



2015 Smarter Balanced Assessments: *Directions for Administration*

REMINDERS BEFORE TESTING:

- Encourage students to do their best.
- Ensure all instructional materials displayed on the walls of the classroom have been removed or covered.
- Make sure students clear their desks and put away all books, electronic devices, and other materials not needed for the test.
- Ensure all students have scratch paper for both math and ELA. Scratch paper is considered secure material and must be collected and securely destroyed after testing. *During the ELA PT, scratch paper used for part 1 may be used for part 2. Therefore, have students put their name on the scratch paper, collect, and securely store until part 2 is administered.*
- Ensure all students have their log-in information. The statewide student identifier (SSID), and the student's legal first name must be provided to students. Student information is confidential. Therefore, all cards/papers with this information must be collected after each test session, securely stored between sessions, and securely destroyed after testing is complete.
- Read all "SAY" boxes exactly as they are written, using a natural tone and manner. If you make a mistake in reading a direction, stop and say, "I made a mistake. Listen again." Then the direction should be reread.

DIRECTIONS DURING TESTING:

I. Create a Test Session

1. Create a test session **no more than 20 minutes prior to testing** or the system will time out.
2. Write down the **session ID** generated in the TA Interface.



Alert: If the session ID is not written down or known and the TA tries to log on to the session after getting involuntarily logged off of the system, the TA will be logged off for 8 hours before he or she is able to start a new session.

SAY: Today, you will take the Smarter Balanced [insert grade, ELA/mathematics, and CAT/PT] test. I will give you a test session ID that is required to start the test. If you need an individual break during the test, raise your hand and wait for my instructions and permission. At this time, you must turn off and put away all unauthorized electronic devices. This includes cell phones, music players, and PDAs (personal digital assistants).

Once you have logged on, 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.



II. Students Log On To the Test

1. Write the test session ID on a classroom dry-erase or chalk board or another place where students can see it. Make sure students know that the test session ID must be entered **exactly** as it is written—it is case sensitive—without extra spaces or characters.
2. Ensure that the students use their legal first names, not nicknames. If a student is unable to log on, 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, look up the correct information using the Student Lookup function on the TA Interface. You may assist students with logging on if necessary.

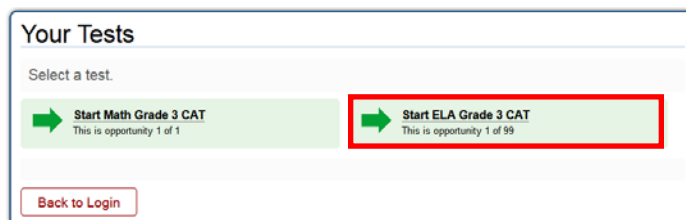
SAY: Enter your first name and our state abbreviation (CA) followed by your SSID number. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard. Please do not share your SSID with anyone. This is private information.

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

3. Ensure that all students have successfully entered their information.

SAY: On the next screen, select the [INSERT NAME OF TEST (i.e., ELA Grade 4 CAT)], and then select [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.

4. Ensure that students select the correct test. Students will be able to select from more than one test. Direct students to select the appropriate test name- the content area “ELA” or “Math” and the test type “CAT” or “PT.”

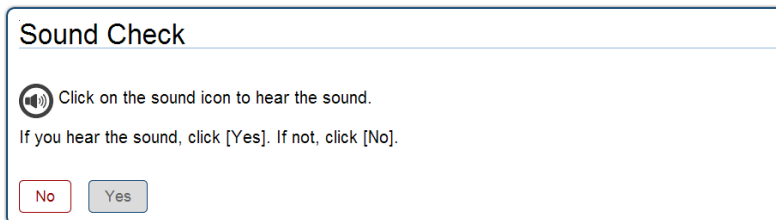


II. Students Log On To the Test *Continued*

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.

5. Monitor the sessions and log on all students who are currently ready before assisting any students who are having problems. Each student will be logging on at a different time.
6. If students will be taking an ELA assessment during the test session, read the next “SAY” box so the students will know how to verify that their headsets are working properly.

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 select the icon of the speaker in the circle to hear the sound. If you hear the chime, select [YES]. If not, raise your hand.
(only for ELA test)



7. 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 Site Coordinator.



II. Students Log On To the Test *Continued*

You may skip the following “SAY” box if the class is resuming a test and you are sure all students are able to log on without hearing these directions again.

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 selecting the HELP button in the top right corner.

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

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

You may PAUSE at any point in the test by selecting [PAUSE] rather than [NEXT] after answering an item. [The following statement only applies to the CAT.] The PAUSE button is used to stop the test. Note that PAUSING for more than 20 minutes will prevent you from changing any answer on previous pages of the test. Please raise your hand if you need a break and ask me before you select [PAUSE].

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

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

When you are ready to begin your test, select **BEGIN TEST NOW** at the bottom of the page.



Note: For the CAT portion of the test, after a pause, the student’s test can be resumed at any time within the testing window up to 45 days from the start date. For the performance task, there is no pause limit, but the test expires 10 days after it is started.



III. Monitoring Test Progress

1. Circulate through the room to ensure that all conditions of test security are maintained. If you witness or suspect the possibility of a test security incident, contact your Site Coordinator immediately.
2. If you notice that a student is off task, say the following statement to the student, verbatim, to keep him or her focused.

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

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

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

ENDING THE TEST SESSION

I. Ending the Test Session- For Grades 3-8

1. Give a brief warning to students approximately 10 minutes before the end of the session.

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

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

2. Select [**Stop Session**] to end the test session in the TA Interface and pause any student test in the session that is still in progress.
3. Log off of the TA Interface by selecting the [**Logout**] button at the top right.
4. Collect any scratch paper and student Login Sheets.



II. Ending the Test Session- For Grade 11

1. Give a brief warning to students approximately 10 minutes before the end of the session.

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

2. Read the *EAP Section “SAY”* box. Students in grade eleven taking a CAT will be prompted at the end of the test session to choose whether or not they will share their scores with the CSU and CCCC systems as part of the Early Assessment Program (EAP).

EAP SECTION—READ TO STUDENTS IN GRADE ELEVEN ONLY

SAY: The Early Assessment Program (EAP) will assist the California State University (CSU) system and the California Community Colleges (CCC) system in providing you information on your readiness for college-level English and/or mathematics coursework. Additionally, the EAP may help you to earn an exemption from the CSU and participating CCC English and mathematics placement tests that are required for entering freshmen. However, providing EAP results is not a requirement to be admitted to the CSU or CCC.

The EAP for [insert test subject: ELA or mathematics] includes questions from the Smarter Balanced assessment you are finishing now.

If you choose to participate in the EAP, please carefully read the statement presented as the last question in this test session. If you are considering or plan to enroll at CSU or CCC, select “Release.” Your Smarter Balanced results will be provided to both institutions by selecting the Release circle. If you do not select to release your results, you may be requested to provide a copy of your results to the campus at a later time.

Your CAASPP Student Report will provide a Web site, where additional information is available on what your EAP results mean. If you do not wish your results to be sent to the CSU and CCC, select “Do Not Release.”

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

3. Select [**Stop Session**] to end the test session in the TA Interface and pause any student test in the session that is still in progress.
4. Log off of the TA Interface by selecting the [**Logout**] button at the top right.
5. Collect any scratch paper and student Login Sheets.