



# Administering Interim Assessments Remotely and the Smarter Balanced Remote Learning Website

Professional Support Series

April 24, 2020

2-3 PM

Dr. Cristi Alberino and Abe Krisst,  
CSDE Performance Office  
Jen Chou, Cambium Assessment





# Agenda

- ▶ Using Interims Remotely
- ▶ Administration of Interims
- ▶ Accessibility
- ▶ What to Do and What Not to Do
- ▶ Accessing the Tools
- ▶ Resource Lists





# Big Picture

- ▶ All summative assessments have been canceled for the 2019-20 school year.
- ▶ This includes Smarter Balanced and NGSS testing.
- ▶ Smarter Balanced and NGSS Interim Assessments are still open to be remotely administered. Administration of these is strictly voluntary. The tests will remain open until **June 12, 2020.**
- ▶ The Test Information Distribution Engine (TIDE) is still being refreshed every evening with students in the Public School Information System (PSIS) Registration.





# Administering Interim Assessments Remotely

- ▶ Districts have asked questions about administering the Interim Assessments remotely.
- ▶ Administering the Smarter Balanced and NGSS Interim Assessments remotely **is permitted** assuming certain security and protocol measures are followed.





# Purpose

- ▶ This webinar will provide recommendations on procedures, proper uses, and tips for administering Smarter Balanced and Next Generation Science Standards (NGSS) Interim Assessments. The webinar will also review some new resources that have been made available to assist with this.





# What are the Interim Assessments?

- ▶ The Interim Assessments provide teachers with an additional resource that measures students' mastery of specific content and skills.
- ▶ Interim Assessments are administered on a computer using the same test delivery system that the Smarter Balanced and NGSS summative Assessments use.
- ▶ Typically, students use the Cambium Assessment, Inc. (CAI; formerly the American Institutes for Research Assessment) Secure Browser to take Interim Assessments at school.





# New Allowances for Taking Interim Assessments

- ▶ Given that most students are learning at home through distance learning, the Connecticut State Department of Education will allow students to take Interim Assessments at home using the CAI Secure Browser, as had been required; the AIRSecureTest iPad app; or Chrome or Firefox web browsers.





# Requirements for Using Interims Remotely. The TA ...

- ▶ administers the test consistent with policies for in-person administration.
- ▶ monitors the test activity such that these interim tests are open only for the minimum amount of time necessary for students to complete their responses.
- ▶ uses established test administration practices to support students getting access to the interim assessments.







# Requirements for Using Interims Remotely. The TA ...

- ▶ reports any irregularities or security breaches (e.g., interim items posted on social media, emailed, etc.) immediately. These should be reported to the CSDE Assessment Office at 860-713-6860 or [ctstudentassessment@ct.gov](mailto:ctstudentassessment@ct.gov).
- ▶ must communicate with students to provide a session ID and support students through the login process. This includes helping them securely locate their State Assigned Student ID (SASID).
- ▶ **that the SASID is communicated using a secure method, such as a classroom management system, as opposed to non-secure methods such as private text messages and emails.**
- ▶ actively monitors the test to ensure students successfully complete the test and that the session is not open longer than is necessary.





# Non-Disclosure Agreement

- ▶ Interim items are classified as non-secure/non-public
- ▶ materials cannot be posted publicly, reproduced for commercial purposes, or sold
- ▶ materials contain copyrighted information





# New Resource

## Quick Guide for Administering Smarter Balanced and NGSS Interims



# What Does the Test Administrator (TA) Do?





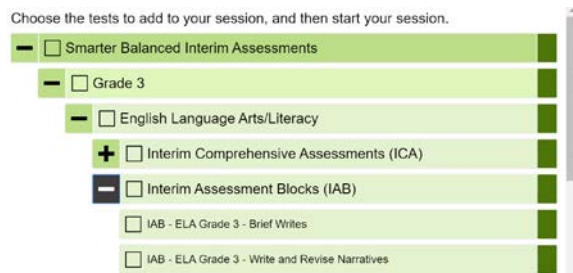
# Test Administrator Duties

- ▶ Using any web browser, navigate to Connecticut's Test Administration Login page in the Comprehensive Assessment Portal, and log in using the same credentials used at school. Contact the district test administrator if login information is needed.



# Test Administrator Duties

- ▶ Once logged into the TA Interface:
  - ▶ Select the test grade and subject to be administered



- ▶ Start the test session
- ▶ Provide students with the session ID
- ▶ After students sign in they select the test assigned
- ▶ **Approve** student to start testing
- ▶ Actively monitor testing
- ▶ After all students complete the test, stop the test session and log out



# What Does the Student Do?





# How Students Take the Test Remotely

The required software for student devices is listed in the following table.

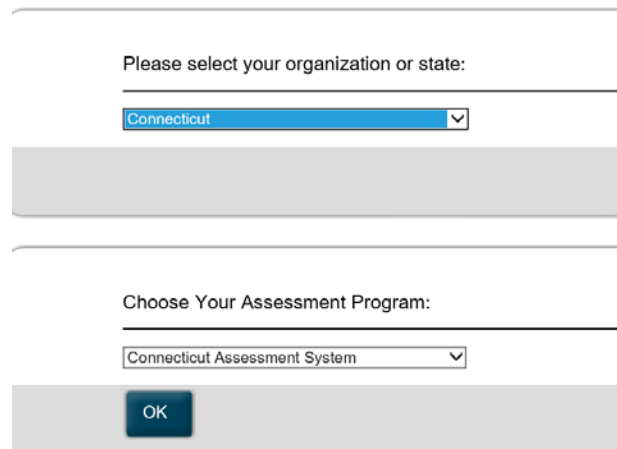
<b>If the student's device is a . . .</b>	<b>. . . then the student's device requires the following software:</b>
loaner device from the school district with the CAI Secure Browser already installed	CAI Secure Browser (If the CAI Secure Browser is already installed, the devices require no further setup.)
personal device running Windows, Mac, or Linux	Chrome or Firefox web browser
personal device running Chrome OS	Chrome web browser
personal iPad	AIRSecureTest app (You need to download this app from your iPad's App Store.)





# How Students Take the Test Remotely

- ▶ In the URL bar, enter <http://mobile.tds.airast.org/Launchpad> and hit “Enter” on the keyboard. The Mobile Launchpad page appears.
- ▶ From the drop-down lists, select “Connecticut” and then “Connecticut Assessment System.”
- ▶ Select “OK.” The Student Sign-In page will appear.



Please select your organization or state:

Connecticut

Choose Your Assessment Program:

Connecticut Assessment System

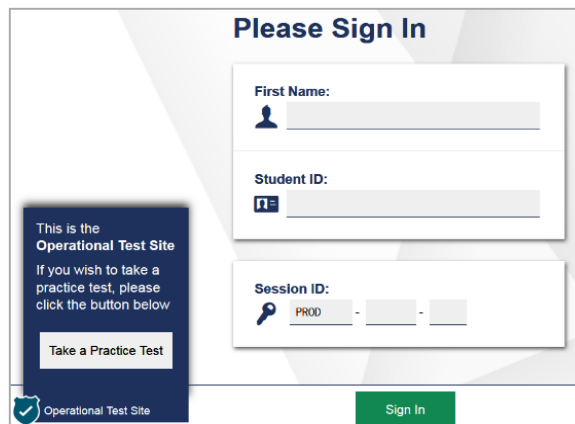
OK



# How Students Take the Test Remotely

Enter the following information:

- ▶ In the **First Name** and **Student ID** fields, students enter their first names and SASIDs. The student's first name should match the name indicated in PSIS. Students should not use nicknames.
- ▶ In the **Session ID** field, students enter the session ID provided by the TA. This ID is created by TA's when they activate a test session.

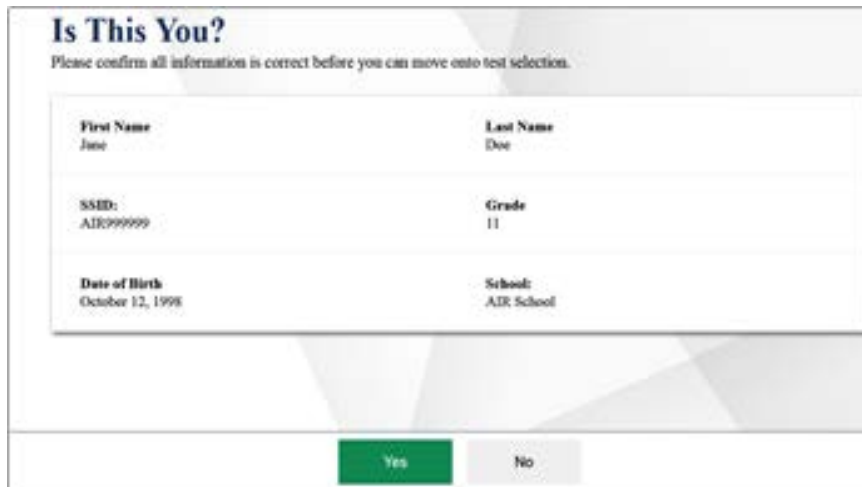


The screenshot shows a web form titled "Please Sign In". On the left, there is a dark blue box with white text that reads: "This is the Operational Test Site. If you wish to take a practice test, please click the button below." Below this text is a white button with the text "Take a Practice Test". At the bottom left of the form is a small green checkmark icon and the text "Operational Test Site". The main form area contains three input fields: "First Name:" with a person icon, "Student ID:" with a blue ID card icon, and "Session ID:" with a key icon and a pre-filled "PROD" followed by two empty fields separated by dashes. At the bottom right of the form is a green "Sign In" button.



# How Students Take the Test Remotely

- ▶ Students select “Sign In.” The **Is This You?** page appears.
- ▶ If all the information on that page is correct, select “Yes” to proceed. The **Your Tests** page appears.



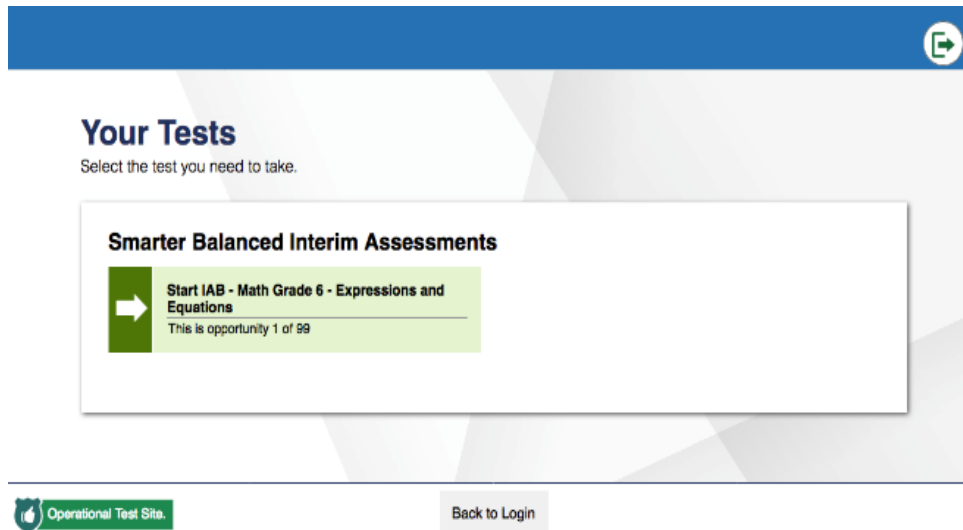
**Is This You?**  
Please confirm all information is correct before you can move onto test selection.

<b>First Name</b> Jane	<b>Last Name</b> Doe
<b>SSID:</b> AIR999999	<b>Grade</b> 11
<b>Date of Birth</b> October 12, 1998	<b>School:</b> AIR School



# How Students Take the Test Remotely

- ▶ From the **Your Tests** page, the student selects the Interim Assessment they will be taking.



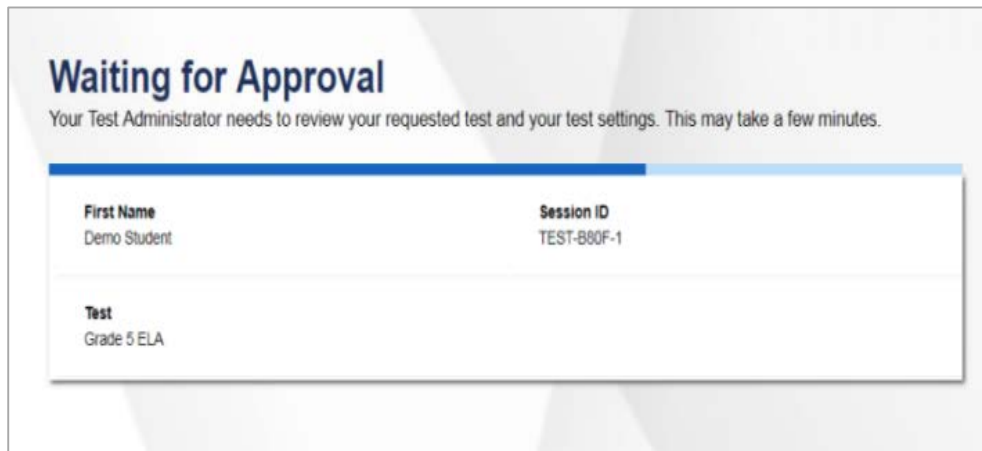
The screenshot shows a web interface for selecting tests. At the top, there is a blue header bar with a white circular icon containing a right-pointing arrow. Below the header, the page title is "Your Tests" in bold blue text, followed by the instruction "Select the test you need to take." in a smaller font. A white rectangular box contains the section title "Smarter Balanced Interim Assessments" in bold black text. Below this title is a green button with a white right-pointing arrow and the text "Start IAB - Math Grade 6 - Expressions and Equations". Underneath the button, it says "This is opportunity 1 of 99". At the bottom of the page, there is a green button with a white thumbs-up icon and the text "Operational Test Site.", and a grey button with the text "Back to Login".





# How Students Take the Test Remotely

- ▶ The student's request is sent to the TA, and the student is taken to the **Waiting for Approval** page. The TA must approve the student for testing. Once approved, the **Instructions and Help** page appears.



Waiting for Approval	
Your Test Administrator needs to review your requested test and your test settings. This may take a few minutes.	
<b>First Name</b> Demo Student	<b>Session ID</b> TEST-B80F-1
<b>Test</b> Grade 5 ELA	



# How Students Take the Test Remotely

- ▶ To start the test, select “Begin Test Now.”

### Instructions and Help

You may select the question mark button to access this Help Guide at any time during your test.

#### Test Settings

Use this button to review your test settings.

[View Test Settings](#)

#### Help Guide

The Help Guide and test rules can be accessed at any time by using the button on the top part of the test page.

[View Help Guide](#)

[Begin Test Now](#) [Return to Login](#)





# Let's Not Forget Accessibility!

- ▶ As a reminder, designated supports are available to all students with an identified need based on educator decision, while accommodations are only available to students with an active IEP or 504 Plan.
- ▶ Check to be sure the student has their accommodation or support by looking in TIDE.
- ▶ Before test administration, teachers should verify supports and accommodations in TIDE Test Settings.





# Support for Administering Interim Assessments Remotely

- ▶ Only educators with technical questions can contact the Connecticut Help Desk at 844.202.7583 or [cthelpdesk@air.org](mailto:cthelpdesk@air.org).
- ▶ General questions can be directed to the Performance Office Team at [ctstudentassessment@ct.gov](mailto:ctstudentassessment@ct.gov) or 860.713.6860.







# When Administering Remotely...

## DO

- ▶ Know the purpose for administering the Interim Assessment (or test items).
- ▶ Choose which Interim Assessment will provide the best information or determine whether presenting an interim item during instruction will best meet your needs.





# When Administering Remotely...

## DON'T

- ▶ Do not post the test items on the internet or a public page.
- ▶ Do not email interim test items.
- ▶ Do not email or text students' personal or confidential information—even to parents. Use a secure method provided by your district.





# Supporting Remote Teaching and Learning



REMOTE TEACHING  
AND LEARNING





# Plan Before Administration

- ▶ How will the Interims be used?
  - ▶ Formally? Informally?
  - ▶ Do they align to instruction?
- ▶ How will the results be interpreted?
- ▶ Do students know how to use the system?
- ▶ Do students have access to their tools, supports, or accommodations?





# Smarter Tools for Teachers





# [Remote.smartertoolsforteachers.org](https://remote.smartertoolsforteachers.org)

- ▶ Easy one-stop access to the Interim Assessments, the Sample Items Website, practice tests, the Digital Library, and the Smarter Content Explorer.

Educator Resources	Publicly Available Resources
Interim Assessment Items +	Sample Items Website +
Smarter Content Explorer +	Practice Tests +




# Navigating the Resources


## Synchronous Teaching


*Meeting with students in real time over web conferences or online learning platforms*

For **synchronous** teaching, Smarter Balanced resources can help teachers:

 Plan instruction +

 Use the formative process during instruction +

 Assess learning after or between instruction +


 Create homework or other independent activities +

## Asynchronous Teaching


*Posting lessons on a portal, providing packets of activities, following up with phone calls and emails*

For **asynchronous** teaching, Smarter Balanced resources can help teachers:

 Plan instruction +

 Use the formative process in support of instruction +

 Assess learning after or between instruction +

 Create homework or other independent activities +



# Drop-Down Menus

## Plan instruction ×

- [Digital Library](#): Find activities and lesson plans to support the formative assessment process.
- [Smarter Content Explorer](#): Use this site to learn how test items connect to academic standards.



## Assess learning after or between instruction

Consider administering test questions to check student understanding, such as:

- **Interim Assessments** (if a test administrator is available)
- A selection of items from [Sample Items Website](#)



## Use the formative process during instruction ×

- **Interim assessment items**: display individual questions to students for group discussion or checking understanding on-the-spot.
- [Sample Items Website](#): Use content-relevant test questions for additional practice.



## Create homework or other independent activities ×

- [Sample Items Website](#) can provide students extra practice with specific concepts.
- Students can take a [Practice Test](#).





# Using Each of These Resources for Remote Teaching



# Smarter Content Explorer

Smarter Content Explorer



Explore

Test Development

Support



## Welcome Educators!

Assessing the range of knowledge and skills is important for college and career readiness. Use this site to learn how test items connect to academic standards.

[Learn More](#) ↓

Use the tool below to get started

**Grade** → Subject → Claim

Select a **Grade**

CHOOSE AS MANY AS YOU WANT

3

4

5

6

7

8

HIGH SCHOOL




# Next Steps in the Smarter Content Explorer

Use the tool below to get started

**Grade** → **Subject** → **Claim**  
5 → ELA

Select a **Claim**  
CHOOSE ONE

1 READING	2 WRITING
3 SPEAKING & LISTENING	4 RESEARCH / INQUIRY ✓

 What is a Claim?

---

Select a **Target** → or a **Standard** →



# Exploring in Content Explorer

GRADE - 5

SUBJECT - ELA


CLAIM - 4: RESEARCH / INQUIRY

Select a **Target**

Or [select a Standard instead](#) →

## R&I

- 2. Interpret & Integrate Information
- 3. Analyze Information / Sources
- 4. Use Evidence

 What is a Target?


**Results** ↓



# Results...

## 3 Results Grade 5

ENGLISH LANGUAGE ARTS [MORE](#)

 **Claim 4**  
Research / Inquiry


Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

**Target 2**  
Interpret & Integrate Information

**Grade**  
Grade 5

**Standards**  
RI-1, RI-6, RI-7, RI-9, W-8, W-9

ENGLISH LANGUAGE ARTS [MORE](#)

 **Claim 4**  
Research / Inquiry


Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

**Target 3**  
Analyze Information / Sources

**Grade**  
Grade 5

**Standards**  
RI-7, W-8, W-9

ENGLISH LANGUAGE ARTS [MORE](#)

 **Claim 4**  
Research / Inquiry

Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

**Target 4**  
Use Evidence

**Grade**  
Grade 5

**Standards**  
RI-1, RI-6, RI-7, RI-9, W-1b, W-8, W-9




# More Information

## Target 2

### Interpret & Integrate Information

- Target 2 will focus on choosing text and visual elements that support a research central idea, key detail, and/or given purpose as well as the integration of notes into a central idea or key detail category. Target 3 will focus on analyzing sources in order to locate additional information, such as relevant sources of information and relevant information from visual elements that will enhance an existing piece of student writing. Target 4 will focus on using/selecting evidence to support an opinion, idea or analysis.
- All stimuli are discrete and written by the item writer. The stimuli should be based in fact with acknowledgements in the metadata. The stimuli must also sound and look like authentic research.

ENGLISH LANGUAGE ARTS [DOWNLOAD PDF](#)

 **Claim 4**  
Research / Inquiry

Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

**Grade**  
Grade 5

**Standards**  
RI-1, RI-6, RI-7, RI-9, W-8, W-9

[SAMPLE ITEMS](#)

---

<a href="#">Overview</a>	<a href="#">Standards</a>	<a href="#">DOK</a>	<a href="#">Evidence</a>	<a href="#">Accessibility</a>	<a href="#">Stimuli</a>	<a href="#">Task Models</a>
--------------------------	---------------------------	---------------------	--------------------------	-------------------------------	-------------------------	-----------------------------

---





# Using Sample Items

182928

A student is writing a research report about the sky. Read the sentences from her report and the directions that follow.

It is a clear day in the summer. The sun shines brightly on your face. You lie down on the soft carpet of green grass and look up at the bright blue sky. Suddenly you ask yourself, "If air has no color, then what makes the sky blue?"

Choose **two** of the sources that would most likely give the student more information about the ideas she has written.

- "Sky High," a story about a boy who grows wings and flies high into the clouds to explore
- Art from Above*, a book which gives directions on how to paint a picture of the Earth and sky
- Pictures in the Sky*, a book which tells all about the different kinds of clouds and how they form
- Science Far Above*, a book that gives information about how light rays change the way the sky looks
- Summer Days, Summer Ways*, a book of fun things to do in the summer when you have nothing to do
- [www.how I wonder.com](http://www.how_I_wonder.com), a website that explains kids' questions about how things happen in nature



# Answer Keys

 About This Item

 More Like This

 Share

About This Item ✕

**SUBJECT:** ELA/literacy

**GRADE:** Grade 3

**CLAIM:** 4. Research/Inquiry

**TARGET:** 2. Interpret & Integrate Information

**ITEM TYPE:** Multiple Choice

**ITEM ID:** 182876

**DEPTH OF KNOWLEDGE:** 2

**COMMON CORE STATE STANDARD:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**TARGET DESCRIPTION:** Locate information to support central ideas and subtopics; Select and integrate information from data or print and non-print text sources

**ANSWER KEY:**

C

Close







# Digital Library Resources

- ▶ Connections Playlists are built based on student performance on specific IABs.
- ▶ Digital Library resources are selected and organized based on the specific performance categories for an IAB.
- ▶ Resources found in the Connections Playlists can also be used to plan lessons.
- ▶ Connection Playlists are available for **every** block in ELA and math at each grade! Even for Focused IABs!



# Digital Library Resources

Topic/Theme	Above	Near	Below	Resource
Analyzing Sources to Support Research	Distinguish between relevant and irrelevant sources from multiple sources for a research task.	Distinguish between relevant and irrelevant sources for a research task.	Determine if a source is relevant or irrelevant for a research task.	<a href="#">To Bloom or Not to Bloom - Distinguish between relevant and irrelevant information from multiple sources</a>
Determine the Relevant Source	Determine and explain which source would provide relevant information by comparing and contrasting the sources with the purpose of the research task.	Determine which source would provide relevant information by comparing and contrasting the sources with the purpose of the research task.	Identify whether a source would provide relevant information for a research task based on a description of the source.	<a href="#">To Be Relevant or Irrelevant: That is the Question!</a> <a href="#">That's A Lot of Junk</a>



# AVA and Synchronous Teaching

- ▶ Log in to the CT Portal



## Next Generation Science Standards Interim Assessments



**Start Interim Elementary School Physical Science - Motion and Stability: 5-PS2-1**



**Start Interim Elementary School Earth and Space Science - Earth's Systems 2: 5-ESS2-2**



**Start Interim Elementary School Earth and Space Science - Weather and Climate: 3-ESS2-1**



**Start Interim Elementary School Earth and Space Science - Earth's Systems 1: 4-ESS2-1**





# Available Resources

- ▶ [Tools for Teachers: Remote Teaching and Learning](#)
- ▶ [CSDE Comprehensive Assessment Program Portal](#)
- ▶ [Quick Guide to Administer Interim Assessments Remotely](#)
- ▶ [How to Activate an Interim Assessment Test Session](#)
- ▶ [Next Generation Science Standards Test Administration Quick Guide](#)





# Available Resources

- ▶ [How to Assign Students Interim Grades](#)
- ▶ [Embedded and Non-Embedded Designated Supports for English Learners](#)
- ▶ [Manually Entering Designated Supports and Accommodations](#)
- ▶ [Assistive Technology Manual](#)
- ▶ [How to Activate a Test Session Smarter Balanced Interim Assessments](#)
- ▶ [2019-20 Smarter Balanced Interim Assessment Overview](#)





# Available Resources

- ▶ [CSDE Interim Assessment Web Page](#)
- ▶ [Assessment Guidelines](#)
- ▶ [Test Delivery System Test Administrator User Guide](#)
- ▶ [Assessment Viewing Application \(AVA\) User Guide](#)
- ▶ [AIRWays Reporting System User Guide](#)
- ▶ [Smarter Balanced Interim Assessment Test Administration Manual](#)





# Contact Information

## **Abe Krisst**

Bureau Chief, Student Assessment  
Performance Office

[Abe.Krisst@ct.gov](mailto:Abe.Krisst@ct.gov)

860-713-6894

## **Dr. Cristi Alberino, ELA**

Education Consultant  
Performance Office

[Cristi.Alberino@ct.gov](mailto:Cristi.Alberino@ct.gov)

860-713-6862

## **Jen Chou**

Program Director  
Cambium Assessment, Inc.

1.844.202.7583

[cthelpdesk@air.org](mailto:cthelpdesk@air.org)

## **CSDE**

860-713-6860

[ctstudentassessment@ct.gov](mailto:ctstudentassessment@ct.gov)

