Vermont Science Assessment:

Test Administration Manual (TAM)

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Vermont Resources and Help Desk Information

Vermont Comprehensive Assessment Program Help Desk
1.844.218.1184
VTHelpDesk@air.org

The Help Desk is open Monday–Friday 7:00 a.m. to 4:00 p.m.
outside of the summative testing window
and Monday–Friday 7:00 a.m. to 7:00 p.m.
during the summative testing window (except holidays).

The Help Desk may be contacted for situations and questions including the following:

- Help is needed in preparing for online testing, such as downloading the Secure Browser and installing voice packs.

- The online testing environment is down or unavailable.

- User accounts are unavailable or users are unable to administer tests.

- Student information or test session is incorrect or missing.

- Issues are present with loading student data or student settings into the Test Information Distribution Engine (TIDE).

When contacting the Help Desk, provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred. This should include the following:

- Type of device being used for the test

- Any error messages that appeared (code and description)

- Operating system and browser information

- Network configuration information

- Your contact information, including email address and telephone number

- Any relevant and authorized student and school information, including the Statewide Student Identifier (SSID), grade level, and content area

For online Vermont Science Assessment (VTSA) administration resources, please refer to the Vermont Comprehensive Assessment Program Portal at http://vt.portal.airast.org.

Section I. Prior to Vermont Science Assessment Field Test Administration

Background

The Next Generation Science Standards (NGSS) were adopted by the Vermont Agency of Education (AOE) in June 2013. State assessments aligned to the NGSS are scheduled for spring 2019. The development of the NGSS assessments is underway with input from science educators throughout Vermont and Rhode Island. Field testing of assessment items with students is a critical part of this process. Although no individual results from the Vermont Science Assessment (VTSA) Operational Field Test will be reported back to schools, the data and feedback gathered will be critical to the creation of the VTSA assessments. The AOE thanks you for your cooperation in this important endeavor to support the implementation of the VTSA in our state.

Participation

All students in grades 5, 8, and 11 are required to participate in the VTSA.

Online braille and large print versions of the VTSA will be available. Students requiring a braille version of the VTSA should be assigned this embedded accommodation in the Test Information Distribution Engine (TIDE) before the test administration. Students requiring a large print version of the VTSA should be assigned the required print size through the respective embedded designated support in TIDE.

Paper braille, paper large print, and paper standard versions of the VTSA will be available. Orders for paper test materials will be placed outside of TIDE. More information about ordering paper assessments will available in the coming months.

Technology and Online Systems

Online testing systems used for the VTSA administration are the same as those used for the spring 2018 administration of the Smarter Balanced Assessments. The list of applicable online systems include the Secure Browser, Test Administrator (TA) Interface, and TIDE.

The Secure Browser must be installed on all computers used for testing. The Secure Browser can be downloaded from the Vermont Comprehensive Assessment Program Portal at https://vt.portal.airast.org/secure-browsers.stml.

The VTSA will provide online access to a Desmos calculator at each grade in the online test environment. Grade 8 and 11 students will also have access to the periodic table.

Students requiring special test settings—such as color contrast, text-to-speech, print size, or braille—should be assigned those test settings through TIDE prior to testing.

Testing Schedule

The testing window for the VTSA is from May 1st to June 1, 2018. The recommended testing time is at least 120 minutes. The testing time is an estimate of how much time students will need to complete the VTSA. Students may be given additional time if it is needed and if the school can provide it. 120 minutes is the minimum time that must be provided to students, unless all students in a testing room have finished early.

Table 1 and Table 2 provide the recommended administration schedule and estimated test times for the VTSA. The estimates in Table 1 and Table 2 do not account for any time needed to start computers, load secure browsers, and log in students. Nor do they account for breaks. TAs should work with SCs to determine precise testing schedules.

Elementary and Middle School Testing Schedule

The elementary and middle school VTSA is composed of four segments. The 4 segments can be administered over 4, 3, or 2 days. It is not recommended that the VTSA be administered in one day at the elementary or middle school level. It is recommended that 30 minutes be provided for each segment for a total test assessment length of 120 minutes. At the end of each segment a student will receive a message that they are reaching the end of a segment and will not be able to revisit their answers[1]. See Table 1 contains estimates of the time it will take most elementary and middle school students to complete the VTSA. This information is for scheduling purposes only, as the assessments are not timed.

Table 1. Recommended Elementary and Middle School VTSA Administration Schedule

Segment 1	Segment 2	Segment 3	Segment 4
Physical, Life or Earth (2 clusters; 4 standalones) 25-30 minutes	Physical, Life or Earth (2 clusters; 4 standalones) 25-30 minutes	Physical, Life or Earth (2 clusters; 4 standalones) 25-30 minutes	Embedded Field Test (EFT) set (1 cluster or 6 standalones) 10 -15 minutes

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[1] If a student needs to revisit their answers in a specific segment, the School Test Coordinator (SC) will need to submit a Re-Open Test Segment appeal in TIDE. For more information on submitting appeals, see the *TIDE User Guide* on the Vermont Comprehensive Assessment Program Portal.

High School Test Schedule

The high school VTSA has two segments. It is recommended that the assessment is administered over two days but can be administered in one. If the assessment is administered in one day, it is recommended that it is administered in two 60-minute sessions with a 10-minute break in between. If the test is administered over two days, it is recommended that the test be administered in two 60-minute sessions. Table 2 contains estimates of the time it will take most students to complete the VTSA when administered over 2 days. This information is for scheduling purposes only, as the assessments are not timed.

Table 2. Recommended High School VTSA Administration Schedule

Day 1		Day 2	
Segment 1	Segment 2	Segment 3	Segment 4
Physical, Life or Earth (2 clusters; 4 standalones) 25-30 minutes	Physical, Life or Earth (2 clusters; 4 standalones) 25-30 minutes	Physical, Life or Earth (2 clusters; 4 standalones) 25-30 minutes	EFT set (1 cluster or 6 standalones) 10 -15 minutes

Students will take Segment 1 and 2 on the first day and Segment 3 and 4 on the second day. The transitions between segment 1 and 2 and the transition between 3 and 4 are invisible to the student. The students will receive a message that they have finished their segment after Segment 2 so students know they are done testing for the day and will not be able to revisit their answers[2].

NGSS Sample Items

In preparation for the VTSA Field Test, it is **highly recommended** that **all** participating students access the NGSS sample items currently available through the Vermont Science Assessment (VTSA) card on the Vermont Comprehensive Assessment Program Portal at http://vt.portal.airast.org. Teachers are encouraged to use the NGSS sample item clusters so familiarize students with the testing format. Five sample item clusters are available at the

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[2] If a student needs to revisit their answers in a specific segment, the School Test Coordinator (SC) will need to submit a Re-Open Test Segment appeal in TIDE. For more information on submitting appeals, see the *TIDE User Guide* on the Vermont Comprehensive Assessment Program Portal.

elementary school level and middle school level, and four sample item clusters are available at the high school level.

Vermont Science Assessment Practice Test

In preparation for the VTSA Field Test, it is **highly recommended** that **all** participating students access the VTSA sample items available in the Vermont Practice Test environment. The practice test environment can be accessed through the Vermont Science Assessment (VTSA) card on the Vermont Comprehensive Assessment Program Portal at http://vt.portal.airast.org. Teachers are encouraged to start a practice test TA session and administer the practice test with a proctored session. A proctored session allows teachers to confirm that students' test settings are correct in TIDE.

Vermont Science Assessment Content and Item Types

The VTSA will consist of a variety of item types and interactions, many of which students will have experienced before on the Smarter Balanced Assessments. However, other item types will be new. Some items will be organized in item clusters that are designed to engage the student in a grade-appropriate, meaningful scientific activity aligned to a specific NGSS performance expectation. Each item cluster begins with a real-world phenomenon and includes two or more items that require students to demonstrate the ability to use the science and engineering practices, disciplinary core ideas, and cross-cutting concepts described by the performance expectation. On average, each student will receive 6 item clusters and 12 stand-alone items on the VTSA. Although the VTSA is not computer-adaptive, different students will receive different item clusters and stand-alone items.

Pause Rules

There will be a 20-minute pause rule set for the VTSA. If a student pauses the test for more than 20 minutes, he or she will not be able to return to the questions that he or she previously answered[3]. If a student pauses on a page that contains multiple questions, he or she will be able to return to the same page and respond to the remaining questions even after the 20-minute pause.

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[3] If a student needs to review previously answered questions, a teacher will need to file a Grace Period Extension Appeal in TIDE. For more information on filing appeals, see the *TIDE User Guide* on the Vermont Comprehensive Assessment Portal.

Universal Tools, Designated Supports, and Accommodations

Appendix A includes a list of the universal tools, designated supports, and accommodations available to students for the VTSA. All designated supports and accommodations[4] must be entered into the "Science" subject area of TIDE before testing. Students using text-to-speech designated support will need headphones or earbuds to complete the VTSA.

Vermont Science Assessment Security

Ensuring Test Security

All VTSA items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Refer to Appendix B for examples of issues that are considered violations of test security.

Violation of test security is a serious matter with far-reaching consequences. Breaches of test security include but are not limited to copying test materials, failing to return test materials, coaching students, giving students answers, and/or changing students' answers. Such acts may lead to the invalidation of an entire school district's student test scores, disruption of the test system statewide, and legal action against the individual(s) committing the breach, including revocation of the individual's license to teach in Vermont. A breach of test security may be dealt with as a violation of the Code of Professional Responsibility for Teachers, as well as violation of other pertinent state and federal law and regulation. The Vermont Agency of Education (AOE) will investigate all such matters and pursue appropriate follow-up action.

Security of the Test Environment

Table 3 describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

Individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the assessments must report this incident immediately to the District Coordinator.

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[4] All accommodations must be recorded in students' Individual Program (IEP) or Section 504 Plan.

Table 3. Requirements of the Test Environment

Before Testing	
Instructional materials removed or covered	Instructional materials **must be removed or covered, including but not limited to** information that might assist students in answering questions. This includes materials that may be displayed on bulletin boards, chalkboards, dry-erase boards, or charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
Student seating	Students must be seated so that there is enough space between them to minimize opportunities to look at one another's work, or they should be provided with table-top partitions.
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic to promote optimum testing conditions.
During Testing	
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.
No answer key development	No form or type of answer key may be developed for test items.
Access to assessments	Only students who are testing can view test items. Students who are not being tested, unauthorized staff, or other adults must not be in the room where a test is being administered. Trained teachers and Test Administrators may have limited exposure to test items in the course of properly administering the assessments; however, Test Administrators may not actively review or analyze any test items.
Testing through the Secure Browser	Administration of the VTSA Field Test is possible only through the Student Interface via the Secure Browser.
No unauthorized log in to the Online Testing System	Only students may log in to the Student Interface. Students may not use another student's login credentials. Only adults may log in to the Test Administrator Interface (TA Interface) with an authorized account. An adult may not use another person's username and password.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, and social media websites.

| After Testing	
No access to responses	Test Administrators are not permitted to review student responses in the testing interface or students' notes on scratch paper.
No copies of test materials	Unless needed as a print-on-demand or braille accommodation, no copies of the test items or stimuli may be made or otherwise retained.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, and simulations must not be retained, discussed, or released to anyone.
No test materials used for instructional purpose	Test items, stimuli, and simulations must not be used for instructional purposes.
Destroy test materials securely	Printed materials from the print-on-demand accommodation and scratch paper should be destroyed after testing.

Section II. During Vermont Science Assessment Field Test Administration

On the day of the VTSA Field Test administration, the Test Administrator will need to start a VTSA Field Test grade 5, grade 8, or grade 11 session and read the directions aloud to students. The read-aloud directions are shown in boxes with blue backgrounds. Test Administrators should distribute scratch paper to students before testing begins.

Test Administrators are responsible for monitoring student progress and tracking the time for the VTSA Field Test. 120 minutes is the minimum time that must be provided to students, unless all students in a testing room have finished early. The testing time is a recommendation of how much time students will need to complete the VTSA Field Test. Students may be given additional time if needed and if the school is able to provide it; however, students must be allowed a minimum of 120 minutes of testing time, unless all students in the testing room have finished early.

Logging In to the Test Administrator Interface

Access the Test Administrator Interface (TA Interface) via https://vt.tds.airast.org/testadmin or from the Vermont Comprehensive Assessment Program. Then, enter your email address and password and click [**Secure Login**] to log in to the TA Interface.
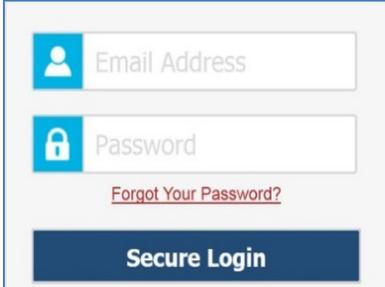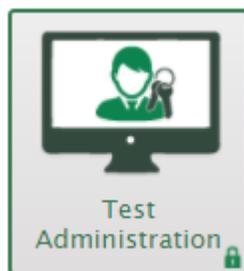
Starting a Test Session

From the test selection page, select the particular test and grade to be administered in the test session and click the [**Start Session**] button.

Providing Students with a Test Session ID Number

The Test Administrator should write the test session ID number on the board and may print test tickets for the students with the following information:
- The student's first name
- The student's Statewide Student Identifier (SSID) number

As a reminder, Test Administrators can print students' first names and SSIDs by using the *Print Testing Tickets* feature in the *Administering Tests* section of TIDE. The students must enter this exact information in the Student Interface of the Secure Browser.

When providing students with the test session ID number, read aloud the directions below.

> **SAY:** Enter your first name followed by your student ID number using the information on the paper I gave you. Then enter the test session ID number exactly as it is written without extra spaces or characters. Raise your hand if you need help typing this information.
>
> Please do not share your student ID number with anyone. This is private information.
>
> **SAY:** Now click [Sign In]. Once you have successfully signed in, you will see a screen with your first name, grade, student ID number, and school. If all of the information on your screen is correct, select [YES] to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.

Pause to assist students.

> **SAY:** Now select VTSA Field Test [Insert Grade].

Viewing and Approving Students Waiting for Test Session Approval

In the TA Interface, select the [**Approvals**] button and approve student requests to start a test by clicking the checkmark icon, ✔.
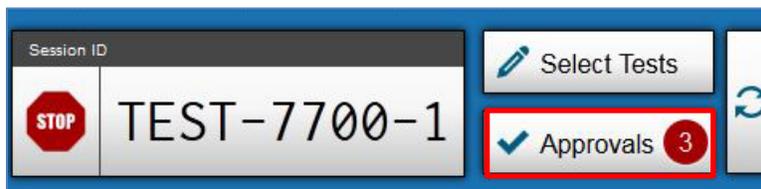
Approvals and Student Test Settings	✓ Approve All Students	⟳ Refresh	⊗ Done

1 students awaiting approval **0** tests in session ⦿VTSA Field Test Grade 8

VTSA Field Test Grade 8 - 1 student(s)

Student Name	SSID	Opp #	See Details	Action
Demo Student	9999999993	1	Standard	👁 ✓ ✗

> **SAY:** After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. Review your test settings and verify that you are taking the VTSA Field Test Grade [insert grade]. If all of the information is correct, select [YES]. If any of it is incorrect, please raise your hand.

The students will also see a video playback check, as some of the VTSA items include short video simulations. There are no audio items on the VTSA Field Test (unless a student requires text-to-speech designated support).

Video Playback

Make sure video playback is working. To play the sample video, press the play button.

Next Step:
If you were able to play the video, choose **I could play the video**. If not, choose **I could not play the video**.

[I could play the video] [I could not play the video]

Text-to-Speech Designated Support

Students marked as requiring text-to-speech designated support in TIDE will be asked to verify that their headsets are working properly.

For only students requiring text-to-speech designated support, read the following.

> **SAY:** Next, you should see a screen that prompts you to verify that the sound on your computer is working. Put your headsets on and click the green icon of the speaker to hear the sound. If you hear the voice, click [I heard the voice]. If not, raise your hand. You can adjust the volume, pitch, and rate of the voice by using the sliders.

Before the test begins, inform the students of general information relevant to the test.

> **SAY:** The questions in this test cover many science topics. Although some of the questions may look difficult or unfamiliar, you may be able to figure out the answers if you read and think about them carefully.
>
> If you are unsure of an answer, provide what you think is the best answer; there is no penalty for guessing. If you would like to review that answer at a later time, mark the question for review. Mark for Review is available in the upper right corner of the answer and represented by three horizontal lines. Flagging the question will remind you to go back and decide whether you want to change the answer later.
>
> **SAY:** Your answers need to be your own work. Please keep your eyes on your own test and remember that there should be no talking.

> **When you are ready to begin your test, click [BEGIN TEST NOW] at the bottom of the page. You will have 90 minutes to complete this test.**

Start timing the test. The suggested testing time of at least 120 minutes is a recommendation of how much time students will need to complete the VTSA Field Test. Students may be given additional time if needed and if the school is able to provide it.

Monitoring Student Progress

It is very important that the Test Administrator monitor student progress throughout the test session. The Test Administrator may also use the TA Interface to view the testing progress of any student. This site will not show test items or scores, but it will let the Test Administrator see how many items have been delivered to each student (e.g., question 24/40).

Test Administrators may assist students in navigating the online test environment and responding to different item types, but they should not assist students with any content needed to answer questions.

Students in your Test Session

	0 students awaiting approval **4** print requests **2** active tests						= NGSS Field Test
⇕ **Student Name**	⇕ **SSID**	**Opp #**	⇕ **Test**	⇕ **Requests**	**Student Status**	**Test Settings**	**Pause Test**
Lastname, Firstname	9999990004	1	NGSS Field Test Grade 5		approved: 0/0	Custom 👁	⏸
Lastname, Firstname	9999990007	1	NGSS Field Test Grade 5		paused: 2/6, 12 min	Custom 👁	ⓘ
Lastname, Firstname	9999990005	1	NGSS Field Test Grade 5		started: 1/15	Custom 👁	⏸

Although the TA Interface is designed to automatically refresh every 20 seconds, the Test Administrator can refresh it manually at any time by clicking the refresh button, 🔄, at the upper right corner of the screen.

⚠️ | Do NOT click the web browser's refresh button to refresh the TA Interface. Doing so may log the Test Administrator out of the current session. If this happens, have students pause the test and create a new test session. Students should log in to the test again with the new test session ID.

The information button, ⓘ, in the TA Interface also allows Test Administrators to monitor and understand reasons that halt student progress.

Students in your Test Session

| | **0** students awaiting approval | **0** print requests | **1** active tests | | | | ⬤ = NGSS Field Test |

⇵ Student Name	⇵ SSID	⇵ Opp #	⇵ Test	⇵ Requests	⇵ Student Status	⇵ Test Settings	Pause Test
Sullivan, David	9999990007	1	NGSS Field Test Grade 5		started: 2/6	Custom 👁	⏸

If the <u>high school science assessment</u> is administered on the same day, with a 10-minute break between 60-minute sessions, use the script below.

When there are 10 minutes left in the first test session, read the following.

> **SAY:** **You have 10 minutes left. Please review any completed or marked-for-review questions now. Please click [PAUSE] when you are finished reviewing your work. You will begin segment 2 after the break.**

If the <u>high school science assessment</u> is administered over multiple days, use the script below.

When there are 10 minutes left in the first test session, read the following.

> **SAY:** **You have 10 minutes left. Please review any completed or marked-for-review questions now. Please click [PAUSE] when you are finished reviewing your work. You will begin a new test segment when the next session of the test is administered.**

Use the script below after the break or the following day when the next session is administered.

> **SAY:** **Enter your first name followed by your student ID number using the information on the paper I gave you. Then enter the test session ID number exactly as it is written without extra spaces or characters. Raise your hand if you need help typing this information. Follow the on-screen prompts and sign in to the test session. Once I approve you for the test, you can begin your test.**

When there are 10 minutes left at the end of the next session, read the following.

> **SAY:** **There are 10 minutes left in this session. Please review your work and click [END TEST] when you are finished.**

When the time is up, read the following.

> **SAY:** **This test session is now over. Please click [END TEST] now. I will now collect scratch paper and any other materials.**

If the <u>fifth grade or eighth grade science assessment</u> is administered on the same day, with a 10-minute break between the allocated time for each session (Table 1), use the script below.

When there are 10 minutes left in the first test session, read the following.

> **SAY:** **You have 10 minutes left. Please review any completed or marked-for-review questions now. Please click [PAUSE] when you are finished reviewing your work. You will begin segment 2 after the break.**

If the <u>fifth grade or eighth grade science assessment</u> is administered over multiple days, use the script below.

When there are 10 minutes left in the first, second, or third test session, read the following.

> **SAY:** **You have 10 minutes left. Please review any completed or marked-for-review questions now. Please click [PAUSE] when you are finished reviewing your work. You will begin a new test segment when the next session of the test is administered.**

Use the script below after the break or the following day when the next session is administered.

> **SAY:** **Enter your first name followed by your student ID number using the information on the paper I gave you. Then enter the test session ID number exactly as it is written without extra spaces or characters. Raise your hand if you need help typing this information. Follow the on-screen prompts and sign in to the test session. Once I approve you for the test, you can begin your test.**

When there are 10 minutes left at the end of the **<u>final</u>** session, read the following.

> **SAY:** **There are 10 minutes left in this session. Please review your work and click [END TEST] when you are finished.**

In the TA Interface, the Test Administrator should click [**Stop**] to end the test session and pause any student tests that are still in progress. Students who have not finished testing may return to complete any unfinished items at any time during the VTSA Field Test administration window. When finished, the Test Administrator can log out of the TA Interface by clicking the [**Logout**] button at the upper right corner of the screen.

Section III. After Vermont Science Assessment Field Test Administration

Participation Reports

Test Administrators, as well as district- and school-level users, can see how many students completed the VTSA Field Test in a given school using the Monitoring Test Progress module in TIDE. To access participation reports, select [**Plan and Manage Testing**] from the Monitoring Test Progress menu.

Step 1. From the drop-down menu, select the VTSA Field Test and choose the administration year, test name, and enrolled grade.
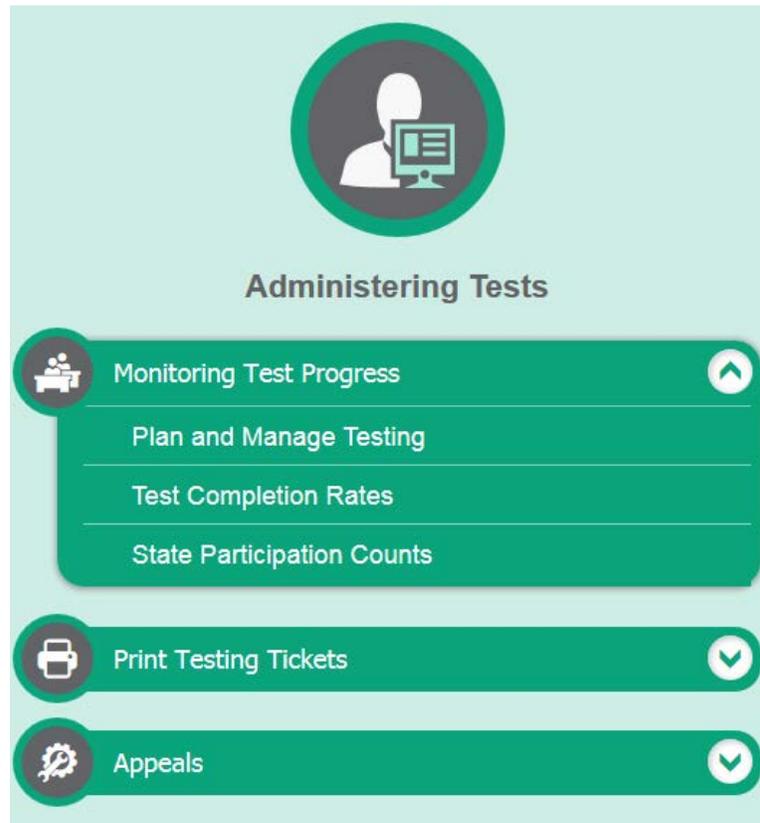
Note: *Optional: You may select additional criteria to filter your results (e.g., Filter By Gender).*

Step 2. Select your district, school, and teacher.

Step 3. Select the radio button for one of the options and set the parameters for that option. The following options are available:

- Students who (**have/have not**) (**completed/started**) the **1st** opportunity in the selected administration.

- Students whose current opportunity will expire in (**number**) of days.

- Students on their **1st** opportunity in the selected administration who have a status of (**student test status**).

- Students whose most recent (**Session ID**) was (**Session ID (optional)**) between (**start date**) and (**end date**).

Step 3: Get Specific

- ○ students who [have ▼] [completed ▼] [1st ▼] opportunity in the selected administration
- ○ students whose current opportunity will expire in [   ] days.
- ○ students on their [1st ▼] opportunity in the selected administration, and have a status of [any ▼]
- ○ students whose most recent [SessionID ▼] was [SessionID (optional)] between [04/05/2017] and [04/05/2017]

Note: If no TA or Session ID is specified, date range cannot exceed 15 days

[Generate Report]   [Export Report]

Appeal Process

In the normal flow of test opportunities, students take tests in the Test Delivery System (TDS) and then submit them. Appeals are a way of interrupting this normal flow. A student may need to retake a test or have another test opportunity. A Test Administrator may want to invalidate a test because of a hardware malfunction or a testing incident.

Invalidating a test eliminates the test opportunity, and students have no further opportunities for the test. Resetting a test allows students to restart a test opportunity (removing all responses on the test) or allows the data entry operator to restart the data entry process. Re-opening a test allows students to return to the VTSA Field Test, modify their answers, and resubmit the test. A grace period extension allows students to return to the questions that were locked by the 20-minute pause rule. Restoring a test that was reset reverses a reset, restoring students' responses to what they were before the reset was processed.

Test Administrators should work with their School Test Coordinators to submit relevant appeals in TIDE. The appeal will be reviewed by a staff member of the AOE within 24 hours after the appeal is received.

Score Reporting

The VTSA Field Test is administered in preparation for the new science summative assessment that will be launched in spring 2019. Individual student results for the VTSA Field Test will not be reported in spring 2018. Instead, student responses will be used to evaluate the performance of the newly designed VTSA questions and determine the appropriate difficulty level of the test, its duration, and overall design for the spring 2019 live administration. For the 2018 Operational Field test, school and district level scores will be reported for statewide accountability.

Appendix A. Universal Tools, Designated Supports, and Accommodations

These tables provide the universal tools, designated supports, and accommodations that are available to students taking the VTSA Field Test. See the *Vermont Science Accessibility Guide* for complete information on student accommodations and supports. See the *TIDE User Guide* for information on how to adjust and set student test settings.

Table 4. Embedded Universal Tools

Tool	Description
Digital Notepad	Students may use this tool to make notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are **not** saved when the student moves on to the next segment or after a break of more than 20 minutes.
Expandable Passages	Students may expand passages or stimuli so that they take up a larger portion of the screen.
Highlighter	Students may use this tool to make desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.
Line Reader	The student uses an onscreen universal tool to assist in reading by raising and lowering the tool for each line of text on the screen.
Keyboard Navigation	Students may navigate through the test by using a keyboard. Students are provided with a document called Keyboard Commands for Students that explains the various keystrokes.
Mark for Review	Students may flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
Strikethrough	Students may cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.
Writing Tools	Students may use selected writing tools (e.g., bold, italic, bullets, undo/redo) for all student-generated responses.

Zoom	Students may use this tool to enlarge text or graphics in a window or frame. The default size for all tests is 14-point font. Students can enlarge text and graphics using the Zoom In button or return to the default size using the Zoom Out button. The Zoom feature only changes the size of text and graphics on the current screen. To increase the default print size of the entire test (from 1.5X to 3.0X default size), the print size must be set for the student in TIDE prior to the start of the test. This is the only feature that Test Administrators can set. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Table 5. Non-Embedded Universal Tools

Tool	Description
Breaks	Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes, individual students may take breaks when needed to reduce cognitive fatigue from heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment. Breaks for the Standard Science Assessment may not be administered over multiple days and must be administered within the required testing time limits.
Scratch Paper/ Whiteboard with Marker	Scratch paper may be provided to make notes, write computations, or record responses. Any kind of paper can be used for science. A whiteboard with marker may be used as scratch paper.

Table 6. Embedded Designated Supports

Support	Description
Color Contrast	Students may adjust screen background or font color, based on needs or preferences. This may include reversing the colors for the entire Student Interface or choosing the color of font and background; options include Black on White; Yellow on Blue; Medium Gray on Light Gray; or Reverse Contrast.
Masking	Students may block off content that is not of immediate need or that may be distracting. Students are able to focus their attention on a specific part of a test item by masking. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.
Mouse Pointer (Size and Color)	Students may request the size and color of the mouse pointer to be changed. A Test Administrator sets the size and color of the mouse pointer before testing.
Text-to-Speech	Students may have the text read aloud via embedded text-to-speech (TTS) technology. The student is able to control the speed, as well as raise or lower the volume of the voice via a volume control.
Turn Off Universal Tools	The student may request that any universal tools that might be distracting, that students do not need to use, or that students are unable to use be disabled while testing.

Table 7. Non-Embedded Designated Supports

Support	Description
Amplification	The student may adjust the volume control beyond the computer's built-in settings using headphones or other non-embedded devices.
Bilingual Glossary and/or Dictionary	A bilingual/dual language word-to-word dictionary is a language support. For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment.
Color Overlay	Color transparencies may be placed over a paper-based assessment. Students with attention difficulties may need this support to view test content. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). The student must have the print-on-demand accommodation or use a large print test booklet in order to use this designated support. Choice of color should be informed by evidence of those colors that meet the student's needs.
Magnification Device	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons) may be adjusted by the student with an assistive technology device. Magnification allows the student to increase the size to a level not supported by the Zoom universal tool. Students used to viewing enlarged text, graphics, or navigation buttons may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. The use of this designated support may result in the student needing additional overall time to complete the assessment.
Noise Buffering	Students may use ear mufflers, white noise, WhisperPhone, or other equipment to block external sounds. A student (not groups of students) may wear equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Students who use noise buffers will need headphones unless tested individually in a separate setting.

Support	Description
Read Aloud	Text is read aloud to the student by a trained and qualified human reader who follows the *Test Administration Manual*, security procedures, and Read Aloud Guidelines[5]. All or portions of the content may be read aloud. Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities or by students who are blind and do not yet have adequate braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers must be provided to students on an individual basis, not a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment, and the student will need to be tested in a separate setting.
Scribe	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the administration guidelines provided in the *Vermont Science Assessment (VTSA) Accessibility Guide*[6].
Separate Setting	Students who are easily distracted (or may distract others) may need an alternative location to be able to take the assessment. The separate setting may be a different room that allows the students to work individually or among a smaller group, or in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners; in a study carrel; with a WhisperPhone; near the teacher's desk; or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. A designated adult, employed by the school and trained in a manner consistent with the Test Administration Manual (TAM), including security procedures, may act as test proctor (Test Administrator) for the student. Some designated supports or accommodations require students to be assessed individually. These students would also require a separate setting. Examples include students accessing the Read Aloud designated support or accommodation, scribe, or speech-to-text.

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[5] The Read Aloud Guidelines are located in Appendix D of the *Vermont Science Assessment (VTSA) Accessibility Guide*.

[6] The Scribe Guidelines are located in Appendix E of the *Vermont Science Assessment (VTSA) Accessibility Guide.*

Support	Description
Simplified Test Directions	The test administrator simplified or paraphrases the test directions found in the Smarter Balanced Test Administration

Table 8. Embedded Accommodations for Online Testing

Accommodation	Description
Braille	Online UEB Contracted with Nemeth Math and Online UEB Uncontracted with Nemeth Math are available for VTSA.
Permissive Mode	Students can use accessibility software, such as screen readers or magnifiers, during testing.
Streamlined Mode	This accommodation allows any tests to be presented without a split screen. Items are presented sequentially below the stimuli.

Table 9. Non-Embedded Accommodations

Accommodation	Description
Alternative Response Options	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation to access the VTSA Field Test. Some alternate response options are external devices that must be plugged in and must be compatible with the assessment delivery platform.
Print on Demand	Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment. Permissive mode must be indicated within the TIDE system to access this accommodation.
Paper/Pencil Braille	Paper tests for UEB Contracted with Nemeth Math and UEB Uncontracted with Nemeth Math are available for the VTSA.
Sign Language for Test Items	The sign language accommodation for the VTSA allows a qualified Test Administrator to sign the test directions or test content to a student who is deaf or hard of hearing. Students are tested individually, and, if necessary, a sign language interpreter may assist in test administration by providing directions.
Speech-to-Text	The speech-to-text or voice-recognition software accommodation allows students to use their voices as input devices to the computer, to dictate responses, or to give commands (e.g., opening application programs, pulling down menus, saving work). Students use their own assistive technology devices, which generally include a microphone and headphones. Typically, students who have motor or processing disabilities (such as dyslexia) may use this accommodation and find it beneficial. Students need to be familiar with the software and have had many opportunities to use it during instruction. Speech-to-text software requires that students know writing conventions and that they have reviewing and editing skills; thus, experience with this accommodation prior to testing is essential. When students use their own assistive technology devices, all assessment content must be deleted from these devices after testing for security purposes. Permissive mode must be indicated within the TIDE system to access this accommodation.

Appendix B. Examples of Test Security Violations

Level of Severity	Types of Issues
LOW **Impropriety**	Students making distracting gestures/sounds or talking during the test session, creating a disruption in the test session for other students.
	Students leaving the test room without authorization.
	Testing staff leaving related instructional materials on the walls in the testing room.
MEDIUM **Irregularity**	Students cheating or providing answers to one another, including passing notes, giving help to other students during testing, or using hand-held electronic devices to exchange information.
	Students accessing the Internet or any unauthorized software or applications during a testing event.
	Students accessing or using unauthorized electronic equipment (e.g., cell phones, smart watches, iPods, electronic translators) during testing.
	Test session disrupted due to an event such as a fire drill, school-wide power outage, or other acts.
	Testing staff failing to ensure administration and supervision of the NGSS Field Test by qualified, trained personnel.
	Testing staff giving incorrect instructions that are not corrected prior to testing.
	Testing staff giving out his or her username/password (via email or otherwise), including to other authorized users.
	Testing staff coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, paraphrasing items or prompts) and nonverbal cues (e.g., voice inflection, pointing, nodding head) to the correct answer. This also includes leading students through any instructional strategy, such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.
	Testing staff providing students with non-allowable materials or devices during test administration or allowing inappropriate designated supports and/or accommodations during test administration.
	Testing staff allowing anyone other than a student to log in to the test unless prescribed as an allowable accommodation in the student's Individualized Education Program (IEP). This includes Test Administrators or other staff using student information to log in or allowing a student to log in using another student's information.
	Testing staff providing a student access to another student's work/responses.
HIGH	Testing staff modifying student responses.

Level of Severity	Types of Issues
Breach	The live Student Interface or TA Interface being used for practice instead of a live test administration. Live interfaces should be accessed only via the Secure Browser for live assessments (interim or summative). Any practice tests should be taken on the Practice Test site, located on the Vermont Comprehensive Program portal.
	Adults or students posting items or test materials on social media (Twitter, Facebook, etc.).
	Testing staff allowing students to take home printed test items, reading passages, or scratch paper that was used during the test or failing to otherwise securely store test materials.
	Adults or students copying, discussing, or otherwise retaining test items, reading passages, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, or answer keys for instructional purposes.
	Secure test materials (e.g., test items, reading passages) being shared with the media or allowing the media to observe a secure test administration.
	Adults or students improperly removing secure testing materials—such as test items, stimuli, reading passages, or scratch paper—from the testing environment.

Appendix C. Change Log

Description of Change	Location	Date
Updated Vermont Help Desk phone number.	Vermont Resources and Help Desk Information	5/24/2018
Updated scripted directions to the student to clarify how to end each session.	Monitoring Student Progress	5/24/2018