols, refer to section [3.0 Ensuring Test Security](#) of this manual.

✓ **TCs should ensure that TAs have necessary student login information.**

Each student will log in to the online testing system via the secure browser using his or her legal first name as it appears in TIDE, 10 digit SSID, and a test session ID. Prior to starting a test session, TAs must have a record of each student's legal first name and 10 digit SSID as it appears in TIDE. This information must be provided to each student to complete the login process. It is suggested that the student's legal first name and 10 digit SSID be printed on a card or piece of paper and distributed to each student just prior to testing to help him or her type it into the computer accurately. Student information is confidential; therefore, the cards/papers with this information must be kept secure until used during a test session. The loss of login information is considered a security issue and is dealt with at the school level.



When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to students before they log in. Please refer to the *Guide to Navigating Online HSAP Administration* located at <https://smarterbalanced.alohahsap.org/> for detailed information on how to obtain session IDs.

✓ **TCs should ensure that TAs have the additional required resources described in [Table 13](#) available for student use during test administration.**

- ✓ **Principals should ensure TCs and TAs understand protocols in the event a student moves to a new school.**

When a student moves within the state, his or her data record must be updated with the student's new school code in TIDE before the student begins or resumes testing in the new school. Student information must be updated in the Department's student information system (Infinite Campus) before the student can be tested. Data from the Department's student information system will be uploaded nightly into the online TIDE system. Student information will appear in TIDE about 48–72 hours after it has been entered into Infinite Campus.

During test administration, students may have access to and use of the additional required resources in [Table 13](#) specific to each assessment and content area. Test Administrators need to prepare these resources prior to test administration.

Table 13: Additional Required Resources

Content Area	Computer Adaptive Test (CAT)	Performance Task (PT)
ELA	19. Headphones are required for the listening portion of the ELA assessment and for students requiring text-to-speech. 20. Scratch paper should be provided for note taking if necessary. Only plain paper or lined paper is appropriate for ELA.	21. Headphones are required for some performance tasks and for students requiring text-to-speech. 22. Scratch paper should be provided for note taking if necessary. Only plain paper or lined paper is appropriate for ELA.
Mathematics	23. Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries. 24. An embedded calculator is available for some mathematics items in grade 6 and above. A non-embedded calculator may only be used by students with a documented accommodation in an IEP or 504 Plan per guidance provided in the UAAG. 25. Scratch paper is required for all grades. 26. Graph paper is required beginning in sixth grade and can be used on all math assessments. Graph paper may be made available for grades 5 and below even though it is not required.	N/A

10.0 DAY OF TEST ADMINISTRATION



Use the following information and script to assist students with the login procedures. Please refer to the Guide to Navigating Online HSAP Administration at <https://smarterbalanced.alohahsap.org/> to become familiar with the Online Testing System.

RECOMMENDATION to Test Coordinators: Print this section to be reviewed by each Test Administrator (TA) on the day of testing for both the computer adaptive test (CAT) of each content area and the ELA performance task (PT). 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. **Appendix Z** contains a script for TAs which you may print.

The TA should verify the security of the testing environment prior to beginning a test session. (See section 3.1 *Security of the Test Environment*.) Each TA **must** ensure that students do not have access to non-approved digital, electronic, or manual devices during testing. The TA should prepare a designated location in the classroom for students to place their backpacks, purses, cell phones and other electronic devices. This location should be inaccessible to students during testing.

The TA should verify that students have access to and use of the additional required resources in **Table 13** specific to each assessment and content area (e.g., scratch paper for all tests, headphones for ELA, graph paper for mathematics grades 6 and above).

NOTE: With the exception of students in Grades 6 and above with a documented accommodation in an IEP or 504 Plan to use a non-embedded calculator, students are expected to use the embedded calculator for calculator-allowed questions on the mathematics test.

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 gray shaded 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 a non-embedded Read Aloud designated support, or a non-embedded Read Aloud accommodation for ELA CAT reading passages only, as listed in the *Usability, Accessibility, and Accommodations Guidelines (UAAG)* and *Crosswalk of Accessibility Features Across State Assessments in Hawai'i (CAF)*. A Test Coordinator must submit the **Appendix Q: Accommodations Verification Form** for Read Aloud ELA CAT Reading Passages to the Assessment Section for review and verification.**

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 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.

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 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). 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 or exam, 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

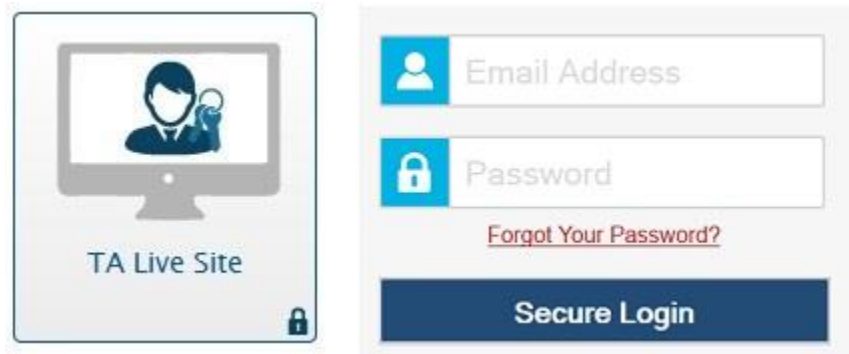
Distribute any needed materials (see [Table 13](#)), such as pencils, scratch paper, headphones for ELA, and graph paper for mathematics grades 6 and above. You may wish to plug in headphones ahead of time so that you do not need to pass them out during the test session.

10.1 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:

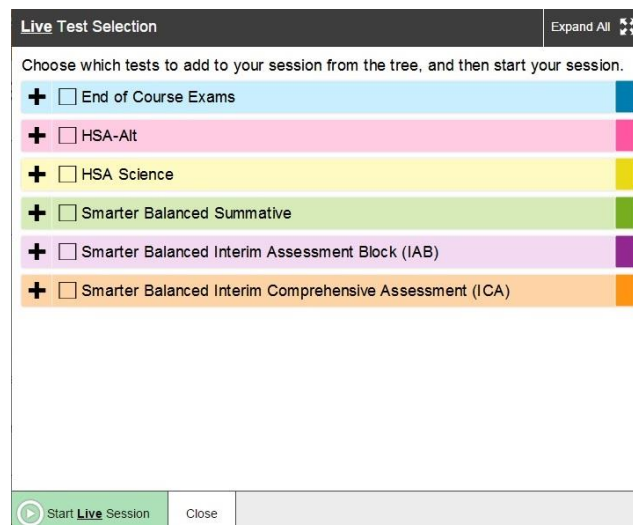
1. The TA logs in to the TA Interface.

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.



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 select tests and start the session. 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. Only the test sessions that are to be administered should be selected.



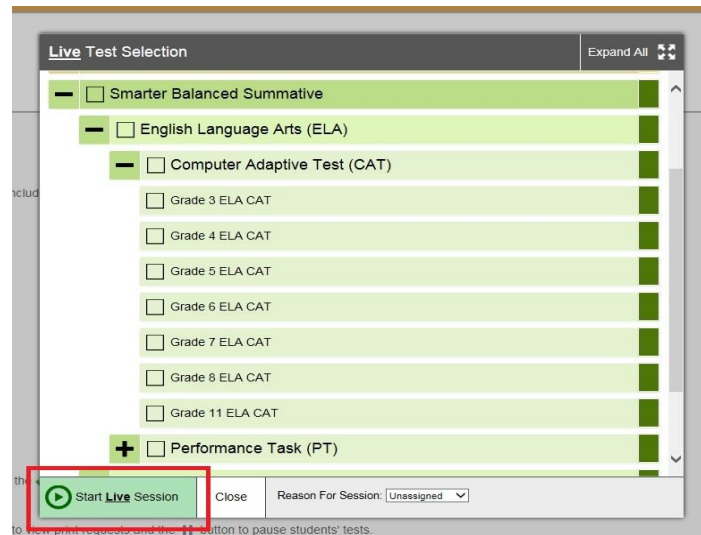
IMPORTANT: When administering the Smarter Balanced Performance Task, the Test Administrator must select and start the Performance Tasks available for the content area and grade level they are testing on.



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 test(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.



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

The system-generated session ID appears in the Live Session ID box at the top 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 [10.2 Testing Over Multiple Sessions or Days](#).

SAY: Today, you will take the Smarter Balanced [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. If you are unsure, go ahead and provide what you think is the best answer and mark it for review before going on to the next question. You may go back and change the answer during this test session.

If you have a question or need help 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 Math 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 move 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 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 CAT test only]

SAY: If you pause your test for more than 20 minutes, you will not 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 10 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 dashes, extra spaces or characters. Please refer to the *Guide to Navigating Online HSAP Administration* at <https://smarterbalanced.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 paper or card to help them type it in 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. 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., 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).



Your Tests

Select a test.

Start G11E-Summative
This is opportunity 1 of 1

Start 11-E Summative-Perf-Poetry
This is opportunity 1 of 1

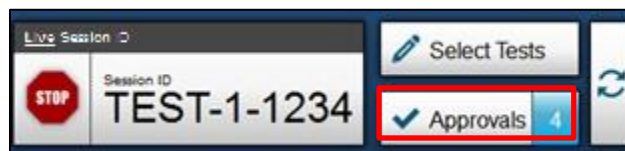
Back to Login

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.** To do this:

- Select the [Approvals (#)] button.



- 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).

- 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 an interim instead of a summative), 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.

- The TA should also review the test settings assigned to each student to ensure that they are correct.
 - 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.
 - 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.
 - 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
A Summative Test							
Student Name	Student ID	Opp #	Details	Actions			
Lastname, Firstname	99999991234	1	Standard		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lastname, Firstname	99999991234	3	Custom		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 test session and approve all students who are currently ready before assisting any students who are having problems.

If students will be taking an ELA test 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.

Audio Playback Check

Make sure audio playback is working.



To play the sample sound, press the speaker button.

Next Step:

If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

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.

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.

7. *The TA monitors student 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.

Students in your **Live** Test Session

0 students awaiting approval 0 print requests 1 active tests

Student Name	Student ID	Opp #	Test	Requests	Student Status	Test Settings	Pause Test
Doyle, Ozve	9999990303	1	Grade 11 Math CAT		approved: 00	Custom	


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. 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 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.

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; and
- 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 take the Training Test and Practice Test for each content area 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. 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. GRADES 3-8: The TA ends the test session and logs out of the Test Administrator Site.

When there are approximately 10 minutes left in the test session, the TA should give students a brief warning.

SAY: There are 10 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 CAT portion 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 scratch paper (and graph paper for grades 6 and up).

9. GRADE 11: The TA ends the test session and logs out of the Test Administrator Site.

When there are approximately 10 minutes left in the test session, the TA should give students a brief warning.

SAY: There are 10 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.

If you need additional time let me know.

Alert: Students in **grade 11** taking a CAT will see a popup message with an additional question at the end of their test sessions for both ELA and mathematics, as shown in the Survey Question(s) boxes below.



This question is not part of the assessment, but is presented to allow students the option of selecting whether or not they will share their scores on the Smarter Balanced Summative Assessments with the University of Hawaii (UH) System of community colleges and universities. If you are administering a test to students in grade 11, please read the text in the next blue box below when students are nearing the end of the CAT portion of the assessment. Otherwise, skip the text in that box and continue with the test administration.

Survey Question(s)

Use of Smarter Balanced Assessment Results for College Readiness

The Smarter Balanced assessment results will assist the University of Hawaii (UH) System in determining your readiness for college-level English. Your results may be used for placement in credit-bearing courses.

If you intend to submit an application to one of the UH campuses, you may request that your Smarter Balanced results be sent to the UH system. Your results will be provided to UH, only if you click the "Release" button below AND submit an application to one of the UH campuses. If you click the "Do Not Release" button, your results will not be sent to UH and you may be required to submit them at a later date, if requested.

Survey Question(s)

campuses, you may request that your Smarter Balanced results be sent to the UH system. Your results will be provided to UH, only if you click the "Release" button below AND submit an application to one of the UH campuses. If you click the "Do Not Release" button, your results will not be sent to UH and you may be required to submit them at a later date, if requested.

Release Authorization

By clicking in the "Release" button below, I acknowledge that I am voluntarily releasing my 11th grade Smarter Balanced English Language Arts/Literacy results to the appropriate officials within the University of Hawaii (UH) System.

Release ☐ Do Not Release ☐

Survey Question(s)

Use of Smarter Balanced Assessment Results for College Readiness

The Smarter Balanced assessment results will assist the University of Hawaii (UH) System in determining your readiness for college-level Mathematics. Your results may be used for placement in credit-bearing courses.

If you intend to submit an application to one of the UH campuses, you may request that your Smarter Balanced results be sent to the UH system. Your results will be provided to UH, only if you click the "Release" button below AND submit an application to one of the UH campuses. If you click the "Do Not Release" button, your results will not be sent to UH and you may be

Survey Question(s)

campuses, you may request that your Smarter Balanced results be sent to the UH system. Your results will be provided to UH, only if you click the "Release" button below AND submit an application to one of the UH campuses. If you click the "Do Not Release" button, your results will not be sent to UH and you may be required to submit them at a later date, if requested.

Release Authorization

By clicking in the "Release" button below, I acknowledge that I am voluntarily releasing my 11th grade Smarter Balanced Mathematics results to the appropriate officials within the University of Hawaii (UH) System.

Release ☐ Do Not Release ☐

READ TO STUDENTS IN GRADE 11 ONLY

SAY: The Smarter Balanced ELA/Literacy and Mathematics Assessment results may be used to assist the University of Hawaii (UH) System of community colleges and universities in determining student readiness for college-level English and mathematics.

Please carefully read the statement presented in a popup message as the last question in this test session. If you do not wish your results to be sent to the UH System, select "Do Not Release." If you are considering or plan to enroll in the UH System, select "Release" and then the [Submit] button. Your Smarter Balanced results will be provided to the UH System by selecting the "Release" button and then submitting. If you do not select to release your results, you may be requested to provide a copy of your results upon request at a later time.

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, 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]**.

[For CAT portion 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 scratch paper (and graph paper for math grades 6 and up).

Any students who need to continue their assessments or exams will do so in a new test session.

10.2 Testing Over Multiple Sessions or Days

For some tests, particularly the ELA performance task, 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 one or two sessions. Segment 1 is composed of one reading passage and one question. Segment 2 is composed of the full write. 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.

If the PT is administered over multiple sessions, when testing is resumed, 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 un-italicized sections of the general script (SAY boxes) to the students from the beginning in section [10.0 Day of Test Administration](#). Alternatively, a TA may apply the designated support for Simplified Test Directions as described in the *Guidelines for Simplified Test Directions*, posted on the Resources page at alohahsap.org. TAs planning to implement the Simplified Test Directions may only do so after first having read the *Guidelines for Simplified Test Directions*. This designated support does not need to be set in TIDE for students who receive the regular test directions on the first day of being administered the assessment.

A summary of recommendations for the number of sessions and session durations is in section [7.3 Testing Time and Recommended Order of Administration](#).

11.0 FOLLOWING TEST ADMINISTRATION

11.1 Destroying Test Materials



Federal law—the Family Educational Rights and Privacy Act (FERPA)—prohibits the release of any student’s personally identifiable information. Any printed materials must be securely stored and then shredded after testing is complete.

As a reminder, those printed and paper test materials identified in section [3.0 Ensuring Test Security](#) must be securely shredded immediately following each test session and may not be retained from one test session to the next. The only exceptions to this are scratch paper used during the ELA performance task, which should be handled according to the guidance provided in section [3.2 Secure Handling of Printed Materials](#) and the cards/papers with students’ first names and 10 digit SSIDs that must be collected after each test session and securely shredded after testing is complete.

11.2 Reporting Testing Improprieties, Irregularities, and Breaches

Throughout testing, ensure that all test security incidents were reported in accordance with the guidelines in sections [3.0 Ensuring Test Security](#) and [4.0 Responding to Testing Improprieties, Irregularities, and Breaches](#) in this manual and the TIDE User Guide located at <https://smarterbalanced.alohasap.org/>.

11.3 Make-up Testing

Students who are absent during their school’s scheduled test session(s) can be tested at any time during the testing window. Make-up testing must occur during the testing window.

Test Coordinators and others will be able to monitor students’ completion of assessments and exams, and plan for Smarter Balanced Assessments make-up testing through the Plan and Manage Testing application of TIDE. For example, this application allows users to see how many students have not yet started Smarter Balanced Assessments testing, have started testing, or have completed testing. The TIDE User Guide has specific instructions on how to access and navigate this system.

11.4 Results

Test Coordinators and teachers will be able to view student results for the Smarter Balanced Assessments through the Score Reports application of the Online Reporting System. The *Online Reporting System User Guide* has specific instructions on how to access and navigate this system.

APPENDIX A: FREQUENTLY USED TERMS

Table 14 defines terms that are specific to the Smarter Balanced assessments.

Table 14: Frequently Used Terms

Term	Definition
Accommodations	Changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans. Consortium-approved accommodations do not compromise the construct, grade-level standards, or intended outcome of the assessments. See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> and the HSAP <i>Crosswalk of Accessibility Features Across State Assessments in Hawai'i</i> at https://smarterbalanced.alohahsap.org/ for complete information.
Break	There is no limit on the number of breaks or the length of a break that a student may be given according to his or her unique needs. However, for some portions of the test, pausing the test for more than 20 minutes will prevent the student from returning to items already answered by the student. For a performance task (PT), the student can pause the test for any amount of time and still return to any previously answered item within the PT's current segment only.
Computer Adaptive Test (CAT)	Based on a student's responses, the computer program selects the difficulty of items throughout the assessment. By adapting to each student as the assessment is taking place, these assessments present an individually tailored set of items to each student and provide more accurate scores for all students across the full range of the achievement continuum.
Data Assessment Team Advisor	School personnel responsible for data collection and management, report creation, data analysis, communicating with school staff.
Designated Supports	Accessibility features of the assessments available for use by any student for whom the need has been indicated by an educator or team of educators. Educators can consult with the parent/guardian and student as needed. See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> and the HSAP <i>Crosswalk of Accessibility Features Across State Assessments in Hawai'i</i> for complete information https://smarterbalanced.alohahsap.org/ .
Full-write	A component of the English language arts/literacy (ELA) performance task that requires the student to develop an informative/explanatory, narrative, or opinion/argumentative multi-paragraph piece of writing for which he or she uses the full writing process.

Term	Definition
Invalidation	<p>A specific request in the "Testing Incidents" tab of TIDE. Invalidating a test results in the omission of test results and student responses from the testing and accountability systems. Invalidation is often the outcome for assessments impacted by a test security incident.</p> <p>Permission for an invalidation is initiated through TIDE. See the <i>TIDE User Guide</i> for more information.</p>
Item	A test question or stimulus presented to a student to elicit a response.
Pause	<p>Action taken by a student or TA to temporarily halt the test during any part of the test, as needed. Pauses of more than 20 minutes in the CAT component of the test will prevent the student from returning to items already attempted, completed, and/or flagged for review.</p> <p>For a performance task, the student can pause for any amount of time and still return to any previously answered item within the PT's current segment only. More information on test pausing is available in section 7.2 <i>General Rules of Online Testing</i>.</p>
Performance Task (PT)	A PT is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the ELA/literacy test.
Principal	School-level staff member who is responsible for the overall administration of the summative assessments in a school. Principals should ensure that the Test Coordinators (TCs) and Test Administrators (TAs) in their schools are appropriately trained and understand policies and procedures.
Reading Passage/Passage	<p>A reading passage is a type of stimulus (see definition of stimulus). When reading passage/passage is referenced on the Smarter Balanced assessment it is to differentiate this type of stimulus from others on the assessment.</p> <p>Reading passage or passage is used when speaking about the reading passages that are part of the ELA test.</p>
Reopen	<p>A specific request in the "Testing Incidents" tab of TIDE. It applies to a test that has already been submitted or has expired and allows the student to access the previously closed test.</p> <p>For example, a test may be reopened if a student started a test and became ill and was unable to resume testing until after the testing opportunity expired.</p> <p>Permission for a reopen is initiated through TIDE. See the <i>TIDE User Guide</i> for more information.</p> <p>Once a test is reopened, the same test window will apply as before (10 calendar days for the PT, 45 calendar days for the CAT).</p>
Reopen Test Segment	<p>A specific request in the "Testing Incidents" tab of TIDE. Reopening a test segment allows a student to access a test segment that the student inadvertently or accidentally leaves.</p> <p>Permission for a Reopen Test Segment is initiated through the "Testing Incidents" tab in TIDE. See the <i>TIDE User Guide</i> for more information.</p>

Term	Definition
Reset	<p>A specific request in the "Testing Incidents " tab of TIDE. Resetting a student's test removes that test from the system and enables the student to start a new test. Any work previously done on the test would be lost.</p> <p>Valid reasons for a reset would be if a student's test event was administered inconsistently with the student's IEP (this would include both embedded and non-embedded accommodations) or if the student started a test and didn't have a needed language support (such as a language glossary).</p> <p>Permission for a reset is initiated through TIDE. See the <i>TIDE User Guide</i> for more information.</p>
Restore	<p>A specific testing incident request on the "Testing Incidents " tab in TIDE. A test will be restored from the "Reset" status to its prior status. This action can only be performed on assessments that have been reset.</p> <p>A test opportunity can be restored if it was reset in error. For example, if a test reset was requested for a mathematics test instead of an ELA test, then that mathematics test can be restored to its previous status.</p> <p>Permission for a restore is initiated through the "Testing Incidents" in TIDE. See the TIDE User Guide for more information on the testing incident request process.</p>
Secure Browser	<p>A web browser that is downloaded and installed on a computer prior to a student beginning the test. The browser is specifically designed for use with the Smarter Balanced Assessments (and all other online Hawai'i Statewide Assessments) to provide secure access to the CAT for each content area and the ELA PT test and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during the assessments. An updated secure browser must be installed prior to the start of testing, on each device used for testing. Secure browsers are updated each year to address updates in operating systems or to include changes in the way the tests are administered.</p>
Segment	<p>A part of a test within the test delivery system. Depending on the test, segments typically separate items from others if the eligible tools are different (e.g., the mathematics test may have two segments—one segment that allows embedded calculator use and another segment that does not). When a student completes a segment of the test, he or she will receive a message which indicates that once this segment is submitted it is no longer possible to return to it.</p>
Session	<p>A timeframe in which students actively test in a single sitting. The length of a test session is determined by Principals or TCs who are knowledgeable about the class periods in the school's instructional schedule and the timing needs associated with the assessments. Smarter Balanced recommends that session durations range between 40 and 120 minutes. However, Smarter Balanced Assessments are not timed, and an individual student may need more or less time overall. Further, individual students will have unique needs regarding the length of a test session. Each test session is set up in the TA Interface by a Test Administrator.</p> <p><i>Note: A test session does not need to end when a segment ends.</i></p>

Term	Definition
Statewide Student Identifier (SSID)	A statewide, unique student identifier, assigned for use in TIDE by the Hawai'i Department of Education (HIDOE) for the purpose of statewide assessments.
Stimulus/Stimuli	Material or materials used in the test context which form the basis for students to answer connected test items. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA and mathematics assessments to provide context for assessing students' knowledge and skills. Examples of stimuli include: traditional reading passages/texts but viewed on a computer screen; images with audio presentations for students to listen to; simulated web pages for students to use for research or scenarios; or charts and graphs for mathematics items.
Technology Coordinator	School personnel responsible for ensuring that the school's computers and network are prepared for testing as well as monitoring any technical problems during testing and applying resolutions.
Test Administrator (TA)	School personnel responsible for administering the Smarter Balanced Assessments and other statewide assessments in a secure manner in compliance with the policies and procedures outlined in the <i>Online, Summative, Test Administration Manual</i> .
Test Coordinator (TC)	School staff member responsible for monitoring the testing schedule, test administration process, and student participation. TCs are also responsible for ensuring that TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the Hawai'i Department of Education and the Smarter Balanced Assessment Consortium.
Test Information Distribution Engine (TIDE)	The registration system used for the Hawai'i Statewide Assessment Program, including Smarter Balanced Assessments. This is the system through which users interact with and inform the test delivery system. This registration system controls adding and managing users and managing students participating in the Smarter Balanced assessments. This system uses a role-specific design to restrict access to certain tools and applications based on the user's designated role.
Testing Breach	<p>A security event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the state and the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported immediately to the Assessment Section at 808-733-4100.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to section 4.0 Responding to Testing Improprieties, Irregularities, and Breaches of this manual.</p>
Testing Impropriety	<p>An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to 4.0 Responding to Testing Improprieties, Irregularities, and Breaches of this manual.</p>

Term	Definition
Testing Irregularity	<p>An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity.</p> <p>For specific details on how to proceed when an incident has occurred, please refer to 4.0 Responding to Testing Improprieties, Irregularities, and Breaches of this manual.</p>
Universal Tools	<p>Available to all students based on student preference and selection.</p> <p>See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> and HSAP <i>Crosswalk of Accessibility Features Across State Assessments in Hawai'i</i> at https://smarterbalanced.alohahsap.org/ for complete information.</p>

APPENDIX B: ITEM TYPES

Item and response types

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

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

The Training Tests and Practice Tests are available through the HSAP portal at <https://smarterbalanced.alohahsap.org/>.

Summary of item types and how to provide responses

Table 15 lists the different item types and briefly describes each one.



Not all tests will necessarily include all item types.

Table 15: Item and Scoring Types

Content Area	Type of Item	Brief Description of How to Respond
ELA and Mathematics	Multiple Choice (MC)	select a single option
	Multiple Select (MS)	select two or more options
	Match Interaction (MI)	match text or images in rows to values in columns
	Short Answer Text Response (SA)	keyboard entry
Mathematics Only	Grid Item (GI) – Drag and Drop	drag-and-drop single or multiple elements into a background image
	Grid Item (GI) - Hot Spot	select certain areas of an image
	Grid Item (GI) - Graphing	plot points and/or draw lines
	Table Interaction (TI)	keyboard entry into table cells
	Equation (EQ)	Enter equation or numeric response using on-screen panel containing mathematical characters
ELA Only	Evidence Based Selected Response (EBSR)	Two part item: respond to a Multiple Choice (MC) item, and then cite the evidence that supports the answer to Part A either Multiple Choice, Multiple Select, or Hot Text
	Hot Text (HTQ)	select sections of text, or drag-and-drop sections of text
	Essay/Writing Extended Response (WER)	keyboard entry

Technical skills to access embedded resources

To access some of the embedded resources such as strikethrough, highlighter (Universal Tools), American Sign Language videos (Accommodation), and text-to-speech (Designated Support and Accommodation) that are available to help work through these item types, students may need to access the **context menu** by clicking on the context menu bars in the top right corner of the item or passage. Please note the method to access the menu is dependent on the student's device type. Devices and methods are shown in [Table 16](#).

Table 16: Right-Click Context Menu Device Type

Right-Click Context Menu Device Type	Method to Access Right-Click Context Menu
Windows-based desktop or laptop (two-button mouse)	Click on the right mouse button.
Mac OS-based desktop or laptop (one-button mouse)	Hold down the [Ctrl] key on keyboard and then click the mouse button.
iPad tablet (touchscreen)	Tap on the menu in the upper-left corner of the secure browser application.
Android-based tablet (touchscreen)	Tap on the menu in the upper-left corner of the secure browser application.
Chromebook (trackpad)	Hold down the [Alt] key on the keyboard and tap the trackpad.

APPENDIX C: SECURE BROWSER FOR TESTING

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

- **Close External User Applications**

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

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



If a forbidden application is launched in the background while the student is already in a test, the student will be logged out and a message displayed. The TA, with the assistance of the Technology Coordinator, if necessary, will have to close the forbidden application, reopen the secure browser, and approve the student to log in to continue working on the test. This would be considered a test security incident.

- **Testing on Computers with Dual Monitors**

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

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

In these cases, all security procedures must be followed and the test administered using the separate setting designated support to prevent others from hearing the questions or viewing the student or TA screens.

Secure browser error messages

Possible error messages displayed by the secure browser are shown in [Table 17](#).

Table 17: Secure Browser Error Messages

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

Force-quit commands for secure browsers

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

To force the browser to close, use the following keyboard commands. (Reminder: This will log the student out of the test he or she is taking. When the secure browser is opened again, the student will have to log back in to resume testing.)



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

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

Force-quit Commands

Windows: [Ctrl] + [Alt] + [Shift] + [F10]

Mac OS X: [Ctrl] + [Alt] + [Shift] + [F10]

Linux: [Ctrl] + [Alt] + [Shift] + [Esc]

Note for Windows and Mac Users:

If you are using a laptop or netbook, you may also need to press the [FN] key before pressing [F10].

Caution: The secure browser hides features such as the Windows task bar or Mac OS X dock. If the secure browser is not closed correctly, then the task bar or dock may not reappear correctly, requiring you to reboot the device. Avoid using a force-quit command if possible.



Force-quit commands do not exist for the secure browser for iOS, Chrome OS, and Android devices. These commands should be used only if the [Close Secure Browser] button does not work.

- iOS: To exit Guided Access, triple-click the Home button, then close the app as you would any other iOS app. To exit the secure browser while in Single App Mode, log out of the test and the lockdown will become disabled.
- Android: To close the secure browser, tap the menu button in the upper-right corner and select Exit.

APPENDIX D: TRAINING AND PRACTICE TESTS

In preparation for the summative assessments and to expose students to the various item-response types in ELA/literacy and mathematics (see [Appendix B](#) for item types), it is **highly recommended** that all students access the Training and Practice Tests, available through the HSAP portal at <https://smarterbalanced.alohahsap.org/>. Each resource offers students a unique opportunity to experience a test in a manner similar to what they will see on the summative assessments and prepares students for testing. These resources will not be automatically scored; however, for reference, scoring guides are available for the Practice Tests at <https://smarterbalanced.alohahsap.org/answer-keys.shtml> but are not provided for the Training Tests.

Overview of the Training Tests

The Training Tests are designed to provide students and educators with an opportunity to quickly familiarize themselves with the software and navigational tools that they will use on the Smarter Balanced Assessments. The Training Tests are organized by grade bands (grades 3–5, 6–8, and 11). Each content area test contains less than 10 questions.

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

Overview of the Practice Tests

The Smarter Balanced Practice Tests allow educators and students to experience a full grade-level CAT for each content area and the ELA PT and gain insight into the Smarter Balanced Assessments. The Practice Tests mirror the summative assessments but are not scored. Each grade-level test includes a variety of item response types and difficulty levels—approximately thirty items each in ELA/literacy and mathematics—as well as an ELA/literacy performance task at each grade level (3–8 and 11). The Practice Test also includes a comprehensive set of embedded universal tools, designated supports, and accommodations, which should also be provided to students, along with any non-embedded universal tools, designated supports, and accommodations as allowed on the summative assessments.

Test Administrator login for the Training and Practice Tests

The Test Administrator (TA) Training Site provides an opportunity for TAs to practice setting up a test session using a Training Test or Practice Test. Access to the TA Training Site requires active TA login credentials in TIDE. This site may only be used by authorized TAs. Note that braille Training Tests and Practice Tests can only be accessed through the TA Training Site.

To access the TA Training Site go to <https://smarterbalanced.alohahsap.org/> and click on the Test Coordinators/Administrators card. Then select the Training Sites card followed by the TA Training Site card. Enter your username and password when prompted.

For additional information about how to set up a Training Test or Practice Test session, refer to the *Guide to Navigating Online HSAP Administration* located at <https://smarterbalanced.alohahsap.org/>.



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

It is **highly recommended** that **all** students access the Training Test site before taking a test. The Training Tests will be especially beneficial for those students who have not previously participated in online testing. Teachers are encouraged to conduct a group walk-through of the Smarter Balanced Training Test or Practice Test with their students to promote familiarity with the testing format and basic test rules and to allow for free and open communication on the testing process and/or content (see section [7.2 General Rules of Online Testing](#)). This walk-through of the Training and Practice Tests provides opportunities for TAs to describe the limitations to the support they will be able to provide and the verbal interactions they can have with students during each live test session.

APPENDIX E: COMPUTER ADAPTIVE TEST PAUSE RULE SCENARIOS

Scenarios:

1. If the computer adaptive test (CAT) is paused for 20 minutes or less, the student can return to previous test pages and change the response to any item he or she has already answered within a segment.
2. If the CAT test is paused for more than 20 minutes, the test will return the student to the last page with unanswered items when the student resumes testing. If a page has both answered and unanswered items, the student may change any answers on that page. The student may not return to previous pages and cannot change answers to items on previous pages.
 - a. Example: A single test page has items 4–10. A student answers items 4–7 and pauses the test for more than 20 minutes. When the student resumes testing, he or she can change answers to items 4–10 but cannot return to items 1–3 on an earlier page.
 - b. Example: A page contains items 9–11 and a student answers all of those items before pausing the test for more than 20 minutes. When the student resumes testing, he or she will begin on item 12 and cannot return to items 1–11.

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

APPENDIX F: TEST SECURITY CHART

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

Level of Severity & Potential Effect on Test Security	Types of Issues
LOW Impropriety	Student(s) making distracting gestures/sounds or talking during the test session that creates a disruption in the test session for other students.
	Student(s) leave the test room without authorization.
	Administrator or Coordinator leaving related instructional materials on the walls in the testing room.
MEDIUM Irregularity	Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using hand-held electronic devices to exchange information.
	Student(s) accessing the Internet or any unauthorized software or applications during a testing event.
	Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.
	Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts.
	Administrator or Coordinator failing to ensure administration and supervision of the Smarter Balanced assessments by qualified, trained personnel.
	Administrator giving incorrect instructions that are not corrected prior to testing.
	Administrator or Coordinator giving out his or her username/password (via email or otherwise), including to other authorized users.
	Administrator allowing students to continue testing beyond the close of the testing window.
	Administrator or teacher coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.
	Administrator providing students with materials or devices that are not allowed during test administration or allowing inappropriate designated supports and/or accommodations during test administration.
	Administrator allowing anyone other than a student to log in to the test unless prescribed as an allowable accommodation in the student's Individualized Education Program (IEP). This includes Test Administrators (TAs) or other staff using student information to log in or allowing a student to log in using another student's information.
	Administrator uses student monitoring software during testing.
	Administrator providing a student access to another student's work/responses.
HIGH BREACH	Administrator or Coordinator modifying student responses or records at any time.
	The live Student Interface or TA Interface being used for practice instead of the Training or Practice Tests.
	Adult or student posting items or test materials on social media (Twitter, Facebook, etc.).
	Administrator allowing students to take home printed test items, reading passages, writing prompts, or scratch paper that was used during the test or failing to otherwise securely store test materials.
	Adult or student copying, discussing, or otherwise retaining test items, reading passages, writing prompts, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, writing prompts, or answer keys for instructional purposes.
	Secure test materials being shared with the media (such as the writing prompts, test items, or reading passages), or allowing media to observe a secure test administration.
	Adult or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.

APPENDIX G: STUDENT PARTICIPATION

Table 18 provides an overview of student participation requirements for 13 student populations. Definitions of these student populations can be found in [Appendix I](#), which includes additional details about students who may be exempted from taking identified assessments but who may still be included in the Strive HI school accountability calculations.

The Department's statewide student database will be used to verify the grade level in which each student is enrolled. All students must be entered into the Department's electronic student information system (Infinite Campus) before they can take the online Summative Smarter Balanced Assessments. If a student is not enrolled in Infinite Campus at the school where he/she will be tested, the school's office staff or registrar will need to add the student to the system before he or she can take the assessments. Students attending public schools can take an online assessment 48 hours after the corrected student information has been entered in Infinite Campus. Students attending a public charter school can take an online assessment 72 hours after the corrected assessment information has been entered in Infinite Campus.

Table 18: Student Participation Requirements

Must Participate	May Participate	Exempt (Based on Required Documentation)
<p><i>Alternative Program Students*</i></p> <p><i>English Language Learners (ELL)</i></p> <p><i>General education students</i></p> <p><i>Grade 31 Students**</i></p> <p><i>Grades 5-8 and 11 Hawaiian Language Immersion Program (HLIP) students</i></p> <p><i>Home/hospital instruction students*</i></p> <p><i>Homeless students</i></p> <p><i>Individuals with Disabilities Education Act (IDEA)-eligible students</i></p> <p><i>Migrant students</i></p> <p><i>Public charter school students</i></p> <p><i>Retained students***</i></p> <p><i>Section 504 students</i></p> <p><i>Suspended serious disciplinary action status students*</i></p>	<p><i>Home-school students (Courtesy Tested students)</i></p>	<p>Students who:</p> <ul style="list-style-type: none"> ♦ <i>have a significant medical emergency;</i> ♦ <i>are receiving services at an out-of-state residential program; or</i> ♦ <i>meet the requirements of Regulation 4140, Exceptions to Compulsory School Attendance</i>

*Alternative Program, Home/Hospital Instructions, and Serious Disciplinary Action Status students must participate unless it is determined that they cannot cope with the testing requirements.

**TCs must contact the Assessment Section to set the student's identified testing grade and Performance Tasks in TIDE.

***A retained student who was administered the assessment in the previous school year must be administered the assessment again.

APPENDIX H: SPECIAL PROCEDURES

For students in certain populations, Test Coordinators or other school staff may need to take additional steps prior to testing. [Table 19](#) summarizes these steps, and additional details follow.

Table 19: Special Procedures

Student Population	Process
Alternative Program (off-island)*	The Assessment Section will identify an appropriate off-island staff person to serve as the TA who will administer the Summative Smarter Balanced Assessments. Based on a student's ability to cope with the online testing requirements, the TA needs to administer online Summative Smarter Balanced Assessments for Strive HI school accountability purposes.
Home/Hospital Instruction (off-island)*	
Serious Disciplinary Action Status (off-island)*	
Home-Schooled (Courtesy Tested)	The TC must notify the Assessment Section of a Summative Smarter Balanced courtesy test request using the form in Appendix R . The Assessment Section will set the grade level, inform the TC via email that the student can now access the test site, and the student may be tested at the school.

*Note that for students in these populations served at an on-island site, the school at which a student is currently enrolled is responsible for identifying and training a TA to administer the online assessments at this site.

Alternative Program, Home/Hospital Instruction, Serious Disciplinary Action Status Students

Alternative Program students are served by both Hawai'i State Department of Education programs and non-Department programs. The Department of Education's Comprehensive School Alienation Program (CSAP) provides assistance for alienated/at-risk students through two types of service: (1) Special Motivation Programs (SMP) and (2) Alternative Learning Centers (ALC). Non-Department programs are collectively called Alternative Education Programs.

A Home/Hospital Instruction student is a student who receives appropriate educational services in a home or hospital setting, based on documented physical, mental, and/or emotional needs.

A Serious Disciplinary Action Status student is a student who may have been placed at an appropriate site other than the home school pursuant to Chapter 8-19, Hawai'i Administrative Rules.

If an Alternative Program, Home/Hospital Instruction, or Serious Disciplinary Action Status student meets the following participation criteria, the student must take the online Smarter Balanced Assessments:

- The Student is currently enrolled in grade 3-8 or 11 at a public school or a public charter school in Hawai'i as indicated by the Department's official statewide student database.
- The student's current physical, mental, and/or emotional needs do not prevent the student from taking the online assessments and exams at the most appropriate site during the testing window.

The staff member at the home school who coordinates the services for a student who is receiving these services at an on-island or off-island site needs to complete the following:

1. Contact the student's parents to inform them of the participation requirements. If the parents agree to their child being tested, the student must be tested. If the parents do not want their child to be tested, the student will not be tested.
2. Alternative Program or Serious Disciplinary Action Status students. Contact the on-island or off-island site staff to determine if the student's current physical, mental, and/or emotional needs allow testing.
 - a. If yes, the student must be tested at an appropriate site. See the procedures that will be used for On-Island and Off-Island sites in the appropriate section below.
 - b. If no, the student will not be tested.
3. Home/Hospital Instruction students. Request written confirmation from the professional(s) who authorized home/hospital instruction that the child can or cannot cope with taking the assessments and exams.
 - a. If the child can cope, the student will be tested at the most appropriate site (home, hospital, or enrolled school). If the home or hospital setting is more appropriate, a qualified TA at the school must test the student using two school laptops with secure browsers installed for the student and TA to use, or the TA must use the form in [Appendix T](#) to request paper/pencil assessments and exams if an Internet connection is not available at the site and the student is being tested on-island. All off-island students will be tested using paper/pencil assessments and exams.
 - b. If the child cannot cope, he or she will not be tested.

On-Island Sites

For students receiving services at an on-island site:

1. Principals or Test Coordinators should determine whether there is a Department of Education employee at the site who can administer the assessments and exams (see [Personnel Who May Serve as Test Administrators in Table 2](#)). If there is, the Test Coordinator at the home school must train this person in the security and administration procedures, and the person must take the online TA Certification Course. The home school will need to provide two laptops with secure browsers installed for the student and TA to use or the Test Coordinator must request paper/pencil assessments and exams if an Internet connection is not available at the site, using the form in [Appendix T](#).
2. If a Department of Education employee is not available at the site, the school principal must identify a school-level staff member who meets the requirements to serve as a Test Administrator or ask the Complex Area Superintendent to identify a complex area Department of Education staff member who meets the requirements to serve as a Test Administrator to test the student at the site. The home school will need to provide two laptops with secure browsers installed for the student and TA to use, or the TA must use the form in [Appendix T](#) to request a paper/pencil assessment if an Internet connection is not available at the site.

Off-Island Sites

Students at an off-island site are those who are receiving services at a site that is not on the same island as the school where they are enrolled. For students receiving services at an off-island site, Test Coordinators should fill out the form in [Appendix U](#) to request assistance with having the student tested. The Assessment Section will identify an appropriate staff person who can administer the online assessments and exams to the student at the site.

Home-Schooled Students

Schools need to send the home-school parent letter to the family of each student who is currently registered for home schooling. The parent letter indicates that the Department of Education provides free testing for home-schooled students in grades 3-8 and 11, who may take the Smarter Balanced ELA/Literacy and Mathematics Assessments and home-schooled students in grades 4 and 8, who may take the Hawai'i State Science Bridge Assessments. Schools must offer these students one opportunity to take the Smarter Balanced Assessments and/or the Hawai'i State Science Bridge Assessment. For the purposes of assessment, these students are considered Courtesy Tested students, and their scores will not be included in the school's results.

A student's chronological age, adjusted grade placement by a public school or public charter school prior to a student's home-school status, or course credits must indicate that his or her current grade placement is 3-8 or 11 for a student to participate in the online Smarter Balanced Summative Assessments.

Test Coordinators **must** fill out the courtesy testing request form in [Appendix R](#) and fax it to the Assessment Section at 808-733-4483 to request that a student's grade level be entered in TIDE. **Do not ask parents to bring their home-schooled child to your school to be tested until an Assessment Section staff member informs the Test Coordinator that this student can access the secure online Smarter Balanced Summative Assessments.**

The public school or public charter school will send the parents a Parent Information Booklet and a Parent Letter that includes the testing dates for the online Smarter Balanced Summative Assessments. Parents are responsible for securing the necessary details from the principal of the school and for bringing their child to the school on days when the assessment(s) they want their child to take are being administered. Schools should not provide separate testing schedules for these students. The Section 8-12-18, Hawai'i Administrative Rules (Department of Education), Chapter 12 testing requirements for home-schooled students are posted at alohahsap.org on the Resources page with the title "Home Schooling Guidelines" in the list of Test Administration documents.

Exempt Students

For 2018-2019, the following student populations will not participate in the online Smarter Balanced Assessments.

A Student who has a significant medical emergency

A student who has a significant medical emergency must have a physician's signed report that describes the medical emergency that causes the student to be deemed medically unable to participate in the online Smarter Balanced Assessments during the identified testing window.

The definition of a physician includes

- a doctor of medicine licensed under Chapter 453, Hawai'i Revised Statutes or the applicable laws of the state where the student has been placed in order to implement the student's IEP;
- an osteopath licensed under Chapter 460, Hawai'i Revised Statutes or the applicable laws of the state where the student has been placed in order to implement the student's IEP; or
- a psychologist licensed under (i) Chapter 465, Hawai'i Revised Statutes or (ii) the applicable laws of the state where the student has been placed in order to implement the student's IEP.

A Student who is receiving services at an out-of-state residential program

Students in out-of-state residential programs who are approved by the student's IEP or 504 Plan team, a hearings officer, or a judge cannot be tested because the Department of Education will not allow a student to be tested outside the state.

A Student who meets the requirements of Regulation 4140, Exceptions to Compulsory School Attendance

These students will not be tested if they withdraw from Hawai'i public school and public charter school system.

Each school is responsible for keeping an electronic or paper log throughout the 2018-2019 testing windows for all statewide student assessments and exams that includes the following information for each student who is enrolled and not tested:

- 1. Student's legal name**
- 2. Student's current grade level**
- 3. Student's 10 digit SSID number**
- 4. Name of assessment or exam**
- 5. Reason why the student was not tested during the testing window**

Each school is responsible for providing documentation of students who do not participate in testing. This information is reported using the Non-Participation feature found in the After Testing section of TIDE at www.hitide.org.

APPENDIX I: STUDENT POPULATION DEFINITIONS

Each school is responsible for providing documentation of students who do not participate in testing. This information is reported using the Non-Participation feature found in the After Testing section of TIDE at www.hitide.org.

1. Alternative Program Students

Alternative Program students are served by both Hawai'i State Department of Education programs and non-Department programs. The Department of Education's Comprehensive School Alienation Program (CSAP) provides assistance for alienated/at-risk students through two types of services: (1) Special Motivation Programs (SMP) and (2) Alternative Learning Centers (ALC). Non-Department programs are collectively called Alternative Education Programs and include the Hawai'i National Guard Youth Challenge Academy, Kahi Mohala, Acadia-Hawai'i, and others.

2. English Language Learner Students

An English Language Learner (ELL) student is a student whose first or native language is not English and who receives English language instruction through the English Language Learners Program.

3. General Education Students

All General Education students who are currently enrolled in grades 3-8 and 11 must participate in the online Smarter Balanced Assessments.

4. Grade 31 Students

A grade 31 IDEA-eligible student receives Special Education services on a campus that does not include the grade level in which he or she is currently enrolled. For example, a grade 7 student's IEP team has determined that the most appropriate learning environment for him or her is on the campus of an elementary school based on this student's academic, social, and emotional needs.

5. Hawaiian Language Immersion Program Students

A Hawaiian Language Immersion Program (HLIP) student is a student who participates in an educational program that promotes the study of Hawaiian culture, language, and history. Instruction is provided in Hawaiian for grades K-12. Students in grades K-4 receive

all instruction in the Hawaiian language. Formal English instruction is also provided during a portion of each day for grades 5-12.

6. Home/Hospital Instruction Students

A home/hospital instruction student is a student who receives appropriate educational services in a home or hospital setting, based on documented physical, mental, and/or emotional needs.

7. Homeless Children and Youth Program Students

Homeless children and youth are individuals who lack a fixed, regular, and adequate nighttime residence. Their homeless living conditions may include the following:

- Sharing the housing of other persons because of loss of housing or economic hardship
- Living in motels, hotels, or camping grounds
- Living in cars, parks, public spaces, abandoned buildings, or substandard housing
- Living in emergency or transitional shelters
- Being abandoned in hospitals
- Awaiting foster care placement

Children identified as migratory and abandoned or throwaway youths who live in one of the situations identified above are also considered homeless.

8. Home-Schooled Students

A home-schooled student is a student who receives instruction that is provided by parents instead of a Hawai'i public school or public charter school. As student must have Part B checked on Form 4140 to meet the requirement for home-schooled status and be registered at a public school or public charter school. The parents are required to submit their child's planned curriculum to the local public school or public charter school principal at the beginning of each school year and a

report of their child's academic progress at the end of each school year.

9. IDEA-Eligible Students

An IDEA-eligible student is a student who has been found eligible to receive special education and related services under the Individuals with Disabilities Education Act (IDEA). In order to receive such services, a student must have an Individualized Education Program (IEP) in effect.

10. Migrant Education Program Students

The Hawai'i Migrant Education Program, begun in July 1999, has gradually evolved into a fully operational program. Approximately 1,500 eligible students are enrolled in schools on the islands of Hawai'i, Maui, Kaua'i, and O'ahu. Migratory workers are largely Pacific Islanders, with a smaller number of Hispanic workers making up the second largest ethnic group. Most migrant workers are engaged in qualifying agricultural activities, and a small number are engaged in fishing activities.

11. Public Charter School Students

A public charter school student is a student who participates in an educational program that is an alternative to the programs provided by the public schools. Public charter schools have their own school boards and operate under a charter, or contract, with the state giving them more autonomy over their curriculum, budget, and staffing decisions.

12. 504 Students

A 504 student is a student who has a physical, mental, or emotional impairment that substantially limits one or more major life activities. In order to receive services, a student must have a 504 Plan in effect.

13. Serious Disciplinary Action Status Students

A Serious Disciplinary Action Status student is a student who may be placed at an appropriate site other than the home school on the basis of the student's behavior and the related Chapter 8-19, Hawai'i Administrative Rules (Department of Education), misbehavior regulations.

APPENDIX J: SCHOOL PRINCIPAL CHECKLIST

The School Principal activity checklist below may be used to support the efforts of the technology, test, student services, and curriculum coordinators as they team up to complete key tasks before, during, and after the students are tested.

	School Principal Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
Before Testing					
<input type="checkbox"/>	1. Identify staff members who will serve as Technology Coordinator, Test Coordinator, Student Services Coordinator, and Curriculum Coordinator.	None	1 - 2 hours	August – September	Meet with the four coordinators to review their separate checklists of activities that need to be completed before, during, and after the administration of the spring Summative Smarter Balanced ELA/Literacy and Mathematics Assessments.
<input type="checkbox"/>	2. Submit the names and email addresses of the school Assessment Team to the Assessment Section by clicking this link to the School Contacts list on the DOE Intranet. School personnel (Principals, Vice Principals, SASAs, Test Coordinators, etc.) now have access to update school contact information throughout the school year. This ensures that Test Coordinators will receive important information in a timely manner.	None	30 minutes – 1 hour	August-September	Call the Assessment Section to request assistance at 808-733-4100.
<input type="checkbox"/>	3. Enter Test Coordinator(s) contact information in the Test Information Distribution Engine (TIDE) System so he/she can receive important information from the testing	<i>TIDE User Guide</i>	30 minutes	August – September	Test Coordinators/Administrators Call the toll free Help Desk number (1-866-648-3712) to request assistance in

	School Principal Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	contractor throughout the school year. Only one Test Coordinator may be listed as “primary” contact. Additional Test Coordinators can be added via “Add New Users Section” in TIDE.				completing this task.
<input type="checkbox"/>	4. Meet with Curriculum Coordinator, Academic Coach, Title I Coordinator, etc. to determine the most effective ways to have the teachers receive professional development regarding the Digital Library components to support their use of the Hawai‘i Common Core Standards during instruction throughout the school year.	Digital Library FAQs Digital Library Fact Sheet Digital Library PPT	1 - 2 hours	August - September	Digital Library Update your password at https://www.smarterbalancedlibrary.org or call HSAP Help Desk at 1-866-648-3712 for assistance.
<input type="checkbox"/>	5. Ask curriculum team to schedule a staff meeting or professional development session where they can share design and purpose of Interim Assessments and have teachers brainstorm various ways they can use these assessments with students as they prepare for spring Summative Assessments. Ask curriculum team to schedule one or more professional development sessions so teachers can learn how to score students’ typed CAT and PT answers and use their results to guide	<i>Interim Assessments Test Administration Guide</i> <i>Assessment Viewing Application User Guide</i> <i>AIRWays User Guide</i>	1 ½ - 3 hours or more as needed	September - April	Test Coordinators/Administrators section Request collaboration with complex area curriculum support staff as needed.

	School Principal Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	instruction for ELA/Literacy and Mathematics Assessments.				
<input type="checkbox"/>	6. Ask Test Coordinator to meet with curriculum team to determine most effective way to have students take Training Test for each grade band (3-5, 6-8, and 11) and content area which will familiarize them with software and navigational tools and Practice Test for each grade and content area which simulates corresponding Spring Summative Assessment.	None	1 - 2 hours	September – April	Student Practice and Training Test Login
<input type="checkbox"/>	7. Review scheduling and testing requirements with TC to ensure adequate time and resources for students.	<i>Summative Test Administration Manual (TAM)</i> , sections 7.2 and 7.3	1 – 1½ hours	Complete at least 1-2 months prior to testing.	Test Coordinators/Administrators
<input type="checkbox"/>	8. Plan test administration training, review training modules, and ask TC to coordinate scheduling of individualized online training sessions for TAs as needed.	<i>TAM</i> , sections 1.3 , 1.4 ,	1 – 1½ hours	Complete at least 1-2 months prior to testing.	Test Coordinators/Administrators
<input type="checkbox"/>	9. Review test security procedures and ask TC to emphasize their importance with all staff members involved in test administration during group training.	<i>TAM</i> , sections 3.0 , 4.0 , and Appendix F	1 hour	Complete at least 1 - 2 months prior to testing.	Test Coordinators/Administrators
<input type="checkbox"/>	10. Review computer setup plan with Technology and Test Coordinators to ensure timely completion of the key tasks. <ul style="list-style-type: none"> Conduct network diagnostics. 	<i>TAM</i> , section 6.0 , <i>Technical Specifications Manual (TSM)</i> , section <i>I</i> , Network	1 hour to review plan Number of hours to complete setup will	Complete at least 2 weeks prior to testing.	Test Coordinators/Administrators Technology Coordinators

School Principal Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<ul style="list-style-type: none"> Download secure browser (beginning early December). 27. Verify that school meets minimum technology requirements.	Diagnostic Tools <i>TSM, section V</i> <i>TSM, sections I and II</i>	vary based on number of computers used for testing		
During Testing				
<input type="checkbox"/> 11. Ask Technology Coordinator to monitor any technical problems and apply resolutions or inform TC and TAs if test sessions need to be rescheduled.	<i>None</i>	As needed	On-going throughout testing window.	
<input type="checkbox"/> 12. Ask TC and TAs to verify identified students' settings for designated supports and accommodations in TIDE before they are tested.	<i>TIDE User Guide</i>	As needed	Complete at least 2 weeks prior to testing identified students.	Test Coordinators/Administrators
<input type="checkbox"/> 13. Review documentation for all testing improprieties, irregularities, and breaches reported by TAs and TC. Follow reporting procedure according to section 4.0.	<i>TAM, section 4.0</i>	As needed	On-going throughout testing window.	Test Coordinators/Administrators
<input type="checkbox"/> 14. Work with TC to report any test security incident to Assessment Section using Testing Incident Report Form according to guidelines in sections 4.0 and 5.0.	<i>TAM, sections 4.0 and 5.0</i>	As needed	On-going throughout testing window. Deadline for submitting documentation for all test security incidents is last day of testing window and school year.	Test Coordinators/Administrators
<input type="checkbox"/> 15. Ensure that you, the vice principal (if	<i>None</i>	As needed during the	Last day of the testing	

School Principal Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
applicable), or teacher in charge is available on campus during each summative assessment testing day to provide support for the TC and the staff members who are testing the students and to address any issues that arise.		hours when students are being tested	schedule for the identified grades at your school.	
After Testing				
<input type="checkbox"/> 16. Meet with your school's team of Technology, Test, Student Services , and Curriculum Coordinators to determine the most effective way to obtain feedback from the staff regarding the Smarter Balanced components in order to improve the entire process for the following school year, i.e., <ul style="list-style-type: none"> ▪ Accessibility Supports: Universal Tools, Designated Supports, and Accommodations ▪ SBA Sample Items ▪ Digital Library ▪ Practice Tests and Training Tests ▪ Interim Assessments ▪ Summative Assessments <p>Sample Feedback Methods</p> <ul style="list-style-type: none"> ▪ Online anonymous survey completed by individual staff members involved in any of the components before and during the administration of the summative assessments. ▪ List of Recommendations submitted by each grade level / department/ 	None	2 - 4 hours	Complete after the school's testing window has ended.	<p>Work with the school's team of coordinators to compile this feedback so it can with shared with the staff at the beginning of following school year and used to make meaningful adjustments that will benefit the teachers and students.</p> <p>These sample feedback methods are not required and schools may choose their own method.</p>

School Principal Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
principal's leadership team/ and/or student council.				

Contact Information	
Questions about state policies	Questions about technology and the overall administration procedures
Smarter Balanced Accommodations, Test Policy, Testing Irregularities Name: <u>HIDOE Assessment Section</u> Phone: <u>808-733-4100</u> Email: <u>HSA/SAS/HIDOE@notes.k12.hi.us</u> Your Smarter Balanced State Contacts (in the event of a test security incident) Name: <u>Karen Tohinaka or Bruce Hirotsu</u> Phone: <u>808-733-4100</u> Email: <u>karen_tohinaka@notes.k12.hi.us</u> <u>bruce_hirotsu@notes.k12.hi.us</u>	Hawai'i Statewide Assessment Program Help Desk Monday–Friday from 7:30 a.m. to 4:00 p.m. HST 1-866-648-3712 hsaphelpdesk@air.org

APPENDIX K: SCHOOL TEST COORDINATOR CHECKLIST

The School Test Coordinator activity checklist below can be printed for reference while consulting with colleagues about the tasks that need to be completed before, during, and after testing for the students in the identified grades.

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
Before Testing					
<input type="checkbox"/>	1. Review all Smarter Balanced policy and test administration documents, including the online TA Certification Course and the self-paced online training modules posted on the Smarter Balanced Resources page.	<i>Summative Test Administration Manual (TAM)</i>	8 – 10 hours	Complete at least 2 months prior to testing.	Test Coordinators/Administrators
<input type="checkbox"/>	2. Ensure that all TAs attend your school's training, take and pass the online TA Certification Course and review the self-paced online training modules posted on Smarter Balanced Resources page.	<i>TAM</i> , section 2.1	2 – 3 hours	Complete at least 1 – 2 months prior to testing.	Test Coordinators/Administrators
<input type="checkbox"/>	3. Work with the Technology Coordinator to ensure timely computer setup: 28. Conduct network diagnostics. 29. Download the secure browser (beginning late August or early September). 30. Verify that your school has met the minimum technology requirements. 31. Ensure that other technical issues are resolved before and during testing.	<i>TAM</i> , section 6.0 , <i>Technical Specifications Manual (TSM)</i> , section I, Network Diagnostic Tools <i>TSM</i> , section V <i>TSM</i> , sections I and II	15 – 20 hours	Complete at least 1 – 2 months prior to testing.	Test Coordinators/Administrators Technology Coordinators
<input type="checkbox"/>	4. Communicate with the TAs to identify the number of headsets needed for each testing room and ensure that the number needed is available at least two	<i>None</i>	Up to 1 hour	Complete at least 2 weeks prior to testing.	Order the number needed plus extra. Students are permitted and encouraged to use

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	<p>weeks prior to the testing window.</p> <p>32. Headsets are required for the ELA CAT assessment to support the Listening portions of the assessment, for students who require text-to-speech, or for students requiring audio glossaries (mathematics only).</p>				their own ear buds or headsets—but schools should also plan on having some available.
<input type="checkbox"/>	<p>5. Perform an equipment needs check based on individual student requirements.</p> <p>33. Work with TAs to identify students who will need specialized equipment for accommodations.</p>	None	1 – 2 hours	Complete at least 2 weeks prior to testing.	
<input type="checkbox"/>	<p>6. Based on the test administration windows, work with Principal and TAs to establish a testing schedule.</p>	TAM, section 7.4	2 – 4 hours	Complete at least 1 – 2 months prior to testing.	Test Coordinators/ Administrators
<input type="checkbox"/>	<p>7. Work with TAs to review student information in Test Information Distribution Engine (TIDE) applications before students are tested to ensure that correct student information and test settings for designated supports and accommodations are applied.</p> <p>Complete and submit Accommodation Verification Request Forms to the Assessment Section at least two weeks prior to testing if necessary.</p>	TIDE User Guide TAM, section 9.2	2 – 4 hours	Complete at least 1 – 2 weeks prior to testing.	Test Coordinators/ Administrators
<input type="checkbox"/>	<p>8. Establish a place to test those students who need a separate test setting.</p>	Usability, Accessibility, and Accommodations Guidelines	1 – 2 hours	Complete at least 1 – 2 weeks prior to testing.	Test Coordinators/ Administrators

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
		<i>Crosswalk of Accessibility Features Across State Assessments in Hawai'i</i>			
<input type="checkbox"/>	9. Work with TAs to prepare quiet work for each test session for students who finish early.	None	1 - 2 hours	Complete at least 1 – 2 weeks prior to testing.	The activity should not be related to the assessment being given. For example, students who finish early may read a book or draw using teacher provided paper and pencil.
<input type="checkbox"/>	10. Review proper handling of all printed test materials and scratch paper with TAs prior to testing. TAs must collect all test materials on each day of testing to be kept in a secure location until after the test session, and then destroy according to the security policy outlined in the TAM. The only exception to this requirement is scratch paper (and graph paper for Grades 6 and up) used during Parts I and 2 of the Performance Task which must be destroyed after the PT is completed.	TAM, sections 3.2 and 11.0	1 hour	Complete during and after testing window.	Test Coordinators/Administrators
<input type="checkbox"/>	11. Emphasize the importance of adhering to all test security policies with every staff member who serves as a TA or proctor. 34. All TAs will be asked to indicate that they will adhere to all test security during the completion of the TA Certification Course.	TAM, section 3.0	1 hour	Ongoing	Test Coordinators/Administrators
<input type="checkbox"/>	12. Document any testing impropriety, irregularity, or	TAM, sections 4.0 and 5.0	As needed	On-going	Test Coordinators/Administrators

School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
breach reported by TAs or other staff members, students, or parents and submit a Testing Incident Report Form to the Department's state level Assessment Section immediately after learning of the incident. 35. Working with the Assessment Section staff, you may be asked to enter information for some incidents in the TIDE Testing Incidents Tab.				
During Testing				
<input type="checkbox"/> 13. Monitor testing progress during testing window and ensure that all students participate as appropriate, addressing student issues as needed.	<i>None</i>	As needed	On-going	
<input type="checkbox"/> 14. Discuss any technical issues with School Technology Coordinator to determine most appropriate resolution.	<i>None</i>	As needed	On-going	
<input type="checkbox"/> 15. Confirm that TAs have verified student settings for designated supports and accommodations in TIDE. Only Test Coordinators can preset accommodations in TIDE.	<i>TIDE User Guide</i>		Complete at least 1 – 2 weeks prior to testing.	Test Coordinators/ Administrators
<input type="checkbox"/> 16. Assist TAs in taking proper measures to ensure that identified students have access only to allowable / documented embedded and non-embedded designated supports and accommodations during testing.	<i>None</i>		Complete prior to testing.	
<input type="checkbox"/> 17. Verify that TAs are adhering to all test security policies and practices and that they have access to	<i>TAM, sections 3.0, 4.0, 5.0, and Appendix F</i>		Complete during testing.	Test Coordinators/ Administrators

School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
the Test Security Incident Log, and that they understand how to complete this document if testing improprieties, irregularities, or breaches occur.				
After Testing				
<input type="checkbox"/> 18. Check with TAs to confirm that all printed test materials, scratch paper, and graph paper used by students during each test session have been destroyed according to the security policy outlined in the <i>TAM</i> .	<i>TAM</i> , sections 3.2 and 11.0		Complete after testing.	Test Coordinators/Administrators
<input type="checkbox"/> 19. Ensure that all test security incidents were reported in accordance with the <i>Ensuring Test Security and Responding to Testing Improprieties, Irregularities, and Breaches guidelines</i> in this manual and the <i>TIDE User Guide</i> .	<i>TAM</i> . Sections 3.0 and 4.0		Complete after testing.	Test Coordinators/Administrators
<input type="checkbox"/> 20. Meet with the TAs and proctors after your school's testing window closes to discuss the test administration procedures that were clear and easy to implement and the procedures that were the most challenging. This summarized information can be used to improve the training and support for the summative administration.	<i>None</i>	1 - 2 hours	Complete after the school's testing window has ended.	<p>This summarized information can be used to improve the training and support for the summative administration.</p> <p>This feedback option is not required and schools may choose their own method.</p>

□	<p>21. Meet with your school's team of Technology, Test, Student Services , and Curriculum Coordinators to determine the most effective way to obtain feedback from the staff regarding the Smarter Balanced components in order to improve the entire process for the following school year, i.e.,</p> <ul style="list-style-type: none"> ▪ Digital Library ▪ Accessibility Supports: Universal Tools, Designated Supports, and Accommodations ▪ Practice Tests and Training Tests ▪ Interim Assessments ▪ Summative Assessments <p>Sample Feedback Methods</p> <ul style="list-style-type: none"> ▪ Online anonymous survey completed by individual staff members involved in any of the components before and during the administration of the summative assessments. ▪ List of Recommendations submitted by each grade level / department/ principal's leadership team/ and/or student council. 	None	2 - 4 hours	Complete after the school's testing window has ended.	<p>Work with the school's team of coordinators to compile this feedback so it can be shared with the staff at the beginning of the following school year and used to make meaningful adjustments that will benefit the teachers and students.</p> <p>These feedback methods are not required and schools may choose their own method.</p>
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Contact Information	
Questions about the overall administration and state policies	Questions about technology and the overall administration procedures
<p>Smarter Balanced Accommodations, Test Policy, Testing Irregularities</p> <p>Name: <u>HIDOE Assessment Section</u></p> <p>Phone: <u>808-733-4100</u></p> <p>Email: <u>HSA/SAS/HIDOE@notes.k12.hi.us</u></p> <p>Your Smarter Balanced State Contacts (in the event of a test security incident)</p> <p>Name: <u>Karen Tohinaka or Bruce Hirotsu</u></p> <p>Phone: <u>808-733-4100</u></p> <p>Email: <u>karen_tohinaka@notes.k12.hi.us</u> <u>bruce_hirotsu@notes.k12.hi.us</u></p>	<p>Hawai'i Statewide Assessment Program Help Desk Monday–Friday from 7:30 a.m. to 4:00 p.m. HST 1-866-648-3712 hsaphelpdesk@air.org</p>

APPENDIX L: SCHOOL TEST ADMINISTRATOR CHECKLIST

The School Test Administrator activity checklist below may be printed as a reference while completing the tasks before, during, and after testing the students.

School Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
Before Testing				
<input type="checkbox"/> 1. Review all Smarter Balanced policy and test administration documents, particularly the <i>Test Administration Manual (TAM)</i> .	<i>Summative Test Administration Manual (TAM)</i> , section 2.1	1 – 2 hours	Complete at least 2 – 3 weeks prior to testing.	Test Coordinators/Administrators
<input type="checkbox"/> 2. Complete the online TA Certification Course. Review the self-paced online training modules and attend school or state training sessions, if any are offered.	<i>TAM</i> , section 2.1	2 – 3 hours	Complete at least 2 – 3 weeks prior to testing.	Training Sites
<input type="checkbox"/> 3. Show students the modules “What is a CAT?” and “Embedded Universal Tools and Online Features”	<i>TAM</i> , section 2.1	1 hour	Complete while spaced over 2 – 3 weeks prior to testing.	Training Sites
<input type="checkbox"/> 4. Provide students with a walk-through of the Training Test and/or Practice Test for familiarity with navigation of the system and tools.	<i>TAM</i> , Appendix D	1 hour	Complete while spaced over 2 – 3 weeks prior to testing.	Training Sites
<input type="checkbox"/> 5. Perform an equipment needs check based on individual student requirements. 36. Work with the TC to identify students who will need specialized equipment for accommodations.	<i>None</i>	1 – 2 hours	Complete at least 2 weeks prior to testing.	Students are permitted and encouraged to use their own ear buds or headsets—but schools should also plan on having some available.
<input type="checkbox"/> 6. Work with the TC to determine specific testing dates and times based on the school’s testing schedule.	<i>TAM</i> , section 7.3		Complete at least 1 – 2 weeks prior to testing.	Test Coordinators/Administrators
<input type="checkbox"/> 7. Confirm that you have received your TIDE login information. You should have received an	<i>TIDE User Guide</i>	2 – 4 hours	Complete at least 1 – 2 weeks prior to testing.	Test Coordinators/Administrators TIDE website

School Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<p>automated email notifying you of how to log in to TIDE. You will also use this username (your school email address) and password for any other AIR-provided systems.</p>				<p>If you have not received this information, please check your spam/junk email folder to see if it was mistakenly routed there. If not, check with your School Test Coordinator.</p>
<input type="checkbox"/> 8. Confirm each identified student's allowable / documented test settings for embedded and non-embedded designated supports and accommodations in TIDE using their IEP or 504 plan documentation or other relevant documentation as appropriate.	<i>TIDE User Guide</i>	2 – 4 hours	Complete at least 1 – 2 weeks prior to testing.	Test Coordinators/Administrators
<input type="checkbox"/> 9. Ensure that the correct secure browser has been downloaded to any computer(s) which students will use during testing.	<i>Technical Specifications Manual (TSM) sections V and VI</i> <i>Secure Browser Installation Manual</i>	1 – 2 hours	Complete at least 1 – 2 weeks prior to testing and double check again the day before testing or morning of testing.	Technology Coordinators
<input type="checkbox"/> 10. Communicate to all students the need for headsets in order to take the ELA Listening portions of the assessment. Identified students also need to use the voice package for the following purposes: <ul style="list-style-type: none"> translation glossary designated support for mathematics items only, text-to-speech designated support for ELA and 	None		Make a count of needed headsets (vs. students who have their own) at least 3 weeks prior to testing and tell your TC the number needed. Three days before testing, remind students to have their headsets	Administration of the ELA /literacy assessment will contain a listening portion. Students will need ear buds or headsets. Make sure your school has extras available for students who may need them on the day of testing. Have extra headsets on hand in case students forget.

School Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<p>mathematics items only</p> <ul style="list-style-type: none"> text-to-speech accommodation for ELA CAT reading passages only <p>This accommodation must be approved and activated by the Assessment Section.</p> <p>Identify any students who may not have their own headsets and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing.</p> <ul style="list-style-type: none"> Also have extra headsets on hand for students who may forget to bring theirs. Send reminders several days before and the day prior to testing to ensure students remember to bring headsets. 			<p>available the day of tests.</p> <p>One day before testing, remind students to bring their headsets.</p>	
<input type="checkbox"/> 11. ELA assessments will have a CAT and a performance task (PT). Math assessments will have a CAT only.	TAM, section 9.2		Complete the week of testing.	Test Coordinators/Administrators
<input type="checkbox"/> 12. Prior to administration, check all computers that will be used and close all applications except those identified as necessary by the school's Technology Coordinator. Make sure that no computer has dual monitors. 37. Work with your Technology Coordinator to set system volume prior to students launching	None	1 – 2 hours	Complete the morning of testing.	The TA should open the secure browser on each computer after closing any unnecessary applications.

School Test Administrator Activities		Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
the secure browser to ensure students can hear the Listening portion of the ELA CAT.					
<input type="checkbox"/>	13. Review all guidelines for creating a secure test environment. 38. Review all security procedures and guidelines in the <i>TAM</i> .	<i>TAM</i> , section 3.0		Prior to and during day(s) of testing.	Test Coordinators/ Administrators
During Testing					
<input type="checkbox"/>	14. Make sure the physical conditions of the testing room are satisfactory. 39. Make sure that no instructional materials directly related to the content of the assessments are visible. 40. Students should be seated so there is enough space between them, or provide desktop partitions to minimize opportunities to look at each other's screen. 41. Actively monitor students throughout the test sessions. 42. Students who are not scheduled for testing or unauthorized staff or other adults must not be in the room where a test is being administered.	<i>TAM</i> , section 3.0		Complete during day(s) of testing.	Test Coordinators/ Administrators 43. Make sure students clear their desks and put away all books, backpacks, purses, cell phones, electronic devices of any kind, and other materials not needed for the test. 44. Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.
<input type="checkbox"/>	15. On the day of testing, verify that the students have their login information (first name, SSID, and session ID).	<i>TIDE User Guide</i>		Complete during day(s) of testing.	Test Coordinators/ Administrators TIDE website

	School Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	<p>16. Administer the Smarter Balanced Assessments, following the script that includes the directions for administration.</p> <p>Check to see that identified students are using the appropriate embedded and non-embedded designated supports and accommodations during each test session.</p>	TAM, section 10.1		Complete during day(s) of testing.	Provide students with scratch paper for all test sessions. Also provide students in grades 6 and above graph paper for the mathematics assessments.
<input type="checkbox"/>	<p>17. Report any testing improprieties, irregularities, and breaches to the Principal and TC using the Testing Incident Report Form immediately after an impropriety, irregularity, or breach occurs.</p>	TAM, sections 4.0 , 5.0 , and Appendix F		Complete as soon as possible during or immediately following testing.	
After Testing					
<input type="checkbox"/>	<p>18. Securely dispose of all printed testing materials, including, print-on-demand documents, and scratch paper in a secure manner. Also securely dispose of student login information after they have completed all of the test sessions for each content area.</p>	TAM, sections 3.0 and 11.0		Complete after testing.	

Contact Information	
Questions about the overall administration and state policies	Questions about technology and the overall administration procedures
<p>Smarter Balanced Accommodations, Test Policy, Testing Irregularities</p> <p>Name: <u>HIDOE Assessment Section</u></p> <p>Phone: <u>808-733-4100</u></p> <p>Email: <u>HSA/SAS/HIDOE@notes.k12.hi.us</u></p>	<p>Hawai'i Statewide Assessment Program Help Desk Monday–Friday from 7:30 a.m. to 4:00 p.m. HST 1-866-648-3712 hsaphelpdesk@air.org</p>
<p>Your Smarter Balanced State Contacts (in the event of a test security incident)</p> <p>Name: <u>Karen Tohinaka or Bruce Hirotsu</u></p> <p>Phone: <u>808-733-4100</u></p> <p>Email: <u>karen_tohinaka@notes.k12.hi.us</u> <u>bruce_hirotsu@notes.k12.hi.us</u></p>	<p>School Technology Coordinator</p> <p>Name: _____</p> <p>Phone: _____</p> <p>Email: _____</p> <p>School Test Coordinator</p> <p>Name: _____</p> <p>Phone: _____</p> <p>Email: _____</p> <p>School Principal</p> <p>Name: _____</p> <p>Phone: _____</p> <p>Email: _____</p>

APPENDIX M: SCHOOL TECHNOLOGY COORDINATOR CHECKLIST

The School Technology Coordinator activity checklist below can be printed for reference during review of networks and computers used for testing.

School Technology Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
Before Testing				
<input type="checkbox"/> 1. Verify that all of your school's computers which will be used for online testing meet the operating system requirements.	<i>System Requirements Manual</i>	5 – 10 hours	3 – 4 weeks before testing begins in your school.	Technology Coordinators
<input type="checkbox"/> 2. Verify that your school's network and Internet are properly configured for testing, conduct network diagnostics, and resolve any issues.	<i>Technical Specifications Manual</i>	5 – 10 hours	3 – 4 weeks before testing begins in your school.	Technology Coordinators
<input type="checkbox"/> 3. Install the secure browser on all computers that will be used for testing.	<i>Secure Browser Installation Manual</i>	5 – 10 hours	3 – 4 weeks before testing begins in your school.	Technology Coordinators
<input type="checkbox"/> 4. Enable pop-up windows and review software requirements for each operating system.	<i>Technical Specifications Manual</i>	5 – 10 hours	1 – 2 weeks before testing begins in your school.	Technology Coordinators
<input type="checkbox"/> 5. On Windows computers, disable any forbidden applications (e.g., Fast User Switching). If a student can access multiple user accounts on a single computer, you are encouraged to disable the Fast User Switching function.	<i>Technical Specifications Manual</i>	5 – 10 hours	1 – 2 weeks before testing begins in your school.	Technology Coordinators
<input type="checkbox"/> 6. On Mac computers, disable any forbidden applications (e.g., Exposé or Spaces in Mission Control).	<i>Technical Specifications Manual</i>	5 – 10 hours	1 – 2 weeks before testing begins in your school.	Technology Coordinators
<input type="checkbox"/> 7. On Chromebooks , disable any forbidden applications (e.g., ChromeVox).	<i>Technical Specifications Manual</i>	5 – 10 hours	1 – 2 weeks before testing begins in your school.	Technology Coordinators

	School Technology Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	<p>8. Verify that voice package is operating correctly on each computer because all students need to use it for the Listening section of the ELA/Literacy Assessment.</p> <p>Identified students also need to use the voice package for the following purposes:</p> <ul style="list-style-type: none"> translation glossary designated support for mathematics items only, text-to-speech designated support for ELA and mathematics items only text-to-speech accommodation for ELA CAT reading passages only <p>This accommodation must be approved and activated by the Assessment Section.</p>	<i>Technical Specifications Manual</i>	5 – 10 hours	1 – 2 weeks before testing begins in your school.	<p>Technology Coordinators</p> <p>Students' personal ear buds and/or school purchased headphones may be used when audio access via the voice package is needed.</p>
<input type="checkbox"/>	<p>9. On iPads, ensure that Guided Access or ASAM is enabled and that TAs know how to activate Guided Access.</p>	<i>Technical Specifications Manual</i>	5 – 10 hours	1 – 2 weeks before testing begins in your school.	Technology Coordinators
<input type="checkbox"/>	<p>10. On Android tablets, ensure that the secure browser keyboard is enabled.</p>	<i>Technical Specifications Manual</i>	5 – 10 hours	1 – 2 weeks before testing begins in your school.	Technology Coordinators
During Testing					
<input type="checkbox"/>	<p>11. Monitor any technical problems during testing and apply resolutions or inform TC and TAs if test</p>	None	As needed	Ongoing throughout testing window.	

School Technology Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
sessions need to be rescheduled.				
After Testing				
12. Be available during the test window for Test Coordinators to communicate any technical issues.	None	As needed	Ongoing throughout testing window.	
<input type="checkbox"/> 13. Meet with your school's team of Technology, Test, Student Services, and Curriculum Coordinators to determine the most effective way to obtain feedback from the staff regarding the Smarter Balanced components in order to improve the entire process for the following school year, i.e., <ul style="list-style-type: none"> ▪ Accessibility Supports: Universal Tools, Designated Supports, and Accommodations ▪ SBA Sample Items ▪ Digital Library ▪ Practice Tests and Training Tests ▪ Interim Assessments ▪ Summative Assessments <p>Sample Feedback Methods</p> <ul style="list-style-type: none"> ▪ Online anonymous survey completed by individual staff members involved in any of the components before and during the administration of the summative assessments. ▪ List of Recommendations submitted by each grade level / department/ principal's leadership team/ and/or student council. 	None	2 - 4 hours	Complete after the school's testing window has ended.	<p>Work with the school's team of coordinators to compile this feedback so it can be shared with the staff at the beginning of the following school year and used to make meaningful adjustments that will benefit the teachers and students.</p> <p>These feedback methods are not required and schools may choose their own method.</p>

APPENDIX N: SCHOOL STUDENT SERVICES COORDINATOR CHECKLIST

The School Student Services Coordinator activity checklist below can be printed for reference during consultation with school colleagues regarding the use of appropriate Universal Tools, Designated Supports, and Accommodations by identified IDEA-eligible, 504, and ELL students.

School Student Services Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
Before Testing				
<input type="checkbox"/> 1. Become familiar with Universal Tools, Designated Supports, and Accommodations that can be used by identified IDEA-eligible and 504 students based on their learning needs.	<i>Usability, Accessibility, and Accommodations Guidelines</i> <i>Crosswalk of Accessibility Features Across State Assessments in Hawai'i</i> <i>Guidelines for Choosing TTS or Read Aloud Accommodations</i> <i>Guidelines for Read Aloud, Test Reader</i> <i>Guidelines for Simplified Test Directions</i> <i>Read Aloud Training Module PPT</i> <i>Scribing Protocol</i> <i>Scribing Protocol Training Module PPT</i>	2 - 3 hours	Ongoing throughout testing window.	Test Coordinators/Administrators
<input type="checkbox"/> 2. Meet with the Test Coordinator, SPED Department Chairperson, 504 Coordinator(s), and ELL teacher(s)/tutor(s) to determine the most understandable way to	None	1 - 2 hours	2 - 3 months before students are tested to ensure that appropriate Universal	Consult with other Student Services Coordinators and complex area support staff to obtain additional ideas/strategies for

School Student Services Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
share this information with the teachers who provide services for students with disabilities or language acquisition needs.			Tools, Designated Supports, and Accommodations are identified for each student and entered in the TIDE System.	sharing this information with teachers.
After Testing				
<input type="checkbox"/> 3. Meet with your school's team of Technology, Test, Student Services, and Curriculum Coordinators to determine the most effective way to obtain feedback from the staff regarding the Smarter Balanced components in order to improve the entire process for the following school year, i.e., <ul style="list-style-type: none"> Digital Library Accessibility Supports: Universal Tools, Designated Supports, and Accommodations Practice Tests and Training Tests Interim Assessments Summative Assessments <p>Sample Feedback Methods</p> <ul style="list-style-type: none"> Online anonymous survey completed by individual staff members involved in any of the components before and during the administration of the summative assessments. List of Recommendations submitted by each grade level / department/ principal's leadership team/ and/or student council. 	None	2 - 4 hours	Complete after the school's testing window has ended.	<p>Work with the school's team of coordinators to compile this feedback so it can be shared with the staff at the beginning of the following school year and used to make meaningful adjustments that will benefit the teachers and students.</p> <p>These feedback methods are not required and schools may choose their own method.</p>

APPENDIX O: SCHOOL CURRICULUM COORDINATOR CHECKLIST

The School Curriculum Coordinator activity checklist below can be printed for reference during consultation with school colleagues regarding the use of the Digital Library, Interim Assessments, Training Tests and Practice Tests.

	Curriculum Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
Before Testing					
<input type="checkbox"/>	1. Meet with the Academic Coach, Literacy Coach, and/or Title I Coordinator, etc. at your school to determine the most effective ways to have the teachers receive professional development regarding the Digital Library components to support their use of the Hawai'i Common Core Standards during instruction throughout the school year.	<i>Digital Library FAQs</i> <i>Digital Library Fact Sheet</i> <i>Digital Library PPT</i> <i>Digital Library Connections Playlists</i> <i>Digital Library Spotlight Series</i>	1 - 2 hours	August - September	Digital Library Update your password at https://www.smarterbalancedlibrary.org or call HSAP Help Desk at 1-866-648-3712 for assistance.
<input type="checkbox"/>	2. The curriculum team needs to consult with the principal to determine the most appropriate time to schedule a staff meeting or PD-3 professional development session with the teachers to share the design and purpose of the Interim Assessments and have them brainstorm various ways they can use these assessments with students that will be available in September as they prepare for the spring Summative Assessments.	<i>Interim Assessments Test Administration Guide</i> <i>Assessment Viewing Application (AVA) User Guide</i> <i>AIRWays User Guide</i>	1 ½ - 3 hours or more as needed	September - April	Test Coordinators/Administrators
<input type="checkbox"/>	3. Become familiar with the Usability, Accessibility, and Accommodations Guidelines so you will have general knowledge when teachers want to discuss how students can successfully participate in the Training Tests , for each grade band (3-5, 6-8, and 11) and content area	<i>Usability, Accessibility, and Accommodations Guidelines</i> <i>Crosswalk of Accessibility Features Across State</i>	1 - 2 hours	2 - 3 months before students are tested to ensure that appropriate Universal Tools, Designated Supports, and Accommodatio	Student Practice and Training Tests Test Coordinators/Administrators

	Curriculum Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	which will familiarize them with software and navigational tools and Practice Test for each grade and content area which simulates corresponding spring 2018 Summative Assessment by using the appropriate Universal Tools, Designated Supports, and Accommodations.	<i>Assessments in Hawai'i</i>		ns are identified for specific students and entered in the TIDE System.	
<input type="checkbox"/>	4. Assist your school's grade levels or departments to compare students' standards-based ELA/literacy and mathematics Interim Comprehensive Assessment and Summative Assessment cross-sectional or longitudinal scores with their other standards-based classroom assessment scores and grades to identify similar or different achievement patterns for various student subgroups, e.g., males/females, receiving/not receiving supplementary academic services, grades/SB achievement levels, ELL/non-ELL.	<i>Smarter Balanced Score Descriptions</i>	1 - 2 hours to explain the analysis process to teachers	Ongoing throughout the school year based on when the Interim Assessments and Summative Assessments are administered by entire grade levels / departments or individual teachers	Test Coordinators/ Administrators
After Testing					
<input type="checkbox"/>	5. Meet with your school's team of Technology, Test, Student Services , and Curriculum Coordinators to determine the most effective way to obtain feedback from the staff regarding the Smarter Balanced components in order to improve the entire process for the following school year, i.e., <ul style="list-style-type: none"> Digital Library 	None	2 - 4 hours	Complete after the school's testing window has ended.	Work with the school's team of coordinators to compile this feedback so it can be shared with the staff at the beginning of the following school year and used to make meaningful adjustments that will benefit the teachers and students.

Curriculum Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<ul style="list-style-type: none"> ▪ Accessibility Supports: Universal Tools, Designated Supports, and Accommodations ▪ Practice Tests and Training Tests ▪ Interim Assessments ▪ Summative Assessments <p>Sample Feedback Methods</p> <ul style="list-style-type: none"> ▪ Online anonymous survey completed by individual staff members involved in any of the components before and during the administration of the summative assessments. ▪ List of Recommendations submitted by each grade level / department/ principal's leadership team/ and/or student council. 				These feedback methods are not required and schools may choose their own method.

APPENDIX P: TESTING INCIDENT REPORT FORM

2018-2019 Hawai'i Statewide Assessment Program Testing Incident Report Form		
School:	School Code:	Today's Date:
School Telephone Number:	Test Coordinator Name:	
Person Completing this Report:	Test Coordinator E-mail:	
	Test Administrator Name:	
Severity Level: <input type="checkbox"/> Impropriety <input type="checkbox"/> Irregularity <input type="checkbox"/> Breach		Initiated by: <input type="checkbox"/> Adult <input type="checkbox"/> Student
Assessment: <input type="checkbox"/> Smarter Balanced ELA/Literacy CAT <input type="checkbox"/> Smarter Balanced ELA/Literacy PT <input type="checkbox"/> Smarter Balanced Mathematics CAT <input type="checkbox"/> HSA Science Bridge <input type="checkbox"/> Algebra 1 EOC <input type="checkbox"/> Algebra 2 EOC <input type="checkbox"/> Biology 1 EOC <input type="checkbox"/> HSA-Alt <input type="checkbox"/> ACCESS for ELLs <input type="checkbox"/> KĀ'EO		
Date/Time of Incident:	Grade Level:	Test Session ID:

Description of Incident:

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Description of Action Taken:

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Adults Involved:

Name	Assessment Role	Description of Involvement	Action Taken

Students Involved:

SSID	Description of Involvement	Action Taken

Assessment Section Use Only

Verified: Y or N

Name and Date:

Fax the completed form (and additional sheets as necessary) to the Assessment Section at (808) 733-4483
The school Test Coordinator should retain the original form for documentation purposes.

APPENDIX Q: ACCOMMODATIONS VERIFICATION FORM

Student Name: _____ SSID: _____ Grade Level: _____

School Name: _____ School 3-digit Code: _____

School Contact Person Name: _____ Date: _____

School Contact Person Tel No.: _____ School Contact Person E-mail: _____

Student is: ☐ IDEA-eligible ☐ Section 504 ☐ Recently Injured (Scribe Only)
(check only one)

Select all that apply as identified in the student's IEP/504 Plan:

Embedded Accommodations	Non-Embedded Accommodations	
<input type="checkbox"/> American Sign Language ¹ (ASL) <input type="checkbox"/> Braille ¹ (BR) <input type="checkbox"/> Braille Transcript ¹ (BT) <input type="checkbox"/> Closed Captioning ¹ (CC) <input type="checkbox"/> Text-to-Speech (TTS) (for ELA Reading Passages)	<input type="checkbox"/> 100s Number Table (NT) <input type="checkbox"/> Abacus (AB) <input type="checkbox"/> Alternate Response Options (ARO) <input type="checkbox"/> Calculator (Braille/Talking) (CAL) <input type="checkbox"/> Multiplication Table (MT)	<input type="checkbox"/> Print-on-Demand (POD) <input type="checkbox"/> Read Aloud (RA) (for ELA Reading Passages) ^{2,3} <input type="checkbox"/> Scribe ^{2,3} (SC) <input type="checkbox"/> Speech-to-Text ² (STT) <input type="checkbox"/> Word Prediction (WP)

¹School-level personnel must set in TIDE (TTS and non-embedded accommodations are set in TIDE by the Assessment Section)

²Requires Separate Setting Designated Support (i.e., individual setting or one-on-one testing)

³Requires submittal of Security/Confidentiality Agreement Form (see Read Aloud Protocol and/or Scribing Protocol)

In the space below, state the reason the student needs the accommodation(s) as documented in the IEP/504 Plan:

The principal, SSC or care coordinator and teachers who provide classroom instruction for the student must sign this form to verify that the student meets the criteria for the accommodation(s).

Print Name	Signature	Title
		Principal
		SSC / Care Coordinator
		Teacher

Assessment Section Use Only

Verified (list all accommodations that apply):

Name and Date:

Fax the completed form (and additional sheets as necessary) to the Assessment Section at (808) 733-4483.

The school Test Coordinator should retain the original form for documentation purposes.

APPENDIX R: COURTESY TESTING FOR HOME-SCHOOLED STUDENTS

Verification of Student Status Form

Date: _____

Student Name: _____

10-digit Student ID: _____ Grade Level: _____

School Name: _____ School Code: _____

School Contact Person Name: _____

School Contact Telephone Number: _____

School Contact Person E-mail: _____

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

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

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 Science Bridge 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.

Assessment Section Use Only

Verified: Y or N
Name and Date:

Fax the completed form to the Assessment Section at (808) 733-4483.
The school Test Coordinator should retain the original form for documentation purposes.

APPENDIX S: ADDITIONAL DESIGNATED SUPPORTS OR ACCOMMODATIONS

Verification of Student Need Form

A separate form for each additional designated support or accommodation that is not included in the list of 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: _____

School Contact Tel No.: _____ School Contact Person E-mail: _____

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, list the name of this additional designated support or accommodation (as documented in the IEP/504 Plan) and state the reason the student needs it:

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

Fax the completed form (and additional sheets as necessary) to the Assessment Section at (808) 733-4483.

Assessment Section Use Only

Verified: Y or N
Name and Date:

The school Test Coordinator should retain the original form for documentation purposes.

APPENDIX T: ON-ISLAND ALTERNATIVE SITE REQUEST FORM FOR PAPER/PENCIL HSAP ASSESSMENTS

Verification of Student Need Form

This form is to be used to request paper/pencil Smarter Balanced, HSA Science Bridge, or EOC materials for a student who is receiving services at an on-island Alternative site, Home/Hospital site, or Serious Disciplinary Action Status site that does not have Internet access required for online HSAP testing or has other technology issues. Schools are responsible for assessing the students at on-island sites.

Date: _____

Student Name: _____ 10-digit Student ID: _____ Grade Level: _____

School Name: _____ School Code: _____

School Street Address (Street, City, Zip Code – No P.O. Box): _____

School Contact Person Name: _____

School Contact Person Telephone Number: _____

School Contact Person E-mail: _____

Indicate assessment(s) or exam(s) for which paper/pencil materials are requested:

- ☐ Smarter Balanced ELA/Literacy ☐ Smarter Balanced Mathematics
☐ HSA Science Bridge ☐ Algebra 1 EOC ☐ Algebra 2 EOC ☐ Biology 1 EOC

Note: The student must use the same type of test form (i.e., paper/pencil or online) for both the CAT and PT of the Smarter Balanced ELA/Literacy or the CAT of the Smarter Balanced mathematics assessment. Requesting a Smarter Balanced paper/pencil assessment will include a paper/pencil fixed-form test and/or a paper/pencil performance task, as appropriate.

On-island Institution or Location Name Where Student Currently Receives Services:

Assessment Section Use Only

Verified: Y or N
Name and Date:

Fax the completed form to the Assessment Section at (808) 733-4483.
The school Test Coordinator should retain the original form for documentation purposes.

APPENDIX U: OFF-ISLAND ALTERNATIVE SITE ADMINISTRATION REQUEST FORM FOR PAPER/PENCIL HSAP ASSESSMENTS

Verification of Student Need Form

This form is to be used to request off-island administration for a student who is receiving services at an Alternative site, Home/Hospital Instruction site, or Serious Disciplinary Action site. Schools are responsible for assessing these students if they are receiving services on-island.

Date: _____

Student Name: _____ 10-digit Student ID: _____ Grade Level: _____

School Name: _____ School Code: _____

School Street Address (Street, City, Zip Code – No P.O. Box): _____

School Contact Person Name: _____

School Contact Person Telephone Number: _____

School Contact Person E-mail: _____

Indicate assessment(s) or exam(s) for which paper/pencil materials are requested:

- ☐ Smarter Balanced ELA/Literacy ☐ Smarter Balanced Mathematics
☐ HSA Science Bridge ☐ Algebra 1 EOC ☐ Algebra 2 EOC ☐ Biology 1 EOC

Note: The student must use the same type of test form (i.e., paper/pencil or online) for both the CAT and PT of the Smarter Balanced ELA/Literacy or a CAT of the Smarter Balanced mathematics assessment. Requesting a Smarter Balanced paper/pencil assessment will include a paper/pencil fixed-form test and/or a paper/pencil performance task, as appropriate.

Institution or Location Name Where Student Currently Receives Services: _____

Institution or Location Address: _____

Institution or Location Telephone Number: _____

Institution or Location Contact Person Name: _____

Institution or Location Contact Person Telephone Number: _____

Institution or Location Contact Person Email: _____

All students tested at OFF-ISLAND sites will be given HSAP assessments in a paper/pencil format.
Fax the completed form to the Assessment Section at (808) 733-4483.

Assessment Section Use Only

Verified: Y or N

Name and Date:

The school Test Coordinator should retain the original form for documentation purposes.

APPENDIX V: ACKNOWLEDGEMENT FORM FOR PROCTORS AND SKILLS TRAINERS**Test Security Acknowledgement Form**

School Name: _____

Test Coordinator Name: _____

Note: This form is only for proctors and skills trainers. Test Administrators do not need to sign this form. They will acknowledge their understanding of test security and administration procedures through the online TA Certification Course. Proctors do not need to take the online TA Certification Course.

Role of a Proctor

A proctor may walk around the testing room to assist the Test Administrator in monitoring students' behavior and inform the Test Administrator if any student is confused and does not understand some of the online testing procedures, becomes ill, is disruptive, or appears to be cheating. A proctor is recommended when more than 25 students will test with one Test Administrator. Only Hawai'i Department of Education employees, e.g., educational assistants, part-time teachers, para professional teachers, may serve as proctors. Before proctoring an assessment, the Test Coordinator should review the test security and student confidentiality requirements included in this Test Administration Manual with the proctor and have him/her sign this form.

Role of a Skills Trainer

A skills trainer is assigned to sit next to a student who needs one-on-one support throughout each school day to manage his/her behavior and focus on the current task that needs to be completed. A skills trainer may not complete any of the tasks that are appropriate for a proctor but must adhere to all test security and administration procedures while present in the testing room with the assigned student.

By signing this form, I acknowledge that I understand all the required test security procedures and the required administration procedures for all test sessions in the HSAP Test Administration Manual for the online Smarter Balanced Assessments, HSA Science Bridge Assessments/EOC Exams and/or the WIDA Test Administration Manual for the ACCESS 2.0 Online Assessments.

Proctor/Skills Trainer Name	Title or Position	Signature	Date

The school Test Coordinator should retain the original form for documentation purposes.

APPENDIX W: SIGNIFICANT MEDICAL EMERGENCY

Verification of a Student Need for a Significant Medical Emergency Exemption

Submit this form only if one of the following apply.

- ☐ Exemption due to chronic absenteeism for medical reasons - requires a health provider's note excusing school attendance for 11 or more consecutive instructional days
- ☐ *Exemption due to doctor's orders - requires doctor's orders not to test through at least the majority of a test window (Smarter Balanced, HSA Science Bridge, HSA-Alt, Biology 1 EOC Exam, The ACT, KAE0).
* Exemptions from Smarter Balanced, HSA-Alt, or KAE0, effectively removes a student from Strive HI entirely.

Date: _____

Student Name: _____ 10-digit Student ID: _____ Grade Level: _____

School Name: _____ School Code: _____

School Street Address (Street, City, Zip Code – No P.O. Box): _____

School Contact Person Name: _____

School Contact Person Telephone Number: _____

School Contact Person E-mail: _____

Indicate assessment(s) for which the significant medical emergency exemption is being requested:

- ☐ Smarter Balanced ELA/Literacy ☐ Smarter Balanced Mathematics
- ☐ HSA Science Bridge ☐ Biology 1 EOC ☐ ACCESS for ELLs
- ☐ HSA-Alt ELA ☐ HSA-Alt Mathematics ☐ HSA-Alt Science (grade 4, 8 or 11)

Significant Medical Emergency Required Evidence

A healthcare provider (MD, OD, licensed psychologist, other provider) must write a note that includes the following information:

1. Student's Name.
2. General nature of the medical/psychiatric emergency.
3. Duration of the medical/psychiatric emergency for which absence from school and/or exemption from testing is ordered (must encompass the majority of the testing window for applicable assessment(s)).
4. Explanation stating that the student is excused from school and/or should not to be tested.
5. Provider's signature and date signed.

In the event that the healthcare provider is reluctant to provide a note indicating that the student should not be tested prior to the end of a testing window, submit this form with the provider's note after the testing window closes.

Assessment Section Use Only

Verified: Y or N

Name and Date:

Fax the completed form and doctor's note to the Assessment Section at (808) 733-4483.
The school Test Coordinator should retain the original form for documentation purposes.

APPENDIX X: GR 11 SMARTER BALANCED SCORES SHARED WITH UNIVERSITY OF HAWAII SYSTEM

Verification of Student/Parent Request

Date: _____

Student Name: _____ SSID: _____ Grade Level: _____

School Name: _____ School 3-digit Code: _____

School Contact Person Name: _____ Tel. No. _____

School Contact Person E-mail: _____

Student/Parent chooses to:

☐ send ☐ not send student's Smarter Balanced **ELA/Literacy** results to the UH system of colleges and universities.
(check one)

☐ send ☐ not send student's Smarter Balanced **Mathematics** results to the UH system of colleges and universities.
(check one)

In the space below, state the reason this request is being made:

The student (or his/her parent) and the Test Coordinator must sign and date this form to verify the request.

Title	Print Name	Signature	Date
Student			
Test Coordinator			
Parent (OPTIONAL)			

The school Test Coordinator should retain the original form for documentation purposes.

APPENDIX Y: WORKSHEET FOR SCHEDULING ONLINE ASSESSMENTS

It is recommended that schools have at least one lab or mobile cart where all students in a single class can be assessed at the same time for ease of administration. The Smarter Balanced Assessment scheduling worksheet below shows how to estimate the number of days needed to administer one opportunity for each student at your school to take the online assessments and exams. Refer to [Table 9](#) for testing time estimates by grade level and assessment.

Online Assessment Scheduling Worksheet

FORMULA

- Step 1 At your school, how many students will take the Smarter Balanced Assessments?
- Step 2 At your school, how many computers are available in all computer labs/mobile carts that will be used for the Smarter Balanced Assessments?
- Step 3 At your school, how many class periods per day will be used for testing?
- Step 4 Multiply the results of Steps 2 and 3 and divide by two.
- Step 5 Divide the total number in Step 1 by the result of Step 4. This gives you the total number of days required for your school to test students once.

EXAMPLE

- Step 1 A high school has varying numbers of students eligible to take the Smarter Balanced Assessments.

Course	Number of Students
ELA	100
Math	100
Total	200

- Step 2 The school has one lab with 20 computers.
- Step 3 The school will test 4 class periods each day of the week.
- Step 4 $20 \times 4 = 80 / 2 = 40$
- Step 5 $200 / 40 = 5$ days required for the school to test students once.


APPENDIX Z: PRINTABLE DIRECTIONS FOR ADMINISTRATION (WITH STEP-BY-STEP GUIDE)

It is recommended that schools have at least one lab or mobile cart where all students in a single class can be assessed at the same time for ease of administration. Refer to [Table 9](#) for testing time estimates by grade level and assessment.

Before Testing	
1. Make sure you are prepared for testing.	<p>Complete the online TA Certification Course available at alohahsap.org. This will take approximately 30 minutes. You will not be able to log into the TA Live Site to administer assessments or exams without completing this course.</p> <p>Administer a Smarter Balanced Practice Test to students on the TA Training Site to become familiar with the procedures for creating a test session.</p> <p>Know what your students will see. Take a Smarter Balanced Training Test at alohahsap.org.</p> <p>Download and read relevant user guides and manuals, including the Smarter Balanced Summative Test Administration Manual, the Guide to Navigating Online HSAP Administration, and the Online Reporting System User Guide.</p>
2. Make sure students are prepared for testing.	Make sure all of your students have taken the grade/subject appropriate Training and Practice Tests at before testing.
3. Get a list of secure 10-digit State Student Identification Numbers (SSIDs).	Students will log into the online system using their legal first names, their 10-digit State Student Identification Numbers (SSIDs), and a Test Session ID. Your school clerk or registrar can export a list with student names and 10-digit State Student Identification Numbers (SSIDs) from Infinite Campus for students to use when logging into a test session. Talk to your Test Coordinator about how you will obtain this list. Remember that student personal information, including 10-digit State Student Identification Numbers (SSIDs), is confidential.
On Testing Day	
4. Log into the Test Administrator Live Site.	Using your username and password, log into the TA Live Site by going to alohahsap.org . If you do not have a username and password, contact your Test Coordinator. The Test Coordinator must add each TA as a user in the TIDE system in order to generate a username and a secure web link, which will be emailed to the TA. The TA must use the secure link to create a password in TIDE and also select and answer a security question. If you forget your password, go to the TIDE home page, click the “Forgot Your Password?” link, and follow the instructions. Remember that you cannot log in to the TA Live Site unless you have successfully completed the online TA Certification Course. The words “Live Test” should appear adjacent to the Test Selection Table to confirm that you are in the TA Live Site and not the TA Training Site.
5. Select tests to administer.	<p>Once you have logged in, select the tests you would like to administer by clicking the subject(s) and grade(s) in the box.</p> <p>Each test session that you create will be automatically assigned a unique Test Session ID number (e.g., “ORANGE-49F5-3”). Write this down somewhere where students will be able to see it. Students will need the Test Session ID to log into the test.</p>

6. Launch the secure browser on each computer students will use for testing.	Before students arrive to take an assessment or exam, make sure that the student login screen is showing on each computer. Click the HI 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.
7. Distribute materials.	See Table 13 in the Smarter Balanced Summative Test Administration Manual for additional details on allowable resources for a Smarter Balanced Assessment.
8. Read Directions for Administration.	<p>SAY: Today, you will take the Smarter Balanced [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.</p> <p>You may only use the computer to take this test. You may not use the computer for another reason before, during, or after testing.</p> <p>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.</p> <p><u>During testing:</u></p> <p>You must answer each question on the screen before going on to the next one. If you are unsure, go ahead and provide what you think is the best answer and mark it for review before going on to the next question. You may go back and change the answer during this test session.</p> <p>If you have a question or need help 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.</p>
	<div data-bbox="483 1661 548 1738" data-label="Image"></div> <p>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.</p> <p>NOTE: TAs may not limit the number of questions a student may answer during a test session.</p>

	<p>The following should be read for the Math CAT in grades 6 – 11 and ELA PT only]</p> <p>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 move to the next segment, you will not be able to return to any of the questions in the previous segment.</p> <p>SAY: You may pause at any point in the test by clicking PAUSE after answering an item. Please raise your hand if you need a break and ask permission before clicking PAUSE.</p> <hr/> <p>[The following should be read for the CAT test only]</p> <p>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.</p> <hr/> <p>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.</p> <p>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.</p> <p>We have [x] minutes to work on this test today. I will let you know when there are 10 minutes remaining in the session. Begin to log in now.</p>
<p>9. Approve students for testing.</p>	<p>Students can now log in using their first names, 10-digit State Student Identification Numbers (SSIDs), and Session ID. After students log in, you will see a box in the upper right corner that tells you which students have signed in and are waiting for your approval. Students cannot proceed to their test without the approval of the Test Administrator. Click the “Approvals” button in the upper right corner of the page to approve the waiting students. After carefully checking each student’s designated supports and accommodations, you can click the “Approve” button for each individual student. Or you can click the “Approve All” button to approve all of your students at once. Be careful using the “Approve All” feature.</p> <hr/> <p>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.</p> <p>Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. <i>Raise your hand if you need help typing this information on your keyboard.</i></p>

	<p>Please do not share your SSID with anyone. This is private information.</p> <p>Now click “Sign In.” <i>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.</i></p> <p>On the next screen, select the [INSERT NAME OF TEST (e.g., 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.</p> <p>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.</p>
	<p>[The following should be read for the ELA test and for the Mathematics tests with Text-to-Speech only]</p>
	<p>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.</p>
	<p>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.</p>
<p>10. Monitor student progress.</p>	<p>Once your students have been approved, you will see a list of students who are currently testing in the session, and you can view which questions they have answered, as well as how long their tests have been paused.</p> <p>Circulate through the testing room to ensure that all conditions of test security are maintained.</p> <p>If you notice that a student is off task, you may read the statement below <u>verbatim</u>.</p> <p>SAY: It is important that you do your best. Do you need to pause the test and take a break?</p> <div data-bbox="469 1774 534 1856">  </div> <p>NOTE: 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.</p>

	<p>If a student is concerned about an item, you may direct the student to review a tutorial by reading the script below verbatim.</p> <p>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.</p>
<p>11. Give students an alert before the end of the test session.</p>	<p>SAY: There are 10 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.</p> <p>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.</p> <p>[The following should be read for the ELA CAT portion only]</p> <p>SAY: If you are working on a set of questions for a reading passage, please finish all of the questions in that set.</p> <p>SAY: If you need additional time let me know.</p> <p>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.</p> <p>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].</p> <p>[The following should be read to Grade 11 Students only]</p> <p>SAY: The Smarter Balanced ELA/Literacy and Mathematics Assessment results may be used to assist the University of Hawaii (UH) System of community colleges and universities in determining student readiness for college-level English and mathematics.</p> <p>Please carefully read the statement presented in a popup message as the last question in this test session. If you do not wish your results to be sent to the UH System, select “Do Not Release.” If you are considering or plan to enroll in the UH System, select “Release” and then the [Submit] button. Your Smarter Balanced results will be provided to the UH System by selecting the “Release” button and then submitting. If you do not select to release your</p>

	<p>results, you may be requested to provide a copy of your results upon request at a later time.</p>
12. End the session and log out.	<p>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].</p> <p>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.</p> <p>SAY: [For CAT portion 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.</p> <p>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.</p> <p>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 scratch paper (and graph paper for math grades 6 and up).</p>
13. Collect any used paper or other materials.	<p>Scratch paper and other handouts that students have written on <i>must be shredded</i> and disposed of immediately after each test session (<i>note: ELA PT scratch paper may be securely stored after each test session. Once the student has completed the ELA PT, the scratch paper should be shredded</i>). Refer to the test security guidelines in the <i>Smarter Balanced Summative Test Administration Manual</i> for additional information.</p>

CHANGE LOG

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

Change	Section	Date
Created new bullet for “administering the Smarter Balanced assessments” and “assuring the test environment meets the specific requirements”. Table 1 page 7.	1.3 Test Administration Roles and Responsibilities	1/11/19
Clarified verbiage on (1) test security, (2) allowable resources consistent with updates to UAAG, (3) access to assessments, and (4) reviewing, discussing, or analyzing test materials. Table 6 Page 16.	3.1 Security of the Test Environment	1/11/19
Clarified options for re-opening and/or resetting tests. Table 8 Page 23.	5.1 Testing Incident Actions	1/11/19
Added verbiage to clarify (1) responses to SA item types, (2) use of mark items for review, and (3) the pausing rule as ‘more than’ 20 minutes. Page 28	7.2 General Rules of Online Testing	1/11/19
Clarified rules for submitting a PT. Page 30.	7.2 General Rules of Online Testing	1/11/19
Added ‘threats of violence’. Page 35.	7.4 Sensitive Responses	1/11/19
Added “The loss of login information is considered a security breach at the school level and does not need to be reported for test security reasons” and other minor editorial edits. Page 42.	9.2 Tasks to Complete Prior to Test Administration	1/11/19
Deleted cautionary language about using the member hosted practice and training tests rather than the Smarter Balanced Sample Test. Page 70.	Appendix D: Training and Practice Tests	1/11/19
Deleted activity previously numbered 12 due committee feeling it was not needed and unclear. Page 95.	Appendix L: School Test Administrator Checklist	1/11/19
Deleted “reading an article” or “completing a written assignment” as examples of quiet work. Page 40.	9.1 Establishing Appropriate Testing Conditions	3/29/19
Updated information to the notes/resources regarding quiet work. Page 87.	Appendix K: School Test Coordinator Checklist	3/29/19

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