

## District Administrator / Proctor Survey Report, July 11, 2014

Below is a summary of the results from the Smarter Balanced Field Test District Administrator/Proctor Survey administered in June 2014. The survey was designed to collect feedback on their experiences from the Smarter Balanced Field Test administration to guide future development and administration procedures. Over 800 responses were provided to the survey. This survey is a nonscientific survey conducted by the CSDE Academic Office.

Question # 1	What was your role during testing?		
	Percent	Count	Percent
Test administrator/teacher		681	79.5%
Other (please specify below)		73	8.5%
District test coordinator		26	3.0%
Technology staff		12	1.4%
School coordinator		65	7.6%
<b>Total</b>		857	100.0%

OTHER (Please specify)	
	My students and I were kicked out of my computer lab everyday of testing for ALL grades! Very sad!
	had to give break to teacher giving the test.
	I was a long-term sub beginning in March. I was never trained and did not have a log-in, so each testing day I needed someone to get started. Often I was left to administer the test, again without training.
	proctor. no access to test administrator computer.
	I am a para educator and I help my student who is visually impaired read the test.

Question # 2	If you are a teacher, what grade level(s) do you teach? (Check all that apply)	
	Percent	Count
Grades 3-5		261
Grades 6-8		272
Grade 11		117
Other grades		116

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<b>Question # 3</b>	<b>Did students have an opportunity to participate in the Smarter Balanced Practice Test and/or Training Test before testing?</b>		
	Percent	Count	Percent
Yes		690	93.9%
No		45	6.1%
Total		735	100.0%

<b>Question # 4</b>	<b>In your opinion, were the Smarter Balanced Practice Test and/or Training Test helpful?</b>		
	Percent	Count	Percent
Yes		542	75.3%
No		178	24.7%
Total		720	100.0%

<b>Question # 5</b>	<b>Please share any comments on the administration of the Mathematics or ELA/Literacy Non-Performance Task tests.</b>
	<b>They ran smoothly</b>
	<b>All Faculty was trained. They were delighted with the easiness of the administration of the test. We had few problems. When one test session would not work, a make up session the very next day worked perfectly.</b>
	<b>Except for the few times the testing site itself was having difficulties, it was easy to administer. Make-ups could be given with regular classes since it was just a matter of approving the particular test for the students. / / Having a practice year was very helpful; it took quite a bit of angst out of the whole process for those who are still not as tech savvy as we would like.</b>
	<b>The administration went smoothly. I felt that I was adequately prepared once I got there, but had not felt ready prior to that. It was helpful that there were support staff that had more experience in with me to help. You definitely need two people.</b>
	<b>Good anticipatory lesson.</b>
	<b>The piloting of the exam showed we can run the test next year. Otherwise, the results for this year will have no validity due to student apathy.</b>

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<b>Question # 5</b>	<b>Please share any comments on the administration of the Mathematics or ELA/Literacy Non-Performance Task tests.</b>
	The math questions were too wordy and it was not about being able to solve the problems but how to figure out what they were being asked to do. Because the level of the questions were so difficult, students were not properly prepared. The curriculum that teachers have been using in no way prepared the students. The teachers are by no means at fault but I feel they were let down by the politics of the test.
	The entire test was developmentally inappropriate. it created the most stressful environment and some students cried, even some of our brightest because the bar was raised so high, it was almost unattainable. No amount of in class preparation supported the test-taking.
	The test was FULL of errors. Items had confusing directions and or tasks that students could not do.
	if there was a break and one administrator logged out it was difficult for another administrator to log in and restart the same test
	This has got to be a joke? I just spent 30 minutes trying to respond to this survey and it refused to allow me to submit it. I got the following message, "Limit responses to characters." / / This survey is just like the SBAC long winded with lots of fields to type into, confusing instructions and full of bugs that prevent it from working properly.
	The highlighting sections of the exam were problematic because if students did not chose enough they weren't able to go on. They just highlighted random things because it wouldn't let them go forward with what they thought was a full answer.

<b>Question # 6</b>	<b>Please share any comments on the Classroom Activity.</b>
	The Classroom Activity was a positive experience to generate ideas and thinking, which they were then able to bring with them for the Performance Task.
	The Classroom activity went well. The teachers should be able to use technology such as a PowerPoint to conduct the lesson to save time.
	I would like to see more of an ELA or math connection in the classroom activity. I was able to see all classroom activities ELA and Math for grades 3 through 6 and after seeing the actual performance task I felt that what the students did in class did not really benefit them in the performance task itself. Clarifying of mathematical concepts and ELA vocabulary would be more helpful to students.
	As a Special Education teacher, I loved the concept and potential of the Classroom Activity. Unfortunately the final test scenario did not allow for the students to reap the benefits of review in the classroom.
	The students loved the Classroom Activity. My Team was great in that each teacher did the ELA and the Math Activity in their individual homerooms.
	The was very enjoyable for eh kids and built the background needed to complete the task., They students seemed to like them and want to do more

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Question # 6	Please share any comments on the Classroom Activity.
	with them.
	It was unclear which was the question and which was the question and answer. There was no way to easily see who had completed all the test once the session was closed so doing makeups and knowing who still had to complete the assessments was not possible. Each teacher had to remember to write down who had not completed the particular assessment because they could not just pull up the grade level and see what students had completed what assessments. The enabling of text to speech was confusing because instead of saying read just question or read both question and answers it said read stimuli. It was unclear which was the question and which was the question and answer.
	The classroom activity had incorrect information. Also, it is ridiculous that the students could take notes but not bring them to the test.
	Relevance was questionable depending on the topic. The donuts topic for grade seven students seemed redundant. Having teachers create the lesson components, video, visuals, etc, was stressful on staff. Would be better to have a scripted lesson with embedded visuals already mapped out. Staff should be able to preview the materials prior to testing to be prepared for the activity or lesson.
	Though I understand the rationale behind the classroom activity, it does present some problems with makeups. Adhering to the few day window between activity and testing session was problematic for makeups. Some students originally participated in the class activity but were absent for testing. Upon their return the window has expired. Do they have to participate in the classroom activity again? Likewise, some students were absent for the classroom activity and then present for the test. It was difficult to get students present for both.
	On one hand it seems like a good idea to help every one exposed to the vocabulary and graphic information. On the other, the students felt betrayed when we had to take their notes away from them to begin the test. The time for this is just too long. The activity, the multiple readings, and the complex written responses are just too much. They are not doctoral students sitting an exam. Be responsive to their attention spans and developmental needs.
	The classroom activity was unclear. I learned by word-of-mouth what students were expected to learn. It was also unclear how we could present information without giving away too much information.

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<b>Question # 7</b>	<b>Please share any comments on the administration of the Mathematics or ELA/Literacy Performance Task tests.</b>
	I thought the administration of the performance tasks and the tasks themselves were much more manageable in the suggested time frames than the non performance task tests. I liked the performance tasks
	The administration was easy. The students were engaged and on task the entire time. There was an entry point into the task for all students. / / Having the requirement of doing this portion of the test within 3 days of the Classroom Activity was a bit tricky for kids who got sick after. We had to redo the Classroom Activity for some of the students before administering the test portion.
	I liked how these were randomized among students. However, like the Non PT tests, even though a test proctor(administrator) selected both options, (2-6 options for non PT tests), there was still only one option that appeared in the proctor list view. / / The themes seemed interesting to the students, also.
	I liked the tasks. I think more access to the vocabulary and what it means in context should be made more available to that all students have a chance to answer the question with clarity.
	Students liked the real world application of these problems and found them interesting.
	It has become pointless to conduct so many test just so that people who haven't taught in the classroom in ages (or maybe never!) can sit around a table "analyzing" data, to then turn around and tell teachers what THEY are doing wrong! What IS wrong is that you would make this "guinea pig" test a requirement, on computers at that (which are VERY limited at our school). As if it's okay to throw two weeks of a course curriculum (with block scheduling it's actually like four weeks) out the window so that this test could be conducted; a test, which by the way, was not taken seriously by students who are tired of testing and testing and testing!!!
	The directons for the first part of the Performance tasks were too long and students didn't understand many of the directions. The students found that going back and forth between the sources and where they were to talke notes difficult. Also, the notepad they took notes on disappeared when they went to write. Many students found it diffilicult to remember what they wrote on their notes. It would have been great if they could have kept the notepads along side where they were to write their piece.
	Some of the performance tasks were very difficult. Some of the "features or tools" did not work, and to be honest students and teachers don't have time to refer to the directions for the tools, it is disruptive to have to go find out how to type in a fraction.

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<b>Question # 7</b>	<b>Please share any comments on the administration of the Mathematics or ELA/Literacy Performance Task tests.</b>
	The un-timed nature of these portions caused major confusion. Some students took literally hours and completed them over a few days. Other students finished in a reasonable amount of time, so I can't say it was a wide-spread problem. However, districts need guidelines around how much time is too much time, and whether or not a PT should be completed over 2 or more days. Having said that, if students are writing a lot and want to finish a quality piece it should be allowed. How would they be scored if they submit an incomplete Full Write? While this was most evident with ELA, I did have the same concern with math, just not to the same extent.

<b>Question # 8</b>	<b>Did you feel that you were adequately trained for the test administration?</b>		
	Percent	Count	Percent
Yes		431	59.1%
No		239	32.8%
My role did not require training		59	8.1%
Total		729	100.0%

<b>Question # 9</b>	<b>Please share your comments on the adequacy of the training that you received and any suggestions that you have for improving your preparation for administering tests.</b>
	My district provided a half day PD on administering SBAC and then the testing coordinate attended a literacy meeting with coaches to provide additional support. She was ALWAYS available to answer any questions that we had. She made the process very doable.
	I trained myself so that I could train others. I did wish the step-by-step instructions came out before the test came one line. I had created my own in order to train teachers. Once I saw the instructions for administration, I switched to the SBAC directions. We like to do things well in advance in my district.
	The district coordinator did a phenomenal job preparing our staff!
	I proctored both the ELA and Math sections of the Smarter Balanced assessment. I was given a copy of the test selection instructions for test administrators a few days before the test. I did not have any issues logging into the TA Interface, and I thought the proctoring went smoothly.
	the manuals were clear enough to do my role effectively

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<b>Question # 9</b>	<b>Please share your comments on the adequacy of the training that you received and any suggestions that you have for improving your preparation for administering tests.</b>
	<p>I received as much training as it was possible to get. However, there was no opportunity to work on an actual computer session with the same protocol as the testing prior to the testing. In other words, there was no way to adequately practice with actual students and actual computers before the test. Also, some of the procedures that were taught prior to the tests were not the procedures that took place during the actual tests. I was prepared to expect one thing, then ended up having to deal with something else during the actual testing. For example, when students went to "pause" during testing to use the bathroom, they were logged out completely. Then they had to go through the whole long login process all over again. I received as much training as it was possible to get. However, there was no opportunity to work on an actual computer session with the same protocol as the testing prior to the testing. In other words, there was no way to adequately practice with actual students and actual computers before the test. Also, some of the procedures that were taught prior to the tests were not the procedures that took place during the actual tests. I was prepared to expect one thing, then ended up having to deal with something else during the actual testing. For example, when students went to "pause" during testing to use the bathroom, they were logged out completely. Then they had to go through the whole long login process all over again.</p>
	<p>I received training at the district level and feel it would have been extremely helpful if my trainers had all the documents available to them at the time of training. Some of the more important documents were not made available until a week or two before we went live.</p>
	<p>Too much had to be learned on our own. The state should have provided more comprehensive and accurate instructions as to how the test worked.</p>
	<p>Nobody in the administration knew what to do so they just left it up to teachers to figure it out. some schools were doing things other schools weren't. No continuity in what was supposed to be done.</p>

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Question # 10	Please select the response(s) that best describes the testing schedule used in your school/district: (Please select more than one, if applicable)	
	Percent	Count
Students were tested by grade level, all taking the same test at the same time.		420
Students were tested by grade level, with students taking different tests on a given day.		137
Students were tested across multiple grade levels, all taking the same test at the same time.		71
Students were tested across multiple grade levels, with students taking different tests on a given day.		121
Other (please specify below)		36

OTHER (Please specify:)	
	<p><b>We administered the test by team. Basically, 1/2 a grade at a time.</b></p> <p><b>Students were tested in their respective classes on certain days (ex: first 6 days of testing, all students took SBAC during their english classes. next 6 days, students took SBAC during math classes)</b></p> <p><b>Please request copies of individual school schedules. Too difficult to describe because of day to day schedule changes.</b></p> <p><b>Our testing was spread out over three months, with different. Classes and grades taking different tests on different days, weeks, times. It was a giant scheduling mess. Students would start a test one day and need to finish it a different day. They couldn't always access their previous work, and sometimes their previous work was not saved.</b></p> <p><b>Because we did not have enough computers to accommodate 400+ students we tested students in 3 groups. Students in non-AP classes, ELL, and students taking AP classes. AP students were tested last</b></p>

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<b>Question # 11</b>	<b>Please select the response(s) that best describes the testing schedule in your school/district:</b>		
	Percent	Count	Percent
One test per day		392	54.1%
Other (please specify below)		24	3.3%
One test across multiple days		212	29.3%
More than one test in one day		96	13.3%
<b>Total</b>		<b>724</b>	<b>100.0%</b>

<b>OTHER (Please specify):</b>	
	No student took more than one test per day, and each day, I had different grades / different tests.
	One test per student per day for the original testing, but for make-ups we tried to finish as much testing as we could get in during the students' available time (some students had to make up 2 or 3 tests).
	We had two testing sessions per day. On some days, this meant one test and other days it meant two tests.
	Varied depending on school. We let schools set their own schedule within the district schedule.
	ELA was divided into 3 sessions, as was math. We did not need all 3 sessions for each class.

<b>Question # 12</b>	<b>Based on your observations, how / did the testing schedule work for your / school/district?</b>
	It has become pointless to conduct so many test just so that people who haven't taught in the classroom in ages (or maybe never!) can sit around a table "analyzing" data, to then turn around and tell teachers what THEY are doing wrong! What IS wrong is that you would make this "guinea pig" test a requirement, on computers at that (which are VERY limited at our school). As if it's okay to throw two weeks of a course curriculum (with block scheduling it's actually like four weeks) out the window so that this test could be conducted; a test, which by the way, was not taken seriously by students who are tired of testing and testing and testing!!!

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Question # 12	Based on your observations, how / did the testing schedule work for your / school/district?
	I feel like our district was testing FOREVER!!!!!!!!!!!!!! In our school specifically, we lost all privileges to the computer lab for two months due to the testing and I feel that is unacceptable. Classroom teachers were unable to carry out important research projects because there were NO computers available in our entire school. In addition, computers needed to be removed from classrooms so that there were enough computers for the students to take the SBAC Test. Totally inconvenient and the students suffered for it.
	again--test time was too long, students took both ela, or both math on the same day, there was supposed to be a break in between, but for kids that worked hard and took it seriously there was no time for a break
	Being the first year we had each grade level take one test a week.
	Each school was able to make up a schedule that best fit their needs.
	Chaotic. Parents were not adequately informed of changes.
	It worked well. The time extra allotted for classes that were finished were used for students to complete make-ups.
	It was a cluster situation. Our computer labs were closed for months!!!!!! Our job requires kids research and publish!!!!!! impossible!!!!!!
	We are revising it for next year - way too long of a period of time to disrupt real teaching. Too much testing!!!
	I really liked the testing schedule. Much less disruption to our instruction. I appreciated the flexibility so we could meet our needs. We are already thinking of ways to make it even more efficient next year.

Question # 13	How could the testing schedule be improved for 2015?
	There should be a way to submit the test, even if all the questions are not answered. What we are doing - having kids "finish" by just clicking - I don't think it is helping SBAC to see if the test is good. The questions at the end of the test that are "answered" to complete the test may be valid questions, but may be answered incorrectly just to complete them. Or - when time is up for taking the test, and student have unanswered questions, maybe have an option at the TA interface to mark the test "finished". / / On the ELA-NonPT: I don't like that some of the test have a half-way point check list that they need to click and say they won't be able to go back - inconsistent between tests (not all kids had this). / / I would also like each test to be administered over one day, and be given a time limit. I don't like that on the second day of testing, they cannot go back and review answers. One test - one day! / /
	Decrease the amount of questions. No 5th or 6th grade student should be taking 7+ hours of testing over 7 days. Too much! you are not getting true feedback because the students are exhausted.

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<b>Question # 13</b>	<b>How could the testing schedule be improved for 2015?</b>
	We are limited in options. The schedule is more or less determined by the district's bandwidth, internet access, and number of computers/laptops/Chromebooks.
	Better wifi access. / Maintain test window assigned. / Purchase two more Chromebooks carts.
	We could stagger the testing for ELR. Have one session on one day and the second session on the other. At our school, we do not have enough computers for all of our sophomores or juniors, which forces us to test half of our students on one day and the other half on the second day.
	Provide thorough instruction to students and test administrators. We need to redesign the SBAC to assess students on mastery of CCSS within the timeframe used for administering the SAT or ACT. The SBAC was way too long for younger children.
	The log-in screens were difficult to manage on Chromebooks for elementary-aged students. There were multiple redundancies, and students were confused by the link pertaining to "click here if you are not a California student."
	The state of CT. should mandate how long any child should have to sit in front of a computer. I heard of some schools that sat students in front of computers for three hours to get it done. This needs to be regulated! Also. there needs to be a maximum number of hours spend on any one test before it shuts down. This needs to be mandated by SBAC.
	WE NEED TO HAVE A CAPT LIKE SCHEDULE WHERE ONLY STUDENTS WHO ARE BEING TESTED ARRIVE FIRST IN THE MORNING. NON TEST TAKERS ARRIVE AT A LATER TIME.
	All students in the school take the same test on the same day. / All testing concluded in four days.
	more computer labs so that we can accommodate the testing within out cycle windows. We are one of the CTHSS schools and our testing window is NOT a full window due to our shifts from Academics to Trades. We need to think of a way of dealing with this unique challenge.

<b>Question # 14</b>	<b>Please provide feedback on the length of the testing sessions for your students.</b>
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	Percent	Count	Percent
They were about right.		333	47.6%
They were too long.		317	45.4%
They were too short.		49	7.0%
Total		699	100.0%

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Question # 15	Did the use of school/district computers and/or labs for testing purposes affect your ability to use technology for instructional purposes?		
	Percent	Count	Percent
Yes		479	66.4%
No		242	33.6%
Total		721	100.0%

If yes, please specify:	
	All computer classes were cancelled for students from March until the beginning of June. Since we are a Pre K- 8 school, we had to test Grades 3,4,5,6,7 and 8.
	Due to the importance of the SBAC test, students were unable to use the computer lab or their grade level laptop to ensure that their would be no issues when testing days arrived. This caused teachers to be unable to have students complete projects, work on assignments in class that required this technology and it restricted teachers ability to teach interactive lessons.
	Lab and laptops were being used for testing all day long which meant they were not available for classroom instructional needs during testing window. Also programs like SuccessMaker and YouTube were not able to be used because of bandwidth concerns during the testing window.
	We were knocked out of the system many times during testing.WE made many calls to smarter balance to help resolve computer issues.I had a student from another state requesting approval for testing.WE were not trained to resolve all the computer issues that took place.
	We did not have Technology classes during testing time, which took away from weekly instruction for our students, as well as planning time for our teachers. We were also told that no classes could use the computer lab during the three week testing window since computers were only to be used for Smarter Balanced Testing.
	We used two labs to do this. Ipads are not an option due to the need for keyboards. Children need a mouse for this test.
	For two months, all computer labs were off limits every morning and many afternoons. That is stupid. /
	Since all students in one grade level were being tested, all Ipads were collected throughout the school, so that every child could have one. Students who needed accomodations - IEP etc. were using the computer labs. Additionally, the Ipads were locked so that the kids could only have access to the test during testing time.

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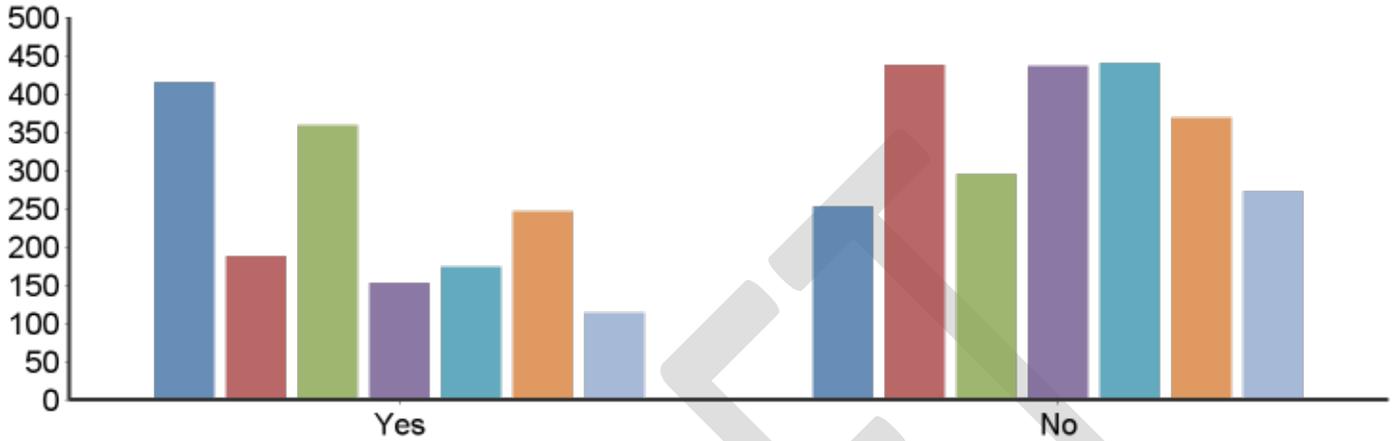
<b>If yes, please specify:</b>	
	<p>Could not stream videos due to high Internet traffic.</p> <p>We were not allowed to use ANY mobile labs or computer labs for two days before the testing window, or during the testing window. Teachers had to reconfigure plans and shift entire units of study to accommodate the massive technology restriction. Then, because the math test was rescheduled, this occurred again - a second testing window without access to technology after teachers had already shifted plans once. I do not understand how we allow a test to take precedent over student learning. Doesn't that go against the fundamental values of education?</p>

<b>Question # 16</b>	<b>What changes would help your school/district better prepare students with the technical skills needed to take the Smarter Balanced assessments?</b>
	<p>Better keyboarding skills</p> <p>Children need to be keyboarding starting at a very early age if they are going to be using technology. I feel that with Smarter Balance, students were tested on how well they were able to maneuver the technology as well as the content. Students had a lot of difficulty with the split screens, having to arrow up and down to keep going back to the passage. This was extremely difficult for third grade students. Even though they have taken other assessments on the computer, they have not been at this high technical expertise needed. Students spend so much time trying to figure out how to use the technology that I believe it impacted their performance.</p> <p>Hire full time computer technology teachers for each building, and update our aging hardware and infrastructure system. Most of our computers are over 8 years old.</p> <p>Maybe a tutorial available earlier than the last minute.</p> <p>I really liked the training modules that were on the website. They were very helpful. Please continue with those.</p> <p>Have different grade levels that the tests during different semesters. Intermediate in the fall, jr high in the winter, high school in the spring.</p> <p>Students really need to have their own computer or table everyday so that they can hone the skills needed to take an in depth test like this. Asking them to demonstrate their knowledge on a computer when they DO NOT get to use one everyday is unfair and puts some children at a SEVERE disadvantage.</p> <p>train them in the tools</p> <p>Wifi installation school wide. / Mice</p> <p>All equipment needs to be in good working order and all supplies like headphones should be checked ahead of time.</p> <p>still waiting for the release of the digital library of released questions for practice throughout the year.</p>

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<b>Question # 17</b>	<b>Were any of the following school-based issues a problem while testing?</b>
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- Device Failure
- Missing or incorrect student login information
- Internet connectivity
- Bandwidth
- Testing administrator (TA) login problems
- Testing system/interface (e.g., problems with missing test items, missing icons, etc.)
- Other



<b>OTHER (Please specify):</b>	
	<b>Some days the whole system was down.</b>
	When a student tried to click on a word that best explains the definition - they could only click on the correct word - no other options would highlight (rather defeats the purpose of seeing if the student knows the correct answer, if there is only one choice). This happened to several students. / / Also, for several students, the question needed to be answered by choosing two boxes, and they were only allowed to choose one. / / A click and drag problem, which required something to be dragged somewhere else could not be done - we all tried it, and it did not work. / / One student was having an issue dragging numbers into a box - the choices were all single digits and she wanted a double digit answer, which was possible, but you have to hit the exact middle of the box! / / Also, with kids that had text to speech accomodations, there was inconsistency in text to speech (first day of testing) - sometimes question was read with options and sometimes only part of the question and sometimes questions and options - found no pattern whatsoever.
	Students completed the test and it said it was not completed.
	Test would only accept correct answers and wouldn't let students choose the wrong answers. / Test would sign students off while they were still working. / Test made teachers sign in twice each time to get into the system. / Test had calculator for some 5th graders even though we received a document that said no calculators for 5th grade. / Test said they started a test, even though they had not. / Test would time out even though the student was working on it.
	Certain questions would ask the student to click on a word and the student could not click on the word.

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<b>OTHER (Please specify:)</b>	
	Sometimes a page would say "you can not move on until all questions answered" when a child HAD answered all of the questions. Also, when needing to select a sentence from a passage to click on to highlight the child often could not get the sentence to remain selected
	Errors in some test questions caused the test to not function properly
	Strange pop ups
	lack of answers
	I tunes pop ups
	Students couldn't input an answer. / The system would just kick a student out.
	Large print was not available for a specific student even though we entered the acoomodation on the system way ahead of time.
	Missing buttons on student screens to go forward. Questions missing answer choices blocking student progress.

<b>Question # 18</b>	<b>Did you utilize the Online Reporting System (ORS) to monitor test progress/completion at your school?</b>
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	Percent	Count	Percent
Yes		468	75.2%
No		154	24.8%
Total		622	100.0%

<b>Question # 19</b>	<b>Where did your students take the field test? (Select all that apply.)</b>
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	Percent	Count
Computer Lab		472
Other (please specify below)		58
Classroom		424
Library		199

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<b>OTHER (Please specify:)</b>	
	Resource room
	stage
	Music Room
	For small groups needing extra time we used conference rooms
	Ancillary staff rooms
	community room

<b>Question # 20</b>	<b>What devices did your students use to take the test? (Select all that apply.)</b>	
	Percent	Count
Desktop		502
Other (please specify below)		21
Laptop		319
Chromebook		165
Tablet		46

<b>OTHER (Please specify:)</b>	
	IPAD
	Paper and pencil
	net book
	hornbook
	Computers on wheels
	laptops in classrooms, desktops in computer lab
	Chrome books in a classroom with inconsistent wifi.
	If the students were being read to, then they used an FM with an AV cord connected to the computer as they have hearing loss.
	Desktop seemed to have less problems that the Tablets.
	Think pads

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<b>Question # 21</b>	<b>Would you use the same type of devices next year for the operational tests?</b>		
	Percent	Count	Percent
Yes		449	64.0%
Not sure		215	30.6%
No		38	5.4%
Total		702	100.0%

<b>If no, please explain:</b>	
	<b>Not if I can help it! Our machines are too old to handle it.</b>
	<b>The IPADS were terrible. They took too long to set up with guided access and the screen size was too small for the students.</b>
	<b>Students should be tested with the same mode they are instructed in.</b>
	<b>The chrome books were not compatible with the SBAC testing</b>
	<b>Set-up was too long and took too much time. Would not do it again for testing next year.</b>
	<b>Students had issues or were unfamiliar with the mousepad. An actual mouse might be more appropriate.</b>
	<b>Hard wired lab setting would allow common testing protocols and higher device reliability.</b>
	<b>Wasn't trained in how to lower or raise the volume on the laptops.</b>
	<b>no tablets. Not smoothly compatible</b>
	<b>not if there were enough computers available</b>

<b>Question # 22</b>	<b>Were the embedded tools (e.g., calculator or highlighter) helpful to students?</b>		
	Percent	Count	Percent
Yes		441	65.3%
Comments (please specify below)		74	11.0%
No		160	23.7%
Total		675	100.0%

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COMMENTS (Please specify:)	
	yes, students used strike through, highlighting, scratch page, dictionary, flags, etc. The students mentioned that the words in the dictionary were easy words and they would have liked some other choices to help them understand the text.
	Students need more practice with embedded tools.
	Issues with highlighter not working or only allowing the correct answer to be highlighted.
	If they could find them.
	Many tools were reportedly not used.
	Some of the students were unfamiliar with how to use those tools. Some of the math tools did not match the video that was provided for us on the state website.
	I have no way of knowing. We were told not to discuss test content with students .
	No, there seemed to be problems with the calculator and highlighting and planting points on a grid.
	very frustrating- you couldn't erase one highlite, it erased everything. when you typed notes into the notepad, you couldn't have the notepad open when typing final answers
	The students were prepped in the Media Center during SBAC Language Arts Practice training. They were very comfortable with the "extras" they could use as part of the test.
	Yes, I felt the tools were helpful, but they just needed to practice utilizing them more. Toward the middle to end of the testing period, after taking a couple of tests, the students started to feel more comfortable with the embedded tools.
	I think that special education students should be able to choose if they prefer a hand-held calculator, if they are more familiar and comfortable with it. There aren't many accommodations for most special education students, above what regular ed students are provided.

Question # 23	Were the embedded supports/accommodations helpful to students?		
	Percent	Count	Percent
Yes		419	65.2%
Comments (please specify below)		57	8.9%
No		167	26.0%
Total		643	100.0%

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<b>COMMENTS (Please specify:)</b>	
	Confusing to open so many windows. Too many options.
	Having universal accommodations such as extended time were a big help
	Can't be sure as they didn't work.
	But the voice packs were not very good quality.
	only one person had the log in information---should have been made available to the classroom teacher. Most times, students werent able to use accomodations.
	The students did not like the voice. The calculator was helpful.
	Again....students needed more time to get used the tools! /
	Not aware of any accomodations beyond sound.
	Text-to-speech was particularly helpful and easy for students to use. Is there an icon that could be positioned closer to the questions that would be more accessible for students to press, rather the using the drop-down menu to access this feature?
	The computer voice was to hard for the students to hear. They complained that they spoke way to quickly. Some of the read to parts of a test were not working on that day which made the test even more stressful for them.

<b>Question # 24</b>	<b>Please use the space below to indicate any additional thoughts or comments about the Smarter Balanced assessments.</b>
	I wish there was a way in the reports feature to simply type a students ID number in and see what tests they still needed to do. It would make checking for make ups on a particular student simpler.
	The students who needed the accommodations the most lost out because they did not work properly. The problem was not fixed throughout the whole assessment time even though several calls were made regarding the issue
	its strange that this survey will not accept punctuation
	Please think of ways to help students be successful and successfully understand the test rather than create a highly rigorous test that leaves even a highly skilled fifth grader feeling incapable and defeated. It was so sad.
	Although polite, many Smarter Balanced help desk employees were not helpful at all. I often knew more then they did which was very frustrating. It was also very annoying for them to go through their long list of questions (i.e. What district are you calling from? etc.) when I just had a simple question that needed a quick answer. Additionally, almost always, we were referred to "tier 2" support. Most of the time, we never heard from them again. Sometimes, we finally found an answer on our own, or the problem corrected the following day. By the time we did (if) hear back, the issue was resolved. In the meantime, students lost days of testing.

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<p><b>Question # 24</b></p>	<p><b>Please use the space below to indicate any additional thoughts or comments about the Smarter Balanced assessments.</b></p>
	<p><b>We need to find a way to decrease the anxiety these assessments truly provoked in our students. Although CMTs did as well for some students, many more were affected with this assessment.</b></p>
	<p><b>In general, the questions I saw during the test (and I did not see many, due to device and bandwidth issues - and I was the lead test administrator, so I was helping across three test locations within our buildings) seemed to be on the hard side for the designated grade level. In some cases, I saw questions which were difficult for me to interpret and answer correctly (and I have a Bachelor of Science in Nuclear Engineering and post-graduate work in Computer Science). Our students (Grades 6,7,8, and 11) universally declared these tests to be hard, with many of them asking/begging for a return to the CMT/CAPT. / / In general, the response from the support line was not as timely as we could have asked. Changes to TIDE settings should not (and cannot on the "live" tests) take several days to weeks to happen, for example. In some instances, the questions asked by the support personnel did not seem relevant to the issue at hand. I suspect they were following a "script". / / The on-line response for exceptions and/or re-opening tests was also unacceptable in two senses: / / 1) The response time was incredibly slow. / / 2) There was no notification that any response had been entered, requiring that we check back frequently to determine if there had been any response at all. / / This will not be acceptable in the future. / / The response times for changes to TIDE ranged from two days to more than a week. In any case, they were too long to be acceptable during real testing next year.</b></p>
	<p><b>I am very concerned about computer based testing. Kids really do better with paper and pencil. / / I found WAY TOO MANY kids not putting ANY effort into the writing portions of the test. A 5 paragraph essay was three lines and I even witnessed gibberish as the student just hit keys on the key board to make it look like writing. I NEVER witnessed this grand scale of lack of effort on testing as I did with this computer test. At a time when testing results are so important to teachers, schools, and districts, this is not good. / / Other possibilities for this anomaly "could be", test environment, inability for teachers to keep an eye on ALL kids at the same time, knowing they could "move on" in the test no matter what they wrote. I don't know, but it worries me.</b></p>
	<p><b>Give the students multiple choice questions. Then it's clear what they know and don't know. The subjectivity is gone.</b></p>
	<p><b>My students were not happy that easy words had definitions provided and more challenging words did not. They had a hard time understanding that.</b></p>

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<p><b>Question # 24</b></p>	<p>Please use the space below to indicate any additional thoughts or comments about the Smarter Balanced assessments.</p>
	<p>I noticed that many of our students who were approved to have text-speech did not use this feature while taking the test. Although they were trained on how to use this feature, it was not very user friendly. Having a speaker icon right on the screen that students could click on would be easier to use, rather than having to right click and select the text to speech icon.</p>
	<p>The students who were supposed to get accommodations....IE text to speech etc did not get them. Even though the accommodations were listed on their student information, it did not work during the test. All the extra wok and nonsense we had to go through was for nothing!</p>
	<p>You can tell they were quickly written by people of variable quality. You can tell they weren't edited or tested for word choice, developmental appropriateness, use of English language, etc.</p>
	<p>Keyboarding has to be factored into this. Students wrote less simply due to the fact that keyboarding takes so much time. Students who normally would write pages to a prompt wrote a simple paragraph. / /</p>
	<p>They were definitely not designed for students with hearing and/or vision impairments</p>
	<p>Embedded supports should be illustrated .</p>
	<p>The tide system was difficult to use. We had students listed who did not need to take the tests and it was difficult to remove them.</p>
	<p>The time of year was also challenging as many grades/content areas are finishing curriculum and preparing for final exams.</p>
	<p>was 100% of my duties the entire testing window. I ran around to classrooms addressing technical concerns like these: / 1) The secure browser had been "accidentally" taken off the laptop / 2) Students needed to close all other browsers before logging on / 3) Spaces had to be disabled in keyboard. We had already disabled spaces on all laptops prior to testing, but the problem came back. / 4) Classrooms got kicked out of the testing session, or a brown out stalled them. / 5) Student tests were greyed out because they inadvertently opened the wrong test in a previous session and the test administrator approved the student in error. Those students were left to just "sit there" while I sent the appeal to re-open the test. At first, that took a few days, but after a week or so that only took a few hours. Regardless, students had to make up the test. There could be a more efficient way for the school or district coordinator to re-open tests. / / Without me being able to address every one of these issues constantly during testing, I don't know what we would have done. I can't see a building principal or someone with other important duties being able to oversee test administration. This will be a hardship for our district next year, as we have cut positions due to budget constraints.</p>

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<b>Question # 24</b>	<b>Please use the space below to indicate any additional thoughts or comments about the Smarter Balanced assessments.</b>
	I think that another year of a pilot would be beneficial to all. Students now just got a glimpse of the technology and question types. If we had another cycle to pilot, I feel it would be a more appropriate measure.
<b>Question # 25</b>	<b>What changes would help your school/district better prepare for the administration of the Smarter Balanced assessments?</b>
	The login procedure should be streamlined. There is too much unnecessary information posted on one login screen after another before students even get to the actual test. There was no opportunity to do a run-through of a test session on the computers before actual testing.
	All teachers should be trained to administer the test. I think students would be more comfortable taking the test in their own classrooms on laptop computers.
	Simulations would be helpful. Students do better when they are better able to understand the format of testing. Using simulated pieces would help them understand timing, how they need to organize thinking, what they need to highlight, how to work with adversity if it arises, etc.
	We didn't know what to expect at all. After all was said and done it was very easy to administer however the amount of anxiety leading up to it was unnecessary. A 30 minute step by step guide (hands on rather than those awful videos), on the web site needed, how to log in and what to click on to get the test going would have been beneficial
	a reprieve to allow teachers to become comfortable with the stanadrds prior to testing
	Don't pilot with students who already completed CAPT. Solicate teacher input when making political decisions regarding education.
	Design the layout of the questions better.
	We need adequate formal computer instruction and practice for computer fluency and literacy. We wouldn't dream of giving a child a "written test" if that child hadn't yet learned to write-same principle for computer literacy and fluency.
	Working equipment; students trained. All teachers trained by same trainer. 1 week of testing. Testing coincides with what is learned (Test students at beginning of year, Sept. & then the same test at end of year, May). Teachers told material on test/ aligned with curriculum. I want the same students from grade 1-6 then there would be accuracy on whether or not they improved based on my teaching. I spend lots of time teaching students how to multiply & even add (3rd grade skills & under) when they come to 6th grade! In the beginning of the year I buy flashcards for my students and voluntarily tutor parents and teachers after school all year to help them improve in math; often it takes all year long before you see the changes that are made.

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<b>Question # 25</b>	<b>What changes would help your school/district better prepare for the administration of the Smarter Balanced assessments?</b>
	<b>More rigorous instruction! Test material was extremely difficult.</b>
	<b>Nothing, we are all set</b>
	<b>Streamline the sign-in process for the regular test administration (by selecting students' names and which test they're taking) ahead of time. Shorten the window for make-ups significantly (maybe 2-3 days) and schedule computer labs for make-ups.</b>
	<b>I think all teachers should receive more significant training in SBAC, regardless of whether or not they are administering the test. This will give all teachers a fuller picture of the interconnectedness of the various coursework.</b>
	<b>Students who are exempt from certain tests (ELL) should not have the tests appear on the selection screen. / Confirmation codes should be first and last names (some students in certain classes have the same first names and can use the wrong log in info.) / The test completion reports should be calculated in "real time", not 48 hours later. / Some of the math items were not part of the curriculum for the grade they appeared in. / /</b>
	<b>Once the testing dates are established within a given district the teachers need a PD on logging in and reviewing each of the steps for testing. The school administrators cannot assume because we did the testing once that a serious review is unnecessary. If we stay calm during testing then our students will remain calm. If we appear nervous and frazzled then our students will internalize it and that will affect their scores.</b>
	<b>A fully functioning test by the scheduled testing time. Our school had to delay testing due to SBAC technical difficulties. This was a major inconvenience to us all.</b>
	<b>More time to train teacher how to admin - with a practice test that they could use . / / We need to see have a practice student log on so we can see what students see .</b>
	<b>Start earlier in the year!!!! Central Office be more prepared with universal documentation that's brief, printable and to the point.</b>
	<b>None! Well orchestrated and easy to proctor.</b>
	<b>The district needs to prioritize technology and computer instruction. Some of our students, in this demographic do not have access at home. It is also wrong to assume that if some have smart phones, then they are computer literate.</b>