Special Notation Note

Due to the TAMs and Manuals being PDFs, none of the hyperlinks are working properly.

For ALL TAMs and Manuals, which are found in the resources on the SBAC Portal, use the following link and scroll down to the appropriate resource.
https://sd.portal.airast.org/resources/user-guides-manuals-ta/

Smarter Balanced Administration

Division of Instruction & Learning

Office of Assessment

Session Topics

1. Preparation is the KEY to success!
2. Accessibility: Setting up tools, supports, and accommodations
3. Administration: It is designed to work for you!
4. Appeals: What you need to know
5. Monitoring Process: Hints and tips
6. The Formative Side: Interim Assessments and Digital Library

Be Prepared!

Calendar

Window dates to remember

- Summative Assessment: March 6th – May 3th, 2019
- Interim Assessments
  - ICAs: August 21st – February 28th
  - IABs: August 21st – May 3rd
  - Practice Test: August 30th – July 31st

Participation

- All enrolled students **must** be assessed
  - Grades 3-8 & HS (Grade 11)
- Participation
  - Ensure accurate information in Infinite Campus
  - Students must submit **both** the CAT and PT for each content assessment

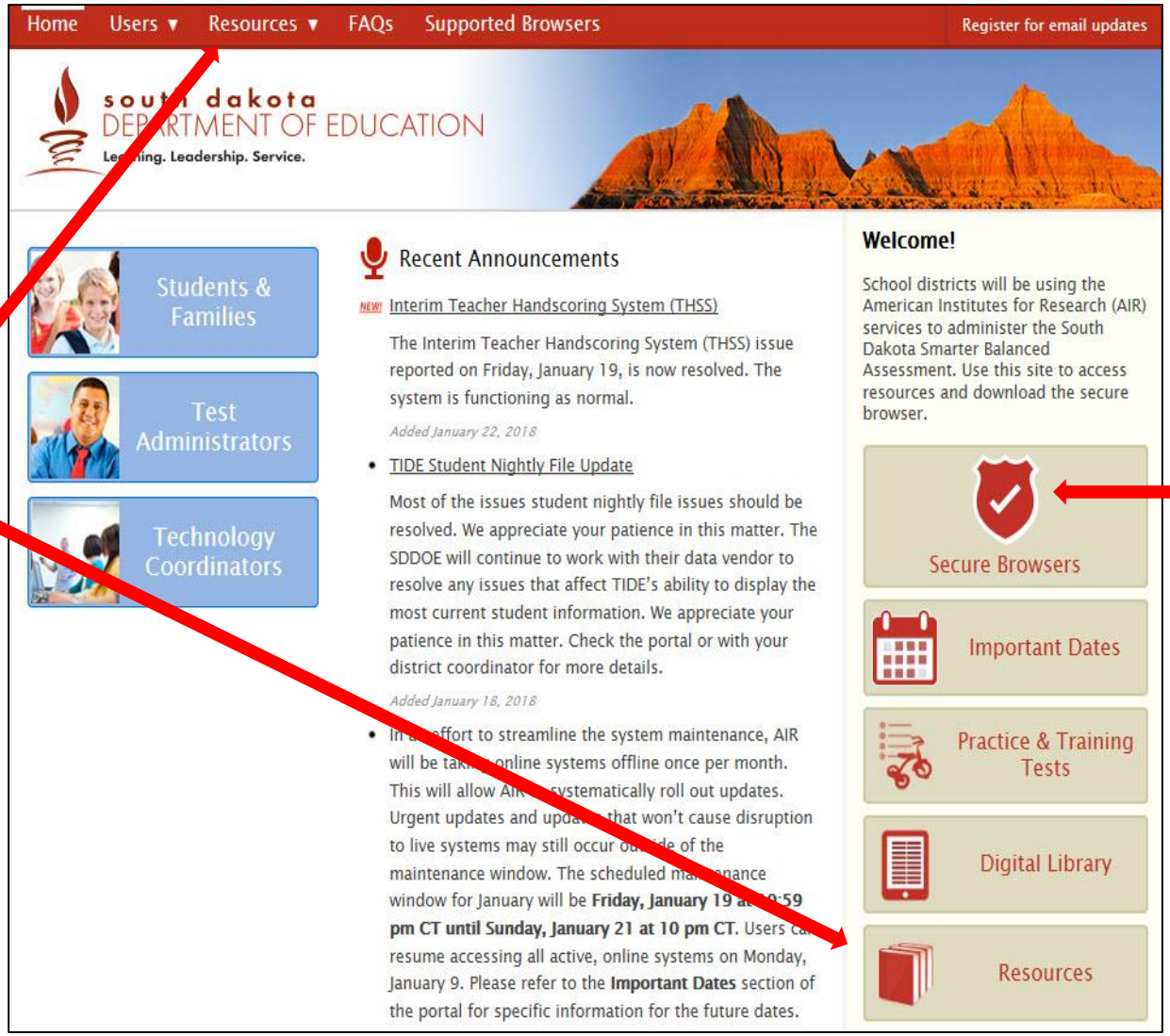
SBAC Portal

SBAC Portal: http://sd.portal.airast.org

- Manuals
  - Key Documents and Resources tabs
- Secure Browsers
  - Downloads available from main page
- HelpDesk Information Template
  - Key Documents

Navigating the Portal

Manuals

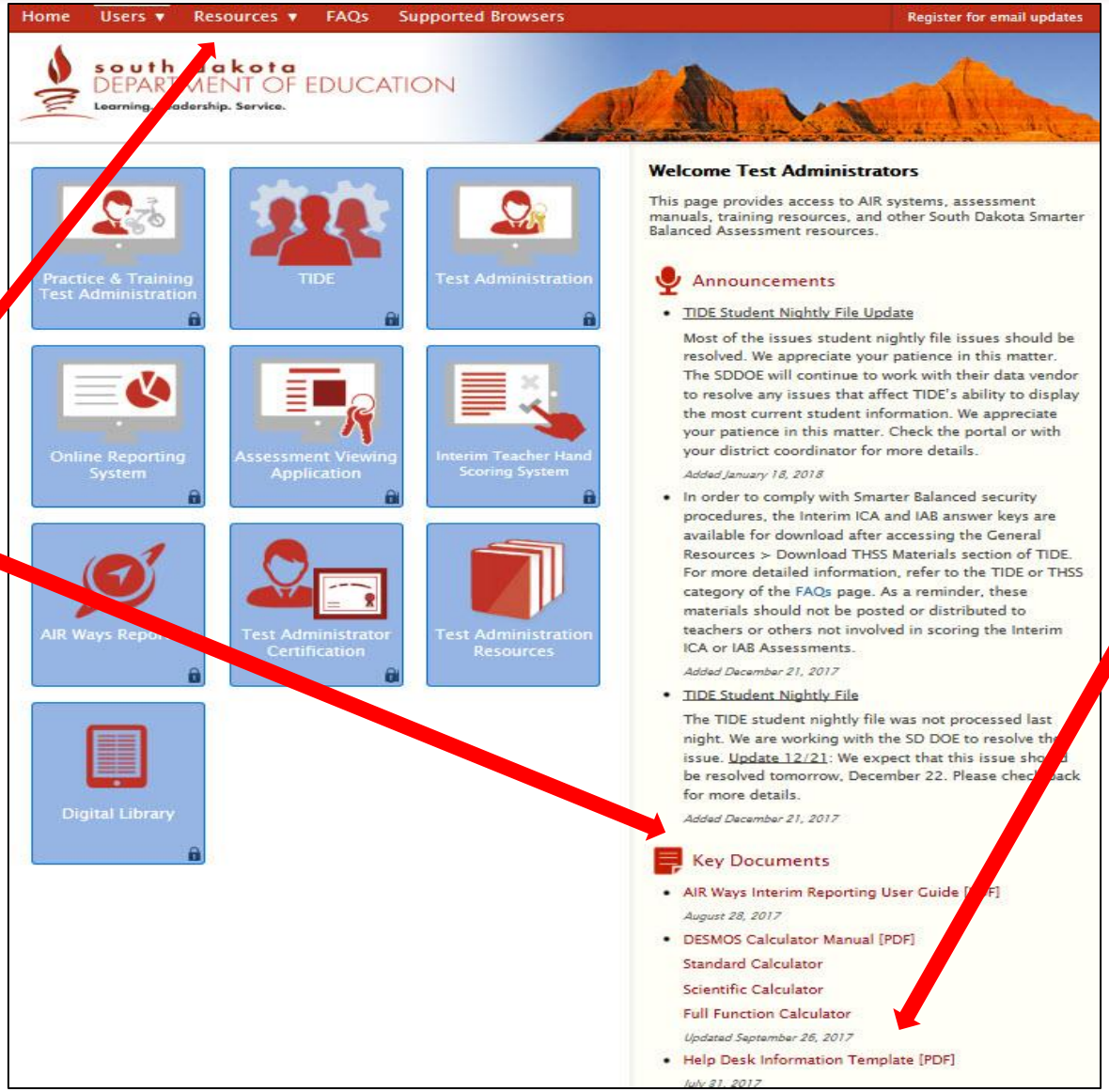


Secure Browsers

Navigating the Portal

Manuals

Help Desk Info Template



south dakota DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Finding Resources

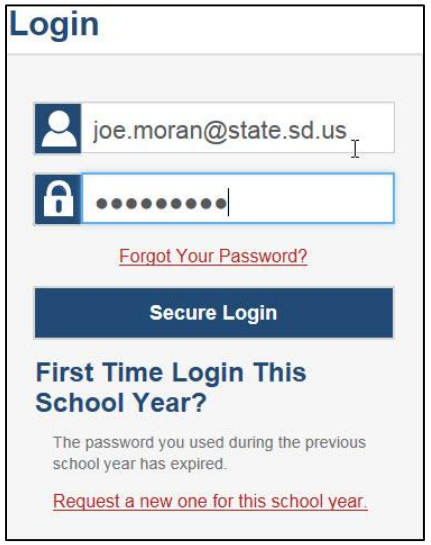
Portal Main Page

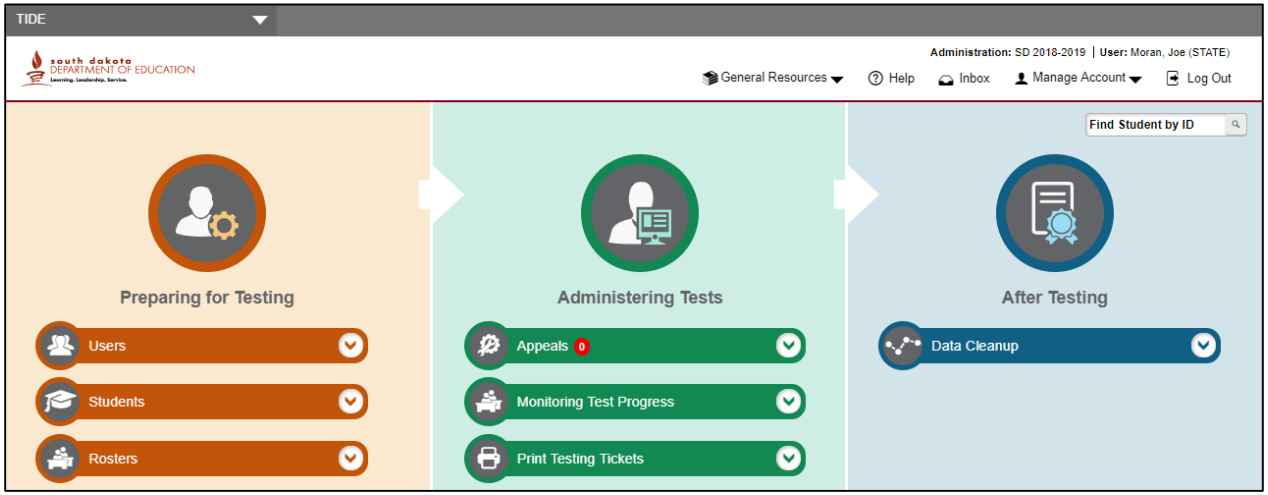
User Entrance Page

Multiple places to find support resources

Important Manuals

Test Information Distribution Engine

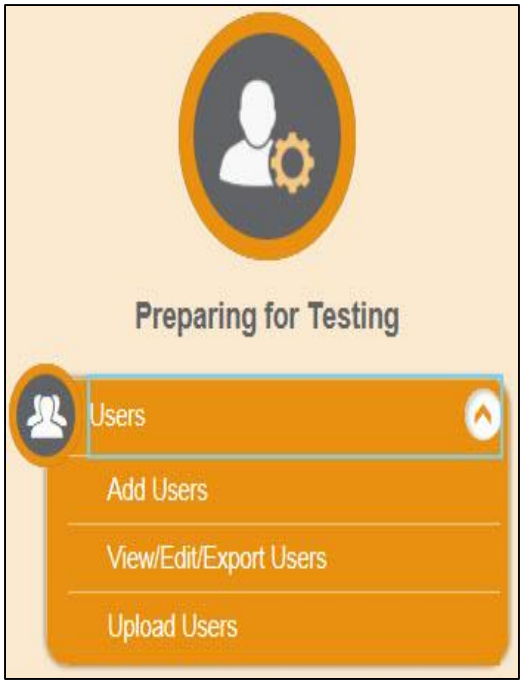




One stop shop for preparing everything for the assessments

- Users: Educators accounts
- Students: Tools, supports, accommodations
- Rosters: Connect educators to appropriate student data
- Appeals: Reporting issues
- Monitoring Test Progress: Administrative Oversight
  - Note: Will look at **appeals** and **monitoring** more closely during the administration section
- Test Tickets: Student access to assessments

Users

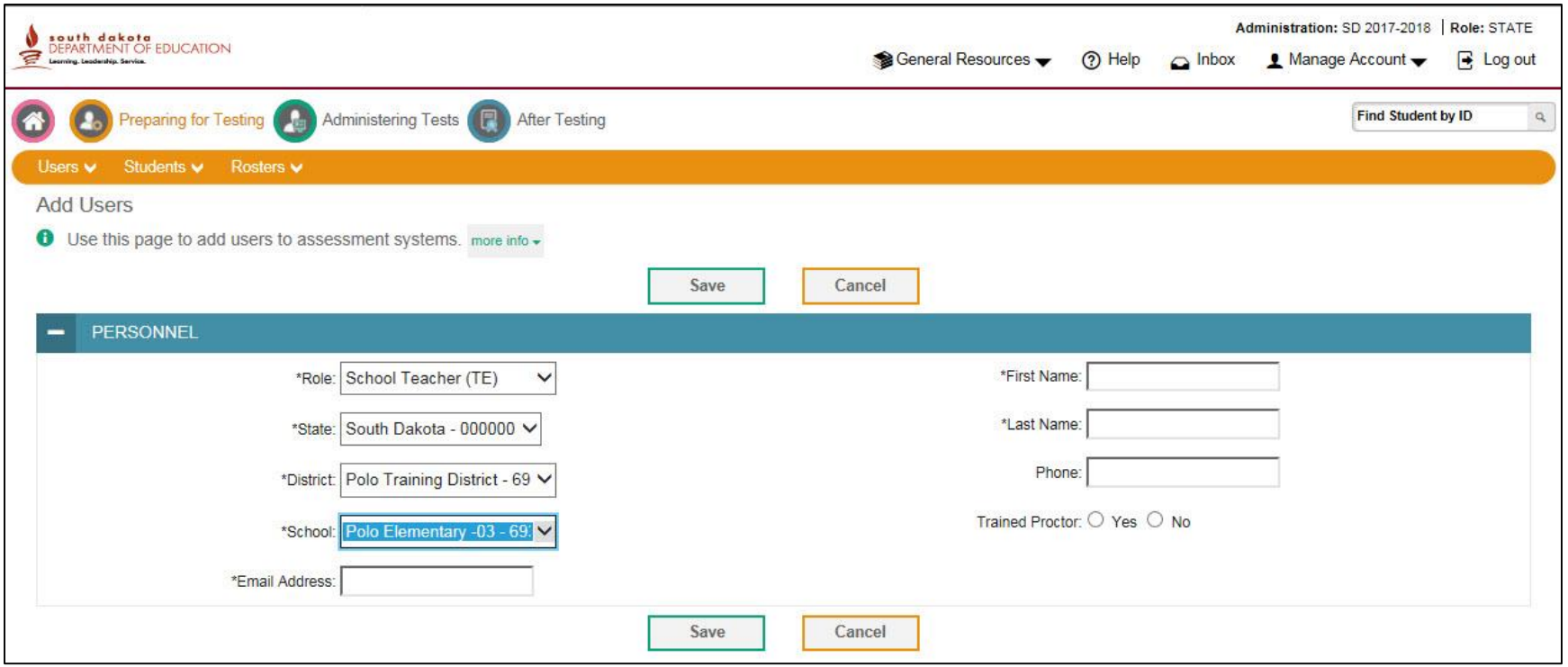


Users: For **all** educator roles

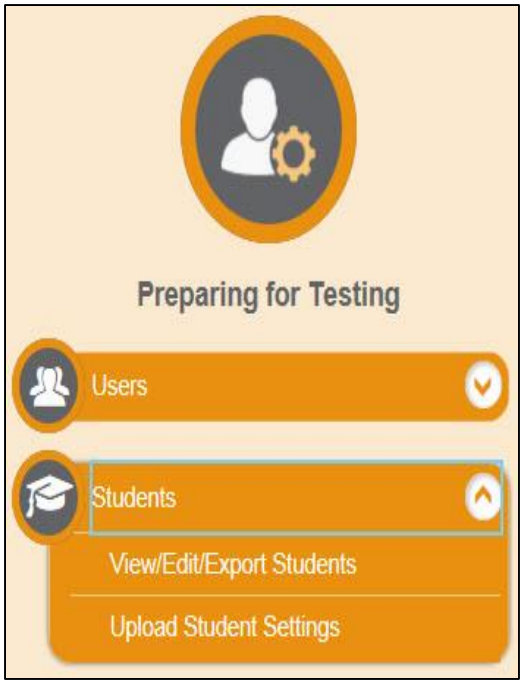
- View/Edit/Export allows for administrative oversight and control of district/school users
  - Use the ADD Users function if you are missing a user
  - DA: District Administrator (Typically District Assessment Coordinator)
    - This account is created by SDDOE
    - All other district/school accounts are created by DA and supporting team members
- User Roles
  - Use User Roles and Access to SD SBA Systems 2018-2019
  - Found in resources: manuals and guides
  - Page four of the TAM includes a complete list of user roles and responsibilities
- Notes
  - Roles are hierarchal in nature so each person only needs **one** account
  - TE should be used for teachers , TA accounts can't be connected to students

TIDE Manual pgs. 26-31

Users


south dakota
DEPARTMENT OF EDUCATION
Administration: SD 2017-2018 | Role: STATE
General Resources
Help
Inbox
Manage Account
Log out
Preparing for Testing
Administering Tests
After Testing
Find Student by ID
Users
Students
Rosters
Add Users
Use this page to add users to assessment systems.
more info
Save
Cancel
PERSONNEL
*Role: School Teacher (TE)
*State: South Dakota - 000000
*District: Polo Training District - 69
*School: Polo Elementary -03 - 69:
*Email Address:
*First Name:
*Last Name:
Phone:
Trained Proctor: Yes No
Save
Cancel

Students



Students: For **all** assessed students

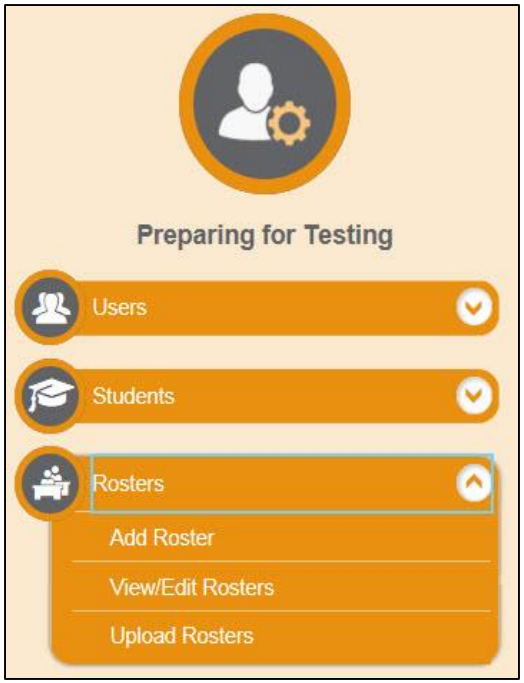
- Remember: **ALL** student demographic information is rolled into TIDE automatically when your Infinite Campus updates

- View/Edit/Export allows for administrative oversight of student accounts and permissions
  - Demographic information is greyed out and unmanipulable
    - If information is wrong, then it needs to be corrected in Infinite Campus
  - Can manipulate
    - Interim Eligibility
    - Tools, Supports, and Accommodations

- Notes
  - Updates to student profiles could take 24-72 hours to install properly, staying on top of this information is important to keep assessment schedules on time

TIDE Manual pgs. 32-45

Rosters



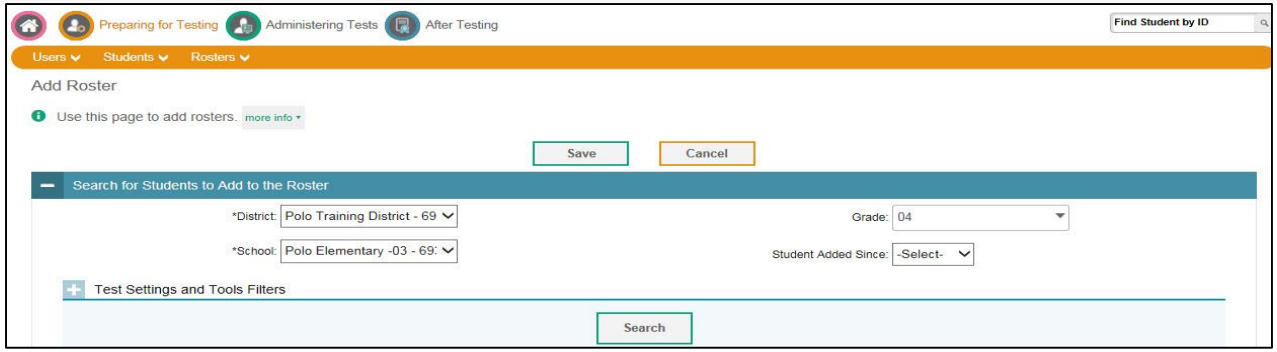
Rosters: A tool created to allow districts/schools to maintain FERPA laws yet still provide educators with necessary student data

- View/Edit/Export allows for administrative oversight of student data and permissions for appropriate viewing
  - Use ADD Roster to attach students to educators

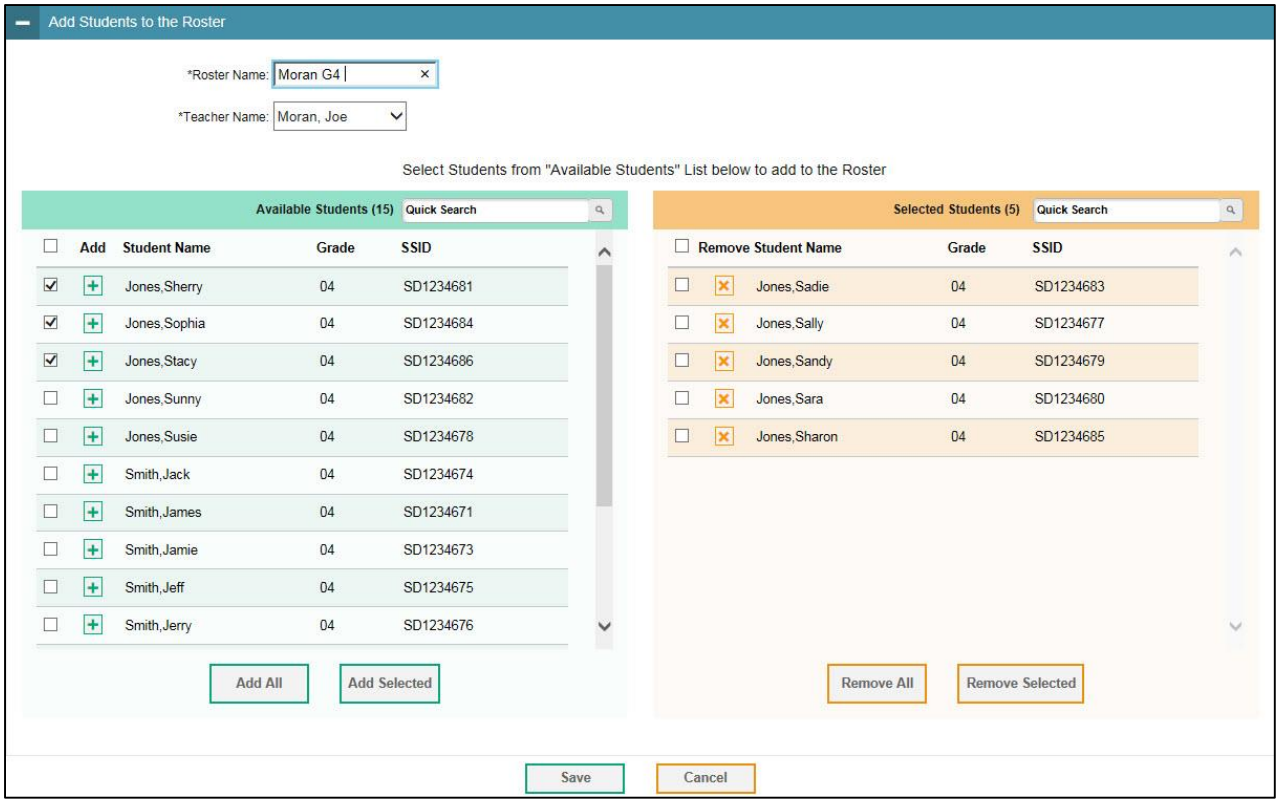
- Notes
  - Rosters are designed to be flexible enough to meet the demands of every district/school
  - It is important that teams of people are making informed decisions as to how best utilize rosters for your specific situation

TIDE Manual pgs. 45-55

Rosters



Filter to the appropriate district/school/grade

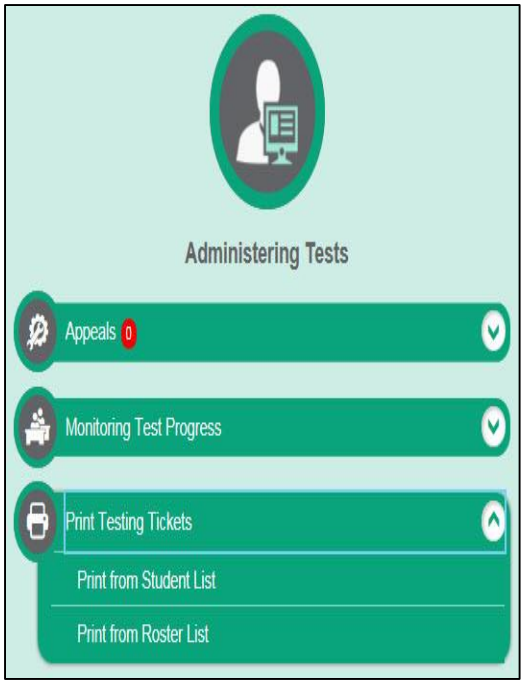


Use system on left to create rosters

- Make rosters fit **your** needs
- Be sure to name so it makes sense!

Test Tickets

Test Tickets: A hard-copy form with student demographic information and assessment access information

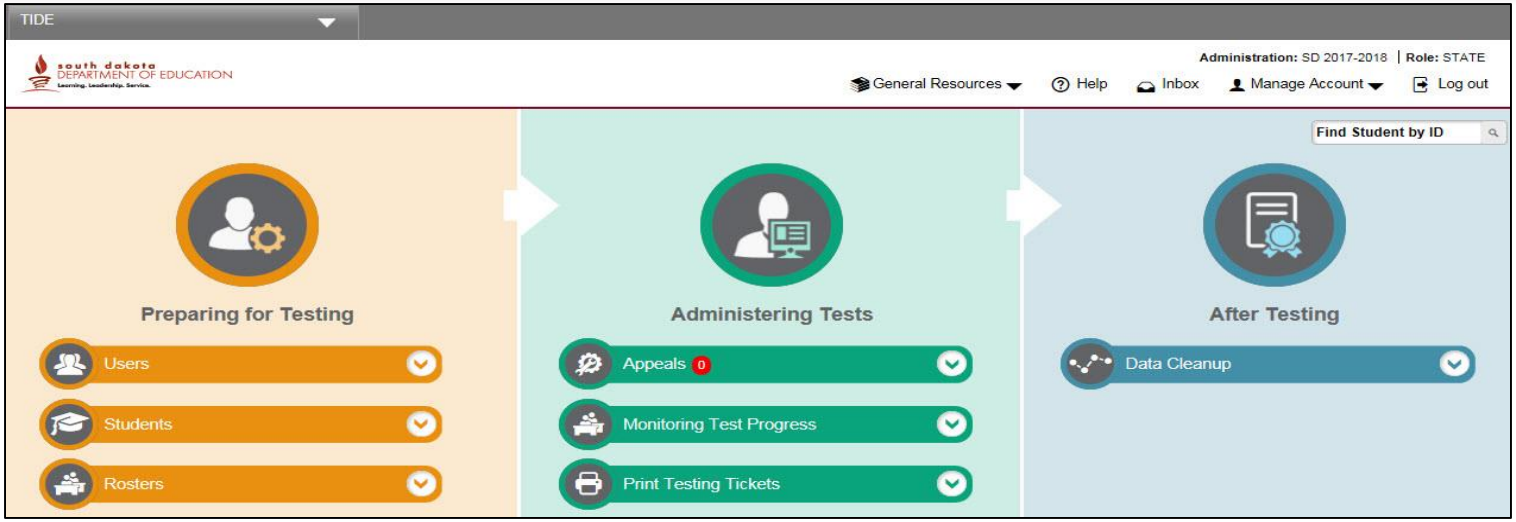


- Capable of printing from Student list or Roster list
  - Roster lists can be easier if rosters are set up to match the assessment schedule
  - Print function also allows for printing of rosters and student settings/tools
  - A single test ticket will provide the student with access to all pieces of the ELA and math assessments
- Notes
  - Test Tickets are secure documents
- TIDE Manual pgs. 56-58

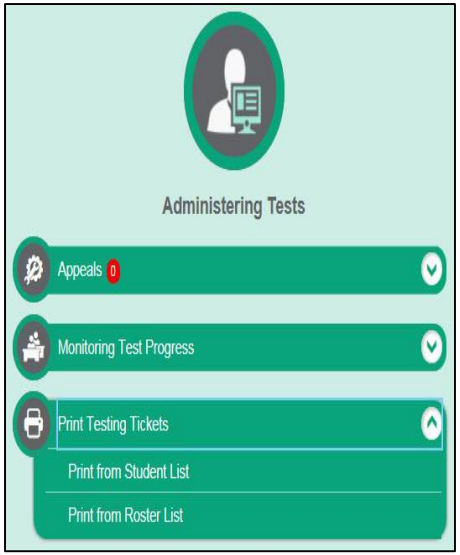
Test Tickets

The Process

1. TIDE

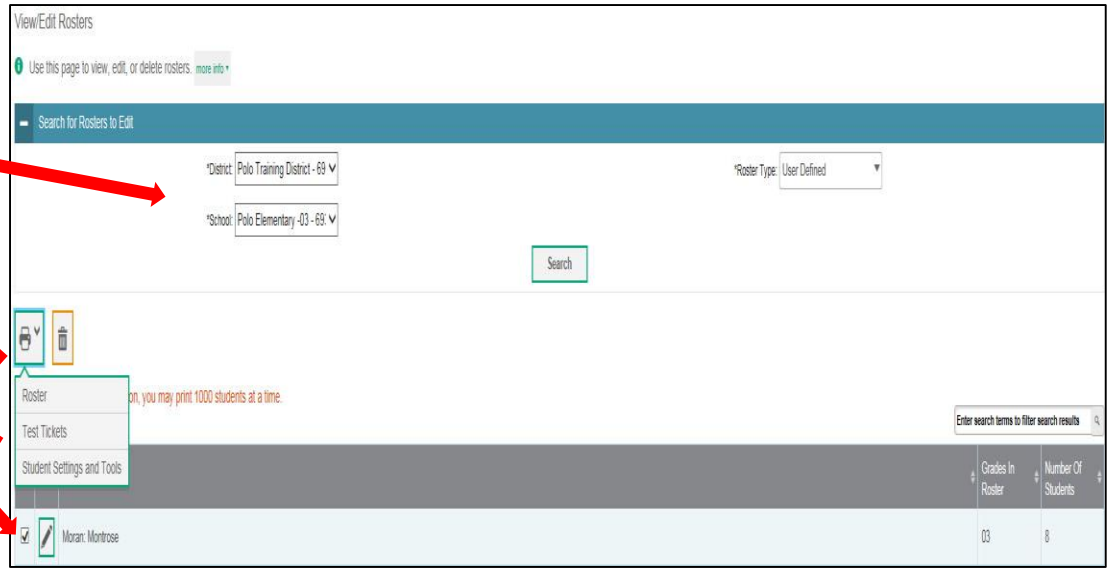


2. Administering Tests
   - ➢ Print Test Tickets

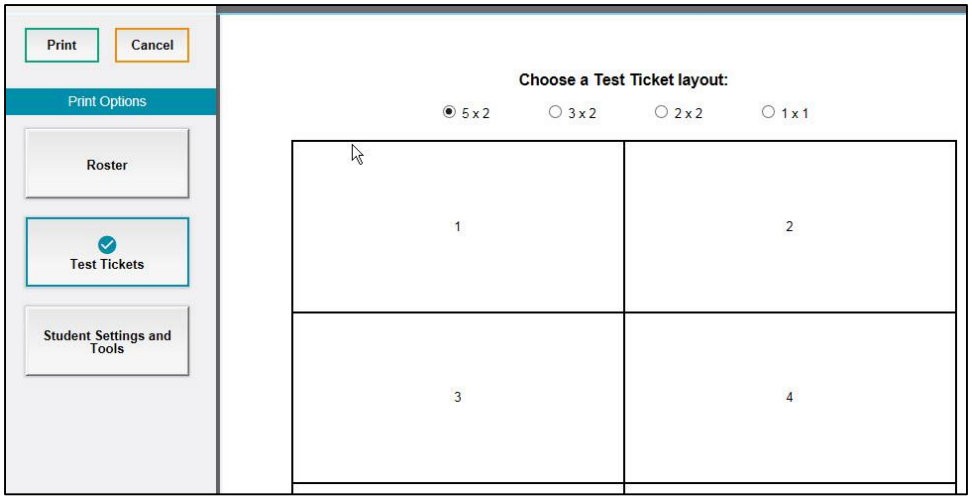


Test Tickets

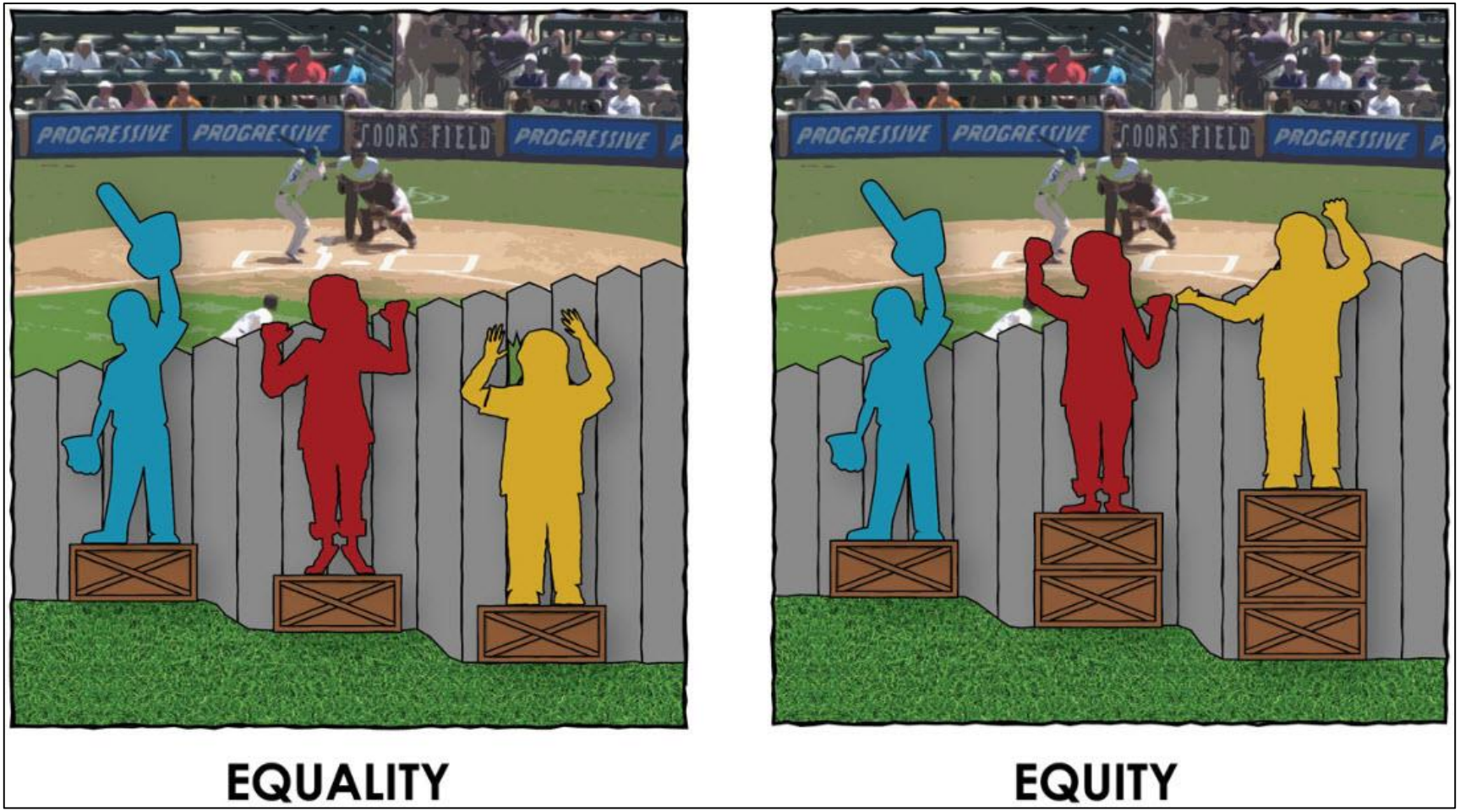
3. Filter for appropriate roster
4. Check the roster box you wish to print
5. Select the Print button
6. Select Test Tickets



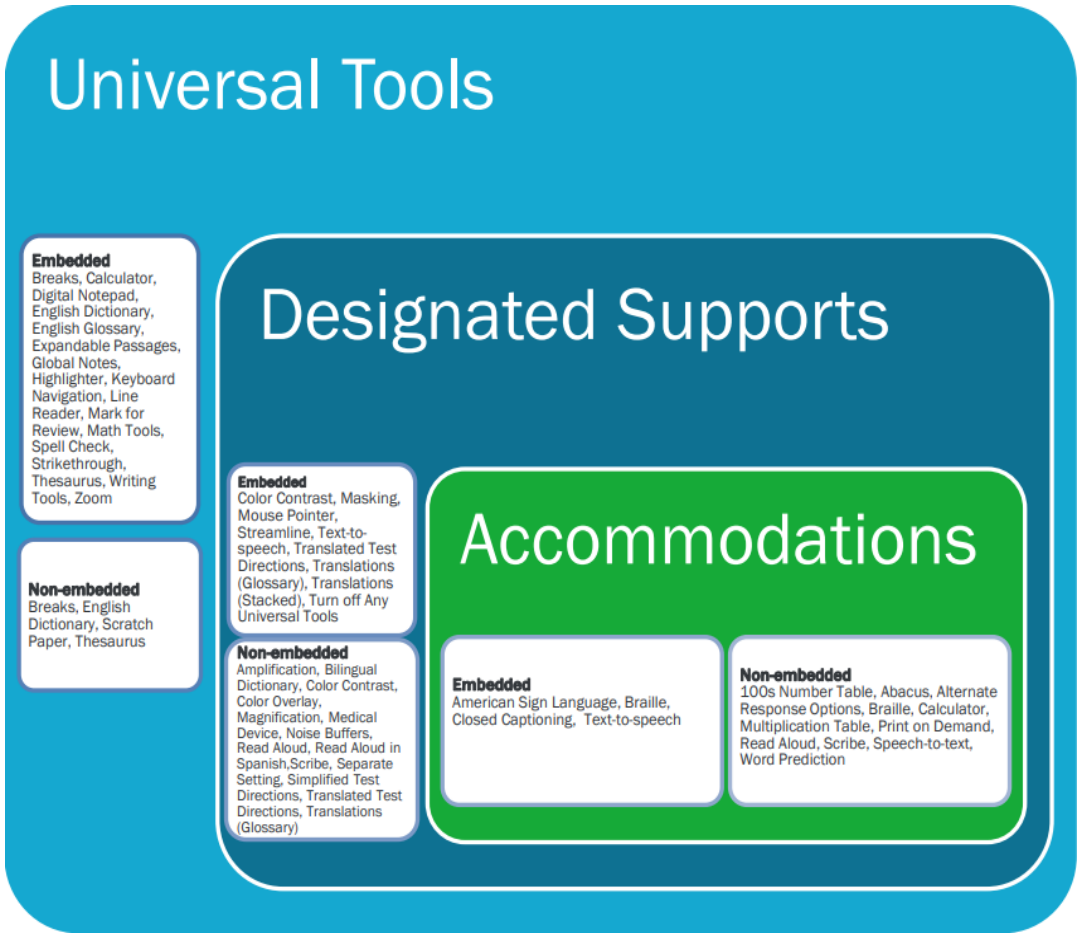
7. Select format you wish to use to print



Accessibility



Tools, Supports, Accommodations



General Notes: Three levels of support both embedded and non-embedded

Level 1 – Universal Tools

- For ALL students
- Based on student preference/selection

Level 2 – Designated Supports

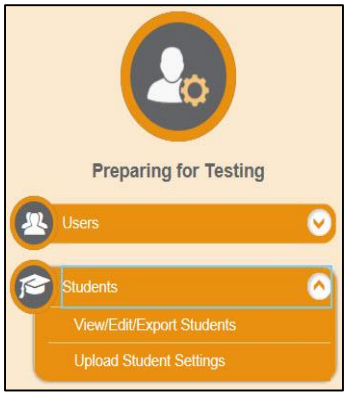
- For ANY student
- Based on indication from educator/team, instructional supports, what is being assessed, and state policy

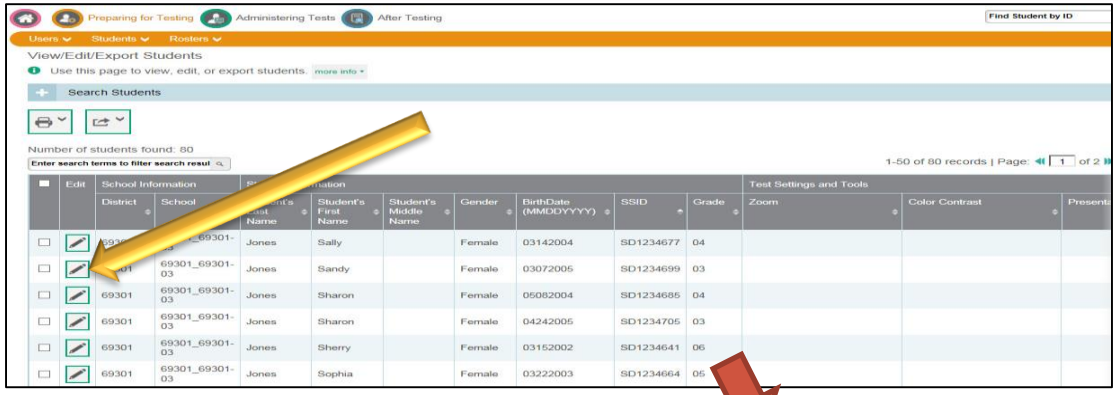
Level 3 – Documented Accommodations

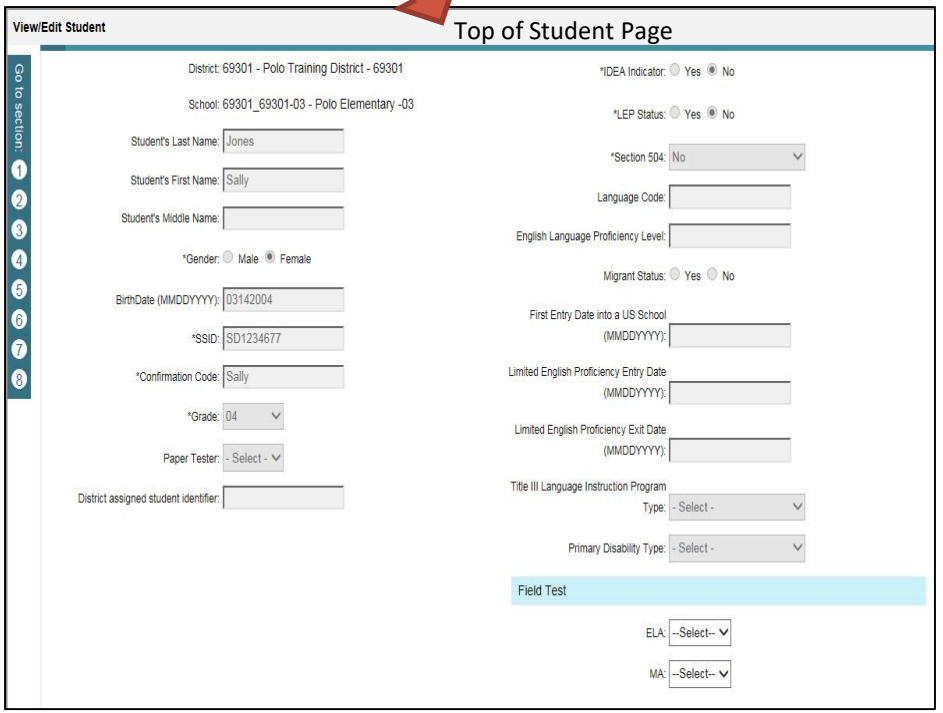
- For a FEW students
- Based teams working on student's IEP or 504 plan, what is being assessed, and state policy

Tools, Supports, Accommodations

Set-up in TIDE



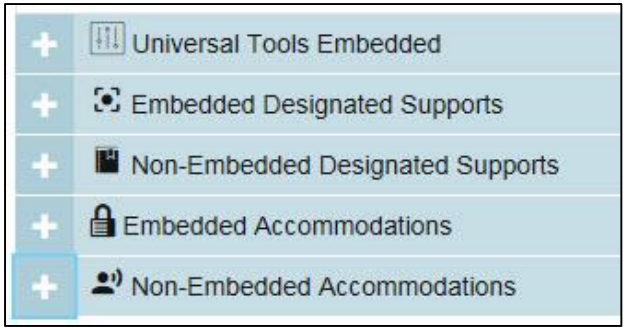




1. View/Edit/Export Students
2. Select the EDIT button for the appropriate student
3. Scroll to appropriate section of the student page
   - Top section is student demographics, this cannot be altered in TIDE

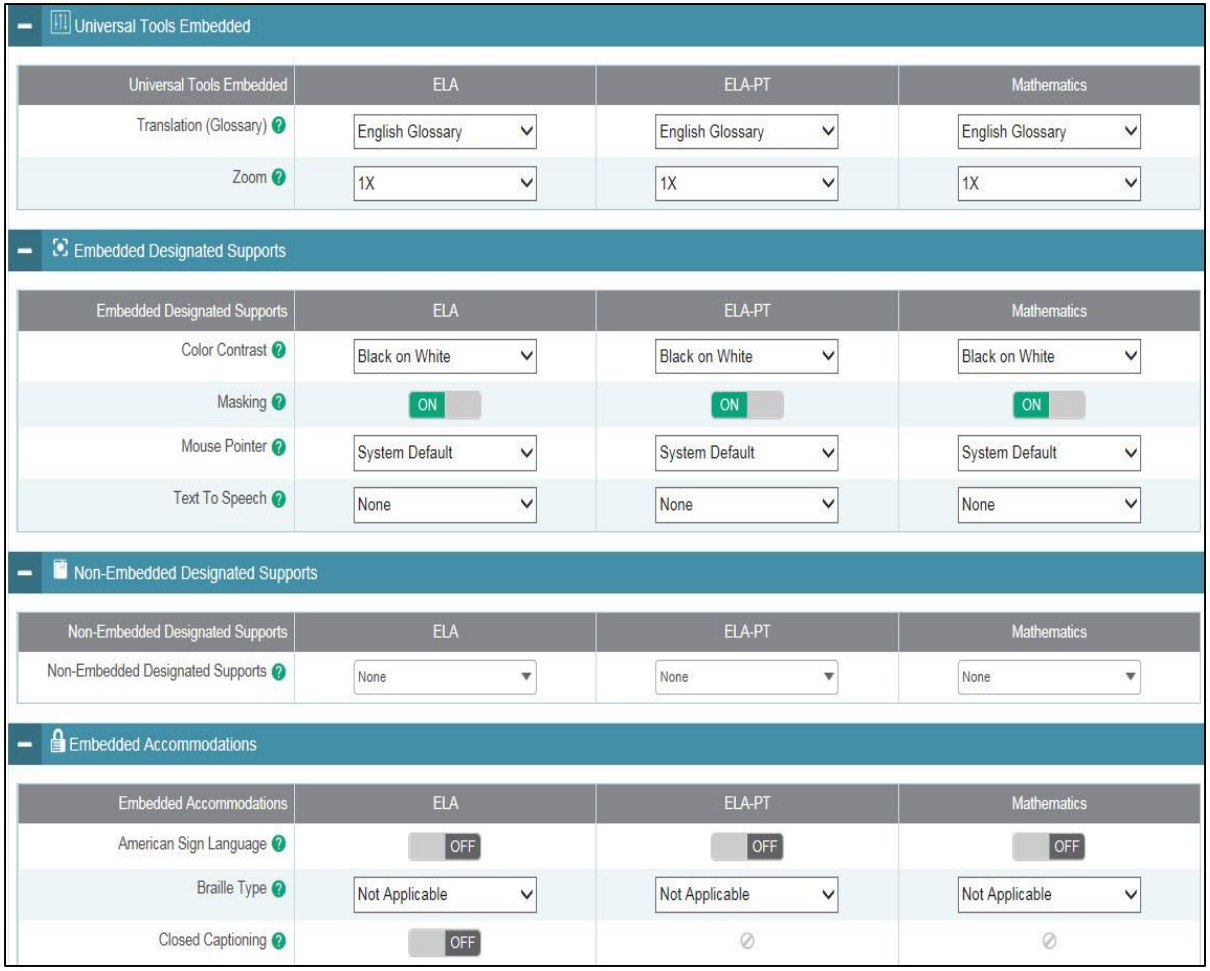
Tools, Supports, Accommodations

Bottom of Student page



- Above: The available sections for privileging students with supports
- Right: Expanded samples of available supports

Reference Usability, Accessibility, and Accommodations Guidelines manual for support



Universal Tools Embedded

Universal Tools Embedded	ELA	ELA-PT	Mathematics
Translation (Glossary)	English Glossary	English Glossary	English Glossary
Zoom	1X	1X	1X

Embedded Designated Supports

Embedded Designated Supports	ELA	ELA-PT	Mathematics
Color Contrast	Black on White	Black on White	Black on White
Masking	ON	ON	ON
Mouse Pointer	System Default	System Default	System Default
Text To Speech	None	None	None

Non-Embedded Designated Supports

Non-Embedded Designated Supports	ELA	ELA-PT	Mathematics
Non-Embedded Designated Supports	None	None	None

Embedded Accommodations

Embedded Accommodations	ELA	ELA-PT	Mathematics
American Sign Language	OFF	OFF	OFF
Braille Type	Not Applicable	Not Applicable	Not Applicable
Closed Captioning	OFF		

Tools, Supports, Accommodations

TIP: Use a LIVE Practice/Training Assessment Session to ensure student tools, supports, and accommodations are properly functioning.

1-page tutorial on the SBAC Assessment webpage

SDDOE SPED Contact

Beth Schiltz

Special Education Program Specialist

Beth.Schiltz@state.sd.us

605.773.4257

Administration

General Comments

- Preparation and communication are key!
- Know the manual in order to use the assessment system to meet your district/schools needs
- Understand the PAUSE Rule
- Take the HIGH STAKES out of accountability assessments
  - Fit the assessment into the normal schedule
- Monitor the district/school progress

Resources Provided

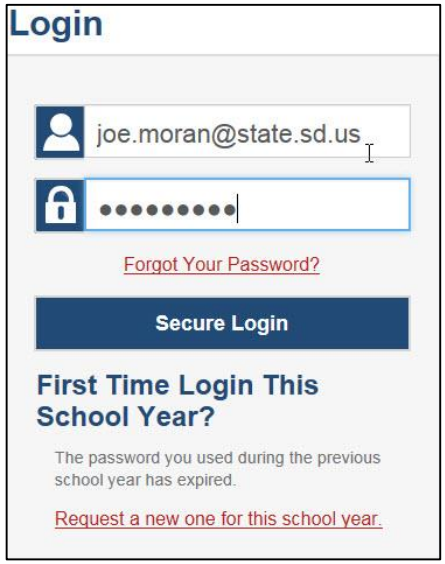
- Resources – Test Administrators
- Training Modules

Test Administration

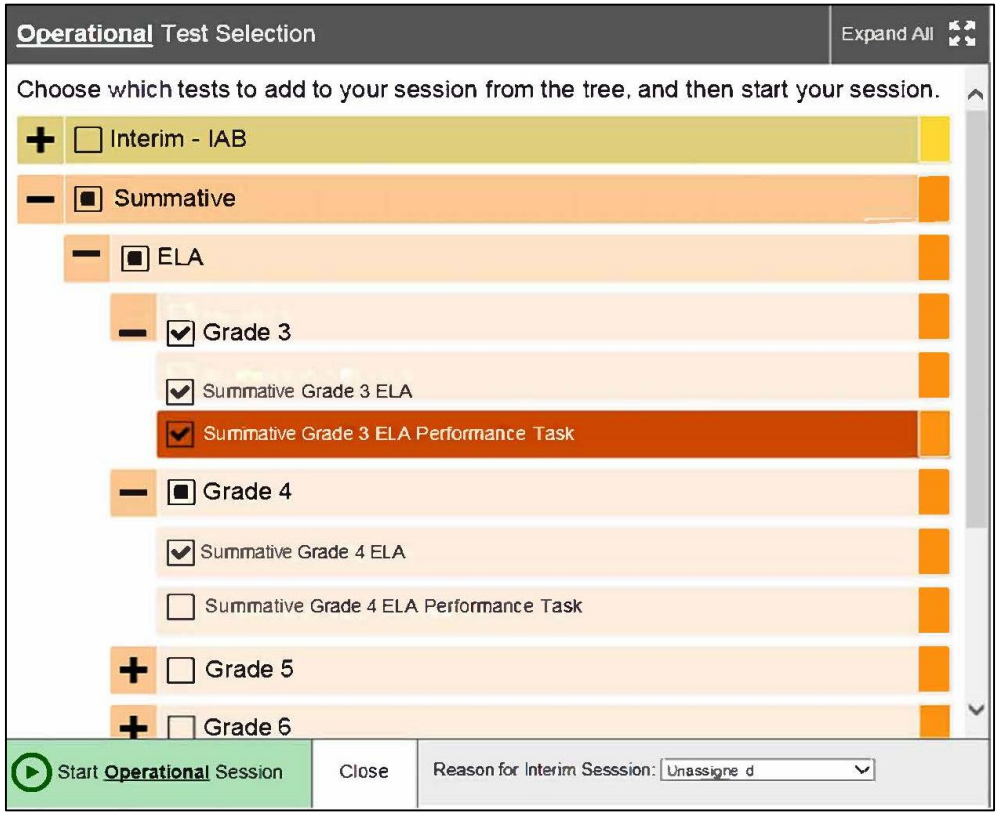
The Process

1. Select

2. Enter

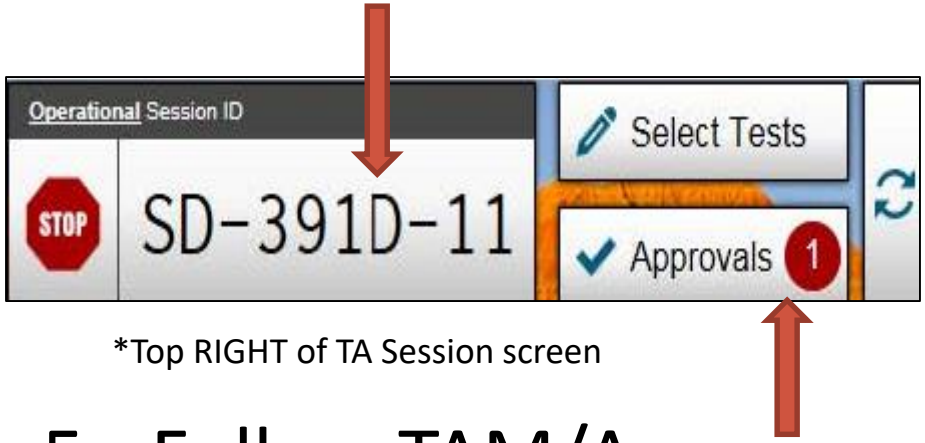


3. Chose the appropriate assessment or group of assessments



Test Administration

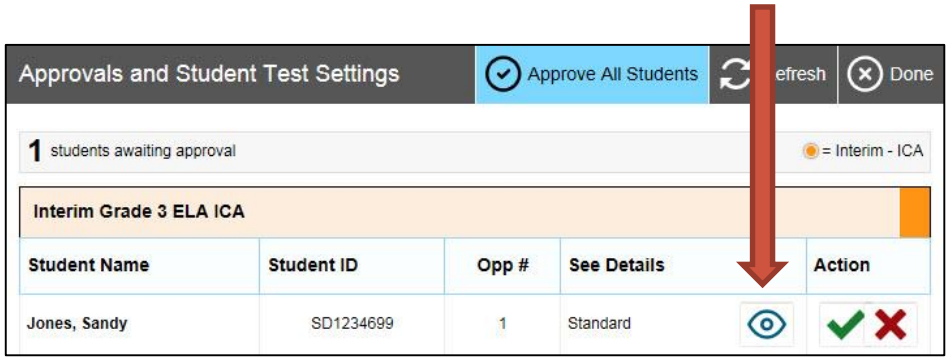
4. Provide students the Session ID



*Top RIGHT of TA Session screen

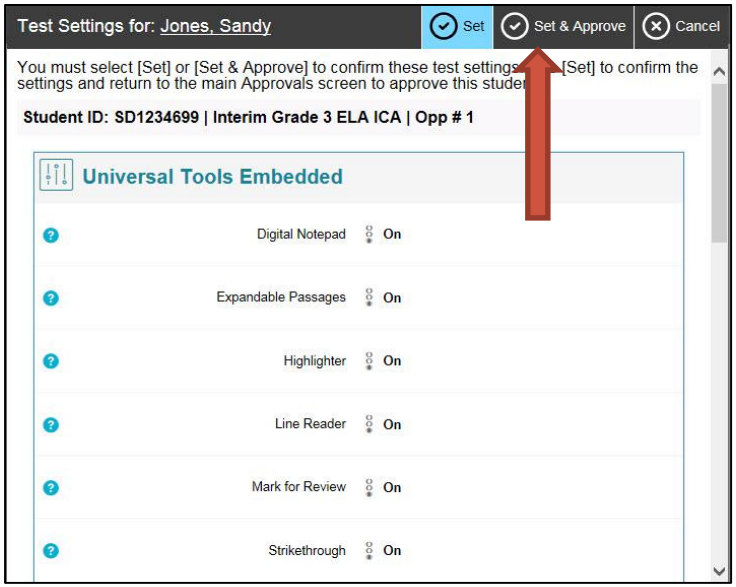
5. Follow TAM/Approve students

6. Action button appears after approve is selected
   - Check supports!

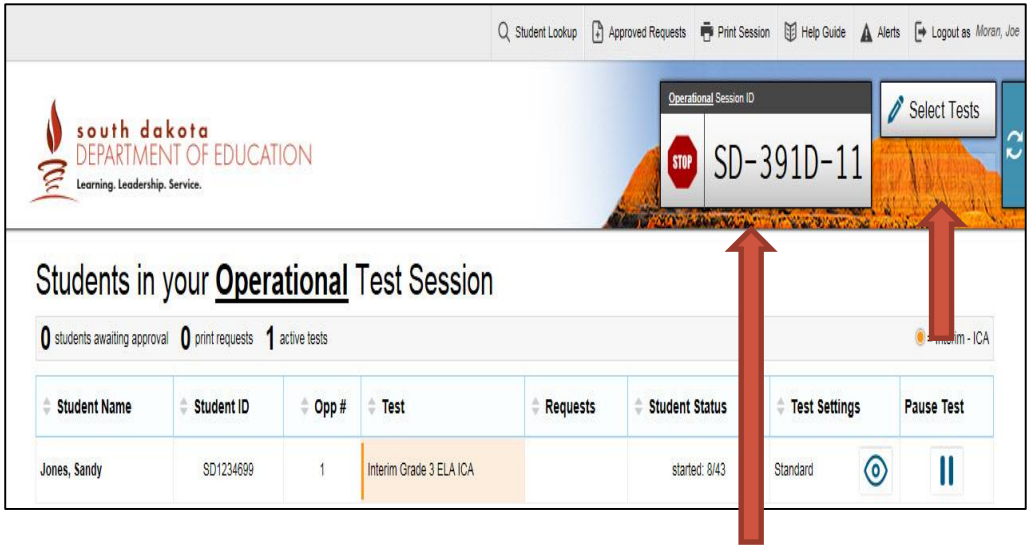


Test Administration

7. Check supports and select set & approve



8. Monitor Student progress, etc.



Administration Notes

- Caution TEs to be attentive during session selection
  - Interim IABs will still be active, don't complete by mistake
- Rooms should be cleaned of content aids
  - Posters, student work, charts, etc.
- Have a school wide understanding of assessing practices and schedules
- Have post assessment activities planned out and thoroughly explained

Administration Notes

- Monitoring
  - Best practice is two staff in a room
  - Students should not leave room without an adult
  - TDS provides a dashboard for monitoring progress
  - All students will have more items assigned than the 40 due to the ongoing need to field test items
  - If ending a test session with the end of a class period, be sure to give students notice so they can review as needed before pausing the session.

Administration Notes

- Pause Rule

  - Know IT! Understanding is best way to easy the stress
  - In general, at any point, the student can log off, use the restroom and return to their assessment with the ability to go back and change any work if they return before **20 minutes**.
  - Students gone for more than 20 minutes will not be able to see/change previous items/work
  - There are exceptions to the general rule; CAT versus PT, segments, technical issues, last item

TAM pg. 25

Administration Notes

- Submitting
  - The submitting process has tripped districts/schools up in the past
  - For accountability purposes, each enrolled student must submit 4 assessments
    - ELA CAT, ELA PT, Math CAT, Math PT
  - Student completes last item on assessment

1. Attention screen
   - Select **OK**
2. Select **End Test** button that appeared
3. Attention screen
   - Select **YES**
4. Congratulations screen
   - Last chance to review solutions
   - Select **SUBMIT TEST**
5. Warning screen
   - Select **YES**

Administration Notes

- Assessment Life Spans
  - CAT: Must be completed and submitted within 45 days of starting
  - PT: Must be completed and submitted within 10 days of starting
  - Appeals are available for appropriate usages
    - These are not to excuse responsibility to monitor assessments
  - Think about life span of assessments when scheduling
    - Holidays and weekends are counted in the day count

TAM pg. 27

Appeal Process

General Appeal Notes

- State policy determines appropriateness of appeals: TIDE Appeal Manual is a support resource, but does not override policy
  - Policy: Assessment statuses below are **NOT** appealable (EXCEPTION: Invalidation)
    - Completed: Student finished and submitted
    - Submitted: Assessment is being processed for quality assurance and scoring
    - Reported: Scoring is completed and assessment is reported in ORS
      - There are 5 chances for students to decide whether or not they have completed the assessment (As explained 3 slides earlier)

Types of Appeals

Remember: Test Status determines the type of appeal to use

- **Grace Period Extension**
  - PAUSE Rule has expired
  - Allows students to review locked items
- **Invalidation**
  - Student took the wrong assessment or cheated
  - Eliminates the assessment opportunity
    - No score
    - Non-reversible
    - No further attempts are allowed

Types of Appeals

- **Re-open**
  - Re-opens an assessment (Or segment)
  - Policy: Only available for **expired assessments**
- **Reset**
  - Student started the wrong assessment or did not have proper accommodations in place
  - Will erase all work on assessment

Assessment Statuses

- Pending/Suspended, Approved/Denied, and Started/Review
  - Normal statuses that should **not** require an appeal
  - **Reset** is possible for wrong assessment or accommodations
- Completed, Submitted, Reported
  - Statuses that final
  - Unless wrong assessment or cheating was determined, then you can invalidate via appeal

Assessment Statuses

- Expired
  - Assessment timed out
  - Can Re-open based on appropriateness and time between appeal and assessment activity
- Paused
  - Grace Period Extension or Reset based on situation
- Invalidated
  - Assessment is final and policy does **not** allow for re-opening

Appeal Process

The Process

1. SBAC Portal
2. TIDE
3. Administering Tests Section
    1. Appeals
    2. Create
4. Select type
    1. Must have Session ID **or** Result ID **or** Student ID
5. Results populate
    1. Click check box for the appropriate appeal
6. Click

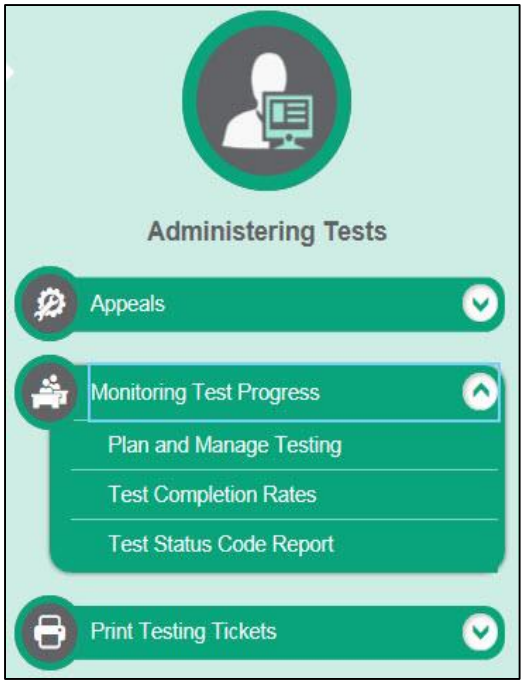
7. Enter reason in the pop up window
8. Click Submit

- TIDE Manual pgs. 58-65

Monitoring

Monitoring team assemble!

General Monitoring Notes

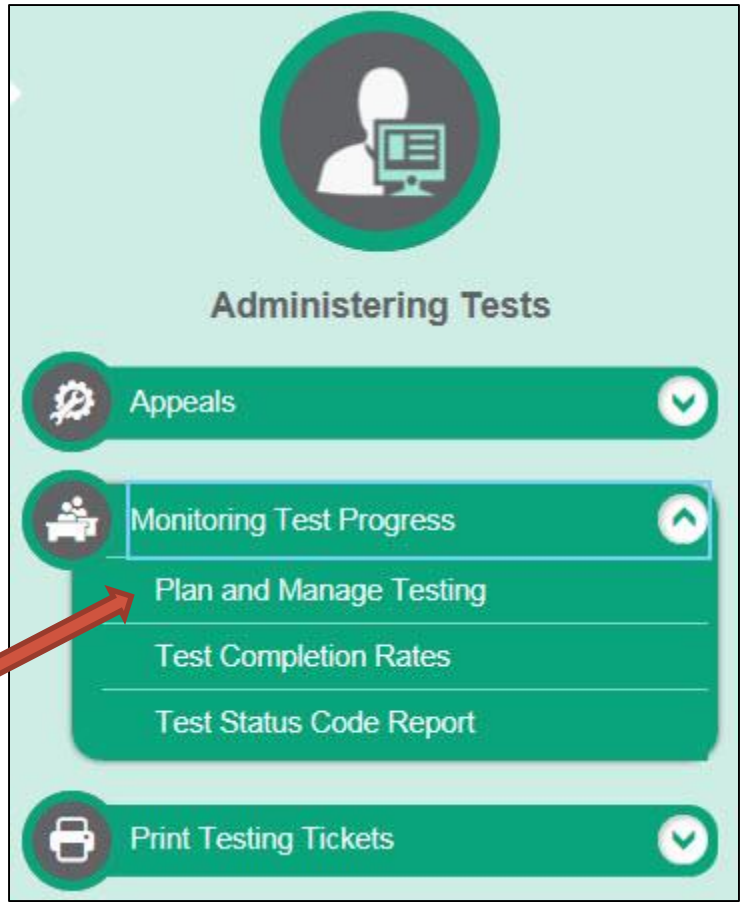


- Districts personnel are responsible for ensuring that all eligible students complete all tests
  - Know accountability expectations and requirements
- Monitoring completed using TIDE
  - Middle "Administering Tests" section (Green)
  - TIDE Manual pgs. 65-74

Monitoring Process

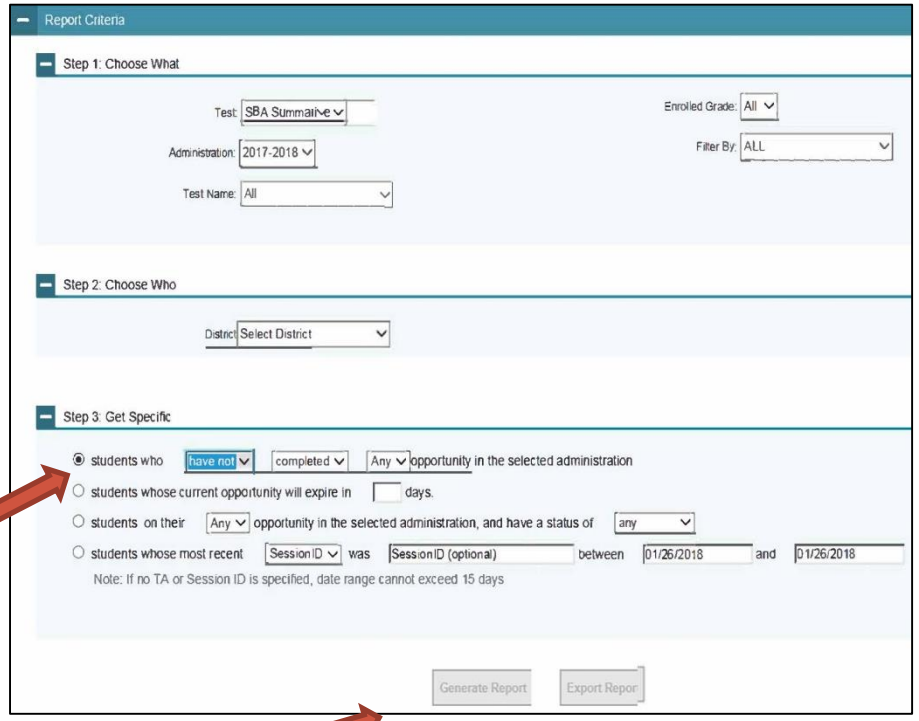
1. SBAC Portal
2. TIDE

3. Administering Tests
    1. Monitoring Test Progress
    2. Plan and Manage Testing



Monitoring Process

4. Filters
    1. Must filter accurately
    2. Can narrow as fine grain as desired
    3. Step 3: Get Specific
        1. This is important for finding what you NEED to find



5. Generate report

*System is designed for flexibility. Know what you are searching for and set filters according to your needs.

Other Monitoring Notes

- Test Completion Rates
  - Will give you a quick overview of progress across district/school
  - Will not give you specifics (Who hasn't completed)
- Test Status Code Report
  - Will show all assessment statuses

End of Testing Notes

- Participation codes will be available the end of April.
- Information on the student must also be included in Test Security log as well as in TIDE.
- If a student is indicated as a medical exempt, all paperwork must be properly submitted by the district.
- Test refusals are still illegal and impact participation rates.

The Formative Side

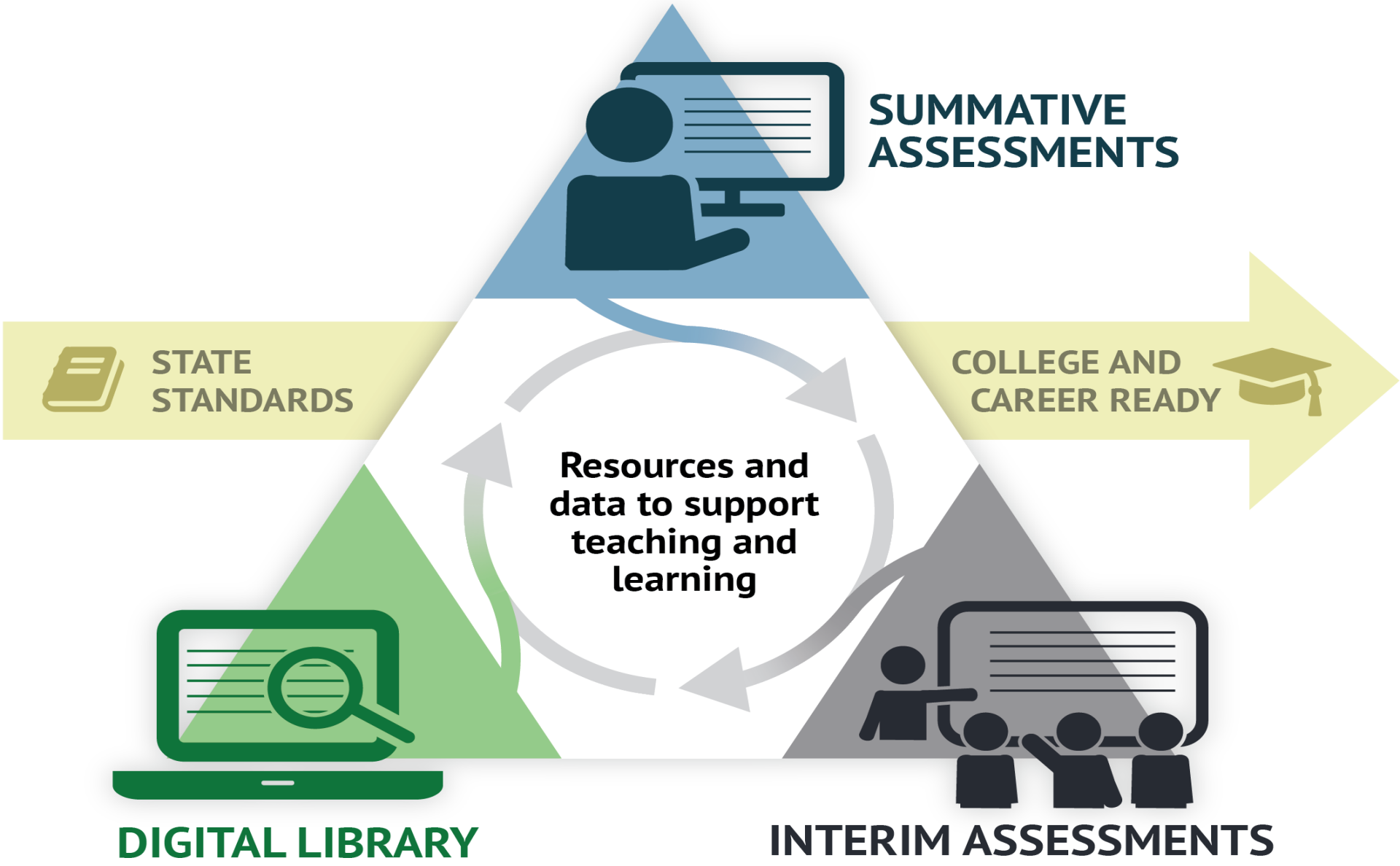
The garden analogy

If we think of our children as plants...

Summative assessment of the plants is the process of measuring them. It is interesting and important to compare and analyse measurements but, in itself, this does not affect the growth of the plants.

Formative assessment, on the other hand, is the equivalent of feeding and watering the plants appropriate to their needs – directly affecting their growth.

System Thinking

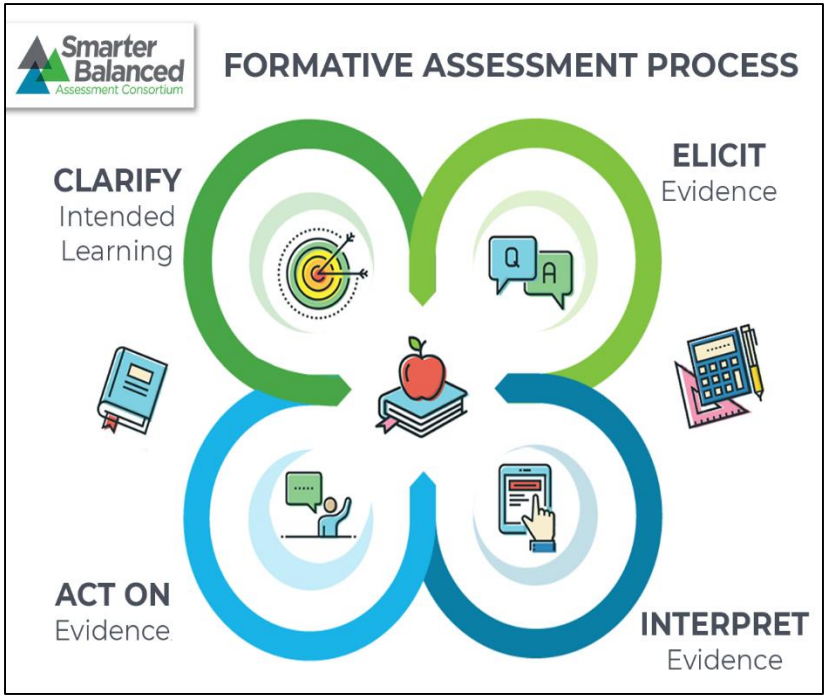


Interim Assessments

What do we already know?

Interim Assessments are designed by the Smarter Balanced Consortium to support teaching and learning throughout the year. Feedback to inform instruction (**Formative Process**) includes:

1. Global measuring of early and midyear progress
2. Identifying specific areas of strength and weakness
3. Assessing skills of incoming students



Interim Assessments

What do we already know?

Connections to the Summative Assessment

- Items developed as summative items were developed
- Assess South Dakota State Standards
- Universal Design principles
- Exact same operational process as the summative
- Accessibility features

Two types of Interim Assessments

- ICA: Interim Comprehensive Assessment
- IAB: Interim Assessment Blocks

Interim Assessments

Interim Comprehensive Assessments (ICA)

- Two opportunities
- Same design as summative tests
- Assess the same claims and standards as summative
  - New Blueprints!
- Yield overall scale scores, performance level designation, and claim score information
- **NOTE:** For scores to be reported, all of the following must be completed
  - Student must submit the CAT (Presently Fixed Form) portion
  - Student must submit the matching PT portion
  - TA must hand score all necessary items in AIRWays Reporting

  *Scores are reported in ORS and AIR Ways as a **numeric Smarter Balanced scaled score** and **performance descriptor level**

Interim Assessments

Interim Assessment Blocks (IAB)

- Two opportunities
- Assess smaller sets of targets
  - Separate Blueprints
- Address specific content areas
- More flexible
- **NOTE**: TAs will need to hand score all necessary items in AIRWays Reporting before data is produced

*Scores are reported in ORS and AIRWays Reporting as a **performance descriptor level**

Interim Assessments

What's new?

- Updated blueprints
- New IABs added each year
- Answer Guides and THSS Crosswalk
  - TIDE
  - General Resources
  - Download Interim Test Scoring Materials
    - Crosswalk describes location of **all** constructed response items on all interims

Digital Library

What do we already know?

The Digital Library is a collection of professional learning resources and instructional resources using South Dakota standards to help educators tailor their instruction to students' needs using formative assessment processes. Educators will be able to use these resources throughout the school year to:

- Advance their use of formative tools
- Better understand where students are in their learning
- Identify any misconceptions
- Make quick adjustments to instruction

Digital Library

User Self-Registration Function

Tips…

- (Technology Coordinators) Whitelist the following inbound email addresses to facilitate a more smooth registration process:
  - Smarter-DoNotReply@smarterbalanced.org
  - DoNotReply=smarterbalancedlibrary.org@srmail.smarterbalanced.org
  - DoNotReply@srmail.smarterbalanced.org
- For assistance or questions use the SDDOE Digital Library webpage as a resource

Digital Library

What's New?

Four ways to use interim assessment blocks (IABs) with students

1. Quick Check – Individual Items
2. Instructional Activity – Together
3. Clarify Criteria – Scoring Guides
4. Standardized – Formal Administration

Playlists

Classroom educators worked with Smarter Balanced facilitators to review Interim Assessment Blocks, determine the skills and knowledge aligned to each achievement level, and identify corresponding resources in the Digital Library.

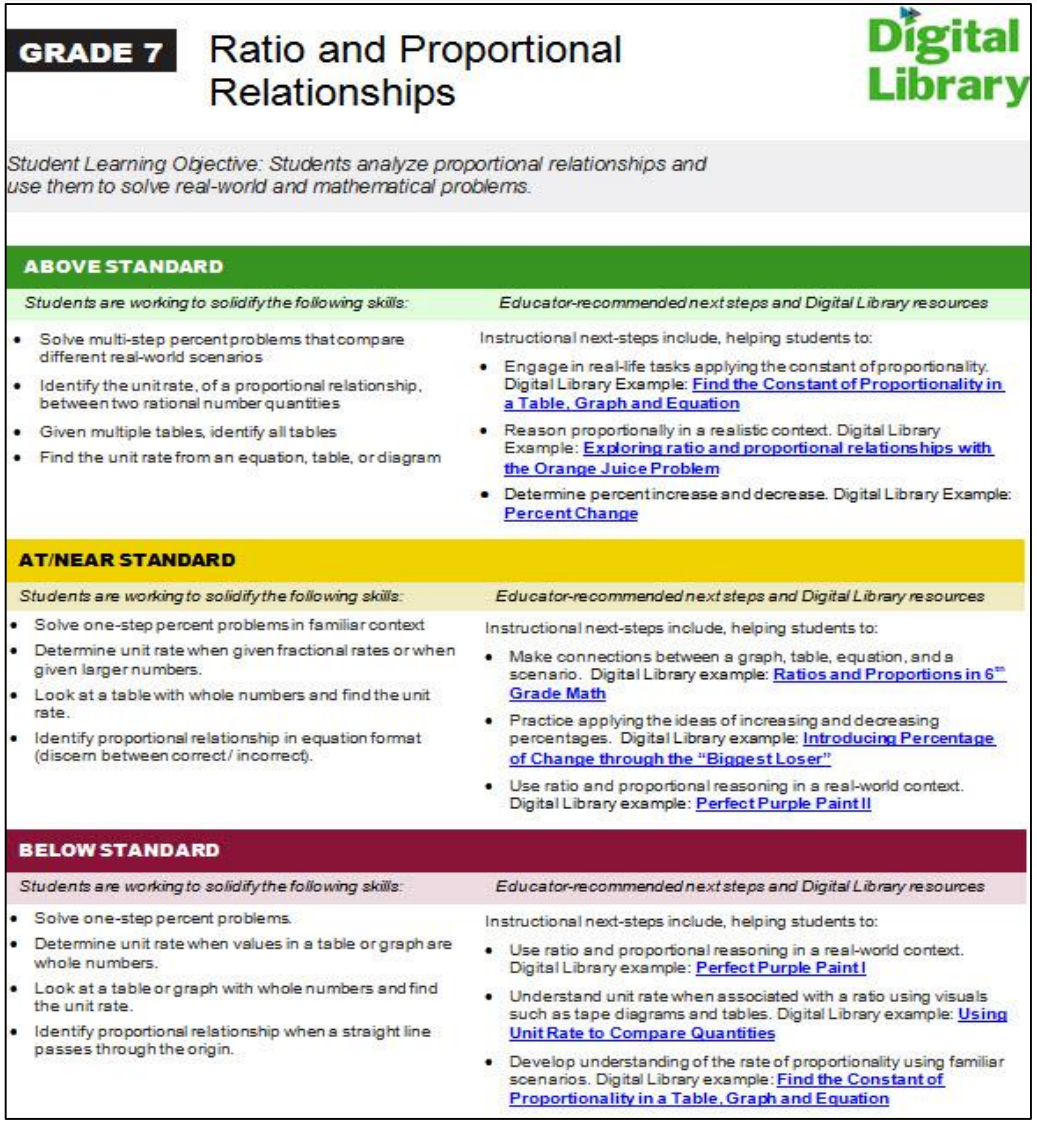
- Educators worked in subject and grade specific groups to review student data on IABs to identify the questions students at each achievement level answer correctly.
- Educators produced descriptions of the content and skills that students at each level are likely to know and are able to do.
- Educators searched through the Digital Library for resources that can serve as instructional springboards for students at each achievement category.
- Based on their search, educators recommended a set of resources for each achievement category.

Connections

Playlists

Right is the Grade 7 Ratio and Proportional Relationships Playlist

1. Left-hand side: Performance Descriptor level skills
2. Right-hand side: Resources from the Digital Library that have been matched to those specific Performance Descriptor levels and Interim Assessment Block



GRADE 7 Ratio and Proportional Relationships

Digital Library

Student Learning Objective: Students analyze proportional relationships and use them to solve real-world and mathematical problems.

ABOVE STANDARD

Students are working to solidify the following skills:	*Educator-recommended next steps and Digital Library resources*
• Solve multi-step percent problems that compare different real-world scenarios • Identify the unit rate, of a proportional relationship, between two rational number quantities • Given multiple tables, identify all tables • Find the unit rate from an equation, table, or diagram	Instructional next-steps include, helping students to: • Engage in real-life tasks applying the constant of proportionality. Digital Library Example: Find the Constant of Proportionality in a Table, Graph and Equation • Reason proportionally in a realistic context. Digital Library Example: Exploring ratio and proportional relationships with the Orange Juice Problem • Determine percent increase and decrease. Digital Library Example: Percent Change

AT/NEAR STANDARD

Students are working to solidify the following skills:	*Educator-recommended next steps and Digital Library resources*
• Solve one-step percent problems in familiar context • Determine unit rate when given fractional rates or when given larger numbers. • Look at a table with whole numbers and find the unit rate. • Identify proportional relationship in equation format (discern between correct / incorrect).	Instructional next-steps include, helping students to: • Make connections between a graph, table, equation, and a scenario. Digital Library example: Ratios and Proportions in 6th Grade Math • Practice applying the ideas of increasing and decreasing percentages. Digital Library example: Introducing Percentage of Change through the "Biggest Loser" • Use ratio and proportional reasoning in a real-world context. Digital Library example: Perfect Purple Paint II

BELOW STANDARD

Students are working to solidify the following skills:	*Educator-recommended next steps and Digital Library resources*
• Solve one-step percent problems. • Determine unit rate when values in a table or graph are whole numbers. • Look at a table or graph with whole numbers and find the unit rate. • Identify proportional relationship when a straight line passes through the origin.	Instructional next-steps include, helping students to: • Use ratio and proportional reasoning in a real-world context. Digital Library example: Perfect Purple Paint I • Understand unit rate when associated with a ratio using visuals such as tape diagrams and tables. Digital Library example: Using Unit Rate to Compare Quantities • Develop understanding of the rate of proportionality using familiar scenarios. Digital Library example: Find the Constant of Proportionality in a Table, Graph and Equation

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