



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Test Administration Manual:
Smarter Balanced and WCAS
Summative Assessments
English Language Arts, Mathematics, and
Science*

Spring 2022

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OVERVIEW

Purpose of This Manual

This Test Administration Manual (TAM) provides instructions for the administration of the Smarter Balanced English Language Arts (ELA) and mathematics assessments, and the Washington Comprehensive Assessment of Science (WCAS). The information in this manual contains guidance on policy and procedures for administering the summative assessments, including how to prepare for the assessments and general rules for testing.

About the Washington Comprehensive Assessment Program (WCAP)

The WCAP is comprised of a set of standards-based assessments developed specifically to measure student progress toward meeting the Washington State K-12 Learning Standards. The WCAP is designed to:

- Report students' levels of proficiency relative to the state learning standards.
- Measure progress toward district and school improvement targets.
- Serve as Washington's accountability measure to meet federal requirements under the Every Student Succeeds Act (ESSA).

About the Smarter Balanced Assessment Consortium

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

The grades 3–8 and 10 Smarter Balanced ELA and mathematics assessments fulfill the federal ESSA requirement that students be tested once at each grade within these grade levels.

About the Washington Comprehensive Assessment of Science (WCAS)

The WCAS is a state-developed assessment that is only used in Washington. The Science Assessment team at the Office of Superintendent of Public Instruction (OSPI) develops the test with trained science educators from around the state, along with the assistance of an educational assessment contractor. The WCAS measures the level of proficiency that Washington students have achieved based on the Washington State 2013 K-12 Science Learning Standards, which are the Next Generation Science Standards (NGSS). For more information about the WCAS, go to www.k12.wa.us/student-success/testing/state-testing-overview/washington-comprehensive-assessment-science.

The grades 5, 8, and 11 WCAS fulfills the federal ESSA requirement that students be tested in science once in each of three grade spans (3-5, 6-9, and 10-12).

RESOURCES AND TRAINING

Who Can Administer State Assessments?

State assessments must be administered by trained staff members of a school district. It is recommended that assessments be administered by individuals with an existing state certification in education (e.g., teachers, school psychologists, principals, etc.). However, non-certificated staff (such as paraeducators) may administer assessments with appropriate training and under the general supervision of a certificated school district employee. Certified staff are not required to be within the testing location with non-certified staff at all times, but at least one trained staff member must be in the testing room while students are testing.

Student teachers, paraeducators, and interns have a contractual relationship with the school district—even though they are not paid employees—and may assist in the administration of the assessments, including proctoring.

Volunteers may not administer or assist in the administration of any state assessments, and volunteers are not permitted to assist with the handling of secure test materials. Volunteers may assist in the supervision of students who need a break or have completed testing and left the testing site.

Test Administrator (TA) Responsibilities

TAs must:

- Complete current administration training and review all required documents before administering any assessments.
- Assure that the test environment meets the requirements outlined in the [Establishing Appropriate Testing Conditions](#) section.
- Review student information before testing to ensure that students receive the appropriate supports and tests.
- TAs should report any potential data errors to School Test Coordinators (SCs) and District Assessment Coordinators (DCs), as appropriate.
- Administer the assessments to students.
- Report all test security incidents to their SC and DC according to state and district policies.

Training

All staff who support test administration or processing of secure materials must be trained annually and review all required materials before administering a test.

This manual is designed to complement the resources listed in the tables below. Table 1 lists the materials the state requires TAs to review. Table 2 lists the materials that are highly recommended for TAs to review. All the resources listed in tables 1 and 2 can be found on the [WCAP Portal](#).

The grade and content-specific *TA Script of Student Directions* for administering state assessments are available as separate documents on the WCAP Portal. This allows users to review this manual electronically and print only the *TA Script of Student Directions* specific to the test being administered.

Table 1. Materials Required for Review

Resources	Description
TA Training for 2021–22 Administrations	TA training is conducted by the school district, prior to administration of state assessments. At the time of training, TAs fill out the “Prior to Testing” section of the <i>Test Security Staff Assurance Report</i> . TAs will complete the “Post Testing” section at the conclusion of testing. Note: TAs must fill out a new <i>Test Security Staff Assurance Report</i> for the spring 2022 test administration. The version they completed for the fall 2021 test administration does not count.
Test Administration Manual (TAM) [this document]	Contains procedures and policies that staff who support or administer the assessments must follow.
TA Script of Student Directions	Grade- and content-specific test directions TAs must read to the students for the assessments. The script must be read word-for-word to students.
Guidelines on Tools, Support, and Accommodations (GTSA)	The GTSA provides information for classroom teachers, English language development educators, special education teachers, and related services personnel to aid in selecting the appropriate accessibility features for students for state assessments.
Calculator and Electronic Device Policy	This policy details availability and use of electronic devices and calculators for state assessments.
TA Interface User Guide	This guide provides information on using the Test Delivery System (TDS) to administer online tests to students.
Test Administrator Interface for Online Testing Module	This module walks users through navigation of the TA Interface. It includes directions for student login, test selection, layout, functionality of test tools, and test navigation.
Secure Browser for Student Online Testing Module	This module is designed to help students understand the interface they will use to take the online test.

Table 2. Materials Highly Recommended for Review

Resources	Description
TIDE Module	The Test Information Distribution Engine (TIDE) module provides information about accessing TIDE, viewing student test settings, and rostering.
TA Certification Course	This training course provides an overview of the TA Interface, security protocols, and monitoring requirements for online testing. Districts may require that TAs complete this course.

Practice and Training Tests

Teachers are encouraged to conduct a group walk-through of the practice or training tests with their students. This helps promote familiarity with question types, testing format, and basic online testing functions such as pause, mark for review, and ending a test or segment. It also allows free and open communication on the testing process and/or content, giving teachers an opportunity to describe the limitations of the support they will be able to provide during summative testing. Participating in practice and training tests can help relieve testing anxiety for many students.

For accommodated paper-pencil test administrations, see the OSPI [Test Questions](#) page for links to resources.

Table 3 describes available training resources.

Table 3. Training and Practice Tests

Resources	Description
Online Training Test	<p>Training Tests provide opportunities for TAs and students to become familiar with the format and functionality of the online test. Students learn how to log into a test, navigate tool buttons, and how to complete different question types. Training tests are not intended for reviewing grade-level content.</p> <p>This resource is available by grade band for Smarter Balanced (3–5, 6–8, high school) and has approximately six to nine mathematics and six to seven ELA questions per grade band. Training tests for the Washington Comprehensive Assessment of Science (WCAS) are available for grades 5, 8, and 11 and have approximately 8-12 questions per grade level.</p> <p>Responses on training tests are not scored. Training tests are available for ELA, mathematics, and the WCAS.</p>
Online Practice Test	<p>Practice tests provide students with opportunities to become familiar with the grade-level content they will find on the summative assessments and to practice responding to various question types. There are approximately 30 questions, across all claim areas, including separate Performance Tasks (PTs) for ELA and mathematics.</p> <p>Responses on the practice tests are not scored. Practice tests are available for ELA and mathematics.</p>
Lesson Plans for Online Training Tests	<p>Each lesson plan document includes ways to practice using the tools for each question type, an answer key, and standards alignment for each question on the Training Tests. Lesson plans are available for each grade-level of the WCAS and Smarter Balanced math training tests.</p>
Sample Paper- Pencil Test and Answer Booklets	<p>Use of a paper-pencil test must be documented in a student’s IEP or 504 plan.</p> <p>Sample tests are available to support use of the Smarter Balanced summative paper-pencil tests. The paper-pencil sample tests give students the opportunity to practice using a test booklet and separate answer booklet. Educators should read the Teacher Sample Booklet Companion document prior to using the paper-pencil samples with students.</p> <p>Location of paper-pencil sample supports:</p> <p>ELA: Under the Assessments, Trainings, & Resources, scroll down to Tools, Designated Supports, and Accommodations. Expand the menu and click on the booklet you need under Accommodated Paper-Pencil Practice Test Booklets.</p> <p>Mathematics: Scroll down to Paper-Pencil Assessment Supports</p> <p>WCAS: Scroll down to access the training tests and glossaries</p>

The online Practice and Training Tests are available without login credentials by signing in as a guest; however, if users want to access either of these sites as a TA (required to administer a braille Practice or Training Test), a login will be required.

The online Practice and Training Tests do not require use of the secure browser, but the accessibility feature of “permissive mode” that is needed to make some assistive technologies function with the secure browser (such as an alternate keyboard), is only available through the secure browser.



Caution: When administering assessments, it is important that teachers and TAs have a clear understanding of the different assessment types to ensure accurate administration. It is a breach in test security when a summative assessment is administered instead of a practice, training, or interim assessment. If this occurs, it is required that the DC investigate the situation and report findings to the Office of Superintendent of Public Instruction (OSPI).

PARTICIPATION

Assessment Participation

All students, including students with disabilities, multilingual learners (formerly referred to as English learners (Els) ,and multilingual learners with disabilities, should have equal opportunity to participate in state assessments. The [Guidelines for Statewide Accountability Assessments](#) document should be used to aid in assessment related decisions for students with disabilities.

Table 4 outlines the federal and state policies regarding participation by subject area. Table 5 lists the minimum criteria that must be met for a student to generate a score.

Table 4. Federal and State Policies Regarding Student Participation in Summative Assessments

Grades	Subject	Accountability Requirements/Availability
3–8 and 10	ELA	Required for state and federal accountability, except: <ul style="list-style-type: none"> • Students with the most significant cognitive disabilities who meet the criteria for a WA-AIM ELA (alternate assessment based on alternate achievement standards for approximately one percent or fewer of the student population). • Students who have received state approval for a medical emergency exemption. • multilingual learners who enrolled for the first time (within the last twelve months prior to the beginning of testing) in a U.S. school have a one-time exemption from ELA assessments but must participate in the mathematics and science assessments for federal accountability.
3–8 and 10	Math	Required for state and federal accountability, except: <ul style="list-style-type: none"> • Students with the most significant cognitive disabilities who meet the criteria for a WA-AIM mathematics (alternate assessment based on alternate achievement standards for approximately one percent or fewer of the student population). • Students who have received state approval for a medical emergency exemption.
5, 8, and 11	Science	Required for state and federal accountability, except: <ul style="list-style-type: none"> • Students with the most significant cognitive disabilities who meet the criteria for a WA-AIM science (alternate assessment based on alternate achievement standards for approximately one percent or fewer of the student population). • Students who have received state approval for a medical emergency exemption.



Students who received state approval for a medical emergency exemption are excluded from all publicly reported proficiency and participation calculations.

Table 5. Criteria to Generate a Score

Subject	Criteria to be Met to Generate a Score
ELA	Must log in to both Computer Adaptive Test (CAT) and Performance Task (PT) portions of the assessment and respond to at least one question on both parts of the test.
Math	Must log in to both Computer Adaptive Test (CAT) and Performance Task (PT) portions of the assessment and respond to at least one question on both parts of the test.
Science	Must give a response to at least two questions (regardless of the number of interactions a question might have).

Retake Opportunity

For high school students in the Class of 2020 and beyond who choose the state assessment as a pathway to graduation, there will be one opportunity to retake the ELA and mathematics assessments each spring.

Student Accessibility Features

The [*Guidelines on Tools, Supports, and Accommodations*](#) (GTSA) provide information for classroom teachers, English language development educators, special education teachers, and related services personnel to make decisions about accessibility consistent with the needs of the student and in keeping with the intent of the assessment's measurement constructs. The GTSA should be viewed as supplemental information, used in support of local decision-making processes, to determine a student's accessibility needs specific to daily classroom interactions, as well as unique testing situations with the intent to retain the greatest continuity across both classroom instruction and testing.

The GTSA identifies the accessibility features available to students during state testing, consistent with students' use in classroom instructional settings. The focus is first on supporting a student's initial learning then subsequent demonstration of acquired skills and knowledge through testing. Some accessibility features applicable in classroom instructional settings will not be permissible for the testing environment due to identified violations of the content constructs being assessed.

The GTSA is also intended for assessment staff and administrators who oversee test administration and accessibility decisions with the variety of computer-based applications and systems that support state and district testing.

The guidelines in the GTSA apply to all students, even though many students may not need accessibility supports in order to access the assessments. The emphasis is on the individualized nature of instruction and assessment for students who have diverse needs

A variety of embedded universal tools, designated supports, and accommodations are available for the online summative and interim assessments, as well as practice and training tests. Embedded resources are those that are accessed through the online test system. Non-embedded resources are provided outside of the online test system or during accommodated paper-pencil testing, as defined in the GTSA.

District Assessment Coordinators (DCs), District Test Administrators (DAs), and School Test Coordinators (SCs) have the ability to set embedded and non-embedded accessibility features in the Test Information Distribution Engine (TIDE). Accessibility features must be set in TIDE prior to starting a test session. TAs must verify students have access to all necessary accessibility features. If a student begins a test without the correct settings, contact your SC right away to determine if the student's settings can be changed in TIDE, or if a reset will be necessary.

To check settings in TIDE before testing, OSPI recommends that users print student settings and tools using the **Print from Student List** or **Print from Roster List** task menu. After selecting the students or the roster, select the **Print Menu** button and then select **Student Settings and Tools** from the print options. A new browser window opens that displays a pdf of the student list or roster, with any test settings or tools that are not the default settings in the last column. Students with no changes to their universal tools, designated supports, or accommodations will have a blank box in the last column. District and school staff can use this printout to verify student settings before testing, and TAs can use it during the login process to confirm that students have the correct accessibility features.

For more information on the use of student accessibility features, refer to the GTSA.

TESTING SCHEDULE, TIME, AND RECOMMENDED ORDER OF ADMINISTRATION

Washington establishes statewide ELA and mathematics testing windows consistent with Smarter Balanced Consortium policies. WCAS testing schedules are coordinated with the Smarter Balanced windows. See the [Timelines/Calendar](#) for a full schedule of state assessments available. School test schedules are required to align to state guidance and receive DC approval. Test windows, unique to each school, are set by DCs and can be viewed in TIDE.

Scheduling Time for Testing

The estimated working time, breaks, pause rules, and session recommendations vary for each content area and component. This information is for scheduling purposes only and does not include time required to distribute materials and read student directions. Because tests are not timed, TAs need to use their best professional judgment when allowing students extra time. Students should be actively engaged and responding to test questions.

Changes for 2022

- A shortened blueprint has been adopted for the spring 2022 Smarter Balanced math and ELA assessments, reducing the average testing time by about 30% for each test.
- The time available to complete both the math Performance Task (PT) and the ELA PT has been extended from 15 days to 30. Students will have 30 calendar days to complete a PT, counting from the first day they log into the PT.

Testing Over Multiple Days

This document provides recommendations for test administration times. These recommendations should be followed to the degree possible. Acknowledging that in spring 2022 schools and classrooms might encounter scheduling challenges, OSPI understands that districts, schools, and test administrators will need to use best judgment when scheduling the test sessions.

For ELA or mathematics

- Smarter Balanced recommends that students take the CAT and PT on separate days to minimize fatigue. This recommendation is based on the length of the full test blueprint. The use of the adjusted blueprint for spring 2022 gives districts and schools more flexibility for the online tests. For example:
 - Students may be able to complete both the math CAT and PT on the same day, when given an extended break between completion of the CAT and starting the PT.
 - Older students may be able to complete the ELA CAT and part 1 of the ELA PT on the same day. However, OSPI recommends completing part 2 of the ELA PT on a separate day.
- It is recommended that students begin with the CAT followed by the PT. However, districts may choose to administer in a different order, if needed.
- When testing plans call for tests to be administered over the course of multiple days for a student or group of students, the TA may ask students to pause their test after they reach a designated point. For example, the end of ELA PT 1 might be a logical stopping point.

- The TA should give the students clear directions on when to pause their test, and the directions should be written on a classroom board or another place visible to all students.
- It is recommended that a single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g., lunch).
- For students with IEP or 504 plans, be sure to follow the designated amount of time set aside for testing in the student's specific testing plan.
- When scheduling testing times, plan that the last 10 minutes of the session are for students to review their answers for that session and ensure that their final answers are recorded before pausing their test.
- When online testing resumes on a subsequent day, a new session must be started, and the session ID provided to students.
- Students taking the paper-pencil ELA or mathematics assessment in two to three sessions should be given specific directions for stopping at the end of a segment.
- Students must have the opportunity to complete all questions in a segment prior to moving on.



When administering the ELA paper-pencil Session 1 assessment, TAs are required to read from the secure *ELA Listening Transcript* accompanying the test booklets.
For Sessions 2 and 3 TAs will read from the non-secure *TA Script of Student Directions*, posted to the WCAP Portal.

For Science

- The science assessment may be administered in one session during the course of a single day, or in multiple sessions, over multiple days. OSPI recommends a maximum of three sessions for science testing.
- When testing plans call for tests to be administered over multiple days for a student or group of students, it is recommended that specific amounts of time be set aside for sessions one and two, likely one hour each. If needed, students can finish the assessment in a third session
- The TA should give the students clear directions on when to pause their test. Guidance should be written on a classroom board or another place visible to all students.
- It is recommended that a single test session not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g. lunch).
- For students with IEP or 504 plans, be sure to follow the designated amount of time set aside for testing in the student's specific testing plan.
- When scheduling testing times, plan that the last 10 minutes of the session are for students to review their answers for that session to ensure that their final answers are recorded before pausing their test.
- When online testing resumes on a subsequent day, a new session must be started, and the session ID provided to students.
- Students taking the accommodated paper-pencil science assessment in two to three sessions should be given a specific page range in the booklet for each session. The secure *WCAS TA Script of Student Directions* contains page numbers for the TAs to use.
- Students must have the opportunity to complete all questions prior to submitting their test.



When administering the WCAS paper-pencil assessment, TAs are required to read from the secure *WCAS TA Script of Student Directions* accompanying the test booklets.

The scheduling recommendations for each assessment are included in Tables 6 through 10.

Table 6. Online ELA and Mathematics Grades 3-5 Estimated Test Times and Sequence

Subject		Total Time	Test Time (Session 1)	Test Time (Session 2)	Recommended Number of Sessions	Breaks
ELA	CAT	40-60 minutes	40-60 minutes	N/A	May administer in more than 1 session, but no more than 3 sessions.	Breaks provided at TA discretion.
	PT	100-150 minutes	40-60 minutes	60-90 minutes	Administer PT in 2 sessions corresponding to PTs 1 and 2. Students complete PT 1 in one session and PT 2 another day.	Once a student moves to PT 2, the student will not be able to return to the questions in PT 1.
	CAT/PT	3 hours				
Math	CAT	40-60 minutes	40-60 minutes	N/A	May administer in more than 1 session, but no more than 3 sessions.	Breaks provided at TA discretion.
	PT	60 minutes	40-60 minutes	N/A	Administer in 1 session. Math PT questions are presented on a single screen.	Breaks provided at TA discretion. Following a break, students can access all questions.
	CAT/PT	2 hours				

Table 7. Online ELA and Mathematics Grades 6-8 Estimated Test Times and Sequence

Subject		Total Time	Test Time (Session 1)	Test Time (Session 2)	Recommended Number of Sessions	Breaks
ELA	CAT	40-60 minutes	40-60 minutes	N/A	May administer in more than 1 session, but no more than 3 sessions.	Breaks provided at TA discretion.
	PT	120-180 minutes	60-90 minutes	60-90 minutes	Administer PT in 2 sessions corresponding to PTs 1 and 2. Students complete PT 1 in one session and PT 2 another day.	Breaks provided at TA discretion. Once a student moves to PT 2, the student will not be able to return to the questions in PT 1.
	CAT/PT	3 hours				
Math	CAT	60 minutes	40-60 minutes	N/A	May administer in more than 1 session, but no more than 3 sessions.	Breaks provided at TA discretion. Once a student moves past the first segment, the student will not be able to return to the questions in the first segment.
	PT	60 minutes	40-90 minutes	N/A	Administer in 1 session. Math PT items are presented on a single screen.	Breaks provided at TA discretion. Following a break, students can access all questions.

Subject	Total Time	Test Time (Session 1)	Test Time (Session 2)	Recommended Number of Sessions	Breaks
CAT/PT	2 hours				

Table 8. Online ELA and Mathematics Grade 10 Estimated Test Times and Sequence

Subject	Total Time	Test Time (Session 1)	Test Time (Session 2)	Recommended Number of Sessions	Breaks
ELA	CAT	60 minutes	40-60 minutes	N/A	May administer in more than 1 session, but no more than 3 sessions. Breaks provided at TA discretion.
	PT	120-180 minutes	60-90 minutes	60-90 minutes	Administer PT in 2 sessions corresponding to PTs 1 and 2. Students complete PT 1 in one session and PT 2 another day. Breaks provided at TA discretion. Once a student moves to PT 2, the student will not be able to return to the questions in PT 1.
	CAT/PT	3 hours			
Math	CAT	60 minutes	40-60 minutes	N/A	May administer in more than 1 session, but no more than 3 sessions. Breaks provided at TA discretion. Once a student moves past the first segment, the student will not be able to return to the questions in the first segment.
	PT	60 minutes	40-90 minutes	N/A	Administer in 1 session. Math PT items are presented on a single screen. Breaks provided at TA discretion. Following a break, students can access all questions.
	CAT/PT	2 hours			

Table 9. Online Science Grades 5, 8, 11 Estimated Testing Times and Sequence

Grade	Total Time	Recommended Number of Sessions	Breaks
5,8, and11	120 minutes	Administer in 1, 2, or 3 sessions	Breaks provided at TA discretion. Answers to completed locking items cannot be changed.

Table 10. Accommodated paper-pencil ELA, Mathematics Estimated Test Times and Sequence

Subject	Category	Session 1 Recommendations	Session 2 Recommendations	Session 3 Recommendations
ELA	Number and Duration of Sessions	Administer in one session. Approximate test time 15-30 minutes.	Administer in one session. Approximate test time 90-120 minutes.	The PT is presented in 2 parts. Students complete PT 1 in one session and PT 2 in a subsequent session. Approximate test time 30-40 minutes for PT 1 and 70- 85 minutes for PT 2.
	Break in Session	Breaks provided at TA discretion.	Breaks provided at TA discretion.	Breaks are permitted between PT 1 and PT 2. Once a student moves to PT 2, the student will not be able to review/revise items in PT 1.
	Total Duration	15-30 minutes	90-120 minutes	PT 1: 30-40 minutes PT 2: 70-85 minutes

Subject	Category	Session 1 Recommendations	Session 2 Recommendations	Session 3 Recommendations
Math	Number and Duration of Sessions	Administer in one session. Approximate test time 15-60 minutes.	Administer in one session. Approximate test time 15-60 minutes.	Administer the PT in one session. Approximate test time 45-60 minutes.
	Break in Session	Breaks provided at TA discretion.	Breaks provided at TA discretion.	Breaks provided at TA discretion.
	Total Duration	15-60 minutes	15-60 minutes	45-60 minutes

Table 11. Accommodated Paper-pencil Science Estimated Test Times and Sequence

Subject	Category	One Session Recommendations	Two Sessions Recommendations	Three Sessions Recommendations
Science	Duration of Sessions	120 minutes to test, 10 minutes to review and finalize answers.	75 minutes to test per session, 10 minutes to review and finalize answers at the end of each session.	60 minutes to test per session, 10 minutes to review and finalize answers at the end of each session.
	Break in Session	Breaks provided at TA discretion.	Breaks provided at TA discretion.	Breaks provided at TA discretion.
	Total Duration	130 minutes	170 minutes	210 minutes

Important Reminders

- These estimates are for actual testing time and do not account for time needed to distribute materials, read the *TA Script of Student Directions*, or breaks. TAs should work with SCs to obtain their testing schedules.
- State assessments are not timed, so time estimates are approximate. TAs should use their best professional judgement when determining whether students need additional time.
- The total number of questions on the online ELA and mathematics CAT portion of the test will vary based on student responses.
- All test schedules should end one week before the state test window closes, when possible. The last week of the window should be used for makeup testing. This will help to ensure that students have the time needed to complete their testing opportunity.

ENSURING TEST SECURITY

All summative test questions and test materials are secure and must be handled appropriately. Secure handling protects the integrity and confidentiality of assessment questions, prompts, student responses, and student information. Security of the assessments is vital to maintaining the fairness and validity of the results.

Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results.

Security and Preparation of the Test Environment

The test environment refers to all aspects of testing, and includes what students can see, hear, or access (including access via technology). Students who are not a part of the test administration and unauthorized adults are not permitted in the testing location where a test is being administered.

Any individuals who have witnessed, been informed of, or suspect the possibility of a test incident that could potentially affect the validity of student test results, the integrity of the test or the data, must follow the steps outlined in [Appendix A](#).

Electronic Devices

Many students and staff members bring electronic devices with them to class. Cellular, messaging, or wireless devices have the capability of recording, reproducing, or transmitting secure test content. For this reason, students' cell phones, smart watches, pagers, digital media players, iPods®, tablets, and other non-approved, web-enabled communication devices, including wearable technology, must be turned off and kept out-of-view and reach until the test session is complete.

These devices may not be accessed by any student until all students complete testing, the TA closes the test session, and all secure test materials have been collected, accounted for, and secured.

It is **critical** that school administrators and staff establish and communicate this policy to students, as access to any non-approved electronic device during a state summative assessment will result in the student's test results being invalidated. Invalidated tests receive a score of zero.

Staff should refer to district policy and avoid personal cell phone use during testing.

Medical Supports

Students may have access to medical supports for medical purposes (e.g., glucose monitor). The device may include a cell phone and should only support the student during testing for medical reasons. Educators should follow local policies regarding medical devices and ensure students' health is the highest priority. Device settings must restrict access to other applications, or the TA must closely monitor the use of the device to maintain test security.

Backpacks, Bags, and Purses

Many students carry backpacks, bags, and purses. These must be placed a distance from students so items cannot be retrieved without a student leaving their seats and getting the attention of an adult.

Tables 12, 13, and 14 describe the requirements for ensuring test security.

Table 12. Before Testing Requirements

Requirement	Description
Instructional materials removed or covered	Instructional materials for math, English language arts (ELA), and science content within the testing location must be removed or covered. This includes, but is not limited to vocabulary lists, definitions, maps, scientific cycles, mathematics formulas, graphic organizers, problem-solving strategies, etc. displayed on wall charts, students' desks, bulletin boards, nametags, chalkboards, dry-erase boards, or on posters as these might assist students in answering questions. These materials may invalidate students test results. Materials related to social emotional learning do not need to be removed or covered. This includes, but is not limited to, resources related to emotional regulation, management, self-awareness, or coping; multiple intelligences or learning mindset; classroom behavior expectations or social contracts; feelings; etc.
Student seating	Students should be seated so there is enough space between them to minimize opportunities to look at each other's work or provided with table-top partitions.
Signage	Place a " Testing—Do Not Disturb " sign on the door or in the halls and entrances rerouting hallway traffic in order to maintain quiet testing conditions.

Table 13. During Testing Requirements

Requirement	Description
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 testing.
Student supervision	Students must be actively supervised by a trained TA and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students or with other individuals outside the test environment, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, smart watches, personal digital assistants (PDAs), digital media players, iPods®, cameras, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of the allowable resources permitted for each test (or portion of a test). This includes access to medical devices, which may be integrated into other technology devices. Use of such devices may require additional monitoring or a separate test setting to maintain test security. Refer to the GTSA for specific details.
Access to assessments	Only students testing and trained staff can be present in the location where a test is being administered. Unauthorized staff or other adults (including students' parents/guardians) must not be in the room during testing. Students who are not being tested may not be in the room where a test is being administered and must not have access to secure testing materials including test questions. For additional information see Appendix A . Trained TAs may also have limited exposure to questions in the course of properly administering the assessments; however, TAs and other trained staff must not actively review or analyze any test questions or student responses.
Student support	For online tests, TAs are permitted to verify that the student has used the system correctly, or direct students on proper use of the technology. At no time however, for either paper-pencil or online testing, is a TA allowed to provide support on student responses to questions, comment on the quality or correctness of a student response, and/or assist students selecting a response.
No recording or retaining of test content	No digital, electronic, or manual device may be used to record or retain test questions, stimuli, reading passages, performance task materials , or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc.

Table 14. During and After Testing Requirements

Requirement	Description
No access to student responses	DCs, DAs, SCs, TAs, and other staff are not permitted to review student responses in the secure browser, test booklets, or students' notes on scratch paper.
No copies of test materials	Unless needed as a print-on-demand or braille accommodation, no copies of the test questions, stimuli, reading passages, performance task materials, or writing prompts may be made or otherwise retained.
No reviewing, discussing, or analyzing test materials	DCs, DAs, SCs, TAs, and other staff must not review, discuss, or analyze test questions, stimuli, reading passages, performance task materials, or writing prompts at any time, including before, during, or after testing. Students need to be informed that they may not discuss or share test questions, stimuli, reading passages, performance task materials, or writing prompts with anyone during or after testing.
Scratch/graph paper	To maintain the security of ancillary paper materials (e.g., scratch paper, graph paper, glossaries, periodic tables) TAs must direct students to write their names (or some appropriate identifying information) on all papers. TAs must collect and inventory the paper at the end of each test session, and upon completion of the test.
No test materials used for instruction and no answer key development	Test content, including but not limited to, questions, stimuli, reading passages, performance task materials, writing prompts, or student responses to questions must not be used for instruction. No form or type of answer key may be developed for test questions.
All test materials must remain secure at all times	Test and answer booklets, <i>ELA Listening Transcripts</i> , the secure <i>WCAS TA Script of Student Directions</i> , printed test questions and passages, including embossed braille printouts, ancillary materials (scratch and graph paper), and documents with student information (such as test tickets) must be collected and inventoried upon completion of each student's test session. Verify that materials for every student tested are collected. These materials should be immediately returned to the SC and/or kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration per your Test Security and Building Plan (TSBP). This includes materials to be used for subsequent test sessions or to prepare for return to the testing contractor for processing and scoring. For additional information see Appendix A .

Prior to Test Administration

This section provides an overview of steps needed to ensure that devices being used for test sessions are set up and that appropriate testing conditions have been established.

Establishing Appropriate Testing Conditions

SCs and 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 may help to reduce stress and anxiety for the students and facilitate monitoring and control for the TA. It is required that the WCAS accommodated paper forms be administered to students in small groups to ensure the validity, reliability, and fairness of student results. The student to Test Administrator (TA) ratio should be no greater than 3 students to 1 TA.

The test administration must be conducted in a secure environment. Establish procedures to provide a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others will. If students can leave the testing room when they finish, TAs must collect and account for all testing materials for each student prior to his or her release. Before testing begins, communicate the plan for students that finish early, explain the procedures for leaving without disrupting others, and let students know where they are expected to report once they leave. If students are to remain in the testing room until the end of the session, instruct them on what activities they may engage in after they finish the test. Students may not access electronics while in the testing environment. Students may work on assignments for unrelated subjects or read a book.

Technology Best Practices Prior to Online Testing

To begin planning and preparation for testing, it is important that teachers and TAs become familiar with the testing components. This level of understanding will help TAs feel at ease when administering tests and students will feel comfortable when taking the assessments.

Prior to the first administration, TAs should work with their SCs and/or Technology Coordinators to ensure that all computers and tablets intended for use in testing are set up, configured to test, and fully charged.

TA Interface Login

If the TA will be accessing the TA Interface from a device they do not usually use, they will need to login to the TA Interface on that device a few days before testing. As described in the [TA Interface User Guide](#), the TA will need to enter an authentication code as part of the login process on this new device. The code is sent to the TA's email address; therefore, the TA will need to access their email account to complete this process the first time.

Close External User Applications

Prior to administering the online assessments, TAs should check all computers that will be used and close all applications except those identified as necessary by the Technology Coordinator. Please coordinate this work with your Technology Coordinator well in advance of any scheduled testing session.

After closing these applications, the TA should open the secure browser on each computer.

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



If a forbidden application is launched in the background while the student is already in a test, the student will be logged out and a message displayed. The student will have to close the forbidden application, reopen the secure browser, and log in to continue working on the assessment. This is considered a test security incident and requires a testing incident form be submitted in ARMS.

Testing on Computers with Dual Monitors

Systems that use a dual monitor setup typically display an application on one monitor screen while another application is accessible on the other screen. Students should not take online assessments on computers that are connected to more than one monitor except in extremely rare circumstances, such as when a TA is administering a test via read-aloud and wants to have a duplicate screen to view exactly what the student is viewing for ease of reading aloud.

In these rare cases where a dual monitor is allowed, Smarter Balanced requires Technology Coordinators to set up the monitors to ensure they mirror each other rather than operate as independent monitors. In these cases, all security procedures must be followed, and the test administered in a secure environment to prevent others from hearing the questions or viewing the student or TA screens.

Online Testing Login Information

DCs and SCs ensure that TAs have necessary student login information. A student will log in to the WA Secure Browser by entering their unique SSID, first name as it is recorded in TIDE, and a test session ID. Prior to starting a test session, TAs must have a record of each student's first name and SSID as it appears in TIDE. SCs may provide this information by printing student test tickets from TIDE (see page 34 of the [TIDE User Guide](#) for instructions). This information is provided to each student to complete the login process. Student information is

confidential; therefore, any material with this information must be kept secure until used during a test session. Follow your school's TSBP for processing all secure materials.

When a TA creates a test session in the TA Interface, a unique session ID is randomly generated. This session ID will be provided to students during the login process. Please refer to the *TA Interface User Guide* for detailed information on how to obtain session IDs.

Best Practices for Accommodated Testing

Materials Required for Paper-Pencil Testing

Before administering the assessment, make sure the following materials are available:

- Test booklet for each student (ELA, mathematics, and science)
- Answer booklet for each student (ELA and mathematics)
- Secure *ELA Listening Transcript* (ELA Session 1)
- Secure *WCAS TA Script of Student Directions* (science)
- At least two sharpened No. 2 pencils for each student (ELA, mathematics, and science)
- Blank scratch paper for each student (ELA, mathematics, and science)
- Graph paper for each student (mathematics); graph paper is required in grades 6 and above.
- *Glossary of Non-Science Terms* (science grades 5, 8, 11)
- Smarter Balanced glossaries (ELA and mathematics)
- Periodic Table (science grades 8 and 11)
- Calculator (science grades 5, 8, and 11; mathematics **calculator allowed sessions only**, grades 6, 7, 8, and HS)

Pre-ID student labels should be affixed to the cover of the student test and/or answer booklet in the box labeled "Place Student Barcode Label Here" before the test administration. Blank student adhesive labels can be used to print individual student pre-ID information from TIDE for students for whom labels were not provided in the original shipment. For information on how to print out an individual student pre-ID label using TIDE, refer to the *TIDE User Guide*, which is posted on the WCAP Portal.

Important Steps to Follow

- TAs should ensure that they have received the appropriate grade and subject test and answer booklets. If additional testing materials are required, TAs should contact their SC.
- Make sure students have the test and (if applicable) answer booklet with their pre-ID label on it.
- Do not let a student use any booklet that has another student's Pre-ID label on it.
- It is required that the WCAS accommodated paper forms be administered to students in small groups to ensure the validity, reliability, and fairness of student results. The student to Test Administrator (TA) ratio should be no greater than 3 students to 1 TA.

GENERAL TEST ADMINISTRATION

General Rules for Online Testing

This section provides a brief overview of the general test administration rules for different portions of the assessment. For additional information, refer to the *TA Interface User Guide*.

Basic Online Testing Parameters for ELA and Mathematics

- The CAT and PT are presented as separate tests in the secure browser. Students may not return to a test once it has been completed and submitted. Students will receive several warning messages prior to submitting the test. In order to generate a score, students must attempt both the CAT and PT.
- Some assessments are segmented. For example, the grades 6, 7, 8, and high school mathematics tests include segments in which an embedded calculator is available, and other segments where the embedded calculator is not permitted and will not be available. The ELA PT is also segmented into two parts. While the same passages and Global Notes will be available to students in both segments (or parts of the ELA PT), students will not be able to return to the questions or their answers in the first segment (or Part 1) once they have moved to the second segment (or Part 2). Students will receive several warning messages and may not return to a segment once it has been completed and submitted. **TA approval will be needed for the student to move to Part 2 of the ELA PT.**
- Students must enter an answer for all questions on a page before having access to the next page. Some pages contain multiple questions. Students may need to use the vertical scroll bar to view all questions on a page.
- A constructed response question is considered answered if the student has taken any action within the response area. This includes random keystrokes (e.g., sdkjfdlkdjfo, one or more spaces using the spacebar) in a blank response box, or clicking anywhere on a Grid Item, Hot Spot Item, etc.
- Students can mark questions for review to return to those questions that have already been answered within a segment prior to submitting the test. If a student's test is paused for more than 20 minutes, they will not be able to review or modify any questions, even if the questions are marked for review.



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

- When students have reached the end of the test, they will see the **End Test** button. Students will go through a series of screens which provide an opportunity to review their answers to questions in the test. This may be just the questions in a segment or all questions on the test. TAs should use the steps provided in the *TA Script of Student Directions* to guide students through these screens. One screen asks the students if they are ready to submit their test using the **Submit Test** button. Students should only submit their test after being given TA approval.

Basic Online Testing Parameters for Science

- The science assessment (WCAS) is not segmented. However, it contains locking items, which have a green padlock next to the question number. A student is allowed to submit an answer to a locking item only one time, with the process that follows:
 - When the student is finished with a locking item and clicks the **Next** or **Back** button, an attention box will appear asking the student if they are sure they are finished responding to this locking item and warning that once they leave this page, they will **not** be able to change their response.
 - If the student would like to review their answer before moving on, they will select the **No** button to return to the locking item.
 - If the student selects the **Yes** button their response will be locked, and they will be moved on to the next page of questions. If they return to this locking item, the padlock will be red. The student will be able to see the question and their response, but they will not be able to change their response.
 - An appeal is not permitted to reopen locked items.
- Students must enter an answer for all questions on a page before having access to the next page. Some pages contain multiple questions. Students may need to use the vertical scroll bar to view all questions on a page.
- A constructed response question is considered answered if the student has taken any action within the response area. This includes random keystrokes (e.g., sdkjfdlkdjfo, one or more spaces using the spacebar) in a blank response box, or clicking anywhere on a Grid Item, Hot Spot Item, etc.
- While taking the test, students may mark questions for review to return to those questions that have already been answered prior to submitting the test. If a student's test is paused for more than 20 minutes, they will not be able to review or modify any questions, even if the questions are marked for review.
- When students have reached the end of the test, they will see the **End Test** button. Students will go through a series of screens which provide opportunity to review their answers to questions in the test. This may be just the questions in a segment or all questions on the test. TAs should use the steps provided in the *TA Script of Student Directions* to guide students through these screens. One screen asks the students if they are ready to submit their test using the **Submit Test** button. Students should only submit their test after being given TA approval.

Pause Rules

Students are logged out of the test when they click the **Pause** button, and then click the **Yes** button to pause their test. To log back into a test, students will need to have access to their login information (name, SSID, and test session) after pausing their test. The student will be required to log back into the secure browser when they are ready to continue testing. This applies to all online assessments.



For all online assessments: in the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log back in to resume the test. The system considers any random information entered into the answer area of a question as a response, which may limit a student's ability to return to that question. If necessary, the DC may consider an appeal to reopen the test or segment the students were working on.

WCAS and Smarter Balanced Computer Adaptive Test (CAT):

- To pause a test during the WCAS and the CAT portion of the Smarter Balanced Tests, the best practice is for students to finish the question or questions on a page and then click the **Pause** button before clicking the **Next** button to go to the next page of test questions. The *TA Script of Student Directions* contains specific

instructions for the TA to give students when a pause is needed.

- If the WCAS or the CAT portion of a Smarter Balanced Test is paused for less than 20 minutes, the student can return to previous test pages and change the response to any questions the student has already answered within that segment (with the exception of locking items in the WCAS). The student may not return to a previous segment.
- If the WCAS or the CAT portion of a Smarter Balanced Test is paused for more than 20 minutes, the student will log back in and see the next test page with unanswered questions. Students will not be able to return to any previous pages or questions they answered before pausing their test, even if they marked questions for review. Students will only be able to move forward in their test. The system considers any random information entered into the answer areas of a question a response, which may limit a student's ability to return to that question if exceeding the pause limit. It is not recommended that a student engage with a constructed response question until they are ready to complete their response. Students should be reminded to provide their best attempt at the answer prior to marking the questions for review.

Pause Rule Scenarios for The WCAS and the Smarter Balanced Computer Adaptive Test (CAT)

Example: A single test page has questions 4–10. A student provides answers or enters random text (gibberish) for questions 1–7. The student also marks questions 1–7 for review and pauses the test for more than 20 minutes. When the student resumes testing, the student can change answers to questions 4–10 but cannot return to questions 1–3 on an earlier page.

Example: A page contains questions 9–11 and a student provides answers or enters random text (gibberish) for all the questions before pausing the test for more than 20 minutes. When the student resumes testing, the student will begin on question 12 and cannot return to questions 1–11.

Smarter Balanced Performance Task (PT):

- There are no pause restrictions for the PT. If a PT is paused for 20 minutes or more, the student can return to the PT and review or change answers and continue entering their responses.
- During the ELA PT, the Global Notes are retained for both parts 1 and 2 so that the student may return to the notes even though the student is not able to go back to specific items in Part 1, if they paused the test during Part 2 of the PT.
- There is no PT for the WCAS.

Test Log Out (Due to Inactivity)

As a security measure, the secure browser will automatically log students out of the test after 30 minutes of inactivity. Activity is defined as selecting an answer or navigation option in the assessment (e.g., clicking the **Next** button or the **Back** button or using the **Questions** drop-down list to navigate to another question). The system does not recognize moving the mouse or clicking on an empty space on the screen as activity.

Before the system logs the student out of the assessment, a warning message displays on the screen. If the student does not click the **OK** button within thirty seconds after this message appears, the student will be logged out. Clicking the **OK** button will restart the inactivity timer. Please note that if logged out for inactivity, students will not be able to return to CAT questions from previous sessions, even if the responses were marked for review.

As an additional security measure, the TA Interface will automatically log TAs out after 30 minutes of inactivity.

The system does not recognize moving the mouse or clicking on an empty space on the screen as activity. TAs should refresh the screen to get updates on student progress in order to not be logged out. If a logout does occur, the test session will close, and the TA will have to create a new session and the students will have to log in to the new session to resume testing. When starting a new session, the TA should give the students the new Session ID so that they can log in and resume testing. If the test session is closed for TA inactivity, students will not be able to return to CAT questions from previous sessions, even if the responses were marked for review.

TA Log Out (Due to TA device issue)

If a TA accidentally closes their web browser while students are testing, the test session remains open for 20 minutes. To return to the test session, the TA must log into the *TA Interface Site* and rejoin the active session. If the TA does not return to the active session and there is no student activity during this time, the system will log out the TA and pause the students' tests. A TA can also transfer an active test session from one device or browser to another without stopping the session or interrupting in-progress tests. This is useful in situations where the TA's device malfunctions while a session is in progress.

Test Expiration for Online Assessments

Smarter Balanced Computer Adaptive Test (CAT) for ELA and Mathematics

A student's CAT session remains active until the student completes and submits the test or 45 calendar days after the student began testing, whichever occurs sooner. It is recommended that students complete the CAT portion of the test within five days of starting the designated content area.

Smarter Balanced Performance Task (PT) for ELA and Mathematics

The PT is a separate test that remains active for 30 calendar days after the student has begun the test. It is recommended that students complete the PT within three days of starting in each content area. The ELA PT will submit automatically if the 30-day window expires and the system has registered any response to the PT.

WCAS

The WCAS will remain active from the time a student begins the assessment until the end of the test window. It is recommended that this assessment be administered in one, two, or three sessions, following each school's district- approved test schedule.



If a student starts a test near the end of the testing window, the student must finish his or her testing opportunity before the administration window officially closes. For additional information on state approved test windows, refer to the OSPI Timelines Calendar. Online assessments will automatically end and report at the end of the last day of the scheduled administration window, even if the student has not finished.

General Rules for Accommodated Paper Testing

The Smarter Balanced CAT and PT are in one paper test booklet per content area but will be presented as separate test sessions. For example, grades 6 through high school mathematics tests include a session in which students may use calculators and other sessions where calculators are not allowed.

The WCAS can be administered in multiple test sessions. Students may not return to the part of the booklet with questions from a test session once that session has been completed.

The sessions will be administered differently, depending on the assessment.

Student test booklets and answer booklets (including braille, large print, and Spanish), the *ELA Listening Transcripts*, and the *WCAS TA Script of Student Directions* for accommodated paper tests are **secure**. Maintaining the security of all test materials is crucial to obtaining valid and reliable assessment results. Therefore, test materials must follow chain-of-custody as documented in your school’s Test Security and Building Plan (TSBP), and be retained in locked storage, except during actual test administration. All individuals who administer state assessments must follow security procedures.

Calculators and Electronic Devices for Accommodated Paper-Pencil Testing

Refer to the [Calculator Policy](#) for full guidance. Unapproved use of a calculator on a state assessment will result in invalidation of the student’s test results.

For online testing, students are expected to use the embedded calculator for calculator-allowed questions on the mathematics test, with the exception of students in grades 6 and above with a documented accommodation in an IEP or 504 Plan to use a specialized non-embedded, stand-alone calculator. See the GTSA for further information.

Table 15 below details calculator availability by subject and testing platform.

Table 15. Calculator Availability by Subject and Testing Platform

Subject	Grade	Online	Paper-Pencil
Math	3-5	No	No
Math	6-10	Yes, only the embedded on-screen digital calculator can be accessed	Yes, approved hand-held calculators allowed on calculator approved sections of the test
Science	5, 8, and 11	Yes, only the embedded on-screen digital calculator can be accessed	Yes, approved hand-held calculators allowed

Administering Braille and Large Print

When administering the braille or large print versions of a test, TAs must provide students with sufficient time to complete the test.

Braille and large print materials are prepackaged in kits that include an instruction sheet. These instructions provide DCs, SCs, and TAs with information on material processing and an overview on administering and recording student responses. A Washington-specific version of this document is posted to the WCAP Portal and should be used with the Smarter Balanced materials.

- [Instructions for Administering Large Print and Braille – ELA and Math](#)
- [Instructions for Administering Large Print and Braille – Science](#)

Smarter Balanced

Use of the *TA Script of Student Directions* for ELA and mathematics is required for administering the braille

and large print versions of the test. Some modifications to these instructions will be required and are outlined in the *Braille and Large Print Administration Instructions*.

Student responses from ELA and mathematics braille and large print materials must be transcribed into the standard size answer booklet prior to sending back to the scoring contractor.

- Transcription of student responses must be identical to what the student provides.
- Use the *Scribing Protocol for Washington State Assessments* posted on the WCAP Portal for specific directions when scribing and transcribing.
- Braille and large print test booklets without transcription will not be scored.

All test and answer booklets must be returned to MI for processing.

- Transcribed standard print answer booklets will be returned under the green scorable label.
- Braille test booklets, large print test and answer booklets, and the standard test booklet will be returned under the red non-scorable label.

Spanish mathematics accommodated paper pencil test booklets will be shipped back to the vendor for processing and scoring as is.

WCAS

TAs must use the separate secure *WCAS TA Script of Student Directions* for science when administering the accommodated paper-pencil tests. This document will be included in the shipment of science test booklets.

Student responses for braille and large print accommodated paper-pencil tests must be transcribed into the standard size test booklet prior to sending back to the scoring contractor.

- Transcription of student responses must be identical to what the student provides.
- Use the [Scribing Protocol for Washington State Assessments](#) posted on the WCAP Portal for specific directions when scribing and transcribing.
- Braille and large print test booklets without transcription will not be scored.

All test and answer booklets must be returned to MI for processing.

- Transcribed standard print test booklets will be returned under the green scorable label.
- Braille and large print test booklets will be returned under the red non-scorable label.

Spanish science accommodated paper pencil test booklets will be shipped back to the vendor for processing and scoring as is.

DURING TEST ADMINISTRATION



It is required that TAs review the test-specific *TA Script of Student Directions* prior to administering a state summative assessment. This will allow the TA a clear understanding of expectations and familiarity prior to reading the directions to students during the testing session. Scripts in support of the 2022 online and accommodated paper-pencil ELA and mathematics assessments and the online science assessment are available on the WCAP Portal. The accommodated paper-pencil science script is secure and will be included in the shipment of WCAS test materials.

TA Script Recommendation

The *TA Script of Student Directions* documents are specific to the test being administered, providing directions to the students for online or accommodated paper-pencil testing. The scripts also provide an overview of TA tasks and responsibilities on the day of testing. TAs should consider printing the script for the test they are administering, to use during testing.

To ensure that all students are tested under the same conditions, the TA must adhere strictly to the *TA Script of Student Directions* for administering the test, unless a student is assigned the non-embedded designated support for *Simplified Test Directions*. When asked, the TA should answer questions raised by students but should never help the class or individual students with specific test questions. Test questions cannot be read to any student for any content area, unless the student requires a Read-Aloud designated support or accommodation which must follow the specific guidance outlined in the GTSA and the *Read Aloud Guidelines for Washington State Assessments*.

The online and accommodated paper-pencil scripts for all grades of Smarter Balanced tests are available to download and print from the WCAP Portal. Session 1 of the Smarter Balanced ELA paper-pencil tests are administered using the *Secure ELA Listening Transcript and TA Script of Student Directions for Session 1* which comes with the shipment of paper-pencil test booklets. TAs should make sure they have the *Secure ELA Listening Transcript and TA Script of Student Directions for Session 1* as well as the grade specific *TA Script of Student Directions for Sessions 2 and 3* if they are administering an accommodated paper-pencil ELA test.

The online *TA Script of Student Directions* for all grades of the WCAS can be downloaded and printed from the portal. The TA scripts for the WCAS accommodated paper-pencil tests contain secure information and are delivered with the paper-pencil test materials.

Verifying Student Information

TAs should verify student information prior to and upon completion of the summative assessment. However, it is important for anyone with access to this information to remember that students' personal information is confidential. If materials containing student names (such as test tickets) are distributed to students, these materials must be collected before the students leave the testing room and must be either securely stored to be used in a subsequent test session or destroyed. Personal information includes any information that could potentially identify a student, including student name, state student identification number, birthdate, etc.

Providing Help During Administration of Summative Tests

When students are taking the summative assessments, they may ask the TA to verify correct usage of technology. However, at no time is a TA permitted to provide support on student responses to questions, comment on the quality or proficiency of a student response, or assist students selecting a response. Be prepared if students ask for more help than you are permitted to support. Use the text provided in the *TA Script of Student Directions* under Supplemental Student Directions to support students during testing.

TAs may also support students in staying engaged with the test by asking the student if they want to take a break if the student appears off task or prompting them to move on to the next question. Use the text provided in the *TA Script of Student Directions* under Supplemental Student Directions to support students during testing.

Test Administrators are Permitted to:

- Re-read student directions in English or the student’s home language.
- Acknowledge the student has used the system correctly.
- Redirect the student to tutorial videos on how to properly use the technology.
- Acknowledge that the student has used the system correctly.
- Direct students to the keyboard or toolbar. However, TAs may not include identifying correct tools.
- Advance computer screens or turn pages of print-on-demand papers.
- Turn pages for students needing assistance advancing through the test and answer booklets.

Accessibility Features for Students

TAs should verify that all students have the correct designated supports and accommodations (embedded and non-embedded) for each content area prior to testing. If students do not have all necessary accessibility features, TAs should work with their SCs to have the settings updated in TIDE prior to the student testing.



IMPORTANT: Any changes to student test settings must be completed by the DC, DA, or SC before the student can test. All updates to settings in TIDE, with exception of the ASL, braille, closed captioning, and Spanish translation are immediate. The ASL, braille, closed captioning, and Spanish translation settings may take up to 24 hours to appear in the TA interface. Failure to correct settings before testing could result in a student not being provided the appropriate accessibility supports at the time of testing.

During test administration, students may have access to and use of additional required resources outlined in the [Materials Required for Paper-Pencil Testing](#) section. These materials are specific to each assessment and content area being administered.

Secure Handling of Ancillary and Print-on-Demand Materials

Retention and Destruction of Printed Materials and Scratch Paper

All test booklets and answer booklets, printed (print-on-demand) test questions and passages/stimuli, including embossed braille printouts, *ELA Listening Transcripts*, *WCAS TA Scripts of Student Directions*, accommodated test forms, ancillary materials (e.g., scratch and graph paper, glossaries, and periodic tables) and documents with student information (such as test tickets) must be kept secure at all times. All materials must be collected and inventoried at the end of each test session and then immediately returned to your SC according to your school’s TSBP. When materials are not in use for testing, they must be retained securely in a locked area that can be opened only with a key or keycard by trained staff responsible for the test administration. Do not retain printed test questions /passages except as noted in the GTSA or for students who require additional testing time. Scratch paper should only be retained according to the guidelines in the GTSA. An [Ancillary Materials Tracking Log](#) is a resource that can be used to assist in tracking papers to and from students.

Print-on-Demand Instructions

Print-on-Demand requests must be approved and processed by the TA in the TA Interface during online test administration. Before the TA approves the student's request to print a test question /stimulus, the TA must confirm that the printer is on and is monitored by staff who have been trained on security and the Print-on-Demand feature. After providing these printed pages to the student, either the student, the TA, or a scribe (if provided for the student) needs to enter the student's answers to the test question in the online test engine. Do not retain printed test questions /passages after the test session except as noted in the GTSA or for students who require additional testing time.

Test Incidents and Appeals

Test security incidents are behaviors prohibited either because they compromise test validity or the secure administration of the assessment. Failure by staff or students to comply with security rules, whether intentional or accidental, constitutes a test incident and must be documented. Refer to [Appendix A](#) for best practices on reducing incidents, examples of incidents, and details on documenting and reporting of incidents.

Best Practices for Successful Test Sessions

Understand the difference between summative and interim assessments and practice and training tests. Choose the **TA Practice Interface** in the WCAP Portal if you intend to administer a practice or training test. Choose the **TA Interface** if you intend to administer an interim or summative assessment. Become familiar with test labels in the TA Interface to ensure that the correct test is being selected for the current test session.

- Know which students will be in your test session and what settings those students will need before testing.
- If the volume on a testing device 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.
- Do not approve test sessions for students if:
 - An ineligible or unknown student is seeking approval.
 - An incorrect test was provided by you and selected by the student.
 - The student comes to school not feeling well.
 - Correct student settings, tools, supports, or accommodations are not available.

Awareness and planning in these areas contribute to increased participation and validity of student scores.

FOLLOWING TEST ADMINISTRATION

Destroying Test Materials with Identifying Information

All test materials must remain secure at all times. When materials such as test tickets, rosters, or test booklets are not in use for testing they must be retained securely in a locked area that can be opened only with a key or keycard by trained staff responsible for the test administration. Printed test questions/passages/stimuli, including embossed braille printouts, glossaries, periodic tables, and graph and scratch paper, must be collected and inventoried at the end of each test session and then immediately returned to the SC per your TSBP. **Do not** keep printed test questions /passages/stimuli or scratch paper for future test sessions except as noted in the GTSA.



The Family Educational Rights and Privacy Act (FERPA) prohibits the release of any student's personally identifiable information. Any printed materials must be securely stored and then shredded per your school's TSBP.

Assemble Accommodated Paper-Pencil Test Materials for Return

- After testing has been completed, prepare materials to be returned to the SC per your school's TSBP.
- Remove scratch or other extraneous paper from answer booklets and test booklets.
- Only one answer booklet per student/content area may be submitted. If multiple answer booklets for any student are identified, please ensure that all responses are transcribed into a single answer booklet.
- Make sure that responses for students taking the braille and large print versions of the test have been transferred to standard answer booklets for ELA/math and standard test booklets for science.
- Ensure all notes recorded on assistive technology devices used by student have been deleted.

APPENDIX A: SECURITY, INCIDENTS, AND APPEALS

Implementation of the Washington Comprehensive Assessment Program (WCAP) involves the participation of many individuals, each of whom is responsible and accountable for various facets of the program. The integrity of the assessment program depends upon proper district and school staff training, test security, and uniform administration of state tests.

Parents, students, and educators have a mutual interest in an assessment program that is fair and has integrity. Washington's testing codes of conduct are shared by most states and reflect best testing practices.

While it is not possible to describe in detail every responsibility for a secure and quality assessment program, the following descriptions are intended to indicate major areas of responsibility for key personnel. A checklist of TA responsibilities can be found in [Appendix C](#).

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

All test content including, but not limited to, online test content, test booklets, test tickets, ancillary papers, and paper tests are confidential and must not be reviewed except to the extent necessary for administration of state tests.

Professional Standards and Ethical Testing Practice Overview

Although specific rules may vary slightly across state tests, commonly accepted professional standards apply to all tests. Public school employees are expected to comply with OSPI's policies in relation to state tests. These rules are disseminated annually by OSPI to DCs, who in turn provide the information to TAs.

Staff must:

- Understand the procedures required to administer state tests, prior to testing.
- Make provisions for the security of test content and materials before, during, and after testing.
- Provide all allowable test settings and accessibility features, as documented.
- Avoid actions that would not accurately represent what students know and are able to do.
- Avoid circumstances that might invalidate test results.
- Administer state tests according to prescribed procedures and conditions.
- Immediately notify appropriate staff if any non-standard or limiting conditions occur.
- Report test incidents and investigate according to state and local policies.

Testing Practices

Ethical testing practices must be maintained during the administration of state tests.

Under very limited circumstances, appropriate testing practices may require reading or reviewing secure test content. These situations are limited and must align to OSPI policy. Test security can become compromised when accommodated test booklets are used (e.g., braille, large print, Spanish, standard print) or when someone other than the student is allowed access to the test (e.g., interpreter, human reader, scribe). For guidance on the use of accessibility features, refer to the *Guidelines on Tools, Supports, & Accommodations* (GTSA).

Unethical testing practices involve inappropriate interactions with test content or with students taking the test.

This includes, but is not limited to the following:

- Not testing or reclassifying eligible students; encouraging students to be absent from tests used for accountability or to assess language proficiency.
- Failing to follow directions specified in Washington state communications and training materials.
- Coaching students by paraphrasing content or giving cues in any way.
- Allowing students access to accessibility features that are not permitted or documented in a student's plan.
- Encouraging a student to answer fewer questions than what is on the test.
- Editing student responses; evaluating student responses, causing them to recheck or change their responses.
- Leaving students unattended or allowing students to interact during a summative test session.
- Deliberately causing achievement results to be inaccurately reported or modifying student records for the purposes of raising test scores.
- Staff accessing non-approved software, such as monitoring or screen-viewing software, while administering online state tests.
- Reviewing, sharing, capturing, or transmitting secure test content or student responses.

Professional Code of Conduct

The Professional Code of Conduct is codified by the Washington State Legislature in WACs and RCWs and includes a list of complete rules and regulations. The Office of Professional Practices (OPP), a division under the auspices of the Superintendent of Public Instruction, is charged with enforcement, including discipline of educational practitioners for violation of the Professional Code of Conduct. The office receives, investigates, and makes legal findings regarding complaints.

Unprofessional conduct must be reported to the OPP at: 360-725-6130.

Standardization

Standardization refers to adherence to uniform administration procedures and conditions during a test. Standardization is an essential feature of educational test administrations and is necessary to produce comparable information about student learning. Strict adherence to guidelines, instructions, and procedures for the administration of state tests, with or without accessibility features, is necessary to ensure results reflect actual student learning.

Student Familiarity with Accessibility Features

Accessibility features are intended to mitigate the effects of a student's disability or lack of English language proficiency in the context of assessment. They do not reduce the assessment expectations for the student. Where appropriate, it is important to provide the selected accessibility features during day-to-day instruction and classroom assessment opportunities. For a complete list of accessibility supports, including uses and restrictions, refer to the GTSA.

Students should also have access to the secure login to become familiar with the process and accessibility features prior to taking a summative assessment. Access to secure login training or practice tests or interim assessments ensures student test settings are appropriately set, students have time to review their unique settings, and it vets the devices used for summative testing.

Planning for Accessibility Supports and Coordinating Testing Logistics

Once accessibility decisions have been made by the appropriate decision-making teams (e.g., IEP, 504 plan, ELD), the logistics of providing the necessary access must be mapped out. It is not uncommon for special education and ELL teachers or related services personnel to be given the responsibility of coordinating testing and providing accessibility features for students. It is essential that all individuals providing support be trained in and understand the requirements of the state assessments, including the appropriate use of accessibility features. It is important to engage these individuals in planning of the logistics for accessibility, both prior to and on the day of testing.

It is required that districts have identified methods for ensuring that each student designated to receive accessibility features has access to those supports during summative assessments. This type of information should be included in your school's Test Security and Building Plan (TSBP).

State Laws Governing Test Security

All test content including, but not limited to, online test content, accommodated paper tests, alternate assessments, test tickets, ancillary papers, and student responses are confidential and must not be reviewed except to the extent necessary for administration of state tests.

Test Security

All test content of state tests is the property of OSPI and the consortium. In RCW 28A.655.070, OSPI is directed to develop and revise a statewide assessment system. School districts are required to administer the tests under the guidelines adopted by OSPI.

RCW 42.56.250 Employment and licensing: The following are exempt from public inspection and copying: Test questions, scoring keys, and other examination data used to administer a license, employment, or academic examination.

RCW 28A.655.070 Essential academic learning requirements and assessment: The Superintendent of Public Instruction shall maintain and continue to develop and revise a statewide academic assessment system. School districts shall administer the tests under guidelines adopted by the Washington Office of Superintendent of Public Instruction.

Securing Test Content and Confidential Information

All test content must always remain secure. Follow your school's test material chain-of-custody per your school's TSBP.

Printed test content, including embossed braille printouts, print-on-demand papers, and ancillary materials provided to students during the test session are also considered secure materials and must be collected and inventoried at the end of each test session and prior to releasing students from the test location. Immediately return materials to the SC.

Federal law—the Family Educational Rights and Privacy Act (FERPA)—prohibits the release of any student's personally identifiable information. Any printed materials, including test tickets, must be securely stored and destroyed.

The scoring contractor records the security barcode numbers on all secure test documents that are sent to your district. All materials must be immediately inventoried upon receipt from the contractor. Any discrepancies or shortages in the quantity, or any damaged materials must be reported immediately to your SC.

Test Preparation and Administration

Penalties for the unauthorized use or disclosure of test content and flagrant disregard of generally recognized professional standards in test preparation and administration are provided in RCW 28A.635.040, WAC 180-87-060 and WAC 180-87-095. Ethical test preparation is designed to improve the accuracy of the test scores of students. Accessibility features during testing must be given to provide access, not advantage to students based on each student's individual need. It is unlawful for any person to directly or indirectly disclose questions to students prior to testing. Further, it is unlawful to directly or indirectly assist any person in answering any question. The failure to report acts of unprofessional conduct is itself an act of unprofessional conduct.

RCW 28A.635.040 Examination Questions-Disclosing-Penalty. No part of any test content may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system without the explicit permission of OSPI. Any person having access to any question or questions prepared for the examination of teachers or common school pupils, who shall directly or indirectly disclose the same before the time appointed for the use of the questions in the examination of such teachers or pupils, or who shall directly or indirectly assist any person to answer any question submitted, shall be guilty of a misdemeanor, the penalty for which shall be a fine in any sum not less than one hundred nor more than five hundred dollars.

WAC 180-87-095 Failure to file a complaint. The intentional or knowing failure of an educational service district superintendent, a district superintendent, or a chief administrator of a private school to file a complaint pursuant to WAC 180- 86-110 regarding the lack of good moral character or personal fitness of an education practitioner or the commission of an act of unprofessional conduct by an education practitioner is an act of unprofessional conduct.

WAC 180-87-060 Disregard or abandonment of generally recognized professional standards. Any performance of professional practice in flagrant disregard or clear abandonment of generally recognized professional standards in the course of any of the following professional practices is an act of unprofessional conduct: Assessment, treatment, instruction, or supervision of students.

Access to testing locations

Students who are not a part of the current test session and unauthorized adults are not permitted in the testing location where a test is being administered.

There may be media interest in state testing. Reporters, or any third-party observers, are not permitted to be in the testing environment before, during, or immediately after testing. Students must not have the added pressure of media attention on campus. Having media on campus also compromises the security of the assessment.

Photographs or any electronic capture of secure test content (paper booklets, computer screens, ancillary materials) violate state law (R.C.W. 42.56.250 and R.C.W. 28A.635.040).

Test Incident and Investigation Resources

Test incidents are low risk (impropriety), medium risk (irregularity), and high risk (breach), and are behaviors prohibited either because they give a student an unfair advantage or because they compromise test validity or score reliability. Whether intentional or by accident, a situation that falls into these categories constitutes a test incident that needs to be documented and reported, whether being retained at local district-level or escalated to the state.

This section outlines the test incident documentation and reporting requirements.

Reporting Timelines and Activities

Low Risk Improprieties

An unusual circumstance that has a low impact on the individual or group of students and has a very low risk of potentially affecting student performance, test validity, or score reliability.

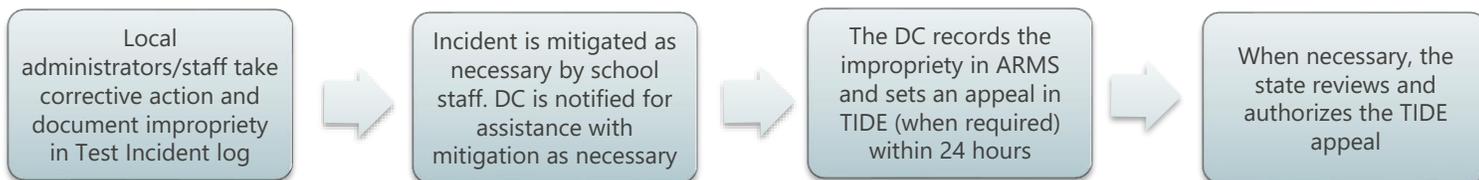


When there is question as to impact on student performance or test security, TAs should immediately stop testing the individual or group of students and process the incident according to the directions under the Medium Risk–Irregularities section.

Examples: Fire drill during testing, cell phone rings from secured location, student misconduct distracting the test session.

When the disruption had no impact to student performance and no issue is noted with test security, the situation can be corrected at the local level and TAs will continue with the test session. The incident is not required to be reported to the state level.

- The TA takes corrective action and reports the incident to the SC as soon as possible (preferably during the test session).
- The SC mitigates as necessary and notifies the DC as soon as possible (same day). A report is submitted through the Assessment Reporting Management System (ARMS) or another method identified by the DC.
- The DC will enter an appeal in TIDE, if required, to reopen the students test opportunity. The state will review the TIDE appeal for approval.



Medium Risk Irregularities

An unusual circumstance that impacts an individual or group of students who are testing, and may potentially affect student performance, test validity, or score reliability.



When a situation occurs that impacts testing school wide or district wide, immediately notify your SC, Technology Coordinator, and/or DC to assist with resolving the situation.

High Risk Breach

A high-risk breach is any test administration event that poses a threat to the validity of the test and requires immediate attention. These circumstances have external implications for the state and consortium and may result in a decision to remove the test questions(s) from the available secure item bank.

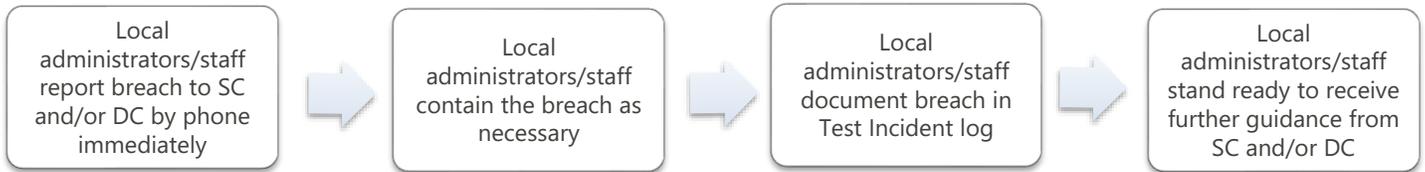
Examples: Test content left unsecured, test content or student responses being reviewed, retained, or shared with other persons or in social media, adults modifying student answers.

These situations require immediate attention and reporting:

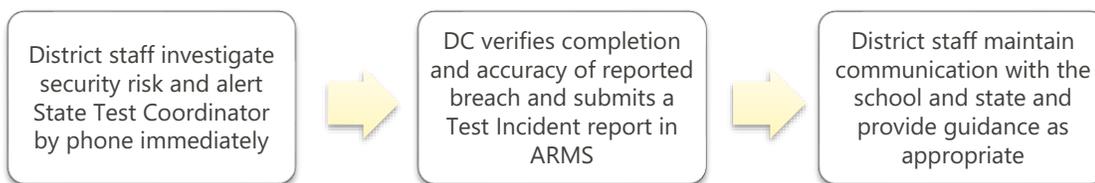
- The TA immediately notifies the SC. If the breach is student initiated, stop testing the student until further guidance is received.
- The SC immediately escalates to the DC, providing as much detail of the situation as possible.

- The DAC immediately escalates the potential breach to the OSPI State Test Coordinator, Kimberly DeRousie, at 360-870-4860. The DAC will submit the incident, containment strategies, and conclusion to investigation through a Test Incident report in ARMS.
- The State Test Coordinator will notify the consortium. The ARMS report will be reviewed, and the DAC will be provided further guidance, as necessary.

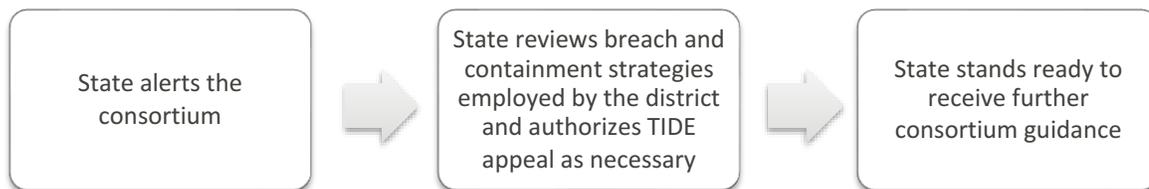
Local School Activities



Local District Activities



State Activities



Logging incidents

TAs must log incidents immediately upon identification and submit them, via agreed-upon process outlined in the school’s TSBP, to their SCs and DCs. The TSBP should outline a process that includes how frequently incident reports are submitted. The DC will communicate this preference to schools. All improprieties, irregularities, and breaches, whether being retained at the local level or escalated to the state, must be documented.

- SCs and DC ensure that all test incidents are documented in a central location, such as the *Test Incident Report* within ARMS.
- In addition to logging all test incidents, situations requiring specific actions to be taken on a student's test are to be escalated.

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

Guidelines for Investigation

General Overview

When any school district employee has reasonable cause to believe that there has been improper test

preparation, administration, or use, the employee shall report such incident or cause a report to be generated for the SC and DC. The DC must report all staff, individual, group, and breach in security incidents to the Office of Superintendent of Public Instruction by contacting the State Test Coordinator at 360-870-4860.

Acts of Unprofessional Conduct

Acts of unprofessional conduct that may result in invalid scores include, but are not limited to:

- Improper test preparation activities that restrict inferences about a student's real achievement and invalid scores interpretations in relation to accomplishment of a standard.
- Improper test administration protocols that deviate from information provided in administration manuals and TA scripts.
- Providing students with accessibility features or materials not allowed on that test.
- Coaching students or attempting in any way to artificially inflate test scores.
- Reviewing, reproducing, or retaining secure test content or other secure materials (i.e., ancillary papers) before, during, or after testing.
- Accessing software applications with remote observation features, where TAs can view a student's test from a remote location, while the student is moving through the test. Utilizing such an application is considered a security breach and goes against state testing policy.

Selecting the Incorrect Test

TAs should select only the specific test, grade level, and content for the current approved test session in the TA Interface. If a TA selects a summative test but was scheduled to administer a practice, training, or interim test, the DC will be required to:

- Investigate how and why the situation occurred.
- Review training materials and revise when necessary to help eliminate future occurrences.
- Submit a *Test Incident Report* to OSPI through ARMS that includes the TA training packet and signed *Test Security Staff Assurance Report*.

School District Investigation

Investigation

DCs will include the following when investigating reported incidents:

- Statements from all persons with knowledge about the incident.
- Statements can be created from a personal or telephone interview, or an affidavit attesting to a prior statement.
- Statements used as evidence should be dated and signed.
- Gathering and examination of evidence.
- Disciplinary actions, if any, that should be imposed. This is determined by the district.
- If it is believed that there was a flagrant disregard of generally recognized professional standards, districts must notify the Office of Professional Practices (OPP) at 360-725-6130 to report the findings.
- Recommendation regarding any invalidation of tests based on the investigation and consultation with the OSPI State Test Coordinator.

- Plan of action to eliminate future occurrences.
- Conclusion to investigation based on gathered evidence and interviews.

Reporting

After conclusion to the investigation, DCs will provide a concise summary of the facts of the case. For the summary, they will include details regarding the incident, any actions taken as a result of the investigation, and note whether the district referred the violation to the OPP.

DCs will report any misuse or loss of test materials, medium risk irregularities and high-risk breach incidents to the State Test Coordinator by submitting a Test Incident report through ARMS.

Invalidating Test Scores

Tests will be invalidated when the circumstances are determined not to accurately reflect what the tested student knows and is able to do. Tests may be invalidated when the student is discovered cheating, when a student has access to non-approved materials or electronic devices, when the test was improperly administered, or when a test incident made it impossible for a student to show what they know. SCs are to document invalidations according to the school's approved TSBP. The list of invalidations, including a Test Incident Report, is to be delivered to the DC for approval and records retention.

- Invalidations for online testers are set in TIDE under the Appeals tabs.
- Invalidations for paper testers requires that the DC contact the Washington Help Desk to request that the student test results from the paper test be invalidated. To eliminate this step, the DC should send the test booklet back to the scoring contractor with non-scorable materials, noting that the test is not to be scored due to invalidation.

The DC will submit a *Test Incident Report* in ARMS to notify the State Test Coordinator of all potential invalidations resulting from staff misconduct or a breach in security.

If the district or school investigation has not concluded prior to return of test results, a determination of invalidation can be made after score review, by working with the OSPI State Test Coordinator. The Smarter Reporting System (SRS) may produce preliminary scores for student's results that are still pending investigation. It is important to consider how the scores will be used until the investigation concludes.

Paper-pencil test booklets of students where validity of results is under review may be packaged and returned with scorable materials. If returned with scorable materials, and invalidation is deemed necessary after investigation, the DC will work directly with the WA Help Desk.

Please note that any student whose test has been invalidated will be treated as not tested.

Sensitive Responses

Taking appropriate action with student responses or student actions that cause concern.

Throughout the test administration process, student safety is always the primary consideration. Sensitive student responses to summative and interim test questions are identified as soon as tests are submitted for scoring. A process has been established between the state and the scoring contractor to ensure that this information is not only kept confidential, but that it also is immediately reported to the school district for student support.

Security protocols, as outlined in this document, make it clear that reviewing responses in the secure browser, students' test or answer booklets, or students' notes on scratch paper is not permitted. However, during testing, TAs may encounter student responses that disrupt the test administration and may endanger the student or others. In addition, it is possible that TAs will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety. This may come to the attention of the TA while administering a test that requires individual student to TA interaction, such as a scribe.

Topics that may require action include, but are not limited to, student references to:

- Suicide
- Criminal activity
- Alcohol or drug use
- Extreme depression
- Extreme violence
- Sexual assault or physical abuse
- Self-harm or intent to harm others
- Neglect
- Bullying of individuals or groups of students

Best Practices

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

Escalating Information

Should the TA encounter a sensitive situation while supervising the test session, the TA must immediately escalate this concern in accordance with district policies and procedures. The DC is to notify the State Test Coordinator immediately of any such situations that requires access to test content.

Reporting a Perceived Error on a Test

If there appears to be an error on a state test, TAs will report the perceived error to the SC. To ensure security TAs should follow the steps below:

1. Make note of the perceived error.
 - a. Online: include subject, grade, session ID, question number, and device and networking information.
 - b. Paper: include subject, grade, form number, question number, and page number.
2. Instruct students to do their best and complete that section of the test. Do not attempt to provide a remedy. If needed, OSPI will provide a remedy for all students in the state.
3. Do not copy the question, share with colleagues, or transmit information through any device with cellular, messaging, or wireless capabilities (e.g., email, cell phones, smart watches, iPods®, tablets, or any other web-enabled devices, or photo technology).

APPENDIX B: TECHNOLOGY

Secure Browser Error Messages

If an error message appears from the secure browser, immediately notify your Technology Coordinator. Table 16 below contains common secure browser error messages.

Table 16. Secure Browser Error Messages

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

Technical Skills to Access Embedded Resources

To access some of the embedded resources (such as strikethrough, highlighter, American Sign Language videos, and text-to-speech) that are available to help work through questions, students may need to access the right-click context menu. Please note the method to access the menu is dependent on the student's device type. An overview of keyboard shortcuts, devices and methods are in the [Keyboarding Shortcuts](#) document on the WCAP Portal. This document may be shared with students and is a great resource while administering a training or practice test.

It is recommended that students have access to the practice and training tests, using the same device they will use during the test administration.

APPENDIX C: CHRONOLOGICAL WCAP CHECKLISTS

—TEST ADMINISTRATOR

The Test Administrator (TA) Checklists are based on information found throughout this manual.

The purpose of the checklist is to provide reminders for tasks before, during, and after test administration. This checklist can be customized to meet your schools needs with input and approval from the principal and the School Test Coordinator (SC).

Table 17. Before Testing

Pre-Summative Testing Activities and Resources	
<input type="checkbox"/>	Attend required training and read assigned training materials for each test administered. Understand the differences between the training test, practice test, interim assessment and summative assessment, prior to accessing the secure TA Practice Interface, and TA Interface.
<input type="checkbox"/>	Sign the <i>Training Log for State Assessments</i> and carefully review, complete, and sign the first page of the <i>Test Security Staff Assurance Report</i> .
<input type="checkbox"/>	At completion of training, work with your SC to setup an account in TIDE, if you do not have access.
<input type="checkbox"/>	Work with your SC to identify students who need specialized supports and equipment. Become familiar with the <i>Guidelines on Tools, Supports, and Accommodations</i> for accessibility and accommodation use and restrictions.
<input type="checkbox"/>	Work with your SC to verify student test settings and accessibility features in TIDE are up to date.
<input type="checkbox"/>	Provide students an opportunity to utilize the Practice and Training Tests, and/or Interim assessments with their test settings, accessibility features, and accommodations.
<input type="checkbox"/>	Follow your approved chain-of-custody to ensure that secure test content and student responses will not be compromised (WAC 181-87-060).
<input type="checkbox"/>	Obtain the district approved test schedule and student seating arrangement from your SC.
<input type="checkbox"/>	Work with your SC to inspect the test location and remove or cover materials that may assist students. Identify a location for students to store non-approved electronics and bags.
<input type="checkbox"/>	Work with your SC and Technology Coordinator to disable any dual monitors, or if needed for an accessibility support, set the monitors to mirror each other.
<input type="checkbox"/>	Place a Testing—Do Not Disturb sign outside the test location.
<input type="checkbox"/>	Provide students with a positive testing environment.
<input type="checkbox"/>	Remind students they can use their own earbuds or headset for the ELA listening portion of the test.
<input type="checkbox"/>	Follow instructions outlined in the Calculator and Electronic Device Policy and establish a plan for clearing calculator memories.

Table 18. Just Prior To and During Testing

Just Prior to and During Summative Testing Activities	
<input type="checkbox"/>	Before administration, inventory materials provided by your SC. Make sure that you have all materials needed to support your test session. Immediately notify the SC of any discrepancies.
<input type="checkbox"/>	Open the secure browser on each testing device (closing other applications), adjust the volume to ensure students hear the listening portion of the ELA test, and verify devices are fully charged.
<input type="checkbox"/>	At least one trained TA must be in the test location at all times. Unauthorized staff or students not identified to test, may not be in the test location. Student's left unattended during a test session will have their score results invalidated.
<input type="checkbox"/>	Follow your approved test plan and seating arrangements.
<input type="checkbox"/>	Students must clear their desks. Desks should only have what is needed and allowed for testing.
<input type="checkbox"/>	Students will be directed to place all non-approved electronic devices and bags, etc. in a designated location.
<input type="checkbox"/>	Remind students of the procedure when ending a test early. <ul style="list-style-type: none"> • Materials passed out during the session will be collected and accounted for, and calculator memories cleared. • If students will leave the test location, direct students on the location where they are to report. • If students will remain in the test location, provide students with the school's list of approved quiet activities. Remind students that access to electronics or testing devices is not permitted until all students have logged out of the test, and the test session has ended.
<input type="checkbox"/>	Administer state tests in a secure environment following procedures outlined in the TAM, and the test specific <i>TA Script of Student Directions</i> .
<input type="checkbox"/>	Provide all required accessibility features. Notify the SC of any discrepancies prior to approving a test session.
<input type="checkbox"/>	Provide students with the necessary test materials for the current session being administered and track materials.
<input type="checkbox"/>	If electronic devices (medical devices, assistive technology devices) are used, ensure devices do not contain prohibited features and are used appropriately.
<input type="checkbox"/>	Verify test and student information as you provide it to each student and approve students' tests. TAs must ensure students log in under their own name and SSID.
<input type="checkbox"/>	Verify pre-ID labels are attached correctly to students' accommodated paper test and/or answer booklets.
<input type="checkbox"/>	Administer the test, reading word-for-word, from the test specific <i>TA Script of Student Directions</i> . Deviating from the printed directions is a testing violation.
<input type="checkbox"/>	Provide students the appropriate supplemental materials as outlined in the <i>TA Script of Student Directions</i> .
<input type="checkbox"/>	Provide breaks as permitted. Additional breaks may be provided based on students' needs and TA judgment.
<input type="checkbox"/>	Actively monitor students, ensuring students are engaged with the test, working independently, maintaining security of test content, and not accessing non-approved electronic devices and/or materials.
<input type="checkbox"/>	If a testing anomaly occurs during your session, stop testing that student and check with your SC for guidance. Note: If a student begins testing under another student's login, pause their test and notify your SC for guidance. Pausing the test will help to ensure that the student is able to complete testing.
<input type="checkbox"/>	Report right away any test incidents (improprieties, irregularities, breaches) to the SC.

Table 19. After Testing

Post Summative Testing Activities	
<input type="checkbox"/>	Prior to dismissing students, collect and account for all test materials distributed to students during your session. Clear calculator memories before releasing students from the test location.
<input type="checkbox"/>	Return all used and unused test booklets, ancillary papers (test tickets, rosters, secure TA scripts, test material log, scratch paper, and graph paper) to the SC immediately after each test session is complete.
<input type="checkbox"/>	Immediately report any missing materials directly to your SC.
<input type="checkbox"/>	Complete page two of the <i>Test Security Staff Assurance Report</i> . Note any missing materials on the report.
<input type="checkbox"/>	Provide to your SC any student absences, and accessibility features/accommodations used during testing. Include in your reporting any recommendations for invalidations.

APPENDIX D: CUSTOMER SERVICE

The WCAP customer support for TAs is outlined below. For answers to questions regarding information in this TAM, general administration questions, or technology/system issues:

TAs and SCs, contact your **Technology Coordinator** (technical/system issues) or your **DC** or **DAs**.

DCs and DAs contact the OSPI Assessment Operations Team.

Table 20. Contact Information for Test Administrators

Role	Reporting Structure	Name	Phone	Email
SC	TA point of contact			
DC	Only if SC is unavailable or there is a need for escalation			
Technology Coordinator	Must contact SC first			

If a technology issue is unable to be resolved internally and the issue requires support from the Washington Help desk, you are required to also notify your SC. When a situation is escalated to the Washington Help Desk, provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred. This should include the following:

- type of device being used for the test;
- any error messages that appeared (code and description);
- operating system and browser information;
- your contact information for follow-up, including email address and phone number; and
- any relevant and authorized student and school information, including statewide student identifier (SSID), grade level, testing session ID, content area, and PT or CAT. Maintain student confidentiality by not sending information electronically, as doing so may violate FERPA policies.



Never send the student's name and SSID together in the same email. Only the SSID is necessary.

Contact the Washington Help Desk toll-free at 1-844-560-7366 or wahelpdesk@cambiumassessment.com. The Help Desk is open from 6:00 am PST to 6:00 pm PST, except holidays. During these hours, staff will respond promptly to calls.

REVISION LOG

Changes to this document made after February 7, 2022 will be noted in the table below.

Section	Page	Description of Revision	Revision Date

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