



ELA/Literacy and Mathematics Online, Summative Test Administration Manual (TAM)

2023–2024

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If you have any questions regarding the Delaware ELA/Literacy and Mathematics Online Summative Test Administration Manual (TAM), please contact the Delaware Department of Education (DDOE), Office of Assessment, at (302) 857-3391.

For questions or additional assistance regarding the online testing system, please contact the DeSSA Help Desk at the Cambium Assessment, Inc. (CAI).

Important Contact Numbers

DeSSA Help Desk	(877) 560-8331
Delaware Department of Education, Office of Assessment	(302) 857-3391

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Table of Contents

1.0	DeSSA Support Overview	3
1.1	Contact Information	4
2.0	Introduction and Overview	5
2.1	About the DeSSA Assessments	5
2.2	About the Test in Delaware	5
2.3	Important Test Dates	5
3.0	DeSSA Roles and Responsibilities	6
3.1	District Test Coordinators (DTCs)	6
	District Accommodations Managers (DAMs)	6
3.2	School Test Coordinators (STCs)	7
3.3	Test Administrators (TAs)	8
3.4	Training Requirements	9
3.5	Test Administration Resources	9
3.6	Summative Assessment Test Administration Resources	9
4.0	Ensuring Test Security and Security Procedures	13
4.1	Destroying Test Materials	13
5.0	Technology Infrastructure	14
5.1	Technology Resources	14
5.2	The Secure Browser	14
6.0	General Test Administration Information	16
6.1	General Rules of Online Testing	16
6.2	Testing Time and Recommended Order of Administration	18
7.0	Student Features for Accessibility	22
7.1	Universal Tools, Designated Supports, and Accommodations	22
8.0	Prior to Test Administration	24
8.1	Establishing Appropriate Testing Conditions	24
9.0	Day of Test Administration	32
9.1	Starting a Test Session	34
9.2	Testing Over Multiple Sessions or Days	44
9.3	Sensitive Responses	44
10.0	After Test Administration	46
10.1	Destroying Test Materials	46
10.2	Reporting Testing Improprieties, Irregularities, and Breaches	46
	Appendix A: List of Abbreviations and Acronyms	48

Appendix B: Frequently Used Terms.....	51
Appendix C: “What to Do When” Guide	56
Appendix D: What to Do After Testing for Students.....	60
Appendix E: Teaching and Learning	61
Appendix F: Secure Browser for Testing	76
Appendix G: Math Resources.....	79
Appendix H: Coordinator Checklists	84
Appendix I: Item Types	100
Appendix J: Practice Tests and Training Tests	104
Appendix K: Directions for Administration (Printable Version)	107
Appendix L: Printed Test Directions in English.....	112
Appendix M: Help Desk Information	117

1.0 DeSSA Support Overview

The Delaware System of Student Assessments (DeSSA) Portal at <https://de.portal.cambiumast.com/> is the home for all online assessment administration information. Manuals, brochures, and information are available on the portal. Additionally, all ELA/Mathematics assessment applications can be accessed through links on the portal. DeSSA news and announcements will be posted on the [DeSSA Portal](#).

This Test Administration Manual (TAM) provides needed information regarding procedures for the computer-adaptive English language arts/literacy (ELA) and mathematics (math) assessments, which will hereinafter be referred to as the *DeSSA assessments*.

Test-takers with the paper-pencil, large print paper-pencil, or braille paper-pencil accommodations will be tested using paper-pencil tests. These test-takers are addressed in the Summative Paper-Pencil Test Administration Manual.

Additional users guides, located at [DeSSA Portal](#), contain screenshots and step-by-step instructions on how to use the DeSSA assessments.

For questions regarding the online testing system or for additional assistance, contact the DeSSA Help Desk at Cambium Assessment, Inc. (CAI). **The DeSSA Help Desk at CAI is open Monday through Friday from 6:30 a.m. to 6:30 p.m. Eastern Time (ET).** During these hours, staff will respond promptly to calls.

When contacting the DeSSA Help Desk, provide the representative with as much detail as possible about the issues encountered and the system on which it occurred. The following information should be provided when reporting any incidents or issues:

- Test administrator (TA) name
- Statewide Student Identifiers (SSIDs) of affected students
 - **Do NOT provide any other student information**, as doing so may violate Family Educational Rights and Privacy Act (FERPA) policies.
- Results ID for the affected student test(s)
- Test session ID
- List of embedded accommodations
- Test name and grade
- Question number
- Operating system and browser version information
- Any error messages and codes that appeared, if applicable
- Information about your network configuration, if known
 - Secure browser installation (to individual machines or network)
 - Wired or wireless Internet network setup

The Help Desk may be contacted for situations and questions as shown in Table 1-1: Help Desk Matrix.

1.1 Contact Information

If you have any questions regarding the DeSSA ELA/Literacy and Mathematics Online Summative Test Administration Manual (TAM), please contact the Delaware Department of Education, Office of Assessment, at (302) 857-3391.

For questions or additional assistance regarding the online testing system, please contact the DeSSA Help Desk at CAI.

Important Contact Information

DeSSA Help Desk at CAI	(877) 560-8331
Delaware Department of Education, Office of Assessment	(302) 857-3391
DOE Help Desk (district test coordinators only)	https://helpdesk.doe.k12.de.us

Table 1-1: Help Desk Matrix

Issue	DeSSA Help Desk	School or District Test Coordinator	DDOE—Office of Assessment	DOE Help Desk
Testing environment down or unavailable	X			
User accounts not available			X	X
User not able to administer tests			X	X
Student(s) or student information incorrect or missing			X	X
Preparing for online testing (downloading the secure browser, voice packs, etc.)	X			
Tests showing as unavailable to students	X			
Password resets needed for state, district, and school users			X	X
Accessibility features and supports incorrect in DeSSA Test Information Distribution Engine (TIDE)		X	X	X

2.0 Introduction and Overview





2.1 About the DeSSA Assessments

The Assessments are part of a pool of items developed and aligned to the Common Core Standards in English language arts/literacy (ELA) and mathematics (math) by a multi-state consortium and aim to measure student progress toward college and career readiness.

2.2 About the Test in Delaware

The DeSSA summative assessments are part of the Delaware System of Student Assessments (DeSSA) for ELA and math for students in grades 3–8. Each content area of these online tests consists of a computer-adaptive test (CAT) as well as a performance task (PT). Throughout this document, these assessments will be referred to as the DeSSA assessments.

Table 2-1: Key Icons and Elements


Icon	Description
	Note: This symbol accompanies helpful information or reminders.
	Warning: This symbol accompanies important information regarding actions that may cause errors.
	Caution: This symbol accompanies important information regarding a task.
	Text that appears in shaded boxes provides instructions relevant to the task described: <ul style="list-style-type: none"> ▪ Numbered (ordered) lists provide step-by-step instructions. ▪ Bulleted lists provide instructions that do not need to be performed in a specific order.
[Text]	Text in brackets is used to indicate a button or link that is clickable.

2.3 Important Test Dates

Table 2-2: DeSSA Assessment Dates

Type	Dates
DeSSA Interim Comprehensive Assessments (ICAs) ELA/Literacy and Mathematics, Grades 3–8	August 12, 2023 – July 26, 2023
DeSSA Interim Assessment Blocks (IABs) ELA/Literacy and Mathematics, Grades 3–8	August 12, 2023 – July 26, 2024
DeSSA Summative ELA/Literacy and Mathematics Assessments, Grades 3–8	April 8, 2024 – May 23, 2024
DeSSA Summative ELA/Literacy and Mathematics Assessments with Paper-Pencil Accommodation	April 8, 2024 – May 2, 2024

3.0 DeSSA Roles and Responsibilities



Warning: All test coordinators, test administrators (TAs), and school administrative staff who will be involved in DeSSA assessments administration must complete all required DeSSA training courses.

The DeSSA training courses provide training on security, test administration, and other information related to the administration of the assessments (Summative and Interims). Successful completion of training is required prior to administration of these assessments.

3.1 District Test Coordinators (DTCs)

District test coordinators (DTCs) are responsible for coordinating testing in their districts. They must ensure that the school test coordinators (STCs) and test administrators (TAs) in their districts are appropriately trained and aware of policies and procedures. DTCs must also ensure that their STCs are trained in the reporting system.

Table 3-1: District Test Coordinator Checklist

Activity	Completion
Complete all required DeSSA training	Before administering tests
Review scheduling and testing requirements with STCs	Before each testing cycle
Ensure that all personnel, including DTCs, STCs, and TAs are trained on how to properly administer the DeSSA assessments by completing the required training	Before administering tests
Work with schools to review Delaware Student Information System (DELSIS) and Test Information Distribution Engine (TIDE) student rolls	Before and during each testing cycle
DTCs should ensure that STCs and TAs understand protocols in the event that a student moves to a new district and/or school	Before and during each testing cycle
Review and submit incidents, exemptions, security incidents, and data reviews to DDOE from DOE Help Desk (the DeSSA request system)	Ongoing; deadline for all submissions will be one week after testing window closes
Complete required DeSSA security forms and ensure that all STCs and TAs have completed DeSSA security forms before administering any assessments	Before administering tests

District Accommodations Managers (DAMs)

District Accommodations Managers (DAMs) are responsible for ensuring that student accessibility features are correctly entered into TIDE. See the TIDE User Guide on the [DeSSA](#)

[Portal](#) for more information. All trainings and course references are available on the DeSSA Portal at <https://de.portal.cambiumast.com/resources/>.

Table 3-2: District Accommodations Managers Checklist

Activity	Completion
Complete DeSSA Security Training	Before administering any DeSSA Assessments or by October 30 each year
Complete Accommodations Entry training	Before updating any accommodations
Complete all required DeSSA TIDE training	Before administering any DeSSA Assessments or by April 1 each year
Ensure that accessibility features have been reviewed and updated in DeSSA TIDE. Note: some specific accessibility features, such as text-to-speech (TTS) for English Language Arts/Literacy (ELA) computer-adaptive test (CAT), may only be set by DDOE state user role. For a list of these accessibility features, see the Accessibility Guidelines on the DeSSA Portal . To apply for one of the restricted accessibility features, submit the correct form to the Office of Assessment at the Delaware Department of Education (DDOE)	Before April 1 or after revised annual meetings and newly enrolled students
Enter any security issues, incidents, data reviews, or unique accommodations, requests required for any assessment testing window in DOE Help Desk	Ongoing; deadline for all submissions is one week after testing window closes.

3.2 School Test Coordinators (STCs)

A school test coordinator (STC) can be a principal, vice principal, technology coordinator, counselor, or other staff member. We recommend that the STC be a person with non-instructional or limited instructional duties so that he or she can coordinate testing activities in the school. There can be more than one STC in a school. STCs are ultimately accountable for ensuring that testing is conducted in accordance with the test security and other policies and procedures established by DDOE. STCs must complete all actions in accordance with the activity listing and timeline displayed in [Table 3-3](#).

Table 3-3: School Test Coordinator Checklist

Activity	Completion
Complete DeSSA Security Training	Before administering any DeSSA Assessments or by October 30 each year
Complete the district's school test coordinator training	Before administering any DeSSA Assessments or by April 1 each year
Complete all required DeSSA training	Before administering any DeSSA Assessments or by April 1 each year
Complete all required security forms and ensure that all TAs have completed all required security forms	Before administering any DeSSA Assessments or by April 1 each year
Ensure that all TAs have completed DeSSA assessment training modules	Before administering any DeSSA Assessments or by April 1 each year
Work with technology personnel to ensure that the DeSSA secure browser has been installed and is working on all computers being used with testing	Before administering any DeSSA Assessments or by April 1 each year
Complete test schedule	As defined by the DeSSA Test Security Officer

Activity	Completion
Review students in both DELSIS and TIDE applications before students are tested	Before and during testing window
Ensure that TAs understand protocols in the event that a student moves to a new district and/or school	Before and during testing cycle
Ensure that all students in Department of Services for Children, Youth and their Families (DSCYF), Delaware Adolescent Program, Inc. (DAPI), or Consortium Discipline Alternative Program (CDAP) programs have a home school record and are appearing in TIDE	Before and during testing window
Ensure that accommodations have been reviewed and updated in DeSSA TIDE	Before April 1 or after revised annual meetings and newly enrolled students
Enter any security issues, incidents, data reviews, or unique accommodations, required for any DeSSA assessment testing window in DOE Help Desk	Ongoing

In addition, STCs who also act as TAs must review all user guides and other manuals.

3.3 Test Administrators (TAs)


	<p>Note: Test administrators (TAs) administering the assessments may include the following:</p> <ul style="list-style-type: none"> Delaware-certified educators (teachers, administrators, or guidance counselors); Paraprofessionals, if closely supervised by a Delaware-certified educator; Translators (if they are not Delaware-certified educators, they must be closely supervised by a Delaware-certified educator) Substitute teachers (if they are not Delaware-certified educators, they must be closely supervised by a Delaware-certified educator) <p>If there is a severe shortage of staff, a test may be administered by the following:</p> <ul style="list-style-type: none"> Student teachers acting as TAs, if closely supervised by a Delaware-certified educator Student teachers and school support staff acting as proctors.
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Table 3-4: Test Administrator Checklist

Activity	Completion
Complete DeSSA Security Training	Before administering any DeSSA Assessments or by October 30 each year
Review necessary manuals and user guides shown in Table 3-5	Before administering any DeSSA Assessments or by April 1 each year
Complete all required DeSSA training associated with assessments to be administered	Before administering any DeSSA Assessments or by April 1 each year
Prepare the testing environment, ensuring that students have the necessary equipment and materials as appropriate (e.g., scratch paper, pencils, and rulers, etc.)	During testing

Activity	Completion
Administer the DeSSA assessment, following the Directions for Administration and in a manner consistent with district administration and DDOE policies	During testing
Monitor and communicate test completion status to STC (e.g., students who need to make up tests or need more time to complete a test)	During testing
Report testing irregularities	After testing unless major incident
Dispose of all testing materials in a secure manner including print-on-request document, scratch paper, PT materials, etc.	After testing

3.4 Training Requirements

Prior to administering a DeSSA assessment, TAs must read the manuals and complete the training associated with the test to be administered. All trainings and course references are available by contacting the STCs/DTCs. A list of the trainings is available in Schoology. At a minimum, Test Security Training (PDMS #26402), DeSSA TA Certification and ELA/Math Interim and summative Training (PDMS #24246) are required for administering ELA/Math assessments. Other content areas have specific trainings. Please, contact your District or School Test Coordinator for more information.

3.5 Test Administration Resources

The Delaware ELA/Literacy and Mathematics Online Summative Test Administration Manual (TAM) is intended for staff who play a role in the administration of DeSSA assessments, such as DTCs, STCs, DAMs, and TAs. This manual provides procedural and policy guidance to implement these assessments. For a list of frequently used terms, see [Appendix B: Frequently Used Terms](#). For specific questions not addressed in this manual, please contact Katia Foret at katia.foret@doe.k12.de.us

3.6 Summative Assessment Test Administration Resources

This TAM is designed to complement a variety of other resources listed in [Table 3-5: Manuals](#), [Table 3-7: DeSSA Training Modules](#), and [Table 3-8: Other Resources \(Available on the DeSSA Portal\)](#).

Table 3-5: Manuals (Available on the DeSSA Portal)

Resource	Description
DeSSA TIDE User Guide	DeSSA TIDE is the system used to manage student information and user accounts for online testing. The DeSSA TIDE User Guide provides a step-by-step approach to using the enhanced user management system.
DeSSA Test Administrator User Guide	The DeSSA Test Administrator User Guide provides Test Administrators with support for using the test delivery system (TDS) applications to manage student summative testing. This resource provides information about the TDS, including the TA and student applications.

Resource	Description
Accessibility Guidelines for Delaware System of Student Assessments (DeSSA)	The Accessibility Guidelines for DeSSA provide information about identifying and documenting students who are eligible to receive designated supports and accommodations on the DeSSA assessments. They also provide information on determining which assessments are appropriate for students and list the designated supports and accommodations permitted on each assessment and in each content area. Finally, the guidelines explain the procedures for documenting supports and accommodations, including the necessary forms and deadlines.
DeSSA ELA/Literacy and Mathematics Paper-Pencil TAM	The DeSSA ELA/Literacy and Mathematics Assessment Paper-Pencil Test Administration Manual provides administration information and requirements for administering the paper-pencil test.
DeSSA ELA/Literacy and Mathematics Interim Comprehensive Assessment (ICA) and Interim Assessment Block (IAB) TAM	The DeSSA ELA/Literacy and Mathematics ICA and IAB TAM will provide administration information and requirements for administering the interim comprehensive assessment.
DeSSA Assessment Viewing Application (AVA) User Guide	This AVA User Guide provides information on how authorized users may use AVA to view DeSSA interim assessments for administrative or instructional purposes.
DeSSA Centralized Reporting System (CRS) User Guide	This user guide provides instructions and support for users viewing assessment performance reports for DeSSA Summative and Interim assessments in Centralized Reporting System. It also provides the platform for scoring non-machine-scored items for the DeSSA Interim assessments.
Technology Guidance	Technology Guidance previously housed within individual documents on the DeSSA Portal under Resources was transitioned to the Technology Guidance page on the DeSSA Portal.
Assistive Technology Manual	This manual provides an overview of the embedded and non-embedded assistive technology tools that can be used to help students with special accessibility needs complete online tests in the Test Delivery System (TDS). It includes lists of supported devices and applications for each type of assistive technology that students may need, as well as setup instructions for the assistive technologies that require additional configuration in order to work with the TDS.
DeSSA Data Entry Interface (DEI) User Guide	This user guide provides instructions and support for authorized users entering secure student assessment data (only for paper-pencil assessments),
DeSSA Working with Family Portal Access Codes User Guide	This user guide provides instructions and support for authorized users to locate and disseminate Family Portal student access codes to families.

Training Requirements by User Role vary but most of the trainings keep the same course number across years. Please, ask your DTC for a complete list of the trainings which is available in DTC Schoology folder.

Table 3.6: Training Modules (Available in Professional Development Management System)

Module Name	Course Location	Primary Audience	Objective
Understanding the Summative Assessments	See Tools for Teachers	<ul style="list-style-type: none"> DTCs and STCs Teachers 	Tools for Teachers provides this professional learning resource designed to introduce educators to the summative assessments.
Accessibility Strategies	See Tools for Teachers	<ul style="list-style-type: none"> DTCs and STCs Teachers 	Tools for Teachers acquaints teachers with the online embedded universal tools, designated supports, and accommodations (e.g., types of calculators, expandable text) available to support students within the assessments. It can be shown to students in a classroom or group setting.

Table 3-7: CAI Systems Training Modules (Available on the DeSSA Portal)

Resource	Description
TIDE Training Module	This module provides an overview of the Test Information Distribution Engine (TIDE). It includes information on logging in to TIDE, managing student information and test settings, managing user accounts, rosters, and monitoring test progress.
TA Interface Training Module	This module presents an overview on how to navigate the Test Administrator (TA) Interface. It is intended for educators who will be administering tests in the Online Testing System, and can be used as a training tool and resource for review of the system.
Student Interface Training Module	This module provides information for how students log in and navigate the student testing system, including information on layout and functionality of the test tools.
AVA Training Module	This module explains how to navigate the Assessment Viewing Application (AVA). It provides an overview of log into the system, select a test, and the layout of the test.
CRS Training Module: Navigating Reports	This module focuses on navigating the test results pages to display data, using the settings and filters to customize your reports, and generating ISRs and student data files.
Technology Requirements for Online Testing Training Module	This module provides information on the technology requirements needed for the online testing.
Data Entry Interface (DEI) Training Module	This module provides an overview of the Data Entry Interface (DEI). It provides information on how to access DEI, enter student responses into DEI, and how to use the different features available in the DEI.
Family Portal Overview and Access Codes Training Module	This module provides an overview of the Family Portal and reviews how to locate and disseminate Family Portal student access codes to families.

Table 3-8: Other Resources (Available on the DeSSA Portal)

Resource	Description
Practice Test*	<ul style="list-style-type: none">Practice Tests include items and performance tasks for each grade level (3–8). The Practice Tests provide a preview of the item types included in the assessment. Item types are listed and described in Appendix I: Item Types.Link to the Practice Tests: DeSSA Portal. See also Appendix J: Practice Tests and Training Tests for additional information about the Practice Tests.
Training Test*	<ul style="list-style-type: none">Training Tests are for TAs and students to become familiar with the format and functionality of the online test. This resource is available by grade band (3–5, 6–8) and has approximately eight to nine mathematics and six ELA items per grade band.Link to the Training Test: DeSSA Portal. See also Appendix J: Practice Tests and Training Tests for additional information about the Training Tests.

* The Practice Tests and Training Tests can be accessed as a “guest” without login credentials. However, if users want to access either of these sites as a TA (required to administer a braille practice or training test), a login is required, and the TA will need access to the EdAccess or LEA ClassLink Single-Sign-On, and DeSSA application. The Practice Tests and Training Tests do not require use of the secure browser, but some accessibility features (text-to-speech) are available only through the secure browser. Proctored practice tests can only be administered by users who have completed DeSSA ELA/Math Test Administrator Training

4.0 Ensuring Test Security and Security Procedures

The security of the DeSSA assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of assessment results. All summative test 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. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results.

Please note that completion of the DeSSA Test Security Training is required before any assessment can be administered and by October 30 of each school year. Those who have not completed the DeSSA Test Security Training will not be allowed to administer state assessments. Please refer to the training and the [DeSSA Test Security Manual](#) on the DeSSA Portal. for additional information. Additionally, students need to be shown the Student Test Security video for their specific grade-level assessment before starting a test session.

Prior to test administration, district test coordinators (DTCs), school test coordinators (STCs), technology coordinators, and test administrators (TAs) should review the technology infrastructure at their schools.

4.1 Destroying Test Materials



Important: Federal law—the Family Educational Rights and Privacy Act (FERPA)—prohibits the release of any student’s personally identifiable information. Any printed materials must be securely stored and then shredded.

As a reminder, those test materials identified in the DeSSA Test Security Manual must be securely shredded immediately following each test session and may not be retained from one test session to the next except when scratch paper is used during the performance task (PT).

Scratch paper used during the PT should be handled according to the guidance provided in the DeSSA Test Security Manual located on the DeSSA Portal.

5.0 Technology Infrastructure

Prior to test administration, district test coordinators (DTCs), school test coordinators (STCs), technology coordinators, and test administrators (TAs) should review the technology infrastructure at their schools.

5.1 Technology Resources

Technology Guidance on the [DeSSA Portal](#), provides technology coordinators with the technical specifications for online testing, including information about Internet and network requirements, hardware and software requirements, secure browser installation, and text-to-speech functionality.

5.2 The Secure Browser

Students must log in through the appropriate secure browser provided for the Delaware System of Student Assessments' test delivery system (TDS). The secure browser is designed to ensure test security by prohibiting access to external applications and navigation away from the test. The secure browser must be used to access the DeSSA interim comprehensive and summative assessments. Additionally, the training tests can be accessed using the secure browser.

The [DeSSA Portal](#) contains instructions for downloading and installing the secure browser. Your school's or district's information technology (IT) staff can help ensure that the secure browser has been installed correctly on all computers to be used for testing at your location. If you are not sure that the secure browser has been installed or you have questions, contact your STC or IT staff before administering tests. *The deadline for installing the Secure browsers is **March 31**.*

While the secure browser is an integral component of test security, TAs perform an equally important role in preserving test integrity. TAs should be aware of and employ the following necessary precautions while administering online tests:

- *Close External User Applications Before Launching the Secure Browser*—Prior to administering the online tests, TAs should check all computers that will be used and close all applications except those the school's technology coordinator has identified as necessary. After closing these applications, the TA should open the secure browser on each computer. The secure browser will not work if the computer detects that a forbidden application is running (see below).
- *Do Not Allow Testing on Computers With Dual Monitors*—Students should not take online tests on computers that are connected to more than one monitor. Systems that use a dual-monitor setup typically display an application on one monitor screen while another application is accessible on the other screen.

5.2.1 Forbidden Application Detection

The forbidden application detection feature automatically detects certain applications that are prohibited from running on a computer while the secure browser is open. The secure browser checks the applications currently running on a computer when it is launched. If a forbidden application is detected, the student is denied entry and is shown a message that indicates which forbidden application is open. Similarly, if a forbidden application launches while the student is already in a test (e.g., scheduled tasks), the student will be logged out and a message will be displayed stating that a forbidden application was detected.



Warning: If a forbidden application is launched in the background while the student is already in a test, the student will be logged out. The student will also see a pop-up message stating that a forbidden application was detected.

This often occurs when Internet Explorer or another application attempts a software auto-update. The Cambium Assessment, Inc. (CAI) recommends checking all scheduled software auto-updates to ensure that they will take place outside of planned testing hours. Users may also see this message when trying to use permissive mode. Additionally, if students are using Zoom Text or Dragon (speech-to-text program) with permissive mode, they might encounter this error message.

5.2.2 Accessing the Student Testing Site on iPads and Chromebooks

Tablets and Chromebooks should be ready for testing **before** they are given to students. For detailed instructions on ensuring that tablets and Chromebooks are ready for use, refer to the Configurations, Troubleshooting, Advanced Secure Browser Installation Guide for Chrome OS, which is available on the [DeSSA Portal](#). Please note that CAI no longer supports Android devices.

5.2.3 Configuring iPads

1. Tap the **SecureTestBrowser** secure browser icon.
2. If the Launchpad page is displayed, select [Delaware] and then [DeSSA Assessments] as the test administration program. (This Launchpad page appears once.) The student login page will display.

5.2.4 Configuring Chromebooks

1. From the [Apps] link on the Chrome OS login screen, select the **SecureTestBrowser** secure browser icon.
2. When the Launchpad page displays, select [Delaware] and then [Delaware System of Student Assessments] as the test administration program. (This Launchpad page appears once.) The student login page will display.

See [Appendix F: Secure Browser for Testing](#) for additional guidelines about using the secure browser.

6.0 General Test Administration Information

This section provides an overview of the online testing environment and guidelines for test administration of the DeSSA ELA/Literacy (ELA) and Mathematics Online assessments. Use this section to become familiar with what students will experience during the assessment, to prepare for the assessment, and to review general rules for online testing. Information about the Practice/Training Tests, test pauses, and resumptions is also included in this section. Test administrators (TAs) should become familiar with this section well in advance of the test date, so materials for login, accessibility features, described can be prepared.

6.1 General Rules of Online Testing

This section provides a brief overview of the general test administration rules for different portions of the test and information about test tools and accessibility features. For more detailed information, refer to the Test Administrator User Guide located on the [DeSSA Portal](#).

6.1.1 Basic Online Testing Parameters

- The computer-adaptive test (CAT) and performance task (PT) will be presented as separate tests. Students may not return to a test once it has been completed and submitted.
- Within each test, there may be segments. For example, mathematics tests for grades 6-8 include a segment with an embedded calculator available and another segment where the embedded calculator is not allowed and is not available for testing. **A student may not return to a segment once it has been completed and submitted.**
- Students **must answer all test items on a page** before going to the next page. Some pages contain multiple test items. Students may use the vertical scroll bar to view all items on a page.
- Students may mark items for review and use the questions drop-down list to return to those items that have already been answered within a segment. The mark items for review feature does not influence the adaptive nature of the CAT portion of the test, i.e., the response a student provides for each CAT item is used in the adaptive algorithm regardless of whether the student has marked the item for review. Students should be directed to provide their best answer to each item regardless of whether they want to mark the item for review later.

6.1.2 Text-to-Speech Accommodation for DeSSA Tests

- The text-to-speech (TTS) accommodation is a designated support for ELA PTs and for Mathematics Assessments, and this accommodation may be set by the district Accommodations Manager (DAM) in the Test Information Distribution Engine (TIDE) interface.
- For the ELA CAT assessment, the accommodation for TTS for items may be set for the items. However, only a user with the DDOE state user role may set the accommodation for TTS for passages/stimulus/items. For more information about setting these accommodations in the TIDE interface, see the TIDE User Guide on the [DeSSA Portal](#). To apply for TTS for passages/ stimulus /items on the ELA CAT assessment for a student, submit the correct form (found in the [DeSSA Accessibility Guidelines](#)) to the Office of Assessment at DDOE and in particular Michelle Jackson at Michelle.jackson@doe.k12.de.us.
- For assistance with setting any of the restricted accommodations, please contact the Office of Assessment at the Delaware Department of Education (DDOE).

6.1.3 Pause Rules

During the CAT portion of the test, if a test is paused for more than 20 minutes, the student is :

- Required to log in to the Student Interface again.
- Presented with the test page containing the test items that he or she was working on when the test was paused if the page contains at least one unanswered item OR with the next test page if all items on the previous test page were answered.
- NOT permitted to review or change any previously answered test items, even if they are marked for review, with the exception of items on a page that contains at least one item that was not answered yet
 - **NOTE:** A constructed-response item is considered answered if the student has taken any action within the response area. This includes random keystrokes (e.g., sdkjfasdgi), one or more spaces using the spacebar, or clicking anywhere on a Grid item, Hot Spot item, etc.
- Not given access to highlighted text and notes on the digital notepad—this information is not saved when a test is paused regardless of the duration of the pause.

In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will be automatically paused. The students will log in upon resuming the test.

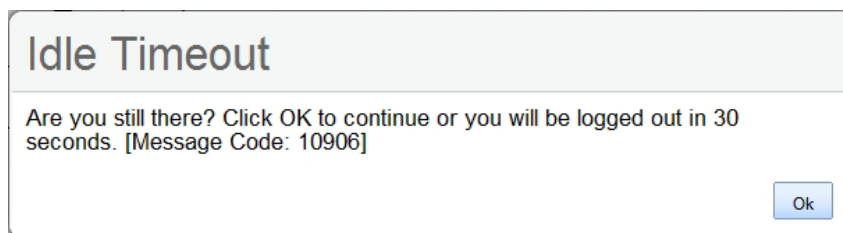
During the performance task portion of the test, the following applies:

- **There are no pause restrictions.** If a test is paused for 20 minutes or more, the student can return to the section and continue typing responses. Please note that specified recommendations are provided in [Section 6.3](#).
- Any highlighted text and notes on the digital notepad will not be saved when a test is paused, regardless of how long the test is paused.
- Refer to [Destroying Test Material](#) Section 10.1 for information about securely destroying scratch paper for CAT test sessions and retaining scratch paper for PTs.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will log in upon resuming the test.

6.1.4 Test Timeout Due to Inactivity

As a security measure, students and TAs are automatically logged out of the test after 20 minutes of test inactivity. *Activity* is defined as selecting an answer or navigation option in the test (e.g., clicking [Next] or [Back] or using the Questions drop-down menu to navigate to another item). Moving the mouse or clicking on an empty space on the screen is not considered activity.

Before the system logs the student out of the test, a warning message will be displayed on the screen. If the student does not click [Ok] within 30 seconds after this message appears, he or she will be logged out. Clicking [OK] will restart the 20-minute inactivity timer. As a security measure, students and TAs are automatically logged out after 30 minutes of user (TA or student) inactivity in the session, which will result in the closing of the test session.



Caution: As a security measure, students and TAs are automatically logged out after 20 minutes of user inactivity and student inactivity in the session, which will result in closing of the test session.

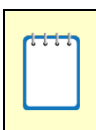
6.1.5 Test Expiration

Computer-Adaptive Test (CAT)

A student's CAT remains active until the student completes and submits the test or 10 calendar days after the student has begun the test, whichever occurs sooner. However, it is recommended that students complete the CAT portion of the test within five days of starting the designated content area.

Performance Task (PT)

The PT is a separate test that remains active for 10 calendar days after the student has started the PT. However, it is recommended that students complete the PT in one day but no later than three days after starting each content area. A summary of recommendations for the number of sessions and session durations is provided in [Section 6.3](#).



Note: If a student starts the test near the end of the testing window, the student must finish before the testing window officially closes. The test will automatically end on the last day of the testing window, even if the student has not finished.

6.2 Testing Time and Recommended Order of Administration

All students participating in the assessment will receive a CAT and a PT in ELA and math.

DeSSA Testing Window Policy (approved by Consortium):

Grades 3–8

- Testing shall not begin until at least 66% of a school's annual instructional days have been completed.
- All tests must be completed by the last week of the testing window. Only students who have to complete assessments should be testing in the last week of the test window.

For each content area, DOE recommends that students begin with the CAT and then follow with the PT. Districts or schools may opt to administer the tests in a different order if needed.

Scheduling Time for Testing

[Table 6-1](#) contains the estimated times that it will take most students to complete the DeSSA assessment based on the time it took students to complete the most recent administration of the ELA and Math assessments.

Table 6-1: Estimated Testing Times for DeSSA Assessments

Content Area	Grades	Computer-Adaptive Test (CAT) hrs:mins	Performance Task (PT) hrs:mins	Total hrs:mins
ELA/L	3–5	1:00	1:30	2:30
	6–8	1:15	1:15	2:30
Mathematics	3–5	0:45	0:45	1:30
	6–8	0:45	0:45	1:30

When developing a testing schedule, use the estimated testing times and the testing schedule policy in the DeSSA Test Security Manual (excerpted below) to schedule a test in each content area and grade level.

Testing Schedule Requirements – One Test, One Day Policy

The planned administration of DeSSA assessments shall follow the testing requirements set forth below.

- Schools shall plan for and provide a testing session of sufficient duration for students to complete the test in one sitting. This duration is expected to be at least 2 hours.
- Any time needed to start computers, load the secure browser, and log in students is additional time that should be added on to the planned session.

STCs and DTCs are responsible for ensuring that testing session duration and schedules meet these requirements. The Office of Assessment and Accountability recommends that a school follow the established 2-hour delay schedule on each testing day. This provides a 2 hour block to administer a test.

The purpose and intent of this policy is to maintain and promote uniform testing conditions across the state and to provide students with the time needed to complete a content area test (e.g. ELA CAT or ELA PT) within one session; to not create an undue testing burden on students or schools by extending testing beyond one day; to minimize disruption to instructional time over multiple days.

Excessive time to test – well beyond the estimated time in the DeSSA Test Administration Manuals – is a form of coaching prohibited by state code. Excessive testing time is defined as 40% or more of students in a specific grade taking more than 3 hours for any single administration of a DeSSA content-area assessment. A content area includes, when applicable, a CAT and PT combined. For example, an ELA or Math CAT and PT should not take more than 3 hours for a student when the testing time is combined. Providing or setting conditions that encourage excessive testing time – even on an untimed test – is not an allowable support.

6.2.1 Recommended Order of Online Administration

The ELA and mathematics assessments are comprised of two components (tests): a CAT and a PT.

It is recommended that students take the CAT and PT on separate days to minimize student fatigue. For each content area, we also recommend that students begin with the CAT items followed by the PT. Districts/Schools may opt to administer in a different order if needed.

Figure 6-1: Recommended Order of Test Administration



Table 6-2: Assessment Sequence - ELA

ELA	Computer-Adaptive Test (CAT)	Performance Task (PT)
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Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> Administer the CAT portion in ONE session, with exception for students that need a break. Session duration range from 45-60 minutes. 	<p>The PT is presented in two parts.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> Administer in ONE session with breaks between Parts 1 and 2 of the PT.. Scheduled testing should allow students enough time to complete the Performance Task in ONE test session.
Breaks Within Sessions	<p>Breaks can be provided during the test sessions using the software's pause feature. 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.</p> <ul style="list-style-type: none"> Recommendation: 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). 	<p>The PT is presented in two parts. Students can take breaks during Parts 1 and 2. However, once a student moves to Part 2, the student will not be able to review or revise items in Part 1.</p>
Total Duration	<p>Once a student has started the CAT, the items will be available for 10 days.</p> <ul style="list-style-type: none"> Recommendation: Students should complete this portion within FIVE days of starting. 	<p>Once a student has started the PT, it will be available for 10 days.</p> <ul style="list-style-type: none"> Recommendation: Students should complete the ELA CAT and PT within THREE days of starting.

Table 6-3: Assessment Sequence—Mathematics

Mathematics	Computer-Adaptive Test (CAT)	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> Administer the CAT portion in ONE session with exception for students that need a break. 	<p>Recommendations:</p> <ul style="list-style-type: none"> Administer in one session.
Breaks Within Sessions	<p>Breaks can be provided during the test sessions using the software's pause feature. 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.</p> <ul style="list-style-type: none"> Recommendation: 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). 	<p>Students can take breaks during PT test sessions. Mathematics PT items are presented on a single screen. Following a break, students will have access to the same items.</p>

Mathematics	Computer-Adaptive Test (CAT)	Performance Task (PT)
Total Duration	Once a student has started the CAT, the items will be available for 10 days. <ul style="list-style-type: none">Recommendation: Students should complete this portion within FIVE days of starting.	Once a student has started the PT, it will be available for 10 days. <ul style="list-style-type: none">Recommendation: Students should complete the MATH CAT and PT within THREE days of starting.

6.2.2 Additional Administration Recommendations

Minimize the amount of time between beginning and completing each test within a content area.

Important reminders:

- The number of items will vary on the CAT and PT portions of each student's test.
- The tests are not timed, so all the time estimates are approximate.
- Students should be allowed extra time if they need it, but Test Administrators need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.

7.0 Student Features for Accessibility

7.1 Universal Tools, Designated Supports, and Accommodations

The [Accessibility Guidelines](#) for DeSSA are intended for school-level personnel and decision-making teams, including Individualized Education Program (IEP) and Section 504 Plan teams, as they prepare for and implement the DeSSA assessments. The guidelines provide information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for General Education Students w/Supports, English Learners, and students on an Individual Education Plan (IEP) or Section 504 Plan. The guidelines are also intended for assessment staff and administrators to assist with decisions related to curriculum, instruction, and assessment.

The Accessibility Guidelines for DeSSA include information related to **all** students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The guidelines focus on universal tools, designated supports, and accommodations for all DeSSA assessments including ELA and math assessments. At the same time, the guidelines support important instructional decisions about accessibility and accommodations for students who participate in the assessments. The guidelines recognize the critical connection between accessibility and accommodations in instruction and accessibility and accommodations during assessment. If a school or district identifies a designated support and/or accommodation that they believe should be offered and is not available, the school or district should provide that information to Michelle Jackson at michelle.jackson@doe.k12.de.us. The state will keep a list of all requested designated supports and accommodations and provide those annually to the consortium for evaluation.



Note: Some specific accommodations, such as text-to-speech (TTS) for the English language arts/literacy (ELA) CAT assessment, may only be set by the DDOE state user role. For a list of these accommodations, see the Test Information Distribution Engine (TIDE) User Guide or the [DeSSA Accessibility Guidelines](#). To apply for one of the restricted accommodations, please complete the appropriate form found in the Accessibility Guidelines and submit it to Michelle Jackson at michelle.jackson@doe.k12.de.us.

The complete set of accessibility guidelines including the full list of universal tools, designated supports, and accommodations can be found on the [DeSSA Portal](#). Please be sure to review these guidelines thoroughly before test administration.



Note: To help states identify similarities between the assessment resources and classroom practices, the consortium and DOE have developed a Resources and Practices Comparison Crosswalk, which can be found in Appendix E: Teaching and Learning.

The embedded and non-embedded universal tools, designated supports, and accommodations available for the interim assessments are defined in [Table 7-1](#): Definitions for Universal Tools, Designated Supports, and Accommodations. Embedded resources are those that are part of the computer administration system, whereas non-embedded resources are provided outside of that system.

Table 7-1: Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Level 1: Universal Tools (embedded)	Level 1 universal tools are access features (e.g., a digital notepad and scratch paper) of the assessment that are either provided as digitally delivered (embedded) components of the test administration system or are separate from it (non-embedded). Universal tools are available to all students based on student preference and selection and require no prior planning.
Level 1: Universal Tools (non-embedded)	Level 1 supports do not have to be checked in order for a student to receive the support; however, a team may indicate that a student <u>must</u> receive the support in order to ensure that the TA provides it during state testing. Non-embedded supports MUST be provided by the TA on the day of testing.
Level 2: Designated Supports (embedded)	Level 2 designated supports are access features (e.g., translated pop-up glossary) of the assessment available for use by any student for whom the need has been indicated in the TIDE database by an educator or team of educators working with the parent or guardian and the student. They are either provided as digitally delivered components of the test administration system or separate from it. This group includes students identified as English Learners (ELs students, students with disabilities (SWDs), students with Section 504 Plans, and general education students with supports. Embedded designated supports must be entered into TIDE prior to the student's test.
Level 2: Designated Supports (non- embedded)	Level 2 designated supports are available to the following students: <ul style="list-style-type: none"> • General education students who receive extra supports • English Learners (ELs) • Students with disabilities (IEP and Section 504 Plans) • ELs with disabilities Non-embedded supports MUST be provided by the Test Administrator on the day of testing.
Level 3: Accommodations (embedded)	Level 3 accommodations are changes in procedures or materials that increase equitable access. Accommodations (e.g., braille, closed captioning) are available for students with documented IEPs or Section 504 Plans for whom the accommodations have been entered in the TIDE database. Consortium-approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessment. Embedded accommodations must be entered into TIDE prior to the student's test.
Level 3: Accommodations (non-embedded)	Level 3 accommodations are available to the following students: <ul style="list-style-type: none"> • Students with disabilities (IEP and Section 504 Plans) Students with disabilities who are English Learners (SWD/ELs). Non-embedded supports MUST be provided by the TA on the day of testing.

State users, district test coordinators (DTCs), District Accommodations Managers (DAMs), and school test coordinators (STCs) have the ability to set embedded and non-embedded designated supports and accommodations. **Designated supports and accommodations must be set in DeSSA TIDE prior to starting a test session.** For additional information about the availability of designated supports and accommodations, refer to the Accessibility Guidelines on Schoology . All accessibility features should be entered into the TIDE interface.

To increase equitable access to learning, Accessibility Strategies that are designed to help teachers support students' unique learning needs and preferences, are available in Tools for Teachers at <https://www.smartertoolsforteachers.org/landing/accessibility>. To help districts identify similarities between the assessment resources and classroom practices, Appendix E; Accessibility Strategies for Teaching and Learning lists the resources that are currently included in the guidelines document and assists educators and decision-makers by providing a description of both the resource and its classroom equivalent. The handout needed for one non-embedded accommodation, the multiplication table, can be found in [Appendix G: Mathematics Resources](#).

8.0 Prior to Test Administration

8.1 Establishing Appropriate Testing Conditions

School test coordinators (STCs) and test administrators (TAs) work together to determine the most appropriate testing options and testing environment based on the number of computers available, the number of students in each tested grade, and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the TA.

The test administration should be conducted in a secure environment (see section 4.0 *Ensuring Test Security and Security Procedures*).

Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, students may read a book or rest after they finish the test.

The test administration must be conducted with appropriate resources and materials. Students may have access to and use the additional required resources listed in [Table 8-2: Required Resources](#). Reference the [DeSSA Test Security Manual](#) for additional guidance.

Table 8-1: Requirements of the Test Environment

Requirement	Description
Before Testing	
Instructional materials removed or covered	All instructional materials must be removed or covered, including but not limited to the following: <ul style="list-style-type: none"> Information displayed on bulletin boards, name-tags, chalkboards, or dry-erase boards Charts, such as wall charts that contain literary definitions, maps, mathematics formulas, graphic organizers, etc. Other surfaces that might assist students in answering questions
Student seating	Students must be seated to minimize opportunities to look at each other's work, or they should be provided with table-top partitions.
Signage.	Place a "Testing—Do Not Disturb" sign on the door and post signs in halls and entrances rerouting hallway traffic in order 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 compromise the testing environment.

Requirement	Description
Students supervision	<p>Students must be actively supervised throughout the testing session by a trained Test Administrator (TA) and are prohibited from</p> <ul style="list-style-type: none"> • Viewing other students' answers • Distracting or interrupting other students • Accessing unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes any device with cellular messaging, or wireless capabilities, but is not limited to cell phones, smart watches, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices. Please refer to the DeSSA Test Security Manual. • Students who require medical supports or use devices that access WIFI must receive DOE approval. Refer to the DeSSA Accessibility Guidelines.
Access to allowable resources only	Students must only have access to and use of those allowable resources identified by DeSSA Test Security Manual that are permitted for each specific assessment (or portion of an assessment).
Access to assessments	Unauthorized staff or other adults (including students' parents/guardians) must not be in the room during testing. Only students who are testing can view assessment items. Students who are not being tested—must not have access to secure testing materials including test items. Based on the item type (e.g., performance tasks), trained TAs may also have limited exposure to assessment items in the course of properly administering the assessment; however, even TAs and other staff may not actively review, record, or analyze any assessment items.
No answer key may be developed.	No form or type of answer key may be developed for test items.
Testing through the secure browser.	Administration of the DeSSA assessment is permitted only through the Student Interface using a secure browser.
During and After Testing	
No access to student responses	<p>District Test Coordinators (DTCs), School Test Coordinators (SCs), TAs and other staff are not permitted to review student responses in the testing interface or students' notes on scratch paper. Unauthorized staff or other adults (including students' parents/guardians) must not be in the room during testing. Only students who are testing can view items. Students who are not being tested may not be in the room where a test is being administered and must not have access to secure testing materials including test items.</p>

Requirement	Description
No copies of test materials	Unless needed as a Print-on-Demand or braille accommodation, no copies of the test items, stimuli, reading passages, performance task (PT) materials, or writing prompts may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain an item, reading passage, or prompt. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	DTCs, SCs, TAs, and other staff must not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. Students should be informed that they may not discuss or share test items, stimuli, reading passages, or writing prompts with anyone during or after testing.
All test materials must remain secure at all times	Printed materials from the print-on-demand accommodation, scratch paper, and documents with student information must be securely stored in a locked location (e.g., locked room closet, or cabinet) that can be opened only with a key or keycard by staff responsible for test administration.
After Testing	
No test materials can be used for instruction	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Performance Task materials must be stored securely.	The only exception to the requirement governing the destruction of printed materials and scratch paper is when notes are used during the English language arts/literacy (ELA) and mathematics PTs. During the ELA PT, 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. All scratch paper that is collected and returned to students for use on a subsequent PT test session must have the student's name on it and be securely stored in between test sessions .
Secure materials must be disposed of securely.	The destruction of printed materials and scratch paper is required after the completion of any test administration session. Printed test items/passages, including embossed braille printouts, and scratch paper must be collected, inventoried and then securely destroyed immediately upon a student's completion of the test. Please see above for exception.

Refer to [Appendix C: "What to Do When" Guide](#) for more detailed information regarding test situations.

The test administration must be conducted in a secure environment with appropriate resources and materials. Students may have access to and use the additional required resources listed in [Table 8-2](#). Reference the [DeSSA Test Security Manual](#) for additional guidance.

Table 8-2: Required Resources

Content Area	Computer-Adaptive Test (CAT)	Performance Task (PT)
ELA	<ul style="list-style-type: none"> Headphones are required for the the ELA assessment because of the listening items scattered throughout the CAT and and for students requiring text-to-speech accommodation. Scratch paper should be provided for note taking if necessary. Only plain paper or lined paper is appropriate for ELA. Pen or pencil. Online test keyboard navigation symbols (found in the Test Administrator User Guide). Department-approved keyboard navigation symbols can be provided. Posters offering encouragement. 	<ul style="list-style-type: none"> Headphones are required for students requiring text-to-speech accommodation. Scratch paper should be provided for note taking or creating graphic organizers if necessary. Only plain, unlined paper or lined paper is appropriate for ELA. Pen or pencil Online test keyboard navigation symbols (found in the Test Administrator User Guide) Department-approved keyboard navigation symbols can be provided. Posters offering encouragement A whiteboard with a marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper.
Content Area	Computer Adaptive Test (CAT) Items	Performance Task (PT)

<p>Mathematics</p>	<ul style="list-style-type: none"> • Headphones are required for students needing text-to-speech and/or audio glossaries. • An embedded calculator will be 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 DeSSA Accessibility Guidelines. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed. • Scratch paper is required for all grades. • Plain graph paper (no coordinate plane or other graphics) is required for grade 6 and above and can be used on all math assessments. • Pen or pencil • Online test keyboard navigation symbols (found in the Test Administrator User Guide) • Department-approved keyboard navigation symbols can be provided. • Posters offering encouragement. • 100s Number Table – A paper table listing numbers from 1–100 is available for reference for grade 3 and above when documented in the IEP or 504 plan (see Appendix G: Mathematics Resources). The 100s number table is to be used only for students with visual processing or spatial perception needs as documented in their IEP or 504 plan. This table can be printed for students requiring this accommodation. Use of other 100s number tables is prohibited. 	<ul style="list-style-type: none"> • Headphones are required for students needing text-to-speech and/or audio glossaries. • Embedded calculator will be available for all mathematics PT items in grade 6 and above. • Scratch paper is required for all grades. • Plain graph paper (no coordinate plane or other graphics) is required for grade 6 and above and can be used on all math assessments. • A whiteboard with a marker may be used as scratch paper. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper. • Pen or pencil. • Online test keyboard navigation symbols (found in the Test Administrator User Guide). • Department-approved keyboard navigation symbols can be provided. • Posters offering encouragement • 100s Number Table – A paper table listing numbers from 1–100 is available for reference for grade 3 and above when documented in the IEP or 504 plan (see Appendix G:). The 100s number table is to be used only for students with visual processing or spatial perception needs as documented in their IEP or 504 plan. This table can be printed for students requiring this accommodation. Use of other 100s number tables is prohibited.
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Tasks to Complete Prior to Test Administration

District Test Coordinators (DTCs), SCs, and TAs should verify that students are provided the opportunity to practice on the Training Test and Practice Test prior to testing.

It is highly recommended that ALL students be provided the opportunity to practice on the Training Test and the Practice Test on their testing device. This allows students the opportunity to become familiar with all of the item types, the universal tools, buttons, and any allowable designated supports and/or accommodations.

- Personnel responsible for entering accommodations and supports in TIDE must ensure that all accessibility features and designated supports have been entered into DeSSA TIDE prior to the student's scheduled test administration.
- Personnel with the user roles DA, DAM, and SA have the capability to enter accommodations and supports in TIDE.
- DTCs and STCs must ensure that all TAs have login information for the TA Interface.
- DTCs, STCs, and TAs must verify and/or update student demographic information and test settings.

Each student must be correctly assigned to his or her district, school, and grade in the DeSSA TIDE system. This information is uploaded to TIDE nightly from DOE data systems. STCs and TAs will work with district personnel to ensure that all student demographic information is correct in DeSSA TIDE. If a student's demographic information is correct in eSchoolPlus but incorrect in TIDE, the DTC may submit a request for correction via the DOE Help Desk ticket system.

In addition to the correct school and grade, STCs and TAs must verify that all students have accurate test settings in DeSSA TIDE, including designated supports and accommodations, embedded and non-embedded, for each content area prior to testing.

8.1.1 View Student Details

The "View Student Details" page shows the demographic information for the selected student. Most information on this page is read-only in TIDE and can only be edited in eSchoolPlus. This information is uploaded to TIDE nightly from DDOE data systems. None of the student attributes, including personal identifier information, may be edited.

Student information indicated with an asterisk (*) must be updated in eSchoolPlus. Any student information marked with an asterisk that is incorrect must be updated before the student can test. All eSchoolPlus updates will be applied to the DeSSA TIDE system in two to three days.

Figure 8-1: Sample Student Demographics in DeSSA TIDE

View/Edit Student: Mary Abernathy

Use this form to modify a student's settings. [more info](#)

Save Cancel

Student information

District: 195 - DeSSA Demo District *Enrolled Grade: Grade 5

School: 1001 - Demoschool GeneralEdWithSupports: ☒ Yes ☐ No

*Secure Student Identifier: 9999998113 IDEA Indicator: ☐ Yes ☒ No

*Legal First Name: Mary *SPED: None

*Legal Last Name: Abernathy *EL: ☒ Yes ☐ No

*Gender: ☐ Male ☒ Female Section 504 Status: No

*Date of Birth: 10262001

Ethnicity Information

*Hispanic: No *White: No

*American Indian/Alaskan Native: No *Native Hawaiian Or Other Pacific Islander: No


*Asian/Pacific Islander: No *Multiracial: No

*African American: Yes

Roster Association


8.1.2 Student Testing Restrictions

Only DTCs and STCs can edit student testing restrictions. If the test restriction flag is set for any content, this means the student is restricted from taking any DeSSA test for the specific content area. To remove the test restriction flag for those students who should be tested, uncheck the boxes for the necessary content areas.



IMPORTANT: Any additions/edits/deletions of students must be completed **before the student can test**. The update, once made, may take up to 48 hours to appear in DeSSA TIDE and in the TA Interface. Failure to correct test settings before testing could result in the student not being provided with the needed accommodations and/or designated supports at the time of testing. This is considered a testing irregularity.

For information on how to view, add, upload, and edit student information, please refer to the DeSSA TIDE User Guide located on the [DeSSA Portal](#).






Note: It is important for anyone with access to student information to remember that student personal information, including SSIDs, is confidential. **If materials containing student personal information and/or SSIDs are distributed to students, these materials must be collected before the students leave the testing room and either securely stored to be used in a subsequent test session or shredded.** For additional information about security protocols, refer to [Section 4.0 Ensuring Test Security and Security Procedures](#) of this manual and the [DeSSA Test Security Manual](#).

STCs should ensure that TAs have necessary student login information. Each student will log in to the DeSSA testing system using his or her first name, SSID, and a test session ID. Prior to starting a test session, TAs must have a record of each student's first name and SSID. This information must be provided to each student to complete the login process.



Note: When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to students before they log in. Please refer to the Test Administrator User Guide located on the [DeSSA Portal](#) for detailed information on how to obtain session IDs.

9.0 Day of Test Administration

	Note: Use the following information and script to assist students with the login procedures. Please refer to the <i>Test Administrator User Guide</i> on the DeSSA Portal to become familiar with the Online Testing System.
	Note: Printed Test Directions in English is a new designated support for 2023-2024 and is available in Appendix L: Printed Test Directions in English . The directions can be printed for students that need the support.
	Note: Translated Test Directions are accessible on the DeSSA portal for TAs to use with students that need the support. The support is available in the following languages: Arabic, Burmese, Chinese (simplified), Chinese (traditional), Dakota, French, Haitian Creole, Hmong, Ilokano, Japanese, Korean, Lakota, Punjabi, Russian, Somali, Spanish, Tagalog, Ukrainian, Vietnamese, and Yup.


An abbreviated version of the Directions for Administration for the assessments is located in [Appendix K: Directions for Administration \(Printable Version\)](#). Test administrators (TAs) should have a copy of this to use in administering assessments.

The TA should verify that students have access to and use of the additional required resources in Table 8-2: Required Resources specific to each assessment and content area (e.g., scratch paper for all tests, headphones for ELA, graph paper for mathematics grades 6 and above).


NOTE: Students are expected to use the embedded calculator for calculator-allowed questions on the math test, with the exception of students in Grades 6 and above with a documented accommodation in an IEP or 504 Plan to use a specialized non-embedded, stand-alone calculator. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.

To ensure that all students are tested under the same conditions, the TA should adhere strictly to the script for administering the test. These instructions can be found in the boxes in bold on the following pages. When asked, the TA should answer questions raised by students but should never help the class or individual students with specific test items. **No test items can be read to any student for any content area unless it is specified as an accessibility feature and part of student accommodations.**

Please remember that the script must be followed exactly each time a test is administered. If, when resuming a test, the TA is sure that all students are able to log in without hearing the login directions again, the TA may skip the italicized portions of the directions.

	Note: Please remember that the students need to be shown the Student Test Security video for the specific grade-level assessment before starting the test session.
---	---

All directions that the TA reads to students are indicated by the word “SAY” and are in boxes so that they stand out from the regular text. Read these directions exactly as they are written, using a natural tone and manner.

	Note: Read the directions exactly as they are written, using a natural tone and manner. If the TA makes a mistake in reading a direction, the TA should stop and say, “I made a mistake. Listen again.” Then read the direction again.
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The TA should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, encourage students to do their best.

Any time a student logs in to the testing system, the TA should follow this script. This includes logging in to complete the CAT or the PT.

9.1 Starting a Test Session



Note: The TA must create a test session before students can log in to the Student Testing System no more than 20 minutes prior to testing, or the system will time out. When a TA creates a test session, a unique session ID is randomly generated.

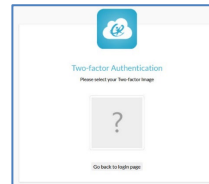
This session ID must be provided to the students before they log in and should be written down. To create a session, follow these steps:

1. The TA logs in to the TA Interface.

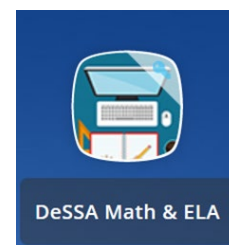
1. Log in to EdAccess or LEA ClassLink at launchpad.classlink.com/ddoe with your username and password. If a district is using their own LEA ClassLink instance, this login step will be different.



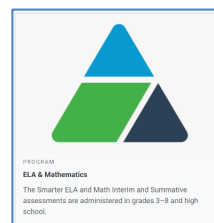
2. Select your two-factor authentication image or enter your pin or multi-factor authentication code



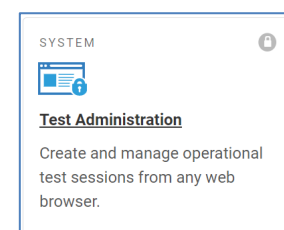
3. Click the [DeSSA Math & ELA] thumbnail for the DeSSA Portal.



4. Click the [ELA & Mathematics] user card.



5. Select the [Test Administration] card to log in to the TA Interface.

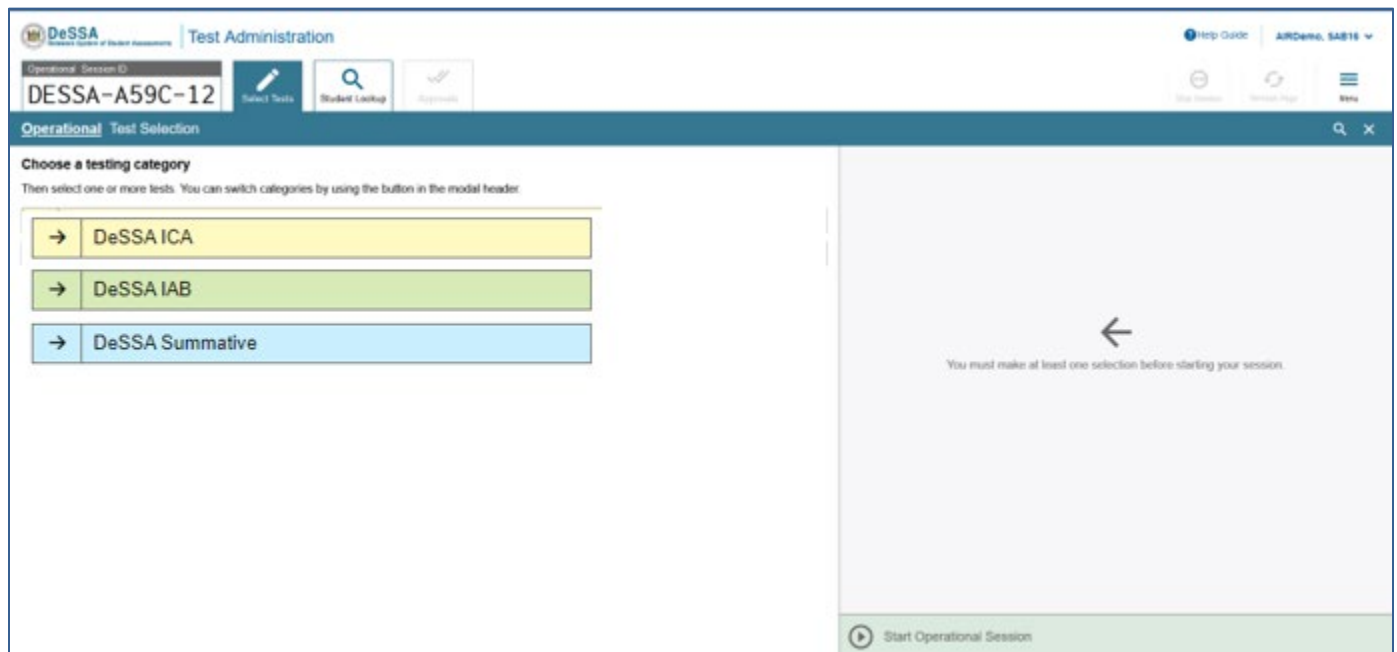


2. The TA creates a test session.

Select the plus sign (+) next to DeSSA Summative to view the tests in that group. To create a test session, select one or more tests to administer, or select the checkbox for a test group to include all tests in that group. Once you select tests to add to the session, they will appear in the “Tests Selected” column on the right side of the window.

Only the tests that you select will be available to students who join your session.

Figure 9-1. Test Administration Screen: Select Tests



The **Select Tests** section color-codes tests and groups them into various categories. The following categories are available for the ELA/Math Assessments:

Test Group	Color
DeSSA Summative	Blue
DeSSA ICAs	Yellow
DeSSA IABs	Green

Grade and Subject

Within each parent category, all tests are first broken down by grade and subject. A test group may include one or more sub-groups (DeSSA Summative>Grade 3>Grade 3 ELA - Summative CAT, Grade 3 ELA - Summative PT, Grade 3 Math - Summative CAT, Grade 3 Math - Summative PT)). All test groups and sub-groups appear collapsed by default. To expand a test group, click **[+]** (or **Expand All**). To collapse an expanded test group, click **[-]** (or **Collapse All**). After selecting the tests to be administered, the TA begins the test session.

3. The TA begins the test session.

Select only the grade(s) and subject(s) being assessed. The TA clicks on the green **[Start Operational Session]** button located in the lower right corner to begin the test session and generate the session ID that students will use to join that test session.

A test session ID will be automatically generated in the upper-center portion of the screen. This session ID will generally have four letters followed by a dash and then a number, for example, DESSA-247E-1 (see Figure 9-3: Test Administration Window). Students will use this test session ID to log in to the test.

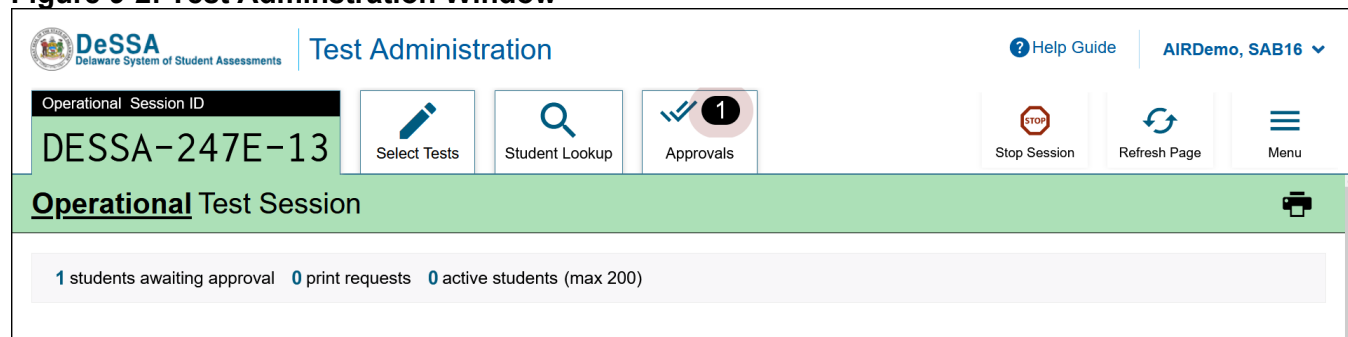
The test session must be created on the day of testing. Students from the same class who take tests at different times or with different TAs will not have the same test session ID.

[Appendix H: Coordinator Checklists](#) contains a checklist that will allow you to identify all steps to be completed before starting a test session. This is a document that can be copied and used when you are administering a test.

4. The TA informs students of the test session ID.

The system-generated session ID appears in the upper-right corner of the screen.

Figure 9-2: Test Administration Window



SAY: Today, you will take the [INSERT NAME OF TEST (i.e., Grade 4 ELA or Math CAT)] test. You will be given a test session ID that is required to start the test. Before logging in, let's go over some test rules.

You must answer each question on the screen before clicking [Next]. If you are unsure about an answer, provide what you think is the best answer. If you would like to review that answer at a later time, mark the question for review before going on to the next question. You may go back and change the answer during this test session.

You may pause at any point in the test by selecting [Pause] rather than [Next] after answering a question. Please raise your hand if you need a break and ask permission before selecting [Pause].

[The following should be read for the CAT portion only]

SAY: If you pause your test for more than 20 minutes, you will not be able to go back and change your answers to any question, even the ones you marked for review. You may check your answers to any questions before you pause your test.

[The following should be read for the Math CAT in grades 6–8 and ELA PT only]

SAY: This test is divided into segments. When you get to the end of a segment, you will be told to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to any of the questions in the previous segment.

SAY: Your answers need to be your own work. Please keep your eyes on your own test and remember there should be no talking. If you have a cell phone, smartwatch, or any other non-approved electronic device, please raise your hand, and I will collect it before the test begins.

If you finish your test early, please raise your hand and sit quietly.


5. Give students the Test Session ID.

The test session ID, the SSID, and the student's first name may be provided to students ahead of time on a card or piece of paper to help them type it into the computer accurately. Student information is confidential. Therefore, the cards/papers with this information must be collected after each test session and securely shredded after testing is complete. The TA will be logged out of the session if there is no activity for 20 minutes by the TA or a student.

Figure 9-3: Test Session ID

The screenshot shows the DeSSA Test Administration interface. At the top left is the DeSSA logo with the text "Delaware System of Student Assessments". To the right is the heading "Test Administration". Below the logo, there is a section labeled "Operational Session ID" with a black background and white text displaying "DESSA-247E-13". To the right of this section are three buttons: "Select Tests" with a pencil icon, "Student Lookup" with a magnifying glass icon, and "Approvals" with a checkmark icon and a badge showing the number "1". At the bottom of the interface, there is a green banner with the text "Operational Test Session".

The TA should write down the session ID for his or her own records in case he or she gets involuntarily logged out of the system. The session ID will allow the TA to resume the session.

 **Important:** If the Session ID is not written down or known, and the TA tries to log in to the session after being involuntarily logged out of the system, the TA will be logged out for eight hours before he or she is able to start a new session.

TAs may also write the test session ID on a classroom dry-erase board, chalkboard, or another place where students can see it. Make sure that students know that the test session ID must be entered **exactly** as it is written—it is case sensitive—without extra spaces or characters. Please refer to the Test Administrator User Guide on the [DeSSA Portal](#) to become familiar with the Online Testing System.

SAY: Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.

Enter your legal first name, not your nickname, followed by your SSID number. Then, enter the test session ID. Raise your hand if you need help typing this information on your keyboard.

Now, select [Sign In]. Once you have successfully logged in, you will see a screen with your first name and other information about you. 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.

Make sure that all students have successfully entered their information.

The TA should ensure that the students use their legal first names, not nicknames. If a student is unable to log in, they will be prompted to try again and provided with a message describing the reason (an invalid SSID, for example). If the student is still having difficulty, the TA can look up the correct information using the Student Lookup function on the TA Interface or in DeSSA TIDE. TAs may assist students with logging in, if necessary.

Figure 9-4: Student Lookup: Quick Search

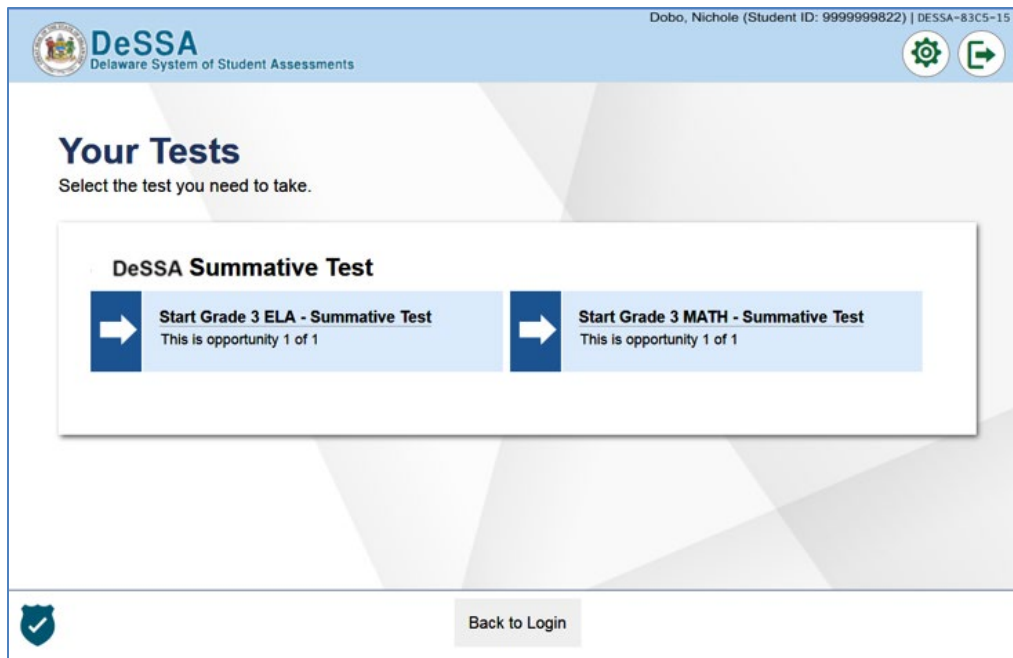
The screenshot shows the DeSSA Test Administration interface. At the top, there's a header with the DeSSA logo, "Test Administration", a "Help Guide" link, and a dropdown menu for "AIRDemo, SAB16". Below the header, there's a navigation bar with buttons for "Operational Session ID" (showing "DESSA-247E-13"), "Select Tests", "Student Lookup" (highlighted with a magnifying glass icon), and "Approvals" (with a notification badge showing "1"). To the right of these buttons are "Stop Session", "Refresh Page", and "Menu" buttons. Below the navigation bar, there's a "Quick Search" tab selected, with an "Advanced Search" tab and a close button. The main content area contains instructions: "Enter the student's full Student ID (SSID) and click [Submit SSID] to search for that student's record. A record displays the student's name, birth date, grade, and school/district information. Searches by partial SSID are not permitted." Below this is a note: "Note: This Student Lookup feature allows you to verify student information for login purposes only. It does not indicate whether a student is eligible to test. To verify student eligibility for a specific online assessment, please check TIDE." At the bottom, there's a search bar labeled "SSID :" with a text input field and a search icon.

6. The TA informs students of the name of the test they will take.

SAY: On the next screen, select the [INSERT NAME OF TEST (i.e., ELA Grade 3 CAT)], and then click [Start Test]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. Please wait quietly while I check and approve each of your tests.

If TAs are unsure of which content area or test students are participating in during that session, TAs should contact the School Test Coordinator.

Students log in with their first name, SSID, and Session ID. Students will then confirm their identity to verify that they logged in with the correct credentials and select a test. Students may select only a test for which they are eligible.



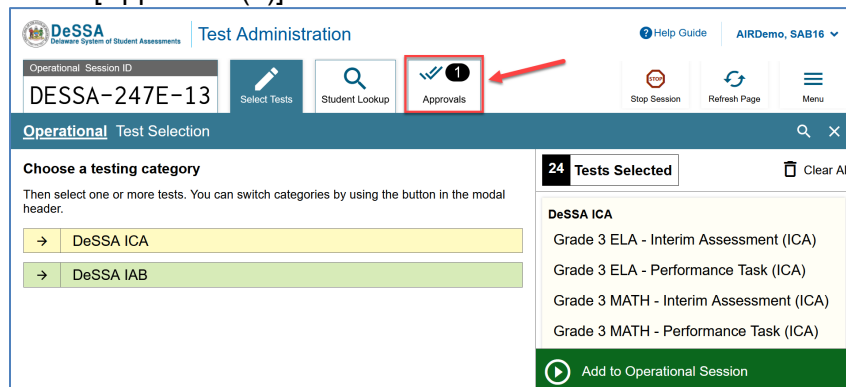
Students will be able to select from more than one test, for example, a PT and a CAT in both ELA and mathematics. TAs should direct students to select the appropriate test name based on what the TA is planning to administer at that time, such as the content area “ELA” or “Math” and the test type “CAT” or “PT.”

7. The TA views and approves students who are waiting for test session approval.

After students have selected a test, the TA verifies that each student selected the appropriate test before approving that student for testing. **It is very important that the TA pays close attention to the test name prior to approving to be sure it is the correct test to be administered at that time. Please also validate the appropriate student accommodations before approving the test.**

To do this:

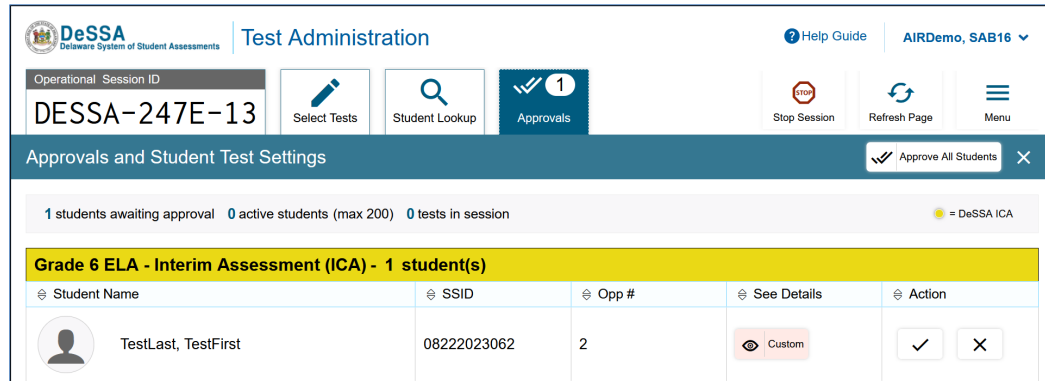
- Select the [Approvals (#)] tab.



- A new section that shows a list of students, organized by test name, has opened. The TA should review the list to ensure that students are taking the correct content area (ELA/ or Mathematics) and type of assessment (CAT or PT).
- If a student selected a test other than the one the TA plans to administer that day (e.g., selected a PT instead of a CAT or selected Math instead of ELA), the TA must

deny the student entry to the test session. The student may then log in again and select the correct test.

- d. When the correct test is selected, the TA clicks [✓] to approve one student or [Approve All Students] in the banner to approve all students in the session.



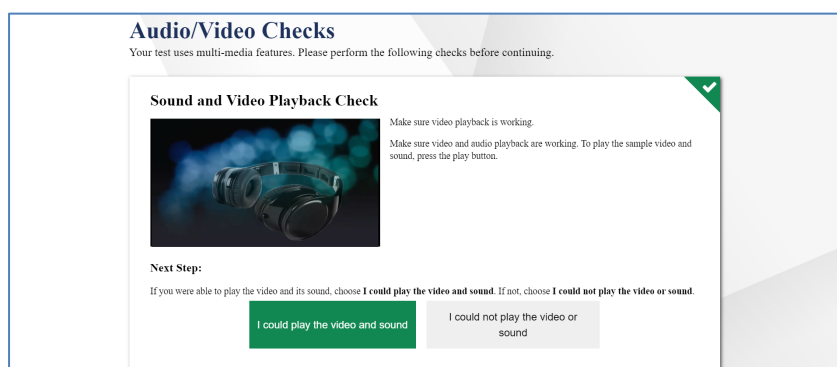
In addition to test names, it is very important that the TA verifies all of the settings that the student should have. If the student's settings are incorrect, do *not* approve that student to move forward with testing. The TA will work directly with an STC or a DTC to get these settings corrected in DeSSA TIDE before approving the student to begin testing. It is important to ensure that these settings are correct before the student begins testing to avoid the need for having to reset the test for the student later.

SAY: You will now see a screen asking you to check your test content area and settings. If all of the information is correct, you may select [Yes, Start My Test]. If any of it is incorrect, please raise your hand.

Each student will be logging in at a different time. The TA should monitor the sessions and log in all students who are currently ready before assisting any students who are having problems.

If students are taking an ELA assessment during the test session, read the next blue box so the students will know how to verify that their headsets are working properly.

SAY: **(For ELA test only)** Next, you should see a screen that prompts you to check that the sound and video on your computer are working. Put your headsets on and click the play button to watch the video. If you hear the chime and can watch the video, click [I could play the video and sound]. If not, raise your hand.



If the student's volume is not working, troubleshoot basic steps such as being sure the headsets are fully plugged in, that mute is not inadvertently selected, and that the audio is turned up. If the student is still experiencing issues, contact your school technology coordinator or help desk.

SAY: Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. You can also find this information during your test by clicking the [Help] button.

When you are ready to begin your test, click [Begin Test Now] at the bottom of the page.



Note: For the CAT portion of the test, after a pause, the student's test can be resumed at any time within the testing window up to 10 days from the start date. For the PT, there is no pause limit, but the test expires 10 days after the start. See [Section 6.3 Testing Time and Recommended Order of Administration](#) for test time recommendations.

8. The TA monitors student progress.

Monitoring Test Selection

It is very important that TAs monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area and type of assessment (CAT or PT). The TA monitors the test that each student is taking by referring to the Students in Your Test Session table in the TA Interface.

Student Information	Test	Opp #	Progress	Test Settings	Actions
Williams, Amanda 9999998036	Grade 3 ELA - Brief Writes (IAB)	1	5 / 6 answered - Started	Custom	

In the event that a student is taking an incorrect assessment, the TA can pause the student's test. The TA should then instruct the student to log out and log in again to select the correct test.

In the rare event that a student starts a test unintentionally (e.g., selected a PT instead of a CAT or selected mathematics instead of ELA), the test's expiration timeline will be activated. If a student is unable to return to and complete the test before it expires in 10 days for a PT or 10 days for the CAT, the TA must submit an appeal via the DOE Help Desk to reopen the assessment.

Monitoring Test Progress

Once students have started their tests, the TA should circulate the room to ensure that all conditions of test security are maintained. If the TA witnesses or suspects the possibility of a test security incident, the STC and DTC should be contacted immediately in accordance with the security guidance provided in this manual.

The TA may also use the TA Interface to view the testing progress of any student. This site will not show test items or scores but will let the TA see how many items have been delivered to each student (e.g., question 24 of 40).

While the TA Interface is designed to automatically refresh every minute, the TA can manually refresh at any time by clicking the [Refresh Now] button at the upper-left portion of the page.

Do not click the web browser's refresh button.

If the TA notices that a student is off-task, the TA may say the following statement to the student, verbatim, to keep him or her focused.

SAY: It is important that you do your best. Do you need to pause the test and take a break?

If a student asks for assistance either in answering an item or manipulating an item type, the TA should gently instruct the student to review the tutorial for help and let the student know that he or she should try his or her best but that the TA cannot help answer an item. The TA may remind the student to reread the instructions for that item.

SAY: Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can review a tutorial by clicking on the [i] button on the right side of the screen.

Allowing students to practice on the Training Test and Practice Test before testing is strongly encouraged and allows them the opportunity to have exposure to all of the item types.

IMPORTANT:

- If the TA is using the TA Interface and navigates to DeSSA TIDE or the TA Practice or Training Site, the session will stop, and all students in the session will be logged out. The session cannot be resumed. A new session will have to be created, and the students will have to log in to the new session to resume testing. When starting a new session, give the new Session ID to the students so they can log in and resume testing.
- If the TA Interface or TA training site browser is accidentally closed while students are still testing, the session will remain open until it times out after 20 minutes. The TA can open the browser and navigate back to the TA Interface. The TA will be prompted to enter the active Session ID.
- As a security measure, TAs are automatically logged out of the TA Interface after 20 minutes of TA inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the TA will have to create a new session, and the students will have to log in to the new session to resume testing. When starting a new session, the TA should give the students the new Session ID so that they can log in and resume testing.

9. The TA ends the test session and logs out of the Test Administrator Site.

When approximately five minutes are left in the test session, the TA should give students a brief warning.

SAY: We are nearing the end of this test session. Please review your answers, including any questions you marked for review now. Do not submit your test unless you have answered all of the questions.

[The following should be read for the ELA CAT portion only]

SAY: If you are working on a set of questions for a reading passage, please finish all of the questions in that set.

[The following should be read for all tests]

SAY: If you need additional time, please let me know.

After answering the last item in each segment, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all items available to the student or to end the test. Tests can no longer be paused after the last item has been presented.

After answering the last question, students must submit their tests by clicking the [Next] button and then clicking [Submit Test]. If students would like to review their answers before ending their test, they may do so by clicking any of the numbers under [Questions] and then [Submit Test] once they are done reviewing. Once a student clicks [Submit Test], the student will not be able to review answers.

SAY: This test session is now over. If you have not finished, click [Pause], and you will be able to finish at another time.

Follow appropriate testing policies to allow students who need extra time when using some accessibility resources to finish their testing session. Keep in mind the 20-minute pause rule; students whose test is paused for longer than 20 minutes will not be able to go back to any questions that contain a response or are marked for review. Students will also not have access to notes entered in the Digital Notepad. Refer to Section 4.0 Ensuring Test Security and Security Procedures for information about securely destroying scratch paper for CAT test sessions and retaining scratch paper for PTs.

[The following should be read for the CAT portion only if the length of time pausing the test is greater than 20 minutes, e.g., the student will continue testing on another day]

SAY: Remember, if you are not finished and need to pause your test for more than 20 minutes, you will not be able to go back to the questions from this test session, including questions marked for review. You will also not have access to the notes you entered in the Digital Notepad.

SAY: If you have answered all the questions on your test and have finished reviewing your answers, select [SUBMIT TEST]. I will now collect any scratch paper or other materials.

[The following should be read for the PT portion for students who will continue testing on another day]

SAY: Please write your name on your scratch paper if you are not finished with the performance task. I will collect it for use during the next test session.

SAY: If you have answered all the questions on your test and have finished reviewing your answers, select [SUBMIT TEST].

I will now collect any scratch paper or other materials.

TAs should collect any scratch paper and then click [Stop Session] to end the test session and pause any student tests in the session that are still in progress. When finished, TAs must log out of the TA Interface by clicking the [Logout] button at the upper-right corner of the screen.

9.2 Testing Over Multiple Sessions or Days

For some tests, particularly the PTs, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule. It is recommended that the ELA PT be administered in two sessions corresponding with Part 1 and Part 2 of the PT. Students can be provided with breaks within each part; however, once a student moves on to Part 2, he or she will not be able to review or revise items in Part 1. For this reason, it is recommended that students complete Part 1 in one test session, and Part 2 ideally would be delivered the next school day. For the math PT, it is recommended that it be administered in one session of 30 to 90 minutes.

If the TA intends to administer the test over the course of multiple days for a student or group of students, TAs may ask that all students pause after they reach a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the TA should give the students clear directions on when to pause. For example, TAs may designate a certain amount of time for testing. Likewise, the end of Part 1 of the ELA PT might be a logical stopping point. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of the section.

When testing is resumed on a subsequent day, the TA will start a new test session and provide a new session ID. When instructing the students to log in, TAs should read the non-italicized sections of the general script to the students from the beginning in [Section 8.0 Prior to Test Administration](#).

A summary of recommendations for the number of sessions and session durations is in [Section 6.3 Testing Time and Recommended Order of Administration](#).

9.3 Sensitive Responses

9.3.1 *Taking Appropriate Action With Student Responses or Student Actions That Cause Concern*

Throughout the test administration process, student safety is always the primary consideration. During testing, TAs may encounter student actions that disrupt the assessment administration and may endanger the student or others. In addition, it is possible that TAs will encounter student responses to test questions or notes on scratch paper that necessitate some action to ensure student safety.

The DeSSA security protocols make it clear that TAs are not permitted to review student responses in the testing interface or student notes on scratch paper. However, during or after the assessment, a TA might unexpectedly encounter a student response on a scratch paper that raises sufficient concern to warrant adult action. Topics that may require the TA to take action include, but are not limited to, student references to:

- Suicide
- Criminal activity
- Alcohol or drug use
- Extreme depression
- Extreme violence
- Sexual assault
- Physical abuse
- Self-harm
- Intent to harm others
- Neglect
- Bullying of individuals or groups of students

Collecting Information

Prior to test administration, each TA should have a thorough understanding of school, district, and/or state policy regarding documentation of student actions or concerning responses during a secure test event. The TA should document as much information as possible in accordance with school, district, and/or state policy. Please refer to the [DeSSA Test Security Manual](#).

Escalating Information

Should the TA encounter a sensitive situation while supervising the test session, the TA should immediately escalate this concern in accordance with school, district, and/or state policies and procedures.

10.0 After Test Administration

10.1 Destroying Test Materials



Important: Federal law—the Family Educational Rights and Privacy Act (FERPA)—prohibits the release of any student’s personally identifiable information. Any printed materials must be securely stored and then shredded.

As a reminder, unless using scratch paper during the performance task (PT), all test materials identified in the [DeSSA Test Security Manual](#) must be securely shredded immediately following each test session and may not be retained from one test session to the next. Scratch paper used during the PT should be handled according to the guidance provided in the DeSSA Test Security Manual.

10.2 Reporting Testing Improprieties, Irregularities, and Breaches

Throughout testing, ensure that all test security incidents are reported in accordance with the guidelines in the [DeSSA Test Security Manual](#).

Appendix A: List of Abbreviations and Acronyms

Appendix A: List of Abbreviations and Acronyms

A

ASL	American Sign Language
AVA	Assessment Viewing Application

C

CAI	Cambium Assessment, Inc.
CAT	Computer-Adaptive Test
CCSS	Common Core State Standards
CDAP	Consortium Discipline Alternative Program
CRS	Centralized Reporting System

D

DA	District Administrator
DAM	District Accommodations Manager
DAPI	Delaware Adolescent Program, Inc.
DDOE	Delaware Department of Education
DELSIS	Delaware Student Information System
DeSSA	Delaware System of Student Assessments
DSCYF	Department of Services for Children, Youth and their Families
DTC	District Test Coordinator

E

ELA	English Language Arts
EL	English Learner
EdAccess	Previously IMS (Identify Management System)

F

FIAB	Focused IAB
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I

IAB	Interim Assessment Block
ICA	Interim Comprehensive Assessment
IEP	Individual Education Plan

P

PT	Performance Task
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S

STC	School Test Coordinator
STT	Speech-to-Text (Dictation)
SSID	Statewide Student Identifier
SWD	Student With Disability

T

TA	Test Administrator
TAM	Test Administration Manual
TDS	Test Delivery System
TIDE	Test Information Distribution Engine
TTS	Text-to-Speech

Appendix B: Frequently Used Terms

Appendix B: Frequently Used Terms

[Table B-1](#) defines terms that are specific to the DeSSA assessment.

Table B-1: Frequently Used Terms

Term	Definition
Accommodation	A change in procedures or materials that increase equitable access during the DeSSA assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented Individual Education Plans (IEPs) or Section 504 Plans. The Consortium-approved accommodations do not compromise the construct, grade-level standard, or intended outcome of the assessment. See the Accessibility Guidelines at https://elde.schoolology.com/group/5973609785 for complete information.
Appeals	Authorized users may submit and view requests for invalidating, resetting, reopening, or restoring students' tests in accordance with state policy into the Assessment Request System. These requests must result from a test security incident or incorrect test setting that impacted testing. All requests must be approved by a state education agency representative.
Break	There is no limit on the number of breaks or the length of a break that a student might be given according to his or her unique needs. However, for some portions of the test, breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. For a performance task (PT), the student can take a break for any length of time and return to any previously answered item within the PT current segment only.
Computer-Adaptive Test (CAT)	Based on student responses, a CAT allows the computer program to select the difficulty of items throughout the assessment. By adapting the to the student as the assessment is taking place, these assessments present an individually tailored set of items to each student and provide more accurate scores for all students across the full range of the achievement continuum
Designated Supports	Designated supports are accessibility resources available for use by any student for whom the need has been indicated by an educator (or team of educators with the parent/guardian and student). See the DeSSA Guidelines for complete information on the DeSSA Portal . Designated Supports information is entered through the TIDE interface. See the DeSSA TIDE User Guide on the DeSSA Portal for complete information.
DeSSA Test Information Distribution Engine (TIDE)	The DeSSA TIDE system is used by all DeSSA applications to track users, student accessibility features, and assessments being administered in the State of Delaware. Student demographic data is transferred to DeSSA TIDE on a daily basis for processing and updating. Accessibility features supports are set in the TIDE interface by the District Accommodations Manager (DAM). See the DeSSA TIDE User Guide on the DeSSA Portal for complete information.

Term	Definition
District Accommodations Manager (DAM)	The DAM is responsible for entering the accommodations and designated supports into the TIDE interface.
District Test Coordinator (DTC)	The DTC is a district-level staff member who is responsible for the overall administration of the summative test in a district. DTCs should ensure that the school test coordinators (STCs) and test administrators (TAs) in their districts are appropriately trained and aware of policies and procedures. In the event that there is no DTC, another designated individual will be assigned these responsibilities by the state.
Full-write	Full write is a component of the English language arts/literacy (ELA) performance task that requires the student to develop an informative/explanatory, narrative, or opinion/argumentative multi-paragraph piece of writing for which he or she engages in the full writing process.
Invalidation	<p>An invalidation is a specific type of appeal in the Assessment Request System. Invalidating a test in the Appeals system results in the omission of test results and student responses from the testing and accountability systems. Invalidation is often the outcome for tests impacted by a test security incident.</p> <p>Permission for an invalidation is initiated through the Appeals process in DeSSA TIDE. See the DeSSA TIDE User Guide for more information on the Appeals process.</p>
Item	A test question or stimulus presented to a student to elicit a response.
Pause	<p>A Pause is an action taken by a student or TA to temporarily halt the test during any part of the test as needed. Pauses of more than 20 minutes in the CAT component of the test will prevent the student from returning to items already attempted.</p> <p>For a PT, the student can pause for any amount of time and still return to any previously answered item within the PT's current segment only. More information on test pausing is available in Section 6.1 General Rules of Online Testing.</p>
Performance Task (PT)	A PT is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test.
Reading Passage or Passage	A reading passage is a type of stimulus (see definition of stimulus). When reading passage or passage is referenced on the assessment it is to differentiate this type of stimulus from others on the assessment. The term "Reading Passage" or just "Passage" is used when speaking about the reading passages that are part of the ELA test.
Reopen	A reopen is a specific type of appeal in the Appeals system. It applies to a test that has already been submitted or has expired and allows the student to access the previously closed test. For example, a test may be reopened if a student started a test and became ill and was unable to resume testing until after the testing opportunity expired. Permission for a reopen is initiated through DOE Help Desk.

Term	Definition
Reset	A reset is a specific type of appeal in the Appeals system. Resetting a student's test removes that test from the system and enables the student to start a new test. Any work previously done on the test would be lost. Valid reasons for a reset would be if a student's test event was administered inconsistently with the student's IEP (this would include both embedded and non-embedded accessibility features) or if the student started a test and did not have a needed language support (such as a language glossary). Permission for a reset is initiated through DOE Help Desk.
Restore	A restore is a specific type of appeal in the Appeals system which restores a test from the "Reset" status to its prior status. This action can only be performed on tests that have been reset. A test opportunity can be restored if it was reset in error. For example, if a test reset was requested for a mathematics test instead of an ELA test, then that mathematics test can be restored to its previous status. Permission for a restore is initiated through DOE Help Desk.
School Test Coordinator (STC)	An STC is a school staff member responsible for monitoring the test schedule, process, and TAs. STCs are also responsible for ensuring that TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the Assessment Consortium.
Secure Browser	The secure browser is a web browser that is downloaded and installed on a computer prior to a student beginning the test. The browser is specifically designed for use with the assessment to provide secure access to the test and prevent students from accessing specific hardware and software functions (e.g., other browsers, screen-capture programs) that are not allowed during the assessment.
Segment	A part of a test within the test delivery system (TDS). Depending on the test, segments typically separate items from others if the eligible tools are different (i.e., the mathematics test may have two segments—one segment that allows calculator use and another segment that does not). When a student completes a segment of the test, he or she will receive a message that indicates that once that segment is submitted it is no longer possible to return to that segment.
Session	A timeframe in which students actively test in a single sitting. The length of a test session is determined by building or district administrators (DAs) who are knowledgeable about the periods in the building and the timing needs associated with the assessment. It is recommended that session durations range between 40 and 120 minutes. However, ELA/Math assessments are not timed, and an individual student may need more or less overall time. Furthermore, individual students will have unique needs regarding the length of a test session. We recommend that the CAT portion of the ELA and mathematics tests be administered in at least two sessions. Note: A test session does not need to end when a segment ends.
Statewide Student Identifier (SSID)	A statewide unique student identifier, as assigned for use in DeSSA TIDE, assigned to each student by his or her state education agency for the purpose of the assessment. In some cases, this <i>may</i> be the same identifier used on other state assessments.

Term	Definition
Stimulus/Stimuli	Material or materials used in the test context that form the basis for assessing the knowledge and skills of students. Many items/tasks for assessment include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA and mathematics assessments to provide context for assessing the knowledge and skills of students and are diverse. They can be traditional reading passages/texts viewed on a computer screen, audio presentations with images for students to listen to, simulated web pages for students to use for research, or scenarios for students to consider.
Test Administrator (TA)	A TA is a member of district or school personnel responsible for administering the ELA/Math assessment in a secure manner in compliance with the procedures outlined in this document and the State policies.
Testing Breach	A testing breach is a security event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported immediately to the state level. For specific details on how to proceed when an incident has occurred, please refer to the DeSSA Test Security Manual.
Testing Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. For specific details on how to handle an incident, please refer to the DeSSA Test Security Manual.
Testing Irregularity	An unusual circumstance that impacts an individual or group of students who is testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level but submitted in the online system for resolution of the appeal for testing impact. For specific details on how to proceed when an incident has occurred, please refer to the DeSSA Test Security Manual.
Universal Tool	Universal Tools are available to all students based on student preference and selection. See the Accessibility Guidelines for DeSSA at https://elde.schoology.com/group/5973609785 for complete information.

Appendix C: “What to Do When” Guide

Appendix C: “What to Do When” Guide

Before Testing

Description	What to Do
1. A student is chronically truant.	Do not submit incident report. No exemptions will be granted.
2. A student is present at school but refuses to take the test any time during the testing window.	Submit an incident report in DOE Help Desk for the individual student for the affected tests.
3. A student has a health concern, and a medical professional caring for the student has provided a letter stating that the student should not test due to the medical condition. The doctor cannot be required to provide any medical details due to HIPAA law.	After the test window is complete, submit this and any other exemptions on the exemptions request form. After complete submit a request for an exemption in DOE Help Desk. Keep the letter from the doctor on file at the district office.
4. A student does not appear in DeSSA TIDE for the school in which he or she is currently enrolled.	Review DELSIS 2.0 and eSchoolPlus. If the student is included correctly in these applications, submit a ticket in DOE Help Desk to your STC and submission to DDOE for review.
5. A student does not show correct accessibility features in DeSSA TIDE. Test has not yet been started.	Contact the District Accommodations Manager to update the accessibility features in TIDE. Make sure that accessibility features are correct before the student begins a test.
6. There is a death in the family before or during the testing window.	Determine whether the child can be tested at the end of the testing window; if that is not feasible, submit an exemption request (see number 3 above).
7. A student is in a DSCYF juvenile detention facility.	Do not submit an exemption request. Make sure that the student has a home school record associated with your district and the student has been enrolled at a detention facility.
8. A student is in a court-ordered private placement in state.	Submit a request for an exemption in DOE Help Desk (see number three above). Keep letter from facility on file in district office. If the student does return to your school/district, he or she must be given the opportunity to test.
9. A student is in a court-ordered private placement out of state.	Submit a request for an exemption in DOE Help Desk. Keep letter from facility on file in district office. If the student does return to your school/district, he or she must be given the opportunity to test.
10. A student is in DAPI or Consortium Discipline Alternative Program (CDAP).	Student will be tested at current CDAP facility. Make sure that the student has home school record and the CDAP facility has entered the student record for its facility.
11. A student is in an adult prison.	Submit a request for exemption in DOE Help Desk (see number three above).
12. A student who wears glasses or takes medication on a daily basis is without them on testing day.	Postpone testing for student and have student take test at a later time in the testing window.

Description	What to Do
13. A student qualifies for English as a Second Language (ESL) services, but the student's parent/guardian/caregiver has withdrawn him or her from ESL services. Can this student have designated supports? Can this student qualify for an exemption in the ELA assessment?	If a student meets the criteria to be identified as an English Learner (EL) and receives ESL services, the student may receive EL designated supports even if parent/guardian/caregiver has withdrawn the student from ESL services. Please see the Guidelines for Inclusions for EL Students to determine whether a student can be excluded from the ELA assessment.

During Testing

Description	What to Do
1. A student becomes sick during testing.	Pause the student's test and allow the student to return during make-up session(s) to finish the test. Request a reopen if the test expires before the student is able to complete the test due to illness.
2. A student is removed from the test session due to student misbehavior.	Pause the student's test and allow the student to return during make-up session(s) to finish the test.
3. A student is given a test accommodation or support that is not in his or her IEP, Section 504 Plan, or intervention plan.	Submit an incident report in DOE Help Desk indicating name(s) and ID numbers of students involved. Indicate which accommodations and supports were incorrectly provided. The student(s) will be reset only if they meet the new reset criteria.
4. A student starts a test without all of his/her accommodations or supports available on the test.	Pause the student's test. Contact the District Accommodations Manager to update the accommodations or supports in TIDE. (If the change is to Language [Braille, Spanish], Permissive Mode, closed captioning, or ASL, you must also request a reset from DOE via DOE Help Desk.) Once changes are in place, re-launch the student's test.
5. A testing behavior violation occurs.	Report incident to the DTC. The DTC will report the incident to the Office of Assessment according to the procedures in the Security Manual. The STC or DTC should submit an online incident report in DOE Help Desk.
6. A student is cheating.	Submit an incident report in DOE Help Desk. Enforce district policies for student misconduct.
7. It is identified that a student who has test accommodations has not been provided one or more of these accommodations or supports during a test session. Student's test status is "reported."	Submit an incident report in DOE Help Desk. Contact the District Accommodations Manager to update the accommodations and supports in TIDE. Make sure that the student is provided with appropriate accommodations and supports for any remaining test sessions.
8. A student moves out of the school before all test sessions are completed.	Student can complete testing in new district if moving within the state; no action is necessary.

Description	What to Do
9. The building experiences a fire drill, emergency situation, or extended power outage.	The TA should ensure student safety and pause the test if time permits. Testing should be continued when order is restored if time permits. If not, a new test session must be scheduled to give the students sufficient time to complete the test. If students must pause tests without checking their answers. The district test coordinator can complete a Grace Period Extension for affected students so they may access items answered during the affected test session.
10. The building experiences a fire drill, emergency situation, or extended power outage or computer issue, and students are unable to return to review tests before the pause time expires.	If the students are unable to access their tests before the pause rule expires. The district test coordinator can complete a Re-Open for affected students so they may access items answered during the affected test session.
11. Student changes schools but has already completed a PT. At the new school, the student appears as incomplete on the new school's PT (because it is a different PT than the one the student took).	Do not administer a second Mathematics or ELA/ PT to the student. The student does not need to take more than one ELA/ PT or Mathematics PT. If the student's PT status is "paused" when he or she changes schools, the student can finish the PT that he or she started; there is no need to start another PT.

Appendix D: What to Do After Testing for Students

Appendix D: What to Do After Testing for Students

After Testing

When administering an untimed test, students will finish at different times. What students who have completed the test are allowed to do while other students finish is a dilemma. Here is DDOE's list of recommended, suggested, and prohibited activities. This list is not comprehensive. If you have doubts about the appropriateness of an activity, contact Theresa Bennett at theresa.bennett@doe.k12.de.us.

Activity	Status	Rationale
Leave the testing room and report back to regularly scheduled activity.	Recommended	Student instructional time is not wasted.
Leave the testing room and report to pre-designated, monitored holding area, with or without a scheduled activity.	Suggested	Students are engaged.
Sit quietly in their seats.	Allowed	This will be conducive to a quiet testing environment for others but will be difficult for many students.
Read a book or other reading material not related to the tested subject. The TA should approve the reading material prior to beginning the test session.	Suggested	Quiet, not a major security risk
Write in a journal, diary, or on any paper.	Prohibited	Security risk that students may transmit item content
Listen to music on an iPod, etc.	Prohibited	Electronic devices are not allowed in the testing room.
Use a cell phone.	Prohibited	Electronic devices are not allowed in the testing room.
Play video games on a computer.	Prohibited	Too distracting to other students
Use a computer to research answers to questions they missed.	Prohibited	Security risk with other students still testing
Use a computer to communicate.	Prohibited	Security risk that students may transmit item content
Use a computer for any other reason.	Not recommended	Too difficult to monitor
Talk or signal to other students.	Prohibited	Too distracting to other students and security risk
Move around the testing room.	Prohibited	Too distracting to other students

Appendix E: Teaching and Learning

We are committed to providing mathematics and English language arts/literacy (ELA) assessments that are accessible to all students. The assessments are accessible via a suite of resources (universal tools, designated supports, and accommodations) available locally or directly in the test platform. Although many resources, particularly those embedded in the system, may appear new, many of the resources are similar to those used commonly during classroom instruction.

The Crosswalk lists the resources that are currently included in the guidelines document and assists educators and decision makers by providing a description of both the resource and its classroom equivalent. For more detailed description of the tools, see the [Accessibility Strategies for Teaching and Learning](#) in Table E-1.

Table 1: Accessibility Strategies for Teaching and Learning

Universal tools are accessibility resources that are either provided as digitally-delivered (embedded) components of the test administration system or separate from it (non-embedded). Universal tools are available on the assessment to all students based on student preference and selection. Table 1 includes 18 accessibility strategies related to universal tools with their descriptions as well as selected considerations for teaching and learning. Each strategy in the table is linked to its more detailed description in the later section of the Guide.

10.2.1.1 Table 1. Universal Tools at a Glance

Universal Tool	Description	Teaching and Learning
<u>Breaks</u> (embedded/non-embedded)	Students may decide to pause during classwork or during a test session based on their needs.	<ul style="list-style-type: none"> • Model breaks. • Allow students to use fidget devices. • Give students brainbreaks.

<u>Calculator</u> (embedded)	<p>An embedded, fully accessible on-screen digital calculator can be accessed for calculator-allowed items when students select the calculator button.</p>	<ul style="list-style-type: none"> • Model using calculators. • Allow students to choose when to use a calculator to best support their accessibility needs. • Use calculators to develop students' fluency with arithmetic operations, algorithms, and numerical relationships and enhancing their motivation.
<u>Digital Notepad</u> (embedded)	<p>This tool is used for making notes about topics, information, or items.</p>	<ul style="list-style-type: none"> • Provide students with note-taking tools during instruction. • Model using and practice electronic/online tools with students. • Support students in the use of different tools to create notes or computations.
<u>English Dictionary</u> (embedded/non-embedded)	<p>An embedded or non-embedded English dictionary may be made available for the full write portion of an ELA/literacy performance task.</p>	<ul style="list-style-type: none"> • Model and practice using electronic and paper dictionaries to aid in writing. • Model the different parts of a dictionary entry. • Model the strategy of creating glossaries with terms, definitions, and examples.
<u>English Glossary</u> (embedded)	<p>This tool is for grade/context-appropriate definitions of specific construct-irrelevant terms that are shown in English.</p>	<ul style="list-style-type: none"> • Support students' understanding of definitions in footnotes, margins, photos, charts, and illustrations. • Model using glossaries and related applications to clarify word meanings. • Pre-teach new concepts by using English glossaries.
<u>Expandable Passages and Items</u> (embedded)	<p>Each passage/stimulus or item can be expanded so that it takes up a larger portion of the screen when the student selects one of the two arrows in the pane.</p>	<ul style="list-style-type: none"> • Create a document for students to work from, in which a passage or stimulus takes up a large portion of the page. • Model using a dual screen and expanding windows. • Visually simplify text provided in classroom activities.
<u>Global Notes</u> (embedded)	<p>This tool is a notepad that is available for the duration of an ELA performance task in which students complete a full write.</p>	<ul style="list-style-type: none"> • Provide students with note-taking skills and annotation tools during instruction. • Model how to organize ideas by listing and prioritizing topics. • Model how to identify main and secondary ideas in the text.

<p><u>Highlighter</u></p> <p>(embedded)</p>	<p>A digital tool for marking desired text, item questions, item answers, or parts of these with a color.</p>	<ul style="list-style-type: none"> • Teach how to denote main ideas, supporting details, introductions, and conclusions. • Model using digital and manual highlighters to understand the purpose of how to use selective highlighting/underlining. • Allow students to choose which type (digital and/or standard) of highlighter best supports their learning.
<p><u>Keyboard Navigation</u></p> <p>(embedded)</p>	<p>Navigation throughout text can be accomplished by using a keyboard or an adapted keyboard.</p>	<ul style="list-style-type: none"> • Teach keyboarding basics for students to become familiar with the placement of buttons. • Model the use of keytools that a keyboard can provide. • Provide direct instruction and practice using a keyboard.
<p><u>Line Reader</u></p> <p>(embedded)</p>	<p>The student uses an onscreen universal tool to assist in reading by moving the tool over each line of text as it is read on the screen.</p>	<ul style="list-style-type: none"> • Support students in directional tracking in order to process information accurately. • Model using electronic tools for tracking information. • Model and practice using fingers, rulers, or pointers to track information on paper.
<p><u>Mark for Review</u></p> <p>(embedded)</p>	<p>This tool allows students to flag items for future review during the assessment.</p>	<ul style="list-style-type: none"> • Model circling, starring, highlighting, or placing a check mark by an item about which a student is unsure. • Model marking a question when students come across difficult problems. • Model using sticky notes to mark places for review.

<p><u>Math Tools</u></p> <p>(embedded)</p>	<p>These digital tools (embedded ruler and embedded protractor) are used for measurements related to math items.</p>	<ul style="list-style-type: none"> • Coach students on how to select specific tools for math problems. • Use rulers, protractors, and physical manipulatives to build knowledge of math concepts. • Teach using concrete- to-representational-to abstract illustrations/examples to develop a concrete level of understanding of a new math concept or skill.
<p><u>Scratch Paper</u></p> <p>(non-embedded)</p>	<p>Scratch paper to make notes, write computations, or record responses may be made available to students.</p>	<ul style="list-style-type: none"> • Provide students with a variety of note-taking styles and problem-solving strategies. • Model using electronic tools or scratch paper that assist with making notes, writing computations, and solving problems. • Teach how to create an outline for the different kinds of writing and how to organize ideas by listing all ideas for each topic and then prioritizing them. Teach how to create an outline for the different kinds of writing.
<p><u>Spell Check</u></p> <p>(embedded)</p>	<p>A writing tool for checking the spelling of words in student-generated responses.</p>	<ul style="list-style-type: none"> • Proofread students' work and have students make specific corrections. • Model proofreading written responses. • Model specific uses for spell check, including applications, since students may not catch all errors.
<p><u>Strikethrough</u></p> <p>(embedded)</p>	<p>This tool allows students to cross out answer options.</p>	<ul style="list-style-type: none"> • Model the process of elimination for answer options. • Model how to link correct answers to concrete elements in a reading. • Model how to identify less relevant parts of text.
<p><u>Thesaurus</u></p> <p>(embedded/non-embedded)</p>	<p>A thesaurus contains synonyms of terms, which a student can access while interacting with text included in the assessment.</p>	<ul style="list-style-type: none"> • Explain the difference between dictionary, thesaurus, and glossary. • Model and practice using an electronic thesaurus to aid in writing. • Highlight the different parts of a thesaurus.

<u>Writing Tools</u> (embedded)	Select writing tools (i.e., bold, italic, bullets, undo/redo) are available for all student-generated responses.	<ul style="list-style-type: none"> • Model specific tools with students. • Provide opportunities for students to practice writing on an electronic word processing program. • Provide opportunities for students to format and revise a typed document.
<u>Zoom</u> (embedded)	A tool for making text or other graphics in a window or frame appear larger on the screen.	<ul style="list-style-type: none"> • Model how to navigate materials when using zoom. • Gradually increase or decrease the zoom to best support students' needs. • Provide large-print versions of textbooks, or other text, as needed.

Designated supports are accessibility resources that are available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). Designated supports are either provided as digitally-delivered (embedded) components of the test administration system or separate from it (non-embedded). Table 2 includes 21 accessibility strategies related to designated supports with their descriptions as well as selected considerations for teaching and learning.

10.2.1.2 Table 2. Designated Supports at a Glance

Designated Support	Description	Teaching and Learning
<u>Amplification</u> (non-embedded)	The student adjusts the volume control beyond the computer's built-in settings using headphones or other non-embedded devices.	<ul style="list-style-type: none"> • Use amplification systems to help students access auditory materials and instruction and improve understanding of content. • Allow the lesson to be amplified to a higher audio level than that of background ambient noise. • Allow extra time for processing information.

<u>Bilingual Dictionary</u> (non-embedded)	A bilingual/dual-language word-to-word dictionary is a language support.	<ul style="list-style-type: none"> • Teach word meaning and vocabulary. • Model how to use bilingual dictionaries. • Be mindful of additional time needed when using bilingual dictionaries.
<u>Color Contrast</u> (embedded/non-embedded)	Based on student needs or preferences, color contrast enables students to adjust a screen or printed background and/or font color.	<ul style="list-style-type: none"> • Provide instructional materials that have different font or background/paper color(s). • Model to change color contrast choices when appropriate. • Consider how students interact with instructional materials and guide students to use an appropriate tool.
<u>Color Overlays</u> (non-embedded)	Color transparencies are placed over a paper-based assessment or a computer screen.	<ul style="list-style-type: none"> • Model how to select color overlays based on students' needs. • Be mindful that the choice of color may vary between activities and throughout the student's day. • Remember that students can benefit from using color overlays even if they have limited access to technology.
<u>Illustration Glossaries</u> (embedded/ non-embedded)	Illustration glossaries are provided for selected construct-irrelevant terms for mathematics.	<ul style="list-style-type: none"> • Use illustrations and other visual aids to demonstrate instructional content. • Model how to create and use glossaries with illustrations to find the meanings of content specific words. • Use some illustration resources with caution, as their quality, precision, and cultural authenticity may vary.
<u>Magnification</u> (non-embedded)	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device or software.	<ul style="list-style-type: none"> • Provide large-print versions of textbooks or other text and explain the different uses of magnification and zoom. • Gradually increase or decrease the magnification to best support students' learning needs. • Model how to navigate materials when using magnification.
<u>Masking</u> (embedded)	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.	<ul style="list-style-type: none"> • Create a clean document for students to work from that is not too "busy" or visually crowded with distracting information. • Reduce the number of unnecessary graphics for students who prefer less visual crowding. • Model how to use a masking device that covers up sections of text before/after students read to maintain visual attention.

<u>Medical Supports</u> (non-embedded)	<p>Students may have access to medical supports for medical purposes (e.g., Glucose Monitor). The medical support may include a cell phone, and should only support the student during testing for medical reasons.</p>	<ul style="list-style-type: none"> • Monitor and attend to conditions such as lapses in alertness, concentration, and focus, which may interfere with learning. • Use of electronic devices may require a separate setting to avoid distractions. • Educate yourself about how to respond to various health conditions students may have.
<u>Mouse Pointer</u> (embedded)	<p>This embedded support allows a user to increase the size and change the color of the mouse pointer.</p>	<ul style="list-style-type: none"> • Give students ample opportunity to practice during daily instruction with the size and color of the mouse. • Keep in mind that this resource is recommended for students with visual impairments, perceptual challenges, or motor impairments. • Educate yourself and students about various options of the mouse pointer.
<u>Noise Buffers</u> (non-embedded)	<p>Ear mufflers, white noise, noise cancelling headphones, earplugs, and/or other equipment used to block external sounds.</p>	<ul style="list-style-type: none"> • Model the purpose and uses of noise buffers. • Be mindful that a noise buffer can block background noises making dialogue more audible for students. • Model using a noise buffer for students with speech/hearing, behavioral, learning, sensory, or auditory processing disabilities.
<u>Read Aloud</u> (non-embedded)	<p>Text is read aloud to the student by a trained and qualified human reader.</p>	<ul style="list-style-type: none"> • Read small chunks of text aloud and ask students comprehension questions after each portion of text. • Have students engage in shared-paired text-read aloud. • Have students practice instances where they would ask a reader to slow down or repeat text.
<u>Read Aloud in Spanish</u> (non-embedded)	<p>Spanish text is read aloud to the student by a trained and qualified human reader.</p>	<ul style="list-style-type: none"> • Support listening skills using read-aloud materials in Spanish, combined with checking for understanding. • Read small chunks of text in Spanish aloud and ask students comprehension questions after each portion of text. • Have students practice instances where they would ask a reader to slow down or repeat text.

<u>Scribe</u> (non-embedded)	Students dictate their responses to a human who records verbatim what they dictate.	<ul style="list-style-type: none"> • Have students engage in scribe activities— dictate instructional content to their peers and then check their work. • Model the use of scribing speech recognition technology to encourage writing that is more thoughtful and deliberate • Keep in mind that students with attention deficits may be able to engage and complete assignments more efficiently with a scribe.
<u>Separate Setting</u> (non-embedded)	The test location is altered so that the student is tested in a setting different from that made available for most students and is conducive to their learning needs.	<ul style="list-style-type: none"> • Have students engage in small group, pair, or individual activities. • Keep in mind that some students may benefit from being in an environment that allows for movement, such as being able to walk around. • Keep in mind that other adjustments to the environment may include special lighting, acoustics, and adaptive furniture.
<u>Simplified Test Directions</u> (non-embedded)	The test administrator simplifies or paraphrases the test directions found in the Test Administration Manual according to the Simplified Test Directions guidelines.	<ul style="list-style-type: none"> • Read directions aloud in paraphrased, clarified, or simplified form. Use the “I do, you do, we do” strategy to reinforce students’ understanding of what they are expected to do. • Provide the directions in steps so that the directions are easier for students to follow.
<u>Streamline</u> (embedded)	Reduces the amount of text on the screen in an alternate, simplified, format in which the items are displayed below the stimuli rather than side by side in two different panes.	<ul style="list-style-type: none"> • Provide access to documents in which the text is only presented in a sequential format. • Ensure that braille materials are presented to students who use braille, either in paper or electronic format. • Demonstrate how devices with larger screens decrease the need for scrolling when employing the streamline support.
<u>Text-to-Speech</u> (embedded)	Text is read aloud to the student via embedded text-to-speech technology.	<ul style="list-style-type: none"> • Teach listening skills using read-aloud material, and then check for understanding. • Read problems aloud to students during instruction. • Model how to use text-to- speech applications, including control the speed and pitch, as well as raise or lower the volume of the voice via a volume control.

<u>Translated Test Directions</u> (embedded/non-embedded)	<p>Students can see test directions in another language.</p>	<ul style="list-style-type: none"> • Provide written translated test directions or translated instructions on assignments. • Demonstrate how this is an ineffective tool for students who use dual language. • Provide both English and native language directions to build language skills and support students' understanding.
<u>Translations (Glossaries)</u> (embedded/non-embedded)	<p>Translation glossaries are provided for selected construct-irrelevant terms for Mathematics.</p>	<ul style="list-style-type: none"> • Use cognates (a word derived from the same root) or other terms to clarify language during instruction. • Model how to create/use bilingual glossaries to find the meanings of content specific words. • Remind students that glossaries may be located in the appendices of their textbooks or instructional materials.
<u>Translations (Dual Language)</u> (embedded)	<p>Dual language translations provide the full translation of each test item above the original item in English.</p>	<ul style="list-style-type: none"> • Provide subject-area bilingual word lists. • Model how to create two-sided English-Spanish flashcards with bilingual content. • Have students interact in two languages with their peers or with native speakers of those languages.
<u>Turn off Any Universal Tools</u> (embedded)	<p>Disabling any universal tools that might be distracting, or that students do not need to use, or that students are unable to use.</p>	<ul style="list-style-type: none"> • Formulate instructional plans with students in order to best support their unique learning needs and preferences. • Continuously observe/evaluate the use of accessibility resources to ensure that students use those resources meaningfully. • Provide simplified directions and tasks during regular instruction and assessments.

Accommodations are changes in procedures or materials that increase equitable access during the ELA/Math assessments. Accommodations are either provided as digitally-delivered (embedded) components of the test administration system or separate from it (non-embedded) for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 accommodation plan. Accommodations at a Glance table includes 15 accessibility strategies related to accommodations with their descriptions as well as considerations for teaching and learning.

10.2.1.3 Table 3. Accommodations at a Glance

Accommodation	Description	Teaching and Learning
<u>100s Number Table</u> (non-embedded)	This tool is a paper copy of a table listing numbers from 1–100 available for reference.	<ul style="list-style-type: none"> • Model how to use a 100s number table through think-alouds and other strategies. • Model how to use a 100s number table to think about the base ten number system and to build a mental model of the mathematical structure of the number system. • When using a 100s number table, continue to provide repeated opportunities for math fluency practices.
<u>Abacus</u> (non-embedded)	This tool may be used in place of scratch paper for students who typically use an abacus for manipulating large numbers.	<ul style="list-style-type: none"> • Model how to add, subtract, multiply, and divide with the abacus. • Keep in mind that some students with visual impairments or with documented processing impairments may find this resource beneficial. • Keep in mind that students with tactile learning needs and preferences may benefit from this resource.

<p><u>Alternate Response Options</u></p> <p>(non-embedded)</p>	<p>Alternate response options include, but are not limited to, adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, Filter Keys, adapted mouse, touch screen, head wands, and switches.</p>	<ul style="list-style-type: none"> • Have students dictate responses to an adult who records them. • Have students work with their peers who do not need the alternate response options accommodation. • Keep in mind that students with physical disabilities (including both fine motor and gross motor skills) may need to use this accommodation
<p><u>American Sign Language</u></p> <p>(embedded)</p>	<p>Test content is translated into an American Sign Language (ASL) video. An ASL human signer and the signed test content are viewed on the same screen.</p>	<ul style="list-style-type: none"> • Sign content or use a Certified Deaf Interpreter to translate instruction and communicate with students. • Have students sign instructional materials for each other. • Ensure that educational resources include closed captioning if students rely on this resource.
<p><u>Braille</u></p> <p>(embedded/non-embedded)</p>	<p>Braille is a raised-dot code that individuals read with the fingertips. Written and graphic materials (e.g., maps, charts, graphs, diagrams, and illustrations) are presented in a raised format.</p>	<ul style="list-style-type: none"> • Provide instructional materials and assignments in braille. • Provide direct instruction in braille and interpreting tactile graphics. • Share materials with teachers of the visually impaired or braille transcribers well in advance of instruction.
<p><u>Braille Transcript</u></p> <p>(embedded)</p>	<p>This tool is a braille transcript of the closed captioning created for the listening passages.</p>	<ul style="list-style-type: none"> • Provide a braille copy of closed captioning for videos and films with closed captioning. • Provide a braille copy of closed captioning for foreign-language content with closed captioning. • Keep in mind that students may receive hand-under-hand signing (ASL or another sign system) for auditory materials.
<p><u>Calculator</u></p> <p>(non-embedded)</p>	<p>A non-embedded calculator can be used for calculator-allowed items by students who need a special calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform.</p>	<ul style="list-style-type: none"> • Model use of calculators. • Allow students to choose when to use a calculator to best support their accessibility needs. • Model use of Desmos calculators.

<p><u>Closed Captioning</u></p> <p>(embedded)</p>	<p>Closed captioning is printed text that appears on the computer screen as audio materials are presented.</p>	<ul style="list-style-type: none"> • Ensure that instructional videos are supported by closed captioning. • Keep in mind that some video formats allow students to search for keywords, concepts, speakers, and more while the video is playing. • Provide content in various languages with closed captioning.
<p><u>Multiplication Table</u></p> <p>(non-embedded)</p>	<p>A paper-based, single-digit (1–9) multiplication table will be available for reference.</p>	<ul style="list-style-type: none"> • Model how to use a multiplication table through think-alouds, visual tools, and other strategies. Keep in mind that this assessment accommodation is for students with a documented and persistent calculation disability (i.e., dyscalculia). • Keep in mind that a multiplication table provides alternate ways of approaching the same concept, giving students multiple ways to access mathematical knowledge.
<p><u>Print on Request</u></p> <p>(non-embedded)</p>	<p>Paper copies of passages/stimuli and/or items are printed for students.</p>	<ul style="list-style-type: none"> • Provide print materials are used to facilitate learning activities. • Allow students to choose whether to work in a digital or print format. • Keep in mind that students who do not use technology for cultural reasons are likely to benefit from this resource.
<p><u>Read Aloud</u></p> <p>(non-embedded)</p>	<p>Text is read aloud to the student via an external screen reader or by a trained and qualified human reader.</p>	<ul style="list-style-type: none"> • Read small chunks of text aloud and ask students comprehension questions after each portion of text. • Have students read text aloud for each other. • Have students practice instances where they would ask a reader to slow down or repeat text.

<p><u>Scribe</u></p> <p>(non-embedded)</p>	<p>Students dictate (e.g., via voice, braille, American Sign Language) their responses to a human who records verbatim what they dictate.</p>	<ul style="list-style-type: none"> • Have students engage in scribe activities— dictate instructional content to their peers and then check their work. • Model the use of scribing speech recognition technology to encourage writing that is more thoughtful and deliberate. • Keep in mind students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim.
<p><u>Speech-to-Text</u></p> <p>(embedded)</p>	<p>Allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Students may use their own assistive technology devices.</p>	<ul style="list-style-type: none"> • Use speech recognition technology for students to encourage writing that is more thoughtful and deliberate. • Keep in mind that for students with motor skill limitations, physical disabilities, blindness/low vision, or other difficulties accessing a standard keyboard and mouse, voice dictation may be beneficial. • Have students dictate their responses to instructional tasks to each other and check the written content for correctness utilizing speech-to-text.
<p><u>Text-to-Speech</u></p> <p>(embedded)</p>	<p>Text is read aloud to the student via embedded text-to-speech technology. (Spanish available for Mathematics assessments).</p>	<ul style="list-style-type: none"> • Teach listening skills using read-aloud material, and then check for understanding. • Read problems aloud to students during instruction. • Model how to use text-to-speech applications, including control the speed and pitch, as well as raise or lower the volume of the voice via a volume control.

<u>Word Prediction</u> (Embedded)	When this tool is enabled, suggested words will pop up in a menu as students type a written response. Students can select a word in the pop-up menu instead of typing it out manually.	<ul style="list-style-type: none">• Make sure that students familiarize themselves with the embedded tool to be able to use it effectively.• Keep in mind that students with motor impairments use fewer keystrokes since word prediction begins after a few selected characters.• Keep in mind that using the word prediction tool requires that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard.
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Appendix F: Secure Browser for Testing


Appendix F: Secure Browser for Testing

Test administrators (TAs) should be aware of the following guidelines and employ the necessary precautions while administering online assessments:

Close External User Applications

Prior to administering the online assessments, TAs should check all computers that will be used and close all applications except those identified as necessary by the technology coordinator. After closing these applications, the TA should open the secure browser on each computer.

The secure browser and Student Interface automatically detect certain applications that are prohibited from running on a computer while the secure browser is open. The secure browser will not allow a student to log in if the computer detects that a forbidden application is running. A message will also be displayed that lists the forbidden applications that must be closed.



Note: If a forbidden application is launched in the background while the student is already in a test, the student will be logged out and a message displayed. The student will have to close the forbidden application, reopen the secure browser, and log in to continue working on the assessment. This would be considered a test security incident.

Testing on Computers with Dual Monitors

Systems that use a dual monitor setup typically display an application on one monitor screen while another application is accessible on the other screen. Students should not take online assessments on computers that are connected to more than one monitor except in extremely rare circumstances, such as when a TA is administering a test via read-aloud and wants to have a duplicate screen to view exactly what the student is viewing for ease of reading aloud. In these rare cases in which a dual monitor is allowed, DDOE requires that the monitors be set up to “mirror” each other. Technology coordinators can assist TAs in setting up the two monitors to ensure that they mirror each other rather than operate as independent monitors.

In these cases, all security procedures must be followed and the test administered in a secure environment to prevent others from hearing the questions or viewing the student or TA screens.

Secure Browser Error Messages

Possible error messages displayed by the open-source secure browser are shown in [Table F-1](#).


Table F-1: Secure Browser Error Messages

Message	Description
Secure Browser Not Detected	The system automatically detects whether a computer is using the secure browser to access the online testing system. The system will not permit access to the test other than through the secure browser; under no condition may a student access a test using a non-secure browser.
Unable to Establish a Connection with the Test Delivery System	If a computer fails to establish a connection with the Test Delivery System (TDS), a message will be displayed. This is most likely to occur if there is a network-related problem. The causes may include an unplugged network cable or a firewall not allowing access to the site.

Force-Quit Commands for the Secure Browser

In the rare event that the secure browser or test becomes unresponsive and you cannot pause the test or close the secure browser, users have the ability to “force quit” the secure browser.

To force the browser to close, use the following keyboard commands. **Reminder:** This will log the student out of the test he or she is taking. When the secure browser is opened again, the student will have to log in again to resume testing.

	<p>Caution: You are strongly advised against using the force-quit commands, as the secure browser treats this action as an abnormal termination. The secure browser hides features such as the Windows taskbar; if the secure browser is not closed correctly, then the taskbar may not reappear correctly.</p> <p>These commands should be used only if the [Close Secure Browser] button does not work.</p>
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Force-Quit Commands
Windows: [Ctrl] + [Alt] + [Shift] + [F10] Mac OS X: [Ctrl] + [Alt] + [Shift] + [F10] Linux: [Ctrl] + [Alt] + [Shift] + [Esc]
<i>Note for Windows and Mac Users:</i> If you are using a laptop or netbook, you may also need to press the [FN] key before pressing [F10].

Appendix G: Math Resources

Appendix G: Math Resources

The math resources are the Multiplication Table, the 100s Table, $\frac{1}{2}$ -inch graph paper, and $\frac{1}{4}$ -inch graph paper. All of the resources in this appendix can be printed and distributed during the test administration. These are also available on the DeSSA Portal at <https://de.portal.cambiumast.com/> to be printed individually.

Multiplication Table

A paper-based multiplication table containing numbers 1-12 is a non-embedded accommodation for grade 3 and above mathematics items. The multiplication table is to be used *only* for students with a documented and persistent calculation disability (i.e., dyscalculia) as documented in their IEP or 504 plan. This table is available on the DeSSA Portal and can be printed for students requiring this accommodation.

MULTIPLICATION TABLE												
×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

100s Table

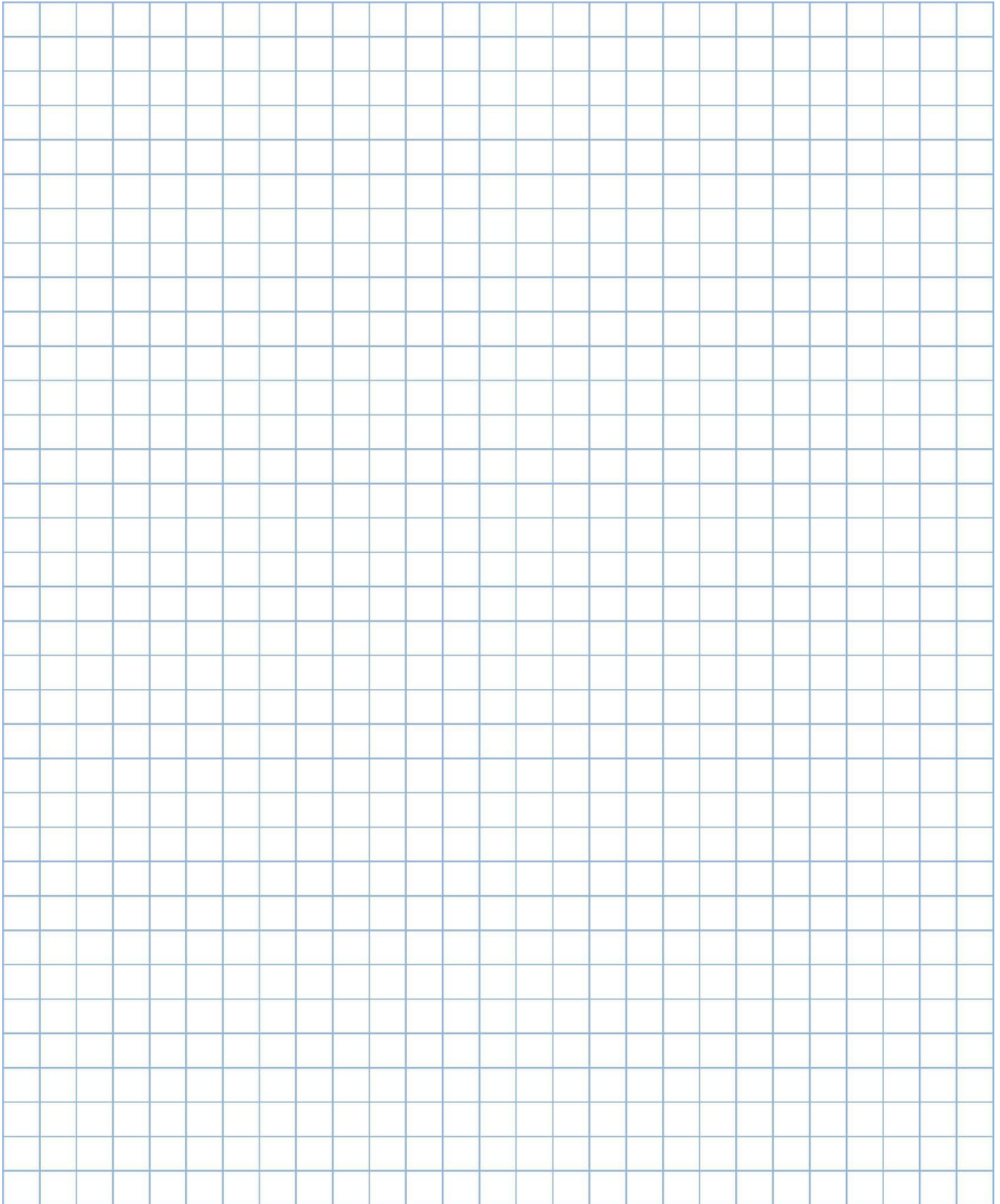
A paper-based table listing numbers from 1 to 100 is a non-embedded accommodation for grades 3 and above mathematics items. The 100s number table is to be used only for students with visual processing or spatial perception needs as documented in their IEP or Section 504 Plan. This table can be printed for students requiring this accommodation. Use of other 100s number tables is prohibited.

100s Number Table

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Graph Paper

Graph paper is required for Grade 6 and above and can be used on all math assessments. The following two pages include ½-inch graph paper and ¼-inch graph paper. These are also available on the DeSSA Portal at <https://de.portal.cambiumast.com/> to be printed individually.



Appendix H: Coordinator Checklists

Appendix H: Coordinator Checklists

District Test Coordinator (DTC)

The activity checklist below describes all district test coordinator (DTC) responsibilities.

District Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/ Resources
Direct Responsibilities				
<input type="checkbox"/> 1. Notify schools when training materials are available.	TAM, Section 3.1			
<input type="checkbox"/> 2. Notify schools when administration manuals are available.	TAM, Section 3.1			
<input type="checkbox"/> 3. Review all DeSSA policy and test administration documents.		2–3 hours		
<input type="checkbox"/> 4. Review scheduling and testing requirements with school test coordinators (STCs).	TAM, Sections 6.0	60–90 minutes		
<input type="checkbox"/> 5. Review training modules and schedule training session for STCs.	TAM, Section 3.5	2–3 hours	March 31	
<input type="checkbox"/> 6. Review security procedures with STCs and test administrators (TAs).	DeSSA Test Security Manual and Training			
<input type="checkbox"/> 7. Work with the technology coordinator to ensure timely computer setup. <ul style="list-style-type: none"> Conduct network diagnostics. Download the secure browser (beginning late November or early December). Verify that schools meet the minimum technology requirements. 	TAM, Section 5.2 , and Appendix F: Secure Browser for Testing	5–10 hours		
<input type="checkbox"/> 8. Work with schools to review Delaware System of Student Assessments (DeSSA) Test Information Distribution Engine (TIDE) student enrollment information.		2–4 hours		

District Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/ Resources
<input type="checkbox"/> 9. Perform an equipment needs assessment based on individual student requirements. <ul style="list-style-type: none"> • Work with the STC to identify students who will need specialized equipment for accommodations. • Communicate with the STC/TA to identify the number of headsets needed in order to take the English language arts/literacy (ELA) Listening portions of the assessment, for students who require text-to-speech, or for students requiring audio glossaries (mathematics only). Place an order for the number of headsets needed plus extra. 		1–2 hours		
<input type="checkbox"/> 10. Investigate all test improprieties, irregularities, and breaches reported by TAs. <ul style="list-style-type: none"> • Follow reporting procedure according to the DeSSA Test Security Manual. 	DeSSA Test Security Manual	As needed		
<input type="checkbox"/> 11. Report any test security incident in DeSSA TIDE and report to the appropriate personnel according to the guidelines in the DeSSA Test Security Manual.	DeSSA Test Security Manual	As needed		
<input type="checkbox"/> 12. Monitor with the DTC any technical problems to apply resolutions or disseminate information at other school sites prior to testing.				

	District Test Coordinator Activities	Reference in Manual	Target Completion Date	Notes/Resources
Oversight Responsibilities				
<input type="checkbox"/>	13. Ensure that STCs and TAs in the district are appropriately trained and aware of policies and procedures, especially related to security.	DeSSA Test Security Manual	March 31	
<input type="checkbox"/>	14. Review school test administration schedules for adequate time and resource planning.			
<input type="checkbox"/>	15. Verify that STCs and TAs have reviewed student information in DeSSA TIDE and are verifying student settings for designated supports and accommodations in DeSSA TIDE.			
<input type="checkbox"/>	16. Be available (or designate a backup if you are not available) during your testing window for questions and problem solving.			
<input type="checkbox"/>	17. Communicate regularly with STCs any emerging trends or issues.			

Contact Information	
Questions About State Policies	Questions About Technology and the Overall Administration Procedures
<p>Test Policy and Testing Irregularities</p> <p>Name: Theresa Bennett Phone: (302) 735-4204 Email: theresa.bennett@doe.k12.de.us</p> <p>Name: Katia Foret Abid Khan Phone: (302) 735- 4081 Email: Katia.foret@doe.k12.de.us Abid.Khan@doe.k12.de.us</p> <p>Security Breach or Irregularity</p> <p>Name: Preston (Dusty) Shockley Phone: (302) 735-4213 Email: preston.shockley@doe.k12.de.us</p>	<p>Cambium Assessment, Inc. Help Desk Contact Information Phone: 1-877-560-8331 Email: DeSSAHelpDesk@cambiumassessment.com</p>
<p>Accommodations</p> <p>Name: Michelle Jackson Phone: (302) 735-4162 Email: michelle.jackson@doe.k12.de.us</p>	

School Test Coordinator (STC)

The activity checklist below describes all school test coordinator (STC) responsibilities.

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
Direct Responsibilities					
<input type="checkbox"/>	1. Complete all DeSSA training. Review all policy and test administration documents.	TAM, Section 3.5	60–90 minutes	March 31	
<input type="checkbox"/>	2. Ensure that all TAs successfully complete the state assessment training for the assessment. The self-paced, online training modules are available with PDMS.	TAM, Section 3.5	2–3 hours	March 31	
<input type="checkbox"/>	3. Work with technology personnel to ensure timely computer setup: <ul style="list-style-type: none"> • Conduct network diagnostics. • Download the secure browser. • Verify that your school has met the minimum technology requirements. • Ensure that other technical issues are resolved before and during testing. 		5–10 hours		

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	<p>4. Communicate with the TAs to identify the number of headsets needed for each testing site, and ensure that the needed number is available at least two weeks prior to the testing window.</p> <ul style="list-style-type: none"> Headsets are required for the ELA/L Listening portions of the assessment for students who require text-to-speech or for students requiring audio glossaries (mathematics only). Communicate with the DTC to identify the number of headsets needed. 		1–2 hours		
<input type="checkbox"/>	<p>5. Perform an equipment needs check based on individual student requirements.</p> <ul style="list-style-type: none"> Work with TAs to identify students who will need specialized equipment for accommodations. 		1–2 hours		
<input type="checkbox"/>	<p>6. Based on the testing windows, work with TAs and DTCs to establish a testing schedule.</p>		2–4 hours		
<input type="checkbox"/>	<p>7. Work with TAs to review student information in DeSSA TIDE applications before students are tested to ensure that correct student information and test settings for designated supports and accommodations are correct.</p>		2–4 hours		
<input type="checkbox"/>	<p>8. Establish a place to test those students who need a separate test setting.</p>	Accessibility Guidelines for DeSSA	1–2 hours		

	School Test Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	9. Work with TAs to plan a quiet activity for each test session for students who finish early.		30 minutes		
<input type="checkbox"/>	10. Ensure proper handling of all printed test materials and scratch paper. Collect all test materials on each day of testing to keep in a secure location until after the test session, and then destroy according to the test security manual.	DeSSA Test Security Manual			
<input type="checkbox"/>	11. Ensure adherence to all security policies. <ul style="list-style-type: none"> Ensure that all TAs have read and signed state security agreements 	DeSSA Test Security Manual			
<input type="checkbox"/>	12. Document any impropriety, irregularity, or breach and report to the DTC immediately after learning of the incident. <ul style="list-style-type: none"> Working with the DTC, enter incidents in DeSSA TIDE. 	DeSSA Test Security Manual	As needed		
<input type="checkbox"/>	13. Monitor testing progress during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.		As needed		
<input type="checkbox"/>	14. Raise any technical issues with the technology coordinator for resolution.		As needed		
<input type="checkbox"/>	15. Review, investigate, and report on all potential improprieties, irregularities, and breaches reported by the TA. Mitigate incidents when appropriate.	DeSSA Test Security Manual	As needed		

	School Test Coordinator Activities	Reference in Manual	Target Completion Date	Notes/Resources
	Oversight Responsibilities			
<input type="checkbox"/>	16. Verify that TAs have verified student settings for designated supports and accommodations in DeSSA TIDE.			
<input type="checkbox"/>	17. Assist TAs in taking proper measures to ensure that students have access only to allowable non-embedded resources during testing.			
<input type="checkbox"/>	18. Verify that TAs adhere to all test security policies and practices according to the Test Security Manual. The STC must have access to the Assessment Request System, which is used to document when any improprieties, irregularities, or breaches occur.	DeSSA Test Security Manual		

Contact Information	
Questions About the Overall Administration and State Policies	Questions About Technology and the Overall Administration Procedures
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Test Administrator

The activity checklist below describes all test administrator (TA) responsibilities.

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	1. Review all DeSSA policy and test administration documents, particularly the Test Administration Manual (TAM).	TAM, Section 3.4	60–90 minutes	Complete at least 2–3 weeks prior to testing.	
<input type="checkbox"/>	2. Review the training modules and complete all required assessment training.	TAM, Section 3.5	2–3 hours	Complete at least 2–3 weeks prior to testing.	Complete by March 1
<input type="checkbox"/>	3. Show students the videos “What Is a CAT?” and “What Are Universal Tools?”		1 hour	March 31	
<input type="checkbox"/>	4. Provide students with a walk-through of the training test and/or practice test for familiarity with navigation of the system and tools.	TAM, Appendix J: Practice Tests and Training Tests	1 hour	Complete over 2–3 weeks prior to testing.	
<input type="checkbox"/>	5. Perform an equipment needs check based on individual student requirements. <ul style="list-style-type: none"> Work with the STC to identify students who will need specialized equipment for accommodations. 		1–2 hours	Complete at least 2 weeks prior to testing.	
<input type="checkbox"/>	6. Work with the STC to determine precise testing schedules based on the testing windows selected by the school schedule.			Complete when the DeSSA Testing Schedule is provided to DOE	
<input type="checkbox"/>	7. Make sure you have a valid TIDE user account to administer assessments. Please make sure you are assigned to correct user role.		5 minutes	Complete at least 1–2 weeks prior to testing.	If you have not received this information, please check your spam/junk email folder to see if it was mistakenly routed there. If not, check with your STC.
<input type="checkbox"/>	8. Work with your STC to ensure that each student has a SSID) number and has been loaded into DeSSA TIDE.		2–4 hours	Complete at least 1–2 weeks prior to testing.	

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	9. Confirm each student's test settings for designated supports and accommodations in DeSSA TIDE against their IEP or other relevant documentation as appropriate.		2–4 hours	Complete at least 1–2 weeks prior to testing.	
<input type="checkbox"/>	10. Ensure that the [DeSSA Secure Browser] icon appears on each testing computer.			Complete at least 1–2 weeks prior to testing. <i>and again</i> Complete the day before testing or morning of testing.	Check with your STC or technology coordinator if the [DeSSA Secure Browser] icon is missing.
<input type="checkbox"/>	11. Communicate to students the need for headsets in order to take the ELA Listening portions of the assessment. <ul style="list-style-type: none"> Identify any students who may not have their own headsets, and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing. Have extra headsets on hand for students who may forget to bring theirs. Send reminders several days before and the day prior to testing to ensure that students remember to bring headsets. 				
<input type="checkbox"/>	12. Ensure that all students complete the CAT assessment and the PT.	TAM, Section 6.0	60 minutes planning the day prior to administering the PT		

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	13. Plan a quiet activity for each test session for students who finish early. The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.		15–30 minutes		See Appendix E.
<input type="checkbox"/>	14. Prior to administration, check all computers that will be used and close all applications except those identified as necessary by the technology coordinator. Make sure that no computer has dual monitors. <ul style="list-style-type: none"> • Work with your STC to set system volume prior to students launch the secure browser to ensure that students can hear the audio portions of the ELA/L segment. 		1–2 hours		The TA should open the secure browser on each computer after closing any unnecessary applications.
<input type="checkbox"/>	15. Administer the assessments following the script and Directions for Administration. Provide any necessary non-embedded designated supports and accommodation.	See Appendix K : Directions for Administration (Printable Version) for a pull-out copy.			Provide students with scratch paper for all test sessions. Also, provide students in grade 6 and above with graph paper for the mathematics assessments.
<input type="checkbox"/>	16. On the day of testing, verify that the students have their login information (first name, SSID, and session ID).				

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	17. Review all guidelines for creating a secure test environment. <ul style="list-style-type: none"> Review all security procedures and guidelines in the DeSSA Test Security Manual. Carefully read and sign a test security agreement if required by your state. 	DeSSA Test Security Manual			Complete by March 31
<input type="checkbox"/>	18. Make sure that the physical conditions of the testing room are satisfactory. <ul style="list-style-type: none"> Make sure that no instructional materials directly related to the content of the tests are visible. Students should be seated so there is enough space between them or provide desktop partitions to minimize opportunities to look at each other's screen. Actively monitor students throughout the test sessions. Students who are not being tested may not be in the room where a test is being administered. 	TAM, Section 8.1			Make sure that students clear their desks and put away all books, backpacks, purses, cell phones, electronic devices of any kind, and other materials not needed for the test. Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.
<input type="checkbox"/>	19. Report any testing improprieties, irregularities, and breaches to the STC and DTC in writing immediately following an impropriety, irregularity, or breach. Please refer to the DeSSA Test Security Manual.	DeSSA Test Security Manual			

	Test Administrator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	20. Securely dispose of all printed testing materials—including student login information, print-on-demand documents, and scratch paper—in a secure manner. Please refer to the DeSSA Test Security Manual.	DeSSA Test Security Manual			

Contact Information	
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Appendix I: Item Types

Appendix I: Item Types

Item and Response Types

As students engage with the assessments, they will be asked of test questions that require them to respond in different ways, some of which may be new to students. We have produced several resources that teachers and students can use to get ready for the test, including a Practice Test and a Training Test. As stated in [Appendix J: Practice Tests and Training Tests](#) of this manual, “It is highly recommended that ALL students access the Training Test Site before taking the test.” Doing so will provide students an opportunity to view and practice each of the item types.

The Practice Tests and Training Tests are available on the [DeSSA Portal](#).

Summary of Item Types and How to Provide Responses

[Table I-1](#) lists and briefly describes the different Item Types.


	Note: Not all tests will necessarily include all item types.
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Table I-1: Item and Scoring Types

Content Area	Type of Item	Brief Description of How to Respond
ELA/ and Mathematics	Multiple choice, single correct response	Select a single option.
	Multiple select, multiple correct responses	Select two or more options.
	Matching tables (with a variation True/False or Yes/No)	Match text or images in rows to values in columns.
	Short text	Keyboard alphanumeric entry.
Mathematics Only	Grid Item - Drag-and-drop	Drag-and-drop single or multiple elements into a background image.
	Grid Item -Hot spot	Select certain areas of an image.
	Table Interaction	Keyboard entry into table cells.
	Grid Item - Graphing	Plot points and/or draw lines.
	Equation Response	Enter equation or numeric response using on-screen panel containing mathematical characters.
ELA/ Only	Evidence-Based Selected Response (EBSR)	Two-part item: <ul style="list-style-type: none"> Part A: Respond to a Multiple-Choice Item Part B: Cite the evidence that supports the answer to Part A either Multiple Choice, Multiple Select, or Hot Text.
	Hot text	Select sections of text, or drag-and-drop sections of text.
	Essay/Writing Extended Response	Keyboard alphanumeric entry

[Table I-2](#) catalogs each specific item type and briefly describes the student actions necessary to provide a response.

Table I-2: Item Types in the Practice/Training Test

Content Area	Item Type	How the Student Responds
ELA/and Math	Multiple choice, single correct response (radio buttons)	<ul style="list-style-type: none"> • Select the radio button corresponding to an option. • To deselect an option, select a different radio button. • Select only one option.
ELA/ and Math	Multiple choice, single correct response (highlight)	<ul style="list-style-type: none"> • Highlight an option by selecting an option. • To deselect an option, select a different option. • Select only one option.
ELA/ and Math	Multiple select, multiple correct responses (checkboxes)	<ul style="list-style-type: none"> • Mark the checkbox corresponding to an option. • To deselect an option, click on the checkbox that is already marked. • Mark one or more options.
ELA/ and Math	Multiple select, multiple correct responses (highlight)	<ul style="list-style-type: none"> • Highlight an option by selecting an option. • To deselect an option, click on the previously highlighted option. • Select one or more options.
ELA/ and Math	Matching tables (variation using True/False or Yes/No)	<ul style="list-style-type: none"> • Select the checkbox corresponding to an option in a table cell. • To deselect an option, select a checkbox that is already marked.
ELA/ and Math	Short Text	<ul style="list-style-type: none"> • Respond via keyboard entry into the multiline text box (no text formatting). • Edit previously entered text.
Math Only	Grid Item - Drag-and-drop (select and move objects)	<ul style="list-style-type: none"> • Click and drag the object to the appropriate location in the question-response area.
Math Only	Gride Item-Hot spot	<ul style="list-style-type: none"> • Select targeted areas in the response area.
Math Only	Table Interaction	<ul style="list-style-type: none"> • Respond via keyboard entry into table cells or drag/drop objects into table cells.
Math Only	Grid Item - Graphing	<ul style="list-style-type: none"> • Select the [Add Point] icon and then click in the question-response area to create a new point. To remove the point, select the [Delete] icon and then click on the point to be deleted. OR • Select the [Connect Line] icon and then click in the question-response area where the line is to start. Click and drag to the area where the line is to end. To remove the line, select the [Delete] icon and then click on the line to be deleted.
Math Only	Equation Response	<ul style="list-style-type: none"> • Select buttons representing numbers and mathematic symbols to create a numeric response or equation.
ELA/Only	Evidence Based Selected Response	<ul style="list-style-type: none"> • Select multiple choice radio buttons or use multiple choice highlight.
ELA Only	Hot text (select and move text)	<ul style="list-style-type: none"> • Select text and then click and drag text to the new area.
ELA Only	Listening tasks	<ul style="list-style-type: none"> • Start or pause an audio clip by selecting buttons.
ELA Only	Essay/Writing Extended Response	<ul style="list-style-type: none"> • Respond via keyboard entry using text formatting buttons. • Edit previously entered text.

Technical Skills to Access Embedded Resources

To access some of the embedded resources—such as strikethrough, highlighter, American Sign Language (ASL) videos, and text-to-speech—that are available for these item types, students may need to access the “right-click context menu.” Please note the method to access the menu is dependent on the student’s device type. Devices and methods are shown in [Table I-3](#).

Table I-3: Right-Click Context Menu

Device Type	Method to Access Right-Click Context Menu
Windows-based desktop or laptop (two-button mouse)	Click the right mouse button.
Mac OS-based desktop or laptop (one-button mouse)	Hold down the [Ctrl] key on keyboard, and then click the mouse button.
iPad tablet (touchscreen)	Tap on the menu in the upper-left corner of the secure browser application.
Chromebook (trackpad)	Hold down the [Alt] key on the keyboard and tap the trackpad.

Appendix J: Practice Tests and Training Tests

Appendix J: Practice Tests and Training Tests

In preparation for the assessment and to expose students to the various item response types in ELA and mathematics, refer to [Appendix I: Item Types](#) for item types. It is highly recommended that all students access the Practice and Training Tests through the [DeSSA Portal](#) on the device students will use during testing. Each resource offers students a unique opportunity to experience a practice test in a manner similar to what they will see on the test and prepare students for testing. These resources will not be scored, and rubrics will be available on the [DeSSA Portal](#).

Overview of the Practice Tests

The Practice Tests allow educators and students to experience a full grade-level assessment and gain insight into the assessment. The practice tests mirror the summative assessment. Each grade-level assessment includes a variety of question types and difficulties—approximately 30 items each in ELA and mathematics—as well as an ELA and mathematics performance task for grades 3–8. The practice test also includes a comprehensive reflection of embedded universal tools, designated supports, and accommodations. Students should also be provided with any non-embedded universal tools, designated supports, and accommodations allowed on all assessments, including interim and summative.

Overview of the Training Tests

The training tests are designed to provide students and educators with an opportunity to quickly familiarize themselves with the software and navigational tools that they will use on the DeSSA assessments. The training tests are organized by grade bands—grades 3–5, grade 6, and grades 7–8. Each test contains 14 to 15 questions.

On the student Training Test site, the questions were selected to provide students with an opportunity to practice a range of question types. The training tests do not contain performance tasks (PTs). The student Training Test site may be used by anyone. Students can log in as guests or use their first name and SSID to log in. Students who log in using their credentials may enter a guest session or a proctored training session with a training session ID set up through the test administrator (TA) Training Test site. Similar to the practice tests, the training tests include all embedded universal tools, designated supports, and accommodations. Note that the text-to-speech (TTS) functionality is available when using the training test through the secure browser

Test Administrator Login for Practice and Training Test

The Test Administrator Training Test provides an opportunity for TAs to practice setting up a test session. Access to the TA training test site requires specific login credentials provided by the State. This site may only be used by authorized state-level users, DAs, DAMs, DTCs, STCs, and TAs.

**Note:**

- Speech-to-Text support can only be accessed through the Secure Browser and proctored test session
- Braille tests can only be accessed through the TA site.

For additional information about how to set up a Practice Test session, refer to the Test Administrator User Guide located on the [DeSSA Portal](#).



Caution: Do NOT use the live Student Interface or TA Interface for practice. Doing so constitutes a test security incident (breach). For all training test sessions, use the TA Training Site and the training tests. See Ensuring Test Security and Security Procedures for information about test security breaches.

It is **highly recommended** that **all** students access the Training Test Site once, at a minimum, before taking the test. The training tests will be especially beneficial for those students who have **not** previously participated in online testing. Teachers are encouraged to conduct a group walk-through of the Training Test or Practice Test with their students to promote familiarity with the testing format and basic test rules and to allow for free and open communication on the testing process and/or content—refer to Section [6.1: General Rules of Online Testing](#). This walk-through of the practice and training tests is a perfect opportunity for TAs to describe the limitations to the support they will be able to provide and the verbal interactions they can have with students during the live test session.

Appendix K: Directions for Administration (Printable Version)

Appendix K: Directions for Administration (Printable Version)

This document provides a shortened version of the information provided in the During Testing sections of this manual, which is suitable for printing and using during the ELA/Math test administration. All instructions to be read to students are exactly the same. These directions are available in 21 additional languages for [download from the DeSSA Portal](#).

Before Testing	
Make sure that you are prepared for testing.	<ul style="list-style-type: none"> Practice administering an assessment on the TA) training test site. Know what your students will see. Try out the practice and training tests. Complete the prerecorded training session for any updates to the Test Administration procedures. Please sign the DeSSA Security Forms. Download and read relevant user guides and manuals, including this Online Test Administration Manual (TAM).
Make sure that students are prepared for testing.	<ul style="list-style-type: none"> Make sure that all your students have tried the grade-appropriate practice test and training test before testing.
Get a list of secure State Student Identification Numbers (SSIDs).	<ul style="list-style-type: none"> Students will log in to the online system using their legal first names, their 10-digit Statewide Student Identification Numbers (SSID), and a test Session ID. Talk to your STC about how you will obtain this list. Remember that student personal information, including (SSIDs), is confidential.
Get a list of all Assessment Accommodations for any students who will be testing with you.	<ul style="list-style-type: none"> Remember to validate and review all student accommodations to make sure that a student has the correct accommodations available in the DeSSA TIDE. Do not begin testing any students until all accommodations have been verified and are available in DeSSA TIDE.

During Testing	
Launch the secure browser on each computer that students will use for testing.	<ul style="list-style-type: none"> Before students arrive to take a test, make sure that the student login screen is showing on each computer. Click the DeSSA icon on each computer to open the secure browser. It is recommended that TAs, rather than students, launch the secure browser in order to prevent students from accessing other applications. Once the secure browser is launched, students can no longer access other applications.
Distribute pencils and scratch paper, if needed.	<ul style="list-style-type: none"> During the assessments, scratch paper may be used for any of the tests.
Log in to the TA Site.	<ul style="list-style-type: none"> Using your regular username and password, log in to the TA Site at https://de.portal.cambiumast.com/. If you do not have a username and password, contact your district information security officer (ISO).
Create a test session.	<ul style="list-style-type: none"> Select the test(s) that you will administer in the test session (e.g., Mathematics). After you have selected the test(s) that should be included, click [Start Session]. A Session ID will automatically generate and appear in the upper-center portion of the screen. This Session ID will have four letters followed by a dash and then a number (for example, DESSA-BEST-01.)

During Testing	
Read the directions from the Online Test Administration Manual (TAM) to students.	<ul style="list-style-type: none"> SAY: Today, you will take the [insert name of ELA/ or mathematics and CAT or PT] test. You will be given a test session ID that is required to start the test. Before logging in, let's go over some test rules. SAY: You must answer each question on the screen before clicking [Next]. If you are unsure about an answer, provide what you think is the best answer. If you would like to review that answer at a later time, mark the question for review before going on to the next question. You may go back and change the answer during the test session. SAY: You may pause at any point in the test by selecting [Pause] rather than [Next] after answering a question. Please raise your hand if you need a break and ask permission before selecting [Pause]. <p>[The following should be read for the CAT portion only]</p> <ul style="list-style-type: none"> SAY: If you pause your test for more than 20 minutes, you will not be able to go back and change your answers to any question, even the ones you marked for review. You may check your answers to any questions before you pause your test. <p>[The following should be read for the Math CAT in grades 6-8 and ELA PT only]</p> <ul style="list-style-type: none"> SAY: This test is divided into segments. When you get to the end of a segment, you will be told to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to any of the questions from the previous segment. Your answers need to be your own work. Please keep your eyes on your own test and remember there should be no talking. If you have a cell phone, smartwatch, or any other non-approved electronic device, please raise your hand, and I will collect it before the test begins. If you finish your test early, please raise your hand and sit quietly.
Give students the test session ID.	<ul style="list-style-type: none"> Write the test session ID for the test(s) you will be giving on the board or some other place where students can see it. Make sure that students know that they must enter the test session ID exactly as it is written, without extra spaces or characters. SAY: Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information. SAY: Enter your legal first name, not your nickname, followed by your SSID number. Then, enter the test session ID. Raise your hand if you need help typing this information on your keyboard. SAY: Now, select [Sign In]. Once you have successfully logged in, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, click [Yes] to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect. SAY: On the next screen, select the [INSERT NAME OF TEST] (i.e., ELA Grade 3 CAT), and then click [Start Test]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. Please wait quietly while I check and approve each of your tests. SAY: You will now see a screen asking you to check your test content area and settings. If all of the information is correct, you may click [Yes, Start My Test]. If any of it is incorrect, please raise your hand.

During Testing	
Approve students for testing.	<ul style="list-style-type: none"> Students can now log in using their names, their ID numbers, and the test session ID. Clicking on the Approvals tab at the top of the page will always display a list of students who are awaiting approval at any time. Once students begin appearing in the preview box, you can click [Approvals (#)] to open the Approvals page. Review each student's test settings and edit as necessary. You can either click [Approve] for each individual student or, when you are satisfied that all students in the list can be approved, click [Approve All Students]. To refresh the list of students awaiting approval at any time, click the [Refresh] button at the top of the pop-up window. SAY: (For ELA test only) Next, you should see a screen that prompts you to check that the sound and video on your computer are working. Put your headsets on and click the play button to watch the video. If you hear the chime and can watch the video, click [I could play the video and sound]. If not, raise your hand. SAY: Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. You can also find this information during your test by clicking the [Help] button. SAY: When you are ready to begin your test, click [Begin Test Now] at the bottom of the page.
Monitor student progress.	<ul style="list-style-type: none"> The TA Site will not show test questions or scores but will let you see how many questions have been delivered to each student (e.g., question 24 of 40). The TA Site is designed to automatically refresh every minute. You can manually refresh at any time by clicking the [Refresh] button at the upper-left corner of the screen. If you notice that a student is off task, you may say the following statement to that student. SAY: It is important that you do your best. Do you need to pause the test and take a break?
Student asks for assistance.	<ul style="list-style-type: none"> SAY: Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can review a tutorial by clicking on the [i] button on the right side of the screen.

During Testing	
Give students a five-minute warning before the end of the test session.	<ul style="list-style-type: none"> SAY: We are nearing the end of this test session. Please review your answers, including any questions you marked for review now. Do not submit your test unless you have answered all of the questions. <p>[The following should be read for the ELA CAT portion only]</p> <ul style="list-style-type: none"> SAY: If you are working on a set of questions for a reading passage, please finish all of the questions in that set. <p>[The following should be read for all tests]</p> <ul style="list-style-type: none"> SAY: If you need additional time, please let me know.
End the test session and log out of the TA Site.	<p>After answering the last question, students must submit their tests by clicking the [Next] button and then clicking [Submit Test]. If students would like to review their answers before ending their test, they may do so by clicking any of the numbers under [Questions] and then [Submit Test] once they are done reviewing. Once a student clicks [Submit Test], the student will not be able to review answers.</p> <p>SAY: This test session is now over. If you have not finished, click [Pause], and you will be able to finish at another time. [The following should be read for the CAT portion only if the length of time pausing the test is greater than 20 minutes, e.g., the student will continue testing on another day]</p> <ul style="list-style-type: none"> SAY: Remember, if you are not finished and need to pause your test for more than 20 minutes, you will not be able to go back to the questions from this test session, including questions marked for review. You will also not have access to the notes you entered in the Digital Notepad. SAY: If you have answered all of the questions on your test and have finished reviewing your answers, select [SUBMIT TEST]. I will now collect any scratch paper or other materials. <p>[The following should be read for the PT portion for students who will continue testing on another day]</p> <ul style="list-style-type: none"> SAY: Please write your name on your scratch paper if you are not finished with the performance task. I will collect it for use during the next test session. SAY: If you have answered all the questions on your test and have finished reviewing your answers, select [SUBMIT TEST]. I will now collect any scratch paper or other materials.
Collect any used scratch paper.	<ul style="list-style-type: none"> Refer to Section 4.0 Ensuring Test Security and Security Procedures for information about securely destroying scratch paper for CAT test sessions and retaining scratch paper for PTs.

Appendix L: Printed Test Directions in English

Appendix L: Printed Test Directions in English

A printed copy of oral test directions in English may be provided to the student.

Students for whom printed reading supports for verbally-delivered directions enable them to follow along with the verbal directions may benefit from this support. Students who may be multilingual or have hearing or auditory-processing difficulties, with or without reading-related disabilities, may need this support in English.

A student should have the option of asking the test administrator to slow down or repeat any verbal direction provided. The use of this support may result in the student needing additional overall time to complete the assessment.

SAY: Today, you will take the [NAME OF TEST (e.g., ELA Grade 4 CAT)] test. You will be given a test session ID that is required to start the test. Before logging in, let's go over some test rules.

You must answer each question on the screen before selecting NEXT. If you are unsure about an answer, provide what you think is the best answer. If you would like to review that answer at a later time, mark the question for review before going on to the next question. You may go back and change the answer during this test session.

You may pause at any point in the test by selecting PAUSE rather than NEXT after answering a question. Please raise your hand if you need a break and ask permission before selecting PAUSE.

[The following should be read for the CAT portion only]

SAY: If you pause your test for more than 20 minutes, you will not be able to go back and change your answers to any question, even the ones you marked for review. You may check your answers to any questions before you pause your test.

[The following should be read for the Math CAT in grades 6–8 and ELA PT only]

SAY: This test is divided into segments. When you get to the end of a segment, you will be told to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to any of the questions in the previous segment.

SAY: Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you have a cell phone, smartwatch, or other non-approved electronic devices, please raise your hand and I will collect it before the test begins.

If you finish your test early, please raise your hand and sit quietly.

SAY: Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.

Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard.

Now select SIGN IN. Once you have successfully logged in, you will see a screen with your first name and other information about you. 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.

SAY: On the next screen, select the [INSERT NAME OF TEST (i.e., ELA Grade 3 CAT)], and then click [Start Test]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. Please wait quietly while I check and approve each of your tests.

SAY: You will now see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand.

[The following should be read for the for ELA test only]

SAY: Next you should see a screen that prompts you to check that the sound on your computer is working. Put on your headsets and select the icon of the speaker in the circle to hear the sound. If you hear the chime, select YES. If not, raise your hand.

SAY: Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. You can also find this information during your test by selecting the HELP button.

When you are ready to begin your test, select BEGIN TEST NOW at the bottom of the page.

Student Directions During Testing

SAY: It is important that you do your best. Do you need to pause the test and take a break?

SAY: Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can review a tutorial by selecting on the "i" button on the right side of the screen.

SAY: We are nearing the end of this test session. Please review your answers, including any questions you marked for review now. Do not submit your test unless you have answered all of the questions.

[The following should be read for the ELA CAT portion only]

SAY: If you are working on a set of questions for a reading passage, please finish all of the questions in that set.

[The following should be read for all tests]

SAY: If you need additional time let me know.

SAY: This test session is now over. If you have not finished, select PAUSE, and you will be able to finish at another time.

[The following should be read for the Computer Adaptive Test portion only if the length of time pausing the test is greater than 20 minutes, e.g., the student will continue testing on another day]

SAY: Remember, if you are not finished and need to pause your test for more than 20 minutes, you will not be able to go back to the questions from this test session, including questions marked for review. You will also not have access to the notes you entered in the Digital Notepad.

SAY: If you have answered all the questions on your test and have finished reviewing your answers, select SUBMIT TEST. I will now collect any scratch paper or other materials.

[The following should be read for the performance task portion for students who will continue testing on another day]

SAY: Please write your name on your scratch paper if you are not finished with the performance task. I will collect it for use during the next test session.

SAY: If you have answered all the questions on your test and have finished reviewing your answers, select SUBMIT TEST.

I will now collect any scratch paper or other materials

Appendix M: Help Desk Information

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If this document does not answer your questions, please contact the DeSSA Help Desk. The Help Desk is open Monday–Friday from 6:30 a.m. to 6:30 p.m. Eastern Standard Time (except holidays).

DeSSA Help Desk

Toll-Free Phone Support: 1-877-560-8331

Email Support: DeSSAHelpDesk@cambiumassessment.com

When contacting the DeSSA Help Desk, provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred. The following information should be provided when reporting any incidents or issues:

- Test administrator name and IT/network contact person and contact information
- SSIDs of affected students
 - **Do NOT provide any other student information**, as doing so may violate Family Educational Rights and Privacy Act (FERPA) policies.
- Results ID for the affected student tests
- Test session ID
- List of embedded accommodations
- Test name and grade
- Question number
- Operating system and browser version information
- Any error messages and codes that appeared, if applicable
- Information about your network configuration:
 - Secure browser installation (to individual machines or network)
 - Wired or wireless Internet network setup