# Smarter Balanced:

# Interim Assessment

## Test Administration Manual

### English Language Arts/Literacy and Mathematics

2023-2024

Published October 16, 2023

Descriptions of the operation of the Assessment Viewing Application and related systems are property of Cambium Assessment, Inc. (CAI) and are used with the permission of CAI.

# Table of Contents

**Smarter Balanced Resources and Help Desk Information ..... 2**

**Section. I Overview of the Smarter Balanced Interim Assessments ..... 3**

I.I Interim Assessment Blocks ..... 3

I.II Key Features of the Interim Assessment Blocks ..... 4

I.III Interim Comprehensive Assessments ..... 5

I.IV Overview of User Roles and Permissions ..... 6

I.V Test Security ..... 6

**Section. II Preparing to Administer the Smarter Balanced Interim Assessments ..... 9**

II.I Tasks to Be Completed Prior to Administration ..... 9

II.II Scheduling the Interim Assessments ..... 10

**Section. III Administering the Smarter Balanced Interim Assessments in a Formal Test Setting ..... 12**

III.I Formal Test Session Administration ..... 12

**Section. IV Hand Scoring Items ..... 28**

**Section. V Accessing Interim Assessment Results ..... 33**

V.I Interim Assessment Block Reports ..... 34

V.II Interim Comprehensive Assessment Reports ..... 35

**Appendix A. Interim Assessment Hand-Scoring Item Counts ..... 36**

# Smarter Balanced Resources and Help Desk Information

**Connecticut Comprehensive Assessment Program Portal**

This website is the home page for all Connecticut Smarter Balanced Assessment administration information.

**Connecticut Comprehensive Assessment Program Help Desk**

1-844-202-7583 | cthelpdesk@cambiumassessment.com

The Help Desk is open Monday–Friday 7:00 a.m. to 4:00 p.m. outside of the summative testing window, and Monday–Friday 7:00 a.m. to 7:00 p.m. during the summative testing window (except holidays).

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

- testing environment down or unavailable;
- user accounts not available or users are not able to administer tests;
- student information or test session incorrect or missing;
- loading student data or student settings into the Test Information Distribution Engine (TIDE);
- appeals functionality in TIDE;
- preparing for online testing—downloading the secure browser, voice packs, etc.;
- password resets for district and school users; and
- test settings (designated supports or accommodations) are inaccurate.

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. Details should include:

- the type of device being used with the system;
- any error messages that appeared (code and description);
- operating system and browser information;
- network configuration information;
- your contact information for follow-up, including email address and phone number; and
- any relevant and authorized student and school information, including State Assigned Student Identifier (SASID), grade level, content area, and the name of the interim assessment.

# Section. I Overview of the Smarter Balanced Interim Assessments

The Smarter Balanced Interim Assessments are a useful way to check student progress and to gather information about learning that can alter the instruction provided. Interims are optional and offer flexibility**.** They are one of three components of the Smarter Balanced Assessment System—along with the summative assessments in English language arts/literacy (ELA) and mathematics, and Tools for Teachers, a website of formative assessment tools and practices that support classroom instruction. In particular, the interim assessments are aligned to the Connecticut Core Standards for ELA and mathematics to accurately measure student progress toward college- and career-readiness.

Teachers can use the interim assessments throughout the year to inform instruction by measuring student progress, identifying areas of strength and weakness, and assessing the skills of incoming students. While there is no better place to learn these skills than being part of a dynamic and interactive classroom setting, teachers can use interim assessments throughout the year to inform instruction by measuring student progress, identifying areas of strength and weakness, and assessing the skills of incoming students. Interim assessments are just one part of a comprehensive assessment system. Information on the interim assessments and connected resources can be found on the Connecticut Interim Assessments page.

**The Smarter Balanced Interim Assessments are copyrighted by the Regents of the University of California, the Connecticut State Department of Education, and/or independent publishers. The Smarter Balanced Interim Assessments cannot be posted publicly or reproduced for commercial purposes.**

## I.I Interim Assessment Blocks

While Interim Assessment Blocks (IABs) can be used in a variety of ways, to receive scores in the Centralized Reporting System (CRS), students need to complete the interim in the online system. The IABs available for the 2023-2024 school year are listed in Connecticut's Interim Assessments Overview.

While IABs assess 3-8 targets in math or ELA/literacy, Focused Interim Assessment Blocks (FIABs) assess only 1-3 targets in math or ELA/literacy. The IABs not only include the same item types and formats as the summative assessments, but they also include an ELA and Math Performance Task (PT).

Each IAB can generally be completed in one class period. Administration of the IAB Performance Tasks will take approximately one hour for mathematics and two hours for ELA.

Performance Tasks are offered in both the IAB and Interim Comprehensive Assessment (ICA); however, across the IAB and ICA there is only one shared Performance Task per grade.

If an educator administers an interim in a formal manner—via the testing system and under test-like conditions—all constructed-response items not eligible for AI scoring from the Mathematics Performance Task must be hand scored, before student results will be available in the CRS. Results will be reported in three performance categories: Below Standard, At/Near Standard, and Above Standard.

**Note**: Claim reports are **not** available for the IABs; however, data can be reported at the item level using the item analysis feature. Visit the Connecticut Centralized Reporting System Guide for more information.

## I.II Key Features of the Interim Assessment Blocks

Key features of the interim assessments for ELA and mathematics include the following:

- The Interim Assessment Blocks: These assessments are shorter and focus on smaller sets of specific concepts. There are 10–15 blocks per content area in each grade including a PT block for both ELA and Mathematics.
- Focused Interim Assessment Blocks: FIABs assess no more than three assessment targets to provide educators with a more detailed understanding of student learning.
- The IABs/FIABs available during the 2023-2024 school year are listed in Connecticut's Interim Assessments Overview.
- The interim assessments are available to students in Grades 3–8 and 11. They may be administered out-of-grade level if appropriate. For example, an above grade-level assessment might be used by a teacher to assess students who are receiving instruction with curriculum aligned to above grade-level standards. A below grade-level assessment might be used by a teacher who wants to assess students who are struggling with grade-level content to identify areas of weakness in prior learning.
- Interim assessments are currently fixed forms.
- Interim assessments are administered using the Connecticut Test Delivery System (TDS). However, interims can be used informally in the classroom without using the TDS.
- Performance-level data reports are available for teachers to view in the Centralized Reporting System (CRS). These detailed reports provide teachers with more information on their students' performance to help inform instruction and learning.
- The IABs are intended to support instruction. Authorized users can view the IABs via the Assessment Viewing Application (AVA).
- Student reports can be printed from the CRS and will be available in the Secure File Center in TIDE.

- Interim assessments include the same item types and formats as the summative assessments and draw from the same bank of items and performance tasks.
- The interims provide access to all universal tools, designated supports, and assigned accommodations.
- The scope, sequence, number, and timing of the interim assessments are determined at the district/school level.
- There are constructed-response items in the Mathematics Performance Task that require hand scoring at the district/school level. Training materials are available in the TIDE general resources drop-down menu and in the Centralized Reporting System.

## I.III Interim Comprehensive Assessments

The ICA for each grade and content area is a complete assessment that mirrors the length of the summative assessments and assesses the same standards. Although the ICAs are currently fixed forms, they include many of the same item types and formats. Given the comprehensive nature of these assessments, the testing time may take as long as 6.5 hours for both content areas. The ICA PT **must** be taken with the same content area ICA test in order to receive a score. **Consideration to the purpose for testing and the extended testing time must be made prior to the administration of the ICA.** Contact the Connecticut State Department of Education (CSDE) for guidance concerning the administration of the ICA.

Each ICA includes:

- a fixed form (i.e., all students answer the same questions); and
- a performance task.

The ICA fixed form contains 38-42 items depending on the content area and grade level. Once the entire ICA (fixed form and PT) is completed by the student, all constructed responses not eligible for AI scoring in the math performance tasks will need to be hand-scored by school staff. Constructed-response items on the ELA fixed form will be autoscored by the scoring engine. Student results will be available in the CRS within 24 hours of the submission for scoring.

The ICA reporting provides the same type of scores, listed below, as those provided for the summative assessments:

- An overall scale score with error-band endpoints and a corresponding achievement level per grade and content area are delivered in a student's Individual Score Report. This is reported in four achievement levels. Please note that item level results are not available.
- Each claim score reporting includes three performance levels: Below Standard, At/Near Standard, and Above Standard.

The Interim Comprehensive Assessments are much longer than the short, focused IABs/FIABs. The ICAs are similar to summative assessments in length, content, and format and **should be administered sparingly**.

- **Both the ICA fixed form and the PT need to be completed by the student and scored to generate an ICA report in the CRS**. Score reports are generated by content area. Students will receive an ICA report for mathematics or ELA if they complete both components (fixed form and PT).
- While ELA PTs are not included on the Connecticut ELA Summative Assessment, an ELA PT is available for district use on both the IAB and ICA for each grade. They are administered on a computer using the same test delivery system as the summative assessments. The IAB PT cannot be substituted for the ICA PT.
- Students who take the IABs and ICA more than once, or who take both the IABs and ICA in the same grade levels and content areas, will see the same items more than once. The IABs and ICAs draw from the same bank of items and performance tasks.
- There are constructed-response items in the Mathematics Performance Task that require hand scoring at the district/school level. Training materials are available in the TIDE general resources drop-down menu and in the Centralized Reporting System.
- Contact the Performance Office to determine if the ICAs are the best assessment tool for your student(s). The main number is 860-713-6860 or send an email with your questions to CTStudentAssessment@ct.gov.

## I.IV Overview of User Roles and Permissions

To administer any of the Smarter Balanced Interim Assessments, staff members must have a TIDE account. This provides access to the Connecticut Comprehensive Assessment Program's secure systems. Each user is assigned a specific role that grants them access to features within the various systems.

User roles and associated permissions for the administration of the interim assessments can be found in the User Role Permissions for Secure Online Systems brochure. User roles include the District Administrator (DA), District Test Coordinator (DC), School Test Coordinator (SC), School Reporting Administrator (SA), Teacher (TE), Test Administrator (TA), Teacher Alternate (TEA), Teacher Reporting Role (TR), and Tools for Teachers (T4T). Please note the T4T role only gives access to the Tools for Teachers system.

## I.V Test Security

The interim assessments are considered student- and teacher-facing only. In other words, interim assessments are semi-secure. They can be used with teachers in professional development sessions or in whole-class or small-group activities with students to model problem solving or close reading. However, it is important that items from the interim assessments are not released to the public. We ask that you do not copy, post, or distribute them publicly. If materials are printed for instructional

or scoring purposes, they should be destroyed after use. If items are released, it compromises the integrity of this valuable resource.

Should you choose to administer the interims in a formal testing situation with students, follow the guidelines below outlined in Table 1: Test Environment Set-Up for Formal Testing

. Remember that because the interim assessments can also be used informally with students, in those situations, test security recommendations such as the removal of instructional materials might not apply. But the security protocols surrounding the viewing, printing, and/or sharing of materials in the table below still apply to informal uses of the interims.

**Table 1: Test Environment Set-Up for Formal Testing**

| | |
|---|---|
| **BEFORE TESTING** | |
| Instructional materials removed or covered | Instructional materials should be removed or covered, including but not limited to, information that might assist students in answering questions. This includes materials that may be displayed on bulletin boards, chalkboards, dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.). |
| **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 of electronic devices | Students are actively monitored and are **prohibited** from access to unauthorized electronic devices that allow availability to outside information, communication among students (if applicable), or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, iPods, cameras, and electronic translation devices. |
| Student access to allowable resources only | Students should only have access to and use of those allowable resources identified in the CSDE Assessment Guidelines. |
| Answer Keys | Answer Keys are available on TIDE in the general resources drop-down menu and may be accessed by authorized individuals. Educators can view individual test questions with keys and/or rubrics from all interims through the Interim Assessment Item Portal (IAIP) available in Tools for Teachers. |
| No unauthorized log in to Test Delivery System | Only students may log in to the Student Interface. Students may not use another student's login credentials. Only adults may log in to the Test Administration (TA) Interface with an authorized account. An adult may not use another person's username and password. |
| **DURING AND AFTER TESTING** | |
| No copies of test materials | Copies of the interim assessments should **not** be made for distribution outside the classroom or school. If materials are printed for instructional |

| | |
|---|---|
| | purposes, professional development activities, or scoring, they should be destroyed immediately after use. Never post materials on websites or send printed materials home with students. |
| 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, or social media websites, etc.** |
| **AFTER TESTING** | |
| Destroy test materials securely | Printed test items and passages, including embossed braille printouts, and scratch paper used during testing, must be collected and destroyed after use. |

# Section. II Preparing to Administer the Smarter Balanced Interim Assessments

The Smarter Balanced Interim Assessments are administered using the same procedures that are used for all Connecticut Comprehensive Assessment Program tests.

## II.I Tasks to Be Completed Prior to Administration

To have a successful testing experience, the following tasks should be completed prior to scheduling the assessments:

- Verify that each student is correctly assigned to the school and grade in TIDE. Incorrect student information must be updated in the Public School Information System (PSIS) before student testing.
- Verify that each student has the correct test settings in TIDE, including designated supports and accommodations (embedded and non-embedded), for each content area. Incorrect student information for students within an Individual Education Program (IEP) or Section 504 Plan must be amended in an implemented plan in CT-SEDS before updates will be reflected in TIDE. Designated supports can be added or removed directly in TIDE by a School Test Coordinator for students without an IEP or Section 504 Plan. Consult the CSDE Assessment Guidelines to determine the appropriate settings for each student. To learn more about manually entering designated supports and accommodations in the beginning of the school year, review the Manually Entering Designated Supports and Accommodations Brochure.
- Work with technology personnel to ensure timely computer setup, including conducting network diagnostics, downloading the secure browser, or ensuring that students have access to Chrome or Firefox browsers. The secure browser can be downloaded from the Connecticut Comprehensive Assessment Program portal.
- Identify the number of headsets needed and ensure that the necessary numbers are available. Headsets are required for the listening portion of the ELA assessment, for students who require text-to-speech, or for students requiring audio glossaries.
- Provide students with the opportunity to complete the Training and Practice Tests. This allows students to become familiar with all item types, universal tools, buttons, and any allowable designated supports and/or accommodations.
- Scoring materials, including rubrics and training guides, are available in the CRS, in TIDE under general resources, and in Tools for Teachers using the Interim Assessment Item Portal.

# II.II Scheduling the Interim Assessments

## Interim Assessment Blocks

The IABs focus on smaller sets of content and provide information that can be used to improve instruction and learning and can lend valuable insight to professional development. For example:

- The IABs might be used as progress checks to augment formative information collected during classroom instruction to identify needs and strengths.
- Educators may use IABs to evaluate how well a new or revised curriculum unit aligns with the learning expectations and use that information to adjust instruction.
- The IABs might be used as pre- and post-tests for a unit of study.
- Educators may use IABs as a tool through AVA to model skills with students.
- Using the Interim Assessment Item Portal, housed in Tools for Teachers, teachers can download items and have students work in small groups to solve problems, write brief texts, or practice test-taking skills. For more information on using the interims in both formal and informal administrations, visit the Connecticut Interim Assessments web page.

Test administrators must be aware of the intended purposes and uses for the IABs to ensure that they are making valid inferences about what students know and can do.

It is recommended that each IAB be administered in one session. Blocks vary in length, but typically take between twenty minutes to an hour to complete. The available IABs are listed in the Smarter Balanced Interim Assessments Overview.

The IAB PT can be taken independently and is **not** part of the ICA. Unlike the ICA PT that **must** be taken with the fixed-form component, the IAB PT does not need to be taken in conjunction with another test.

## Interim Comprehensive Assessments

The ICAs are the equivalent of administering the full, content area, summative assessment. Educators should be cognizant of the amount of time required to administer the ICA and use it judiciously for specific purposes that justify the extended time away from instruction. Reported information does not differ from what is reported during the summative assessments. Users must be aware of the intended purposes and uses for the ICAs to ensure that they are making valid inferences about what students know and can do.

Each ICA includes a fixed form and a performance task. **Both** components need to be completed (along with the hand scoring of certain item-dependent, constructed-response math items) before scores can be posted in the CRS. The estimated testing times for each grade and content area are presented in Table 2 and may be helpful during scheduling.

**Table 2: Interim Comprehensive Assessment Duration Estimates**

| Content Area | Grades | Fixed Form | Performance Task | Total Time |
|---|---|---|---|---|
| English Language Arts/Literacy | 3–8 | 1:30 | 2:00 | 3:30 |
| Mathematics | 3–5 | 1:30 | 1:00 | 2:30 |
| | 6–8 | 2:00 | 1:00 | 3:00 |
| Total Time for both ELA and Mathematics | 3–5 | 3:00 | 3:00 | 6:00 |
| | 6–8, 11 | 3:30 | 3:00 | 6:30 |

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. Test administrators should work with the School Test Coordinator to determine precise testing schedules.

**RECOMMENDATION:** Consider the duration estimates for each assessment when scheduling. If you are administering the ICA fixed form that is estimated to take a total of 90 minutes, you might break that set into two 50-minute testing sessions to allow a student sufficient time to complete the test.

# Section. III Administering the Smarter Balanced Interim Assessments in a Formal Test Setting

It is important for anyone with access to student information to remember that student personal information, including the SASID, is confidential in accordance with state and federal law. If materials containing student personal information and/or SASIDs 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 destroyed. Student personal identifying information should also never be emailed to students.

The test administrator should verify the security of the interim items by ensuring that students do not use any outside digital, electronic, or manual devices while interacting with items.

As previously mentioned, IABs and FIABs can be used in both informal and formal ways—both of which have value. Beyond data collection opportunities, providing students with access to the IABs/FIABs under more strict test conditions similar to the summative assessments allows both students and teachers to become accustomed to the system, the item types, and various scenarios that might affect testing.

If the test administrator decides to administer the interims in as a formal test, the instructions for test administration are provided in the boxes on the following pages. Under formal testing conditions, no test items or passages should be read to any student for any content area unless the student requires this as a designated support or accommodation (per an IEP or Section 504 Plan) and as described in the CSDE Assessment Guidelines.

## III.I Formal Test Session Administration

The test administrator must create a test session before students can log in to the Secure Testing System **(but no more than 30 minutes prior or the system will time out).** If the test administrator is unsure of which content area or test students are participating in during that session, the test administrator should contact the School Test Coordinator. When a test administrator 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.
Distribute:

- scratch paper to students for all test sessions.
- graph paper to students in Grades 6 and above for the mathematics assessments.

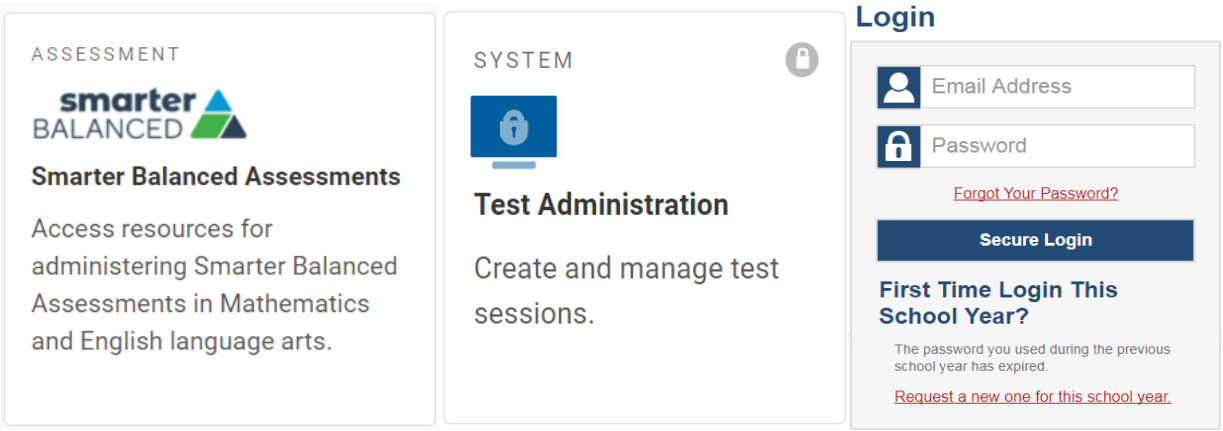
The directions in boxes indicated by the word “SAY” should be followed exactly and used each time a test is administered.

The test administrator should follow the following steps to administer a test session:

## 1. Log in to the Test Administration Interface

From the Connecticut Comprehensive Assessment Program portal (https://ct.portal.cambiumast.com/), select the **Smarter Balanced Assessments** program card. Select the **Test Administration** card. The test administrator enters their e-mail address and password associated with their TIDE account, and then clicks **Secure Login**. See Figure 1. The Test Administration Interface appears.

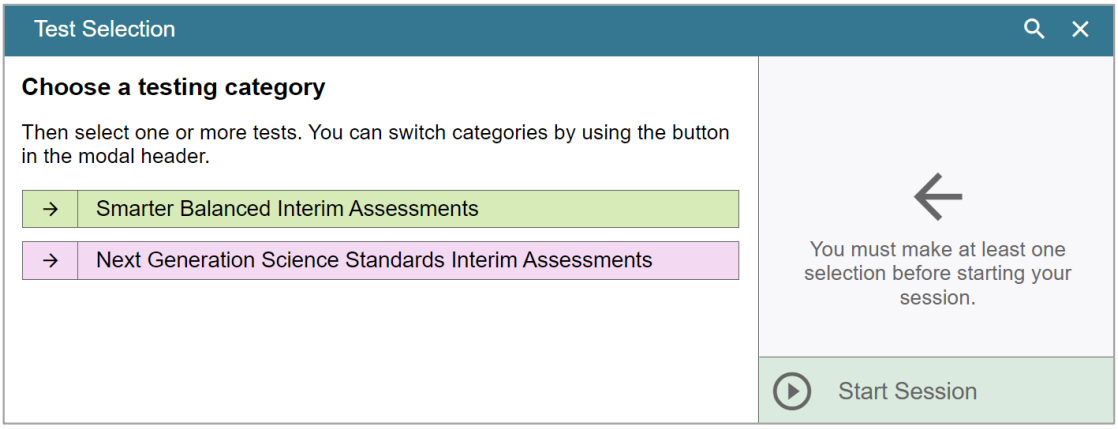
**Figure 1. TA Interface Login Process**

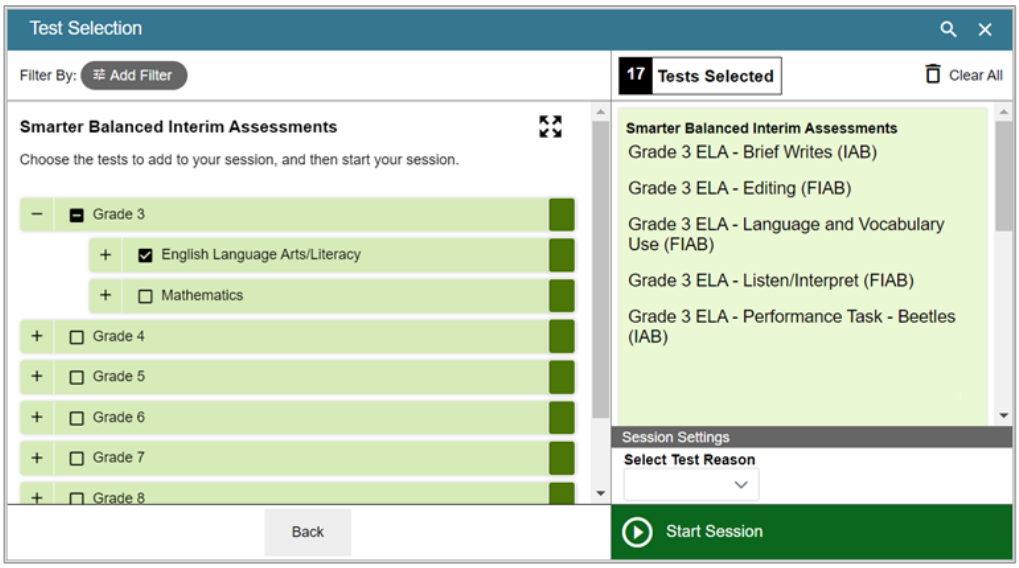



## 2. Create a Test Session

When a test administrator logs into the Test Administration Interface, the *Test Selection* window opens automatically. To create a test session, select the particular test(s), grade(s), and content area(s) to be administered in the test session. The ***Test Selection*** window color-codes tests (**Interim Assessments are green**). Assessments are also categorized by test, grade, content area, and type (ICA or IAB). All tests appear collapsed by default. To expand a test group, click **(→)** then **(+)**. To collapse an expanded test group, click **(–)**. See Figure 2.

**Figure 2. Test Selection Window**






**Note:** Once a test session has been started, the test administrator may click the green **Select Tests** button in the upper-right corner of the screen to add additional tests to the test session.

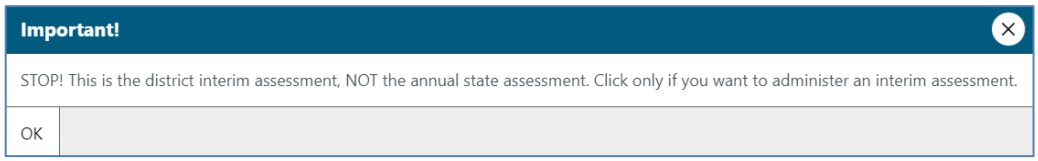
## 3. Test Selection

Select a test from the green **Smarter Balanced Interim Assessments** list. To select tests for the session, do one of the following:

- To select individual tests, mark the checkbox for each test you want to include.
- To select all the tests in a test group, mark the checkbox for that group.

Once you have selected an interim assessment, you will receive a warning message indicating that you have selected a district assessment instead of the annual state assessment. Click **OK** to acknowledge this message and continue. See Figure 3.

**Figure 3. Test Selection Warning Message**




## 4. Select an Interim Assessment Test Reason and Start the Test Session

After selecting the assessment(s) to be administered during the test session, the test administrator must select a test reason from the **Select Test Reason** drop-down menu (see Figure 4 and Figure 5 on the next page). Test reasons are categories used to classify all test opportunities in a test session for reporting purposes in the CRS. Test reasons may *only* be selected for interim assessments. Test

reasons may be managed in the Test Administration Interface while the test session is still active by clicking the **Session Attributes** button in the banner or may be managed after the test session has concluded in the CRS.

**Figure 4. Select Test Reason**

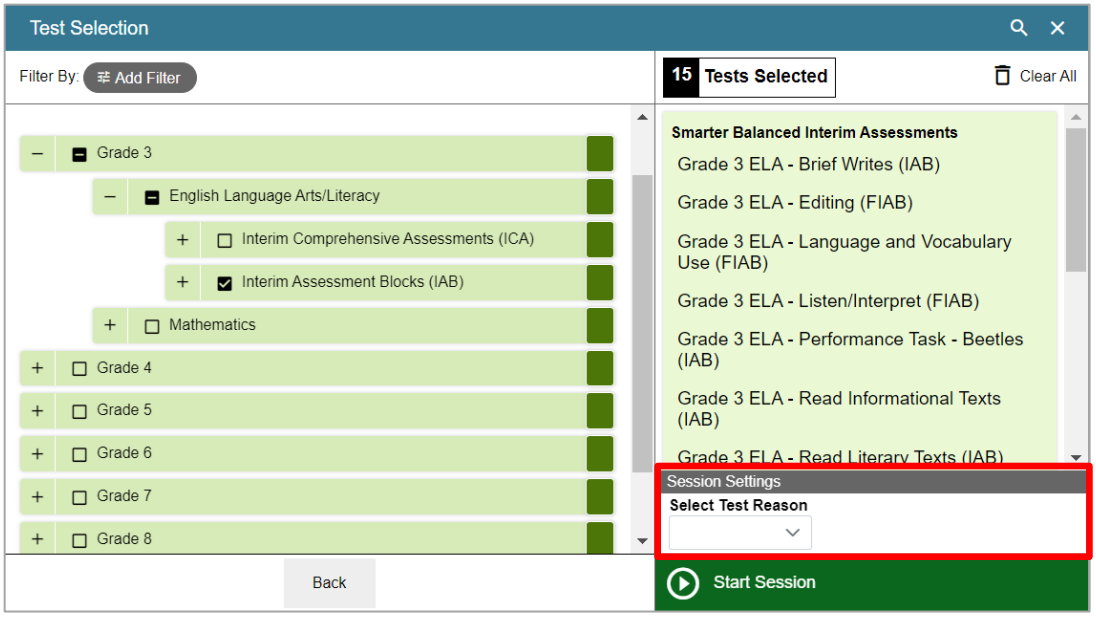
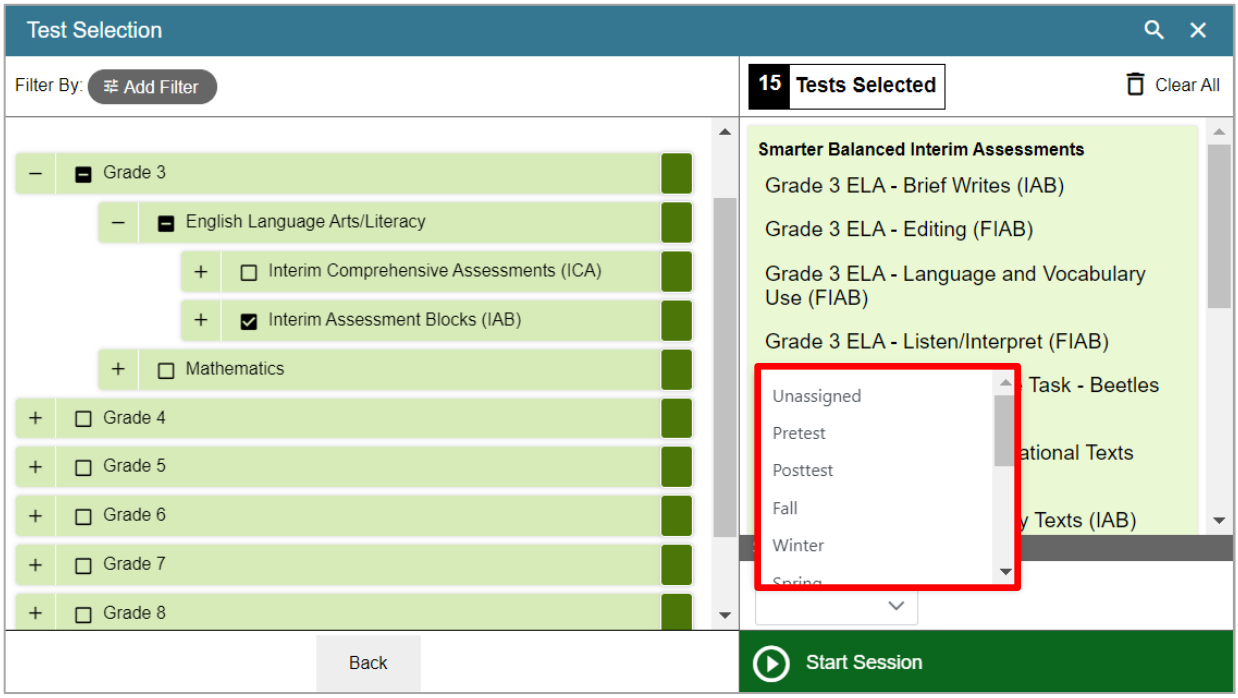
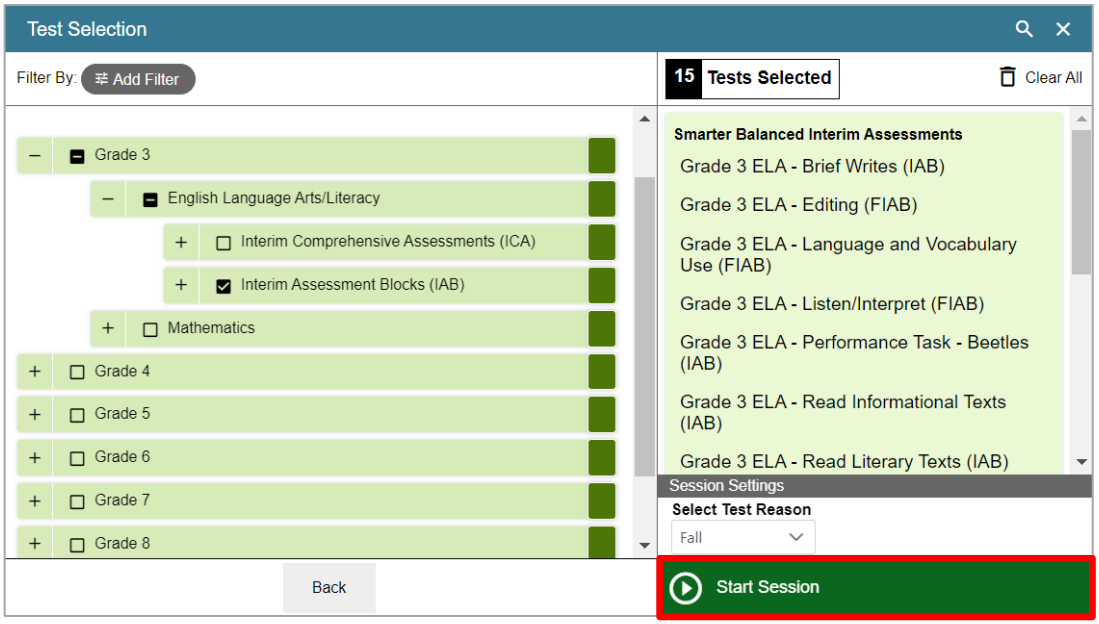



**Figure 5. Select Test Reason Drop-Down Menu**




The test administrator then clicks on the [**Start Session**] button to begin the test session and generate the Session ID that students use to join that test session (see Figure 6)

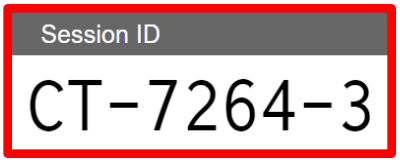
**Figure 6. Test Selection Start Session**



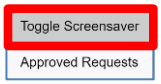

## 5. Inform the Students of the Test Session ID

The system-generated Session ID appears in the top-left corner of the screen (see Figure 7). The test administrator may also write the test Session ID in a 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.

**Figure 7. Test Session ID**

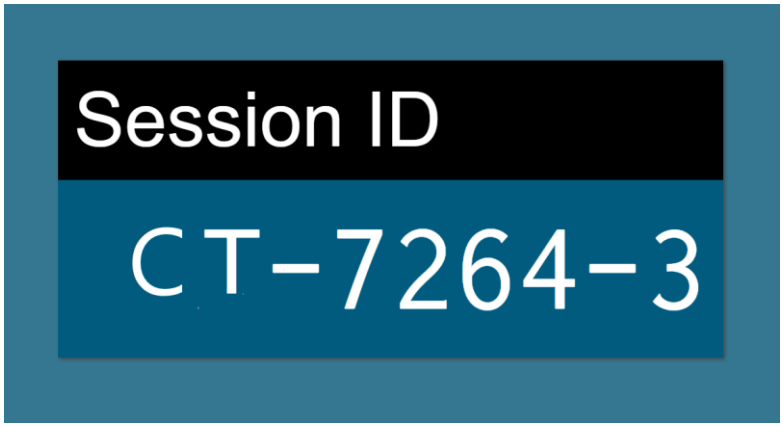



Clicking Menu

in the upper right-hand corner of the Session ID box, followed by **Toggle Screensaver** 

will open a screensaver with the Session ID making it easy for students to see while effectively hiding the TA Interface (see Figure 8).

**Figure 8. Test Session Screensaver**




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

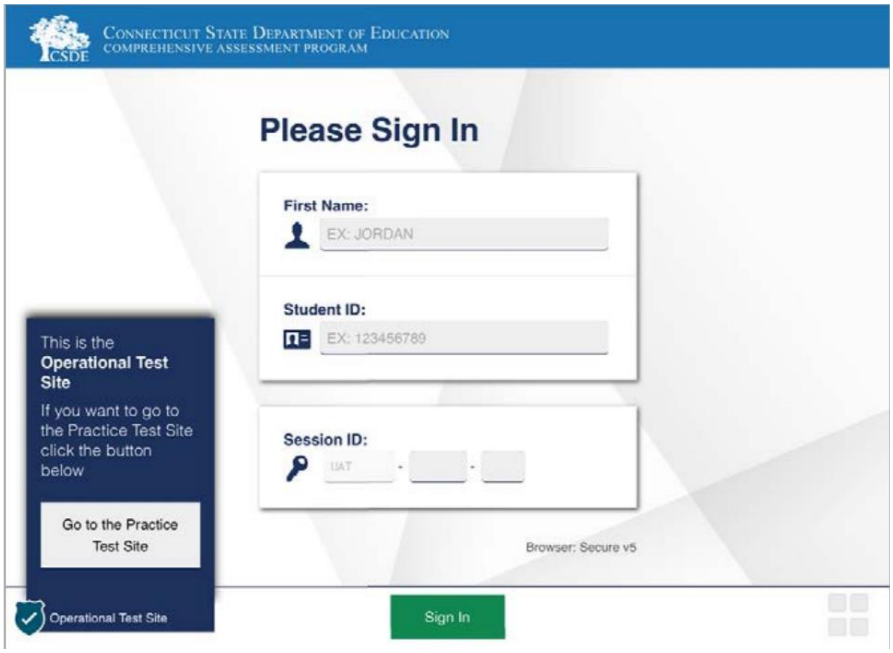
**Once you have logged in, wait for me to approve the test before you start. I'll be checking that you have correctly entered the test Session ID and other information.**

Give students the test Session ID and other login information. The test administrator should ensure that students use their first names, as they appear in TIDE, not nicknames. If a student is unable to log in, they will be prompted to try again and provided with a message describing the reason (an invalid Student ID number, for example). If the student is still having difficulty, the test administrator can look up the correct information using the Student Lookup function on the Test Administration Interface or TIDE. The test administrator may assist students with logging in if necessary.

The SASID and the student's first name may be provided to all participating students ahead of time on a card to help them type it in the computer accurately. Refer to the TIDE User Guide for information about printing student testing tickets. Student information is confidential; therefore, the cards/papers with this information must be collected after each test session and securely destroyed after testing is complete. Student identifying information should never be sent via email.

**The test administrator should write down the Session ID for their own records, in case they are involuntarily logged out of the system.** For example, if no computer in the session is active (by any student or test administrator) for thirty minutes, the students and the test administrator will be logged out. Having the Session ID will allow the test administrator to resume the session.

**Figure 9. Student Login Page**




**SAY:** **Enter your first name, followed by your Student ID number, using the information on the paper I gave you. Then enter the test Session ID exactly as it is written-it is case sensitive- without extra spaces or characters. Raise your hand if you need help typing this information.**

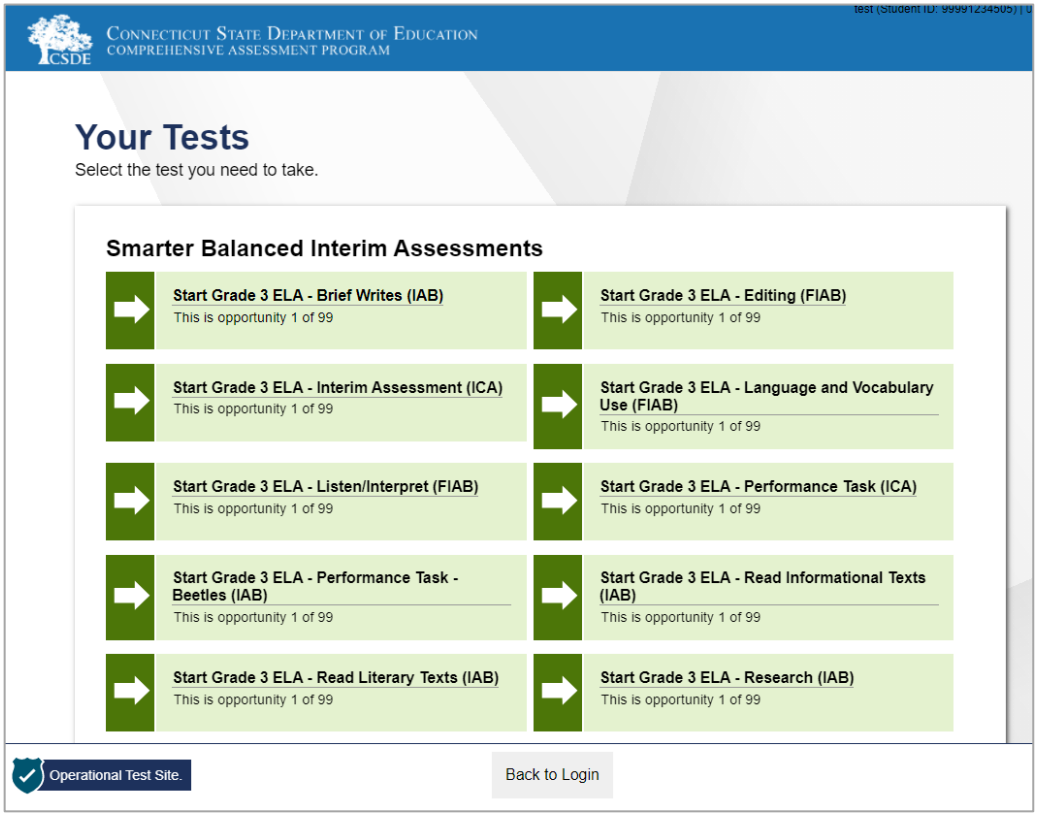
**Please do not share your Student ID number with anyone. This is private information.**

**SAY:** **Now click "Sign In." Once you have successfully logged in, you will see a screen with your first name, Student ID number, 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.**

Contact your District or School Test Coordinator if a student has incorrect information.

## 6. Inform Students of the Test Session in Which They are Participating

**Figure 10. Student Test Selection Page**




Students may be able to select from more than one test on the menu, for example, a PT in both ELA and mathematics. The test administrator should direct students to select the appropriate test name based on what the test administrator is planning to administer at that time.

If you see the word **Summative** in the test heading bar, do not administer the test.

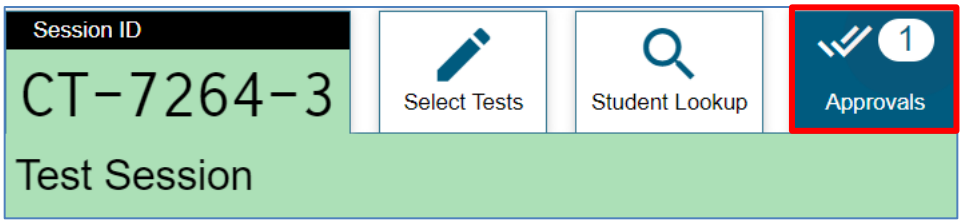
**SAY: On the next screen, select the [INSERT NAME OF TEST (i.e., Grade 3 ELA Brief Writes and then click START TEST. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. This step helps ensure that you are taking the correct test. Please wait quietly while I verify each of your tests.**

## 7. View and Approve Students Waiting for Test Session Approval

After students have selected a test, the test administrator verifies that each student selected the appropriate test on the Test Administration Interface before approving that student for testing. **It is very important that the test administrator pays close attention to the test name PRIOR to approving to be sure it is the correct test to be administered at that time.** On the Test Administration Interface, the test administrator will:

a. Select the [**Approvals (#)**] button (see Figure 11).

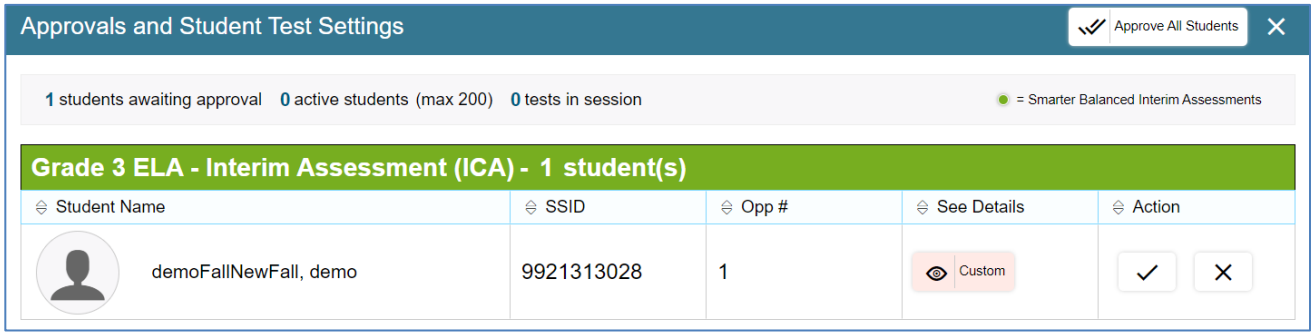
**Figure 11. Approval Request**




b. The page shows a list of students (see Figure 12). The test administrator should review the list to ensure that students are taking the correct content area (ELA or mathematics) and type of test (IAB/FIAB or ICA).

- If a student selected a test other than the one the test administrator plans to administer to that student that day (for example, the student selected an IAB instead of an ICA or selected mathematics instead of ELA), the test administrator must deny the test session. You can deny a student by selecting **[ × ]**. The student may then log in again and select the correct test.

**Figure 12. Approvals and Student Test Settings Window**

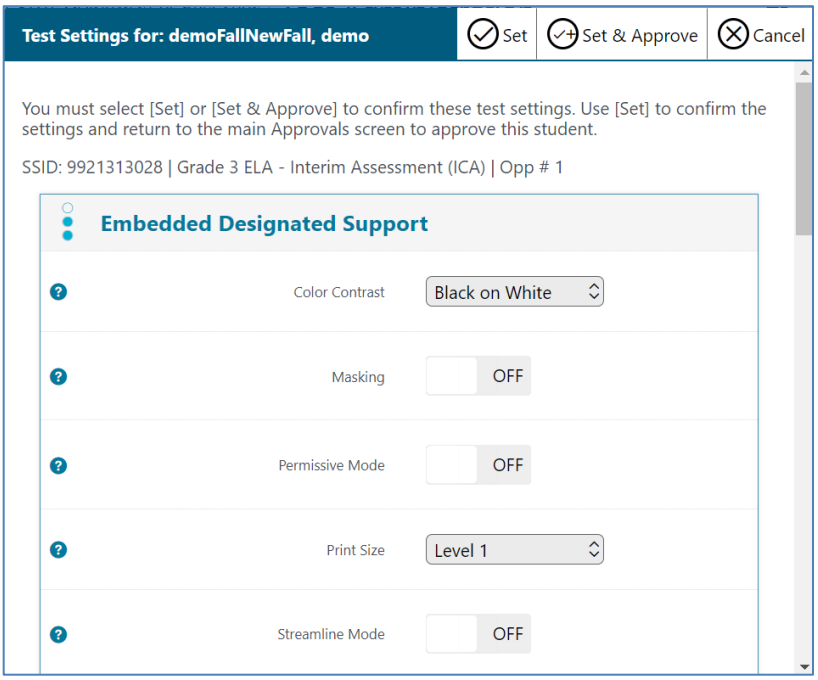



c. The test administrator should also review the test settings assigned to each student to ensure that they are correct. To check a student's test settings and accommodations, click for that student. The student's information appears (see Figure 13).

**Alert:** When approving students for testing, you must update the editable settings in this window, rather than in TIDE. You must update the read-only settings in TIDE.

- If a student's settings are incorrect, do **not** approve that student to begin testing. The test administrator will need to work directly with a School or District Test Coordinator 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 Test Administration 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.

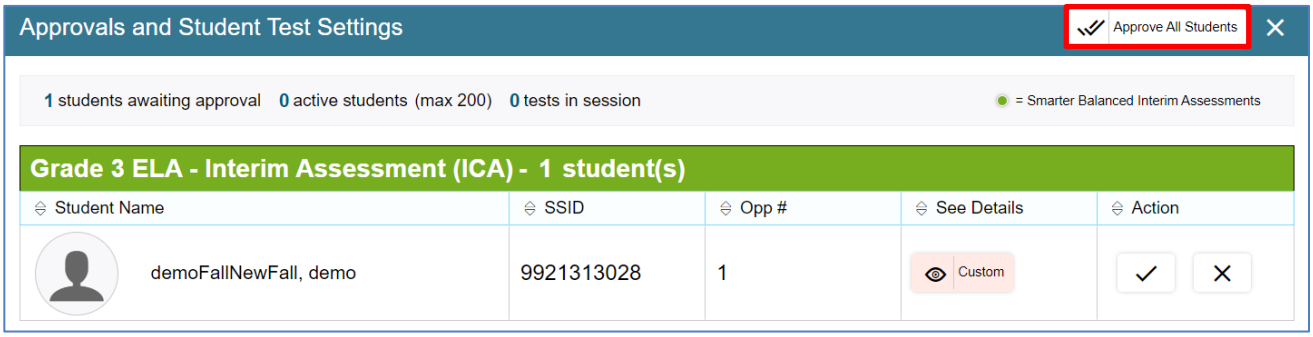
**Figure 13. Student Test Settings Window**




When the correct test is selected and test settings are verified, the test administrator clicks [✓] next to the student's name or clicks [**Approve All Students**] (see Figure 14).

.

**Figure 14. Approvals and Student Test Settings Window**




**Note:** The **Approvals** notification updates regularly, but you can also click in the upper-right corner to refresh outstanding approvals manually.

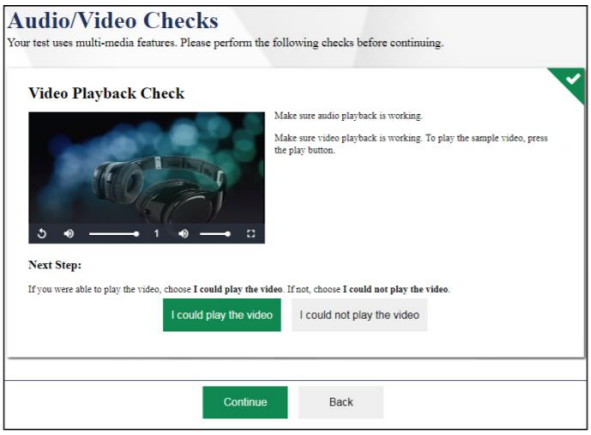
Do NOT click the web browser's refresh button to refresh the Test Administration Interface. Doing so may log the test administrator out of the current test session. If this happens, have students pause the test and create a new test session. Students should log back into the test with the new Session ID.

Each student will be logging in at a different time. The test administrator should monitor the sessions and log in all students who are currently ready before assisting any students who are having problems.

The ***Audio/Video Checks*** page appears for tests with video and sound content (see Figure 15). If students are taking an ELA assessment, provide the following directions to ensure that their headsets are working properly.

**SAY: Next, you should see a screen that prompts you to verify that the sound and video on your computer is working. Put your headsets on and click the play icon to play the video and sound. If you are able to play the video and hear the sound, click [I could play the video and sound]. If not, raise your hand.**

**Figure 15. Audio/Video Checks Page**




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 Connecticut Comprehensive Assessment Program Help Desk at 1-844-202-7583 or cthelpdesk@cambiumassessment.com.

**Note:** If the student clicks [**I could not play the video or sound**] during the Sound and Video Check, an on-screen instruction will appear prompting the student to raise their hand and ask for assistance.

**SAY: Before your test appears, you will see a tutorial page listing the test tools and buttons under *View Test Settings* 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. If you need help with how to answer a question during the test,**

**view the item tutorial found by clicking the icon in the top right corner of the screen.**

**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 answer an item 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 clicking on the icon (☰) in the upper-right corner of the question and clicking the flag to mark for review before going on to the next question. Flagging the item will remind you to go back and decide whether you want to change the answer during this test segment.**

**You may PAUSE at any point in the test by clicking PAUSE, rather than NEXT, after answering an item. Please raise your hand if you need a break and ask me before you click PAUSE. [**The following statement does not apply to the IAB PT and the ICA PT.**] Note that PAUSING for more than 20 minutes will prevent you from changing any answer on previous pages of the test.**

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

**[Only for the Math ICA Grades 6-8 and 11] 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, click BEGIN TEST NOW at the bottom of the page.**

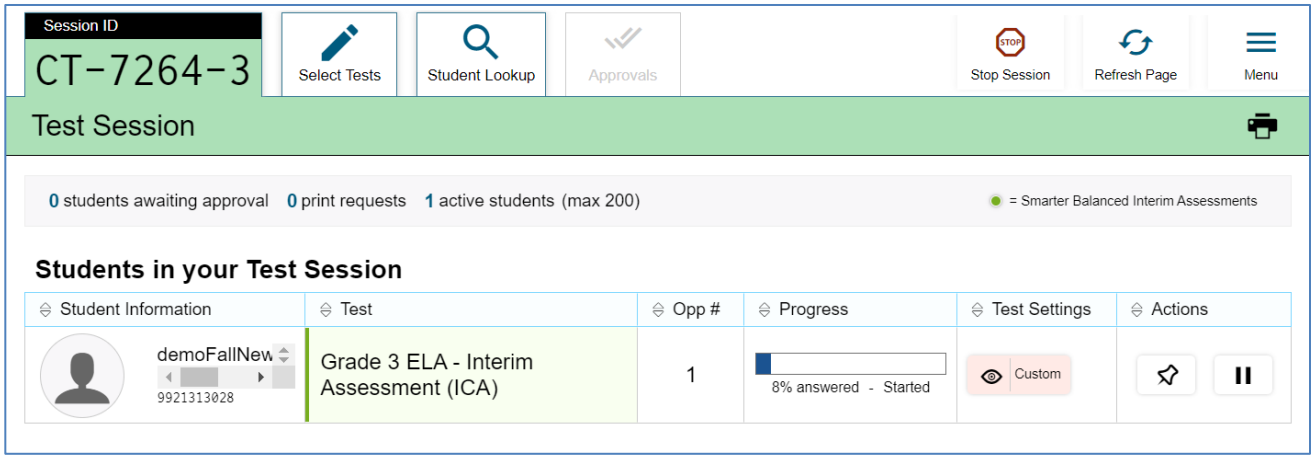
**Note**: For the ICA fixed form and all IAB tests, except the IAB PT, after a pause, the student's test can be resumed at any time within the testing window (which closes on May 31, 2024) up to 45 days from the start date. If the test is paused for more than 20 minutes, the student will not be able to see any previous questions. For the performance task in both the IAB and ICA, the test can be paused at any time, but the test will expire 20 days after it is started. If a student needs to see previous questions or an expired test needs to be re-opened, consult the TIDE User Guide for information on Test Appeals.

## 8. Monitor Student Progress

Once students have started their tests, the test administrator should circulate through the room to ensure that all conditions of test security are maintained.

The test administrator may also use the Test Administration Interface to view the testing progress of any student (see Figure 16). This site will not show test items or scores, but it will let the test administrator see how many items have been delivered to each student under Student Status.

**Figure 16. Students in your Test Session**




While the Test Administration Interface is designed to automatically refresh every 20 seconds, the test administrator can refresh it manually at any time by clicking the [🔄] button at the top right of the screen.

If you accidentally close the browser while students are testing, your session remains open until it times out. To return to the test session in the Test Administration Site, you must enter the active Session ID. If you do not return to the active session within 20 minutes, and there is no student activity during that time, the Test Delivery System logs you out and pauses the students' tests.

**Table 3. Columns in the Students in Your Test Session Table**

| Column | Description |
|---|---|
| Student Information | Last and first name of the student in the session as well as SSID (State Assigned Student Identifier [SASID] associated with the student). |
| Opp # | Opportunity number for the student's selected test. |
| Test | Name of the test the student selected. |
| Progress | This column indicates how many questions the student has completed out of the total number of test questions. |
| Test Settings | This column displays one of the following:<br>• **Standard:** Default test settings are applied for this test opportunity.<br>• **Custom:** One or more of the student's test settings or accommodations differs from the default settings.<br>To view the student's settings for the current test opportunity, click . |
| Actions | Allows you to perform any available actions for an individual student's test.<br>The Pause button in this column pauses the student's test. When a test pauses, this column displays an information button that opens a pop-up message explaining how the test became paused. A Printer button appears in this column when the student requests a printout of test material. |

As a security measure, test administrators are automatically logged out of the Test Administration Interface after 20 minutes of inactivity by both the test administrator and by the students. This will result in closing the test session. If this occurs, the test administrator 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 test administrator should give the students the new Session ID so that they can log in and resume testing.

If the test administrator is using the Test Administration Interface and navigates to another CAI system (TIDE, the CRS, etc.), the session will stop, and all students in the session will be logged out. The test administrator should always keep the browser with the Test Administration Interface open throughout the session.

### *Address Problems That May Occur During a Test Session*

Table 4 shows appropriate responses to specific problems that may occur during testing.

**Table 4. Test Administrator Responses During the Test Session**

| Problem | Response |
|---|---|
| The test administrator notices that a student is off task. | Encourage the student to do his or her best. In some cases, the best solution would be to have the student pause the test (for less than 20 minutes) and allow the student to take a break. |

| | |
|---|---|
| A student requests assistance with answering a test item or manipulating an item type. | Tell the student that you are not allowed to help them, but that they need to do their best on their own. Students may view the item tutorial from the available tools in the upper right corner of the item screen. |
| The Test Administration Interface is accidentally closed while students are still testing. | Before 30 minutes have elapsed, the browser can be opened, and the test administrator can navigate back to the Test Administration Interface. Re-enter the test session by entering the active Session ID. |
| The test administrator is automatically logged out of the Test Administration Interface after 30 minutes of inactivity by both test administrator and by the students. This will result in closing the test session entirely. | The test administrator can create a new test session with a new Session ID. The students will need to use this to log back into the system and resume testing. |

## 9. End the Test Session and Log Out of the Test Administrator Interface

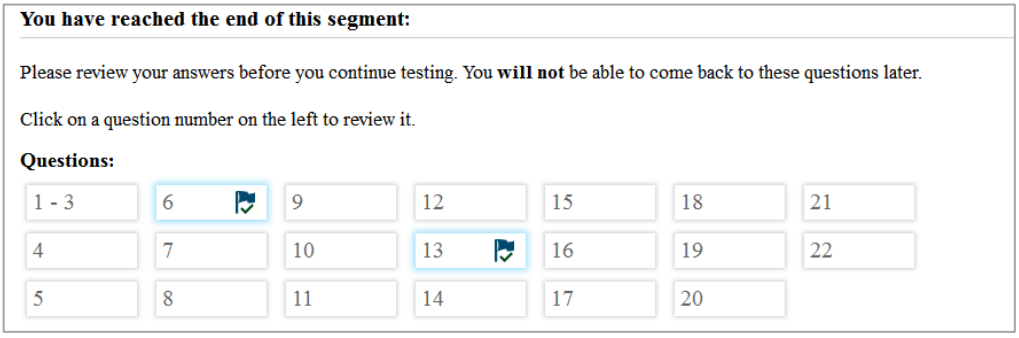
Although the Interim Assessments are untimed, students may have a fixed amount of time within a classroom. Based on the amount of time planned, the test administrator should give students a brief warning when there are approximately 10 minutes left in the test session.

**SAY: This test session is almost over. Please review any completed or marked items now, as you will not be able to see those items again. Do not click submit unless you are completely finished with your test.**

After answering the last item in each segment, the student is presented with a screen prompting them to review answers (marked and unmarked) for all items available prior to submitting the test. A test cannot be paused after the last item has been presented to the student.

In a segmented test, the ***End Segment*** page appears after the student completes the last question in the current segment (see Figure 17). This page allows the student to review questions from the current segment or proceed to the next segment. A flag appears for any questions marked for review.

**Figure 17. End of Segment Page**



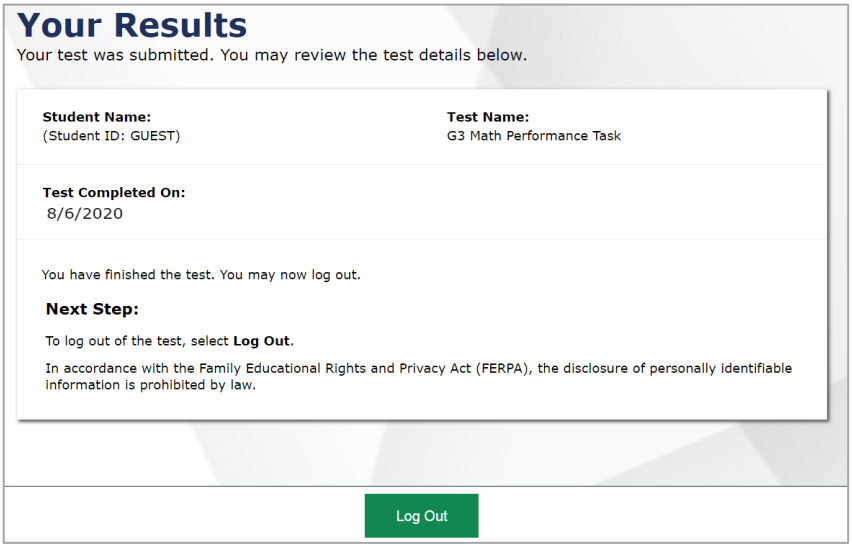
*To review questions:*

Student selects a question number.

When time allotted for this test session is over, the test administrator should read the box below.

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

**Figure 18. Your Results Window**




The test administrator should click [**STOP SESSION**] to end the test session and pause any test in the session that is still in progress. When finished, the test administrator can log out of the Test Administration Interface. The test administrator should also collect any scratch paper (and graph paper for Grades 6 and up).

# Section. IV Hand Scoring Items

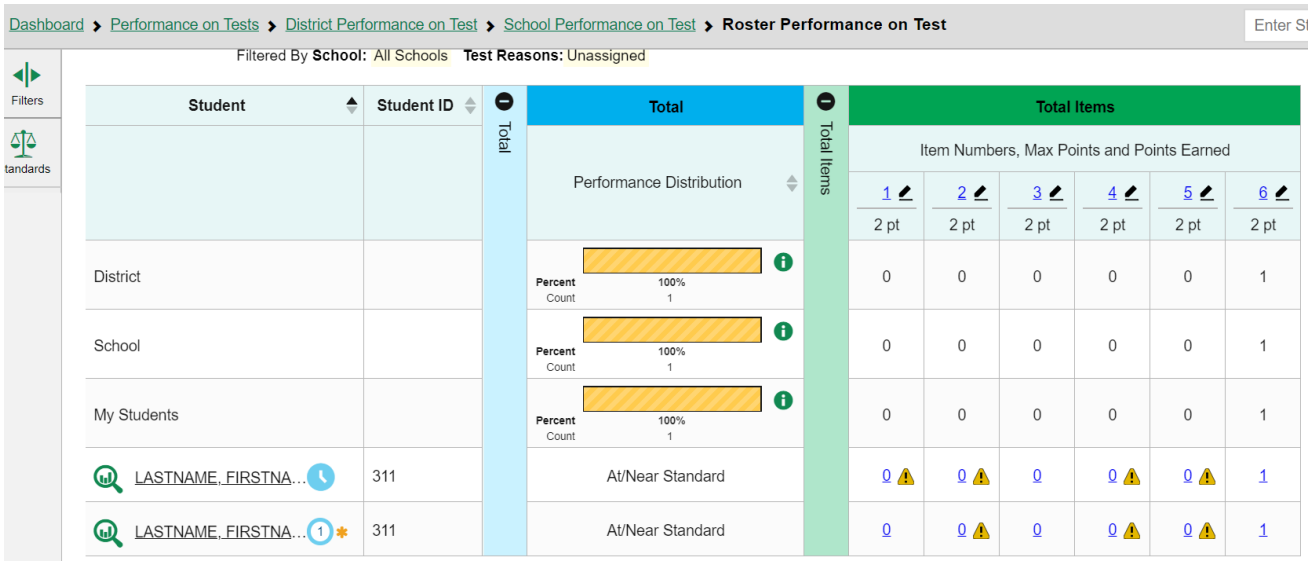
You may enter or modify scores for two types of test items in the Centralized Reporting System:

- In both the IABs and the ICAs there are machine-scored writing items. These are items with written responses that typically require hand scoring but arrive in the Centralized Reporting System with automated scores suggested by the machine-scoring system.
- In some cases, such as the Math Performance Task, teachers will find unscored items. These are items that require hand scoring and arrive in the Centralized Reporting System without any suggested scores. For more information, see Entering Scores for Unscored Items.

### Modifying Scores for Items

School-level users can modify the scores for certain items on tests that have been assigned to you for scoring or for student's tests associated to you by school directly from the Item View window on available Assessment Reports. Assessment Reports for each test display in the column headers for each item with editable scores.

**Figure 19. Roster Performance on Test**



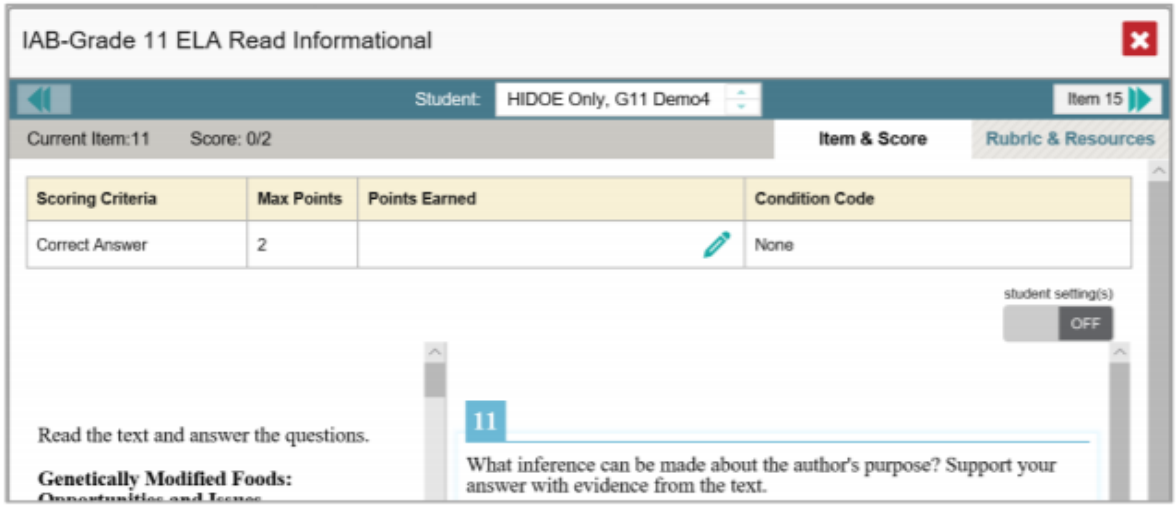

Each machine-suggested essay score has an associated confidence level. When the confidence level for a machine-suggested score is low, a warning icon displays in the cell for that score. A user review is highly recommended for item scores with low confidence.

To review and modify scores:

1. On an Assessment Report with modifiable items, click the item score link in the student's row of the report. The ***Item View*** window opens.

2. On the **Rubric & Resources** tab, review the item's rubric and available resources, if necessary.
3. On the **Item & Score** tab, review the student's entered response and click in the Scoring Criteria table at the top of the window (see Figure 20).

**Figure 20. Item & Score Tab**




4. Do one of the following:
   a. To enter a score for the response, manually select a numerical score from the **Score** drop-down list (see Figure 24).
   b. To assign a condition code to the response, select the appropriate option from the **Condition Code** drop-down list. For more information about condition codes, see About Non-Scorable Test Opportunities.
5. If the item consists of multiple scoring criteria, repeat Step 4 for each criterion.
6. Click **Save**. Any average scores or performance distributions on the Assessment Report update automatically when you close the Item View window.

For more information about navigating the Item View window, see the section Previewing Items in Reports.

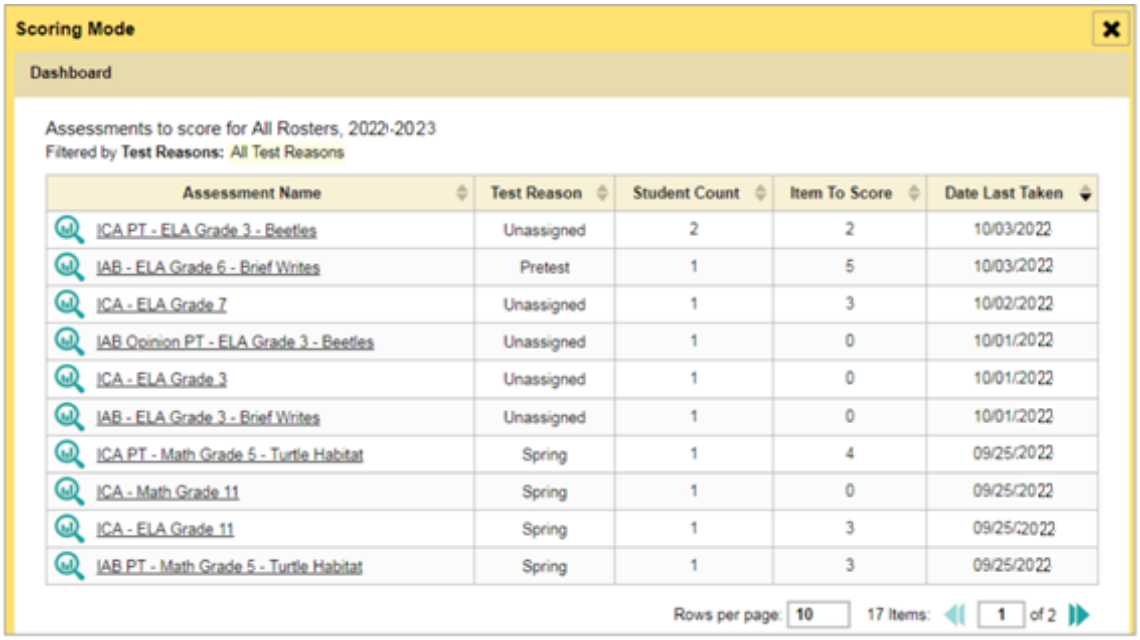
### Entering Scores for Unscored Items

If a test in the CRS contains unscored items, the test performance data is excluded from your ***Dashboard*** and Assessment Reports until you or another user enter scores for all the unscored items in at least one opportunity of that test. When you have tests awaiting item scoring, a **Tests to Score** notification appears in the banner (see Figure 21).

**Figure 21. Tests To Score Notification**

Clicking the **Tests to Score** notification opens the Scoring Mode window, where you can enter scores for unscored items (see Figure 22).

**Figure 22. Scoring Mode Window**



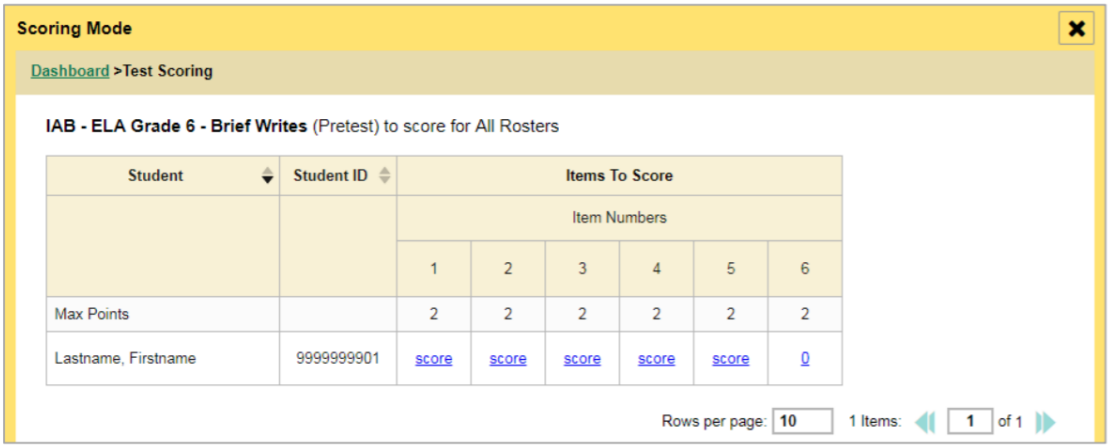

To enter scores for unscored items:

1. In the banner, click **Tests to Score.** The Scoring Mode window opens, displaying a list of tests with unscored items.

Note: The table on the Scoring Mode window indicates how many test opportunities and unscored items are available for each test. You can filter and navigate this table just like the Assessments table on your Dashboard.

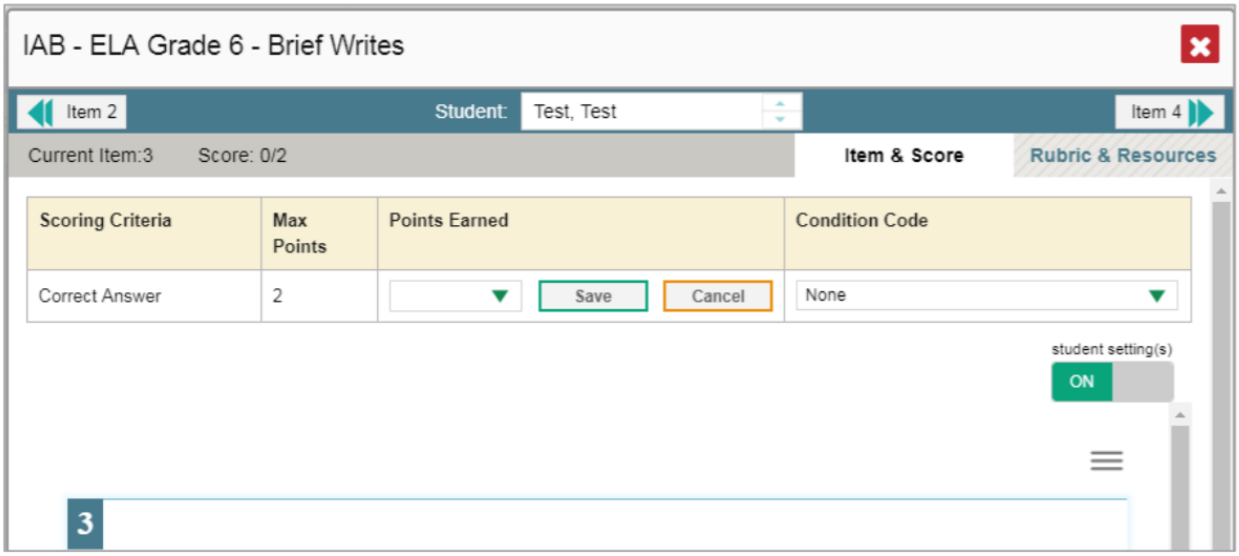
2. Click next to the name of the test you wish to score. The Test Scoring page appears, displaying a list of students and items awaiting scoring for the selected test (see Figure 23).

**Figure 23. Test Scoring Page**




3. To enter scores for an item, click the Score link for the required item in the required student's row. The Item View window opens (see Figure 24).

**Figure 24. Item View Window**




4. On the Rubric & Resources tab, review the item's rubric and available resources, if necessary.
5. On the Item & Score tab, review the student's entered response and do one of the following:
   - To enter a score for the response, manually select a numerical score in the Score field.
   - To assign a condition code to the response, select the appropriate option from the Condition Code drop-down list. For more information about condition codes, see About Non-Scorable Test Opportunities.
6. If the item consists of multiple scoring criteria, repeat Step 5 for each criterion.
7. Click Save.
8. To continue scoring items, do one of the following:

- To view another unscored item for the same student, use the arrow buttons at the top of the Item View window.
- To view the same unscored item for another student, select the required student from the Student field at the top of the Item View window.
- To return to the Test Scoring page and select another item manually, click X in the upper-right corner of the Item View window.

9. Repeat Steps 3–8 until you have entered scores for all the unscored items for the test.
10. To exit the Scoring Mode window, click X in the upper-right corner.

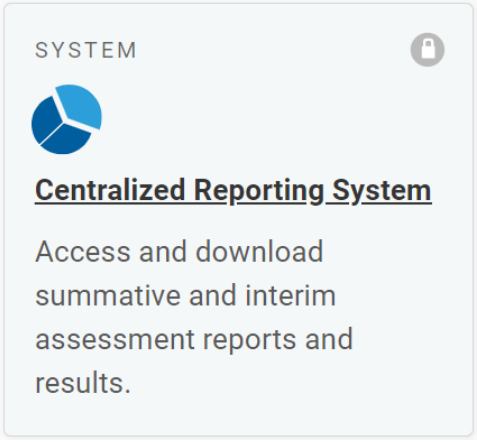
Note: After you enter scores for all the unscored opportunities of a test, that test is removed from the Scoring Mode window. However, you can still modify the item scores on that test directly from its Assessment Reports by following the procedure in the section Modifying Scores for Items.

# Section. V Accessing Interim Assessment Results

Smarter Balanced Interim Assessment results will be available in the Centralized Reporting System once a student has submitted an assessment.

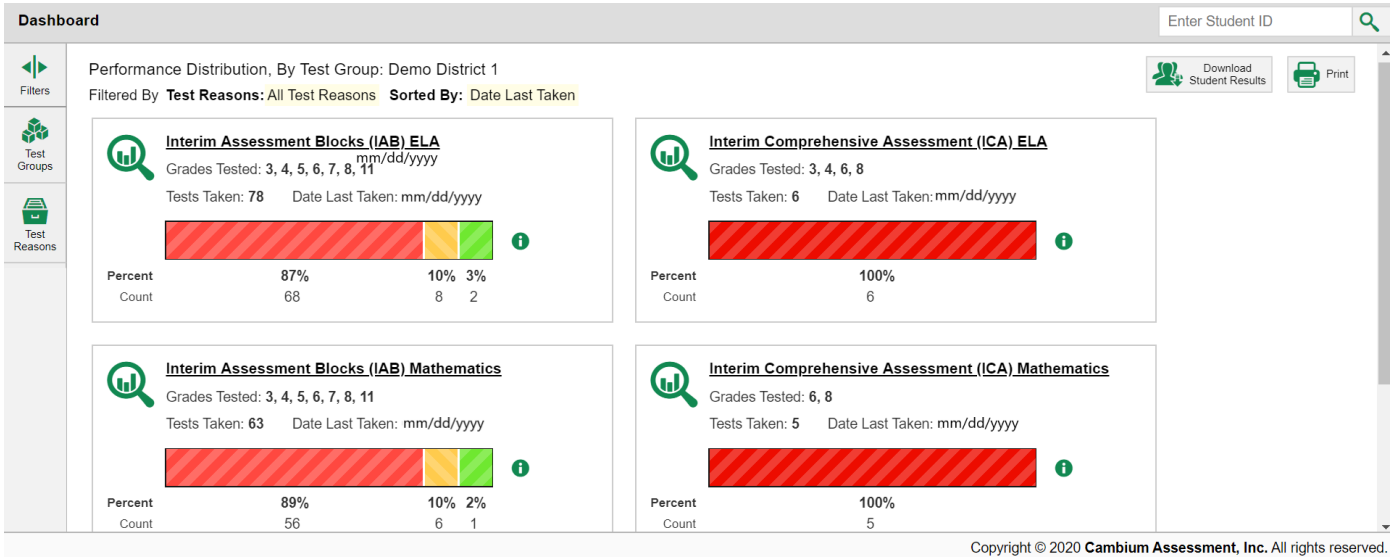
Individual Student Reports (ISR) are generated for each ICA completed by a student within each content area, and a combined report is generated for all completed IABs.

**Figure 25. Centralized Reporting System Portal Card**




The CRS can be accessed through the Connecticut Comprehensive Assessment Program Portal (https://ct.portal.cambiumast.com/smarter-balanced.html) using the e-mail address and password associated with your TIDE account. Review the *Centralized Reporting System User Guide* located on the Connecticut Comprehensive Assessment Program Portal for detailed information about user roles and navigating the system.

**Figure 26. CRS Dashboard**



# V.I Interim Assessment Block Reports

Once an IAB is completed and, where applicable, the item-dependent, constructed-response items are hand scored, student results will be available in the CRS. The CRS User Guide is available on the Connecticut Program Portal and offers detailed information on reviewing results and scoring responses. Results available in the CRS include data at the item and performance level. Authorized users will also have access to individual student responses along with the corresponding item metadata and scoring rubrics or answer keys.

**Figure 27. Student Performance on Tests Page**

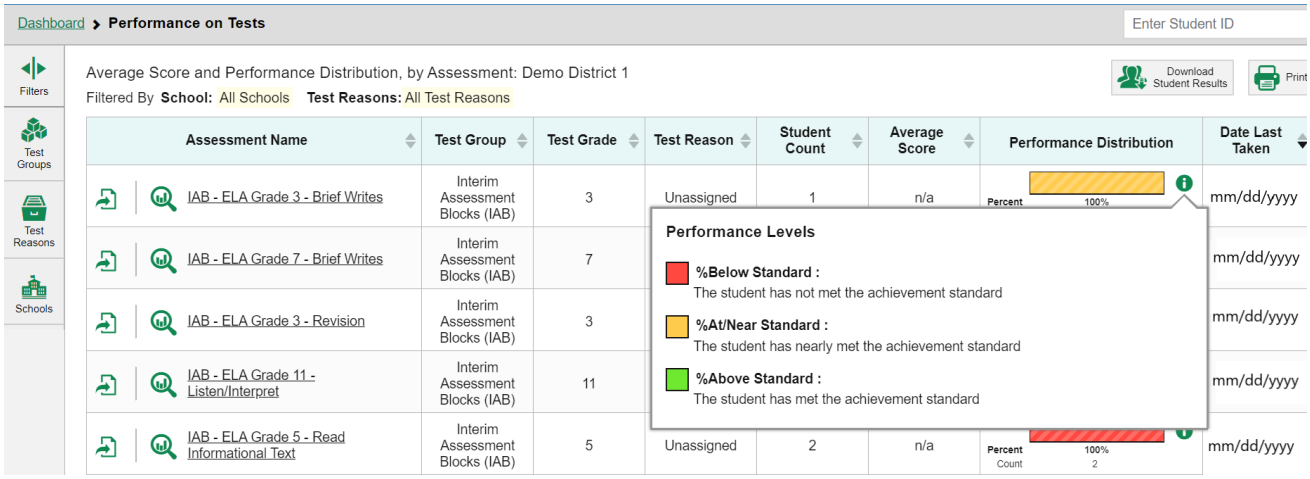
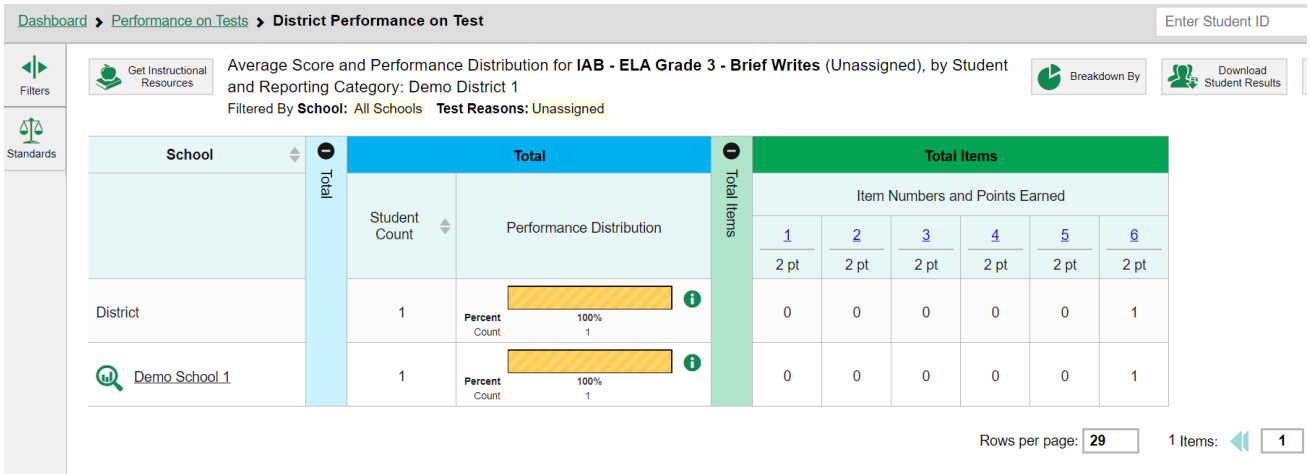



**Figure 28. District Performance on Test Page**



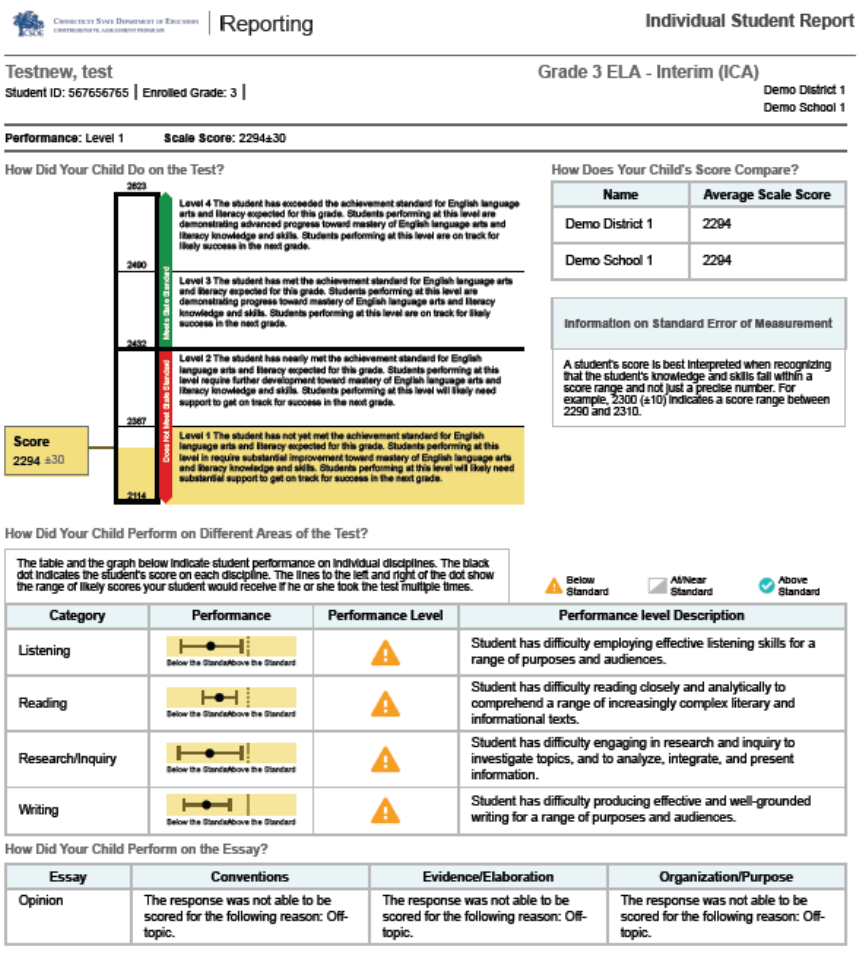
# V.II Interim Comprehensive Assessment Reports

The ICA is reported in a format similar to the summative assessments. Once an ICA is completed, and item-dependent, constructed-response items are hand scored, student results will be available in the CRS. The ISR displays the breakdown of the student's scale score, the achievement level for the selected content area, and the performance and claim description for each claim. Claim-level classifications are defined as Below Standard, At/Near Standard, and Above Standard.

**Figure 29. ISR Legend**

**Note:** For the ICAs, a student must have completed **both** the fixed form CAT and PT within a content area to receive a score. All hand-scored components of the ICA PT must be completed and scored before the test score appears in the CRS.

**Figure 30. Individual Student Report**



Reporting — Individual Student Report

Testnew, test
Student ID: 567656765 | Enrolled Grade: 3 |

Grade 3 ELA - Interim (ICA)
Demo District 1
Demo School 1

**Performance:** Level 1 **Scale Score:** 2294±30

How Did Your Child Do on the Test?

2823
Level 4 The student has exceeded the achievement standard for English language arts and literacy expected for this grade. Students performing at this level are demonstrating advanced progress toward mastery of English language arts and literacy knowledge and skills. Students performing at this level are on track for likely success in the next grade.
2490
Level 3 The student has met the achievement standard for English language arts and literacy expected for this grade. Students performing at this level are demonstrating progress toward mastery of English language arts and literacy knowledge and skills. Students performing at this level are on track for likely success in the next grade.
Meets State Standard
2432
Level 2 The student has nearly met the achievement standard for English language arts and literacy expected for this grade. Students performing at this level require further development toward mastery of English language arts and literacy knowledge and skills. Students performing at this level will likely need support to get on track for success in the next grade.
Does Not Meet State Standard
2367
Score
2294 ±30
Level 1 The student has not yet met the achievement standard for English language arts and literacy expected for this grade. Students performing at this level require substantial improvement toward mastery of English language arts and literacy knowledge and skills. Students performing at this level will likely need substantial support to get on track for success in the next grade.
2114

How Does Your Child's Score Compare?

| Name | Average Scale Score |
|---|---|
| Demo District 1 | 2294 |
| Demo School 1 | 2294 |

Information on Standard Error of Measurement

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

How Did Your Child Perform on Different Areas of the Test?

The table and the graph below indicate student performance on individual disciplines. The black dot indicates the student's score on each discipline. The lines to the left and right of the dot show the range of likely scores your student would receive if he or she took the test multiple times.

Below Standard | At/Near Standard | Above Standard

| Category | Performance | Performance Level | Performance level Description |
|---|---|---|---|
| Listening | Below the Standard Above the Standard | ⚠ | Student has difficulty employing effective listening skills for a range of purposes and audiences. |
| Reading | Below the Standard Above the Standard | ⚠ | Student has difficulty reading closely and analytically to comprehend a range of increasingly complex literary and informational texts. |
| Research/Inquiry | Below the Standard Above the Standard | ⚠ | Student has difficulty engaging in research and inquiry to investigate topics, and to analyze, integrate, and present information. |
| Writing | Below the Standard Above the Standard | ⚠ | Student has difficulty producing effective and well-grounded writing for a range of purposes and audiences. |

How Did Your Child Perform on the Essay?

| Essay | Conventions | Evidence/Elaboration | Organization/Purpose |
|---|---|---|---|
| Opinion | The response was not able to be scored for the following reason: Off-topic. | The response was not able to be scored for the following reason: Off-topic. | The response was not able to be scored for the following reason: Off-topic. |

# Appendix A. Interim Assessment Hand-Scoring Item Counts

## Interim Assessment

### *English Language Arts/Literacy*

There are no ELA items that require hand-scoring in CRS.

### *Mathematics*

For the IAB and ICAs, each Mathematics Performance Task has 2–4 item-dependent, constructed-response items, which will require hand scoring.