

## Smarter Balanced Assessment Team

For more information or to be added to the newsletter distribution list, please contact:

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## TIDE UPDATE

**Tuesday 4/12**

TIDE will be closed from 4-7 p.m. for updating. This will *NOT* affect the TDS, so testing will not be impacted.

Questions?

Please contact:

**Help Desk (AIR)** for Test Administration & Test Delivery Technologies

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

844-218-1184

Michael Hock (AOE) for Policies and Procedures  
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## From the Test Director: The case of the disappearing student

I got a call earlier this week from a panicked test coordinator who reported that one of her students had disappeared. Fortunately, she didn't mean the actual student went missing, but when the school initiated a second round of testing, the student couldn't log into the test session, and upon further investigation, it was discovered that the student was no longer listed in the school's TIDE account. Here at the AOE we went into our best Sherlock Holmes mode. With the help of our colleagues at AIR, we discovered that when another school was populating its TIDE account, they made a simple keystroke error for one of their students which ended up being the SSID assigned to the student who had disappeared. At that point I switched over to panic mode, fearing that the simple keystroke error might have wiped out all the work the student did in the first test session.

Fortunately, the story has a happy ending and everyone's numbers and data are now back where they belong. Since we are educators, and once the panic subsides, we tend to look at experiences like this as learning opportunities. Here are a few things we learned from this mystery:

- The TIDE system is set up to view duplicate SSID numbers as errors, so it defaults to the most recent data entries and overwrites any previous entries with that particular number...which is why the student in question disappeared.
- Problems like this can be resolved without much difficulty by re-entering the information for the first student, which will then overwrite the incorrect entry, and then re-entering the correct information for the second student.
- In these scenarios, **NO STUDENT TEST DATA IS LOST**. It's just waiting up there in the cyber cloud to be reconnected with the correct name and number.

It's important to keep in mind that this particular case was resolved in less than a day, but it took a cooperative effort involving administrators from two schools, our project team at AIR, and the Agency's assessment team. And there is the biggest lesson learned: Don't panic, but also don't wait to ask for help.

**Michael Hock, State Assessment Director**

**From the Director's  
in-box****From our Inbox:**

To: Michael Hock  
From: A Superintendent  
Re: SBAC Update

*Are you aware that the SBAC iPad App has just been updated right in the middle of our testing window? This is the same issue that occurred last year and we were told it would not happen again. We are now in the position to update/touch hundreds of our deployed devices. Was the AOE aware of this?*

Response: Yes I am aware of the update, but we also just found out about it. The good news is that you only need to load the new application (app) if a student is using Text to Speech. Everything else works just fine with the prior app. It has always been the consortium's policy to fix any newly discovered issues as soon as possible. It's unfortunate that this one was uncovered after testing had started, but sometimes that's when the problems show up. In this particular case, the problem is isolated to just a few listening items.

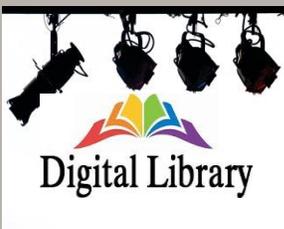
Follow-up: It occurred to me this morning that the Smarter Balanced Apps and secure browsers have an automatic update option, but you need to select that option when you download them. If you did that, you should be all set.

**Digital Library Spotlight NEW: Spring 2016 Digital Library Spotlight Webinar and Forums**

Authors of the [Illustrative Mathematics Fluency Module](#), Valerie Henry and Jody Guarino, will facilitate a Spotlight Forum the week of April 25. [Join](#) the authors and other educators from member states next week to discuss mathematical fluency. The authors recently offered a Spotlight Webinar featuring the Grade 1 (1.OA.6) and Grade 5 (5.NBT.5) units in the resource. There are two ways to access the recorded presentation: [Stream Recorded Presentation](#) or [Download Recorded Presentation](#).

Dr. Martha Thurlow will provide an interactive session from 11:00 a.m.–12:00 p.m. PDT on May 2 highlighting the [Including All Students in Assessments of ELA and Mathematics](#) resource in the Digital Library. She will discuss the Smarter Balanced universal tools, designated supports, and accommodations and provide suggestions for what to consider and how to make appropriate decisions for individual students. The presentation includes a student case to illustrate the process and provides additional resources for educators to support their learning and decision making. [Registration is required](#). Dr. Thurlow will also facilitate a [Spotlight Forum](#) from May 2-6, 2016. Join her and other educators from member states to discuss how to use the Smarter Balanced Usability, Accessibility, and Accommodations framework and the Individual Student Assessment Accessibility Profile (ISAAP) to include all students in English language arts and mathematics assessments.

For additional details about these Spotlight events, [download the flier](#).

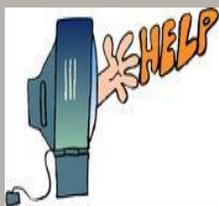


**From the Archives – From the Newsletter archive – Student Mobility (Transfers)**

*(Note: As much as we might like to have a rule against students moving during testing, we often need to deal with students who change schools, districts or even states at the most inconvenient times. Here are a list of scenarios we published last year (4/24/15) and how you should address them.)*

The following situations are independent of a school's testing schedule and presume that the 12-week testing window is still open (prior to June 12<sup>th</sup>). In all cases, it is the student's status, as it relates to starting and completing testing, that drives decision making.

- **A student moves into my school/district from another VT school/district before starting the Smarter Balanced assessment.** Your District Administrator would add the student into TIDE using the student's SSID. Depending on the time of year the student entered your school, it may be necessary to enter the previous school and district in the reporting fields under student demographics.
- **A student moves into my school/district from another VT school/district after starting, but before completing, the Smarter Balanced assessments.** Your District Administrator would add the student into TIDE using the student's SSID. The student's testing records and information remain connected to that student based on the unique SSID. The previous school and district will need to be entered in the reporting fields under student demographics.
- **A student moves into my school/district from an out-of-state school/district.** The student would be entered into TIDE and complete the Smarter Balanced assessment. Your school would be entered in the reporting fields. However, if a student moved in from another Smarter Balanced state, determine whether or not the student has completed all or a portion of the SBAC assessment (previous school, parents, etc.), and call VT AOE for further direction.
- **A student leaves my school/district to another VT school/district before starting the Smarter Balanced assessment.** You do not have to do anything. In this case, the "gaining" school/district would enter the student into TIDE (per the above scenario) which would "remove" the student from your TIDE list. You may want to confirm with the new school/district that your school and district have been entered in the reporting fields.
- **A student leaves my school/district to another VT school/district after starting, but before completing, the Smarter Balanced assessment.** You do not have to do anything. In this case, the "gaining" school/district would enter the student into TIDE (per the above scenario) which would "remove" the student from your TIDE list. You will want to confirm with the new school/district that your school and district have been entered in the reporting fields.
- **A student leaves my school for an out-of-state school before starting the Smarter Balanced assessment.** You may delete this student from your TIDE.



### Help Desk

We would like to reiterate how important it is to call the Help Desk, or at least copy them in any emails not policy related. AIR uses the Help Desk call logs to track issues and prepare for the next year’s test. They need this information to guide improvements. In some cases, we end up referring your call to the Help Desk anyway, and it is good to already have the ticket in queue.

### Question(s) of the Week: I completed the TTS (3-5) qualifier checklist posted in the portal, but I was not approved. Why?

First, I want to premise this answer with the knowledge that I have recently removed *the checklist* from our portal to avoid further confusion. Part of the TTS Guidelines includes a checklist which creates a portrait a student who might qualify for the TTS accommodation on the grade 3-5 ELA CAT. The issue with documents published by the consortium is that they are very general. Smarter Balanced documents are designed to give the minimum criteria that should be consistent across all states. However, individual states can adopt a stricter stance on a topic. Vermont took the perspective that all assessments given should be valuable and be able to be used as one of the measures of student growth. In Vermont, generally only students who physically cannot access text will qualify. This is not intended for students who are reading below grade level. If you feel you have a student that might fall into this category, please fill out the [application](#) housed in the VT-SBAC portal. If you have any questions about a decision or prior to submission of the application, please feel free to give me a call or send an email (no identifying student information) please contact Linda Moreno at 802-479-1309 / [linda.moreno@vermont.gov](mailto:linda.moreno@vermont.gov).

### Testing Progress: Completion Tally

2016 SBAC Assessment Tally – Vermont: Week 4					
Total # of Students Registered: 44,605	Completed the CAT Summative Assessments		Completed the Performance Tasks		Total # of Tests Completed to Date: <b>47,660 (26.7%)</b>
Grade / #	ELA	Math	ELA	Math	All
11: 8,931	3,654	3,070	3,048	2,600	12,372
8: 5,975	2,101	1,765	1,575	1,674	7,115
7: 5,878	1,723	1,465	1,312	1,412	5,912
6: 5,962	1,884	1,379	1,682	1,230	6,175
5: 5,946	1,545	1,239	1,350	984	5,118
4: 5,893	2,075	1,455	1,481	1,118	6,129
3: 6,020	1,473	1,154	1,234	978	4,839

Note: Based on the expected test completion trajectory, our numbers are on track.

