School Test Coordinators and Test Administrators

9.0 DIRECTIONS FOR ADMINISTRATION

Note: *This section includes directions for administration and a script to use in the administration of tests.*

9.1 Establishing Appropriate Testing Conditions

The School Test Coordinators (SCs) and Test Administrators (TAs) will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of computers available, the number of students in each tested grade, and the estimated time needed to complete each test. 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 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.

Prepare rooms for test administration following the requirements for a secure test environment described in section *3.0 Test Security.* As a reminder, information that is displayed on bulletin boards, chalkboards or dry-erase boards, or charts and that might be used by students to help answer questions **must be removed or covered**. This applies to rubrics, vocabulary charts, student work, posters, graphs, charts, etc. **Cell phones or other electronic devices are not allowed to be used during testing (i.e., turned off and put away).** It may be helpful to place a "TESTING—DO NOT DISTURB" sign on the door. It may also be helpful to post signs in halls and entrances rerouting hallway traffic, if necessary, in order to promote optimum testing conditions. Finally, post a sign so that it is clearly visible to all students that states that unauthorized electronic devices may not be used at any time during the testing session.

Appropriate seating arrangements must be used to discourage students from aiding one another. Students should be seated so that they cannot view the answers of others. To prevent confusion, arrangements for student seating must be completed prior to the test administration.

Establish procedures to maintain a quiet testing 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, instruct them on what activities they may do after they finish the test.

9.2 Components of the Field Test

The Field Test components are comprised of two separate assessments: the non–performance task (non-PT) items and the classroom activity/ PT. Smarter Balanced recommends that students take the non-PT and the PT items on separate days. Smarter Balanced also recommends that students begin with the non-PT items, followed by the classroom activity, and then the PT items. Districts/ Schools may opt to administer in a different order if needed; however, the classroom activity, which is designed to introduce the PT, **must** occur prior to the PT.

Important Recommendations:

- If a student begins the assessment with the non-PT items, he or she should complete all the non-PT items prior to moving on to the classroom activity and PT. Similarly, if a student begins the assessment with the classroom activity and PT, he or she should complete the entire PT prior to moving on to the non-PT items. It is recommended that you not have more than one test event open for any student at a given time.

- It is recommended that an entire content session (ELA or mathematics) be completed before starting another, but it is not required and would be up to the discretion of the School or District Test Coordinator.

9.3 Classroom Activity Administration Guidelines

The Smarter Balanced Assessment Consortium Field Test administration provides an opportunity to collect information about student performance on items and tasks. It is also an opportunity to explore how to improve the testing experience by offering new ways of ensuring that all students are allowed the opportunity to show what they know about the content.

All Field Test participants will receive information provided in a classroom activity before students complete a PT in the assigned content area. The purpose of the classroom activity is to provide students with information and key terms that would be helpful for him or her to know prior to taking the performance task.

Classroom activities may be administered in a classroom and may take place on a separate day from the performance task. Regardless of where the classroom activity is administered, the teacher or TA should be able to record information for students to see (such as on a chalkboard or dry-erase board). Computers, projectors, and other technology are allowed but not required for the classroom activity.

The classroom activity involves the participation of all students in an instructional task. Students may take notes during this time, but the notes must be collected before proceeding to the PT and stored in a secure location until securely shredded.

Please read the following information carefully to prepare for administering the classroom activity for ELA or mathematics:

- The classroom activity involves interactions between the teacher and students. The performance task that follows will be completed by individual students in the computer-based test delivery system.

- The classroom activity should be administered close to the performance task administration but it can occur on different days. The recommendation is that there is no more than a three-day lapse between the classroom activity and the PT administration.

- Classroom activities are designed to fit into a 30-minute window and will vary due to the complexity of the topic and individual student needs. These activities will be administered in a classroom or in any area deemed appropriate for classroom activity administration.

- The SC will download and provide the assigned classroom activity at least one or two days before the planned administration of your classroom activity and performance task.

- Determine an appropriate space for completing the classroom activity. Decide how to display information that students will need to see, where to record student responses or notes from the discussion, and any other logistic details.

- Consider the appropriate accommodations that should be provided to students in the class that would normally be provided during instruction. Provide these accommodations during the classroom activity.

- Any tables, graphics, formulas, or other information contained in the materials for the classroom activity may be displayed for students.

9.4 Classroom Activity/ Performance Tasks

Classroom preparation

The SC, or other designated individual, will need to take the following steps before testing:

1. **Identify which classroom activity has been selected for your class to administer**. Classroom activities are assigned by grade for each individual school.

   This information can be found on the California Smarter Balanced Portal at http://sbac.portal.airast.org/ca/. Locate California and then use the menus within the file to filter for your school. Beside the name of the school will be a listing of the classroom activities assigned to your grade/ content area.

2. **Download the classroom activity.**

   Once you know your classroom activity, you will need to download and review the materials at least one or two days prior to the planned delivery of your classroom activity and PT.

   Materials are posted on the California Smarter Balanced Portal at http://sbac.portal.airast.org/ca/field-test-ca/ and are in alphabetical order. By clicking on your classroom activity, you will have the ability to print and/ or save the materials. Review the teacher directions for the classroom activity carefully to ensure that you know how to prepare for and carry out the classroom activity.

3. **Complete the classroom activity.**

   Ensure that the teacher or other instructional staff has presented the classroom activity to the students prior to PT administration. It is recommended that the classroom activity be administered one to three days prior to the administration of the PT.

   Classroom activities include directions associated with that specific classroom activity.

   Note: *The classroom activity is not administered online (i.e., does not require a computer) and does not require a login.*

4. **Administer the make-up classroom activity.**

   For students who are absent on the day of the classroom activity, it is recommended that a make-up session is scheduled.

5. **Administer the performance task.**

   The students must work independently on the performance task responses; instructions will be delivered to them in the Test Delivery System.

   ### ELA

   The ELA PT consists of two parts: Part 1 and Part 2. It is recommended that each part be administered on separate days. In Part 1, students will read sources and answer three research questions. During Part 2 (the full write), students will provide a written response using those

sources. Only in Part 2 of the ELA PT may students have access to a hard-copy (non-embedded universal tool) or online dictionary or online thesaurus (embedded universal tools).

> ***Note 1:*** *if you opt to offer a hard-copy dictionary to your students, it must be a commercially published dictionary in print form. Teacher- or student-created dictionaries are not allowed.*

> ***Note 2:*** *ELA performance tasks may require headsets.*

Mathematics

The mathematics performance task should be administered in one session.

> ***Note:*** *Mathematics performance tasks do not require headsets unless needed as an accommodation.*

9.5 Directions for Administration

Use the following information and script to assist students with the login procedures. This script is reproduced in *Appendix A* for ease of printing. Please refer to the *California Test Administrator User Guide* at http://sbac.portal.airast.org/ca/field-test-ca/resources/ to familiarize yourself with the Online Testing System.

Login script

RECOMMENDATION: Consider printing this section to be used on the day of testing the PT and the non-PT items. Remember that the PT and the non-PT items are considered two unique tests, and as such, adherence to the process that follows is needed when initiating both tests.

To ensure that all students are tested under the same conditions, you should adhere strictly to the script for administering the test. These instructions can be found in the boxes in bold on the following pages. When asked, you should answer questions raised by students, but you should never help the class or individual students with specific test items. **No test items can be read to any student for any content area, unless specified as an accommodation.**

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

All directions that you are to read to students are indicated by the word "SAY" and are in boxes so they stand out from the regular text. Read these directions 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 read the direction again.

Try to maintain a natural classroom atmosphere during the test administration. Before each test begins, encourage students to do their best.

Any time a student logs into the testing system, the Test Administrator should follow this script. This includes logging in to complete the non-PT items or the performance task.

> SAY: Today, you will take the Smarter Balanced [insert name of ELA or mathematics] test. You will be given 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, you will have to wait for me to approve the test before you can start. I'll be checking that you have correctly entered your ID number and other information.

Give Students the Test Session ID

The test session ID, the SSID, and the confirmation code may be provided to students ahead of time on a card or piece of paper to help them type it in the computer accurately. TAs may also write the test session ID on the 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, without extra spaces or characters. Student information is confidential; therefore, the cards/paper with this information will need to be collected and securely shredded if used. Please refer to the *California Test Administrator User Guide* at http://sbac.portal.airast.org/ca/field-test-ca/resources/ to familiarize yourself with the Online Testing System.

> SAY: Enter your confirmation code which is your full first name, your two-letter state abbreviation followed by a hyphen, and your SSID. Then enter the test session ID. *Raise your hand if you cannot see these numbers well enough to type them on your keyboard.*
>
> Please do not share your SSID with anyone. This is private information.
>
> *Once you have successfully logged in, you will see a page on your screen with your full first name, SSID, school, and grade. If all of the information on your page is correct, select YES to continue. If any of the information is incorrect, please raise your hand so that you can show me what is wrong.*

Make sure all students have successfully entered their information. Since you are using the student name as the confirmation code, be sure that the students use their first names as it appears in CALPADS, 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. TAs may assist students with logging in if necessary.

If the problem cannot be resolved, please contact your School Test Coordinator.

> SAY: On the next page, select the test you will be taking today labeled [INSERT NAME OF TEST], and then click START TEST. After you have selected your test, you will see a page 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.

In the event of technical difficulties with the secure browser, contact your School or District Technology Coordinator or your School Test Coordinator.

Approving Students for Testing

After students log in, you must confirm that these are the correct students to take the test and approve the students' login requests. The upper right corner of your screen will always display a list

of students who are awaiting approval at any time. **Please make sure the correct student has logged in.**

Once students begin appearing in the preview box, you can click [**Approvals (#)**] to open the Approvals pop-up window, shown below. Review each student's test settings and edit as necessary. You can either click [**Approve**] for each individual student (recommended) or, when you are satisfied that all students in the list can be approved, click [**Approve All Students**]. *Reminder: If any student's test settings are incorrect, do NOT approve that student.*

Note: The SSID is required.

To refresh the list of students awaiting approval at any time, click the [**Refresh**] button at the top of the pop-up window.

Approvals and Student Test Settings				✔ Approve All Students	⟳ Refresh	✗ Done

G3 ELA

Student Name	State-SSID	Opp #	Test Settings		Action	
STUDENT A	AI-99999991843	1	Standard Settings	See/Edit Details	✔ Approve	✗ Deny

G3 Math

Student Name	State-SSID	Opp #	Test Settings		Action	
STUDENT B	AI-99999991086	1	Standard Settings	See/Edit Details	✔ Approve	✗ Deny
STUDENT C	AI-99999990553	1	Custom Settings	See/Edit Details	✔ Approve	✗ Deny

> **SAY:** After I approve you to begin testing, you will see a page 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 and I'll be with you shortly.

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

> **SAY:** *Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner.*
>
> *You must answer each question on the page before going on to the next question. During the test, you may see a page with no test questions. Follow the directions on the page to continue taking the test.*
>
> *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 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 you need to change the answer during this test segment.*

> *You may PAUSE at any point in the test by clicking PAUSE rather than NEXT after answering an item. [The following statement only applies to the non-PT test.] 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 prior to clicking 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.*
>
> When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.
>
> 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.

Note: *For the Non-PT 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 the start. See section 6.5* Testing Time and Recommended Order of Administration *for recommended testing.*

9.6 Testing Over Multiple Sessions or Days

For some tests, particularly the performance tasks, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule. Smarter Balanced recommends that the ELA PT be administered in two sessions corresponding with Part 1 and Part 2 of the PT. Students can be provided with breaks within each part; however, once a student moves on to Part 2, he or she will not be able to review or revise items in Part 1. For this reason it is recommended that students complete Part 1 in one test session. Part 2 would ideally be delivered the next school day. For the mathematics PT, Smarter Balanced recommends that it be administered in one session of 40–120 minutes.

If you intend to administer the test over the course of multiple days for a student or group of students, it may be important for all of the students to pause after they reach a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the TA should give the students clear directions on when to pause. For example, Test Administrators may designate a certain amount of time for testing. Likewise, the end of Part 1 of the ELA performance task might be a logical stopping point. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of the segment.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. When instructing the students to log in, TAs should read the unitalicized sections of the general script to the students from the beginning in section *9.5 Directions for Administration*. For printing purposes, the entire script will also be available in *Appendix A* of this manual.

A summary of recommendations for the number of sessions and session durations is in section *6.5 Testing Time and Recommended Order of Administration.*

9.7 Monitoring Testing

Once students have started their tests, 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 SC immediately.

You 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 you see how many items have been delivered to each student (e.g., question 24 of 40).

While the TA Interface is designed to automatically refresh every minute, you can manually refresh at any time by clicking the [**Refresh Now**] button at the top left of the page. Do NOT click the Web browser's refresh button.

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

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

If a student asks for assistance either in answering an item or manipulating an item type, 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.

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

Warn students before the end of the test session.

When there are approximately five minutes left for the test session, give students a brief warning.

> SAY: We are nearing the end of this testing period. Please review any completed or marked items now. If you have not finished, you will have the chance to finish the test at another time.

End the test session and log out of the Test Administrator Site.

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 (presented after any pause taken) or to end the test. Tests can no longer be paused after the last item has been presented.

After answering the last question, students must end their test. If students would like to review their answers before ending their test, they do so by clicking [**REVIEW MY ANSWERS**] and then [**SUBMIT**

School Test Coordinators and Test Administrators

TEST] once they are done reviewing. Once a student clicks [**SUBMIT TEST**], the student will not be able to review answers.

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

Collect any scratch paper. Then click [**Stop Session**] to end the test session and pause any student tests in your session that are still in progress. When you are finished, you can log out of the TA Interface by clicking the [**Logout**] button at the top right.

10.0 FOLLOWING TEST ADMINISTRATION

10.1 Destroying Test Materials

Federal law—the Family Educational Rights and Privacy Act—and state law (*California Government Code* Section 11019.9) prohibit the release of any student's personally identifiable information. Any printouts must be securely stored and then shredded.

As a reminder, those test materials identified in section *3.0 Test Security* must be securely shredded immediately following each test session and may not be retained from one test session to the next.

10.2 Reporting Testing Improprieties, Irregularities, and Breaches

At the close of the testing window, ensure that all test security incidents were reported in accordance with the guidelines in *Appendix B* in this manual.

APPENDIX A: DIRECTIONS FOR ADMINISTRATION SCRIPT

Use the following information and script to assist students with the login procedures. Please refer to the *California Test Administrator User Guide* at http://sbac.portal.airast.org/ca/field-test-ca/resources/ to familiarize yourself with the Online Testing System.

Login script

RECOMMENDATION: Consider printing this section to be used on the day of testing the PT and the non-PT items. Remember that the PT and the non-PT items are considered two unique tests, and as such, adherence to the process that follows is needed when initiating both tests.

To ensure that all students are tested under the same conditions, you should adhere strictly to the script for administering the test. These instructions can be found in the boxes in bold on the following pages. When asked, you should answer questions raised by students, but you should never help the class or individual students with specific test items. **No test items can be read to any student for any content area, unless specified as an accommodation.**

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

All directions that you are to read to students are indicated by the word "SAY" and are in boxes so they stand out from the regular text. Read these directions 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 read the direction again.

Try to maintain a natural classroom atmosphere during the test administration. Before each test begins, encourage students to do their best.

Any time a student logs into the testing system, the Test Administrator should follow this script. This includes logging in to complete the non-PT items or the performance task.

> SAY: Today, you will take the Smarter Balanced [insert name of ELA or mathematics] test. You will be given 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, you will have to wait for me to approve the test before you can start. I'll be checking that you have correctly entered your ID number and other information.

Give Students the Test Session ID

The test session ID, the SSID, and the confirmation code may be provided to students ahead of time on a card or piece of paper to help them type it in the computer accurately. TAs may also write the test session ID on the 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, without extra spaces or characters. Student information is confidential; therefore, the cards/paper with this information will need to be collected and securely shredded if used. Please refer to the *California Test Administrator User Guide*

at http://sbac.portal.airast.org/ca/field-test-ca/resources/ to familiarize yourself with the Online Testing System.

> SAY: Enter your confirmation code which is your full first name, your two-letter state abbreviation followed by a hyphen, and your SSID. Then enter the test session ID. *Raise your hand if you cannot see these numbers well enough to type them on your keyboard.*
>
> Please do not share your SSID with anyone. This is private information.
>
> *Once you have successfully logged in, you will see a page on your screen with your full first name, SSID, school, and grade. If all of the information on your page is correct, select YES to continue. If any of the information is incorrect, please raise your hand so that you can show me what is wrong.*

Make sure all students have successfully entered their information. Since you are using the student name as the confirmation code, be sure that the students use their first names as it appears in CALPADS, 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. TAs may assist students with logging in if necessary.

If the problem cannot be resolved, please contact your School Test Coordinator.

> SAY: On the next page, select the test you will be taking today labeled [INSERT NAME OF TEST], and then click START TEST. After you have selected your test, you will see a page 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.

In the event of technical difficulties with the secure browser, contact your School or District Technology Coordinator or your School Test Coordinator.

Approving Students for Testing

After students log in, you must confirm that these are the correct students to take the test and approve the students' login requests. The upper right corner of your screen will always display a list of students who are awaiting approval at any time. **Please make sure the correct student has logged in.**

Once students begin appearing in the preview box, you can click [**Approvals (#)**] to open the Approvals pop-up window, shown below. Review each student's test settings and edit as necessary. You can either click [**Approve**] for each individual student (recommended) or, when you are satisfied that all students in the list can be approved, click [**Approve All Students**]. *Reminder: If any student's test settings are incorrect, do NOT approve that student.*

Note: The SSID is required.

To refresh the list of students awaiting approval at any time, click the [**Refresh**] button at the top of the pop-up window.

School Test Coordinators and Test Administrators

Approvals and Student Test Settings | ✔ Approve All Students | ↻ Refresh | ✕ Done

G3 ELA

Student Name	State-SSID	Opp #	Test Settings		Action	
STUDENT A	AI-99999991843	1	Standard Settings	✎ See/Edit Details	✔ Approve	✕ Deny

G3 Math

Student Name	State-SSID	Opp #	Test Settings		Action	
STUDENT B	AI-99999991086	1	Standard Settings	✎ See/Edit Details	✔ Approve	✕ Deny
STUDENT C	AI-99999990553	1	Custom Settings	✎ See/Edit Details	✔ Approve	✕ Deny

SAY: After I approve you to begin testing, you will see a page 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 and I'll be with you shortly.

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

SAY: *Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner.*

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

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 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 you need to change the answer during this test segment.

You may PAUSE at any point in the test by clicking PAUSE rather than NEXT after answering an item. [The following statement only applies to the non-PT test.] 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 prior to clicking 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.

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

Note: *For the Non-PT 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 the start. See section* 6.5 Testing Time and Recommended Order of Administration *for recommended testing.*

Testing Over Multiple Sessions or Days

For some tests, particularly the performance tasks, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule. Smarter Balanced recommends that the ELA PT be administered in two sessions corresponding with Part 1 and Part 2 of the PT. Students can be provided with breaks within each part; however, once a student moves on to Part 2, he or she will not be able to review or revise items in Part 1. For this reason it is recommended that students complete Part 1 in one test session. Part 2 would ideally be delivered the next school day. For the mathematics PT, Smarter Balanced recommends that it be administered in one session of 40–120 minutes.

If you intend to administer the test over the course of multiple days for a student or group of students, it may be important for all of the students to pause after they reach a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the TA should give the students clear directions on when to pause. For example, Test Administrators may designate a certain amount of time for testing. Likewise, the end of Part 1 of the ELA performance task might be a logical stopping point. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of the segment.

When testing is resumed on a subsequent day, the TA will need to start a new test session and provide a new session ID. When instructing the students to log in, TAs should read the unitalicized sections of the general script to the students from the beginning in section *9.5 Directions for Administration*. For printing purposes, the entire script will also be available in *Appendix A* of this manual.
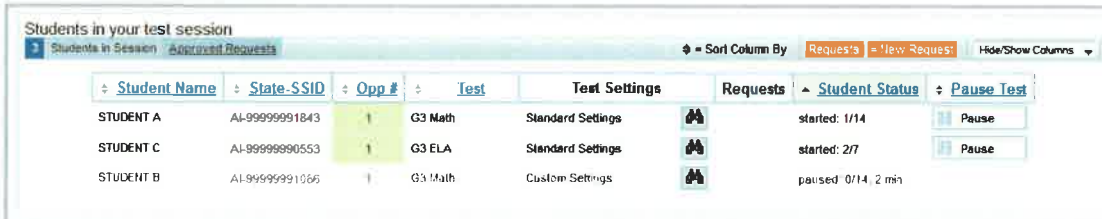
A summary of recommendations for the number of sessions and session durations is in section *6.5 Testing Time and Recommended Order of Administration*.

Monitoring Testing

Once students have started their tests, 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 SC immediately.

You 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 you see how many items have been delivered to each student (e.g., question 24 of 40).

School Test Coordinators and Test Administrators

While the TA Interface is designed to automatically refresh every minute, you can manually refresh at any time by clicking the [**Refresh Now**] button at the top left of the page. Do NOT click the Web browser's refresh button.

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

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

If a student asks for assistance either in answering an item or manipulating an item type, 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.

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

Warn students before the end of the test session.

When there are approximately five minutes left for the test session, give students a brief warning.

> SAY: We are nearing the end of this testing period. Please review any completed or marked items now. If you have not finished, you will have the chance to finish the test at another time.

End the test session and log out of the Test Administrator Site.

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 (presented after any pause taken) or to end the test. Tests can no longer be paused after the last item has been presented.

After answering the last question, students must end their test. If students would like to review their answers before ending their test, they do so by clicking [**REVIEW MY ANSWERS**] and then [**SUBMIT TEST**] once they are done reviewing. Once a student clicks [**SUBMIT TEST**], the student will not be able to review answers.

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

Collect any scratch paper. Then click [**Stop Session**] to end the test session and pause any student tests in your session that are still in progress. When you are finished, you can log out of the TA Interface by clicking the [**Logout**] button at the top right.