Smarter Balanced Assessments
Questions & Answers
(March 2015)

Webinars

Administration Windows

Schedules

Documentation and Training

Test Administrator Certification

Test Administration

Paper/Pencil

Listening

Practice Tests

Portal Alphabet Soup
  • Portal
  • TIDE
    o Access/Passwords
    o Loading Students
    o TA Certification
    o Accommodations/Supports
    o Testing Tickets
    o Rosters
  • TDS
  • ORS
  • CEDARS
  • WAMS
  • ART/Digital Library
  • Technology

Special Education Alternatives
  • Level 2 Basic
  • Off-Grade Testing
  • WA-AIM

Digital Library

Interim Assessments
  • Availability and Access
  • Interim Assessment Scoring

Summative Assessments

Scores and Score Reporting

HS Testing and Exit Exams
  • 10th Grade ELA
  • End-of-Course Exams
  • 11th Graders
  • 12th Graders
  • HSPE
  • Collection of Evidence (COE)
  • ACT

Other State Tests

Accountability

3rd Grade ELA Scores - ESSB 5946

Communications

Miscellaneous

Contact for Assistance

Accommodations and Designated Supports
  • Text to speech
  • Translations
  • Braille
  • Print on demand
Webinars

Q: Where can I go, or send others, to review past Smarter Balanced webinars?
A: http://www.k12.wa.us/SMARTER/Webinars.aspx

Q: I am a school assessment coordinator. Should I attend each of the webinars?
A: School assessment coordinators are welcome to join the webinars. However, you may want to touch base with your District Assessment Coordinator to see if the district office is preparing an internal training to support schools.

Q: As I listen to these webinars, it seems they are directed to experienced DACs. Will the upcoming January training address new DACs also?
A: Yes, we are working to create short module type trainings over the next few months to support new DACs in all aspects of test administration.

Q: Are there paper/pencil webinars available?
A: No

Administration Windows

Q: What is the most up-to-date testing calendar?

Q: Will we choose or be assigned specific times within these windows or will we test at any time in the window?
A: You can test anytime within the window.

Q: Do we count back from our last day of school to calculate our 7-week or 12-week window?
A: Yes, unless your last day of school is after the specified “no later than” date, in which case you count back from that date.

Q: Is the “within the last 12 weeks of school” parameter for testing flexible? We were hoping we could look at the 13th week back from the end of the year.
A: It is not flexible. It is firm and consistent throughout the consortium.

Q: Please give examples of the definition of "7 weeks before end of school" for Smarter Balanced administration window.
A: Seven weeks prior to an end-of-school date of May 15 is March 27. Seven weeks prior to June 1 is April 13.

Q: My district's last 3 weeks of school are May 27–June 16, 2015. Does this mean if we choose to administer Smarter Balanced testing with paper/pencil, we only have 3 days (May 27-29) to do the testing, or does the paper/pencil testing window actually start three weeks PRIOR to May 30 (around May 11)?
A: Your testing window would begin three weeks prior to May 30. Another way to think about this is a three week window beginning no later than May 11.

Q: We get out of school on May 21. The last 3 weeks of our school is before May 30. What is our testing window?
A: April 30–May 21.

Q: The last 3 weeks of our school is after May 30. What is our testing window?
A: May 11–May 30.

Q: Will we be able to give make-up tests within the assessment window?
A: Yes

Q: Is there any latitude in testing later into June for the end-of-course (EOC) tests? We don't get out of school until June 23 and some schools will want to test later than June 11.
A: When a unique circumstance occurs a district may request to modify a testing schedule outside of the state mandated window. However, the number of days is limited due to the collection of test booklets for processing/scoring.
Q: For off-grade-level Smarter Balanced tests, will high school students who have this on their IEP be able to be tested earlier than the 7 week HS window?
A: The off-grade-level tests will be available March 10-June 15. For a 12th grader, schools should administer the tests earlier in the window in order to receive scores prior to graduation.

**Schedules**

Q: Can you give us a recommendation on how to schedule the Smarter Balanced Assessment?
A: The Test Administration Manual (TAM) provides recommended session duration times.

Q: Are sample testing schedule formats available?
A: Schedule times for testing will be available in the Test Administration Manual (TAM).

Q: Is it correct that the Smarter Balanced tests are not timed?
A: The Smarter Balanced tests are untimed. Smarter Balanced recommends the administration sequence of components, as well as provides the number of session options. Students should be given as much time as they require to finish a test.

Q: How long in ONE day can a student spend testing?
A: As long as the student is actively engaged, there is no restriction for how long the school may allow a student to continue testing in one day.

Q: Please provide guidance as to scheduling testing on late-start days in the district.
A: OSPI recommends cancelling late starts and early dismissals on testing days. The tests are untimed. Students should be given as much time as they require to finish a test. Online tests offer more flexibility to districts when scheduling computer labs, tests, and test sessions.

Q: Are testing times the same for the interim and summative?
A: The summative and interim comprehensive assessments require the same time. Estimated testing times are different (less) for the interim assessment blocks, since the blocks cover only a subset of standards.

Q: What is the total testing time per content area?
A: Total testing time per content area is estimated to be between 3 and 4 ½ hours, depending on grade. Within each content area Smarter Balanced recommends the sequence of administration of test components be Computer-Adaptive Test (CAT), Classroom Activity, and Performance Tasks. The CAT and Performance Task components can be further broken down into sessions. The number of days depends on the number of sessions a school determines.

Q: Will students be able to test across more than 1 day for any session of the Smarter Balanced test as they were able to do last year? For all grades?
A: Yes, for all grades.

Q: Will the timeframe (e.g., # of sessions, minutes, etc.) be the same as the Field Test?
A: Yes, the times listed in the Spring 2015 Test Administration Manual closely mirror those published for the Field Test.

Q: For online testing, is it correct that you can break up the testing into multiple sessions?
A: Yes, a session needs to be completed once started by the student, but the test can be divided into several sessions. There are multiple sessions per test component and the session recommendations vary in each content area and component.

Q: Can the Smarter balanced tests be administered in 50-minute class periods?
A: In some sessions, many students can complete all items within 50 minutes. In all cases, students must be given adequate time to complete the session, which may exceed 50 minutes.

Q: Can students with IEPs have additional time to complete paper/pencil or do the students have to be done within the 3 days?
A: Yes, IEPs will dictate the time allowed to complete the tests.
Q: Is it recommended to do the Classroom Activity and Performance Task on the same day?
A: No, Smarter Balanced recommends that the Classroom Activity takes place 1-3 days prior to the Performance Task activity.

Q: Although the wording for the classroom activity states that it should be done at least the day before the performance task, can it be done on the same day that the performance task is done?
A: Smarter Balanced recommends that the ELA Classroom Activity take place 1-3 days prior to the Performance Task administration. However, schools have flexibility in determining the schedule for the Classroom Activity.

Q: Once a student starts online Smarter Balanced in a specific subject, must they complete it within a certain number of school days? (e.g., paper/pencil must be done within 3 days)
A: The CAT portion or component remains active for 45 calendar days after the student has begun the test. The Performance Task component remains active for 10 days after the student has begun PT component.

Q: 1 to 3 days? 45 days for Performance Tasks and 10 days for CAT correct?
A: I think you are asking how the recommendation to have students complete each content area within 1-3 days jives with the allowance for a student’s Performance Task items to be available up to 45 days after starting the test. The test engine provides that allowance for special circumstances (e.g., student illness), but generally schools should be able to complete testing within the 1-3 day timeframe. Total testing times have not changed.

Q: For the Performance Task assessment 10-day window and CAT 45-day window, does that include weekends and holidays?
A: Yes, 10 and 45 calendar days.

Q: What does it mean when the Performance Task expires in 10 days?
A: Once a student begins the Performance Task, s/he has 10 calendar days to complete the task before it is no longer accessible.

Q: If we go with paper/pencil, with the 3 days to test, will it be like the math EOC, in that if a student misses Day 1, they can make it up as long as they finish the whole thing in those three days?
A: Schools will work with the district office to determine the administration schedule.

Q: Are the HS ELA paper/pencil tests (taken by 10th and 11th graders) 3 days like grades 3-8?
A: The paper/pencil grades 3-8, 10, and 11 must be administered within three weeks after distributing the tests to test administrators, not three days.

Q: Can multiple grades test together in one classroom on the same days?
A: Yes for online. Not known at this time if possible with paper/pencil.

Q: How do we handle absence and makeup? Do they start it when they can within the testing window and have their own 1-3 days to complete it?
A: A student can test anytime within the window.

Q: It was suggested that a classroom doing the classroom activity be video tapped for absent students to watch. What are your thoughts on this?
A: The recommendation is to schedule a makeup Classroom Activity for students who were absent. A meaningful Classroom Activity includes interaction with other students and the adult.

Q: Do all 3rd grade tests have to be complete by Apr 23, or can there be a few makeups done a few days after that?
A: Grade 3 ELA tests must be completed in time for reporting scores so schools can comply with the new law about meeting with parents of students who score at level 1. Make-up testing is possible after April 23 for 3rd graders who missed testing during the window.

Q: On the summative assessment, can we submit a school to be scored even if there are a few makeups left to be taken?
A: Yes.

Q: Can a student take the test in either their resident school or an attending school (alternative school)?
A: Yes.
**Documentation and Training**

**Q: Will there be any special early training for the practice test?**
A: The Test Administration Manual (TAM) provides an overview of the practice tests, but training is not necessary.

**Q: Where can I access the training tests?**

**Q: What training modules are available?**
A: The following training modules are available on the WCAP portal:
- Online Reporting System (ORS) Training (Live Webinar Recording)
- Online Reporting System (ORS) Training Module
- Smarter Balanced Performance Task Training Module
- Student Interface Training Module
- Teacher Hand Scoring System (THSS) Training (Live Webinar Recording)
- Teacher Hand Scoring System (THSS) Training (non-narrated)
- Technology Requirements Training Module (Live Webinar Recording)
- Technology Requirements Training Module (non-narrated)
- Test Administrator Certification (Requires user name and password)
- Test Administrator Online System Interface Module
- Test Information Distribution Engine (TIDE) Training Module
- What is a CAT?

**Q: Are the modules the same as last year?**
A: No.

**Q: Are districts supposed to prepare their own training materials for test administration beyond the certification?**
A: We recommend that TAs receive training from the School Coordinator. Also, test administrators will find a list of resources in the TAM.

**Q: What proctor training is required?**
A: District offices should use the resources provided on the WCAP portal and design the training program that will meet the needs of their staff.

**Q: Will we be provided with a proctor training for staff members who will be serving as proctors for the Smarter Balanced summative tests? I know we have the Certification Module but will there be a Power Point with regulations, similar to what we previously had with MSP/HSPE? If yes, when will that be available?**
A: The portal houses the information district offices need to train staff. There is no one plan that is recommended.

**Q: When can we expect Science MSP resources and training material on the portal?**
A: Early in March

**Q: Will students have an opportunity to practice the Science MSP as in the past? Since it isn't an every year test, our 5th graders have never seen it and 8th graders have forgotten.**
A: A science training test will be available on the portal early in March.

**Q: Will OSP! provide a slide-deck for training, like you've done with other test administration windows? If so, will one training cover all the spring assessments (DAPE Science, MSP Science, HSPE, EOC, Smarter Balanced…)?**
A: Two separate slide decks will be developed:
1) Smarter Balanced, Off Grade Science, and HSPE; and
2) MSP Science and EOC. The first is to be posted the week of Feb 23rd. In the meantime, district and school coordinators can prepare training sessions/PPTs using the information posted to the portal.

**Q: Where can I find the DFA for off-grade testing?**
A: The Directions for Administration (DFA) DAPE Off Grade ES/MS is on the WCAP portal.
Q: Are the blueprints for the English language arts and math available for this year’s summative assessments?
A: Both blueprints are now available on the Portal. Hyperlinks are provided below:
   - ELA/Literacy Summative Assessment Blueprint [pdf]
   - Mathematics Summative Assessment Blueprint [pdf]

Q: Where can I access the Test Delivery System (TDS) Test Administrator User Guide?
A: The Test Administrator User Guide is available on the WCAP portal.

Q: Where can I find the usability manual?
A: The guidelines are posted to the portal at Guidelines on Tools, Supports & Accommodations for State Assessments.

Q: There is SO much information on the portal and more to come for coordinators and test administrators. Will OSPI be creating a summarized PPT training for coordinators/administrators and test administrators like you usually do for assessments?
A: OSPI is diligently trying to make everything ready and available, but there will not be a step-by-step comprehensive guide available this year.

Q: What resources should I use to make sure that I am getting everything done?
A: Carefully review the Testing Administration Manual (TAM) and the TIDE User Guide. These documents will answer most questions or point to specific resources on the portal that require your review. They can be accessed at: http://wa.portal.airast.org/resources/?section=2.

Q: When can we expect Science MSP resources and training material on the portal?
A: Early in March

Q: Tell us about Science MSP: Will it show up as a test to select in the TA? Will it be included in the ISR from the ORS? Is there a way for students to practice the Science MSP as we've had in the past? Since it isn't an every year test, our 5th graders have never seen it and 8th graders have forgotten.
A: A science training test will be available on the portal early in March.

Q: Will there be a Test Administration Manual (TAM) for the interim assessments or is the TAM for the summative assessments applicable for the Interim assessments as well?
A: Yes. We are working with AIR and other states to see what existing materials we can share, rather than developing an interim TAM from scratch in hopes that it can be made available sooner.

Q: I haven’t seen much at all regarding the HSPE. When will manuals be sent? When will tests be sent? When will DFA’s be sent? Did I miss something?
A: Early March.

Q: Will there be new security docs this year? If so, when? Can we use last years?
A: The TAM provides steps necessary for identifying and reporting testing improprieties and security breaches.

**Test Administrator Certification**

Q: Does every test administrator need to complete the Certification Course in order to administer tests? How much time does it take to get through the course?
A: OSPI requires districts to provide the information in the Certification Course to each test administrator, but does not require that it be delivered in the form of the course. Districts have local control over whether to require the course or present the information in another way.

Q: Where is the Test Administrator Certification course located?
A: The Test Administrator Certification course is on the WCAP portal. From the homepage, select Test Administrator, then choose Test Administrator Certification. Login credentials for TIDE are required to access the course. This certification course will assist Test Administrators in navigating the online test delivery system in preparing to administer the 2014-15 assessments.
Q: Can teachers complete the TA certification in a group and have it show in TIDE under their user account that TA certification has been completed?
A: The course is designed for individual use, but could be presented to a group using a projector. The TA certification course includes a short quiz at the end that results in the generation of a certificate.

Q: What training modules should be reviewed in order to earn a TA certificate?
A: A certificate can be earned by reviewing the TA Certification module, correctly answering questions at the end of the module, and printing the certificate. Other important resources for TAs are listed in the TAM.

Q: Will the certification update the teacher's TIDE record? Will I have to manually update, or will it update automatically?
A: If a teacher logs into TIDE to access the course, the teacher’s TIDE record should automatically update once the course and quiz are complete and the certificate has been generated.

Test Administration

Q: Do Smarter Balanced tests have to be administered by certificated teachers?
A: No, tests can be administered by trained district staff who are under the supervision of certificated staff.

Q: Do you have to cover your walls during this assessment?
A: Yes, all material that may provide students an advantage or help answer test questions during test administration must be covered or removed.

Q: Can materials (wall charts, diagrams, lists, etc.) that students generate during a class activity (prior to a Performance Task) be left on display during the actual Performance Task testing?
A: No, all material from the Classroom Activity must be removed after the activity. Students may take notes during the Classroom Activity but, notes must be collected and securely destroyed after the Classroom Activity.

Q: Do students require a computer for the performance tasks?
A: Yes, if testing online.

Q: What is a fixed form?
A: A fixed form means the items are the same from student to student, as opposed to being computer adaptive where the items presented to the student will change depending on their answers.

Q: If we have scanners in our district, will we be able to use them without purchasing a "system" such as we had to do in the past with MBA?
A: Scanners are not needed for Smarter Balanced assessments.

Q: Will our test booklets be pre-labeled?
A: Yes, test booklets will be pre-identified.

Q: Will every student need headphones for the online version?
A: Yes.

Q: Will OSPI will sending out a list of recommended fees for testing students enrolled in online schools?
A: No.

Paper/Pencil

Q: What date will be the due-date for ordering test materials for spring testing?
A: As in past, OSPI will pre-identify students for the 2015 assessments. All sites will be set to test online by default when an online test is available (grades 3-8 and 11 ELA and Math, grade 10 ELA, and MSP science). District Assessment Coordinators, working with schools identify whether a school (by grade and subject) will be administering assessments via paper-pencil (when online is an option).

Q: Do we need to have CD players available for test administration?
A: The Listening test will require the playing of a CD. This may be accomplished by having a 1:1 student and CD player arrangement or by playing one CD to the entire class.
Q: In the future, will it be possible to order paper/pencil tests for just one class or a select group of students (i.e., Sp Ed Life-skills students)?
A: Paper tests will continue to be available for students with specific and documented needs.

Q: Do we do all paper or all online or can individual students opt to take paper?
A: The use of paper/pencil rather than online will be a grade level by content area decision.

Q: How many years will the paper and pencil option for 10th grade be available?
A: The paper/pencil option will be available for three years 2015 - 2018.

Q: Will the paper and pencil exam be similar to the online Smarter Balanced tests?
A: Yes, the Smarter Balanced paper/pencil tests are Smarter Balanced tests, just in a different mode. The paper/pencil tests will be created using the same item pool as the online tests, considering constraints of the mode. Paper/pencil will have the same structure, non-Performance Task, Performance Task, and Classroom Activity. They just won't be computer adaptive.

Q: If all of our students will be taking the summative online, but a parent requests that their child take it paper and pencil, do we grant them that option?
A: No.

Q: Can the option of paper/pencil tests be given to individual students rather than an entire grade?
A: No, except for students whose IEP or 504 plan calls for the paper version as an accommodation.

Q: When and how do districts register for the paper/pencil exams?
Q: Paper/pencil tests are free for visually impaired kids, but for special education students who have IEPs stating they should test with a booklet, is there a cost?
A: No, there is no charge for print on demand tests for students whose IEP or 504 plan calls for paper testing.

Q: Is it possible to order a paper pencil test for one IEP student who is not visually impaired?
A: No, but if the student's IEP or 504 plan calls for a paper version you can use the Print on Demand accommodation provided in the test engine.

Q: How will we know when the paper/pencil tests will arrive? How do I set a schedule when I don't know what day they will arrive?
A: As in the past you'll select your materials delivery date(s).

Q: How would the consortium know when a school "opens" a batch of test booklets? Is this monitored in some way?
A: School and district assessment coordinators sign their name to assurances that they have followed each of the state's procedures, of which this is one. We rely on the professional integrity of those signatures.

Q: When you say "from when you open the tests" do you mean from the day they inventory their materials (our building coordinators are instructed to immediately inventory their test booklets)?
A: When the tests' packaging is opened.

Listening

Q: Please explain more about listening section, and requirements (tech) for using cds and headsets.
A: The Listening test is provided to students via CDs. CD players, DVD players, or PCs are required for each participating student, as well as headphones.

Q: The paper/pencil option mentions CDs and headphones for the listening portion. How does that work? Do they each need a cd player and headphones then? Since the test is on the PC, we can use that to play CDs for the listening portion.
A: The Listening test CDs, used when the paper/pencil option is selected, can be played using a CD, DVD player, or PC.
Q: We will be doing the paper/pencil test this year. I am curious about which grades will be tested on listening and what we need to have in place for students to do that section.
A: Listening is assessed in grades 3-8, 10, and 11.

Q: If the CD is played to the entire class, does that mean that the whole class must be at the listening point of the assessment?
A: It would be pretty distracting if they aren't.

**Practice Tests**

Q: Will scores be generated for individual students on the practice tests?
A: No, but there are scoring rubrics if you want to score on your own.

Q: Is it correct that neither practice nor training tests generate any sort of score report - even in REAL/REAL mode?
A: Correct

Q: About practice tests...as students log in as guests, there is the screen that allows you to choose accommodations. We haven't had any luck making them work...are they live on the practice tests?
A: You should set accommodations in TIDE prior to testing (at least 24-48 hours) as a general rule, but yes, accommodations are available for practice and training tests.

Q: Will the Practice and Training Tests will be exactly the same as last year?
A: No

Q: What is the schedule for the practice and training tests?
A: The practice and training tests can be used at any time - no schedule.

**Portal Alphabet Soup** (TIDE, TDS, ORS, THSS, CEDARS, WAMS, etc.)

**Portal**

Q: What's the link for WCAP Portal?

Q: Does the portal have a username and password for DACs?
A: The Portal site does not require a password, but the secure applications accessed through the Portal, such as TIDE, require a password. Secure applications are identified by the image of a padlock near the bottom of the icon.

Q: Which sign on is required for the Portal?
A: The portal itself does not require a user name or password, though access to the Digital Library, TIDE, TDS, THSS and ORS does.

Q: Will there be a time when the Smarter Balanced portal is no longer needed?
A: No. If this is in reference to the Smarter Balanced Single Secure Sign-On, the long term plan is to integrate the Digital Library logins with TIDE accounts to reduce account management.

Q: Can you clarify - when giving an interim comprehensive assessment (ICA), we were told to go into Test Administrator and then into Test Administration to set up a testing session?
A: Yes, click the “Test Administrator” link on the portal’s main page, then click the “Test Administration” link on the subsequent page.

Q: Is how we access the guest student/guest session the same as the practice tests that have been out for a while or is that something new through the ICA?
A: They are the same and can be accessed through the Test Administrators tab of the portal site.
Q: We have been advised that the end users can contact AIR Help Desk individually instead of flowing issues through the district office; is that still the case?
A: For now, that is permissible.

TIDE

Q: What does TIDE stand for, and what does it do?
A: Test Information Distribution Engine—the TIDE system provides administrators with the tools to add and manage users and students participating in assessments.

Access/Passwords

Q: Will we get a new password: administrators and proctors?
A: An account will be generated that will allow you to access TIDE and other AIR managed applications. This is completely separate from the account used to access ART or the Digital Library.

Q: I'm not clear on what teacher data will be uploaded to TIDE by OSPI and what we have to load. Will teachers get an email when OSPI loads them, or will those only go out when the district loads teacher data?
A: OSPI loads the DAC and Designee records. Teacher records are uploaded locally. Emails are generated whenever a new account is created.

Q: Is it suggested that the Testing Administrators or School Test Coordinator create the rosters in TIDE?
A: School Coordinators should create the rosters.

Q: How can I contact a live person with questions about the test and TIDE?
A: Who you should talk to depends on the question, but for District Assessment Coordinators with technical questions, the Assessment and Assessment Analysts’ hotlines are typically a good starting points: 360-725-6348 and 360-725-6109 respectively.

Q: Are there scheduled down times for TIDE?
A: The downtime is scheduled for April 17—19 (Friday—Sunday).

Q: When are we getting our teacher sign-ins to TIDE? I haven't received my schools' yet.
A: School level users are added at the district level. Districts can grant access at any time.

Q: Are usernames (email address) case-sensitive?
A: They shouldn’t be, but I would suggest using all lower case to be extra safe.

Q: If I upload TA access before deleting TE access will staff who have gone through the login process be able to keep their login credentials? I am assuming if I delete first then upload the TA, they will have to re-establish their login credentials.
A: Adding a second role before deleting a first role guarantees that at no point the account would be deleted and would preserve login credentials.

Q: I need clarification with what I just heard about teachers who work at multiple schools. I upload the teacher with the school code for each school? Therefore the teacher will be in the system multiple times?
A: Yes - a user can have one account with multiple roles if uploaded with a role at multiple sites.

Q: Is there a report in TIDE where I can see who has and has not successfully established their TIDE account?
A: No

Q: Will it be the District Assessment Coordinator that receives the emails with codes on 12/19?
A: DACs and their designees are included in the first round of account generation. They will receive an email containing a temporary password and a link to where to go to complete their account creation.

Q: Can the expiration on temporary passwords be deactivated at the local level?
A: No.

Q: Do teachers need to have TIDE access for interim tests?
A: Anyone who administers a test, interim or summative, will need an account in TIDE.
Q: If a teacher has multiple sites, will they have multiple logins or just one?
A: One.

Q: Did you say only the early uploads will have 3 days for TIDE or will they really have 30 days if uploaded in future (without having to call help desk?)
A: Three days initially; 30 days for the time being.

Q: Is there a way to assign test proctors within TIDE so the test tickets can be printed grouping alpha in proctor group rather than alpha by grade?
A: Not currently, but we’ll work with AIR to develop this functionality.

Q: What happens with passwords if I delete and reload?
A: The original password stays associated with the email address. No new ‘welcome’ email is sent.

Loading Students

Q: How does an online student requesting to test in your district get loaded into TIDE?
A: They are already in TIDE but associated with their online school. At the time of testing, the proctor will generate a session ID that all students in the test session (including any students from other schools sitting for the test at your school) will enter as they log on to the test. Their assessment data will be associated with their enrolled school.

Q: How long after a student has an SSID generated will the student appear in TIDE?
A: Nearly immediately.

Q: What is the date that OSPI is uploading students to TIDE?
A: The initial extract date was 12/11. Students will be in TIDE when it opens. We will do a second, manual student load on 1/16, and following that date, CEDARS data will be transmitted nightly.

Q: Will we know what date TIDE was pulled from CEDARS, so that we know what kids will need to be added?
A: Students will be in TIDE when it opens. Beginning on 1/16, CEDARS data will be transmitted nightly.

Q: TIDE will populate the students for both the Interim and the summative?
A: Yes.

Q: Are you aware that when signed as a DAC that student's Free and Reduced/Low Income info shows on students demo page? We have not checked to see if it shows at different access levels.
A: This data element will be necessary to verify the accuracy of the data associated with students. OSPI will make sure this data is not visible to users who cannot have access to that data by law.

Q: If a student starts testing (in the spring) and completes ELA then transfers to another district, when the student drops from our district how will the other district know they were tested or the test was submitted?
A: Student test data stays associated with the student. By adding the student to the new district in CEDARS, that student becomes associated with that district in TIDE when data is transmitted from CEDARS to TIDE.

Q: If we only submit a file weekly to CEDARS through Skyward, how can this be real time?
A: Newly generated SSIDs will be sent to TIDE in near real time. SSIDs can be generated without a full CEDARS submission.

Q: Once the student is associated in TIDE through Screen Entry, what happens when the student is enrolled in CEDARS? Will the student just be updated like the example of Lucas's name change?
A: Yes.

Q: So entering students into TIDE is done by sites, rather than being uploaded districtwide by our technology coordinator?
A: Students are loaded by the state.

Q: How do you set an off grade test for 11th and 12th graders?
A: On the ‘Edit Student’ screen
Q: I see that even our most handicapped children are on the roster. Even accommodations aren't appropriate. How do we remove them or notate that on the "view"?
A: Do not administer the general assessments to those students. Their results on the WA-AIM will be integrated for accountability purposes after testing. The mere existence of a student record in TIDE is not the sole prerequisite of a test being administered.

Q: How often will TIDE accept uploads from WSIPC? Will it happen automatically nightly? Or will districts have to manually upload?
A: TIDE does not receive information from WSIPC - it receives information from CEDARS. Talk to your CEDARS coordinator about how often you can submit data from WSIPC to CEDARS. TIDE will be fed by CEDARS on a nightly basis.

**TA Certification**

Q: In the user area one field is TA Certified. What is this?
A: A TA Certification module is provided and should be included in district training efforts. Completion of this certification is not mandatory.

Q: Is there a way at district level to see who has completed the TA certification?
A: Yes - through the “view/edit users” screens in TIDE.

**Accommodations/Supports**

Q: Will we need to go in and request supports and accommodations in TIDE only? No longer in WAMS?
A: TIDE for Smarter Balanced assessments, and WAMS for WA-specific paper assessments.

Q: Will we be able to download the supports that staff have entered into TIDE so we can share that with test coordinators and double check that it has been done by case managers?
A: These are currently only reviewable on an individual student basis. We have asked for enhanced export functionality (including supports) for future administrations. However, if all supports are entered via upload rather than screen entry, the uploads can be viewed in the upload history on the same screen where they are uploaded.

Q: Can accommodations be uploaded or do they need to be entered one student at a time?
A: Either way - instructions for both methods are included in the TIDE user guide.

Q: Can we assume that if accommodations are attached to a student, they will stay attached even though nightly student record files are uploaded?
A: Don't assume it; it's true.

Q: Can we download into excel student information that is entered for accommodations (embedded/non-embedded)?
A: If accommodations are uploaded, they are visible in the upload history, but otherwise they are only visible on a student by student basis.

Q: Can we post accommodations at a later time, or must all accommodations be finalized with this initial upload?
A: The only time constraint is to load accommodations for the students that need them prior to the students accessing a test.

Q: How do we identify a student as passing at Level 2 Basic? I can't find it in TIDE.
A: Information on the future of 'Basic' is forthcoming.

**Test Tickets**

Q: Can test tickets be printed in advance of the test session? Do they need to be printed from the Secure Browser?
A: They can be printed at any time from any browser, but the secure browser is what the students use to access the tests.

Q: Will we have tickets for students this year?
A: Yes.
Rosters

Q: Do I create teacher rosters on TIDE as the School Coordinator?
A: Yes, you can do that.

Q: Do rosters have to be done at the district level or can it be done at the building level?
A: Either.

Q: Can kids be on more than one roster — a math class and a language arts class?
A: Yes.

Q: Is rostering a choice or requirement? What is the purpose of rostering?
A: It’s a choice, but it is necessary to associate students with TAs for those TAs to see the students’ results.

Q: The rostering of students would be easier to understand if you “SHOWED” us how to do it.
A: Additional webinars on ORS and TIDE will be provided by AIR if you need a visual demonstration of how to click and drag or use an excel spreadsheet.

Q: To roster students - I'm assuming that I need to enter my staff (students are already in) and then get a list of each teacher’s students and move them into that teacher’s roster?
A: Move or upload.

Q: How should a school structure its rosters so that a teacher can run a test session and then if a student required more time, that a different administrator could monitor their test on a different day in a different place? I have read about creating rosters, but I do not understand how to manage makeup testing with rosters.
A: Rostering students to a teacher does not create a predefined list of students who are or are not permitted into a particular test session. Monitoring active tests happens in the TA interface during the test session and is not impacted by rosters. We would recommend tracking which students have not completed their tests and need additional time through the “plan and manage testing” function of ORS. Details on how to create a test session for students to resume testing on a subsequent day can be found in section 10.2 of the Test Administration Manual.

TDS

Q: TDS stands for what?
A: Test Delivery System

Q: Will the TDS include a method for a district to test the system - i.e., load capacity, bandwidth checking, technology compatibility?
A: Yes, AIR will provide a Network/Bandwidth Diagnostic Tool that can be directly accessed from the portal as well.

Q: We will have a whole school of duplicate SSID kids, because they go to school physically in our district, but are still enrolled (concurrently) at their home district/school as their primary. They will test here, though. How should I handle them?
A: These students will sit down to test. Their test administrator will generate a test session ID, provide that ID to the students, and they will log in to the test. Their results will stay tied to their SSIDs, and their SSIDs will stay associated with their primary school.

Q: Once a student is in review mode there is no option to pause. What happens if power goes out and the student doesn't finish reviewing?
A: If the power goes at any point, the student would not be able to pause the test because there would be no power. Please review Appendix E of the Test Administration Manual, and substitute the words “review page” for “last page with unanswered items”.

Q: How do you close the testing window when the school is finished testing?
A: It should not be necessary to ‘close’ the school’s testing. Completed tests are sent for scoring on a student by student basis. Any non-tested attempt information (absences, refusals, etc.) should be recorded around the time of testing but no later than the 6/15 close date for all testing.
Q: In the interim assessments it appears that students login using their first name and their 10-digit SSID without a password. Will this be the same for the actual test? If this is the case and students do not need a generated password for each session, I am concerned that there is significant risk that students could take tests for other students. Students needing these tests for graduation may be compelled to try less than honest processes to record satisfactory test scores and maybe even pay another student to test for them with their information.
A: Every student logging into a test session must be approved by the test administrator in order to access the test. Make sure test administrators are aware of who is expected to be in their test sessions.

Q: Can our tech department use last year’s MSP administration information on eDirect to prepare district computers for MSP science testing?
A: No. MSP Science will be administered through the same test engine as ELA and math.

Q: Are there any fake student SSID’s we can use?
A: No.

Q: To do the interim assessments will students need to have their SSIDs to log in?
A: Yes.

**ORS**

Q: What is ORS?
A: Online Reporting System.

Q: If I roster in TIDE will those rosters carry over into ORS?
A: Yes.

Q: How do ORS and TIDE talk to each other?
A: They share a student database.

Q: Does ORS take the place of Query in EDS?
A: No. Query will be maintained and, resources permitting, be upgraded.

Q: What is the purpose of creating rosters?
A: The primary purpose of rosters is to create the list of students for whom a teacher can see test results and student information.

Q: Will test score data show up in the resident district and also the attending school? For example, many students are in attending schools in another district.
A: Resident school, but more accurately, any teacher with a role at the resident school to whom a student is rostered.

Q: Do you know specifics about the score file yet? This is needed for SIS and data warehouse solutions!
A: Layout specifics for the final, summative score file for accountability purposes will be developed once we have finished standing up the tests themselves. The ORS user guide will include details on the format of the data exports available through that application.

Q: When will we be able to get a data dictionary or equivalent for preparing to import data into our system?
A: Specifications are still being finalized, but OSPI’s Assessment Data team is planning on providing reporting file layouts to the field this winter (target is mid-February).

Q: The TIDE user guide says that scores will “flow” to ORS. Where will they flow from?
A: From the test engine, multiple choice responses are auto scored and constructed responses are hand scored, those results are combined, and reported through ORS.

Q: If we use ORS to track students summative test progress, run reports to see who has not yet tested, etc., how will we run these reports if not available until test results are complete?
A: Testing progress reports do not require summative results to be complete. Test results will not be available until the tests are completed.
Q: Can you run a district export of interim scores that can be loaded into another data management system?
A: Yes.

Q: If a district admin wants to see students, do we need to create rosters for those people (e.g., results by a specific demographic)?
A: District level users can see all students in the district and filter by demographics.

CEDARS

Q: What does CEDARS stand for?
A: Comprehensive Education Data and Research System. CEDARS is the state’s data collection system for student, course, and teacher data.

Q: If someone makes corrections in TIDE but not CEDRS, will that person's corrections be overwritten by the nightly CEDRS feed?
A: None of the edits that can be made within TIDE (test settings and assignments) are affected by the data elements that come from CEDARS (biographic and demographic information).

Q: If students are dual primary what do we do? 50% is 50%. What are you suggesting we do in our SRS?
A: One school should claim the student as primary. If both schools are within a single district, one is already primary based on CEDARS data validations.

Q: Will homeschooled students fall under non-enrolled students?
A: Any student without an active record in CEDARS for the current school year is non-enrolled.

Q: When we generate an SSID number for a non-enrolled student, how then will they NOT be identified as a student in our district?
A: Generating an SSID does not enroll a student in your district. Keep in mind the only time this would be relevant is if the student is exclusively attending a private school or is exclusively homeschooled or is otherwise exclusively not enrolled in K-12 in WA. You will still need to flag the test incident as being completed by a home/private student (similar to adding an attempt code).

WAMS

Q: Will we be assigning/uploading proctors to our 5th and 8th grade Science MSP on WAMS as we have in the past?
A: No.

Q: We were under the impression that there would be the option to order paper/pencil Smarter Balanced tests for individual students later this year. We have students who are placed out of district for a variety of reasons. Is this still going to be an option?
A: There will be an additional orders window for materials, but if individual students require a paper test per their IEPs, the recommended course of action is still to use print on demand. Students testing outside of their enrolled sites are expected to test using the test mode of the site in which they are testing.

Q: How do we get DAPE Science booklets? When do we pre-ID since the window is March 10-26?
A: The pre-ID window for DAPE opened on January 26th and closed on February 8th. Districts who did not pre-ID students during this registration window will need to place an order in TIDE for an additional DAPE booklet. The window is tentatively set to open on February 25. OSPI will communicate through the WAW newsletter, once a test material delivery schedule has been finalized.

Q: Will we be able to upload our proctors for the spring EOC as we have in the past?
A: No, paper materials will have special sorts applied for Spring 2015. We are pursuing more robust sort functionalities throughout AIR’s applications for future administrations.

Q: Please provide more information for accessing the dual SSID list in WAMS.
A: The list is in WAMS under Profile - File Downloads with the name “[your district] TIDE Pre-ID Duplicate SSIDs.xls”
Q: Will HSPE be a part of the WAMS students receiving services?
A: Yes.

ART/Digital Library

Q: Are DAC’s able to help staff with logins for the Digital Library (forgot or didn’t set up account when received email) or do we send them to the help line?
A: DAC’s should help with password resets for the digital library.

Q: We are still having trouble with the Digital Library. Reset password does not generate an email, new adds don’t get the welcome email, and so on. Who do we need to contact for support?
A: Users should contact their District Assessment Coordinators; DAC’s needing support should contact Assessmentanalysts@k12.wa.us.

Q: Will the password and username be the same?
A: Assuming this refers to the Digital Library as opposed to TIDE, they are separately managed systems, but a valid, work email should be used as the user name. Passwords for each are defined by the user.

Q: Who do we contact if the Digital Library is down?
A: District Assessment Coordinators should contact Assessmentanalysts@k12.wa.us.

Q: Will I still be able to upload my teachers who did not get into the Digital Library, because they were entered back in August and there have been glitches?
A: Contact the Assessmentanalysts@k12.wa.us if you are the DAC and need assistance getting teachers into the Digital Library.

Q: Do teachers who have access to the digital library, have to be uploaded again to access the interim assessments?
A: TIDE is a separate platform, so yes, you will need to create a separate account so they can access everything but the Digital Library.

Q: Is there any hope that there will be a change made to ART wherein when we go to "create/modify users" it doesn't automatically start searching through all records, but instead waits for us to enter a search field? It is slow.
A: We have already shared this concern with ART management staff, but we have not heard if that will be possible in the near future.

Technology

Q: Will students be able to bring their own devices to address the need for audio players for the pencil/paper 10th grade ELA?
A: Yes

Q: Is a secure browser required to do the interims?
A: Yes, and a proctor must manage them through the Test Delivery System (TDS), as they would with a summative assessment.

Q: In order to access the information for the practice tests do applications need to be installed on the computers?
A: No, you can use any supported browsers (see the list at http://wa.portal.airast.org/supported-browsers/) to access the practice tests, although schools can also choose to use the Secure Browser if they want to practice student logins and teacher proctoring in that way.

Q: Where on the Portal for BYOD?

Q: Rumor is that there will be a new secure browser coming soon. Can you confirm or deny?
A: Yes, it was released on Dec. 5 as part of the online testing portal.

Q: Will the new browser be available on the day of the ICA release?
A: Yes, the Secure Browser to be released on Dec.5 will support the Interim Assessments that are available in January.

Q: What is being done about the fact that the installation of new browser does not automatically remove the old browser from the pilot? Currently we end up with two browsers installed.
A: We have escalated this issue with AIR technical support to resolve it.

Q: When will the Tech. Requirements webinar from 2/3 or 2/5 be posted to the SB webinar web page?
A: The recording is posted on the WCAP portal at http://wa.portal.airast.org/technology-coordinators/, and the Questions and Answers will be posted there during the week of Feb.16.

Q: We're running into an issue with Chromebooks and desktops using Chrome when using Practice Tests. Our machines auto-update to latest version. Chrome is now up to version 40. Smarter Balanced supports up to 39. Will they be updating on their end soon?
A: ChromeOS 40 is now supported, and the technical documents are being updated to reflect this.

Q: Which browsers are the most highly recommended for administration of SBA?
A: The secure browser (accessible through the Technology Coordinators link on the portal site) must be used by students for the interim and summative. OSPI recommends an updated browser compliant with the technology specifications (available through the 'resources' link on the portal site).

Q: How are students’ scores attached to teacher names to create “teacher level” data? I understand how to set up rosters.
A: By setting up rosters.

Q: Will teachers have access to the reports in ORS within 3 weeks from completion of the assessments or does the district determine when they are viewable by teachers?
A: Teachers will have access to data for any student rostered to them as soon as the data is available. If teachers have no students rostered to them, they cannot see student data.

Q: Can you confirm if iOS 8 for iPads will be supported by the testing system?
A: Yes, AIR has committed to supporting iOS 8 for the spring 2015 administration.

Training and Practice tests

Q: If you use a real student in a real session practice test, will it allow students to pause and re-enter the test where they left off?
A: Within the bounds of the pause/restart rules, yes.

Q: The training and practice tests do not simulate the overall scoring of the assessment and is one part that we want to see what that looks like. Seems like the interim is the only way to experience that with staff.
A: Correct.

Q: How do we access guest student real session? What is this test: practice or interim?
A: Only the practice test has a ‘guest’ option.

Q: Will the student log in for interim and practice test look exactly like summative?
A: Yes for the interim and yes for the training tests. In addition the practice can also be configured that way, using a secure sign on, but also can be accessed publicly.

Q: Are there limits to the use of Practice and Training tests.
A: No limit is applied to practice or training tests.

Q: Can we limit staff access to the interim assessments at the district level?
A: Not through technology, but you could offer your teachers guidance on how, when, and how often to work with the interims.
Accommodations and Designated Supports

Q: Will there be a template (like the one last year) to upload student supports and accommodations? The template last year had one tab for each student that filled a master worksheet that could be uploaded. I have not seen a similar tool for this year.
A: Yes there will be a template in TIDE, though not exactly like last year.

Q: I have a message from the WA Help desk stating that our Student Information Systems Coordinator must edit all accommodations in CEDARS. The question came up as I was looking for a place to mark translated test directions as an embedded designated support in TIDE (pg 14 of tools, supports and accommodations guide). Can you clarify where we mark students for this embedded designated support?
A: Student accommodations need to be edited in TIDE, not CEDARS, as accommodation and IEP information is not contained in CEDARS. To use the embedded support for translated directions, the student’s language should be changed to Spanish (written, translated directions are only available in English and Spanish). However, by attempting to verify that functionality to respond to your question, we found a bug in the system wherein not all of the instructions are currently translated into Spanish. The issue has been reported to AIR and a fix is currently in progress.

Q: Will OSPI be providing further guidance on the usability, accessibility and accommodations guidelines?
A: I don’t know what you mean by further guidance. OSPI will make the Washington-ized guidelines available, there is a training module on the guidelines, and we will cover them again in the webinars.

Q: Is OSPI planning to ask for additional options beyond what the SBAC guidelines have?
A: No

Q: Is there a state wide protocol for teams to determine supports and accommodations?
A: No

Q: Will all the accommodations be up and working this year, i.e., text-to-speech, or do we need to make sure a human reader is in the IEP if we will need that accommodation?
A: All accommodations should be fully functioning.

Q: I have a Usability, Accessibility, and Accommodations guideline dated August 2014. Will the one in the portal in December be different?
A: Yes, August 2014 is what Smarter Balanced built. What we will be posting in the Portal extends that manual with the rest of Washington’s assessments. We will use the Washington version in this state.

Q: Will the accommodations/designated supports put in for a student during the interim assessments follow the student on the summative assessment and future interim assessments?
A: Yes

Q: Will there be two different Accommodation Guides, one for Smarter Balanced and one for other Washington assessments?
A: We will produce one document to govern assessment practices in WA, inclusive of Smarter Balanced, Science MSP, WELPA, and graduation exit exams. Our document will be informed by the research based practices and established paradigms of Smarter Balanced, taking into consideration the constructs of the other offered assessments in their various formats.

Q: Will all Smarter Balanced accommodations be available this fall in the training/practice tests that are available outside the secure browser?
A: Yes.

Q: Will all Smarter Balanced accommodations be available in the interim assessments that are available in December?
A: Yes.

Q: Once you enter accommodations for a student (like grade level in ELA or MATH because they are special ed), does it STAY THERE from year to year? Or are we forced to re-enter it EVERY YEAR.....
A: At present there is no means to “roll-over” student information from year to year, but OSPI and AIR will explore possible system modifications to alleviate the repetitive nature of entering accessibility features for students from
one year to the next. Until OSPI and AIR derive a solution, district and school staff should anticipate the need to re-enter a student's particular accessibility feature needs each year.

**Text to Speech**

**Q:** Should a majority of a student population be receiving text-to-speech as a designated support?
**A:** No; as with any type of assistive technology, use of text-to-speech should be employed with students who apply the technology during daily instruction. This ensures that the use of the technology during testing does not hamper the student’s performance due to unfamiliarity with the technology.

**Q:** When will we learn more about the text to speech download and process?
**A:** Download and installation instructions are available in the Technical Specification Manual beginning on page 29.

**Q:** We set a student up in TIDE with Text to Speech. When the student launched, the accommodation didn’t function. The teacher then reviewed in TDS to see if the accommodation was marked and had to mark it again, then if functioned. I will send this to WaHelpDesk, but this defeats the purpose of front loading accommodations if teachers have to check this.
**A:** OSPI will share the situation with the supporting service provider; if a systemic issue, once addressed OSPI will communicate any updates to the field as a whole.

**Q:** Has the Text To Speech been improved (less computer sounding) this year? If so, in the training test or interim or summative?
**A:** Improvements to test delivery interfaces will be seen across all formats of the testing experience – training/practice, interim, and summative tests.

**Translations**

**Q:** How do we turn on the stacked translation designated support for our students who are in a dual language immersion program? It appears right now that the stacked translation feature is tied to whether a student is identified as a certain ethnicity and is an ELL student.
**A:** Stacked translations are only available in Spanish and only in math, but there are no dependencies as mentioned above. You should just have to change the Language designated support to ‘Spanish’.

**Q:** Will paper/pencil tests have translated CDs available?
**A:** Only for the state-specific tests (e.g., EOC math and biology, MSP science). There will be fully translated (in Spanish) math paper/pencil tests for grades 3-8 and 11. Students planning to use translated glossaries (the other nine languages served) need to test via the online system.

**Braille**

**Q:** I realize this webinar did not address this topic so I am wondering to whom I should pose questions regarding Braille transcriptions of the Practice test and IAB assessments?
**A:** Online braille is offered for the practice, interim tests and summative tests through the print on demand function when Braille is indicated as an accommodation. Online Braille requires a particular Braille equipment. The Washington AIR helpdesk, through its tiered escalation process, will be able to provide support if issues arise during the administration of the Braille online assessment. In most instances, OSPI expects students who require Braille to have a paper-pencil version of the test ordered for administration.

**Q:** Will we need to print Braille SBAC Tests?
**A:** No, OSPI and its service provider will make Braille booklets available.

**Q:** If online, do we need special equipment for Braille (e.g., embossers)?
**A:** If you use online Braille you’ll need an embosser. But OSPI will make paper Braille tests available if you don’t have access to the particular embossers that work. If you plan to produce Braille tests from the online engine, you will need a Tiger Brand Embosser, Braillant Brand 40 cell refreshable braille display/terminal, and JAWS software or Duxbury software.
Q: There was talk of schools purchasing special equipment for Braille students. Has that been resolved?
A: You can use your Braille equipment (if it meets the technical standards) or purchase new, but it is not necessary this year as OSPI will provide paper Braille tests.

Q: We are taking all assessments online. We have one student who is vision impaired and who is not proficient in Braille. How do we administer the ELA and Math assessments? Can she use a blend of accommodations - some teacher read and some Braille? I am assuming that the print on demand feature will not provide us with a Braille copy. Who do I contact, if not you, for assistance in this manner?
A: Blending accessibility features to best serve the student would be feasible, but it is suggested that the district work closely with OSPI to determine the plan of assistance.

Print on Demand

Q: Is the print on demand function for online state assessments or online Smarter Balanced?
A: Print-on-Demand is a feature of the new grade 3-8 and 11 assessments, first used for the Smarter Balanced field test, and will be part of future state assessments commencing this spring (2015).

Q: Is there print on demand for MSP science for IEP students are do we order paper?
A: Print-on-Demand is available for all online testing.

Q: How do print on demand tests get scored? Do we have a "scribe" type their answers into the computer, or is the printed out materials sent in to be scored?
A: A scribe will need to enter the response into the system for processing; this allows for the fullest use of the adaptive design for the student involved and provides the richer testing experience. Where the response requires vendor hand-scoring, with the student's response already in the system, scoring will be expedited.

Q: Can paper/pencil tests be used selectively for students who cannot test well on computers (e.g., autistic students)? They aren't visually impaired, but they are impaired none-the-less.
A: Print-on-demand tests are available as an accommodation or if determined by district personnel, a paper-pencil format of the test can be requested through the Additional Order process in TIDE.

Q: Is Go-Write an acceptable accommodation for the SBA?
If a specific assistive technology (software or hardware) is not identified, it should be assumed that the assistive technology is not allowed. That said, Smarter Balanced and the state acknowledge the need to evaluate individual student needs, and states can provide a one-time, temporary allowance for departure from the guidelines based on evaluation of the specific instance described by a district through submittal of specific required documentation. Districts wishing to pursue this temporary departure should contact the Operations Office at 360.725.6089 or WAAS@k12.wa.us.

Special Education Alternatives

Level 2 Basic

Q: Will students be able to pass at "basic" if that is part of their IEP?
A: Yes, a Level 2 counts as passing. This is primarily intended for graduation (exit exam) purposes.

Q: Will a "basic" designation be allowed for accountability (AYP)?
A: Just as in the past, “basic” still results in a student being non-proficient for school and district accountability.

Q: If a 10th grader takes the Smarter Balanced assessment and is at level 2 (below standard) and has an IEP that states level 2 pass, can this score be banked for graduation purposes?
A: Once all the cut-scores are established, L2 can be applied to students that have this alternative approach applied toward fulfilling graduation requirements.

Q: How we will code that the special ed student could quality for the L2 Basic meeting standard?
State-specific applications in support of the summative assessment are still being constructed with the vendor; a means to record the L2/Basic status will either be developed as part of the TIDE system or will be included as part of the test incident event within the Test Delivery System (TDS). More detail will be coming as the applications are finalized (well before score reports are generated).
Off-Grade Testing

Q: Will the DAPE change with the transition to Smarter Balanced assessments? If so, what will the administration and access requirements be?
A: An off-grade assessment for students with IEPs will continue to be an option for students to meet their assessment graduation requirements. In the Spring, an off-grade version of the Smarter Balanced assessment will be offered to students in 10th, 11th, or 12th grade and the DAPE in science will continue to be offered. The off-grade assessment will be available to any student receiving special education services enrolled in 10th, 11th, or 12th grade. The IEP team will make a professional decision on whether or not the off-grade assessment is the appropriate assessment for the student and if so, at which appropriate grade level. Guidance for IEP teams weighing assessment options for graduation has been developed and posted to the CIA/off-grade webpage (http://www.k12.wa.us/assessment/GraduationAlternatives/WAAS-DAPE.aspx).

Q: Do my 10th grade students on IEP’s (special ed) take the SBAC Off-grade ELA and the SBAC off-grade math test? Or do they take the regular 10th grade ELA and score at BASIC, and the regular SBAC Math test and score at BASIC?
A: Selecting the appropriate assessment for students receiving special education services has been and remains the determination of the student’s IEP team. Access to both off-grade level assessment options or the L2(Basic) option for the 10th grade ELA (as well as the Math and Biology EOCs) will exist for 10th grade students.

Q: We need more info on how off grade level tests work, including how will it be titled to students so they don’t know they are taking another grade level test.
To fulfill their assessment graduation requirements, high school students can access tests on-grade or at a specific lower grade if that lower grade level is defined in TIDE. Off-grade level assessments for ELA and math are available using the new 3-8 assessments, and are available only through online administration; for science, off-grade level testing is still paper-pencil for this year and will remain similar to the former DAPE format until new NGSS test are developed. The name of every test used for ELA and math includes the grade level so students and teachers can verify that the correct test is being administered.

Q: We need guidance on students who have IEPs in reading not writing, etc.
A: Ultimately, a decision to use an off-grade test will be made by the IEP team, but rather than student access being based solely on a content-designated disability, teams are allowed to make a broader interpretation with respect to a specific student’s overall learning characteristics and whether these characteristics might impact how the student can demonstrates his or her knowledge and skills across multiple content areas.

Q: Can 10th grade IEP students take the SBAC "off grade" or do they take the regular test and have it graded at a lower cut score?
A: With respect to either off-grade testing or L2/Basic, these assessments options are for fulfilling a student’s graduation requirements, only; off-grade testing and L2/Basic do not address annual accountability testing. With that said, Grade 10 students are allowed the opportunity to assess using the off-grade tests, if the students’ IEP teams determine off-grade is the appropriate instrument to use for fulfilling graduation requirements. The L2 ("Basic") alternative will be available, so students may also assess using the exit exam version of the ELA and math high school assessments, but will need to wait until new cut-scores are devised before results would be available to determine fulfilling graduation requirements.

Q: Re off-level tests: will we need to establish the grade level of the off-level test in TIDE ahead of time, for each student as appropriate?
A: Yes

Q: Our 10th graders are taking the test paper/pencil. If a 10th grader is taking an off-grade test (formerly DAPE) is print on demand equivalent?
A: Off-grade level testing is only available through the online system; students who cannot assess online (due to some documented circumstance) can use Print-on-Demand, but this will still require a computer and scribe to enter the responses in real time.

Q: Can special needs students access a different grade level test?
A: Students in grades 3-8 and 11 will begin at their grade level, but the CAT feature of the test will adjust up or down (up to two grade levels) based on their performance.
Q: Is DAPE still an 11th and 12th grade test and do students select a grade level or a grade band?
A: All off-grade level testing (for Science also called DAPE) will be available to students in 10th, 11th, and 12th grades. Students in applicable grades (10th for science, 11th for ELA and Math) will still need to be assessed on the regular high school content area test for accountability purposes.

Q: Will the DAPE be available in the Spring for Reading, Writing and Math?
A: Off-grade-level testing in ELA and Math will be replacing the DAPEs in reading, writing and math.

Q: How do we decide what level Off-Grade-Level test the student takes?
A: The IEP team decides which grade level is most appropriate.

Q: Is there an equivalent to Off-Grade-Level/DAPE for students with an IEP in grades lower than 9th grade?
A: No, the off-grade-level tests are just for meeting assessment graduation requirements, and therefore limited to students in grades 10–12. Students in lower grades will either take the Smarter Balanced tests or the WA-AIM.

Q: Is there a paper/pencil option for Off-grade ELA and Math?
A: No.

Q: How would we get the Science Off-grade/DAPE back in time for graduation?
A: The science Off-grade/DAPE is available only as a paper/pencil test. 12th graders should complete the science test by Thursday, March 26.

Q: Off-Grade Level ELA and Math are only available online?
A: Yes.

Q: So, no regular DAPE in March for ELA and Math? Current 12th graders must take off-grade level Smarter Balanced, not former MSP/HSPE related DAPE exams?
A: Yes, though the test window for off-grade level ELA and Math is open from March 10 through June 15.

Q: Do 11th graders who qualify for off-grade level take it at grade level first and then off-grade level or can they access off-grade level from the get go?
A: For students whose IEP teams have determined that off-grade level testing is appropriate for fulfilling graduation requirements can access the applicable content area assessments as early as 10th grade; students will still need to test with the regular content area assessment in the applicable grades (no later than 10th for science; 11th for ELA and Math).

Q: When will 12th graders need to complete the off grade tests for results by graduation?
A: Scores will be available three weeks after the school completes testing.

Q: Have special education groups been notified that IEPs must specify grade level of new off-level tests?
A: You’ll want to double check that within your district.

Q: Will DAPE still be offered in the Fall or just Spring?
A: Beginning in spring 2015, students will be administered the Smarter Balanced off-grade level tests; off-grade level will be the ongoing vernacular.

Q: I would like to know if there will still be an opportunity for Locally Determined Assessments if a high school IEP student cannot pass the elementary level Off-Grade-Level exams.
A: Yes.

WA-AIM

Q: WA-AIM question. Are 10th grade students in this population, required to be assessed in WA-AIM Science? I am clear that 11th graders only need to if they didn’t pass last year. But 10th grade science is for accountability and there seems confusion as to whether WA-AIM 10th graders also must perform in science this year.
A: Prior to school-year 2014-15, accountability testing in high school for all content areas, including science, had been 10th grade. For students with significant cognitive challenges, the accountability testing was completed using the WAAS-Portfolio. With the shift to career-&-college ready assessments this spring, accountability testing will shift to Grade 11; the WA-AIM assessment, the replacement for WAAS-Portfolio, is also shifting to Grade 11. As such, Grade 10 students for school-year 2014-15 are not to assess in science, but will wait until school-year
2015-16 to assess using WA-AIM during the students' 11th grade year. Additionally, current Grade 11 students have already completed their accountability testing for science (as 10th graders the previous spring), so 11th grade students are not required to test in science for 2014-15. That said, 11th grade students who have yet to meet standard on the science assessment for graduation purposes may test this spring, but will need to use the old WAAS-Portfolio test (review upcoming memorandum from OSPI for further information).

Digital Library

NOTE: the term 'statewide targeted password reset' refers to our effort to reset en masse the passwords for users that have not logged in or set a security question and therefore cannot use the 'forgot password' function. For details, please consult the Washington Assessment Weekly.

Q: What is the link for the digital library?
A: The digital library is at [https://www.smarterbalancedlibrary.org/](https://www.smarterbalancedlibrary.org/) (login required).

Q: Will Digital Library be moved to the Portal?
A: A link to the Digital Library is accessible from the Portal, but it will still require signing in through the Smarter Balanced Single Secure Sign On (SSO).

Q: When will we be able to log into the Digital Library through Washington’s new (AIR) portal?
A: The most recent estimate as to when the Digital Library will be accessible by logging in through Washington’s Portal site rather than the SSO is the 2015-16 school year.

Q: Since all of the sign in screens look alike, can they put some sort of name on each page so we know if we are in ART, TA, Practice tests etc.?
A: There is only one sign-in screen - a Single Secure Sign On (SSO) - that logs a user into all Smarter Balanced Consortium managed applications to which they have access (ART, Digital Library, Practice Test).

Q: I have tried signing on to add people but it doesn't like my username or password.
A: All District Assessment Coordinators were granted district level administrative access. If you are a district coordinator, use the ‘forgot password’ function on the login screen first.

Q: Who is supposed to be in the digital library? All students? All Teachers?
A: Don't add students. OSPI will provide further guidance on specific types of staff that should or should not have access to the Digital Library soon, but the broad guidance is that anyone working directly with curriculum, instruction, or assessment may be granted access.

Q: Who are the District Coordinators? Are they the same people who were the ‘proctors’ from last year?
A: District Coordinators can add and modify user accounts within their districts. All District Assessment Coordinators were given a district coordinator role. It is not the same role as a ‘proctor’.

Q: Do I use the "DL_EndUser" in the "role" category for all K-12 teachers and administrators?
A: Use the DL_EndUser role for all staff members who will access the digital library.

Q: When I ask ART to send me my password I get, "There are no questions configured for you."
A: Contact your District Assessment Coordinator or any person in your district designated “District Coordinator” in ART for assistance resetting passwords. If you are the only District Coordinator in your district, contact assessmentanalysts@k12.wa.us for assistance.

Q: If we upload using capital letters should we re-upload and delete the capital letters and reload?
A: NO! That will make the issue worse! If a user has more than one account due to the email address being uploaded with conflicting capitalization, one of the two records must be deleted manually in ART. Deleting via upload only deletes the specific role being identified for deletion. Instructions on deleting a record are available through the 'resources' link in the blue banner across the top of the ART pages. Contact assessmentanalysts@k12.wa.us if the issue is widespread.

Q: Explain Whitelisting, please.
A: Whitelisting is the act of flagging an email address, domain, or IP address as ‘safe’ in order to allow emails to come through. You can think of it as being the opposite of flagging an emailer as spam.
Q: Our district consists of one school - should the user level be identified as district or institution?
A: Either level would work. The level of the user’s role has more to do with who can manage the account (reset passwords, add roles, etc.).

Q: Any update on when the Digital Library issues (for some districts) will be resolved? We continue to have issues with our teacher accounts.
A: We continue to get assistance for specific issue faced by a handful of districts - contact the assessment data analysts if you are still having trouble.

Q: Is there a user report that will tell me how many users have logged in and changed their passwords?
A: No. Were the search function operating as intended, it would still only give you the list of accounts but would not differentiate between users that had logged in and those who had not. As part of the statewide targeted password reset for users that have yet to log in, assessmentanalysts@k12.wa.us may be able to provide that information as a snapshot at that point in time.

Q: I can see users from other districts in "create/modify". Is that supposed to happen?
A: This is a known bug that’s actively being worked on. No, it’s not supposed to happen, but please don’t attempt to modify those records.

Q: What is the purpose of the "unlock user" function?
A: To unlock a locked user. Locking an account prevents users from logging in.

Q: Where is the Digital Library accessed by teachers?

Q: Is there a way to see stats from our district about who has followed through and set up account, used the account, etc...Data would be helpful.
A: Not through ART. We could request that query be run on our behalf but can’t promise a timeline yet.

Q: What is the correct link to use to get to the Digital Library? Will that link remain the same regardless of our new test provider?
A: Go to http://www.k12.wa.us/SMARTER/DigitalLibrary.aspx and click Digital Library. The link to the library will stay the same, but the long term goal (probably for the 2015-16 school year) is to integrate the Smarter Balanced Single Secure Sign-on into our vendor’s equivalent.

Q: Is there a way to control the timing of the email sent to people newly granted access to the DL?
A: No, not without controlling the timing of user uploads.

Q: Who would that email address have been from if we are looking in our SPAM for example?
A: “Smarter-DoNotReply” Smarter-DoNotReply@opentestsystem.org See details in last month’s webinar and WAW articles.

Q: How do you suggest we deal with staff who have left the district and the digital library account?
A: Accounts can be deleted, but currently that can only happen on a one-by-one basis by clicking the ‘X’ button next to the user’s record on the search screen.

Q: Will having our classroom teachers set up as district users in the digital library negatively impact us in the long run. Do they need to be associated to their individual schools?
A: The only impact is that if they are users at the district level, then all account management tasks (e.g., uploading new users, resetting passwords, add/modify roles) must happen at the district level. If you choose to delegate the task of account management to the school level and make user management a school-level task, the users would need to be associated with a school.

Q: Is it true that in order to download all pages, you need to go to last page and click on export?
A: This may work for some users. When we try that at the state level, we only get 11,100 of the 56,000 users, so review your search results carefully.

Q: Are there any files in the "Digital Library" for teachers that show the actual test format (reading texts, watching videos and answering questions, having to "highlight" textual evidence, etc.)?
A: The practice and training tests are a better source for those types of test simulation experiences.
Interim Assessments

Availability and Access

Q: Where on WCAP are the IABs and IACs located?
A: In the Test Administrators tab, and Test Administration button.

Q: How can I learn more about the interims?
A: There are user guides and training modules online at http://wa.portal.airast.org/resources/?section=2.

Q: Please show how teachers and students log on to take the interim assessments. We need to watch and see how it's done.
A: Please see the following documentation, which is available on the WCAP Portal.

- Student Interface Training Module
- Test Administrator Online System Interface Module

Q: How do I train teachers to administer testing if TIDE doesn't open until Dec 19 (while we are on winter break) and testing begins the day we get back?
A: Interim testing can begin whenever you want it to, after you've had a chance to see the system and train teachers how to use it. We apologize for the delay but have nothing to share at this time.

Q: Are the IAB's (long & short) pre-built, or constructed locally from an item list?
A: Pre-built

Q: Will the interim assessments be available only for the grade levels that take the summative assessments?
A: The interims, built for grades 3-8 and HS, are available to all grades.

Q: For interim assessments, will we have to have individual students loaded into TIDE?
A: Yes.

Q: Can the interims be administered without the test administrator being trained?
A: No, test administrators will need training.

Q: Do students have to go through the secure browser to get to the interim assessments or is there another way to access them?
A: Yes, the interim assessments are accessed through the secure browser, in the same way as the summative assessment.

Q: How can we as educators see the interim tests prior to a student taking one? We want our teams to review the tests as part of our decision-making process for how to roll them out this year.
A: The items used in the interims are from the same item pool as the practice/training (and summative) tests. The use or review of these resources will inform staff about the interims.

Q: Will we be able to create our own interim assessments using an item pool in the future?
A: Not in the near future (not next year).

Q: Is paper/pencil option available for interim assessments?
A: No.

Q: Will we still be able to administer Interim Assessments at the end of the year once we have completed our Smarter Balanced annual assessments? We would like to do this so we can do intensive training in scoring.
A: Yes

Q: Is there a way for a teacher to take a full Comprehensive Interim Assessment to see what it is like before giving it to students?
A: No, but the practice tests are available for that purpose.
Q: How can we test 2nd graders in the spring on the 3rd grade Interim Assessments?
A: OSPI will be loading 1st and 2nd graders to TIDE for this purpose.

Q: How long will the interim assessments and blocks be available (beyond March 10th?)
A: They will remain available.

Q: Can teachers use off-grade IABs? For example a 6th grade math teacher use a 5th grade IAB on fractions?
A: YES!!

Q: Will test maps or information about the number of questions that need to be scored by educators, how many questions of which type on each block?
A: We will let you know when we learn more about the interims.

Q: If a school is doing the summative with paper/pencil, will they be able to access interim tests and use the online access?
A: Yes

Q: How many times can a student access the interim assessments?
A: Originally, AIR's reporting systems (ORS primarily) was not configured to handle more than two interim comprehensive assessments per student per subject per school year. We have worked with AIR to modify that and there will be no limit to the number of times a student can access the ICA or IBA.

Q: What are the administration dates for Interim Comprehensive and/or Block?
A: Administration dates for interim assessments are locally determined.

Q: Is the comprehensive interim assessment by grade level or by grade band?
A: Grade level.

Q: Will we be able to administer the comprehensive interim assessments online or will they be paper and pencil because they are not adaptive?
A: Interim assessments are online, only.

Q: On the interim assessments--could we just administer PART of the comprehensive test? Using it informally?
A: Yes, but you won't have the score and I don't know if the comprehensive is set up randomly or presents various "blocks" from which you'd select.

Q: You referenced the test engine turning on March 10 through June 15. I thought we would be using the same test engine for the interim assessments?
A: The test engine will be the same for both the interim and summative assessments. The summative assessments will not be available on that test engine before March 10.

Q: Since the interim assessments are only certain prompts, will those be the same prompts given on the summative assessments as well?
A: Items on the interim assessments are drawn from the same pool as items on the summative (all items were field tested last spring), but the same items are not used in both components.

Q: Which interim tests will be fixed and which are adaptive this year?
A: For 2014-15, the adaptive feature will not be available. Both the interim comprehensive and block assessments will be fixed form.

Q: Please clarify what you mean by secure items in the interim assessments. Can they be used in the classroom?
A: The interim assessments are not secure but not public. They are intended to be administered in the classroom and scoring materials can be used in schools. We just ask that items and scoring materials not be posted on a public website or otherwise be

Q: To what extent are there the same items on the ICAs and the IABs?
A: There is some overlap of items between the two formats of the interim assessments. In fact the performance tasks are common. The extent of the overlap varies by grade and content area.
Q: Are there any scope and sequences available for instructors to follow, aligned to the Interim Assessments?
A: Curriculum and instructional guidance should come from your district and/or ESD. Each ESD has a robust PD plan for this type of support.

Q: If using the secure browser, will students' individual accommodations be available on the practice and interim assessments?
A: Yes

Q: Is print on demand available for interim?
A: Yes

Q: Do you have an estimate of how much time it takes to do the comprehensive interim assessment or the individual interim blocks?
A: Not yet

Interim Performance Tasks/Classroom Activities

Q: Are there classroom activities for the interim performance tasks?
A: Yes

Q: Is there really no Math Performance task interim assessment for grade 5?
A: There is a performance task available for grade 5 in the interim assessments.

Q: AIR and OSPI have indicated that the Classroom Activities for the Interim PTs are posted on WCAP. However, now that we have delivered these activities, the PT that is launched in TDS is not connected. For example, HS PT ELA - WCAP topic is Financial Responsibility, TDS topic in the PT is "Marshmallow Experiment" about what makes people successful in life. When will Classroom Activities aligned to the interim assessment prompts be in the WCAP portal?
A: Currently they are available on the Smarter Balanced Field Test portal (http://sbac.portal.airast.org/field-test/classroom-activities/). They will be available on the Washington portal during the week of January 19.

Q: How soon after the teacher hand scores will the test results be available?
A: After the teacher completes the hand-scoring for hand-scoring items, these scores and machine scores will appear in the Online Reporting System together for the student.

Q: Is there a classroom activity for interim assessments (like summative assessments)?
A: The interim comprehensive assessments include performance tasks. The performance tasks will each have a classroom activity.

Interim Assessment Scoring

Q: Is there a training module for teachers related to scoring?
A: The Hand Scoring System (THSS) training is for teacher administrators and test coordinators.

Q: Hand scoring is only for the interim assessments, correct?
A: Yes, local hand scoring is only for the interims. The summative assessments have items that will be hand scored, but our testing vendors (AIR and Measurement Inc.) will take care of that.

Q: How much time would you estimate a teacher should allot to hand-score an ELA and/or Math ICA?
A: This is dependent on the teacher and the number of responses; we have no data to support an estimate.

Q: Are the TTHS training guides and exemplars accessible to teachers/scorers before student responses are loaded into the TTHS system?
A: They are through the menus in the top right of the THSS interface as demonstrated in this webinar.

Q: Where can District and School Coordinators access the rubrics used for the Hand Scoring System. Teachers appear to be the only ones with access and it's at the time of scoring. We would like to able to offer training and practice opportunities before teachers are expected to score.
A: OSPI is working with another state to provide an abridged version of the hand scoring information in a more accessible location on the portal. This should occur with about 10 days.
Q: Will the hand scoring be a narrated training or just a PowerPoint with scripted notes like what currently exists for the other training modules?
A: The hand scoring training will be a ‘live’ presentation with a PPT. The PPT and recorded audio will be posted to the portal for future reference.

Q: Are all staff in a building allowed to score Interim Comprehensive PT?
A: OSPI has no restrictions on who hand scores. You’ll want to be sure scorers are trained so the information will be meaningful.

Q: Overall score requires hand-scoring. Are there "partial scores" without the hand-scored pieces?
A: No, the hand scored items are critical to the test map and therefore to getting valid information from the assessment.

Q: Can students take the ICA without doing the hand scoring portion? Will the score be incomplete or will data be generated?
A: My understanding is that no score would be generated.

Q: For an ICA score, does the CAT and PT both need to be completed?
A: Yes, both components comprise the comprehensive summative assessment and comprehensive interim assessment.

Q: For the Interim Assessment Blocks, for the tests that are machine scored, where do we send these to get "machine" scored?
A: The items don’t need to be sent – they will be machine scored once the test session is completed by the student.

Q: When we give the ICA, will the items for scoring be viewable to teachers only after the PT and non-PT have been given? We have given some students the non-PT but not the PT yet, and there is nothing showing up for teachers to score.
A: If the PT and Non-PT both have hand scored items, scoring will be available when both components are completed. In math, only one Non-PT (at HS) has any hand scored items; grades 3-8 Non-PT sections do not have any hand scored items. In ELA, both the PT and Non-PT sections have some hand scored items.

Q: What do the interim assessment block scores mean?
A: There is information in the Online Reporting System that shows what the scores for the blocks and comprehensive interim assessments mean. For the blocks, the student score is indicated in one of three ways: Below Standard, At/Near Standard, and Above Standard. A student scoring Below Standard is performing below the expectations for the grade in the content for that block, as described in the Achievement Level Descriptors. Above Standard works in a similar way, with the student performance being above the expectations. At/Near Standard is a little more vague, because the interim blocks do not have enough items to make a more specific determination than “the student is close to the standard, but may be a little above or a little below.” What is lacking from these three levels is specific information about how well a student needs to perform to be Above Standard, or how poorly students who are Below Standard performed. That’s where more information from the interim comprehensive for a student may be of value. It is always the case in testing that the more robust the test the more precise the information, and when you are sampling (i.e., such as in the interim blocks) you need to be very cautious about drawing conclusions about the student’s knowledge.

Q: What do the interim comprehensive assessment scores mean?
The interim comprehensive provides slightly different information, some at a greater level of detail than the interim blocks. First, the comprehensive report provides an overall scale score. This scale score is on the same scale as the summative assessment, and is likely the best way to see how close, or far, a student is to the standard expected on the summative assessment, and how far above or below that standard expectation they performed. This scale score also indicates the level into which a student falls: Level 1, 2, 3, or 4. More information about what each level means is provided in the report, with Level 4 being exceeding the standard and Level 1 being well below the standard. In addition to these two pieces of information, the comprehensive report shows the performance of the student in the claims for mathematics: Concepts and Procedures, Problem Solving and Modeling and Data Analysis, and Communicating Reasoning. The information for these claims is represented in the same way as the reports for the block, indicating Below Standard, At/Near Standard, and Above Standard, and has the same meaning.
Q: We did IAB yesterday and can't get kids to show in THSS. I called support and they couldn't help (after over an hour on the phone). Is this uncommon?
A: The error is not common. We are working with AIR to get an explanation of why that happened in a few isolated instances.

Q: With multiple opportunities to test, which score is kept and reported in ORS?
A: All of them

Q: Is there a delay between taking the IAB and viewing results in ORS?
A: The only delay is the need to hand score some items.

Q: I have heard that some districts have gotten scale scores for the IABs. Is this true?
A: No. Scales scores are only available for the whole assessment (Summative and ICA).

Q: The student score reports for both the interim blocks (IAB) and the interim comprehensive assessments (ICA) don't provide much information once the student has completed the test, especially as compared to other district assessments we have used. Is there a raw data file of student responses?
A: No.

Q: Can teachers see all the students' answers to all questions -- not just the ones that are hand scored?
A: No

Q: Will any of the interim assessments, CAT, Performance Task, or Blocks, once completed and scored, provide a student Lexile score? If so, which assessment?
A: Not until a linking study is completed between Smarter Balanced and Lexile tests. Such a study is scheduled for next year. Watch for an opportunity to participate soon.

Q: Next year, will the interim block assessment reports provide more information or still just the below/at/above level of performance?
A: There is no current plan to expand the detail offered beyond any enhancements that might arise from the test going adaptive if the item bank allows.

Q: Are machine-scored blocks essentially blocks of multiple choice questions?
A: For math, there are many other item types that can be machine-scored, such as Drag-n-Drop, Equation Numeric, Fill-in Table, Hot Spot. For ELA, the entire block is selected response items if no hand-scored items are included. These will be Research, Listening, and Edit/Revise blocks for ELA.

Q: Will hand scoring be able to be done in real time while students are taking the PT interim assessments?
A: No

Q: How do students submit their written responses for scoring?
A: On the summative tests, responses to constructed response items for tests taken online will be submitted via the online test engine and responses to constructed response items for tests taken on paper test booklets will be submitted via the test booklet. For interim assessments, hand scored items will be scored by teachers in the Teacher Hand Scoring System (THSS).

Q: Please talk about the time frame for getting results for Interim Assessments and Block Assessments.
A: Scores are available immediately upon the completion of hand scoring.

Q: For those of us who are not doing Interim assessments this year, is there a "list" of districts/schools that are actively engaged with these tools?
A: We can provide a status update in the next Smarter Balanced webinar.
Summative Assessments

Q: Are the blueprints on the Smarter Balanced website updated last 4/30/14 for last year's field test, or do they represent this year's summative assessment?
A: Updated blueprints will be posted on the Smarter Balanced website by late February/early March.

Q: It has been heard that the summative this year will not have any DOK 4 questions, even in the performance task. Could you respond to this?
A: There are DOK 4 items in the ELA tests. Information on cognitive complexity considerations in item development can be found in the Smarter Balanced General Item Specifications (http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/ItemSpecifications/GeneralItemSpecifications.pdf) beginning on page 20. More detailed and content-specific information can be found in the item specifications documents available at http://www.smarterbalanced.org/smarter-balanced-assessments/#item.

Q: Did the test developers balance the different strands of mathematics when they considered the types of questions that would be on the test?

Q: What is the difference between a "claim" and a "standard"?
A: Claims are made up of groups of standards. For example, ELA Claim 2 Writing consists of the standards that are included in the content standards for writing. For mathematics, Claim 1 Concepts and Procedures consists of the skills described in the domains, clusters, and standards for mathematics. Claims 2, 3, and 4 consists of skills described in the mathematical practices, applied to the content in the domains, clusters and standards for mathematics.

Q: Can you give an example of stimuli, passages, and items?
A: Example stimuli (including reading passages) and items can be found on the training tests, practice tests, and interim tests.

Q: Is there an extended response component to the summative, i.e., narrative, essay, etc.?
A: The full write for Claim 2 (writing) is in part 2 of the performance task.

Q: Just wanted to confirm, will the summative test this year be adaptive?
A: Yes.

Q: How far above/below the grade level the test will adapt?
A: Up to two grades if appropriate to establish the student's skill.

Q: On the Summative Assessments - Estimated Testing Time chart, please explain the difference between the CAT Portion, Performance Task Only and Class Activity. Are each of these computer based or non-computer based? Are they 3 separate tests/tasks that are done at different times? Can CAT and Performance Task Only be completed in the same block?  
A: The Classroom Activity is not computer-based. Both the CAT portion and the performance task are online, computer-based. The CAT portion of the assessment may be administered in one or more sessions. It is recommended that the CAT be completed prior to the classroom activity and performance tasks. The classroom activity must be done before the performance task but may be done on the same day. The recommended administration time for the ELA performance task is two days, one day for the math performance task. The Test Administrator’s Manual available in the Portal includes further details on sequence and timing.

Q: Will the format of the Smarter Balanced assessment be the same as given to students last year during the Field Tests (e.g., non-performance tasks, classroom activity, and performance tasks)?
A: Yes.
Q: Will the HS ELA test (taken by 10th and 11th graders) have a listening portion? Online and paper/pencil?
A: Yes.

Q: Where does the "listening" portion of the test occur? In the CAT or the PT?
A: In the CAT.

Q: We are hearing that headphones with mics might be required for the 2016-17 school year - is this true?
A: Where have you heard this? OSPI has not. Please send Robin.munson@k12.wa.us more information.

Q: Is there a speaking portion for online tests? How does that work? Does each student need a microphone?
A: Speaking is not assessed at this time.

Q: I have some clarification questions re ELA Performance Tasks: If I am in a lab of students from the same homeroom, will they be experiencing the same three "Research Questions (Part I) as the other students in the lab? Also, on Part II, the FULL WRITE, will students be writing to the same prompt or will it be varied by type of writing and/or prompt among the class?
A: The research questions and full write associated with any given performance task may vary from student to student.

Q: The sample items for performance tasks have times on them, including details like saying "tell students they have 15 minutes remaining." This sounds like they are timed, but we thought these were not?
A: The tests are untimed. The sample items and tasks were early examples from Smarter Balanced and do not reflect the untimed nature of the tests.

Q: In regards to the ELA 7th and 8th grade performance tasks, will students be receiving the same type of writing (narrative, expository, argumentative) as a group or will students get the same resource material and randomly get one of the three styles of writing? I have heard that in the younger grades, students will randomly within the grades get one of either narrative, expository or argumentative writing for the performance task.
A: Students within a grade level within a school will receive the same classroom activity but different performance tasks. Each student within the class may receive either an explanatory, argumentative, or narrative task. They will not all receive the same task nor exactly the same sources.

Q: Will any of the performance task be read to students? What is the purpose of the headphones for the tests? Are they only for the Performance Tasks or also the CAT?
A: Listening items are included in the CAT and will require headphones. There are no listening items included in the performance tasks.

Q: During an ELA PT, if a session is stopped and/or paused for more than 20 minutes, what, if anything will the student have access to when returning to finish the test? The concern is if a student doesn't complete the PT in one sitting what will be there for his reference when returning to the test.
A: There are no pause rules for PTs. Even if a PT is paused for more than 20 minutes, the student can return to the current section and continue. ELA PTs are divided into two parts. After a student completes the first part, he or she cannot return to it.

Q: When will the Summative Classroom Activities be available?
A: They will be available about a week before the summative opens. This is also the timeline that was followed for the Field Test.

Q: What is the anticipated turnaround time on the human-scored summative Smarter Balanced test items?
A: Three weeks.

Q: What does it mean to be completed with third grade testing? Is there a button we push, or does the system just know that we are done?
A: As each student’s test is completed and submitted, scoring will occur. Scores for each student will be returned in the Online Reporting System within 3 weeks from that time.

Q: Is the 3 weeks turn-around is still valid for all other grades in ELA and Math?
A: Yes.
Scores and Score Reporting

Q: Are performance task scores sent to the state?
A: Performance task scores are not reported separately. The scores on performance task items in ELA are included in Claim 2 (writing) and Claim 4 (research). Scores on performance task items in mathematics are included in Claim 2 (problem solving)/Claim 4 (modeling and data analysis) and Claim 3 (communicating reasoning).

Q: If we choose to do the paper and pencil, non-adaptive form of Smarter Balance some content areas and grade levels, how will it be scored?
A: Paper tests will be scored by the new service provider, AIR, using 'machine scoring for multiple choice questions and human scorers for essays.

Q: It is my understanding that students will receive a separate score on SBAC for each ELA claim. Can you tell me if these are weighted? For example, does reading have a higher weight than speaking and listening?
A: Claim scores are not “weighted.” Claim level scores will be reported as Below Standard, At or Near Standard, or Above Standard. For information on the distribution of items between the CAT and the performance tasks and among the claims see http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/05/ELA_Preliminary_Blueprint-2014_04-30Final.pdf for ELA.

Q: When looking at the cut scores and vertical alignment, I understand this to mean that a 3rd grade 2470 means the students knows the same information as a fifth grader receiving a 2470 as the test questions get harder or easier based on answers. Is this correct?
A: Not exactly. While a score of 2470 in 3rd grade is comparable to the same score in 4th grade, the content changes from grade to grade and the same score becomes less comparable as you stretch across successive grade levels. Joe Willhoft uses the metaphor of the telephone game - you can count on the direct connections on the vertical scale but should be cautious about interpreting scores across many grades. Therefore a score of 2493 (the 11th grade cut score between Level 1 and Level 2) should NOT be interpreted as meaning the same level of skill as Level 3 in the 4th grade since the content assessed in the two grades is drastically different.

Q: At the WERA conference, Joe W. implied the vertical scale was specific to a grade level and that items would not adapt above or below grade level until 2/3 of the test had been completed. This means a score of 2500 means different things for different grades. Please confirm this understanding.
A: No, the scale is not specific to a grade level - what Joe explained is that the content of the standards and therefore the test is specific to a grade level, so we can't say that a 4th grade student who achieves a very high scale score knows 11th grade content. Rather, in adjacent grades similar scale scores represent similar skill levels (though not the same content). The farther apart the grade levels the less similar the skill.

Q: How does the performance task weigh into the score?

Q: Why are these scale scores (in the sample interim reports) not in the range of 2000-3000? Will they be on a different scale than the summative, or is this just because the mock-up predated the scale decision?
A: The mock-up predated the scale decision.

Q: How can the paper pencil test score be considered equivalent to online tests because of lack of adaptive feature and all other differences?
A: Smarter Balanced psychometricians are building the paper/pencil tests to be equivalent and will conduct linking studies when scoring is complete.

Q: What does “claim level” mean?
A: In addition to a scale score between 2000 and 3000, claim level sub-scores will be reported. Claim level scores will be reported as Below Standard, At or Near Standard, or Above Standard. The ELA claims are Reading, Writing, Listening, and Research and Inquiry. The mathematics claims are Concepts and Procedures, Problem
Q: Will score reporting by targets ever be at the At Standard, Above Standard, Below Standard form? Or will it stay as strength and weakness indicators?
A: We do not know at this time. Information on reporting by targets is available in Online Reporting System User Guide.

Q: "Proficient" is equated to Thorough and Adequate or 3 and 4?
A: The Policy Achievement Level Descriptors describe Level 4 as “thorough understanding” and Level 3 as "adequate understanding.” The achievement level descriptors are available at http://www.smarterbalanced.org/achievement-levels/.

Q: What's the acronym ALD?
A: Achievement Level Descriptor

Q: Are initial cut scores those career and college ready cut scores or "meeting standard cut scores?"
A: One and the same.

Q: Will WA use the cut scores given today as the cut scores for the grades 3-8 exams in spring 2015?
A: Presumably yes. The State Board has to approve the consortium’s recommendation, but all indications are they will approve as recommended.

Q: Is the scale of growth in increments of one or even smaller?
A: The scores are on a scale that ranges from approximately 2000 to 3000. Scale scores will be reported in whole numbers, i.e., increments of one.

Q: In the past in our state we have discussed "opportunity to learn" when deciding when to hold students accountable for exams and attaching it to graduation. How does "opportunity to learn" factor in?
A: Information on Washington’s transition to the CCSS and the Smarter Balanced assessments can be found on http://www.k12.wa.us/CurriculumInstruct/CCSS/default.aspx.

Q: Will we receive hard copies reports of the summative results?
A: One hard copy of the Individual Student Reports for Smarter Balanced assessments will be printed and shipped to the district. Additional copies can be printed by the district.

Q: Would be great if we could print reports in black and white.
A: We will check into this option.

Q: Approximately when will Smarter Balanced score reports arrive in districts?
A: Scores are available in the Online Reporting System three weeks after testing is completed online or three weeks after paper pencil tests arrive at the vendor.

Q: Will scores from MSP Science come back within 3 weeks of end of testing?
A: No, MSP science scores will follow the same schedule as in previous years.

Q: Are performance task scores sent to the state?
A: Performance task scores are not reported separately. The scores on performance task items in ELA are included in Claim 2 (writing) and Claim 4 (research). Scores on performance task items in mathematics are included in Claim 2 (problem solving)/Claim 4 (modeling and data analysis) and Claim 3 (communicating reasoning).

Q: When will the dropdown menu for score reporting be available for DACs? Right now, we can't choose any schools or see any data even though teachers are using the IABs and ICAs.
A: Users with DC or DA level access have access to all scores in the district. Interim assessment scores become available on a student by student basis as hand scoring is completed for each student.

Q: Once a teacher has done all hand scoring on an IA, and submitted the scores, do the scores show up immediately in the ORS? Or how long a time delay?
A: Typically, the Interim assessment scores show up immediately following scoring. There may be outages or glitches that delay reporting from time to time, but those are not common.
Q: What will the reports for ELA will look like? Scale score? Achievement level? Claims or strand data?
A: The score reports will depend on the assessment: interim comprehensive assessment and summative assessment score reports will contain the same information (Scale score, achievement level, claims scores). The score reports for the interim assessment blocks will include claim level information. Information on score reports is available in the User Guides and Information folder on the Washington Portal. Score report modules are also available in the Digital Library.

**HS Testing and Exit Exams**

**10th Grade ELA**

Q: If we choose to have our 10th graders do the ELA exit exam online is it the same as the Smarter Balance ELA that our 11th graders are taking this spring?
A: Yes, essentially. The Smarter Balanced ELA test is a high school test and the enrolled grade of the student determines which cut score is applied: 10th grade exit level or 11th grade Career and College Ready. The Smarter Balanced item bank is not a bank of items for specific grade levels, but rather HS items.

Q: Please clarify why 10th grade isn't included in Smarter Balanced testing but there is a window for Smarter Balanced for this grade.
A: Grade 10 students will be allowed to take the Smarter Balanced ELA exam. These students meet the assessment graduation requirement via the exit exam cut score that will be determined by the State Board of Education.

Q: Can we just have 10th graders take just the SBA instead of taking the ELA and Math assessments?
A: Tenth grade students will take the Smarter Balanced ELA assessment. Tenth graders will not be allowed to take the Smarter Balanced math assessment.

Q: Can 10th grade students (this Spring - class of 2017) take SBAC math for exit exam? I understand they can use EOC but can/will leave take math SBAC?
A: Tenth grade students (class of 2017) will not have access to the Smarter Balanced math test until next year, when they are 11th graders.

Q: How much time is estimated to take the online 10th grade ELA Exit Exam?
A: Same as Grade 11 - see estimates in last month’s webinar.

Q: If a 10th grader meets the college and career ready cut score, will colleges accept that banked score for running start purposes?
A: We hope so, but need to confirm since the MOU with higher education came before they knew 10th graders would be accessing the HS tests.

Q: Can students earn a Career and College Ready Score in the 10th grade ELA exam?
A: Yes

Q: Is the grade 10 ELA paper/pencil test still slated to be a 3 day test?
A: Yes

Q: Will the Grade 10 ELA be any different than the Grade 11 ELA?
A: The same item bank and test engine are used, but individual tests differ between students because of Computer Adaptive Testing.

Q: Can our major high schools use SBAC, but our two "fringe" high schools use the ELA Exit Exam (they both have huge scheduling problems, given the nature of their student population, and getting kids in to test can be a big issue)
A: Smarter Balanced ELA and the ELA Exit Exam are the same thing (see last month’s webinar and related OSPI Memorandum).

Q: Will the Washington "ELA Exit Exam" for 10th grade be "Washingtonized"?
A: No, the ELA exit exam is the same as the HS Smarter Balanced ELA test.
Q: Can you give us any information about the Grade 10 ELA Exit Exam?
A: This has been covered in previous webinars. 10th graders will be taking the Smarter Balanced HS ELA test, just like 11th graders. The assessment window for 10th graders is the last 12 weeks of school but no later than May 30 (count back 12 weeks from May 30 if your school year ends after May 30). The test may be give online or using paper/pencil.

Q: Is the 10th grade test only ELA, or does it have math also?
A: 10th graders will access the Smarter Balanced ELA test, the Math EOC (year 1 or 2) unless they have already fulfilled their graduation requirement, and the Biology EOC unless they have already fulfilled their graduation requirement.

End-of-Course (EOC) Exams

Q: Can students earlier than 11th grade but in appropriate mathematics courses, i.e., Algebra II, take the Smarter Math exam earlier than 11th grade?
A: No

Q: May 10th graders take the Smarter Balance Math this spring or must they wait until their 11th grade year?
A: 10th graders will not have access to the Smarter Balanced math test, only 11th graders.

Q: Can 10th grade try Smarter Balance Math this year if they have not yet passed the EOC's?
A: No

Q: Will the content of the EOC Algebra and Geometry tests be completely different and will the questions will be taken from the Smarter Balanced pool of questions?
A: The spring 2015 Algebra and Geometry EOC exams will be slightly different from previous EOCs. The spring exams will be developed to assess the Common Core as opposed to our previous Washington math standards. The covers remain similar and will be printed in black and white.

Q: When is the ship-out date for the Winter EOC?
A: Return shipping dates will be communicated through email to district assessment coordinators by end-of-day on Wednesday, January 21.

Q: What is happening with Grade 10 math?
A: Students in Grade 10 and below will take math EOC exit exams after taking the appropriate courses to meet the assessment graduation requirements—10th graders won't be using a Smarter Balanced test.

Q: The Math EOC exit exams are not to be given to students in the classes of 2019 and beyond, but if a school wants to do them, can we get the materials at no cost and get them scored?
A: No, the math EOCs are not available to students in the class of 2019 and beyond. The biology EOC (available on paper/pencil and at no cost) will continue to be available to students taking the appropriate course, regardless of grade.

11th Graders

Q: The ELA Exit Exam changes seem like very good decisions for students, for schools, and for our state assessment system! I'm thinking of my 10th grade daughter and I know she'll be happy to have only one ELA assessment to take. How about math?
A: To clarify for ELA, students who take the high school ELA assessment in Grade 10 and achieve the college and career ready cut score will not need to retest in Grade 11. Students who do not achieve the college and career ready cut score in Grade 10 will be required to retake the high school ELA test again in Grade 11 for school and district accountability purposes. The mathematics assessment graduation requirement for the classes of 2015–2018 can be met by passing one of the math EOCs. For the classes of 2016–2018, the requirement can be met by either passing one EOC or by achieving the graduation cut score that will be set on the Smarter Balanced high school comprehensive math test taken in Grade 11. For the classes of 2019 and beyond, the assessment graduation requirement can only be met with the Smarter Balanced high school comprehensive math test taken in Grade 11,
Q: If an 11th grader takes the ELA and/or Math Smarter Balanced exams and does not earn a high enough college/career ready score, will they be allowed to retake it their senior year in hopes of testing higher and thus avoiding remediation courses in a community college or university setting?
A: Most likely, but OSPI will need to verify we have legislative authority to offer the retake for this purpose.

Q: Are 11th graders being tested twice to reach standard in Reading/Writing/ELA?
A: Students in the class of 2016 (11th graders in 2014-15) must take the Smarter Balanced ELA exam for purposes of accountability. Students in this group who have not yet met standard on the Reading and/or Writing HSPE will also have the opportunity to retake the HSPE(s) in Spring 2015.

Q: How are districts requiring full time running start students to take the SBA as an 11th grader?
A: Check with your ESD or neighboring districts.

Q: Will an 11th grader who meets the Smarter Balanced cut score or the 10th grade ELA Exit exam cut score be able to count that as meeting the HS Graduation Requirement?
A: Students in the class of 2016 (11th graders in 2014-15) who have not met standard on the Reading HSPE and/or the Writing HSPE but who achieve the exit exam cut score on the Smarter Balanced ELA exam may count that as meeting the assessment graduation requirement.

Q: All 11th graders must take Smarter Balanced ELA?
A: All 11th graders must take Smarter Balanced ELA and math for federal accountability purposes, except students with significant cognitive challenges who will be assessed on WaAIM. This is a requirement of No Child Left Behind, for school and district accountability.

Q: If an 11th grade student (class of 2016) met standards on HSPE 2014 in reading and writing, will they be required to take Smarter Balanced this year as an 11th grader to measure if they are College and Career Ready?
A: Students in the class of 2016 (this year’s 11th graders) will need to take the Smarter Balanced high school ELA test in the spring of 2015 for purposes of accountability, whether they passed the reading and writing HSPEs or not.

Q: Grade 11 kids who haven't met standard for graduation will take both HSPE retake and Smarter Balanced because they won't have scores back before the next test?
A: Students in the class of 2016 (11th graders in 2014-15) must take the Smarter Balanced ELA test for purposes of accountability. Any student in this group who has not yet met standard on the Reading and/or Writing HSPE will also have the opportunity to retake the HSPE(s) in Spring 2015. This has nothing to do with when scores are returned.

Q: 11th graders have to take the accountability test even if they passed a previous state test?
A: Yes, all 11th graders (class of 2016) will be required to take the Smarter Balanced ELA and math tests for purposes of accountability, unless they are being assessed by Wa-AIM (WAAS-Portfolio replacement).

Q: If students meet a level 3 (meeting the college and career ready cut score), do they need to take the test again in 11th grade?
A: No, see last month’s webinar and related OSPI Memorandum.

Q: Will freshmen and sophomores in Algebra II be allowed to take the high school Smarter Balanced mathematics test when it is appropriate or will they have to wait until they are 11th graders? This becomes vital for next year's freshmen in the class of 2019.
A: Students will not have access to the Smarter Balanced mathematics test until they are in 11th grade.
12th Graders

Q: Can this year’s 11th and 12th graders who have not met standard in R/W/M take the ELA Exit Exam?
A: Students in 11th grade will take the ELA Smarter Balanced test for school and district accountability purposes. Students in the classes of 2015 and 2016 (typically this year’s 11th and 12th graders) who have not met standard in reading and/or writing will have access to the HSPE and the CAA Options to fulfill their assessment graduation requirements. Those who have not met standard in math will have access to the math EOCs and the CAA Options to fulfill their assessment graduation requirements.

Q: What about retakes for current 11th graders? If they do not pass in the Spring of 2015 do they wait until the following spring (2016)?
A: The Smarter Balanced tests given in 11th grade are not required for graduation until the Class of 2019 so current 11th graders will not need a retake.

Q: What about retakes for next year’s 11th graders? If they do not pass in the Spring of 2015 do they wait until the following spring (2016)?
A: Retake opportunities on the Smarter Balanced tests during 2015-16 are still to be determined. There will continue to be a retake opportunity for the math and biology EOCs in winter (Jan/Feb 2016).

Q: Will there be additional SBAC retakes in the fall or winter for 12th graders next year?
A: We do not yet know.

Q: Can 12th grade students take the SBAC as an option for meeting grad requirements in Reading Writing and Math. Or just the ELA Exit exam?
A: This year, neither. Current 12th graders can only use the HSPEs and EOCs to fulfill their assessment graduation requirements. In future years, they can use the Smarter Balanced tests to fulfill graduation requirements.

Q: Can current 12th graders take the 11th Grade SBA for college placement?
A: No

Q: If a student made graduation requirement scores but not college/career ready scores as a 10th or 11th grader could they retest to try to earn the college/career ready cut score?
A: Yes

HSPE

Q: What if students attempted the HSPE but did not pass? Do they retake the HSPE or take the Smarter Balanced ELA?
A: Students in the Classes of 2015 and 2016 who have not passed the HSPE will need to retake the HSPE. If in 11th grade they will also take the Smarter Balanced ELA test for school and district accountability.

Q: How many years will the HSPE be available for class of 2015 students who do not meet their grad requirement?
A: The Reading and Writing HSPEs will be administered three times: Spring 2015, Fall 2015, and Spring 2016.

Collection of Evidence (COE)

Q: Will there still be Collections of Evidence available for high school students who cannot pass the math, science, and ELA exams?
A: Yes

Q: Will the Option of COE still exist, for those who do not achieve the cut score?
A: Yes
ACT

Q: Does the Biology ACT option become available immediately?
A: Yes.

Q: How long until we can upload ACT Science documentation on EDS?
A: The CAA Options system was able to accept submission of ACT Science scores effective November 21.

Other State Tests

Q: Will the 5th and 8th Grade Science MSP be administered in the same way as SBAC (same rostering, accommodations, etc.)?
A: The 5th and 8th grade MSP online tests will be administered the same way (using the same test engine) as the Smarter Balanced tests, though they are not computer adaptive. Accommodations vary slightly between Smarter Balanced and MSP. Please have IEP teams carefully review the Guidelines when making decisions about the appropriate accommodations.

Q: When will the practices items for MSP science be available and where?
A: Training Tests for the science MSP will be available on the same portal as the ELA and Math training tests. The release date is projected to be early March.

Q: When will assessment address the science test in 5th and 8th grade? Delivered by the same company as last year?
A: I don’t understand this question. The Science grade 5 and 8 MSP assessments will be available online through the Test Delivery System and will be available in paper format.

Q: Are you currently working on a new science test for the new science standards, to be given concurrently with the ELA and Math tests as a summative test?
A: OSPI is partnering with other states to develop appropriate assessments for our new science learning standards (NGSS).

Accountability

Q: What tests are required for state and federal school and district accountability?
A: State and federal school and district accountability are based on grades 3–8 and 11 ELA and Math (Smarter Balanced), and for science the MSP in grades 5 & 8 and Biology EOC in grade 10.

Q: For schools that have "highly capable students," is it necessary to assess students who are exemplary in a certain subject area, and who have collected evidence supporting such placement? Students will already have been subjected to screenings, comprehensive tests, and other formative and summative assessments, all of which were used to "qualify" them. Is it necessary to test them on statewide tests?
A: Yes, No Child Left Behind requires all students in grades 3-8 and 11 are assessed on state learning standards annually.

Q: How does the fewer meeting grade level affect schools that are in school improvement?
A: The exit criteria for Priority and Focus School status have not yet been determined for determinations made on this year’s data; OSPI and the State Board are working on the criteria in light of the new baseline of state assessment proficiency.

Q: Does a refusal to test count against a district and school?
A: Yes, both in terms of participation and proficiency.

Q: What happens if a district does not meet the 95% participation expectation?
A: They do not make Adequate Yearly Progress.

Q: Will scores from students who meet the College & Career ready score in 10th grade be included in the average or count for the next year's 11th grade class?
A: Yes.
Q: If Randy Dorn’s proposed legislation goes through and assessments are no longer used as a graduation requirement but rather as a “snapshot” of how schools are doing, how does that affect Common Core (other than beefing up curriculum standards across the state)? What sanctions will be given to schools that have a poor showing with their testing results (as we all know, students who realize that a test is not necessary to graduate high school, may not put that much effort into it).
A: Most states do not have exit exams but only use high school tests for school and district accountability. Hopefully the use of Smarter Balanced College and Career Readiness scores by higher ed and employers will improve the motivation of high school students to demonstrate what they know and can do.

Q: "Previously Passed" on HSPE will NOT roll up to Smarter Balanced 11th grade scores for accountability. True?
A: True.

Q: I am clear on who counts for Participation in high school, but who is being looked at (grade level) for Proficiency in each content area?
A: The same students - those in 11\textsuperscript{th} grade. Proficiency is the proportion of 11\textsuperscript{th} graders who meet standard (earn a 3 or 4).

Q: Tests for accountability include participation and proficiency, or just participation? (Wondering about Grade 10 ELA)
A: As always, accountability is based on both participation and proficiency. In high school, accountability is only relevant at 11\textsuperscript{th} grade.

Q: For Districts/Schools in Improvement (Have not met AYP) what will constitute "Safe Harbor" so that Districts and schools may meet AYP? How will that be calculated from the MSP/HSPE to the SBAC?
A: We don’t have an answer to this yet. We are working through the AYP implications of the transition to new tests.

3rd Grade ELA Scores - ESSB 5946

Q: Are paper and pencil 3rd grade ELA and Math scores going to be back in time for us to perform required conferences for those that do not meet standard.
A: Should be - that is why the 3rd grade ELA administration window is earlier than other grades and content areas.

Q: If we finish the 3rd ELA by April 23rd, when can we expect scores - three weeks later even if we are not done with 3rd grade math or other assessments at that school?
A: Yes, scores will appear in the Online Reporting System within three weeks after each student completes testing. 3rd graders can still be taking the math tests and other grade levels can be testing as well.

Q: How quickly will we get 3rd grade results for paper/ pencil tests?
A: It will likely take longer than 3 weeks (maybe 5) for the paper/pencil scores to be returned. The exact timeframe is being worked on with AIR. Unfortunately, if using paper/pencil tests, you should test as early in the window as possible (again, online is MUCH better).

Q: By what date or how long will it take to receive grade 3 results. We are trying to determine if results would be back by March 25 student/parent conferences.
A: No, you will not have results by March 25th since it takes three weeks after testing is completed and window doesn’t start until March 10th.

Q: Based on the 3rd grade reading cut scores, are we correct that 65% of students will need a parent conference.
A: Yes, to the degree Washington’s operational results match the consortium-wide field test results.

Q: We have a question about the new requirement for 3rd grade parent conferences based on SBAC scores. The RCW says it is required for kids who are below basic. Please clarify if this rule applies to students that score at “below basic” or does it also include students that score "basic”?
A: The legislation says “below basic”. Please see the bulletin issued Dec 4th, which says, “Parent meetings and intensive improvement strategies/summer programs for 3rd grade students: Beginning in spring 2014-15, if a student is “below-basic” (Level 1) on the 3rd grade English Language Arts Smarter Balanced assessment, the principal or designee, teacher, and parents are required to meet before the end of the 2014-15 school year to discuss and agree upon:
Intensive strategies to improve the student’s reading skills.
Appropriate grade placement for the student.”

Q: What is our communication requirement regarding score reports for 3rd grade ELA?
A: The current plan is that a single hard copy report for each student will be shipped to districts in mid-late summer. Delivering that report to parents should be in line with past practice.

Q: Is Smarter Balanced really going to be used for 3rd grade LAP law if we are anticipating higher student numbers not meeting proficiency in the first years?
A: Yes, that is what state law requires.

Q: Will OSPI provide a list of recommended 3rd grade reading interventions to support principal conferences?
A: Yes, a state menu of best practices is now available. Beginning in the 2015-16 school year, school districts must use intensive reading and literacy improvement strategies from this menu for schools where more than 40% of the 3rd grade students scored at basic or below basic on the state English language arts assessment. In the years ahead, best practices menus will be developed for mathematics and disruptive behaviors.

Q: Looking at the rate of passage, will there be anyone speaking to our state legislators so that they have an understanding of what is happening with the new assessment since we are required to meet with all third grade parents before the end of the school year?
A: OSPI will be presenting to the legislature throughout the session. Districts, schools, teachers and the public are encouraged to be part of the process as well.

Communications

Q: Are templated documents available to share a common message to parents and community? When will those be available?

Q: How will community be helped to understand this shift and the change in scores? They are going to view it as massive drop off that cliff.
A: OSPI is partnering with a coalition of entities on the Ready Washington campaign and will be preparing other materials for districts to use with their communities.

Q: I believe we, as educators, understand the performance levels and new baseline concept....how much work is being done to educate the general public?
A: Quite a bit.

Q: Will there be informational letters or newsletters templates for districts to access for media releases?
A: Yes

Q: Will OSPI provide us with a communication template for the student/parent tab?
A: Not for the student/parent tab on the Portal (intended for parents and students as the audience), but sample parent letters are available at http://www.k12.wa.us/Resources/LetterTemplates.aspx.

Q: What would you say is the best online SB resource for parents and the public in general?
A: See the resources page on OSPI’s website, which includes the following and more:
a. Common Core and Smarter Balanced Hot Topics: http://www.k12.wa.us/Communications/HotTopics/HotTopic-CommonCore.pdf, and
b. family resources page at Ready Washington: http://www.readywa.org/parent-guideshandouts.html

Q: Where on ReadyWa is that chart?
Miscellaneous

Q: How can one sign up to receive the Washington Assessment Weekly?
A: District Assessment Coordinators can request others be added as a Designees (assessment support) to the WAW newsletter by emailing Kimberly.DeRousie@k12.wa.us. District Assessment Coordinators should be your point of contact.

Q: If we have teachers that are using the MAP assessment for their student growth goals, is there a way to correlate the math score to an interim assessment score with the fall MAP score?
A: No.

Q: I am getting the impression that "Career" means getting a job after college but not necessarily a career that might come from preparation for trade/technical school, military, community college, etc.?
A: There is no emphasis intended for one or the other.

Contacts for Assistance

Q: Do you want test administrators to call the AIR help desk while in the classroom when having troubles or do we need to filter that through our tech dept first?
A: I’d definitely start with your local tech support, as they are most likely to be able to solve issues related to your local network, then escalate to AIR Help Desk if issues are still unresolved.

Q: If we have questions after today about the Smarter Balanced process, who is the best to contact?
A: If you are not the district assessment coordinator (DAC), contact your district assessment coordinator. If you are the DAC, follow the normal process of contacting Kim DeRousie for operational questions (Assessment @k12.wa.us), the assessment analysts for data related questions (assessmentanalysts@k12.wa.us), and me for policy or big picture questions (robin.munson@k12.wa.us).