south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

South Dakota

Smarter Balanced ELA/Math Assessments:

Interim Assessment Guide for Administration

2020-2021

Prepared by Cambium Assessment, Inc.

Cambium Assessment

Descriptions of the operation of the Test Information Distribution Engine and related systems are property of Cambium Assessment, Inc. (CAI) and are used with the permission of CAI.

TABLE OF CONTENTS

Introduction **4**

I. Overview of the ELA/Math Interim Assessments **4**

Key Features of the Interim Assessments 4

The Interim Comprehensive Assessments 4

The Interim Assessment Blocks 4

Focused Interim Assessment Blocks 4

Interim Assessment Blueprints 4

Training and Practice Tests 4

Accessing the Assessment Viewing Application 4

Accessing the Proctor Interface 4

Accessing the Student Interface 4

II. Guidelines for Administering the Interim Assessments **5**

Standardized vs Non-Standardized Test Administration 5

Standardized Administration 6

Non-standardized Administration 6

Criteria for Selecting Standardized Administration 7

Table 1: Examples of Standardized and Non-standardized Administration 7

Estimated Testing Time 8

The Interim Comprehensive Assessments (ICAs) 8

Table 2: Estimated Testing Times for Smarter Balanced ICAs 9

The Interim Assessment Blocks (IABs)/Focused Interim Assessment Blocks (FIABs) 9

Responding to Testing Improprieties, Irregularities, and Breaches 10

Accommodations and Accessibility 11

Use of Calculators 12

Electronic Devices 13

Scratch Paper 13

Breaks 14

III. Viewing Scores and Results **16**

Understanding Results for the Interim Assessments 17

Reporting Performance for ICAs 18

Reporting Performance for IABs/FIABs 18

IV. Hand scoring of constructed- response items **20**

Tools for Teachers Overview 24

Accessing Tools for Teachers.....25
Appendix A: Additional resources.....26
Appendix B: User Support.....28

INTRODUCTION

I. OVERVIEW OF THE ELA/MATH INTERIM ASSESSMENTS

II. GUIDELINES FOR ADMINISTERING THE INTERIM ASSESSMENTS

The following factors should be considered when administering the interim assessments

- **Interim assessment types:** Districts/schools may elect to administer only ICAs, IABs, FIABs or all interim assessments during the school year.
- **Multiple administrations:** Members have the flexibility to re-administer interim assessments two times. These decisions should be made as part of larger assessment context that includes the purpose of the interim assessment, how the interim assessment will be scored, and how the data from the interim assessment will be used to improve teaching and learning. Members should work with their service providers to determine the maximum number of times interim assessments may be administered.
- **Fixed forms:** There is only one form of each ICA per grade and content area, one form of each of the IABs/FIABs. All interims are fixed-form tests so students who take an interim for a second time see the same questions in the same order. In addition, within a grade there are overlapping items in the IABs and ICAs in each content area and the performance task is the same whether given as an IAB/FIAB as part of the ICA. Exposure to and familiarity with test questions may affect student performance and the accuracy of interim results.
- **Grade levels:** The ICAs and IABs/FIABs are comprised of items aligned to the CCSS in grades 3–11. However, administering the interim assessments is not constrained by grade level. Students may take an off-grade-level interim assessment to help inform educators on skills and knowledge a student has from previous grades, or from an advanced-level course.
- **Untimed:** Both ICAs and IABs/FIABs are untimed tests. The time it might take students to complete an ICA under a standardized administration is provided in this document only as a guide. Many IABs/FIABs administered under a standardized administration can be completed in about one class period but some may take more than one period.
- **Hand scoring:** With the exception of the Math Performance Task IAB, all math IABs/FIABs are machine scored. Most items in the ELA and mathematics ICAs and the ELA IABs are machine scored, however, there are some constructed-response items, including the performance task that need to be hand scored.

Standardized vs Non-Standardized Test Administration

The interim assessments can be administered flexibly by teachers to best meet their instructional needs, either in a standardized or non-standardized administration.

Standardized Administration

Standardized administration means that a student completes the interim assessment individually, following the procedure for administration used for the summative assessments. Results from a standardized administration can be interpreted in a consistent manner and used as a gauge of student learning that is comparable across students. In this approach, the interim assessment is used as an assessment of learning after a period of instruction and results reflect an individual student's mastery of the concepts assessed.

Information about the reliability and meaning of scores for these fixed form assessments applies only to the first time a test is administered under standardized conditions, including the use of standardized hand-scoring protocols. Subsequent administrations, or results from collaborating with a class or teacher, alter the interpretation of results. In addition, some items on the IABs and ICAs are shared and no longer have the same parameters once exposed to the student. The conditions of administration should be considered so that results can be interpreted correctly.

Non-standardized Administration

Non-standardized administration refers to any administration that is not consistent with the administration requirements of the summative assessment. Some examples of non-standardized administration might include (but are not limited to):

- Administering tests while students answer cooperatively in pairs, in small groups, or as a whole class. Teachers may elect to include some discussion time between test items.
- Providing access to classroom resources that may support the students' understanding of the assessed content.

Results from a non-standardized administration of the interim assessments are more appropriately used as assessment <u>for</u> learning (formative assessment process) rather than the assessment <u>of</u> learning. Because non-standardized administration does not necessarily describe the performance of individual students in a comparable manner, caution must be used when making instructional decisions based on data from a non-standardized administration.

Criteria for Selecting Standardized Administration

The criteria for selecting the standardized option for a student is determined locally. Factors that may impact appropriateness include, but are not necessarily limited to, the extent to which:

- The test items have been exposed to students.
- The interim assessments were administered in a consistent manner across time.
- Educators and others who make inferences based on test results should have received adequate training in administering the interim assessments, in hand scoring procedures, and in interpreting results.
- A student with disabilities took the interim assessment in a manner consistent with the accessibility resources (e.g., accommodations) identified in his or her respective Individualized Education Program (IEP) or Section 504 Plan, and in a manner consistent with how the student performs work for his or her classes.
- A student identified as an English learner took the interim assessment with the necessary accessibility resources identified for use with statewide assessments.

Table 1 provides several examples of standardized and non-standardized administration of interim assessments.

Table 1: ***Examples of Standardized and Non-standardized Administration***

Standardized Administration	Non-standardized Administration
Example 1: A teacher administers the Read Informational Texts IAB to assess the degree to which students learned the emphasized skills at the completion of a unit of instruction.	**Example 1:** The teacher displays an item from the Read Informational Texts IAB that requires hand scoring. Using a service provider's item viewer application, the teacher asks students to respond to the question on paper. The teacher then scores the responses using the scoring guides and uses the results to inform next steps for instruction.

Standardized Administration	Non-standardized Administration
Example 2: A grade eight mathematics teacher administers the grade seven ICA in the fall to any student who did not take the Smarter Balanced Summative Assessment the previous school year. The teacher uses these results, along with the grade seven summative results for the other students, as a foundation for her instructional planning at the beginning of the school year.	**Example 2:** A teacher asks students to work in small groups and discuss the questions in an IAB as they take the test. This is followed with a whole-class discussion.
Example 3: A district pilots a new writing program to improve students' writing skills. Teachers administer the grade-level ELA Performance Task IAB. Teachers score the students' full writes. Teachers score the students' work and discuss any impact they've observed in their performance.	**Example 3:** A teacher administers an IAB during instruction. The teacher projects the items on the screen and elicits answers from the class followed by a discussion about the reasoning behind student responses.

In summary, interim assessments can be used in a variety of ways. They can be administered under standardized conditions, as described in the *Online Summative Test Administration Manual (TAM)*. They can also be administered in a non-standardized manner. In addition, they may be used as a basis for class discussion or feedback at the item level but may not be used, displayed or distributed to individuals beyond authorized local education agency staff and students.

Estimated Testing Time

The Interim Comprehensive Assessments (ICAs)

The ICAs, which mirror the summative assessment, are best scheduled over multiple class periods, depending on grade level and content area. The following table contains approximate

estimates of the time it will take most students to complete the ICAs under standardized administration. Actual times will vary depending on how the assessments are administered and may not be reasonable estimates for ICAs administered in a non-standardized administration. This information is for scheduling purposes, as the interim assessments are not timed. These estimates do not account for any time needed to start computers, log in students, or for breaks. The estimated testing times for each grade and content area are presented in Table 2 and may be helpful during scheduling.

Table 2: Estimated Testing Times for Smarter Balanced ICAs

Content Area	Grades	Non-Performance Task Items hours:mins	Performance Task (PT) hours:mins	Total hours:mins	Total hours:mins
ELA/Literacy	3–5	1:30	2:00	3:30	3:30
ELA/Literacy	6–8	1:30	2:00	3:30	3:30
ELA/Literacy	HS	2:00	2:00	4:00	4:00
Mathematics	3–5	1:30	1:00	2:30	2:30
Mathematics	6–8	2:00	1:00	3:00	3:00
Mathematics	HS	2:00	1:30	3:30	3:30
Both	3–5	3:00	3:00	6:00	6:00
Both	6–8	3:30	3:00	6:30	6:30
Both	HS	4:00	3:30	7:30	7:30

The Interim Assessment Blocks (IABs)/Focused Interim Assessment Blocks (FIABs)

The IABs/FIABs are designed to be completed within a single class period. For scheduling purposes, each IAB includes 6–18 items as reflected in the IAB blueprint. Some IABs/FIABs, (e.g., the ELA PT IABs) may require more than one class period for some students to complete.

Responding to Testing Improprieties, Irregularities, and Breaches

Since interim assessments are not intended to be used for accountability purposes, most testing improprieties, irregularities, and breaches described in the *Online Summative Test Administration Manual* are not reported during an interim assessment administration. Unlike the summative assessments, teachers may discuss interim test items with students or other educators in the school and may use interim test items for instructional purposes.

There are two exceptions to this general policy:

- Testing Irregularity: A Proctor accidently administers a summative assessment instead of an interim assessment. This testing irregularity is reported in TIDE should an appeal be required.
- Breach: An adult or student shares interim items publicly.

  Incidents that are considered breaches for interim assessments include the following:

  - Adult or student posting interim test items or stimuli on social media (Twitter, Facebook, etc.).
  - Adult allowing students to take home copied or printed test items, stimuli, or scratch paper that was used during the test. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. **Note: If remote testing is permitted at the school or district level, this action would not be considered a breach.**
  - Adult or student posting interim test items in a third-party system (e.g., a student information system or local database).
  - Adult displaying or distributing interim assessment items that results in access to individuals beyond authorized local education agency staff and students (e.g., posting on a classroom webpage or putting them into a homework packet).

These inappropriate uses of interim items may prevent a teacher from a different school or district from using an interim assessment for their planned purpose. A breach incident must be reported to the School Coordinator and District Coordinator immediately and entered in TIDE should an appeal be required. The District Coordinator is responsible for notifying the South

Dakota Department of Education (SDDOE) who will notify Smarter Balanced staff of a potential security breach.

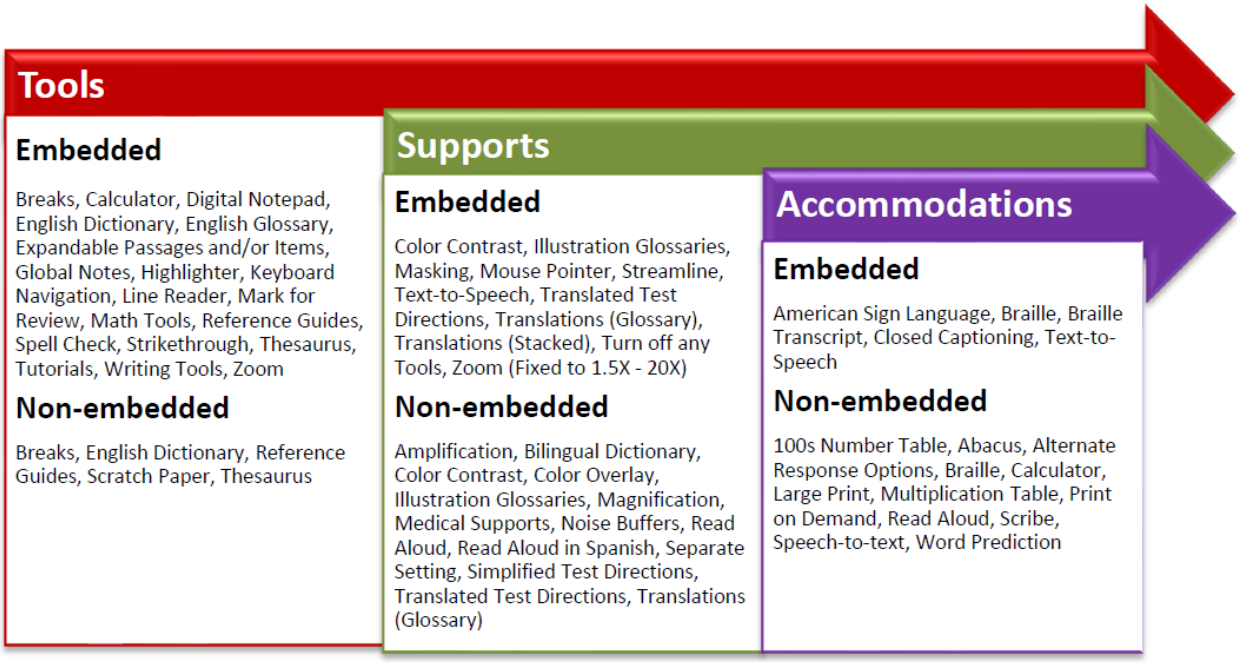
Accommodations and Accessibility

The Smarter Balanced assessment system is designed so that all students—including students with disabilities, English learners (ELs), and Els with disabilities, should have equal opportunity to participate in the interim assessments. The interim assessments also include all the accessibility resources that are available in the summative assessment to provide accurate results for all students. Smarter Balanced accessibility resources include:

- Tools—such as a digital notepad and scratch paper—are available to all students based on student preference and selection.
- Supports—like a translated pop-up glossary are available to students for whom a need has been indicated by an educator or team of educators (along with the student and his or/her parent/guardian) familiar with the student's instructional needs.
- Accommodations—are available to students with a documented need noted in an IEP or 504 Plan. Accommodations include Braille and closed captioning, among others.

As shown in the following figure, each category of accessibility features—tools, supports, and accommodations—includes both embedded and non-embedded versions of the tools, supports, or accommodations depending on whether they are provided as digitally-delivered components of the test administration system (embedded) or separate from the test administration system (non-embedded). The *Tools, Supports, and Accommodations (TSA) Guidelines* include the full list of universal tools, designated supports, and accommodations.

Figure 2. Conceptual Model Underlying the Smarter Balanced Tools, Support, and Accommodations Guidelines.



Use of Calculators

The following describes calculator policies for the Smarter Balanced online summative assessments and for students taking the online interim assessments using standardized administration procedures. Proctors administering the interim assessments using non-standardized conditions or for formative purposes may offer students more flexibility regarding the use of calculators.

- An embedded calculator is available for some mathematics items in grade 6 and above. A non-embedded calculator may only be used by students with a documented accommodation in an IEP or 504 Plan per guidance provided in the TSA. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed and its use needs to pre-approved by the SDDOE.
- Smarter Balanced mathematics assessments for grades 3–5 do not allow calculators to be used.

- The mathematics ICAs for grades 6 through high school are divided into two sections: Calculator Available and Calculator Not Available. Some grade-level mathematics IABs/FIABs have a calculator available and others do not, depending upon assessed content.
- The types of embedded calculators available on the Smarter Balanced mathematics tests are described below.
  - Grade 6: Basic Calculator
  - Grades 7 and 8: Scientific Calculator
  - High School: Scientific, Graphing, & Regression Calculator

Electronic Devices

For standardized test administration conditions, students should only have what is needed and allowed for testing, unless a device is needed for medical monitoring as described in the *Tools, Supports, and Accommodations (TSA) Guidelines*. All other student belongings should be placed in the location identified by the Proctor.

For standardized and non-standardized test administrations, students are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students or with other individuals outside the testing environment or photographing test content. This includes device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, smart watches, cameras, and electronic translation devices. Manual devices may be used to record or retain test items or stimuli (reading passages). Similarly, these materials may not be shared using email, social media websites, etc. This is consistent with the interim assessments being "student and teacher facing" only and the information provided in Test Security of the *Online Summative Test Administration Manual.*

Scratch Paper

Scratch paper is a non-embedded universal support for students to take notes, write computations, or develop draft responses. Scratch paper should be provided to students for all of the interim assessments. Only plain paper or lined paper is appropriate for ELA. Graph paper is required beginning in sixth grade and can be used on all math assessments. A whiteboard with a marker may be used as scratch paper. If the construct being measured is not impacted,

assistive technology devices, including low-tech assistive technology (e.g., Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child's IEP or 504 Plan. Access to the internet must be disabled on assistive technology devices.

For a standardized interim assessment administration, the teacher may either destroy scratch paper or securely store it after each test session, if the teacher plans to use student notes after testing for instruction. This includes when students take notes and/or draft responses to ELA or mathematics performance tasks (PTs). For the ELA PT IAB and the PT portion of the ELA ICA, the notes on the embedded universal tool, Global Notes, are retained from Part 1 to Part 2 so that the student may return to the notes even though the student is not able to go back to specific items in Part 1. While the embedded Global Notes is the preferred mode for notetaking during the ELA PT, students may use scratch paper to make notes, create graphic organizers or develop draft responses.

To maintain the security of interim test items, teachers should direct students to write their names (or some appropriate identifying information) on their scratch paper used for notes on the ELA or mathematics PTs. The teacher should collect and securely store the scratch paper to be used during a subsequent ELA PT test session. All scratch paper must be securely destroyed or stored upon the student's completion of the PT similar to the protocol used for the summative assessment.

Work that students do on scratch paper for interim assessments may contribute to classroom discussions, (e.g., compare first drafts to later versions of a writing response). It may also help inform the teacher's next steps in instruction or be used in a Professional Learning Community within the school environment. In all cases, the scratch paper must be kept securely and should be destroyed/shredded when the instructional use ends.

Breaks

There is no limit on the number of breaks or the length of a break that a student may be given according to his or her unique needs. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens. However, students will be automatically logged out of the test after 20 minutes of inactivity. It is recommended that a

single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g., lunch).

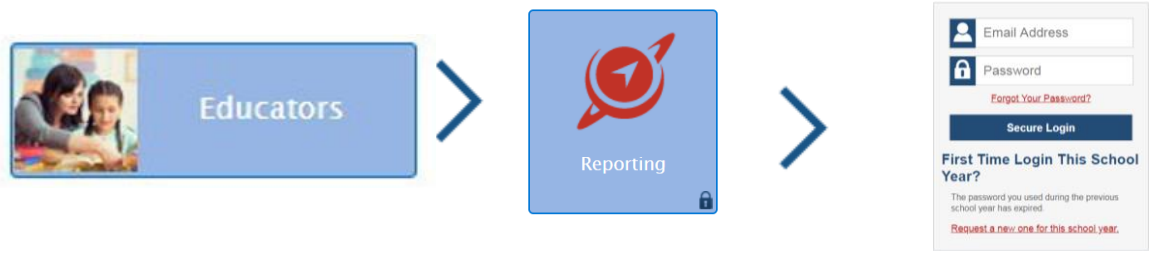
For a performance task (PT), the student can take a break for any amount of time and still return to any previously answered item within the PT's current segment only. The mathematics PT has only one part. The ELA Performance Tasks are presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves from Part 1 to Part 2, he or she will not be able to review or revise items in Part 1. It is recommended that students complete Part 1 in one test session and Part 2 the next school day in a separate test session.

III. VIEWING SCORES AND RESULTS

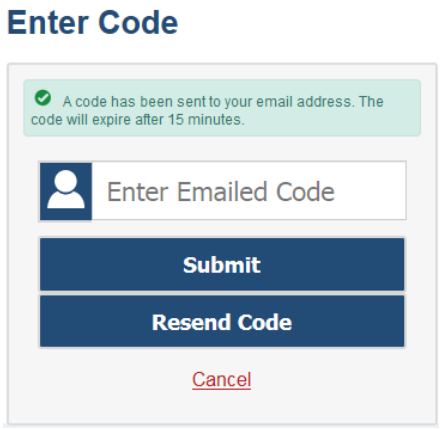
Following the administration and scoring of the interim assessments, results will be available in Reporting. You must have a TIDE account to access any secure online system. If you do not have a TIDE account, please contact your School Test Coordinator or District Test Coordinator.

Instructions for logging into Reporting and using Reporting to view SDSA Interim Assessment results are included below.

1. From the SD Assessments Program Gateway, select the **Educators** program card.
2. Click the **Reporting** card. The Reporting login page appears.
3. Enter your school email address and password in the appropriate fields, then click **Secure Login**.



4 If this is your first time logging into Reporting for the school year, from a new device, or after clearing your browser's cache, the **Enter Code** page appears. If this page does not appear, proceed to Step 5.



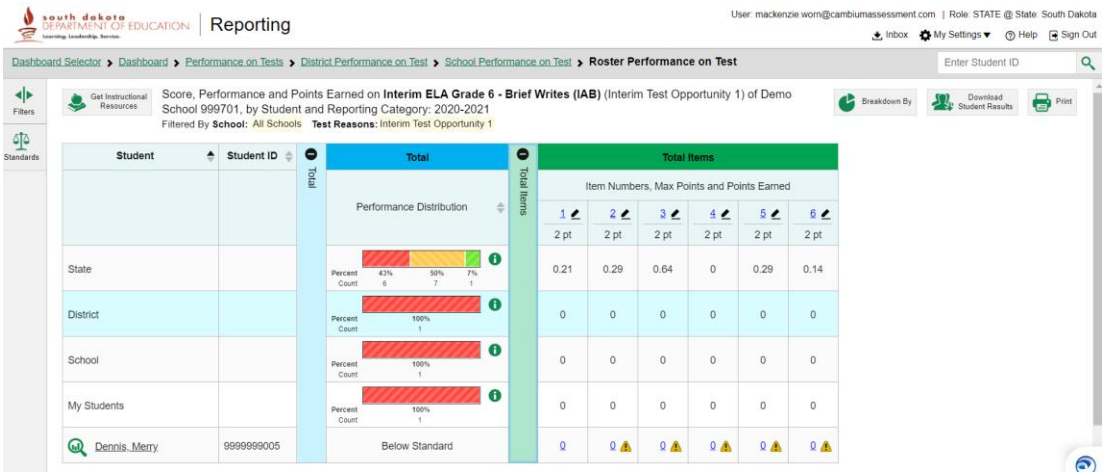
If the **Enter Code** page appears, an authentication code is automatically sent to your email address. You must enter this code in the *Enter Emailed Code* field and click **Submit** within 15 minutes of receiving the code via email.

5 The Reporting dashboard appears.

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
Interim ELA Grade 6 - Brief Writes (IAB)	Interim Assessment Blocks (IAB)	6	Interim Test Opportunity 1	1	n/a	Percent 100% Count 1	09/20/2020

Understanding Results for the Interim Assessments

Teachers can view the scores for the students who were included in a test session that they proctored or for students that they are associated with by a roster.



In addition to viewing scaled scores and performance levels, teachers are also able to access the scoring rubrics for each item to see how the item was scored. Teachers can also view the student's response to each item in Reporting.

For more information about the capabilities of Reporting, please refer to the *Reporting System User Guide* posted to the South Dakota Assessments Program Gateway.

Reporting Performance for ICAs

Based on their individual scale scores and the error band, student results for ICAs are reported in one of four achievement levels: Level 4 (Standard exceeded), Level 3 (Standard met), Level 2 (Standard nearly met), and Level 1(Standard not met). The achievement levels are also reported for the summative assessments as described in the Reporting Achievement Level Descriptors.

The summative tests and ICAs also report claim scores. A claim is a summary statement about the knowledge and skills students will be expected to demonstrate on the assessment related to a particular aspect of the Common Core State Standards (CCSS). Claim scores are reported in one of three reporting categories: Above Standard, At/Near Standard, or Below Standard.

Reporting Performance for IABs/FIABs

Reporting categories used for the IABs/FIABs are different from achievement levels used to communicate overall performance on the ICAs (Interim Comprehensive Assessments), because

there are fewer items on the IABs/FIABs and they are more focused. Reporting performance for IABs/FIABs and ICAs is described below and is followed by information regarding how the results can be used to inform instruction through links to Tools for Teachers.

Based on a student's individual scale score and the error band, student results for IABs are reported as one of three reporting categories: Above Standard, Near Standard, or Below Standard. Each reporting category represents a range of scale scores. A student score distribution by reporting category is also provided for group-level reporting, providing educators with the proportion of students that performed within each reporting category.

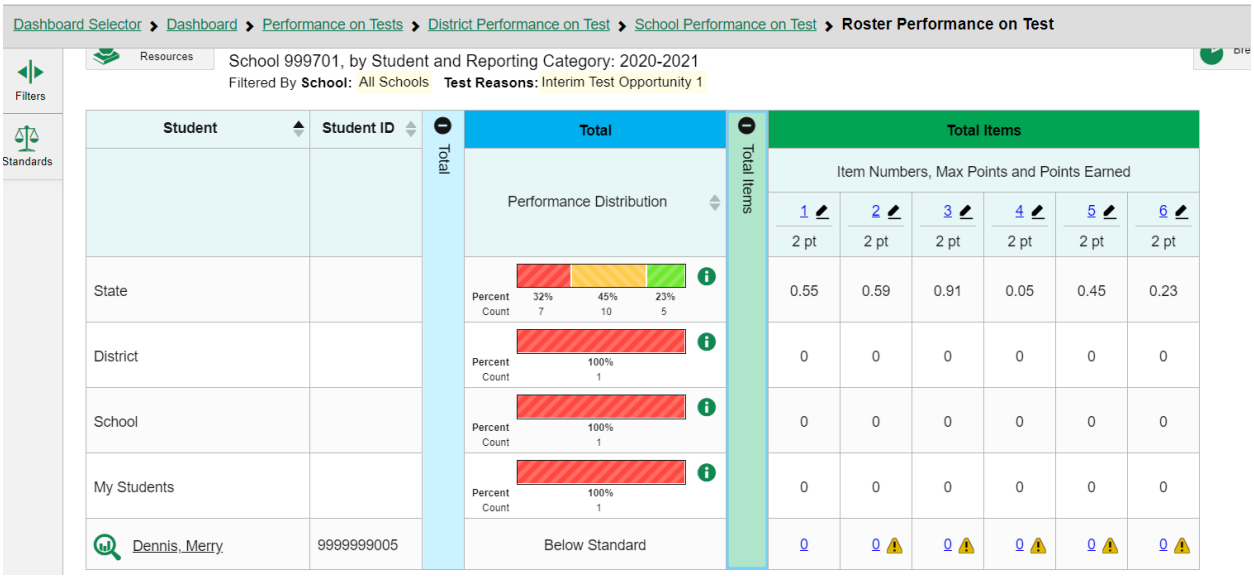
IV. HAND SCORING OF CONSTRUCTED- RESPONSE ITEMS

You may enter or modify scores for two types of test items in the Reporting System:

- Machine-Scored Writing Items: These are items with written responses that typically require hand scoring but arrive in the Reporting System with automated scores suggested by the machine-scoring system. For more information, see Modifying Scores for Items.
- Unscored Items: These are items that require hand scoring and arrive in the Reporting System without any suggested scores. For more information, see Entering Scores for Unscored Items.

Modifying Scores for Items

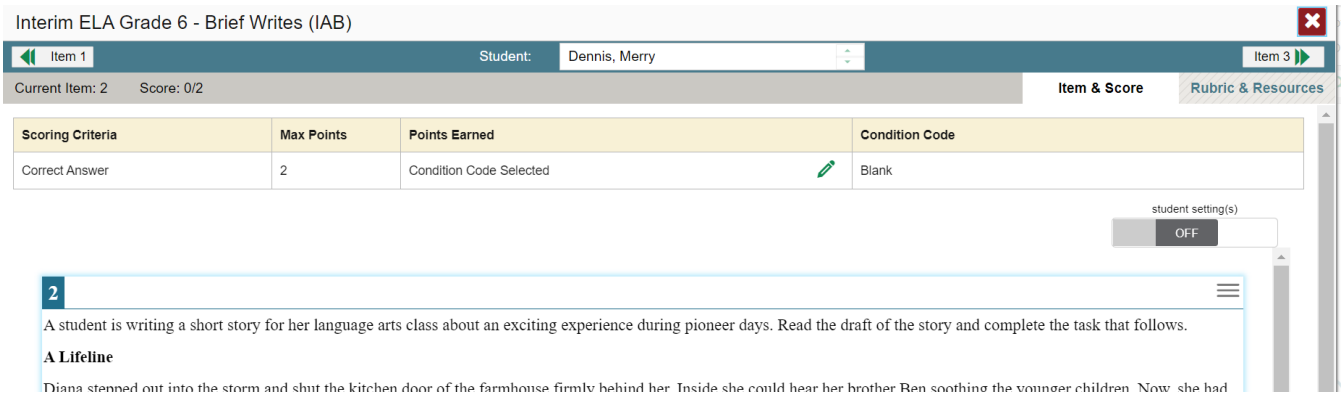
School-level users can modify the scores for certain items on tests that have been assigned to you for scoring or for student's tests associated to you by school directly from the Item View window on available Assessment Reports. Assessment Reports for each test display in the column headers for each item with editable scores.



Each machine-suggested essay score has an associated confidence level. When the confidence level for a machine-suggested score is low, a warning icon displays in the cell for that score. A user review is highly recommended for item scores with low confidence.

To review and modify scores:

1. On an Assessment Report with modifiable items, click the item score link in the student's row of the report. The ***Item View*** window opens.
2. On the **Rubric & Resources** tab, review the item's rubric and available resources, if necessary.
3. On the **Item & Score** tab, review the student's entered response and click in the Scoring Criteria table at the top of the window.

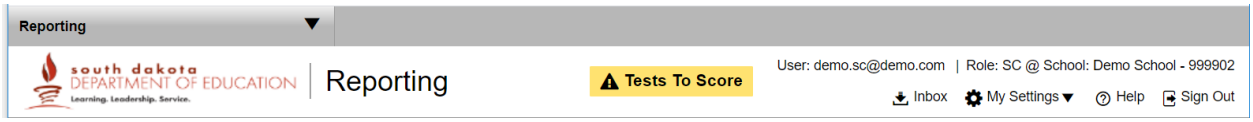


4. Do one of the following:
   a. To enter a score for the response, manually select a numerical score from the **Score** drop-down list.
   b. To assign a condition code to the response, select the appropriate option from the **Condition Code** drop-down list. For more information about condition codes, see About Non-Scorable Test Opportunities.
5. If the item consists of multiple scoring criteria, repeat Step 4 for each criterion.
6. Click **Save**. Any average scores or performance distributions on the Assessment Report update automatically when you close the Item View window.

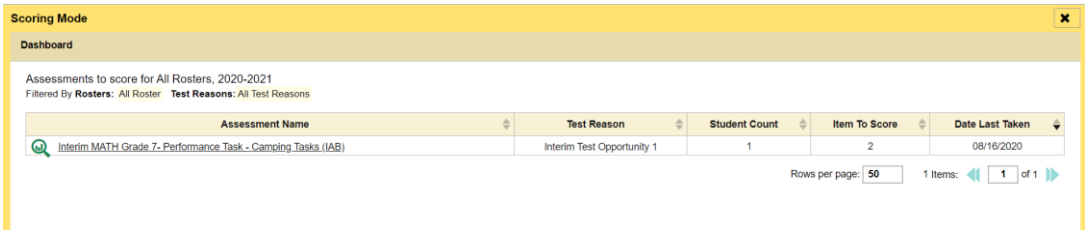
For more information about navigating the Item View window, see the section Previewing Items in Reports.

Entering Scores for Unscored Items

If a test in the Reporting System contains unscored items, the test performance data is excluded from your ***Dashboard*** and Assessment Reports until you or another user enter scores for all the unscored items in at least one opportunity of that test. When you have tests awaiting item scoring, a **Tests to Score** notification appears in the banner.



Clicking the **Tests to Score** notification opens the Scoring Mode window, where you can enter scores for unscored items.

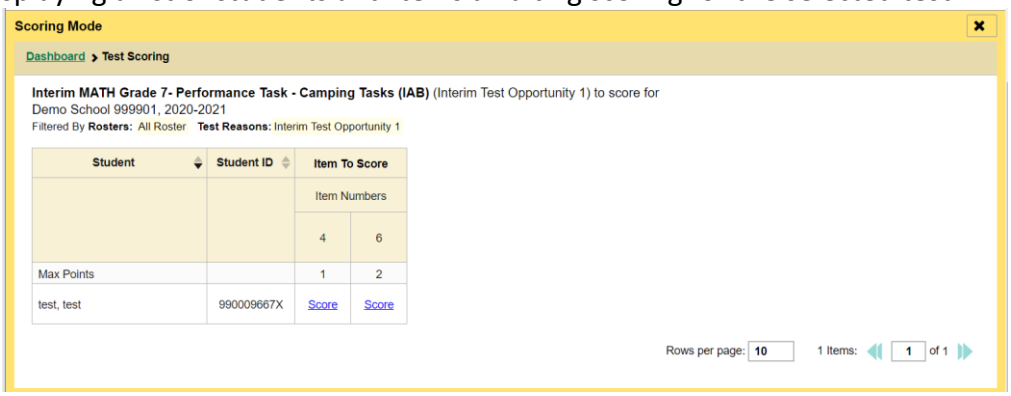


To enter scores for unscored items:

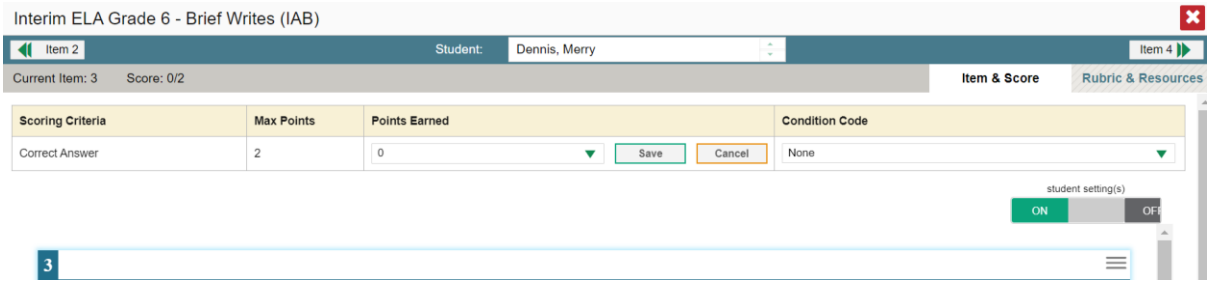
1. In the banner, click **Tests to Score.** The Scoring Mode window opens, displaying a list of tests with unscored items.

Note: The table on the Scoring Mode window indicates how many test opportunities and unscored items are available for each test. You can filter and navigate this table just like the Assessments table on your Dashboard.

2. Click next to the name of the test you wish to score. The Test Scoring page appears, displaying a list of students and items awaiting scoring for the selected test.



3. To enter scores for an item, click the Score link for the required item in the required student's row. The Item View window opens.



4. On the Rubric & Resources tab, review the item's rubric and available resources, if necessary.
5. On the Item & Score tab, review the student's entered response and do one of the following:

- To enter a score for the response, manually select a numerical score in the Score field.
- To assign a condition code to the response, select the appropriate option from the Condition Code drop-down list. For more information about condition codes, see About Non-Scorable Test Opportunities.

6. If the item consists of multiple scoring criteria, repeat Step 5 for each criterion.
7. Click Save.
8. To continue scoring items, do one of the following: To view another unscored item for the same student, use the arrow buttons at the top of the Item View window.

- To view the same unscored item for another student, select the required student from the Student field at the top of the Item View window.
- To return to the Test Scoring page and select another item manually, click X in the upper-right corner of the Item View window.

9. Repeat Steps 3–8 until you have entered scores for all the unscored items for the test.
10. To exit the Scoring Mode window, click X in the upper-right corner.

Note: After you enter scores for all the unscored opportunities of a test that test is removed from the Scoring Mode window. However, you can still modify the item scores on that test directly from its Assessment Reports by following the procedure in the section Modifying Scores for Items.

V. Smarter Balanced Tools for Teachers Overview

Tools for Teachers Overview

The Tools for Teachers website is an online collection of instructional and professional learning resources. These resources are aligned with the Common Core State Standards and help educators implement the formative assessment process to improve teaching and learning. Tools for Teachers was developed by educators for educators and provides a variety of resources, including:

- Instructional Resources developed by educators through a collaborative development and quality review process utilizing a set of consistent criteria,
- Formative Assessment and Accessibility Strategies are embedded within the instructional resources,
- Connections Playlists, which are a collection of resources connected to an IAB/FIAB that provide educators with a means of understanding the student performance progressions of a concept, and
- Professional Learning Resources focused on educator professional development, mentoring, and coaching.

Tools for Teachers includes several innovative design features that make it user-friendly. State-of-the-art search features help educators locate materials which can be bookmarked and annotated with the "notes" feature. In addition, Tools for Teachers is web accessible (I.e., WCAG 2.1 AA compliant). Resources are built with the realities of classroom instruction in mind: they include options for differentiating instruction, student-focused accessibility strategies, and are embedded with cross-cutting formative assessment strategies that can be transferred to other lessons and activities, Also embedded across the site are hyperlinks to other Smarter Balanced applications to allow educators to address questions and curiosities with ease.

Tools for Teachers is embedded with help features throughout the site. Additional support may be needed beyond what the help function provides. Technical support for Tools for Teachers will be provided by the SDDOE.

Additional information about the instructional resources is available on the South Dakota Gateway Tools for Teachers page.

Accessing Tools for Teachers

Tools for Teachers is available to educators in member states or local education agencies (LEAs) that subscribe to a package that includes access to Tools for Teachers. Members may also provide higher education faculty with access to Tools for Teachers. Members, or their service providers, are responsible for working directly with districts and institutions of higher education to set up user accounts and to provide help desk support.

APPENDIX A: ADDITIONAL RESOURCES

The following resources provide additional information about the Smarter Balanced interim assessments.

Resource	Description
What is Tools for Teachers?	Provides a brief overview of the types of tools and resources available within Tools for Teachers
Interim Assessment Overview	Provides an overview of the Interim Assessment Blocks (IABs) and the Interim Comprehensive Assessments (ICAs), describes key features of the assessments, and provides annual updates
Practice and Training Test	**Practice tests** are available for ELA and mathematics for all tested grades. They are similar in format and structure to the actual test and include about 30 questions based on similar but abbreviated content as the summative test. Practice Tests include Performance Tasks for each grade. **Training tests** are shorter than practice tests and offer a sample of six questions, so students can become familiar with the testing software.
Sample Items Website	Provides examples of test questions used on Smarter Balanced assessments in English language arts/literacy and mathematics. Sample items are not intended to be used as practice tests, but educators can use them to better understand how Smarter Balanced measures college- and career-ready content.
Smarter Content Explorer	Describes how Smarter Balanced assesses academic standards. Educators can use it to support instruction, interpret student results, and plan activities aligned to grade-level claims and targets

Resource	Description
Interim Assessment Item Portal (IAIP)	Provides educators with the ability to use interim assessment items in more flexible ways to support student learning. Access to IAIP is permission-based and requires secure access via Tools for Teachers.
Reporting System User Guide	Describes the features of the Reporting System, and provides detailed instructions for using each feature, including common scenarios that encompass related features
Tools, Supports, and Accommodations	Provides districts and schools guidance on making decisions about best use of tools, designated supports, and accommodations available for administering assessments to all students.

APPENDIX B: USER SUPPORT

For questions regarding the online testing system or for additional assistance, please contact the South Dakota CAI Assessments Help Desk at 1-855-838-8378 or by email at sdhelpdesk@cambiumassessment.com.

The Help Desk is open Monday–Friday from 6:00 a.m. to 6:00 p.m. Central Time (except holidays or as otherwise indicated on the SD Gateway). During these hours, staff will respond promptly to calls.

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

1. Testing environment down or unavailable; user accounts not available or users not able to administer tests
2. Loading editable student accommodations into the Test Information Distribution Engine (TIDE), which includes accommodations, or designated supports for the Mathematics, English language arts (ELA) computer computer-adaptive test (CAT), and ELA performance task (PT) or Interim test eligibility
3. Appeals module in TIDE
4. Preparing for online testing—downloading the secure browser, voice packs, etc.
5. Tests showing as available to students when they log in to begin testing
6. Password resets for State, district, and school users
7. Settings not presenting as intended
8. Test security incidents

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 for follow-up, including email address and phone number
- any relevant and authorized student and school information, including statewide student identifier (SSID), grade level, content area, and performance task (PT) or computer adaptive test (CAT), and test question item number